

## Annual Report 2025-2026



**Institute for Development Support (IDS)**

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## **A BRIEF PROFILE OF INSTITUTE FOR DEVELOPMENT SUPPORT**

Institute for Development Support (I.D.S) is a registered autonomous non-governmental organization, established in 1993-94 and based in Pauri Garhwal, Uttarakhand. IDS works with rural, urban communities of the Himalayan region with the prime motto of empowerment of the society. The organization believes in an integrated development of Man and Nature and actively involves the stakeholders in implementation of innovative programs in the rural, urban areas of Uttarakhand. IDS mantra is to facilitate mountain communities to know and understand their own strength so that they could participate in the developmental and environmental activities. The organization aims at helping people utilize their inherent potential to improve their well-being through self-awareness and use of traditional wisdom. IDS has multidisciplinary team of professionals including development planners, extension workers and trainers having many years of experience in project development, implementation, capacity building, monitoring and evaluation.

### ***Vision of the organization***

To create an empowered and self-reliant society

### ***Mission of the organization***

To develop and implement innovative, multidisciplinary developmental programs that are sustainable and replicable.

### **Objectives of the organization**

- To improve socio-economic status of the society.
- To Implement integrated rural development programs for the sustainable development of the society
- To organize capacity building programs for the enhancement of knowledge, skill and entrepreneurship development.
- To create awareness and plan, implement, monitor and evaluate programs related to Education, health, Livelihood, and environment rehabilitation
- To build capacity of community based organization, women groups and panchayati raj institutions in natural resource management.
- To implement awareness programs for the eradication of various social evils prevailing in the society.
- To introduce various appropriate technologies such as rain water harvesting, biogas, solar energy, composting, solid, liquid waste management, pasture and fodder development, soil-water conservation etc.
- Publication and production of books, magazines, newsletters, posters, films, audios and videos.

### **Partners**

- Panchayati Raj Department, Govt of Uttarakhand
- National Institute of Himalayan Environment, Govt of India

- United Nations Office for Project Services (UNOPS), An UN organization
- Water supply and sanitation Collaborative Council (WSSCC), An UN hoist organization
- UNIDO (United nation Industrial Development Organization, Vienna, Austria )
- Integrated Livelihood Support Program-IFAD, Govt of Uttarakhand
- Uttarakhand Tourism Development Board, Govt of Uttarakhand
- WISIONS, Wuppertal Institute for Climate, Environment and Energy, Germany
- IIMPACT, Gurugram Haryana.
- Centre for CSR and Sustainability Excellence (CCSE), Finnovation, New Delhi
- Indo German Energy Program, GIZ, New Delhi
- National Bank for Agriculture and Rural Development (NABARD)
- Forest Department, Government of Uttarakhand
- Jal Sansthan and Jal Nigam, Government of Uttarakhand
- State water and sanitation mission, Uttarakhand
- Health Department, Government of Uttarakhand
- Sir Ratan Tata Trust (SRTT), Mumbai
- District Project Management Unit (DPMU), SWAJAL, Department of Drinking Water, Government of Uttarakhand
- Uttarakhand Renewable Energy Development Agency (URED), Government of Uttarakhand
- Shri Bhuvneshwari Mahila Ashram/ PLAN International
- World Vision, Pauri Garhwal
- Department of Science and Technology, Govt. of India
- Centre for CSR and Sustainability Excellence (CCSE), Finnovation, New Delhi
- Indian Institute of Technology, Roorkee
- CDM Smith Associates Inc. Bangalore.
- HIFEED, Ranichounri, Tehri Garhwal
- M/S Karvy Pvt Ltd
- Centre for Environmental Education, Lucknow
- IT Power synergy services Ltd, Gurgoan
- Department of Planning and Statistics, GoUK
- IL&FS Pvt. Limited, New Delhi

Institute for Development Support is working in more than 400 villages of Uttarakhand, Himachal, Assam, Rajasthan, UP and west Bengal in the following areas

1. **Economic Empowerment:** The program focuses on promoting agriculture and horticulture-based livelihoods for the local community. It also provides training, capacity building, and vocational training to youth on various livelihood options.

In addition, the program aims to establish community-based microfinance groups and women Self-Help Groups (SHGs) engaged in micro-enterprises to enhance their livelihoods.

Several trainings and capacity-building programs were organized on topics such as vegetable farming, beekeeping, dairy development, spices cultivation, mushroom farming, fruit processing, nursery development, poultry farming, marketing of products, and non-farm activities including recycling of waste materials and development of value-added products in rural and urban areas.

2. **Community Based Tourism:** IDS has been engaged in planning, implementation, monitoring and supervision of community-based tourism activities in Uttarakhand for livelihood enhancement. The key activities being performed under the projects are identification of suitable villages for tourism development, IEC, formation and management of village tourism development committee, eco development committee, identification of their training need, designing and implementation of training in hospitality management, cooking, bird watching, interpretation, nature guiding, low cost dwelling units, business plan preparation, linkages with parytan swarojgar yojna and established linkages with marketing agencies.
3. **Water & Environment Sanitation:** IDS has facilitated planning and implementation of many rural water and environmental sanitation schemes in the villages of Uttarakhand, UP, Assam, Rajasthan and West Bengal supported Govt and international organizations under Sector Wide Approach and total sanitation campaign. IDS empowered community-based organization particularly village water and sanitation committees to execute safe water supply and sanitation program for sustainable health and hygiene. An innovative, solar lifting water scheme and rain water harvesting schemes were also planned and implemented to fulfil the need and demand of the villagers. Apart from this, IDS is facilitating construction of household sanitary toilets, school sanitation, environmental sanitation and menstrual hygiene management. IDS has implemented Rapid Action Learning and Menstrual Hygiene management program under Swachh Bharat Mission supported by WSSCC, a UN organization. Recently, IDS has successfully completed Provision of capacity building management and support for the implementation of Jal Jeevan Mission (Rural Water Supply Program) supported by UNOPS.
4. **Gender Empowerment:** Under this program, the organization is generating awareness among community members, PRIs, women groups, government officials/institutions, children's groups on gender equity and equality. Capacity building training of youth & women on different issues/skills, government law & policies are also the part of the program.
5. **Renewable energy for livelihood development:** Organization is engaged in implementation of programs that promote clean, green renewable energy to mitigate the adverse impact of climate change. To generate awareness among community members about green energy, IDS has organized several green techno fairs or exhibition in Uttarakhand. Traditionally watermills have

been source of clean energy and mechanical power to grind food grains in Uttarakhand. IDS has also been engaged in installation of model water mill and improvement of traditional water mill for electricity generation as well. The local communities residing nearby the watermill were organized into SHGs for the processing, packaging marketing of watermill processed products for livelihood enhancement.

