

Eklavya Books

Perceptions of Select Parents, Teachers and Teacher Educators

Undertaken by Eklavya
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Executive Summary

The broad objective of the study was to ascertain the role and impact of educational books published by Eklavya on teachers, teacher educators and parents. This involved selection of a suitable method, development of guidelines for interviews and subsequently interviewing people selected by purposive sampling. The sample comprised five teachers, four teacher educators and four parents. Codification and collation of the data was followed by analysis and a set of recommendations

All the interviewees were in general appreciative of children's literature, textbooks and the educational books published by Eklavya as was evident in qualitative as well as quantitative responses. By their own admission, these books especially *Bachche Asaphal Kaise hote Hain* (which everyone had read), have influenced their thinking and attitude regarding children, teaching, education and society at large. This could be further inferred by two things: the quantitative ratings they gave to individual books. (On a 5 point scale *Bachche Asaphal Kaise Hote hain* was given the rating of 5 by all.) Secondly, most of them had been suggesting some of these books to their relatives, friends and students. For most of the sample quality of production is a secondary concern regarding such books, the prime most concern being the content and lay-out. They did not have any problem with the production quality of Eklavya books as they saw them in relation to their pricing. Most of the interviewees strongly felt that the prices of the books need to be such that they are affordable by masses, thus ensuring their wider access. One Major finding is respondents complaint about the accessibility of the books for which they gave a series of concrete suggestions.

Some major recommendations of the study include doing a similar study of larger magnitude and opening a research wing that could explore ideas for prospective writers and books systematically. The bottom line is to have a permanent outlet in Delhi. Several other modes of publicity such as preparing a mailing list, creating mobile stalls, putting up periodic stalls in schools and institutes offering teacher education programmes, etc. can also be explored.

To sum up, the interviewees felt that Eklavya undoubtedly, was doing a commendable job of publishing relevant books on education but a lot needs to be done to make its presence felt among the masses and influence them.

Background Chapter

About Eklavya

Eklavya was founded in 1982 with the objective of conducting micro level field based experiments in education and developing methods and collaborations for their diffusion. The idea has been to contribute to improving the mainstream education of the country.

In the past Eklavya has collaborated with the SCERT of Madhya Pradesh in conducting the Hoshangabad Science Teaching Programme (HSTP) and in developing and implementing the Social Studies Programme and the Primary School Programme. In addition it provided resource support to SCERTs of various states, NCERT, in developing their educational programmes especially under the DPEP. During this period Eklavya also developed as an important publisher of educational materials.

Main strength of Eklavya lies in its ability to network with premier research and academic institutions of the country and bring these resources to field based programmes. It has also had a long experience of collaborating with governmental departments for the improvement of the government school system.

At present Eklavya has been focusing on four main areas of work:

1. Curricular Research and Material Development
2. Setting up community based learning centres
3. Publishing and distributing educational materials
4. Providing resource support to NCERT and SCERTs

Publications Programme of Eklavya is a comparatively recent offshoot of its school-based curricular and out-of-school interventions. During the first 15 years since they began work in education, their publications have been either textbooks-workbooks for our school programmes, or magazines for children and adults – such as *Chakmak*, *Sandarbh* and *Srote*. They have occasionally ventured into publishing popular educational and activity booklets like *Vigyan Kya Hai*, *Itihas Kya Hai*, *Machis ki Tili ke*

Rochak Khel Paheliyan etc, bringing out one title a year on an average during the initial phase.

In 1996, a proposal was submitted to the Sir Ratan Tata Trust (Building Systems, Network and Researches for Educational Change) in which publications was visualized as an independent programme. Development and dissemination of materials began to strengthen school programmes and also help other organizations and individuals in their work. Around the same time, a proposal was submitted to the Ministry of Human Resource Development (Responding to a Climate of Change), which also had a sizable publications component covering only actual publishing costs (paper and printing).

The support received from SRTT and MHRD helped Publications Programme grow to the extent where now 20 to 25 new titles are being developed and published every year. The sales value of non-magazine publications has crossed Rs 25 lakh annually and fairly successful display-cum-sale outlets called 'Pitara' has been established at the field centres in Bhopal and Indore. Pitara outlets in collaboration with other educational organizations, schools, groups and individuals have also been set up in Faizabad, Surat, Durg, Kanpur and Udaipur.

In fact, they have reached a stage where they are no longer fully dependent on project support – today, they are able to cover the paper and printing cost of all new publications and reprints from the revolving fund generated by sales. Currently they have print runs of 3,000 to 5,000 copies for about 70 to 80 titles (new titles and reprints) every year. The accumulated stocks are of the order of Rs 70 to 75 lakh, of which about 30 to 35 percent are sold every year.

The publications are a mixture of fast-selling titles (*Machis ki Tili ke Rochak Khel*, *Bachche Asaphal Kaise Hote Hain*, activity books, four-colour picture story books etc), those that move at a medium pace, and some that may not move fast but are published with the objective of promoting certain kinds of reading materials (for example, collections of children's expressions in the form of prose and poetry, a book on alternatives to large dams, a picture story book for children that discusses the futility of wars, etc).

Objectives of the present study

Broad objective was to ascertain the role and impact of educational books published by Eklavya on teachers, teacher education courses and processes and on parents.

Specific objectives were:

- To review of Eklavya's educational titles (as per the list given by Eklavya) with focus on their role in teaching, teacher education processes and courses.
- To select suitable methods to elicit data from teachers, teacher educators and parents.
- To elicit, collate and analyze responses of teachers / teacher educators / parents.
- To suggest a future course of action on the basis of analysis of the data from teachers, teacher educators and parents
- To prepare a comprehensive report of the entire exercise.

Background Studies

At the conceptualization stage of the study and before beginning to construct the interview schedules it was considered important to refer to current studies of the kind available. While going through journals on education we realized the near absence of reporting of studies of such kind. Most of the 'reviews' were about a particular person responding to the book on an individual basis. Researching these journals and magazines was not much help in terms of guidance. However, some of the studies we looked at were beneficial in reiterating the kinds of issues that were crossing our mind thus encouraging us to follow our intuition. Three of these are mentioned in the appendix. A line below the specific article states the kind of help we got by referring to it.

Methodology

Keeping in mind that the exercise should help understand role and impact of Eklavya publications on education for educational practitioners a series of steps were taken up. This involved desk appraisal of titles, development of guidelines for interviews and subsequent interview of select teachers, teacher educators and parents. After initial codification and collation of the data, discussions with publications team of Eklavya were held. These were followed by proposing a set of recommendations and finalization of the report.

These steps in points are as follows:

- Review educational titles published by Eklavya.
- Develop interview guidelines and questionnaire.
- Identify sample.
- Share the interview schedule with Eklavya for feedback.
- Conduct interviews and group discussion
- Data analysis and interpretation
- Make recommendations to Eklavya for strengthening publication programme

These steps are being detailed as follows. For each of the step description of the proposed plan is followed by its execution.

A. Review educational titles published by Eklavya.

Identification of the books was primarily done by the Eklavya team. While going through the educational books it was considered worthwhile to take feedback on the children's books published by Eklavya. Besides this, a few names were added to the list of books as given by Eklavya. These were *Prashika*, *Khushi-Khushi*, *Sandarbh*, *Srot*. It was felt that these need to be included in the books listed as many interviewees might be aware of these titles and they can be a good starting point for the interview. For the purposes of study the phrases used in the report are defined as follows:

Children's literature: refers to books primarily written for young children. These do not include magazines.

Textbooks: refers to books published by Eklavya which have been used in schools.

These include the *Khushi-Khushi*, *Bal Vigyanik* and the social studies textbooks.

Magazines: included regular monthly and bi-monthly publications of Eklavya.

Educational books: refers to books about education, children, school system etc.

Children: refers to children studying in schools.

Students: refers to young people studying in college in a teacher education course.

B. Develop interview guidelines and questionnaire.

The guidelines given by Eklavya were to formulate a toll to elicit feedback on i) choice of titles translated / published in Hindi; ii) quality of translation, production, pricing (on which persons can be asked to rate as well as provide qualitative information); of original titles of educational books / reference material published in Hindi in terms of content, quality and relevance; iii) note down key strengths and weaknesses of these publications and their delivery (quality / availability etc).

Keeping this in mind interview was selected as the method. Schedules for interviews of teachers, teacher educators and parents were prepared. This was done in phases. First the interview schedule for teachers was prepared. Some questions related to the interviewees were framed to get an idea about their profile. The rest of the questions were framed on the following points:

Notions about i) Teaching

ii) 'Good teacher'

iii) 'Good book on education'

Teaching practices i) Materials/ books referred to

ii) Children's literature used

iii) Publishers referred to

iv) Money spent on books / materials

Awareness about Eklavya

Comment on Children's Literature

Comment on Textbooks

Comment on Educational books

Generic comments on educational books in terms of -

- | | |
|------------------------------------|--|
| i) Influence on thinking/ teaching | v) Relevance for educational processes |
| ii) Choice of books | vi) Accessibility |
| iii) Quality of translation | vii) Pricing |
| iv) Quality of production | vii) Suggestions |

- Specific comments (on individual books)

It was decided to keep some questions related to the interviewees, notions about teaching, and `good teacher`and` good book on education `so as to understand better their response to the educational books published by Eklavya. To illustrate – the interviewees were asked to specify their criteria of a `good book` on education and later on give a rating to each of the educational books. Juxtaposing the two gave a better idea as it helped in understanding what the criteria on which a book was rated high or low.

While framing questions it was felt that some of the questions might seem to be leading the interviewees to respond in a positive way. These it was felt could be retained both because the sample selection was purposive and there was another question following it. For example, `Do you think reading the above specified books has affected your thinking or teaching or attitude in any way - in general and in particular?`. This question could yield itself to a simple `yes` response from the interviewees. However, the following question, `which book and in what way?` is more specific and hence would enable gauging the actual impact of the book. Moreover, another question in the later part of the schedule is `Would you advocate for wider readability of these books? Why?`For the purpose of analysis both were taken together.

In retrospect interview seems to be the most suitable method for the purposes of eliciting responses on the parameters as specified at the beginning. Due to the constraint of time and non-availability of the interviewees, one interview had to be done on the e-mail. This parent was asked to fill up the interview schedule after meeting her and expounding on the study and expectations from her. Most of the interviewees were asked to fill the appendix themselves. Later on, during analysis it

was felt that compared to interviews where clarifications have been sought it is more difficult to interpret the responses when they are in written. Sometimes the ratings were not filled in for all the books in the appendix. This could be due to the constraint of time also. Thus some interviews were done with a time interval.

It was felt that apart from having individual interviews, group discussions would be held among teachers/teacher educators so that more issues come up during the discussion and ideas could be suggested while brainstorming. Though the group discussion was proposed guidelines for conducting the same could not be formulated due to paucity of time.

C. Identify a sample of 15 teachers, teacher educators and parents who have been using Eklavya publications over the years. The sample selection was planned to be purposive (deliberate selection of information-rich sources) because the purpose was to assess the extent and kind of use of these books. It was decided as the mode of sample selection to ascertain the impact of the books on the people who have been reading it and to solicit ideas for future growth. Therefore we identified those teachers and teacher educators who have read Eklavya material and may be were using these professionally. Similarly the parents selected were those who were familiar with Eklavya and its activities.

To avoid being impressionistic and thus biased, it was decided to have some criteria for selection. Therefore, to identify people for the study the criteria was to have those as the sample who have read at least four books of Eklavya. On the basis of the categories specified above, a teacher or teacher educator or parent was taken if out of the four books minimum two were educational books. Of the rest, one could be a textbook and another could be a magazine.

Though the sample was specified as 15 –5 teachers, teacher educators and parents each - only 13 people could be interviewed. Identification of the sample was one of the reasons for this. Many times teachers or teacher educators who were identified to be the sample did not form the sample eventually as they did not fulfill the criteria of having read four educational books. Another reason was time constraint (duration of the study) and the time of the year (vacation time in schools

and colleges). Most difficulty was faced in identification of parents as one did not have direct contact with them.

Documenting profiles of these persons also could not be done as thought earlier as it was a time consuming process to get their resumes.

D. Share the interview schedule with Eklavya for feedback

The interview schedule was shared with Eklavya and no changes were made except adding the Hindi titles for the books.

E. Conduct interviews and group discussions

The estimated time for the interview was tentatively thought to be about 1 ½ hour. It was presumed that after this the interviewees would begin to fill the appendix. Before the interview, the interviewees were given the option of spending some time looking at the books to refresh their memory. For this purpose the interviewers carried a set of all the books on which responses were sought. However, most of the interviews lasted about 2 ½ hour and after this the interviewees began filling up the appendices on individual books.

It was also proposed to conduct group discussions with a group of teachers/teacher educators who have been using the books in a given college/department/school. Due to the lack of time and the timing of the study (summer vacations in Delhi) the discussions could not be held. Though not in a structured format at one of the places where two interviewers were interviewed a discussion ensued.

F. Data analysis and interpretation

Data was collated, codified and subsequently analyzed. The categories for coding remained the same categories on which the interview schedules were prepared. Both qualitative as well as quantitative analysis were done.

G. Make recommendations to Eklavya for strengthening publication programme

Based on the analysis a set of recommendations were made to Eklavya for strengthening publication programme and increasing its effectiveness. The specific

focus was on identifying key strengths that can be built upon, key gaps that need to be addressed and aspects which need further attention.

