

EKLAVYA FOUNDATION



ANNUAL REPORT 2009-10

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1. CRMD: Curriculum Research and Material Development

1.1. Whole School Transformation

With WATIS support and partnership, the whole school transformation programme was carried out in schools run by Mahila Chetna Manch. Under this programme, participatory teaching learning pedagogies were developed for Languages (Hindi and English), Maths and Science. The programme helped the teacher to prepare pedagogical tools in these four subjects.

The team continuously interacted with the teachers and visited the classes for observations and handholding. Periodically, the team gave demos of using the tools and facilitating the class.

Teachers were given training to develop their capacities to understand the concepts behind the whole school transformation, preparation of Teaching-Learning Methodologies (TLM) and effective use of tools within the school framework.

Under the programme, the community participation was one of the important aspects. Team participated in Parent Teachers Association (PTA) meetings of the said schools to understand the issues and concerns of the parents of the urban school children and to acquaint and get a 'buy in' from the parents of the efforts being made by the programme in the processes leading to quality of education.

1.1.1. Documentation of the Whole School Development Program and supporting the schools to be independent: Eklavya had been working in three schools of the Mahila Chetna Manch since 2004, in order to develop them into schools that practiced developmentally appropriate pedagogy with a systematic planning and review system. To this end, Eklavya did teacher development workshops, helped organise classrooms into creative spaces, oriented the principals and management, oriented parents towards more child friendly practices, gave on site support, provided age appropriate learning materials, developed child centred assessment processes. The objective of the program was to learn from this experience and document it. This year was focused on the documentation and in the support to the school teams of teachers and Principals so that they could take on the further responsibilities independently.

- All three were English medium schools but children came from different language backgrounds. The teachers, too, were not too fluent in English. We were successful in turning the schools more bilingual than before, especially in the early classes (nursery to class 1). This experience urged us to explore the area of bilingual education further.
- 1.1.2. **Pilot Study on the teachers of Bhopal:** During the intensive experience of about 5 years with the school development program, we came across teachers who were very close to children and made a lot of effort. We also realised that there are limitations to changing schools from within, and it requires a larger understanding of the socio-cultural and political milieu of teachers and children. We also felt the need to initiate change at a larger level not just within a particular school. Hence, we did a small pilot study of teachers in the city of Bhopal, to understand who is becoming an urban teacher and why and how do teachers become motivated. For this we took a purposive sample of about 30 teachers who are remembered in some way as good teachers.
 - 1.1.3. **Literature Review:** Simultaneously we did a brief literature review of teacher education programs across the world.
 - 1.1.4. **Literature review of bilingual education:** Since Bilingual education was another area of work for the urban context, emerging out of our work in Whole School Development, we did a brief literature review of bilingual education.;
 - 1.1.5. **Study on Corporal Punishment:** We participated in a nationwide study on Corporal Punishment which was initiated by the National Commission for the Protection of Child Rights, helping them collect data in Bhopal and some other districts.

1.2. Urban Resource Network support to Arambh Schools

The programme provided resource support to organizations working on urban education issues. This year one NGO, Arambh which is working with the underprivileged children, street children on child rights and especially on child development and protection rights had been given resource support for their educational initiative named 'Dharohar'.

Initially it was planned to build the capacities of the 'Dharohar' centre animators. A monthly training schedule was prepared for the capacity building but Arambh's intervention strategies changed and instead of running 'Dharohar' centres for the unprivileged children it decided to intervene in the government schools where these

children were enrolled. The animators from Arambh started helping the government school teachers in managing some of the classes as the PTR was quite high. So the plan changed to building capacities of the animators in managing classes and use of TLMs.

The organization deliberated on the need for building a resource network to bring about changes in the delivery of education especially to the unprivileged children. As Urbanisation was getting ground and the in-migrants settled in densely populated slums and as the number of mainstream government schools either decreasing or remaining constant against the increasing population, there was a need to study the urban quality education and also make a concerted effort to work collectively to bring about changes in the education sphere.

This year the preparatory phase of the development of the urban resource centre started. The work going on in government schools was the plank for further exploration. Three organizations viz. Eklavya, Muskan and Samavesh provide support to the teachers. These three organizations came together to share their experiences and discuss about the need for a collective forum.

1.3. Collaboration with government schools

The team participated in the capacity development programme of the government school teachers. The capacity building plan had in first phase development of Master Trainers on pedagogies which would then train the teachers.

District Resource Persons Training

RSK

Eklavya participated in the District Resource Persons Training organized by Rajya Shiksha Kendra on 5th June 2009.

In the first session the master trainer was explaining the use of the TLM displayed in the school classroom. After a while the discussion was on the use of library and the library period. There were a lot of experiences and issues related to library that were told by the participants.

In our session, Rashmi had an interactive exercise on the purpose of language. The participating teachers gave different answers and all these were written on the wall paper. At the end the discussion on the use of language and its many forms were discussed and it was reiterated that children from different backgrounds use different tongues/forms of the language and it is the responsibility of the teacher not to dissuade the child but to encourage him/her to speak her tongue and write in that tongue so that he/she expresses freely and better and this is the purpose of the language.

Eklavya worked in two school clusters of Pipalani and Habibiya to train the Master trainer and then follow it up with observation and guidance.

In the same schools, further collaboration to make library better equipped and functional, the organization prepared a data base profile of the school in these two clusters for library outreach and effectiveness intervention.

1.4. Middle and High School Science

A: Modules

The Cell module has been finalised. The work on this module required extensive discussions by the resource group on how 'history of science' could provide the pedagogic pegs and can be creatively used to discuss both content and nature of science. Final illustrations for this are being completed.

Resource Group Inputs: Three modules viz. (i) Force & Motion 1, (ii) Nature of Matter and, (iii) Heat & Temperature have received detailed critical inputs and comments from the **Resource Group**. Almost all experiments have been tried with children in a few schools in Indore. Module Development Teams are addressing the issues related to the approach to the conceptual issues and also rewriting in a more communicative manner. Final drafts are expected over the next few months & discussed with that the Resource Group so that one can move towards finalisation. These modules are in the nature of supplementary material for teachers along with experiments and activities that they could do with students. They keep in mind learning from our trials and reading of the science education literature.

The Light: The module on Light is almost completed. Aamod Karkhanis, member of the Resource Group is finalising after inputs from Vijaya Verma.

The Evolution module developed by Karen with some assistance from Uma is going at slow pace. Part of this was tried at two teacher workshops, one at Mumbai and the other at Indore. The long introduction to the nature of science is being contested.

The project have had teacher meetings and a round of discussion on concept notes for two other modules-**Nutrition and Electricity**. There has been some ground work that we had done and some members suggested that we explore different approaches. Both these themes have a strong social angle and can be presented as a citizen's approach. We had members of Prayas (Energy sector) and Jan Swasthya Sahyog (Community Health) taking the teacher sessions. We would like to collaborate with them in formulating and sharing the writing of these modules.

- Modules that are in the last stage and would be completed and published next year are: (i) Force and Motion 1, (ii) Nature of Matter and (ii) Heat and Temperature. The modules that have moved to the next stage and need further working on are: (i) Evolution and, (ii) Force and Motion 2. First stage of work has been done on (i) Nutrition and, (ii) Electricity.
- For Human Body series Anu Gupta reworked on the introduction to the English and Hindi picture books and edited the Hindi booklet. It is with the Publication Group (of Eklavya) for making it print ready. The two modules to be published next year are: (i) Bones and (ii) Muscles. Bones has been reworked after receiving detailed inputs from Resource Group member Neha Aggarwal. It is ready to be sent to the Advisory Group for further inputs/critique.

