

Full Length Research

Social Innovations in School Education: A Study of Third Sector Organisations

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In the recent past, it has realised specifically in the third sector that employing social innovation as an essential condition in order to achieve long lasting social transformation and development. Education as one among many sectors that have opened it up for such transmission where employing social innovation emerges as key to reach out to the most neglected and excluded sections from either policy or market interventions. Despite state's intervention, it found that still millions of children are out of school due to lapses in policy implementation and neoliberal intrusions through marketization of school education. As a result, universalisation of elementary education became as an elusive goal to poor and marginalised sections where state obtained constant pressure by the corporate sector to withdraw from education sector that also led convince in providing quality education. At this juncture, the role of third sector organizations viewed as quite remarkable in providing education to poor and marginalised sections children in the far-flung areas. Since social innovations by third sector organisations have limited recognition at both policy approach and research, it needed broader understanding of their significance as change makers in achieving universal school education. Further, the notion of social innovation in key sectors such as education has given less importance at both research and policy framework. With this background, the present paper tried to understand the essence and probability of social innovative practices by third sector organisations such as government school adoption programme by Isha Vidya in achieving universalisation of elementary education in India. It also exasperated to what extent state needed third sector organisations collaboration and reinforcement in the state policy implications to reach goal of universal access of school education.

Key Words: Social Innovation, School Education, Third Sector Organisations, Government School Adoption

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INTRODUCTION

Recent years have witnessed a significant upsurge of organised, non-profit or not-for-profit activity by non-governmental organisations in the developing countries with the aim of discharging service to cope up the social problems. There has also been an impressive indebtedness of the important role that non-profit

organisations play in the processes of social, economic and political change in society (Pasha, 2004). Therefore, it has acknowledged as an instrument for change in expediting basic needs to unreached sections in society. These organisations are now also viewed as most vital contributors to economic growth and the civic

infrastructure increasingly seen as a fundamental precondition for markets and representative political institutions to function in society (Lewis, 2003). Although the importance gained in overcoming the social challenges, third sector organisations with non-profit or not-for-profit motive in the developing world continue as inadequately understood. In the meantime, the initiatives by the third sector organisations are also severely attacked by the opposite dynamics with different reasons such as poor accountability, nepotism, lack of transference and compromise towards their goals that compromised by the force of philanthropists (Lee, 2011). As a result, the propensity became weak in achieving the estimations and the opinion revolved among the public that these third sector organisation as a source of corruption. However, the contribution in service sectors such as education, health etc. from non-governmental organisations is greatly considered as change providers. But the third sector became the focal point to fill the gap that has been ignored for a long time. On the other hand, the education sector is recognised as a key component in the development of any country and elementary education considered as a foundation stone to the entire education system. In India, school education is being an elusive goal for millions of children, particularly in rural areas with diverse reasons. At present, there are nearly 80 per cent of schools located in rural areas and it is the prime reason why school education is called as rural education (NUEPA, 2014). However, the aim of universalisation of elementary education remains a very challenging task due to scarcity of physical requirement and lack of quality in terms of learning (Ulleberg, 2009).

From this perspective, non-profit organisations within the third sector became crucial as service providers, including in the field of education. Furthermore, it is also emphasised that the significant role played by third sector organisations (TSO's) in providing education to the educationally disadvantaged or marginalized sections and in remote segments the Indian society has become even more critical in relate to the Right to Education (RTE) Act (2009) implementation. Meanwhile, the government of India also emphasise that "our objective is to investigate and highlight the urgent need of non-governmental organisations (NGOs) in the education sector in order to provide a reference for government and policy makers require to provide actionable information to non-governmental firms and donors who are looking to support educational initiatives" (CII Report, 2013: 3). Further, UNESCO also states that NGOs, as development actors, have become the main service providers in countries where the government is unable to fulfil its traditional role. In the education sector, many NGOs have moved beyond the 'gap-filling initiatives' to step into innovation and capacity building (Ulleberg, 2009). In addition, the right to education which is aimed at addressing several deficiencies for universal access of

schooling cannot be achieved unless there is intervention at community, households as well as school level. Perceptibly, it is NGOs which can, at larger extent, equipped to work at all these levels as they have been active among communities and it may also build capacities among children and teachers in government schools with innovative initiatives at not-for-profit motive.

