

KHEL CENTER PROPOSAL 2019

Project Name: KHEL (Knowledge Hubs for Education and Learning)	Date Received: April 20, 2019
Referred By:	

	Project Contact Information	Asha Contact
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1. Part I: Information about your group/organization

Please feel free to attach any additional sheet and/or information such as brochures, press reports, etc.

I. Name of the group/organization requesting funds:-

- Diksha Foundation

II. When was the group established:-

- 14th July, 2010

III. Briefly describe the motivation for starting this group

In 1997, a group of school friends from Don Bosco School, Patna volunteered for community service and dreamed about working to improve the state of education in their native state of Bihar. Thirteen years later, they were able to realise this dream and set up Diksha Foundation to offer education to children and youth from socially and economically marginalized communities in the state.

While the state of Bihar boasts a rich history; Patna, the state capital, was the seat of the ancient Mauryan Empire and also a centre of Buddhist learning. However, colonisation and its ills affected the state, and it began deteriorating, experiencing issues of poverty, illiteracy, malnutrition and caste and religious intolerance. In post-independent India, Bihar's literacy rate stood at 37% in the 1991 census, 47% in the 2001 census and 61.8% in the 2011 census.

Diksha's founders started the organization to make a difference in the field of education. Diksha stands for the untiring zeal and the continued efforts of many who want to ensure that education is not a privilege but a right accessible to everyone. Our work is dedicated to strengthening the rights of children and offering them quality education. Since 2010, our movement has been towards creating vibrant, violence-free learning spaces for children and youth coming from vulnerable backgrounds - helping them realize their potential.

IV. Name the key people running the organization and describe their background

Diksha Foundation

Gautam Gauri:-

Gautam is the Co-founder and Executive Lead at Diksha. Gautam has over nine years of work experience. He has worked for 5.5 years in the social development sector and 3.5 years in the information technology sector. He completed his MPhil in Education from the University Of Cambridge, United Kingdom on a Commonwealth Scholarship. He also holds an MBA in International Business from Institute of Management Technology, Ghaziabad, India. His professional interests include value based education and technology in the classroom. His personal interests include meditation, swimming and trekking.

Sushmita Anand

Sushmita has done Masters of Arts in Education from Azim Premji University, Bangalore. She has five years of experience as a teacher in private school and is passionate about working with children and education. She joined Diksha in August 2018 and has engaged in various projects since her joining. Currently, she holds the post of Project Manager in Diksha.

Surbhi Rani

Surbhi has been working in Diksha Foundation for the last five years. Presently, she handles fundraising and communication activities. She earlier worked on the Unmanifesto Programme as Coordinator. Earlier, she was a Coordinator at the Unmanifesto Programme. She has also worked for Women Empowerment Project (SHG & Cluster) as a Training Coordinator in Women Development Corporation in Rohtash, Bihar. She has a master degree in Social work from

Banasthali Vidyapeeth, Rajasthan and a Bachelor's degree in Social work from Patna University. She participated in Gramya Manthan Rural Immersion Program 2015 organized by Youth Alliance. She is passionate about child rights and women empowerment issues. Her Masters in Social Work was focused on the research topic 'Role of SHG in Women empowerment', and she chose the topic 'Female Feticide – A Gender Perspective' for her undergraduate thesis.

V. Briefly describe the aims of your group.

Diksha Foundation started with a goal to provide quality education to the children who come from socially and economically disenfranchised communities. Since 2010, our movement has been towards creating vibrant, violence-free learning spaces for children in need to realize their potential. We engage in different projects to pursue this objective. KHEL(Knowledge Hub for Education and Learning) is our flagship initiative under which we run after school supplementary education learning centres. Each learning centre is supported by a group of caring facilitators and project staff and it is based on three pillars of values, technology and knowledge. The Foundation runs educational centres in Patna, Nalanda and New Delhi. We also work with charitable schools and government schools on the themes of democratic education, citizenship, creativity and innovation.

Aim

The aim of Diksha Foundation is to provide holistic education to children and youth belonging to socially and economically disenfranchised communities in India.

Vision

- Our Vision is to build classrooms that embody the spirit of a space co-created by learners and teachers, where knowledge is shared and utilized by both. This can be a physical or virtual space; one that is both closed and open, not only characterized by certain boundaries but also by constant interaction with its environment; creating space for a unique knowledge exchange.
- Diksha has created learning spaces where young people are empowered to build an environment that encourages democracy, creativity and innovation together. We envision our learners as individuals who have an understanding and appreciation of values and ethics, are well-versed in technology and have knowledge and perspective about academic subjects and their connection to the world at large.
- Presently in its first stage, Diksha is working on developing model learning centres, independently as well as in collaboration with existing institutions. In the next phase, we will be working on creating a network of collaborators who will take this model to a diverse range of government and low-cost schools across India.

