

Eklavya Foundation

Annual Report - 2023-24



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Eklavya has three major programs. Report of the all three programs is following: -

1. Community Engagement and Education (CEE)

About CEE

The Community Engagement and Education Program, founded in 2021, is dedicated to realizing its vision of linking community, schools, and local government systems towards quality education through holistic approach. This vision is guided by principles of community engagement and dialogue, systemic engagement, bringing school and community together, and transferring ownership in order to develop accountability around education of their children.

To achieve this vision, the program focuses on several key strategies:

1. Field-tested Community-Led Initiatives:

The program identifies and implements community-led initiatives that have been successful in other contexts. These initiatives serve as models for engaging communities in education and are adapted to suit the local context. By leveraging tested approaches, the program maximizes its effectiveness and ensures relevance to the community's needs ensuring their active participation.

2. Capacity Building of Stakeholders:

A critical aspect of the program involves empowering stakeholders with the knowledge, skills, and resources needed to actively participate in improving education. Through training sessions, workshops, and mentorship programs, community members, school management committees, panchayat members and local government officials are equipped to take on leadership roles, contribute ideas, and drive positive change in education.

3. Creating a Contextual Resource Pool:

The program establishes a comprehensive resource pool that serves as a repository of best practices, research findings, educational materials, and funding opportunities. This resource pool is accessible to all stakeholders and provides valuable information and support for ongoing collaboration and innovation in education. By centralizing resources, the program ensures that stakeholders have access to the tools and appropriate resources in order to strengthen their participation.

Through these strategies, the Community Engagement and Education Program works towards its overarching goal of fostering collaboration, ownership, and quality education within the community. By engaging stakeholders, leveraging proven approaches, and providing support, the program creates a sustainable framework for driving positive change in education for years to come.

Ongoing projects and Initiatives

ELiSB - Enabling Learning in Schools & Beyond

Financial assistance was provided by the HT Parekh Foundation for this program until March 31, 2024. Currently, we are exploring the funding support from other organizations. .

Major nodes of engagement:

This initiative works at all levels from village to block on the following elements and disseminates the learnings to others in this sector.

1. Mohalla Learning Activity Centres (MLACs):

This is visualized as an accessible and comfortable learning space in the immediate vicinity of a primary/middle school for the child to continue engagement with meaningful and joyful learning experiences, scaffolded by an older sibling/ local youth / young parent (called the Mohalla /Village LAC facilitator).

Started as a strategy to mitigate the engagement gap for school children caused by lockdown and school closure due to COVID-19 pandemic, the MLAC has potential to play a role in providing a social solution to the lack of at-home educational support available to these students, whether schools are functioning or not functioning.

- *A cluster of twenty-five out-of-school community-based support centers (Mohalla Learning Activity Centres) are facilitated in each block Shahpur and Bijadandi i.e. in total 50 MLACs in both the geographies.*
- *These centers primarily cater to primary school children, class 1 to 5, some middle school children are also accommodated, as per local requirement.*
- *These centers focus on Foundational Literacy and Numeracy using a set of books and other teaching learning materials sourced and curated for the specific purpose. A linkage with the Dakshata Unnayan package developed by the state education department is ensured as it is a reasonably good package and helps build connectivity with school work.*
- *As far as possible a keen and sensitive local facilitator is chosen and trained for each centre.*

- Continued capacity building and onsite hand-holding of the facilitators is provided by Eklavya team, in order to equip them well with reasonable grounding of subject areas as well as educational pedagogies.

2. Technology Mediated Interactive Learning (TeMIL):

The digital web platform (www.teysu.in) reaches children in their homes through smartphones. The platform has curated content on different subject domains mainly targeting middle school children (classes 5 to 8). The content and pedagogy in the three subjects – Hindi, English and Mathematics – are based on well-researched methods and anchored by an experienced team of professionals. This helps students develop 21st- century skills & tools, including an exposure to programming logic.

- Focus is on children of classes 5, 6, 7, and 8 as at this level students can engage with digital devices and interfaces towards a meaningful learning engagement.
- Students require access to a smart/android phone for about an hour daily so that they are able to access the platform to work on modules related to Hindi, English and Mathematics.
- For a strong community connect to ensure that parents/family provide access to devices to students, and to support students wherever they require individual input through online mechanisms of in-person support, TeMIL cluster anchors will be appointed for a set of 15-25 students each.
- A total of 20 TeMIL clusters i.e. 10 per block is being set up and is actively functional.

3.Engagement with government teachers and schools: Interface with the Mainstream Education system:

In the entire education structure, teachers have proven to be the most concerned about how to help children learn. It is important to not just build the capacities of teachers to carry this out, but also to build a high level of motivation and sense of agency in them to be able to act.

- A direct and deep learning linkage is developed with the local primary school of every village with the M-LAC. Regular planning and on-site demonstration support is provided to these school teachers to take up child-focused and innovative practices in the classroom.
- Teachers also visit MLACs and learn and use the pedagogy/material used here.
- The Teacher Resource Centres for teachers and community has been set up at both geographies where there would be a planned effort to treat knowledge as a two-way process. Its regularized facilitation has helped in creating meaningful engagement. From April 2024 we have only one functional TRC at Bhoura at Shahpur.
- Interaction with the block level education department officials and structures for providing academic inputs at the Jan-Shiksha Kendra (JSK) and Block level.

