

**“CONTRIBUTIONS OF NGOs TOWARDS PRIMARY EDUCATION WITH
SPECIAL REFERENCE TO EAST DISTRICT OF SIKKIM”**

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Date:

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STUDENT'S DECLARATION

I, *Nishen Rai* hereby declare that the Project work titled “*Contribution of NGOs towards primary education with special reference to East District of Sikkim*” is the original work done by me and submitted to the Sikkim University in partial fulfillment of requirements for the award of *Masters of Philosophy in Education* is a record of original work done by me under the supervision of *Dr. Anju Verma, Assistant Professor, Department of Education, Sikkim University, Gangtok-737102, Sikkim (East)*

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CERTIFICATE

This is to certify that the dissertation entitled “Contributions of NGOs towards primary education with special reference to east district of Sikkim” undertaken by the investigator, Mr. Nishen Rai, a student of M.Phil, Department of Education, school of Professional Studies, Sikkim University, Sikkim has been completed under my guidance and supervision. The dissertation in nature and character is fit for submission in partial fulfillment of the requirement for the degree of Master of Philosophy, Department of Education. The data are original and personally collected by him. It is further certified that this piece of dissertation work has not been submitted to any university for the award of any degree or diploma.

Date:

Dr. Anju Verma

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CHAPTER I

INTRODUCTION

Education is invariably one of the crucial and a basic right of each and every citizen of the country. It is the process by which our cognitive aspect develops through formal learning. It is both mental as well as intellectual training which broadens the area for opportunities to grow and helps to meet different challenges and obstacles that may hinder the progress of the individual. Again, the main purpose of education is to develop and enlighten the capacity of the individual to the optimum level. The main part that the education plays is by training the individuals to make the right choices in their lives and also in future. It also broadens our horizons and ennobles our minds, refining it and making an individual a responsible one. More or less education is the only tool with the help of which one can attain a substantial and prosperous life in future. It can be termed as an eye opener for each and every individuals fostering basic principles of humanity and also reasoning. In short, education is the only weapon that can wipe out the context of illiteracy from the country and provide promising individuals for its nation.

In the present day the whole world is moving rapidly towards the context of modernization and globalization. Many advanced countries have taken its lead in the direction where they are using education as a key tool in the process, whereas developing countries are still on its move and preparing. The development of the whole world invariably depends upon the developing countries if they will succeed to develop their educational systems. A large proportion of Indian populations have been living in the

conditions of poverty and illiteracy. Education, as the only mediate and in any form needs to be provided to them for improving their quality of life.

The Kothari Commission (1964-66) recommended education for life and education for all. The New Education Policy (1986) further emphasized on Universalization of Elementary Education (UEE), but the demand remains unfulfilled. The education scenario in India reveals that in spite of a network of 6.5 lakh schools and colleges and employment of over 3 million teachers, we have not been able to achieve universal education for the children up to age of 14.

The Dakar Framework for Action: Education for All (2000) reiterates that “Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.”

The need of the hour is that primary education should be universalized, secondary education should be vocationalized and higher education should be expanded. Discussion on universalization of elementary education had been a talk of policy makers even before independence. However the Britishers kept the policy deliberately postponing it. In this regard Mahatma Gandhi framed his policy of Basic Education in 1937 and drew a plan to educate all the children of age group of 6-14 years. This can be said to be the first proper scheme towards its universalisation. Through many plans had been made to implement this scheme, special concentrated efforts were made after independence only. According to our Constitution which was adopted in 1950, this activity was to be completed within a

time period of ten years. The target kept on changing in every five-year plan. The Sarva Shiksha Abhiyan (SSA) implemented in 2002 fixed the target of achieving this goal by 2010. Despite many policies focusing upon its achievement, still we are far behind the goal.

One of the main problems in failing the target achievement is financial handicap of the government. The expenditure on education India, according to the recommendation of Kothari Commission (1964-66), was to spend 6% of the GDP. But still after 60 years, we are moving around the figure of 4% only. The economic betterment of the poorer sections cannot be achieved without social transformation involving structural change, educational development, and growth in awareness and change in outlook, motivation and attitudes. The social framework should be such as to provide opportunities for the poorer sections to display initiative and to stand on their feet.

There are mainly three types of schools dealing with elementary education in India viz. Governmental, Private and NGO. As far as government is concern, they make schemes of Elementary Education but forget to give definite shape to it and are accused of inefficiency and non-responsive behavior. Private sector driven by profit, prices itself out of the reach of the poor. The voluntary sector is perceived to be motivated by altruism, making it a suitable catalyst for promoting sustainable development of poor in rural areas. So NGOs can help the government implement its policies and in achieving UEE.

NGO approach to development is based on the principle of people's participations. NGOs are increasingly gaining attention and are looked upon as alternative agencies in promoting awareness, change and development in society. They

are extensively involved in alleviating the poverty and promoting sustainable and equitable development. They are in a position to provide social services to different sections of the society where as the state fails to provide such services.

In recent years, NGOs have emerged as key players in social development in the country by supplementing government efforts. Many a times, they have involved themselves as important stakeholders in various social development programmes. Having efficient and participatory service delivery systems, they have been instrumental in promoting and supporting education delivery, healthcare, literacy, poverty alleviation through sustainable development, rehabilitation, women and child care, human development, environmental protection, HIV/AIDs support programmes, agriculture extension services, etc. few examples will illustrate the contribution that the size and reach of NGOs can make to ensuring human security. In Bangladesh, which houses one of the world's largest NGO sectors, two local NGOs alone work with a client-base of roughly seven million people. The first, BRAC, has core programs in rural and urban development, education and health in all 64 districts of the country, and reaches more than 50,000 villages. Over one million children attend its' schools and it provides paid employment to 60,000 people (BRAC Annual Report 1999).

The inherent strengths of some of the effective NGOs are – willingness to work in remote areas among the depressed classes, ability to set in motion participatory process in identification of the need, the design and implementation of programmes, the readiness to mobilize and use local resources, a non-hierarchical approach in working with people, cost effective service delivery, freedom from red tape and freedom to innovate. They have been instrumental in creating awareness and implementing development

programmes in agriculture, watershed development women's empowerment, education health and family welfare. They are the representatives of the alternative modes of development.

With governments requiring additional support to fulfill their commitments to society, NGO participation enables them to reach out to the most vulnerable sections of the society. NGOs also prefer a role that is markedly different from that of the government. Most of them have focused on areas neglected by the latter. While most government initiatives have been on the supply side of education, several NGOs have made efforts to work with communities and improve the demand for education. However a majority of them see themselves in a supportive role for creating a facilitative environment for learning. Some of the thrust focus areas by NGOs in Education are:

- NFE (Non-formal Education) for working children who do not attend school
- Promoting literacy
- Creating teaching-learning resources
- Teacher training
- Empowerment of community
- Enrolment and reeducation of dropouts
- Improvement of pedagogic techniques
- Implementing midday meal scheme
- Improvement of school infrastructure

Despite the presence of many NGOs, a majority of the states do not have a declared or a clearly defined policy on their involvement in the education sector. This has naturally led to some of them trying to influence government policies. Transparency, accountability and regular social audit need to be considered as criteria for allowing them to work in sensitive social sectors like education. Since the government alone could not achieve the goal of Education for All (EFA), it was felt that the collaboration of voluntary organizations, the community and NGOs was necessary, especially in the area of access, retention and achievement. The Government of India laid emphasis on implementation of non-formal education through local and national NGOs as well as other voluntary agencies. It viewed NGOs as vibrant partners in the process of moving towards the goals of education for all (EFA). Hence as a policy, it proposed to promote their role at all levels in the social sectors with a view to not only achieving participatory development but also unburdening the unduly loaded government departments with the implementation of development programmes. It gave liberal grants to these agencies to support such activities.

Besides running non-formal education centers, some of these NGOs implemented innovative programmes for promoting elementary education. The state noticed their involvement in enlarging the network of agencies in the education field, which would bring greater flexibility and innovation into the government programmes.

Primary education is viewed as a service that must be provided to the populace, irrespective of affordability, and it is generally considered to be the responsibility of the state to deliver primary education. The public sector provision of primary education, like

most other services delivered by the public sector, suffers from severe deficiencies in coverage, effectiveness and quality.

NGOs play a very essential and unique role in the education sector of India. We can find that there are number of NGOs in India each working specifically forging some aims and purposes helping poor masses of India and working as a charitable government in the country. Strengths associated with NGOs are that they are working with people on a grassroots level and hence, said to take into consideration the views of the people. NGOs are also regarded to be more democratic, flexible and participatory than the government and it is common that they put pressure on the government in order to make the work of the government more transparent and accountable. Particularly in India, it has been highlighted that NGOs play a significant role in implementing Government policies.

In addition to this, a large number of NGOs have put pressure on the Government to improve the educational situation in the country. It should also be kept in mind that due to NGOs, there have been more resources directed to primary education than if just the Government would provide education. It has done through check on the government for providing and implementing the various policies that led for the development and upgradation of Primary education in the country. Despite the positive sides with NGOs, there is a wide range of weaknesses associated with them. Some of the problems are that a great number of NGOs are founded in order to create jobs for people, leaders are inexperienced and they lack resources, skills and knowledge to actually carry out their work, hence, they are ineffective. Another problem is that NGOs focus on short-term targets and that donors influence the projects, a reason for this is that it is easier to receive

funding, if the projects are short-termed. In addition to this it is common that NGOs compete with each other in order to attract clients, funding and political influence.

1.1.1 Importance of Education

The importance of education has for a long time been addressed on international level and the development cooperation in the 21st century has to large extent been influenced by the Millennium Development Goals (MDGs). India, like many other countries, is striving to meet the goals that have been set up, including the second MDG, which is trying to achieve universal primary education for all children (UN Millennium Development Goals 2010). The reason for addressing the importance of education through forums such as the MDGs is that education has been proved to have a great number of beneficial effects. A higher educational level, especially among women, tends to improve the well-being of the entire family. Women that are educated usually have fewer children than non-educated women and child mortality tends to decrease (Sen 1999:129,193,195). The well-being of the family also tends to improve because women are more aware of good nutrition and are also able to provide this for their families (Critical reflection in Potter, Binns, Elliott and Smith 2008:223). In addition to this, literate people tend to participate in the political and economical life to a larger extent than those who are illiterate and this can be a strong contribution to economic development in a country (Sen 1999:39-40).

1.1.2 Importance of Primary Education

Right to Primary Education (also elementary education) is a fundamental right in India. It is the duty of the Government to provide free-education to every boy and every girl up to the primary stage. Primary Education will enable a child to learn to read and write. It will enable him/her to follow a story in his own vernacular language. The student will learn the simple rules of arithmetic. These he must learn, with or without the help of books.

In addition to this, he may be interested in hand-work or gardening or he may not be interested in such “activities”. Although much importance is given to these activities, it must not be forgotten that the real aim of primary education is to teach the elements of language and arithmetic. It is best to take a simple view of things. A boy in a primary school is not expected to be a vastly learned man. So it is bad to burden his mind with too much of book learning. One does not know whether he will have a taste for technical attainment or for theoretical study. So it will not be proper to fix him down to a technical line early in life.

The parents and guardians should understand the value of education and send their children to primary schools. A cultivator or a laborer would think that his son should help him in his work rather than go to school and waste his time over books that would not enable him to earn more. He thinks that education is a luxury which the ‘gentleman’ can alone afford. Such parents should be made aware of the benefits of education.

Every child should get quality education. The future of our country depends upon the children of today. We must remember that the little child depends more on his teacher

than the advanced student does on his professor. A teacher plays an important role in shaping the future of a student. We should have competent teachers who are interested in the education process. Unfortunately, in India, there is shortage of quality teacher at primary schools. The job of a primary teacher should be made more attractive. If we are prepared to pay a little higher salary, we shall be able to attract competent men, and if they can work contentedly they will be able to make a good job of it.

1.1.3 Objectives of Primary Education

The following are the major objectives of Primary Education:

1. To give an adequate mastery over the tools of learning.
2. To bring about a harmonious development of the child's personality by provision for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.
3. To prepare the children for good citizenship, to develop in them a love for their country, its tradition and its culture and to inspire in them a sense of service loyalty.
4. To develop in the children the spirit of international understanding and universal brotherhood.
5. To inculcate scientific attitude.
6. To inculcate a sense of dignity of labour.
7. To prepare children for life through the provision of worthwhile practical activities and experiences, including work-experience.

1.1.4 Problems of Primary Education

1. Natural Problems:

The geographical enrolment has a great impact on man life. His ways of living, food habits, profession and means of transport and communication are very much influenced by geographical environment. As the facilities enjoyed by the people in plains are not available for those in hilly areas and deserts, the geographical conditions of hilly areas and deserts demand new steps in life. Hills, plateaus, deserts, rivers, lakes, forests isolate people of one area with those of another. Means of transport are scattered in deserts and hills. In these areas there is no dense population. Hence, it is not economically feasible to open a primary school for a few people. Primary schools with very few children will be impracticable due to the meager funds at the disposal of the authority responsible for providing education. Children from one area cannot go to school founded in another area because of difficult and inadequate means for transport. Hence, children in unfavourable geographical environment do not get sufficient primary education. India is a land of villages. More than 70 per cent of the population resides in villages. People in villages have not yet been provided with educational facilities. Teachers do not like to work in schools of difficult geographical surroundings. Hence, natural obstruction has come in the way of expansion of primary education.

2. Political Problems:

The British Government was indifferent to primary education in India. It did not try to remove illiteracy prevailing in the land. After independence the Indian Government became keen to spread primary education throughout the whole country. It was also provided in the Constitution to make primary education free and compulsory.

Hence, primary education was encouraged throughout the whole country. But due to political difficulties the efforts in this direction have been faulty. The policy followed by the government for the expansion of primary education had been impractical. The concerned authorities do not take much interest in its expansion. There is no co-ordination in the various Government departments. The work of primary education has been entrusted to local bodies such as municipal boards, district boards and town areas. These local bodies do not cooperate with the government officers appointed for looking after primary education. Many of the schemes pertaining to primary education remain incomplete due to want of money. It has not yet been surveyed as to how many primary schools are necessary. The literacy expansion schemes are closely related to free and compulsory education. If the two are linked together primary education will expand. Indian public opposes any move for taxation for education.

Hence, the village Panchayats are not fulfilling their objectives. All local bodies are suffering from paucity of funds. They are not free from local and regional politics. The public and government should co-operate with the local bodies and education should be fed from all sorts of politics.

3. Social Problems:

One finds many social evils in India such as untouchability, caste differences, narrow religious beliefs, conservatism, illiteracy, communalism, nepotism and jealousy. People of different castes, religions and communities seek to open schools only educate their own children. At some places children of Harijans and the down-trodden are not admitted to schools as children of higher caste do not like to mix up with the children of Harijans studying in the same schools. Language problem also obstructs some children

form going to schools. Separate schools are demanded for girls due to Purdah system. Conservative parents do not send their girls to boys school. Social workers and efficient government officers should establish personal contacts with parents for removing their wrong notions which hamper the growth of primary education.

4. Economic Problems:

The national income is the index of the income of the common man. Indian national income is not satisfactory. The common man is spending difficult days. The distribution of wealth is very uneven. While some people have so much wealth that they do not know how to spend it, many others do not know how to manage the two square meals a day. Such poor people do not send their children to school, because they cannot meet the involved expenses. They persuade their grown-up-children for earning to supplement the family income. The Government also has not been able to spend as much money on primary education as needful. Thus, economic problems have come in the way of expansion of primary education in India.

5. Problems of Teaching System:

The atmosphere of an ideal school should be so attractive and natural that the children may themselves like to spend much of their time there. Such an atmosphere can be available only when the teaching methods, devices and materials are organized on psychological lines. Indian Primary schools do not have suitable teachers and appropriate teaching materials. Hence, they have failed to provide a suitable atmosphere for attracting young children. The cruel and unpsychological behaviour of teachers and harsh corporal punishment force many children to leave the school in the middle of the session. Suitable teaching materials are not organized due to paucity of funds and

ignorance. Most teaching methods emphasize cramming. The students are seldom encouraged to participate in educative activities. The basic education scheme has not been implemented in any real sense. The children do not get any vocational orientation. Many guardians regard primary education as useless and unprofitable and they employ their young children in their own professions.

6. Problem of Wastage and Stagnation:

In India there is too much of wastage and stagnation at the primary stage of education. Many children leave school or fail due to the above difficulties. Money, labour and time are wasted. Stagnation is there when children repeat classes due to failure.

7. Problem of Dearth of Teachers:

In India suitable teacher for primary schools are not available in adequate number. Most of the teachers are intolerant. They behave very harshly with children. Children are very much afraid of them and do not like to go to school. Even after obtaining training, there is no change in the behaviour of some teachers. It appears that training has not produced any impact on them. Their ability to teach young children is doubtful. Many primary schools are single-teacher schools. A single teacher cannot teach five classes of the primary school. Thus, lack of teachers vitiates the atmosphere of the school.

1.1.5 Reform of Primary Education

Indian Constitution provides for free and compulsory education for all children between 6 and 11 years of age. This may be extended up to 14 years of age. Some States have implemented it for the children up to 14 years of age. It was planned that this

scheme of free and compulsory education should be implemented up to the junior high school stage by 1960-61. Later on it was decided that free and compulsory education should be made available for children between 6 and 11 years of age. But when even this objective could not be achieved by the end of the Second Five Year Plan, its programme was extended in the Third Five Year Plan. For the Fourth Five Year Plan the scheme was revised for children between 6 to 14 years of age. But even by the end of the Seventh Five Year Plan this could not be achieved due to the following difficulties:

1. Shortage of New Schools:

For expansion of primary education new schools should be opened within the easy approach of children so that they may not have to face the problem of transport. India have more than seven lakh villages. In order to cater to the educational needs of children of these villages lakhs of schools will have to be opened within the easy reach of most of the children. Each of these schools will have a number of teachers, one teacher for each class. Thus, there should be five teachers for five classes of each primary school. These teachers should be well qualified and willing to serve in the area concerned. The school building should also be suitable. A new school may be established in the locality inhabited by at least 500 people. As in India 65% of the villages have less than 500 inhabitants a school may be established at a central place which may serve a number of villages.

