Date: 5th February, 2025

To,
Mr. Ramesh
Vice President CSR & Sustainability
MSPL Limited

Dear sir,

Greetings from STEM Learning! STEM, is a Private limited company working as a social enterprise in providing the children from lesser privileged communities' access to quality science education. STEM is a CSR solution in positively impacting education. STEM Learning was conceptualized with an aim to empower Children from rural and semi urban communities with the basic concepts of STEM (Science, Technology, Engineering and Mathematics).

Our Program involves setting up of Mini Science Centres in schools to help Children from standard 5 to standard 10 by implementing Corporates CSR in Government and Government aided schools situated in the low-income communities. In this regard, we propose MSPL Limited CSR for the sponsorship of setting up of Mini Science Centres (MSC) in 1 Government schools in Karnataka.

We solicit your support in helping us set up MSC in Government schools to help children from these Schools Overcome the fear of Science and Math's and thus develops aptitude based learning.

In continuation with this letter is a detailed proposal for your consideration and perusal.

We look forward to hearing from you with your support.

Thanking you,
Mahesh Kumar
Corporate Relationship Manager
STEM Learning Private Limited

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Strategic Proposal for Mini Science Centre
1 Government School - Karnataka




Mini Science Centre *Teacher Training Program* *ScienceCompetition* *Monitoring &Evaluation*

Contact Persons:

Name: **Mr.AshutoshPanditName :Mahesh Kumar**
Designation: Founder&MD Designation: Corporate Relationship Manager
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Project Support requested under the Corporate Social Responsibility

Contents

About: STEM Learning Pvt Ltd.

STEM Learning was conceptualized with an aim to inculcate basic concepts of Science, Technology, Engineering, Mathematics at school level, thereby encouraging inclination of students / learners towards science and technology. Models designed by STEM help students in identifying and experiencing the actual concepts which they learn from text books making it more practical in approach

STEM believes that school education can't be only visual or audio but it is important for the children to practically feel the products and experience it. With this vision, STEM has customised 80 models basedon150+conceptsofScienceandMathsforbetterlearningandunderstandingoftheconcepts. STEM believes in adding more models for improved learning of students specially for those from less privileged section of thesociety.

STEMthroughitsMSC'shavebenefittedover1Millionstudentswith8000+teachersin1900+schools across23statesinIndia. Inadditiontothis,STEMlearning alsohasanicheininstalling30bigscience centres in different talukas of Maharashtra under ManavVikas Mission Project of Maharashtra Government. These science centres have trained more than one lakh students who otherwise would havenevergotchancetoexperienceandexplorescienceinapracticalandeasyway.

STEM's models are approved by ***6 SCERT****- Maharashtra, Goa, Chhattisgarh Odisha Nagaland and Jammu&Kashmir*fortheiralignmentwiththecurriculumandtheapprovalsbytheSCERT'sofAndhra Pradesh, Telangana and Karnataka are awaited forapproval.

1. A: Mission Statement – To enhance students' aptitude towards science & math so that they embrace it and grow with it while relishing the learningprocess.

1. B: Vision Statement: To be recognized globally for bringing innovative learning products in School Education and contributing to the society by reaching to the less privileged students

1. C Goal: Learning **made accessible to all children for aptitudeenhancement.**

1. C.1: **Immediate Goal:** Reaching to Large population of under privileged Children PanIndia

1. C.2: **Aim:** Ensuring equal opportunities for learning and development of all under privileged Children.

1. C.3: **Immediate Aim:** Reaching 2000 schools in the academic year 2019-20

1. C.4: **Objective:** Empowerment/Enhancement of aptitude of children

1. C.5: **Specific Objectives:** Ignite Scientific interest among children for –

→Aptitude developed.

→Eradicate fear of Science and Math's

→Easy and Fun way method of learning Science and Math's

→Discovery is a regular process.

→Scientific knowledge provided for day to day understanding.

→Exploring Possible stepping stone for career in Science & Math's.

→Parents Content of learning methodology & feeling secured of their child's future.

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Snapshot of work:

Model Designing

Teacher explaining to Students the model

Students undertaking model Designing

Students undertaking model Designing

1.0 Strategic areas of Focus

- **Provide quality teaching aids to improve teaching pedagogy** for students from less privileged section of society.
- **Enhance aptitude capacity and skills** of students to learn science and mathematics in more effective and interesting way in a two-way approach of benefitting the children and enhance teacher's skills.
- **Providing a platform to exhibit and execute learning opportunities for** Students and teachers through customized volunteer engagement programs/events.
- **Create partnership and collaboration** with various stakeholders to ensure programmatic sustainability for the project.