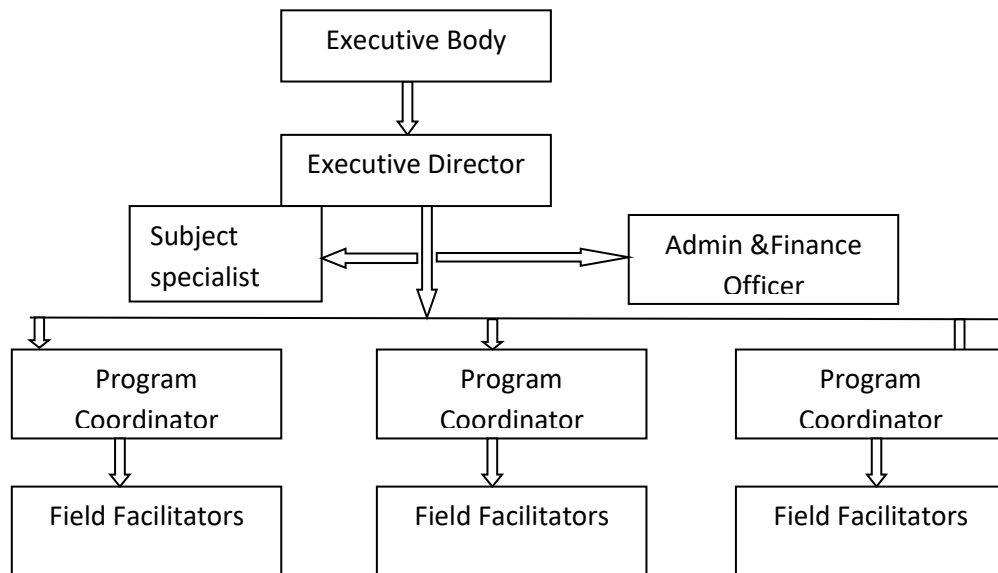
6. **Education & Health Program** IDS is regularly involved into improvement in formal and informal education program with communities. Organization operating 140 Girl Child Education Centre for the girl child who could not attended formal schooling or drop out from the school in Dehradun, Himachal and Mori, Purola and Naogaon Block of Uttarakashi. Apart from this IDS also promoted eco clubs in the 150 school for imparting better environmental education to children. Child right is another key area where organization has organized many advocacy programs. IDS implemented reproductive child health program that include preparation of birth plans, educating & mobilizing mothers for early registration, complete vaccination, IFA distribution, institution delivery and other health & hygiene issues. In addition to this the program is also focused to educate adolescents on reproductive & sexual health, conducted of health camps in remote area, regular school level camps, regular counseling, eradication of female foeticide and treatment of mal-nourished children etc.

## **7. Natural Resource management**

The economy of Uttarakhand is more dependent on natural resources. The condition of the natural resources is deteriorating day by day. Considering the facts, IDS have been regularly engaged in conservation and protection of natural resource through community institution such as van panchayats, PRI, SHGs and Mahila Mangal Dals. The key program organized under the components are formation and strengthening of van panchayats, imparted different capacity building trainings to committee members and villagers, supported to committee members for nursery development, plantation, trenching, construction of ponds and rain water harvesting tanks.

### Management structure

The executive board of the IDS is apex body which provides guidance and takes final decision regarding growth of the institution. The Executive Director nominated by the apex body is responsible for the implementation of the decision taken by the board. Executive Director provides guidance and assistance to staff, project team and field facilitator for effective planning and implementation of the programs. IDS has separate Project Coordinator or Team Leader and experts for the projects being implemented by the IDS.



## Summary of project Activities carried out by IDS during 2025-26

| S.N. | Project name/ Place                                                                                                                                     | Beneficiary                                                                                                                                                            | Funding from                                       |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 1    | Provision of capacity building management and support for the implementation of Jal Jeevan Mission (Rural Water Supply Program): Uttar Pradesh_Phase-II | Rural community of UP, Assam and Rajasthan                                                                                                                             | United Nations Office for Project Services (UNOPS) |
| 2    | Training and capacity building of Elected Panchayat Representatives                                                                                     | Uttarakhand                                                                                                                                                            | Department of Panchayati Raj Vibhag, GoUK          |
| 3    | Girls Child Education Program                                                                                                                           | 35 villages of Dehradun, 45 villages of Mori block of Uttarkashi, 15 villages of Paonta sahib, HP and Uttarkashi and 30 villages of Naugoan Purola block of Uttarkashi | IIMPACT, Gurugram, Haryana                         |
| 4    | Rapid Action Learning Workshop (RAL)                                                                                                                    | Kolkata, Delhi                                                                                                                                                         | United Nations Office for Project Services (UNOPS) |

### **PROJECT-1 Provision of capacity building management and support for the implementation of Jal Jeevan Mission (Rural Water Supply Program): Uttar Pradesh, Assam and Rajasthan**

Following key activities have been conducted by IDS during reporting period.

**Activity 1: Orientation of Jal Saheli –** During the course of activity conducted in last month, the Jal Saheli orientation program was successfully completed across all 254 intervention villages in April. This initiative aimed to empower and actively involve women in water management and sustainability. As a result, a network of 1991 Jal Saheli has been built, who are trained & equipped to promote awareness about water conservation, proper maintenance of water systems, equitable distribution of water resources, and the implementation of sustainable solutions at the community level.

The district-wise breakdown of trained Jal Saheli members is as follows:

| District | Block | Total No of Jal Saheli Identified in project area | Total No of Jal Saheli Oriented |
|----------|-------|---------------------------------------------------|---------------------------------|
|----------|-------|---------------------------------------------------|---------------------------------|

|            |                    |      |      |
|------------|--------------------|------|------|
| Banda      | Bhadokhar<br>Khurd | 100  | 96   |
| Chitrakoot | Ramnagar           | 99   | 104  |
| Hamirpur   | Kurara             | 81   | 77   |
| Jalaun     | Kadaura            | 151  | 132  |
| Jhansi     | Babina             | 54   | 80   |
| Kaushambi  | Chail              | 210  | 209  |
| Lalitpur   | Jhakhoura          | 95   | 94   |
| Mahoba     | Kabrai             | 105  | 102  |
| Mirzapur   | City (Nagar)       | 164  | 159  |
| Prayagraj  | Karchana           | 93   | 93   |
| Sonbhadra  | Karma              | 99   | 98   |
| Kamrup     |                    | 140  | 120  |
|            | Nalbadi            | 115  | 97   |
|            | Alwar              | 160  | 131  |
|            | Jaipur             | 121  | 88   |
|            | Udaipur            | 132  | 104  |
|            | Ajmer              | 118  | 109  |
| Total      |                    | 2037 | 1991 |

**Activity 2: State Level Workshop on Participatory Approaches** – As part of the proposed

activities under the Annual Action Plan, Four State Level Workshops on participatory approaches were organized.

