



**EKLAVYA FOUNDATION**

**celebrations &  
reflections**

**annual report  
2022-23**

# Eklavya Foundation

Madhya Pradesh – Maharashtra- Bihar-Uttar Pradesh



**Eklavya's vision:** *Meaningful education for all to build an egalitarian and just society on the path of sustainable development.*

**And Mission:** *Working towards innovations in the education system that respond to the needs of children and redefine the role of teachers.*



3-days learning mela - Hoshangabad Shiksha Sarita - on theme of "River and Water"

The year 2022-23 has been one of celebrations and reflections, as Eklavya completed 40 years of its journey in the area of research and mainstreaming of scalable models of educational innovations – working actively both with the mainstream government school system as well as the communities that children coming to these schools are part of.

Eklavya develops and field tests innovative educational

programmes and trains resource people to implement these programmes. It evolves learner-centred teaching methodologies that foster problem-solving skills in children and encourage them to ask questions about their natural and social environment. This approach helps children become life-long self-learners.

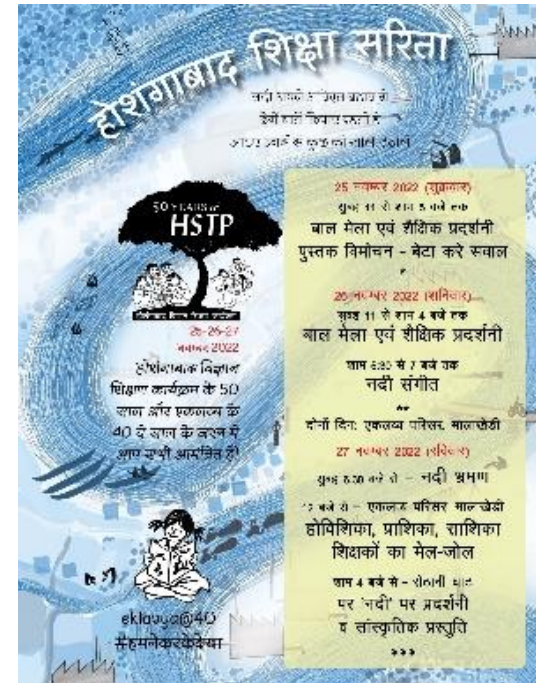
As a non-profit, civil society organisation, it functions through a network of education resource centres / field teams located in 5 districts of Madhya Pradesh. i.e. Narmadapuram (erstwhile Hoshangabad) district, Shahpur block of Betul district, Beejadandi block of Mandla district, and Obaidullaganj block of Raisen district, 3 Districts of Maharashtra (Aurangabad, Amravati and Akola) and 5 Districts of Bihar (Patna, Samastipur, Saran, Muzaffarpur and Bhojpur).

For over four decades, Eklavya has sought to relate the content and pedagogy of education – both formal and non-formal - to social change and the all-round development of the learner.

Eklavya has built up an extensive base of resource materials that includes educational literature, children's literature, magazines, textbooks and other learning aids.

The year 2022-23 was one of celebrations and reflections – looking back to the future and consolidating our learnings over the past four decades. The year-long celebrations started with a public lecture by Prof. Harjinder Singh 'Laltu' in Bhopal in November 2022 on the Questions around Science and Society, followed by a musical performance of Kabir's verses by Anubhuti Sharma.

This was followed by 3-day learning mela – Hoshangabad Shiksha Sarita around the theme of 'River & Water'. This was attended by over 400 students and 100+ teachers.





In January 2023, a 2-day meeting was held on Social Science education. Members of the erstwhile Social Science group of Eklavya, resource persons and academicians and organisations involved in Social Science and democratic values collected to remember the Samajik Adhyayan Karyakram, and also ideate on the possibilities in the current times.

The last leg of these celebrations was a 4-day traveling musical festival – Malwa Mahila Kabir Yatra: Dharti ki Baani, Heliyon ki Zubaani 2023. The first-ever Malwa Mahila Kabir Yatra was organized between the 2nd to 5th of March starting with Lunyakhedi, then to Tonk Khurd, further to Sonkutch and was concluded in Indore. This Yatra was part of a year-long celebration of 40 years of Eklavya and 50 years of the Hoshangabad Science Teaching Programme.

