

1. Introduction and Philosophy

Eklavya Education Foundation came into being in the year 1996 with a mission to revolutionize school education in India. It is a non-governmental, not-for-profit organization established by young professionals, educators and businessmen to set up and run schools and teacher training colleges in a professional, modern and ethical manner.

Brief Introduction

In the year 1986 a company named Core (started by Mr. Sushil Handa and Mr. Sunil Handa) formulated its investment philosophy, which simply put, is:

The first rupee earned will be reinvested in productive assets (more machines and more sales people)
The second rupee earned will go to the employees in terms of better salaries, working conditions, etc.
The third rupee earned will go to the shareholders.
The fourth rupee earned will go back to the society, from where, in a way, all the four rupees are being earned.

Over a period of time there was intense debate and brainstorming on how to spend the 'fourth rupee'. Many suggestions were put forward - some believed that the fourth rupee should go into building an orphanage, aid for drought and relief fund, building a temple etc, but the way to spend this sum was not found.

After two years Core finally decided to: *Set up and run educational institutions (schools, colleges, ITIs etc.) of a very high standard of excellence.* And a non-governmental, non-partisan, not-for-profit organization was born and this was - Eklavya - which was initially supported by Core, but is now on its own.

Eklavya's Philosophy

Eklavya believes that ***education is an infrastructure, atleast, as important as nation's roads, electricity and telecom. It plays a fundamental role in determining the prosperity and well-being of its citizens. Progressive nations have strategically invested heavily in education on a long-term basis.***

Education is also the only 'real', long term solution to the problem and challenges faced by a nation. The nature of education determines the character and skills of the next generation and more specifically, pre-primary and primary education are the most crucial, as they deal with the ages when the basic character of an individual is formed.

Eklavya's mission is to work towards bringing about a revolution in the field of school education through a multi-pronged approach. Broadly, Eklavya will:

- set up and run high quality schools,
- work to create conditions that will attract the best minds to the field of education including creating such persons through high quality training.
- work to integrate parents and other members of the community in the educational process, and
- encourage and aid adoption of relevant modern technology as a significant educational enabler.

Eklavya's approach is a hands-on one. It will seek to influence more by *practice*, than by *precept*, say, trying to influence at a policy level. High quality schools, effective teacher training programmes and demonstrated improvements in teaching methods would be Eklavya's desired vehicles of change.

The central aim and purpose of all education is the child. Eklavya believes that every child is unique and has inborn gifts and talent. The role of the school and its educators is to help the child *discover* and *develop* her talents by focusing individually on her, and not in a "mass production manner".

2. Structure of Schools

The entire school (Nur – 12) of 1500 students (right now 1250) is divided into four schools. Each school has a Principal and staff under her. The staff comprises of educators, an executive assistant, housekeeping staff and lab assistants (wherever needed).

The summary table below shows the basic broad structure and facilities in each school –

Sr	School	Classes	Sections per Class	No. of students/ section	Total No. of students
1.	Pre School	Nur -SKg	5	20	300
2.	Junior School	1 - 4	4	25	400
3.	Middle School	5 - 8	4	25	400
4.	Senior School	9 –12	4	25	400

Each school has its own timings and a day schedule that makes it possible for basic infrastructure like the buses (transportation), playgrounds, computer labs, dance, music, art and craft and wooden block room to be used by the whole school in a staggered fashion. Thereby avoiding duplication of resources and maximum utilization of all infrastructures available in the school. (By staggering we achieve tremendous benefit – better utilization of all resources)

School Timings

Sr	School	Classes	School timings - Students	School timings - Educators
1	Pre School	Nur JKg& SKg	9.00 am to 1.00 pm (M – F) Visits – 8.00 am to 12.00 1 st , 3 rd & 5 th (1 st , 3 rd & 5 th S)	7.25 am to 1.00 pm (M–Th) 7.25 am to 3.00 pm(F) 8.00 am to 12.00 1 st , 3 rd & 5 th (1 st , 3 rd & 5 th S) 9.00 am to 1.00 pm (2 nd & 4 th S)
2	Junior School	1 – 4	7.25 am to 1.00 pm (M – F) 7.25 am to 1.00 pm (1 st , 3 rd & 5 th S) 2 nd & 4 th Saturdays - Holidays	7.25 am to 3.00 pm (M – F) 7.25 am to 1.00 pm (1 st , 3 rd & 5 th S) 9.00 am to 1.00 pm (2 nd & 4 th S)
3	Middle School	5 – 8	7.25 am to 3.00 pm (M – F) 7.25 am to 3.00 pm (1 st , 3 rd & 5 th S) 2 nd & 4 th Saturdays - Holidays	7.25 am to 3.00 pm (M – F) 7.25 am to 3.00 pm (1 st , 3 rd & 5 th S) 9.00 am to 1.00 pm (2 nd & 4 th S)
4	Senior School	9 – 12	9.00 am to 4.30 pm (M – F) 9.00 am to 4.30 pm (1 st , 3 rd & 5 th S) 2 nd & 4 th Saturdays - Holidays	9.00 am to 4.30 pm(M – F) 9.00 am to 4.30 pm (1 st , 3 rd & 5 th S) 9.00 am to 1.00 pm (2 nd & 4 th S)

3. Day Schedules of Schools

Day Schedule of Pre School

Outdoor Free Play	25 minutes	9.00 – 9.25
Assembly	15 minutes	9.25 – 9.40
Class P1	80 minutes	9.40 – 11.00
Break	30 minutes	11.00 – 11.30
Class P2	85 minutes	11.30 – 12.55

Day Schedule of Junior School –

Home Period	15 minutes	7.25 – 7.40
Daily Assembly	20 minutes	7.40 – 8.00
Classes P1 & P2	35 minutes	8.00 – 9.10
1 st Break	25 minutes	9.10 – 9.35
Classes P3 – P5	35 minutes	9.35 – 11.20
2 nd Break	15 minutes	11.20 – 11.35
Classes P6 & P7	35 minutes	11.35 – 12.45
Home Period	15 minutes	12.45 – 1.00

The curriculum and timetable is designed to have value education, nature club, cubs and bulbuls, computers, skating, art, craft, music, dance and sports sprinkled throughout the week.

Day Schedule of Middle School –

Sports	45 minutes	7.25 - 8.10
Change Over	15 minutes	8.10 - 8.25
Home Period	15 minutes	8.25 - 8.40
Assembly	20 minutes	8.40 - 9.00
Class P1	40 minutes	9.00 - 9.40
Class P2& P3	35 minutes	9.40 - 11.00
Lunch Break	30 minutes	11.00 - 11.30
Class P4	40 minutes	11.30 - 12.10
Class P5	35 minutes	12.10 - 12.50
Class P6	40 minutes	12.50 - 1.30
Class P7 (Activity CI 7 & 8)	35 minutes	1.30 - 2.05
Home Period	10 minutes	2.05 - 2.15
Class 8 (Activity CI 5 & 6)	45 minutes	2.15 - 3.00

MS students play sports in the morning – beginning of the day and do activity in the afternoon before they leave. The time in-between (9 am to 2.05 pm) is for academics.

Day Schedule for Senior School

Home Period	15 minutes	9.00 - 9.20
Assembly	15 minutes	9.20 - 9.40
Classes P1 – P4	40 minutes	9.40 to 12.20
Lunch Break	30 minutes	12.20 - 12.50
Activity	40 minutes	12.50 - 1.30
P6	40 minutes	1.30 - 2.10
Change Over Break	10 minutes	2.10 - 2.20
Classes P7 & P8	40 minutes	2.20 - 3.40
Sports	50 minutes	3.40 - 4.20
Change Over	10 minutes	4.20 – 4.30

SS has activities on Monday, Tuesday, Wednesday and Friday and seminars on Tuesday and Thursday. Sports are played at the end of the day.

In addition, educators also spend time over and above their regular school hours to do Home Visits, conduct Mother's Workshops, Clearing Doubt Sessions, Remedials and IPEM's (Individual Parent Educator Meetings).

All of the above are a part of the educators' job and no overtime or compensation is due for these. This is explained in detail at the time of interview and again at the time of appointment.

4. Optimum use of resources by various schools.

Buses, computers, playgrounds and other resources are used across the various schools.

4.1 Buses – The school timings in Eklavya are staggered to suit and give the buses enough running time to comfortably ferry students to and from school.

JS and MS begin their day at 7.25 am. Buses reach the first stop at 6.40 am. Buses leave the first stop at 6.45 am and reach Eklavya School by 7.20 am.

Once all the buses are inside the campus and the students have got off, the buses go back to the city on their various routes to pick up the PS and SS students whose school begins at 9.00 am.

All the buses leave the first stop for this trip at 8.10 am. They reach school by 8.50 am.

JS (classes 1 to 4) and PS (Nur, JKG and SKG) finish school at 1.00 pm. Students leave the campus at 1.10 pm and the buses drop them and come back to campus by 2.30 pm.

After this, the buses drop the MS students who finish school at 3.00 pm. The buses leave campus at 3.10 pm. These buses then come back to pick up the SS students who finish school at 4.30 pm. The buses leave campus at 4.40 pm. After dropping the students the buses are parked in a parking space on the outskirts of Ahmedabad.
Bus Schedule –

Departure from 1 st stop (JS & MS)	6.45 am Running Time - 35 minutes
Arrival ESA	7.20 am Running Time – 25 minutes
Departure From 1 st stop (PS & SS)	8.10 am Running Time – 40 minutes
Arrival ESA	8.50 am

The time the bus takes in subsequent trips is more since traffic increases as the day gets older. So adequate provision is made in school timings to accommodate this.

4.2 Computers

Eklavya has one Computer Lab (with 25 stand-alone computers) that is used by the entire school. The JS uses the Lab from 7.25 am to 12 noon, MS from 12.05 pm to 1.30 pm and SS from 1.30 pm to 3.00 pm.

The timetables of various schools are adjusted so that maximum use of the computer Lab is achieved and duplication of services that require high maintenance is avoided.

4.3 Playgrounds.

Eklavya has three football grounds, five basketball courts, two volleyball/throw ball courts, a gymnasium with four badminton courts and twelve table tennis tables. We also teach students Yoga and Karate.

Sports Period of various schools is distributed in such a manner that students can use the playground all day. JS has the sports period distributed in its timetable at various time except from 7.25 am to 8.10 am when the entire MS is playing sports. SS students play sports from 3.40 pm to 4.30 pm.

The recess and lunch breaks are also staggered so that at no point of time is there crowding in the playgrounds or gym.

	JS	MS	SS
Lunch	9.10 – 9.35	11.05 – 11.30	12.20 – 12.50
Short Break	11.20 – 11.35	2.05 – 2.15	2.00 – 2.10

4.4 Music and Dance rooms – Music and Dance is an essential part of the curriculum in JS. It is offered as an activity in MS and SS. The time table is so adjusted that the rooms and educators are occupied with JS from 8.40 am to 1.00 pm, with SS from 12.50 pm to 1.30 pm and MS from 1.30 pm to 3.00 pm.

4.5 Art Room – This room is shared by JS and MS. Art and Craft is a regular part of the curriculum for JS and offered as an activity in MS. The JS timetable accommodates Art and Craft periods for various classes from 7.25 am to 1.00 pm and MS from 1.30 pm to 3.00 pm.

4.6 Library – Each of the schools has a library of its own. The library in PS is also a mobile one and educators carry books to the Mother's Workshop held once in two weeks. The books are issued by the

mothers of PS students and this helps inculcate the reading habit in their children.

In JS, MS and SS the libraries are well defined rooms with books that are appropriate for the classes they are meant for.

The MS library has reference books, encyclopedias, magazines and periodicals that students of that age and level enjoy reading and referring to.

The SS library also has many reference books in various subjects, copies of books for entrance exams and many magazines and periodicals that help students in their project work and internal assessments.

Many books like encyclopedias, dictionaries, popular novels and story books (Harry Potter, Enid Blyton) are duplicated across libraries in JS, MS and SS. This is because students do read the same kind of books in the transition from one school to another. (class 4 to 5 and class 8 to 9)

5. 100% Attendance

Eklavya encourages regular attendance of students. Regularity is important. With this aim, 100% attendance awards are given to students every month. The data is collected from the class teacher on the last working day of each month and the names of students getting 100% attendance is announced in the assembly the next day. Students are also given a sticker of appreciation to stick in their diaries.

In PS, JS and MS badges are given every month. The name of the child and the month for which she has received it is written on it. The child then proudly displays the badge for 3 days.

This helps in motivating the students to maintain their record throughout the year. Students getting 100% attendance throughout the year receive a certificate and a medal at the Annual Prize -Giving and Investiture Ceremony. A two-day grace is considered for awarding this certificate but these two days should not be the last working day before a vacation or the first working day after a vacation.

Educators also receive a certificate for 100% attendance for the year on the same day.

Parents who attend the Mother's Workshop 100% are also felicitated on the Investiture Ceremony Day.

This award is a very prestigious one and students come to school regularly and work for it trying not to be absent even for a single day throughout the year. Many times a child may feel slightly sick or low in the mornings. Yet she makes a good effort to be present so that she maybe eligible for the award.

Sunshine Smile Badge

To inculcate the good habit of brushing teeth at night before going to bed, JS gives the children a 'Sunshine Smile' Badge. The children honestly tell their class teachers whether they have followed the good habit for the entire month or not. If not, they do not accept the badge and make a promise to follow the good habit for the next month and win it.

6. Knowing 100% Names of Students

All educators are required to know more than 80% of the students by name and always address them as such.

This is facilitated by the following practices –

- All students and educators wear name tags for one month in the beginning of the academic session
- In their free periods educators may attend other classes
- A class - wise photo - matrix is prepared (In one page 25 photos of students are put with their names). This is then circulated among educators.
- Educators go to each other's classes and take attendance.
- Educators go to each other's classes during lunch break.

One parent shared with us that her child left Eklavya and went to another school. After a year the child came back to Eklavya. On asking the reason for coming back the parent said the child wanted to come back because in the other school he was called – 'that new boy' for the whole year! The sense of belongingness that the child feels with the institution is immense because every adult knows him by name. It gives the child a sense of security and well-being and makes him want to be in school.

The Principal is required to know 100% names of students. She is also expected to know the names of most parents and in many cases their profession/business and family background.

In other words, the Principal is expected to know each student quite well.

The Principal takes 10–16 periods per week in nearly all classes of her school. These are either a subject or Value Education.

In Eklavya the whole school is divided into four schools (PS, JS, MS and SS) and therefore each Principal does not have more than 400 students under her care.

7. 100% prayers

The morning Assembly in each school starts with the blowing of the *shankh* (conch).

After this, students chant a *shloka* and sing a prayer.

All educators and students chant prayers together in the same posture. The educators and students are expected to know all the prayers 100%. To ensure that this takes place, practice is given in the home period.

During assembly for the first month students carry their School Diary which has the prayers printed day-wise so that they learn all prayers by heart.

8. Activities - General

Activities are important. Eklavya believes in holistic development of a child. In the Junior School children are exposed to all the activities namely Music, Dance, Art, Craft, Nature Club, Skating and Computers. A student is given no choice and has to do all activities. Each class has a period allotted to each of the above activities.

After four years when the child reaches MS she chooses an activity that she likes and wants to pursue. So it is in MS that she gets a chance to pick up the nuances of the activity. In MS activities are held four days of the week – Monday, Tuesday, Wednesday & Friday. Students choose one activity from a list given and pursue it for the entire year.

To enhance the child's creativity, in SS activities are offered twice a week Monday & Tuesday for Class 11 & 12 and Wednesday & Friday for class 9 & 10.

In the beginning of the year, the child chooses (from a range of activities offered) one activity that they pursue twice a week.

The school offers the following activities: Drawing, Painting, Pottery, Knitting-Embroidery and Needle Work, Keyboard, Guitar, Tabla, Drums, Vocal-filmi and non filmi, Western dance, Electronics, Chess and Carrom.

