

EKLAVYA
a profile



पिटारा

किताबें और खिलौनें
एकलव्य, ई-7/एच.आई.जी (5)
अरेंरा कालोनी, भोपाल-462016

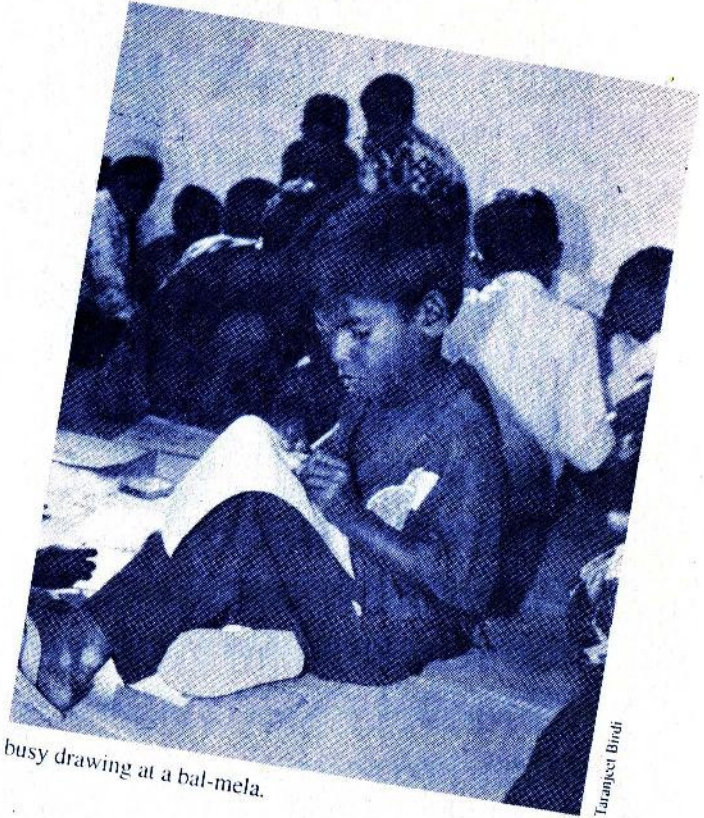
Eklavya

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busy drawing at a bal-mela.

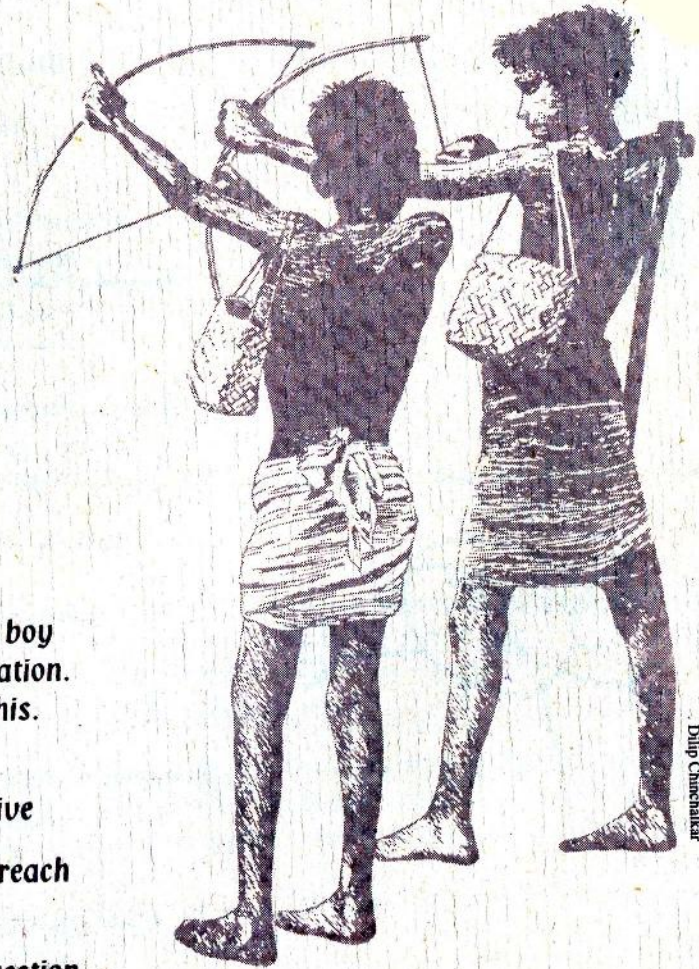
Tarunjeet Bindi

Cover Illustration: Akshay, 5 yrs., Sardar Patel School, Delhi

Leafcraft on Cover III : Prem Kumar Manmauji, Ujjain, M.P.

Innumerable friends of Eklavya have helped us prepare this document.

Children's illustrations used in this publication are their contributions to Chakmak.



Dilip Chinchalkar

In the well-known legend, Eklavya, a Bhil boy dared to question the exclusiveness of education. He was made to give up his thumb for this.

- The legend inspires us even today to strive**
- to bring the best in education within the reach of everyone,**
 - to support people's efforts to create, to question and to learn all the time.**



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Dilpa, 8 years, Anjanwara, Jhabua, M.P.

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how it all began

The history of Eklavya has its roots in the Hoshangabad Science Teaching Programme (HSTP) which was started in 1972 by two voluntary organisations - Friends Rural Centre, Rasulia and Kishore Bharati, Bankheri. This programme was based on the concern for inculcating a scientific outlook in society and improving science education in schools.

HSTP was unique in many ways - it was developed in government schools by agencies outside the government. It was developed with the collaboration of a large number of people - middle & high school teachers, university science professors & researchers, administrators and people from the area. It was a programme which was rooted in the hard realities of education in the country and tried to change them.

In 1978, with the permission of the Madhya Pradesh Government, HSTP was expanded to all the middle schools of Hoshangabad district. During the course of this expansion various questions were being discussed by the group. Can there be any improvement in science education without a change in the totality of school education? Can we hope to sustain a school programme which questions the prevailing principles of hierarchy and knowledge-construction without attempting to change these in the social domain outside the school as well? What relationship do school and society programmes have with each other?

From these discussions emerged a group of people who committed themselves to work towards social change through education. Eklavya was registered as a society in 1982. Eklavya focuses on creating alternatives in education and development with the active participation of the people.

WHERE WE ARE

EKLAVYA

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EKLAVYA FIELD CENTRE

Nehru Colony
Harda (MP) 461 331
Phone : 07577-22450

EKLAVYA FIELD CENTRE

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Dewas (MP) 455 001
Phone : 07272-74096

EKLAVYA FIELD CENTRE

A-24/13, M.I.G., Vednagar
Nanakheda, Ujjain (MP) 456 010
Phone : 0734-510583

EKLAVYA FIELD CENTRE

Sandiya Road
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Phone : 07576-22574

EKLAVYA FIELD CENTRE

Pataupura, Shahpur
Betul (MP) 460 440
Phone : 07146-73236

EKLAVYA SUB CENTRES

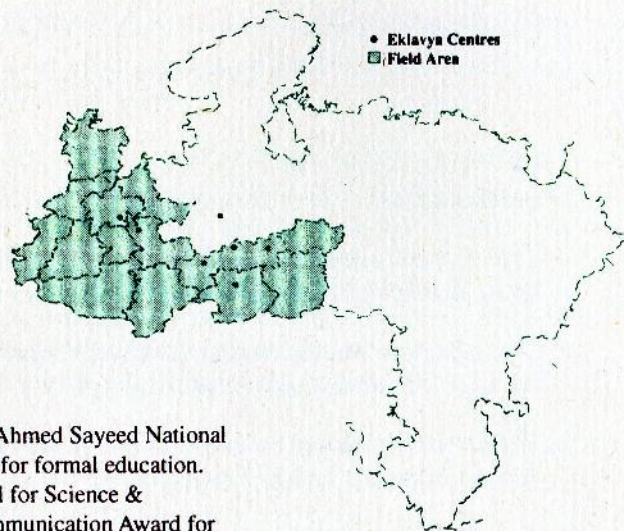
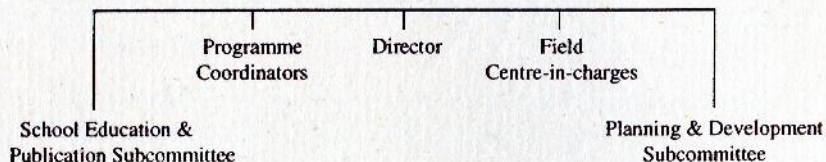
Parasia, Harangaon,
Sandalpur, Chandpura,
Charua, Khategaon

Eklavya at a Glance

- Eklavya is a non-profit, voluntary organisation.
- It was registered in October, 1982 under the Societies Registration Act in Delhi.
- Eklavya's main areas of work are:
 - innovations in school education,
 - publication of educational literature,
 - children's libraries, activity centres,
 - popularisation of science and society issues,
 - involving the community in planning & development,
 - developing alternatives in rural technology.
- We have evolved innovative curriculum, teaching methodologies and educational materials for science, social science and primary education.
- We seek to disseminate these innovations through government structures and by networking with other groups and agencies.
- We publish magazines and books on science-society issues for children, teachers and general readers.
- We run children's clubs and activity centres. We undertake campaigns involving the community on contemporary social issues.
- We interact with community and panchayati raj institutions to facilitate equitable development.
- We are involved in field testing and disseminating alternative technologies for artisans, farmers and others.

EKLAVYA
 |
GOVERNING BODY
 |
ACADEMIC COUNCIL

(Senior full time members of the organisation)



Awards:

- Justice Basheer Ahmed Sayeed National Award, 1987-88 for formal education.
- National Council for Science & Technology Communication Award for popularisation of science amongst children for 1987.
- Jawaharlal Nehru Centenary Award for popularisation of science by Indian National Science Congress. 1998-99.

Sources of Funds

- Ministry of Human Resource Development (MHRD)
- Dept. of Science & Technology (DST)
- National Council For Science & Technology Communication (NCSTC)
- ICHR, UGC, MAPCOST, UNICEF
- Sir Ratan Tata Trust
- Sir Dorabji Tata Trust

We also generate part of our funds through the sale of publications & toys.

We are in the process of building a corpus fund. The initial contributions have been made by:

- Sir Ratan Tata Trust
- Housing Development Finance Corp.
- Individual contributors

Eklavya refrains from accepting foreign institutional contributions.

Donations to Eklavya are exempt under section 80(G) of income tax act.

Personnel (January 99)	90
Annual outlay (97-98)	83 lacs

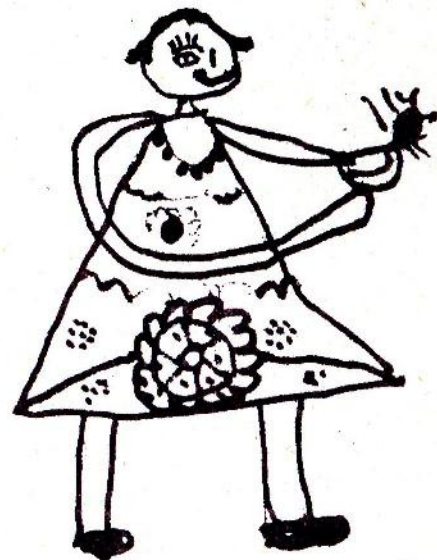


Bawa Jugla Vasawe, 3rd, Chimalkhedi, Dhule, Maharashtra

We Believe ...

- That education can help build a scientific-historical understanding of the structure of society and its development.
- That education equips us with the necessary skills and methods for analysing the physical and the intellectual world.
- That education should help to develop problem-solving skills, the spirit of inquiry and scientific temper.
- That education cannot be looked at in isolation from the society and environment in which it is located.
- That education can be a means for motivating people to change the conditions in which they live.
- That education should first be centred around the needs and thought processes of the child.

