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CONTRIBUTION OF NGOs WORKING IN PRIMARY EDUCATION IN PUNE DISTRICT

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Abstract

Education is very basic foundation needed for development of human resource. It is the basic criteria which children must complete for their future growth. Good and quality education is very much important for all of us. Education is very necessary asset for each and every one in order to improve knowledge, way of living as well as social and economic status throughout the life. In all round development of human being education plays major role. We can say that education is the backbone of our nation. Indian constitution has given right to education as a fundamental right under art 21A. The 86th amendment, 2002, made the provision under art 21A to provide free and compulsory elementary education to the children of age group 6-14 years. Education is the subject in the concurrent list so that, it is the responsibility of both state and central government to provide service related to education to all. Annual Status of Education Report (ASER) 2019 'Early Years' was conducted in 26 districts across 24 states in India, covering a total of 1,514 villages, 30,425 households, and 36,930 children in the age group 4 to 8. For this, children did a variety of cognitive, early language, and early numeracy tasks; and activities to assess children's social and emotional development were also conducted. According to ASER 2019; so in this research paper try to focus with Objectives The existing role of NGOs in primary education. Problems and challenges faced by NGOs in their contributions in primary education. And study various initiatives started by NGOs in primary education.

Key Words: Educational Contribution, NGO,

Introduction:

Education is very basic foundation needed for development of human resource. It is the basic criteria which children must complete for their future growth. Good and quality education is very much important for all of us.

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.

Indian constitution has given right to education as a fundamental right under art 21A. The 86th amendment, 2002, made the provision under art 21A to provide free and compulsory elementary education to the children of age group 6-14 years. Education is the subject in the concurrent list so that, it is the responsibility of both state and central government to provide service related to education to all.

Importance of Primary Education:

Primary education is basic right of every child. This got boosted with right of children to free and compulsory education act, 2009 which got implemented since 1st April, 2010. The main provision of this act is to provide free and compulsory elementary education to children of age 6-14 years.

There are three basic elements required in primary education are read, write and arithmetic. So the real aim of primary education is to give knowledge to students or children by sticking to those elements. At this age, children are not aware about taste for technical attainment or such kind of studies. So, it is better to give education at this age in a simple way.

According to John Dew, education is the three-dimensional process viz., Teacher, Child and Society. These three agents play important role in the process of primary education. Teacher plays very major role in the future of student. For this we need skilled and qualified teachers to be appointed at primary schools. We need to make job of primary teachers more attractive so that maximum input will be given by teachers in making primary education universal.

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 a NGO:

A NGO is an organization consisting of private individuals who believe in certain basic social principles who structure their activities to bring about development to communities that they are servicing. "NGOs include groups and institutions that are entirely or largely independent of Government and that have primarily humanitarian rather than commercial objectives". They are non-profit making, voluntary and service-oriented organizations.

The World Bank defines NGOs as "private organizations that pursue activities to relieve suffering and promote the interests of the poor."

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".

Need and Significance of the Study:

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).

Pune is one of the rapidly progressing states in its 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 molded towards their development and their own uniqueness. Pune being a hub of education still having larger number of NGOs working in education sector. But still this is the region where maximum quantities of NGOs are located working in primary education.

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 Pune district 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.

Statement of the Research Problem:

“To Study Educational Contributions of NGOs Working In Primary Education in Pune District”.

Research Questions:

1. What are the existing roles of NGOs in primary education?
2. What are the problems and challenges faced by NGOs in their contributions in primary education?
3. Which are various initiatives started by NGOs in primary education?

Objectives of the Study:

1. To study the existing role of NGOs in primary education.
2. To study the problems and challenges faced by NGOs in their contributions in primary education.
3. To study various initiatives started by NGOs in primary education.

Research Method:

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

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 Pune District of Maharashtra those who are working in primary education has comprise the population of the study.