- *Strengthen teacher capacity building processes at BRCs/JSKs - through available forums like the monthly Shaikshik Samvaad.*
- *Revival process of school libraries is helping in the active engagement of teachers and students. Eklavya facilitators orient the teachers and students as well as demonstrate the ways to make library spaces alive and vibrant and promote activities that help in developing the foundational aspects of reading. From April 2023 to March 2024, rejuvenation of the library in a total of 50 primary and secondary schools (25 government schools in every block) of Shahpur and Bijdandi*

4. Chakmak Club - Centres for Adolescents and Youth to Promote Creativity and Criticality

Apart from the textbook formal knowledge, there are many other abilities that are extremely important for every human being such as creativity, criticality, leadership and social sensitivity. Developing constitutionally acclaimed humanistic values is another important area that needs attention in today's times of deep social fissures. Schools often provide limited opportunities to explore these abilities. While structured learning within and outside the school is important, it is as important to provide avenues and channelize the enormous energy that youth/young adults hold. In this context, Eklavya had evolved a model in the 90s in multiple geographies wherein middle and high school students became resource persons to anchor various perspective-building and educational activities for the rest of the adolescent and youth members in respective villages. A group of 3-5 interested and keen students from each village were provided intensive training to set up a library cum activity centre, with regular monthly review-planning-training hand-holding by the Eklavya team.

This model has become extremely relevant in the current times, to provide the adolescent and youth members of society with the necessary hands-on and soft skills to negotiate the current society and develop democratic values through peer learning spaces.

As Chakmak club is a voluntary effort by middle-high school students, it is important to acknowledge that the rigour in functioning, planning activities, and regularity will shift from one Chakmak club to another. As the driving force behind this initiative is the voluntary participation from young students, the functionality of the clubs should not be looked at in comparison with other initiatives like MLAC or TeMIL. There are many factors like the proactiveness of resource students, annual academic engagements, etc at play that will contribute to the overall result. Even so, the Eklavya core team has provided regular efforts such as onsite support through follow-up visits, capacity-building attempts, and so on to ensure meaningful learning engagement at Chakmak Clubs.

Challenges/ Learnings:

- *Student Absenteeism: Student absenteeism at MLAC, TeMIL, and Chakmak Clubs is primarily attributed to extreme weather conditions like winter, the wedding and festive season, and irrigation and harvesting of crops. To address this issue, the Eklavya Health Initiative team has been providing medical care to those affected. The foundation is committed to ongoing dialogue with parents and students to reduce absenteeism.*
- *Strengthened Community Network: The field team has been actively engaging with the community through parent meetings associated with TeMIL, MLAC, and Chakmak Clubs. This consistent outreach has significantly strengthened the community network. The team's objective is to further expand this network, offering additional platforms for community capacity building. This engagement space has also been utilized for raising awareness on various topics such as education, health, and livelihoods, including voting rights, child rights, superstitions, child development, media literacy, and environmental pollution prevention measures.*
- *Team Capacity Building: The team's capacity-building efforts continue through regular weekly and fortnightly meetings. These meetings provide valuable input for enhancing both academic and non-academic agendas related to planning and execution in the field. Team members have actively participated in various workshops, including library courses, to continually enrich their knowledge and skills.*
- *Regularizing the Functioning of Chakmak Club: The Chakmak Club operates consistently, with resource children taking ownership. However, establishing end-to-end accountability and transforming it into a democratic space and library is an ongoing process that requires time and careful monitoring. The initial spark has been ignited and taking its pace steadily with the support of the team*
- *The school library work has been welcomed by all the teachers and students. Celebrated events and specific training added great value to it. But there are practical and exceptional obstacles like support to resource children, and independent facilitation of the library, making it an active resource space. Teachers also need to be trained more, picking up the library-centered, book activities and reading culture as the team has witnessed a lack of skill and interest in linguistic skills among children.*
- *Work with Teachers: Teachers got limited time space as they were busy with administrative duties, elections, exams, and the festive season holiday, this impacted their interaction with them. However, the team's commitment to collaborating with teachers in schools and government spaces to enhance their academic work remains unwavering. During this quarter, the team successfully engaged with a substantial number of teachers through various events held within school premises, TRC, and other*

formal spaces.

- *Power and Internet Challenges: Challenges related to electricity and internet facilities persist in remote tribal areas, affecting engagement in various interventions. The team is actively addressing these challenges by implementing power backup solutions and facilitating offline modes where feasible.*
 - *Improved Familiarity with Digital Mediums: Facilitators require support in building digital literacy skills for the effective operation of TeMIL and other interventions. The foundation is committed to assisting in facilitating familiarity with various digital tools. This support aids in ensuring smooth facilitation, monitoring, and evaluation work. Tools such as Google Sheets for attendance, progress reports, and online meetings on platforms like G-meet are being leveraged to enhance communication. The team remains dedicated to addressing all technical requirements in weekly and fortnightly sessions with field facilitators.*
 - *Empowering Female Facilitators: The foundation has implemented initiatives aimed at empowering female volunteers alongside their male counterparts. An increasing number of female volunteers are actively participating, displaying a strong willingness to learn and take on responsibilities independently. MLAC, TeMIL, and Chakmak centers are predominantly led by female facilitators, and the foundation has observed growing confidence and self-agency among them. The selection of 2 more female facilitators for full-time positions in Eklavya Foundation has fostered a more reliable and inclusive presence for the team and within the community. This has also encouraged youngsters to come forward and join the team for various interventions.*
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LARI- Library and Reading Initiatives

Major nodes of engagement:

1 Strengthening the network of Chakmak Clubs and Multi-Disciplinary Learning Center

Eklavya envisions the library-cum-reading initiative as a field-based model that attempts to create a 'reading and exploration friendly environment' in order to foster 'reading habit' and 'inquisitiveness' among the children and communities.

Towards this a hub and spoke model to ensure large scale geographic coverage is proposed that function at two levels:

- *The Chakmak Clubs, an informal library-cum-reading space, is set up in the villages and is anchored by middle school students who are identified and continuously oriented for*

the role. These Chakmak Clubs are the ‘spokes’ reaching out to all the children/students in the village. (Word Chakmak is derived from the monthly magazine with a plethora of reading material of various genres and very many activities that Eklavya has been publishing for children for more than three decades. This can become, in a way, an anchoring idea for library-cum-reading initiative ‘owned’ by the children.) A Chakmak club is a village level vibrant space offering a rich collection of books and other materials for children of various age groups. These act as lending libraries cum activity centers at the village level. These are not a center but it is an informal space, material stored/located in somebody’s house/hamlet in the village and accessible to children of all communities, especially the most underserved - to ensure maximum inclusion and participation. As the spokes of the model, these Chakmak Clubs ensures deep penetration into the villages with books, activities and reading at its heart. The unique thing about Chakmak club is that they are anchored by a resource pool of 2-4 children/students from the respective village, mostly studying in middle school.