2. Lack of Interest:

There is not much interest for education in Indian villages. Illiterates do not understand the importance of education. Others do not send their girls to schools because of the Purdah system. Some keep their children at home so that they may help them in

earning their bread. Others are not able to educate their children because of paucity of funds. Some want to train their children in their hereditary trade and do not send them to school. Hence, the schools for villages should be so organized as to help the villagers to get solution of their educational problems. The curriculum of the school should be vocationally-oriented according to the needs of the locality which it is supposed to serve. This will help the people to realize the utility of the school and they will start taking interest in the education of their children. The school should function as a community development centre. It should try to develop all skills in children which the villagers want them to pick up in view of their agriculture and allied professional occupations.

3. Catering to Local Needs:

Keeping in view its religious, cultural and social traditions, the schools should be organized for a particular area. Then alone the public will feel belongingness to the schools. If the public so desires, separate schools be run for girls. But it will be better if co-education is encouraged up to the primary stage. The primary school should be established for educating the children of scheduled castes, tribes and backward classes according to their particular social and cultural traditions. Private enterprises forthcoming in this direction should be fully encouraged.

4. Insufficient School Buildings:

Suitable buildings are very necessary for primary schools. In India very few primary schools have buildings worth the name. The buildings should be in open, healthy and clean places. There should be big playground adjoining it to facilitate adequate physical activities of the school children. There should be separate space for agricultural workshops and practices in cottage industries. Till suitable school buildings are provided,

free and compulsory primary education may be imparted at such public places which may accommodate the teachers and students for the purpose such as Village Panchayat building, Dharmshalas and Parks, etc.

5. Lack of Sufficient and Suitable Teachers:

For free and compulsory education, it is necessary that suitable teachers from the adjoining areas or local persons are appointed who are willing to work in rural areas. They should be conversant with the local cultural, religious and social traditions. They should be fully familiar with language of the area. They should have the capacity to make the school environment healthy, attractive and useful. They should be master of subjects so that the teaching of various subjects may be done satisfactorily.

It is estimated that there are only 8 lakhs of teachers for primary schools today, while India actually needs more than 35 lakhs of them. This need cannot be met by local teachers. Hence teachers have to be recruited from distant places. If teachers for primary schools in the rural areas are appointed for distant places, they should be provided residence near the schools. For the time being the Higher Secondary Examination passed person may be given preliminary training to work as teachers in rural primary schools. In the absence of training facilities, even untrained heads may be appointed as teachers and they may be given in-service training later.

If the students cannot be managed in one shift, the school may be run in two shifts. This will not require appointment of additional teachers. The one teacher school may be permitted at only those places where the students are very few and number of teachers is inadequate.

6. Inappropriate Curriculum:

The purpose of primary education is to equip children in fundamental processes so that they may be able to receive further education. The social needs have changed with changes in society. Hence, the curriculum of the primary education should also be modified accordingly. The Basic education curriculum should be implemented at the primary stage. Local needs should be the basis of organizing the curriculum on the basic pattern so that students acquire some vocational bent of mind while receiving training in the principles of citizenship and healthy living along with acquisition of command over the 3 R's i.e., reading, writing and arithmetic. The primary schools of the rural area should have a curriculum different from that in the urban, because the needs of the two differ.

7. Lack of National and Local Co-operation:

The co-operation of the government and of the public is very necessary for the development of primary education. In India both the Central and State Governments are trying for the expansion of primary education, but success has not yet been achieved due to the defective policy and the lack of necessary co-operation from the government officials responsible for running the primary education scheme. The public also does not extend sufficient co-operation. Even some voluntary organizations extend helping hands, the government is not able to utilize it. Now the government departments should stop such policies which obstruct the growth of primary education. The co-operation of the public should be enlisted and the government officials should invite. The inspectors of schools should contact the primary school teachers and the public. They should guide the teachers and create an awakening in the public for primary education. They should study

the local needs and arrange for primary education accordingly. The cooperation of the public is very necessary in the expansion of primary education. Only the public understands its needs. It should cooperate with the government by giving financial aids, land and building for expansion of primary education. In the context of the needs of the locality concerned the school should also be made a centre of community work.

8. Inadequate Research in Primary Education:

The expansion and development of primary education depends upon the satisfactory solution of the above problems which should be based on research in primary education organized in Universities, teachers training colleges and in government research institutes. The State governments should encourage research in primary education.

1.1.6 Primary Education in India

The Indian education system is vast, consisting of both government and private schools. India has a federal policy, where both the Central and State Governments have the responsibility to take care of primary education, but the main responsibility lies on the State Governments (Mooij 2007:326). It can be asked if the federal policy is the reason that different states have achieved different results when it comes to providing education for children (Mkandawire 2004:287). Primary education in India is currently facing different challenges. Some of the challenges that scholars have observed is the fact that there is a vast difference in the quality of education, both in government and private schools. Another problem is the poor school infrastructure, such as shortages of classrooms and toilets (Mooij 2007:331). Despite all these challenges, the Government of India spent only 3.1% of the GDP on education in 20061 (UNESCO 2009).

Since the 1990s, there has been an increase in the number of private schools in India, because of market oriented reforms and private schools have been considered to provide better quality education than government schools (Mehrotra and Panchamukhi 2006:421-422). There are three types of private schools in India. Firstly, private schools, which receive funding from the Government in order to pay for salaries etc. These schools follow the same school curricula as Government schools. Secondly, private schools, which do not receive funding from the Government but are recognized by the Government and hence, they have to meet some requirements (Kingdon 2007:183). Thirdly, unrecognized private schools are not being recognized by the Government; hence, they do not have to follow any kind of regulations. These schools are the ones that can be seen as real private schools (Mehrotra and Panchamukhi 2006:424). This shows that the Government of India also influences private schools to some extent.

1.1.7 Education Policies in India

Despite the problems with primary education, the Government of India has for a long time considered education an issue that has to be addressed. In 1968, the Government launched the National Policy on Education (NPE) and already then the aim was to provide free and compulsory education for all children aged six to fourteen (NPE 1968). However, this plan did not state how the policies should be implemented, so in 1986 a new NPE was launched in order to modify the NPE from 1968. Some changes include the improved emphasis that was put on how to enroll children from marginalised groups in schools and the clear statement that both the Central and State Governments have to provide primary education (NPE 1986).

In 2000 the Sarva Shiksha Abhiyan (SSA) programme was launched in order to guarantee that all children are enrolled in schools. The foundation and the goals of the programme are: ensuring universal primary education and retention, closing of the gender and social class gap in education and improving the quality of education (SSA 2011:2,5). The latest effort made by the Government of India was in 2010, when the Right of Children to Free and Compulsory Education Act (RTE Act) was launched. The RTE Act means that all children between the age of six and fourteen have the right to attend a school close to their home and that the education should be free and compulsory. The Act also states the responsibilities of both the Central and State Governments, e.g. training of teachers, provision of school infrastructure and good quality education. In addition to this the Act also states that the schools and teachers should ensure that the Act is being followed (RTE 2009 :(c.2-4)).

1.2 What is an NGO?

A Non-Governmental Organization (NGO) is an organisation that is not directly part of the structure of government. Various definitions for Non-Governmental Organizations (NGOs) have been pronounced depending on the context in which the term is used. The World Bank defines NGOs as “private organizations that pursue activities to relieve suffering and promote the interests of the poor.” Examples of NGOs are BRAC, Durnibar Foundation, LIVESTRONG, Action Aid. There are three stages or generations of NGO evolution. First, the typical development NGO focuses on relief and welfare, and delivers relief services directly to beneficiaries. Examples are the distribution of food, shelter or health services. The NGO notices immediate needs and responds to them.

NGOs in the second generation are oriented towards small-scale, self-reliant local development. At this evolutionary stage, NGOs build the capacities of local communities to meet their needs through “Self reliant local action”

It should be noted that the problems of development in developing countries are not new. Since independence, third world countries have been attempting to develop in one way or the other but these efforts have been met by certain challenges-poverty, malnutrition, ill health among others-that have punctuated the development process. These nations such as Bangladesh cannot be solely developed by the mere aid of government organizations. With the countries’ economical state and the high debts to be paid, the government struggles at a daily basis to provide sufficient resources required to maintain the development, let alone make improvements.

That is when the role of NGOs comes to play. NGOs perform a variety of services and humanitarian functions; bring citizens concerns to governments, monitor policy and various other tasks that the government fails to carry out perfectly, or at all. These organizations are not present to put up a competition against those set up by the government. Instead, they provide a “helping hand” to the nation and make the best use of its resources to ensure maximum development. NGOs often hold an interesting role in a nation’s political, economic or social activities, as well as assessing and addressing problems in both national and international issues, such as human, political and women’s rights, economic development, democratization, healthcare or the environment.

NGOs in developing country face a challenge to meet up the proper requirements needed to provide aid in situations betrayed by nature such as famine, droughts,

earthquakes, cyclones and etc. Also includes scenarios of economical disasters such as insufficient agriculture production to feed the nation, national bankruptcy due to huge amount of pending debt, or the closing down of major firms in a state. Normally, NGOs provide services that are in line with current incumbent governmental policy, acting as a contributor to economic development, essential services, employment and the budget. In a wider approach, NGOs are also the source and centre of social justice to the marginalized members of society in developing countries or failed states. NGOs are often left as the only ones that defend or promote the economic needs and requirements for developing states, often bringing cases to the International Monetary Fund, World Trade Organization and World Bank. Developing nations and NGOs often find allies in one another when opposing legislation, economic terms or agreements from global institutions.

The role of NGOs has also been criticized, as many international experts estimate that much of the work done by NGOs is not harmonized to the countries preferences and needs causing the quality of aid to suffer. This is estimated because many believe that major NGOs regulate the nation's system and disable competition which reduces the urge of improving or being more efficient. Democracy is at its best with the presence of NGOs and a sensible government would surely nurture these organizations for its own benefits in times of emergencies.

The governments of these countries have not adequately addressed these problems. Although these governments have devised policies and treaties aimed at enhancing development, they have been aided by Non-Governmental Organizations (NGOs). These organizations have been very committed to a host of issues related to the

development goals and strategies of their societies. NGOs see their work as explicitly situated in the context of a wider concern for progressive social development and change in society. They might also take up the course of certain aggrieved groups or classes in society.

Some will prefer to remain at a distance, by monitoring, publicizing, and criticizing in cases where companies fail to take seriously their impacts upon the wider community. However, many are showing a willingness to devote some of their energy and resources to working alongside business, in order to address corporate social responsibility. Deducing from the facts above, one can clearly realize what an important role the NGOs play in developing a nation. Together with the government, the NGOs give out their best efforts to see that the nation climbs uphill and is not hindered by any lacking that prevent development. Big differences evolve from small steps and the NGOs aim to prove this by their constant effort and efficiency.

1.2.1 Definition of NGO:

Willets (1996) defines NGO as, “an independent voluntary association of people acting together on a continuous basis for some common purpose other than achieving government office, making money or illegal activities.”

World Bank (1990) defines NGO as, “an organization or group of people working independent of any external control with specific objectives and aims to fulfill tasks that are oriented to bring about desirable change in a given community or area or situation.”

1.2.2 Role of NGOs:

The number of NGOs in India is unclear, but on the Government's webpage there are 41,812 NGOs registered that are working in collaboration with the Government (Government of India NGO Partnership System 2009), thus one can predict that the number of unregistered NGOs in the country is even larger. In order to meet the goals that have been set up in the SSA programme and the RTE Act, the civil society and NGOs play an important role both when it comes to implementation and monitoring of the SSA programme and the RTE Act. The reason for this is that NGOs in India for a long time have been playing a role in providing education. But this has also resulted in, at least in theory, that a great number of NGOs have changed their work in order to live up to the SSA and RTE requirements. NGOs are important for: awareness raising among the people, social mapping of educational needs and problems, providing resource help for the Government and provision of special training to name a few (SSA 2011:84-87).

Since NGOs play a large role in the education sector in India it is necessary to provide a short introduction concerning advantages and disadvantages of NGOs. Strengths associated with NGOs are that they are working with people on a grassroots level and hence, said to take into consideration the views of the people (Craig and Mayo 1995 cited in Potter, Binns, Elliott and Smith 2008:319). NGOs are also regarded to be more democratic, flexible and participatory than the government (Holmén 2010:20) and it is common that they put pressure on the government in order to make the work of the government more transparent and accountable (Edwards 2001 cited in Potter, Binns, Elliott and Smith 2008:321). Particularly in India, it has been highlighted that NGOs play a significant role in implementing Government policies. In addition to this, a large

number of NGOs have put pressure on the Government to improve the educational situation in the country. It should also be kept in mind that due to NGOs, there has been more resources directed to primary education than if just the Government would provide education (Colclough 2010:505-506).

Despite the positive sides with NGOs, there is a wide range of weaknesses associated with them. Some of the problems are that a great number of NGOs are founded in order to create jobs for people, leaders are inexperienced and they lack resources, skills and knowledge to actually carry out their work, hence, they are ineffective. Another problem is that NGOs focus on short-term targets and that donors influence the projects, a reason for this is that it is easier to receive funding, if the projects are short-termed. In addition to this it is common that NGOs compete with each other in order to attract clients, funding and political influence (Holmén 2010: 207,212,214,218).

1.2 Quality Education: the definition

Quality in education includes a concern for quality of life in all its dimensions. For the parents and students, quality education means, “improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum. With reference to education quality is a relative term and hard to define and even more difficult to measure. That is why educationists, scholars, educational policy makers and administrators do not come to same conclusion while discussing what makes good quality education or a qualitative education.

According to UNESCO (2000:Goal 6) “a quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living” (UNESCO, 2000, Goal 6 and paragraph 43). Quality education in this regard is considered as an outcome of the learning process. Quality education is therefore crucial for the future well being of the society. Human rights education is also an integral part of quality education due to its contribution to the development of the individual’s well being (UNESCO, 2000). On the other hand Fantini (1980:325) defines quality education as one that “increases the capacity of a person to control his/her own fate”. And this he observes is the common denominator of the level of quality education a person is able to access. So therefore according to Fantini (1980) in order to enable one to develop his/her future potential, the education system must be able to provide the person with the necessary skills, identify and develop his/her talent, enhance the capacity of the person to perform important and different roles in society and increase his/her self-esteem (Fantini, 1980).

From the above definitions, education is therefore regarded as the means by which an individual can develop their full potential and contribute to the development of their society. It is this crucial role that education plays in society that obviously requires that need for it to be quality. This study will therefore draw on these definitions of quality education in the subsequent sections of this study. Thus quality education in this study refers to, an education that fulfills basic learning needs and enhances the capacity of learners to develop their future potentials (Fantini, 1980; UNESCO, 2000)

1.4 NEED AND SIGNIFICANCE OF THE STUDY:

Sikkim is one of the rapidly progressing states in its higher education sector but the main foundation which defines the quality of each and every individual is embedded in its roots, so here we are talking about the primary education where the each child is moulded towards their development and their own uniqueness. Primary education is generally the responsibility of both the central and the state government but most often the main responsibilities lies upon the state government. Despite the various steps and measures have been taken up for the development of primary education by the government, yet still there are some lacuna or problem that arises with time harnessing a poor quality of education. Primary education in Sikkim is currently facing different challenges. Some of the challenges we can observed is the fact that there is a vast difference in the quality of education, both in government and private schools. Where the private schools can provide surplus amount of good teachers, different learning materials and with good infrastructure and in government schools the problems are poor school infrastructure, such as shortages of classrooms and toilets and insufficient learning materials etc., which eventually led to the poor quality in primary education. So, here when the government fails or becomes unsuccessful for enhancing the quality in primary education. Now, it's time when the Non-Governmental Organizations (NGOs) who work on non-profit basis and are said to be independent from government shall act for challenging the government and work for providing better education in primary education. It has also been found that there is a growing relationship between NGOs and governments. When it comes to education, NGOs can be divided into three different categories: those who put pressure on the government, those who improve the quality of

education that the government provides and those who provide education. So, there is an urgent need to go on detail as how the NGOs in Sikkim are working and functioning to enhance and ensure quality in primary education. Therefore, an in-depth investigation is needed on their actual contributions towards primary education and what contribution they have led towards those needy.

1.5 STATEMENT OF THE PROBLEM:

“Contributions of NGOs towards primary education with special reference to east district of Sikkim.”

1.6 OPERATIONAL DEFINITIONS:

NGOs: In the present study NGOs refers to the organizations that are working in non-profit basis and are contributing on the education sector especially primary education and are registered under the Act.

PRIMARY EDUCATION: In the present study Primary Education refers to the primary schools of rural areas of east district of Sikkim i.e. Gangtok.

1.7 RESERCH QUESTIONS:

1. What are the contributions laid by NGOs towards primary education?
2. What are the various aims and objectives of different NGOs for enhancing quality education towards primary education?

3. What are the various types of facilities provided by NGOs towards primary education?
4. What are the future prospects of NGOs for enhancing quality education towards primary education?
5. What are the opinions of NGOs on the efforts made by Government for improving primary education?

1.8 OBJECTIVES OF THE STUDY:

1. To study the various contributions laid by NGOs towards primary education.
2. To study the various aims and objectives of different NGOs for enhancing quality education towards primary education.
3. To study the types of facilities provided by NGOs towards primary education.
4. To study the future prospects of NGOs for enhancing quality education.
5. To study the opinion of NGOs on the efforts made by government for improving primary education.

