



2022-23

Improving Educational Outcomes

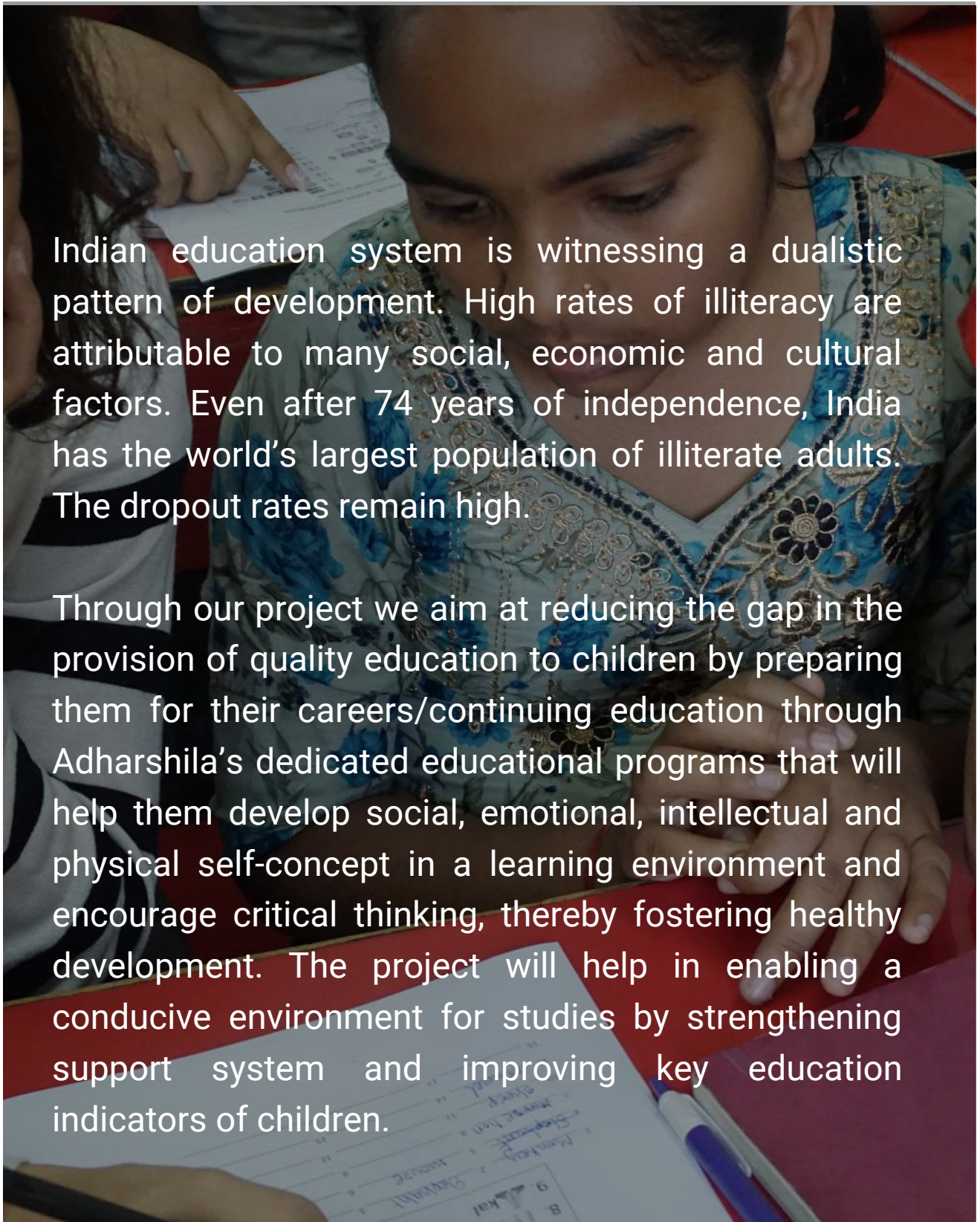
Preparing Students for a
Brighter Future

An Adharshila - San Diego
Initiative



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Indian education system is witnessing a dualistic pattern of development. High rates of illiteracy are attributable to many social, economic and cultural factors. Even after 74 years of independence, India has the world's largest population of illiterate adults. The dropout rates remain high.

Through our project we aim at reducing the gap in the provision of quality education to children by preparing them for their careers/continuing education through Adharshila's dedicated educational programs that will help them develop social, emotional, intellectual and physical self-concept in a learning environment and encourage critical thinking, thereby fostering healthy development. The project will help in enabling a conducive environment for studies by strengthening support system and improving key education indicators of children.

Through our sustained efforts ,
we hope to shape the future of children. we
build our programs in such a way that
children are able to afford quality
education and guidance.