Time Frame

The study was carried out through the month of May and the final report was submitted in June 2008. The day wise task distribution was as follows:

Days	Task
4 days	Review of publications and developing draft Performa for interview / questionnaire
10 days	Conduction of interviews / group discussions
6 days	Analysis and submission of the report
2 days	Finalization based on feedback

Time line (as was proposed)

Review of publications and preparation of Interview Schedule- May 3, 2008

Send to Eklavya – May 4, 2008

Finalization of Interview– May 6, 2008

Interviews – May 7 to 17, 2008

Analysis – May 17 to May 24, 2008

Meeting with the Eklavya Publication Team- May 24, 2008

Finalization of the report – June 7, 2008

The time schedule had to be changed as the analysis and the subsequent interpretation of the findings took much longer than envisaged.

Limitations of the study

The small sample size of the study is a limitation as on the basis of this one cannot make generalizations. Finding the sample was difficult and as there was an upper limit to finish the study so only 13 interviews could be conducted (15 had been proposed).

Some parts of the interview have been left and the appendix not been filled by few interviewees due to the paucity of time. The interview itself took so much time that the interviewees did not have the energy to sit and focus on the appendix.

Comprehensive findings

To ascertain the impact of ascertain the role and impact of educational books published by Eklavya on teachers, teacher education courses and processes and on parents interviews were conducted with 5 teachers, 4 teacher educators, 4 parents. The data obtained was collated, codified and subsequently analyzed. The categories for coding remained the same categories on which the interview schedules were prepared. Both qualitative as well as quantitative analysis were done.

The data is being presented below as per the parameters specified earlier. For the purposes of analysis the data collected from teachers and teacher educators is being presented together as the points of analysis for both are nearly the same. This is followed by the analysis of the data obtained from parents. At the end comments on children's literature and on individual books are presented. These have not been segregated according to the respondents as there were very few comments on some books. Besides this, both quantitative analysis and qualitative analysis is done together for this aspect.

Analysis of responses of teachers and teacher educators

The teachers selected were from two Government schools (2), two Government aided schools (2) and one private school (1). The teacher educators have been teaching in various teacher education programme: two are teaching the one year B.Ed. programme, one in the four year B.EL.Ed. programme and another in the two year Elementary Teacher Education programme.

A. Notions about

a) Teaching

The teachers gave very varied responses to what they found the most challenging about teaching. These included answering children's queries to making teaching-learning meaningful & relevant, to working within the constraints put in by the system. They also mentioned working on one's own assumptions. One teacher commented

that she found it interesting to be with children. Another one specified that by teaching he can 'give back to society and thus change circumstances'. He found this the most interesting part of teaching.

The teacher educators specified that they found the opportunity given to them to put theories in practice, learning with children, to invent new strategies that can motivate learners challenging and interesting about teaching.

b) 'Good teacher'

School teachers' responses to 'who is a good teacher' ranged from their thoughts on children to the teacher's own qualities, to the pedagogic aspect. One comment was that a teacher should be democratic, tolerant, generous and transparent. This teacher further added that a good teacher admits her mistakes before children: 'if I hit them I apologize to them as well'. A good teacher cannot afford to have an ego. Another teacher was of the opinion that a good teacher is constantly growing and is open to new ideas. There is a trust and emotional connectivity between a good teacher and children.

The responses of teacher educators to this question were focused more on looking at education in a broader framework. They talked about a teacher having conviction that education can make a difference. One teacher educator was of the opinion that a good teacher not only views knowledge as an 'intellectual activity' but also plays the role of an interventionist. He/she does not restrict to teaching alone but is engaged with the society as well. However, the other two teacher educators focused more on the ability of the teacher to listen and to be friendly with children.

c) 'Good book' on Education

Before embarking on discussion about the Eklavya books it was deemed necessary to get the interviewees feedback about what a good book on education is in their opinion.

The teacher educators focused on aspects like content, language, approach, presentation. According to one of them a 'good book' on education does not mystify knowledge and takes you on a journey; it makes the learners go through the very same process by virtue of which conclusions have been drawn. This helps in

dispelling the 'authority of books'. Another educator opined that a 'good book' has anecdotes, narratives and also reflects on theoretical underpinnings. As for the language of the book, there were mixed opinions. An educator voiced that the register (form and style of the language) should not be intimidating. Interestingly two educators had diametrically opposite opinion about the same book i.e. 'Pedagogy of the Oppressed by Paulo Freire'.

Broadly the responses of the teachers could be clubbed in the following categories:

- Thought provoking
- Based on authentic data
- Challenging established notions and helping you probe your own beliefs
- Widening your views, keeping you updated
- Giving new ideas, motivating to do something new

B. Teaching practices

a) Materials/ books referred to

Some interviewees said that they referred to lots of books while other hinted that they did not refer to books much. Apart from books two teachers said that they referred to journals, newspaper and internet also. One teacher told that she constantly supplemented her teaching with additional literature, e.g. in the prescribed English book there is a poem on development model for which she took an article by P. Sainath to the class. At another instance in the context of a poem on education in a slum, she prepared a handout on Communism. Another teacher who is a science teacher uses Chakmak extensively for her classes. She cited an example of using *Pet ki Kahani* from an issue of Chakmak in the context of digestion. Interestingly, of the two teachers who use Chakmak extensively one is a Hindi teacher and the other is a science teacher. One teacher said he made all the materials himself after referring to books.

b) Children's literature

All the three language teachers use children's literature regularly while one science teacher refers to Chakmak periodically. Another science teacher said, 'Thanks for

giving me a good idea'. One of the teachers who uses children's literature extensively said that she runs a 'little library' from her room in the school. This library has 900 books collected by her personally. The children read these books in the school and take them home also. She also suggests books which she is herself reading currently to her class XI and XII students. She provides a lot of newspaper articles and supplementary literature to students to read such as Vikram Seth, Arundhati Roy's God of Small things in the context of a piece by Amitav Ghosh in class XI textbook.

c) Publishers referred

Some of the publishers named by the teachers and teacher educators were: NBT, CBT, BGVS, Eklavya, Granthshilpi, Zubaan, Tulika, Tara, Puffin, Orient Longman, Scholastic and the website: arvindguptatoys.com. of these more people named NBT and Eklavya specially for children's literature.

d) Money spent

This particular question was added after 5 interviews had been conducted so only responses of only three interviewees are there. Of these one specified Rs. 2000/ per year while another said that she spends Rs.10,000/ per year excluding journal subscriptions which she order from the USA.

C. Awareness about Eklavya

The teachers interviewed had come to know about Eklavya through recommendations from friends and teachers from the institutions they studied at or are working in, for example, Basic School, Central Institute of Education and Centre for Science Education and Communication. The responses on the question –'what activities of Eklavya they are aware of'- could be broadly categorized as follows:

'Publishing'

'Teachers' training'

'Educational programme'

'Programmes' (HSTP and PRASHIKA were named)

'School intervention programme', 'Toys production and games'

'Counter in Bhopal where educational toys are sold'

`Activist leanings`

It was observed that despite taking a purposive sampling many teachers had only a vague idea about the activities of Eklatva (as was conveyed to the interviewer).

D. Comment on textbooks

Most of the teachers had at some point or the other read *Khushi-Khushi* books. Overall the teachers had a positive opinion about the content and quality of the books. However, there was a mixed opinion regarding the language component. Two language teachers felt that language was the weakest aspect of *Khushi-Khushi* and Prashika. One teacher pointed to the lack of colour in the books which might make it less attractive for children. Commenting on the lay-out, he also said that pages are cramped with too many activities; this may confuse children. One middle school science teacher, who was a part of the science textbook writing team at SCERT Delhi, had seen the books at that time and had referred to them for writing chapters. The other science teacher had referred to them several times while teaching. She was of the opinion that these books were truly `child centric` at a time when the term was being used in a fashionable manner. She felt that these books were pioneering and guided her in understanding how children can become independent learners in a classroom. She said, "These books helped her appreciate what constructivism means."

Most of the teacher educators had read either *Khushi-Khushi* or *Bal Vagyanik* or social studies books. They found these books to be better than other textbooks. The reasons they gave for this were the following:

- Instead of putting things suddenly they make the child go through a process
- Child is treated as a creator of knowledge (This was proposed much later in NCF 2005 but is reflected in these books)
- Language of children has been used
- The books are activity based

One teacher educator commented that till the time new NCERT books had arrived on

the scene, *Khushi-Khushi* used to be her first preference but now perhaps NCERT and *Khushi-Khushi* are at par. Of the four teacher educators, one felt that the *Khushi-Khushi* is not done in perspective, put together with a clear framework. Some of it is done in a very ad-hoc manner and not 'developmentally well'. The same educator felt that social science textbooks are excellent ; 'they do justice to the methods of social science (especially Civics), handle diversity and issues of caste very well, though gender remains at the fringe'.

While commenting on role of these books in helping students gain understanding, one teacher educator talked of *Khushi-Khushi* having an influence but could not elaborate much on it.

a) Impact of Textbooks on school curriculum

All the teachers felt that the textbooks had an impact on syllabi and textbooks at the state and national level. One teacher felt that 'these books definitely are a dent in the system and are the beginning of a process'. She said that due to these books as compared to the situation fifteen years back, many more people know about Eklavya now. Another teacher who was a part of the NCF 2005 said that much of the understanding, on the basis of which the State (Delhi) and National level books have been developed, has come from HSTP.

Teacher educators had mixed opinions on this. Two of them felt that these books have influenced syllabus at the national level. One educator cited her own case of writing Hindi textbooks (at Delhi state level and National level) and elaborated that their team had taken inspiration for exercises and activities from *Khushi-Khushi*. Another educator opined that the books have been influential at state level not only in Madhya Pradesh, but also in Rajasthan. At the national level the impact of these books is not only subject-specific but is also visible in terms of the understanding of children in larger perspective.

Apart from this, one teacher educator felt that research needs to be undertaken to find out if the above specified textbooks have affected curriculum framing or not. He felt that the books have been influential in shaking teacher education though drastic changes in practice or vision have still not been achieved. Another teacher educator

felt that these books were not so influential in the sense that the teacher at her daughter's play school had not read them.

D. Comment on Educational books

Generic Comments

i) Influence on thinking/ teaching

Only one teacher talked of the impact of these books in general. According to her they have definitely influenced her practice and vision of what education is and should be. Two teachers out of five have focused their answers on *Bache Asaphal Kaise Hote Hain*. One teacher said that the book gives insights into child's learning process, and universal nature of errors made by children.

The educators felt Eklavya books have influenced their own thinking though the impact these books had on them is very varied. Mainly these books have affected them regard in terms of looking at education, children and learning differently. One educator said that these books have affected her perspective and helped her understand various issues. She uses these books in her pre-service and in-service training sessions for teachers e.g. *Bache Asaphal Kaise Hote Hain* for sessions on evaluation. One educator felt that these books haven't affected his thinking in a revolutionary fashion but they have strengthened his thoughts.

ii) Influence on students' understanding/ thinking

One educator said that Eklavya books enhance their understanding a lot. He referred specifically to articles of R.K. Agnihotri in *Sandarbh*.

All of the teacher educators strongly felt that the books have influenced their students' thinking. One educator elaborated - how when she sent her students somewhere they were identified as that particular educator's students. She said this is because they are the students of these books which she reads and ask her students to read. Another educator pointed out that these books help students better than theoretical books because they equip students to deal with children.

iii) Use of Eklavya books in Teacher Education programmes

All the teacher educators except one specified that none of the textbooks were prescribed in their respective teacher education programme. One teacher educator mentioned that some of John Holt's readings are prescribed in the B.El.Ed. Curriculum. However, all of them were using some of the books in one way or the other. Most commonly used books were John Holt's. The teachers used these books to have a discussion in the class, asking students to do book reviews in tutorials, and asking them to do presentations. They were using these books for a cross-section of students from first year to fourth year (for B.El.Ed.).

iv) Choice of books

All the school teachers were appreciative of the selections of Eklavya. One teacher strongly felt that these books are very important and relevant. Another teacher commented that resources Eklavya has given to teachers through its publications are commendable.

Though all the teacher educators felt that the choice of books made by Eklavya is excellent, the reasons they specified were quite different. One person commented on the decision to publish books in Hindi. She was very appreciative of this and felt that this has widened the reach of Hindi readers. Referring to use of these books by NGOs and alternative systems, another educator felt that this gesture has led to promotion of 'reading culture.' One educator found the collection of Holt very useful while another mentioned that bringing out Michael Apple and books of A.S.Neil was commendable. This, he specified, excited him more as these are not comments on individual experiments but comments on the entire school system. One teacher felt that there could be more variety in the selection so that it does not narrow the vision.

v) Quality of translation

One teacher educator felt that the translation of *How children fail* is good, simple and communicative. Another educator said that the translation of *Democratic School* is better than *Summerhill*. A teacher educator who prefers to read in Hindi said that the translation is not free flowing, it is not spontaneous. It feels like a translation. Another educator, while adding that this could be her bias, mentioned that the Hindi translation

is not at par with the English version.

