



Research Paper

An Analytical study of factors responsible for Operational Strategies and Challenges Encountered by NGOs, with a Special Emphasis on their Efforts in Enhancing Primary Education, in Alignment with Sustainable Development Goal 4: A Comprehensive Examination of the Delhi NCR Region.

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Abstract

This study conducts a thorough examination of the operational strategies employed by Non-Governmental Organizations (NGOs), with a particular focus on their endeavors in strengthening primary education. Aligned with Sustainable Development Goal 4 (SDG-4), the research exclusively investigates the Delhi National Capital Region (NCR). Employing a comprehensive review analysis, the study delves into the nuanced working strategies adopted by NGOs and the challenges they face in the realm of primary education. The aim is to contribute valuable insights for enhancing the effectiveness of NGO initiatives and advancing the goals set forth in SDG-4.

I. Introduction

One of the most critical issues facing India's education system is the ability to serve the masses. A World Bank report published in 2006² raises serious concerns about the quality of education, and the level of citizens' expectations and satisfaction regarding elementary education, especially in government-run schools. India's Gross Enrolment Ratio for higher education (GER)⁴ is extremely low (15%), compared with other BRIC (Brazil, Russia, India, and China) countries (Brazil is at 34% and China at 23%). Further, there are glaring regional disparities and the system is more or less an elite system of education. In the last decade, GER in India has been growing at a 3.09% CAGR as opposed to Brazil's 13.39% and China's 19.24% (2000-2007). India's 2020 target is 30% GER, which is a monumental task considering the current status of the education system.

Primary education is the first step of teaching a child. The basic role of primary education is to ensure "broad based leaning" of the child which starts through his surroundings, which include not only literacy but also social, cognitive, emotional and physical skill enhancement by encouraging the child's natural talent in a certain dimension.

Right to go to school is now a fundamental right in India. Primary level free education is provided by the government and various foundations to every boy and girl in a definite area, whether rural or urban. Every child must get the quality education as a citizen of India becomes the motto of the Indian government. But in order to fulfill this motto, every parent must know the importance of education in a child's life and make them go to school, where a child can learn the fundamentals of life, which is "health, hygiene and morals" which play an important role in the life.

Primary education is the cornerstone of the entire education, which is why various scholars have given more emphasis on primary education, some scholars even say that if there is no system of higher education then there is no harm but a proper system of primary education must be there.

Educationist K.G. Saldain, in his book *Restructuring Education*, while stating the importance of primary education, has said "We cannot hope to raise our economic and cultural status, or to increase our practical efficiency, or to educate our people as a prudent citizen, without a well-planned system of liberal sentiment by establishing a broad base of primary education."

Education is the basis of welfare of national progress. As much as the interest of the country and the people can be achieved by education, nothing can be done by any other thing. The upliftment of India is possible only by arranging education for the common man. Throwing light on the importance of primary education, Swami Vivekananda wrote, "Why do we see nation not move? First duty is to educate the people."

Whatever the child learns in his early days, it stays in his heart forever. We can forget many experiences of life, but the knowledge gained in early life gets assimilated and we can never forget it.

Objectives of Primary Education

The strong foundation of any country, based on primary level education, provides stability to the national level education. Therefore, recognizing the importance of primary education in the National Education Policy 1986, adequate investment has been outlined for its development.

Our society is stratified into a lot of strata based on finance social structure, social status and many more factors but for children's at age of 6-10 years only two factors were most important able to take primary education and unable to take primary education. Some children's face a lot of barriers in their education so that they have to give up on their study because of various difficult conditions, social unfavorableness, financial challenges and many more to count. But the prime factor is the non motivation support from their family towards the education which leads to the low confidence in themselves towards the education and its role in overcome the challenges in their life.

Elementary or primary education is all about learning well being, cleanliness, healthy life, morals. Every community, society and nation makes arrangements for education to fulfill its various needs and objectives.

- Education develops the character of the future citizens of India.
- Education acquaints the citizen with the conditions of the country.
- Education develops national feeling in the citizen.
- Education gives knowledge about the administrative system of the country.
- Education inspires citizens to make them progressive towards the country through all round development.
- Education gives knowledge about the environment to the person.
- Education provides practical knowledge to the individual.
- Education makes the child adapt to the social environment.
- Education helps in adjusting the child to the school, natural environment.
- Education makes the child aware of the importance of life.
- To generate respect for labor.
- To generate scientific sentiment.

Problems of Primary Education

The passage of the Right to Education Bill in 2009 marked a major milestone in India's history. However, there are several stumbling blocks on the road to achieving the goal of universal education in the country. It is believed that it would require massive mobilization on an unprecedented scale and seamless collaboration between the government, public, businesses and social organizations to enroll every eligible child in school.

This makes the role of social non-profit organizations even more critical as they seek to supplement, complement or substitute the formal education system in the country and reach out to the excluded, underprivileged and challenged sections of society.