Adharshila is a registered trust under the Indian Trust Act 1882, founded in 2004 by Neena Jolly and Geeta Arora to improve education, health and livelihood outcomes for low-income communities living in slums, urban and semi urban villages in Delhi-NCR.

Our mission is to engage and empower the weaker sections of society through our projects and teach them to be self-reliant.

Over the last **18** years, we have worked with over **2,86,186** beneficiaries from different migrant communities and have been able to make a significant impact through our skill development certificate programs, education programs and healthcare clinics.



INTRODUCTION

Education is a key instrument in reducing poverty and inequality. It fosters tolerance, understanding and freedom from fear and subjugation. It provides people with an opportunity to voice their opinions and thought processes,

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” - Article 26 of the 1948 Universal Declaration of Human Rights

It widens their horizons, equips them with knowledge, skills and self-reliance, thereby increasing productivity and contributing towards national development.





We Build their **Foundations**


- Education is a tool for development of an individual, community and the nation.
- It is the foundation for our future.
- It is empowerment to make choices and emboldens the youth to chase their dreams.





Adharshila's main objective is to prepare children from low income families for their careers/continuing education by providing them support through dedicated educational programs that helps them enhance their social, emotional, and intellectual learnings through concept clearing & critical thinking

The project aims to extend student learning beyond classroom through active participation in MGML-ABL activities



Remedial classes are instrumental in **reducing dropout rates** in school. It provides students with extra support to help them catch up with their peers and shore up their basic skills, thereby, preventing them from discontinuing their education.

Some children are fast learners while some are slow, therefore, extra coaching helps ensure that students are at par with what they learn at school.

Students progress is evaluated regularly through regular monthly tests.

Children are also taught about **hygiene, general awareness, nutrition and personality development**.

Education programs are developed and implemented in a way that addresses the problems of teaching and learning in a multi-graded multi-level classroom setup. Generally, a classroom would have children coming from class 10th and class 1 sit together and learn. There are also slow learners and fast learners, students who go to government schools but are unable to get quality education, students who dropped out but wish to get back to education etc. Such varied reasons and varied situations, lead to a classroom being a combination learning space.

To deal with issues like these, Adharshila has devised its own curriculum on the ideologies of **Activity Based Learning and Online learning** in a Multi-Grade Multi Level classroom structure. It is a revolutionary methodology seeing great success which involves methods like experiential learning, situational learning, peer learning, parental interaction and group activities. It has seen positive reactions from students as they look forward to their classroom learning.

Education for all (EFA)

Education For All is a global movement which was conceived at the world conference by UNESCO, UNDP, UNFPA, UNICEF and the World Bank in the year 1990. The World Declaration on Education for All affirmed: 'Every person- child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs'.



Globally, all efforts by Governments, Development Agencies, Civil Societies and Non-Government Organisations are being coordinated to reach the goal of 'Education For All' as mandated by UNESCO.

Needs Assessment

Poverty, ever growing population, geographical inaccessibility, gender, unawareness, corruption, lack of qualified teachers, lack of fundamental resources and political unwillingness are some of the main obstacles plaguing the contemporary Indian education. Huge disparities can be observed between the educational policies/programs in place and the learning outcomes of children.