Sample:

A representative proportion of population is called as sample. In this study random sampling method is used. This study is on easily accessible 3 NGOs fulfilling considering criteria. The principal considerations in the selection of respondents and determination of sample size include the following: a) Time and resource constraints for the study; b) Accessibility and ease of management; c) Reaching to the targeted sample. It is proposed to draw 15 members from 3 NGOs (5Members from each NGOs) i.e., 15 Members.

Techniques used:

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 head of NGOs.
- b) A questionnaire has been made to collect information from the members of selected NGOs.

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, 65 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 65 in number. After the examination of the questions by the experts, 10 questions were removed and it was decreased to 55. Of the 55 self-made questionnaires, 42 questions were finalized as Close-ended questionnaire and 13 questionnaires were finalized as open-ended questionnaire

Procedure for data collection:

The questionnaire after being completely prepared was then administered to the selected NGO Members and was interviewed scattered in different location of Pune district of Maharashtra. 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 members of respected NGOs were given with the hard copy of questionnaire to fill it. Members were asked to clarify their doubts initially. Thus all the precautions and procedure of data collection was followed by the investigator.

Objective-wise Methodology:

1. To study the existing role of NGOs in primary education.
For the first objective of study question 1-22 close ended questions for members of NGOs and Item A to D close ended questions for head of NGOs were developed and administered.
2. To study the problems and challenges faced by NGOs in their contributions in primary education.
For the second objective of study question 23-29 close ended questions for members of NGOs and Item E to I close ended questions for head of NGOs were developed and administered.
3. To study various initiatives started by NGOs in primary education.
For the third objective of study question 30-42 close ended questions for members of NGOs and Item J to M close ended questions for head of NGOs were developed and administered.

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- To study the problems and challenges faced by NGOs in their contributions in primary education.
For the second objective of study question 23-29 close ended questions for members of NGOs and Item E to I close ended questions for head of NGOs were developed and administered.
- To study various initiatives started by NGOs in primary education.

For the third objective of study question 30-42 close ended questions for members of NGOs and Item J to M close ended questions for head of NGOs were developed and administered.

Techniques used:

The main objective of the study is to study the contributions of NGOs towards primary education. The techniques of the study is therefore testing through questionnaire as well as open ended questions. Scoring from Question 1 to 42 is Close-ended questionnaire and hence the feedback of each item is carefully studied and is done through percentage wise analysis and histogram depicting the results of the each item. Scoring from question 43 to 55 that is Item A to M is open ended questionnaire and its transcript analysis is done.

Review of literature

Review of related literature allows the researcher to get knowledge about the research done in the field or area in which researcher is interested. With this researcher can define the limits of the respective study. It helps the researcher to delimit of his field. It also helps the researcher in defining the problem of interested area.

Jai Hind Vishwakarma and Dr. Sonia Sthapak, (sept 2017) reviewed '*The role of NGOs in Educational Development*' in 'International Journal of Advanced Educational Research' Volume 2; Issue5; Page no. 150-152. In this regard researcher has done a study on the role of NGO's in educational development. He therefore reviewed many studies related to the present topic

A Dissertation by Nishen Ray, '*Contributions of NGOs towards Primary Education with Special Reference to East district of Sikkim*', Sikkim University. They have studied 8 NGOs working in Primary Education in Sikkim district. They conducted their research with objectives like to examine the existing role of NGOs in primary education, to identify the problems and challenges faced by NGOs in their contributions in primary education and to study various initiatives or practices started by NGOs in primary education

Jennifer M. Brinkerhoff, Stephen C. Smith, and Hildy Teegen, '*The role of NGOs in Health, Education, Environment and Gender: Application of the Theoretical Framework*' reviewed the larger scope and potential areas of NGOs with respect to Millennium Development Goals (MDGs). They have segregated all MDGs according to health, education and environment and gender separately

The Dakar Framework of Action under 'Education for All' (EFA), (2000) the participants of in the World Education Forum, committed themselves to the achievement of Education for All goals and targets for every citizen and for every society.