- That, given the chance, children have an immense capacity to imagine, to learn and to create - traits that need to be nurtured and encouraged.
- That the child-to-child learning process must be given as much importance as the teacher-to-child learning process.
- That the content and methodology of education should be open to undergo continuous change and evolution.
- That educational innovations should not be restricted to islands of excellence 'in a sea of mediocrity'. They must encompass the entire education system.
- That the teacher's role is important to the process of educational innovation and the teaching community should be given the recognition which is its rightful due in all matters pertaining to education.
- That science and technology are not esoteric spheres of thought and action. They need to be approached with wisdom and a concern for social equality and justice.
- That if science and technology is rooted in people's knowledge and understanding, and addresses their needs, it can be a powerful engine of change and development.
- That development must, necessarily, be sustainable and in consonance with environmental imperatives. Such development must be based upon the participation of local communities.



Vandana Verma, 2nd, Shanti Nagar, Bhilai, M.P.



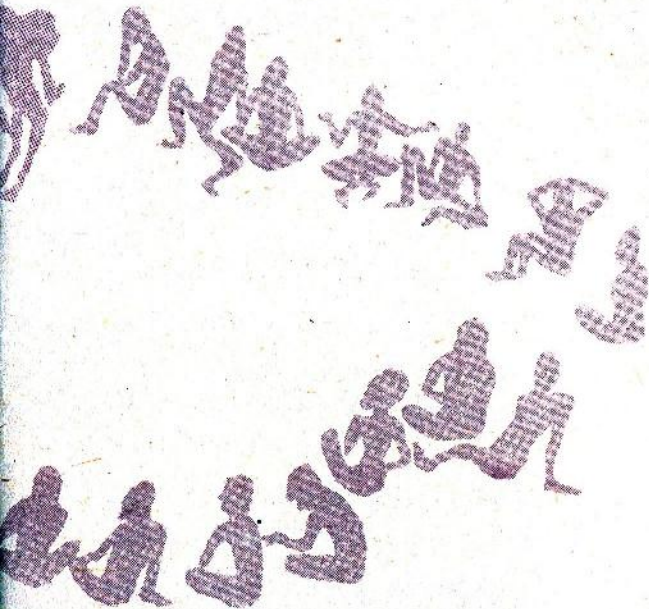
Profile Of The Group

Beginning with a small group of less than a dozen people in 1982, Eklavya has today grown to ninety full time members attempting to transform its beliefs into reality. They hail from diverse backgrounds. The nature of the initial group itself, drawn to a large extent from its association with Kishore Bharati and the Science Teaching programme, held the seeds of this diversity.

These were people on fellowships from colleges of Madhya Pradesh & outside; faculty members from Delhi University, TIFR & Kumaon University etc.; serving and retired administrators; and a younger generation of fresh graduates and post-graduates. Some of those already working in colleges etc. joined Eklavya initially with the help of fellowships from the University Grants Commission. However, some resigned from their parent institutions at the very outset to join Eklavya. School teachers also joined on deputation from the M.P. Government.

The founding group held meetings in major university centres and invited those interested in educational innovations and science communication to join Eklavya or be associated with its new programmes as resource persons. This being the phase of seeding of several new programmes, a large number of individuals from diverse professional and academic backgrounds joined Eklavya.

In stark contrast to the frustrating compartmentalisation of departments in universities and professional institutions, we in Eklavya have sought to encourage close interactions between programme groups while at the same time ensuring a degree of autonomy to them. This combination of autonomy and interaction has enabled the group to sustain its creativity and attract new people.



Karen Haydock

The Resource Group

In addition to a large number of teachers, the resource group consists of scientists, social scientists and educationists teaching in leading universities or doing frontier research in major research institutions of the country, and people from the community. Several others are associated with sister groups working on environmental, educational and people's science issues.

Most of them have been associated with Eklavya's programmes on a voluntary basis, contributing their expertise, resources and time.

Assistance of resource persons has taken the form of conceptualising programmes, helping to develop material, teacher's trainings, field level monitoring of the programmes, guiding researches, representing the work in professional and academic fora, etc.

Resource Persons from:

Schools of Madhya Pradesh
DIETs of Madhya Pradesh
S.C.E.R.T. Madhya Pradesh
Colleges of Madhya Pradesh
Indore University
Vikram University, Ujjain
Dr. B.R. Ambedkar Institute, Mhow
H. S. Gaur University, Sagar
Regional Institute of Education, Bhopal
Indian Institute of Forest Management, Bhopal
Delhi University & colleges affiliated to it
C.S.E.C., Delhi
Jawaharlal Nehru University, Delhi
National Institute of Immunology, Delhi
National Institute of Adult Education, Delhi
Jamia Millia Islamia, Delhi
N.I.E.P.A., Delhi
N.C.E.R.T., Delhi
I.G.N.O.U., Delhi
Nishant Natya Manch, Delhi
Pratidhwani, Delhi
S.P.W.D., Delhi
Centre for Technology & Development, Delhi
Tata Institute of Fundamental Research, Mumbai
Indian Institute of Technology, Mumbai
Tata Institute of Social Sciences, Mumbai
Comet Media Foundation, Mumbai
Indira Gandhi Inst. for Dev. Research, Mumbai
Rajasthan University
Mohanlal Sukhadia University, Udaipur
Institute for Development Studies, Jaipur
Sandhan, Jaipur
Vidya Bhawan, Udaipur
Sewa Mandir, Udaipur
Regional Institute of Education, Ajmer
Punjab University, Chandigarh
MS University, Vadodara
National Institute of Design, Ahmedabad
Indian Institute of Technology, Kanpur
C.C.M.B., Hyderabad
Madras Institute for Development Studies
Central Leather Research Institute, Chennai
Indian Institute of Sciences, Bangalore
Aligarh Muslim University
... and many more



Sunil Kumar Bairagi, 8th, Jeeran, Neemuch, M.P.

Our Approach to Innovation in School Education

- We perceive educational innovation as an integrated package. It does not suffice to merely write a new text-book or instruct teachers to teach by a new method. An effective innovation must address all aspects that affect the teaching-learning process in the classroom viz examination system, administrative structures, finances etc.
- Curriculum development is a participative and collaborative effort involving subject experts, researchers, designers, artists, field level workers, teachers and children. We begin by developing a critique of the existing curricula. An alternative framework of curriculum is formulated. This is largely based on accepted principles and objectives of education. It is also informed by latest research on the learning process and the subject area.
- Along with text-books and work-books, kits and other teaching-learning materials are designed for children. With an attempt to structure the content around the environment and life of the students, the activities rely heavily on use of locally available materials and

- Appropriate re-orientation and training programmes for the teachers in the methodology and content of the new curriculum are devised and implemented.
- To ensure further back-up at the classroom level, a system of regular visits to every school by resource persons has been set in place. Such visits are also a major source for feedback on the curricular package, an essential input for further improvement.
- Teachers meet once every month to discuss and sort out their classroom problems. These meetings also provide a forum for continuous training and feedback collection.
- Evaluation methods and examination system have been designed according to the learning objectives as they tend to become major determining factors of classroom practice. We have developed alternative systems of open-book written as well as practical examinations.
- Decentralised administrative structures which are more responsive to needs of the teachers are essential to sustain innovations. We seek to develop such systems of academic support and administration.
- In developing every aspect of an innovative package, one of our major efforts is that it must be replicable. This enables us to contribute at the level of policy making in education.
- At the national level, we share our ideas and experiences in order to enrich the debate for educational reforms.





Drawing of a HSTP field trip by a child from Junheta, Bankheri, Hoshangabad, M.P.

Commenced in 1972 as a pilot project in 16 schools of Hoshangabad district by Kishore Bharati and Friends Rural Centre.

Scaled up to all the 250 middle schools of Hoshangabad district in 1978.

Seeded in all 13 districts of Hoshangabad, Indore and Ujjain divisions through school complexes between 1982-86.

Similar programmes based on the spirit of HSTP developed in Gujarat and Rajasthan in 1993 and 1998 respectively.



Hoshangabad Science Teaching Programme

- HSTP involves learning science 'by discovery', 'through activities' and 'from the environment'. This is in contrast to the prevailing text-book based method of 'learning by rote'.
- Bal Vaigyanik work-books are designed to make the child an active participant through field trips, experiments, observation, recording, analysis and discussions with the teacher and other children.
- Rather than treating the child as an empty receptacle, HSTP emphasizes training children in the process of science, promoting scientific temper and making the child a confident life-long self-learner and creator of knowledge.
- The role of the teacher is modified from that of 'fountainhead of all knowledge' to a facilitator and guide in the child's quest for knowledge. Intensive re-orientation programmes prepare them for this role. HSTP further assists the teacher through monthly meetings and follow-up in schools.

- HSTP fosters the spirit of enquiry by encouraging children to ask questions. A fictional character 'SAWALIRAM' has been created to whom children send their questions and with whom they share their experiences. Receiving over 50 letters every month, we have set up a system of answering every child individually.
- A low-cost kit is provided to schools for children to do experiments in groups of four. Items like magnets, test-tubes, chemicals, lenses, microscopes, etc. supplement the large number of items that children procure from their environment.
- HSTP has adopted the decentralised school-complex model recommended by Kothari Commission. A higher secondary school designated as 'Sangam Kendra' in a block co-ordinates the administrative and the academic functioning of the programme. A detailed administrative manual has been approved by the Education Department of Madhya Pradesh that helps in decentralised functioning.
- A strong group of about 200 resource teachers has been identified on the basis of their commitment and capability. These teachers play a major role in training new teachers, conducting monthly meetings, examinations and evaluations, curriculum improvements etc. They also assist other agencies in and outside Madhya Pradesh to train teachers and implement innovative programmes.
- We conduct content-enrichment workshops for resource teachers to enhance their confidence and capability. Resource material generated for such trainings is being developed further as independent learning modules for teachers or students of higher classes.
- 'Hoshangabad Vigyan', the in-house bulletin of the programme serves as an important forum for communication amongst teachers.

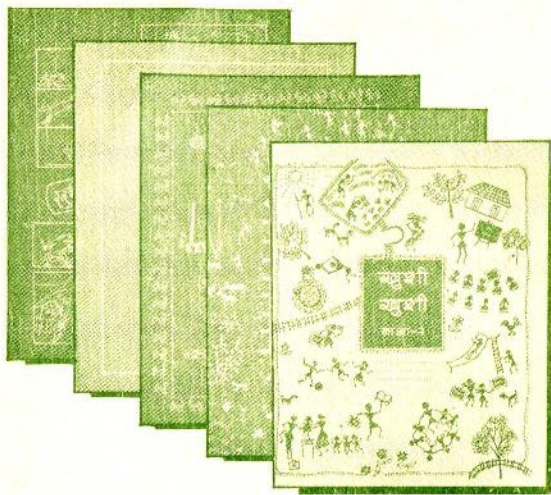


Sawaliram - a fictitious character who responds to every child's letter. Sketch by Umesh Chandra Chauhan, middle school resource teacher, Timarni.

Classes	6, 7 & 8
Schools covered	500
Students covered (annually)	1,00,000
Teachers trained	2,000
Resource teachers	200

Eklavya Personnel	13
Eklavya Expenses	12 lacs

(Approx. expenses in Rupees for the year 1997-98)

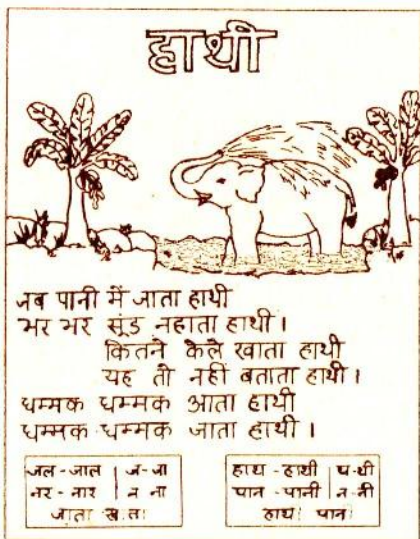


Primary Education Programme

The experience with science teaching in middle schools brought to our notice the extremely poor learning taking place in primary schools. This led Eklavya to develop an alternative programme on Primary Education.

