Transforming Education:

Bridging Gaps and Building Futures

Saikot, 2024

Report

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J.P. Dabral Sir’s Perspective: Bridging the Educational Divide in backwards areas of Uttarakhand

J. P. Dabral, an education visionary, has organized a remarkable educational program in Saikot, district Chamoli, Uttarakhand in 2024. This program, initiated in 2017, has since expanded to various locations which includes Dugudda, Paukhal, Jawahar Navodaya Vidyalaya, Khaira Sain located in the Pauri Garhwal and Narayan Bagar in Chamoli district. The primary objective of the program is to elevate the quality of education, increase exposure to competitive exams, and empower students for successful careers.

Impressive Success Stories:

The program's impact has been transformative, with numerous success stories that highlight the positive outcomes achieved. Students who participated in the program have achieved remarkable milestones, including selections in esteemed institutions such as NDA, Govind Ballabh Pant University (CS), NIT Srinagar (Mechanical Engineering), and BSc Nursing programs. Students topped their classes, while also achieving merit in her 10th-grade exams. These achievements demonstrate the effectiveness of the program in preparing students for competitive exams and securing admissions to renowned educational institutions.

Heightened Educational Standards:

Through J. P. Dabral Sir’s program, the educational landscape in Pauri Garhwal and Chamoli district has witnessed significant improvements. The program's comprehensive approach has increased the exposure of students to competitive exams, enabling them to develop essential skills for success. Additionally, the program has contributed to an overall elevation in the quality of education, empowering students with enhanced knowledge, critical thinking abilities, and a strong academic foundation. This has positively impacted the education standards, fostered a culture of excellence and preparing students for a bright future.

1. Introduction

1.1 Project Overview

Our teaching project aims to support a group of at least 60 students every year in achieving outstanding results in the JEE Advanced, NEET exams and various other competitive exams. We strive to guide and equip 20 to 30 students to excel in these highly competitive exams. Through a carefully designed curriculum, personalized attention, and intensive coaching, we aim to enhance students' subject knowledge, problem-solving skills, and study habits. By focusing on individualized learning plans and providing exams every Sunday, we aim to foster confidence and readiness for success. Our project seeks to make a significant impact on student's academic and professional futures while inspiring a culture of achievement within the academic community.

1.2 Objectives and Goals

The objective of our teaching project is to empower students from rural backgrounds, who lack access to quality education in government schools, to excel in life and become well-rounded individuals. Our goals are to provide them with the necessary knowledge, skills, and opportunities to succeed academically and personally, enabling them to overcome barriers and achieve their full potential.

1.3 Project Timeline

Our teaching project has a duration of 36 days from 26 May 2024 to 30 June 2024, divided into three slots of 12 days each. Normally the duration of the teaching project is 60 days, this year we have to curtail it to 36 days because of elections and re-elections. Each slot is led by a group of 8 to 12 volunteers from IIT Delhi.

Slot	Dates
Slot 1	26th May – 6th June
Slot 2	7th June – 18th June
Slot 3	19th June – 30th June

2. Project Implementation

2.1 Project Design and Structure

The educational program in Saikot was designed with a well-structured project design that emphasizes comprehensive learning and student engagement. This section of report focuses on the project's design and structure, highlighting the daily schedule, tutorial classes, doubt-solving sessions, and the incorporation of practice questions during the afternoon tutorials.

The program follows a carefully planned daily schedule to optimize learning outcomes for students. The schedule is divided into different segments, providing a balanced approach to academic instruction and practice. Let's explore the structure in detail:

Morning Session: The program commences at 7:30 AM and includes three classes, with each class lasting for two hours. These morning classes are dedicated to core subjects and cover a wide range of topics. The extended duration of each class allows ample time for in-depth exploration of concepts and encourages interactive discussions among teachers and students.

Juice Break: After the two morning classes there is a juice break of 15 minutes from 11:30 AM to 11:45 AM where they were given juices. After this the third class commences from 11:45 PM. This break is essential in fostering a positive and healthy learning environment, enabling students to refresh their minds and prepare for the subsequent sessions.

Lunch Break: Following the morning session, a 1.25 hour lunch break is provided to students where they were given lunch, offering them a well-deserved break and an opportunity to rejuvenate.

Afternoon Tutorials: After the Lunch Break, the program resumes with three tutorial classes from 3:00 PM, each spanning one hour. The afternoon tutorials are designed to reinforce the topics covered in the morning session. These tutorial classes provide students with additional support and allow them to delve deeper into the subject matter. During these sessions, students are given 10 to 20 practice questions to solve, which aid in the application and consolidation of their knowledge.

Tea Break: Between the tutorial classes there is a tea break also with some snacks, from 5:00-5:15 PM. Giving a proper break to students' mind, in order to grasp everything being taught in class.

Counselling Sessions and English Classes: Just after the third tutorial ends, a 45 min session of counselling and English classes is delivered to the students of all classes in which they were made aware of all the abundance of career opportunities available in different streams and giving them basic knowledge of English reading and speaking. Both the classes are planned each at alternate days. Right from various engineering exams, law, design, film, and television to journalism and mass communication were covered in the counselling sessions. The link given below gives the complete details about the counselling sessions conducted.
Counselling Sessions

Dinner Break: Once classes conclude, students are given a 1hour break. This time allows them to have their dinner and take a moment to freshen up, providing a welcome opportunity to relax and recharge before continuing with their activities.

Doubt-Solving Classes: In addition to the structured classes and tutorials, the educational program in Saikot included doubt-solving classes from 8:00 PM to 10:00 PM. These evening sessions are dedicated to addressing individual student queries and providing personalized support. The doubt-solving classes ensure that students have access to guidance and clarification even outside of regular class hours.

Self-Study Session: Once the students have attended the classes and tutorials, they are given time just after the dinner break to soak in what they learnt through the day from 10:00 PM onwards.

2.2 Slot Coordinators

Slot coordinators were introduced for each slot, managing and addressing all issues within their respective slots.

A slot coordinator managed a group of 8 to 12 volunteers and coordinated activities for more than 60 students. They efficiently oversaw all logistics, including scheduling classes, food provisions, and travel arrangements for the volunteers. They addressed any other issues that arose and ensured smooth operations of the program at Saikot.

2.3 Curriculum Development

Class 10th: For students in classes 10th, the curriculum focuses on four core subjects: physics, chemistry, mathematics, and biology. These subjects are fundamental to understanding the scientific and mathematical principles that form the basis of higher education and career paths in science and related fields. The curriculum emphasizes conceptual understanding, problem-solving skills, and practical application of knowledge.

