

**Summer Training at
Eklavya Foundation Bhopal
(April 25, 2013 – June 8, 2013)**

**To Develop a Model Towards Making Libraries in the Govt. Schools Function
and Evaluation of Library Programme in Ujjain and Hoshangabad area
Undertaken in Eklavya Foundation Bhopal (M.P.)**

**By
Akram Ali Quazi**

**Under the guidance of
Prof. Gautam Sadhu**

**Post Graduate Diploma in Rural Management
2012-2014**



**Institute of Health Management Research,
Jaipur
2014**

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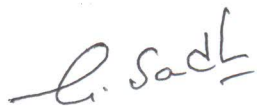
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CERTIFICATE

This is to certify that, **Akram Ali Quazi**, student of Post Graduate Diploma in Rural Management (PGDRM) from Institute of Health Management Research, Jaipur, batch 3rd (2012-2014) has undergone summer internship training at **Eklavya Foundation Madhya Pradesh** and has done project on "To Develop A Model Towards Making Libraries In The Govt. Schools Functional And Evaluation Of Library Programme" In Ujjain And Hoshangabad Area Undertaken In Eklavya Foundation Bhopal (M.P.)

The candidate has successfully carried out the work assigned to him during his summer internship training from **25th April 2013 to 8th June 2013** and his approach has been sincere, scientific and analytical.

I wish him success in all his future endeavors.



Dr. Goutam Sadhu

Associate Professor

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INSTITUTE FOR EDUCATIONAL RESEARCH & INNOVATIVE ACTION

CERTIFICATE OF INTERNSHIP PARTICIPATION

Mr Akram Ali Quazi who is doing post graduate diploma in rural management from Institute of Health Management Research, Jaipur spent about six weeks with Eklavya on internship in May-June 2013.

Students often opt to work on internship with Eklavya during their higher studies for organisational exposure and training. This partnership is of great value to Eklavya as young students bring in youthful vigour, academic excellence and new insights from respective fields that enrich the discourse on elementary education.

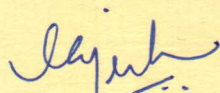
During internship Akram's major project was – to Study the Library model being tried out by Eklavya to make school libraries functional at middle school level in some government schools in Ujjain and Hoshangabad districts. He worked on this project with Ms Sumukhi Vaid of the same institute, as a team.

During this phase as part of the Eklavya library team both of them participated in all the field activities intensively and along with that tried to understand and review the effort. By the end, they had specific suggestions on some of the intervention components like focus on children with low frequency of borrowing books to get them interested, intensive interaction with parents to get their involvement and patronage, etc. They also felt that it might be useful for the field team to study other such efforts to build upon learnings from them.

In addition to the major Project Akram also Participated in Summer Camp, attended Shiksha Protsahan Kendra (SPK) training in Hoshangabad, visited the new upcoming school strengthening project in Pipariya block of Hoshangabad district. He also spent time with the publications unit of Eklavya in Bhopal.

During these involvements it was found that Akram is a keen team member, quite industrious, analytical in approach and has aptitude to learn.

We wish him a bright career.



Rajesh Khindri
Executive Officer

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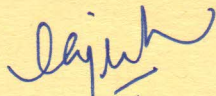
During internship Sumukhi's major project was – to Study the Library model being tried out by Eklavya to make school libraries functional at middle school level in some government schools in Ujjain and Hoshangabad districts. She worked on this project with Mr Akram Quazi of the same institute, as a team.

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During these involvements it was found that Sumukhi Vaid is a keen team member, quite industrious, analytical in approach and has aptitude to learn.

We wish her a bright career.



Rajesh Khindri
Executive Officer

ACKNOWLEDGMENT

“It is necessary to acknowledge all those persons who have directly shaped our work as well as lives.”

I would like to acknowledge the assistance and encouragement of individuals who directly or indirectly gave me assistance and motivation in the completion of my summer internship.

