CHAPTER VI
Approaches and Programmes of NGOs

The Chapter II on review of literature has given an account of different approaches that appeared in the developmental sector from time to time. In the same review, Korten (1987) identified three generations of private voluntary action while Elliott (1987) distinguished about three approaches such as welfare approach, developmental approach and empowerment approach. In the year 1997, United Nations (UN) introduced another approach to development sector called Human Rights Based Approach (HBRA) or commonly known as Rights Based Approach (RBA).

In the present chapter, an effort has been made to understand the different approaches adopted by the NGOs to cater the educational needs of the disadvantaged children along with programmes. Researchers shows here, in the study of 80 (eighty) NGOs across the four selected districts of South Bengal, large number of NGOs banks upon the Need-Based Approach while a considerable member subscribe the RBA to development.

**Figure 6.A** depicts that 54% of the NGOs are relying upon NBA followed by Developmental Approach with 33% and RBA with 10%. The category labelled as ‘Others’ include NGOs like Pratichi Welfare Trust and Vikramshila which engaged in activities slightly different from the regular NGO activities as well as which said they follow a mix of Rights Based Approach and Need Based Approach. Pratichi Welfare Trust is basically a research based organization and has conducted many studies on educational status of children, adolescent girls, Right to education and so on.
Source: Field Survey in four selected districts.

On the other hand, Vikramshila is a renowned Kolkata based NGOs, advocates for joyful learning and engaged in providing teacher’s training in collaboration with state government not only in West Bengal but also in other states like Tripura and Assam. In addition, they have supportive learning centre for slum children in Kolkata.

Table 6.1
District-wise Distribution of Different Approaches

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Approach</th>
<th>Birbhum</th>
<th>Howrah</th>
<th>Kolkata</th>
<th>Puruliya</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Rights Based Approach</td>
<td>01</td>
<td>00</td>
<td>06</td>
<td>01</td>
<td>08</td>
</tr>
<tr>
<td>02</td>
<td>Need Based Approach</td>
<td>10</td>
<td>10</td>
<td>08</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>03</td>
<td>Developmental Approach</td>
<td>08</td>
<td>09</td>
<td>02</td>
<td>06</td>
<td>25</td>
</tr>
<tr>
<td>04</td>
<td>Others</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>00</td>
<td>06</td>
</tr>
<tr>
<td>05</td>
<td>Total</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

Source: ibid

The district wise distribution of different approaches, adopted by different NGOs, reveals that six NGOs out eight NGOs that have adopted Rights based Approach are located in Kolkata while one each in Birbhum and Puruliya, as can be noticed from table 6.1. However, the Need Based Approach is found to be widely adopted by the NGOs across the four selected districts.
Further, it was found that NGOs adopting RBA give priority to the need and demand made by the community while the priority for NGOs adopting NBA and Developmental Approach and other varies differently as mentioned in table 6.2.

### Table 6.2
**Priority for Formulating the Programme**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>First priority for formulating the Programme</th>
<th>RBA</th>
<th>NBA</th>
<th>DA</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Need or Demand of the community</td>
<td>06</td>
<td>01</td>
<td>1</td>
<td>00</td>
<td>08</td>
</tr>
<tr>
<td>02</td>
<td>As an organization the need was felt</td>
<td>00</td>
<td>17</td>
<td>2</td>
<td>04</td>
<td>23</td>
</tr>
<tr>
<td>03</td>
<td>Through Baseline survey</td>
<td>02</td>
<td>09</td>
<td>07</td>
<td>01</td>
<td>19</td>
</tr>
<tr>
<td>04</td>
<td>Insisted by the donor</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>05</td>
<td>Budget availability</td>
<td>00</td>
<td>14</td>
<td>15</td>
<td>01</td>
<td>30</td>
</tr>
<tr>
<td>06</td>
<td>Total</td>
<td>8</td>
<td>41</td>
<td>25</td>
<td>6</td>
<td>80</td>
</tr>
</tbody>
</table>

Source: ibid

Again, it can be seen that a large number of NGOs i.e. 30 are relying upon the availability of budget to formulate their programme followed by 23 NGOs which formulate the programme as per their understanding along with 19 NGOs depends upon the baseline survey to formulate a programme.

The in-depth exploration into the approaches adopted by different NGOs, through case studies are more focused on community participation comparing to the category of NGOs adopting NBA, DA and others.

**Case Study-1**

**Name of the Organization:** Right Track (RT)

**Officially Registered on:** 12th December’91

**Approach adopted by the NGO:** Rights Based Approach (RBA)

**Total Staff:** 210

**Number of Part time staff:** 127

**Source of Funding:** Both Public and Private
**Name of Major Public Donors:** Sarva Shiksha Mission (Kolkata), Ministry of Labour, Government of India; Mahestala Municipality and Kolkata Municipal Corporation.

**Name of Major Private Donors:** Action Aid, Save the Children, UNICEF, Bizi Kiropraktika (Spain), Andrea Larrañaga (Sapin) and Lion’s Club of Howrah.

Right Track as an organization is implementing number of programmes covering issues pertaining to women and children (details about the NGO are mentioned in ‘Profile of Selected NGOs’). The organization is a active member of State Education Chapter. The programmes implemented by the NGO for the educational care of Disadvantaged children are:

**a) Residential School**

RT is running two residential schools for out of school children in South and South West Kolkata namely Vikramgarh Girls High School and Shatinikentan Vidyalaya for boys’. The programme started in 2013 with financial support from Sarva Shiksha Mission, Government of West Bengal. Currently, there are 165 children of with 71 girls and 94 boys. This residential school also takes care of the secondary cost associated with the education like uniform, stationeries and so on.