2.0 Background and Project Need

TheeducationsysteminIndia isundergoingatransformationalprocesswithspecialemphasisonScience and Math's education. Science education in India is faced by various practical challenges today. The first and the most basic problem that has persisted and resisted solution since early education, isourinability

to ease the fear of difficult subjects such as science and math's and make it simple and fun so as to help retain the knowledge and strengthen the foundation of the child for future.

Science is knowledge about the material, natural world. It is knowledge produced from systematic observation,measurement,experimentation,exploration,andspeculationandtheorizationaboutnatural objects, their properties and their interactions. Whether the topic of forces in Physics or the solubility of substances in water from Chemistry, or germination in Biology, the science curriculum directs attention tothematerialworld,tothingsandprocessesinit;aboutwhichitwouldlikechildrentolearn—tonotice, name and think about things based on concepts and theories that characterize these disciplinary approaches,furthermoremathematicsestablishesthefoundationforcalculationisapartofeverydaylife

However, disciplinary approach is essential in learning BUT it is also imperative to ensure that we make the subject interesting; as, it is a challenge to large percentage of children to comprehend the formulas and equations. This not only limits the learning of students about science & Math's but also lessen the interest of children in these subjects and a fear psychosis is created in their minds for these subjects.

OurHonourablePrimeMinisterduringthe104thIndianScienceCongresson'ScienceandTechnologyfor National Development, emphasized that the government is committed to support the different streams of scientific knowledge from fundamental science to applied science with an emphasisoninnovations.

PrimeMinisterinstitutedtheconceptof'scientificsocialresponsibility'.Underliningtheneedtoinculcate the concept of 'scientific social responsibility (SSR)', akin to corporate social responsibility, PM ShriModiji put the impetus on corporates to actively participate in developing science and technology centres acrossIndia.

We at STEM Learning provide the Mini Science Centre – (MSC) that support and encourages the students to develop aptitude & skills. Science activities done to stimulate curiosity, provide practical opportunities toexploreaconceptineasyways,developappropriatehandsonexperienceinunderstandingscienceand its concepts which is sadly absent today across all our education syllabus. More so with inadequate teaching staff in rural, municipal schools which are for the underprivileged children adds to the existing challenge in the educationsystem.

3.1 Project SummaryStatement

MiniScienceCentre(MSC)isaneducative,innovativeandsystemicinstrumentdesignedtorevolutionize science & math's education that makes learning simpler and accessible. It is a catalytic channel that is interactive, engaging & fun way of learning technique aimed to raise awareness, grasp the information & strengthentheaptitudeofchildren;furthermore,MSCsupportstheteachersinteaching-withafocuson concepts from science & math's. Mini science Centre has a range of *80 table top working models with 33 back-drops and manuals in regional language* to provide hands-on experience for learning/teaching Science and Mathematics for Class 5 through10.

MSC will be a permanent and integral part of the school and academics right from its installation.
The models designed for MSC forms the basis for effective education and better understanding of the academic concepts and their practical applications. Principally these models are ….

- For all students from standard 5 to10
- Intentional and standards-based
- Active, interesting, and relevant to students
- Reflect current research and practices that are curriculum based
- Age-level appropriate
- Integrate skills from different subjects of Science and Math's

- Incorporate staff training in science and Math's teaching
- Based on ongoing assessment of student needs and progress

3.2 Expected outcome of the program–

- Aptitude of students for learning science and mathematics improved by creating simple, child friendly eco system which is fun and enjoyable.
- Empowering teachers with easy teaching aids.
- Improve teaching pedagogy by use of models in conducting the science and math's class through better engagement of teachers in teaching.
- Increased enrolment and interest in STEM-related courses in school.
- Continued participation in STEM programming.
- Increased self-confidence in tackling science & Math's classes and projects.
- Shift in attitude about careers in STEM.
- Increased test scores as compared to non-participants.
- Increased general knowledge of science & math's-based concepts.
- Gains in 21st century skills, including communication, teamwork, and analytical thinking.
- Higher likelihood of graduation and pursuing a STEM career

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3.3 Project Location & Support Request: Karnataka