Class 11th and 12th: In classes 11th and 12th, the curriculum narrows down to three subjects: physics, chemistry, and mathematics/biology. Students can choose either mathematics or biology based on their interests and career aspirations. The curriculum at this level delves deeper into the subjects, covering advanced topics and concepts. It aims to provide students with a strong foundation in these disciplines to prepare them for higher education or professional endeavors in science, engineering, medicine, or related fields.

Slot 1	
Class 10th	
Subject	**Content taught**
Physics	Electricity
Chemistry	Chemical Reactions and Equations
Mathematics	1. Real Numbers 2. Polynomials 3. Pair of Linear Equations in Two Variables
Biology	Life Processes
Class 11th	
Subject	**Content taught**
Physics	1. Unit and Measurements 2. Motion in a Straight Line
Chemistry	1. Some Basic Concepts of Chemistry 2. Structure of Atom 3. Classifications of Elements & Periodicity in Properties 4. Chemical Bonding and Molecular Structure

Mathematics	1. Sets 2. Relations and Functions. 3. PMI
Biology	1. Cell: The Unit of Life 2. Biomolecules 3. Cell Cycle and Cell Division
Class 12th	
Subject	**Content taught**
Physics	1. Electric Charges and Fields 2. Potential and Capacitance 3. Current Electricity
Chemistry	1. Solutions 2. Electrochemistry
Mathematics	1. Relations and functions 2. ITF 3. Matrices
Biology	1. Evolution 2. Human Health and Disease 3. Microbes in Human Welfare

Slot 2	
Class 10th	
Subject	**Content taught**
Physics	Light - Reflection and Refraction
Chemistry	Acids, Bases and Salts
Mathematics	1. Triangles 2. Coordinate Geometry 3. Trigonometry 4. Circles
Biology	Control and Coordination
English	1. Introduction to essay writing (types of essays, structure) 2. Narrative and descriptive essays 3. Argumentative and analytical essays 4. Reading passages and answering questions 5. Fictional and non-fictional texts 6. Literary analysis and critical reading
Class 11th	
Subject	**Content taught**
Physics	1. Laws of Motion 2. Work, Energy, and Power
Chemistry	1. States of Matter 2. Thermodynamics
Mathematics	1. Trigonometric Functions 2. Complex Number and Quadratic Equations 3. Binomial theorem

Biology	1. The Living World 2. Biological Classification 3. Plant Kingdom 4. Animal Kingdom
English	1. Introduction to essay writing (types of essays, structure) 2. Narrative and descriptive essays 3. Argumentative and analytical essays 4. Reading passages and answering questions 5. Fictional and non-fictional texts 6. Literary analysis and critical reading
Class 12th	
Subject	**Content taught**
Physics	1. Electromagnetic Waves 2. Ray Optics and Optical Instruments 3. Wave Optics
Chemistry	1. Chemical Kinetics 2. Surface Chemistry 3. p block (Class 12)
Mathematics	1. Determinants 2. Continuity and differentiability
Biology	1. Principles of Inheritance and Variation 2. Molecular Basis of Inheritance
English	1. Introduction to essay writing (types of essays, structure) 2. Narrative and descriptive essays 3. Argumentative and analytical essays 4. Reading passages and answering questions 5. Fictional and non-fictional texts 6. Literary analysis and critical reading

Slot 3	
Class 10th	
Subject	**Content taught**
Physics	1.The Human Eye and the 2.Colourful World
Chemistry	1. Metals and Non-Metals 2. Periodic Classification of Elements
Mathematics	1. Quadratic Equations 2. Arithmetic Progressions
Biology	1. How do Organisms Reproduce 2. Heredity and Evolution
English	1. Word roots, prefixes, and suffixes 2. Synonyms, antonyms, and context clues 3. Idioms, phrasal verbs, and collocations 4. Introduction to debating (format, roles) 5. Debating on simple topics 6. Debating on complex and current affairs topics

Class 11th	
Subject	**Content taught**
Physics	1. Rotation 2. Gravitation
Chemistry	1. Equilibrium 2. Redox Reactions 3. Hydrogen 4. s-Block Elements 5. p-Block Elements
Mathematics	1. Permutations and Combinations 2. Sequences and Series 3. Limits and Derivatives
Biology	1. Morphology of Flowering Plants 2. Anatomy of Flowering Plants 3. Structural Organization in Animals
English	1. Word roots, prefixes, and suffixes 2. Synonyms, antonyms, and context clues 3. Idioms, phrasal verbs, and collocations 4. Introduction to debating (format, roles) 5. Debating on simple topics 6. Debating on complex and current affairs topics
Class 12th	
Subject	**Content taught**
Physics	1. Moving Charges and Magnetism 2. Magnetism and Matter 3. Electromagnetic Induction 4. Alternating Current
Chemistry	1. The d- and f-Block Elements 2. Coordination Compounds 3. Basics of organic chemistry
Mathematics	1. Application of Derivatives 2. Integrals
Biology	1. Biotechnology: Principles and Processes 2. Biotechnology and its Applications 3. Organisms and Populations 4. Ecosystem 5. Biodiversity and Conservation
English	1. Word roots, prefixes, and suffixes 2. Synonyms, antonyms, and context clues 3. Idioms, phrasal verbs, and collocations 4. Introduction to debating (format, roles) 5. Debating on simple topics 6. Debating on complex and current affairs topics

2.4 Teaching Methods and Strategies

Student-centric teaching methods and strategies (like translating topics in Hindi), including personalized attention and individualized learning plans, are employed to cater to students' unique learning needs. Interactive lectures, engaging sessions, practice exercises, and regular assessments are utilized to reinforce conceptual understanding and develop effective study habits, time management skills, and exam strategies.

2.5 Classroom Environment and Management

The classroom environment is thoughtfully designed to foster inclusivity, support, and active student participation. Well-structured classroom management strategies ensure a disciplined and focused learning environment, while regular attendance and tutorial classes provide additional guidance and support to facilitate students' learning progress and success. Any in-disciplinary activity is not entertained at all, as it is essential to maintain a respectful and conducive atmosphere that promotes effective teaching and learning. The educational program in Saikot emphasized the importance of discipline, responsibility, and mutual respect among students and faculty, creating a positive and safe educational environment for all.

3. Student Engagement and Progress

3.1 Student Selection Process

Students were selected from all over Chamoli district through a screening test conducted for class 9 to 12. A total of 874 students were shortlisted (students with above 70% marks in previous classes) to give screening tests.