UNDERSTADING INDIAN SCHOOL EDUCATION SYSTEM

In the process of emerging as a global force in 21st century, the nation has realised that education is the key for nation building as well as to provide requisite knowledge and skills which is required for sustained growth of the economy in order to attain inclusive progress. Education has also been identified as the most essential instrument for social, economic and political transformation and also acts as an interrogative force in society, imparting values that foster social cohesion and national identity. In this whole education domain, the elementary education system plays an important role as deep tomb. Because of this reason, in post-independence, India inherited a system of education which was characterised by large scale inter and intra-regional and social imbalances. The constitution has played a major role in prompting the state duty of providing education to every citizen irrespective of their socio-economic conditions. As Article 45 of the Constitution stated that the state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years" (Tilak, 2007: 3873). Further article 29(1) states that "no citizen shall deny admission on the grounds of religion, race and gender, etc., which emphasises the equality of opportunity" (Bhatty, 2014: 104). During the last six decades of Independence, the nation has formulated various policies to fulfil the constitutional obligation of providing education to every as a right. Consequently, the National Policy on Education (NPE) was formulated in 1968 and policy resolution of 1986 as well updated in 1992 which are identified as key steps in Indian elementary education system. At present, the elementary education sector covering with more than 18 crore children in nearly 12 lakhs schools across the country (MHRD; GOI, 2011). As per recently concluded census of the government of India, the literacy rate has significantly increased from 18.33% in the year 1951 to 74.04% in 2011 (Census, 2011). In shows that India has led efforts to achieve the goal of universal elementary education for every child, which is part of the Education for All (EFA) goals that adopted at the World Education Forum, Dakar in 2000. The EFA goals include equitable access to appropriate

learning and skill programme, achieving 80 percent improvement in literacy, gender equality and improving all aspects of a quality education by 2015. However, the common objectives of the Constitutional provisions and policy approaches of the government of India are to enhance access through the expansion of quality education and to promote equity through the inclusion of disadvantaged and weaker sections. But the state, in fact, has failed to reach out every section of children in bringing them into school, which results nearly 8.15 million children out of school (UNESCO, 2015). In addition, the quality concerns also remain a major challenge to the government. At broader perspective, the present public school education system is affected by two major defies that includes quality concerns and uninhibited privatisation of school education.

QUALITY CONCERNS IN SCHOOL EDUCATION

At present, about 80 per cent of schools in India are government schools which are either run directly or supported by the government (DISE Report; MHRD, 2014). But the major problems of the present school education sector are about the provision of basic infrastructure and qualified teachers which are essential requirements for quality education. As of now, there is a shortage of large number trained or skilled teachers and lakhs of teacher posts fallen vacant in the country that has not been taken up as necessary by the government, but it is essential to implement the Right to Education act (CII Report, 2013). The quality of elementary education in India has been a cause for concern for a long time. The NPE 1986 also reiterated the urgency to address the quality concerns in school education on priority basis. The quality concerns requires reforms in teacher training; improvement in the facilities and infrastructure in schools; teacher's motivation and teaching in an attractive way to the students as far as the provision of access and coverage is concerned. Conspicuously, India boasts of its educational system as being the second largest one in the world (Agarwal, 2000). It is also evident that the public education sector has failed in building strong institutional mechanism to promote quality education. The Right to Education Act 2009, for instance, requires School Management Committees (SMC) to be set up to co-ordinate activities in every government school, which is not happening even after 4 years of the commencement of the right to education act. The SMC oversees the operations of the schools and receives funding from the state and the Union government. For that to happen, the teacher evaluation system has to be refurbished. For example, in relate to skilled and well trained teachers, about 99 percent of total 7.95 lakhs teachers has failed to clear central teacher eligibility test which is the benchmark in quantify the eligibility of the teacher