The budget is for 1 school for 1 MSC for 1 Year					
SR.NO	ITEM	DESCRIPTION	COST	NOS OF SCHOOLS	TOTAL
1	MINI SCIENCE CENTRE	80 MODELS + 80 USERS PLACARD+ 40 COLOURFUL BACKGROUNDS + 1 SAFETY PLACARD + 1 TEACHERS MANUAL INCLUDES INSTALLATION, DELIVERY & 1st YEARS MAINTENANCE	300,000	1	300,000
		TAXES @ 18%	54000		54000
		TOTAL	354,000	1	354,000
2	TRAINING OF TEACHERS (TTP)	TRAINING OF SCIENCE & MATHS TEACHERS (2 TIMES)	35,000	1	35,000
		TAXES @18%	6300		6300
		TOTAL	41,300	1	41,300
3	MONITORING & EVALUATION	*Total - 1 visits - ENDLINE*	28,000	1	28,000
		TAXES @ 18%	5040		5040
		TOTAL	33,040	1	33,040
4	ANNUAL MAINTENANCE CONTRACT	CLEANING SERVICING & IF REPLACEMENT (if any)	35,000	1	35,000
		TAXES @ 18% (cost applicable from second years)	6,300		6300
		TOTAL	41,300	0	0
TOTAL (1+2+3)			**428,340**	3	**0**
		NET COST FOR PER SCHOOLS (1+2+3)	**363,000**	1	**363,000**
		GST@18%	**65,340**		**65,340**
		TOTAL COST INCLUDING GST	**428,340**		**428,340**
5	INFRASTRUCTURE*	SET UP OF PLATFORMS & ELECTRIC CONNECTIONS + WHITEWASH	53,729	1	53,729
		TAXES @18%	9,671		9,671
		TOTAL	63,400	1	63,400
GRAND TOTAL			**491,740**		**491,740**

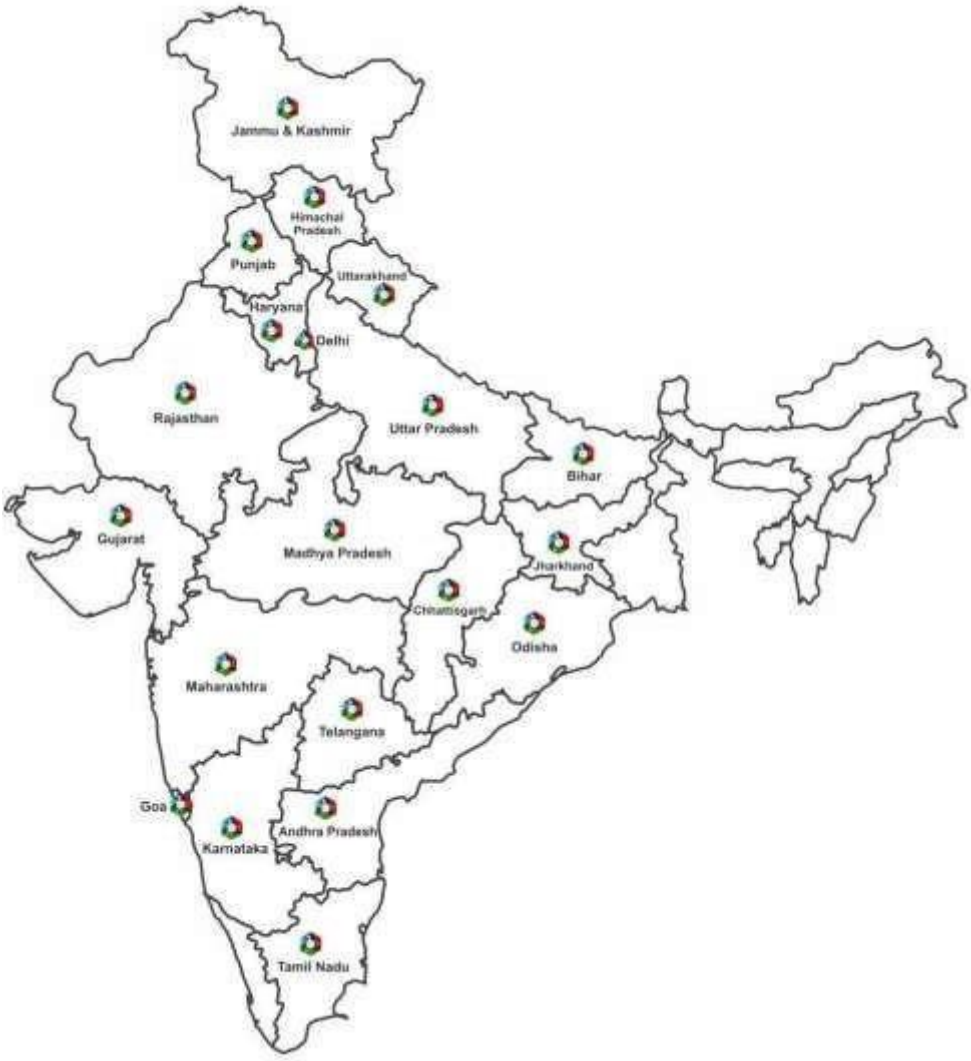
** The Above quote is valid for 60 days from the date of Submission
** If required Inauguration and volunteer engagement is customized and at additional cost
** Volunteer engagement, Quiz competition, Model designing program and Scientist lecture is customized and at additional cost
** Events can be designed post confirmation of schools, beneficiaries and location.