B. Curriculum critique

It's contemplated that along with materials there would be documents that enhance the debate on curricular issues.

One of the the members of the High School Science Team, Uma has written an article which will be published next year. This article was presented at a conference at Homi Bhabha Centre for Science Education. Critique and inputs from from Resource Group members are sought and post that this will be finalised for publication upon incorporating the inputs.

Member of the High School Science Team, Himanshu has done qualitative trial for the force and motion sequencing which will be repeated next year so that the results have a firmer basis & work towards a publication. Chapter reviews on specific topics are to be re written after the experience of the module and these could then be published as an article.

C. Teachers' Network and Use of modules

The work with teachers consists of teacher training, trial of modules and on site support for some schools. Reviewing the work for the last year we find that teacher attendance has been satisfactory for the one day meetings but not so for the summer workshop. We were also not able to provide the support that was contemplated since the team was small. The on site support to school would be strengthened this year, since the team is now adequate. A collaborative meeting with Sandarbh is initiated to enhance and strengthen this network.

The other aspect of working with teachers is on the use of the modules. We have old and new networks and using modules to sustain and build these networks/contacts has been initiated. We have begun with one workshop at Udaipur. Preparation for similar workshop for high schools government teachers through DEO and DIET, Indore has been done and the workshops will be done next year. So also preparations for workshops at Hatpiplia, Piparia, Harda and Hoshangabad have initiated with some round of discussions with the teachers and members of the education dept.

D. Science projects

At an idea level 'science projects' appears to be the meeting point in our conversations with schools. Hence we had placed this as one agenda for the summer training this year. In majority of the schools Science Project is given a token space and practiced in a trivial manner. This year the team pondered over and deliberated on whether it is possible to turn this around. The deliberations resulted in exploring a few schools. Preparations have been going on to explore and design the workshop where in some of the toys and experiments done in other areas can be incorporated.

D. Workshops and Meetings

Following workshops and meetings were held during the reporting year.

- a. As even days science workshop was conducted in Indore. The workshop was held from 22nd to 28th June 2009 at Indore. Following themes were covered in the workshop
 - Classification;
 - Projects design and innovation;
 - The purpose of project: the construction of projects
 - Examination, assessment and evaluation
 - Force and matter

- b. Need of learning science and scientific temperament: 23rd and 24th July 2009 at Hoshangabad
- c. Adharshila Learning Centre Workshop: the purpose of the workshop was to expose the students of the school to innovative and interesting ways of science learning. About 130 children participated in two days workshop held at Adharshila Learning Centre at Sendhwa on 28th and 29th August 2009. In the two days workshop, children were introduced to magnets, kaun pahle gira-vertical fall of objects, focal length of convex lens, watching night sky (astronomy), inclined plane experiment (force) and making of carbon dioxide, Oxygen and Hydrogen gases
- d. Adharshila Learning Centre Workshop on testing of soil and food content: The workshop was held from 22nd to 24th January 2010 for the children from 6th to 10th in parallel sessions.
- e. Monthly meetings on thematic: monthly meetings were held on different thematic. Chemical Reactions monthly meeting was held on 31st October 2009. Teachers wanted to have a session chemical reaction. Electricity Resource groups meeting was held on 7th February 2010 to discuss the guiding framework for module on electricity at high school level. e is a feature of the

1.5. Maths

Fractions

The children in class 4 have learnt to associate with the symbol a/b at least two meanings, viz. the share and the measure meanings and can compare small fractions. Some of them can do the comparison tasks simply using logic (without drawing pictures doing the activity of sharing and distributing).

The team has tried fractions with class 4 students at Malakhedi. The team initiated a new approach of teaching algebra for class 6, not in a planned way. In 7th introduction to negative numbers was carried out.

Getting the math team going

Weekly interaction within the group- reading mathematics education literature, learning mathematics and sharing our class room experiences was done this year.

Workshops/Seminars/articles

One workshop for making materials (both manipulative and activities) for teaching and research was planned but did not take place. A mathematics education seminar was conducted this year.

1.6. Economics Teaching In High School Teachers' Training Workshop

Heritage school teachers have contacted some of us in the team that did the May' 09 workshop for further work with teachers and we have had two/ three meetings with teachers and one with the head of the school administration to discuss how to take this forward.

From our point of view, the workshops have enabled us to try out some of the chapters in the new textbooks, get a sense of teachers' understanding of the text/ how they are teaching it and more importantly, identify and try additional resource and support material that could further the understanding in respect to certain concept areas, or more generally, perspective building. In respect to the latter, an idea we have been toying with for the past six months is to systematically generate teachers resources in and around the topics that we ourselves have handled in the new textbooks. Some of these areas overlap with the topics in Eklavya textbooks. The workshops provide the base for development of such material. However, we are as yet far from any final form for such material as has been used. Suggestions on interesting representations of teachers' resources would be helpful.

Four workshops were held this year viz. at following schools:

- Central India Academy, Dewas
- DTEA School, Laxmi Bai Nagar, Delhi
- Heritage School, Gurgaon
- Trial of Social Science Training Manual for Middle and High School Teachers, Teachers' Workshop at NCERT

National Seminar on Economics Education NCERT 4th to 6th March 2010

The national level seminar on Economics education (scheduled for Feb/ March, 2010) has finally been flagged off with the first planning meeting being organised by the NCERT in October after months of waiting. We prepared a background note

laying down the tentative agenda (see attached), which was broadly accepted. There is a fair amount of work involved here if anything substantial is to come out of it.

By the end of December, we hope to circulate drafts on two areas that were broadly pinned: (a) report on classroom observations and (b) alternate frameworks for Economics teaching.

a. Report on Classroom observations: method versus meaning (A paper prepared by Sukanya Bose with inputs from B.C. Thakur and many other Economics teachers and students)

The paper presents an analysis of the Economic classrooms for the Higher Secondary grades based on a qualitative research. It is an attempt to record and present what appeared as significant from the point of 'understanding of the discipline that the classrooms reflect'. The regularities and the anomalies that are noted from the classroom are organised around three issues: (i) Method versus Meaning, (ii) Micro versus Macro and, (iii) Economics versus Social Science.

b. Alternate frameworks for Economic teaching: In practice of curricular changes, often the debate on "the appropriate framework" is stepped aside given the pressures to get on with work. Frameworks within economics discipline is a contested area and, has renewed relevance in view of the Post-Autistic movement and the serious churning that it has generated on the need for heterodox approaches in Economics courses. Also many new ways of looking at problems and issues on Economics are emerging. The paper and the discussion in the seminar dwelt on

- * What are the implications of the debates for school economics?
- * What are the contending frameworks worth considering for school economics that can capture the quintessential and the new ideas in the subject?

Paper Presentation/Reading: Eklavya team members, Sukanya Bose read "A View from the Classrooms: Method versus Meaning" while Arvind Sardana presented "Learning from Curriculum Development in Science" in the seminar.

1.7. Kabir in Schools/Asha for Education

Kabir in Schools

A pilot project "Kabir in schools" supported by Asha foundation was carried out. A two member core team comprising of Narayanji and Kaluram with support from Linda Hess at Stanford and others at Dewas and Ujjain carried out the work. A report on the work has been prepared by Linda.

As a part of this project, members of the team participated in a workshop on Kabir organized by Shristhi School of Art, which is anchoring the project. In the workshops along with our team, people from other organizations working on Kabir took part. In the workshop, the team proposed that "Kabir in Schools" be carried forward in a more organized and planned manner. It was also proposed in the workshop to augment the schools with musical instruments to further the progress of the project. It was also put forward that the artistic expressions of the students could be strengthened by inputs by members of the other groups as well as experts on Kabir (from Shristi School of Arts).