(Balasubramanian, 2013). It emphasises that the poor quality of teaching in government schools. Quality teacher training, infrastructure, teaching resources and community involvement in ensuring teacher and school accountability must go hand in hand but it lacks due to government meagre interventions. Additionally, the report in 2014 based on a rural household survey has exposed the miserable status of schooling and basic learning in rural India (Census, 2011). It is also clearly understood that merely increasing enrolment does not add up to better education particularly in rural areas. From this perspective, the utmost challenging job to the government is to retain those who enter school without failing enrolment. Further, the quality of children's education will determine as the quality of citizen in the coming years. With the implementation of the Sarva Shiksha Abhiyan (SSA), the significant proportion of children between 6-14 years age group in rural areas , in the majority, are attending school but most of these children are woefully behind on the level of learning. For instance, a survey by Pratham which is a non-governmental organisation founded that only 53.4 per cent of the children in standard V could read at the standard II level and only 66.8 per cent of the standard I children can recognise numeric numbers while only 36.5 per cent of Standard III children can do two digit subtraction problems and only 35.9 per cent of standard V students can do simple division (Vellanki, 2015). However, it would be difficult to judge that all the policies which have been so far failed in achieving the quality education, but the success of any policy can be measured by the result and the quality. Further, it is imperative to look at possible reasons responsible for the failure of government policies and programmes as explained by Bandopadhyay and Von Eschen that "the failure of government policies and practices are, in fact, partly reducible to the steep system of stratification and fragmentation itself and most fundamental of all, this concentration of power is heavily responsible for the failures in government policies" (Garg and Mandal, 2013: 159). Until the government takes solemn measures for improving quality concerns in school education such as teaching, infrastructure and etc., the public school sector cannot exist which is the only source to cater millions of children in India.

MARKETIZATION OF SCHOOL EDUCATION

The privatisation and liberalisation approach, which came into exist in 1990's resulted severe destruction of all sectors including education sector with overridden of the private sector. In fact, neo-liberal policies have not delivered on any of their promises as ruling class claimed it is the solution to many problems in society rather they have aggravated India's age-old problems of inequality. In

detail, a key neo-liberal policy thrust is to deliver services which has been traditionally provided by the state, with the objective of private capital (Reid and Brain, 2003). As a result, the public utilities and infrastructure, at present, are largely in private hands that led to inequalities in school education system. The share of government schools in the total number of schools in India appears to be declining with poor attention by the government towards public schooling and growing interest among corporate entities. Consequently, profit motive based private organisations entered into the K-12 education space with profit potential in the market. The private sector is also making tremendous profits through commercialisation of education and this trend shows how education became commoditized in India (Tilak, 2010). It is evident that there are nearly 63 per cent of schools under private management in India (MHRD, 2011). In another facet, the public/private school considerations in a developing countries rarely focus on the 'social capital' which is essential in schools (Klein and Hadjimichael, 2003).

One of the most worrying aspects about private sectors is the increase of enrolment that has risen from 18.7 per cent to 28.3 per cent during 2006-2012 and it predicts that it could be unimaginable in a few years if it goes at this rate (ASER Report, 2014). Even though, the economic conditions are not supportive to meet the high fee structure in private schools, people not only in urban areas but also in rural areas are choosing private schools. Gradually, this trend poses a question mark to the existence of government schools which is the only source to the majority of people, particularly most disadvantaged and marginalised sections in both rural and urban areas. It is nothing but a sort of economic exploitation by the private sector in the name of quality education. Consequently, the basic right to education is becoming a castle in the sky and concern of policy makers and officials are acting as strategic to escape by giving up the duty of Universalisation of elementary. This situation is identified as a 'silent emergency', because the school system has stopped growing and there have been sharp cuts in spending on education by the government (Sinclair, 2002). At this juncture, economists, experts in education sector like Joseph Stieglitz and Prabhat Patnaik considered privatisation as the blind push and blame World Bank for pressurising the nations to adopt liberalisation policies (Patnaik, 2015). One of the most significant fails of the states in relate to the privatisation of education is a failure to fulfil their oversight obligations. The state must establish and maintain a transparent and effective system which monitors the right to education for every child instead of leaving the education sector to private players. Besides, allocating minimum 6 per cent of the Gross Domestic Product (GDP) for education is a long standing recommendation, but looks to be on the way to remaining unfulfilled (Tilak, 2012). The above

recommendation can help to strengthen the public school education sector, if it is implemented utterly, which is hidden for long time. Given the multitude of issues like privatisation, the government is not considering education with high enough priority. It results that the unregulated growth of private sector school education sector led to keep millions of children who are deprived from socio-economic aspects remaining out of schooling.