A certain number of students were selected based on screening tests, out of which 71 consent letters were received from the parents from various locations of Chamoli.

3.2 Exam Pattern and Result Declaration

Two types of exams are being conducted, first is weekly test and the another is Surprise test.

1. **Weekly Test:**

   Exam Pattern for Classes 10th:

   The examination pattern for classes10th is designed to assess students' knowledge and skills in physics, chemistry, mathematics, and biology. The question paper consisted of 240 marks, with 60 marks questions in total, divided equally among physics, chemistry, mathematics, and biology. The questions are carefully categorized to challenge students at different difficulty levels. In each subject, there are 15 questions on an average, including equal ratio of easy, medium, and difficult questions. This balanced approach ensures a comprehensive evaluation of students' understanding and proficiency in these subjects.

   Exam Pattern for Classes 11th and 12th:

   For classes 11th and 12th, the examination pattern remains similar, with some variations to accommodate the advanced curriculum. The question paper also carries a total of 240 marks, distributed evenly among physics, chemistry, and either mathematics or biology. Each subject is assigned 80 marks. In these higher classes, the question paper contains around 20 questions per subject, including easy, medium, and difficult questions in equal

proportions. This pattern allows for a more in-depth assessment of students' conceptual understanding and analytical skills in their chosen subjects.

Result Declaration Process:

The examination was conducted on Sundays from 9 AM to 12 noon, providing students with a dedicated time frame to demonstrate their knowledge and skills. There is a doubt class between 8:00 PM to 10:00 PM to clear their doubts of the weekly exam held. Teachers then diligently evaluate the answer sheets, ensuring a fair and accurate assessment of student performance. The result declaration takes place on the very next day, Monday, allowing students to promptly receive their scores and feedback. This efficient result declaration process enables students to reflect on their performance, identify areas of improvement, and engage in constructive discussions with teachers to enhance their learning journey.

2. **Surprise Test:**

   Exam Pattern for all the classes:

   The question paper for all classes is set at 40 marks per subject. In addition to the weekly tests, there are surprise tests conducted on any day of the week during regular tutorial sessions. These surprise tests aim to ensure that every student remains attentive and engaged throughout their studies. This approach helps maintain a consistent level of focus and preparedness among the students.

   Result Declaration Process:

   The results are announced, and answer sheets are shown to the students the day after the surprise test is conducted. This allows students to review their performance, clarify any doubts, and improve their understanding. As a result, they can perform more effectively in the upcoming weekly tests.

Overall, the exam pattern for classes10th, 11th, and 12th emphasized a balanced assessment approach with varying difficulty levels. The prompt result declaration further supports student engagement by providing timely feedback and enabling effective communication between students and teachers for continuous improvement.

3.3 Initial Assessment and Baseline Data

Students were selected from screening process, and we had used elimination method to eliminate students and we kept those students who were regular in their studies and scoring marks consistently. This process ensured that only the most dedicated and academically reliable students were chosen, fostering a more focused and committed learning environment. By prioritizing regularity and consistent performance, we aimed to create a group of students who would benefit the most from the program and show steady academic progress.

We have received over 60+ registrations, the following are the names of the students.

Class 10th							
S.No.	**Name**	**Student Mobile Number**	**Fathers Name**	**Father's Mobile Number**	**School**	**Principal Name**	**Princ. Contact Number**
1	Naman Singh		Dharamvir Singh	9837434166	GIC Mokh	Harish Parsoon	8941081551
2	Simran		Deevan Singh	7351709077	GIC Mokh	Harish Parsoon	8941081551
3	Tammana Rawat	7500777342	Dheeraj Singh	8532975345	GIC Mokh	Harish Parsoon	8941081551
4	Aditya Bisth		Sanjay Singh	9634314105	GIC Kotkandara	Harendra Singh Bhandari	
5	Anshul Bisth		Mother - Sita Devi	8755960349	GIC Kotkandara	Harendra Singh Bhandari	
6	Bhavesh Kumeri		Vijay Kumeri	8171297102	AUGIC Simli	Gd Sharma	9412324300
7	Anshika Negi	8449140502	Rajnish Negi	8108730905	JHSS Bamod	Rakesh Mangai	9897713899
8	Siddharth Pant		Rajesh Pant	8755933183	JHSS Bamod	Rakesh Mangai	9897713899
9	Pratiman Singh		Bashudev Singh Negi	9927693094	JHSS Bamod	Rakesh Mangai	9897713899
10	Lakshmi Kumari		Virendra Kumar	7464903454	GGIC Gairsain	Jublisenjwal	9456791715
11	Kumari Suhani		Surendra Ram	7253014398	GGIC Gairsain	Jublisenjwal	9456791715
12	Chitranshi Negi	9456362082	Jagmohan Singh Negi	9411773976	GGIC Gairsain	Jublisenjwal	9456791715
13	Ratna Rawat		Jaswant Singh Rawat	7351331762	GGIC Gairsain	Jublisenjwal	9456791715
14	Akansha Bisht	8171386721	Prakash Bisht	7895317590	GGIC Narayan Bagar	Kushwer Bhandari	8979472030
15	Aryan Bisht		Prakash Bisht	7895317590	GIC Narayan Bagar	B.S Negi	8126222594
16	Harshita Rawat		Harpal Singh Rawat	9557521603	GGIC Narayan Bagar	Kushwer Bhandari	8979472030

Class 11th Mathematics							
S.No.	**Name**	**Student Mobile Number**	**Fathers Name**	**Father's Mobile Number**	**School**	**Principal Name**	**Principal Contact Number**
1	Ekta Rawat		Rakesh Rawat	7456887858	GIC Bairag	Dinesh Mehtani	8193986956
2	Krishna Kathait	6397847614	Shishupal Singh	7505270572	GIC Kotkandara	Harendra Bhandari	
3	Sneha Kandari	9639874004	Mr.Jaspal Singh Kandari	8979867331	GGIC Narayan Bagar	Kushwar Singh Bhandari	8979472028
4	Sachin Juyal	7217405748	Mr. Sanjay Juyal	9193214273	GIC Jaipur Kolson	Mukesh Chandra Semwar	8630735938
5	Satyam Mishra	7652079641	Mr. Sunil Mishra	9897972366	K.V Gaucher	Mr. Sandeep Tyagi	
6	Aditiya Mishra		Mr. Harishchandra	9412030393	Scholars Home	Chaya Khanna	
Class 11th Biology							
7	Aditi Tiwari	7668919723	Anshuiya Prasad	9193625198	GIC Savlisant	Surendra Singh Rawat	8755362764
8	Anurag	7455870446	Pradeep Bisht	7500817640	AUGIC Galgot	Kundan Rana	8755995453
9	Sagar Kumar	9058180242	Shri Madan Lal	7302234096	GIC Pairana	Dc Mehthani	8193986956
10	Sakshi Kampal	9756358308	Mr. Bhask Aranand	9897406627	HS Kandwala	Mr. Brijmohan Maithani	8192862900

