

Eklavya Foundation



Annual Report 2024-2025

1.2 About Eklavya

Eklavya Foundation is a pioneering non-government organisation in India's education sector, established in 1982 by a collective of educationists and activists who aspired to create a transformative educational ecosystem centred around children and innovative learning. The foundation drew its name and spirit from the legendary character Eklavya in the Mahabharata, symbolizing relentless perseverance and self-guided learning even in the face of barriers.

1.2.1 Foundational Years and Early Influences

Eklavya originated in Madhya Pradesh, taking up the academic stewardship of the renowned Hoshangabad Science Teaching Programme (HSTP) as its first major initiative. HSTP was an experiment in school science education which emphasized experiential learning and critical inquiry, moving away from rote and didactic teaching. Eklavya's role quickly evolved, leading to the development of the Social Science Teaching Programme and PRASHIKA – the primary education programme that focused on fostering curiosity and meaningful engagement among young learners across government schools in the state.

The foundation's formative years were characterized by bold decisions – from raising financial support strictly within India to forging partnerships with government agencies such as the Department of Science & Technology, Ministry of Human Resource Development, and the Government of Madhya Pradesh for core funding and academic guidance.

1.2.2 Vision, Mission, and Philosophy

Eklavya's vision is oriented towards cultivating an egalitarian society through accessible, meaningful, and sustainable education. The foundation recognizes that mainstream education often fails to link learning with real-life needs, and therefore, it strives to nurture environments in schools where both children and teachers can collaborate, innovate, and grow together. Its mission is deeply anchored in democratic values, the promotion of scientific temper, and the creation of curriculum and materials that are locally relevant and academically rigorous.

Eklavya's philosophy highlights the interplay between equity, quality, and reach in education. The organisation's longstanding practice is to critically evaluate conventional methods and work towards developing inquiry-driven, participatory teaching strategies that empower children as independent learners.

1.2.3 Programmatic Work and Impact

Eklavya's work spans curricular research, material development, teacher training, direct school interventions, publications, and regional resource centres.

- In curricular development, Eklavya collaborates with experts and local teachers to design and test alternative curricula and resource materials that fit ordinary school settings, aiming for systemic change rather than isolated pockets of innovation.
- Its regional resource centres serve as hotspots for ideas, learning, and community engagement, hosting libraries, workshops, and participatory forums that stimulate ongoing dialogue and feedback among educators, students, and community members.
- The foundation also publishes widely read magazines like Chakmak (children), Sandarbh (teachers and senior students), and Srote (general readers), which serve as vehicles for innovative ideas and encourage broader participation in educational discourse.

1.2.4 Approach to Partnership and Change

Eklavya adopts an inclusive and collaborative approach, building joint ventures and networks with government and civil society to bridge micro-level experimentation and macro-level policy advocacy. The foundation sees itself as both a facilitator and a “critical friend” to governmental agencies and educational movements, supporting systemic reforms that remain true to its child-centric philosophy.

1.2.5 Commitment to Children

The child remains at the heart of all efforts at Eklavya. Whether designing teaching materials, conducting workshops, or engaging in research, the overriding goal is to help every child realize their full potential, curiosity, and capability for questioning. Eklavya’s projects emphasize creating learning spaces where each student is encouraged to express, explore, and evolve, thus sustaining a broader agenda for social and educational transformation.



1. Chakmak: The Spark

This section is dedicated to highlighting the vibrancy and diversity of Eklavya Foundation's work across its different programs and projects over the past year 2024-25. Here, we provide a comprehensive look into initiatives that have energized our educational communities, including both new ventures and ongoing flagship projects. The following pages will detail the objectives, outreach, and key milestones of each major program, reflecting our commitment to innovative, meaningful learning and our belief in children's capacity to imagine, inquire, and create throughout their educational journey.

1.1 Programs Overview

Eklavya Foundation's organisational and programmatic structure reflects its commitment to holistic, innovative, and inclusive education for all children. The Foundation is organised into distinct programmatic streams, each dedicated to specific thematic and geographical priorities, and each driving a portfolio of well-defined projects designed to bring meaningful educational change.

Community Engagement and Education (CEE):

- **Enabling Learning in Schools and Beyond (ELiSB):** This project, supported by the HT Parekh Foundation, enhances education systems in Madhya Pradesh's Betul and Mandla districts through direct school and community engagement.
- **Learning Enhancement in School and Society:** Focused on underserved rural and predominantly Adivasi communities, this program makes learning contextual, accessible, meaningful, and collaborative, supporting school students and their educational ecosystems.
- **Library and Reading Initiative (LARI):** Aims to cultivate community reading habits by setting up Chakmak clubs and nodal centers as focal points for engagement and literacy development.

Teacher Education, Outreach and Advocacy (TEOA):

- **Holistic Initiative Towards Educational Change (HITEC):** Drives long-term quality improvements in government schools through engagement with teachers, education officials, and local communities. The initiative strengthens teacher education, provides out-of-school child support, and encourages community dialogue around education.
- **Kesla Middle School Science Initiative (KMSI):** Developed for Adivasi communities in Kesla block, this multipronged project boosts science education by establishing science corners in schools, offering hands-on kits and teacher workshops, and aligning efforts with local government support.
- **Schools2030 Learning Partnership (LP):** Eklavya acts as a learning partner in a ten-year programme supporting micro-innovations in 1,000 government schools across ten countries. In India, the focus is on

documenting, reflecting, and sharing learnings from schools in northern Bihar to improve outcomes for marginalized learners.

