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2016-2017

Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan

Almora

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Governing Body

Staff

Audited accounts

1. Introduction

During the year, Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan (USNPSS), also called Uttarakhand Environment Education centre (UEEC), continued to develop capacities of rural children, women, youth, adolescents, men and civil society organizations through village learning centres in Uttarakhand Himalayas. Whilst the earlier programmes with children, women and adolescent girls continued during the year, new programmes on vocational training for adolescent girls and with children were also started. In addition, USNPSS conducted research, both internally and with the support of the Indian Council for Social Science Research (ICSSR), New Delhi to examine issues of gender, disaster, climate change and development in the mountains. Furthermore, new assessment tools were designed to measure progress of children attending village learning centres.

USNPSS started working with the rural communities and schools of Uttarakhand in 1987. It was set up as a nodal agency for the Department of Education, Government of India, and began to develop a programme on environmental education for schools. In addition, a network of community-based organizations and of volunteers was created and nurtured to work with women and rural hill communities in Uttarakhand Himalayas. Further, USNPSS has worked as a regional resource agency for the Ministry of Environment and Forests, Government of India, for the National Environment Awareness Campaign (NEAC) for more than a decade.

This annual report examines activities carried out in 2016-2017; and commemorates printing of the 29th edition and 30 years of work by USNPSS in Uttarakhand. Over time, USNPSS has developed and successfully run a programme for 3-6 year old children called balwadis in villages. The state government programme on early childhood care and education is based on the balwadi model developed and nurtured by USNPSS in Uttarakhand. Besides balwadis, USNPSS has pioneered educational programmes of evening centres for 6-11 year old, environment education in schools for 11-14 year old students, adolescent education programme for girls (11-19 year old), libraries in the hills of Uttarakhand by creating networks of community-based organizations. The organization has also initiated and nurtured a network of rural women's groups (all women in the village are part of a single group) called Uttarakhand Mahila Parishad (Uttarakhand Women's Federation) in the hills.

This year, a total of 61 village learning centres and six computer centres were functional over six hill districts of the state. Each centre acts as a point of convergence of educational activities carried out through women's groups, adolescent girls, youth and men in at least five neighboring villages, though the number might increase with some centres. Currently, USNPSS with its network of partner organizations received financial assistance from The Rajeswar Susheela Dayal Charitable Trust New Delhi, Hari Krishana Kamla Trivedi Memorial Trust, New Delhi, The Indian Council of Social Science Research (ICSSR), Government of India, and Association for India's Development (AID), Washington, SVCF (Eric and Leila daCosta Fund) and some individual donors. The following sections provide a detailed description of each activity carried out with children, women's groups, adolescent girls and youth during 2016-2017.

2. Village Learning Centres

Currently, 61 village learning centres and 9 computer literacy centres are functional in villages. A total of 1598 children (804 girls) attend the village learning centres on a regular basis. Out of these 76.9% children belong to general caste and the remaining 23.1% represent the socially disadvantaged sections of society. Share of children from scheduled caste households is 20.8%.

This year, five new centres were opened in Danya cluster, district Almora. In addition, the centre from Binta was shifted to Jakh village. Similarly in Ukhimath, district Rudraprayag, the learning centre of Daira village was shifted to Huddu village in the same locality. A new centre became functional in Palyun village in January 2017.

Five more centres will open from first April 2017 in Gopeswar cluster. Training of the facilitators has already been completed at Almora during February-March 2017. Learning materials have also reached the new centres.

The village learning centres provide a multi-actor forum for rural communities (children, adolescents, women, youth and elected representatives of panchayats) to come together to discuss and act upon their problems. Within a community, the village learning centre has a focus on the following age-groups, though everyone in the community is involved:

- a. Children (3-14 years old)
- b. Adolescent girls (11-19 years old)
- c. Young men and women (20-40 years old)
- d. Women's groups (more than 25 years old)
- e. Others in the community (men, old people, school teachers, panchayat representatives etc.)

Through village learning centres USNPSS and its partner organizations create an enabling environment in the village encouraging everyone to participate in various activities in the village. For example, children attend the centre in the evenings and learn. The adolescent girls come to the centre on Sundays (school holiday) to meet and discuss their problems/issues. The members of women's groups meet every month to discuss their problems and seek solutions. If necessary, joint meetings of adolescent girls and women's groups are also held. Further, the village residents also meet to discuss issues that concern everyone in the village. This process of participatory education is not only different from the conventional methods of learning (basically rote learning in schools) but promotes consciousness building of all members of community.

During meetings, people share their lived experience and build upon their collective knowledge to find solutions of their problems keeping socio-ecological and economic dimensions of village life with gender and caste as crosscutting themes. Hence, each centre is a reflection of the community it serves and resonate a shared purpose of learning.

Table 1. Number of children in the centres.

no	Village	Number of children								Total			book	Place
		General		SC		ST		OBC		M	F	Total		
		M	F	M	F	M	F	M	F					
1	Chaunaliya	0	0	10	5	0	0	0	0	10	5	15	270	Private house
2	Bhalugara	14	14	0	0	0	0	0	0	14	14	28	210	Private house
3	Fadiyali	0	0	9	11	0	0	0	0	9	11	20	476	Private house
4	Bhanyani	0	0	0	0	0	0	14	12	14	12	26	340	Private house
5	Rungari	14	16	0	0	0	0	0	0	14	16	30	140	Private house
6	Harodi	10	10	0	0	0	0	0	0	10	10	20	360	Private house
7	Kimvani	10	10	0	0	0	0	0	0	10	10	20	362	Private house
8	Jankande	6	14	0	0	0	0	0	0	6	14	20	223	Private house
9	Kanikot	0	0	5	15	0	0	0	0	5	15	20	303	panchayat ghar
10	Raulamel	7	22	0	2	0	0	0	0	7	24	31	267	Private house
11	Koteswar	6	2	11	8	0	0	0	0	17	10	27	349	panchayat ghar
12	Khalla	12	14	6	7	0	0	0	0	18	21	39	418	panchayat ghar
13	Bamiyala	19	23	0	0	0	0	0	0	19	23	42	370	panchayat ghar
14	Kandei	18	19	0	0	0	0	0	0	18	19	37	485	panchayat ghar
15	Gwar	14	17	0	0	0	0	0	0	14	17	31	364	panchayat ghar
16	Ukal	10	13	0	0	0	0	0	0	10	13	23	200	Private house
17	Munoli	15	13	0	0	0	0	0	0	15	13	28	200	own house
18	Danya	6	5	7	10	0	0	0	0	13	15	28	200	Private house
19	Gauli	15	13	0	0	0	0	0	0	15	13	28	200	Private house
20	Ruval	11	15	0	0	0	0	0	0	11	15	26	220	Private house
21	Dharagad	12	10	3	4	0	0	0	0	15	14	29	125	panchayat ghar
22	Bashaan	5	3	5	15	0	0	0	0	10	18	28	120	School room
23	Thali	11	12	2	5	0	0	0	0	13	17	30	200	Private house
24	Padhai	15	15	0	0	0	0	0	0	15	15	30	150	panchayat ghar
25	Dasili	13	10	4	3	0	0	0	0	17	13	30	200	bal bhavan
26	Dungar	4	5	10	8	0	0	0	0	12	5	17	250	panchayat ghar
27	Sari	20	17	7	9	0	0	0	0	29	17	46	245	panchayat ghar
28	Usara	9	12	0	0	0	0	0	0	9	12	21	253	Private house
29	Kimana	11	16	0	0	0	0	0	0	11	16	27	240	panchayat ghar
30	Huddu	19	12	0	0	0	0	0	0	19	12	31	250	panchayat ghar
31	Diyarkot	16	14	0	0	0	0	0	0	16	14	30	314	Private house
32	Jakh	8	14	0	0	0	0	1	2	9	16	25	253	panchayat gha
33	Chaundali	13	9	0	1	0	0	0	0	13	10	23	358	panchayat gha
34	Sundargaon	14	14	0	0	0	0	0	0	14	14	28	202	panchayat gha
35	Badhani	13	1	4	3	0	0	0	0	17	4	21	353	panchayat gha
36	Pudiyani	19	13	0	0	0	0	0	0	19	13	32	338	panchayat gha
37	Jhurkande	11	15	1	2	0	0	0	0	12	17	29	346	panchayat gha
38	Toli	15	17	0	2	0	0	0	0	15	19	34	250	panchayat gha
39	Bainoli	14	13	3	2	0	0	0	0	17	15	32	315	panchayat gha
40	Nandasen	9	11	3	3	0	0	0	0	12	14	26	300	school room
41	Simalgaon	7	13	0	0	0	0	0	0	7	13	20	415	Private house
42	Valna	9	7	0	0	0	0	0	0	9	7	16	375	panchayat ghar
43	Ganoli	8	16	00	0	0	0	0	0	8	16	24	345	panchayat ghar
44	Chaura	8	8	0	0	0	0	0	0	8	8	16	445	panchayat ghar
45	Bedhuli	10	8	0	0	0	0	0	0	10	8	18	410	Private house
46	Maichun	16	8	0	0	0	0	0	0	16	8	24	295	bal bhavan
47	Mouni	10	7	4	6	0	0	0	0	14	13	27	350	panchayat ghar
48	Banthok	7	4	3	15	0	0	0	0	10	19	29	406	panchayat ghar
49	Girchola	16	12	2	-	0	0	0	0	18	12	30	295	panchayat ghar
50	Maniagar	0	0	13	10	0	0	0	0	13	10	23	390	panchayat ghar
51	Palyun	0	0	15	13	0	0	0	0	15	13	28	215	Private house
52	Surna	9	13	0	0	0	0	0	0	9	13	22	355	panchayat ghar
53	Bhatoura	11	8	0	1	0	0	0	0	11	9	20	437	panchayat ghar
54	Parkot	11	4	1	4	0	0	0	0	12	8	20	323	Private house
55	Jakh	15	11	0	0	0	0	0	0	15	11	26	248	Private house
56	Borkhola	9	12	0	0	0	0	0	0	9	12	21	400	panchayat ghar
57	Liti	10	8	6	2	0	0	0	0	16	10	26	320	krisi bhawan
58	Gogina	6	14	0	0	0	0	0	0	6	14	20	255	panchayat ghar
59	Namik	2	5	14	4	1	2	0	0	17	11	28	250	panchayat ghar
60	Lohar kuda	0	0	18	4	0	0	0	0	18	4	22	436	Private house
61	Malka duga	6	10	4	5	0	0	0	0	10	15	25	260	Private house
	Total	608	621	170	162	1	2	15	14	794	804	1598	18,244	

2a. Process and salient features

Opening a centre in any village involves an organic, evolutionary process of gaining ownership of the programme by the community. Contrary to a top-down approach, opening a centre is a process-based initiative which requires time and commitment. The following table gives an idea of the time-line and processes involved in Palyun village, district Almora. This was a new village for USNPSS and took about a year to reach a stage when the community was ready to own the centre. In other villages, where some earlier work already exists, opening a new centre takes lesser time.

Besides community ownership, transparency is an important dimension of the work. Transparency, both in terms of money and activities that the community would take up, is maintained by creating a system of holding regular monthly meetings in the village. Held under the leadership of women, with USNPSS in a facilitator's role, these meetings help to remove doubts and bring in clarity in collective work. A sense of solidarity and mutual co-operation is also built up through open discussions during the village meetings.

Another important aspect of the practice is establishing trust between USNPSS and the community. Informal discussions with men, women, youth and children were held to build rapport with the community. Besides home visits and participation in village meetings, USNPSS staff travelled together with the women during their exposure tours to nearby villages. In addition, women from Palyun village attended the workshops at USNPSS Almora. During their visit, they stayed at the dormitory with other women and had meals with them. They learnt from the experiences of older women's groups and back in their village used similar methods to solve their problems. Adolescent girls from the village also attended a three day workshop at Almora.

Changes occurring in Palyun village

- A village learning centre is now functional in the village. Children take story books to read at home. Another off shoot of the programme has been that children, both boys and girls, attend school on a regular basis. Earlier practice of frequent absenteeism from school has declined and the teachers report that cleanliness has improved
- Awareness on issues of education, gender equality, health, self and community development has improved. A monthly meeting of women is held regularly in the village
- Grass and bushes around the houses and along the village paths have been cleared and the village looks cleaner now

Table 2. Process involved in opening up a village learning centre: the case of Palyun village.

S N	Date of the visit	Work	Highlights
1	12.8.2015	Visit to Palyun and Kalon village to assess the possibility of work	<ul style="list-style-type: none"> Kalon: General Caste Palyun: Socially disadvantaged (Scheduled Caste) + General Caste
2	13.8.2015	Palyun was selected for further work	<ul style="list-style-type: none"> About 80 SC families in the lower part of the hill Poor community, very little exposure to the outside world, women perceive alcoholism among men as the main problem poor education and ,health care facilities poor hygienic conditions, half of the households have no sanitation facility
3	2.9.2015	Visit to primary school in Palyun, informal talks with women and girls	<ul style="list-style-type: none"> Informal talks with the school teacher and the ICDS workers to learn about the status of children Teachers said that the village residents quarrel a lot and it is not possible to hold a meeting in the village USNPSS staff went from house to house to make acquaintances with all
4	7.9.2015	Meeting with the village residents in government school	<ul style="list-style-type: none"> 27 women, 15 men, the head of the village committee (Gram Pradhan) present Approach, work of USNPSS was discussed Examples of nearby villages where USNPSS is already working were given to motivate the women to form a women's group and work for educational improvement of children and women Positive initiatives taken by other communities re development of their villages discussed School teachers and ICDS worker stressed the need for cleanliness Gram pradhan spoke about development schemes in the village Women spoke on solidarity, alcoholism, need of cleanliness
5	13.9.2015	Exposure tour for 12 women	<ul style="list-style-type: none"> Visit to Maichun to see the learning centre, Meeting with the women's group Visit to Lamudiyar village (represented by SC community) Meeting with the women's group on how to keep a village clean, solidarity among women, livelihoods, alcoholism, women's fund, water issues etc.
6	6.11.2015	Village meeting	<ul style="list-style-type: none"> 31 women, 4 girls participated Women shared learning experiences of their visit to Maichun
7	16.12.2015		<ul style="list-style-type: none"> Crisis due to fire in the village. USNPSS staff visited the affected houses
8	29.12.2015	Visit to Girchola village	<ul style="list-style-type: none"> Women and children attended the children's fair in Girchola village
9	13.3.2016	Village meeting	<ul style="list-style-type: none"> 25 women participated, Need for a learning centre. What? Why? How?
10	27.4.2016	Meeting in the house of a village resident	<ul style="list-style-type: none"> Lack of solidarity and quarrel still an issue but some improvement in this direction. Women sit together and talk about their problems
11	27.7.2016	meeting of women's group	<ul style="list-style-type: none"> Discussion on need for cleanliness, women's health and on the village learning centre
12	16.8.2016	Village cleanliness	<ul style="list-style-type: none"> Paths have become cleaner than earlier, Bushes around the houses cut
13	28.8.2016	Village meeting	<ul style="list-style-type: none"> A women's group was formed Regular monthly meeting of women's group is held in the village
14	30.8.2016	Visit with the donors	<ul style="list-style-type: none"> informal talks with the village residents
15	12.9.2016	Village meeting	<ul style="list-style-type: none"> Talks about opening a village learning centre progressed A set of books was given in the village The president of the women's group keeps the record of books
16	19-20.12.2015	Women's visit to Almora	<ul style="list-style-type: none"> 4 women participated in a state level meeting of women's groups at USNPSS
17	15-16.6.2016	Women's visit to Almora	<ul style="list-style-type: none"> 4 women participated in a state level meeting of women's groups at USNPSS
18	2-3.9.2016	Women's visit to Almora	<ul style="list-style-type: none"> 6 women participated in a state level meeting of women's groups at USNPSS
19	28-29.12.2016	Women's visit to Almora	<ul style="list-style-type: none"> 4 women participated in a state level meeting of women's groups
20	19.1.2017	Visit to Palyun	<ul style="list-style-type: none"> USNPSS staff took a set of books, sports equipment and other learning material to the village
21	18.2.2017	Exposure tour	<ul style="list-style-type: none"> 25 children and 3 women participated in children's fair in Banthok village
22	21.3.2017	Village meeting	<ul style="list-style-type: none"> 36 women attended the meeting Arrangements for a room for the learning centre by the community Alcoholism and gambling among men
23	28.3.2017	Exposure t to Jaalbagaari	<ul style="list-style-type: none"> 20 members of women's group attended the Mahila sammelan

