

INDIA
SARVA SIKSHA ABHIYAN (SSA)
13th JOINT REVIEW MISSION
(January 19 - 24, 2011)

STATE REPORT: UTTARAKHAND

1. Overview of Report

1.1. Introduction

A Joint Review Mission of Sarva Siksha Abhiyan (SSA) comprising Prof. C. G. Venkatesha Murthy (GoI) and Dr. Leopold Sarr (Worldbank) visited the State of Uttarakhand from January 19 to 24, 2011 to review progress of SSA implementation as well as the achievements in terms of SSA outcomes. The 13th JRM wishes to express its gratitude to the Chief Minister, the Chief Secretary, the Education Secretary and its sincere thanks to the SPD for providing an excellent support that facilitated the review. Her remarkable understanding of the education and social issues in the State, her sincere passion and proactive role enabled the JRM team to get a quick and comprehensive grasp of the major SSA achievements and challenges facing Uttarakhand. The Mission would also like to acknowledge the State Project Office for the outstanding effort put in organizing the visit to a variety of sites allowing the JRM to fully appreciate the extent of SSA implementation in the field.

The JRM visited the districts of Tehri and Haridwar and met the DPOs, DIET faculty, SIEMAT, SCERT faculty, BRCs and CRCs. The Mission visited several PS and UPS, KGBVs, NPEGEL, an ECCE Centres and interacted with VEC and SMC members to understand the dynamics within the school that may explain the relative performance of various schools. The Mission is thankful to all of them. Furthermore, the team benefited from interactions with SPD who graciously accompanied the team in visiting the various sites.

1.2 Overview and Key Issues

The JRM has identified the following achievements and laid out the key issues facing the project implementation.

Key issues:

Achievements/strengths

- (i) State has a functional SIEMAT which is a great source of strength to SSA
- (ii) Innovative activities such as Room to Read, Library Facilities, etc. exist
- (iii) Strong leadership of SPD at the State

Weaknesses

- (i) Teacher recruitment and staff vacancies at the District and Block levels.
- (ii) Lack of consolidation of resources at State level is reducing efficiency with specific reference to SCERT as it is geographically isolated from State HQ.

- (iii) Low implementation capacity at the Block, Cluster and Habitation level: need for training in various modules.
- (iv) Topography of the State (with hilly districts) entails unit costs of construction that are higher than those provided by guidelines related to KGBVs.

2. Progress towards the achievement of Goals

2.1 Goal 1: All Children in School

2.1.1 Achievements

- Like some States, Uttarakhand is progressively approaching universal enrollment in primary school with an NER close to 99 per cent in both PS and UPS. Furthermore, the number of out of school students has dropped from 39,733 in 2005-06 to about 13,000 in 2010, according to the latest Household Survey conducted by the State.
- The retention rate of students is 93.9 per cent in PS and slightly higher in UPS at 94.9 per cent. Similarly the transition rate from PS to UPS (e.g., from grade 5 to grade 6) is estimated by DISE to be at the satisfactory level of 97.0 per cent.
- These outstanding achievements reflect the effort deployed by the State to reach out to children who are out of school, most of whom never attended school. In this regard, an estimated 3581 Out of School Children (OOSC) are currently being covered by 101 EGS centers; 4184 OOSC are benefiting from AIE interventions while 2158 OOSC are directly enrolled in regular Government schools.
- Despite the State effort to enroll all children aged 6-14 and retain them in school, there is still a small share of children who are not currently attending school (1.7 per cent according to ASER latest report, 2010).

2.1.2 Concerns

There are no major issues related to bringing children aged 6-14 to school.

2.1.3 Recommendations

- (i) There may be a need for a study by a third party to assess the effectiveness of these OOSC schemes in terms of getting children in school and retaining them.
- (ii) For migrant children, Uttarakhand should develop coordination mechanisms with all sending States, including Bihar or UP to ensure that each migrant child receive adequate education.

2.2 Goal 2: Bridging gender and Social Gaps

A. Gender gaps

2.2.a1 Achievements

- The State average transition rate for male students is slightly higher than that of female students and both rates largely exceed those at the national level by more than ten percentage points.
- In the same perspective, the average dropout rate for boys is very similar to that of girls at around 7 per cent, which is below the national average dropout rate. This seems to point to some State level interventions that are effective in curbing children dropout rate, especially among socially and economically disadvantaged groups.