- **Schools2030 Assessment Partner (AP):** This initiative develops and pilots contextually relevant holistic learning assessment tools for schools, aiming to influence wider educational assessment systems in India.

Publications:

- The publications program produces widely known resources, including magazines like Chakmak, Sandarbh, and Strote, which spark curiosity and creativity among children and teachers and serve as instruments for educational engagement across program areas.

Other Special Projects and Outreach:

- **Malwa Mahila Kabir Yatra (MMKY):** Originated as a celebration of Eklavya's 40th anniversary, this annual, women-led musical journey combines cultural engagement with educational dialogue.
- **Mobile Van and Solar at Bhopal Campus:** This mobile library project brings books and learning resources to communities, leveraging sustainable energy.

This structured yet flexible approach allows Eklavya to maximize its impact, tailor solutions to local needs, and continue pioneering innovations rooted in children's learning, teacher development, community engagement, and contextual resource creation.

1.2 Community Engagement and Education (CEE)

The Community Engagement and Education (CEE) programme at Eklavya is built upon the philosophy that *it takes a village to raise a child*. Eklavya recognises that communities play a fundamental role in shaping children's lives and learning journeys, and thus, any true transformation in education must extend beyond the boundaries of classrooms and schools. CEE seeks to bridge the gaps between school-based learning and the broader aspirations and cultural knowledge present within villages and communities. The programme actively collaborates with community-based organisations, local governance structures like village organisations and panchayats, working closely with parents, youth volunteers, and teachers. Through these partnerships, CEE aims to develop a sense of collective accountability, ensuring that educational goals reflect the hopes and needs of children and families.

CEE's efforts focus on fostering a shared responsibility for education by creating robust synergies between school management committees, self-help groups, youth volunteers, and community leaders. The approach recognizes the urgent need to move away from viewing children as passive recipients of knowledge, promoting instead a holistic understanding of childhood as a stage deserving creativity, play, and active participation. The programme utilises multiple strategies; ranging from setting up learning centres in villages to capacity-building for education change agents and regular dialogue between school and community stakeholders. By integrating academic support with local governance and community action, CEE is committed to building a vibrant village society where every child's learning and aspirations are nurtured through collective effort and sustained engagement.

In the past year, Eklavya advanced its vision for community-centric education by implementing three major projects under the (CEE) programme: Enabling Learning in Schools and Beyond (ELiSB), Learning Enhancement in School and Society, and the Library and Reading Initiative (LARI). Through these projects, concerted efforts were made to integrate community participation, improve access to meaningful learning opportunities, and cultivate an enduring culture of reading and curiosity among children in rural and marginalized communities. Each project reflects a nuanced strategy to foster collaborative, inclusive, and sustainable educational transformation, strengthening the role of communities as key partners in every child's learning journey.



1.2.1 Enabling Learning in Schools and Beyond (ELiSB)

Objective	Enhance foundational and digital learning in underserved communities through school and community-based interventions.
Inputs	Established learning centres, conducted technology-based initiatives, organized creative clubs, and facilitated teacher training and community meetings.
Outcomes	Improved literacy, digital skills, youth leadership, community engagement, and a stronger culture of reading and creativity among children.

The ELiSB (Enabling Learning in Schools and Beyond) project made important strides over the last year in strengthening education systems across Betul and Mandla districts of Madhya Pradesh. Supported by the HT Parekh Foundation and led by Eklavya, ELiSB reached more than 4,000 primary and middle school students, along with hundreds of teachers, youth, and community members—focusing on underserved, predominantly Adivasi communities. The project’s multi-layered interventions included establishing Mohalla Learning Activity Centres (MLACs) for foundational literacy and numeracy, implementing Technology-Mediated Interactive Learning (TeMIL) for digital and science learning, nurturing creativity and leadership through Chakmak Clubs, and rejuvenating school libraries to foster a deep-rooted culture of reading.

Throughout the year, MLACs functioned as vibrant learning spaces in village clusters, where facilitators used hands-on activities, reading and creative writing exercises, and interactive teaching-learning materials. These efforts led to an increase in student engagement, improved foundational skills, and enhanced self-confidence and participation, especially among girls—many of whom stepped up as youth volunteers and facilitators.

Parent and community meetings further cemented support for ELiSB’s work, with regular gatherings to discuss children’s progress, school attendance, and broader issues such as health and gender equity. These platforms also fostered collaboration between school educators and village leaders, keeping children’s learning at the centre of community life.

TeMIL brought digital literacy and 21st-century skills to rural students through Raspberry Pi-powered centres and interactive science modules, improving English proficiency and confidence in using technology. Chakmak Clubs provided adolescents creative and critical engagement through activities like producing children’s newspapers, conducting science experiments, and presenting theatre and music performances on social themes.

Events such as Science Day and World Environment Day were celebrated enthusiastically, using hands-on science activities, environmental awareness rallies, and tree planting drives to inspire curiosity and active citizenship. Teacher Resource Centres empowered educators with new resources and training, while revitalized libraries became hubs for joyful reading and creative expression, giving children opportunities to write, share, and publish their work.