**b) Special School for Child Labour**

The programme was started in 2006 under National Child Labour Project (NCLP) funded by Ministry of Labour, Government of India. The programme is catering the educational need of children engaged in paid labour. During the time of data collection there were 50 children of which 27 were girls and 23 boys.
c) Street to School Programme

The programme, as the name suggests, designed to address the educational need of street children. The donor for the programme with financial support from Save the Children and Aviva Life Insurance and started in 2011. Under the programme children are divided into two categories depending upon their age. The first category is 6 to 14 years and the second category is 14 to 18 years. Children between the age group of 6 to 14 years were given learning support through bridge course followed by mainstreaming into formal schools while children at the group of 14 to 18 years are given vocational training.

d) Child Domestic Worker Rehabilitation

The main thrust of the programme is restoring the girl children who are working as a domestic helper. This programme was started in 2008 with the financial support from Save the Children. The programme includes activities like campaigning, networking with police, alliance building, vocational training and mainstreaming into formal school.

e) Backup support for the children

The organization is providing educational backup support to the children in order to mainstream them into formal schools as well as to ensure retention of children in the schools. During the time of data collection, the organization was running 12 back up support centres at the community level.

f) Back to School Campaign

The campaign is a part of the general activity. This Campaign involves participation of community people and children’s group, formed by the RT, to ensure mainstreaming of children dropped out and never been to school. The campaign addressed issues like free, compulsory, accessible and quality education, formation, composition and role of School
Management Committee (SMC), RTE state rules and existing shortcomings. In addition, sensitization of school authorities and school inspectors is also a part of Back to School Campaign.

**Components Characterise Rights Based Approach**

Apart from the above mentioned programmes, there are several activities that are carried out on regular basis. As rights based organization, RT gives major emphasis on community participation and thus plan out their activities in consultation with the community members considering the need and demand of the community. To ensure community participation, RT forms different types of groups on the basis of sex and age. For example, in Sholo Bigha Basti, under Mahestala Municipality, the organization has formed groups like Sishu Bidhan Sabha, Sholo Bigha Mahila Samiti, Kishori Dal and Nagarik Rakha Committee. The purpose behind formation of such groups is to generate awareness among the community people relating to the importance of sending their children to school, provisions mentioned in RTE, 2009, and strengthen these groups to interact with school teachers and to ensure their participation in Ward Education Committees in order to make government schools functional. A detail account of such groups is given below:

a) **Sishu Bidhan Sabha or Children’s Assembly** is a group of children between the age of seven (7) to 14 years, where children are given designation like Prime Minister, Minister of Finance, Minister of Education and so on along with certain duties and responsibilities, as decided by the children. It is an initiative to make the children aware about their rights, the functioning of government system and power dynamics associated with it and to develop leadership qualities among them. During the time of data collection, it was found that member of Sishu Bidhan Sabha is protesting against the poor quality of Mid- Day meal in the neighbouring schools. They have also submitted memorandum to local
administration on issues such as the supply of drinking water, opening new ICDS centres, improvement of roads and high admission fees in private schools. In addition, they look after existing ICDS centres and motivate out of school children, especially adolescent girls, to seek enrolment.

b) **Kishori Dal** is a group of adolescent girls between the age group of 12 to 18 years and it works as a watch group on issues like child marriage, health issues and education of adolescent girls in the locality.

c) **Nagarik Rakha Committee, Sholo Bigha Mahila Samiti and Maheshtala Nabajagaran Manch** are the adult group that basically cooperate, coordinate and at times guide the Sishu Bidhan Sabha and Kishori Dal. Further, these adult groups also takes active part in Ward Education Committee and are expected to work as a volunteer for generating awareness relating to economic and political issues like obtaining voters’ identity cards, birth certificates, BPL card, etc. Further, there is theatre group in the community that stage street plays on issues like child labour, trafficking, RTE, 2009 to generate awareness among the masses.

d) **State Education Chapter (SEC)** was initiated as an unstructured platform during the year 2007 by Right Track and with support from Action Aid India. Objectives of the State Education Chapter are as: i) to make Quality Primary Education accessible to more children and specially girls across Bengal; ii) to form a network among the districts partners and other NGOs to advocate on Right to Education and also make a liaison with the Govt for elimination of Child labour at the State Level; iii) alliance building & strengthening of this network to address broader issues pertaining to education like availability of school infrastructure, issues of abuse faced by children in school or on the way to school, issues of enrolment and retention etc.; iv) to engage in studies/research to understand the state situation and to build an informed campaign around education, to
evolve consequent Action Plans, Strategies etc., and v) to develop community consciousness on Rights & more proactive civil society. Further, SEC has also a set of strategies such as: i) the campaign should not work in a way to replicate or duplicate services and interventions across the state in the sphere of ensuring education rights; ii) the campaign must clearly mention its thematic areas of involvement and seek alliance with other networks, platforms, forums, etc working on similar issues. These alliances will be forged at different levels evolving from the grassroots village/slum bodies to the Districts level and finally at the State level; iii) the campaign must also extend its solidarity towards other campaign, networks, and movements in the areas of education rights provided it is in sync with the vision of the campaign building links with the teacher unions is another step in the same direction; iv) the campaign must through its partners get involved in the Government’s Micro Planning. The aim would be to ensure that there is a systematic process for influencing the SSA School and District Plans at least in their outreach areas; v) the campaign must focus its work/ongoing activities at several levels - at the community, in the school, with the local self government bodies, at District, State and at National levels, and vi) one of the major strategies should be to bring diverse stakeholders around the issue of education and which in turn is essential to activate the system whilst avoiding diversion from the campaign vision.

Currently, SEC is an association of 26 NGOs from different districts of West Bengal. RT as a part of SEC has conducted studies on implementation of RTE in the state of West Bengal and has also filed PIL on behalf of SEC.

In a nutshell, Right Track is implementing number of programmes to cater the educational need of disadvantaged children. In other words, as an organization Right Track is addressing the immediate need of the disadvantaged children and at the same time they are
also focusing on strengthening the communities by making different groups and enhancing their knowledge, pertaining to their rights, through different meetings, workshops and training. Thus, Right Track is working towards ensuring collective effort on the part of the community members, considering them as major stakeholders, against the shortcomings in existing governmental system.