Class 12th Mathematics							
S.No	**Name**	**Student Mobile Number**	**Fathers Name**	**Fathers Mobile Number**	**School**	**Principal Name**	**Principal Contact Number**
1	Khushi Bisht	9997452819	Pradeep Bisht	7500817640	AUGIC Galgot	Kundan Rana	8755995453
2	Vandana Joshi		Vinod Joshi	9760807854	GIC Alkot	Rc Devrani	8126647058
3	Shivansh	7668736532	Gokul Singh	9927151927	GIC Langaso	Yp Semwal	8650382956
4	Sahil Singh		Dinesh/Ganesh Singh	8449157613	GMIC Adibadri	Shri Manowar Singh Negi	9410301559

5	Shivam Sharma	9418414148	Deepak Sharma	9816029228	KV Dharamshala	Pushpa Sharma	
6	Vedant Kandwal	8865035501	Harish Chandra Kandwal	9837555101	GIC Ujjwalpur	Harish Chandra Kandwal	9837555101
7	Mukesh	8859245690	Ratan Singh	9536376806	GIC Ghandiyal	Puran Singh Parswan	7417748969
8	Anshul Jhinkwan	7417865578	Shri Bhupendra Singh	7456928335	GIC Jaipur Kolson	Mukesh Chandra Semwar	8630735938
9	Harshit Kumar	8445772621	Shri Dalveer Lal	9927706130	GIC Jaipur Kolson	Mukesh Chandra Semwar	8630735938
10	Anshdeep Jhinkwan	7217359725	Shri Bijendra Singh	7310728937	GIC Dungri Maikot	Vineet Kumar Verma	9760040644
11	Aditya Rawat	7060477678	Pramod Singh	7533943005	GIC Gauchar	Dr. Kushal Singh Bhandari	8006648377
12	Prason Bhandari	9389207335	Ranjeet Singh Bhandari	9720982360	GIC Gailsagari	Anup Joshi	9997380471
13	Shakshi Bhandari	9058996972	Narendra Singh	9997797843	GIC Ujjwalpur	Hc Kandwal	9837555101
14	Ashok Singh	9548355433	Gulab Singh	8057048260	AUGIC Gopeshwar	Jkv Singh	
15	Bhuvan Chand	8865959297	Padam Ram	9756876308	Janta Inter College Ghadiyal	Puran Parswan	
16	Rishabh	8979926977	Kuldeep Negi	8979926977	GIC Kanimotha	Manoj Kumar	
17	Deepprakash	6399486670	Umesh Singh	7011247330	GIC Kedarukhaal	Sanjay Shah	9012188590
18	Tanisha Kumari		Narendra Anand	9557228810	GGIC Gopeshwar	Lalit Mohan Bhist	9997870694
19	Laxmi Negi		Shri Gabar Singh Negi	8755118504	GGIC Gopeshwar	Lalit Mohan Bhist	9997870694
20	Aditya	7351078836	Mr. Ashok Sharma	7060932375	GIC Gopeshwar	K.V Singh	8006246659
21	Anuj	9068373587	Mr. Vijay Singh	7302354058	GIC Gopeshwar	K.V Singh	8006246659
22	Naman Pharswan	7300711524	Puran Singh Pharswan	9412441591	P.P School, Gopeshwar	Vimal Singh Rana	9412441591
23	Yogesh Rana	6396659570	Mr. Birendra Rana	9760704919	GIC Pipalkoti	Mahendra Singh Kanderi	8859603298

24	Ayush Rawat	7310598727	Bharat Rawat	8791534472	GIC Pipalkoti	Mahendra Singh Kanderi	8859603298

Class 12th Biology							
25	Priya	8476942879	Dalib Singh Rawat	8006975288	GIC Savlisant	Surendra Singh Rawat	8755362764
26	Namrita	9997414946	Vallabh Mehthani	7351708739	GIC Savlisant	Surendra Singh Rawat	8755362764
27	Diya Pandey	8941015497	Kaushal Kishor Pandey	7302200391	GIC Alkot	Rc Devrani	8126647058
28	Pratibha		Jagdish Prasad	7351231932	GIC Alkot	Rc Devrani	8126647058
29	Abhishek		Shri Buddhilal	9411378850	GIC Gauna	Ss Bisht	9412120526
30	Minakshi	8279803812	Himmatsingh Rawat	9639934839	GIC Jaipur Kolson	Mukesh Chandra Semwar	8630735938
31	Shivam Gairola		Mr. Mukesh Gairola	7088684743	GIC Gauchar	Kushal Singh Bhandari	8006648377
32	Diya Bisth	8630607416	Bijnor Singh Bisth	9927172650	GGIC Karnprayag	Sangeeta Brijwan	9568653617
33	Shalini Manral	8791036876	Manveer Singh Manral	8126916396	GGIC Karnprayag	Sangeeta Brijwan	9568653617
34	Prachi		Darshan Lal	8865801943	GIC Poktha	Jagdish Shah	
35	Karishma Rudiyal	9520247207	Shivlal Rudiyal	9837710449	GGIC Gopeshwar	Lalit Mohan Bhist	9997870694
36	Uma Sirani	9627539190	Darshan Singh	8630915872	AUGIC Rohira	Vijaya Negi	7060127626

3.3 Student Progress Monitoring

The progress of students in our program is monitored based on two criteria: their performance in tests and their involvement in classes, tutorials and doubt sessions showing their attentiveness and seriousness.

In our teaching program, a significant number of students initially enrolled. However, as the program progressed and the curriculum's rigorous nature became apparent, only a dedicated handful of students remained committed, showing a genuine desire to pursue their academic goals. In order to uphold a focused and serious learning environment, the decision was made to allow the remaining students, who displayed a lack of seriousness, to discontinue their participation in the program.

4. Teacher Reflection and Professional Growth

4.1 Reflection on Teaching Strategies

Our educational program in Saikot, Chamoli District, Uttarakhand was designed to prioritize the understanding and learning of every student. To achieve this goal, our teachers had implemented a range of effective teaching strategies.

