



Annual Report 2011-12

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PREFACE



This year and the next are transition years; funding from SDTT for work on social sciences, high school science modules and Urban Resource Network would end in March'13. The focus is on finalisation of the modules and completing necessary tasks for publication. Discussion for the next phase of these programmes would begin in the current year.

Similarly Axis Bank support for Shiksha Protsahan Kendra programme would be tapered. This is also in line with our strategy to move on from lab area to actual applications in the mainstream education domain. We have prepared a 'Road Map' for next two to three years towards this perspective. Accordingly, SPK centres would be brought down to the minimum needed for experiential knowledge and tools development and initiating a 'plan of action' for linkages with government schools. During the year, the publication group has submitted its proposal for next three years - 2012-2015. This, however, is likely to be the last phase of funding support from SRTT for publications programme. The iterative process for the proposal delineated dissemination segment of publication to be self-sustaining and as such there would be no funding for its operations in the proposal submitted. This is a step towards partial self-reliance. The ICICI core grant support would end in December'12 and an iterative process has begun for next phase of partnership. Owing to change at the Bank's conception of its CSR and plans to initiate direct programmes, the next phase of partnership would most likely be in the form of a grant for resource support to ICICI's Initiatives in Rajasthan and Chhattisgarh. Preliminary discussions have taken place and a new understanding would be reached in the next fiscal. The funding for core research areas is declining and fresh initiatives are required for sustaining and enhancing curricular research work.

These funding transitions and a re-positioning of our work in the contemporary education environs would be a challenge for the next few years. At the same time we have to prepare ourselves so that effective rotation of roles can be initiated. This would require a process of retraining but more importantly a process of re-visioning.



1. High School Science

1.1. Background to the project

Over last two decades, Elementary Education has undergone considerable changes in terms of curriculum and pedagogy. However, relatively little has been done at the high school level to match the changes in the elementary stage. As a result there is a serious pedagogic and curricular disjuncture between elementary and high school levels.

The methods of teaching science remain focussed on mastering the theories. Science loses much of its charm and attraction and also its creative force when divorced from real experimentation. The twin tasks of the project is to generate interest in science by incorporating open ended explorations and experimentation and opening new areas of enquiry in about science.

The project has initiated a process for:

- Review and critique of the prevalent science textbooks and curriculum at the high school level;
- Developing modules on selected themes for teachers & for use in class rooms. This is being designed as self-learning material;
- Organising workshops for teachers on these concepts and modules.

1.2. The project Outcomes

The SDTT supported project has completed two years in the year of reporting. The activities that were planned and carried out were:

1.2.1. **Development of Modules:** There were two parts to this activity. One was to publish the modules and two, to work on new modules development with school trials. Below is the details of the activity:

Light: the text of the material is final and a smaller resource group has reviewed it for technical correctness. It has now gone for language editing, where some issues need to be sorted out. Illustrations and lay out are ready. Cover page is done.

Motion and Force (Part I): the content and the illustrations are final. The layout is being reworked based on the suggestions given by the author team. The cover is also ready. It will now go for language editing and technical review which is expected to be done by the end of July.

Nature of Matter: the content was revised by the author team and it has been circulated now among the wider resource group. A two-day meeting has been called for 1st and 2nd June to finalise the content of the module and brainstorm on the possibility of more illustrations. Once the illustrations are done, the layout will be worked out by the in-house design team. It might take another couple of months before it gets published.

Cell (English Translation): the module on cell theory was published in Hindi and it has been translated now. The in-house team along with the resource group has reviewed the translation and the inputting is now in progress. The basic layout and the illustrations are the same, so it can also be expected by the end of July;

Human Body Picture Book: As one of the objectives of the project is to hold workshops on the use of modules, a teachers' workshop was held on 19th November, 2011 with 11 teachers of Indore to discuss the use of the English Human Body Picture Book and the Flex charts. Two rounds of trials with photocopies of the Hindi version as well as the flex charts in English were tried out with two groups of health assistant trainees consisting of about 16 to 20 trainees. The trials consist of a body mapping or a labelling exercise wherein the participants either draw various systems on large pieces of brown paper. The exercises helped the author gauge the understanding of the trainees.

The Hindi version of the Human Body Picture book has gone through two rounds of language editing by the publication group along with the author and is in the press.

Bones: The content of the module has been finalized. It was tested with a group of nursing assistant trainees. The trials helped in deciding the activities, the health problems to focus on, the length and readability of the different sections of the module.

It has been reviewed by the science team members twice. The draft is now with the illustrator. There would be another round of review by the science team and resource persons before the language editing and layout-design is done. The module could not be published in the financial year as was planned.

Muscles: The content of the module has been completed. It was tested with the group of nursing assistant trainees.

Two drafts have been reviewed by members of the science team, a couple of teachers and some members of the publication team who would take care of the final production of the module.

The point of debate in the review was whether to include alternative and complementary therapies like homeopathy, home remedies and acupressure for muscle problems and joint pain. Some of the resource persons felt acupressure was not scientific and should not be included while some felt that alternative and complementary therapies have their own utility even if they are empirical. It was brought to their notice that there is a large network of doctors and health activists in support of these therapies as they promote traditional knowledge and self-help.

The changes recommended during this meeting have been incorporated. The book would be edited by the publication team in early July 2012.

Evolution: Since March 2011, the principal author who was working on the module has been working on developing material for younger readers and as such high school science module has been delayed.

Heat and Temperature: Certain sections of the module were tried out in the summer training, June 2011. Based on the feedback of the training, the module is to be reworked by the author but for various reasons, the person could not give time to the module till now. A meeting is planned sometime in July 2012 and freeze the text of the module.

Motion and Force, Part 2: Since the same team that worked on the first part of this module is responsible for this one too, things haven't moved beyond preparing a concept note. But once the first part is published, it would be possible to concentrate on this and bring out the first draft and hold one round of discussions during the course of this year.

Electricity: Lack of a team to work on this module has meant that this too had gone into cold storage. But efforts are on to get someone who had put together some earlier material to work with the team for some time in August and work out a first draft of this module.

Digestive System and Respiratory Systems Modules: The first drafts of the modules have been modified after discussion with one of the resource persons. However, discussion with the larger resource group, the science team and publication team has yet to be done.

1.2.2. Teachers' Training: Summer Training

The Cell module was ready in time for the summer training in June and so it was tried out with the teachers. The participants did all the activities in addition to going through the text at the appropriate points.

The revised version of the module on Heat & Temperature was tried out which led to some more suggestions for experiments to be incorporated in the module. The module was once again revised on the basis of the feedback and comments from this training. The final draft is being worked on and once this is done, the module can go to the publications team for illustrations, lay-out, etc.

The last session was on electricity, this session is to feed into the module that is planned on electricity. In this session the approach would be to go beyond the Bal Vaigyanik level -not just to do the measurements but to use the module on electricity which had been developed by Dr Pramod K. Srivastava and Dr Vijaya Varma of Delhi university to cover up to Ohm's law. The sequence was received well by the teachers.

1.2.3. Seminar on evaluation in science and school trials of modules

- a. Meeting to discuss further work and directions for science team. A three day meeting (10th to 12th February, 2012) was organised in Mandu to do some brain-storming on where the project work was going and what ought to be done. A separate report of this meeting is also available. But a few major themes that were thought should be the focus were: a) a comprehensive review of the syllabus, textbooks (NCERT, private publishers, etc.) and classroom transactions to see how much of the NCF-2005 goals were being met; b) to work on evaluation, critique the current methods of evaluation and present some alternatives too; c) to work towards whole-school transformation – it was felt that to just work in the area of high school Science would not show any results, that we should take up holistic school programme which looks at language, maths too from primary onwards.
- b. **Research & Documentation:** An exploratory study to see the efficacy of the prepared material on kinematics (the first draft of the module on Motion & Force -I) with class 9th students of a low-fee private school was conducted in 2009. The documentation of the study was in progress and could be completed only this year. Based on the experiences of conducting the study and the feedback that was received for the module, a paper was written down titled 'Teaching Kinematics in High school Physics' and this was presented in

the 1st *International Science Congress* held from 24th – 25th December, 2011 at Indore.

