NSS
SRI VENKATESWARA COLLEGE
PRESENTS

PROJECT
'पहल'

THE RESEARCH PROJECT

CONTENTS

శ్రీ వేంకటేశ్వర కళాశాల

Sri Venkateswara College
(University of Delhi)
NAAC 'A' Accredited, DBT Star Status
Benito Juarez Road, Dhaula Kuan, New Delhi-110021
Ph.: 011-24112196, 24118590, Telefax : 011-24118535
principal@svc.ac.in

Dr. P. Hemalatha Reddy
Principal

It is a moment of great pride as the first report of NSS-SVC's is in the hands of our esteemed readers.

The title "PAHAL " gives expression to the purity, positivity, authenticity and transparency with which the initiatives were carried forward in this society. Pahal crystallises the spirit of NSS-SVC and its hardworking volunteers who focus to bring out the problems faced by slum dwellers on various levels to achieve necessities and to try bringing out constructive solutions for the same. It feels proud to deliver that NSS-SVC is one of the best chapters in the University of Delhi as it gives an insight into the multifarious social welfare activities undertaken by the members of the team to not just get a statistic idea of the lack of education and well-being but also to find out immediate resolutions and its persistence for the future benefit. Undoubtedly, it also exhibits the assiduous and sincere efforts of the students and contributions of the diligent teachers towards the project highlighting our Motto "Not Me, But You".

Last but not the least Pahal can be summed up by saying "A great accomplishment shouldn't be the end of the road, just the starting point for the next leap forward."

PRINCIPAL.

INTRODUCTION

"Education is a human right with immense power to transform". Pahal is a beginning;a vision to Reach, Respond and Reshape. Education is as indispensable a human right as life, liberty and dignity. However, more than 17.4% humans in our country live in urban slums, and 14.6% in Delhi. The inequitable distribution of resources, lack of our infrastructure and our inability to reach out to the aggrieved has made it quite uncertain for a kid in a slum to dream about living a "decent life", leave alone a secure luxurious one. The latest ranking of India in Human Development Index (HDI) which is directly associated with education index ranks 130 among 189 countries by UNDP, clearly shows where India stands in terms of providing quality education. With this conviction in our hearts, we at NSS-SVC initiated our precious project Pahal to calculate and find out the reasons for high drop out ratio in senior secondary education of the people in Sanjay Camp, Chanakyapuri.This project aimed at collecting regular data updates from all the houses/stores in Sanjay Camps about the problems they face in their locality, educational qualifications of parents and children, census of family members and other related information. Through the tireless efforts made by the volunteers and the cooperation displayed by the families at Sanjay Camp, we were able to find striking information about life opportunities in a slum.

The report highlights that even after various steps taken by our Government the melancholy of the situation is that there are many barriers faced by the people living in slums like: more than 7 – 8 members living in a house with less space which causes hindrance for the children while they are studying. They face so many barriers in accessing water, sanitation and food, education does not count as a priority for them. Through this report, NSS-SVC plans to become an intermediary to voice these issues and make Justice accessible, available and affordable. As part of the future of Pahal, we plan to take into consideration certain Sustainable development goals. This will mainly include issues related to education and poverty. If areas like these are known to the public, then it would be much easier for the government organisations, NGOs etc. to reach them, identify their problems, and help them. Each and every step taken towards the improvement of their life will not only prepare them for a decent life but will also give them a fresh lease of life, which they actually deserve.

WHERE DO WE STAND?

The Indian education system is yet not primarily accessible to all the children especially in the rural region of India. India recently faced employment crisis and the socio - economic structure of India is still facing difficulty to provide adequate amount of jobs to the youth, India being a country with the 2nd highest population which is the youngest population in the world, the youth is still not getting any appropriate jobs even after completing their education. 3,700 PHD holders, 50,000 graduates, 28,000 PGs have applied for 62 posts of messengers in UP police. The post requires a minimum eligibility of Class V, this clearly shows how desperate the youth is for any kind of job. Why is it so? Where is the problem? This starts from the foundation which is education at primary and secondary levels. India has achieved major success in terms of science and technology but still the curriculum and infrastructure of the educational institutions is still a major concern especially in tier-2 and tier-3 regions of India. The latest rank of India in Human Development Index(HDI) which is directly associated with education index is 130 among 189 countries as enlisted by UNDP, this shows the degraded standard of education and curriculum we have implemented. There are barriers stopping students to reach their dream destination.

Whether it is Chandini , a girl who fought child slavery and poverty with her determination for change to became an editor in the Balaknama newsletter or Himanshu, who couldn't afford education in big city but with extreme hard work cleared UPSC and became an IAS officer. The common sphere they share is dedication to change their conditions for their better future. But is it that easy to unleash the full potential of youth and ignite the spark of hardwork and determination? Yes, but what is stopping us? Census 2011 states that 78 lakh Indian are forced to earn livelihood even as they attend schools while 8.4 crore don't go to school at all.Quality education is a fundamental right in India, however it is still a privilege, what are the barriers stopping youth especially from tier 2 and tier 3 cities of India to get quality education? Chowmu from Ladakh is just 7, travels for 1.5 days to reach his school then stays in school for 2 months, it is not only him. "Education is an investment on necessity which will reap out positive results for the entire nation" therefore it is high time due concentration is paid to this very bedrock of a country.

WHAT IS HOLDING US BACK : THE BARRIERS

1. THE WORLD AROUND US : STAKEHOLDERS AND THEIR ROLE

Students are influenced by both micro and macro influencers which directly and indirectly impact their decision making abilities . Usually the micro stakeholders include who form a part of their close circle and majorly affect their decisions unless otherwise contradicted by one's own opinion and perception, but in most cases, individual opinions are often influenced by these people only , therefore creating a vicious cycle of enclosed perception of the world.Even though sometimes , the involvement of family and friends can be helpful as "valid counselling"

but provided that they have a valid exposure backing their perception so as not to base their thoughts on biased viewpoints.The macro stakeholders, on the other hand, belong to the outer perception circle of an individual and, the internet, is an appropriate example of the same. At times these macro stakeholders might overshadow the micro ones in terms of exposure and unbiased perception building.

parent population in the rural regions of India is either not very educated or not exposed to a lot of career opportunities as per the data about education level of parents. This directly showcases the roots of biased perception as stemming from the parents. Who form the innermost perception circle of a child. And if they have made up their mind about things then more or less the future of the child has been defined. Majorly in the tier-2 and tier-3 cities.

This lack of exposure in terms of career opportunities can be directly attributed to the perception that the students have built over the years. Being largely driven by the micro and lately by the macro stakeholders. The level of education of parents influences their child's income more in India, since most of the

As for the Internet and media, these are major mediums carrying a vast variety of information about everything and preferably least biased too. Since counter arguments for everything are available in case someone wants to validate any point further. But this need for validation can only be inflicted if the students are well aware about the biases some portals can have at times..

