

**INDRAPRASTHA COLLEGE  
FOR WOMEN,  
DELHI UNIVERSITY**



**ANNUAL REPORT: 2017-18**  
**OUTREACH PROGRAMME, NSS UNIT**

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# ACKNOWLEDGEMENT

We would like to extend our heartfelt gratitude to Indraprastha College for Women, University of Delhi, for providing us with the opportunity to interact with a marginalized community, understand them and contribute towards their upliftment. We are also grateful to the college for providing us with the required resources and aiding in the efficient functioning of the programme.

We are indebted to our Principal, Dr. Babli Moitra Saraf, for her unwavering support towards the project. You have been a pillar of strength for us, Ma'am. We would also like to thank Mr. Dinesh Sundriyal (A. O.) for co-operating with us throughout the project.

This project would not have been possible without the constant support and guidance of our advisor, Dr. Supriya Saha. Her presence and involvement with the project has contributed immensely to its success.

Last but not the least, we would like to thank Rattan Sir and Triveni Sir for helping us immensely in gathering resources for the programme, and Farman Sir for the bus services provided to us.

# CONCEPTUALISATION OF THE PROGRAMME

This programme was conceptualized jointly by the Principal, professors, and students of Indraprastha College for Women in October 2017 with the aim to provide education to an economically and socially backward community by intervening at the ground level. It was rooted in the spirit of *community development* and was dedicated to impart the benefits of *inclusive education* in the target area.

Equity in education is the need of the hour and, as a comparatively privileged section of the society, such work becomes our social responsibility. Our Principal, Dr. Babli Moitra Saraf, and teacher advisor, Dr. Supriya Saha, have been instrumental in the initiation and execution of this programme. Tamanna Jindal, a second year student of the college, has assumed responsibility as Student Coordinator of the programme.

## OBJECTIVES

The programme was formulated keeping the following broad objectives in mind:

1. Inculcating the spirit of **sustainable development** within the community and making the residents appreciate its value
2. **Overall development** of the children of the community with **education as a tool**
3. To understand the community in which the children work and develop amongst themselves and their sense of **social and civic responsibility**
4. Developing **cleanliness and sanitation** habits
5. To develop the community's **capacity to meet emergencies** and natural disasters
6. To help build **leadership qualities** in students of the college

## ORGANISATION OF WORKING TEAMS

For effective management of the project, team members were divided into four teams, each engaged with a different aspect of the drive. The teams included 'Kaafile', Social Media and Reporting, Business Operations, and Logistics.

Roles assigned to these teams were as follows -

- **Kaafile**: It comprises the *on-field volunteers* responsible for teaching the children. A workshop was organized in collaboration with the esteemed NGO 'Teach for India' to train the volunteers with important pedagogical skills that would be required while working on-field.
- **Social Media and Reporting** - The team responsible for *keeping track of the progress* made, through videography, photography, formation of drafts and reports, etc. These volunteers were also responsible for technical work.

- **Business Operations:** Volunteers responsible for contacting NGOs for *collaborations and assistance*, and for organizing other programme initiatives, were a part of this team.
- **Logistics:** Its work was to ensure systematic *organization and implementation* of the project, especially in the conduction of on-field classes, workshops and other important events.

## RECRUITMENT

The NSS unit of the college conducted a **survey** in the target areas for a better understanding of the community in terms of their background, educational level and consequent requirements.

After the successful analysis of the needs of the community, the recruitment of the team members was initiated. For this, a **flash mob** was organized in the college by the NSS team to spread awareness about the programme. The applications for the programme were invited from students of all years and departments of the college through the means of a Google form. Around **400** applications were received for the same, indicating the enthusiasm of the students towards the project. Finally, **50** students were selected for the programme on the basis of their skills, work experience and commitment to the work involved.

## COMMUNITY PROFILE

Following an in-depth research and keeping a pragmatic approach, two target areas were decided upon. They were as follows:

### 1. Khyber Pass

The area of Khyber Pass, located close to the Civil Lines Police Station, is a small community of necessitous daily wage construction workers, fruit sellers and hawkers who live in conditions of abject poverty. Although the place can be said to be moderately clean, the houses are small and are clustered close together. This results in congestion of space. The batch of volunteers who had worked on-field had to navigate through narrow lanes with houses on both sides in order to move from one part of the settlement to another.