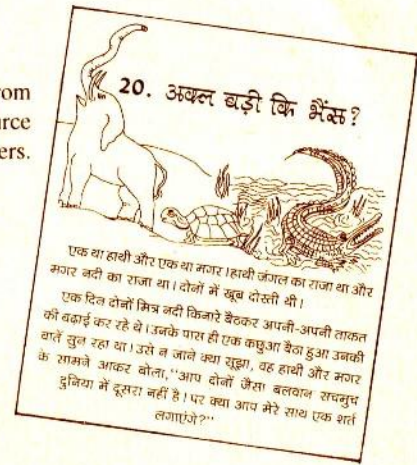
Teaching-learning materials:

- These emphasize the development of learning skills and understanding of concepts. Skills of oral and written comprehension and expression, observation and analysis, spatial and numerical skills and concepts.
- A text or picture helps initiate the development of reading, numerical as well as spatial skills. The variety spans use of concrete, pictorial and abstract materials. There are no subject divisions.
- These reflect an appreciation of the fact that children are different in their interests, ways and rhythms of learning. Simpler concepts are revisited a number of times to give opportunities to those who didn't catch on at the first instance.
- These give opportunities where children can learn from each other through activities.
- They emphasise articulation, imagination and creative thinking.
- They encourage children to express their own thinking without fear.
- They motivate children to think of various solutions to a problem and various ways of solving a problem - specially in mathematics.



A page from *Khushi Khushi*, that could be used for a variety of goals.

Part of a page from
Kahani Sangrah, a resource
compilation for teachers.



Teacher training: We attempt to

- sensitize the teachers to the way children learn, to their interests and needs.
- encourage teachers to respect and use linguistic variations.
- value the role of hearing and speaking Hindi in interesting contexts as a base for reading and writing.
- encourage teachers to create an atmosphere of mutual respect and make it conducive to learning.
- enhance and develop teacher's own abilities in various aspects i.e. mathematics, language and creativity.

Evaluation: We attempt to evaluate children's skills rather than test information from the book. Children are evaluated on their originality as well as logic. We orient teachers in conducting such evaluations.

Research and Documentation: We have initiated efforts to work out a method of assessing and documenting the impact of primary education programme. Many questions about how children develop various skills and concepts like reading, place value, mathematical algorithm in the Indian rural context have also been thrown up. Preliminary studies on these aspects have begun.

Started in 7 schools of Harda and Shahpur blocks in 1987 as an experimental programme.

Scaled up to 25 schools in 1989 in the same areas.

Expanded in 1995 to all the 130 schools of Shahpur block in Betul district to try out the package in an administrative unit.

Fed into the Seekhna Sikhana package of SCERT developed for the state of M.P.

Classes	1 to 5
Schools covered	150
Students covered (annually)	15,000
Teachers trained	300
Resource teachers	40

Eklavya Personnel	11
Eklavya Expenses	11 lacs
(Approx. expenses in Rupees for the year 1997-98)	

Social Science Programme

Eklavya has undertaken the pioneering task to make the learning of Social Sciences more meaningful and interesting for children.

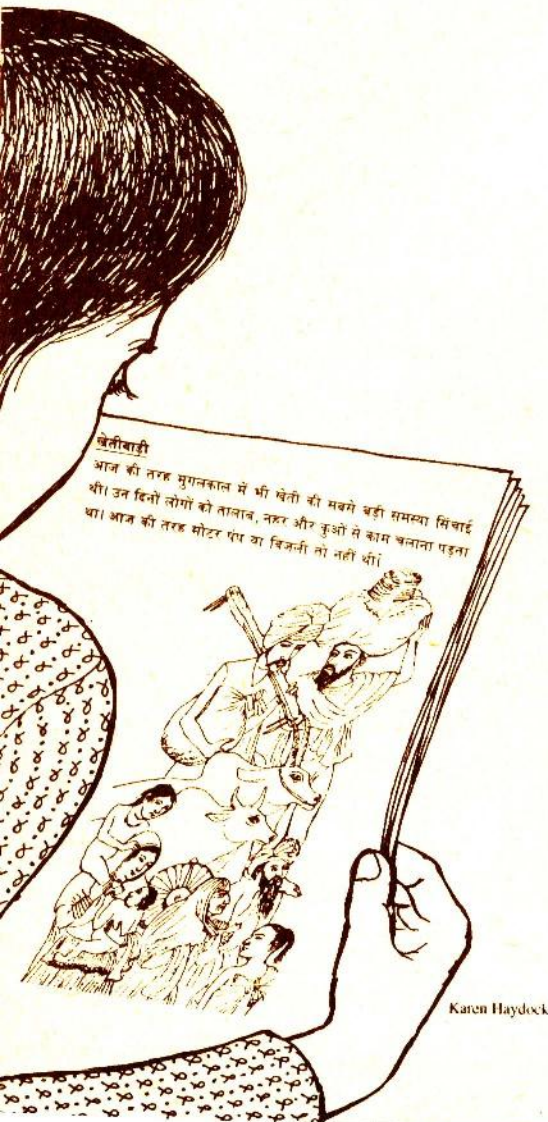
A new focus has been given to the curriculum by selecting issues and themes which can be examined in depth. Emphasis has been shifted away from merely describing everything in history, geography and civics.

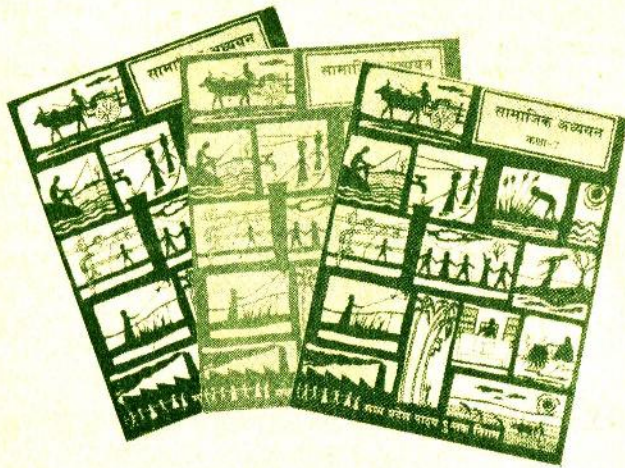
The textbooks of this programme seek to bring children close to experiencing the life and circumstances of people, including those in other times and places, by creating stories and case studies. They give space to the realistic experiences of people from all walks of life viz farmers, labourers, artisans, tribals, traders, rulers etc.

To enable children's active participation in the learning process, many kinds of engaging materials and activities have been woven into the books, using:

- original historical evidences
- pictures, maps and diagrams
- clay modelling
- structured discussions
- comparative analysis
- observations of local environment and society

Children are evaluated through an open book examination which focuses on skills like comparison, analysis, culling information from texts, pictures, maps etc.





Pedagogical Studies: The place of 'important' but complex concepts, like the rotation and revolution of the earth, in the curriculum should be informed by studies of students' abilities to handle them. Eklavya has undertaken detailed studies on some of these concepts with school and college students.

An Alternative Atlas: A project is underway to develop an alternative atlas of India and workbook for beginners in map reading. It gives importance to forming pictorial images of the country including land-forms and people's activities.

Resource books on sources of history: An understanding of the nature of sources of history is very essential for the promotion of a critical historical attitude in society. We are preparing self study resource books for teachers on different sources of Indian history.

History workshops with college teachers: These are organised to encourage the study of quality research in history among researchers in M.P. Excerpts of good research work are translated in Hindi for study. The workshops also act as a forum for review of the work of the research scholars.



चित्र 2. पत्ते काटती समीना
समीना पत्ते का एक टुकड़ा उठाती, चाकू से उसका इंटन साफ करती और उसमें चुटकी भर तंबाकू रखती। फिर वो पत्ते का मोल-मोल चुप्पी की तरह मोड़ती। तंबाकू को ध्यान से पत्ते पर फैलाना पड़ता - न ही ज्यादा दूब-दूस कर और न ही ज्यादा खाली।

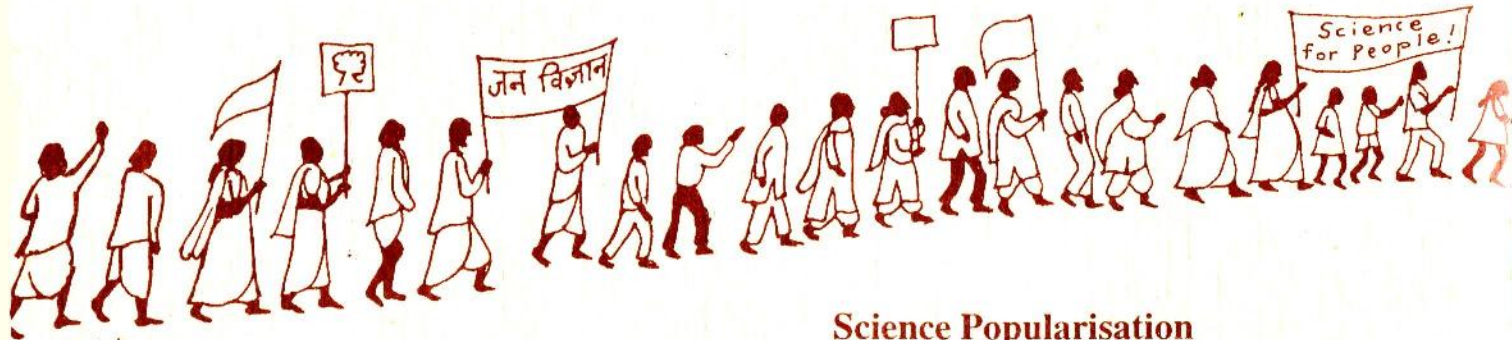
Page from class-7 civics chapter on Bidi Udyog

Commenced in 1986 as a pilot project. It is being evaluated at present.

Seeded in one block in Rajasthan in 1998.

Classes	6, 7 & 8
Schools covered (in M.P.)	8
Students covered (annually)	2,000
Teachers trained	23

Eklavya Personnel	9
Eklavya Expenses	9.5 lacs
(Approx. expenses in Rupees for the year 1997-98)	



Karen Haydock

Science Popularisation

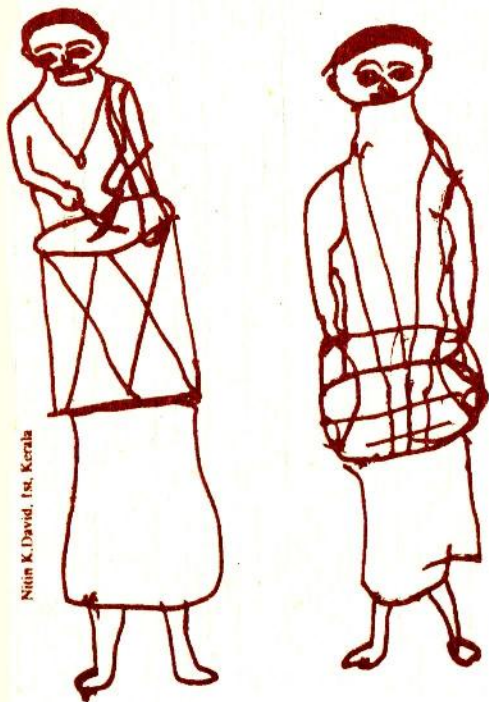
From its inception Eklavya has engaged in a wide range of activities with the community to generate greater awareness of issues related to science, society and culture.

