CHAPTER IX
Discussion and Conclusion

Education is considered as a basic component for planned development of any nation. In a democratic country like India role of education is important as democracy can function effectively if there is an intelligent participation of the masses in the affairs of the country. India’s First Five Year Plan set the target for providing educational facilities to 60% of all the school going children at the age group of 6-11 years. In addition, the subsequent aim was to extend the coverage to accommodate children at the age group of 11-14 years, so that age group of 6-14 years could be covered for the purpose of providing basic education (Planning Commission). However, Second Five Year Plan observed, though a satisfactory progress was achieved in regard to boys at the age group of 6-11 year, it was meagre for the age group of 11-14 years. It also observed that only 50% of the girl child that enrolled in First standard reached Fourth standard. The four years of schooling was regarded as the minimum period for providing permanent literacy (Planning Commission Second Five Year Plan).

The Third Five Year Plan highlighted three factors that were posing difficulty in achieving the targets, set in preceding Five Year Plans. Factors were: a) difficulties of bringing girls to school in sufficient numbers; b) extreme backwardness of certain areas and certain sections of the population in the matter of education ; and c) wastage due to parents taking away children from school as soon as they are able to add to the family income so that more than one-half of the children do not reach class IV, thus failing to gain permanent literacy (Planning Commission Third Five Year Plan).
The target for achieving universal elementary education was set during the First Five Year Plan and in the subsequent plans. The factors that were hindering the educational attainment of children were also identified but the goal to bringing all the children into school was a distant dream. The document of Twelfth Five Year Plan observed that: “The Eleventh Plan had targeted a reduction in dropout rates from 50 per cent to 20 per cent at the elementary stage. Even though there has been some reduction, progress has not been satisfactory and the national average is still as high as 42.39 per cent. The dropout rates for SC and ST children at 51.25 per cent and 57.58 per cent, respectively, are much higher than that for non-SC/ST children at 37.22 per cent. This clearly suggests the challenge of school retention of children from vulnerable communities.” (Planning Commission, GoI, 2013).

The figures of Census 2011 relating to literacy rate were found to be complementing the observation made in Twelfth Five Year Plan document. The Census report of 2011 revealed, though the national literacy rate reached the figure of 73%, the literacy rate among Schedule Caste and Schedule Tribe could reach only 66.1% and 59% respectively. The female literacy rate for Schedule Caste and Schedule Tribe shrank further to 56.5% and 49.4%.

The above cited review of Five Year Plans suggests that repeated efforts have been made so that education becomes accessible to each and every child. Further, the landmark events like 86th Constitutional Amendment and RTE, 2009, as mentioned in previous chapters, reflects the governmental urge to ensure education to all the children below the age of 14 years. However, the Census of 2011 reveals that literacy rate among the disadvantaged population like Schedule Caste and Schedule Tribe and also among the rural population is lagging far behind then the national literacy rate. In this
regard, the involvements of NGOs in the educational care of disadvantaged children have been urged.

Money is being spent by both government as well as NGOs in educational care of disadvantaged children. The sources of income of both are almost same. Government generates funds through different taxes and loans from other governments and international agencies while NGOs also generate funds from the common people through donation and fund raising campaigns. Further, NGOs also receive financial support from national and international donor organizations. Considering the facts, two inferences can be drawn: a) both the government and NGOs are exploiting the common sources of financial support; and b) there is duplication and overlapping of services, rendered by the NGOs and the government. Accordingly, it is a wastage of resources and manpower which can be diverted to combat other national challenges and issues.

Having understood the inferences, it is felt necessary to know the role played by the NGOs in educational care of disadvantaged children. Under the present study, an effort has been made to explore why NGOs work or what influence to undertake work, what approaches and programmes they adopt, what forces influence on ongoing functioning of NGOs and how beneficiaries perceive the services offered by the NGOs.

To address the above mentioned issues, an *Exploratory Research Design* has been used for the present study. The study has been carried out in the four phases. In the *first phase*, secondary data were collected relating to *Literacy Rate, Human Development Index*, and number of *Educationally Backward Blocks* in order to select two developed and two backward districts of South Bengal. To gain the preliminary insight on NGOs working in West Bengal and NGOs working in the field of Education specifically in the context of disadvantaged children initial contact was made with Action Aid India.
(AAI). In addition, Census report of 2011 and 2001, UNDP development reports, website of leading donor and implementing organization were also consulted.

