



Project Proposal

On

“Integrated Growth & Development Mission for Rural Children”

Submitted by

YASHIKA FOUNDATION

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Executive Summary

YASHIKA FOUNDATION is a Public Charitable Trust based in DDU working in the development sector since last 2 years with an objective of achieving a satisfactory state of society through women and children centric welfare activities.

With a strong commitment and capabilities and pool of resources, the Organisation is now confident to take up a new project for deprived communities of rural areas. Data presented below will provide an outlook to the overall project namely - **“Integrated Growth & Development Mission for Rural Children”**.

Organisational Profile and Advent of said Project

YASHIKA FOUNDATION with its glorious history stands as a lead NGO with a self-sustainability standing through various activities given below:

- ❖ 3 low-cost well-established Computer Institutes in Kanpur- Varanasi ,up and Buxar , Bihar with a goal to Poor , slum and semi slum areas Students .
- ❖ 1 modern day care centers serving around 100 children daily with quality service and caring approach
- ❖ 12 villages from Uttar Pradesh And Bihar have been covered through Integrated Rural development program with visible impact on academic education and social wellbeing of rural communities

Success stories of organisational work can be seen from the completion of child development activities and school infrastructural support for quality education extended in 12 villages and 34 schools with 24,00 children located in UP & Bihar. We also provide nutritional support to 13 Children daily. Having achieved such goals, now YASHIKA FOUNDATION has come up with project such as **“Integrated Growth & Development Mission for Rural Children”**.

A Project Glance

- ❖ **Why project is required-** A sizeable segment of our population continues to reside in the villages. However, access to quality education in rural India is still very limited. Efforts have been made to improve the scenario, but the progress has been slow and unevenly spread across the country.

Though having a depressing scenario, YASHIKA FOUNDATION has played its committed role through reaching up to 34 schools with the implementation of E-learning activities through deployment of science kits, installation of solar system, conducting co-curricular activities for children in many schools. Great Decrease in school drop-out rate has been a significant achievement due to organisational interventions till date. Realizing urban and rural divides and its own strengths and weaknesses, organisation has brought a positive influence and reached up to more than 5,000 beneficiaries through various activities related to health, vocational training, education and support for a satisfied living.

Though basic indicators for good education has been achieved, still rural children are not that capable to compete with urban children in various aspects of personality building. And therefore, considering an ample of time and place available in villages, the Organisation has decided to implement a creative project for the ultimate objective of making rural students more confident to enable them achieve anything in life.

- ❖ **Goal of the Project-** Having a minimal drop-out rate of students, help them build a better future and keeping them at par with students from renowned urban schools

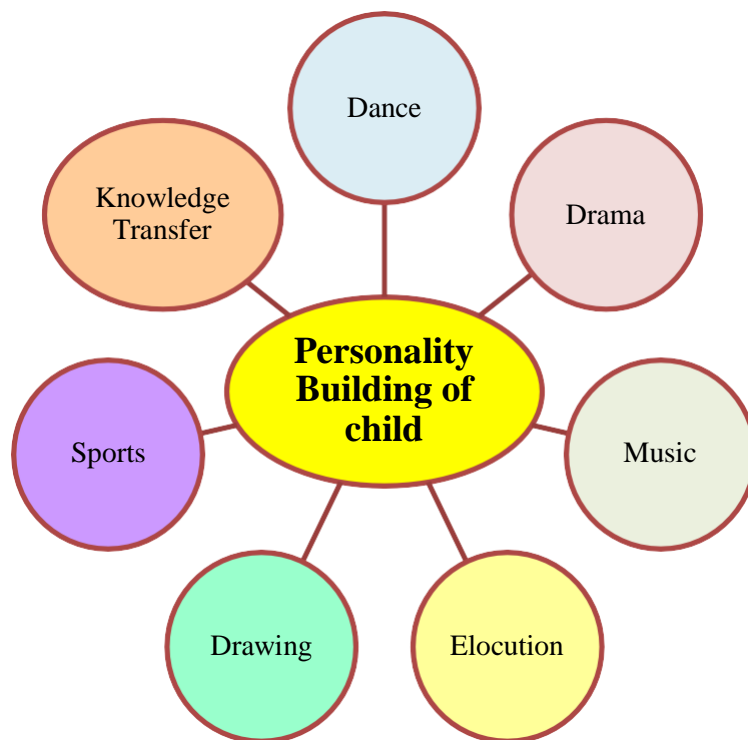
- ❖ **Attainable Motives for personality building of children are:**

1. To work for development of scientific approach among rural students
2. To inculcate a habit of learning from experience and observation
3. To develop critical and qualitative thinking of students
4. To develop experimental and analytical skills
5. To develop and deepen understanding and importance of life skills and behavior for rural students through various co-curricular and allied activities
6. To motivate students to gain a winning personality through multi-developmental approach of the project.

❖ **Methodologies to be adopted for Project Implementation - The** Organisation has identified abilities and talents among rural students, so as to sharpen their skills and knowledge through various extra-curricular activities.

These activities will be run in the coordination with the school as well as community.

These activities will be focused on development of child through nurturing seven key arts required to become a successful person. Figure given below gives insights on strategies to be adopted in the project