As the first step in executing the program, a letter was issued from the state level which included a list of participants, ensuring the presence of representatives from all divisions of Uttar Pradesh, Assam and Rajasthan. Alongside



this, participation of officials such as Assistant Engineers and State Coordinators from the State Water and Sanitation Mission was also ensured.

Following the preliminary preparations, the state-level workshops were organized at Lucknow, Guwahati and Jaipur with a total of 149 participants in attendance. During the workshop, discussions were held on the below mentioned participatory approaches

1. Community Leave No One Behind (CLNOB) – Focuses on ensuring that marginalized communities have access to sanitation and water facilities, aligning with the principles of Swachh Bharat Mission – Gramin (SBM-G).
2. Community Led Sanitary Surveillance (CLASS) – Empowers communities to monitor and improve sanitation conditions through participatory surveillance techniques.
3. Paani Panchayat – Encourages local discussions on water management, ensuring sustainable and equitable distribution of water resources.
4. Operation & Maintenance (O&M) – Provides strategic technical support for the operation and maintenance of water and sanitation.
5. Rapid Action Learning Workshop (RAL) – Facilitates knowledge-sharing sessions where stakeholders exchange best practices and lessons learned from implementation efforts.

**Activity 3: Strengthening of Water Quality Testing system** – The activity titled "Pre-monsoon water quality testing and strengthening of FTK women of the field" from the action plan was carried out in all intervention villages. As part of this, District Coordinators first assessed the selected women's water quality testing groups in the intervention villages to ensure that all women were actively performing water quality tests.

In this process, for any women who, for any reason, were unable to carry out water quality testing using FTKs (Field Test Kits), their names were replaced with the help of the Executive

Engineer. Secondly, efforts were made to motivate the women to test water samples and ensure the test results were uploaded on the WQMIS portal.

During the program, women who were not familiar with the process of uploading data to the WQMIS portal after testing were also oriented and trained accordingly. During the activity women performed both chemical & bacteriological testing.



**Activity 4: Orientation of School Children on RWH** – Another activity mentioned in the action plan, "Orientation of children on Rain Water Harvesting," was also carried out during the year. Under this initiative, school children were educated about what rainwater harvesting is, why it is important to conserve rainwater, how it can be collected, and how children can take small steps to become water heroes.

**Activity- 6: 5-star rating of the schemes** – With an objective to elevate the performance of VWSCs, ensuring sustainable and efficient water management and community ownership, the 5-star rating of the schemes was done in UNOPS intervention villages. The Five-Star Rating Concept covers the following 5 components –

1. Regularity of Daily Water Supply
2. Quantity of Water Supply
3. Quality of Potable water supply
4. Financial Sustainability
5. Institutional Sustainability

The objective of the activity is to boost the JJM effort and bring the VWSCs of the UNOPS intervention villages to the



level of 5-star for the sustainability of the schemes by identifying the gaps and course correction methods through convergence, capacity building, awareness and collaboration. The scheme-wise assessment for the 5-star rating activity was also shared with the Executive Engineers, and discussions were held on addressing the gaps identified during the assessment. The first round of scheme ratings was conducted during the year, and the assessment report is prepared accordingly.

**Activity 7: Refresher training of VWSC on Operation & Maintenance** – as per the annual action plan, during the year, refresher trainings of VWSC on Operation & Maintenance (O&M) was done in all intervention villages of the three states. The activity process included the orientation of VWSC on O&M tools and preparation of by-laws. The activity included the sub-activities like -

1. **O&M budgeting** - triggering exercise to list down the items of expenditure for O&M and its estimated cost in particular village. This helped community members to make out & list down the possible items of expenditure.
2. **Agreed lead time analysis** - community members build understanding on possible list of items for maintenance of water supply system i.e. tap connections, chlorination of OHT,

electricity bill etc. The activity also helped participants to reflect on the estimated time to make water connection functional.

3. **Misuse & saving of water (penalties & incentives)** - exercise on identification of penalties and incentives to understand the best practice of minimizing the wastage of water.

**Activity 8: Jalshaala in schools** –under the Jaldoot activity, the selection of Jaldoots was conducted. Continuing the process, Jalshaala sessions were organized in schools for the selected Jaldoots. The objective of the Jalshaala was to enhance students understanding of water-related topics and to promote the message of water conservation through them.

During the Jalshaala activity, students developed their understanding of various topics such as Clean & safe drinking water, water conservation, sanitation, personal hygiene, water quality, etc. using infotainment tools. Through the Snake and Ladder game, they learned about behaviors related to saving and wasting water. On the second day of the Jalshaala, students learned about the different water bodies present in their village, their maintenance, and understood their own responsibilities toward them.



In the end, the students took a water pledge and vowed to become Jaldoots, spreading awareness about water issues to every household

Female) took part and developed an understanding of their role in conserving rainwater. The objective of the activity is to raise awareness about the importance of rainwater harvesting in addressing water scarcity and to provide practical knowledge on different methods of rainwater harvesting and their benefit



Pradhans on JJM 2.0.

**Activity 9: Block level training on Rain Water Harvesting (RWH)** – A block-level training on rainwater harvesting were organized, in which around 640 participants (i.e. 301 Male & 329

**Activity-10: Support for Nal Jal Mitra Selection and JJM 2.0 Orientation:** The

District Collectors extended need-based assistance to the Jal Nigam in UNOPS intervention villages, facilitating the identification and selection of Nal Jal Mitras and conducting orientation sessions for Gram

The District Consultants assisted the Assistant Engineer (AE) in setting up a Jal Jeevan Mission stall during the exhibition organized on Good Governance Day at the Collectorate Auditorium. The exhibition featured stalls from various government departments, where visitors were introduced to and familiarized with different schemes.

District Consultants assisted the Jal Nigam team in the 'Har Ghar Jal' certification process for villages outside the UNOPS intervention area. However, during consultations with the Village Pradhan and community members, it was acknowledged that 100% water supply was not available in the village. Consequently, they declined to sign the certification document.



**Activity 11: Jal Adda –** As part of the Jal Shala activities, Jal Adda activities were organized in the intervention villages. The objective was to bring selected children from all schools together at one place so that they could share the awareness and actions being taken for water conservation. Another purpose was to encourage peer learning by sharing the efforts made by children for saving water and to motivate them towards good practices. During this activity, 1540 children (Boys-710 & Girls-830) along with 401 teachers from 201 schools participated and shared their experiences as young water warriors of their respective villages.

