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**ANNUAL REPORT 2004-2005**  
**EKLAVYA FOUNDATION**

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**ANNUAL REPORT OF EKLAVYA FOUNDATION, 2004-05  
EKLAVYA FOUNDATION**

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Registration no. 063160113

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## THE PREVIOUS YEAR

In our last report, we had presented an account of the work done by us in the last three years. For us that was the period of passing through the upheaval caused by the closure of the Hoshangabad Science Teaching Programme (the basis of founding Eklavya) and the subsequently evolved Social Studies Programme. Today we can claim that we have emerged from those difficult times with the determination and will to explore new programmes and new directions.

One of the major tasks before us in 2004-05 was the construction of Eklavya's first own campus in Hoshangabad. The construction work began in October, 2004 and continued without let for the whole year. Secondly, we tried to draw up a road map for Eklavya for the coming ten years by brainstorming about our long-term aims, objectives and tasks, and the strategy to accomplish these. Thirdly, we made intensive efforts to augment our person power in view of the ongoing and emerging tasks. In addition, financial support was obtained from different sources for five new tasks and those emerging from ongoing tasks. These tasks are: publication of a fortnightly wall paper on Science and Technology (Kyon aur Kaise) for the students of High Schools, Higher Secondary Schools and Colleges; expansion of the Publications Programme and strengthening of the Library Programme; production of a multimedia CD for science education; organizing community libraries; and supporting efforts of total school transformation.

During the previous year, we worked in collaboration with many groups for evolving curricula and curricular material. One of these initiatives was the work done with Vidya Bhawan Society, Udaipur and Digantar, Jaipur for evolving a long-term plan of educational development for the state of Chhatisgarh. We participated in the process of developing a curriculum for a post-graduate course in Education to be started from July, 2006. Members and Resource Persons of Eklavya participated in the Focus Groups constituted by the National Council for Educational Research and Training (NCERT) for the formulation of the new National Curricular Framework. They were also associated with the development of the curriculum for school drop-out boys and girls undertaken by 'Doosra Dashak' in Rajasthan.

During the last few years, we were engaged in giving shape to a programme of total 'Teacher and School Development Programme'. As a part of this initiative, three teacher training programmes were organized this year, one each in Bhopal, Hoshangabad and Indore and a programme of year-round monthly meetings was put in place. Intensive work has been started in five schools in Bhopal in this context.

Programmes like Children's activities and Publications, aimed at taking educational activities beyond the curriculum directly to children, continued at their regular pace.

In this report we have tried to share with you a critical description of all the above tasks. Each of our earlier two reports was a combined report of the work done over a period of three preceding years. While preparing the last report, we had decided that, in future, we would place before you, a report every year. This effort is now before you.

## PROGRAMMES OF TEACHER DEVELOPMENT

### 1. Efforts with the teachers of Upper Primary Schools

Since 2001 we have been working, under the Social Studies Programme, with those teachers of upper primary schools who were willing to volunteer to bring about a qualitative change in the teaching-learning process in the classroom. After the closure of the Hoshangabad Science Teaching Programme in 2002, we started this effort with the science teachers of the upper primary schools as well.. In the beginning, the two programmes ran parallel according to the demands of the respective subjects. But this year we tried to evolve a common and comprehensive package, based upon our broad understanding of education, by weaving together the common aspects of the two programmes. This package is aimed at placing before the teacher, an understanding of education in its totality. Details of work done as a part of this effort are given below.

#### (a) Summer Teacher Training

The summer training organized by Eklavya has a catalytic effect upon our work and our relationship with teachers/schools. In the beginning of this academic year, an intensive, residential training programme was conducted from 25<sup>th</sup> May to 3<sup>rd</sup> June, 2004 in the Navodaya Vidyalaya at Pawarkheda near Hoshangabad.

#### Academic preparation

This year, in place of separate trainings for Science and Social Studies, a core training programme was planned for the first seven days. This was followed by three-days of subject-specific programmes. The teachers were given the freedom to attend the classes of their choice during these three days. Based upon a demand from the teachers, short sessions of reading-understanding English were also arranged. The Academic Group consisted of Resource Persons from Holkar Science College, Indore, Delhi University, Bharat Gyan Vigyan Samiti, WIPRO, etc.

Concepts included in the Core Training were:

1. Method of Science – Grouping and Classification
2. Method of Science – Some experiments related to photosynthesis
3. Organic evolution
4. Measurement
5. Mathematics – Place Value and Number System
6. Map
7. Nation and Nationalism – Concept and history
8. Indian National Movement – Long-term strategy
9. Gender concept and its importance in the school context
10. Preamble to the Constitution of India

**Besides the above, the separate subjects for Social Studies and Science were:**

1. System of Administration during the Mughal period
2. Human life on mountains, plateaus and plains
3. Fundamental Rights
4. Electrical charge and electric current
5. Carbon and its compounds
6. Force
7. Leaves
8. Systems of the body

The training sessions on Carbon, Organic Evolution, Gender, and Scientific method through photosynthesis experiments, were documented in detail.

**Attendance**

Owing to personal reasons and government orders not to leave the headquarters, the number of participating teachers kept fluctuating till the last moment. Nevertheless, 115 teachers from Harda, Hoshangabad, Ujjain, Dhar, Dewas and Narsinghpur districts and other organizations took part in the training. Resource Persons and Eklavya members numbered 48.

Table 1 shows the region-wise break-up of participating teachers.

These teachers, who had come at the invitation of Eklavya participated with wholehearted enthusiasm in different sessions for seven to eight hours every day and in additional sessions, lectures, film shows etc. till late into the night.

The participation of teachers from other organizations was according to our expectations. There were 21 such participants from Association for Research and Training in Basic Science, Nagpur; Jagriti Bal Vikas Samiti, Kanpur; Adharshila Shikshan Kendra, Sakad, Badwani; Sahmat, Kesla, Hoshangabad; Helen Keller High School for the Visually Challenged, Indore;

Navsarjan Trust, Ahmedabad; Kasturba Gram, Indore; Zilla Panchayat Prathmik Shala, Borkheda, Nagpur; and Rani Kajal Jeevan Shala, Kakrana, Jhabua.

**Table 1**

Block	ATTENDING TEACHERS		
	Pvt. Schools	Govt. Schools	Total
Hoshangabad	9	1	10
Babai	4	10	14
Itarsi	2	2	4
Seoni Malwa	1	1	2
Sohagpur	5	3	8
Pipariya	3	2	5
Bankhedi	0	2	2
Hatpiplia	0	37	37
Narsinghpur	2	0	2
Harda	3	4	7

### **Feedback from teachers**

At the end of the training we tried to collect feedback from the teachers by means of a formal proforma. Some teachers wrote:

“ This training would help us to look at social issues through a different perspective,”

“ We would be able to work for checking undesirable practices in the society and inculcate mutual love and sympathy among students.”

“ I have learned how to encourage the students to express themselves, provide facilities to the students for performing experiments and to present the subject effectively,”

### **(b) Monthly meetings**

A circular about monthly meetings was sent to all the teachers after the schools reopened in July. From August onwards, monthly meetings were started at Hoshangabad, Piparia, Harda, Sohagpur, Dewas and Hatpiplia. These monthly meetings were being attended by both Science as well as Social Studies teachers. Therefore, it was decided that discussions and activities related to Science topics should be taken up in half the meetings in an academic session and those related to Social Studies topics in the other half. The main objective of the agenda for these meetings was to help the teachers to develop their own understanding of the subject. We also attempted to cover as many concepts and topics as possible from the current (SCERT) textbooks. We also made the teachers perform simple activities (which are given in the textbook), which could be done by the children. There was always an attempt to give the teachers some reading material related to the topics.

During this process, we have been continually grappling with some questions, like – Will there be sufficient number of teacher participants (atleast 10) if separate monthly meetings for Science and Social Studies are organized? Shall we be able to strike a balance between person power availability and time? Shall we be able to meet the demands for all subjects, viz., Social Studies, Science, Pedagogy, Languages, etc.

One thing that emerged clearly from the meetings organized during the academic session was that maintaining a constant contact with teachers in the field has a positive influence and this is reflected in the monthly meetings. A let up in the contact results in irregular attendance in the monthly meetings. Secondly, at present the teaching in the schools is driven by the very traditional type of examination system. Therefore, time-consuming innovative efforts, which are of no help in preparing for the examination, appear to be impractical to the teachers. This may be one of the reasons for the irregular attendance of the teachers.

The teachers attending monthly meetings are scattered over a wide geographical area. In such a circumstance, it is a moot question whether it is at all possible to observe any impact of monthly meetings organized for a few teachers of a few schools spread over such a large area. Hence, we are also examining the issue of limiting our work area so that it may be more reasonable and practical to organize monthly meetings and observe their impact.

These monthly meetings were quite useful for producing supplementary reading materials. Topics like Carbon, Light, etc. were discussed during the monthly meetings and their drafts suitably amended so that they could be produced in the form of stand-alone modules.

The monthly meetings organized during this academic session (2004-2005) at various venues, their subjects and the attendance of teachers are shown in Table 2.

TABLE 2 : MONTHLY MEETINGS 2004-2005

		Aug 2004	Sep 2004	Oct 2004	Nov 2004	Dec 2004	Jan 2005	Feb 2005	Mar 2005
Hoshangabad	Date	8 <sup>th</sup> Aug	12 <sup>th</sup> Sep	10 <sup>th</sup> Oct	28 <sup>th</sup> Nov	5 <sup>th</sup> Dec	Teachers busy with govt. work; hence no meeting	6 <sup>th</sup> Feb	6 <sup>th</sup> Mar
	Subject	National movement	Carbon and its compounds	Map	Cancelled owing to Death of R.S.Ajneria	How to teach children in the class room		Acids, bases and salts	Paper, setting and exam training
	Teachers present	20	15	23	-	29	-	30	27
Piparia	Date	1 <sup>st</sup> Aug	12 <sup>th</sup> Sep	24 <sup>th</sup> Oct	21 <sup>st</sup> Nov	12 <sup>th</sup> Dec	-	20 <sup>th</sup> Feb	-
	Subject	Carbon and its compounds	National movement	Reading a map	Refraction of light	Organic evolution	-	Acids, bases and salts	-
	Teachers present	34	30	12	08	23	-	16	-
Sohagpur	Date	22 <sup>nd</sup> Aug	19 <sup>th</sup> Sep	17 <sup>th</sup> Oct	28 <sup>th</sup> Nov	18 <sup>th</sup> Dec	-	13 <sup>th</sup> Feb	-
	Subject	National movement	Carbon and its compounds	Solar and lunar eclipse	Reading a map	Work, force and energy Nuclear energy	-	Acids, bases and salts	-
	Teachers present	34	12	16	12	57	-	07	-
Harda	Date	8 <sup>th</sup> Aug	19 <sup>th</sup> Sep	17 <sup>th</sup> Oct	21 <sup>st</sup> Nov	19 <sup>th</sup> Dec	9 <sup>th</sup> Jan	-	-
	Subject	Carbon and its compounds	National movement	Map	No teachers - Cancelled	Changes around us	Structure of flower	-	-

	<b>Teachers present</b>	12	10	12		20	20	-	-
<b>Hatpiplia</b>	<b>Date</b>	27 <sup>th</sup> Aug	29 <sup>th</sup> Sep	23 <sup>rd</sup> Oct	Teachers' strike - cancelled	15 <sup>th</sup> Dec	29 <sup>th</sup> Jan	? Feb	-
	<b>Subject (Science)</b>	Measuring distance	Area	Educational tour to Punasa dam		Drawbacks benefits of large dams	Metals and their properties	Gender	-
	<b>Teachers present</b>	22	15	33		11	19	22	-
<b>Hatpiplia</b>	<b>Date</b>	Aug	Sep	Oct	Teachers' strike - cancelled	9 <sup>th</sup> Dec	6 <sup>th</sup> Jan	3 <sup>rd</sup> Feb	-
	<b>Subject (Social studies)</b>	Village Panchayat	Land revenue system during British regime	Fundamental rights		Enhancing writing power of teachers	Forces of Erosion	Nature and function of UNO	-
	<b>Teachers present</b>	08	11	07	-	11	09	11	-
<b>Dewas</b>	<b>Date</b>	-	26 <sup>th</sup> Sep	17 <sup>th</sup> Oct	Teachers' strike - cancelled	5 <sup>th</sup> Dec	16 <sup>th</sup> Jan	-	-
	<b>Subject</b>		Reading a map	Making a Map		State government	History of Malwa		
	<b>Teachers present</b>		07	21	-	08	05	-	-
<b>Ujjain</b>	<b>Date</b>	-	-	17 <sup>th</sup> Oct	7 <sup>th</sup> Nov	12 <sup>th</sup> Dec	23 <sup>rd</sup> Jan	6 <sup>th</sup> Feb	-
	<b>Subject</b>	-	-	Annual planning	Map	Measurement	Structure and function of the living	Magnets	-
	<b>Teachers present</b>	-	-	12	11	14	18	15	-

## 2. BASIC SKILLS DEVELOPMENT PROGRAMME

The Basic Skills Programme has been activated in 10-15 government schools of Babai block of the Hoshangabad district. The objective of this programme is to bring about a change in the teaching methodology in the school/classroom through an initiative on the part of the teacher. For this, we are working with all the stakeholders in the schools including parents and the School Development Committees.

This programme visualizes forming a group of schools interested in innovation and sustain it through a block-level non-governmental structure. This effort would include giving help to and seeking help from the government system. This would create a positive atmosphere of cooperation between government and non-government sectors.

So far, the attitude of the teachers of government Primary schools working with this programme has been quite positive, After it attains stability, the programme is expected to emerge as a programme of Primary School Development.

### a) Research and material development

Our endeavour is that every child should be able to learn at her own pace and that the children should learn in a cooperative manner. We are trying to develop material that would enable the children to construct knowledge on their own. Assuming that children can themselves construct knowledge given proper context and experience, and that every child does this in her own particular style, it becomes necessary to provide them with varied, interesting and challenging situations.