3.3 CBranding&Visibility–MiniScienceCentreprovidesimmensevisibilityandbrandingforthesponsor partner. Starting from the entrance of the Centre to the backdrops and reference leaflet, the name and logo of the sponsor partner is inscribed. Each model is also labeled with the corporate partner's name andlogo.

MSC Locations: PAN INDIA

STEM learning has pan India presence in 23 states of India and have proven our process of Installation, delivery- Teachers Training Program along with Monitoring & Evaluation and Maintenance of MSC.

1. Maharashtra 2. Rajasthan 3.Gujarat 4.Karnataka 5.Himachal Pradesh 6. Jammu & Kashmir 7.Goa



8.Haryana 9. Delhi 10. Tamil Nadu 11. Uttar Pradesh 12. Jharkhand 13.Chhattisgarh 14. Madhya Pradesh 15. Andhra Pradesh, 16.Odisha 17.Telangana.18.Bihar.19 Uttarkhand.20.punjab21.Odisha22.Dadra and Nagar Haveli23.Assam

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4.0 Salient Points

STEM-Mini Science Centre (MSC)
▪ Owned by school from day1.
▪ Fixed Infrastructure- Permanent Branding forCorporate.
▪ 24 X 7 accesses to students andteachers.
▪ In school program as it's based within the schoolpremises.
▪ 80plugandplaymodels+40backdrops-Mappedto150+Conceptsof Maths&Science.
▪ Student's analytical skills developed to enhance constructiveimagination.
▪ Certifiedby6SCERTS-Goa,Chhattisgarh,MaharashtraandJammu&Kashmir,Odisha& Nagaland
▪ Empowerment of teachers for sustainability by way of Peer lead teacherstraining.
▪ 2- Teachers Training Program – specially designed training to ensurecomfort and ownership from day1. DIY Activity session with students & Webinar Session with Teachers.
▪ 2-Monitoring&Evaluationtocapturedatasoastoensureproperreportingtodonors.
▪ Easy up scaling andreplication.

5.0 Work PlanNarrative:

ACTIVITY.	PROCESS NARATIVE.	Means of Verification.	Time period.	REPORT.
IDENTIFICATIO N.	STEM initiates the process post Contract & PO with clarity on geography &nos of schools required, post that the M&E team connect with DOE, if it's a government recognized school, {for private aided school * don't need DOE permission] Post letter from DOE, we approach the school authorities and get their acceptance letter along with their contact details of principal and teachers involved, the letter clarifies the ownership details of cleanliness, handling of models, material and electricity, we also share the expected outlay plan { installation requirement} for MSC set up with school and donor. <u>DATA collated:</u> i. Schoollocation. ii. Room availability as per out layplan. iii. Letter ofacceptance. iv. Student's strength in school. Post this we give work order to our Factory team that will assemble and move on for delivery, prior to departure of	The documents supporting this activity is: a. DOE letter if applicable b. School letter with details of principal, teacher along with clarity on electricity and maintenance. c. Photos of pre MSC Schoolandr oom. d. Gender Segregation details. e. Cumulative grades of students along with number of students in class/division. **This report will be known as School Identification Report.** *Attached: school Identification Parameters*	Contract & PO- 2 weeks. School Identificati on & Closure – 3-5 weeks.	School Identificatio n report.

INSTALLATION	material the school is checked by our backend team for its readiness (if any furniture Work then that's extra to be charged to the donor)[as per the MSC set up layout plan]. On receiving clearance from the school, the installation team proceeds to the location and starts the installation. On reaching the Installation team takes picture of the room and then another picture taken after the installation and a letter of successful installation and handing over materials/documents.	The documents supporting this activity is: a. Pre room set uppicture. b. Post room set uppicture. c. Letter from school of completion of installation of MSC with (80 models, 40 backdrops + 1 safety measure board =40,1- Teachers manual, 40 placards of models). **This will be known as Installation report.**	Installation- 3 weeks from school closure. Installation – 2 days at location, if all isready.	Installation Report
Teachers Training Program- 1st.	Trainer's team gets in touch with School authorities- Principal & teachers	The documents supporting this activity is: a. Call sheet.	Immediately on receiving closure of	1st Teachers Training Report.