Mission

- Our mission is to provide holistic education to children and youth from low-income communities.

- Our focus goes beyond the binary lens of numeracy and literacy alone, making learning spaces inclusive, vibrant and violence free so that the children can have experience learning that isat once, exhilarating and transformative.

Goals

- To provide holistic education to children and youth.
- Creating vibrant learning spaces for children and youth.
- Building inclusive communities with special focus on the rights of children.
- Taking action with the intention to initiate long-term sustainable transformations in the communities we work with.

Objectives

- Create holistic learning spaces for socially and economically disadvantaged children and youth.
- Provide remedial class/supplementary education to the children of the underprivileged children
- Build a library for the children, youth and community members Diksha engages with.
- Enable widespread dissemination of quality education amongst the less privileged in the form of an inclusive pedagogy equipped with ICT.
- To enhance a learning environment for inclusive, quality and child-friendly education for children coming from socially and economically marginalized communities.
- Promote awareness about child rights and inclusive values.

Approach

- Creating Vibrant Learning Spaces.
- Bridging the Digital divide.
- Building partnerships across India, and the world.

Specific issue or problem that we address

Diksha Foundation aims to address the issue of ‘ the lack of quality education’ in India. We are working towards transforming young lives by providing them with a quality learning environment. Education is one of the key factors that contributes to the holistic growth of an individual. It must be noted that the Right to Education is a fundamental right of every citizen in India, based on the provisions of Article 21A of the Indian Constitution. Diksha aims to not only provide a quality learning environment, but one that issupplemented with co-curricular exposure, not just relegated to academia.

VI. Does your group have any religious or political affiliation? If yes, please describe the type of affiliation and the reason for it.

Diksha Foundation is not associated with any religious or political organization. We are an independent secular non-political organization.

VII. What non education-related community development activities are your group involved /caters?

Jagrik – Samvidhan Live Project

Jagrik – Samvidhan Live Project– Diksha is a member of ComMutiny – The Youth Collective (CYC), it is a group of 42 organizations working together in the areas of youth development and active citizenship. We worked with CYC on the Jagrik Project to spread awareness about the rights and duties enshrined in the Indian Constitution. For our learners, it was a journey from a “Nagrik to Jagrik”. The project was driven by the need to build ownership of common spaces, and participation in the community. Samvidhan LIVE – The Jagrik Project aimed to build young people’s capacities for meeting these challenges as they reflect in the real world. Through this public initiative, young people have experienced how the rights and duties in our constitution are being lived, and shared their experiences about sustainable development goal with the rest of the world.

MLMF - My Life Mere Faisley

My Life Mere Faisley- An initiative by Pravah, MLMF is a Life skills training to prevent early childhood marriage. Dikshais implementing the programme with 100 youth and adolescents; the idea is to develop their decision making skills so that they can engage with their parents and the wider community to take better and more informed life decisions.

MLMF sessions have been conducted with adolescents at KHEL Patna and KHEL Hilsa centres.

Participants are developing their understanding on how to create and sustain a 5th Space for not only themselves but their environment as well.

Socially Smart and Sensitive Patna

Diksha’s youth group participated in a community development and awareness program as part of a project being implemented by the UNFPA and the Patna Municipal Corporation, with the aim of making Patna a socially smart and sensitive city. The youth group conducted door-to-door awareness drives within the urban slum communities and created a youth club where conversations on cleanliness, health and hygiene can take place and connected with the larger issue of social development.

Samantha Sathi

In an attempt to reduce violence against women and girls and to promote an active partnership of men and boys in changing social norms in families and communities, Oxfam India has joined hands with Diksha to create community groups of men or ‘gender equality champions’ termed as Samanta Saathi who would like to experiment with change in their own lives and relationships and promote these among others.

For this, we engaged with 25 male youths each, from different colleges of Bihar in an online and offline courses that would help them overcome the patriarchal ideas that they have been exposed to since childhood.

Diksha's kids have taken an active part in the dialogues and events related to gender sensitization organised by Oxfam India. Oxfam team also visited our center to have a discussion on Gender related issues with the adolescents of Diksha.

VIII. Does your organization have FCRA (Foreign Contribution Regulation Act of 1976) clearance from the Indian government? This is required for you to receive foreign funds. If yes, please provide FCRA details. If no, have you applied for Prior Permission (one-time acceptance of foreign funds)? If yes, when was the application submitted?

Yes, The Foundation has been allotted FCRA No. 231661629 by the Ministry of Home Affairs.

2. Part II: Details about your educational project/s

I. List the school/s run by your group, and their locations. If you are requesting funds for only a few of several schools, please specify which one/s.

