CONTRIBUTION OF NGO IN GIRLS EDUCATION

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Abstract

This article focuses on the current state of girls education in India 2019 and describes in detail the Nanhi Kali project of K.C.Mahindra Educational Trust and Nandi Foundation. Every child has the right to quality education and learning, regardless of their circumstances or wherever they live. The Government of India is implementing several schemes and programs to ensure child education and change the mindset of girls. Many Non-government in organizations are working at the grass-root level to improve the standards of the girls' education. In this area, the project Nanhi Kali is remarkable. This project gets access to school for girls in dignity. This paper also focuses on studying the current status of the initiative (action, problems, and solutions) of project nanhi kali which one runs at Chakan (Pune) Maharashtra. The survey research method accepted. Data is collected from 200 primary teachers of Zilla Parishad schools in Chakan, Pune with the help of questionnaires. The findings of the study show that the Nandi Foundation and K.C.MAHINDRA educational trust seem to be helping to bring deprived girls into this stream of education. NGO providing activity booklets, educational materials and technological equipment to support girl children to complete their education. The NGO helps the government to provide free, fair and quality primary and secondary education to all girls and boys.

Keywords: Girls education, non-governmental organisation, K.C.MAHINDRA education trust, NANDI foundation.

Introduction:

The United Nations Sustainable Development Goals. Goal 4 aims to "ensure that all girls and boys complete free, equitable and quality primary and secondary education". And Goal 5 is focused on achieving gender equality and empowering all women and girls. Gender equality in education benefits every child. By investing in girls' education, community, country and the whole world changes. Saves lives by educating girls and strengthening the family, the community and growing the economy. Every child, regardless of their circumstances or where they live, where else, have a right to quality education and take.

Educated girls can make informed decisions from a far longer range of options, They save lives and strengthen families, communities, and economies. Giving education to every girl child and

young women increase a country's productivity and contribute to economic growth, Educated mothers are better informed about sanitation, nutrition, and immunization for their children, it helps reduce population growth, reducing infection rates for HIV/AIDS and malaria, better prepared for natural disasters and climate change, education helps to women to get the skills to perform the role of local government and national level. Millennium development goals than educating girls. "According to the World Bank, some of the benefits associated with girls' education include reduction of child and maternal mortality, improvement of child nutrition and health, lower fertility rates and improvement in economic production." But there are lots of barrier to girls to complete their education just like financial restrictions create hurdles for many parents in educating the girl child, Many girls are forced to drop out of school because of household responsibilities, girls are denied education and instead forced to marry at an early age, often before she has attains the physical and emotional maturity to even understand what marriage is, son preference further creates problems for a girl child, Lack of basic facilities such as functional toilets force children to stay out of school. Girls are especially affected due to the lack of functional toilets once they reach menstruation age. In rural areas, children from the forests, rivers or desert land often have to walk alone and have to go to school from long distances. Due to the increased risk of violence against girls, parents prefer their daughters to stay safe at home.

The Government is taking steps to empower, educate and uplift the girl child, initiated many programs for girl child education. Like 'Beti Bachao, Beti padhao' Sukanya Samriddhi Yojana (SSY), Balika Samriddhi Yojana (BSY) CBSE Scholarship Scheme/Policy for Girl Education, etc. But there's still a need for the participation of civil society organizations (CSO) like non-governmental organizations (NGOs) to empower girls' education. They are strengthening the education system in India by actively participating in advocacy, at the national, regional, and international levels in the education sector. There is increasing collaboration between national, regional, and international CSO, through the Global Campaign for Education (GCE) and Education for All movement.

There are many NGOs like Oxfam India, Shanti Sahyog, Educate Girls, smile foundation of India, etc k.c. Mahindra education trust and naandi foundation running a project Nanhi kali. Project Nanhi Kali is the largest program in India who works for needy girls. The project provides daily academic support as well as they can support an annual school supplies materials, which helps the girls to attend school regularly

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This paper explores the current status of the initiative (action, problems, and solutions) of project nanhi kali which runs at Chakan, Pune in Zilla Parishad schools, and also Elaborate the project Nanhi kali by the K.C.MAHINDRA education trust and NANDI foundation.

Objectives :

1. To study the current status of girls education, India in 2019.
2. To elaborate the Project Nanhi kali by K.C.MAHINDRA education trust and NANDI foundation.
3. To study the current status of the initiative (action, problems, and solutions) of project nanhi kali.