**Language** : If we accept that reading and writing are special ways of dialogue and communication, then we will have to create intensive and varied opportunities for dialogue/communication for teaching them. We found that reading the posters of humorous poems, arranging their cards, Rangometry, Jodo, Jig-saw puzzles, beads and thread, drawing, etc, are very useful for this, When the teacher recites a story and discusses the matter given in the book, the opportunities for dialogue are enhanced. In this context we have done some research and developed some material. The following is a brief account of these:

- By means of a mini-study conducted in Malakhedi school, we tried to find out how children learn with the help of our material like poetry- posters. How do they interpret the written/printed material ?
- A five-tier list of reading material has been drawn up, keeping in view those children who were learning to read. Along with this, language activity cards based upon stories and poems have also been prepared. These too are for different levels. These are being used in the class I to III library.
- We wish to make use of local history and folk literature to make the reading material more meaningful. Some work has already been done in this direction.
- Dalits and old women of Samon village were interviewed to collect material on the local history of Babai region. Material based upon this was prepared.
- We have made some special efforts to make the reading material more diversified and interesting and to bring the content nearer to the daily life of the children.
- Some material, written by children, has been taken from magazines like Udaan and Chakmak. At the same time, we are preparing reading material in the local dialect.
- A major hurdle is getting good illustrations and to be able to make use of

them. Our limited study shows that pictures play an important part in enabling the children to read the text and interpret it meaningfully. Therefore, we will have to pay special attention to this aspect. At present, we are using pictures drawn by children and published in Khushi-Khushi, Chakmak and Udaan. We are also preparing a 'Big Book' and two poetry-posters in collaboration with some artists from Bhopal.

- A teacher from Babai has compiled the nonsense-songs and game-songs sung by children in the Babai area. Preparations are afoot to publish this compilation in the form of a book.

**Mathematics** : The material of this subject is based upon our effort to make the children establish a natural relationship with numbers and develop their own understanding. Initially we regarded the concept of Place Value to be the biggest hurdle. Hence, our stress was upon preparing material for this. Last year we had made wooden Ones and Tens sets and Ones-Tens-Hundreds dice games. But soon we reached the conclusion that it was necessary to pay attention to more fundamental concepts in classes from I to III. Last year, we found that nearly 30-40% children in class III of Malakhedi school were not able to perform simple tasks like classification, seriation and conservation of numbers, and hence, place value was a rather far cry for them. In this context :

- A paper based on the class I Maths book of the Delhi University Science Centre was prepared for the use of teachers. Some activity sheets based on this were also prepared for class I and II children.
- An activity package using locally available toys and decoration materials for class I and II children has been compiled. A paper with instructions for using this package has been written. After trialling with teachers and children, this material has been distributed to the schools.

### **Work with teachers and their training**

Our biggest challenge is to make the teachers sensitive to the children's learning process and to encourage dialogue between children and teachers. All training programmes conducted so far, whether in the use of library or in teaching of Language or Maths, have been focused on this aspect. During the training programmes, we also try to encourage the teachers to develop material for the children in the local dialect.

This year we participated from time to time in the teacher training programmes organized by the Babai Block Resource Centre (BRC). These trainings were for Primary and Middle school teachers. Our role was mainly to impart training in activity-based teaching with the help of different types of kit material, library and poetry-posters. This initiative brought us in contact with many enthusiastic teachers of the region.

Besides this, the Primary level Maths kit developed by us was distributed to Middle School teachers during Sunday meetings and its utility was discussed with them.

### **C) Work with schools and community in Babai block**

This year we attempted to organize a Bal Mela (Children's fair) every month as a regular activity in about 10 schools. Some teachers and village youth were also imparted training for this. This drive was carried out with the help of Parent-Teachers Associations and nearly 30 fairs were organized from July, 2004 to February, 2005. The community participated in these fairs in a big way.

Bal melas are an attempt to give an opportunity to teachers and parents to experience, understand and see for themselves the effect of ways of working with children in an open, interesting and creative atmosphere.

### **3. BHOPAL EDUCATIONAL RESOURCE CENTRE**

In Bhopal town, the Bhopal centre of Eklavya has made some attempts to provide opportunities for a better education to children both in school and outside it. These attempts were under the umbrella of Bhopal Educational Resource Centre. Better education means making available, to children, resources which would enable them to learn and understand in an easier and simpler way; and also to use some alternative activities/methods which would help them to make their daily life experiences a part of their educational routine.

Keeping these objectives in mind, we have divided the programme into three parts. These are : school programmes, work in localities and with other organizations and children's reference library. The following is a point-wise detailed description of the work done.

#### **a) School programmes**

##### **1. Library and children's newspaper**

Under this intensive programme, library, wall newspaper and teacher training are being organized in 15 government and non-government schools. Thus, we were able to work with 80 teachers and 3000 children this year.

Under the library programme, one period per week is allotted to classes from III to VIII. During this period, children read books, discuss them, give their reactions and express their ideas in writing. The aim of these activities is to develop the language skills and capacity of children.

The Middle school children of these same schools bring out, every 15 days, a wall newspaper at the school level. Every child in the class participates in this process. Children compile news from everyday events happening in their surroundings and record their views and comments on the material available in the library. This newspaper is displayed on the notice board of the school for about a week. Every class brings out 4 to 6 newspapers in an academic session.

##### **2. Children's fairs (Bal melas)**

In the beginning of each academic session, or at the time of starting the programme in a new school, one-day children's fair is organized as a part of environment-building process. All teachers and children of all classes participate equally in the event. Activities like origami, craft, science experiments, writing poems and stories, reading books, making figures by arranging leaves, collective painting, etc. are organized in every classroom. This not only brings out the hidden creativity of the children, it also provides an opportunity to teachers and children to work, learn and understand together. This year, about 1500 children and 100 teachers participated in Bal melas organized in 15 schools.

##### **3. Training of Resource children**

Nearly 70 children from 15 schools were given two-day training as Resource persons. These children will now be able to help their classmates in the library and in bringing out the wall newspaper. This will ensure smoother working of groups and will be of help to the teachers.

##### **4. Teacher training**

Understanding and expression are two aspects of the development of language. To strengthen development of language, we have taken up teacher training as a part of the library and wall newspaper programme. It is ensured that atleast one teacher participates in the library programme and in bringing out the wall newspaper. Particular attention is paid to ensure that teachers do not impose their views on the children and that the latter get the freedom to express their own views. Broadly, the

sessions in these training programmes are as follows:

Selection of books for different levels

- Before beginning to read
- Beginning to read
- Reading and understanding

Activities for introduction to books

- Story telling
  - oral
  - with the help of books
- Recitation of poems
  - oral
  - from books
  - from posters
- Learning to read with the help of poems
- Making things by reading activity books
- Making a play, with masks, based on a story which has been either recited or read
- Preparing for a discussion on children's newspaper

At the beginning of this academic session, two teachers from each school were given a two-day orientation so that the children could get help from them during the year's work.

### **C) Locality Library Programme**

Small-scale libraries for children were started in 14 localities of Bhopal. The objectives of these were to give an opportunity to the children to learn, understand and express themselves orally and in writing, to make the community aware of the need to educate children and to encourage it to contribute alternative resources for providing better education to children. The responsibility of finding space for a library and to run it regularly has been given to volunteers from that particular locality, They take turns in managing the library on a purely voluntary basis. This includes collecting new material, maintaining an account of the books, and publishing the monthly wall newspaper. Besides, they are also responsible for involving the community, contacting people and for the follow-up and review of the programme. 60 such volunteers were given training twice this year.

Intensive work was done with nearly 1200 children through the libraries. Besides this, 250 adults read the library books and participated in the meetings.

### **d) Reference Library of Children's Literature**

Eklavya has, during the past few years, developed a Reference Library of Children's Literature for libraries, children's activities and for establishing a resource for the better selection of children's literature. This has nearly 7000 books, including 800 titles that were added this year.

After consultation with teachers, people in general and writers of children's literature, three separate book lists totaling about 500 books are being drawn up. These lists are for the children of 3+, 8+ and 12+ age groups. Teachers working on children's education, parents and organizations will be able to select good books easily with the help of these lists. This year, preliminary selection for the first and second lists was made. Nearly 30 books have been reviewed. A compilation of library activities too is being prepared.

#### 4. INDORE TEACHERS' RESOURCE CENTRE

Over the last few years, Eklavya has been attempting to develop its Indore centre as a Resource Centre for teachers. Under this, we are working regularly with 33 schools.

- a) This year, teachers' training, monthly orientation meetings and workshops for Principals were organized for all the schools. The details of these efforts are as follows:

A training programme for teachers was organized in Holkar Science College from 24<sup>th</sup> to 30<sup>th</sup> June, 2004. 75 teachers from 18 of our associate schools participated in it. Along with Language, Maths and Environment Studies, sessions on creative activities were introduced for the first time.

- b) During the entire academic session, monthly meetings were organized for these teachers. Along with Primary School subjects, Upper Primary School subjects were taken up in the monthly meetings depending upon the needs and demands from teachers and our own available resources. The details of these monthly meetings have been given in the following two tables.
- c) Two workshops were organized for the Principals of our associate schools to discuss teacher training and other arrangements. The first workshop was organized on 21<sup>st</sup> July, 2004 and was attended by nine Principals. Three Principals participated in the second workshop on 30<sup>th</sup> October, 2004.

**Table 3 Monthly meetings for Primary School teachers**

Date	Subject	No. of schools present	No. of teachers present
31 <sup>st</sup> July 2004	Fraction (Maths)	09	26
21 <sup>st</sup> Aug 2004	English	13	39
25 <sup>th</sup> Sep 2004	Map (Geography)	07	16
13 <sup>th</sup> Oct 2004	Division (Maths)	07	11
16 <sup>th</sup> Oct 2004	Origami	05	10
27 <sup>th</sup> Nov 2004	Hindi	05	11
5 <sup>th</sup> Feb 2005	English	10	11

**Table 4 Monthly meetings for Upper Primary School teachers**

Date	Subject	No. of schools present	No. of teachers present
16 <sup>th</sup> Sep 2004	Social Studies	14	21
19 <sup>th</sup> Sep 2004	Light and Carbon	13	31
30 <sup>th</sup> Oct 2004	Classification	02	03
06 <sup>th</sup> Nov 2004	Concepts of Geometry	08	19
26 <sup>th</sup> Nov 2004	Geometry through paper folding	01	06
18 <sup>th</sup> Dec 2004	National Movement (1885-1947)	08	13
26 <sup>th</sup> Feb 2005	Project work in Social Studies	10	14

- d) The Indore team visited these schools throughout the session to help the teachers in academic planning, preparing for the monthly meetings, and to find out to what extent the subjects taken up during the training could be taught in the classroom. In view of the difficulties faced by teachers in teaching English, special follow-up was done in the schools with the help of Resource Persons for English in August and October, 2004 and February, 2005. During these visits, besides planning for English teaching, an effort was also made to solve the individual difficulties of teachers. Hard spots were identified and reading material related to these was given to the teachers. During the February school visits, evaluation of children in the light of alternative teaching methods was also discussed.

## PROGRAMMES OF SCHOOL DEVELOPMENT

### WHOLE SCHOOL TRANSFORMATION PROGRAMME

Eklavya, in the first 10-15 years of its existence, worked on a Primary School Programme and a Science and Social Studies programme for the Upper Primary Schools. These were implemented for a number of years in many government schools. Many administrative and structural aspects of curriculum implementation too were addressed during this period. After all this, it was felt that it was not sufficient to improve the teaching of only one subject without taking up systematic work with all the stake holders like teachers, Head Masters, community and Teacher-Parent Associations. Similarly, we felt that if the process of quality improvement was confined to only some subjects or some classes, it was not possible to bring about a change in the environment of the whole school. Teachers involved in the programme do not get the necessary cooperation from other teachers.

In the meanwhile Eklavya came to know about a programme initiated by the company WIPRO. This programme is being tried out in different metros and towns in partnership with different agencies. It is called Wipro Applying Thought In Schools (WATIS) and aims at developing, among school children, logical thinking and creativity. Started initially as a programme of teacher development, it evolved, in 2004, into a programme of Whole School Transformation (WST). All the partners of WATIS did collective thinking to give shape to this programme. Eklavya too participated in this collective thinking process. The idea that emerged from this brainstorming was that there was a need to involve all teachers of all classes, parents, heads of schools and managements of schools. Wipro partners had been generally working with upper class schools, whereas Eklavya wanted to work with all types of schools including government and ordinary private ones. With this understanding, Eklavya started a programme of Whole School Transformation, in partnership with WIPRO, in some private schools of Bhopal.

#### a) Teacher Training

In April-May, 2004 some school managements were approached for participation in this programme. An eight-day training programme was organized in Bhopal for the teachers of interested schools in June, 2004. Different subjects from Pre-primary to Upper Primary levels were covered during this training. The subjects covered for the Primary level were Language, Maths and Environment Studies, and for the Upper Primary level, Language and Science. Through an integrated project-work on 'Wastes' teachers experienced different ways of learning skills of Language, Maths and Environment Studies.

About 35 teachers participated in this training. In the beginning, they were divided into two groups – Primary and Upper Primary, but later they were combined to form a single group.

Out of the seven schools, which participated in the training, five were selected for extensive work in 2004-2005. Out of these five, three were English medium schools and two were Hindi medium schools.

#### b) Implementation in schools

After the training, Eklavya members did classroom follow-up and talked to the

teachers and Head Masters once or twice every month. The topics of discussion were varied – use of teaching-learning material, working in small groups, arrangements for display of the work done by the children, ways of selecting and doing in the classroom various activities for clarifying concepts etc. An attempt was made to adopt teaching methods different from those being used earlier. In one school, activity-based teaching of Science and Social Studies was tried out in classes VI and VII. Some attempts were also made to plan and display the work done in the classroom, but not much work could be done in the Upper Primary school.

Lot of activities related to Language and Maths were done in the Pre-Primary and Primary classes and the teachers too put in considerable effort. These activities were: listening to stories, drawing pictures related to stories, learning Place Value with the help of match sticks, drawing pictures based upon Language lessons, etc.

During the year, one workshop was conducted for parents in the Seven Hills School, New Market. In this workshop, parents were asked to perform activities, which would highlight the process by which children learn, and the importance and different aspects of activity-based learning. This workshop was highly successful, and there was a demand, from parents, for more such workshops. But it was not possible to conduct any more workshops- either in this school or anywhere else.