**Activity 12: VWSC training in non-intervention villages –** Following discussions on conducting additional activities in intervention districts, Village Water and Sanitation Committee (VWSC) trainings were organized across all intervention districts. The Har Ghar Jal Certified (HGJC) Gram Panchayats were selected for these sessions, recognizing the need for VWSC orientation on eight modules developed by UNOPS. 140 VWSC trainings were conducted in the selected villages where a total 600 Male & 900 Female VWSC members were trained. This activity was designed as a 7 days training, beginning with pre-planning and followed by day wise orientation of the Village Water and Sanitation Committee (VWSC) on seven different modules. The detailed orientation, supported by participatory exercises, will help VWSC members and other community participants to build understanding, encourage involvement, and ensure their active participation in water conservation and management mentioned especially under JJM.

**Activity 13: Rainwater Harvesting Training:** A one-day training session on rainwater harvesting was organized in the all intervention blocks, with participation from representatives of all UNOPS-selected villages. The training focused on highlighting the importance of rainwater harvesting and included detailed discussions on various effective methods for collecting and conserving rainwater.

The session aimed to enhance the participants' understanding and encourage the adoption of sustainable water management practices at the village level.



#### **Activity-14: Rainwater Harvesting Trainings in Schools**

Students were trained on rainwater harvesting in schools located in the UNOPS intervention villages of UP, Assam and Rajasthan. Educating children on water conservation is a critical step toward building long-term sustainable practices. Training of students on rainwater harvesting at an early age is essential, as young minds have a strong capacity for learning and habit formation. When the importance of water conservation is instilled during childhood, it becomes a lifelong



value. By empowering students with knowledge and practical skills, these initiatives aim to nurture a generation that is environmentally conscious and committed to preserving precious water resources.

Educating students about rainwater harvesting in schools extends far beyond the classroom. Children are powerful agents of change—what

they learn, they carry home and share with their families. In this way, awareness that begins in school gradually permeates the wider community, creating a ripple effect of knowledge and responsibility.

Introducing children to water conservation fosters a strong sense of environmental responsibility. It helps them understand their role in preserving natural resources and shapes them into informed and conscious citizens of the future.

Schools, often referred to as temples of learning, are where the foundational values of life are instilled. By educating today's students on the importance of water and the techniques of rainwater harvesting, we are laying the groundwork for a future society that is both water-secure and environmentally aware. Empowering children with these values today ensures a more sustainable, resilient, and responsible society tomorrow.



#### **Activity 15: Field-Level Activities and Participation**

During the visit, CLNOB and CLASS activities were conducted at the community level. These activities were attended by members of the Village Water and Sanitation Committee (VWSC), Field Test Kit (FTK) groups, Panchayati Raj Institutions (PRI) representatives, and community members. The sessions facilitated community engagement and provided insights into the implementation status and effectiveness of programme interventions.

*Community Interaction and Feedback* Group discussions were held with community members and beneficiaries to assess progress under the Jal Jeevan Mission, understand service delivery at the village level, and gather feedback on programme outcomes. These interactions



helped in capturing beneficiary perspectives and identifying areas for further strengthening.

#### **Stakeholder Coordination Meetings**

Meetings were also conducted with officials from the Public Health Engineering Department (PHED) and PRI representatives to review programme progress and discuss the field-level support provided by UNOPS. The discussions focused on coordination mechanisms, implementation challenges, and support required for effective programme execution.

## Overall

## Outcome

The visit contributed to enhanced monitoring of JJM-supported interventions, strengthened coordination among key stakeholders, and provided valuable feedback for improving implementation quality and community engagement at the district level.

### ***Activities 16: VWSC training preparation started in the har ghar jal certified GP's***

During the year, District Coordinators (DCs) across all three states undertook systematic preparatory and coordination activities to ensure the effective rollout of VWSC trainings. The process began with the identification and finalization of VWSC members to ensure appropriate representation and participation. Close coordination was established with local governance structures, including Sarpanchs and Village Development Officers (VDOs), to secure their active involvement and ownership of the training process. Pre-training meetings were conducted at the village level with key stakeholders to align expectations and strengthen engagement.

Participants were oriented on the significance, objectives, and expected outcomes of the VWSC training programme to enhance their readiness and participation. Simultaneously, all necessary logistical arrangements, including venue finalization, participant communication, and training materials—were ensured in a timely manner to facilitate smooth implementation of the training.

### **Activity 17- Support to State JJM in initiatives like Jal Doot Programme, CSO Collective, the ongoing discussion on the FREMAA –UNOPS collaboration, etc:**

**Jal Doot Programme:** The State Consultant has played a pivotal role in supporting the states by regularly coordinating with districts to ensure the successful conduct of Jalshalas and JalAddas under the Jaldoot Programme. The consultant has also actively contributed to the planning of the upcoming third phase of Jalshala, which is scheduled to commence soon. Additionally, the consultant has taken the initiative to draft appreciation letters to be sent to the heads of ASTEC and SSA, acknowledging their vital contributions to the effective implementation of the Jaldoot Programme in Assam.

**Discussion and follow up with FREMAA:** Regular follow up with FREMAA for collaboration in World Bank and Asian Development Bank projects was carried out with the Deputy CEO of FREMAA.

## Project-2 Training and Capacity Building of Elected Panchayat Representatives

### Background and Rationale

Gram Panchayats are the closest institutions of democratic governance to rural communities and play a critical role in planning and delivering local development, basic services and social protection. The 73rd Constitutional Amendment gave constitutional status to Panchayati Raj Institutions and established the framework for democratic decentralisation and local self-government. It provided for regular elections, representation of disadvantaged groups and women, a five-year tenure of Panchayats, and the institutional framework for Gram Sabhas and Panchayats.

In Uttarakhand, Panchayati Raj Institutions are governed by the Uttarakhand Panchayati Raj Act, 2016, as amended, and comprise the three-tier structure of Gram Panchayat, Kshetra Panchayat and Zila Panchayat.



Bhatwari and Chinyalisaur blocks of Uttarkashi have a substantial number of Gram Panchayats, with 84 Gram Panchayats in Bhatwari and 81 in Chinyalisaur according to the Uttarakhand Finance Commission Directorate.

Newly elected and existing Panchayat representatives need continuous capacity building to effectively perform their constitutional, legal, administrative and developmental responsibilities. Many representatives have limited exposure to Panchayat procedures, financial management, participatory planning, government schemes, statutory committees, social accountability mechanisms and the use of digital Panchayat systems. The training programs have therefore strengthen the knowledge, skills and confidence of elected representatives so that they can contribute effectively to transparent, accountable, inclusive and development-oriented local governance.

### Overall Objective

The overall objective of the training is to strengthen the institutional and leadership capacity of elected Panchayat representatives in Bhatwari and Chinyalisaur blocks so that they can effectively

perform their roles, participate in democratic decision-making, prepare and implement realistic Gram Panchayat Development Plans (GPDPs), mobilise local resources and promote inclusive and sustainable village development.