In the *second phase*, a comprehensive list of NGOs operating in West Bengal was prepared with the help of leading donor organizations like Child Rights and You (CRY), Save the Children, Action Aid, Terre des Hommes (TDH), Germany, and Hope Foundation, Ireland. Further, a list of 4799 NGOs, operating in West Bengal, was extracted from a website namely “NGO Partnership System”. The said website is a free facility offered by the Planning Commission in association with National Informatics Centre to bring about greater partnership between government & voluntary sector and foster better transparency, efficiency and accountability (NGO Partnership System).

In the *third phase*, the list of NGOs was filtered on the basis of district and themes they were working on. Considering the huge number of NGOs it was decided that 20 NGOs from each district would be selected purposively to generate an overview of present situation. In addition, consultations were also made with previously mentioned donor agencies to select these 20 NGOs from each district, i.e. 80 NGOs from four (4) selected districts.

In the *fourth phase*, selected NGOs were contacted over phone or visited and appointments were sought with the secretary or the programme director and accordingly official letters for the same were served. Later, contacted NGOs were visited and interviewed. Considering the geographical locations of the selected districts each district was covered at a time.

In the *fifth stage*, researcher carefully selected the NGOs for case study from the previously visited 80 NGOs. During the selection of NGOs for case study an effort was
made to select NGOs that are implementing partner of leading donor organizations like CRY, AAI, TDH, Hope Foundation and save the children and operating in the districts that are selected for the purpose of the study. In addition, an effort was also made to select the NGOs with diverse target population.

In the sixth phase, case studies were conducted. For the purpose of case study, there were four categories of respondents’ viz. Secretary or Programme Director, Programme manager or programme coordinator of the selected NGOs, school teachers of the nearest government or government aided schools where NGOs were operating and FGDs with the parents of children who are being served by these NGOs. In addition, a test was also conducted to know the learning level of children attending fourth standard in government or government aided school.

The main findings and issues, which have been observed in this study, are being discussed below:

I) Factors Influencing the Involvement of NGOs

The present study has found different factors that are hindering the educational care of disadvantaged children. The factors include reluctant attitude of parents, economically challenged situation of the family, language barrier, inadequate number of teachers and many, as mentioned in chapter IV. These factors can be classified into three categories for the purpose of discussion, such as a) socio-cultural factor, b) economic factor, and c) administrative factor.

a) Socio-Cultural Factors

a.1) Gender Biased Attitude of Parents
Socio-cultural factors refer to the factors that have grown from our age-old practices, faith and belief and are transmitted to the generations to follow. Socio-cultural factors are found to affect girls more than the boys. In case of girls, the affect of this factor is little stringent. The practices like early marriage of girls, endorsement of girls in household chores, engagement of girls as a care giver for younger siblings are the few indicators of socio-cultural factors. These indicators are related to faith and religious teachings. Bhatty (1998) has observed that parental attitude is majorly influenced by the motivation of parents in advancing opportunities. Lack of motivation on the part of parents causes educational deprivation of children, which is probably the most contentious and complex. This involves issues range from purely economic to broader social and cultural considerations, such as those affect female education and marriage. Choudhury (2014) has documented in this regard that economic, social and religious factor, such as economic security at old age, property inheritance, funeral rituals of parents, for which parents wish for son than for girl, are also important. The present study has found that gender based discrimination in the context of education is more like a part of tradition and culture while economic aspect is invisibly inherent in the same. Parents engage their daughters in household chores so that they can be trained for their life after marriage. The early marriages of girls are arranged because it is difficult to find a suitable match for girl in twenties. Girls are not allowed to study beyond middle or high school because of the parental fear that they may become stubborn and may have a troubled married life. A parent does not consider it as a gender based discrimination which is hugely interfering with the educational attainment of the girl child. In recent years, the Government of West Bengal has launched incentive schemes like Kanyashree Prakalpa (2013) and Sabuj Sathi (2015) to encourage the girls’ education in the state. The impact of these schemes is subjected to evaluation. Because
in the past the massive incentive scheme like Mid-Day Meal Scheme failed to fetch the desired outcome pertaining to attendance and quality education. In fact, the study has found that because of MDMS teachers are involved in manipulation of school attendance register to meet the ends. Thus, for now it could be said that social and cultural factors are hindering the educational attainment of girls in spite the massive efforts made by government.