During the workshop and post workshop it was decided to enrich the learning by using the material on history, religion and caste developed by Eklavya and others.

A decision was taken to revive the Kabir Manch that were in existence in Malwa region. It was decided to organize meetings of the Mandlis at the village level where sharing of experiences could take place.

A Kabir yatra was done in March where

Opportunities in folk revival

The work in schools at one level has a clear underprivileged social agenda that is negotiated by them using both identities-as folk singers and as belonging to scheduled caste themselves. The programme has been designed and managed by Narayanji and Kaluram with some support. The school permission is at the local level. They figure out the balances to be maintained. It is an interaction with an oral tradition that could be empowering more so if it has the support of understanding history, religion and ideology. The organization would contribute in this area of deliberations on history, religion and ideology. It has to be seen whether elements of exclusion at the school level could be handled by the local team.

At the other level schools have virtually shut off all elements of music, art and craft from their engagement. This could provide a base to re explore ideas and curricular

design. Organisation, it is deduced, could learn from collaborating with other artists and as part of resource centre activity, there is a need to strengthen local groups to initiate programmes in a participatory way.

Issues of concern

The exploration of folk singing traditions has revealed that the tradition has some strong commercial motives too which cannot be altogether wiped out. On the contrary, the commercial interest could provide the motivation to excel in the vocation. The issue is a strong family centred groups evolving which try to safeguard the family's interests. At some of the events, the local organizers give more space and time to their brethren than the other participating groups and this at times upsets the whole programme. As some of the groups dominate in the performance, the others are threatened to withdraw from the programme and this is a huge challenge.

2. RESOURCE CENTRE: Support system for 1st Generation Learners of SC/ST/Unprivileged Children

2.1 Shiksha Protsahan Kendra

The first three year phase of the Shiksha Protsahan Kendra Programme funded by Axis Bank Foundation was completed this year. During this phase Eklavya was able to establish this programme as one of its flagship programmes which has built strong links between the community, Eklavya and the Government School system in six blocks of MP. It has drawn the attention of a large number of NGOs and academics who have been regularly visiting the centres to understand and learn from them. These are increasingly being seen as centres where the ideals of good education are being practiced with very modest resources.

During this year the first round of impact assessment study was conducted and this has shown significant impact of the SPKs on the achievement of children and even more important a closing in of gender and caste differences in learning. Another milestone reached this year was the increase of community contribution to the programme to over a lakh of rupees. The SPKs have become a place where B El Ed students from Delhi University can visit and learn from living experience of good practices in education. While several NGOs visited the SPKs and also took training from our staff members, one of them NEG FIRE has entered into a two year MOU with Eklavya to provide resource support to similar centres being set up by them in Jhabua district of MP. The following is the detailed report of the programme during the year 2009-10.

Centres

The year began with 192 centres; we had decided to close down some of them which were sub-optimal or which did not have the active support of the community. During the course of the year the numbers were reduced to 179 centres. On an average there are about 30-35 students per centre. It is heartening to note that more than half of them are girls. Most of these children come from very deprived social backgrounds.

Enrollment

Month	No.of Centres	Boys	Girls	Total
April '09	193	3124	3226	6350
Jul '09	186	3088	3188	6226
Oct '09	178	2921	3016	5937
Mar '10	179	2939	3047	5986

Attendance

Around 60% of the enrolled children attended the centres for more than 70% days. About 9% to 18% of the children attended the centre for less than half the number of days. There was a significant fall in attendance in March due to exams in the schools and holidays associated with them and the increasingly hot weather.

Attendance			
	70 to100%	50 to70%	Below 50%
July	63.20%	29.80%	7%
December	61.28%	20.95%	17.7%
March	37.72%	45.40%	16.90%

Summer Camps

Area	Camps	Enrollment			Attendance	Teachers
		Boys	Girls	Total		
Shahpur	20	1034	1043	2077	72%	99
H'bad	3	230	214	444	85%	26
Harda	2	129	50	179	72%	9
Pipriya	2	108	120	228	74%	10
Dewas	2	131	116	247	78%	10
Total	29	1632	1543	3175	76%	154

This year in all 29 camps were organised catering to over 3000 children. Children arrived in the camps (usually the govt school building) before 8 AM and were there till 12.30 PM. Light refreshments were provided around 10.30 AM. The classes

covered a number of areas, like reading and writing, math, creative writing, drawing and games. The classes were observed by *anuvartankartas* who commented on them in the review and planning meeting held every afternoon. A large number of parents, school teachers, visitors from outside came to observe the classes.

S.P.K. Teachers' Meetings and Training Workshops

Every month two meetings were held with the teachers in six places (Shahpur, Harda, Pipariya, Babai, Dewas and Ujjain) to review and plan the work in the centres. Thus in all every month there were ten to twelve meetings in which about 160-90 teachers participated. In many places, these meetings were replaced by the training workshop in May and by the Camps in June. The agenda included introducing the new teachers to the basic principles of SPK and its pedagogy, review of previous month's work, setting targets for the next month and planning activities for each of the three groups of students in language and math; review of children's achievements as reflected in their monthly tests; review of Bal Melas conducted in the centres; collection of parents' contribution to SPKs, etc. In addition to these the teachers were administered tests in math and the problem areas were identified and they were helped to overcome their problems. The distribution of notebooks received from Axis Bank Foundation was also discussed and planned in the meetings. Planning of exchange visits of parents committees for December was also done in these meetings.

Annual Training in May: There was a four day preparatory meeting held in Hoshangabad which was attended by the entire Ekalavya team and the *anuvartankartas*. This was followed by 6 day regional trainings of the SPK teachers in Shahpur, Hoshangabad, Harda and Dewas. The last was held under severe hardship due to acute shortage of water in the entire Malwa region. This was the first serious training for many of the newly appointed teachers.

Teacher training workshops November- December: Teacher training workshops were held in Dewas, Harda, Hoshangabad, Pipariya and two places in Shahpur between the last week of November and the first week of December 2009. Nearly 35 to 40 teachers attended these workshops besides five to six Eklavya resource

persons. These focussed on language and math teaching and planning activities for the three groups.

Planning Meetings were held with *Anuvartankartas* every month in the six places: main agenda for these meetings being review of follow up reports, preparations for training in May and summer camps in June need to step up work with parents in each of the centres, plan of followup for the next phase. These meetings were also used to build the observation and report writing skills of the *anuvartankartas*.

Follow-up

With the exception of the month of May and June during which Eklavya staff and the *anuvartankartas* were busy with the training and summer camps, on an average each of the centres across the five districts were visited twice a month by the *Anuvartankartas*; at least once by Eklavya staff and at least four times by guardians of the children.

During the second quarter some changes were brought about in the system of followup. Instead of designating one or two persons as *anuvartankartas* we have now large team of teachers who conduct follow up in each other's centres. This panel of teachers was drawn up after discussions with the teachers themselves. This has enabled a large number of teachers to participate in the process and has also paved way for much exchange of ideas between the centres. Planning meetings are held with them on implementation of the monthly academic plans drawn up in the monthly meetings, review of children's attendance, issues to taken up in parents' meetings, distribution of TLM, use of libraries, wall magazines etc. We also discussed extensively the new follow up structure and procedures with them. They are also now paid honorarium per followup visit, instead of the previous lump sum payment every month. This has ensured a more effective followup.

A workshop was held in Hoshangabad to train the newly recruited *anuvartankartas* under the new follow up scheme outlined in the last report. 24 such new persons were trained in a two day workshop on 30 October and 1st November 2009. This focussed on issues in language and math teaching, developing the habit of reading and expectation from follow up.