- Women recognize each other as members of a collective committed to bring development in the village, a role that in traditional power structures were never thought appropriate for them
- Since about half of the total households in the village had no toilets, land around the houses was used; especially by small children. During meetings in villages, USNPSS staff discussed the issue and suggested some easy ways to solve the problem. As a result, a few families dug small pits for use by their children. Adults were asked to go out in the jungle, away from the village. Cutting bushes along the paths also helped. Further, in a meeting women said that if anyone was caught defecating in open along the paths, he/she would have to pay a fine of 500 rupees each time. In addition, water used to collect near a stand post in the village. People used to go there. After discussions in meetings, everyone agreed to dig a small outlet for water to flow near the stand post. Washing clothes and utensils were banned and the community agreed to keep the area clean.
- With rising awareness about cleanliness and personal hygiene, the community has become sensitive about the issue. Some families have applied for support from a government scheme on installing toilets in villages.
- Exposure tours and participation in meetings outside the village have had a significant impact on women and girls. By seeing the work of other women's groups in similar rural settings, women of Palyun village have gained some confidence in themselves
- More visibility for women has emerged in the community. The women's group has been persistent in creating and nurturing space in the village to reinforce women's opinions on community decisions
- Adolescent girls and young women have been linked to this movement for change and development
- Some men are also co-operating with women especially on issues of cleaning the village, providing a free room to run the centre. They are allowing their wives and adolescent girls to go out of the village to attend meetings. A few have also come out to support the women in protests against alcoholism among men in the village

As the process of community learning and of development in Palyun village continues, new insights enrich lived experiences of the people.

2b. Developing a profile of villages where learning centres are functional

This year, a survey was carried out to create a demographic profile of villages where learning centres were functional and their neighboring villages. The survey showed that out of a total of 5457 households in 84 villages, 78.6% were represented by mixed-caste whilst 19.24% households represented the scheduled caste population.

Table 3. Survey of some villages covered by the learning centre programme.

S N	Cluster	Village	Number of households					Age wise distribution of children							
			Gen	SC	ST	OBC	Total	0-5		6-10		11-17		Total	
								M	F	M	F	M	F	M	F
1	Ganaig angoli	Chaunaliya	0	29	0	0	29	5	6	10	12	23	10	38	28
2		Bhalugara	27	0	0	0	27	2	2	7	3	10	12	19	17
3		Fadiyali	0	62	0	0	62	18	18	15	19	32	29	65	66
4		Bhanyari	0	-	0	43	43	6	13	19	9	32	21	57	43
5		Rungari	63	28	0	0	91	11	7	22	13	30	36	63	56
6	Pati	Harodi	24	0	0	0	24	7	5	6	8	8	10	21	23
7		Kimvani	23	0	0	0	23	5	1	3	2	10	7	18	10
8		Toli	37	0	0	0	37	8	6	9	10	13	13	30	29
9		Kanikot	0	13	0	0	13	7	9	5	9	8	18	20	36
10		Piplati	37	0	0	0	37	5	9	3	4	5	5	13	18
11		Barait	36	0	0	0	36	6	3	6	3	11	8	23	14
12		Mairoli	13	0	0	0	13	8	2	3	0	11	7	22	9
13		Roalmel	38	0	0	0	38	12	9	5	12	19	13	36	34
14		Jankande	19	0	0	0	19	6	4	3	2	2	4	11	10
15		Josyura	25	0	0	0	25	1	1	1	1	10	3	12	5
16	Gopes war	Koteswar	41	21	0	0	62	13	16	9	7	17	14	39	37
17		Khalla	53	21	0	0	74	11	5	19	12	22	18	52	35
18		Bamiyala	72	0	0	0	72	12	5	19	17	25	21	56	43
19		Gwar	107	38	0	0	145	19	22	32	28	59	65	110	115
20		Dogarikand	42	0	0	0	42	7	6	8	12	24	19	39	37
21	Danya	Ukal	41	0	0	0	41	7	5	8	5	12	14	27	24
22		Munouli	29	0	0	0	29	5	8	10	4	14	10	29	22
23		Danya	14	25	0	0	39	14	3	8	9	12	20	34	32
24		Gauli	46	2	0	0	48	2	4	9	24	34	26	45	54
25		Ruwal	39	0	0	0	39	11	9	9	12	17	9	37	30
26		Dharagarh	19	7	0	0	26	5	5	7	5	16	15	28	25
27		Bashan	6	22	0	0	28	12	8	12	11	18	19	42	38
28		Thali	38	0	0	0	38	17	16	16	15	27	12	60	43
29		Padhai	24	0	0	0	24	6	4	10	10	9	15	25	29
30		Dasili	88	8	0	0	96	53	45	40	15	14	21	107	81
31	Ukhim ath	Dungar	34	57	0	0	91	19	28	18	32	15	23	52	83
32		Sari	125	12	0	0	137	20	36	20	36	60	45	100	117
33		Usara	110	0	0	0	110	23	29	13	15	30	40	66	84
34		Kimana	102	0	0	0	102	16	13	12	8	23	20	51	41
35	Badhan i	Kukdai	62	0	0	0	62	14	8	14	8	20	25	48	41
36		Diyarkot	58	18	0	0	76	14	11	32	29	37	31	83	71
37		Jakh	92	5	0	23	120	39	35	24	31	32	33	95	99
38		Chaundali	46	6	0	0	52	6	8	12	5	8	22	26	35
39		Sundergaon	36	19	0	0	55	13	7	25	9	21	20	59	36
40		Badhani	48	18	0	0	66	9	11	14	12	16	18	39	41
41		Pudiyani	84	66	0	0	150	38	28	40	32	49	58	127	118
42		Jhurkande	28	11	0	0	39	8	9	5	8	18	10	31	27
43		Touli	38	1	0	0	39	5	8	4	7	6	8	15	23
44		Bainoli	89	56	0	0	145	15	13	16	14	35	25	66	52
45		Malai	57	7	0	6	70	12	10	22	24	28	24	62	58
46	Dwara hat	Valna	32	10	5	0	47	6	6	4	6	9	16	19	28
47		Bari	24	0	0	0	24	0	4	1	1	6	5	7	10
48		Choura	39	1	0	0	40	0	4	11	5	11	12	22	21
49		Bedhuli	70	11	0	0	81	7	11	10	13	14	15	31	39
50		Ganoli	87	0	0	0	87	4	9	5	12	14	17	23	38
51		Rauna	69	0	0	0	69	6	6	5	7	12	18	23	31
52		Kauda	13	0	0	0	13	3	5	3	-	1	1	7	6
53		Nauri	28	0	0	0	28	2	2	3	5	4	7	9	14
54		Dharamgao	13	13	0	0	26	5	3	4	3	3	7	12	13
55		Simalgaon	60	33	0	0	93	10	11	18	6	20	23	48	40
56	Bhikiy asen	Ghughuti	47	0	0	0	47	12	13	12	10	12	10	36	33
57		Baghar	32	0	0	0	32	8	7	4	3	10	9	22	19
58		Chouda	39	20	0	0	59	5	4	3	4	8	15	16	23
59		Dhunga	12	0	0	0	12	0	0	0	2	2	2	2	4
60		Silang	35	0	0	0	35	2	4	4	2	3	3	9	9
61		Minar	56	40	0	0	96	4	5	1	2	11	6	16	13
62		Dyona	60	0	0	0	60	3	5	9	11	30	25	42	41
63		Kamrar	55	50	0	5	110	5	6	10	5	20	34	35	45
64		Dhamera	74	23	0	0	97	5	6	9	8	18	22	32	36
65		Masou	50	30	0	0	80	3	8	9	6	3	10	15	24
66	Binta	Bhatoura	67	19	0	0	86	13	15	20	16	25	23	58	54

67		Borkhola	63	20	0	0	83	17	18	15	8	24	19	56	45
68		Surna	80	5	0	0	85	11	19	25	29	12	29	48	77
69		Parkot	14	28	0	0	42	6	9	5	7	19	17	30	33
70		Jakh	55	0	0	0	55	4	3	5	5	13	15	22	23
71		Godgaon	22	0	0	0	22	3	11	4	6	11	4	18	21
72		Dhamkot	24	0	0	0	24	1	-	2	1	4	5	7	6
73		Dewaldhar	24	3	0	0	27	3	2	2	3	8	10	13	15
74		Simalti	15	0	0	0	15	1	1	1	-	5	3	7	4
75	Maichun	Maichun	103	0	0	0	103	9	11	12	12	37	38	58	61
76		Girchoula	102	39	0	0	141	21	24	18	25	41	34	80	83
77		Maniagar	326	0	0	0	326	42	40	48	56	90	98	180	194
78		Mouni	26	10	0	0	36	10	12	9	13	28	13	47	38
79		Banthok	42	11	0	0	53	24	22	15	19	15	29	54	70
80	Shama	Liti dhura	143	7	0	0	150	17	22	40	42	67	81	124	145
81		Namik	42	40	38	0	120	31	16	19	22	44	42	94	80
82		Loharkuda	65	50	0	0	115	18	16	16	12	15	10	49	38
83		Goginadhar	64	0	0	0	64	22	19	22	18	26	26	70	63
84		Malka duga	105	35	0	0	140	31	32	30	31	55	68	116	131
		Total	4287	1050	43	77	5457	92	921	1037	999	1692	1717	3655	3637

Table Continues.

S N	Cluster	Village	Age wise distribution of male population			Age wise distribution of female population			Earlier work by USNPSS			
			18-60	>60	Total	18-60	>60	Total	Educational centre	Sanitation	Water	Plantation nursery
1	Gana i Gangoli	Chaunaliya	52	9	61	43	5	48	Balwadi	Y	Y	-
2		Bhalugara	44	6	50	44	9	53	Balwadi library, women's literacy	-	-	-
3		Fadiyali	115	34	149	93	29	122	Balwadi library women's literacy	Y	-	-
4		Bhanyari	64	10	74	59	11	70	Balwadi library, women's literacy	Y	-	-
5		Rungrai	162	15	177	146	30	176	Library, women's literacy	Y	Y	-
6	Pati	Harodi	29	7	36	23	9	32	Balwadi library	-	-	-
7		Kimvani	20	15	35	21	24	45	Balwadi library	Y	-	-
8		Toli	62	16	78	57	14	71	Balwadi library	Y	Y	Y
9		Kanikot	32	3	35	20	4	24	Balwadi library	-	-	-
10		Piplati	29	8	37	33	20	53	Balwadi	Y	-	-
11		Barait	39	8	47	18	19	37	Balwadi	Y	-	Y
12		Mairoli	19	0	19	17	6	23	-	Y	-	-
13		Roalmel	64	6	70	53	6	59	Balwadi library	-	-	-
14		Jankande	33	4	37	29	3	32	Library	-	-	-
15		Josyura	34	4	38	34	11	45	Balwadi library	-	-	-
16	Gopeswar	Koteswar	158	15	173	132	7	139	Library	Y	-	Y
17		Khalla	142	11	153	108	17	125	Library	-	-	-
18		Bamiyala	138	11	149	127	12	139	Library	Y	-	-
19		Gwar	188	24	212	202	40	242	Library	-	-	-
20		Dogarikandi	149	18	167	135	22	157	Library	Y	-	Y
21	Danya	Ukal	51	21	72	59	14	73	Balwadi	Y	-	-
22		Munouli	37	14	51	48	7	55	Balwadi	Y	-	-
23		Danya	80	10	90	69	3	72	Balwadi women's literacy	Y	Y	-
24		Gauli	68	20	88	66	11	77	Balwadi, women's literacy	Y	-	-
25		Ruwal	48	25	73	46	9	55	Balwadi	Y	-	-
26		Dharagarh	38	1	39	28	4	32	Balwadi, women's literacy	Y	-	-
27		Bashan	54	10	64	69	5	74	Balwadi	-	-	-
28		Thali	48	19	67	54	9	63	Balwadi	Y	-	-
29		Padhai	28	13	41	36	15	51	Balwadi	-	-	-
30		Dasili	119	16	135	127	57	184	Balwadi, women's literacy	Y	-	-
31	Ukhi math	Dungar	254	18	272	257	17	274	Library	Y	-	-
32		Sari	307	42	349	208	51	259	Library	Y	-	-
33		Usara	222	90	312	225	108	333	Library	Y	-	-
34		Kimana	140	17	157	130	32	162	Library	Y	-	-
35	Badhani	Kukdai	107	16	123	95	15	110	Library, literacy	Y	-	-
36		Diyarkot	69	29	98	72	33	105	Balwadi, women's literacy	Y	-	-