But in majority cases the micro stakeholders end up validating the perceptions formed on the basis of these macro stakeholders and hence negating them altogether. Although as the reach of the internet is increasing in India, in areas where the influence of the internet is not as massive, an individual's opinion rests on the mercy of the micro stake holders.

But with every increasing project and individual innovator finding ways to validate the macro influencers along with exposing the micro influencers with a wider array of perception, helping break the stiff and rudimentary ideologies, the hope still remains . Thus paving way for quality education for all.

**Stakeholders directly related to the student:**

1. Family

2. Mentors

3. Friends

4. Internet and Media

2. PERCEPTION **BUILDING**

A survey conducted by Mindler reported that 93 percent of Indian students are aware about only 7 career options. Students are most aware about engineering (22.53%), followed by Accounts and Finance (11.81%), Computer Application and IT (9.56%), Medicine (8.08%), Management (6.71), Designing (6.06%), Law (4.38%) and Others (29.87%). The survey was conducted amongst 10,000 students from the age group 14-21 from all over India.

Yet if used with the curiosity to delve deeper without judgement, the internet and media can be an endless ocean of self-perception building about anything and everything. From job to career to business to new avenues of income, where one doesn't have to give passion a back seat for a safe career.

SEARCHES ON GOOGLE FROM INDIA IN LAST 12 MONTHS (FROM 10 FEBRUARY 2019 TILL NOW) SHOWING NUMEROUS RESULTS :
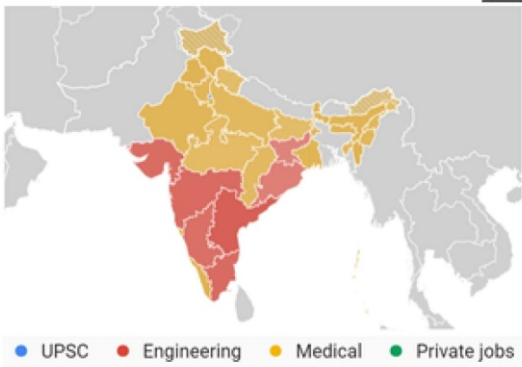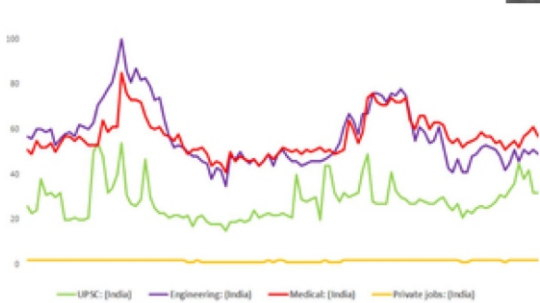
3. A NEED FOR BETTER INFRASTRUCTURE.

Infrastructure is the basic physical structure along with basic amenities that make it operational. For an educational institute, infrastructure plays an important yet unsaid role because it subconsciously affects the learning abilities of a student. Now imagine going to a school where the building is in shatters, benches are broken or worse there are no toilets and drinking water. At first it might seem a minor issue and you might believe that education is all about intention, not the environment. But what if you had to bear all these every day? Eventually your intention will give way to hatred and finally disinterest. The same is validated by Census 2011 that 78 lakh Indian are forced to earn livelihood during schooling while 8.4 crore don't go to school at all.

RTE[1] (Right To Education) Act, 2009 made elementary education compulsory, and improved the enrolment of students. But the proper inculcation of basic facilities like separate toilets, drinking water, school boundary, libraries, laboratories, sports facilities, and even furniture are yet to be achieved.

According to statistics from ASER[2] 2018- fraction of schools with usable girls' toilets doubled, while the proportion of schools with boundary walls increased by 13.4 percent. The percentage of schools with a kitchen shed increased from 82.1% to 91% and the proportion of schools with books other than textbooks available increased from 62.6% to 74.2% over the same period. However, the national averages hide major variations across states. Deficiencies were particularly marked in Jammu and Kashmir and most of the north-eastern states. In these states, less than 50% of schools have provisions for drinking water or girls' toilets available. With the exception of Assam, the majority of schools in states in the north-east do not have library books available for students. While elsewhere in the country the mid-day meal was served on the day of the visit in well over 80% of schools, this proportion was less than 50% in many states in the northeast region.

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"There is no great pillar of stability than a **STRONG, FREE & EDUCATED WOMAN.**"

- Angelina Jolie

4. PROBLEMS FACED BY GIRLS DURING SCHOOLING

23%

OF GIRLS DROP OUT OF SCHOOL EVERY YEAR WHEN THEY START MENSTRUATING IN INDIA.

Today more girls than ever go to school. However, despite progress, women and girls continue to face multiple barriers based on gender and other contributing factors such as age, ethnicity, poverty and disability in the equal enjoyment of the right to quality education. This includes barriers, at all levels, to access quality education and within the education system. And lack of basic infrastructure only worsens the situation.

CAUSES OF PROBLEMS	PROBLEMS FACED BY GIRLS
SANITATION AND HYGIENE	The quality of sanitation facilities in schools can impact attendance rates of girls, especially once they have started to menstruate. This may result in girls not attending school due to lack of privacy when using the toilet, lack of cleaning materials, lack of soap for handwashing, etc. 23% of girls drop out of school every year when they start menstruating In India. The major reason for that is lack of awareness and the taboo around menstruation.
SAFETY AND SECURITY	According to a global poll conducted by Thomson Reuters Foundation Report, India is amongst one of the most dangerous countries for women regarding safety. Recently students of Government Girls Senior Secondary School, Manesar (Haryana) faced harassment and threatening experience. There is no security for the 600 girls who study there and this worsened situation eventually forced five students to reach out to Punjab and Haryana High court.
DISTANCE AND COMMUTE	Distance between home and educational institutions as well as safe commuting are one of the major issues related to the safety and security of female students especially in tier 2 and tier 3 cities. Most of the girls have to compromise the opportunity of higher studies due to unsafe environment and societal pressures. **Sangeeta Darvekar Charitable Trust** took an initiative to distribute bicycles to children from tribal communities to promote their participation in schools and for easy commuting.