Parents' Meetings

Meetings with parents

Month	Meetings	Parents		Others					Total
		Female	Male	Govt Teachers	Female	Male	SPK Teachers	Eklavya staff	
Apr	164	1170	1752	15			180	140	3257
July	172	800	1293	40	201	550	156	139	3179
Oct	176	832	1185	35	197	554	184	116	3117
Dec	176	899	1161	51	213	669	192	108	3303
Mar	146	562	807	11	200	482	160	86	2308

Meetings were held every month with the parents of the SPK children of each centre. The number of meetings were less in May, June (2009) and March 2010 due to the camps and also the end of the academic year and harvest season. On an average about 18-20 persons attended each of these meetings. This included besides parents and other members of the community, government school teachers, and anuvartankartas and Eklavya staff members. A notable feature of these meetings has been the active participation of women. Nearly 30 to 40% of those attending these meetings have been women.

The agenda for these meetings were usually a discussion on the base line tests, grouping of children, a reporting of their progress, attendance, contribution to SPKs etc. Usually children also participated in these meetings and parents conduct impromptu tests to see if the assessment presented by the teacher is correct (like asking children to write on the board, read out a book or do a sum). Agenda for Parents Meetings in July: Discussions on the state of the weather (delay in rains), agrarian situation, use of polythene, the total Solar Eclipse were some of the general themes taken up for discussion. Besides these the meetings in July reviewed the experience of summer camps, overall progress of children in learning, the TLM in use, the teaching methods being used in the SPKs, how to read the progress sheet of children, daily diaries written by teachers, student attendance, participation of parents in the SPK programme, impac ot SPKs, review of location of the centre, methods to increase the participation of women in the meetings, completion of the SPK shelters where they were under construction. In several cases the payment of the SPK teachers is made in these meetings. In September the Samiti of parents were consulted regarding the decision to close down some underperforming centres in

which very few children were attending, or the teachers wanted to move away to pursue higher studies, etc. Considerable time was spent in these meetings to acquaint the parents of the efficacy of the methods and materials being used by trying them out with them. The parents were informed in the third quarter that note books were being provided by Axis Bank Foundation to the children and that the contributions of the parents would now be used for other purposes.

Exposure Visits of SPK Samitis

In order to infuse new enthusiasm in the samitis, especially those which were underperforming in terms of student attendance, quality of follow up, attendance in parent meetings etc. it was decided to take members of such samitis to centres which were performing well. This was done during the last quarter. This would give them an idea of the good practices of the other samiti members and also inspire them to improve the conditions of their own centres. In all 48 samitis participated in this which included 267 women and 162 men.

Even though it had been planned, community sammelans could not be held during this year due to the heat generated by the Panchayat elections.

Community contribution

Community contribution in the first quarter was over Rs. 21,000/ in cash and kind. During the second quarter it rose to Rs. 27476/ in cash and one quintal of wheat besides hundred copies and pencils and slates. During the third quarter this figure further rose to Rs.30635/ but fell to about Rs.19278/ in the last quarter. Thus in all about one lakh rupees worth cash and kind contributions were made. This indicates the high level of commitment of the parents towards the programme.

Impact Assessment Study

Dr. Amman Madan of IIT Kanpur has kindly consented to coordinate the study of impact of the SPKs. Selection of sample centres and control villages was been done and a plan for pilot testing was prepared. The pilot testing was completed in the second quarter. Second round of testing and analysis was completed in the third quarter and the results discussed with the team in the fourth quarter. The study shows that children who are part of the SPK programme fare significantly better than children of villages that do not have SPKs. The study also shows that gender and caste differences tend to close in the SPK villages. The report has been completed and available for reference.

Exposure visits and resource support to other institutions:

Several NGOs sent teams to visit the SPK programme of Eklavya during this summer.

1. Torpa Society for Rural Development, Khunti(Ranchi) (11 member team 4-7 March)
2. Samajik Parivartan Sansthan, Giridih (9 member team 20-23 April)
3. A team from Hazaribagh,
4. DIET Chattisgarh team (2 persons)
5. Naveen (Pravah student internee)
6. Prayas, Alirajpur, MP.

Some of them went thorough a brief process of orientation to our approaches to language and math teaching and pedagogy.

Members of Eklavya SPK team visited Gyan Shala Project in Ahmadabad and National Institute of Design on a study tour in August 2009.

A team sponsored by NEG-Fire visited the SPK programmes and expressed the desire for formal collaboration to extend the principles of SPKs to a programmes tailor made for shepherd children of Jhabhua district of western MP. An MOU for providing resource support in setting up the centres, orienting the staff and providing regular follow up has been arrived at with them.

We hope that this will initiate a process of expansion of the SPK model outside our immediate area.

In the month of October Institute of Home Economics, Delhi, Aditi College, Delhi and LSR College, Delhi sent teams of 20 to 30 students each as a part of their B El Ed programme to spend about one week and study the SPks. They visited the centres in Babai, Shahpur, Harda and Dewas.

Mahindra United World College of India (Pune) sent a team of ten students to understand the rural society and the school conditions there. The team consisted of students from different countries.

We had a team of about 12 persons from FIVDB, Bangladesh in December to study the SPKs and the pedagogy used in them. They stayed for five days and visited the centres in different places and had extensive discussions with the team.

A team of 11 persons from Nalanda, Jharkhand came for a similar purpose in December.

A eleven member team from Nalanda Institute, Ranchi (Jharkhand) visited the SPK centres to get a first hand understanding of the programme.

Sh. M Tiwari from Regional Institute of Education (NCERT, Bhopal) visited SPKs in Harda and Shahpur to study systems of non formal education in the state.

Capacity building of teacher volunteers

A large number of the SPK teachers who have been selected by the community have not completed ten years of schooling. It has been our policy to encourage and assist them to complete their schooling and pursue higher studies. A modest sum is also allocated to enable those without other support to prepare for the tenth and twelfth exams. Eklavya staff and some other retired school teachers coach the candidates in subjects like Math and English. This year about 17 SPK teachers appeared for their class X exam and about 14 of them passed in the exams. Six teachers appeared for class XII exam and four of them passed.

2.2 Gatiwidhi Kendra

2.2.1. Enhancing the team for the school system and the activity centres

Eklavya is continuously engaged in working with SCERTs of different states and with the NCERT for curriculum and textbook development, for teacher education as well as for school support programmes and implementation of RTEA. It was necessary to strengthen the team available in the organization to undertake these kinds of collaborations with the education system. 5 new people were inducted into the organization in April 2009 towards this end. However one person did not join and another person discontinued after 3 months. The remaining 3 people completed the induction training phase and were assigned responsibilities in 3 different field centres of the organization.

All three- Deepali Verma, Nanda Sharma and Manju Tiwari- had post graduate and B.Ed qualifications and had taught in schools for many years. The 6 month induction training programme planned for them aimed to orient them into new perspectives about society and education. It also sought to develop their ability to review and

analyse educational interventions and conceptualise suitable reforms and changes. The training had three components:

- a) **Readings and reflections:** The trainees were given the opportunity to read and discuss texts related to:
 - Education (John Holt, A S Neil, School of Barbiana, Models of Learning in the IGNOU module, the Right to Education Act and its debates, article on Schooling, Childhood and Work etc.);
 - History (Sources of Indian History, sample chapters from Eklavya's texts);
 - Sociology (NCERT class 12 texts on inequality and marginalization, article on the idea of Equality published in Sandarbha), Different Tales published by Anveshi;
 - Language teaching(Krishna Kumar's writing, Keerti Jayaram's article from Sandarbh);
 - Maths teaching (NCERT and Delhi SCERT texts, film on teaching fractions to street children in Bhopal, Constance Kami's paper on teaching double digit addition in columns);
 - Science (sample chapters from Eklavya's text);
 - Child Development- material on cognitive, emotional and moral development and role of play from the D.Ed module developed for Chhatisgarh SCERT.