37		Jakh	197	18	215	184	34	218	Balwadi Library	Y	Y	-
38		Chaundali	65	20	85	71	32	103	Balwadi	Y	-	-
39		Sundergaon	89	12	101	85	22	107	Library	Y	Y	Y
40		Badhani	89	11	100	140	21	161	Balwadi Library	Y	Y	Y
41		Pudiyani	292	35	327	278	43	321	Library	-	-	-
42		Jhurkande	52	12	64	50	20	70	-	-	-	-
43		Toli	71	7	78	79	13	92	-	-	-	Y
44		Bainoli	225	41	266	280	50	330	Library	Y	Y	Y
45		Maalai	151	44	195	140	50	190	Library	Y	Y	Y
46	Dwa rahat	Valna	40	22	62	55	25	80	Sandhya kendra Balwadi	Y	Y	Y
47		Bari	11	14	25	36	17	53	Sandhya kendra Balwadi	Y	Y	Y
48		Choura	46	19	65	57	26	83	Sandhya kendra Balwadi	Y	Y	Y
49		Bedhuli	38	24	62	87	32	119	Sandhya kendra Balwadi	Y	Y	Y
50		Ganoli	95	20	115	137	40	177	Sandhya kendra Balwadi	Y	Y	Y
51		Rauna	68	18	86	170	25	195	Sandhya kendra Balwadi	Y	Y	Y
52		Kauda	11	3	14	17	7	24	Balwadi	Y	-	-
53		Nauri	12	10	22	36	16	52	Balwadi	Y	Y	Y
54		Dharamgaon	10	1	11	15	3	18	Balwadi	Y	-	-
55		Simalgaon	56	24	80	90	29	119	Sandhya kendra Balwadi	Y	-	-
56	Bhik iyase n	Ghughuti	88	14	102	82	24	106	Sandhya kendra Balwadi	y	Y	
57		Baghar	13	7	20	30	17	47	Balwadi	Y	-	Y
58		Chouda	40	13	53	54	17	71	Sandhya kendra Balwadi	Y	Y	Y
59		Dhunga	10	9	19	6	5	11	Sandhya kendra Balwadi	Y	-	Y
60		Silang	11	17	28	17	12	29	Sandhya kendra Balwadi	Y	-	Y
61		Minar	21	15	36	44	40	84	Sandhya kendra Balwadi	Y	-	Y
62		Dyona	22	20	42	40	27	67	Balwadi, women's literacy	-	-	-
63		Kamrar	20	24	44	60	32	92	Sandhya kendra Balwadi	-	-	-
64		Dhamera	50	19	69	60	23	83	Sandhya kendra	-	-	-
65		Masou	10	20	30	7	60	67	Sandhya kendra	-	-	-
66	Binta	Bhatoura	74	20	94	100	23	123	Sandhya kendra	-	-	-
67		Borkhola	60	12	72	75	35	110	Sandhya kendra	-	-	-
68		Surna	52	10	62	142	22	164	Sandhya kendra	-	-	-
69		Parkot	18	14	32	44	17	61	Sandhya kendra	-	-	-
70		Jakh	37	17	54	48	14	62	-	-	-	-
71		Godgaon	26	1	27	37	0	37	Sandhya kendra	-	-	-
72		Dhamkot	17	2	19	28	8	36	-	-	-	-
73		Dewaldhar	18	7	25	31	5	36	-	-	-	-
74		Simalti	18	1	19	23	6	29	-	-	-	-
75	Maic hu	Maichun	125	16	141	130	26	156	Sandhya kendra Balwadi	Y	Y	Y
76		Girchoula	166	37	203	156	42	198	-	-	-	-
77		Maniagar	386	32	418	441	31	472	Library	-	-	-
78		Mouni	17	11	28	13	10	23	Sandhya kendra Balwadi, women's literacy	-	-	-
79		Banthok	30	7	37	32	4	36	Library, women's literacy	-	-	-
80	Sha ma	Liti dhura	106	14	120	89	10	99	Library, women's literacy	-	-	-
81		Namik	193	21	214	180	22	202	Sandhya kendra	-	-	-
82		Loharkuda	150	13	163	100	10	110	Library	-	-	-
83		Goginadhar	97	4	101	91	3	94	Sandhya kendra, women's literacy	-	-	-
84		Malkha dug	214	45	259	199	49	248	Library, literacy	-	-	-
		Total	6950	1382	8332	7349	1787	9136				

In a majority of villages involved in the survey, USNPSS had some earlier contact and activity. For example, out of the total of 84 villages, 43 had balwadis and in 39 villages evening centres were functional in the past. The safe sanitation programme (installing toilets) was carried out in 51 villages whilst communities in 20 villages were involved in ensuring provision of safe water to communities. 22 villages had nurtured plant nurseries and the women's groups were actively involved in protection and regeneration of forests and grasslands.

Another interesting feature of the household survey was lack of discrepancy in gender-based data re children up to 17 year old. The total number of girls (3637) was comparable to the total number of boys (3655). Even in 0-5 age category, the percentage of boys (25.34%) was equal to that of the girls (25.32%) which reflect a slight negative trend in the incidence of female infanticide in these villages. Whilst, data from villages where learning centres are not functional would shed more light on the issue, there is a strong possibility of communities not going for sex-selective abortion. Over the last few years, USNPSS has taken up the issue of sex-selective abortion in meetings with the women's groups and with adolescent girls. Intensive efforts are made to raise awareness about gender equality and women's rights in schools as well in villages.

2c. Training of facilitators

Developing a structured curriculum for children attending the village learning centres has been a challenging task for USNPSS and its partner organizations. Whilst experience had made it evident that children need considerable support in improving their language and mathematics, time that they could devote in the evenings/school holidays and capabilities of facilitators were considered as important factors in curriculum design. In addition, activities had to be structured in such a way that children of different ages could benefit. For example, the educational needs of children studying in primary schools are different from those attending upper primary schools. Also, children in the same age group may have diverse capabilities and interests.

The training programme in August 2016 was focused on developing a structured set of activities organized in a way that progress in knowledge and skills development is maintained and children could enjoy doing those activities. Since the facilitators had experience (some of them were involved in the programme for the last three-four years) in working with the children, activities were designed in consultation with them. At the end of this exercise, a weekly time table had evolved. The main focus on the first two days of the week was to be on improving language. The next two days were to be devoted in improvements in mathematics. The next day was to focus on building up knowledge and skills re environment and on general knowledge. On Sunday, the centre was to run for four hours and activities re crafts (mud work, origami, painting etc.) and revision of the whole weeks learning was to be carried out. Rhyming songs (*bhav geet*), sports, skits, drawing, and painting were activities that children could enjoy every day. Monday is a holiday in the centre.

During training, facilitators from each cluster of villages sat together to design activities for the next two months. This has been a useful exercise because the facilitators could give detailed thoughts on to the set of activities that were possible in the centre and also learnt to assess progress of children.

Each facilitator was requested to maintain a diary to plan and record activities on a daily basis. In addition, children were to be divided into small groups to facilitate learning. Progress of each child was graded on the basis of specific indicators on a six monthly basis. The results of grading were to be shared with USNPSS and the partner organizations.

This year, on an experimental basis, facilitators ran the centres in the morning; four hours every day. This experiment was carried out in villages where schools were closed during winters and children were free to attend the centre in the morning. The results of this experiment were of a mixed type. In some villages, the response was very positive whilst in others children used to go with the cattle to the forest in the morning and hence preferred the afternoon hours.

Another interesting feature of training programmes was screening of a slide show exhibiting “good” and “bad” characteristics of the centres already functional in villages. Photographs taken by USNPSS staff were organized in a comparative mode to contrast the features of the centres with the aim of educating the facilitators on working towards making the centres attractive and educative for communities. Besides educational activities, the photographs depicted cleanliness, location of the centre, record keeping, various forms of contribution from communities etc. and the facilitators were urged to strive towards improving the centres by incorporating features that have proven beneficial in other villages.

The facilitators were exposed to various ideas to make the charts and posters readable and attractive. Further, past experience had shown that many children, though attending school and enrolled in higher classes, cannot read and write confidently. The facilitators were requested to identify such students and work in a systematic manner to improve their reading and writing abilities. In general, it has been observed that children belonging to socially disadvantaged families are weaker in studies than the children from socially/economically advanced households. Hence, special attention has to be paid to children from socially disadvantaged households, on girls and differently-abled children.

All training programmes were participatory and the facilitators were encouraged to speak up and articulate their concerns and ideas. Lots of educational songs, skits and role plays were held to make training interesting and also to ensure that the new girls shed their hesitations.

Table 4. Training of facilitators at USNPSS.

Serial number	Duration	Number of days	Number of participants
1	58.2016 - 9.8.2016	5	32
2	8.9.2016-12.9.2016	5	23
3	27.2.2017-3.3.2017	5	34

2d. Learning centre fairs (Bal mela)

Every year a children's fair is organized in villages to celebrate achievements and provide an opportunity to children to perform before their parents and other village residents. The atmosphere is like an educational fair and every one participates.

This year, almost all fairs were held in government schools (Table 5). This initiative has helped in bridging the gaps between formal and informal education systems as teachers and other school staff is fully involved in the programme. For example, bal mela in Namik village, the last village in Indo-china border, was held in full cooperation with the principal and other staff. Since, events like this are rare in remote villages/schools, both children and school staff was full of enthusiasm. Similarly the principals and school staff of Gwar Intermediate college, district Chamoli, extended their full support in organizing the event. In almost all schools, teachers helped in judging the performance of children in various competitions.

Books on different subjects and the artifacts prepared by children during the year were displayed in the exhibitions. Children took part in various sports viz. skipping ropes, race, badminton, carom and chess competitions. Debates and essay writing competitions on locally relevant issues were held.

Whilst the poem recital competitions were totally focused on children's own writings, many children had also written stories and songs. The quality of such writings was appreciated by school teachers and others attending the fairs.

Further, children took part in drawing and poster making competitions. For adolescent boys and girls of Nandasain area, a new competition of putting henna in a prescribed time limit was held. The interesting feature of this competition was the reversal of gender stereotypes as boys, not girls, were to put henna on their hands.

Table 5. Bal mela during 2016-2017.

Serial number	Location	District	Date	Place	Number of participants (approx)
1	Ganaigangoli	Pithoragarh	5.12.2016	JHS Kunalta	220
2	Danya	Almora	25. 12.2016	Chalmorigada	250
3	Dwarahat	Almora	10.1.2017	Primary school Bedhuli	200
4	Nandasain	Chamoli	29.1.2017	Sun Flower Public School	350
5	Ukhimath	Rudraprayag	29.1.2017	JHS Sari	275
6	Gopeswar	Chamoli	31.1.2017	GIC Gwar	400
7	Maichun	Almora	18.2.2017	JHS Banthok	300
8	Pati	Champawat	21.2.2017	Sisu Mandir Khetikhan	650
9	Namik	Bageswar	17.3.2017	JHS Namik	200
10	Gogina	Bageswar	18.3..2017	HS Gogina	150
	Binta	Almora	5.3.2017	Primary school Parkot	150
Total					3145

JHS-Junior High School, HS-High School, GIC-Government Intermediate College

In Bantok village, district Almora; children had put up an interesting exhibition of herbarium collection whilst children in Badhani had prepared placards demonstrating slogans to save the environment. Both boys and girls took part in a slogan shouting march through the school and nearby market.

At the end of the day, all children and adults were provided with tea and snacks. The interesting feature of this exercise was the use of fresh local leaves to serve snacks to the participants. Since plastic and thermocol were not used, children discussed the ill effects of usage of plastic on environment and pleaded that organic materials be used during weddings and other social functions in villages.

2e. Educational material provided to centres

Table 6 shows the material provided to the village learning centres during 2016-2017. Whilst seventy centres were supplied books and stationary in addition to their earlier stock, five new centres opened in Gopeswar cluster, district Chamoli, received a fresh stock in March 2017. Stationary and books were purchased by USNPSS and supplied to each centre. As the older stock of sports equipment had worn out, new sets were purchased and supplied to each centre.

In addition to materials used in drawing, painting and poster/chart making, each centre is provided with aids that support learning re standard and indigenous methods of measurement. For example, the concept of *nali* (the local unit of land measurement) is understood by actually measuring a field around the centre. Similarly, children are encouraged to understand the yield of grass and grains from the agricultural fields. In addition, visits to a nearby water source are made to measure the flow of water to understand the availability and consumption pattern in the village. These exercises are in congruence with the environmental education subject developed by USNPSS which children study in classes 6-8.

To improve the understanding of mathematical concepts, a learning kit called *jodo gnan*, various games and puzzles are used in the centres. Such activities are carried out keeping in view the age and ability of children concerned.

Maps and globe are used to improve children's understanding about the continents and the oceans. Finding places on the globe is an activity that children enjoy in the centres. Further, various games have been developed to involve children in using the globe and the maps to improve their understanding of the earth and the other planets.

A daily newspaper regularly reaches the centres. Children attending the centres read it in the evening. In addition, elderly men and young boys and girls also come to the centre to read the newspaper. In some roadside villages, the newspaper is first received by the tea shops where men read it and discuss the daily affairs of the country and the world. Later, during the day, the newspaper rotates among the households and in the evening reaches the centre. Besides newspapers, the learning centres also receive magazines that are used by young men and women preparing for competitive exams.

Table 6. Material provided to the centre during 2016-2017.

Serial number	item	Total stock at USNPSS	Distribution	Stock remaining at USNPSS
1	Charts	50	500	60
2	Sketch pens	10 sets	240	20
3	Crayons small	42 crayons	42	-
4	Pencil colours	36	45	-
5	A 4 paper sheet	4	36	3
6	Football	2	98	10
7	Globe	2	19	1
8	Carom board	2	9	-
9	Carom discs set	5	15	4
10	Mats	11	61	1
11	Racquet	-	132	20
12	Shuttle cock	-	264	40
13	Badminton net	4	1	-
14	Skipping rope	-	100	15
15	Football pump	2	7	1
16	Chess	3	16	-
17	Clock	4	4	-
18	Bucket	-	6	-
19	Glasses	0	10	0
20	Karchula	-	6	-
21	Tin box	8	-	3
22	Ring ball	10	-	-
23	Tape major 15 meter	-	9	-
24	Tape major 1.5 meter	-	18	-
25	Beaker	-	6	-
26	Scale steel	-	6	-
27	adhesive tape	3	5	2
28	Plastic rope	4	4	1
29	Map of Uttarakhand	3	5	1
30	Pencil	-	400	-
31	Pencil sharpener	20	10	-
32	Eraser	20	10	-
33	Fevicol tube	4	60	5
34	Chock	6	100	20
35	Crayons big	2	45	-
36	Green board	-	7	-
37	Duster	-	6	-
38	Stapler	3	3	-
39	Stapler pin	3	6	3
40	Register no 2	5	15	5
41	Register no 4	5	15	5
42	Copy 192 pages	-	90	-
43	Stamp	3	6	3
44	Stamp pad	-	6	-
45	Ganit mala	11	-	5
46	Rangometry	15	-	9
47	Aakar parivar	14	-	8
48	Jodo straw	16	-	10
49	Fraction kit	17	-	11
50	Dice blocks	15	-	9

2f. Visits to centres by USNPSS staff

The USNPSS staff made regular visits to villages to help the facilitators run the centres (Table 7). Visits to centres were made in two ways:

- Without any prior information to the partner organizations
- With prior information to the partner organizations

The objective of such visits is to clarify doubts by meeting the facilitators and supervisors; and review the progress. During visits, the USNPSS staff also demonstrated new activities and shares experiences and ideas of other centres with the partner organizations. Wherever possible, USNPSS staff also attended meetings of women's groups and adolescent girls and talked to other village residents to discuss their involvement in the programme and to receive feedback from them. The following observations were made:

- In general, children were conversant with the concepts and activities that the facilitators were supposed to carry out with them after training at USNPSS, Almora
- Though improvements in reading and writing Hindi were reflected in almost all the centres, more work is needed in this front
- Learning mathematical concepts still remains a difficult area, though some improvements are manifested in the centres. The problem lies with the fact that the mathematical concepts of the facilitators have been weak and they themselves are scared of solving mathematical problems. Even the use of *jodo gnan* and other learning aids could bring partial improvement in learning
- Sports equipment and other educational materials are methodically used in all the centres. Children of all ages, including girls, exhibited interest in learning new games and taking part in sporting activities. Traditionally girls were not allowed to play games that required running and jumping but this taboo seems to be broken by the girls and the facilitators in the centres. Girls are playing volleyball, football and cricket on their own and with boys in the centre. Also, girls have exhibited considerable interest in playing chess and carom board.
- In all centres visited during the year, children were found to be learning in smaller groups. The criterion for dividing the children into smaller groups was their ability, and not the class they were enrolled in school. The facilitator was found to be moving from one group to the next, helping children learn various activities at the same time.
- The supervisors had made regular visits to the centres. The date of their visit was recorded and kept for reference in future. Some of the supervisors were very active and had taught the facilitators new songs and educational activities
- Being young, the facilitators find it difficult to hold meetings in villages. Hence, in all the centres meetings with women and adolescent girls groups were held in the presence of the supervisors. Some of the facilitators could express their views during meetings with women's groups whilst the others remained quiet
- While visiting the centres USNPSS staff could meet hundreds of adolescent girls in villages. Informal conversation with them revealed that a majority wish to learn tailoring, knitting and computers.

Table 7. Visits to centres made by USNPSS staff.

