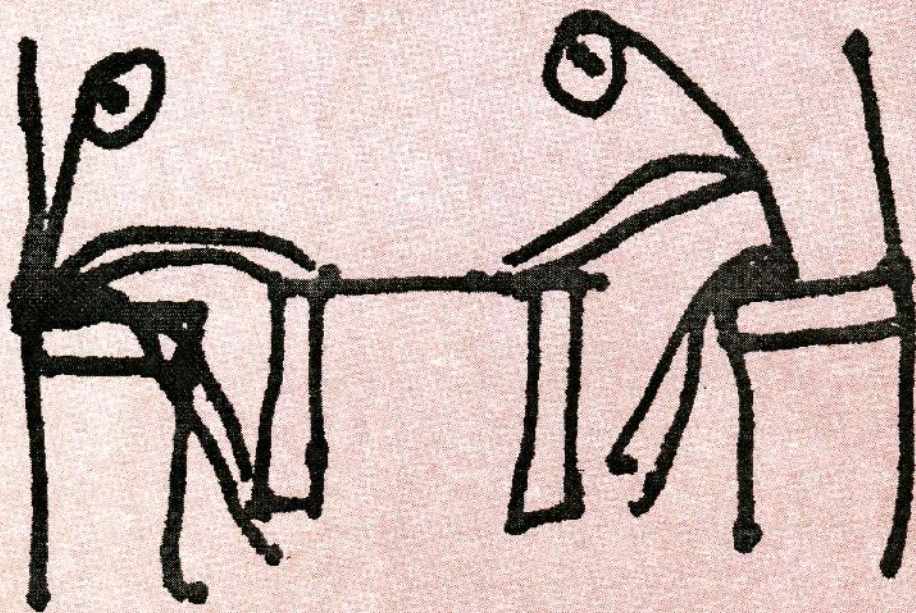


How often have you thought that all children should have the opportunity to get meaningful education that isn't just a drudgery to be endured, but an experience to be cherished?





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Eklavya, a young Bhil boy wanted to learn the art of archery. But when he approached the Guru of the Pandavas, Dronacharya, he was turned down because archery was the preserve of upper caste warriors while he was just a 'lowly tribal'. So, Eklavya decided to learn the art on his own. When Dronacharya discovered what a master archer he had become, he demanded that Eklavya give him his thumb.

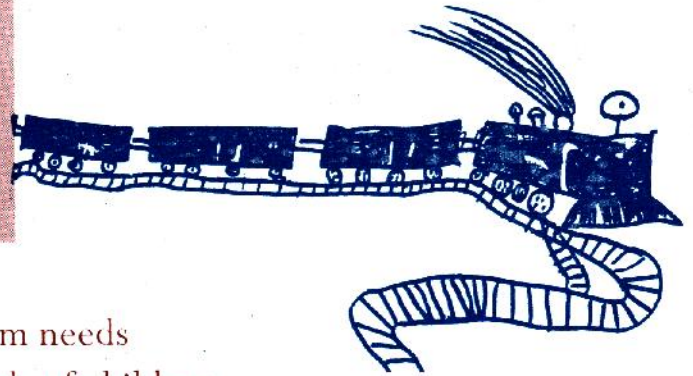
Even today, this legend inspires us to strive to bring the best in education within the reach of everyone. And to support each one's effort to learn and discover, question and create.



EKLAVYA

The spirit of innovation
In education

“Someone should do something about the education system in the country”



We believe that the education system needs innovations that respond to the needs of children and redefine the role of teachers.

A learning experience. An exploration of the world around us. A process of preparation for the future. That's what education ought to be. Yet, in our country, it is clear that much needs to be done. Children, their interests and needs, are yet to be placed at the centrestage. The role of teachers and adults needs new direction. And the everydayness of schooling needs to be redesigned to evoke interest and inspiration among those it is meant for. The children of the nation.

The need of the hour is for initiatives that are committed to the betterment of education. To the development of experimental curricula. To innovative teacher training. To critical assessment through regular follow-up in schools.

More than 25 years ago, one such initiative was born that resulted in Eklavya.

The Eklavya story From the beginning



Way back in 1972, Friends Rural Centre, Rasulia and Kishore Bharati, Bankheri, two voluntary organisations launched an experiment to innovate science teaching in 16 rural middle schools of Hoshangabad district. Many resource persons from institutions of scientific research and education

volunteered to work in developing experimental curricula, training teachers, doing follow-up in schools, conducting examinations and other related work. A group of faculty members and students from Delhi University came forward to play a leading academic role. The University Grants Commission supported the effort by recognising it as part of their academic work and granting a semester's leave to two faculty persons at a time for working in the field.