2.2.a2 Review of interventions

- The State currently operates 26 KGBV centers covering 1083 girls. The KGBV program focuses on identifying girls from disadvantaged groups (SC, ST, Muslims, OBC, BPL), girls with special needs enrolled in Class 6-8 to offer them special activities geared toward enhancing their school progression.
- A similar initiative for girl's education is NPEGEL. It is currently running in 40 Blocks out of 95 and benefits about 32,549 girls. Activities such as yoga, Judo, Karate, sewing, painting, computer training are organized to enhance girl's ability to learn and remain in school as well as prepare them for life.
- Besides the KGBVs and NPEGELs, an estimated 101 EGS centers are operating to provide education to about 3,581 children. However, under RTE rule, these centers are expected to be converted into regular schools.
- The JRM visited few KGBVs and NPEGEL schools in Tehri and Haridwar districts and appreciated the extent of these initiatives in impacting girl's education. Moreover, it observed that some KGBV girls had participated in international competitions of Judo and Karate and won some awards.

2.2.a3 Concerns

- (i) There is provision for additional classrooms and other facilities in NPEGEL schools and they are being utilized but there is concern about the planning for utilization of these facilities. In addition, the available facilities need to be utilized optimally.
- (ii) All KGBV buildings and schools need to be more CWSN friendly.

2.2.a4 Recommendations

More careful planning is necessary in utilizing different facilities.

B. Social Gaps: Scheduled Castes, Scheduled Tribes, and Muslim Minority

2.2.b1. Achievements

- In the absence of earlier figures on enrollment, completion and transition rates retention decomposed by social groups, the Mission reported the high achievement in 2009-10 observed among SC, ST and Other Minorities in terms of NER, gross completion rate and transition rate. More specifically, SC, OBC and Muslim show an NER exceeding 96 per cent while ST population has slightly lower NER around 93 per cent. Furthermore, SC and OBC have the largest transition rates (respectively 96.6 and 96.3 per cent) among the socially disadvantaged groups whereas Muslims and ST exhibit respective rates of 87.8 and 91.6 per cent. Gross completion rates follow similar patterns across these social groups.

2.2.b2 Review of interventions

- The State has also a number of AIE interventions that benefit about 25,773 children. These AIE interventions include the MUSKAN program focusing on migrant children (14,607); the PAHAL initiative which has identified and provides support to about 1,209 urban deprived children; the MAKHTAB/MADARSA geared towards Muslim children (8,175) to ensure that they are given adequate education.

2.2.b3 Concerns

- As per RTE rules, the system needs to be prepared for special training centers.

2.2.b4 Recommendations

- There is a need to focus more on ST and Muslim children as they are lagging behind in terms of enrolment and other educational indicators.

C. Children with Special Needs

2.2.c1 Achievements

- Between 2001/02 and 2009/10, the enrollment coverage of identified CWSN has improved from 79 per cent to about 85 per cent. In other words, the number of CWSN who were enrolled has increased from 8,138 to 19,237.
- Among these identified CWSN, about 12 per cent were assessed as children with special needs in 2002. This share has substantially improved over a decade to 22 per cent. On the other hand, the share of CWSN equipped with aids and appliances has also increased but at a smaller pace from 11 per cent to 15 per cent, between 2002 and 2010.

2.2.c2 Review of interventions

A Home Based Education program for CWSN is being implemented and covers about 1782 children. The JRM visited one such and found it to be working very well.

2.2.c3 Concerns

- (i) The Mission felt that children are not always adequately identified with a specific disability in all places. Therefore, there may be a need for further training on how to identify various types of disability following the national guidelines, with the help of professionals in the field.
- (ii) All school buildings should be CWSN friendly.

2.2.c4 Recommendation

The IERTs and EVs need continued training given that their levels of clarity vary, as observed by the JRM.

2.3 Goal 3: All Children Retained in education system

2.3.1 Achievements

- In terms of retention rate, Uttarakhand has made remarkable progress in retaining children enrolled in school as the rate has increased from 59.1 per cent (below the national average of 70.3 per cent) in 2006/07 to about 76.0 per cent (above the national average of 74.9 per cent) in less than three years.
- In the same vein, various interventions targeting out-of-school children have also contributed to reducing dropout rates from 10.1 to 7.0 per cent (below the national average of 8.0 per cent) in 2007/08.¹
- Consequently, more children are able to transit up from primary to upper primary: from 2005/06 to 2009/10, the transition rate has gone up from 81.1 to 97.0 per cent respectively, well above the national average rate.
- Finally, the State average attendance rates of students reported by TSG in 2009 were 80.0 per cent and 83.2 percent respectively in PS and UPS. They stand well above the national averages of 68.5 and 75.7 per cent respectively.

