CHAPTER II
Review of Literature

In order to understand the available literature in the area of present research and keeping in view the objectives of the present study, this chapter is divided into four parts. Part I contains an overview of NGOs and its approaches; Part II gives a glimpse of review of studies on developmental activities, NGOs and the state; Part III focuses upon the studies on disadvantaged children and education; and the last part of the review is on role of NGOs in promoting education for children. The chapter has attempted to highlight the existing gap in the present area of research.

Part I: An Overview of NGOs and its Approaches

Non-Governmental Organizations (NGOs) or Non-Profit Organizations (NPOs) are not a new to the human civilization. There are various terminologies which are used, interchangeably, to address NGOs such as Voluntary Organizations, Voluntary Association, Action Groups, Voluntary Agencies, Civil Society Bodies/Committees and so on, but all these nomenclatures carry same meaning of selfless service for the betterment of the society (Gangrade, 2005). The United Nations refers NGO as “a non-governmental organization (NGO), often referred as civil society organization (CSO) is a not-for-profit group, principally independent from government, which is organized on a local, national or international level to address issues in support of the public good. Task-oriented and made up of people with a common interest, NGOs perform a variety of services and humanitarian functions, bring public concerns to government, monitor policy and programme implementation, and encourage participation of civil society stakeholders at the community level. Some are organized around specific issues, such as human rights” (UNROL). The definition highlights three major components of an NGO i.e. an organised body without any
governmental support and interference, service provider pertaining to common interest of the people, and a complementary establishment for implementation of government funded schemes and programmes.

At the beginning, Voluntary Associations were used for the for the propagation of religious faith as it could be traced down to 3rd March, 1698, when five friends came together to form a society called “Society for the Promotion of Christian Knowledge” (SPCK) with the objective to communicate the Christian faith to a wide audience through education and the provision of Christian resources (SPCK). The organised effort in the voluntary services was introduced by the Christian missionaries in the eighteenth century. Although propagation of religious faith was at the centre of missionary activities but they also engaged in providing material assistance to local communities around the world. For instance, the Church Missionary Society, founded in 1799, opened schools, orphanages and also provided emergency relief during natural calamities (Adam Matthew Publications). The organised voluntarism got momentum in 1863 with the establishment of the International Committee of the Red Cross (ICRC) by Henry Dunant following the Battle of Solferino in 1859. The Red Cross movement, initiated by Henry Dunant, soon witnessed the surfacing of faith based organizations like the Salvation Army (1865) and Quakers’ Friends War Victims Relief Committee (1870). However, it was the occurrence of First and Second World War which provided the necessary circumstance for the growth and development of many international and national humanitarian organizations. For example, Save the Children which was established in 1919 to assist the young victims of the First World War with the name ‘Fight the Famine Council’, similarly, organizations like World Jewish Relief, Oxfam, Cooperative for American Remittances to Europe (CARE), Christian Aid and so on came in to existence at the end of second World War (Hilton, Crowson, Mouhat, & McKay, 2012).
In compliance to international history of Voluntary Organizations, in India also, the voluntary associations came into existence at the beginning and middle part of ninetieth century and made propagation of religious faith at the nucleus but at the same they also initiated social reform in India and encouraged voluntary work (Gangrade, 2005). In 1815, Raja Rammohan Roy founded the Atmiya Sabha for the dissemination of the religious truth and the promotion of free discussions of theological subjects. Later, in 1828 he founded Brahmo Samaj to advocate emancipation of women, abolition of sati, widow remarriage, equal status for man and women, and the rights of the daughter to inherit property and opposed rigidity of the caste system, polygamy, indentured servitude (Kumar, 1998). During the same period some prominent associations also emerged in the Indian scenario of humanitarian service like Prarthana Samaj (1864), Indian National Social Conference (1887), Theosophical Movement (1893), Ramakrishna Mission (1897) and so on. The contributions of Christian missionaries were also of immense importance for introducing organized outreach service delivery to voluntary organizations/associations. They established orphanage, institutions for old and infirm. Missionaries established schools in remote areas, provided health care services to disadvantaged population and also attended issues like exploitation and land alienation of tribal masses (Gangrade, 2005).

From 1900 onwards, the political movement for independence became predominant along with Gandhian philosophy which resulted into the mass mobilization for both freedom and rural development activities. Later, after independence the emphasis on people’s participation in government funded community development programmes and the Fifth Five Year Plan stressed up on the cooperation between NGOs and government in implementing the social welfare schemes. However, the NGO sector received the major push from the Seventh Five Year Plan where it specifically mentioned the involvement of NGOs in the poverty alleviation programmes. Further, in due course of time the NGOs have also undergone
tremendous change when it comes to the approaches adopted by them (NGOs) (Mishra, 2008; Sarkar, 2005).

There are different terminologies used by different authors to identify the variety of approaches and their components. Korten (1987) identified three generations of private voluntary action namely first generation that includes relief and welfare, second generation implies small scale self-reliant local development while the last and third generation characterises sustainable system development. Elliott (1987) distinguished three different approaches of NGO such as Welfare Approach, Developmental approach and Empowerment approach. In addition, approaches like Need based and rights based approach also made their appearance (Hadiwinata, 2003).

The beginning was made with the Welfare approach and it dominated the developmental sector till 1970s. Korten (1987) termed them as strategies of ‘first generation’ NGOs where focus was on the relief and welfare activities. More specifically saying, they attended or responded to the immediate requirement of the people in need. They focussed on amelioration of the indicators of poverty and underdevelopment while ignoring the causes. This approach did not talk about equity or equality or issues like socio-economic disparity, social exclusion, power structure and so on. The approach provided suppressed and underprivileged population with assistance by considering them as passive recipient of services. In nutshell, the first generation strategies or welfare approach could be understood as a responsive approach or responsive strategy rather than a strategic or scientific in nature (Riley, 2002; Hadiwinata, 2003; Sedere, 2005).

The Developmental Approach, surfaced in late 1970s, was different from benevolent welfare activities towards a more judicious approach. This approach focused on mobilization of local population to deal with the factors pertaining to underdevelopment. The activities included
under the approach are mobilization of local masses pertaining to their participation in areas such as preventive healthcare, improvement in agricultural practice, infrastructure and so on. However, the component of remedial support to immediate need still continued to be part of Developmental approach. Korten referred them as ‘second generation’ strategies where communities are helped from the outside to realise its potential through own intervention and guidance (Swart, 2006; Korten, 1987; Hadiwinata, 2003).