Moreover, most of the children don't attend classes in spite of being enrolled in schools. The public washrooms made for those residing in the area are either locked or unfit for use. The presence of a huge dumping ground nearby makes the area raises important questions about the health and general well-being of the community as a whole. Such issues highlight the ignorance of the community in matters of proper sanitation and hygiene.

***Sample List of students in Khyber Pass who are enrolled within the Programme :***

| <b>NAME</b> | <b>AGE</b> | <b>CLASS</b>          | <b>PARENT'S NAME</b> | <b>PARENT'S OCCUPATION</b> |
|-------------|------------|-----------------------|----------------------|----------------------------|
| Samrat      | 6          | II                    | Gautam               | Rickshaw Driver            |
| Divyanjali  | 8          | IV                    | Gautam               | Rickshaw Driver            |
| Roshni      | 10         | VII                   | Veeru                | Sweeper                    |
| Deepak      | 9          | VI                    | Veeru                | Sweeper                    |
| Manti       | 9          | Does not go to school | Dubraj               | Mason                      |
| Anjali      | 10         | VIII                  | Vikas                | Military Sweeper           |
| Sanjana     | 8          | VI                    | Vikas                | Military Sweeper           |
| Rohit       | 10         | VI                    | Sushil               | Sweeper                    |
| Sangeeta    | 6          | KG                    | Sushil               | Sweeper                    |
| Khushi      | 7          | II                    | Sunil                | Rickshaw Driver            |
| Muskan      | 13         | VIII                  | Sushil               | Police Mess                |
| Mayank      | 7          | II                    | Krishnan             | Driver                     |
| Gagan       | -          | -                     | Krishnan             | Driver                     |
| Sakshi      | 7          | I                     | Vishwanath           | -                          |
| Kamal       | -          | II                    | Sunil                | Rickshaw Driver            |
| Naitik      | 6          | I                     | Pawan                | -                          |
| Aman        | 12         | Does not go to school | Subey                | Makes metal tubs           |
| Mansu       | 11         | Does not go to school | Subey                | Makes metal tubs           |
| Zubair      | 13         | VI                    | Akbar                | Fruit-seller               |
| Ajmeri      | 11         | V                     | Akbar                | Fruit-seller               |
| Rukshana    | 10         | III                   | Akbar                | Fruit-seller               |
| Shahid      | 7          | II                    | Akbar                | Fruit-seller               |
| Rekha       | 11         | VII                   | Pitam                | Mason                      |
| Jyotsana    | 8          | V                     | Pitam                | Mason                      |
| Sourabh     | 10         | V                     | Dharampal            | Labourer                   |
| Santu       | 5          | Does not go to school | Nanne                | -                          |
| Shivani     | 13         | -                     | Bhoop Singh          | Sweeper                    |
| Radhika     | 11         | VII                   | Bhoop Singh          | Sweeper                    |
| Suraj       | 12         | VII                   | Dharampal            | thekedar                   |



|        |   |                       |       |   |
|--------|---|-----------------------|-------|---|
| Siddhi | 4 | Does not go to school | Pawan | - |
|--------|---|-----------------------|-------|---|

## 2. Area adjacent to Defence Research and Development Organization

The target area is an extension of the Khyber Pass community, is located close to Vidhan Sabha, and is adjacent to the Defence Research and Development Organization.

With extremely poor sanitation and health facilities, the community lives in poorly constructed houses with a lack of adequate space. Piles of garbage are usually found strewn across the lanes where one can notice young children playing barefooted amidst such unhygienic conditions. Neglected and cut-off from the mainstream society, the community is in need of proper education to break the vicious cycle of poverty and ignorance.

