



PROJECT PROPOSAL

NON-RESIDENTIAL SCHOOL



Proposal for a Private Nursery, Pre and Primary School for Underprivileged Children at 144 JK House, Ground Floor, Adarsh Nagar Brij Kishor Homeopathic Medical College, Deokali, Ayodhya-224001.

PROJECT INFORMATION

| | |
|---|---|
| Country/Region | Uttar Pradesh, India |
| Name of project | Running Non-Residential School Education. |
| Name and address of organization | 144 JK House, Ground Floor, Adarsh Nagar Brij Kishor Homeopathic Medical College, Deokali, Ayodhya-224001. Email: nmaurya43@gmail.com |
| Contact person at organization | Name: Narendra Kumar Title: President Phone: +91-7985925475 (available for call and WhatsApp) Email: nmaurya43@gmail.com |
| Date of Submission | 15/01/2025 |
| Project number | 202/2025 |
| Project duration | 2025 – onwards |



EXECUTIVE ABSTRACT

Divya Educational and Welfare Society is a non-governmental, non-political, non-profit and faith based charity organization founded in 2014 for the purpose of serving the social, educational, economic and cultural needs for the people of the region and country.

Based on growing needs of community, Divya Educational and Welfare Society is seeking a grant to construct an Nursery, Pre and Primary School so as to offer educational services to all communities - regardless of their religions (including vulnerable children i.e. orphans, poor and all others in need) in the Ayodhya and surrounding regions of India. The school will be constructed at the area of 4 acres, with planning to accommodate approximately 500 pupils, and 50 staff workers from nursery school to grade 12th.

The mission of Divya Educational and Welfare Society is to help underprivileged children excel in education and provide them with best knowledge in ethics, environment and social studies, language studies, science, arts, and technology under an environment that is conducive to learning and developing personality and moral values.

The objective is to provide free quality education that will equip underprivileged children and children from low income families, while children from middle income families will be paying little amount so as to make the school to be sustainable after the support that will be provided by the donors. Funding in the amount of the **INR 9838000** is requested for the construction of the whole school premises.



INTRODUCTION

Background and Context

Education is widely accepted to be a fundamental resource, both for individuals and Societies. Indeed, in most countries, basic education is nowadays perceived not only as a right, but also as a duty. Governments are typically expected to ensure access to basic education, while citizens are often required by law to attain education up to a certain basic level.

The world went through a great expansion in education over the past two centuries. This can be seen across all quantity measures. Global literacy rates have been climbing over the course of the last two centuries, mainly through increasing rates of enrolment in primary education. Secondary and tertiary educations have also seen drastic growth, with global average years of schooling being much higher nowadays than a hundred years ago. Despite all these worldwide improvements, some countries have been lagging behind, mainly in sub-Saharan Africa, where there are still countries that have literacy rates below 50% among the youth.

Data on the production of education shows that schooling tends to be largely financed with public resources across the globe. Since differences in national expenditure on Education do not well explaining cross-country differences in learning outcomes, the Data suggests that generic policies that increase expenditure on standard inputs, such as the number of teachers, are unlikely to be effective to improve education outcomes. A growing body of empirical research suggests that better education yields higher individual income and contributes to wards the construction of social capital and long term economic growth. Cross-country estimates of the return to education have found that the highest returns come from primary schooling.

None the less, disaggregating the results reveals that for less developed countries this is broadly true, but that in the developed world, the returns to higher education tend to be greater than for primary education. This pattern could be explained by the current heterogeneous labor market conditions around the world, in particular, the supply of skilled and unskilled labor.

Therefore, the Ministry of Education, Science and Technology in Tanzania is embarking on a huge programme of educational development to ensure that each child will get the best quality education. There are more than 10 million school-age children who are enrolled and the number is keeping on increasing. This is a huge resource for India.

Each of these children is an individual in his or her own right, with feelings, emotions, talents, aspirations and potential which could contribute to national development. Divya Educational and Welfare Society interest is to join Government efforts to educate all children and youth for the national prosperous future by focusing to marginalized children (I.e. orphans, street children, children from very poor families and children with special needs) in Dodoma region.



1.2.India and Uttar Pradesh region overview in education

The people of India's most populous state, Uttar Pradesh, come from all walks of life and represent a wide range of educational backgrounds. Uttar Pradesh's government has recognised the significance of education and has taken numerous steps to enhance the standard of education throughout the state. Some of India's Most celebrated intellectuals and academics have been from Uttar Pradesh. Some renowned universities,

Such as Banaras Hindu University and the Indian Institute of Technology at Kanpur, are located in this state. Despite these successes, the Uttar Pradesh education system continues to face a number of obstacles. In this article we shall look at the education system of Uttar Pradesh in detail.

Education is the process of acquiring knowledge, skills, values, and attitudes through various forms Of learning, such as schooling, training, or practical experience. It is a fundamental right of every Human being and is essential for personal, social, and economic development.

1.3. Education and Challenges in Uttar Pradesh

Uttar Pradesh is one of the largest states in India with a population of over 200 million people. The state is also known for its rich cultural heritage and history. However, the education system in Uttar Pradesh faces several challenges that hinder the state's progress. This article discusses the current state of the education system in Uttar Pradesh, the challenges it faces, and the opportunities available for improvement. The literacy rate in Uttar Pradesh is below the national average, with only 69% of the population being literate. The state has a large number of government-run schools, but the quality of education provided in these schools is often inadequate. Private schools, on the other hand, provide better education but are expensive and not accessible to everyone.

One of the biggest challenges that the education systems in Uttar Pradesh faces is the lack of adequate infrastructure. Many schools in rural areas lack basic facilities like classrooms, toilets, and clean drinking water. Additionally, there is a shortage of trained teachers in the state. This shortage leads to a high student-teacher ratio, making it difficult for teachers to provide individual attention to students.

Another challenge is the high dropout rate in schools, especially among girls. The lack of separate toilets for girls and inadequate security measures discourage many girls from attending school. Child labor is also a prevalent issue in the state, with many children being forced to work instead of attending school.



2.0. PROJECT DESCRIPTIONS

2.1. Goals

The goal of constructing schools for the underprivileged children of the U.P. region and others is to enable them complete their primary education to have sustainable living after graduating.

2.2. Objectives

2.3. General Objectives

- i. Providing better educational facilities and conducive learning environment and free education to underprivileged children in India, particularly in Uttar Pradesh.
- ii. To improve the quality of education in by providing quality education that will prepare them for secondary education
- iii. To increase the achievement level of the students/pupils and teachers helping underprivileged children to achieve better improvements in their lives to enable them contribute to the total development of their families and the nation as a whole.

2.3.1. Specific objectives

- i. Create learning opportunity for all school age children,
- ii. Increase children's school enrolment in U.P.
- iii. Decrease the school drop-out rate in U.P.
- iv. Promote a higher literary rate in U.P. region
- v. Empower the community through education and minimize gender disparity in the stipulation of basic education, by working on affirmative action with the community.
- vi. Build the spirit of community service and good citizenship among future generations.
- vii. Promote Personal Integrity, Multi-cultural awareness and tolerance through education

2.4. Project benefits

Beneficiaries

- ❖ The Project will directly benefit many children from vulnerable families in Ayodhya and the surrounding regions.
- ❖ It will benefit the school teachers and other workers to work efficiently and motivate them to work harder for greater achievements as instructed and guided by the Divya Educational and Welfare Society.



Social Benefits

- ❖ The construction of this School in Ayodhya will increase the learning performance levels of pupils.
- ❖ This will ultimately, along with other factors such as the effective educational system, a presence of competent teachers, and the availability of appropriate learning materials, will increase the literacy rate of pupils who can contribute to socio-economic development of society, while observing Social guidelines and principles.
- ❖ The project will help in curving down school drop-outs. New school will also provide better working environment for teachers and other workers who will be employed, making them more effective in educating their pupils.
- ❖ Presence of this school will help to reduce street children and beggars, reducing crimes such as Kidnapping and robbery, and preparing good future generation

3. BUILDING REQUIREMENTS

Building Requirements for the proposed Islamic school are:-

- 18 Classrooms
- 6 Boys and 6 girls dormitories
- 1 computer lab
- Dining Hall
- Administration Block
- 3 sports grounds (Football, Volleyball and Basket Ball)
- Parade ground
- 30 toilets and 18 bathrooms
- Area for children's outdoor activities
- One executive house with two apartments
- Water well and tank for collecting rain water
- School garden, Parking, security or entrance and School fence



4. PROJECT TIME LINE

| s/n | Activities | Month | Remark |
|-----|--|---------------|--------|
| 01 | Acquisition of land | March -2025 | |
| 02 | Submit Project Proposal | January 2025 | |
| 03 | Expected grant notification | February 2025 | |
| 04 | Procurement of building materials | April 2025 | |
| 05 | Construction of buildings begins | June 2026 | |
| 06 | Completion of buildings | June 2026 | |
| 07 | School registration completion | April 2025 | |
| 08 | School advertisements and preparation to start | April 2025 | |
| 09 | Enrolment of students | April 2025 | |
| 10 | Recruitment of teachers | April 2025 | |
| 11 | Classes begin | April 2026 | |
| 12 | Evaluation and report | June 2026 | |