TIMING OF THE EDUCATIONAL INSTITUTES	The timing of educational institutes is considered as a boundary to many females. E.g., evening shift colleges are generally not considered as an option in tier 2 and tier 3 cities.
EARLY OR FORCED MARRIAGE	India ranks under 10 in terms of the number of child brides around the world. Over 4.5 million girls, aged from 15-16 years were pregnant or had already become mothers, according to data from the **National Family Health Survey.**

OVER **4·5 MILLION** GIRLS, AGED FROM 15-16 YEARS WERE PREGNANT OR HAD ALREADY BECOME MOTHERS, ACCORDING TO DATA FROM THE NATIONAL FAMILY HEALTH SURVEY.
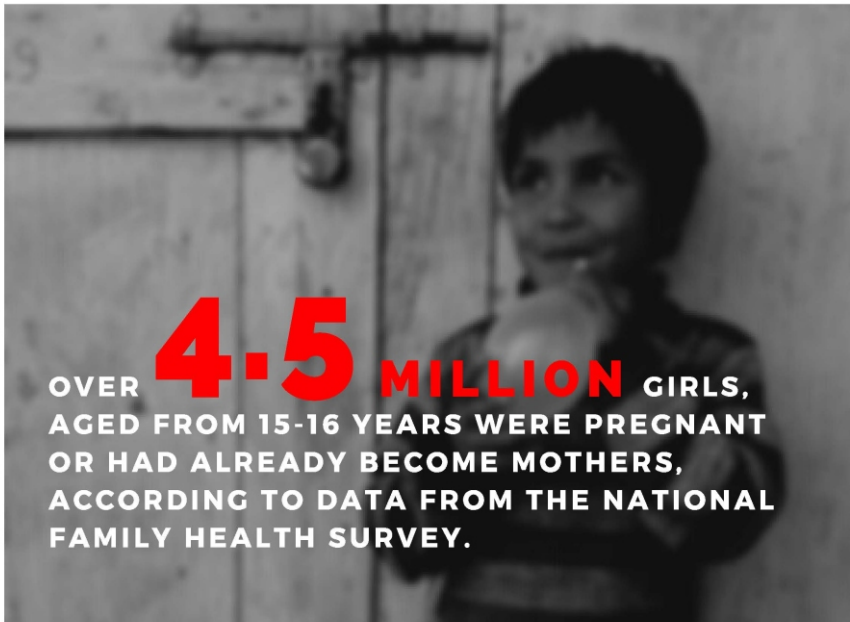
5. INCLUSION IN EDUCATION

Inclusive education is a model of education to promote the participation of children with disabilities(CWDs) in the normal education system. It allows these children to spend time with students with no special needs along with being taught from the "Normal curriculum" that is being generally followed and not a specific "Special curriculum" until it is not prescribed to them. Such schools are structured in a manner so that all students learn and grow together.

Disability exacerbates existing vulnerabilities arising from social and economic inequities such as poverty and gender, lack of access to services, social stigma and so on.

CHANGE IS THE END RESULT OF ALL TRUE LEARNING.

- LEO BUSCAGLIA

Universal access to inclusive education has the potential to shift society towards a more just and equitable future.Inclusive education allows children with special needs to develop friendships with peers and feel less isolated. Children who are placed in a standard classroom environment generally have higher self esteem than children who are in special needs programmes.

In the case of CWDs the role of infrastructure is as follows:

CONDITIONS OF THE FACILITIES	IMPACT ON CWDS OR PROBLEMS FACED BY THEM
STATUS ON THE AVAILABILITY OF SPECIAL TOILETS, RAMPS AND HANDRAILS FOR THE PWDS IN EDUCATIONAL INSTITUTES AND EMPLOYMENT SECTORS	According to the First Country Report On The Situation Of Disability In India,[3] only 82.33% of schools have been equipped with ramps and handrails and 14.82% of schools have been provided with disabled-friendly toilets under SSA. This clearly states that there is still a mile to cover to improve the infrastructure of Institutes like schools and colleges.
DISTANCE AND COMMUTE	Travel and distance are much more difficult in rural areas as the commute is not disabled-friendly most of the time. Although there is a 20% reservation available for PWDs in buses it still does not fulfill the demand of disabled-friendly commute specifically in tier 2 and tier 3 cities.

3. Report by the Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities (Submitted in pursuance of Article 35 of the UN Convention on the Rights of Persons with Disabilities) in 2015.

6. INADEQUACY OF TEACHERS

OVERVIEW

Teachers are the primary source of knowledge, the availability and number of teachers should be considered as one of the basic needs to implement quality education, as the burden of more students in each class might affect a teacher's efficiency. The ideal ratio considered in India under Right to Education (RTE) act is 30:1 in primary level and 35:1 in upper primary level. In Bihar and Uttar Pradesh, the PTR ratio is above 60, which is relatively higher from the standards.

While a higher number of schools in states like Madhya pradesh and Jharkhand PTR ratio is more than the Ideal ratio, the overall ratio is 23:1 of India followed under the ideal ratio but there is still a major need of teachers in the Tier 2 and Tier 3 regions. UNESCO Institute of Statistics on PTR shows that India has a national PTR comparable to countries with similar socio-economic indicators.

A study by the Centre for Budget and Governance Accountability(CBGA) and Child Rights and You(CRY) found that across the six states, Bihar and Uttar Pradesh together account for more than 4.2 lakhs of vacant posts.Tamil Nadu and Maharashtra do fairly well in this regard, as they have recruitment in almost 95 percent of the sanctioned posts at the elementary level.
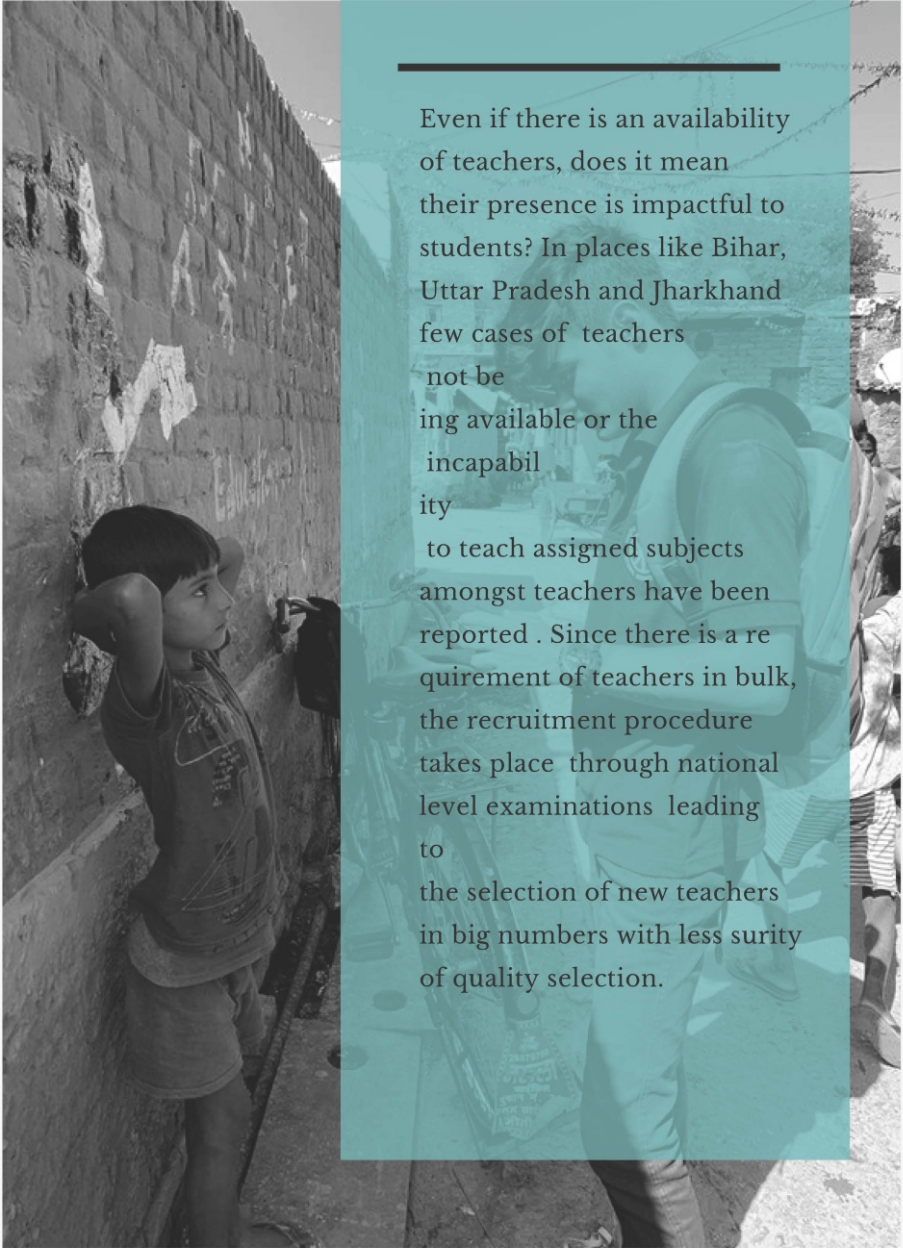
Even if there is an availability of teachers, does it mean their presence is impactful to students? In places like Bihar, Uttar Pradesh and Jharkhand few cases of teachers not being available or the incapability to teach assigned subjects amongst teachers have been reported . Since there is a requirement of teachers in bulk, the recruitment procedure takes place through national level examinations leading to the selection of new teachers in big numbers with less surity of quality selection.