The problems in the primary education is some thing that will take care by keen observation and governmental support the most difficulties for the children's has to complete their primary education with their current financial status. The government now a days has more enthusiastic about the primary education of all the children as this is their basic right to be educated, so along with the government support a lot of nongovernmental organisation has put the foothold in the area of primary education of the children's.

There has been progress in primary education in independent India, yet primary education is facing many problems like

- Irregular attendance of children.
- Condition and maintenance of school buildings.
- One Teacher teaching schools or not enough teaching faculty.
- Shortage of female teachers.
- Indifference towards girl child education in the society.
- Boring or faulty course.
- Level of education in schools.
- Teacher-Training problem.
- Lack of inspection of schools.
- Taking non-academic work from teachers by the administration.
- Pay scale of teachers
- Lack of research work related to rural environment.

Universal Primary Education in India

Provision for 'compulsory universal education' has been made in many developed countries of the world. The all-round progress of a nation depends on its citizens. Therefore, it is necessary for the citizens to be educated. Education leads to all round development of citizens and awakens consciousness in them. Universalization of education means that boys and girls of a certain age group should compulsorily get school education up to a certain level. Article 26 (i) of the Indian Constitution contains the following provisions for universalization of education.

"Every citizen has the right to get education. Education shall be free at least up to the primary and essential levels of life, primary education shall be compulsory.' The following provision has been made in Article-45 of the Constitution of India, "To make provision for 'compulsory' and 'free primary education' for all boys and girls in the age group of 6 to 14 years in ten years from the commencement of the Constitution." The government will try."

The Indian Constitution came into force on 26 January 1950. Ten years after this, that is, by 1960, we should have implemented free and compulsory primary education system, but even after a long time of 55 years, we have not been able to implement free and compulsory primary education. By the end of the Ninth Five Year Plan (1997-2002), the target of free and compulsory education to 100% children in the age group of 6 to 14 years has been set, which has been extended till 2010 under the name of Sarva Shiksha Abhiyan.

Under the Sarva Shiksha Abhiyan, a target was set to provide free, life-saving and quality primary education to all children in the age group of 6 to 14 years by 2010. While in the mean time the literacy percentage in Uttar Pradesh is 67.06 percent as of December 2017. Out of this, male literacy is 80.5 percent and female literacy is 52.7 percent.

Year after year, budgetary allocations for elementary education are increased, with the allocation to the Sarva Shiksha Abhiyan (SSA) standing at Rs. 210 billion in 2011-12. Over 180 million children are taught by almost 5.7 million teachers in more than 1.2 million primary and upper primary schools across the country.

Under the aegis of the government's flagship SSA program, over 98% of children in India have access to schooling within one kilometer of their habitation and almost 92% to an upper primary school within three kilometers of their habitation. However, this is the only part of the story. Research indicates that learning outcomes in government primary schools in India are well below acceptable standards. Moreover, the quality of students across different states is varied. Evaluations by the government and NGOs across several districts highlight alarming deficiencies in children's learning per their stated grade level. The Annual Status of Education Report (ASER), conducted each year since 2005 in all rural districts of the country, shows that in 2010, only 53% of grade 5 students in rural India could read a grade 2 level text and only 36% could solve a three digit by one digit division problem. This indicates that a vast proportion of grade 5 students lack the very basic skills expected of them. Nationally, this situation has hardly changed over the six-year period for which ASER data is available on government.

The situation brings to light two key aspects of school curriculum and learning aids. Across different grade levels, a student's pace of learning is much lower than what is desired of them by textbooks and learning material.

The quality of teaching also requires discernible improvements. Further, honing creative skills such as writing, drawing, painting, etc., receive limited attention. Indian schools also lack an environment where students are encouraged to ask questions. On the contrary, India's education system places significant emphasis on learning by rote.

The RTE is a step in the right direction as it aims to address several of these deficiencies. However, universalization of education cannot be achieved unless there is intervention at community, household as well as school level and it is only NGOs which are equipped to work at all these levels.

Challenges of Primary Education

There are five main reasons for the failure of universalization of primary education.

1. Due to population growth, the government has been unable to provide primary education to all children from its limited resources.
2. The allocated funds were not reached to the children's education up to sufficient amount.
3. Poor and illiterate parents and guardians do not send their children to primary schools and keep them busy with household work.
4. In rural areas, parents do not send their girls to school.
5. Often teachers, teaching assistants (learning) in primary schools. There is a lack of teaching material and other facilities.

Non Governmental Organisation (NGO's)

NGO as an association includes groups and institutions with primary humanitarian and co-operative objectives rather than commercial objectives completely or widely independent from Government. NGOs are private agencies that can support development at local, national and international level by organising indigenous groups. NGOs as citizen groups raise awareness and influence policies and include independent cooperatives, community associations, societies, groups and various other associations. NGOs work for the betterment and upliftment of socio-economically and politically weaker sections of the community to improve their status in society so they can have equal rights and opportunities. Such organisations can contribute develop the society towards an improved and developed way of living and existence. As a community group and organisation. NGO provides and fulfills certain services, development oriented tasks and works with aims and objectives to bring about required positive changes in society, community, areas and situations.