## **Key Training Areas**

### **1. Understanding the Panchayati Raj System and the 73rd Constitutional Amendment**

The training introduced participants to the evolution and constitutional framework of Panchayati Raj Institutions. Participants understood the significance of the 73rd Constitutional Amendment, including the constitutional status of Panchayats, Gram Sabha, reservation provisions, five-year tenure, State Election Commissions, State Finance Commissions and decentralisation of powers and responsibilities. The training also explained the importance of the Eleventh Schedule and the broad areas of local development assigned to Panchayats. The Ministry of Panchayati Raj provides the 73rd Constitutional Amendment Act, Part IX of the Constitution and the Eleventh Schedule as key components of the constitutional framework for Panchayats.

### **2. Roles, Responsibilities and Leadership of Elected Representatives**

A dedicated module clarifies the roles and responsibilities of the Pradhan, Up-Pradhan and Ward Members. Participants learned about their responsibilities towards the Gram Sabha and community, participation in Panchayat meetings, identification of local priorities, monitoring of development works, facilitation of government schemes and ensuring that vulnerable and marginalised households are included in development processes.

The training emphasised that elected representatives are not merely responsible for construction works but have a broader governance role covering education, health, nutrition, sanitation, drinking water, livelihoods, social protection, environmental conservation, women's **empowerment and community development**.

### **3. Gram Sabha and Participatory Governance**

The Gram Sabha presented as the foundation of participatory local democracy. Participants learned how to facilitate effective Gram Sabha meetings, encourage participation of women and disadvantaged groups, identify community needs, prioritise development issues, review Panchayat activities and strengthen social accountability.

Practical exercises demonstrated how a Gram Sabha can move from simply discussing issues to collectively identifying problems, prioritising solutions, allocating responsibilities and monitoring implementation.

### **4. Gram Panchayat Development Plan (GPDP)**

A major component of the training was focused on preparation, implementation and monitoring of the GPDP. Participants learned how to conduct participatory needs assessment, identify village-level

gaps, analyse available resources, prioritise interventions and prepare realistic annual development plans.

The training demonstrated the link between Gram Sabha priorities, GPDP, available Panchayat resources and government schemes. Participants introduced to e-GramSwaraj, which supports Panchayat profile management, planning, work monitoring and financial management.

Special attention given to preparing plans based on local evidence rather than simply listing infrastructure works. Representatives were encouraged to consider issues such as drinking water security, sanitation, school and Anganwadi facilities, nutrition, women's participation, livelihoods, vulnerable households, climate resilience and environmental protection.

## **5. Linking Local Development with the 17 Sustainable Development Goals**

The training introduced the 17 Sustainable Development Goals (SDGs) and explained how global development goals can be translated into village-level action. Participants explored practical linkages between Panchayat activities and SDGs, for example:

- SDG 1: No Poverty – livelihoods and social protection;
- SDG 2: Zero Hunger – nutrition and food security;
- SDG 3: Good Health and Well-being – health, sanitation and preventive care;
- SDG 4: Quality Education – school readiness, education and literacy;
- SDG 5: Gender Equality – women's participation and empowerment;
- SDG 6: Clean Water and Sanitation – drinking water, sanitation and hygiene;
- SDG 8: Decent Work – local employment and livelihoods;
- SDG 10: Reduced Inequalities – inclusion of vulnerable groups;
- SDG 11: Sustainable Communities – resilient and inclusive villages;
- SDG 13: Climate Action – local climate and disaster preparedness;
- SDG 15: Life on Land – forests, biodiversity and natural-resource conservation;
- SDG 16: Peace, Justice and Strong Institutions – transparency, accountability and good governance; and
- SDG 17: Partnerships – convergence and collaboration among government, communities and development partners.

The training encouraged Panchayats to use the SDGs as a framework for prioritising local development rather than treating them as separate activities.

## **6. Gram Panchayat Committees and Institutional Functioning**

Participants were oriented on the purpose and functioning of Gram Panchayat committees and their role in supporting the Panchayat's work. Depending on applicable Uttarakhand rules and Panchayat-level arrangements, the training explained the responsibilities of relevant committees

dealing with areas such as development, education, health, sanitation, social welfare and other local priorities.

The focus was on making committees functional rather than merely forming them. Participants learned how to conduct meetings, maintain records, identify issues, make recommendations, coordinate with frontline workers and monitor activities. The training will also promote greater participation of women and representatives from disadvantaged communities in Panchayat-level decision-making.

## **7. Powers, Functions, Resources and Rights of Gram Panchayats**

The training helped elected representatives understand the legal and institutional space available to Gram Panchayats. This included an overview of Panchayat functions, planning responsibilities, local development activities, financial resources, grants, own-source revenue,



access to government programmes and the importance of maintaining proper records. Participants also understood the distinction

between the powers of elected representatives and the administrative responsibilities of Panchayat officials. This helped promote constructive coordination between elected representatives, Panchayat staff, line departments and block-level authorities.

## **8. Good Governance, Transparency and Accountability**

Good governance is a cross-cutting theme throughout the training. Representatives learned the principles of transparency, accountability, participation, responsiveness, inclusion and rule-based decision-making.

Practical sessions covered Panchayat records, meeting proceedings, financial transparency, disclosure of information, monitoring of works, grievance redressal, social audit and community-based monitoring. Participants will also learn how transparent communication with citizens can build trust and reduce misunderstandings regarding Panchayat decisions and expenditure.

## Training Methodology

The programme used a participatory and practical learning approach rather than relying solely on lectures. Methods included short presentations, group discussions, case studies, role plays, Panchayat-level problem-solving exercises, GPDP planning exercises, experience sharing and question-and-answer sessions.

Participants worked in groups to prepare a sample village development plan, map village priorities against the SDGs, identify responsibilities of different Panchayat committees and develop a simple action plan for improving governance in their respective Gram Panchayats. Existing Ministry of Panchayati Raj training resources, including foundation/refresher training materials for elected representatives and modules on good governance, can support the training design.

## Expected Outputs

1. Improved understanding of the constitutional and legal framework of Panchayati Raj.
2. Strengthened the knowledge of elected representatives regarding their roles, responsibilities and institutional powers.
3. Improved the quality and participatory nature of Gram Sabha processes.
4. Strengthened the capacity of Panchayats to prepare and monitor GPDPs.
5. Improved understanding of the 17 SDGs and their application to village-level development.
6. Strengthened the functioning of Gram Panchayat committees.
7. Improved transparency, accountability and community participation in Panchayat governance.
8. Increased awareness of available government schemes, Panchayat resources and convergence opportunities.
9. Promoted greater participation of women, vulnerable groups and marginalised communities in local decision-making.
10. Developed practical Panchayat-level action plans for improved governance and sustainable village development.