Serial numb	Name of the centre	Date of visit	Children present on the day of the visit	Impression on progress
1	Bamiyala	15-6-2016	17	Satisfactory
2	Kanikot	22-6-2016	16	Satisfactory
3	Kimvani	23-6-2016	6	Good
4	Jankande	23-6-2016	14	Satisfactory
5	Harodi	23-6-2016	18	Good
6	Roulmel	24-6-2016	20	Satisfactory
7	Munoli	28-6-2016	17	Satisfactory
8	Ukal	29-6-2016	12	Good
9	Danya	29-6-2016	18	Good
10	Rival	29-6-2016	39	Good
11	Padhai	30-6-2016	26	Good
12	Maichun	19-8-2016	3	Not satisfactory
13	Ruval	21-8-2016	-	Closed
14	Girchola	27-7-2016	8	Satisfactory
15	Gauli	21-8-2016	13	Good
16	Danya	23-8-2016	16	Satisfactory
17	Maniagar	19-8-2016	10	Satisfactory
18	Danya	16-9-2016	8	Not satisfactory
19	Ukal	16-9-2016	5	Not satisfactory
20	Ruval	16-9-2016	-	Meeting the community
21	Dasili	19-9-2016	18	Good
22	Ganoli	22-9-2016	12	Satisfactory
23	Chaura	22-9-16	10	Good
24	Simalgaon	22-9-2016	9	Bad
25	Bedhuli	22-9-2016	14	Good
26	Bhatoura	23-9-2016	18	Good
27	Bhatoura	12-10-2016	13	Good
28	Valna	13-10-2016	13	Satisfactory
29	Fadiyali	22-10-2016	8	Bad
30	Chounaliya	21-10-2016	-	Closed
31	Bhanyani	21-10-2016	10	Satisfactory
32	Rungadi	21-10-2016	12	Good
33	Bhalugara	22-10-2016	21	Good
34	Ruval	3-11-2016	23	Good
35	Gogina	10-12-2016	12	Satisfactory
36	Loharkura	10-12-2016	9	Good
37	Ratir	11-12-2016	Meeting	Selection of the teacher
38	Namik	11-12-2016	23	Good
39	Loharkuda	12-12-2016	Meeting	Facilitators meeting
40	Nandasein	17-12-2016	18	Good
41	Jhurkande	17-12-2016	-	Closed
42	Benouli	17-12-2016	8	Good
43	Chaundali	18-12-2016	12	Good
44	Badhani	18-12-2016	Meeting with the facilitator	Good
45	Jakh	18-12-2016	-	Closed
46	Koteswar	18-12-2016	25	Not satisfactory
47	Gwar	18-12-2016	22	Satisfactory
48	Bamiyala	19-12-2016	18	Good
49	DogariKandei	19-12-2016	18	Good
50	Pudiyani	2012-2016	teachers meeting and visit to center	Good
51	Sundargoun	20-12-2016	8	Good
52	Toli	20-12-2016	20	Satisfactory
53	Simalgaon	21-12-2016	19	Good
54	Bedhuli	21-12-2016	17	Good
55	Ganouli	11-1-2017	19	Satisfactory
56	Bedhuli	11-1-2017	21	Good
57	Borkhola	12-1-2017	11	Satisfactory
58	Bhataura	12-1-2017	19	Good
59	Usara	30-1-2017	meeting with the facilitators	Satisfactory

2g. Interface with groups of adolescent girls

As a part of community learning programme, joint meetings of adolescent girls and women's groups have offered an interesting forum to strengthen social ties between the family members and with the others in the community. Discussions were held on issues of changing gender relations within families and in villages as roads, television and cell phone networks are reaching the villages.

In relation to their previous generations, young women and adolescent girls are educated and more knowledgeable about the world outside the village. Whilst the older generation of women is still interested in agriculture and animal husbandry, the young educated women aspire for some paid job or non-farm activity. Also, exposure through TV and cell phones has changed the mindset towards work and livelihoods implying a shift in social relations within the families. For example, the young daughters-in-law tend to migrate to the cities as soon as the child attains the age of attending a school. Whilst the elderly accept this decision, dissatisfaction continues to grow in families. Change in the prescribed social norms is not taken easily and women of different generations lead discontented lives in both rural and urban settings.

Meetings in villages often revolve around resolving such conflicts between different generations of women. The idea is to create an enabling environment and a common forum where women can talk about these issues and resolve conflicts by understanding each other. Further, during meetings information is provided on legal issues related to damage caused by wild animals, roles and responsibilities of elected women representatives in panchayats, importance of solidarity among women, education and health needs of women.

2h. Assessment of children's progress

This year, a new evaluation form was developed to document and understand progress of children undertaking various activities in the centre. The new feature of the evaluation form was to involve parents in monitoring development of their children. Hence, apart from the facilitators and the supervisors, parents had an equal say in assessing progress of their children. In addition, many mothers also commented on the performance of the facilitators.

Assessment was carried out twice (August 2016 and February 2017) with a gap of six months during the year. The facilitators and the supervisors were trained to carry out assessment and printed sheets were provided to them in the beginning of the year. Each sheet had separate sections to register comments of the facilitators and parents.

The assessment was carried out in 36 villages involving 862 children and their parents. All filled up sheets were brought back to Almora for further processing of the data. A simple format was developed to compute the data. Each reported indicator of progress was marked as 1 and then the total and the percentages were calculated.

Assessment by facilitators, as exhibited in Table 8, revealed that the most profound impact of village learning centres has been on improvements in language and mathematics.

While improvement in language skills (both reading and writing) was reported for 80% students, facilitators had also reported progress in mathematics for 64% children. About one fourth of the children were reported as showing improvements in story-telling and singing (27.49%), cleanliness and hygiene (24.36%) and socialization abilities (24.59%). About 32% children had shown an improved interest in sports.

Table 8. Assessment of children's progress as carried out by facilitators.

Serial numb	Village	Number of children	Maths	Hindi	Cleanliness	Games	Arts	General knowledge	Story/song	Socialization
1	Badhani	27	26	22	21	25	5	3	4	7
2	Diyarkot	30	28	26	18	14	2	0	1	22
3	Sunderga	25	25	25	21	1	2	5	2	4
4	Jhurkande	19	17	18	8	8	4	0	0	12
5	Jakh	26	26	26	6	17	5	16	2	2
6	Nandasai	24	14	18	2	12	6	1	4	0
7	Toli	28	22	25	15	11	3	12	10	5
8	Bainoli	19	16	19	19	2	3	8	3	1
9	Pudiyani	30	26	29	7	4	1	7	1	7
10	Chaundali	23	22	22	1	3	4	16	4	3
11	Gwar	23	7	16	7	5	3	0	8	5
12	Bamiyla	29	6	18	5	14	3	3	12	9
13	Khalla	30	30	28	7	8	13	0	15	6
14	Kandei	28	8	25	7	6	5	0	14	13
15	Koteswar	16	5	12	1	2	1	1	2	6
16	Dasili	24	6	8	3	2	0	5	2	9
17	Ruval	25	24	21	0	6	0	12	3	0
18	Ukal	22	17	10	2	3	4	14	9	7
19	Dharagad	29	12	23	5	15	0	5	13	6
20	Munoli	26	18	21	1	0	0	8	12	4
21	Padai	30	14	28	1	12	2	2	2	17
22	Gauli	23	14	21	1	1	0	0	0	2
23	Basaan	20	18	19	0	5	0	5	5	0
24	Danya	22	4	16	4	10	5	4	5	7
25	Dhali	28	20	23	1	4	0	3	5	9
26	Kimvani	20	9	12	0	17	11	6	8	2
27	Dungar	21	2	11	7	2	4	0	11	7
28	Kimana	20	16	16	0	2	2	0	5	5
29	Usara	20	8	9	5	8	7	0	12	11
30	Girchola	20	4	14	12	3	1	1	10	3
31	Banthok	29	3	14	6	4	9	1	11	0
32	Maniagar	24	22	23	4	10	1	19	15	2
33	Maichun	23	21	20	0	17	0	14	11	4
34	Rungadi	21	17	20	4	11	9	1	1	6
35	Bhalugara	20	10	16	0	7	3	1	6	5
36	Fadiyali	18	16	17	9	11	3	0	9	4
	Total		553	691	210	282	121	173	237	212
	Percentage		64.15	80.16	24.36	32.71	14.04	20.07	27.49	24.59

Table 9 exhibits responses of parents regarding the impacts of village learning centres on children in 36 villages. As in case of facilitators, parents have also reported improvements in language and mathematics, as the most noticeable impact of village learning centres on their children. This observation is not surprising because the first priority of parents re their children's education revolves around improvements in academics. About 16% children were perceived to have shown improvements in their behavior while 14% were reported as showing greater confidence. Parents have also reported improvement in personal hygiene and cleanliness of their wards (12.53%). Some parents also observed that their children were

making good use of their time. Earlier, they used to watch television in the evenings but this habit has changed.

Table 9. Response of parents on progress of their children.

S No	Village	Number of children	Cleanliness	Watching TV	Behavioral improvement	Language/ maths	Help parents	Does homework	More confident
1	Badhani	27	1	5	10	12	5	12	1
2	Diyarkot	30	12	0	12	24	0	0	2
3	Sundergaon	25	15	0	1	13	0	1	0
4	Jhurkande	19	3	0	6	17	0	0	6
5	Jakh	26	0	0	0	24	0	0	1
6	Nandasai	24	0	0	0	1	0	0	0
7	Toli	28	5	0	1	25	1	0	9
8	Bainoli	19	11	0	4	19	0	0	3
9	Pudiyani	30	3	0	1	30	0	0	1
10	Chaundal	23	0	0	0	23	0	0	0
11	Gwar	23	1	0	8	18	6	0	2
12	Bamiyla	29	9	0	8	13	1	0	10
13	Khalla	30	0	0	7	5	0	0	3
14	Kandei	28	4	0	7	22	12	4	4
15	Koteswar	16	0	0	2	14	0	0	1
16	Dasili	24	3	0	6	11	0	0	12
17	Ruval	25	0	0	0	23	0	0	7
18	Ukal	22	2	2	5	19	3	3	15
19	Dharagad	29	3	0	1	29	0	1	5
20	Munoli	26	0	0	3	25	1	0	3
21	Padai	30	4	0	8	25	0	0	4
22	Gauli	23	0	0	0	21	0	0	0
23	Basaan	20	0	0	0	19	0	0	0
24	Danya	22	1	0	2	12	2	1	1
25	Dhali	28	0	0	5	22	2	5	0
26	Kimvani	20	1	0	6	16	3	1	6
27	Dungar	21	1	0	7	11	0	1	6
28	Kimana	20	0	8	16	14	4	7	2
29	Usara	20	8	0	4	14	0	10	1
30	Girchola	20	8	0	0	11	1	0	0
31	Banthok	29	3	0	0	23	0	1	1
32	Maniagar	24	0	0	2	22	0	0	3
33	Maichun	23	0	0	1	23	1	0	1
34	Rungadi	21	1	0	1	20	2	0	4
35	Bhalugar	20	3	0	4	11	0	0	2
36	Fadiyali	18	6	0	1	17	1	1	3
	Total	862	108	15	139	648	45	48	119
	Percentage		12.53	1.7	16.13	75.17	5.22	5.57	13.81

2i. Qualitative outcome

- The facilitators are selected from the villages. A majority of them have finished their schooling and some of them are enrolled in college. However, owing to their limited exposure and poor quality of education in villages, they lack confidence. With their selection as facilitators these girls attend trainings at Almora and gain confidence to talk. They learn about their rights and slowly start making decisions for themselves. Girls who have discontinued their studies are encouraged to get themselves enrolled.
- Since the demand for starting the centres came from women's groups to engage their children in some productive activity in the evenings, the village residents are regularly

apprised of development of their children. Regular monthly meetings of women's groups were organized in each village where the centre was functional.

- A centre aims at stimulating physical, emotional and mental development of a child. However, parents are more concerned about the scholastic achievements of their children. This year, a new set of activities were designed in consultation with the facilitators to enhance learning, especially in language and mathematics, in villages.
- Various cases of improvements in children's performance were noted. For example, Ankit (enrolled in class 8th in Government school, Moni village, district Almora) could not read a paragraph from a book. His brother, Deepak, was also very weak in studies. The facilitator, Girish Joshi, started paying attention to them. After a year, both of them can easily read a book, their writing skills have also improved
- In Badhani centre, district Chamoli, Bhavna Negi (enrolled in class 5th in a Government primary school) used to come to the centre everyday but she was weak in language and mathematics. The facilitator, Kamlesh Negi, helped her study both the subjects. Not only her performance has improved, she is also learning to operate computers in the evenings
- Manisha studies in class 6th in Pudiyan village, district Chamoli. She was weak in studies. The facilitator, Sapna, visited her parents at home and also talked to the school teachers. Manisha's mother was concerned about her performance in school exams but seemed helpless. Sapna talked to Manisha and her mother. She also paid special attention to her in the centre. Manisha has now become attentive to her studies and performing well in exams. Not a shy girl anymore, she has become confident and popular among other children in the centre
- Aarati lives in Bamiyala village. She is studying in class 6th in Junior high School, Bamiyala. She was very shy and could not talk to adults in the village or to teachers in school. She would never take part in any sporting activity. She came to the centre every day but would not speak a word. The facilitator, Urmila, had several rounds of discussions with her. She encouraged her to recite poems and tell stories to other children. Slowly, Aarati began to talk with other children. Now, after spending time of over a year in the learning centre, Aarti has no hesitation in talking with others
- Neha Arya studies in class 8th in Dharagaad village, district Almora. She was interested in the skill of storytelling but found mathematics very difficult. Pinki Pande, the facilitator, encouraged her to take measurements of the room, walls, windows etc. in the centre. She also asked her to measure the amount of water that fills up a bucket and engaged her in several other related activities. As a result, Neha has started taking some interest in solving mathematical problems
- The Government school teachers appreciate contributions of village learning centres and report that comprehension of mathematical concepts and Hindi language has improved among children. Further, children attending the village learning centres appear more confident and friendly than those who do not have a centre in the village
- Children attending the village learning centres are exposed to various extra-curricular activities. Such activities, though part of the curriculum, are often not covered in schools. However, ripple effects of such learning are experienced in schools too. For

example, songs that children learn in centres have become popular in schools. These songs have special messages for social change and upon reaching a school a larger community of students and teaching staff is influenced. Schools welcome these new ideas and learning opportunities because exposure to the outer world is limited in remote villages.

- Parents report that awareness about environmental issues has improved among children. Mothers also report that children attending the centres have developed a strong sense of personal hygiene and cleanliness, Further they keep their belongings in order at home and seem to be sensitive towards their surroundings.

3. Computer education centres

Seven computer education centres were functional in seven clusters of villages in three districts during the year. Two centres were run in Danya cluster whilst Maichun, Dwarahat, Badhani, Gopeswar and Ukhimath had one centre each. During the year, four centres were shifted to a neighbouring village either because all children had finished their basic course on computers or a trainer was not available in the village.

3a. Maichun cluster

A computer centre in Maichun cluster was started in 2011 at Jal Bagadi (Maniagar) village. A room for the centre was provided by a village resident. Over time, all children and interested youth finished their basic course; and hence the centre was shifted to Banthok village in May 2015. Rama Gaira, a young woman from the village, ran the centre till December 2016. 12 girls (mostly studying in 8th-12 grades) and 11 boys (mostly from 7th-10th grades) finished their course successfully.

The centre was then shifted to a neighbouring village, Girchola. Here too, a young woman, Shobha Chamiyal, is running the centre every evening, six days a week. 3 girls (2 general castes and 1 SC girl pursuing graduation) and 4 boys (studying in 7th class and two boys doing their graduation) are currently doing the course. Both in Banthok and Girchola, space for the centre is provided by the village residents.