In 1978, the Education Department of Madhya Pradesh decided to expand the programme to cover all the middle schools (about 250 at that time) of Hoshangabad district. The momentum generated by this effort propelled the formation of the Eklavya group. Apart from sustaining the jump from a micro-level experiment to a district-level expansion within the existing system, the group was ready to take on the challenge of developing similar experimental programmes in other subjects. Another important consideration was that of the larger social significance of such intensive micro-level programmes. Ways had to be found to disseminate the ideas and materials of innovative efforts. Some members expressed their keenness to make a long-term commitment to such an effort. Kishore Bharati came forward to actively support the process of concretising these ideas and aspirations.

After prolonged deliberations spread over two years, a plan to set up an autonomous decentralized Institute for Educational Research and Innovative Action in Madhya Pradesh was chalked out in February, 1982. It proposed to evolve systems for the introduction and diffusion of educational innovations with a framework of micro-level experiments to macro-level action. A decentralized structure of field centres with a coordination centre at Bhopal was proposed.

The idea found active support from various concerned departments of Government of India as well as the Government of Madhya Pradesh. This support was formalised in a meeting of all concerned official agencies convened by the Planning Commission in March, 1982.

Subsequently, the first field centre of Eklavya started functioning from Hoshangabad. And, with registration as a Society on October 26, 1982, Eklavya formally came into being.

The Eklavya philosophy

Education as an agent of social change

At Eklavya, we believe that education does not occur in isolation from society and environment. If anything, it can help both, develop a scientific and historical understanding of the evolution of society and be the means for motivating people to effect a change in their living conditions. It is our firm conviction that:

- ~ education should first be centred around the needs and thought processes of the child.
- ~ it must equip the child with the necessary skills and methods for analysing the physical and the intellectual world.
- ~ the content and methodology of education should remain open to continuous change and evolution.

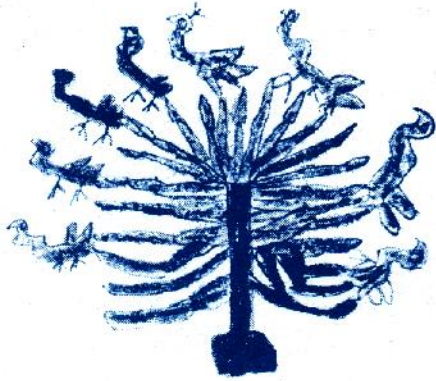
such educational innovations should not be limited to select schools and children.

They must encompass the entire education system.

- ~ given a chance, children have an immense capacity to imagine, to learn and to create – qualities that need to be nurtured and encouraged.
- ~ the child-to-child learning process must be given as much importance as the teacher-to-child learning process.
- ~ the teacher's role is central to the process of educational innovation and the teaching community should be given due recognition.
- ~ education should help to develop problem solving skills, the spirit of inquiry and a scientific temper.
- ~ if Science & Technology are rooted in people's knowledge and understanding, and addressed to their needs, they can be powerful engines of change and development.
- ~ development must, necessarily, be sustainable and in consonance with environmental imperatives. Such development must be based around the participation of local communities.



Eklavya is a non-profit voluntary agency. It is a Registered Society No. S/13019 dt. 26.10.1982 under the Societies Registration Act, 1860 with the Registrar of Societies, Delhi.



Our vision is to reach as many children as possible through educational models that can be easily replicated.

You can create islands of excellence in a sea of mediocrity. Or you can attempt to change the entire landscape. And that is the goal of Eklavya. To lay the foundation for change. To innovate from existing realities. To create models that can be adapted to suit differing social and cultural contexts.

Understanding educational innovation as an integrated package, we are not content to merely write new textbooks or instruct teachers to teach by a better method. We attempt to structure classroom content around the environment and life of the students. We encourage teachers and children to be active participants at all levels of formulating ideas and developing methods. And, we seek to yield far-reaching changes at the macro level, and make effective interventions at the policy level.



Eklavya's main areas of work

A wide spectrum in content

Curriculum development is a participative effort involving subject experts, researchers, designers, artists, field level workers and teachers. Hence, we

“Meaningful education should be the basic right of all, not the privilege of a few”



begin by developing a critique of existing curricula, drawing up an alternative framework based on accepted principles and objectives informed by latest research. What follows is a continuous process, with improvements at every stage.

Our approach to innovative practices in education has many aspects.

- ~ Along with text and work books, we design kits and other teaching-learning aids for children, largely based on locally available materials. We also devise games and exercises that are suited to the cultural and social context of the child's life.
- ~ We have redesigned evaluation and examination systems that are in tune with our learning objectives.
- ~ We create and implement orientation and training programmes for teachers, in both, methodology and content of new curricula.
- ~ We ensure feedback on the curricular package at the classroom level, through regular visits to schools by resource persons, and periodic meetings with teachers at block or cluster headquarters.
- ~ We interact with community and Panchayati Raj institutions to facilitate equitable development.
- ~ We network with other groups, government and non-government agencies across the country to disseminate our ideas on a large scale.