The next approach surface in the development sector is called Empowerment Approach. Korten refers it as the ‘third generation’ of strategies. This strategy is more inclusive in nature comparing to previous approaches. This approach addresses the local problems as well as considers the external factors that are affecting the villages and communities. Under the approach, NGOs work for establishing a prerequisite political and institutional environment to focus on local issues (Riley, 2002; Hadiwinata, 2003).

Again, there are two other approaches that surfaced during 1970s and 1990s namely Need-Based Approach (NBA) and Rights-Based Approach (RBA), also known as Human Rights-Based Approach (HBRA) respectively. Need based approach seek to maintain more objectivity in identifying need and in locating resources for solving the same. It is based on deficit model. In the context of RBA needs were viewed as rights as well as responsibility of the duty bearers to accomplish the same. RBA was adopted by United Nations in 1997 with launch of United Nations Programme for Reform and all the UN entities were asked to take up HBRA into their various activities and programmes (Sedere, 2005; UNICEF & UNESCO, 2007).

Harris-Curtis (2003) identified three important aspects of RBA, while differentiating it from Welfare Approach, such as: a) people are active agent in RBA comparing passive recipient in welfare approaches, b) the role of social worker is that of a facilitator in RBA rather than
benefactor under Welfare Approach, and c) the nature of services provided under RBA is political in nature while it was apolitical in Welfare approach (Harris-Curtis, 2003). While Ljungman (2004) explored six features of RBA, which make it distinctive from its contemporary/ preceding approach i.e. Need Based Approach, these are: a) RBA work towards outcome and process goals, b) it views rights as obligations of the state, c) empowerment as prerequisite for realization of rights, d) considers insufficiency of charity to meet the needs, e) recognises structural issues and it manifestation through different mass challenges, and f) pays attention towards socio-cultural, economic, civil and political aspects (Ljungman, 2004). In addition, Mikkelsen (2005), highlighted three basic features that distinguishes RBA from other approaches, these are: a) the legal basis, b) normative framework, and c) the process of realizing the overall goal. The legal basis of RBA comes from the national and international laws, while the normative framework related to the emerging consensus about rights and its importance in development. In addition, it poses greater responsibility with the states and international actors and a stress is given on empowerment, participation and non-discrimination. The process of realizing human rights indicates the active participation on the part of the right holder and a proactive response from the duty bearer (Mikkelesen, 2005; Tsikata, 2007). In similar path, McInerney-Lankford and Sano (2010) identified five basic principles of RBA, such as: a) an anchoring of development in human rights norms and standard and obligations, b) a perspective that emphasises analytical as well as operational approaches, c) a perspective that focuses on participation and empowerment of rights holders and on accountability of duty bearers, d) a focus on marginalised groups and on legal instruments that are especially relevant to them, and e) assumptions about the centrality of inequality and discrimination as constraints on development progress (McInerney-Lankford & Sano, 2010).
Part II: Review of Studies on Developmental Activities, NGOs and State

The approaches adopted by the NGOs are largely influenced by the donor organization and in turn it also influences the state. Further, state’s outlook about the developmental activities carried out by the NGOs also shapes the national policy and relationship between the NGOs and the state. In the context of present study, the relationship between the state and the NGOs is also found to be very important in order to understand the response of NGOs towards the educational right of disadvantaged children as it is the state’s responsibility. Therefore, this section of the review has focused on the studies that highlighted the existing dynamics in NGOs and state relationship. The section has incorporated studies of different countries chronologically.

Cannon (1996) did a case study on health sector of Uganda to explore relationship between NGOs and the state in presence of foreign aid. The study found that mission and secular NGOs of Uganda are covering 30 to 50 percent of health care services with high quality of service delivery comparing to the government hospitals and clinics. Further, the study revealed that NGOs in Uganda are largely dependent upon the foreign aid and in a way the activities undertaken by the NGOs are governed by the donors. In addition, there is also brawl between the NGOs and the state over policy formulation and utilization of funds for different health care services due to lack of transparency on the part of NGOs. However, the study also indicated the poor economic condition of the staffs engaged with small NGOs.

Lewis (1997) made an attempt to study the NGOs- State relationship in Bangladesh by reviewing external resources received by the Bangladeshi NGOs, political influence and their shift in approaches and themes. The case study found that the NGO sector in Bangladesh is largely dependent on the foreign aid while 70 percent of these aids are received by the 10 major NGOs and in turn these NGOs have the capacity to influence the government. Further,
the findings of the study argued that the dependency of Bangladeshi NGOs on Western aid has made them vulnerable and the real issues are lower looked as the projects are prepared externally. In short, the study proclaimed that the third sector of Bangladesh is hugely driven by the wish of donors then by the need of the local communities.

Gordenker and Weiss (1997) in their paper called ‘Devolving Responsibilities: A Framework for Analysing NGOs and Services’ made an attempt to answer five basic questions associated with NGOs and these are a) Is 'NGO' a useful category for examining contracting for services by the United Nations? b) What can NGOs do better than IGOS? c) What are the most important constraints that apply to bringing NGOS into UN programmes? d) What can be done to improve the accountability of NGOs? And e) what are we learning about the relationships among NGOs, IGOS and world civil society? The study found that NGOs can play a better role in advocacy pertaining local issues while their size and scope remains determining factors. But the flexibility available for the selection of employees is an added advantage for the NGOs. The paper mentioned that accountability of NGOs is a major concern while highlighted the importance of NGOs as an agent in bringing Intergovernmental Organizations and Governments together or may come collectively to replace the IGOs and Government in providing social services.

Gideon (1998), in her paper ‘The Politics of Social Service Provision through NGOs: A Study of Latin America’ paid attention the new role assumed by the NGOs in the wake neo-liberalism in Latin America. The paper argued that under the neo-liberal model NGOs are competing for the resources for their survival and, accordingly, their own agendas as an NGO are distorted. In addition, NGOs have become an implementing tool for the government and they (NGOs) are being guided by them. The study further recorded that the role of NGOs are determined by the state and likewise they are into the political arena from being apolitical in
nature. The NGOs with radical agendas or thought to be challenging the state sovereignty are finding themselves out of place or marginalised.

Aviel (1999) in her paper ‘The growing role of NGOs in ASEAN’ explored the effectiveness of NGOs in Asian region and their relationship with ASEAN. The author indicated that the NGOs in ASEAN region are influenced by the institutions/organization outside the region specially in identifying the issues. Further, the organizations external to the region also promoted networking among the regional NGOs for collective advocacy. The effect of such external intervention could be notice through the growing networking and complementing role for their counterparts in other countries. Finally, it concluded that with passage of time the NGO sector in ASEAN region has emerged as a powerful sector and has the potentialities to influence the government while their dependency over the foreign fund has also reduced.