1.9 DELIMITATIONS OF THE STUDY:

The present study is delimited to the following conditions-

1. The present study is delimited to Gangtok, East District of Sikkim.
2. The present study is delimited to the Primary education of Rural Areas of Gangtok.
3. The present study is delimited to 8 NGOs.
4. The present study is delimited to sample of 40(5 Member from each NGOs).

CHAPTER II

2.1 REVIEW OF RELATED LITERATURE

Review of related literature, besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research enables the researcher to define the limit of his field. It helps the researcher to delimit of his field. It helps the researcher to delimit and define his problems.

By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further researcher.

Singh (1998) discussed the role of Non Government Organization for primary education in the city of Chennai. Few NGOs are running non-formal education centers for the child laborers and for the dropouts with syllabus designed by Govt. /State resource Center.

Followed by the initiatives of NGOs Tamil Nadu Slum Clearance Board launched the Transit School Programme in 1997. Under this programme the child laborers who are withdrawn from work force are admitted in one-year full time schools specially designed for these children. These schools are spread all over the city. NGOs identify children in the age group of 7-13 years and motivate their parents to send their children to school. Repeated home visits by the transit school teachers have a positive impact on the parents and they agree to send their children to school. Transit School has devised a well planned strategy. Children who have dropped out within last one year are given special coaching in Transit School Camps for fifteen days and are then enrolled to school immediately. Non-enrolled and children with longer dropout period are admitted to these schools which is one year full time school. Chennai Corporation Council has approved the transit schools as feeder schools to corporation schools. This programme helped children to attend the classrooms and heavy dropout rate was prevented.

Seetharamu (1998) conducted the study on the current status of primary education in Bangalore city, taking into account various variables that are considered important to achieve the goal of UEE. The study presents a brief profile of the city. Around 20 percent of the population of Bangalore resides in slum, which are about 410 in number. Three types of slums exist in Bangalore city- the core are all city centers slums in Southeast are Tamil dominated. There are Muslim dominated slums in this region. The slums on intermediary and peripheral areas especially in Western and North -Western region are Kannad dominated slums. The study points out that the problem of primary education in Bangalore City is a problem of slums and marginal population. Around 16 percent of the

total population of 6- 10 years of age group are still out of the schools. Enrolment of out of school children is a top priority. Enrolment drives should focus their attention towards the slum areas. NGOs involvement for organisation and conduct of Non- Formal Education centers for non-enrolled and dropout children should be planned, supported and encouraged.

Chatterji (1998) reviewed the efforts of the Non-Governmental Organizations for primary education of the poor in the Mega City of Calcutta. The city is divided into five zones and the NGOs are vigorously involved for helping the poor children in providing education. They have (under Rainbow Project and St. Xavier project) hired buildings from reputed schools for running classes for the slum children. This scheme has been able to attract children without much pain, as the parents are satisfied with the physical facilities of school. Another effort that has been taken to increase the enrolment and retention is that Calcutta Municipal Corporation and UNICEF have jointly initiated a programme to revitalize the corporation schools of the city with the help of 15 NGOs. Each NGO has taken up the responsibility of one or more schools and drawing up strategies to increase enrolment, retention and achieving higher learning levels. The study strongly recommends the increasing participation of NGOs in the education of children. It stresses that the active partnership of government and nongovernmental organizations should be encouraged.

Jain et al (2000) in their study analyzed the efforts made by the government and NGOs to address to the issue of out-of-School children. The study focuses on the initiatives taken by various NGOs to tackle the problem of the working children of 6-14 years of

age group. Some of the notable NGOs are MV Foundation, Andhra Pradesh; Pratham, Mumbai which are seeking to make the government education network take cognizance of the schooling needs of the poor and be responsive to the communities.

Juneja (2000) studied the role of two major organizations namely the Municipal Corporation and Non Governmental Organizations towards the goal of UEE in Mumbai City. More than 596 thousand children are enrolled in 1243 Municipal schools of Mumbai, which are offering eight different languages as medium of instruction. The study explains the administrative structure of the agencies responsible for primary education. One of the important developments for the progress of primary education was that Non-Government organizations are actively participating along with Municipality for education of the poor. Two NGOs namely The Door Step and Pratham are actively engaged in reducing stagnation and wastage in education at the primary stage. They are trying to improve the access and retention to education by opening non-formal education centers and study classes (extra-coaching for school going children). They are making school accessible on wheels or a school in bus those parks outside the slum areas where, for lack of land, a school cannot be built. The case studies from different metropolitan cities of India make it clear that the civic and environmental conditions are meager and insufficient in all the slums. Education available to them is of inferior quality, which is one of the significant factors, contributing to high dropouts from these areas.

Jagannathan (2001) has conducted a study on the contribution of a few NGOs, which are operating in the primary education sector in India. The researcher points out that

NGOs play an important role in assisting the Government of India in providing primary education, because the Government alone will not be able to provide primary education for all children. Those NGOs that the researcher was studying also played an important role in implementing programmes that the Government has launched. Another interesting finding from the study was that community involvement has a positive impact on the quality of education and if the parents were involved in the child's education, it also increased the attendance level.

Ground Work Inc., (2002) presented a paper to the UASID on NGOs and education provision in Bangladesh entitled: *NGOs as Deliverers of Basic Education* and quoted a study done by CAMPE (1995) and SDC (Sedere 1998) on 187 NGOs out of the 410 that responded to the study offered primary education programs for children. Bangladesh has national level NGOs such as BRAC and PROSHIKA and international NGOs like PLAN and CARE. PLAN's assistance to schools includes improved physical facilities, learning materials, and teacher training where the trained teachers serve as teachers in the Community Learning Assistance 34 Program CLAP program. The CLAP programme is a PLAN's brainchild that works to provide additional coaching to school children in school subjects after or before school hours. This has enhanced their learning achievement and also has increased the low contact teaching time in schools. The importance of CLAP program is that parents own the program as they pay 20-30 taka per month and therefore are much involved in the activity through parents meetings. This has increased the school contact time to 4 hours from 2 hours for Grade 1 and 2 for all children. CARE works through the local NGOs in selected areas to provide basic and girls' education. CARE

established partnerships with several local NGOs to improve existing schools in a region called Hill Tracts. The program dealt with long neglected areas with many minority, language and cultural issues. The progress in education recorded in the last ten years in the rest of the country had not happened in the Hill Tracts. It is a difficult area, which is not prioritized by any national level NGOs such as BRAC and, only CARE has given priority to Hill Tract villages in the interior of the districts.

Sukontamarn (2005) conducted a study on 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 NGO versus state schools in improving female educational outcomes. The results show that the entry of NGO schools has significantly increased girls' enrollment as compared to boys. Constructing cohorts from cross-sectional data using year of birth and year of NGO school establishment, the two most prominent characteristics of NGO schools that encourage girls' enrollment are the high 13 percentage of female teachers and having Parent-Teacher Associations (PTAs). NGO schools show strong effects in improving children's test scores.

Madale (2006) conducted a study entitled 'Assessing the Contribution of Plan International to Primary Education in Tanzania: The Case of Kibaha and Kisarawe District Councils.' The study focuses on attempts to assess the intervention of private sector particularly NGOs to primary education as an effort to backup the government's efforts in the primary education sub-sector. The study was conducted in Kisarawe and Kibaha District Councils from 2004 to 2007. Access was the major factor for choosing

the areas of study. The choice of NGO was influenced by concentration of Plan International (Tanzania) activities in the study areas. Plan International is an international NGO and has six Programme Area Units in Tanzania namely Dar-es-Salaam, Mwanza, Geita, Ifakara, Kibaha and Kisarawe. Twenty out of 110 (18%) primary schools were considered as units of inquiry, ten schools in each district. This constituted 13% of all primary schools in Kisarawe and 29% in Kibaha District Councils. In each district, out of ten schools six were with Plan International support (30% in Kibaha and 13% in Kisarawe District Council). Inclusion of schools without Plan support meant to establish variables other than NGO support contributing to quality of and access to primary education in the study areas. The total sample size was 467. This included 80 teachers, 40 school committee members, 160 parents, and 160 pupils (STD IV – VII). These were regarded as clients. The sample of officials covered school head teachers (20); officials from the MOEVT/PMO-RALG (3); Kibaha and Kisarawe District Education Officers (2); and NGOs officials (4). Checklist of questions, focus group discussions, participant observations and documentary review were the key instruments of data collection. Frequencies and cross tabulation were the major tools for analyzing descriptive data, whereas statistical analysis employed Chi-square and T-test. The findings entail that significance of Plan International support on access to and quality of primary education is highly acknowledged. The study recommends that quality improvement requires recognition of schools as units which drive change to own and support the reform initiatives and process. Successful learning for all requires well-prepared students, competent and motivated teachers, and schools that provide favourable learning conditions, course contents that reflect real needs, effective teaching processes and

regular monitoring of students progress. Quality improvement is largely dependent on management methods, increased financial and capacity building strategies that encompass the entire school system. The need for NGOs' openness and maximum networking with communities and LGAs is underscored.

Blum (2009) has carried out a study on the importance of education that is being provided by NGOs and her focus was on small, rural, multigraded schools in India. The basis for her research has been on the education that is being provided by an Education Centre. The Education Centre in question has improved the school environment and enhanced teacher training and support (Blum 2009:242-243). She came to the result that those NGOs that have provided education for children from marginalised groups have had a positive impact on a number of children enrolled in schools, completion and retention, but she also stated that it is too early to conclude about the overall effects of these programmes, since there is not enough research done on the subject.

Rose (2009) has conducted research on the importance of NGOs in providing education for children that for some reasons are not enrolled in schools in India, Bangladesh, Ethiopia and Ghana. Common features among NGOs are that they come up with alternative schooling and an important question is whether these children receive the same education as those children who attend government schools. A second question raised in the paper is whether government schools or schools run by NGOs provide better education? She concludes with the fact that there is not sufficient evidence whether or not the education provided by NGOs is beneficial.

Iqbal (2009) conducted a study on ‘Role of non-governmental organization for the development of basic education in Punjab, Pakistan. The population consisted 112 NGOs working for the promotion of basic education in Punjab, 3980 teachers working in basic education schools run by NGOs, and all parents of the children studying in NGO schools. Different educational experts from different district also constituted the population. 25 NGOs working for the development of basic education in Punjab were selected through cluster random sampling method covering all the areas of Punjab. 25 heads of the NGOs and 200 teachers working in basic education schools were taken as the sample of study through the simple random sampling technique. 50 parents of the children enrolled in NGO schools and 25 educational experts from different districts of Punjab were also selected as the sample of the study. Four questionnaires were developed, one each for the head of NGO, teacher, parents of students and educational experts of the study for the collection of data. The data collected through questionnaires were statistically analyzed by Chi-square technique, significant at $P < 0.05$ level. The findings of the study was (1) Majority of the heads of NGO, teachers, educational experts and parents of the children opined that building and furniture for teachers and students in NGOs schools were insufficient to meet the need, the electricity facilities, availability of drinking water and playground facilities were inadequate in mostly NGOs schools and also the arrangement of free education and to provide books free of cost to the children were made possible, however, the facilities regarding teaching learning were inadequate. The study recommends that the NGOs schools with inadequate school buildings or facilities should be provided by community or government. The students of NGOs schools belonged to

poor families, so incentives/ financial support may be given to the students and their parents in order to increase the enrollment of NGOs schools. Simply providing free books and free education is not sufficient, proper facility of furniture for teachers and student should be provided in NGOs schools.

Javed (2010) conducted a study on the general working structure of non-governmental organizations (NGOs) and to examine the services and facilities provided by NGOs for basic education in Punjab, Pakistan. The population comprised 112 NGOs working for the promotion of basic education in Punjab, 3980 teachers working in basic education schools run by NGOs, and all parents of the children studying in NGO schools. Different educational experts from different districts also constituted the population. We selected 25 NGOs working for the development of basic education in Punjab through cluster random sampling covering all areas of Punjab. 25 heads of the NGOs and 200 teachers 15 working in basic education schools were taken as the sample of study through the simple random sampling technique. 50 parents of the children enrolled in NGO schools and 25 educational experts from different districts of Punjab were also selected as the sample of the study. Four questionnaires were developed, one each for head of NGO, teachers, parents of students and educational experts in the light of the objectives of the study for the collection of data. The data collected through questionnaires were statistical analyzed by chi-square technique, significant at p less than 0.05 level and It is concluded that:

- 1) Majority of the heads of NGOs, teachers, educational experts and parents of the children opined that building and furniture for teachers and students in NGOs schools were insufficient to meet the need.
- 2) Majority of the heads of NGOs, teachers, educational experts and parents of the children opined that electricity facilities,

availability of drinking water and playground facility were inadequate in mostly NGOs school. 3) Majority of the heads of NGOs, teachers, educational experts and parents of the children opined that they arranged free education and provided books free of cost to the children; however, the facilities regarding teaching learning were inadequate.

Mohamed (2011) conducted a study on the role of non-governmental organizations in enhancing participation of girl child in public primary education in Garissa District, Kenya. The purpose of the study was to establish the role of Non Governmental Organizations in enhancing participation of girl child education in primary education in Garissa district, Kenya. Four research questions were formulated to guide the study that is: How has community sensitization by the Non Governmental organizations enhanced girl child participation in public primary education in Garissa District? ; To what extent has provision of physical facilities by Non Governmental organization has enhanced girl child participation in public primary education in Garissa District? In what ways has provision of teaching learning resources by Non Governmental organization enhanced girl child participation in public primary education in Garissa District? How has the provision of basic needs for girls by the Non Governmental organization enhanced girl child participation in public primary education in Garissa District? The target population of the study was the 15 primary schools, the head teachers of the 15 primary schools, and the 21 management staff of the 3 NGOs working in Garissa district. The study sample size was the 15 head teachers of the 15 primary schools, and all the management team of the NGOs which comprised in 21 members. The study revealed that the NGOs were involved in community sensitization on girl child education. It was also revealed that the perception towards girls' education was positive after such sensitization. The study

further revealed that there was empowerment programmes put in place by the NGOs. The study revealed that various avenues such as political rallies DC and Dos public meetings were used in community sanitization. The study further concluded that the NGOs had provided infrastructural developments in the schools which included provision of toilet facilities for girls. The study also revealed that the NGOs were involved in provision of basic needs for girls which included foods, sanitary pads, sponsorship of needy girls and boarding facilities for girls with special needs. Based on the findings it was recommended that there is need for the NGOs to use many other avenues for sensitization of the community towards girls' education. The study also recommended that there is need to provision of teaching learning material which may be hindering girls' participation in education. The study lastly recommended that there is need to the NGO to cooperate with the government and other partners such as local organization in the provision of education for girls. Taking the limitations and delimitation's of the study, it was suggested that a study on the community attitude towards involvement of NGOs in provision of girls' education should be conducted. A study on effects of networking and collaboration among NGOs in enhancing girl child education should be conducted and a study on effects of NGO involvement on girl child education and academic performance should be conducted should also be conducted.

Chandwani (2012) conducted a study on NGO Participation in Elementary Education: An Analytical Study. The study will focus on the nature, functions, partnership, financing and such other aspects of NGOs working in the field of elementary education. For the sample of the study NGOs working in the field of elementary education has been considered, purposive sampling has been used to select the NGOs. The NGOs operating

in north Indian states of Punjab, Haryana, Uttar Pradesh and Rajasthan is considered in the study. A questionnaire, Semi-structured interviews and SWOT analysis techniques is used for covering NGO involvement on different interventions in elementary education. The findings of the study showed that the impact of NGO actions in elementary education in the context of their role as change agents was a major one, not only they acted as a social change but also has been changing the overall elementary education system.

Kiseu (2012) conducted a study entitled ‘Non-Governmental Organizations Educational Contribution To Needy Primary School children In VOI Division, Kenya.’ This descriptive survey study sought first to quantify NGOs contribution to education in Voi in aspects not included in the free education package and secondly to find out if there were alternative sources of assistance in the absence of NGOs assistance. The population of the study included those who had received NGO assistance only in Voi division comprising of 30 schools, 100 class teachers, and 474 (287 boys and 187 girls) needy children, their 398 parents / guardians. The overall total target population number was 1005 respondents. The researcher used purposive sampling technique as part of multistage sampling procedure together with the simple random technique and the random assignment technique to select 100% NGO managers (3) from Plan international, Global Education Partnership and World Vision, 30% of head teachers (10), teachers (30), parents (119) and needy children (142) that is 86 boys and 56 girls, from NGO assisted public primary schools (10): Sagalla location’s Gimba, Kalela, Sagalla, George Sowa and Gideon Mosi and Kasighau location’s Kajire, Kale, Itinyi, Rukanga and Miasenyi. The researcher developed five (5) research instruments: two interview

schedules for NGO managers and head teachers and three focus group discussion guides to collect primary data. Secondary data was collected through reviewed literature, from books, newspapers, journals, bulletins, theses and the internet. Data were collected through observations, in depth interviews and focus group discussion. Quantitative data presentation took the form of percentages, means, frequencies, tables, pictures and pie charts. The NGOs contributed through advocacy, uniforms, desks, text books, pens and rulers, school feeding programme, free medical camps, boreholes, water tanks constructing classrooms/kitchens, employing and paying the PTA/NGO teaching staff, which helped improve access and completion by increasing enrolment and completion and lowered drop out. However, as girls' access and completion trends in Voi division improved that of the boys dropped sharply. The study found low 46 % male participation compared to 54% female participation in education in Voi. Alternative sources of assistance in the absence of NGOs, merry go rounds, small scale micro enterprises (SMEs) women groups, profit making enterprises or organizations like Taita Discovery Centre, Tycoon ranchers, Corporate bodies like Safaricom, Airtel, Wild Life Works, Churches, Constituency Development Fund, Voi Municipal Council, Free Primary Education, and self sustainability using the capacity building skills as taught by outgoing NGOs. The researcher recommends that the NGOs, government, parents and the communities should consider building boarding primary schools in Voi. The government should bring to book those who have been involved with the FPE corruption scandals in order for donors to build faith in the Kenyan government again. Companies, groups or individuals should consider assisting the needy children in Voi access education. Finally,

parents of needy children should take responsibility over their children and see NGOs as filling the gap left by the government, themselves and the community.

