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GRT EDUCATIONAL DEVELOPMENT OF GIRL CHILD: A CASE STUDY OF OIL AND NATURAL GAS CORPORATION

Nargis Salim

Ph.D. Research Scholar , Department of Political Science Aligarh Muslim University, Aligarh Uttar Pradesh, (India)

Abstract:-Of all the creations of God, human life is the most sacred. It has two aspects- the biological and the sociological. While the biological aspects of human life is maintained and transmitted by nutrition and reproduction, the social aspect of human life is maintained and transmitted by education. In the primitive society, the primary needs of man comprised food, shelter and clothing. With the progress of society and civilization, however, these primary needs have been multiplied into six viz, food, shelter, clothing, education, recreation and health. Man is primarily distinguishable from the lower animals because of his education ability. In human life the value of education is immeasurable. The present research paper is an attempt to analyze the crucial role for educational development for female child from the poor urban, remote rural, tribal, dalit and conflict afflicted communities of India by Oil and Natural Gas Corporation (ONGC).

Keywords: Education, Girl child, Nanhi Kali, KCMET.

1.INTRODUCTION:

Of all the creations of God, human life is the most sacred. It has two aspects- the biological and the sociological. While the biological aspects of human life is maintained and transmitted by nutrition and reproduction, the social aspect of human life is maintained and transmitted by education. In the primitive society, the primary needs of man comprised food, shelter and clothing. With the progress of society and civilization, however, these primary needs have been multiplied into six viz, food, shelter, clothing, education, recreation and health. Man is primarily distinguishable from the lower animals because of his education ability. He is endowed with intelligence; he wants to remain active, energetic and even original. He desires to go ahead (Taneza, 1998). Education has the unflinching capability to give a fillip to pursue the divine path of social justice, equity and status. Education is like a road-roller-if one fails to run it, it will run over him. In human life the value of education is immeasurable. Education is important in its own right and has strong spill over benefits to usher literacy and social cohesion.

The voice of an indigenous woman of equador is sufficed to evince the importance of education in life: According to World Bank (2000) *"Because we had no schooling we are almost illiterate. Sometimes we cannot even speak Spanish; we can't add. Store-owners cheat us, because we don't know how to count or anything else. They buy at the prices they want and pay less. They cheat us because we are uneducated."* Socio-economic development of a country is one way of reducing the vulnerability of the poor people to refrain from education. There is evidence that poverty is the root cause of illiteracy which can be substantially checked and prevented if there is adequate economic growth process in operation (Suri, 2004: 5).

Education is a universal human right. It empowers girls by helping them achieve other basic human rights – a spiral of power in their lives, grounded in education. But beyond their attainment of individual rights, girls' education has also proven to be a remarkably effective catalyst for social development and economic growth in developing countries. So it is in some sense not only the individual girl who is empowered – it is the broader society (United Nations Children's Fund, 2007). The right to education is well established in international covenants. Every child has the right to education, as articulated in the 1948 Universal Declaration of Human Rights and reaffirmed in numerous meetings and agreements since, including the Regional Conferences on Education (1960-1966) of the United Nations Education, Scientific and Cultural Organization (UNESCO), in the Convention on the Rights of the Child (1989), and at conferences such as the World Summit for Children (1990), the World Conference on Education for All in Jomtien, Thailand (1990), the World Education Forum in Dakar (2000) and the Millennium Declaration (2000). (United Nations Children's Fund, 2007a). The United Nations Girls' Education Initiative (UNGEI) was launched in April 2000 at the World Education Forum in Dakar, in response to a disturbing fact: of the millions of children

worldwide who were not in school, more than half were a girl—which is still the case despite marked progress. UNGEI is a partnership of organizations, committed to ensuring that, by 2015, all children complete primary schooling, and that girls and boys have equal access to free, quality education. Dedicated to forging broad consensus and concerted action, UNGEI embraces the United Nations system, governments, donor countries, nongovernmental organizations, civil society, the private sector, communities and families. The Initiative provides stakeholders with a platform for action and galvanizes their efforts to get girls in school. UNGEI is the Education for All (EFA) flagship for girls' education (United Nations Children's Fund, 2007b).

In poor areas where women are isolated within their communities, have little education, and cannot earn much, girls are often regarded as an economic burden, and women and girls sometimes suffer deliberate neglect or outright harm. Study has found in fifty countries that 16-50 percent of women have been victims of physical violence, mainly from family members (Herz & Sperling, 2004). Girls' education leads to increased income, both for individuals and for nations as a whole. While educating both boys and girls increases productivity and supports the growth of national economies, the education of girls may lead to greater income gains (Herz & Sperling, 2004a).