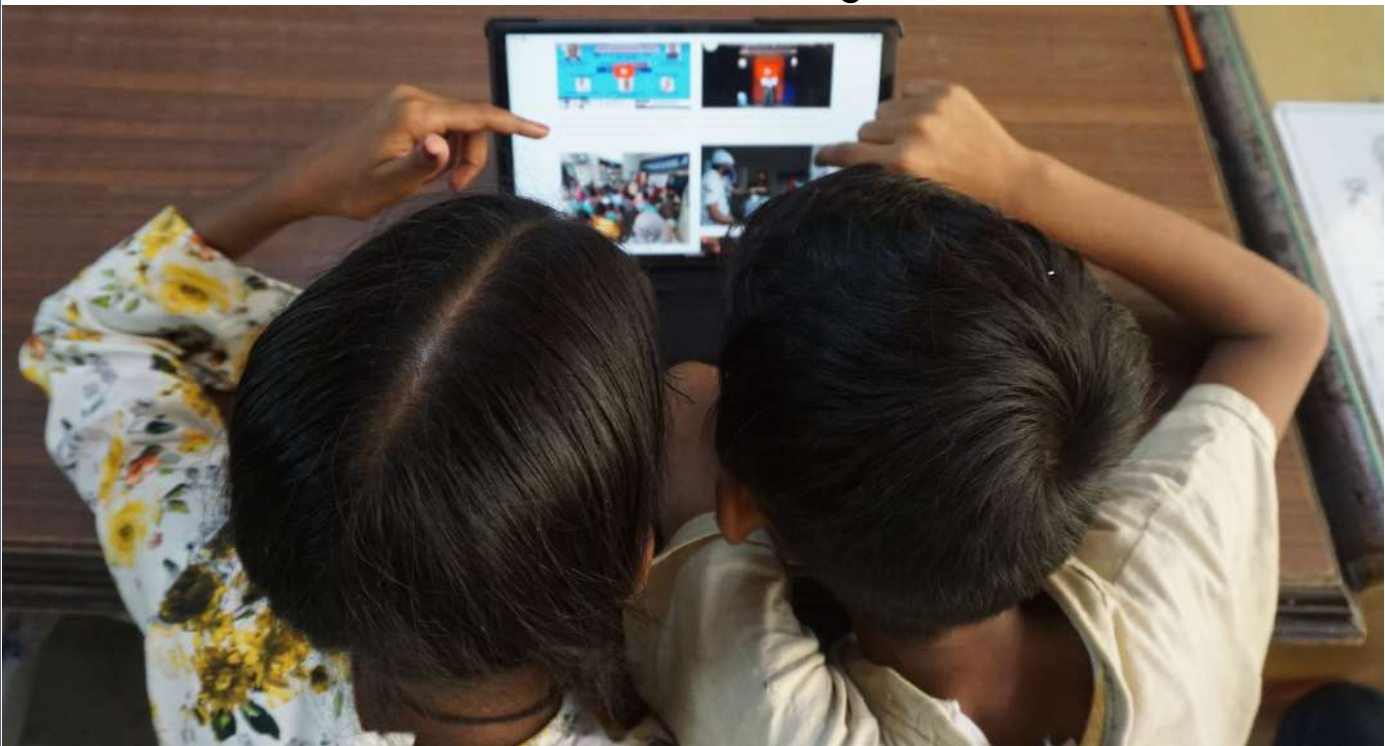
Research suggests that low income households spend the most on primary education for their children but the access to viable education opportunities are limited. Seasonal migration is a regular feature in these communities. This leads to irregular and disrupted pattern of studies as children move with their families to augment family income.

Realising the need for community-based intervention in the field of education, Adharshila began working with the communities of Kalkaji in the year 2004. Community based education programs offer a structured and more efficient way of dealing with the challenges faced by the public education system. Such programs create a mutually interdependent relationship between the schools and communities and foster an environment for lifelong learning.

Over the last 18 years, Adharshila has expanded its range of activities and projects in Kalkaji and Tigri and made significant impact in these communities, which is evident in terms of improved grades of children at school, increased enrolment of students, reduced drop-out rates and increased interest in learning and participation.

The New Education Policy launched on 29th July 2020 proposes several measures for promoting digital learning. However, given the socio-economic and regional diversity of India, there exist multiple roadblocks to online teaching and learning.

We have set up a Digital Library which would mainly cater to students who currently do not have access to personal smart devices. Through this initiative, we would have together strengthened the learning outcomes



Impact

- Students are capable to do online research.
- Visual display makes a picture in mind and helps retain the information.
- Making the students digitally literate





