

# Quarterly Project Activities Report

(KHEL-Knowledge Hub for Education & Learning)

OCT-DEC 2014



*A Joint Initiative of Alok Charitable Trust, Diksha Foundation.  
Supported by the Asha For Education and Individuals Donors.*

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## Project Summary

Project Title	KHEL (Knowledge Hub for Education & learning )
Name of organization	Diksha Foundation & Alok Charitable Trust
Proposed location	Patna Slum
Project area	Socially and economically weak children of Teslal-verma nagar, Lalu Nagar, Rupaspur, Rukanpura, Khajpura, jagdeopath, Ashiyana.
Project purpose	To enhance learning environment for inclusive, quality and child-friendly education for children coming from the most marginalized communities.
Key Partners/Stakeholder	Alok Charitable Trust, Asha For Education, Voluntary network, Media, American centre.
No of Direct Beneficiary	142

## Introduction about the project-

Knowledge Hubs for Education and Learning (KHEL), Patna project is an "after school "supplementary education program. It focuses on the economically and socially backward communities. It was started in December 2010. We have successfully completed four years and there are 91 children belonging to the age group of 4-16 years as first generation learners, 17 peer group students, and 34 young girls of 16-25 years of the age group as computer trainees who are regular at our KHEL Centre. In March 2012 Asha Prude supported in setting up computer lab at KHEL "centre", Patna. Fully funded by Asha for Education since January 2013 KHEL Project continues to receive funds from Asha with Gaurav Nanda as Anchor from Asha for the KHEL Project. We would like to thank our donors, friends and well-wishers for their continuous support.

## Executive Summary

Education is intended to enhance basic learning skills (reading, writing, and arithmetic), and life skills important for the child's growth & development. These competencies represent levels of learning in a particular subject comprising basic knowledge, understanding, abilities, interests, attitudes and values. Keeping in view the educational facilities available in the KHEL Patna Centre at that time, the goal was far too ambitious to achieve within a short span of 4 years. To facilitate the achievements of the Project's goal in such a short period, we are thankful for the kind support of the community and the children along with the teachers and other stakeholders.

## Area profile

The community members of Tesh-Lal-Verma Nagar, Lalu Nagar, Khajpura, Rupaspur, and Ashiyana More near Jagdeo Path, Rukanpura and Ara Garden are illiterate & socially backward and have migrated from rural areas. A majority of them are daily wage earners working as construction workers, cooks, carpenter, and are in other petty trades.

## Patna KHEL Centre Profile

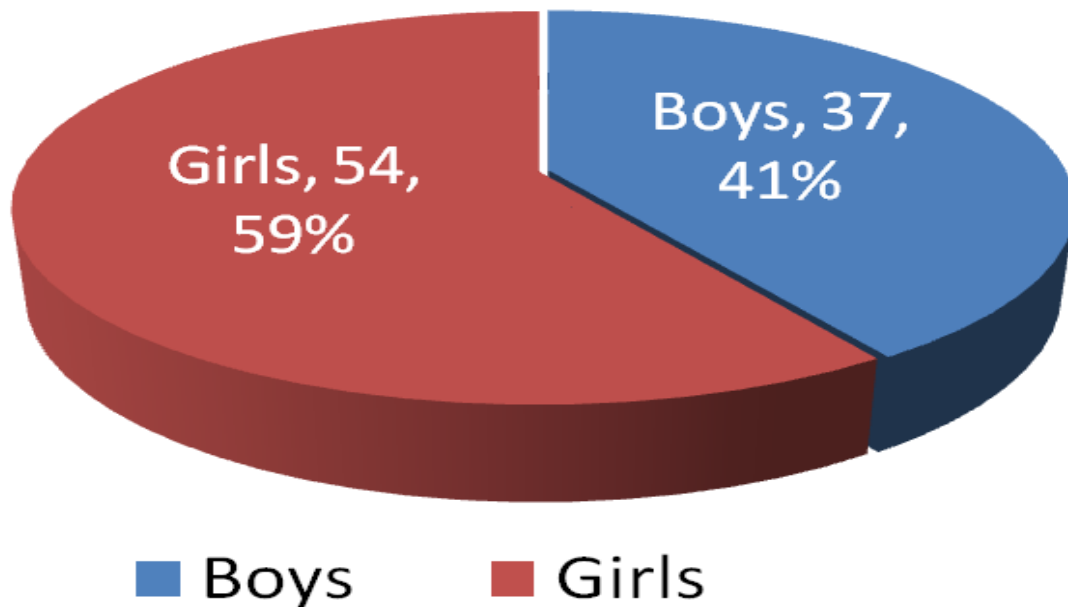
In our centre facilities relating to teaching-learning processes such as maps, library books, globes, teaching learning materials, display board, suggestion box, sports materials, musical Instruments, computers and newspaper are available. An infrastructural facility i.e. chairs mats, blackboard, chalk and duster, filter, electricity, safe drinking water is also provided.

## No. of Beneficiaries being reached in Non Formal Education:

Class	Age Group	No. of Children		Caste wise Details of Children				Total
		Boys	Girls	SC/Bind community	ST	OBC	Gen	
1st	4-7yr	8	16	22	0	2	1	24
2nd	7-8yr	5	12	13	0	2	2	17
3rd	8-10yr	8	6	9	0	2	3	14
4th	10-12yr	4	4	8	0	0	0	8
5th	12-14yr	5	6	5	0	6	0	11
6th	10-12yr	4	8	6	0	4	2	12
7th	12-14yr	2	1	1	0	1	3	3
8th	14-16yr	1	1	1	0	1	0	2
Total		37	54	65	0	16	11	91

Bind community is scheduled caste in other states but not in Bihar. In Bihar Bind community are in the OBC category.

#### Percentage of Boys & Girls-



#### No. of Beneficiaries being reached in Vocational Training (Computer Training): 34

Class	Age Group	No. of Children		Caste wise Details of Children				Total
		Boys	Girls	SC	ST	OBC	Gen	
Metric	15 yr- 23yr	0	10	2	0	7	1	10
Intermediate	18yr – 24yr	0	20		9	6	5	20
Graduation	23yr-31 yr	0	4	1	0	0	3	4
Total								34

#### Activities at a glance-

For capturing the learning attainment of students we did several activities with different tools.

1. Open House meeting
2. Capacity buildup training on child rights.
3. Cultural Programmes & Events were organized on, Deepawali, Bal Diwas, AIDS Day Christmas and New Year's Eve.
4. Fancy Dress Competition
5. Yoga & Meditation camp

6. Health Awareness training
7. Community visit
8. Parents Teacher meeting.
9. Exposure visit
10. Assessment of children on learning enhancement
11. Distribution of stationery items & note books to all children
12. Movie, Drawing, Craft & Dance activities are organized every Sunday creating an Interactive environment in the class room
13. Weekly Hygiene check-up
14. Morning Assembly
15. Street Play on save trees & environment
16. Computer lab facility.
17. Interaction with Tribhuwan school students Rachi on Skype.
18. MIS Data collection from village.

### **Classroom teaching learning process- English Learning Experiences of Group A-**

Group A children learnt to recognize alphabetical pictures, named things that they saw in their surroundings, remembered their body parts, talked about their family, identified various colours and learnt to write capital and small letters of the Alphabet. They learnt to sing rhymes and songs, danced and drew figures and shapes and also told stories.

### **English learning Experience of Group B –**

Group B children learnt to write the things they saw around them, played games related to the months of the year and the days of the week. This quarter saw them focusing on describing words' (Adjectives) and their degrees of comparison. Using the best describing word for animals and being familiar with opposite words was part of their activity. They also learnt to sing and to dance.

### **English learning Experience of Group C–**

The children of this group focused on using verbs in narrating and writing short stories and composition. They enriched their vocabulary by knowing, learning and using new words.





(Children using & recognizing colours)

#### **Math learning Experience of Group A-**

Group A children learnt to understand Shapes & space like big –small , smallest – biggest , Top – bottom, counting , After –Before-Between number& matching numbers .

#### **Math learning Experience of Group B-**

Group B children learnt to understand Fun with numbers (Number names, counting by 2's, 5's 10's), unit & Tens, Sum mentally, story problems, Play with pattern, Division & Fraction.

#### **Math learning Experience of Group C-**

Group C children learnt to understand Smart charts (Data handing), Shapes and Design, Fraction, Simplification & Average.



(Students create TLM on Fraction kit)

#### Hindi learning Experience of Group A, B & C-

Group A	Group B	Group C
कविता सुनना और बोलना , क से ज़ की मात्रा सुनकर लिखना और पहचानना, अ , आ की मात्रा से शब्द बनाना .	<ul style="list-style-type: none"> <li>किताब पढ़ना और शब्दार्थ सुनना , श्रुति लेख , अ से ऐ तक की मात्रा से शब्द बनाना , ऋ की मात्रा से शब्द बनाना .स्वर वर्ण , व्यंजन वर्ण की जानकारी .</li> </ul>	<ul style="list-style-type: none"> <li>किताब की कहानी पढ़ना , प्रश्न - उत्तर करना , शब्दार्थ सुनना श्रुति लेख , भाषा , विलोम शब्द की जानकारी हुई .</li> </ul>

In the Class room teaching learning materials like library books, maps, globe etc. are used to create activity based learning. Flash cards are used in the language and mathematics class. . Teacher, Ex- Volunteers & peer groups guided the weak students.

Every class enjoys 15 min of Play for Physical, Lingual, Socio-emotional, & Cognitive development .Every Sunday Theatre, drama, music, group discussions, & movie screening is done.



### Different types of activities were organized as a part of play for peace game:

- Clap and Snap
- Getting Players' Attention
- 2-4-8 Shake
- Gimmie Five
- Circle Slap



### Impact-

#### Early childhood development activities form the core of our classroom process:

- Language and cognition development
- Social development and general awareness
- Emotional health
- Communication development

#### Following were the activities conducted for early childhood development:

- To choose using figure puzzle colour, shape, pattern, animal & vegetable.
- To collect & subtract
- Alphabet- number play
- Left- right body movements.

Children's learning level has improved and they have started recognizing numbers, vegetables, animals, alphabets and also sing rhymes with action .Children maintain cleanliness.

#### Shift Wise Daily schedule of NFE Students

Day	Group A/A1	Group B/B1	Group C/C1
Tuesday	English	Hindi	Math
Wednesday	Math	English	Hindi
Thursday	Hindi	Math	English

Friday	English	Hindi	Math
Saturday	Math	English	Hindi

Daily Schedule of Vocational Training Classes  
*Lab and Theory Classes schedule is alternate in Days.*

Day	Time	No of students	Topic learned in 4 <sup>th</sup> quarter.
Tuesday to Saturday	9 am to 10 am	6	Fundamental of computer
	1.30 pm to 2.30 pm	7	Fundamental of computer
	2.20 pm to 3.30 pm	6	Fundamental of computer
	3.30 pm to 4.30pm	7	Fundamental of computer
	4.30 pm to 5.30 pm	8	Making project.

Total- 34

In Vocational Training Classes written & oral test are taken from time to time.

In this quarter 14 students were given Computer certificate.

### Assessment and Examination of Students-

We do continuous oral and written assessment. Marks are not allotted; only remarks are given for their assessment. We keep a watch on every child's academic growth. Assessment reports are discussed with parents' during parents meeting & community visit. Assessment of all the groups is done on the following pattern:

#### HINDI

1. Number of words.
2. Number of simple words.
3. Number of difficult words.
4. Fluency in reading.
5. Listening story & narrating stories.

#### MATHEMATICS

1. Correct number.
2. Ascending and descending.
3. Addition.
4. Subtraction.
5. Multiplication.
6. Division.

#### ENGLISH

1. Solving puzzles
2. Circling the right word.
3. Underlining the describing/doing words.
4. Composition
5. Recognition of Alphabets & colouring within allotted space.

### Capacity build up training on AIDS & Child rights-

The Naz Foundation (India) trust adopting a Right based approach to care for children living with HIV.

Narration:

Venue: Tarun Mitra Ashram

Date: 19-12-2014 to 21-12-2014

Resource Person: James & Sashi

On 19<sup>th</sup> of Nov a training programme was conducted by Naz Foundation (India) trust adopting a Rights based approach to care for children living with HIV. It was a three day's training programme. There were 4 participants (Rahul, Maya, Sapna, Sangeeta jee) from Diksha Foundation.

Highlighted key points of the training are-

- Body Mapping related male & female
- Communication & Miscommunication
- First Symptoms of HIV AIDS.
- How to use male & female condoms.
- Movies related to child rights (Bewaqt Barish)
- Knowledge about report writing.
- Environment
- Child rights



After the Camp Maya, Sapna & Rahul shared their learning experience with the children on AIDS Day.

### **Parents- teacher meeting –**

Parents –teacher meeting was organized in diksha foundation on 23-11-2014.

22 parents participated in the meeting.

A few points discussed during this meeting are as follows-

- Regularity
- Discipline
- Progress & drawbacks of students
- Parents' responsibility
- Facility in AWC.
- Right to Education.

Parents also discussed about their child's progress & drawbacks , Problems related to Schools & AWC. Research stories are also narrated to the parents, stories from GijuBhai , a personality who has done a lot of research on the nature of children. "Kauwa le gya" and "Abhi matka phor dega "was narrated in the last parents' & teachers meeting.

### Fancy Dress Competition-

Fancy dress competition was organized on 29-11-2014 at Patna Khel centre. Students & teachers also participated in this competition. Different types of role play like Watch(Time) , Dustbin, Politician, Shopkeeper, beggar ,Fairy, Astrologer , Bride , ramp walker was done.



### Open House Meeting

Open house meeting is organized every month, presided by the prime minister of BAL Sansad who Reviews previous work & focuses on the progress of Math, Computer, English, and Hindi. Further future planning includes discussing problems at the centre & finding solutions. Suggestions and Complaints are dropped in the suggestion box and followed up by students in every open house meeting. Bal sansad children prepare the minutes of the open house meeting and sent it to teachers & other management team members.

### Participation

Open House meeting Date	No of Students.
18-10-2014	74
29-11-2014	92
27-12-2014	78

### Bal sansad meeting

We have developed a methodology to educate Bal Sansad children who will act as facilitators and spread awareness about Child Rights, participation for better Centre functioning, Right to education Act and their role and responsibility. Bal sansad children note down all activity, and departmental progress in their diary with responsibility & discuss student's problems in open house meeting. Teachers checked their diary and made it effective.



### EXPOSURE VISIT-

#### Participation in SAARC Summit

SAARC Summit was held in Kathmandu from 22<sup>nd</sup> to 24<sup>th</sup> November 2014. Two students, MITHUN and TWINKLE KUMARI participated in this event & Training workshop. Various activities were carried out which included painting exhibition, Run for equity, Equity Wall and Celebration Dance. Street Play was also organized based on the following issues:-

1. SC children and Youth problem.
2. Unemployment.



### 3. Social Exclusion in classroom.



#### Exposure visit to Bank

On 28<sup>th</sup> November 2014, twelve students of BALSANSAD visited BANK OF INDIA. The manager there addressed the students and briefed them about the BANK and also introduced them to the staff. He said that the branch is 5 years old and the work time is from 10 am to 4 pm. He also gave information about SAVING ACCOUNT, ACCOUNT NUMBER, DEBIT CARD, PASSBOOK NUMBER, RDA and FIXED DEPOSIT.

#### Yoga & Meditation Camp

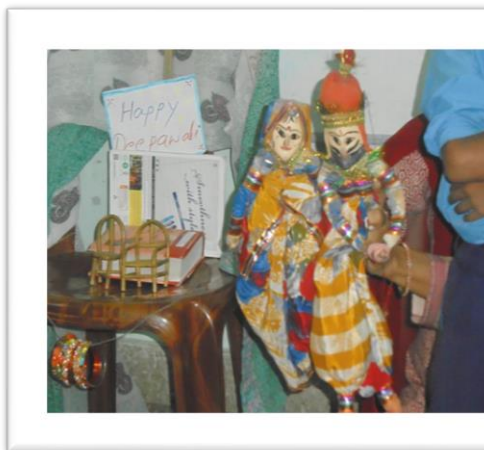
BALCHETNA Art of Living organized a 3 day camp from 18<sup>th</sup> to 20<sup>th</sup> Nov. 2014. In this camp children were asked to meditate by sitting in 'VAJRASAN' and reciting the word 'OM', thrice. YOGA classes were also conducted. Finally games were organized followed by storytelling.



## Celebration & Events

### Deewali Celebration-

Children celebrated Diwali at our KHEL Patna Center. Different types of activities were organized which included Rangoli, Painting, deewali Cards and distributing them locally & presenting a puppet show on female foeticide. Children lighted candles & took an oath to spread knowledge and dispel ignorance.



## Bal Diwas Celebration

14<sup>th</sup> November saw the children remembering their Chacha Nehru. It was a teacher's show for the students on Children's Day. The day's assembly was conducted by the teachers.

All the teachers took turns in presenting themselves through various activities like Songs, Physical exercise ,skit stories ,and monoacting .There were quiz questions related to Pandit J.L.N ,Puzzles, jokes, a comedy show and what enthralled the kids was the Puppet show. It was a day of enjoyment and children were given sandwiches prepared by the teachers.



## Christmas Day Celebration –



Christmas was celebrated with zeal to mark the birth of Jesus Christ .Children at the centre was busy bees decorating the Christmas tree in their own individual artistic taste. Some tied ribbons, some made silver & golden balls, and some decorated lights whereas others decorated the rooms with buntings and balloons. Children danced around the Christmas tree, sang Christmas carols and clapped happily. Santa Claus surprised them with candies and they were overjoyed to see a live Santa amidst them. It was a merry Christmas for all.



#### New Year Celebration-

New Year Eve was the time to bid adieu to 2014 and welcome 2015. The children at Diksha centre along with the teachers lit candles and lighted a lamp for world peace and prosperity. Songs were sung and students wrote slogans on friendship, Happiness, Peace and Joy. Chocolates were distributed and all prayed for the good health and happiness of all.



#### Peer Group Learning (For Senior Students)

Students of Group D, Comprising Senior Students of Class 9 & 10 do self-study and participate in Learning based activities. Being the peer group, they act as a resource person for the other students of their own group. Sometimes volunteers and other resource persons guide them, encourage them and instil confidence in them to face the challenges ahead.



(Peer group students was making New Year Cards)



### Ex-Student Volunteers and teacher Volunteers at Patna Centre

In the Patna KHEL Centre Ex – Student Twinkle kumari, Dharmveer kumar take classes in the absence of the teacher. Teacher volunteers namely, Vandana kumari & Awadesh kumar take Drawing, Craft & Maths respectively.



(Ex- student Twinkle interacting with students)

### Summing up

#### Challenges

In spite of our sincere efforts there are a few key challenges which are a hurdle in the path of our progress. Lack of proper nutrition slows down their learning and understanding which hampers their mental growth. As their learning level is low they are not enrolled in their respective class according to their age. Irregularity is also a big challenge.

