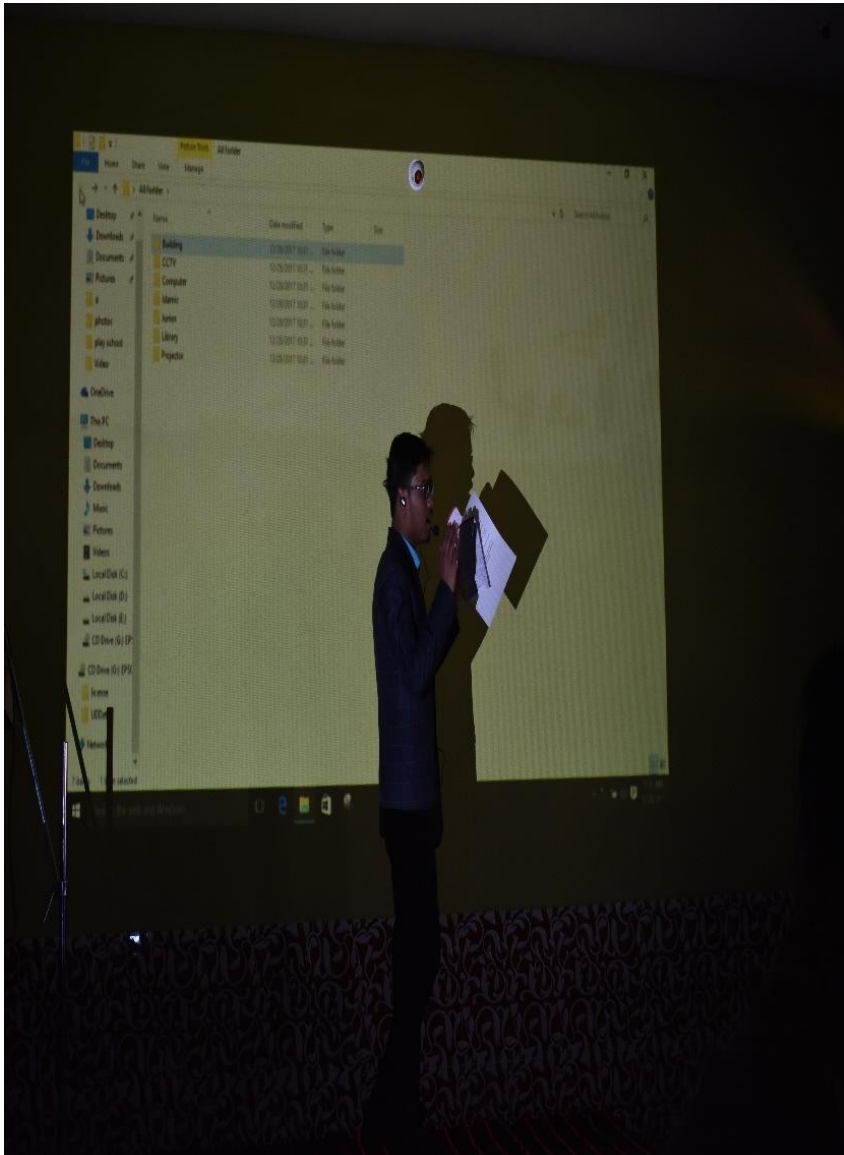


The story of

An 18-year-old boy
deeply impacting a society
connecting 300+ families
converting 10lakh businesses to 70-80lakh per annum!



"The Story of an 18-Year-Old Boy Deeply Impacting Society: Connecting 300+ Families and Growing a 1 Million INR Business to 7-8 Million Per Annum!"



- **Name:** Nafis Aslam, Shaikh Zifan Zeyara aka Nafees Bhaiya
- **Profession:** Student
- **DOB:** 18/11/2001
- **Address:** Shrikund, GumaniSahibganj, JHARKHAND 816101, managingshaikhzifan@gmail.com

"Before embarking on this journey, allow me to confide in you, dear reader – I was incredibly hesitant to share my story. It felt foreign, like I was a lone voice in a vast wilderness, and I assumed that with time, the people would gradually come to know my story at my place. But it was my dearest friend, Amit, who compelled me to put pen to paper."

His words, spoken after reading my story, resonated deeply: 'Let me assure you of one thing; whether or not Nafis' story receives a recognition, you will be left in awe of the remarkable accomplishments he has achieved at the tender age of 18, an age when most are, even I was, advised to focus solely on their careers.'

Chapter-1: The very Beginning—HOW DID IT ALL START?

*At the tender age of 14, yes, '14'! What led me to embark on this remarkable journey at such a young age?
What inspired such profound thoughts within me?*

In a local shop, I overheard a conversation that would stay with me. A man muttered to another, 'Padhkar kya kar lega zyaada, apne bete ko dhanda-wanda me laga dijiye, kuch kamana seekh lega?' In translation, it meant, 'What more can your son achieve by studying? Involve him in your business, and he'll learn to earn.' It was a common narrative I encountered regularly. Day by day, I would witness people undermining the value of education, neglecting its immense power. It's true; the area I lived in had its share of destitute and underprivileged residents. However, that didn't mean there weren't individuals with the means to afford quality education. Many had good incomes and could easily provide their children with education. So, why the skepticism?

I soon realized that they failed to grasp the true worth of education. They were willing to spend substantial amounts of money on various other pursuits, but when it came to education, there was a hesitance that I found puzzling. This peculiar paradox compelled me to introspect, even at my tender age. 'Hey, Nafis! Is education genuinely this costly? If so, why? And if not, why do the people here seem so disinterested in it?'