In January, 2005, we conducted a workshop with Head Masters and teachers to develop an understanding of curriculum. The objective was to make the understanding thus developed, the basis of selecting textbooks for the school. Four schools use textbooks published by M.P. Textbook Corporation. The other two schools use, besides M.P. Textbook Corporation books, additional books published by private publishers, for selecting which they have their own criteria. The fifth school, Bharatiya Vidya Bhavan is associated with a franchisee institution, which decides its academic programmes in a centralized manner. Therefore, problems arose for this school in maintaining its autonomy and working with a resource agency like Eklavya.

The experience of working with the schools during the year made it clear to us that :

- In two schools, notwithstanding the tremendous interest shown by the teachers, management-related problems were proving to be stumbling blocks.
- In another school, problems arose because of centralized management.
- The remaining two schools, Seven Hills, New Market and Seven Hills, Arera colony, are under the same management and they have not only shown an interest in taking the programme further, but their two other schools too have joined in the effort. Some changes have been made in the management of these schools and some more changes are on the anvil. In the coming two years, it is proposed to work only with these four schools.

## **SOME OTHER STEPS FOR SCHOOL DEVELOPMENT**

### **a) Intensive School Follow-up**

With a view to strengthen the work of teacher development in our area, we decided to give intensive inputs in some schools in addition to training and monthly meetings. It was decided that we would visit these schools atleast five or six days in a month and offer to help the teachers.

This intensive work was started in Hind Public School, Gujarwada, Babai and

Prakhar Bharati School, Jasalpur, Hoshangabad. In Gujarwada, the chapter 'Reflection of Light' was taught by activity method with the cooperation of teachers. In Prakhar Bharati School, the chapter on 'Panchayat' was worked on with the children. At that time Panchayat elections were taking place in the village, and the relationship of the election with the lesson turned out to be very timely and relevant. In this school, maps were made available as teaching aids.

### **b) Curriculum-related workshops with children**

While working with schools and teachers in our field area, a need is continuously felt to maintain a live contact with the children. With this in view, we conducted 36 workshops with children on various curriculum-related topics. The average duration of these workshops over a two-day period was 3 to 10 hours. Discussions and activities related to the following topics took place in these workshops:

- ❑ Internal organs of the body
- ❑ An apple falls on Newton's head
- ❑ Experiments and discussions in Chemistry
- ❑ Electricity and electronic circuit
- ❑ Light
- ❑ Charge – static electricity
- ❑ Ancient history of Malwa (Lecture)
- ❑ Algebra
- ❑ Napier strips
- ❑ TV journalism

These workshops were generally organized outside the schools, and they were helpful in enabling us to get feedback on learning materials being developed by us.

### **c) Sawaliram quiz**

In the beginning of this session, there was a considerable increase in the number of letters written by the children to Sawaliram. With a view to increase the reach of Sawaliram among children, an effort was made to introduce something new into the process. Children were given the following two tasks based upon local observations and surveys:

1. To get maximum information about water sources and soil of their place.
2. To make regular observations of sunrise from a fixed spot at a fixed time

Large posters containing questions related to these topics were prepared and sent to 45 schools during and immediately after the annual examinations. The children were given the freedom to find out the answers from anybody or from any book. The questions were framed so as to encourage the children to seriously explore their surroundings. We received reports from 35 children from the schools of Hirankheda, Babai and Pachmarhi.

## EDUCATIONAL RESEARCH AND MATERIAL DEVELOPMENT

### 1. REVIEW OF TEXTBOOKS PUBLISHED BY NATIONAL COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING (NCERT)

Last year we had reviewed class VI Science textbook published by the State Council for Educational Research and Training (SCERT). In the same context this year we have reviewed the class VI and VII NCERT Science textbooks. We reviewed every chapter of class VI textbook and also looked at the book in an overall sense.. While reviewing class VII book, we tried to study the relationship between the concepts included in it and those included in the class VI book. A comprehensive review based on this is to be prepared. The review of these textbooks was based on the following parameters :

- Draft National Curricular Framework – 2000 : How far do these textbooks follow the curriculum and the guidelines laid down in the NCF draft ?
- The suitability of the content for that particular class, the sequence of presentation and concepts, the level of prior knowledge assumed in children ?
- The quality of the language used in the texts.
- The extent and manner in which illustrations have been used, their labeling and their quality.
- Activities : their relevance to the subject, their practicality, and level of interest they can arouse in children.
- Exercises : the type of questions being asked, and the message they indicate about the learning goals set for the children.

### 2. DOCUMENTATION OF TEACHER DEVELOPMENT

Through our work with teachers in different areas of Madhya Pradesh, we plan to develop a model which would serve as a source of inspiration for the teachers and which would help in advancing educational innovation not only in the state, but also in other states. It is necessary to simultaneously document the process so as to highlight the strengths and weaknesses of the model.

With this in view, a systematic class-room observation programme was carried out last year in eight schools of Hoshangabad, Harda and Dewas districts. Jaipur-based organization, Sambhav, helped us in this process. In February, 2005 we sought the advice of Ms. Rajshree Mathani, Quantitative Analyst, Tata Institute of Social Sciences, Mumbai to determine the basis for the analysis of the observation reports, Our effort is to prepare a suitable design for an assessment of the work being done with the teachers.

### RESEARCH AND MATERIAL DEVELOPMENT IN THE BASIC SKILLS PROGRAMME

Through a mini-study on the children of Malakhedi school. We tried to find out how children learn to read using our material like poetry-posters and how they interpret written/printed material. Following is a brief report on this study :

### HOW DO CLASS III CHILDREN IN MALAKHEDI READ ?

I gave a reading test to the children in Malakhedi school to find out how they read and how they construct meaning from what they read. I worked with class III children., I never happened to meet seven of the 26 children enrolled in this class. I gave the reading test to 18 children, most of whom are poor and belong to the labouring class. Many of them stay away from the school for days together. Most of them are nine to ten years old.

I left out those children from my survey that never came to school. Four children were absent on the day of the exercise. I chose the poem 'Baiju Bania' published by Ratna Sagar and asked the children to read it. The story is in the form of a poem and has reasonably good illustrations. The language is simple.

When the children started reading, I helped them only where necessary and refrained from giving a negative feedback to those who made mistakes. After the reading session, I tried to have a dialogue with the children with the help of questions like 'Who is the poem about ?' 'What was his name ?' 'What did he do ?' etc. Only those children were included in the dialogue that could read.

After this, I asked the children to read two lines each from poetry- posters- Oonnt chala bhai oont chala' 'Lalaji-lalaji ek laddoo do'. Then I mixed the words from these poems to make new sentences for them to read, like, ' Lalaji chala bhai lalaji chala' and 'haathi ne kela khaya'. The aim of this exercise was to find out whether children "read" only from memory or they read by identifying different words. This was only a preliminary testing. More detailed information can be obtained through further, more refined, testing.

Out of a sample of 18 children, eight could not read even after breaking up the words into alphabets. Six children could read by breaking up words and speaking out the alphabets, but they could do so only slowly. Four children could read comfortably ( they also broke up words, but they did it mentally and fast).

#### **Children who could not read :**

All the eight children in this group could read the poem" Unt chala". Only two children had difficulty in doing this. These two also could not read the poem " Lalaji". They kept repeating the later lines of the poem, which meant that these children were "reading" the poem only from memory. They could not spell the words either. They could recognise alphabets and 'matras' to some extent, but were finding it difficult to meaningfully combine the two. Very few children were able to combine alphabets and 'matras' to make words.

#### **Children who could read syllable-by -syllable :**

Children in this group could correctly identify alphabets and 'matras' and they could combine the two to make out the word. However it should be noted that they were aware of the meaning of the sentences and words.

Some children would speak out the syllables aloud, while others would do it mentally and speak out only the words. Some children mumbled the syllables. These children had the competency to recognize only those words, which they came across repeatedly. In this stage, the children could construct the meaning on their own.

#### **Children who read fast :**

These children could read without spelling out the words- but had to speak out the syllables whenever they came across a new word. They had a rich pool of

words, which they could identify by sight and hence they stumbled at very few words. Many of these children could realize their mistakes in reading before proceeding too far, and they came back to the word and corrected themselves. Being fast readers, it is comparatively easier for them to construct the meaning. But it was not enough to be a fast reader to be able to construct the meaning. Many children who could read fast, were found to be weak in construction of meaning.

C.N.Subramaniam, Hoshangabad

The work of developing material for many programmes goes on in Eklavya along with other activities both in and out of school. Some of these have been described along with the related programmes. Some other major initiatives are as follows:

#### **4. SCIENCE**

It is our endeavour to take Science experimentation away from laboratories and books, and to bring it closer to the children. We are compiling materials and experiments on the following subjects on the basis of work done with teachers, and plan to bring it out in the form of modules. These modules can be used for classroom teaching at various levels. The attempt is to make the modules such that children can perform the experiments on their own.

##### **Physiology (Botany) module**

The first part of this module will consist of experiments related to Botany. A two-day workshop was organized to list and systematically perform all experiments related to plant-water relationship. Six members of the Science Teaching Group and four Resource Persons participated in the workshop. The detailed report, which was prepared on the basis of the workshop, constitutes the first draft of this part of the module. It has nearly 50 experiments. Work is going on to bring out the material in the form of a book based on the report and field-testing

##### **Module on Light**

In this module, all those Light- related experiments have been compiled which children can perform with the help of some special equipment as well as with things available in their environment. These experiments have been performed and tried out with children and teachers during monthly meetings, and things required to perform them have been listed. Nav Nirmity, an NGO from Mumbai, which designs educational toys for teaching Science and Maths, has collaborated with us in preparing this module.

#### **SOCIAL STUDIES**

Last year we had prepared some subject-specific modules out of the class VIII Social Studies textbook. Lot of material was added to the original chapters and many improvements were made. Illustrations and layout were done anew and the presentation was made more attractive. Hindi versions of two modules, 'Fundamental Rights and Duties in Our Constitution' and 'Temperature' were developed. Improvements were made in the English versions on the basis of suggestions and comments received from teachers and subject experts. Preparations are afoot for the printing of the first revised module after its trialling with teachers. The second module

is being tried out in teachers' meetings.

Work was also started last year on a module on the regional geography of India. This year work was done on four chapters of the book. The module has five chapters, one each on the Himalayas, the Peninsular Plateau, the Coastal Plains and Islands, the Northern Plain (Ganges Valley) and the Desert.

Work is also continuing on the Social Studies class VIII chapters related to economic policy. These chapters are – Agricultural Policy, Poverty and Industries. These chapters are being rewritten in view of the wide-ranging changes that have occurred in the country in the area of economic policy after the nineties. Simultaneously, other comments and suggestions on the chapters are also being incorporated in the revised version.

A module on 'Learning about Maps' is also being prepared. The main purpose of this module is to enable the children to understand, on their own, the concepts underlying a map. We expect the children to learn the following with the help of this module :

- Knowledge of direction in a map
- Finding out places on the basis of direction
- Relative direction
- Scales and their utility
- Symbols and their importance in the map

The module has many exercises to enable the children to learn, on their own, the concepts of direction, scale and symbols. The beginning exercises are for children with preliminary skills and an attempt has been made to increase the complexity in a stepwise manner. Work on the module is in progress.

## **ADOLESCENT EDUCATION**

The major focus of Adolescent Education this year was upon finalizing the modules developed under this programme and making them ready for publication. As a part of this process, other available books related to Health and Life Skills were studied and reviewed.

A critical review of the work done in the programme in the field area was prepared.

### **Module on Human body**

This module includes information on all the systems of the body. A lot of work has been done on this module and it has been tested with some teachers and children.

## COMMUNITY PARTICIPATION IN EDUCATION

### SHIKSHA PROTSAHAN KENDRAS (SPKS) IN SHAHPUR BLOCK

At present we are running 29 SPKs in 15 villages of Shahpur block. There are more than one SPKs in the larger villages. An awareness about children's education can clearly be discerned in the community of this area. People come to SPKs to discuss subjects like the regularity of children in school, the presence or absence of teachers and the academic attainments of children. The following is an account of the work done in the year to reinforce this system.

#### a) Monitoring Structure of SPKs

During the earlier years, members of Shahpur centre had to devote much time for follow-up of SPKs, parents' meetings and routine management functions. This adversely affected the development of the academic package being used in the SPKs.

Therefore, this year, we paid special attention to creating a structure for the monitoring of these centres. We have handed over the responsibility of follow-up and parents' meetings to follow-up persons. One such person has been appointed for seven to eight centres. These follow-up persons are from among the Gurujis (Instructors) who have experience of running SPKs. They teach in their respective SPK and daily visit one more SPK for follow-up. In a fortnightly meeting (separate from monthly meeting) we review with them the work done in the previous fortnight and plan for the coming fortnight. Currently, four local follow-up persons are in place.

#### b) Monthly and Fortnightly Meetings

Earlier there used to be one monthly meeting for the SPKs, but enough time for the academic development of the Instructors was not available during this.

Therefore, this year, we decided to have two meetings every month. One of these is a combined meeting in which all the Instructors participate. The other meeting is organised in two separate places and is attended by Instructors of that particular region. The first one has been named the Monthly Meeting and the other, the Fortnightly Meeting.

The agenda of the combined meeting includes discussion on activities for academic development, monthly academic planning and identification of relevant activities, monthly assessment and its analysis and the plan for presenting the analysis before the parents. Beside these issues, the management of SPKs are also discussed.

The main focus of fortnightly meetings is upon implementing the academic planning done during monthly meetings. This includes centre-wise review of the execution of academic planning, finding solutions to academic problems encountered during teaching, reading the diaries of Instructors, comments and suggestions on these, etc.

A weak aspect of the monthly meetings has been that it is not possible to maintain a link between training and monthly meetings and between one monthly meeting and another. A review has revealed that the lack of capacity to implement long term planning is our weak point. Secondly, planning ahead on the basis of feedback received during meetings has not become a regular feature. Brainstorming is going on for finding a solution to these problems.

### **c) Material Development**

We have been regularly making use of the card set developed for the Prashika programme of Eklavya for teaching children coming to the SPKs. We have added many items to this card based material, e.g., picture- name cards, story cards, puzzles cards, number cards, Tambola cards etc. Now we are trying to give a shape to the material whereby any organization or individual could use it easily by reading the instructions.