Mencher (1999) in an article called ‘NGOs: Are They a Force for Change’ highlighted the key issues associated with NGOs such as organizational pattern, source of funding, relationship with the state, NGOs and public policy, NGO networks and NGOs and Social movement. The author while discussing the source of funding for NGOs paid attention to an ignored issue pertaining differences in priorities among the donor and NGOs. It is suggested that NGOs with limited funding sources may tend to incorporate the priorities of donor organization by replacing their own in order to sustain and to pay the salary. Further, the document also highlighted the importance of using globally known issues, which got promoted in one or the other international conferences, in attracting the donors. However, the positives of NGO functioning was counted on awareness generation, advocacy pertaining to structured inequality and initiation of process of self-help which can spread from village to village.
Mohanty (2002) tried to answer three basic questions, associated with the ever changing development sector, in his article named ‘Civil Society and NGOs’ published in Indian Journal of Political Science viz. ‘why are NGOs now called CSOs?’ ‘What civil society indeed means to the NGOs’ and ‘if NGOs are called CSOs, what are the implications of all this?’ The exploration found that foreign funding agencies along with their respective government had a major impact in transforming the NGOs into Civil Society Organizations. Further, the paper indentified seven roles of NGOs as a civil society organization such as alliance building, enhancing the social responsibility of the market, undertaking social provisioning, strengthening of civil society, engaging the citizens with the state, Promoting good governance, and counter balancing the state. Finally, when answering the third question the author observed that the initiatives made by the NGOs are one sided and criticised the alliance building of NGOs with the state as a restricting factors pertaining to NGO’s action for promoting good governance.

Wallace (2003) studied the relationship between the NGOs and the donors and highlighted the changes that took place in that relationship. The study found that activities of NGOs are largely influenced by the donor to an extent that NGOs are adopting the tools prescribed the donor without asking the relevance of the same in the given context and these prescribed tools often find a place in the training manual for capacity building. In addition, the study reveals that present trend of funding is favourable for the large NGOs while small and medium NGOs are excluded by virtue of their lack of staff time, expertise or expertise. The author further noted that the donor-NGO relationship is characterised by lack of openness and trust as no NGOs want to earn the displeasure of their donor by identifying themselves with critical issues pertaining to their challenges, failure or even the success. The study addressed detailed project planning and reporting, tight budgets, strategic thinking and accountability, and demonstrating achievements against claims laid out in project documents as the factors
that forced NGOs to work hard to meet the steep requirement by the donors and becoming
highly dependent on the donors and their goodwill.

Zhu and Purnell (2006) conducted a case study in Vietnam to understand the management of
multinational NGOs’ and found that organizational ideology, politics, strategy and structure
have significant impacts on the NGO’s subsidiary strategy formulation and implementation.
Further, the study explored that fundamental ideological motivation helps to avoid conflict in
spite cross-cultural differences. The relationship between Head Quarters, Expatriate and
Local Government was also highlighted in the study and found that a certain degree of
conflict is existing between the expatriate and the local government because of ideological
differences while the relationship between the expatriate and the local employees are team
based.

Jad (2007) made an attempt to understand the consequences of mushrooming of NGOs in
Palestine, which author termed as ‘NGOisation’. Author argued that professionalization the
development sector has pushed the upward vertical participation rather than downward
horizontal participation. Further, the study observed that the NGOisation has resulted into
concentration of power to some elite international NGOs (basically donor organizations) and
which may impede the social movements and may empower the conservative actors in civil
society. In addition, it was also found that the local NGOs in Plestine are guided by the elite
INGOs and take up selective issues while ignoring the other aspects like social, economic and
political aspects.

Schuller (2007) critically examined the role of NGOs in Haiti and highlighted the tussle
between the NGOs and the Government. The author has represented both negative and
positive view point pertaining to the functioning of NGOs. The positive view point holds that
there is need of NGOs to operate in Haiti as government resources are not sufficient while
negative view includes that the NGOs receiving foreign funding are weakening the Haiti by influencing the public policies. The study also explored different types of NGOs existing in Haiti and categories them into four broad categories, depending upon their nature of activity, such a humanitarian aid organizations or direct service provider, NGOs engaged in medium or long term development, NGOs engaged in long term participatory development and the NGOs targeting inequality as the root cause to underdevelopment.

Parks (2008) studied the fluctuation among donor international agencies in providing assistance to advocacy NGOs in Cambodia, the Philippines, and Thailand. The study found that there is number of factors that influence the foreign funding, which is ever changing in terms of priorities. The factors that are influencing the shift in priorities are economic, political, personnel and strategic for the bilateral donors while for foundations the factors includes the changing approaches, personnel and financial realities. Further, it was documented that NGOs in developing nations, engaged in advocacy, are hugely dependent on international donors and thus the shift in priorities of donor agencies force the NGOs either to change their priorities or to make an attempt to attract new donor agencies.

Boulding (2010) explored the scope and role of NGOs in Bolivia, considered as a country with weak democracy. The study focused on three aspects such as effectiveness of NGOs in influencing political participation, NGOs activity and voters’ turnout, and their (NGOs) role stimulating protest activity, based on the dataset of two time periods i.e. 1999 and 2004. The study found that NGO’s intervention in was strongly associated with political protest as it (NGOs) brought resources to the community and thus people have more time for political participation. However, the association between voters’ turnout and NGOs activity was found to be insignificant.
Part III: Review of Studies on Disadvantaged Children and Education

Sathe (1992) discussed the Supreme Court judgement in the Mohini Jain vs. Karnataka case and highlighted three aspects such as education as a fundamental right for every person, capitation of fees as violation of the right to equality and state role in ensuring right to education. The paper documented that the state should function in accord with judicial articulation while accommodating such right in the socio-economic policies. Further, it criticises the privatization of education as it triggers inequality and focused on state role in making education accessible to deserving candidates rather who can afford it. Finally, the paper advocated for social justice in educational arena but not by diluting the excellence.

Kumar and Vlassoff (1997) made a study to explore the mechanism by which education does or does not impact gender relations and decisions about childbearing within the rural households. The said study was a amalgation of two studies conducted in semi-rural area of Rajasthan and rural area of Maharashtra. In Rajasthan the study was anthropological in nature and used methods like in-depth interviews, participant observation, case studies, life history while semi-structures questionnaire was used to conduct the study in Maharashtra. The study found that significant share of women folk have no education at all. Further, it revealed that women folk well aware of importance of education for their daughter but are held back with the consequences that are likely to be confronted in getting their educated girl married.