First and foremost, our strategies are centered around ensuring that each and every student comprehends the topics being taught in the classroom. Our teachers understand that every student has unique learning needs and styles, and they strive to cater to these individual differences. They employ various instructional methods, hands-on activities, and real-life examples, to make the learning process more engaging and accessible to all students.

Moreover, our teachers regularly interact with students during the teaching process. They make a conscious effort to ask questions to individual students, checking if they understand the topic being discussed. This practice not only encourages active participation but also allows teachers to gauge the level of comprehension among students. By addressing any doubts or misconceptions immediately, our teachers ensure that no student is left behind.

Additionally, our teachers employ a proactive approach by occasionally inviting students to solve problems on the blackboard. This strategy serves multiple purposes. Firstly, it encourages students to actively participate in the learning process and boosts their confidence. Secondly, it provides an opportunity for peer learning, as students can observe and learn from their classmates problem-solving techniques. Lastly, it helps teachers identify any gaps in understanding and provides an opportunity for immediate clarification.

Through regular reflection and evaluation of these teaching strategies, we continually strive to improve our practices and ensure the overall professional growth of our educators. By adapting to the evolving needs of our students and the community, we aim to provide quality education that empowers the students of Saikot. and prepares them for a brighter future.

4.2 Challenges Faced and Lessons Learned

The educational program in Saikot, Chamoli District, Uttarakhand had encountered several challenges, which provided valuable lessons for our teachers' reflection and professional growth.

1. Firstly, it is crucial to acknowledge that not every student has the same learning pace and capacity. Consequently, we have learned the importance of adjusting the pace of our lessons to ensure that every student can grasp the concepts effectively. By adopting a more patient and accommodating approach, we can cater to the diverse learning needs of our students and promote a supportive learning environment.
2. Another challenge we encountered was dealing with talkative students who performed well academically. Through this experience, we have realized the significance of creating a balance between encouraging academic excellence and maintaining discipline in the classroom. Our teachers have learned various classroom management techniques to address this issue, fostering an atmosphere conducive to both effective learning and respectful behavior.
3. The composition of our class, consisting of students from both Hindi and English medium backgrounds, presented an additional challenge. To overcome this hurdle, we have embraced a bilingual teaching approach. By incorporating both languages into our lessons, we ensure that students from different language backgrounds can comprehend and actively participate in classroom activities.
4. The students were not very familiar with the problem-solving aspects of their lessons, especially in chemistry and physics. This posed a challenge for the volunteers, who had to focus on improving the students' problem-solving skills.
5. One lesson learned was the need to guide students towards a logical and analytical thinking approach when solving problems. Many students tended to guess answers without utilizing proper reasoning. Consequently, we consistently emphasize the use of pen and paper and encourage critical thinking skills. By reinforcing the importance of thinking before solving and understanding the question at hand, we aim to foster a more logical and methodical problem-solving mindset among our students.
6. The location of the school posed several difficulties due to poor internet connectivity, which often hindered communication and online activities. The nearest market was 10-15 minutes away and situated at a higher elevation, making it a strenuous trip for volunteers, especially when carrying supplies. Furthermore, frequent power cuts in the evening added to the challenges, making it difficult to carry out classes and doubt sessions after dark until invertor bulbs were provided to us by the government of Uttarakhand. These combined factors made the experience quite demanding for everyone involved.
7. There were also significant challenges related to water scarcity, with interruptions in the water supply lasting for 1-2 days at a time. Though these issues were eventually resolved, the lack of water during these periods made it extremely difficult for both volunteers and students to manage daily activities and maintain hygiene. Additionally, the quality of food provided was subpar, compelling many students to depend on outside packed foods for their meals, as consuming packed foods for an extended period resulted in poor nutrition and digestive problems.

8. Lastly, individual student challenges, such as illness or absences, have impacted the overall progress of the class. These situations have taught us the importance of flexibility and adaptability. When a student is absent or falls behind, we ensure that the missed content is adequately covered upon their return, ensuring that no student is left behind and the class can progress smoothly.
9. Teachers needed to prepare students for both board exams and competitive exams like JEE and NEET, requiring a balanced and integrated curriculum.

By reflecting on these challenges and the lessons learned, our teachers continuously strive to enhance their professional growth. Adapting our teaching methods, classroom management techniques, and fostering a supportive learning environment are key takeaways that enable us to overcome obstacles and provide quality education to the students of Saikot.

4.3 Collaboration and Support and Visit by Chief Education Officer

Collaboration and support have played a crucial role in addressing various challenges faced by our educational program in Saikot. Together, with the consistent efforts of **J.P. Dabral Sir, Mr. Kuldeep Gairola (CEO), Mr. Hem Chand Purohit (DEO), and Meena Arya (Warden of Rajkiya Ashram Paddhati Vidyalaya, Saikot)**, significant progress has been made in resolving several issues.

1. The uncleanness of the students' bathroom, no lights in the classroom, and the damaged Switch boards and fans in some hostel rooms were among the challenges that required immediate attention.
2. The collaborative efforts of J.P. Dabral Sir, the CEO Mr. Gairola, and the School's Warden highlight the importance of working together to address challenges and find sustainable solutions. By pooling their resources, expertise, and determination, they made significant strides in improving the learning environment and supporting the students.
3. Organizing frequent visits of doctors and making the availability of basic medicines to address the problems of students. And if there is any serious issue, students are immediately referred to CMO Gopeshwar.
4. Some sports items like cricket bat, ball, badminton, volleyball etc. were made available for students to freshen up their minds during break time.
5. Juice break and tea break were a great initiative which was greatly appreciated by the students.

Prof. Deepak Joshi from IIT Delhi visited the program to observe the educational offerings and engage with students, providing encouragement and support.

In summary, collaboration and support have been instrumental in resolving various challenges faced by our educational program. The collective efforts of J.P. Dabral Sir, the CEO Mr. Gairola, and the School's Warden have made a positive impact, improved infrastructure, and creating a conducive learning environment for the students of Saikot. Although some challenges persist, their dedication and collaborative approach continue to pave the way for ongoing progress and improvements in the program.

5. Student Reports and Evaluation

1. **Tests Conducted on Sundays:** Regular tests were conducted on Sundays as a key assessment method in this program. These tests provide an opportunity to evaluate students' understanding of the material covered in the classroom and their ability to apply concepts to solve problems. The tests are designed to assess students' knowledge, critical thinking skills, and ability to effectively communicate their understanding.
2. **Continuous Evaluation:** In addition to the Sunday tests, continuous evaluation is an ongoing assessment method used in Saikot. This evaluation considers student performance in class, including their active participation, attentiveness, and engagement in learning activities. Observations are made regarding their understanding, responsiveness, and willingness to ask questions or seek clarification when needed.
    a. **Surprise tests: S**urprise tests were also introduced that were designed to gauge the continuous learning level of the students. Each day during the week, one surprise test for one subject was conducted and the evaluation done by next day. The marks were used to gauge and guide the pedagogical approach to ensure most students understand the concepts.

