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CENTER MANAGER

***Pushpa Chauhan* : Journey From Struggles to Strength**



Pushpa Chauhan was born in 1969 into a simple yet deeply cultured family. She was the youngest among four siblings, growing up with three elder brothers. Her father was a hardworking tailor who stitched clothes day and night to provide a better life for his children, while her mother, a devoted homemaker, ensured that despite limited means, her children never felt deprived—even if it meant sacrificing her own needs.

Life was never easy for Pushpa. The family faced constant financial challenges, with limited income and growing needs. But hope and determination never left their side. Pushpa was a bright and ambitious student, deeply interested in studies and full of big dreams. **She began her B.A. with high hopes of shaping a better future. However, due to the difficult financial situation at home, she had to leave her studies in the second year—a heartbreaking decision that left a lifelong dream incomplete, yet alive somewhere deep within her.**

In 1993, Pushpa married **Sunil Kumar, a kind and supportive man working as a field executive** in a private company. His encouragement became her strength. **Together, they built a loving family with three children**—two daughters and a son. Their eldest daughter completed her B.Com and worked for some time, but after marriage, she had to leave her job to take care of her baby and family responsibilities. The younger daughter also holds a B.Com degree and is preparing

for her future. **Their son, also a B.Com graduate, now works as a manager in a private firm.** Pushpa feels immense pride in her children's success and is especially content that, unlike her, they never had to interrupt their education. When she sees them standing on their own feet, she feels proud of them—and of herself.

The most transformative chapter in Pushpa's life began on April 10, 2003, when she joined *Project WHY*. At that time, she lacked both self-reliance and confidence. Even small tasks required her to depend on others. She feared the outside world and hesitated to speak her mind. But *Project WHY* changed everything.

It became more than just a workplace—it became her family, her learning ground, and her sanctuary. Here, Pushpa learned to communicate, gained confidence, understood society, and discovered her inner strength. She built the courage to deal with any situation and developed financial independence for the first time. Today, she handles every challenge with calmness and clarity, believing firmly that problems are meant to be solved—not feared.

Pushpa's story is not just about personal transformation but about creating change in others' lives too. **One of the most inspiring chapters of her journey unfolded when she helped establish the *Project WHY Okhla Centre*—a monumental task that she took on with passion and courage.**

In the beginning, finding a suitable space to run the centre was a huge challenge. Finally, **they identified a location that was previously used as a garbage dumping ground.** Most would have walked away, but Pushpa didn't. She motivated her team to clean the area and worked hard to get **official permission from the local S.H.O. Despite a lack of basic facilities—no toilets, no drinking**

water, and poor transport accessibility—Pushpa, with her committed team, started teaching children there.

The challenges didn't end there. The community was struggling—parents were illiterate, formal schools were absent, and children were involved in rag-picking, drug use, and smoking. But under Pushpa Ji's leadership and the presence of Project WHY, change slowly began to take root. Today, **99% of the children in the area attend formal school, parents are aware of the importance of education, and substance abuse among children has dropped to below 10%. Many students are now ranking 1st, 2nd, or 3rd in their schools, with scores near or above 70%. Children have also started showing interest in sports, arts, drawing, and dance.**

Pushpa didn't just overcome her own fears—**she helped transform an entire community.** Through her dedication and hard work, countless children have found hope, opportunity, and a brighter future.

Pushpa Ji says,

“I express my heartfelt gratitude to God, my family, and Project WHY, who gave me my identity.”



PRIMARY SECTION TEACHERS

Sophiya Tirkey: A Journey of Hope, Sacrifice, and Teaching



Sophiya Tirkey hails from a small village named **Surajpur**, nestled in the **Gumla district of Jharkhand**. She belongs to the tribal community. Generations ago, her great-grandfather — or perhaps the generation before him — embraced **Christianity**, leaving behind the traditional tribal faith. The decision stemmed from witnessing the values of **equality, dignity, and compassion** upheld by Christianity. Unlike the rigid caste-based discrimination they faced, Christians treated everyone with respect and also worked tirelessly to educate and uplift tribal communities. Inspired by this, Sophiya's grandfather chose a new path for his family in hopes of a better future.

Born into deep poverty, Sophiya's early life was marked by hardship. Her father migrated to the **Andaman and Nicobar Islands** in search of work to support the family but never returned, nor did he send any financial help. Left behind in Jharkhand were her mother and four siblings — two elder brothers, a sister, and little Sophiya, the youngest.

Survival became a daily struggle. One of her brothers worked in others' fields, sometimes earning grain in return. There were days when the family had no food and cried themselves to sleep. On one such day, Sophiya fainted from weakness while walking to school. There was no hospital in the village, yet she somehow

survived. Despite the odds, she and her second brother managed to study until **Class 12**, although further education remained out of reach due to poverty and lack of access.