Eklavya as a Resource Agency

Supporting efforts across the country

Today, the learning materials developed by Eklavya are widely used by people working with children and teachers. We have also evolved packages for out-of-school children's activities which have proven useful for non-formal education centres, night schools, children's activity centres and balwadis.

To share our work and experiences, we encourage people from countless groups to come and observe our training models, visit field areas, join teacher training camps, and even attend workshops.

Working as a Resource Agency, Eklavya takes government and non-government institutions through the process of educational innovation. And aids them to implement these systems into the mainstream of school education.

For NCERT, Eklavya and other like-minded groups, have helped develop a core document, 'The Primary Years', that provides maximum flexibility for states to shape their own primary education programmes.

To National DPEP, Eklavya has been providing resource support on academic issues, and the setting up of administrative structures for enhanced functioning.

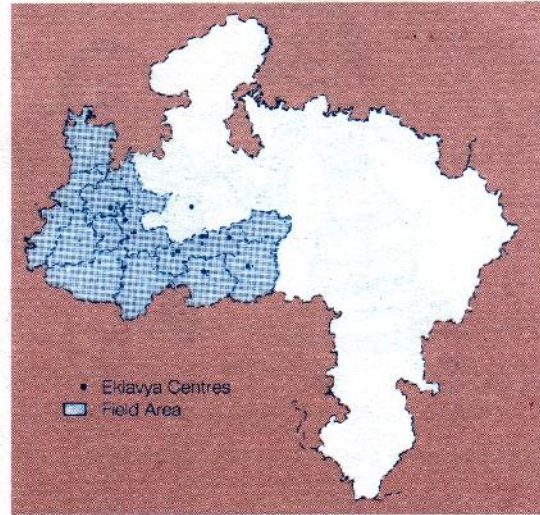
In Madhya Pradesh, Eklavya has joined hands with SCERT & UNICEF to create a skill based primary school curriculum and an entire package of academic, administrative and village level inputs.

In Gujarat, Eklavya has helped a team of voluntary organisations develop and implement a Science Teaching Programme for upper primary classes.

In Rajasthan, our work has fed into the primary education efforts of Lok Jumbish Parishad. We have also aided them to develop Science and Social Science programmes for middle schools.

In Assam, resource persons from DPEP have been oriented in child-centered pedagogy.

In Himachal Pradesh, Eklavya has helped formulate the curriculum renewal programme.



Today, Eklavya's programmes are spread over 15 districts of Madhya Pradesh

Coordination Centre: Bhopal

Field Centres: Hoshangabad, Harda, Pipariya, Shahpur, Dewas, Ujjain

Sub Centres: Parasia, Harangaon, Sandalpur, Chandpura, Charua, Khategaon

Interactions with and Resource Support to:

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 Samakhyia, 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





“Is there anything that can really change the way children feel about studies and school?”

Our programmes are specially designed to help make learning within the school both, meaningful and enjoyable.

For more than two decades now, Eklavya has been committed to innovations in education that can help change the way in which children go through the process of schooling. With the help of numerous subject experts, resource teachers and children, we have evolved ways to make Primary Education, and the learning of Science and Social Sciences a pleasurable experience.

Hoshangabad Science Teaching Programme

Learning by discovery

In contrast to the prevailing textbook based method of 'learning by rote', the Hoshangabad Science Teaching Programme (HSTP) has been encouraging children to learn science by discovery, through activities and from the environment.

Rather than treating the child as an empty receptacle to be filled with knowledge, HSTP emphasizes training in the process of science, promoting scientific temper and making the child a lifelong self-learner. Simultaneously, the role of the teacher is transformed from a 'fountainhead of knowledge' to a facilitator and guide.

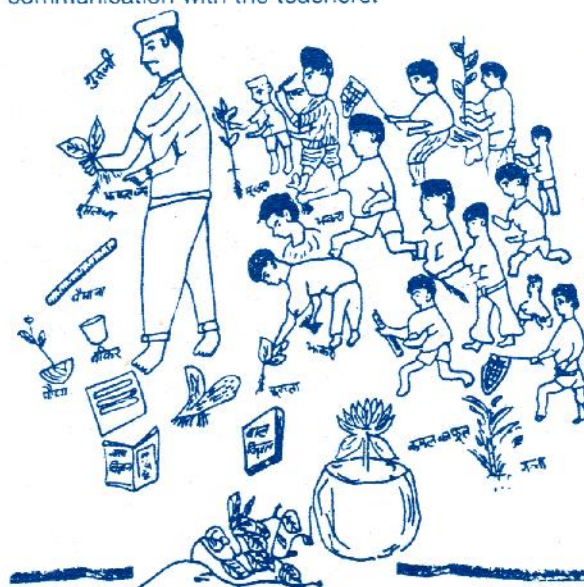
HSTP also fosters the spirit of enquiry by encouraging children to ask questions. A fictional

character called 'SAWALIRAM' features in our science workbooks for children to send their questions to, and share their experiences with.