The Yatra offered a platform to more than 52 female singers (35 local Malwa singers and the rest from across the nation) and 30 accompanists in 4 locations in the presence of 70 Yatris, numerous localities, and viewers tuning in online. As the name goes ' Dharti ki Baani, Heliyon ki Zubaani', the Yatra invited songs from the soil, everyday toil, experiences happy, sad, and much more. The female singers left the audience mesmerized with their diverse performances. The response from the participants, audience, artists, and well-wishers has been encouraging. This urgent need for creating a platform for female singers- young or old, seasoned or budding has been seconded by many. We consider this as a movement in building equal space for artists of all genders to showcase their art.

## Programme Overview

<b>Eklavya's Programs</b>		
<b>TEOA (Teacher Education Outreach and Advocacy)</b>	<b>CEE (Community Engagement and Education)</b>	<b>Publication</b>
HITEC (Holistic Initiative Towards Educational Change), <a href="#">Hoshangabad</a>	Enabling Learning in Schools and Beyond, <a href="#">Bijadandi (Mandala)</a> , <a href="#">Shahpur (Betul)</a>	Magazines: <a href="#">Chakmak</a> , <a href="#">Sandarbh</a> , <a href="#">Strote</a>
<a href="#">Kesla Middle School Science Initiative</a>	Shiksha <a href="#">Sashaktiran Karyakram (Badwani)</a>	Editorial and Design
Empowering communities to ensure quality education Maharashtra ( <a href="#">Aurangabad</a> , <a href="#">Dharni</a> )	Shiksha Ki Udaan, <a href="#">Berasia (Bhopal)</a> and <a href="#">Shahpur (Betul)</a>	Production and Dissemination
Schools 2030 (Patna and <a href="#">Samastipur</a> , Bihar) Learning Partner Assessment Partner		
Faizabad Initiative for Intensive Education		
School Strengthening Initiative (VIBHA), <a href="#">Shahpur (Betul)</a>		
Enabling Holistic Learning Spaces inside out: SMART schools in UP (in-progress)		
Mentoring and Resource Support		

## Holistic Initiative towards Educational Change (District Narmadapuram)

The work in erstwhile Hoshangabad district (now Narmadapuram) has now taken roots in all the 7 blocks of the district. We are now engaged with 33 Jan Shiksha Kendras - with a deep connect with 105 schools, and an outreach of around 500 teachers and 6000+ students.

The overarching objective of this initiative is to bring long-term change in quality of school education in the district. This is being brought into effect by engagement with schools, teachers, education functionaries and the community. The larger purpose of intervention in the district is capacity development of teachers of government schools - both directly and through strengthening of teacher education and teacher support institutions of the government; providing out-of-school support to children in government schools and community interaction and engagement around education. The main thrusts of our engagement are:

- Learning support to students in and outside school
- Support to schools and teachers and government school system linkages
- Enhancing discourse on education in the community

The summer of year 2022 saw a series of capacity building workshops both for the teachers of the district, as well as the Eklavya HITEC team members. 2 workshops on use of theatre in education, and on developing writing skills were held in April and May. In June, a weeklong Science training workshop was also conducted where 11 female teachers from the district participated.

Soon after, the Foundational Literacy and Numeracy (FLN) training workshops started throughout the state of MP, and in Narmadapuram, the Eklavya team worked in close collaboration with the district and block level education functionaries to assist in these trainings. Eklavya members were especially relied on to add to the pool of activities linked to specific Math and language learning objectives.

With a small support from the National e-Marketing Limited, we were able to distribute a curated list of children's books and jute library display bags to 100 schools in the district. The books were categorised according to the suggested FLN stages for foundational literacy - and were very well received. Since this book supply came into action following the FLN trainings, the teachers were very receptive to the idea and a high level of use of library books with children was seen. The Eklavya team also followed-up this with forming Reading Corners in the schools, and carried out reading promotion activities like story-reading, pair-reading, book based games, picture reading etc. during follow-up visits. Rejuvenation of the libraries was also carried out in the Mohalla Learning Activity Centres (MLAC), with a new supply of books and introduction of a range of reading related activities.



Following the summer Science training (11 women Science teachers participated), a Sunday Science forum was initiated whereby interested teachers gathered together in a school on a Sunday of every alternate month and worked on some Science topics like electricity, our circulatory system, use of local resources to perform Science experiments etc. 4 such sessions were held through the year. One of the challenges was that the continuity of teacher participation could not be ensured. Every time there were 10-15 teachers who came out of their own interest, but every time some new ones joined in and some of the earlier lot were absent. However, those that came for the Sunday workshop were very actively engaged in the learning activities.