SINGIFICANCE OF NON-GOVERNMENTAL ORGANISATIONS

Since both public education sector and expensive private sector have failed to cater the educational needs of most excluded and deprived children in India, the gap has tried to fill through various innovative ingenuities by other than the state has received significant attention. At present, enormous differences exist among people throughout the world and these differences reflect to an important degree the underlying pluralism and diversity of people and societies lead to varied exclusions. Indeed, the state is not enough force to tackle all these social challenges. At this juncture, the role of third sector organisations is crucial in overcoming such exclusions. Therefore, few social institutions are better positioned to play role in overcoming the challenges because third sector organisations are often in close with excluded communities in very remote areas. More specifically, third sector organisations can promote inclusion in different ways, such as consciousness raising, empowerment, opening public space, advocacy, monitoring, promoting innovation, resource mobilization and services to community, mediation, economic influence. It is also evident that the prominence of NGOs in achieving the nation's economic and community development has to be highly realise in developing countries like India (Pawar et.al. 2004). In a diffident way, these organisations with certain basic social principles can structure their activities in order to provide development outcomes for communities. Further, they also work with commitment to eradicate the base causes of the problems trying to improve the quality of life, especially for the poor, the oppressed, the marginalised in urban and rural areas. These organisations established by and for community without or with little intervention from the government; they are not only a charity organisation but work on socio-economic and cultural activities.

Indeed, NGOs at both nationally and internationally level have a crucial role in helping and encouraging governments into taking the actions to which they have given the endorsement at international level. Increasingly, NGOs are able to push around even the largest governments in order to enhance the efforts for social and economic development of the society (Srivastava and Tandon, 2005). In addition, United Nations (UN) also

emphasised the importance of third sector organisations as vital element the representing the modern world with increasing in number. From the standpoint of global democratization, it requires the participation and mobilization of resource capacity of non-governmental organisations for better development (Stephen and Thanuskodi, 2015). Though NGOs are facing a challenge to organize themselves to work in more global and strategic ways for change, they can assure of better outcome if the state provide support. Inevitably, third sector organisations can also build outwards from concrete innovations at grassroots level to connect with the forces that influence patterns of poverty, exclusionary issues and discriminatory factors. In this sense, NGOs are trying to integrate micro and macro level action in their project and advocacy activities. The fundamental change that characterises this shift is moving from development as a delivery mechanism to development as a force. Of course, this process has major implications for the way in which NGOs organise themselves, raise and spend their resources and relate to others is essential (Shah, 2005). Among many challenging issues of society, education is one which requires immediate attention by the collaboration of the state and civil society. At present, the essence of third sector organisations innovative methods are much required in the elementary education sector in countries like India.

SOCIAL INNOVATIONS BY THIRD SECTOR ORGANISATIONS AND ITS SIGNIFICANCE IN SCHOOL EDUCATION

From the last decade or so, 'social innovation' has become a catchword in the development literature and in studies of innovation. In fact, several government initiatives have been launched in the name of social innovation, often in North America and Europe and spread later in the rest of the world. From the very theoretical views on social innovation, it has been offered as a new idea or at least the interest in the idea is presented as new or relatively new. To know the origin of the idea, some writers date the origins of the concept to 1970's, in contrast, other like Benjamin Franklin, Emile Durkheim, Weber and Josef A. Schumpeter suggest that it would have had the "notion" already before the 1970s (Godin, 2012). Though the concept existing as new when compare with technological innovation, it is in fact two hundred years old. In modest sense, it is defined by Stanford Social Innovation Review as "the process of investing securing support for and implementing novel solution to social needs and problems" and also described it as an approach in "dissolving boundaries and brokering a dialogue between the public, private and non-profit sectors" (Phillis et.al. 2008: 37). However, the social innovation practices are more needed to a country like

India, where it experiences considerable economic progress along with poverty that continue to pervade rural areas from development.

Inevitably, the essence of non-governmental organizations remains the same in providing basic services to certain sections in very remote areas. Many NGOs have demonstrated an ability to reach poor people as service providers with better links than official agencies, work in inaccessible areas and innovate or in other ways to achieve things better. Their efforts not only to 'fill in the gaps' but also act as 'a response to failures' in the public and private sectors in providing basic services (Ulleberg, 2009). In this process, NGOs requires essential support from the state in order to make difference as progressive in the society where government alone cannot or will not do. However, it is important to recognize that the relations between NGOs and governments vary drastically from region to region and country to country. At some extent, NGOs and government alliance is much needed condition and there could be a possibility of achieving betterment in conditions in certain sections where both NGOs and state work with common objectives (Smith, 2011). Education is one among many sectors where government required third sector organisations effective involvement with innovative approaches to achieve zero illiteracy and universal access. In fact, education sector particularly school education sector is struggling from many challenges that led to basic education which is a right of every child became elusive one to many children in India.