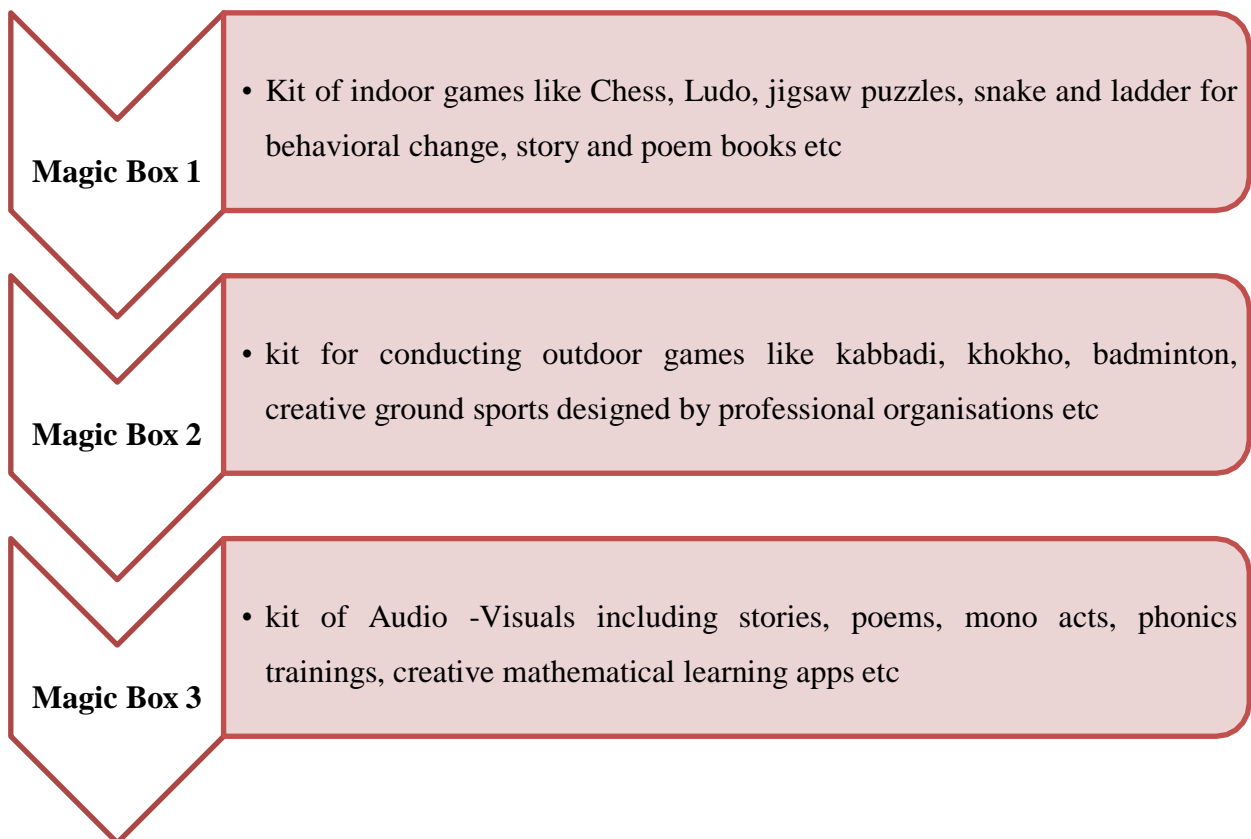
All aspects mentioned in above figure will be supported through following activities:

1. Deployment and Conduct of Magic Box activity kits for primary and secondary school students
2. Training of self-defense, yoga, public speaking
3. Team excursions for confidence building
4. Talent Competitions like natyachhata, singing, dancing, drawing, sports etc
5. Agricultural and vocational trainings to the rural youth

- ❖ **What is Magic Box for students-** Each box will contain 4 to 5 activities aligning to below defined activities. These activities will be supportive in order to achieve the above mentioned motives of the project.

Technical Details of Project

- ❖ **Target Group** - In order to synchronize the project implementation methods, school teachers, youth from communities, parents will be made capable enough through various awareness activities and trainings. So, the target group of projects will be Community, Teachers and Students.
- ❖ **Beneficiary Coverage-** 12 Schools will be covered. Two schools will be done every day



by different coordinators. And these schools will be focused for 6 months' duration as pilot and consistent efforts through children's' mapping before and after the project completion.

- ❖ **Geographical Coverage** -Schools will be selected from Mughalsarai Block of Varanasi District.

- ❖ **Human Resources** -Two teacher coordinators will conduct project activities in entire Mughalsarai Block with a due assistance from Organisational central office. Teachers will be provided with their own vehicle for implementation as well as scientific training.

Budget

YASHIKA FOUNDATION aims to reaching out to 600 students (beneficiaries) from 12 schools in upcoming year through project “Integrated Growth & Development Mission for Rural Children”. The total funding requirement for this project will be **Rs. 14,95,506/-** for the duration 2023-24 with a mere cost of **Rs 2,492.51/-** per beneficiary.

Summary

A detailed project proposal has been drafted ahead in further sections alongwith resource planning, aims and objectives and allocations for implementation. YASHIKA FOUNDATION wishes to get associated with a stakeholder who can play a role of key supporter through funding such ambitious project. YASHIKA FOUNDATION looks forward for bringing a Social change with an aim to see a successful life for the rural children coming from deprived/poor economic backgrounds.

Introduction

Education is a significant initiator of development at every other level of our life. Sufficient infrastructure and suitable environment stand as crucial factors for overall development of students. At a larger scale, it has been experienced and analysed that, students from urban area have good opportunities to learn many things at all stages of studentship. However, children from rural communities do not enjoy such easy access to creative learning and opportunities to grow. Exploring one’s inner strength and capabilities through innovative efforts is the need of hour in rural Education sector. Hence, YASHIKA FOUNDATION has decided to support education in rural schools with extra-curricular activities that would boost up the innerqualities and skills of students during their school period.

India's high youth population won't be of help to the economy if universal education is not achieved all over India. (*India today*,2019) Students from primary and secondary schooling need to be given a bird's eye view towards the education which they are taking. In order to lead a successful life in today's world, a person has to be smart enough to take decisions, to face any kind of problems, to search solutions to come out of any problem. A grooming of children from their childhood has become necessary so as to face upcoming challenges in higher education and for undertaking their livelihood activities. Emotional and mental health development also plays an important role in overall growth of a child. These aspects should be taken in to consideration while planning a pattern of teaching. Other than studies, inner qualities and strengths of children also need to be identified and nurtured ahead.

Education has a desirable controlling influence over development of the rural individual, family, community and society that leads to reduced poverty and controlled unemployment.(*An overview of rural education in India, 2013*)Such situation will be a definite reality when various educational experiments will be implemented by teachers in rural areas. life skills trainings, art and cultural conservation through various competitions, confidence building and personality building of rural children, scientific trainings in Indian and foreign sports etc are essential things those have to be thought while giving education to rural children.

Considering all above pre-requisites, a proposed project of YASHIKA FOUNDATION gives emphasis on overall development or 360-degree development of students from cluster of villages from kamlapur , Deen dayal upadhyay , UP . Organisation has selected such block so as to implement such project on pilot basis and analyse the success of project in order to replicate the model in other villages also. A project would adopt a strategy of working with three important pillars of education i.e. children, teachers and community (parents). An objective of nurturing children by motivating them through different socio-cultural activities would be fulfilled through entire project implementation process.