Teachers Training Program- 2nd.	Schedules the training date & venue. 72 hours before training – reconfirmation is taken from principal and teachers. Initiate training, the training consists of : 1) Orientation of Models. (attached Training flow document) 2) Usage as per concepts and its 5 daily usage. (Attached an example of someconcepts) 3) Mapped document of Model with curriculum. (attached 7 4) 75 Modelsmapping withCurriculum) 5) Establish topics and usage as per the timetable. 6) Explain follow up process →Phone calls. →Whatsapp support group formation. 7) Expected outputfrom teachers of documentation of usage, as they are plug and play and can be taken to class for demonstration and explanation. (attached Pictures and Video) 8) Register of MSC,as they are plug and play and can be demonstrated inclass during the concept clarity.	b. Whatsapp group snap shot. c. Goalset Document for output. d. Teacher's attendance sheet of training. e. Pictures and Videos (if possible). This report will be known as 1st**Teachers Training program report.** The above same data will be part of the **2nd Teachers Training Program report.**	installation set up- 10 days from installation the 1-st Teachers training program is undertaken . / 15 days after 1st M&E visit.	2ndTeachers Training Report.

	9) Identify and prioritize issues to be dealt by teachers. 10) Set up goals forbest practice documentation. 11) Inform aboutM&E visit andprocess. The same above process is follow for 2nd Teachers training post.			
Follow up Visit 1st.	The team initiates the follow up visit with getting in touch with Principal & teachers of the visit and the same is updated on the whatsapp group. Reconfirms the same 72 hours before departure. The M&E consists of: Collating data on: i. Nos of students per class/division. ii. Cumulative grades of students. iii. Gendersegregation. the Principal and teachers questionnaire will be qualitative, students will be quantitative and qualitative with FGD and IDI. The students quantitative tools will be: 1) Fill in theblanks. 2) Match thecolumns. 3) Questions and3 Options.	The documents supporting this activity is: a. Callsheet. b. Whatsapp group snap shot. c. Questionnaire. d. Notes of FDG &IDI. e. Pictures and Videos (if possible). f. Raw data in excel. g. Draft M&E report and Finalized M&E report. **This report will be known as 1st M&E report.**	45 days from 1st TTP. /*-5512	1st Monitoring & Evaluation Report. (Formative Baseline)

Monitoring & Evaluation-2nd Visit (1st Year annualreport).	4) Pictorial Identificationsof models. Qualitative: FGD and IDI lead questions will be framed for students on actual usage in class and MSC. The same above process is followed for 2nd M&E (1st Year annual report).	The above similar process will be used for 2nd M&E (**1st year baseline report**).	1st Draft in 3 weeks' time for M&E visit. 2nd M&E Visit -45-60 days after maintenanc e visit.	2ndMonitor ing & Evaluation Report (1st Years baseline)
Maintenance.	The maintenance will visit the school after the 1st M&E visit. The visit will notify the school of visit and reconfirm 72 hours prior to departure The maintenance will undertake: I. Repairing and Replacement as and whererequired. II. Re-clean the premises. The free maintenance is for 1st year only, year 2 onwards will be charged.	The documents supporting this activity is: a. Pictures of repaired model b. Pictures of replaced model c. Signed report of maintenance from Principal/Teac her **This report will be known as Maintenance report.**	15th days after 1st M&E visit.	Maintenan ce Report
Volunteer Engagement.	During the closure of contracts the number ofVE activities to beundertaken along with tentative nosof	The documents supporting this activity is:	This activity can be built in by discussion	Volunteer Engagemen t Report (

	participants is confirmed for providing cost. We provide following avenues for VE: • Community Engagement:- In which we will invite government officials to talk to the school or experts from the organization to give talk on connects between school learning and corporate business to further enhance their knowledge and understanding of the product correlationin reallife. • Quiz: The corporate can develop a databank of quiz as games on their existing school subject of Math'sand Science. • Model Learning: As to how various scientific and Mathematical models are developed for easy learning. • Support in creating database of online reference/videos/website to be offered as support reference material. • STEM career opportunities in the Industry- Talk by VE team on future prospects.	a. Picture and Videos. b. Activity Report. **This will be known as Volunteer engagement report (activity based report will be provided).**	With donor and school.	activity based)

* 7 reports will be generated over the 1st year

STEM learning has a qualified team for Installation, Training, M&E & Maintenance and there is no individual coordinator appointed for the project and responsibility is as per the activity.