Banerji (1997) conducted a study in Delhi with low-income group to explore the trend of enrolment and retention of children (both boys and girls) at primary level, interference of home factors and school, in terms of resources and in-puts. The study recorded the conflicting views of teachers and parent pertaining to premature drop-out of the children from primary schools. Teachers were found have a notion that economic necessity which has pushed many of the rural inhabitants to march towards urban area without much resource and likewise
these migrated families always in search for job or earning which further induce seasonal or short time migration to different places make children susceptible to drop out because of their prolonged vacation or absences from the schools. On the contrary, parents argued that teachers were not sympathetic towards the poor condition of the children of the locality and more importantly the teachers appointed for the local schools belong to higher caste and class and does not stay in the community. However, the study focuses on the factors like vacant teacher position for longer period, attitude of the teachers, irrelevant curriculum, pressure on the teachers to complete the syllabus, ill equipped teachers to teach in difficult situation and finally absence of accountability on the teachers and their promotion to higher salary grade as the factors affecting the education of children from lower income group.

According to a study done by Banerji (2000) in slums of Delhi and Mumbai the absence of school aged children from the school was not related to poor economy of the family or engagement in household chores rather it was dependent on the nature of the school. The study revealed that children from economically challenged families enjoys more freedom comparing to their counterparts from middle class families and can do whatever they wish to do. Accordingly, when classroom teaching appears to be boring they may opt to walk out from the school for never to return. In other words it was the experience of the child in the school decides whether he/ she would continue his/ her studies or not. Further, the inadequate number of teachers was also found to be a contributing factor for such absence of children as the remedial classes for children who were lagging behind because of time constraints which in turn affecting the learning level of children. The study also revealed that stiffness in school functioning as another major reason which was repelling the children from schools. One of the interesting finding of the study that may be considered as an indicator reflecting the gender based discrimination was the strategies deployed by the economically challenged families to meet the expenditure associated with the education. It was found that these
families prefer to send their sons to private schools while their daughters to local municipal schools. In addition there was another strategies mentioned in the study which are solely focusing on the sons and little on the daughters.

Kaul (2001) conducted a study with a sample size of 93 schools in the state of Karnataka. The study found that caste, class and gender have been a major hurdle for children towards their educational attainments. Further, study revealed that preference for son and considering them as an asset while considering girls as a liability is also posing challenges for girls to continue their education.

Sengupta and Guha (2002) performed a study in four villages and two urban wards in two districts of West Bengal namely Bardhaman and South 24 Parganas. The main purpose of the study was to assess the factors affecting the schooling choices of girls. The study found that factor such as maternal schooling, father's occupation, and family income as the strongest enabling factors influencing girls' school participation and grade attainment. Further, the participation of girl child in labour force was significantly influencing their educational attainment. The factors like religion and caste also emerged as important determinants of schooling.

In the article “Right to Education’: Opportunities and Challenges” the author gave detail account pertaining to the challenges and opportunities associated with education as a right. According to the author the rights based approach to education may not be appropriate to reach the masses and ensure education to all as the right to education itself is dependent upon other rights relating to economic and social rights while it is considered as a pathway to other entitlements. The criticised the present policy agenda as it was found to be narrowly associated with targets like enrolment and coverage while paying less attention to factors resulting in to social exclusion. The author was of the view that the mechanism like Village
Education Committee (VEC) to ensure community participation may do little in bringing the communities together and make them to work for the fulfilment of their rights if the long-standing inequalities among the communities in terms of caste and class are not addressed. The author also argued that the present trend of privatization of education system and mushrooming of private schools is further promoting inequalities rather than mitigating the same. In addition, the increase in financial support received by the state from the donors and involvement of civil societies and other organization may pose a threat to the state initiative and diminish transparency. The article also argued that the centralised policy in ruse of decentralization, which has ignored the micro level planning, discouraged the innovation in the sector (Subrahmanian, 2003).

Vaid’s (2004) study using National Election Study (1996) data set to highlight the factors that hindering the educational attainment of boys and girls of socially deprived origins and also gave focus on inequality faced by girls at each educational transition stage. The study found that class is a major determinant than caste for children to continue their schooling or education. Further, it also suggests that girls have lower chance to continue their education at each educational transition phase.

According to a study conducted by Chug (2004) with the families who were not sending their children to schools along with head teachers from primary and middle schools, including government, government aided and private, in the slums of South Delhi found that drop-out rate among girls are more comparing to boys. Further, one fourth children opt to drop out from the school before reaching the age of eight years while one third of the children drop-out between the age of 10- 12 years. The study found that there was gradual process that leads to final drop-out form the formal schooling which starts with being absent on alternate days plodding to several days and finally drop-out from the school. The casual attitude of
parents and engagement of both the parents in economic activities clubbed with long vacation to native place, continuation in the same for two-three years were found to be the prominent reason which leads to the situation called drop-out. Further, a significant percentage of drop-out was found to be in Class VI, a transition phase when children shifts to new school for middle and high school, because of the in availability of schools in the locality. The study also documented the reasons such as financial constraints, secondary cost associated with education, lack of interest in studies, difficulty in comprehending the lesions taught in the class, frequent breaks in the studies and a sense of insecurity associated with girls were found to be interfering with the educational attainment of the children.

Venkatanarayan (2004) argued that all out of school children are not necessarily be child labour and differentiated key terms like child work and child labour. The term child work is represented as a more inclusive one and a part of socialization process while child labour is denotes legal bindings and indicates child’s involvement in economic activities. Further, depending upon NHFS-I, author was of the view that disability, malnutrition, illness are among the primary factors keeping children away from the schools when they are not contribution to labour market.

UNESCO Institute for Statistics (2005) in a report titled ‘Children out of school: Measuring Exclusion from primary education’ stated that there inconsistency in numeric representation of children who are out of school and gave comprehensive definition of ‘What levels of education constitute school?’ ‘What is primary education?’ ‘What is the school-age population to be considered?’ ‘How is in-school defined?’ and ‘how is in-school measured?’ It further describes an inclusive methodology for counting the number of children who are out of the schools and investigates into the relationship between participation and characteristics of children and the household in which they live. The report also explains the
relationship between gender, location of residence and household wealth/income with those educational attainments in the context of less developed countries.

Lindahl (2006) examined whether right to education is universal and influence of globalization on the same. In the paper author highlighted the disparities existing among the signatories of UNCRC while stressed upon the situation where only 27.3 percent of school aged Angolan children enrolled in school along with Madagascar, Rawanda and Mozambique where less than 50 percent of children are enrolled into the formal schooling. Further, disparities were also observed in terms of years of schooling, which ranges from 2.8 years to 16.8 years. The paper argues that globalization has hugely effected the school education system and transformed into a globalized market and which in turned fuelled the inequality in educational attainment.