This year we published the second part of the workbook for children, 'Padho, Likho, Maza karo'. Apart from this, a comprehensive list of activities for Language and Maths education was also compiled,

### **d) Opening new SPKs**

As a result of the demand from the community, we had planned to open a few more SPKs in the other schools of the cluster. After three meetings with parents and extensive mass contact, three new SPKs were started. Meanwhile, some centres closed down. By March, 2005 the SPKs numbered 29.

However we feel that greater effort and time will be needed for increasing community participation in the academic and managerial functions of the SPKs.

### **e) Summer Camps**

This year, a camp was organized in Bhayawadi village from 1<sup>st</sup> June, 2004 to 2<sup>nd</sup> July, 2004 for about 150 children of Bhayawadi and Chowkidhana. The objective was to work with Primary School children (class I to V) who were very weak in Language and Maths. Instructors of SPKs were chosen to teach these children. The Instructors were first given a five-day training at Pachmarhi.

218 children participated in the camp, much more than the anticipated number of 150. They were divided into seven classes, each of 30-35 students. A review was done every Friday and the children were assessed every Saturday. By the first two weeks, most children had reached the stage of being able to read words. Some children, who could read before joining the camp. now started writing sentences. There were seven to ten such children in every class. The activity of bringing out a newspaper was started for such children from the second week onwards. The remaining 25 to 30 children in every room were divided into smaller groups depending upon whether they were weak in Language or Maths, their problems were identified and then they were encouraged to do suitable activities. By the end of the camp, 60 to 65 per cent children were in a position to identify alphabets and words. Similarly, in Maths, all children had started identifying numbers from 1 to 20 and doing single digit additions and subtractions. Nearly 50 per cent of the children could read sentences and do carry over additions.

### **f) Children's fairs (Bal Melas)**

Children's fairs have proved to be very useful in conveying educational innovations, their importance and their achievements. Six children's fairs were organized this year. 486 children and 133 parents from eight schools participated in these.

Teachers of government schools also participated, and the fairs were organised in consultation with them. The following activities were performed by children in groups:

- Clay toys** - children made toys out of clay and coloured them.
- Drawing** - Children drew pictures with the help of paper and crayons. Some children drew pictures of their choice, while others depicted stories in the form of pictures.
- Science games** - Various experiments related to Light, Air and Magnets were done and many toys and models were made out of waste material.
- Quickie activities** - Children were asked General Knowledge questions. Many one-minute activities were done.
- Origami** - Children were given coloured papers and asked to make something out of these without tearing them up. Children made boats, balls, etc. They were taught making new toys like birds, caps, etc.

Parents also participated in these activities. All the teachers resolved to carry out such activities in their schools from time to time.

## THE ROLE OF RESOURCE AGENCY

In the last eight to ten years, many government and non-government agencies working in education have been expecting Eklavya to cooperate with them in processes like curriculum and textbook development, teacher training, etc. We, from our side, have always endeavoured to cooperate with such agencies. This has emerged as an important aspect of Eklavya's work over the last decade, and in future too it will continue to be a major focus of our work.

### CHHATISGARH

Over the last two years, Vidya Bhawan Society, Udaipur, Digantar, Jaipur and Eklavya have been working with the State Council of Educational Research and Training, Chhatisgarh to bring improvements in the curriculum of government schools. The following tasks have been performed in this context:

#### a) Textbook Development

By July 2005, work on finalizing the class VI Science and Social Studies textbooks was going on. This included editing, drawing the illustrations, layout and designing. Simultaneously, the work of reviewing the class VII curriculum and designing a new curriculum was also in progress.

In the class VII Social Studies textbook, special emphasis was laid on focusing the chapters on the new state of Chhatisgarh. In this context, a chapter was developed on rain, water flow and ground water. To explain industrial organization in Civics, chapters were developed based on surveys of local industries like potters, rice mills, kosa silk, cement factories, etc. Six workshops were organized at different times for this work.

#### Teacher training workshops

Two workshops were organized in May 2004 to write Teacher Training Guidelines. This was followed by our participation, in June 2004, in training programmes organized as a part of Sarva Shiksha Abhiyan.

The training of class VI teachers was organized in two stages. In the first training, from 31<sup>st</sup> July to 7<sup>th</sup> August, 2004, the academic responsibility was shared by Eklavya resource persons (RPs) and SCERT. The aim was to share the training methodology with SCERT staff so as to enable them to organize training programmes on their own in the future. As planned, in the second training programme, from 24<sup>th</sup> to 27<sup>th</sup> September 2004, the academic responsibility was fully shouldered by the SCERT staff.

#### Follow-up in schools and testing of textbooks

It was agreed with the local Education department that the new textbooks would be tried out in a few schools before prescribing them in the entire state. 47 schools of Raipur, Bilaspur, Bastar and Surguja districts were selected for this trialing. A system of regular follow-up in these schools was drawn up in consultation with the SCERT.

A workshop was organized from 1<sup>st</sup> to 3<sup>rd</sup> December 2004 to review the process of follow-up of the chapters in schools.

## **Development of local Resource Group**

For researching material for writing the Social Studies textbooks, we contacted Central Ground Water Commission, Industries Department., Statistical Department., and various industries. The staff of these departments helped in writing different chapters and in drawing the illustrations. College teachers participated in writing the History textbooks. Thus, an effort is being made to identify resource persons in Chhatisgarh, maintain contact with them and to mould them into a local resource group for academic work. In this context, a workshop for Head Masters of schools and the staff of SCERT and DIETs was organized from 15<sup>th</sup> to 22<sup>nd</sup> March 2005 on the process of development of textbooks

Efforts for increasing the participation of other NGOs in educational activities

A workshop was arranged in Raipur on 19<sup>th</sup> and 20<sup>th</sup> October 2004, with help from Bharat Gyan Vigyan Samiti, Rupantar and Action Aid. Many officials of the State Education Department and about 25 organizations working in education in the state participated in the workshop. After the workshop, we toured the work areas of some of the organizations to become familiar with their work. Our effort will be to involve many local organizations in the task of educational change in Chhatisgarh.

## **DOOSRA DASHAK, JAIPUR**

Doosra Dashak is a project for working with educationally deprived adolescent boys and girls in rural areas of Rajasthan. Workers of Doosra Dashak make wide-ranging mass contact in villages of Rajasthan and try to involve adolescent boys and girls in the process of education. Residential camps of three to four months' duration are arranged for them. The subjects dealt with in these camps include Language, Maths, Health, and Social and Scientific issues. After the camps, the participants are encouraged to form various forums so that the youth may actively strive for social and educational change.

Throughout last year, we trained workers of Doosra Dashak in constructive activities that could be done with adolescent youth. Two camps of one-week duration each were organized in Bhanwargarh in November and December, 2004. An Eklavya team trained about 70 persons of Doosra Dashak as Resource Persons. Following six activity groups were organized – Theatre, Journalism, Making interesting Science Models, Origami, Puppetry and Health.

The December workshop was in the form of a big Bal Mela. Besides persons of Doosra Dashak, government officials and representatives from Sankalp, Chetna, SWRC, Tilonia, etc. participated in this event. About 1200 persons from nearby villages actively participated in the fair. 30 stalls of various activities were set up in the fair.

An eight-page daily newspaper focused mainly on the daily activities in the fair, cultural programmes and presentations, etc. was published. It also contained children's material like stories, paintings, experiences from the stalls, some experiments for children, and other interesting material.

This year Doosra Dashak has tried to review the syllabus and related material of the residential camps, refine it and develop it in an integrated manner. Along with many other persons and organizations from all over the country, Eklavya too has participated in the process. Eklavya contributed mainly to the curriculum of the Health and Social issues and in coordinating the entire process of curriculum development..

Eklavya has had a long-standing experience of formulating curriculum for formal school education. In many programmes of Eklavya, work has been done on exploring educational paradigms outside the school system. The programme of camps and forums of Doosra Dashak is attempting an integration of various dimensions of

education outside the formal school. In this respect, working with Doosra Dashak has provided us with a meaningful experience for learning and thinking ahead.

### **COLLABORATIVE PROGRAMME OF M.A. IN EDUCATION**

It has been observed that because M.Ed. follows B.Ed., and B.Ed. is the minimum qualification for teaching at Higher Secondary level, most B.Ed. and M.Ed. degree holder teachers and teacher trainers have no experience of teaching at Primary level, nor do they develop any sensitivity on issues related to this level. Therefore, many organizations working in elementary education felt the need for a post-graduate course, which would be able to prepare teachers, teacher trainers and resource persons for infusing quality into primary education, persons who would have a deep understanding of the process of curriculum development. Hence, Eklavya joined a collaborative effort to formulate a post-graduate course in education. This project has been financially supported by Sir Ratan Tata Trust.

Preliminary discussions revealed that many persons working in government, non-government and funding sectors are connected with elementary education in a big way. Such people are involved in some or the other profession, but they also want opportunities for further education. A distance education course would suit their needs. It has been

envisaged that continuous contact through correspondence would provide sufficient work to them and ensure the quality of the course. This would be supplemented by a 12 weeks

### **FACE-TO-FACE CONTACT PROGRAMME.**

It was also realized that from a long-term perspective it would be necessary to take in fresh students as well so as to ensure earnestness and quality of people in the area of education. It transpired during discussions that no single institution has the capability to run such a course. Therefore, an effort should be made for a joint effort in designing such a course. The following institutions participated in the preliminary discussions :

- Delhi University
- Jawaharlal Nehru University, Delhi
- Digantar, Jaipur
- Eklavya, Bhopal
- Homi Bhabha Centre for Science Education, Mumbai
- National Institute for Advanced Studies, Bangalore
- Vidya Bhawan Society, Udaipur

Owing to technical reasons, the first two institutions expressed their inability to formally join this process. But many persons from the Education and other departments are involved in and will continue to be involved in formulating the course. The remaining six institutions have jointly evolved this course in the last one and a half year.

An Executive Committee was constituted to concretize the course. Eklavya was represented in this committee. Apart from this, many members of Eklavya participated in evolving the syllabus of the following four papers :

- Syllabus formulation (Compulsory)
- Material development (Optional)
- Teacher training (Optional)

— Social Studies education (Optional)

This course will commence from July 2006. The degree will be M.A., and will be awarded by Tata Institute of Social Sciences, a deemed university. This course will be housed in the Tata Institute. Eklavya will participate in the development of material for various papers as well as in teaching and translation.

## **PARTICIPATION IN FORMULATION OF NATIONAL CURRICULUM**

Everybody accepts the fact that the national curriculum is an important factor affecting the quality of school education. This curriculum is revised every few years and largely determines the framework of textbooks and teacher training.

From the very beginning, it has been Eklavya's objective to try to change the wider educational framework on the basis of small-scale educational experiments. But it has also been our experience that, in the government system, things are done in a hasty manner, which in turn adversely affects quality. We were faced with this dilemma when the process of formulating the National Curriculum, 2005 was initiated and focus groups were formed. Many Eklavya members were nominated as members of these. After much discussion, we felt that we should try to influence the educational perspective by sharing our experiences with the focus groups.

The process of formulating the new curriculum for the school level was started in July-August, 2004. A Steering Committee was constituted for this. A teacher from Eklavya's Science Programme was nominated to this. Besides this, focus groups were constituted for evolving curricula for different subjects. Eklavya members were nominated to three focus groups - Systemic Reforms, Science and Social Studies. Teachers associated with Eklavya's Primary and Adolescent Health Programmes were nominated to the focus groups on Gender and Castes and Tribes. Many Resource Persons associated with various Eklavya programmes were also nominated to other focus groups.

These members participated in three to four meetings each and finalized the Approach Papers. Some fundamental changes were suggested for the Approach Paper on Systemic Reforms. In order to ensure that every child remains in the school and learns to the desired level, it is necessary that there should be enough space and freedom for planning and implementation at the school level. This in turn means that teachers of elementary schools will have to be empowered to be able to provide every child with education of suitable level by establishing a rapport with the local community. For this the teacher will require support from Cluster Resource Centre, Block Resource Centre, DIET, and SCERT. The last named will need support from NCERT. In such a scenario, the planning will be at the local level (which is at present done at the state level) and the institutions at the higher levels will have to become collaborators in place of inspectors.

The importance of encouraging learning based on activities, experiments and the environment was emphasized in the Approach Paper on Science. As a matter of fact, these things have been talked about in the earlier curricula too, but there has always been a problem with their implementation. This paper suggests that equipment for experimentation and a Library should be made available at every level of education. It has also been suggested that questions based on experiments and activities should find a place in the examinations.

In the Approach Paper on Social Studies the need for linking textbooks with local social contexts was underlined. Secondly, the need to emphasize concepts rather than information was stressed. It has been suggested that these concepts should be evolved by linking them with the lived experiences of the children. This would help in highlighting the discrimination based on caste, exploitation, poverty, gender, etc., and in fostering concepts like equality, justice, and freedom. This type of work has been

done earlier in the Social Studies Programme of Eklavya.

### **NAVSARJAN TRUST, GUJARAT**

Navsarjan Trust has been working for the last 20 years on social issues related to Dalits in about 20 districts of Gujarat. Two years back they decided that, along with other social issues, they would take up Dalit education too. In this context, they decided to start four residential schools and nearly 200 education centres. Navsarjan Trust held four meetings with their 30 to 40 core members to prepare for this step by building an understanding of education and the structure required for implementing the project.

Gandhi Vidyapeeth, Vedchhi, Ideal, Ahmedabad and Eklavya were invited to a meeting held at Navsarjan's Dalit Education Centre at Sanand in April 2004. In view of the intensive work done by Eklavya in education, Navsarjan expected us to help them in this endeavour throughout the year.

During the following year, Eklavya trained about 20 teachers from these four schools and some other core members in Science, Primary Education and Social Studies. Eklavya made available two or three resource persons for each subject for each training programme of two to three days' duration. Five members of Navsarjan participated in the ten-day summer training camp organized by Eklavya at Pawarkheda.

Navsarjan Trust decided that it was necessary for all their workers and teachers to develop a deep understanding of issues involved in primary education. Therefore, they translated, into Gujarati, Eklavya's Primary Education Programme book, 'Seekhna-Sikhana' which contains material for teachers on Language education, Maths education and children's development.