6. REDUNDANT CURRICULUM

The term "curriculum" has historically specified usage. In the United States and Western Europe, irrespective of the shift from "curriculum development" to "understanding," there has been a tradition of developing curriculum in such a manner that it makes it easier for the students to understand the content,

which ultimately can enhance their capability to think outside the textbook. The development of a curriculum designed for students is considered as an essential segment of the education system. Whereas in India, as per the data from the survey conducted by ASER 2018 shows the current scenario of learning in schools of tier 2 and tier 3 cities. Std. V students were asked to read basic text from books of Std. 2, only 50.3% of the students could complete the task. ASER 2018 data also showed that of all children enrolled in Std VIII in India, about 73% can read at least an Std II level text . This number is unchanged from 2016.

These results are an eyeopener to the policymakers and clearly shows the poor reading ability of class V students. The government is planning to cut down the syllabus so that it would become easier but is that really so? Or rather there should be a curriculum in schools that gives preference to knowledgeable learning, this can only be implemented through practical learning and setting up a curriculum for the overall growth of the child and with strong basics.

7·TYPES OF BOARDS IN INDIA

With around **19,316** school enrollment, The **Central Board of Secondary Education (CBSE)** is the most considered and chosen board in India, controlled and managed by the Union Government of India.

ICSE

The main objective of ICSE is to provide high-quality education to students through a practical approach. It also allows students to choose diverse streams/subjects for Class 12 by putting equal emphasis on science, arts and language subjects, especially English. It focuses on Analytical skills, language, arts, and humanities.

STATE BOARDS

are specific to each State and follow separate syllabus and grading methodology. State boards have their own educational approach which causes variance in the syllabus. The syllabus focuses on state-level topics and content relevant to the state which helps students while preparing for state-level engineering and medical entrance tests.

INTERNATIONAL BACCALAUREATE(IB)

is a no-profit educational organization that offers prime quality programs for children aged between 3 and 19. The IB schools are considered prestigious, and at the same time expensive.

What books are majorly followed?

CBSE and State boards which are the most common boards in India and use (National Council of Educational Research and Training (NCERT)) books, whereas in different boards there are different sets of books in the curriculum. Delhi, which comes under tier 1 category successfully tested a new learning method of curriculum by the name of Happiness curriculum .

8. URBAN SLUMS: THE UNDERLYING PERILS OF MODERNIZATION

Let's start from the start. What is a Slum?

UN Habitat defines slums as *"areas characterized by inadequate safe water, sanitation, poor quality of housing, overcrowding and insecure residential status"*. From Favela in Brazil, Kibera in Africa, Kachhi Abadi in Pakistan to Dharavi in Mumbai, there have been renowned slums or so to say.

As informal (and often illegal) housing, slums are often defined by:
- Unsafe and/or unhealthy homes (e.g. lack of windows, dirt floor, leaky walls and roofs)
- Overcrowded homes
- Limited or no access to basic services: water, toilets, electricity, transportation.
- Unstable homes: weak structures are often blown away or destroyed during storms and earthquakes
- No secure land tenure (i.e. the land rights to live there).

Going back to the Sustainable Development Goals, a collection of seventeen global goals set in 2015 by the UN General Assembly and Intended to be achieved by the year 2030. Some of these goals are No Poverty, Zero Hunger, Quality Education, Clean Water and Sanitation and so on. Given that slums are settlements, neighborhoods or city regions that cannot provide the basic living conditions necessary for its inhabitants, it clearly cannot be considered a safe and sound shelter for humans.

Slums are the feature of an era of Modernization. Decades ago, Charles Dickens described Industrialization in the following lines. He seemed to predict a phenomenon of an ever-increasing divide between populations based on their control over economic resources. As Urbanization goes on spreading over untouched terrain, slum life is set to become more widespread.

For all of us who've had access to decent standards of living, primary healthcare, sound education and housing, life in slum might stand to be a "much dreaded nightmare". For the entire world of humans with access to survival opportunities, slums would constitute a "Global Housing Crisis". It is GLOBAL because 1 in 7 people on the planet currently live in a slum. It is about HOUSING because 1.6 billion people live without adequate shelter. Finally, it is a CRISIS because 1 in every 4 people will live in a slum by 2030 (according to current estimates by the UN).