Michaela Nummepaa (2012); conducted a study on NGOs and Primary Education. This bachelor thesis is a case study of six NGOs operating in the primary education sector in New Delhi, India. The aim of this thesis is to look at whether or not these six NGOs have the potential to improve primary education in New Delhi, the analysis of will be based on qualitative, semi-structured interviews conducted on site. This study is based on Uphoff's and Atack's theoretical approaches about the importance of state, market and civil society collaboration when it comes to achieving social change. The conclusion from the study is that these NGOs play an important role in primary education, not through directly providing education, but by raising awareness of the importance of education, advocacy and by preparing children for their studies.

Carter (2012) conducted a study entitled 'Beyond Pronade: NGOs and the Formal Education Sector in Guatemala.' In Guatemala, the Ministry of Education (MoE) is overburdened with challenges; these include the most basic provision of services and support for public schools across the country. In the absence of a capable state presence, countless nongovernmental organizations (NGO) have sprung up to provide, sustain and/or take over basic education services. These NGOs come in all shapes and sizes, with different motivations, from different countries and receiving funding from a variety of national and international sources. The combination of rapidly increasing numbers of NGOs along with minimal state coordination means that the Ministry is unaware of the

number of NGOs operating in the education sector, much less what they are doing, where they are and the capabilities that they bring to the sector. Recent estimates place the number of NGOs in Guatemala upwards of 10,000 with no definitive number to be determined in the near future. The National Program for Self-Managed Schools for Educational Development (PRONADE) from 1994 – 2007 was the first large-scale initiative to include NGOs in the provision of public education. The participating NGOs delivered technical services such as pedagogical training and financial reporting. However, more recently, there have been an increase in smaller foreign and national NGOs that are interacting with the education sector in new ways. This study interviews six of these smaller NGOs along with four different policymakers working at the national level to inquire about their views on NGOs working in the education sector. This study finds that the participant NGOs are involved in a complex set of interactions with the formal education sector primarily at the local level. This includes active and dependent partnerships at the local and ministerial levels and the supplementation and replacement of public services. Despite all of this NGO activity, there is a dearth of information on NGOs working in the formal education sector in Guatemala. And finally, both policymakers and NGOs expressed their interest in future NGO-MoE partnerships although each envisions such partnerships differently.

Jaffery (2012) conducted a study entitled ‘Making Education Accessible: A Dual Case Study of Instructional Practices, Management, and Equity in a Rural and an Urban NGO School in Pakistan.’ The purpose of the study was to examine the efficacy of not-for-profit, private schools managed by non-governmental organizations (NGOs) in providing

quality education to primary school children in Pakistan. This study examined schools formed and supported by two NGOs in Pakistan and their impact on providing primary education. A dual case study approach involving a concentrated enquiry into two cases (a rural and an urban school) was used. The study focused on the following research question: How does an NGO school provide education to primary aged school children? Results corroborate previous key-findings that the NGO is the parent body which oversees management, provides training, mobilizes the community and generates the primary funds to run the schools. The study goes further to suggest that NGO leaders provide leverage and establish connections that are important for fund raising and creating opportunities for the schools to expand and work cost-efficiently. The rural NGO had created its own methodology for literacy instruction, which produced adult literate women who were then hired as primary teachers. In addition, it showed that the two schools use: (1) an eclectic approach to teaching which ranged from using public school's curriculum to local, contextually based materials to foreign British-based curriculum; (2) the shift in instructional strategies suggested movement from a behaviorist approach toward integrating constructivist methods of teaching; and (3) the flexibility in curriculum choices poses challenges as well as opportunities for growth for the teachers. These results help to frame future research by linking NGO school's instructional practices to those used in private and public school systems in Pakistan.

Girma Gixaw (2013), conducted a study on 'The Role of NGOs in Attaining Universal primary education with a focus on Reading, writing and Numeracy: The case of ADA BERGA WOREDA PRIMARY SCHOOLS. The purpose of the study was to examine

the role of NGOs in attaining universal primary education (UPE) with a focus on reading, writing and numeracy at Ada Berga Woreda Western Showa Zone of Oromia region. The study was carried out by examining NGOs roles in the Universal primary education activities as compared to the schools supported by the government. Descriptive survey method was used to attain the objective of the study. Purposive sampling, stratified sampling and random sampling technique were employed to select respondents of the study. Students were selected using stratified sampling whereas, teachers, woreda education head were selected using purposive sampling and random sampling was employed to select cluster supervisors. Quantitative data gathered from the students test achievement were analysed using F-test one way ANOVA and t-test as well as qualitative data was analyzed with themes. As the result of the study revealed, NGOs role was significant and indicated their roles in universal primary education at the adea Berga Woreda Primary Schools.

Mwanza (2013) conducted a study on ‘The Role of Non-Governmental Organizations in Basic Education Policy Reform in Lusaka Province of Zambia.’ this thesis argues that over the past few decades, NGOs have become increasingly visible. Indeed, since the 1990s, many NGOs supporting education have entered the arena of advocacy and policy dialogue with government; yet the success of internationally recognised goals - such as Education For All (EFA) – seem as remote as ever. To address the concern regarding the role of NGOs in education policy, qualitative methodological approaches were utilised. These included interviews, participant observation, focus group discussions and documentary analysis. This research finds that the participation of NGOs in Basic Education Policy Reform in Zambia needs to be “reformulated” to end problems

concerning access, inequity and quality in education. Although NGOs are involved in policy through their roles as service providers and policy advocates, the majority depend on foreign donor funding which creates tensions between government strategies and donor priorities. Due to their dependence on international funding NGOs in Lusaka province appear to have made a limited contribution to educational developments. The government of Zambia, because of its indebtedness, has accepted neo-liberal policies in education which are frequently tied to conditionalities in aid packages. Therefore, it has been found that NGOs have helped the neo-liberal agenda of donors rather than the needs of local communities and schools.

Ferdous (2015) conducted a study on ‘A comparative study between Government and Non-Government Schools in Slum Areas in Dhaka.’ This study focuses on quality perceptions of primary education providers in slum areas. In literature, perspectives on quality and slum education are mentioned. This study has a comparative design with government and nongovernment primary schools as two different cases. The rationale for this comparative aspect is the whole scenario of how various professionals in primary education perceive quality of education under the same umbrella. Therefore, two different schools from the slum area in Dhaka region are mentioned. Quality perspectives of education have been developing under educational reforms. Quality perceptions of the two schools in their context have also been mentioned by finding. It shows that schools in different perspectives have various quality views. Both schools have different understandings about the primary education; however, they are having the same challenges in the practice. The comparison of the study shows that one big difference

between two schools of quality understandings is about accessibility and economic development. Quality understandings are relatively similar in both schools. Thus, schools have similar challenges for slum situation and education retention. This study concludes that quality perceptions need to mention a joint understanding for both of the schools. This may lead to understand a common pattern of quality understandings.

Ishfaq (2015), conducted a study on ‘Analysis of Primary Education at NGOs Private and Public Schools in Muzaffarabad. This research is a comparative study between three types of primary education schools in the region of Muzaffarabad, Azad Kashmir. The paper draws comparisons between NGO, Private and Public schools based on quality of education, access, and affordability. The factor of quality of education was drawn from Pakistan National Education Policy of 2009 while access and affordability were added based on the chosen region. The research has been conducted through semi structured interviews with parents, principal (School Administrator) and teachers. The results show that NGO schools displayed good results for quality of education in terms of infrastructure and textbooks. The public schools are perceived to have better qualified and trained teachers but our research showed contrasting results at the primary level. The public schools also lacked most basic facilities and were very low on quality. The private schools struck the middle ground with mediocre facilities, quality and fee structure.

Faiza (2016) conducted a study entitled ‘Primary Education Reforms Targeting Marginalized Groups: The Role of Local Non-Governmental Organizations in Slum Areas in Cairo.’ The study examined in depth educational reforms strategies in the selected developed and developing countries. Special attention was devoted to examining

the role of NGOs in many developing countries like Ghana, Bangladesh and Afghanistan. Civil organizations have added valuable contribution and rich experience to the field of education, especially through informal education programs targeting marginalized groups in poverty-stricken or hard-to-reach remote areas. Local NGOs in Egypt continued to serve marginalized groups through many development programs. This research covered four case studies of local NGOs in Egypt working in providing educational services to marginalized children in Greater Cairo. These NGOs are: Resala in AUC, AYB in AUC, East of Al-Maadi, and MEB. Findings of the study showed that the interviewed local NGOs helped the children to enhance their educational achievement in their public schools, encouraged them to complete their primary education successfully and empowered them with good values and self-confidence to play as elements of positive socio-economic changes in their poor communities. The study came up with a set of recommendations including the need for government cooperation with local NGOs, the need of private sector and local communities support to local NGOs to help them implement their educational programs in a better way and to achieve better results.

CHAPTER III

METHODOLOGY

Methodology is a process and a procedure which are adopted in the research study to achieve the objective of the study. It is considered to be the mirror of the research work. Method used in the study is Descriptive study method, where the data collected is based on the current state phenomena. The Descriptive method not only tries to collect precise information about the current state of the problem under investigation but also helps to draw valid conclusion from the discovered facts. It involves describing, recording, analysis and interpretation of conditions that exist, measurement as well as classification. It tries to find out real facts with regard to existing conditions. The purpose of the descriptive study is immediate and long lasting; it tries to study the phenomena in a natural setting and does not arise to develop organized body of scientific laws. This method expresses the processes that are going on and it tries to highlight the conditions and relationships that exist, opinions that are held by major stakeholders of education, teachers, students and parents.

The methodology of the study comprises research method, population, sample, tool, procedure of data collection and procedure of data analysis.

3.1 RESEARCH METHOD:

In order to accomplish the objectives of the present study the Descriptive survey method has been adopted.

3.2 POPULATION:

The entire aggregation of items from which samples can be drawn is known as population. It consists of all aspects of individuals of their attributes that can be described as having as unique type characteristics or qualities. For the present study all the NGOs of Gangtok, East District of Sikkim those who are registered under the Act has comprise the population of the study.

3.3 SAMPLE:

A representative proportion of population is called sample. Purposive sampling method has been followed to draw the sample from the target population. It is proposed to draw 40 members from 8 NGOs (5Members from each NGOs) i.e., 40 Members.

Table 3.1

Details of Sample Distribution:

SL.NO	NAME OF NGO'S	NO. OF MEMBERS	ADDRESS
1.	UPLIFT	5	5 th Mile, Tadong, Near Jordhara.
2.	24 HOURS INSPIRED	5	Pani House, Gangtok
3.	GOODWILL EDUCATIONAL DEVELOPMENT SOCIETY	5	Lingdong, Gangtok
4.	DIRTY ANGLES MOTORCYCLE	5	Metro Point, tadong, Gangtok

5.	VIDHYA BHARATI	5	Development Area, Gangtok
6.	DENZONG WELFARE ASSOCIATION	5	5 th Mile, Tadong, Manipal.
7.	CHILDREN AND SIKKIM FOUNDATION (CFS)	5	Lepcha Cottage J.N. Road, 737101
8.	CHILDREN EDUCATION TRUST	5	Gairi Goan, Gangtok

3.4 TOOLS USED:

For the present study following tools has been used in order to collect the data:

- a) An interview has been scheduled for the different members of NGOs.
- b) A questionnaire has been developed to collect information from the members of different NGOs.

3.5 CONSTRUCTION OF TOOL:

The first and foremost construction of the tool by the researcher was prepared on the basis of the different research questions and objectives as laid down to find out the Educational contributions of NGOs towards primary education. Hence, keeping in view the aims and objectives in mind, 35 self-made questions were prepared for study to be carried on. The question was then modified under the guidance of the supervisor. After that the question was send to 3 of the experts. Previously the total number of questions sent to the experts was 35 in number. After the examination of the questions by the

experts, 11 questions were removed and it was decreased to 24. Of the 24 self-made questionnaires, 10 questions were finalized as Open-ended questionnaire and 14 questionnaires were finalized as Close-ended questionnaire.

3.6 PROCEDURE FOR DATA COLLECTION:

The questionnaire after being completely prepared was then administered to the different NGO Members and was interviewed scattered in different location of Gangtok, East district of Sikkim. Although, most of the NGO Members due to cause of tight schedule and lack of time in their hand, the interview session lasted for not more than 15 minutes. Furthermore, the testees were asked to clarify their doubts initially. Thus all the precautions and procedure of data collection was followed by the investigator.

3.7 OBJECTIVE-WISE METHODOLOGY

1. To study the various contributions laid by NGOs towards primary education.

For the first objective a set of 5 questions were developed. Question No. 6, 7,15,16,23 and was administered.

2. To study the various aims and objectives of different NGOs for enhancing quality education towards primary education.

For the second objective a set of 3 questions were developed. Question No. 3,9,19 and was administered.

3. To study the types of facilities provided by NGOs towards primary education.

For the third objective a set of 4 questions were developed. Question No. 4,17,21,22 and was administered.

4. To study the future prospects of NGOs for enhancing quality education.

For the fourth objective a set of 1 question was developed. Question No. 8 and was administered.

5. To study the opinion of NGOs on the efforts made by government for improving primary education.

For the fifth objective a set of 5 questionnaires was developed. Question No. 12, 13,14,18,24 and was administered.

3.8 TECHNIQUES USED:

The main objective of the study is to study the contributions of NGOs towards primary education. The technique of the study is therefore testing through questionnaire/ statement. Scoring from Question 1 to 10 is Open-ended questionnaire and hence the feedback of each item are carefully studied and discussed in the following paragraph. Question 11 to 24 is a close-ended questionnaire and is done through percentage wise analysis and histogram depicting the results of the each item is also given.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

Analysis and interpretation considered as the heart of the research work. It is associated with the drawing of inference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in its proper analysis and interpretation. The major objective of the present study is to find out the contributions of NGOs towards primary education. Here the investigator utilized descriptive statistics for analysis and interpretation of the obtained data.

PERCENTAGE WISE ANALYSIS-

EDUCATIONAL CONTRIBUTIONS OF NGO'S TOWARDS PRIMARY EDUCATION

The Educational contribution of NGO's towards Primary Education was assessed by means of developing and administering a questionnaire. As such, the educational contribution of NGO's towards primary education is analyzed with respect to the different items included in it.

4.2 Item No. 1 When did you start the NGO?

The data pertaining to this item has been presented in the Table 4.1

Sl.No	Name of NGOs	Date (Formation of NGOs)
1.	UPLIFT	6 th of July 2016
2.	24 HOURS INSPIRED	2011
3.	GOODWILL EDUCATIONAL DEVELOPMENT SOCIETY	2012
4.	DIRTY ANGLES MOTOR CYCLE	21 st October 2010
5.	VIDHYA BHARATI	2008
6.	DENZONG WELFARE ASSOCIATION	28 th June 2011
7.	CHILDREN AND SIKKIM FOUNDATION	2009
8.	CHILDREN EDUCATION TRUST	2010

4.3 Item No. 2 How did you start the NGO?

The Feedback pertaining to this Item No. 2 are given as under:

Feedback given by the NGOs:

Although, the 8 NGO's which has been covered for the sample of the study, they may seem to be diverse in their nature, working style and their approaches but when it comes to the starting of NGO, their common cause and feedbacks are more often similar or common to each others. The common reasons for starting up their NGOs are as follows:

The reason for starting up NGO was collision of similar ideas between the friends, ideas like serving the society, which they think was possible through only education.

Having a common goal to help provide value addition in the education sphere where every child must go to school and get education.

Some NGOs has been started for the good cause of the village and society, to help run the schools in the villages for the village childrens and imparting good quality education without taking any fees, providing education for the needy.

4.4 Item No. 3 What aims and purpose does your NGO hold for enhancing the quality of Primary Education?

All the 8 NGOs have their different aims and purposes for enhancing the quality of Primary Education. The common aims that the each NGOs have been responded are given below:

- Providing Teacher training programme in Primary Sector.
- By introducing the modern techniques of education.
- Providing proper education in the rural areas and facilities of innovative learning.
- Providing quality education to the village children as per the demand of present situations.
- Conducting awareness programmes in the villages and schools, making the parents aware about the importance of education.
- Providing Skilled and tactful teachers to furnish a better quality education in the schools of rural areas.

- Providing all round knowledge so that the children can face any kind of challenges in days to come.

4.5 Item No. 4. Is your organization providing different facilities for enhancing quality of Primary education? What are they?

There are numerous facilities that these 8 NGOs have been providing, which directly or indirectly enhance the quality of primary education. Some of the facilities these NGOs have been providing are listed below:

- Constructing libraries in the schools so that the children might not face any scarcity of books in the schools and for those who can't afford to buy.
- Giving lectures and seminars to the students about the importance of education.
- Providing basic sanitary items for under privileged students.
- Counselling and educative learning through documentaries by setting up projectors.
- Providing books and stationeries.
- Providing magazines for school libraries.
- Conducting awareness programmes.
- Providing free education to all the children.
- Providing playing equipment etc to the children.