Throughout the year, students get ample opportunity to display their talent, learnt in various activities, be it through Euphoria, Phoenix, Picasso and Inter-house Competitions.

Part-time activity teachers are recruited by the school to teach students. These teachers maintain attendance and also plan what they will teach the students for the entire year.

A letter sent to parents at the beginning of the academic year is given on the next page –

Dear Parent,

10th April, 2009

Following are the activities offered for the academic year 2009-10. You are requested to give your preference as 1 & 2. **Students should submit the form on 6th June, 2009 positively.**

Sr. No	Activity	Preference
1	Keyboard	
2	Knitting & Needle Work	
3	Drawing	
4	Drums	
5	Dance (Maniti Ma'am)	
6	Dance (Archana Ma'am)	
7	Guitar	
8	Mouth Organ	
9	Tabla	
10	Vocal	
11	Drawing & Painting	
12	Wood Work	
13	Theatre	
14	Pottery	

Following are the sports offered for the academic year 2009-10. Each student will select one from the list.

Sr. No	Sport	Please Tick
1	Football	
2	Basketball	
3	Volleyball	
4	Throwball	
5	Yoga*	

* Yoga is twice a week. Students opting for yoga should select one more sport from the list.

For, Eklavya School Ahmedabad

Neha Shah
Principal, Middle School

Name of the Student: _____ Class: _____

Sign of Father: _____

Sign of Mother: _____

Sign of Student: _____

9. Activities - Musical Instruments

Tabla, Keyboard, Guitar, Drums, Mouth Organ and Flute are offered as activities. Some students have an inborn talent for music and art whereas others develop it through these activities. Many students do change their activity when they go from Class 5 to 6 but after that more or less settle down and pursue the activity they are good in.

Music is relaxing. It soothes the mind and helps one overcome the stressful period. It also enhances the creativity and imagination of the students. By playing wind instruments like mouth organ and flute breathing becomes deeper and healthier. The slow and soothing melody gives instant relaxation. Instruments like these are easy to carry and students can play on their own even later in life for relaxation.

Students are encouraged to practice the instrument they learn in school at home also. Most of them buy an instrument for home.

10. Activities - Clay Work

Through clay work as activity students learn to handle the potter's wheel. The class begins with the fun of making the clay dough to giving it different shapes and forms. Students learn to make jewellery, utensils, masks as well as artistic showpieces of clay.

This activity not only develops fine motor skills but also gives a different dimension to the imagination and creativity of the students.

Clay Work is also considered to be very therapeutic - where the children feel calm and relaxed while handling the potter's wheel and the wet clay.

Clay Work is done by the PS students also. Students with special needs have a class everyday. It helps them to give expression to an idea as also helps them develop motor-coordination.

All work that the students do throughout the year is displayed on *Kala Sarjan*.

11. Activities - School Band

School band is an activity wherein children learn to synchronize different musical instruments like drums, euphonium, baritone, Bugle, saxophone, trumpet, and *khanjari*. Students learn and master one instrument and then all of them play a tune together as a team.

Co-ordination of different instruments is an integral part of the school band. Students develop the skill of co-ordination and co-operation with each other during this activity.

We have the entire set. But have not found a band master who knows all the instruments and can teach children. Even if they come they do not continue for long. We wish to have this as an activity and as yet are not successful.

12. Activities - Wood Workshop

Wood Workshop is a curricular subject in MS where children learn to give different shapes to small pieces of wood. Students learn the art of cutting, hammering the nail, screwing and polishing of wood pieces. Students make artistic key holders, pen stands, showpieces by bending the wires and intricate designs on chalk.

Wood Workshop is also offered as an optional activity. Here children learn to handle heavy drilling and sandpaper machines used for finishing of wooden pieces. The scientific principles of screw, pulley and gear learnt during the science classes are made practically clear and applicable.

Students are instructed how to handle machines well, to avoid accidents and are made aware of all safety precautions to be taken during the class.

Wood Workshop activity develops in the students' observational, analytical and organizational skills along with development of fine motor skills. Students learn to take care of one's self and others during the activity classes.

They learn to handle equipment with all safety requirement and precautions. For e.g. – the use of the saw is taught to them or else they will cut their hand. Therefore they develop a sense of responsibility and learn to look after themselves. They take equipment from its place, use it and keep it back and not leave it on the table. This ensures others find it in the proper place for use. They maintain a safe distance and take care of each other's safety.

Like clay modelling this activity is fascinating and gives a sense of satisfaction and achievement to the student who starts with a raw piece of wood and transforms it into a product like a key stand.

All work that the students do throughout the year is displayed on *Kala Sarjan*. Here they see each other's work and compare and improve upon their work the next time.

13. Activities – Embroidery

Here students learn needle and thread work. They learn basic stitches and then move on to make intricate designs.

Students learn to make tea coasters, cross-stitch frame, embroidery on pillow covers, patchwork napkins, soft toys, cross-stitch bags and crochet caps. This activity motivates the student to build up their confidence and concentration by exploring their potential.

This activity teaches children eye - hand co-ordination, to be nimble with their fingers, sense of neatness, enhances aesthetic sense, exposes them to colour combinations and arrangement of patterns.

Most important is that the back of the cloth is paid as much attention as the front of the embroidery for neatness and finesse.

So far only girls opt for this activity and Eklavya is working on how to make it a gender-free activity.

All work that the students do throughout the year is displayed on *Kala Sarjan*.

14. Adhyatmic Camp - Class 11 → 12 students

A camp is held for Class 11 students after their final exams in the month of February. In Eklavya we regularly conduct outdoor camps where the basic purpose is to have an environment where the students can learn things that are almost impossible to teach in a classroom situation.

One of the things in life is to learn “*apne upar kaboo pana*”, learn to take disappointment in life yet keep trying, learn to be *swatantra* – *Swa* (own) and *tantra* (control). The real meaning is ‘I am under my control’ thus implying that I am responsible for my actions and I accept that responsibility.

The word *swatantra* means independence. The word has a very deep and significant meaning. The use of the word independence is superficial – it does not give a feeling of responsibility. One always says – Yes, I want independence. The word *swatantra* makes your heart miss a beat. I – *swa* - am taking on the responsibility. One thinks a hundred times and feels – No. I do not want this. It is dangerous because I and only I am responsible.

We call it an *Aadhyatmic* camp. During their study from Kindergarten to class 12, students of Eklavya attend many camps. Some are fun camps, some have a focus like marine environment or desert climate and some are nature camps.

But this is a special camp. Here we are sowing seeds in the mind of the child. During this camp they are asking and attempting to find answers to fundamental questions like – *Main kaun hoon?* What do I want in life? And *Main apne upar kaboo kaise paon?* Class 11 and 12 are serious classes – students are preparing for a career. Many students say – *Padha nahin jaata*. We cannot concentrate. What we hear is – Is there some tablet, some easy solution like a tonic that will help me? Some people recommend that doing *Bhramari pranayam* helps concentration. Maybe it does. But this is the stage in life where everything depends on the student herself. How much can she push herself and take charge of her course in life.

Eklavya was fortunate in finding the right person in Mussoorie who designed and executed a programme just for us. At a physical level the camp includes *yogasanas*, meditation, discourses on *Gita* (relevant to their age group), knowledge of various hand *mudras* and long evening walks. The students write their reflection daily and at the

end of the day in an hour long question answer session clear their doubts and try and find answers to their questions.

But the way the Camp instructor and his wife conduct the camp and get the message of self responsibility across is significant. The way he connects with children of this age group and allows them to question him and through a process of dialogue discover the answer themselves, which if given straight away would not have been accepted, is the crux.

The answers are obvious – anybody can give - but the way he makes students discover for themselves – by allowing them to keep on questioning him is the magic. So the method and the process is what is important and fruitful.

Students come back to the material world with more refined targets and with knowledge which will help them to move up spiritually as well as face the challenges of preparing for a career called life.

So far we have conducted three camps and our experience and feedback from parents and students is that it has made an exceptional difference in their lives.

15. Amphitheatre-cum-Multipurpose Hall

On the campus we have a Multipurpose Hall (135 ft length X 87 ft breadth X 46 ft height) It ends in a stage 5 ft above the ground and the size of which is (35 ft length X 31 ft breadth) There is sufficient space on either side of the stage to keep sets, props, about 30 students at a time so that plays and other events can be held comfortably. The stage also has a dressing room for participating students to use.

This Multipurpose Hall is used –

- As an indoor facility for Badminton and Table-tennis. There are four adult full size Badminton Courts and twelve TT tables in the Hall. It also has a *Maalkhamb* and a rope gymnastics facility. It is used by MS from 7.25 am to 8.10 am and by SS from 3.40 pm to 4.30 pm.
- The Hall is also used by JS intermittently to teach *Lazeem* and other indoor sports activities to students.
- Guitar (20nos.) and Keyboards (20 nos.) are also kept in the Hall. These are used by the SS students (12.50 pm to 1.30 pm) and MS students (1.30 pm to 3.00 pm)
- On the 1st, 3rd and 5th Saturdays MS Inter-House Activity Competitions like Dance, Singing, Music, Mimicry are conducted here. When large spaces are needed for *Rangoli* or Collage competitions this Multipurpose Hall is used.
- It is used for the joint assembly every 3rd Tuesday of the month when all schools get together and have an assembly together.
- The Hall is used for lunches and get-togethers like the lunch on Sept 5 every year on Teacher's Day.
- The *Dussehera Havan*, HRD *Havan*, convocation and *Kala Sarjan* is also held in this Hall

The stage opens on both sides (front and back). Behind the school gymnasium is constructed an open-air amphitheatre.

The stage of the school gymnasium has been constructed in a manner that it opens into the gymnasium on one side and if the

shutters at the back are opened then it can be used as a stage for the amphitheatre.

The amphitheatre has been constructed with ascending stairs and has a seating capacity about 2000 people. It is widely used for all annual functions like Euphoria and Phoenix. This helps us to accommodate a large number of people in an open space.

16. Anecdote File

Anecdotes are interesting or amusing incidents, which are noticed by the educator. These incidents are briefly written in a separate file maintained by the class teacher known as "Anecdote Files", which contains one page per child.

For e.g. - On the Sports Day, during an event in which special children (refer # 90) were taking part, one of the participants tripped and fell at the very beginning of the starting line. Another child stopped immediately, turned back, and helped the first one. Then both of them ran towards the finishing line hand-in-hand making the event very special.

An educator of class 1 was teaching children that God is present everywhere. That very day during the lunch break a child very innocently asked, "Ma'am, if God is present everywhere then He must be present in *the roti, chawal, and dal* also?" The educator agreed; The child then asked, "Then how can I eat this *roti* ? It will be eating God too!" The educator had to search for words to answer her!

One student of class 8 (who was academically good) shared in his English class that his ambition in life was to become a film hero. This surprised the parents when shared during the IPEM. (refer # 107)

The student is now in class 10. When he was in class 5 he once said that his ambition was to live in the jungle and be with animals. During the IPEM when parents were told about this, the father was surprised! He said – "*Bachpan mein mera bhi yehi sapnaa tha*. How come he thinks the same? I have never discussed this with him and in fact keep him most of the time in Ahmedabad. Still he loves the same things that I do."

A student of class 10 was very frustrated with the home situation. He vents his frustrations by breaking his compass box, or tearing up charts on the softboard, etc. After counselling, for a long time he was not convinced and kept doing the same things again and again. Then one day he came and sat down and said – "I tore up a worksheet today. But I've realised it is only harming me. It makes no difference to anybody else. After today I will never do it again." And to date he has been exemplary in his behaviour.

A student of Class 12 was very touched when the class teacher started sweeping the classroom clean after lunch. Everyday the students would dirty the class and forget to clean. As the educator

was sweeping he took the broom from her hands and said - *Rehne dijiye, Ma'am. Aaj ke baad aisaa kabhie nahin hogaa.* And started sweeping.

Once a student of class 10 was awarded more marks for an answer in the exam. He immediately went to the educator and said, "Ma'am everybody comes to you to increase their marks I am coming to you so that you decrease my marks! You have given me more marks in an answer."

Anecdotes are also a record of the child's development and the changes that she undergoes emotionally as she grows from a child to an adolescent. The anecdote file of a particular child is passed on to the class teacher of her next class every successive year. Anecdotes give an insight to the lesser-known aspects of the child's personality.

Recently we have published about 100 anecdotes in a book called '*Bachhon ki Kahaniya*'

Sample of Anecdote

17. Appreciation Letter

Positive strokes and words of motivation are bestowed on the children throughout the year. Yet, after spending a full year with a child a educator feels so much is left unsaid.

So, class teachers of PS and JS write a letter to each child of the class at the end of the academic year which is in-a-way sharing with her memories of the year gone by. The educator praises her for the virtues, hard work and other qualities that she displayed over the whole year. Tender moments are shared but words of caution are not spared either.

This letter is written with the essence of evoking in the child a feeling of pride, belonging and achievement. Whenever she is reminiscent of her school days this letter would conjure a parade of bright images.

This is one of the many bonds that a educator in Eklavya shares with her student and it is written with great love and care.

No two letters are the same as each child with her innate uniqueness touches a chord in the educator's heart.

This letter is given to the children on the last day of the academic year along with the Report Card and other materials (Holiday HW). The original letter is given to the child. A lot of care is taken in colouring it. The photocopy is kept in the child's Scope File.

This letter along with other related materials give the next class teacher a good idea about the child before she comes in for the next year.

From the academic year 2007 onwards, JS has stooped writing the Appreciation Letter. There used to be grammatical and spelling errors as the written English of all the educators were not very good. It then became a tedious task for the Principal to go over 400 letters and correct them. We found that it was not working out so we decided to stop it. In Eklavya, we at times find that a particular concept does not work out the way we would have wanted it to. This is the reason why there is a system of reflect, review and reconstruct prevalent in our school.

18. Assembly and Joint Assembly

PS, JS, MS and SS conduct a daily assembly for 20 minutes in their own school buildings separately. It is conducted in English on Monday, Wednesday and Friday and in Hindi on Tuesday, Thursday and Saturday. It includes *Shloka* chanting, prayers, songs, thought and facts, news and views, presentations, talent shows, participation by the parent guests etc.

All the four schools have their own assemblies. The agenda is different for each school. The assembly agenda is performed in JS class-wise and in MS and SS house-wise.

The assembly is guided and conducted by an Assembly committee comprising of educators in each school who sit together at the beginning of the academic session and decide on the agenda for the coming year. They choose and decide the prayers and *shlokas* in Hindi and English for the weekdays from the prayer booklet and add on beyond the booklet from outside also.

Eklavya has a school prayer booklet from which some prayers and songs are selected.

The National Anthem, *Vande Maataram* and the Eklavya School Song are sung one day of each week at the end of the assembly. In JS the school pledge is also taken on Monday.

Assembly is also a platform for:

Giving general announcements

Celebrating birthdays of students as well as educators by putting *tilak*, giving a birthday card (made by student or educator) and collectively singing the Happy Birthday song in English or Hindi depending on the day of the assembly.

Special days – for example: Eklavya Foundation Day: Sharing of the inception of the school by the Principal, calling some old parent to share of her experience with the school etc.

Anniversaries of great people: for example: Bhagat Singh *Jayanti* : A student gives talk on the life history of Bhagat Singh or a small skit depicting his bravery is staged

Festivals : for example : *Janmashtami* : A poem, song or drama depicting a part of Lord Krishna's birth and life.

In JS, MS and SS, on the first working day of the month the 100% attendance badges are given to children. In JS the class winning the Healthy Trophy and the Cleanliness Trophy is announced. An English Speaking Trophy has been introduced from November 2009. In JS filmi type items are not allowed.

The assembly is also assessed and points are given to the best house of the month. These points are considered while deciding on the 'Best House of the year' during the Annual Prize-Giving and Investiture ceremony. (refer # 62)

Each assembly starts with blowing of *Shankh* and *Shloka* chanting. In JS the students take a pledge once a week as follows –
I pledge to show my respect by listening to others,
Using my hands for helping,
Caring about other's feelings
And being responsible for what I say and do.

