

KHEL CENTER PROPOSAL 2020

Project Name: KHEL (Knowledge Hubs for Education and Learning)	Date Received:
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

Gautam Gauri: - Co-founder and Executive Director

After working for three and a half years in the IT sector, Gautam decided to pursue his dream of making education accessible for underprivileged communities in Bihar. With his wide professional and academic experience of eleven years, he has made a significant contribution to the education sector in Bihar. He holds an MPhil in Education from the University of Cambridge, United Kingdom. He was awarded the prestigious Commonwealth Scholarship for the same. He did his MBA in International Business from Institute of Management Technology, Ghaziabad, India. His professional interests include value-based education and technology in classrooms. As a co-founder of Diksha, Gautam has been actively involved in the operations of Diksha from day one and he looks into fundraising and overall management of Diksha. His personal interests include swimming, trekking and meditation.

Sushmita Anand:- Project Manager

Sushmita Anand had some profound experiences that have helped her evolve as a professional as she is now. She is an alumna of Azim Premji University and has five-year teaching experience in the education sector. After her Masters, she was appointed as a Program Officer in 'Saathi', an organisation working for railway children to provide them care and protection. Working for quality education and helping children and youth from vulnerable backgrounds has been her passion. As a Project Manager in Diksha, she handles the execution, monitoring and evaluation of projects.

Pratyush Mishra:- Director, Finance and Administration

One of the founding members of Diksha, Pratyush has a rich experience in the banking sector. Previously, he was the Regional HR Partner at Kotak Mahindra Bank from 2014 to 2018 in Gurgaon. Pratyush holds an MBA degree from Christ College, Bangalore. He is a key resource in

the general administration and finance function of the organization. Pratyush is also actively involved in resource generation activities of Diksha.

V. Briefly describe the aims of your group.

Diksha Foundation offers holistic education to children and youth from socially and economically marginalized communities in India. Since 2010, Diksha's movement has been towards creating "transformative learning spaces for children" Our idea of education is not confined to mere literacy alone, we focus on the holistic education of the child by looking at the social, creative and moral development of each student. Holistic education stresses on the overall development of an individual which includes core academics, emotional development, social skills with civic understanding, critical thinking skills, conflict resolution skills, personality development and knowledge about self. While seeking to educate the whole person the basic three R's - Relationships, Responsibility and Reverence for all life, are taken into consideration. We believe that education is a journey of self-discovery, self-love and self-esteem and that it is a process of change from within, a change in one's habits and world views and one's Relationships and Responsibilities towards the community.

VISION

We envision that every child and young person in India would have the opportunity for holistic education which means that each learner would get access to academic opportunities, a chance for social and emotional development, so they become responsible and ethical global citizens.

MISSION

1. To create Inclusive & vibrant learning spaces
2. To take measures that improve learning outcomes: academics and modern technology tools
3. To implement programmes that engage children and youth in community action, civic rights and responsibilities; Global citizenship
4. To Enable children to become creative designers/developers of innovative solution through the use of technology

Diksha's work revolves around three key themes

- Creating inclusive & vibrant learning spaces - In doing so, we give a chance to an individual to develop their self-esteem. We believe in improvising the physical and experiential aspects of classrooms. With this, children build relationships with others, children also learn about inclusive values.
- Reverence for Life - Reverence for life explains how we must give the same care and respect to others that we wish for ourselves.
- Creativity & Innovation - To effectively break out of the poverty cycle, children and youth from underprivileged communities need access to and build comfort with new kinds of

technologies. We are equipping children with technological tools so that they not only learn how to access digital tools as consumers but they also become equal participants in creating technology through programming and other tools.

Our core values

- Freedom- In an environment where there is freedom, there is a self-motivated growth among children and adolescents which helps in the development and nurturing of a child's natural desire for knowledge, understanding and respect. We strive to provide such an environment so that children, youth and the team have easy access to a space that increases their curiosity, questioning and problem-solving skills.
- Joy- As a culture, we are obsessed with the pursuit of happiness, and yet in the process, we kind of overlook joy, having an environment full of joy attracts the energy of children and makes them involved in the learning activities with full enthusiasm. This helps in removing the culture of “pressure and overload” and learning just happens.
- Democracy - Having a democratic environment makes Diksha inclusive and accessible for all. Another aspiration with this value of democracy is to develop the skills of demanding rights and an understanding of responsibility for our own actions. An individual who lives in a democratic environment will develop the values of peace and security and will have a clear cut understanding of human rights.