Non Governmental Organisation (NGO) or Non Profit Organisation (NPO) is a group, an organisation, a nonprofit establishment or a nonprofit entrepreneurship of individuals, activists, voluntary and social persons. NGO or NPO is a social voluntary organisation of social activists, group of persons, community, persons, volunteers, civilians and citizens who are working or associated for social welfare and social development. If a group of people or a community wants to work for social change on certain issues, it can work as an NGO without getting registration. In other words, NGOs can be registered or be unregistered. NGOs are recognised in their registered form and can get all kinds of support, including financial support when they are registered by Government registration authorities. NGO can be run, managed and operated by other persons who are associated with it and work for social and ethical objects. According to Weiss & Gordenker (1996) An NGO then is "a private citizens' organization, separate from the government but active on social issues, not profit making, and with transnational scope". Criticisms of NGOs tend to be that they reinforce existing power structures between the First and Third World, particularly international organizations in which the donors and major decision makers live in another part of the world than where the organization is working. NGOs can then be viewed as a new type of First World imperialism.

According to Nunnenkamp 2008, In terms of the financial feasibility of NGOs, it has been over dispute that they are not essentially further cost-effective than government-provided services, and have modest lucidity or transparency. The government only provides information support and help to raise funds to the deserving and well recognised NGOs. The support means the support at information and eligibility process part, as they do not provide any fund or contact to provide fund from any agency, authority or fund provider donors, believing that their money will be better spent. The irony of this approach is that it is countries with weak, corrupt governments and an underdeveloped NGO sector that need the most aid. After getting the basic information the for project documentation and projects NGO management directly have to contact to the funding agencies through their allowed process, including the Government ministries, Private Funding Agencies or Companies provide funds under Corporate Social Responsibility (CSR). NGO can prepare the projects at their part or can take consultancy service to prepare projects to get funds. The new NGOs and working NGOs which need financial support from the Government and private funding agencies so they can implement their concepts through the applicable process. NGOs India team and resource centre have been helping and supporting such persons who wish to form NGOs and want economical and other support with he help of projects and other support. At the online resource centre information regarding Funding agencies, Funding Schemes, Funding projects, Funding and other resourceful material regarding running, managing and implementation of concepts of social change by achieving funding and support of Volunteers is available and being updated from time to time. Non Government Organisation (NGO) works as information resource centre who wish to or are practically involved individuals, groups and organisations for the social welfare and sustainable development. The main aim and objective of any NGO is same as the aim of Government for development of society. Governments have control on resources but the organisations formed and working for the welfare and development do not have resources so they have to arrange and manage resources. NGOs function for without any profit but can work with funds and financial resources in present system. So funding is the basic and main part to run and organise the programmes they use to work or want to work. So if any NGO wants to work with capacity it needs to get grants from various sources. NGOs can get grant from various sources, individual donors, foundations, corporations and Governments. Funding sources for NGO include membership fees, private donations, public donations, grants from local, national and foreign funding agencies, philanthropic foundations, Government funding schemes, sale of products and services and CSR funds from private corporate sector companies. NGO requires funds for the required resources for the Project implementation, operations, salaries and other overhead costs. Fundraising efforts are necessary for existence, operation of programmes and success in the aims of funding Schemes.

As stated by Mandala in 2007 the NGOs as key partners of the public sector to social service provision since the pre-independence in Tanzania, Ground Work Inc., (2002) presented a paper entitled NGOs as Deliverers of Basic Education and as their study concluded the many NGos in Bangladesh provide assistance to

schools includes improved physical facilities, learning materials, and teacher training. While on study on the “Non-Governmental Organizations’ Educational Contribution To Needy Primary School Children In Voi Division, Kenya” Grace W. Kiseu (2012) concluded that NGOs put forward some meaningful strategies so that needy children will complete the eight year cycle in primary education in Kenya, same results were enunciated by Joan DeJaeghere (2020) in Bangladesh, Mary S. Chengula (2019) in Tanzania GirmaGizaw (2013) in Ethiopia, M. Rahed Hossain (2016) in Dhaka Gul et al., (2015) in Pakistan, Kieu and Singer (2017) in Vietnam, Hatari and Mulyungi (2020) in Rwanda, Agnes Tetteh (2017) in Ghana, Laura Taylor (2019) in Sub Saharan Africa and so on.

NGO and Primary Education

Since India is a vast country, both geographically and demographically, government alone cannot bring all children into the fold of education. Even today, 17.7 million children in India are out of school. The retention rate in schools is still abysmally low and a large number of children drop out even before completing class 8. The status of girl child education is even worse as the mindset that girls may not be educated as they are to be eventually married off still prevails in the Indian society. In such a scenario, the role of the civil society becomes all the more important in order to ensure that the benefits of education reach the lowest strata of the society. Several Non-governmental Organizations (NGOs) have been working at the sheer grass root levels to extend education to underprivileged children in India. Since independence, NGOs have been trying hard to strengthen the existing education system and network in the country so that more and more children get opportunities to go to school and remain there. The best thing about NGOs is that they work at the grass root level, connecting with the masses and spreading awareness on the importance of getting good education to march ahead in life. Sen (1999) adds that when applied specifically to India, "the relationship at the local level can be generally characterized by the hostility of politicians, party workers, local elites, lower level bureaucrats, and lower level employees of the state toward NGO activity".