'Bal Vaigyanik' workbooks for classes six to eight have been designed to make the child an active participant through field trips, experiments, observations, recording, analysis and discussions.

In addition, a low-cost kit including magnets, test tubes, chemicals, lenses, microscopes, etc. is provided in schools for children to experiment with.

And, 'Hoshangabad Vigyan', the in-house bulletin of the programme has become an important forum for communication with the teachers.



HSTP field trip at Junheta, Hoshangabad, M.P.

Primary Education Programme

The foundation of learning skills

Our experience with science teaching in middle schools brought to light the poor learning taking place in primary schools. Hence, Eklavya set out to develop an alternative programme of Primary Education which was put into practice from 1987.

This programme emphasizes the development of learning skills and understanding of concepts in children. It appreciates the fact that children are different in their interests, and ways and rhythms of learning. And that they can think creatively and discover various ways of solving a problem if encouraged to express themselves without fear.

Khusshi Khushi, a workbook that facilitates different aspects of learning



The materials developed by the primary education programme emphasize articulation, imagination and creative thinking, and give children opportunities to learn from each other through activities.

Through teacher training programmes, we attempt to sensitize the teachers to the way children learn, their interests and needs. We encourage teachers to respect and use linguistic variations, and to create an atmosphere conducive to learning. We focus on enhancing the teacher's own abilities in various skills i.e. mathematics, language and creative thinking. And train them to evaluate children on the basis of their skills, originality and logic.

Social Sciences Programme

Bringing social sciences to life

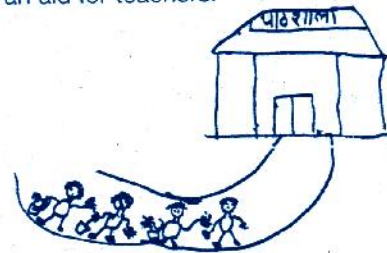


Since 1986, Eklavya has undertaken the pioneering task to make the learning of Social Sciences more meaningful and interesting for children. The attempt is to go beyond merely 'describing' history, geography and civics. Instead, the objective is to bring children close to experiencing the life and circumstances of people, including those in other times and places, through stories and case studies.

The textbooks developed for this programme present realistic experiences of people from all walks of life viz. farmers, labourers, artisans, tribals, traders, rulers, etc. To encourage the active participation of children, many engaging materials and activities have been woven into the books, using original historical evidences, pictures, maps and diagrams. Clay modelling, structured discussions, comparative analysis and observations of local environment and society feature frequently in the social science classrooms.

A project to develop an alternative atlas of India and a workbook for beginners in map reading is under way.

Eklavya also believes that an understanding of the sources of history is essential to develop a critical understanding of society. Hence, we are preparing a resource book on the different sources of Indian history as an aid for teachers.



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, 1987.
- Indian National Science Congress Award for popularisation of science, 1998-99.



“Let’s face it, there’s a limit to how much a child can learn within the four walls of a school”

We have also been committed to evolving new ways in which the child can learn and develop, even in the space outside the school.



The school system, with its formal framework is primarily geared for a certain kind of learning and achieving. We believe that this framework sets limits on how much each individual child can learn and grow. In addition, it is also imperative for children to have a learning space in which they can express themselves without any concern for evaluation and achievement.

With a view to fulfilling these needs, Eklavya has developed a wide array of non-school programmes that can help the child develop and grow in

a non-target oriented and non-compulsory setting. We believe that drawing, acting, playing, creating forms, and experimenting are among the activities that can provide a creative medium of expression for children. And enthuse them into further exploration and learning.

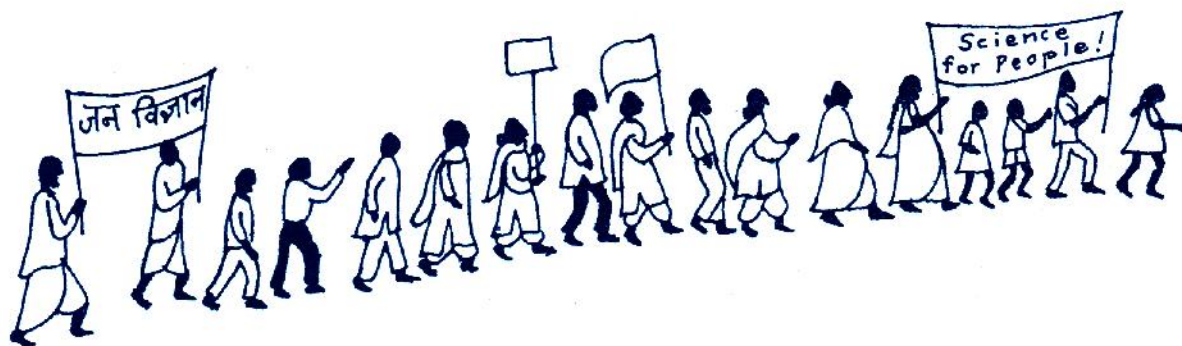
In sustaining such activities, our main challenge has been to continually provide novelty, flexibility and change.