My prime gratitude goes to **Mr. Arvind Sardana (Director, Eklavya Foundation)** and all the **Founder Members** of Eklavya Foundation for giving me the opportunity to do my Summer Internship at Eklavya.

I would also express my deep sense of gratitude to **Mr. Rajesh Khindri** and Programme Coordinator **Mr. Ravi Shankar** for his able guidance and continuous supervision throughout the study. I also want to thank **Mr. Prem Manmoji, Mr. Dinesh Patel, Mr. Bahadur Singh, Deepali Madam** (Team Member of Library Model) and also thank team members of Eklavya, Bhopal & Hoshangabad Centre to provide their valuable guidance and continuous supervision during my field visits at Library Model Programme & SPK centre locations. My special gratitude goes to all **“volunteer”** of Library Model Programme.

I would also like to thank the people of Madhya Pradesh, especially the residents of all the villages I visited. I would also convey my heartfelt thanks to **School principals and teachers** to give their valuable time to understand me the role of library programme in whole area.

I would like thank to **Dr. Gautam Sadhu** (Dean SRM, IIHMR & Mentor), Associate Professor **Mr. Rahul Ghai** for their support, guidance and motivation during my internship.

Last but not least, I would like to thank my parents, friends and all well-wishers for successful completion of my Summer Internship Program.

AKRAM ALI QUAZI

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Introduction

Eklavya is a non-profit organization which established itself in the year 1980. It functions through a network of education resource centres located in Madhya Pradesh. The very first programme it initiated its work with was the Hoshangabad Science Teacher Training Programme which was a collaborative effort of two non government organizations Kishore Bharti and Friends Rural Center, and the education department of Madhya Pradesh government. The organizations main motto was to think beyond the rote learning and make education an interesting part in one's life. The HSTP model was done in 16 schools of two blocks of the district and was further increased. They introduced experiments in the curriculum and the textbooks from the primary to the higher secondary stage.

Details about the running projects

- Shiksha Protsahan Kendra
- Buffer Zone Programme
- Library model
- Summer camp (Urban and Rural)

➤ Shiksha Protsahan Kendra

A community based programme which has been started for the primary level children from 1st to 5th class. It was started in the year 1999 in the five blocks of Madhya Pradesh which were Ujjain, Pipariya, Hoshangabad, Harda and Dewas. Currently it is working in 4 blocks except one - Ujjain. The funding agency supporting is the Axis Bank. The SPK works with the community by choosing a person from the community who has at least completed their +2 and can teach the primary students. They tend to choose in all 30-35 students from the primary

school and work on their learning, writing and speaking skills. They have a chart in which they have classified three groups C, B and A wherein C comprises of students who are too weak in the three areas mentioned above and then comes the other two. It has nothing to do with the school curriculum and starts one hour before the school. The chosen community members are given training in Hoshangabad which is the main center for training of any such projects.

➤ **Buffer Zone Project**

This was the project to be started in the month of July for those who had been displaced from the tiger zone area and moved to far flunged area which has been called as the Buffer Zone area. This again is the community based project wherein people from the community would be chosen who has at least completed their +2. The project is the compilation of Shiksha Protsahan Kendra and Library Model whose training is to be given again in the main center - Hoshangabad. It would work in 18 villages of Pipariya Block in Madhya Pradesh. The funding is being given by the Kothari Foundation which is working for Save The Tigers.

➤ **Summer Camp**

The summer camp is organized in all the areas where library model is taking place that is at Ujjain, Hoshangabad, Dewas and Bhopal. In all the districts summer camp takes place both in Urban as well as in rural areas. In urban it has been running past many years unlike rural which took place for the first time. The main idea of introducing the summer camps in the rural areas was to help them increase their concentration and learning ability with the help of art and craft and with mind games. Different items were taught to them with the help of Origami Paper like Chidiya vaala jhumar, Lamp, Flower stick and so on. The maximum use of hands will help them learn the folding of papers and it could also help them learn the mathematical shapes like Square, Rectangle and so on. The hands exercise was

important because it was seen that students were not even able to hold pencils in a proper manner during classes.