### **11. नवनिर्वाचित ग्राम पंचायत प्रतिनिधियों का 05 दिवसीय आधारभूत प्रशिक्षण कार्यक्रम**

### **12. दिनांक- 04 .12. 2025 से 08 . 12 . 20 25**

| प्रथम दिवस |             |                                                                                              |                                |
|------------|-------------|----------------------------------------------------------------------------------------------|--------------------------------|
| क्र सं     | समय         | विषय                                                                                         | रिसोर्स पर्सन                  |
| 1          | 9.30-10.00  | पंजीकरण                                                                                      |                                |
| 2          | 10.00-10.15 | दीप प्रज्ज्वलन एवं प्रतिभागियों का परिचय<br>मुख्य अतिथि द्वारा प्रशिक्षण का उद्देश्य विषय पर | डॉ ममगाई,<br>विकासखंड अधिकारी, |

|              |             |                                                                                                                                                                                 |                     |
|--------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|              |             | सम्बोधन                                                                                                                                                                         | भरत पटवाल           |
| 3            | 10.15-11.15 | 73वें संविधान संसोधन के प्राविधान<br>उत्तराखंड पंचायती राज अधिनियम 2016<br>त्रिस्तरीय पंचायत राज व्यवस्था<br>ग्राम पंचायत - गठन कृत्य एवं अधिकार                                | रामेश्वर सिंह चौहान |
| 4            | 11.30-12.30 | विभागीय अधिकारियों की भूमिका- ग्राम पंचायत<br>विकास अधिकारी, सहायक विकास अधिकारी (पो<br>) , जिला पंचायत राज अधिकारी, पंचायत राज<br>विभाग के कार्यों में रेखीय विभागों से समन्वय | भरत पटवाल           |
| 5            | 12.30-01.30 | स्थायी समितियों की आवश्यकता, गठन एवं कार्य                                                                                                                                      | रामेश्वर सिंह चौहान |
| 6            | 02.30-3.30  | ग्राम सभा की स्थायी समितियां, बैठकें एवं कार्यवाही                                                                                                                              | रामेश्वर सिंह चौहान |
| 7            | 3.30-4.15   | वित्तीय संसाधन एवं व्यवस्था                                                                                                                                                     | रामेश्वर सिंह चौहान |
| 8            | 4.30-5.30   | उत्तराखंड अधिप्राप्ति नियमावली 2025                                                                                                                                             | पुष्पा चौहान        |
| द्वितीय दिवस |             |                                                                                                                                                                                 |                     |
| 9            | 09.30-10.00 | प्रतिभागियों द्वारा प्रथम दिवस का पुनरावलोकन                                                                                                                                    | भरत पटवाल           |
| 10           | 10.00-11.15 | पंचायत के अभिलेखों का रखरखाव एवं प्रमाणित<br>करने का ढंग                                                                                                                        | भरत पटवाल           |
| 11           | 11.30-12.30 | ग्राम पंचायत की निधि, सम्पति तथा संविदाएं ,<br>कराधानों एवं शुल्कों उपशुल्कों तथा पथकरों का<br>उदग्रहण                                                                          | रामेश्वर सिंह चौहान |
| 12           | 12.30-1.30  | ग्राम पंचायत के स्वयं के आय के स्रोत                                                                                                                                            | पुष्पा चौहान        |
| 13           | 2.30-3.30   | उपविधियों का निर्धारण                                                                                                                                                           | रामेश्वर सिंह चौहान |
| 14           | 3.30-4.15   | लेखा परीक्षा (ऑडिट)                                                                                                                                                             | रामेश्वर सिंह चौहान |
| 15           | 4.15-5.15   | ग्राम पंचायत पदाधिकारियों का पद त्याग, हटाया<br>जाना, आकस्मिक रिक्तियों की पूर्ति तथा आंतरिक<br>एवं बाह्य नियंत्रण                                                              | भरत पटवाल           |
| तृतीय दिवस   |             |                                                                                                                                                                                 |                     |
| 16           | 9.30-10.00  | प्रतिभागियों द्वारा द्वितीय दिवस का पुनरावलोकन                                                                                                                                  | जयप्रकाश पंवार      |
| 17           | 10.00-10.45 | सतत विकास लक्ष्य एवं उनका स्थानीकरण<br>थीम -3 : बाल हितेष्टी गांव<br>थीम -9 : महिला हितेष्टी गांव                                                                               | पुष्पा चौहान        |
| 18           | 11.00-12.00 | थीम -1 : गरीबी मुक्त एवं उन्नत आजीविकायुक्त<br>गांव<br>थीम-6 : आत्मनिर्भर एवं बुनियादी ढांचा युक्त गांव                                                                         | भरत पटवाल           |
| 19           | 12.00-1.30  | थीम -2 : स्वस्थ गांव<br>थीम -4 : गजल पर्याप्त गांव<br>थीम -5 : स्वच्छ एवं हरा भरा गांव                                                                                          | जयप्रकाश पंवार      |
| 20           | 2.30-3.30   | थीम -3 : बाल हितेष्टी गांव<br>थीम -9 : महिला हितेष्टी गांव                                                                                                                      | पुष्पा चौहान        |
| 21           | 3.30-4.15   | थीम -7 : सामाजिक रूप से सुरक्षित गांव<br>थीम -8 : सुशासन युक्त गांव                                                                                                             | जयप्रकाश पंवार      |