Comprehensibly, majority of children are rely on government schools because of poor economic affordability in order to get so called quality education at high expense from private schools. These public schools have great penetration into the very interiors of our country even at the high phase of privatisation of education era. It is evident that close by to 200 million children study in elementary education and the majority of these children are in rural public schools with spread over 600,00 villages (Kulkarni, 2013). Along with improved results in school education, there are long standing challenges and the new face of problems coming into existence. For instance, the most uncomfortable reality is that 8.15 million children aged between 6-14 years that constitute 4.22 per cent of total children are out of school children (MHRD, 2011). In addition, only 47 out of 100 children enrolled in class I reach class VIII, putting the dropout rate at 52.79 per cent (Ganguly and Ali, 2005). In addition, there is requirement of special mechanism to subjugate the systematic rooted challenges like lack of teachers, non-availability of teachers in remote rural, hilly and tribal areas, high teacher infrastructure and inadequate allocation of resources, irregular classes, overcrowded classrooms and traditional methods of rote learning. Besides, many states governments are closing thousands of public schools in the name of rationalisation

to merge them into nearby adarsh schools particularly in rural areas. However, this step by the government is pushing many students into private schools and the children who cannot afford it turned into their drop out from schooling. For case in point, the Rajasthan and Maharashtra governments has decided to close 17,000 and 14,000 schools respectively and many other states also discerning to close hundreds of schools in name of low attendance and poor enrolment (Dhankar, 2014).

At this consequences, it can be understood that the requirement of immediate involvement of civic organisations with new innovations and agencies other than government to reach out the unreached in the education sector. In this regard, many NGOs have understood the fact that the seeds of change are the civil society, community entrepreneurship and public-private collaborations and their initiatives as innovative can cater as better mechanism in order to reduce the number of children who are out of school. It also helpful to strengthen the public school sector with quality and also facilitate education to all section of children and remote areas.

GOVERNMENT SCHOOL ADAPTATION PROGRAMME AS SOCIAL INNOVATION

Government schools serve the majority of children in India and these schools has witnessed a decline in their services. In spite of relentless efforts, the continuity of education until complete school education is declining due to the dropout rate is at 52.78 percent and 19 percent of the total primary schools are single teachers with lack of adequate facilities, large scale absenteeism of teachers and local authorities' ineffectiveness (Blum and Diwan, 2007). In a few other cases, many children are shifting to private schools from public schools because of poor quality of teaching and standards in government schools. At this juncture, the concept of innovative practice by the third sector organisations has given hope of strengthening public schooling for providing equal opportunity of education for every child. These innovative practices also benefit to induct a holistic activity based approach for the development of children beyond just academics and ensuring that students can realise their potential in learning (Patel, 2008). Among these sort of innovations, government school adoption is a unique step which intended to enrich learning capabilities in children and improving teaching skills. There are few non-government organisations who came up with government school adoption programme to improve the quality of education in the public schools rather than set up private schools with profit motive. These organisations include Isah Vidya, Nirmaan, Giveisha, and Sikshana have been deeply engaged with school adoption programme in India. As stated earlier,

these interventions can enhance the quality of elementary education in government schools that result several thousands of children benefiting with a meaningful education. Isha Vidya is one among few as more active and successful organisation in adopting government schools as social innovation with commitment to raise the level of literacy in rural areas and also to advantage disadvantaged children in realising their full potential. As part of Isha social outreach programs, the first Isha Vidhya School adoption started in 2006 in Coimbatore with 263 student's enrolment from 26 nearby villages. Every year, the schools have been expanding one grade by another until they reach full capacity from class I to Class X. In 2011, Isha Vidhya adopted 9 more government schools whereas 8 schools in Tamilnadu and 1 school in Andhra Pradesh with 5280 children enrolment. With the experience gained, Isha has also adopted 31 government schools in 2012-13 with 26843 students (Report of Isha Vidya and Govt. of Tamil Nadu, 2014), who will benefit from critical interventions that will have a dramatic impact in order to improve the quality of education in public schools.

