

NEW BEGINNINGS



**A three-year report of Eklavya Foundation
2001-2004**

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We gratefully acknowledge for

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Foreword

In this report we share with you a truly momentous leg of our long journey. Two events impacted significantly on the structure and work of Eklavya. One was the closure of our collaborative middle school educational programmes by the Madhya Pradesh government in July 2002. The second was the bifurcation of Eklavya into two autonomous units - a 'school education and publication' group and a 'rural development' group. The latter was registered as a new society on August 11, 2003 as the Samavesh Society for Development and Governance. A total of 32 staff members of Eklavya left to join the new society on March 31, 2004. Shri Anwar Jafri heads Samavesh as its Director. Meanwhile, Shri Kamal Mahendroo took over as Director of Eklavya on May 1, 2003.

This three-year report has been divided into three sections. The first section provides a chronological narrative and analysis of the closure of the school education programmes and its impact on the Eklavya group, including our learnings from the entire episode. The second section presents a documentation of the responses of people from all over the country and outside on the government's move to close the programmes. The third section reports and reviews the work done under the various ongoing programmes of the 'school education and publication' group and the 'rural development' group.

We are aware that justice may not have been done in representing and reflecting on all the turbulence that took place during these three years. We present this report with humility. We hope that it will help in our struggles as well as those of others.



SECTION 1

The dismantling of a vision



The dismantling of a vision

Diffusion of curricular innovations - from micro to macro

In Eklavya's history, 2002 will be remembered as the year which saw the closure of two long standing programmes - the Hoshangabad Science Teaching Programme (HSTP) and the Social Science Teaching Programme (SSP). These innovative curricular programmes had been in operation in many government and private schools since 1972 and 1986 respectively. Just prior to the review period, our Primary Education Programme (Prashika), which had been running in all schools of Shahpur Block since 1995, was closed by the government in July 2001.

Through these programmes, we had sought to build up a partnership with the Government of Madhya Pradesh to develop micro level experiments in different areas of the school curriculum. The programmes were developed in a limited number of government schools to begin with. Attempts were made to find ways of assimilating them into the curriculum and textbooks of the state. Attempts were also made to develop support systems at the field level to translate curricular packages into a working reality in schools. We sought to work as a catalyst at the state, district, block and school cluster levels to enable the mainstream education system to innovate. In this context, an MHRD committee had evaluated HSTP way back in 1991 and recommended that it form the basis of a state-wide reform of science teaching at the school level in Madhya Pradesh. On the basis of this recommendation, we had presented a proposal of collaboration for implementing this reform. However, the state's priority at the time was to reform primary school education, not middle school education.

Thus, in the late 1990s we were presented the opportunity to collaborate in a state-based initiative to reform curriculum under the District Primary Education Programme (DPEP), on the basis of our Prashika programme. This opportunity enabled us to experience, for the first time, the possibilities and limitations of the vision we had been working with. As part of this initiative an attempt was made to invite a number of civil society groups to 'trial out' their vision of an ideal curriculum in a small number of government schools. The SCERT was also asked to trial its package. A debate took place among these groups and the policy makers on how this trial could lead to curricular reform at the state level. Three options were discussed:

- a) all the packages are evaluated according to set parameters and the best one selected for implementation at the state level,
- b) all the packages fulfilling certain criteria are certified and presented as options to districts to choose from,



- c) the best features from all the packages are 'amalgamated' into a state curricular package.

While we felt the second option was the best, the state representatives were not ready for a plural approach. It was finally decided to go with the third approach, that of amalgamation.



To go back a little in history, our Prashika programme had been seeded in a number of government schools in Harda and Betul districts on an experimental basis in 1987. In 1995, it was implemented in all the schools of Shahpur block as part of the collaboration to trial new teaching-learning materials in the state. Between 1996 and 1999, the learning from this trial was used to develop a more comprehensive curricular package (including textbooks, teacher training, student assessment etc for the entire state), under what was called the Seekhna Sikhana package. Another set of curricular materials and practices had been developed and was in use in the large number of 'alternative schools' set up by the state. The government then invited the IIM Ahmedabad to undertake an evaluation of these different curricular packages. Subsequently, an initiative was taken up to integrate the experiences of these and other learning programmes. This initiative drew upon the Seekhna Sikhana package, the Alternative School package, the Eklavya and Shram Niketan packages etc. It also brought the different trials to a close, leading to the implementation of a uniform textbook policy across the entire state. While the integration certainly registered some progress in the quality of the curriculum, many valuable features of the various curricular reform packages, such as ungraded self-paced learning of the Alternate School approach and the more open-ended, creative and integrated strategies of our Prashika initiative were dispensed with.

... from macro to micro?

In the light of these experiences, we began negotiations with the state on the form and status of our on-going initiative in primary schooling in Shahpur. However, the janpad panchayat of Shahpur demanded the implementation of the state-level textbooks. The demand was immediately accepted by the government and our Prashika programme was called off by an official order. In its public representations, the state sought to prove the failure of Prashika in helping children learn. The concerns voiced by us and other academicians on the appropriateness of the data publicised by the government went unheeded. As later events showed, this modus operandi was repeated in good measure on several occasions - we have discussed this issue in greater detail in Section 3 of this report.

The DPEP experience provided a fertile base for examining the contradictions that emerge in the process of largescale curricular reform. It provided the context to concretely explore new paths that could take our endeavours ahead. However, the

state seemed to lack the political will to proceed along these lines, as seen in subsequent events.

Our proposals for expanding HSTP across the entire state and the SSP to a larger field area had been lying with the government for the past several years. But, as we were beginning to realise, our understanding with the government on the meaning and role of curricular innovation and the assimilation of learnings from micro-level experiments into the mainstream was neither growing nor getting renewed. In fact, it was getting speedily eroded.

We give below a summary of the main events related to the closure of these two middle school programmes in 2002. Though the facts of the case are well known by now it is necessary to reflect on our experience to highlight the salient issues related to processes of governance and social change of which we have been a part.



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The closure of HSTP

When the government began the second phase of the DPEP we expected it to initiate processes for reforming the curriculum at the middle school level. So we attended to tasks like revising the Class 6, 7 and 8 HSTP workbooks, their publication in English, streamlining the kit supply system in the field and so on. Over the years, we had seen stray attempts by some teacher, headmaster or others, demanding that HSTP be closed in their school/s. There were similar cases of teachers, headmasters or citizens demanding that HSTP be implemented in their school/s. While we responded to such concerns wherever they arose, providing whatever support and explanation we could, there was no organised channel through which such demands could be speedily addressed. The only available channel was the education department, which did not have any particular agenda to push our programmes.

The situation changed with the establishment of panchayati raj forums and the government's move to decentralise governance through its District Planning Committees (DPC). These new forums appeared more effective for people to pursue their demands. At the same time, new contexts emerged whereby the government also made up its mind to pursue a certain course of action with regard to NGO-collaborations.

November 2001: The Harda incident

The Harda DPC met on November 25 under the chairmanship of Shri Pratap Singh Uikey, the minister-in-charge, and passed a resolution to 'discontinue the teaching of science under HSTP'. The ostensible reason was the poor performance of students in science in the Class 8 Board examination. When we investigated the matter, we found that an official of the District Education Office had given a false impression that the pass

percentage in science was only 45 percent, while the real situation was that 94.1 percent of the students had passed in science, the highest for any subject in the district.

We brought this fact to the notice of the DPC members. At a subsequent meeting held in December 2001, the *zilla adhyaksha* of Harda insisted that any resolution for the closure of HSTP be deferred until a study was conducted on its impact on students. This was minuted in the proceedings of the meeting.

February 2002 : The Hoshangabad incident

The sequence of events in Hoshangabad began with a letter from Dr Sitasharan Sharma, the Member of the Legislative Assembly (MLA) of the Bharatiya Janata Party (BJP) from Itarsi, sent to the Hoshangabad DPC in December 2001. The MLA questioned the relevance of HSTP and demanded the programme be discontinued. He cited several reasons to buttress his demand, such as:

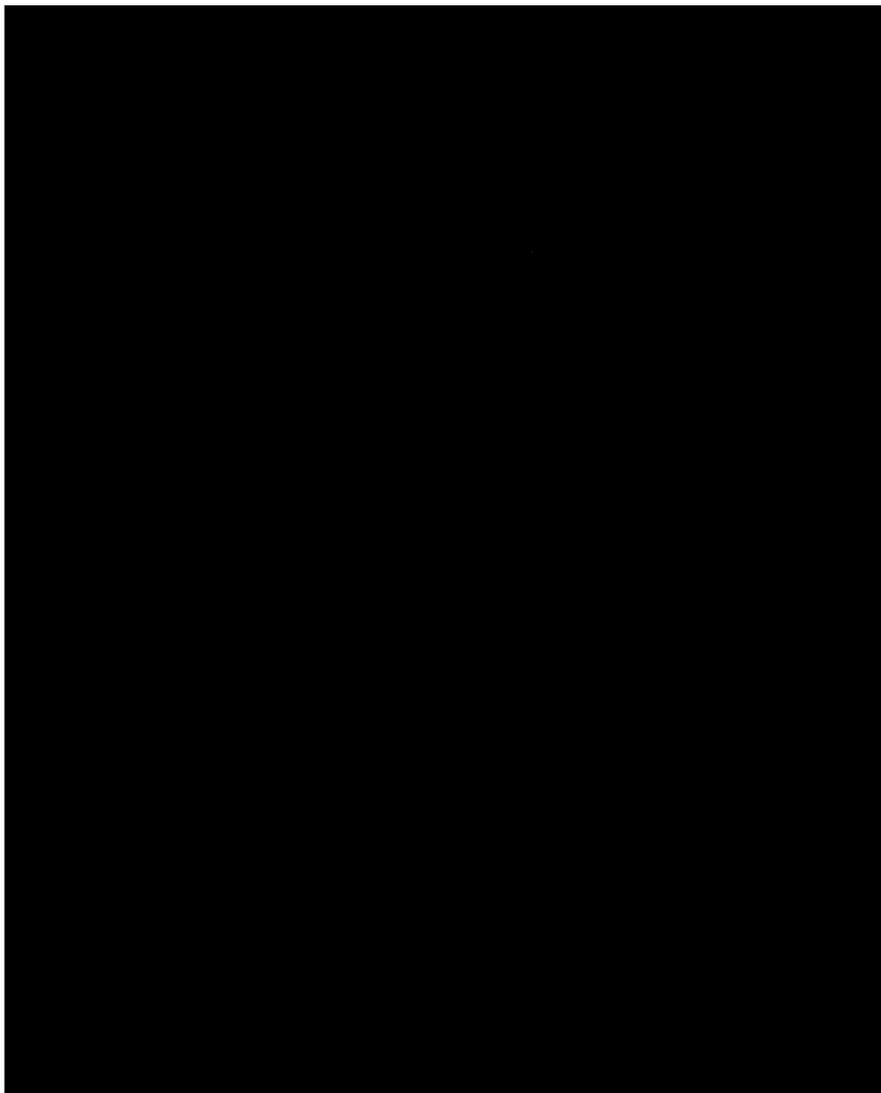
- ◆ HSTP has several activities that are inconvenient and impractical, like asking children to collect leaves from their environment and bring them to school.
- ◆ HSTP encourages children to try out everything they learn. So children are told to touch a live wire to find out whether current is flowing in it.
- ◆ HSTP does not link with the lower and higher classes in terms of its curricular content.

The matter was taken up for discussion at the meeting of the education subcommittee of the *Zilla Panchayat* on January 29, 2002. The District Education Officer (DEO) submitted the relevant details about the programme and pointed out that any decision on curricular matters could only be taken by the state government and the matter should be referred to the government. The DEO subsequently prepared the agenda brief on the issue for the DPC meeting. This brief was not circulated to DPC members prior to the meeting, the Hoshangabad collector claiming he had not received it on time.

The meeting was held on February 7 and chaired by Ajay Narain Mushran, the finance minister of Madhya Pradesh and minister-in-charge of Hoshangabad district. Ms Savita Diwan Sharma, the Congress MLA from Hoshangabad, could not attend.

At the meeting, representatives from Eklavya were given a few minutes to speak. However, the minister cut short our presentation, saying the unanimous opinion of the DPC members was that HSTP should not be continued any longer in the district. The argument was: "If the programme is so good, why has it not expanded elsewhere?" Despite our protests and request for more time to explain, particularly about the expansion elsewhere, the minister concluded the discussion, saying the verdict had been given. He added that if good results are shown from other districts where HSTP is in force, the DPC would accept that it had made a mistake but, as of now, HSTP should





be discontinued in Hoshangabad.

We registered our strong protest through the media and submitted a petition to the DPC secretary and chairperson, with copies to all the DPC members, demanding a review of the decision. The collector and minister-in-charge expressed their willingness to reopen the issue if the DPC members and the local people came out in support of our demand.



Over the next two weeks, we approached the DPC members individually, pointing out that the issue had not been adequately discussed in the meeting and that they had not been given all the facts of the case. The DPC had 20 members, of whom the MLAs, minister and government officials were non-voting members. Nine of the 13 voting members reacted positively to the facts we presented and asked for a review of the decision by formally writing to the collector and the minister-in-charge. However, they also felt that some positive backing from the state government would strengthen their position, especially since a senior Congress minister had chaired the meeting where the decision was taken.

Meanwhile, the education minister and education secretary responded to media questions by announcing that the government had decided to accept the recommendation of the DPC to discontinue HSTP in Hoshangabad district. The news was carried in *Nagarkatha* of Itarsi on February 17 and *Navbharat* of Bhopal on February 22.

We immediately wrote a letter to the education minister and education secretary, registering our protest against their press statements. We stressed that:

“... the process of decentralisation and devolution of decision-making powers down to the district level must lead to the maturing of the leadership there to deal with more complicated and far-reaching issues. This can be achieved only through promoting a process of analysis and understanding of issues and taking them beyond the pale of political rhetoric. This applies more so for issues concerning children's education. We would like the government to strengthen our hands to join in this process of strengthening grassroots level democracy. Abrupt decisions that foreclose any dialogue would only strengthen the hands of vested interests cutting at the root of such constructive processes.

“We would like to discuss with you the ways and means to energise the machinery of the School Education Department to respond to such a challenge to attempts to make education meaningful and universally available for all children, a goal that the Government of Madhya Pradesh has been pursuing so ardently in recent years.”

February-April 2002: The gathering storm

Many local intellectuals, schoolteachers and students expressed shock and indignation at the DPC decision. Scientists and academicians from around the world signed a petition calling for a review of the decision. We undertook a signature campaign among teachers, parents and students who had studied the HSTP course and held public meetings in Hoshangabad and Pipariya, where resolutions in support of the programme were passed.

A resolution asking for the continuation of HSTP was signed by about 1,800 persons from 40 villages and towns of Hoshangabad and Harda districts. About 1,200 of the signatories were Class 9 to 12 students who had studied HSTP in their middle school years. In addition, there were about 150 college students, 300 parents and 100 teachers who signed the petition.

We submitted these petitions to the Hoshangabad collector on February 20, March 7 and March 16. In our letter, we emphasised that “through this signature campaign we are merely trying to show that there are hundreds of parents, children and teachers who believe that HSTP is an important initiative in education and should continue. It is not our stand that issues such as the nature of science teaching should be decided on the basis of referendums”.

When we submitted the second lot of over 500 signatures, the collector returned it to us with the following signed note: “Why are they politicising the whole issue? Where is the provision for referendum?”

Ms Savita Diwan Sharma, the Congress MLA, expressed regret about the decision and promised to help. Her father, Shri Vinay Kumar Diwan, a highly respected Sarvodaya Congressman of an earlier generation who was an active supporter of Kishore Bharati, also promised to take up the matter with Chief Minister Digvijay Singh.

The major dailies carried stories on the reported closure. For example, *Jansatta* carried an article by Prof Krishna Kumar, outlining the historic significance of HSTP. *Dainik Bhaskar* published an editorial that was critical of the decision. The Itarsi MLA sent a rejoinder to *Dainik Bhaskar*, labelling HSTP a cruel joke played on students in this era of globalisation. To elaborate his argument, he wrote that students were made to perform experiments with crude materials like matchboxes, injection vials, broken chappals, cow dung, etc. He further stated that the programme was promoted by the same ‘conspirators’ who wanted to keep the state in backwardness by opposing projects like the Tawa dam and Narmada Sagar dam.

Meanwhile, Dr Sunilam, the MLA from Chhindwara, asked a question in the Vidhan Sabha, demanding to know whether the government was planning to expand HSTP to the whole state or close it down. The chief minister replied that “after evaluating the strengths of HSTP, these shall be implemented in the whole state”.



March 2002: A meeting with the chief minister

Shri Digvijay Singh called a meeting on March 3, 2002. Shri Ajay Narain Mushran, Principal Secretary Education U.K. Samal, Secretaries to the Chief Minister R. Gopalakrishnan and Dr Amar Singh, State Council of Educational Research and Training (SCERT) Director Amita Sharma, Commissioner of Public Instruction D.P. Dubey and Hoshangabad Collector Ashish Upadhyaya were present. Five Eklavya staff members attended the meeting. The chief minister gave the following directives:

- ◆ As there is a clear demand for a review of its decision, the DPC should take up the matter at its next meeting.
- ◆ The strengths and learnings of HSTP should be assessed and considered for internalisation by the state.

In the official letter (dated March 23) we received after the meeting, the scope of the controversy raging after the February 7 DPC meeting had been expanded beyond HSTP: "Your kind attention is invited to your request to the chief minister to intervene in the matter of Eklavya's presence in the schools of Hoshangabad (in the middle school level) being directed to be discontinued by DPC, Hoshangabad ... the chief minister had directed that the key learning from the education programme of Eklavya should be assessed and considered to be internalised."

The finance minister subsequently gave an interview to NDTV on March 8, which was aired by *Star News* - he expressed the view that HSTP was not suited to the learning needs of children. He said that although the programme had been receiving support from outside the state, there was no support within the district and the DPC decision was a well-considered and unanimous one. He also expressed his unhappiness with Eklavya meeting the DPC members individually to argue their case and mobilise support.

The Itarsi MLA and his brother, who heads an organisation called the Narmada Education Society, organised a public discussion on HSTP in Hoshangabad on March 12. Scores of people from Hoshangabad and Itarsi were mobilised to denounce HSTP and pass a resolution urging its closure. We were invited to attend the meeting to present our views. However, although we attended the meeting, given its one-sided nature, we decided to refrain from voicing our opinions. Subsequently, we prepared a written reply to the issues raised in the meeting and circulated it widely in the town.

April 2002: Eklavya presents its case

As a follow-up to the meeting with the chief minister, we were asked to make a formal presentation on HSTP to the education department on April 1, 2002. The purpose was to evolve a framework to review the programme, identify its strong points and assimilate them into the science education policy of the state. We were asked to present the

objectives of the programme, its strengths and weaknesses as we perceived them, details of work done between 1972 and 2002 and our areas of key learning.

We identified the major strengths of HSTP as:

- ◆ not compromising on the basic principles of science teaching and ensuring that the minimum processes of learning are not short-circuited,
- ◆ making science meaningful and enjoyable for children,
- ◆ developing an alternative evaluation system,
- ◆ its impact on professionalisation of teachers,
- ◆ building a large resource pool for educational innovation.



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The weaknesses were identified as:

- ◆ The role of supplementary learning, outside the classroom, is considerable. HSTP has been making efforts to try and enhance supplementary learning of science among its target groups, but no clear institutional structure has yet emerged.
- ◆ The debate on the nature of science education needs to be broad-based in the local community. Much more effort needs to be put into encouraging reflections on the educational system and promoting constructive criticism of its basic principles.
- ◆ If a teacher is unwilling to teach there is little that HSTP can do. Nor can it reward the teacher who puts in extra effort and time.

The areas of key learning were:

Importance of plurality: HSTP has demonstrated the advantages of a pluralistic strategy in educational change. The space allowed by the Madhya Pradesh government to develop an alternate conception of science teaching has yielded rich dividends. It indicates the workability of a system in which experimentation and reform can proceed along with the mainstream system of education.

Government-NGO synergy: The NGO sector has the potential to supplement the efforts of the government. HSTP has demonstrated that a different organisational structure from the government can attract and involve talent and experience in improving the education system.

Multi-pronged strategy: Educational change requires a multi-pronged strategy at different levels and reform must spread across all classes. Public debates on the purpose of education must be encouraged. The community's role in the school and education must be rethought. National institutions like the National Council for Educational Research and Training (NCERT) and Central Board of Secondary Education (CBSE) must incorporate lessons learnt through experience at the national level.



The outcome of the meeting was as follows:

- ◆ The government remained silent on the future of HSTP in Hoshangabad, saying the problem would be dealt with locally by the DPC, in the interests of decentralised functioning.
- ◆ However, it was 'keen' to assimilate the 'positive' components of HSTP in the science education policy of the state at the middle school level. It was officially recorded that "in the view of Eklavya the features of its programme that need to be assimilated in the mainstream are as follows:
 - activity based learning,
 - alternative process of student evaluation,
 - use of supplementary resource materials."

The government further asked us to provide the following information:

- ◆ How do the social Indicators of the areas in which Eklavya's curriculum are in force reflect the impact of the approach that promotes curiosity, rational enquiry and learning from the environment?
- ◆ Has Eklavya tried to establish curriculum equivalencies with CBSE and the MP Board such that students can easily take the Board examinations?
- ◆ Is there a difference in the scholastic achievements of children who have reached Class 9 after passing out from Eklavya's curriculum and those who reach high school after a mainstream education?

In the meeting, the officials constantly asked why we were opposed to innovative schemes started by the government, such as the Education Guarantee Scheme (EGS), which actually sought to reach schools to settlements that had none. We replied that while such schemes served certain useful purposes there was also a need to critically assess them from a long-term perspective.

May 2002: The DPC stands by its decision

Many teachers told us that there was considerable pressure in the district to mobilise opinion in favour of the DPC decision to close HSTP. In preparation for the next DPC meeting, the Hoshangabad DEO (a new person who was acting as the DEO) prepared a fresh note on the agenda item regarding the HSTP closure. Unlike the earlier note (that had apparently not been received by the collector and was not circulated), this one was negatively worded, contained several factual inaccuracies and was circulated to the DPC members well in time for the meeting. Some DPC members showed us the note. Among the inaccuracies was a statement that a fee of 50 paise is charged from students in Hoshangabad district because of HSTP, whereas such a fee is not charged in

other districts. Further, the note stated that involving Eklavya in training teachers opens up the possibility of other NGOs demanding a role in training programmes. It pointed out problems students had with the evaluation procedure followed and the lack of linkage with higher classes. It made no reference to the issues raised by DPC members and their demand for a review of the decision.

We responded by writing to the DEO and collector, pointing out the misleading information. For example, we quoted the government order dated December 20, 1995 prescribing the science fee for all schools in the state. We circulated our response to all the DPC members.

The much-awaited DPC meeting was finally held on May 9 under the chairpersonship of a new minister-in-charge. We were invited to present our case and, after a brief discussion, were asked to leave the meeting.

The DPC communicated its decision to the press, stating that:

- ◆ The status quo will be maintained as far as the earlier decision is concerned i.e. the decision taken in the previous meeting to close down HSTP still stands.
- ◆ In view of the fact that a review process regarding HSTP is being undertaken by the state government at the behest of the chief minister, the final decision regarding the continuation of HSTP within the district should await the outcome of the review ordered by the CM.
- ◆ All the concerned parties will be given a chance to present their case before the chief minister.

The press report also carried a public criticism of Eklavya by the collector that, over the past couple of months, Eklavya members had adopted processes that were not 'factual' (*tathyaparak*).

May 20

The Itarsi MLA and his brother took a local delegation to meet Digvijay Singh. They made the following points in a petition handed over to the chief minister:

- ◆ HSTP, which is said to have won many awards, is taught in only 560 schools. Till now, it has not been expanded to other schools in the state, nor has NCERT expanded it to other states in the country. This proves that NCERT has not given its recognition to the programme.
- ◆ The 1991 NCERT evaluation report states that HSTP has no 'syllabus'. So how can it be taught?
- ◆ The HSTP methodology only has experiments, no theory. Children don't learn theory after performing the experiments. On the other hand, the NCERT science curriculum has both experiments and theory.

- ◆ There are too many experiments in HSTP. Children have to do at least five experiments every day. That means 150 experiments in a month and over 1,000 experiments in a year. If children do the experiments diligently, they will have no time left to devote to other subjects.
- ◆ Competitive examinations after Class 8 and Class 10 ask questions based on the 'traditional' (NCERT) science. HSTP students lack this knowledge so they have to face failure at the very first step in their career.

We considered forming a delegation of supporters to meet the chief minister. However, on discussing the issue with the local Congress MLA, we were advised that this would not be necessary.

June 2002: Eklavya reviews the 30-year HSTP experience

On June 4, we submitted a comprehensive document to the education department, outlining the 30-year experience of the programme, along with supporting data, in response to the demand made at the April 1 meeting. On the first issue, we stated that a comparison between HSTP and the state science textbooks reveals 85 to 90 percent commonality of topics. This belies the fear that an activity-based approach would lead to a reduction in topics covered during an average academic year. In fact, HSTP has additional topics - like the use and comprehension of graphs - that are important for developing an understanding of science.

We also pointed out that HSTP had sought to consciously address the linkage problem during the revision of the *Bal Vaigyanik* textbooks on the basis of field-level feedback. More information and anecdotal material was added to facilitate understanding in children and experimental chapters on difficult concepts like atoms and molecules and the language of chemistry were prepared for field testing.

On the second issue, we pointed out that science sees a dip in average marks in Class 9 across the board, as is the case with other subjects as well. This is a nationwide phenomenon and is not a problem peculiar to HSTP. The poorer performance is because the syllabus for Class 9 is extremely dense and introduces quantitative science rapidly, without adequate practicals. HSTP, in fact, builds up a sound base for high school science since it progresses from qualitative to quantitative treatment from Class 6 up to Class 8.

We also put forward the view that the Class 10 Board results cannot reflect the superiority of HSTP students since it is a conventional examination, based on reproduction of memorised information, and does not test for abilities developed in experiment-based learning. Nonetheless, there is little difference between the performance of HSTP students and others in this examination.



On the third issue, we stated that various studies have established that HSTP children have a better grasp of science. But it is difficult to establish a causal relationship between such an understanding and social processes in society. What is clear is that one or two 40-minute sessions a day in middle school alone cannot effect major social changes.

2002: The government's review and decision

Nothing was heard from the government regarding the continuation of HSTP, after we submitted our 30-year review - till the new session began in July, 2003. On July 4, Shri Gopalakrishnan agreed to meet us. It was at this meeting that he questioned why Eklavya should work in curriculum and suggested a shift to supplementary material development and teacher training. The question of performance in Class 10 again came up - it has been a recurring theme in the debate on HSTP. Shri Gopalakrishnan referred to a quick data collection and analysis done by the education department of the Class 10 examination results of one year (2002), that reflected that Hoshangabad ranked 20th out of 45 districts in the percentage of students getting first divisions in science and in overall pass percentages. He implied that this meant that there was no positive effect of HSTP in Hoshangabad. We asked for the data and a few tables were given to us.



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July 8: The use and misuse of data

We sent our response to Shri Gopalakrishnan after studying the tables, again pointing out that any analysis of data of district-wise performance in the Class 10 examination has severe limitations for drawing any conclusion regarding the efficacy of HSTP at the middle school level. We wrote:

"The present examinations at Class 10 level are largely confined to information recall testing with little or no emphasis on testing a student for problem solving, experimental or analytical skills or conceptual understanding. Since HSTP gives more emphasis to development of these skills as per the guidelines of the National Curricular Framework and discourages learning by rote, it would be unfair to assess the impact of HSTP by analysing the results in these examinations only.

"In any case, HSTP interacts only with some of the science teachers from high school as resource teachers, and that too in the context of teaching science at the middle school level. To expect that this should make an overall impact for all subjects at the Class 10 Board examination is an improbable hypothesis and cannot lead to any logical conclusions regarding HSTP's impact.

"You stated that Hoshangabad district ranks around 20th in cross district comparisons of two variables, i.e. percentage of students scoring more than 60% marks in science and overall pass percentage, concluding that HSTP had little or no impact. The nature of the



data is totally inadequate to support such a hypothesis. For one, the variation in efficiency of functioning of the high school system across districts has to be accounted for through a research design that looks at samples that have similar conditions in high school. In fact the two tables support the hypothesis that with Hoshangabad district performing at an average level (around 20th) in overall performance, the performance in science is in accordance with this average level of high school efficiency. Since HSTP had made no attempt to address issues concerning high school teaching, it would not be judicious to derive conclusions on performance of HSTP.

"We have looked at performance levels in Class 9 and 10 to examine the doubt expressed that with no training in Information memorisation, and Information content of *Bal Vaigyanik* books not being same as the mainstream books, HSTP children would fare badly in high school science. For this we have looked at comparative performance of children in high schools where children from both the streams enter a common class. Such situations are available for study in school complexes outside Hoshangabad and Harda district. Our studies show that HSTP students are able to cope just as well as the other students inspite of de-emphasizing rote learning. We have submitted these results in our review, but more such studies are in progress.

"The two variables used to analyse high school performance reveal a high degree of lack of correlation, suggesting that a different set of variables could give a totally contrary picture. For example, Chhindwara ranks second in overall pass percentage but does not figure in the first 15 in terms of 60% and above marks in science. Seven of the first 15 districts in overall pass percentage do not figure in the first 15 of the 60% and above science list. This only seems to suggest that we need to look at other variables and patterns and work out a composite index to draw up a consistent district performance ranking. We would also need to look at time series data for longitudinal analysis of particular districts to identify consistent trends before venturing any hypothesis about impact or lack of it due to any causative factors.

"If the positive impact of HSTP on the learning of science is to be assessed as part of an overall review, which should most certainly be done, it needs to be done at the middle school level itself. Apart from looking at the achievement levels of children at that level, it would require a study of the processes which have been put into place and their multifarious impacts. For any comparative study all this will have to be judged against the objectives and directives laid out in the statements of the National Curricular Framework. Before any such effort, passing any judgment on HSTP would be premature.

"A similar logic applies to the question 'Have children from Hoshangabad done outstandingly well in PET/PPT/PMT examinations?' We feel that posing and examining such a question is flawed fundamentally for the following reasons:

- ◆ An intervention in improving science teaching in Class 6 to 8 can at best be a minor contribution to the success rate of students in post-school competitive

examinations. Factors like level of teaching at the high and higher secondary stages or the nature and extent of extra coaching availed etc could play a more determining role. HSTP has never made any such claim, though many successful students have given statements to the effect that the way science was taught to them in middle school inspired and equipped them with self confidence for competitive examinations.

- ◆ We presented an analysis in response to criticism that HSTP had led to poor performance of Hoshangabad students in competitive examinations. According to this analysis, cross district data for three consecutive years showed that Hoshangabad district was among the better performing districts, laying to rest such doubts.
- ◆ The Table 4 presented in the report has selectively shown data for three districts only and given a very superficial conclusion. We find the posing of an inappropriate hypothesis and use of very selective data to suggest a conclusion somewhat inappropriate.

“We agree that data on growth in literacy rates and gender development index cannot have any bearing on reviewing the impact of HSTP and need not be part of any such report.

“In light of the above, we would like to reiterate that data of this nature and any analysis based on it should not form the basis of any recommendation or informed decision regarding the future course of HSTP.

“We hope a detailed review of the programme will be undertaken on a sound basis, as proposed by you at an earlier meeting on April 1. An independent expert review team would be set up and a detailed terms of reference drawn up.

“We also hope that the review we have presented as well as the data collected by the department are autonomously scrutinised by educationists and scientists of high standing. We request you to make available the full assessment report as well as the raw data in hard and soft copies so that we can share this information with the large academic group involved in HSTP and analyse it for the learnings we can draw from it. We feel that this data would be useful in identifying issues pertaining to high school education and the transition of HSTP students into the mainstream.

“We found it difficult to appreciate your analogy of the Eklavya-government relationship as that of tenant-landlord and that now the tenant is trying to take over the whole building. On the contrary, it has always been a relationship of partners in a common endeavour to ensure good quality education for our children, with the government naturally being the bigger partner with more control. This had always been spelt out in these terms in all discussions, documents and proposals that we have submitted as supporting documents with the review. All through these three decades various



governments, most of them of the Congress party, very carefully nurtured this perspective of 'partnership'. If as per your suggestion the present MP government is beginning to look upon it as 'tenant-landlord' relationship, with all its antagonisms, then it definitely is a marked shift of perspective. For many people it would be more surprising that this shift in perspective could be taking place under the leadership of a chief minister like Shri Digvijay Singh.



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- ◆ Your suggestion that for quality improvement major efforts were required in teacher training and supplementary support to the teachers, and that curricula and text were not of much consequence - we can definitely say for science teaching that curriculum, text and examination have exercised a stranglehold on what takes place in the classroom. Without touching them, a number of programmes have shown that teacher trainings become irrelevant formalities and the locks of kit boxes are never opened since the teachers know that their success will be judged through examinations relying almost totally on information recall. Curriculum designers and policy makers will have to face the question squarely as to why our texts and evaluation systems are in total contradiction of the National Curricular Frameworks. We feel convinced that the sanctity accorded to texts from NCERT or SCERT or any expert body needs to be questioned and the power, both academic and real, needs to be built up with teachers in district level groups. The positive feature of *Bal Vaigyanik* is that it emerged from a process where subject experts from institutions like Delhi University, Tata Institute of Fundamental Research (TIFR) and elsewhere came down to Hoshangabad schools to develop curricular materials with teachers rather than send down texts from their citadels.
- ◆ We feel that these two issues – partnership between voluntary NGOs and the state and partnership between teachers and subject experts have been two unique features of HSTP that need to be reviewed in depth. In fact, reviewing these aspects of HSTP and their impact would be of a more fundamental nature than just looking at achievements in traditional public exams ...”

July 10: We seek a meeting with the chief minister

We wrote to the chief minister on July 10, requesting an immediate meeting with him. We suggested five agenda points for discussion:

- ◆ The potential of a state-level programme to improve science and mathematics education at the school level in Madhya Pradesh.
- ◆ The contribution HSTP can make to such a programme.
- ◆ Future directions of Eklavya's partnership with the state government – perceived problems and possibilities.

- ◆ The possible contribution of the SSP in developing a secular, progressive and academically sound curricular programme for teaching social sciences in schools.
- ◆ The invitation to Eklavya from Jyotiraditya Scindia, Member of Parliament from Gwalior, to develop programmes to improve the quality of education in Guna, Shivpuri and Gwalior districts.

A brief meeting of some officials with Shri Digvijay Singh took place on that day. He instructed his secretariat to organise a meeting the following week with the minister of school education, secretary to the chief minister, senior officials of the education department and Eklavya to take decisions on these matters.



July 10: The decision is known

The same day, a colleague from Harda district informed us that the Block Education Office (BEO) has informed her of a letter from the government dated July 3, 2002 informing the Hoshangabad collector about the government's decision to immediately discontinue the use of HSTP books and examination system in Hoshangabad district. The letter also said that any school could use the HSTP workbooks as supplementary material, if it wished to. It had been marked for information to the collectors of Harda and the 13 other districts where the programme was running in one school complex each. Eklavya was not considered a party that required to be informed about the decision. The Hoshangabad DEO was also not aware of the order till that date.

On July 11, the chief minister was visiting Hoshangabad. When asked by journalists at a press conference about the decision to close HSTP, he confirmed it and said it was taken in order to implement the same curriculum across the state.

July 3, 2002

To,
Collector
Hoshangabad

Subject: Regarding the Hoshangabad Science Teaching Programme (HSTP).

The government has received the resume of the meeting of the District Planning Committee (DPC) of Hoshangabad held on 7.2.2002 through the letter no. 3578, March 2002, from the Collector Hoshangabad. The description of the proceedings mentions that after a detailed discussion on the merits and demerits a unanimous decision was taken by the DPC to recommend the closure of the HSTP being taught in Classes 6 to 8 in Hoshangabad district.

On the basis of the recommendation of the DPC of Hoshangabad, the state government has taken a decision to implement the science curriculum developed by the state in

Classes 6 to 8 in Hoshangabad district. This decision will be in force with immediate effect. In the year 2002-2003, the evaluation of science teaching for Classes 6 to 8 will be done according to the mainstream evaluation methods specified by the government.

If any school in the Hoshangabd district wishes to use the present science curriculum (HSTP) in Classes 6 to 8, it can use it as a supplementary curriculum in addition to the science curriculum of the state government. By the supplementary curriculum of Hoshangabad Science Teaching Programme the curriculum accepted by the state is implied.

24 The Managing Director, MP State Textbook Corporation will supply the necessary books to the Hoshangabad district immediately.

Amita Sharma

Secretary (Elementary Education) and
Commissioner, State Education Centre, Bhopal

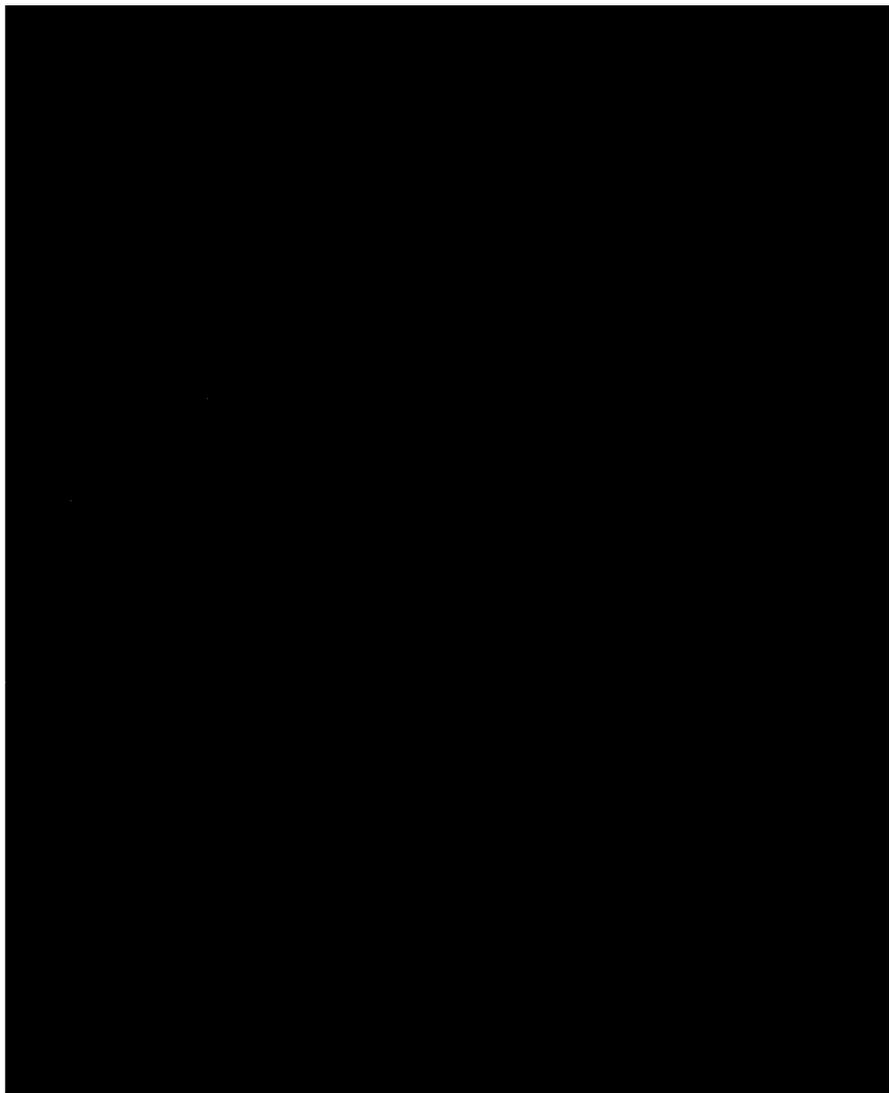
Another letter was sent by the government on July 6 to the Text Book Corporation (TBC) informing the body that the government has decided to close HSTP and instructing it to print the state-approved books in adequate numbers for the schools. This letter did not mention that the closure was for one district only. Copies of this letter were marked to the collectors of the 14 other districts where HSTP was in force.

The protest spreads

While we wrote to the government to stop implementation of this order and institute a proper review of the programme, protest messages began pouring in from all quarters. The fact that no document had been made public to justify the decision, that Eklavya had not been informed of it, gave a touch of unreality to the situation. The chief minister's secretary had sent a document to Srikant Voorakaranam, an HSTP supporter who had sent a protest note to the government. Srikant shared this document with us and others. It immediately caused such an outcry that the government eventually had to suppress its circulation. It was replaced with a 'Factsheet' which was circulated on the internet to those who sent protest letters to the government.