Ministry of Social Justice and Empowerment, Government of India has stated about grants-in-aid given to voluntary organization or NGOs. It says that it should be the intention of the voluntary organization to obtain support of other sources for their operation.

Percentage wise analysis and Transcript analysis:

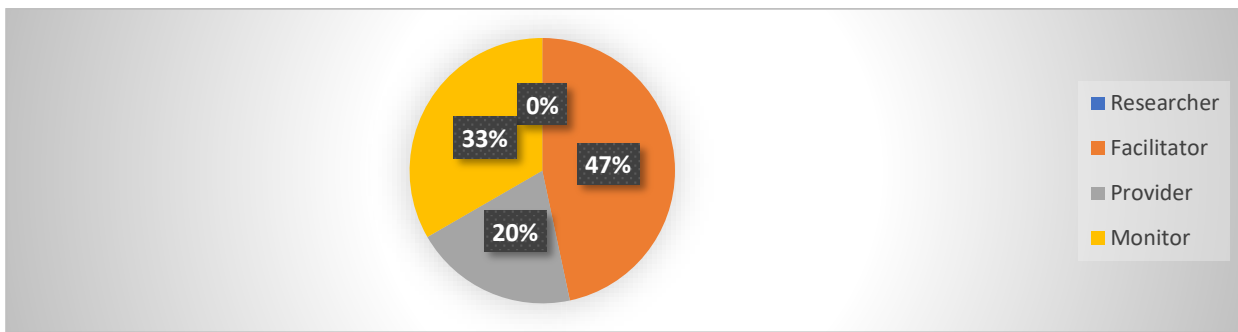
Objective 1: To study the existing role of NGOs in primary education.

The role of NGO's towards Primary Education was assessed by means of developing and administering a questionnaire for members of respected NGOs as well as an Interview for head of the NGOs. As such, the role of NGO's towards primary education is analyzed with respect to the different items included in it. Item 1: Role performed by NGOs

Every NGO has a choice to perform their role with respect to their decided goals. It can be facilitator, monitor, researcher and provider.

The data pertaining to this item has been presented in table 4.1

Category	Number	Facilitator	Monitor	Researcher	Provider
NGO members	15	47%	33%	0%	20%
Total	15	7	5	0	3



In the above table no. 4.1, and fig.1 it indicates that on this item out of 15 NGO Members, 47% performs the role of facilitator, 33% performs the role of monitor and 20% performs the role of provider. Therefore, out of 15 NGO Members 100% of them totally agree on the item that selected 'NGO's do not perform the role of researcher.

Item : The way of performing above role

For this aspect this open-ended question was asked to all heads of the selected NGOs. Everyone gave their diverse views on the method of performing their selected role. Out of them more focus was on the role of being facilitator.

Some of them are giving more focus from admitting student to school. Before that they are doing survey to analyze the percentage of illiterate students. For educating to the children they are providing residential training to teachers also.

Some of them are having centre of attention on helping students to get enrolled into school, to continue with study classes, making them practice under supervision of teachers to improve reading skills, continuing on the project such as library lending projects with books, etc.

Every NGOs spotlight we can say is every child count.

In the above table no. 4.4, and fig. 3 it indicates that on this item out of 15 NGO Members, 53.33% of them focus more on children from slum area, 46.67% of them focus more on not categorizing students on ant terms. .Therefore, out of 15 NGO Members 100% of them totally agree on the item that selected 'NGO's do not define any targeted group from children of prostitutes or children from LGBT community. It means there is no discrimination on the basis of given terms. With this it helps them to cover every child for giving them basic primary education. Those children who are living in slum area are focused more because they suffers with various kind of issues related to education. Slum areas are not provided with basic amenities like food, water, houses, hygiene, clothes etc. Socio-economic conditions are also not good to give primary education to their children. Accordingly, these NGOs are performing essential role for providing them primary education

Item : NGO giving preference to students from religious and linguistic minorities

In Indian constitution there are provisions related to education to students from linguistic and religious minorities. Article 29 grants protection to both religious minorities as well as linguistic minorities. Thus these NGOs were asked about their preference given to students. But all of the 15 members of 3 NGOs agreed upon the fact that they do not do discrimination between students based on religious and linguistic minorities. Henceforth, it is clear that for these NGOs every child is at same background that is in need to seek primary education.