5.1 Tentative Time linePlan:

PO & Contract.	School Identification.	Installation.	1-TTP.	1stFollow up.	2ndT TP.	Maintenance.	2nd M&E.(Annual Report)
1st week	Within 2 -3 weeks from PO.	3-weeks from school identification & Closure.	15to20 Days from installation.	45 days from 1st TTP.(?)	15-20th Day from 1st Follow-up.	20 to 25 weeks from Installation	35th to 40th week from Installation

6.0 Project Sustainability:

STEM Learning look at sustainability from two aspects namely programmatic and Financial.

6.1 Programmatic Sustainability:

The programmatic sustainability is achieved by undertaking the following actions:

- Mini Science Centre model is replicable and scalableprogram.
- Zero OperationCost.
- MSC enhances the very basic requirement of the schools to support its existingsyllabus.
- Avibrantnetworkofteacherswillbeavailablefortraining3rdyearonwards,creatingapeerlead program.

6.2 Financial Sustainability:

STEM Learning shall provide on request the financials for year three onwards for basic support of the Program.

7.0 Value Addition: (Volunteer Engagement *{optional-atcost}*)

1. **IndustryEngagement**:-Inwhichwewillinviteanexpert/expertsfromtheorganizationto give talk on connects between school learning and corporate business to further enhance their knowledge and understanding of the product correlation in reallife
2. **Quiz:**Thecorporatecandevelopadatabankofquizas gamesontheirexistingschoolsubject of Math's andScience
3. **Model Learning**: As to how various scientific and Mathematical models are developed for easy learning
4. Support in creating database of online reference/videos/website to be offered assupport referencematerial.
5. STEM career opportunities in the Industry- Talk by VE team on futureprospects
6. And manymore……

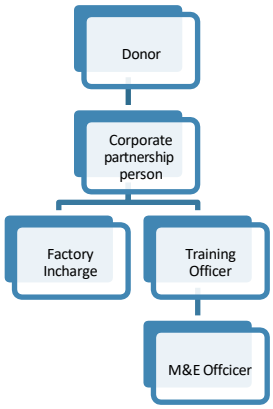
7.1 Branding:

STEMMSCensureslong termbrandinginitiatingwithinstallationattheschool andwillcarryupdates on its various social media platforms, more so the MSC becomes a permanent fixture in the school premises ensuring long term visibility andbranding.

8.0 Roles & Responsibilities

Role	Responsibilities
Corporate partnership person	Closure of Project process.
Training Officer	Undertaking Training and Reporting.
M&E Officer	Ensuring M&E Protocols and Reporting.

9.1 DataFlow



9.2 Data ManagementStorage

The data will be stored on secured computer of the M&E Officer and will be stored in spread sheet, database, hard copies, etc.
The data will remain till the life of the project

9.4 Analysis

Basic Excel sheet tools will be used by the data entry person and if need be specialized analysis tools such as SPSS or any similar will be used.

9.5 Privacy

The DATA will be exclusively with the Company founder, Program officer of the specific project and M&E

10.0 SWOTAnalysis:

STRENGTHS (Internal factors)

- ✓ Timely set up ofMSC.
- ✓ 80 Models&40 backdrops aligned with curriculum.
- ✓ StructuredTTP.
- ✓ Planned Follow-up M&EProcess.
- ✓ WhatsApp Group forbetter connectivity &response.
- ✓ Vibrant Volunteerengagement programs.

WEAKNESS (Internal factors)

- ✓ Probable delay in delivery in models forMSC.

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STRENGTHS (EXTERNAL FACTORS)	WEAKNESSS (EXTERNAL FACTOR)
→Only structured program that has been certified by 6 SCERTS aligning with educational curriculum. →Trust of more than 150 donors. →Successfully implemented Program Pan India in 23 states in more than 1900 schools.	→School withdrawal or no support. →Non Availability for training on scheduled dates.
OPPORTUNITY (INTERNAL FACTORS). ✓ Constantly up grading its processand offerings. ✓ Constant development ofnew modules.	**THREAT (INTERNALFACTORS).** ✓ None, as the organization is managed by professionals and overseen daily by its Founderand MD.
OPPORTUNITY (EXTERNAL FACTORS) →To constantly better our TTP and M&E by learning's, experience and donor value addition.	**THREAT (EXTERNAL FACTORS).** →Probable non acceptance of additional responsibility by school administration. →Probable delay in taking ownership beyond the project period.