The school teachers interviewed gave a very general comment on the quality of translation and said the translations were okay. While admitting that translation was a difficult task, one teacher maintained that Eklavya translations needed improvement. Another teacher felt that translation of some words went beyond the realm of decency. Though he did not specify the book (except specifying one word – Bastard) despite repeated questioning, it was the sense of the interviewer that he was referring to *Summerhill*. Two teachers did not comment as they have not read both the versions.

vi) Quality of production

All the teacher educators felt that the quality of production is okay, especially if it is seen vis-à-vis the price. One of them further elaborated that no one else is giving Hindi books at such a low price as Eklavya. One educator felt that the font size could be increased for Hindi books and Chakmak.

All the teachers gave a positive response on the quality of production. Their responses ranged from satisfactory to good, to in accordance with pricing. One teacher commented that Eklavya does not have to compete with Oxford University Press. She added that for people who have a concern for such issues, content matters more. However quality of the books should be improved for the casual readers. According to one teacher quality of paper used for these books is good, however choice of font for some of the books e.g. *Bachche Asaphal kaise Hote Hain* is not soothing; it is too pointed.

vii) Relevance of books for educational processes

All the teachers and teacher educators agreed that the books listed here are important to the educational process of the current times. Expounding on this, the teachers specified that they keep you abreast of what is happening and should happen in education. They not only create an awareness and sensitivity towards children, but also provide scope for thinking and reflecting on one's own idea of working in a school. The teacher educators felt that the books are relevant and have perennial wisdom. They help in planning and answering their own queries. One educator felt that these books are relevant as they attempt to break the old behaviorist pattern

which is so comfortable for us. Another educator commented that books like *Democratic School* help us understand the impact of market forces on teachers and education in general.

On being asked what is the role, purpose and contribution of these books, the educators specified that they help in building an overall perspective and vision and in breaking the shackles of educational discourse from dominant education processes. While commenting on what books she used for her students, she compared John Holt and Krishna Kumar. She said that as a teacher trainer, out of the two she would put John Holt first because it is more 'mirror like'. His is not a layered kind of writing as that of Krishna Kumar –he is a 'deep' writer. In the light of this, she would give John Holt to her first year students.

In general, the teachers have suggested Eklavya books to their friends and colleagues. One teacher and two teacher educators have been suggesting these books to their students and to participants in the in-service training programmes where they had been going as a resource person. One teacher educator has been suggesting these books to parents of her daughter's classmates in a play school.

viii) Suitable readers

The educators mentioned that the books are important for all the categories specified i.e. students, teachers, teacher educators, policy makers, parents. Some were reluctant to give generic response on this as they felt that the responses may differ depending on the book. One educator said that Eklavya books are very necessary for teacher educators but if the people in administration do not understand they do not let the people in the 'lower rung' do their work efficiently. All the teacher educators agreed that these books needed to be a part of teacher education programme. The reasons they cited were: to broaden the view of students, to develop critical thinking analytical ability: so that they can address the real system related to practice and a bridge can emerge between theory and practice. Educators were unanimous in their opinion that the books need to become a part of the teacher education programmes officially. For this they need to be included in the syllabi as recommended readings. They also felt that teacher educators need to be more aware about these books and

should use them at individual level to base their teachings on, to have these books reviewed by students. One teacher emphatically said that even teacher educators are not aware of these books. This she said is due to the reach of these books. One educator said if she was made the curriculum planner she would remove all books and concepts like Thorndike's and would have these books instead. She felt that instead of teaching philosophy of education and child development in a compartmentalized manner these books should be used. The methodology should be such that the students read books and then teachers facilitate a discussion. She was very critical of the present 'Elementary teacher Education' syllabus (done By DIET) in which the concepts of 'wastage and stagnation' have not changed much from what she herself studied in her student days. She argued that it is of prime importance to look for the reasons behind 'wastage and stagnation' which would make it more worthwhile rather than just doing lip-service by referring to them.

ix) Accessibility

All the teachers and teacher educators expressed their concern over accessibility of Eklavya books by using phrases like 'zero, not good, very little, not available easily, very difficult to get'. Most of the teachers get to see Eklavya books in Book Fairs. Two teachers and one teacher educator have also seen the books in a book shop (U Special) on the Delhi University campus. According to one teacher, these books are also available at People's Tree though the stock is very limited. Another teacher while commenting on how these books can become a part of the teacher education process said that she gives examples from these books to her students. This encourages the students to read the books but they end up being disheartened after searching for the books. This, she said has to do with availability of these books.

x) Pricing

While answering a specific question on pricing of Eklavya publications the teachers in general felt that the Eklavya books are reasonably priced. One teacher felt that the books need to be even cheaper for Eklavya to achieve success in its mission. When asked to choose between a book which is comparatively expensive with better production quality or a book which is relatively cheaper but lesser in production

quality, most of the teacher educators said that they would opt for the latter. One teacher pointed to affordability as a factor for her decision. Another teacher said that the content is more important than anything else. A third teacher preferred cheaper books with lesser quality as he felt that one doesn't need coffee table books on education.

Most of the teacher educators said it is reasonable and not costly. Two educators said that the price enabled students, especially those from the lower middle class to buy these books. When given the choice between two categories of books, most teacher educators also opted for the latter. The reasons they gave for this were: content remaining the same, no preference for a book with glossy cover or a hard bound one.

Suggestions from teachers and teacher educators

These have been categorized into suggestions pertaining to publicity/ marketing, suggestions for books to be published and general suggestions.

General suggestions

1. Teachers should be given enough space to read such books. Provisioning for reading these books needs to be made in the school timetable by allocating a specific time. This would help in developing a taste for reading.
2. Choice of Translators - One teacher educator while commenting on the translations said that it seems the translators have been the same over the years; there is something amiss about the translations. Some practicing teachers can also be commissioned for the job.

Publicity

1. The books should reach schools, teachers and parents. Schools should conduct Parent orientation programmes.
2. Reach out to state officials and authorities including school principals and convincing them to buy books for their libraries.
3. Organize book stalls in the INSET (in-service educational training) programmes and seminars so that teachers become aware of these books.
4. Become involved with the process of INSET.

5. Exhibit books on the book-stalls at the railway stations.
6. Buy a book store in Delhi.
7. Ensure better market presence, better distribution for wider readability.

Publications

1. Publish books written by mothers, teachers... This would help in getting a different perspective and not always experts view.
2. Abridged version of books can be published to make them more readable.
3. More materials for adolescents (12-16) as there is scarcity of materials for this age group. This is needed because dearth of such literature draws them to watching T.V.
4. Books by Indian educationists / academics
5. Compilation of articles published in newspapers
6. Books related to teachers' experiences
7. Getting grass root people to write. This came up in one educator's response to Prashika where she lamented that only popular people are approached to write.

Titles suggested for translation/publishing by teachers:

1. Savage Inequalities by Jonathan Kozol
2. Meek Dictator by Krishna Kumar
3. How Children learn by John Holt

Titles suggested for translation/publishing by teacher educators:

1. Reproduction of Education, Society and Culture by Pierre Bourdieu
2. Ideology, Culture and the Process of Schooling by Henry A. Giroux
3. Genius at Work
4. Read to me
5. Learning all the time
6. The Scientific Kid from Holt Associates (Aravind Gupta can be contacted for this)

Analysis of responses of parents

The parents selected were a wide range - from builder to railway officer, to associate professor and architect. One challenge while interviewing parents was that at times knowing the interviewees which lead to long answers and discussions. Sometimes focusing on personal specifics hindered their responding to the question in a focused manner. The data is being presented in the categories as were made while formulating the schedule.

i) Notions about

a) Parenting: The responses of parents as to what they found the most interesting and challenging about parenting were very varied. The greatest challenge for one parent is to understand his child, to know what she wants. He further elaborated that it is challenging not to see the child the way you want to see her. Another interesting point he made was of the child observing parents more than the parents observing her. One parent specified handling peer pressure on the child as the greatest challenge. For another parent the challenges centered around shaping up the child's career and studies. Another parent felt that it is challenging to be a 'role model' for your child so that you can inculcate values in children. For this it is essential for a parent to know oneself and be comfortable with their own self-image.

b) 'Good Parent': All the parents specified giving time to their children as an important characteristic of a good parent. Apart from this some of the other qualities they mentioned were - patience, not having expectations, loving children, giving respect as an individual, being a 'good listener', helping build up good self-esteem, providing relevant learning experiences, allowing children to make mistakes while learning. One parent mentioned providing 'an environment rich with books' and added "Good books are more important than good schools".

ii) Parenting practices

a) Time spent with the child

Talking with their child, doing activities with her and reading were the most common responses of the parents to 'how they spend time with children'. One parent

emphatically stated that instead of focusing on books and studies he focused on a variety of sports till class VIII. He mentioned several other activities like going to NSD to watch plays, to National Museum of Natural History, talking them to his ancestral village. Another parent said that whenever he gets time he plays with them.

Responding to 'having reading sessions with their children' most parents have been spending time reading with them - daily to occasionally. The responses of the parents indicated that the 'reading sessions' gradually reduced once the children grew older. One parent said that in later years when his children had learnt to read on their own then the whole family would sit together and read their respective books.

b) Books/ magazines make available to children to read

Apart from Chakmak, which everyone mentioned some of the magazines parents buy for their children are: Nandan, Champak, Suman Saurabh, Magic pot, Dream 2047, Panda, Down to Earth.

Most of the parents subscribed to the magazines they mentioned.

The publishers parents look for are:

Eklavya, BGVS, NBT, CBT, Katha, Tara, Tulika, Scholastic, Kali for Women, NISTADS, CSIR, Osho, Usborneare, Hindi Book Centre

iii) Books and materials parents read

All the parents mentioned John Holt. Apart from this the other books/ writers they read are A.S. Neil, Gijubhai, M.K. Gandhi, Krishnamurti, Robin Moore- The natural learning, Vinita Kaul- Primary years, NCF'05, Position papers, pedagogical briefs by Dinesh and Ruth Rastogi. The magazine/ journals parents specified reading included: Shiksha Vimarsh, Sandarbh, Srote, Education Dialogue.

The nature of material the parents read varied: one parent reads material/ books pertaining to parenting, activities and keeps herself updated on information as per the level of her child, on the other hand another parent's repertoire of books/material consists of more issues related to curriculum, literacy, policy, language teaching.

Besides reading books and magazines on the internet one parent also refer to other websites such as NASA, BBC, Discovery, Harvard University for activities and Scholastic 'to find answers to specific day to day parenting problems'.

The parents pointed to no regular and substantial source for these reading materials. They were reading books either referred to them by someone or were deciding about reading a particular book after looking at book review. Two parents also mentioned book fairs as their source.

iv) Money spent

The parents were spending around Rs. 800/- per month to Rs. 2,500/- per month. The parent who specified spending Rs. 2,500/ on books specified that of these the share of children's literature is very less. He is the same parent who reads a lot on issues pertaining to a wide variety of topics. Frequency of buying books varied. One parent specified buying books twice a month while another said 'whenever I come across a good book'.

v) Criteria for selecting a book for children to read

As for the criteria of selecting a book varied from parent to parent in terms of perspective. One parent stated the criteria as - content, language, illustrations, production, pricing. She was emphatic that the first three were the deciding factor and production was secondary. She also stated that 'steep price is a deterrent'. For another parent the criteria were - enjoyable, attractive, having variety. Another criterion he has at the back of his mind is - what the parent feels she ought to read. Another parent depends on the books reviews, recommendations by friends, specific author or a publisher. Besides publisher another parent selects a book by skimming through it.

vi) Criteria of a good book on education

As for the criteria of a good book on education two parents focused on the level and indicated that book should be readable and written in such a manner that the parents can relate to it. One parent specified that the book should include examples from daily life and language should be simple and communicable. Another parent specified that it should pertain to overall development of children.

vii) Awareness about Eklavya

While one parent has known Eklavya since it started, another parent has known Eklavya for quite some time by virtue of having stayed in Bhopal. The other two parents came to know of Eklavya through its publications which they saw at Book fair and Sri Ram centre. All of them are aware of Eklavya' publishing venture. One parent specified that Eklavya also conducts teacher training and participates in the process of making textbooks in other states. Another parent while talking about other activities of Eklavya said that the main focus should remain educational activities as no other NGO contributes as much to it as Eklavya has done.

viii) Contribution of Eklavya in the field of education

All the parents interviewed said that Eklavya has contributed tremendously in the field of education. The individual responses of the parents are as follows:

- 'It is pioneering effort to initiate a discussion on how to teach and what to do with children. Alternative method of teacher training has been introduced by Eklavya. Publishing John Holt in Hindi is something very significant.'
- 'They have had a major contribution in the field of education. Connecting children to life around, developing a scientific temper in children and helping in his development as a citizen who is beyond cast and creed - this has been possible through the efforts of Eklavya. There is no substitute to Eklavya .
- 'What Eklavya is doing is very good but it does not have a reach everywhere. For this, they will have to be associated with Reliance, Wipro etc'.
- 'Eklavya has published, translated and developed excellent books on education, activity kits, toys, course books. They have taken science to grassroots level and developed science projects using low cost things with no need of fancy apparatus. Thus, they have empowered people to construct their own knowledge with their own resources. Taking the best from foreign books, Eklavya has provided platform for our own indigenous knowledge'.

ix) Influence on thinking and attitude

Responding to this question parents responded that these books have influenced their attitude towards and understanding of children, relationship between child and adult, education, the notion of success, schooling and its cruelty, language curriculum etc.