|             |             |                                                                                                                         |                         |
|-------------|-------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 22          | 4.30-5.30   | पंचायत विकास योजना, ग्राम पंचायत विकास योजनाएं GDPDP, ब्लॉक पंचायत विकास योजनाएं BDPDP , जिला पंचायत विकास योजनाएं DPDP | रामेश्वर सिंह चौहान     |
| चतुर्थ दिवस |             |                                                                                                                         |                         |
| 23          | 9.30-10.00  | प्रतिभागियों द्वारा तृतीय दिवस का पुनरावलोकन                                                                            | जयप्रकाश पंवार          |
| 24          | 10.00-11.15 | केंद्र सरकार तथा राज्य सरकार द्वारा संचालित ध्वजवाहक योजनाएं                                                            | चन्दन राणा              |
| 25          | 11.30-12.30 | योजनाओं के क्रियान्वयन में ग्राम पंचायत एवं उनके प्रतिनिधियों की भूमिका                                                 | चन्दन राणा              |
| 26          | 12.30-1.30  | 15 वें वित्त आयोग एवं राज्य वित्त आयोग के प्राविधान                                                                     | धीरज राणा, नोडल अधिकारी |
| 27          | 2.30-3.30   | ई ग्राम स्वराज- पंचायत पोर्टल एवं ऐप्लिकेशन्स                                                                           | धीरज राणा, नोडल अधिकारी |
| 28          | 3.30-4.15   | सूचना का अधिकार अधिनियम 2025                                                                                            | रामेश्वर सिंह चौहान     |
| 29          | 4.30-5.30   | उत्तराखंड सेवा का अधिकार 2011 सिटीजन चार्टर                                                                             | भरत पटवाल               |
| पंचम दिवस   |             |                                                                                                                         |                         |
| 30          | 9.30-10.00  | प्रतिभागियों द्वारा चतुर्थ दिवस का पुनरावलोकन                                                                           | पुष्पा चौहान            |
| 31          | 10.00-11.30 | पंचायतों के लिए ठोस अपशिष्ट प्रबंधन नीति 2017 उत्तराखंड जैव विविधता नियमावली 2015                                       | भरत पटवाल               |
| 32          | 11.45-12.30 | तीन नए आपराधिक कानून                                                                                                    | पुष्पा चौहान            |
| 33          | 12.30-1.30  | उत्तराखंड सामान नागरिकता सहिता अधिनियम 2024                                                                             | पुष्पा चौहान            |
| 34          | 2.30-3.30   | आपदा प्रबंधन अधिनियम / नियमावली                                                                                         | जयप्रकाश पंवार          |
| 35          | 3.30-4.00   | मुख्यमंत्री हेल्पलाइन योजना (1905)                                                                                      | पुष्पा चौहान            |
| 36          | 4.15-5.00   | प्रशिक्षण मूल्यांकन एवं समापन                                                                                           | चन्दन राणा              |

#### Number of Participants trained in Uttarkashi district

| S.N. | Name of block | Total elected participants trained |
|------|---------------|------------------------------------|
| 1    | Bhatwadi      | 556                                |
| 2    | Chinyalisaur  | 552                                |
|      | <b>Total</b>  | <b>1108</b>                        |

#### Project-3 Girl Child Education Programme

##### Background and Rationale

The Institute for Development Support (IDS), in partnership with IIMPACT, has been implementing the Girl Child Education Programme to provide access to quality, child-centred education to girls from socially and economically disadvantaged communities. The programme focuses particularly on girls who face barriers to regular schooling because of poverty, migration, household responsibilities, limited educational support at home, difficult geographical conditions and low awareness among families regarding the importance of girls' education.

The programme seeks not only to improve girls' learning outcomes but also to create an enabling environment in which girls can continue their education, develop confidence and communication skills, understand their rights and responsibilities, and participate actively in their families and communities. The approach combines community-based Learning Centres, academic support, teacher development, community participation, life-skills education and activities that encourage girls to express themselves and develop leadership qualities.

### **Operation of Learning Centres**

Learning Centres (LCs) are the primary platform through which the Girl Child Education Programme reaches girls at the community level. The centres are generally established in or close to the villages where girls have limited access to additional educational support. The programme provides a safe, inclusive and child-friendly learning environment where girls can receive supplementary academic support while continuing their formal schooling.

The centres generally



function for approximately four hours a day, depending on the local context, school timings and availability of girls. Teaching and learning are designed to complement formal schooling rather than replace it. Teachers use activity-based and child-friendly methods to help girls strengthen foundational competencies in reading, writing, mathematics and language, while also encouraging curiosity, creativity and independent learning.

Teachers are selected preferably from the local community so that they understand the social and cultural context of the girls and can communicate effectively with parents and community members. They receive regular training, study-circle support and mentoring to improve their

classroom practices. Teachers are encouraged to use locally available teaching-learning materials, stories, games, activities and practical examples to make learning meaningful and enjoyable.

| S.N. | Name of district                                   | No of Learning Center | No of Girl child |
|------|----------------------------------------------------|-----------------------|------------------|
| 1    | Doiwala, Sahaspur and Vikasnagar block of Dehradun | 40                    | 1190             |
| 2    | Mori Block, Uttarkashi                             | 53                    | 1431             |
| 3    | Naugoan and Purola block of Uttarkashi             | 40                    | 1180             |
| 4    | Paonta sahib block of Himachal Pradesh             | 19                    | 551              |
|      | Total                                              | 152                   | 4352             |

Arambh Manch is an important component of the programme designed to provide girls with opportunities beyond routine classroom learning. It provides a platform where girls can express their

ideas, demonstrate their talents, participate in group activities and develop confidence and leadership skills.

decision-making, teamwork and leadership abilities.

including education, health and hygiene, gender equality, safety, aspirations, career opportunities and continuation of education.

The emphasis is on creating an environment in which girls feel that their opinions matter and that they have the ability to influence decisions concerning their own lives and communities.

### **Centre Management Committee (CMC)**

The Centre Management Committee (CMC) provides an important community-based mechanism for supporting and monitoring the functioning of Learning Centres. It encourages parents, community members and local leaders to take ownership of the programme and ensures that the Learning Centre remains responsive to the needs of girls.

The CMC works closely with the teacher and programme team to monitor attendance, learning environment, regularity of classes, availability of the centre space and participation of girls. It also helps address local issues that may affect girls' education.

Regular CMC meetings provide an opportunity to discuss the progress of girls, attendance challenges, school continuation, community participation and other concerns. Parents and community representatives are encouraged to participate actively in these discussions. The CMC can also support mobilisation of parents when girls are frequently absent or at risk of dropping out.

The programme promotes an inclusive CMC structure, with representation of parents, women, community leaders and other relevant stakeholders. This strengthens community ownership and creates a local support system for girls' education.

### **Celebration of Important Days and Educational Events**

Celebration of important national and international days forms an integral part of the programme. These occasions provide opportunities to connect classroom learning with broader social, environmental, health and civic issues.

Learning Centres may observe occasions such as National Girl Child Day, International Women's Day, Independence Day, Republic Day, Children's Day, World Environment Day, International Literacy Day, World Water Day, World Health Day and Constitution Day, as relevant to the programme calendar.



Activities are designed to be participatory and educational rather than merely ceremonial. Girls may participate in poster-making, essay writing, debates, rallies, quizzes, cultural programmes, awareness campaigns, exhibitions and community discussions. Such events help girls understand



issues related to gender equality, environment, health, citizenship, education and their rights.

Celebrations also provide opportunities to involve parents, CMC members, Panchayat representatives and other community stakeholders. This helps reinforce positive community attitudes towards girls' education and creates greater visibility for girls' achievements.

### **Life Skills Education for Girls**

Life-skills education is a key component of the Girl Child Education Programme. Academic education alone may not adequately prepare girls to deal with the social, emotional and practical challenges they encounter. The programme therefore provides age-appropriate opportunities for girls to develop skills that can help them make informed decisions and manage different situations in their personal, educational and social lives.