**Case Study-2**

_name of the organization: Tiljala SHED_

_officially registered on:_ 28th June, 1993.

_approach adopted by the NGO:_ Rights Based Approach

_total staff:_ 25

_source of funding:_ Both Public and Private

_name of major public donors:_ Ministry of Women and Child (Government of India), and Ministry of Labour (Government of India & Government of West Bengal).

_name of major private donors:_ Action Aid, Italian Association for Women in Development (AIDOS), La Feltrinell and Indien Kinderhilfe.

Tiljala SHED, as an organization, is focusing on the well being of women and children residing in the slum pockets of Kolkata. It directed its efforts to rehabilitate the children engaged in rag-picking and child labour. The organization is also running a shelter home for the children engaged in rag-picking. A detail account of programmes relating to education is given below:

_a) Kolkata National Child Labour Project (KNCLP)_

The project jointly funded by the Central and State Government. Under the project, educational need of fifty children who were previously engaged in hazardous jobs is being
catered. Further, children are also provided with a stipend of Rs. 150/ per month for attending school regularly and disassociating them from child labour. The health of the children are regularly checked by the qualified doctor and required medicines are also provided free of cost. Vocational training is given in viable trades such as making colourful woollen muffler, socks, items made of soft balls studded with sequins and beads.

b) Integrated Child Protection Scheme (ICPS)

Under this scheme, Tiljala SHED is running a open shelter home for children in need of care and protection and it includes beggars, street and working children, rag pickers, small vendors, street performers, orphan, deserted, trafficked and run-away children between the age group of six to fourteen years. Implementation of the scheme started in 2011 and till December’13, total 200 (approx) children were benefited from the scheme. The major objective of ICPS is to contribute to the improvement in the well being of children living in difficult circumstances as well as to the reduction of vulnerabilities to situation and action that lead to abuse, neglect, exploitation, abandonment and separation of children. The objectives behind this open shelter homes are: a) to wean these children away from the vulnerable situation by sustained intervention; b) to guide these children away from high risk and socially deviant behaviour; c) to provide opportunities for education and develop their potential and talent; d) to enhance life skill and reduce their vulnerabilities to exploitation, and to reintegrate these children into families, alternative care and community.

c) Sponsorship Programme for Destitute Girls

The programme is supported by AIDOS, Italy since 1995. Currently this programme is supporting educational need of 93 destitute girls living in slum, squatter and pavements of Kolkata. The kinds of support provided to the girls are books, school and college fees,
tuition fees, nutritional support for the malnourished girl student, medical support, family maintenance, toiletries, uniforms, school bags, shoes, umbrella, school stationery, emergency expenses, vocational training for older girls etc.

d) Rehabilitation, Social Development, Economic Self Sufficiency of Waste Pickers (RSDESS) and Urban Ultra Poor in Kolkata Metropolis

The project is sponsored by Misereor, Germany, meant for children engaged in rag picking. For more than a decade, the project is addressing the issues associated with rag pickers. The major components of the project are health, education, nutrition for the children, vocational training, economic development, advocacy and lobbying for the rights. A “Children’s’ Home” at Mouli Mukundopur village has been established for the most vulnerable rag pickers children. Currently, there are 25 children. Another important aspect of the project is “The Association of Rag Pickers of Calcutta” (ARP) which is registered autonomous organization to provide a platform for the rag pickers to voice their concerns and demands.

e) Gyan Azhar Library

Gyan Azhar Library was started in the year 2008 and is supported by AIDOS, an Italian NGO and La Feltrinelli, a well known bookshop in Italy. The services of the library are limited only to girl members. Beside the availability of books, the library has also got a computer section where girls are given training on how to use computer and internet. The library also conducts computer courses for the members. Till March’2013, there were total 834 members.

f) Remedial Coaching Centres

The organization is running four remedial coaching centres at Park Circus, Mir Maher Ali Lane, Topsia and Narkeldanga. In each centre, there are fifty children and the syllabus is
based on the government school curriculum. The main objective behind running such remedial coaching centre is to help children to attain minimum educational proficiency and to maximise the retention rate. The parents are also encouraged to become a part of the school management committee in order to facilitate an open communication between teacher and parents.

**Component Characterise Rights Based Approach**

Tiljala SHED is running number of programmes to cater the educational right of children, mainly child labour. The organization is providing institutional and non-institutional care to the children while ensuring their right to education. In a way, they are addressing the immediate need of the children stuck in difficult situations as observed in the case of Right Track. Further, the organization is also working towards building community based organization through capacity building of community leaders at the grass-root level. In addition, Tiljala SHED has organised the rag-pickers under the umbrella of ‘Association of Rag Pickers’ (ARP) of Kolkata, which is an autonomous registered body run by the rag-pickers themselves but assisted by the functionaries of the organization. From time to time, these community based organizations and associations hold rally in demand of their rights. For example: in 2013, Tiljala SHED organised a rally with 150 rag pickers in demand of Below Poverty Line (BPL) card and the event turned out to be an instrumental one in forming public opinion against the government for ignoring the rightful demand of marginalised population. These groups also take active part in Ward Education Committee to ensure smooth running of the schools.

Thus, Tiljala SHED is largely focusing on the rights of the rural poor residing in slums of Kolkata. The organization is providing direct services for educational care of disadvantaged children through schools for child labour, remedial coaching centres,
sponsorship programme, ICPS, KNCLP, RSDESS and Gyan Azhar Library. But the organization emphasises more on bringing the targeted population together to create pressure on the local administration and government. The functioning of ARP is an example of such initiative. Further, education is a constant component in all the child related programmes and considers education as an inalienable right of the child. The organization’s involvement with State Education Chapter is an indication of same. It is worthy to mention here that the distinctive features of RBA pertaining to direct service is little blurred. In RBA, direct services are provided to meet the immediate need but the duration of such services is not specific.