Problem Statement

India is facing a huge rural-urban divide with regard to learning achievement at the school level. Dropout rates in rural India are substantially high (at 40% and 57%, in urban and rural area respectively). The major reasons behind this are teacher absenteeism, and poor quality of teaching due to **non-availability** of trained teachers and attractive teaching materials in rural schools as well as school infrastructure. (*Prof. Somprakash Bandopadhyay, 2019*)

The Annual Status of Education Report (ASER) shows that even though the number of students attending schools in rural areas of India is rising, more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve even simple mathematical problems. It is time that we recognize not just literacy, but also quality education and applied knowledge as a basic need and fundamental right of every child.

A sizeable segment of our population continues to reside in the villages. However, access to quality education in rural India is still very limited. Efforts have been made to improve the scenario, but the progress has been slow and unevenly spread across the country.

Lack of well-trained teachers and a highly skewed student teacher ratio are major drawbacks that abate the advancement of the education system in rural India. Most rural areas have primary schools that provide free of cost education, but due to lack of committed teachers, we are not able to establish a firm foundation and love of learning in the younger children, because of which they lose interest in continuing further studies. The quality of education should be high right from the start which needs to be laid down at the primary level itself. This will become a factor which can turn India into a strong nation.

The traditional teaching methods also need to be revised to enhance engagement and interest of the children in the classroom and beyond. Simple things like relating the textbooks to the children's cultural values can pique the curiosity of the kids, making them attentive and responsive. The school curriculum should involve extracurricular activities and fun-learning exercises to improve the morale of the students. The reasons for drop outs and low attendance should be investigated in spite of free education. This becomes a major hurdle on the way to progress. Improvements should be made in the school infrastructure and teaching systems as well as teaching aids.

In urban areas or newly opened international schools, extra-curricular programs and activities function as a part of the whole curriculum and it constantly strive for the development of a well-rounded individual, capable of taking his/her place in society. However, such picture is not very common in rural areas. A pattern of teaching in rural areas have to be matched somewhere with these standards being implemented in urban schools. Children should have an open avenue to participate in various academic and non-academic competitions being conducted at district, state and national level.

Being inner capacities of rural students are strong and having linkages with grassroot culture of India, they can become good, administrative officers as well as implementors. But due to lack of exposure and non- realization of self-capacities, they cannot move to higher levels in their education. This situation in rural areas need to be modified with immediate steps to be taken for rural children.

Though there is pessimistic situation in rural education and dropout rate is on rise in other parts of state and country, YASHIKA FOUNDATION with its hard efforts contributed in Mughalsarai Block through school level interventions and has made drastic changes in situations. Out of efforts being done by YASHIKA FOUNDATION, drop-out rate has been come down miraculously. And hence just to back such efforts, organisation wish to conduct extracurricular activities in these schools for personality development of children.

Need Assessment

Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Though the Government school exist, but when compared with private schools then quality is a major issue. Majority of people living in villages have understood the importance of education and know that it is the only way to get rid of poverty. But due to lack of money, they are not able to send their children to private schools and hence depend upon the government schools for education. (*Rural Education in India by Maps of India, 2019*)

Having a review of information given above, we need to think about the numerical situations of quality of education in rural areas. These statistical insights are given below.

Sr. No	Information	Source
1	Current Expenditure on Education as a share of Gross National Income (GNI) is 3.1 %	Data fetched from World Data Atlas https://knoema.com/atlas/India/topics/Education/Expenditures-on-Education/Expenditure-on-education-as-a-share-of-GNI
2	Only 60 percent of aided and 50 percent of government schools have classrooms with maps and charts.	Data Fetched from TISS Research Report, info published on web. Source: NA
3	Only 50% schools in State have library facilities.	CBPF final report 2015-16 by (UNICEF): Source - NA
4	Only 46.74% of students scored 60 and above in the subject of science for class IX and 47.54 % for class V	CBPF final report 2015-16 by (UNICEF): Source - NA

- ❖ It has been observed that, government schools are not implementing innovative strategies and techniques to improve the learning environment in school. Due to lack of attractive ideas of teaching, many students who are average in their academics do not like to go to school and drop-out rate goes on increasing. Even the community members like parents, friends also do not provide conducive environment to boost-up the learning capabilities and willingness of children. And hence it shows the emerging need of giving creative education with active involvement of all stakeholders in villages.
- ❖ As per the report findings, only 23% teachers in sample schools possess postgraduate degrees and 51% had graduation plus qualification. Based on this, it has been seen that many tribal schools could not appoint teaching professionals as per criteria defined. Local body schools had the least proportion of trained teachers in position. And these

teachers belong to upper age group 50 – 59 years and consequently it affects the delivery of quality education to young students.

- ❖ In a sample study, 60% of the classrooms showed a lack of the use of bridge material, a critical factor for ensuring good quality education for tribal children.

(Annual report – UNICEF, 2015-16)

“Certain key processes and influential aspects of classroom transactions like multi-grade teaching, activity learning, conducive classroom environments for student participation, enquiry-based approaches, experimental learning, peer learning and technology-assisted learning plays important role in learning processes of children. Perhaps most of the tribal schools do not give preferences as well as sufficient funds for these activities”.

There is a difference between children in urban and rural areas, not in terms of potential, but their learning environment, skills, cognitive abilities, availability of infrastructure, and access to proper facilities. With proper administration and assessment, we can achieve positive results and ensure that education in rural India is at level with that in urban India, and becomes a model system that is emulated by the world. *(Smile foundation India, 2018)*

Having a view on glimpses given above, YASHIKA FOUNDATION has decided to take a step ahead to minimize these depressing impacts in Mughalsarai and its constituency area. Population in this block residing in rural and extremely rural areas is tribal population. There are more than 100 Secondary Schools in DDU Block of Varanasi District.

Taking all above-mentioned facts into consideration, YASHIKA FOUNDATION has decided to undertake specialized and systematic efforts on children along with their school education. In the entire process of strengthening children in educational aspects, teachers and parents would also be involved in the grooming process of children through this project.

About the Organisation

Yashika foundation is a Public Charitable Trust working with its splendid history since the last 2 years in India. 80 % of its work is focused on providing social assistance to deprived communities and needy women and children from slum and semi slum areas. Spread of organisation could be seen in urban as well as rural areas of UP & Bihar. Issues of health, education, vocational training have been handled and various projects /programs are being run for the welfare of needy community members. While reaching out to deprived, organisation emphasizes more to fulfil their basic needs of water and power. Following are major sectors in which organisation operates through its various programs and initiatives.