93

Students Enrolled

Females
44.1%



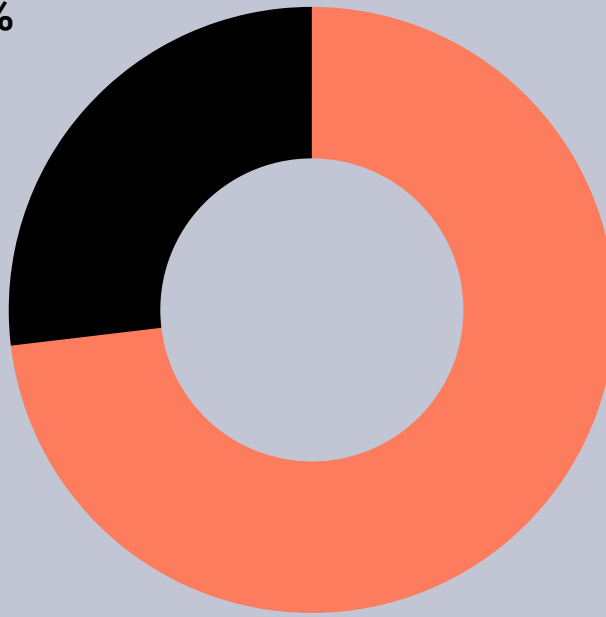
Males
55.9%





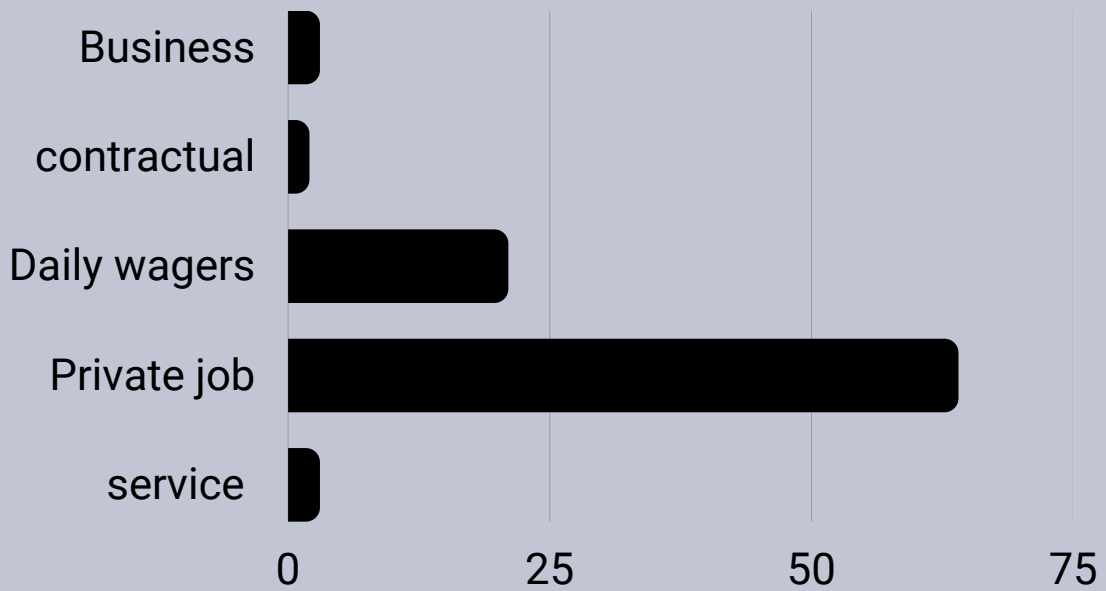
Attendance

**Below 80%
26.9%**



**80% and above
73.1%**