### Sample List of students in Defence Colony who are enrolled within the Programme :

| NAME     | AGE | CLASS                 | PARENT'S NAME       | PARENT'S OCCUPATION |
|----------|-----|-----------------------|---------------------|---------------------|
| Anjali   | 9   | IV                    | Rakesh              | Bullock-cart puller |
| Akanksha | 13  | VII                   | Mahesh Chandra      | Stall               |
| Shahana  | 12  | VII                   | Afser               | Shopkeeper          |
| Farhana  | 11  | VII                   | Afser               | Shopkeeper          |
| Rahul    | 13  | VI                    | Kedarnath Gupta     | Bullock-cart puller |
| Neetu    | 8   | III                   | Kedarnath Gupta     | Bullock-cart puller |
| Anas     | 10  | V                     | -                   | -                   |
| Kasib    | 8   | IV                    | -                   | -                   |
| Jahnvi   | 6   | II                    | Amit                | Bullock-cart puller |
| Khushi   | 11  | VI                    | Suresh              | Bullock-cart puller |
| Abhishek | 7   | III                   | Pushpendra          | Bullock-cart puller |
| Akshat   | 5   | I                     | Pushpendra          | Bullock-cart puller |
| Sowgesh  | 9   | IV                    | Bhagwan             | Mason               |
| Kumkum   | 13  | Does not go to school | Ramu                | Mason               |
| Shivani  | 9   | V                     | Manoj               | Painter             |
| Sagar    | 11  | III                   | Late Ramu, Lakshami | -                   |

|         |   |                          |                        |                     |
|---------|---|--------------------------|------------------------|---------------------|
| Arun    | 7 | II                       | Late Ramu,<br>Lakshami | -                   |
| Jugesh  | 7 | I                        | Kidar Sahab            | Bullock-cart puller |
| Shivani | 8 | IV                       | Amit                   | Mason               |
| Pooja   | 4 | Does not go to<br>school | Amit                   | Mason               |

## TEACHING PROGRAMME AND CURRICULUM

The intensive teaching programme that lasted from January to April, 2018 conducted classes for **two hours a day, five days a week**. Each day two separate teams of 8 members each went to both the fields and undertook the teaching process. Each on-field volunteer worked for two hours a day, two days a week. **English, Hindi, Mathematics, Sanskrit, Science, and Social Science** were all taught as per the level and requirement of the students.

A **Basic Assessment Test** was conducted in collaboration with *Bhumi*, one of India's largest independent youth volunteer non-profit organizations. On the basis of the test, students were segregated according to their requirement level to ensure *differential learning*.

For the effective and smooth functioning of the teaching programme, two major systems were introduced:

- **Mentor System**

The mentor system was established *to track the day-to-day progress of a child and to easily analyze what needed to be taught to them*. Of the 8 members on the field each day, two would act as mentors and prepare a **report of what each child was taught** on that particular day. Accordingly, the mentors of the next day would prepare the **lesson plan** for the following day. This system ensured connectivity and flow in what was being taught to the children. It also made easier for the members to prepare for the classes as they knew what they had to teach the next day.

- **Credit System**

The credit system was established to generate **accountability** among the on-field volunteers and also **to track their attendance record**. Each member was given 3 credit points to begin with. The credits had to remain on the positive side throughout the duration of the programme. If a member was absented herself from the field without providing a substitute then a deduction of 2 points was made from their overall credit points, and if they provided a substitute, then 1 point was deducted. A plus point was given to the member who took another member's substitute. This system made sure that no member worked less than the other and there was equal contribution by all. **Weekly targets** were also given to the Kaafila Team members, which they had to achieve during the week.



## ACTIVITIES

The programme has embraced the spirit of overall development and has used creative and innovative means to spread the importance of education in an impoverished community. The training provided to the on-field volunteers led them to include various games and activities which tested the children's knowledge of the world that they live in. Fun-filled **energizers, drawing, poem recitations, story-telling, general knowledge quizzes, and riddles**, helped break the monotony of schooling and inspired development of different aspects of children's personalities.



**P.T. exercises highlighted the importance of good physical health within the community.**





**Drawing classes gave life to children's imaginations.**



## CLOSING DAY CEREMONY





The concluding day celebrated on the **20<sup>th</sup> and 21<sup>st</sup> of April, 2018** was a landmark achievement for the project, both in terms of community engagement and concrete and feasible impact.