a.2) Language Barrier

The present study has found that children from Oraon, Sathal and Sabar communities encounter language as a major barrier towards their educational attainment. These are the communities known for their backwardness and their participation in the government workforce is negligible comparing to their actual population. When it comes to education, the Schedule Tribe teachers is only 5% of the total number of teachers while the percentage of Schedule Tribe students is 27.8% to the total number of students, as revealed in State Report Card (DISE). The manifestation of this numerical difference between the number of ST student and ST teacher was also noticed during the time of data collection. It was found that the teachers teaching in the Schedule Tribe dominated areas were majorly from other communities and more specifically from Bengali community. Accordingly, teachers failed to communicate the lesson to the students and in turn students lost interest and resulted into absenteeism and drop-out. Mohanty, Mishra, Reddy and Ramesh (2009) in their paper titled “Overcoming Language Barrier for Tribal Children: Multi Lingual Education in Andhra Pradesh” documented that language barrier was the major challenge encountered by the tribal students at the entry to the school and resulted into their poor academic performance. Therefore, such type of situation requires policy level
intervention in order to fight explore solution. NGOs like CESR, MBBCDS, Pratham Education Foundation are trying to mitigate the situation by hiring volunteers and staff, with minimum qualification, from the locality. In similar fashion, government also should hire teachers, regular or contractual, to address the issue.

a.3) Education of Children of Commercial Sex Workers

The present study has found that children of commercial sex workers, mainly brothel based, stop attending the school as soon as they reach the puberty or high school. The reason identified for such occurrence is the social stigma associated with the profession of their mothers. Children of brothel based sex workers often become victim of bullying and humiliation by the classmates. Occasionally, teachers also make derogatory comments towards these children. Accordingly, they opt to quit the mainstream schooling, as observed in Bow Bazar Red-light area. It seems children of brothel based commercial sex workers have no right to education in spite of the fact that they are citizen of India. Further, this social exclusion resembles failure not only on the part of the government but also the failure of society as a whole which fails to accommodate a child in the mainstream society because of the profession with which their mothers are involved. Teachers are reluctant to teach because they do not see any future for these children. Again, children of respected families are instructed by the parents not to mingle with the children of sex workers. In addition, the people around the red-light areas often make derogatory comments towards these children. Apart from social rejection and humiliation, these children also encounter other challenges like economic constraints, lack of space at home to study and adverse social environment of the locality. It is worthy to mention here that prostitution is considered as one of the oldest profession in the world. Unlike other professions, as in law, medicine, IT and so
on, the professionals of this oldest profession never receives the due respect and regard from mainstream society and eventually their children also devoid of the same. Majority of the NGOs working for the development of Female Commercial Sex Workers usually concentrate on the health, more specifically the sexual health of the FCSW, and engaged in distribution of condoms, medical check-up, motivating the FCSW for HIV testing and so on. There are very few NGOs that are intervening to address the basic issue of social exclusion. This particular situation implies that the 86th Constitutional Amendment and RTE, 2009, is not enough to ensure education to the children of brothel based sex workers. Thus, the situation calls for targeted intervention customised for this category of socially excluded population.

b) Economic Factor

Economic factor is a universal factor which is hindering the educational attainment of both boys and girls. The practices like child marriage or child labour and education of children of migrated parents and commercial sex workers are directly linked to this factor. This study found that parents arrange early marriage for their daughters as they fear that they had to pay more dowries for daughter in early twenties or more. Further, it is an established fact that practice of child labour is a manifestation of poverty. Rural to urban migration is also an indication of rural poverty and economic deprivation. In the context of children of commercial sex workers, it is same financial constraints along with social stigma which is keeping children away from the school. However, in order to eradicate both rural and urban poverty there were good numbers of programmes launched like Nehru Rojgar Yojana, Antyodaya Anna Yojna, National Rural Livelihood Mission (NRLM), Swarnajayanti Gram Swarozgar Yojana (SGSY), Sampoorna Grameen Rozgar Yojana (SGRY), National Slum Development Programme (NSDP)
and so on. But inability on the part of the parents to support the secondary cost associated with the education followed by the rural to urban migration has indicated the improper implementation of these government schemes. The present study has revealed that many of the NGOs like LGWCDC, Right Track, CESR, Tiljala SHED and Sanlaap are implementing programme on skill development of youth and women to make them economically self dependent. In a way, these NGOs are trying to adopt a holistic approach as all challenges encountered by their target population is interrelated and interdependent.