According to the Census data of 2011, 17.4% of urban India lived in slums. Over 70% of them get their water from a tap but just half get water inside their homes. Over 90% get electricity and many use LPG for cooking. However, they are also the ones who constitute the majority of 31 million jobless people in India. This data seems to invite mixed reactions from the respondent.
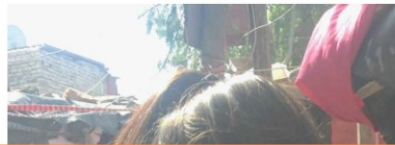
9. SANJAY CAMP: OUR DESIRE FOR CHANGE

Out of the 14.6% of the slum households in Delhi, one such "dehumanized" living environment is Sanjay Camp, a little slum silently disputing the elegant embassy and tier-I school buildings of South Delhi's Chanakyapuri. Life in Sanjay Camp seems to begin at stinking narrow lanes and end into filthy choked severs. For anyone who has ever witnessed life in this slum, the experience has been disheartening.
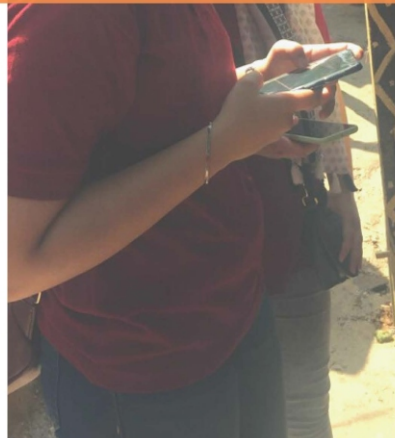
10. MALTI'S STORY

Most of the residents here have migrated from their native villages situated in North India's Bihar, Chhattisgarh, and Jharkhand where an access to decent living had little possibility. For Malti (33) who migrated to the city of dreams from her little village in Bihar, Delhi had seemed to be full of hopes since being a landless laborer could not survive a seven-member family. Ask her if she is able to earn an income for subsistence and she assuages you "At least I am able to arrange two square meals a day (no matter whether they satisfy everyone's hunger or not". Malti works as a house help and her husband Raju is a driver. When she returns home in the evening, she often finds her three kids - Ashtha(12), Roma(9), Amar(3)- loitering around the streets. All three go to a nearby Anganwadi school but what do they learn there? Who knows? Malti and her husband are illiterate. And would she take care of her ailing parents-in-law or pay heed to the kids who are at least, getting to study.

For a slum where Anganwadis do not have the adequate number of trained teachers and where schooling becomes a "privileged luxury", there is little hope that education could improve life by skilling the youth to compete with their well-to-do counterparts. Even those who get to go to government-run schools, they are forced to drop out in the middle. As Reena(19) says, "I had to leave school after class eighth. My mother wanted me to earn to run the house. But I am more educated than many girls here". She lives in a shady corner of a half-roofed tiny room, shared with seventeen family members.

PROJECT
'पहल'

We all will completely agree to the fact that one of the major causes of poverty and stagnation in life of poor people is the lack of access to better education. Recognizing the importance of education, NSS SVC decided to carry out an appropriate Research Project in Sanjay Camp. "Project PAHAL" is an initiative by NSS SVC to calculate and find out the drop out ratio in senior secondary education of the people in Sanjay Camp, Chanakyapuri.

A wise man once said - *"When solving problems, dig at the roots instead of just hacking at the leaves"* Keeping in mind the problems of Sanjay Camp, National Service Scheme of Sri Venkateswara College decided to dig deeper to know about the root causes of their problems.

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RESEARCH SURVEY

This project aims at collecting regular data updates from all the houses/stores in Sanjay Camps about the problems they face in their locality, educational qualifications of parents and children, census of family members and other related information. This information is then processed into raw data and measures to improve their living conditions are made. Firstly data was collected through Survey forms by NSS volunteers.Volunteers went door to door and asked questions from the people.
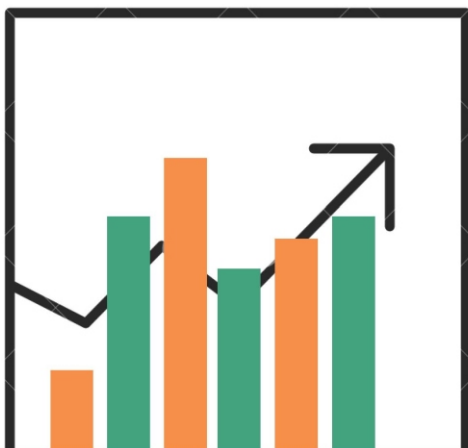
THE SURVEY INCLUDED THE FOLLOWING QUESTIONS

- *General Information (No. of members in a family, Member names, Ages, House numbers)*

- *What is/are the no. of dropout(s) in the family?*

- *What is/was the medium of education?*

- *What is the name of the school they are studying in/studied from?*

- *What was the reason for dropping out of school/higher education?*

- *What is their satisfaction level with the quality of education level being provided?*

- *Do they believe it is the failure on the part of the government to impart basic education?*

- *Any further remarks or observation*

Since that can only lead us to the next step which is about directly hitting the problem i.e. finding a solution. Their satisfaction with the quality of education being provided tells us whether the institutions concerned are performing their duty properly or not. Their belief about the failure or success of the government in their situation tells us whether the administration is functioning smoothly or not. Further remarks and observations were asked so that if there is any unheard story that needs special attention, then it must be heard. At the end of the survey, we found many such stories.

Each question that was asked had a motive behind it. The main question was knowing about the number of dropouts in the family because only then we can measure the magnitude of the uneducated people in the camp. Medium of education was important to know because that can only tell us why a significant proportion of them are uncomfortable speaking English. The school they studied from indicated whether that school is responsible for their good or bad condition. The reason for dropping out is one of the most important things to know.

> *One such account was about a girl who studied till Class 10. She even topped her class. But, due to the unfortunate demise of her father, her education came to a still. She wanted to study but there wasn't any support. The very next year, she was married and now she often faces atrocities from her husband. Her story tells us how personal circumstances sometimes lead to adverse consequences.*

> There was one more family in which kids started studying after a lot of struggle. Their father is a waiter at Taj Hotel but that's a temporary job. Uncertainty about their future makes it difficult for them to survive. They have sold their village lands for daily consumption. Their mother is also not able to find a decent job since she is less qualified.

> We talked to a lady who told us about the tragic event that she faced last year. She said that they were living happily till last year because her husband was able to earn enough to run their household. Children were also studying in a private school. But then one day her husband met with an accident in which he died along with their three children. Now she is left with two children whose studies got hindered and they are now doing a daily wage job for survival.

RESEARCH ANALYSIS OBSERVATION

About 36.2% out of the total families surveyed, there were minimum 2 school dropouts. And 23.3%of them have at least one dropout from their family. 17.6% of the families have 9 dropouts which is seriously a large number. Quite enough to lead the whole generation of a particular family illiterate.
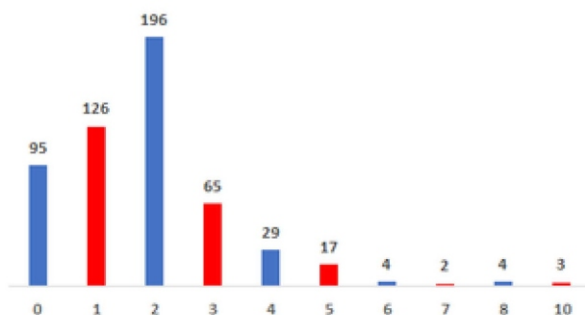
More than half of the families were educated in Hindi medium. Only 10% had access to English medium schools. These were mostly the people whose children studied in private schools.