5.0 JUSTIFICATION OF THE PROJECT

The right to education as reflected in Article 26 of the Universal Declaration of Human Rights (UDHR). The Constitution mandates free and compulsory primary education U.P., but a lack of resources and education infrastructure has made implementation difficult, especially to the societies in Ayodhya region. Although, we acknowledge that the *Indian* government has made good investments in education, providing public school education for all children through secondary school, training more qualified teachers and an established curriculum. However, despite all the progress made, the Indian government still has a long way to meet the global standards in education, economic development and sustainability. Its growth is outpacing the infrastructure. Communities suffer from overcrowding, poor sanitation, low wages and high unemployment, which give reasons to many young Tanzanians to drop out of school and travel abroad through the Back-way to seek for education and job opportunities in Europe. Unfortunately, some of them do not survive the journey.

Currently, there are too many overcrowded classrooms, especially in rural areas, a shortage of school furniture, and learning materials which are hindering the effective delivery of basic education in those areas. As literacy, international languages such as English, Information Communication Technology (ICT) and education levels increase in the population the demand for better-quality learning environments becomes necessary. These are the reasons why Divya Educational and Welfare Society



wish to seek financial assistance from Individual (s), non-profit organizations (NGOs), Philanthropist, ordinary and friends from in and outside Tanzania to implement the proposed construction as the site plan shows.

6.0 PROJECT MANAGEMENT

The Divya Educational and Welfare Society will manage and coordinate the entire project. This will be done by hiring an experienced local construction manager to supervise the construction crew along with other stakeholders at the Ministry of Education, Science and Technology, who will be responsible for the implementation of the project. The project coordinators will be reporting to Divya Educational and Welfare Society office in our headquarters in Ayodhya City, where a centrally compiled report would be sent to donors and stakeholders by the program manager.

7.0 PROJECT MONITORING AND EVALUATION

A variety of formal and informal Monitoring and Evaluation mechanisms will be central to ensuring the appropriate delivery of effective and sustainable services. These will include: Multi Indicator Cluster Surveys, class performance surveys, class attendance data, girl-boy retention data and exit surveys.



8.0

PROJECT COST , FUNDING AND OVERALL ACTIVITIES IN GENERAL

8.1. Project costs

| S/N | Item | Quality | Unit Cost | Total Amount |
|--|--|---------|-----------|--------------------|
| 01 | Classrooms | 18 | 100000 | 3600000 |
| 02 | 6 Boys and 6 girls dormitory rooms | 12 | 100000 | 1200000 |
| 03 | Computer lab (with its equipment) | 1 | 500000 | 500000 |
| 04 | Dining Hall | 1 | 300000 | 300000 |
| 05 | Administration Block | 1 | 500000 | 500000 |
| 06 | Sports grounds (Football, Volleyball, and Netball) | 3 | 150000 | 450000 |
| 07 | 5 toilets and 5 bathrooms | 10 | 100000 | 1000000 |
| 08 | Children's outdoor activities | 1 | 90000 | 90000 |
| 09 | School Furniture | - | 300000 | 300000 |
| 10 | Emergency power source/generator | 1 | 200000 | 200000 |
| 11 | Executive roms | 3 | 100000 | 300000 |
| 12 | Tank for collecting rain water | 1 | 100000 | 100000 |
| 13 | Water Coolers | 4 | 12000 | 48000 |
| 14 | Operation costs for one year | 1 | 250000 | 250000 |
| 15 | Equipment store | 1 | 50000 | 50000 |
| 16 | Library and resource rooms | 2 | 200000 | 400000 |
| 17 | Special education rooms | 2 | 100000 | 200000 |
| 18 | Parking area | 1 | 350000 | 350000 |
| 19 | | | | |
| Total fund Requested- Ninty Lac. Thirty Eight Thousand Only | | | | 9838000 INR |

9.1. Sources of funds

Divya Educational and Welfare Society is requesting to individual (s), association (s) and other charity organizations to fund this school project. The donor (s) is (are) asked to fund the all total amount requested or to contribute any amount

/build any building as indicated in our site plan attached with this project proposal. Any contribution to finish a certain building will be given priority. Also, Divya Educational and Welfare Society is ready to allow funder (s) or donor (s) to visit the site and give them mandate to cooperate with the IFF school construction team to see how to go about this project.



PROPOSAL SUBMITTED BY-

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Thank You!