

4. Project Name: Population Education Club (PEC)

Teacher Incharge: Mrs Sushma Singh

Number of beneficiaries: 21

Report on Population Education Club (PEC)

While working on PEC project students learn to organize knowledge, goal setting, planning and time management. They will develop sensitivity towards dignity of labor, student will also develop accuracy in observation, and widening their mental horizon through beliefs and prejudices being overcome when exposed to socio-cultural realities. Projects help to raise awareness amongst masses on relevant environmental and social issues like e-waste management, Dowry etc. Students conduct various activities like poster making, essay writing competitions at their own college and community level and submit a report at the end of the term.

Total 21 students worked in group of 5 each, from following classes FY BA, FY BSc, MCom II, SY. BAMMC, TY BSc Physics. Further details are given in the table given below.

Sr No.	Class	Roll No.	M/F	Name	E mail ID
1	SY BCOM	146	F	Awati Namrata Bahubali Ujwala	namrataawati982@gmail.com
2	SYBSc	201	F	Ansari Zinnat Badruddin Fatima	Zinnat1077@gmail.com
3	SYBSc	205	F	Gupta Priti Premeagar Munni	guptapritipremeasa@gmail.com
4	SYBSc	207	M	Jaiswal Suraj Rajkumar Reeta	surajjs19022@gmail.com
5	SYBSc	215	M	Patel Satyam Chandan Asha	patelsatyam599@gmail.com
6	SYBSc	217	F	Saiyed Fatima Musharaf Ali Shaista	fatimasaiyed2403@gmail.com
7	SYBSc	221	M	Sharma Vikas Santosh Anita	vikashsharma1662112@gmail.com
8	SYBSC	229	F	Yadav Sheetal Lalji Anupama	surajjs19022@gmail.com
9	SYBSC	311	F	kokitkar Sayali Pandurang Vaijayanta	kokitkarsayali20012@gmail.com
10	SYBSC	315	F	Mishra Pinka Mahendra Gudiya	twinklemishra0733@gmail.com
11	SYBSC	322	F	Pandey Jyoti Omkarnath Kshama	pandeyj8393@gmail.com
12	SYBBI	6	F	Girkar Krutika Sham Megha	krutikagirkar514@gmail.com
13	FYBVOC REM	1	F	Ambawade Komal Vishvas Sunita	komalambawade3108@gmail.com
14	FYBVOC REM	27	F	Vishwakarma Neha Sanjay Manju	Nehav2396@gmail.com
15	FYBVOC FMS	23	F	Vishwakarma Anjali Awadhesh Girija	anjaliavishwakarma2520@gmail.com
16	FYBSc	258	F	Vishwakarma Sneha Ramesh Rekha	snehavishwakarma71101@gmail.com



2019: Star College Status by DBT

RAMNIRANJAN JHUNJHUNWALA COLLEGE OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS)
 Opposite Ghatkopar Railway Station, Ghatkopar (West), Mumbai 400086, Maharashtra, INDIA

PRINCIPAL

2008: NAAC College of University of Mumbai 2010: IMC RBNQ Award 'Performance Excellence for the year 2009'
 Re-2014: 'Best Teacher Award' by Government of Maharashtra 2013: DST-FIST 2014: DBT STAR College
 2013 & 2014: 'Ajgar, Jaganvashna Award' by Govt. of Maharashtra 2016: ISO 14001:2015 2016: ISO 9001:2015 2017: ISO 27001:2013

2018: Autonomous Status by University Grants Commission (No. F. 22-1/2018(AC) - 28.05.2018) & by University of Mumbai (No.Aff./ICD/18-19/440 - 08.06.2018)



R. J. COLLEGE of Arts, Science & Commerce (AUTONOMOUS)

(Hindi Vidya Prachar Samiti's **RAMNIRANJAN JHUNJHUNWALA COLLEGE of Arts, Science & Commerce**)

Opposite Ghatkopar Railway Station, Ghatkopar (West), Mumbai 400086, Maharashtra, INDIA.

Website: www.rjcollege.edu.in Email: rjcollege@rjcollege.edu.in Tel No: +91 22 25151763 Fax No: +91 22 25150957

College is recognized under Section 2(f) & 12(B) of the UGC Act, 1956

Affiliated to UNIVERSITY OF MUMBAI II NAAC Re-Accredited 'A' Grade (CGPA: 3.50)

17	FY BAF	16	F	Maity Supriya Khudiram Shikha	supriyamaity312@gmail.com
18	FY BAF	41	F	Singh Yashi Sushil Tara	vashisingh45769@gmail.com
19	SYBSC CS	8	F	Gupta Pooja Deepchandra Usha	poojadugupta@gmail.com
20	SYBSC CS	16	F	Inamdar Simran Allabakas Shahin	simran28062000@gmail.com
21	SYBSC CS	52	F	Rane Samiksha Pramod Pradnya	samiksharane987@gmail.com




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UNIVERSITY OF MUMBAI

DEPARTMENT OF LIFELONG LEARNING AND EXTENSION

"EXTENSION WORK PROJECT REPORT"

Name of the Student: Maity Supriya Khudiram

Class : FYBAF

Name and Address of the College: Rj college ghatkopar (w) Mumbai 400084

Name of the Extension Work Project: Population Education Club (PEC)

A handwritten signature in blue ink, appearing to read 'V. J. Jadhav'.