Tragedy struck again when her eldest brother died in an accident. The loss of the only earning member pushed the family into deeper distress. Her mother fell gravely ill, and they had no money for treatment. Determined to help, Sophiya moved to **Delhi** to work as a domestic helper. After saving money for a year, she returned home and took her mother to a doctor, only to be told that her condition was incurable. The doctor simply said, *“Serve her with love for as long as she lives.”*

Sophiya got married while her mother was still alive. A few days later, her mother passed away. Life at her in-laws’ home was no better — while there was food to eat, there was no income to rely on. So, she and her husband returned to Delhi to find work. They took up any job they could find and managed to survive with dignity and perseverance.

In Delhi, Sophiya gave birth to two children: her son **Deepak** and her daughter **Deepika**. Despite ongoing challenges, she prioritized their education. Deepak developed strong skills in computer hardware and software and worked for four to five years. But in **2019**, he fell seriously ill. Even today, in **2025**, he remains bedridden and unable to walk. The family's spirit has been shaken, but Sophiya continues to do everything in her power for his treatment. Her unwavering **faith in God** gives her strength and hope that her son will one day recover.

Deepika, her daughter, trained as an **OT (Operation Theatre) Technician** is excelled in her field. Today, she works at **Rejoice Hospital in Delhi**, where her

dedication and professionalism have earned her great appreciation from the staff and management.

Amidst her personal struggles, Sophiya finds solace and peace in listening to **songs and programs about Jesus Christ and the Bible** on YouTube. It brings her a deep sense of comfort and spiritual strength.

A Life Transformed by Project WHY

Sophiya's life took a significant turn when she joined **Project WHY in 2000**. Initially shy and hesitant to speak, over time she became confident, outspoken, and deeply involved in her community. On **7th November 2004**, she took a courageous step and **started the Okhla branch of Project WHY** from her own home — a modest hut in Okhla Phase 1.

At the time, Project WHY was struggling to find a space to run classes for underprivileged children in the area. Without hesitation, Sophiya Ma'am offered her home as a temporary learning centre, ensuring that the children's education would not be disrupted. A few months later, when a permanent space was secured, the Okhla centre was shifted to its current location. **Sophiya has been the heart of the Okhla centre ever since its beginning.**

Her **passion for teaching** began long before she officially joined Project WHY. Even as a young girl, she would gather neighborhood children to teach them. For her, teaching is not just a profession — it's a purpose. She teaches with immense love, care, and patience.

Most of the students at the Okhla centre come from families with very limited means. Their parents often work in factories or small companies. Sophiya is deeply committed to **guiding these children, instilling strong values, and helping them**

build a better future. Currently, she teaches **Class 5**, and is especially praised for her **excellent Hindi teaching**, making the subject both enjoyable and accessible.

Gratitude and Faith

Sophiya expresses heartfelt gratitude to **Annu Ma'am**, who gave her the opportunity to grow and serve through Project WHY. She also acknowledges **Mr. Adish Jain and Ms. Asha Jain**, whose continued support and generosity have been a backbone for Project WHY. Thanks to them, the staff and teachers receive their honorariums, and the mission to uplift underprivileged children continues to thrive.

With folded hands and deep sincerity, **Sophiya prays** for Annu Ma'am, Mr. Adish Jain, Ms. Asha Jain, and their families — that they may always be blessed with good health, happiness, and prosperity so they may continue their **noble mission of education and empowerment**.



Madhuri Prajapati:

From Student to Teacher – A Journey of Resilience and Transformation



Madhuri Prajapati's association with Project WHY began in her early school years when she was struggling academically and lacked confidence. Feeling lost in the formal school system, she found a safe haven at Project WHY, where compassionate teachers helped her overcome her fears and build the courage to believe in herself. **“At Project WHY, I didn’t just learn my subjects — I learned discipline, values, and the importance of dreaming big,” she recalls.** It was here that Madhuri laid the foundation for a future full of purpose and promise.

Born into a humble family originally from Bihar, Madhuri was raised in Delhi, where her parents had migrated nearly 35 years ago in search of better opportunities. Her father works as a laborer and her mother is a homemaker. Madhuri is the eldest among four siblings — the only girl and the only one to pursue higher education. Her three younger brothers also studied at Project WHY and are now engaged in different occupations: one is employed, another runs a shop, and the third works as a driver. Their family faced a major setback when, three years ago, their house was demolished during a government drive. They were relocated to a rehabilitation colony, which brought numerous new challenges, but never dimmed Madhuri's determination.

Despite the financial hardships, her parents were strong supporters of education, especially for Madhuri. With their encouragement and her own perseverance, she went on to **graduate from Delhi University and earn a Master's degree in**

Political Science from Indira Gandhi University — becoming the first girl in her family to do so. She also completed basic computer skills training to enhance her employability.

Madhuri's academic journey is not only a story of success but a powerful response to all those who once judged her based on her appearance. Standing at just 4'7", she was often teased and underestimated due to her height — as if physical stature determined one's worth or potential. But Madhuri refused to let those comments define her. Instead, she focused on making her vision tall — by studying hard, earning a Master's degree, and building a meaningful life through education. **Today, as she prepares for the UGC NET and dreams of a PhD**, she stands taller than ever — not in inches, but in impact.

In 2022, Madhuri came full circle by joining Project WHY as a Primary Teacher at the Okhla Centre. For her, this was not just a job but a meaningful way to give back to the very space that shaped her. She now works with dedication to uplift young minds — especially those who come from families that cannot afford expensive tuition, whose parents are illiterate or too busy working to help their children. Through her compassionate teaching, she brings light and structure into the lives of children who need it the most.

She is dreaming of becoming a college lecturer someday. She is passionate about teaching, thrives in challenging environments, and constantly seeks to grow — both professionally and personally. In her free time, she enjoys arts and crafts, listening to music, and exploring new skills.

Madhuri describes Project WHY as her **“backbone”**, a platform that gave her strength, confidence, and identity. Her journey is a living testament to the power of education, community support, and inner resilience. From a struggling student to

an inspiring teacher, Madhuri's story is one of transformation, courage, and deep gratitude.

Anisha Yadav: Nurturing Dreams Through Education



Anisha Yadav's journey into teaching began with a deep-rooted belief: that **education is the most powerful tool to break the cycle of poverty and inequality**. Today, as a Primary English Teacher at Project WHY's Okhla Centre, she is not only living her dream of becoming a teacher but also working tirelessly to transform the lives of children from underserved communities.

Anisha joined Project WHY on **July 10, 2023**, and has since been teaching English to primary students. She considers this opportunity a turning point in her professional journey, as it has helped her grow in confidence and skill. Teaching at Project WHY, she says, has been a deeply fulfilling experience. **“Being trusted to teach these bright young minds has made me more confident. I’m learning every day, and I want to ensure that my students find learning English joyful and accessible,”** she shares.

Born into a supportive **middle-class nuclear family of four**, Anisha lives in Govindpuri, Kalkaji, New Delhi. Her family originally hails from **Agra, Uttar Pradesh**. Her **father works as a jewellery designer** at Divya Jewellers, and her **mother is a homemaker**. Her **elder brother**, who has completed an M.Com from IGNOU, works as an accountant. Anisha credits her family for always encouraging her to follow her dreams, especially in choosing a meaningful career.

Anisha's educational background is rooted in strong academic and professional training. She completed her **schooling at DAV Public School**, graduated from **Delhi University**, and is currently **pursuing her Master's in Environmental Science from IGNOU**. Additionally, she completed the **DPSE (Diploma in Primary School Education)** from Vidhya Training Institute, which laid the groundwork for her approach to primary education.

Anisha has always aspired to work with underprivileged children—those who are eager to learn but lack access to proper resources. At **Project WHY**, she found the perfect platform to turn this dream into reality.

Despite coming from a background where all basic needs were always met and where she never had to face the challenging conditions like those at Okhla, Anisha has never discriminated against anyone. She is a kind and compassionate person with a beautiful heart. She treats every child with dignity and respect, regardless of their background or appearance. When she sees students coming to class in untidy clothes, she never scolds them but gently encourages them to take care of their hygiene and wear clean clothes—explaining how cleanliness is essential for good health.

Her gentle and inclusive nature has made her deeply loved by her students. As she teaches English, her engaging and supportive approach has made the subject enjoyable for the children, who now show great interest in learning.

Anisha expresses her heartfelt gratitude to **Anou Ma'am, Rani Ma'am**, and the entire **Project WHY family** for giving her the opportunity to be part of a mission she deeply believes in.

Outside the classroom, Anisha is a vibrant individual who enjoys **listening to music, reading, and dancing**. These personal interests, combined with her compassion and commitment to her students, make her a well-rounded and inspiring educator.

Today, Anisha stands proud — her **childhood dream of becoming a good teacher has come true**. With dedication in her heart and purpose in her work, she continues to strive for a future where every child, regardless of their background, receives the quality education they deserve.



MAMTA

From Student to Teacher: Mamta's Journey of Growth and Giving Back



Mamta is a Primary Teacher working since 2nd September 2024.

Mamta is originally from Azamgarh, Uttar Pradesh, but she has lived most of her life in Delhi. Her story began when her father moved to Delhi in 1993 in search of work. At the time, he

didn't have a place where his wife could stay, so she returned to their village. Eventually, with the support of friends, her father found a place to live, and slowly, the entire family shifted to Delhi. They later settled in Madanpur Khadar, where they built a home and began living together as a family.

Mamta studied in a government school and completed her education up to Class 12. She became part of **Project WHY**, a turning point in her life. Her elder sister also studied there. Due to financial challenges, her father could not afford private tuition for the children. That's when the family learned about Project WHY — an NGO providing free educational support.

Mamta's mother approached the center and met Pushpa Ma'am, who helped her get Mamta admitted. From that moment on, Project WHY became a core part of Mamta's academic and personal growth.

She started attending the center in 2004, initially just for studies. Over time, she completed her schooling there and also pursued a computer course after Class 12. Beyond education, she was actively involved in various activities, social work, and skill-building programs that shaped her into a confident young woman. The center's free support made it possible for her to continue her education, despite her father's limited salary.

Today, Mamta is pursuing her **Bachelor of Education (B.Ed), 1st year**, and is also working as a **primary teacher at Project WHY**. This opportunity not only helps her continue her education but also allows her to support her family financially.

Before joining as a teacher at Project WHY, Mamta had a job where she worked 8 hours a day — a tough situation that made it difficult to balance work and studies. But at Project WHY, she found understanding, flexibility, and a strong support

system. Here, she receives the encouragement and guidance she never had elsewhere.

Mamta's story is a powerful example of how the right support at the right time can change the course of someone's life. She is not only building a future for herself but is also giving back to the very place that helped her rise



SECONDARY SECTION TEACHERS

Sonia Goel : A Journey of Strength, Transformation and Purpose



Sonia Goel's life is a testament to resilience, courage, and the unwavering power of education. A committed educator at Project WHY's Okhla Centre, Sonia teaches 8th-grade students with dedication and compassion, leaving a lasting impact on each life she touches.

Sonia graduated from **Shaheed Bhagat Singh College, Delhi University**, and always believed that **education is the most powerful tool to change one's life**. Even before formally joining an organization, she gave tuitions

at home, often waiving fees for children who couldn't afford them. For Sonia, **knowledge is priceless, and sharing it with others only multiplies its value.** She fondly remembers her father's words: *"The more knowledge you give, the more it grows — and no one can take it away from you."* She remains deeply thankful to her parents for encouraging her education and shaping her values.

In 2006, Sonia got married, but life took an unexpected turn. The behavior of her in-laws was hurtful and regressive. In 2007, she gave birth to a daughter, **Prachi**, but instead of joy, she was met with rejection — her husband wanted a son and refused to accept the child. Over time, the situation worsened. Sonia endured mental and emotional trauma, isolation, and constant restrictions. Despite being educated, she was denied even basic autonomy — unable to visit her own parents without permission and forced to comply with **superstitious and backward beliefs** she never accepted. Her husband seldom supported her and often scolded her, and eventually, the marriage ended in divorce.

Shattered but not defeated, Sonia returned to her parental home with her daughter. The emotional toll left her wanting to withdraw from the world — she closed herself off, spoke to no one, and was overwhelmed by pain. But her **family stood by her**, reminding her that her daughter was innocent and didn't deserve to suffer because of others' mistakes. They motivated her to rise again — not just for herself, but for Prachi.

In **2011**, Sonia joined **Project WHY's Okhla Centre**, referred by **Rani Ma'am**. It was the beginning of a new chapter — one of healing, rebuilding, and rediscovering her purpose. With each class she taught and each child she inspired, Sonia regained her confidence and strength. Her daughter Prachi, now in **Class 12**,

has grown up with strong values and a loving, determined mother — thanks to Sonia’s efforts and Project WHY’s unwavering support.

Working at Project WHY deeply moved Sonia. Witnessing the everyday struggles of the children — their **scarcity of resources, difficult living conditions**, and relentless perseverance — made her realize the importance of the work she was doing. “Project WHY gave me the platform to give back. It gave me purpose and dignity. If I have given education to the children of Okhla, they have given me the courage to live again,” she reflects.

Sonia is proud of the impact she’s made. **Students once considered below average have gone on to score over 70%**, and many call her their role model. Her classrooms are filled with love, respect, and mutual admiration. “**When students say, ‘Sonia Ma’am is my inspiration,’ I feel I have fulfilled my role as a teacher,**” she says with pride.

Today, Sonia continues to teach not just academic content but **life skills, resilience, and confidence**. Her journey — from a heartbroken single mother to a beloved teacher — is a story of transformation. She remains deeply grateful to the **Project WHY management** for giving her a renewed identity, a respected space in society, and the ability to live life on her own terms.



“I will always try my best,” she says, “to help the children who come to Project WHY grow into confident, respected individuals. That is my mission, my gratitude, and my legacy.”

***Seeta Mahata*: A Journey of Dedication and Cultural Connection**



Seeta Mahata, a passionate and dedicated educator, has been an integral part of Project WHY since May 11, 2011. Originally from Nepal, Seeta was born in Allahabad, Uttar Pradesh, and grew up in a humble, close-knit family with two sisters and a brother. Life presented its share of challenges—she lost her father at an early age, and her mother now lives with her elder sister.

In 2010, Seeta got married and moved to Delhi with her husband. Today, she lives in Govindpuri with her husband, in-laws, and two sons in a rented home. Her husband works in a private company, and both her sons attend a government school. Despite the many responsibilities of family life, Seeta has never wavered in her deep commitment to education.

Her academic journey is a reflection of her determination and perseverance. She holds a postgraduate degree from Allahabad University and has proudly represented her institution and region at the state, national, and even international levels under the guidance of her mentor—an experience that significantly shaped her leadership skills and discipline. **With a deep love for classical and folk dance, Seeta also participated in cultural events, representing her university through group performances.**

Her association with Project WHY began through a suggestion from her sister-in-law. Having taught children at home before marriage, Seeta always felt a strong emotional bond with young learners. **Project WHY gave her the perfect opportunity to reconnect with this passion, and she joined the organization wholeheartedly, eager to make a difference.**

Over the years, Seeta has worked across multiple departments and age groups within Project WHY, continuously learning and growing. She started by teaching special children for six months, then moved on to the crèche for three years, and later taught in the primary section at the Govindpuri Centre for eight months. Her journey reflects not just her professional growth, but also her unwavering dedication to nurturing and empowering children.

During this time, Seeta was pregnant with her second son. Remarkably, just four months after giving birth, she resumed her duties at the centre, continuing her work in the primary section with renewed dedication. Later, recognizing her potential and the growing need at the Okhla Centre, she was shifted there.

At Okhla, she initially taught primary classes. However, driven by her passion for learning and a desire to enhance her capabilities, Seeta worked hard to improve her subject knowledge and teaching skills. **Her determination paid off, and she soon became capable of handling secondary-level students.** Since then, she has been teaching secondary students at the Okhla Centre, where she continues to **inspire and nurture young minds every day.**

Her journey is defined by her **unwavering spirit of service and a deep thirst for knowledge.** Seeta credits Project WHY for giving her a **golden opportunity to**

grow—not just professionally, but personally. She often expresses heartfelt gratitude to **Anou Ma'am**, whose faith in her abilities helped Seeta gain meaningful experience and build a fulfilling career in education.

Seeta's growth within Project WHY reflects her resilience, versatility, and unwavering dedication. She is a role model not only for her students but also for her peers, proving that with the right opportunities and the right mindset, one can overcome any challenge and make a lasting impact.



Dimple Kainth: A Journey of Perseverance and Purpose



Dimple Kainth joined Project WHY in January 2016. She comes from a humble background—her parents are originally from Punjab, and her father worked as a tailor. From an early age, Dimple supported him at home while growing up with her six siblings—four sisters and two brothers—all of whom studied in government schools.

Her dedication to education was evident even in her school days. While studying in Class IX, she began giving tuition to young children to support her family during financially difficult times. Her father always encouraged her efforts, motivating her to stay strong and focused.

In 1995, Dimple completed her 12th grade and secured admission to Delhi University. However, **she got married in April 1996 and moved to Delhi with her husband. After marriage, she was unable to complete her graduation due to household responsibilities.** She managed all the domestic chores—cooking, washing clothes, cleaning the house, and taking care of her family. **A passionate cook, especially fond of Punjabi cuisine, Dimple found joy in her time spent in the kitchen, particularly when preparing traditional dishes for her loved ones.**

Despite the challenges, her desire to do something meaningful never faded. **In 1997, after the birth of her son and once he started school, Dimple often found herself reminiscing about her own school days.** A few years later, determined to reconnect with her academic journey, she resumed her studies and began offering tuitions from home. Though she initially earned just ₹100, the experience filled her with happiness and a renewed sense of purpose.

In 2003, Dimple gave birth to a daughter and was determined to provide her with a good education. She started seeing her own dreams reflected in her children. However, when her daughter reached Class VIII, the family's financial condition worsened. Dimple feared that her children's education might suffer, just as hers had. It was then that her young daughter encouraged her to step out and work. Though hesitant and lacking confidence, her daughter's words sparked something in her.

That was when Dimple came to know about Project WHY. She met Mrs. Rani, shared her experience of giving tuitions for years, and her love for working with children. Recognizing her passion and commitment, she was given an opportunity to join the team at the Okhla Centre in 2016.

Joining Project WHY became a turning point in Dimple's life.

She stepped out of her home alone for the first time, overcame her fear of interacting with people, and found new confidence in herself.

Being welcomed into the classroom, especially by the youngest children, helped her break personal barriers and feel empowered.

She was first assigned to teach Nursery to Class II, and slowly, her confidence began to grow.

When the COVID-19 pandemic hit in 2020 and her husband lost his job, Dimple's income from Project WHY became the family's only financial support.

She is immensely grateful to Project WHY for standing by her during those challenging times, providing not just employment but a sense of security and purpose.

She often says she never feels like she's going to work—it feels like being at home and helping children grow.

Over time, Dimple also participated in various workshops conducted for both students and teachers. **In 2023, she was entrusted with teaching Class VI, a reflection of the trust and growth she had earned within the organization.**

She embraced this new responsibility with pride and continues to enjoy working with the children every single day.

Through Project WHY, Dimple not only became a confident and skilled teacher but also found her identity and voice.

The experience deepened her understanding of education and strengthened her resolve to support children's growth and learning.

Today, her own children are studying abroad, pursuing their dreams—something she once only hoped for. Currently she lives with her husband and father in-law **and now she dreams of the same for every child at Project WHY.**

“I want every child at Project WHY to study, grow, and become something. This is my dream,” she says with pride.



Dilip Kumar

From the Narrow Lanes of Okhla to Spreading the Light of Learning



In the heart of Okhla's crowded lanes and modest homes lives a quiet force of purpose — Dilip Kumar, an educator whose life itself is a lesson in resilience, humility, and transformation through education.

Born in a small village in Kushinagar, Uttar Pradesh, Dilip's life was shaped early on by hardship — but also by vision. His father's migration to Delhi in the late 1980s brought the family to a 10×10 room in a slum colony. That tiny space, built brick by brick from daily wages, became not just a shelter but a launchpad for Dilip's dreams.

Growing up amidst financial strain, health challenges in the family, and limited means, Dilip understood one truth early in life — education was the only way forward. Even though neither of his parents had formal schooling, they never let him forget the value of learning. He joined a government school in Delhi, walking daily from the slums with determination in his step and ambition in his heart.

As the eldest son, Dilip felt the weight of expectations — and wore them with pride. Whether it was working night shifts at a factory, walking miles to college to save bus fare, or teaching children to pay for his own education, he never wavered. His journey through Delhi University, IGNOU, and later B.Ed. from MDU, was not just an academic climb — it was a declaration of self-worth and belief in possibilities.

Even finances couldn't slow him down. He tutored relentlessly, took on multiple jobs, and with the quiet support of friends like Sameer — who lent not just money but hope — he continued moving forward. Dilip didn't just pursue degrees; he pursued impact — equipping himself with skills in leadership, library science, teacher eligibility, and research — all while continuing to teach.

His entry into Project WHY in 2018 marked the beginning of a new chapter — not just in his career, but in his identity. What began as a teaching opportunity quickly became a personal mission. Seeing children from underserved communities who

reminded him of his own past, he decided to stay and build with them — not only delivering lessons but cultivating confidence and curiosity.

When he noticed students leaving after Class 10 due to a lack of support, he stepped up to teach Classes 11 and 12, expanding his role without being asked. For him, it wasn't about titles — it was about ensuring no child was left behind.

At Project WHY, Dilip found more than an institution — he found a family and a purpose. Under the mentorship of leaders like Anuradha Bakshi, Rani Bharadwaj, and Shamika Bakshi, he learned that education is not just about classrooms and exams. It is about equity, dignity, and the courage to uplift others while continuing to grow yourself.

Today, Dilip continues to teach, guide, and inspire. His goals are grounded yet visionary — to give his family a life of dignity, to see Project WHY gain national and international recognition, and to ensure no child has to abandon a dream for lack of support.

"Under his guidance and with the support of Project WHY, students from the Okhla Centre were able to appear for the **CUET** exam and secure seats in reputed universities for higher education. Notably, students like **Pankaj, Prince, and Dilip (who has a visual impairment)** are now studying at top colleges under the University of Delhi."

His story stands as a powerful reminder: transformation begins not in comfort, but in courage — and that sometimes, it takes just



one person's steady steps to open a path for many.

***Suryadeep:* A Quiet Dreamer Who Found His Voice and Purpose**



Born on 6th November 2005 in Delhi, Suryadeep lives with his nuclear family of five, including his parents and two brothers. His family traces its roots to Sheikhpura District in Bihar. While his parents are currently not employed, his elder brother works as the Operations Head at Boxit Solutions, a logistics firm, and his younger brother is currently studying in Class 12. Suryadeep was always a quiet and thoughtful child with big dreams and a deep curiosity about the world. Though he excelled in academics from an early age, he struggled with self-confidence and communication. He experienced **stammering**, not due to any tongue or speech disorder, but as a result of deep-seated **neurological fear** — a hesitation to speak, interact, or present himself in front of others. This created a sense of **social isolation**. He had few friends and avoided public speaking or expressive conversations.

But everything began to change in **2017**, when he joined **Project WHY's Okhla Centre** as a student in **Class 7**.

Project WHY became his turning point. In the nurturing environment of the centre, Suryadeep found space to grow beyond his fears. Encouraged by the teachers and inspired by his peers, he started participating in **mime, theatre, dance, and art activities** during cultural events. These platforms helped him shed his hesitation

and discover a new side of himself. Slowly, his stammering reduced, his voice became steady, and **his confidence soared**.

Academically, he flourished. He stood **1st in Class 10**, chose **Science stream**, and once again **topped in Class 12**. But for him, it was never just about marks — it was about proving to himself that **he could rise above fear and become the best version of himself**.