❖ Low Cost School in Bihar and Rural UP & Bihar

The Organization runs three low cost ultramodern School / Computer Institute one in DDU and other two in rural UP & Bihar with ultra-modern equipment's. This School majorly cater to lower middle-class population. Compassionate and affordable medical care is USP of the Organization. Total capacity of inmate patients in these hospitals is 70 beds. Facilities being provided in these hospitals include keyhole surgery, advanced dental care, computerized pathology, neonatal care, digital X-ray and sonography.

❖ Cancer Patient Convalescent Homes in DDU

Tata Memorial Hospital and its reputation for best treatment drags one and all from every corner of India to DDU but many of them are unable to meet the cost of staying in DDU for the treatment. Some Many land on footpaths and many leave the treatment incomplete. Hence considering a real need, in order to provide a best economic affordable solution to lower economic background people, the organization started a special home with clean and hygienic accommodation for patients . Patient Convalescent Home is at Kamlapur.

❖ Day Care Centers Open School in DDU

The Organisation has three professionally managed Day Care Centres Open school which are run for lower income group in DDU. These crèches are located in Vile Parle, Goregaon and Lower Parel having total 100 children as beneficiaries. These Day care centres are spacious, well ventilated and the décor keep the kids very happy. These Day Care Centres are a boon to the working parents in the locality as their children are taken care of affectionately.

Goal and Objectives

Goal Statement of The Project

- ❖ Children from Mughalsarai to be supported in order to become responsible/sensible personalities enabling them fulfil their dreams of becoming somebody in life
- ❖ Nurture the inner strengths and capabilities of rural children and make them aware of the qualities existing in them

Objectives of The Project

- ❖ To enhance overall academic performance of students in primary and secondary schooling through implementing innovative teaching methods through participatory work with children, schools and community / parents
- ❖ To provide opportunities for personality building to children through various extra-curricular activities
- ❖ To intervene for building up economic capacities of community members
- ❖ To implement the program and activities in 294 schools and 92 villages of DDU (Mughalsarai) Block of Varanasi district in one year of 2023-24

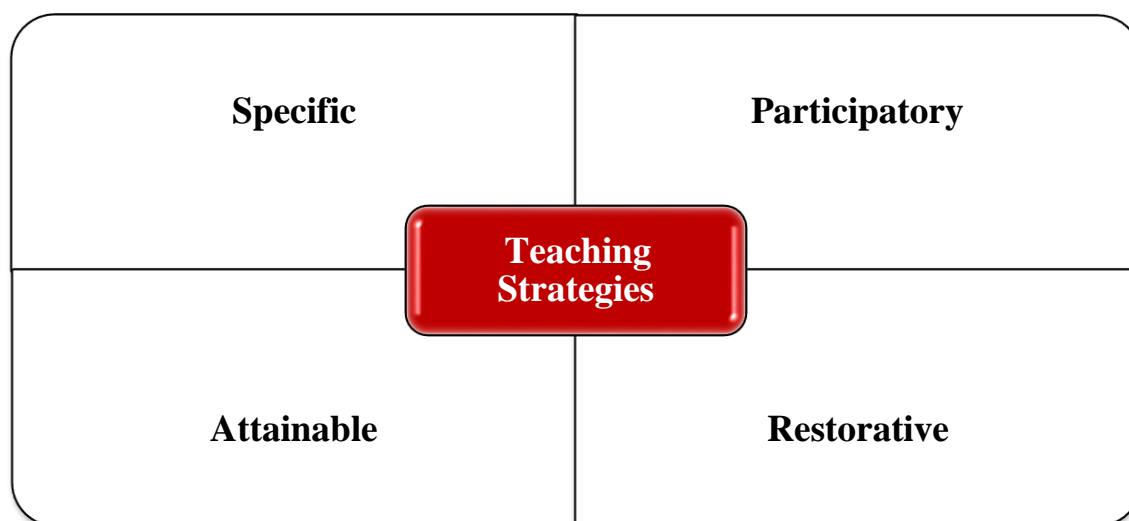
Unsaid but attainable Motives of the project

- ❖ To work for development of scientific approach among rural students
- ❖ To inculcate habit of learning from experience and observation
- ❖ To develop critical and qualitative thinking of students
- ❖ To develop experimental and data analysis skills
- ❖ To develop and deepen understanding of academic concepts for rural students through

various educational and allied activities

- ❖ To nurture the habit of reading among students
- ❖ To motivate students to gain a winning personality through multi-developmental approach of the project

Objectives will be fulfilled with the help of teaching strategies given below:



Project Methodology

YASHIKA FOUNDATION will adopt a strategy of participatory learning throughout all activities to be implemented during the project period. An additional effort to be taken by Non-governmental stakeholder like NGO in the regular schooling of children will more focus on supporting and nurturing learning abilities of students. YASHIKA FOUNDATION will take an Integrated approach in the implementation of every tasks related to their project. Organisation believes that overall or 360-degree development of students is not possible without support in creation of learning environment from other social agents like family, friends, community, schools, teachers etc. Employment oriented vocational trainings to community youth is also a major challenge that will be looked in to through this project. Capability building of teachers, parents and students will also be carried out through conducting various sessions and workshops

Project interventions will be mainly focused for the below mentioned group

1. Children from Schools
2. Teachers and School System
3. Community Members (youth, parents, senior citizens etc)

Selection of villages

Various clusters of villages from DDU Block will be covered through this project. All elements and activities involved in project implementation will be undertaken in these villages. Scientific grouping will be done for villages to make the process of project implementation easy and more relevant to local infrastructures.

Key Project Elements would be

- ❖ The project will serve all students from 1st to 10th std from the schools located in above mentioned villages
- ❖ Intervention through additional coaching on the topics included in academic syllabus
- ❖ Intervention through conducting extra- curricular activities for their personality building
- ❖ Providing skill based vocational training related to agriculture and career guidance to village youth and unemployed youth
- ❖ Trainings and sessions for parents and teachers for better upbringing of their children

Teaching and learning principles adopted for project methodology

- ❖ Every child has enough potential to learn the concepts
- ❖ Child-centered and activity-based approach in program implementation
- ❖ Maintain essential quality with emphasis on '*education for life*'.
- ❖ Teaching practices demonstrate the results in the form of good marks achieved by students
- ❖ Establish a daily life cultural linkage with education
- ❖ Teaching should be free of cost to students

Beneficiary Profile

Three Main beneficiaries of project are

1. Children
2. Schools & Teachers
3. Community Members and parents

Age group of potential beneficiaries

1	Children	Children between the age group of 3 to 15 years. Children from pre-primary, primary and secondary level schools
	Beneficiaries Gender	Boys as well as Girls students will be covered under this project.
	Geographic location of beneficiaries	294 Schools existing as per government records will be covered under this project. All schools will be from DDU (Mughalsarai) Block
2	Schools / Teachers	294 schools from the block would be selected for intervention. Teachers will be targeted for conducting sessions and trainings as a part of project intervention
	Beneficiaries Gender	Male as well as female teachers would be targeted
	Geographical coverage	All schools will be from DDU (Mughalsarai)
3	Community	Community members like youth, unemployed youth, parents, old age people would be targeted for intervention
	Gender of beneficiaries	Both male and female members from community will be approached for intervention
	Geographical location	Communities, hamlets and residential vastis will be covered from all villages of DDU (Mughalsarai) block of Chanduli district.