- c. **Bio-diversity Meetings:** This was planned as another avenue of reaching out to schools and the general public too. Earlier it was thought of giving investigative projects an entry in the schools but after further deliberations it was concluded that it would be better to get teachers, resource persons etc to appreciate and participate in an activity that they find enriching for themselves. Study of bio-diversity around us was a natural choice. This was because of two reasons: one, the team would get us in touch with a wider group of people instead of just working in schools and two, there was a group of resource persons who were keen to get involved. A number of trips to sites in and around Indore (Rala Mandal, Sirpur, Manchal Lake, Bagoda, Jeerabad) were arranged which managed to attract a small group of dedicated people. This was supposed to be done on a regular basis this year (every second and fourth Sunday, or some other alternative day if these days were not suitable), but given the lack of person-power and also the response from the resource group, regular trips plan could be shelved over the next year. Instead, depending on the weather and availability of people three or four trips during the year were planned.

1.2.4. Monthly Meetings

Four one-day sessions were conducted during this period – one on plant physiology; one on electro-magnetism; one to try out the human body picture book and one on investigatory projects. The detailed reports of these trainings are available.

2. Maths

The project had four key focus areas:

2.1. Curriculum Design and Material Development

a. Teaching experiments/Classroom work:

Fractions: In the early part of the year (March-April 2011), work on fractions with class 5 at Raipur Girls Govt. School continued. We spent some time engaging with addition and subtraction of fractions using the idea of equivalence and revising some of the earlier work done on fraction as measure and share, working with the number line, fraction scales etc. in treating comparison of fractions and

encouraging multiplicative reasoning. We began working with the same children for class 6 with the view to wean them away from pictorial reasoning and to work with numbers and slowly move towards standard algorithms for comparison of fractions and addition and subtraction of fractions. It is worth pointing out that in late October/Early November, 2011, a test on fractions was conducted in class 6, Raipur Govt. Girls School, to assess their retention and understanding of the fraction concepts taught earlier. We found that children demonstrated a fairly good retention of what they learnt in fraction using the combination of share and measure approach. The performance of children was documented and presented in the NIME NRC held in Delhi in December.

Factors and Multiples: While engaging with equivalence of fractions we realised that children needed to know division and factors and multiples of numbers. We spent some time exploring factors by finding different rectangular arrangements of a given number of objects and writing for example $12=3 \times 4=2 \times 6$ and so on.

Division: There came a point in the teaching-learning trajectory of fractions at which it seemed as though it would be more meaningful to continue with the knowledge of long division. It was at this point that we decided to 'tackle the division algorithm'. Further impetus was provided by a string of lively discussions on active math, (an online forum for math educators, mathematicians and teachers to discuss issues of school mathematics) where various educators presented contrasting beliefs and notions surrounding the teaching of division. We thus worked with students of class 6, Raipur Girls Govt. School for a period of about 3 weeks (30th August, 2011 – 20th September, 2011), trying out an alternative to the division algorithm, that of partial quotients. We believe, (as much research on teaching division suggests) that the standard long division algorithm, based fundamentally on the place value system, can be counter-intuitive to children's existing whole number sense. By drawing on the process of sharing and distribution and the idea that multiplication is distributive over addition, this method allows for a decomposition of the quotient into parts that are chosen by the students themselves, which will eventually add up to be the quotient. By repeated subtraction, and the freedom to choose partial quotients, student's could use their existing knowledge of multiplication facts to solve the division problem. This method was used by the School Math Project in Delhi, then the Delhi SCERT and is currently in use in NCERT books. Classes and documentation were handled by Jayasree and Shreya. Shreya tried to extend some of this work in Malakhedi Girls govt. School in class 3 and 4, and had some informal conversations/interviews with their teacher to gauge understanding of the Division Algorithm, but could not carry out too much meaningful work since exams and

other school deadlines came in the way. She hopes to push this further at a later stage.

Number sense: While working with grade 6, Raipur Girls Govt. School, we had roughly divided the class into four groups based on the what we believed their level of understanding to be. Group D seemed to be unable to recognise and write even two digit numbers. Thus, for a few classes, we separated group D from the rest of the class. Shreya worked with this group, doing some early number activities using Eklavya's number cards etc.

Measurement: In December 2011, Shreya worked with linear measurement in class 6, Raipur GirlsGovt. School for around two weeks. The plan of work was based largely on Bal Vaigyanik chapter on measurement and inspired by Kamal Mahendroo's session on measurement at the HSTP training in December, 2011, Hoshangabad. Himanshu willingly shared his MA (El.Ed.) term paper on measurement. We moved from informal units to the need for standard units. Links were established between fractions and subdivision in order to encourage proportional reasoning. However, the work was not pursued fully for various reasons and much work is still required.

b. Documentation

The fraction film – Bato, Napo, Bhinn Batlao – that began in April is finally ready. It consists of six short films on 2 DVDs, made by Maheen in collaboration with the math team documenting an alternative teaching approach to fractions based on the 3 year longitudinal study conducted by the team in Raipur Girls Govt. School. It was formally screened at the NIME National Conference at HBCSE, Bombay, and has been received very well. Copies of the film are now available for sale and distribution.

NIME NRC, Delhi presentations: Jayasree made a presentation on fractions as share and measure based on the work done by her and Sunil over three years. She also showed snippets from the fraction film to showcase children's arguments. It was very well received. Jayasree also gave a talk on gender and mathematics education. Based on our work on division, Shreya made a presentation at the NIME-NRC, Delhi which was well received. Feedback suggested it should be made into a full paper.

International Congress of Mathematics Education (ICME-12) paper: A detailed abstract was sent by Shreya to ICME-12 on 'Tackling the Division Algorithm' for a paper presentation and has been accepted. The paper is in the process of being

written, and will be jointly authored by Shreya and Jayasree.

NIME National Conference, HBCSE, Bombay: Jayasree gave a talk on mathematics education, gender and other marginalisation

Papers to appear in edited volumes: Jayasree with Umar and Sunil wrote a paper titled 'Some ethical concerns in designing upper primary mathematics curriculum: A report from the field' to appear in the Asian Source Book edited by K.Subramaniam, Farida Khan et al, series editor Bharat Sriraman. Jayasree also wrote a paper 'Unravelling the Gender Merit Conundrum: Do women deserve to do science in India?' which will appear in 'Transforming Science: Feminist Perspectives', edited by Gita Chadda and Sumi Krishna.

Sandarbh Article: Sunil has written an article in Sandarbh, issue 78 called **^^,d is ,d X;kjg-----**** on number sense, number symbols and the teaching problems associated with number.

Fraction module: Sunil has also prepared part 1 of the fraction module for class 3. He worked at two schools – Govt. Primary School, Jasalpur and Prakhar Bharti Private School, Jasalpur – to try out the daily activities that constitute the fraction module for class 3. He was helped by one teacher to carry out classroom transaction and referred to two others for feedback, which hasn't yet come.

Translation of class notes: Swati has been translating Sunil's classroom notes of teaching fractions from Hindi to English.

2.2. Resource Agency work

Rajasthan textbook development: In collaboration with Rajasthan SIERT and ICEE, we are in the process of writing textbooks for class 1, 3 and 5 for the Rajasthan state board. Jayasree has conducted and been part of at least 5 workshops and meetings in Rajasthan for the same. Shreya joined the team in January, 2012. In February 2012, a team was formed, consisting of Nidesh, Nilesh, Sunil and Shreya to follow up on this work. The team met for a two day meeting (27th - 28th February, 2012) to review and redraft the syllabus for classes 1 to 5, and to work on the conceptual shifts that have been made in the treatment of certain topics. This was done in collaboration with Umar. We hope to continue working as a team for the rest of the project duration. A document describing the main aspects of the shifts in approach has also been prepared. It hopes also to serve as a starting

point for areas of work for the math team to pursue.