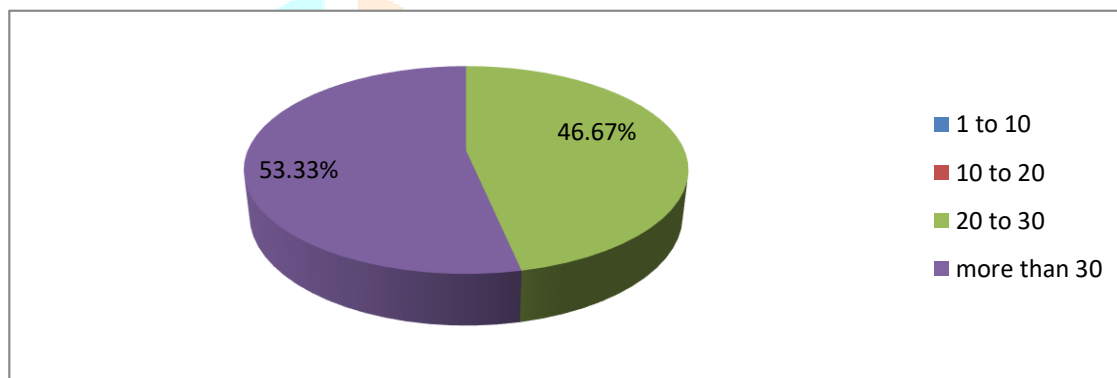
Item : Range of staff members of NGOs

To study role of NGOs in primary education it is necessary to know about staff range of that NGO. It gives us idea about their division of labor, the way of attaining students, manner of management of their administration etc.

The data pertaining to this item about range of staff members has been presented in table 4.5

Category	Number	1-10	10-20	20-30	More than 30
NGO member	15	0%	0%	46.66%	53.33%
Total	15	0	0	7	8

Figure 4 depicting the above score



In the above table no. 4.5, and fig. 4 it indicates that on this item out of 15 NGO Members, 53.33% of them have staff range more than 30 and 46.67% of them have staff range in between 20 to 30. Therefore, out of 15 NGO Members 100% of them totally agree on the item that selected 'NGO's do not favor to work with staff range below 20. From this it is shown that each NGO needs an enhanced human resource large in quantity to accomplish the entire arrangement in contribution of primary education.

Item : Gender equality in staff strength

As we saw earlier that majority of NGOs have staffs range more than 30, all of them have not equal number of male and female workers in their staff. Out of 15 members, 100% of them agree upon the fact that rather than just hiring equal number of male and female staff qualities of good teaching, good communication, skill development must be included in their respective staff.