3b. Danya cluster

In Danya cluster, a centre was started in 2015 at Chalmodigada in a room provided by our partner organization. Till 15th November 2016, Manisha Bisht, worked as a facilitator. However, it was evident that being off-route the centre was not fully utilized by the village residents. To ensure easy access by all village residents, the centre was shifted to a more central location in Aati village in December 2016.

In Aati village, Babita Joshi (a local 23 year old girl pursuing her BA), is running the centre. She has done a course on computers earlier. "I am quite happy and satisfied with this work" says Babita .The room for the centre is provided by a local resident, Basant Pandey for free. Only the electricity charge is paid. 12 girls (classes 8-12th), 3 boys (classes 4-7th) and a

woman have learnt computers in Aati village. The centre operates in the evenings, six days a week.

In Munoli village, the centre was started in December 2016. Ken Reed, a documentary film maker and war-zone journalist (USA) and his colleagues had donated 5 laptops in December 2016. Since they had visited Munoli earlier, Mr. Reed was keen to put laptops in the village. One of the laptops was put in Chaundali village and another in Gangolgaon, district Chamoli. One more centre will start in Gogina village in the summer 2017. A facilitator has been selected. Currently she herself is learning computers in Haldwani and the centre will start as soon as she finishes her course and comes back to the village. 6 girls and 4 boys (enrolled in classes 7-12th in government schools) have learnt computers since December 2016.

3c. Sunadi (Dwarahat) cluster

Started in June 2015 in Sunadi village, the computer centre was run by Hemlata Arya (a girl from a socially disadvantaged household) for about a year. She got married and then the centre was shifted to Bimandeswar village in February 2017. Gitanjali Pujari, Rauna village, is running the centre and 10 girls have been trained in computers.

3d. Badhani cluster

In Badhani cluster, the computer centre was started in December 2015. The centre opens daily from 12-3 in the afternoon and 6.30-8 in the evening. Kamlesh Negi, a trained and active worker from Badhani village runs the centre. 4 girls (enrolled in classes 6-10th) and 21 boys (enrolled in 4th grades to graduation; mostly 6-10th) have completed the basic course. 3 boys from Nepal (parents working as labourers in India) have also been trained.

Impressed by the performance of children in Badhani village, the residents of Chaundali have long been demanding a centre in their village. Therefore, a centre was opened in Chaundali as soon as USNPSS received some assistance in this regard. A centre was opened in March 2017.

3e. Gopeswar cluster

The computer literacy programme in Gopeswar was started in 2013 at Dogari Kandeii village. After achieving the stage of saturation in Dogari, the centre was shifted to Tangsa village in August 2015. Surjit Khatri worked as a facilitator till June 2016 and then Rameswar Kanyal ran the centre till December 2016. 9 girls and 9 boys (enrolled in classes 3-BA) from socially disadvantaged families have been trained in computers.

The centre was shifted to Gangolgaon in January 2017. Monika, a village resident, is working as a facilitator. A total of 48 children (19 girls and 29 boys) have been enrolled in the centre. Out of these 27 children study in government primary schools, 7 in Junior high schools, 9 in high school, 5 in intermediate colleges).

3f. Ukhimath cluster

The computer literacy centre in Ukhimath was started after the Kedarnath disaster in 2013. The centre is run in a place offered for free by our local partner organization in the town of Ukhimath. Krishna, a local girl, has been working as a facilitator. 10 girls (classes 7-10th) and 20 boys (classes 5-11th) from Paithali, Kimana, Gandhi Nagar, Karokhi and Kantha villages have learnt to operate computers.

3g. Training of facilitators

A three day training programme for the facilitators was organized at Kasaar Devi, Almora during 12-14 December 2016. Mr. K. S. Mallick, a retired senior government officer who has pioneered this programme in Kasaar Devi took up the responsibility of training of facilitators. The course was conducted by Hansi, a trained facilitator who has run the centre at Kasaar Devi for many years now.

4. Uttarakhand Mahila Parishad

By forming, organizing and nurturing women's groups, UMP creates space for collective decision making and action on issues that rural women perceive as of utmost importance to them. At the village level, these groups act as community-based, women centered institutions which can articulate the local development issues with a gender perspective and strive to find solutions to their problems.

All women of the village are members of a single group called the whole village group (WVG) or *mahila sangathan*. Irrespective of their caste, age, economic and educational status, women demonstrate solidarity with a shared goal of achieving visibility and gender equality. Thus, a mahila sangathan represents rural women in different stages of their lives viz. the mothers-in-law, daughters-in-law, young women; the widows and deserted women etc.

At the cluster level, WVGs join together to form the regional federations called the (*kschetriya parishad*) of women. Currently, eleven regional federations spread over six districts of Kumaon and Garhwal constitute the state level federation called the Uttarakhand Mahila Parishad (UMP of Uttarakhand Women's Federation).

4a. Organizing women as WVGs

UMP organizes women as a part of a single group in a village (whole village groups or WVGs). This approach is different from the mainstream view of organizing women as self help groups (SHGs) or small groups within a community. It is evident from experience that smaller groups, though easy to form, are often created on the basis of caste, economic status or age. For example, within a village, women belonging to a particular caste may join to form a group or economic status of their families becomes the basis of their joining together. In such a situation, a sense of solidarity among women; which UMP considers an important factor for any action in the village; is affected. In particular, issues like action against alcoholism and gambling among men, protection and conservation of natural resources which

require collective action and co-operation from everyone in the community become difficult to address.

The monthly meetings of WVGs are held regularly in the village. Women gather in the panchayat ghar or the village learning centre or some other place that they find suitable for meetings. Meetings are also held by rotation in the courtyard or the house of a resident. This method is used in villages where new groups are formed or in case the whole village is not co-operating in the process of forming a WVG, especially when the elders do not allow their young daughters-in-law to attend the meeting. Strategically, meetings are held in the courtyard of such families so that the elderly too can listen to the discussions. Often, such families offer tea to the participants and that moment becomes a point of starting communication on women's work in the village.

4b. Workshops and training at Almora

This year, a total of five workshops were held at USNPSS, Almora for members of women's groups (Table 10). These workshops brought together women of Kumaon and Garhwal to create collective perspectives on development, education, health, natural resource management, women's rights and panchayati raj institutions with gender as a cross cutting theme.

Irrespective of their caste, economic status, age and educational background all participants share a dormitory accommodation, eat and sit together and express solidarity. By participation, women learn from each other and obtain an opportunity to share their views and experiences on gender and development.

4bi. Natural resource management

In villages, members of women's groups protect, conserve and manage natural resources keeping in view their sustainable use and development. In many villages, parts of community forests have been set aside for regeneration of vegetation, often by offering the land to the local deity for five-ten years. In other villages, harvesting is allowed once or twice for a specific duration each year. Open grazing by cattle is prohibited in protected forests and grasslands. Anyone cutting wood or grass on the sly is subjected to a fine, the amount for which is decided collectively by women's groups.

More recently, owing to large scale migration from villages to the cities, the pattern of natural resource use has changed in villages. Many villages with high out-migration have registered low pressure on forests because the migrant families allow the village residents to cut grass from their fields for free. This is to maintain the agricultural fields which if not cleared on a regular basis would soon turn into wastelands. Even in villages where the migrants sell grass, socio-ecological balance is maintained and everyone is benefited.

Need of natural resources has also changed due to construction of roads to villages. Where possible, families are using cooking gas; but a majority would still need wood for preparation of food and to keep the houses warm during winter. Since more and more families seek to build a house on the roadside, non-farm activities (shop keeper, jeep driving,

tea shop/restaurants etc.) have become popular sources of livelihoods. In such families, agriculture has become the secondary source of livelihood and pressure on women for collection of fuel wood and fodder from the forests has reduced.

Still, livelihood of a significant size of rural population is dependent on agriculture, animal husbandry and forests. Change, however, is occurring in such households too. The elderly women exhibit immense interest in maintaining traditional agricultural practices whilst the young women and adolescent girls aspire for a paid job. This is not surprising because the young generation of women is educated and has been exposed to the outer world through ease of transportation, availability of television and cell phones, even in remote villages.

Members of women's groups also believe that some of the traditional village practices on natural resource management are affected due to state-sponsored projects that focus on utilization of funds through panchayats. For example, the traditional practice of digging trenches for rain water conservation or of communities clearing the bushes along the paths have been diluted as people do not volunteer to keep their villages clean and environmentally sustainable but wait for funds from the government to come to the village.

4bii. Menace of wild animals

Damage to crops by wild animals has emerged as the most pressing issues in recent times. Monkeys, wild boars, deer and porcupine have been damaging the crops as never before. Responding to this challenge, UMP has taken several steps with the help of communities to prevent damage to crops.

- **Ensuring social protection:** Members of women's groups take turn to protect the fields from monkeys and wild boar
- **Fencing:** Fencing of fields is carried out using old *saris*, local bamboo mats etc.
- **Clearing bushes:** since bushes around the village (for example, *Lantana camera*) provide an ideal place for wild boar and other animals to hide during the day, women take up the responsibility of clearing such patches on a voluntary basis
- **Raising voices:** Women regularly raise the issue in meetings at village, cluster and state level meetings and seminars
- **Samvaad:** Rural women have been raising the issue in a workshop, *Samvaad*, organized every year at USNPSS Almora. The workshop is attended by the local assembly leaders and many government officials. Recommendations of this workshop are sent to the state Government for further action

4biii. Water

Water shortage, especially during the summer, is a common problem in villages of Uttarakhand. Despite the fact that a majority of perennial rivers in the country originate from Uttarakhand Himalayas, getting regular supply of clean water continues to be a problem in the hills. Since collection of water, both for domestic use and consumption by cattle, is a gendered activity, women and girls suffer the most.

To conserve, protect and rejuvenate water sources, the members of women's groups execute diverse activities. Some of those are as follows:

a. Organize village meetings to ensure equal distribution of water from springs and seepages

Disputes over water are common in villages that face chronic shortage, especially during the summer seasons. Women's groups organize meetings to discuss the issue and solve problems by building consensus in the community. Further, in some villages women take control over the water source to ensure equal distribution among all village residents. In such villages, the spring or the seepage is locked at night and in the morning everyone gets an equal share. This method is specially adopted in villages where families residing near the water source are likely to steal water at night.

b. Rain water harvesting

Digging trenches on the hill slopes is an effective method to collect rain water. Trenches, locally called *chaal* or *khay*, allow rain water to slowly seep through the soil and the rocks below; eventually recharging ground water. Further, water so collected would resurface down slope in the form of springs or seepages. Broad leaf trees are also planted on the hill slopes to ensure better recharge.

c. Conservation and protection of natural resources

Planting and conserving broad leaf trees is an effective method to ensure better absorption of rain water in the soil. In a forest, thick layers of humus would not only protect the top soil from erosion but also absorb rain water slowly allowing it to soak and recharge the water table.

d. Ensure safety and cleanliness of traditional water sources

Women's groups take collective decisions to ban washing of utensils, clothes etc. at the water head and ensure that the area around is kept clean. Often, they visit the water head to cut grass and remove vegetation near the source to keep it clean and visible.

e. Renovation of traditional water sources

Renovation of traditional sources such as springs is carried out with partial financial support from USNPSS. Members of women's groups execute such small projects and take all decisions regarding renovation and maintenance of the structure.

f. Cheap, plastic-lined tanks

Installing cheap, plastic-lined tanks is an effective method to store rain water for use after the monsoons when rain fall is low. This water is used for domestic purposes, except drinking, and for irrigation of seedlings/vegetables etc. These tanks have proven very useful to communities, especially in villages where water shortage is a chronic problem.

g. Promoting fisheries in the hills

In Pati, district Champawat, a successful example of fish cultivation has been set by the local people. Fisheries were never heard of in the mountains. However, this innovative programme, has successfully tapped water from a nearby ravine allowing it to collect in small tanks on terraced fields. Besides fish, some innovative farmers have also kept ducks and poultry in temporary wooden structures above the tanks.

Table 10. Workshops held at USNPSS, Almora.

Serial number	Duration	Participation					Issues discussed
		District	Partner NGOs	Female	Male	Total	
1	15-16.6.2016	1	3	30	00	30	Sharing experiences, Alcoholism and gambling among men, need of solidarity for women, , village learning centre changes occurring in villages and how to deal with those, migration, menace caused by wild animals and how to deal with it, inter-generational conflicts, village learning centres
2	30-31.8.2016	3	5	35	1	36	Sharing experiences, , village learning centre Alcoholism and gambling among men, need of solidarity for women, changes occurring in villages and how to deal with those, migration to the cities, menace caused by wild animals and how to deal with it, intergeneration change
3	2-3.9.2016	2	4	37	1	38	Sharing experiences, alcoholism and gambling among men, need of solidarity for women, changes occurring in villages and how to deal with those, migration to the cities, , village learning centres, menace caused by wild animals and how to deal with it, inter generational changes and how to deal with them
4	25-26.12.2016	4	6	42	00	42	Sharing experiences, , village learning centre s, alcoholism and gambling among men, need of solidarity for women, changes occurring in villages and how to deal with those, migration to the cities, menace caused by wild animals and how to deal with it, inter generational changes and methods to deal with those
5	28-29.12.2016	3	6	56	1	57	Sharing experiences, alcoholism and gambling among men , village learning centres, need of solidarity for women, changes occurring in villages and how to deal with those, migration to the cities, menace caused by wild animals and how to deal with it, inter generational conflicts
Total		6		200	3	203	

4biv. Women's collective funds

As mentioned earlier, UMP does not promote and execute the self help groups (SHG) programme run by the government and large funding organizations in the country. First of all, "savings" is not the main motivation for organizing women in villages. WVGs have been organized with the idea of building up solidarity for collective action on issues that women believe is relevant to them and their villages.

There is no compulsion from UMP on any of the WVGs to save money. However, if a group desires to save, UMP helps by providing information and training on the issue.

Contrary to the SHG approach, WVGs save small amounts allowing money to revolve in villages. In some cases, WVGs put their savings in the post office or the banks whilst in many other villages they decide to keep it in the village itself. UMP does not put any pressure on them either on the amount of savings or its utilization, but provides them space to think and develop methods for its utilization.

WVGs prefer to save a small amount each month so that the poorest member can also contribute without any burden on her family. Depending on the village, the amount could be as low as five-ten rupees per month. However, WVGs use other methods to increase their deposits. For example, women sing songs during weddings or other social events such as Holi and receive some money as a reward. In Garhwal, the marriage party is received and welcomed by the members of the WVGs. In other cases, women rent out utensils, plastic chairs and other necessities during weddings and other social functions. The amount so collected is deposited in the women's collective fund (*mahila kosh*) for use in future.

The uniqueness of this approach is that all decisions regarding the funds are taken by women themselves, without any intervention from UMP, panchayats or other village committees or men.

4bv. Women in Panchayats

Currently, 379 members of women's groups serve as elected women representatives (EWRs) in panchayats. Contrary to the mainstream trends of contesting elections on party lines or by spending money, members of women's groups won with the support of communities, especially women. Since ability, and not economic status or family background, was the criteria for selection, poor women could also win. Some of them have also been chosen unanimously by their communities.

Since a majority of the EWRs were elected with the support of the women's group, considerable time is devoted at Almora in listening to and understanding their problems in panchayats. The idea is to build up connections between the panchayati raj institutions and women's groups to bring about changes in government programmes so that women are benefitted.