Children’s Groups & Bal-Melas The fun of learning together

Eklavya has helped to set up children’s groups in several villages and towns. In order to help the children maintain and run these groups, Eklavya offers them regular training and skill development through workshops and monthly meetings. The children run libraries from their homes, facilitate activities and often give training to each other and conduct children’s activities in book fairs and other such public occasions.

Bal-melas are festive occasions with children freely floating from one activity corner to the other, making paper toys, clay-modelling, drawing, writing, playing games, singing . . . with minimal adult intervention.



Science Popularisation

De-mystifying science

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

We have developed *Poster Exhibitions, Songs and Street Plays* on issues like The Bhopal Gas tragedy, the science behind 'miracles', peoples' health and medicine, watershed management, the Narmada dam controversy, etc. These mobile programmes go from one village to another where hundreds of people throng to see the posters and plays, listen to our songs, buy our literature and stay on for discussions.

Eklavya is also part of networks of peoples' science groups that conduct public campaigns on environmental and developmental issues facing the country. Together, we have carried out major national campaigns like the Bharat Jan Vigyan Jatha, Bharat Jan Gyan Vigyan Jatha, The Joy of Learning and Mahila Samata Jatha, in numerous villages, kasbas and towns.



Health education

Towards a healthy awareness of sexuality

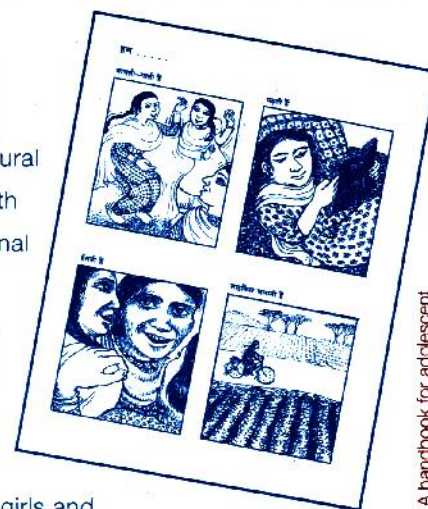
Too often, a girl's puberty is a signal for the end of education, the increase in restrictions, and the possibility of early marriage and early pregnancy, with the accompanying responsibilities and health risks. Shouldn't puberty rather be a period when girls can make use of their energy and creativity?

At Eklavya, we believe that through education, girls

can be empowered to acquire an awareness of their fertility and sexuality that can open up new ways of thinking. This needs to be done in a healthy atmosphere, through discussions, questioning and sharing of experiences.

Hence, our adolescent health education programme includes :

- ~ Organising residential camps for rural girls in health and nutritional education.
- ~ Developing books and pamphlets for adolescent girls and women on gender issues, menstruation, reproduction, health, childbirth, gynaecological problems, their prevention and their cure, information on the risks of unprotected sex.
- ~ Conducting research in areas related to women's health and fertility, including traditional remedies for common health problems faced by women.
- ~ Training teachers, nurses and anganwadi workers in reproductive health education.
- ~ Setting up small libraries run by girls in villages.
- ~ Networking with other individuals and groups working in similar areas.
- ~ Developing a health curriculum for adolescent boys.



A handbook for adolescent girls : Betti Kare Sawal

“In this electronic age, is there any way we can prevent children from losing the reading habit?”



Our attempt is to use the written word to evoke curiosity and encourage interaction through publications for both, children and adults.



Our publishing programme is part and parcel of both, our school curriculum and community based programmes. It embodies our efforts towards our basic objectives to promote a critical awareness of issues, encourage creativity and develop problem solving abilities.

Towards this end, Eklavya publishes numerous popular booklets on issues of science, technology, development, environment, health, history, culture and literature. Translations of educational classics, resource books for teachers, reports and compilations of studies, experiences and articles on pedagogical issues, and collections of folk songs and activity books for children are our other publications that have earned a wide readership.



For children, Eklavya brings out several books, magazines, wall papers, etc. to give space for their written, pictorial, and in the case of small children, spoken articulation, with minimal editing. Offering them the opportunity to explore and understand any information or process of their interest.



CHAKMAK

Science monthly for children

Chakmak was started in 1985 to improve the quality of printed material available to children, especially in rural areas. Ever since, its attempt has been to reach parts of the country where no other magazines reach, much less children's magazines!