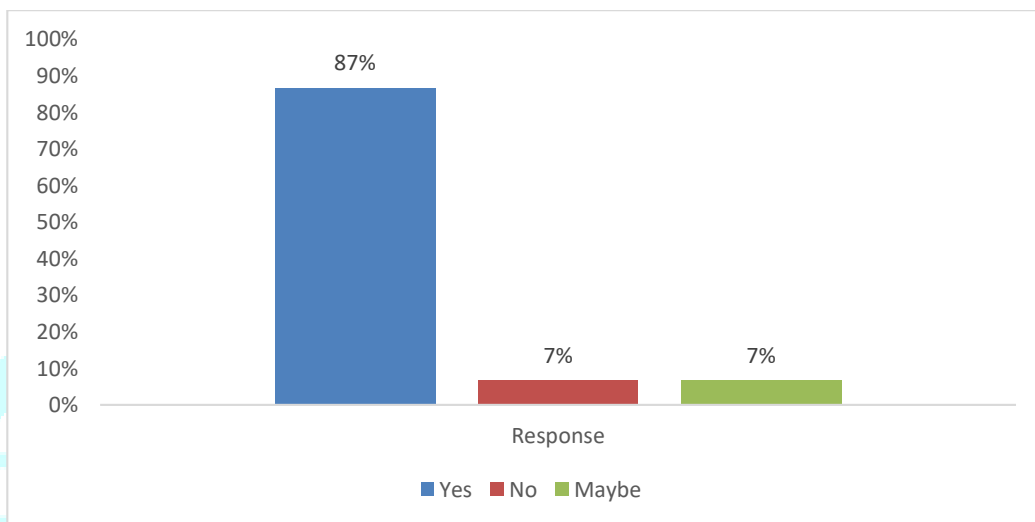
Item : Presence of female member in Board of Directors

Every kind of administration of all NGOs is based on the directions given by their Board of Directors. So to know about the participation of female leadership in such boards they were asked about this.

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

Category	Number	Yes	May be	No
NGO member	15	87%	7%	7%
Total	15	13	1	1

Figure 5 depicting the above score



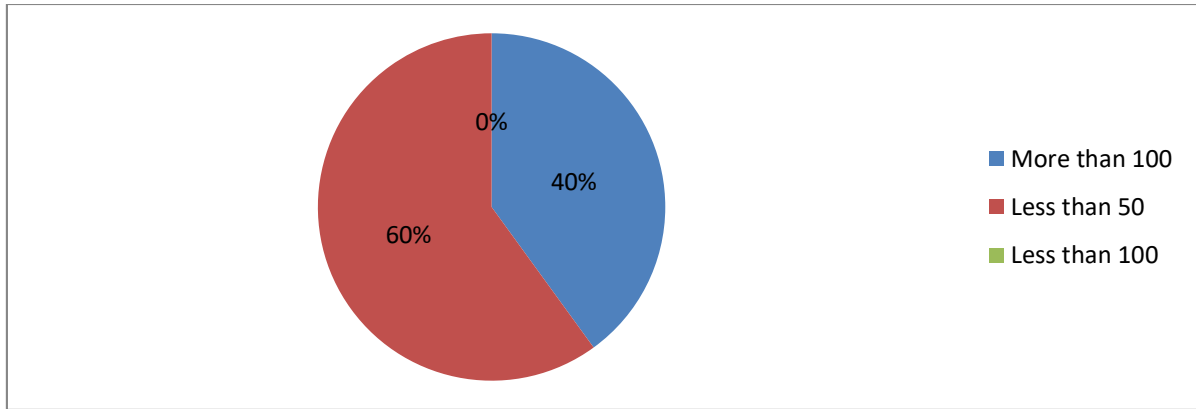
In the above table no. 4.6, and fig.5 it indicates that on this item out of 15 NGO Members, 87% of them says yes for having presence of female members in their Board of Directors. And 7% of them totally agree upon the fact that may or no presence of female members in their Board of Directors. Therefore we can say that greater part of the NGOs have given leadership to female members too.

Item : Range of Class Strength

While studying role of these NGOs it is necessary to study about the range of class strength. It makes us aware about the reach of these NGOs. By greater coverage of students these NGOs play significant role in ensuring that every child receive the opportunity to build a better future through primary education. The data pertaining about the class strength has been presented in table 4.7

Category	Number	Less than 50	Less than 100	More than 100
NGO member	15	60%	0%	40%
Total	15	9	0	6

Figure 6 depicting the above score



In the above table no. 4.7, and fig.6 it indicates that on this item out of 15 NGO Members, 60% of them have class strength less than 50 and 40% of them have class strength more than 100. It means 100% of the members agree upon the fact that they do not have class strength between 50 to 100. Best part of them is focusing on giving quality education to the present strength of class.