c) Administrative Factors

Administrative factors include all the aspects that are being confronted during implementation of the Right to Education Act 2009. The present study has revealed that there are issues associated with the RTE guideline. Such as

Firstly, the allocation of teachers is depending upon the number the students enrolled in the school. According to the present guideline, two teachers would be allotted for a school where 60 students are enrolled so that 30:1 ratio could be maintained. This particular configuration calls for a multigrade teaching and for which teacher need to be trained. According to the State Report Card (2011-12), published by DISE, in the state of West Bengal, only 57.6% of the regular teachers are professionally trained while in case of contractual teachers the figure is only 19.6%. Therefore, question comes on the quality of education imparted in the government run schools where almost one fourth of the teachers are not trained. Again, the head teacher or teacher in-charge of a school always remains busy with administrative works like preparing bills for mid-day meal, purchasing raw materials for preparation of mid-day meal, attending official meetings at district head quatre, to look after budgetary allocation and the expenditure made in that
reagard. Accordingly, the practical scenario is, in some schools despite of having two teachers, only one remains functional.

Secondly, the price allotted for each student for mid-day meal is Rs 3.30/- (three rupees and thirty paise) which is further posing challenge in fornt of the teachers. They say, the allotted money is not enough to provide meal with eggs and other nutritious vegetable. In addition, during the preparation of meal, one teacher has to supervise the cooking though each of the schools has a separate cook for the purpose. The time consumed for the supervision of cooking food also kills the valuable time that is supposed to go for imparting lessons to the students.

Thirdly, in the state of West Bengal, there were Village Education Committee (VEC), for rural area and Ward Education Committee (WEC), for urban area. These committees are now graduallly transformed into School Management Committee. However, the present study has revealed that the participation from representatives of local self government is insignificant along with the parents. The proactive participation of the locally elected representative might have solved many of the area specific issues like boundary wall, drinking water facility, electricity, furniture and so on.

Finally, during the course of present study, it is observed that children with special need are not handled properly in the government run schools. There is a provision for special educator for all the schools. But figures collected in this regard reveals that number of special educators are far more less than the required quantum. Further, the NGOs that working with CWSN are also encountering challenges in hiring special educators because of unavailability of special educators in the locality. Again, hiring the special educators from other places become a costly affair for them, as learnt from Birbhum.
based organization called SEVAKS. Thus, there is an immediate need to hire or to produce good number of special educators to address the issue.

II) Approaches and Programmes of the NGOs
The present study has revealed that majority of the NGOs have adopted Need Based Approach, several have adopted Developmental Approach and a very few NGOs subscribe the Human Rights Based Aproach or Rights Based Approach. Irrespective of their subscription to different approaches, the activities conducted by the NGOs, apperantly seem to be same i.e. providing free learning support, supply of stationaries (like pen, note book, bag etc.), enrolment into formal schools, meeting with parents and teachers and follow-up. In a way, all the NGOs are found to working in service delivery mode. The in-depth case studies of the eight NGOs have revealed the differentiating point between the rights based approach and other approaches. The RBA involves political process where pressure is created on the government through community based peer pressure groups and thus emphasis is given on fulfilling the community demand or need to ensure their active participation. On the other hand, both NBA and DA stay away from the political process considering education as a need for healthy growth and development of the children. Both DA and NBA give emphasis on the locality development through volunteer empowerment. However, the differentiating point, found during the case studies is that the intensity of volunteer development is more comprehensive in NBA comparing to DA. In NBA, efforts are made to appoint staff from the locality in order to sustain the positive changes achieved through the intervention.