Case Study-3

Name of the Organization: Sanlaap
Officially Registered on: 30th June, 1989
Approach adopted by the NGO: Rights Based Approach (RBA)
Total Staff: 95
Source of Funding: Both Public and Private
Name of Major Public Donors: Government of India and Government of West Bengal.
Name of Major Private Donors: UNICEF Bihar, UNICEF Kolkata, CRY, Save the Children, UN Women, Kingsland Church and Sanlaap New York.

Sanlaap as a case study is included under the present study considering the special target population served by it. As an organization Sanlaap is working with the children of commercial sex workers with a mission to stop the second generation prostitution. At the same time the organization is also looking after the educational need of children of infamous red-light areas of Kolkata and children rescued from different difficult situations. Sanlaap has adopted Rights Based Approach to address the issues associated with the
children of commercial sex workers. The programmes pertaining to education of disadvantaged children are discussed below:

a) Sopan (Drop-in Centre)

It is a community based child protection programme started in 1991. SOPAN centres are located within the Red Light Areas, that attempt to provide a safe haven for vulnerable children and thwart second generation prostitution. It enables the children to be enrolled in mainstream schools. As for the children already pursuing school, SOPAN imparts remedial education. The volunteers at these Drop-in Centres also provide vocational trainings and organise extra-curricular activities in order to make their learning process filled with fun and frolic.

b) Sneha

Sneha is a child friendly shelter home for girls which is functioning since 1993. The home is started to protect the girl child born to brothel bases female sex workers. The shelter home has more than 150 girls. The inmates of this home includes rescued girl children from commercial sexual exploitation, girl child of women in prostitution, and the girls who have been initiated into the process of rehabilitation and reintegration into the mainstream society. In Sneha children are provided with basic education and facilities of food and accommodation. The shelter home is actually a complex inter-related multi-disciplinary psychosocial and economic rehabilitation programme in itself.

Component Characterise Rights Based Approach

Sanlaap as an organization mainly working for the women engaged as commercial sex workers. They work towards prevention of immoral trafficking of women and children and second generation prostitution along with restoration and rehabilitation of the girls rescued from difficult situations. To prevent the trafficking, Sanlaap has formed youth groups to
work as a pressure group on local administration to fight the incidence of trafficking. Women groups are also there to work as watchdog and to prevent entry of women into the infamous trade.

In the context of education, the approach of Sanlaap appears to be more need based than Rights Based. In the drop-in centres, children of red-light area are given free coaching support during evening hours which is the prime business hours for the brothel based commercial sex workers to prevent the children from getting abused at the hand of customers and keep them away from the knowledge of such trades. In shelter homes also children are given educational support along with vocational training so that they have an alternative option for their livelihood.

There is one aspect that reflects component of rights based approach that is the advocacy

In a brief, the main focus of the organization, as mentioned previously, is on rights of women engaged in commercial sex trade and their children where education is a major component. But the kind of activities undertaken by Sanlaap for the education of these children resembles the characteristics of Need based Approach. Although the organizations like RT also runs centres for providing educational support but at the same time they also form community level groups and empower them with information pertaining to their right and motivate them to take initiative for their own good. Thus, it could be said that Sanlaap as an organization follows Rights Based Approach for the collective wellbeing of the women and children, who are victim of sexual abuse and trafficking but when it comes to education of children they follow Need Based Approach.
Case Study-4

Name of the Organization: Pratham Education Foundation

Officially Registered on: 24th June, 2002, Mumbai

Pratham Education Foundation in West Bengal: 2007

Approach adopted by the NGO: Need Based Approach (NBA)

Total Staff: 55

Number of Part time staff: 00

Number of Volunteers: 1000

Source of Funding: Private

Name of Major Private Donors: Larsen and Turbo Finance Holding, Pratham USA, Pratham UK, Dubai Care, New York Life, and ITC Ltd.

Pratham Education Foundation, as the name suggests, focuses only on education of the disadvantaged children. The organization gives major emphasis on quality education and directs its efforts to make elementary education a joyful learning experience for the disadvantaged children. From time to time, they develop different tools to induce joyful learning. In the state of West Bengal, Pratham Education Foundation is implementing four programmes, details of which are given below.

a) Read India

The programme was started in 2007 and in the same year it was implemented in the state of West Bengal. Initially it was implemented in the six districts of West Bengal. Currently, the programme is in third phase. From time to time the programme was funded by different donors like Pratham USA, Pratham U. K., Dubai Care and New York Life. Read India, aims to improve the reading, writing and basic arithmetic skills of children between 6-14 years. The programme is executed with the support from volunteers from the local
communities along with Pratham staff members. The volunteers are mobilized and trained by the Pratham team.

During the first phase of intervention, the broad objectives were: a) All grade I children should know alphabets and numbers; b) All grade II children should be able to read simple words and calculate simple sums, and c) All grades III to V children should be able to fluently read simple texts and solve arithmetic problems.

Read India programme in its second phase, 2009-10, marked a shift from short-term, large-scale campaigns to a longer, more sustained presence in villages. It aimed at addressing higher grade-specific learning competencies. The programme was implemented through the Block Excellence Program (BEP). A block consists of 100 villages where a variety of activities are conducted by Pratham staff with an objective to improve learning levels among the children, to ensure community engagement and to influence teaching practices in government schools.