➤ **Library Model**

The library model was started in October 2010 in the five districts of Madhya Pradesh that is Ujjain, Hoshangabad, Dewas, Betul and Harda. Out of which it is currently running in two districts Hoshangabad and Ujjain. The project is basically for the middle school. Bhopal is the only center where the library model runs in the urban schools.

The library model in Ujjain is running in 28 schools and the same in 18 schools of Hoshangabad.

In Bhopal it was started in 1999 which continued for 5 years. It again restarted in the year 2009 for 3rd to 8th standards. Past three years it has been working in 22 schools under three Jan Shiksha Kendra.

Project worked upon

Library Model:

The library model was an initiative started by the Eklavya family in order to improve the reading, writing and speaking skills of the students. It was noticed that even after receiving a certain level of education the students could not express themselves through the above forms mentioned. The need was felt of superfluous attention in their reading and writing skills. Eklavya as a facilitator provided with such material that would groom the students in the respective areas. Only study material doesn't make a child's learning in and out about the world probably it's the other teaching material and environment that too is required to make them understand things in a more appropriate manner.

Objective:

To develop a model towards making libraries in the government schools functional for Middle school.

Sub objectives:

- 1) To increase their reading and writing capacity.
- 2) To improve upon the knowledge skills.
- 3) To increase students grasping power through other means like art, craft and mind games.
- 4) To help students understand how to work in teams and about equality.
- 5) To imbibe in them the leadership qualities, boosting up their confidence, making them a participator and not a shy person who would probably hide away from displaying their talents.

The two places we visited which were working on the library model were:

- 1) Ujjain
- 2) Hoshangabad

1) Ujjain

Out of 6 Jan Shiksha Kendra they selected 2 which constituted around 28 schools out of 80. The 28 schools selected were:

- a) Dhatravada
- b) Surjanwasa
- c) Kesuni
- d) Bhadkumed
- e) Pingleshwar
- f) Lalpur

- g) Banskhedhi
- h) Bodani
- i) Dubrasi
- j) Nogauwa
- k) Karcha
- l) Chandseri
- m) Ghawbi
- n) Piplodha Dwarka
- o) Palkhanda
- p) Kasanpur
- q) Karchali
- r) Javasiva
- s) Chandsera
- t) Datana/matana
- u) Khajoria
- v) Narwar (Boys)
- w) Narwar (Girls)
- x) Samlyanser
- y) Bholasa
- z) Hanawada
- aa) Karcharia
- bb) Munjakhedi

The initiation of the programme was done with a focus on only 5 schools in Ujjain. They subsequently added 5 schools with time and till 2012 they undertook around 18 schools and at present they are working with 28 schools.

The books given in the middle school are 94 titled story books, poems, skit, activity, drawing, wallpaper, painting, art and craft design and so on.

2) Hoshangabad

Hoshangabad is working on the same model and has 18 schools running under it. Out of 18 schools, 12 are functional.

The 12 schools are:

- a) Bagalkhedi
- b) Bachwada
- c) Kodarwada
- d) Chilachon
- e) Butla
- f) Shukarwara kala
- g) Gaura
- h) Nasirabad
- i) Madhvan
- j) Shukarwara Falah
- k) Mohasa
- l) Khagrawali

Eklavya's Approach Towards Library Model:

The interesting part that is noticeable is that the authority of organizing and maintaining of library is done by the resource persons of particular classes. The resource persons selected are 2 out of each class. Once the selection of the students is done, it is the duty of the resource person to distribute the books and maintain a