- *The Multi-disciplinary Learning Centers (MDLCs) acts as the nodal center or the ‘hub’ for 10-12 village level Chakmak Clubs. They provide intensive resource support, capacity building opportunities and academic inputs facilitated by the Eklavya core team. A physical space/center that housed a diverse set of resources around reading and hands-on activities, that are accessible to children, youth, community members and teachers. The nodal centers are set up in villages that are slightly bigger and are central to many small villages. These nodal centers will be equipped to offer regular and intensive capacity building inputs and necessary materials to strengthen the Chakmak Clubs. The idea of a network of nodal centers is to back-up the functioning of the Chakmak Clubs and enrich the quality of engagement that they are offering by providing regular resource support and on-site hand-holding to the Chakmak Club anchoring resource student teams.*

There is a network of 107 Chakmak clubs and 10 MDLCs active in around 110 villages of Obaidullaganj block. The team has put in efforts to strengthen and regularize this network with meaningful engagement. The thrust area for this year was:

- *Regular on site hand holding/ demonstrations with resource children by Eklavya team*
- *Consistent capacity building of resource students in the exposure areas like theater, music, science, art-craft, sports and so on*
- *Enhancing the physical spaces of Chakmak clubs and making them vibrant, inclusive and accessible*
- *Making nodal centers spaces for active capacity building, advance resources, facilitating sessions for different stakeholders*

2. Capacity Building Forums

Mere creation of a library with resources is not enough but what makes a library space alive is to understand different aspects of the library and build capacity in facilitators to offer continuous engagement with books. Along with acquiring details of facilitation, it is important to gauge the needs of the readers, understanding & acknowledging different childhoods, curating and creating various activities, books and supporting children & readers in their learning process. The library is not merely a site for exchange of books but it is an active space for exploring and learning. Along with this it is important that the facilitators also taste and continue to develop the love and joy of reading and offer it to their friends.

Hence, Eklavya has developed capacity building forums/courses/modules to disseminate learnings to make proactive libraries for different beneficiaries that include students, teachers, SMC members, community members, panchayat representatives etc. There could be different formats through which the capacity building segment will unfold – with some being oriented to become active librarians, and others only to enjoy reading and cultivate a habit and yet others to understand the importance of such an initiative and patronize and support it actively. Towards this following courses and modules are being envisaged.

A team of 3 is formed to evolve this segment in the last phase. During the past 8 months, this team has consolidated readings, brainstormed various themes for the course and design activities related to libraries. Several activities have also been piloted with the LARI team and other field engagement teams of Eklavya. In the past 8 months the course team piloted:

- *One day capacity building sessions around library books with LARI field team*
- *One day capacity building sessions with resource students including ice breaking exercises, activity songs, engagement with library books etc*
- *2 day workshop on library as a space and understanding children's literature with Hoshangabad team of Eklavya*

For this year, the course team has developed a long term course 'Library se Dosti' which was piloted with teachers/field level members of other educational organisations.

3. Revitalising School Libraries

As we all know, schools help us move from the Piagetian stages of Concrete Operational thinking to Formal Operational thinking – of developing deductive reasoning as well as focused and planned interventions in all walks of life. Hence, meaningful schooling is a right of all children. An active and vibrant library can not only help children develop these skills and construct knowledge, they can additionally serve as the attraction for children to come to school regularly.

For the year 2023-24, the engagement and handholding with the 15 schools in Hoshangabad school was continued. In addition 10 schools in Obaidullaganj block were also added to this engagement. To strengthen this effort, capacity building workshops for both Eklavya members contributing to this pilot and government teachers who are connected through this engagement will be planned. A team of 2 will be appointed to dedicatedly work on this effort in coordination with the field teams.

2. Teacher Education, Outreach and Advocacy

The Teacher Education Outreach and Advocacy programme currently has around 10 engagements (grouping the overlapping ones to avoid repetition). It has been an enriching journey, with strengthening and widening the presence and reach, new thematic explorations, newer challenges and much food for thought and careful consideration.

At present the status of the projects can be summarized as below;

Sr. No	Name of the project	Location/s	Funding Agency	Current status
1	Holistic Initiative Towards Educational Change (HITEC)	Hoshangabad district (Narmadapuram)	Azim Premji Foundation	No confirmation on extension
2	School Strengthening Initiative (SSI)	Shahpur block, Betul	Vibha Foundation	No extension
3	Schools 2030 project (As Learning Partner)	Bihar (Patna, Bhojpur, Samastipur, Mujaffarpur, Saran)	Aga Khan Foundation	Two years' extension confirmed. Formal email awaited.
4	Schools 2030 project (As	Bihar (Patna, Bhojpur, Samastipur,	Aga Khan Foundation	Two years' extension confirmed. Formal

	Assessment Partner)	Mujaffarpur, Saran)		email awaited.
5	Maharashtra: MLACs, Teysu Centres, and Anganwadi work	Aurangabad, Dharni and Hingoli districts, Maharashtra	Eklavya Resource Pool	A proposal submitted to Oracle Foundation. Other funding explorations ongoing
7	Science engagement in Ashram Shala in Maharashtra	Amravati, Nagpur, Nasik and Thane ATCs, Maharashtra	Tribal Development department Maharashtra	Has been proposed. Awaiting response and confirmation from TDD, Maharashtra
8	Kesla Middle School Science Initiative	Kesla block, Hoshangabad dst (Narmadapuram), Madhya Pradesh	Multiple funders including MPCOST, individual donations, Spencer's research grant	A proposal has been submitted to Canada Funds for Local Initiatives (CFLI) and Spencer Foundation's large Research Grant
9	Development of courses - Gender in Classroom and others		Samatvam Trust	A report for year I has been submitted and year II release of funds awaited
10	Resource support to various organizations	Shiv Nadar Foundation, Karunah Society, NOUS Consultants, Wipro Foundation etc.		

