

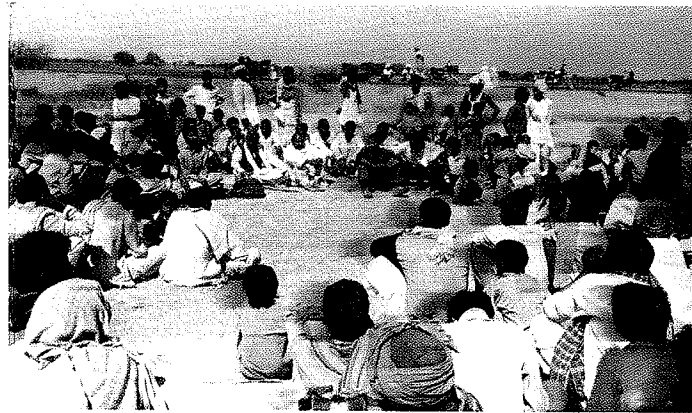


involving the community to make education more relevant to peoples lives in the rural areas. It will also provide them with the necessary information to take informed decisions and make informed choices about their livelihoods and their future.

Objectives

- ❑ Setting standards of quality in school education
- ❑ Establish a model of community owned school
- ❑ Evolve a pedagogy and curriculum for relevant education
- ❑ Create a community based learning environment

To achieve this, Gramin Shiksha Kendra invites support. A School has been started in Jaganpura village of Sawai Madhopur Block with sixty children in the age group of 3-9 with the support of 2 full time teachers. Land and materials are



provided by the community.

The contributions of Community and friends of Gramin Shiksha Kendra are supporting present operations. Though they can form a part of the fund of organisation they are inadequate to sustain the work.

Locally raised funds can meet the requirements of physical infrastructure development. Operation and sustainability of the programme however require more resources and we expect to raise them through funding organisations. We invite individuals and solidarity organisations to join our efforts in the form of contributions towards learning material, sponsoring the expenses of a child or a group of children, small cash contributions that go towards building better facilities like library, learning equipment etc.

We would be happy to provide further information.

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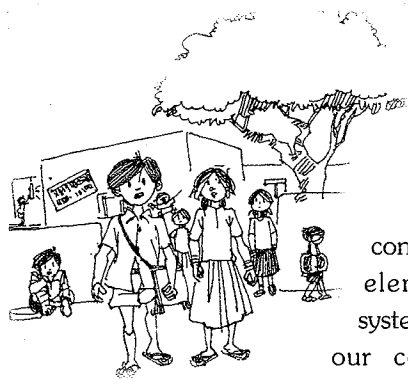
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Gramin Shiksha Kendra

for relevance
in education





Context

education and dependency on foreign aid for budgetary allocations for the primary education raises the dilemma whether education is a social capital or business.

The community thus finds compelled to choose between a school that does not work and a school that may work but is unaccountable to the community and society at large.

The present education does not reflect the communities living reality. In the opinion of the community, education neither guarantees a proper job nor does it impart the required skills that enables them to work and contribute to the agrarian society. To add to this, it fails to instill basic human values.

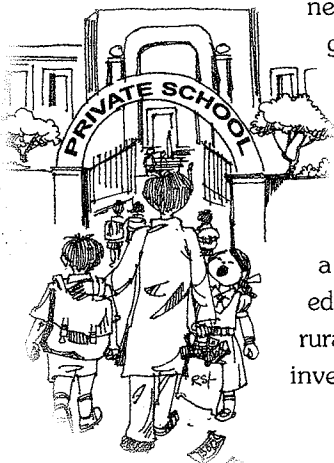
In this context a group of people from the villages of Sawai Madhopur, Rajasthan along with some development professionals came

The deteriorating conditions of primary and elementary education systems in rural areas of our country are a well-accepted fact. Education has been characterized by a high pupil-teacher ratio, teacher absenteeism, poor teaching and learning atmosphere, inadequate infrastructure, lacking links between the community and school, high drop-out rates, poor academic achievements etc.

After five years of education in a government primary school in our country, most children are still not in a position to pursue secondary education. Drop out rates are alarmingly high. Only 2% of the children who join primary school make it to college and 55% drop out by class five.

On the other hand private schools that are mushrooming up all over the country are operating on the principle of profit. Quality of teaching and resources in these schools depend on customers since they operate more as a business. These schools are

neither accountable to the government nor the community. If the school does not have the desired turnover it is usually closed down. This adds to problem of availability of reliable education especially in the rural areas. Declining public investments in the primary



together as
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that aims to provide quality education to the rural children. They believed that poor and irrelevant education had significantly contributed to the present socio economic conditions.

Vision

All round development is possible when local communities are empowered to make informed decisions for themselves and their members in a democratic, free and dynamic environment. Access to quality education that is relevant and progressive is the most necessary condition for achieving this goal.

Mission

Gramin Shiksha Kendra envisions setting up high quality learning-centers and schools in the district.

Through these institutions the community would see and learn what qualitative education actually means apart from becoming active partners in evolving those standards. This will be assisted by a community out-reach programme that encourages them to demand better quality of education from the existing governmental school system and the private sector.

Gramin Shiksha Kendra will design, develop and implement a curriculum and evolve a pedagogy



Sawai Madhopur in east Rajasthan, is best known for Ranthambore Tiger Reserve. It is also one of the most backward districts of the state, especially in terms of education, industry and infrastructure.

With the creation of the Tiger Reserve the local communities were affected the most as their grazing and other rights were restricted.

There are two major communities - the gujjars, who traditionally rear animals and Meenas - a tribe but basically agriculturists.

Tourism was meant to offset some of the losses that resulted from the restrictions. But it is dominated by outsiders and benefits to locals, especially rural community are negligible. That leaves few options apart from agriculture.