Workshop for APF in Rudrapur: Eklavya was invited by APF, Rudrapur to conduct a workshop for their mathematics team, teachers and field workers on primary mathematics education. Jayasree and Shreya went as resource persons. Topics focussed on were nature of the discipline and issues in primary mathematics education. As a follow up to the workshop, Shreya reviewed the report drafted by the APF team, and corresponded to address some of the core topics covered.

MA Elementary Education course teaching: Jayasree taught three units of the 'pedagogy of mathematics' course in the M.A elementary education at TISS, Mumbai. She was also the faculty supervisor for field attachments for two students.

2.3. Working with teachers

2.3.1. Teacher Trainings

SPK Training: On 6th June, 2011 Sunil conducted a training for SPK team and teachers of the Dewas centre, on the teaching-learning of fractions, based on the work they had been doing.

Oasis training: Sunil and Preeti conducted a workshop on 14-15th July, 2011 for members of Oasis, an NGO in Bhopal. The topic of the workshop was number sense, using the gin-mala and the whole number approach.

2.3.2. Math Teacher Forum

Sunil travelled to several different schools in around Hoshangabad in February 2012, speaking to teachers, in order to begin a mathematics teacher forum. The first meeting was held in Hoshangabad on 26th February, 2012 with about 14 teachers from four blocks (Shahpur, Betul, Hoshangabad and Babai). He hopes to continue this as a regular forum that meets once in two months, to address issues faced by teachers in teaching primary school mathematics, to discuss the problems and challenges, deliberate upon causes, read appropriate literature and perhaps invite resource persons to conduct workshops for the group.

3. Geography

3.1. Project Background

Eklavya has been working on social science education for a large number of years. In geography, the need for more efforts in map understanding was realised. This requires more space than is usually permitted by school text books. Moreover the developments in geography the past 60 years or so has brought in a greater need for critical understanding of geography materials available for students. Several articles have been written on this issue and published in leading journals. A study was also conducted that involved field surveys of responses of students and teachers as well as theoretical surveys of geography as a discipline. These imply the need for making new materials for geography learning.

One of the broad aims of the present project is to develop the core theme of geography and thereby to contextualize Indian geography. It aims to create reading materials for young readers on geography of India. In the first phase of this work, we had created a new map medium and maps of different states of India. In the present project, the objective is to write texts on each state. The map and text of each state would together form a module to be published for readership.

Materials are created on the realization that critical understandings of both knowledge and pedagogy need to be incorporated with equal importance.

Continuing our efforts on critical understanding of text materials, a new work has begun whereby the new NCERT texts of social science brought out post NCF 2005 are examined.

3.2. Project Progress

In the year 2011-12 many of the planned aspects have been taken forward. But some changes were also required to be made as per specific situations that arose. For instance, the seminar planned to be conducted on social sciences did not take off. This was so because it is felt that we would be able to bring in more persons if our seminar is done after the seminar in BHU where a lot of geographers from the university and other levels would be coming together.

While closing the first workshop of text writing (Atlas), a second one was planned with the same participants for March 2012. But this had to be postponed because many of them would not be able to give a week's time before June 2012. Hence some changes in plans of workshops would be made for the coming year in which 3-4 workshops are planned with different sets of people.

The first text that has been produced during this time frame has been a testing ground for all the various requirements of both geography as knowledge and of responses from potential readers. The latter implies pedagogic constructions and

communications. Hence the first text has taken more time than was initially assumed. But this also creates a text - frame that would easily lend all further modules on a worked out track.

4. Building Resource Centre and Network for Urban Education Issues

4.1. Project Background

The issues of the urban population with respect to education have gained a focus of attention relatively recently. There are many aspects that are particular and many that are common to good quality education anywhere. The uniqueness of urban education arises from the fact that there is much higher concentration, much less space, constant migration with every class having much greater diversity as well as sometimes a frequently changing composition. The language and cultural background of children in schools in different pockets of the city are quite different. Bhopal is the capital city of Madhya Pradesh and had a population of over 14 lakhs in the 2001 census, which has grown to over 23 lakhs in the 2011 census. It has fairly distinct localities – the old city with a majority of muslim population, many of them fairly poor, an extended area where government officers and employees and retired people reside, the BHEL township and extended private colonies of varied economic strata growing particularly along Hoshangabad Road, Raisen Road, Kolar Road, and Indore Road. One can see the effects of neoliberal globalization quite clearly on Bhopal as a city and on its education viz. increasing elite and middle class privatization of its educational institutions both school and higher education and slum populations being displaced from near the centre of the city to peripheral areas without access to many basic amenities like education and health. There are also a growing number of NGOs but still too few, if seen in the overall context.

The city development plan made in 2005 shows the number of regular slum districts as 380 and the slum population as over 9 lakhs. Other studies like the one done by Oxfam in 2005 enumerates 542 such slum areas (Population estimates for 2005 are around 17 lakhs according to the Bhopal BMC.) Trends show that growth in slum population in Bhopal has been quite varied over the last decades. It is already 6 years since either of these surveys and as the urban scenario changes very fast – the current situation would be very different.

While a number of slums have some small community or civil society based initiatives a few of them address issues of education. Our attempt at making a data base of NGOs shows that reasonable sized initiatives are limited to probably about

50 slum or other urban poor districts. A better assessment of the situation is needed.

On the other hand, a large number of middle class and elite colonies are also increasing and so are private schools catering to this population. The composition of schools is also rapidly changing and needs to be tracked.

Given the above, the program under reporting was visualized with a view to bring together these diverse issues, share, reflect and move towards some collaborative action on education in a city of a million plus like Bhopal and see if this we could learn from the experiences here in order to take up similar other efforts in other cities.

4.2. Project Outcomes

4.2.1. Objectives of the project: the broad objectives of setting up a resource network have been:

- Promote informed discourse on issues of urban education through studies, discussions and workshops;
- Provide academic and on-site support to such organisations working with poor urban children and to government and private schools and managements on issues related to quality improvement;
- Develop and offer courses for teachers, teacher educators, activists etc.

4.2.2. Area I-Progress against Plan: Studies, research, meetings and network programmes

a. Studies: We were not able to do any study specifically at Bhopal. But the team has participated in a Six-States study sponsored by MHRD on classroom processes with reference to the inclusion and exclusion of marginalized groups – SC, ST and minorities. This study was done in a rural block each of 4 districts of Madhya Pradesh.

A pilot study of working children (one school) while studying in school was done.

b. Newsletter: 3 issues of the newsletter, Jugalbandi, could come out this year. Two were based on themes – on the implementation of RtE and on libraries and their implementation in the schools. In the last issue on libraries, two other organizations contributed articles as well.

c. Workshops: One Science, one theatre and one art workshop was done during the year. About 10-25 persons from other NGOs participated in these workshops. The theatre workshop oriented the participants (animators from NGOs and our internal team) to the various aspects of

theatre. Dialogue construction, props, animation, sound effects etc. were introduced and then combined in a simple production each by three groups of participants. This workshop was done with internal resource persons.

The art workshop: Held in December, with Shri Atanu Roy renowned artist and illustrator and Shri Naresh Saxena renowned theatre artist and film maker, this workshop oriented the participants to a perspective on art and creativity. Apart from the Eklavya team, about ten persons from other NGOs participated in this workshop.

d. Organisation of and Participation in workshops of other NGOs as resource persons:

- Participation in a children's residential camp (Rubaroo) held by Oasis under the RtE on 17th 18th April, 2011.
- Participation in a workshop on Child Rights Resource Group for child rights planning/ 13th October 2011.
- Writing inputs on Child Development in the Right to Food Campaign convention;
- Science experiment demonstration at Science Centre Bhopal 10th and 11th November.
- Orientation on NCF and RtE of St. Joseph's Convent Schools of M.P. December 2011.
- Participation in the writing of the 12th Plan – particularly the section on the education of the Urban Poor.
- Presentations on Children's literature and libraries in National Consultation on early literacy and children's literature organised by Sir Ratan Tata Trust.
- Workshop for animators of SWRC Tilonia on library organisation and use.
- Demonstration of Science experiments Nehru science Centre Mumbai.
- Participation in Joint Review Mission of Sarva Shiksha Abhiyan, for West Bengal;

e. Meetings with teachers, principals and parents at three Jan Shiksha Kendras: We have had one meeting with teachers and one meeting with parents in each of the three Janshiksha kendras. The teachers' meeting was on the use of library in the context of RtE. Teachers were oriented towards doing activities with children's literature. There were 25-35 teachers in each of the teachers' workshops.