Despite challenges—like teacher availability during exams and elections, fluctuating student attendance due to festivals and agricultural work, and resource constraints—the ELiSB team adapted with resilience, innovating solutions and maintaining quality engagement. Notable success stories, such as that of Sonali, a girl who overcame significant socio-economic barriers through ELiSB’s socio-emotional support and child-centred pedagogy, highlight the transformative impact of Eklavya’s approach.

The sustained efforts under ELiSB have laid the foundation for impactful and lasting educational change in the communities served, ensuring that children, families, teachers, and youth are active partners in the journey of learning and growth.

1.2.2 Learning Enhancement in School and Society

Objective	Improve student learning outcomes in underserved rural and predominantly Adivasi communities by strengthening foundational literacy and numeracy, 21st-century skills, critical and creative thinking, and a culture of reading through community spaces and interactive programmes.
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Inputs	Established and ran Shiksha Protsahan Kendras (SPKs), Technology-Mediated Interactive Learning (TeMIL) centres, Chakmak Clubs, school library revitalisation, and Anganwadi/ECCE interventions, supported by intensive capacity building, regular field visits, and structured parent–community meetings.
Outcomes	Reached more than 7,400 children and 4,800 indirect beneficiaries, improved regularity and classroom participation, strengthened foundational and digital skills, deepened social awareness and leadership among adolescents, and activated school and community spaces as vibrant learning and reading hubs.

The Learning Enhancement in School and Society (LESS) project is a multi-state initiative supported by Oracle India that works across Madhya Pradesh and Maharashtra to “improve student learning outcomes through community spaces and interactive programs.” It is grounded in Eklavya’s vision and in NEP 2020, seeking to make learning contextual, accessible, meaningful, and collaborative for children from underserved rural and largely Adivasi communities. The project weaves together village-based and school-based interventions—SPKs, TeMIL hubs, Chakmak Clubs, revitalised school libraries, and Anganwadi support—to follow children from early years through middle school and ensure continuity of support.

LESS engages five key age and stage segments: pre-school children (3–6 years) in government Anganwadis, primary learners (classes 1–5) through SPKs and libraries, middle-school children (classes 5–8) through TeMIL, and adolescents (classes 6–10 and above) in Chakmak Clubs, alongside parents, teachers, youth volunteers, and Anganwadi workers. By June 2024 the project was active in 136 villages across Betul, Mandla, Narmadapuram (Kesla), Amravati (Dharni), Aurangabad and Hingoli, directly reaching 7,453 children and nearly 4,900 indirect beneficiaries including parents, teachers, local youth, and Anganwadi staff.

Over the last year, LESS has consolidated and expanded its five core components. SPKs in 95 locations provided two hours of regular academic engagement to 2,458 primary-grade children, with average centre attendance ranging from about 58 to 74 percent across blocks and a clear upward trend after focused home visits, parent meetings, and events like Bal Melas and Mathematics Day. Facilitators received ongoing academic support through residential workshops and fortnightly meetings, and baseline data showed substantial gaps in sentence writing and problem-solving that SPKs have begun to address through story-based language work, activity-based maths, and continuous tracking.

TeMIL ran 46 Raspberry-Pi-based school and community centres, enrolling around 1,140 middle-school students, of whom about 79–80 percent actively completed online modules in Hindi/Marathi, English, maths, and science each quarter. Children’s comfort with computers and English improved visibly, with teachers noting that students now log in independently, ask more questions, and show less fear of digital tools, even as connectivity and power issues in ashram schools required local problem-solving. Monthly parent meetings at TeMIL centres—over 1,200 parents in one quarter alone—helped families understand the value of technology-mediated learning and encouraged a more supportive home environment.

Chakmak Clubs in 20 villages engaged 498 adolescents through discussions on gender, superstition, exploitation, human rights, environment and science, creative writing for the Chakmak magazine, strategy games like chess, and village-level rallies on issues such as pollution and child rights. Resource children took on leadership roles in running club activities and libraries, and dedicated workshops in Shahpur and Bijadandi strengthened their ability to facilitate dialogue, manage materials, and encourage peers. Despite challenges such as irregular attendance and household responsibilities, especially for girls, the clubs have become important spaces for expression, critical thinking, and building confidence.

In the Anganwadi/ECCE component, the team worked with 51 centres in Shahpur, Kesla and Aurangabad, reaching more than 520 children aged 4–5 and over 800 younger siblings, alongside 51 Anganwadi workers and hundreds of mothers. Eight types of learning corners—art, music, sand and soil, cut-and-paste, fantasy/role-play, maths, fine and gross motor skills, and a small library—were established or strengthened, leading to more play-based activity, better fine-motor development, increased attendance, and richer parent–worker dialogue through Mata Samiti meetings. Focused trainings on NEP 2020-aligned ECCE, TLM use and child development helped shift attitudes from mere custodial care to more intentional school readiness work.

The library revitalisation strand covered 43 primary schools and 3 ashram schools, where libraries were reorganised, thousands of age-appropriate books supplied, and 215 resource children and dozens of teachers oriented to run open libraries and book-based activities. Between August and October alone, over 6,100 books were issued in Shahpur, with children increasingly reading at home, discussing books with peers, and writing poems and short pieces that are now being compiled into a children’s poetry collection. One-day resource-children workshops and Bal Melas in 43 schools—reaching roughly 2,700 children—further cemented libraries as lively spaces for reading, theatre, science experiments, and collaborative learning.