Chandrasekhar and Mukhopadhyay (2006) made a study using the data set of National Sample Survey Organization (NSSO) collected for its nationwide survey on ‘Participation in Education’. The study found that expenditure for education has been a major hurdle for the children towards their educational attainment and further it also points out that girls are likely to be affected more for the same.

According to a study, Ota and Moffatt (2007), done in six villages of four districts of Andhra Pradesh, with a sample size of 101 households, found that boys are more likely to attend the schools than girls and the gap widens with the increasing age. The study also found that elder girls face double competition first with their bothers and then with their younger sisters and thus older sisters are most disadvantaged. Economic condition of the family has an effect on the children’s schooling along with the age of the head of the household. Interestingly, study did not find any significant effect of parent’s educational level to the educational attainment of their children.
A study organised by Khasnabis and Chatterjee (2007) in slum-dominated part of east Kolkata, between November 2003 and July 2005, with a sample size of 9,969 children from 104 schools spread over 11 wards. The objective of the study is to examine various reasons for poor attendance behaviour of students in formal schools. The study revealed that retaining the students in a formal school is far more difficult than enrolling them, particularly if the students are from very poor economic backgrounds. It was found that unhygienic living condition along with lack of nutritional intake make children susceptible to chronic diseases affects the regular attendance of children. Further, economic necessity and lack of job security force families to migrate other places in search of employment. Finally, study revealed that children with educated mother have better attendance record comparing to children with less or illiterate mothers.

Jain’s (2008) study in the city of Bareilly, Uttar Pradesh, to find out the attitude of urban girls about education and their status in society, parental perception towards educating their girls, investment, educational services and opportunities available for girls, problems faced by the girls in achieving education and finally to examine and investigate the policy, project and implementation efforts. The study found that poverty has been a major factor that is keeping girls away from the schools. The particular factor is coupled with locations of schools, parental attitude and preference for son. In addition, it also found a positive relation between the illiterate mother and educational attainment of their girls.

Banerji and Mukherjee (2008) in their paper “Achieving Universal Elementary Education in India: Future Strategies for Ensuring Access, Quality and Finance” gave a detail description of budgetary allocations, strategies and coverage while highlighted the importance of Public Private Partnership (PPP) model made under Sarva Shiksha Abhiyan (SSA). The authors also highlighted the concern over inclusion less served and backward areas while enhancing the
quality of both teaching and learning. The article also stressed upon the financial allocation which has increased remarkable in the last need to sustain while the state share for the programme would reach 50 percent towards the end of Eleventh Five Year Plan.

Ramachandran Vimala (2009) in Education For All - Mid Decade Assessment, titled ‘Towards Gender Equality in Education’ highlighted the factors that are working as a barrier to education in general. Author discussed the factors under eight broad categories such as Economic, cultural, violence, school, health, school related gender based violence, HIV/AIDS and stigma and geographical issues. It is worthy to be mention here that the analysis of the factors were done from gender perspective or in other words from feminist perspective. The report further criticizes the governmental initiatives for holding a uniform approach while executing the programmes like Sarva Shiksha Abhiyan and alike without recognizing differences that exists among different social groups, regions as well as gender related issues.

Paik (2009) conducted a study in cities of Nagpur, Pune and Mumbai to focus on Dalit women’s struggles against all odds to venture into the citadel of dnyan (knowledge) that was controlled by the upper castes and to explore how ‘untouchability’ is re-visioned and reproduced within formal institutes of education. Further, she highlighted how different kinds of ‘disciplining’ and ‘control’ are at work in schools and in homes. The study employed snow-ball sampling and conducted in-depth interviews with the respondents, majority of the respondents were above the age of 26 years three were below 20 years, while 15 were between 20 and 25 years, and revealed that discrimination inside the school campus, attitude and quality of teachers, indirect cost of education and Irrelevant School Curriculum and Imposition of an Alien Culture were major hindrance towards the education of Dalit girls.
Dubey (2010) in his paper “The Right of Children to Free and Compulsory Education Act, 2009: The Story of a Missed Opportunity” argued that the Right to Education Act, 2009, has failed to address the key issues associated with school education system in India. The author evaluated the act in terms of access, quality, financial implication, discrimination, education and literacy and language. The accessibility of the children to school was emphasised as one of the major problems while ascertaining the fact that enrolment ratio in India has increased immensely but it could not be relied upon because these figures were often subjected to manipulation for administrative and political purposes. In addition, inadequate number of schools along with teachers is further posing challenges towards universalization of elementary education and the present act was found to be silent on the matter. Again it argues that quality of education which is directly related to financial allocation is another important aspect about which the legislation is silent as it did not include any financial memorandum. Further, the present education system found to influence by the class division where children of economically stable or middle or upper class have access to the good private schools while children from lower income group opt for public school with inadequacies. Although the act made 25 percent reservation for children from the weaker section to these private schools but again it contradicts the concept of free and compulsory education for rest 75 percent of children for whom education will not be free. The paper further stresses that the concept of neighbourhood has not found a niche in the act while the present education system emphasises more on literacy and numeracy than on education thus restricting the basic philosophy behind school education. Finally, it advocated that pre-school education and secondary education need to be included under the purview of present act, as the definition of child includes that individuals up to the age group of 18 years, and a need to specify the language for teaching as the concept of mother tongue not clearly defined.
McMillan (2010) highlighted existing variation between the framework of social development and Human Rights Based Approach to Development (HRBAD) pertaining to the concept of education. The paper argued that education in social development framework means socialization process which transfers the social and cultural norms to young generation. On the other hand, education in HRBAD is considered as a means of producing human capital and focus is more on enrolment than on quality of education and socio-cultural consideration in the curriculum. Finally the paper suggested that merging of both these approaches would be beneficial to bring a holistic change.

Education for All Global Monitoring Report 2010 gave an overview of the educational achievements throughout the world and compared the grave situation of Sub-Saharan Africa and South and West Asia. The report further argued for financial support to the developing countries by the developed countries to achieve the quality of education and adult literacy. Report considered gender based disparity in educational attainment is prevailing but slowly narrowing down. Poverty, child labour, social stigma, political situation were among the factors that are affecting the goal of Education for All (UNESCO,2010).

McCown (2011) argued that the present education system under the purview of Right to Education has failed to address the issues like language barrier, exclusion of local culture from curriculum, outdated books, frequent absent of teachers and meagre school facilities along with lack of space at home to study and need to work after school hours. Further, it is argued that universal right to education is confined to primary/ elementary level only which is ignoring the aspect of lifelong learning.