Both English and Hindi ■ English ■ Hindi
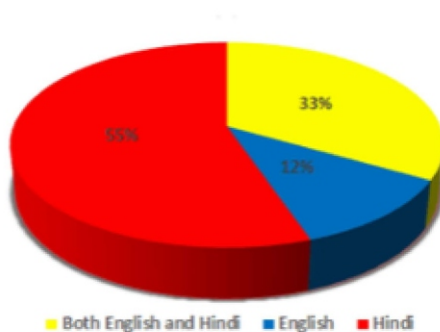
Almost 77% of the families got educated from a government school. Mostly children of these families are also studying in a government aided school. Very few people were able to get the admission of their children in a private school. These were less than 10%, who mostly got admission in these schools through the EWS quota i.e Economically weaker section quota.
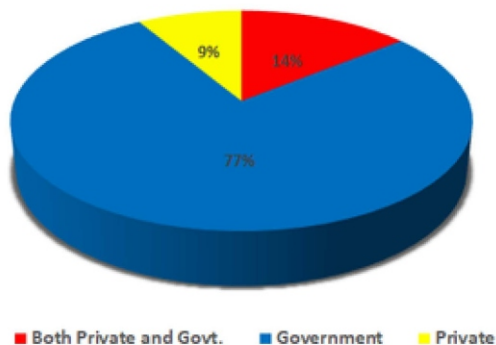
Mixed responses were found when asked about their satisfaction with the quality of education being provided to their children. But mostly people were satisfied. Even if they weren't very satisfied, then to also they found the quality good enough for their kids. About 71.5% of the population was satisfied with the quality of education.
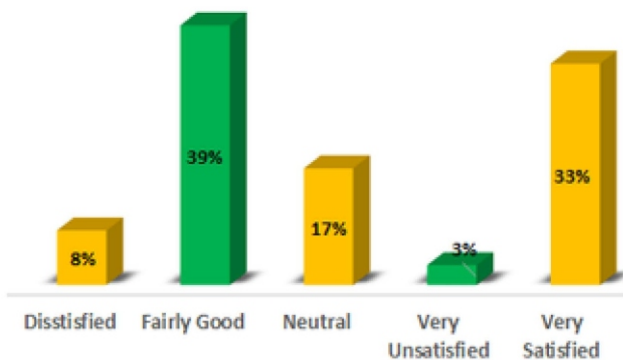
The database records that 30% of people felt that there was a lack of incentive from the government's side due to which they could not study. But 52.5% felt that the government is trying their best.
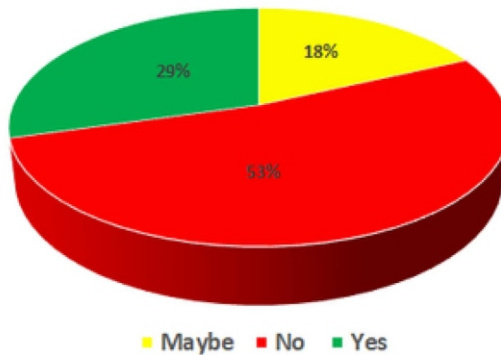
DATA ANALYSIS

One of the striking observations of this survey was that mostly people dropped out because of lack of interest in studies. Almost 46% of them gave this reason for not continuing their studies. What one can conclude from this is that somewhere our education system still lacks that lustre to develop student's interest in studies. As great Rabindranath Tagore once said –

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only load their minds, he cannot quicken them."

The quality of government institutions needs to be enhanced. Along with that there is a dire need to enrich the human resources within those institutions who can nurture growth.

The second most apparent reason for the dropout was inconvenience because of lack of transport facilities. They surely can't afford transportation costs where day to day survival is also a tough struggle. Third reason which emerged was early age responsibilities faced by the youngest member in the family. This happened mostly with those families who met with a tragedy. The load of these duties hindered their own growth in terms of getting a higher education. Early marriage was one of the biggest reasons for being a dropout amongst women. Most of them said that the only thing that their family ever told them was to get married off as early as possible. Lack of willingness to educate the girl child, on the part of their families was quite clearly visible.

It was found that families in which there were a lot of dropouts, they seriously lacked awareness about the importance of education. Yet, there were families who knew how education can help their children get better income prospects in the future.

"Teach to the Individual, not to the Curriculum"

Most of them were uncomfortable in speaking English. Some of them said that sometimes they understood well what the other person is talking about in English but couldn't gather the confidence of speaking themselves. This shows that there is an urgent need for these children to study in an English-medium school.

There was a person who hailed from Bihar. He had studied from there but he expressed regret about why he didn't study in an English medium. He is a lawyer but he often finds it difficult to convey his points clearly when confronted with an English speaking lawyer. He thinks that teachers of the government school are qualified but still lacks concrete knowledge. He strongly believes that English tutorials should be organised in the camp. Parents can't understand English but the tuition can help their children. Most of them are studying in a government school. This shows that if there are any problems that they are facing in the school or from the school's side then that indirectly means inappropriate functioning of these schools. Many people were satisfied with the state government's initiatives for education. They felt that some boost to the education sector of Delhi can be given by the central government through some beneficial schemes for the deprived

Through this initiative we got to know about the obstacles faced by these people when they were studying and the reasons for their dropout. However, they wish that their children could accomplish what they could not, and encourage their children to do so. We also tried comprehending where the root cause of this problem actually laid. Moreover, we learned the role of the government in trying to boost the quality of education and how it is an aid to people living in slums, who cannot afford expensive education for their children.Even after, various steps taken by the Government the melancholy of the situation is that there are many barriers faced by the people living in slums like: more than 7 – 8 members living in a house with less space which causes hindrance for the children while they are studying.

"Education is what remains after one has forgotten what one has learned in school"

There is an urgent to provide transport facility. Most of them miss classes due to this. Innovative forms of studying has always gathered the attention of the students and that is why many children loved the smart boards installed in private schools. Something like this might appear as a high end ambition for government schools but surely it is not that impossible.

People in the camp are so busy struggling with water and sanitation problems that they just don't have the time to think about studies. They want employment. So they encourage their children to get any kind of job and become their helping hands. However, there are many who believe that the current generation should be highly educated. And that is why they are making sure that their children can also stand at par with a school going kid of the same age. This belief and effort is appreciable, especially when seen in the context of the kind of situation they are living in.