Life-skills sessions cover areas such as self-confidence, communication, decision-making, problem-solving, critical thinking, teamwork, leadership, emotional awareness, personal hygiene, health and nutrition, safety and responsible behaviour.

Girls are encouraged to identify challenges in their daily lives and discuss possible solutions through role plays, group discussions, stories and practical exercises. Sessions on communication and confidence help girls express their views clearly, interact comfortably with others and participate in group decision-making.

The programme also encourages girls to develop aspirations for their future. Discussions on careers, further education, skills and opportunities help girls understand that education can open pathways beyond traditional social expectations. Where appropriate, girls are introduced to local role models and examples of women pursuing diverse educational and professional pathways.

### **Community Mobilisation and Parental Engagement**

The success of girls' education depends significantly on the support of families and communities. IDS therefore places considerable emphasis on regular interaction with parents and community members. Teachers and programme staff engage parents through meetings, home visits and community-level discussions.

Parents are sensitised about the importance of regular attendance, continuation of education, learning support at home and creating a positive environment for girls. Particular attention is given to girls who are at risk of irregular attendance or discontinuing their education.

Community meetings also provide an opportunity to discuss issues such as migration, household responsibilities, early withdrawal from education and social barriers affecting girls. Through continuous engagement, the programme seeks to build community ownership and create a supportive environment for girls to remain in school and continue learning.

### **Teacher trainings, Monitoring and Learning Assessment**

Teachers are central to the success of the programme. IDS provides regular training, mentoring and study-circle opportunities to strengthen teachers' pedagogical knowledge and classroom practices.



Training focuses on child-centred pedagogy, foundational learning, activity-based teaching, classroom management and understanding the individual learning needs of girls.

The programme follows a regular monitoring system covering attendance, classroom functioning, teacher performance and learning progress.

Periodic assessments are used to understand children's learning levels and identify areas requiring additional support. Programme staff visit Learning Centres regularly and provide feedback to teachers.

The information generated through monitoring and assessments is used not merely for reporting but to improve programme implementation and provide targeted support to girls and teachers.

### **Project-4 : Rapid Action Learning workshop**

All over the country there has been mass movement targeting the goals of JJM. At various levels of implementation; new approaches, techniques and methods are being executed for ensuring quality and sustainability of the program. But there is no mechanism to quickly identify and share the best practices so that districts and states become equipped with new replicable and scalable ideas which would help accelerate the implementation of JJM with quality and sustainability. This is where Rapid Action Learning (RAL) approach provides a platform to successfully share the innovations and best practices.

The RAL workshop intends to harvest learning from on-going practice and innovations on the ground under JJM and make it available to a wide range of practitioners for their wider dissemination, application and replication across different states and districts. The process has been designed to encourage and enable government practitioners to identify their good practices, innovations and lessons learnt and to share these horizontally peer-to-peer and between levels, drawing practical lessons from each other across districts/states.

To identify successful practices and using methods of rapid sharing, learning, adopting and adapting of these for local needs and conditions will be the key to achieving the goals of JJM. With this in mind UNOPS (United Nations Office for project Services)/IDS is convening and organizing state workshops in Rajasthan, Assam, UP and Tamil Nadu. It will bring districts of the concerned state together (all with different levels of success) to share and learn insights, innovations and successful practices for changing behaviors and establishing and sustaining JJM to reach out to more and more families for FHTC.

### **AIM & OBJECTIVES OF THE WORKSHOP**

The overriding aim is to provide the states/districts with ideas and means to accelerate progress towards Jal Jeevan Mission with main focus on quality and sustainability. To this end, the workshop is designed:

- To learn from experiences and to provide opportunities for sharing insights, innovations and successful practices, including methods, processes and approaches developed in the districts under JJM



- To include good practices collected from the workshop in the Living Sourcebook and make these accessible for adoption and/or adaptation as desired by other States and Districts nation-wide

- To review practical lessons learnt and to integrate that learning into district specific action plans
- To identify gaps in knowledge and priorities for action learning, and to enable the State to decide on any follow up actions they may wish to undertake

### 1. **National Workshop on Participatory / Jan Bhagidari Tools**

A two days' workshop was organised on Participatory / Jan Bhagidari Tools at Kolkata on 22-23 December 2025. The overarching objective was to equip practitioners with a robust toolkit of PRA methodologies to foster community-led management of water supply schemes. The participant profile included 12 core states: West Bengal, Maharashtra, Nagaland, Telangana, Tamil Nadu, Gujarat, Himachal Pradesh, Bihar, Uttarakhand, Assam, Odisha, and Delhi. Affiliations spanned Central and State Government officials, NIRD representatives, UN agencies, academic institutions, and private sector practitioners.

Specific Objectives included:

- **Knowledge Exchange:** Sharing state-specific Jan Bhagidari tools for planning, implementation, and O&M.
- **Effective Tool Identification:** Isolating high-impact participatory methodologies used during JJM implementation.
- **National Documentation:** Developing a national compendium of tools to serve as a standardized practitioners' handbook.
- **Practical Skill Strengthening:** Enhancing the ability of extension workers to apply PRA techniques to technical water challenges.
- **Strategic Scaling:** Identifying capacity gaps and creating a roadmap for institutionalizing PRA-based capacity building nationwide.

### 2. **National Conference on Assured Clean Piped Water to All**

A day conference was organized on Assured Clean Piped Water to All at New Delhi on 12



December, 2025. The conference aimed at finding transformational impact of the Jal Jeevan Mission, its contribution to public health, women's empowerment, and ease of living, and emphasised

the need to consolidate gains through source sustainability, financial resilience, digitalisation, and stronger local institutions.

### **3. Conference on World Water Day**

The World Water Day 2026 workshop organized in New Delhi on 22 March 2026 themed “Water and Gender – Where Water Flows, Equality Grows,” was convened to examine the critical interlinkages between water security, gender equality, and sustainable development. Organised by UNOPS in collaboration with NITI Aayog, Government of India, the workshop brought together a diverse group of stakeholders including policymakers, development partners, civil society organisations, technical experts, and grassroots representatives.

The deliberations underscored that access to safe and adequate water is not only a developmental necessity but also a fundamental human right, intrinsically linked to health, dignity, education, and livelihoods. While India has made significant strides under the Jal Jeevan Mission (JJM), achieving over 80 percent rural household tap water coverage, the discussions highlighted the need to transition from infrastructure expansion to ensuring long-term sustainability, reliability, and quality of services. The launch of eight UNOPS-developed capacity-building modules during the event marked a significant step towards institutionalizing Jan Bhagidari and strengthening community-led water governance under the Mission.