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Annexure1:

Sr no.	Name of the model	Sr no.	Name of the model
1.	Constellation Viewer	41.	Transverse wave pendulum
2.	Newton's Disc	42.	Area of triangle
3.	Colour Shadow	43.	Area of parallelogram
4.	Periscope	44.	Coupled Pendulum
5.	Kaleidoscope	45.	Solar Light
6.	Laws of Reflection	46.	Wind Mill
7.	Corner Mirror	47.	Shape of earth due to rotation
8.	Infinity Tunnel	48.	KE PE Track
9.	Magic Water Tap	49.	Loop The Loop
10.	Total Internal Reflection.	50.	Rope Puzzle
11.	Fun with Magnets	51.	Refraction Cylinder
12.	Law of Inertia	52.	Newton's Cradle
13.	Circle and Ball	53.	Centrifuge Puzzle
14.	Action and Reaction	54.	Hand Battery
15.	Parrot in the Cage	55.	Periodic Table
16.	Zoetrope	56.	Cone Run Uphill
17.	Pin screen	57.	Tower Of Pisa
18.	Floating Ball	58.	Lever
19.	Floating Fan	59.	Pulley Block
20.	Tornado	60.	Wheel and Axel
21.	Hand Pump	61.	Heat Absorption
22.	Anamorph	62.	Day and Night
23.	Floating Magnets	63.	Viscosity Tube
24.	Magnetic Field Tube & Immiscible Fluid	64.	Rock and Minerals
25.	Moment of inertia	65.	DNA
26.	Lazy Tube	66.	Lateral Shift
27.	Hyperbola	67.	Force & types of friction
28.	Magnetic effect of electric current	68.	Funny mirrors
29.	Pythagoras Model &Moire Pattern	69.	Marble Slide
30.	Elliptical Carrom Board	70.	Resonance
31.	Two Congruent Right Triangles	71.	Weight Illusion
32.	Area of a Circle	72.	Area of Trapezium
33.	(a+b)2 =a2+2ab+b2	73.	Sum of angles of Quadrilateral
34.	(a+b+c)2 = a2+b2+c2+2ab+2bc+2ca	74.	(A+B)^2 - (A-B)^2 = 4AB
35.	a2-b2=(a+b) (a-b)	75.	Electric bell
36.	Sum of the angles of a triangle	76.	Human Torso
37.	Tangram	77.	Ear & Eye
38.	Parking Puzzle & T puzzle	78.	Human Joints
39.	Organ pipes	79.	Plant Cell
40.	Area of rhombus	80	Animal Cell

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MINI SCIENCE CENTRE PHOTOS –

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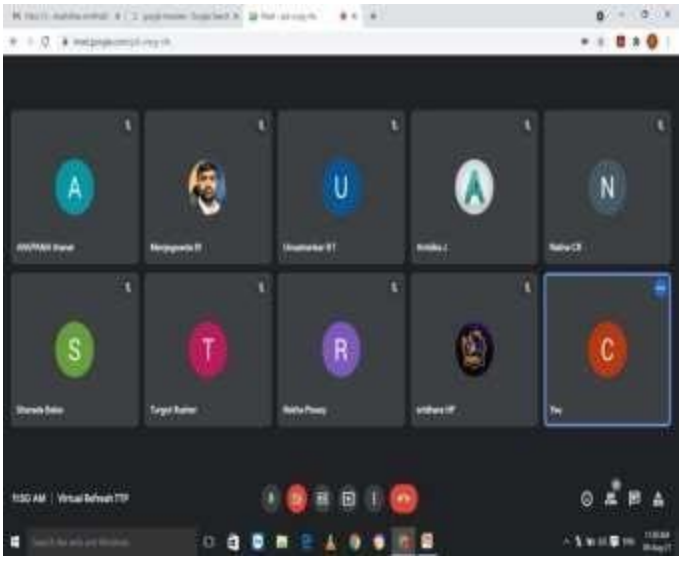
Virtual Teacher Training Program Photos:



Teachers Explaining Science & Math's Concepts:

Teachers Training Program at school:

DIY Model making session with Students:

E-Volunteering activities with our partner Brillio

Virtual E-Volunteering with Accenture Team:

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STEM National Competition:

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National Award received by Teachers:

Karnataka Education Minister **Shri. Suresh Kumar**sir visited STEM Mini Science Centre which was installed in Government High School Doddabanahalli, Bengaluru & appreciated Mr. Nagaraj sir, a science Teacher for receiving National Award for his Innovative skills in teaching Science Concepts by using models and experiments.