Specific issue or problem that we address

- Various organizations are working for the development of the education system in Bihar and Diksha is one of them which with its vision of Holistic education is trying to add on to it. For many years, the Annual Status of Education Reports (ASER) has been showing evidence on the unacceptably low levels of knowledge and understanding among children at every grade in the difficult parts of India. The All India figures from ASER 2018, suggest that only about half of all children enrolled in Std V could read books/materials of Std II level the most. A similar proportion of children were able to do a two-digit subtraction problem (with borrowing) correctly. The reports also suggest that learning trajectories over time are flat. In the context of Bihar, only 35.1% of students of std V could read the std II level text, overall the same situation was observed until the research result of grade VIII.
- With the literacy rate of 63.8% in Bihar in which male literacy rate is 73.39%, and female literacy rate is 53.43% after an increase in 20% literacy rate in female literacy over a decade (2020), Inequality in the literacy ratio between male and female shows the difference of opportunity provided to female in Bihar. Gender discrimination and gender-based violence is a common issue in the state.
- A Population Council white paper shows that boys are socially encouraged to consider themselves superior to girls. Bihar has a very poor track record in protecting child rights, India Today reported that the Supreme Court of India recently intervened to expedite justice delivery for 34 victims of sexual assault in Muzaffarpur child care home. A journal

article published in The Economic & Political Weekly explains that Dalits and religious minority students of Bihar find it difficult to access the knowledge and resources available in government schools. Bihar is also not immune from global problems. Patna, Gaya and Muzaffarpur, the three big cities of Bihar, are listed in Fair Planet magazine report amongst the top ten polluted cities in the world.

- Any solution to Bihar's problems should include a holistic approach- targeting both individual learning needs, societal discrimination and environmental degradation. Awareness, learning and education are potent tools to address these problems. Diksha adopts a holistic approach to education that is covered in the subsequent sections.

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 and non-political organization.

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

Other than education, we try to engage ourselves and our team in different projects and activities that revolve around developing and strengthening adolescents (Bihar Youth Collective) and improving the lives of communities(Patna Smart City) we work with.

Strengthening Adolescents

Bihar Youth Collective

Diksha, in collaboration with Commutiny- The Youth Collective is strengthening and enhancing the participation of 30,000 adolescents in Bihar and their engagement with the local duty bearers through the 'Be a Jagrik' toolkit. At our KHEL centres, this programme is creating awareness among 30 young people about the rights and duties mentioned in the Indian constitution and United Nations Sustainable Development Goals. The project encourages youngsters to become equal participants in community development.

Community Development

People Centric Patna Smart City

United Nations Population Fund & Patna Municipal Corporation have joined hands to make Patna a Smart and Sensitive City. Diksha, in this project is interacting with the above communities by building their capacities on issues of health, hygiene, safety, government schemes and civic amenities. As a part of the project, 200 Safai Karamcharis are being nurtured as exchange agents. The Safai Karamcharis are working along with women and the younger generation(youth); in the 20 slum communities to radically change Patna into an inclusive smart city.

The assignment will lead to an essential change at the grassroot level. The proposed project aims to transform the whole community.

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

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 aim of our KHEL Programme is to provide holistic education to children and youth belonging to socially and economically disenfranchised communities in India. We envision that every child and young person enrolled in our KHEL centre would have the opportunity for holistic education which means that each learner would get access to academic opportunities, a chance for social and emotional development, so they become responsible and ethical global citizens.

Mission

- To create Inclusive & vibrant learning spaces
- To take measures that improve learning outcomes: academics and modern technology tools
- To implement programmes that engage children and youth in community action, civic rights and responsibilities; Global citizenship
- To enable children to become creative designers/developers of innovative solution through the use of technology

Goals

- To provide holistic education and creating vibrant learning spaces for children and youth
- Building inclusive communities with special focus on the rights of children.
- Our enterprise is an intervention to create long-lasting and sustainable changes in the communities we work with by engaging youth and children.

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

Diksha's work falls under the category of alternative education. Given the challenging socio-economic 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 which includes using Teaching Learning Materials, Visual learning, etc. 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: -

- **Classroom management:** Diksha is creating a child-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, especially computers, in addition to multimedia learning aids which further contribute to learning outcomes.