With parents, we discussed the importance and use of libraries, the work of their children and their writings, and issues related to the RtE. There were about a hundred community members in each of the parents' meetings.

- f. **Reports:** The reports of events that took place were published in the newspapers. Apart from these, an article was also written on classroom observation.
- g. **Educational Events:** Two educational events were held this year. One was a children's summer camp in May and June, in which about 100 children participated and about 25 children did two plays. The second was a two day event in November, in which there was a seminar on Children's literature led by Professor Krishna Kumar, and a discussion on experiences with libraries with four NGOs. This was followed by a large one day children's activity event in which about 300-400 children from many NGOs and some schools participated. There were activities of various kinds, including science experiments, clay modelling with resource persons from Bharat Bhavan, drawing and painting etc. The third event could not take place as the school calendar was brought forward and teachers could not be freed in January. This has been planned for third year.

4.2.3. **Area II Resource Support to Organisation and Schools**

- **Work with Oasis:** Work with Oasis proceeded at a regular pace. There were three orientations of their animators. The follow up of the Oasis work was done more or less regularly and this fed into the program on a regular basis. There were 8 days of training and orientation of the animators, about 15 follow up visits across the year, and about 5 one day workshops and reviews. The shift in pedagogy particularly in reading is now getting evident.

A draft document of the language curriculum and pedagogy on the basis of work done with Oasis with two levels of work was prepared. (Appendix);

- **Improving schools:** We have been working in classes 3 to 8 of 22 Government Primary and Middle schools of Bhopal, with 4180 children in these grades (1503 boys ; 2677 Girls) (Appendix). The gender difference is due to the fact that two of the schools are large Girls only schools and also because in most of the Government Primary schools there are many more girls than boys. These schools are located within the jurisdiction of three Jan Shiksha Kendras.

The thrust of the work was to improve pedagogy in some aspects of the curriculum using the NCF 2005 and the RtE as spring boards, in order to develop some processes which could be shared with other Jan Shiksha Kendras, schools and NGOs. This work was done under an MoU with the Rajya Shiksha Kendra – which is the MP wing of the elementary education mission.

Libraries and science kits have been made mandatory in the RtE. We chose to work through activating these two aspects in order to strengthen elementary schools. We also worked on Maths in the Primary school for some time.

We have been working in Language development through children's literature in the form of library books provided through classroom libraries. Children, with one teacher in charge manage the distribution of books and activities with the guidance of the persons in charge. Children's reading writing, thinking and creative abilities are developed through these activities. Every week each class had a library period allocated in the timetable in which these activities were done. However, due to holidays and other events, each class, on an average, had about 2-3 sessions per class per school per month on library and wall paper activities. Each class therefore had about 12 to 20 sessions across the year. Even in this limited time children exhibited a fair amount of change. A baseline test had been taken in the previous year. We plan to repeat it in the coming year and see the difference.

Apart from language, we also worked on maths and science with primary and middle school children. The maths person left during the year and therefore there was a gap in the maths work.

Science kits were made for different topics and work done with mini kits on light, electricity, nutrition and cell biology. Usually the science books talk about doing experiments but the materials are not provided. Therefore we first designed a few theme based kits and tried them out in four schools. On an average 10 sessions were done in each school. We also provided these kits in the resource centres of Jan Shiksha Kendras. The idea is to provide the materials and demonstrate its use in classes, in order to orient teacher to teach with experiments. However, it is only a few teachers who have shown interest in this. We will work further on this, this year and strengthen the Jan Shiksha Kendra as a resource centre.

- **Working out a pilot for a bilingual education program:** On the basis of our experience in early school development, we have been reviewing work and preparing for a program in bilingual education over the last two years. The

preliminary literature review has already been reported. We have also been running a beginners level course for teachers for learning English. During the year we have been trying to develop a readings based course on multilingualism and language learning, which we will be using for workshops in capacity building of the team and members of other organisations.

A program proposal for a pilot program to develop a bilingual multilingual program which will be funded by Wipro Applying Thought in Schools has been developed and the MoU is in the process of being signed. This program will be done in the same area as the school support program.

- **Review of the new structure of CACs (Jan Shikshaks) and BACs):** It has been quite clear for over a decade now that a key to the implementation of quality education in schools is the role of the cluster and block level academic functionaries. (The cluster coordinator is now called the Jan Shikshak in Madhya Pradesh.) Yet, this has been the most neglected area of elementary education programs with frequently changing circulars about roles and functions and no proper training of the Jan Shikshaks and Block coordinators.

The result is that each Jan Shikshak usually gets reduced to a monitoring person, taking information about the implementation of the schemes of the State government viz. Midday meals, distribution of scholarships, uniforms, bicycles and issues of enrolment and retention etc. The monthly meetings also get reduced to such information giving. There have been attempts to collect the academic issues to address and to develop materials for these. But they haven't been implemented consistently. We tried to find out the actual structure and function in Madhya Pradesh of these structures, but it was very difficult as the Jan Shikshak reports to the BRC, the DPC, the DIET and the Rajya Shiksha Kendra for different aspects of work. There is no cell at the Rajya Shiksha Kendra that deals with the CRC, BRC structure – it is directly under the Managing Director. This year all Jan Shikshaks have been appointed anew on the basis of new eligibility criteria. We interviewed them at the 3 Jan Shiksha Kendras where we work but were not able to glean much from them. The older Jan Shikshaks have provided some information which we have put in a preliminary draft report.

- **Resource Centres at 3 Jan Shiksha Kendras:** Resource Centres were established at 3 Jan Shiksha Kendras. Certain resource books and learning materials have been given at each of the centres and the teachers of the Jan Shiksha Kendra oriented in their use. In one Kendra (Habibiya) a volunteer has been placed who facilitates the issue and return of the

resource books and materials to the Kendra schools and some other schools of the JSK. In the other two schools, since there is no volunteer, the teachers of the Kendra school use the materials in informal ways. We will review the work of the Habibiya Kendra with the volunteer and try and institute a volunteer system in the other two kendras as well during the next year.

4.2.4. Area III: Development of Courses

A draft outline has emerged for the beginners' course. We had been grappling with trying to develop a framework for levels of English learning. We have taken the help of the Common European Framework of Reference (CEFR) for learning languages and are in the process of adapting its Basic User level (A1 and A2) to the beginners course for the specific purposes of teachers. We have been taking batches of teachers from different schools and on a regular basis of twice or thrice a week, an hour to hour and a half each day, topped up with 10 days workshops of 3-5 hours a day.

Regular beginners' classes were held thrice a week in two locations (two government schools) with 8 to ten participants each. In one location initially about 17 teachers from different schools registered but due to timings, the 7 teachers of one school dropped out and 3 were transferred out.

In another Jan Shiksha Kendra teachers from about 5 schools were enthusiastic for a ten day course in January, but they were put on some other duty. They will be taking a ten days course in June 2012.

With each batch, a baseline test is taken to determine their levels and the particular course is customised to the batch, the broad outline remaining the same.

5. STRENGTHENING ORAL TRADITIONS OF KABIR IN MALWA

5.1. Project Background

Strengthening Oral Traditions of Kabir in Malwa is a community based programme by folk artists of Malwa, in partnership with Eklavya & the Kabir Project (Sristhti School of Art, Design & Technology). This was a one year programme, extended by one year¹ amongst the folk singer audience communities of Malwa, Madhya Pradesh that seeks to inject new energy into the oral traditions of Kabir through a

¹ The project completed its one year in August 2011 and it was extended for one year from November 2011 to October 2012. For the current reporting (April 11-March 12) 2nd semester report of first year of project and the 1st semester of the 2nd year of the project are taken.

revival of the Satsang-Manch, Schools Outreach, Documentation, Skills Workshops and an Annual Kabir Yatra plus Utsav.