According to one parent, Eklavya books have helped him become patient towards children; his behavior towards his wife has also changed. He said he has become more patient with children. One interesting comment he made was - 'If a child does not know about something, how it can be his fault; maybe he has not been told about it.' His attitude towards education has also changed. To illustrate this he said if there is a reference to *tamrapatra* in the textbook then he actually shows them one. Another thing he has learnt from Eklavya is that participation is more important than winning. For example if his son secures 60 % marks in math then he does not scold him but indirectly and suggests his son to do better next time. Another parent maintained that these books have led him to view problems related to education, child and society in a different light. He added that reading these books in the growing up period of his children created an opportunity for 'coexistence of theory and laboratory'. He candidly admitted that before getting exposure to Eklavya books he was 'illiterate'. Another parent said that she has found these books very insightful, relevant and sensitive to the values which are significant in the present day world.

x) Choice of books

All the parents gave extremely positive response to the selection of books made by Ekalvyia for publishing and translation. The expressions varied from 'good' to 'best', to 'great selection'. Two parents were grateful to Eklavya for making available to them 'the best of the world'. One parent complemented Eklavya for 'working with such focus and dedication for so many years...be it language, science, education or parenting'.

xi) Quality of translation

As for the quality of translations, one parent praised it and said that translation is a difficult job. Another parent was generally satisfied with translations except for a couple of them which, he said, made a difficult reading. Another parent was not familiar with

both the versions to be able to comment on them.

xii) Quality of production

All the parents expressed their satisfaction with the production quality of books. Two parents said that it needs to be assessed in relation to the cost of books. One parent, elaborating on the specifics, said that the font size of Eklavya books is appropriate, layout is good and quality of paper and printing is okay. She added that what matters most are the content, font and layout.

xiii) Pricing

While one parent felt that Eklavya books are okay in terms of price, other parents said that they are rather 'cheap' and 'low cost'. As for the choice between good quality expensive books and cheap books with a compromise on production, most of the parents had the mass accessibility in mind: hence they categorically advocated and preferred affordable / cheaper books with lesser production quality. However, one parent did not want a compromise on paper quality and layout. Another parent said 'nonetheless (it is) a delight to possess' a steeply priced book like Tulika's with better production quality though only once in a while is it possible to buy an expensive book. One parent said that if a book is good in terms of content as well as production, then higher price would also do.

xiv) Relevance for educational process

All the parents agreed that Eklavya books are extremely relevant for the educational process of the current times. The reasons they gave for this were however different : While specifying that these books are important one parent specified that these are useful for school teachers and are of general interest. He also added that these may have a positive impact on the teaching of university teachers and they should read these books. Another parent said that these are important and used the simile of sun and water for a plant to elaborate this. Another parent felt that they certainly have an impact. He added that they need to be publicized and popularized especially in the Hindi belt. Yet another parent while quoting Fennyman stressed on the need to connect with the real world. Elaborating further she said that application of \knowledge

in different situations is very important. She said that NCF 2005 is a visionary document but Eklavya has been following that approach for quite some time. She stressed on the need to understand how children learn and develop the learning experience accordingly, rather than forcing one's own stereotypical patterns on them. She said, 'John Holt's book was an important documentation of this fact and so were underachieving school and democratic school'

xv) Suitable readers

All the parents interviewed specified that the books are suitable for all the readers - teachers, teacher educators, policy makers, parents. One parent was emphatic that these books should be made compulsory for policy makers specially. He added that social and political activists should also read them so that their rigid outlook towards the world and their puritan approach changes. These activists might change their puritan approach if they understand the complexity of a child's mind. This might make them patient and more tolerant towards other perspectives. Two parents felt that most of all, the parents should read these books so that they do their child's upbringing well. One of these specified the reason for parents to read these books because they tend to push the schools and the children to be competitive.

xvi) Recommending Eklavya books

All the parents have been suggesting books and even lending some to their friends, acquaintances especially *Bachche Asaphal Kaise Hote Hain*. One parent specified that he has suggested this book and *Summerhill* besides all the magazines published by Eklavya - Chakmak, *Srote*, *Sandarbh* to his friends in Railways to motivate them - even for their schools. If he finds any parents perturbed he feels these books can help them. Another parent had suggested *Bachche Asafal Kaise Hote Hain* to two teachers and to an American psychologist. Another parent has also been trying to get these publications in her son's school library.

xvii) Availability

All the parents complained about 'zero accessibility' of the books. One parent specified book fair as the place of having seen the books while another specified Sri Ram Centre

and U-Special (a book shop in the campus of Delhi University). One parent said that the books in People's Tree in Connaught Place have become even lesser in number in the past few years. Another parent specified book-fairs and school fairs in Delhi as the places from where she picks Eklavya books. She lamented that when her friends want to buy Eklavya publication they usually have to wait for book-fair, because Jodo Gyan goes to few schools in Delhi and the geographical location of Jodo Gyan in Delhi is very inconvenient to reach.

xviii) Suitability of the books for majority parents

Responses of parents to this particular question were varied: One parent commented that it is difficult to prepare such books for majority parents because if we do so lot of dilution would be required and there is a danger of books becoming like a 'manual'. He added that these books are apt for 'educated parents'. He defined 'educated parents' as those who are accustomed/ habitual to reading and at any point of time can come up with names of 20-50 books. Another parent began by saying that people are not fond of reading. He then gave suggestions to reduce the content of the books. Probably he was hinting at the length of these books being inappropriate (lengthy).

Another parent however felt that everything was fine except availability. Yet another parent said that parents are not fond of reading. The kind of suggestions he gave were of bringing out abridged versions. One parent commented on the unfortunate aspect of many parents looking for glossy, foreign publications and having a deep disregard for anything Indian. She narrated her own incident at the NUEPA library, when the librarian told her that as a policy they prefer western publications to Indian publications!. Again commenting on accessibility she reasoned that once people know these books they would understand their importance. She was emphatic that parents with young children, who have seen her Eklavya books, make it a point to search for Eklavya stall at the book fair.

xix) Advocating wider readability

Everyone advocated for wider readability of these books. One parent specified that without these Eklavya's mission would be incomplete. Another parent felt that now

there seems to be an atmosphere prepared for such books in the sense that parents have become more concerned about their children's education. One mother said that, 'There is something for everyone'. She further remarked that, Eklavya's vision is very sound, and this is the type of learning that should be experienced by children across the country.' While taking a stand against the prevalent system of education in the country she emphasized on the need to connect with the real world. She further said that, 'Most of the schooling focuses on just one pillar of learning- learning to know, while the other pillars are missing- learning to be, learning to live together and learning to do. While urging for a change in shift urgently she praised Eklavya for managing to do that at all levels- at policy level by having books like 'why children fail' as well as at the application level- by actually printing books which set examples for a more relevant learning experience.

xx) Need for publications for majority parents

All the parents agreed that publication of books catering to needs of majority parents on issues related to children, schooling, education etc. is needed. One parent said that this needs to be done on a priority basis and then accessibility needs to be looked at. While accepting that books need to address majority parents, another parent felt that it is really very difficult because you do not have a control over the interests and lives of teachers and parents. After a point parents are helpless as to how to respond to and handle child's schooling etc. because to a great extent they are dependent on the system in the school. Also there is no debate at the national level on such issues. Hence the need to address them is non-existent.

Comment on textbooks

Apart from one parent who has not seen the books rest of the parents were appreciative of the content of the *Khushi-Khushi* books. As for the lay-out one parent strongly felt that they give an impression of being clumsy; one has to make an effort to stick to the books. Talking about Eklavya books in general one parent said that they are thousand times better than any other textbooks and wished that he had got these books in his childhood. He specified that lay-out is not important for him. He also linked lay-out to the price.

Suggestions from parents

General suggestions

1. Eklavya should open a school of its own.
2. People with common perspective on education should enter into Indian Administrative Services.
3. Adopt 30 young adults to popularize Eklavya's programme.
4. Open an academy for teacher's training to disseminate Eklavya's perspective.
5. Liaison with Institutions to make Eklavya's books a part of B.Ed. courses.
6. For wider reach of these books efforts in the form of a movement need to be made, especially in the Hindi belt. Having more concern for the western part of UP (he belongs to that area), he questioned why Eklavya has remained so distanced from Western U.P. If every teacher is given these books free of cost in the coming years, then some impact would surely be there after 10-20 years.
7. University teachers need to read Eklavya books. They will definitely benefit from them in terms of pedagogy and perspective.
8. Since there is a dearth of low cost good quality books on education, this should continue to remain the focus and forte of Eklavya.
9. Eklavya should take a stronger advocacy role especially with the community.
10. Hold regular school based workshops for all children of different age groups at schools of different cities if possible, or at least create a cadre of such resource persons (who can conduct such workshops) across the country especially at primary level.
11. Focus on all kinds of school and not just government schools.
12. Have an interactive website with detailed lesson plans of the kind run by Zero project, Harvard University and also by NASA kids.
13. Target parents who are more independent in thinking and hold book fairs where the probability of finding them might be more- University Campuses, major office complexes like Scope in Delhi, middle class residential areas like Mayur Vihar, Vasundhara enclave etc in Delhi(especially on weekends).

14. School fairs are also a very good idea which is already being done. Take fairs to the doorsteps of the people. Maybe have a van which parks itself at different locations in cities at different times. (She cited an example of a mobile classroom done for Delhi Govt. which is being used by Salaam Balak trust. This has been designed by Kabir Vajapayai).
15. Similarly have mobile activity centres also for children.
16. Have a permanent shop either in Delhi Haat or Cottage Emporium.

Publications

1. Open a research wing that would explore libraries and identify literature which is out of print and can be printed again.
2. As majority of our rural population reads in Hindi, so do something about it should be the priority.
3. Tolstoy on education and children
4. Macranko's book on education
5. Literature of Rabindranath Tagore, Sharat Chandra (specially his memoirs on Deoghar in Bihar)
6. Publish Indian educationists like Gandhi, Tagore, Gijubhai, Krishnamurti etc.
7. Profiles of people who have been involved in education
8. Research, studies, Debate on curriculum etc. all over the world
9. Publish a series like Orient Longman's 'People who Changed the World'
10. Jokes for young children (as per their level)
11. Literature of Humor and Satire
12. Works for children by eminent litterateurs like Premchand, Tolstoy, Gandhi, Lincoln
13. Publication of original and translations of 'good mystery books'
14. Focus on 7 plus age group and publish books with simple vocabulary
15. Jasoosi Kahaniyaan
16. Translate some good titles of Enid Blytons and Secret Seven series.
17. Collections of good poems both in Hindi and English for various levels
18. Same story can have two or three translations appropriate for different age groups.

Wider readability

1. Arrange for mobile stalls (consisting of folding chairs and tents).
2. Put up a stall in PTA meetings.
3. Organize interactions and workshops with parents pertaining to Eklavya books.
4. Meet Lalu Prasad Yadav and take stalls on railway platforms.
5. Organize workshops with school teachers
6. Talk to school authorities and have seminars on books
7. Have more outlets/shops/ centre in Delhi. There are thousands of schools in Delhi.
8. Periodically organize book fairs focused on child, education, parents etc. which may involve lectures, interactions and counseling sessions also. This can be done with NBT, CBT, NCERT, Vigyan Prasar etc. Liaisoning can be done with State level projects like SSA also. Another organization Eklavya can collaborate with is National Commission for the Protection of Child's Right since right to reading good children's literature is a part of the mandate. Grass root level organizations like Narmada Bachao Andolan can also be approached. Even Political parties can be contacted.
9. Publish abridged versions of books on education (Reduce 250 pgs to 75 pgs).
10. Divide *Bacche Asaphal ...* into 2 parts : have two articles in one book.
11. Try setting up a sales counter in Central Cottage Emporium as NBT has done.

Services Offered by parents

- Mr. Prempal Sharma volunteered to help with translations.
- Mr. Inderjeet Singh offered to arrange for liaison with a School in Ludhiana where Eklavya can get sufficient space and liberty to implement what they have been advocating.

Comments on children's literature

Looking at the responses given by the interviewees it was felt that it is not possible to comment on each book of children's literature individually. As the interviewees were given an appendix to rate and comment on any five books under the category, we do not have more than one or two responses individually on most of the books. After looking at the responses three books were shortlisted to be analyzed specifically as at least four interviewees have given ratings to these books. Only one or two interviewees have given their feedback on the rest of the books.

Nonetheless, it is possible to give general comments on the children's literature going by the selection of books by the interviewees. The very fact that maximum number of interviewees chose *Main Bhi*, *Bhalu Ne Kheli Football*, *Nav Chali* and gave positive responses on them, speaks for the preference readers have for the kind of children's literature. More than half of the interviewees who have responded to this question have chosen *Main Bhi* and half the interviewees gave feedback on *Bhaloo ne Kheli football*.

The books shown to interviewees included five collections of poems. However, not many interviewees have commented on them: one parent gave very low rating to *Rituon ka Skool and Banki-Banki Dhoop* in terms of quality of poetry and language. Out of three teachers who commented on *Billi Bole Myaun*, two rated it low, especially in terms of quality of poetry. All the three people (one teacher educator and two teachers) whose responses to poetry were negative have a sound background of literature and .The two teacher use a variety of literature in the class regularly. Thus all of them have a good understanding of the nuances of poetry. One of the teachers also commented that there are poems for classes i - iii but there is a dearth of poems meant for classes vi - viii.