Project-wise elaboration is as follows;

A Holistic Initiative Towards Educational Change in Hoshangabad District

The objective of the project is to bring long-term change in the quality of school education in

Hoshangabad district, Madhya Pradesh. This is being brought into effect by engaging with schools (especially primary), teachers, education functionaries and also the community – to eventually reach the students and impact their learning positively.

At present there are 27 full-time members and 55 facilitators.

The main dimensions of the intervention are outlined as:

1 Support to teachers and schools

1.1 Short Courses, Sessions and Workshops offered in the last year

1.1.1 Child Development, Learning and Special Needs- a certificate course

Sixth batch of this blended mode 7 month course was offered to widen the scope of understanding children and their development beyond the boundaries of disciplinary psychology; with a special focus on children with disability. Nine teachers applied out of which six teachers completed the course.

1.1.2 Sunday Science Forum

As an extension of summer science workshops, interested teachers came together to devote a Sunday in two months for their professional development. In September 2023, 8-10 teachers attended a workshop on Sound and in January 2024, a session on understanding the science behind the Sankranti festival in which about 30 teachers participated from different blocks of the district.

1.1.3 Primary Mathematics Teaching - an introductory course

An introductory program on primary grade mathematics teaching was organized, 29 teachers participated in the first workshop, owing to exam duty during the second workshop the attendance dropped to 17. The content included aims of mathematics teaching, pattern, number sense, multiple strategies, fractions, use of ICT in mathematics teaching. The course concluded with a measurement fair.

1.1.4 Session on Aman ki batein

In January a day-long session on “How to teach children to resolve conflicts through dialogue” was organized. . The objective was to enable teachers to improve the interaction among children in the classroom to resolve conflicts through dialogue.

1.1.5 Shikshak Samvad

Around 130 teachers attended 13 sessions (6 face-to-face and 7 online) that were held on topics ranging from concepts of multiple childhoods, library and reading, challenges in teacher professional development, language teaching.

1.2 Participation in organizational capacity building initiatives:

1.2.1 Summer Science Workshop

A residential workshop held between 19 to 24 June was organized for middle school science teachers to gain understanding of complex science concepts such as Latitudes and Longitudes Periodic Table, Genetics, Motion and Force. 11 teachers applied out of which five participated. A follow-up with these teachers needs to be reinforced to support them in implementing hands-on activities to teach science.

1.2.2 Library se Dosti *The pilot batch of a three-month certificate course on reading and library aimed at supporting participants to build an enhanced understanding of children's literature and different possibilities that a library space can offer in a deeper sense. Seventeachers applied for the course out of which 4 participated. Many of them have undertaken projects by adopting certain school libraries to revitalize them. For the next batch that was to start in April, 18 teachers had applied but due election duty can't participate*

1.3 Kesla Initiative

The initiative is backed by the office of Zila Panchayat - Chief Executive Officer and the District Project Coordinator (Sarva Shiksha Abhiyan), Block Resource Coordinator and the Child Development Project Officer, Kesla.

1.3.1 Developing Mentor Teachers for Teacher Professional Development

In an attempt to foster a community of practitioners in a pilot project, 10 primary schools in Kesla have been selected with teachers who can play the role of mentors to 10-15 schools in the vicinity of these model schools. The following sessions have been held thus far:

- *July- Introduction to the programme and a baseline*
- *September- Mathematics teaching*
- *December- Language teaching*

1.3.2 Early Childhood Education Initiative

To strengthen a multi-faceted growth in young children of 3 to 6 years age group in 11 anganwadis in Kesla Block are being supported to build eight learning corners. Another

objective of this initiative is strengthening the Mata Samitis of the aforementioned 11 villages. Thus far:

- a session on understanding the importance of verbal expression*
- an orientation on two corners- cut and paste and music corners have been organized*
- material dissemination to all 11 anganwadis was done with the support of the CDPO office.*

1.4 Pre-service Teacher Education

Under the guidance of the Principal of District Education Training Institute, Pachmarhi, capacity building workshops were held for the first and second year student-teachers on language-mathematics related and thematic subjects like Emotions and Learning, Gender in Classroom, School related data-handling, Children with Special Needs, Nature based learning, Reading and Library etc. Two of these sessions were led by two primary school teachers associated with HITEC for the past few years.

1.5 Rah Banate Shikshak

In the fourth edition of Rah Banate Shikshak 116 primary and middle school teachers presented their experiences and reflections from their classroom practices with the education officials and their peers at block level sammelans, Out of 21 presentations selected 19 presented at the district level event.

1.6 Video Documentation of Teachers

With the assistance of the Audio-Visual team it became possible to document teaching journeys of three teachers, one of which is ready and there are a few more that are being planned in the coming year.

2 Engagement and Collaboration with Education Department Officials

Regular meetings with Education Functionaries at both block level and district level are ensured for reporting and their guidance for various undertakings. These include-Block Resource Coordinators (BRCs), Block Academic Coordinators (BACs), Cluster Academic Coordinators (CACs), Child Development Project Officers (CDPOs), and Chief Executive Officers (CEOs) of Gram Panchayats, District Project Coordinator(SSA), APC(tribal), the District Education Officer (DEO) District Institute of Educational Training, etc.. Their support is sought in identifying and nominating teachers for various capacity building workshops. Block level

Rah Banante Shikshak. Team participation was sought at various blocks to provide inputs in Foundational Literacy and Numeracy Trainings.