2.4 Goal 4: Education of Satisfactory Quality

2.4.1 Curricular reforms

- Based on the NCF 2005, the State has developed a curriculum framework and a new generation textbooks have been rolled out after a small pilot testing. Teachers have been trained to handle the textbooks. The JRM team saw the new textbooks. The SCERT of the State has also developed teacher-user manuals to facilitate a better transaction in the classroom. The State is also willing to assess the effectiveness of these textbooks through studies/researches.

¹ The Attendance Report prepared by TSG show that the dropout rate in 2009 was about 1% for PS vs 3% nationwide whereas for UPS, it is at par with national average dropout rate at 0.1% in 2009.

2.4.2 Teacher availability

- The State of Uttarakhand currently needs 2,850 Primary School teachers and 266 full time teachers in UPS as well as 1,221 part time teachers as per the RTE rules.
- The State teacher attendance rate of PS teachers is slightly higher than the national mean (81.7 per cent vs 77.7 per cent). However, in UPS, Uttarakhand average teacher attendance appears to be lower than the national average (80.5 per cent).

2.4.3 Teacher training

- In the State, teacher training covers 20 days, of which 10 days are organized by DIET at the Block level during summer holidays and 10 days at the Cluster level at different points of the academic year. There are serious attempts to understand the training needs before organizing the training program. The State has also undertaken a study which recommended a need for a “subject oriented training” in which it has a belief. It is desirable that training takes care of subject specific as well pedagogic concerns.

2.4.4 Availability of Teaching Learning Materials

- Teachers are provided training for the use of TLM and it is acknowledged by the Monitoring Institute that throughout the State they are being properly utilized by teachers. As per the Monitoring Reports, TLM grants were sanctioned to all the schools on time and they were found displayed in about 70 per cent of the sampled schools.

2.4.5 Teacher Support and Academic Supervision

- Uttarakhand has adopted ADEPTS program with an intention of supporting teachers in their transactions in the classroom. Due to the non availability of sub-district functionaries such as BRPs and CRCs, teacher support and academic supervision is affected. Their recruitment is not possible as it is subjudiced now. However, the State has decided to appeal to the Supreme Court to get the stay vacated in light of the RTE requirements. Thus, the State is concerned about teacher support and academic supervision.

2.4.6 Classroom practices

- Keeping the spirit of NCF 2005 concerns, the DIETs are promoting the use of Action Research in enhancing the effectiveness of classroom practices. The State has also *Kunjapure* activity-based learning in 95 Clusters across all Blocks. This was witnessed by the JRM which was encouraging.
- The State identifies and felicitates innovative practices of teachers through certificate of recognition and financial incentives.
- The State has a *Room to Read* program which aims at promoting literacy, reading skills and instilling reading habits in children. This program started in 2005 and by 2010, the number of children enrolled has increased fourfold. Similarly, the number of books checked by students has also arisen at the same pace.
- Uttarakhand has provided 40 books developed by NCERT to all PS to enhance reading skills among students.

2.4.7 Pupil Assessment Systems

- DIETs are serious about promoting CCE in its true spirit. The State has collaborated with Azeem Premji Foundation to implement child-friendly evaluation methods under Learning Guarantee Program. This program has been found to be effective by local studies undertaken by organizations such as SIEMAT. However, the JRM could not go into the depth of these studies.

2.4.8 Student learning levels

- Based on the Baseline Assessment Survey (BAS) and Mid-Term Assessment Survey (MAS) carried out by NCERT, learning outcomes, in Uttarakhand, are shown to have improved in Mathematics and Environmental Sciences (EVS) by two percentage points respectively although student performance in Hindi has slightly declined by one percentage point.
- Further studies such as the Learning Level Assessment administered child-friendly tests, in 2009/10, to 27,935 students from 1900 schools. Their results show that the following shares of students were able to achieve the required level of performance:

Grade	Mathematics	Sciences	Hindi
III	47.4%	43.3%	40.6%
V	39.5%	28.8%	23.9%
VIII	24.1%	26.0%	65.9%

2.4.9 Concern

- Teachers are generally involved in non teaching activities related to elections, cattle surveys or census activities, leading to their absenteeism. This is a serious concern that needs to be adequately tackled at the State level.

2.4.10 Recommendations

- The JRM strongly recommends that shifting of the SCERT to the State Capital is a necessity in order to improve the coordination and consolidation of available State resources. If for any reason the State finds difficult to do so, as an effective alternative, it needs to have technology mediations in keeping SCERT functionally close by to SSA State Office, Dehradun.