Objective Wise description:

1. Current status of girls education in India 2018-19

There are several schemes and programs carried out by the Government of India to ensure child education in India. On 22 January 2015, Prime Minister Narendra Modi initiated, 'Beti Bachao Beti Padhao' campaign, to "change mindsets regarding the girl child". The campaign was launch to intending to raise awareness about the declining sex-ratio and the girl child education. The government plans to provide financial support for girls' education for parents and education for their daughters. Sukanya Samriddhi Yojana, Central Board of Secondary Education (CBSE) Scholarship Scheme/Policy for Girl Education, Balika Samriddhi Yojana, National Scheme of Incentives to Girls for Secondary Education, Mukhyamantri Rajshri Yojana are some of these schemes are carried out by the government. These schemes provide benefits such as higher interest rates, direct financial support, and tax benefits to parents for investing in the education of their girl child

Although some reports are still many obstacles to the girl child has been shown to increase girls' education in India. According to government figures, initiatives to provide access to school for all children have led to increases in the total number of schools in India, from 971,000 in 2000 to 1.52 million in 2015. Higher education institutions increased from 10,000 in 2000 to nearly 52,000 in 2015.

Enrolment of students :

Stage	Year	Enrollment
Primary and secondary	2000	186 million
	2015	261 million (197 million primaries, 64 million secondary)
Higher education (universities, colleges and standalone institutions)	2000	8.6 million
	2014	33.6 million

Ministry of Human Resource Development statistics reported that, 60 % increase in female school enrolment to 48 % of total school enrolments by 2015–16, and a 484% increase in female higher education enrolments to 46% of the reported total in 2014. UN figures 35 from 2016 indicate slightly higher female than male enrolment at primary (reported at over 100 per cent for both), secondary (76 % female, 75% male), and tertiary (27 % female, 26.9 % male) levels.

The RTE had predicted in 2010 — is that it has brought girls back to schools (even if it's been hard to keep them there.) In 2006, In January 2018 ASER (Annual Status of Education Report) published a report, 10.3% of girls between the ages of 11 to 14 were out of school. 4.1 per cent, a significant decline. In 2018, 13.5 of girls between the ages of 15-16 were out of school, as opposed to more than 20 per cent in 2008.

RTE was able to overcome some of the barriers including lack of toilets and other safety issues for girls studying in schools. The percentage of schools with usable girls' toilets doubled since 2010, reaching 66.4% in 2018, while Schools that border the walls - which ensures a safe environment for girls— increased by 13.4 per cent to 64.4% in 2018, according to the same ASER report.

The amount of usable school girls' restrooms has grown to more than double in 2010, the proportion 2018 to 66.4% is reached in the in, but the school that guarantees a safe environment for girls increased by 13.4% to 64.4% in 2018, by the same ASAR report.

The National Commission for Protection of Child Rights said in a report last year that 15 to 18-year-old schoolchildren tied around 40% of them are girls and almost 65 per cent engaged in domestic work.

The burden of housework for the girls is a recurring crisis in India. It was discovered by the McKinsey Global Institute in its 2015 Report on Gender Inequality in India, Indian women perform nearly 10 times the unpaid care work as men. Among the domestic workers, 85 per cent of women work in maintenance-free work. The 2018 report found much of the girls do housework every day for two hours, which may be passed to secondary school is 63 per cent.

2. PROJECT NAHNI KALI :

In 1996, K.C. Mahindra Education Trust and Naandi Foundation implemented the project 'Nanhi Kali'. Project Nanhi Kali which means 'a little bud', to educate needy girls in India. The project was inspired because of the increasing rate of population, low female literacy level, and low female workforce participation. Also, social issues such as child marriage and child labour were commonplace in many parts of India, especially rural areas.

In Indian society dowry deaths, the caste systems, and the fact that girls were not educated. Naandi foundation and K.C. Mahindra Education Trust believed that if girls were educated, they would contribute not only to the economic development of the country but also lay the foundation for a more just and equal society.

Project Nanhi Kali, sponsoring girls' education for a minimum period of a year. Over the years, Project Nanhi Kali has connected to over 370,000 underprivileged girls over 14 states in India. Project Nanhi Kali is confirming that girls are completing 10 years of formal schooling.

Ngo launch of the Teenage Girls Report (TAG) Report - the largest ever teenage girl's survey It was evident to ensure that our girls led an independent and dignified life and contributed to the nation's growth, Project Nanhi Kali to a new level – a Nanhi Kali version 2.0 that would go without schooling and extend support to all girls till they turned 19 and equip them with a quiver full of skills - spoken English, digital literacy, financial literacy, body awareness, awareness and means to have good health and nutrition, self-defence, communication and negotiation skills, and other skills so they can break free from the limited choices that poverty and patriarchy offer them, live up to their fullest potential and grow up to be informed confident women who can stand up for themselves.