Sl. No	Location	Name of School	No. of School
1	Patna, Bihar	KHEL (Knowledge Hub for Education & Learning)	1
2	Hilsa, Nalanda	Neeraj Kumar Memorial Learning Center	1

REQUESTING FUNDS ONLY FOR : KHEL PROJECT, PATNA

II. Who owns the school legally? Is it an organization or trustees or an individual. Please provide details.

- Diksha Foundation
- Registered under Societies Registration Act, 1860, Registration No: S/RS/SW/0019/2010.
- Registered under section 80G of the Income Tax Act vide order no DIT (E)/2013-14/D-1549/3792. Dated 25/10/2013
- Registered under Section 12A of the Income tax Act vide order no DIT (E)/12A/2013-14/D-1549/2346. Dated 25/10/2013
- FCRA Registration number 231661629 vide letter no 0100011712015 Dated 01/03/2016

III. *Location of school/s* - Urban and semi-urban

IV. *Specify the type of education provided (e.g. basic literacy, Computer Training etc.)*

KHEL (Knowledge Hub for Education and Learning) envisions establishing open learning spaces for socially and economically disadvantaged children and youth. It is not limited to supporting the child with the acquisition of basic literacy but is also focused on holistic learning so that the child grows in a manner that enables her/him to maximise her/his potential.

The project includes

1. **Supplementary/remedial education** – which addresses the issue of basic literacy through child-centred methods of learning and context specific education.
2. **Holistic learning** - focusses on the holistic growth of the learner through the application of creative arts, like theatre, drama, music, group discussions, movie screenings, and book clubs, as a medium.
3. **Skill Development** - the centre provides young people with skills and training in computer literacy and spoken English.
4. **Innovative learning processes** – each learning centre conducts a *bālsansad* children’s parliament, open house meetings as a part of the learning process. These activities run parallel to the day to day activities of the larger programme, providing an enriching teaching and learning experience.
5. **Value Based Education** – inclusive values, combined with a sense of responsibility towards society form the bedrock of Diksha’s initiatives. The values Diksha inculcates in its learners is embedded in the learning process alongside the academic training. While efficiency forms one part of the larger objective, this is complemented with the larger intention of inculcating responsibility in the children’s daily conduct.
6. **Constitutional education** – Diksha has created a process through which knowledge on the India’s constitution and its importance is shared with the children with the intention of creating a democratic dividend that understands the responsibility of citizenship. As a consequence, Diksha is providing constitutional education as part of its project named “Be a Jāgrik, Samvidhān Live” in which children are acquiring knowledge about their rights, duties and sustainable development goals.

V. *Please tell us about your teaching techniques (conventional vs. alternative).*

Diksha’s work falls under the category of alternative education.

Given the challenging socioeconomic background of Diksha’s learners, an alternative approach has been adopted and implemented. Our non-conventional techniques create more autonomy and freedom for both, the learners and the teachers.

Each child is given individual attention, wherein their learning needs and requirements are understood and catered to. The curriculum has been structured taking into consideration the wholesome growth of each child. Diksha’s approach creates space for its students to spend one-on-one time with their teachers, as a result of which, the mentors are able to pay more attention to the children. Given the pace at which the world is evolving, experiential learning methods form a key part of Diksha’s pedagogical approach. The idea is to nurture and nourish creativity in young minds so that, they are able to take on the contemporary world with courage and confidence.

Classroom Teaching-Learning Processes:-

Assembly: This process includes an afternoon assembly where prayers are recited, a pledge for national integration is taken, and children are given a platform to express their creativity through, poems, stories and songs. The prayer involves recitation of different hymns from multiple religions. Reading the newspaper and quizzes are also methods applied as a part of the assembly aimed at building general awareness.

Classroom management: To begin with, Diksha is creating a learning-friendly environment for the child in the classroom with a low teacher-student ratio(1:23) and using teaching/learning materials like activity books, library books, maps, the globe, and flashcards to enhance learning outcomes. We also use technology, including tablets and the computer, in addition to multimedia learning aids which further contribute to learning outcomes.

Physical, Lingual, Socio-emotional, & Cognitive development: Every class enjoys 15 minutes of play time. In addition on Sundays, theatre, drama, music, group discussions, quizzes, movie screenings are organized.

Children are provided mentoring and individual assistance with the aim of creating a space wherein they can share their personal challenges freely, without judgement.

Assessment and Evaluation –Diksha conducts continuous oral and written assessments to observe every child's academic growth which is then discussed with the parents during the our monthly parent-teacher meetings and community visits.

Peer Group: A peer support group comprising of volunteers and students of Grade 9 and 10 participate in self-study and alongside activities happening at the centres. They act as a resource person for the younger students in their group acting as persons who can provide guidance and encouragement instilling confidence in them to face the challenges they may encounter.