3. Financial Management

3.1 Financial Progress

- The financial performance of the State is satisfactory as most of the activities have been implemented as planned in the AWP&B 2010-11, except few interventions for which the funds are in the process of being disbursed. The State is confident that payments for these activities will be made by March 2011. District-wise, the share of total expenditures against available funds is also quite satisfactory.

- The State has provided reasonable explanations as to why few SSA interventions were showing low levels of spending. For instance, (i) the intervention related library to schools has orders already being placed for book purchase; (ii) the TLE could not be procured because buildings are still under construction but the State expects them to be completed in the coming months; (iii) CWSN teachers were not recruited but now about 142 teachers have joined and the share of expenditure against AWP&B is expected to rise accordingly; (iv) under State component, research studies are commissioned but given they are not complete yet, payments have not been processed, furthermore, the State is facing some challenges in recruiting staff at the Sub-district levels.

3.2 Financial Management and Procurement

- The State audit reports for 2008-09 and 2009-10 have been reviewed and they show that all audit observations have been complied with. All DPO are reported to be collecting Utilization Certificates from VECs and other relevant agencies. VECs are following single entry system and keeping proper supporting vouchers, in line with the Manuals on FM&P.

3.3 Concern

FM: Few Districts are currently preparing bank reconciliation statement on a monthly basis and bank wise, including at the sub-district levels, as reflected in the audit reports 2009-10.

Procurement: The delay in procuring computers, under the innovative activity component of SSA, has been the main concern as few were interested in participating in the bids. However, the State is in the process of completing the procurement process.

4. Program Management

4.1 Staffing and capacity building

- As of Jan 18, 2011, 23 per cent of positions are being currently vacant at the State level. At the District level, 169 positions were sanctioned with 10% of them still vacant. Most of the staffing challenge is at the Block level where 1,730 positions were sanctioned and only 55% of them were filled.

4.2 Civil Work

- Civil work is under way at various stages of completion. In 2007, 320 new PS were constructed and by 2010, the number of schools built has increased up to 558. Similarly, in UPS, 176 new schools were built in 2007 and by 2010, the number of constructed schools has increased to 453. The remaining sanctioned buildings are under construction and the State is confident that all constructions will be completed within the stipulated deadline given by GoI. At the SPO level, a technical cell has been established. It is comprised of an Executive Engineer, two Junior Engineers, one assistant Engineer at the District level and two Junior Engineers at the Block level.
- At the Panchayat level, a Village Construction Committee (VCC) is in place to implement the execution of civil work.
- Each year, there is a 7 day training for supervisory staff and continued on site support from CBRI scientists.

- Finally, there is convergence with TSC and DWM.
- Despite the State's effort to construct buildings that are in conformity with GoI norms, there may be a need to improve building maintenance. The study conducted by TSG on condition of school buildings across India provide evidence that, in PS, only 46.8 per cent of schools have well maintained buildings in Uttarakhand against the national average of 49.1 per cent. In UPS, the share of schools is even lower at 34.5 per cent compared to the national share of 49.8 per cent. However, 86.3 per cent of all sampled PS in Uttarakhand have classrooms with good ventilation and sufficient natural light, relatively to the national share of 73.8 per cent.

Girl toilets

- In 2007, 1,446 girl toilets were functional in the State and by 2010, that number has more than tripled to 4,776. About 3280 new girl toilet are under construction and the State expects them to be completed by March 2011.
- The TSG study also shows that, 44.5 per cent of sampled PS in Uttarakhand have separate toilets for girls that are usable whereas the national share is at 36.5 per cent. The same is true for UPS where the State share (62.9 per cent) is well above the national share (51.6 per cent).

4.3 *Readiness of the System to take on the increase in allocations (as SSA becomes the vehicle to implement RTE)*

- The State has developed the following readiness strategy to prepare for the implementation of SSA under RTE.
 1. Formation of a high level committee headed by Secretary, School Education.
 2. Workshops were held to prepare State Rules and the draft has been discussed in apex body meeting (*Sachiv- samiti*).
 3. Final draft of State Rules is put in public domain for open discussion.
 4. SCERT has been notified as Academic Authority.
 5. The State Cabinet has approved the constitution of SCPCR.
 6. A separate cell for monitoring the implementation of RTE has been formed at SPO under SSA.
 7. A Resource Group is also set up, comprising renowned Education experts, retired Officers of secondary & higher education, representatives of NGOs and people working in social activities.
 8. Multiple orientation workshops, consultation meetings, seminars, awareness campaigns (by BGVS in Haridwar District for instance) have been organized to sensitize community members and education stakeholders.