### **6. ASSOCIATION OF RESEARCH AND TRAINING IN BASIC SCIENCES, NAGPUR**

Association of Research and Training in Basic Sciences, Nagpur organizes, every year, an Apoorva Science Fair in which children from government and ordinary private schools exhibit their models. In order to maintain a continuing contact with these children, a two-day workshop was organized in September, 2004. Many experiments, activities and discussions on magnets and magnetism took place in the workshop in which 50 children participated.

During the Apoorva Science Fair organized in January, 2005, the Association was invited to train science teachers of Nagpur Municipal Corporation schools in activity-based science teaching. In this context, in a meeting on 29<sup>th</sup> January, 2005, Association workers demonstrated and explained many science experiments. At the end of the meeting a team of ten teachers was constituted to speed up the process. This team was given the task of studying class V to VII science books, list the experiments therein, try out the experiments which could be done in the classroom, find alternatives for difficult experiments and to explore the possibility of the use of locally available material. This team carried out the tasks in March-April, 2005 with the help of the Association. Issues fundamental to science education like the meaning of science, competencies expected of children during science teaching, increasing dialogue with children, investigating right/wrong answers, were also discussed. Eklavya extended its cooperation to the Association and the core team of teachers throughout the entire exercise.

## **7. REVIEW OF THE LIFE SKILLS COURSE OF CENTRAL SOCIAL WELFARE BOARD**

Central Social Welfare Board runs a short life skills course for girls and women. With a view to increase its outreach among people and to make it more effective, its objectives, material and processes were reviewed. A member of the Eklavya Adolescent Education Programme actively participated in this review. Post review, a draft syllabus was prepared for the course.

## **8. EVALUATION OF THE PROJECT FOR EMPOWERING GIRLS AND WOMEN THROUGH HEALTH EDUCATION**

Members of Eklavya's Adolescent Education Programme participated in an evaluation of the future programmes and directions of a Project for Empowering Girls and Women through Health Education being run by Vishakha, an NGO from Rajasthan. A Delhi-based NGO, Sama, also participated in this process, which was organized by a donor agency named HIVOS.

## **9. CONFERENCES/ WORKSHOPS/ SEMINARS RELATED TO EDUCATION**

Eklavya organized, in different places, seminars or workshops focused on education in collaboration with different government and non-government groups. These are as follows:

- A training camp on uses of library and related activities for the workers and other members of the community who run libraries with Rudra Dheeraj Samiti, Gorakhpur, a sister organization of Rajeev Gandhi Foundation.
- Training of 45 teachers of 12 government and private primary schools associated with Roshni, an NGO working with challenged children in Gwalior.
- Orientation of 36 teachers belonging to Bhopal circle of Central Schools Organization in activity-based science teaching.
- A workshop on library-related activities in Una, Himachal Pradesh, jointly with two sister organizations of Rajeev Gandhi Foundation.
- Two orientation workshops with government teachers of 30 villages of Ghodadongri block of Betul district associated with the NGO, SIRDJ.
- Popular science lecture by Professor Naresh Dadhich, Director, Interuniversity Centre for Astronomy and Astrophysics, Pune in Central School No.2, Bhopal, Regional Institute of Education, Bhopal and Central School, Indore.
- Participation in seminar on 'Dynamics of Educational Change' organized by CARE. Presentation of a paper on " Changing Status of Teachers in India: Study of Rajasthan and Kerala" jointly with a Resource Person.
- Participation in conference on Science and Maths Education, *Episteme-1* organized in Goa by Homi Bhabha Science Education Centre. Presentation of a paper – "Teacher is a Constructor of Knowledge: Experiences from Hoshangabad Science Teaching Programme" jointly with a Resource Person.
- Workshop on Maths Education for teachers of Heritage School, Gurgaon, jointly with IDiscovery, Delhi.
- Two-day workshop on Science and Primary Education for teachers of schools run by Commonwealth Human Rights Initiative for the children affected by communal riots in Vadodara.

- A session on the development of the understanding of numbers in children in the orientation workshop for members of IDiscovery in Delhi.
- Organized training in three places (Una, Gorakhpur and Faridabad) for personnel of libraries being run by sister organizations of Rajeev Gandhi Foundation.
- Organized a creative arts competition in memory of *Kalaguru* late Shri Vishnu Chinchalkar on his fourth death anniversary.

Besides the above, members of Eklavya participated in the following seminars/ meetings/ conferences:

- Media workshop of Right to Food Campaign and conference on Right to Food
- Meeting on alternative curriculum organized by WIPRO Applying Thought in Schools
- Dealer/ Agent/ Publisher conference organized by National Book Trust
- Education Meet organized by Bharat Gyan Vigyan Samiti in Delhi
- Meeting organized by Wipro Applying Thought in Schools in Delhi for discussion on curriculum
- State-level conference of Progressive Writers Association
- National Science Teachers' Congress organized at Ujjain
- Conference on ' Question of Values in Education' organized by Bharat Gyan Vigyan Samiti at Bhopal
- Meeting organized for review and future planning of the work done by Centre for Science Education and Communication of Delhi University
- State-level conference in the context of the International Conference on Women's Health
- Dialogue on Education organized by Comet Media
- Meeting organized by Centre for Science Education and Communication of Delhi University for preparing a plan for science education in schools of Delhi
- Planning Meeting organized by All India Peoples' Science Network for involving school teachers in the Network

## EDUCATIONAL INITIATIVES BEYOND CURRICULUM

Recognizing the limitations of school and curriculum, Eklavya has, since its very beginning, launched many initiatives for education beyond curriculum. The work done this year in this context is as follows:

### Children's Groups

Bal Samooh (Children's Group) is an Eklavya-sponsored platform that provides village children and youth, an opportunity to express themselves, improve their expression and hone their leadership skills. This programme is being run in 18 villages of Hoshangabad district. The responsibility of running the programme at village level is shouldered by three - four adolescent boys and girls of the village. The programme is coordinated by the Hoshangabad centre of Eklavya.

At the centre of the Children's Group there is always a library, which is run from the home of a member of the team. Apart from the library, many other creative activities and Children's Fairs are organized. The children from these villages regularly send their compositions for the Bal-Samooha monthly magazine, Udaan.

### Monthly meetings

A joint monthly meeting of Children's Group members and Eklavya members is a regular activity. In these meetings, the monthly plan for the Group is prepared, activities of the last month are reviewed and either a topic of common interest is discussed or some new activity is learnt. This year, the following topics were discussed in the monthly meetings :

- ❖ Objectives of Bal-Samooha and related activities
- ❖ Library-related activities in Bal-Samooha and how to encourage children to read books
- ❖ Importance of local issues in developing a liking for writing in children
- ❖ Efforts for children's continued presence in Bal Samoohas
- ❖ Efforts by Bal Samooha members for enrolling new members in the team, in their respective villages
- ❖ Discussion on the questionnaire for documentation of Bal Samooha programmes.

### Library

Being the centre of Bal Samooha. activities in the village, the library is an important activity. This year the library activity remained rather weak because of examinations and agriculture-related work. But the library at Hoshangabad centre for the youth who look after Bal Samooha was accessed regularly.

### Bal Melas and other activities

Some small scale and some large-scale Children's Fairs were organized this year. Besides regular activities like writing, origami, science games, clay toys and drawing, some special activities were tried out this year. For example, interesting science experiments were done in the fair at Sontalai in February, 2005. An animated

discussion ensued on the chapter 'Air'. About 200 children participated in this. In this fair, children were thrilled by the wallpaper activity and they participated in it with great enthusiasm. Mono-acting and puppetry were other activities carried out in this fair.

In December, 2004, members of Children's groups participated in a workshop on communalism at Bhopal. They appreciated this experience very much

### **Publications**

The monthly magazine, Udaan, is being published regularly. In one monthly meeting, changes possible in the nature of Udaan were discussed. Suggestions included introducing new features like stories told by elderly persons. Members responsible for running Bal Samoohs were motivated to write a column, 'Hamari or se' ( From Us). This induced many members to write regularly for Udaan. Efforts are being made by Bal Samooha to increase the sale of Udaan.

Another idea floated in Bal Samooch is to publish booklets, which would help new members in understanding various activities done in the programme. Work has been started on two such books – "Discussions with Children" and "Publication of a Wall Newspaper by Children".

### **Drama Workshop**

As in earlier years, this year too a Drama Workshop was organized in Hoshangabad in June. This year the special feature was the work on the role of craft in drama. In this workshop, members of Bal Samooch recited many stories, and a play based on one of the stories " Kisan ke Chaar Bete" ( Four sons of a farmer) was prepared. The members got an opportunity to learn the finer points of craft through activities like making masks for the play, making posters for publicity, etc.

The play was staged in Tagore School, Hoshangabad and in village Ganera near Babai.

### **Documentation**

Work was started last year on documentation of Bal Samooch programme. This process has reached a fairly advanced stage this year. A workshop was organized from 18<sup>th</sup> to 24<sup>th</sup> August 2004. The material prepared so far was read out and suggestions and comments on it were compiled, with the result that the entire material was systematically classified into five chapters. These are – Introduction and Perspective; Processes of Bal Samooch like monthly meetings, bal melas, Udaan, etc.; Reactions; Challenges and Future Directions; and Conclusion.

### **COMMUNITY LIBRARIES**

This year we organized nine libraries in our work area with the help of Rajeev Gandhi Foundation with the twin objectives of encouraging reading habit in the society and making available good literature to interested persons. These libraries are located in three slum areas of Bhopal, Babai town, Bagra Tawa village and in three places in Shahpur block of Betul district.

In all the places, the community has made available a room or other space for the library. One person from the community is appointed to run the library, which opens for two hours in the morning and two hours in the evening. Besides 600 to 700 books, each library has enough resources for children to sit and collectively do activities. Newspapers and magazines are available in the libraries. A nominal fee is

charged from the members.

A meeting is organized every month in each library to discuss the arrangements and activities of the library and to plan for the coming month.

The libraries also organise some activities. For example, the Bagra Tawa library organised an essay competition for students of the local High School on two subjects – Poverty and Communalism. Material on these subjects was made available to the participants in the library.

Similarly, a workshop on Communalism was organized for the citizens of Bagra Tawa, in which about 35 persons participated. The discussion mainly centred around myths and wrong notions about other societies and their history. Such activities have helped to attract more people to the libraries.

### **3. IN THE MALWA REGION**

#### **Summer camps for creative activities**

Through summer camps for children, we try to experience and understand the broader nature and objectives of education. Such camps also help to develop resource persons for our future work.

In this context, an activity camp for children was organized at Dewas from 21<sup>st</sup> to 30<sup>th</sup> April 2004. About 200 children from over 40 schools participated in this. Most of the participants were Middle and High School students. We divided them into three groups on the basis of age and the class in which they studied. The activities included creative writing, drawing by different means, various models of craft, greeting card making, basic painting, origami, making masks, writing stories and poems, games and library, etc.

Two similar camps were organized at Ujjain. These were open to persons of all age groups. The participants were divided into two groups – one of children and the other of grown-ups. Both school-going and non-school-going children were included in the former group, whereas the latter group was for college students, teachers, professionals, housewives, etc.

#### **b) Libraries and related activities at Dewas and Ujjain**

Ujjain library has 550 members- mostly children.

The library of Dewas centre launched a new effort this year. We encouraged Higher Secondary and College students, who were members of the library, to take up creative writing. As a result some youth have started writing in local and bigger newspapers. They contribute in the form of comments on current issues in letters to editors, articles, poems, etc. This process has led to these youth freely expressing their views on various social issues and participating in public debates. Now they actively participate in programmes, conferences organized by Eklavya, Pathak Manch (Readers' Forum), Progressive Writers' Association and Bharat Gyan Vigyan Samiti.

#### **Pathak Manch, Dewas and Ujjain**

We have tried to enroll new members into the Ujjain Pathak Manch by linking its activities to those of the library. As most members of Pathak Manch require books for reading, they come to the library looking for good books.

Eklavya, Dewas has been instrumental in activating the Pathak Manch being run in Dewas over the last four or five years under a scheme of the National Book Trust. We have observed that this has positively affected the library run by the Dewas

centre. As Pathak Manch organizes discussion sessions on socially relevant issues, and Eklavya tries to make good books available, a natural partnership has emerged between the two separate institutional structures.

#### **d) Resource Support and Training**

We provide resource support for educational activities outside the school in two ways: firstly, by directly organizing children's fairs and activities in the work areas of other institutions and, secondly, by training adults as resource persons for organizing children's activities. The training itself consists of a Bal Mela so that the trainees may themselves do activities with children and, in a way, get a 'hands on' training.

This year, workshops were organized in Middle and Higher Secondary School, (Rau) run by Grameen Jeevan Jyoti; Government Middle School no. 3, Dewas and Government Yamunabai Girls' Middle School, Dewas. Teachers and students of Primary and Middle Schools participated in these.

All the teachers and children were given a list of 15 activities and they were motivated to organize one-day Bal Melas in their respective schools. All the resource teachers organized one or more Bal Melas in their own schools.

This year, our members also went to Ahmedabad and Una to participate in the Bal Vividha Programme organized by Comet Media. Besides teaching activities like origami, craft and science experiments to the children, the resource group of Comet Media was also trained by us.

**Children as resource persons** : A Bal Mela was organized in Ujjain Public School and 15 students of the school were trained beforehand as resource persons. They helped to teach other children during the Bal Mela.

#### **4. ACTIVITIES OF PIPARIYA LIBRARY**

Running the library is a regular activity of Pipariya centre. The library has 200 children and adults as regular members and remains open for the general public for four hours every day.

Besides organizing brainstorming sessions and poetry recitations, special days like Children's Day, Hindi Day, Teachers' Day, etc. are observed. Open discussions are held on various subjects like gender discrimination, male-female ratio, harassment of women, communal riots, etc.

Close links have been forged with other local cultural, literary, drama and writers' groups whose events are frequently organized at the centre.

We have been organizing constructive activities for Primary and Middle School students in the library. Meanwhile, there has been a demand from older children that some workshops should be organized for them too. Therefore, this year, some lectures and workshops were organized for High School and Higher Secondary School students. The workshops were on: Gas and experiments of measurement, Electricity and Electronic Circuit, How did the apple fall on Newton's head? and Internal organs of the body and their functions. A lecture on "Possibilities of employment in TV journalism" was also organized.