Across all components, the year’s work also focused on strengthening systems: digital attendance tracking (EAMS), shared planning formats, baseline and upcoming endline assessments, and intensive capacity-building for facilitators and Anganwadi workers. The reports capture numerous stories of children, youth facilitators, and teachers whose trajectories shifted—whether a girl gaining confidence in an Anganwadi, a village youth becoming a centre facilitator and later qualifying as a government teacher, or a government school teacher championing libraries and TeMIL in a remote tribal block—illustrating how LESS is gradually changing both learning outcomes and the wider ecosystem around children’s education.

1.2.3 Library and Reading Initiative (LARI)

Objective	Nurture a sustained reading culture among children and communities in Obaidullaganj block by running child-led village libraries (Chakmak Clubs) and nodal centres as vibrant, accessible spaces for books, reflection, and dialogue.
Inputs	Operated 76 Chakmak Clubs and 10 nodal centres in a hub-and-spoke model, supplied diverse children’s books, mentored resource children, conducted RC meetings and workshops, engaged with schools for library revitalisation, and invested in intensive team capacity building and documentation.

Objective	Nurture a sustained reading culture among children and communities in Obaidullaganj block by running child-led village libraries (Chakmak Clubs) and nodal centres as vibrant, accessible spaces for books, reflection, and dialogue.
Outcomes	Regular library activity in a majority of clubs, increased enrolment and reach in many villages, stronger child leadership in running clubs, deeper community ownership, and school libraries that are more actively used and better integrated into children’s reading lives.



The Library and Reading Initiative (LARI) is Eklavya’s focused effort under CEE to make reading a shared community practice rather than a school-bound activity. Centred in Obaidullaganj block, Bhopal district, LARI builds and sustains village-level Chakmak Clubs and nodal centres that function as libraries, reading rooms, and activity spaces for children of different age groups. Each Chakmak Club is anchored by middle-school “resource children” who, with mentoring from the Eklavya team, take responsibility for organising sessions, issuing books, and drawing in younger children—placing children’s agency at the heart of the model.

The design follows a hub-and-spoke structure in which 6–7 Chakmak Clubs are linked to a nodal centre that supports curation, stock, and capacity building. By March 2025, LARI was running 76 Chakmak Clubs and 10 nodal centres, with clubs categorised by functionality—those operating 12 or more days a month with enrolment and reach above 20 children, those with good functionality but lower reach, and those needing support on regularity or enrolment. School Library Revitalisation (SLR) in nearby government schools complements this community work, so that children encounter books and reading both in the village and in school.

During April 2024–March 2025, the LARI team focused on stabilising and deepening club functioning, while refining systems for tracking activity days, enrolment, and children’s reach. A five-day residential capacity-building workshop in March set the tone for the year, after which

ongoing training was embedded into regular team meetings to keep reflection and skill-building continuous. Across the year, clubs were monitored on functional days and participation: a significant number of CCs consistently met the benchmark of 12+ working days and 20+ enrolled and regularly reached children, while a smaller set were identified for closer mentoring to improve regularity or to strengthen outreach in smaller habitations.

Given summer holidays and exam periods, school-based visits for library revitalisation could not follow a rigid schedule, so the team stayed in contact with teachers via phone and social media, sharing photographs and stories of Chakmak Club activities to keep energy around reading alive even when schools were closed. Once schools reopened, 8–10 visits per SLR school were prioritised in the quarter, with handholding for teachers and resource children on book display, read-alouds, and simple systems for issuing books. In parallel, four LARI team members and two government teachers were enrolled in the “Library se Dosti” course to strengthen understanding of library processes and deepen relationships with the education department.

The way resource-children meetings were conducted evolved over the year. Initially planned at multi-village MDLCs or nodal centres, RC meetings were shifted into smaller village clusters and later into individual villages to reduce travel barriers, increase child participation in decision-making, and make the practice more sustainable. This change allowed more RCs—beyond just 2 representatives per club—to join planning discussions, review challenges, and think together about activities, thereby widening leadership and ownership. In the last quarter, instead of a central residential workshop for “lighthouse” clubs, the team organised RC workshops in nine nodal centres, strengthening 7–8 resource children per cluster and postponing only one nodal workshop to the next quarter.

Community engagement and documentation were also strengthened. Regular community meetings helped the team identify youth, women, and elders who could support clubs and nodal centres, with an explicit aim of building a list of local youth leaders for long-term ownership. Children were actively involved in selecting books to ensure that collections reflected their social and political environments, aligning with LARI’s emphasis on relevance and the “agency of the child.” Conceptual work on a “library ZPD framework” moved forward through two short films—one on school library revitalisation and another on resource-children workshops—capturing practice for wider sharing and internal learning.

Across the year, the pattern that emerges is of LARI moving from setting up structures to consolidating them: improving regularity in many clubs, expanding leadership beyond a few children, cautiously adjusting plans to local realities (weather, exams, festivals), and steadily weaving together village-based clubs with school libraries so that reading becomes part of children’s everyday landscape at home, in the street, and in school.