Sarin and Gupta (2011) conducted a study in slums of East Delhi to explore the perception of different actors like parents, children and principals towards the quota system for children from weaker section in privately managed schools. The study has found that although the
quota provision has been made for the children from economically challenged families to ensure free and compulsory education but the education of children remained a costly affair for the poverty stricken parents. The study revealed that the average expenditure for the families reaches Rs. 5000/- per year which includes extracurricular activities, books, uniforms etc. Further, the study also noted the humiliation that a children encounter by virtue of his/ her enrolment as a ‘freeship’ student. Again the medium of teaching and communication was found to be a barrier for the parents to get involved with children in their educational attainment as majority of the parents was found to be studied up to class V. Finally the study also documented the challenges encountered by the principals and teachers of private schools in dealing with the children from weaker section or enrolled as a freeship student because of lack of parental care, slow learners, and inability on the part of the parents to afford additional expenses for optional activities.

Supriya Sharma (2011) in her article “Crisis for Dantewada’s School Children” highlighted the plight of Adivashi children during and post Maoist- Salwa Judum conflict when the school buildings wore the image of a CRPF camps and eventually a target for maoist to attack. Following the conflict the schools were shifted near to highways with teachers and staff relocated themselves for the same but not all the students. The government documents were also silent about the magnitude of the children affected by this armed conflict. The article also narrated the how children were migrated to other villages and the distance they need to cover in order to reach their new schools. The document further stressed on the language as a barrier for the Adivashi children in terms of their educational attainment and violation of a fundamental right (to receive education in their mother tongue). However, the article also indicated the irrelevance of education in mother tongue in context of present job market.
Khora’s (2011) study in Laxmipur block of Koraput district of Orissa. He choose schools that are maintained by department of Tribal Welfare, Employment Gurantee Schemes (EGS) Centres and one privately run school. The study found that the teachers who were attending schools away from the block head quarter have a tendency or motivation to join schools in block head quarters in spite of the fact that teachers in those schools have to perform really well because of the strict district administrative supervision and frequent pressure from the parents. Further, it revealed that Swechasevi Shiksha Sahayaka (SSS), Education Gurantee Scheme (EGS) teachers and female teachers were not performing their their assigned duties. It documented that EGS teachers does not go to schools while SSS teachers does not call the students in to schools (as per their assigned duty) and female teachers are more engaged with their families. Coming to teacher’s attitude towards the tribal children the study documented that non-local teachers were accusing local teachers for not showing interest which was found to be false allegation. Usage of teaching and learning material was found to be another important issue as the majority of the schools were not using the same in spite of allocation of Rs. 500/- per year per teacher. The narrative finding of the study also reflects that a government school which was rated poorly amy also perform well in presence of a dedicated and accountable teachers.

Roy and Banerjee (2012) conducted an ethnographic study on the governance of primary schools through Village Education Committee (VEC) in Kalipur village of Dhaniakhali block in Hooghly district, West Bengal. The study found that political domination clubbed with class and caste differences were interfering with the functioning of VECs. The reservation policies pertaining to participation of mothers, members from SC and ST communities found to be manipulated on the basis of political affiliation and thus in spite of the participation from the disadvantaged population the core issues gets ignored in the meeting and workshops meant to enhance the functioning of VEC. Further, the study also highlighted that differences
of opinion among the parents (belonging to different socio-economic background) pertaining to the programme like Mid-Day Meal.

Centre for Child and the Law of National Law School of India University, Bengalore (2013) made study in 14 schools of 26 villages of a Gram Panchayat in Ramnagar, a district in Karnataka. The major purpose of the study was to examine the effectiveness of the implementation of the RTE and identification of the existing gap between the written provisions of the act and its practice. The study followed both qualitative and quantitative methods which include structured questionnaire and observation followed by Focus Group Discussion (FGD) with parents and children along with members of School Development and Monitoring Committee (SDMC) and Gram Panchayat. The study reported the discontentment among the parents and children pertaining to the issues like secondary cost associated with elementary education, cleanliness, quality of food, engagement of teachers in other activities other than teaching, absence of extra classes for children with low learning level and practice of corporal punishment. Further, the FGDs with members of SDMC and Gram Panchayat revealed that from the state and district little attention has been paid to the demand placed by them while the provisions like safe drinking water, library, school uniform, boundary wall, playground and training of teachers remained critical condition (NLSIU: CCL, 2013).

Dawn (2014) in her paper “Education of Children with Disability in India: A Critique” analysed the situation of children with special need depending on the DISE, National Sample Survey (NSS), Sarva Shiksha Abhiyan (SSA) and reports of Ministry of Human Resource and Development. The study found that there was huge ambiguity upon the number of children with special need and the confusion further increases when it comes to the states. The document also recognises the differences in definition, perception and training of data enumerators as one of the reasons for such discrepancies. The exploration also highlighted
the services were majorly limited to the children of urban areas while in rural areas it was confined to only one percent.

Karopady (2014) initiated a study in five districts of three regions of Andhra Pradesh namely Constal Andhra, Telengana, and Rayalseema with a sample size of 180 villages. The main purpose of the study was to understand the impact of school choice and the learning outcome pertaining to disadvantaged children. The study, further, identified the disadvantaged children such as children at government school, children moved to private schools and children already studying in private schools. The findings of the study revealed that majority of the children opting for private schools had privileged family background. The educational qualification of the parents was found to be one major factor for children opting for private schools. The representation disadvantaged children in private schools was found to be only 13 percent. The paper also gave a comparative analysis of government schools and private schools in terms of facilities available, qualification, age and salary of teachers and fees. The privately managed schools were found to hire less trained teachers but with better infrastructure and pupil teacher ratio. However, the scenario was totally different in government run schools where teachers were paid well and with better training but the with poor pupil teacher ratio and infrastructure, which includes drinking water, functional toilet, working computer and so on. When it comes to learning level of the children the study found that children who started their schooling with privately managed schools had better learning level comparing to those who joined the private school later (from government schools) and thus questioned the value addition of privately managed schools.

Srivastava and Noronha (2014) in their paper called ‘Institutional Framing of the Right to Education Act: Contestation, Controversy and Concessions’, based on a study of 290 household of a Delhi based settlement block along with in-depth interviews with bureaucrats (associated with drafting of bill) and implementers a to identify the gaps and contradiction
relating to RTE focused on the contradiction existing in the present law. The paper gave a
detail account of the efforts to make elementary education as a right, starting from the
colonial rule to recent ones, and the reasons which resisted their institutionalization such as
insufficient tax, lack of local demand, fear of losing cheap labour, weak economy and
scarcity of resources. The study also revealed the modifications and changes that were
brought in from 2004, when the first draft of RTE was made, till its enactment in 2009. The
exclusion of preschool education from the purview of present act was present as major lacuna
of the present act. Further, the quality of education in absence of qualified teachers, child
centred pedagogy, infrastructural facilities and teacher educators were argued as major
concern. The reservation of 25 percent of seats in private schools for children from weaker
section also got adequate attention in the study where it mentions the tussle between the state
and the private schools in implementation of such provision along with confusing status of
gender as well as geographical factors.