At that time, I was a 9th-grade student in the year 2014, attending a school a bit farther from my neighborhood. I hailed from a middle-class family, and while our financial situation was somewhat more favorable compared to the locality, I still grappled with challenges, including the absence of basic amenities due to the area's circumstances. These obstacles, coupled with the prevailing negative mindset about education, fueled my determination to make a difference in society. I felt compelled to bring about change—though very novice at this age—to alter people's perspectives. This became my ultimate goal—a steadfast mission, made more achievable by the fact that my father owned a school.

It was, however, a modest primary school known as 'Meed Public School,' with only 70-80 students, including 8-10 hostel residents. The school had a principal, though not of the caliber and standard I envisioned. My mission was clear—I had to transform this school into something remarkable. For a year, I immersed myself in the student community, connecting with the few teachers and the principal (a team of 5-6). Gradually, I became integral to my father's school. I was still quite young to manage the administrative aspects, so I dedicated my free time to being with the students, always keeping my goal in mind.

MY INVOLVEMENTS AT THE VERY INITIAL STAGES

**ANNUAL EVENT 2012; Anchored the*



My initial involvement mostly revolved around organizing small events, tours, and functions within the school premises. I actively sought ways to engage with students and promote the value of quality education among the parents through programs. Here are some noteworthy examples.

- **Annual Event 2012: Embracing the Spotlight**

Back in 2012, I found myself in the role of an anchor for the annual event. This experience wasn't about grandeur; it was my introduction to public speaking, uncovering a natural ability for effective communication. Little did I know, this seemingly ordinary moment would spark my interest in event coordination. [\[showcased above\]](#)

- **Annual Function 2014: Orchestrating Organization**

Moving ahead to 2014, I took on the responsibility of organizing the entire annual function. From coordinating performances to anchoring the event and mentoring students, this experience was a lesson in multitasking and coordination. These early experiences polished my organizational skills and laid the foundation for future endeavors.

[ANNUAL FUNCTION 2014 : Organized everything with team].



- **Republic Day 2015: Fostering Patriotism** In 2015, I led the coordination of the Republic Day program. Beyond the patriotic display, this opportunity allowed me to manage details and unite a team for a shared cause. These instances showcased a growing ability to lead and inspire others.

[Republic day 2015; organised the complete program]



These early engagements were like **seeds planted in fertile ground**, quietly laying the groundwork for leadership, organizational finesse, and team management. Managing these events coupled with many such others provided me with valuable insights into event-management. Simultaneously, I showcased my skills at my school too where I studied, excelling in stage performances, speech deliveries, and leading assemblies. This proficiency led to a significant achievement—I clinched the first position in a district-level speech competition. An excerpt from a newspaper about this achievement can be found below.



This achievement significantly elevated my leadership skills, *propelling me toward my goal with renewed vigor*. However, on the other hand, **I also had to continue with my studies**. Having completed my matriculation at a school just a few meters away from home, a new chapter awaited – **the relocation to a city for higher studies**, a necessary move due to the lack of means for advanced education here. It meant bidding farewell not only to my home and town but also to the school – my father's school, where my passion for developing it was flourishing. Letting go of that sentiment was a bitter pill to swallow, but choices had to be made. The priority, for now, for me and for my parents, remained the completion of my higher secondary education.

Chapter-2: THE INTERMEDIATE: A PERIOD OF LEARNING (2016-2017)

I left home for my higher studies but did I leave my goal behind too? No, Not by any chance! I was determined to continue learning and refining my understanding of school administration concurrently with my studies.

Embarking on this journey, I realized that not all the lessons from my primary schooling could seamlessly fit into the fabric of MEED. So, I set out to equip myself with tangible knowledge and practical ideas to steer the school effectively. In this phase I just wanted to learn the 'literature' of school management through whatever sources possible. I devoured books on the subject, scrolled through various school websites, keenly observing their administrative patterns and curriculums. I explored the conditions of other schools in my locality, delving into how they functioned, and got my hands dirty with various on-the-ground activities—all while juggling my own studies. Amidst this journey, the concept of 'Entrepreneurship' in big companies fascinated me. "Though unconventional, why can't I run a school like a well-oiled company?" this thought resonated within me. Now, It wasn't just about theoretical concepts; it was about crafting a practical roadmap for MEED—navigating the intricate dance between leadership, curriculum design, and the unique dynamics of school administration.

While on this training journey, I endeavored to apply many of my learnings to the school. I maintained regular contact with the principal and office manager I had appointed before leaving home. During my free time, I engaged in what I playfully termed "Hawa Kaisi Hai(Air-Health)." I randomly dialed someone from the school community—whether a student, teacher, or parent. I asked them about the real deal: *What's going on? What's buzzing? I wanted the raw, unfiltered feedback. Did the classrooms have the right vibes? Were the teachers and students on the same wavelength? Any glitches in the system? What were the whispers in the corridors?*

This unconventional routine, happening nearly every month, became my reality check, a pulse check on the school's heartbeat. **It wasn't just a bureaucratic survey; it was diving into the daily hustle and bustle, getting a feel for the atmosphere, and understanding the school's pulse.** It wasn't always formal or structured, but it kept me real, grounded, and connected with the school spirit amidst my studies.