FUTURE OF
'पहल'

Pahal' means 'beginning'. In a broader context, at NSS-SVC this project aims at collecting regular data updates from all the houses/stores in Sanjay Camps about the problems they face in their locality, educational qualifications of parents and children, census of family members and other related information. This information is then processed into raw data and measures to improve their living conditions are made. There are many burning issues of the society which needs to be addressed through someone's pahal. NSS SVC has become one such intermediary to voice these issues so that they can be heard by the authorities concerned. As part of the future of pahal, certain Sustainable development goals will be taken into consideration. This will mainly include issues related to education and poverty. As part of the project's future goals a food survey was also conducted in the college canteen and neighbouring cafes of Satya Niketan where they were asked if there was any wastage of food. Response from the college canteen was positive and moreover it was similar in Satya where food was prepared on demand. In case of findings from restaurants about the wastage of food they had been asked if they would like to tie up with an NGO to distribute the unused food amongst the impoverished. The project aims at gathering data from as many food zones as possible so that maximum benefits can reach the society. NSS SVC aims to conduct similar surveys under its Project PAHAL in overall Delhi. Sanjay Camp was just the starting, many more areas are still needed to be explored.

NSS SVC's ROLE

Whether it be the data collection round or the data analysis part, NSS volunteers have given their best for this project. The volunteers of NSS-SVC held regular surveys at Sanjay Camps so that the data can be updated from time to time. Active participation of slum dwellers is the most positive part of this project because without their contribution, Pahal could not succeed to the heights it has. Volunteers go door to door and ask questions to the people. The questions are basic and the way of interacting with them is comforting therefore it functions smoothly.

NSS-SVC has been engaged in other socially active projects as well. Project Each One Teach One gives every child of Sanjay Camp the Right to Education. This project gives every child the hope of living a better life with the wings of education. Project Astitva is about women empowerment.

"Inclusion is a right, not a privilege for a select few"

It aims at educating the women of Sanjay Camp about their rights, personal hygiene and along with that some form of spoken English. Project Book Bank believes in the idea of sharing knowledge and sources to gain it. We, at Sri Venkateswara College, believe that our goal is not just to help the underprivileged but to stand as a bridge to facilitate college students with books and other study material. With all these initiatives working in their full swing NSS-SVC is continually striving to live up its motto – "Not Me, but YOU".

Government's policies in education sector.

1. DELHI GOVERNMENT'S SPECIAL CURRICULUM:

Special Curriculum can help the students in learning Entrepreneurship skills which will help them in future. These kinds of skills are never taught in the formal education sector and students are deprived of it and only few get a chance to learn it by themselves.

2. DELHI GOVERNMENT'S CLEANLINESS CURRICULUM:

In schools we see that there is a big sanitation problem, especially in Govt schools. This curriculum will teach the students about personal hygiene, cleaning our surroundings, proper disposal of garbage, etc.

3. DELHI GOVERNMENT'S HAPPINESS CURRICULUM:

Children nowadays are suffering from depression, the reasons being stress and anxiety. This is due to huge syllabus that they get and the massive competition they have to face. This curriculum includes mediation, relaxation etc which calms down the students and make them feel happy.

4. LESSENING AND FIXING WEIGHT OF SCHOOL BAGS:

Schools are obsessed with making the child carry tons of books, notebooks and workbooks. But these heavy bags harm the spines and other muscles,joints and bones of our kids drastically and the Delhi Govt has fixed the maximum weight a student can carry. So that children are not overburdened and their backs remain healthy.

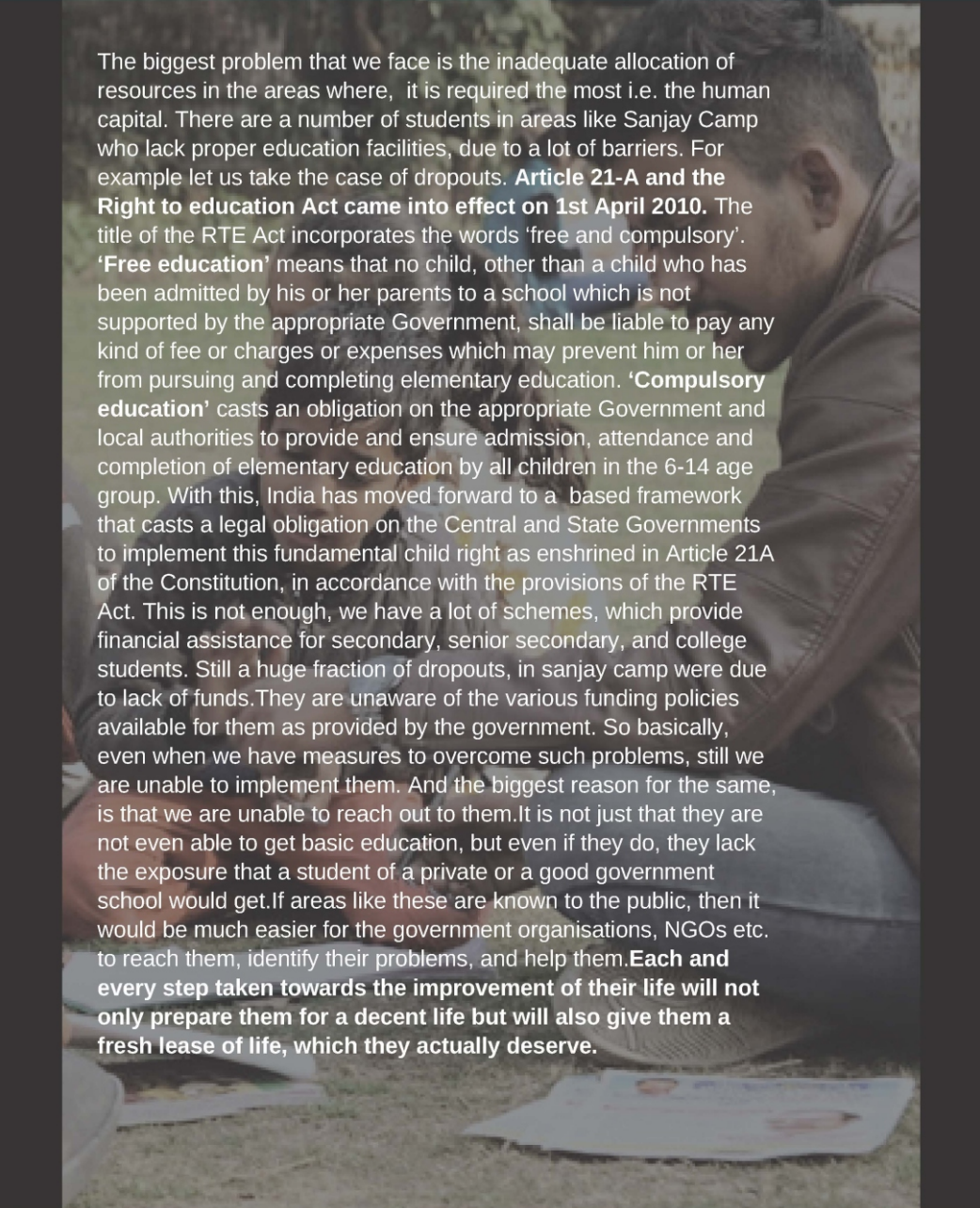### 5. NTA TO REPLACE CBSE IN CONDUCTING NATIONAL LEVEL EXAMINATIONS

Earlier, CBSE used to conduct the national level exams like JEE(Mains),NET,NEET, etc. Now the central government has announced that NTA will do the job. This will relieve CBSE,IIT,IIM,etc to focus on what they specialize in i.e giving quality education. Plus, the students can give these exams twice in an year.