According to Govinda 2002, The roles of NGOs in primary education in India cannot be easily generalized because the types of organizations, their aims, approaches, outcomes, and contributions are numerous and diverse. NGOs surveyed for the India Education Report reported the following areas of focus in basic education (from most commonly reported to least):

- Mobilizing community,
- Imparting literacy,
- Enhancing quality,
- Training teachers,
- Providing additional facilities,
- And providing teaching-learning materials

NGOs like Save the Children have been spearheading the movement to provide quality education to the most marginalized and deprived children of India. With programmes in the most remote and marginalized areas of India, the NGO ensures that the benefits of the Right to Education Act reach the most deprived children. The idea is to ensure that all children, irrespective of their origin, are able to go to school, play, interact and learn with other children of their age so that they secure for them a life of dignity and contribute to the betterment of the economy.

Most important aspect to boost the spread of education is to spread awareness amongst the parents and the communities and every child needs education. The message needs to spread far and wide and getting quality education is the legitimate right of all children, no matter which social or economic background they come from. Save the Children connects with the most backward communities, where there are several instances of children squandering their childhood in fields and factories or dropping out of school, and counsels parents and elders on the importance of sending children to school.

Another important aspect to improve the penetration of quality education among the most deprived children is to make learning a fun experience. Child education NGOs like Save the Children train teachers to impart learning using child-friendly and interactive teaching-learning methods. The NGO sets libraries and infrastructure right, conducts computer and English classes, promotes and facilitates extra-curricular activities and sports.

The NGOs engage heavily with the local communities to form Children Groups (CGs) and School Management Committees (SMCs) and work with them to ensure that they take accountability of the development of the children in their community. Massive enrolment drives are conducted in which out-of-school and vulnerable children are mapped and enrolled into formal schools in age-appropriate classes.

Group learning has proved to be one learning methodology which helps children learn better and fast and also promotes healthy competition. In classrooms, Save the Children encourages and helps children to undertake learning activities in groups.

Metros such as Kolkata and Delhi are home to a large number of urban poor who live in slum or slum-like areas. Children in these communities are often involved in child labour and have very little or no access to education. Save the Children runs learning centers for street children and child laborers coming from socially-excluded communities where they are provided learning and/or after-school support. The idea is to groom these children and help them take the leap to formal schooling.

Factors affecting the NGO's working for primary education in Delhi NCR region

There are several factors that can affect the working of NGOs focused on primary education in the Delhi NCR region. Here are some of the most important ones:

- 1. Funding:** NGOs need funds to operate, and the availability of funding can affect their ability to deliver their programs effectively. A lack of funding may result in limited resources for staffing, materials, and infrastructure, leading to reduced impact and scope of the NGO's programs.
- 2. Government policies:** The government policies regarding primary education can affect the operations of NGOs. Policies related to funding, curriculum, and infrastructure may impact the NGO's ability to carry out their programs effectively.
- 3. Socio-economic factors:** The socio-economic status of the target population can also have an impact on the effectiveness of the NGO's programs. Poverty, lack of access to education, and inadequate infrastructure in low-income areas can create barriers for the NGO's work.
- 4. Public perception:** The public perception of NGOs and their role in society can also affect their operations. Negative public perception or lack of support can make it challenging for NGOs to raise awareness and funds for their programs.
- 5. Staffing:** The quality and experience of the staff working for the NGO can also affect its operations. A lack of qualified and experienced staff can affect the quality and effectiveness of the NGO's programs.
- 6. Partnerships:** Partnerships with other organizations, including schools, universities, and government agencies, can also affect the NGO's operations. Strong partnerships can provide resources, expertise, and support to the NGO's programs.
- 7. Socio-economic background:** The socio-economic background of the students and their families can significantly impact their ability to access education. NGOs working in this area will need to consider factors like poverty, lack of resources, and social inequalities that can create barriers to education.
- 8. Infrastructure:** The availability of infrastructure, such as school buildings, classrooms, textbooks, and other learning resources, can also impact the quality of education available to students. NGOs may need to invest in improving infrastructure in order to improve the quality of education.
- 9. Quality of teaching:** The quality of teaching and the availability of qualified teachers is another important factor. NGOs may need to invest in training programs for teachers or recruit qualified teachers to improve the quality of education provided to students.
- 10. Community involvement:** The involvement of parents and local communities can also play a critical role in improving primary education. NGOs may need to work with communities to raise awareness about the importance of education and to encourage parents to send their children to school.
- 11. Health and nutrition:** The health and nutrition of students can also impact their ability to learn. NGOs may need to invest in programs that address issues like malnutrition and poor health to ensure that students are healthy and able to learn effectively.
- 12. Technology and innovation:** The use of technology and innovative approaches can also improve the quality of education available to students. NGOs may need to invest in technology and innovation to improve the delivery of education and enhance the learning experience for students.
- 13. Access to resources:** NGOs may face challenges in accessing resources such as funding, human resources, and infrastructure, which can impact their ability to provide quality education to children in the region. They may need to rely on partnerships with other organizations, donors, and volunteers to overcome these challenges.
- 14. Community engagement:** The involvement and engagement of local communities in the education process can impact the success of NGOs in providing primary education in the region. NGOs may need to work with community members and leaders to build trust and support for their programs, as well as to gain insights into the unique challenges and needs of the local community.
- 15. Political instability:** Political instability in the region can have negative impacts on the education sector, including the work of NGOs. This can result in changes in government policies, disruptions in funding, and other challenges that can affect the ability of NGOs to provide quality education to children in the region. The problems of infrastructure, class room facility, teaching aids related problems were more challenging for an NGO to work in Delhi NCR region. Also manpower facilities, Financial Add-ons along with transportation of children's were their drawback to work in high speed city. Also the safeties of the girl's children were major issue in this region due to which less girls join the school for education.

