

KHEL CENTER-PATNA PROPOSAL 2021-2022

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

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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

Diksha Foundation was started with the motive of providing education to underprivileged children of society. However, at Diksha, we never defined education as something that is concerned with just grades and scores in different subjects. We have tried to incorporate education with the overall development of children for their holistic growth. This has enabled children at Diksha to pursue their dreams and careers. Over the years, we have helped children from marginalized communities to get a decent opportunity in order to explore themselves. We are happy to share that over the years 2 of our students were awarded the prestigious President's award for their innovative ideas. This boosted our motivation to do the best possible work in providing them with opportunities for them to build a better future and a dignified life for themselves. We are committed to providing the best of opportunities in the future to our students. For that purpose, we have been able to partner with some of the best organizations across India. This has helped us in ensuring that our children are exposed to different cultures, values and traditions. We hope to expand ourselves to include more children and their dreams in the next few years.

#### 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.

##### Shibasis Sahu: - Project Manager

Shibasis is currently working as a Project Manager at Diksha Foundation. A development professional by heart with experience of over 4 years across thematic such as livelihood, education, child rights, youth development across agencies in India like ASORD, NABCONS and SAMPARK FOUNDATION. He is dreaming about making a difference in the world with social inclusion. He is a lifelong learner with a bachelor of technology in electronics and communication engineering.

##### 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-The Youth Collective had joined hands with Diksha Foundation to Strengthen Adolescent Participation among 30,000 adolescents in the state of Bihar and to enhance their participation and engagement with local duty bearers through the 'Be a Jagrik toolkit. Diksha was responsible for the Facilitation and the implementation of 'Be A Jagrik' Toolkit with 11 member organisations and for a direct implementation of 'Be A Jagrik Toolkit' with 150 adolescents. At our KHEL centre this program has created awareness among more than 30+ young people about the rights and duties mentioned in the Indian Constitution and United Nations SDG. The project encourages youngsters to become equal participants in community development.

**Community Development**  
People Centric Patna Smart City-The intervention focus is on the vulnerable community of Sanitation Workers, including women and adolescents in 50 slums of Patna. The project aims to continue the capacity building of sanitation workers of Patna Municipal Corporation and to collectivise the women and adolescents of across 50 slums to address the considerable gaps in Sexual & Reproductive Health, Gender-based violence, child marriage and inter-sectorial convergence for improved access of services in the slums to integrate slums in the city. The assignment will lead to an essential change at the grassroots 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 Centre	1

#### REQUESTING FUNDS 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) this is our flagship after-school supplementary education program. 921 children have benefitted from our free supplementary education and computer training programme in the past five years across our two learning centres in Patna and Nalanda, we envision in 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 usage of ICT materials.

- 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.
- To offer supplementary education to at least 350 learners in Patna, Nalanda every year.
- To organize workshops on creativity and innovation in schools.
- To set up Computer Programming & Digital Making Clubs in 12 schools & community learning centers.

#### 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.
- To establish Makerspace to enrich and enhance creative learners around the community.
- Expand the reach out to more communities in Patna and open a new centre for students/youth.
- To enhance and work on establishing digital library and learning in the centre

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 (10<sup>th</sup>+): 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. We have been working with government and low-fee private school teachers and students in order to create an inclusive space for everybody, so far the number of beneficiaries benefited from the program in 5 schools wherein benefitting 50(teachers) and more than 2000 students in this program and are currently planning to extend the same to 5 more schools of Patna.
- 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.
- KHEL ki Door aapke ghar ki Oor- In this uncertain environment, it's important that learning continues, even if it can't happen in person. That's why we at Diksha have initiated the program /campaign named as "KHEL ki Door aapke ghar ki Oor", the name indicates the fun and learning of the KHEL Centre approaching to your door way. In this initiative we with our teachers and



adolescent volunteers will make a group of 5-7 kids in the community and visit them weekly. Where they will help them with their academics in terms of providing them with workbook if English and mathematics and keep them on track with their studies.