Apart from the daily assemblies, a joint assembly is conducted once a month (normally the 3rd Tuesday of the month) where the whole school (except PS) gathers with an agenda where each school participates.

All students gather in the amphitheatre for the assembly. The assembly is conducted by the Head Boy and Head Girl of the school. All the schools have a fixed agenda as decided by the assembly committee. The agenda consists of dance, playing of musical instrument, skit or song. Each school takes up an item one after the other. The prayer and *shloka* to be sung in the joint assembly is fixed and same for all assemblies throughout the year. In the last joint assembly for the year, the items are prepared and presented by the educators.

As an experiment since last year i.e. 2009 - 2010, we are not having a Joint Assembly. Maybe it will start from the next academic year again with MS and SS.

Sometimes it is good to drop a practice for a year and take it up again with renewed vigour.

Day	Pre School	Junior School	Middle School	Senior School
Mon	Value drama by educators on values like saying sorry, thank you, co-operation etc.	<ul style="list-style-type: none"> - <i>Shloka</i> - Prayer - Story telling (by Educators) - Pledge - Eklavya song 	<ul style="list-style-type: none"> - <i>Shloka</i> - News & Thought - Quiz - Prayer song - National Anthem 	<ul style="list-style-type: none"> - <i>Aum</i> prayer - <i>Shloka</i> - chanting - Book Review National Anthem
Tue	Puppet show by educators / Skit	<ul style="list-style-type: none"> - <i>Shloka</i> - Prayer - Drama/Skit 	<ul style="list-style-type: none"> - <i>Shloka</i> - News & Thought - Humour - Prayer song - Sare Jahan se Achha 	<ul style="list-style-type: none"> - <i>Aum</i> prayer - <i>Shloka</i> - chanting - Inspiration icons
Wed	Student performance – Joke, song, dance etc.	<ul style="list-style-type: none"> - <i>Shloka</i> - Prayer - Talent time – Poem, song, dance 	<ul style="list-style-type: none"> - <i>Shloka</i> - News & Thought - Skit/Poetry - Prayer song 	<ul style="list-style-type: none"> - <i>Aum</i> prayer - <i>Shloka</i> - chanting - Story making
Thur	Quiz	<ul style="list-style-type: none"> - <i>Shloka</i> - Prayer - Quiz 	<ul style="list-style-type: none"> - <i>Doha</i> - <i>Shloka</i> - News & Thought - <i>Pahelia</i> - Prayer song 	<ul style="list-style-type: none"> - <i>Aum</i> prayer - <i>Shloka</i> - Chanting - Career Guidance
Fri	Student performance – Joke, song, dance etc.	<ul style="list-style-type: none"> - <i>Shloka</i> - Prayer - Presentation on topics like Birds, Festivals etc. 	<ul style="list-style-type: none"> - <i>Shloka</i> - News & Thought - Talent - Prayer song - Eklavya Song 	<ul style="list-style-type: none"> - <i>Aum</i> prayer - <i>Shloka</i> - chanting - Talk of the week - Eklavya Song
Sat		<ul style="list-style-type: none"> - <i>Shloka</i> - Prayer - Parent Item - National Anthem 	<ul style="list-style-type: none"> - <i>Shloka</i> - News & Thought - Educator's item - Prayer song 	

19. Behaviour chart

There are many ways through which discipline can be reinforced in the students. One method to do this is to display a Behaviour Chart in the class. This is done in MS– Classes 5 to 8.

This chart is put up in all the classes with the names of the students of the class. The students are then marked in the chart with abbreviations (given in bracket) of the desired behaviour that they have not fulfilled.

They are marked on various criteria as follows –

Regularity in homework submission(HW),

Books Forgotten (BF)

Proper and correct Uniform (U)

Nails / Hair (N)

Reading for the day (R)

Books maintained well (BM)

Behaviour in class, library, activity, discipline between the classes, in the corridor, breaks, etc. (BEH)

Exam Behaviour - cheating or copying (EB)

For every good and remarkable behaviour a tick is given (or left blank) and the abbreviation filled in red for inappropriate or unacceptable behaviour. This chart helps the student to evaluate herself. Also putting up the sheet on the classroom softboard reminds students everyday about areas they need to improve upon. They see that some students do not have a single cross and this motivates them to try and achieve the same.

If the number of red abbreviations exceeds the desirable limit then the student is counselled. Ways and means of emulating acceptable behaviour are shared. Parents are also informed periodically through the diary through the PEC (Parent Educator Communication) pages and if need be a personal meeting is also held in the Principal's office.

20. Best Notebook-of-the-Month

Children from an early age need to understand the importance of neatness and presentation. Neatness not only of their personal appearance and uniform among other things but also of their belongings.

Selecting the best notebook of the month by the educator is a way of encouraging and positively motivating children to take the responsibility of keeping their books neat, tidy and well-maintained.

Apart from the outward appearance of the notebook, while selecting, the regularity and neatness of the work done by the children is also taken into consideration. The best notebook-of-the-month is given a sticker on the cover so that children can proudly display the efforts put in by them during the entire month.

From the year 2009 -10 we tried an experiment of no plastic covers on books. This was done with the aim of encouraging environment friendly practices. This point came up in one of the Mother's Workshops where parents requested us to carry our pledge of 'say no to plastic' and 'waste no paper' a step further by instilling in students a sense of responsibility by not covering their notebooks and textbooks and yet keeping them clean.

Now students of JS, MS and SS do not cover their notebooks or textbooks with either paper or plastic.

21. Birthday celebrations

Birthdays of all students and educators in Eklavya are celebrated in the traditional Indian way. In Eklavya we believe a birthday is a very important day and should be celebrated in a simple but loving way with the family members and well-wishers.

We do not encourage children to distribute formal invitation cards calling friends to lavish parties given at hotels. A birthday celebrated in the typical Eklavya style includes food cooked by the mother or any other family members and enjoying it together with friends and family members at home. Generally we ask students to invite five or six or seven or eight friends home, not too many.

Children do not wear coloured dress or distribute gifts. This is to do away with any disparity amongst children. We want it to be a low-key but unique day for the child.

The child is called on stage during the assembly and asked to speak about her favourite things e.g. food, colour, sports, hobby etc. Then the educator conducting the assembly puts a vermilion *tilak* on her forehead and gives the child her blessings. The student shows respect by touching her feet. The children then wish their friend by singing the birthday song in either Hindi or English as per the day. (Mon-Wed-Fri : English ; Tue-Thu-Sat : Hindi). A hand-made card is given to the child on behalf of the entire school.

Everyone feels loved and cherished when they are a part of such a celebration.

In case of an educator's birthday, she is also called on stage during the assembly along with the children and shares her favourite things. She receives a card signed by all the Principals and the Chairman.

Birthdays of educators are also not celebrated in school. Students do not bring any special gifts – like flowers, cake, etc. for their educator. The students wish their educators just like they do to their school-mates. An educator does not accept any such gifts from any student.

Birthdays of house-keeping ladies of that particular school are also celebrated.

22. Block room

'I hear, I forget
I see, I remember,
I do, I learn'

Children in PS are in the process of growth and development. They have better control on their gross motor skills than their fine motor skills. Thus it is important to enhance their fine motor skills. The block games serve as a structured play in this regard.

Children of class 1 to 4 also go to the Block room to further strengthen their fine motor control skills.

Block games are made with wooden blocks of various sizes. Through these block games and puzzles children develop co-ordinated movements. Their eye-hand-coordination, patience, concentration, logical reasoning power and three dimensional concepts all improve.

We have different types of block games:

1. Montessori Materials
2. Froebel Gifts
3. Construction Blocks
4. Taleem Material.

The Block room period is a platform which gives the toddlers the complete freedom to do and learn. Children explore all these equipments one by one learning all the concepts on their own. It is a marvel to watch these children work on the "equipment" they have chosen.

By handling the material and using them in different ways, concepts not obvious at first glance, like ascending order, become apparent as the child not only sees the fundamental ideas but discovers new ones (descending order)

Through repetition, concepts are understood and internalised rather than simply memorised.

23. Bronze Busts of Famous Personalities

24. Brooms and dust cloth in each class

Broom, dust cloth, dustpan and dustbin are an essential part of each classroom. It helps the students and the class teacher to keep the classroom clean.

Eklavya believes that each classroom is the responsibility of the class teacher and its students. After lunch in MS and SS, if the class is dirty, the students are expected to clean it.

In PS and JS also after lunch the students take a piece of cloth and wipe their tables. They also clean any food off the floor using a small broom and dustpan.

25. Call-up tree

Call-up tree is a database containing phone numbers of students of one section of a class. It is used to pass messages to every student and educator during an emergency. All the class teachers (Nur – 12) make the call-up tree of their own class. The class teacher selects four students to whom she calls and gives the message. Each of these students further phones up five students of her class and passes on the message. The educator carries this sheet with her to field visits and nature camps.

The staff also has its call-up tree made; where the Principal calls up four educators, usually the class coordinators and similarly they pass the message on to other educators.

A specimen of the call-up tree for students is as under:

26. Calling up parents in case of absence for 3 days

We are very particular about attendance. If the student has been absent since three days without any prior information the class teacher calls up to inquire.

This helps the educator to be in touch and sensitive to certain issues pertaining to the student.

Sometimes if a child has not completed the project or the home-work (mostly in MS and SS) they may lie to the parents and remain absent from school. Sometimes they give a note in school from the parent that they are going out – perfectly legitimate from the parent's side but without divulging that there is an important submission or test.

If the educator calls up the 2nd or 3rd day the child is absent, such issues come to light and both – the school and parents, are alert and monitor the child closely. It is also a way to keep truancy in check.

An example to illustrate this is given. A child was absent from school continuously for three days. The class teacher called her home to find out why. On calling, she learnt from the mother that the child was coming to school everyday. She was getting ready in time, taking her bag and lunch box and going to her bus-stop at the regular time to take the bus to school. Moreover, she went home everyday from school at the right time.

Further investigation revealed that the student would leave home, go to a cyber café that was near the house, surf the internet the whole day and then go back home when it was time to do so from school. She also had lunch and kept in touch with her classmates for homework, etc. so that her mother's suspicion would not be aroused!

A child should not remain absent from school without information. One day is OK but from day two onwards some information should be forthcoming from the parents about her absence.

If parents become careless and say – '*Kya farak padta hai?*' then this is an opportunity to tell them that in Eklavya it is important to give full attendance in school. A call from the class teacher also passes on the message that if parents are not particular about their children attending school it is time to tighten their belts and start taking care.

27. Charkha, Hoopla, Stilts and other interesting Games

Charkha is an activity for the students in MS and SS.

In this activity, the students prepare thread out of cotton. While performing this activity, the values of patience and concentration are inculcated in the students. Also they become a part of the feeling of self reliance that Gandhiji always wanted to imbibe among the people.

The *Charkha* that we use is called as the *peti Charkha*. This type of *Charkha* was one of the major factors bringing about a revolution in the times of our freedom struggle and a way of getting employment.

Other activities that are different and more or less focus on developing patience, concentration, perseverance and fine motor skills are given below –

1. Hoopla – An excellent combination of kinesthetic and balance, this exercise helps students to concentrate and develop perseverance. They also innovate various ways of playing the hoopla like walking while rotating it, moving it from the waist to the knees and then back to the waist again and so on.
2. Stilts – Again a balancing exercise that develops the thigh and shin muscles and also facilitates motor – eye coordination.
3. Fishing the bottle – A fishing line with a round metal ring at the end is given to the student. She then tries to put the ring around the neck of a Coca-Cola bottle. Excellent exercise to develop eye-hand coordination among older students.
4. String Games - String Games most probably originated from fiddling with strings and knotting and twisting them around because they happened to be in idle hands! String games are great fun. They exercise memory and imagination. They are good for hand and eye coordination. Children start with making easier figures and then move up to more complicated ones
5. Origami – Paper folding without cutting is taught to students in the Japanese classes. Students make various things out of paper and enjoy displaying it in the school.
6. Hopscotch – The court is drawn on the pavement or path in two places in school. Students play during recess and discover the joys of moving in a coordinated fashion through a game. And the fun of winning and losing.

28. Child of the Year

The award is given to one student from every section (Class 1 to 12).

Each year along with the regular awards given to students during the Annual Prize-Giving and Investiture Ceremony, a special award called "Eklavya Child of The Year" is given to a student in each section and class. This is given to a child with all round personality, behaviour, attitude, sports, activities and attendance.

This award is given Classwise - Sectionwise. It is given away to a child who in real terms is Eklavya, who has strived hard in bringing out the best within her with the available resources. She is the one whose overall performance in the areas of academics, activities, sports, behaviour and attitude, initiative in visits and seminars is exemplary.

There is process by which this selection takes place. The class teacher nominates 6-7 students from her section and fills up different forms with parameters of evaluation. Subject teachers and sports and activity teachers are consulted while filling these forms.

A separate committee of educators is set up which comprises of the Principal, subject teachers, activity teachers and class teacher who finally decide the winner for each section. Attendance and regularity are an important aspect of the evaluation.

A child of the year may not necessarily be the academic topper. An overall balanced personality of a student is judged.

Winners receive the trophy and certificate from their parents. The trophy has the name of the child, the class in which she is studying and the year for which it is awarded to her written on it.

This award is given to students irrespective of whether they are continuing in the school for the next academic year or not. Quite often a student who has left the school, say because of the parents' transfer and gone to Bangalore, comes with her parents to receive the awards on this day. They are informed well in advance and invited to the Investiture Ceremony.

29. Class Decoration

One typical aspect of Eklavya educators is that they decorate their classrooms very appropriately – with a lot of colour, ingenuity, resourcefulness and information.

Once the Principal of a school visited us. One of our educators from Eklavya had joined her school. She said – ‘The first thing this teacher from your school did was to clean her classroom and decorate it!’

Our educators have an ability that is unique. Anywhere they go, in Eklavya also, they first clean the class themselves and then decorate it using low-cost or freely available material. If there is a discolouration on the wall due to moisture, they cover it up with a painting done by a student.

The class teacher also involves the students of her class in this exercise. The students and educator may paint the glass windows or partitions in the glass with poster colours to make the room pleasing to the eye. The pelmet over the blackboard is also decorated with a hanging ‘*toran*’ made by the students.

Each class has a softboard, which is decorated by the class teacher during the summer break. Class teachers decorate it with borders and corners and with charts based on different subjects relevant to the class.

Project work of the students done throughout the year is also displayed on the softboard.

One softboard is reserved for current notices, timetable and announcements for the students.

The material put up in the classroom is updated throughout the year by the students and the class teacher. Softboard is a medium to explore the students’ ideas and emotions through different works of art and presentations.

There is a separate board dedicated to display the children’s artistic work. They put up their drawings, craft work on the board. The projects and charts made by them is also displayed. The children also bring interesting and informative articles, newspaper cuttings or pages from the net to share with the class.

30. Class Library

Reading is the most fundamental skill a child ever learns. Without a good reading background a child is virtually lost, for it is on this that the major portion of her future learning and success depends.

To encourage and enhance reading skills in children, apart from the regular library periods, children along with their teacher create their own class library.

Every child gets two to three books of her personal collection (from home). These books are then listed and kept on the shelf. Thus the class has its own library of about 60–70 books. Whenever a child finishes her assigned work she is free to take the book from the class library and can read, sitting in any corner of the classroom.

Children love these books more so because they belong to their friends. The initial reason for interest in the book gradually turns into love for reading.

31. Class Photo and Staff photo

Every academic year in the month of December class photo function is held in SS. The same is held for PS, JS and MS in the month of February.

A class photo is taken of each class each section against a backdrop of the school they belong to. The Principal, class teacher and one or two activity teachers also sit for a class photo.