In 1990s Eklavya working in Malwa brought together the folk singers of Kabir into a vibrant forum for discussions and singing of Kabir poetry. A relook at Kabir with socio-political realities, questioning hierarchies, institutionalised religion and rituals took place with the emergence of new leaders like Pralad Tipaniya, Narayan Singh Delmia, Kaluram Baniya who started connecting Kabir to reality challenging appropriations of Kabir in contemporary society.

5.2. Project Outcomes

A. Project Year One (2nd Semester -report of the five months from April to August 2011)

Objectives of the project:

- To revive Satsang Manch as a bi-monthly forum for folk singers to meet, sing and discuss the poetry of Kabir. To encourage women folk singers in this forum;
- To organise documentation workshop with older folk musicians;
- To organise skill up-gradation workshop for folk musicians;
- To take the ideas of Kabir to school children in two government schools through music and art workshops;
- To organise annual Kabir Yatra for the region.

Activities Report Card

A1: REVIVING KABIR SATSANG MANCH

- **Women's' Mandli of Bisalkhedhi**

During this period the team gathered at Bisalkhedhi about 8 times. Both the women and men's mandlis have been participating in this satsang held on Fridays at Leela bai Amlavtiya's house. On one of these evenings, Ramlal Malviya of Bisalkhedhi took a vow in front of the mandlis that he would no longer touch liquor. The bhajan program started only after that.

The women are also performing in other villages. On one occasion they gathered at Babulal's house at Tonkala. Babulal who is a devotee of Ambe Mata wanted the mandli to start with Ambe Mata's aarti. Both the mandlis present could sing Kabir bhajans and therefore could not heed to this request except for one person who knew the 'aarti'. What is interesting however is that Babulal was open to host and have the kabir mandlis sing in his house and all present enjoyed the satsang late into the night. The mahant Ramdas from Maksi was also present. During the Satsang held on 22nd July apart from the women's and men's mandlis of Bisalkhedhi the men's mandli of Tonkala was also present. This included

Mohanlal, Bodana, Jalam Singh, Omprakash Tanwar, Hiralal Tipaniya, Babulal Srivastava, and Nanuram Makvana. Linda Hess from Stanford, Gopal Singh from Bikaner and Diya from Bangalore also joined the Satsang held at Leelabai's house. As always the program went late into the night. This time too, there was some discussion on the bhajans.

Both the women singers have shown an interest in forming 3-4 new women's mandlis. This is a good sign. Both the women have become quite vocal in social interaction and are pro-active. They are now confident performers.

- **Women's Mandli of Siya:**

The team held about 6 Satsangs during this period. Jyoti and Gauri the two sisters are now able to sing independently without the other family members, which they could not do earlier. Jyoti is also able to play the 'tabla'. It is always good to see the hard work and commitment of these girls.

- **Children's Mandli at Barandwa:**

The children's mandli met about 8 times during this period. Some meetings could not be held due to the children's exams and vacations. Kaluram has been attending the children's mandli and giving his inputs because of which there has been much improvement in their performance and enthusiasm. Ajay has also attended one of these Satsangs. On the 25th of July Sagar Malviya had a good performance with his mandli at Barandwa.

A2: DOCUMENTATION

- **Documentation Workshop with Older Singers**

Some progress was made in this effort. On the 12th of June, Kaluram, Ajay and Narayanji met to record the mandli of Achrajsingh which included Achraj Singh Kushwa, Govardhan Singh Kushwa, Bhagwan Singh Kushwa, Prahladsingh Pande, Umraosingh Pande, Devkaran Pande, and Jayram Golavtiaya. About 8 bhajans have been recorded and a CD presented to the singers of the recording. The team revisited the group for more discussion but Achrajsingh was not available. Another recording was done of Saybeera Goswami with whom discussions were held in the previous project period. Two bhajans were also sung by a woman, Gangabai. Linda and Gopal were also present along with the project team, which added to the enthusiasm of the singers.

A3: TAKING KABIR TO RURAL SCHOOLS

As per the proposed plan Kabir was taken to the two schools viz. Bhairvakhedi Primary and Middle School, (Bhairvakhedi) and the Kasturba Gandhi Balika Vidhyalaya, (Tonk Khurd).

- **Bhairavkhedi Primary and Middle School**

As mentioned earlier there were conflicts between the staff of the primary and middle school staff. Moreover the children had their exams in March-April, and vacations. The team therefore decided to discontinue the program as most of the children who were in the middle school, which was no more under the jurisdiction of the head master Mr. Leeladhar Dethliya, who had initiated the program in the school.

- **Katurba Gandhi Balika Vidyalaya: Mural Workshop**

During summer the hostel girls have exams and then leave for home for the summer vacation. However as per the plan an 11 day *mural workshop* was organised in which 25 girls participated. Vishakha Chanchani an artist from Bangalore conducted the workshop with assistance from Anu Gupta, Dinesh Patel and Dipali Shukla from Eklavya and a team of volunteers from Dewas town. The intense process involved story-telling, drawing, clay modelling, preparing a 'bhatti', coloring the models, firing them and preparing a mural. The mural was developed around "the Parrot and the Tree story" and "the fire in the jungle". Along with this the kids made 'jhoomars' and earrings, and also did some origami. Daily there was recitation of dohas compiled by the children related to the theme and singing of Kabir bhajans accompanied by dance. The Bisalkhedi women's mandli, Tipaniyaji, Kaluram, and Narayanji also sang along with the participants. The children and volunteers were totally immersed in the process. On the final day of the workshop all the models made by the children were exhibited and the mural set up on the wall. The hostel warden had invited a number of interested people of Tonkhurd town to see the exhibits and they greatly appreciated the process. (Attached is a poem describing the process.)

A4: KABIR YATRA

During the preparations of the Yatra the team visited a number of villages with Prahladsingh Tipaniya to involve in the community in its preparations. At village Bargodia, people immediately volunteered to organize meals for 70,000 people. On the same visit a discussion started on 'chauka aarti'. Here is a verbatim account as rendered by Narayanji.

"When we reached Barodia, a discussion started on 'chauka-aarti'. One of the gurus present felt how one can have a relationship between a guru and shishya without a 'bandagi' (gift). Preetambhai replied that our guru Tipaniyaji has never expected any money from them. I was listening to this discussion and asked the persons gathered whether there has been any change in the practice of chauka-aarti. They felt that it has decreased. When I asked them why they think this has happened they said it was because of Tipaniyaji. Since he stopped the practice of 'chauka-aarti', many others stopped too. They are more aware and question such superstitious practices."

The Kabir yatra finally started on the 17th of April with Luniyakhedi. It came to Tonkhurd on the 19th with about 2,000 people present and then to Pachod, Neemuch and Devi Ahilya Vishwavidhyalaya, Indore.



6. SHIKSHA PROTSAHAN KENDRA

Shiksha Protsahan Kendra (SPK) is a “Beyond the Four Walls of School” educational support for first generation learners’ programme from the most marginalised-remote-tribal areas of Madhya Pradesh. The programme began in 2000 as a pilot in a few villages and expanded to six blocks of Ujjain, Dewas, Harda, Hoshangabad and Betul district with the support of Axis Bank Foundation in 2007-08. This year (year under reporting- 2011-12), SPK programme is operational in 185 centres situated in about 106 villages catering to about 5900 children. Annual beneficiary information in brief:

Table 1: No of Children in SPK from 2007-11

Year	Centres	No. of Children		
		Boys	Girls	Total
2007-08	118	2073	2137	4210
2008-09	196	3281	3361	6642
2009-10	180	2959	3063	6022
2010-11	185	2904	3127	6031
2011-12	184	2938	2966	5904

As can be seen from the table more than half of the beneficiary students are girl children. Almost all of the children are from deprived social backgrounds (SCs, STs and OBC) and attend nearby government primary schools. Most of the habitations where these children live are relatively remote and inaccessible due to bad roads and difficult terrain.

