



# **ANNUAL REPORT 2021-22**



# TABLE OF CONTENTS

---

**03**

**Introduction**

**08**

**Next Steps**

**04**

**Message from the Founder**

**09**

**Financial Statement**

**05**

**Essential Programme  
Components**

**06**

**Our Programme**

# INTRODUCTION

The first year of the COVID-19 pandemic-related lockdowns wreaked havoc on all aspects of social and economic life, including children's education. Going to school, an act that, in many families, is an act of girls' empowerment, was seriously affected. Online access to schooling was limited to those with smartphones/devices and, of course, an internet connection. Within homes, such resources were often made available to the boys and not the girls - a scarcity-driven move by parents desperately trying to retain a foothold in formal education for their children.

These difficulties we witnessed strengthened our resolve to work on the Sustainable Development Goals as a way of building on what others are already doing. With the learnings accrued in the last year, we took a few life skills sessions for children on the ground, noting areas that seemed to work well and those that did not.

Based on these practical sessions, we went to the drawing board to pinpoint the essential elements of our (future) programme.

The three main focus areas for the year were:

- Research: We spent a good part of the year going through available research studies and analysis of experiences in working on building children's life skills using sport.
- We also visited several areas in South Delhi to see which areas would be best suited for a pilot programme.
- We continued consultations with industry-based experts and other experienced people, especially in monitoring and evaluation, to understand how to consolidate inputs in a way that directly corresponds to the outcomes we want to see.



# MESSAGE FROM THE FOUNDER

---

We learned this year - above all else - that there can be situations where one has to fall back upon only one's innate skills. As the Second Wave of the COVID pandemic ravaged Delhi, we saw examples of how ordinary people stepped up to the fray, helping each other and themselves to access food and other essential services. These examples provided a ray of much-needed hope in dark times.

These examples of community-based acts of solidarity also powered our resolve to design a world-class programme that uses sport to teach essential, must-have life skills that children and young people can use in dire need. These skills, including resilience, communication, and others, have been codified by other organisations working on the topic, and we used these to power our research and consultations further. Towards the end of the year, as the pandemic started to become a thing of the past, we began consolidating our learning as a document that will become a valuable reference for the future.

- **Jaideep Bhatia**

**Founder, Khelo Tennis India Foundation**



**"Our resolve...is to design a world-class programme that uses sport to teach essential, must-have life skills that children and young people can fall back on when all else fails. ."**

# ESSENTIAL PROGRAMME COMPONENTS

---

To arrive at a programme design using the insights derived from young people's needs, we started from the basics:

1. Who is the beneficiary?
2. What is the beneficiary's current socio-economic profile?
3. What are the beneficiary's pain points?

This year, we attempted to identify these aspects through interviews, experiences, or field days.

Overall, the following questions guided our conversations and our learning:



## **What is the true potential of sport and play in the lives of the proposed beneficiaries?**

We realised that competitive sport had very limited if any, impact on children's and young people's lives. Competitive sport engages lesser and lesser numbers of children as it moves up the selection hierarchy. The true potential of sport, which is inclusive, is being minimally explored, primarily through sports education in schools and colleges.



## **How would the individual's and the community's lives be different if specific life skills were taught to young people?**

Life conditions such as inter-generational poverty, poor health, and lack of self-efficacy - these three aspects all show drastic improvements in cases where beneficiaries have certain life skills.



# OUR PROGRAMME

---

## **Why do we need a programme such as ours?**

Our world is changing at a pace that children and young people cannot keep up with. The tussle between conventional norms and modern approaches, confrontation rather than communication, and the lack of patience to resolve disputes amicably, coupled with the COVID-19 pandemic and subsequent disruptions with school closures and community lockdowns, have created complex challenges.

Increased social isolation, depression, unemployment, and increased screen time, coupled with the lack of access to physical school/playground/learning environments, have negatively affected children and young people's mental and physical health.

Mainstream sporting culture is infrastructure-dependent. It is also exclusive, not inclusive, with a distinct leaning towards encouraging those with kinesthetic intelligence who can excel at a particular sport. Playing a sport in India can also be quite expensive or at least unaffordable for families from underprivileged backgrounds.

Social customs discourage girls from participating in sports.

To compound all of these factors, most parents feel that participating in sports is more or less unnecessary or a luxury that people from underprivileged backgrounds cannot afford.

## **Our program would be using sport as a tool for youth development.**

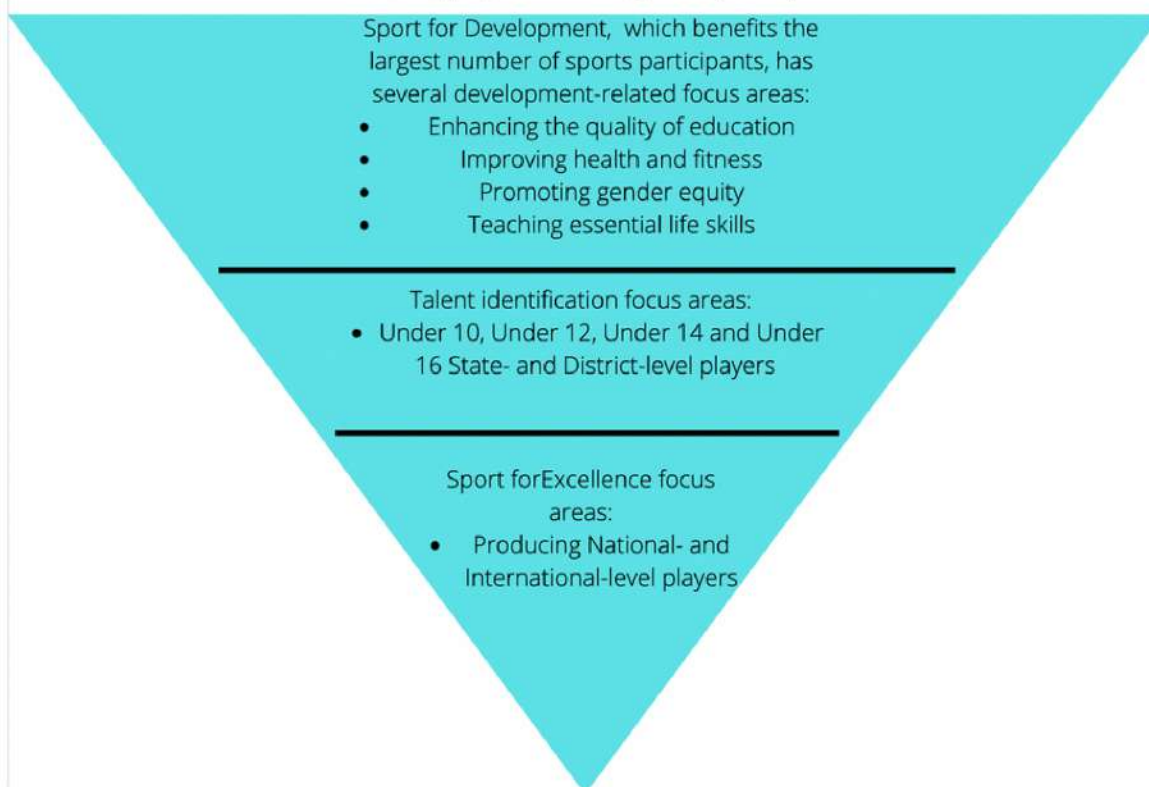
- We want to co-create sustainable spaces for children, youth, and the community from mixed socioeconomic backgrounds to come together to play and have fun.
  - We want to use sport and play as a long-term engagement tool.
  - We want to use mentoring to empower young people with critical skills such as communication and tolerance of differences.
-

As part of our ideation process, we have realised that we need to invert the pyramid. Instead of many children and young people competing within themselves to reach the top, we need a mass sports programme that benefits all. Only those with a serious intention of building a career in sports can get into the competitive aspect. However, everyone should be able to benefit from play's health-enhancing, teamwork-fostering, and egalitarian nature.