- English Access Micro-Scholarship Program- Access is a two-year global scholarship program supported by the U.S. Department of State that provides a foundation of English language skills to bright, economically disadvantaged students, primarily aged 13 to 20 through, After-School classes with Enhancement Activities, and Intensive Sessions. We are currently running Access with 50 students in two batches/cohort at our centre in order to make them global citizens and enhance their communication skills and command over language in particular English. This Program gives an edge to our students in terms of learning skills and developing their vocabulary apart from the regular English classes at centre.

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

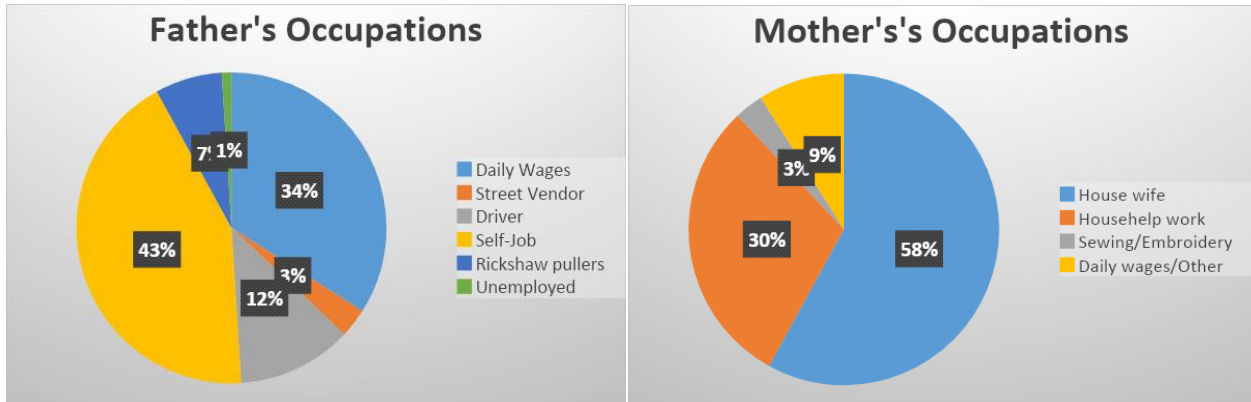
In the 2011 census, the average literacy rate of Patna was 70.68%, wherein the literacy rate amongst male and female was 78.48% and 61.96% respectively. According to the 2018 ASER report, 78.1% children between 6-14 of years are enrolled in government schools in Bihar, while 16.9% are enrolled in private 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 puccā, 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
- Computer Training: 18
- Peer & Youth Group: 19

- Trainer Capacity:

Full-time teachers: 03

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:

- 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.
- Food relief (Annapurna Campaign)- The Annapurna Campaign has helped about 150 families in Patna till now. The ration kit that we have been distributing to the families amounts to Rs.1760 each. It includes all the necessary items required to sustain a family for a month. We have raised enough funds to cover all 140 students at our Patna centre and 80 students at our Hilsa center in

3 phases. We are currently raising funds to provide ration kits for one more month. During the Covid crisis we have distributed around 750 kits for sustaining these families.

- Tele-counselling with students: It was getting incredibly difficult for us to stay in connection with our students. We conducted a survey to understand the problems that our students and their families were facing. Most of our students responded that their families had been facing problems due to lack of livelihoods and financial support.

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

Education isn't simply about achieving a "higher state of knowledge"; it's about equipping our students with the tools they need to go out into the world and shape it for themselves. The classic definition of education is the process of receiving or giving systematic instruction, especially at a school or university. But education is much more than that. It is a process of continuous learning which can be acquired anywhere at any time and any age. Having invested their 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. It is the fundamental right of every citizen because it promotes empowerment and ensures development benefits. Education can be used for the upliftment of society since it helps elevate the social and economic conditions in the marginalized sections of 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.

Diksha is even planning to take the next step and go digital by setting up smart classrooms, gadgets and libraries. The need has always been digital since the very beginning, taking into account Patna and the current situation there is high risk in terms of poor availability of health infrastructures, only people who are well-off can make the use of technical advances and apps.

This is why and where the need for EdTech arises. In the face of a crippling pandemic, technology has emerged as a major lifesaver. Communication is a major key to our interconnected existence and technology is the driving force that maintains our connections.