- **Physical, Lingual, Socio-emotional, & Cognitive development:** Every class enjoys 15 minutes of playtime. In addition, on Sundays, theatre, drama, music, group discussions, quizzes, movie screenings are organized.
- **Mentoring and individual assistance:** 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 growth which is then discussed with the parents during our monthly parent-teacher meetings and community visits.
- **Peer Group:** A peer support group comprising volunteers and students of Grade 9 and 10 participate in self-study along with 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+):** Twelve students continue to use the centres as a resource after passing out of our centre. This group consists of young boys and girls who have completed their matriculation. KHEL learning centre 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.
- **Bal Sansad** - Bal Sansad focuses on values and respect for children's opinions and capabilities. This innovative platform provides students with the opportunity to actively participate in the running of the centre through a democratic process that is above gender, caste, creed. This unique exercise helps root education in the local context and builds appropriate and relevant life skills. It teaches children about politics and the electoral process within their world, enhances the interest of the students and enhances their curiosity to learn and to question.
- **Index for Inclusion** - The module aims to create inclusive schools where each child is treated with dignity and respect irrespective of their biographical identity. Our aim is to make our centre inclusive by initiating the process of significant behavioural change amongst the educators and institutional staff; co-creating a sense of community; building a shared responsibility towards nature and the environment; and collective ownership of what goes on in the classrooms, staff room and playground.
- **Jagrik Civic Education Programme** - The module aims to build young people's knowledge on how the rights and duties in our constitution are being lived, and report back their experiences to the rest of the world. We do a 5-week experiential training that helps students discover their dreams, values, find out about their responsibilities and perform several duties/tasks to explore their inside-out youth leadership, complete challenges that will test them both emotionally and physically.
- **MLMF -Emotional Intelligence building programme** - MLMF is a Life skill training curriculum to Prevent Early Childhood Marriage. My Life Mere Faisley aims to create a space where adolescents and young people can come together to learn about

themselves, their aspirations, and learn from each other in a diverse group setting. The weekly sessions aim to be an empowering space where young people co-create the space to understand themselves better, understand issues and take action in society, and nourish relationships to become socially conscious leaders in their own capacity and handle conflicts in an empathetic manner.

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

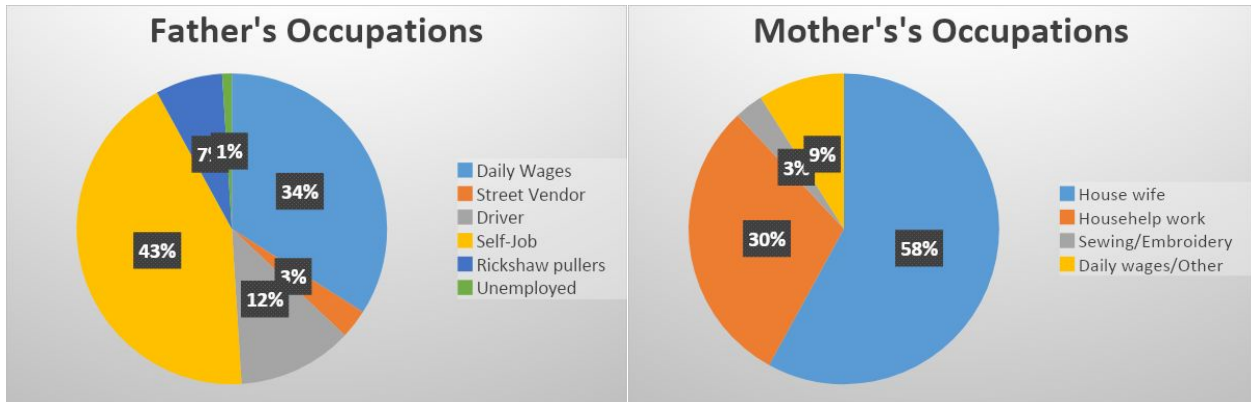
In the 2011 census, the average literacy rate of Patna was 70.68%, wherein the literacy rate amongst male and female was 78.48% and 61.96% respectively. According to the 2018 ASER report, 78.1% children between 6 to 14 of years are enrolled in government schools in Bihar, while 16.9% are enrolled in private schools, 1.0 in other (Madrasas) and 3.9% are out of school. Furthermore, the numeracy skills of students in Grade 3, i.e. their ability to recognize numbers from 1 to 100, is 26.9% in government schools; while reading skills to read 'words', stand at 15.2%.