Students are informed about the class photo date fifteen days in advance so that they plan to be present in school under all circumstances. Educators also look forward to the day. On the day of each section along with their class teacher arrange themselves in rows and a photo is taken. A copy of the photo is given to each child of the class with a photo sheet on which she writes the names of all her class-mates row-wise. The sheet has the date on which the photo was taken printed on it. This is a precious record for the child.

The class 12 passing-out batch class photo with the names of all the students printed on it is framed and hung on the wall outside the Principal's office in SS. Alumni who come back to visit always spend a moment near this wall looking for their batch photo and names.

Every year a staff photo is also taken of all the staff members of all four schools together. Sunil Sir is also joins the staff for this photo.

Photographs are taken of the Admin staff including house-keeping staff, drivers and conductors, *maali* and security.

32. Clearing Doubts Session

Clearing Doubt Sessions (CDS) takes place from Monday to Thursday from 8.40 am to 9.50 am for SS students (classes 9 – 12).

A day is assigned to a particular subject. Monday is for Mathematics, Tuesday for Physics and Accounts, Wednesday for Chemistry and Thursday for Biology.

All subject teachers and their trainees come an hour early during CDS (instead of 10.00 am which is the regular school time, they come in the Middle School bus and reach by 8.40 am). These classes commence after 15 days of start of a new academic year. The purpose of these sessions is that the students get individual attention from their subject teachers so that their doubts are cleared.

Students are encouraged to note their doubts during the class as the educator moves at a certain pace. Some of their doubts do get cleared during the class but still a few are left unclear. So CDS helps them to sit with the subject teacher and get their concepts clear.

CDS is mandatory for students who have not been performing well in the unit tests or are not regular in their homework submission.

Now after the timings of the SS have changed to 9.00 am - 4.30 pm the above arrangement is not possible since students have to come very early by the 6.45 am bus. So now CDS is taken as follows –

On 1st, 3rd & 5th Saturdays – from 3.00 pm to 4.30 pm – Educators of all subjects are available. Students not having any doubts leave with the MS students by the 3.00 pm bus. Those having doubts stay back.

On 2nd & 4th Saturdays – from 9.00 am to 11.00 pm – Educators of all subjects are available. Those students interested in CDS come by the 8.10 am bus and a special bus on a single route takes them back.

33. Common Errors

Common errors students make while answering tests are identified at the end of each test. Over the past few years English and Mathematics educators of Eklavya have analysed and noted that batch after batch of students tend to commit the same mistakes repeatedly year after year. We call such mistakes "Common Errors "

For example in English they write

This is there house instead of
This is their house

For articles they write

a hour instead of
an hour

In Mathematics they write

Factors of 16 as 16, 32, 48 instead of 1, 2, 4, 8, 16

While adding fractions they write

$3/4 + 1/2 = 4/6$ instead of $5/4$

The exercise is done in English, Maths and Hindi for Classes 1 to 8 and Sciences also for classes 5 to 8.

Worksheets aimed at rectifying and correcting these errors are made by the educators and given to students.

The educators also take a special workshop for parents where they are made aware of the common errors their children make during exams. Parents also solve the worksheets with the educators and understand how to correct these errors.

Correcting common errors greatly increases the academic scores of students.

34. Computers from Class 1 onwards

All students in JS do one period a week of computer aided learning in the computer lab. Our aim is to teach Maths and English with the help of computers. Though this is called the computer period but it is not computer that they learn but they learn Maths and English *using* computers.

During the summer break before the beginning of the academic year the respective class teachers sit and map the Maths and English curriculum with the games and CDs to facilitate the learning process. The activities are self-corrective, little or no instructions are needed, and the educator is only required to brief them about the purpose of the activity and do overall monitoring.

The classes are usually incorporated in the lesson plans as revision classes or as reinforcement to clinch the learning and help it to be embedded in the student's memory. Many computer games (educational) are available in our computer lab e.g. "Break the Wall". There is a brick wall and when you double click on one brick you get a sum e.g. 5×12 . If you get the correct answer the brick goes boom and disappears. So, you try and break each brick till the whole wall has disappeared. You get very nice graphics on the screen (fireworks, clapping etc) and the child feels a sense of achievement.

Similar games are there for both English and Maths at different levels class-wise. Most of these games have the option of "levels of difficulty". In a class children may be playing games of different levels depending on their ability.

Children upgrade their levels in the various activities by choosing the level that they would like to work in. So in class 3 all the children may be working with fractions but of different levels. This is where the educator comes in to ensure everyone reaches the desired level. Depending on the activity to be done children work alone or in pairs.

Children look forward to these periods and as the schedule for the day is already put up on the board. Whether they are working independently or in pairs, productive silence is always maintained in the computer lab.

35. Convocation – PS, JS & MS

Convocation is a formal graduating ceremony held on the last day of the academic year when students of Eklavya complete the last year in one of the schools and move to the next stage of the school.

A *havan* is held in the school gym. When students of SKg go to JS, class 4 students go to MS and class 8 students go to SS, they are embarking on a journey that will take them to a new environment (school building), new timings and new method of learning. This is a solemn and serious moment. The Sanskrit teacher chants appropriate *shlokas* that the students listen to. Then each student from SKg or class 4 or class 8 takes a twig from the *havan samagri*, or some water in her hand and takes a *sankalp*. She then offers the twig or water into the *havan*. All the students of each school attend the *havan*.

Havan for class 4 students (JS) is held from 7.30 am to 8.30 am. For class 8 students (MS) from 9.00 am to 10.00 am and for SKg students from 10.30 am to 11.30 am.

In PS parents are also invited and many of them do join us in this ceremony which lasts about an hour.

An informal goodbye is said to the students a day earlier in the individual school assemblies and classes. The class teacher reads out an appreciation letter for each student of her class. This is prepared with the help of other subject teachers. It is an emotional sharing filled with anecdotes and good luck wishes for the child. Other subject teachers are also welcome to share their feelings. Students perform a dance or a skit for the educators. The objective is to make the child feel comfortable and in a subtle manner prepare them for the next stage of transformation in their life.

36. Convocation - Class 12

Class 12 completes their Board Exams in end March-early April. After this they start preparing and appearing for the entrance exams to various colleges for courses they are interested in. When the results are declared all of them are scattered here and there filling admission forms for various institutes.

One day after the last exam their convocation is held in school. Students and their parents are invited. A *havan* is performed. The head-boy, head-girl and a representative from the science, commerce and humanities students sit around the *kund* and perform the *havan*. The *havan* is conducted by the *Havan mandali* (refer # 89). At the end of the *havan* all students take some water and a twig in their hand and make a *sankalp* for their future. The entire occasion has a solemn and emotional aura.

After this the students and some parents share anecdotes about their journey in Eklavya. Many educators and Principals who have taught them through the years also share their feelings and thoughts. There are few laughs and many tears – of joy and sadness. It is quite an emotional journey and everybody cherishes the moment.

The convocation ends with everybody – students, parents and educators having a cup of tea together.

37. Corridor Activities

Teaching learning in the JS is not limited within the classrooms only. It takes place everywhere.

The JS has wide corridors opening into open spaces, which are used efficiently for placing Interactive Corridor Elements/games catering to various skills. Children have enough space and natural light to be seated comfortably and enjoy the games either alone or in pairs and groups. School buildings are so designed that it facilitates incidental learning.

The ground floor and the first floor of the JS have eight interactive games and two electrical board game sets. Children play the games during the two recesses. Apart from enjoyment and other specific skills learnt from these games, children are also taught the proper use of the materials and the need to wind up properly after playing any game. None of the resources in Eklavya are kept under lock and key. These games too are not played under supervision but the children display a responsible attitude.

These games are not bought from the market but are designed in-house by our *Taleem* (refer # 197) division. The ideas of these games come from various sources. Sometimes some existing games are modified or ideas are taken from books and magazines. While travelling many of us come across various games, which are redesigned to suit the age group.

There are at times interesting stories behind some of these games. There is a game called Brahma's Rings. Once *Narad muni* asked Lord Brahma when the world would come to an end...instead of answering him the Lord gave a set of 64 rings and said that when he finished arranging the rings as instructed the world would end. We have modified it to 5 rings (JS).

Various skills are enhanced when children play with these games e.g. sequencing, spatial discrimination, logical thinking and both fine and gross motor control. *Taleem* has also made sets of electronic matching cards where the child matches the object with the word written on a flash card or the sum with the answer. The cards are both in Hindi and English.

Some of the games are three-dimensional puzzles, a variation of the old cross and knot game, a xylophone to enhance recognition of the

musical notes and play different tunes and other games to improve their aims.

The educators are also well versed with the games and often play with students. The positions of the games are changed every Saturday so that every week they have a different game at a different place. If a new game is included the class teachers demonstrate the rules and way of playing the game...children who do not know are taught by their peers.

Some of the games are played alone but most are played in pairs. This helps in developing patience, tolerance and inculcating social skills.

38. Cosmopolitan environment

There is no 'selection' in Eklavya for admitting students in various classes. There are no 'parent or student interviews' and no 'criteria' for admission. So in a way the macrocosm of India gets reflected in the microcosm of the school.

Eklavya has students and educators from diverse cultures and religious backgrounds. Students from underprivileged backgrounds are admitted in Eklavya under the Financial Assistance scheme. (refer # 81).

This helps develop a healthy socio-cultural mindset and acceptance of people from different backgrounds. This enables students to learn about various religions and cultures in detail and we are able to cherish all festivals of India as these are celebrated in school.

39. Counselling - D.A.T for Class 9 and10

Differential Aptitude Test, or DAT, as it is commonly known, is an aptitude test used by counsellors to help students make suitable career choices in classes 10 and 12. DAT has been found very useful in providing educational and vocational guidance to the senior secondary students.

The test is administered to students of class 9 to 12. The test material consists of question booklets that can be reused, scoring sheets, a detailed self-explanatory manual, and tables for computation and conversion of scores. It comprises of the following eight tests: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Perceptual Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling and Language Usage.

It takes about 3 hours for administration. This is usually done in two sessions with a break in-between. The sheets are scored with the help of the keys and the scores are converted to percentiles with the help of the tables provided.

The percentiles are indicative of a student's rank in a population of 100. In Eklavya, however the same test is administered to students of classes 9 to 12 with a different purpose.

The results are shared with the student with the perspective that *the result is an indicator of her current performance level*. Specific feedback is then provided as what special inputs she can put in, such as solving maths puzzles or reading mystery novels etc, so that she can improve and move ahead in each of the areas tested.

A copy of her result sheet is given to the student and one is kept for school records. The test reveals to the student that whatever class she is presently studying in is just the stepping-stone towards her future and given the correct feedback and inputs she can choose and work towards a career she is interested in.

Name : Vikramaditya Jairath**Sex :** Male**Age :** 16 y10 m**Class:** 10**Place of Testing :** EKLAVYA SCHOOL**Date of Testing :** 18 & 19 Aug, 2004

FORM A

	VER	NUR	ABST	SPACE	MECH	CLERICAL	SPELL	SENT	VR+NA
Raw Score:	33	35	40.5	78	50	75	82	28	68
Percentile :	80	90	85	90	65	95	85	30	90

Above 75= High Aptitude

Between 25-75 = Average Aptitude

Below 25= Low Aptitude

In the example shown above, it is quite clear that the child is doing very well in majority of the areas. The student needs to develop mechanical reasoning and sentence relationship skills. Therefore the child needs to develop his applicative skills related to various scientific principles by applying the theory learnt in everyday situations.

For sentences, she should read on various subjects and solve crosswords.

40. Counselling - Lavya

Lavya is a platform for sharing in a warm, loving and a non-judgmental environment for the students of MS and SS.

Classes are aimed at developing life-skills (*jeevan jeene ki kala*) in children. Classes are of about 40 min, are held once in a fortnight with class 7 and 8 students.

Objectives are achieved in small groups of sixteen students with one educator who are normally not teaching them. This allows children to share their concerns freely.

This group is a mixed group of students – each group consists of students from classes 5 to 8 in MS and classes 9 to 12 in SS (ideally five students from each class). The group remains the same for four years i.e. a class 5 student will be in the same group and the same educator for four years. The advantage of the mixed group is learning through peer experience is enhanced. Fr e.g. a class 9 student says that there is very little time and a lot of work. Then a class 10 student speaks of her experience and says she also went through the same and gives tips on time management and what to focus on. This helps the class 9 student more than any advice or help that an adult can give because this class 10 student speaks from a recent experience and in a language they understand and relate to immediately.

The focus of the classes is at development of skills like friendship, self-awareness, decision-making, peer pressure etc. These are done through role-plays and group activities.

While the beginning of the term focuses on building a good rapport with the students, the latter half of the year dwells on much serious issues like bullying, gender issues etc. A *Lavya* curriculum has been devised separately for class 7 and 8, which is revised every year before the beginning of the term. A typical *Lavya* session would be as follows:

Objective (Team Building)

Play the game Philadelphia by dividing all the students into groups of 4 - 5, asking them to make smaller words from it. Ask them an estimate of how many they would be able to make.

Students typically estimate about 30 words to be made from the word Philadelphia. However in reality about 80 words can be made from this word.

De-briefing: We can do a lot more in a group than we can manage alone. But working in a group isn't easy.
Share their problems while working together.
Everyone shares responsibility while working in a group as how it behaves. So ensure every one gets a fair chance.

Once in a year the educators doing *Lavya* have a one-to-one meeting with the students of their group.

The *Lavya* team comprises of in-house teachers of different schools (PS, JS, MS, SS) who have been identified as having good rapport building and counselling skills. These teachers then meet once-a-month for an hour. The objectives of these meetings are to strengthen the skills of the *Lavya* teachers as counsellors and a lot of reading material as well as role-plays along with movie-clippings are shown and discussions are held. The teachers also discuss about the *Lavya* classes and any other issues, on which the team member wants others' opinion.

41. Crèche

Eklavya provides crèche facilities to all educators free of cost. The school employs two maids who are in charge of the crèche. Currently there are about 27 children in the crèche from the age group of 3 months to 13 years. The maid takes complete care of the children right from eating meals at proper time to sleeping and changing their uniforms to taking them for a round in the evening for free play. Educators sometimes bring their own private maids. Eklavya provides individual mattresses along with a bed-sheet and a pillow for each child. There is a refrigerator for storing curd, juices, milk etc. There is a heating facility also. The crèche has toys, story books, as well as educational games to keep the children engaged for the whole day.

Some children are as young as 4 months to 3 years and do not go to school. They are in the crèche the whole day while the mother is working in school.

Many educators' children study in Eklavya. After they finish school they go to the crèche, change out of their uniform, have lunch and a little rest and then do some homework or play.

The crèche maid is in school from 7.25 am to 4.30 pm to look after and supervise the children.

Comments of some educators using the crèche –

'For a working lady like me the crèche in the school is a 'boon'. It gives a lot of mental peace to know that my 2-year old is in the same premises and well looked after.'

'It is a relief that my daughter is in a safe place. She is not watching TV and whiling away her time but eats well, rests for some time and completes her homework.'

'If my daughter has a fever or is not well otherwise, I can go and see her in the crèche and give her medicines. This is a huge support and I can continue my job 'tension-free'.

42. Database of Class with teacher

The school maintains a database of all the 1250 students studying here.

This database prepared in Microsoft Excel spread sheet has one student's information per page.

One page is maintained for each school. This means when the child is in pre-school information from Nursery to SKg will be available on this page. When she moves to JS a new page is created with same basic information but academic columns change due to subjects changing.

The page has the name, address, date of birth, identity number, photo of the student, her family photograph (parents, siblings, sometimes grandparents also if they are living with the family), names, office address, occupation and landline and mobile phone numbers of father and mother.

Further, the page has marks scored by the student in each exam. The name of the class teacher is given. Each year column also mentions whether the student has held position as an office bearer for that year (Head Boy, House Vice-Captain, Scouts Captain, etc). Academic excellence in terms of 'Topper of the Year, Subject Topper in a Subject, Eklavya Child of the Year is also mentioned in the row below. It also mentions the activities and sport that the student pursues in school for that year. (MS and SS)

This database is hence a comprehensive information page for each child for the years she has spent in each school.