4.6. Item No. 5 Where from your NGO is being funded?

There are different ways as how these 8 NGOs have been funding themselves, they are pointed below:

- Collection of monthly membership Fees.
- Private Ownership Sponsors.
- Conducting fund raising events and programs.

4.7. Item No. 6 How much funds you have raised till now for the development of Primary education?

All the 8 NGOs they raise their funds by doing some programmes, organising events and from their membership only, they do not ask from the government, so hardly all the 8 NGOs they have raised their fund around 40 to 60 thousand and more than Lakhs those who are running their own NGO schools for the development of primary education.

4.8 Item No. 7. What contributions your organization has done till date for the primary education sector?

There are quite a numerous contributions that these 8 NGOs have been providing. Analysing all their feedbacks provided by the NGOs the common contributions that they have been laying for the primary education sector are as under-

Most of the NGOs have contributed by constructing or renovating the different school libraries so that the students would be able to access through good books.

Most of the NGOs have provided different stationeries such as pen, pencils, books, copies, card boards, school bags and even shoes and uniforms for the childrens, so that those parents who cannot afford to send their children to the school might be encouraged by sending their children to the schools.

Some of the NGOs are even providing facilities such as mid-day-meal for the different rural schools to encourage the needy parents to send their children to schools for better nourishment.

Some of the NGOs are imparting free education to the village children without taking any monthly fees till date so that those parents who cannot bear the expenses of their children going to school can send their children and achieve the target to provide free and compulsory education upto the age of 14 – RTE Act 2009.

All the NGOs have been organising different awareness programs, conducting cleanliness drive or campus cleaning, art and painting competitions so that the children might get concerned about all the crucial topics and getting exposure by including themselves into different competitions, resulting in quality development in each and every child of the school that they have covered and going to cover.

4.9 Item No. 8. What are the future agendas of your organization towards the enhancement of Primary Education?

By analysing all the feedbacks provided by the 8 NGOs, it is obvious that with the different aims and objectives of these NGOs their futures agendas are also different and quite significant. So, the agendas that these NGOs have been holding for enhancement of Primary Education are given below-

Most of the NGOs have the agendas to cover all the schools of rural areas of Sikkim covering all the four districts i.e., East, West, North, South

Some of the NGOs are trying to focus on the improvement of teaching techniques and methods and also focusing on providing teacher training with the prior help of Government and other means.

Some of the NGOs have the agendas to provide more books and magazines for the school libraries in different parts of Sikkim and to organise even better programs for the school students based on different themes.

Some of the NGOs have the agendas to set-up new approaches to innovative learning and even providing platform to those students who are good in their own field.

Some of the NGOs have the agendas to focus on providing quality education to the different rural schools of Sikkim and bringing better literacy rate in the coming future.

Most of the NGOs want to continue the same initiatives that they have been providing till date and even increase their contributions more by the coming years.

4.10 Item No. 9. How many primary schools your NGO has been able to cover till date?

Some of the NGOs have been able to cover 15-16 schools and some of the NGOs have been managed to cover 5-6 Schools while some 2-3 and Some of the NGOs have their own school run by them, so the payments of every teachers/staff and the house rent (school buildings) are being provided by them.

4.11 Item No. 10. The RTE was launched in 2009, a matter of fact, do you think that every child in Sikkim up to age of 14 is getting free and compulsory education as per to the act?

After analysing all the feedback provided by the NGOs on this statement, it is clear that all the 8 NGOs they agree that every child in Sikkim up to age of 14 is getting free and compulsory education as per to the RTE Act. Moreover, some of the feedbacks that has been provided by some of the NGOs are as under-

- Yes, as we check towards the recent census, we can say that our state Sikkim is improving in educational sector.
- Yes, the act has been useful and is helping the children of Sikkim, besides we must also focus on the methods that has been implemented to the schools and yes quality do matter rather than quantity.
- May not be in most of the private schools. It is possible in government school. But their NGO is imparting Free Education to the village children from Nursery to class V.
- We can't say every child but Yes most of them are getting free and compulsory elementary education as per to the act.

4.12 Item No. 11. Do you think that NGO's can be a tool to get all children into schools?

The data pertaining to this item has been presented in Table 4.2

Table-4.2 Percentage wise analysis of item no. 11

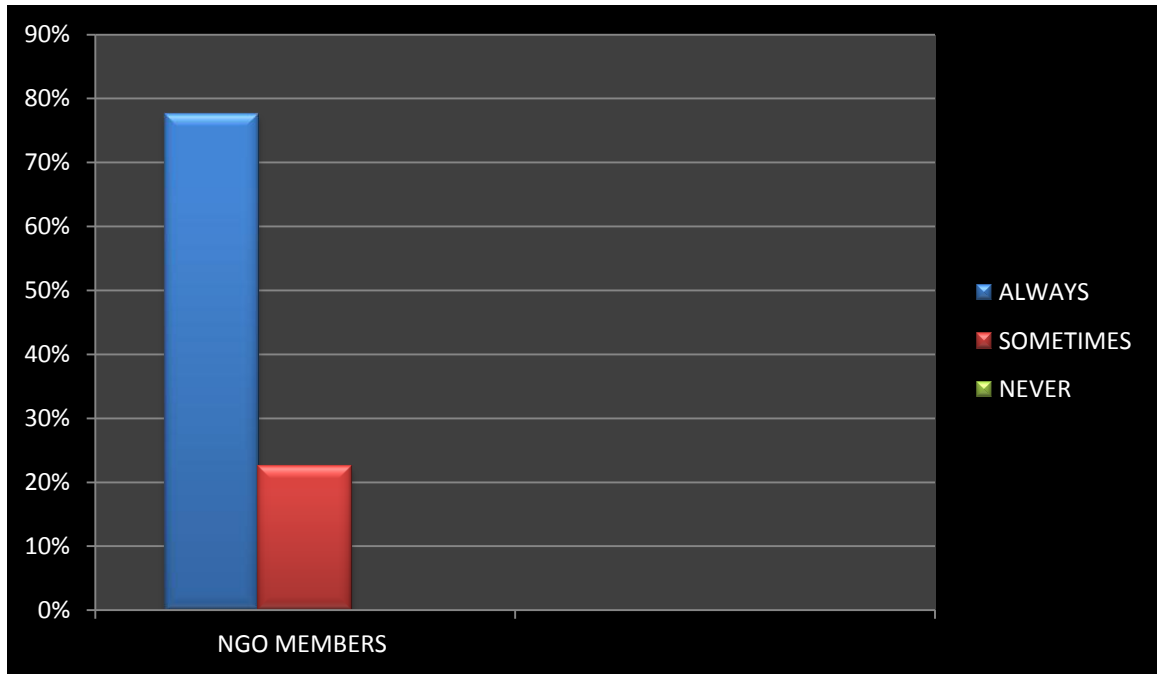
Category	Number	YES %	MAYBE%	NO%
NGO Members	40	77.5%	22.5%	0%
Total	40	31	9	0

In the above table no. 4.2, it indicates that on this item out of 40 NGO Members, 77.5% responded to YES, 22.5% responded to MAYBE and 0% responded to NO.

Therefore, out of 40 NGO Members 100% of them totally agree on the item that 'NGO's can be a tool to get all children into the schools.'

Figure- 1

**Histogram depicting total scores of NGO Members on the item no. 11:
Do you think that NGO's can be a tool to get all children into schools?**



4.13 Item No. 12. Do you think that the government is making efforts for the improvement of Primary Education?

The data pertaining to this item has been presented in Table 4.3

Table-4.3 Percentage wise analysis of item no. 12

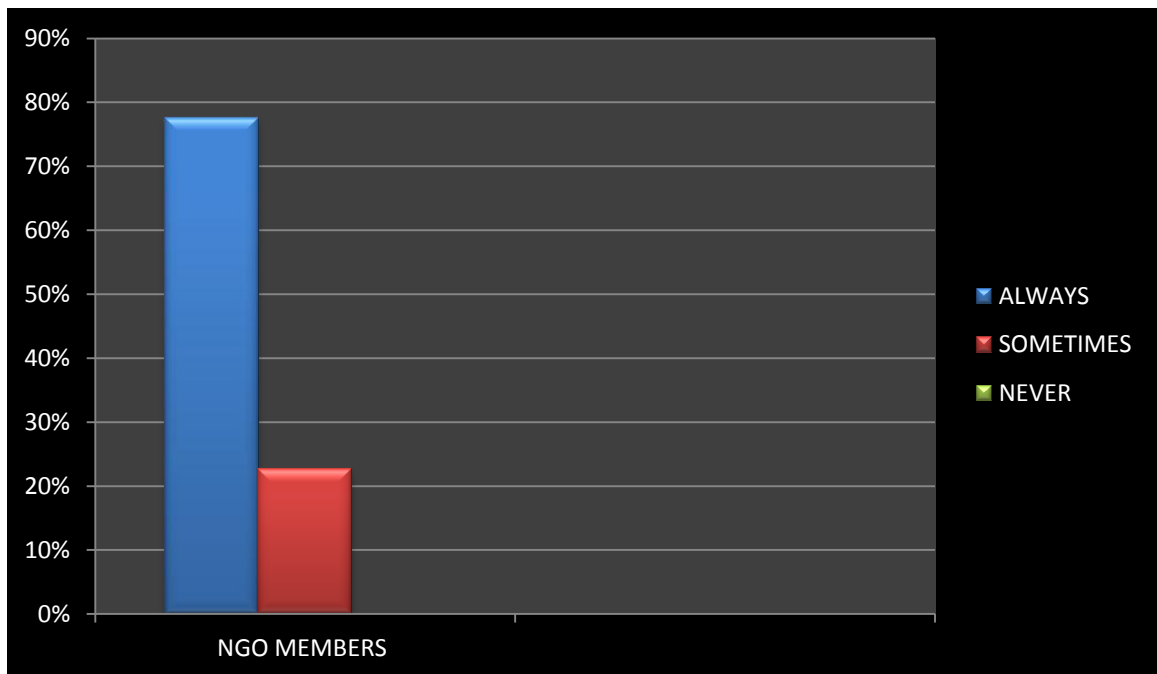
Category	Number	YES %	MAYBE %	NO %
NGO Members	40	77.5%	22.5%	0%
Total	40	31	9	0

In the above table no. 4.3, it indicates that on this item out of 40 NGO Members, 77.5% responded to YES, 22.5% responded to MAYBE and 0% responded to NO.

Therefore, out of 40 NGO Members 100% of them totally agree on the item that 'Government is making efforts for the improvement of Primary Education.'

Figure- 2

**Histogram depicting total scores of NGO Members on the item no. 12:
Do you think that the government is making efforts for the improvement of Primary
Education?**



4.14 Item No. 13. Have your NGO been ever funded by the Government?

The data pertaining to this item has been presented in Table 4.4

Table-4.4 Percentage wise analysis of item no. 13

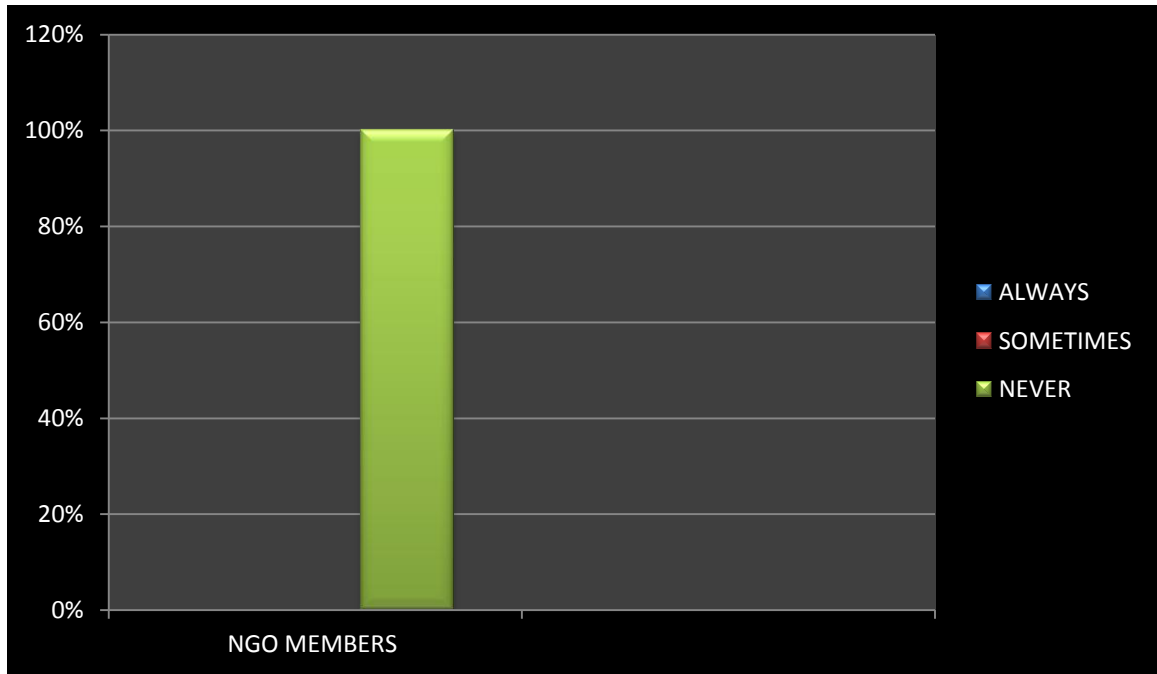
Category	Number	YES %	MAYBE %	NO %
NGO Members	40	0%	0%	100%
Total	40	0	0	40

In the above table no. 4.4, it indicates that on this item out of 40 NGO Members, 0% responded to YES, 0% responded to MAYBE and 100% responded to NO.

Therefore, out of 40 NGO Members 100% of them totally disagree with the item that 'NGOs having been funded by the Government.'

Figure- 3

**Histogram depicting total scores of NGO Members on the item no. 13:
Have your NGO been ever funded by the Government?**



4.15 Item No. 14. Have your NGO been working in collaboration with the Government for providing better education in Primary sector?

The data pertaining to this item has been presented in Table 4.5

Table-4.5 Percentage wise analysis of item no. 14

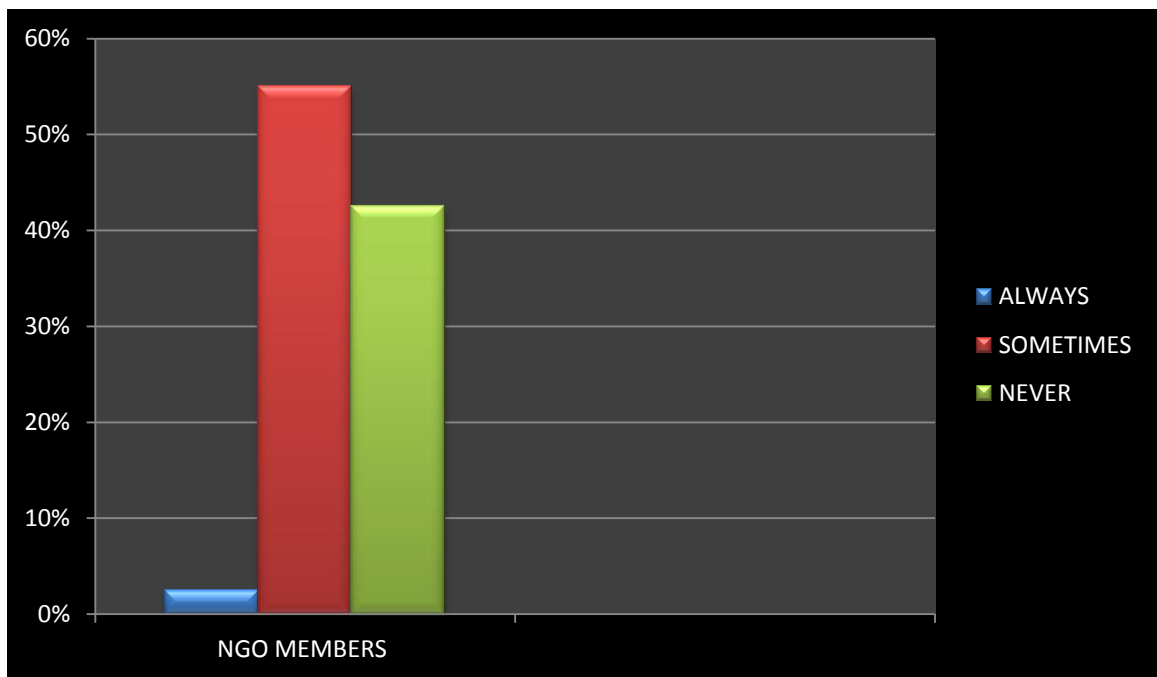
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	2.5%	55%	42.5%
Total	40	1	22	17

In the above table no. 4.5, it indicates that on this item out of 40 NGO Members, 2.5% responded to Always, 55% responded to Sometimes and 42.5% responded to Never.

Therefore, out of 40 NGO Members 57.5% of them totally agree and 42.5% of them disagrees with the item that 'NGO working in collaboration with the government for providing better education in primary sector.'

Figure- 4

Histogram depicting total scores of NGO Members on the item no. 14: Have your NGO been working in collaboration with the Government for providing better education in Primary sector?



4.16 Item No. 15. Does your organization provide different stationary facilities like book, copies, pen, pencils etc to the funded schools?