3. The current status of the initiative of project nanhi kali.

Methodology:

To find out the current status of the project 'Nanhi Kali', the survey method was adopted and purposive samples were selected for this study. A questionnaire was developed for primary teachers from Zilla Parishad school, Pune. 200 primary teachers were project 'Nanhi kali' was

implemented, selected as the sample of the study. Percentage method is used for analysation of the tool.

Analysis and findings:

Table 1. Working year of the NGO in school.

0 to 2 years	2 to 4 years	4 to 6 years	More than 6 years
2%	22%	43%	31%

In table 1, the project 'Nanhi kali' was implemented in primary school at Chakan from year 2 and more than 6 years.

The finding of the study shows that NGO implemented the project 'nanhi kali' in Zilla Parishad school, Pune from 2 years to more than 6 years.

Table 2. Educational purposes of this activity.

- School Curriculum (Language, Hindi, English, Mathematics, Science, Sociology)
- Practice supplementary activities
- Personality development
- Personal health
- other - ---------------

Educational purposes	Percentage
School Curriculum	35%
Practice supplementary activities	39%
School Curriculum, Practice supplementary activities	10%
School Curriculum, Practice supplementary activities, Personality development	7%
School Curriculum, Practice supplementary activities, Personality development, Personal health	9%

In above table 2, it indicates that teachers responded to multiple-choice of educational purpose. Therefore the project 'Nanhi kali' is working for School Curriculum (Language, Hindi, English, Mathematics, Science, Sociology), Practice supplementary activities, Personality development, Personal health. It mainly focused on school curriculum activity and

supplementary activity and it also focused on the personal health and personality development of girls.

Table 3. need any more specific skills to implement this initiative.

YES	NO
71%	29%

In table 3, it indicates that out of 200 teachers 71 teachers responded YES and 29 teachers responded NO.

Therefore, out of 200 teachers, 71% of them agree and 29% of them disagree with the item that 'need any more specific skills to implement this initiative.'

Table 3 (a). Way of development of skill by NGO.

By a direct visit to the staff of the NGO	Training	Meeting	Group discussion	Other
62%	21%	8%	9%	0%

In the above table3(a), out of 200 teachers, 62% responded by a direct visit to the staff of the NGO, 21% responded to training, 8% responded to the meeting and 9% responded to group discussion.

Therefore, the data pretended that NGO provided 4 different ways like a direct visit to the school staff, arranging training, meetings and face to face group discussion for the development of skills. NGO initiatives took for the growth of teachers' professionalism.

Table 4. Initiatives implemented of the activity at the school level.

Specific hours of the week	Fortnightly specific lecture	The specific time of the month	By teaching the subject/component	In addition to school hours
7%	2%	0%	9%	82%

In the above table 4, it indicates that for implementation of activity out of 200 teachers, 7% used specific hours of the week, 2% used fortnightly specific lecture, 0% used the specific time of the month, 9% used by teaching the subject/component and 82% used In addition to school hours.

From the data, it's pretended that at the school level teachers took more efforts in addition to school hours for implementation of the activity as well as they took by teaching the subjects with specific hours of the week.

Table 5. Problems faced by the headmaster/teacher while implementing this project.

Insufficient time for the initiative	Not being able to devote enough time to activities due to other school work	There is no clear idea of the implementation of the initiative	Students find the activity boring	Lack of coordination with NGO staff	None of this
23%	27%	4%	4%	4%	34%

In the above table 5, the data pretended that while implementing this project teacher faced problems. Out of 200 teachers, 23% of teachers faced

insufficient time for the initiative, 27% of teachers faced not being able to devote enough time to activities due to other school work, 4% of teachers faced that there is no clear idea of the implementation of the initiative, 4% of teachers responded that the students find the activity boring, 4% of teachers responded that the lack of coordination with NGO staff and 34% of teachers responded none of the above.

Table 6. Consideration of disabled students in the initiative.

YES	NO
37%	63%

In table 6, it indicates that out of 200 teachers 74 teachers responded YES and 126 teachers responded NO.

Therefore, out of 200 teachers, 37% of them agree and 63% of them disagree with the item, 'Consideration of disabled students in the initiative.'

Table 7. Initiatives inspected or evaluated by an NGO.