In SPK, the pedagogy used is based on child friendly activities, initially developed as part of the primary school programme of Eklavya-“Prashika”. For purposes of conducting class room activities children are divided into three groups according to their literacy and numeracy skills. The majority of the children enter at ‘C’ group progressing towards group ‘B’ and ‘A’. Children who achieve the main objectives of the programme (i.e. adept in reading, comprehending and writing and the four math operations) are placed in ‘A’ Group. A rough estimate tells that it takes about two years for a child entering in group ‘C’ to reach group ‘A’.

In SPK, the child enters at the “C” level; the child, also, is low on confidence, indifferent to school and the studies and, eventually drops out or carries on within school with low self-esteem. In SPK the child’s learning is taken care of in an

enabling, environment friendly-ever-ready-to-help teachers, fostering children's overall development.

At one end of the axis is the all familiar village environment: the parents, the relatives, and the community that manages the SPK centre. At the other end there is the mainstream school where the school teachers, school administration which is pulled in and worked with to extend the learning environment.

In the beginning of SPK programme, work began on two verticals: one was to adapt and implement the child friendly pedagogies and two to enable the community to take responsibility of the child's learning. In last two years the work on the third vertical, i.e. work with school administration to extend the enabling environment has been deliberated upon internally as well as outside and from 2011-12, work with a few schools has started. So after another two to three years an integrated model of community ownership, child friendly pedagogies and adoption of these into mainstream schooling will evolve.

No of Children: The no of children varies from quarter to quarter. Children who attain "A" group and join higher classes leave. There are also children who leave due to family reasons (migration etc). At the same time new children are enrolled in "C" group. Following is the summary of children in SPK centres from quarter 1 to quarter 4.

Table 2: No of Children at the end of each quarter

Quarter	Centres	No. of Children		
		Boys	Girls	Total
1	184	2751	2862	5613
2	177	2789	2832	5621
3	182	2885	2886	5771
4	184	2938	2966	5904
March 2012	184	2938	2966	5904

A broad sketch of the activities

Activities are carried out at four levels:

- i. **Children's level:** SPK centres cater to the need of the first generation learner's. In the SPK centres, children are taught language and maths in child friendly pedagogies. The teaching-learning is based on activities and tools that are devised at the local level.

At the start of the child's entry into the SPK, its simple language comprehension and basic maths competencies are assessed. Based on the assessment, the child is either put in "C", "B" or "A" groups.

ii. **Teaching-Learning Methodologies (TLM):** Eklavya has over a period of twenty years developed innovative and child friendly teaching-learning methodologies. These methodologies are further tested in different scenarios and new TLMs evolved.

Fortnightly Meetings of Kendra Sanchalaks: Every fortnight a meeting of the Kendra Sanchalaks is held at the block level. The purpose of the meeting is to review the teaching – learning methodologies used, the issues that arise out, development of new TLM, developing and furthering the conceptual clarity of the KS in a staggered manner.

iii. **Community ownership and participation processes**

Community selects a youth with some education with good communication skills. The selected youth undergoes training to establish and coordinate a Shiksha Protsahan Kendra in the village, consults the community about the timings of the SPK Centre, conducts language and maths learning activities, keeps the records of the individual child, interacts with the parents about the child's progress, and other issues.

Monthly Meetings of Kendra Sanchalaks: A block level monthly meeting of the Kendra Sanchalak is held to review the SPK centres plan v/s achievements and to plan for the next month. The plan consists of

- a. Quantitative and qualitative participation of the community in the SPK administration. This is a pre-cursor to the community participation in school management committees of the mainstream schools;
- b. Children's movement path;
- c. Involvement of parents in the children's education

Parents' Meetings: Parents meetings are held every month at the SPK/village level. The meeting discusses the individual progress card of their wards. The main purpose of the meetings is to increase the participation of parents in the meetings and there by create an interest towards the child's education and subsequently sharing responsibility.

iv. **Linkages with NGOs, colleges and Institutions**

	month						
1	170	648	979	24	207	383	2410
2	174	749	978	13	277	470	2660
3	158	805	950	20	NA	NA	2854
4	167	812	666	42	NA	NA	2444

Women participation per meeting increased from 40 per cent in comparison to male in the first quarter and by fourth quarter it was 55 per cent.

Government teachers participated in some of the parents meetings. At the start of the year one government teacher participated after every seven meetings. This increased to participation after every four meetings.

Around 15 to 18 parents participated in the monthly meetings continuously. Some of the issues that were discussed were:

- * Change of timings in the SPK centres in different seasons.
- * Participation of parents: those parents who are not regular in participating in the meetings are discussed;
- * Upkeep and maintenance of the SPK centres: to keep it clean, to heighten the ambience so that children feel like studying and doing activities;
- * Community contribution towards the running of the centre and what the community can do.

Kendra Sanchalak Meetings: Kendra sanchalak meetings are held every month for SPK centre operational review and plan. In quarter one, except in Hoshangabad block the monthly meetings were hundred per cent on the mark. In Shahpur at this time there was summer camp going on and as such the monthly meetings of Kendra sanchalaks came down and also the fortnightly meetings. In quarter two, again Hoshangabad had less no of Kendra sanchalak participation in the monthly meetings. And so also in Pipariya and Shahpur. In quarter three (October to December) the participation of Kendra Sanchalak is hundred per cent. In quarter four (January to March there is dip in participation of Kendra Sanchalaks across all the blocks. It varies between 93 per cent (Dewas and Harda), 87 per cent (Shahpur), 86 per cent (Pipariya) and 74 per cent (Harda) for monthly meetings. In fortnightly meetings the Kendra Sanchalaks participation too is low compared to other quarters. It is highest in Harda (97%) followed by Pipariya (95%), Shahpur (85%), Dewas (81%) and Hoshangabad (74%).

7. GATIVIDHI KENDRA

The Rationale of the Programme: it is being found that in most of the schools reading material is rarely used or is limited only to text books. The good children's literature, also, do not reach the children. In fact the mainstream and majority of schools lack a print rich environment. The other aspect of the mainstream school education is that it is totally text book centric and it regulates one way flow of information from the teacher to the children. This was precisely the reason for initiating an intervention in middle schools to enhance reading of the children through functionalization of school libraries and making it participatory and, to provide space, hand, platform for expression, creation and performance.

Objectives of the programme

- To create a print rich environment in the middle schools;
- To lead children in the world of books
- To provide space and opportunities to children towards expression through writing, drawing and illustrations;
- To provide opportunities to the children to work in a collective and democratic way;
- To promote creativity and innovation in children

The programme was started in July 2010 at two levels. One, working with Rajya Shiksha Kendra of the Madhya Pradesh state by inking an MOU towards inputs and intervention in the running of the libraries in the school.

Some highlights of the programme

- About 5000 children were covered in 2011;
- 187 books per school (for 46 schools-about 8602 books) distributed in 2011;
- One boy and one girl from each class so six students from a school selected for capacity building and leadership development. These 276 children were provided training to facilitate the distribution of books and keeping records, mobilising children for different activities like wall paper, theatre workshop etc.
- 45 children were trained in art, craft and theatre, 18 children participated in art festival at Ujjain, 150 children participated in wall paper workshop, 74 children participated in the 300th issue of Chakmak and 185 children participated in summer camps.

The outcomes of the project could be assessed from three key indicators viz.

A. Qualitative and quantitative participation of children in wall paper

Under this:

- the percentage of children participating in the wall paper;
- frequency of participation;

- changes with respect to language, content and style of the children in their writings;
- reflection of innovative and imaginative themes in the write ups;
- original ideas;
- reflection of environment/social and ecological environment in the writings of the children

B. Children lagging behind in classrooms

Under this:

- To take a sample baseline test of students in schools
- To place these children in three grades;
- To prepare folders of these individual children;
- To file the date wise writings, notes, reports and her/his participation records in the folder;
- To assess the work on a month to month, quarterly and yearly basis

C. Functionality of libraries.

Under this:

- The number of children reading books;
- Frequency of reading

PUBLICATION

8. TITLE EDITORIAL: CONTENT ACQUISITION & DEVELOPMENT

Publication of new titles: developed 48 new titles this year. Of this 46 have been published and 2 are in press. During this year co-publication with Tulika-Chennai, Quest-Pune, IDC-IIT-Mumbai and LOCOST-Baroda were carried out; published 46 new titles.