Item : Number of Primary schools covered by NGOs

Some of the NGOs have been able to cover 10-15 schools and some of the NGOs have been managed to cover 5-10 Schools and some of the NGOs have their own school run by them. Subsequently the payments of every teachers/staff and the rent for school buildings are being provided by them.

Item : Gender Enrollment Ratio

Gender enrollment ratio can be defined as representation of male and female students in a school. The members of these NGOs were asked whether they have equal or unequal gender enrollment ratio or inadequate data to answer this.

The data pertaining to gender enrollment ratio has been presented in table no. 4.8

Category	Number	Equal	Unequal	Inadequate data
NGO Member	15	0%	53.33%	46.67%
Total	15	0	8	7

Figure 7 depicting the above score

As such data total 42 items was analyses and interpretation was done with the help of tables and graphs, but in this paper is not possible to mansion every data details here .but all finding is given.

Findings of the Study:***A. Findings with respect to first objective of the study*****Objective 1: To study the existing role of NGOs in primary education.**

- 1) Majority of the members of NGOs are performing the role of facilitator and none of them performs the role of researcher. (Reference: Table no. 4.1. and figure 1).
- 2) They perform the role of facilitator by focusing more on helping students to get enrolled into school spotlighting 'Every child counts'. (Reference: Item A).
- 3) Out of 3 NGOs included in this study, Pratham and Door step school both of the NGOs are registered under Societies registration act, 1860 and Dr. Anjali Morris Foundation is registered under Companies act, 1956. (Reference: Table no. 4.2.).
- 4) The study reveals that common aims and objectives behind starting respective NGOs are to ensure that every child is enrolled in school that is aware about read, write and arithmetic. (Reference: Item B).
- 5) The reason NGOs choose to work in primary education sector is that many of them think that earlier education is basic phase required for all over development of personality. (Reference: Item C).
- 6) Out of the selected sample of the study, majority of them provides door-to-door service and none of them prefers giving weekly home tuitions. (References: Table no. 4.3. and figure 2).
- 7) The students focused by all NGOs are maximum from the slum area as it seems most neglected section of the society. (References: Table no. 4.4. and Figure 3).
- 8) While giving preference to the students, all of the NGOs do not discriminate between students based on religious and linguistic minorities. (References: Item 5).
- 9) The data reveals that some of the NGOs have staff members starting from 20-30 and some have more than 30 to manage division of labor in good way. (References: Table no. 4.5. and figure 4).
- 10) All of the NGOs do not have gender equality in their staff strength. (Reference: Item 7).
- 11) Out of all NGOs greater part of them have given leadership to female members in their Board of Directors. (References: Table no. 4.6. and Figure 5).
- 12) The class strength of many NGOs is less than 50 focusing on giving quality education to the present strength of class. (References: Table no. 4.7. and Figure 6).
- 13) The numbers of primary schools covered by NGOs are varied in range of 5 to 15 and some NGOs have their own school run by them. (Reference: Item 10).
- 14) All of the NGOs do not have equal gender enrollment ration of students. (References: Table no. 4.8. and Figure 7).
- 15) Majority of the members of NGOs spotlight on providing stationary facilities like books, pen, pencil and required writing material to students. (References: Table no. 4.9. and Figure 8).
- 16) The entire sample of the study focused on all subjects like Science, Math and English for students of their respective school. (Reference: Item 13).
- 17) The study shows that more than 50% of the NGOs always provide separate teachers for respected subjects. (References: Table no. 4.10. and Figure 9).
- 18) The data says that some of the NGOs has set metric and post-graduation and majority of them kept under-graduation as a required educational qualification for the members of NGOs. (References: Table no. 4.11. and Figure 10).
- 19) Majority of NGOs trying to give justice to the provision of RTE act, 2009 by giving free and compulsory primary education. (References: Table no. 4.12. and Figure 11).
- 20) To achieve the provision of RTE act, 2009 all of the NGOs focus on finding drop-out students and trying to maintain Pupil to Teacher ration 30:1 for primary level of education. (References: Item D, Table No. 4.13. and Figure 12).