Currently, Read India is in Phase III, which was implemented in 2013. In this phase, the Learning Camp model was adopted. A learning camp is a short-duration, high-intensity intervention in which children are divided into groups based on their learning levels and are taught by Pratham's local team members and volunteers. The programme has reached almost 800 villages in 12 districts till date.

b) Dyanarpan

The programme was started in 2013 in collaborating with Larsen and Turbo Finance Holdings. The main aim of the programme is to ensure the spread of basic education in the villages so that children truly learn how to read and write in their own vernacular language and in English. They learn to carry out basic arithmetic and understand the principles of
rudimentary science. Currently, the programme is in operation in two districts of West Bengal namely Jalpaiguri and Purba Mednipur covering 60 villages. A total of 3293 children were covered under the programme.

c) Read India Plus

Read India Plus was launched in 2013 with financial support from ITC Ltd.. The programme is expected to cover the children between the age of 3- 14 years i.e. from pre-school to till grade VIII. The programme is currently operational near the factory locations in Kolkata and Hooghly. The programme has covered a total of 1820 children till date.

Under all the three programmes, children are served by providing learning support to the children. The timing of such activities is customized as per the requirement and convenience of the children.

d) Education For Education (EFE)

EFE is an incentive programme for the volunteers associated with ‘Read India’ programme. The aim of the programme is to strengthen the ‘Read Inaid’ programme through sustenance of volunteers. Under the programme rural youths are given basic orientation to computer, spoken English and other soft skills.

Components Characterises Need Based Approach

Starting point for Pratham Education Foundation is the low level of learning among the children comparing to their respective standard. The organization also considers that low level of learning among the children as an indication of absence of quality education. Accordingly, the organization runs supportive learning centre under its programme like Read India, Read India Plus and Dyanarp. Pratham Education Foundation recognises quality education as a need to generate interest among the children to continue their
education. The centres are basically run by the Community Resource Leader (CRL) who are being identified from local or from neighbouring community with minimum educational qualification of Higher Secondary pass. Thus, organization is locating the resources in and around the targeted community. They also focus on volunteer development and run incentive programme called ‘Education for Education’. Under the programme, volunteers are provided with courses on basic computer application and spoken English. Volunteers help the CRL in running the supportive learning centres in the selected communities.

In a nutshell, the approaches adopted by CESR and Pratham Education Foundation i.e. Developmental Approach and Need Based Approach are found to be similar in the context of identifying the need and locating resources. However, there is a slight difference in handling the volunteers. Need Based Approach appear to be more systematic in boosting the morale of the volunteers comparing to the Developmental Approach. In Developmental Approach capacity building of the volunteers depends on the objective of the programme while in NBA focus is given adequately on the objectives of the programme and personal need of the volunteers. Further, in Developmental Approach help is provided from outside as observed in the case of Mr. Daman Baskey, volunteer of CESR, while in NBA help is extended into the community through staff, as could be noticed in case CRL of Pratham Education Foundation and their working relation with the volunteers.

**Case Study-5**

**Name of the Organization:** Centre for Environmental and Socio Economic Regeneration (CESR)

**Officially Registered on:** 12th July, 1993

**Approach adopted by the NGO:** Developmental Approach (DA)
Total Staff: 37

Number of volunteer: 17

Source of Funding: Both Public and Private


Name of Major Private Donors: Sir Dorabji Tata Trust, Save the Children, Child Line India Foundation.

The organization is mainly working in the tribal belt of Puruliya district like Bagmundi block. As an organization, CESR is focusing on environmental conservation, health and education. It also gives major emphasis on capacity building of volunteers. A detail account of the organization is given below to understand the approach adopted by the organization. The programmes implemented by CESR are:

a) Supplementary Education Programme

CESR is implementing Supplementary Education Programme with support from Sir Dorabji Tata Trust and Allied Trust (SDTT), Mumbai, since September, 2013; in ten most back ward villages under Ajodhya Gram Panchayat, Puruliya, West Bengal where near about 700 tribal children aged between 6-14 years getting benefit throughout the programme. Some are going to formal school but attending this education centre for guidance, some are not admitted in any formal school and some are drop out at early stage of schooling. The objectives of the Supplementary Education programme are: a) to mainstream out of school and dropout children to government schools; b) to improve age appropriate learning for children 6 to 14 through learning centres; c) to bridge the language
gap between instruction at school and language spoken at home; and d) to improve the quality of neighbouring government schools.

Table 6.3
Details of Supplementary Education Centre

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Centre Name</th>
<th>No. of Teacher</th>
<th>Total surveyed students</th>
<th>Total no of students attended</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Bhursabera</td>
<td>2</td>
<td>120</td>
<td>56</td>
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<tr>
<td>2</td>
<td>Kendghtu</td>
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<td>40</td>
<td>22</td>
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<td>Churinsara</td>
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<td>44</td>
<td>44</td>
</tr>
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<td>4</td>
<td>Taladungri</td>
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<td><strong>20</strong></td>
<td><strong>777</strong></td>
<td></td>
<td><strong>433</strong></td>
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</tbody>
</table>

Source: Information collected during the visit to the organization.

b) Pre-Primary Education

From the time of inception, CESR is working for the education of children. Initially, it started with one centre at Bhursebera village of Ayodha hill and now there are three centres. The local volunteers are responsible for smooth running of the centres. The centre is more like a play school where children between in the age group of three to six years are being served.
c) Free Coaching Centre

CESR has number of free coaching centres in remote villages of Bagmundi and Barabazar block of Puruliya district. Earlier the organization started only one free coaching centre in Bondih, one of the villages under Manara sector in the Barabazar Block of Purulia. But considering the interest of the students of remote villages under its operational area, another two free coaching centres were started at Bandowan and Ajodhya villages in the year 2010. All the centres are run by the youth volunteers of these localities. In these coaching centres, students up to high school standard are being served. Some of the students have already reached to the level of class X and X1.

Apart from the programme mentioned above, the volunteers of the organization update parents about their child, pay home visit to extend academic support, arranges classes on extracurricular activities like dance, song etc.

**Components Characterises Developmental Approach**

CESR as mentioned previously working in the Santhals, Munda and Adivasi dominated areas of Puruliya district and have identified language as a major barrier that is contributing to the poor learning of children, compared to their respective standard. It is the language differences between the teachers and the student lead towards the lack of interest on the part of the children and ultimately resulting into drop-out of these children. Considering the situation, CESR is focusing on identification and development of potential local volunteers and supporting them to form community based organization for ensuring education to the children of remotely located villages in Ayodha hill of Bagmundi block.