- b) **First hand engagement with field level implementation:** The trainees spent many weeks in participating in the various activities of the Shiksha Protsahan Programme like its training for teachers, the camps held in the summer holidays for children, the workshop to review its materials, the meetings held with parents of the children. They took part in a training of DIET faculty of Chattisgarh on Art Education. They attended a training of volunteers of another NGO in Jhabua who conducted SPK like centres for children in their district. They took part in a theatre workshop for children and in bal melas held in different village schools. They participated in a study to assess children's achievements in SPKs and in another study on corporal punishment meted to children in schools.

- c) **Reflective writing and analysis:** They were introduced to reports and reviews of programmes done by other people (volunteers of Pravah, students of B.El.Ed, Eklavya researchers, reports by the team in Digantar on their projects, impact study of ABL programme in Tamil Nadu). Each of them wrote a detailed account of the learning experiences of 10 children in the

summer camps of SPK covering aspects of their family profile, their regularity of attendance, learning of language and maths and their role in creative writing, drawing and other forms of expression. They were given detailed feedback on the use of logic, rationality, consistency, clarity and analytic framework in their writing.

2.2.2. Training the new team for Activity Centres

Besides the three persons discussed above, another group of three people had also been inducted for working with children's activity and resource centres in the field areas viz. Abdul, Imran and Rakesh. They had experience of doing science communication, theatre and creative activities with children and forming youth clubs. Their training in Eklavya was planned with a view to giving them an exposure of the work culture in the organization and an understanding of the field level programmes. They spent three months in taking part in all the activities of the SPK programme of Eklavya in Shahpur Block. They also visited the library and activity centres in Pipariya and Ujjain. They were assigned the responsibility of following up on the conduct of selected SPK centres and reflect on ways to improve the functioning of the centres. Subsequently they were sent to three different field centres to develop rural and urban activity centres.

2.2.3. Quarterly Activity Review and Planning Meetings

The first of the quarterly review and planning meeting took place at Dewas from 18th to 22nd April 2009. In this quarterly meeting the team members of Activity centres from Dewas, Ujjain, Shahpur, Harda and Hoshangabad and senior members of Eklavya participated. In the Review and Planning Meeting, Academic and administrative operational plan was reviewed and plan for the next quarter prepared. In the five days meeting following points/issues were discussed:

- Creation of a platform for sharing of experiences and ideas;
- To deliberate about the perspective of the programme;
- To ideate about enhancement of the creative talents of the children;
- To contribute towards making education system effective;
- To deliberate about building a cadre of resource children who would be providing leadership to the peer groups of children, facilitate responsibilities within the children's groups;
- To provide resource support to other like minded organisations;

- To develop the conceptual understanding of the team.

The second quarterly meeting was held at Hoshangabad from 7th to 9th July 2009 in which the team members from various field centres presented the report of the activities. On the second day, a new activity was presented by the resource person and each member have had to plan and present a new idea/activity which could be carried out as joyful learning.

The half yearly meeting to review the progress and also to orient the new team members was carried out at Dewas on 22nd and 23rd October 2009. In this all the team members of the Activity programme and the resource children from Malwa region participated.

2.2.4. Joyful Learning through Summer Camps

Summer camps were organized at Dewas, Ujjain, Hoshangabad and Harda. In Dewas the summer camp was organized from 5th to 14th May 2009 for adolescent boys and girls. About 50 youths participated in the camp. The activities that were planned for the camp were: origami, craft, modern painting through playing with paints, theatre, easy to do science experiments, creative writing, story reading and telling, developing artifacts from throw-away/used things etc.

The camp had half an hour of interactive library time daily where in children scanned the library, looked at and feel the books and trying to find which books they are interested in. the children could interact with the resource persons whenever they wanted and it helped them to decided which books they want to read and or carry home for reading.

The resource persons were of varying age groups and background. There were children like Sanjay Jalkhediya, a 9th class student from Dewas Kendriya Vidyalaya and Jai Singh Goutam, a 8th class student. There were established names from the media like Shriram Jog-a senior painter and theatre activist working for Nayee Duniya, Sarang Kshirsagar-an artist working in Nayee Dunia newspaper and Ms. Rashmi Jain who is a professor of chemistry.

The summer camps were also organized at Ujjain (1st to 15th May 2009), Hoshangabad (10th to 21st June 2009) and Harda (5th to 15th May 2009).

The summer camps are avenues to the children to explore the joyful learning through self exploration and freedom of choosing the acitivites.

2.3 MOU with Govt. of MP

The organisation worked in Betul, Hoshangabad and Dewas districts under MOU with rajya Shiksha Kendra.

Eklavya has been running 180 'community based' Shikhsa Protsahan Kendras in Piparya, Babai, Shahpur, Harda, Bagli and Narwar blocks. These centres help children to cope with the demands of the primary school curriculum by focusing on literacy and numeracy skills. The centres have successfully mobilized the community of parents to get deeply involved in the issues of education of the children. Every month a meeting was held with the parents of the children to report on the progress of the children. These meetings were also attended by the school teachers, block level sammelans of parents were held in Shahpur, Babai, Pipariya, Bagli and Harda. The organization carried out this work in close collaboration with school teachers and CASs and BRCs of the blocks. This has gone a long way towards strengthening primary education in these areas. In addition to this work the team set out to understand issues relating to school effectiveness through a literature survey and a so study the experiences of some current projects in the country.

1. Study of literature on school effectiveness and visits to some current projects in this domeain:
 - ♣ Literature related to the Right to Education in India;
 - ♣ Common School Management in the USA, the UK and other countries in Europe;
 - ♣ Neo-liberal state policies and implications for education through the works of Roger Dale, Michael Apple etc. (participated in a workshop conducted by Prof. Apple in Ambedkar University of Delhi);
 - ♣ The ABL and ALM programmes were visited in Chennai Muncipal Corporation Schools. A study of the impact of ABL was done;
 - ♣ The Shiksha Samarthan Project, the Sandarbh Shala Project and the Quality Education Programme in Baran and Jaipur district were visited and studied. Documentation of these projects was studied in detail.
 - ♣ Literature on sociological studies of school as an organisation were read and discussed;
2. Participation in the meetings of the blocks resource centres and selected clusters in three blocks to study the system of academic support and

monitoring of schools as it actually functions and to assess the possibilities of school level support.

In accordance with the requests received from the block/clusters level functionaries, Eklavya staff participated in 2 meetings of Bhayawadi cluster in Betul district and 2 clusters in Bhopal district. Support was provided to the Jan Shikshak in conducting activities and discussion in the cluster level workshops in the area of Language, Maths and EVS.

A study of the system of academic support has yet to be undertaken.

3. Participation in the PTA meetings of selected schools (10 primary schools in each of the blocks-Bagli, Shahpur and Babai) especially where SPKs exist and building dialogues with PTA members on their role in school support.

Meetings and discussion with members of the PTAs and parents of 2 schools in Shahpur and three schools in Babai block have taken place. Lists of PTA members of the villages in the Babai block have been collected.

4. Getting Government School Teachers and Jan-Shikshaks to review the proceedings and experience of Eklavya's SPK programme and initiate steps to develop about 35 schools in the three blocks as model schools.