Government school adoption, as innovative initiative, seeks to ensure quality education for children in rural areas with the aim of creating equal opportunities for all school age children which benefit from quality schooling without any financial burden. For this aim, Isha Vidhya also employed teachers to fill critical gaps and reduce the student-teacher ratio. It is also outlined to organise remedial classes for slow learners to improve English language capabilities of students through methodologies, provide yoga, arts, health facilities, hygiene and environmental awareness. It also provides the required infrastructure like toilets, library books, computers, etc. and training government school teachers to access and use classroom educational aids. The process of government schools adoption is taking place with the support and collaboration of government through a memorandum of Understanding (MoU). Apart from the above objectives of the government school adoption program, it also strives to induce a spirit of enthusiasm and joy in each child during their schooling. The Isha Vidhya has a target to reach at least 3,000 government schools out 6,300 total schools in Tamil Nadu and their main emphasis on schools which are located in more remote areas.

By 2014, the Isha has recruited 176 teachers with the required training in government schools to meet the norm of 35:1 student teacher ratio which is the main instruction of Right to Education Act. The programme is imparting quality education to nearly 28,000 children in 40 government schools of 4 districts in Tamil Nadu. The Government School Adoption Program (GSAP) has produced effective results through providing better access with quality schooling. Those interventions includes i) decreased the student teachers ration from

70:1 to 40:1 by employing required teachers which helped to create better learning opportunities for students. ii). Till now, nearly 6,153 children out of 14,364 children studying between 6th to 9th grade were identified as slow learners with lacking even 2nd standard skills such as reading and writing and these children were successfully mainstreamed back to their regular class (Isha Annual Report, 2014). The programme also introduced Yoga to reduce academic stress and to concentrate on their studies. In addition, it provided opportunities to improve speaking and writing abilities in English medium and held summer camps to enhance the capabilities of art and crafts. Isha Vidhya has also delivered training to teachers in Activity-based learning (ABL) methodology for effective teaching. The model of Government School Adoption Programme (GSAP) is embryonic as a social innovation with a view to strengthen public schooling which is the only source to the majority of the marginalised, excluded and economically weaker sections children in the country.

CONCLUSION

India's capability to emerge as a globally competitive country extensively depends on the magnitude of its knowledge resources. It also realised that an educated population not only energise economic growth, but also has an optimistic impact on human development indicators (Chakrabarty, 2011). To achieve this ailment, the government and other stakeholders take up the mantle of ensuring quality education and realise the importance of education in the future growth of the country. Currently, the number of schools that provide with best quality education are very limited and the majority of them need significant improvement in terms of quality, access and quality. In spite of commencement of right to education, it found that about 8.15 million children remained out of school, which is the most uncomfortable reality to the government of India (UNESCO, 2013). The UNICEF has described the situation as a national emergency and called for equipping the government and civil society to implement the Right of Children to free and compulsory education act 2009 (Dhar, 2013). Meanwhile, the phase of commoditization of education sector led to a major portion of the children is remaining out of school or non-enrolled and majority among them are from highly disadvantaged section and remote areas. At this juncture, many non-government organizations (NGOs), in the last few decades, have emerged to address this important development goal. The recent scholarship suggested that two strengths of NGOs are their ability to reach disadvantaged communities and their ability to experiment on a small scale with innovative solutions to social problems (Ivie, 2009). In another perspective, the NGOs have the indispensable organization capacities,

finest practices and willingness to make a difference. However, the encounters of the contemporary times also emphasised the need a partnership and strengths toward finding innovative solutions to care the neglected sections. But the collect impact also required structural process that leads to produce effective change in practice (Kania and Kramer, 2011).

The country like India with huge human resources required to realise the significance of third sector organisations in providing basic rights such as education which has been a difficult task for state for a long time. However, third sector organisations such as Isha Vidhya with social innovative footsteps for social change through government school adoption can be a greater advantage to poor and disadvantaged children in rural areas of India. Indeed, the progress of government school adoption has shown that these sorts of social innovations can act as key players in addressing multiple deprivations. The determination of government school adoption initiative with the collaboration of local government bodies has attained significant results in government schools by providing space for quality education. Isha is one among many other organisations which became a successful organisation with non-profit motive and working for the education of most disadvantaged sections with the aim of making the elusive dream of the right to education became a reality. In fact, Isha Vidhya experience proved that the social innovative practices by third sector organisations can act as an instrument for achieving the objective of universalisation of elementary education with appropriate and modernise approaches. In this regard, the government has to frame more convivial policy approach to enrich social innovative practices by third sector organisations such as government school adoption programme. These initiatives are not only helpful to reduce the number of out of school children, but also lead to reach the goal universalisation of elementary education with quality in India.

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