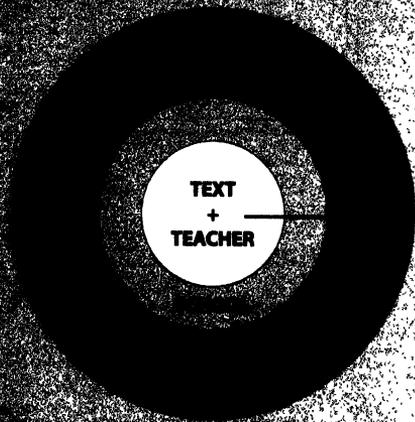
The government justifies its stand

The next few pages contain an excerpt from a government report on Eklavya's work.



TEACHER'S INTERPRETATION OF THE CURRICULUM

... processes in the curriculum of
... The entire nature of
... the teacher and the teacher can



**TEXT
+
TEACHER**

**RELAY'S
INTERACTION**

The government's public schooling system is based on the small tenancy model. The government system was designed to be a model of the state of decentralisation of power. The state of decentralisation of power that the state has achieved through fiscalisation is now an issue that needs to be addressed. Seventy-third Constitutional Amendment has given the government of Elementary Education to local bodies and also made it compulsory with their concurrence. The Government of Madhya Pradesh has done other things in realising the vision of decentralisation. It has done these things through these decentralised bodies that have made the difference.

The fault with the Eklavya-type of intervention is that it does not own that it does not own. Just as a tenant the small part of the building, it does not alter the design of the building. Eklavya, even if it had performed well, would not have the legitimacy to ask for the entire design to be changed. This has been the reason why agencies that seek to introduce alternative forms of education 'create their own schools' and we have such a number of them. In Madhya Pradesh also like the alternative schools of Jhansi, which are in the same sense Eklavya has chosen a 'lazy' method of not asking for the entire design to be changed but take part-tenancy in a part of the larger government system whose policies have to represent the people or the state. There has been an instance of any NGO being given entry in a public schooling system to run its own curriculum in India. When this issue of legitimacy of intervention was raised, Eklavya claimed that it is precisely this fact that makes the intervention unique. It is not so unique anymore. Recently the Government of Goa has invited to have about 1000 a majority of 150 schools identified as having poor quality so as to provide an open link to an obscurantist ideology. A model in which government public schools are open for entry to any institution to experiment their curriculum is in the state was fraught with such dangers.

Decentralisation in fact ought to open up more opportunities for the citizens to enter to better realize their educational vision of interacting with the local context. When decentralization has done it in one state, it is in one state only.

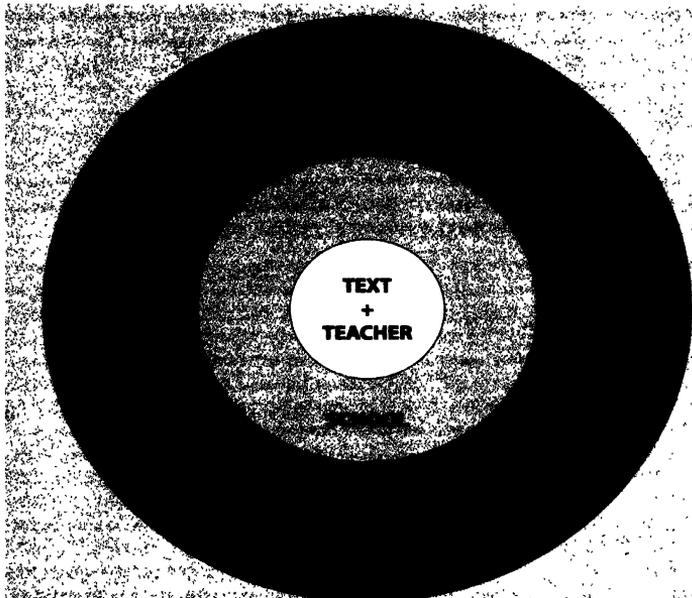


Diagram 2

It is worth noting that even in having some problems post-decentralisation of 1990s has a strong positive side with strong legitimization at entry time, through bureaucratic structures that would be necessary for an legitimate managers of basic education, who are now able to learn to do business with them. After all, it is their children who are involved. After the Ratchanon Raj system was established and powers in the school level, which were supposed to provide support appears there has been no effect for children in areas where, not by intention convince Ratchanon Raj system was not intended to provide support for school management.

Some of the school government decided to accept the demand of the school level. One of the things that was implemented was to allow the school level to have a say in the school government's management.

July 14: Teachers join the protest

Eklavya called a meeting in Hoshangabad which was attended by many teachers. The teachers pressed us to go to court against the decision. The kind of data used to review HSTP was strongly denounced. The teachers decided to write letters to the chief minister, ask children to write their opinions, contact local elected representatives and gram sabhas to protest against the decision and demand the continuance of HSTP in their schools.

A large number of concerned citizens also wrote in the press against the decision.



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July 18: The government finally shares its 'assessment' report!

We finally received an official copy of the assessment report and factsheet on July 18. It put down in writing the same issues and data shared with us by the officials in early July, to which we had responded in our letter of July 8, 2002. The covering letter from the government said:

"We are sharing with you the internal report relating to the impact of the HSTP in Hoshangabad based on the issues that have been under discussion with Eklavya now for some time.

"... an offer was made to Eklavya to consider collaborating with the state government for developing a good quality and sustained capacity building programme for the teachers, which is critical to improving the quality of science teaching and strengthening the institutional capacity for science education.

"This way, Eklavya can contribute on a much larger scale and a more critical level of state intervention, which would be more meaningful for the reform of science education in the state. It would also give Eklavya the opportunity that they have so far not been availing of, because of their exemption from the mainstream evaluations to run their own parallel academic arrangements, to work in partnership with the state where the context of Board examinations and impersonal testing systems with public accountability, good quality training - institutional and individual - and academic motivation on a massive scale are determining issues and challenging tasks."

The offer was for Eklavya to assume a larger role as a 'technical support institution' functioning under the directions of the SCERT, within the limitation of the existing teaching methodology and evaluation system.

July 23: Educationists condemn the closure

The Education Discussion Group, a group of educationists, intellectuals and social activists, passed a resolution condemning the decision and report at a public meeting held in Delhi on July 23.



The government had set up a State Advisory Board of Education a few weeks earlier. Four SABE members - Prof Romila Thapar, Prof Mushirul Hasan, Prof Gopal Guru and Prof Krishna Kumar - wrote to the chief minister on July 23, questioning the HSTP closure.

The chief minister responded personally, defending the decision. The four replied to the chief minister's letter on August 14, challenging the assertions of the state government and calling for a meeting of SABE to be convened within two weeks so that a national debate on the issue could be initiated. They criticised both the move to designate HSTP as a supplementary curriculum - which is tantamount to closing down the programme - and the assessment report, terming its statistics perfunctory. They questioned the 'democratic decentralisation' argument as well as the policy decision to revert to a single textbook regime. The members hinted that the decision was politically motivated.

The scientific fraternity also reacted strongly to the closure. A group of teachers, students and scientists tried to arrange an appointment with President A.P.J. Abdul Kalam to brief him on their experiences with HSTP and their distress at its closure. A number of educationists also wrote to the president in this regard.

July-August: Seeking interventions

Prof Yash Pal and Prof M.S. Swaminathan wrote to the chief minister, urging him to save the situation even at this late stage. Many others including Dr Anil Sadgopal, Shri Sharad Chandra Behar, Dr Vinod Raina, Dr Hriday Kant Dewan, Shri Anil Bordia, Shri Ajay Mehta, Shri M.N. Buch and Shri Prabhash Joshi also tried to intervene. Shri Arjun Singh and Smt Sheila Dikshit were also contacted and their intervention sought. Dr Sadgopal and Shri Bordia impressed upon Smt Sonia Gandhi the gravity of the situation and she wrote to the chief minister to consider placing the issue before the SABE to see if HSTP could be restarted and expanded to cover other districts.

Looking at the legal option

Teachers, parents and educationists demanded legal action against the government. We seriously contemplated such a step and took legal advice from a high court lawyer in Bhopal and a Supreme Court lawyer in Delhi. We explored the option of two separate legal actions - one by parents to stay the closure order, since it came after the academic session had started and covered all three classes at once, and another by Eklavya and people from the science and education fraternity as a public interest litigation.

It was crucial that we act immediately as the new term was well under way in schools. However, it proved difficult to reach a consensus on the issue. While many of our supporters were putting strong pressure on us to pursue the legal option, there were others who gave us negative feedback on the response of the legal system to

educational issues, following the controversy over the NCERT's history syllabus. There were concerns about the long-term impact of a legal battle against the government on our continuing work with teachers and children in our field areas. As the programmes shut down, we were also preoccupied with our efforts to prevent a sense of vacuum from developing in our relationship with the schools we were working with. In the end we could not put our act together on the legal front. The delay in acting eventually made the legal option infructuous and inadvisable.

Confusion reigns in the schools

Meanwhile, even as Shri Gopalakrishnan and the SCERT responded to protest letters from across the country and beyond, saying the HSTP had been closed down in Hoshangabad but continued in other districts, the DEOs of some of these districts began sending letters to the schools asking children to buy the SCERT textbooks. Despite entreating the government to clear up the confusion created by its conflicting orders, we did not get any categorical statement until July 30, when the government sent us a copy of a letter written to the TBC. The letter stated clearly that the programme was closed down in Hoshangabad district but was silent on its status in the other districts. Strangely, this copy was not marked to the collectors of the 14 districts, like the original official letter to the TBC was.

Two days later on August 1, the chief minister issued a press release talking about the need for common textbooks in the state. He justified the closure on grounds of parental anxiety and cited the poor performance of HSTP students in the Class 10 examination. He used the current year Board examination data that hadn't been used earlier. This time, we found that the data used by the Chief Minister itself was absolutely incorrect. We pointed this out in a press release the following day.

"... what is most distressing are the statistics quoted by the chief minister regarding the performance in the Class 10 examination. It states that the failure rate in science in 2001-2002 is 26 percent, while it is 30 percent in Hoshangabad district. Again the truth is not what the statement makes it out to be. We obtained the district-wise statistics of the Board examination from the Madhyamik Shiksha Mandal last month and found that of the 5,20,483 students whose science results were declared in the state, 2,83,416 had passed. That puts the pass percentage at 54.5 percent and the failure rate at 45.5 percent. Of the 14,760 students whose science results were declared in the two HSTP districts, Hoshangabad and Harda, 8551 students passed. The combined pass percentage was 57.9 percent (Hoshangabad 55.6 percent and Harda 68.1 percent) and the failure rate 42.1 percent - 3.4 percentage points below the state average.

"If this is the truth about the two statistics quoted against HSTP, what lies behind the other statistics that have been consistently quoted in public forums? We reserve further comment."



Our view on collaboration

We sent our response to the assessment report and the collaboration offer in early August, stating that we would be happy to contribute to the government's efforts in improving the quality of science education in the state, something we have been doing for the past 20 years. However, we made it clear that collaboration was possible only if:

- ◆ The offer to train teachers was for experiment-based science teaching and not for transacting the existing curriculum with its rote learning methodology.
- ◆ That the government showed a willingness to introduce experiments into the existing curriculum.
- ◆ That the government would provide the additional inputs for experiments in the form of science kits, training of resource persons and organisation of regular teacher meetings and follow-up to schools.
- ◆ That an evaluation system that encourages all-round development of experimental, analytical, problem solving, comprehension and articulation skills in children and seeks to test conceptual understanding and development rather than information recall is put in place.

We also pointed out that we had gained a lot of experience in incorporating an experimental base in the existing CBSE and state science curriculum through our work over the last few years in several prestigious private schools in Indore and Mumbai. We added that our experience with the curriculum of primary schools and of social sciences at middle school-level also needs to be drawn upon for the benefit of the state education system. We expressed our willingness to share this experience with the government and train its teachers accordingly.

We urged the government to review the state curriculum, textbooks and evaluation systems in the light of the educational principles enunciated in the National Education Policy documents and formulate guidelines for improving them in accordance with these directives.

We urged that an expert committee be set up under the guidance of the SABE to review HSTP and its strategies in order to draw lessons for the assimilation of the strengths of the programme at the state level.

We urged the setting up of a representative pan-India body with a wider mandate, with representation from universities, research institutions, school education bodies, to guide and oversee curriculum regeneration efforts by the government of Madhya Pradesh and offered that Eklavya could be a part of such a larger body.



The government's view of collaboration

The SCERT director responded by saying Eklavya could assist the government in teacher training and resource material development and other initiatives to improve the quality of education in the state. The government would also extend support to some of the positive aspects of HSTP, such as Sawaliram, *Chakmak*, pedagogic practices that enrich science teaching and the experience of *sangam kendras*. However, it reiterated that only one textbook and curriculum would be followed for science in the state. The letter urged Eklavya to submit a proposal for working at the state level in partnership with the government.

To underline its support for Eklavya, the Rajiv Gandhi Shiksha Mission (RGSM) wrote to us saying it would like to place an order for around 6,000 copies of *Chakmak* for its Jan Shiksha Kendras. The order, however, never materialised.

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August 3: Protest meeting in Hoshangabad

Continuing our protests, we organised a public meeting in Hoshangabad on August 3 to condemn the closure decision. Despite torrential rain, it was attended by about 80 people. Among those who attended were Shri Suresh Diwan of Gram Sewa Samiti, Rohana; Shri Sunil Gupta of Kisan Adivasi Sangathan, Kesla; Shri Shamjunnath Gupta of Brahmagyan Pustak Bhandar, Hoshangabad; students of Itarsi's Progressive Students Association and Dr Sadgopal, former head of the Central Institute of Education, Delhi University and one of the father figures of HSTP, who addressed the meeting. A *nukkad natak* was staged at the collectorate by youth from the villages around Hoshangabad.

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A parallel meeting had been held earlier in the day by the BJP MLA's brother, Shri Bhawani Shankar Sharma, who heads the Narmada Education Society, welcoming the government's decision. It was attended by about 500 children from 10 to 12 private schools of Hoshangabad, along with some teachers.

August 4: Dharna in Bhopal

The following day, we staged a *dharna* in Bhopal. It was jointly organised by Eklavya, Bharat Gyan Vigyan Samiti (MP), Madhya Pradesh Vigyan Sabha, Science Centre (Gwalior), Tulika Samvaad, All India Peoples' Science Network, Progressive Writers Association and Janwadi Lekhak Sangh under the slogan of 'The fight for education.'

About 300 teachers, students and citizens from our field areas in Harda, Hoshangabad and Malwa came to Bhopal, while supporters from Bhopal also turned out in large numbers, including some schools we are working with in the city. A public meeting on 'Educational Change – Challenges and Future' was organised in which people expressed their views on processes such as globalisation that were impacting on schools and teaching. The people called for a sustained campaign against political attacks on education.

The speakers included Dr Sadgopal, Shri Bordia, Dr Amitabha Mukherjee, Dr Raina, Ms Asha Mishra of BGVS, Shri Manoj Kulkarni of Tulika Samvaad, Shri Abdul Jabbar of Bhopal Gas Peedit Mahila Udyog Sangathan, Shri Balendra Parsal and Shri Balram Gumasta of Janwadi Lekhak Sangh, Shri Alok Agarwal of Narmada Bachao Andolan and Ms Anupa of Samata Samiti.

Over 500 people attended the day-long event, the expenses for which were raised through public contributions. The *dharna* culminated in a rally during which the Hoshangabad students again staged their street play. A memorandum was submitted to the chief minister, protesting against the HSTP closure, the manner in which it was engineered and the internal assessment report put out by the government.

Change in the System

The education system in India is a government monopoly. It should be opened up to private enterprise. The government should take the policy direction of higher educational institutions and government should invest in them.

The education system should incorporate a curriculum reform which develops socially relevant education. It should be flexible and dynamic to respond to the expanding frontiers of knowledge and changing socio-economic conditions.

Education should be child-oriented and joyful, arousing the curiosity of children, stimulating their creativity, and encouraging them to develop their mental and physical faculties.

Pedagogical methods should emphasize rote learning and should focus on imparting to children the ability to learn and assimilate. They should enable children to generalise principles from a set of data and apply these principles and learning in their daily lives to make their lives richer and more fulfilling.

Children should develop conceptual understanding in science by performing experiments in the classroom and observing, analysing and discussing the results. They should be encouraged to develop skills of observation, group, comparative studies and data collection and analysis in social sciences and other subjects.

This process of evolving a curriculum in line with these objectives and pedagogical methods should be a continuous process involving the participation of teachers, students, parents, educational experts and policy makers nationwide.

The curriculum should be developed in line with the objectives and pedagogical methods mentioned above.

The state-level books are put in place

Meanwhile, SCERT conducted a three-day training for its science curriculum in Pachmarhi for about 15 master trainers for Hoshangabad district between August 2 and 4. They included several HSTP resource teachers. These master trainers conducted trainings at the block level in all eight blocks of Hoshangabad district from August 9 to 11. Participants were given 15 to 20 minutes to lecture on a selected chapter. They were specifically told that they were 'not expected to do experiments either in the training or in the classroom'. We subsequently came to know that education department officials (DEO and ADEO) had given oral instructions to teachers (especially of private schools) in Hoshangabad, Itarsi and Pipariya to get students to write letters to the chief minister appreciating the new books.



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August 8: The final order is passed

Eventually on August 8, after over a month of confusion, orders were issued to all the 14 districts closing down HSTP, the SSP and the 'Experimental Curriculum' (Class 1 to 5). Though Eklavya's SSP was in operation in a few schools in 3 out of these 14 districts and the Class 1 to 5 curriculum was no longer in use in any district, the government order made no distinction on grounds of such facts. Apparently, the chief minister had taken the decision to adhere to a uniform textbook policy. The first communication to the 14 districts went without any reference to allowing the use of books developed under HSTP, the SSP and the 'Experimental Curriculum' as supplementary materials if any school wishes to do so. A revised communication sent the next day corrected the 'mistake'. These orders did not reach the schools till the last week of August.

Finally, the government came out with a clear action and a consistent policy statement on education - there would henceforth be only one textbook and one examination system over the entire state.

Unfortunately, this contradicted the 'democratic right' argument given in July, since none of the DPCs of the other districts where HSTP was in operation had asked that the programme be scrapped.

September: The scientific fraternity continues its protest

On September 3, Dr P.M. Bhargava, who was on a visit to Bhopal, addressed a press conference where he issued a memorandum on behalf of a group of eminent scientists, expressing shock and dismay at the closure of HSTP. The memorandum said that the scientific community in the country saw in HSTP the hope for better science education for children and urged the chief minister to expand the programme over the entire state instead of closing it down. It also questioned the policy of following a uniform

textbook, pointing out that Madhya Pradesh was one of the states that had encouraged plurality of approaches till then.

The signatories included Prof. M.G.K. Menon, Prof. C.N.R. Rao, Prof. Yash Pal, Prof. Obaid Siddiqui, Prof. Jayant Narlikar, Prof. P.M. Bhargava, Prof. D. Balasubramaniam, Prof. V.K. Gaur, Prof. Ashok Jain, Prof. Meher Engineer, Prof. Vijaya Varma, Prof. H.Y. Mohan Ram, and Prof. C.R. Babu.

Prof. Sadgopal and Prof. Yash Pal met President Abdul Kalam in Delhi and made a representation regarding HSTP. The president's office later forwarded the representation to the MHRD.

Teachers and students associated with our programmes tried to meet the president, who was due to visit Bhopal in the second week of September, and the chief minister as well. Their efforts were not successful.



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October-March: Conflicting views on collaboration

We received another letter from the education department, reiterating its views and asking us to submit a proposal for a collaborative programme with the government.

That appeared to be a constant refrain, although none of the letters addressed the concerns we had been voicing. It almost seemed as if the government had to show that it was not anti-Eklavya or anti-NGO.

October 1: Eklavya submits a concept paper

We submitted a concept paper on collaboration on October 1, titled 'Towards Quality Education for All'. The paper spelt out the basic inputs and policy directives required to improve science teaching in schools and laid down the ground and possible areas for collaboration.

We firmly conveyed that any state-level venture cannot be sustained in the long run if it is not constantly fed by new ideas generated from experimental field-level efforts and underlined the need for such lab areas as an R&D policy. This space should not be looked upon as a concession given to Eklavya but a way of continuous improvement involving all civil society groups.

October 26: Eklavya and SCERT meet

In the interim, we had a meeting with the SCERT on October 26 to explore the possibility of joint action programmes, particularly in the area of teacher motivation and improvement of classroom processes. It was decided that SCERT would organise an 'envisioning' workshop in which the entire school process and curriculum could be

looked at in a holistic manner. The workshop proved to be a non-starter and the process died a natural death.

November 5: More on collaboration

On November 5, we received a letter from the chief minister's secretariat suggesting the following three areas for collaboration and again asking us to send a proposal based on them:

- ◆ Improving evaluation systems, including continuous evaluation,
- ◆ Improving classroom processes through observation, feedback and suggestions for change,
- ◆ Developing materials to strengthen teacher capability and training teachers in them.

The letter suggested that non-governmental agencies had professional competencies to fill in gaps in the public schooling system, which again implied that the government looked upon Eklavya as a service-cum-resource organisation functioning under the SCERT. It implicitly implied that the concerns and issues raised by an independent civil society group for the attention of the government do not have to be addressed.

We often reflected on our strategies in these months. Taking the protest to a higher plane was the need of the hour. At the same time, there was the need to apply energies to rebuilding and growth. There was need to also use the pressure built up to create a platform with the state - as a matter of principle and long term vision - notwithstanding the nature of the government that was in power at the present juncture. Unfortunately, at this time of reflection and debate, we could not keep up our communication with many friends and supporters.

December 6: Our response on collaboration

We responded to the government's three-point collaboration note on December 26, again pointing out the need for a holistic approach to educational improvement, as outlined in our concept note. We also urged the involvement of the CBSE in the process. We suggested that the SCERT begin the process of curriculum improvement from Class 6 in 2004 and work class-wise every year to cover Class 10 by 2009, by which time the curriculum from Class 6 to Class 10 would be overhauled to bring it more in consonance with national educational policy objectives. We again urged the government to come out with a policy statement on science education.

On the matter of collaboration, we pointed out that we had been discussing the issue with the SCERT. In the light of the three areas outlined, we suggested collaboration at



two levels - extensive and intensive. At the extensive level we suggested holding workshops with DIETs to orient their faculty to the learnings of HSTP and areas such as inquiry based learning, classroom organisation, teacher orientation, resource mobilisation and evaluation techniques.

For more intensive field-level interventions, we proposed working with DIETs in the field areas in which Eklavya centres are located, taking up a group of sample schools and undertaking specific programmes of action research that would eventually feed into improving textbooks, classroom practices and evaluation methodologies. We urged the SCERT to set up a cell to coordinate this work.

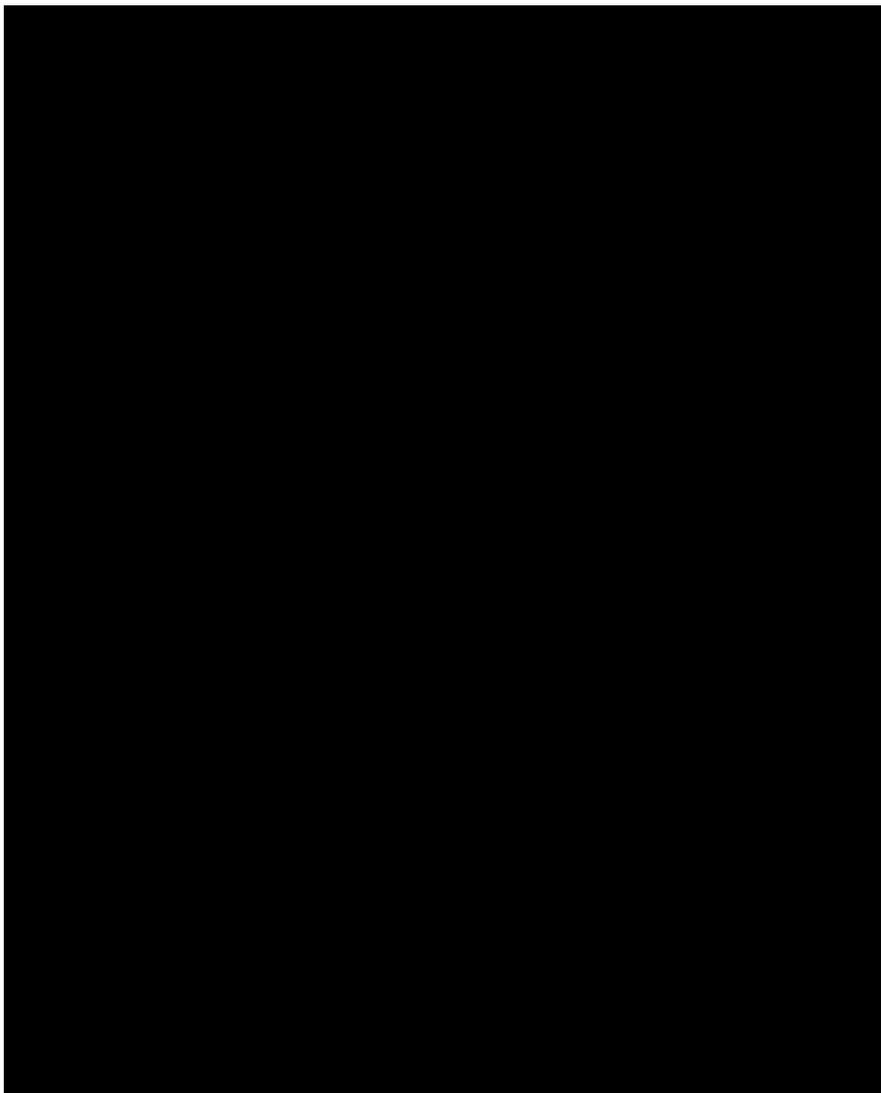


March 7, 2004: The state's response

The state government responded on March 7, 2004. It again said that we had failed to send in a proposal detailing specific action points, terming our proposal for holding workshops with DIETs and field-level interactions as an expression of intent. It also turned down the suggestion of setting up a cell in the SCERT to coordinate the collaborative work, saying the purpose of collaboration was to enhance institutional capabilities and not 'fracture institutional mandates' into 'privileged niches'.

Although the volume of correspondence with the government has been fairly sizeable, the outcomes were dissatisfying, perhaps to both. A deeper issue was being engaged with, and its tensions could not be resolved with ease. Let us turn to these and reflect on how we can engage constructively with the tensions generated by the experiences, offshoots and history of HSTP.





Reflection and learning

The experience has left us with many reflections, deep and disturbing at the same time. Were we doing enough to defend HSTP and our other educational programmes and counter the onslaught of the government and local forces on our work? Did our response fail to fully exploit the debate and tension generated by the long and sustained existence of HSTP as a living endeavour? Could the protest have been scaled up into a mass campaign that could have widened the discourse on education across the country? Why did we fail to use the court of law to stay or revert the closure? Without arriving at any final judgments, we hope we have been able to share with you the different considerations that guided our decisions. The first two sections of this report present what we did and the mobilisation that took place in the country. At the end of it all, we can say with some satisfaction that our work on the ground survived the disruption and our bonds with the community of teachers, students and local administrators remained intact and alive. New beginnings could be made and, indeed, have been made. Section three presents to you the developments that took place in the different programmes of Eklavya during the review period.



Viewing ourselves and the state

Even as we move forward, we must stop to review the role we expected the state to play, on the one hand, and the role an NGO like ours could play, on the other.

Our primary objective as a group working in education was to translate policy statements enunciated since independence as field realities for the mass education system. The core principle of HSTP and our other innovations in elementary education was to demonstrate on the ground that quality education is both desirable and feasible in the mass education sector and not the privilege of a favoured minority.

We felt the way this should be done is to work within the mass education system itself. It is important to understand this aspect because our role tends to be misunderstood or misrepresented. People are used to advocacy of policies and critiques in the media. They are used to parallel private set ups that propose an alternative. We felt the answer lay in working in collaboration with the government in its vast network of schools.

For many years in the 1970s and 1980s, the governments were willing to support NGOs like Eklavya in initiating grassroots educational change. We perceived ourselves as catalysts in this change process, validating our educational ideas through micro-level pilot projects and then looking to the government to assimilate and internalise the

learnings from our field-based experiments and scale them up to the macro level across all the schools of the state.

But the scenario began to change quite rapidly from the early 1990s, with the ground conditions being altered by the macro-economic processes of liberalisation and globalisation. There was a marked rise in the expectations of the people, which, in turn, sharpened the debate on the nature of development that was taking place. In education, privatisation moved apace, with 'convent' schools sprouting up even in *casbahs* and larger villages. Government schools increasingly began to look like refuges of the non-fee paying sections of society.



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With the development debate raising the stakes of governance, elected governments felt a greater need to be perceived as agents of macro-level change. Their cash-strapped economies found large measures of support in the multi-lateral funding that was increasingly becoming available. One outcome of this was a renewed interest in primary education.

In the mid-1990s, the state government invited us, along with other NGOs to participate in evolving a curricular package for primary schools. We worked closely with the government to evolve the state-wide Seekhna Sikhana package by feeding in our field-based learnings from the Prashika programme. For some time the state collaborated with organisations like Eklavya in evolving a system of micro-level trials to macro-level assimilation. Innovative inputs were, in fact, made part of the state curriculum.

However, towards the end of the 'trailing' programme, the process was circumscribed by the effort of the state to remain close to the outputs of the NCERT. Further on, the trials were drawn to a close without generating any framework of continuous innovations, research and development in curriculum and textbooks. The state implemented a uniform textbook policy. HSTP, too, later saw a similar denouement, but with a further backward step because, unlike the primary school textbook that sought to incorporate the learnings from the preceding field trials of different experiments, the reintroduced science textbook ignored the HSTP package.

It points to the emergence of a pattern that can be seen in the development sector as well. Elected governments in a democratic polity seek to pursue and establish their progressive credentials, embarking on several path-breaking initiatives like child-friendly methodologies, universal access to education, encouraging a process of decentralisation through policy measures like joint forest management, fisheries cooperatives, the Panchayat Raj Act, etc.

However, it requires political will to see these measures through to their logical outcomes. This means fulfilling their implementation requirements in terms of proper structures and other inputs as well as handling and resolving the tensions and resultant

power restructuring. When the government finds it cannot handle the fallout of these progressive initiatives, it backtracks, often shifting back to the older paradigms. This may have been the case with Eklavya's curricular programmes as well.

The methodology of Eklavya's programmes essentially helps children learn how to learn, by asking questions and not accepting anything at face value. The process is not prescriptive; the child is expected to construct knowledge. This pedagogical approach makes a fine distinction between using curriculum to prepare citizens who fit into a well-defined societal mould and citizens who can take society forward into new and uncharted territory. Of course, in actual practice we have had to make several compromises, but what we were doing was nevertheless an important step forward towards this ideal.



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The democratising nature of this methodology, both within the classroom and outside, stands in sharp contradistinction to the prevailing conservative hierarchical value system of the mainstream. Democratisation within the classroom begins with the rigid teacher-student hierarchy giving way to a facilitator-guide/student relationship and more peer group interaction.

Outside the classroom there is more dialogue between teachers, parents, administrators, resource persons and the community, because we insist on a participatory approach. So mainstreaming our curricular programmes means internalising the elements of a more democratic value system, through open debate and discussion, not just standardising their mechanisms.

That such a process of democratisation does take place seems to be borne out by the post-closure protests. We were able to readily tap an undercurrent of dissatisfaction with the closure order, which many perceived as an undemocratic political act, while others perceived it as a long overdue measure of relief! Teachers, students, intellectuals, political functionaries, elected representatives and others wrote letters to editors and articles in the press, undertook signature and e-mail campaigns, organised protest rallies and made a formal demand for review of the closure resolution. Done in the face of naked antagonism from the highest quarters of government and elite families of the district, a debate and counterpoint could visibly be seen by everyone.

The interesting question then is to what extent a government can encourage progressive initiatives? Can it nurture what it cannot control? Would this mean there are serious constraints in mainstreaming a democratic vision of curriculum in a society where equality is more a virtual reality? Would it mean that any educational process that encourages an understanding of the nature of society and its development in a historical perspective cannot be implemented in the formal system of education? We have seen a cut-off point emerging sharply in many instances in the development debate. Are we now seeing a cut-off point in curricular reform?

Viewing the ground situation



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We must also reflect on our achievements in facilitating the implementation and ownership of our programmes on the ground. Implementation covers the provision of science kits and teaching-learning materials as well as the academic aspects like teacher training, school monitoring and evaluation. If proper structures are not evolved, the problems could become insurmountable, leading to unmanageable levels of dissent among students, teachers, parents and educational administrators. This could have been a latent fear in the government. While it was our view that HSTP had shown the workability of innovations in the system, a government could be wary of the carrying capacity of its own implementation system in the state as a whole. Could this be why it always hesitated to own the programme fully?

The ownership issue brings out the fallacious position of both partners in the collaboration - the government and Eklavya. There was a perception that the government never saw the programme as its responsibility, although it was paying the costs to run it in its schools. It always looked to us to iron out implementation problems, even expecting us to devise and organise an expansion strategy. It was never proactive, depending on us to even undertake many of the administrative tasks that were its responsibility.

We, on our part, kept insisting that our role was that of an academic support system, but we could never let go of the programme, running after implementation bottlenecks, representing it in all public forums and accepting all the accolades and awards. As a result, the public perceived us as the owner, so we were targeted for the brickbats as well. Perhaps, it is time we all take a re-look at the definition of the public domain and ownership. This is a matter that needed in-depth evaluation. Far more than the evaluation of the Class 10 examination results and figures of literacy in different districts, the functioning of the government system in HSTP-areas needed to be studied and lessons drawn from it. In all its frenzy to prove Eklavya wrong, the government did not even admit this issue for consideration. As a result, a magnificent historical opportunity was, indeed, allowed to go waste in the educational history of the country.

On our part we realise that the issue of managing local dissent puts us in the dock as well. It is an area where we, as a group, may not have been sensitive enough. It is easy to dismiss dissent as the outpourings of disgruntled or inimical elements. We need a better appreciation of the fact that new ideas can be disturbing and may need to be modified to incorporate the concerns of the people. Besides the reactions of those who resisted the effort required under HSTP, there were several concerns relating to the content, to the difficulty teachers faced in transacting it and the difficulty students and their parents faced in internalising the programme. For example, there was the 'process' versus 'product' debate in HSTP that has been commented upon in fair detail in the other sections of this report. HSTP's emphasis on the process part of the learning

of science did cause discomfort even in schools where teachers were highly motivated and children performed the experiments. They often complained about the overload of experiments and the difficulty in taking the crucial step from observation and analysis to concept development. That bred a feeling of uncertainty.

While we did address these issues to some extent in the late 1990s in the revised *Bal Vaigyanik* workbooks, it appears that we reacted a little late in the day. Somewhat like closing the stable door after the horse has bolted! We can be considered guilty of nurturing a perfectionist attitude - the uncharitable even say we were arrogant. Or worse still, 'conservative'!



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The resentment of teachers and parents on the heavy emphasis on experiments had been brewing from the early stages of the programme itself. We debated for too long on the best way of dealing with this resentment. We also found ourselves drawn into attending to the field requirements of implementation. On the whole, precious time was lost. The HSTP curriculum evolved from the kernel of the Nuffield programme in the early 1970s. The Nuffield experiment had moved on with the times to incorporate many new ideas about science teaching that were coming into vogue. We began to address issues such as a better balance between experiments and information only in the late 1990s.

We need to think afresh about how curriculum evolves and the role of different people in the process. Is it possible to create forums for curriculum development that include all stakeholders? Can we look forward to a process in which people build an increasing commitment to the values of a liberating education through dialogue, debate and experiments? To a process in which knee jerk responses to 'opposition' and ad hoc 'compromises' are not the main paradigms in which stakeholders jostle with each other? A creative, constructive path has to be built, with an open mind and a commitment to values. On hindsight today, we find ourselves wanting in being open minded and creative. On the other hand, we find the state falling badly in demonstrating its commitment to the values and goals of education. How, indeed, could new paths be expected to be built when even the standard, well-established norms of review and evaluation went unheeded by the state!

Modus operandi of the new age state

The manner in which the Madhya Pradesh government executed the closure of HSTP was particularly galling. There was no scope for informed debate, for examining the pros and cons in a rational manner. Whatever norms were followed were more in form than in substance, without the issues being examined in the proper forums having the required credibility and expertise. The government did not bother or even attempt to set up these forums.

For example, it did review HSTP before closing it down, but the process by which it conducted the review, the methodology it used and the conclusions it drew proved entirely unconvincing to anyone who saw the outputs of the evaluation. The way data was misused and misinterpreted turned the exercise into a farce. No amount of protest and reaction could make the government feel apologetic. This conveys a disturbing message – that the state is above due process and can behave as arrogantly as a 'landlord' who wishes to evict his 'tenant'.



Such language tells a tale, inadvertently revealing more than intended. That an elected government can be a landlord is a contradiction in terms. It is a different language from the time we were first welcomed by the government to experiment with innovative programmes in its schools. We were partners and collaborators then and the government was keen to introduce the new ideas to all the schools across the state.

The issue of due process is also linked to the issue of the use and misuse of data and the government's use of institutions to serve its own purposes. The collector and minister in-charge of Hoshangabad district played a crucial role in pushing through the DPC resolution and bypassing the subsequent demand from several DPC members for a review. The technique – used in both the Harda and Hoshangabad DPCs – was to withhold crucial data and circulate tangential or incorrect information to present an unflattering picture of HSTP. Even the chief minister publicly released incorrect data in a press release to 'prove the failure' of HSTP.

The government then went on to publicise the DPC resolution as the 'democratic voice of the people', since it claimed the DPC was a decentralised institution to transfer power to the periphery. How true is this assertion? If one looks at the composition of the DPC we see it has many ex-officio members. The minister is its chairperson while the collector is the secretary. This can make it an instrument to extend the control of the government to the periphery, since the DPC has considerable say in approving development plans at the local level. So labelling the DPC resolution as a grassroots reaction was a travesty of the reality.

This process of disinformation conveyed a disturbing message, underlining the highly fragile character of collaborative strategies like HSTP. For us, the message was loud and clear. While the support and permission of the government is a crucial input, innovations cannot be mainstreamed in the long term by a top-down approach. They simultaneously require wide-based support among different sections of society if they are not to be derailed. Which means greater interaction and involvement of VECs, PRIs and PTAs, not just the teaching and student communities. These institutions require to develop a deeper sense of ownership of innovative programmes that affect the lives of the people they represent. It is useless talking of introducing innovations if all components of the system do not take up the ownership and work in harmony to achieve the stated objectives.

A matter beyond education alone

The issue of local dissent was what led to one of the peculiar twists in the closure episode. It was during the review period that we faced the interesting political permutation of a Congress government in Madhya Pradesh and a Bharatiya Janata Party led National Democratic Alliance government at the centre. The local BJP MLA was able to stoke the fires of local dissent, which led to the Congress and BJP lending their support to each other to close the chapter on HSTP.

It is more than likely that this uncharacteristic alliance was motivated by the common perception of both the parties that Eklavya was on the other side of the divide in the development debate. The growing strength of an alternative voice in the region was beginning to create a fair measure of discomfort in both camps. The state government constantly accused us of criticising its internationally acclaimed initiatives in education, like the EGS, at a time when it was particularly keen on proving its performance.

It must be noted that the local BJP MLA not only attacked our science and social science textbooks but directly accused us of being in league with anti-state forces, which led to our funding from MHRD being put on hold, pending a clarification from the state government on the charges. (To put things in perspective, the flow of funds was initially affected by the MHRD's decision to review its funding of NGOs, and the department had even sent its expert observer to evaluate our work. Nothing is known about the report given by the expert. In parallel, the complaint made by the Itarsi MLA to the MHRD further blocked the release of funds due to us.)

Beginning anew

So where does Eklavya see itself in the post-closure scenario? What are the new challenges? What should be our response if there is, indeed, an unstated cut-off point in collaborations with the state? Instead of ignoring the state and moving ahead on one's own steam we need to explore newer forms of engagement with the state if we wish to impact the government school system and integrate progressive practices into the mainstream curriculum.

That's important for two reasons. Firstly, privatisation cannot lead to universalisation of elementary education of reasonable quality because state-provided education is the only way the under-privileged have access to education. So collaborating with the state furthers the cause of social justice. It also ensures that the state does not abrogate its responsibility towards achieving this egalitarian goal. Secondly, we must not forget that the state continues to be a strict regulator of the private sector through its control of curriculum, textbooks and examinations. So interacting with the state impacts on the private sector as well.