3 School Engagement Activities

In all development blocks of Narmadapuram district, specifically in the identified 123 primary schools, various educational collaborative efforts are being undertaken by Eklavya Foundation in conjunction with teachers for the benefit of children. We are able to reach around 6100 students, 281 teachers and 36 JSKs through direct school engagement. Other than academic inputs relating to mathematics and language, teachers are being provided constant support in strengthening their libraries by establishing a library corner and planning and conducting library sessions with children.

4 Educational support to students in and outside of school

4.1 Through Mohalla Learning and Activity Centers for primary schools students

Through our out of school 77 MLAC centers in 6 blocks we are being able to reach out to 1500 primary grade students. These are run in collaboration with the school teachers where the best practices in these centers are being adopted in the schools and vice versa.

4.2 Through Technology Mediated Integrated Learning for middle school students

This is a web based educational platform through smart phones. It provides interactive content of language, mathematics and English for children of class 5, 6, 7 and 8. In select villages where a large number of children do not have smartphones, Raspberry Pi computer setups have been installed by Eklavya. The reach through this initiative is 330 students in 23 centers.

5 Engagement with the community on educational issues

In the absence of a formal permission from the state government by building strong inroads at the local level through resolutions passed in 50 Gram Sabhas of 44 Gram Panchayats, we have been able to carry forward the educational support initiatives jointly with the school system and PRIs.

6 Capacity building and other extension activities

The team documents its reflections from the work and has often published and presented them in the form of articles to reach other practitioners. Teaching Learning Material and to understand our work in schools, also we resumed the team reading sessions. Presentation at CESI and Shiksha ke Sarokar. Many write ups, illustrations and pictures from the field also made it to various publications.

Way ahead

- 1. Offering workshops and courses on themes such as, Emotions and Learning, Education for Dialogue, Justice and Maitri, An advanced course on primary grade math teaching.**
- 2. Review of the existing professional development models in the project and focus on making modifications to ensure an active learning of the participants, adequate time to learn and engage with the content, build robust feedback and reflection mechanism, collaborations with experts and education departments etc.**
- 3. Creating block-level learning and practice communities of teachers**
- 4. Encouraging teachers to engage in writing and research and build systematic support for the same.**
- 5. Review of the out-of-school learning models such as TEYSU-TeMIL and MLACs. Thorough documentation of both the models.**
- 6. Strengthening of the SMCs (in the existing set of schools)**

Schools Strengthening Initiative / SSI

Project Overview

The School Strengthening Initiative (SSI) project was started in 2014 in Betul district. The project has been supported by Vibha Foundation since its early phases. It aims to address the access-related issues and ensure meaningful education for Adivasis students in the Shahpur block of Betul district. In 2014, SSI started an engagement in 15 schools and 15 Shiksha Protsahan Kendra, (SPKs- a teaching-learning center based in community and run by facilitators from the same community). The project has employed a holistic approach towards education through 11 SPKs. The work with SPKs concluded in March 2023 and was transitioned to school-based Gatavidhi Kendras (GKs) to address the cultural and linguistic exclusion of children from Adivasi communities by developing multilingual material with support from the community.

At present, the SSI team has set up 193 community-based Mohalla Gatavidhi Kendras (MGKs) to facilitate peer-learning through resource students. In addition, it has successfully expanded its intervention through teacher training and onsite academic assistance to 180 primary schools of Shahpur Block- covering the entire block to achieve the below-mentioned objectives;

- *Strengthening the teaching-learning process and quality of education through Activity Based Learning (ABL) in govt. primary schools.*
- *Facilitate/encourage community support/participation in the formal education of children from their communities.*
- *Enhance learning experiences through activity-based teaching in MGKs/ GKs.*
- *Establishing culturally/linguistically inclusive learning space/s in the school.*

Currently there are 11 members, including two core team members, one on fellowship and 8 AFSPs.

The essential components of the project can be summarized as;

Gatividhi Kendras (GK)

GKs focused on integrating formal learning, socio-cultural, and indigenous funds of knowledge of the communities to make learning space inclusive and sensitive to the contexts and learning requirements of the students from Adivasi and other rural communities in Shahpur. Currently, the SSI project has a total of 40 GKs. In GKs, Resource Students (RS) are trained on ABL to promote peer learning in the GK. The significant aspect of GKs is that it has community members as resource persons to share stories, culture, and skills of the community. These members assist in developing multilingual/bilingual learning resources to ensure the language and cultural inclusion of students in the formal learning space.

Facilitation of learning through Resource Students (RS)-

GKs are activity centers where RS support their peers in the process of acquiring learning competencies with the help of the Eklavya team. Resource students undergo training in activities focusing on Foundational Literacy and Numeracy (FLN) through learning camps conducted by Eklavya. The RS facilitate various learning activities for their peer learners during school hours. There are also Bal-Sabhas held, usually Saturday afternoons for half a day, library sessions, and making of wall-newspapers (Bal-Akhbar). Academic Field Support Persons (AFSPs) have a weekly visit to the GKs, wherein they spend time with the RS and extend support in planning the week ahead and wherever else needed. They also assist teachers in developing Teaching Learning Materials (TLMs).

Involvement of the community -

Another key aspect of Gk is the involvement of community members as resource persons. AFSPs along with the teachers consult resource persons from the communities to share their history, culture, language and skills. GKs serve as a platform for inviting community

knowledge in the classroom space. Also a resource center to contribute to the development of multilingual and bilingual material to address the language and cultural inclusion of the students in formal learning spaces.

Involvement of teachers -

Teachers play a significant role in the Gatividi Kendra activities. They conduct meetings with children and parents on GK activities and address difficulties faced by resource students.. They also prepare TLMs and conduct activities related to Foundational literacy and Numeracy (FLN). They participate in library training and ensure its effective utilization in the classes by encouraging children to read storybooks and the creation of storybooks by students. The responsibility for the functioning of GKs is entrusted to resource students, parents/community, and teachers.