Project Implementation Framework

Project implementation will be divided in to various activities based on academic as well as non-academic programs for school children, parents, community members and teachers. Each activity would be designed scientifically and will have its impact on overall growth of the beneficiaries in terms of their personality building and building of economic capacities which

will help them to lead their life meaningfully. Following could be the segregation for academic and non-academic activities for children

Academic Activities to be conducted for Children

Sr. No	Activity	Age group	Frequency of conducting activity	Activity to be conducted by
1	Digital literacy class for students	From 5 year child learning in LKG class till 10 th std students	Weekly Once in every school	On-field (mobile) Teacher
	Digital literacy class will include <ul style="list-style-type: none"> ❖ Basic computer skills ❖ E-learning through Google Class app ❖ Game class for small children up to the age of 10 years ❖ Digital films on science and maths concepts from syllabus Introduction to Basic apps and safe and intellectual use of mobiles. (For student of 9 th and 10 th std)			
2	Science & Mathematics Kits in each school	A kit will be useful for students from 5 th to 10 th std	Weekly once in every school	training will be given to teachers to teach with such kit and school teachers will conduct these sessions
	❖ Science and Maths kit are a set of various models and puzzles which could be demonstrated, explained and can be given to students to perform actual experiments. Science experiments and mathematical concepts from their regular syllabus will be covered separately through such kits for every separate standard			

3	English Language, grammar and Phonics sessions	A session would be conducted for students of all age groups starting from basic to second and third levels	Weekly once in every school	On-field (mobile) Teacher
❖ Separate sessions would be conducted in each school for every separate standard. English Speaking, grammar tactics, and phonics spelling construction and reading as well writing skills will be taught				

- ❖ Implementation modules will be drafted and designed separately for each activity mentioned above
- ❖ Systematic and proper training and orientation will be given to school teachers who are going to teach students with modern educational aids
- ❖ Digital education vans will move around the schools. This vehicle will have digital educational material and a teacher from the van will conduct digital classrooms for science, maths and general English language in each school.

Non- Academic Activities to be conducted for Children

Sr. No	Activity	Age group	Frequency of conducting activity	Activity to be conducted by
1	Competitions of elocution	From 5-year child learning in LKG class till 10 th std students	Weekly Once in every school	On-field (mobile) Teacher
Elocution competition will boost-up the thinking and speaking capacities and skills on any given topic. Such competitions will be held as per the age group of students in every				

	<p>school.</p> <p>Such competitions will help students to be strong at articulation of their thoughts on any specific subject</p> <p>With the motive of doing well in competition, students will go and read newspapers and will discuss things with friends, parents and community members.</p>			
2	Competition of outdoor sports	From 5-year child learning in LKG class till 10 th std students	Monthly once in every school	On field (Mobile) teacher
	<ul style="list-style-type: none"> ❖ Outdoor games like KhoKho, kabbadi, badminton, skipping rope, malkhamb etc. will be covered in these competitions. ❖ It will help students to build up their physical capacities and obtain a physical strength. ❖ It also helps to become strong in terms of fighting with epidemics by gaining a good immunity level in their body 			
3	Competitions of indoor games	From 7 years child learning in 2 nd std till 10 th std students	Monthly once in every school	On-field (mobile) Teacher
	<ul style="list-style-type: none"> ❖ Competitions like carom, chess, memory games will be conducted for all students including girls and boys ❖ Such competitions will help them to learn strategy building from childhood. <p>Such games will also help students to improve their concentration.</p>			
4	Conducting yoga+ meditation and self-defense technique trainings	From 7 years child learning in 2 nd std till 10 th std students	Monthly once in every school	On-field (mobile) Teacher

	<ul style="list-style-type: none"> ❖ Students will be taught an importance of doing yoga and meditation. ❖ Small yoga exercises will be taught to students as a part of their personality development technique ❖ Basic self-defense techniques will be also taught to students with practicals 			
5	Showing relevant movies to children	From 5 years child learning in 2 nd std till 10 th std students	Once in every 2/3 months in a school	On-field (mobile) Teacher
	<ul style="list-style-type: none"> ❖ Presentation of useful and good movies which gives a learning base to students. ❖ Conduct a debate among children about the movie which they saw ❖ Explain moral of the story to students which has been shown through movie 			
6	Giving video /educational games to play	From 8 years child learning in 2 nd or 3rd std till 10 th std	Once in every 2/3 months in a school	On-field (mobile) Teacher
	<ul style="list-style-type: none"> ❖ Rural students have attraction towards video digital educational gaming. So, providing user friendly and moral message video or educational games to play to students. ❖ Formation of students in to a group of 4 to 5 students each and giving them opportunity to handle and play video games / digital games for a specified time limit <p>Through such activity children will feel that they are at par with other students taking education at big schools from urban areas</p>			

Intervention with teachers and schools

- ❖ In order to implement all above activities and programs with children, teachers and entire school system should be aware and trained enough to conduct the same with children.
- ❖ Once in a month, training sessions would be conducted regarding overall development of children. Review of every week and ever month activity would be discussed with teachers. So that, sufficient care and necessary steps could be taken by teachers for the growth of students
- ❖ Updates in the form of monthly reports will be shared and presented before the school team.

Intervention with parents and community members

- ❖ Awareness sessions would be conducted once in a month in a village. Such sessions would be conducted regarding growth aspects that are important for their children.
- ❖ Analysing the poor economic conditions of parents and village youths, para farming and farming as well as other vocational trainings will be given on monthly basis to village population.
- ❖ Film festival would be arranged for villagers on quarterly basis for bring an awareness on various socio-economical issues related to their day to day life.
- ❖ Personal counseling will be done if required in any specific case.