#### **5. PARASIA LIBRARY**

Library and children's activities are a regular feature of the Parasia sub-centre of Eklavya. The library and children's activity centre were started with the intention of creating an alternative educational atmosphere among local teachers and students in the days when HSTP was being run in the local schools. Even today, many teachers of this area are active as resource persons in various programmes of Eklavya.

A two-day children's activities programme was organized in the Parasia library on 13<sup>th</sup> April 2004. Activities like origami, science experiments, making masks, craft, etc. were done. The main objective of this programme was to publicize the library in the area. The library was founded in this very month in 1989.

## PUBLICATIONS

### PUBLICATIONS

Eklavya reached the stage of launching a programme in publications much after it started off on its journey of educational change. A pressing need for creating reference material for children was felt in the course of our efforts in changing textbooks and teaching methodologies. With time, the possibility of publications becoming an independent programme became stronger and proposals for support were submitted in 1996 to Sir Ratan Tata Trust and Ministry of Human Resource Development. Their support proved to be invaluable for enhancing the quality and number of our publications, with the result that today we are in a position to bring out 10 to 12 new publications each year and to reprint 20-25 old ones. The sales have reached beyond the million-rupee mark. In order to take good reading material to the readers, sale outlets by name of 'Pitara' have been opened in Bhopal and Indore. Besides Eklavya publications, toys and science kits, selected material of other publishers is also made available in Pitara.

Looking to the nature of publication activity, it is natural, both for funding agencies and for us, to expect it to become financially independent. But here is where the dilemma arises. Should we price the books at a level where no outside support may be required for publishing them? Or should we continue the subsidy in view of the dearth of readers willing to buy books in the Hindi-speaking belt, their inability to obtain good books, limited incomes and declining reading habit? After considerable brainstorming, we concluded that the prices should be such as to recover the cost of paper and printing. We plan to later on recover atleast a part of the marketing cost at the same price level. But we estimate that for atleast another ten years, we will require support for development components of the publications programme.

### 1. NEW DIRECTIONS OF THINKING IN PUBLICATIONS

We decided our future direction after a year-long brainstorming based on eight years' experience of publishing. In the coming years we wish to:

- Publish reference material on science in Hindi
- Strengthen the process of testing material with readers
- Publish subject-based modules
- Publish some selected titles in English
- Publish, in Hindi, good educational material of other languages
- Make available quality reading material in rural areas
- Open new Pitara centres in and outside the state
- Increase the capacity of the team by developing editing, designing, marketing and management skills, and strengthen it by increasing the number of translators, writers, designers and editors
- Network with other groups** – identifying material in Indian and other regional languages, selecting and translating relevant English literature published in India and elsewhere, identifying field-based material
- Launch small studies and research related to publishing in Indian context
- Organize workshops with readers of different categories to encourage interest in reading.

- Prepare multimedia packages for teachers and students in view of the increasing use of computers in schools. The material generated during our school programmes can be used to make CDs. It may be mentioned here that work on making two CDs has already started with support from Azim Premji Foundation.
- **Develop own website** – to initiate a debate on curriculum and emerging academic issues and to increase the outreach of our work and publications

## NEW PUBLICATIONS

**KABIRA SOI PEER HAI JO JANE PER PEER** : Eklavya has been working over the last many years with Kabir Bhajan Mandalis of Malwa region ( Indore, Ujjain, Dewas, Shajapur, Sehore). The bhajans sung by these groups have been compiled and documented. A compilation of these bhajans had been published by Eklavya many years ago in the form of a booklet. Based on the feedback received on this booklet, an enlarged version has been published this year.

**Summerhill** : This year we have published A.S.Neale's book Summerhill in the series of classics on education. It may be noted that Summerhill is a world-renowned school established by Neale. Started in 1921 in Germany, it was shifted, in 1923, to a village near London, where it still exists. It is a fully residential school with a single word motto: Freedom. Discipline in the school is jointly laid down, jointly observed and, if necessary, jointly changed. Neale has presented in this book, the experiences of this school of over forty years. Subsequent to its publication in Hindi, reviews of this book have been published in 10 to 12 Hindi newspapers and magazines.

**Nazar ka pher** : Eklavya's books on various types of puzzles are quite popular. This year the eighth book in this series has been published under the title of Nazar Ka Pher. This book is based on games and questions related to optical illusions. Besides being entertaining, the book makes us ponder on many aspects of optical illusion.

**Madhya Pradesh Jodo** : Along with activity books, we also publish activity charts. This year a new chart "Madhya Pradesh Jodo" has been brought out in the series.

**Stree Evam Purush Ke Sharir Ke Aantarik Ang** : Years ago Eklavya had published a chart depicting organs of human body for the Hoshangabad Science Teaching Programme. Now this chart has been amended to show male and female organs. Information about their functions has been given in the chart in both Hindi and English. It has proved to be very useful for school children as well as for adult groups in health related workshops.

**Apna Jugadi Sukshmadarshi** : After reading this book one realizes that apparently useless things like empty refills and empty injection vials are in fact very useful items. This scientific device can be easily made with the help of these very commonly found articles.

Besides the above, work was done this year on nine other books which have now reached the final pre- publication stage. Along with these, nineteen old books were reprinted.

**Workshop for Illustrators** : A workshop was organised for the Illustrators working for Chakmak and our other publications. Its objective was to work on the material compiled under the Basic Skills Programme. All the participants divided themselves into four or five groups and worked according to their liking. One group made illustrations for songs and poems, another developed some games, which could be played on the board. Another group made illustrations for the Big Book of folk tales.

**Royalty** : Eklavya used to pay royalty to writers and illustrators in the form of one-time payment. The amount of royalty was decided at the time of seeking the

permission for the books. For smoother functioning in future, we reopened the royalty issue and arranged for both, one-time payment and payment in installments.

## **DISSEMINATION OF PUBLICATIONS**

The total sale of Eklavya publications this year was Rs.10.09 lacs. Efforts made to popularize our publications and to disseminate them were as follows :

### **From Pitara**

This year the sale from Pitara at Bhopal and Indore amounted to Rs. 4.2 lacs. Children's activity camps or "Pitara camps" were organized from time to time. Handbills were regularly distributed by insertion in local newspapers.

### **Through book fairs**

We participated in the National Book Fair at Indore, in book fairs organized in Bhopal in January and February 2005 and in the Taj Book Fair at Agra.

### **Through agents**

The number of agents today is 35. They sold material worth Rs. 1.66 lacs during the year.

### **Book fairs in local schools and other educational gatherings**

We organized local book fairs through Pitara in Gandhi Bhawan, Bhopal (June 2004) and International Public School, Misrod (September 2004). We exhibited our books and other material in the National Science Fair (June 2004) in Central School. Besides these, Eklavya books and other material were displayed and put up for sale in the Educational Conference organized by BGVs in Delhi; in a programme in IIT, Kanpur and in the Bal Vividha event in Mumbai.

### **Through other bulk buyers**

Many organizations working in rural areas and urban slums made large-scale purchases of Eklavya publications. Eklavya material is being widely circulated in rural areas through such organizations, which constitute about 30 percent of our retail buyers. They include Vidya Bhawan Society, Udaipur; Room To Read, New Delhi; Pratham, Mumbai, Delhi and Pune; Sewa Mandir, Udaipur; Muskan, Bhopal; Centres of Doosra Dashak, Rajasthan, etc.

We took the following steps for publicizing Eklavya publications and Pitara :

- Distribution of book list during book fairs
- Making book list available in local displays
- Detailed list of Eklavya publications was circulated this year through e-mail
- List of publications was circulated with Eklavya magazines
- Nearly 10,000 copies of publications list were sent with 'Kyon Aur Kaise'
- Advertisement in Education Directory published by Almighty media group, Bhopal
- Advertisement of publications and Pitara was telecast on local Raj TV channel for one month
- "Pitara Festival" was organized from 18<sup>th</sup> to 23<sup>rd</sup> June 2004. Eklavya's new publication, 'Apna Jugadi Sukshmadarshi' was released on the last day of the festival.

Other efforts to systematize Pitara operations are as follows :

- Authorized version of a new software, Tally 6.5, was purchased and all functions like billing, record of stock, etc, have been fully computerized since 1<sup>st</sup> April, 2004
- The address lists of magazines were earlier being maintained separately. A software, ERMS ( Eklavya Resource Management System) has been developed. Now the databases of all magazines are on a single system.

## **BOOK FAIRS OF SARVA SHIKSHA ABHIYAN**

The one and a half month period in March-April, 2005 was, in a way the 'Book Fair Month' for us. Book fairs were organized by Rajeev Gandhi Shiksha Mission at all district headquarters as a part of Sarva Shiksha Abhiyan. This was a laudable step on the part of the government. So far things used to be forced upon schools in the name of teaching aids. This time teachers were given the opportunity to see, choose and buy these, and the teachers did take full advantage of the opportunity.

Eklavya participated in 32 out of the 45 fairs. One team in Bhopal shouldered the responsibility of packaging, reprinting, team formation, coordination and ensuring the timely delivery of the material. Besides Eklavya workers, volunteers were also recruited for the task, which had to be done almost on a war footing. All centres of Eklavya pitched in, and the result was beyond expectations; the total sale was Rs. 3.6 lacs.

Teaching aids from other organizations like Muskan, Jodo Gyan, Navnirmitti, Diksha were also made available on Eklavya stalls. On demand from teachers, books and material for Primary and Middle levels were separately displayed, e.g., picture stories, set of activity-based books, charts and poetry posters, etc. for Primary level.

## **Lessons**

There was a problem in explaining the use of some of the exhibits to the teachers because some items were included at the last moment, while directions for use were not available for some other teaching aids.

There is a great demand, from the schools, for teaching aids, especially those of Maths and English. We will have to arrange for field-tested material in order to meet this demand.

## **CHAKMAK**

In its twenty years of uninterrupted publication, Chakmak has aimed at encouraging children's natural expression, imagination, skills and thinking - by giving importance to their compositions and by establishing direct dialogues with them on some issue.

This year we made special efforts to associate the best Hindi writers with Chakmak and dialogue with them. Now over 100 prominent Hindi writers are associated with Chakmak. The status of poetry in Hindi children's literature is a cause for worry. Even today, mere rhyming is assumed to be the basis of poetry. To break this myth, last year we not only published the translations of some non- rhyming poems of English writers, but also established a continuous dialogue with the regular contributors to Chakmak around these poems. Another experiment was the year-long publication of an attractive monthly calendar based upon a selected children's poem. We also published reviews of good children's books in the column "Pustak Charcha".

Two types of anomalies are generally observed in children's Hindi literature. Firstly, the subject matter lacks a sensitivity for various issues whether related to gender, caste, religion, etc. or to differently enabled persons. This insensitivity is reflected in

the illustrations too.

The second type of anomaly is of assuming children to be without any capacity to understand. Almost throughout children's Hindi literature, child characters and their role, the worldview presented before them, etc., have assumed this form of stereotype. These are accepted without any study or discussion. Over the last one and a half year, Chakmak published material with the aim of countering these anomalies. We had dialogues with children struggling with different types of physical handicaps and published information about their schools. Last year Chakmak raised its voice against displacement and talked to children who were victims of displacement.

Today, sufficient reading material is not available especially for those Hindi-speaking children who are studying in Primary schools. Taking this into account, we have redefined the Chakmak readership. For the last one year, Chakmak has been preparing material for children of eight to twelve years age group and many changes have been made in the magazine for this. Picture stories for this age group have been published. In almost every issue, we have observed caution to tailor the length and subject matter of articles according to the needs of this age group.

We also tried to improve the presentation of subject matter and layout. We established a continuous dialogue with the illustrators by discussing with them better illustrated books collected from various sources. Last year, we started columns like "Mummy-Papa jab bachche they" and "Gali-gali ke khel". The former was one more step in the direction of establishing a direct dialogue with children.

We have paid special attention to including material based upon observation. We have succeeded in including atleast one article of this type in almost every issue.

Plans are on the anvil for increasing the number of pages in Chakmak and introducing some colour pages. The present print order is about 2,500 copies. We have been making sporadic efforts to increase the subscriber base of Chakmak. Special emphasis was laid on Chakmak membership in the three big book fairs. Chakmak advertisement strip was run on a local TV channel for one month. Canvassing was done with different organizations and government departments, and advertisements were inserted in our other magazines, Srote and Sandarbh.

## **SROTE – SCIENCE AND TECHNOLOGY FEATURE SERVICE**

Srote is the only Hindi science and technology feature service in the country. It was started 14 years ago because it was felt that there was a dearth of good write-ups on science and technology for Hindi newspapers published from small cities and towns. Srote is supported by the National Council for Science and Technology Communication (NCSTC).

There are two main parts of Srote – weekly features and monthly magazine. There are two parts of Srote weekly features : general service and special service. Nearly 60 percent of the material produced by Srote is for general service and is sent to 180-190 newspapers of Hindi belt. The remaining 40 percent part is sent to selected newspapers as special service. About 40 to 44 pages of material is produced every month.

NCSTC had, in 2003-2004, constituted a committee to review the project. The following are the main points of the committee's suggestions :

**1. Registration :** The committee suggested that Srote should be registered with the Registration office of Indian newspapers. Accordingly, we have applied for registration and we have been allotted the title " Srote : Science and Technology Features".

**2. Pick-up Rate :** Increase in pick up rate was emphasized by the review committee. This year we concentrated mainly on small newspapers and our efforts largely succeeded. This year, the articles sent to newspapers were published 7.2 times. This is a remarkable improvement over last year's pick-up rate of 5.1.

**3. Income :** The committee also laid stress on the need to improve the revenue generated by the sale of Srote. This year, despite the remarkable improvement in the pick-up rate, the position of income remained rather unsatisfactory. Efforts to recover even some charges for the Srote material published by newspapers have proved to be futile. Another possible reason for the shortfall in income could be that, on Review Committee's recommendation, we made the service completely free for small newspapers. During the year 2004-2005, our income was only Rs. 61,184.

**4. Nature of write-ups :** Increase in the number of Srote articles published by newspapers is an encouraging sign. Now newspapers have started insisting upon articles being sent to them directly via e-mail. It has been observed that the major part of the material published by us is related to health, medicine, biology and environment. We are trying to strike a balance between articles on these subjects and those related to other areas of science or the technology related to them.

We are on the lookout for writers who can write authentic scientific articles for newspaper readers. There is a dearth of writers who can write on history of science, physical sciences and technology, contemporary research, etc.