ಬೆಂಗಳೂರು ಶಿಕ್ಷಕ ನಾಗರಾಜುಗೆ ರಾಷ್ಟ್ರ ಪ್ರಶಸ್ತಿ

ದೆಹಲಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಆನ್‌ಲೈನ್‌ನಲ್ಲಿ ಭಾಗಿ | ಬೆಂಗಳೂರಿನಲ್ಲಿ ಸಿಎಂ ಪ್ರದಾನ

• **ಕನ್ನಡಪ್ರಭ ವಾರ್ತೆ** ಬೆಂಗಳೂರು

ಕೇಂದ್ರ ಸರ್ಕಾರ ನೀಡುವ ರಾಷ್ಟ್ರಮಟ್ಟದ ಉತ್ತಮ ಶಿಕ್ಷಕ ಪ್ರಶಸ್ತಿಗೆ ಭಾಜನರಾದ ಬೆಂಗಳೂರಿನ ದೊಡ್ಡಬನಹಳ್ಳಿ ಸರ್ಕಾರಿ ಪ್ರೌಢ ಶಾಲೆಯ ವಿಜ್ಞಾನ ಶಿಕ್ಷಕ ಸಿ.ಎಂ. ನಾಗರಾಜು ಅವರಿಗೆ ಭಾನುವಾರ ವಿಧಾನ ಸೌಧದಲ್ಲಿ ನಡೆದ ಶಿಕ್ಷಕರ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಪ್ರಶಸ್ತಿ ಪತ್ರ ಪ್ರದಾನ ಮಾಡಿ ಮುಖ್ಯಮಂತ್ರಿ ಬಸವರಾಜ ಬೊಮ್ಮಾಯಿ ಸನ್ಮಾನಿಸಿದರು.

ಇದಕ್ಕೂ ಮುನ್ನ ಶಿಕ್ಷಕ ನಾಗರಾಜ ಅವರು ದೆಹಲಿಯ ರಾಷ್ಟ್ರಪತಿ ಭವನದಲ್ಲಿ ನಡೆದ ರಾಷ್ಟ್ರಮಟ್ಟದ ಉತ್ತಮ ಶಿಕ್ಷಕ ಪ್ರಶಸ್ತಿ ಪ್ರದಾನ ಸಮಾರಂಭದಲ್ಲಿ ಬೆಂಗಳೂರಿನಿಂದಲೇ ವರ್ಚುವಲ್ ಕಾರ್ಯಕ್ರಮದ ಮೂಲಕ ಪಾಲ್ಗೊಂಡರು. ದೆಹಲಿ ಕಾರ್ಯಕ್ರಮ ಮುಗಿದ ಕೂಡಲೇ ರಾಜ್ಯ ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ ಉಮಾಶಂಕರ್ ಅವರು ಶಿಕ್ಷಕ ನಾಗರಾಜು ಅವರನ್ನು ವಿಧಾನ ಸೌಧದ ತಮ್ಮ ಕೊಠಡಿಗೆ ಆಹ್ವಾನಿಸಿ ಕೇಂದ್ರ ಸರ್ಕಾರ ಕಳುಹಿಸಿಕೊಟ್ಟಿದ್ದ ಪ್ರಶಸ್ತಿ ಪತ್ರ, ನಗದು ಪುರಸ್ಕಾರವನ್ನು ನೀಡಿ ಸನ್ಮಾನಿಸಿ ಅಭಿನಂದಿಸಿದರು.

ಸಂಜೆ ವಿಧಾನಸೌಧದಲ್ಲಿ ನಡೆದ ಶಿಕ್ಷಕರ ದಿನಾಚರಣೆ ಮತ್ತು ರಾಜ್ಯಮಟ್ಟದ ಉತ್ತಮ ಶಿಕ್ಷಕ ಪ್ರಶಸ್ತಿ ಪ್ರದಾನ ಸಮಾರಂಭದಲ್ಲಿ ಸಿ.ಎಂ.ನಾಗರಾಜು ಅವರನ್ನು ಆರಂಭದಲ್ಲೇ ವೇದಿಕೆಗೆ ಆಹ್ವಾನಿಸಿ ಮುಖ್ಯಮಂತ್ರಿ ಅವರಿಂದ ಮತ್ತೊಮ್ಮೆ ಸನ್ಮಾನಿಸಿ ಪ್ರಶಸ್ತಿ ಪತ್ರ ನೀಡಿ ಅಭಿನಂದಿಸಲಾಯಿತು. ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ ಸಚಿವ ಬಿ.ಸಿ.ನಾಗೇಶ್ ಸೇರಿದಂತೆ ಹಲವು ಗಣ್ಯರು ಉಪಸ್ಥಿತರಿದ್ದರು.