On the 20<sup>th</sup> of April, 2018, '**Sukhmanch Theatre**' performed their popular street play, '*Dastak*' which raised its **voice against rape and other atrocities committed towards women**. An issue which had never been openly discussed in the community was brought to the spotlight. Over a hundred children of ages ranging from two years to sixteen years, as well as their parents, were sensitized to this critical problem through this initiative of Indraprastha College for Women.

The college provided a platform for the community to come forward and share their experiences with us. Courageously, many children accepted the presence of such evils in their own neighbourhood. The slogan, "*Ab aur nahi*" (*No more!*), echoed through the whole community, creating a greater consciousness among men and women alike.



On the following day, i.e., the 21<sup>st</sup> of April, 2018, we had the unique opportunity of conducting a productive interactive session with **Ms. Ira Singhal, Sub-Divisional Magistrate** (Alipur, Delhi) on the field. Having travelled all the way from Alipur to attend our event, she not only made note of the difficulties faced by the community but also provided us with a practical and feasible list of solutions that could help make the community more self-sustainable.

In line with our primary goal of sustainable development, she encouraged us to “Go Green” and look towards environment-friendly alternatives like solar panels, solar lights, etc. Apart from *lack of electricity*, issues that came to the forefront in the one and a half hour long session included *lack of water supply, inability to get children enrolled in schools due to lack of aadhar card, lack of proper washroom facilities, and unhygienic surroundings*.

Impressed by the efforts made by Indraprastha College for Women, Ms. Singhal lauded our efforts in bringing about the desire to learn and go to school within the community, and welcomed us to seek her guidance and support whenever required.

The programme ended on a cheerful note with the children of the community presenting dance performances and poem recitations, after which refreshments and stationery kits were distributed among them. This productive session helped build a conclusive re-assessment of our programme, on the basis of which we can develop new ways of taking the programme forward and maximize our impact within the community we work with.



## EFFICIENCY OF THE PROGRAMME - Facts and Figures

| ACTIVITY                        | NUMBER OF DAYS                            | NUMBER OF HOURS |
|---------------------------------|-------------------------------------------|-----------------|
| Kaafila team                    | 81                                        | 162             |
| Social Media and Reporting team | 49                                        | 261             |
| Business Operations team        | 23                                        | 57              |
| Logistics team                  | 8                                         | 36              |
| Training by NGOs                | 3                                         | 10              |
| Community Workshops             | 4                                         | 18              |
| Follow-up Meetings              | 9                                         | 23              |
| Concluding Day Preparation      | 5                                         | 29              |
| Concluding Day                  | 2                                         | 7               |
| <b>TOTAL</b>                    | <b>184 (working days have overlapped)</b> | <b>603</b>      |



## STORIES AND INTERVIEWS



### THE COMMUNITY SPEAKS

Giggling and singing his way through a conversation with the team, **Ajmeri**, a boy of around twelve living in the slum area of Khyber Pass in New Delhi, revealed to us his ambitions, his vibrancy and the violence around him.

One among nine siblings, Ajmeri studies in a school while his father works as a fruit seller in Chawri Bazaar. Ajmeri rarely accompanies him there, unlike his oldest two brothers who could never receive education. He is glad to have gotten the chance to go to school and says that he will be a police officer one day. Catching hold of his little brother and throwing at him playful punches, Ajmeri shows how he will beat the bad goons up. He later narrated an incident where his father was robbed of his day's earning by five goons on his way back from the market.

When asked if the family reported it to the police, he repeated what his father had said - "It's just money. I'll earn it again. I'm glad to have returned safely." They didn't go to the police because they said it would be fruitless to go to the police again and again. The cost of redressal would be higher than the amount lost in the first place.

He has seen police come to their area sometimes when fights break out. He says, "Some people fight when they are drunk and abuse each other. I get up and watch them. It's fun!" In between chuckles, he recalls having once seen a drunken policeman dance humorously. When asked



whether the fights are always on the street, he says, "When the fights are between men on the streets, then we can go and see but when they are in someone's home, we don't go because then, tomorrow they will also come to our home if there's a fight. But in my house there are no fights because nobody drinks!" The kids standing around joined in and began telling how their fathers or brothers neither smoked, nor drank alcohol. It could be seen that among the kids, this was something to be proud of.