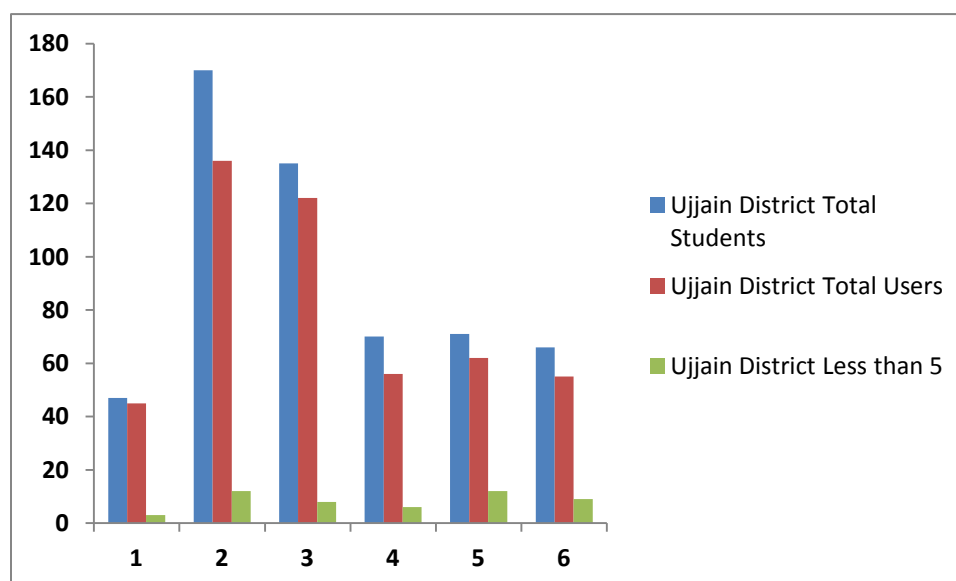
register of students issuing books. After a full month cycle a meeting is conducted in the middle of the month as a follow up by the team members of the library model to identify what types of books are being taken, is the register being maintained, finding out reasons for those who are not interested in taking the books, even sometimes went to children's places to get a clear picture if the books taken are being read by the students or not. There is as such no special period devoted to this library and the exchange of books is generally done during break.

Methodology

- i. Descriptive Study
- ii. Sample – 18 schools in 2 districts (Ujjain and Hoshangabad)
- iii. Ujjain - 6 Schools
Hoshangabad – 12 Schools
- iv. Data Collection
 - Primary data
 - a. Observation
 - b. Discussion with students, people and teacher.
 - c. Through the resource persons who are initiating the library model
 - d. Discussion with Center Incharge, Project Coordinator and Field Expert.