During the workshops women shared their experiences and outlined their plans and activities currently operational in villages. The focus of discussion was to understand how women can pursue their interest and priorities in government schemes. Discussions revealed that the EWRs want more transparency, easy access to records in the block offices and accountability under large government led schemes such as in MNREGA.

Both EWRs and women's groups wish for a more active role of panchayati raj institutions in dealing with the issue of damage to crops and life (both human and domestic animals) by wild animals. At the moment, the Forest Laws, the Wild life Protection Act (1972) and the Biodiversity Conservation Act make the issue very complicated for communities to deal with wild animals. More recently, the state Government has declared

wild boar vermin, but dealing with the animals on ground is more complex than it is laid out in government policies.

Another issue that concerns the EWRs is damage caused to the land during construction of roads to villages. Not only major chunks of agricultural fields are now converted into roads but irreparable damage is done to the slopes downhill. In order to save the costs huge piles of debris are just thrown either into the mountain slopes or in the agricultural fields lying below the new roads. Since machines are used during construction, women have been demanding that debris from their fields should be cleared but the contractors refuse to do so. Early compensation to families who give their land for roads is another related issue that women seek attention from the Government.

Female ward members from many villages report that they are not consulted by the *gram pradhans* on issues related to panchayats. In such cases, UMP pushes the idea of holding open meetings in villages to discuss the issue. The positive outcome of this initiative is apparent in many villages but resistance continues in several others. Also, the members of women's groups push for the idea of female representatives working on their own in panchayats. This is to discourage the trend of male family members attending meetings and implementing projects on behalf of women.

Training and periodic review of projects executed under panchayati raj is another issue that the EWRs demand attention from the state. Further, the need for open meetings in villages is apparent.

An interesting feature of women's participation in panchayats has been the EWRs creating alliances among themselves to seek information and ensure strong representation of women in meetings organized under panchayati raj. An active member of UMP has also been elected as the president of the gram pradhan's union in Bhikiyasen area, district Almora. .

4bvi. Political participation

Political participation does not necessarily mean women joining a political party or working for a specific political issue. For women political participation would also entail developing an understanding of politics at the household and the community level. For example, how power and money are exercised unequally at home and within communities are issues that affect decisions that women and children may take in their daily lives. UMP works with rural women to bring these issues into a public domain for discussions and action.

In view of the State Assembly Elections in February 2017, a *padyatra* (march on foot) was organized by the women of Sunadi area, district Almora. The aim was to mobilize women and the youth to enroll themselves as eligible voters and cast their votes. They also took up the issue of menace caused by wild animals as the most pressing issue of the time and demanded that the elected representatives must take action to solve the problems of rural communities.

A former gram pradhan; and the *jyestha block pramukh* of Ganai-Gangoli area, district Pithoragarh, had been attending the UMP meetings and congregations for a very long

time now. This year, she had decided to contest elections for the MLA seat. She had joined a political party and fought elections on her own, without any support from UMP. Her winning the seat has brought some assurance to the local women that their voices would be heard now.

4c. Congregations of women in Kumaon and Garhwal (*Mahila Sammelan*)

Over time, organizing congregations of women has become a popular activity in villages. The village residents take pride in hosting the event and women look forward to it. Such is the enthusiasm to host a congregation that requests are made in advance for the next event. It is not that the hosting community receives any remuneration from USNPSS but a sense of pride drives women (and men) to volunteer and make the event successful. One can hear people exclaim “*hamare gaon mein hai sammelan*” or “is baar hamein mouka mila hai” or “is baar hamare gaoun main ayenge sab log”.

It is encouraging to observe the level of details that the community would put in to make the sammelan a successful event. Preparations begin several weeks earlier with women organizing meetings in their village to discuss the arrangements. Often, the members of the women’s groups are asked to take various responsibilities by forming small committees to manage the event. For example, the catering committee would be responsible for making arrangements for drinking water and tea/food. The security committee looks after the seating arrangements and watch over any disruption during the programme. Arrangements for the provision of mattresses, utensils, sound systems etc. are often supervised by the youth and men of the village. The cleanliness committee is responsible for cleaning the place once the programme is finished. With minimum costs covered by USNPSS, the village residents offer drinking water, tea and some snacks to all participants who come to their village for the day. Where possible, women walk to the venue. In other cases, local jeeps are hired. If the timings are favorable, women take the local buses also.

Besides the members of the women’s groups, panchayat representatives, ASHA health workers, *anganwadi* workers, school teachers and principals, retired army personnel attends the event. Women from other organizations also came to learn from the experiences of UMP. For example, the congregation at Ganai gangoli was attended by the women’s groups of a neighboring organization, RISE, Sheraghat. A group of ten women from Danya visited Dwarahat to participate in a congregation on 27 November 2016. The head of the partner organization from Chamoli attended the congregation at Nandasain, 4th April 2014. Similarly, representatives from Ukhimath and Gopeswar had attended the sammelan at Badhani, Karnaprayag on 18th April 2017.

This year, the chief judicial magistrate (CJM) of Chamoli also attended the sammelan in Khalla, Gopeswar. Speaking on the issue of women’s rights and the law, he shared information about the programmes that women can access for their collective and individual benefits. The former block pramukh and other officials of the local administration were also present.

This year, a total of eight congregations were held in different locations spread over four districts of Uttarakhand (Pati). Prior to organizing *mahila sammelans*, a meeting with the partner organizations was held at USNPSS Almora to discuss the schedule and other details of the programme. However, in lieu of the code of conduct imposed by the assembly elections (till March 2017), some of the *sammelans* were postponed to April, 2017.

Annual congregations organized in different locations provide a forum to women's groups to raise their voices on issues that concern them the most. The older and experienced women share their views on various dimensions of organizing women in villages. The young daughters-in-law and the adolescent girls learn from their mothers and also begin to understand them better. Over the last few years, UMP has made special efforts to ensure that women of different generations i.e. the mothers-in-law, daughters-in-law and young girls attend the meetings and congregations so that they understand each other better and a forum for open communication is maintained. In addition, by attending the congregations, the young women begin to shed their inhibitions and gain confidence to speak in public forums.

Table 11. Congregations of women.

S N	Village	Date	Main issue	Participants			From Almora
				Women	Men	Total	
1	Ganaigangoli	15.12.2016	Crop depredation by wild animals, alcoholism, mining Women in politics	150	5	155	Anuradha, Rama, D. Latwal
2	Dwarahat	27.11.2016	Crop depredation by wild animals, female feticide	500	17	517	Anuradha, Rama Kamal, D Latwal
3	Danya	6.3.2017	Village learning centres, computer literacy, alcoholism, health and education of girls and women, female feticide	450	8	458	Anuradha, Rama, D Latwal
4	Jaalbagadi	28.3.2017	female feticide	238	4	242	Anuradha, Rama,, Kamal, D Latwal
5	Nandasain	4.4.2017	Crop depredation by wild animals, movement against alcoholism, violence against women and children, female feticide schemes of Shram Vibhag	224	7	231	Anuradha , Kailash,
6	Khalla	2.4.2017	Crop depredation by wild animals, movement against alcoholism, violence against women and children, child help line, women's rights and the law	316	18	334	Anuradha, , Kailash,
7	Namik	18.3.2017	Alcoholism, gambling among men, access to government schemes, female feticide, gender equality	109	14	123	Anuradha, , Kailash, D Latwal
8	Badhani	18.4.2017	Crop depredation by wild animals, movement against alcoholism, violence against women and children, female feticide schemes of Shram Vibhag	378	26	404	Anuradha, D. Latwal
	Total			2365	99	2464	

4d. Preventive health care and nutrition

During the workshops at Almora issues of preventive health care and nutrition in communities, especially, women and girls were discussed to build up knowledge on common ailments, prevention and treatment.

Water-borne diseases such as jaundice, typhoid, dysentery and diarrhea etc. are common in the summer and the monsoon seasons. Although experience shows that with sanitation facilities available and increasing awareness about health care issues, the number of patients has reduced but still a considerable size of the population suffers from such ailments. In addition contagious diseases such as tuberculosis, eye and skin infections are common in villages. Inadequate medical facilities or lack thereof drive people to visit the clinics/hospitals in the cities, even for common problems such as dental cavities, toothache, stomach ache etc.

Reproductive health issues, especially among women and adolescent girls, remain an area of concern in villages especially because one is not supposed to talk about such matters with elderly at home or in public places. As a result misconceptions about issues of menstruation and pregnancy prevail, especially among adolescent girls and young women. Further, the older generations of women, majority illiterate, face additional challenge of being not able to explain their problems to doctors who are very busy and need quick information. Further, women suffer from genital infections, urine infection, leucorrhoea, prolapsed uterus etc. but face challenges talking about it in the village.

UMP encourages rural women to talk about their problems during meetings at Almora. The idea is to create an enabling environment for women and girls to speak up and share their problems with each other. Away from their village, it becomes easy for them to talk about such issues. UMP encourages them to visit the district hospital and talk to female doctors to clarify their doubts or seek treatment for their ailments.

In addition, UMP educates rural women on issues of human anatomy using pictorial diagrams and through open discussions, both at Almora and during monthly meetings in villages. Rural ASHA facilitators, also members of women's groups, talk about health issues during village meetings and congregations of women.

Despite the DOTS programme run by the government, tuberculosis continues to be a major health issue in the hills. The partner organizations and the supervisors talk to such patients and spreads awareness in communities by providing information and motivating the patients to visit the government clinics. Efforts are also made to raise awareness about the nutritious value of the local food. Cereals such as *madua*, *madira*, *jhingora* (local millets), *gahat*, *black soyabean* (local pulses) and vegetables have their own special therapeutic properties and being rich in minerals and antioxidants can cure or at least prevent the occurrence of certain diseases such as anemia, weakness, kidney stones etc.

During the workshops at Almora, physical exercise and Yoga is held every morning and women are introduced to some techniques which can help them prevent and cure

common ailments such as gastric, arthritis, headache, constipation etc. Home remedies are also suggested to overcome certain problems such as leucorrhoea, constipation, headache etc.

4e. Cleanliness

All through the year, the members of women's groups ran campaigns on cleanliness of villages, homes and on personal hygiene. Issues of cleanliness of villages were discussed in open meetings and decisions were taken to take further action. Periodically, women and youth gathered in villages to clear bushes along the paths and on land around the village. In some villages, collaboration of the panchayats was sought to cut bushes under MNREGA or other schemes whilst in others women volunteered to carry out the work.

Through village learning centres strong messages are sent out to communities for adoption of personal and community hygiene practices.

4f. Medical relief

With the support of the Rajeswar Sushila Dayal Charitable Trust, New Delhi, medical relief is provided to poor women and their families upon request made by them. Since access to health care facilities is gendered, UMP motivates women to share their problems and assist them seek diagnostic and curative medical care.

Table 12. Medical care for poor women associated with UMP.

Serial number	Date	Patient	Age (years)	Village	District	Health care centre	Amount spent (Rs. Total)	Ailment
1	7.4.2016	Rama Joshi	53	Danya	Almora	Base Hospital	4856	Ear damage (hearing aid)
2	30.4.2016	Pavitra Devi	42	Gwar	Chamoli	Srinagar, Delhi	12,000	Fracture knee and spine injury (fell from a tree)
3	29.6.2016	Mahima Matiyani	8	Kasoon	Almora	Chaman Dawa khana, New Delhi	1600	White marks on skin
4	29.6.2016	Prema Latwal	35	Chausali	Almora	Base Hospital, Almora	320	Stomach ache
5	29.6.2016	Mohan Latwal	37	Chausali	Almora	OPL Srivastva, Almora	1638	Inflammation in intestine
6	18.7.2016	Kamla Arya	45	Rajpur	Almora	Base hospital, Almora + OPL Srivastva,	1862	Boil in the back
7	28.12.2016	Bharati Bora	45	Bhanyani	Pithoragarh	Anal hosp. Almora	1034	Kidney infection
8	24.1.2017	Amanda Devi	40	Dharagaad	Almora	Base Hospital, Almora	4500	Fractured leg, back injury
9	25.1.2017	Rama Joshi	53	Danya	Almora	Base Hospital, Almora	1944	Ankle fracture
10	2.2.2017	Kunti Kimothi	79	Badhani	Chamoli	Karnaprayag, Dehradun	15,000	Paralysis, chronic stomach ache, weakness
11	3.3.2017	Mahanand Bisht	40	Gopeswar	Chamoli	Dehradun	5000	Chronic backache
12	27.3.2016	Pushpa Punetha	50	Danya	Almora	Gusain Clinic Almora	4000	Jaundice, weakness
Total							53,755	

This year, a total amount of 53,755 rupees was spent in providing help to twelve patients, mostly from Kumaon. All these patients were connected with UMP and hence monitoring of their intake of medicines and progressive improvements in their health was easier.

4g. Educational tours for women

This year, ten women from Danya, district Almora, visited Dwarahat area to participate in a congregation of women's groups in November 2016. During the congregation, the group members shared their experiences with women of Dwarahat region and also heard from them. The group also visited USNPSS office at Almora.

4h. Alcoholism among men

The recent decision by the Supreme Court to move all liquor shops from the national and state highways was welcomed by women's groups all over the state and beyond. However, the state government reckoned that regulation is better than the policy of total ban on sale of liquor. The state government offered examples of Haryana and Bihar (states with total prohibition) and argued that Uttarakhand is a tourism-based state and sale of alcohol needs to be regulated, not prohibited.

As elsewhere in the country, the hill women too organized widespread protests against opening up of liquor shops in or near the towns and villages. They began to camp outside liquor shops demanding a total ban. Whilst women maintained that they have lost two-three generations to alcohol. Children were learning to drink from an early age; and violence against women was common in households where men drank on a regular basis.

The women's groups of Ukhimath area began to protest against opening up of liquor shops in the town in early March 2017. They took turns to sit on the roadside all through the day and night; which lasted for 53 days. In between, dharna and protests were held in front of government offices, applications were sent to the district administration and the state capital, and women marched through the streets of Ukhimath shouting slogans and demanding total prohibition. Their resolve was so strong that many said that they would commit suicide in case a liquor shop opens in their village or near it.

In many villages, such protests were held with the support of men. It was easy to seek help from men and youth who did not drink but support also came from men who used to drink. They said that if the liquor shop was closed they would not be able to access it easily and it might help them give up drinking altogether.

Since many such women's groups were part of a network of UMP, the local organization offered help and partial support to sustain their efforts. For example, women who sat through the long and cold nights of Ukhimath were offered mattresses, blankets and tea. An amplifier was also procured so that women could raise their voices against alcoholism during their protests and march through the towns.

4i. Grading of women

Building on the work done earlier with women's groups, progress was assessed by monitoring individual performance on nine specified indicators, each developed in a scale of A to E. A total of women from villages spread overdistricts were graded twice with a gap of six months during the year. In this scale A denotes the best performance and E indicates the poorest. Specifically, the grades were given a value as follows:

E=1, D=2, C=3, B=4, A=5

Grading was carried out by experienced and trained supervisors. In some cases, the USNPSS staff made visits to villages to help them carry out the assessment. The grading sheets were collected and brought back to Almora for computation and analysis. Profile of all women in a village was generated based on the data obtained from the grading sheets.

Since UMP works with a holistic view of women's development, the performance measurement scale is designed to cover a wide range of issues varying from confidence building to leadership in the women's group and in village committees. All the nine indicators used for grading are shown in the Table 13.

The process of creating a profile for each woman was taken a step further by calculating the average of grades across all indicators for every village. Table 13 shows the profile of the best and the worst performing villages.

The results of the overall performance during 2016-2017 are exhibited in Table 14. This table also reflects the shift from the first phase of grading in August/September 2016 to the next phase in March 2017.

Grading of women has shown that their knowledge about issues of equality by gender and also among themselves has grown. Adult women seem to be more responsive and sensitive towards the needs and aspirations of young women and girls. Further, the young women and adolescent girls are less rigid towards age old values of caste and class discrimination. Young girls, all going to school, seem to be friendly towards each other and do not hesitate in sharing food with others whilst the older generations of women still cling to the practice of not eating together with others. However, the overall trend is positive and with each generation practices of caste discrimination are being diluted.

Table 13 . Grading of 629 women in 30 villages during 2016-2017.

Location	Gopeswar					Badhani				Binta					Ukhimath			
Villages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Number of women	26	26	26	26	26	20	26	26	26	26	26	26	26	26	26	26	26	24
Name of the village	Koteswar	Khalla	Kandei	Gwar	Bamiyala	Sundergaon	Bainoli	Jhurkande	Jakh chaundali	Parkot	borkhola	Surna	Bhatura	Dhamkot	Sansari	Jakhari	Udaipur	Pathali
Monthly meeting	4.5	5	4.7	4.7	4.6	3.3	2.1	3.9	3.8	3.8	4.3	4.4	3.8	4.0	3.3	3.2	3.9	4.4
Articulation of issues	4.6	4.9	4.6	4.8	4.7	2.5	2.5	2.4	3.4	4.4	4.1	4.1	3.4	4.0	3.6	3.0	3.5	4.4
Participation in WVG	4.3	4.6	4.1	4.4	4.5	1.9	2.4	1.9	2.9	3.7	4.4	4.4	3.5	3.7	2.3	2.2	2.4	4.3
Health	4.2	4.5	4.3	4.3	4.4	2	2.9	2.0	2.7	3.3	4.4	4.3	3.4	3.9	3	2.7	3.1	3.3
Nutritio	3.8	4	3.8	3.9	4.0	1.5	3.4	2.4	2.4	3.6	4.2	4.3	3.2	3.9	4	3.9	4.0	3.8
Equality Gender, among women, children	4.7	4.9	4.9	5.0	4.9	1.9	3.0	1.8	2.3	3.8	4.1	4.1	2.9	3.8	2.7	3.0	2.2	3.9
	4.2	4.2	4.3	4.1	4.2	3.9	3.1	2.5	3.9	4	4.1	4.0	3.5	3.7	2.0	2.9	1.4	4.3
	4.4	4.3	4.5	4.6	4.7	2.2	3.4	2.2	3	3.8	4.3	4.2	3.3	4.2	4.0	3.9	4	4.3
Panchayats	3.7	4	4	3.9	4	1.4	2.2	2.2	2.5	3.1	4	4.4	3.1	3.6	2.1	1.6	1.9	3.0
Reading (VLC books)	2.2	3.5	2.7	2.6	2.6	1.1	2.1	1.8	1.7	3.3	4.1	4.4	3.2	3.7	1.1	1	1	1.8
Understanding of govt. schemes	2.8	4.0	3.4	3.1	2.9	1.6	2.7	1.9	2.1	3.5	4.2	4.2	3.4	4.2	2.6	2.7	2.9	3.6
First grading average	3.9	4.4	4.1	4.1	4.1	2.1	2.7	2.3	2.8	3.7	4.2	4.3	3.3	3.9	2.8	2.7	2.8	3.6
Monthly meeting	4.7	4.9	4.8	4.7	4.6	4.7	3.4	3.9	4.7	4.6	5.0	5	4.6	4.9	4.5	3.4	4.9	4.6
Articulation of issues	4.8	5.0	4.8	4.9	4.7	4.2	3.5	2.9	4.3	4.7	4.9	4.9	4.1	4.6	4.4	3.5	4.6	4.7
Participation in WVG activities	4.6	4.7	4.5	4.9	4.6	3.4	3.3	2.7	3.7	4.1	4.9	4.9	4.2	4.1	2.6	2.6	2.7	4
Health	4.5	4.8	4.7	4.4	4.6	3.9	3.7	2.5	3.7	4.2	4.8	5.0	3.9	4.0	4.3	3.9	4.5	4.5
Nutrition	4.2	4.3	4.3	4.2	4.4	2.8	4.1	3.2	3.4	4.5	4.8	4.9	3.9	4.1	5	4.5	5	4.8
Equality Gender, among women, children	5.0	4.9	5	5	4.9	3.6	3.9	2.5	3.0	4.4	4.8	4.9	3.6	4.0	3.3	3.5	2.6	4.7
	4.4	4.6	4.4	4.5	4.2	1.05	3.9	2.9	4	4.2	4.7	4.9	3.9	4.1	2.2	3.1	1.6	4.9
	4.7	4.7	4.7	4.8	4.6	3.7	4.2	2.9	3.9	4.5	4.7	5.0	3.9	4.6	5	4.7	5	5.0
Panchayats	3.8	4.3	4	4.0	4	2.2	3.2	2.5	3.1	3.5	4.7	5.0	3.6	4	2.1	1.9	2	3.8
Reading (VLC books)	2.6	3.9	2.8	3	2.7	1.8	3.0	2.7	2.3	3.9	4.9	5.0	3.6	4.0	1.2	1	1	2
Understanding of govt. schemes	3.7	4.3	3.6	3.7	2.9	3.5	3.7	2.4	2.8	4.1	4.8	5.0	3.9	4.5	3	3	3.2	4
Second grading average	4.2	4.6	4.3	4.4	4.2	3.2	3.7	2.8	3.5	4.3	4.8	4.9	3.9	4.3	3.4	3.2	3.4	4.3

Table 13 continues.

Location	Danya						Maichun						Ganai		women
Villages	19	20	21	22	23	24	25	26	27	28	29	30	31		
Number of women	26	26	25	26	26	26	22	19	20	17	17	25	25	760	
Name of the village	Munol	Danya	Ruval	Ukal	Dasili kotyura	Aati	Lamudiyar	Moni	Banthok	Maichun	Girchola	Digarkoli	Bhanyani	Average	
Monthly meeting	4.5	4.0	4.2	4.4	4.6	4	3.9	3.3	3.6	3.6	3.4	3.7	3.7	3.95	
Articulation of issues	4	3.42	3.2	3.96	4.08	3.65	3.73	3.42	3.75	3.82	3.53	3.52	3.2	3.74	
Participation in WVG activities	3.46	3.08	1.92	2.88	2.12	3.5	3.64	3	3.3	3.59	3	3.52	2.88	3.25	
Health	3.08	3.38	2.2	3	2.58	3.08	3.23	3.05	2.9	3.29	2.88	3.28	2.88	3.28	
Nutrition	3.65	3.73	3.04	3.77	3.35	3.92	3.18	3.05	2.85	3.18	2.82	3.48	3.24	3.46	
Equality by Gender, among women, children	3.42	3.54	2.72	3.62	3.54	3.88	1	1	1	1	1	3.36	3	3.10	
	3.96	3.3	3.24	4.04	4.08	4.08	3.23	3.05	3	3.4	2.82	3.36	3.84	3.54	
	4	3.81	3.8	4.19	3.65	4.54	1	1.11	1.2	1	1.35	3.52	3.28	3.40	
Panchayats	3.65	2.69	1.96	2.88	2.46	3.15	2.91	2.53	2.7	3.35	2.96	2.56	2.6	2.94	
Reading (VLC books)½	3.38	2	2.2	3.19	2.04	3.15	2.77	2.89	3.05	3.18	3.12	1.92	1.6	2.52	
Understanding of govt. schemes	3.69	1.85	2.28	3.23	2.31	3	3.09	2.74	3.2	3.18	3.06	3.2	3.04	3.02	
Average first grading	3.71	3.17	2.80	3.56	3.17	3.63	2.88	2.65	2.77	2.96	2.72	3.22	3.02	3.29	
Monthly meeting	4.92	4.85	4.56	4.73	4.96	4.88	4.36	4.16	4.2	4.47	4.12	4.52	4.44	4.54	
Articulation of issues	4.96	4.42	4.04	4.54	4.77	4.5	4.32	4.05	4.35	4.47	3.94	4.4	4.2	4.40	
Participation in WVG activities	4.54	4	2.56	3.5	2.58	4.5	4.04	3.74	4.05	4.12	3.76	4.24	3.72	3.86	
Health	4.27	4.38	3.12	3.96	3.46	4.12	3.95	3.74	3.65	4	3.59	4.04	3.72	4.06	
Nutrition	4.58	4.65	4.08	4.69	4.46	4.96	3.73	3.74	3.4	3.82	3.24	4.36	4.16	4.20	
Equality by Gender, among women, on children	4.58	4.58	3.48	4.5	4.27	4.69	1	1	1	1	1	4.32	3.92	3.65	
	4.96	4.12	3.32	4.08	4.08	4	4.05	3.74	3.4	4.06	3.53	3.96	4.08	3.84	
	5	4.88	4.24	4.81	4.31	4.45	1	1.16	1.3	1	1.35	4.32	4.16	3.94	
Panchayats	4.35	3.77	2.44	3.46	2.88	3.92	3.64	3.16	3.4	3.88	3.53	3.64	3.08	3.45	
Reading (VLC books)½	4.31	2.35	2.56	3.62	2.08	3.85	3.27	3.47	3.4	3.76	3.71	2.36	1.92	2.97	
Understanding of govt. schemes	4.81	2.42	3.04	3.73	2.85	3.62	3.5	3.37	3.65	3.76	3.82	3.52	3.48	3.60	
Average Second Grading	4.66	4.04	3.40	4.15	3.70	4.32	3.35	3.21	3.9	3.49	3.24	3.97	3.72	3.86	

The final outcomes of grading are reported in table 14. The table shows improvements in performance in comparison to the last two years. While the first grading in had recorded an average score of 2.8 (Grade C) which improved to 3.5 (Grade B), this year performance began with an average grade of 3.3 and had recorded an improvement to an average score of 3.9.

Table 14. Grading of women in 2016-2017.

Serial number	Indicators	2014-2015				2015-2016				2016-2017			
		First grading		Second grading		Third grading		Fourth grading		First grading		Second grading	
		Average	Grade	Average	Grade	Average	Grade	Average	Grade	Average	Grade	Average	Grade
1	Participation in village monthly meetings	3.57	B	4.04	A	4.1	A	4.4	A	3.95	B	4.54	A
2	Articulation of issues	3.14	B	3.8	B	3.9	B	4.2	A	3.74	B	4.4	A
3	Participation in WVG activities	2.63	C	3.31	B	3.5	B	3.9	B	3.25	B	3.86	B
4	Health	2.74	C	3.49	B	3.6	B	4.1	A	3.28	B	4.06	A
5	Nutrition	2.97	C	3.7	B	3.8	B	4.1	A	3.46	B	4.2	A
6	Understanding of and sensitivity towards Equality issues												
6 (i)	On gender	2.75	C	3.55	B	3.7	B	4.1	A	3.1	B	3.65	B
6 (ii)	among women themselves	3.18	B	3.74	B	3.8	B	4.1	A	3.54	B	3.84	B
6 (iii)	On children	3	C	3.73	B	3.8	B	4.2	A	3.4	B	3.94	B
7	Participation in village committees, panchayats	2.34	C	3.13	B	3.2	B	3.6	B	2.94	C	3.45	B
8	Reading (VLC books)	2.07	C	2.67	C	2.7	C	3.1	B	2.52	C	2.97	C
9	Understanding of government Schemes	2.37	C	3.13	B	3.1	B	3.6	B	3.02	B	3.6	B
Total		2.8	C	3.5	B	3.6	B	3.9	B	3.3		3.9	B

E=1, D=2, C=3, B=4, A=5

5. Relief and Rehabilitation in Kedarnath valley

USNPSS continued working with the women's groups and children of the disaster hit villages in Kedarnath valley, district Rudrapur. Prior to the floods in 2013, USNPSS had established libraries and computer literacy centres in the region. In addition, women's groups were working with Uttarakhand Mahila Parishad and had visited Almora several times to attend meetings and workshops for women and adolescent girls.

Following the demand from women, USNPSS and Himalayan Grameen Vikas Sanstha, Ukhimath, started a fruit processing unit in 2013 to help the affected families develop some source of livelihoods. Since the region had already been growing citrus fruits

(lime, lemon, *malta amla*, etc.), the fruit processing unit was installed to process juice and sell it locally, especially during the time of the pilgrimage to Kedarnath in summer. In addition, mint, rhododendron, edible varieties of ferns and several high altitude herbs grow in the region.

Installation of the fruit processing unit has become a very useful imitative in the region. Women have been collecting and bringing fruits to the processing unit and earning money.

Another initiative in the region taken by USNPSS after the floods in 2013 is to promote use of knitting machines to produce sweaters, scarves, woollen caps etc. for sale. The programme started with a modest investment in buying six knitting machines and training women and girls at Ukhimath and nearby villages. The programme had soon become very popular in the region. Many women have bought their own knitting machines without any financial support from outside. Sweaters are in great demand in the region, especially for children in schools and along the Kedarnath, Tungnath *yatra* route during the pilgrimage season.

This year, women's groups of Ukhimath region had organized several agitations and protests against alcoholism among men. Since March 2016, members of the women's groups from about twelve villages surrounding Ukhimath held *dharna* not allowing liquor dealers to open any outlets in the market. They took turns to sit on the *dharna* during the day as well as at night. The protest continued for 53 days. Women called off this protest when the local administration gave them in writing that no liquor shop would be allowed to open in the town of Ukhimath.

Currently, five learning centres and a computer centre are functional in disaster-hit villages around Ukhimath. Children are provided an easy access to over hundreds of books from renowned writers/publishers, allowing them to divert their mind from the tragedy that their families have experienced. They are encouraged to play and use sports material in the evenings. Informal counselling is also carried out by talking to them directly as individuals and on a collective basis in the centre as well as with their mothers in women's meetings. These meetings are held every month on a regular basis under the direction of trained supervisors and the head of the local organization.

6. Adolescent Education Programme

Currently functional in 66 villages of six districts, the adolescent education programme aims at creating knowledge and skills among girls in the age group 11-20 years (Table 15). The programme is being run by nine partner organizations involving 1156 girls, 283 girls (24.48%) belonging to SC (22.92%) and OBC households.

The adolescent education programme lays emphasis on participatory learning by providing multiple opportunities to girls in villages to improve their formal educational qualifications and also to receive some training on to develop their vocational skills. USNPSS

has adopted a multidimensional approach to create an enabling environment for girls to learn and enhance their skills:

Table 15. Adolescent girl's education programme.