Signature of Principal
RAMNIRANJAN JHUNJHUNWALA COLLEGE
OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS)
Ghatkopar (W), Mumbai-400086, Maharashtra, INDIA
& College Seal



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A handwritten signature in blue ink, appearing to read 'V. J. Jadhav'.

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- **Acknowledgement of the student**

(Please mention the kind of support provided by DLLE Unit, Principal & Extension Teachers, work place staff, community and others.)

The entire DLLE Unit & Vaishali Dhaware has helped a lot throughout this survey, as we know this year it was online so as I faced some difficulties at the same time the entire unit has faced it because it was new for them too but still they sorted out everything and guided us in every possible thing.

- **My Reason for joining Extension Work Activity:**

- I joined this program to know more about women's around me and the problems they are facing or what else they think about other women or its like are they safe in the society in which they are living or are they aware about what's going on in society for women.

- **Please write about:**

- **How I started**

As we were informed to take survey of the women's around us, so it started from there as we forwarded the survey forms to women's to get some information about themselves and some of their views about them as how they feel or how they think of it.

- **How I was trained — acquired skills**

I was trained under our student manager

- **How I built rapport with the others / community around.**

As I said it was online this time so it was like bit difficult to maintain that rapport with them as I forwarded the survey form to them but I couldn't interact with them face to face.

- **How I worked and the kind of work, carried out**

- Please write about your expectations from extension work activities. Are your expectations fulfilled? Please brief.

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(In this table write data according to your project SWS/CP/PEC/APY/SM. Delete the other data before submitting)

- Name of the College & Community Level Activities in which student has taken active participation such as: street play, group songs, poster, elocution, speech, lessons, industrial visit, etc. (any other)

Sr. No	Date	Name of the activity such as:	Topic of the activity: (Save3 Food, Child Labor, Environment Pollution, Women empowerment etc.)	Participation for/as: Writing, directing, performing, music or singing, poster designing, painting, etc.	Location/Place of performance (College/Community)	Poster Prepared Yes/No	No. of Hours	Signature of the Extension Work Teacher
1.	11 Aug 2019 to 12 Jan' 2020	SWS	Survey of 50 women	Surveyor	Community Online Platform	NO	80+40 =120	

Please give other details (if any):

(You can add screen shots of activities you have conducted online)

Details of the activities attended by you performed at college or community level:

Sr. No	Name of the Activity	Yes/No	Date	Place/Location	Topic/Subject	Participated as	No of Participants	No of Hours
i.	Exhibition	Yes	3 rd Jan 2020	RJ College, Ghatkopar	Various careers	student	200 plus	2


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ii.	Seminar, Talk, Speeches	--						--
iii.	Talk	Yes	23th Nov 2019	RJ College, Ghatkopar	Women Huygiene	participant	105	2
iv.	Talk	Yes						--
v.	Visits	--						--
vi.	Street Play	--						--
vii.	Competition held such as Elocution, Rangoli, Poster Making, Street Play, Quiz Debate, Essay, Craft Making, etc.	Yes	3 rd Dec 2019	RJ College, Ghatkopar	Out of box career	Participant	31	4
viii.	Lessons taken by students if any (for B.Ed. students)	--			--	--		--
ix.	Survey	Yes		Survey forms	SWS	Surveyer/		120

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STATISTICAL ANALYSIS OF DATA COLLECTED THROUGH THE SURVEY OF WOMEN'S STATUS

IMPACT OF EDUCATION	HAS				HAS NOT			
	TALLY MARKS		TOTAL		TALLY MARKS		TOTAL	
	### ### ### ### ### ### ### ### ### ### //		52		-		0	
INCOME GROUP	LOWER		MIDDLE		HIGHER			
	TALLY MARKS	TOTAL	TALLY MARKS	TOTAL	TALLY MARKS	TOTAL		
	///	3	////	4	### ### ### ### ### ### ### ### ###	45		
FAMILY PROFILE	JOINT				NUCLEAR			
	TALLY MARKS		TOTAL		TALLY MARKS		TOTAL	
	### ////		9		### ### ### ### ### ### ### ### ///		43	
GROWTH PROFILE	POSITIVE		NEGATIVE		NO GROWTH			
	TALLY MARKS	TOTAL	TALLY MARKS	TOTAL	TALLY MARKS	TOTAL		
	### ### ### ### ### ### ### ////	39	/	1	### ### //	12		
STATUS	INHIBITED		INFORMED		AWARE		LIBERATED	
	TALLY MARK	TOTAL	TALLY MARK	TOTAL	TALLY MARK	TOTAL	TALLY MARK	TOTAL
	-	0	//	2	### ### ### //	17	### ### ### ### ### ### ///	33

