

# **EBION PUBLIC SCHOOL/S (EPS)**

**(Chain of especially dedicated school/s for the marginalized)**

**Motto: Holistic Education beyond Schooling.**

## **OUR MOTIVATION:**

*An ancient rural India proverb says:*

- *If you are planning for a year, ..... Cultivate Rice*
- *If you are planning for five years, ..... Plant Coconut*
- *But if you are planning for the future .....*  
*... Send your child to school.*

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**This is what many budget school/s do in India; to reach out to the poorest communities and provide them quality education at affordable cost @ <100-150-200-300-500.**

**EPS school/s are run & managed by - SPTWD**

## BUDGET PRIVATE SCHOOLS:

### HOW THEY AID ACCESS?

#### Characteristics of Rural/Tribal areas/communities

- ✓ *Remote & inhospitable terrain devoid of basic facilities like Electricity, Safe drinking water, Education & Health care facilities and so on.*
- ✓ *High level of Poverty, Illiteracy and Unemployment etc.*
- ✓ *Absence of higher learning centres and limited avenues for gainful employment.*
- ✓ *Highly diverse and scattered population.*
- ✓ *Highly vulnerable to **militancy and Malaria.***

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#### **SCENARIO – 1: Progress of Education in Tribal areas**

- ✓ *Literacy rate among Tribals in India increased from 8.53% in 1961 to 47.10% in 2001 compared to 28.30% and 64.84% for the General Population.*
- ✓ *The female literacy is 34.76% which means 5 out of every 10 Tribal women is illiterate (2001 data).*
- ✓ *Drop out rate at Primary, Middle and Secondary level remains high at 15+% on an average (1991 data).*
- ✓ *The participation of Tribals in higher education is 3.9% as against their population percentage of 8.08. BA at 3.4%, B. Science at 1% and B.Com at 1.5% (1991 data).*

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### SCENARIO – 2: Myths and Assumptions

- ✓ *Tribals & rural communities suffer Geographical, Cultural and Social exclusions.*
- ✓ *Some Tribal groups feel that education makes their boys defiant & insolent while the girls turn modern & go astray.*
- ✓ *Superstitions and Myths: Some Tribal groups still believed that their gods will be angry if they send their children to schools run by outsiders.*

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#### SCENARIO – 3: Matter of Economics

- ✓ *Majority of the Tribals are living in abject poverty; hence it's not easy for them to send their to schools. **More importantly, it is difficult for them to ensure uninterrupted education/schooling at least up to the secondary level.***
- ✓ *Sending their boys/girls to school is a matter of economics; it affects the family work allocation. Hence many parents cannot afford to send their children to school.*

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#### **SCENARIO-4: Elitist Education System**

- ✓ *The present education system is urban middle class oriented. It has little relevance to the social and physical environment and the culture and tribal history.*
- ✓ *The situation demands that their education start with the teaching of their own society, history, demography, social systems, culture and religion and environment etc.*

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#### **SCENARIO-5: Need for Missionary teachers**

- ✓ *It is difficult to find committed and trained teachers to work in rural and Tribal areas at minimum salary.*
- ✓ *Majority of the teachers employed in Tribal areas are non-Tribals and they show very little regard and appreciation for the Tribal way of life and value systems.*
- ✓ *They approach Tribal people with a sense of superiority and treat them as 'Savage' and 'Uncivilized' and hence fail to establish proper rapport with the students/locals.*

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#### **SCENARIO – 5: Suitable Teachers**

- ✓ *The Scheduled Areas and Scheduled Tribes Commission's report says that a teacher in Tribal area must have a throughout knowledge of Tribal life and culture.*
- ✓ *He must speak tribal language. Only so can he/she be in a position to act as a friend, philosopher and guide to the tribal people.*
- ✓ *It is difficult to find non-Tribals who are well verse in Tribal language and way of life. RTE does not have incentive for private budget school teachers working in difficult tribal areas.*

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#### SCENARIO – 6: Mother tongue education

- ✓ Language: *One of the major problems in tribal education is that of language. Most of the tribal languages and dialects are in the most rudimentary stage and there is hardly any written literature.*
- ✓ *Majority of the schools impart education to tribal and non-tribal children alike through the medium of the regional language, which makes the education uninteresting.*

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#### **SCENARIO -7: Nature of habitat**

- ✓ *Most of the Tribal villages are scattered & thinly populated. This entails long travels by foot to attend schools.*
- ✓ *Unless the schools are located or situated in an area (say cluster centre) where nearby villages can send their children to the school, the school will not be sustainable.*
- ✓ *We have a strategy to set up EPS school/s in select cluster areas, where by children from surrounding villages could attend the school.*

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#### **SCENARIO - 8: School building & facilities**

- ✓ *The school building also plays an important role to attract and retain students. Majority of the Govt. schools in rural Tribal areas are in deplorable conditions and are not suitable to provide conducive learning environment to the students.*
- ✓ *Basic facilities such as Toilet for both boys and girls, safe drinking water, library, science lab and sport facilities are missing in most Govt. schools.*

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#### **SCENARIO - 9: Adequate no of teachers**

- ✓ *Most of the Govt. schools in rural areas are 'Single' teacher managed whose presence in the school is more an exception than a rule.*
- ✓ *Students absenteeism and high drop out rate is another serious issues in rural and tribal areas. The real challenge lies in ensuring uninterrupted education at least up to the secondary level.*

## **BUDGET PRIVATE SCHOOLS:**

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- ✓ *The school/s in rural and tribal areas are more than a school. They are a learning centre for the children and also*
- ✓ *A college for the parents to learn simple technical know-how beyond the skills of reading and writing to enable them to become effective agent of social change.*

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#### ***CONCLUSION***

- ✓ *RTE does not have incentive for Private budget schools working in difficult tribal areas.*
- ✓ *Apart from good school building prescribed by RTE, equally important is the facilities to enhance the learning outcome of the children.*
- ✓ *Certain Tribal culture and activities like agriculture, dancing, hunting and other tribal games must find place for their fullest expression in the extra-curricular activities of the school/s to ensure continuity of the traditional values and forms of organizations.*

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