Youth Group (10th+): Ten students graduated this year from the youth group; they continue to use the centres as a resource. This group constitutes of young boys and girls who have completed their matriculation. KHEL learning centres is a knowledge hub and safe space for them. They make use of the library and computer lab, continue to focus on their personality development and also get career counselling sessions with the intention of planning their future.

VI. What is the literacy rate in your local community? Please give a breakdown between boys and girls if possible.

According to data published in the 2011 census, the average literacy rate of Patna was 70.68%, wherein the literacy rate amongst males and females was 78.48% and 61.96% respectively. According to the 2014 ASER report, 82.4% children between 6 to 14 of years are enrolled in government schools in Bihar, while 12% are enrolled in private schools. Within Patna district, 21.3% of the children, between 6 to 14 years are enrolled in private schools.

Furthermore, the numeracy skills of students in Grade 3, i.e. their ability to recognize numbers from 1 to 100, is 74.4% in government schools; while reading skills stand at 66.6%. The teacher-student ratio was reported to be 60:5, in the case of both, primary and upper primary classes in Bihar, according to this survey.

Based on the aforementioned data, an intervention towards improving the quality of education is necessary. Our focus has been to improve literacy and numeracy skills of the learners mainly from government schools in Patna along with developing their intellectual and creative capacities.

VII. Describe the socio-economic background of the children and their parents (e.g. education, occupational). If any of your students are employed, please tell us about that as well.

Children at Diksha mostly attend government schools or low-cost private schools in Patna. Parents of these children are usually migrant labourers, most of whom are either daily-wage laborers (including rickshaw pullers, construction site workers, and household help) or are unemployed. Most parents are engaged in manual labour and many children also support their parents in their work, sometimes even at construction sites.

Diksha collected the data of parents' socio-economic background which is provided in following table:

Father	Daily-Wages (Labour or Sweepers)	Street-Vendor	Driver	Related to Construction site work	Self-Job (Plumber, Electrician, Builder, Carpenter)	Rickshaw pullers	Unemployed
	22.05%	8.82%	4.41%	2.95%	47.05%	8.82%	5.9%
Mother	Daily-Wages	House Wife	House help	Cooking	Sewing/embroidery	Other(If any official work)	–
	14.7%	20.58%	32.35%	16.2%	14.7%	1.47%	–

Most of the community members are illiterate and their children are usually first-generation learners. The KHEL project focuses on school-going children, who should have the opportunity to enjoy their childhood, through processes of learning and exploration, as opposed to working in unsafe and potentially exploitative environments, such as construction sites.

VIII. What are the admission criteria for the students to join your school? Have you ever turned away students? If so, why? How many children attend your school currently? How many teachers do you have? How many full-time students? How many part-time teachers? How much are the fees? Is there an admission one-time fee?

- **Admission Criteria:**
 - School dropouts due to socio-economic conditions
 - Children from challenging socioeconomic backgrounds, determined based on:
 - Parents' profession – mostly daily wage earners
 - Home dwelling conditions – semi puccā, kutchā, rented, with or without a toilet facility
 - School type – government or low-cost private schools.
 - Age:
 - Supplementary Education: 6 – 13 years
 - Vocational Training: 16 – 28 years
 - Girls are given a higher preference
- **Students turned away:** Yes, Diksha opens admissions every quarter based on vacancies.
- **Current Enrolment:**

At present, there are a total of 137 children at the Patna centre, and all of them are full-time. Details of the children areas follows:

 - Supplementary Education: 97
 - Peer & Youth Group: 18
 - Computer Training: 22
- **Trainer Capacity:**

Full time teachers: 03
Full time volunteers: 02
- A **one-time admission fee** is charged as follows:
 - Supplementary Education: INR 50/-
 - Computer Training: INR 200/-

IX. Do you have parent-teacher meetings (parent involvement)?

Yes, Diksha organises monthly parent-teacher meetings, which are held at our centre alongside regular community visits; mothers of children tend to be more involved in this process given that the fathers are engaged with work, full time, even on Sundays.

X. In addition to education, does your group provide any other services to the children in your schools (e.g. food, health care, clothing, etc.)?

Yes, Diksha provides special services at its centre such as:

- **Dental Check-up Camp:** A dental check-up camp was organized at our centre for the children of all groups. It was organized by Ratan Dental Clinic in collaboration with Diksha. 120 children and their parents participated in this camp. Free medicines were also provided by Ratan Dental Clinic to children who needed it.
- **An interactive session on art and craft:** Students of D.P.S school came to the Patna centre and took a session on art and craft with the children at the centre. They undertook "Do It Yourself" art and craft projects along with the children and also shared ideas on how to create new craft

material. The exercise was very helpful for the children as they created something new and could also connect with the young students from D.P.S.; the exercise contributed significantly to raising their confidence levels.