## INVERTING THE PYRAMID

### Sport as a tool for development

**Sports for development as an approach towards physical education inverts the pyramid. Key focus is an inclusive program ensuring mass participation.**



#### Reflection



- How can we connect the inclusive nature of a "play for all" programme to the Sustainable Development Goals?
- What would be the must-have components of such a programme?
- How can we launch it?
- How can we plan for scaling it up, eventually?
- What would be the barriers to achieving the outcomes envisaged?
- Who would be our partners, our supporters, and our enablers?
- What can we learn from successful programmes that have attempted similar initiatives in India or, for that matter, anywhere in the globe?



# NEXT STEPS

---

This year, we were able to consolidate our learnings towards the development of a concept. With this in mind, over the next year, we commit to the following goals:



## 01 — Find collaborators

The importance of partnerships is recognized within the Sustainable Development Goals and SDG 17: Strengthening the means of implementation and revitalizing the global partnership for sustainable development acknowledges multi-stakeholder partnerships as significant drivers of the SDGs. In keeping with this, we need to start thinking about partners who can make this idea real.



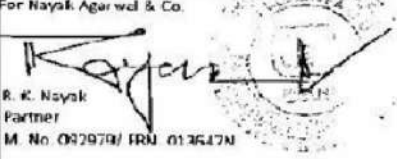


## 02 — Decide on a Theory of Change

Theory of Change is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or “filling in” what has been described as the “missing middle” between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved.

We need this as a foundational ideation step for our idea to crystallize into a workable solution.



# FINANCIAL STATEMENT

<b>KHELO TENNIS INDIA FOUNDATION</b> Flat No. 505, Arun Vihar, Sector - 29 NOIDA Gautam Buddha Nagar 201303 CIN U92419UP2018NPL103763 Balance sheet as at 31st march 2021				
PARTICULARS	Note No.	As at 31st March, 2021	As at 31st March, 2020	
<b>EQUITY AND LIABILITIES</b>				
<b>SHAREHOLDER'S FUND</b>				
SHARE CAPITAL	2	100,000.00	100,000.00	
RESERVE AND SURPLUS	3	(163,929.50)	(80,704.00)	
<b>NON-CURRENT LIABILITIES</b>		-	-	
<b>CURRENT LIABILITIES</b>				
SHORT TERM BORROWINGS		-	69,129.00	
Short term loans and Borrowing	4	-	69,129.00	
OTHER CURRENT LIABILITIES	5	293,164.50	-	
<b>TOTAL</b>		<b>229,235.00</b>	<b>88,425.00</b>	
<b>ASSETS</b>				
<b>NON-CURRENT ASSETS</b>				
FIXED ASSETS				
- TANGIBLE ASSETS		-	-	
- INTANGIBLE ASSETS		-	-	
<b>DEFERRED TAX ASSETS</b>		-	-	
<b>CURRENT ASSETS</b>				
SUNDRY RECEIVABLES	6	-	-	
CASH AND CASH EQUIVALENT	7	229,235.00	88,425.00	
SHORT TERM LOAN AND ADVANCES	8	-	-	
<b>TOTAL</b>		<b>229,235.00</b>	<b>88,425.00</b>	
As per our report attached as on every date For Nayak Agarwal & Co.				
For and on behalf of the Board				
 R. K. Nayak Partner M. No. 092979/ FRN 013647N				
  JAIDEEP BHATIA      JAGDISH CHANDER BHATIA Director                  Director DIN 01983526      DIN 07093546				
UDIN: 22092979AAAAAP7874 Date: 30/11/2021 Place: New Delhi				