When asked whether he faced any problem staying in the house with so many members, Ajmeri gave an emphatic "NO! Not at all!" But when suggested by a team member that it could be fun, he looked down and turning serious, said, "It's not fun either." Only the next moment, he began telling the team how Salman Khan was his favourite actor and how happy he was that his 'Sultan' was released within a day of jail. In that happiness, Ajmeri began doing Salman's signature step while himself being a hero who dreams of a life beyond his present, unspoken struggles.



**Kajal Niwara** is a little girl who came to attend classes since the beginning of the programme in January, 2018. She is currently studying in class V and has two sisters. Her family is originally from Bhopal, Madhya Pradesh and shifted to Delhi six years ago. Her father is a daily wage labourer and has to take care of a huge family.

Kajal has always been a jovial and active child and is particularly interested in dancing and singing. When asked whether she has to face any problems at home or in studies, she said that her grandfather does not support her studying and that he abuses the family at home. She also said that as her mother has to go to work, she has to help her with household work which often distracts her from studying.

In spite of such struggles, Kajal is fond of studying, and wants to become a teacher and make her parents proud.

•**Suman**, a mother of four, claims that she has been living with her family in the same hut for over 18 years and is content with what her husband earns while she takes charge of the household. She proudly stated that her husband did not want her to work at other people's houses to make ends meet. All her children are enrolled in a nearby government school. She is thankful for our initiative as they can keep up better with their class now.



## **INTERVIEWS FROM TEAM MEMBERS**

- **Interview of Sonali Kumari , a first year student pursuing B. A. (Honours) History from IP College and a fellow member of the Kaafila team**

***Q: What made you join the NSS outreach programme?***

A: The keen interest of being a change-maker led me to join this programme. As soon as I entered college and heard about the Outreach Program, I made up my mind that I would do it. So it was a pre-determined joining.

***Q: What are your expectations from this project?***

A: The programme is a very well-organized one. One suggestion is teaching them in a more practical way.

***Q: Have you formed any emotional or personal bond with the children?***

A: Yes. And it is a very lovely bond of respect along with childish fun. I sang some cartoon songs for them which they liked a lot.

***Q: Has your perception of the community changed since you have joined this project?***

A: Actually I already had a mindset of equal treatment. So it has improved since I joined the project. It was lovely to see their unity.

***Q: What are the things you have learned from this project?***

A: I have become a better person after meeting the children. They taught me to be patient. They taught me to remain happy in every situation. They taught me that everyone suffers but it depends on the person whether to be calm and patient or become depressed. Overall they have taught me much more than I did, and have had a terrifically amazing and optimistic impact on my life.

- **Interview of Snehil Singh, a first year student pursuing a degree in B. A. Programme from IP College and a fellow member of the Kaafila team:**

***Q: What made you join the NSS outreach programme?***

A: Since childhood I wanted to do social work ...this project seemed to be the first step towards my dream ...I joined it to get mental peace and satisfaction...I wanted to know more about the slum people and their lives ... this project fulfilled everything.

***Q: What are your expectations from this project?***

A: I want to do more work for the community. The kids are really smart, they learn things very quickly but the sad part is that they lack resources ... looking forward to have some sort of government help for them.

***Q: Have you formed any emotional or personal bond with the children?***

A: In fact a very strong bond....I could feel the tears in every volunteer's eyes, same as in the eyes of the kids....I can never ever forget these kids.

***Q: Has your perception of the community changed since you have joined this project?***

A: Yes a lot ...it's not that they are not intelligent to compete with the world. It's just that they lack resources. We are privileged.

***Q: What are the things you have learned from this project?***

A: I have learned many things from this project. Now I can give solutions to many problems happening in anyone's life, while appreciating the value of small things in life. I learned to make compromises, the art of being happy in limited resources. I got to know the more sensitive issues faced by a community. Really it was the most beautiful experience of my life.

## IMPACT ON COMMUNITY

### ***Tapping the true potential of the children***

Through this program, we have been able to tap the true potential of these children. A significant improvement was seen in them. The journey of the children has evolved from not being able to hold a pencil to reading the school texts. Team members worked hard with the children to understand their difficulties and patiently solved all their queries.