Today, Suryadeep is pursuing **two degrees simultaneously** — a **B.A. in Psychology (Hons)** from IGNOU, and a **Bachelor's in Artificial Intelligence & Cybersecurity** from IIT Patna — a unique combination of **heart and logic**, mirroring his balanced approach to life.

The most beautiful part of his journey is that he has returned to the very place where his transformation began. **Now, a Secondary Teacher at Project WHY's Okhla Centre**, Suryadeep teaches not just subjects, but **confidence, curiosity, and courage**.

His classroom is a space where students feel free to be themselves. “I try not to stretch topics,” he says, “but make them **fun, simple, and relatable**, so students can connect easily. I talk to them about various things, encourage interaction, and **create a friendly environment** where even the shyest student feels safe to ask questions.”

He especially pays attention to students who struggle to catch up. “Some students hesitate to ask questions out of fear of



being laughed at by peers. I try to break that barrier by making every child feel included, valued, and understood.”

Looking back, Suryadeep credits **Project WHY** for giving him the courage to dream and the confidence to become who he is today. “This is where I found my voice,” he reflects, “and now, I’m here to help others find theirs.”

His journey is not over — it’s only just getting started.

Gautam Yadav: A Journey of Determination and Creativity



Born on **August 21, 2005**, in Ara, Bihar, Gautam comes from a humble yet determined family. His father, **Mr. Birender Yadav**, works as a daily wage employee at Canara Bank, while his mother, **Mrs. Laxmi Devi**, is a homemaker. Gautam is the middle child of three siblings — his elder brother, **Akash Yadav**, is currently preparing for the CA exams, and his younger sister is in Class 12, pursuing the commerce stream. Despite their modest means, Gautam’s family has always stood by him, instilling in him the value of perseverance and the belief that giving up is never an option.

Gautam’s life took a pivotal turn at the age of six when his family relocated from Bihar to Delhi in search of better opportunities. The transition from a small town to the bustling capital was challenging, but it also opened new doors for learning and self-growth. He began his education in an MCD government school and later moved to **GBSSS**, where he built a solid academic foundation. From Class 5

onwards, he studied in government schools, and it was during this period that his dreams began to take shape.

After excelling in Class 10, Gautam chose the **science stream** with a clear vision: to secure admission into an **IIT**. This dream wasn't easy. Financial hardships meant he couldn't afford expensive coaching. Instead of giving up, Gautam took matters into his own hands. He began giving tuition classes to support his own online studies. This phase became one of the most defining moments of his life, teaching him that success comes through hard work, discipline, and resilience — not shortcuts.

His efforts paid off, and today Gautam is proudly pursuing a **B.Sc. in Computer Science and Data Analytics from IIT Patna**. Parallel to his academic pursuits, he also developed a passion for **graphic designing** and **video editing**. He has earned certifications, completed an internship, and delivered over 20 freelance projects. He continues to build his skills in **machine learning**, demonstrating a deep commitment to lifelong learning and adaptability.

Driven by his passion for education and giving back, Gautam joined **Project WHY** as a **Secondary Teacher**. A former student of the **Khadar Centre**, he understands firsthand the power of community-driven education. Teaching 11th-grade students while managing his own studies has been both a challenge and a rewarding experience. Initially, adjusting to the **Okhla Centre** was difficult, but over time, he felt welcomed and inspired by the energy and curiosity of the students. Their enthusiasm continues to motivate him to become a better mentor and human being.

Gautam has always been a multi-talented individual. In school, he received awards in art and drawing competitions and secured first place in a debate competition — achievements that shaped his confidence and creative thinking.

Looking ahead, Gautam aspires to become a skilled engineer capable of facing real-world challenges with innovation and integrity. Though he dreams of launching his **own startup** one day, he aims first to gain industry experience — with **Nothing Co.** as one of his dream destinations, drawn by their fearless approach to design and technology.

Gautam Yadav's story is one of resilience, self-belief, and continuous growth — a journey shaped by struggle, hard work, and the desire to make a meaningful impact.



COMPUTER SECTION TEACHERS

Vijay Kumar: A Journey of Learning, Service and Growth



Vijay Kumar lives in Giri Nagar with his joint family, which includes his mother, wife, son, daughter, two brothers, and their families. He was born on 3rd October 1979 in Jeevan Nagar,

Maharani Bagh, Delhi. His father, Shri Tilak Ram, originally from Ayodhya, Uttar Pradesh, moved to Delhi with his daughter in search of a better life. He began working in an export company and, in 1984, shifted the family to Giri Nagar, Kalka Ji, where he built a modest home and continued his job in Okhla Phase 3.