The data pertaining to this item has been presented in Table 4.6

Table-4.6 Percentage wise analysis of item no. 15

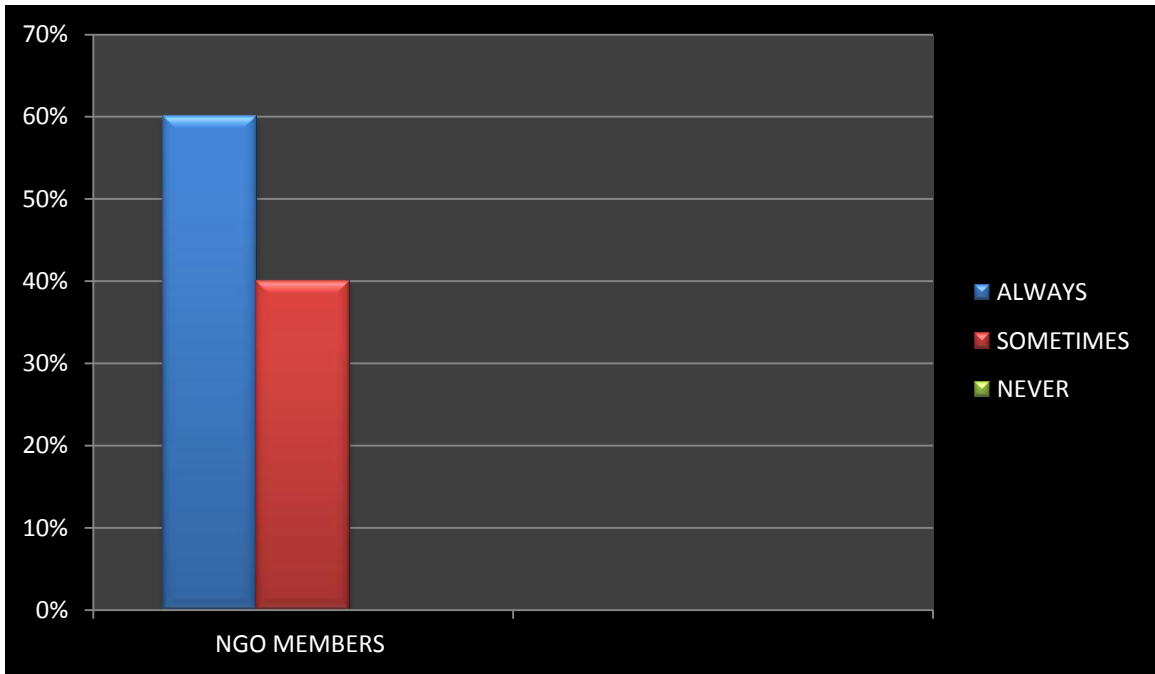
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	60%	40%	0%
Total	40	24	16	0

In the above table no. 4.6, it indicates that on this item out of 40 NGO Members, 60% responded to Always, 40% responded to Sometimes and 0% responded to Never.

Therefore, out of 40 NGO Members 100% of them totally agrees on the item that 'NGOs are providing different stationary facilities to the funded schools.'

Figure- 5

Histogram depicting total scores of NGO Members on the item no. 15: Does your organization provide different stationary facilities like book, copies, pen, pencils etc to the funded schools?



4.17 Item No. 16. Does your organization provide mid-day meal facilities to the funding schools?

The data pertaining to this item has been presented in Table 4.7

Table-4.7 Percentage wise analysis of item no. 16

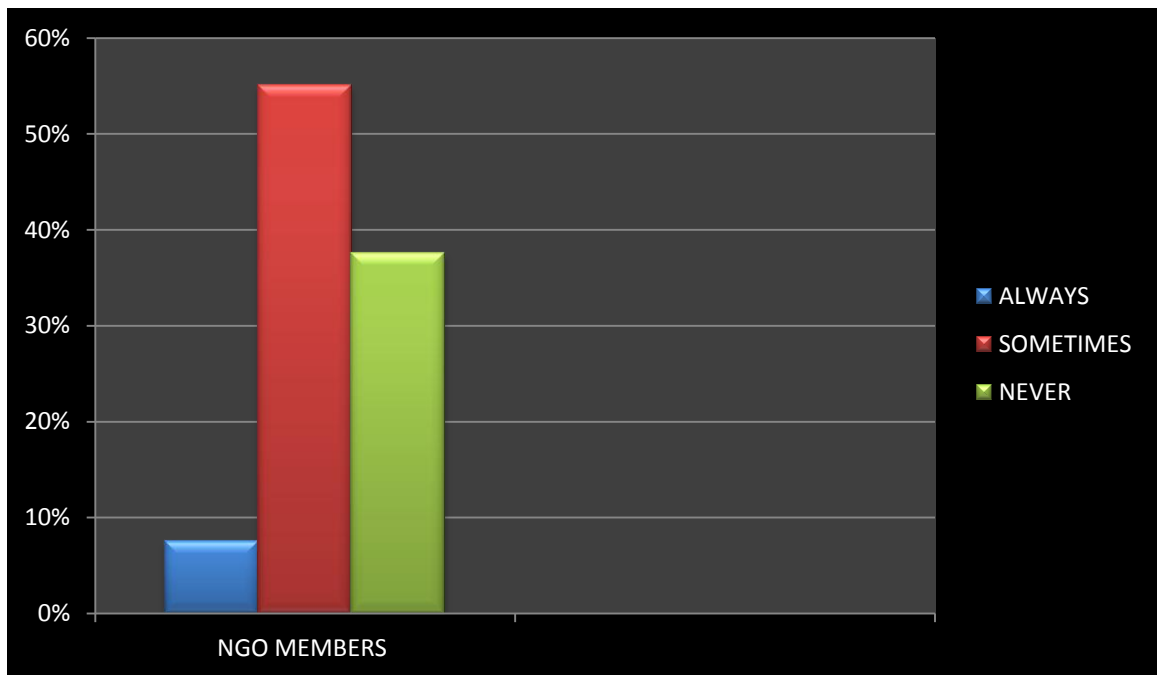
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	7.5%	55%	37.5%
Total	40	3	22	15

In the above table no. 4.7, it indicates that on this item out of 40 NGO Members, 7.5% responded to Always, 55% responded to Sometimes and 37.5% responded to Never.

Therefore, out of 40 NGO Members 62.5% of them totally agrees and 6% of them totally disagrees with the item that 'NGOs providing mid-day meal facilities to the funding schools.'

Figure- 6

**Histogram depicting total scores of NGO Members on the item no. 16:
Does your organization provide mid-day meal facilities to the funding schools?**



4.18 Item No. 17. Does your organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school?

The data pertaining to this item has been presented in Table 4.8

Table-4.8 Percentage wise analysis of item no. 17

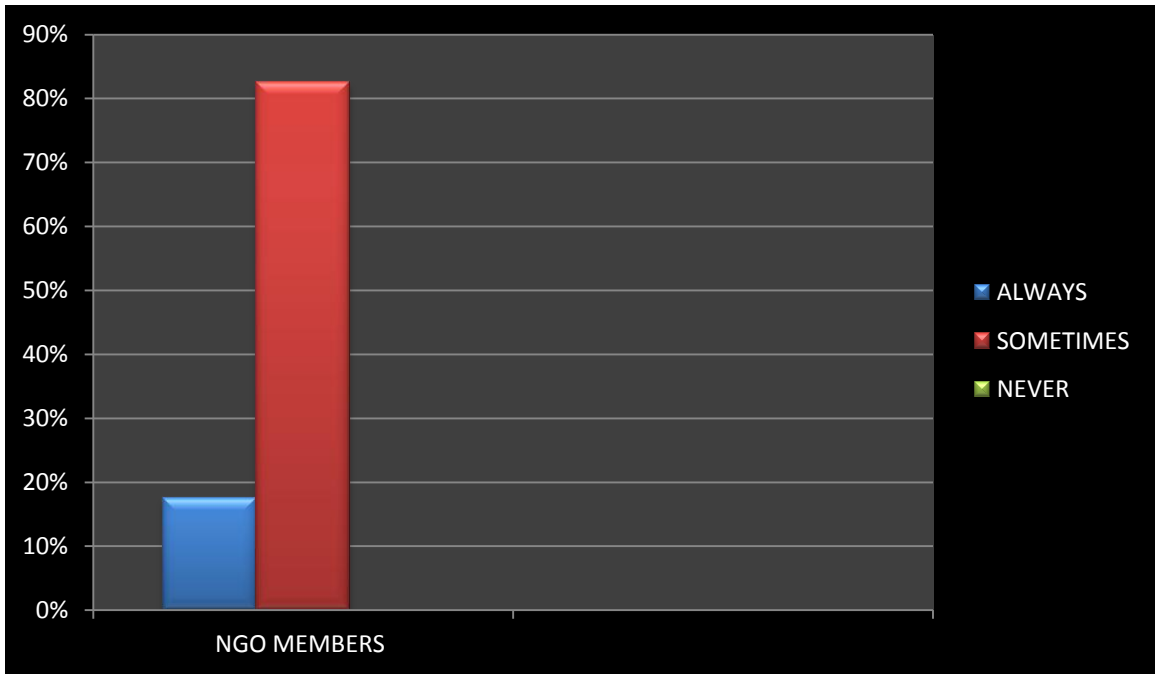
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	17.5%	82.5%	0%
Total	40	7	33	0

In the above table no. 4.8, it indicates that on this item out of 40 NGO Members, 17.5% responded to Always, 82.5% responded to Sometimes and 0% responded to Never.

Therefore, out of 40 NGO Members 100% of them totally agrees with the item that 'Their organizations are providing various awareness programs such as health and hygiene awareness programs etc to the funding schools..'

Figure- 7

Histogram depicting total scores of NGO Members on the item no. 17: Does your organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school?



4.19 Item No. 18. Do you think that the schools that are being funded by the NGOs are in a better position than those funded by the Government?

The data pertaining to this item has been presented in Table 4.9

Table-4.9 Percentage wise analysis of item no. 18

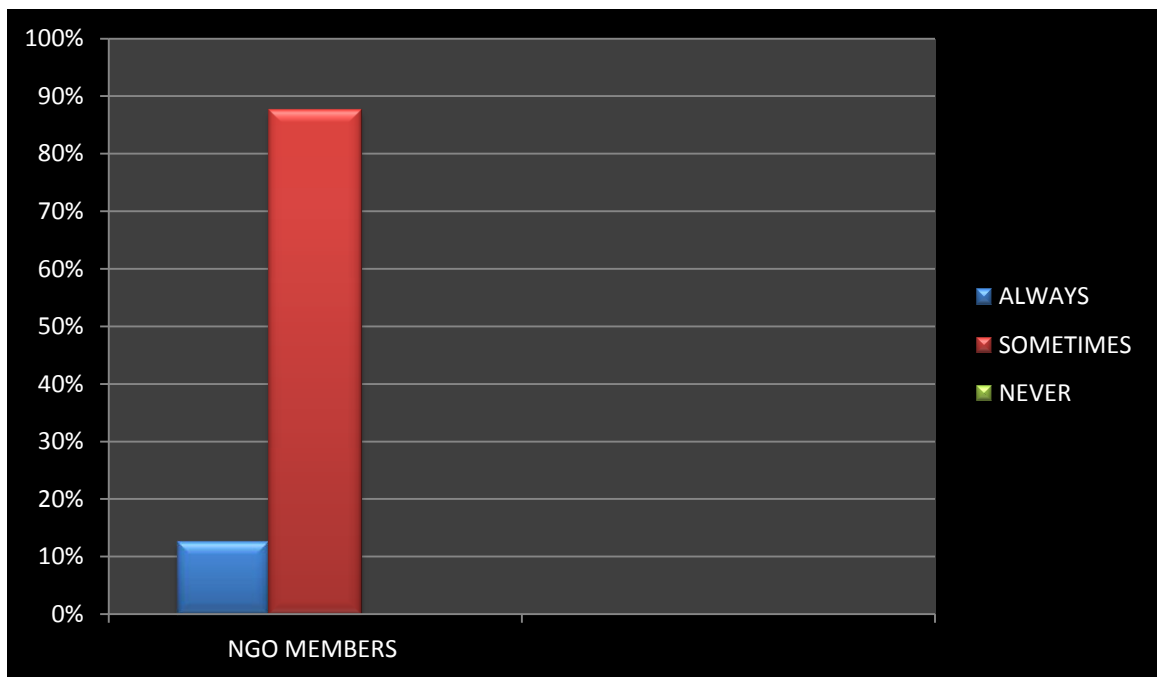
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	12.5%	87.5%	0%
Total	40	5	35	0

In the above table no. 4.9, it indicates that on this item out of 40 NGO Members, 12.5% responded to Always, 87.5% responded to Sometimes and 0% responded to Never.

Therefore, out of 40 NGO Members 100% of them agrees with the item that 'Schools that are being funded by the NGOs are in a better position than those funded by the Government.'

Figure- 8

Histogram depicting total scores of NGO Members on the item no. 18: Do you think that the schools that are being funded by the NGOs are in a better position than those funded by the Government?



4.20 Item No. 19. Have you been able to fulfill the aims and objectives of your organization towards primary education?

The data pertaining to this item has been presented in Table 4.10

Table-4.10 Percentage wise analysis of item no. 19

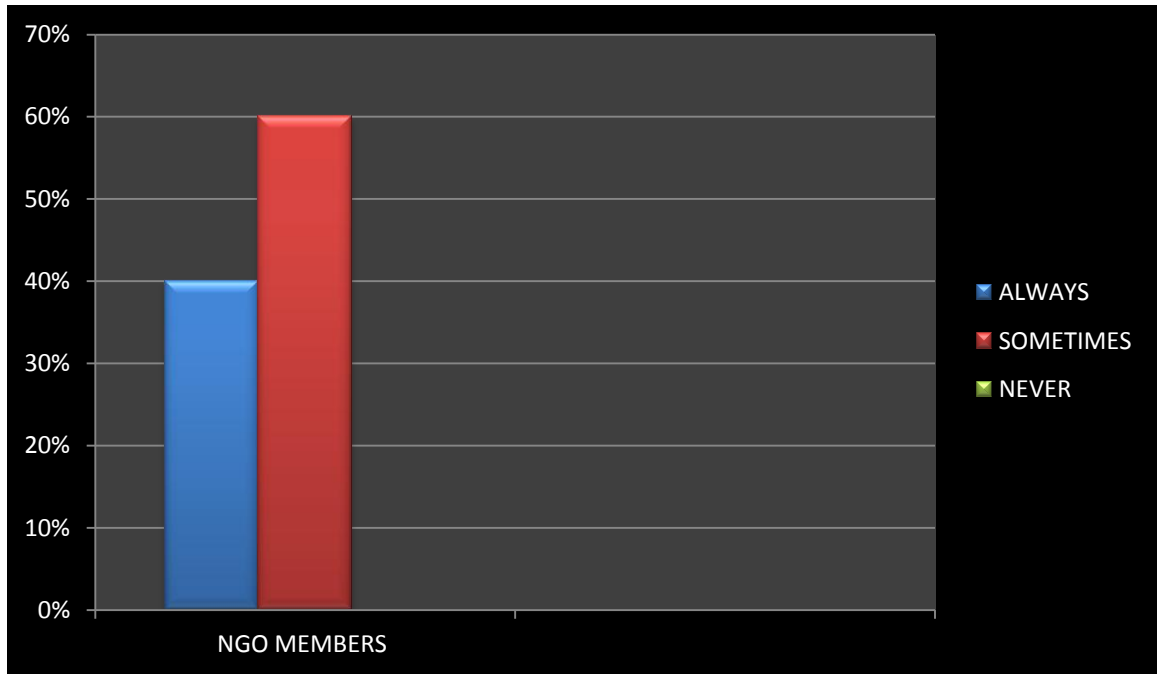
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	40%	60%	0%
Total	40	16	24	0

In the above table no. 4.10, it indicates that on this item out of 40 NGO Members, 40% responded to Always, 60% responded to Sometimes and 0% responded to Never.

Therefore, out of 40 NGO Members 100% of them agrees with the item that 'NGOs have been able to fulfill their aims and objectives towards Primary Education.'

Figure- 9

Histogram depicting total scores of NGO Members on the item no. 19: Have you been able to fulfill the aims and objectives of your organization towards primary education?



4.21 Item No. 20. Do you believe that the quality of primary education can be maintained through qualified and skilled teachers?

The data pertaining to this item has been presented in Table 4.11

Table-4.11 Percentage wise analysis of item no. 20

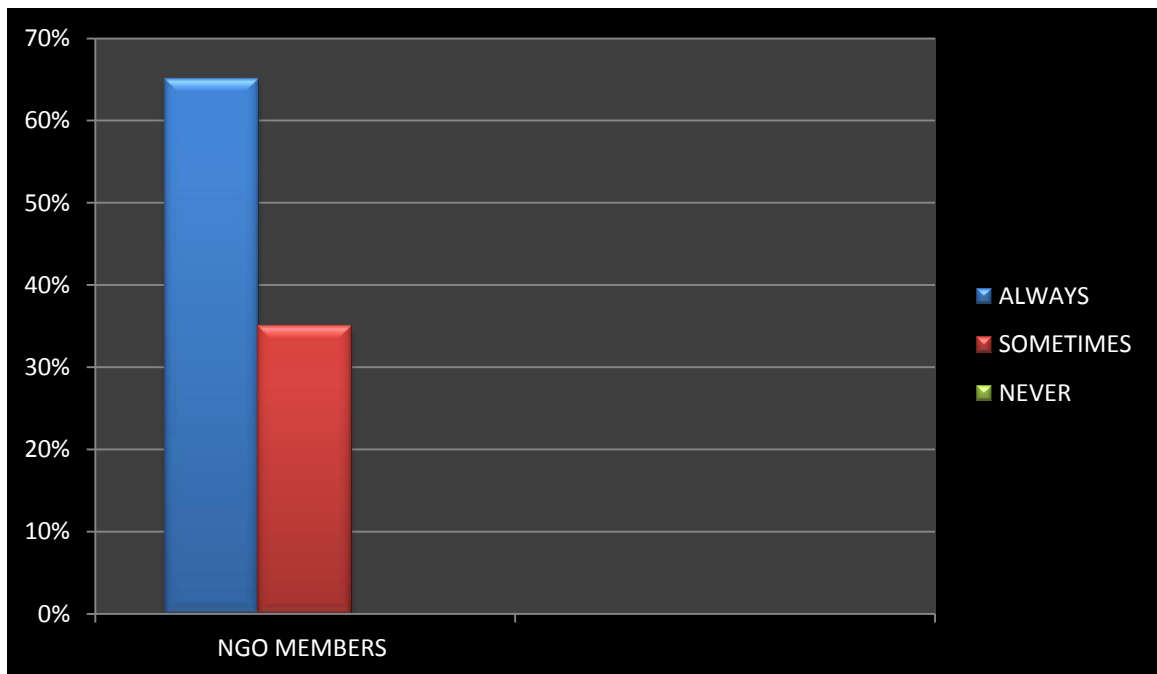
Category	Number	Yes%	Maybe%	No %
NGO Members	40	65%	35%	0%
Total	40	26	14	0

In the above table no. 4.11, it indicates that on this item out of 40 NGO Members, 65% responded to Yes, 35% responded to Maybe and 0% responded to No.