Poster Exhibitions, Songs and Street plays have been developed on issues like; the Bhopal gas tragedy, what are miracles, peoples health and medicine, literacy, women's equality, Narmada dams etc. These are mobile programmes going from one *qasba* or village to another, often on cycles. Hundreds of people throng to see the posters, plays, songs, to buy literature, to discuss issues. In due course, people with social concerns and interests get identified and become part of the larger Eklavya family, and help in carrying the work forward.

Discussion Forums, Lectures: In the last fifteen years, over 200 discussions, lectures, talks have been organised on wide ranging topics such as,

what is a comet, the reservation policy, Darwin's theory of evolution, the consumer today, role of women in social change, the world of the blind, legal aid to weaker sections in society, Premchand and his works, the forest policy, the ideas of Dr. B.R. Ambedkar, religion in history, the new economic policy.

These enable people to look critically at issues, talk about what they think and understand other view points.



Nitin K. David, Ikt. Kerala

Kabir Bhajan Vichar Manch: The songs of Kabir and his followers are sung by bhajan mandalis formed by the labouring people in the villages of Madhya Pradesh. Impressed with the progressive messages of these songs and the solidarity of the singers, Eklavya helped in the formation of a network of over a hundred bhajan mandalis of Dewas and neighbouring districts.

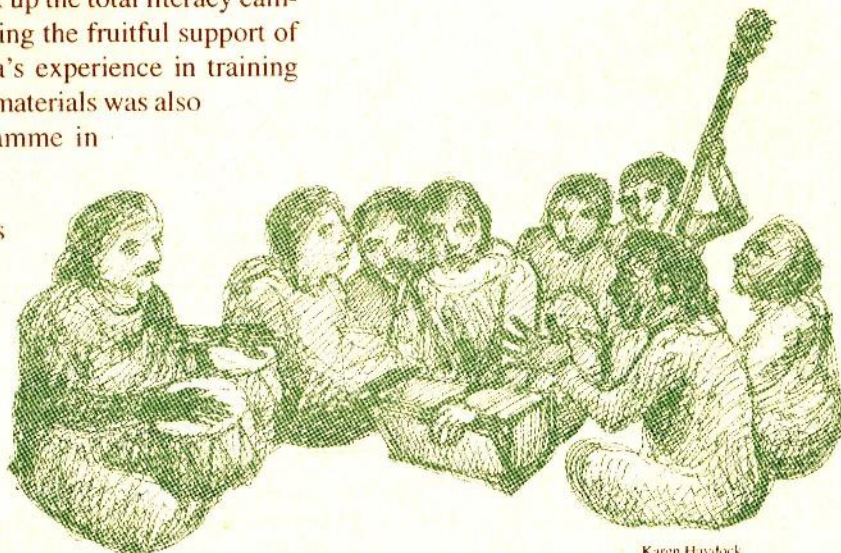
Since 1991, the mandalis meet once a month at selected places to sing and discuss contemporary implications of the Kabir songs, as well as to make new songs on relevant issues.

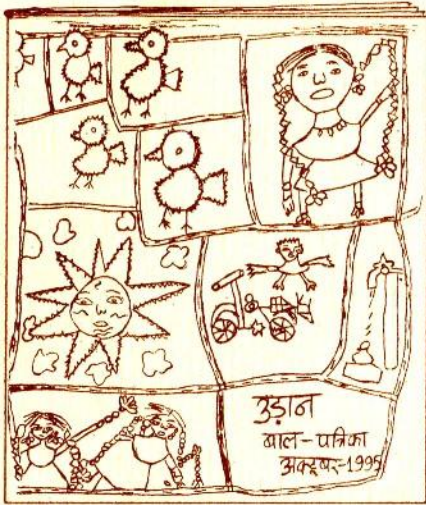
Networks: Eklavya has participated in networks of people's science groups, to conduct public campaigns on environmental and developmental issues facing the country. Major campaigns like the Bharat Jan Vigyan Jatha, Bharat Jan Gyan Vigyan Jatha, The Joy of Learning Campaign, Mahila Samata Jatha have been carried out.

Total Literacy Mission: In Dewas district, Eklavya's intensive public contact work on social issues had mobilised a large number of conscious citizens. When the district administration took up the total literacy campaign, Eklavya played a critical role in ensuring the fruitful support of volunteers for the cause of literacy. Eklavya's experience in training people and in developing interesting learning materials was also an important input into the literacy programme in Dewas, as well as in Hoshangabad district.

The positive outcome of all these programmes is that in all its centres in M.P. Eklavya provides a forum for people, young and old, who are keen to do something meaningful in society.

Eklavya Personnel	5
Eklavya Expenses	3 lacs
(Approx. expenses in Rupees for the year 1997-98)	





Cyclostyled children's magazine brought out from Hoshangabad every month.



Indubala Toppo, 5th, Khamahar, Raigarh, M.P.

Space Outside the School

The school system with its formal framework fails to cater to children's numerous flairs and their need for self-expression. These must be cared for outside the school, by making opportunities for activities like reading, drawing, acting, doing experiments etc. freely available to children. We support children's needs for such explorations through the following.

Libraries in this region are few and far between and reading habits low.

This has urged us to run libraries for children and adults at all our field centres. These libraries have a selected range of reading material. During the peak of summer holidays well over a hundred children come to all our libraries and exchange books every day.

Children's groups (known as Chakmak club or Bal-samoo) are organised in villages and towns. These are maintained and run by children themselves. They operate libraries from their homes and facilitate activities like drawing, origami, science experiments etc.

Regular trainings are given to children to run these groups. Workshops and monthly meetings are organised.

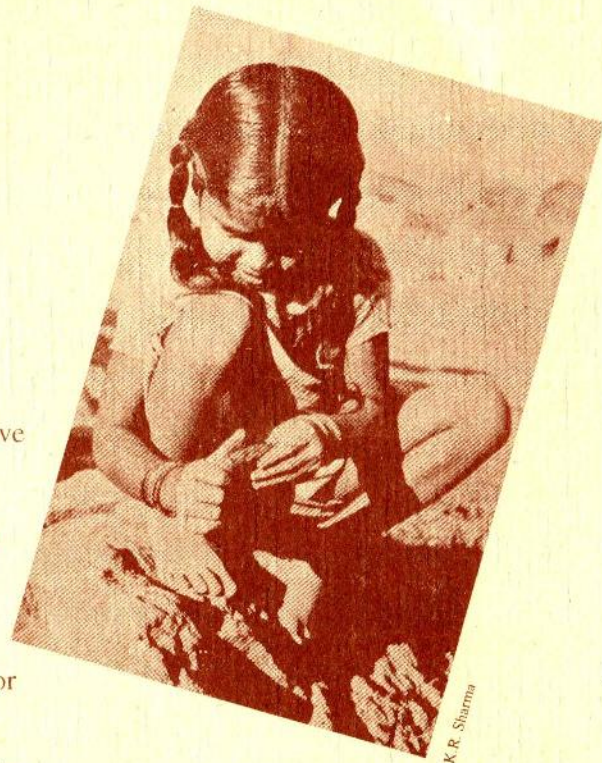
These children often give training to other children and conduct children's activities in events such as book fairs etc.

Cyclostyled magazines, wall magazines etc. are brought out to give space for children's written and spoken articulations.

Bal-melas are festive occasions with children freely floating from one activity corner to the other, making paper toys, clay-modelling, drawing, writing poetry and stories, playing games, singing... with little adult intervention. These events, organised in some park or school in towns and villages, are very special occasions for the participant children.

Plays and dramas are helpful in enhancing expression and articulation skills besides promoting a spirit of team work and camaraderie. Children prepare plays and skits that are staged in schools and various other places.

The space outside school implies a leisurely arena left over from the demands of schools, exams, household work, etc. where children learn and create together. As the older children of the group get increasingly pressurised by the need of earning a livelihood they drift off, paving way for the group to seek other options. Mostly the children themselves bring forward other members of the community who could be a neighbour, a sister or a brother to take their place and keep the group going.



K.R. Sharma

Children's magazines: *Udan, Bal Kalam, Nanhi Kalam, Bal Prayas*

Bal-samooah	25
Eklavya libraries	7
Children's libraries	47
Bal-mela (annually)	100

Eklavya Personnel	6
Eklavya Expenses	4 lacs

(Approx. expenses in Rupees for the year 1997-98)

3. माहवारी : सवाल व समस्याएँ

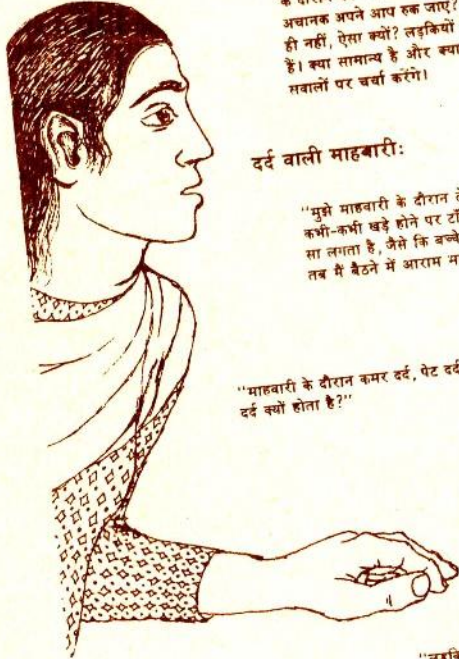
माहवारी कभी-कभी समय से पहले ही क्यों आ जाती है? कई बार रक्त स्राव बहुत दिनों तक चलता है, ऐसा क्यों? माहवारी के दौरान दर्द क्यों होता है? क्या ऐसा भी होता है कि माहवारी अचानक अपने आप रुक जाए? किसी-किसी को माहवारी होती ही नहीं, ऐसा क्यों? लड़कियों के इस तरह के कई सवाल होते हैं। क्या सामान्य है और क्या असामान्य? यहाँ हम ऐसे कुछ सवालों पर चर्चा करेंगे।

दर्द वाली माहवारी:

"मुझे माहवारी के दौरान तेज कमर दर्द होता है। कभी-कभी खड़े होने पर टाँगों के बीच एक दबाव-सा लगता है, जैसे कि बच्चेदानी बाहर आ जाएगी। तब मैं बैठने में आराम महसूस करती हूँ।"

"माहवारी के दौरान कमर दर्द, पेट दर्द व टाँगों में दर्द क्यों होता है?"

"लड़कियों को माहवारी में इतनी तकलीफ होती है। मुझे कभी समझ नहीं आता ऐसा क्यों होता है। मुझे तो कोई परेशानी नहीं होती। मैं तो रोज जैसे ही काम करती रहती हूँ।"



Women's Health and Education

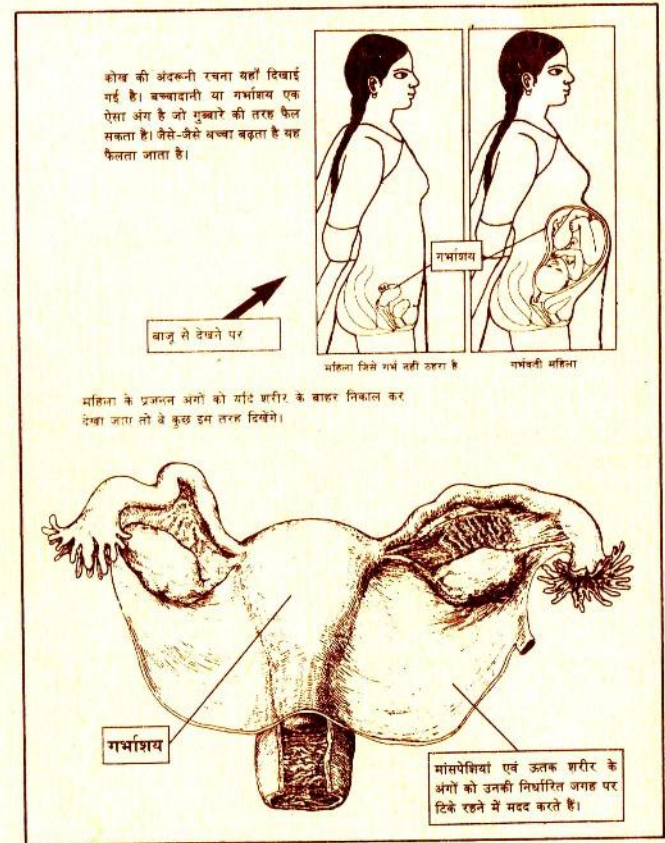
Too often, a girl's puberty is a signal for the end of education, the increase of restrictions and the possibility of early marriage and early pregnancy, with the accompanying responsibilities and health risks. Why can't puberty rather be a period when a young woman can make use of her energy, creativity and resourcefulness?