There are certain aspects that are questioning the uniqueness and value addition made by the RBA in developmental sector. The prevailing duplication and overlapping of
services in this regard in the urban slums is one of the major issues. In slum pockets of Kolkata like Topisa, Enatly, Mallickpara (Mathpukur Thapa, near E M bypass), Sholo Bigha basti (under Mahestal Municipality), along with red-light areas like Bow Bazar, Kalighat, Sonagachi - more than three NGOs are found to be operating with similar kind of programmes and services. In Topisa Slum, CINI ASHA is working, receiving fund from Save the Children Fund. On the other hand, Tiljala SHED is also operating there with financial assistance from Action Aid. In Bow Bazar red-light area, Sanlaap is working with the fund of CRY while Durbar Mahila Samanwaya Committee is also operating there along with Hamari Muskan. In Mallickpara, where Save the Children Fund is working with hard to reach children through Mobile Learning Centre, another NGO namely Jana Shiksha Prachar Kendra is also found there to run supportive learning centers. In the above cited context, the functioning of RBA organizations, as a service provider of immediate need, in presence other NGOs offering same or similar services questions the credibility of the approach. Further, international and national donor organizations like Save the Children, Action Aid, CRY, subscribing RBA, are providing financial assistance to the NGOs located in and around Kolkata while the number of programmes financed by the donor organization in backward districts like Birbhum and Puruliya is negligible. Further, exploration has revealed that funds are granted to the NGOs that are working in infamous areas like Sonagachi, Bow Bazar red-light area, or the famous slum pockets of Kolkata like Entally, Ekbalpore, Mominpore and so on. Again, the donor fund is found to be available for categories like children of slum dwellers, children of commercial sex workers, child labour and like. In other words, funds are available for the locations or the population, who are well known for their deprivation and appears in news papers or multi-media news channels, once in a while, for the same. Thus, there is a brand value of the disadvantaged population
which the donors and the NGOs take into consideration. Accordingly, these issues are questioning the value addition and uniqueness of the RBA.

III) Factors Affecting On-going Activities of NGOs

a) Funding

The study has found that majority of the funds dispersed by the leading donor organizations like Action Aid, CRY, Save the Children, Hope Foundation (Ireland) and Terre Des Hommes are concentrated in and around Kolkata while a few programmes are found for districts like Murshidabad, Birbhum, Maldah and East and West Mednipur. Again, the NGOs based in Kolkata are found to receive most of the funds from both public and private donors followed by Howrah while majority of the NGOs in Birbhum and Puruliya are depending on donation and general fund to run the education related programmes. In addition, the NGOs implementing the government funded programmes encounter delay in fund disbursement which also affect their functioning in terms of paying salary and in maintaining the recurring expenses. Therefore, this particular situation requires a kind of collaboration between the public and private donors so that balance can be made, otherwise it may lead to other issues. For example the NGOs operating under KMC and Maheshtala Municipality, are mainly catering the need of slum dwellers, pavement dwellers, street dwellers or in other words Kolkata based organizations are catering the need of migrated population with acute financial constraints. Therefore, the duplication or overlapping of services, which is fuelled by the fund availability, may attract the new migrants to the city of joy from underdeveloped districts and rural areas.
b) Staffing
The study reveals that 85% of the NGOs encounter challenges relating to the selection and retention of skilled staff. Better salary and better position in funding or international donor organizations is found to be one of the major reasons affecting the retention of skilled staff in the NGOs. Attrition of female staff at the grass-root level takes place because of marriage. In addition, organizations like SEVAKS which caters the educational need of children with special need finds difficult to appoint individual with expertise on the issue of disability because of their unavailability in the locality and on the other hand hiring people from outside is a costly affair. The challenges encountered by the NGOs in staffing are validating their claim of poor funding. On the contrary, the NGOs are well known for their cost effectiveness in carrying out any programme or operations. In recent time when NGOs are mainly opting for individuals with degrees like Master of Social Work (MSW) or Master of Business Administration (MBA) or expertise in any other field then the NGOs are required to pay a competitive salary, if not the best, in order to restrict the rate of staff attrition. Further, retention of staff for a longer period would also ensure the progressive continuity of the programme.

c) Poor Networking among the NGOs
During the course of present study, it is found that 61% of the NGOs are of the view that poor networking among the NGOs is prevailing and is found to be resulted in duplication and overlapping of services and which in turn affecting the functioning of NGOs. The poor networking can also be observed among the donor organizations and can be understood with the existence of two state level associations like State Education Chapter and West Bengal Education Network of NGOs meant for addressing the fulfilment of children’s educational right. It is also a manifestation of fight prevailing among NGOs for survival. Under the present study, a competition over credit sharing is
observed among the NGOs operating in the same location. Thus, it can be said that the poor networking among the NGOs is resulted from ongoing competition over credit sharing and vice versa.

d) Adverse Reaction of Beneficiary Group

The study finds, NGOs that are working for the educational care of disadvantaged children are reluctant to intervene directly into the situations like child marriage, dowry, high drop-out rate among girls and in other socio-cultural issues because of the fear of losing community support. However, this particular aspect of NGOs’ functioning is one of the surviving strategies adopted by the NGOs.