For education, that means creating content and delivery systems that harness and utilize technology to its fullest. Perhaps, education may become more flexible and accessible, relinquishing its over-reliance on rigid structures that we currently consider necessary.

They are generations that are defined by their use of technology; it has become an extension of their consciousness and they do not know a world without it. The future of education will find no room to ignore the utilization of technology since it may very well be the best platform to empower learning in an age that is integrating technology as a way of life. These generations could influence the evolution of education, as they themselves are the ones majorly impacted by the pandemic and are in the best position to learn and grow from 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

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 2021-2022: - 132

Group	No. Of Children		Age Group (Years)	Total
	Girls	Boys		
A	20	18	06-09	38
B	25	14	08-12	39
C	12	10	10-13	22
Peer & Youth	11	8	14-18	19

Probation Period	00	00	06-13	00
Total	68	50	-	118

Detail of children in Computer Training program: -14

Class	Number of Children		Age Group(years)	Total
	Girls	Boys		
Matriculation	02	00	14-16	02
Intermediate	03	00	17-18	03
Graduation	07	02	19-22	09
Total	12	02	Grand Total	14

XIV.

Part-time How much staff is employed at your schools?

Part-time project manager 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 1-3 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) – 309
- Supplementary Education – 256
- My Life, Mere Faisley Life Skills Module- 55
- English Training Programme – 60

In the last 10 years we have achieved a lot of milestones that we never thought would be possible for an organization so young. Our children won the President's Award, they participated in various events and functions and made us proud to be able to help them in nurturing their dreams. And three of them are now independent and also have joined Diksha as an employee, whereas one student has started his own small business supporting his family, another student recently joined Magic Bus Foundation and added glory to Diksha. These students are now inspiration and motivation to many of such youth and young children in their community, and they are even motivating many young youths/children to join Diksha and be a change maker of their own story. We have reached out to over 6000 children and youth from socio-economically disadvantaged backgrounds through in-house centres and outreach programs in the last 5 years.

Programs like MLMF, Jagrik, ALIVE and Access have nurtured these young minds and 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, participation in society/community and developing skill of decision making.

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

We are currently running English Access Micro scholarship Program with help of American Embassy and RELO India where we are helping the students in order to make them global citizens and leaders of future by working on their communication skill and cross cultural learning and trivia. Apart from the above the computer training program or the Vocational course also provides these students with a wonderful opportunity for the students to work on their IT skills including composing emails, MSOffice etc.

We even organize counselling sessions with students where we focus on their learning and interest level and accordingly guide them for future development, and support 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.



Also, we are providing our students with opportunities in terms of higher education, wherein we are in conversation with a supporter who is willing to support some of the students in their higher education and help them in the best possible way.

Diksha also with organizations like Pravah and CSEI are working in the area of youth development internship and exposure opportunities for the students.

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

Yes, the students who graduate from Diksha are very much involved and interested in helping out the other students, they get involved in the learning centre following the completion of their school/ colleges and provide the next batch with their knowledge and learning.

Even in the recent time during COVID these youths formed a youth group and connected their younger ones by making community visits and helping the students with their studies, even the peer group volunteers and students of Std. 9th and 10th actively participated in all the extra-curricular activities and acted as resource person for the immediate next batch.

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.

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

Indeed, the program being carried out at KHEL focuses considerably from the teaching method being applied at the schools. Since its commencement, our development has been running after making and giving a lively, violence free learning place for these kids in which they can understand their capacity and potential and skills and thus understand their interest areas. Usually, the youngsters we drew in with are denied appropriate love, emotions, guidance and care; we mean to furnish them with a feeling of passionate security regardless. Slowly, we work with them to assemble attention to their rights and duties/responsibilities. Diksha has adopted the "5th Space" as a system created by Pravah to make an enhancing learning space.

The "5th Space" is planned as a space where youngsters build up a more profound psycho-social perspective, for example build up a more nuanced association with their environmental factors, by addressing the inquiries "who are we?" (we as people – a social animal type) instead of "who am I?". The "5th Space" accepts that self-change is the initial move towards making an adjustment in our connections and accordingly, in the public eye. This view permits youngsters to comprehend and characterize their association with the world all things considered in a more profound, more nuanced way.