Developmental Approach of CESR may be further illustrated with an example of Mr. Daman Baskey, a resident of Bhusaber village of Ayodhya hill, who has been associated with CESR since 1993 as a volunteer and currently running ‘Pandit Raghunath Murmu
Shishu Shiksha Kendra’. Further, Mr. Baskey along with couple of associates from the villages has started a community based organization called ‘Adibasi Pally Unnayan Sanstha’ in 2003-04. CESR identified Mr. Daman Baskey as a potential volunteer in 1993. He has been a part of many capacity building trainings and has visited NGOs in different part of West Bengal as a part of exposure visit. Mr. Daman Baskey and his associates started the ‘Pandit Raghunath Murmu Shishu Shiksha Kendra’ in 1995 when they found irregularities on the part of teachers in attending the school along with language as a barrier to generate interest among the children. On the day of visit to ‘Pandit Raghunath Murmu Shishu Shiksha Kendra’, it was found that total 23 children were attending the centre and there were three local volunteers helping the children with their studies. In the centre, the children were taught in their mother tongue following the state syllabus.

Summing up, CESR, unlike Right Track, is focusing on locality development through volunteer development. The aim is to make the community self-dependent to meet their need. Contrast to RBA, focus is mainly given on development of local resources then on right and responsibility and accountability of the state. Therefore, volunteers are expected to carry forward the objectives and goals of the organization in case of withdrawal from the community. With regard to education, CESR has identified quality education as a need along with the issue of language barrier and accordingly educated youths of the community are involving as a volunteer to teach the children in their mother tongue.

Case Study-6

Name of the Organization: Santiniketan Ratanpalli Vivekananda Adibasi Kalyan Samity (SEVAKS)

Officially Registered on: 8th August, 2002.
Approach adopted by the NGO: Need Based Approach

Total Staff: 22

Source of Funding: Public

Name of Major Public Donors: Ministry of Labour (Government of India), NABARD, West Bengal Voluntary Blood Donation Forum.

SEVAKS as an organization started its journey to address the developmental issues encountered by the tribal population but gradually their focus shifted to theme of disability along with children with disability and their education. The organization is acting as one of the District Level Resource Organization (DLRO) in the district of Birbhum. Further, it is also functioning as a District Disability Rehabilitation Centre (DDRC). Education of children with disability and child labour are the areas where SEVAKS has expanded their intervention. Details of the programmes are mentioned below:

a) Child Labour School

SEVAKS as an organization has been associated with National Child Labour Project since 2006. The programme is funded by the Government of India. Currently, SEVAKS is running three such schools at rural areas of Santra- Barasat of Nanoor block, Molladanga of Bolpur block and Kalotha of Nalhati block. Each of the schools has 50 students and five staff of which three teaching staff and two non-teaching staff. Schools start at early morning and classes continue for three and half hours. In addition, children are also provided with vocational training, monthly stipend and mid-day meal.

b) Special Education Centre

The organization is running a special Education Centre for children with disability. In the centre, children are provided with free education and vocational training twice in a week i.e. on Saturday and Sunday. In addition, special educator provides home support to the
children. Currently, there are 15 children attending the special education centre. Further, children are also engaged in extracurricular activities like dancing, drawing and sports for their all round development. There are four special educators in the centre where they handle the children as per their type of disability. From time to time, different events are also organised in the centre to disseminate information pertaining to scientific technique and methodology on all over all development of differently-abled children. In terms of achievement, four students from the centre are earning their livelihood after receiving vocational training from the centre. Further, students of the centre also participate in special Olympic at Kolkata and state level sports competitions and have won prizes.

Component Characterise Need Based Approach

SEVAKS is service based organization and rendering educational services to the children with special need and child labour. Apart from education, the NGO is organizing different cultural and sport events to boost the morale of the children and parents. However, unlike the NGOs with RBA this NGOs is not involved with any activities that may influence the local administration or policy makers. As an organization, they consider it as a need of the children which is expected to result into their overall growth and development. Further, they made effort to make the parents aware about the importance of education in the life while focusing on streaming them into normal lifestyle. The other programmes implemented by the organization on HIV/ AIDS, SHGs and blood donation highlights the characteristics of NBA.

In a brief, the organization is engaged with educational care children with special need and child labour and focused mainly on service based intervention. Networking with peer organizations was found to be poor while many projects were implemented in collaboration with government departments. In a way it could be said that the NGO
supplementing the governmental effort in addressing the local need. Although in case of issues like blood donation and HIV/AIDS where the SEVAKS is engaged in awareness generation shows the preventive approach.

**Case Study-7**

**Name of the Organization:** Lake Gardens Women and Children Development Centre (LGWCDC)

**Officially Registered on:** 8th August, 2002.

**Approach adopted by the NGO:** A mix of Developmental Approach and Rights Based Approach

**Total Staff:** 27

**Source of Funding:** Private funds

**Name of Major Private Donors:** German Doctors, Sign of Hope, Kindernothilfe, Hope Foundation.

The organization is working on number of developmental issues like malnutrition, women empowerment, environment and climate change, reproductive and child health, vocational training, and education. Further, LGWCDC is working for the empowerment of Muslim women in slums of Tikiapara and Pilkhana of Howrah. The aim and objectives of the organization directly indicate their commitment towards the disadvantaged women and children. Education is certainly a part of their endeavour and includes following programmes.