- **Computer Literacy and Training Programme:** Diksha sent five young people for a training on Photoshop application to an agency named PD Light. This was a great opportunity for the young people to develop their skills, which can potentially create new opportunities in the future.
- **Workshop on Sexual Reproductive Health and Rights:** Restless Development, a youth development organisation, conducted a workshop on Sexual Reproductive Health and Rights with the young people at the Diksha centres. Through this workshop our students got received orientation on basic sexual, reproductive health and rights, which we believe will contribute to their overall growth and holistic development.
- **Immunization camp:** Max India Foundation conducted an immunization camp on MMR (Measles, Mumps and Rubella) for children between 0 – 12 years of age. 100 children were successfully vaccinated through this camp.
- **Eye check-up camp:** A free eye check-up camp was organized at the Diksha centre in Patna for children and their parents in collaboration with Lion's club Patna and Divya Drishti Centre. The camp witnessed participation of 100 children and their parents. 11 children and 19 parents also received spectacles as per their prescription.
- **Aadhar card camp** was organized at the Diksha Centre by a Diksha well-wisher, Mr. Robin Ravi. 32 children and parents got their Aadhar cards made through this camp.
- Diksha also organizes **Yoga Classes** for its students periodically. Volunteers from the Art of Living Foundation conduct these classes.
- With the help of Diksha's individual donors and other organizations, we distributed clothes among children.
- Children from our centres participated in an **HIV/AIDS training program** organized by the NAZ Foundation.

XI. How do you perceive that education will improve the lives of the children in your village/area?

True education is the cornerstone for a good quality life. Education is an asset that will go a long way in improving the lives of the children and those around them. Being first generation learners in their community, the children have the potential to grow up to be self-reliant and responsible citizens. Having invested in time in education there is a high possibility these children, will take action to ensure continuity in their families, i.e. a steady movement towards literacy. With an educated mind, they can broaden their perspective on life. Undoubtedly, they will be more aware of their rights and responsibilities towards society.

All these factors lead to holistic development with a positive outlook and contribute to the children's individual growth resulting in overall societal growth. Education has the potential to pay rich dividends by breaking shackles of ignorance; the effects of which will be visible in their social dealings over a long period of time. Here, at Diksha, we help the children shape their world and write their own growth story through the channel of education.

The manner in which education creates awareness among the children and their families is also a positive sign for Diksha and also a source of inspiration for future generations. Education is an only medium that can overcome social inequality. While we are seeing positive signs, there is a need to constantly work to ensure these signs are long lasting and sustainable.

XII. Does your school have:

Facilities Available	No	Yes
Own Building	No	
Classrooms		Yes (04 classrooms, 1 library and 1 computer lab)
Toilets		Yes -2
Chairs & Tables		Yes, we also have floor mats.
Drinking water		Yes, UV based water purifier
Laboratory		Yes (computer lab)
White board		Yes
Electricity		Yes

Playground		Yes
Library		Yes
Computers		Yes
Teaching aids (e.g. books/ slates)		Yes
Toys		Yes, puzzles and games

XIII. What is the age group of the children enrolled in your school(s)?

Details of children enrolled in Supplementary Education in the year 2018-2019: - 137

Group	No. Of Children		Age Group (Years)	Total
	Girls	Boys		
A	12	05	06-09	17
B	08	06	08-12	14
C	07	09	10-13	16
Peer & Youth	08	10	14-18	18
Probation Period	26	24	06-13	50

Total	61	54		115
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Detail of children in Computer Training program: -22

Class	No. Of Children		Age Group(years)	Total
	Girls	Boys		
Matriculation	9		16-18	9
Intermediate	8		19-21	8
Graduation	5		21-23	5
Total	22			22

XIV. How much staffs are employed at your schools?

Part time project manager 01
 Full time Coordinator 01
 Full time teacher 03
 Full time volunteer teacher 01
 Part time volunteer Teacher 01

XV. Average distance the children travel to attend your school

The average distance children have to travel is 3 kilometres.

XVI. Please answer this if your school has existed for at least five years. How many children have gone through your program in the past five years and what are they doing currently? Please tell us about their future education possibilities. How would you visualize their future employment possibilities?

Since the school was established, approximately 551 students have gone through and graduate from the program at the centre.

Students who have graduated through Diksha's programmes:

- Computer training (six months) – 285
- Supplementary Education – 221
- English (Relo) – 45

Most of the children are still in school as Diksha began working with the children when they were in primary class. Diksha supports the education of girls; from the perspective of investing in their potential and the creation of strong, independent women who have the ability to contribute to society.