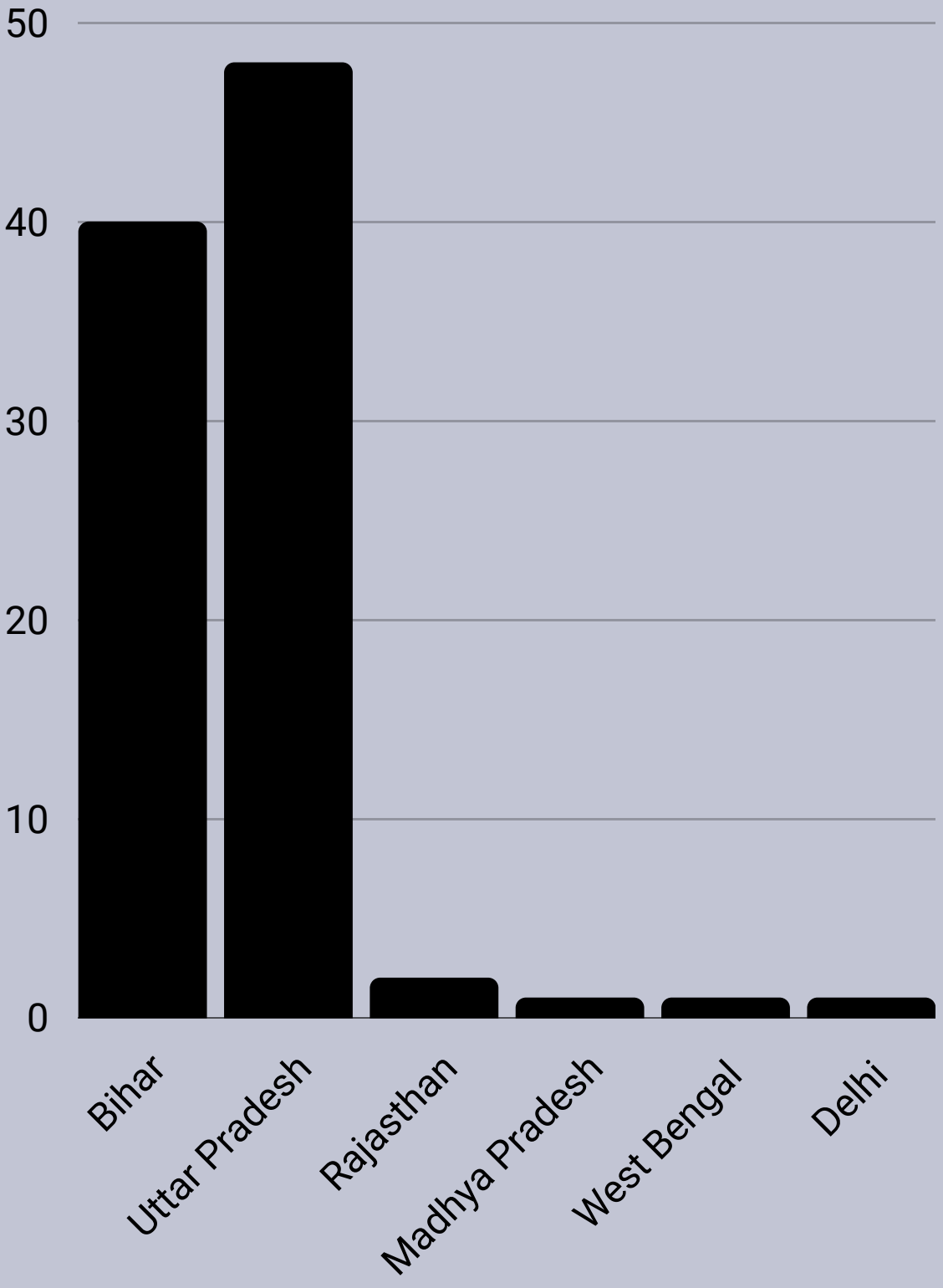
Occupation of parents



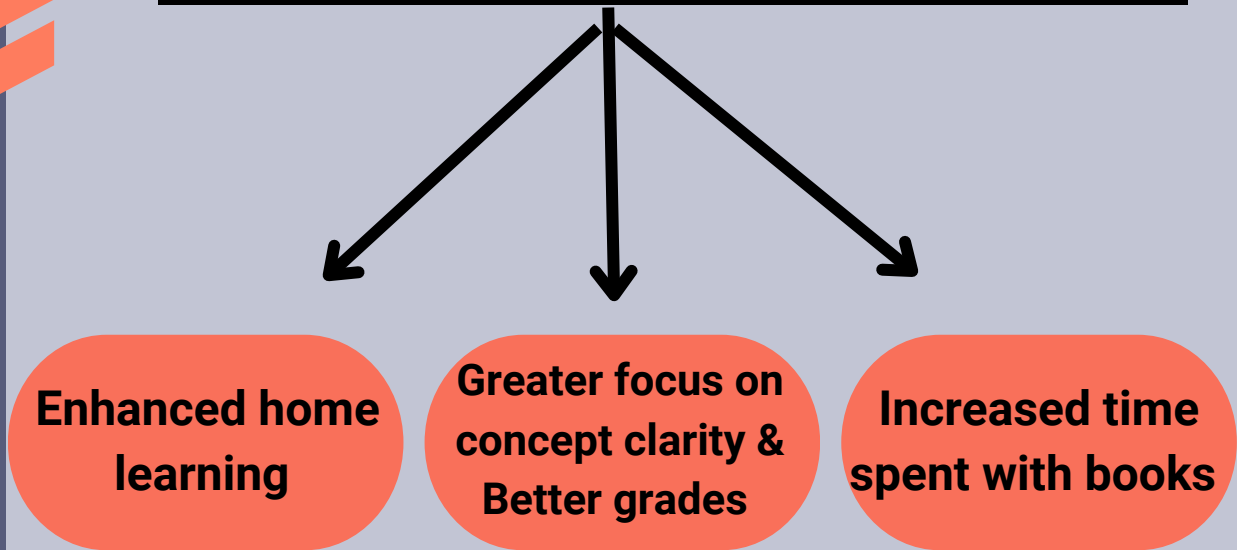
Beneficiary Data



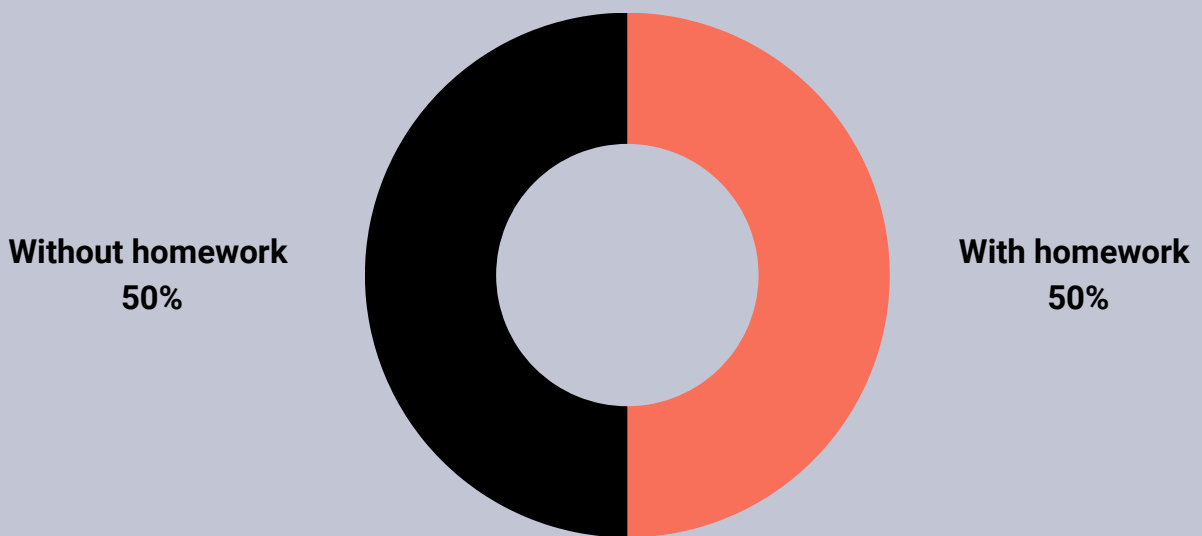
Migration status



1. BETTER LEARNING OUTCOMES



Home Learning