Need of the study

The condition of most of the primary schools in India is very deplorable. Schools are unable to provide educational facilities for the students due to financial difficulties. Following are the educational problems of this type

- (a) Sufficient number of teachers is not appointed in the school. The teacher-student ratio in primary education is 1:40, which is educationally unsuitable. A teacher cannot get 40 children to do teaching work.
- (b) There is an acute shortage of educational aids (learning) material in primary schools. Text-books are the only basis of education. In the absence of teacher assistant/learning material, the teacher solves the problem orally.
- (c) Most of the primary schools do not have provision of class IV staff. As a result, from the cleaning of the building, all the other work has to be done by small children only. Therefore, their focus shifts away from education.
- (d) There is no library in the primary school. As a result, along with the students, the teacher also becomes in a situation like a coop. His field of knowledge is not wide.
- (e) There is no provision of reading room in the primary school. As a result, both the teacher and the student become zero in terms of general knowledge.
- (f) The school environment is unattractive because of the deplorable economic condition. Compared to school, the student finds the atmosphere of the home attractive where all kinds of facilities are available to him. As a result, after a few days he withdraws from school.

So that there must be an education organisation who comes with a plants which makes children's to motivate towards education , the more activity, more equipped education attracts children towards schools and thus create a proper education background . the Ngo's were work more actively and more enthusiastically in this field as more and more CSR, and foreign funds join them to strengthen the education system in a particular region.

As illustrated above, NGOs play many diverse roles in working towards the goal of universal primary education in India. Despite their limitations, NGOs are an important part of India's decentralized and somewhat fragmented education system. Even when they run their own educational facilities, NGOs do not hope to set up a parallel system of education, but "wish to act as catalytic forces to improve the effectiveness of the Government system"(Jagannathan 2001). Similarly, Jagannathan argues that while "NGOs cannot be the panacea for all the problems that beset elementary education", they are particularly effective in "the successful schooling of underprivileged children" and "catalyzing innovations in schools"

Most of the people of India are below poverty line. Poor parents are unable to send their children to school. Expenditure on education such as bearing the burden of dress, text-books and aids (learning) material is beyond their limits. Instead, they make children a means of earning money. Their main work is to herd cattle in the villages, to do petty work in the fields, while the parents are engaged in agricultural work, taking care of younger siblings. The problem of poverty is even more exposed in the urban area. Children from slums are generally seen collecting paper, polythene pieces, torn rags from the garbage heaps or garbage bins, working in tea shops or doing alms. Due to this orgy dance of poverty, parents consider it better to engage those innocent children in the work related to earning money and not send them to school, So that the role of the non government organisations in primary education becomes crucial and most important.

Challenging Factors Of Primary Education

Quality Education:

Quality Education refers to the extent to which education is able to provide learners with the knowledge, skills, and attitudes they need to succeed in their lives. The quality of education is determined by a range of factors, including the curriculum, teaching methods, infrastructure, teacher training, assessment, and the learning environment. In the context of primary education in Delhi NCR region, we have concluded that some of the key factors that impact the quality of education include:

- (i) **Curriculum:** The curriculum should be well-designed and up-to-date, and should provide learners with the knowledge and skills they need to succeed in their lives.
- (ii) **Teaching methods:** Effective teaching methods are critical to the success of educational programs. Teachers should use a range of strategies to engage learners and promote learning, including group work, interactive teaching, and experiential learning.
- (iii) **Infrastructure:** Quality infrastructure is essential to creating a safe and conducive learning environment. This includes well-equipped classrooms, libraries, laboratories, and other facilities that support learning.
- (iv) **Teacher training:** Teachers are a critical component of the education system, and they need to be well-trained and supported to deliver quality education. This includes training in pedagogy, subject matter, and classroom management.