Many of the teachers went back to their schools and tried out many of the experiments with their students. Some of them even extended the idea to topics that were untouched in the workshops - and designed experiments on their own and demonstrated them with their students.





As part of the Teacher Professional Development efforts, a number of workshops were organised for their capacity building. In addition, teachers participated in the Child Development, Special Needs and Learning course, in a Primary Maths course based on the IGNOU materials, an e-library course developed by Eklavya for the Tata Trust (50 teachers).

In November, as part of the commemorative events for 40 years of Eklavya and 50 years of HSTP, a huge learning mela was organised in Hoshangabad called the Hoshangabad Shiksha Sarita. This was focused on the topic of River and water. Around 500 students and over 130 teachers and education officials participated in the 3 day event. A get together of teachers connected with the Eklavya curricular programmes was also conducted. On the 3rd day, an open dialogue was organised between old retired teachers connected with the Eklavya curricular programs and present school teachers. This dialogue was very useful to give a sense of the challenges the older lot had faced, and understand how they never gave up from working out ways and means to experiment and innovate in schools.

The HITEC team also initiated dialogue with the panchayat representatives and forums in the villages where we work in schools and MLACs, and during the gram sabhas of 26th January 2023, over 30 gram sabhas resolved to continue to work in the area of improvement of school education and invited Eklavya to work in this direction. This was a novel approach to make it possible to continue with the work on ground through decentralised local governance mechanisms.

In early 2023, the school libraries were revitalised with reading melas in over 100 schools in all the 7 blocks of the district.

The year also saw a lot of reflective writing practice among the team members as well as teachers.

Lastly, the HITEC team saw a successful transition of leadership, with Karuna Amy Guria and Priyesh Diwan taking on the role of Project In-charges at the end of 2022-23.

## Schools 2030 – Learning and Assessment Partner Roles

Schools2030 is a ten-year participatory learning improvement programme based in 1,000 government schools across ten countries. Using the principles of human-centered design and focusing on the key transition years of ages 5, 10 and 15 years old, Schools2030 supports teachers and students to design and implement education micro-innovations. These low-cost and scalable innovations are informing and transforming education systems to improve holistic learning outcomes for the most marginalized learners worldwide. In India, the Schools2030's geographic focus has been in the northern part of Bihar, in the districts of Bhojpur, Muzaffarpur, Patna, Samastipur and Saran.

Eklavya Foundation is involved in two capacities with the project; as the Learning Partner (LP) and as the National Assessment Partner (AP) for the India segment.

As the learning partner, Eklavya's role has been to be closely involve in the ongoing implementation process, and bring out, collate and present the learnings in textual and audio-visual format. These are gathered through first-hand observations and field visits, regular reflective dialogue with the implementation team, with an aim to acquire and document a deeper and contextual understanding of the programme.

In the year 2022-23, the LP team participated in the engagements with Youth and youth spaces, Schools and Teachers, And Anganwadis, and brought out 14 case studies, each bringing out journeys of individual teachers/facilitators, and trajectories and impacts of initiatives such as community libraries, Anganwadis at specific locations. The other significant part was to document six key aspects of the innovations for the phase, ensuring a holistic coverage of the idea, the inspiration, the theoretical relevance and the crucial component of praxis. Besides documentation, regular academic inputs have been as much a part of LP's engagement. As a part of which, exercises such as contextualisation of the HCD resource documents, and creation of reference resources for Anganwadi Karyakartas were taken up during the period.

The objective of the Assessment partnership (AP) is to contribute towards an improvement in learning outcomes and nudge the wider education system through developing locally generated, locally relevant holistic learning assessment tools at country level. The engagement involves following steps of action -

- establishing a set of context-driven valid and reliable assessments in each participating schools of Schools2030 India Programme,
- analyzing these assessments and supporting their use,
- innovating to build global goods using assessment data.

In nutshell, Eklavya's engagement for the year 2022-23 involved conceptualisation and facilitation of participatory dialogue to identify five domains for each of the cohort/s, an active participation in the growth dialogue meetings, and other ongoing activities of the implementation partner to ensure a closer connect with the ongoing work, development of tools for each of the domains selected for each of the cohorts including the pre-pilot and pilot runs and finally, taking up 10% of the data collection of the overall baseline tests. A slightly elaborated description of the same can be given as follows;

#### **A. Domain selection workshop -**

Of the 27 domains of holistic education as have been compiled by the schools2030 team, each country was to short-list five (for each of the cohorts), based on a combined understanding of the current requirements of the context, gap and challenge areas and overall systemic vision.