Academic and non-academic activities will be implemented with following guidelines and impact assessment measures

Sr. No	Activity	Expected Output	Expected impact / outcome
	Digital literacy class for students.	<ul style="list-style-type: none">❖ Conduct a digital class for each standard for one / two hours weekly in each school.❖ Basic concepts of science / maths / geometry/ geography are explained by teacher through digital file showing❖ Introduction to the subject of computers through digital learning app	<ul style="list-style-type: none">❖ Students are well aware of academic concepts through such creative learning method❖ Students interest in learning all mentioned subjects gets increased❖ Reflection of learning in the terms of good results after school exams
	Presentation / teaching through science & Maths kits in each school	<ul style="list-style-type: none">❖ Kits are utilized by teachers while teaching the subject / concept in the class❖ Kits are handled personally by students to learn and do experiments	<ul style="list-style-type: none">❖ Increased level of learning subjects and concepts by students❖ Reflection in obtaining good marks in school examinations

			<ul style="list-style-type: none"> ❖ Enhanced level of interest in learning new things from a regular school syllabus ❖ Level of confidence among students gets increased
	English Language, grammar and Phonics sessions	<ul style="list-style-type: none"> ❖ On-field teacher conducts such English language classes for each standard once in a week ❖ Required training of English speaking is rendered to school teachers 	<ul style="list-style-type: none"> ❖ Students' score in English language examination gets increased ❖ Students can do basic conversation in English ❖ Students can write in English in their own words ❖ Students can do comprehending and write essays in English
	Conducting elocution competition	<ul style="list-style-type: none"> ❖ Large no of students from each standard and from each school take active part in elocution competition ❖ No of participant students increases in each further competition conducted on various topics 	<ul style="list-style-type: none"> ❖ Students liking in studying any given topic gets enhanced in order to prepare for competition ❖ Reading, writing, summarizing and analytical skills of students get developed ❖ Stage confidence among students also get increased
	Conducting competitions for outdoor games / sports	<ul style="list-style-type: none"> ❖ Children actively take part in outdoor sports competition ❖ No of students participating in games increased periodically 	<ul style="list-style-type: none"> ❖ Physical capabilities of students get increased ❖ Children get stronger due to playing hard in outdoor games ❖ Confidence building for girl students
	Conducting	❖ Children actively take part in	❖ Students concentration and

	competitions for indoor games	<p>outdoor sports competition</p> <ul style="list-style-type: none"> ❖ No of students participating in games increased periodically 	<p>quality of strategy building gets improved by participating in these games</p> <ul style="list-style-type: none"> ❖ Brain development can be experienced for students ❖ Level of confidence get enhanced for girl students
	Conducting yoga+ meditation and self-defense technique trainings	<ul style="list-style-type: none"> ❖ Students are participating in large numbers for yoga and meditation activities ❖ Students do yoga and meditation seriously ❖ Full attendance for self-defense class during the school hours 	<ol style="list-style-type: none"> 1. Level of concentration, confidence has increased among girl and boy students 2. Overall change in a behavior of students can be seen in positive way or experiences 3. Students are now enough brave and confident to face any problem being created by strangers
	Showing educational movies to children	<ul style="list-style-type: none"> ❖ No of students present for film presentation is high and increasing day by day. 	<ol style="list-style-type: none"> 1. Level of awareness among students regarding life and value education has increased
	Educational and video games for students	<ul style="list-style-type: none"> ❖ More and more no of students get involved in such activity 	<ol style="list-style-type: none"> 1. Development of feeling among rural students that they are also at par with urban students and they achieve confidence that they can understand all automated things very well like their counterparts.
	Trainings and brainstorming sessions for teachers	<ul style="list-style-type: none"> ❖ Teachers gets actively involved in such sessions and participate in debate and give their own input 	<ol style="list-style-type: none"> 1. Increased Level capabilities built up for teachers 2. Usefulness of trainings is felt by teachers while teaching 3. Students can also tell about

			the changes in teaching patterns and increase in the marks obtained by students in their examinations
	Intervention with parents and community members	<ul style="list-style-type: none"> ❖ Youth from the village attend vocational training programs ❖ Good no of community members be present for awareness sessions ❖ Women members also remain present and take active part in discussions at community level 	<p>Changes are seen in the behavior and daily earning practices among youth and parents of children</p> <p>Parents by their own, take the responsibility for the growth of child and send their children regularly to schools</p> <p>Village youth starts their own business or get an opportunity of working somewhere as employee after taking vocational trainings in village.</p>

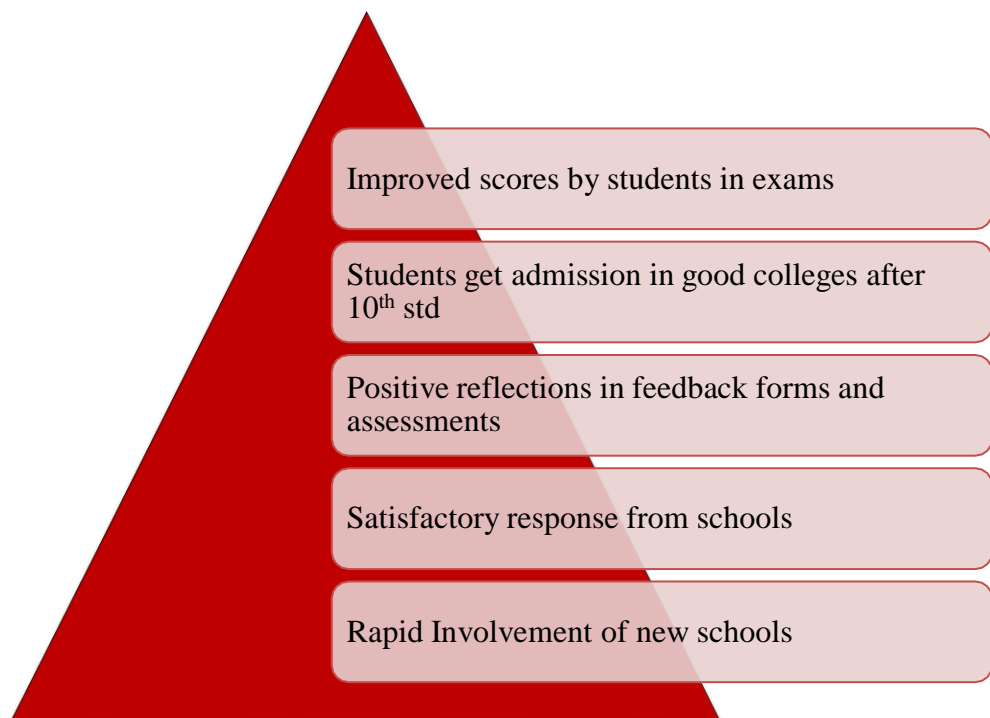
All above activities will be implemented in a systematic way with defined set of targets that could be measured as per the following framework.