#### Strategies (Solutions being practiced to solve them)

- Community visit
- Parents teacher meeting
- Innovation in Classroom
- Friendly learning Environment
- Child assessment (Hindi, English, Math)
- Open House meeting
- Exposure visit
- Capacity builds up training.
- Session plan
- Monthly & Quarterly planning
- Review meeting.

#### Achievements

- Parents participate in PT meeting.
- Awareness about Play and Learn Methodology among children.
- Creation of educational environment even in the absence of teachers.
- Enhancing friendly relation between teachers and taught.
- Leadership quality among Bal sansad children.
- Regular hygiene check-up



- Healthy participation in Morning assembly & Class room Activity

#### Priorities for the next quarter

- Exposure visit
- Community visit.
- Enrolment in schools
- School visit
- Subject & learning based assessment
- Health awareness program
- Parents' teacher meeting.
- Training on Child participation & Social skills.
- Events celebration
- Activity & session based classes.
- Effective use of library by children.

### Annexure-1

#### Capacity building of Child Group on Child Rights

Narration:

Venue: Patna Centre

Date: 27-12-2014

Resource Person: Madhu

On 27<sup>th</sup> of Dec a training programme was conducted for Bal Sansad students to build -up their Rights, Leadership and motivational skills. 17 Bal sansad students participated in the training programme.

#### **1<sup>st</sup> Session (Introduction)**

Introduction session facilitated by Ms. Madhu which was played uniquely where all participants taken it with their full on interest to play an introductory game. Indeed, everyone had to find their partner whose first letter name matched with other one and needed to be familiar about him in a given time period i.e 5 minutes. Gradually each participant got familiar with their partner and start introducing each other.

#### **2<sup>nd</sup> Session (Component of child rights)**

- Right to Birth
- Right to Development
- Right to Participation
- Right to Security

#### **3<sup>rd</sup> Session (20 Article discussed by UNCRC)**

All articles were divided into four components right to live, right to development, right to participation & right to security through group activities.

#### Article-1

- Every one under 18 has all these rights.

#### Article-2

- You have the rights to protection against discrimination. This means that nobody can treat you badly because of your colour, sex, religion, if you speak another language, have a disability or are rich or poor.

#### Article-3

- All adults should always do what is best for you.

#### Article-4

- You have the rights to have your rights made a reality by the government.

#### Article-5

- You have the rights to be given guidance by your parents and family.

#### Article- 6

- You have the rights of life

#### Article-7

- You have the right to have a name and a nationality.

#### Article- 8

- You have the rights to an identify.

#### Article-9

- You have the rights to live with your parents, unless it is bad for you.

#### Article-10

- If you and your parents are living in separate countries, you have the rights to get back together and live in the same place.

#### Article-11

- You should not be kidnapped.

#### Article-12

- You have the rights to an opinion and for it to be listened to and taken seriously.

#### Article-13

- You have the rights to find out things and say what you think, through making art, speaking, and writing, unless it breaks the right to other.

#### Article-14

- You have the right to think what you like and be whatever religious you want to be, with your parents' guidance.

#### Article-15

- You have the rights to be with friends and join or set up clubs, unless this breaks the right of other.

#### Article-16

- You have the rights to a private life.

#### Article-17

- You have the rights to collect information from the media, radios, newspaper, television etc from all around the world. You also should be protected from information that could harm you.

#### Article-18

- You have the right to be brought up by your parents, if possible.

#### Article-19

- You have the rights to be protected from being hurt or badly treated.

#### Article-20

- You have the right to special protection. If you can't live with your parents.



### 4<sup>th</sup> Session (Benefits to children)

- Children develop strong communication skills.
- They gain a sense of achievement and an increased belief in their own ability to make a difference.
- Children who are used to expressing themselves may be more vocal about abuse or exploitation.

- They gain political and social knowledge and awareness of their rights and responsibility.