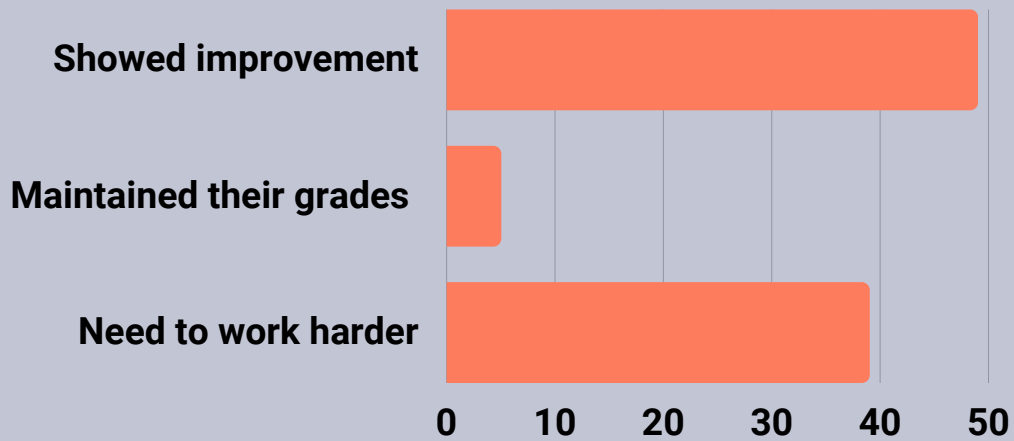


Steps taken by our team

- Parent-Teacher meeting
- Counselling of students
- Counselling of parents
- Resolving the problems that they face while doing their homework.