1.3 Teacher Education Outreach and Advocacy (TEOA)

The Teacher Education, Outreach and Advocacy (TEOA) programme brings together Eklavya’s long-standing work with government systems, teacher education institutions and schools to strengthen classroom practice and the ecosystem that shapes it. It focuses on teachers as reflective professionals, on schools as sites of continuing inquiry, and on communities and systems as partners in making education more dialogic, equitable and child-centred. Across its three projects—HITEC, KMSI and Schools2030—TEOA combines intensive professional development, hands-on subject work, classroom support, and evidence-driven advocacy with

state and district structures.

1.3.1 Holistic Initiative Towards Educational Change (HITEC)

Objective	Bring long-term improvement in the quality of school education in Narmadapuram district by strengthening teacher professional development, school support structures, and community engagement around children's learning.
Inputs	Short courses and workshops for teachers, mentor-teacher programme, Shiksha Protsahan Kendras, Shaikshik Samvads at Jan Shiksha Kendras, collaboration with DIET and district officials, and community meetings.
Outcomes	Active engagement with about 600 teachers and 1,900 students across 120 schools and 29 Jan Shiksha Kendras, stronger teacher leadership, community-run SPKs, and deeper discourse on education in village forums.

HITEC works across Narmadapuram district as a district-wide effort to link classroom practice, teacher education and community processes into one holistic change process. The initiative engages schools, teachers, education functionaries and local communities with the central aim of building teachers' capacities and strengthening government teacher-support institutions so that children in government schools experience richer, more meaningful learning.

Over the last year, HITEC's work has spread across all seven blocks, with intensive engagement in selected clusters and Jan Shiksha Kendras. Short certificate courses such as "Child Development and Special Needs" and "Library se Dosti" have helped practicing teachers deepen their understanding of children, inclusion and library-based pedagogy, with three teachers set to graduate from the former and several becoming library educators through the latter. A series of teacher workshops—including a summer science workshop that 13 teachers joined voluntarily, and 34 Shaikshik Samvads at Multi-Dimensional Learning Centres—created regular spaces for teachers to discuss subject content, pedagogy and classroom dilemmas with peers and Eklavya facilitators.

The Mentor Teacher programme in Kesla has continued as a key strand, giving primary-school teachers leadership roles in mentoring colleagues and presenting their classroom work in forums such as the "Rah Banate Shikshak" event, where 69 teachers shared experiences at block level and 20 were selected for district-level sharing. Shiksha Protsahan Kendras provided focused academic support to around 500 primary-grade students, and by the end of the year 23 centres were being run with full support from village communities after honoraria to volunteers were consciously withdrawn to encourage local ownership. Reading promotion through story sessions, book-based games and Bal Melas in schools further strengthened foundational learning and made classrooms more lively and participatory.

HITEC also put sustained effort into collaboration with the District Project Coordinator, DIET and block-level officials, which helped align teacher-development and school-support work with district priorities and ensured that opportunities for teachers (for example, in ECE, maths,

science and library education) could be taken up more widely. Community involvement grew, with gram sabhas and village groups increasingly backing SPKs and supporting schools, signaling a shift towards decentralised, locally anchored educational reform despite challenges such as team attrition and the need to scale back intensive work in two blocks.

1.3.2 Kesla Middle School Science Initiative (KMSI)



Objective	Seed a sustainable system of support for meaningful science teaching and learning among Adivasi communities of Kesla block by working with teachers, community youth, schools and local administration.
Inputs	Three major teacher workshops, 14 workshops for community youth volunteers, science fairs (Vigyan Melas) in village schools, and provision of science kits, books, modules, toys and science-corner furniture.
Outcomes	Science corners established in 15 schools, regular hands-on science sessions in 12 villages, strengthened teacher and youth capacity, and visible increase in children's confidence and community engagement with science.

The Kesla Middle School Science Initiative focuses on making science relevant, inquiry-based and exciting for children in Adivasi villages, while building local capacity to sustain this shift over time. Working with the Madhya Pradesh Council of Science and Technology and the district administration, the Eklavya science team collaborates with science teachers, middle-school

students and community youth to move away from textbook-driven instruction towards experiments, questioning and exploration.

In 2024–25 the project established science corners in 15 government schools in Kesla, each equipped with two hands-on science kits, around 100 science books and modules, scientific toys and a bookshelf so that materials are accessible and children’s work can be displayed. Three major capacity-building workshops for teachers were organised: a one-day workshop on the science of Makar Sankranti, a residential workshop at Eklavya’s Bhopal campus on topics such as work and energy, colligative properties, evolution and aims of science education, and a block-level workshop on investigatory projects as a route to authentic scientific inquiry. Although a scheduling clash limited Kesla teachers’ participation in the residential workshop, teachers from other blocks and states joined, enriching the learning environment.

To build a cadre of local science resource persons, 14 workshops were held for community youth who regularly support science teaching in schools. These sessions revisited core concepts such as sound, motion, ecology, heat, biodiversity, photosynthesis and seeds, while also opening conversations on gender, caste and class in classrooms and communities. Youth who attended began assisting teachers with experiments, demonstrations and small investigations, effectively extending science support beyond formal staff strength.