However, state control of curriculum, textbooks and examinations needs to be challenged if the discourse on curricular objectives is to become more broad-based. The question that needs to be addressed is who should formulate a national curriculum? With academic institutions being increasingly forced on the defensive by reactionary forces, the challenge today is to reassert liberal democratic education. We need to ensure that norms and procedures for deciding on curricular issues are put in place. We would otherwise slip into a situation where each government in power seeks to establish its ideological agenda and leave its imprint on state institutions.



There are countless efforts for educational change in the country stifling under the constraint of policies for uniform textbooks and examinations. We need to build up this alternative voice to critical size by linking with other forums, so that we can demand spaces for progressive ideas to flourish. It is only through such plurality that we combat the limitations of state monopoly in education. Whittling down the space for plural approaches, as was done in Madhya Pradesh, is the wrong choice.

To build up the ground conditions, we need to work with interested teachers, schools, people's organisations, NGOs, etc to evolve progressive educational practices. Our work with government teachers has shown that they are able to join hands with efforts to radically improve the quality of education for the masses. Many teachers in our field areas are still keen to use our textbooks and methodologies.

We also need to work towards making the processes of textbook development more meaningful in the states. Many state governments are engaging in quick-fix exercises of making new textbooks, without putting in place a system of in-house micro-level experimentation and innovation to learn from. State institutions and their staff are not adequately experienced and knowledgeable in performing such tasks. We have seen that many times over.

We also need to evolve a more holistic curriculum covering the entire spectrum of elementary education. Only then can we continue to positively critique state policies for developing curriculum, textbooks, examinations and other aspects affecting the quality of mass education.

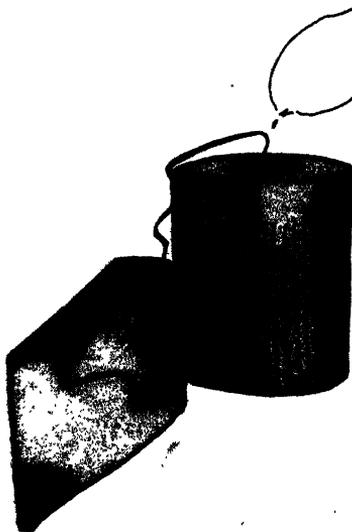
We could also collaborate with existing examination boards to reform school education and, in the longer run, even consider working towards creating an independent Board of Education, comprising a wide range of interests, offering affiliation to schools that are interested in the vision promoted by it. We feel Eklavya needs to take a proactive role in such efforts.

We have also taken steps to promote community centred education programmes. For example, our Shiksha Protsahan Kendras (SPK) came into existence as a group response to clearly voiced local needs and evolved with community participation from the outset.

Other such initiatives include our out-of-school programmes like balsamooohs, remedial programmes to improve the reading and writing abilities and mathematical skills of children in primary and middle schools, and our voluntary teacher/school development programmes.

There are other ideas as well. One is the Idea of Eklavya opening its own schools or supporting a chain of schools. There is also the suggestion that Eklavya moves towards developing a formal teacher-training institute with its own courses and certification.

The canvas is vast and that's what poses the challenge. We have been addressing this problem by resorting to professional help to guide us through a process of organisational development and have also initiated in-house human resource development programmes to reorient our person-power to the changed scenario. We have also been struggling to cope with problems in accessing adequate funding, which has in turn been affecting the availability of person-power for responding to the challenges before us. Our salary structures have remained frozen for years so our organisation no longer seems a very attractive career option for emerging talent or people with expertise required by us. The process of strengthening the organisation for the future is ongoing and we are confident that we shall be able to provide new contributions to the immense task of transforming the nature of education available to the children of our country.



30-year review document of HSTP (a summary)

1. OBJECTIVES AND PERSPECTIVE OF HSTP (as they evolved)

The thirty years of HSTP can be divided into four distinct phases

- **Phase I (1972-77):** 16-school phase of evolving a science teaching programme appropriate for rural areas.
- **Phase II (1977-83):** District-level expansion aimed at evolving systems for introducing the innovation in the school system
- **Phase III (1983-90):** Seeding in new districts, taking it to new settings to further evolve the package across regions and prepare the ground for further spread of the innovation
- **Phase IV (1990 onwards):** Building up towards mainstreaming the innovation in Madhya Pradesh and spreading its innovative ideas beyond

Phase I: The objectives of HSTP during this phase were.

- **Science teaching for rural transformation.** Kishore Bharati and Friend's Rural Centre, the two initiating voluntary organisations, looked upon an inquiry oriented environment based science teaching in schools as an important input for social, economic and cultural transformation in rural areas. It was believed that good and effective training during their early years in the method of science would help children develop their inherent analytical powers, their ability to formulate and observe problems, make logical analysis and draw conclusions from their experiences.
- **Reforming school science teaching by:**

Remoulding school science education to fulfill universally accepted national goals and educational objectives. HSTP has attempted to base science education on the principles of 'learning by discovery', 'learning through activity' and 'learning from the environment' in contrast to the prevailing textbook centred 'learning by rote' method.

Perceiving innovation as an integrated whole. HSTP recognises that an effective innovation must take into account all factors that affect the

teaching process in the classroom – curricular innovation, teacher training, kit for doing experiments, examination system, school administration, extra curricular inputs etc.

Innovating in the mainstream system. The HSTP model has been evolved in government schools in rural and semi-urban areas in close collaboration with and involvement of institutions of the Education Department at the state and district level.

Empowering teachers. The HSTP innovation has involved the teachers as participants in evolving the innovative package. Empowering teachers – academically, administratively and intellectually – is an essential requisite for effective reforms at the classroom level.

Participation of institutions of higher education and research. The HSTP group strongly believes that any effort to improve school education needs the involvement and commitment of the best scientists, researchers and academicians in the country.

Building working partnerships. HSTP is an ideal example of close and complementary working of the Education Department and non-governmental voluntary groups in fostering innovations. The foresight of the Madhya Pradesh government in this respect has been exemplary.

Phase II: Having successfully demonstrated the pilot phase of evolving a holistic science education in 16 schools, the objective of the second phase was to evolve systems for introducing innovations in school education at the district level. This was done by the creation of three important functional units – an Operational Group, a Resource Group and an Academic Cell.

- The **Operational Group (OG)** was given the responsibility for conducting monthly meetings at the block level and regular school follow-up, providing field-level support to middle school teachers and collecting feedback from the classroom. It comprised selected higher secondary and high school teachers, school inspectors (ADIS) and middle school headmasters
- The **Resource Group (RG)** was to be drawn from human resources already existing in universities, post-graduate colleges, Colleges of Education, teacher training institutes and specialised institutes like the State Institute of Science Education across the state.
- The **Academic Cell (AC)** was envisaged as a specially constituted group of a few highly motivated individuals co-opted for full-time responsibility.

The district level experiment was formally launched in July 1978 in all the middle schools of Hoshangabad district.

Phase III: The focus of the third phase was to carry forward the objective of the second phase of creating and disseminating systems from micro-level experiments to macro-level. Eklavya a new non-government organisation was set up to do this.

The objectives of Eklavya included:

- To carry out research and field testing of innovations in both formal and non-formal education at a micro level and to explore new directions to relate their content and pedagogy to social change.
- To further develop existing innovations, such as the environment-based inquiry approach of HSTP.
- To identify and create mechanisms and structures for translating micro-level innovations into macro-level action programmes.

Phase IV: The major objectives of this phase, which focused on the consolidation of the existing programme, were:

- Resource group development by identifying new resource teachers, organising special concept enrichment trainings and participation in curriculum development, teacher training and evaluation exercises in HSTP as well as other similar programmes in other states.
- Kit replenishment by establishing a system of collecting a science fee at the school level and permitting direct purchase at this level. Creating systems for community involvement in improving school education.
- Streamlining and sustaining academic back-up systems.
- Revision of *Bal Vaigyanik* books in light of the criticisms and feedback.

Social validation of the HSTP approach

- Through evaluations and public advocacy.

Assimilation, expansion and dissemination of the HSTP experience

- Spreading and strengthening the programme by identifying the optimum spread for intensive development.
- Idea level dissemination through workshops and sharing of materials with various groups. Collaborating with similar innovative programmes in school science teaching in Madhya Pradesh and other states.

2. SALIENT FEATURES OF WORK DONE BETWEEN 1972-2002

HSTP has grown according to its evolving objectives and perspective during its four development phases. Its areas of innovation and development include:

1) Continuous development of innovative curricula and teaching-learning materials: The *Bal Vaigyanik* text-cum-workbooks have gone through several revisions based on feedback gained from teachers and students. The first revision was undertaken after the district-level expansion and currently, the third revision is nearing completion.

Based on the enquiry-centred, discovery approach, each chapter has guiding questions, guidelines for conducting experiments, observation or exploration through field trips, recording and analysis of data and information, and guided discussion to arrive at a conceptual understanding.

The last revision sought to address criticism that the books emphasise the 'process' of science and de-emphasise the 'product' aspect of science. Interesting narratives related to concepts have been introduced. The balance attempted between product and process will be evaluated as feedback is generated.

The conceptual structure of the curriculum is based on two principles. In Class 6, the emphasis is on qualitative methods of study, with repeated use of grouping and classification in different contexts. Simultaneously, children are trained in measurements and quantitative analytical tools like graphs. This facilitates a shift to quantitative and abstract concepts and model building by the end of Class 8.

The books have a child-friendly conversational style. Common terms and nomenclature familiar to children are preferred and standard vocabulary is introduced gradually as per needs. The layout has been designed to make it attractive to children.

The books are published by the Madhya Pradesh State Textbook Corporation since 1978, after approval by the State Textbook Standing Committee.

2) Teacher training: A large majority of science teachers at the elementary level had not studied science beyond this stage and had no training in experimentation or relating conceptual learning to it. They had poor mathematical abilities and lacked the confidence to adopt discussion-based pedagogy that encourages children to ask questions.

A three-week reorientation-cum-training which addresses these issues was developed for Class 6, 7 and 8. Teachers perform all the *Bal Vaigyanik* experiments and other activities, analysing, discussing and reaching conclusions and the conceptual understanding expected. They also try to understand the social, philosophical, pedagogic and subject-related aspects of HSTP through discussions.

They are trained in evaluation methods and formulating new questions for open-book and practical examinations

3) Academic support at school level: Since a one-time training is insufficient, systems were built to help resolve academic and other problems arising at the field level and generate an atmosphere of continuing learning. A process for collecting feedback and facilitating peer interaction was also set in place

In the HSTP system, monthly meetings are organised at the block headquarter sangam kendra. Teachers gather for a day to share their experiences and discuss their problems. They are given refresher or enrichment lessons by resource teachers. A one-day preparatory meeting of resource teams from various sangam kendras precedes the monthly meetings.

A resource teacher visits an assigned school once a month to offer academic support. The teacher also writes a feedback report. The feedback collected is routed through the sangam kendra to the Vigyan Ikal (Academic Cell).

An in-house bulletin, *Hoshangabad Vigyan*, serves as a medium for communicating with teachers on various developments, particularly academic, within the programme. It is also a forum for teachers to express themselves and share their ideas and experiences. Similarly, *Sandarbh*, a bimonthly resource journal for teachers, carries articles on various topics in science, social science and education.

Children are invited to write in their questions and experiences to Sawaliram, a question answering service. They get individual replies written by experts from various fields.

4) Resource group building and mobilisation: HSTP has built up a resource group consisting of about 200 trained middle and secondary school teachers and faculty members from teacher training institutions, supported by a group of about 50 scientists, and academicians from centres of research and education like Delhi University, TIFR, IITs, National Institute of Immunology and post graduate colleges of Madhya Pradesh.

The group is involved in developing the *Bal Vanayanik* books and teachers' guides, training teachers and resource persons, conducting follow-up and monthly meetings, preparing test papers for annual evaluations; preparing evaluation guidelines; answering Sawaliram questions and conducting trainings, exposure workshops in other states.

5) Reforming the examination system and evaluation: Since skill and attitude development, problem solving capabilities and conceptual understanding are the major educational goals of HSTP, the evaluation system needs to reflect these priorities. Examinations tend to determine what takes place in school, so examination reform is an essential prerequisite for success in any innovation in science teaching.

The evaluation system focuses on situation-specific problem-solving, measurement, analytical and data-handling skills. It adopts an open-book approach in which children are permitted to consult their *Bal Vaigyanik* books and class note books.

The Class 8 Board examination has both a written and practical examination. The ratio of marks is 60:40 and students have to score at least 25 percent in each examination and 33 percent overall to pass.

Since the focus is on open-ended questions, pre-determined marks and valuation standards are not set. The relative weightage of marks to individual questions is determined after a random sampling of answer scripts. This ensures that the marks allocated actually represent the variation among students. This methodology is also codified in the administrative manual written for the programme.

6) Kit materials for schools: HSTP has disproved the commonly held myth that experiment-based science teaching is too expensive for a poor country like India. A special science kit has been designed with inexpensive and commonly available materials, selected scientific equipment and specially fabricated items. A kit manual to codify its procurement and management and a kit box containing the required equipment and apparatus for conducting experiments in a class of around 40 children have been developed. The kit box, which enables children to perform all the experiments in the *Bal Vaigyanik* books, costs Rs. 1,000. The initial cost of the science kit for an average middle school of 120 students in three classes of 40 each is about Rs. 5,000 at current prices. About 20 percent of the kit items need to be replaced every year, such as consumables and as a result of breakage. The annual replenishment cost is about Rs. 1,000. A science fee of 50 paise per child per month is collected and used for kit replacement.

7) Academic and administrative structures: HSTP has pioneered innovations in academic and administrative structures. A decentralised structure has been codified in an administrative manual, which has been approved and notified by the state government.

The management and functioning of the school has been suitably modified. Children sit in groups of four rather than in the traditional rows facing the teacher. This has radically altered the classroom architecture. The change enhances group working, child-to-child interaction and sharing. It also permits the teacher to circulate among the groups and act as a facilitator.

The school timetable has been adjusted by clubbing two periods together to give three one-hour science classes per week rather than six half-hour periods. The headmaster plays an important role in solving such problems.

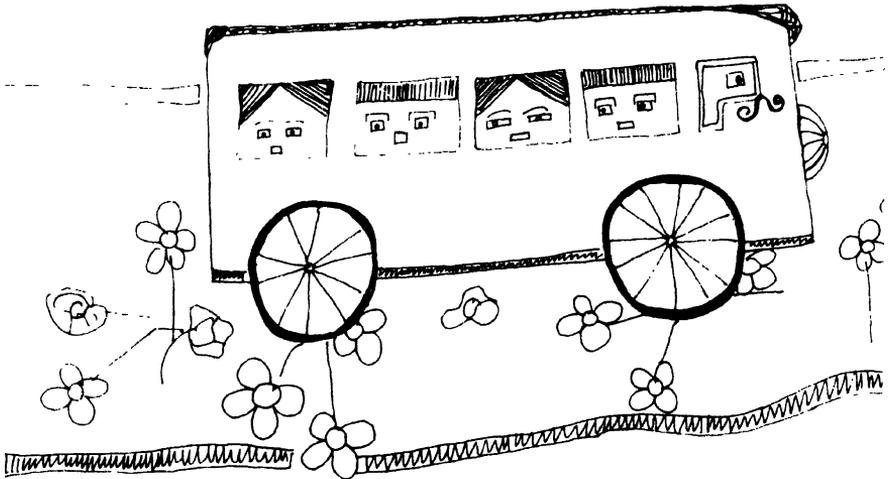
Block-level coordination centres – **sangam kendras** - were constituted in higher secondary schools to coordinate the evaluation, training, kit distribution and other activities in each block. The high school principal is in-charge of the kendra.

A specially created cell, the **Vigyan Ikai**, in the office of the District Education Officer, serves to coordinate similar activities at the district level.

A **Sanchalan Samiti** has been set up for state-level monitoring and coordination under the chairpersonship of the Commissioner of Public Instruction.

8) Extra-curricular inputs: To enhance learning opportunities for children outside the classroom, various extra-curricular interventions have also been put in place

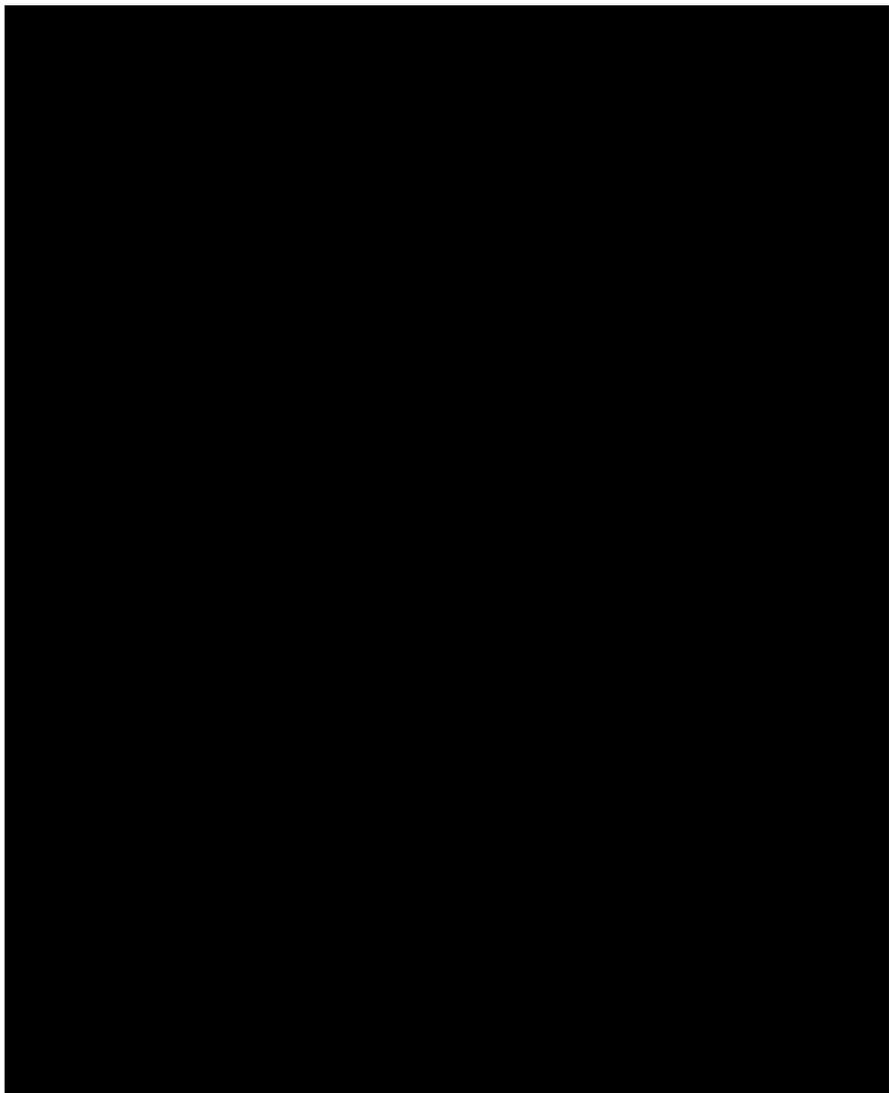
- A monthly magazine for children, *Chakmak*, is published as well as booklets of interesting activities that children can do by themselves.
- All Eklavya centres run libraries for children and teachers. The libraries reach out to schools in the surrounding region by lending books.
- Various science popularisation activities like jathas, bal melas, exhibitions etc are organised and children and teachers are encouraged to participate.



SECTION 2

People's voices





To begin with ...

These pages are not just about Eklavya. They hold together many voices of people as they strive and struggle, through their own work, and through their links with others, to change the meaning of education in this country.

They wrote to the collector, chief minister and his secretary, or even the president, demanding a sound review and extension of HSTP rather than its closure. These are some of those voices:

I am deeply dismayed and angered to learn that the DPC of Hoshangabad has recommended to the Government of Madhya Pradesh the closure of the Hoshangabad Science Teaching Programme.

The cynical and negative view taken by DPC shows a lack of understanding of the processes of making meaningful education available to India's poorest.

In contrast to the DPC's position, the NCERT's newly released curriculum framework recommends that science teaching for all school levels must be developed around experiments and activities.

I would like to extend my support and solidarity to Eklavya and other groups that are striving to improve the quality of education through programmes like the HSTP, and request that your government reject the frivolous recommendation of the Hoshangabad DPC ...

Doing so would send out the right message that your government takes the obligation of providing Universal Quality Elementary Education seriously and is willing to put the best interests of the children before anything else.

Srikanth Voorakaranam

Asha for Education (and others mentioned in the list at the end of this section)

... that this programme found a fertile home in Madhya Pradesh is a tribute to the state that has nurtured it, and continues to do so. No programme is perfect for all time. If the process is right, the programme continues to develop.

I am aware that very conservative or very lazy people may not like the discovery approach. I can also understand that some people may not be enamoured of an approach that leads to questioning and helps to create a temper that might resist brainwashing. If on the urging of such people one were to give up a truly remarkable effort it would be a great tragedy. Because of this program Madhya Pradesh is seen as a Teacher. The best of academicians from the country have given of their time and effort since the time the program started over 30 years ago. I feel privileged that I was one of those who came in close contact with it on a number of occasions. Please do not let it wither away.



Let the program be evaluated as often as required, as has been done several times in the past. But allowing it to be killed would be a tremendous loss to Madhya Pradesh and the country. Such efforts come only once or twice in a century.

Prof. Yash Pai

*Former Chairman, University Grants Commission,
Former Director, Space Applications Research Centre, Ahmedabad*

The commitment of the MP government to decentralisation is indeed praiseworthy, but this is yet another instance that brings to the fore the need to clearly demarcate the bounds of what comes under the ambit of PRIs and what must remain the prerogative of the state government and other academic institutions and parastatal agencies. It is also an occasion to discuss the role of social action and non-government civil society interventions.

Clearly it is not even desirable to think of every village having its own curriculum or textbooks.

A due process of consultation and scrutiny must precede the acceptance of curriculum, textbooks and their revisions. Once this process has been completed, no body (elected or otherwise) should have the powers to change this without following a well laid out procedure.

This is of particular significance at this time, when the scientific, secular and democratic bases of education are under attack by the Hindutva forces. For a secular Congress government such as yours, placing simple and transparent safeguards and procedures in place to prevent this from happening is in a sense as important as the issue at hand.

Smita Gupta, JNU, Delhi

Prabhat Patnaik, JNU, Delhi

Zoya Hassan, JNU, Delhi

Abhijit Sen, JNU, Delhi

Mukul Priyadarshini, LSRC, Delhi

Jayati Ghosh, JNU, Delhi

Nandini Sunder, JNU, Delhi

Praveen Jha Roy, JNU, Delhi

Indira Chakravarthi, JNU, Delhi

KJ Mukherjee, JNU, Delhi

Dwijendranath Kalla, PGDAV, Delhi University

Vikas Rawal, JNU, Delhi

Ashwini Deshpande, DSE, Delhi

Moloyshree Hashmi, Secretary, Jan Natya Manch, Delhi

Sudhanva Deshpande, MD, Leftword Books

I am a scientist at the Tata Institute of Fundamental Research, Mumbai and have had long association with the Hoshangabad Science Teaching Programme (HSTP) since the early seventies.

HSTP has faced these questions from the beginning: How to give a feeling that science is something that can be done at middle school level and not just in higher education or laboratories. How to do so with very small amount of money. How to do so in rural schools/urban schools by motivating teachers, equipping them with new methods, involving teachers in this development, providing challenges as well as support. Please believe me nothing of this sort is automatic. HSTP is the only programme of its kind, which I know in which the Madhya Pradesh Govt has been a partner right from the beginning.



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In most other programmes the innovation and development of methods of teaching occurs in an institution which is separate from the school system. Homi Bhabha Science Center of our institute is an excellent example of that approach. But because of its very approach, HSTP has been able to draw upon a wide cross section of Scientific Community from colleges, Universities and research institutions as well individuals of rare talent. Everybody need not agree about a certain method and there should be room for debate. I have sat through many debates about the method of HSTP. HSTP has improved after every such debate. I have participated in many teacher training workshops. I have come across many talented teachers who got their break during the HSTP to express themselves and set up experiments with their own ideas.

Nothing is really perfect. If it were, we won't have to work. But do not just condemn a thing just because it is not quite what we might imagine it should be. We would be acting like a rich man who is fanciful and has no regard for what he has.

Brij Mohan Arora

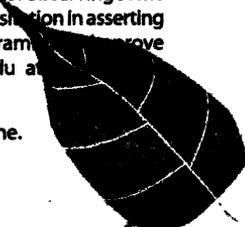
TIFR, Mumbai

I am a doctoral student in science education at the Michigan State University, Lansing, Michigan, USA, and have had the privilege of a long and close association with the Hoshangabad Science Teaching Programme. I have had the privilege of observing some science education reform efforts in the United States, and I feel no hesitation in asserting that the work done by the Hoshangabad Science Teaching Programme to improve science education in MP (and beyond) is comparable to the best education in the United States.

There is indeed much that the world can learn from this programme.

Ajay Sharma

Michigan State University, Michigan, USA



We propose that you take a decision regarding the HSTP in the same spirit as you would decide on a proposal that we would be glad to submit to you: Disband the IAS, PCS, etc etc - they have nothing tangible to show for the 50 years of their costly experiments on the Indian public.

Amit Misra and Saman Habib

CDRI, Lucknow



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As someone who has relied on the counsel and inputs of the Eklavya team, I consider this decision to close down their projects as a gross loss to the development agenda of the state and the nation. In fact, in many ways their work complements your orientations about and for development in the state: it is people-centred, it is grass-roots based and it is democratic and transparent.

I appeal to you to consider evaluating the work and contributions of the HSTP and of Eklavya with an open mind and to make possible a process in which the real recipients of the programme can judge and decide on the continuity of the programme.

A. R. Vasavi

NIAS, Bangalore July 14, 2002



I shall not contest the statistics that have led you to such a decision. I seek through this letter to speak about an outlook that is very dear to me. I am 38 years old now and have bungled my way through, making mistakes at times and learning from them.

One thing I have learnt is that the sky is not uniformly blue. Some parts are dark blue. Some parts are light ... some even lighter. And all of this together makes up the sky.

The most worthwhile thing that I have learnt is that each one of us is unique and each one of us is special. And one of the most powerful things I understand is the ability to listen to a point of view that is not in accordance with our own and to extend the courtesy that it has an equal right to exist.

I have personally known some of the people who constitute the movement called Eklavya. If you feel that they are doing a bad job, let them continue doing it. The day they feel that they are not achieving what they set out to do ... they will stop on their own.

... I am certainly not teaching people wrong things.

... when we are at it let me also be a little critical of Eklavya ... I think they are too ... to science teaching ... though the magazine *Chakmak* is something I have liked ... In my opinion you should insist that they will be allowed to continue only if they extend their offerings to the teaching of arts and music and poetry in our schools.

Raja Mohanty

DC, FT, Powai July 15, 2002





...ly has Eklavya pioneered many educational innovations in your state, it has also
 inspiration and close companionship for many other groups around the country.
 therefore, urge you most earnestly to put any closure decision on hold and
 a ... for a proper evaluation of the work.

Nikhil Mohan Pattanaik

Srujanika, Bhubaneswar

(A society for Innovation in science, education and development)



At a time when Science & Technology is recognised as an instrument of national
 development and when the idea 'science is doing' has been popularised among children
 by 'Eklavya', it is spiteful of the MP legislators to think of scrapping the HSTP. The reason
 given for the de-recognition plan are flimsy.



D. Balasubramanian and Usha Raman

Hyderabad



HSTP has been inspirational to many grassroots science movements all over the country.
 As practising scientists, we view the HSTP, and movements like it, as crucial to bringing
 the nation into a scientific age.

Sumati Surya

(and others mentioned in the list at the end of this section) March 17, 2002



Think before disastrous decision.

We are an NGO from far away Gujarat writing this letter to you. We have had an
 opportunity to visit and study the methods and working of HSTP extensively only in
 September 2001. The involvement of teachers was of high order and their ability to
 motivate the pupils was most remarkable. We came away highly impressed by the
 HSTP. We are trying to emulate the programme in Gujarat. In fact one NGO is already
 active in the area and others like us are preparing ourselves to follow closely the model
 of science teaching developed by the HSTP. ...the similar programme is also taken up in
 Maharashtra. Science teaching in India is in a bad shape. The basic issues affecting the
 teaching are hardly identified, let alone tackled. HSTP is miles ahead in this endeavor.
 We do not believe that let alone Madhya Pradesh even the nation can afford the
 closure of such a precious programme as HSTP.

We were in fact hoping to eventually persuade the Gujarat Government to adopt HSTP
 in Gujarat. We were also very hopeful that this or similar programme ... taken up by
 the Central Government ...

Dr Anil Patel

ARCH, Gujarat (and others mentioned in the list at the end of this section)





The spirit of HSTP has inspired many State Governments to modify their school programmes. Many teachers, researchers and scientists have tirelessly worked to develop, sustain and consolidate this effort. A programme like this needs more careful attention and as the esteemed member of the Legislative Assembly has also suggested, it needs to be spread over Madhya Pradesh as well as other states rather than be closed down in M.P. as well. I may point out that in Rajasthan as well in Gujarat, concrete beginnings have been made to make science teaching in the upper primary classes better, keeping in mind the materials and the principles enunciated by the Hoshangabad effort.

There are very few efforts in improving quality that have been sustained over a long time and the Hoshangabad Science Teaching effort has been a source of inspiration for everyone.

H.K. Dewan

Secretary, Vidya Bhawan Society, Udaipur

The 93rd constitutional amendment makes education a basic right, but the quality of education imparted in most of the country's schools remains poor and of little relevance to the majority of enrolled students. In such a scenario the work of groups like Eklavya, and experiments like HSTP, in improving school curriculum and teaching methods to make learning a joyful, interesting and meaningful experience, is very important. These attempts must be nurtured and supported so that they become models for the rest of the nation to replicate.

Amarjit Singh

Padma Bhushan, Former Director, CEERI, Pilani

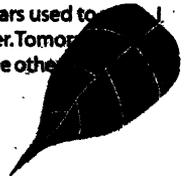
(HSTP) has given many of us interested in education a model to critique and emulate. I urge you to restart the program keeping in mind not only the tremendous benefits it brings to the students, but also to any and all of us interested in the education of future citizens of this country.

Nikhil Anand

The way DPC acted reminds one of feudal days when the zamindars used to think this is a mockery of decentralisation and devolution of power. Tomorrow other DPC might say that they would not have Anganwadis, or some other to allow the use of amniocentesis for sex determination.

Sushil Joshi

Freelance Science Writer, Hoshangabad





...ed the development of the HSTP from its inception in 1972 up to 1989, as one of development workers at Kishore Bharati in Bankhedli. I would like to add information that this programme has been (and should continue to be) a positive transforming influence, both educationally and socially - particularly in the awakening of a 'scientist' in every child and teacher, in the value given to questioning and to finding practical answers locally, and in the equal respect given to every thoughtful person.

Dr Mira Sadgopal

MBBS, Tathapi Trust, Pune

As a physicist I can only emphasise that one cannot learn science but by discovery and experiment, one cannot learn science but in the absence of fear, one cannot teach science without encouraging children to doubt and discover. All these things are part of Eklavya's philosophy.

It will be truly ironic and a tragedy if the party of Jawaharlal Nehru, who embodied the vision of scientific India, should close such an innovative science program.

Vikram Vyas

*Associate, International Centre for Theoretical Physics, Trieste, Italy
The Ajit Foundation, Jaipur*

This would negate the good work of over 30 years, this would embolden the vested interests into scuppering the well being of the masses by keeping them benighted, this would subvert real decentralisation and sabotage the democratic institutions and aspirations.

Is it devil's counsel that the MP govt. has chosen to abide by and accede to?

I. K. Shukla

IIT Kanpur, February 25, 2002

The very aim of education has to be viewed differently - it is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a finished product. But with the awakening of curiosity, the development of proper interests, attitudes and values, and the building up of essential skills, such as independence and capacity to think and judge for oneself. Without this it is not possible to create a responsible citizen of democratic society.

Vasant M. Vadawale

Shishu Milap, Vadodara (and others mentioned in the list at the end of this section)





It is in sheer wonderment and disbelief that one learns that at the instance of the Government and that too from BJP, your Government, which is reputed for bringing the change to every village of Madhya Pradesh, should take it upon itself to close the HSTP Programme and then too when the Congress is committed to advancing Secularism whose very foundation is the Scientific Method.



One need hardly apologise for the voluntary movements whose very roots are in our freedom struggle in the form of Gandhiji's *Rachnatmaka Karyakartas*. One cannot but emphasise that without free and fearless critical feedback no Democratic Government can address itself to concerns and opinions even if they differ from one's own. It is only the Raj Purohiths of RSS/ BJP who would think otherwise so as to blunt the processes of modernisation, of democratic change.

Upendra Trivedi

Advisor (Retd), Department of Science & Technology, GOI, New Delhi

This move of yours is really trying to bring credence to the general criticism 'that the Congress and the BJP are the two sides of the same coin'. Hope that you must be getting similar letters from many others also.

Seshan Sundararajan

February 24, 2002

To close down the HSTP program is to close the lasting hopes that well meaning education can persist and prevail and provide VALUE to the students going through our education system.

Amit Raje

Engineering Entrepreneur, Bhopal, India, February 21, 2002

I appeal to you to see that the programme continues to benefit students and also keeps the state of Madhya Pradesh in the forefront of educational innovation.

Prof. Nargis Panchapakesan, Prof. N. Panchapakesan

Retired Professors, University of Delhi

Many institutions are worried about the pitiable condition of science education. HSTP is a programme to solve the problem at the grass root level. The unconventional methods always take more time.

Dr. (Ms.) Madhuben S. Shah

General Secretary, Indian Association of Physics Teachers, Vadodara



It is indeed beyond the comprehension of the academic community familiar with this programme why Madhya Pradesh would even contemplate losing one of its most important assets.

I hope you know that HSTP has not only acted as a foundation for several other innovative programmes developed by Eklavya but has also been a source of inspiration to a variety of innovative interventions in education across the country It is the proposal for incorporating HSTP into SSA that should be seriously considered.

R.K.Agnihotri

Department of Linguistics, University of Delhi

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We have taken up a similar science teaching programme in Baroda District government primary schools under a state level advisory committee of the Govt of Gujarat. Our experience has been very positive and we find that this makes a real positive difference to children's science learning curve in the classroom, not to speak of the tremendous excitement generated in otherwise staid classrooms.

This is the kind of programme that needs to be more and more introduced all over the country not only in science but in maths and other subjects too. And in fact we are doing so under sanction of the Govt of Gujarat.

MP Govt needs to be proud of hosting this kind of pioneering and revolutionary programme. This is an extremely creative solution to making pedagogy interesting in our under-funded and neglected education sector. As also making education a fundamental right.

Chinu Srinivasan

Secretary, SAHAJ Shishu Milap, Baroda, February 20, 2002

Work of HSTP has inspired several groups, schools and individuals towards making education meaningful for children. HSTP textbooks are widely used as resource material in numerous places in the country.

Amrita Patwardhan and Joe Athialy

We strongly condemn the unjustified closure of the science education programme at the schools of Hoshangabad District, M.P. This will only give rise to unscientific ideas and superstitions in this ... country. We should not indulge in that in this millennium of science and technology.

Nitnjan Sengupta

General Secretary, Forum of Scientists, Engineers and Technologists (FOSET), Kolkata, W.B.

One can't have a better ironic situation than this except perhaps in the TV soap show, KAMJOR KARI KAUN, which is based on the principle of elimination of the best. One could see no better example of wrongdoing. It is so stark and blatant that it would be pointless to say anything more than, for Nature's sake DON'T DO IT.

Forgive me for being so pointblank, for greater the wrong, greater is the pain it inflicts on your conscience and greater is the anguish.

N. K. Dadhich

Senior Professor, IUCAA, Pune February 25, 2002

We the scientists and educationists from Tata Institute of Fundamental Research, Mumbai are deeply dismayed to learn that the District Planning Committee of Hoshangabad has recommended to the MP State Government the closure of the Hoshangabad Science Teaching Programme (HSTP).

We have closely followed the evolution of HSTP - some of us have been associated with the project since its inception almost three decades ago. HSTP's activity-oriented teaching methods, its relevance to the local environment and mass-based approach have been highly appreciated by us as by many other professionals in the country and outside. Given the generally low quality of education available in our schools today, the HSTP curriculum stands out for its innovative, scientifically and educationally sound, as well as highly practicable approach. HSTP's success in involving scientists and teachers from all over the country has helped increase awareness among the intelligentsia of the problems of basic science education.

Prof. G.V. Sampathkumaran

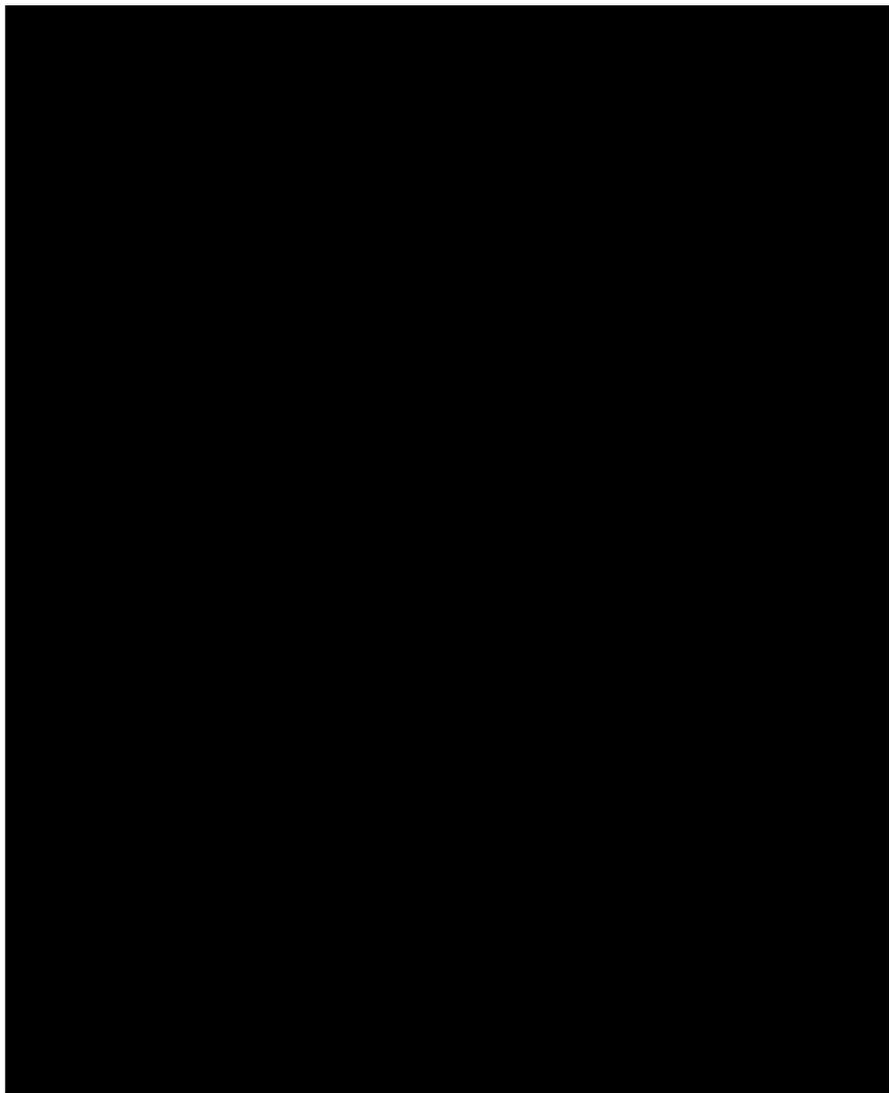
*Tata Institute of Fundamental Research, Mumbai
(and others mentioned in the list at the end of this section)*

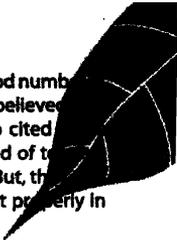
The very fact that the state government has decided to terminate a programme and syllabus which basically aims at inculcating scientific temperament and secular values in the minds of young children of deprived sections of our society primarily in the backward regions of Madhya Pradesh is a very serious development. The Hoshangabad Science Teaching Programme has been running since 1972 and its merits have been recognised by leading educationists and progressive activists in India.

The CPI urges upon the Madhya Pradesh government to repeal the decision in the interests of the children and their future and safeguard against the forces of obscurantism and communalization.