Therefore, out of 40 NGO Members 100% of them believes that 'The Quality of primary education can be maintained through qualified and skilled teachers.'

Figure- 10

**Histogram depicting total scores of NGO Members on the item no. 20:
Do you believe that the quality of primary education can be maintained through
qualified and skilled teachers?**



4.22 Item No. 21. If yes, have you ever recruited teachers to the funded schools?

The data pertaining to this item has been presented in Table 4.12

Table-4.12 Percentage wise analysis of item no. 21

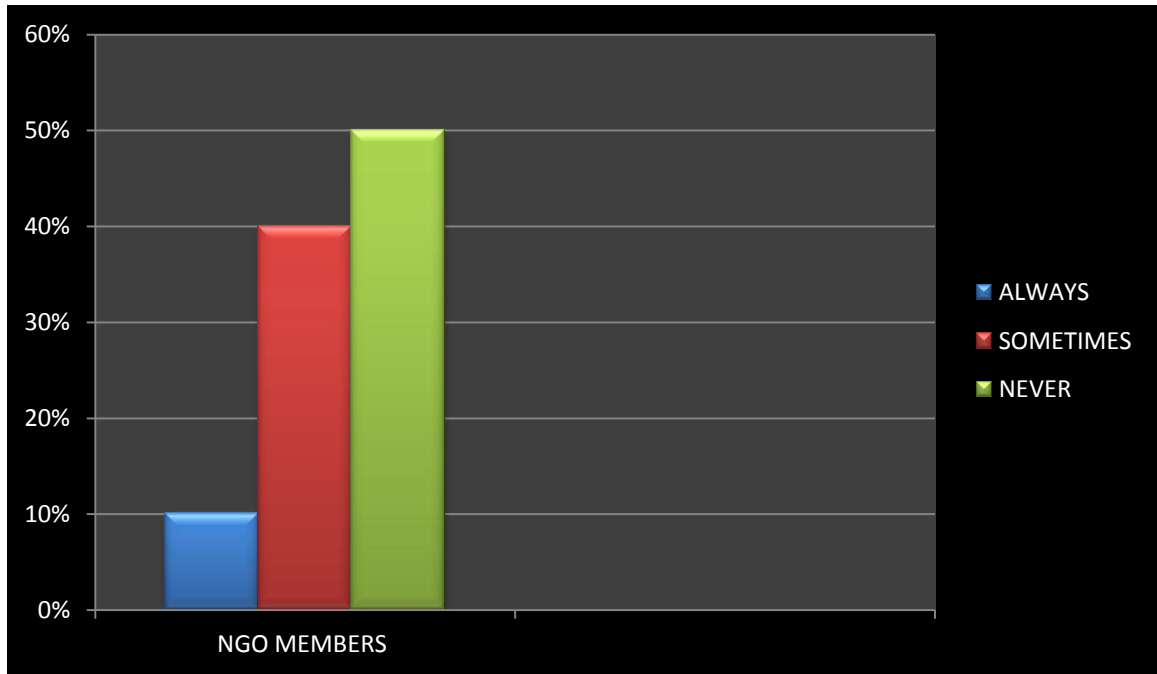
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	10%	40%	50%
Total	40	4	16	20

In the above table no. 4.12, it indicates that on this item out of 40 NGO Members, 10% responded to Always, 40% responded to Sometimes and 50% responded to Never.

Therefore, out of 40 NGO Members 50% of them agrees and 50% disagree with the item that 'Recruitment of the teachers to the funded schools.'

Figure- 11

**Histogram depicting total scores of NGO Members on the item no. 210:
If yes, have you ever recruited teachers to the funded schools?**



4.23 Item No. 22. Have you ever provided increments to teachers of the funded schools?

The data pertaining to this item has been presented in Table 4.13

Table-4.13 Percentage wise analysis of item no. 22

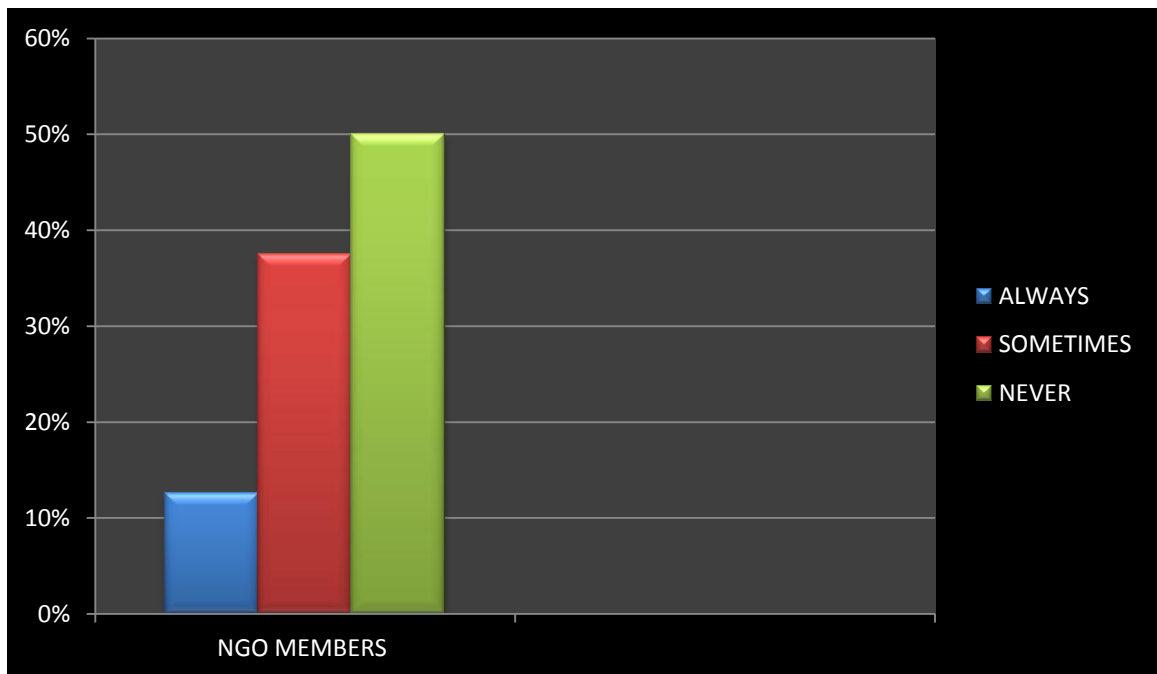
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	12.5%	37.5%	50%
Total	40	5	15	20

In the above table no. 4.13, it indicates that on this item out of 40 NGO Members, 12.5% responded to Always, 37.5% responded to Sometimes and 50% responded to Never.

Therefore, out of 40 NGO Members 50% of them agrees and 50% disagree with the item that 'Providing increments to the teachers of the NGO funded schools.'

Figure- 12

**Histogram depicting total scores of NGO Members on the item no. 22:
Have you ever provided increments to teachers of the funded schools?**



4.24 Item No. 23. Does your organization visit the funded schools to check whether or not they are functioning properly?

The data pertaining to this item has been presented in Table 4.14

Table-4.14 Percentage wise analysis of item no. 23

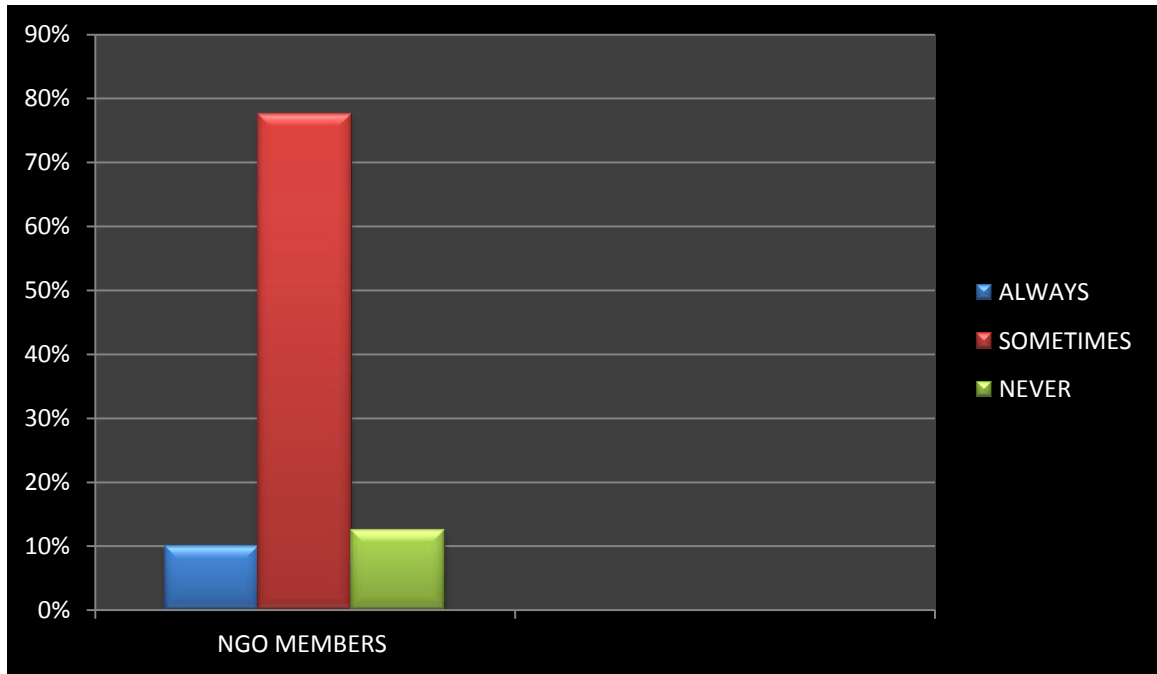
Category	Number	Always%	Sometimes%	Never %
NGO Members	40	10%	77.5%	12.5%
Total	40	4	31	5

In the above table no. 4.14, it indicates that on this item out of 40 NGO Members, 10% responded to Always, 77.5% responded to Sometimes and 12.5% responded to Never.

Therefore, out of 40 NGO Members 87.5% of them agrees and 12.5% disagree with the item that 'NGOs visiting the funded schools to check whether or not they are functioning properly.'

Figure- 13

Histogram depicting total scores of NGO Members on the item no. 23: Does your organization visit the funded schools to check whether or not they are functioning properly?



4.25 Item No. 24. The RTE 2009, as regulated by the government improvises free and compulsory elementary education. Do you think that the quality of primary education has improved with the implementation of the act?

The data pertaining to this item has been presented in Table 4.14

Table-4.14 Percentage wise analysis of item no. 23

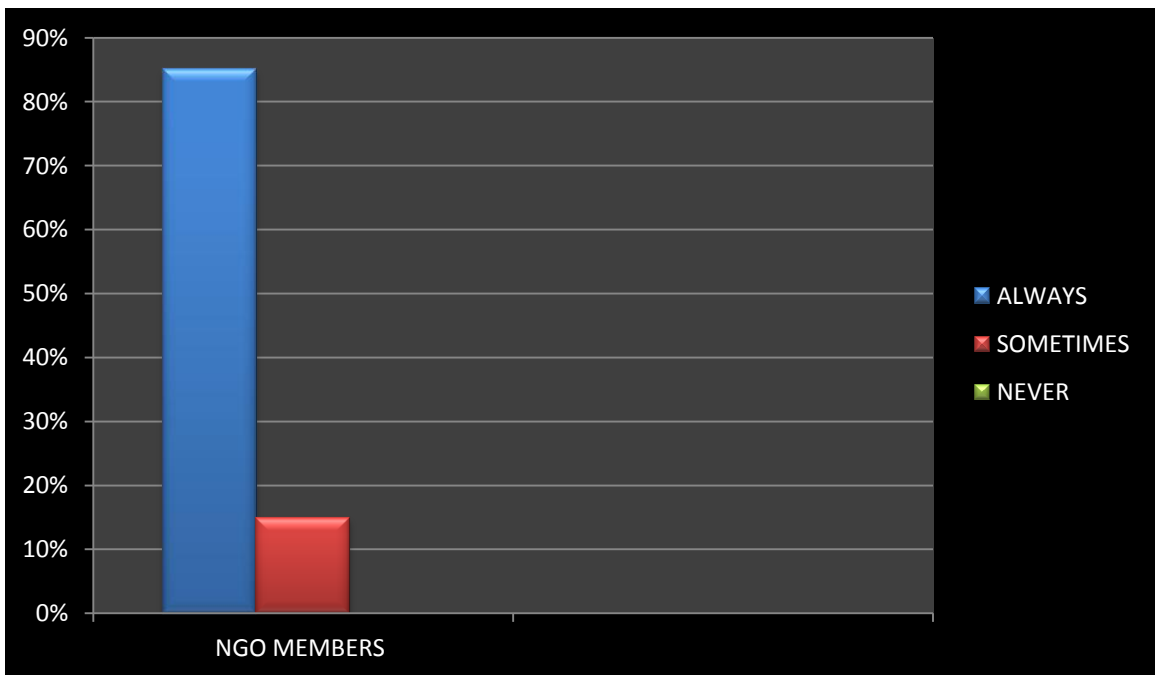
Category	Number	Yes%	Maybe%	No%
NGO Members	40	85%	15%	0%
Total	40	34	6	0

In the above table no. 4.15, it indicates that on this item out of 40 NGO Members, 85% responded to Yes, 15% responded to Maybe and 0% responded to No.

Therefore, out of 40 NGO Members 100% of them agrees and 0% disagree with the item that 'the quality of primary education has improved with implementation of the act.'

Figure- 13

Histogram depicting total scores of NGO Members on the item no. 24: The RTE 2009, as regulated by the government improvises free and compulsory elementary education. Do you think that the quality of primary education has improved with the implementation of the act?



CHAPTER – V

SUMMARY AND RECOMMENDATIONS

5.0 Summary

This chapter is devoted towards finding out the summary of the total investigation as carried out by the investigator. As such it gives a clear picture about the details of the work as conducted by the investigator

5.1 INTRODUCTION

In the present day the whole world is moving rapidly towards the context of modernization and globalization. Many advanced countries have taken its lead in the direction where they are using education as a key tool in the process, whereas developing countries are still on its move and preparing. The development of the whole world invariably depends upon the developing countries if they will succeed to develop their educational systems. A large proportion of Indian populations have been living in the conditions of poverty and illiteracy. Education, as the only mediate and in any form needs to be provided to them for improving their quality of life.

There are mainly three types of schools dealing with elementary education in India viz. Governmental, Private and NGO. As far as government is concern, they make schemes of Elementary Education but forget to give definite shape to it and are accused of inefficiency and non-responsive behavior. Private sector driven by profit, prices itself out of the reach of the poor. The voluntary sector is perceived to be motivated by

altruism, making it a suitable catalyst for promoting sustainable development of poor in rural areas. So NGOs can help the government implement its policies and in achieving UEE.

NGOs play a very essential and unique role in the education sector of India. We can find that there are number of NGOs in India each working specifically forging some aims and purposes helping poor masses of India and working as a charitable government in the country. Strengths associated with NGOs are that they are working with people on a grassroots level and hence, said to take into consideration the views of the people. NGOs are also regarded to be more democratic, flexible and participatory than the government and it is common that they put pressure on the government in order to make the work of the government more transparent and accountable. Particularly in India, it has been highlighted that NGOs play a significant role in implementing Government policies.

Importance of Primary Education

Right to Primary Education (also elementary education) is a fundamental right in India. It is the duty of the Government to provide free-education to every boy and every girl up to the primary stage. Primary Education will enable a child to learn to read and write. It will enable him to follow a story in his own vernacular language. The student will learn the simple rules of arithmetic. These he must learn, with or without the help of books.

In addition to this, he may be interested in hand-work or gardening or he may not be interested in such “activities”. Although much importance is given to these activities, it must not be forgotten that the real aim of primary education is to teach the elements of

language and arithmetic. It is best to take a simple view of things. A boy in a primary school is not expected to be a vastly learned man. So it is bad to burden his mind with too much of book learning. One does not know whether he will have a taste for technical attainment or for theoretical study. So it will not be proper to fix him down to a technical line early in life.

The parents and guardians should understand the value of education and send their children to primary schools. A cultivator or a laborer would think that his son should help him in his work rather than go to school and waste his time over books that would not enable him to earn more. He thinks that education is a luxury which the ‘gentleman’ can alone afford. Such parents should be made aware of the benefits of education.

Every child should get quality education. The future of our country depends upon the children of today. We must remember that the little child depends more on his teacher than the advanced student does on his professor. A teacher plays an important role in shaping the future of a student. We should have competent teachers who are interested in the education process. Unfortunately, in India, there is shortage of quality teacher at primary schools. The job of a primary teacher should be made more attractive. If we are prepared to pay a little higher salary, we shall be able to attract competent men, and if they can work contentedly they will be able to make a good job of it.