Through education, perhaps girls can begin a process of empowerment, to reach a self awareness of their fertility and sexuality that will also open up new ways of thinking and new opportunities.

Education in these areas can only be done in a healthy atmosphere, through discussions, questioning, and sharing of experiences.

Girls need to increase their awareness about their own bodies, puberty, menstruation, reproduction and child birth. Basic information about gynaecological problems, their prevention and cure is also needed. This includes information on the risk of unprotected sex that can result in unwanted pregnancies, unsafe abortions and sexually transmitted diseases including AIDS.

A page discussing issues related to menstruation from *Beti Kare Sawal*.



In order to address these issues, we have undertaken an adolescent health education programme that includes the following:

- Developing books and pamphlets for adolescent girls and women on menstruation, reproduction, health and gender issues.
- Training teachers, nurses and anganwadi workers as facilitators in reproductive health education.
- Organising workshops for students of middle and higher secondary girls schools.
- Organising residential camps for rural girls in which health and nutrition education, songs, drama, employment generating skills, etc. form part of activities.
- Setting up small libraries run by girls in villages.
- Networking with other individuals and groups working on similar issues.
- Developing a health curriculum for adolescent boys.
- Research in areas related to women's health and fertility, including traditional remedies for common health problems faced by women.

Commenced in 1986.

Publications: *Aankhon par ek nazar, Beti kare sawaal, Pichkari ni re dada*

Schools involved	22
Teachers involved	30

Eklavya Personnel	2
Eklavya Expenses	1.17 lacs

(Approx. expenses in Rupees for the year 1997-98)



Lakhon, 6th, Tappa Sukalya, Dewas, M.P.

Eklavya as a Resource Agency

With improvement in the quality of education gaining an importance across the country, the demand for work of groups like Eklavya has grown in many ways. Eklavya's experience of the process of field testing innovative curricula and implementing systems in the mainstream to support educational improvements have been found useful by government and non-government institutions across the country.

- The field tested and stimulating learning materials, activities and training methods developed in Eklavya's school programmes are widely used by people working in Education.
- The activities and processes developed by Eklavya for its out-of-school programmes like bal-melas and chakmak clubs has gained popularity in a number of schools and groups running non-formal education centres, night schools, children's activity centres and balwadis etc.
- Our work in women's health has also provided support in terms of materials and workshops to a number of groups working with girls and women.

Eklavya has shared its work and experiences with others, in many ways.

- We collaborate with state governments and other agencies to develop their educational programmes for elementary schools.
- We entertain a large number of visitors to our field areas.
- We invite many interested groups or individuals to join our teacher training camps every year.
- We conduct orientation workshops for other groups.
- We join the deliberations of seminars, consultative meetings, workshops to provide inputs that give shape to programmes and policies,

In Madhya Pradesh:

- Since 1995, SCERT, Eklavya and Shikshak Samakhya joined hands to develop a primary school package for the state. This included:
 - giving shape to a skill based curriculum for classes one to five.
 - building the entire programme of developing books, teacher training and follow up system.
- Eklavya provided support to design the Lok Sampark Abhiyan (including school mapping and interaction with village education committees) for universalisation of primary education in M.P.

In Gujarat:

- Since 1992 we helped develop and implement a Science Teaching Programme for classes five to seven in 34 primary schools spread over three districts.
- The collaborating organisations in this programme (which is referred to as AVISHIKA) were Gandhi Vidyapeeth, Vedchhi; Lok Bharati, Sanosara; Gujarat Vidyapeeth, Community Science Centre and Gujarat



Books developed for programmes in other states.

Eklavya Personnel	3
Eklavya Expenses	5 lacs
(Approx. expenses for the year 1997-98)	

Support for women's health and children's activities to:

Mahila Samakhya, Rajgarh
MPVHAI, Indore
Care, Jabalpur
Gwalior Science Centre
Jeevan Jyoti Inst. for Development, Indore
Innovative School, Indore
Dept. of Education, Indore University
Malwa Council for Social Work, Dewas
Antar Bharati, Indore
M.P. Yuwa Sindhi Samaj, Indore
SEWA, Indore
Christ Sewa Kendra, Dewas
Blind School, Dewas
Vidushak Karkhana, Shahdol
Neer, Parasia
Regional Science Centre, Bhopal
S.O.S. Village, Bhopal
BHEL Education Society, Bhopal
WWF for India, Bhopal
Nirantar, Delhi
Haryana Vigyan Manch, Rohtak
Inst. for Developmental Studies, Jaipur
Mahila Samakhya, Vadodara
... and others

Science Academy, Ahmedabad. Now another organisation, Shishu Milap is planning to take up a similar initiative in Vadodara.

- The experience with 34 schools was one of the major inputs in the making of the new science text books for Gujarat state for classes five to seven during 1996-98.

In Rajasthan:

- Our Primary Education Programme fed into the development of the class three to five curriculum and the environment studies books (Khoji Pothi) developed for Lok Jumbish Parishad.
- We helped Lok Jumbish in preliminary orientation of resource teachers.
- We gave resource support to DIET Dungarpur to develop it as an autonomous DIET.
- Since 1998 we have been providing academic support to Lok Jumbish Parishad to develop a science and social science teaching programme for the middle school (classes 6, 7 & 8) for Pisangan Block in Ajmer District.

In Assam:

- We oriented resource persons from Assam DPEP in child centred pedagogy. Since then, several teams from Assam have visited our trainings and schools.

In Himachal Pradesh:

- We provided resource support through workshops in formulating the curriculum renewal programme for Himachal Pradesh. An outcome of this is the preparations for district specific materials and books for classes I & II.

In Karnataka:

- Resource persons from Karnataka SCERT, DIET's and DPEP have visited our Science and Primary Education Programmes. DPEP Karnataka has adapted material from our Primary school programme into resource material for teachers..Our class-I books have also been translated into Kannad for use with 10,000 children of non-formal centres.

With NCERT:

- Eklavya participated in the deliberations on the shaping of NCERT's *The Primary Years* document. In this, the environment studies curriculum was made more process oriented. Greater emphasis was placed on integrated learning in the primary schools.
- *The Primary Years* was developed as a resource document which supports maximum flexibility for the efforts of the states to shape their own primary education programmes. The work of Eklavya and other such groups has played an important role in enabling these new processes in education.

With National DPEP

Eklavya has participated in various workshops and provided resource support to National DPEP to:

- review and strengthen SCERTs and DIETs.
- strengthen academic aspects of sub-district structures viz Block Resource & Cluster Resource Centres.
- Orient state resource teams on learning approaches.
- Develop evaluation methodologies for children.

Interactions for education programmes with:

SCERT, M.P.
DIETs of M.P.
Sampark, M.P.
Lok Sampark Abhiyan, M.P.
DPEP, M.P.
Samarthan, Bhopal
Lok Jumbish Parishad, Rajasthan
Vidya Bhawan Society, Udaipur
Seva Mandir, Udaipur
Bodh, Jaipur
Digantar, Jaipur
Urmul, Rajasthan
SIERT, Rajasthan
UNICEF, Rajasthan
SCERT, Gujarat
Shishu Milap, Gujarat
SCERT, Karnataka
DIET, Karnataka
DPEP, Karnataka
DPEP, Assam
Srujanika, Orissa
SCERT, U.P.
Nalanda, Lucknow
Mahila Samakhya, Banda
Abhivyakti, Maharashtra
AHEAD, Pune
Door Step School, Mumbai
DPEP, Kerala
Bharat Gyan Vigyan Samiti, Delhi
NCERT, Delhi
Ed. C I L, Delhi
IGNOU, Delhi
Jagriti, Delhi
... and others

Publications

In a sense this programme is a part and parcel of our school curriculum programme, as well as the community based programmes. It embodies our efforts to promote our most basic objectives - i.e. critical awareness of issues around us, problem-solving abilities, and people's creativity. A look at our publications will illustrate this.

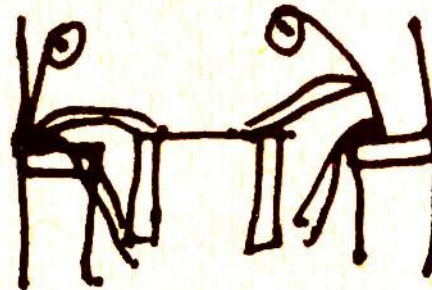
A significant departure that has been made by us is to publish titles based on children's original writings, with minimal editing. Another significant feature is that a lot of what we publish emerges from field experiences in different programmes, or has been tried out in the field independently.

Publication effort is viewed by us as promotion of readership for progressive and scientific literature. It is not merely a book-selling effort and hence a low price strategy is adhered to. This means that self sustaining considerations are balanced consciously with promotion considerations and while printing costs are recovered, other costs are subsidised.

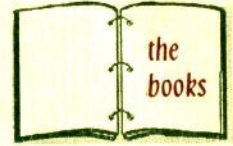
As we orient ourselves to increasing our distribution activities, we are striving to professionalise the design and illustration component of our publications.