Com. S.S. Bhusari

Office Secretary, CPI, Central Office, Delhi





... In any place where HSTP was being followed there were quite a good number of teachers who appreciated it. Even those teachers who were against it believed that HSTP showed the right way of science teaching. They, of course, also cited some shortcomings. What exactly were the shortcomings? They complained of too many teachers and smaller classrooms, never condemned the Balvaigyanik. But, they accepted the fact that not just HSTP science, no subject can be taught properly in prevailing school conditions.

Dr. Amlan Kumar Das and Snigdha Mitra

Lecturer, Cooch Behar, WB

In 1998, we came across the books (Bal Vaigyanik) and methods developed by HSTP. We started implementing the programme, which proved to be a success. We found that a significant amount of learning took place within a short time span. To the children, subject of science became meaningful, enjoyable and participatory.

Gopa Dasgupta and Ruma Pal

Science Teachers of Aashirvad, Kolkata

We the members of the Indian scientific community are shocked and dismayed by the recent decision of the Government of Madhya Pradesh to close the 30-year-old Hoshangabad Science Teaching Programme (HSTP).

HSTP is widely acknowledged as the only macro-scale initiative in the entire country where children learn modern concepts of science through the method of Inquiry, experimentation and analysis and relate their newly acquired knowledge to their own environment. Nowhere else in the country could the children approach the entire science curriculum through the method of science, not even in the elite metropolitan public schools. Thus in HSTP, the scientific community of India saw the hope for better science education for the rest of the country. The decision of the state government has extinguished this hope.

The logic extended by the government that a uniform textbook needs to be used in the whole of the state is questionable. Indeed, the successive governments of Madhya Pradesh established the principle of plural and contextualised learning materials, as mandated by the National Policy on Education.

The state government also demonstrated its commitment to allow more freedom for evaluation in consonance with the globally accepted attributes of a scientific mind, instead of imposing the colonial and outmoded examination system.

Even if one accepts the logic of uniform syllabus or textbook, we expected the state government to extend the curricular and pedagogic principles of HSTP to the entire state, instead of downgrading this initiative of this kind in the district of its birth.

We express our anguish that this retrogressive decision of the government has undone the gains made in education over the last three decades.

We further urge upon the Chief Minister to involve the leading educationists and scientists of the country to extend the principles of HSTP to the entire state of Madhya Pradesh.

Prof. M.G.K. Menon

FRS, Former Minister of Science & Technology; Scientific Advisor to the Prime Minister, Govt. of India

Prof. C.N.R. Rao

*FRS, President, Jawaharlal Nehru Centre for Advanced Scientific Research;
Former Director, Indian Institute of Sciences, Bangalore*

Prof. Yash Pal

Former Chairman, University Grants Commission; Former Director, Space Applications Research Centre, Ahmedabad; Chairman of Yash Pal Committee on School Education

Prof. Obaid Siddiqi

FRS, Former Director, National Centre for Biological Sciences (Tata Institute of Fundamental Research), Bangalore

Prof. Jayant Narlikar

Director, Inter University Centre for Astronomy & Astrophysics, Pune

Prof. P.M. Bhargava

Former Director & Professor Emeritus, Centre for Cellular & Molecular Biology, Hyderabad

Prof. D. Balasubramanian

*Former Director, Centre for Cellular & Molecular Biology;
Director of Research, L.V. Prasad Eye Institute, Hyderabad*

Prof. V.K. Gaur

Distinguished Professor, Indian Institute of Astrophysics, Bangalore; Former Director, National Institute of Geophysical Research, Hyderabad; Former Secretary, Deptt. of Ocean Development, Govt. of India

Prof. Ashok Jain

*Emeritus Scientist, Institute of Informatics & Communication, University of Delhi;
Former Director, National Institute of Science & Technology Development Studies, Delhi*

Prof. Meher Engineer

Professor of Physics, Bose Institute, Kolkata

Prof. H.Y. Mohan Ram

*Former Professor of Botany, Delhi University;
Convener, Science for School Children, Indian Science Congress Association*

Prof. C.R. Babu

*Pro-V.C. & Professor of Botany, Delhi University;
Director, Centre for Management of Degraded Ecosystems*

Prof. V.S. Varma

Dean Planning & Professor of Physics; Former Director, CSEC, Delhi University





I was part of the three-person team that took the first proposal for this partnership with the Director of Public Instruction in March 1972 and have been associated with its critical development from then onwards until 1982-83.

The Chief Minister announced in the Vidhan Sabha on March 5, 2002 that the strengths of HSTP will be evaluated for extension to the entire State. The order to close the programme was issued without any such evaluation!

The educational bureaucracy of the State also must clarify as to what does it mean by evaluation of HSTP. Does it wish to evaluate the validity of the basic educational principles on which the programme is based? Incidentally, HSTP is built on the principles of science education which are part of the 1986 national policy and accepted by educationists all over the world. Does the State Government wish to challenge these principles? Or does it wish to evaluate the implementation strategy adopted by HSTP? The Government must clarify its stand.

The State Government has recently constituted a State Advisory Board of Education comprising eminent academicians such as Prof. Romila Thapar, Prof. Mushirul Hasan, Prof. Krishna Kumar and Prof. Gopal Guru and senior journalists like Shri N. Ram and Shri Prabhash Joshi. The State Government had earlier insisted that the NCERT's National Curricular Framework should not be accepted unless approved by the Central Advisory Board of Education. However, the same Government takes a major policy decision of closing HSTP without even consulting SABE.

We expect that the State Government will follow the due process of democratic functioning by withholding the implementation of its order regarding the closure of HSTP until it seeks the approval of SABE.

Anil Sadgopal

*Professor of Education, University of Delhi
Senior Fellow, Nehru Memorial Museum and Library
July 23, 2002*

We are a group of teachers from the University of Hyderabad. We have immense appreciation for the Hoshangabad Science Teaching Program for it has been a people's effort in which many teachers, scientists and academicians have participated. Years of hard work has resulted in an excellent method of science education, rooted in the soil of our country. It is our strong belief that HSTP is a unique achievement of our country and it should be encouraged to spread far and wide. We know that many educational institutions in Andhra Pradesh have immensely benefited from this programme. This is true of many other states as well.

S. Durga Bhavani

*Lecturer, Dept. of Computer Sciences, University of Hyderabad
(and others mentioned in the list at the end of this section)*

Dear Shri Digvijay Singh,

We feel greatly concerned to hear that the Government of Madhya Pradesh has ordered the closure of Eklavya's Hoshangabad Science Teaching Programme (HSTP). This decision is unfortunate and surprising because HSTP was known all over the country and outside as the only programme of its kind. Apart from its pedagogic character and efficiency, what gave it a unique status was the fact that it was running within the state system, not in some special schools. A large number of scientists and scholars from other disciplines had associated themselves with it, so the disappointment over its sudden closure is likely to be quite widespread. To us this move is especially disappointing because we were nominated to the State Advisory Board of Education (SABE) only a few weeks ago. It would have been appropriate for the Government to discuss its decision with this Board before implementing it. In this context, we would like to remind you of your appreciable support for the demand that the National Curriculum Framework should be discussed by the Central Advisory Board of Education (CABE) before it is enforced by the NCERT. Correct procedure and transparency, you will agree, are the core of democratic practice. As members of SABE, we request you to withhold the order, which seeks to close down HSTP and to call an urgent meeting of this body to discuss this issue.

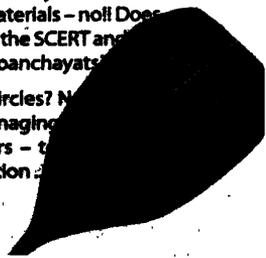
Romila Thapar
Mushirul Hasan
Gopal Guru
Krishna Kumar

Members, State Advisory Board of Education (SABE), MP, July 23, 2002

... One may ask, are institutions of any kind outside the society, or a part of the society? Which society is bereft of institutions? So what nonsense are these concentric circles, where the society is some stratosphere, enveloping everything else. By this logic, any educational institution, Governmental or non-governmental is cut off from the society. So why not close them all, and leave society to escape through the ozone hole into the heavens!

But wait a minute, GoMP has found the magical link between the society and schools – the 73rd amendment. As per the note, it is the management by panchayats. So everyone go out, no one is required anymore. But wait a minute – does the panchayat make and decide the curriculum – no! Does it decide on teaching-learning materials – no! Does it decide on examination methodologies – no!! Who does all that – the SCERT and NCERT, sitting in Bhopal and New Delhi. Are they controlled by the panchayats?

Not to my knowledge. So where do they sit in these concentric circles? Not there. What has been decentralized – the burden and responsibility of managing schools. What remains centralized – the essence, the regulatory powers – the curriculum, books, examinations, the works; that constitutes education.



So where is/was HSTP? There, in the district, the village, not just managing administration, but creating curriculum, teaching learning materials with the local teachers and community. Isn't that decentralization of curriculum and capacity building at local levels? Not according to the doctrine of concentric circles.

... We then have the other more disturbing theory in this section. That the government is the landlord, and groups like Eklavya are tenants, occupying 'illegitimate' space that they grabbed fraudulently. That is not only a very serious charge and denunciation of Eklavya, but a very dangerous political theory. The government in a democracy is supposed to be the representative of the people, and the primacy is supposed to be of the people and not of the representatives. The people have the right to make and change the Government, or give space to the representatives for governance, and not vice-versa. If this misplaced landlord-tenant theory is to be entertained even for a minute,

it is the *Government* that is given space to be the tenant for a five-year period by the society in a democracy!

As citizens of this country who have a legitimate space to take the government they elect to task, many questions need to be posed to the GoMP. Most children, parents and teachers hate the textbooks and teaching methods they have been saddled with for decades - these represent not the popular and democratic will, as GoMP would proclaim, but the stagnation and lack of creativity in government agencies. Recognising its own limitations, the governments sought the cooperation of NGOs to experiment and suggest alternative texts, programmes etc to improve the quality of education. Integration of such learnings into the mainstream has been a process full of vagaries - with some encouraging results as with the primary school materials, and long years of continuing status-quo as in the middle school programmes. The 'illegitimacy' that is being rubbed into Eklavya's face by GoMP emanates much from the failure of government processes to absorb new ideas and inputs, which basically requires political will.

Eklavya's programmes legitimately exist to influence and contribute to the process of integration of good quality educational inputs into the mainstream. They painfully and diligently struggled to stay grounded in the mainstream so as to legitimately proclaim that activity based learning can be done not just in a few privately well managed inspired schools, but in the general run of the mainstream - with its range of good-bad-indifferent performance. They existed to establish this legitimacy. Thousands of people and organisations in the country have seen the import and taken heart from it. Yes, many other organisations can propose to work in the formal system and the government will have to exercise discretion - that their ideas and outputs are not in variance with constitutional mandates and educational policies. Just because exercising such discretion is a very difficult challenge, does not mean that the popular and democratic will of the people to have enjoyable and meaningful education becomes a mere slogan and the outputs of balance of power games and stagnating governance join

vested interests that is represented in any government in office becomes legitimate and is cynically pronounced to represent the popular and democratic will.

Vinod Raina

Chair, Arena Fellow, July 2003

The programme has been closed ostensibly by the DPC, Hoshangabad, but actually at the instigation of the MP Government ... The closure has been applied on the basis of a review done of the programme. I find the review to be extremely obnoxious for a number of reasons ... it hides more facts than it reveals ... the analysis of data is biased and aimed at proving a predetermined point ... The language is insulting, demeaning and almost abusive and totally unsuitable for use in a government report ...

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... I am prepared to take up any government school in Madhya Pradesh run by the education department and prove that what the school imparts is not education ...

... At another level however the report talks in terms of the Seventy third constitutional amendment that has clearly passed on the management of elementary education to local bodies and any external intervention needs to be with their concurrence. The Government of Madhya Pradesh has been ahead of other states in realising the vision of decentralised management of elementary education. It is these decentralised bodies that have questioned Eklavya's curriculum ... of all the poppycock I have ever heard or read, this undoubtedly takes the cake. I can prove how wrong the statement is that the education system is decentralised.

M.N. Buch

*Chairman, National Centre for Human Settlements and Environment, Bhopal
August 6, 2002*

Honourable Mr President,

We are a small non-formal school in Tarnaka, Hyderabad. From 1989, we have been working with socially and economically disadvantaged girls.

In our school, we have seen the pressing need to make learning interesting and enjoyable for children. They are all first generation learners and it is important that they understand the concepts. Many of them are late starters. They work as domestic help half the day and have very little time to learn. We try our best to see that whatever our girls learn, they learn well. Learning lot of things by rote just won't do for us.

We are inspired by the Kural: "Learn well what should be learnt. And then learning." (Kural 391)

Towards this, we use all resources available to us. At Ananda Bharathi, we

Middle and Primary class textbooks of Eklavya. They are full of workable ideas of 'learning by doing'. We have used Eklavya's Popular science books, Magazines and Educational Toys (India Map, Cube, Climbing joker, Balancing doll etc) to enliven the Science lessons. Our teachers have benefited by visits to HSTP training programs and by interaction with Eklavya's resource persons.

We have envied Eklavya, in its ability to work with the Government and to bring about beneficial changes in the school system. While carrying on with our work, when we are alone, we have drawn inspiration from Eklavya's achievement of catering to the educational needs of over one-lakh children. We believe that many schools like us across the country have fruitfully adapted Eklavya's educational material.

Janaki Iyer

(and others mentioned in the list at the end of this section) August 8, 2002

Dear Dr.Kalam

First of all, please accept my felicitations on your elevation to the highest office in the country. I hope and trust that, under your leadership, education in Science and Technology will be given its rightful place in India. I recall your remark while addressing a largely undergraduate audience at the Physics Department of the University of Delhi in 1996: "I am primarily not addressing the front rows ... All my hopes are on the back rows [students] ..."

In this context, I would like to bring to your notice a disturbing development that has just taken place ... When HSTP was started, the idea of learning science by doing experiments was novel, at least in India. Indeed, the whole paradigm based on experiments, field trips, use of local resources, data collection and discussion was thought to be impractical. By now, however, the principles on which the programme is based are universally acknowledged as pedagogically sound. Indeed, phrases like 'child-centred', 'activity-based' and 'making use of local resources' are routinely found in prefaces of NCERT textbooks. What is missing in the mainstream curriculum is a package which implements these ideas in a consistent and effective manner. From the outset, HSTP has striven to provide such a package.

By an act of bureaucratic fiat, effective July 2002, the programme has been closed down. Clearly the forces of status quo ante are at work here.

The survival of HSTP was a small light which gave courage to some who wished to be ignited, to borrow your pet phrase. With the dousing of this small but significant flame, the darkness grows in our hearts. I request your intervention in the matter in whatever way you consider appropriate. I believe I represent the view of a large academic community which has been involved with the programme at some time or the other.

PS. I am also enclosing with this note the result of another effort, which attempts to do a HOSHANGABAD in the University of Delhi. I wish to record that this was ignited by your talk.

We have willy-nilly sustained the fire for some years, but with HSTP being blown away the hope seems to become distant.

P. K. Srivastava

July 26, 2002



The decision and the order smacks of high handedness.

In today's context of moving to a knowledge based society, the concept of a faceless uniform curriculum and teaching methods has no meaning whatsoever.

M.G.K.Menon

FRS, Dr Vikram Sarabhai Distinguished Professor of Indian Space Research Organisation, Delhi

We are a group of teachers, educators, scientists and parents in West Bengal who actively use curricular materials generated by the HSTP. The HSTP emphasis on a hands-on learning-by-discovery approach has helped promote in our students a joy of learning as well as a sense of confidence as creators of knowledge. Bal Vaigyanik activity based learning helps facilitate a strong understanding of science thereby providing the necessary foundation required for the curriculum at the high school level. The students take pleasure in collecting materials from their local environment (and we've never found our children complaining about collecting leaves!) and then undertaking various experiments with these materials.

HSTP was the first programme in the country to create high-quality, child centered, and contextually appropriate science curriculum for government schools in Madhya Pradesh. It serves as an inspiration to all of us in our local endeavours to bring about curriculum reform in science teaching in the rest of the country. In its 28th year now, the HSTP programme continues to revise its materials and textbooks through continuous feedback from teachers and students who appraise and review its work in the field. This revision of materials, which can only be part of an ongoing programme in the schools, is essential to ensure that the programme is responsive to the changing realities of science teaching.

Sujit Sinha

*Coordinator, Swanivar, North 24 Parganas, West Bengal
(and others mentioned in the list at the end of this section)*

For a state government, which came out clearly in opposition of the Saffronisation of Education, this is actually a volte-face.

... the decision adds to a situation, where we are witnessing the Government shifting its focus from all public sector concerns bowing down sharply to the forces of Privatisation. The HSTP closure is clearly a withdrawal of quality input from Public Education in the state of MP.

However, what is most worrying and truly condemnable is the most undemocratic manner in which the decision has come about. Surely, a thirty-year-old much acclaimed, progressively expanded continuous Programme mandated a rational process of dialogue and deliberation for any decision concerning changes in it. The absence of a Proper Review or Public Feedback and that of proper Dialogue with Eklavya, the critical input agency for HSTP, combined with the varying set of arguments and stands from various quarters of the Government, put forth the decision as lacking in both a rational base and public will.

Medha Patkar

*Narmada Bachao Andolan
(and others mentioned in the list at the end of this section)*

Both the Hoshangabad Program and Eklavya, I have been personally acquainted with, and it is shocking that it is being discontinued. The science models of teaching made at Eklavya were bought and brought to use at the Bombay International School when I was Principal there (1992-1998).

Gomathy Venkateswar

Malpi International School, Panauti, Nepal

I have personally witnessed the working of HSTP and the high level of commitment that the resource group generates in government school-teachers on several occasions. ... The techniques of classroom organisation and the use of locally available materials and above all, the encouragement of participation and discovery in the children's minds have been outstanding. These are people who are serious about education, serious about science, and serious about quality education for all. Widespread cancellations of HSTP send very disheartening messages to educationists and the communities. This education has been an object of pride for the whole country has been looking to MP to show the way. The Chief Minister, do not disappoint us.

Vasantha Surya

Journalist, Chennai



Many people wrote again to the Chief Minister and his Secretary, responding to the issues raised in the review done by the government and also made efforts to mediate and press for a resolution of the crisis.

The report is oddly and sadly missing the point.

Q: Will the current students benefit by dropping the Hoshangabad Science Programme and replacing the Eklavya curriculum and textbooks by the current curriculum and textbooks?

What you are trying to do with these 'statistics' is like showing data that people who wear white shirts also eat more chilli, and then claiming that eating chilli causes people to wear white shirts. In order to do a correct statistical analysis, given the number of variables, you need to do a multivariate analysis and you need more data and data of a different kind.

You yourself are saying that there are positive aspects of HSTP which should be adopted state-wide. So this means that you have also found the HSTP experiment to be useful in generating new teaching methods.

The only way to find out what works best is to keep experimenting.

You say that "nowhere in the country is there a practice of adopting an alternative package for any one district when students are required to qualify in a common evaluation system." This is not true. Here in Chandigarh, public schools have been told by CBSE that they are free to adopt any syllabus, any curriculum, and any set of textbooks they like up until Class VIII. In fact, they have been told that CBSE does not even have a syllabus for these classes. I know even the public schools in Madhya Pradesh have considerable freedom in deciding their own curriculum and textbooks. If this works for public schools (as you know public school students do not fare worse than government school students by any assessment), why not let it also work for government schools?

In the public school in which I work (one of the best in Chandigarh), we have searched for the best teaching methods and textbooks. We are now using several of the textbooks and many of the teaching ideas and methods developed by Eklavya, because, after careful research and analysis we found that they are the best available. We have been very happy with the results, as measured by student response, as well as by praise from teachers and parents.

Our students have faced no difficulty in migrating to other schools after using such books and methods. In fact a number of students have gone on to boarding schools and other private schools, which came to know about these methods through the students and are so impressed with the feedback from the students that they have expressed interest in adopting the same methods and books.

One last point: There should be no need for blatant lies in order to support your point of view. It is a lie that "there has not been a single request from the people of Hoshangabad against the government's decision." Even here in Chandigarh I have seen the printed words of Hoshangabad students, teachers, and parents, and heard their voices on TV.

Karen Haydock

a biophysicist by training, illustrator, educator, Chandigarh.

Shri Digvijay Singh ji,

It is difficult for me to accept your decision without sadness and disappointment. Let me try to explain the reason for these feelings.

- What you call the mainstream system of education is precisely what one set out to change a little over 30 years ago. Little children loaded with books and deprived of comprehension and joy of learning is a state that should not continue ... A lot is supposedly learnt and little is absorbed and made fertile. The examinations, including the CBSE and the State Boards ... distinguish between children who have scored 97% marks from those who get 98% or 96%! There is a madness on the part of parents, students and teachers to 'train' children like race horses to get that last one or two percent. This pleases the enormously lucrative industry of tuitions and coaching in which a large fraction of the teachers from schools are also involved. It is not unusual for well-to-do parents to spend almost 1 lakh on the tuition of a child in some metropolitan cities. All this is socially discriminating to a high degree. Students are under high pressure, to an extent that the joy of acquiring knowledge is often extinguished. The stress levels reach a point where children suffer from cortical eliminations.
- I, along with many friends, had hoped that the Hoshangabad program was proceeding in a direction where we might begin addressing this problem. I do not want to go into the history of how we came to be that way. I have to confess that my hope was to work in an area where a degree of freedom is available. My intention was not to prepare athletes competing for gold medals in the hurdle race of the Board examinations. Therefore the fact that the children coming out of the program have been able to cope with what is done later without coming at the end or coming up front is quite satisfying.
- To me the most important component of evaluation is the number of questions children ask in the class and how free they feel. Such a process evaluation would tell us whether we have been proceeding in the right direction.
- ... Education has to be contextualised to make the knowledge one's own. This is



the element that the HSTP tried to introduce. By all means evaluate whether there has been any measurable success in this area and compare it with other environments of education.

Whichever state I have visited people have told me of what they have learnt from this effort. Not just independent teachers and educators but also many young people working in various SCERTs ... I came back from Bombay yesterday. I was surrounded by such people from TIFR, Homi Bhabha Centre for Science Education, the IIT, and the Bombay University, showing concern about what might happen.



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Having said all this I do not suggest that no change or changed way of working should be thought of. I have a feeling that your mind has also worked in that direction. Unfortunately some of the comments from an administrative committee have been rather wooden. I have not discussed it in detail with anyone, but I can envisage that the State Council for Educational Research and Training could work closely with Eklavya and ultimately take over much of the responsibility for training without changing the basic principles which are essentially sound. If some sort of stay could be granted and a process of exploration of a varied and alternative method of cooperation could be explored it would be all to the good of education in the State - not only the State but also the rest of India. I would like to see the work of Eklavya as a beginning to help transform the whole of our education. Believe me it is required.

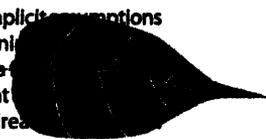
Prof Yash Pal

July 31, 2002

Dear Mr Gopalakrishnan,

At the outset, I would like to convey my sincere appreciation of the fact that you have taken the time and initiative to give your viewpoint on an issue that has been causing a great deal of anguish in the NRI academic and scientific community. It is this openness on the part of your govt that gives me the hope that a genuine effort would be made to reconcile the differences in perception and get a re-instatement of HSTP.

Going through the document, I could not help but notice several implicit assumptions that would be difficult to stand scrutiny (I am an engineer by training through IIT and following up with a doctorate here, besides being a student of school pedagogy. I believe I am reasonably competent to comment on such matters with some objectivity). These are in addition to what Eklavya has already mentioned previously:



- If pass percentage in Class X is a strong index for measuring performance, the govt curriculum and education departments should be shut down in all the 25 districts that rank below Hoshangabad because the state education dept should be held

accountable to the same standards that it expects of HSTP. These have had the benefit of being implemented for 50 years, much more than HSTP!

- If HSTP is to be blamed for not submitting a self-review to the govt in 30 years, by the same token, the fact that the govt has not asked HSTP for such a report shows its totally callous attitude towards the program.
- Regarding HSTP's complaint about one or two 40 minute periods not being sufficient, the note says since Eklavya implemented the curriculum they had all the flexibility to reschedule it as needed. This is true only if Eklavya had control over ALL subjects and time slots. I take it that this is not the case.
- The govt objects to a comparison at the Class VIII exam because the system of exams of the Govt (close book) vs Eklavya (open book) are different. Eklavya is within its rights to object to a comparison at the Class X level on exactly the same grounds.
- The note mentions that 69.32% of HSTP students scored less than 50% in science. I take it to imply that 31.68% scored OVER 50% in science. This number compares very favorably with even the data of top districts that was listed in the table (only difference is - it is slightly lower at 50% marks instead of 60% marks, but isn't that difference insignificant?)
- I believe the comparison to obscurantist take-over of schools in Goa is far-fetched. Eliminating HSTP intervention from schools is like throwing the baby out with the bath tub. If the Govt of MP cannot or does not want to make a distinction between obscurantist ideology and what Eklavya stands for, its credibility in being seen as a progressive govt takes a hit.
- More data should be considered for analysis. This should include figures for multiple years, and other indices (again, the precise indices can be specified by an expert committee). If the performance of Hoshangabad is so dismal on the indices you mention, shouldn't the district administration be the first to be fired for incompetence and negligence?
- I really appreciate the efforts of the MP govt at decentralization. This is really the need of the hour. However, it makes sense for the elected Gram Panchayats to be given the powers instead of DPC (which as far as I understand is not an elected local body).
- I find it interesting that terms like illegal occupation, tenant-owner relationship that are liberally used throughout the note are not used in the context of other similar programs like DPEP. Why is it that the image that is projected is different as far as funding agencies are concerned?

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Srikanth Voorakaranam

July 15, 2002



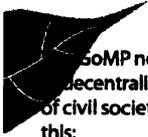
I have known HSTP from its very inception; have visited several schools, sat through several hours of classes. I was greatly excited and inspired by it and so persuaded my teacher colleagues in KSSP to visit Eklavya for their summer training programme. It is based on the HSTP experience of Eklavya and with their help that Kerala State developed its new curriculum and textbooks during 1996-98. They are the best ones ever prepared in Kerala. Though a section of citizens and teachers voiced venomous criticism, those genuinely interested in the education of the community really appreciated them. The old curriculum was discriminatory against the disadvantaged. They have seen the benefit of the new one. The illiteracy level within schools has come down considerably. The average achievement level - especially the achievement profile within each classroom has improved considerably. The cognitive, psychomotor and affective achievement levels were much better when compared to the earlier curriculum. The 'guide' manufacturers and those who live upon the anxiety of parents were angry. Naturally so. The newly elected government agreed to go back to the older ones. But to justify that decision, they appointed several evaluation committees, who could not find any valid reason for the change to old books. With marginal changes they are therefore continuing the programme. Yes, the Kerala State government has accepted and adopted the theory and practice of HSTP, not only for science but also for all subjects, and that too from Class 1 to 10.

It is under these circumstances that I felt like responding to the note. It says that the government of Madhya Pradesh has decided to close down HSTP in the entire state. I cannot agree with the academic justification given for such a decision. If it is a political decision, as it seems to be, I don't have anything to say about it, except that it is sad. By stating that HSTP has failed both theoretically and practically and that the older system is better, I have to understand that the GoMP has accepted the 'Banking' concept of education, rote learning and memory tests, as the means of education. I cannot agree with that. The 10th standard tests do not look for achievements in psychomotor and affective domains. Even in the cognitive domain, too much importance is given to memory and recall. The HSTP was formulated particularly to question this. To evaluate HSTP on the basis of memory tests is, therefore, profoundly unscientific.

HSTP came into existence because the then government thought that the existing learning system is rotten. They had faith in the educationists and academicians with Eklavya and HSTP. We in Kerala were envious of the teachers in MP, because of the very high level of training they got each year from Eklavya. No SCERT or any other body in the country could have given this quality training. If the present GoMP has decided to go back to the old system in Eklavya there could be political reasons to it. The GoMP have every right to take political decisions. But to give an academic reason will invite criticism, as I am doing now.

GoMP can, if it wishes, dissolve the partnership it has entered into with Eklavya, due to reasons of 'incompatibility'. But if it questions the academic validity of the HSTP, we from Kerala and many other states too will have to join the issue.





GoMP note, unfortunately, does not stop at education. It has propounded a theory of decentralization, a theory of landlord-tenant relationship and a theory of illegitimacy of civil society. This is rather unfortunate. What can be inferred from the GoMP note is this:

1. The MP government considers the government, including local self governments to be sovereign and NOT the people, that government is the LANDLORD and people and their organisations are TENANTS. This is absurd. It is the other way round. The people make governments and they can unmake them. The power of people is natural and not statutory. The ministers, MPs, MLAs etc are what they are at the pleasure of the people. The erstwhile Government of Kerala while launching the People's Plan Campaign, spared no pains to drive home to the elected representatives the point that power to the people does NOT mean power to the elected representatives - the panchayat presidents or ministers, but to the people - to individual citizens, to neighbourhood groups, to gram sabhas and other civil society formations.



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Digvijay Singh's status seems lowered due to this Jihad against civil society and NGOs.

2. The MP government is ready to decentralise but not to democratize.

Elementary education is the responsibility of the local government. Does it mean only district government? Is DPC the district government? What are the powers of the elected members and district panchayat president? Are they UNDER the Minister in-charge? If so, what sort of decentralization is it? From outside I had felt that MP has gone much ahead of Kerala in decentralization. But it seems to be illusory. No, or very little funds are given. No powers are given. State government and line departments still reign supreme.

To provide 'right to recall' and 'right to information' and then deny the right of the civil society, to exercise that right by calling their institutions 'illegitimate tenants' seems to be double play. Those two principles - the sovereignty of government over people and decentralization without democracy - are two most pernicious principles. The People's Science Movement, including the KSSP, and I have been fighting against this philosophy for the past 40 years. Very few political parties - definitely not the communists, the socialists, nor the Congress - will take such a theoretical position. I wonder how Shri Digvijay Singh and his colleagues could take such a stand.

Maybe, I have understood the note in a distorted manner. I am ready to be corrected.

M.P. Parameswaran

KSSP, Trivandrum, July 26, 2002

Respected Shri Gopalakrishnan,

The note in, providing the background 'facts', omits the fact that Eklavya came into existence and worked closely with the MP government. Because of this long history, an observer like me is perplexed to see how the very organisation whose evolution had the involvement of the MP government (along with other central and federal government bodies), becomes an alien object of scrutiny.

MP Government seems to have completely failed in appreciating the fact that Eklavya through the HSTP program chose to work in the government school, not because it was lazy, as per the government's baseless allegation, but because they did not want to create another small island of their own. Of course there is nothing wrong in starting a separate school and fortunately there are several organisations in our country who are running schools, different than the mainstream schools. But would you not agree that rather than such innovative methods and quality education being restricted to a small number of schools and children, we would like it to be accessible and available for every child who enters school? Rather than appreciating this, for the government to question Eklavya's (or any other organisation's) right to work towards improving the quality of education is simply incomprehensible.

Is MP government trying to suggest that government schools and millions of children who attend these schools is a kind of property of the government and everyone else (including educationists, scientists, teachers - these are the ones who constitute Eklavya's HSTP program), kindly stay out of it???

Amrita Patwardhan

July 25, 2002



Dear Mr Gopalakrishnan,

First of all my credentials for speaking on this. I am, inter alia, an MSc in Nuclear and Particle Physics and BSc (Physics Hons) from IIT Kharagpur, and actively try to keep up with the developments in the field to the extent possible. I have also been a National Science Talent scholar earlier for what it is worth.

We have found that the HSTP methodology is a very good way of teaching science. We also find that this attitude of enquiry - and the objective of promoting the joy of finding out things as well as dirtying our hands to do science - missing from the regular textbooks of most textbook Boards (maybe Kerala govt and Lok Jumbish are exceptions but then they seem to have been inspired by HSTP) and even in those of the so-called elite schools of this country. You also will find this missing in the pedagogy of most of the engineering colleges and high flying institutes of technology. It is little wonder that the brightest brains are good at rote learning and mechanical problem solving but are poor at solving, say, differential equations and complicated problems of a routine





innovate new disciplines. The few good scientists we have produced is of the education system not because of it.

It does not necessarily produce great child/adult innovators (well this has to be still tested) but certainly it creates a better atmosphere of quest and finding out things for a child than most science teaching in govt and private

You make some comparison about marks, etc of students who have gone through HSTP and others. Apart from the doubtful nature of the conclusions drawn, as an education innovator (I understand you were one of the two IAS officers behind the Education Guarantee scheme of MP Govt) you ought to know that marks in any exam do not mean much. There is no exam system which can claim to be an efficient, let alone foolproof, filter of the competent including as you should know the IAS/IFS. Even President Kalam got a second class in his undergraduate degree and one can go on and give several examples like the physicist Maxwell, Newton, etc. Of course you can give contrary examples which only means that the underlying causal relation that one wants to establish between marks and 'worldly' success thereafter, does not hold either which way.

You have also made some comments as to why does not Eklavya open and 'experiment' in its own schools and why in Govt schools, etc. The point is that it is easy for Eklavya and other such NGOs to open its own schools and trumpet its success. And then they will get some international award for this and the govt will *then* want to 'replicate' it in its own system and of course the Eklavya experiment hitherto tried in its 'own' schools would have a high probability of failing. This happens over and over again with NGO innovations in every sector.

So why not give space - after all it is public space and we are working for improvements in the public domain anyway - to R & D or action research.

In fact governments all over need to make space for competent and committed people. Any innovation if it succeeds in the government system - to make things succeed in the governmental space is the biggest management and intellectual challenge of our times - is more likely to work in other spaces than vice versa. Surely there is room for a thousand innovative flowers to bloom in the schools of the government - surely you do not think that the government has all the answers and that the present system, and especially the science and social science education, that the government has reached such a stage of perfection that we do not need to be altering it at all.

Chinu Srinivasan

Secretary, SAHAJ Shishu Milap, Baroda

Dear Chief Minister,

Many of my friends from Maharashtra and I myself, interested in the field of Science Education have been closely observing and appreciating the various activities of Eklavya since 1990.

I, Dr (Ms) Suhas Kolhekar, am trained as a Scientist. I have been teaching Science at both school and post-graduate level after a long experience of research in the field of Molecular Biology in the USA. I am also a member of the Founder group of an experimental school – Aksharnandan, Pune, Maharashtra. I would like to extend my cooperation and expertise as a Science Educator for a more detailed review of the HSTP. I hope that your government will take up such a review before enforcing the decision of closure of HSTP.

In addition to the Hoshangabad Science Teaching Programme, Eklavya has Bal Melas, Sawaliram, Chakmak and a large number of publications including Khushi-Khushi, Bal Vaigyanik and Sandarbha. All these have been very useful and inspiring to us all working with children all over the country. They are being used widely in Maharashtra for many years. Since last year or two a group in Pune, Maharashtra has started publishing Sandarbha in Marathi in collaboration with Eklavya.

The best outcome of the HSTP is the group of teachers trained by it who have participated in one of the Resource Teachers Training Programmes. They are amazed by the confidence with which the teachers were ready to start joining teachers (with or without earlier degree in Science). This group of teachers from HSTP now available as best trainers should suffice as the model. It is not only to continue the HSTP and extend it to other districts of MP, but to really honour Eklavya at National level.

I would like to suggest that in fact the MP Govt. should recommend that HSTP be adopted by the Center's Education and Human Resource Development Department as a model for other states.

Last but not the most crucial point is the most feudal 'landlord-tenant relationship model' mentioned in the note circulated by your secretary. This type of logic is most undemocratic and needs to be condemned very strongly.

The citizens groups engaged in the various social and creative activities cannot be thrown out at the whim and fancy of any government. This issue therefore needs to be and would definitely be brought up for a wider discussion with various groups in areas other than education, such as Health, Women's Rights etc.

It is high time that the Govt realises that many people's initiatives have been doing very important work of research and development in vital areas like Health and Education.

Dr Suhas Kolhekar

Pune July 17, 2002

Dear Mr. Digvijay Singh,

...It is disappointing and somewhat confusing that you don't mention SABE in your reply. As members nominated by you to this body, we would like to make the following comments on the issues you have raised.

1. In our view, the Government's move to designate the HSTP textbooks as supplementary materials tantamount to the closure of this programme. In our system, children are greatly burdened by the amount of routine work they are expected to do at school and at home; it is hard to imagine how anyone in Hoshangabad would have time for supplementary textbooks.
2. The statistics presented by the Government to support its move to close down the HSTP are much too perfunctory to convince anyone that they constitute the reason behind the closure. Also, if the outcome of HSTP after three decades is as poor as the government is making it out to be, it makes little sense to retain the HSTP textbooks as supplementary material and to invite Eklavya to assist the Government in disseminating the good aspects of HSTP across the state. Rumours reaching us suggest that the real reasons for the closure of HSTP are of a political nature. Kindly let us know if this perception has any truth.
3. You have made the point that democratic decentralization of decision making has guided the Government in this matter. If the programme is being closed in Hoshangabad because the District Planning Committee has passed a resolution to that effect, we would like to know why it cannot be continued in the 13 other districts where no local decision to close it had been mooted.
4. Your point about the need to have a single textbook across the state makes us wonder how this conventional policy is reconcilable with the model of decentralization you support. Indeed, all major commissions of enquiry into education have recommended autonomy for schools in the choice of textbooks. Assuming that the MP Government now wants to reinstate a centralized model of textbook prescription, it can prescribe the HSTP textbooks everywhere, considering that these textbooks are superior - both in terms of the content and the pedagogy they (are) based on - to the state textbooks.
5. We feel that this entire controversy ought to be discussed by SABE which you have taken the initiative to set up as an official forum for shaping the direction of education. A rational debate on HSTP under the auspices of SABE is necessary in view of the national-level attempts being made to make it an organized instrument of indoctrination....



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Romila Thapar
Mushirul Hasan
Gopal Guru
Krishna Kumar
August 14, 2002



**A Note on the State Government's Decision to Close the Hoshangabad Science Teaching Programme (HSTP) - significant policy and political Issues.
(For the attention of Smt Sonia Gandhi)**

Policy of Uniform Textbook and Evaluation System in the State

Almost as an afterthought, the Government started claiming that only one textbook and evaluation system should be used in the entire State. Clearly, the Government has suddenly adopted this new policy posture since the DPEP being conducted by the Rajiv Gandhi Prathmik Shiksha Mission has followed the policy of contextualised learning materials and, therefore, encouraged the use of plural textbooks. This is also in consonance with the National Policy on Education, 1986 and the recommendations of the Yash Pal Committee (1993) on 'Learning Without Burden'.

Even if the Government wished to follow the negative policy of uniform textbooks, may one ask as to why did the Government not decide to mainstream HSTP science workbooks along with the holistic HSTP curriculum and pedagogy? By enforcing the conventional NCERT-SCERT science textbooks in the hitherto HSTP schools, the Government has given the retrogressive signal that it prefers rote-based learning over the inquiry-oriented, experiment-based and environment-related curriculum of HSTP.

The Question of Extension of HSTP to the Entire State

The Government has claimed that the question of extension of HSTP to the entire State is under its consideration.

Why did it then close the programme where it was already institutionalized? It would have made immense sense to continue HSTP while it was being academically reviewed by external experts.

Also, the Government would have benefited by keeping the HSTP laboratory alive in order to use it as a demonstration-cum-training ground for other districts during the phase of state-wide expansion of HSTP.

Maybe the Government is not really serious about its promise and that is why it does not really care whether a live field laboratory exists or not!

Educationally Unsound Strategy

It is a universal practice that whenever a new set of textbooks is to be introduced, it is first introduced in the lowest grade of the concerned level (i.e. primary, upper primary, secondary or senior secondary), followed by the introduction of the textbook for the next grade in each successive years. NCERT/CBSE also follow this practice.

The State Government was in such haste to close HSTP that it stopped the use of HSTP workbooks in all the three grades of the middle school simultaneously.

Curricular and Pedagogic Conflict

The July order to close the programme states that the conventional NCERT-SCERT science textbook used in the State will be compulsory in the hitherto HSTP schools but the HSTP workbook may be used as a supplementary material. The Government seems to be educationally confused. It does not apparently know the difference between curriculum, pedagogy and textbook. The NCERT-SCERT textbook represents a curricular and pedagogic view that is distinct from the one represented by the HSTP workbook (HSTP does not have any textbook!). Even the HSTP's curricular objectives in science education are in conflict with those of NCERT/SCERT's operating objectives (*though the declared policy objectives may not be in conflict*). In this sense, the Government order seems to be saying that two conflicting curricula and pedagogies may be used in a classroom simultaneously, one of which would be compulsory and another supplementary! Does it make any educational sense at all?

