



ROLE OF NON GOVERNMENTAL ORGANISATIONS IN IMPARTING ELEMENTARY EDUCATION IN CONTEXT TO RTE

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INTRODUCTION

Education leads to individual freedom and empowerment, which yields significant societal development gains and makes an individual self-reliant. It is seen as the foundation of society, enabling economic wealth, social prosperity and political stability. Education is therefore increasingly being viewed as a fundamental right across the globe and essential for the exercise of all human rights. All individuals are entitled to education.

Universal access to basic education still remains an unfulfilled pledge in many parts of the world, despite pronouncements at various international fora. Universalization of Elementary Education (UEE) in India is still a distant prospect. The Statistics of this non-achievement are only too well known. Half of all women and nearly one third of men are illiterate. There are wide disparities in educational attainments across States and between genders. Elementary education forms the foundation for all levels of learning and development. It empowers and equips individuals with analytical capabilities, instils confidence and fortifies them with determination to achieve goal-setting competencies. It, therefore, plays a pivotal role in improving the socioeconomic condition of the nation. For any country to grow, it is imperative that it has in place a strong elementary school driven education system. Education is globally recognized as a fundamental human right, and people with access to education can develop the skills, capacity and confidence to secure other rights. The right to education thus acts as an enabling right that functions as the voice through which rights can be claimed and protected. It is therefore an important

stepping stone to improve the social situation of the people. Globally, right to education derives its legal basis from Article 26(1) of the Universal Declaration of Human Rights (UDHR), which states that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” Article 21-A and the **RTE Act** came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘**free and compulsory**’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The Right to Education Act is to be implemented through PPP (public private partnership). PPP here implies that the private sector will be encouraged to start primary and middle schools in non-served areas and they will have to admit wards of the weaker sections up to at least 25 per cent of their total intake in each class in the case of unaided schools and up to the percentage of annual recurring grant-in-aid to their annual recurring expenditure in the case of aided schools. It is in this context that the private sectors and NGOs have emerged as significant players in the provision of elementary education.

NGOs (Nongovernmental organization) are an extremely diverse group of organizations which play different roles and take very different shapes and forms within and across different country contexts. This term NGO was coined at about the time of the founding of the United Nations (UN) in 1945 to distinguish private organizations from intergovernmental organizations (IGOs), such as the UN itself. NGOs work both independently and alongside bilateral aid agencies from developed countries, private-sector infrastructure operators, self-help associations, and local governments.

According to the World Bank Organization (1997), NGOs include many groups and institutions that are entirely or largely independent of government and that have

primarily humanitarian or cooperative rather than commercial objectives. NGOs also include charitable and religious associations that mobilize private funds for development, distribute food and family planning services and promote community organization. They also include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. The NGOs can do a lot for the spread of literacy, an effective system of evaluation and monitoring of literacy and post literacy programmes; increasing participation of NGOs in government sponsored programmes; and to launch motivational campaigns by NGOs at community level are needed (Aftab, 1992). There is a need for institutional frameworks for linking NGOs and governmental organizations (GOs) in collaborative activity (Farrington and Lewis, 1993). Government, NGOs and community must work in partnership to bring about change and progress in the basic education sector.

EMERGENCE OF THE PROBLEM

Education, as a fundamental human right, is considered very important and strategic for developing their human resources. The Right to Education has been universally recognized since the Universal Declaration of Human Rights in 1948. India as a signatory to this convention passed the Bill for implementation of Free and Compulsory Education for Children between the age of 6 and 14 years through its Constitutional Amendment that included the Article 21A in the Indian Constitution making Primary Education a Fundamental Right. Merely passing an Act by the Parliament does not fulfill its objectives unless it is implemented or enforced in its letter and spirit. For India to meet its education targets, the formal primary education system may undergo long-term reforms to reduce drop-out rates and increase access and quality of education. However, a short-term solution is also needed to ensure educational opportunities for children who have either dropped out or never joined the formal education system. To this end, the National Commission on Human Development establishes a network of community based non-formal schools.