2. ABOUT THE COMPANY

Oil and Natural Gas Corporation (ONGC) is a public corporation. It is a multinational oil and gas company and state owned corporation of the Government of India. Its headquarter is situated in Tel Bhavan, Dehradun in India. It is one of the largest oil and gas exploration and production (E&P) companies of the world. It is one of the only seven *Maharatna* status companies of India. It has been recognized as the *world's No.3 in Global E&P companies*. ONGC's vision is to be a global leader in integrated energy business through sustainable growth, knowledge excellence and exemplary governance practices. It is the only Indian energy major in *Fortune's Most Admired List 2012*. ONGC have critical in the development of several backward regions of the country.

ONGC has been playing an important role in strengthening the fabric of society. This flagship corporation in India's corporate world has a finely tuned sense of moral responsibility towards the community where it operates and the country at large. Local population is benefited most as a result of the operations of the corporation in the region. It generates employment and business opportunities, which in turn improves the overall economy of the region and the living standards of the community. Its operations provide the necessary boost required for the industrial growth of the region. (<http://www.ongcindia.com/community.asp>).

3. OBJECTIVES

The specific objectives of the research paper are:

- 1.To find out the educational development of girl child from poor urban, remote rural, tribal, dalit and conflict afflicted communities of India role played by ONGC.
- 2.To find out the educational development of girl child through Nanhi Kali project in several region of India role played by ONGC.

4. METHODOLOGY

The data for this study has been collected and compiled from both primary and secondary sources. Following steps were taken to carry the present study.

- 1.The primary sources of data include a report on a partial list of CSR Success Stories of ONGC and secondary sources of data include books, journals, magazines articles, newspapers, and published and unpublished articles from internet etc.

5. DISCUSSION

5.1 Nanhi Kali Project for Educational Development

In many parts of India, the arrival of a baby girl calls for mourning rather than celebration. Abandoning them at birth or marrying them off as children is a common practice. Looked upon as huge economic burdens, it is hardly surprising that many Indian families don't see the point in investing in their education. Government of India statistics reveal that only three out of ten girls who enter Std. Istcomplete Std. Xth. While enrolment rates of girls are improving marginally in India, dropout levels remain alarmingly high. At primary school level, over 45 percent of girls dropout of school and this increases to over 73 percent by the time the child has reached Std. Xth. Research has shown that reasons for this dropout may be as minor as the girl child not being able to afford a dress or uniform to go to school and could include more complex factors like girls taking on the responsibility of household chores at a very young age as a result of gender stereotyping. Successful education of the girl child has been repeatedly acknowledged as effective mechanisms to break this inter-generational cycle of poverty, myths, social

norms and social evils. Research conducted in developing countries has shown that a literate female population is linked to reduction in population growth rates. On the other hand, illiteracy, breeds ignorance and fear and only increases her helplessness to be exposed to lifelong abuse and exploitation. (<http://www.nanhikali.org/nanhikali/why>).

5.1.2 Background for undertaking the project

Project Nanhi Kali was initiated in 1996 by the K.C. Mahindra Education Trust (KCMET) with the aim of providing primary education to underprivileged girl children in India. Anand Mahindra, the founder of Nanhi Kali, believed that educated women form the foundation of a modern secular society and felt that there was a strong correlation between the existing societal ills in India such as spiraling population rate, dowry deaths, caste system etc., and no education of the girl child. He believed that empowering the girl child with education would result in huge benefits for the nation in the long term. Studies conducted in developing countries have shown that this is true and today, even the World Bank has acknowledged that there is no investment more effective for achieving the millennium development goals than educating girls. According to the World Bank, some of the benefits associated with girls' education include reduction of child and maternal mortality, improvement of child nutrition and health, lower fertility rates and improvement in economic production.

Moreover, the benefits in the form of reduction of abuse and exploitation of females are huge. So, it was with the dual objectives of impacting the nation's development through education of the girl child and encouraging Indians to "give back" in a focused manner that Anand Mahindra began Nanhi Kali, a sponsorship programme, where individuals could support the education of a girl child in India. Since 2005, the project is jointly managed by KCMET and Naandi Foundation, which is an independent and reputed nonprofit organization which has an objective of providing ten years of quality education to girls from economically disadvantaged families. Nanhi Kali project is working with 21 NGO's implementation partners at the grass root level to ensure that the girls receive academic and material support. The KC Mahindra Education Trust regularly monitors the NGOs giving technical inputs where ever required to ensure that quality education is being imparted to all the Nanhi Kali's. (<http://www.nanhikali.org/nanhikali/about>). Corporation is actively associated with Nanhi Kali. The project has been successful in reaching out to 28,000 beneficiaries so far. The realization that girls constitute more than 3/5th of total out of school, primary school age population in the world has got the issue of girls. Female children are generally neglected and exploited at an early age. It is only through education that the girl child can arm herself to the independent and self-reliant.