Teachers and Jan Shikshaks have visited and observed the summer camps of SPKs in the three blocks.

5. Setting up of Gatividhi Kendras (nodal library and activity centres for teachers, youths and community) in the three blocks and organizing regular workshops for children and others through these forums.

Gatividhi Kendras coordinated by the organization with the support of the BRCs have functioned regularly from the model cluster schools of Bhayawadi (Shahpur block) and Ganera (Babai block) and from a private school located in Hat Pipaliya (Bagli block). People of all age groups use the library, weekly activities are held for children and occasional discussion forums are conducted for the adults. A theatre workshop was also organized in Hoshangabad and the middle school and high school children from Babai area performed street shows at a number of places.

6. Start a process of sharing work experience and research issues with the teacher-trainers at the block level, the textbook writers and research staff at the level of the Rajya Shiksha Kendra and the faculty members of the DIETs in the three districts through occasional symposiums, workshops and joint field visits.
 - i. In April 2009, conference was organised in Babai for the teachers in collaboration with the BRC. 30 teachers took part in the sammelan, in addition to 30 volunteers running the Shiksha Protsahan Kendras and some members of the BRC. Teachers presented their experiences of helping children learn. Some of them also presented reviews of educational classics which had been circulated to them before the sammelan;
 - ii. In May, Eklavya's Maths research team held a consultation with the faculty members of the Rajya Shiksha Kendra and represented its work and shared some reading with them;
 - iii. In April-May, Eklavya presented to the faculty of the RSK a proposed module for the summer in-service training as well as an account of the issues emerging from the classrooms based on field observations;
 - iv. In August, Eklavya participated in the seminar organized by the RSK and the NEIPA to discuss the findings of the study on educational quality in the same villages that had been studied ten years ago;
 - v. In October a small publication was produced to document the presentation of the teachers in the Babai Sammelan. This was circulated to the BRCs and all CRCs in Babai.
 - vi. In January, 2010, permission was taken from the BRC of Babai to visit all the clusters of the block to disseminate the Shiksha Sammelan booklet and to give letters to all the teachers to generate fresh writings on their experiences of teaching this year, such that a new publication can be brought about containing the contributions of larger number of teachers.

7. Conducting teacher training for selected clusters of three blocks collaborating with DIETs to prepare for the training programme at the district level;

In accordance with the permission given by the RSK, Eklavya conducted sessions on the teaching of English, Hindi and Maths in

- The state level district resource group trainings held on the 5th and 9th of June at Bhopal;
- The block resource group trainings held at the district DIETs in Hoshangabad, Bhopal, Sehore, Dewas and Betul on 12th of June;

- The teacher trainings held at babai, hatpipaliya, bagli, Bhopal between the 15th and the 21st of june

A new development is to be reported here. Eklavya has been collaborating with the SCERT of Chhattisgarh to reform the D.Ed Curriculum and course materials, along with two other organisations from rajasthan. A training for faculty members of all the 16 DIETs and 2 PGBTs of Chhattisgarh state was held in Hoshangabad for ten days in which two papers of the D.Ed Curriculum were dealt with. The DPC of Hoshangabad and the principal of pachmarhi DIET were invited to observe the training, though unfortunately they could not make it. Eklavya is keen to share the learnings from this work with the RSK and the DIETs in Madhya Pradesh.

3. PUBLICATION: Towards Access of Reading Enhancement Material to School Going Children & Tools to teachers

3.1 Promoting children’s Literature and Educational Publishing: Development of new books

As last year, the project had a major book outreach programme in Uttar Pradesh under “Learning Enhancement Programme” of Sarva Shikhsa Abhiyan. So the team was partly engaged in this and as such output of number of books developed this year were affected. Against a set target of developing and publishing thirty new titles, the programme developed and published 23 new titles while 4 are in last stage of publishing. A snap shot of the development of books:

23 new titles published and 4 in last stage of publishing
Publication of children’s books in urdu a major landmark

2 books co-published with other groups

3 educational classics

Jashn-e-Taleem
Learning Through Art
Seekhna.....Dil Se

4 originally developed picture story books

Pranav School Gaya kaise?
I am a Cat!
The First House
Daydream

5 Field based educational/Experiential Titles

Jashn-e-Taleem	Learning Through Art
Mijbaan	Human Body Picture Book
Who will teach Emperor Ashoka	

For the “UP-LEP” 34 titles had re-run. One material development workshop was conducted to identify books from selected Bangla Children’s literature. The advisory meeting was carried out with a few new members joining the Advisory. As the advisory have had majority with content development and dissemination background a need was felt to bring in people from other backgrounds especially

from design and production on the board. Rustam Vania and Raja Mohanty were inducted into the Advisory and these two participated in the 2nd meeting held in the year.

The capacity building of the publication team is an important aspect and this year the team visited AVEHI-Abacus, Industrial Design Centre-IIT Mumbai and Thiruvananthapuram Book Fair. While the former visits were to understand the intricacies of design, the latter was to understand and explore co-publication, rights exchange and partnerships for the Centre for Children's Literature.

This year started an e-newsletter for wider circulation. The e-newsletter carries the excerpts of the latest releases and information about publication activities.

Towards review and feedback on the books and TLMs prepared, a list of resource persons for sending the books for review. An assessment to find out the readability and reader preference of Hindi fonts has been planned while the readers feedback and suggestions mechanism has been thought off.

3.2 Other editorial and material development Initiatives

Some editorial work was out-sourced during this period to make up for the suboptimal team size. Towards this, we had offered a translation and editorial contract to Ms Purwa Kushwaha. This was extended during this term too. In addition some editorial tasks were also given to few other external experts.

An editorial team member also participated in a meeting called by the Industrial Design Centre (IDC), IIT-Powai, Mumbai to discuss a programme that the centre has initiated for material development for children. After a brief presentation, many ideas were exchanged. One of the key concerns that IDC expressed was of limitations in capacity to disseminate the materials developed. It was suggested that rather than looking at the dissemination of a finished product as an end-expectation, co-development and co-publication of the materials conceptualised could be explored so that there is active partnership from the initial stages. This would also allow conceptualisation of the material in both Hindi and English from the onset.

Some work has been initiated with *Sandarbh* team to conceptualise and develop thematic compilations from the magazine. Given the specificity of the subject

disciplines covered in the series of articles selected, we now need to find editors who can shape these compilations.

The *Chakmak* team has also been extending help in the work of identification of publishable materials, especially for children. A story serialised in *Chakmak* has now been extended by the author to form a book for publishing. In addition, two other compilations have been suggested for publication in booklet form.

In this phase we have entered into publishing contracts with Tulika Publishers, Chennai for permission to publish the Hindi editions of books: *Andaman's Boy*, *Bhopal* and the Aditi series.

3.3 Distinct Visibility: Improving design, layout and production

As reported earlier, the logo and logotype for Pitara was designed by an NID, Ahmedabad final year graphic design student – Parsuram K. – working on his diploma project. He had initially designed five different kinds of logos based on a survey of the expectations of Pitara done among Eklavya staff members and few students. Out of these, two were shortlisted as the ones most representative of the spirit of Pitara. Finally one was chosen based on the feedback and advise from his guide, and also on the basis of the possibility to use it in both multi-colour or single-colour options. Finally, a series of stationery and other products for Pitara were designed with this logo.



An interesting and new initiative taken by the design team was to involve a student of the National Institute of Design (NID), Ahmedabad in developing picture story books and animation films based on stories written & illustrated by children. This is ongoing as part of the diploma project of the animation design student – Soumya Menon. The stories had been initially published in *Chakmak* and later also published in a collection of stories by children. In the process of working with children to illustrate the selected stories, Soumya also trained them in the basics of animation film-making and the children made a short animation film based on their own story too.