What is an NGO?

A Non-Governmental Organization (NGO) is an organisation that is not directly part of the structure of government. Various definitions for Non-Governmental Organizations (NGOs) have been pronounced depending on the context in which the term

is used. The World Bank defines NGOs as “private organizations that pursue activities to relieve suffering and promote the interests of the poor.” Examples of NGOs are BRAC, Durnibar Foundation, LIVESTRONG, Action Aid. There are three stages or generations of NGO evolution. First, the typical development NGO focuses on relief and welfare, and delivers relief services directly to beneficiaries. Examples are the distribution of food, shelter or health services. The NGO notices immediate needs and responds to them. NGOs in the second generation are oriented towards small-scale, self-reliant local development. At this evolutionary stage, NGOs build the capacities of local communities to meet their needs through “Self reliant local action”

5.2 NEED AND SIGNIFICANCE OF THE STUDY:

Sikkim is one of the rapidly progressing states in its higher education sector but the main foundation which defines the quality of each and every individual is embedded in its roots, so here we are talking about the primary education where the each child is moulded towards their development and their own uniqueness. Primary education is generally the responsibility of both the central and the state government but most often the main responsibilities lies upon the state government. Despite the various steps and measures have been taken up for the development of primary education by the government, yet still there are some lacuna or problem that arises with time harnessing a poor quality of education. Primary education in Sikkim is currently facing different challenges. Some of the challenges we can observed is the fact that there is a vast difference in the quality of education, both in government and private schools. Where the private schools can provide surplus amount of good teachers, different learning materials and with good infrastructure and in government schools the problems are poor school

infrastructure, such as shortages of classrooms and toilets and insufficient learning materials etc., which eventually led to the poor quality in primary education. So, here when the government fails or becomes unsuccessful for enhancing the quality in primary education. Now, it's time when the Non-Governmental Organizations (NGOs) who work on non-profit basis and are said to be independent from government shall act for challenging the government and work for providing better education in primary education. It has also been found that there is a growing relationship between NGOs and governments. When it comes to education, NGOs can be divided into three different categories: those who put pressure on the government, those who improve the quality of education that the government provides and those who provide education. So, there is an urgent need to go on detail as how the NGOs in Sikkim are working and functioning to enhance and ensure quality in primary education. Therefore, an in-depth investigation is needed on their actual contributions towards primary education and what contribution they have led towards those needy.

5.3 STATEMENT OF THE PROBLEM:

“Contributions of NGOs towards primary education with special reference to east district of Sikkim.”

1.4 RESERCH QUESTIONS:

1. What are the contributions laid by NGOs towards primary education?
2. What are the various aims and objectives of different NGOs for enhancing quality education towards primary education?

3. What are the various types of facilities provided by NGOs towards primary education?
4. What are the future prospects of NGOs for enhancing quality education towards primary education?
5. What are the opinions of NGOs on the efforts made by Government for improving primary education?

5.5 OBJECTIVES OF THE STUDY:

1. To study the various contributions laid by NGOs towards primary education.
2. To study the various aims and objectives of different NGOs for enhancing quality education towards primary education.
3. To study the types of facilities provided by NGOs towards primary education.
4. To study the future prospects of NGOs for enhancing quality education.
5. To study the opinion of NGOs on the efforts made by government for improving primary education.

5.6 RESEARCH METHOD:

In order to accomplish the objectives of the present study the Descriptive survey method has been adopted.

5.7 POPULATION:

The entire aggregation of items from which samples can be drawn is known as population. It consists of all aspects of individuals of their attributes that can be described as having as unique type characteristics or qualities. For the present study all the NGOs

of Gangtok, East District of Sikkim those who are registered under the Act has comprise the population of the study.

5.8 SAMPLE:

A representative proportion of population is called sample. Purposive sampling method has been followed to draw the sample from the target population. It is proposed to draw 40 members from 8 NGOs (5 Members from each NGOs) i.e., 40 Members.

5.9 TECHNIQUES USED:

The main objective of the study is to study the contributions of NGOs towards primary education. The technique of the study is therefore testing through questionnaire/ statement. Scoring from Question 1 to 10 is Open-ended questionnaire and hence the feedback of each item are carefully studied and discussed in the following paragraph. Question 11 to 24 is a close-ended questionnaire and is done through percentage wise analysis and histogram depicting the results of the each item is also given.

5.10 FINDINGS OF THE STUDY:

The findings of the indicated that-

1. The findings of the study showed that the 8 NGOs that have been selected for the study was started after it was registered, starting from 2002-2016.
2. The findings of the study pertaining to Question No. 2 are as follows –
Majority of the NGO's stated that the reason for the formation of their NGOs was the collision of similar ideas between their friends, the feeling to server their society

at large especially targeting the education sector, those schools belonging to rural areas of Sikkim.

The study also revealed that some of the NGOs were having common goals, goals to send every child to school and provide necessary help to encourage those needy children.

The study further revealed that the reason for the formation of some Ngo was for the common cause of their village. They wanted to make their village better by imparting good education to their children, running their own Ngo schools has led to major impact providing free and compulsory education. Moreover, the education they are providing from class Nursery to V is free of cost.

3. The findings of the study pertaining to Question No. 3 are as follows-

The study revealed that the aims and purposes that some of the NGOs have been holding for enhancing the quality of primary education is to provide training programs for the teachers which would be given free of course so that the teachers can learn new innovative techniques in teaching and can provide better education to the children.

Some of the NGOs they have the aim to recruit skilled teachers and provide them into different schools run by Ngo's as well as other schools of rural areas.

The study further revealed that some of the Ngo's are aiming to provide different awareness programs mostly the importance of education and telling all the parents why education is so important in this modern world. They even visited each door of the rural villages so that no child would be left illiterate.

4. The findings of the study related to Question no. 4 are as follows-

Most of the Ngo's have been providing different facilities for enhancing the quality of primary education, when the investigator reached to the different schools that had been contributed by the Ngo's it was found that those schools were having particular library rooms with abundant number of books.

The study also further revealed that School has been contributed by different stationeries, sanitary items, different playing items for the childrens etc.

The study also further revealed that the Ngo's are giving different Counseling and educative learning through documentaries by setting up projectors, providing awareness programs and giving lectures and seminars to the students about the importance of education. Some of the Ngo's are even providing free education in the villages and all the expenses were taken by them only.

5. The findings of the study related to Question No. 5 are as follows-

The findings of the study reveled that majority of the Ngo's have been funding themselves by the monthly collection of membership fees and private ownership sponsors.

It was also revealed that they are managing to raise their funds by conducting fund raising events and programs in different areas of Sikkim.

6. The findings of the study related to Question No. 6 are as follows-

The study revealed that all the 8 NGOs they raise their funds by doing some programmes, organising events and from their membership only, they do not ask from the government, so hardly all the 8 NGOs they have raised their fund around 40 to 60 thousand and more than Lakhs those who are running their own NGO schools for the development of primary education.

7. The findings of the study related to Question No. 7 are as follows-

The study revealed that all the 8 Ngo's were making their contribution in a very large scale towards primary education sector. They provided different help for the rural schools stretching from stationeries, construction or renovation of libraries to providing free education to the children.

The study further revealed that all the Ngo's were very active when it comes on the matter of concerning the people or imparting messages on values and importance of education, running cleanliness drive which directly or indirectly is going to have a huge impact on the parents as well as children.

8. The findings of the study related to Question No. 8 are as follows-

The study revealed that all the 8 Ngo's had already made their future agendas towards the education sector. Most of the NGOs have the agendas to cover all the schools of rural areas of Sikkim covering all the four districts i.e., East, West, North, South and also not only the primary education, they have plans to enlarge their contribution to secondary and higher education in Sikkim.

The study further revealed that most of the Ngo's are in process of running their own schools. The main hurdle is getting of a proper place(land) to establish their schools and good sponsors with good funding.

9. The findings of the study related to Question No. 9 are as follows-

The study revealed that the most of the Ngo's have been able to cover between 2-16 schools but the main problem which every Ngo's were facing was the shortage of funds. Those Ngo's who are running their own schools may sometime face shortages of funds.

10. The findings of the study related to Question No. 10 are as follows-

The study revealed that all the 8 Ngo's were aware about the RTE Act 2009, they stated that most of the children of rural areas are going to the schools and even it was found that these Ngo's are checking implementation of governments policies towards primary education, maintaining a detail record of the enrolment of the children from rural areas.

11. Out of 40 NGO Members, 77.5% responded to YES, 22.5% responded to MAYBE and 0% responded to NO on the statement - ***Do you think that NGO's can be a tool to get all children into schools?***

12. Out of 40 NGO Members, 77.5% responded to YES, 22.5% responded to MAYBE and 0% responded to NO on the statement - ***Do you think that the government is making efforts for the improvement of Primary Education?***

13. Out of 40 NGO Members, 0% responded to YES, 0% responded to MAYBE and 100% responded to NO on the statement - ***Have your NGO been ever funded by the Government?***

14. Out of 40 NGO Members, 2.5% responded to Always, 55% responded to Sometimes and 42.5% responded to Never on the statement - ***Have your NGO been working in collaboration with the Government for providing better education in Primary sector?***

15. Out of 40 NGO Members, 60% responded to Always, 40% responded to Sometimes and 0% responded to Never on the statement - ***Does your organization provide different stationary facilities like book, copies, pen, pencils etc to the funded schools?***

16. Out of 40 NGO Members, 7.5% responded to Always, 55% responded to Sometimes and 37.5% responded to Never on the statement - ***Does your organization provide mid-day meal facilities to the funding schools?***
17. Out of 40 NGO Members, 17.5% responded to Always, 82.5% responded to Sometimes and 0% responded to Never on the statement - ***Does your organization provide various awareness programs such as health and hygiene awareness programs etc to the funding school?***
18. Out of 40 NGO Members, 12.5% responded to Always, 87.5% responded to Sometimes and 0% responded to Never on the statement - ***Do you think that the schools that are being funded by the NGOs are in a better position than those funded by the Government?***
19. Out of 40 NGO Members, 40% responded to Always, 60% responded to Sometimes and 0% responded to Never on the statement - ***Have you been able to fulfil the aims and objectives of your organization towards primary education?***
20. Out of 40 NGO Members, 65% responded to Yes, 35% responded to Maybe and 0% responded to No on the statement - ***Do you believe that the quality of primary education can be maintained through qualified and skilled teachers?***
21. Out of 40 NGO Members, 10% responded to Always, 40% responded to Sometimes and 50% responded to Never on the statement - ***If yes, have you ever recruited teachers to the funded schools?***
22. Out of 40 NGO Members, 12.5% responded to Always, 37.5% responded to Sometimes and 50% responded to Never on the statement - ***Have you ever provided increments to teachers of the funded schools?***

23. Out of 40 NGO Members, 10% responded to Always, 77.5% responded to Sometimes and 12.5% responded to Never on the statement - ***Does your organization visit the funded schools to check whether or not they are functioning properly?***
24. Out of 40 NGO Members, 85% responded to Yes, 15% responded to Maybe and 0% responded to No on the statement - ***The RTE 2009, as regulated by the government improvises free and compulsory elementary education. Do you think that the quality of primary education has improved with the implementation of the act?***

After analyzing the findings of the study, we can conclude the results in the following points-

- All the 8 Ngo's have been holding different aims and purpose for enhancing the quality of primary education especially rural areas of Gangtok, Sikkim.
- All the 8 Ngo's have diverse agendas to fill up the different gaps that have not been covered.
- It found out that the government is making efforts for the improvement of primary education but it is not enough.
- It was found out that some of the Ngo's in future might ask the help of the government for various funds and all.
- It was also found out that the Ngo's are providing mid day meal facilities to the schools.
- It was found that some of the Ngo's are not been able to fulfill all their aims and objectives due to insufficient funds and sponsors.

- Some of the Ngo's even take all the expenses by themselves be it building rent, salary of teacher/staff and other materials as well.
- It was also found out that those Ngo's who have funded the schools goes to check whether or not they are functioning properly.

5.11 EDUCATIONAL IMPLICATIONS OF THE STUDY:

The contribution of Ngo's has no doubt led a major impact for enhancing the quality of primary education. More or less the active participation towards benefitting the education sector has filled those gaps that the government policies could not met. Primary education is yet one of the important foundation of each and every child, so with the help and remarkable contributions of these Ngo's, the RTE ACT 2009, that every child upto the age of 14 should get free and compulsory education is being achieved in Sikkim.

The present study focuses on the contribution of Ngo's towards primary education, whether or not they are being able to enhance the quality of primary education. Hence, after the findings of the study the investigator has come up with the following major educational implications-

- Ngo's should focus on time to time health checkups of each and every child belonging to the rural areas. So that no child have to discontinue or leave school due to some health issues. If children will have great health then it might help them to develop themselves in the area of education harnessing a good quality life.
- Ngo's should encourage the children by giving rewards to those meritorious one, so that the children would be adapting the competitive nature in them which would probably play part in enhancing their quality.

- Those Ngo's working for the common cause mainly for the education sector may collaboratively work together and try to run their own schools in rural areas of Sikkim.
- Ngo's should continuously check the government policies whether they are implemented in a correct way or not.
- Those Ngo's who have not been able to fulfill their aims shall strive hard to achieve it.
- Ngo's should be able to recruit more qualified and skilled teachers to the schools.
- Ngo's should try to cover all the primary as well as secondary schools of rural areas of Sikkim i.e., east, west, north and south.

5.12 LIMITATIONS OF THE STUDY

The present study has been conducted to study about contribution of Ngo's towards primary education. Due to some constraints and shortages the study had to be delimited to few aspects only-

- There were several names of Ngo's in the internet but most of the Ngo's when tried to reached through phone calls were totally outdated and irrelevant.
- While getting feedbacks from only one Ngo took a lot of time when all the Ngo's were scattered in different areas of Gangtok, Sikkim.
- Some of the members of Ngo's were not easy to meet for getting feedbacks so data were achieved through mails.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

The present study has been done on the contribution of Ngo's towards primary education. Research is a continuous and repetitive process and as such the following suggestions may be made for further study:

- The present study is done only on 8 Ngo's of east district of Sikkim i.e., Gangtok, the further study can be conducted in other districts of Sikkim taking larger number of sample for the study.
- The present study is done on contribution of Ngo's on primary education, the further study can be conducted taking secondary and higher education also.
- In the present study the investigator has taken only 40 samples for the study, so for ensuring better sampling larger samples can be taken.

5.14 CONCLUSION

Primary education is one of the very important aspects for each and every individual, it is the foundation in which the further educational life of an individual depends. The process of getting each and every child free and compulsory education is on its progress yet there are vague space that are need to be met and filled. The very formation of the Ngo's are the failure of the government to provide quality education to the children and so remarkable transformation can be witnessed due to those Ngo's that have been actively working for the cause to provide quality education, filling all those gaps which the various government policies could not achieve in the process of providing

better education in certain areas. By doing this research on the topic contribution of Ngo's towards primary education, the investigator have learned and experienced new things of how small steps can bring a whole lot of change.

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APPENDIX-I

**QUESTIONNAIRE ON EDUCATIONAL CONTRIBUTION OF NGO'S TOWARDS
PRIMARY EDUCATION**

NAME:

NGO NAME:

GENDER:

DESIGNATION:

INSTRUCTIONS

In the following pages some questions related to Educational contribution of NGO's towards primary education are been given. Read them carefully and give your views regarding the question.

1. When did you start the NGO?

2. How did you start the NGO?

3. What aims and purpose does your NGO hold for enhancing the quality of Primary education?

4. Is your organization providing different facilities for enhancing quality of Primary education? What are they?

5. Where from your NGO is being funded?

6. How much funds you have raised till now for the development of Primary education?

7. What contributions your organization has done till date for the primary education sector?

8. What are the future agendas of your organization towards the enhancement of primary education?

9. How many primary schools your NGO has been able to cover till date?

10. The RTE act was launched in 2009 – a matter of fact, do you think that every child in Sikkim up to the age of 14 is getting free and compulsory elementary education as per to the act?

11. Do you think that NGOs can be a tool to get all children into schools?

YES MAYBE NO

12. Do you think that the government is making efforts for the improvement of primary education?

YES MAYBE NO

13. Have your NGO been ever funded by the government?

YES MAYBE NO

14. Have your NGO been working in collaboration with the government for providing better education in primary sector?

ALWAYS SOMETIMES NEVER

15. Does your organization provide different stationary facilities like book, copies, pen, pencils etc to the funded schools?

ALWAYS SOMETIMES NEVER

16. Does your organization provide mid-day-meal facilities to the funding schools?

ALWAYS SOMETIMES NEVER

17. Does your organization provide various awareness programs such as health and hygiene awareness programs etc to the funding schools?

ALWAYS SOMETIMES NEVER

18. Do you think that the schools that are being funded by the NGOs are in a better position than those funded by the Government?

YES MAYBE NO

19. Have you been able to fulfill the aims and objectives of your organization towards primary education?

ALWAYS SOMETIMES NEVER

20. Do you believe that the quality of primary education can be maintained through qualified and skilled teachers?

YES MAYBE NO

21. If yes, have you ever recruited teachers to the funded schools?

ALWAYS SOMETIMES NEVER

22. Have you ever provided increments to teachers of the funded schools?

ALWAYS SOMETIMES NEVER

23. Does your organization visit the funded schools to check whether or not they are functioning properly?

ALWAYS SOMETIMES NEVER

24. The RTE 2009, as regulated by the government improvises free and compulsory elementary education. Do you think that the quality of primary education has improved with the implementation of the act?

YES MAYBE NO

THANK YOU