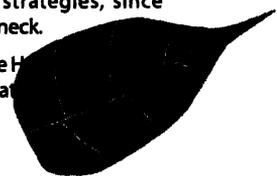


Anil Sadgopal

Dear Chief Minister,

I am happy to learn from Shri Gopalakrishnan that the State Government is now integrating the positive aspects of the Eklavya experience into the State Education System ... I suggest the following for your kind consideration.

1. A Committee may be set up under SCERT for reviewing science education throughout the State and for developing a strategy for mainstreaming the HSTP experience and expertise. Appropriate members of HSTP could be included in such a Committee.
2. It would be useful to set up another group to go into social studies in order to examine the social relevance of the curriculum. Here again, it would be useful to associate Eklavya.
3. The above Committees should not only examine curriculum and pedagogic principles but more importantly the implementation strategies, since implementation and not conceptualisation is often the bottleneck.
4. Until all this exercise is completed, it will be useful to continue HSTP where they are working, until its methodology and implementation are assimilated in the main curriculum.



M. S. Swaminathan

*Chairman & UNESCO Chair in Ecotechnology, M S Swaminathan Research Foundation, Chennai
August 25, 2002*



"The Group expresses deep concern at the process operating behind the Assessment Report circulated by the Secretary to the Chief Minister, Shri R Gopalakrishnan. The report is an attempt to prove preconceived notions and prejudices in a totally unscientific and motivated manner. The lack of professional competence in preparing the report makes it disturbing that such irresponsible acts should form the basis of decisions of far reaching consequences affecting children's future.

"The Group is surprised to note that the above report tries to label all such interventions for educational reform, emulated by other states too, as illegitimate. This seeks to destroy the fabric of public critique and the capacity to develop and innovate within our own conditions. At a time when the decisions of the NCERT are seriously questioned by the academic community, such a viewpoint only implies that activists have no space and the state institutions can decide without reference to the academic community."

Surajit Sarkar, Filmmaker
Ann Ninan, Journalist
Alberuni
Jitender, Student, Deshbandhu College
Dhananjai Joshi
Avinash Kumar
Chamardil Sadashiv
Purwa Bharadwaj
Kachanar
Vishnudeo, Janashakti Press, Patna
Apoorvanand, MG Hindi University, Wardha
Somen Chakraborty, Indian Social Institute
Dr. Prakash Lolus, Indian Social Institute
Dr. Kumkum Roy, Dept. of History, JNU
Dr. Kamala Menon, Mothers International School
Prof. Uma Chakravarti, Historian
Prof. Anil Sadgopal, Educationist, CIE, DU
Dr. Rimil Bhattacharya, Dept. of English, DU
Anuradha De, CORD, Indian Social Institute
Prof. Gopal Guru, Dept. of Political Science, DU
Dr. A S Narang
Prof. Harbans Mukhia, JNU
Renu Khanna, Shishu Millap, Baroda
Dr. Gargi Chakravarthy
Dharmendar
Vinoy Bhusan
Shalendra Kumar.
Francois Leclerc, Centre de Sciences Humaines,
Delhi
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Sanjeev
Harion P Singh

Shahana Bhattacharya, Kirori Mal College, DU
Sadhna Saxena, CIE, Delhi University
Prof. Nargis Panchapakesan, CIE, DU
Anita Rampal, CIE, Delhi University
Gagan Kumar, Student, Ramjas College, DU
Laxmi Murthy, Sahell
Malini Ghose, Nirantar
Shalini J, Nirantar
Sarojini, SAMA
Anuj, SAMA
Prof. Krishna Kumar, CIE, Delhi University
Prof. R.K. Agnihotri, Dept. of Linguistics, DU
Prof. Vijaya S. Varma, Dept. of Physics, DU
Sonu Mulupuru, PRAVAH
Jitender Kumar, Dainik Bhaskar
Dr. P.K. Basant, Dept. of History, Jamia Millia
Islamia University, Delhi
R.C. Sen, Secretary General, NHRC, Delhi
Anne Chatterjee
Prof. Sumit Sarkar, Historian, Delhi University
Prof. N. Panchapakesan, Physicist, DU
Prof. P.K. Srivastava, Physicist, Delhi University
Prof. Amitabha Mukherjee, Dep of Physics, DU
Dr. Sallil Misra, IGNOU, Delhi
Keerti Jayaram, Freelance Language Educator
Dr. Vijay Singh, Satyawati College, DU
Prof. Tripta Wahi, Reader, Hindu College, DU
Dr. Mukul Manglik, Dept. of History, Ramjas
College, Delhi University
Ishwar Singh Dost, Senior Researcher, NDTV



Asha for Education (an organisation formed and run by Indian students based in USA and elsewhere) initiated a web-based signature campaign titled - Rejection of Closure Recommendation of the Hoshangabad Science Teaching Program (See text on pg 60). The following 862 people joined the campaign through this mode:

A.K.Ganguly, Researcher, Chennai
 A.Vaidyanathan, Emeritus Prof, IDS, Chennai
 Aaloka Kanhera, Researcher, IMS, Chennai
 Abhijeet Mahurkar, IT Manager, CA, USA
 Abhinav Dubey, Dallas, Texas
 Abhishek Dhar, Scientist, RRI, Bangalore
 Abhishek Malhotra, New York, USA
 Aditi Mehta
 Aditi Thorat, Student, Mumbai
 Aditya Dada, California, USA
 Adityanagam Jagannatham, Student, CA, USA
 Adrita Bhor, Student, CA, USA
 Ahaiya Selvaraj, Graduate student, NY, USA
 Ajay Dawa, USA
 Ajay K. Dalmia, Asha Edu. Connecticut, USA
 Ajay Khoche, Agilent Laboratories, CA, USA
 Ajay Sharma, Research, East Lansing, MI, USA
 Ajit Gaunekar Dr., Singapore
 Ajith Krishnamurthy, Engineer
 Akiko Inoue, Fukuoka-prefecture, Munakata, Japan
 Akshay Kumar Katta, Student, NY, USA
 Alak K. Ray, Scientist, TIFR, Mumbai
 Alex Eruvetty, Kerala
 Alexis Halkovic, NY, USA
 Alka Arora, Teacher doing Ph.D. Boston, USA
 Alladi Sritama, Prof of Maths, ISI, Bangalore
 Alok M. De, Shishu Bharti School, Boston, MA, USA
 Amala Bhawe, TIFR, Mumbai
 Amarnjit Singh, Scientist, Greenbelt, MD, USA
 Amber Dutta, Bore Engineering Petrochemical Co., Abu Dhabi, UAE
 Amika
 Amit Kaira, Asha for Education, Boston, USA
 Amit Kulreshtha, TIFR, Mumbai
 Amit Misra, Scientist, CDRI, Lucknow
 Amit Mookerjee, Seattle, WA, USA
 Amit Rajee, Bhopal
 Amit Sahai, Asst Prof., Princeton Univ., NJ, USA
 Anirava Majumdar, SUN Microsystems, CA, USA
 Anilan Mukherjee
 Amrita Shodhan, College teacher, Mumbai
 Amrita, Teacher
 Amy Leigh Brown
 Ananabha
 Anamika Sarkar, Seattle, USA
 Anand D'Souza, Engineer
 Anand Jain, Noida
 Anand Raghavan, California, USA
 Anant Mann, architect
 Anant Phadke, Medico Friends Circle, Pune
 Anant Sahai, Professor
 Ananth Chikkatur, Student, Cambridge, USA
 Anant Kandhadai, California, USA
 Angela Buttermier, USA
 Ania Lomba, Professor, Univ. of Illinois, USA
 Anil Jayaprakash
 Anil Khindri, SBI, Ahmedabad
 Anil Kumar Dwivedi, Scientist, CDRI, Lucknow
 Anil, Student
 Animesh Basu, Dubai, UAE
 Anirban Dasgupta, Graduate Student, USA
 Anirban Hazra, Princeton, NJ, USA
 Anirban Mandal
 Anirban Mukherjee, Engineer, USA
 Anirban, Graduate Student, Ithaca, NY, USA
 Aniruddha Vaidya Dr., Computer Engineer

Anirudh Vallabhaneni
 Anita Balasubramanian, Bellevue, WA, USA
 Anita Komanduri, Student, NY, USA
 Anita N. Biswas, USA
 Anjali Abraham, Sc. Teacher, Montreal, Canada
 Anjali Monteiro Dr., Academician/Film Maker, TISS, Mumbai
 Anjana, USA
 Anju Anand, Seattle, USA
 Ankur Rastogi
 Annapoorna Sitaram, Artist, Bangalore
 Anzar Fayyazuddin, MIT, Stockholm Univ., USA
 Anshu Gaur
 Anu Gupta, Vienna, Virginia, USA
 Anu Jain, San Jose, California, USA
 Anu Raghavan, Student, MA, USA
 Anugopinath, NJ, USA
 Anuj Jain, Architect, Nottingham, UK
 Anuj Prasad, New Delhi
 Anup Kumar, Dev. Consultant, Bhopal
 Anup Shah, Chicago, USA
 Anupam Dattamjundar, Seattle, WA, USA
 Anupam Gupta, Teaching
 Anuradha Shrivastava, Mumbai
 Anuradha Bhagwat, Edu. Software Co., Pune
 Anuradha J. Thakur
 Anuradha Lohia, Bose Institute, Kolkata
 Anuradha Mulukutia, Washington DC, USA
 Anurag Sharma, MA, USA
 Anurag Singh, Delhi
 Anurag Varshney
 Anushree Agrahari, Architect, IIT, Mumbai
 AP Batachandran, Syracuse University, USA
 Aparajita, Student, Austin, USA
 Apurva Patil
 Aravind Srinivasan, Academic, Maryland, USA
 Arawind S. Parasnisi, Pune (ex-professor IITK)
 Archana Chatterpadhyaya, New Delhi, India
 Archana Londhe, Researcher
 Archana Purushotham, AID, Minneapolis, USA
 Archit Gadgilcharia, Student, Raleigh NC, USA
 Arijit Bishnu, Research Student, ISI, Kolkata
 Arindam Bhattacharyya, Kolkata
 Arjun Viswanathan
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 Arnab Bhaduri, California, USA
 Arnab Bhattacharya, Scientist, TIFR, Mumbai
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 Arul Lakshminarayan, PRL, Ahmedabad
 Arun Chandrashekar, Scientist, CFTRI, Mysore
 Arun Kedarfnathan
 Arvind Dev, Noida
 Arvind Gopalakrishnan, Dallas, Texas, USA
 Arvind Paranjpye, IUCAA, Pune
 Arvind Sivaramakrishnan Dr.
 Arvind Verma, Dept. of Criminal Justice, Indiana, USA
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 Ashima Sood, Ithaca, NY, USA
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 Ashish Chadha, Asha for Education, Stanford University of California, USA
 Ashish Das, Alberta, Canada
 Ashish Kole, Chennai
 Ashish Shah, NY, USA
 Ashok Naidu, Engineer
 Ashok Srikanthappa, Asha Edu, Dallas, TX, USA
 Ashok, Asha for Education, WA, USA

Ashoke Sen, Scientist, HRI, Allahabad
 Ashutosh Dhadopkar
 Asmi Maharishi
 Atsh Dabholkar, TIFR, Mumbai
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 Atul Maharshi
 Aurville Village Action Group, Tamil Nadu
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 B. Meenakshi, New Delhi
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 B. S. Mahajan Dr. (Mrs.), HBCSE, TIFR, Mumbai
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 Badrish Krishnan, Asha for Edu, NY, USA
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 Balaji Sampath, California, USA
 Banerjee, Kolkata
 Bhaskar Venkateswaran, Naperville, IL, USA
 Bhaskaran Raman, Berkeley, California, USA
 Bhaswati Mookerjee, Univ. Koeln, Germany
 Bhavna Daryanani, Attorney, Tokyo, Japan
 Bhavshri Bansal, Physics, IISc, Bangalore
 Bidisha Chattopadhyaya, NY, USA
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 Bisanranjan Behera, student, ISI, Kolkata
 Brahmaj, Ramchandrapuram
 Bri Mohan Arora, Scientist, TIFR, Mumbai
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 Carol Upadhyaya, Researcher, Bangalore
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 Ch V R Murthy
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 D.P. Prakash Dr., Engineer, Vermont, USA
 Damayanti Bhattacharya
 Dayananda G. Airody, Software Engineer
 Debashis Ghoshal, Scientist, HRI, Allahabad
 Debdutt Maiti, Software Professional, Florida, USA
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 Deepak Gopinath, engineer, MI, USA
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 Deepali Halepete, USA
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 Devdatt Dubsheni, Asso. Prof., Ch Univ., Weshen



Diane Mouhanna, Clinical Nurse Consultant
 Dibyendu Das, Brandeis Univ.,
 Massachusetts, USA
 Dileep Jaitkar
 Dilip G Banhatti Dr., Researcher, Chennai
 Dilip Warrior
 Dinakar Sarraju, Bangalore
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 Divya Karan, Minneapolis, MN, USA
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 Felix Anton, Programme Officer, New Delhi
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 G. Dani, Research, TIFR, Mumbai
 Gagan Kanjlia, Virginia, USA
 Ganesh Suryanarayana, Software Consultant
 Gangadhar Andru, CA, USA
 Garima Bhatia, Engineer, NY, USA
 Garima Gaur
 Gaurang Karvinde, IIT, Mumbai
 Gaurav Datt
 Gaurav Lumbay, USA
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 Gauri Divan, Goa
 Gauri N Pal, Asha for Education, USA
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 Gautam Desai
 Gautam I. Menon, Scientist, IMS, Chennai
 Gautam Mandal, Scientist, TIFR, Mumbai
 Gautam Patel, Lawyer, Mumbai
 Gautam Prakash, Indus Entrepreneur,
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 Gayathri Krishnamoorthy, Asha, Ohio, USA
 Gayatri Krishnamoorthy, Cleveland, OH, USA
 Gayatri Sabarwal Dr., Scientist, Administrator,
 NCBS, Bangalore
 Geeta Mahashabde, Pune
 Geeta Maredu, Software Analyst, WA, USA
 Geetha Ahluwalia, Asha, NYC/NU, USA
 George Varghese, Melbourne, Australia
 Girija Hariharan
 Glorish R. Kamath, Lebanon, NH USA
 Glorish Venki, Asha for Edu, California, USA
 Gita Chadha, Researcher, Mumbai
 Gita Pathak
 Gita Sen, Sir Ratan Tata Chair Professor, IIM,
 Bangalore
 Gitanjali Pande, Social Researcher
 Golooba-Mutebi, Academician
 Gomathy Venkateswar, IDEA Ltd, Panauti,
 Nepal
 Gopal N. Raj, Journalist, Trivandrum, Kerala
 Gopi Gotti
 Gopinath Mavankal, Texas, USA
 Gosam K. Jiarori, Professor, Dept. Bio. Sc., TIFR,
 Mumbai
 Goutam Chattopadhyay Dr., California, USA
 Govinda Pal, Analyst, Chicago IL, USA
 Guha Balasubramanian, Ohio, USA
 Gulab Chand Dewangan, Research Scholar,
 TIFR, Mumbai
 Gulshan Narada
 Guru Malik, Consultant, Gurgaon, India
 Guru, Bangalore
 H C Verma

H. S. Mani, NCBS, Kolkata
 Hari Sree, AID, Minneapolis, USA
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 Cleveland, USA
 Harish Kamick, Teacher & Researcher, IIT,
 Kanpur
 Harish Murukanandan, Fremont, CA
 Harish Sharma, Austin, USA
 Harish, USA
 Harsha Gopi, Engineer, Sacramento, CA, USA
 Haruna Nishigaki, Student
 Herant
 Himadri Chakrabarti, Ohio, USA
 Himanshu Agrawal Dr., New Delhi
 Himanshu Srivastava, Student, IIT, Kanpur
 Himanshu Thakkar, Researcher, New Delhi
 Hitesh Aya
 Imran Siddiqi, Scientist, CCMB, Hyderabad
 Indira Ghosh, Scientist, Malleswaram, AP
 Indrajit Dutta, Post-Doc Fellow, IMS, Chennai
 Indranil Dutta
 Indu Lakhani, MI, USA
 Indumathi, IMS, Chennai
 In-Young Cho
 Irfan Muzaffar
 Jagadheep D. Pandian
 Jagdish, Bangalore
 Jai Kumar Radhakrishnan, Scientist, TIFR,
 Mumbai
 Jairaj Sounderrajan, Asha Edu, San Jose, USA
 Jamuna Rangachari, Computer Professional
 Janaki J. Joshi, Sydney, Australia
 Jawahar Swaminathan, Scientist, Cambridge,
 U.K.
 Jay Swaminathan, USA
 Jayant Kulkarni, Graduate Student
 Jayanti, Minneapolis, USA
 Jayaram Rajagopalan, Systems Engineer,
 Chennai
 Jayaram, USA
 Jayaram, Washington DC, USA
 Jayashree Ranjardhan, Redmond, WA, USA
 Jayashree Rajagopalan, Fremont, CA, USA
 Jayashree Ramadas, HBCSE, TIFR, Mumbai
 Jayendu Krishna, Researcher, JNU, New Delhi
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 Jodie Galoy
 Johannes Manjrekar Dr., Microbiology, MS
 Univ., Baroda
 Jyotsnna Rao Dr., Chennai
 Jyoti Punwani, Journalist, Mumbai
 Jyotirmoy Chaudhuri
 Jyotsna Chatterjee Prof., Nuclear Physicist
 Jyotsna Dhawan, Scientist, CCMB, Hyderabad
 Jyotsna Vijapurkar, HBCSE, TIFR, Mumbai
 K. Jain, Engineer, Noida
 K. R. Jayasankar, Academician
 K. Ramakrishnan, Teacher, Bharathiar Univ.
 K. Rema, Research Scholar, Bangalore
 K. S. Balaji, Chennai
 K. Subramaniam, HBCSE, TIFR, Mumbai
 Kailash N. Dattkaya, Designer
 Kakoli Caprihan, Washington DC, USA
 Kala Lakshminarayanan, College Park, USA
 Kalpana
 Kalyan Ray, Journalist, Deccan Herald, Delhi
 Kamal Gursahani, Engineer, Texas, USA
 Kamal Lodaya, IMS, Chennai
 Kamalesha Bhaumik, Research & Teaching, SINGP,
 Kolkata
 Kanan Puntambekar, Minneapolis, USA
 Karthik, Asha for Education, Boston, USA
 Karthik Choudhary, Seattle, USA
 Kaushik Subramanian
 Kaustubh Desai, Sunnyvale, CA, USA

Kaveena Mathi
 Kavitha Avasthi, MD, USA
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 Kavitha, Hyderabad
 Kavitha, Student, TIFR, Mumbai
 Kedar Soman, Mumbai
 Kiran Karadi, USA
 Kiran Singh, California, USA
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 Kirpa Ahluwalia, Student, Chennai, India
 Kiruti Dey, Asha, Connecticut, USA
 Kopal Barmoun Jha, Taikoma Park, MD, USA
 Kousalya
 KP Subbalakshmi, NJ, USA
 KP Yogendra, Mumbai
 Krandi Tantwai
 Kirpa Sundar, USA
 Krishnamurthy Viswanathan, California, USA
 Krishnan, Student
 Kulni Mehta
 Lakshmi, Student
 Leela Tharani, Mumbai
 Leela Manchala, Fundraiser, Philadelphia, USA
 Leena Abraham, Researcher, TISS, Mumbai
 Lokesh Bhargava
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Abbreviations used

AIIMS – All India Institute of Medical Sciences, Delhi
ASI – Anthropological Survey of India, Kolkata
BARC – Bhabha Atomic Research Centre, Bombay
CCMB – Centre for Cellular and Molecular Biology, Hyderabad
CD – Communications Design
CDRI – Central Drug Research Institute, Lucknow
CIEFL – Central Institute for English and Foreign Languages, Hyderabad
HRI – Harish-Chandra Research Institute, Allahabad
IDS – Institute of Development Studies, Chennai
IFA – India Foundation for the Arts, Bangalore
IIA – Indian Institute of Astrophysics, Bangalore
IICT – Indian Institute of Computer Technology, Hyderabad
IIIT – Indian Institute of Information Technology, Allahabad
IISc – Indian Institute of Sciences, Bangalore,
IIT – Indian Institute of Technology
IMS – Institute of Mathematical Sciences, Chennai
IRMA – Institute of Rural Management, Anand
ISI – Indian Statistical Institute, Bangalore
IUCAA – Inter University Centre for Astronomy and Astrophysics, Pune
JNU – Jawaharlal Nehru University, Delhi
NCBS – National Centre for Basic Sciences, Kolkata
NCBS – National Centre for Biological Sciences, Bangalore
NRSA – National Centre for Remote Sensing and Astronomy, Hyderabad
PRL – Physical Research Laboratory, Ahmedabad
RRI – Raman Research Institute, Bangalore
SAC – Space Application Centre, Ahmedabad
SINP – Saha Institute of Nuclear Physics, Kolkata
TIFR – Tata Institute of Fundamental Research, Bombay
TISS – Tata Institute of Social Sciences, Bombay
TNSF – Tamil Nadu Science Forum, Chennai



A list of the newspaper articles and editorials published during the campaign against the closure of Eklavya's school education programmes:

No.	Article	Author	Newspaper	Date
1	Hoshangabad Science Teaching Programme Should Continue	Zamiruddin	Hindustan Times	18.02.2002
2	Dilemma of Popular Democracy	Amman Madan	M.P. Chronicle	26.02.2002
3	Rewriting History I	R.Champakalakshmi	The Hindu	25.03.2002
4	Rewriting History II	R.Champakalakshmi	The Hindu	26.03.2002
5	Hoshangabad Science Teaching Programme	Saman Habib & Amit Misra	Current Science	10.04.2002
6	HSTP Method of Teaching Science Facing Closure	Deepak Arora	Synergy.com	11.05.2002
7	Education: Dead Hand of Obscurantism	Editorial	Economic & Political Weekly	25.05.2002
8	A Story Retold	Meena Menon	The Hindu	30.06.2002
9	A Story Retold	Meena Menon	Humanscape	30.06.2002
10	Abrupt Closure of the HSTP Programme	-	Teheika.com	25.07.2002
11	Closure of Hoshangabad Science Teaching Programme	Arvind Sardana	M.P. Chronicle	02.08.2002
12	Eklavya : Closure Notice	CN Subramaniam Rashmi Pallwal	Economic & Political Weekly	03.08.2002
13	Hoshangabad Science : Doomed anyway	Sushil Joshi	Hindustan Times	03.08.2002
14	Curtains for Innovative Education Programme in MP	V. Krishna Ananth	The Hindu	04.08.2002
15	Storm in a Test Tube	Deepak Tiwari	The Week	04.08.2002
16	Knowing the World Through Science	MV Ramana	Daily Times	04.08.2002
17	Rejoice! Child Education Is In Focus	Zamiruddin	Hindustan Times	05.08.2002
18	Eklavya Loses Thumb Again	Harbans Mukhla	The Hindu	05.08.2002
19	Of Laziness & Tenancy	Meena Menon	The Hindu	11.08.2002
20	Eklavya's Thumb	Anil Sadgopal	Hindustan Times	13.08.2002
21	A Black Day in Education	Ramakant Agnihotri	Shikshantar	18.08.2002
22	Dead Hand of Obscurantism	Manu N. Kulkarni	Economic & Political Weekly	24.08.2002
23	Learning To Question	Urjit A Yajnik	on a website	01.09.2002
24	Axing a Science Teaching Programme	R. Ramachandran	Frontline	13.09.2002
25	Experiments with Truth	Sopan Joshi	Down to Earth	15.09.2002
26	Interview with Com. Sukdev	Praveen	People's March	01.11.2002
27	India's Most Active Education NGOs	Summiya Yasmeen	Education World	01.11.2002
28	A Practical Scheme Uprooted	Serish Naniseti	Sunday Express	03.11.2002
29	M.P. Govt. Orders Closure of Hoshangabad Science Teaching Prog.	Sushil Joshi	Current Science	25.11.2002
30	A Black Day in Education	Ramakant Agnihotri	Manushi	20.12.2002
31	Innovations Cannot Last Forever	Amita Sharma	Manushi	20.12.2002
32	Closure of Hoshangabad Vigyan - Dignity as BJP's Pointsman	Vinod Raina	AIPSN Newsletter	-
33	Understanding Educational Innovation in India - The Case of Eklavya	Sarada Balagopalan	Education Dialogue	Monsoon '03
34	The Science and Art of Learning	Ramakant Agnihotri	Manushi	01.12.03
35	Stifling Innovation	C. N. Subramaniam	Manushi	01.12.03



एकलव्य के स्कूली कार्यक्रमों को बंद किए जाने के विरोध में जारी अभियान के दौरान अखबारों में छपे लेख व सम्पादकीय:



क्र.	शीर्षक	लेखक	अखबार	तारीख
1	प्रतिगामी निर्णय	सम्पादकीय	दैनिक भास्कर, भोपाल	11.02.2002
2	ज़िला योजना समिति ने आगामी शिक्षा सत्र से होशियारिका बंद करने का महत्वपूर्ण निर्णय लिया	सम्पादकीय	नगरकथा, इटारसी	11.02.2002
3	होशंगाबाद विज्ञान पाठ्यक्रम बंद करना अनुचित	सम्पादकीय	दैनिक हिन्द संतरी	13.02.2002
4	हत्या न हो शिक्षण शिक्षण की	सम्पादकीय	द. नई दुनिया, भोपाल	20.02.2002
5	एक अवैधानिक निर्णय	शिवाभारथण गौर	जनसत्ता, दिल्ली	25.02.2002
6	मध्यप्रदेश में भी शिक्षा का तालिबानीकरण	रामप्रकाश/सम्पादकीय	दैनिक जागरण, भोपाल	25.02.2002
7	होशंगाबाद विज्ञान बंद करने का निर्णय दुर्भाग्यपूर्ण	रमेश चन्द्र साहू	दैनिक गर्जना, पिपरिया	26.02.2002
8	अपने मूल ज़िले से उखाड़ी जा रही है होशंगाबाद विज्ञान	राकेश दीवान	राज्य की नई दुनिया	05.03.2002
9	विकेन्द्रीकरण का सामंती चेहरा	डॉ. सुशील जोशी	दैनिक संवाद कुंज	14.03.2002
10	होशंगाबाद विज्ञान : जिन खोजा तिन पाइयां	सम्पादकीय	दैनिक गर्जना, पिपरिया	15.03.2002
11	होशंगाबाद विज्ञान की अहमियत समझना ज़रूरी एकलव्य के पीछे पड़े हैं राजपुरुष	डॉ. सुरेश मिश्रा	नवभारत, भोपाल	18.03.2002
	होशंगाबाद विज्ञान को ऐच्छिक विषय रखकर निर्णय विद्यार्थियों पर छोड़ दिया जाए होशंगाबाद विज्ञान के छात्र प्रयोगशाला के चूहे नहीं हैं!	राकेश दीवान	साध्य प्रकाश, भोपाल	19.03.2002
	वैज्ञानिक चिन्तन का दर्शन : क्षमताएं और सीमाएं एकलव्य चा अंगठा नखें, हात! (मराठी)	सम्पादकीय	नगरकथा, इटारसी	
	पुनर्विचार की ज़रूरत शैक्षिक क्षेत्र में एक प्रतिगामी निर्णय शिक्षा का इतिहास पलटने वाला फतवा बच्चों का प्रिय पात्र सवालौराम आया होशंगाबाद विज्ञान के सवालौराम का खत एकलव्य का अंगूठा एकलव्य : मुझको शिकते करण्य्याचा प्रयोग (मराठी)	रेक्स डी. रोज़ारियो	सर्वोदय प्रेस सर्विस शिक्षा विमर्श, जयपुर	05.04.2002
	होशंगाबाद विज्ञान पर अबाउट टर्न विज्ञान के विरुद्ध	साधना सक्सेना	शिक्षा विमर्श, जयपुर	04.05.2002
	प्रयोग से परहेज़ लोक-चेतना के होशंगाबाद विज्ञान की लोकतंत्र में मौत कितना तर्कसंगत है होशंगाबाद विज्ञान बंद करने का निर्णय आपसी चर्चा एकलव्य चा अंगठा हवाय! (मराठी)	प्रकाश बूट्टे	साप्ताहिक सकाळ, पुणे	01.07.2002
	होशंगाबाद विज्ञान बिरादरी - विकल्प के चारिसे एका वेगल्या प्रयोगाचा गळा घोटळा जातीय (मराठी)	सम्पादकीय	देशबन्धु, भोपाल	25.07.2002
	शिक्षा को आज़ाद करें, शिक्षक को आज़ाद करें होशंगाबाद विज्ञान होशंगाबाद पर हमला क्यों आए होशंगाबाद विज्ञान विज्ञान के विरुद्ध शिक्षा बाल विज्ञान नहीं, शुद्ध विज्ञान नवाचार के विरोध पर एक नज़र होशंगाबाद में विकसित विकल्प और सरकारी सौध	रामप्रताप गुप्ता	देशबन्धु, भोपाल	26.07.2002
		डॉ. अनिल सद्गोपाल	दैनिक भास्कर, भोपाल	27.07.2002
		डॉ. सुशील जोशी	राज्य की नई दुनिया	30.07.2002
		राग तेलंग	राज्य की नई दुनिया	30.07.2002
		प्रखाली देसाई	दैनिक संवाद, होशंगाबाद	31.07.2002
		प्रकाश बूट्टे	मिळून सारआजाणी, पुणे	01.08.2002
		रामप्रकाश/सम्पादकीय	दैनिक जागरण, भोपाल	03.08.2002
		मकुल प्रियदर्शनी /सिमता गुप्ता	जनसत्ता, दिल्ली	04.08.2002
		के.आर. शर्मा	जनसत्ता, दिल्ली	04.08.2002
		रमेश दवे	दैनिक जागरण, भोपाल	12.08.2002
		के.आर. शर्मा	राज्य की नई दुनिया	13.08.2002
		प्रकाश बूट्टे	लोकसत्ता, मुम्बई	25.08.2002
		डॉ. सुशील जोशी	स्रोत, भोपाल	01.09.2002
		प्रकाश बूट्टे	आपल महानगर, मुम्बई	04.09.2002
		प्रो. यशपाल	दैनिक भास्कर, भोपाल	05.09.2002
		सम्पादकीय	नर्मदाबल, होशंगाबाद	15.09.2002
		कृष्ण कुमार	जनसत्ता, दिल्ली	21.09.2002
		दुलदुल विश्वास	शिखर वार्ता, भोपाल	30.09.2002
		राधयेन्द्र प्रपन्न	जनसत्ता, दिल्ली	01.10.2002
		राधयेन्द्र प्रपन्न	हिन्दुस्तान, दिल्ली	11.11.2002
		रेक्स डी. रोज़ारियो	सामयिक वार्ता, दिल्ली	01.12.2002
			ईस, दिल्ली	01.08.2003

होशंगाबाद, हरदा, धार जिलों व म. प्र. के कई अन्य स्थानों से कार्यक्रम के संदर्भ में लोगों की राय...

जिला योजना समिति सदस्यों द्वारा पुनर्विचार की मांग

विषय : होशंगाबाद विज्ञान के संदर्भ में निवेदन

दिनांक 7 फरवरी 2002 को आयोजित जिला योजना समिति की बैठक में मैं विलम्ब से पहुंचा था। तब तक होशंगाबाद विज्ञान विषय को जिले में बंद करने का निर्णय किया जा चुका था। इसलिए मैं बैठक में इस विषय पर अपना अभिमत प्रस्तुत नहीं कर पाया जिसका मुझे खेद है।

जिला सरकार के कार्यों, दायित्वों, अधिकारों से संबंधित म.प्र. शासन के दस्तावेज, आदेश पुस्तिका एवं माननीय डॉ. सीताशरण शर्मा की मांग के तारतम्य में कार्यालय जिला शिक्षा अधिकारी होशंगाबाद द्वारा प्रेषित संक्षेपिका का अध्ययन करने के बाद मैं इस नतीजे पर पहुंचा हूँ कि पाठ्यक्रम निर्धारण संशोधन एवं परिवर्तन का अधिकार राज्य शासन का है। चूंकि होशंगाबाद विज्ञान का पाठ्यक्रम म. प्र. शासन शालेय विज्ञान विभाग के अनुमोदन से संचालित है, अतः इसमें किसी तरह के फेरबदल के लिए वही अधिकृत एजेंसी है।

मेरा निवेदन है कि राज्य शासन के अधिकार का अतिक्रमण करने वाले किसी भी प्रस्ताव व निर्णय से हमें बचना चाहिए। राज्य सरकार और जिला सरकार के बीच किसी भी विरोधाभास को टालना ही उचित है।

करो और सीखो विधि पर आधारित होशंगाबाद विज्ञान, पर्यावरण से जुड़ा पाठ्यक्रम है। ऐसे पाठ्यक्रम की हमारे जैसे कृषि प्रधान देश को अत्यन्त आवश्यकता है। इस पाठ्यक्रम का कई कसौटियों पर परीक्षण, समीक्षा व मूल्यांकन के उपरांत ही राज्य शासन ने 1978 में इसे होशंगाबाद जिले में अपनाया था और 1986 में अन्य 14 जिलों के एक-एक शाला संकुल में इसका विस्तार हुआ था। इस नई पद्धति को लागू करते समय शासन की मंशा और अपेक्षा क्या थी? क्या वे अपेक्षाएं पूरी हुई हैं? इन सब पहलुओं से हमारा व समिति सदस्यों का अवगत होना मुझे ज़रूरी लगता है। विभिन्न विशेषज्ञ समितियों, शीर्षस्थ वैज्ञानिकों, शिक्षाविदों ने समय-समय पर इस विधि की समीक्षा कर अपने जो मत प्रकट किए उस पर भी हमें विचार करना चाहिए। मुझे प्राप्त जानकारी के अनुसार होशंगाबाद विज्ञान शिक्षण विधि की विभिन्न विशेषताओं को लेकर विशेष अध्ययन, शोध प्रबंध व लघु शोध प्रबंध उपलब्ध हैं; उन पर गौर करना चाहिए। कुछ शोध प्रबंध होशंगाबाद विज्ञान पद्धति एवं परंपरागत विज्ञान शिक्षण पद्धति के तुलनात्मक अध्ययन से संबंधित हैं; उन पर विशेष ध्यान दिया जाए ऐसा मेरा आग्रह है।

मेरा आग्रह (कृपा नं. 8) में लागू होशंगाबाद विज्ञान शिक्षण कार्यक्रम की विधि से पढ़कर नवमी तक पढ़ने वाले छात्रों की उपलब्धि व ग्याहरवीं व बारहवीं में विज्ञान विषय लेकर पढ़ने वाले छात्रों की उपलब्धि, पी.ई.टी., पी.एम.टी. व अन्य प्रतियोगी परीक्षाओं में होशंगाबाद जिले के छात्रों की उपलब्धि सीमावर्ती जिलों रायसेन, नरसिंहपुर, छिंदवाड़ा व बैतूल से तुलना करते हुए विस्तृत रिपोर्ट तैयार की जाना चाहिए। तभी हम इस विज्ञान पद्धति के बारे में कोई पुख्ता राय बना सकते हैं। अंग्रेजी विषय में असफल होकर स्कूल छोड़ने वाले छात्रों की संख्या अधिक है। बहुत से छात्र



गणित-अंग्रेजी में लगातार असफलता के कारण अपनी पढ़ाई आगे जारी नहीं रख पाते। हिन्दी हमारी मातृभाषा है। फिर भी कक्षा आठवीं का छात्र शुद्ध हिन्दी पढ़, लिख, बोल व समझ क्यों नहीं पाता? गणित, अंग्रेजी एवं हिन्दी पाठ्यक्रम के ये निराशाजनक परिणाम क्या उसके बंद होने के कारण बन सकते हैं? अतः मेरा आग्रह है कि शिक्षा व्यवस्था, पाठ्यक्रम और उसकी पद्धति को पूरी समग्रता में देखा जाना चाहिए।

यह सर्वविदित है कि आठवीं के बाद लगभग आधे छात्र पढ़ाई छोड़कर अपने घर के कामों में किसान, मजदूरी या घरेलू धंधे आदि में लग जाते हैं। होशंगाबाद विज्ञान से अज्ञित समझ अपने-अपने कार्यों में मददगार साबित होती है। खेत का नक्शा बनाना, क्षेत्रफल निकालना, वनस्पतियों में प्रजनन, फसलों की सुरक्षा, मिट्टी व पानी का परीक्षण, जड़ पत्ती एवं पत्तियों की जानकारी के साथ ही अन्य ज़रूरी बातें इस पाठ्यक्रम में शामिल हैं। इस विज्ञान को पढ़ने पर कक्षाओं में गए विद्यार्थियों से चर्चा करने से यह स्पष्ट हो जाता है कि उनमें वैज्ञानिक चिंतन कल्पनाशीलता, जिज्ञासा व तार्किक क्षमता अन्य विद्यार्थियों की अपेक्षा बेहतर है।

विज्ञान पढ़ाने की इस विज्ञान शिक्षण विधि के कारण ज़िले को शैक्षिक जगत में विशेष पहचान मिली। फलस्वरूप यह विधि सारे देश में 'होशंगाबाद विज्ञान शिक्षण कार्यक्रम' के रूप में जानी जाती है। विभिन्न देशों, प्रदेशों के शैक्षिक दलों ने यहां आकर इस विधि से शिक्षण कार्य को करीब से देखा है व इसकी प्रशंसा की है। जाने-माने वैज्ञानिक प्रो. यशपाल व जयंत नार्लीकर ने इसे सराहा है। सभी ने विज्ञान सीखने-पढ़ने की सभी प्रचलित विधियों में इसे श्रेष्ठ बताया है।

शिक्षा में नवाचार के इस अद्वितीय व अभिनव प्रयोग के इस नासमझी भरे अंत से मैं अत्यंत व्यथित और दुःखी हूँ तथा होशंगाबाद विज्ञान बंद करने के प्रस्ताव के प्रति विनम्रता पूर्वक अपनी असहमति ज़ाहिर करता हूँ।

7 अगस्त 2002 को माननीय मुख्यमंत्री श्री दिग्विजय सिंह जी की अध्यक्षता एवं प्रसिद्ध वैज्ञानिक प्रो. यशपाल की उपस्थिति में होशंगाबाद विज्ञान व प्रदेश की विज्ञान शिक्षा के सम्बंध में उच्च स्तरीय बैठक आयोजित की गई थी। इस बैठक में माननीय मुख्यमंत्री जी ने निर्देश दिया था कि होशंगाबाद विज्ञान का विस्तृत मूल्यांकन करवा कर इसके सकारात्मक अनुभवों को नए पाठ्यक्रम में समावेश कर पूरे प्रदेश को लाभान्वित किया जाएगा। माननीय मुख्यमंत्री जी के निर्देशानुसार राजीव गांधी शिक्षा मिशन द्वारा उक्त मूल्यांकन कार्य करवाया जा रहा है। होशंगाबाद विज्ञान के बारे में राजीव गांधी शिक्षा मिशन की मूल्यांकन रिपोर्ट आने की ज़िला योजना समिति को प्रतीक्षा करनी चाहिए, ऐसा मेरा आग्रह है। अंत में समिति से इस मुद्दे पर पुनर्विचार का निवेदन करता हूँ। अगर ऐसा होगा तो मुझे खुशी होगी।

मार्शल बनोरिया

सदस्य, ज़िला योजना समिति, होशंगाबाद एवं उपाध्यक्ष, नगरपालिका परिषद्, विपरिबा

विषय: होशंगाबाद विज्ञान बंद करने के लिए निर्णय पर पुनः विचार हेतु

उपरोक्त निवेदन है कि ज़िला योजना समिति द्वारा होशंगाबाद विज्ञान बंद करने के फैसले के विचारणीयता के अनुसार मुख्यमंत्री जी के निर्देशानुसार होशंगाबाद विज्ञान का मूल्यांकन सकारात्मक पहलुओं को म. प्र. की विज्ञान शिक्षा का हिस्सा बनाने का प्रयास चल

रहा है। इस हेतु माननीय मुख्यमंत्रीजी के निर्देशानुसार राजीव गांधी मिशन द्वारा इस पाठ्यक्रम का मूल्यांकन करवाया जा रहा है।