The program methodology used for the proposed project is curative, specific, participatory, and attainable and time oriented in nature. The strategies have been planned keeping in view the cultural & socio-economic nature of the target population. The following activities have been designed for the duration of one year.

Sr. No	Activities	Method	Expected Outcome	Duration frequency	Responsibility shouldered by
1	Development of teaching and learning materials	Group activity with teachers and experts	Flash cards, posters, charts, FAQs, MCQs for children	15 days yearly	Project Coordinator
2	Development of training module for teachers	Workshop, brainstorming	Detailed guidelines for teaching and printed copies of teaching modules	6 days (2 days per subject)	Trainer
3	Development of guide sheets for conducting extra-curricular activities	Workshop, Brainstorming	Detailed guide sheet with various steps described to conduct all extra-curricular activities	6 days days (1 day per activity)	On-field teacher appointed for extra-curricular activities
4	Coordinating and networking with schools, pre-assessment of schools and students	Field visits	Finalized schedule for school visits at centre	30 days in a year. As and when required monthly	Field Mobilizer / Project Coordinator

5	Appointment of teachers	Sourcing of proper candidates at tehsil level, selection	TOT (<i>Training of Teachers</i>) schedule, teachers appointed in organisation	15 initial days of year	Project Coordinator
6	Conduct of actual sessions	Sessions scheduled daily for schools. One school visit = entire day (8.00 to 6.00 pm)	Conduct of full quorum batches of students daily. Issuance of certificate to students and schools after successful completion of program	Every day Monday to Saturday for 10 months in a year	Teachers of curricular and co-curricular activities
7	Reporting and Documentation	Maintaining daily attendance sheet and feedback sheets, training related periodical documentation, Individual track record of Students	MIS, Activity reports, Reports for School, PPTs, Photographs, minutes, review reports	On-going process, presentation for review at month end	Documentation specialist
8	Monitoring and evaluation	Brainstorming, team discussions, staff review Meetings	Monitoring report formats, impact analysis reports based on school results	Ongoing – monthly basis	Project coordinator

Success indicators of the program



Monitoring and Evaluation

The following framework denotes the plan for monitoring and evaluation of the project to ensure its successful implementation

Activities	Outcome Indicator	Source of Data	Frequency of Collection
Development of teaching and learning materials	Flash cards, posters, charts, FAQs, MCQs for children	Actual material prepared	Yearly
Development of training module for teachers	Detailed guidelines for teaching and printed copies of teaching modules	Teaching modules prepared and shared with concerned persons	Six monthly
Development of guidesheets for conducting extra-curricular activities	Detailed guidesheet with various steps described to conduct all extra-curricular activities	Guidesheets prepared and shared with responsible persons	Six monthly
Coordinating and networking with schools, pre-assessment of schools and students	Finalized schedule for school visits at centre	Printed schedule of school coverage	Six monthly
Appointment of teachers	TOT (<i>Training of Teachers</i>) schedule, teachers appointed in organisation	Report of Teachers Training program	Whenever training and review meetings held for teachers
Conduct of actual sessions	Conduct of full quorum batches of students daily. Issuance of certificate to students and schools after successful completion of program	Attendance Reports, photos, testimonials, student feedback forms, note by principal etc	Monthly reports and data compilation
Reporting and Documentation	MIS, Activity reports, Reports for School, PPTs, Photographs, minutes, review reports	Internal reports prepared for review meetings	Monthly review meet
Monitoring and evaluation	Monitoring report formats, impact analysis reports based on school results	Monitoring and observation and analytical reports prepared by project coordinator	Quarterly reports