The assessment methods and tools employed in the educational program in Saikot are designed to provide a comprehensive evaluation of student learning and progress. Through regular Sunday tests, continuous evaluation of classroom performance, written assessments, and classroom participation. The education program at Saikot aims to assess students' knowledge, critical thinking skills, and eagerness to learn. These assessment methods and tools contribute to a holistic evaluation of students academic development and provide valuable feedback to guide their learning journey.

5.1 Student Performance Evaluation

The evaluation process in Saikot involves conducting regular assessments to gauge students understanding and progress. These assessments are designed to assess their knowledge, comprehension, problem-solving skills, and application of concepts. The evaluation process aims to provide a comprehensive view of student's performance and identify areas that require improvement.

The results (Weekly Test and Surprise Test) of the students of the all the tests conducted are shown below:

5.1.1 Weekly Test

Class 10th (Weekly Test)					
Name	**Test 1 (240)**	**Test 2 (240)**	**Test 3 (240)**	**Test 4 (240)**	**Test 5 (240)**
Bhavesh Kumeri	164.95	157	192.5	209	188
Harshita Rawat	114.8	127	160.5	201.25	178.5
Chitranshi Negi	125.5	128.5	150.5	174.5	180
Mahiman Singh	72.4	80.5	125	149.5	148
Kumari Suhani	94.1	84	119	116	131
Ratna Rawat	75.1	70	89	114	92
Lakshmi Kumari	67.6	58	84.5	95	113.5
Akanksha Bisht	69.6	59.5	80.5	104.75	91.5
Aryan	46.8	36	91.5	101.5	
Siddharth Pant	89.3	84.5			
Anshika Negi	100.3	81			
Naman Singh	101.6				
Anshul Bisth	65.3				
Aditya Bisth	44.1				
Tammana Rawat	26.4				
Simran	26				

Class 11th (Weekly Test)					
Name	**Test 1 (240)**	**Test 2 (240)**	**Test 3 (240)**	**Test 4 (240)**	**Test 5 (240)**
Sneha Kandari	124.3	173.5	73.5	172	130.5
Krishna Kathait	108.2	192	73.5	159	126
Aditi Tiwari (B)	40.48	109	72	115.5	104
Sakshi Kandpal (B)	63.2	137.5			
Sachin Juyal	73.48	111.2			
Aditiya Mishra	76.3				
Satyam Mishra	75.66				
Ekta Rawat	54				
Sagar Kumar (B)	49.31				
Anurag (B)					

Class 12th (Weekly Test)					
Name	**Test 1 (240)**	**Test 2 (240)**	**Test 3 (240)**	**Test 4 (240)**	**Test 5 (240)**
Shivansh	148.00	137.5	155	172	227
Aditya Rawat	99.25	132.5	79.5	124	111.5
Khushi Bisht	91.00	91	92	158	111
Shivam Sharma	62.50	106	107	156	108
Shakshi Bhandari	70.50	96	97	150	115
Diya Bisth (B)	79.86	74	110.5	135	129
Mukesh Singh	66.00	96	78	121	144.5
Anuj	85.00	92.5	84	84	109
Aditya Sharma	84.00	83	88	118	77
Namrita (B)	52.00	70.5	67.5	108.5	119
Harshit Kumar	74.00	58.5	54	87.5	48
Rishabh	38.50	42	40.5	90	42
Diya Pandey (B)	43.43	81	61.5	68	
Vandana Joshi	41.00	68.3	72.5	68	
Pratibha Joshi (B)	52.14	62	86	86.5	
Uma Sirani (B)	91.07	103.5		159	
Anshul Jhinkwan	19.50	61.5	34		
Vedant Kandwal	88.00	86			
Sahil Singh	44.00	71.5			
Ashok Singh	76.50	62			
Bhuvan Chand	44.50	42			
Minakshi Rawat (B)	16.43	26.5			
Shalini Manral (B)	61.29				
Tanisha Kumari	54.00				
Shivam Gairola (B)	46.00				
Laxmi Negi	45.00				
Shivam Bharti	43.00				
Deep Prakash	33.00				
Ayush Rawat	28.00				
Anshdeep Jhinkwan	27.00				
Karishma Rudiyal (B)	22.50				
Yogesh Rana	16.00				
Prachi (B)	13.00				
Priya (B)	5.00				

5.1.2 Surprise Test

Class 10th (Surprise Test)					
Name	**Test 1 (160)**	**Test 2 (160)**	**Test 3 (160)**	**Test 4 (120)**	**Test 5 (160)**
Bhavesh Kumeri	135.5	140.2	137.5	90	124
Chitranshi Negi	98.5	105.6	104.5	82.5	121
Harshita Rawat	66	105.7	116.5	85	133
Mahiman Singh	74.5	93.3	72.5	62	97.5
Kumari Suhani	63	70	73.5	57.5	79.5
Ratna Rawat	61	75.4	66	41	88
Lakshmi Kumari	51	76.8	63	42	78
Akanksha Bisht	36	56.1	57.5	57.5	89.5
Aryan	70	46.1	58	43	
Anshika Negi	86.75	105.4			
Siddharth Pant	51	77.6			
Aditya Bisth	25	53			
Anshul Bisth	50.5	36			
Naman Singh	59				
Simran	34				
Tammana Rawat	32				

Class 11th (Surprise Test)					
Name	**Test 1 (160)**	**Test 2 (160)**	**Test 3 (160)**	**Test 4 (160)**	**Test 5 (160)**
Krishna Kathait	64.64	54.0	62	78.3	75
Sneha Kandari	60.86	36.5	67	51.1	79
Aditi Tiwari (B)	59.50	37.5	58	40	47
Sakshi Kandpal (B)	76.00	51.5			
Aditiya Mishra	51.57	34.0			
Sachin Juyal	45.00	31.5			
Satyam Mishra	29.07	30.5			
Sagar Kumar (B)	35.00				
Ekta Rawat	28.86				