Seven Vigyan Melas were organised in village schools, where children presented experiments and models—from everyday phenomena like digestion or surface tension to electricity and ecology—to peers, parents and visitors. These fairs boosted students’ confidence, gave the community a window into the children’s learning, and attracted positive local media coverage highlighting “young scientists” emerging from remote villages. Together with the material support

and workshops, this led to science periods in 12 villages being run as regular hands-on sessions within school hours, with teachers and children reporting greater interest and participation.

1.3.3 Schools 2030 Learning and Assessment Partnership



Objective	Support and document school- and ICDS-level innovations and develop robust assessment and learning frameworks so that human-centred design (HCD) solutions can improve outcomes for marginalised learners in Bihar and inform wider systems.
Inputs	Co-design and reflection workshops, development of LP and AP workplans, baseline and programmatic assessments, capacity-building in literacy, numeracy and formative assessment, AV documentation, and multi-level showcase events.

Objective	Support and document school- and ICDS-level innovations and develop robust assessment and learning frameworks so that human-centred design (HCD) solutions can improve outcomes for marginalised learners in Bihar and inform wider systems.
Outcomes	Completed HCD cycle and entry into Phase 2, baseline datasets for key cohorts, strengthened teacher and Sevika capacity in pedagogy and assessment, and school/district-level showcases of innovations such as growth labs, language labs and career-counselling spaces.

Schools2030 is a ten-year global initiative led by the Aga Khan Foundation, where Eklavya serves as the India Learning Partner and National Assessment Partner to support and study educational innovations in five districts of Bihar. The work spans government schools and ICDS centres, focusing on human-centred design with teachers and Sevikas, the incubation of classroom and centre-based innovations, and the development of tools and evidence on learning processes and outcomes.

In early 2024, the programme moved into its second phase after completing the HCD cycle, with Eklavya and AKF jointly developing detailed workplans for both the learning and assessment streams. These plans clustered work into assessment, design/innovation, research and learning, communication and policy engagement, AV documentation and capacity building, and were finalised in consultation with AKF India and global teams. During the year, Eklavya supported prototype testing of innovations in schools and Anganwadis and prepared reflective HCD reports and narrative reports as part of the LP deliverables.

As Assessment Partner, Eklavya helped design baseline tools, train enumerators, and oversee data entry into Kobo for cohorts in schools and ICDS centres. By the third quarter, baseline assessment data for “10 and 15 cohorts” had been collected and shared with AKF, and anecdotal records and BEQI (Brief Early Childhood Quality Inventory) observations were rolled out in ICDS centres to better understand children’s engagement and Sevika practices across five learning domains. These datasets now form the foundation for analysing impact and refining tools in the coming phases.

Capacity-building was a major focus in the second half of 2024. Workshops in Patna and Muzaffarpur strengthened teams’ and teachers’ understanding of emergent numeracy and early maths, using low-resource activities and drawing on national assessments (NAS 2022, ASER) to situate the work. Additional workshops on mathematics pedagogy, formative assessment and literacy enabled teachers from multiple districts to explore NCF-aligned approaches, book talks, story and poem composition, picture reading and classroom-embedded assessment strategies, with AV teams documenting key processes and reflections.



As learning and innovations matured, Schools2030 moved into a “showcase” phase. School-level showcases in all five districts highlighted HCD-driven innovations—TLM-based learning, growth labs, language labs, career counselling spaces and activity-based learning—through demonstrations by teachers and students, with strong participation from parents and community members. This was followed by district-level showcases, where District Education Officers, DPOs, teachers and Sevikas engaged with innovation displays and impact stories, opening dialogue on how such practices could be scaled within the system. Throughout, Eklavya worked alongside the AKF team to capture these experiences in narrative, data and audio-visual form, strengthening both on-ground capacity and the evidence base that will inform Schools2030’s next phase in Bihar and beyond.

1.4 Publications

The Publications programme at Eklavya holds together the organisation’s work on books and magazines as a continuous space for thinking, experimentation and dialogue in education. It includes three flagship magazines—Chakmak for children, Sandarbh for teachers and senior learners, and Srote for readers interested in science and society—as well as the Shiksha Sahitya line of books, modules and readers in Hindi, English and other Indian languages. Together, these streams curate children’s literature, classroom-linked resources, reflective essays, science writing and translations that challenge rote learning, bring classroom and community voices into print, and make high-quality educational materials available well beyond Eklavya’s direct field areas.

The last year saw the Publications programme consolidate four key strands: Shiksha Sahitya (books), Chakmak, Sandarbh, and Srote, along with stronger systems for design, dissemination and editorial collaboration. Across these, the focus remained on children’s learning, classroom practice, and linking education with broader questions of society, science and language.



Shiksha Sahitya (books)

Shiksha Sahitya published a mix of new titles and major reprints, including children’s books, HSTP-related science titles, APF Readers on language and literacy, and thematic modules on nutrition, Dalit–Adivasi experiences in school, and education–society questions. The team also substantially expanded the forward pipeline: a long list of English and Hindi books—on numeracy, social science, nature–society, theatre and education, language, inclusive education, and HSTP50 collections—is already in late stages of development for release in 2025–26.