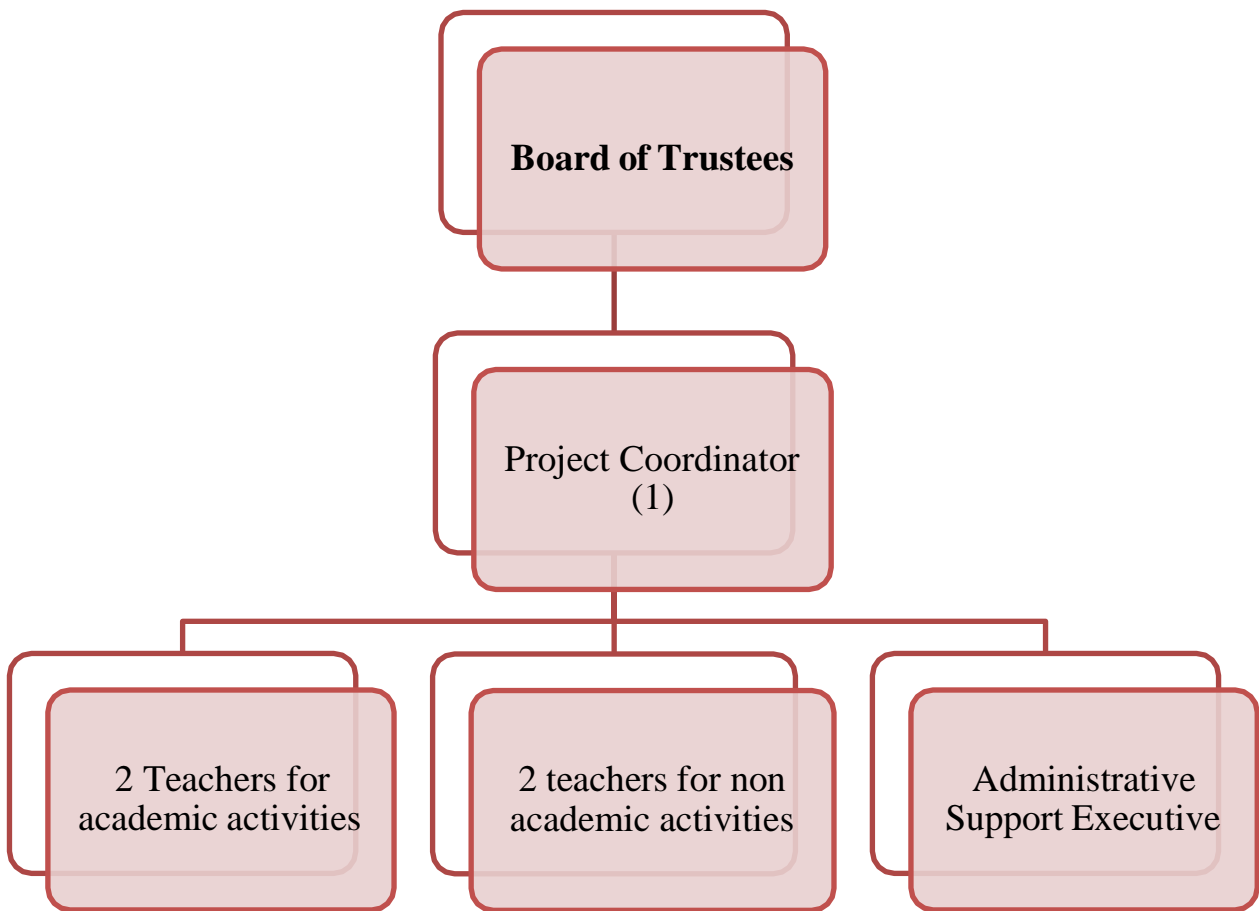
Timeline

The pilot project will be run for the duration of one year. And this project will be continued thereafter after taking corrective steps and review.

The table below illustrates the duration defined for each activity in the project.

Activity	Apr 2023	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Development of teaching and learning materials												
Development of training module for teachers												
Development of guide sheets for conducting extra-curricular activities												
Coordinating and networking with schools, pre-assessment of schools and students												
Appointment of teachers												
Conduct of actual sessions												
Reporting and Documentation												
Monitoring and evaluation												

Human Resource



Risk and Mitigation Strategy

Risk involved	Mitigation Strategy
Non-cooperation by schools	<ul style="list-style-type: none"> ❖ Convincing to science subject teacher and thereby schools to co-operate for the Project ❖ Presentation of exam related statistical data of respective schools ❖ Concentrate more on schools which are responding
Possibility of leaving the job by teachers	<ul style="list-style-type: none"> ❖ Readiness of alternative teachers who obtained training for project ❖ Appointment of teachers / trainers on session basis ❖ Students of D.Ed. and B.Ed. could be approached and trained for taking sessions
Establishment of other projects in nearby areas	<ul style="list-style-type: none"> ❖ Maintain the quality of education at par ❖ Provide effective exam-oriented guidelines to students through self-explanatory and creative learning material ❖ Signature of document by schools agreeing the no of students

Budget

		YEAR – 1			YEAR - 2			YEAR - 3		
Sl #	Particulars	Cost (Each)	No. of Units	Total cost	Cost (Each)	No. of Units	Total cost	Cost (Each)	No. of Units	Total cost
A	NON RECURRING EXPENSES									
	Exp of making required changes in vehicle	20,000	1	20,000						
	Purchase of Educational aids and materials	3,70,000	1	3,70,000						
	Lap top (hp 14-inchLaptop)	50,000	1	50,000						
	Tablet (Samsung Tab)	15,000	2	30,000						
	Sports Kit Out Door Games (Bat Ball, Badminton, Volley Ball, Skipping Rope (2 kits per School)	7,000	12	84,000	7,000	12	84,000	7,000	12	84,000
	Sports Kit in Door Games Carom, Chess, Memory Game, Ludo\Snake Ladder, Jigsaw Puzzle (2 kit/per School)	13,800	12	1,65,600	13,800	12	1,65,600	13,800	12	1,65,600
	Music Kit (BluetoothSpeaker) (Sony SRS- XB01 Extra Bass)	2,000	2	4,000						
	Tool Kit (Buy Choice Hardware Tool Set)	750	1	750						
	Mobile Phone	9,000	2	18,000						
	Total of A			7,43,350			2,49,600			2,49,600

B	RECURRING EXPENSES									
	On field Teacher (2 teachers)	24,000	12	2,88,000	26,400	12	3,16,800	29,040	12	3,48,480
	Project Coordinator	15,000	12	1,80,000	16,500	12	1,98,000	18,150	12	2,17,800
	Sports Ground Charges	6,000	12	72,000	6,600	12	79,200	7,260	12	87,120
	Fuel Charges of Motor Bike	6,000	12	72,000	6,600	12	79,200	7,260	12	87,120
	Motor Bike Maintenance Charges	850	12	10,200	950	12	11,400	1,045	12	12,540
	Refreshments and food for staff during visits (occasionally)	830	12	9,960	900	12	10,800	990	12	11,880
	Exp of visits of special executives and Training expenses	25,000	1	25,000	27,500	1	27,500	30,250	1	30,250
	Internet and communication expenses	833	12	9,996	900	12	10,800	990	12	11,880
	Printing & Stationery	5,000	12	60,000	5,500	12	66,000	6,050	12	72,600
	Provision for miscellaneous expenses	25,000	-	25,000	27,500	-	27,500	30,250	-	30,250
	Total of B			7,52,156			8,27,200			9,09,920
	TOTAL COST (A+B Project)			14,95,506			10,76,800			11,59,520
		Per Beneficiary Cost		2492.51	Per Beneficiary Cost		2492.51	Per Beneficiary Cost		2492.51

Sustainability Model

YASHIKA FOUNDATION will be running this project for long duration until all secondary schools are covered through the said project. This program will be run with no any charges to schools. Our efforts will be in supportive role to augment teaching and learning capabilities of schools and students respectively. Members and board of the organisation will raise the required funds every year to run and sustain the project. Identifying and considering the real need of project, organisation has decided to implement this project as a back-bone for schools in rural areas of Varanasi district.

Summary

As the organisation takes a lead towards establishing one of the alternatives to support and strengthen the structure for Secondary Education in rural areas, impact will be certainly visible and measurable in Varanasi District. The Financial support would be imperative element for overall implementation of this project. Hereby, initially the organisation commits to join the hands with around 12 schools for academic upliftment of students through making undertaking academic and non-academic i.e. extra curricular activities for rural schools. YASHIKA FOUNDATION ensures for speedy and quality implementation of project through which we could see the enlightened young citizens of India.

References

In APA format

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- 2. Niti Ayog Reports**
- 3. Times Of India 2019**
- 4. Satya Maya Jaynte Show**

Thanks