The database is available on the computers of Principals of all four schools.

One database sheet of a student studying in Class 10 is given on the next page for reference.

43. Dirty Dozen

Once in every two months a group of 12 educators selected from volunteers from the four schools meets for two hours.

The meeting has no agenda. It is a coming together to share, understand and know each other well. Typically in the first meeting members introduce themselves, share their likes and dislikes and about their role in school and at home.

As the meetings proceed, a lot of sharing about home visits, common practices in the classrooms, difficulties faced in school and home front, and something somebody has read and seen is shared.

Once in a while a visit to an Old Age Home or Mother Teresa's Orphanage is arranged and everybody gets together and goes there.

In all six such meetings of the 'Dirty Dozen' are held in an academic year.

44. Educator of the Year Award

The finest educator is awarded the 'Educator of the Year Award' in each school.

The educators of the school nominate according to their choice the names of three educators in order of preference.

An educator is to be nominated on the following criteria – she should have completed one full academic year in that school.

A person nominating an educator should also have completed one academic year in the school to have the right to nominate.

In this manner the Principal of each school, collects these nominations. She fills in a form to evaluate the educator's nominations.

Many a times educators are nominated because of the 'popularity factor'. The Principal keeps in mind qualities such as rapport with students, teaching-learning process in the class, regularity of work – corrections, evaluation registers, class teacher jobs, relationship with peers, extending beyond one's own subject, active organizational capability in school functions and so on.

The nominations are short-listed and presented before a committee that then selects one by consensus.

The educator is awarded the 'Educator of the Year Award' at 'The Annual Prize-Giving and Investiture Ceremony Day'.

She is awarded a framed citation, a trophy and a cheque of Rs.10,000.

45. Educators – Diwali HRD

After educators join back from the Diwali Break many HRD programmes are planned for them. Students have a two-week Diwali break. So educators are actually without classes for a week.

During this week they do a half-yearly review of the lesson plans and progress of the academic syllabus in their respective classes. They also work out details for all forthcoming events like Euphoria, Sports Day and Phoenix that are in the held in December – January.

We have a special Diwali HRD in this week. Educators are asked to volunteer to present one topic of their interest or conduct one activity which they are good at for the rest of the educators. They can do so individually or in a group.

Educators get together and plan an activity accordingly and give their names to a small committee formed for this purpose. They also submit a poster describing their activity and tell the committee what they will be presenting in short.

Based on this the committee selects some programmes and rejects some. A final list is drawn up and circulated amongst all educators of the school. The list has details about the name of the programme, the person conducting it, the time and venue. The posters of the selected programmes are laminated and displayed on the staff room notice of all schools by rotation.

Educators choose the programmes they will attend. The programmes are spread all over the day from 8.00 am to 3.00 pm in 50 minute slots. One slot will ideally have five programmes. There are four to five such slots. An educator chooses one out of them. Every educator must attend atleast three programmes. Once an educator chooses and attends the programme she must attend it fully. She is not allowed to leave half-way or once the programme has started.

These programmes are a huge success in terms of educators volunteering with programmes of their interest. Educators attend and rate the programme. Books are given away as prizes. A format of the programme is given below –

46. Educators - Family Visit

Family members of an educator have a curiosity as to how is the school where their family member is working? Where does she sit? How do the classes she teaches look like? And many other such questions because a lot of sharing of school happens at home also.

To answer these queries and give the family members a first hand experience of Eklavya an Educator's 'Family Visit' is organized on November 14 every year.

On that day the family members (intending to visit) board the school bus and come to school. On reaching the school they are taken on a detailed guided tour of the school campus.

A senior teacher briefs them about each school and as they see, states Eklavya philosophy and unique features.

Then a power-point presentation on unique features is done and a short question-answer session is arranged with one of the principals. The day ends with lunch in the afternoon.

47. Educators - Group of educators visiting schools in India for a week.

As mentioned in Sari 98, Eklavya encourages educators visiting other schools as part of their professional development. These visits promote bonding amidst the educators. They also get a taste of the place e.g. if it is a historical place they do a city visit and bring in that flavour to their students as and when needed. Apart from that, they also get a chance to practice some good habits like writing daily report so that work is not piled up when they return back. The feedback from educators about such visits has been so positive that Eklavya tries to facilitate such visits almost every year.

Such visits are usually initiated by a senior educator or Principal and Vice Principal. Mails are sent to the concerned school introducing ourselves, our purpose and convenience of dates from the host school. After a few exchange of mails dates are finalized. The visiting team is selected on the basis of enthusiasm, exposure and giving a fair chance to all. Educators often show eagerness for such visits and they are accommodated as and when possible.

On 16th of January 2010, seven educators visited Rajghat Besant School at Varanasi. It is a class three to twelve co- educational boarding school affiliated to CBSE and run by the Krishnamurty Foundation of India.

A brief description of this visit will help you understand why such visits enhance the productivity of educators.

The train journey of almost 36 hrs from Ahmedabad to Varanasi helped the educators to discover each other. It also threw them in situations where they had to adjust and share with each other. Infact they said that the train journey was one of the best part of the visit. Sometimes they faced some situations which they solved together and there was always a great learning in it.

The stay, interaction with various faculty member and students was an enriching experience in itself. The educators absorbed the spirit of the school without being a disturbance in the host school's working. They interacted with administrative staffs, housekeeping and other members of the school fraternity. As this visit like most of the school visits was in a boarding school, the visiting educators developed a bond with the students and teachers as considerable time is spent together. Time spent in the girls' hostel with the House Parents (wardens) was an interaction rich with emotion.

The educators in all such visit “stretch themselves” to the fullest so that they are able to do a lot of multi- tasking on a day. They made it a point to plan the day in ahead so that no time was wasted and also informed the school of their plan so that they could be accommodated with ease and time was not wasted. After dinner there was sharing time and no matter how late it was a detailed report was written as the day was fresh in their mind Laughter was always an important ingredient which helped these seven to enjoy to the fullest and work with zest. A lot of material e.g. worksheets, report cards, school calendar etc were brought back from the visit which helped them to match our working with theirs and emulate what applied to our system of working.

Eklavya educators carried gifts for the host school which comprised of books from our publication. This is done for all such visits as a token of our appreciation. The educators give a presentation to all the schools (PS, JS, MS, and SS) once they returned. They shared with their colleagues their experience and learnings and as is the belief of our school that good practices should be started immediately so if they wanted to follow something of the host school they started it as soon as they were back e.g. one of the educators after visiting RBS started an Opinion Chart in her class which she had seen in the SS library and had liked it.

The approximate cost for such a visit of six to seven teachers including travelling, boarding and other expenses is about 40 to 50 thousand which is borne by the school.

48. Educators - Fun HRD (Whole school together)

Educators across all schools meet at least thrice in an academic year for fun HRD which is usually one hour of games and half hour of sharing food. This is usually in the one working week after Diwali when students are still on vacation, before the year-end break when students are on a Christmas vacation and in the summer ending of the HRD for the year.

A team of educators, one from each school plans and conducts this HRD. They plan games and fun sessions. Educators are divided into mixed groups so that educators from different schools get to know each other informally. The games are fun and educators enjoy themselves immensely. They run, play, sing and dance just like the students they teach and an amazing transformation happens during these sessions where hidden talents are discovered and inhibitions shed. Many educators overcome their shyness and each one's effort is appreciated and applauded.

One such game is described. Educators are divided into various groups. Then they are given the famous sequence from the film Sholay kitne aadmi the... to enact in various languages. Educators enact in Bengali, Punjabi, Marwari, Marathi, Gujarati, Tamil and Sanskrit. They are given the license to alter the script from the original to make it interesting and humourous. The performances on stage are hilarious and a lot of fun.

In another game the groups send one member to participate in a set of games like balancing a ball between two people without using hands, skating, wearing shoes and socks in minimum time, dressing up one of the group in a sari and applying make-up and so on. There is lot of cheering and boosting by team members so that their team wins.

Everybody ends up laughing a lot. New friendships are fostered. Everybody becomes one group bound by joy and laughter.

In the end educators of all schools have lunch together. Sometimes everybody just brings what they want to but for one more person. Tables are laid out in the huge foyer outside the JS library. Everybody keeps what they have brought on the tables. All get together and share the pot luck. Sometimes the team decides on a menu - PS and SS brings *pakor*s, JS brings sandwiches, MS brings *halwa*. Everybody eats together giving a fitting finale to the one-and-half hour of fun.

49. Educator's Oath

All the educators of Eklavya take an oath in the beginning of each academic year. A day is fixed in the first week of June when the Principal of each school renders the oath to the educators of the respective school.

Just like doctors take the Hippocratic oath as soon as they are ready to practice so the educators take an oath on similar lines reiterating their dedication towards the profession.

Oath for Teachers of Tomorrow

On my honour, I swear that I shall, at all times and places, in thought, word and deed, live up to the high ideals and dignity of the noble profession of teaching.

I shall see myself as a friend, philosopher and guide to the learners in my care, recognizing all the while that I am no less a learner myself. I shall try to empower them to actualize their individual potentials. I will not only help her dream, but help her realise that she has been given the power to actualise that dream.

I shall not be judgemental, but see the unique greatness of each child.

I shall care for every child without any show of partiality or favour. I shall not, at the same time, hesitate to confront her and tell her things she doesn't like. Keeping such responsibilities in mind I shall try to develop the golden skills of love, kindness and patience without which I will be unable to make any impact in this noble line.

I will not be ashamed to say "I know not" and will not shy away from the onus of finding out and sharing with my students.

I shall not misguide, misrepresent or mislead; nor point the wrong way to my students. I will not try to be popular and earn favours or appreciation from students by any unethical or unfair means.

I will remember that warmth, empathy and understanding are as important as academic results. I will respect what Mahatma Gandhi said : the literary qualifications of teachers is not so essential as their moral fibre.

Finally I will not permit considerations of nationality, prejudice or material advancement to intervene in any way with my work and my duty to the present and future generations.

Jai Hind

50. Educator's Planner

It is a mini diary, which is helpful for the educators to plan their day and get more organized. The planner has the calendar for the year, the timetable sheets of all the schools, week-wise chapter completion plans, dates for nature camp, parent-educator meetings and exams.

In the planner the educator writes the birthday dates of her students. The educators plan their day by writing the topics to be covered in the respective classes. She also makes a note of other important events on a day-to-day basis.

It is a handy organizer (size: 18 cm X 11 cm X 1cm) that helps the educators to plan their days ahead and schedule her work in a systematic manner.

It also has pages to jot down points discussed during the staff meeting, and a page to keep a record of the books read by her throughout the year.

51. Educators – 2nd and 4th Saturday

In PS students have a holiday on the second Saturday and in JS MS and SS students have a holiday on the second and the fourth Saturday. Educators work on these Saturdays and utilize this substantial time to read more about the subject they teach and also prepare for the coming week.

This 2nd Saturday all educators of PS, JS, MS, and SS are on the campus. Educator's fun HRD (refer # 99) is held on this day. Sometimes Sunil Sir meets all four schools together for a common HRD on this day. Educators taking Lavya classes meet from 12 to 1.00 pm on these Saturdays and share with each other about their classes.

Saturdays provide excellent opportunities for educators who have been busy the entire week to spend adequate time in the library, browsing through reference books and encyclopedias. They are encouraged to read other than the subject they are regularly teaching with the purpose of widening their perspective.

This brings an eclectic approach not just in their thought process but also passing it further to the students when they teach. We believe that the educator has to be aware about everything happening around them and reading definitely helps them achieve this.

Any interesting newspaper or magazine articles (eg. Speaking Tree, Tol), which an educator comes across while reading, is then circulated among the other staff members. All educators share, discuss and brainstorm about many more topics that interest them rather than simply those that they teach in the class.

52. Educators - CPD Dateline

Eklavya invests strategically in the development of its educators (refer # 100).

This development is mainly for professional and personal skill enhancement and quality.

Educators maintain a CPD (Continuous Professional Development) Dateline. This diary requires them to write down the date, name of programme attended, venue, resource person and learning from the talk, programme, workshop or visit.

Throughout the year, workshops/visits/seminars are arranged for the educators of Eklavya for their continuous professional development. Guest faculty or in-house workshops are conducted depending on the need of educators for each school

The educators record all the visits/seminars /workshops they attend in a book given to them which is titled Continuous Professional Development.

53. Educators - HRD register

Every educator is given a notebook when she joins Eklavya, called the HRD register. This she carries with her for the HRD sessions with Sunil Sir. She also takes the register when she attends seminars and discussions outside Eklavya. She may carry it to the Staff meeting also.

The register is used to take down interesting information, points from the HRD discussion that might be of special interest to the educator or good proverbs and sayings.

At the end of about five years, this register will have a wealth of information - rich with anecdotes, sayings and personal experiences.

54. Educators - Leather bag and stationery

On their first day of joining, educators are given stationery by the school listed here.

1. School Planner
2. CPD Date Line
3. Prayer Book
4. Leave Card
5. Stationery
- 5.1 Stapler
- 5.2 Stapler Pins
- 5.3 Punching Machine
- 5.4 U-Pins' Box
- 5.5 Pencil
- 5.6 Sharpener
- 5.7 Eraser
- 5.8 Red Ball Pen
- 5.9 Big Scale
- 5.10 Scissor (Medium)
- 5.11 Single Line Note Book
- 5.12 Clip Pad

Educators who have completed two years in Eklavya are given a nice leather school bag as a gift by the school.

55. Educators - Point System

Most of the educators working in Eklavya are ladies. They finely balance their duties at home and school and try to maintain this balance.

Sometimes illness of a child or guests coming home disrupts this carefully planned schedule and they are forced to take a day's leave when actually grace of an hour or so would have solved the problem at home and allowed them to continue their duties in school.

In a school if the educator is absent for a day it *does* upset the students and schedule. If she is a class teacher even more so.

To help the educator carry out her home and school duties well Eklavya started giving them some late-coming or early-leaving points.

For e.g. a JS educator takes the 6.45 am bus to be in school by 7.25 am. On a given day she may take the 8.10 am bus and come to school at 9.00 am i.e. about an hour late. So she has availed 1 point. In this manner she can avail upto 3 points a month.

Educators in the various schools may avail points in the following manner –

Sr. No.	School	Timings	Coming late	Going Early		Max Points Allowed
				1.00 pm	3.00 pm	
			8.40 am			
1	PS	7.25 – 1 pm	1	-	-	2
2	JS	7.25 – 3 pm	1	1	-	3
3	MS	7.25 – 3 pm	1	1	-	3
4	SS	9 – 4.30 pm	-	2	1	3

56. Educators – Sitting Place in the staff room

Educators of JS, MS and SS sit in a staff room that has a work station allotted to them.

The arrangement in the MS staff room is usually done by draw of lots. Each educator picks up a chit with the staff room number and the seat number written on it. She then shifts from her previous seat to the new one.

Sometimes the Principal wants the educators to sit in a particular mix. Maybe some old ones and some new, subject-wise or committee-wise. She may also want to include a General committee member in each staff room. So now the arrangement is not random but becomes governed by the whims and preferences of the Principal of that school.

In SS the Principal would decide how and where an educator would sit.

We thought it a good idea that educators decide how they would like to sit. We did an experiment in SS. A committee of three educators of SS was formed. The committee comprised of one newly joined, one old and one about a year old educator. The committee met all the SS educators and asked them how they would like to sit in the staff rooms. Then they compiled all their findings and gave suggestions. The committee in their presentation said that they recommended some element of randomness and some definite grouping of educators. The following options were suggested –

1. Subject-wise drawing lots - Any one subject teacher will pick a chit (floor and seat number) and rest of the same subject teachers will accompany.
2. General Draw-Chits (with floor and seat number) to be drawn by each teacher and accordingly seats will be allotted.
3. The Alphabetical Draw - Chits to be drawn by each teacher. (with floor and in alphabetical order)

The committee strongly recommended option 1. In SS there are three staff rooms, one on each floor.