होशंगाबाद विज्ञान पद्धति से पढ़ने वाले छात्रों के बेहतर प्रदर्शन व अन्य तथ्यों से अवगत होकर मुझे लगता है कि इस विधि को बंद करना ज़िले व छात्रों के हित में नहीं होगा। विभिन्न वैज्ञानिकों, शिक्षाविदों व विशेषज्ञों, समितियों के मत, रटकर विज्ञान पढ़ने के बजाए प्रयोग करने व प्रयोग द्वारा विज्ञान सीखने के हिमायती रहे हैं। अतः मेरा आग्रह है कि इस निर्णय पर पुनर्विचार किया जाए।

आंकार सिंह पटेल

सदस्य, ज़िला योजना समिति, होशंगाबाद एवं सदस्य, ज़िला पंचायत, होशंगाबाद

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विषय : होशंगाबाद विज्ञान को ज़िले में बंद करवाने का ज़िला योजना समिति का निर्णय

दिनांक 7 फरवरी 2002 की होशंगाबाद ज़िला योजना समिति की बैठक में होशंगाबाद विज्ञान संबंधी निर्णय के संदर्भ में एकलव्य संस्था का पत्र हमें प्राप्त हुआ है। पत्र को पढ़कर लग रहा है कि उस दिन समिति के सामने विस्तार से विषय के बारे में सब तथ्य व तर्क नहीं आ पाए। होशंगाबाद व हरदा ज़िले के परीक्षाफल के आंकड़े से तो यही लगता है कि बच्चे विज्ञान में काफी अच्छा कर रहे हैं।

मुझे बच्चों के सवालीराम को लिखे पत्र भी देखने को मिले जिससे समझ में आता है कि उन्हें प्रयोग करने में कितना आनन्द आता है और वे नये-नये सवाल पूछते हैं। उनके सवालों का जवाब एकलव्य स्रोतदल द्वारा दिए जाने से उनका और ज्ञानवर्धन होता है। मैंने अपने घर-परिवार में बच्चों को फूल, पतियां आदि इकट्ठी कर एलबम बहुत शौक से बनाते देखा है और इससे वो सीखते भी बहुत हैं।

एकलव्य के पत्र में माननीय मुख्यमंत्री की 7 अगस्त 2000 की बैठक के ब्यूरो से स्पष्ट है कि राज्य शासन उच्च स्तर पर इस कार्यक्रम का मूल्यांकन करवा कर पूरे राज्य को इसका लाभ देना चाहता है। भारत सरकार की विशेषज्ञ समिति पहले ही इसे पूरे राज्य में लागू करने की अनुशंसा कर चुकी है।

अतः मेरा आग्रह है कि ज़िला योजना समिति के निर्णय पर पुनर्विचार कर उसे वापस ले लेना चाहिए व माननीय मुख्यमंत्री द्वारा निर्देशित मूल्यांकन की रपट का इंतज़ार करना चाहिए। इस बीच ज़िला सरकार व शिक्षा विभाग ऐसे प्रशासकीय कदम उठाएँ जिससे शालाओं में बच्चों को प्रयोग करके विज्ञान सीखने में मदद मिले।

श्रीमती कमला प्रकाश सैनी

सदस्य, ज़िला योजना समिति, होशंगाबाद एवं सभापति, सड़क परिवहन एवं ऊर्जा विभाग, रोजगार निर्माण तथा उपलब्धता समिति, होशंगाबाद

विषय : होशंगाबाद विज्ञान शिक्षण कार्यक्रम के संदर्भ में।

दिनांक 7 फरवरी 2002 को आयोजित ज़िला योजना समिति की बैठक में लिखूँ गए निर्णय के विषय में समाचार पत्रों में आए कई लोगों के विचारों की जानकारी हासिल हुई। गहन मनन के बाद जो विचार उठे उन्हें मैं प्रस्तुत कर रहा हूँ।

सन् 1972 में किशोर भारती के सहयोग से शासन ने 16 स्कूलों में इस विज्ञान को लागू किया। सन्

1978 में उसकी सफलता का आकलन कर शासन ने सम्पूर्ण होशंगाबाद ज़िले में इसका विस्तार किया। इसी क्रम में आगे नर्मदा संभाग के खण्डवा, बैतूल, छिदवाड़ा एवं नरसिंहपुर ज़िलों में आंशिक संख्याओं में विस्तार किया। ऐसे ही इंदौर, उज्जैन, देवास तथा धार ज़िलों की शालाओं में कुछ शालाएं इस पद्धति से गौरवान्वित हुईं।

यही नहीं बल्कि राजस्थान की लोक जुम्बिश संस्था द्वारा खोजबीन के नाम से प्रकाशित पुस्तक का आधार बाल विज्ञान ही है। गुजरात में अविशिका द्वारा इसी पद्धति पर प्रकाशित पुस्तक 'प्रयोग करीने सीखो' के माध्यम से कुछ शालाओं में शिक्षण दिया जा रहा है। इस प्रकार होशंगाबाद ज़िले की शैक्षणिक छवि हमें अन्य राज्यों में भी दिखाई दी।

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बाल विज्ञान पुस्तक में भारतीय वरिष्ठ अंतरिक्ष वैज्ञानिक श्री यशपाल जी, अन्तर्विश्वविद्यालय खगोलशास्त्र एवं खगोल भौतिकीय शास्त्र केन्द्र (आयुका) पुणे के श्री जयंत नार्लीकर एवं आवास व शालेय शिक्षा मंत्री श्री महेन्द्र बौद्ध जी का संदेश पढ़कर मेरे विचारों में प्रीढ़ता आई।

यह कार्यक्रम आज सम्पूर्ण रूप से शासन का है क्योंकि जो भी पाठ्यक्रम बनाया गया है वह शासकीय शालाओं के शिक्षकों के अनुभवों के आधार पर निर्मित है। इसका प्रकाशन पाठ्यपुस्तक निगम जो कि शासकीय संस्था है, इसके द्वारा होता है। इसका संचालन, नियंत्रण, परीक्षण आदि शासकीय शिक्षा अधिकारियों के द्वारा होता है।

अतः सम्पूर्ण राज्य में हमारी ज़िला सरकार के द्वारा इस प्रक्रिया के विस्तार की अनुशंसा होना चाहिए। यही मेरा निवेदन है।

जमील खान

सदस्य, जिला योजना समिति, होशंगाबाद एवं पार्षद, नगर पालिका, सोहागपुर



विषय : 7 फरवरी 2002 को ज़िला योजना समिति में होशंगाबाद विज्ञान शिक्षण कार्यक्रम को बंद करने के निर्णय पर पुनर्विचार बाबत।

विषयान्तर्गत लेख है पत्र-पत्रिकाओं व समाचार पत्रों के माध्यम से यह देखा जा रहा है कि इस कार्यक्रम को बंद न किया जाए। मेरे मतानुसार ज़िला योजना समिति इस कार्यक्रम के सूक्ष्म बिन्दुओं पर गंभीरता से चिंतन करें। एक छोटी समिति गठित करें, विचार विमर्श करें एवं जनहित में निर्णय ले।

श्रेमलता चन्नगोपाल मलैया

सदस्य, जिला योजना समिति, होशंगाबाद एवं सदस्य, जिला पंचायत व जिला सरकार, होशंगाबाद

मुझे ज्ञात हुआ कि पिछले 7 फरवरी को सम्पन्न हुई ज़िला योजना समिति की बैठक में होशंगाबाद विज्ञान कार्यक्रम बंद करने का निर्णय लिया गया। मैं इस बैठक में उपस्थित नहीं था। इस मुद्दे की मुझे जानकारी भी नहीं थी।

मेरा मानना है कि इस कार्यक्रम में करके सीखो पद्धति से बच्चों को पढ़ाया जा रहा है। यह एक सकारात्मक पहल है। इसमें बच्चों को व्यवहारिक जानकारी और अपने हाथों से चीज़ें

... है। यह ज़रूर है कि इसके क्रियान्वयन में कुछ कठिनाई होती है, इन पर चर्चा करके
... जा सकता है।

... मेरा निवेदन है कि इस निर्णय पर पुनर्विचार करके तथ्यों के आधार पर निर्णय लिया जाए।

आर.पी. परते

सदस्य, ज़िला योजना समिति, होशंगाबाद

**विषय : होशंगाबाद विज्ञान शिक्षण कार्यक्रम को बंद करने के निर्णय पर पुनर्विचार करने
बाबत।**

होशंगाबाद विज्ञान शिक्षण कार्यक्रम को बंद करने के ज़िला योजना समिति के निर्णय के संबंध में ही
आर.पी. परते, सदस्य ज़िला पंचायत होशंगाबाद, श्रीमति प्रेमलता मलेया, सदस्य ज़िला योजना समिति
एवं श्री जमील खान, सदस्य ज़िला योजना समिति होशंगाबाद द्वारा प्रेषित पत्रों की छाया प्रतियां संलग्न
हैं। इस संबंध में अनुरोध है कि ज़िला योजना समिति द्वारा लिए गए निर्णय पर पुनर्विचार हेतु कार्यवाही
की जाए।

श्रीमती उमा आरसे

सदस्य, ज़िला योजना समिति, होशंगाबाद एवं अध्यक्ष, ज़िला पंचायत, होशंगाबाद

विषय : होशंगाबाद विज्ञान के संबंध में।

होशंगाबाद विज्ञान बंद करने के उपरांत इस विज्ञान से संबंधित महत्वपूर्ण तथ्यों एवं विशेषताओं को मेरे
सामने लाया गया। जिससे अवगत होकर लगता है कि यह निर्णय छात्रों के हित में नहीं है।

माननीय मुख्यमंत्री जी द्वारा गत 5 मार्च, 2002 को विधान सभा में होशंगाबाद विज्ञान की अछछाइयों
को पूरे प्रदेश में लागू करने की घोषणा की गई।

अतः मेरा निवेदन है कि माननीय मुख्यमंत्री जी की भावनाओं को समझते हुए यह निर्णय उनके ऊपर
छोड़ देना चाहिए।

श्रीमती राजा बाई पटेल

सदस्य, ज़िला योजना समिति, होशंगाबाद व सभापति, सहकारिता एवं उद्योग, ज़िला पंचायत, होशंगाबाद

7 फरवरी 2002 को आयोजित ज़िला योजना समिति की बैठक में होशंगाबाद विज्ञान से संबंधित शिक्षा
विभाग की संक्षेपिका बैठक से पूर्व नहीं मिल पाई थी, इस कारण इस विषय में पर्याप्त जानकारी व
तथ्य सदन में प्रस्तुत नहीं हो सके। शिक्षा व उसकी पद्धति एक तकनीकी मुद्दा है, अतः इस पर विषय
विशेषज्ञ, शिक्षाविद् व वैज्ञानिकों का मार्गदर्शन लेकर सम्पूर्ण जानकारी और तथ्यों के साथ होशंगाबाद
विज्ञान के विभिन्न पहलुओं पर विस्तार से चर्चा होनी चाहिए। तीस वर्ष से अपने ज़िले की माध्यमिक
शालाओं में व. प्र. शासन द्वारा अनुमोदित एवं संचालित इस शैक्षिक कार्यक्रम के संबंध में प्रदेश शासन
से भी जानकारी लेना चाहिए कि उन्होंने किस-किस विशेषता के कारण होशंगाबाद विज्ञान को इतने
लंबे समय तक चलाया।

मुझे प्राप्त जानकारी के अनुसार 7 अगस्त 2000 को माननीय मुख्यमंत्री श्री दिग्विजय सिंह जी की अध्यक्षता व सुप्रसिद्ध वैज्ञानिक प्रो. यशपाल की उपस्थिति में प्रदेश की विज्ञान शिक्षा के संबंध में उच्च स्तरीय बैठक आयोजित की गई थी। इस बैठक में माननीय मुख्यमंत्री जी ने निर्देश दिया था कि होशंगाबाद विज्ञान का विस्तृत मूल्यांकन करवा कर इसके सकारात्मक अनुभवों को विज्ञान पाठ्यक्रम में समावेश कर पूरे प्रदेश को लाभान्वित किया जाए। माननीय मुख्यमंत्री के निर्देशानुसार राजीव गांधी शिक्षा मिशन द्वारा होशंगाबाद विज्ञान शिक्षण कार्यक्रम का मूल्यांकन करवाया जा रहा है, इसलिए उक्त मूल्यांकन की रपट अने तक हमें इंतज़ार करना चाहिए।

होशंगाबाद विज्ञान पाठ्यक्रम की विशेषता के बारे में तथ्यों और पद्धति के विभिन्न पहलुओं को जानकर मुझे लगता है कि इस पर और मंथन की आवश्यकता है। अतः मैं होशंगाबाद विज्ञान बंद करने के निर्णय के प्रति पुनः विचार का आग्रह करता हूँ।

भाई जी पटेल

सदस्य, जिला योजना समिति, एवं सभापति, जिला पंचायत, होशंगाबाद

होशंगाबाद विज्ञान शिक्षण कार्यक्रम को बंद किए जाने के विरोध में लोगों की टिप्पणियाँ

होशंगाबाद विज्ञान में प्रकृति, पेड़, जड़, पत्ती, फूल, पानी, मिट्टी आदि का विस्तृत अध्ययन छात्रों को अपने पर्यावरण से जोड़ने का कारगर और बेहतर तरीका है। इस तरह का अध्ययन और विश्लेषण इस पद्धति की विशेषता है।

हमें अन्य विषय की अपेक्षा विज्ञान विषय ज़्यादा रुचिकर व अच्छा लगता था। क्योंकि इस विषय में हमें रटना नहीं पड़ता था। इसमें हमारी दिलचस्पी का यह आलम था कि हम कक्षा व कक्षा से बाहर घर में लगातार क्रियाशील रहते थे। नए-नए मॉडल और नए-नए प्रयोग करने का जुगत भिड़ायी करते थे। प्रयोगों के द्वारा हमने विज्ञान की कई ऐसी अवधारणाओं को समझा जिन्हें हम पढ़कर या रटकर कभी नहीं सीख पाते। उस वक्त प्रकृति के रहस्यों को जानने-समझने का कौतूहल और जिज्ञासा हमारे अंदर मौजूद रहती थी। हम अपने अंदर घुमड़ने वाले सवाल के उत्तर के लिए सवालोराम को घिट्टी लिखते थे। सवालोराम से उत्तर पाकर हमारा उत्साह बढ़ता था और खोज की प्रवृत्ति बढ़ती थी। शिक्षक की निगाह में व कक्षा में सवालोराम का पत्र पाने से हमारा महत्व अपने आप बढ़ जाता था।

दीपक रजक

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हम अधोहस्ताक्षरकर्ता विगत कई वर्षों से स्वेच्छिक तौर पर होशंगाबाद विज्ञान के स्रोत व्यक्तियों के रूप में जुड़े हैं। इस जुड़ाव का कारण यह विश्वास रहा है कि होशंगाबाद शिक्षण कार्यक्रम के माध्यम से विज्ञान की शिक्षा में मूलभूत और सकारात्मक परिवर्तन को लाया जा रहा है। शिक्षाशास्त्र के अनुसार निचली कक्षाओं में विज्ञान की शिक्षा में प्रयोगों और गतिविधियों का

तथ्यों की तुलना में अधिक महत्व दिया जाना चाहिए ताकि विद्यार्थियों में वैज्ञानिक दृष्टिकोण के साथ ही ऐसे कौशलों का विकास हो सके जिनके माध्यम से वे स्वयं उच्च कक्षाओं में आवश्यकतानुसार वांछित जानकारी प्राप्त करने में सक्षम हो जाएं। इस सिद्धांत को शिक्षा जगत में सार्वभौमिक रूप से स्वीकार किया जाता है।

...हम आपका ध्यान केवल कार्यक्रम के उन पहलुओं की ओर आकर्षित करना चाहेंगे जिनके कारण यह विज्ञान शिक्षण के क्षेत्र में एक मार्गदर्शक प्रयास के रूप में जाना जा रहा है। शालाओं के शिक्षकों को एक मंच पर इस कार्यक्रम के माध्यम से सफलतापूर्वक जिस प्रकार लाया गया है, उसकी मिसाल देश में अन्यत्र देखने को नहीं मिलती। परीक्षा प्रणाली में जिन सुधारों की राष्ट्रीय स्तर पर अब केवल चर्चा प्रारम्भ हुई है, उनका क्रियान्वयन इस कार्यक्रम में पिछले बीस वर्षों से हो रहा है।

आपसे अनुरोध है कि उपरोक्त तथ्यों के दृष्टिकोण से इस प्रकरण में हस्तक्षेप करें तथा यह सुनिश्चित करें कि जिस कार्यक्रम के कारण होशंगाबाद ज़िले को राष्ट्रीय तथा अंतर्राष्ट्रीय स्तर पर सराहना मिली है उसे अनावश्यक रूप से हानि नहीं पहुंचे।

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9. डॉ. वी. पी. सिंह, प्रोफेसर, विभागाध्यक्ष, " " " "
10. डॉ. भारत सिंह, एनवायरनमेंट मैनेजमेंट एंड प्लांट साइंसेज, विक्रम युनि., उज्जैन
11. प्रो. एस के बिल्लौरे, प्रोफेसर, एनवायरनमेंट मैनेजमेंट एंड प्लांट साइंसेज, विक्रम युनि., उज्जैन
12. डॉ. डी. एम. कुमावत, लेक्चरर, एनवायरनमेंट मैनेजमेंट एंड प्लांट साइंसेज, विक्रम युनि., उज्जैन
13. प्रो. आर. सी. वर्मा, रीडर, एनवायरनमेंट मैनेजमेंट एंड प्लांट साइंसेज, विक्रम युनि., उज्जैन
14. डॉ. आर. के. छजलानी, प्रोफेसर, भौतिकी अध्ययन शाला, विक्रम वि. वि., उज्जैन
15. डॉ. एस. बी. श्रीवास्तव, भौतिक अध्ययन शाला, विक्रम वि. वि., उज्जैन
16. डॉ. नरेश पुरोहित, सलाहकार, राष्ट्रीय सामुदायिक स्वास्थ्य कार्यक्रम, उज्जैन
17. डॉ. श्याम सुन्दर निगम, निदेशक, श्री कावेरी शोध संस्थान, उज्जैन

“जहां तक व्यावसायिक शिक्षा जैसे तकनीकी शिक्षा और चिकित्सा शिक्षा का सवाल है तो मैं आपको बता दूँ ये दोनों ही प्रयोगों पर आधारित रहती हैं। जब विद्यार्थी एकदम से इन महाविद्यालयों में जाता है तो शुरूआती चरणों में तो उसे कुछ समझ में नहीं आता। अगरे विद्यार्थी को प्रयोगों द्वारा सीखने की आदत है तो ऐसे लोगों को इन प्रयोगों परेशानी का सामना नहीं करना पड़ता है और लोग जो रटकर आते हैं उन्हें भी सामना करना पड़ता है।

तो महानुभाव में आपका ध्यान आज की बबती हुई प्रतिस्पर्धा की ओर आकर्षित करना चाहता हूँ। इसे मैं एक उदाहरण देकर समझाना चाहता हूँ - यदि लोहे को कुछ दिन तक ऐसे ही रखा रहने दें तो उस पर जंग लग जाती है उसी प्रकार अगर दिमाग का उपयोग न किया जाये तो उसमें भी जंग लग जायेगी। कहने का मतलब यह है कि आज के इस प्रतियोगी युग में किसी भी विद्यार्थी को चारों तरफ से ज्ञान बटोरना होता है चाहे वो भीतिकी हो, रसायन हो, गणित हो। जब तक दिमाग एक्टिव नहीं होगा तब तक आदमी चारों तरफ से ज्ञान नहीं बटोर सकता।

जिस प्रकार हम गीली मिट्टी को मनमाना आकार दे सकते हैं उसी प्रकार से हम अपने दिमाग को भी तेज़-तर्रार बना सकते हैं। अगर शुरूआत से ही प्रयोग आधारित शिक्षा ग्रहण की है तो विद्यार्थी और दिमाग दोनों ही सक्रिय रहते हैं। इसीलिए मैं माननीय से निवेदन करूंगा कि होशंगाबाद विज्ञान को बंद करने की बजाए उसे और प्रखर और ठोस बनाने का उपाय करें। क्योंकि केवल यही विज्ञान है जो छोटे विद्यार्थियों के मिट्टी रूपी दिमाग को सक्रिय दिमाग का आकार दे सकती है और आगे की प्रतियोगिताओं का सामना करने की हिम्मत और ज्ञान दे सकती है।”

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1. जितिन कुलश्रेष्ठ (बी.ई. 2), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर
2. अमित पालीवाल (बी.ई. 2), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर
3. सौरभ पुरोहित (बी.ई. 2), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर
4. कौशल सोलंकी (बी.ई. 2), खालसा कॉलेज, जबलपुर
5. प्रशांत कुमार मिश्रा (कम्प्यूटर), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर
6. दीपक रजक (बी.ई. 2), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर
7. गोपाल मिश्रा (बी.ई. 4), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर
8. माखनलाल अहिरवार (बी.ई. 2), जबलपुर इंजीनियरिंग कॉलेज, जबलपुर

“आज शिक्षा की स्थिति पूर्णतः चरमरा गई है और इसमें आमूलचूल परिवर्तन की एक सार्थक पहल है होशंगाबाद विज्ञान। कम जानकारी के आधार पर कहा जा रहा है कि इस पाठ्यक्रम का अगली पिछली कक्षाओं से कोई तालमेल नहीं है। एकलव्य संस्था द्वारा प्रस्तुत एक अध्ययन यह स्पष्ट करता है कि इस पाठ्यक्रम का 9वीं कक्षा से गहरा संबंध है। 9वीं के 13 अध्यायों में 10 अध्यायों की आधारभूत बातें बाल वैज्ञानिक पाठ्यक्रम में मिलती हैं। इस कार्यक्रम क्रियान्वयन में आ रही दिक्कतों को दूर किए जाने की ज़रूरत है।”

म.प्र. एनजीओ फोरम की फरवरी में हुई बैठक में उपस्थित सदस्य -

- 1 ग्राम सेवा समिति (रोहना व निटाया, होशंगाबाद)
- 2 दिशा संवाद (रोहना)
- 3 प्रदीपन (बोरगांव, बैतूल)
- 4 नर्मदाघाटी अनुसंधान केन्द्र (होशंगाबाद)
- 5 प्रदान (सुखतवा)
- 6 संस्कार ग्रामोत्थान समिति (मुलताई)
- 7 सहमत संस्था (केसला)
- 8 राष्ट्रीय मानव बसाहट केन्द्र (गोपाल, घोकाडोंगरी एवं केसला)

विधायक, सविता दीवान शर्मा को एक शिक्षिका का पत्र

2002 को होशंगाबाद विज्ञान शिक्षण कार्यक्रम का राष्ट्रीय विज्ञान दिवस पर साइंस सेंटर, होशंगाबाद द्वारा सम्मान किया गया। आपने यह समाचार पढ़ा होगा। पिछले कई दिनों से लगातार होशंगाबाद विज्ञान शिक्षण कार्यक्रम को लेकर पक्ष-विपक्ष अपने तर्क प्रस्तुत कर रहा है। कैसी अजीब बात है - एक ओर सम्मान, दूसरी ओर बंद करने की मांग?

मैं अपनी व्यक्तिगत राय, पिछले 24 सालों के अनुभव की, आपके साथ बांटना चाहती हूँ, मुझे पूरी आशा है कि आप गंभीरता से विचार करेंगी।

1. **विज्ञान विषय** - जिसे भूत समझकर पढ़ना हर बच्चे के लिए काफी मुश्किल होता है। होशंगाबाद विज्ञान शिक्षण कार्यक्रम विज्ञान को रूचिकर बनाने का एक कदम है।
2. **अवलोकन करना, तर्क रखना, किसी निष्कर्ष तक पहुँचाना** यह प्रयास 6वीं के अध्याय “पतियों से जान पहचान में काफी स्पष्ट है। विशाल संसार में पतियों को दो समूह में बांटकर एक सिद्धांत तक पहुँचाने में बच्चों को कठिनाई नहीं होती। समांतर व जाली विन्यास को बीजपत्र व जड़ से जोड़कर कठिन अवधारणा की शुरुआत छठवीं में ही हो जाती है। कैसी अजीब बात है कि ज़िला योजना समिति के समक्ष (कार्यक्रम को बंद करवाने का) यही प्रस्ताव रखा था कि पतियाँ एकत्र करवाते हैं जो कठिन काम है।”
3. **विद्युत एक जटिल अवधारणा है।** बल्ब के अंदर क्या है? परिपथ कैसे बनते हैं, प्रकार कौन-से हैं? 6वीं, 7वीं व 8वीं तक विद्युत के इस जटिल हिस्से को बच्चे सेल, तार, बल्ब से आसानी से समझ लेते हैं। घरों में जो बिजली व्यवस्था है उसे समांतर क्रम में ही क्यों रखा गया? लड़कियाँ भी विद्युत के सरल प्रयोगों से एक जटिल अवधारणा को सीखती हैं, जिसका वे आवश्यकता पड़ने पर उपयोग कर सकती हैं।
4. **हमारे ज़िले की अधिकांश लड़कियाँ (गांव में विशेष) 8वीं के बाद पढ़ना बंद करती हैं।** 6वीं में पढ़े पाठ पोषण के रोचक व सरल प्रयोग यह सिखाते हैं कि मंड, वसा व प्रोटीन की जांच भोजन के हिस्सों में कैसे कर सकते हैं। जबकि प्रोटीन जांच करना एक जटिल व कठिन अवधारणा समझा जाता था। 1998 फरवरी में दक्षिण अफ्रीका के शिक्षकों व अधिकारियों का एक समूह भारत आया था। उस समय मैं 6वीं में पोषण -1 अध्याय के यही प्रयोग मंड, वसा व प्रोटीन जांच पढ़ा रही थी। उन्हें बहुत आश्चर्य हुआ कि 6वीं के बच्चे प्रोटीन परीक्षण कर रहे हैं। उन्होंने कहा कि - हमारे देश में तो बड़े-बड़े लेब हैं पर हम तो कभी यह सोच नहीं सके कि कास्टिक सोडा व नीले थोथे की कुछ बूंदों से यह कठिन प्रयोग किया जा सकता है। लड़कियाँ अपने भोजन (संतुलित) के बारे में छोटी उम्र में जान लें, यह ज़रूरी है।

आप ही सोचिए कि क्या पाठ्यक्रम विषय वस्तु को कोई भी बिना विश्लेषण व जांच के बंद कर सकता है? मुझे पूरी उम्मीद है कि आप अपनी प्रतिक्रिया व विचारों से सदन के बीच एक प्रश्न अवश्य खड़ा करेंगी कि - विज्ञान रटने का विषय नहीं, बल्कि समझने का विषय क्यों नहीं बन सकता?

सुनीला मसीह

विद्युत कन्या शाला, सोहागपुर, ज़िला होशंगाबाद



“करो और सीखो” विधि पर आधारित होशंगाबाद विज्ञान के क्रियान्वयन में आ रही। कठिनाइयों को दूर कर पाठशालाओं में विज्ञान शिक्षण का उपयुक्त वातावरण बनाना व्यवस्था करने का दायित्व जनता और जनप्रतिनिधियों का है। वे इस पद्धति के दोष जिम्मेदारी से नहीं बच सकते।

..... होशंगाबाद विज्ञान पाठ्यक्रम हमारे जैसे कृषि प्रधान देश के लिए एक जरूरी पाठ्यक्रम है। इस विज्ञान के अन्तर्गत मिट्टी, पानी परीक्षण, फसलों की सुरक्षा, बीज, पत्ती, फल, फूल, जड़, खेत का नक्शा और उसका मापन, जीव जन्तुओं, वनस्पतियों की विशेषता, विविधता और उनका जीवन चक्र आदि कई कृषि एवं जीवन उपयोगी बातें सीखने-समझने का अवसर मिलता है।

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कम लागत में विज्ञान प्रयोग करने की विशेषता के कारण होशंगाबाद विज्ञान की खिल्ली उड़ाना बौद्धिक दिवालियापन है।..... न्यूटन ने बगीचे में बैठे-बैठे पेड़ से गिरते सेब को देखकर गुरुत्वाकर्षण का नियम प्रतिपादित किया था। पानी के टब में नहाते-नहाते आर्किमिडीज़ ‘यूरेका यूरेका’ कहकर चिल्ला उठा था,.... कहने का तात्पर्य यह है कि विज्ञान व उसके सिद्धांत पूरी प्रकृति में विद्यमान हैं, ज़रूरत उठाको पहचानने, समझने व सीखने की है। इस दृष्टि से होशंगाबाद विज्ञान छात्रों में खोज करने का उत्साह व जिज्ञासा पैदा करने वाला पाठ्यक्रम है।”

नरेन्द्र सिंह पटेल (गलघावाले)

भारतीय जनता पार्टी किसान मोर्चा, पिपरिया, 7 मार्च, 2002

“किसी भी संचालित पद्धति में बिना मूल्यांकन के परिवर्तन करना बच्चों की शिक्षा के प्रति उचित नहीं है। अतः बच्चों के बौद्धिक विकास के लिए सहज एवं सरल प्रणाली के अन्तर्गत होशंगाबाद विज्ञान शिक्षण कार्यक्रम संचालित रखने की अनुकम्पा करें।”

अनिल पटेल

कांग्रेस कमेटी के अध्यक्ष, हरदा, 7 मार्च, 2002

“इस निर्णय से हमें अत्यधिक चिंता हुई क्योंकि यह कार्यक्रम हरदा ज़िले में भी चल रहा है और हरदा ज़िले के छात्र-छात्राएं तो गत वर्षों में राज्य व राष्ट्र स्तर की विज्ञान की प्रतियोगिताओं में अग्रणी स्थान पर आते रहे हैं। हमारा मानना है कि राजनीति विज्ञान की पढ़ाई में आड़े नहीं आनी चाहिए। आज के इस आधुनिक युग में बच्चे प्रयोग करके नहीं सीखेंगे तो वे आगे कैसे बढ़ पायेंगे?..... इस प्रकार के किसी भी कार्यक्रम में लगातार सुधार के अवसर होते ही हैं। सत्ता के विकेन्द्रीकरण के दौरान बने ज़िला योजना समिति व ज़िला सरकार जैसे ढांचों की तो यह भूमिका होनी चाहिए कि ऐसे कार्यक्रमों में आ रही दिक्कतों या व्यवस्थागत समस्याओं को दूर कर उन्हें और कारगर बनाएं।.... अगर स्कूलों में पढ़ाई नहीं हो रही, तो हम क्या ये कहेंगे कि स्कूलों को बंद कर दो?”

नरेन्द्र पालीवाल

पूर्व उपमुख्य, हरदा ज़िला कांग्रेस कमेटी

“ज़िला योजना समिति में जो निर्णय लिया गया वो उचित प्रतीत नहीं होता है। इस संबंध में शिक्षाविदों एवं वैज्ञानिकों की राय लिए जाने एवं उसके सुपरिणाम अथवा दुष्परिणामों के बारे में विचारोपरान्त यह निर्णय लेना उचित होगा।”

मेहरबान सिंह पटेल

अध्यक्ष, कृषि उपज मंडी समिति, सेनरी हरचंद, ज़िला होशंगाबाद

“ज़िला योजना समिति के कुछ सदस्यों से चर्चा करने पर अहसास हुआ कि इतना अहम फैसला हो जाने के बावजूद उन्हें इस विषय में कोई खास जानकारी या तथ्य मालूम नहीं थे।.... मेरी समझ है कि कोई भी पाठ्यक्रम शिक्षकों या छात्रों की पसंदगी के आधार पर न चलाया जाता है और न बंद किया जाता है। पाठ्यक्रम की परख शिक्षा शास्त्रीय कसौटियों पर की जाती है।... यह भी विचारणीय है कि म. प्र. शासन ने होशंगाबाद विज्ञान को किस विशेषता के आधार पर तीस सालों तक चलने दिया जबकि इस बीच जनता पार्टी व भारतीय जनता पार्टी की प्रदेश सरकार रह चुकी है और वर्तमान में कांग्रेस शासन में है।.... होशंगाबाद विज्ञान को बंद करने के निर्णय पर पुनः विचार कर ऐसा निर्णय लें जिससे ज़िले की प्रतिष्ठा एवं विशिष्टता कायम रहे।”

शैलेन्द्र राय

अध्यक्ष, जनपद पंचायत, पिपरिया, मार्च, 2002

क्या सरकार यह मानती है कि होविशिका में जनभागीदारी नहीं है? कार्यक्रम को बंद करने के फतवे से तो यह बात ही परिलक्षित होती है कि सरकार होविशिका को जनभागीदारी का कार्यक्रम नहीं मानती है। जबकि 1972 से अब तक हजारों छात्रों, शिक्षकों और वैज्ञानिकों ने बाल वैज्ञानिक पुस्तकों के लेखन, प्रयोग, शिक्षक प्रशिक्षण, सहायक शिक्षण सामग्री के विकास में सक्रिय योगदान दिया। गांव-देहात और कस्बों के बच्चों ने तय किया कि वे विज्ञान के प्रयोगों को कम लागत वाले और सरल कैसे बना सकते हैं। विज्ञान की सचित्र प्रदर्शनी की जगह बच्चों ने बड़े पैमाने पर क्रियात्मक प्रदर्शनी बनाने में योगदान दिया। एक लम्बी सूची है जो यह बता सकती है कि इस कार्यक्रम में बड़े पैमाने पर जनभागीदारी रही है। जनभागीदारी इस कार्यक्रम की आत्मा है। इसको सरकार या कोई भी प्रबुद्ध नागरिक परख सकता है। आज प्रदेश, देश और दुनिया यह बात कह रही है कि समाज के हर क्षेत्र में जनभागीदारी से विकास हो सकता है।

म. प्र. शासन की नज़र में जनभागीदारी को क्या किरायेदारी कहते हैं? जनता को किरायेदार कहना कहां तक ठीक है? एकलव्य संस्था होविशिका में एक संयोजक की भूमिका में है किरायेदार नहीं है। यदि होविशिका को एकलव्य का कार्यक्रम मानकर सरकार मकान खाली करा रही है तो यह निहायत सामंतवादी सोच है जिसमें मालिक की मर्ज़ी से काम होगा या नहीं होगा। होविशिका यदि मात्र एकलव्य संस्था का कार्यक्रम था या है तो पिछले 20-25 वर्षों से पाठ्यपुस्तक निगम द्वारा पुस्तकें छापना, सरकारी शिक्षकों को प्रशिक्षण व बाल वैज्ञानिकों को लेखन में सरकार क्यों शामिल थी। देखा जाए तो होविशिका एक ऐसा कार्यक्रम है जिसमें संसदीय संस्था बरुबर की भागीदार है। अतः एकस्मात् एकलव्य किरायेदार और संसदीय संस्था का क्या संबंध है?

हरिप्रसाद जोशी

इंद्रपुरी, भोपाल

“..... होशंगाबाद विज्ञान अन्य जिलों में भी होशंगाबाद जिले का नाम रोशन कर रहा है। होशंगाबाद विज्ञान को बंद न किया जाये। उसे सहयोगी स्वरूप देकर उसके विकास में मदद की जाये।”

ओमप्रकाश तिवारी

जिला कांग्रेस सेवादल, होशंगाबाद, 14 फरवरी, 2002

“कार्यक्रम बंद करने का निर्णय दुखदायी कदम है। विज्ञान के जिन सिद्धांतों को हमने सहज ढंग से समझ लिया था उन्हें पढ़कर या रटकर हम कभी नहीं समझ सकते थे।”

गिरधर मल्ल

जिला महामंत्री, भारतीय जनता युवा मोर्चा, विपरिया (होशिका पूर्व छात्र)

“जिन आधारों पर होशंगाबाद जिला योजना समिति ने होशंगाबाद विज्ञान शिक्षण कार्यक्रम बंद करने की अनुशंसा की है वे पूरी तरह से तथ्यपरक नहीं है।

यदि उनके अनुसार होशंगाबाद विज्ञान शिक्षण कार्यक्रम से उत्तीर्ण छात्रों को आगे की कक्षाओं में कठिनाई आती है (जबकि यह सही नहीं है) तो आगे की कक्षाओं में शिक्षण में सुधार और परिवर्तन की मांग करना चाहिए, न कि उपयोगी, प्रयोगधर्मी, सफल कार्यक्रम को बंद करने की।

मैं समझता हूँ कि होशंगाबाद विज्ञान शिक्षण कार्यक्रम बच्चों को विज्ञान वास्तविक अर्थों में समझाने वाला उपयोगी कार्यक्रम है। इसे बंद करना रूढ़िवादी सोच के आगे समर्पण करना तथा शिक्षा में सुधार की सम्भावनाओं पर कुठाराघात करना ही होगा।”

हेमेन्द्र कुमार राय

सचिव, न.प्र. प्रगतिशील लेखक संघ, परसिया, 3 मार्च, 2002

“मैं विज्ञान का व्याख्याता रहा हूँ, विज्ञान के लगभग सभी विषयों का हाईस्कूल, हायर सेकेण्डरी स्कूल में लम्बे समय तक अध्यापन किया है। मैं अपने शैक्षिक अनुभव के आधार पर कह सकता हूँ कि वैज्ञानिक दृष्टिकोण, तार्किक क्षमता, जिज्ञासा व प्रायोगिक कौशल आदि गुण विज्ञान के विद्यार्थी में आवश्यक रूप से होना चाहिए। विज्ञान की उच्च कक्षाओं में अध्ययन के लिए वांछित गुणों का विकास करने की दिशा में होशंगाबाद विज्ञान शिक्षण पद्धति की महत्वपूर्ण भूमिका है।.... शिक्षा पद्धति में परिवर्तन की बात सभी करते हैं और ऐसी बातें करते करते वर्षों गुज़र गए। होशंगाबाद विज्ञान शिक्षण पद्धति परिवर्तन की एक सार्थक पहल के रूप में हमारे सामने है।.... किसी भी पद्धति को बंद कर देना दावा नहीं किया जा सकता। अतः इस पद्धति में आने वाली कठिनाइयों एवं समस्याओं का समाधान समीक्षा होती रहनी चाहिए। विशेषज्ञों के परामर्श से एवं प्रशासनिक कक्षाओं के प्रयास होना चाहिए।”

रविशंकर परसाई

संयोजित प्राचार्य, विपरिया

“आज से लगभग 25 वर्ष पूर्व विज्ञान विषय की जटिलता व कठिन शब्दावली से छात्रों में विज्ञान विषय के प्रति अरुचि, भय और उपेक्षा भाव को समाप्त करने के लिए इस नई तकनीक को प्रयोग के तौर पर होशंगाबाद ज़िले में प्रारम्भ किया गया था। शायद आज यह पाठ्यक्रम उच्च तकनीक के दौर में अप्रासंगिक हो गया है। आवश्यकता है कि ऐसे पाठ्यक्रमों की समीक्षा हो तथा प्रायोगिक पक्ष की महत्ता को स्वीकार करते हुए इसे अतिरिक्त विषय के रूप में जारी रखा जाए।”

ज्ञानेश चौबे

हरवा, 28 फरवरी, 2002

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“विद्यार्थियों में वैज्ञानिक जिज्ञासाएं मुरझाएं नहीं.... क्या राज्य सरकार इस संवेदनशील कार्यक्रम को शिक्षाविदों और विचारकों से सलाह-मशविरा कर प्रारम्भ रखने हेतु पुनर्विचार करेगी?”