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CRITICAL ANALYSIS

Statistical Analysis of Data Collected in Detail

(Eg. **IMPACT OF EDUCATION** : According to survey and analysis done, we get to know that 35 women's i.e. 70% women have Impact of education, while 15 women's i.e. 30% do not have impact of education. Similar analysis has to be done for remaining part.)

IMPACT OF EDUCATION: - According to survey and analysis done, we get to know that 52 women's i.e., 100% women have Impact of Education.

INCOME GROUP: - According to survey and analysis done, we get to know that 3 Women are from Lower Income Group i.e., 5% women, while 4 Women are from Middle Income Group i.e., 8% women, while most of the count that is around 45 Women are from Higher Income Group i.e., 87% women.

FAMILY PROFILE: - According to survey and analysis done, we get to know that 9 women i.e., 17% of the women live as a Joint Family, while 43 women i.e., 83% of the women live as a Nuclear Family.

GROWTH PROFILE: - According to survey and analysis done, we get to know that 39 women i.e., 75% of the women are more educated than their mother's level of education, while 1 woman i.e., 2 % of the women has lower the education than the level of education of her mother, while 12 women i.e., 23% of the women has no growth in education that means the women and her mother have same level of education.

STATUS: - According to survey and analysis done, we get to know that none of the women is Inhibited, while 2 women i.e., 3% of the women are informed about the situation, while 17 women i.e., 33% of the women are aware about the situations of a women around them, while 33 women i.e., 64% women are liberated about the situation and they are well educated about this things.

(For SWS students)

Statistical Data Table

Inference	Total score	%
Women who are liberated	33	64
Women who are Informed	2	3
Women who are Aware	17	33
Women who are Inhibited	0	0
Total	52	100

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Essay Writing (For ALL Students)

Select any one topic from the list and write an essay. (Approximately 1500 words)

Human rights developed as a concept after the conclusion of the Second World War. This was because the prisoners of war were tortured by the countries which took them. There were no diplomatic arrangements that ensured the safety and security of the prisoner of wars. There were agreements between countries on aspects of the treatment of prisoners, but seldom did anyone respect them. Eleanor Roosevelt is usually credited for the incorporation of human rights into the charter of the United Nations. She was not only an advocate of human rights but also someone who supported the essential universal freedom of humans. She was the wife of then US President Franklin D. Roosevelt. Human rights constitute the necessary rights to which every individual is entitled to. Although most countries having a constitution incorporate articles on fundamental rights and freedoms, human rights is an important issue. They are necessary because many countries do not adhere to them. Human rights are a set of rights which every human is entitled to. Every human being is inherited with these rights no matter what caste, creed, gender, the economic status they belong to. Human rights are very important for making sure that all humans get treated equally. They are in fact essential for a good standard of living in the world. There have been numerous examples of human rights violations across the entire world, what we should consider is that human rights are multidimensional and include a lot of things. There is no such method of designating or classifying rights under the category. For the sake of simplicity, the two crucial aspects of human rights are that they are fundamental rights, and they are universal. Human rights are essentially divided into two categories of civil and political rights, and social rights. This classification is important because it clears the concept of human rights further. Plus, they also make humans realize their role in different spheres. Moreover, human rights safeguard the interests of the citizens of a country. You are liable to have human rights if you're a human being. They will help in giving you a good life full of happiness and prosperity. When we talk about civil and political rights, we refer to the classic rights of humans. These rights are responsible for limiting the government's authority that may affect any individual's independence. Furthermore, these rights allow humans to contribute to the involvement of the government. In addition to the determination of laws as well. Human rights are extremely important for the overall development of a country and individuals on a personal level. If we take a look at the basic human rights, we see how there are right to life, the right to practice any religion, freedom of movement, freedom from movement and more. Each right plays a major role in the well-being of any human.

Next up, the social rights of people guide the government to encourage ways to plan various ways which will help in improving the life quality of citizens. All the governments of countries are responsible for ensuring the well-being of their citizens. Human rights help countries in doing so efficiently. Right to life protects the lives of human beings. It ensures no one can kill you and thus safeguards your peace of mind. Subsequently, the freedom of thought and religion allows citizens to follow any religion they wish to.