Through subjects like English, Hindi, Mathematics and Computer, we set out open doors for all encompassing advancement for kids. Diksha utilizes these subjects as a medium towards the kid's turn of events, empowering her/him to establish amiability with their current climate and encompassing.

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

KHEL is an after school remedial supplementary program, where we aim to enrol students from socio-economically marginalized communities and also from the nearby government school and low-fee private school, we encourage students to be regular with their studies and also motivate them by involving them in activity based learning and by community visit sensitize the parents about the importance of education and how can they also play an important role in their education.

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 these kids are mostly daily wage labourers/earners who take a lot of effort bringing in cash for their family. We at Diksha are supporting the guardians in establishing a preferable space/environment for these kids where they are heard and understood by their parents.

- Parents Teacher Meeting-Parent-teacher meetings are organized on a consistent basis, where adequate time is given to the guardians to interface with the educators, and discuss about the on-going activities and how they can then be involved in the same.
- Community Visit- Our teachers/facilitators make weekly visits to the communities from where these students come, area visits are additionally completed by the group of teachers, also discussed about any issue they are facing and how can Diksha be of any help to them.
- Annual Events/Celebrations- Parents are welcome to every single capacity coordinated at Diksha, and witness the skills/talents their kids possess and feel more attached to the organization and part of their child's overall development. Diksha has encountered guardians who are associated with the additional exercises and errands performed by their youngsters see these activities well, giving Diksha positive criticism on the projects.
- Tele-Counselling- The COVID where on one hand created a lot of difference amongst us but also via digital medium helped us remain connected to each other, tele-counselling is done from time to time to update the parents about the students growth and performance and also was followed during the time of COVID, they are likewise educated about their kids through standard calls

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?

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 BālSānsad and open house meetings with them.

In the second decade of our KHEL centers, we will focus on creating our Centres as model learning centres for Bihar. We plan to introduce new teaching-learning methods to make our center inclusive and democratic. The annual outreach of the center will be expanded to 550 children and youth per year. We will create a balance between our programs for youth and children, as many of our alumni would need guidance as they become young adults. Our centres currently work out of small rented premises; we will be raising resources to build an eco-friendly KHEL center equipped with modern technology as well as sustainable architecture elements. Total annual outreach of 3250 children in the period 2020-2027.

- 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.
- Setting up of Makerspace: The goal of the project is to make the five participating project schools and learning centres a maker-spaces in Bihar where the child would learn fabrication, the Internet of Things, and associated concepts using Raspberry Pi computer. Moreover, to invite innovation and creativity into the lives of our students and school as a whole, students need a makerspace in order to have a place to collaborate and bring projects to fruition with physical prototypes. Many times, resources and spaces that can be used to fulfil each of these needs are present at a school, but they are often scattered with limited access and a high barrier to entry. So, the goal is to fulfil the need for a space with resources to collaborate and work on projects in such a way that the space is centralized and is easy to access and use for students of all backgrounds.
- Social-Emotional Ethical Learning – Diksha’s idea of education does not confine to literacy alone. Our endeavor is to offer children opportunities to develop their emotional intelligence(EQ) and train them to become responsible and ethical human beings. To further this agenda, we plan to teach Social Emotional & Ethical learning skills to children in 40 government and low-cost private schools. By the year 2025, we will create a resource hub at Patna so that the SEE Learning program is implemented at a broader scale in different schools of Bihar. The SEE Learning curriculum has been developed by Emory University, USA, and the Dalai Lama Trust. SEE Learning approach would contribute to learners possessing a more exceptional ability to care skilfully for themselves and others. There will also be a focus on 21st-century life skills and awareness of interdependence and critical thinking.
- Community Action & Service Learning Projects - Diksha’s approach to education has an active component of responsibility towards the community and the larger society. In 2019, we actively engaged youth from colleges and slum communities to spread awareness on health, hygiene, and safety issues. We plan to further our community work with projects that help youth and children living in low-income settlements. By 2027 we plan to cover 20 major slum communities of Patna under our public education and awareness campaigns.
- Child Rights & Gender Education: Youngsters in Bihar remain vulnerable to child abuse and sexual abuse. We have initiated some work in this regard with PANTS sessions in schools to help children understand how to be safe and share with their guardian/teachers if they encounter any abusive behaviour. We plan to conduct these sessions in 720 schools by 2027.
- Ignite Ideas Labs - Diksha has been a member of the Honey Bee Network since 2011. We are fortunate to have Prof Anil Gupta, Founder, Honey Bee Network and Faculty, Indian Institute of Management, Ahmedabad, as our Mentor. From 2011 to 2018, we reached out to over 60000 children organizing Ignite creativity contests in schools of different districts in Bihar. In the next phase, we plan to redesign the Ignite initiative to set up innovation clubs in schools, organizing workshops, and training for 14000 children in the next seven years.