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 labourers (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 the chart depicted below:



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 socio-economic backgrounds determined based on:
 - Parents' profession – mostly daily wage earners
 - Home dwelling conditions – semi pucca, kutchā, rented, with or without a toilet facility
 - School type – government or low-cost private schools.
 - Age:
 - Supplementary Education: 6 – 14 years
 - Vocational Training: 16 – 28 years
 - Girls are given preference
- **Students turned away:** Yes, Diksha opens admissions every quarter based on vacancies.
- **Current Enrolment:**

At present, there are a total of 146 children at the Patna centre, and all of them are full-time. Details of the children are as follows:

 - Supplementary Education: 109
 - Peer & Youth Group: 19
 - Computer Training: 18

- **Trainer Capacity:**
Full-time teachers: 04
Full-time volunteers: 01

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

This encourages the parents/Guardian to motivate the children to attend the classes on a regular basis and the amount is not so high, so it is affordable for them to see their financial background. It also develops ownership among the children as well as parents.

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:

- **Flood relief:** As the situations had worsened in Bihar this year due to floods causing great loss to children and their families. After that we visited the communities and assessed the condition of the children and their families. We provided stationery to 297 children and for their health and hygiene, also distributed bleaching powder in the communities.
- **Distribution of Sanitary Napkins:** There are kids of both genders at our centre and it is an activity on a regular basis done by our female staff member at the centre to all the adolescent group girls
- **Health Camp** -We organize health camps every year for our children with their parents. It helps both the children and parents to keep them updated about their eating habits, sleeping habits, physical activities as well as better growth and development. The health camp also includes the basic health check-up like an eye test, dental check-up, haemoglobin test, blood pressure and sugar, and. We suggest a healthy diet and essential nutrition and also provide the medicines as per the doctor's suggestion.
- **Clothes distribution** - In view of weather and requirement we provide the necessary clothes and accessories to the children and in this sequence, this time the children were given woollen caps in winter.

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. Education is not just about learning alphabets, mathematics and science. It is not about academia, it is a resourceful tool that teaches us being humans. A good quality education may give you a job but an intrinsic, holistic education helps you in creating a good quality of life, to create opportunity as well as engage in self-development. And, as Diksha follows the idea of holistic education and development of the kids and the society as a whole, we engage the kids into different principles and aspects of it.

XII. Does your school have:

Facilities Available	No	Yes
Own Building		Yes(rented)
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)
Whiteboard		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 the Supplementary and computer education program in the year 2020-2021: - 146

Group	No. Of Children		Age Group (Years)	Total
	Girls	Boys		
A	07	08	06-09	15
B	10	07	08-12	17
C	03	09	10-13	12
Peer & Youth	09	10	14-18	19
Probation Period	35	30	06-13	65
Total	64	64	-	128

Detail of children in Computer Training program: -18

Class	Number of Children		Age Group(years)	Total
	Girls	Boys		
Matriculation	07	00	14-16	07
Intermediate	07	00	17-18	07
Graduation	04	00	19-22	04
Total	18	00	Grand Total	18

XIV. How much staff is employed at your schools?

Part-time project manager 01
 Full time Coordinator 01
 Full-time teacher 04
 Full-time volunteer teacher 01
 Part-time volunteer Teacher 01
 Part-time Cleaner 01
 Part-time peon 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 graduated from the program at the centre.

Students who have graduated through Diksha's programmes:

- Computer training diploma programme(six months) – 293
- Supplementary Education – 227
- My Life, Mere Faisle Life Skills Module- 55
- English Training Programme – 45

Most of the children are still in school as Diksha began working with the children when they were in the 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 will 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 of its students for training on Photoshop application in Maurya Designs, as they were searching means of self-employment in the field of design. We also assist students in searching for the employment of their interest and subsequently, applying for the jobs.

Through such 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.

Some children are also preparing for competitive exams on particular subjects; seeing this enthusiasm for education within girls, their parents are also encouraging them to 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 the American Embassy. 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 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 a knowledge hub for this group.

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	RajkeeyKrit 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.
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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 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 for 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 is 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 the 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, giving Diksha positive feedback on the programmes such as the *Jāgrik* project at the parent-teacher 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 support 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

Achievements:

- **Youth Facilitators-**Last year, two of our adolescents who have passed through the programme “**My life, Mere Faisley**” have been recognized as a youth facilitator. They have been working on their social action project on issues like child labour and child marriage. In this sequence, they have also established a centre called “**Suvidha**” where the adolescents and youth gather and discuss such topics.
- **Summer Camp:** A summer camp was organized at our centre for the children of all groups. This summer camp allowed children to learn new skills in a safe and nurturing environment. During this time, with the help of many activities and resources, a successful effort was made to enhance children’s learning outcome.