Post-publication email flyers of books have been regularly prepared and uploaded on the Eklavya website. However, dissemination of the same to a wide email list has not been regularised till now. In addition, uploading of titles on the Eklavya website is being done regularly.

Efforts to bring in a variety of styles in illustration and design are being actively pursued by the team by involving both folk and professional artists. In addition, the in-house artist appointed last year has also now become a budding illustrator with the publication of first of his illustrated picture story book – *Main to billi hoon!*

The involvement of Raja Mohanty of Industrial Design Centre, IIT-Powai, Mumbai, in the advisory panel and participation of an editorial team member in the IDC meeting regarding developing innovative materials for children contributed to another by-product. The IDC team has been a reader and admirer of *Chakmak* for many years. Although they have appreciated the change in the design and lay-out of *Chakmak* in the past phase, they have also contributed by critically examining it from a design point of view and sharing feedback on the same. Based on this, a meeting with two members of IDC (Raja Mohanty and Shilpa Ranade) was held in February 2010 in Bhopal to take some of these discussions ahead. This meeting focused mainly on analysing the design process of *Chakmak* and see how the IDC team can contribute to it. It has been planned that the *Chakmak* team and Dillep Chinchalker will visit IDC and work with a team there to design one prospective issue of *Chakmak*, and in the process take this discussion ahead.

3.4 Outreach and Dissemination

One of the important aspect of Eklavya's education initiative is the "access and availability" of reading enhancement books, teaching learning materials, children's age appropriate reading material and literature to the school going age children irrespective of class, caste, religion, gender and language. The other constituency is the teachers in need of teaching learning material. For the organisation this is an aspect of quality of education that needs critical attention.

Collaborating with State Government for outreach of reading materials: We actively participated in the state government, the central government and quasi-government institutions' initiatives to maximise the outreach and dissemination of reading materials for the school age children. The organisation participated in the UP state education department launched a Learning Enhancement Programme under the Sarva Shiksha Abhiyan. School libraries were to be set up in all the

primary schools of the state under this to promote reading and writing abilities in children. For this, they decided to source the books recommended by the Reading Development Cell, NCERT. 34 of Eklavya's books were part of this list and all were selected. The UP education department had a de-centralised procurement and delivery system. The district departments were directed to outsource for all the primary schools in each district and receive the books in bulk at the district level. These were then to be distributed to the schools through the cluster resource centres following the same channels that are in place for text book distribution in UP.

Eklavya's books were outsourced by 68 districts and approximately one lakh copies of all 34 books were procured this year.

Partnering Organisations and Institutions for Outreach Spread in Hindi Belt:

These are some of the organisations/NGO/Institutions that we developed collaborations with to spread the outreach of reading material in Hindi speaking belt. These organisations are working in the quality of education area: SCERT, Raipur, Rajya Shiksha Kendra, Madhya Pradesh, Akshara Foundation, Bangalore, Azim Premji Foundation, Jaipur, Jeevan Jyoti, Rajgarh, Room to read India Trust, Delhi and Bhopal, Kendriya Hindi Nideshalaya, New Delhi, Kasturba Gandhi Balika Vidyalayas, Bihar, Aide et action, Bhopal, Pratham, Rajasthan, Cuts, Chittorgarh, Rajasthan and Sampark, MP.

Book Fairs: Book Fairs is great opportunity to show case the educational material, reading material for children and teaching learning materials. This is a window that gives credibility to the work done by non-state actors in the educational sector. This year we participated in 8 national or regional level but large book fairs. These were Patna Book Fair, Indore National Book Fair, World Book Fair, Delhi, Darbhanga Book Fair, Patrika Book Fair, Bhopal, Jamia Millia Islamia University, Delhi, Bhaskar Book Fair, Bhopal and Giridih (Bihar) and Eklavya stalls were put up in all of these. The presence of Pitara in Patna has enabled us to cover larger number of book fairs in that region. One small book fair was organised at the district level by us in Rajgarh, M.P. which met with a good response.

PITARA-One stop solution: We conceived and propagated an innovative mechanism for reading enhancement and outreach of educational books, children's reading enhancement books, teaching learning materials called PITARA. Till last reporting year we have had three PITARAs totally operated by our own team that is engaged in "reading enhancement programme". Over the years we have been working in close collaboration with the government and non-governmental

organisations. So there was a scope for PITARAs being operated by a joint effort between us and the partner organisation. We have 12 collaborating PITARAs and this year we initiated two more collaborative PITARAs-one in Sagar in Madhya Pradesh and the other in Udhamsingh Nagar in Uttarakhand.

3.5 Children's Magazines and Science Kit Box

Chakmak

12 issues of the magazine were published regularly and posted on time. A specified posting date was sought and received from the postal department. Variety of style, content and format was maintained throughout. Networking with different writers, organisations etc. was increased to maintain the diversity of content, format and style in the magazine. The illustrator base was actively broadened to bring in more visual diversity. Pooja Chatterji, Sujasha Dasgupta, Indu Harikumar, Shalini Pant, Priya Kurien, Ayeshi Sadar, Bhagat Singh, Blaise Joseph, Sugandha Upasni and others were involved.

All the issues were uploaded onto the Eklavya website as .pdf files, along with a table of content. 24th bound volume was prepared. This has a classified index. However, a CD with the last 12 issues of *Chakmak* had been planned, but could not be prepared.

A power-point presentation was prepared on *Chakmak* that can help introduce the magazine to visitors. A brochure to this effect has also been prepared with the help of the NID intern working on Pitara identity package.

The major challenge that has been facing the magazine is to take its outreach from its current subscriber base of about 5000 to that of 20,000. This was taken up through a separate small grants support from the Trust. Varied efforts were put into this, but due to the main bottleneck of not finding an appropriate and stable senior level person to initiate efforts and build a strategy for the same, much success was not achieved.

Srote

Srote – the science and technology news feature service and magazine – has been facing financial crisis in this phase as the National Council for Science and Technology Communication – the body that had initiated this project – has not been funding it due to bureaucratic hurdles and delays. However, given the fact that the

pick-up rate of the news feature service has seen a high of 8.1 (i.e. each article is reproduced at least 8 times), Eklavya feels committed to continue with the publication of the news feature service.

Sandarbh

Sandarbh – the bi-monthly magazine on education for teachers and high school and college students – has been able to crack its problem of irregularity to a large extent. Between October 2009 to March 2010 two issues of the magazine were published and the third was ready to go to press. In addition, the *Sandarbh* team has planned special issues for its readers to be able to give them long in-depth articles that cannot be carried in the magazine due to their length. Two such book issues have also been selected and the work of finalising them is underway.

As before, uploading of all new issues was carried out. Since the new website content management system (CMS) was not in site soon, old issues are also now being uploaded.

Science kit box development and production

In the last six months of the previous year die of the kit box was modified according to comments and feedback. Sample of the modified die was taken out and second set of feedback and comments were gathered. Based on this the die was further corrected. In this phase we took the first production run. During this it was found that one segment of the die had some snags. That was rectified. Second trial resulted in bending of some of the one inch thick steel plates because of some pressure problems. The die is being reinforced further. Once that is done, hopefully, the die will be ready for first production run within a month or two.

First draft of the operations manual listing and depicting all the items in the kit box has been prepared. It also contains specifications of all the items, and precautions wherever necessary. Now it is in the process of finalisation and designing.