(v) **Assessment:** Assessment is critical to measuring learning outcomes and ensuring that learners are achieving the desired outcomes. Effective assessment methods should be used to provide feedback to learners and teachers and to guide teaching and learning.

5.1.1(vi) Learning environment: The learning environment should be safe, inclusive, and conducive to learning. This includes promoting positive social interactions, addressing issues of discrimination and inequality, and creating a positive and supportive learning environment.

To ensure that primary education in Delhi NCR region is of high quality, it is important to focus on improving these key factors. By prioritizing curriculum design, effective teaching methods, quality infrastructure, teacher training, assessment, and a positive learning environment, we can improve the quality of education and ensure that learners are able to succeed in their lives.

Infrastructure Challenges

Infrastructure challenges are one of the major obstacles facing primary education in Delhi NCR region. Some of the key infrastructure challenges that impact the quality of education in the region include:

(i) **Lack of adequate classroom space:** Many schools in the region are overcrowded and lack adequate classroom space, which can impact the learning environment and the ability of teachers to deliver effective instruction.

(ii) **Poor sanitation facilities:** Many schools lack adequate sanitation facilities, including toilets and handwashing facilities. This can impact the health and hygiene of students, particularly girls, and can contribute to absenteeism and dropout rates.

(iii) **Inadequate water supply:** Many schools lack a reliable supply of clean water, which can impact the health and hygiene of students and teachers.

(v) **Inadequate electricity supply:** Many schools in the region lack a reliable electricity supply, which can impact the availability of lighting, fans, and other electrical equipment needed for teaching and learning.

(vi) **Poorly maintained facilities:** Many schools have poorly maintained facilities, including classrooms, libraries, and laboratories. This can impact the quality of the learning environment and the ability of teachers to deliver effective instruction.

To address these infrastructure challenges, it is important to prioritize investments in quality infrastructure. This includes investing in the construction of new schools and classrooms, as well as the renovation and maintenance of existing facilities. It also involves ensuring that schools have adequate sanitation facilities, water supply, and electricity, and that these facilities are well-maintained. Additionally, it is important to ensure that schools are safe and secure, with adequate security measures in place to protect students and teachers. By addressing these infrastructure challenges, we can improve the quality of primary education in Delhi NCR region and ensure that learners have access to safe, conducive, and high-quality learning environments.

Social basis

The social basis of primary education in Delhi NCR region refers to the social and cultural factors that impact education in the region. Some of the key social basis factors that impact primary education in the region include:

(i) **Socio-economic status:** The socio-economic status of families can impact access to education, with students from lower-income families facing greater barriers to accessing quality education.

(ii) **Gender:** Gender inequalities continue to impact access to education, particularly for girls. Girls are more likely to face barriers to accessing education, including cultural norms, early marriage, and domestic responsibilities.

(iii) **Caste and religion:** Caste and religion can impact access to education, with students from lower castes and marginalized communities facing greater barriers to accessing quality education.

(iv) **Language:** Language barriers can impact access to education, particularly for students from non-Hindi speaking communities.

(v) **Migration:** Migration patterns can impact access to education, particularly for children of migrant families who may face challenges accessing schools and integrating into new communities.

To address these social basis factors, it is important to prioritize policies and programs that promote equity and inclusion in education. This includes investing in programs that provide targeted support to students from marginalized communities, such as scholarships, mentoring programs, and targeted interventions to address language barriers. It also involves ensuring that schools are safe and inclusive spaces that promote diversity and respect for all students, regardless of their socio-economic status, gender, caste, religion, or language. Additionally, it is important to engage with families and communities to raise awareness about the importance of education and to address cultural and social norms that may impact access to education. By addressing these social basis factors, we can ensure that primary education in Delhi NCR region is accessible to all students, regardless of their background or circumstances.

Systematic challenges

Systematic challenges refer to the systemic factors that impact primary education in Delhi NCR region. Some of the key systematic challenges that impact primary education in the region include:

(i) **Teacher shortage:** There is a shortage of trained and qualified teachers in the region, which can impact the quality of education and the ability of schools to provide adequate support to students.

(ii) **Quality of teacher education:** The quality of teacher education in the region is often subpar, with many teacher education programs lacking the necessary quality and rigor to prepare teachers effectively.

(iii) **Curriculum and assessment:** The curriculum and assessment system in the region can be rigid and inflexible, which can limit the ability of teachers to adapt to the needs of individual students and to provide a more student-centered approach to teaching and learning.

(iv) **Funding and resource allocation:** Many schools in the region lack adequate funding and resources, which can impact the quality of education and the ability of schools to provide adequate support to students.

(v) **Governance and accountability:** The governance and accountability structures in the region can be weak and ineffective, which can impact the ability of schools to provide quality education and to be held accountable for their performance.

To address these systematic challenges, it is important to prioritize policies and programs that promote quality education and improve the governance and accountability of the education system. This includes investing in teacher education programs that are rigorous and effective, and that prepare teachers to provide quality education to students. It also involves revising the curriculum and assessment system to be more flexible and adaptable to the needs of individual students, and to promote a more student-centered approach to teaching and learning. Additionally, it is important to ensure that schools have adequate funding and resources, and to improve the governance and accountability structures of the education system to promote transparency and accountability. By addressing these systematic challenges, we can ensure that primary education in Delhi NCR region is of high quality, accessible, and equitable for all students.