4.4 Monitoring and Supervision arrangements, Monitoring institutions

- The NIAR, Mussorie is the Monitoring institution identified by GoI which has the responsibility of monitoring all the 13 Districts. The nodal officer has been continuously functioning in monitoring SSA interventions. It covers the sampled schools and prepares reports to be presented to the State and shares with MHRD, GoI.

4.5 Data issues, EMIS etc

- The State has adequate computers and technical staff to manage school data. However, there are problems at the Block level as EMIS operators are not in place. The State is trying to accelerate their recruitment process.

4.6.1 Research and Evaluation

- SIEMAT which commissions and supervises the Research and Evaluation studies for SSA is functional in the State. It is actively involved in various activities related to Research and Evaluation. Research and Evaluation studies are proposed by the team of experts for various interventions in consultation with SIEMAT. There is an advisory committee which finalizes the sampling strategy and methodology of research proposals. The research and evaluation studies are conducted by external agencies empanelled through national level bidding. SIEMAT has also developed a plan of action to operationalize the findings of the studies completed. Finally, Action Research in the State is promoted with the active collaboration of DIET.

4.7 Community Mobilization and Management

- On this component, the State needs to do a better job as it has not been able to train the VEC and SMC members commensurate with its target set.

4.8 Recommendations

1. Given the topography of the State which has around 70 per cent of the total area composed of hills, it is recommended that the unit cost of civil work be adjusted to account for the additional cost. It is estimated that the unit cost provided by GoI is likely to double in the State of Uttarakhand. This is even more pressing for residential school constructions.
2. Realizing the critical role played by the SPD, the JRM strongly recommends that the SPD be retained at least for a period of two to three years to allow the SPD to make a significant contribution towards the SSA goals. The State needs to take this issue seriously.
3. Capacity building needs to be strengthened, especially at sub-district levels, to improve the implementation of SSA interventions. This will require not only recruiting qualified staff but also providing them with adequate and sufficient training.

Conclusion

1. There are no major concerns regarding issues of All Children in school.
2. As regards major gaps, gender has none while Muslims and ST have gaps which need to be addressed by the State.
3. The empowerment of functionaries related to CWSN needs to be uniform across the State.
4. On the issue of retaining children in school, the progress has been satisfactory.
5. The State appears to be stronger in its preparation for teaching-learning than actual processes leading to outcomes.
6. The financial performance of the State is satisfactory on the whole. However, in few interventions such as TLE, CWSN, Library to Schools, there is a need to accelerate the disbursement.
7. The recruitment of teachers, BRCs and CRCs functionaries need urgent attention.
8. The State is doing well on the issue of girl toilets.
9. The State has a clear road map for RTE implementation
10. The existence and functioning of SIEMAT is a definite advantage to the State.
11. The State needs to do more on community mobilization.

PAB: New Commitments of SSA for 2010-11

Visit details of JRM Team**Dated: 19.01.2011****Interaction at State Project Office, SSA Mission**

- The JRM team interacted with SPO, SIEMAT, Director of Education, DIET officials, DPO from various districts and NGO partners of the States.
- State Project Director, SSA Mission, Uttarakhand gave a brief presentation about the status of the Elementary Education and SSA programmes.
- SIEMAT, Uttarakhand also made a brief presentation about its activities.

Dated: 20.01.2011**DPO, Tehri**

- District Project Office (DPO) gave a brief presentation regarding their activities and work.
- JRM suggested that unrecognized schools should also be listed.
- SPD informed that it is being done on priority basis and State is in the process of creating GIS based database which shows the actual neighborhood of the schools and unrecognized schools will be dealt with as per the provisions of RTE.
- The District presented its innovative programmes such as *Paachan*, *Srijan* (Creation), *Dibba Andolan*, Community Radio programme etc.

Primary School, Dhalwala & ECCE Centre

- JRM Team reached primary school, Dhalwala, Tehri Garhwal.
- Interacted with the Room-to-Read facilitator appointed by Room-to-Read. 1000 books have been provided by the Room-to-Read.
- The ECCE Centre, Dhalwala was well equipped.
- Visited Banali, CRC and it explained the activities of the CRC.
- The Financial sanctions were displayed outside on the wall for social audit purposes.
- JRM team interacted with SMC at Dhalwala. The Chairman of VEC was also present.
- The community has arranged a computer instructor in the primary school, Dhalwala.
- JRM team also inspected MDM facilities at the Primary School, Dhalwala.