कमलेश सूर्यवंशी

होशंगाबाद

“विज्ञान शिक्षण कार्यक्रम को बंद करवाने के पक्ष में सीताशरण शर्मा ने प्रमुख आपत्ति उठाई है कि छात्रों द्वारा प्रयोग हेतु अनेक प्रकार की पतियां इकट्ठी करवाई जाती हैं जिससे उन्हें असुविधा होती है। मैं स्वयं वनस्पति विज्ञान की छात्रा हूं, जिसमें पेड़-पौधों के बारे में जानकारी प्राप्त करने के लिए पतियों को इकट्ठा कर हरबेरियम बनाया जाता है। कक्षा में बैठकर पढ़ने की अपेक्षा बाहरी वातावरण से सीखने में कहीं ज्यादा सुविधा होती है और बच्चों को मज़ा भी आता है। इसी तरह विद्युत के तार छूने वाली आपत्ति भी समझ से बाहर है जबकि माध्यमिक कक्षा के तीनों वर्षों की बाल वैज्ञानिक पुस्तकों में विद्युत अध्याय के सभी प्रयोग टॉर्च के सेल से कराए जाते हैं। आपत्ति उठाने वालों ने यदि स्वयं इसी विज्ञान से पढ़ाई की होती तो शायद ये सब आपत्तियां उठती ही नहीं।

होशंगाबाद ज़िला योजना समिति में दिया गया यह तर्क कि यह विधि तो वहीं चल सकती है, जहां बच्चे कम हों और शिक्षक अच्छे, तो बिल्कुल भी गले नहीं उतरता। अगर उनका यह तर्क मान लें तो कल को समस्त स्कूल ही बंद कर देने पड़ेंगे। कहीं अच्छा होता अगर होशंगाबाद विज्ञान शिक्षण कार्यक्रम को बंद करवाने की अपेक्षा शिक्षकों की संख्या बढ़ाने, शाला में कमरों की व्यवस्था करने, ट्यूशन पर अंकुश लगाने, गाइडों के धंधे को रोकने आदि की बात की जाती।

मैं स्वयं भी इस विज्ञान से पढ़कर आज एम.एस.सी. वनस्पति शास्त्र (बॉटनी) की परीक्षा दे रही हूं।”

श्रद्धा मौर्य

छात्र संघ अध्यक्ष, नर्मदा महाविद्यालय, होशंगाबाद

“इस पाठ्यक्रम से विद्यार्थी “जिन खोजा तिन पाइयां” के अनुसार प्रयोगों में उलझ जायेंगे, वर्ग इसमें छात्रों के साथ मेहनत नहीं करता वरना इस विज्ञान में दोष कम ही हैं।”

मीरा शर्मा

नगर पालिका पूर्व ना. शाला, हरवा (शिक्षिका)



यह पुस्तक की भाषा इतनी सरल है कि छात्र उसे पढ़कर मार्गदर्शन के लिए शिक्षक पर भरोसा कर सकेंगे। इस विज्ञान के प्रयोग इतने सरल व सामान्य हैं कि छात्र को सामग्री मिल जाए तो वे प्रयोग कर सकते हैं। उक्त पाठ्यक्रम से सबसे बड़ा लाभ यह है कि विद्यार्थियों में प्रश्न पूछने की कला का विकास होता है।”

टी.आर. हर्णे
हरवा (शिक्षक)

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“एक बार बच्चे इस पद्धति से परिचित होने के बाद प्रयोगों में रूचि लेने लगते हैं। मुझे आज तक एक भी छात्र सम्पर्क में नहीं आया जिसने इसे पढ़ने में अरुचि दिखाई हो।

होशंगाबाद विज्ञान शिक्षण कार्यक्रम के प्रशिक्षणों में अन्य प्रशिक्षकों की तरह औपचारिकता कभी नहीं रही। फिर भी प्रश्न उठता है कि इस महत्वपूर्ण कार्यक्रम में घुन कहां से लगी? इसे पढ़ाने के लिए शिक्षक प्रशिक्षण होना जरूरी है। प्रारम्भ में यहां प्रत्येक माध्यमिक शाला में दो पूर्ण प्रशिक्षित शिक्षक थे जो आज नहीं हैं। क्योंकि ऐसे अनेक शिक्षक सेवानिवृत्त हो गए हैं, या पदोन्नत हो गए हैं, अथवा कुछ प्राथमिक शालाओं में स्थानांतरित हो गए हैं। ऐसे स्थानान्तरण में होशंगाबाद विज्ञान शिक्षण कार्यक्रम संहिता की अवहेलना की गई है। इसके अनुसार विज्ञान शिक्षक का स्थानान्तरण केवल माध्यमिक शाला में किया जाना चाहिए। इसे अनदेखा करने से ऐसे प्रशिक्षित शिक्षकों का संतुलन बिगड़ गया है। इसी तरह पिछले सत्रों में अनेक अशासकीय विद्यालयों को मान्यता दी गई जिनमें विज्ञान के प्रशिक्षित शिक्षक नहीं हैं। ऐसी स्थिति में यहां विज्ञान को इतिहास की तरह पढ़ा जाता है। पिछले दो सत्रों में प्रशिक्षण शिविर ही नहीं लगे। प्रारम्भ में इस कार्यक्रम हेतु सभी संबंधित शालाओं में विज्ञान के किट दिए गए थे। बाद में नवीन शासकीय शालाओं को निमित्त मात्र की सामग्री दी गई। और वर्तमान में तो आलम यह है कि ऐसे किट यहां हैं ही नहीं। आज शिक्षाधिकारियों के विभागीय निरीक्षण भी नगण्य हो गए हैं। वे भी डाक से जानकारी व आंकड़ें एकत्रित करने में मशगूल रहते हैं।..... आज शहरी स्कूलों में हर कक्षा में साठ से अधिक छात्र हैं, जहां इस विधि से शिक्षण संभव नहीं है। यह केवल 40-50 की क्षमता वाली कक्षाओं में कारगर है। अतः यह दोष व्यवस्था का है।”

उमेश चन्द्र चौहान
टिक्वरी, हरवा (शिक्षक)

“बिना कोई तथ्य और मूल्यांकन के यह फैसला एकदम अनुचित लगता है। ज़िला योजना समिति ने इस विषय पर न तो शिक्षकों से राय ली और न ही विद्यार्थियों से। हायास्पद है इस फैसले पर बहस तक नहीं की गई।...”

राकेश मालवीय
शिरनखेड़ा, होशंगाबाद

“बिना किसी विचार विमर्श, सलाह मशविरे के राजनीति की चक्की में पिसे इस पाठ्यक्रम से प्रायोगिक विज्ञान के सरल, सुबोध एवं सुगम्य रास्ते बंद हो जाएंगे। प्रशासन गम्भीरता से विचार करे।”

चंपालाल कुरावाहा
शिरनखेड़ा, होशंगाबाद

“होशंगाबाद विज्ञान पाठ्यक्रम बाल मनोविज्ञान पर आधारित अभी तक के समान है। इसमें वे सब बातें हैं जो विज्ञान की अगली कक्षाओं से संबंध रखती हैं।... जब हम पढ़ते हैं तो इसकी सत्यता साबित नहीं होती, परन्तु गोबर के माध्यम से चक्र समझ में आ जाता है। इसी पाठ्यक्रम के आधार पर छोटे-छोटे बच्चे मनुष्य के जीवन में परिवर्तित कर पाए।..... मैंने होशंगाबाद विज्ञान के प्रशिक्षण प्राप्त शिक्षकों को बताया कि यह पाठ्यक्रम पक्का है। शत-प्रतिशत प्रयोग पर आधारित पाठ्यक्रम मनोरंजन और ज्ञानवर्धक भी है। परन्तु इस पाठ्यक्रम के शिक्षक को ज्यादा एकाग्र और पूरे समय बच्चों में सक्रिय रहना पड़ता है। बालक की जिज्ञासाओं के समाधान हेतु अन्य पाठ्यक्रमों का सहयोग लेना पड़ता है, जो शिक्षक को अधिक व्यस्त बना देता है।”

अशोक कुमार देवराले

शिक्षिका, जिला हरदा

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“अब शिक्षकों को राहत मिलेगी क्योंकि प्रयोग करते-कराते वे थक जाते थे। अब उन्हें कक्षा में ही पड़े-पड़े आराम करने का वक्त मिल जाएगा। एक बहुत बड़ा जनसमूह जो अपने दिमाग से सोचता है, उसे इस प्रश्न का उत्तर नहीं मिल पा रहा है कि आखिर बाल विज्ञान किन तर्कों के आधार पर बंद कर दी गई।”

विक्रम चौरे

संचालक, अविमन्यु स्कूल, होशंगाबाद

पिछले 30 साल से चल रहे इस शिक्षण कार्यक्रम ने विज्ञान सीखने के सर्वमान्य सिद्धांतों को धरातल पर साकार रूप देने का काम किया है। हमें तो इस बात पर प्रसन्नता है कि शिक्षा के क्षेत्र में यह कार्यक्रम राष्ट्रीय व अन्तर्राष्ट्रीय स्तर की मिसाल बनकर हमारे प्रदेश व जिले के लिए गौरव का कारण रहा है। साथ ही जनहित में सरकारी विभाग व गैर-सरकारी संस्थाओं के आपसी सहयोग के साथ मिलकर काम करने का भी यह कार्यक्रम एक उपयुक्त उदाहरण है।

यदि विज्ञान सीखने को मापदण्डों की कसौटी पर देखें, तो यह कार्यक्रम ठीक उन्हीं बातों और सिफारिशों को मूर्त रूप देने के प्रयास में जुटा दिखता है जिनकी हर शिक्षा आयोग व शिक्षाविद् बात करते हैं। हमारा मानना है कि ऐसे कार्यक्रम को बंद करने के बजाय शासन, प्रशासन, स्वयंसेवी संगठन, और आम जनता को मिलकर इसे पूरे प्रदेश में प्रसारित करने के लिए कदम उठाने चाहिए। हमारा आपसे आग्रह है कि इस विषय पर पुनर्विचार करें तथा इस कार्यक्रम के क्रियान्वयन की समस्याओं का समाधान ढूंढने में अपना अमूल्य योगदान दें, ताकि भविष्य में इसे पूरे प्रदेश में लागू करने का मार्ग प्रशस्त हो।

विष्णु राजोरिया

पूर्व राज्यमंत्री, म. प्र.

“अफसर, नेता और मंत्रियों की विशेषज्ञ समिति ने स्कूल ड्रेस की तरह पाठ्यक्रम बदल दिया। आदेश में सरकार ने यह स्पष्ट नहीं किया है कि होशंगाबाद विज्ञान किस अपेक्षा और उम्मीद के साथ शुरू किया गया था? उन अपेक्षाओं का क्या हुआ? लगभग 25 साल के लंबे अंतराल के बाद फिर रटने

वाली शिक्षा परोसना कहां की समझदारी है? परम्परागत शिक्षण विधि को इस आधार पर श्रेष्ठ मानना कि यह सब जगह चल रही है निहायत मूर्खता है।

पाठ्यक्रम बदलने के इतने बड़े शासकीय फैसले में छात्रों, शिक्षकों, शिक्षाविदों और वैज्ञानिकों के मत शामिल न होना आश्चर्य की बात है। जिले के वासी यह जानना चाहते हैं कि जिस होशंगाबाद विज्ञान को सरकार आज खराब मानकर यह निर्णय ले रही है, उसे शासन ने 25 सालों तक होशंगाबाद में क्यों चलाया?"

धर्मेन्द्र भार्गव
पिपरिया

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“म. प्र. शासन द्वारा जारी एक आदेश के तहत होशंगाबाद जिले की माध्यमिक शालाओं में चल रहा होशंगाबाद विज्ञान पाठ्यक्रम अभिभावकों की मांग पर बंद किया गया है। शिक्षा के इतिहास में आज तक कोई पाठ्यक्रम या शैक्षिक कार्यक्रम जनता की मांग पर न बंद किया गया और न ही प्रारम्भ किया गया। जनता की वास्तविक मांगों के प्रति सरकार का क्या रुख है यह किसी से छिपा नहीं है। सरकार द्वारा दिये जा रहे तर्क से नासमझी और चालाकी एक साथ प्रदर्शित हो रही है। दिये जा रहे तर्क पर आगे बढ़ें तो हाल ही में गणित शिक्षा सलाहकार मण्डल, पाठ्यपुस्तक अनुमोदन के लिए बनी पाठ्यपुस्तक स्थाई समिति व शिक्षा के स्थानीय मापदण्ड सभी कुछ बेमानी हो जाएंगे।

ऐसा लगता है कि प्रदेश की शिक्षा नीति विशेषज्ञों, वैज्ञानिकों व शिक्षाविदों के बजाय अब जनता की विशेष मांग पर आगे चलेगी। हर विषय के विशेषज्ञ बन जाने वाले आई.ए.एस. अधिकारियों के लिए यह बड़ी सुविधाजनक स्थिति होगी। वे जनता की मांग का हवाला देकर कोई भी बड़े से बड़े निर्णय करने के लिए स्वतंत्र हो जाएंगे। अपने सामंती चेहरे को छिपाने के लिए जनता की आड़ लेना इस निर्णय के पीछे छिपी बदनीयती को उजागर करता है।..... बुद्धिजीवी एवं नागरिक होशंगाबाद विज्ञान बंद करने जैसे शिक्षा व विज्ञान विरोधी निर्णय के खिलाफ खुलकर सामने आएँ, यह समय की मांग है।”

किशान बलदुआ
पिपरिया

“हमारे बच्चों को इस विधि से पढ़ते देख हमने महसूस किया कि वे विज्ञान विषय के सिद्धांतों को रटने के बजाय उन्हें समझकर सीख रहे हैं। इस कारण इसकी परीक्षा प्रणाली भी भिन्न है। इस परीक्षा में याद करने के बजाय प्रायोगिक कुशलता, समझ, तार्किक क्षमता आदि को परखा जाता है। यह विधि किताबों के बजाय किताब होती है। मैं यह निश्चित तौर पर कह सकता हूँ कि इस विधि को सीखने का आनन्द बच्चों को आता है वह हमें किताबी विज्ञान पढ़ते

“हमारे पाठ्यक्रम को बंद करने के इस फैसले से एक और विसंगति पैदा हो गई है। यह विधि धीरे-धीरे चरणबद्ध तरीके से अपनाई गई थी। 1978 में छटवीं, 1979 में सातवीं, 1980 में आठवीं, 1981 में नौवीं, 1982 में दसवीं, 1983 में ग्यारहवीं, 1984 में बारहवीं, 1985 में यह लागू की गई थी। अब पूरे होशंगाबाद जिले में कक्षा 6 से 8 तक की पाठ्यपुस्तकें ‘बाल वैज्ञानिक’ किताबें बंद कर दी गई हैं। कक्षा 7 व 8 में अध्ययनरत हमारे

बच्चों ने पिछली कक्षाओं में बाल वैज्ञानिक पढ़ी है। उन्हें इसी किताब से आगे की कक्षाओं में परीक्षा देने का अधिकार मिलना प्राकृतिक न्याय के अनुरूप होगा। इस वक्त हमने राय आयोग को भी हस्तक्षेप करने की प्रार्थना की है।”

श्रीगोपाल गांगूबा
विपरिया

“..... सोचा था कि सत्ता के विकेन्द्रीकरण एवं ज़िला सरकार के निर्माण के साथ ही प्रदेश में प्रशासनिक निर्णयों के आम आदमी के हित में तथा उसकी भागीदारी के साथ लिए जाने की प्रक्रिया गति पकड़ेगी परन्तु होशंगाबाद ज़िला योजना समिति द्वारा होशंगाबाद विज्ञान शिक्षण कार्यक्रम के बारे में जिस हल्के-फुल्के ढंग से निर्णय लिया है, उससे यह विश्वास खण्डित हुआ है।

.....चंद मिनटों में ही इतने गंभीर विषय पर निर्णय होता देखकर न केवल दुःख हुआ है, बल्कि निर्णय प्रक्रिया की वैधता पर भी शंका होती है।

देश विदेश में बहुप्रशंसित इस पाठ्यक्रम को अपनाने के लिए जहां अन्य राज्य एवं संस्थाएं आगे आ रही हैं, वहीं इसे इसके जन्म स्थान में ही दफनाने के प्रयासों से जुड़े हितों को भी समझना होगा।”

डॉ. रामप्रताप गुप्ता
पूर्व प्राध्यापक (अर्थशास्त्र), रामपुरा, नीमच, म. प्र.

में पिछले आठ वर्षों से मध्यप्रदेश के आदिवासी बहुल झाबुआ ज़िले में स्वयं सेवी संस्था सम्पर्क के साथ रात्रिकालीन शिक्षा कार्यक्रम के साथ जुड़ी हुई हूँ। संस्था द्वारा संचालित रात्रिशालाओं में वे बच्चे पढ़ने के लिए आते हैं जो दिन में पशु चराने का काम और खेती व मज़दूरी का काम करते हैं। ऐसे बच्चों को रात में उनके ही गांव के युवक रूचिपूर्ण ढंग से अनौपचारिक शिक्षण का कार्य करा रहे हैं।

होशंगाबाद विज्ञान शिक्षण कार्यक्रम ‘होविशिका’ की सोच को हमने अपना ज़िले में जो कठिन ज्ञान को समझाने में आसानी हुई और विशेषकर विज्ञान की समझ बहुत बढ़ा दी है। लेकिन अद्यानक इस कार्यक्रम का बंद हो जाना जानकर काफी धक्का लगा है।

ग्रामीण इलाके के बालक के सामने आज भी रोटी कमाने का यथार्थ मुंह बाया है। एवं बालक तो यही चाहते हैं कि जो भी थोड़ा बहुत पढ़ लिया जाये, बाद में कुछ गांव में ही कुछ छोटा-मोटा धंधा कर लें। ‘होविशिका’ का कार्यक्रम यह गांवों में होविशिका द्वारा सीखा हुआ बालक 12वीं के बाद बहुत आसानी से मोटर वाईडिंग, बेटरि असेम्बल करना या ऑटो मोबाईल के छोटे-मोटे काम या खेती-किसानी में काम आने वाले मोटे औज़ार के इस्तेमाल की दक्षता हासिल कर लेगा।

कई गैर सरकारी संस्थाएं व संगठन ‘होविशिका’ के अनुसार चलकर अपनी रात्रिशालाओं में या अनौपचारिक केन्द्रों में विज्ञान सिखाने में जुटे हैं। और उसके अच्छे परिणाम भी मिल रहे हैं।

कुछ ज़िलों में यह कार्यक्रम बंद करके, जो होविशिका के अनुसार काम करते हैं, उनकी सोच को तो बदल नहीं सकते हैं। यह सोच एक बार जागृत हुई और उसका नेटवर्क फैला, वह तो नहीं टूटेगा। पर कहते हैं कि राजनीति करने वाले दिखावे के लिए अपने खुद के मुंह पर तमाचा मार कर गाल लाल है, यह दिखाते हैं। पर यह रोटी बेचने वाले क्या जानें कि गरीब और ज़रूरतमंद तबके को अपने ही गाल पर रोटी सेंक कर गाल लाल रखना पड़ता है। इस कार्यक्रम को बंद करवाकर न जाने उन सबने कौन से अहम् को पोषित किया है, यह तो वे ही जाने। बंद करवाने के पीछे समझ से परे ऐसे तर्क देकर अपनी मानसिक विपन्नता का प्रदर्शन किया है। स्वतंत्र भारत की लोकशाही के आईने में उनका विरूप चेहरा उभर कर जनतंत्र का मखौल उड़ा रहा है।

यह एक चुनौती है कि शिक्षा कार्यक्रम से जुड़े लोगों के लिए, स्वयं सेवी संस्थाओं व संगठनों के लिए, ऐसे लोग आगे आए व इसके सामने आवाज़ उठाएं। शायद डॉ. सीताशरण शर्मा ने एकलव्य का अंगूठा मांगा है। कार्यक्रम बंद हुआ उसमें शिक्षक भी शामिल हुए हैं तो मैं कहूंगी कि गुरु द्रोणाचार्य को विद्या प्रदान करने वाला शिक्षक कैसे माना जाए, वे भी तो राजा एवं भीलों के बेटों में फर्क करते थे। यहां पर मुझे संस्कृत का एक श्लोक याद आ रहा है -

“अस्माकं सुचरितानी तानी त्वया गृहितव्यानी न इतराणि” अर्थात् हे शिष्य तुम गुरु द्वारा किए गए अच्छे कामों को ही अपनाओ, यदि वह कुकर्म करता है तो अनुसरण मत करो।

प्रकाली देसाई

संपर्क: झाबुआ

हमारे क्षेत्र में जो कि पूरी तरह आदिवासी बाहुल्य है, होशंगाबाद विज्ञान के माध्यम से बच्चों में विज्ञान सीखने के प्रति लगाव इस तेज़ी से बढ़ा है कि वे स्वयं कुछ करने को आतुर रहते हैं। आज हमारे गांवों में विज्ञान के महंगे साधन पहुंचाना व पढ़ाना एक कठिन कार्य होता है, स्कूलों एवं शिक्षकों के लिए। किन्तु होशंगाबाद विज्ञान के माध्यम से बच्चों ने एक नई दुनिया देखी है और विज्ञान जैसे कठिन विषय को खेल-खेल में सीख लिया है।

यहां के प्रशिक्षकों द्वारा जो प्रशिक्षण दिया जाता है, वह इतना सहज व सरल होता है कि जो विज्ञान का छात्र नहीं है, वह भी आसानी से समझकर विज्ञान के प्रति अपनी रूचि बढ़ाकर कार्य करता है।

इस कार्यक्रम से जुड़े सभी लोग शिक्षित एवं प्रगतिशील हैं तथा कठोर परिश्रम एवं परीक्षण करने के बाद ही तथा परिणाम देखकर ही उसे लागू करते हैं। उस पर सभी प्रतिक्रिया खुले दिमाग से स्वीकार भी करते हैं, किन्तु इस तरह केवल बिना किसी तथ्य व जानकारी के इसे बंद करना उन बच्चों के साथ अन्याय है, जो इसके माध्यम से चलना सीख रहे हैं।

आप जैसे प्रगतिशील व्यक्तित्व के नेतृत्व में यदि इस तरह के कार्यक्रम बंद होंगे तो समाज अलग तरह का संदेश जाएगा।

राजेन्द्र मोतियानी

ए. नगरपालिका परिषद्, संस्था, जिला बड़वानी, म. प्र.

एक शिक्षक की हैसियत से मैं सन् 1972 से इस विज्ञान की शुरुआत से ही जुड़ा रहा हूँ। परंपरागत विज्ञान जो वास्तव में किसी भाषा के विषय के समान पढ़ाया जाता रहा है के बाद होशंगाबाद विज्ञान पढ़ाने पर, उनमें कुछ मूलभूत अन्तर समझ में आए। पहले जहाँ बच्चे कक्षा के सुई पटक सन्नाटे में सिर्फ शिक्षक के कहे को ही ब्रह्मवाक्य मानते थे वहाँ होशंगाबाद विज्ञान की कक्षा में बच्चे मुखर होकर, आत्मविश्वास से शिक्षक से चर्चा करने में सक्षम हो सके। मैं तो यह भी कहूँगा कि किसी समय मिडिल स्कूल के "बेचारे शिक्षक" कहलाने वाले हम शिक्षकों में भी आत्मविश्वास आया कि जिसमें हम शैक्षिक या प्रशासनिक मुद्दे, अवसर आने पर विभिन्न मंचों पर उठाने में सक्षम हो सके।

होशंगाबाद में परम्परागत विज्ञान की तरह कागज़ पर गैसों बनाने की विधियाँ लिखकर परीक्षा पास नहीं कर ली जाती है बल्कि बच्चे स्वयं ऑक्सीजन, अमोनिया, कार्बन डाईऑक्साइड इत्यादि जैसे प्रयोग करके गैसों बनाते हैं, इनका अवलोकन व परीक्षण करते हैं।

परिश्रमण पर जाकर पतियाँ इकट्ठी कर अपना अच्छे से अच्छा एलबम बनाने की होड़ रहती है। अपने आसपास घटने वाली घटनाओं को बारीकी से देखने का गुण विकसित होता है। तात्पर्य यह है कि यदि बच्चों की किसी काम में सक्रिय भागीदारी रहती है तो उनमें उत्तरदायित्व और सहयोग की भावना विकसित होती है, और वे ज़्यादा गहराई से ज्ञान आत्मसात कर पाते हैं।

विज्ञान विषय को बच्चों और शिक्षकों के लिए निरन्तर उपयोगी बनाये रखने के लिए होशंगाबाद विज्ञान की पुस्तक (बाल वैज्ञानिक) में बच्चों और शिक्षाविदों की मदद से समय-समय पर संशोधन करने में शिक्षकों की भूमिका होती है। इसलिए भी इस विज्ञान से कहीं मैं भावनात्मक तौर से जुड़ पाता हूँ।

यदि आज हम इस विज्ञान की आलोचना या प्रशंसा कर रहे हैं तो इसका कारण यह है कि इससे हमारा कुछ जुड़ाव है अन्यथा गणित और अंग्रेज़ी विषय जिनमें अधिकांश बच्चे फेल हो जाते हैं, के सुधार के विषय में एक भी शब्द सुनाई नहीं देता। ज़रूरत तो यह है कि होशंगाबाद की माटी से उपजे शिक्षण के ऐसे प्रयास को व्यवस्थागत खामियों से मुक्त करके और अधिक सुदृढ़ बनाकर इसका प्रसार किया जाए।

रामस्वरूप खण्डेलवाल

रायपुर, ज़िला होशंगाबाद, म. प्र.

विज्ञान के प्रयोगों में आने वाली कुछ दिक्कतों का हवाला देकर जो जनप्रतिनिधि प्रयोगों के बिना विज्ञान पढ़ाई की कालत कर रहे हैं, वह हास्यास्पद है। जिस तरह पानी में उतरे बगैर किनारे पर खड़े रहकर तैराकी नहीं सीखी जा सकती, ठीक उसी तरह बिना प्रयोग के विज्ञान नहीं सीखा जा सकता।

विज्ञान की उच्च शिक्षा प्राप्त कर रहे विद्यार्थी इसका महत्व अच्छी तरह जानते हैं। किसी भी विज्ञान व छात्र विरोधी निर्णय से सहमत नहीं हो सकते। इसमें कुछ ज़रूर सम्मिलित की जा सकती है।

अमित शर्मा

पी.ई.टी. में बयानित छात्र, पिपरिया

निश्चित ही विज्ञान शिक्षण मूलरूप से प्रायोगिक शिक्षण होना चाहिए। जिला योजना समिति, होशंगाबाद को यह समझना चाहिए कि विज्ञान की कोई भी अवधारणा और उसके सत्य को विद्यार्थी तब तक नहीं सीख सकता जब तक वह स्वयं अन्वेषण, प्रयोग और क्रियाओं के माध्यम से उस तत्व की स्वयं खोज न कर ले।

एकलव्य ने होविशिका के माध्यम से निश्चित ही स्थानीय साधनों और घरेलू चीजों के माध्यम से जटिल प्रयोगों को भी बिना प्रयोगशाला के संभव किया है। बच्चों को परम्परागत और उबाऊ शिक्षण से निकालकर क्रियात्मक विज्ञान शिक्षण देने वाले कार्यक्रम बंद करने का विचार निश्चित ही अप्रगतिशील मानसिकता का द्योतक है।

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दिनेश भट्ट

सहायक शिक्षक, नवीन हाई स्कूल, खिरसाडोह, छिंदवाड़ा

अखबारों से...

परंपरागत पद्धति व होशंगाबाद विज्ञान का तुलनात्मक अध्ययन

शासकीय आर.एन.ए. उच्च श्रेणी शिक्षक प्रदीप कुमार शर्मा गणित विषय में एम.एस.सी. हैं और वर्तमान में उच्चतर माध्यमिक कक्षाओं में विज्ञान व गणित विषय का अध्यापन करते हैं। श्री शर्मा ने एम. एड. अध्ययन के दौरान आंशिक पूर्ति हेतु जो लघु शोध प्रबंध देवी अहिल्या विश्वविद्यालय इंदौर में प्रस्तुत किया था उसका विषय था - होशंगाबाद विज्ञान (बाल वैज्ञानिक) एवं परंपरागत विज्ञान के अध्ययन से विद्यार्थियों में विज्ञान विषय की मूल अवधारणाओं की समझ का तुलनात्मक अध्ययन। शासकीय शिक्षा महाविद्यालय खण्डवा के विद्वान प्राध्यापक आर. आर. जगनवार के मार्गदर्शन में किए गए इस विशेष अध्ययन हेतु श्री शर्मा ने होशंगाबाद एवं नरसिंहपुर जिले की 15-15 शालाएं चुनी थीं जिनमें शासकीय, अशासकीय व शहरी ग्रामीण शालाएं शामिल थीं। उन्होंने होशंगाबाद जिले से परंपरागत विज्ञान पाठ्य पुस्तक पढ़कर नवमी में पहुंचे छात्रों को अध्ययन का आधार बनाकर उनका तुलनात्मक अध्ययन किया था।

इस अध्ययन से जो निष्कर्ष सामने आए वे होशंगाबाद विज्ञान के बेहतर होने की पुष्टि करते हैं, साथ ही परंपरागत विधि से विज्ञान पढ़ाने की समस्याओं व सीमाओं का खुलासा करते हैं। श्री शर्मा ने लघु शोध प्रबंध में सांख्यिकीय विश्लेषण से प्राप्त निष्कर्षों को बिन्दुवार विश्लेषित किया है जिसमें छात्रों की विज्ञान विषय में रूचि बढ़ाना, छात्रों की क्रियाशीलता का अध्ययन, छात्रों द्वारा प्रायोगिक कार्य में रूचि लेने संबंधी अवलोकन, छात्रों में भौतिक राशियों की इकाई की समझ, तार्किक क्षमता, प्रायोगिक पर्यावरण से जुड़ाव, निष्कर्ष निकालने की योग्यता, सूक्ष्म व सही अवलोकन की क्षमता, प्रयोगों की सही स्तर पर प्राप्त आंकड़ों से स्पष्ट है कि होशंगाबाद विज्ञान परम्परागत विज्ञान से बेहतर है।

दैनिक जागरण, 2.4.02

शिक्षक भी नहीं समझ पा रहे होशंगाबाद विज्ञान बंद करने की वजह

शिक्षकों की कुछ माध्यमिक शालाओं में चल रहे होशंगाबाद विज्ञान पाठ्यक्रम को बंद करने का फैसला करके शिक्षकों के गले भी नहीं उतर रहा है। 'प्रयोग करो और सीखो' पर आधारित उक्त पाठ्यक्रम बच्चों के विकास की दृष्टि से काफी अच्छा मानते हैं। हालांकि स्कूलों में अभी तक इस पाठ्यक्रम को बंद करने के लिखित निर्देश नहीं पहुंचे हैं पर मौखिक तौर पर यह कहा गया है कि इसके बदले सामान्य विज्ञान ही पढ़ाया जाए। अद्यानक इस पाठ्यक्रम को बंद करने के निर्देश से शिक्षक भी सकते हैं।

शिक्षकों के अनुसार इस पाठ्यक्रम से रटने वाली पद्धति खत्म हो गई थी। प्रैक्टिकल आवश्यक होने के कारण विद्यार्थी इसमें अंक भी अच्छे लाते थे। प्रैक्टिकल व थ्योरी अलग-अलग पेपर होने के कारण भी छात्रों को इस विषय में अंक अच्छे आते थे। इस पाठ्यक्रम का पेपर भी विशिष्ट तरीके से सेट किया जाता है। प्रत्येक माह संकुल केन्द्र पर इस पाठ्यक्रम को चलाने वाले स्कूलों की बैठक भी होती है। परीक्षा में विद्यार्थियों को पुस्तक ले जाने की भी छूट रहती है। लेकिन विषय को अच्छे से समझ में आने के कारण विद्यार्थी आसानी से उत्तर लिख लेते हैं।

शिक्षकों का मानना है कि यकायक पाठ्यक्रम को बंद किए जाने से कई तरह की परेशानियां खड़ी हो सकती हैं, जो विद्यार्थी कक्षा 7 व 8 में पढ़ते हैं उनको नया पाठ्यक्रम समझने में अधिक परेशानी होगी।

दूसरी तरफ कुछ शिक्षकों का मानना है कि इससे विद्यार्थियों को कोई फायदा नहीं हो पा रहा है। क्योंकि न तो यह पाठ्यक्रम पूरे ज़िले में चल रहा है और न ही 8वीं के बाद इसे आगे पढ़ाया जाता है। कक्षा 9वीं व 10वीं में वही विज्ञान पढ़ाना होता है। अधिकांश शिक्षकों का यही मत है कि इस पाठ्यक्रम को एकदम बंद नहीं किया जाए।

दैनिक भास्कर, इंदौर (1 अगस्त, 2002)

विद्यालयों में प्रायोगिक शिक्षा बंद करना विद्यार्थियों के लिए अहितकर

प्रायोगिक शिक्षा पर आधारित होशंगाबाद बाल विज्ञान को पाठ्यक्रम से हटाए जाने से विद्यार्थीगण विज्ञान की व्यावहारिक शिक्षा से वंचित हो गए हैं। यह विद्यार्थियों के लिए अहितकर है। यह बात इस प्रतिनिधि की अनेक पालकों से हुई चर्चा में सामने आई।

गौरतलब है कि (धार) ज़िले के 10 शासकीय विद्यालयों में होशंगाबाद बाल विज्ञान को बंद कर दिया गया है। इस प्रतिनिधि से चर्चा के दौरान पालक श्री राजेश जैन ने बताया कि बाल विज्ञान बच्चों के लिए कठिन होता है, किन्तु प्रयोग व आसपास के वातावरण में विज्ञान के प्रयोग बच्चों के लिए आसान होते हैं। विज्ञान की पढ़ाई कराए जाने से कमज़ोर विद्यार्थियों में रुचि जागृत होती है। बाल विज्ञान आमतौर पर हम देखते हैं कि बच्चों को पाठ्यक्रम में जो पढ़ाया जाता है वह उन बच्चों के लिए काम नहीं आता है। पर बाल विज्ञान का लाभ बच्चों को व्यावहारिक जीवन में भी मिल सकता है। बंद किया जाना खेद का विषय है।

श्री राधेश्याम यादव ने बताया कि बाल विज्ञान के माध्यम से विद्यार्थियों में पढ़ाई के प्रति रुचि बढ़ाई जा सकती है। यह विज्ञान ही बाल विज्ञान को समझ रहे थे। यही नहीं विज्ञान के प्रयोग भी

शासन के लिए भी उपयोग कर रहे थे। शासन को होशंगाबाद बाल विज्ञान को प्रदेश के समस्त बाल विज्ञानियों को लागू करना था, किन्तु शासन ने गलत निर्णय लेकर उसे बंद कर दिया। इसी प्रकार श्री अग्रसेन का विचार था कि बाल विज्ञान के माध्यम से नई पीढ़ी में पर्यावरण के प्रति जागरूकता पैदा हो सकेगी। आज के युग में पर्यावरण के प्रति चेतना बहुत अनिवार्य है। यदि बाल विज्ञान के लाभों को देखा जाए तो समझ में आता है कि इसे बंद किया जाना विद्यार्थियों के साथ अन्याय करने के बराबर है।

नई दुनिया (1.9.02)

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वाद-विवाद प्रतियोगिता में होशंगाबाद विज्ञान बंद करने का वक्ताओं ने विरोध किया : इटारसी

श्री अग्रसेन जयंती महोत्सव के अन्तर्गत आयोजित वाद-विवाद प्रतियोगिता डॉ. कश्मीर उप्पल के मुख्य आतिथ्य एवं वरिष्ठ नागरिक मंच के सचिव श्री बी. डी. तिवारी की अध्यक्षता तथा कुशल वक्ता श्री पुनीत पाठक के विशेष आतिथ्य में सम्पन्न हुई। वाद-विवाद का विषय था इस सदन की राय में होशंगाबाद विज्ञान का बंद किया जाना विद्यार्थियों के हित में है। वाद-विवाद की दिलचस्प बात यह रही कि सदन की राय के ठीक विपरीत माहौल रहा। प्रतियोगिताओं व निर्णायकों ने भी अपने व्यक्तिगत विचारों में सदन की राय का प्रबल विरोध किया। डॉ. बी. डी. तिवारी ने कहा, “होशंगाबाद विज्ञान में कहीं कोई खराबी नहीं है यह पूर्णतः विद्यार्थियों के हित में है। दरअसल जैसा कि सभी क्षेत्रों में होता है होशंगाबाद विज्ञान में भी मठाधीशों की कार्यप्रणाली से ही इसका विरोध प्रारम्भ हुआ। विरोध करने वाले जब इन मठाधीशों को नहीं झुका सके तो उन्होंने सीधा हमला होशंगाबाद विज्ञान पर ही कर दिया कि न रहेगा बांस न बजेगी बांसुरी!”