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

Achievements:

- In 2017, 3 children from our center received the APJ Abdul Kalam Ignite Award by the honourable President of India.
- We have witnessed 5 MLMF participants convincing their parents about the importance of higher education and hence preventing early childhood marriage.
- 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.
- Kabaad se Jugaad: Art and craft Exhibition or better if we call it “kabaad se jugaad” is an annual event where students used the kabaads/left out materials/itdems in order to come up with something new and creative, promoting their analytical and critical thinking, the students pour out their skill and talent out on various displays with utmost passion and dedication and also made a good sale out of it from various donors worth Rs.15, 000 in this following year

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.

Sl.no	1	2
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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	<a href="mailto:gautamgauri@dikshafoundation.org">gautamgauri@dikshafoundation.org</a>

### 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
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Asha for Education	Salaries, Rent, Honorarium, Utilities, books and stationery	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)
Individual donation through crowd funding platform	Salaries, Rent, Honorarium, Utilities, Books and stationery	Instructor Salary Books and Stationery

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	60,000
2021-22	1517600	1,60,000
2022-23	1601072	60000
Total	4441872	180000

iii. Salary expenditure details:

Personnel	Number	Salary Range
Teacher	4	7000-25000pm
Part-time Staff – Support Staff Salary	2	3000-6000pm
Volunteer/Peer Educator	2	2500-5000pm

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, Tablets, Musical Instruments, Learning Games	1,60,000
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-2021 to March 2022)



Budget Breakup-KHEL Patna					
Line Item	Line Item Name	Unit	Qty.	Amount	Total Budget
<b>Program Cost:</b>					
1	Teacher's Salary				
1.1	Computer Teacher cum Head Teacher	1	12	20000	240000
1.2	Math's Teacher	1	12	15000	180000
1.3	Hindi Teacher	1	12	7000	84000
1.4	Part-time English Teacher (Approx. 20 hrs a week)	1	12	20000	240000
1.5	Part time Art & Craft Teacher (Approx. 4 hrs a week)	1	12	3000	36000
1.6	Peer Educator Honorarium	1	12	2500	30000
Total					810000
<b>Activity Cost:</b>					
2	Internet	1	12	800	9600
2.1	Internet	1	12	800	9600
2.2	Classroom Venue	1	12	17000	204000
2.3	Books & Stationery	1	12	5000	60000
2.4	Teacher's Training	1	1	50000	50000
2.5	Miscellaneous- Facilities and maintenance	1	12	8000	96000
2.6	Tablets/Computers	1	20	5000	100000
Total					519600
<b>Administrative Cost:</b>					
<b>Management Cost</b>					
3	Program Manager Salary-Part time	1	12	9000	108000
3.1	Program Manager Salary-Part time	1	12	9000	108000
3.2	Finance Coordinator (Part Time)	1	12	3000	36000
Total					144000
<b>Support Cost</b>					
4	Support Cost				
4.1	Part Time Peon	1	12	6000	72000
4.2	Part Time Janitor	1	12	1700	20400
Total					92400
<b>Other Cost</b>					
5	Other Cost				
5.1	Mobile & Telephone exp.	1	12	800	9600
5.2	Electricity Charge	1	12	2000	24000
5.3	Audit & Legal Cost	1	1	18000	18000
Total					51600
Grand Total					1617600