Total Titles	64
Eklavya Personnel	6
Eklavya Expenses	10 lacs

(Approx. expenses in Rupees for the year 1997-98)



Rekha Mukati, 7th, Dewas, M.P.



to make, to break,
to solve

खेल-खेल में
कबाड़ से जुगाड़
खिलौनों का बस्ता
माचिस की तीलियों के खेल
वर्ग पहेली
एक आधार अनेक आकार
खेल खिलौने
एक्वेरियम : निर्माण एवं रख-रखाव

to sing, to read,
to act

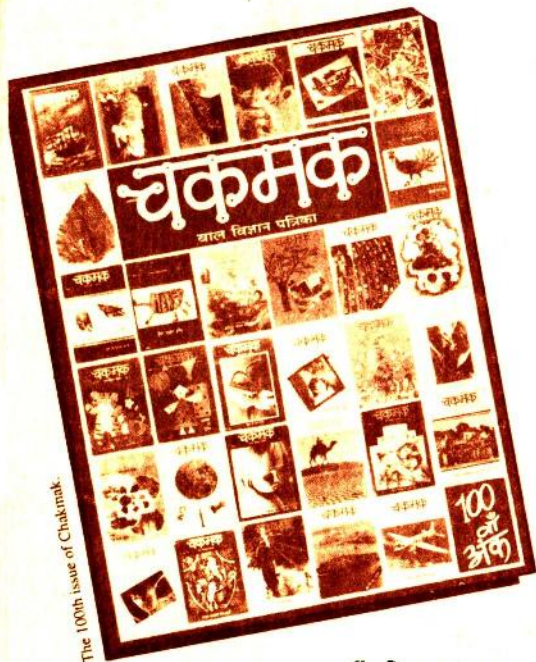
लोमड़ी और जमीन
आजादी की नुक्ती
प्यारा लड्डू
हमको फिर छुट्टी
कहानी संग्रह
कविता संग्रह
नजानू के रंग
हड्डी
बॉकी-बॉकी धूप
फर फर उड़ी पतंग
तीन दोस्त
दो तोते
हलीम चला चाँद पर
रूसी-पूसी
चूहे को मिली पेंसिल
कौन गवैया
लड्डू भाई गोल मटोल
बच्चों की कविताएं
चकमक
उड़ान
बाल कलम
नन्ही कलम

to learn, to teach,
to share

बाल वैज्ञानिक 6, 7, 8
खुशी-खुशी 1 से 5
सामाजिक अध्ययन 6, 7, 8
हो.वि.शि.का. दस्तावेज़
बच्चे असफल कैसे होते हैं
सामाजिक अध्ययन शिक्षण : एक प्रयोग
सीखना-सिखाना
शिक्षा कैसी हो
प्रश्न बैंक
विज्ञान क्या है
इतिहास क्या है
शब्द-चित्र कार्ड सेट
बाल मेला
होशंगाबाद विज्ञान
संदर्भ

to question, to challenge,
to change

जन विज्ञान का सवाल
बोल अरी ओ धरती बोल
जवाब दर सवाल
टिकाऊ खुशहाली की ओर
बोलो तुम क्या चुप बैठोगे
बेटी करे सवाल
हमारी सेहत, हमारी लड़ाई
कवीरा सोई पीर है
शिप्रा की आवाज़
आंखों पर एक नज़र
पिचकारिनी रे दादा
स्रोत



The 100th issue of Chakmak



"You printed my drawing in Chakmak (February '96) on page 3. That was my first drawing to be printed. I was so happy...."

Ashesh Kuntal Chandrakar,
class I, Durg, M.P.

Chakmak

Science monthly for children

Nearly 50,000 children in the country read and write about themselves, draw vivid pictures from their lives and share their experiences every month. The bridge between them is Chakmak - their own magazine which for the last thirteen years has given space and recognition to their ideas, feelings and hesitant expressions, both verbal and graphic.

Chakmak tries to provide an entry-point for children to explore the varied and exciting areas of Science without being overawed. Every issue carries articles which start from the simplest constituent concepts of topics and go on to examining their various dimensions.

It caters to children's native curiosity and urge to make-build-do something by devoting four to six pages every month to experiments and activities.

Chakmak also encourages children to look at their society, their environment and themselves from different standpoints and enter into lively debate with each other and the authors.

It treasures and celebrates children's original creations just as they are. In every issue eight to ten pages are reserved for children's contributions. To those whose creations are not selected for publishing we write personal letters to encourage them and discuss with them the importance of original creativity.

Chakmak was started in 1985 to try to reduce the dearth of good reading material available to children, especially in rural areas. Most of the literature available for children is moralistic and there is a great paucity of lucid and lively reading material on subjects that are close to the world of children and stories and poems that do not necessarily preach.

Ever since its inception, Chakmak has strived to fulfil the curiosity in children, guide them in their creativity and also provide a platform for them to express their views, ideas and creations without the fear of being judged.

Besides individual subscribers, its reach has been widened through subscriptions from many government and non-government schools in M.P., Rajasthan, Gujarat, Uttar Pradesh and other states of the Hindi belt.



Some of the columns appearing in Chakmak.

Other details about Chakmak

R.N.I. no.	:	50309/85
Periodicity	:	Monthly
Pages	:	44 including cover
Size	:	26 x 19 cms.
Print area	:	23 x 16 cms.
Print Order	:	12,500 per month
First issue	:	July, 1985
Current issue	:	160th

Eklavya Personnel	4
Eklavya expenses	5.75 lacs

(Approx. expenses in Rupees for the year 1997-98)

नर नहीं तो क्या हुआ!

यह तो सर्वमान्य मन्थ है कि मूँष्ट का वंश चलायमान स्तन के लिए एक नर और एक मादा का होना आवश्यक है। ऐसा होने पर ही नई संतान को मूँष्ट होनी है, किन्तु प्रकृति के अजूबे कभी-कभी इस मन्थ को शूटना देते हैं।

वेस्टइंडीज के द्वीपों और दक्षिण अफ्रीका के जंगलों में छिपकलियों की एक ऐसी जाति पाई जाती है, जिसमें केवल मादाएँ ही होती हैं, नर होना ही नहीं। और आश्चर्य तो यह कि नर के साथ संपर्क में आए बिना ही ये मादा छिपकलियाँ दूसरी मादा को जन्म देती हैं। इस छिपकली का नाम है- जिम्मेथेलेमस अइन्वुडो। इस जाति की मादाएँ अंडा रखती हैं और इस अंडे में दूसरी मादा पैदा होती है। जब छिपकली का जन्म होता है तो उन्होंने सोचा कि इस छिपकली



जाति की छिपकली का कोई तो मादा होगा ही। विज्ञान ने जैवशास्त्रिक पत्रिका में इस छिपकली पर शोध करने की जिम्मेदारी कोल नामक वैज्ञानिक को सौंपी और यह रहस्य सामने आया कि इन मादाओं का अणु भाग (जेनेटिकली) जिम्मेथेलेमस स्पेसियोसम नाम की छिपकली का है और शेष अणु रचना जिम्मेथेलेमस क्रिप्टम की है। पता चला कि जिम्मेथेलेमस क्रिप्टम और जिम्मेथेलेमस स्पेसियोसम के बीच

कभी समागम हो जाने की वजह से नर के वंश भी प्रजनन कर सकने वाली मादा जिम्मेथेलेमस अइन्वुडो का जन्म हुआ है। देखने में यह मादा भी जिम्मेथेलेमस क्रिप्टम की तरह चमकीली होती है।

□ वैभव बंसल
(शोध कीर्तवी)

Srote

S & T feature service

Subsequent to our work in science education we realised that attitudes regarding science were in part, shaped by newspaper reporting on science. Such reporting was usually not well informed and tended to emphasize the dramatic elements with little analysis.

In this context the Science and Technology feature Srote was launched in 1988. It is a project sponsored by the National Council of Science and Technology Communication and is executed by Eklavya from Bhopal. Srote was launched with a view to enhancing the quality and quantity of S&T coverage in Hindi newspapers and periodicals as well as to provide reference material for teachers, students and various organizations engaged in social work. Srote has three components, viz a weekly feature service, a monthly compilation and a resource centre.

Over the years Srote has been successful in enlarging and creating space for science and technology related issues in the print media. Newspapers, which usually do not have access to such analytical material have been appreciative of Srote's role.

Although we are striving towards increased revenue generation, it is imperative that any such endeavour will need to be subsidized to be able to achieve its goal of disseminating an understanding of science and technology issues through newspapers.

Srote article published in Nai Duniya (12.12.98).

Srote Features:

Weekly despatches

Weekly exclusive service

Monthly magazine compilation

Current Issue	120
Newspapers covered	140
Magazine subscribers	250
Pick-up rate (per article)	5.9

Eklavya Personnel 5

Eklavya expenses (net) 5 lacs

(Approx. expenses in Rupees for the year 1997-98)

Sandarbh

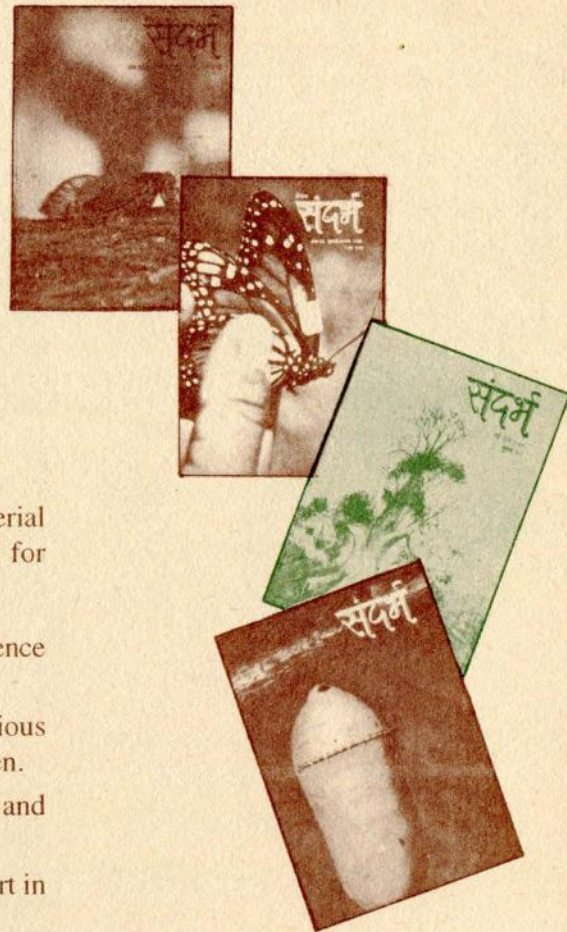
Bimonthly on Education and Science

Recognising the paucity of good pedagogic and content resource material in Hindi, in 1994 Eklavya took up the task of publishing a journal for teachers.

- Sandarbh was visualised as a magazine which would help widen science teachers' understanding of the subject.
- It discusses developments in pedagogy, bringing to the teacher various efforts possible in enhancing conceptual understanding of children.
- It suggests various simple and inexpensive classroom activities and projects for teachers.
- In a nutshell, Sandarbh provides the much needed resource support in Hindi to school teachers.

Over the years feedback from readers has indicated that Sandarbh material is as useful for senior students and others interested in issues relating to science and education. Due to the demand for back issues of Sandarbh we now compile indexed volumes annually.

A group of educationists and scientists who were keen to fulfil a much felt need of similar resource support to teachers in Marathi has taken the initiative of publishing a Marathi edition of Sandarbh.



Current issue	26
Indexed volumes	4
Print order	5000
Periodicity	Bimonthly

Eklavya personnel	4
Eklavya expenses (net)	7 lacs

(Approx. expenses in Rupees for the year 1997-98)



Evolving Models of Participatory Development

Background: The 73rd constitutional amendment has given far reaching responsibilities to panchayats for carrying out rural development and strengthening local self governance. Many legislative and administrative initiatives to speed up the implementation of the Act are being taken. However, panchayats face a severe crunch in both skilled person power as well as resources for carrying out their agenda.

Initial Programmes: Panchayats require support in the form of training as well as ongoing interaction to facilitate developmental planning. In addition, it is vital to strengthen the gram-sabhas as vibrant elements in local self government. To help strengthen such processes and initiate development of strategies and models of working with panchayats,

Eklavya carried out a training program for over 175 panchayats in three blocks of M. P. followed with more detailed studies of some selected panchayats. With the experience and understanding gained during this work, we have now evolved a pilot programme to be implemented in one development block, and aimed at strengthening panchayat functioning and including enhanced participation by local communities.

Participative Planning For Rural Development

The primary objectives of this programme are as follows:

- with the participation of panchayats and local communities, to focus on skill development and capacity building amongst the poor and backward at the grass roots.
- to evolve and try out innovative models of micro-level planning in the rural areas.

Some of the core ideas in this programme are as follows:

- support to formation of community organisations (such as self-help groups, seed banks, youth groups etc.) to strengthen the participative process;
- linking of community organisations with panchayats to strengthen gram sabha functioning;
- provide training inputs into panchayats to support skill upgradation of members;
- attempt an integrated approach to programme activities with focus on education, health and natural resources development;
- enable the setting up of a Panchayat Resource Centre, to act as a backbone to the planning process.