This workshop involved various stakeholders such as SCERT faculties, Anganwadi Sevika, School teachers, Pre-service Teacher Education students among many, who came together to identify the most relevant domain areas for 5+, 10+ and 15+ cohorts. It was an intensive two-day workshop.

## B. Tool development -

As a step ahead, a team from Eklavya took up conceptualizing an overall approach and jotting of guiding principles for the assessment tools and engaged in an immersive process of developing contextually relevant, responsive, large-scale assessment tools not only for the academic domains such as literacy and numeracy but for other crucial sets of skills that often do not form a part of school-level assessments such as creativity, respect for environment, communication, health and nutrition etc.

These tools tried to take into consideration the existing limitations of standardized assessments, both domain, intent / approach and format-wise and attempted developing such tools that;

- i) Integrated in nature
- ii) Time-efficient
- iii) Engaging as opposed to intimidating
- iv) Share a close connect to real-life scenarios
- v) Offers space for critical, creative thinking
- vi) Incorporates the "assessment for learning" component

The process followed involved an intense literature review, review of the tasks from domain experts and trials of the tools with non-sample local participants.

**C.** Following this, **workshops** to engage with the tools and plan next steps were conducted and facilitated for the implementation partners' field-teams for review and finalization of the tools to ensure socio-cultural accuracy, relevance of content and language, incorporation of the insights from the field etc. Moreover, two-day long workshop was conducted for orientation sessions for the data collection team (5+ cohort) - wherein the processes and steps related to administering the assessment, documenting of the findings, the purpose of baseline test itself and an introduction to the segment of educational assessment in general were discussed.

#### **D. Pilot of the tools -**

Piloting process is important for understanding the reliability of any tool. It gives a clear idea of the scope of revisions in the tools in consideration. Before a tool's actual introduction to the intended participant group, having them tried out by other non-sample relevant participant members helps one get a better sense of the tool's strengths and limitations as well as of the aspects related to administration, evaluation etc.

Starting from the month of August 2022, the piloting for all three tools began, first with those prepared for 5+ cohorts that took place in August of 22, followed by, in November, for 10+ and 15+.



#### **E. Baseline -**

The timeline followed for the baseline test for all three cohorts can be summarized as below:

- i) 5+ was completed between July-October of 2022
- ii) Baseline data collection for 10+ cohort was conducted between late february and early March of the year 2023
- iii) The same timeline was followed for the 15+ cohort as well.

This year-long engagement was indeed full of rich learning with ample opportunities to have a hands-on, intense experience of engaging with some new areas, both geographically and academically.

## Enabling Learning in Schools & Beyond in District Mandla and Betul

In specific under-served geographies of Madhya Pradesh (Bijadandi Block in Mandla district & Shahpur Block in Betul district) Eklavya is committed to work towards reaching education to all, especially to the last mile child. This vision has been our guiding light to resolve to work with children studying in government schools - both inside and outside the school structure. Children who study in government schools come from some of the most socio-economically marginalised and underserved families - children from the wage-labourer, landless agricultural labourer, dalit and adivasi families in remote rural areas. Tribal children, especially girls, are specifically at the lowest rung of deprivation and need special attention. It is this population of children, and the teachers who teach them, that Eklavya strives to benefit through this project through.

- A network of 25 Mohalla Learning Activity Centres (MLACs) in each district - an accessible and comfortable learning space in the immediate vicinity of a primary/middle school for the child to continue engagement with meaningful and joyful learning experience – reaching out to 2500 primary school children.
- Technology Mediated Interactive Learning (TeMIL): The digital web platform ([www.teysu.in](http://www.teysu.in)) reaching children in their homes through smart phones. The platform has curated content on different subject domains mainly targeting middle school children (classes 5 to 8). The content and pedagogy in the three subjects – Hindi, English and Mathematics – is based on well researched methods and anchored by an experienced team of professionals.
- Engagement with government teachers through interface with the cluster, block and district level education structures.
- Chakmak Clubs or Centres for Adolescents and Youth to Promote Creativity and Criticality: While structured learning within and outside the school is important, it is as important to provide avenues and channelize enormous energy that youth/young-adults hold.
- Collation and creation of contextual teaching learning material using the local languages of both the regions.