For every month of the last thirteen years, Chakmak has also given nearly 50,000 children in the country the space and opportunity to write about themselves, draw vivid pictures from their lives and share their experiences with each other.

Chakmak seeks to demystify science and provide an entry point for children to explore its varied and exciting areas without being overawed. It caters to their curiosity by urging them to make, build and do things. It encourages them to look at their society, environment and themselves from

different standpoints, and enter into lively debate with each other and the authors.

SROTE

Placing science in today's context

Our work in science education made us realise that attitudes regarding science were in part, shaped by newspaper reporting on science, which are usually low on analysis, not well informed, and prone to emphasizing dramatic aspects.

It was in this context that a Science and Technology feature, Srote, was launched in 1988. It is a project sponsored by the National Council of Science and Technology Communication and executed by Eklavya. Srote was launched to enhance the quality and quantity of S&T coverage and understanding. Aimed at Hindi newspapers and periodicals, it also provides reference material for teachers, students and various institutions. Its three key components are a resource centre, a weekly feature service and a monthly compilation.

SANDARBH

A resource bank for teachers



Recognising the paucity of good pedagogic and content resource material in Hindi, Sandarbh was visualised as a magazine which would help widen science teachers' understanding of the subject and expose them to a broad spectrum of topics and developments in the field.

Sandarbh provides supplementary reading material on various themes and discusses developments in pedagogy, opening up for the teacher, a range of possibilities to enhance the understanding of children. It suggests classroom activities and projects, emphasizing the use of simple, inexpensive and locally available materials.

Over the years, the feedback from readers has indicated that the Sandarbh material is as useful for



senior students and others who are interested in issues relating to science and education. In order to take the Sandarbh experiment further, efforts to bring out language editions have also begun. We have aided a Pune-based group to launch the trial issues of Sandarbh in Marathi.



Eklavya Libraries

Centres of reading and sharing

At Eklavya, we believe that the best way to bring the written word to life, is by creating spaces where children and adults can interact. Hence, in addition to the space within our periodicals for the exchange of views and sharing of experiences, we run numerous libraries (for children and adults) from our field centres. Since many of the children's libraries are also run by children themselves, they nurture not only the reading habit, but their organisational skills as well.

“For all round development of children, it is imperative that their living environment also be developed”



We are involved in several programmes that provide impetus to the intellectual and economic development of children and their communities.



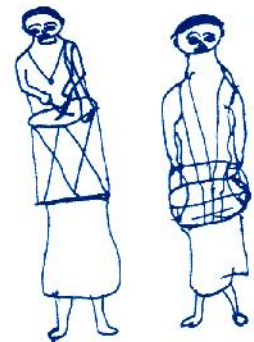
We have always believed that education is much more than merely a matter of literacy or the acquisition of certificates and degrees. Towards a holistic vision of an educated and self-sufficient society, Eklavya has several programmes that offer opportunities for growth, skill development and income generation; provide fora for people to air their views and support for those who are keen to do something meaningful for society. This is our endeavour to contribute towards the intellectual, economic and social development of the communities.

Discussions on societal issues

Cultivating interaction and dialogue

In the last 15 years, to help enable people to look critically at issues, express their opinions and understand other viewpoints, Eklavya has held over 200 discussions, lectures and talks on topics as diverse as: What is a comet? Darwin's theory of evolution. 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, etc.

The songs of Kabir and his followers are sung by Dalit labourers in the villages of Madhya Pradesh. Impressed with the progressive messages of these songs and the solidarity among the singers, Eklavya has helped form a network, which today has over 100 Bhajan Mandalis all over the Malwa region. Since 1991, these Mandalis meet once a month to sing and discuss the meaning and contemporary implications of the songs, as well as to compose new songs on relevant issues.



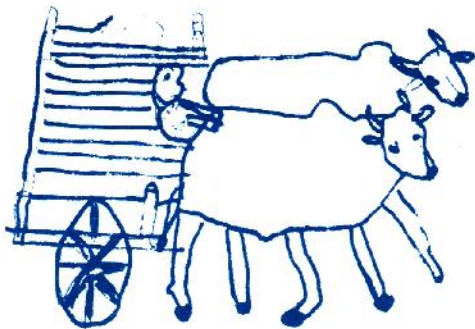
Models of participative rural development

Evolving ideas with communities

Constitutional amendments in the last few years have given many responsibilities to Panchayats for rural development and strengthening local governance. But in practice, Panchayats face a severe crunch in both, skilled person power as well as resources for carrying out their agenda.

In sectors such as education and health, it is possible for Panchayats and the village community to take up meaningful initiatives. To help strengthen

such processes, a pilot programme is being implemented in the Khategaon block of Dewas district, which aims to strengthen the functioning of Panchayats and enhance the participation of local communities by focussing on skill development and capacity-building among poorer sections of society.