Eklavya Personnel	12
Eklavya expenses	25 lacs
(Expenses in Rupees projected for 1998-99)	

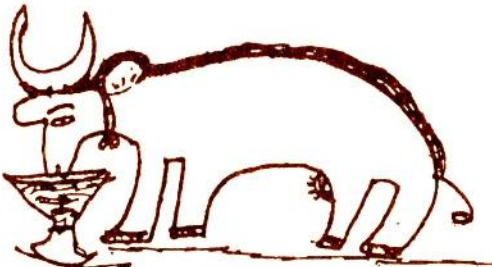
Rural Technology & Artisanal Development

To strengthen our inputs into rural development, production centres for artisanal trades such as leather have been set up in co-operation with local leather artisans.

We have also initiated programs in fisheries, low cost construction, watershed development etc. These initiatives are meant to serve as training facilities as well as models of appropriate technology.

The methodology of work involves trying out improved methods and techniques in specific areas of productive activity and environmental upgradation. On the other hand Eklavya is interested in developing strategies for wider people's participation in developmental and productive processes using these methods and techniques. Some of the activities taken up in this area are:

- 1. Rural Artisan Study:** A base study of socio-economic conditions and production techniques of 8-10 artisan groups in three blocks of Hoshangabad district. This was completed in 1992.
- 2. Rural Leather Tanning Project:** To use adapted techniques in vegetable tanning to upgrade local leather and for skill development amongst local flayers and tanners. Initial project was completed in December 1994 and work continues.
- 3. Carcass Utilisation Project:** To use improved cooker techniques for utilising cattle carcasses for obtaining fat, bonemeal and meatmeal.
- 4. Study of Low-cost Construction:** An effort to understand existing practices in house-building in local field areas by poorer sections. Identification of major problems and limitations with the objective of planning possible support work.

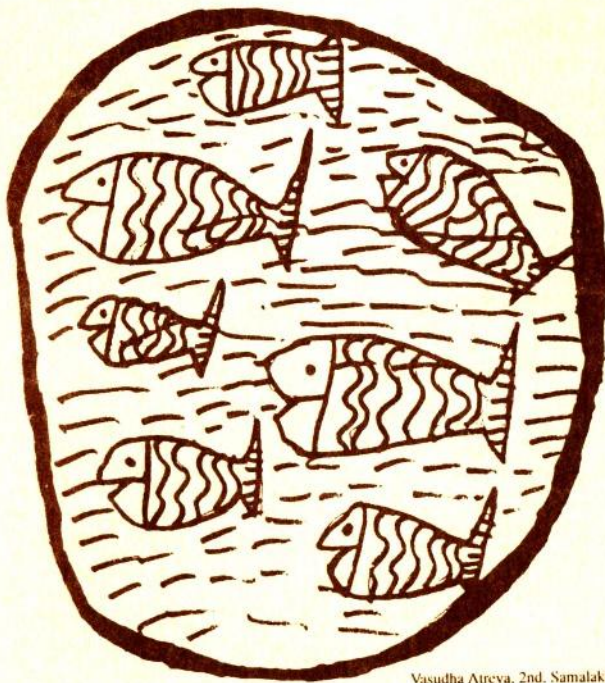


Ashish Kumar Sahu, 8th, Devarbija, Durg, M.P.

5. Fisheries Programme: Programme to set up a Fisheries Resource Centre to support the development of fish breeding in two districts, Hoshangabad and Dewas. This is to be achieved through :

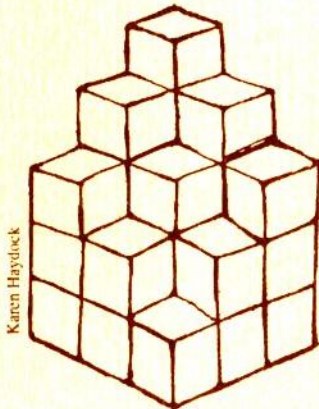
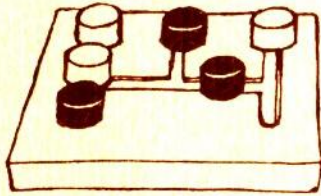
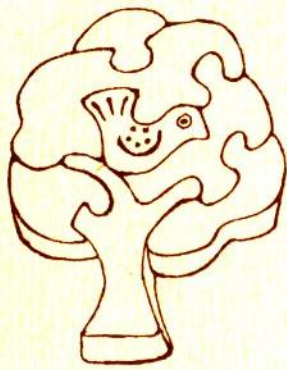
- production of fish seed, fry and fingerlings and
- training programmes in fish breeding.

6. Watershed management: Also being a thrust area for development, this could be an appropriate means to integrate the Technology Programme with the training of panchayats. Appreciating this, Eklavya entered into a collaboration to initiate work in the field of watershed management.



Vasudha Atreya, 2nd, Samalakha.

Eklavya Personnel	4
Eklavya Expenses	6 lacs
(Approx. expenses in Rupees for the year 1997-98)	



Commenced in 1985.

Eklavya Personnel	6
Eklavya Expenses	3.5 lacs
Receipts	3 Lacs

(Expenses & receipts in Rupees for the year 1997-98)

Toys Workshop

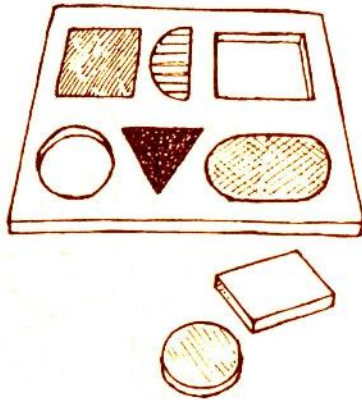
The incentive to start a toys workshop in Eklavya came from a strongly felt need for interesting and creative materials for children. Starting from a makeshift facility in 1985, to design and try out wooden toys amongst children visiting our centres, the toys workshop has evolved into a full-fledged centre for making and disseminating toys and other educational materials to individual users and organisations.

Production and distribution: A team of six from the local area has been trained to manage the production of toys. Over the years this team has become fairly independent in its functioning. Marketing and achieving self-sustainability has however been a complex process.

We started with distribution of toys through an informal network of friends and sister organisations. Now, with the objective of making this unit self-sufficient we have started two outlets at Bombay and Delhi, at Comet Media Foundation and People Tree, respectively.

However this is an area where we need support.

Variety and use of Eklavya Toys: The toys unit produces over twenty five varieties of toys including puzzles, block-sets and dynamic toys. The toys produced by Eklavya have been widely used by hundreds of

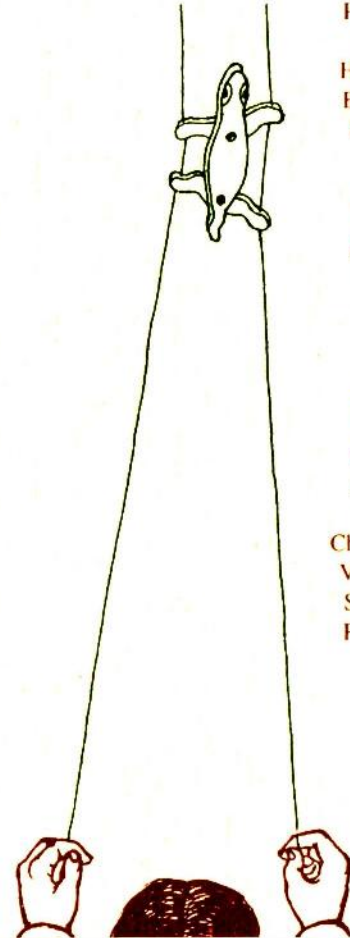


children at our Chakmak clubs and Bal-melas organised by us. They have also made a place for themselves in a large number of balwadis and primary schools in Madhya Pradesh as well as in other states. The growing demand for our toys has put pressure to create new designs and improve quality.

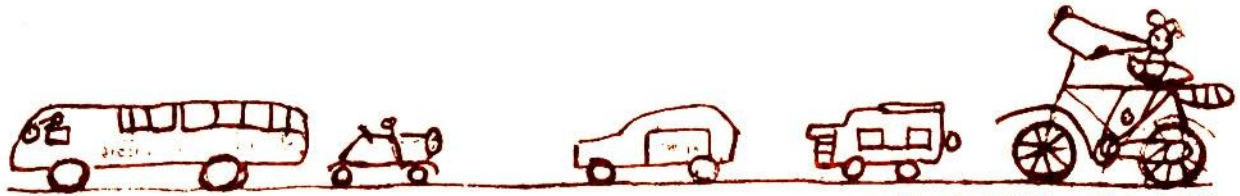
Need for design unit: The production facility needs to be suitably strengthened to support the demand for more toys. We need to set up a small but separate design unit to focus on the creation of new designs and improvements in the quality of toys. Along with new ideas for toys and educational kits, the design unit can also experiment with the use of alternative materials. We have had the benefit of short visits by both professional and amateur designers to the toys workshop. A proper design unit will help to attract such resource persons and absorb and evolve further inputs provided by them.

Toy List

Soma Cube
 Parking Puzzle
 Joker Set
 Map Puzzle
 Map with base
 Penguin duo
 Penguin trio
 Tortoise
 Hanoi Tower
 Balance Nut
 Mushroom
 Jigsaw
 Acrobat
 Block set
 Animal set
 Human
 Tree
 Horse
 Fish
 Elephant
 Butterfly
 Crocodile
 Alphabets
 Parrot
 Christmas Tree
 Vegetable set
 Shape board
 Peggy board



Karen Haydock



Sunil Kumar Kaushal, 4th, Timarni, Hoshangbad, M.P.

Strengthening the Organisation



Dilpa, 8 years, Anjanwara, Jhabua, M.P.

Strengthening the Resource Group:

Eklavya has always functioned with the support of a large number of friends and supporters hailing from geographically widespread and professionally diverse backgrounds. Needless to say, the resource support needs to be augmented in the coming years if we are to successfully carry out the present and future programs.

Thus the first important step in gearing up and strengthening the organisation will consist of consolidating the communication process with the existing resource group and extending its numerical strength. To improve the communication process we plan to bring out a newsletter which will keep the resource group abreast of the ongoing programmes in Eklavya. This will also help others to plan their inputs to these programmes.

Financial Stability:

We have realized over the years that continued and total dependence on short term project funding for our programmes puts a heavy strain on our person power. In addition it interferes with the establishment of long term and stable goals due to shifts in the funding policies of donor agencies. To ensure greater autonomy and stability we plan to establish a corpus fund that will sustain a reasonable portion of our core programmes (say around 25-30 %) by the interest generated.

The presence of a corpus fund within Eklavya would also help in initiating new programmes, instituting study fellowships and in supporting our ventures in publications and educational toys.

The target amount set for the corpus fund is Rupees three crores, which we plan to raise by the year 2000.

An initial support for our corpus programme has come from Sir Ratan Tata Trust, Mumbai in the form of an endowment grant of Rupees one crore. The conditions in this endowment make it necessary for Eklavya to raise a matching grant by the end of the year 1999.

How You Can Help:

Your help could come in a number of ways. You could

- contribute to the development and implementation of our programmes.
 - decide to give a personal donation yourself.
 - introduce other individuals and/or professionals to Eklavya.
 - help us reach out to corporate houses and trusts.
- Donations to Eklavya are exempt under section 80(G) of Income Tax Act.
 - Donations should be addressed to Eklavya Foundation and can be sent to Eklavya at the Bhopal address.

Infrastructure Development

In October 1982, Eklavya came into being with its first centre at Hoshangabad. Within a year six field centres followed suit, spread over central and western M.P. These were housed in one or two room offices with minimal facilities. Today Eklavya has seven centres and six sub-centres. More important, their sizes have grown to house the increased volume of activities and the accompanying staff strength.