Children's language and interesting reading material:

When the planning for the next few years was being discussed in the team, it was felt that there is vacuum in the early readers' category. Within Eklavya's 400 plus publications, there are not more than 10-12 books for early readers. It is the same story for other leading children's books publishers. So a decision was taken to focus on this segment in next three years and towards this end, we published a set of 18 books. This set was first developed and published in Marathi by Unicef and later on Scholastic had published that book in Hindi-English but the book set is out of print for too long.

The set contains three series-yellow series has easy understand short and small books that help in understanding the initial concepts like above-below, small big etc. the blue series has stories woven around the next level of concepts like speed, height, less-more etc. the pink series have somewhat longer short stories woven around next level of concepts.

All these books are written by Aruna Thakkar and the illustrations done by Rao Bell.

Against the set target of 40 new titles development, 48 titles were developed and 46 published this year. In this, co-publication with Tulika, Quest, IDC-IIT and LOCOST were done while translation was done from Marathi (Quest). In the educational classics, "Bharat mein Angrezi ki samasya" was published this year. For early readers, six originally developed picture story books - "Beej Boya", 'Joon-Too', 'Rangy the Mangy Dog', 'Rk this Bittu', 'Ek do Dus'- were published. 'Ek Do Dus' along with picture book, was a field based original title.

Three Iranian children's books-across the border- were published this year. A story poster-Machan Masti was done with Industrial Design Centre of IIT-Mumbai-was developed and published this year. Three books for adolescents and teenagers viz. Aditi 6, Roshan Sitare and Rajneetik Vicharon ki Kahani were part of the published books this year.

In the educational classics-a document series for teachers and educationists segment, a process has been initiated where in material has been identified, translation and editing is in process. The books are: Free at Last, Improving Govt. Schools, Learning Social Science in Schools and What Did You Ask at School Today?

Uploading of titles on website has been sporadic and needs to be regularised. Visit to two publishers were planned this year but visit to only one-Jyotsna Prakashan was done in 2011. Post publication happening through newsletter and pre-publication announcement put up on website but is not done regularly.

Chakmak

As per the planned outputs for 2011-12, nine regular issues and one joint special issue having material worth 6 issues were published.

In the special issue-300th issue of Chakmak-250 pages issue was published and released in a public function. In the three days event, a lecture on children's literature by Prof. Krishna Kumar, a seminar and open discussion on children's literature where eminent writers like Gulzar, Udayan Vajpai, Anushka Ravishankar, Raja Mohanti and Ashok Bhoomik took part. In the story and poetry reading Asgar Wajahat, Manzoor Ehtesyam, Priyamwad, Varun Grover, Rinchin, Gulzar, Arun Kamal, Naresh Saxena and Udayan Vajpai read their stories and poems.

Articles to commemorate centenaries of various eminent poets like Nagarjun, Agay, Shamsheer Bahadur, Ravindra Nath Thakur were carried out this year. Translations of Ravindra Nath Thakur's poetries, done by Gulzar, was carried while CN Subramaniam did a series on money matters named Badti Keemten. Karen Hydock did a series on evolution named Enka Vikas Kaise Hua. In the fantasy genre, a story by Vinod Kumar Shukl named 'Mujhe kucharh kahana hain' was a new highlight this year.

This year new writer viz. Raj Kumari, Samvartha Sahil, Ankush, Naseem, Tumoko Kikuchi, Kiran Purandare, Suchi Shrinivasan, Sunanda Das, Siraj Saxena, Isha Bhat, Bhagyashree, Shivali Gautam, Akshay Dikit, Mudita Bhandari, T Madhavi, Kishore Darak, Ribhu Vajpai and Arem Abem were discovered this year.

In the new illustrators area, we gave space to new illustrators like Prashant Soni, Takako Nagagava, Gurcharan, Monika, Sanket, Shilpa Bisht, Narendra Singh and Mudita Bhandari.

The team participated in Damroo workshop on children's literature and illustrations organised by IDC-IIT, Mumbai. One team member participated and read a paper on 'Children's Literature-From an adult and child's perspective' in the seminar conducted by IDC-IIT, Mumbai.

Chakmak proactively looked for material from other Indian and foreign languages and published from Bangla, Urdu, Bhojpuri, Malvi, Marathi, Japanese, Hebrew and Columbian.

Increased networking with people, groups, organisations etc. Increased online presence of Chakmak through blog and through account on Facebook. Facebook account is quite active while blog and twitter is sporadic.

Association with other programme groups within the organisation was done by co-organising an art orientation workshop with Urban Resource Network (CRMD1). The workshop was for teachers and people working with NGOs and the resource persons were Atanu Roy, Naresh Saxena and Udayan Vajpai.

A two workshop (co-organised and for URN and library project) on selection of material for children was done with Rajesh Joshi and Dhruv Shukl, eminent writers. A few session on art and literature with eminent writers like Vinod Kumar Shukl, Udayan Vajpai, Swayam Prakash, Kumar Ambuj and Naresh Saxena was done for URN.

Sandarbh:

Sandarbh published six volumes from 74th issue to 79th issue this year. The 13th bound volume was also published this year. It can be said of these six issues that features from physics and chemistry thematic background were very less. There were more no of features on biology. In these six issues, articles on the children's and teachers' experiences were published. The other grey area is social sciences.

Assessment and critique of material from Sandarbh: we have tried to get assessment and critique done by external resource persons. Of the three persons we tried, we have received the critique from Kishor Darak. Post receipt of the other two, deliberations on the content and layout can be initiated.

Compilation of theme based features: deliberations were on to select features from Sandarbh based on certain themes and bring them out in a book form. Rashmi Paliwal has started the work of sifting through the articles and arrange them in thematic.

Special issues: two special issues compilation viz. 'Butterfly' and 'Super sting' is on.

To increase the outreach, the regular upload of new issues as well as many issues from yesteryears have been converted into PDF files and uploaded on the website. Some of the features which were translated into English were also uploaded on the website.

Contact with Marathi and Gujarati Sandarbh team is going on continuously through correspondence and exchange of material. A collective action programme with teachers and or writers is on card but is yet to be initiated.

Science Kit

- Production of 1500 boxes (just the box) after reworking on the die that was creating problems. This task took very long, and we are not sure whether we have managed to solve the problem of a faster production run even now.

- Developing revised design of the backplate wherein by increasing the thickness of the soft-rubber we have done away with the third layer to hold the materials kept on the inside-top-cover. This has made the material on backplate visible and attractive.
- Replaced almost 20-25 percent items that had quality issues by changing them to the best possible quality. Change to Boro-silicate glass is very significant. The plier is much smaller and very sleek, sourced from Taparia. The plastic boxes are sourced directly from Imperial/Right industry.
- Chemical vials stacking was a problem, so we sourced an appropriate plastic box and prepared a die that holds all the 8 ml vials neatly. At the same time, managed to source an appropriate round plastic box for 20 ml vials. So now the set of almost thirty chemicals is well packed.
- Managed to locate manufacturers for quite a few items and sourced directly from them. The items that were added to direct sourcing from manufacturer - Magnets, glassware, plier, screwdriver, crocodile clips, plastic boxes,
- First-aid box items have been replaced by getting professional inputs, and all first-aid items have been segregated into a separate box that is immediately accessible.
- By reducing size of material wherever possible, we managed to use smaller plastic containers and as a result could enhance manoeuvring space in the box, so it is much easier to take out and put back materials now.
- During the period we procured 1500 sets of all the items that form the kit.
- Undertook sub assembly of 400 kit boxes in the E-4 office that has made the entire operation much more manageable, and quicker as it saves time as well.
- Have revised the outer carton to make it a lockable side-slit box. Increased the size slightly to be able to place some more packing for boxes being sent by transport/cargo.
- Finished final assembly of 400 boxes.