- 21) In case of Nutrition sector, out of all members only 6.7% agree with the fact of monitoring reach of Mid-day meal scheme towards their targeted students. (References: Table no. 4.14. and Figure 13).
- 22) All of the NGOs do not provide facility of sanitary napkins kit and incineration machine for girls. (Reference: Item 19, 20).
- 23) The study reveals that majority of them consider that Sports and Cultural both kind of co-curricular activities are important for overall development of students at primary level of education. (References: Table no. 4.15. and Figure 14).
- 24) The study says that only 20% of the NGOs are providing separate infrastructure for above co-curricular activities they conduct. (References: Table no. 4.16. and Figure 15).

B. Findings with respect to second objective of the study

Objective 2: To study the problems and challenges faced by NGOs in their contributions in primary education

- 1) The 93% of the members of NGOs never get funding by government. (References: Table no. 4.17. and Figure 16).
- 2) The 60% of the members of NGOs are satisfied with management of their expenses in limited amount of funding. (References: Table no. 4.18. and Figure 17).
- 3) Each NGO keep managing expenses according to the yearly budget availability by their own administration. (Reference: Item E).
- 4) The data says that 60% of the members of NGOs face the problem of space crunch to carry out different activities. (References: Table no. 4.19. and Figure 18).
- 5) To deal with the problem of space crunch the members of NGOs keep giving Door-to-door services and starting a new initiative like 'School on Wheel'. (Reference: Item F).
- 6) The member of all NGOs keeps giving training of required language to their respective teachers to solve the problem of linguistic barriers. (Reference: Item G).
- 7) The 33% of the members of NGOs always visit the funded schools to check their functioning in primary education. (References: Table no. 4.20. and Figure 19).
- 8) To keep the check on the functioning of respective school many of the NGOs follow a four step strategy of Planning, Organizing, Revising and Monitoring. (Reference: Item H).
- 9) The study reveals that 67% of the members of NGOs always keep check on students after finishing primary education. (References: Table no. 4.21. and Figure 20).
- 10) Out of all members of the sample of the study, 40% of them think that there is transitional lag from primary to secondary education. (References: Table no. 4.22. and Figure 21).
- 11) The majority of the members of NGOs think that there is no politicization of NGOs taking place. (References: Table no. 4.23. and Figure 22).
- 12) All of the NGOs do not allow intervention by any political party in their genuine work. (Reference: Item I).

B. Findings with respect to second objective of the study

Objective 3: To study various initiatives started by NGOs in primary education

- 1) As most of the NGOs primary motto is only education they do not seem focusing more on awareness program on health and hygiene sector. (References: Table no. 4.24. and Figure 23).
- 2) Some of the NGOs have started initiatives like teaching the students about self hygiene, arranging health check-up camps, programs like 'Teach them young' in health and hygiene section. (Reference: Item J).
- 3) Out of all NGOs 335 of them always arrange sessions to deliver knowledge regarding sex education to their students. (References: Table no. 4.25. and Figure 24).