**a) Open School System**

LGWCDC provides educational support to young girls and women who were unable to complete class X from formal schooling system. Expert teachers guide these students to
prepare their lessons and help them during the examination. The open school system started in 2005 and till date thirty two girls took admission of which seventeen have successfully completed their class X studies.

b) Community Centres

LGWCDC has two community centres namely Amra Sabai and Nabin Sangha in Mollahati and Gobindapur slum. Thirty seven children of the age group of four years to six years are attending these centres. The main purpose of the centre is to prepare the children for admission to formal government schools in class I.

c) Remedial Classes and Vocational Training Programme

Under the programme, LGWCDC runs remedial classes for children between the age group of six to fifteen years along with vocational training programme for girls, women and boys. The programme is funded by Sign of Hope, endeavours of Catholic Charities and Catholic Social Services. The remedial classes cater the educational need of children and provide individual care and support in their homework. The main purpose of conducting the remedial classes is to combat the early drop out girls from formal schooling because of ignorance and lack of support from the parents. On the other hand, the objective of the vocational training programme is to make the youth self-reliant and economically self-dependent. The vocational training includes courses in beautician and massage, handicraft, cutting and tailoring as well as embroidery and knitting for girls while for the boys it includes training on repairing of automobile, mobile, refrigerator and air conditioner machine in collaboration with the Don Bosco Vocational Institute.
d) Brick-kiln Project

The organization extended its work for improvement of children working in brick kiln with their parents. The workers in those brick industry are migrated from the states like Bihar, Jharkhand and also from the interior villages of Murshidabad and South 24 Parganas. According to organizational report, the children migrated to these brick kiln industries are neither enrolled in school nor get any basic education. Moreover, they are also victim of domestic violence. The children help their parents in carrying raw materials for bricks or preparing the bricks. LGWCDC is working with children of Brick Kiln no. 9. It is self financed programme of the organization and under the programme community workers and teachers visit the area thrice in week and motivate the parents to send their children to the remedial classes. In those classes, the teachers built rapport with each child and taught them basic habits, maintaining minimum hygiene and cleanliness besides other topics. There were 25 children who attended the functional literacy class during the year researcher visited.

e) Awareness Generation Program

LGWCDC organizes different awareness programmes among students, mothers, remedial teachers, school teachers and community. The teachers make the girls aware about problems of early marriage and motherhood. They are encouraged to become independent and to develop self confidence to be able to overcome hurdles in their life. Teachers work to enhance the personality of the students through recreational opportunities and facilitate them in self expression.

Components Characterise Developmental and Rights Based Approach
The organization is of the view that they have adopted a mixed approach of DA and RBA. The components of developmental and rights based approaches are observed in the programmes like Vocational Training Programmes, regular activities meant for the parents and children and the environment group. Two environment groups are working actively in the community on various environment related issues since 2008. A total of 35-40 children from class V to VIII are involved in these two groups. The students organize awareness camps, door to door campaigns regarding healthy and safe environment in the community. They spread bleaching powder in the community and sensitize people on the danger of dengue and Malaria. They put up an information stand at the Durga Puja pandel and distribute leaflets on global warming and climate change. In addition, the organization is also supporting three children clubs which are working together on “Ecological Child Rights” while youth groups are actively working on community development. They participate in various workshops and training and their efforts are directed to issues like waste management, clean environment, and malaria and dengue control, save electricity and control the misuse of water, etc.

LGWCDC maintains networking with other NGOs, uses various platforms like Campaign Against Child Labour (CAACL), Maitree Network, Indien Hilfe Child Labour Network (IHNACL), West Bengal RTE Forum for Advocacy, lobbying and interact, share and work on various social issues of national and international concern. The organization also works together with various stakeholders like local clubs, police station, and councillor to handle social issues to protect the girls, women and children in the community.

In a nutshell, LGWCDC is exhibiting a mix of two approaches i.e. Developmental Approach and Rights Based Approach. The organization is engaged in providing direct services to the targeted population i.e. women and children. For example, the remedial
classes for children of brick-kiln No. 9 or the health care facilities provided to women in Tikiapara, Howrah, are exemplifying the characteristics of NBA. In addition, LGWCDC is associated with various forums like CACL, Maitree Network, IHNACL, and West Bengal RTE Forum to ensure a collective effort of the NGOs in addressing the issues associated with education of disadvantaged children. Further, the groups are formed and capacitated in order to ensure self-sufficiency. Therefore, the NGO is exhibiting the characteristics of both NBA and DA.

**Case Study-8**

**Name of the Organization:** Vikramshila Education Resource Society (VERS)

**Officially Registered on:** 6th April, 1992

**Approach adopted by the NGO:** Need Based Approach (NBA) & Rights Based Approach (RBA)

**Total Staff:** 110

**Source of Funding:** Both Public and Private

**Name of Major Public Donors:** Rashtriya Madhyamik Siksha Abhiyan (RMSA), Kolkata Police/ West Bengal Police, Government of West Bengal, MHRD, Government of India.

**Name of Major Private Donors:** Sir Dorabji Tata Trust (SDTT), WIPRO, CRY, UNICEF, Rajiv Gandhi Foundation, Micheal and Susan Dell Foundation (MSDF)

The organization follows a mix of both Need Based Approach and Rights Based Approach. The Organization is working on the education of disadvantaged children from the very inception. VERS is currently implementing number of programmes while targeting the universal accessibility to quality education. A detail of present operation/ programmes are discussed below:
a) **Teacher Education**

Since its inception in 1989, as an organisation, VERS has always believed that education is the key to social transformation and hence teachers need to be empowered to play a transformative role in revitalizing the education system. The organization has conducted teacher education in all 40 blocks of Tripura, in the state of West Bengal, in three districts of Orissa and one developmental block in Assam, through partners. The financial assistance for the said programme was provided mainly by the respective state Government of West Bengal, Tripura, and Assam. Further, donors like UNICEF, CRY, WIPRO and SDTT has also extended financial assistance to the organization for the same.