### ***Sensitizing children about various social issues***

A number of workshops and guest talks were organized to sensitize the children about the major prevalent social issues.

- **Menstrual Hygiene:** A successful discussion was conducted by the NGO 'Orikalankini' on menstrual hygiene and the silence around it, which garnered a favourable response from the community. The workshop was attended by 50 members of the community which included not only women and girls, but also young boys. It was accompanied by inquisitive queries from both the children as well as the adults. It gave a push to the people to talk about menstruation openly and broke many myths which surround the topic. People learnt that this is a normal biological process and not something to be ashamed of.
- **Gender Inequality:** A workshop was organized on-field in collaboration with 'Womenite' to spread awareness about gender inequality. Volunteers from the organization talked about everyday practices that were reflective of discrimination between the two genders. Approximately 35 children attended the workshop and actively participated in the discussion. The workshop emphasized the point that both boys and girls have equal rights to education and growth opportunities, and that they must be



treated fairly. The young boys of the community spoke in favour of the same and showed that they did not support any biases on the basis of gender.

- **LGBTQ Community:** A discussion-cum-workshop was organized for the community members to sensitize them towards the diverse sections of the society. This contributed in the overall development of the children of the community as it taught them about the importance of inclusiveness in society. The workshop made them more willing to accept that each and every person is an equal member of the society that we live in.
- **Drug Abuse:** The workshop was attended by around 80 children of the community. They were made aware of the negative impacts that drug abuse could have on their lives and the way it affects the people around them. The children were encouraged to report any kind of substance abuse that they witnessed to their parents or to their teachers.



### **Increasing scientific approach of the children**

The programme broadened the horizons and increased the thinking and questioning capacity of the children. They became more curious about the ‘why’s’ and ‘how’s’ of things. Earlier where they used to simply memorize facts, now they try to understand the logic and reasoning behind any particular phenomenon. They were made to realize that understanding what you study is more important than simply remembering it.

### **Increasing solidarity among children**

The project has been successful in bringing about a positive transformation among the children who now recognize themselves and each other as a part of the same group that has come together to learn and share resources. They are now more accepting of, and less discriminating, towards people of other castes and creeds. They realize that all of them have an equal right towards attaining a good education.

### *Making a difference*

The team constantly encouraged the non-school going children towards studying and witnessed many positive changes in some of them. For instance, Sunny, aged 17, is a school dropout of 8<sup>th</sup> standard. His life was full of problems and path-breakers but he nonetheless, on the persuasion of the team members, showed courage to come to field and resume his studies with us. In another case, Anas, a boy studying in the 5<sup>th</sup> standard, was removed from his school due to some issues. The team talked to his parents and motivated them to get him enrolled again and he is now continuing his studies in a new school.

### *Inculcating moral values and virtues*

Keeping the primary objective of overall development in mind, the volunteers conducted moral science sessions after class. The children thus acquired virtues like honesty, helpfulness and humility through various stories and activities. They were taught the importance of sanitation and hygiene among other things. These sessions developed basic mannerisms, etiquettes and habits in the children, who learnt to become more confident, respectful, disciplined and courageous. It has not only been a journey of gaining experience but also a journey of gaining values and virtues which will prove to be instrumental in the course of their lifetime.

### *Developing confidence*

The programme instilled a new level of confidence among the students as they embarked on a journey of recognizing their own potential. Little forms of appreciation from the team members increased their belief in themselves and they developed a 'Can-Do' attitude towards studies. Instead of running away, they now want to explore and learn new things.

Formerly shy students overcame their fear and presented a dance performance in front of all the team members on the closing day. Students also recited poems in front of Ms. Ira Singhal ma'am.





### *Increasing focus on life goals*

The programme played an important role in inspiring the children as well as their parents to start thinking big for themselves and also to have a larger perspective towards their life goals. They were taught that education is the only means that can help them come out of their poverty in the long run. The parents were also encouraged to invest in their children's education in the present so that they are able to stand on their own feet in the future.