All our centres are housed in rented space since Eklavya does not own any office building or training centre. Now, after sixteen years of existence we have felt the need for our own facilities at two of the centres - Bhopal and Hoshangabad. Both these centres:

- are in the nature of resource centres coordinating and housing a number of diverse activities, and therefore have a larger staff.
- have a high volume of publication and office work; and hence have full-fledged DTP units.
- possess large libraries with internal and external users.
- host a number of group meetings, trainings, workshops etc. and visitors to our programs.

We have decided to create an office campus in Bhopal and a training centre at Hoshangabad. Our efforts in mobilising resource support towards these have resulted in a commitment from Sir Ratan Tata Trust. The Trust has sanctioned an amount of Rs. twenty five lacs towards building these facilities.

We are now in the process of mobilising funds for land and infrastructure development. Donations towards these efforts can be earmarked for Eklavya infrastructure development programme.



Bajram Patidar, Nakkheda, Mandsaur, M.P.

EKLAHYA Time-Line

Year	School Education Intervention	Publications	Other Projects	Science Popularisation and Children's Activities	Technology / Development / Planning
1982	Registered. Took charge of HSTP running in 250 schools.	Took charge of Hoshangabad Vigyan, a teacher's magazine.			
1983	Mobilised resource group & an in-house team for the primary school and social science programmes.	Publication of popular booklets on science, history etc. begins - 2 titles.		Science popularisation prog. initiated through Bal -melas, quizzes, local libraries etc.	
1984	Seeded HSTP in school complexes of three new districts in Malwa region.				
1985	Seeded HSTP in the school complexes of three more districts.	Chakmak launched in the state. 3 new titles published.		Campaign on the Bhopal gas tragedy. Spreading awareness regarding science-society issues.	Set up the toy production workshop.
1986	Seeded HSTP in the school complexes of seven new districts. Trialling of the Social Science Programme begins in nine schools.	1 new title published.			
1987	Trialling of the Primary Education Programme begins in seven schools.	Launching of Srote, a science feature service. 1 new title published.		Jointly organised Bharat Jan Vigyan Jatha with AIPSN.	

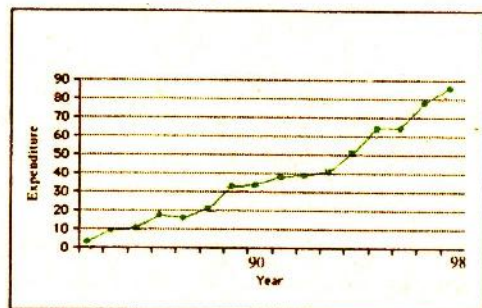
Year	School Education Intervention	Publications	Other Projects	Science Popularisation and Children's Activities	Technology / Development / Planning
1990		5 new titles published during three years, 1988 to 1990	An environment testing prog. started. It led to formation of Neer, a youth orgn.		Set up the metal training workshop.
1991		1 new title.	Project undertaken for developing a source book for teachers in ancient Indian history.		Survey of rural artisans in Hoshangabad district.
1992	Beginning of interaction with and resource support to Lok Jumbish Parishad, Rajasthan.	1 new title.	Documentation of Kabir songs of Malwa region. Survey of geography concepts in children.	Chakmak Club concept formulated for sustaining children's activities in the community.	Programme with leather artisans launched.
1993	Workshop for translation of Eklavya materials into other regional languages with Bharat Gyan Vigyan Samiti. Beginning of Science teaching programme in selected schools of Gujarat.	1 new title.		Collaboration in the Total Literacy Programme of Dewas district.	
1994	Detailed proposal for the state level expansion of the Hoshangabad Science Teaching Programme formulated with the state education department. Intervention in the curriculum formulation process at the state level for primary schools.	Launched a teacher's journal - Sandarbh for the school teachers of the Hindi belt. 2 new titles.	Launched the project for developing an alternative atlas for beginners.	Joy of Learning Campaign with BGVS.	

Year	School Education Intervention	Publications	Other Projects	Science Popularisation and Children's Activities	Technology / Development / Planning
1995	Trialling of the Primary Education Programme in 125 schools of a block. Development of a content enrichment training programme for the resource teachers of the science programme.	4 new titles.		Growth of Chakmak clubs.	Launched a project for the development of fisheries. The low-cost construction project started. Watershed development programme begins.
1996	Primary Education Programme: Amalgamation of the trialled material into the new teaching learning package for the state of M.P. begins. Evaluation and documentation of the Social-Science Programme undertaken. Resource support to DPEP in various states begins.	3 new titles. Participated in World book fair held in Delhi.	Adolescent health & nutrition programme developed. Development of the project for preparing resource materials in science in Hindi		Training Programme for the members of the Panchayats developed.
1997	Preparations for launching Science and Social Science Programme in Rajasthan.	6 new titles. Launched marketing strategy based on book fairs.	Baseline study of primary school children commenced.		
1998	Science & Social Science programmes launched in 54 schools of Ajmer district in Rajasthan. Support to SCERT begins on making new textbooks in Social Sciences for the state of Madhya Pradesh.	10 new titles. Full time team for non-magazine publications formed.	Study of children's understanding of political systems started.		Project for community participation in planning & development started.

EKLAVYA FOUNDATION
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED
31ST MARCH, 1996, 1997 AND 1998.

	year ended 31.3.1996 (Rs. in lacs)	year ended 31.3.1997 (Rs. in lacs)	year ended 31.3.1998 (Rs. in lacs)
INCOME			
Government and other Grants	54.50	63.80	76.58
Donations	0.00	0.34	0.05
Subscriptions to Chakmak	10.59	8.84	7.14
Sale of other Eklavya Publications (net)	0.00	5.70	0.00
Miscellaneous Receipts	0.16	0.48	0.28
Interest Received	0.45	0.65	0.75
TOTAL	65.70	79.81	84.80
EXPENDITURE			
Expenditure on objects of the society			
A. Educational Projects	42.37	49.69	64.79
B. Expenses on Publications	19.65	21.30	17.51
C. Others	0.00	0.05	0.95
	62.02	71.04	83.25
Surplus / Deficit of Income over Expenditure	3.68	8.77	1.55
TOTAL	65.70	79.81	84.80

Organisational Growth



(Expenditure in lacs)

EKLAVYA FOUNDATION

BALANCE SHEET AS ON 31ST MARCH, 1996, 1997 AND 1998

	year ended 31.3.1996 (Rs. in lacs)	year ended 31.3.1997 (Rs. in lacs)	year ended 31.3.1998 (Rs. in lacs)
<u>PROPERTIES AND ASSETS</u>			
Land at Sandalpur	0.00	0.55	0.55
Project Equipments (Net)	9.77	10.98	8.86
Govt. and other Grants receivable & carried forward	0.00	17.60	8.22
Receivables	20.57	19.47	17.21
Loans, Advances and Deposits	1.90	1.50	1.01
Balance with Banks:			
Corpus Investment	0.00	0.00	90.12
Others	9.61	3.95	7.76
TOTAL	41.85	54.05	133.73
<u>CORPUS AND LIABILITIES</u>			
Capital Fund	0.75	0.75	0.75
Corpus Fund	0.00	0.00	90.12
Surplus	19.06	27.84	29.39
Grants for Equipments	9.77	10.98	8.86
Government and other Grants refundable and carried forward	7.63	0.00	0.00
Current Liabilities	4.64	14.48	4.61
TOTAL	41.85	54.05	133.73

Auditors: Chandrakant Sevantilal
Chartered Accountants, Fort, Mumbai

Eklavya - The People

Bhopal

Anwar Jafri
Ashok Rokde
Chhaya Dubey
Indu Sreekumar
Jaya Vivek
Kamal Singh
Kavita Suresh
Lal Bahadur Ojha
Laxmi Phelomena
Manoj Nigam
Mohd. Shafiq
R.K.Bhatnagar
Rajesh Utsahi
Richa Choudhari
S.N. Chatterjee
Sajan Paul
Saju M.K.
Shashi Sablok
T.C. Kotwani
Tultul Biswas
Veena Bhatia
Vinod Raina (on leave)

Ujjain

Bahadur Singh
K.R. Sharma
Kailash Dhawale
Prem Kumar Manmauji

Pipariya

A.B. Khare
Gopal Rathi
Kamal Mahendroo
Kamlesh Bhargava
M.P. Tiwari

Harangaon

Anup Kumar
Niti Diwan

Dewas

Alex M. George
Anu Gupta
Arvind Sardana
Dinesh Chandra Sharma
Dinesh Kumar Patel
Leena Chouhan
Narayan Delmia
Ram Narayan Syag
Ravikant Mishra
Shobha Shingne

Chandpura

Gokul Vyas
Rajesh Toppo

Hoshangabad

Ajay Sharma
Amlan Das
Anil Patel
B.P. Maithil
Brijesh Singh
C.N. Subramaniam
Chandrakant
Deepak Verma
Jyoti Diwan
Madhav Kelkar
Mahesh Basedia
Mahesh Sharma
Rajesh Khindri
Ram Bharosey
Rashmi Paliwal
Sanjay Tiwari
Snigdha Mitra
Yemuna Sonny

Parasia

Kartik Sharma



Deepak Jagtap, 2nd, Satwas, Dewas, M.P.

Sandalpur

Rajesh Bishnoi

Shahpur

Ghanshyam Tiwari
Hemraj Malviya
Neelesh Malviya
Pradeep Chaubey
Shivani Bajaj
Smriti Joseph
Venu Aindley

Harda

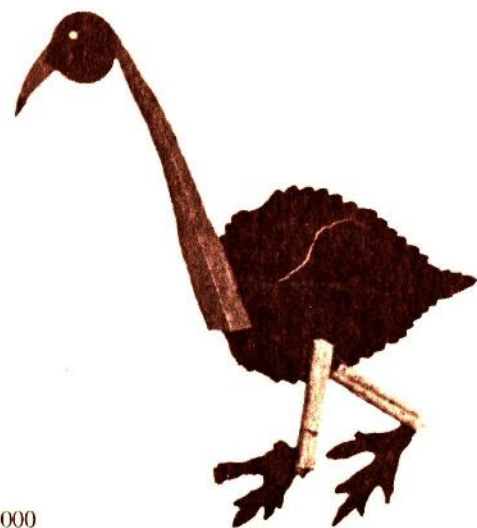
Anjali Noronha
Ashok Kevat
Chandan Yadav
Hariom Kushwaha
Kalidas Banerjee
Madhusudan Dubey
Prakash Jadhav
Rajesh Dale
Rajesh Verma
Ram Jeevan Nagle
Santosh Kumar Mehta
Shobha Chaubey
Sunder Singh

Fellowships/Contracts

A.P. Gupte
H.S. Mathur
Prakash Burte
Rajeev Joshi
Sushil Joshi

Governing Body

1. Dr. Vijaya S. Varma (President)
Dept. of Physics, Delhi University
2. Shri Baldev Sidhu (Secretary)
Sidhu Finance and Leasing Co., Delhi
3. Dr. Sadhna Saxena (Treasurer)
National Institute of Adult Edu., Delhi
4. Dr. Ramakant Agnihotri
Dept. of Linguistics, Delhi University
5. Dr. Sumit Sarkar
Dept. of History, Delhi University
6. Dr. Uma Chakravarti
Historian, Delhi
7. Shri Probrir Sen
Indian Administrative Services
8. Dr. Bharat Poorey
Dept. of Zoology
Holkar Science College, Indore
9. Dr. Anwar Jafri (Ex-officio)
Director, Eklavya Institute
10. Ms. Rashmi Paliwal
Representative, Academic Council
11. Dr. Ram Narayan Syag
Representative, Academic Council





- **Rows of children listening silently to the teacher - without raising any questions - is this what learning means?**
- **Why does our education not relate to life experiences of children?**
- **Should examinations be a trauma for children testing nothing but rote-learning?**
- **How to link education to development needs of our society, especially in rural areas?**
- **Even if we did not lack resources, do we have an alternative vision of education?**