निर्णायक पुनीत पाठक ने भी अपने अनुभवों के आधार पर कहा कि होशंगाबाद विज्ञान का बंद किया जाना जल्दबाजी में लिया गया फैसला है जो विद्यार्थियों के हित में नहीं है। जहां पक्ष के वक्ताओं ने इसे अप्रासंगिक व निरर्थक बताया, वहीं विपक्ष के वक्ताओं ने कहा कि इसे बंद करने के पूर्व विद्यार्थियों से ही नहीं पूछी गई उनकी राय। अगर पूछी जाती तो यह विज्ञान बंद नहीं होता, इसे राजनैतिक कारणों से बंद किया गया है। पक्ष में 9 व विपक्ष में 11 वक्ताओं ने भाग लिया।

नगर कथा 30 जून 2002

होशंगाबाद विज्ञान शिक्षण कार्यक्रम के समर्थन में आप ने भी अखबारों में पत्र सम्पादक के नाम लिखे:

लोकेन्द्र साहू, गोल्डन बर्ड सोसायटी, इटारसी
शंभू गुप्ता, ब्रह्मज्ञान पुस्तकालय, होशंगाबाद
श्यामसुन्दर राठी, पिपरिया
बालकिशन टावरी, पिपरिया
कमलिसंह सोलंकी, होशंगाबाद
राग तेलंग, भोपाल

अखिलेश खण्डेलवाल, होशंगाबाद
पूजा, कमिश्नर कॉलोनी, होशंगाबाद
निशांत, भोपाल
बहादुर सिंह जादव, उज्जैन
बी.पी. मीथिल, शिक्षक, इटारसी
प्रेमपाल शर्मा, नई दिल्ली

हरदा के सुजीत शर्मा

ने लिखा “सम्पूर्ण प्रदेश में शिक्षा का धरातल एक समान होना चाहिए।.... प्रयोगधर्मिता का यह ढोंग, यह आडम्बर अब हरदा ज़िले से भी बंद किया जाएगा। यह नहीं हो सकता कि अधिकारियों और नेताओं के बच्चे अच्छी शिक्षा प्राप्त करें और तथाकथित बुद्धिजीवी वर्ग कहलाएं और हमारे बच्चे शिक्षा के नाम पर बचकाने प्रयोग के शिकार बनें।”

डॉ. रघुनंदन प्रसाद सीठा, होशंगाबाद

ने कहा “ज़िला योजना समिति ने दलगत राजनीति से ऊपर उठकर होशंगाबाद विज्ञान शिक्षण कार्यक्रम बंद करने का निर्णय लेकर अपनी लोकहित भावना का परिचय दिया है।”

सचिन जैन, सदस्य, ज़िला योजना समिति, सिवनी मालवा

ने अपनी प्रेस विज्ञप्ति में बताया कि आज कतिपय तत्व यह अफवाह उड़ा रहे हैं कि ज़िला योजना समिति ने संपूर्ण विषय का गंभीर तथ्यात्मक विचार करे बिना ही अपनी अनुशंसा राज्य शासन को प्रेषित कर दी जबकि माननीय प्रभारी मंत्री एवं ज़िला योजना समिति के सभी सदस्यों ने एकलव्य संस्था के कमल महेन्द्र को सुना, समझा एवं उसके बाद ही यह निर्णय लिया।

रही बात विषय की संक्षेपिका सम्माननीय सदस्यों को उपलब्ध न कराने की, तो इसके लिए तत्कालीन ज़िला शिक्षा अधिकारी दोषी हैं जिसने बैठक दिनांक तक भी अपनी संक्षेपिका समिति के सदस्यों के समक्ष नहीं रखी जिसकी पुष्टि फलस्वरूप सचिव (कलेक्टर) ज़िला योजना समिति द्वारा अपनी निर्धारित समय सीमा में संक्षेपिका प्रस्तुत न करने के संबंध में वर्णित की गई थी। यदि इस निर्णय से ज़िला सरकार ने राज्य सरकार के प्रदत्त अधिकारों का अतिक्रमण किया है तो इसके लिए तत्कालीन ज़िला शिक्षा अधिकारी दोषी हैं। अतः प्रथमतः तो शासन को उनके विरुद्ध कार्यवाही करना चाहिए। इसके बाद ही अन्य बातों पर ध्यान देना चाहिए। ज़िला योजना समिति के समक्ष भी ज़िला शिक्षा अधिकारी द्वारा यह नहीं बताया गया कि यह राज्य शासन के अधिकार क्षेत्र में है, फिर यदि ज़िला योजना समिति ने कोई नियम विरुद्ध प्रस्ताव पारित किया है तो इसके लिए विभाग प्रमुख ज़िम्मेदार है।

वर्तमान समय कम्प्यूटर, सुपर कम्प्यूटर का युग है और परिवर्तनशील समय के साथ सभी विषयों को परिवर्तित करना समय की मांग है। इस विज्ञान में छोटे बच्चों को पतियां संग्रह एवं परिभ्रमण पर लगाया जाता है। आठवीं एवं अन्य कक्षाओं में अध्ययन करने के बाद छात्रगण जब वास्तविक विज्ञान से परिचित होते हैं तो वह होशंगाबाद विज्ञान से कहीं हटकर होती है, तब छात्रगण अपने को चेतना शून्य स्थिति में पाते हैं और अन्य प्रतियोगियों से पिछड़ जाते हैं। प्रो. यशपाल ने अपने उद्बोधन में यह स्पष्ट किया था कि सभी शिक्षक व विद्यार्थी वर्ग ये न समझ ले कि होशंगाबाद विज्ञान के रूप में उन्हें कोई अमरता की कुंजी प्राप्त हो गई है जिसे सदैव सहेज कर रखा जाए। समयचक्र के साथ इसे परिवर्तित करना अत्यधिक ज़रूरी है वरना यह जड़वत होकर हमारी पीढ़ी को भी जड़वत कर देगी, जिससे विद्यार्थियों का अहित होना प्रारम्भ हो जाएगा।



पिपरिया से अखिल भारतीय विद्यार्थी परिषद

ने ज़िला योजना समिति का आभार मानते हुए कहा कि परिषद कई वर्षों से उक्त मांग कर रही थी। उसके संयोजक राजेन्द्र गुप्त व अन्य लोगों ने कहा कि यह पाठ्यक्रम “आधारहीन साबित हुआ।..... अगली कक्षाओं में इसका कोई बड़ा महत्व या लाभ विद्यार्थियों को मिलता नहीं दिखता। और तो और यह उनके मानसिक विकास में सहयोगी और सक्षम भी नहीं बन पाई।”

रोहित शुक्ला, सांगाखेड़ा खुर्द, होशंगाबाद

ने लिखा “आज के इस वैज्ञानिक युग में आए दिन एक से बढ़कर एक वैज्ञानिक आविष्कार किए जा रहे हैं, जहां परमाणु बम तथा कम्प्यूटर का निर्माण किया जाना आम बात हो रही है। वहीं होशंगाबाद विज्ञान में विगत कई वर्षों से फूलों में स्त्रीकेसर, पुंकेसर की पहचान, माचिस की लंबाई चौड़ाई, मण्ड परीक्षण, गणक खेल आदि सिखाये जा रहे हैं।

होशंगाबाद विज्ञान कक्षा 8 वीं के बाद छात्रों के लिए औचित्यहीन है क्योंकि 9वीं से उसे इसके अलावा विषय पढ़ने पड़ते हैं, जिसका इससे कोई संबंध नहीं है। ... ज़िला योजना समिति को अपने प्रस्ताव पर दृढ़ रहते हुए इसे बंद कर देना चाहिए।”

राजेन्द्र दुबे (नगर कथा, इटारसी में प्रकाशित)

इस विज्ञान को सन् 1972 में ज़िले की 16 माध्यमिक शालाओं में लागू करते समय डॉ. सद्गोपाल की जो परिकल्पना थी वह निःसंदेह सर्वोत्तम थी। छात्र-छात्राओं में जिज्ञासु प्रवृत्ति को जागृत कर अनुसंधान को प्रेरित करना इसका मुख्य उद्देश्य था। डॉ. सद्गोपाल के इस परियोजना से हटने के साथ ही शासन का विषय के साथ सौतेलेपन का व्यवहार शुरू हो गया जो इसके पतन की शुरुआत थी। इसकी मातृसंस्था एकलव्य का अनेक महत्वपूर्ण अवसरों पर धृतराष्ट्रीय मौन साधे रहना ही अंत में इसके बंद होने का प्रमुख कारण बना।

अब हम उन कारणों पर चिंतन मनन करेंगे जो इस होशंगाबाद विज्ञान को औचित्यहीन बनाकर छात्र-छात्राओं के भविष्य के लिए गले की फांस बन रहे हैं। होशंगाबाद विज्ञान विषय का कक्षा आठवीं के उपरांत की उच्च कक्षाओं से कोई सहसंबंध नहीं हो पाने के कारण कक्षा आठवीं उत्तीर्ण छात्र-छात्राएं अन्य जिलों की तुलना में कक्षा नवीं में इस विषय में काफी पिछड़ जाते हैं जो उनके उज्ज्वल भविष्य के लिए घातक है। इस होशंगाबाद विज्ञान को पढ़ाने के लिए लगातार दो काल खण्डों की आवश्यकता होती है। माध्यमिक शाला में 6 विषयों के अध्यापन के लिए 6 कालखण्ड लगाने अनिवार्य होते हैं। ऐसे में एक विषय का अध्यापन कार्य पिछड़ता है जो छात्रहित में ठीक नहीं है।

इस विषय को पढ़ाने वाले शिक्षकों को ग्रीष्मावकाश में विशेष प्रशिक्षण दिया जाता है। तभी ये शिक्षक इस विषय को बच्चों को समझा पाते हैं। शासन की नियम विहीन स्थानान्तर नीति के कारण अधिकांश होशंगाबाद विज्ञान प्रशिक्षित शिक्षकों को प्राथमिक शालाओं में स्थानान्तरित किया जा चुका है। वर्तमान में अनेक माध्यमिक शालाओं में अप्रशिक्षित शिक्षकों द्वारा इस विषय में आधे अधूरे ज्ञान से अध्यापन करवाते देखा जा सकता है, लगभग यही स्थिति प्रायवेट शालाओं में देखी जा सकती है जहां लगभग प्रतिवर्ष शिक्षक स्टाफ बदलता रहता है। इनमें तो अप्रशिक्षित शिक्षक पढ़ाने को विवश हैं।

यह विज्ञान शहर में निवास करने वाले विद्यार्थियों के परिवेश के प्रतिकूल है। इस विज्ञान में कुछ अध्याय ग्रामीण परिवेश से अधिक संबंधित हैं। इसकी प्रयोग सामग्री को भी अध्यापन के समय जमाने में काफी समय लगता है, जिससे विद्यार्थियों का पढ़ाई का समय बर्बाद होता है। इस विज्ञान की किट सामग्री काफी महंगी आती है एवं आसानी से भी नहीं मिलती है, जिसके कारण अधिकांश शालाओं में इसका अभाव रहता है। प्रयोग सामग्री के अभाव में विद्यार्थियों का अध्यापन कार्य पिछड़ता है, जो उनके भावी भविष्य के लिए उचित नहीं है।

इस विज्ञान अध्यापन की मूल अवधारणा शिक्षक केन्द्रित न होकर बाल केन्द्रित है। जो सर्वथा अव्यवहारिक है। इन कक्षाओं के विद्यार्थी बाल्यावस्था के होते हैं - वे विज्ञान के गूढ़ नियमों को समझने में असमर्थ होते हैं। वे सीख नहीं पाते हैं अतः पिछड़ने लगते हैं। इस विषय की वार्षिक परीक्षा में मूल्यांकन पद्धति में इस बात पर अधिक ध्यान दिया जाता है कि बच्चे अधिक से अधिक उत्तीर्ण हों, चाहे उन्हें विषय का ज्ञान हो या न हो। यह मूल्यांकन पद्धति विद्यार्थियों के पालकों को भुलावे में डालने वाली है ताकि इस विषय के बंद करने की आवाज़ न उठे।

गत् सत्र 2000-01 में होशंगाबाद विज्ञान की कक्षा छटवीं की नवीन पुस्तक छपकर आई है एवं 2001-02 में सातवीं की नई पुस्तक छपकर आई है। इन दोनों पुस्तकों को अध्यापन करवाने वाले शिक्षकों को भी विगत दो वर्षों से प्रशिक्षित नहीं किया जा रहा है, जो विद्यार्थियों के हित के प्रतिकूल है। इस विज्ञान विषय की मासिक गोष्ठी संगम केन्द्र स्तर पर विभिन्न शालाओं में प्रत्येक माह में सम्पन्न होती है। इसमें भाग लेने वाले शिक्षक एवं एकलव्य संस्था के कर्मचारियों पर भी यात्रा भत्ता देने हेतु राशि खर्च की जा रही थी जो इसके बंद होने से बचेगी। इस विज्ञान को साधारण परिवार के माता-पिता भी समझने में असमर्थ रहे, जिसके कारण घर पर वे अपने बालक-बालिकाओं को पर्याप्त स्तर पर समझाने में असमर्थ हो रहे थे।

होशंगाबाद विज्ञान वर्तमान में प्रदेश के 45 ज़िलों में से केवल दो ज़िलों में सन् 1978 से चलाई जा रही है। यदि यह विज्ञान इतनी महत्वपूर्ण एवं बच्चों को लाभान्वित करने वाली है तो शेष 43 ज़िलों के बच्चों को इसके लाभ से क्यों वंचित किया जा रहा था? यदि यह विज्ञान अहितकारी है तो फिर होशंगाबाद और हरदा ज़िलों के बच्चों का भविष्य क्यों बर्बाद किया जा रहा है? कुछ व्यक्ति एवं संगठन होशंगाबाद विज्ञान बंद करने के निर्णय का विरोध कर रहे हैं। इस तारतम्य में मेरा ज़िला योजना समिति के लोगों से कहना है कि इन लोगों के थोथे तर्कों पर ध्यान न देकर इस विज्ञान के ताबूत पर अपनी अंतिम कील ठोक दें। ये वही लोग हैं जिनकी प्रत्यक्ष एवं अप्रत्यक्ष रूप से रोज़ी रोटी एवं सुख छिनने जा रहे हैं, इन लोगों को बच्चों के भविष्य की जगह अपने भविष्य की ज़्यादा परवाह हो रही है।



परासिया में भी कुछ शिक्षकों ने विधायक से होविशिका बंद करवाने की मांग की।

उनका कहना था कि “बाल वैज्ञानिक को प्रशिक्षित शिक्षक ही पढ़ा सकते हैं। परासिया विकास खण्ड में प्रशिक्षित शिक्षकों की कमी है।..... अध्यापकों का मानना है कि एक घंटे में प्रयोगों को करना संभव नहीं है। जहां कक्षा में 8-10 बच्चे हों वहीं यह पाठ्यक्रम सफल हो सकता है। विद्यार्थियों ने कहा कि पाठ्यक्रम के बोझ के कारण चीज़ें इकट्ठी करने और अवलोकन के लिए उनके पास समय नहीं होता। वहीं आदर्श कन्या शाला के विद्यार्थी पाठ्यक्रम को ठीक बताते हैं। यहां कक्षा 6 के सब विद्यार्थी अपने पास लैस रखते हैं। शिक्षिका आशा पवार ने कहा कि शिक्षक मेहनत से कतराते हैं।”



हरदा में कई लोगों की प्रतिक्रियाएं एक समाचार में छपीं

विज्ञान शिक्षिका श्रीमती सुषमा धनगर ने कहा, “जब आसपास की चीजें बटोरकर प्रयोग के द्वारा विज्ञान के नियम बताने का प्रयोग किया जाता है तब यह विचार आता है कि कम्प्यूटर युग अर्थात् बढ़ते आधुनिक ज्ञान विज्ञान के क्षेत्र में हम आज भी फूल, पत्ती, माचिस, रबरबैंड, वाल्व ट्यूब जैसे निम्नतम स्तर पर पड़े हैं?”

राकेश सिंह ने कहा, “इस विषय का सकारात्मक पहलू यह है कि सिर्फ खेल-खेल में विज्ञान के नियम समझे जा सकते हैं। पर यह अन्य ज़िलों में संचालित विज्ञान की अपेक्षा हमें आधुनिक विज्ञान से जोड़ने में असमर्थ है।”

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छात्र करण कोटक ने कहा, “अच्छा ही हुआ, प्रेक्टिकल के नाम पढ़ने का कीमती समय पेड़ पौधे की पत्ती, मिट्टी, रेत, इकट्ठा करने में गंवाना पड़ता था। फिर बेहद नीरस विषय वस्तु पढ़ने का मज़ा किरकिरा कर देती है। फिर प्रश्नों के उत्तर भी सबके अलग-अलग आते हैं।”

शिक्षक अशोक विपट ने कहा कि “विज्ञान के माध्यम से विद्यार्थी को कम से कम शब्दों में अधिक से अधिक ज्ञान प्राप्त कराने का प्रावधान होता है..... गागर में सागर के सदृश। परन्तु होशंगाबाद विज्ञान अधिक से अधिक शब्दों व अनावश्यक प्रायोगिक ज्ञान का समावेश कर विद्यार्थियों को विज्ञान की बुनियादी बातें बताने में असमर्थ रहा।”

शिक्षिका स्मिता नवले ने कहा, “मैंने स्वयं इस विषय को पढ़ा था पर कॉलेज स्तर तक होशंगाबाद विज्ञान की विषयवस्तु किन्हीं संदर्भ या प्रसंगों में दिखलाई नहीं दी।”

कक्षा 8 की छात्रा कु. प्रगति चौहान ने कहा, “बड़ा नीरस विषय था। परीक्षाओं में प्रश्न बाहर से आते थे।”

इटारसी के शिक्षक एस. के. पटेल

यह बात सच है कि यह कार्यक्रम जिन उद्देश्यों की पूर्ति के लिए शुरू किया गया था वह सराहनीय था। पर इस कार्यक्रम में सतत शिक्षक प्रशिक्षण होते रहना था। किन्तु कई वर्षों से इसका अभाव रहा है। शासन की वित्तीय स्थिति दयनीय है। अतः इस कार्यक्रम को बंद किया जाए।

इटारसी से सत्यनारायण गोयल, पूर्व प्राचार्य, टैगोर विद्या मंदिर

“मेरे दीर्घ अनुभव के आधार पर शहरी क्षेत्र में होशंगाबाद विज्ञान की पढ़ाई किसी न किसी रूप में पूर्ण हो जाती है। प्रयोग भी किसी न किसी रूप में पूर्ण हो जाते हैं। ग्रामीण क्षेत्रों में होशंगाबाद विज्ञान की पढ़ाई कहीं कम तो कहीं नगण्य सी रहती है।..... दूसरे विषयों की पढ़ाई तो छात्र छात्राएं घर पर ही स्वाध्याय रूप से कर सकते हैं। होशंगाबाद विज्ञान की पढ़ाई बिना शिक्षक एवं बिना ग्रुप के नहीं।..... स्कूप में होशंगाबाद विज्ञान की प्रायोगिक विशेषताओं के बावजूद उसका बंद हो जाना ही श्रेयस्कर होगा ताकि होशंगाबाद जिले के छात्र-छात्राएं भी प्रदेश के अन्य छात्र-छात्राओं के स्तर के समान ही विज्ञान विषय का अध्ययन कर सकें।”

इटारसी के विनोद चौहान

ने कहा “कुछ स्वार्थी लोग निहित कारणों से इसके पक्ष में गोष्ठियाँ एवं बयान दे रहे हैं एवं बड़े-बड़े लेख छपवा रहे हैं... ये निहित संस्थाएं एवं कथित बुद्धिजीवी कब तक वे ताकतें हमारे ज़िले के छात्रों के भविष्य से खिलवाड़ करते रहेंगे? आज इस विज्ञान ने कक्षा 6 से 8 तक के छात्रों को इतना कमज़ोर बना दिया है कि आगे चलकर पीईटी एवं पीएमटी में हमारे छात्रों को इंदौर व भोपाल में कोचिंग के लिए जाना पड़ता है। इसके बाद भी अपेक्षित सफलताएं नहीं मिल पाती हैं।”

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हरदा के सरस्वती शिशु मंदिर के संचालक पुरुषोत्तम पटेल

ने कहा,

“होशंगाबाद विज्ञान पढ़ाने के कारण बच्चों को तो कोई लाभ नहीं हुआ परन्तु उसको प्रायोजित करने वाली संस्था एकलव्य को करोड़ों का फायदा हुआ है जिसके कारण हर वर्ष छात्रों को नई पुस्तक क्रय करना पड़ता है और एकलव्य को लाखों रुपए रायल्टी प्राप्त हो जाती है।

इस रायल्टी पर एकलव्य संस्था वर्षों से जीवित है। होशंगाबाद विज्ञान पढ़ाने वाले शिक्षक तक को यह विज्ञान समझने में बहुत दिक्कत आती है। एकलव्य संस्था ने पिछले दिनों अपनी नई भूगोल की पुस्तक भी छात्रों पर थोपने की कोशिश की थी, परन्तु हमारे शिक्षाविदों के विरोध के कारण उन्होंने अपना निर्णय वापस ले लिया।”

इटारसी के एक्सेलेंस पब्लिक स्कूल के संचालक संदीप तिवारी

ने एकलव्य को हिदायत देते हुए लिखा “सर्वप्रथम उन्हें कक्षा छठवीं में पढ़ने वाले भारतीय बच्चे का मेंटल लेवल चैक करना चाहिए था, उसके बाद इस विज्ञान को लागू करना चाहिए था। हमारे यहां के बच्चों का मेंटल लेवल इतना हाई नहीं है कि आप इन्हें बाल वैज्ञानिक बना सकें।”

समाधान समाज सेवा संगठन के जितेंद्र शर्मा

ने ज़िला योजना समिति के निर्णय का स्वागत करते हुए बताया कि उनका संगठन 1998 से समाचार पत्रों के माध्यम से इस कार्यक्रम की खामियों को उजागर कर रहा है। स्कूल स्तर पर भी इसी मुद्दे पर वाद-विवाद प्रतियोगिता का आयोजन किया गया। स्कूल शिक्षा विभाग को पत्र लिखे गए लेकिन सफलता नहीं मिल पाई थी। ज़िला सरकार के गठन के बाद जब अधिकार क्षेत्रीय जनता के हाथ आ गए तो जन इच्छा के अनुरूप सर्वसम्मति से प्रस्ताव पास हो गया। “... कार्यक्रम की करके सीखों की विचारधारा सही हो सकती है लेकिन व्यावहारिकता में यह कार्यक्रम ग्रामीण क्षेत्रों में सफल नहीं हो सका। होशंगाबाद ज़िले का छात्र जब कभी पूर्व माध्यमिक स्तर पर स्थानांतरण पर बाहर जाता है तो उसे तालमेल बैठाने में भारी मशक्कत करनी पड़ती है।”

निम्न संगठनों की तरफ से कार्यक्रम बंद होने को उचित निर्णय बताते हुए वक्तव्य आए

1. म. प्र. शिक्षक संघ, इटारसी
2. म. प्र. शिक्षक संघ, सिवनी मालवा
3. भारतीय जनता युवा मोर्चा, प्रदेश अध्यक्ष - कमल पटेल
4. भाजपा विधायक, पिपरिया - हरिशंकर जायसवाल
5. म. प्र. पिछड़ा वर्ग संगठन के महामंत्री - रामेश्वर पटेल
6. म. प्र. मानव अधिकार परिषद् के ज़िला संरक्षक - के सोनकिया व संभागीय अध्यक्ष - एम राय
7. सोहागपुर के भाजपा नेता शंकर बाबू पटेल आदि
8. दलित संघ, सोहागपुर के ललित गढ़वाल, रतन उमरे
9. सोहागपुर ब्लॉक महिला कांग्रेस अध्यक्ष - श्रीमती अंजना तिवारी
10. म. प्र. शिक्षक कांग्रेस

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सोहागपुर महाविद्यालय के विज्ञान संकाय के प्रभारी प्रो. राजेश शुक्ला ने कहा, “इस विज्ञान की उच्चतर कक्षाओं के साथ संगतता नहीं है।”

पूर्व नगर पंचायत अध्यक्ष, सोहागपुर के संतोष मालवीय

ने कहा कि इस ‘अधुरी विज्ञान’ को बंद करने से आगामी समय में सार्थक परिणाम सामने आएंगे।

इटारसी के मिलिंद रांधे

ने लिखा कि “होशंगाबाद ज़िले से बाहर एकलव्य की क्या भूमिका है इसकी जानकारी नहीं है। परन्तु होशंगाबाद ज़िले में शिक्षा के क्षेत्र में कम, अपितु राजनैतिक कार्यों में इस संस्था की लिप्तता अधिक है। इसकी पुष्टि अनेक शासकीय गोपनीय रिपोर्टों से भी होती है।..... प्रो. यशपाल होशंगाबाद विज्ञान की पुस्तक के संपादकीय में लिखते हैं कि हर बच्चे के लिए एक अलग पाठ्यक्रम होना चाहिए। क्या व्यवहार के धरातल पर यह संभव है?”

“कक्षा 8वीं की बाल विज्ञान में मनुष्य के प्रजनन अंगों की विस्तार से जानकारी देते हुए नसबंदी की परिभाषा दी गई है।.... क्या आठवीं के बच्चों को यह पढ़ाया जाना चाहिए? पुस्तक में इतने अधिक प्रयोग दिए गए हैं कि कोई छात्र विज्ञान के अतिरिक्त कुछ भी नहीं पढ़ पाएगा।”

नगर कक्षा के संपादकीय लेखों ने कहीं यह सुझाव पाठकों के सामने रखा कि होशंगाबाद विज्ञान शिक्षण कार्यक्रम को ऐच्छिक विषय बना दिया जाना चाहिए, तथा विद्यार्थी की पसन्द पर छोड़ दिया जाना चाहिए। कभी संपादक ने ज़िला योजना समिति के निर्णय को बदलने का दबाव बनाने की एकलव्य की कोशिश को आपत्तिजनक बताया।

ज़िला सरकार का महत्व मत घटाओ

नगर कथा 8-14 अप्रैल 2002

मुख्यमंत्री श्री दिग्विजय सिंह ने ज़िले की योजना ज़िले में बनाने तथा स्थानीय मुद्दों पर स्थानीय स्तर पर चर्चा कर निर्णय लेने के लिए ज़िला सरकार की स्थापना विगत दो वर्ष पूर्व की है। ज़िला सरकार को ज़िले से संबंधित किसी भी समस्या पर निर्णय लेने का पूर्ण अधिकार दिया गया है। ज़िला योजना समिति द्वारा लिया गया निर्णय अंतिम होगा और उस पर किसी भी प्रकार के पुनः विचार की कोई आवश्यकता नहीं है। ज़िला योजना समिति के अध्यक्ष पद पर मंत्री तथा सचिव पद पर कलेक्टर को पदस्थ किया गया है ताकि सदस्यों से विचार-विमर्श कर ज़िले से संबंधित समस्याओं तथा योजनाओं पर ज़िले में ही निर्णय लिया जा सके। प्रदेश में कई ज़िलों में ज़िला सरकारें बहुत ही अच्छे तरीके से काम कर रही हैं जिनमें होशंगाबाद ज़िला भी एक ऐसा ज़िला है। यहां की ज़िला योजना समिति बहुत ही अनुशासित ढंग से निर्णय लेकर कार्य कर रही है।

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ज़िला योजना समिति ने अपनी 7 फरवरी की बैठक में एक महत्वपूर्ण निर्णय में ज़िले में 1972 से एकलव्य संस्था द्वारा संचालित होशंगाबाद विज्ञान को आगामी शिक्षा सत्र में सर्वसम्मति से छात्र हित में बंद करने का निर्णय लिया गया है। ज़िला योजना समिति में विधायक डॉ. सीताशरण शर्मा द्वारा होशंगाबाद विज्ञान को बंद करने के प्रस्ताव पर सर्वसम्मति से निर्णय लिया गया है। इस निर्णय के पश्चात से ही होशंगाबाद विज्ञान को संचालित करने वाली संस्था द्वारा होशंगाबाद विज्ञान को बंद करने के निर्णय के विरोध में समाचारों में बाढ़ सी आ गई है। राष्ट्रीय स्तर पर भी होशंगाबाद विज्ञान के पक्ष में तर्क दिए जा रहे हैं परन्तु होशंगाबाद विज्ञान को पढ़ने वाले छात्रों तथा पढ़ाने वाले शिक्षकों से भी तो कोई शिक्षाविद् पूछे कि उसे होशंगाबाद विज्ञान कैसी लग रही है। मुख्यमंत्री को सौंपे गए एक ज्ञापन पर उन्होंने ज़िला सरकार से 7 फरवरी के निर्णय पर गहन समीक्षा के निर्देश दिए हैं। क्या एक बार सर्वसम्मति से लिए गए किसी निर्णय पर गहन समीक्षा की आवश्यकता है? मुख्यमंत्री यह गलत परम्परा डालकर ज़िला सरकार का महत्व क्यों घटा रहे हैं? इस परम्परा से तो ज़िला सरकार के निर्णय के विरुद्ध प्रभावित लोग मुख्यमंत्री के पास जाकर निर्णय बदलने के लिए दबाव डालने के लिए परम्परा शुरू कर सकते हैं। मुख्यमंत्री को ज़िला सरकार के निर्णय में हस्तक्षेप नहीं करना चाहिए, और उसे स्वतंत्र रूप से कार्य करने की छूट देना चाहिए, तभी ज़िलों में बनाई गई ज़िला सरकारों का महत्व रहेगा। यदि किसी व्यक्ति को ज़िला सरकार के निर्णय पर आपत्ति है तो उसे न्यायालय का द्वार खटखटाकर उसे चुनौती देना चाहिए।

श्री भवानी शंकर शर्मा, होशंगाबाद

ने कहा कि 30 वर्षों बाद भी संस्था होशंगाबाद विज्ञान शिक्षण कार्यक्रम को सम्पूर्ण म. प्र. में क्यों नहीं लागू करवा पाई? उन्होंने बताया कि आम जन की यही जानकारी है कि यह संस्था मात्र विज्ञान शिक्षण कार्यक्रम ही चला रही है जबकि अत्यंत गोपनीय तरीके से इतिहास लेखन के द्वारा सामाजिक अध्ययन पाठ्यक्रम भी चला रही है। आश्चर्य होता है कि कुछ व्यक्ति कैसे बिना अनुभव के पाठ्यक्रम तैयार कर लेते हैं। यहां प्रदेश के 44 ज़िलों में म. प्र. सरकार का पाठ्यक्रम चल रहा है तो इस ज़िले में पढ़ाए जाने पर आपत्ति क्या है?

बच्चे इसके पढ़ाई के ढंग से व शिक्षक पढ़ाने के ढंग से अत्यंत परेशान हैं। उन्होंने सवाल किए “एकलव्य को होशंगाबाद में गतिविधियां चलाने में क्या फायदा है? संस्था का सालाना बजट कितना है? राशि कहां से आती है? संस्था में कार्यरत व्यक्ति वैतनिक हैं या अवैतनिक तथा कितना वेतन मिलता है?”

संस्था द्वारा मीडिया जगत में पकड़ का सहारा लेकर मुख्यमंत्री तक अपनी बात रखी जा रही है। विभिन्न लोगों से घर-घर जाकर हस्ताक्षर कराए जा रहे हैं बल्कि पाठ्यक्रम के विषय में शिक्षा शास्त्रियों, बुद्धिजीवियों, शिक्षक गणों एवं विद्यार्थियों की राय ली जानी चाहिए।....

नर्मदा एजुकेशन सोसायटी के द्वारा 12 मार्च को आयोजित एक दिवसीय विचार-विमर्श गोष्ठी में लगभग 150 लोगों ने भाग लिया। कार्यक्रम के सूत्रधार एवं प्रबंधक नर्मदा एजुकेशन सोसायटी, भवानीशंकर शर्मा ने सभी का आभार व्यक्त किया व होशंगाबाद विज्ञान बंद करने की दिशा में उनके द्वारा दिए जाने वाले सहयोग की सराहना की।

विज्ञान पाठ्यक्रम संस्कृति पर कुठाराघात - शर्मा

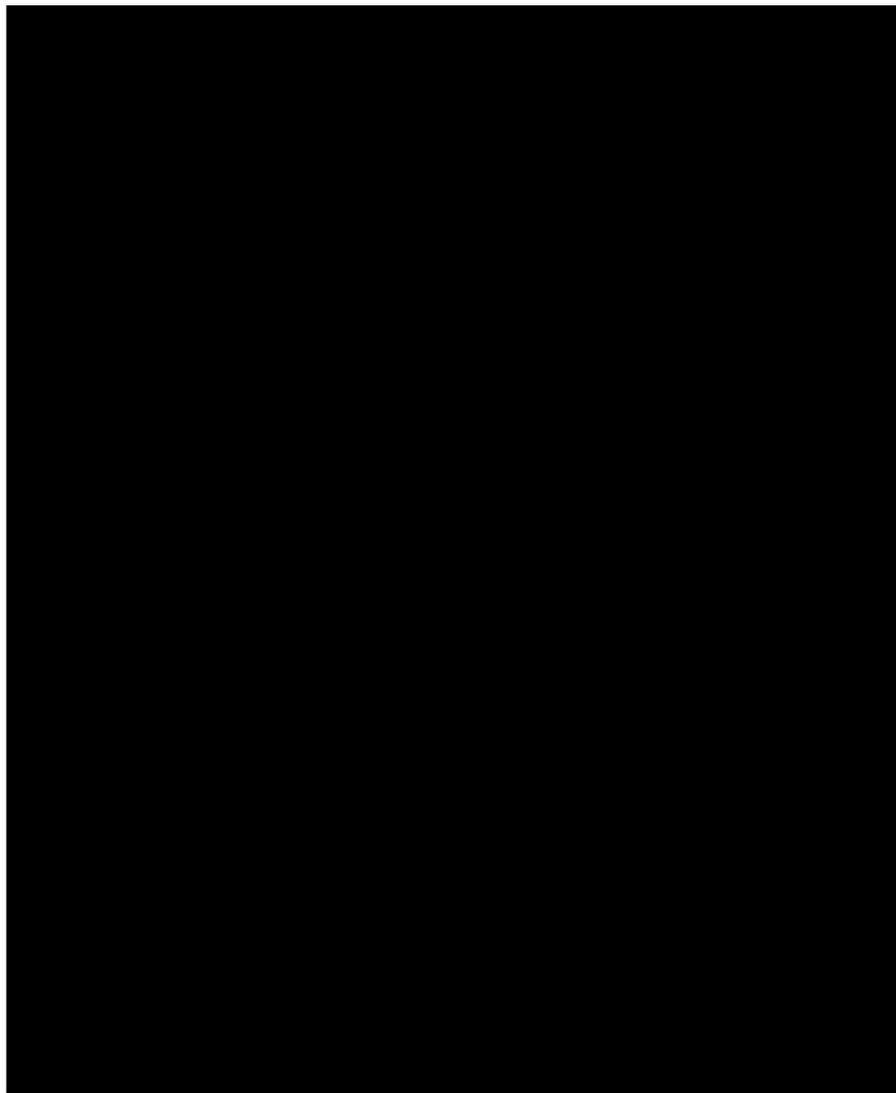
दैनिक जागरण 3.4.2002

एकलव्य संस्था द्वारा संचालित होशंगाबाद विज्ञान एवं सामाजिक अध्ययन का पाठ्यक्रम हमारी संस्कृति एवं मान्यताओं पर कुठाराघात का षडयंत्र हो सकता है। उक्त आरोप आज एक पत्रकार वार्ता में वरिष्ठ समाज सेवी पं. भवानी शंकर शर्मा ने लगाया। उन्होंने कहा कि इनके द्वारा चलाया जा रहा सामाजिक अध्ययन का पाठ्यक्रम विस्फोटक है जो कि भारतीय संस्कृति को नष्ट भ्रष्ट कर सकता है, अतः ऐसे पाठ्यक्रम को तत्काल बंद किया जाना चाहिए।

होशंगाबाद विज्ञान शिक्षण कार्यक्रम पर प्रहार करते हुए उन्होंने कहा कि उक्त पाठ्यक्रम विगत 30 वर्षों से माध्यमिक कक्षाओं में चालू हैं किन्तु उसके परिणाम सर्वथा निराशाजनक रहे हैं। इसकी मूल्यांकन पद्धति भी बेहद दोषपूर्ण एवं विद्यार्थियों को हतोत्साहित करने वाली है। यदि होविशिका श्रेष्ठ होता तो एस.सी.ई.आर.टी. द्वारा इसे पूरे प्रदेश में लागू कर दिया जाता किन्तु ऐसा नहीं किया गया।

कार्यक्रम संचालित करने वाली संस्था एकलव्य पर शिक्षा के माध्यम से ज़िले में अपनी जड़ें एवं गुप्त एजेण्डा लागू करने का भी आरोप उन्होंने लगाया। उन्होंने कहा कि विज्ञान का पाठ्यक्रम तथाकथित अनुभवहीन लोग कर रहे हैं जो कि छात्रों के भविष्य के साथ खिलवाड़ है।

इस पाठ्यक्रम का विरोध समय-समय पर होता रहा है, किन्तु संगठित न होने के कारण इस पर कोई ध्यान नहीं दिया गया था, जब ज़िला सरकार ने इस पाठ्यक्रम को बंद करने की अनुशंसा की तो इनके कर्ताधर्ता बीखला गए। उन्होंने कहा कि अपनी ऊंची पहुंच और अपने सम्पर्कों के माध्यम से वे इस पाठ्यक्रम को लागू कराने के लिए प्रयास कर रहे हैं किन्तु ज़िले की जनता अब होशंगाबाद को चारागाह नहीं बनने देगी। देश-विदेश के कतिपय विद्वानों द्वारा इस कार्यक्रम की सिफारिश किये जाने संबंधी प्रश्न पर उन्होंने कहा कि यदि वाशिंगटन और मास्को के शिक्षा शास्त्री इस पाठ्यक्रम को श्रेष्ठ मानते हैं तो उसे उन्हीं स्थानों पर लागू किया जाये।



होशंगाबाद विज्ञान शिक्षण कार्यक्रम के कार्यक्षेत्र में छात्रों, पालकों और शिक्षकों ने एक हस्ताक्षर अभियान में शामिल होकर कार्यक्रम को बंद किए जाने पर अपना विरोध दर्ज कराया:

दिनांक 7.2.2002 को जिला योजना समिति द्वारा निर्णय लिया गया कि होशंगाबाद विज्ञान शिक्षण कार्यक्रम को होशंगाबाद जिले में बंद करवाया जाए। हमारा यह मानना है तथा पिछले वर्षों का यह अनुभव भी है कि विज्ञान शिक्षण का सर्वांगीण व रोचक तरीका "विज्ञान करके सीखें" है, जो होशंगाबाद विज्ञान पाठ्यक्रम में ही दिखता है। अतः हमारा यह अनुरोध है कि जिला योजना समिति अपने निर्णय पर पुनः गम्भीरता से विचार करे तथा होशंगाबाद विज्ञान शिक्षण कार्यक्रम को जारी रखने की अनुराधा करे।



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मेहनत कुमाराठ
गिरीश कुमार
सतीश कुमार सोनी
रामगोपाल सराटे
दिनेश कुमार
आमराकेशा पटेल
मोनु दुबे
सुनीता साहू
संजिता साहू
ज्योती साहू
अन्यासा बंधू
हरीक साहू
सलमान साहू
कर्मवीर खान
महानी खान
राजेश्वर सिंह राजगुरू
नमय मीना
विक्रम कायडे
अभिनव राजगुरू
नितेश राजगुरू
राजेश वायव
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सुनील ककार
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गौरव अग्रवाल
सौरव अग्रवाल
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रामध्याल सेलूकर
हरगोविन्द
कमलेशा परते
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राजपाल सेलूम
श्रवण कुमार नरे
सुनील कुमार चौहान
प्रभाय कुमार
हरवीर सिंह ठाकुरे
अनिल कुमार सल्लाम
भगवानदास मरकम
मनोहर सिंह बारकर
जूनन सिंह कलमे

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करलू सिंह रघुवंशी
छगन लाल रघुवंशी
सतीश मोदी
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जायदीश कपूर
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गुणवत सिंह यादव
सुधीर कुमार
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सिबनी मालवा के पास
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यु सोहगपुत्र, प्रो. पानवतराई
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श्रीराम
अशोक कुमार कर्मता
शंकरलाल गुजर
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टी मसीह, शिक्षक
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गुरमखेड़ी, होशंगाबाद
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मोहनसत सिंह
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मंगलबारा, होशंगाबाद
मुर्तजा अली
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खटवास, होशंगाबाव

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मोना
निहा

मालवीगंज, इटारसी
पिन मेहरा
निहा
विनीता गुप्ता
मेधा मालवीय
आलीश गौर
मीरा दमाडे
कवी साहू
कविता गुजराते
गीरी प्रसवानी
गौरु बजाज
निनीता बजाज
गुणवत बंद जैन
प्रीति पवार
लक्ष्मी बजाज
उमेश गिरिस
मन्वलाल
संजय
कंचन मिहरी
संजय
सुरेश्वरी प्रसाद
नीलेश कर्मा
इरफान
मैकनलाल

गान्धन भट्ट
गणिकस भट्ट
मन्मथलाल भट्ट
जैकी
प्रवीण गिरी
अन्य सिंह
अनूप सिंह राजपूत

12. बंगला, इटारसी
सुखन रामोनी
प्रीति बाता सिंगनारे
राहेन रोह
कुसुम कुमवार
रंजी सिंह

गौरी नगर, इटारसी
रंजीत खान
राधेश्याम
ओमप्रकाश साहू
अमित शिवनानी
प्रवीण साहू
मंजुनी साहू
अंशुल जैन
राहुल जैन
मौ. इरफान कुंशी
केन्द्र सिंह
जनीर
मोहम्मद जनीर
हेमन्त अग्रवाल
राजेश हनीतिया
राम अग्रवाल
नमेशप्रसाद
पारस आवरिया
सतीश जैन
नंदु अधिकारी
योगेशकर
लक्ष्मी
मुनेश
सुदीप
कंचन चौरे
भोजराज चौरे
अंकित
सचिन चौरे
ओमप्रकाश चौरे
अन्यकेसिंह
अनूप सिंह राजपूत
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अमरीश
राधेश्याम देवी
विशाल सोनी
मीन सोनी

आनरा भट्ट
श्याम कुमार
मुनेश भट्ट
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विजय
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अनित
भावावन दस
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नरेन्द्र भट्ट
वीरक
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हरीश शिवनानी
नेहा, गौरी नगर
पूनम बाबेश्या
मोहनी जैन

आसफाबाद, इटारसी
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राजेश
रामेश्वर
अमरीश
प्रबला
प्रमोद
सुरेश कुमार
विशाल
संजय
कंचु भट्ट
रोहन डूबे
राजेंद्र डूबे
जगमोहन पटेल

वाडें नं. 17, इटारसी
उमेश कुमार
उमेश कुमार
संकरलाल
मनीष कुमार
कान्दीश प्रसाद
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गुरुपू प्रसाद
प्रमोद राव
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भागचन्द सेनी
रामेश्वर प्रसाद

ईवगाह, इटारसी
हरि अग्रवाल
अंशु मीना
विशाल उपाध्याय
जितु वैष्णव

गुरुपू पटेल
वीरेंद्र कुमार सेनी
शेखर मोटवानी

शा. भा. शाला मांदला,
इटारसी
बालकप्रसाद पटवारे
अनुराग पाण्डेय
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मधु
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अनुसुमिता
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पूजा
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गोपती
पूनकवी

प्राय साकेत मोधिया,
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अनिता चौधरी
ज्योति पटेल
सुधा चौधरी
गीता पटेल,
कबीता चौधरी

इटारसी के पास के गाँव
मधु चौरे, गुजारापुर
सतिता चौधरी, गुजारापुर
राजवीर पांडे, घाटली
श्याम विश्वार चौरे, मेहरागंज
टीना पटेल, मेहरागंज
पिन्डिन राजपूत, डोंबाकला
उमा राजपूत, डोंबाकला

सोनासावरी, इटारसी
प्रतिभा भागवती
शाखा चौरे
रोहा चौरे
श्रद्धा चौरे

एवं अन्य
बंटी गोपल
सुखनारायण सिंह, शा उ मा
शाला डिपन्नी
सौरभ सिंह, शिशु मीर
रैकन सिंह, तजपुरा
प्रीति श्रीवास्तव, अशोक तिवारी
कविता चौधरी, अशोक तिवारी
अनिता झालिया
कनक्याम साहू

भगवत खान
हेमचन्द्र
पूरसिंह गौड़
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लक्ष्मण प्रजापति
रविशंकर प्रजापति
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जयनाप्रसाद पटेल
शौरसागर पटेल
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कुसुमीराम डूबे
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विमललाल मेहरा
सरमन कुमार
सम्पन्न सिंह पटेल
शिररात श्रीलाल
रामसिंह मेहरा
मन्मथलाल
कमल चौधरी
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कानकराम पटेल
रामनाथ पटेल
पूनलाल पटेल
राधेश्याम
कवित मिश्रा
प्रहलाद सिंह पटेल
पूनलाल

अश्वाराम
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पारमलाल
राधेश्याम अहोरे
शिशु प्रसाद कुठारे
रफीक खान
उत्तम पटेल

उत्तम प्रजापति
भगताराम श्रीराम
भुजी लाल चौधरी
कान्दीश अहोरे
रामानंदी पटेल
कर्मनर चौधरी
कलीराम
सुमनलाल
संकरलाल पटेलराय, अशोक
अनिता कुमार शर्मा, भोपाल