Educators were grouped subject-wise. 12 groups were formed. Then one educator from each group picked a chit with the floor written on it and chose their seat numbers. Educators sit for a year in these seats and change in the beginning of the next academic year.

57. Eklavya Excellent Educator Awards (5th September)

The purpose of the Eklavya Excellent Educator Awards is to recognize and reward excellence in school teachers (of classes Nur – 12) of Ahmedabad and Gandhinagar, and at the same time, inspire others to take up the noble profession of teaching.

The award is being given in five categories.

The Excellent Educator Award is awarded to teachers whose performance has been of the finest quality as recognized by her students, co-teachers, principal and others. The award consists of a citation, a trophy and cheque of Rs.10,000/-.

The Excellent Young Educator Award is awarded to a teacher below 30 years of age, who has been teaching for less than 5 years, and has the potential and talent to become the finest of teachers. This award also consists of a citation, trophy and cheque of Rs.10,000/-.

The Excellent Innovative Educator Award aims to reward outstanding educational innovation, which satisfies the criteria of reasonable cost, usability and which has not already been commercially exploited. This award also consists of a citation, trophy and cheque of Rs.10,000/-.

The Excellent Institution Builder Award is awarded to a Principal, a Vice-Principal or a Director who has been responsible for running a school for at least 5 years and has displayed an exceptional degree of managerial and administrative skill. This award also consists of a citation, trophy and cheque of Rs.10,000/.

The fifth category is the Lifetime Achievement Award. This award is given to veteran teachers who have spent over 25 years in the education field and made a significant contribution to the field. This award consists of a citation, trophy and cheque of Rs.25,000/-

The Process

Nominations are sought for the two Excellent Educator Awards, the Excellent Educational Administrator Award and the Educational Innovation Award. About 100 eminent people in Ahmedabad are contacted to get suitable candidates for the Lifetime Achievement Award.

The nomination process is designed to be flexible, but rigorous. Application is through a process of nomination – so the principal of a school can nominate a teacher for an award. However, nominations can also be made by fellow teachers, students, ex-students, parents

of students, or even the applicant himself or herself. Each person who is nominating has to fill out a nomination form while the nominee has to fill out a self-appraisal form.

The forms are designed with care to include both objective and subjective criteria. Applicants will have to reflect and describe what they feel is their 'greatest setback or failure as teachers', as well as their views on some topics like punishment of children and tuitions. Nominators are asked what, in their knowledge, the applicant had done to make the class more interesting or easy for her students, her strengths and weaknesses, etc.

All the forms received are carefully scrutinized by a sub-committee of volunteers and a shortlist of candidates and recommendations for each placed before the Jury.

Some of the criteria used for short-listing the applicants are, the genuineness and practicality of the answers, conditions and resources constraints within which the teacher is working and the challenges before him / her, the role and importance of the student in the eyes of the teachers, as emerges from the answers and her own views on the larger issues of punishment, tuitions, etc.

Based on this shortlist, the jury asks for further investigation on some of the short-listed candidates. A team meets these candidates in their schools, sits in their class for a little while, meets the school principal, some co-teachers, even some students and obtains their feedback. In this way, an attempt is made to understand the candidate a little better over a period of a few hours.

The jury holds three meetings, deliberates on the findings, and then chooses the awardees in various categories.

The winners are awarded a cash prize, a trophy and a citation on September 5, Teachers' Day every year.

58.1 Eklavya Hall

Eklavya Hall has been especially designed for screening movies or presentations, guest lectures and seminars to be held for a large audience. This can be for one full class together for about 100-150 students or for a group of 50 or more educators.

It is an air-conditioned hall which has a large LCD screen projector, along with a computer, DVD-VCD combo and complete power back up with a seating capacity of about 150.

It is extensively used for seminars and formal presentations as well as movie screenings.

58.2 Kalpana Chawla Hall

This hall in Senior School is a large 90-seater hall where students can sit on a table and chair and take notes, etc.

The hall is air-conditioned, has a LCD projector facility with a screen. There is also a black board.

Combined classes are taken here where sections are combined together to take a 1.5 hr 'lecture' session. Films that are part of the curriculum and related to it are also shown here to large groups of students. For e.g. when students are studying Julius Caesar in Class 10, the film or parts of it are shown along with or after the lecture on a particular scene is done.

The hall is also used to show films on scientific processes, geographical happenings like the eruption of a volcano and films from History like Martin Luther King's historic speech.

It is used to hold activities like Debates and Declamation competitions and for formal presentation of projects.

Sometimes educator HRD sessions are also taken here and movies are screened when the group is more than 30.

58.3 Hungama Hall

One room towards the MS building on the ground floor in SS has been converted into a projection room for MS students. The students have named it Hungama Hall. It has a LCD projector and screen facility with seating capacity of 50 students at a time for film and documentary viewing.

59. Eklavya Samachar

Eklavya *Samachar* is a monthly newsletter published in the first week of each month circulated to all students and educators.

This newsletter has information regarding all events held in the previous month in all schools–PS, JS, MS and SS.

Important announcements are made in this bulletin. Also forthcoming events are mentioned in brief.

The *Samachar* has a Parent Corner every month where articles on Good and Effective Parenting from books and the internet are shared.

Students Achievements throughout the month are mentioned with the photos of the student.

A photo feature on special events like *Janmashtami*, Euphoria, Phoenix or Sports Day are also printed in the *Samachar* mentioning the event and names of students.

The Eklavya *Samachar* Team comprises of an educator from each school who gives the information for the *Samachar* from her school. One person out of them collates and designs the *Samachar* in MS Word and sends it to the design studio in Core House for design in Corel Draw and printing.

All issues of Eklavya Samachar since the day of publication are available on the website – www.eklavya.org
link -<http://www.eklavya.org/mainsamachar.htm>

60. Eklavya Slogan (Motto)

The central aim and purpose of all education is the child. Eklavya believes that every child is unique and has inborn gifts and talent. The role of the school and its educators is to help the child discover and develop her talents by focusing individually on her, and not in a "mass production manner."

The school philosophy is reflected in its motto:

स्वयंदर्शनं Discover Yourself

Each person must first look within and learn about herself, since this is an active, on-going exploration, the call is to discover oneself.

स्वयंज्योतिः Be your own light

Rabindranath Tagore, in his poem *Eka Chalo Re*, exhorts us to walk alone. "When the night is dark, and there is no one to walk with you; fear not; but burn your heart in the lamp of your rib-cage, and in its light, O Traveler, Walk alone!

स्वयंमार्गकरणम् Make your own path

Each person creates her own path by her actions. To believe that a path has to be simply found, rather than created, is to miss the opportunity and challenge of building one's own future.

61. Events - General

All through the academic year various events are held in Eklavya. Some of these are festivals like *Janmashthami* and *Dusshera* that the entire school gets together to celebrate.

Events like Euphoria, Sports Day and Phoenix are those where educators and students of all schools come together, work with each other and present before an audience. These events are much awaited and contribute an essential, integral philosophical aspect to the curriculum.

Events held in an academic year are –

- Annual Prize-Giving and Investiture Ceremony
- Edison 1% inspiration, 99% perspiration Science Exhibition
- Creative *Mela*
- *Janmashthami*
- Teacher's Day
- *Dusshera Havan*
- Euphoria
- School Play
- Sports Day
- Phoenix
- Picasso
- *Kala Sarjan*

For each event usually a committee of one or two educators from each school is formed who work under the Principal of their respective schools. Principals of the four schools coordinate the events.

The committee designs the invitation card, sequences and schedule for the event. Wherever required a team of educators and students is formed for logistics like stage decoration, back-stage management, light and sound, parking area, welcoming parents and sitting arrangement. Student volunteers are an essential part of these aspects. (Refer sari # 194)

For events like Euphoria, *Janmashtami*, 15th August, etc. the committee decides on the items to be presented and holds auditions. The decision of the committee is final. A rehearsal of all the performances is done. The committee sets high standards for selection.

In the following pages each of the events held throughout the year are explained in detail.

62. Events – Annual Prize-Giving and Investiture Ceremony.

The Annual Prize-Giving and Investiture Ceremony is held in the beginning of each academic year to felicitate the students on their excellent performance in academics and activities in the previous year. The members of the Student Council for the academic year also take their oath of office.

It is held over two days in the third week of June every year- Thursday for PS & JS and Friday for MS & SS.

The ceremony felicitates the students on the following:

Eklavya Child of the year: (refer # 28)

Overall Academic Topper: The student scoring highest marks academically among all the sections of the class (from class 5 onwards) are awarded 1st, 2nd, and 3rd positions.

Subject Topper: The student scoring highest marks in each subject among all the sections of the class (from class 5 onwards) are awarded 1st, 2nd, and 3rd positions.

100% Attendance Award: This is given to all students who have 100% attendance throughout the year with a grace of two days, provided they are not the first day of school after a vacation or the last day before a vacation. This award motivates the students to be regular in school.

Other Awards: Best Scout and Guide, Best in various activities, Reader of the year and 'Best House of the Year' Trophy, Sports Trophy, 100% Mother's Workshop Attendance, 100 % Attendance – Educators, One-Year Trainee Certificates, Scholarships and Educators of the Year Awards (refer # 44) are also given away.

The unique feature of the award ceremony is that the awards are not given away by the Chief Guest or the Principal or by any educator, but by the parents of each student. A special invitation is sent to the parents of the award winners. This is our way of acknowledging the all important role of the parents in the progress of their child. Parents feel very proud and honoured and are full of emotions during the ceremony.

The new members of the Student's Council take an oath for the positions of Captains and Vice Captains of all the four houses, Head Boy and Head Girl, Prefects and Scouts Captain and Vice-captain. The Oath is administered by the Principal.

63. Events - Creative Mela

About 50 artists working in various medium (oil, acrylic, water colours, poster colours, charcoal, embroidery, thormocol, metal scrap, clay, paper maiche and plaster-of-paris, terracotta, glass painting, pottery and sculpture to name a few) come to Eklavya for a day and execute a work of art.

This Creative *Mela* is organized every year in school to inculcate in students an appreciation for various art forms and inspire them. It is held in the month of November - December every year for the whole day from 9.00 am to 4.00 pm.

Various artists are invited to spend a whole day in the school and create a piece of art in the school campus. The students get a chance to observe closely the entire process of an art piece being created in front of their eyes. These artists include professionals from all fields of art, such as: Handicraft experts, people from NIFT (National Institute of Fashion Design, Gandhinagar) and NID, (National Institute of Design, Ahmedabad) students of Fine Arts colleges and local artists of repute. Parents of students of Eklavya and educators of the school also join in. These artists do not charge any fees. The school provides all the art material to them for their work. The final art piece is later framed and put up in the school.

All students and educators are taken for a round and they spend some time interacting with these artists and if they want, they try their hand at some art form.

Students of MS and SS go around and observe two or three times during the day. In the morning they see the beginning of a work of art. Then during the day they see it developing and taking shape. By evening they see the finished work of art and learn to appreciate the process and the finished painting of sculpture.

64. Events - *Dusshera Havan* and *Navratri*

Students and educators all sitting together and performing a *havan*, giving *ahuti* and chanting *Mantras* will be seen on every *Dusshera havan* day in Eklavya. It is performed on one of the days of *Navratri*, in the month of September-October every year. It is a pious occasion where everybody comes together and offers prayers. It ends with everyone taking *prasad*.

The day begins with the *yagna* performed by educators and students. Five different *yagna kund*s are made in the gym and various *mantras* are chanted. The students of the *Havan Mandali* guide students and educators during the *Yagna*. (refer sari # 89) The whole atmosphere resonates with good feelings and intentions. Students along with educators give their offerings in the *havan kund* and make a resolution, which they will follow. After the *havan* is over, the *havan kund* is taken to each and every corner of Eklavya so that whole school gets purified.

The students wear traditional outfits on that day.

After the *havan*, there is a stage *garba* performed by the students and also by the educators and the housekeeping ladies. The function ends with the students, educators, and administrative-and-housekeeping staff getting together for the free *garba (sheri garba)* for two hours with the in-house *mandali* singing *garba* on the *dhol*.

Studies are resumed at the end of the function.

65. Events – Euphoria

“Euphoria” is held once a year in December. It is a platform where students perform and show their talent in Music, Dance and Acting. The event is held in the open-air amphitheatre on the Eklavya campus which has a capacity of about 2000. This event is held on two successive evenings - the first evening is for PS and JS, and the second evening for MS and SS.

The total time duration for the event is exactly two hours. There are about 30 to 40 performances during the event. The sequencing of the performances is done in such a manner that there is no gap in between two successive performances. This aspect is very tightly and efficiently managed. The next item is ready before the current item is over. Often the next-next item is also ready!

There are solo as well as group performances given by the students. Since the event is divided into two evenings maximum number of students participates and there is more than 75% participation from each school. Various dances like *Bharatnatyam*, *Kuchipudi*, *Kathak*, Folk Dance and Fusion Dance are part of Euphoria. Fusions between various musical instruments enthrall the audience.

As far as possible we encourage students to perform to live music and also motivate them to play various musical instruments and sing to a dance. Diversity is important and only one kind of dance say – moving to a single kind of film music or popular western singing is discouraged.

Unique performances like the Parent - Educator dance or an Educator – Student dance and an item by “Special” children also form part of the show and is much appreciated.

The school hires the light and sound system. The educators and students of Eklavya do the entire handling of the system. One or two students thus get exposure and are trained in aspects of light and sound management and operation on stage.

Some best items from Day 1 are repeated on Day 2 and some good ones from Day 2 are selected to be performed on Day 1. Parents are encouraged to take photographs and special arrangements are done for this. (Refer Philosophy sari # 38)

The total cost of event (about Rs 1 lakh over two nights) is borne by the school. School does not encourage any kind of sponsorship for the event.

66. Events - Independence Day and Republic Day

Eklavya School celebrates Independence Day and Republic Day with full zeal and patriotism.

A committee of educators from each school is constituted. They work out the schedule for that day. Grandparents of children are selected randomly from each school for the function as the Chief Guest.

The students of all schools reach at 9 am in the morning and assemble for the Flag Hoisting Ceremony on the Sports Ground. The National Flag, Scouts Flag and School flag is unfurled by the three grand-parents who are chief guests for the occasion. This is followed by the National Pledge. The pledge is taken by all the students and staff members. The pledge shows the feelings of love, affection and loyalty towards the nation. Grand parents share their experiences of early independence days. Various songs, dance and skits related to the freedom movement are performed by the students of each school.

After the function inter-house competitions are held in each school. The school does not work the full day and students go home earlier than usual after the competitions are over.

NATIONAL PLEDGE

India is my country.
All Indians are my brothers and sisters.
I love my country and proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall respect my parents, teachers and all my elders and treat everyone with courtesy.
I pledge my devotion to my country and its people.
My happiness lies in well-being and prosperity.
Jai Hind.

67. Events - *Janmashtami*

Out of all the festivals celebrated in Eklavya, *Janmashtami* is one of the best.

This festival celebrates the birth of Lord Krishna. The students put up a small cultural program that depicts stories from the life of Lord Krishna in the form of song, dance and ballets.

The SS students perform the "*Handiphod*", where a small pot full of curd is hung at a height. SS boys form a pyramid. Then a PS child, dressed as Lord Krishna, climbs up the pyramid, reaches the height of the *handi* and breaks it with a stick. It is always a romantic ending to the celebration and all the 1200 students of Eklavya along with their educators chant – '*Haathi, ghoda, palkhi – Jai Kanhaiyalal ki.*'

Prasad is then distributed and classes resume after the half hour celebration.

68. Events - *Kala Sarjan*

Kala Sarjan is held on the last working day of the school in April. It displays all creative work done by all students from Class 1 - 12 during their activity periods throughout the year.

All parents are invited to come and enjoy the display

It is a platform where they get an opportunity to see a variety of things made with wood, clay, glass and waste material by children during the year

Students also go around and see the various things they have made during the year and appreciate each other's work.