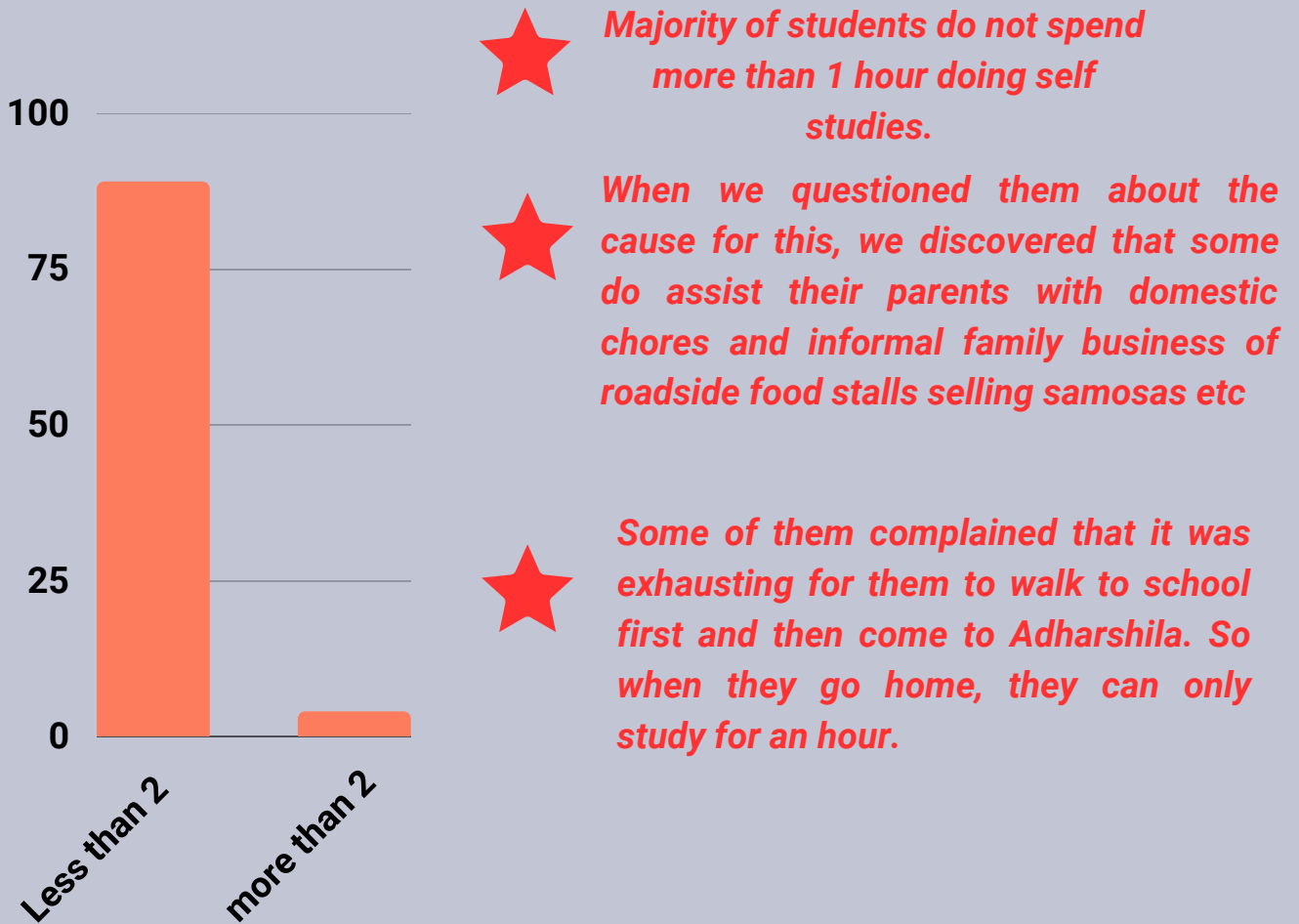


Better grades



★ *53% students showed improvement in their grades after studying at Adharshila*

Time dedicated for learning





2. CLASSROOM PARTICIPATION

Peer Learning:

Peer learning is an education method that helps students solidify their knowledge by teaching each other

Outcome:



Fosters teamwork



Social interaction and better social skills



Culturally responsive behaviour



Introduction of a new perspective



Helpful nature



3. STRENGTHENED SUPPORT SYSTEM

Students are gaining support from 3 main sources:

- School
- Adharshila
- Home/parents

Out of 107 students

84

are getting support from all the 3 sources

07

are getting support from Adharshila and home

02

are getting support from Adharshila and School

Data analysis

Despite universal recognition of the right to education for everyone, girls are still more likely than boys never to attend school. The same results are noticed in our analysis also. The majority of the six students receiving only home and adharshila support are female. They are not receiving any assistance from school, implying that they have never attended school. Adharshila's remedial education program assists such girls in non-formal education and enrolling them in open school.





Making Learning Fun

- The main reason learning ceases to be pleasant is that the traditional education system is kind of the epitome of thinking inside the box. So, it is critical to be able to stay focused for as long as possible to actually learn something important.
- To make education enjoyable, we let them play various activities and one of them was information about weights and measures (kilogram, gram, liter and milliliter via practical representation.)

Students experience exam pressure as well as performance pressure to achieve high scores so there is a need for some extra activities. Additional activities are crucial for a student's overall growth.



Christmas celebration



Republic day celebration

These celebrations bring the students closer to each other's traditions and cultural beliefs and develop respect and understanding for each other's customs and traditions.

Good Touch Bad Touch



With increase in the cases of child sexual abuse and child abduction, every parent needs to be alert for the safety of their child. This calls for certain steps to be taken such as teaching the child what kind of touch is acceptable and what is not. - An awareness session about Good Touch and Bad Touch was organized by LSR volunteers on 6th December. A total of 56 students participated in the session. The concept of 'good touch and bad touch' (GTBT) is still a hush-hush topic in households and classrooms. One may argue saying it is too early to broach the topic with a child, but children need to be told about this as they are too young to differentiate between what is right and what is wrong. Teaching them about GTBT will help them deal with a situation that seems abusive, in a better manner. The early the GTBT education, the safer it is for a child.

Peer Learning



our methodology emphasizes that children must fully understand a concept before they move on to the next one. Because we believe that every child learns at a different pace, our classrooms are set up to support effective individualized learning, with teachers taking on the facilitator role.

In the peer learning area, students work and learn from each other, which makes it possible to instill democratic values at a very young age.

Peer learning is not a substitute for teaching; however, it enhances education by adding to its learning activities and enables students to take responsibility for their own learning.