## **SHAIKSHANIK SANDARBH**

This was the eleventh year of the publication of Shaikshanik Sandarbh. This year we could publish only two (Numbers 48 and 49) issues of Sandarbha instead of the scheduled six issues. Work continued on the 50<sup>th</sup> number.

Earlier, too, we have been lagging behind in achieving targets. The main reason behind this problem is that a majority of the members of the editorial team are part-timers for Sandarbh. We are taking steps in the direction of solving this problem.

For a long time, efforts were being made to jointly manage the distribution of all Eklavya magazines. This year, a new software installed at Bhopal centre has made this possible. Now all the work related to distribution and subscriptions of Sandarbha is being managed at Bhopal instead of Hoshangabad.

This year the title of Sandarbha has been registered and, in January, 2005, we have been allotted the title "Shaikshanik Sandarbha". In this context, we have applied for registration to Registrar of Newspapers and submitted the first issue of Shikshanik Sandarbha.

The number of Sandarbha subscribers is stuck at 1200-1500. Possibilities of marketing can be explored after its publication becomes regular.

For a long time we have been pondering the idea of publishing compilations of Sandarbh articles. It is planned to publish many compilations by grouping articles related to subjects like Physics, Chemistry, Zoology, and Botany. Deepak Verma, formerly associated with Sandarbha, has taken up the responsibility of editing these and presenting them in a new format.

## **KYON AUR KAISE**

A fortnightly wallpaper on science-related subjects called 'Kyon Aur Kaise' is being published, in Hindi and English, for High School and College students. Each edition consists of two newspaper sized coloured sheets. It is a joint venture of NCSTC and Eklavya, wherein the latter is responsible for developing the material and for publication and distribution.

Both Hindi and English versions of Kyon Aur Kaise were published regularly from

July, 2004 to April, 2005. But mailing it to subscribers was proving to be too expensive. Hence, it was decided to get it registered as a newspaper. Although NCSTC took the responsibility of getting it registered, the process was very much delayed. In spite of this, in view of the enthusiastic response from the readers, it was decided that, pending registration, publication in smaller numbers should continue. One thousand copies each of Hindi and English versions were printed between 15<sup>th</sup> December, 2003 and 16<sup>th</sup> March, 2005. For registration too, it was necessary that the magazine should continue to be regularly published. The English version was ultimately registered in September, 2004 under the name, 'Kyon Aur Kaise'.

**Enthusiastic response** : From the letters, telephone calls and e-mails, we get the feeling that the magazine is being liked both by teachers as well as students. Its content, illustrations and design have all been appreciated. By the end of this year, subscriber number has reached 350 for the English version and 100 for the Hindi version.

**Distribution** : Six issues of Kyon Aur Kaise were sent in lots of three each to all Central Schools, Navodaya Vidyalayas, public schools of Delhi, DAV schools and schools of Madhya Pradesh. Thus, any one school got three copies each of either the Hindi or the English version. In the beginning, we sent one lot to colleges in Madhya Pradesh too, but this was discontinued when we did not get any feedback from them.

We had planned to recruit two persons for publicizing the magazine, but because of the delay in registration and smaller number of copies printed, we have postponed the recruitment. This was the reason behind the publicity campaign not being carried out in a systematic manner.

At the time of its launching the magazine, NCSTC had offered to shoulder the major responsibility of publicizing it. The Council did publicize it during the National Science Congress, but it did not get much publicity in the media.

### **Issues of concern**

- Kyon Aur Kaise is a magazine, which has a high visibility because of its special content and style of presentation. Yet it needs a strong team for developing the content and for designing.
- Our earlier experience with magazines shows that publicity is our weak point. Hence, we will have to, jointly with NCSTC, formulate an effective strategy with the help of some professional marketing agency.
- It is necessary that the Hindi version of Kyon Aur Kaise should be registered as early as possible so as to save upon the expenditure incurred on printing and postage. Registration will also be needed for launching a movement to enlist more subscribers.

## WORKING WITH SAMAVESH

### WORKING WITH SAMAVESH

For the last five years, Eklavya's rural development work was being looked after by an autonomous group within Eklavya. Simultaneously, efforts were being made to register this group as an independent organization. This registration was done in September, 2003, and later, in April, 2004, this group separated formally from Eklavya and assumed the name of Samavesh.

In view of the needs of the new organization, it was decided that, where necessary, Eklavya and Samavesh would continue to work in partnership for some years to come.

#### 1. Sakhi Pahal Karyakram

Samavesh had submitted, to United Nations Development Project (UNDP), a proposal for a programme of empowerment of women peoples' representatives and leaders. However, UNDP expressed its inability to fund new organizations for the first three years. Subsequently an agreement was worked out to carry forward the work as a joint programme of Samavesh and Eklavya, with support from UNDP.

This programme is being implemented since April, 2004 in four clusters of Dewas, Sonkutch and Tonk Khurd tehsils of Dewas district. The structure of the programme has been developed in such a way that one male or female worker (called, respectively, Sathi or Sathin) is deployed in three or four villages falling under every Jan Shiksha Kendra of every Cluster. Besides Samavesh, two local organizations, Jan Sahas of Sonkutch and Dewas Gauri Mahila Samiti of Tonk Khurd are partners in this programme at the cluster level.

Three major objectives have been identified for the programme. These are, empower elected women peoples' representatives, create structures for bettering the work of empowerment and work with community to increase the participation of women in elections. The details of the work done under the programme are given below.

#### Assessment of the present situation

Work of gathering information was started through a baseline survey. Besides this, meetings were organized with women peoples' representatives and women leaders. The issues of concern for women, which emerged from these, were as follows:

- Problems concerning 'Pattas' ( titles) of land
- Violence against women
- Problems faced by women Sarpanchas owing to the corrupt image of Sarpanchas in general
- The belief that even honest persons become corrupt on becoming a part of the system
- Males in the society not taking seriously the initiatives of women
- Lack of means of education (especially Middle Schools) and opportunities for employment

#### Training Syllabus and Material Development

A seven-day orientation-cum-training programme has been developed for Sathis and Sathins deployed at the base level. A manual has also been developed for their

orientation. Subjects included in the training syllabus are:

- Role of women in government and panchayats
- Status of women in rural society and their empowerment
- Integration of other rural development programmes with Small Savings Groups
- Economic empowerment and strategies for it

Besides the above, training manuals have been prepared for Small Savings Groups, Panchayat Elections and Baseline Surveys. Sathis/Sathins were imparted training in documentation to enable them to write regular reports, and they are expected to write daily diaries. The quality and usefulness of their diaries are discussed in the weekly meetings so as to bring about further improvement.

### **Publication**

The first issue of the news bulletin of Sakhi Pahal was published at the end of this year. This bulletin would serve as a platform for women to bring forth issues of concern to them, to share experiences of development and women empowerment, to make legal and technical information available to women and to publicize the issues, problems and success stories related to woman leadership.

### **Formation of Sakhi Manch**

The programme planning included the formation of Sakhi Manch by identifying, at the cluster level, active women representatives and leading members of Small Savings Groups. Sakhi Manch forums have been started in Ajnas, Harangaon and Sonkatch clusters. Members have, on their own initiative, started appointing Sathins/Sathis for the programme.

In March, 2005, cluster-level women's meetings were organized in all the four clusters, under the banner of Sakhi Manch, on the occasion of International Women's Day. The following women's issues emerged during the discussions:

- Absence of medical facilities in villages for safe childbirth
- Shortage of toilets for women in villages
- Shortage of schools for girls
- Absence of clean drinking water and lack of proper maintenance of hand-pumps
- Insufficient supply of food-grains to ration shops
- Shortage of electricity in villages
- Lack of drains and proper drainage in villages

## **2. PANCHAYAT VOTERS AWARENESS CAMPAIGN**

In view of the Panchayat elections scheduled in January, 2005, a campaign was conducted in our work area. The objective was to empower the voters to assess the candidates, to bring center-stage the qualities of an ideal candidate, identify, from among the local populace (especially from Small Savings Groups and other active groups), persons who can fulfill the expectations, and to help such candidates in filling up forms, etc.

A training manual on panchayat elections has been prepared for this. A team of trainers has been organized to train the programme workers with the help of this manual.

Street corner plays, poster exhibitions, pamphlets, etc. were used in this campaign. Field Information Centres were opened to provide information regarding panchayat elections.

Details of the people benefiting from this campaign are as follows :

**Table 5 : Persons who came to see street corner plays and poster exhibitions**

Cluster	Number of villages	Number of participants	
		Women	Men
Ajnas	9	267	692
Harangaon	12	380	645
Sonkatch	20	1240	1860
Tonk Khurd	15	621	739
<b>Total</b>	<b>56</b>	<b>2508</b>	<b>3936</b>

Joint Initiative with other organizations

In order to involve other organizations in this task, Samavesh trained the partner organizations of Hunger Project, Madhya Pradesh. Samarthan, Madhya Pradesh has decided to extend this campaign to the entire state. Samavesh has been nominated as a member of the Core Group organized for this purpose.

An exchange workshop was organized at Bhopal for the partner organizations of UNDP. Elected panchayat representatives from Madhya Pradesh, women leaders and workers of UNDP from ten states of the country participated in this workshop and shared with others their experiences of panchayat elections. Experiences related to implementation of the programme were also shared on this occasion.

### **3. PARTICIPATORY PLANNING FOR RURAL DEVELOPMENT**

This programme of making an integrated plan for rural development was being implemented since October, 1998 with assistance from Sir Dorabji Tata Trust. This task was being performed by the group in Eklavya that was associated with programmes of rural development. After the process of establishing Samavesh was completed, Eklavya and Samavesh continued the work jointly. Later on, Eklavya carried this work forward with the interest accrued on the corpus fund received from Sir Dorabjee Tata Trust.

The main objective of this programme was to involve the rural community in developing an integrated plan of development that would encourage local leadership. For this, the special areas targeted for intervention were as follows:

#### **STRENGTHENING LOCAL SELF-GOVERNMENT**

This work was taken up in Morgarhi cluster of Khirkiya tehsil of Harda district and Ajnas cluster of Khategaon tehsil of Dewas district. This year, under this project, a campaign was launched to inform people about Below Poverty Line (BPL) survey and to increase awareness about it. We cooperated with the state government in the training programme of elected representatives. A monthly magazine, Panchtantra, was published regularly.

#### **Women's Empowerment**

This part of the programme is being run in Ajnas and Harangaon clusters of

Khategaon tehsil of Dewas district and Morgarhi block of Khirkiya tehsil of Harda district. The objective of the programme was to bring about an improvement in the social and economic conditions of women so as to enable them to change their life conditions and to increase their participation and role in taking decisions, which affect their lives. For this, working through Women's Small Savings Groups, an attempt was made to increase the role of women in areas like panchayats, management of natural resources, health and education.

In all 39 Small Savings Groups were functional in the three clusters under the programme. Their details are given in the table below:

Sr.	Cluster	No. of Group	No. of Member	Total Savings	Total Interest	Total Amount	Total circulating Loan	No. of Loan	No. of Groups with bank accounts
1.	Harangaon	15	200	89372	27843	117215	223241	272	7
2.	Morgarhi	14	150	73779	37868	111647	220607	611	8
3.	Ajnas	10	104	18750	1597	20347	32775	58	0
<b>Total</b>		<b>39</b>	<b>454</b>	<b>181901</b>	<b>67308</b>	<b>249209</b>	<b>476623</b>	<b>941</b>	<b>15</b>

During the last year of the programme, an attempt was made to link the work of Small Savings Groups with dimensions like natural resources. As a result of this, many members of Small Savings Groups participated in activities like agricultural development and making natural compost. They have also started trying out improved varieties of seeds. In view of the extreme lack of medical facilities in Morgarhi cluster, the savings groups have set up nine village-level medicine centres. Two workshops for providing general information about health and for explaining preventive measures were organized in May and June, 2004.

## DEVELOPMENT OF NATURAL RESOURCES

This programme is running in Morgarhi cluster of Khirkiya tehsil of Harda district and Harangaon cluster of Khategaon tehsil of Dewas district. The major objectives of this programme were to make the local community a partner in making decisions about natural resources of the area; to increase the means of livelihood for landless and marginal farmers dependent upon natural resources; better management of community wealth like forest, grazing land, water-sources, etc.; and to familiarize farmers with methods of sustainable agriculture and to help them in selecting better crops.

Of these, the community preferred direct help in agricultural operations and took advantage of this by trying out the new suggestions during kharif and rabi crops. These included changing crop varieties, trying out alternative varieties of paddy, adopting methods of integrated pest management, making vermicompost and undergoing training for management of water sources. Help was sought for this from National Seeds Corporation, Hyderabad, Indore Agriculture College and Soya Oil Producers' Association, Indore.

Increasing Community Participation in Education

Under this programme, 23 Shiksha Protsahan Kendras (SPKs) are being run in Ajnas and Harangaon clusters of Khategaon tehsil of Dewas district and Morgarhi cluster of Khirkiya tehsil of Harda district. SPKs try to reduce the dropout rate in schools by functioning as bridges between government schools and rural poor families. An attempt is also being made to improve the quality of education being imparted in rural schools and to build up the capacity of the community for managing village-level institutions. The programme includes regular observation of classrooms, training of Gurujis running the kendras, continuous improvement in teaching methodology and search for alternatives. As an extension of this work, we functioned as master trainers for the training of teachers of schools and non-formal centres supported by Catholic Relief Services, Bhopal and members of the organization, Muskan, Bhopal.

### **ORGANIZING CHILDREN'S ACTIVITIES AT VILLAGE LEVEL**

Ten Chakmak clubs are being run in Ajnas and Harangaon clusters of Khategaon block of Dewas district. Each club has 20-25 members of nine to fourteen years age group. These are students and include both boys and girls. Some children from among the members take the lead in running the clubs with help from Samavesh members. Effort is made to increase the capabilities of these children by means of regular monthly meetings, activity workshops, etc. Our objective is to develop, through this process, the leadership qualities of these children.

After going through the Chakmak club experience, some youth have organized themselves into the Srijan network for launching socio-cultural initiatives in their area. Youth from Satwas, Sandalpur, Khategaon and Charua are members of this network. They get guidance from local Samavesh group for their work.