In JS, the last week of school hosts Waste to Wealth. Here children make different decorative items from waste material. These items are also displayed during *Kala Sarjan*.

69. Events - Phoenix

Phoenix is the Amateur Drama Club of Eklavya. It is held in two portions –

1. School play put up by JS and SS - The JS puts up a half-hour play with a lot of music, dance and colourful costumes.

The SS play is a full length one-and-a-half-hour play with some acts and various scenes. The play usually has a mature theme suited to the thoughts and feelings of the students of SS. Classes 9 and 11 play an active role. They select the play or write one themselves. The students also may decide to take up a play written by a famous playwright like Vijay Tendulkar or Habib Tanvir and then give themselves the poetic license to change some scenes or even the climax of the play.

2. The second part of Phoenix is the annual drama competition by the students of MS held in the month of January. It is done in the form of an inter-house competition in which the students from class 5 to 8 take part. The students along with the help of educators choose the script with a theme that may vary from being based on Indian culture to corruption to social issues etc.

This is the event where the entire MS come together to give their best performance. Many times the students and educators write their own play inspired by a current theme. For e.g. in 2007 one house wrote a play on Global Warming inspired by Al Gore's presentation –'The Inconvenient Truth'. Another house wrote a play on the *Gurgoan* school shoot-out incident and went on to win the first position.

Sometimes theatre artists are called to conduct a workshop to train the students in the skills of light, sound, stage performance, direction, costumes and other aspects of play performance. Auditions are conducted and the cast is finalised by the students under the guidance of educators.

The entire process is enriching and enjoyable. After a month-long practice the students perform their play in front of an audience of parents of Eklavya.

Each house puts up the play which is then evaluated and points are added in the final house evaluation.

Apart from the invitees of the parent community, renowned theatre people are chosen to judge the performances.

Some of the dramas performed by students are: 'Harry Potter', 'Here and There', 'Us and Them', '*Kal Aaj Aur Kal*', '*Juloos*', '*Jalebi*', 'Cricket', '*Bholaram ka jeev*'.

One salient feature of the Phoenix club is all its activities – enacting, props, music, costumes and sets are made and managed by the students and educators of Eklavya. Educators and students choose or write the play, write songs, compose the music, sing the songs and play background music during the play! The aesthetics of the props, sets and costumes are also decided and designed by the students with help from the educators.

In the year 2009 -09 we took up Shakespearean drama. SS put up a full length play – 'A Midsummer Night's Dream' complete with sets, props and costumes to match the time, era and ethos of the play.

MS selected excerpts from the plays – 'King Lear', 'Macbeth', 'The Merchant of Venice', and 'A Midsummer Night's Dream' and enacted them for 20 minutes. The entire event was accompanied by a recitation competition of famous dialogues from these plays. Huge posters on which these were printed were displayed in the assembly area and school gym. A Shakespeare trophy was specially made for the occasion and given away to the winners.

Students lived, breathed and performed Shakespeare for nearly three months and some of them developed a love and appreciation for the great poet and playwright.

70. Events - Picasso

Picasso is the annual art and painting exhibition of the paintings made by the students and educators of Eklavya throughout the year. It is held on the second week-end of March in an art gallery in Ahmedabad.

Out of all the paintings made in the year by all students from Nursery to class 12 the good ones are selected and put up in Picasso. About 300 paintings are exhibited every year.

Invitation cards designed in-house by educators are sent to the parents to visit the exhibition. It is inaugurated on a Saturday at 4.00 pm and lasts until Sunday 8.00 pm. Thus is on for one-and-a-half days. Sometimes a renowned person in the field of art inaugurates the exhibition. In 2008 great-grandmothers aged about 90 years inaugurated it.

The paintings displayed are put up for sale for a nominal price of Rs. 150 and 300. However, parents are not allowed to buy their own child's painting. This acts as an encouragement to our budding artists to prove to them that people other than just their relatives or parents appreciate their artwork. The amount earned from the sale is used in the education of some students in Eklavya School.

71. Events - Sports Day

In the month of December the school organises an annual sports day, where all the students of school participate with full enthusiasm. The unique feature of this day is that every student of the school runs a race. Full participation is thus achieved.

A committee of four members, one from each school, is formed. The committee with the help of the sports teacher plans all the events for the sports day. 100% participation is ensured. All students right from Nursery to Class 12 participate in one or the other event. Once the event list and the participants list are ready with the help of the house captains, students are informed.

An invitation card is prepared by the committee members and all parents and grandparents are invited to witness the event. A parent is invited from each of the school (PS, JS, MS and SS). These parents also give away the awards to the winners once the event is over. Before the sports day, tracks for various events are made. While PS and JS have separate tracks, MS and SS have events together being held on two simultaneous tracks. Cloth flags of the colours of each house are placed on the tracks.

Prior to sports day, events like Long Jump, High Jump, Discus and Javelin are held.

On Sports day, which begins at 9.00 am sharp and ends at 11.00 am, various events like Sprints (100 and 200m), Obstacles, Relay (400 m), Obstacles race, Hurdles, Lemon and Spoon race and Sack race are held. Each school prepares its own events list according to the age group of their children. Points are allotted to each event and thus the house with the maximum winners takes the first position. Certificates and cups are awarded to students as soon as the event is over. These are given away by the parents of a student from each school who are Chief Guests for the occasion.

A Prize-Giving Ceremony at the end of the Sports events takes a very long time and is a lengthy and boring function. So we have made this innovation: as soon as a race is over there are 'runners' at the finishing line who take the result to the 'scribes' who are sitting near the announcers. The scribes quickly fill in the name, class and house of the winners in the certificates on which other details have already been written. Then the announcers announce the winners and the certificates and cups are given away. In this way throughout the two

hours that races are going on the prizes are being concurrently given away to the winners.

This is going on four tracks for the four schools. Each school has a co coordinating committee of educators and students combined headed by a main coordinator.

The entire event has a *mela* – like carnival atmosphere. It is held on Dec 25 every year; it being a holiday, parents are able to attend in large numbers. Parents are allowed to take photographs freely. A parent and educators race is also organised at the end which adds to the fun.

A running commentary is given by educators and students of each school as the events are being held. A gift is given to drivers, conductors and the house keeping staff on the sports day as a token of appreciation for all the hard work done by them.

All students are encouraged to cheer for the participants. All in all it is a fun filled day with a little chaos but lots of enthusiasm and fun.

Preamble Speech

Suprabhatam

Sports is fun, challenging, demanding and rewarding. We improve our skills, learn to co-operate and get a sense of accomplishment & pride in this honest effort. Sports teach us valuable lessons, lessons that can never be taught or learnt in the confines of a classroom.

“That’s not fair!”

We have heard this phrase often and have even said it ourselves. When someone does something against the rules, we think it is not fair. When we play, we want fair play. Fair play is all about respect for rules, respect for your competitor and for the officials and acceptance of their decisions, it’s about giving everybody an equal chance to play and about maintaining self-control.

Today we are here to participate in various events. Let us be brave and make our parents, teachers and our House proud of us. Let us take an oath before we begin our Sports Meet.

Oath taken on Sports Day –

On my honour, I solemnly promise:

To take part in this Sports Meet with the true spirit of sportsmanship; respecting and abiding by the rules which govern them, for the glory of Sport and the honour of my House.

To respect all competitors.

To remember that participating is more important than winning.

Let me win but if I cannot win let me be brave in the attempt.

Let me conduct myself with fairness and dignity.

On my victory, I shall not tease others and on my defeat, I shall congratulate the winners gracefully.

Jai Hind

72. Events - Teacher's Day Celebration

Teacher's day is the day where educators become students and students are given chance to teach their juniors

The Student's Council (refer sari # 193) organizes and handles the entire day. It is a good opportunity for them to experience hands –on how the school works.

Educators are expected to sit in a row during the assembly. Some of them are assigned to read the thought for the day, facts, etc. Some educators share their views and experiences about the school. Students manage the programme for the whole day. Students who are 'Teachers' for the day teach in various classes. Some students of SS take classes in PS, JS and MS while those from from MS and JS may teach a lower class in their own school or in PS. For e.g. a student may want to teach Hindi in class 7. She gives her name to the teacher-coordinator. Once she is allotted the class she goes and meets the Hindi teacher of that class and finds out what is exactly the portion to be taught that day. She prepares the lesson and then delivers it in the class on Teacher's day.

JS class 3 and 4 children teach class 1 and 2 and PS children.

A chart is put up in each school indicating the names of the student-teachers for that day and the class and subject they will teach.

Sometimes there is a sick child or one who is hurt while playing. Students who are teachers for the day learn to handle these small emergencies and also understand and appreciate their educators.

Chief Guest for the Eklavya Excellent Educator Award shares her views on education during the day with all the educators of the School.

The School arranges a lunch for educators on this day. A menu is decided having an assortment of dishes well liked by educators. The lunch is arranged in the school's multipurpose hall. Circular tables are arranged with chairs around them so that educators can sit and have lunch comfortably. All educators of all schools come together and greet each other and have lunch. It is an interactive, fun filled time for all of them.

In the evening all educators attend the Eklavya Excellent Educator Awards Function. (refer # 57).

73. Events - *Uttarayan*

Uttarayan is an important festival in Ahmedabad and Gujarat. It is a rare festival that follows the solar calendar and is on January 14 every year. On this day the entire city of Ahmedabad is on their roof-tops flying kites. The sky is speckled with thousands and thousands of kites from morning to evening. This festival is also known as *Sankranti* in Maharashtra, *Pongol* in Tamilnadu and *Bihu* in Assam.

The JS and MS students celebrate *Uttarayan*, a couple of days earlier since the school is closed on January 14. They bring their own kites and *Manjas* (strings). Students fly kites on the school grounds for an hour or so. The whole atmosphere is charged with everybody shouting "*Kate*," "*Kapioche*."

On January 14, *Uttarayan* is celebrated on the roof-top of our administrative office in the city called Core House. Parents, students, staff and friends are invited, About 800 to 1000 people fly kites from 10.00 am to 2.00 pm and end it with a sumptuous, traditional lunch of *Undhiyoo-puri*, *til papdi* and *bhajiyaas*.

74. Excursions

During every academic year Eklavya organises excursions for students from classes 4 to 12. These excursions are held during *Diwali*, Christmas and summer vacations. During summer vacations an excursion of 10 to 14 days is organised and during *Diwali* or Christmas vacations it is of 3 to 5 days duration. So far we have organised a camp in summer vacations and *Diwali* or Christmas vacations. We have so far not done an excursion in all three vacations but we may do so in future.

The objectives are -

1. Historical significance of the place.
2. Tourism aspect – temples, monuments etc.
3. A science lab or factory
4. Fun
5. Experience of travelling and handling the travails of it.

This is planned so that students gain holistic exposure. The excursion lasts for about 10 days and is full of fun-filled learning experiences for the students. It gives them opportunity to learn and experience outside the classroom and books. It is a mixed group of about 50 students and three educators accompanying them. The younger students are looked after by the older ones and lessons in taking responsibility and accountability also happen.

One day of the tour is designed to be a 'Tough Day'. On this day students have breakfast as usual and leave for the day. This day has a walking or trekking schedule. Due to 'some reason' they get delayed or take a wrong route and cannot get lunch! There is no shop or place where food is available locally. Now they either turn back or go to the base point or they carry on and finish the trek. Usually they finish the trek at the end of which food is served. Children are so hungry that they relish and eat with gusto whatever vegetable (*Doodhi, Baigan*) is served. They find all the food tasty!

These excursions are voluntary for students. They pay a fixed amount for the same. This amount includes their back and forth fare, lodging, boarding and sight seeing. The school also provides Financial Assistance (refer # 81) is given to some students if applied for. Students enjoy these excursions a lot and according to them, it is informative and educative and is a good break from structured studies in school. They also say that they learn many things here that are not possible to learn in the school.

If a student goes for all excursions from class 4 to 12, she has gained in richness of knowledge and experience which adds value to the education she has had in Eklavya.

Excursions held in the previous years –

Sr.	Year	Summer	Diwali	Christmas
1	2000 – 2001	Sikkim	Nainital	Panchmarhi
2	2001 – 2002	Gangotri		Sawai Madhopur & Ranthambhor
3	2002 – 2003	Nainital + Aarohi	Lakshwadeep	
4	2003 – 2004	Kulu Manali		Diu – Somnath – Junagadh
5	2004 – 2005	Bhutan, Sikkim	Bangalore	
6	2005 – 2006	Amritsar	Panchmarhi	
7	2006 – 2007	Chennai	Hyderabad	
8	2007 – 2008	Manali	Coorg	

A sample of the letter sent to parents about three months ahead of the programme is given in the following pages.

February 9, 2007
Dear Parent,

The School is organizing an educational cum sightseeing tour to Chennai, Mahabalipuram, Pondicherry, Kanchipuram, Sriperumbudur during the May Summer vacation. The places of visit will be:-

Chennai: Formerly known as Madras is the capital city of Tamil Nadu state and is the fourth largest metro city in India. The city grew up around the English settlement of Fort Saint George and gradually absorbed the surrounding towns and villages. However, despite the strong British influence, Chennai has retained its traditional Tamil Hindu culture and effectively blended it with the foreign influence. Chennai is a journey into timeless India, a kaleidoscope of moods rich in the treasures of history, from temples and shrines to forts and palaces, the landscape of the past lives easily with the present. This 350-year-old city is the gateway to the south, providing many a fascinating vignette of southern heritage.

Mahabalipuram: 55 km from Chennai, the marvelous city of Mahabalipuram forms an integral part of the golden triangle of the southern India. The city was earlier called Mamallapuram but was later called Mahabalipuram or 'The land of Bali'. The lovely seaside was the capital of the Pallavas dynasty.

Pondicherry: The headquarters of the Union Territory of Pondicherry which comprises Pondicherry, Karaikal, Yaman and Mahe – four widely separated towns, the first two enclaves in Tamil Nadu, the other enclaves in Andhra Pradesh and Kerala respectively, made one by their French connection. Legend associates Pondicherry town with the Sage Agastya, who travelled from the north and settled here. Recorded history talks of Pondicherry being, for almost 300 years, the center of Anglo-French conflicts, and, later, the retreat of Indian freedom fighters, including Sri Aurobindo.

Neat, pleasant, and charming, Pondicherry has a beautiful beach and a sea that is always warm and refreshing. It has been made world-famous by the Sri Aurobindo Ashram and its offshoot, Auroville. And in what still remains of its French connection there is uniqueness that makes it different from the rest of India.

Kanchipuram: Also known as one of India's Seven Sacred cities, Kanchipuram was the historical capital of the Pallavas from 6th to 8th century A.D. and later became the citadel of Cholas, Vijaynagar Kings, the Muslim and the British. It has been a center of Tamil learning, cultural and religious background for centuries. Kanchi is also known center of the finest silk sarees made in the country. It also has magnificent temples of unique architectural beauty bearing eloquent testimony to its glorious Dravidian heritage. Adi Sankara established his Episcopal seat (Kamakotipeetam). Kanchipuram is the birthplace of C.N. Annadurai, former Chief Minister of Tamil Nadu affectionately called as "Anna" by the people of Tamil Nadu.

Sriperumbudur: Located in proximity to Chennai, it is a panchayat town in Kanchipuram district. On May 21st, 1991, Rajiv Gandhi, former Prime Minister of India was assassinated by a human bomb in Sriperumbudur. It is the birthplace of Sri Ramanuja, one of the most prominent Hindu Vaishnava saints. There is now a temple of Lord Vishnu at his birthplace, the only Sleeping Vishnu.

With good highways and infrastructure not being too far from a major metropolis (Chennai), Sriperumbudur offers all the facilities that the big companies want. Sriperumbudur is already becoming a strong case for being developed into a satellite township. Hyundai cars are manufactured here. Nokia has set up a production center here. Saint Gobain manufactures floating glass here. Vellakotai Murugan temple is just about 9kms away from Sriperumbudur, where you can find the tallest Murugan statue in India.

