

## A review paper on the role of NGO's in educational development

<sup>1</sup> Jai Hind Vishwakarma, <sup>2</sup> Dr. Sonia Sthapak

<sup>1</sup> Research Scholar, Department of Education, GGV, Bilaspur, Chhattisgarh, India

<sup>2</sup> Assistant Professor, Department of Education, GGV, Bilaspur, Chhattisgarh, India

### Abstract

Education is the backbone of any Nation. Education is provided through many sources viz., formal agencies, and non formal agencies, NGOs etc. Nowadays, NGOs have become very popular in fulfilling the educational goals set by the government. In this regard researcher has done a study on the role of NGO's in educational development. He therefore reviewed many studies related to the present topic. After analysis he found that NGOs are working in diverse area and play a vital role in the development of education. NGOs also work for those people who have not been fully benefited or are deprived from the education. The greatest challenge for the State or central Government is to achieve accessibility, inclusion and empowerment of Special Needs Children and NGOs can be a survivor in this field as well, so a review based study is imperative in this regard.

**Keywords:** NGO, educational development, children with special need (CWSN)

### Introduction

Indian Government is fully committed to the realization of the objective of universalization of Elementary Education, without including the Children with Special Needs (CWSN) the objective of UEE may not be achieved & the obstacles of a good education faced by millions of children in South Asia are daunting enough (Arya, 2013) <sup>[1]</sup>. The role of Non-Government Organizations (NGOs) in imparting education to Children with Special Needs (CWSN) all over the world cannot be undermined. "In the last few decades of the nineteen century, the NGOs have played an active role in India to impart education to children with special need (CWSN). One factor which influences the capacity of disability related NGOs to make the necessary changes, appears to relate their different forms, which range from small community based to national or international organizations (Lang, 2000) <sup>[8]</sup>.

NGOs have a tendency to work in small locations, achieving impact on the ground, as compared to the Government services that usually address the needs of a majority with little attention given to members of the civil society, who have no voice. Guardian and families play a primary role in the process of rehabilitating CWSN. They are involved at every stage of the rehabilitation procedure and their views and those of the children.

Throughout the last decade NGOs have been increasingly tapped to implement development programmes. In recent years, growing amounts of development resources have been channeled to and through NGOs in all sectors; NGOs working to improve social welfare, reduce poverty, and develop civil society have become more dependent on international donors, leading to an explosive development in local NGOs in many countries. This pattern can also be found in the education sector, where most donor agencies have expanded the resources allocated through NGOs to implement their educational programmes. More and more, donors use

international and local NGOs for education service-delivery in both formal and non-formal contexts (Mazibuko, 2000) <sup>[9]</sup>.

NGO approach to advancement is based on the principle of people's participations. NGOs are looked upon as alternative agencies which are receiving attention now a day and are useful in promoting awareness, change and improvement in society. They are extensively involved in reducing the poverty and promoting sustainable development. They are in a position to provide social services to different parts of the society where as the government fails to provide such services.

In this regard researcher has done some reviews. which are as following:-

Ayodhya and Papa (1993) <sup>[2]</sup> did the study on the intervention of a NGO in two villages in Andhra Pradesh in promoting people-centered development through adult education programmes. Qualitative research strategy was applied in this study. It was found that the degree of separation and interiority led to lesser availability of alternative means of sustenance and accessibility to government resources and it evidently had an influence on the degree of success. Above all, the vital role of the NGO was considered to be an essential factor in the success of adult education programme.

Lambay (1998) <sup>[6]</sup> discusses about Pratham, which is one of the leading NGOs working in Mumbai to make elementary education a fundamental right. It intends to provide pre-school education to every slum-dwelling child. This provides a base for better learning, cutting down possibilities of dropouts and ensures that every 6-year-old enrolls in a school. One of its strategies is to work with Municipal Corporation to make learning joyful in order to prevent dropouts. Pratham works with schools for mapping of the educational institutions and monitoring of the child so that school should be accessible to all children and no child should dropout. Lang (2000) <sup>[8]</sup> concentrated on the theories of empowerment and social

transformation of people with disabilities espoused by the Brazilian educationist Paulo Friere and established that NGOs have played a key role in the provision of community based disability services and by their vary nature, NGOs are very heterogeneous entities and range from large bi-lateral funding agencies operating in many countries. Singh and Sethi (n.d.) did their work on the topic role of NGO's promotion of education of disabled –A case study of Jammu District. The main objective of the study was to define the role of NGO's in promotion of education of disabled in Jammu District. It was originated that although various schemes have been initiated by the state government and various NGO's are working for the benefit of the disabled, yet they are not fully benefited from these schemes. Literacy Watch Bulletin (2000) <sup>[10]</sup> studies the role of NGOs in educational development and it was found that before the restoration fitment of Democracy, NGOs were not allowed to operate and register but after re-establishment of democracy, NGOs could play an important role in many people oriented programmes such as health, family planning, environment and non-formal education. Mazibuko (2000) <sup>[9]</sup> analyzed the role of non-governmental organizations in educational advancement in developing countries by contributing his personal experience in South Africa and found that in most cases, NGOs depend on donations for the resources required to perform their functions. Sukontamarn (2005) <sup>[11]</sup> did the study on the topic The Entry of NGO Schools and Girls' Educational Outcomes in Bangladesh. He studied how the entry of NGOs in primary education has affected educational outcomes of girls and examines the mechanisms which account for the relative performance of Non-Government Organization versus state schools in improving female educational outcomes. The results display that the entry of NGO schools has especially increased girls' enrollment as compared to boys. Dhakshinamurthy (2007) <sup>[5]</sup> assessed the contribution of the non- governmental agency, 'The Akshaya Patra Foundation' and concluded that about 1, 32,000 children from five hundred schools were the beneficiaries of the programmes during the year 2006-07. There had been continuous requests from several more schools, which they would be able to fulfill with greater support from the government and voluntary associations. Major support was obtained from the INFOSYS foundation. Gender Unit, TSG-SSA (2007) <sup>[7]</sup> reported on the role and effectiveness of NGOs and other non-profit organizations in running Kasturba Gandhi Balika Vidyalaya scheme (KGBVs). The scheme has received high priority and political attention in most of the states visited. It is well received by the community the fact that the KGBV is "completely free" is a major attraction. In most KGBVs the local community seems to be playing an active positive role. In almost all the KGBVs the real guardians were the cooks, helpers and in some the warden / part-time teachers. Through the scheme access to schooling facilities among the most disadvantaged groups has been made possible. In Rajasthan, 8 KGBVs were located in minority dominated blocks and only 5% of the girls were from this community. On the other hand in the minority dominated block of Virangham (Gujarat) all enrolled in the KGBV were Muslims. The teachers and all those involved in the management of the KGBVs showed high levels of commitment. Blum and Nicole (2009) <sup>[3]</sup> viewed that