## School Strengthening Initiative in Shahpur block of Betul district.



In Shahpur block of Betul district, Eklavya has been actively working out ways to explore how a Shiksha Protsahan Kendra (SPK - a local community led learning support centre) adapts to the changing needs of the community. Since the pre-pandemic years, the team worked out a model of transitioning the community based SPKs into school based Gatividhi Kendras and also evolved a model of Mohalla Gatividhi Kendras where middle and upper primary school students led the teaching-learning activities for all children of that hamlet / neighbourhood. In the year 2022-23:

- Eklavya initiated Gatividhi Kendras in 75 Government primary schools, where every school have 12 resource students helping in various activities for Kopal and Tarun Samuh under Nipun Bharat Mission.
- 6 Shiksha Protsahan Kendra and 146 Mohalla Activity Centres were conducted regularly by 678 resource students supporting around 2400 students of primary schools.
- The School Management Committee meetings are also platforms where the school and community come together, and the Eklavya team worked with school teachers and parents to revitalise these SMC meetings.
- As a major achievement, 15 boys and 58 girls – a total of 73 students got admission in Navodaya, Eklavya model residential schools or hostel schools run by the government – ensuring continuity of their education till at least Senior Secondary Board level.

## Library and Reading initiative in Obaidullganj in Raisen district

This visionary library-cum-reading initiative aims to cultivate a 'reading and exploration friendly environment' that instills the habits of reading and curiosity within children and communities. This initiative places the 'agency of a child' at its

core, nurturing this spirit and empowering children to explore and experiment. This project employs a dynamic engagement strategy, employing a hub-and-spoke model for extensive geographic coverage at two levels:

- The **Chakmak Clubs** are informal village-based libraries and reading spaces anchored by mostly middle school students, specially trained for the role. Named after Eklavya's longstanding monthly magazine "Chakmak", these Chakmak clubs act as 'spokes' reaching all children in the village. They offer a vibrant collection of books and materials for various age groups, functioning as lending libraries and activity centers at the village level. This setup ensures accessibility to children of all communities, especially the underserved, promoting maximum inclusion and participation. The unique aspect of Chakmak Clubs is their anchoring by a group of 5-10 middle school students from the respective village.



- The **Multi-disciplinary Learning Centers** (MDLCs) function as central hubs, coordinating with 10-12 Chakmak Clubs. These centers offer robust resource support, opportunities for capacity building, and academic guidance facilitated by the Eklavya team. Strategically located in slightly larger villages central to many small villages, MDLCs provide regular and intensive capacity building inputs, along with necessary materials, to fortify the Chakmak Clubs. This network of





nodal centers acts as a support system, enhancing the quality of engagement provided by the Chakmak Clubs through consistent resource support and on-site guidance to the anchoring student teams.

A network of 100 Chakmak clubs and 10 nodal centers have been initiated in as many villages of Obaidullaganj Block of Raisen district, Madhya Pradesh. Moreover, this initiative includes:

- a **course development component on Library and reading**, aiming to enhance skills and knowledge in this domain. A certificate course “**Library se Dosti**” has been developed and launched.
- The **revitalization of school libraries** seeks to create dynamic, engaging spaces that foster a vibrant reading experience for students within the school four-walls too. Project aims to revitalise 25 school libraries in Hoshangabad and Raisen districts of Madhya Pradesh.
- **Developing literature**: Catering specifically to the needs of students. This effort aims to enrich the literary landscape for these communities. Currently Eklavya is working in collaboration with Ayang Trust, Majuli, Assam and Ek-Tara, Kolkata to translate and create original manuscripts in Assamese, Missing and Bangla.

## Kesla Middle School Science Initiative

The project aims to work towards a culturally-relevant, meaningful and transformative science education in the context of Adivasi communities in the Kesla block. Through 11 MLACs for middle school students, 17 MLAC facilitators who come from the

community, 4 focal research villages and an engagement with 200 middle school children, we want to explore and document the communities' experiences, identify potential cognitive and cultural resources that lie with them and attempt to connect these with what students learn at school.

Tangible outcomes would include learning modules designed around local issues that intersect with scientific, mathematical and technological phenomena, that would involve students and teachers in critically exploring and addressing these issues together.