FUTURE OF EDUCATION

Ever since the independence, the Indian Education System has seen many changes and it is still evolving. New policies and rules are coming in place by the government to improve the quality of education. A formal education shapes the child's future and helps in moulding a better quality of life. Even though there has been a lot of positive change in the system, it still needs to go a long way.The change that needs to happen to create a holistic education system in the country is to not only focus on the academic growth but also on the all-round development of the child. **The core teaching system revolves around 'what to learn' instead of 'how to learn'.The first step is to adopt a learner-centered model of education.** Another very important perspective that needs to change amongst Indians is that no subject is an alternative subject.The faculty that is hired must be eligible,strengthening infrastructure is another key area of improvement for the Indian Education System.

The training system should be well-found so as to provide training to the children for the practical world and not just provide bookish knowledge.The management plays an important role in every sector including the education sector. Any educational institute must be well organized and managed properly for smooth functioning.Now let's come to the rural education system in India . If a country's rural education sector is working well, then it reflects on the entire economic state of a country.There are several issues that the Indian education system is undergoing and the major one is the poor rural education scenario.**According to a survey report called the Annual Status of Education Report (ASER), more than 50% of the students in 5th standard attending rural schools are not capable of reading a second standard textbook and are not able to solve basic mathematical questions.**There are over 260 million primary and secondary school-age children around the world that do not have access to education. Tens of millions more are languishing in failing schools which are not teaching them the basics of literacy and numeracy. These figures, from the UN's education agency UNESCO, have sparked global alarm and prompted calls for the international community to take action to address the global crisis in learning.But it's also increasingly clear that the solutions to this crisis won't come solely from world leaders, policy-makers or the heads of major global institutions. Instead, they will also need to come from the ordinary people who make education happen – teachers, parents and pupils.And it will be these changemakers who will drive the heart of any process to improve global education standards.**Changemakers are passionate innovators who focus on transforming the world around them into a better place for all.** They are those who grasp new opportunities, and they may come from any walk of life and from anywhere on the planet.The majority of changemakers are ordinary people who are simply working to make their schools, neighbourhoods and communities better places. And that means that everyone has the potential to be a changemaker. **At the 2019 Global Education and Skills Forum (GESF), the jury explored the new trends that are transforming the worlds of teaching, policy-making, philanthropy and educational technology, and discover what the education sector as a whole can learn from these changemakers.** To conclude the whole rhapsody of the future of education in India, attempts should be made to pull together the recommendations made by various working groups that are set up to consider the issues of the educationally disadvantaged sections.It is widely accepted that there are remarkable increases in measures of quality of life index in the population that have become educated. With a little more sincerity, empathy and a sense of caring, the educational needs of the ones living in misery can be met and with that ,their lives and those of the people around them can truly be transformed.

CONCLUSION

The biggest problem that we face is the inadequate allocation of resources in the areas where, it is required the most i.e. the human capital. There are a number of students in areas like Sanjay Camp who lack proper education facilities, due to a lot of barriers. For example let us take the case of dropouts. **Article 21-A and the Right to education Act came into effect on 1st April 2010.** The title of the RTE Act incorporates the words 'free and compulsory'. **'Free education'** means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. **'Compulsory education'** casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in Article 21A of the Constitution, in accordance with the provisions of the RTE Act. This is not enough, we have a lot of schemes, which provide financial assistance for secondary, senior secondary, and college students. Still a huge fraction of dropouts, in sanjay camp were due to lack of funds.They are unaware of the various funding policies available for them as provided by the government. So basically, even when we have measures to overcome such problems, still we are unable to implement them. And the biggest reason for the same, is that we are unable to reach out to them.It is not just that they are not even able to get basic education, but even if they do, they lack the exposure that a student of a private or a good government school would get.If areas like these are known to the public, then it would be much easier for the government organisations, NGOs etc. to reach them, identify their problems, and help them.**Each and every step taken towards the improvement of their life will not only prepare them for a decent life but will also give them a fresh lease of life, which they actually deserve.**

MEET THE TEAM
PEOPLE BEHIND THE PROJECT PAHAL

ROCHISHNA
(FORMER VICE- PRESIDENT)

"I would like to congratulate my enthusiastic juniors for completing this project with their dedication and hard work. This was project was the first research project taken up by NSS-SVC and I would like thank my senior Shivani Garg (President, Parivartan, 2017-18) for suggesting us this idea. When we discussed this idea as a core team, we understood how useful the project would be to shape our E1T1 one of the well know programme of NSS-SVC. So we started the project though it was almost the end of the academic year. Our juniors, Loka Manikanth and Arjun Sharma took forward this project with the best of their capabilities and I hope that such endeavors keep continuing

LOKAMANIKANTA
(OPERATIONAL HEAD)

"A Survey Data gives the ground reality of problems. This data is the base for finding out the best possible solutions. Project Pahal collects survey data from Sanjay camps which is a slum area, on different social issues faced bythe dwellers. This analysed data will help the Ministry and other projects (each one teach one,project astitva..)of NSS SVC to work on the root cause of issues.

ARJUN SHARMA
(OPERATIONAL HEAD)

"Pahal has been an amazing project, that we dreamt to start and manage. Now when I see Pahal's first report release, I will feel extremely grateful to my seniors for trusting me and absolutely proud on my juniors to taking this project as an opportunity and work full heartily to make it a big success. This data is not just data. It is an resource book for NSS-SVC for years to come.

MEET THE TEAM
PEOPLE BEHIND THE PROJECT PAHAL

NISHANT
(PROJECT HEAD)

SIMRAN
(PROJECT HEAD)

PRASUN
(PROJECT HEAD)

> *Education is a candle that enlightens the entire society from darkness.* We feel honoured to be a part of prestigious initiative- Project PAHAL

ANCHITA
(EDITORIAL TEAM)

ABHIYANK
(EDITORIAL TEAM)

AYUSHI SINGH
(EDITORIAL TEAM)

ARUSHI
(EDITORIAL TEAM)

ABHISHI
(EDITORIAL TEAM)

BHAVYA
(EDITORIAL TEAM)

MEET THE TEAM
PEOPLE BEHIND THE PROJECT PAHAL

GEETESH
(EDITORIAL TEAM)

RAJSHREE
(EDITORIAL TEAM)

SEJAL
(EDITORIAL TEAM)

MEHAR
(EDITORIAL TEAM)

SHIKHA
(EDITORIAL TEAM)

NSS SVC
(WHOLE TEAM BEHIND SURVEY)

NSS
SRI VENKATESWARA COLLEGE

PROJECT
'पहल'

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