Mohalla Gatividhi Kendra (MGKs) -

MGKs were started during COVID-19. By following advisory safety measures from local administration during the lockdown, the idea of MGKs emerged. Children from the same or nearby mohalla(s) sit in one place to learn with each other through activities. Resource students take responsibility for conducting activities in MGKs for 2 hours before the school timings. Community/parents, resource students, and AFSPs play an important role in the functioning of MGKs. During 2023-2024, we had 193 MGKs operating across 74 villages with 817 resource students actively involved. These resource students had facilitated peer-learning for a total of 3507 students in the MGK.

<i>Status of MGK Based on Current Data</i>			
<i>No. of Villages</i>	<i>No. of MGKs</i>	<i>No. of resource students in MGKs</i>	<i>No. of students studying in MGKs</i>
<i>74</i>	<i>193</i>	<i>817</i>	<i>3507</i>

3. प्रकाशन कार्यक्रम

प्रकाशन कार्यक्रम के कामों का दायरा धीरे-धीरे बढ़ रहा है। संस्था का विज़न है:

Meaningful education for all to build an egalitarian and just society on the path of sustainable development.

इसके अन्तर्गत प्रकाशन के कामों के तहत कोशिश है गुणवत्तापूर्ण सामग्री का निर्माण करना, जिससे तर्क और कल्पनाशीलता, रचनात्मकता और सवालों का विकास हो सके। पिछले तीन वर्षों में बाल साहित्य और शिक्षा साहित्य के लिए टीम बनाने पर फोकस किया गया। डिसेमिनेशन टीम के ज़रिये किताबों की पहुंच अधिक संस्थाओं और पाठकों तक बनाने के लिए कोशिश की गई। किताबों के प्रचार-प्रसार के लिए सदस्यों की टीम बनाई गई। अन्य भारतीय भाषाओं के साथ-साथ विदेशी भाषा के साहित्य को हिन्दी और अंग्रेज़ी में लाने का काम भी नियमित हो पाया। चकमक, संदर्भ और स्रोत पत्रिकाओं का नियमित प्रकाशन हुआ और इनके कंटेंट और डिज़ाइन में भी कुछ-कुछ बदलाव हुए।

इस साल की प्रमुख उपलब्धियां इस प्रकार रही:

- बाल साहित्य की 34 किताबें और शिक्षा साहित्य की 5 किताबें प्रकाशित
- अन्य भारतीय भाषाओं में 10 से अधिक किताबों का अनुवाद और प्रकाशन
- Gem वेब पोर्टल पर एकलव्य की सामग्री
- किताबों, टीएलएम और साइंस किट की सालाना बिक्री 7.8 करोड़ रही
- देशभर के और अन्तर्राष्ट्रीय पुस्तक मेलों में शिरकत
- एकलव्य की तीन किताबों को बेस्ट बुक प्रोडक्शन के लिए FIP award
- पत्रिकाओं का नियमित प्रकाशन
- प्रोग्राम में नए सदस्यों को शामिल करना
- सरकारी तंत्र के साथ संवाद और किताबों की खरीदी की प्रक्रिया में शामिल होना
- कर्मचारी वेलफेयर के अन्तर्गत वालंटियर के लिए फंड- निजी खर्चों में सहायता के लिए
- डिसेमिनेशन और प्रोडक्शन टीम को प्रोत्साहित करने के लिए इनसेंटिव का प्रावधान
- नया गोडाउन स्पेस

1. डिसेमिनेशन: डिसेमिनेशन टीम का प्रमुख काम किताबों को अधिक से अधिक पाठकों तक पहुंचाने का है। इसके लिए संस्थाओं के साथ संपर्क, संवाद और किताबों के बारे में चर्चा करना। किताबों के चयन और खरीदी में मदद करना। सरकारी किताबों की खरीद की प्रक्रिया में शामिल होना। स्थानीय, राष्ट्रीय और अन्तर्राष्ट्रीय पुस्तक मेलों में भागीदारी करना शामिल है।

टीम में मार्केटिंग की जिम्मेदारी 5 सदस्यों की है। 1 साथी की जिम्मेदारी पत्रिकाओं के सकुलेशन की है। तीन साथी ऑर्डर की प्रोसेसिंग और डिस्पेच की जिम्मेदारी सम्हालते हैं और इनकी मदद के लिए 6-8 वालंटियर होते हैं। 2 साथी ऑर्डर से जड़े बिलिंग आदि का काम देखते हैं।

2023-2024 के दौरान डिसेमिनेशन टीम ने पूरी योजना के साथ किताबों की पहुंच के लिए कुछ हिस्सों पर काम किया। झारखंड, राजस्थान राज्यों की सरकारी खरीद की प्रक्रिया में शामिल हुए। इनमें से झारखंड में 50 और 60 लाख के ऑर्डर मिले। किताबों के चयन से लेकर, किताबों की प्रिंटिंग और ऑर्डर को समय पर भेजना, यह सब पूरी टीम जिसमें प्रोडक्शन और डिसेमिनेशन दोनों शामिल हैं, के कारण हो पाया। 2023-2024 में 5 करोड़ की बिक्री का लक्ष्य था पर टीमवर्क के कारण यह 7 करोड़ हो पाया।