Child marriage poses a huge threat to the realisation of the aforementioned goal in Bihar. While India has the highest number of **child brides** in the world; the rate of **child marriage** in Bihar is as high as 69%. One significant impact that we have witnessed is that we have been successful in delaying their marriages. We have also seen instances of girls convincing their families to take up jobs after marriage. Future educational prospects become clearer following the completion of their higher secondary education. At Diksha we believe, once they graduate, the combination of their academic education and their time at Diksha which allow them to lead better lives.

Some of the students who have graduated from Diksha's computer education program have got jobs in computer teaching and computer typing.

Diksha had the opportunity to send some its students for a training on Photoshop application in PD Light, as they were searching means of self-employment in the field of design. We also assist students in searching for employment of their interest and subsequently, applying for the jobs.

Through such kind of programmes and special sessions Diksha consciously involves young people in their journey of personality and behaviour development, which will support them in their future endeavours; such as seeking livelihood opportunities and building problem solving skills in their profession.

The way children engage with us in activities and events, helps boost the confidence of parents in their children, creating a better atmosphere at home which provides more freedom to choose employment of their choice and act on it through their self-interest.

Some children are also preparing for competitive exams on particular subjects; seeing this enthusiasm for education within girls, their parents are also encouraging them pursue further studies. This is a positive reaffirmation for us at Diksha. Given that we have many girls, who are 18 years old, it is clear that it's working to prevent child marriage. Diksha and its children are on a journey together of changing the community beliefs and attitudes towards education, career and marriage.

XVII. Do you help your students with their future education efforts after they have completed school? If so, please describe your efforts.

Diksha has conducted English learning courses with support from RELO and the American Corner. In addition, the computer training program at Diksha is a wonderful opportunity for the students to polish their computer skills including, composing emails, using Microsoft office (such as word, excel and PowerPoint). Diksha encourages its students to enrol in the computer training classes and English classes alongside any other opportunity that may help students in building their career.

Diksha has also tied-up with different organizations working in the area of youth development. Internship and exposure opportunities have materialized through our connections with Pravah and CSEI.

The organisation also supports the young people to identify and choose subjects, in higher grades which are in line with their own skills and interests. Furthermore, we share scholarship and higher education opportunities with them providing assistance during the application process should they choose to apply. Finally, Diksha takes a holistic approach, wherein we provide counselling to the parents who are reluctant or hesitant to send their children for further studies and more inclined towards employment.

XVIII. Do the students who have studied or graduated get involved in the school afterwards and help the next batch?

Yes, quite a few of our graduates get involved in the learning centre following the completion of their school and provide support with the next batch. They help by taking up curricular and extracurricular classes.

The Peer Group: volunteers and students of Class 9th and 10th, participate in centre activities acting as resource persons for the next batch. .

The Youth Group: 10th grade students and students who have graduated from the centre continue to use the centre as a resource. The KHEL learning centre's library and the computer lab continues to be knowledge hub for this group.

- At present are two young girls who graduated from our centre and are now employed. In addition they come to the centre and take sessions with the young people on computer skills and arts and crafts. They have become a crucial supportive in overall skill development of the children in addition to being a source of inspiration for them all.

XIX. Are there any other schools (Kindergarten/Balwadi, Elementary school, High school) in the area? If so, please list the schools and the range of classes each of them offers.

Sl. No.	Classed Range	School Name
1.	1-10	Westend Academy Ambedkar Path.
2.	1-10	Indian central public school, Magistrate colony.
3.	1-10	Vidya Bihar High School, Shanti Bihar Colony
4.	1-10	Sharon's Public School, Ram Nagari
5.	1-08	Rajkeey Krit Madhya Vidyalaya Khazpur
6.	1-05	Primary School Khazpura.

7.	1-05	Primary School Lalu Nagar.
8.	1-05	Primary School Tesslal Verma Nagar
9.	1-08	Rajkiya Madhya Vidyalaya Rupaspur Jalalpur
10.	1-12	M.S. Memorial School Veer Basavan Nagar.
11.	1-10	Christ Mission School Magistrate Colony.

XX. Is your program different from that provided at these schools? Please explain.

Yes, the programme being implemented at KHEL centres differs substantially from the pedagogy being applied at the aforementioned schools. Since its inception, our movement has been working towards creating and providing a vibrant, violence-free learning safe space for children in which they can realize their potential. More often than not, the children we engaged with are deprived of proper love and care; we aim to provide them with a sense of emotional security to begin with. Gradually, we work with them to build awareness of their rights and responsibilities. Diksha has adopted the “5th Space” as a framework developed by Pravah to create an enriching learning space.

The “5th Space” is designed as a space where young people develop a deeper psycho-social worldview, i.e. develop a more nuanced connection with their surroundings, by answering the questions “who are we?” (we as in humans – a social species) as opposed to “who am I?”. The “5th Space” believes that self-transformation is the first step towards creating a change in our relationships and therefore, in society. This view allows young people to understand and define their connection to the world as it is in a deeper, more nuanced manner.