During this phase, in addition to individual orders, there are possibilities of orders from the following, in addition to demand from Patna and Indore Pitara. These are not confirmed orders. Quite a few other groups had also evinced interest during WBF.

- Kusuma Trust - 400 boxes
- Mapcost - 200 boxes
- SRF foundation (for centres in Mewat, Rajasthan)
- Information and Education Services - 200

9. DESIGN & PRODUCTION

The team has stabilised and some in-house work on illustration independently is taking shape. At Design and Production, the team has to coordinate with Title Editorial on one hand, with the printers on other and maintain a close rapport with the dissemination team. As the design and production of 46 new titles was done successfully, we have achieved the target.

Along with production of 46 new titles and 2 in production stage, we have donereprints this year. In an effort to bring in a variety of styles in illustration and design involvement of both folk and professional artists was ideated and executed with a fair amount outcome but need to be done on a more planned and sustained manner. Students were invited and involved in book projects. Boski Jain was involved in 'Ek Do Dus' and catalogue, Prabhu from National Institute of Design, Ahmedabad in redesigning of 'Cardo Ka Pitara' and illustrations for story book.

Purchase of bulk papers was done from Srinivas Paper for 100gsm, 80gsm, 70gsm and Natural shade and Maplitho.

The team participated in the Damroo workshop of IDC-IIT, Mumbai this year.

10. DISSEMINATION

Bulk Institutional Outreach: The outreach of books of Eklavya and other similar efforts can be done effectively through the organisations/NGOs and Govt. Institutions working in the field of education, libraries and similar programmes where in books outreach can be expanded. This year we worked with 24 pan-India organisations viz. Rajya Shiksha Kendra-Chhattisgarh, CARE-Delhi, Room to Read India-New Delhi, Rajiv Gandhi Shiksha Mission, Bijapur, CARE-Lucknow, UNICEF-Raipur, Nari gunjan-Patna, Rajya Shiksha Kendra M.P. -Bhopal, NIWCYD-Bhopal, DIET-Ambikapur, America India Foundation-New Delhi etc.

Book Stores in the Alternative Domain: There are a few book stores in the alternative domain which help in disseminating non-mainstream books. Some of these are: Balaji Book Centre-Ghaziabad, Ecologic-Pune, Eureka-Chennai, Eureka-Delhi, Focus-Bangalore, G.D.MA Publishers-New Delhi, Jagruti-Hoshangabad, Mazil Education Group-New Delhi, Muskan-Bhopal, Phonemi-New Delhi, Prachi-Prabuddha Nagar and Soubhagya-New Delhi.

Book Fairs: In the New Delhi World Book Fair, three stalls were taken and as PAGE had requested for stalls in neighbourhood, we all had the stalls in the children's literature category section and it did help a lot. We carried children's activities for three days continuously during the children's festival programme of World Book Fair.

During the Book Fairs, all Eklavya participants got an opportunity to interact with writers, illustrators, critiques and other fraternity.

Besides the World Book Fair, we also participated in National Book Fair in Indore and Patna.

PITARA-One Stop Solution: PITARA Bhopal coordinates the orders and dispatch to all the dissemination channels. This year PITARA Bhopal cleared 461 orders. Direct sales from PITARA Bhopal was done by 425 people while around 1500 people visited Bhopal PITARA. Twenty five exhibitions were done in 17 schools in Bhopal this year and the response was good.

Patna PITARA: some of the works done under Patna PITARA were:

- Participation in Patna Book Fair,
- Exhibition in DPS School, Patna,
- Partnership with Save the Children Bihar and books dissemination in Nalanda and Patna districts.
- Anganwadi centres in Bihar Sharif were covered.
- All 24 DIETs of Bihar were contacted and followed up. Of these orders came in from 10 DIETs;
- Partnership with Aga Khan Rural Foundation was done and some orders for dissemination of books has been procured;

Besides this, contacts were made with other non-governmental organisations and schools.

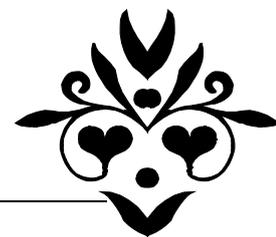
Indore PITARA: This PITARA focuses on book fairs in schools. This year about 26 book fairs were organised in schools from which books worth Rs2,23,280.00 were disseminated. People who came to PITARA outlet in Indore bought about Rs45,000.00 worth of books.

Reviews and Visibility: six book reviews appeared this year. Of these two were of 'Bado ka Bachpan' which appeared in Rashtirya Sahara and India Today. Review of 'I am a Cat' appeared in Alphabetkeer while 'Chhutku Ud Chala' and 'Jhingur na ud paye' appeared in Haribhumi. Navbharat times carried review of Roshan Sitare.

New Programme Committee selection: a new programme committee for Publication programme was constituted by election. A six member team of Shashi Sablok, Shivnarayan Gour, Madhav Kelkar, Susheel Shukl, Manoj Nigam and Tultul Biswas took over from July 2011 onwards. Subsequently Shivnarayan Gour was entrusted

the responsibility of Programme Coordinator by Academic Council in consultation with Programme Group

Advisory Meeting: The advisory meeting was held in Bhopal on 16th and 17th December in which all the members of the Advisory participated, discussed/reviewed the activities and deliberated upon the future course of action.



Resource Agency

11. Andhra Pradesh

Development of text books for Class VI and VII for social sciences as per an integrated social science curriculum. The entire syllabus is sought to be arranged in six themes, rather than into history, geography or social political life.

Most of the chapter were focussed on social and economic issues relating to Andhra Pradesh and were prepared through intensive field work and in consultation with experts from AP.

The main work was done by school teachers of AP who were oriented by us. Our responsibility was mainly to edit the books and guide the writers, copy editors and illustrators.

The books were simultaneously published in several languages (Telgu, English etc) by SCERT. We'll be preparing the text books for class VIII and IX in the next year.

12. BIHAR

The work this year was focused on the class 8 textbook for social and political life. This was in continuation of the work done last year for class 7 and modifications for class 6. In consultation with SCERT, we retained the same team of teachers so that one doesn't have to re-orient the teachers again. Ram Murthy and Disha Nawani joined the resource pool and were actively involved in the entire process. The challenges for class 8 were many- contextualisation for Bihar, field work for some chapters, intensive discussion on the approach for the constitution chapters and careful analysis of the pedagogical elements. We worked with over four to five drafts before finalisation. A new element was the involvement of the production and design team at Eklavya for finalisation of the manuscript. Disha Nawani worked closely with the Eklavya team. They worked at really short notice and did a commendable job. The paper and printing quality however ruined this effort. A technical report on the printing quality has been submitted to the state government urging them to apply NCERT norms for printing.

13. RAJASTHAN

Eklavya planned to support the curriculum and teacher education reform effort launched by Rajasthan SIERT and ICICI Foundation by participating in the work of the following subjects:

- ✦ Environment Studies for classes 1st to 5th;
- ✦ Mathematics for classes 1st to 5th ;
- ✦ Hindi for classes 1st to 5th ;
- ✦ Basic School Teaching Certificate;

 Social Sciences for classes 6th to 8th ;

From September 2011 to February 2012, four workshops were held at SIERT, Udaipur in which Eklavya provided support in the following areas:

- ♣ the process of understanding the approach of NCF-2005;
- ♣ framing curriculum perspective;
- ♣ development of textbook writing guidelines and;
- ♣ class wise syllabi for three subject areas.

An approach for continuous and comprehensive assessment in primary schools was also evolved for Maths, Hindi and EVS. In the work on Social Science, Eklavya made a presentation reviewing the new trends in textbooks developed in four different states in the past few years after NCF-2005 in addition to outlining Eklavya's own approach as developed in Madhya Pradesh and Rajasthan in the 1990s. A separate group of subject experts was set up to execute the work in Social Sciences and Eklavya provided inputs to the work of this group in developing the detailed syllabus rubrics.