पाठकों के साथ संवाद के नज़रिये से देशभर के कई पुस्तक मेलों में एकलव्य की भागीदारी रही। नई दिल्ली वर्ल्ड बुक फेयर में भी एकलव्य की उपस्थिति रही। ऑन लाइन बिक्री के प्रयासों के तहत GEM वेब पोर्टल पर एकलव्य की सामग्री उपलब्ध है। संस्थाओं और स्कूलों में किताबों के इस्तेमाल को लेकर प्रशिक्षण का काम भी हो पाया। किताबों के प्रमोशन को लेकर अलग-अलग तरह के इवेंट भी किए गए। इनमें book launch, फेसबुक पर पेड प्रमोशन शामिल हैं। सरकारी तंत्र के साथ संपर्क और संवाद का काम भी मार्केटिंग टीम के सदस्यों ने इस बार किया। अलग-अलग राज्यों में सदस्यों ने विजिट की। संस्था के कामों को साझा किया। किताबों को रखने के लिए ज़्यादा जगह की आवश्यकता महसूस हुई। इसलिए एक नया गोडाउन स्पेस भी किराए पर लिया गया।

2. शैक्षिक संदर्भ: संदर्भ पत्रिका में 5 सदस्य हैं। इनमें दो सम्पादक (अंशकालीन), एक एसोसिएट सम्पादक और एक इंटर्न हैं। संदर्भ पत्रिका के 6 अंकों का प्रकाशन हो पाया। इस साल संदर्भ ने लेखों की कुछ सीरीज़ भी चलाई जैसे आकाशीय पिण्डों की गति की व्याख्या, हरिशंकर परसाई द्वारा लिखित वैज्ञानिक कहानियाँ और सृजन समूह पहल के अन्तर्गत लिखे गए लेख। इसके अलावा होविशिका के 50 साल होने पर हुए व्याख्यान को भी संदर्भ में लेख का रूप दिया गया।

संदर्भ से कुछ लेखों के संकलन पर काम शुरू हुआ। इनमें से एक है, कहानी और भाषा पर कमलेश जोशी के लेखों का संकलन। इस पर शिक्षा साहित्य टीम काम कर रही है। पत्रिका में नए लेखकों को जोड़ा गया है। इसके साथ ही संदर्भ के लिए नियमित रूप से लिखने वाले लेखकों के साथ टीम का संवाद जारी रहा। संदर्भ पत्रिका के लिए त्रिवेणी फाउंडेशन का वित्तीय सहयोग (आंशिक) है।

3. स्रोत: स्रोत वीकली फीचर सर्विस के लेखों को अखबार द्वारा प्रकाशित किया जाता है। पहले स्रोत के लेखों का पिकअप रेट 8 प्रतिशत के करीब था पर कोविड के बाद से और ऑनलाइन/ ई-अखबार के बढ़ते चलन के कारण पिकअप रेट कम हुआ है। पहले जहां अखबार प्रकाशित लेख की कॉपी भेजते थे वो अब नहीं मिलती, जिसके कारण भी इसकी पहुंच को लेकर जानकारी नहीं मिल पाती।

4. चकमक: चकमक 9+ उम्र के बच्चों के लिए बाल विज्ञान पत्रिका है। इस पत्रिका में इस साल डिज़ाइन में कुछ बदलाव किए गए। रीडर फ्रेंडली पत्रिका बनाने की कोशिश के तहत यह बदलाव किया गया। चकमक में एक बदलाव यह भी हुआ है कि अब बच्चों के लिए अलग-अलग तरह की पहेलियां, गतिविधियों को अधिक संख्या में शामिल किया गया है। कहानियों, कविताओं के साथ ही अलग-अलग तरह की साहित्य की विधाओं को भी चकमक में जगह दी जाती है।

नवम्बर का अंक मेरा पन्ना विशेषांक रहा। इसमें बच्चों की रचनाओं और चित्रों को शामिल किया गया। बच्चों द्वारा किताबों की समीक्षा करना, यह भी नया हिस्सा शुरू किया गया है। चकमक में 375 से ज़्यादा बच्चों की रचनाएँ प्रकाशित हुई हैं। वर्तमान में चकमक की 25-30 प्रतिशत हिस्सा बच्चों की रचनाओं का होता है। काफी सारे नए लेखकों को चकमक से जोड़ा गया है। इनमें शामिल हैं, आस्था चौधरी, वसुन्धरा बहुगुणा, वेलेन्टीना त्रिवेदी, विमल चित्रा, प्रभाकर डबराल, इशितयाक, अम्बिका अय्यादुरई, ममता पंड्या, कमल।

5. अन्य भारतीय भाषाओं में बाल साहित्य का प्रकाशन: एकलव्य ने पिछले दोएक साल से अन्य भारतीय भाषाओं में सामग्री विकसित और प्रकाशित करने की दिशा में सायास प्रयास शुरू किए हैं। इसके पहले भी एकलव्य अन्य भारतीय भाषाओं में सामग्री का प्रकाशन किया था लेकिन पिछले दो साल जिस भाषा में सामग्री प्रकाशित करने है, वहां किसी स्थानीय संस्था के साथ मिलकर काम करने की प्रक्रिया शुरू की है। इस दिशा में अयंग ट्रस्ट, भाबुक, इकतारा ट्रस्ट, आर्च के साथ खासतौर पर काम हुआ है। अन्य

भारतीय भाषा में सामग्री के तहत शिड्यूल और नॉन शिड्यूल दोनों ही भाषाओं में सामग्री विकसित करने के प्रयास किए जा रहे हैं।

हिन्दी और अंग्रेज़ी के अलावा गुजराती, बांग्ला, असमिया, मिसिंग, गोंडी व कोरकू भाषाओं में बाल साहित्य का प्रकाशन इस वित्तीय वर्ष में हो पाया। असमी और मिसिंग किताबों के लिए अयांग ट्रस्ट के साथ मिलकर अनुवाद और ओरिजनल किताबें विकसित की गईं। असमी भाषा में इस साल 4 अनुवादित किताबें प्रकाशित की गईं। इनमें से एक किताब द्विभाषी असमी और मिसिंग भाषा में थी। इस काम के लिए एचटीपीएफ से फंडिंग सपोर्ट मिला। इस काम में सम्पादकीय और प्रोडक्शन टीम समेत 3 सदस्य शामिल हैं। इसी तरह से मिसिंग और असमी भाषा में दो दो नई किताबें विकसित और प्रकाशित हुईं। इसी तरह भाबुक के साथ मिलकर बांग्ला किताबों पर 16 किताबों पर अनुवाद का काम हो पाया। इसके अलावा एक ओरिजनल किताब भी बांग्ला भाषा में विकसित व प्रकाशित हो पाई। इसके साथ ही आर्च, गुजरात के साथ गुजराती किताबों के प्रकाशन का काम हो पाया। गुजराती भाषा में 7 किताबें इस साल प्रकाशित हुई हैं। नॉन शिड्यूल भाषा गोंडी में भी 6 किताबों का प्रकाशन हो पाया। अनुवाद के काम में संस्था के ही साथियों का सहयोग लिया गया।