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Moreover, it also means anyone can think freely. Further, freedom of movement is helpful in people's mobilization. It ensures no one is restricted from traveling and residing in any state of their choice. It allows you to grab opportunities wherever you wish to. Next up, human rights also give you the right to a fair trial. Every human being has the right to move to the court where there will be impartial decision making. They can trust the court to give them justice when everything else fails. Most importantly, humans are now free from any form of slavery. No other human being can indulge in slavery and make them their slaves. Further, humans are also free to speak and express their opinion. In short, human rights are very essential for a happy living of human beings. However, these days they are violated endlessly and we need to come together to tackle this issue. The governments and citizens must take efforts to protect each other and progress for the better. In other words, this will ensure happiness and prosperity all over the world. Every person has dignity and value. One of the ways that we recognize the fundamental worth of every person is by acknowledging and respecting their human rights. Human rights are a set of principles concerned with equality and fairness. They recognize our freedom to make choices about our lives and to develop our potential as human beings. They are about living a life free from fear, harassment or discrimination. Human rights can broadly be defined as a number of basic rights that people from around the world have agreed are essential. These include the right to life, the right to a fair trial, freedom from torture and other cruel and inhuman treatment, freedom of speech, freedom of religion, and the rights to health, education and an adequate standard of living. These human rights are the same for all people everywhere – men and women, young and old, rich and poor, regardless of our background, where we live, what we think or what we believe. This is what makes human rights 'universal'. Human rights connect us to each other through a shared set of rights and responsibilities. A person's ability to enjoy their human rights depends on other people respecting those rights. This means that human rights involve responsibility and duties towards other people and the community. Individuals have a responsibility to ensure that they exercise their rights with consideration for the rights of others. For example, when someone uses their right to freedom of speech, they should do so without interfering with someone else's right to privacy. Governments have a particular responsibility to ensure that people are able to enjoy their rights. They are required to establish and maintain laws and services that enable people to enjoy a life in which their rights are respected and protected. For example, the right to education says that everyone is entitled to a good education. This means that governments have an obligation to provide good quality education facilities and services to their people. Whether or not governments actually do this, it is generally accepted that this is the government's responsibility and people can call them to account if they fail to respect or protect their basic human rights. Human rights cover virtually every area of human activity. They include civil and political rights, which refer to a person's rights to take part in the civil and political life of their community without discrimination or oppression. These include rights and freedoms such as the right to vote, the right to privacy, freedom of speech and freedom from torture. They also include economic, social and cultural rights, which relate to a person's rights to prosper and grow and to take part in social and cultural activities. This group includes rights such as the right to health, the right to education and the right to work. The right to education is an example of an economic, social and cultural right. One of the main differences between these two groups of rights is that, in the case of civil and political rights, governments must make sure that they, or any other group, are not denying people access to their rights, whereas in relation to economic, social and cultural rights, governments must take active steps to ensure rights are being fulfilled. As well as belonging to every individual, there are some rights

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that also belong to groups of people. This is often in recognition of the fact that these groups have been disadvantaged and marginalized throughout history and consequently need greater protection of their rights. These rights are called collective rights. For example, Aboriginal and Torres Strait Islander peoples possess collective rights to their ancestral lands, which are known as native title rights. Rights that can only apply to individuals, for example the right to a fair trial, are called individual rights. Values of tolerance, equality and respect can help reduce friction within society. Putting human rights ideas into practice can help us create the kind of society we want to live in. In recent decades, there has been a tremendous growth in how we think about and apply human rights ideas. This has had many positive results - knowledge about human rights can empower individuals and offer solutions for specific problems. Human rights are an important part of how people interact with others at all levels in society - in the family, the community, schools, the workplace, in politics and in international relations. It is vital therefore that people everywhere should strive to understand what human rights are. When people better understand human rights, it is easier for them to promote justice and the well-being of society. A person's human rights cannot be taken away. In its final Article, the Universal Declaration of Human Rights states that no State, group or person '[has] any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein'. This doesn't mean that abuses and violations of human rights don't occur. On television and in newspapers every day we hear tragic stories of murder, violence, racism, hunger, unemployment, poverty, abuse, homelessness and discrimination. However, the Universal Declaration and other human rights treaties are more than just noble aspirations. They are essential legal principles. To meet their international human rights obligations, many nations have incorporated these principles into their own laws. This provides an opportunity for individuals to have a complaint settled by a court in their own country. Individuals from some countries may also be able to take a complaint of human rights violations to a United Nations committee of experts, which would then give its opinion. In addition, education about human rights is just as important as having laws to protect people. Long term progress can really only be made when people are aware of what human rights are and what standards exist.

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Activities by PEC students

Report

Various competitions and events were organized by PEC students like essay competition, debate competition, poster making competition on many socio-environmental issues in nearby schools (Community enrichment program) and in campus during the year 2019-20 to create awareness among the students. certificates were given to them as encouragement.



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