The interviewees have not filled this up. The reason as specified by one of them was that she had never seen these books and was not familiar with the idea of using children's literature in the class. Moreover, some interviewees have filled up for one

book while others choose a different title. Thus, it is difficult to comment specifically.

Table 1: Comment on Children’s Literature published by Eklavya

Parameter	Main Bhi						Bhalu Ne Kheli Football					Naav Chali			
	Content: story-line/ quality of poetry	5	5	5	4	5	5	5	4	5	5	5	5	5	5
Development of plot or treatment	5	5	5	4.5	5		5	4	5	5	5		5	5	5
Language and comprehensibility	5	5	5	4.5	5	4	5	4	5	4	5		4	5	5
Illustrations	5	5	5	3.5	5	5	5	5	5	5	5	5	5	5	5
Lay-out and font- size	5	4	5	3.5	5	5	4	5	5	5	4	5	5	5	5
Production quality & paper	5	4	5	4	5	5	3	3	4.5	5	4		4	5	5
Price	4	5	5	5	3	5	4		3	4	5	5	3	5	

Scale – 1 (lowest) to 5 (highest)

One glance at the table gives an idea of the overall high rating given by the interviewees to Eklavya children’s literature as specified in the table. Majority of the interviewees have given rating of 5 which is the highest on the criteria of content and development of Plot, Language. Barring one parent, everyone else has given the rating of 5 for Illustrations. Majority of them have also given very high for the rest of the criteria as well. Production quality and Price are two criteria which ratings have been rated low comparatively. This shows that the production quality has been rated as ‘excellent’ by some (7), ‘very good’ by others (5) [85%] and ‘average’ by the rest (2). The interviewees, who have given lower rating to the criteria on price, felt that given the mass production of the books, they are priced a little on the higher side. It may be noted that their comments were on the revised rates of these books.

Specific comments on individual books

Following are the collective comments from parents, teachers and teacher educators on specific Eklavya books for children:

Naav Chali

It is a marvelous book and is attractive from every point of view. The content is good and illustrations are nice. These (*Chuhe ko Mili Pencil*, *Main Bhi* etc.) are all Russian classics. It is a commendable job to adapt and publish them. The whole series is very nice. Considering that Eklavya is getting subsidy and they have reprinted 10,000 copies, Rs.15/- is a higher price. Same is the case with the price of *Rituon ka Skool* and *Main Bhi*.

Bhaloo ne Kheli Football

There are lots of action words weaved spontaneously into the story. It is fun doing it in the class. The book has beautiful illustrations. There is so much of detailing. Informal font is an additional attraction for a child. If two-three such stories are combined then production cost can be reduced. Binding quality can be improved. The shades used are very child friendly.

Billi Bole Myaun

Being a compilation, some of the poems are quite good (eg. *Ram Sahay.*), others are not. The illustrations are very literal, they are not thought provoking. Font size should have been bigger.

Chhutki Ulli

It is a beautiful book. Children construct knowledge –this fact has been kept in mind. The book encourages a child to think beyond his closer context. It motivates teachers and parents to encourage a child to observe his surroundings. Quality of paper is good. More illustrations from nature can be added.

Lomari aur Zameen & Azadi ki Nukti

Using expressions and drawings of children is a good idea. In Eklavya literature identity of children has been highlighted which could not have been possible without an understanding of Constructivism which is being talked about now in the present NCF. The story *Hamne Gur Khaao* tells us that children have their own natural rationale. Retaining local dialect has restricted readership of the book though it can be used for showing a variety of language to children. Standard language books can also be published side by side to cater to large audience. Paper quality of *Azadi ki Nukti* can go up.

Kahani-Sangrah

The collection is good and the size attractive. However one parent found the longish size odd and difficult to handle. The illustrations are small and the lay out is cramped: there is no relief to eyes.

Chakmak

The present format of the magazine is not that exciting. There is something very impersonal in it: earlier one could identify with it. The present 'glossy form' does not have the appeal the magazine had earlier. They now seem to be targeting the older children. 'Earlier it was by children, for children. Earlier, Chakmak was the neighborhood shop, now it is Mall'.

Comments on individual educational books

Besides open ended questions, the interviewees were asked to fill up structured formats also. These were given during the interview at the sequentially specified time and contained formats for collection of quantitative as well as qualitative parameters. To analyse the responses, first the data is being presented below in a tabular form. (Similar format was given to the interviewees to be filled up.) This is followed by summing up of the data along with its interpretation.

The first table on the next page includes compilation of data from parents, teachers and teacher educators. This is followed by collective comments from parents, teachers and teacher educators on specific educational books published by Eklavya.

A glance at the table presented below indicates that all the interviewees had read *Bachche Asaphal...* Majority of the interviewees had a personal copy of the book. Most of the respondents have read either the Hindi or the English version, with a few having read the book in both the languages. There was a column on whether they had these books in their library or institution. To this, majority of the interviewees replied in the affirmative for *Bachche Asaphal...* Institutions or schools having the book include Basic school, CIE library, LSR, JMC library, Regional Resource Centre library. Regarding the rest of the books, the responses were quite varied – out of 11 respondents 9 had a personal copy of *Bachche Asaphal...*, followed by Underachieving Children (5).

The trends in the table coupled with the response of the interviewees on the various questions highlights the use of John Holt's books. Except two interviewees (who have given the rating of 4), all the other 9 respondents have given the highest possible rating to *Bachche Asaphal...* Same is the case with Underachieving School which everyone except one interviewee has rated at 5. Looking at the responses in their entirety, more than half of the ratings given by all the interviewees taken together to various books and magazines, is the highest possible one ie. 5. The interviewees' responses to the question on how long ago they had read the book shows that the interviewees have read the books quite long back and many of them kept referring to these periodically.

Name of the book	No. who have read	Hindi or English		How long back?	No. having personal copy	Rating: 1 - 5											
		H	E														
Prashika	9	7	5	12 years to a week	6 (30/8) 3.7	3		4			4	4	4	2	4	5	
Bachche Asaphal Kaise Hote Hain	11	9	5	24 years to continuously	9 (53/11) 4.8	5	5	5	5	4	5	5	5	4	5	5	
How children fail																	
Bachpan se palayan	6		2	15 years – 1 year	3 (28/7) 4	2			4		4	4	5	5	4		
Escape From Childhood																	
Summerhill	7	4	3	20 years – 2 weeks	(30/7) 4.3	3		5			5	3	5	4	5		
Under-achieving School	7	1	5	1-2 years	5 (34/7) 4.8	5	5	5				5	5	4	5		
Democratic School		4	3	2 years – week ago	3 (31.5/7) 4.5			5		5	5	3.5	5	5	3		
Shiksha Ki Bajaye	3	1	1		1 (11.5/3) 3.8							3.5		4	4		
Deewar Ka Istemal va anya lekh	5			Month ago	1 (20.5/5) 4.1			4	5			3.5	4		4		
Children's Perception of Sarkar	3				4.5							4		5			
Sandarbh	10			2 years to continuously	2 (49/10) 4.9	5		5	5	5	4	5	5	5	5	5	
Srote	6			2 years to	2 (27/6) 4.5			4	5		5	4			5	4	

				continuously														
Any other book					4.35													

Total no. of people who filled up this appendix: 11

Specific comments (on individual books and magazines)

Book: Prashika (3 responses)

Suitable readers (as specified): Teachers, educational officials, all stake holder, II and III year B.El.Ed. Students

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>		<u>Comment on Translation</u> (if read both the versions)	
R	Comments	R	Comments	R	Comments	R	Comments
5 4 5	One educator commented that the book sheds light on many issues related to teaching-learning process.	4 4 4	One educator specified that she found the Hindi tough at places.	3 4 5		4 4	One teacher educator found the translation (in Hindi) to be little tougher. She specified that when something technical comes the translation becomes even tougher.

Though one teacher gave rating as 5 she felt that the book could have been presented in more interesting manner as right now it looks like a government document. One teacher educator commented that the book is good for teacher students to get a glimpse of primary education programme at work.

Interpretation – Looking at the ratings and the qualitative responses of the teachers it can be stated that the book is being utilized to understand the teaching-learning processes and is found quite suitable for exposing student teachers to such an outlook. The language of the book (Hindi) needs to be re-looked at as one teacher and another teacher educator have found it to be tough. Though the rating given to both the language and translation is 4 on a five point scale which perhaps is indicative of the tendency of respondents to rank it a

little higher.

Book: How Children Fail (9 responses)

Suitable readers: Teachers, Teacher educators, Parents , Educational officers, Students, one response was 'who can't read this book'

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>		<u>Comment on Translation</u>	
		<u>English other wise specified</u>				<u>(if read both the versions)</u>	
R	Comments	R	Comments	R	Comments	R	Comments
5	Most of the interviewees found the content of the book very good. Teachers specified that being a teacher they could relate to the book. They liked the fact that the book is very much situated in the classroom. One teacher commented about how she found it really surprising that UK and India have similar kinds of experiences.	5	While one teacher commented that the book was simple, flowing and easy to follow in terms of language , another specified that there was formalized use of language. She said this lessens the reading pleasure. She gave two examples to illustrate - jo bachche vayaskon ke anumodan par aashrit hote hain, isse bhi kashtdayak yeh anubhuti hai ki... One teacher educator who is used to reading in Hindi found the English version tough.	4	Most of the interviewees found the publication good. A teacher commented on it by specifying that it is not bad given that fact that the book is meant for adults. One educator commented that it is apt according to her and she does not like the glossy cover. Two interviewees specified that the Hindi version is not that good and can be improve d. One teacher pointed to the absence of pictures.	4	One teacher felt that the Hindi version lacks the grip English version has, is too bulky, almost double the size (which puts one off), paper quality is also bad. Another specified that the translation is not flowing, spontaneous. One teacher educator opined , Holt's writing can't be purely captured in Hindi. It is idiomatic. She illustrated it by talking of the expression, ' Nabz pakad li' (as in film Gandhi) the essence of which can't be captured in English version ' caught the pulse of people'. One parent said that he found the Hindi version original and the translation is very good.
5		5		5		3	
5		3		4		3	
5		4.5		4		3	
5		3		4.5		3.5	
5		5		5		5	
5		5		5		3.7	
5		5		4			
5		5		5			
5		4.4		4.1			

Specific chapters liked: On reading - language part, Fear and failure as adult don't understand child' fears, 'pentrabazi' also as can identify with children in her school

Overall comments and interpretation:

From the overall response of the interviewees this seems to be the most coveted book. Coupled with the highest possible rating given to the book by majority of the respondents and the kinds of responses they made during the interview this book surely seems to be the one most widely read and one which has impacted the interviewees and they have referred it to their friends relatives, students (sometimes even giving them as gifts). To illustrate the impact of the book some responses are described below.

One parent commented that when he had picked up the book then the subject was new to him but he liked it very much. He said that he learnt the classroom part from here. He further said that he also learnt to give extra time to children and be patient with them instead of saying I know.

One teacher found it very inspiring and it gave her deeper understanding on basic school subjects like science, math's in the context of learning at school. She finds the games Holt played and what he did with children very inspiring.

One teacher said that this book jolted him. It made him realize his own weaknesses and gave him new ideas for teaching.

Another teacher could relate to the book and found it very genuine. The tone and the tenure are very mature.

Another teacher said, ' First time when I read it was as if someone has peeped into my experiences'.

While admitting the impact of the book in their thinking, attitude, thought and behavior a few interviewees went a step further and advocated for the book to be read at various levels. One parent said that the book is very important in the contemporary times looking at the educational system in which parents and children are going through. He said that the experiences of the books give many insights. He commented that this one book is much more useful than doing B.Ed. many times over. Another parent said that the book should be possessed by every parent and teacher in the country – in all the languages.

Book: Escape from childhood (5 responses)

Suitable readers: Teachers and parents

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>		<u>Comment on Translation</u> (if read both the versions)	
R	Comments	R	Comments	R	Comments	R	Comments
3 5 5 5 4.5	One teacher commented that the content of the book attracts attention to think from the point of view of child. She also said that the examples seem very real and are closely related to present generations. Two teacher educators found the content very good as it is related and relevant for the daily life.	3 5 3 4.5	The teacher who gave 5 rating commented that the book has been written very well. One educator did not find the language very spontaneous in Hindi.	4 2 5 4	The teacher who found the content very good complained about the book not being colorful. She was also quite unhappy with the 'contrast between the name of the book and the cover page in which a jail is shown'. She further commented that as the books does not have many illustrations or drawing, no one will buy it after browsing through it. One educator found the paper to be a bit light.	3 2	One teacher commented that the Hindi version is better in terms of quality of paper and drawings.
<p>Overall comments and interpretation: The interviewees have found this book to be useful as well. Except for comments on the production by one teacher the rating given to the book are quite high. One teacher did not find it much useful while another teacher found the content very good. This teacher claimed that by reading the books, even very rigid parents who decide everything for their children will be able to realize the amount of harm they are doing to their children and would be able to think from the child's point of view so as to help to successfully choose his career and lifestyle. One teacher educator specified that even people from non-educational background feel related to the book. She said that these people feel that the book has given them words to discuss these aspects which earlier they didn't know how to spell out though they had encountered such a situation. One teacher educator read the book again and again to find answers to her questions. When she does several other questions are raised for which she has to read several other books. Another educator pointed to the illustrations which finds make the book interesting as they convey things apart from the text.</p>							

Book: Summerhill (6 responses)

Suitable readers: Teachers, Teacher educators, Educational officials, Policy makers and Parents

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>		<u>Comment on Translation</u>	
R	Comments	R	Comments	R	Comments	R	Comments
4 3 5 3.5 5 5	One teacher educator commented that, <i>Summerhill</i> is generally tough; it should have been better organized. Another commented that the contents of the book have helped her to build her knowledge. One teacher though he rated the book 4 in all the aspects felt that there was a lack of Indian perspective in the book. This was also voiced by a teacher educator who said that the book doesn't appeal to the Indian mind. She also gave an example of sexual permissions. She said, "It's more complex, philosophically permissive and more difficult culturally". On the other hand one educator found the content to be very good and specified that he liked the chapter on 'sex' as usually no one talks about it. One parent also found the book experimental in the context of India.	4 3 3 3.5 5 5	One educator found the language of the book (Hindi) difficult. Another educator while comparing the book to Holt said that language is tougher than Holt. However another teacher educator found that spontaneous, regional vocabulary has been used in the book. He gave several examples of how colloquial language has been used in the book instead of standard Hindi. Examples: Thithiyana, dah, tonku. This he felt was a good effort as these words do not come in the purview of 'academic language.' One parent found the language spontaneous and transparent.	4 4 5 3 5 5	One educator specified that she quite likes the pages, print quality, weight of the book. Another commented that the font size should have been bigger.	4 2 5 5	One educator found the Hindi version a bit boring and drab while a parent found the translation very good.