Rural technology and artisanal development

Development through production

To strengthen our inputs into rural development, production centres for artisanal trades have been set up in co-operation with local artisans. We have initiated programmes in leather tanning, fisheries, low cost construction, watershed development and carcass utilisation for fat, bonemeal and meatmeal. These initiatives are meant to serve as training facilities, as well as models of appropriate technology.

Our work involves trying out improved techniques in specific areas of various productive activities. At the same time, Eklavya also aims to develop methods which allow for greater participation of people in these processes.

Total Literacy Mission

Aiding the national objective

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. In Dewas district, Eklavya's intensive public contact on social issues helped to

mobilise a large number of conscious citizens. 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.

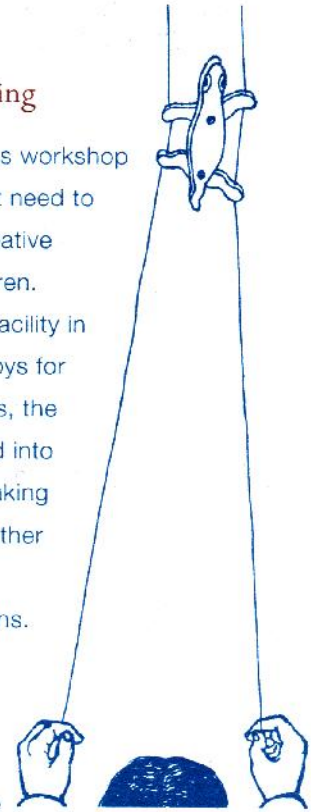
Toys Workshop

Learning through playing

The incentive to start a toys workshop in Eklavya came from a felt need to provide interesting and creative learning materials for children. Starting from a makeshift facility in 1985, to design wooden toys for children visiting our centres, the toys workshop has evolved into a full-fledged centre for making and distributing toys and other educational materials to individuals and organisations.

The Eklavya toys unit produces over twenty five varieties of puzzles, block-sets and dynamic toys. The growing demand for our toys provides us additional incentive to create new designs and constantly improve quality. In this aspect, we have had the input of professional and amateur designers.

While the distribution of our toys began through an informal network. Today, these are stocked at outlets at Mumbai and Delhi. These toys have been widely used by hundreds of children at our Chakmak clubs and Bal-melas. They have also made a place for themselves in countless homes, balwadis and primary schools all over the country.





“What we need
in order to make
a real difference is
people with vision”

Eklavya is empowered by the skill
and expertise of its people, and an invaluable combination
of autonomy and interaction.



The strength of a group like Eklavya lies in its people. Their desire to critically assess every norm. Their power to be innovative. Their ability to constantly search for and evolve new solutions. And their commitment to face every new challenge.

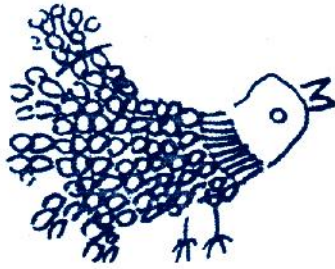
The Eklavya Group A profile

Beginning with a small group of less than a dozen people in 1982, Eklavya has today grown to 90 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, laid the foundation of this diversity.

These were people on fellowships from colleges of Madhya Pradesh and outside; faculty members from several universities and research institutions; serving and retired administrators; and a younger generation of fresh graduates and post-graduates. They were able to initially join Eklavya with the help of fellowships from the University Grants Commission. Some had however, resigned from their parent institutions at the very outset and joined 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 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 to join it.

The Eklavya Resource Group Adding to the strength of Eklavya

The major programmes of Eklavya are really the result of a collaboration between a large number of individuals from diverse institutions concerned about the state of education in the country. As parents, teachers, researchers or citizens, they have found in Eklavya a forum for positive action. Many of them have been associated with Eklavya's programmes on a voluntary basis, contributing their expertise, resources and time.

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

Assistance of resource persons takes the form of conceptualising programmes, helping to develop materials, training teachers, field level monitoring of the programmes, guiding researches, representing our work in professional and academic fora, etc.

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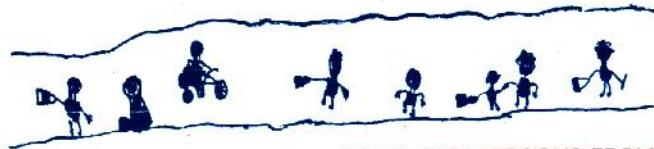
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Director, Eklavya Institute

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Representative, Academic Council

Dr. Ram Narayan Syag
Representative, Academic Council



RESOURCE PERSONS FROM

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DIETs of Madhya Pradesh
S.C.F.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
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Indian Institute of Technology, Mumbai
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Vidya Bhawan, Udaipur
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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



“I’m not a teacher or a policy maker, but I wish there was something I could do”

Every little effort on your part will help to make a difference to the lives of millions of children all over the country.