Class 12th (Surprise Test)					
Name	**Test 1 (160)**	**Test 2 (160)**	**Test 3 (160)**	**Test 4 (160)**	**Test 5 (160)**
Shivansh	76	86.5	103.7	103	108
Diya Bisth (B)	60.5	74	46.5	71	62
Khushi Bisht	50	52	35.4	67	64.5
Shivam Sharma	49	40	45.8	53.5	74.5
Shakshi Bhandari	41.5	61	46	57	55
Aditya Sharma	36.5	44.5	39.7	71.5	54.5
Namrita (B)	43	41	40	61.74	58
Mukesh Singh	34.5	44.5	42.4	47	74
Diya Pandey (B)	40	34	30.5	68.74	63.5
Pratibha (B)	27	28.5	24.5	77.5	66
Anuj	40.5	50.5	25.5	39	64.5
Harshit Kumar	27.5	33	16.6	51.5	38
Rishabh Negi	22	12.5	1.8	22.5	33.5
Uma (B)	51.5	48		67	
Vedant Kandwal	44	39	44.55		
Sahil Singh	23	32	43.5		
Aditya Rawat	43.5	74.5	42.8		
Vandana Joshi	35	23.5	32		
Anshul Jhinkwan	20	29.5	28		
Bhuvan Chand	26.25	24.5	11.6		
Ashok Singh	40	40.5			
Deep Prakash	15.5	21.5			
Minakshi Rawat (B)	19	14			
Shivam Gairola (B)	64				
Karishma Rudiyal (B)	50.5				
Laxmi Negi	43				
Priya (B)	43				
Shalini Manral (B)	40.5				
Tanisha Kumari	40				
Naman Pharswan	37				
Prachi (B)	21				
Anshdeep Jhinkwan	18.5				
Shivam Bharti	17.5				
Prason Bhandari	12.5				

5.2 Analysis of Results

Analyzing student results is a crucial aspect of the educational program in Saikot. This report focuses on the analysis of results, including the criteria for student retention or further preparation, consideration of the class average and providing additional opportunities to students whose performance fluctuates.

Criteria for Student Retention: In the program at Saikot, students who score below 40 marks out of 240 in their assessments were asked to leave and come back the following year with a higher level of preparation. This criterion ensures that students who are unable to demonstrate a minimum level of proficiency in the subjects are given the opportunity to improve their foundational knowledge before progressing further in the program. By encouraging students to return with better preparedness, the program aims to set them up for success in their academic journey.

Consideration of Class Average: During the analysis of results, the average marks of the entire class are taken into consideration. The class average shows how well the whole group is doing and helps us compare each student's performance to the group. Comparing individual performance with the class average helps identify students who may require additional support or intervention. It also enables educators to assess the effectiveness of instructional strategies and curriculum implementation.

Opportunity for Improvement: In recognition of the fact that student performance can fluctuate, the education program at Saikot provides one more chance to students whose performance dips in any one test. This approach acknowledges that individual circumstances or temporary setbacks can impact a student's performance. By offering a second opportunity, the program promotes a growth mindset and provides students with a chance to demonstrate their true potential. This additional chance encourages students to learn from their mistakes, develop resilience, and strive for improvement.

5.3 Individual Student Reports

In the educational program in Saikot, individual student reports provide a comprehensive overview of each student's performance, progress, and achievements. Students who excelled received laptops and JEE/NEET books as rewards for their outstanding performance. This section of report focuses on highlighting the **top performers** who have consistently excelled in the tests conducted during **the entire summer camp**.

S. No	Class 10th	Class 11th	Class 12th
1	Bhavesh Kumeri	Sneha Kandari	Shivansh
2	Harshita Rawat	Krishna Kathait	Aditya Rawat
3	Chitranshi Negi	Aditi Tiwari (B)	Khushi Bisht
4	Mahiman Singh		Shivam Sharma
5	Kumari Suhani		Shakshi Bhandari

6. Continuous Feedback from student

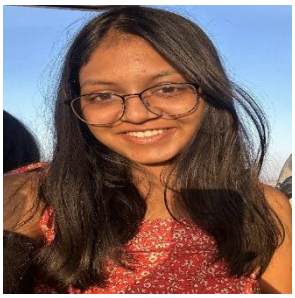
Students are integral to the success of our educational program, and their feedback holds immense significance. We recognize that their input is crucial in assessing the effectiveness of the program, understanding their learning experience, and addressing any challenges they may face.

1. Our program places great emphasis on gathering continuous feedback from students to ensure their needs are met and their understanding of the topics is clear. We value their perspectives on various aspects, such as their comprehension of the subjects, any difficulties they encounter, and any language barriers they may face.
2. By actively seeking feedback from students, we aim to create a responsive and student-centered learning environment. This feedback allows us to identify areas for improvement, tailor our teaching methods, and address any barriers to effective learning.
3. We encourage students to express their thoughts openly, providing suggestions, concerns, and observations. Their feedback helps us gauge the clarity of our teachers language, the effectiveness of our instructional approaches, and the overall learning experience within the classroom.
4. Regular feedback sessions are conducted, whether through informal discussions, anonymous surveys, etc. This ensures that student voices are heard and considered in the ongoing development and refinement of our educational program.
5. We value the feedback received from students and use it as a catalyst for continuous improvement. It guides us in making informed decisions, implementing necessary changes, and ensuring that our program remains student-focused and responsive to their evolving needs.
6. By maintaining an open feedback loop with students, we foster a culture of active engagement, trust, and collaboration. Students feel empowered to contribute to their own learning journey, and their feedback becomes an essential tool in shaping the program's success.
7. Teachers were given access to the WhatsApp groups of students where they continuously uploaded study material, test sheets, and worksheets to augment learning for serious students.
8. Teachers were lauded by the students for their efforts to make doubt-clearing more flexible by giving access to their personal numbers for communication purposes.

Continuous feedback from students serves as a vital channel for improvement, enabling us to enhance the quality of education and address any challenges students may encounter. By valuing their perspectives and actively seeking their input, we create an environment that prioritizes their learning needs and aspirations.