Overall comments and interpretations: The responses to this book were a bit mixed. Though some teachers and teacher educators were appreciative of the contents of the book few seemed a bit skeptical. One educator said that some parts of the books help her to substantiate her talk during discussion in her classes. She further added that the book has helped her to reflect on her own biases and stereotypes. Another educator said, "As a teacher educator I would cut it short to 1/4th to discuss it in my class." One parent specified that besides John Holt's books this should also be compulsory reading for teachers. The contents of the book and the language specifically those pertaining to 'sex' had mixed reactions from teachers and educators. While on teacher pointed to some words in the Hindi version going beyond the realm of decency one educator while taking example of chapter on 'sex' commented that it is important for everyone to read these and not only academicians.

Book: Underachieving School (3 responses) **Suitable readers:** Teachers, educational officials, all stake holders

<u>Content</u>	<u>Language</u>	<u>Quality of production</u>	<u>Comment on Translation</u>
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R	Comments	R	Comments	R	Comments	R	Comments
5	One teacher commented that the book gives a general understanding on children and education and is not specific. She found this good. Another educator found the book very relevant and readable.	5	One teacher educator found the language very easy which she felt was very good. This she said enable the teacher trainees to read it on their own. They don't need a guide.	5		5	
5		5		4			
5		5		5			

Overall comments and interpretations: Going by the rating given to the book and the fact that earlier on 9 interviewees had specified reading it this too seems to be a popular book. The rating given in all the aspects are very high which shows the acceptance of the book. All the three interviewees who responded to this book were very appreciative of the book as found it to be useful to enhance their understanding of children.

Book: Deewar ka Istemal va Anya Lekh

Suitable readers: teachers, parents, principals of schools, people connected to education

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>		<u>Comment on Translation</u>	
R	Comments	R	Comments	R	Comments	R	Comments
4	On teacher while commenting said that the content is integral to the Indian context.	5	This was appreciated as the interviewees found the language crisp and vocabulary comprehensive.	4	Both the interviewees gave this aspect lower rating than the rest. They specified that the look of the book is not impressive due to lack of colors, paper is also dull looking, font size is not appropriate.		
5		5		3			

Overall comments and interpretations: As this is a recent publication only two interviewees commented on this. They gave high rating to the content but quality of production was voiced as a concern. One teacher gave a suggestion that few illustrations (tongue in cheek) ones might have made the book more interesting.

An educator spoke of the book with reference to the author. She opined that Krishna Kumar has an interesting take on education and she has always looked out for his pieces. Of late she hasn't found them to be as thought provoking as they used to be.

Book: Democratic School (5 responses)

Suitable readers: Teachers, teacher educators, policy makers, teacher trainees, activists

<u>Content</u>	<u>Language</u>	<u>Quality of production</u>	<u>Comment on Translation</u>
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5	One teacher commented that the book raises pertinent questions on school environment, learning and pedagogy. One teacher educator commented that the concept is theoretical and it would have been better if it was descriptive. She said that it is heavy reading. While another educator found the book, 'O.K. but a little simplistic'. Though she said that the book has depth and is useful to look at a wide variety of things.	5	One educator commented that she found it pleasurable to read.	5	One teacher liked the cover as well as the paper. One educator gave specific remarks on the printing and spacing saying that these were very good and one does not have to strain one's eyes. He also praised the creativity of the cover page.	4	While comparing this with 'Bachche Asafal kaise hote hain' one teacher said that the language of the book is easy and colloquial words have been used more. On the other hand one teacher educator found the translation tough.
3.5		3.5		5		2	
4		4		4			
4.5		4.5		5			
5		5		5			

Overall comments and interpretations: there were mixed opinions regarding the book. While one teacher found the content of the book very thought-provoking another educator found it simplistic. One teacher said that the book reflects an alternative pedagogy and initiates the reader to debate on various issues. One educator said that reading the book strengthens her understanding and guides her to think in the right direction. However, one educator commented that the book is for a specific kind of readers with this kind of interests. He said that the book might not be attractive for common people.

Magazine: Sandarbh (2 responses)

Suitable readers: Teachers, teacher educators, students

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>	
5	The range / scope is wide.	4	Language is appropriate according to the content.	3	One educator commented that the quality of pages and printing is pathetic.
5		5		5	

Overall comments and interpretations: The rating of the book on contents is the highest. One teacher educator commented that she gets new information and broadens her horizon. Another teacher (not responding to this in the appendix but during the course of the interview) specified that it is meant for people having a specific perspective, not for masses. Interestingly one educator who has given the rating 3 on quality of production has elsewhere specified that she does not prefer glossy cover and would go in for a book with decent publication quality. She has used a very strong word here , 'Lachar' to describe the production quality. A teacher gave suggestions saying that the size needs to be bigger and the language used should be colloquial.

Findings

The Findings from the report are being presented in this section in bulleted points. These are meant to be the conclusions of the researchers looking at all the responses in totality.

Sample

- There were 5 teachers, 4 teacher educators and 4 parents in the sample.
- Even though the sample was purposive, there was a variation in terms of their reading habits, usage of children's literature amongst a variety of other things.

Teaching practices

(Related to Materials/ Books & Publishers referred to and Children's literature used)

- There was a clear difference between the language teachers (3) and the science teachers (2) regarding usage of children's literature with the former using it much more.
- While some interviewees were referring to publishers such as NBT, BGVS, CBT, etc. (7) some were also referring to Scholastic, Tulika, Sage etc (6).

Awareness about Eklavya

- While all the interviewees were very appreciative of the work Eklavya is doing, not everyone (6) was aware of the scope and dimensions of the work Eklavya is doing apart from their publications and other materials.

Comment on Children's Literature

All the interviewees were in general appreciative of the kind of children's literature being published by Eklavya. This was evident in both qualitative as well as quantitative responses.

- A few interviewees (2) expressed their concerns over the quality of poetry being published by Eklavya.
- Several suggestions for books worth being published were given by the respondents.

Comment on Textbooks

- Some interviewees (4 teachers, 2 teacher educators, 1 parent) have been involved with the formation of syllabi at the Delhi state level and the national level. A few have been involved with the formation of National Curriculum Framework 2005. Majority of the interviewees (9) opined that the Eklavya books have had great impact not only on textbooks of other states but also with respect to formulation of policy at the national level.
- Some interviewees (5) voiced their concerns regarding the content, organization and lay-out of the Khushi-Khushi books.

Generic comments on educational books

i) Influence on thinking/ teaching

- Almost all of the interviewees acknowledged that these books have had great influence on their thinking and attitude regarding children, teaching, education and society at large. This could be further inferred by their response on whether they have suggested the books to someone. Not only had most of the interviewees suggested some of these books to their relatives, friends and students, few had even bought these and given them as gifts to friends and relatives.

ii) Choice of books

- When asked to give a generic opinion, all the interviewees found the choice of books made by Eklavya commendable.

iii) Quality of translation

- There was a mixed opinion regarding the quality of translations. Some interviewees (7) felt that the translation was spontaneous and there was a flow in it while others (2) did not find it to be as spontaneous and sated that it did seem like a translation. Two interviewees felt that the translations could be improved and two did not comment on it as they had not read both the versions.

iv) Quality of production

- For all the interviewees the sample quality of production is a secondary concern, the prime most concern being the content and lay-out. They did not have any problem with the production quality as they saw it in relation to pricing of the books.

v) Accessibility

- One issue which kept coming up time and again (even though not asked directly) was that of the accessibility of the books. While commenting on individual books, one educator wrote against suitable readers: if it is possible to procure the book. All the interviewees said that the accessibility of the book was very poor. The interviewees gave a wide range of suggestions to reach out to wide spectrum of society.

vi) Pricing

- All the interviewees strongly felt that the prices of the books need to be such that they are affordable by masses thus ensuring it wider access.

vi) Suggestions

- The interviewees gave several suggestions not only regarding suggesting titles for publication but also for publicity. They also some general suggestions and a few even volunteered to help in specific ways.

Specific comments on individual books

- One book which all the parents have read is John Holt's *Bachche Asaphal...* Besides suggesting this book to their friends and relatives many interviewees had bought it and given it to them as a gift. One parent has bought 70-80 copies of the book and given it to people. The most interesting thing about the book is that all the three categories - teachers, teacher educators, parents alike have given highest rating to the book. This perhaps is an indication of the level and kind of books which have greater readerships across board.

Tabulation of the responses of interviewees on salient points

Point	Response	
Selection of books for publication	Excellent – 13	
Usefulness of the books	Very Useful- 13	
Influence on thinking	To a great extent - 12	Some extent – 12 Not at all - 1
Impact of textbooks on syllabus (state and national)	Great – 10	Not really – 1 Cannot say - 2
Quality of translations	Good – 7	Bad – 1 Can be improved – 3 Cannot say – 2
Quality of production	Good – 13	Can be improved - 3
Accessibility	Poor – 13	
Pricing	Fair – 13	

No. of interviewees - 13

No.

To sum up in a teacher's own words :

“Eklavya is filling a much felt void by bringing out these books on education. However, it needs greater visibility. Mostly the converted are reading these books. Others have to be converted to the cause of democratic education by getting them to read more of these books.”

Recommendations

On the basis of the findings of the study, several recommendations are being made here. These include our discretionary judgment on what we think is feasible and important.

Taking this study further

- The present study needs is essentially a pilot study. Now that the interview schedules are prepared, perhaps more people could be interviewed to get wider responses.
- Certain changes in the methodology need to be done. A few things like income can be added in the interview schedules.
- Since the duration of the interview lasted more than 3 hours, a change in the methodology is desired : perhaps the interviews can be conducted in two phases so that interviewees are not too exhausted to be able to answer the interviews in a focused manner.
- In retrospect, looking at the kinds of difficulties faced in getting and selecting people (because even those people who we perceived had read the Eklavya books hadn't done so), more time needs to be spent in an organized fashion to identify people who can be interviewed.
- Focused discussions with interviewees might help in brainstorming on issues and in seeking clarifications. Though this was a part of the proposal, it could not be carried out due to paucity of time. However, in one place it happened incidentally because the interview was taken in an Institution where four teachers and teacher educators happened to have gathered. This was successful in bringing to the board a discussion about the title of the book *Asaphal School*. One teacher educator felt that there is a mismatch between the English title (Underachieving School) and the Hindi one. Such discussions need to be a part of a more detailed study of this kind in future.
- Students enrolled in the teacher education / training courses can also be interviewed to assess their perception of the books since they would be using the books at the time of the interview. Their responses would be immediate and thus different from those of teachers' and teacher educators' who might have referred to these books a while ago.
- A detailed study of the comments written in the comment book placed on the stalls at Book fairs can also be taken up.

Titles / ideas for publications

- Poetry perhaps is an area to which not much attention has been given by Eklavya. Besides having the existing books reviewed by some more people including poets, Eklavya should publish more compilations of contemporary and not so contemporary poetry catering to different age groups. Such collections can develop a love and appreciation for good poetry amongst children which is killed by the preachy and lifeless selections they come across in textbooks.
- Audio recordings of recitation of different kinds of poems (including medieval poetry) can also be prepared.
- Publish books by common people, grass root level workers.
- Publish posters and materials (preferably in Hindi) for adolescents and for parents catering to their needs.
- Publish out-of-print and fresh Non-fiction literature.
- Publish books of photographs and pictures for various age groups with accompanying guidelines to enhance children's observation, imagination and analytical skills.
- Publish collections of lucidly written articles on education, children and related issues.
- Open a research wing that would explore libraries and identify literature which is out of print and can be printed again.
- Suggested material for publication :
 - Letters from father to daughter by Jawaharlal Nehru
 - Ramayana written by renowned Hindi poet Nagarjuna
 - Literature for Children and on Education from other Indian languages
 - Russian literature for children
 - Hindi titles of Scholastic since it is out of print now

Ideas for accessibility/ publicity

- Have a permanent book store in Delhi.
- Approach schools to organize interactions and workshops for parents focusing on education, children, Eklavya books etc. Put up a stall in PTA meetings.
- Reach out to state officials and authorities including school principals and convince them to buy books for their libraries. Focus on all kinds of schools. Government.
- Approach curriculum planners for teacher education programmes to look at the

possibilities of inclusion of these books in the core readings.