Eklavya's journey over the last sixteen years, owes much to the unstinting support of a large number of friends, supporters and well wishers. Individuals and organisations, from diverse locations and professional backgrounds, who share our vision for education that is enjoyable and meaningful. Today, we invite you to join the larger Eklavya family.

You could help Eklavya in any way that you desire. You could get in touch with us, and give us your inputs and recommendations. You could get involved with any of our programmes, contribute to their development and implementation. Or you could be the link between us and anybody you know who shares our interests and commitment towards innovative education and community development.

Financial Stability

The key to sustained work at Eklavya

Over the years, our dependence on short term project funding for our programmes has put a strain on our person power. We have found that it also comes in the way of establishing long term goals. It may neither be possible, nor desirable to become totally independent of project funds. But we believe that a big step towards long term stability would be to establish a corpus fund that would ensure that about one third of our programmes are supported by the interest generated. This corpus will also help



CURRENT SOURCES OF FUNDS

Eklavya largely relies on agencies like

- Ministry of Human Resource Development
- Department of Science & Technology
- National Council For Science & Technology Communication
- ICHR, UGC, MAPCOST, UNICEF
- Sir Ratan Tata Trust
- Sir Dorabji Tata Trust

Eklavya also generates part of its funds through the sale of publications, toys, etc.

Initial contributors for the corpus fund

- Sir Ratan Tata Trust
- Housing Development Finance Corp.
- Manobhai Doongursee Charity trust
- Individual contributors



in initiating new programmes and instituting fellowships for Eklavya members, outstanding teachers and resource persons, and support our publications and toys workshop.

Towards this end, we require a corpus fund of Rs. 3 crores. An initial contribution has come from Sir Ratan Tata Trust, Mumbai in the form of an endowment grant of Rs. 1 crore. And we are expected to match this contribution by end 1999. You can help us by making a personal donation. Or by introducing us to corporate houses / charitable trusts that would be interested in supporting work in the field of educational change. As a matter of policy, Eklavya does not accept foreign institutional contributions. Donations should be made to Eklavya Foundation, and sent to our Bhopal office. All contributions are exempt under Section 80(G) of Income Tax Act.

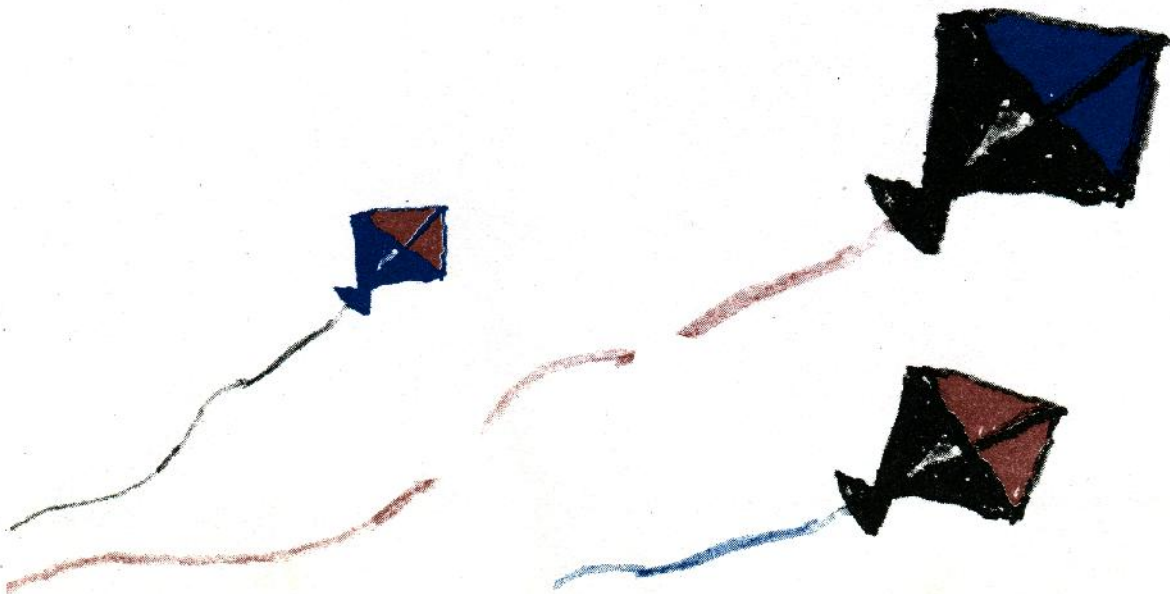
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The children's illustrations that feature in this publication are either their contributions to Chakmak,
or their creations at Bal-melas

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