- **Constitution Day Celebration-** We organized a discussion and debate session on the occasion of “Constitution Day” where the volunteers from St Xavier’s college also joined us. We also introduce the “Samvidhan live, be a Jagrik” on that day to achieve to 250 adolescents from communities and schools
- **Matrix Mela:** We organized the Matrix Mela in order to celebrate the birthday of great mathematician Srinivasa Ramanujan. The aim was to make the children familiar with mathematics by using activities, games and many more play methods. Children organized many mathematical activities in it and all this was designed by them. Parents and community members also joined in this Mela and it helped to increase the interest of children towards learning math and also developed their leadership skill.
- **Fridays for future-** Globally called the movement “**Fridays for Future**” to demand more aggressive action from their governments and international community organized at Patna on 27th of September. We are happy to share that KHEL students also actively participated in it.

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, Kadam 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.

1. 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
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<p>Asha for Education</p>	<p>Salaries, Rent, Honorarium, Utilities, books and stationery</p>	<p>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 Honorarium Library Books, Computer Peripherals, Musical Instruments, Learning Games Teacher training Transportation/ English teacher travel allowance Part Time Math Teacher Audit Expense (One Time)</p>
<p>Rotary Club Darlington Chapter UK</p>	<p>Salaries, Rent, Honorarium, Utilities, Books and stationery</p>	<p>Instructor Salary Books and Stationery</p>

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

Fixed costs

Year(s)	Recurring costs(INR)	Fixed costs(INR)
2020-21	1323200	60000
2021-22	1455520	60000
2022-23	1601072	60000
Total	4379792	180000

iii. **Salary expenditure details:**

Personnel	Number	Salary Range
Teacher	4	8800 - 20000 INR (per month)
Part-time Staff – Support Staff Salary	6	2700 – 10000(per month)
Volunteer/Peer Educator	2	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
2020-21	Library Books, Computer Peripherals, Musical Instruments, Learning Games	60,000
2021-22	Library Books, Computer Peripherals, Musical Instruments, Learning Games	60,000
2022-23	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.
(April-2020 to March 2021)

Serial No	Line Item	Description	Monthly INR	Annual INR
1	Centre Co-Coordinator Cum Instructor Salary	Head Teacher Salary	20000	240000
2	Teacher cum Community Mobilizer	Hindi Teacher For Primary Wing Plus Community Mobilizer	8800	105600
3	Computer Instructor Salary	Computer Teacher For Supplementary Education & Dca Programme	11000	132000
4	Maths Teacher	Maths Teacher – Covers Syllabus Upto Class 10	10000	120000
5	Part Time English Teacher	Part-Time English Teacher	5000	60000
6	Part Time Art And Craft Teacher	Stipend Payable To Part Time Volunteer For Facilitating Weekly Art And Craft Classes	3000	36000
7	Part Time Peon	Part-Time Peon For Maintaining Order And Light Cleaning Duties	5000	60000
8	Part Time Janitor	Amount Payable To Sweeper And Maid To Maintain Cleanliness And Hygiene Of Centre	3000	36000
9	Project Manager Part-Time	Part time allocation for Project Manager for Project Monitoring & Quality Assurance	10,000	120000
10	Centre Rent	Rent Amount for the Centre	15,000	180000
11	Internet	Wifi/Internet Connection Monthly Charges	800	9600

12	Electricity Charges	Electricity Bill Amount Payable & Electrical Repairs	3,000	36000
13	Mobile & Telephone Charges	Telephone Bill Amount	1000	12000
14	Books & Stationery	Books And Stationary Distribution To Children Monthly	3000	36000
15	Miscellaneous	Maintenance And Repairing Charges Of The Centre	2000	24000
16	Peer Educator Honorarium	Stipend For The Peer Educator Honorarium For Facilitating In Supplementary Education	2500	30000
17	Teacher Training	Amount For Capacity Building Training And Workshops To Be Attended By Teachers On Updated Pedagogy		25000
18	Part Time Finance Coordinator	Amount Payable To Part Time Finance Person for accounting on Tally, Arranging Bills & Creating Vouchers	3000	36000
19	Audit & Legal	Annual Audit Expense & FCRA Renewal Expense(renewal once in five years)		25000
			Total	1323200