**5/08/017: With Mr. Indra Rai, the principal of another school (whom I had invited for some advice)*

Chapter-3: THE REAL BATTLEFIELD: (2018-2020)

Here, I stepped my foot into applying my knowledge, venturing into the real execution phase, ready to face the challenges and uncertainties that awaited. I discuss my approaches, my guiding principles and much more.

1. THE FIRST STEP

Ah, how could I ever forget the day when, with the approval of the parents, I assumed complete responsibility for every department of the school? It's etched deeply in the layers of my mind..

It was January 2018, the winter break bringing me back home. The very next day, I walked into the school. The school already had a team—roughly a team. It was missing everything: a goal, a mindset, a motivation and most necessarily a leader; someone who shared the same dream with unwavering conviction. In short, **The atmosphere cried out loud for a 'Paradigm Shift'.**

I felt it was the right time now to dive-out to this ocean. Over the 4-5 years of direct or indirect involvement with the school, I felt I had amassed knowledge and ideas to steer it forward. Finally, on January 9, 2018, I embarked on my role as the Superintendent with a grand introductory meeting. Lasting 2-3 hours, I delved into every detail: our mission, vision, goals, and the necessary approaches. I vividly recall conveying, ***'This is my project, and I need collaborators. I want those in my team who show up every day with heart and head, not just with hands and legs.'*** ***I agree, my approaches were aggressive, but they were also grounded in rationality and calculation, taking into account my age and circumstances.***

**[Dear reader, Let me reiterate one thing: I never imagined presenting my journey in this manner. Otherwise, my presentation could have been more polished and credible.]*

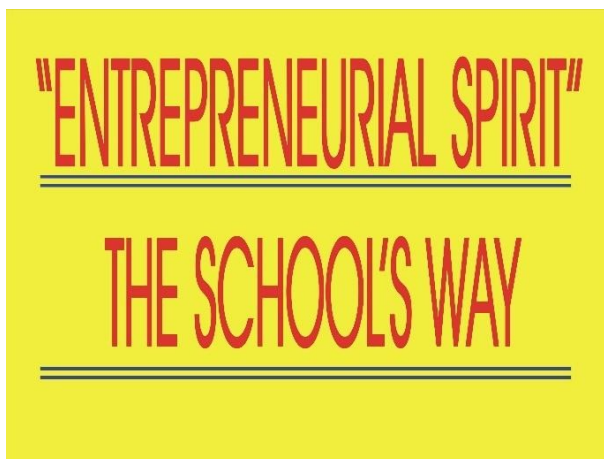


(After the very first meeting with Mr. Assad sir(the office))

2. TEAM CREATION: CORE STRATEGY

In the realm of school administration, I adopted a key principle—the **'Entrepreneurial Spirit.'** It wasn't just about finding people with high skill levels; it was about identifying individuals with the drive and commitment to embody the essence of an entrepreneur. ***This was more than just a hiring strategy; it was a philosophy that would define my team's DNA*** (for reference, see the recruitment process).

I recognized that the primary requirement was not just a highly skilled team, but a team with consistently high willpower. Regardless of individual skill levels, a steadfast commitment was crucial most of the time. I believed that if my collaborators remained focused on our goal, everything else would fall into place seamlessly. **My efforts were concentrated on two fronts: initially forming a robust core team and subsequently ensuring its longevity.** To achieve this, I carefully retained a few existing members and strategically recruited new ones, always with the entrepreneurial spirit in mind



*An excerpt from a meeting.

OATH DECLARATION

Today on 29.04.19 I Nkasi Nigam Amdeni declare that I am

- * Someone whose will power to work is high most of the time.
- * Someone who believes in himself or herself and has been able to develop high self-esteem
- * Someone who believes in his or her ideas and works to find a way to realize dreams.
- * Someone who falls in love with the work they are doing and is able to take risks and overcome obstacles in order to get what they want.
- * Someone who learns from his or her mistakes, who does not give up when something goes wrong.
- * Someone who is optimistic, who adopts a positive attitude in life.
- * Someone who would rather 'do' and 'create' than complain or give up.
- * Someone who does not blame others or other factors they cannot control, but rather asks, 'what did I do wrong? How can this help me in the future?'
- * Someone with enthusiasm, energy and strength, but at the same time realism. They are tenacious but realize when things just are not going to work out.
- * Someone who takes risks, but doesn't make fatal mistakes. They study, evaluate and take 'calculated' risks, but understand when the costs outweigh the benefits.
- * Someone who understands what they do not know. They know that there is still a lot they have to learn and they go and try to learn it. They are always ready to learn. This means that they are very curious, they investigate, and they are interested in other issues that relate to their projects. They are constantly searching. They are never satisfied.
- * Someone who is autonomous and independent.

Nkasi Nigam Amdeni
29.04.19
sign with date

In this team you have to be Entrepreneurs, and

- * Entrepreneurs are afraid of certain things, but it does not paralyze them or stop them from moving forward. Fear helps to protect them rather than limit them.
- * Entrepreneurs understand the business they are working in and if they do not understand it they are willing and able to go out and learn about it.
- * Entrepreneurs are able to solve problems and when they cannot they seek out help.
- * Finally, entrepreneurs tolerate doubt because they are able to take risks without knowing exactly what they are risking. They do not demand a security proof in order to do something, as they are aware that nothing comes with such warranty.

I do have/will have these characteristics to be in the team always.