## **Maharashtra MLACs**

From 2017, an intense engagement around science education began, supported by the Tribal Development Department of Maharashtra. It covered about 400 ashram shalas in Amravati, Nashik and Nagpur ATCs. The engagement involved capacity building workshops for the ashramshala teachers, regular academic inputs during school by Eklavya team members, and facilitation of hands-on learning techniques for the students in collaboration with the teachers.

As the pandemic struck, the engagement with Ashramashalas suffered too, as many things that were on plan could not take place. However, despite the uncertain times and complications, in 2022-23, the team managed to fulfil some of them, pending due to pandemic.

In Amravati region (including Aurangabad and Dharni), 6 one-day workshops for teacher capacity building took place in the month of February 22. This was followed by 5 workshops in Nagpur at four different locations (Nagpur, Cheemur, Dewri, Gadchiroli, Aheri) and 3 workshops in Nashik (Kalwan, Nashik and Taloda). The themes involved, Understanding adolescence, Light, Magnetism etc. for primary and middle school science teachers.

The year 2023, brought in another series of workshops in Amravati, mainly around hands-on science learning and learning through libraries, this time also including the school librarians in the participants' group.

In addition, 44 Mohalla Learning Activity Centres also functioned in the villages with direct collaboration with the parent community to support the students in learning, since ashramshalas were among the last category of schools to open for students. 750 children. 9 TeMIL clusters also functioned in this phase for middle school children.

## Shiksha ki Udaan in Berasia block of Bhopal District:

Working through a network of 23 Mohalla Learning Activity Centres (MLACs) functioning before or after school time in 10 villages of Berasia block of Bhopal district, the project works with the whole school ecosystem and particularly with Grade 3-8 children who struggle with reading, writing and numeracy.

Even while being at the periphery of Bhopal, schools in Berasia region are as underserved as others that would be hundreds of kilometres away. In each MLAC, it has been ensured to enroll 30 children from classes 1-8. Approximately, 750 children are being reached through this initiative. The work focuses on:

- Improvement in reading-writing, and numeracy skills of children
- Helping the students to understand and enhance performance in other subjects (Language, Math, Science, and Social Science)
- Improving attendance of students who are at the risk of dropout whose attendance is below 50 %
- To be able to build a collaborative and constructive community engagement with parent-teacher relation.



## Resource Support in Education

In the past decade or so, a number of new organisations starting work in the field of education have been seeking resource support from Eklavya to guide their work – both academically, as well as in terms of programme design. This resource support work has become an important part of Eklavya’s engagement – and leads to development of people who work in the area of education guided by field experiences, observations, questions emanating from the classrooms, workshop based learning sessions and dialogue with community members.

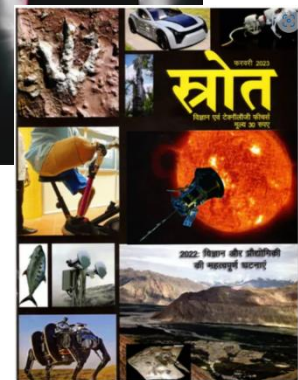
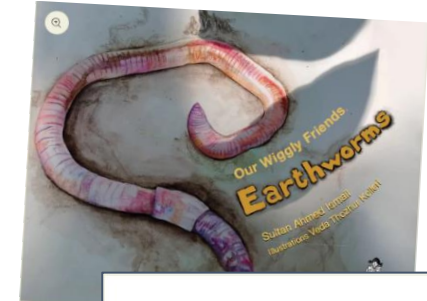
The following gives a glimpse of the scale and categories of resource support being provided by Eklavya teams.



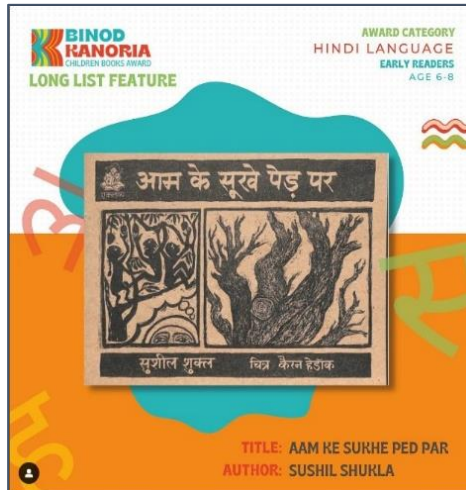
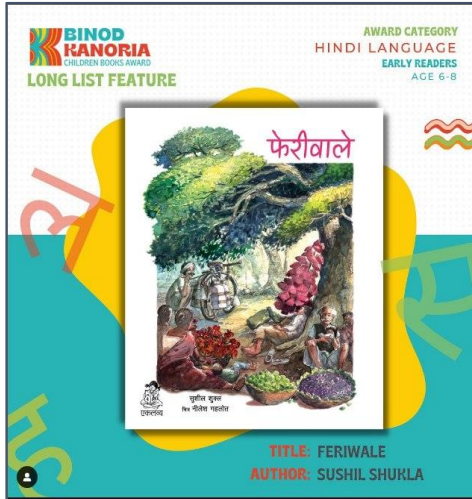
## Publications:

The efforts in Development and Publishing of material in Hindi and English, both in the area of Children's books as well as educational titles continued as before. Some of the key areas of thrust / focus were:


- To develop books based on local contexts, with interface across languages.
- To create spaces of the many Hindis in published literature and give its exposure to readers.
- Focus on books and other materials related to pre-primary segment that is a major gap area requiring sustained effort for next few years. This would require experimentation in new formats like board books focusing on motor and sensory skills, in addition to posters, big books, story cards etc.
- Development and sourcing of non-fiction material, especially in Hindi, that needs to be addressed at early years.
- Teaching learning materials to provide necessary resources for structured learning (including learning to read) in a classroom situation in a school or an out of school centre are as important. So, in addition to existing set Eklavya plans to develop many more TLMs related to language (both Hindi and English), maths and other domains during the next phase.
- Development of much more material in Audio and Digital formats that can have a larger outreach and can cater to students and teachers with special abilities.
- Focus on exchange of children's literature across Indian languages, regions by setting up repository of best of children's literature – both physical and digital.
- To source best of international children's literature in Hindi/Indian languages and to try that Indian children's literature is translated internationally as well.
- The publications work also received visibility through awards and recognition as illustrated below:

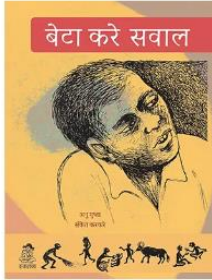


## Awards and Recognition – 2022-23



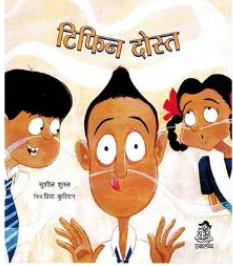
About ▾
Parag Reads ▾
Parag Nurtures ▾
Parag Library ▾
Me





**बेटा करे सवाल**

अनु गुप्ता  
संकेत करके



**टिफिन दोस्त**

सुशील शुक्ल  
प्रिया कुरियन

### बेटा करे सवाल

लड़कों की किशोरावस्था के शारीरिक, सामाजिक और भावनात्मक पहलुओं को शोधपरक तथ्यों के साथ प्रस्तुत करती एक उम्दा किताब है। यह किताब किशोरों की जिज्ञासाओं और अनुभवों को सामने रखते हुए इस विषय की गंभीरता से व्याख्या और विश्लेषण करती है। किताब के असरदार श्वेत-श्याम चित्र, विचारों और समझ को और अधिक स्पष्टता देते हैं। किशोर-किशोरावस्था के विविध पहलुओं के बारे में सूचनाओं, जानकारियों और तथ्यों को समाहित करते हुए इस विषय पर संजीदगी और भरपूर तैयारी से लिखी गई एक ज़रूरी किताब।

Publisher : [एकलव्य](#)

Published : [2022](#)

Author : [अनु.गुप्ता और संकेत करके](#)

### टिफिन दोस्त

टिफिन दोस्त एक नटखट और प्यारी किताब है। सुशील शुक्ल ने बच्चों की बातों को अपनी कविता में बखूबी पिरोया है। प्रिया कुरियन के चित्र भी मस्ती भरे हैं और शब्दों के चुलबुलेपन का साथ निभाते हैं। बच्चों की स्कूली ज़िन्दगी में टिफिन एक बहुत अहम हिस्सा है और इस से जुड़ी कई बातें कविता में दिखती हैं। यह किताब अलग-अलग परिवारों के खानपान को लेकर कई सवाल भी खड़े करती है। यह मज़ेदार कविता बच्चे और बड़े, दोनों पसंद करेंगे।

Publisher : [एकलव्य](#)

Published : [2022](#)

Author : [सुशील शुक्ल](#)

Illustrator : [प्रिया कुरियन](#)

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