Bhatacharjee, Mysoor and Sivaramakrishnan (2014) conducted a study in the state of
Karnataka to understand grievance redress mechanism under the RTE and identified certain
shortcomings in the present state RTE rule which does not include unaided schools. The
study found that there was no clear definition of the local authority although it holds Block
Education Officer (BEO), Chief Executive Officer of the Zilla Panchayat (CEO-ZP) and the
Deputy Director of Public Instruction (DDPI) as primary actors for the grievance redress.
Further, there was overlapping of jurisdiction between District Level Education Regulating
Authority (DLERA) and Social Justice Committees (SJC}s) and thus a person can file
complaint with either of the authorities. The study further found that majority grievances
were filed from the city of Bengaluru and thus indicating inability of less informed rural folks
to file their grievances. The study also highlighted the issue of conflict of interest in case of
primary implementers as they were also the members of DLERA and thus may influence the
whole system of grievance redress against them. The State Commission for Protection of Child Rights (SCPCR) was found to be toothless as the commission did not have the power to impose its decisions on the state.

Vasavi (2015) made a detail analysis of Government Elementary School (GES) to explore importance of GES, to understand the organizational culture along with power dynamics and their affect functioning of schools, and the teaching and learning process. The paper argued that the present education system is re-enforcing the caste differences and ignoring the concept of common school as the people from economically and socially advantaged background rejected the efficacy of the government run schools and getting attracted towards the private schools while the children from low-ranked caste families filling up the GES. Further, the inequalities in teacher allocation in Adivasi/ Tribal dominated areas are also documented where political and economic influences play a major role, which is again complemented by the powerlessness on the part of such population (Adivasi/ Tribal) to fight against the same. The rigidity and uniformity practiced to handle the issues pertaining to different areas and regions is further posing challenge to ensure smooth running of schools and quality of education.

Dalal (2015) did an ethnographic study to understand the life of children at schools and the role of schools in shaping their future. The study was conducted in a state run primary school which was accessed by the children from lower socio-economic group. It was found that the teachers and volunteers engaged with the school exhibited a negative attitude towards the children specially when they took the name of the children which was reflecting their parental business like kelewala or Andewala along with derogatory remarks which reflected the class differences as well as living standards and further accompanied by blaming children for their learning failure. The author also argued that the social background of the children which was external to school resulted into their failure and thus need to be to addressed and understood.
Garg and Mandal (2015) conducted a study in the city of Jaipur, Rajasthan, to understand the impact of Mid-Day Meal programme in mitigating the caste and class differences at elementary level while examining the effect of MDM on disadvantaged children or children from weaker section. The study found that MDM programme has increased the enrolment rate among the children of weaker section (SC, ST and OBC) along with girls’ enrolment rate. However, the study also hinted towards the prevailing class and caste difference in terms of food intake among the children during the school days and holidays. The study found that food intake among children from weaker section increases during the school days comparing to their intake during holidays which was just opposite to the children from upper caste and class, which implies that quality of food provided in the schools were substandard comparing to the food available at home for children of privileged class and caste and vice versa. Further, impact of gender based discrimination also got highlighted through the study as it found that girls from weaker section tends to eat last and consume lesser quantity of food comparing to their counterparts from privileged families and boys in general. While discussing the advantages of MDM the study also mentioned that the programme like MDM has hugely contributed to the increase in enrolment but it could not ensure quality of education as they study found that learning of the children were inadequate as per their respective standard.

Nawani’s (2015) scholarly work to understand the Continuous and Comprehensive Evaluation (CCE) and No-Detention Provision (NDP), mentioned in RTE, 2009, gave a holistic view on the prevailing misconceptions among the teachers, parents and children. The exploration also criticised the End Term Examination where uniformity of such academic evaluation fails to address the diversities among the learners pertaining to their family background, interest and varying learning ability. However, the study also documented the ill effect of CCE and NDP on teacher’s primary focus as it shifted from teaching to maintaining
student’s progress records and thus argued that the implementation of concepts like CCE and NDP may not take place in isolation especially in absences of adequate pedagogy, infrastructural facilities, teaching and learning materials and experienced and qualified teachers in adequate number with responsibility. The study supported the concepts (CCE and NDP) as they appears to be less threatening to the children and protects them from the humiliation as repeaters in particular the children considered as first generation learners with lack of parental support.

According to an exploratory study conducted by Mehendale, Mukhopadhyay and Namala (2015) to evaluate implementation of 25 percent of reservation of seats (under RTE quota) for disadvantaged children in private schools in the major cities like Bengaluru and Delhi. The study found that there were administrative shortcomings such as lack of staff in the education department, ignorance on the part of the of said department to validate the list of private schools, to ensure requisite infrastructure and induction of qualified teachers in to those private schools. Further, the awareness level among the disadvantaged population was found to be poor because inappropriate mode of information dissemination. The study also revealed the communication gap between the state government and private schools along with delayed reimbursement, no hike in the rate of reimbursement, and seats falling vacant (meant to be occupied by the disadvantaged children). The class differences in the existing education system was also got reflected through the findings of the given study where parents from lower middle and middle class group tends to influence the functioning of the school. Finally, the no detention policy under the present rule also created a situation of ambiguity for the teachers and administration of the private schools while they are apprehensive about the continuity of education of the children in higher grade which would require more financial and academic support.
Part IV: Review of Activities and Studies on Role of NGOs in Education for Children

Shanti Jagannath (2001) conducted a study on six NGOs who have demonstrated innovative initiatives to reach the disadvantaged children to enhance their accessibility to primary education and to increase the quality of education in India. The study also found that NGOs have comparative advantages and are instrumental in handling the shortcomings of schooling. Further it was found that NGOs tend to supplement the government initiatives rather than be parallel service provider and are keen to establish partnership with the government. It also found that good quality supply is a major constrain in enhancing access to schooling. The importance of NGOs in achieving universal access to primary education was recognized in the study while problem like shortage of human resource and funds were also recognized. Ignorance in process documentation and action research were also found to be prominent among the surveyed organizations.