Though the government has made a law that every child under the age of 14 should get free education, the problem of illiteracy is still at large. Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. The literacy rate in India has always been a matter of concern

but many NGO initiatives and government ads, campaigns and programs are being held to spread awareness amongst people about the importance of literacy. Ngo help to create the awareness among the people about the benefits of the education and tell them ways to get the free education. Ngo also helps the people to enrol their children in special schemes for the better future of their children. So here in this, the investigator is trying to study the role of NGOs in imparting the elementary education in the context of RTE.

STATEMENT OF THE PROBLEM

"ROLE OF NON GOVERNMENTAL ORGANISATIONS IN IMPARTING ELEMENTARY EDUCATION IN CONTEXT TO RTE"

DELIMITATION OF THE PROBLEM

The study is restricted to NGO's of Amritsar and Gurdaspur districts.

OBJECTIVES

1. To study the role of NGOs in imparting elementary education in context to RTE.
2. To enquire the role of NGOs in enriching educational programmes for elementary education in context to RTE.
3. To study limitations or hindrances being faced by the NGOs in providing elementary education in context RTE.
4. To study financial viability of NGOs schemes and the relation of NGO with governmental organizations in imparting elementary education in context to RTE.
5. To study views of school teachers regarding NGOs role in imparting elementary education.

RESEARCH DESIGN : The present study was under the domain of descriptive study method.

SAMPLE : Two NGOs from two districts Amritsar and Gurdaspur were taken as sample.

TOOLS

- a) Interview was conducted to collect the views of members of NGOs.
- b) Self – prepared questionnaire was used for collecting views of teachers.

Objective wise discussion is given below:

RESULTS AND DISCUSSION

OBJECTIVE 1: To study the role of NGOs in imparting elementary education in context to RTE

To achieve this objective interview was conducted. After the collection of data through interview, data was interpreted. Majority of the NGOs are running two or more schools which make possible to needy peoples to get enrolled their students. These NGOs are having sufficient number to teachers and classes. Well maintained buildings are there for school. So it is concluded that NGOs are playing effective role in imparting elementary education in the context to RTE.

OBJECTIVE 2: To enquire the role of NGOs in enriching educational programmes for elementary education in context to RTE

The data for this objective was collected through interview and then was interpreted. On studying the data, it was observed that majority of the NGOs are providing many educational enriched programmes such as free computer education, free education and free text books and mid meal programme. So it is concluded that NGOs are effectively playing their role in the enrichment of educational programmes for elementary education.

OBJECTIVE 3: To study limitations or hindrances being faced by the NGOs in providing elementary education in context RTE

The data for this objective was collected through interview and then data was interpreted. There are various types of limitations faced by the NGOs. But lack of financial resources or funds is the major problem being faced by the majority of the NGOs. NGOs are not free to make any new rule and are not free to work according to their style. These NGOs are abide the rules and regulations of the government. So it is concluded that NGOs face many problems in providing elementary education in the context to RTE.

OBJECTIVE 4: To study financial viability of NGOs schemes and the relation of NGO with governmental organizations in imparting elementary education in context to RTE

On studying the financial viability it was observed that majority of the NGOs are self financed. They do not get any financial aid from government or any other local body. Neither these NGOs get any technical support from government. Funds which are raised by the NGOs of their own are utilized by them.

OBJECTIVE 5: To study views of school teachers regarding NGOs role in

imparting elementary education

To achieve this objective the data was collected through self constructed questionnaire for teachers. This questionnaire containing 20 items was filled by 30 teachers of various schools of NGOs. Frequency and percentage of responses were calculated. From the calculated percentage it was concluded that majority of the teachers are of view point that NGOs are playing effective role in imparting elementary education.

FINDINGS

In the light of above mentioned Interpretation the main findings of the study are given below?

- 1) Majority of the NGO schools were providing general primary education efficiently.
- 2) A sizeable number of NGOs were working at local level and providing free Education.
- 3) NGOs help to motivate others to help the poor and needy peoples by small contributions.
- 4) NGOs are working for the weaker groups by self as they are not getting any funds or support from government.

CONCLUSION

Since government cannot reach to all places for providing basic education, therefore, private sector and NGOs may be encouraged for providing basic education. Opportunities may be provided to all teachers working in NGO schools to get both short and long term regular training. There is need to develop awareness in the children regarding their rights to education.

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