Nkasi Nigam Amdeni
29.04.19
sign with date

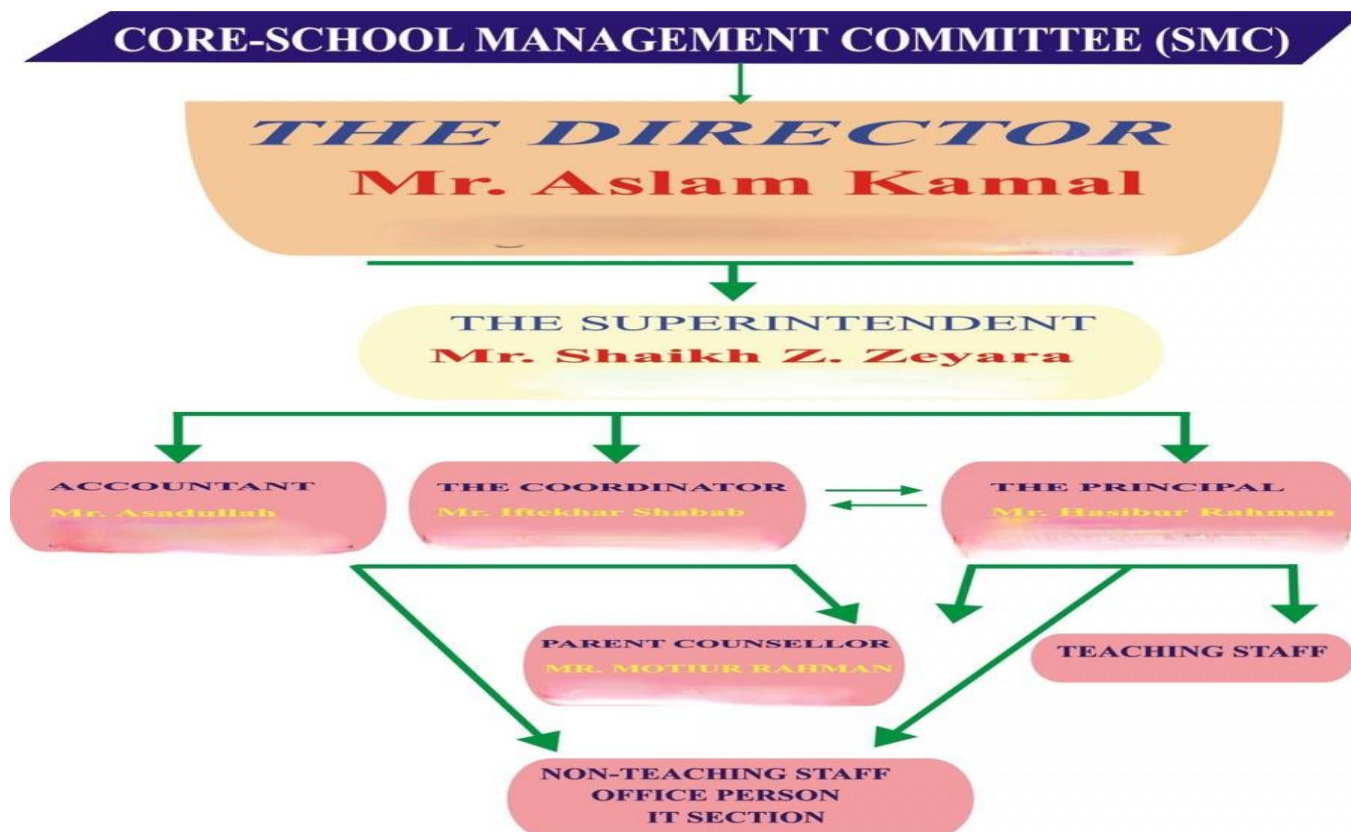
*An excerpt from recruiting process.

3. MY GUIDING PRINCIPLES -STRATEGIC INITIATIVES:

Throughout the journey, my role was **to understand the problem, design a plan and a format based on the requirement, and then regularly evaluate and assess it.** Some of the new initiatives included MTR, DROP, HCDR, ODR, SFR, HFR, 1-1 MEET, etc. Each of these initiatives played a crucial role in enhancing the overall effectiveness and efficiency of our administration. Indicators that I always valued could be the followings:

- **MY COLLABORATORS, MY SPINE**
- **MTR—is your new religion.**
- **'PARETO PRINCIPLE (20/80 RULE)'**
 - Understanding the difference between important and urgent.
- **TRACKING THE PROGRESS OF TEAM MEMBERS**
- **ANALYSING & VISUALISING MY VISION OFTEN**
- **ELIMINATING DEAD WEIGHT**
- **'HANDING OVER THE STICK'**
- **CUSTOMER-CENTRIC APPROACH**
 - Prioritizing the needs and feedback of students, parents, and teachers.
- **INNOVATION & ADAPTABILITY**
 - Encouraging a culture of constant improvement and adaptation to change.
- **CONTINUAL LEARNING**
 - Remaining open to new ideas, technologies, and management strategies.
- **STRATEGIC NETWORKING**
 - Building connections with other educational institutions, mentors, and experts.

...And many more, each contributing to the dynamic and adaptive nature of my approach.