- Prepare mobile stalls (consisting of folding chairs and tents).
- Become involved in the process of INSET (in-service educational training) programmes by conducting workshops etc. also, put up stalls there so that teachers become aware of Ekalavya publications.
- Have an interactive website of Eklavya.
- Have a mailing list wherein people could be apprised of new titles by e-mail or by post. Revise the list every two years.
- Periodically organize book fairs* focused on child, education, parents etc. which may involve lectures, interactions, and counseling sessions also. Can be done in collaboration with other like-minded organizations (even grass root level organizations), can also involve state level projects.

* [suggested name : Kitaabon ka Rela, Kitaabon ka Mela]

Systemic changes

- Advocate a policy for ways of structuring library periods in school not only for children but for teachers as well.
- Make efforts to have some publications included in the reading list of the syllabi of various teacher education / training programmes.

General suggestions

- Open an academy for teacher's training to disseminate Eklavya's perspective.
- Should reach the mainstream and not just remain in the alternative system. 'It is high time mainstreaming of the alternative happens.'

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Appendix

About the Sample

List of teachers / teacher educators / parents interviewed:

Name		Institute
Malavika Rai	School teacher	Heritage School, Delhi
Snehlata Gupta	School teacher	Pratibha Vikas Vidyalaya, Delhi
Harsh Kumari	School teacher	Basic School, Delhi Univ.
Asha Arora	School teacher	Basic School, Delhi Univ.
Akshay Dikshit	School teacher	MCD School, Delhi
Sharda Kumari	Teacher Educator	DIET (R.K.Puram), Delhi
Raghevendra	Teacher Educator	College of Education, Delhi Univ.
Poonam Batra	Teacher Educator	Central Insti. of Education, Delhi Univ.
C. Sumana	Teacher Educator	Lady Sri Ram College, Delhi Univ.
Apoorvanand	Parent	Hindi Deptt., Delhi Univ.
Preeti Vajpaei	Parent	Architect, Vinyas, Delhi
Prempal Sharma	Parent	Indian Railways
Inderjeet Singh	Parent	Private Entrepreneur

Brief profile of interviewees

Teachers

Ms Malavika Rai has a Masters degree in Hindi and M.Ed. both from the Delhi University.

She was a member of PRASHIKA (Prathamik Shiksha Karyakram) group in Eklavya, Bhopal for one year. Subsequently, as a Co-ordinator with Ankur Educational Society, Delhi, she planned curriculum for educational centres and helped run a library for the community. Further, she worked with Nirantar for their magazine *Pitara*. She was a part of the team to prepare Hindi text books for Ratna Sagar Pvt. Ltd., for SCERT, Delhi and for NCERT (post NCF 2005). Malavika taught English at Ramakrishna Mission School in Arunachal Pradesh. As an elementary teacher of Hindi at Heritage School, Delhi, she brought fresh ideas and approaches to the teaching of Hindi.

Presently, she is working as a Consultant in The Reading Cell at NCERT, Delhi.

Ms Snehlata Gupta has Masters degree in English from Delhi University and Masters degree in Social Work from Tata Institute of Social Science (TISS), Bombay. Subsequently she did M.Phil. in Social Health from Jawahar Lal University, Delhi. Having acquired a Bachelors degree in Education, she went on to teach for two years at Sardar Patel Vidyalaya, Delhi. For the past 8 years she has been a PGT, teaching senior secondary classes in a Pratibha Vikas Vidyalaya, Delhi. Snehlata has a total of 18 years of teaching experience. Besides teaching, she has been associated with NCERT for various programmes including those of teacher training. Recently, she has been a part of the team preparing a Manual on reading for teachers at Reading Development Cell at NCERT. She has also been involved with the SCERT Class VII English textbook as an author and last year has written an English book for class VI for Pearsons Education Ltd. Her interests include teacher training and research in reading.

Ms Harsh Kumari is currently the Principal of the basic School, Central Institute of education. She has done her Masters degree in Sociology. She has been involved at various levels in the formulation of the syllabus and the textbooks at the State and the national level. She was a part of the team of textbook writers for classes VI till VIII for the science textbooks written for SCERT. She was on the editorial board of these books and for the primary level mathematics books. At the national level she was a part of the Steering Committee of the National Curriculum Framework 2005. She was also a member of the Focus Group on

Examination Reforms. Subsequently she was a member of the Syllabus Development Committee for Science at the elementary level. She was also involved in the writing of science textbooks for classes VI to VIII.

Ms Asha has been teaching science to the middle classes since July 1997 at basic School, Central Institute of Education. She has a honors graduation degree in Botany. She has also been involved with Centre for Science Education and Communication for a project on STL (Science and Technological literacy). She was a part of the textbook writing team for SCERT class VI – VIII science (Indradhanush series). In may 2007 se has been awarded USRN Teacher fellowship and is working on 'Project Based Learning – Its implementation and feasibility within the constraints of our educational system'. Recently her article on 'Reading Paulo Friere'was published in Education Dialogue.

Mr. Akshay has a diploma in Elementary Teacher Education from District Institute of Education training (DIET), Moti Bagh, Delhi. He has done graduation from University of Delhi. He has been involved with the Hindi language and mathematics textbooks (primary level) with the SCERT, Delhi. He was also among the team of authors for writing Hindi textbooks for the NCERT, following NCF 2005. He was also a part of the team to develop guidelines for classes I and II for EVS for NCERT. He has been a resource person for numerous INSET (In-Service Educational Training) to train master trainers both at the Delhi state level and at the national level for NCERT.

Teacher Educators

Dr. Sharda Kumari is currently a senior Lecturer at the District Institute of Education and Training (DIET), R.K.Puram, Delhi which she joined about 15 years ago. She has done her Masters in Social Work and M.Ed. She began her career as an assistant teacher with the Municipal Corporation of Delhi and taught their for two years. She has organized several programmes of In-service Educational training for instructors of non-formal education, Primary teachers, TGTs (English) and PGTs (Hindi). She has done many such sessions as a resource person in various in-service programs from time to time. Dr. Sharda has written many articles in books, magazines, journals etc. She also has the experience of doing translations of various education related documents.

Mr. Raghevendra is currently pursuing his Ph.D in education from University of Delhi. His topic of research is 'A Comparative analysis of elementary education of South Asian countries'.

He has done his M.A. in Sanskrit and M.Phil in Education. He has been a research associate for five years at the Central Institute of Education. For the past two years he has been teaching at the College of Education, Delhi in the B.Ed. programme. He has been regularly writing articles in the national dailies *Janasatta* and *Rashtriya Sahara*. Over 100 such articles have been published so far. He had also written about 8 research papers in journals such as *Shiksha Vimarsh* and *Pariprekshya*. His interest lies in Discourse analysis of education within nation and across nations.

Prof. Poonam Batra is currently at the Maulana Azad Centre for Elementary and Social Education, Central Institute of Education, Delhi University with over 25 years of teaching, research, training, management and consultancy experience in Elementary Education. Major areas of professional focus include public policy in education; elementary education curriculum and pedagogy; developmental and educational psychology, teacher education and gender studies. She has been on several GoI Committees including the XI Plan Working Group on Teacher Education, 2006. She has helped develop the framework for the Bachelor of Elementary Education (B.El.Ed), India's first four-year professional elementary teacher education program since 1992 and has led two B.El.Ed. Review Committees in 1996 and 1999 and the process of the formation of the norms and guidelines for the conduct of the programme. She has undertaken a decade of action research in restructuring curriculum, pedagogic practices and the learning experience of children in government-run elementary schools in educationally disadvantaged areas. She has been engaged with envisioning and coordinating professional activities for teacher development at the Regional Resource Centre for Elementary Education at the University of Delhi. Currently she is pursuing research in Teacher Education and Social Change as a Jawaharlal Nehru Fellow.

Ms C. Sumana did her bachelor of Elementary Education in 1998. She then went on to do her M.A. and M.Phil in Linguistics from University of Delhi. She has been teaching in the Bachelor of Elementary Education Programme off and on for the past six years. She has been a part of the team of authors for development of mathematics textbook at the SCERT, Delhi. Recently, she has written two books of English for Navdeep Publications which are under publication. Sumana has also written some chapters for textbooks developed by Digantar, Jaipur. Issues of mathematics education interest her more than Linguistics.

Parents

Dr. Apoorvanand is an associate professor in the Department of Hindi at University Delhi. Before joining the Delhi university, he was associated with the Mahatma Gandhi International Hindi University (MGIHU), Wardha and Magadh University, Patna. He led the process of course development at MGIHU for the School of Literature, School of Culture and School of Translation and Interpretation. He has been on various committees at NCERT including the focus group on Indian Languages of NCF 2005. Dr. Apoorvanand, a literary critic, has published a book of critical essays. He writes regularly in newspapers, magazines and on blogs on the issues related to human rights, education, politics and culture.

Ms Preeti Vajpai is an architect and is currently working with an organization called Vinyas. She also has been teaching at the Department of Architecture, Government Polytechnic, Maharani Bagh for the past 9 years. Currently, she is pursuing her PhD in urban planning from School of Planning and Architecture. Her interest includes reading, travelling, music and painting. She has also been working actively in the Development sector.

Mr. Prempal Sharma has done his graduation in Science and post graduation and Ph.D. in Hindi from Uttar Pradesh. As an IAS Officer, he served in the Delhi Administration and Income Tax Department. Mr. Sharma has written nine books including short stories, novel and essays. He regularly writes in newspapers and literary magazines on literature and on issues related to human lives and public interest.

Presently, he is a Joint Secretary on the Railway Board in the Ministry of Railway.

Mr. Inderjeet Singh did his post graduation in History and in Religion. He conducts camps for school children on Religion during vacations. He has written a book on Guru Arjun Dev for children. Mr. Singh has been a shopkeeper for the past 18 years of living in Delhi. Recently he has shifted his business from iron to clothes. He is a shopkeeper who keeps in mind the customer's needs and wants. With a desire to work with young children, he plans to open a play way school someday.

Appendix: Review of Literature

Readability of Selected Parent Education Publications

Author(s): Carol Ann Holcomb and Marjorie Stith

The purpose of this study was to assess the reading difficulty level of 16 selected parent education publications and to compare the newer less time-consuming readability formulae with the older, more time-consuming ones. The authors explored several aspects like – the kind of reading material read by parents, level of the reading material picked up for reading, publication aspects etc.. Besides this, answers to questions as these were also sought - how comprehensible are available publications in their present format? Can we prepare printed materials that parents will find useful? If printed materials are an important avenue of parent education, how can parent educators use this avenue to the fullest extent? How well do the printed materials speak to parents "where they are?"

This particular study was helpful in gaining insights into issues related to parents' readability of the educational material.

Enhancing Professional Knowledge: A Case Study of an Elementary Teacher

Author(s): Karen Goodnough

In this case study, the author reports on the teacher development that resulted when an elementary teacher explored multiple intelligences theory (MI theory) and used it as a guide to make decisions about her curriculum planning and classroom practice. Several data collection methods and sources were used - semi-structured interviews, participant observation, group action-research meetings, and journal writing. Through critical self-reflection, the teacher became more adept at integrating many aspects of her professional knowledge - subject-matter knowledge, pedagogical-content knowledge, knowledge of her own strengths and weaknesses as a teacher, and knowledge of how students learn - thus enhancing her ability to teach science.

The case study was referred to understand how a theoretical framework can influence praxis besides an awareness of tools used to explore such an impact.

Genre and Other Factors Influencing Teachers' Book Selections for Science Instruction

Author(s): Carol A. Donovan and Laura B. Smolkin

Although elementary school teachers have been encouraged for some time to use trade books as part of the science curriculum, little is known about the factors, including genre and teachers' assumptions that influence decisions about the books they choose to use. This descriptive study was designed to explore some of these issues. Drawing from resources offering suggestions about books for science instruction, and authors own observations of trade books commonly used in elementary science the authors compiled two text sets, analyzing them for genre, length, content complexity, and visual features. A small group of elementary school teachers was also asked to select from each set of science books those they felt would enhance their curriculum on two science topics. Findings revealed that teachers considered content, visual features, readability, and developmental appropriateness, as well as potential uses for the books that they selected. Teachers' stated reasons for selections, few specifically focused on genre, revealed underlying assumptions that science is boring, that stories and dual purpose texts will add feeling to science, and that information books are too difficult to read aloud.

This study was useful in understanding the specific factors considered by the teachers for selection of particular books.

APPENDIX

Interview schedule for Teachers

Note on the study : This is a part of the study of the educational books published by Eklavya undertaken by Eklavya. Broad objective is to ascertain the role/impact of educational books published by Eklavya on school education, teacher education courses and processes.

Background Information

Name:

Sex:

Residence Address:

Phone No.:

Institution (Profession):

Address:

How long have you been teaching?

[Prompt: Background of experience]

1.Which classes have you been teaching?

2.What subjects do you teach?