Through four core subjects (English, Hindi, Mathematics and Computer), we create opportunities of holistic development for children. Diksha uses these subjects as a medium towards the child’s development, enabling her/him to create harmony with their existing environment and surrounding.

XXI. Why are the children in your school/s not attending government/other schools in the local area?

Project KHEL is an after-school program. Diksha aims to enrol students who are coming to its centres in government schools or low cost private schools. All students are attending schools, however some students are irregular in their attendance and we aim to sensitize the parents about the importance of the education and therefore, also seek to raise the interest in having their child attend school.

XXII. Do you try to involve the parents of the children in the running of the school (e.g. in setting the syllabus etc.)? Please specify.

The parents of the children are mostly daily wage workers who have a challenging time earning money for their family. The primary expectation we at Diksha have is supporting the parents in creating an environment of love and support for their children. Parent teacher meetings are held on a monthly basis, where ample time is given to the parents to interact with the teachers. Regular door to door community visits are also carried out by the team. Parents are invited to each and every function organized at Diksha. They are also informed about their children through regular phone calls. The aim for us to build and sustain a relationship of mutual trust with the parents.

The children are engaged in the running of centre through *Bal Sānsad* activities and the Open House Meeting. These platforms are child-led spaces and thus, a lot of decision-making power is placed in the hands of our children. Diksha has experienced that parents who are involved in the extra activities and tasks performed by their children view these actions favourably, gave Diksha positive feedback on the programmes such as the *Jāgrik* project at the parent teach meeting.

XXIII. *What are your expansion plans for the future (e.g. adding more classes or schools)? How do you see your school impacting the village/area five years from now?*

Digital Resource Hub: Diksha plans to create a digital resource hub with 20 computers catering to the emerging needs of youth groups and children. We also want to equip all classrooms with multimedia facilities, so that digital learning can be integrated into the curriculum.

Library Enhancement: In the coming five years, Diksha would like to build its existing library with a diverse range of books, both in quality and quantity alongside electronic resources.

Eco-friendly building: Diksha plans to have its own eco-friendly building for its KHEL Centre in Patna in the coming five years. We presently have a lot of plants and are keen to add a solar power unit.

Over the span of the next five years, Diksha would like to continue empowering the community it works with and build a culture of volunteering and education. We envision better livelihood opportunities and entrepreneurial opportunities for our students. We see ourselves incubating start-ups led by our alumni. Diksha is witnessing improved levels of awareness with respect to the importance of education in the community, in comparison to when it began its work. At present more girls are encouraged to pursue an education than before and supported in this endeavour. The organisation has also had the opportunity to share its expertise with government schools, sharing its innovative ideas such as the *Bāl Sānsad* and open house meetings with them.

XXIV. *Any additional details you would like to provide to us*

Support:

Diksha received support from the Bank of India in 2014, for Computers, Inverters, Computer tables and the improvement of infrastructure facilities (such as water filters, fans, batteries and inverters) at its centres. The Oriental bank of Commerce has also donated 4 computers.

The Rotary Club, Darlington Chapter in the United Kingdom has supported the project last year. Their support enabled Diksha to cover the salary shortfall for its head teacher.

Achievements:

- Sanoj won the 2017 APJ Abdul Kalam Ignite National award.

Sanoj's idea was to create a press button for cars which would open all the doors when they are automatically locked due to a fire breakout.

- **Samvidhān Live –The Jāgrik Project**

An initiative by ComMutiny- The Youth Collective and its forum members aimed at spreading awareness on India's Constitution. For our children, it was a journey from "Nāgrik to Jāgrik". The adolescent boys and girls participated actively. They were grouped into pairs and assigned various tasks. Games were organized as effective learning tools. Reflection sessions were held every week where the youth came together to share their challenges and experiences. The basic idea was to make them understand the spirit and essence of the Constitution and also, their rights and responsibilities as citizens.

- **Summer Camp:**

To bring about a gleeful sunshine into the lives of our children and to utilize their vacations Diksha organized a summer camp at our Patna centre in June. This was a gala session of Yoga, Arts&Craft, story writing and recreational activities. Thirty one students actively participated in the camp.

- **Meeting with Patna Municipal officer:**

A meeting was convened by the commissioner of the Patna Municipal Corporation in which our youth group participated. The agenda was to discuss on ways to make Patna as socially, sensitive and smart city. Our youth group shared problems faced by people who are living in urban slum dwellings and also shared their view and ideas. Students of other colleges of Patna also participated in this meeting. The opportunity gave our students a space to learn and build confidence. The morale of our children increased and they appeared extremely happy with the interaction.

- **Youth Dialogue:**

Our youth group had the opportunity to meet the deputy mayor and deputy commissioner of the Patna Municipal Corporation. During the meeting they shared their field experience with them and conveyed to them the challenges people living in the urban slum communities faced. There are fifty young from ten colleges of Patna who participated in this programme with them. It was great exposure and a wonderful learning experience for the participants on this programme. Consequently, we have seen the commitment towards taking on roles of active citizenship increase in these participants.

- **Art and Craft exhibition:**

Diksha organized an art and craft exhibition at its centre on March 31st in which the children demonstrated their art skills. They created a variety of beautiful crafts by using waste material. Through the crafts they created the participants aimed to convey a message of how waste material can be reused. With the help of such programmes children's skill development is an on-going process.

XXV. If possible, please provide us with the contact information of two individuals from your community (not related to the school) who can describe the impact of your program.

	1	2
Name	Abhinav Kant	Rohit Singh
Address	Abhinav kant Flat 11 , Jagat Narayani Apartments Bank road , patna 800001	Vasudev Sadan, Old Arvind Mahila College Road, Adjacent to Royal Nursery, Kadm Kuan, Patna 800003
Phone No.	+91 7004336275	+91 9955995595

XXVI. Asha for Education requires reports from its projects every six months to continue funding. Please provide the contact information for the person from your group who will be responsible for these reports.

Name	Gautam Gauri
Address	Diksha Foundation C1, Shanti Vihar Colony Ambedkar Path, Patna - 800014
Phone	+916122595151
E-mail	gautamgauri@dikshafoundation.org

3.Part III : Financial Details

Please feel free to attach any information such as annual reports, budgets, etc.

i. What sources fund your group's activities at present? List the sources and the current and future funding from each of them. If these funds are meant for a specific part of your group's activities, please describe those restrictions

Source of fund	Activities	Specific activities

Asha for Education	Salaries, Honorary, Rent, books and stationery Utilities,	Centre Co-coordinator cum Instructor Salary Instructor Salary Part Time Cleaner Computer Instructor Salary Centre Rent Internet Electricity Charges Books & Stationery Miscellaneous Project Management Peer Educator Honorary Library Books, Computer Peripherals, Musical Instruments, Learning Games Teacher training Transportation/ English teacher travel allowance Part Time Math Teacher Audit Expense (One Time)
Rotary Club Darlington Chapter UK	Salaries, Honorary, Rent, Books and stationery Utilities,	Instructor Salary Books and Stationery

ii. Please provide us with details of your projected budget for the next three years:

Year(s)	Recurring costs	Fixed costs
2018	12,63,900	65,000
2019	13,74,600(10% increase)	65,000
2020	15,15,060 (10% increase)	65,000
Total	Recurring cost: 41,53,560	Fixed Cost: 1,95,000

iii. Salary expenditure details:

	Number	Salary Range
Teacher	4	8800 - 17600 INR (per month
Paid Staff – Support Staff Salary	6	2700 – 9500
Volunteer/Peer Educator		1000-2500 INR (per month)

iv. Please provide details of the fixed costs of your school/s for the next three years.

Year	Fixed Costs Description	Amount
2018	Library Books, Computer Peripherals, Musical Instruments, Learning Games	65,000
2019	Library Books, Computer Peripherals, Musical Instruments, Learning Games	60,000
2020	Library Books, Computer Peripherals, Musical Instruments, Learning Games	60,000

v. *What amount are you requesting from Asha, and for what specific purpose?*

Following funds are requested from ASHA per annum for next one year.

Proposed Budget for KHEL Patna Project (FY April 19 – March 20)		
Line Item	Monthly INR	Annual INR
Centre Co-coordinator cum Instructor Salary	17,600	2,11,200
Instructor Salary	8,800	1,05,600
Part Time Cleaner (Sweeper+Maid)	2,700	32,400
Computer Instructor Salary	11,000	1,32,000
Part Time Math Teacher	8,800	1,05,600
Project Management	8,800	1,05,600
Part Time Art and Craft Teacher	3,000	36,000
Part Time English Teacher	5,000	60,000
Part Time Report Writer	4,000	48,000
Centre Rent	15,400	1,84,800
Internet	800	9,600
Electricity Charges	3000	36,000
Telephone charges	500	6,000

Books & Stationery	3,300	39,600
Miscellaneous	2,200	26,400
Peer educator Honorarium	2,500	30,000
Library Books, Computer Peripherals, Musical Instruments, Learning Games (One Time)		60,000
Teacher training		25,000
Peon/Support Staff/Driver	9,500	1,14,000
Audit Expense (One Time)		8,000
Total	1,06,900	13,75,800

Total Funds requested: Rs 13,75,800