Fundraising

Fundraising is a critical aspect of the work of NGOs working in the field of primary education in Delhi NCR region, as it helps to secure the financial resources needed to support their programs and initiatives. Some recommendations and suggestions for effective fundraising by NGOs working for primary education in Delhi NCR region include:

(i) **Develop a fundraising strategy:** NGOs should develop a comprehensive fundraising strategy that includes clear goals, target audiences, and tactics for engaging donors and raising funds. This strategy should be informed by an understanding of the specific needs and priorities of the organization and the communities it serves.

(ii) **Diversify funding sources:** NGOs should seek to diversify their funding sources to reduce their reliance on a single donor or funding stream. This may include seeking support from individual donors, corporate partners, government agencies, and foundations.

(iii) **Develop strong partnerships:** Building strong partnerships with other organizations, community leaders, and influencers can help NGOs to expand their reach and impact, and to tap into new sources of funding and support.

(iv) **Engage in advocacy:** NGOs should engage in advocacy and public education efforts to raise awareness about the importance of primary education in Delhi NCR region and to build support for their work. This may involve working with policymakers, community leaders, and the media to raise awareness and promote positive change.

(v) **Demonstrate impact:** NGOs should be able to demonstrate the impact of their programs and initiatives through rigorous monitoring and evaluation. This can help to build trust and confidence among donors and supporters, and to secure ongoing support for their work.

(vi) **Leverage technology:** NGOs can leverage technology and digital platforms to reach a wider audience and to engage supporters in new and innovative ways. This may include social media, online fundraising campaigns, and virtual events.

Overall, effective fundraising requires a strategic and comprehensive approach that is informed by an understanding of the specific needs and priorities of the organization and the communities it serves. By building strong partnerships, engaging in advocacy, and demonstrating impact, NGOs working for primary education in Delhi NCR region can secure the resources they need to achieve their goals and improve the lives of children and families in the region.

Demographic Status of NGO's intake

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

3. What facilities and support services provided by NGOs for primary education?
4. What is the role of NGOs for enhancing quality and reach of primary education?
5. What constrains NGOs face while contributing to primary education?

Objectives of the study

1. To analyse the demographic status of NGO's in India and their contributions in primary education in NCR.
2. To learn about the factors governing the primary education in different NGOs working in the field of universal primary education.
3. To assess the supporting factors of NGOs in achieving the goals of universal primary education.
4. To evaluate and factorizing the challenges faced by NGOs in achieving the goals of universal primary education.
5. To factorizing the challenges faced by NGOs can bring to achieving the goals of universal primary education.
6. To analyze the opportunities and constraints of scaling up innovative initiatives by NGOs in achieving the goals of universal primary education.
7. On the basis of obtained results, to offer specific suggestions to enhance the role of NGOs in achieving the goals of universal primary education.

Assumptions of the Study

Based on the provided objectives of the study, several assumptions can be made to guide the research:

1. NGOs' Demographic Analysis:

Assumption: The demographic status of NGOs in India significantly influences their approach and contributions to primary education in the NCR region.

2. Factors Governing Primary Education:

Assumption: Various factors, such as socio-economic conditions, government policies, and community engagement, play a pivotal role in governing primary education in NGOs.

3. Supporting Factors for Achieving Goals:

Assumption: There are identifiable and measurable supporting factors within NGOs that contribute to the successful attainment of universal primary education goals.

4. Challenges Faced by NGOs:

Assumption: NGOs encounter diverse challenges, including financial constraints, bureaucratic hurdles, and community resistance, in their efforts to achieve universal primary education goals.

5. Factorization of Challenges:

Assumption: By thoroughly analyzing and factorizing the challenges faced by NGOs, insights can be gained on effective strategies to overcome these obstacles and enhance the achievement of universal primary education goals.

6. Opportunities and Constraints of Scaling Up Initiatives:

Assumption: There are both opportunities and constraints associated with scaling up innovative initiatives by NGOs, and understanding these factors is crucial for effective implementation and sustainability.

7. Specific Suggestions for Enhancement:

Assumption: Based on the obtained results, specific and actionable suggestions can be formulated to enhance the role of NGOs in achieving universal primary education goals, addressing both strengths and weaknesses identified during the study.

Delimitations of the study

The delimitation is the boundary for a research to limit its study with a defined area and time period. Which were found to be very effective in order to analyse the real problem, its also convenient effective, time saving and avoiding to many determinates involved in study to derails the main objective of the study.

The present study confined to

1. Delhi NCR Region
2. Primary school only
3. NGOs contributing to primary education

Implications of study

The implications of the study based on the provided objectives are multifaceted and have potential impacts on various stakeholders. Here are some key implications:

1. Policy Development: Understanding the demographic status and contributions of NGOs in primary education can inform policymakers about the existing landscape. This knowledge can be used to develop targeted policies that support and enhance the role of NGOs in universal primary education.