## ACHIEVEMENTS OF STUDENTS

### *Indraprastha College reached the lives of a marginalized community*

Through the project, Indraprastha College for Women touched the lives of many people. The people of the community are thankful to the college for taking this initiative and for providing their children with an opportunity they otherwise would not have received. The college has been a huge agent of positive changes in the lives of these people. It has made a ground-level impact on their lives, which will aid them in the long run.

### *Engagement with the kids*

Through this project, we fostered the importance of education within a local community, engaging with approximately 70 children from several diverse backgrounds, leading to a total of about 350 people.



### ***Skill enhancement of team members***

This programme has enhanced the skills of our team members and instilled leadership qualities in them. Be it in terms of experience, exposure or in public dealing skills, there has been a development in all respects. Team members are now able to communicate with others more freely and confidently. There has been a huge improvement in their teaching skills as well. Team members now realize the importance of patience in dealing with a child and the importance of working as a team to bring about tangible change.



### ***Collaboration with reputed NGOs***

The programme collaborated with and received the support of well-qualified NGOs like *Womenite*, *Bhumi* and *Orikalankini*. These organizations largely helped us in the conduction of various workshops on-field. We also collaborated with the esteemed NGO, *Teach for India*, to instill in the team members the required skills for on-field work.

### ***Collaboration with ‘Bhumi’***

‘Bhumi’ assisted us in conducting the BAT tests to assess the calibre of each child present on-field. Based on these tests, they helped us in forming the curriculum for the programme. The NGO conducted on-field workshops for the target community as part of their programme ‘Catalyse’, and provided the programme with a team of experts under the programme ‘Spark’ to design the teaching curriculum. ‘Bhumi’ will also be presenting each on-field volunteer with an internship certificate for their work.

### ***Teach for India workshop***

A workshop was organized in collaboration with ‘Teach for India’ to train the team members with the skills required for on-field work. It taught the members certain basic skills, which included learning to make a lesson plan, how to break down a topic according to the level of the child, how to keep a child’s attention in one place, how to get the maximum out of a lecture, and

many more. They provided us with various tips and anecdotes that proved immensely useful while teaching the community children. The workshop thus was of great help and received positive feedback from all team members.

### *Overcoming mental disabilities*

The project has helped some team members suffering from schizophrenia and depression in overcoming their illnesses. Regular interaction with the children and their joyful faces has contributed in improving such conditions.

### *Internship opportunities*

The programme has provided team members with ample amount of experience and skills that will be a commendable addition to their resumes and can help them in securing future internship opportunities.

All team members will be awarded with an internship certificate from the college, while the Kaafila team members will be provided with another internship certificate from the NGO, 'Bhumi'. The members who are registered NSS volunteers and have completed their required hours will also be receiving a certificate from NSS.

### *Developing responsible citizens*

The Outreach Programme has made the team members more determined to make an impact in the society. They have come to realize that changes do not take place overnight; it requires a number of small and continuous steps to actualize a goal which aims to target an entire community of people. They accept that they are accountable towards the society that they live in and must contribute towards its development. They have become more responsible as citizens and want to work for the general well-being of all people.



### *Experiencing the ground realities*

This project has been instrumental in providing a new perspective to the team members, who have been brought in direct contact with the ground realities of life (such as poverty, absence of basic amenities, no access to quality education), and has forced them to reflect upon the same. This has played a role in inspiring the team members to become change-makers and modify the picture of the country that they live in. The members realize that if any change has to be made in society, it has to begin from the grass-root level.

## **LOOKING FORWARD**

With the culmination of the First Phase of the programme, the team has seen many changes taking place in the community and in the lives of the team members themselves. However, there is still a long way to go. The impact brought about in a period of 6 months has been quite remarkable and stands as justification for the continuation of the programme in the coming months (i.e. from July to December, 2018). It is believed that a longer period of time is required to bring about tangible changes in the community, especially in the mind-sets of the residents when it comes to dealing with complex social issues.

As the curtain draws upon the initial phase of the programme, the volunteers identify more strongly with it and more importantly, with the community that they work with. The Second Phase of the programme promises to be filled with renewed vigour and enthusiasm as the programme itself undergoes improvements in its management and tries to achieve overall development of the community by widening its vision beyond education.