*THE STRUCTURE :CORE-COMMITTEE (a rough idea)

OVER VIEW OF THE TREE

FIVE STEPS

VISION Glorifying education through the true path of pure conviction & dedication

MISSION To discover students's potential
And nourish them into mavens

Goal: To have +600 hundred students in the coming year

“OVERTOUCH THE LEVEL OF EXTREME EXCELLENCY

↳ OUTPUTS → STOP DON'S FOCUS

Plan: Being given and to be given

EXECUTION

The Entrepreneurial Spirit
(will skill level)

EMPLOYERS'S
MINDSET

LEADER'S
MINDSET

CRI
CONTINUOUS
RITUALISTIC
IMPROVEMENT

Attention &
Evaluation

RESULT

(STOP DON'T FOCUS)

LEADER'S MINDSET

1. WILL-SKILL MATRIX

2. Common Purpose

3. Respect Theory

(ONLY EFFORT
& Attention)

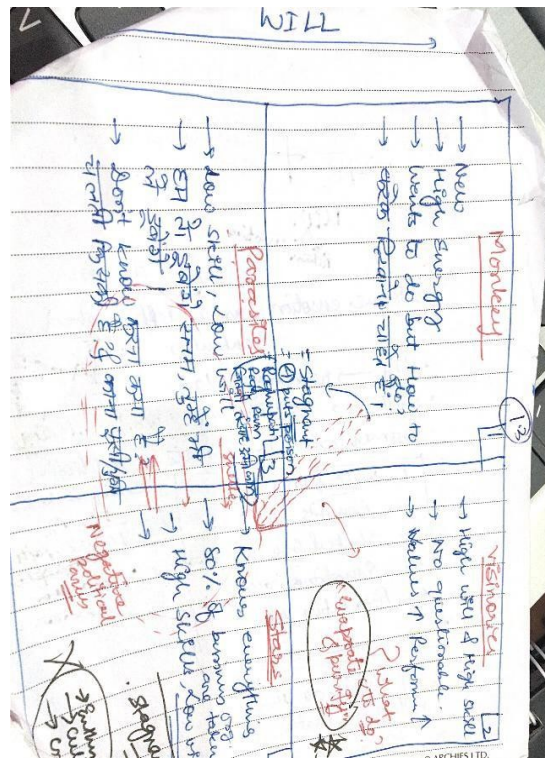
4. Obso-Belief

5. Full Transparency

6. 80-20 Parento-Promo PRINCIPLE

7. NO HELICOPTER LANDING

*An rough-excerpt of meeting.



*An excerpt from my meeting diary.

4. MY INVOLVEMENTS

I systematically divided the entire school into three sections: Office, Academic, and Hostel. Assigning a head for each section, I crafted a comprehensive plan and meticulously evaluated its execution. My involvement spanned across all these sections, and I poured relentless effort into each domain. Although I wasn't directly engaged with the students, I ensured teachers were fully dedicated to their academic progress. Controlling, monitoring, and evaluating the overall functioning—whether it was formulating the plan, designing the format, implementing it on the ground, or conducting regular assessments—every aspect bore my strategic touch.

- Few snaps (My involvements with teachers/collaborators)









Few snaps with the students









5. REGULATIONS & EVALUATIONS:

After assembling a dedicated team and elucidating our precise objectives, ensuring the seamless implementation of the systems across all sections became imperative. I focused extensively on regular evaluation and assessment to guarantee adherence to the devised protocols. Here are some of the mechanisms I put in place:

- DROP (DAIL REPORT of THE PRINCIPAL/ACADEMIC HEAD)
- MOD REPORT (MASTER OF THE DAY (in hostel) Report)
- HOSTEL DAILY COACHING REPORT(HOSTEL)
- SFR (STUDENT FILE REPORT)
- OFFICE DAILY REPORT

Almost every section had a daily report which they use to submit to the office head at the time of day closing. Then the office head use to mail me all those documents if I wasn't available there physically. This way our schedule use to go on for maintaining the exact curriculum for any section as per my plan. I kept meetings on alternate weekdays to share the progress of the team members—my collaborators, and didn't end here. I started a new of salary providence to make my collaborators more agile towards their duties.

INNOVATIVE SALARY METHOD:

While working for 5-6 months, I observed a noticeable dip in my collaborators' motivation. Although I conducted regular motivational sessions, I decided to introduce a new approach. **I revamped their salary structure, dividing it into two components: root salary and bonus salary—adopting a corporate model.** The root salary was their fixed amount, while the bonus salary was, well, a bonus. Each month, collaborators were evaluated on five performance parameters, scoring out of 200 marks. Those scoring 190 or more received a 5-10% bonus added to their salary. On the flip side, those scoring less than 175 marks were issued a performance alert. This system effectively kept their work enthusiasm consistently above the line.

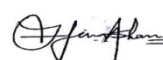
MEED PUBLIC SCHOOL

Teachers Salary Evaluation Sheet

*Salary evaluation(Senior section)