Soorymoorthy. R. and Gangrade. K. D. (2001) conducted a study titled ‘NGOs in India: A Cross-Sectional Study’ with the NGOs of Andhra Pradesh, Kerala, Gujarat and Delhi. The study shed light on the aspects like NGO and Government partnership, role of NGOs in advocacy, policy implications of NGO activities, the life cycle of NGOs, NGO’s accountability and the advantages that NGOs have in terms of innovation and customization of their services to meet the local need along with challenges that NGOs encounter in the workings. While sighting the NGOs and Government partnership the study documented the process through which the NGOs sought partnership with the government irrespective kind of population that were served.

Gurung (2004) in research report called ‘Study of Policies and Programmes Addressing the Right of Street Children to Education’, the study was conducted in Nepal, found that
government policies of economics that allowed free market economy and globalization has contributed to prevailing state of poverty which in turn increased the hardship of children. Continuing discussion report reveals that centralized government trend, weak implementation, monitoring and evaluation and lack of strong implementation of existing laws and regulation further contribution into the grave condition of women and children in Nepal. In other words faulty government policies followed by weak implementation of existing laws are the major factors that are keeping street children out of school.

Kingdon G. G. (2007) in a paper titled ‘The Progress of School Education in India’ discussed about India’s educational achievements in comparison with countries like Brazil, Russian Federation, China, Sri Lanka, Pakistan and Bangladesh. Under the heading ‘Schooling access and quality’ paper discussed about learning achievement levels, literacy rate, enrollment, school attendance rate and the existing disparities among different states. It further stressed on the role of private school in catering the educational need of children and the resulting inequality in educational opportunity. Finally the paper recognizes the pivotal role played by NGOs like Pratham and Seva Mandir in areas which inhabited by tribal population and facing the problem of teacher absenteeism.

Oxfam GB in a published report titled ‘Practicing Gender Equality in Education’ discussed the conditions which are needed to be considered in promoting Education For All (EFA). The factors highlighted in the report are partnership among different organizations, culture within the schools, teachers and curriculum. The report further stressed on educating teachers on issues like gender equality and making girls and women to have full access to curriculum would help to mitigate the gap in educational attainments among both the sexes. It also explores a relationship between gender, HIV/AIDS and adult education. Education for nomadic and pastoralist girls and boys is discussed in chapter 4 along with challenges that
may come in a way in catering the educational need of such children. The report also gives a comprehensive picture of the status of Education For All in South Asia and Africa. In describing the challenges that are faced in ensuring education for all report mentioned about early marriage, child labour, nutrition, social and cultural norms. The document also discussed the roles played by different NGOs throughout the world and made suggestions for NGOs to follow in achieving gender equality in education (Aikman and Unterhalter, 2007).

Inger Ulleberg (2009) in a paper titled ‘The Role and Impact of NGOs in Capacity Development from Replacing the State to Reinvigorating Education’ has highlighted the role of NGOs in the context of countries where state failed to perform the desired role. It discussed the advantages that NGOs have over the government functioning in mitigating the discrepancies in education sector. NGOs are more flexible in their operation which is characterized by quick adaptation and innovation that may surpass the government initiatives in time. The paper further highlights the obstacles like lack of resources that NGOs encounter in scaling-up their activities.

**Conclusion:**

The review of previous literatures suggests that religious propagation was the initial thrust for forming voluntary associations which can be traced back in 1698 with the establishment of SPCK. However, other basic services pertaining to health and education remained at the tangential level of such propagation. The major push towards the secularization and formalization of these associations were noticed during and the after the two World Wars. Similar trend were also noticed in Indian context where it started with religious propagation with an ever widening scope for intervention. The credit goes to missionaries for introducing the organised service delivery system to voluntary associations.
The NGOs, as commonly understood, plays a complementary role to support state’s initiatives. They (NGOs) work to reach the areas and the population which were not covered by the rigid uniform welfare programmes and schemes of the government. However, the review of previous literature shows that the initiatives undertaken by the NGOs were largely influenced by the donors and more specifically the international donor organizations. Further, the review also revealed that the international donor organizations were largely influenced by their respective governments and accordingly there was a tussle between the state (mostly underdeveloped or under developing) and the NGOs operating therein. However, on the other hand the approaches and the strategies of the NGOs have also undergone tremendous changes from Welfare model to Human Rights Based Approach. The shift has made beneficiaries of the development programme a major stakeholder from passive recipient of the same. Again, the newly evolved HRBA, initiated by United Nations in 1990s have made the NGOs intervention more political and legal in nature and thus many a times it came in conflict with the government.

Coming to education, as a right, the previous studies indicated that right to education was meant to include the disadvantaged children under the purview of the education. However, the studies also reflected that present education system limited to make children literate rather than educating them. In other words, it is more mechanical and often disadvantaged population finds it irrelevant to their context. The present legislation also made provision of 25% reservation of seats in the recognised privately managed schools under which children from economically challenged families can avail the services of such schools. But studies revealed that children in those schools were also subjected to discrimination and degraded treatment from the teachers and thus injecting the sense of class among the young minds. Further, the review also indicated that economically disadvantaged children often opt for government schools which were majorly characterised by poor pupil teacher ratio, inadequate
infrastructure, lack of professionally trained teachers belonging to privileged communities. Thus, in a way it could be said that disadvantaged children remain in a challenging situation be at government schools or in private schools and obviously when they were not in schools.

The review on the disadvantaged children highlighted that the challenging situation of children are precipitation of factors like social, economic, cultural, political, geographical as well as individual/personal limiting factors. The economic factor was found to be common for both girls and boys while social and cultural factors found to be affecting the educational attainment of girls. In addition, the armed conflict situation, considered as political factors, remote geographical locations and personal limitation in terms of physical and mental disability also putting barrier towards the educational attainment children.

The studies pertaining to role of NGOs in educational care of disadvantaged children were found to be few in number. The existing literature highlighted the best practices adopted by the NGOs, scope for NGOs to intervene in the field of elementary education while discussing their advantages over governmental programmes.

In a nutshell, studies were conducted to understand the situation of disadvantaged children, implementation of right to education and role of NGOs in the same. However, the review of relevant literature also highlighted the existing gaps pertaining to role of NGOs in ensuring education to all, in the wake of RTE, 2009. Firstly, considering the tussle between the state and the NGOs, where NGOs were receiving funds from the international donor organizations and which was further influenced by the respective government, it becomes a obvious to question the necessity of NGO’s intervention when education is right and sole responsibility of the state to ensure the same. Secondly, the previous studies failed to focus on the approaches adopted by the NGOs and their adequacy to current context. Thirdly, challenges encountered by the NGOs in running the educational programmes also failed to find a niche
in the previous studies. Finally, the perception of service seeker was another area which was rarely attended by the previous studies. Therefore, the present study would focus on these aspects so that existing gap in the prevailing literature could be bridged.

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