- 4) All NGO members believe that the quality of primary education can be maintained through qualified and skilled teachers. (References: Table no. 4.26. and Figure 25).
- 5) Each NGO keep giving training of different teaching strategies to their teachers for maintaining qualified and skilled teaching staff to improve quality of primary education. (Reference: Item K).
- 6) Out of all the NGOs majority of them adopts different kind of teacher training programs. (References: Table no. 4.27. and Figure 26).
- 7) All of the members of NGOs disagree with the fact of not focusing on remedial teaching. (References: Table no. 4.28. and Figure 28).
- 8) Out of all the members, 60% of them say that NGOs working in collaboration with government can provide better education in primary education sector. (References: Table no. 4.29. and Figure 29).
- 9) Out of all the members 40% of them do not caters to disabled students in primary education. (References: Table no. 4.30. and Figure 30).
- 10) Those who are catering to disabled students, out of them 47% of them do not give separate infrastructure to respective students. (References: Table no. 4.31. and Figure 31).
- 11) Out of all, 27% of them do not give inclusive education to students. (References: Table no. 4.32. and Figure 32).
- 12) All of the members of NGOs are making their students aware about digital literacy. (Reference: Table no. 4.33.).
- 13) All NGOs have made the availability of feedback for work done by members in respective school. (Reference: Table no. 4.34.).
- 14) All NGOs keep engaging with community through awareness programs, arranging exhibition and giving seminars on the importance of primary education. (References: Table no. 4.35. and Figure 33).
- 15) All members of NGOs think that NGOs can be a tool to improve quality of education. (References: Table no. 4.36 and Figure 34).

Educational implications of the study:

Education is vital for every person in order to enable him to better his living conditions. Obtaining of good quality education will contribute in securing a job, making individuals aware of various aspects, inculcating the traits of morality, ethics, decency and graciousness within oneself and rendering an effective contribution in the development of their personalities.

The contribution of NGOs 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.

The present study focuses on the contribution of NGOs towards primary education, whether or not they are being able to enhance the quality of primary education. As a result, after the findings of the study the researcher has come up with the following major educational implications-

- The NGOs after deciding their aims and objectives they should perform the role of researcher too for their further contribution in primary education.
- The NGOs need to ensure about their objective of getting students enrolled into school and getting acquainted with read, write and arithmetic.
- As slum area is most neglected section of the society, the NGOs need to keep timely health check-up of such students so that they can continue getting education without any hurdle.
- NGOs 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.
- The respective NGOs can work in collaboration with other NGOs which are working in primary education to enhance the quality of education.

- While giving attention to the education section NGOs should also focus on nutrition of children by monitoring reach of Mid-day meal scheme.
- As lack of well sanitation facilities is one of the reason for more drop-out ratio of girls, NGOs need to give attention towards supply of sanitary napkins kit and incineration machine for girls in school.
- In case of arranging co-curricular activities for children like sports and cultural activities, NGOs can try to arrange separate infrastructure for respected activities.
- NGOs should continuously check the government policies whether they are implemented in a correct way or not.
- Those NGOs who have not been able to fulfill their aims shall strive hard to achieve decided aims.
- NGOs should be able to recruit more qualified and skilled teachers to the schools.

Limitations of the study:

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

- At the start while deciding the population for this study, there was long list of NGOs situated in Pune district working in primary education but many of them were out of reach.
- After taking permission from the respected NGOs many of them were not ready to share their data for study purpose also so that sample got reduced.
- Those who were ready to share data every time needed briefing about my research topic .
- At the end only 3 NGOs included in this study working in Pune district in primary education sector that helped with data collection for this study.

Suggestions for further research:

The present study has been done on the contribution of NGOs 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 3 NGOs of Pune district; the further study can be conducted in other districts of Maharashtra taking larger number of sample for the study.
- The present study is done on contribution of NGOs on primary education; the further study can be conducted taking secondary and higher education also.
- In the present study the researcher has taken only 15 samples for the study, so for ensuring better sampling larger samples can be taken.

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. In the Indian education system, there has been growth taking place. Individuals from all areas and backgrounds are realizing the significance of education, there has been an increase in the enrolment of students in educational institutions and there have been advancements in the teaching-learning methods. On the other hand, the occurrences of problems prove to be impediments, which are required to get eliminated or modified. There should be formulation of appropriate measures and policies and their effective implementation would lead to development of the Indian education system. By doing this research on the topic contribution of NGOs towards primary education, the researcher have learned and experienced new things of how every move can bring a whole lot of change in primary education sector.

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