in addition to the proliferation of private, fee-paying schools in India; non-governmental organizations (NGOs) play an important role in providing educational services, especially in un-served and under-served communities. They explore the contributions of one NGO programmes which has sought to increase access for socially and economically marginalized children by establishing and providing support for small, rural, multi grade schools. The paper argues that NGO programmes have positive impacts in terms of both access and quality because, firstly, the programmes are small-scale and locally rooted, and secondly, their organization allow for greater flexibility and room for innovation in areas like curriculum design, teacher education, and school networking than is commonly possible within government schools. Arya (2013) <sup>[1]</sup> did the study on the Education of Children with Special Needs: A Critical Analysis with Special Reference in Chhattisgarh State of India. He found that all the Govt., the organization like District Planning Officers and the organization working under Corporate Social Responsibility in this field are just fulfilling the quorum. There is acute shortage of trained man power who can deal with the problems of Children with Special Needs. Teaching Techniques, Aids and appliances and Technology handled by present resource persons are also insufficient and very traditional. Finally, the greatest challenge for the State Government is to achievement of the accessibility, inclusion and empowerment of Special Needs Children. The Government alone cannot accomplish this task of making the "Right Real". Chakraborty (2015) <sup>[4]</sup> did the study on the role of NGOs in promotion of inclusion of visually challenged children in West Bengal. It was originated that although various schemes have been initiated by various NGOs are working for the well-being of the visually challenged children, yet they are not fully benefitted from these schemes. So, while continuing with existing schemes and participation of NGO in the field of nurturing inclusion of visually challenged children, efforts should be made to recognized technically competent NGOs and enable them to assume a larger role in sync with government agencies in a remarkable manner. Inclusion is viewed in terms of promoting a holistic development of the child and producing equality of access to opportunities. In the Above studies researcher found that few studies are supporting for the effectiveness of NGOs and few are not support in this field. (Singh and Sethi), (Chakraborty, 2015) <sup>[4]</sup>, (Blum and Nicole, 2009) <sup>[3]</sup>, (Gender Unit, TSG-SSA, 2007) <sup>[7]</sup> It shows that government is promoting the role of NGO's at all levels. With a view to achieve participatory development and supporting the administration is implementing its programmes. They have helped the handicapped personnel in getting government jobs. (Mazibuko, 2000) <sup>[9]</sup> This study focused on the role of NGO in educational advancement in developing countries. It talks about the financial system of the NGOs. NGOs depend on donation for the resource required to perform their functions. (Arya, 2013) <sup>[1]</sup> This study is basically related to Chhattisgarh. This study shows that these types of gaps can only be fulfilled with the help of collaboration with parents, with the supports of organizations working under CSR / NGOs / DPOs and Special Schools for providing inputs on training, curriculum delivery, assessment, etc. because these organization are primarily working for the inclusive

growth of Children with Special Needs in Chhattisgarh. (Dhakshinamurthy, 2007) <sup>[5]</sup> talks about the role of Akshaya Patra foundation in the field of education. Many students are benefited from this scheme. (Sukontamarn, 2005) <sup>[11]</sup> the objective of this paper is to examine how NGO expansion affects educational attainment. Education is one area which has typically been preserved for the state but has seen an increasing role for NGOs, where NGO involvement is often intended to overcome state failure in the delivery of education. (Literacy Watch Bulletin, 2000) <sup>[10]</sup> NGOs have shown that they are more effective and efficient to provide education for all especially through non-formal education. (Lambay, 1998) <sup>[6]</sup>, (Ayodhya and Papa, 1993) <sup>[2]</sup> focused on NGOs works in the field of primary education. NGO was considered to be an important factor in the success of any educational programmes.

### Conclusion

On the ground of studies discussed above, the researcher would like to say that NGO's definitely play an active role in the educational development of the society especially with reference to rehabilitation of special need children. Such efforts by NGO's should be praised, given credits and perceived as a role model by others.

Further on the basis of these reviews it can be said that NGOs have a great opportunity to develop all the sectors of education and they play an important role to maintain the standards of education. The quality of educational programmes run by NGOs is also good; another point where they edge over their government counterparts is there access; as these can reach at the places where government faces difficulty. But one thing they need to improve upon is their untrained human power and management of funds. The NGOs help to instruct local people in educational field and also aid in developing learning materials for different trades. They have been aware of the fact that rehabilitation of special need children encompasses various stakeholders, viz., persons with disabilities, their families, and local leaders, service financiers such as the government and international agencies, who all need to complement each other, for better functioning.

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