2. NGO Strategy Enhancement: Identifying the factors governing primary education within NGOs provides insights for these organizations to refine and improve their strategies. NGOs can adapt their approaches based on a better understanding of the factors influencing their operations.

3. Capacity Building: Assessing supporting factors and evaluating challenges faced by NGOs helps in identifying areas where capacity building is required. This can lead to targeted training programs and resource allocation to strengthen the capabilities of NGOs involved in primary education.

4. Effective Problem Solving: The factorization of challenges faced by NGOs provides a nuanced understanding of the obstacles they encounter. This detailed analysis allows for more effective problem-solving strategies, enabling NGOs to overcome specific challenges hindering the achievement of universal primary education goals.

5. Strategic Planning for Scaling Up: Analyzing opportunities and constraints related to scaling up innovative initiatives by NGOs contributes to strategic planning. NGOs can make informed decisions about expanding successful programs and navigating challenges to ensure the scalability and sustainability of their initiatives.

6. Improved Collaboration: The study can foster collaboration between NGOs, government bodies, and other stakeholders. By understanding the roles and contributions of NGOs, there is potential for more effective partnerships to achieve common goals in primary education.

7. Informed Advocacy: Specific suggestions derived from the study results can be used for informed advocacy. NGOs, activists, and advocates can leverage these suggestions to influence policies, secure funding, and garner support for initiatives aimed at enhancing the role of NGOs in achieving universal primary education goals.

8. Research and Knowledge Gap Addressing: The study may uncover gaps in existing knowledge and research on NGOs and primary education. This could prompt further research and exploration, contributing to a more comprehensive understanding of the dynamics involved in achieving universal primary education goals.

9. Community Engagement: Insights from the study can be used to enhance community engagement strategies. Understanding the factors affecting primary education in different communities can guide NGOs in tailoring their approaches to be more culturally sensitive and community-oriented.

Future perspective of the study

The objectives of the study provide a strong foundation for future research and exploration in the field of NGOs and primary education in India. The future scope of the study could encompass several directions:

1. Longitudinal Studies: Conduct longitudinal studies to track changes in the demographic status, contributions, and challenges faced by NGOs over time. This would provide a dynamic perspective on the evolution of NGO involvement in primary education.

2. Comparative Analyses: Extend the study to include a comparative analysis of NGOs operating in different regions of India. This would allow for a more comprehensive understanding of regional variations and the factors influencing primary education outcomes.

3. In-depth Case Studies: Undertake in-depth case studies of successful NGOs to identify best practices, innovative approaches, and replicable models. This could serve as a guide for other NGOs and policymakers looking to enhance their impact in primary education.

4. Impact Assessment Studies: Conduct impact assessments to measure the tangible outcomes and effectiveness of specific initiatives implemented by NGOs. Understanding the actual impact of interventions is crucial for refining strategies and maximizing positive outcomes.

5. Policy Implementation Analysis: Explore the implementation of policies and recommendations based on the study's findings. Assess how policy changes have influenced the role of NGOs in primary education and identify areas where further policy adjustments may be needed.

6. Technological Integration: Investigate the role of technology in improving the efficiency and reach of NGOs in primary education. Explore how digital innovations and online platforms can be leveraged to overcome challenges and enhance the scalability of initiatives.

7. Stakeholder Perspectives: Include the perspectives of various stakeholders, including government officials, teachers, students, and community members, to gain a more holistic understanding of the dynamics involved in achieving universal primary education goals.

8. Gender and Inclusivity Focus: Integrate a gender and inclusivity lens into the study to analyze how NGOs are addressing the specific needs and challenges faced by girls, marginalized communities, and children with disabilities in the context of primary education.

9. Financial Sustainability Analysis: Examine the financial sustainability of NGOs and assess the long-term viability of their initiatives. Understand how funding models, partnerships, and resource allocation contribute to the sustainability of primary education programs.

10. Global Comparative Studies: Extend the scope beyond India and conduct comparative studies with NGOs in other countries to identify global best practices and lessons learned. This could contribute to a broader understanding of effective strategies for achieving universal primary education goals.

11. Policy Advocacy Impact: Evaluate the impact of the specific suggestions offered in the study on policy advocacy efforts. Assess whether the recommendations have been considered in policy-making and if they have led to positive changes in the role of NGOs in primary education.

II. Conclusion

In conclusion, this study sheds light on the intricate landscape of NGOs operating in the Delhi NCR Region, specifically in the domain of primary education strengthening as per SDG-4. Through a meticulous review analysis, we have gained a deeper understanding of the diverse working strategies employed by these organizations and the challenges encountered in their pursuit of educational goals. The findings underscore the significance of tailored approaches, informed by a nuanced comprehension of regional dynamics. As NGOs play a pivotal role in advancing SDG-4, the recommendations derived from this study can guide future endeavors, fostering more impactful and sustainable contributions towards universal primary education.

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