Month: 7 th August, 2019-12 th September, 2019											Date: 12.09.19
Sl	Teachers	Punctualit y	Academics	Obedience & Discipline	Language & Personality	Will-Skill Level	P.D	O.P	Absent	CL Details	Salary Status
1	Imtiaz Alam	-00	-04	-00	-06	-00	-10	190	2 AB	1 CL used	FULL SALARY WITH 1 DAY DEDUCTION
2	Ezaz Ahemed	-02	-12	-08	-00	-00	-22	178	2 AB	1 CL used	FULL SALARY WITH 1 DAY DEDUCTION
3	Sakil Ahmed	-00	-10	-00	-00	-00	-10	190	1 AB	1 CL used	Full Salary
4	Kumari Soroj	-05	-05	-00	-00	-00	-10	190	0 AB	CL not used	Full Salary With 5% extra
5	Abdul Mowakkher	-00	-10	-00	-00	-00	-10	190	1 AB	1 CL used	Full Salary
6	Obaidullah	-00	-06	-00	-05	-10	-21	179	1 AB	1 CL used	Full Salary
7	Rizwan Rashid										
8	Md Sahabuddin	-00	-10	-00	-00	-00	-10	190	2 AB	1 CL used	FULL SALARY WITH 1 DAY DEDUCTION
9	Noor Alam	-03	-10	-00	-00	-07	-20	180	3 AB	1 CL Used	FULL SALARY WITH 2 DAYS DEDUCTION
10	Nusrat Nigar	-06	-04	-00	-00	-00	-10	190	0 AB		9 days
11	Md Monirul Islam	-00	-06	-00	-00	-00	-09	194	0 AB	Not used	Full Salary with 5% extra
12	Jenifer Rahman	-04	-00	-00	-06	-00	-10	190	1 AB		8 days
13	Rifat Parveen	-04	-06	-00	-00	-00	-10	190			9 days
14	Ruma Ghorai	-00	-10	-02	-05	-00	-17	183	1 AB	1 CL used	FULL SALARY
15	Nasrin Ansari	-10	-00	-00	-00	-00	-10	190	2 AB	1 CL used	FULL SALARY WITH 1 DAY DEDUCTION
16	Priya Kumari	-06	-15	-00	-06	-00	-27	173			13 days
17	Sarawat								0 AB	CL not used	Full Salary
18	Asad Sir								0 AB	CL not used	Full Salary
19	Masum Ahemed								0 AB	CL not used	Full Salary
20	Sakib Hossain								0 AB	CL not used	Full Salary

Verified by the Superintendent


14-09-2019

6. PARENT'S CONNECTION:

Establishing a robust connection with parents was a crucial element of our comprehensive process, *given that all of this started from the very concept of changing the mindset of the people in my locality—my dear reader, do you remember?* 😊

This section required a strong link with us—specifically with the office section. At the onset of each session, I conducted a grand meeting, similar to the ones for teachers. I mandated the presence of all dedicated parents, discussed and clarified all my plans for their child's growth through various metrics specifically SFR , providing complete details. I consistently emphasized the importance of education for their child. After every term, PTMs were scheduled with the class teachers, facilitating a detailed discussion of the child's progress. Beyond this, **I initiated a daily reporting call to the guardian, updating them on their children's activities at school and conveying any mentions from the academic sphere.**



*an excerpt from meeting

ACADEMICS SCENARIO

❖ **Subject carried**

Nursery to one (junior section)

- All the course books through scheduled routine
- Introductory lesson – name, address, class
- Behavioral lesson
- Recreational solution, audiovisual class
- Game periods (mind relaxations)
- Attractive classes & proper sitting arrangement
- One mosi for any kind of help