3.What do you find most interesting / challenging about teaching?

4.What are some key characteristics of a good teacher?

5.What books or other materials apart from textbooks do you read or refer to for your teaching?

[Prompt: What materials do you use in the classroom? Do you make those yourself or procure it from somewhere?]

6.How often do you buy books? Approx how much do you spend on buying books, magazines etc.? (Per month or year)

7. Do you supplement your teaching with children's literature? What books?

8. How do you select a book to read? Please comment specifically regarding : Children's literature, Magazines, Books

Comment on the books published by Eklavya. Appendix: 1

1. What according to you will be the criteria of a 'good book' on education?

2. Mostly what publishers do you refer to?

3. How did you come to know of Eklavya? What activities of Eklavya are you aware of?

4. Have you seen or read *Khushi-khushi*, *bal vigyanik* or social studies books published by Eklavya? If yes what do you think of those books as compared to other textbooks?

[Prompt: Specific comments on content, presentation, language, lay-out]

5. Do you think these books have affected school education, syllabus and curriculum at the local level (in Madhya Pradesh) and at the state and national level? How?

[Prompt: Do you think these books were influential in curriculum framing at state or national level? If yes, in what way?]

Books and Magazines: *Specifics on Eklavya publications* Of the given list how many titles have you read? (Appendix 2 to be given)

6. Do you think reading the above specified books has affected your thinking or teaching or attitude in any way - in general and in particular?

[Prompt: Which book and in what way? If yes how please specify. If possible with an example.

Aspects of professional knowledge - subject-matter knowledge, pedagogical-content knowledge, knowledge of her own strengths and weaknesses as a teacher, and knowledge of how students learn]

7. What do you feel about the selection of these books chosen, translated and published by Eklavya?

[Prompt: The focus is on choice of books made by Eklavya , Specific response on present availability of Books on education in Hindi]

8. What is your comment on the Hindi translation? Whether it is free flowing, spontaneous, or on its communicability?

9.What do you feel about the quality of productions?

[Prompt: in terms of quality of paper, quality of printing, font size, layout, binding, etc]

10.A In comparison to other books in the market what do you feel about the pricing of Eklavya publications?

B.What would you opt for: a book which is comparatively expensive with better production quality or a book which is relatively cheaper but lesser in production quality?

11.Are books as those in the list important to the education process of the current times?
How?

(Prompt : How relevant do you find these books in the contemporary India context? How far can praxis be determined by the philosophical arguments in the books?)

12.Have you referred any title to someone for reading? If so please specify the title and the person to whom you referred it and why.

13.Would you advocate for wider readability of these books? Why? How can wider readability for these books be achieved?

14. Where all have you seen Eklavya publication? Comment on accessibility of Eklavya publications.

15. Would you like to suggest some texts for Eklavya to publish or to translate in Hindi and publish?

16. What suggestions in general or in particular would you like to make to Eklavya regarding their publications?

Interview schedule for Teacher Educators

Note on the study : This is a part of the study of the educational books published by Eklavya undertaken by Eklavya. Broad objective is to ascertain the role/impact of educational books published by Eklavya on school education, teacher education courses and processes.

Background Information

Name: _____ Sex: _____

Residence Address: _____

Phone No.: _____

Institution (Profession): _____

Address: _____

How long have you been teaching?

[Prompt: Background of experience]

1.Which year and what papers or practicum or practical?

2.What do you find most interesting / challenging about teacher education?

3.What are some key characteristics of a good teacher?

4.What books or other materials do you read or refer to for your teaching?

5.How often do you buy books? Approx how much do you spend on buying books, magazines etc.? (Per month or year)

6. Do you encourage your students to supplement teaching with children's literature?
What books?

7. How do you select a book to read? Please comment specifically regarding : Children's literature, Magazines, Books

Comment on the books published by Eklavya. Appendix: 1

1. What according to you will be the criteria of a good book on education/ children, children's learning/school system ?

2. Mostly what publishers do you refer to?

3. How did you come to know of Eklavya? What activities of Eklavya are you aware of?

4. Have you seen or read *Khushi-khushi, bal vigyanik* or social studies books published by Eklavya? If yes what do you think of those books as compared to other textbooks?

[Prompt: Specific comments on content, presentation, language, lay-out]

5. Do you think these books have affected school education, syllabus and curriculum at the local level (in Madhya Pradesh) and at the state and national level? How?

[Prompt: Do you think these books were influential in curriculum framing at state or national level? If yes, in what way?]

Books and Magazines: ***Specifics on Eklavya publications***

Of the given list how many titles have you read? (Appendix 2 to be given)

6. Do you think reading the above specified books has affected your thinking or teaching or attitude in any way - in general and in particular?

[Prompt: Which book and in what way? If yes how please specify. If possible with an example.

Aspects of professional knowledge - subject-matter knowledge, pedagogical-content knowledge, knowledge of her own strengths and weaknesses as a teacher, and knowledge of how students learn]

7. Do these books form a part of the suggested readings or are they prescribed in your curriculum? Do you suggest these books to your students to refer to? If yes, for which year students do you prescribe these books and for what particular courses?

8. Do you think these books have helped your students in understanding or gaining insights on some issues? Which books and in what way?

9. What do you feel about the selection of these books chosen, translated and published by Eklavya?

[Prompt: The focus is on choice of books made by Eklavya , Specific response on present availability of Books on education in Hindi]

10. What is your comment on the Hindi translation? Whether it is free flowing, spontaneous, or on its communicability?

11. What do you feel about the quality of productions?

[Prompt: in terms of quality of paper, quality of printing, font size, layout, binding, etc]

12.A In comparison to other books in the market what do you feel about the pricing of Eklavya publications?

B. What would you opt for: a book which is comparatively expensive with better production quality or a book which is relatively cheaper but lesser in production quality?

13. Are books as those in the list important to the education process of the current times?

How?

(Prompt : How relevant do you find these books in the contemporary India context? How far can praxis be determined by the philosophical arguments in the books?)

14. What according to you is the role, purpose and contribution of these books to the educational process?

15. Who do you think could be the suitable readers for these books – students, teachers, teacher educators, policy makers, parents or any other?

16. Do you think these books need to become a part of the process of teacher education? Why?

17. If yes, what can be the process through which these books can become a part of the teacher education program?

18. Have you referred any title to someone other than your students for reading? If so please specify the title and the person to whom you referred it and why.

19. Would you advocate for wider readability of these books? Why? How can wider readability for these books be achieved?

20. Where all have you seen Eklavya publication? Comment on accessibility of Eklavya publications.

21. Would you like to suggest some texts for Eklavya to publish or to translate in Hindi and publish?

22. What suggestions in general or in particular would you like to make to Eklavya regarding their publications.

Interview schedule for Parents

Note on the study : This is a part of the study of the educational books published by Eklavya undertaken by Eklavya. Broad objective is to ascertain the role/impact of educational books published by Eklavya and its use by parents.

Background Information

Name:

Sex:

Residence Address:

Phone No.:

Institution (Profession):

Appendix 1 to be given.

1.How do you spend time with your child/children?

2.What do you find most interesting / challenging about parenting?

3.What are some key characteristics of a good parent?

4.What books or other materials do you make available for your child/children? Do you encourage your children to read books or magazines? What books? Any specific publishers?

5.Do you subscribe to or get any magazines at home? What kind?

6. Do you do reading session with your child? Do you read out to her?

Comment on the books published by Eklavya. Appendix: 2 to be given

7. What books or other materials do you read?

[Prompt: Do you read any books, articles or magazines related to children, education, schooling, child psychology etc. to broaden your horizon as a parent? If yes what? Could be any latest book, newspaper article, article on the internet]

8. How often do you read these books or magazines? Where do you get them from?

[Prompt: availability, pricing, publisher, / quality of production/referred by someone(do you have people suggesting books to you?]

9. How often do you buy books? Approx how much do you spend on buying books, magazines etc.? (Per month or year)

10. How do you select a book to read? Please comment specifically regarding :
Children's literature, Magazines, Books

11. Mostly what publishers do you refer to?

12. What according to you will be the criteria of a good book on education/ children, children's learning/school system ?

13. How did you come to know of Eklavya? What activities of Eklavya are you aware of?

14. Have you seen or read *Khushi-khushi*, *bal vigyanik* or social studies books published by Eklavya? If yes what do you think of those books as compared to other textbooks?

[Prompt: Specific comments on content, presentation, language, lay-out]

15. In your opinion has Eklavya contributed to the field of education? Please elaborate.

Books and Magazines: ***Specifics on Eklavya publications***

Of the given list how many titles have you read? (Appendix 3 to be given)

1. Do you think reading the above specified books has affected your thinking or attitude in any way - in general and in particular?

[Prompt: In understanding or gaining insights on some issues]

2.What do you feel about the selection of these books chosen, translated and published by Eklavya?

[Prompt: The focus is on choice of books made by Eklavya]

3.What is your comment on the Hindi translation? Whether it is free flowing, spontaneous, or on its communicability?

4.What do you feel about the quality of productions?

[Prompt: in terms of quality of paper, quality of printing, font size, layout, binding, etc]

5.A In comparison to other books in the market what do you feel about the pricing of Eklavya publications?

B.What would you opt for: a book which is comparatively expensive with better production quality or a book which is relatively cheaper but lesser in production quality?

6. Are books as those in the list important to the education process of the current times?
How?

7. Who do you think could be the suitable readers for these books – students, teachers, teacher educators, policy makers, parents or any other?

8. Have you referred any title to someone other than your students for reading? If so please specify the title and the person to whom you referred it and why.

9. Where all have you seen Eklavya publication? Comment on accessibility of Eklavya publications.

10. Comment on the language, content, production, availability of the books keeping majority parent in mind.

11. Would you advocate for wider readability of these books? Why or why not? How can

wider readability for these books be achieved?

12.Do you think there is a need for publication of books catering to majority parents on issues related to children, schooling, education..?

13.Would you like to suggest some texts for Eklavya to publish or to translate in Hindi and publish?

14.What suggestions in general or in particular would you like to make to Eklavya regarding their publications?

Appendix 1 For Teachers and teacher educators

Name:

Age:

Educational and professional Qualification:

Qualification (Please specify Discipline also)	Institution and University	Year

Comment on Children’s Literature published by Eklavya: Mention any five books you have read and fill the table.

Book Code Parameter	A	B	C	D	E	Comments
Content: story-line/ quality of poetry						
Development of plot or treatment						
Language and comprehensibility						
Illustrations						
Lay-out and font-size						
Production quality & paper						
Price						
Any other criteria (Please specify)						
Overall Rating						

Names of Book: A-

B-

C-

D-

E-

For each of the parameters rate individual book on a scale of 1(lowest) to 5 (highest).

Appendix - 2

Name of the book	Have you read it? (Hindi/English)			Where did you read it? (Library, personal copy, borrowed from someone...please specify)	Rating: 1(lowest)-5 (highest)as per your criteria of a good book on education	Do you have a personal copy or in your institution? Please specify whether in the college library, Department library.....
	√ / X	H/E	How long back? Approx.			
Prashika						
Bachche Asafal Kaise Hote Hain How children fail						
Bachpan se palayan Escape From Childhood						
Summerhill						
Under-achieving School						
Democratic School						
Shiksha Ki Bajaye						
Deewar Ka Istemal va anya lekh						
Children's Perception of Sarkar						
Sandarbh						
Srote						
Any other book						

Appendix 3 - Specific comments on each of the Eklavya books you have read

Name of the book:

Any specific chapter you liked or found useful:

Suitable readers:

<u>Content</u>		<u>Language</u>		<u>Quality of production</u>		<u>Comment on Translation</u> (if read both the versions)	
R	Comments	R	Comments	R	Comments	R	Comments

General Comments:

For the parameters (underlined) rate (R) individual book on a scale of 1(lowest) to 5 (highest) besides commenting on it.

Appendix 1 For parents

Name:

Age:

Profession:

Institution:

Address:

Educational Qualification:

Qualification (Please specify Discipline also)	Institution and University	Year

Children's Profile:

Name	Age	Class/ what they are doing	

Appendix 2

Comment on Children's Literature published by Eklavya: Mention any five books you have read and fill the table.

Book Code	A	B	C	D	E	Comments
Parameter						
Content: story-line/ quality of poetry						
Development of plot or treatment						
Language and comprehensibility						
Illustrations						
Lay-out and font-size						
Production quality & paper						
Price						
Any other criteria (Please specify)						
What would have been your child's rating if she had a chance to do so?						
Overall Rating						

Names of Book: A-

D-

B-

E-

C-

For each of the parameters rate individual book on a scale of 1(lowest) to 5 (highest).

Appendix - 3

Name of the book	Have you read it? (Hindi/English)			Where did you read it? (Library, personal copy, borrowed from someone... please specify)	Rating: 1(lowest)-5 (highest)as per your criteria of a good book on education	Do you have a personal copy? √ / X
	√ / X	H/E	How long back? Approx.			
Prashika						
<i>Bachche Asafal Kaise Hote Hain</i> How children fail						
<i>Bachpan se palayan</i> Escape From Childhood						
Summerhill						
Under-achieving School						
Democratic School						
<i>Shiksha Ki Bajaye</i>						
<i>Deewar Ka Istemal va anya lekh</i>						
Children's Perception of Sarkar						
<i>Sandarbh</i>						
<i>Srote</i>						
Any other book						