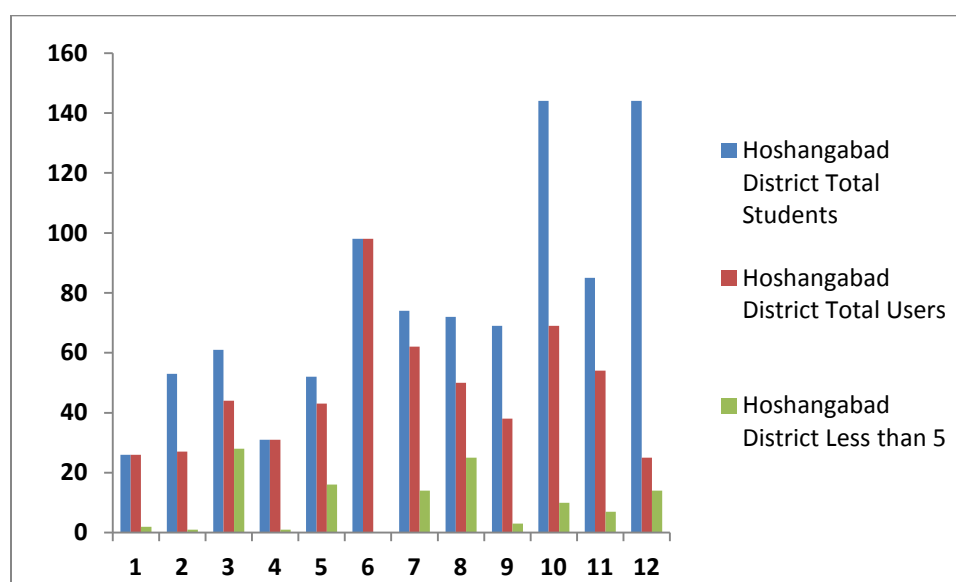
Ujjain District

Schools	Total Students	Total Users	Less than 5
Datrawada	47	45	3
Badkumed	170	156	12
Pingleshwar	135	122	8
Bhanskhedi	70	56	6
Karcha	71	62	12
Datana	66	55	9



Hoshanagabad District

Schools	Total Students	Total Users	Less than 5
Bagalkhedi	26	26	2
Bachwada	53	27	1
Kodarwara	61	44	28
Chilachon	31	31	1
Guthala	52	43	16
Shukarwara kalhak	98	98	0
Gaura	74	62	14
Nasirabaad	72	50	25
Madhwam	69	38	3
Shukarwara falhak	144	69	10
Mohasa	85	54	7
Khrgawali	144	25	14



Findings:

1. Ujjain - Total Students – 559, Hoshangabad - Total Students - 910

Users – 496

Users - 567

< 5 users – 50

< 5 users - 121

2. In Ujjain district around 50% of the parents were unaware of the school library.
3. 80% of the issued books were story books and apart from these there were general knowledge books, translate books (Hindi - English) etc.
4. Within one month in the summer library (Ujjain) it was seen that there were 67 users issuing around 107 books out of 216 books.
5. Special groups were formed and meetings were conducted with the students who were not issuing books.
6. Students were managing the library which seems to be a good start.
7. Community participation for which Eklavya has always been famous was seen.
8. Teachers' involvement was normal not that enthusiastic.
9. All sorts of books were made available which included story books, mind boggling books and so on.
10. The resource persons were undoubtedly improving along with the sincere students who focused on reading the books issued by them.
11. The data helped in identifying students who issued less than 5 or no books at all and special focus was given to them.
12. It was observed that girls were more participative than the boys. The reason probably could be that most of the boys were sent to private schools.
13. Some were not aware of the libraries running in the school and the reason was the maximum absenteeism from those students.

14. Some more efforts were to be made to involve the community and the teachers in order to make this model successful.

Learning

1. A good initiative of making students of the respective classes as resource persons.
2. To understand the participatory level of children the field expert held fun filled activities like story writing, deewar akhbaar, mind games on a regular basis follow up.
3. They even introduce the concept of Bal mela and summer camps where they taught creative things like art, craft, origami and drawing.
4. Before the initiative taken by Eklavya the library books already kept in the schools were not distributed among the school because of the fear of being torn.

Suggestions

1. The best approach of operating the library model can be done by simply categorizing the students. This will enable the team members to identify who are the weakest among all and probably can put their maximum effort there.
2. Books should be arranged and given as per the capability and capacity of the students. Different sections should be made of respective classes and books should be arranged as such.
3. Exposure visits for the team members and training on motivation and communication should be given from time to time.

4. Rotation in resource person would probably bring more participation amongst the students which is not being seen at the moment.
5. Magazines that they publish like Chakmak which is for the students should be distributed to the students in the library.
6. Along with the summer camps they should even try to analyze the hidden talents of the students and introduce new and existing activities like that of Dance, Nukkad Natak, Theatre and so on.
7. If community meetings would be held i.e with the parents with what is being taught to their students might help the students and compel the teachers to pay more attention to it.
8. The announcement of summer library should be made on the last day of the school so that the students become aware of it. There is a need to be a little cautious about the follow up system which seems to be weak.
9. For the awareness of the parents about the library a monthly meeting for the parents can also take place wherein things regarding the model can be discussed in a manner which makes them motivate their child to issue books as was done in case of Chakmak Clubs.