### **COMMUNITY PARTICIPATION IN HEALTH**

Initially we had no plans for working in the area of health, but this was added later in view of the deplorable state of health services in the region. The objective of this programme is to ensure health for all through community participation. As this is a new area for us, we started with a study to understand the health situation. The study was carried out in collaboration with Jawaharlal Nehru University and its subject was – decentralization of the health sector in Madhya Pradesh. In addition to this, Small Savings Groups of Morgarhi cluster established nine village-level medicine centres. These centres benefited 975 patients in this year.

The health of any individual or community is closely interlinked with many other factors affecting life like poverty, food, availability of water, cleanliness, electricity, roads, education, health services, etc. Therefore, in future, the issue of health will have to be looked at not as an isolated initiative, but in conjunction with many other dimensions of life.

We faced the following problems in this programme :

- Preparing competent teams for all the above areas of work and establishing them in the field As long as we had separate teams for implementation of different areas of the programme, there was a problem in looking at all the dimensions in their totality. Also, this was an obstacle in the better utilization of resources.
- The participation of the local community in the programme was very encouraging, but their shouldering of independent responsibilities was below our expectations
- The task of evolving local leadership for taking up the responsibility of the programme is very slow and long drawn

## EFFORTS FOR INSTITUTIONAL DEVELOPMENT

### THE PROCESS OF INSTITUTIONAL DEVELOPMENT

In our report for 2001-2004, New Beginnings, we had described and analyzed a major landmark in Eklavya's work, which occurred in 2002. During this period, we started looking for new directions in keeping with our social concerns and long-term objectives. In this context we felt the need for a deeper understanding of the process of institutional development. Hence, in the past two years, we have tried to understand, with professional help, the process of institutional development and the implications of implementing it. For this purpose, we enlisted the help of Shri. Vijay Padaki of P & P Group, Bangalore. As a part of the process, four workshops were organized - three in 2003 and one in 2004.

Through these workshops, we reviewed the directions of Eklavya's future work in the changing external environment and tried to define and sharpen them. At the same time, we reflected on the process of team-based structures and refining the processes of evaluating work and people.

In the year 2004-2005, the entire Eklavya group went through a process of identifying, evaluating and refining the relationships between Eklavya's long term objectives, the broad direction of work and concrete programmes. The direction of future work and objectives, which emerged from this process, is described below.

It was felt that Eklavya's objective over the coming ten years will be 'to make it a national concern that quality education be available equally to all citizens of India.' We will be oriented towards this objective through the following methods:

Development of different dimensions

- and processes for quality education : Through curriculum formulation
- : Through publication of material
- : Through teacher training and formation resource-centres
  
- National level network for quality education : Through spread of Pitara and resource centres By organizing state-level conferences
- : Through joint efforts with other Non-government organizations
  
- Fostering public concern for quality education : By creating forums outside school
- : By strengthening Primary education in selected areas ( in four development blocks of Madhya Pradesh)
- : By setting up resource centres for volunteer teachers
- : By working in some schools for total school transformation

Orientation of government system

- towards the need for quality :
- : By participating in programmes of state government
  - : By deputing Eklavya members to new states for two years
  - : By orienting state government employees in Eklavya training centre

Research on issues of status and

- quality of education :
- : By establishing Eklavya's own schools
  - : By carrying out research on state of education in different groups in society in our area

A meeting was organized in Bhopal on January, 22-23,2005 for sharing these directions and objectives with members of our resource group and fellow institutions and organizations and to get their comments, views and suggestions. Besides Eklavya members, about 60 persons from all over the country participated in this meeting. The main observation of this support group was that compared to its resources, Eklavya has opened up too many fronts and that it is not possible to do justice to all of them. Eklavya needs to decide its priorities. The process of setting priorities and amending the institutional structure to suit the new directions is currently going on.

## **CAMPUS IN HOSHANGABAD**

Today Eklavya is operational in central and western Madhya Pradesh through five centres, three sub-centres and the coordination centre at Bhopal. Despite our history and work spread over twenty-two years, all our offices are housed in rented accommodations. Besides being a financial burden in the form of rent, there is also the recurring problem of shifting offices to new locations. We also have to frequently hire space for internal meetings, workshops, etc. Owing to shortage of space, larger centres like Bhopal and Hoshangabad have to be divided over two to four rented houses. In this context, discussions have been going on about the benefits and drawbacks of having a campus of our own. After much reflection, it was decided that we would construct an office-cum-training centre in Hoshangabad and an office in Bhopal.

37,000 square feet of land was purchased in Hoshangabad in 2001. In March, 2001, Sir Ratan Tata Trust gave a grant of Rs. 25 lacs for construction-work. After this, began the search for an architect. Shri Jai Singh and Ms Purna Kothari of Design Atelier of Bhopal were selected for the job. They designed the building after many rounds of discussions with members of Hoshangabad Eklavya. Finally, the construction work began in October, 2004. The work was entrusted to Sree Mata Wig Associates of Bhopal.

The campus will house the office of Hoshangabad centre, library and documentation centre, children's activity centre and educational resource centre. Besides the above, training camps and workshops for 50 to 60 persons can also be organized here regularly. The total built-up area of the two-storied building is 8925 square feet. It has been made suitable for the maximum utilization of natural energy and care has been taken during designing and construction to facilitate multiple use of spaces.

## **CORPUS FUND**

During the year, an interest of Rs. 12.54 lacs accrued on Sir Ratan Tata Corpus Fund, Rs. 3.26 lacs on Sir Dorabjee Tata Corpus Fund and Rs. 8.53 lacs on other corpus funds, the total amounting to Rs. 24.34 lacs. Out of this, Rs. 12.08 lacs were spent on various programmes and administrative heads. Rs. 3.76 lacs were added to Sir Ratan Tata Corpus Fund and Rs. 1.05 lacs to other corpus funds.

This year, Reserve Bank Bonds worth Rs. 5 lacs, 50 lacs and 1.24 lacs have been purchased for investing the corpus from Sir Ratan Tata Trust Corpus Fund, Sir Dorabjee Tata Trust Corpus Fund and Other Corpus Funds, respectively.

During the same period, the FCRA Corpus Fund increased by Rs. 94 thousand, mainly due to the contribution from the royalty on Noam Chomsky's book, 'The Architecture of Language'.

## APPENDIX : FINANCIAL AND OTHER INFORMATION

### EKLAVYA FOUNDATION FINANCIAL INFORMATION PERTAINING TO YEAR 2004-2005

#### Balance Sheet as on 31st March 2005

#### Assets

Project Equipments	4.79
Land at Sandalpur	0.55
Hoshangabad Land & Building	38.39
Corpus Investments	294.61
Govt. & Other Grants, Net Receivable	42.29
Receivables	18.16
Loans & Advance	38.20
Deposits	0.73
Bank Balances, including Investments	923.51
<b>Total</b>	<b>1361.23</b>

#### Liabilities

Capital Fund[Awards]	1.87
Corpus Fund	337.99
<i>Chakmak</i> Life Membership	2.04
<i>Sandarbh</i> Life Membership	1.29
Grants for Equipment	4.79
Loans	904.35
Current Liabilities & Provisions	16.80
Income & Expenditure Account	92.10
<b>Total</b>	<b>1361.23</b>

#### (Income And Expenditure Account For the Year Ended 31st March 2005)

#### Income

Govt. and Other Grants	68.26
Subscription/Sale of Publications	13.61
Interest received	83.85
Other Receipts, Donations etc.	1.68
<b>Total</b>	<b>167.40</b>

#### Expenditure

Educational Projects	144.24
Publication Projects	10.82
Surplus of Income over Expenditure	12.34
<b>Total</b>	<b>167.40</b>

### Governing Body of Eklavya

Dr.Vijaya S.Varma (Chairperson)  
Physics Department  
Delhi University, Delhi

Dr.Amitabha Mukerjee  
Centre for Science  
Education and  
Communication  
Delhi University, Delhi

Shri Probir Chandra Sen  
Director  
India International Centre  
New Delhi

Dr. Bharat Poorey  
Holkar Science College  
Indore

Dr.Uma Chakravarti  
Historian  
New Delhi

Dr.Kumkum Roy  
Centre for Historical Studies  
Jawaharlal Nehru University  
New Delhi

Dr.H.K.Diwan  
Vidya Bhawan Society  
Udaipur

Shri Arvind Krashnaswamy  
Bharat Petroleum Co. Ltd.  
Mumbai

Dr.Urjit Yajnik  
IIT, Mumbai

Shri Kamal Mahendroo  
Director, Eklavya

Ms Rashmi Paliwal (Secretary)  
Eklavya Representative

Ms Yemuna Sunny  
Eklavya Representative

### General Body

Dr.Arvind Gupte  
Dr.Vinod Raina  
Dr.Anil Sadgopal  
Dr.K.V.Sane  
Dr. Panchapakesan  
Dr.P.K.Shrivastava  
Dr.V.B.Bhatia  
Dr. Vijaya S. Varma  
Dr.Sadhna Saxena  
Shri Baldev Sidhu  
Shri.S.C.Behar  
Shri Shyam Bohare

### And people working in Eklavya

#### Bhopal

Anil Lokhande  
Ashok Rokade  
Arvind Jain  
Anjali Noronha  
ChandraPrakash  
Indu Nair  
Johnny Kutty  
Kamal Singh  
Kamal Mahendroo  
Manoj Nigam  
Mohd.Shafique  
Rakesh Khatri  
Rajesh Utsahi  
Rex D'Rozario  
Shashi Sablok  
Susheel Shukla  
Shivnarayan Gaur  
S.Lakshmi  
Tultul Biswas  
T.C.Kotwani  
Veena Bhatia  
On Contract  
Dinesh Rastogi  
Jacob Tharu  
Karen Haydok  
Ruth Rastogi  
Susheel Joshi  
Kartik Sharma

#### Hoshangabad

Anil Patel  
B.P.Maithil  
Brajesh Singh  
C.N.Subramanyam  
Gautam Pandey  
Javed Siddiqui  
Jyoti Diwan  
Jitendra Kumar  
Madhav Kelkar  
Mahesh Basedia  
Mahesh Sharma  
Pramod Maithil  
Pradeep Choubey  
Rajesh Khindri  
Ram Bharose  
Rashmi Paliwal  
Sanjay Tiwari  
Yemuna Sunny

#### Pipariya

Gopal Rathi  
Kamlesh Bhargav  
M.P.Tiwari  
Hemraj Malviya  
Neelesh Malviya  
**Dewas**  
Anu Gupta  
Arvind Sardana  
Dinesh Patel  
Rammurti Sharma  
Ravikant Mishra  
Shobha Shingne

#### Shahpur

Anil Sargar  
Ganesh Keer  
Ghanshyam Tiwari

#### Ujjain

Prem Manmouji

#### Parasia

Hemant Soni

#### Harda

Shobha Choubey

#### Indore

ArvindGupte  
Bahadur Singh  
K.K.Kumbhakar  
Padamlal Joshi  
Subhash Kamble  
Tushar Tamhane  
Uma Sudhir

**FINANCIAL ASSISTANCE RECEIVED DURING THE FINANCIAL YEAR 2004-2005**

**Individual corpus donors**

B.M.Arora  
Linda Hess  
Niramalendu Jajodia  
Sir RatanTata Trust  
Noam Chomsky  
Raghavan Shrinivasan  
Shrihari Shinde  
Vikram

**Project Assistance**

ICICI Bank Ltd  
Department of Science & Technology  
Govt. of India  
  
Sir Dorabji Tata Trust  
UNDP  
Give Foundation  
Rajeev Gandhi Foundation  
Azim Premjee Foundation  
WIPRO Ltd

**INFORMATION MANDATED BY CREDIBILITY ALLIANCE**

**Analysis of salary structure of Eklavya workers**

<b>Gross salary (in Rs.)</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Less than 5000	05	02	07
5000-10,000	34	06	40
10,000-25,000	09	05	14
25,000-50,000	-	-	-
50,000-1,00,000	-	-	-
Above 1,00,000	-	-	-

- Three male and one part-time female worker draw salary less than Rs. 5000.
- This information is based on March, 2005 figures.

Annual Salary of workers (in Rs.)

Head of organization : 1,85,040.00  
Highest income : 2,03,280.00  
Lowest income : 52,344.00

- Estimated annual figures for 2004-2005 based on salary paid in March, 2005

**Foreign tours by workers:**

No worker went abroad during the year 2004-2005.

**WE ARE HERE :**

Eklavya  
E-7/ 453 HIG  
Arera Colony  
BHOPAL- 462 016 M.P.  
Tel- 0755- 246 3380  
246 4824, 554 9033  
eklavyamp@mantrafreenet.com

Eklavya  
61,Bairathi Colony No.2  
INDORE-452 001 M.P  
Tel- 0731- 246 5009  
eklavyaindor@sancharnet.in

Eklavya  
Chakkar Road  
Malakhedi  
HOSHANGABAD- 461 001 M.P.  
eklavyah@sify.com

Eklavya  
33, Saket Nagar  
DEWAS-455 001 M.P.  
Tel- 07272- 223 496  
eklavyad@sancharnet.in

Eklavya  
Sandiya Road  
PIPARIYA- 461 775 M.P.  
Tel- 07576- 225 574

Eklavya  
Pataupura  
SHAHPUR- 460 440 M.P.  
Tel- 07146- 273 296

Eklavya  
Sub-centre  
28/2,MIG, Ved Nagar  
Nanakheda  
UJJAIN- 456 010 M.P.  
Tel- 0734- 251 0583

Eklavya  
Sub-centre  
Station Road  
PARASIA-480 441M.P.  
Distt: Chhindwara  
Tel- 07146- 273 297

Eklavya  
Sub-centre  
A-114, Vivekanand Complex  
Nai Sabzi Mandi  
HARDA- 461 331 M.P.  
Tel- 07577- 222 450

**In Memory of Ravishankar Ajneria**

Ravishankar Ajneria will always be remembered as one of the oldest members of Bal Samooh. He lived in Amupura village of Hoshangabad district and had been associated with Eklavya for the last many years. He played a major role in activating Bal Samooh in Amupura and involved others in this process. Along with Bal Samooh, he always actively participated in discussions of social and contemporary issues of importance. He passed away in November, 2004 at the young age of 25 years, but he will always be remembered for his work and sensitive nature.