Rajasthan Sarva Shiksha Abhiyan invited Eklavya for HSTP kit box presentation, along with NCERT. They found the HSTP kit box quite compact and addressing their demands, so they floated a tender based mostly on the Eklavya kit box items. Eklavya also submitted the tender but it was rejected because Eklavya did not fulfil some technical specification.

During the last six months, a number of groups approached us for the kit box. Out of these Care, Bhuj, Gujarat placed an order for 225 kit boxes. That means about half of the first production run of 500 kit boxes will be earmarked for this order.

4. RESOURCE AGENCY: Curriculum Development and Pedagogy Training to SCERT and Other state and non-state actors in Education

The fourth feature of Eklavya's work is making changes in the "quality in education" by collaborating with state and non-state actors for sharing of experiences, pedagogies, materials and modules.

We provided resource support to:

4.1 Resource Support to Chhattisgarh SCERT for D.Ed. Course

Mainly worked on D.Ed. reform in the state of Chhattisgarh with the SCERT. A collaborative programme emerged between SCERT and Vidya Bhawan Society, Dignatar, Azim Premji Foundation, ICEE and Eklavya.

The collaboration started with a series of workshops between the collaborating partners to underline the responsibilities of each participating partner.

Eklavya's responsibility was for three papers viz.

- (i) Child Development and Learning;
- (ii) School and Community and;
- (iii) Art Education

Eklavya held workshops for 60 participants from Chhattisgarh on two papers at Hoshangabad in June while the third paper-Art Education-workshop was held in Raipur in August. We put together existing reading material and translated and adapted new material in the context of Chhattisgarh for the three courses. The material has been now used by the resource persons and a feedback mechanism has been evolved to incorporate changes in the three course we designed.

As part of the resource support and as our primary responsibility, we conducted follow up workshops in Raipur to read the text, discuss evaluation every month. Follow up visits to DIET were made . Participated in the workshop on evaluation and setting questions organized by Board of Secondary Education.

4.2 Resource Support to Kerala SCERT for Text Book Development

Eklavya provided resource support to Kerala SCERT for completion of social science text books for class 6th and 8th. One full time team member was placed in Kerala for the entire year to interact and carry out the work. The other members from the Social Science Core Group provided support through visits and long distance interactions on the subject matter.

Kerala SCERT had sought resource support from Eklavya as it has had done text book development for primary and upper primary social sciences in other states with in-house anchoring.

4.3 Resource Support to Tata Institute of Social Sciences to Develop MA in Education Course (Design) and providing Faculty for teaching

Provided resource support to Tata Institute of Social Sciences for MA Education . A full time faculty support from Eklavya for MA in Education. In MA in Hindi, Eklavya had responsibilities for several course preparation. There was slow progress due to affiliation issues. Finally MS University has agreed to host it and agreed due to the collaborative structure and allow more non Rajasthani students to take this course than allowed by the statutes.

4.4 Resource Support to Kasturbagram Rural Centre, Indore

Ravi Mishra from Dewas field centre and Prem Manmouji from Ujjain field centre provided resource support to Kasturbagram Rural Centre Indore for the teaching of course on 'puppette for education and communication'.

The puppettes is part of the curriculum of the second year BA students of Kasturba Rural Centre and the first workshop was conducted for the teachers and the students on 6th and 7th October 2009 at Kasturbagram Indore. The participants were oriented to the use of puppettes in various educational and communicational activities. A live performance of small skits on current topics was presented by Eklavya team members and students were asked to think of issues where they could try their hands.

The other part of the resource support was to train the students for puppete making. The students were taught to make peppettes as per the need of the communication design.

Post workshop, the students interacted with the Eklavya team members with their ideas and how they have been carrying out the activities.

5. ADMIN, CAPACITY BUILDING AND VISITS

5.1 Internal Systems and Recruitment

The long pending recruitment for the title editorial team was done in March 2010. This includes recruitment for programme and editorial administration – a gap that was much felt in the past. We received 35 applications for the various editorial posts. A shortlist was prepared on the basis of CVs and 13 persons were selected for a day-long editorial workshop. This entailed small tasks like translation, editing, proofing, précis writing, etc. On the basis of the performance, six persons were chosen for a face-to-face interview. Out of them two were selected for appointment and one was offered an editorial fellowship. Only one person has joined the team as yet.

Processes for the selection and interview of marketing, accounting and dispatch related tasks with the publications programme were also initiated. For these, around 50 applications were received. Out of these 34 candidates were invited for a day-long workshop in which they performed about 15 short tasks related to the work expectations. 25 candidates appeared for this and 13 out of these were shortlisted for various posts. The interview was planned for late April.

5.2 Exposure, Orientation and Capacity Building

A three day lecture-cum-discussion series was organised at Bhopal in which all the editorial team members and the high school science team members participated. Prof. A.P. Shukla of IIT Kanpur was the key resource person and the sessions were facilitated by Dr. Sushil Joshi. These focused on history of science, social aspects of science and its implications for science education. It lead participants to move forward from the notion of “science for the people” to “science by the people” and also allowed them to look at these social constructs alongside different theoretical frameworks of science and how they have evolved in history.

English classes – Observing that a large number of our staff members have limited capacity in English, in-house English classes have been initiated at the Bhopal centre. Three staff members have volunteered to take classes and the learners have been divided into three groups – beginners, medium level and advanced. The classes take place in the office premise on alternate days from 5.30 pm to 6.30 pm. The response has been very good.

5.3 Outreach and dissemination systems flow

As had been suggested in the dissemination advisory meeting, to be able to take the help of professional persons for streamlining the systems flow of the operational aspects of marketing of books, we undertook an exercise of outlining the present systems and identifying the loopholes and gaps in the same. An organogram was prepared along with detailed role profiles outlining specific accountability centres.

In addition, the work of developing formats to monitor progress of work of each accountability centre on a monthly basis was also done. This work got derailed due to the UP-LEP order, but will be restarted after the round of dissemination recruitment is over.

Back-up CD systemisation – DROBO: As part of the systemisation of back-up files, we purchased a DROBO machine for saving soft versions of all books published. All the books of which we had soft version files (82 in all) have been transferred to this along with CDs of all in a categorised manner as per the catalogue of our publications.

In addition, all the current issues of the magazines are also being saved on the DROBO machine for back-up.

5.4 Visitors to Organisation/Programme

- 23 B.Ed. students and 3 faculty members of Central Institute of Education, Delhi University.
- Janaki Rajan and Sarwat Ali from Jamia Milia Islamia University, Delhi.
- Avani Yajnik, Srishti School of Design, Bangalore.
- Anshu Malviya and Rajesh, for discussion on prospective Pitara – Allahabad.
- Mukesh, Kaithar, Haryana – for discussion on prospective mobile Pitara.
- Siraj Kesar, India Water Portal, Delhi.
- Raja Mohanty and Shilpa Ranade, Industrial Design Centre, IIT-Powai, Mumbai.



5.5 New Initiatives and Other off-shoots

- An e-newsletter about the programme was initiated in January 2010. It is called *eklavyabooks ki gupshup*. It is being regularly prepared and sent to about 400 people including resource persons, readers, funders and well-wishers. We feel that the database of email ids for dissemination needs to be increased manifold for the newsletter to serve its purpose well.
- At present, since we prefer to have a mix of both Hindi and English as the medium of communication, we are able to send the newsletter only as an image file or a pdf file. We are in discussion with Makarand Mhaiskar regarding making the newsletter web-friendly and adding hyperlinks in it to make the most of the medium.
- The Sir Ratan Tata Trust conducted an audit of publication grant this year through a firm – Cornelius & Davar C.A. from Mumbai. The team conducted a thorough study of the accounts and procedures of the publications programme. A report of the same is awaited.