अन्य भारतीय भाषाओं में अनुवादित व ओरिजनल किताबें

भाषा	अनुवादित किताब	ओरिजनल किताब	कुल किताबें
असमीया	4	2	6
मिसिंग	1	2	3
बांग्ला	16	1	17
गुजराती	7	-	7
गोंडी	6	-	6
कुल किताबें	34	5	39

6. शिक्षा साहित्य: शिक्षा साहित्य के लिए एक टीम तैयार करने का काम इस साल हो पाया है। सम्पादकीय टीम में फिलहाल एक वरिष्ठ सम्पादक, दो एसोसिएट सम्पादक, एक सहायक सम्पादक और एक सम्पादकीय सहयोगी शामिल हैं। इसके अलावा समय-समय पर विषय विशेषज्ञों की मदद भी किताबों की समीक्षा में ली जाती है। इस साल 5 किताबें प्रकाशित की गईं। इनमें *खेल-खेल में गणित*, *अचरज बंगला*, *अगस्त 2026-आएंगी हल्की फुहारें*, *नेचर सोसाइटी सीरीज* (गोवा और झारखंड) के एटलस शामिल हैं। इस दौरान कुछ किताबों में सम्पादकीय इनपुट के साथ बदलाव करके इनके संशोधित संस्करण भी प्रकाशित किए गए। इनमें शामिल हैं, *The Mughal Period*, *Bal Vaigyanik (Class 6)*, *Bal Vaigyanik (Class 7)*।

7 बाल साहित्य: इस साल 34 किताबें प्रकाशित की गईं। इनमें बोर्ड बुक्स, बिग बुक्स, चित्रकथाएं, अनुभवों का संकलन, पर्यावरण की थीम पर आधारित चित्रकथाएं शामिल हैं। हिन्दी, अँग्रेज़ी और मराठी में किताबें प्रकाशित की गईं। 11 किताबें ऑरिजनल रचनाएं थीं और 26 अनुवादित किताबें थीं। इसके साथ ही फ्रेंच से 2 बोर्ड बुक भी हिन्दी और अँग्रेज़ी में प्रकाशित की गईं। फ्रेंच इंस्टीट्यूट के साथ लेखकों और चित्रकारों के लिए रेसीडेंसी प्रोग्राम विला स्वागतम की भी योजना इस साल बनी। इस साल टीम एडीटोरियल असिस्टेंट के रूप में नई साथी स्वप्निल को शामिल कर पाए।

जिन किताबों को अवार्ड मिले वो इस प्रकार हैं:

2023	FEDERATION OF INDIAN PUBLISHERS (AWARDS FOR EXCELLENCE IN BOOK PRODUCTION)	Khel Mein Ganit	Text books (Nursey to Class V) Hindi	Second Prize
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2023	FEDERATION OF INDIAN PUBLISHERS (AWARDS FOR EXCELLENCE IN BOOK PRODUCTION)	SEA	Children's Books (General Interest)	Second Prize
2023	FEDERATION OF INDIAN PUBLISHERS ((AWARDS FOR EXCELLENCE IN BOOK PRODUCTION)	Aai Au Main	Childens Books (General Interest) 0-10 years, Hindi	Second Prize
2023	FEDERATION OF INDIAN PUBLISHERS ((AWARDS FOR EXCELLENCE IN BOOK PRODUCTION)	Beta Kare Sawal	Scientific /Technical Medical Books , Hindi	First Prize

Eklavya Foundation
Top Donors for the last 3 years

S. No.	Name of the Donors	2023-24	2022-23	2021-22
	Domestic			
1	Azim Premji Foundation	2,18,00,000.00	2,12,00,000.00	1,80,00,000.00
2	Transforming Rural India Foundation		37,62,221.00	59,81,831.00
3	Tata Education & Development Trust		53,67,000.00	52,36,468.00
4	Surbhi Foundation	2,20,000.00	30,000.00	2,70,000.00
5	K. K. Charitable Foundation			10,28,124.00
6	Samerth Charitable Trust	40,000.00	1,48,500.00	2,25,000.00
7	Triveni Educational Trust			11,00,000.00
8	Kodak India Private Limited			11,00,000.00
9	NCDEX E Markets Limited			8,28,392.00
10	Azim Premji University		98,818.50	
11	Institute of French Embassy		2,11,000.00	
12	Samatvam Trust		7,00,000.00	
13	H T Parekh Foundation	3,50,45,000.00	3,37,67,100.00	49,75,000.00
14	MAPCOST, MP	2,20,000.00		
	FCRA			
15	Vibha Foundation	36,43,316.00	39,64,636.50	42,19,565.00
16	Goldmen Sachs		36,28,242.00	
17	Spencer Foundation		37,71,340.00	
18	Aga Khan Foundation, UK	47,53,549.00	82,33,025.00	21,24,489.00
19	NORLA		-	2,39,880.00
	Government Grants (Provide details of the Department/Ministry/Scheme under which funding was received)			
20	Tribal Development Department (Government of Maharashtra)	2,82,31,467.00		

Note:

This does not include support to publications programme from revenue generated from sales of publications.