7. Teachers involved in Teaching (Slot 1, Slot 2, and Slot 3)

<table>
<tr><th colspan="2">Coordinator</th></tr>
<tr><td colspan="2"> 
Ravi Shankar
9262873069</td></tr>
<tr><th colspan="2">Slot Coordinators</th></tr>
<tr><td>SC1
 
Nidhi Pandey
6388665322</td><td>SC2
 
Kalyani Charan
7231035642</td></tr>
<tr><td>SC3
 
Mayan Kalal
9772440049</td><td>SC4
 
Manas Mishra
7983354616</td></tr>
</table>

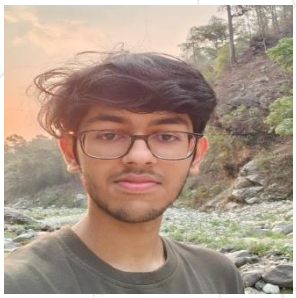
Volunteers		
 Rishabh Chirania 6202129062	 Divyam Goyal 8595932935	 Mitashi Jain 8750660404
 Yash Gupta 8882359325	 Urja Agarwal 9953912218	 Sanyam Garg 7982064363
 Shivendra Prajapati 7880065001	 Harshdeep Sikander 9878858788	 Tarun Kumar 9257475650

 Abhishek Meena 9392908428	 Amba Aditya 8197029993	 Arnav Wadhva 8547729179
 Kunal Kumar 9643927985	 Arin Sharma 7884907728	 Mayank Saharawat 9368122163
 Shivam Jharwal 7065350285	 Shivam Meena 7068630830	 Swastik Naik 8327772676

Mitansh Jaisinghania
7999537364

Vaibhav Sharma
9953903462

Abhimanu Sinha
9910400843



Samarth Tiwari
9599972886

Bhavya Deshwal
8882093007

8. Mentorship Program

The Mentorship Program implemented in our educational program aims to provide lifelong guidance and support to our students. The primary objective is for every teacher to select at least one student and serve as their mentor until they are established in a successful career.

The mentorship extends beyond academic matters and encompasses various aspects of the student's life. Mentors provide guidance in areas such as career development, education choices, academic progress, financial planning, family support, and more.

The purpose of this comprehensive approach is to empower students with a strong support system that addresses their holistic growth and well-being.

Through regular meetings, open communication, and personal attention, mentors develop a deep understanding of their mentees aspirations, challenges, and goals. This allows them to provide tailored guidance and support, assisting students in making informed decisions and overcoming obstacles.

The mentorship relationship fosters trust, encouragement, and a nurturing environment where students feel comfortable seeking advice and sharing their concerns.

The program aims to create a lifelong bond between the mentor and mentee, extending beyond the school years and into the mentee's professional and personal life.

By fostering such mentorship relationships, we aim to equip our students with the necessary guidance and support to navigate their educational journey, make informed decisions, and ultimately lead fulfilling and successful lives.

The Mentorship Program serves as a pillar of support for our students, ensuring they have access to personalized guidance and mentorship across various aspects of their lives. It empowers them to develop their full potential, make informed choices, and embark on a path of lifelong success.

As mentioned already students were filtered through the weekly tests so the following bright fellows survived till the last third slot:

Class 10th	Class 11th	Class 12th
Bhavesh Kumeri	Sneha Kandari	Shivansh
Harshita Rawat	Krishna Kathait	Aditya Rawat
Chitranshi Negi	Aditi Tiwari (B)	Khushi Bisht
Mahiman Singh		Shivam Sharma
Kumari Suhani		Shakshi Bhandari
Ratna Rawat		Diya Bisth (B)
Lakshmi Kumari		Mukesh Singh
Akanksha Bisht		Anuj
		Aditya Sharma
		Namrita (B)
		Harshit Kumar
		Rishabh

Mentors-Mentee List

Mentors	Student Assigned
Divyam Goyal	Aditya Rawat
Nidhi Pandey	Akanksha Bisht
Rishabh Chirania	Bhavesh
Sanyam Garg	Mahiman Singh
Urja Agarwal	Khushi Bisht
Mitashi Jain	Sneha Kandari
Kalyani Charan	Harshita Rawat
Tarun Kumar	Shivansh
Abhimanu Sinha	Kumari Suhani
Kunal Kumar	Aditi, Uma Sirani
Abhishek Meena	Ratna Rawat
Arnav Wadhwa	Anuj
Swastik Naik	Aditya Sharma
Shivam Meena	Krishna Kathait, Chitranshi Negi
Mayank Saharawat	Sakshi Bhandari
Mayan Kalal	Diya Bisht
Amba Aditya	Shivam Sharma
Shivam Jharwal	Lakshmi Kumari
Tatsam Ranjan Sharma	Mukesh Singh
Aryan Giri	Namrita, Harshit, Rishabh

9. Group Photograph

Class 10th

Class 11th

Class 12th

Last Teaching Day (30th June'24)

10. Recommendations

1. The Uttarakhand teaching project currently runs in 4 slots of 15 days each. We recommend that it be reduced to 3 slots of 20 days each from 2025. This change will increase the impact and help us in the following ways:
    a. The change in slots creates a disturbance as students need time to adjust with the new teachers, which may take 3-4 days of each slot.
    b. The total travel costs for volunteers would be decreased.
    c. Reducing the number of slots would increase competition among volunteers, ensuring we get more quality volunteers.
2. Many students and volunteers have shared that they do not have enough time for self-study. To help with this, we can adjust the schedule in the following way:

7:00 AM – 11:00 AM	2 Classes of 2hrs each
11:00 AM – 11:15 AM	Juice Break
11:15 AM – 1:15 PM	1 Class of 2 hr
1:15 PM – 2:00 PM	Lunch Break
2:00 PM – 5:00 PM	3 Tutorial Classes of 1hr each
5:00 PM – 5:15 PM	Tea Break
5:15 PM – 6:00 PM	English/Counselling Class
6:00 PM – 7:00 PM	Break
7:00 PM – 9:00 PM	Doubt Class
9:00 PM – 9:30 PM	Dinner
After 9:30 PM	Self Study

3. To monitor the performance of the students daily learning or make sure they go through whatever is taught in the class, daily homework's should be given and checked also, this will make the habit of revising whatever is taught, so that no backlogs are created.
4. Students are selected through a screening test conducted across the Chamoli district of Uttarakhand, with the top students chosen to participate in this program. In future, we propose selecting students who scored 60-90% and whose financial conditions are not very good, as they are less likely to afford coaching and would benefit the most from our support.
5. The Volunteers going there, should get a medical certificate signed from IIT DELHI Hospital, confirming his mental and physical fitness for this project, as a volunteer one's responsibility is to address his/her class, one should be fit to cater students without any negative impacts.
6. More work needs to be done on the fundamentals, mainly arithmetic. Students find issues in basic equation solving, taking transpose, adding fractions etc. Separate classes can be organized on a biweekly basis for students facing such problems. And also, in the start of the slot one course in basic Math's to be given to all the students of class 11 and 12.
7. Students tend to forget the previously taught topics while learning the current ones. This can be done by organizing a weekly revision session on Saturdays.