Vijay began his schooling at Giri Nagar Primary School and later continued his education at Kalka Ji Senior Secondary School No. 3, where he completed his studies up to Class 12. In his early school years, Vijay struggled with academics, but everything changed after he passed Class 10. He began to truly understand the value of education and chose the Commerce stream, eventually passing Class 12 with good marks. He later pursued his higher education through Delhi University's open school program. To support himself during this time, he tutored younger children, using his earnings to pay the fees for a computer course. It was during these years that his interest in technology began to grow. Accompanying friends on computer repair jobs, Vijay gradually learned hardware and networking skills.

In 2003, while repairing computers at Project WHY, he met Anuradha Ma'am and Rani Bharadwaj Ma'am. The sight of children learning at the centre left a lasting impression on him. He felt a calling to teach and contribute in a more meaningful way. In 2005, he expressed his desire to join Project WHY, and with Rani Ma'am's encouragement, he began his teaching journey.

Since then, Project WHY has played a transformative role in Vijay's life. He started teaching computers at the Giri Nagar Centre alongside Mithu, where he remained for ten years. During this time, he not only taught children but also trained several teachers in basic computer skills. Many of those teachers are now working in diagnostic labs, and several of his students have gone on to secure reputable jobs in the tech industry. Vijay takes great pride in their achievements,

especially when they return to share their success stories—some are now working in top companies, and seeing their progress brings him immense joy.

Today, Vijay teaches computer literacy and repair at the Okhla Centre. He also handles computer maintenance and repairs across various Project WHY centres and offices. His dedication to equipping students with technical knowledge has only grown stronger over the years. He sees the Project WHY team as an extended family, where everyone looks out for one another and support is readily available. The open and respectful environment allows staff like Vijay to share their thoughts freely with the centre manager and feel truly heard.

Project WHY has given Vijay more than just a platform to teach—it has given him a sense of purpose and identity. Being respectfully called “Sir” by his students fills him with pride. His involvement with Project WHY has also given him the opportunity to meet international volunteers, which has helped him build confidence and improve his communication skills. These experiences have enriched his life in ways he never imagined possible.

From a young boy who once found academics difficult, to a confident and skilled teacher shaping futures through technology, Vijay’s story stands as a true testament to how commitment and the right support can change a life. His journey reflects the essence of what Project WHY strives to achieve, and he remains deeply grateful for the role it has played in



helping him grow and serve with pride.

Mithu : From Helplessness to Hope, From Passion to Purpose



Mithu was born in West Bengal with a physical disability that left him unable to use his legs. In 1996, he moved to Okhla, Delhi, with his family, in search of a better life. His father, a daily-wage worker, took up small construction contracts for homes and shops. But the income wasn't enough to sustain the family. Mithu's mother, determined to contribute, began working in a brush manufacturing company. Together, his parents worked hard to provide for their three sons—two of whom would go on to become an engineer and an artist.

Mithu, however, had a different journey. After arriving in Delhi, he was enrolled in a government school where he attended classes for just two hours a day. A migrant child who spoke only Bengali, he found himself lost in a sea of unfamiliar faces, unable to understand Hindi or English. The overcrowded school had no facilities for children with disabilities, nor any support systems in place. Education, it seemed, was slipping out of reach.

Then in 2002, everything changed. Sophia, a teacher from the **Project WHY Okhla Centre**, noticed Mithu and invited him to join the centre. That moment became the turning point of his life. With support and encouragement from the team, Mithu enrolled in Class 10 through NIOS. With dedication and personalised teaching in subjects like English, Hindi, Science, Math and History, he cleared his exams for the first time.

Mithu was also fascinated by computers—something he had never even touched before. Under the guidance of Anou Ma'am, he entered the computer room at Project WHY for the first time. That experience lit a spark in him. He soon completed a basic computer course at the centre and went on to teach himself further using books, YouTube videos, and long hours of experimentation.

By 2005, Mithu had become the full-time **computer teacher at the Okhla Centre**. When generous donors provided a set of computers, Mithu became the heart of the newly launched IT course. He began teaching design, text editing, and basic programming—skills essential for children's future in an increasingly digital world.

Not stopping there, Mithu pursued a **Tally prime, graphic design and Photoshop course** from NIIC in 2014–2015, and continued teaching while upgrading himself. In 2017–2018, he learned **chip programming and coding** from an IT company in Okhla, where he worked for four years. When the company boss went abroad, Mithu was entrusted with running the business. He managed everything—from **customer handling to chip repairs and sales**—proving his capability beyond all doubt.

Today, Mithu is diving into the world of **AI and GPT**, pushing the limits of his learning and passion. From being laughed at and labelled "pitiful," he silenced the world with his strength, skills, and dignity. He now drives his **own modified scooter**, climbs trees, plays cricket, football, marbles, and gilli-danda, never letting his disability define him.



Mithu is not just a computer teacher—he’s an inspiration. A role model who shows children that opportunity, when met with effort and courage, can change lives.

“Along with teaching computers to children at Project WHY, I have gained independence and self-respect, which I never envisaged while studying in Delhi,” says Mithu with pride