5.3 Scope of the project

Naandi is working with communities in the states of Andhra Pradesh, Karnataka, Andaman & Nicobar, Madhya Pradesh, Chhatisgarh, Rajasthan and Maharashtra in India (Report: A partial list of CSR Success Stories of ONGC, 2011).

5.4 Impact of the Nanhi Kali Project

Project Nanhi Kali currently supports the education of over 70,000 underprivileged girl children from poor urban, remote rural, tribal and conflict afflicted communities in Maharashtra, Andhra Pradesh, Rajasthan, Chhattisgarh, Madhya Pradesh, Karnataka and New Delhi and Haryana. Outreach efforts have also been initiated in Tamil Nadu.

The project has witnessed a significant increase in both enrolment of girls and attendance of girls in schools.

Dropout rates of girls have been reduced to less than 10 percent within the programme as compared to national level figures of 30 percent at primary level and 70 percent at the secondary school level.

Further assessments done by a third party have reported an increase in learning outcomes ranging from 40 percent improvement in tribal Chhattisgarh, 78 percent in Mumbai slums within a period of a year. (Nanhi Kali About, 2012a).

5.5 Objective of the project

The goal of Project Nanhi Kali is to support the education of 1 lakh by March 2012. Empowerment of women is possible only by focusing on participation of boys and girls in the educational process. Education of girls has not been emphasized due to cultural and social stereotypes girls who restrict girls from attending the school. Initiative has been taken up through Nanhi Kali to provide education to female children.

5.6 Details of selection of target population

Following criteria is adopted to identify the beneficiary:

Girl children who are enrolled in any government school. Out of school children are also encouraged to enrol in school through bridge courses.

Girl children belonging to the poorest section of the society (family income being below Rs. 18, 000/- per annum).

Girl child who is a first generation learner.

Girl children belonging to dalit, tribal and migrant communities.

Eldest girl child and girl children with many siblings.
Girl children from female house-holds.
Disabled girl children.

5.7 Implementation of the project

In stage first, beneficiaries are identified. In stage second, the value of education to the child, parents and the community is affirmed. Regular contact with the school is maintained to track the child's attendance, academic progress, health status and social skills. Direct support in the form of note books, stationery, uniforms, examination fees and learning material is provided. Capacity building of children is done.

5.8 Extent and role of the communities

Teaches are sensitized to address the community on general disparities and assert the awful necessity of educating the girl child (Report: A partial list of CSR Success Stories of ONGC, 2011a).

5.9 Long-term sustainability of the project

Project Nanhi Kali is a participatory project where any individual or corporate can sponsor the education of a disadvantaged girl child for only Rs. 2,400 a year for a girl studying in Std. Ist to Vth or Rs. 3,600 a year for a girl studying in Std. VIth to Xth. (Nanhi Kali About, 2012b). The corporation has partnered with Nanhi Kali to sponsor fifty students from Class Ist to VIIth and another fifty students Class VIIIth to Xth.

5.10 Methodology used for monitoring progress on the project and feedback

Progress is monitored monthly, quarterly and yearly by Nanhi Kali. The corporation has monitored the progress of the girl child by retaining the profile of the students and their living environment of the beneficiaries which are sponsored by the corporation.

5.11 Learning from the project

Empowerment of women can come only by making an effort towards making them and supporting all the initiatives to promote education among girl child. This only can ensure development of an economy. However, the entire community needs to be sensitized towards this issue (Report: A partial list of CSR Success Stories of ONGC, 2011b).

6. CONCLUSION

ONGC has played a very crucial role for educational development of females through Nanhi Kali project. The corporation has supported for the education of 70,000 under privileged girl children from poor urban, remote rural, dalit, tribal, migrant and conflict afflicted communities in several states of Maharashtra, Andhra Pradesh, Rajasthan, Chattisgarh, Madhya Pradesh, Karnataka, New Delhi, Haryana and Tamil Nadu. In these states of India, there has been educational development. Investing in girls' education delivers high returns for economic growth and broad benefits ranging from smaller families, to disease prevention, to women's well-being. In short, there may be no better investment for the health and development of poor countries around the world than investments to educate the girls. Educational development is very essential for country's socio-economic development. So, ONGC is doing commendable work for educational development of the country.

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Nargis Salim

Ph.D. Research Scholar , Department of Political Science Aligarh Muslim University, Aligarh Uttar Pradesh, (India)

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