IV) Perception of Beneficiaries

The perception of beneficiaries towards the services rendered by the NGOs is explored through FGDs. NGOs are bridging the gap between the education system and marginalised population. The issues addressed by the NGOs are lack of quality education, indifferent attitude of administration to obtain documents like birth certificate or age proof, educating parents about the provisions made under RTE, 2009, etc. On the other hand, it reduces the parental effort to get the children into school; it reduces the secondary expenditure like tuition fees, pen, note books, bag and so on. Finally it facilitates the communication between the teachers and parents about which parents are reluctant and thus participants of FGDs identifies the need for NGOs to intervene.

NGOs are found to be involved in number of activities to serve their target population. Majority of the NGOs are reported to run free coaching centre which they call by different names like Multi Activity Centre (MAC), Remedial Learning Centre, Supportive Coaching Centre and Drop-in Centre to help the children with their studies.
In addition, NGOs also carry out activities like regular home visit, meeting with parents, providing supplementary nutrition to the children, giving financial assistance to children studying at IX and X standard, making arrangement for minority scholarship, pre-matric scholarship, organizing vocational training programmes for the youth, adolescents and young mothers. In short, the NGOs carry out a number of activities to address the basic need of the children and community at large. The participants of the FGDs are of the view that services provided by the NGOs are very useful as they address the key issues pertaining to the educational right of their children.

Regarding the question when NGOs would stop working for the educational attainment of their children, it is found that somewhere communities have become dependent on the services rendered by the NGOs, as in some instances community members are found to be suggesting NGOs to run a school instead of free learning centre, which indicates their increased dependency on the services. Further, urban slums where three or more NGOs are operating in the same locality give an opportunity to choose the services as per their interest and convenience. Thus, these findings through FGDs are raising the question of sustainability of approaches of RBA, DA and NBA.

**Conclusion**

The involvement of NGOs in educational care of disadvantaged children is not a new phenomenon. In fact, the voluntary associations, mainly church based, has recorded their presence in the field of education in 18th century. But in today’s context there is need to legitimize their intervention in the educational care of disadvantaged children because of its status as fundamental right under article 21 (A) of Indian Constitution. The present study has revealed, there are many shortcomings in the government run schools while the private run schools are beyond the reach of the economically
challenged families. In addition, the socio-cultural and economic factors have paved the way for NGOs to intervene for the educational attainment of the disadvantaged children. However, both the NGOs and the government have failed to address the structural discrimination prevailing in the present education system. For instance, elementary education is supposed to be free but it is not free for children opting private schools to ensure quality education. On the other hand, the children availing free education are majorly devoid of quality education. Again, the concept of class differences is finding its way into the young minds and internalizing the fact human being are not born free and equal. This contamination of young minds may not be suitable for a largest democracy like India. The solution to the situation can be borrowed from the West i.e. the concept of ‘Neighbourhood School’. The children in western countries like USA had to avail services of the nearest school to home irrespective of the class status of parents or the kind of quality education imparted in those schools. Coming to the approaches adopted and programmes implemented by the NGOs, NGOs are of similar nature with slight differences. However, the NGOs seem to have adopted different approaches but the demarcating lines between these approaches are found to be very week, especially when there is duplication of services and branding of disadvantaged population. Similarly, the sustainability of the changes brought by the NGOs are subjected to future evaluation as the service seekers are found to be dependent over the service provider. In nutshell, it could be said that NGOs working for educational care of disadvantaged children are doing the best to reach each and every disadvantaged children residing in the area of their operation. But financial constraints on the part of the NGOs are influencing their functioning to a great deal. NGOs are required to develop more cooperation and coordination in order to ensure effective intervention and cost effectiveness. At last the present study suggests to initiate study
on areas like a) Impact of incentive schemes like Kanyashree Prakalpa, Sabuj Sathi, Beti Bachao Beti Padao, and MDMS in ensuring education for all, b) comparative analysis of NGOs operating in urban and rural areas, and c) a detail study on Human Rights Based Approach to identify its demarcation from other approaches in both theory and practice.

Reference:


