

THE FOREST POST

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Education Access for Women - Part 1

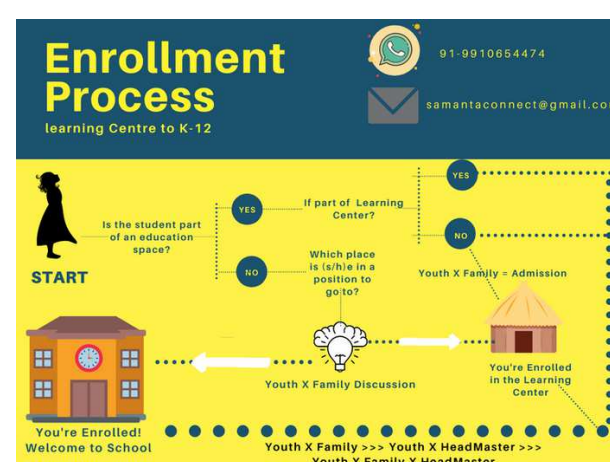
Improving the literacy rates in the country, has been driven by a zeal to enable women to write the names as an art practice module. People are taught to draw their names rather than alphabet clarity and writing. Hence crops the larger debate around education vs literacy vs learning. The subsequent issue of lifelong learning is long forgotten.



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Localised Enrolment Solutions: First Steps



In order to achieve this we have been developing a praxis based model. Here we share the model in representation format in the image below. For us Youth and Community have been driving to formulate localised solutions. Here we share our conception and hope to listen in to your feedback.

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Evolving Education Models in COVID Times: Forest Dwelling Communities



Access is an issue even in the 21st century for a slew of services which are part of the Constitutional Dictum. The inability of the system to ensure access and availability of Education for the Forest Dwelling - pastoral nomads & sedentary - communities has widened the literacy gap. These conditions are complicating existing issues of - Learning Outcomes, Absenteeism, Non Functional - in government schools. The schools in the Lower Himalayan region are geographically distant from the centralised systemic hierarchy which leads to minimal to no attention to the realities that they are running in - Van Vidyalay (under the egis of the Forest Department) and Primary and Middle Schools under State Ed Department.

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कहानियाँ - एक बदलाव की ओर



क्या कहानियों के इस्तेमाल से बच्चों को शिक्षित करने की प्रक्रिया में कुछ बदलाव लाए जा सकते हैं?

क्या कहानियों से किसी की समझ में बढ़ोतरी हो सकती है?

यह कुछ सवाल हमें अपने आप से पूछने चाहिए और एक बार कहानियों के माध्यम से किसी संदेश को कहने की कोशिश जरूर करनी चाहिए। किसी बात को कहानी के जरिये बयान करना भी आपके कौशल की पहचान है।

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