Internally, the year was significant for process and capacity. A part-time editor was added, a pool of guest editors was created and mentored, and the team began doing more developmental editing, working closely with authors on structure and content rather than

only copyediting. Editorial workflows were mapped with checklists and templates, an editorial calendar was set up on a project-management platform, and weekly review meetings helped smooth resource allocation and tracking, with the expectation that these systems will improve both output and quality and could be adapted by other Eklavya teams.

Team members contributed to the wider organisation in concrete ways. Editors led “Library se Dosti” workshops, gender-in-the-classroom work, and teacher-training sessions, anchored collaborations (for example, Paathshala translation), coordinated cultural initiatives like the Malwa Mahila Kabir Yatra, and brought external recognition through awards and new books, all of which added credibility to Eklavya’s publications. At the same time, the review notes point to challenges—limited senior editorial and design capacity, unresolved inter-team conflicts and mental-health impacts, and under-utilisation of social media for outreach—along with initial steps to address these through dedicated design support and internal capacity-building.

Chakmak

Chakmak’s annual review notes that the children’s magazine continued to function as a village- and school-level space for reading, writing and imagination, closely tied to programmes like LARI and CEE. The short review document highlights the magazine’s role in nurturing child authors and illustrators, linking club activities and village events with children’s contributions to the magazine. Planning for 2025–26 emphasises sustaining regular issues, strengthening the pool of child and adult contributors, and deepening connections with Chakmak Clubs and nodal centres so that the magazine and village libraries feed into each other.

Sandarbh

Sandarbh’s review for 2024–25 records the publication of six issues (151–156), with content spanning classroom practice, science explanations, reflective essays and the long-running “Sawaliram” column. Circulation data show several hundred institutional and individual subscribers, and around 5,000 copies in print over the year, indicating a steady readership among teachers, students and interested lay readers.

The plan for 2025–26 includes maintaining a six-issue cycle, strengthening the HSTP50-linked content, and commissioning more pieces on pedagogy, contemporary science and education policy in Hindi. There is also an explicit intent to expand digital presence, organise more reader interactions, and bring in more practising teachers and young writers as regular contributors and reviewers.

Srote

The Srote planning document for 2024–25 lays out an ambitious agenda for the science and society magazine, with a target of 40 issues in the year and a clear mix of long features, short notes, reviews and translated articles. Priorities include: sustained coverage of climate and environment, public health, technology and labour, and deepening linkages with science education through pieces that teachers and older students can use in classrooms.

The review sections (embedded in the planning note) point to significant efforts to improve regularity, broaden the writing pool, and stabilise print runs around 300 copies per issue with additional PDF circulation. The team has also foregrounded translation, drawing on material from Indian languages and international sources, and is planning more collaborations and theme-based issues in 2025–26 to keep Srote responsive to current scientific and socio-political debates.

Design, dissemination and outreach

The presentation on the Publication Programme and the dissemination review together show that the year was also used to sharpen design and outreach systems. The publications team supported multiple programmes with layout, covers and promotional material, while also reviewing how books and magazines reach readers beyond traditional channels. The dissemination review notes the need for more deliberate use of Eklavya's social media, better catalogues, and stronger links between field programmes (like LARI, LESS, HITEC) and the publication sales/distribution network, and proposes concrete steps for 2025–26 to improve this alignment

1.5 Other Special Projects and Outreach

Eklavya is involved in several other special projects and outreach efforts that extend its engagement beyond classrooms into cultural, ecological and international spaces, while keeping children, learning and community dialogue at the centre of each initiative.

1.5.1 Malwa Mahila Kabir Yatra (MMKY)

The Malwa Mahila Kabir Yatra is an annual, women-led musical yatra across Malwa that brings together folk singers, activists, students and community members around the poetry of Kabir and other mystic traditions. Conceived initially as part of Eklavya's 40-year celebration, the yatra has now grown into a recurring space where questions of justice, gender, caste, labour and ecology are explored through song, conversation and shared journeys, with many children and young people participating in village events, school gatherings and evening satsangs.



In the most recent edition, MMKY travelled through multiple villages and towns over several days, with performances and discussions hosted in government schools, community halls and public chowks, often in collaboration with local groups. The report notes that the yatra deepened its educational dimension this year: team members facilitated sessions with students and teachers on Kabir's dohas, linked songs to contemporary issues, and documented experiences for use in

Eklavya's publications and teacher-education spaces, thereby weaving the yatra more closely into the organisation's wider educational work.

1.5.2 Mobile Van and Solar at Bhopal Campus

The Mobile Van and Solar project, supported by SBI's CSR, combines access to books and learning materials with a commitment to sustainable infrastructure at Eklavya's Bhopal campus. The project equips a mobile van to function as a travelling library and learning space, carrying children's books, educational games and simple science material to government schools and communities that have limited library facilities. It is complemented by rooftop solar installations at the campus, reducing electricity costs and modelling environmentally responsible practice for visiting teachers, children and partners.

Over the last year, the mobile van undertook scheduled visits to schools and villages around Bhopal, organising reading sessions, story circles and small science demonstrations, often in coordination with local teachers and youth volunteers. The CSR report highlights improvements in children's exposure to books, increased enthusiasm for reading, and stronger school relationships, while the solar component has begun to stabilise power supply for campus training and resource centres and to lower the campus's carbon footprint, strengthening the link between education and sustainability in Eklavya's everyday practice.