What We Preach

Learn a concept

Practice the
concept

Make mistakes

Do you
understand why

NO

Ask for help

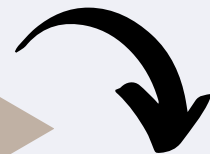
YES

Fix the mistake

Make
mistakes

Test the concept

Mastery





SMART Class Concept

The targeted group has many difficulties speaking English, and even if they do, there is always a lack of confidence since they believe they do not know the correct pronunciation. To address this issue, we designed a new SMART class concept in which we play a film on TV with English subtitles so that students may hear it and learn how to pronounce a specific word. The video is then muted, and we ask the children to speak what they see in the video. This aids in acquiring confidence and learning how to appropriately pronounce a word.



Impact of SMART Class



Enhanced reading abilities



Confidence building in students



Better vocabulary



Framing of sentences



Enhanced interest in studies.



Kho Kho Games

- Scheduling time to actively play outdoors sets a natural limit on the amount of time your child can spend with a device (such as TV, smartphone or video game)

Camper Distribution

- Promote drinking safe water.
- Help the kids and their families to store water safely.
- Raise awareness about disease that can be caused due to drinking dirty water.



Diary Distribution

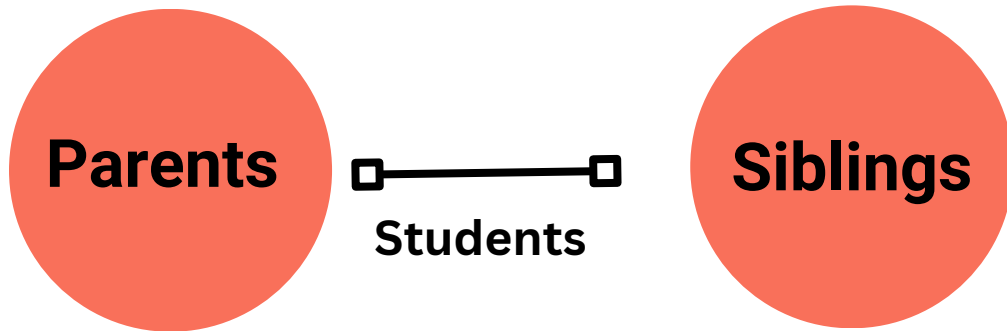
- Step towards motivation for education
- Token of love



Shubhankar

Shubhankar lost his mother when he was young and his father was not very concerned about him so his grandfather sent him to a boarding school where he can study. But after sometime he came back to Delhi and joined Adharshila. During COVID-19, he lost his grandfather. He was the only one who could understand and support him. After the demise of his grandfather, Shuibhankar had no one to talk to share his grief. Despite of this loss he is coming to Adharshila regularly and preparing for his next class exam because he want to fulfill his grandfather dream of getting good education and he hope that Adharshila will help him to achieving his goal.

Indirect Beneficiaries



Along with the remedial programs, we hold a variety of health camps. Students, parents, and other family members can all take advantage of the perks.

Health Camps



Impact of Health Camps

Increased family saving

Reduced out of pocket expenditure

Enhanced trust on Adharshila

People coming to health camps know about other programs as well such as Remedial classes

Improved health of our remedial beneficiaries



SDG Catered to..



5 GENDER
EQUALITY



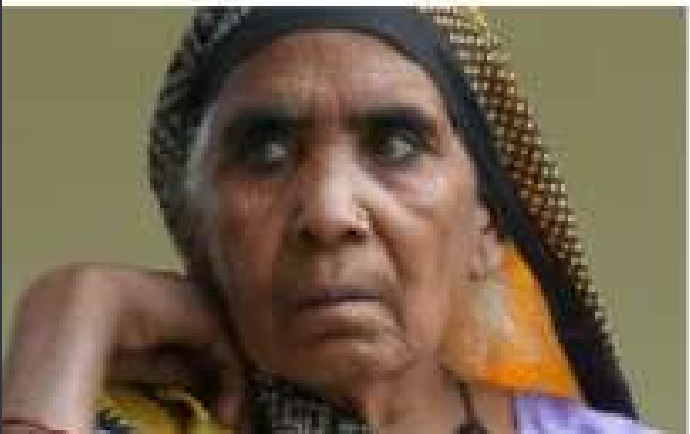
7 AFFORDABLE AND
CLEAN ENERGY



8 DECENT WORK AND
ECONOMIC GROWTH



10 REDUCED
INEQUALITIES





**Children must be taught
how to think, not what to
think**

Our Team

A highly dedicated team, with single-minded devotion to making a difference in the lives of the students through Education.



Anita Chandel,
Project Coordinator



Vandana, Instructor

With commendable patience and determination, they pay individual attention to every student.

Adapting to the changing times set in by the onset of COVID19 pandemic, they swiftly aligned themselves to prevent any gap teaching and learning outcomes.



Yogesh, Instructor



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Location.