Daily	Weekly	Monthly	Quarterly	Half-yearly	Annual
9%	28%	30%	11%	19%	3%

In above table 7, the data pretended that evaluation of activity conducted in primary schools, out of 200 teachers 18 teachers responded to a daily evaluation conducted by NGO, 56 teachers responded to weekly inspection by NGO, 60 teachers responded monthly evaluation by NGO. 22 teachers responded quarterly inspection done by NGO members, 38 teachers responded half-yearly inspection took by NGO and 6 teachers responded that annual inspection done by the NGO.

Table no	Purpose	Yes	No	Don't know
8.	NGO providing activity booklet and educational materials to the teachers/students for the implementation of the activities.	95%	3%	2%
9..	Distribution of technological equipment by the NGO provided (tabs/laptops/projector etc.) for the implementation of the project.	92%	7%	1%
10.	Involvement of NGO staff in the implementation of the initiative.	94%	1%	5%
11.	Feeling an obstacle by carrying out this activity in day-to-day educational work.	11%	82%	7%
12.	benefit from this activity to the students/school.	92%	2%	6%
13.	Such more activities should be carried out through NGOs	88%	10%	2%

In the above table 8, it indicates that out of 200 teachers 190 teachers responded YES, 6 teachers responded NO and 4 teachers responded DON'T KNOW.

Therefore, out of 200 teachers, 95% of them agree, 3% of them disagree and 2% of them don't know with the item that, 'NGO provides activity booklet and educational materials to the teachers/students for the implementation of the activities.'

In the above table 9, it indicates that out of 200 teachers 188 teachers responded YES, 2 teachers responded NO and 10 teachers responded DON'T KNOW.

Therefore, out of 100 teachers, 94% of them agree, 1% of them disagree and 5% of them don't know with the item that, 'Distributing technological equipment by the NGO provided (tabs/laptops/projector etc.) for the implementation of the project.'

In the above table 10, it indicates that out of 200 teachers 190 teachers responded YES, 6 teachers responded NO and 4 teachers responded DON'T KNOW.

Therefore, out of 100 teachers, 95% of them agree, 3% of them disagree and 2% of them don't know with the item that, 'Involvement of NGO staff in the implementation of the initiative.'

In the above table 11, it indicates that out of 200 teachers 22 teachers responded YES, 164 teachers responded NO and 14 teachers responded DON'T KNOW.

Therefore, out of 200 teachers, 11% of them agree, 82% of them disagree and 7% of them don't know with the item that, 'Teacher's not feeling an obstacle by carrying out this activity in day-to-day educational work.'

In the above table 12, it indicates that out of 200 teachers 184 teachers responded YES, 4 teachers responded NO and 12 teachers responded DON'T KNOW.

Therefore, out of 200 teachers, 92% of them agree, 2% of them disagree and 6% of them don't know with the item that, 'benefit from this activity to the students/school.'

In the above table 13, it indicates that out of 200 teachers 176 teachers responded YES, 20 teachers responded NO and 4 teachers responded DON'T KNOW.

Therefore, out of 200 teachers, 88% of them agree, 10% of them disagree and 2% of them don't know with the item that, 'Such more activities should be carried out through NGOs.'

Conclusion and discussion:

The United Nations Sustainable Development Goal aims to achieve Goal 5 which aims to achieve gender equality and empower women and girls who need social participation as a non-governmental organization. NGOs play an important role in the development of the country in implementing activities to help improve the lives of the people. NGOs were working in the formal education system for improving the quality and strengthening of primary education. For this, education should reach the students at the grassroots level. Girls are still deprived of education and can this be called a major obstacle to the universalization of primary education. The Nandi Foundation and K.C.MAHINDRA education trust seem to be helping to bring deprived girls into this stream of education. This study shows that the project 'Nanhi kali' is remarkable in providing facilities to girls from the rural area. NGO providing activity booklet, educational materials and technological equipment to the teachers/students for the implementation of the activities. The project is based on School Curriculum, Practice

supplementary activities. The NGO also focused on personal health and personality development of girls. Majority of teachers and headmasters responded that the Insufficient time for the initiative and not being able to devote enough time to activities due to other school work are problems faced while implementing the project. Every time help is provided by the NGO staff with proper communication and helpful nature. For good implantation of activity, NGO arranged a direct visit to the school staff, training, meetings and face to face group discussion. Nowadays it's necessary to arrange an online session for teachers. This activity is beneficial for students/school. This study underlines that such type of more activities should be carried out through NGOs and helping universalization of primary education.

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