b) **Education to Employability**

The programme was started in 2008 considering a situation where a large number of students who are about to finish to class X and class XII, in the government aided schools in West Bengal entails either quitting their further education and entering the labour market as unskilled workers or enrolling into college studies in academic courses without any specific goal alignment. VERS launched this programme to address unemployment problem of youth and to guide them towards a better future. The programme was initially based in and around Kolkata covering 30 Government aided schools and now it has been scaled up in 200 Government aided high schools in all districts in West Bengal, in 2013. The programme is meant for students of class IX and X only. Currently the programme is serving 3000 students of which 1428 are boys with 1572 girls. The programme is mainly funded by Micheal and Susan Dell Foundation (MSDF) and Rashtriya Madhyamik Siksha Abhiyan (RMSA).

c) **Nabadisha**
The programme was started in 1999 to provide quality education to the children staying in different slum pockets of Kolkata and finally to mainstream them to formal schools. Under the programme there are 20 Nabadisha education centres running at Police Stations in Kolkata and surroundings. A total of 1735 children are benefited under the programme of which 848 are boys while girls count 887. The programme is jointly funded by SDTT, Kolkata Police and West Bengal Police.

d) Madrasah Quality Improvement Project

In the year 2008, Madeasah Quality Improvement Project was initiated by VERS with an objective to introduce quality formal education in private madrasahs, which have long stayed outside the ambit of mainstream education and society. The main focus of the programme is to help these Madrasahs to delivering quality education to children as per the mandate of RTE Act -2009. Under the programme, teachers are given training and designing a culturally appropriate curriculum for formal subjects. The programme is in operation in ten private Madrasahs in three developmental blocks of Hooghly district. A total of 1186 boys were benefited under the said programme. The programme is funded by Sir Dorabji Tata Trust.

e) Social Science Project

The programme was initiated in 2011. The programme is funded by WIPRO. The objective of the programme is to develop a Social Science curriculum that would adopt an interdisciplinary approach in order to supplement the recommendations made by National Curriculum Framework (NCF)-2005 on teaching Social Science to help to develop a just and peaceful society. Further, the organization considered that the current approach of teaching Social Science in a compartmentalized manner with textbooks is far removed from the social realities of the learners. Thus, this does not help to develop the kind of
social, political awareness and critical thinking that is needed to fulfil this avowed objective.

f) Library Project

The programme was started in 2011. Library project is financially supported by Rajiv Gandhi Foundation. The programme is formulated to supplement the RTE Act -2009, where library has been seen as a critical place for language development for the children. There is one central library along with two extension library to reach 30 government schools in three Gram Panchayat in one Block of Burdawan district. Again, there are 11 libraries at Nabadisha centres in Kolkata.

g) Community School

This programme is funded by the Ministry of Human Resource and Development (MHRD) since January, 1996. The project focuses on experimentation on curriculum and make curriculum life-centric, relevant and contextual. The programme is in operation in four districts of West Bengal, in three districts the programme is implemented by the partners of Vikramshila Education Resource Centre while the organization is directly implementing the programme in the district of Burdwan, further details is provided under Vikramshila School (Shiksha Satra).

h) Quality Improvement in Government Schools

The programme was started in 2010 with financial aid from CRY. The objective of the programme is to enable 29 government schools in Monteswar Block in Burdwan district so that these schools can perform as per mandate of the RTE Act – 2009 mandate. The programme is covering 15 villages of that block while catering the educational need of 5381 children of which 3262 are boys and 2119 girls.
i) Vikramshila School (Shiksha Satra)

The Primary school at Bigha, a small village in Burdwan district, started under the ‘Innovative and Experimental’ Scheme of MHRD. VERS was chosen as the lead agency to start a model rural school with three partner organizations in the districts of Midnapore, North and South 24 Parganas in 1996. It was mainly an experiment on curriculum. Emphasis was on make it life-centric and contextual. Objective for the purpose was to make a life-centric contextual curriculum, to establish and advocate the concept of ‘community school’, to develop a demonstration model for quality education. At present this school became a resource centre and are providing support to 29 government schools in three Gram Panchayats under Monteswar block.

In Bigha School children can study up to class IV. Children are provided with uniform, health services like medical check-up and health education and recreational facilities. Further, ECO group are formed for students of Class VI –VIII and Adolescent Girls Group for women empowerment and awareness on health and hygiene students of class VII- X. Another group is there called Sathi Group (children group) working on social issues and children of class VII – XII are involved.

**Components Characterises the Need Based Approach and Rights Based Approach**

The programmes like Nabadisha, Education to Employability, Vikramshila’s school at Bigha exhibits the components of Need Based Approach where the organization identified quality education as major need and responded to the same with strategic programmes mentioned previously. In other words, efforts are directed towards locality development by identifying the need of education followed by employment.

Apart from the above mention programmes, VERS is also engaged in advocacy in order to contribute towards the improvement of education and tries to influence the public policy
and resource allocation decisions. Such kind of advocacy is done through meetings with concerned organizations, individuals and groups of teachers. VERS has been associated with Sarva Shiksha Abhiyan in developing strategies, implementation framework, as well as teaching learning package for ‘Special Training’; VERS conducted meeting with civil society organizations in West Bengal to review and critique the draft report of the curriculum and Syllabus Review Committee. The recommendations were then submitted to the Principal Secretary, Department of School Education as well as to the Chairman of the Expert Committee. Further, VERS also organises round tables and Shikshak Sammelans where teachers and educationists get platform to share their views on issues associated with education.

In a brief, comparing to Pratham Education Foundation and CESR, VERS gives less effort in bringing up the local volunteers rather they (VERS) are focusing improving the quality of education at the elementary level by making model schools, giving training to teachers and improving the syllabus. However, the organization has witnessed participation of overseas volunteers in their endeavour of ensuring quality education. Thus, VERS is working with the service provider considering quality education as a need and thus addressing the underlying factors influencing the quality education.

Coming to the Rights Based Approach, the components that were observed in case of Right Track were invisible in the context VERS. Unlike RT, VERS is working at the policy level through meetings with key state level officials and Civil Society bodies to influence the policy making using advocacy as a tool.