Senior section

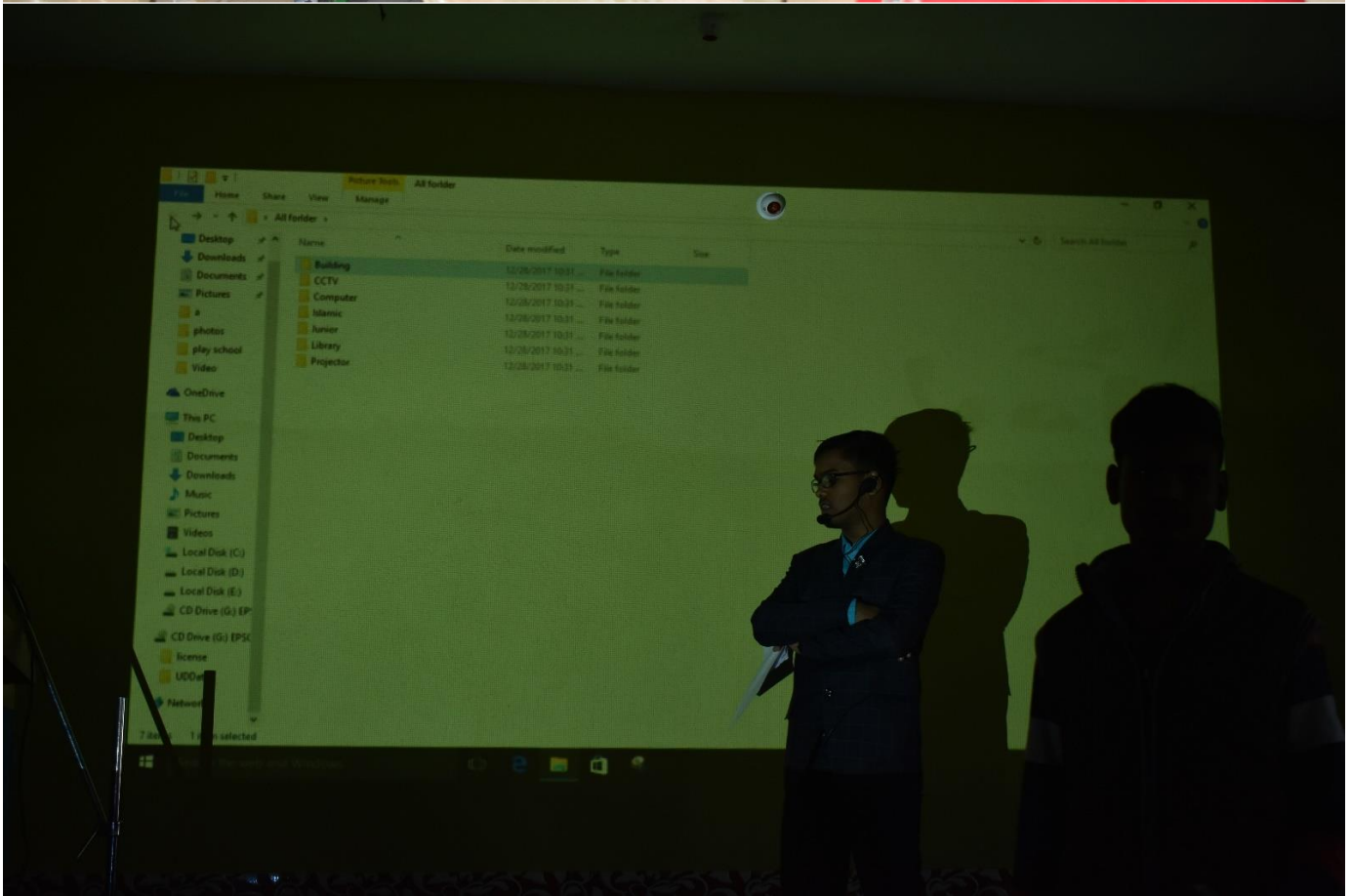
➤ **Subject**

- Language
 - ✓ English
 - ✓ Hindi
 - ✓ Urdu
- Science
 - ✓ Math
 - ✓ Science
- Additional
 - ✓ GK
 - ✓ Computer
 - Theory
 - Practical
 - ✓ Arabic
 - Arabic basic
 - QT as per require

❖ **Curriculum**

- ✓ Library two days a week to make reading .
- ✓ Computer practical must.
- ✓ Complete English.
- ✓ Communication skill learning.
- ✓ Games and sports Athleism.
- ✓ Dua's & Name's Lessons.
- ✓ A complete department of Islamic learning.

*an excerpt from meeting



Chapter-4: CHALLENGES FACED

A journey without thorns? OH, Only a mere wish. This chapter unravels the hurdles faced and the strategies employed to surmount them—each contributing to the rich narrative of my odyssey.

1. LOCATION

The school's location posed a significant hurdle to my goals. Situated in a remote area, **the region lacked regular electricity (hardly 12-15 hours a day) and had limited internet speed**, even in this age of technological revolution. This presented a considerable challenge, especially since I wasn't residing at the school's location for my studies. *While it did demoralize my enthusiasm to some extent, it didn't break my spirit.*

Initially, I had planned to manage things online, but I quickly recognized the limitations. Consequently, I adjusted my strategy to handle everything offline, and my appointed office head took charge of the rest on-site. My holiday visits to the premises also became a solution to the problem, allowing me to address issues and provide guidance firsthand. This hands-on approach proved essential in overcoming the challenges posed by the remote location. Additionally, I explored alternative solutions such as implementing more efficient power sources and seeking partnerships with local communities to improve infrastructure.

- A view of my locality



2. PEOPLE'S MINDSET

The challenge of transforming people's mindset in the locality posed a formidable obstacle, resonating with a sentiment that was both peculiar and difficult to comprehend. *The prevailing view on education was unconventional and hard to believe—education was not accorded the value it deserved.* Instead, there was a prevailing notion that engaging children in business and earning money as early as possible was a more practical pursuit. While economic constraints were a reality for some families, a significant portion **prioritized completing their child's education without much consideration for the quality or the source.**

This mindset extended not only to the parents but also to those who joined our team to work. However, it was this very prevalent mentality that fueled my determination to embark on this transformative journey. The need to reshape this perspective and instill a deeper understanding of the value of education became a driving force behind my initiatives at the school. The journey began against the current of skepticism and resistance, making every step forward a testament to the determination to challenge and change established beliefs.

3. MAINTAINING OUT-STATION TEACHER

Maintaining out-station teachers has been a constant challenge in pursuit of my goal to emphasize the value of quality education among parents. *To achieve this, I recognized the need for dedicated individuals beyond my core team who could expose students and parents to the advancements in life around the world.* Each year, I **recruit teachers from different parts of India**, predominantly from hilly areas, with the intention of bringing diverse perspectives to our students.

However, the remoteness of our location posed a significant hindrance to this objective. The lack of even basic amenities in the area made it difficult for these teachers to sustain their commitment to our cause. Nevertheless, as our financial situation improved, we took steps to enhance facilities for our out-station teachers, aiming to make their stay more comfortable and convincing them to commit for a more extended period. This effort was essential in enriching the educational experience we offered to our students.

4. FEE COLLECTION

Fee collection has been a persistent challenge that tested my determination towards my goal on numerous occasions. Initially, we managed to persuade people to understand the value of education. ***They entrusted us with their children's education, but after a few months, the initial commitment often waned. Slowly, it became increasingly difficult as they started delaying payments.*** Despite regular reminders, they always had excuses, and being harsh contradicted our broader goal.

This led to accumulating significant dues for many months. *In response, I personally initiated one-to-one phone calls with parents having high dues, emphasizing the hurdles they were creating for the smooth running of the school.* This direct communication and personalized approach helped them realize the impact of their actions. Gradually, the situation improved, and we now maintain far better account reports than those challenging times. This hands-on and empathetic approach allowed us to address the issue effectively and maintain financial stability.