1.5.3 VILLA SWAGATAM

Villa Swagatam is an international residency and exchange initiative hosted at Eklavya's Bhopal campus in collaboration with French partners, creating a space where artists, writers, filmmakers and educators can live, work and interact with local communities and school spaces. The document describes it as a place for reflective practice and co-creation, where visitors engage with Eklavya's educational work, conduct workshops, and develop creative projects that speak to questions of childhood, learning, memory and environment.

During the last cycle, resident artist-researchers spent time on campus and in nearby schools, organising screenings, discussions and small creative labs with children and teachers. These interactions opened up new ways of talking about images, stories and community histories, and the reflections from Villa Swagatam are now feeding into Eklavya's publications and programmes—for example, through visual material, essays and collaborative plans for future residencies—strengthening the organisation's international connections while remaining rooted in local children's lives and contexts.

2. Sandarbh: The enablers

The crucial work that happens at Eklavya is never the result of a single intervention or a single programme; it is held up by a web of people, institutions, spaces and resources that make sustained, child-centred education possible. Behind every learning centre, magazine issue, workshop or yatra stand teachers, community volunteers, editors and designers, administrators, field facilitators and young people who give their time and imagination to keep ideas moving. Alongside them are partners who open doors in government systems, donors who invest money, time and faith, training spaces that host intensive learning, and recognitions that affirm the value of this work and help it travel further. It is the coming together of each individual's effort, the credibility earned through awards and collaborations, and the “people and material” that supporters enable that allows Eklavya to hold a long-term view—nurturing children's curiosity and democratic classrooms while staying rooted in some of the most challenging contexts in the country.

In this section, we will celebrate all of them, pausing to acknowledge the awards that affirm the work, the partners and donors who walk alongside, the training spaces that keep learning alive, and the team whose everyday labour quietly makes possible everything described in this report.

2.1 Awards and recognition

The BolognaRagazzi Awards are among the most prestigious international awards for children's publishing, presented each year at the Bologna Children's Book Fair to recognise the world's finest and most innovative picturebooks across categories such as fiction, non-fiction, opera prima, comics and toddler books. The White Ravens is an annual catalogue compiled by the International Youth Library in Munich that highlights around 200 notable new children's and young adult books from about 50 countries and over 40 languages, selected for their literary and artistic quality and for themes that speak to readers across borders.

During the year, Eklavya's publication work found a place in these global spaces, with its children's books being listed and showcased through the BolognaRagazzi Awards platform and The White Ravens selection, affirming the quality, originality and international relevance of its contribution to children's literature. Individual team members also received recognition for their writing and editorial work—such as awards for earlier books—which further strengthened the organisation's credibility and visibility in the intersecting worlds of education, children's publishing and social change.

2.2 Partners

Eklavya's programmes continued to be anchored in collaborations with a wide spectrum of partners, including state education departments, district and block education offices, DIETs, the Madhya Pradesh Council of Science and Technology, CSR partners like Oracle India and SBI, and international networks such as Schools2030 and the Aga Khan Foundation. These partnerships enabled Eklavya to work in government schools and Anganwadis, co-design teacher-education and assessment initiatives, strengthen science education in Adivasi areas, and host cross-country exchanges and residencies that enrich classroom practice and children's learning environments.

2.3 Donors

The organisation's work across programmes was supported by a mix of institutional and CSR donors, including Oracle India for the Learning Enhancement in School and Society project, the HT Parekh Foundation for ELiSB, SBI for the Mobile Van and Solar initiative at Bhopal campus, MPCST for the Kesla science initiative, and multiple foundations and agencies backing Schools2030 and community-based work. This diversified support allowed Eklavya to pilot innovations, strengthen ongoing interventions at scale, invest in publications, and maintain long-term engagements with schools and communities rather than short, fragmented projects.

2.4 Training facilities

Eklavya's training facilities form a quiet backbone for much of its work with teachers, youth and communities. The Bhopal campus continues to function as a lively resource and training hub, hosting residential workshops, summer institutes, Library se Dosti courses, mentor-teacher meetings, and cross-programme planning spaces where educators from different regions can learn together and share practice.

Equally important is the older training facility in Narmadapuram (earlier Hoshangabad), which has for decades anchored Eklavya's work with government schools in the district. This campus has hosted numerous residential workshops, certificate courses and long-duration programmes linked to science education, teacher professional development and community initiatives, and remains a place where teachers and youth can step away from daily routines to read, experiment, reflect and plan for classrooms with children at the centre.

2.5 Team

Eklavya's diverse team works across multiple geographies and disciplines, linking field practice, research, publications and organisational support into a shared commitment to children and education. Educators, community facilitators, editors, designers, administrators and youth workers based in Bhopal, Narmadapuram, Kesla, Seoni Malwa, Piparia (in Hoshangabad, now Narmadapuram district), Bijadandi (Mandla), Shahpur (Betul) all in Madhya Pradesh, Dharni (Amrawati), Khuldabad (Aurangabad) in Maharashtra, Patna (Bihar) and partner districts bring local knowledge and varied professional backgrounds, which allows programmes to respond sensitively to context while staying rooted in common values. It is this distributed, collaborative team—often taking on cross-cutting roles from classroom support to authorship and capacity building—that quietly sustains the long-term educational work described in this report.