Visit of Primary School, Kharasoot

- Primary School Kharasoot has KAGL (*Kunjapuri* Activity Based Graded Learning) where the children were enjoying the KAGL activities.
- The school was full of KAGL materials the teacher appeared confident in using KAGL.
- The JRM team visited the Junior High School, Kharasoot and also visited CAL facilities in the school. Azim Premji Foundation has provided 12 interactive content based CD's which has been mapped as per Uttarakhand syllabus for Upper Primary Schools.
- The SSA Mission has also procured content based CD's from NCERT and provided to schools since last 2 years.

Discussion at SCERT

- SCERT, Narender Nagar, Uttarakhand gave a brief presentation on its activities.
- JRM team interacted with SCERT.
- SCERT has developed NCF-2005 based books for elementary level which are being used.
- It has developed user manuals for using NCF based books.
- The SCERT did Training Need Analysis (TNA) for the teacher training of 2009-10 and developed modules for In-service teacher training.
- SCERT has developed NCF-based BTC curriculum.

KGBV Ampata'

- JRM team visited the residential faculty of KGBV, Ampata Tehri,
- 42 Girls are enrolled at KGBV, Ampata and 1 Warden and 2 instructors were present.
- Children appeared cheerful, energetic, and they presented folk songs & prayers.

Dated: 21 January, 2011

Visit of DIET, Tehri

Interaction with DIET

- DIET, Tehri made a brief presentation on functions/work of DIET.
- Explained the roles of 07 Departments of the DIET.
- In-service teacher training Deptt. Explained the class room processes.
- Enquired about special initiatives DIET Tehri has taken.
- Discussed activities under Lab area.
- Enquired about the action research, CCE and Block mentors.
- The DIET informed about the NCF-2005 based BTC curriculum.
- A batch of 200 BTC trainees is under training at DIET, Tehri.
- Interacted with the BTC trainees.

Major Issues discussed include

- The training needs to be identified.
- Professional Development platform to be created, Library, internet etc. should be provided.
- DIET explained the process of In-service teacher training of 10 days at BRC & 10 days at CRC and the process of TNA.
- Diagnostic test & achievement test should be made part of In-service training.
- JRM team also looked at printed training module and other printed materials.
- JRM suggested DIET, Tehri to study the use of computer for teaching learning processes.
- DIET informed that the focus is on computer enabled teaching.

Interaction with District Magistrate (DM)/Chairperson, SSA District Committee, Tehri

- State Project Director explained the purpose of mission and programme of SSA. The DPO, DEO were also present during the meeting.
- JRM team interacted with DM Tehri and discussed the School Education issues.

- DM Tehri explained the role of DM in School Education and assured all support to SSA programmes.

BRC Chamba

Major issues discussed

- The use of TLM grant needs to be monitored
- Training of teachers on use of TLM grant.
- The field reports of TLM need to be analyzed.
- BRC should play a vital role in the use of TLM.
- Action Research should be promoted on regular basis.
- The BRC informed that under innovative programmes girls are trained to make paintings and soft toys, which were very attractive.

Dated: 22.01.2011

UPS Ranimajra

- Total Student enrolled - 132
- KGBV Student - 50
- Total present - 47
- The JRM team visited the construction site of KGBV, Ranimajra, the KGBV buildings is near completion.

Primary School, Jasawala and Model cluster NPEGEL:

Focussed activities and observations

- 3 toilets are not adequate for 152 students of school.
- Study on usage of toilets should be undertaken by Civil wing of SPO.
- The use of School grant.
- Ramps and railing issues.
- The resource teacher was teaching skills of embroidery on cloth.
- The boundary wall was completed with community assistance.
- Inspected the Rice meant for MDM & MDM facility.

Primary Rehmatpur & ECCE Centre

- The center has two Anganwari worker and 40 kids
- The Anganwari worker requested for more training as she found them to be beneficial.
- ECCE Centre appeared vibrant
- School had one OH child which has been given tri-cycle.
- Total Student – 351, student present – 314
- Teacher –11, Present – 11

Junior High School, Aaneki

- Interacted with class – 8B, 31 Students, present – 27
- Enquired about the MDM
- A room of 16' x 20' constructed with community assistance.
- School is taking help of retired teachers for remedial classes school teacher also takes remedial Classes.
- Interacted with SMC the, last meeting of SMC held one and half months back. Total 9 SMC members were present during interaction.