Details of the trip are as under:-

Departure: 17th May, 2007 (Thursday) at 6:30 a.m. by Train No. 2655 Navjeevan Express
Reaching Chennai on 18th May, 2007 (Friday) at 4:05 p.m.

Departure: 25th May, 2007 (Friday) at 9:36 a.m. by Train No. 2556 Navjeevan Express
Reaching Ahmedabad on 26th May, 2007 (Saturday) at 7:45 p.m.

The total cost of the trip per child will be Rs. _____. The cheque is to be drawn in favour of "Eklavya Education Foundation". Interested parents may submit the filled in form latest by 15th February, 2007 to the class teacher.

For Eklavya School, Ahmedabad
Principal

Yes, I am interested in sending my child to the Chennai, Mahabalipuram, Pondicherry, Kanchipuram and Sriperumbudur tour. Please accept enclosed

cheque of Rs. _____ (Cheque No. _____, dated _____ drawn on _____)

Child's Name/Class: _____ Date : _____

Parent's Name : _____ Signature : _____

EKLAVYA SCHOOL, AHMEDABAD
APPLICATION FORM

To,
The Principal
Eklavya School, Ahmedabad
Village Sanathal, P.O. Sarkhej
Ahmedabad 382 210
Tel. No. 95-2717-250199

(USE BLOCK LETTERS)

NAME : _____

AGE : _____ DATE OF BIRTH: _____ GENDER: M / F

ADDRESS: _____

CITY : _____ PIN : _____

PHONE : (R) _____ (O) _____
(M) _____

E-MAIL : _____

STANDARD: _____ DIV : _____

DECLARATION

I would like to enroll myself / my son / daughter to participate in the Camp / Tour organized by you. I understand and agree that the organizers or any individual associated with it will not be held responsible in case of any accident / emergency situation.

Signature of Father

Signature of Mother

Note: *It is very important for the participant and parent to go through the programme circular. If the participant is under medication or has any kind of allergies, please inform the same in detail to us. Any other specific characteristics like night walking, phobias etc. should be mentioned in the space below. This will help us to take proper care of the participant.*

SPACE FOR SPECIAL REMARKS (if any):

75. Extra classes (Class 8 – Maths)

After class 8, students now start the 'Board Exam Journey'. Maths is a major subject and various mathematical skills need to be reinforced before they start class 9. When they go from class 8 to 9 we do not want them to be *kachha* in maths concepts. For this some additional inputs are given in class 8 itself.

After the Diwali vacation in the 2nd term class 8 students have a Maths extra class once a week i.e. on Wednesday for 15 weeks. They are taught mathematical concepts from class 5 to 8 that they are required to know well and fall back upon in class 9 to 12. This class is held from 7.25 am to 8.30 am.

They do a worksheet based on a mathematical concept for one hour. During this class, they revise the basic concepts of math like algebra, commercial arithmetic etc.

Worksheets are prepared in advance. Each worksheet consists of 15 sums for class work and 25 sums for homework. They complete the homework and submit the notebooks on Friday morning.

The home work is evaluated by the educator and marks are given out of 50. The marks are recorded in a sheet for reference.

These classes give educators an idea about areas and concepts where more practice is needed.

The schedule for the extra class is put up on the softboard. Students revise the concepts for the day before coming to the class. A test of 50 marks is taken at the end of a 15 week program. A sample of the topics covered date wise is given below.

Extra Maths Classes

Date	Topic
16/11/06	Fundamental topics of Algebra (Addition, Subtraction, Multiplication, Division)
23/11/06	Indices and Exponents
30/11/06	Special Products and its Expansion
07/12/06	Factorization
14/12/06	Linear Equation
21/12/06	Simultaneous Equations
04/01/07	Word Problems of simultaneous Equations
11/01/07	Quadratic Equations
18/01/07	Unitary Method (Direct Variation, Indirect Variation)
25/01/07	Unitary Method (Time and Work)
01/02/07	Percentage
08/02/07	Profit and Loss
15/02/07	Discount
22/02/07	Simple Interest
01/03/07	Announced Test

76. Family Life Education (FLE)

Family Life Education (FLE) is held for students of classes 5 to 8 once a month. Awareness about sexual and reproductive health is imparted in these classes. Students of class 5 to 8 undergo a lot of physical and psychological changes as they attain puberty. FLE classes are aimed at addressing the same.

Curriculum has been developed for each class and educators of Eklavya volunteer to take these classes. These educators talk freely to students and provide correct scientific information on topics related to the growth and development stage of their life. The initial classes in the beginning of the year are aimed at providing information to the students. Slowly these classes transform into interactive sessions where students feel free to share their concerns and queries.

To encourage student participation, a Question Box is placed in the MS library. Students are encouraged to drop their questions without writing their names (to maintain confidentiality). Educators incorporate these queries and concerns in their next classes and provide accurate information and clarify myths and misconceptions. The classes are enriched by charts and posters.

The topics covered are as follows:

Class 5: Puberty, Pleasant and Unpleasant touch, Reproductive system in males and females.

Class 6: Menstrual Cycle, Secondary sexual changes, Abuse.

Class 7: Revision, Test tube babies, Surrogate mother, Social issues like rape, child abuse, AIDS awareness.

Class 8: Changes during adolescence, AIDS, Pregnancy, Contraception, Social issues like eunuchs, homosexuality.

During the year some sessions are arranged with experts in the field – psychologists, counsellors and NGO workers who come to school and give presentations on – ‘ How to cope with Adolescence’, ‘Secondary Sexual Changes’ and ‘Female Foeticide’.

77. Feedback

At the end of the term examinations, a subject wise detailed feedback is given to the students of class 3 to 12 to make the students aware about the mistakes they have made in answering the exam paper and how to correct them and make up the lost marks for the next exam. After an educator prepares a term question paper, she is also required to prepare an answer key which contains the elements of the correct answers.

In JS educators emphasize on the common errors made by the students. Correct answers are given to students so that they compare it with their answers and rectify mistakes. The whole class solves the entire paper along with the educator.

In MS and SS, the next day after the examinations are over, 45 minutes to 1-hour slot is allotted to each subject. The subject teacher goes to the class, distributes the answer sheets, puts up the answer key that has been photocopied on the transparency on the overhead projector and starts discussing each answer in detail. She points out to the children the areas where they have lost marks, key words, which should be present in their answers and common errors. The students take note of all of these points.

The focus is on every mark lost and that it does not repeat in future. Teaching and evaluation together constitute only 50% of learning. It is important for the student to KNOW where she has lost marks. Therefore, correct and exhaustive feedback will tell the student where and how marks are lost. The purpose of feedback is that if a student has scored 67/100, at the end of feedback she has recovered those lost 33 marks and if the same paper were to be given again she will now score 100/100.

A follow up worksheet is prepared covering all the common errors and given to the children immediately after the feedback.

In SS, students are also encouraged to issue from the library the photocopies of the answer key and do self reference to improve on their own. It usually lasts for two days and the objective is to motivate and encourage students to achieve maximum marks.

On the next page is the feedback schedule for Class 10. English and Hindi are given one hour slots since both Literature and Language feedback is done.

Feedback Schedule, Class 10 Date:30/07/07		
Time	10A	10B
10.00 -11.00	English	Hindi
11.00 -12.00	Hindi	Maths
12.00 -12.40	Maths	EVS
12.40 -1.00	LUNCH	
1.00 -1.40	Physics	Bio
1.40 -2.20	EVS	Geo
2.20 -3.00	Bio	History/Civics
3.00-3.10	Break	
3.10-3.50	History/Civics	Chemistry
3.50-4.40	Geography	English
Feedback Schedule Date:31/07/07		
Time	10A	10B
10.30 -11.10	Chemistry	Physics
11.10 -11.50	6 th Subject	

78. Festival Celebrations

We celebrate all festivals of all religions in a traditional and authentic manner. School remains closed only on *Rakshabandhan*, *Dussehra*, *Diwali*, *Dhuleti* and *Uttarayan*. All other festivals are celebrated in the school in its true flavour.

Janmashtami: (refer # 67)

Diwali: On the last working day before *Diwali* vacations students decorate their classes beautifully and draw *rangoli* in the gym. Each section makes arrangements to eat lunch together. MS students bring *puris* and boiled *chhole* from home. A sumptuous meal is cooked in school by students along with the educators. Students of SS also arrange for a similar lunch while JS enjoys a mouth watering snack of *bhel* or *paanipuri*. Students are advised against bursting crackers to arouse awareness against environment pollution.

Dhuleti: *Dhuleti* is a holiday so the festival is celebrated a day ahead in the last hour of school. Students and Educators all gather in the ground for a time of colour and fun! This festival creates a rare bond amidst the students and educators.

ID: Id calls for a visit by the *Maulvi* – the muslim priest. Muslim students dressed up in traditional attire demonstrate the procedure of offering *Namaaz* and share the values and ideals of the one month long abstinence called ‘*Roza*.’ The *maulvi* delivers the message of Id to the students.

Dussehra: (refer # 64)

Uttarayan: (refer # 73)

Lohri: A parent is invited to share with the students the customs that this harvest festival brings along. The fire is lit on the stage and *revari* and *phulia* (popcorn) is distributed as part of the celebration.

Pateti: A guest dressed in traditional *Parsi* attire graces the assembly on this day. The students are informed about this community their culture and their religion.

Christmas: A priest from the church is invited to deliver the message of love, peace, and good cheer that Christmas brings along. Children present nativity play depicting the birth of Christ. Christmas carols and a surprise visit by Santa Claus enhances the festive spirit and mood.

79. Field Visits

During the academic year students make visits to places like factories, companies, exhibitions and heritage sites. These visits help students to gain in-depth knowledge and information first hand about the products of the factory or working of various departments of a company or awareness about the rich cultural heritage of our country.

Field visits are the 'exposure visits' arranged for students. Five, six or seven visits are planned for each class separately which are spread over the entire academic year.

Visits are to a variety of places. For each class some visits are directly related to their curriculum while some are apparently fun visits organized to provide appropriate exposures.

Places for visits are local museums, hospitals, blood banks, old age homes, science parks, factories, food processing units, banks, nature parks, historical places, architectural monuments etc.

A week before the visit is to be done, educators actually go to the place to be visited and make a blue print of the visit that includes a rough map of the place and all the areas that are to be seen and explained. They also speak to the resource person there and discuss what type of interaction will take place. (Appropriate for the visiting class).

Students are briefed about the purpose and nature of the visits. If needed some additional information about the visit is also given. Sometimes brochures, pictures, movies, and posters are shown. Students are encouraged to take down notes during the visits and write down their experiences immediately after the visit.

A separate 'Visit File' is maintained with details of each visit like the appropriate days and time for visit, contact details, time required to travel to the place, time taken for the actual visit, travel time coming back, educators accompanying the visit etc. A detailed and comprehensive report is prepared which is filed in the visit file.

The main purpose of many visits like the one to Old Age Homes or orphanages is to provoke students to go beyond the physical aspects of the visit and question as to why such set ups like an Old Age Home is needed? To enable them to question the structure of society and understand how social and economic structures change with times.

When they visit heritage sites or temples they study the importance of a cultural background and its preservation.

In SS these visits are organised class wise based on their curriculum and subject knowledge. The visit also helps students to make better presentations for their project. The visits are conducted to give a practical experience of the particular place. Some places of visits are Divya Bhaskar Press, Parle Biscuits Factory, Arvind Mills, Core Emballage, Claris Pharma, SAL Hospital, Electroplating Workshop, PRL, Amul Dairy and Muni Seva Ashram. A committee of three educators is formed in the beginning of the academic year. They look after the logistics of the visit and seminar and plan them for the next academic year.

Interested educators from the schools other than the one for which the visit is arranged are encouraged to accompany the students on the visit.

Some of the visits are listed on the next page:

Class 1	Class 2	Class 3	Class 4
Sundervan	Naranpura Post Office	Sterling Hospital	Adalaj Step-well
Traffic Park	Kalory Bread Factory	Van Chetna	Rancharda Dental Hospital
Brick Kiln	School Garden	Core Factory	Soap & handmade paper factory
Gujarat Vidyapith	Places of Worship	Shreyas Museum	L D Museum
Class 5	Class 6	Class 7	Class 8
Radio Mirchi	Science City	Sarkhej Roja	Krishna Heart Institute
Uttam Dairy	Lothal	Gujarat High Court	Baroda Museum
Shreyas Museum	Sola Vidyapith	Safai Vidyalay	Pirana Sewage
Brick Kiln	Divya Bhaskar	Kankaria Zoo	Paper & Soap Factory
			WIAA Aeronautics

Class 9	Class 10	Class 11	Class 12
Arvind Mills	Marble Factory	CHPL	Muniseva Ashram
Jeevan Sandhya Old Age Home	Safai Vidyalaya	Prathma Blood Bank	Claris Pharma
Tirupati Oil Factory	NEPL	Ahmedabad Zoo	Halcyon Labs
Core Emballage	Vintage Car Exhibition	Cancer Institute	Architect Bimal Patel's Office
	Divya Bhaskar	MICA	

80. Filler Weeks/Subject Weeks

In the beginning of the session, a schedule is planned and prepared for the entire year's programme, which are to be held during the year. Filler weeks are a part of it. These are spread throughout the year subject wise.

It creates enthusiasm and inquisitiveness in the students. They celebrate by making banners, dangles, posters etc. Also various activities like poem recitation, elocutions, debates, bookmarks and poster making competitions, reading time, drama from the classic authors of the Hindi and English languages, Maths puzzles and games, mock sessions, skits and plays based on the anecdotes of the personalities etc are conducted in the assemblies and within the class thereby creating an atmosphere of that subject in the air. It peps up every one and helps in peer learning as well. Usually a filler week is held for three consecutive days.

Prizes are also distributed to the students at the end of the competitions. During English week we have allotted a special time for reading any book during home period where the students and educators are engrossed in reading books thereby inculcating the habit of reading. In Hindi *Humjoli* students are given topics for essay and poem writing etc.

In all schools the prizes given to the children are prepared by the educators themselves.

Some of the filler weeks celebrated in JS and MS are –

1. Reading Week
2. Science Week
3. Maths Mela
4. Hindi Humjoli
5. How you say it – Reading and Recitation Week (Middle School)
6. Then and Now – Social Science Week
7. Waste to Wealth
8. Value Week

81. Financial Assistance

Eklavya has created a fund to partially or fully subsidize the fees for students who are unable to afford the full amount. Financial assistance is purely need based and varies from 25% to 100%.

About 25% of the children in Eklavya come under what we call "Financial Assistance (FA)." Some pay almost no fees at all (may be Rs.10 per month or Rs.50 per month), some pay 1/4th fees, some pay half, and some pay 3/4th of the fees - this depends on their financial condition.

Each year parents have to apply in a prescribed form, declaring their income, assets, and how much they can afford. In most cases the Financial Assistance Committee accepts what they say and grants them financial assistance asked for. Our fees are approximately Rs.2000 to Rs. 5000 per month from Nursery to Class 12 (including books, outings, bus, etc - not included is only uniform and food which they bring from home). Thus some pay Rs.10, some Rs.300, some Rs.800, some Rs.1500.... etc. Each year when they apply, the committee sees whether the parents are taking interest or have "switched off", and also if the economic situation of the family has improved, part of that should go to paying more fees, even if it is Rs.50 more per month.

In 2006-07, 203 students out of 1100 were getting Financial Assistance in the following range:

Sr.No	No. of Students	% of fees Parents pay
1	40	0 - 10 %
2	44	11 - 25 %
3	70	26 - 50 %
4	42	51 - 75 %
5	7	76 - 100%
Total	203	

Eklavya's philosophy strongly believes that you can donate money to a charity or a temple or a needy cause. But when you invest in a child you invest in the future. You help make a LIFE. Unlike monetary donation, which makes the recipient dependent, education makes the recipient independent and enables her to achieve more.