Chapter-5: THE GLIMPSES OF CHANGE- A COMPARISON

Unveiling the summit of our journey—a comparison of “what we were to who we are”.

To understand the change and the result we longed for, It's essential to traverse through the realms of the past and the present to truly grasp the magnitude of change.

HOW WE'RE THEN?

2013

Student's strength: 40-50

Team's strength: 4-5

Annual budget: less than 50k/month

Parent's involvement: Almost nil



*PIC OF 2013(OLD SCHOOL DRESS)



*Book store and reception

2015-16

Student's strength: 80-10, hostellers- 5-10

Team's strength: 6-7

Annual budget: less than 5lakh annually



*All the students.





*Cycle stand



*3 sets of computers;
(one for official use)



*Dining hall.

HOW WE'RE NOW!

2020

NOW,

TEAM'S STRENGTH: 30-35 members,

STUDENT'S STRENGTH: 300+ (100+

Hostellers) ANNUAL BUDGET: 70-80

LAKH

PARENT'S INVOLVEMENT: VERY HIGH.















Chapter-6: THE CULMINATION & ACHIEVEMENTS: A review.

Here, I aim to delve into our accomplishments with a nuanced perspective, offering a detailed review of our journey and its achievements.



**The complete team(Me at fourth from left)*

- **From Small Beginnings: How It All Started**

In the beginning, our school was like a canvas waiting to be painted. We were a small team of 6-7 people. The student count was around 80-100, with just a few staying in hostels. Our budget was modest, around 10-12 lakhs (1 million INR) per year. People in the community were not fully convinced about the value of education. The location brought its own set of problems, like irregular electricity and limited internet. But even in the face of challenges, we were determined not just to build structures but to change the very idea of education in our community.

- **Changing Minds: A Big Shift**

Our focus wasn't just on constructing buildings but on changing minds. The initial doubt about the value of education slowly transformed. People started seeing education as an investment in the future rather than just a transaction. Parents, who were once unsure, began to understand how quality education could shape their children's future. This shift in thinking was at the heart of our journey, a change beyond just physical structures.

- **Empowering the Community through Education**

The challenges of our remote location became opportunities for resilience. The community, initially resistant, started seeing education not as a burden but as a chance for progress. The doubt that surrounded us initially became the energy for our journey. With each challenge, the community's mindset changed, embracing the idea that education could be a powerful force for change.

- **Today's Reality: Where We Are Now**

Fast forward to today, and the change is clear. Our team has grown from a small group to a strong unit of 35-40 members. The student count, once around 80-100, has grown to a lively community of 300+, with more than 100 hostellers. Financially, we've made big strides, going from 10-12 lakhs to a strong 70-80 lakhs per year. The school, once on the sidelines, is now a symbol of educational excellence in the community.

Chapter-7: THE FINAL VERDICT & UNLEFT SAGA.

In this concluding chapter, I present the final verdict and explore the lingering saga that needs to be acknowledged.

This tremendous growth of the school suggests how the parents' perspective has changed, and now they are more willing to invest in education than ever before. They understand the value of education and recognize how their children are changing through quality education. Our hard work has paid off—how soothing is it!

However, The current state of success is a testament to the relentless dedication, hard work, and resilience of our team. But **let's not sugarcoat; there's more work to be done, and the journey is far from over.** The transformation thus far is a gritty narrative that speaks of late nights, early mornings, and an unyielding spirit. Our team's sweat and the unwavering support of the community have carved this path, setting the stage for a promising future.



As we charge ahead, we do so, not with complacency, but with an aggressive spirit—an eagerness for the challenges that lie ahead. **The roadmap isn't laid out with certainty, but that uncertainty is what fuels our determination.** *We're not just educators; we're architects of change, and the blueprint we're drafting demands more innovation, more commitment, and more collaboration.*

To be honest, It's heartwarming whenever I reflect on this journey. I believe, with the blessings of everyone and the continued support of the team, I can persist in making a meaningful impact and continue to bring about change in society. I often reminisce about a line I wrote on a chart paper when I moved to the cities for studies: "Hey Nafis! The sun doesn't forget a village just because it is small! So, to shine like a sun, act like a sun." This line deserves all the credit ☺.

In addition, I've recently established an NGO—**Nafees Foundation**—aimed at supporting those in need, especially those for whom education is but a distant dream. This foundation operates in collaboration with the school, and I aspire to amplify its impact. Let's hope for success in this noble endeavor.



While turning this story off, let me say this: **this isn't the conclusion; it's a call to action.** The saga continues, and the echoes of our efforts will resonate not just within the walls of our school but across the community we serve. *The unfinished symphony of transformation is playing, and every note is a promise—a promise that our journey has only just begun.* Let's compose this symphony together, crafting melodies that echo through time, celebrating dedication and nurturing hope for a brighter tomorrow. **Thus, the journey persists, not just as a mission but as a heartfelt pursuit of a better world—from me, to you, and through people globally.**

Thank you for being a part of this story, for collaborating in our shared pursuit. I'm attaching some related links of the school that can be explored. [Limited]

Links:

- [School's YouTube](#)
- [School's Facebook](#)
- [School's Website](#)
- [Nafees Foundation Website](#)

Note: For any further details or requirements, feel free to contact me at managingshaikhzifan@gmail.com.

Thank you.
Sincerely yours,
Nafis Aslam