S N o	Location of the cluster	Name of the village	District	Number of girls involved	Number of socially disadvantaged girls		
					SC	ST	OBC
1	Pithoragarh	Fadiyali	Pithoragarh	27	27	00	00
2		Bhalugara		13	00	00	00
3		Rungadi		30	00	00	00
4		Tuproli		19	19	00	00
5		Bhanyani		16	00	00	16
6		Chaunaliya		13	13	00	00
7	Shama	Loharkuda	Bageswar	15	15	00	00
8		Malka dugarcha		24	6	00	00
9		Namik		35	20	00	00
10		Liti		20	2	00	00
11		Ratir		30-	15	00	00
12	Pati	Kanikot	Champawat	30	12	00	00
13		Harodi		12	00	00	00
14		Kimvani		10	00	00	00
15		Raulmel		35	00	00	00
16		Jankande		35	00	00	00
17	Ukhimath	Dungar	Rudraprayag	16	00	00	00
18		Sari		16	00	00	00
19		Kimana		18	00	00	00
20		Paithali		21	00	00	00
21		Usara			00	00	00
22		Huddu			00	00	00
23	Danya	Rampur	Almora	16	11	00	00
24		Gauli		26	00	00	00
25		Dasili		30	10	00	00
26		Ukal		14	00	00	00
27		Dharagad		18	00	00	00
28		Thali kulori		13	13	00	00
29		Munoli		12	00	00	00
30		Aati		12	00	00	00
31		Ruval			00	00	00
32		Padhai			00	00	00
33		Basaan		10	9	00	00
34	Binta	Parkot	Almora	15	8	00	00
35		Bhatura		20	11	00	00
36		Borkhola		15	3	00	00
37		Almiyangaon		10	4	00	00
38		Surna		18	1	00	00
39	Maichun	Maichun	Almora	18	00	00	00
40		Girchola		25	00	00	00
41		Banthok		30	13	00	00
42		Maniagar		32	32	00	00
43	Badhani	Nandasain	Chamoli	24	1	00	00
44		Jakh		38	2	00	00
45		Badhani		20	6	00	00
46		Bainoli		25	6	00	00
47		Pudiyani		36	00	00	00
48		Dyarkot		41	5	00	2
49		Jhurkunde		26	9	00	00
50		Toli		19		00	00
51		Chaundali		31	6	00	00
52		Sundergaon		21	5	00	00
53	Gopeswar	Khalla	Chamoli	17	4	00	00
54		Bamiyala		14		00	00
55		Gwar		17		00	00
56		Koteswar		13	6	00	00
57		Dogarikeandei		20		00	00

- Awareness and knowledge-building activities (in villages, at Almora and meetings in different places organized by partner NGOs)
- Providing vocational training to girls (computer, tailoring, knitting, Juice and pickles)
- Sending adolescent girls to Aurobindo Ashram, Delhi to undergo vocational training

6a. Training for adolescent girls at USNPSS

Two training programmes for adolescent girls were held at USNPSS, Almora during the year. A total of 70 girls (13-22 years of age) representing 30 villages from six districts of the state attended the training (Table 16).

Table 16. Training of adolescent girls at USNPSS Almora.

S No	Duration	Number of villages	Number of participants	Profile of participants										
				Caste		Age (years)				Educational status				
			Total	SC	General	13-17	18-20	> 20	8	9-10	11-12	BA	MA	Illiterate
1	29-30.5.2016	18	40	7	33	23	10	7	3	8	15	9	3	2
2	1-2.6.2016	12	30	0	30	22	2	6	1	10	15	3	1	0
Total		30	70	7	63	45	12	13	4	18	30	12	4	2

At the end of the training a recapitulation exercise was held with the participants. During discussions Gayatri Negi said that schooling has a lot of influence in our lives but life skills are not taught there. After attending this training I have decided to be a school teacher. I should be different from the other school teachers. I will talk to the adolescents about their personal problems and difficulties that they grow up with in villages and try to find solutions.

Sita Bisht said that she had understood the importance of unity and non-discrimination on the basis of caste, economic status and religion.

Yogita Kaira brought up the issue of inadequate health care facilities in villages. She said that earlier one could not stop blaming the government for not providing hospitals in the mountains. However, the training had equipped her with the knowledge that preventive health care is as important as the curative aspect of it. Communities can address the issue of prevention of diseases by talking and working on water-borne diseases, cultivating safe health and hygiene habits and by understanding human anatomy. She said that all village residents can join together and register their protests against the government for not providing them with hospitals and other basic facilities such as water.

Kavita Uniyal from Chamoli district said that violence against women and girls is a crime. This message needs to be given in villages. Girls should not sit ideally and watch violence and exploitation with apathy. All girls of the village can come together; and help each other in fighting incidences of violence at home and in public places.

Pragati Pant, Danya district Almora was determined to register a collective protest against alcoholism and dowry during weddings. She said that early marriage of girls is not desirable. Girls should be allowed to complete their studies. She cautioned the other participants by saying that in case some party from the plains comes to the village asking for marriage of poor girls, we should protest by supporting each other. Trafficking of girls has been noticed in the hills and everyone needs to be aware of the issue.

6b. Workshops for adolescent girls in villages

This year, in partnership with the local organizations a total of 11 workshops were held by USNPSS staff in different villages spread over three districts of Uttarakhand. Table exhibits that a total of 337 girls from 32 villages participated in these workshops. In a majority of cases, girls from three neighbouring villages gathered at a place to attend the workshop. In some cases, intensive discussions were held with girls representing one village. Such possibilities occurred when the villages were large and sufficient number of girls could attend the workshop. The following methods were used during the workshops:

- Games
- Stories and songs
- Open discussions
- Group discussion
- Review of the work
- Workshop evaluation with the participants

In some villages, adolescent girls have been involved in the programme for four-five years now. These girls have become knowledgeable about issues of adolescent stages. Some of them have been requesting for permission to talk about issues during the workshops that involve girls from their own villages. This year, some experienced girls were involved in imparting training, especially on conducting practical exercises during the village workshops.

Joint meetings of adolescent girls in villages have helped break caste barriers among girls. During training girls develop an understanding of issues of inequality by gender, caste, religion and economic status. Taking a step further, they eat and sit together and participate in training.

During training, joint sessions involving mothers and their daughters were also held. The idea was to break inter-generational barriers and develop a supportive, enabling environment for girls at home and in the community to ensure freedom in making choices and to improve upon their education. For example, during meetings many girls raised the issue of parents not sending them outside the village to attend meetings and to take part in

other activities. Also, the issue of gender differences in education, nutrition and health was discussed. Issues like menstruation are a taboo in villages but the girls wish to break those barriers. While the grandmothers/older women were of the view that certain rituals must be followed, young school-going girls thought otherwise. This exercise was useful because a subject which is not discussed at home was brought out for dialogue in public domain and the participants said that such dialogues are essential in this time when the rural ways of life is changing and girls are attending school. Further, as a result of joint meetings girls helped the women's group members in conducting village level activities such as in holding meetings, cleaning the village and at home taking decisions on issues of marriage, education etc.

Table 17. Workshops for adolescent girls conducted by USNPSS staff in villages.

Serial number	Cluster	Location	Date	Number of participants			Number of villages from where participants came
				Girls	Women	others	
1	Badhani	Diyarkot	10.6.2016	48	00	12	3
2		Bainoli	11.6.2016	36	00	00	4
3		Jurkande	11.6.2016	26	00	00	2
4	Gopeswar	Khalla	12.6.2016	30	7	00	2
5		Bamiyala	13.6.2016	33	00	10	4
6	Ukhimath	Kimana	14.6.2016	35	2	15	4
7	Danya	Gauli	28. 6.2016	19	00	00	3
8		Chalmorigara	28. 6.2016	20	00	00	3
9		Dharagad	29. 6.2016	23	00	00	3
10		Dasili	30. 6.2016	22	7	10	1
11		Munoli	30.11.2016	45	3	00	3
Total				337	19	47	32

Sessions on gender inequality were of interest to girls as well as the women's groups. Adolescent girls said that in case they have to go out to the market or to a social ceremony, their fathers and brothers ask them many times about the timings whilst boys were never asked this question. The only instance where girls are barred from any query is attending the meetings of girls in the village.

During the year, 70 trained girls participated in an assessment exercise which was held at the end of two separate workshops in villages. All participating girls were provided with separate sheets to record their impressions/learning from the workshops. Table 18 exhibits ranking of learning achievements that the girls had recorded.

Table 18. Learning achievements as perceived by a random sample of girls.

S. No.	Learning achievements as perceived by girls	Number of girls	Rank	S. No.	Learning achievements as perceived by girls	Number of girls	Rank
	Workshop 1				Workshop 2		
1	Changes in adolescent stages	30	I	1	Emotional development	43	I
2	Gender and caste differences	24	Ii	2	Strength of unity among women/girls	11	Ii
3	Speaking up	19	Iii	3	Everything was new	11	Iii
4	Rights of adolescents	14	Iv	4	Importance of cleanliness	10	Iv
5	Positive thinking about oneself	11	V	5	Decision making ability	7	V
6	New information	10	Vi	6	Skill development	7	Vi
7	New songs/games	7	Vii	7	Not scared anymore	6	Vii
8	Improved confidence	7	Viii	8	Understanding about right and wrongs	5	Viii
9	Violence against women/girls	4	Ix	9	Self identity	4	Ix

6c. Skill development

This year, a new initiative spearheaded by Rama Joshi of USNPSS brought into focus the requirement of initiating vocational training for adolescent girls. Over the last few years, disenchantment of young educated girls with agriculture has become evident. A majority of girls wish to get some employment and a paid job. Whilst USNPSS has been assisting girls by providing information and counseling on choices of subjects in school/college and by sending them to Delhi for vocational courses, a lot remains to be done to cover the vast number of girls interested in going out of the village to get some paid employment opportunity.

During the meetings in Girchola village, district Almora, young girls had asked USNPSS to provide them with some assistance to learn tailoring. A girl said,

“Some of the girls from our village go to Badecheena (nearby town) and spend 30-35 rupees everyday in travelling. We wait for the jeeps to come and a lot of time is wasted in just standing on the roadside. If we could have a centre in our own village, many girls would be interested in tailoring and it will also save our time.”

Rama (USNPSS) asked to think and find a solution on their own. She insisted that any solution that they propose should be people-centric; and it should not just be focused on receiving a project or some money from USNPSS.

Discussions on the issue continued for many months. The results of these discussions were encouraging due to the following reasons:

- i. The community agreed to provide a room/space to run the centre without taking any rent from USNPSS
- ii. A girl from the village agreed to teach tailoring for 2 hours everyday
- iii. Interested girls agreed that each learner would pay 150 rupees per month as fee
- iv. It was found that five sewing machines were already available in the village but nobody used them. Two of these machines were in working condition whilst three needed maintenance. Those machines were brought to USNPSS Almora for repairs. Soon, eight girls from the village started to attend sewing classes on a regular basis.

In the above mentioned example of creating livelihood opportunities for girls and young women, USNPSS made use of resources available in the village itself. No financial support was provided to run the centre. The programme was owned by the community and all arrangements became possible through initiatives taken by girls and young women. Table 19 provides details of the girls who learnt tailoring during June-September 2016.

Table 19. Community-owned tailoring programme in Girchola village.

Serial number	Trainees at Girchola village		
	Name	Age	Educational qualifications
1	Uma Rautela	19	BA ii year
2	Kamna Bisht	21	BA
3	Shobha Rautela	21	BA
4	Gitanjali Banola	19	BA ii year
5	Anjali Banola	18	BA ii year
6	Kala Bagadwal	18	Intermediate
7	Usha Banola	19	BA i
8	Renu Banola	18	BA i

The ripple effects of the initiative at Girchola had soon reached the neighboring village of Maichun. Discussions on the issue were held during meetings with women's groups and with adolescent girls groups. Following the same principles of community-ownership and accountability, a tailoring centre was started in Maichun village in January 2017. Four underutilized sewing machines were collected from the village and eight girls/women began to use them. Today, all these girls are able to stitch their own clothes and of their siblings.

The trainer at Maichun village had agreed to work for three months but the demand was such that she had to continue training the girls for two more months. Table 20 exhibits details of the trainees in Maichun village.

Another positive outcome of this initiative has been three more requests made by neighboring villages of Banthok, Sela and Dhan. Though discussions on making arrangements for tailoring classes in these three villages had started much earlier, the centres became operational in April 2017. In all these centres the learners are paying 200 rupees per month as fee to the trainer. USNPSS has not provided any financial assistance to these villages to run tailoring classes. However, the most valuable inputs from USNPSS staff have been in organizing and motivating girls and their communities to run these centres on their own.

Table 20. Community-owned tailoring in Maichun village (1st January-31 March 2017).

Serial number	Trainees at Maichun village		
	Name	Age	Educational qualifications
1	Neeru Banola	22	BA
2	Neetu Banola	18	12 th
3	Uma Banola	21	BA
4	Kamla Banola	37	5 th
5	Nandi Banola	35	10 th
6	Lalita Banola	28	MA
7	Sarita Banola	22	8 th
8	Janki Banola	40	8 th

6d. Challenges in running the centres

- Dhan village is inhabited by socially disadvantaged families who are poor and depend on daily wages and some agriculture for their livelihoods. Women of the village were keen to learn tailoring so that they could save money. However, they found it difficult to procure cloth from the market to learn cutting and stitching. USNPSS helped them by providing old waste newspaper to practice cutting and also requested them to use old/torn pieces of cloth to practice stitching buttons and other related work
- Women farmers, though literate, find it very difficult to understand the units of measurements and their conversion techniques. For example, converting the higher units such as feet/meters into smaller units such as centimeter or inch and vice versa is not easy for rural women and even for educated girls.
- In a village, only one sewing machine was available but the women and girls were keen to learn tailoring. For a start, they have been asked to learn sewing and stitching buttons etc., activities that do not require use of machines. Later, some arrangements have to be made for sewing machines in the village.

6e. Visits made by USNPSS to attend meetings of women and adolescent girls

This year, a total of 69 visits were made by the USNPSS staff to attend meetings of adolescent girls and women's groups in villages (Table 21). A total of 1582 participants took part in discussions. Visits to villages aimed at providing hands-on assistance to facilitators and supervisors to solve problems that they faced while conducting various activities with

children, adolescent girls and women's groups. Issues of opening new centres, formation of new groups in villages, agitation against alcoholism among men and government policy in this regard, conservation and management of natural resources, methods of strengthening group activities and building up a sense of co-operation between women, girls, partner NGOs and USNPSS were some issues taken up for the meetings in villages.

During visits to villages, progress of the work was reviewed and new activities started. One of the issues becoming apparent with progressive generations of women is their disenchantment with agriculture and cattle rearing. Young educated girls, wish for a life in the cities, preferably with some paid jobs. However, it is also a reality that everyone cannot "make" to the cities. Also, rural girls find it extremely difficult to get some decent paid-jobs in the cities. In such a situation, a sense of confusion prevails among the youth and their families. During visits to villages, the USNPSS provides information and does some career counselling for adolescent girls, also discussing related issues with their parents.

The USNPSS staff also helped the partner organizations choose a place for running the village learning centre and talks were held with women's group/community in this regard.

During their visits to villages, the USNPSS staff also organized one-day workshops with facilitators to review their work. One-day training on revising mathematics was also held at Badhani, Gopeswar, Danya and Maichun.

Table 21. Visits made by USNPSS staff to attend meetings of women and adolescent girls.

S No.	Location	Date of visit	Village	Number of participants		
				Adolescent girls	Adult women	Others (men, facilitators etc.)
1	Maichun	4.4. 2016	Girchola	6	19	00
2		12.4. 2016	Banthok	8	15	00
3		12.4.2016	Girchola	9	16	00
4		27.4.2016	Palyun	2	15	00
5		10.5.2016	Lamudiyar	00	16	00
6		10.5.2016	Chanoli	00	18	00
7	Danya	23.5.2016	Basaan	15	10	00
8	Maichun	4.6.2016	Girchola	12	15	00
9	Binta	7.6.2016	Borkhola	8	9	00
10		7.6.2016	Surna	10	40	00
11	Badahani	10.6.2016	Chaundali	48	00	12
12		10.6.2016	Jakh	36	00	00
13		10.6.2016	Diyarkot	26	00	00

14		11.6.2016	Bainoli, Toli, Badhani	30	7	00
15		11.6.2016	Pudiyani Jhurkande	33	0	10
16		12.6.2016	Koteswar, Khalla	35	2	15
17	Gopeswar	13.6.2016	Dogari, Kande, Gwar, Bamiyala	8	00	10
18	Ukhimath,	14.6.2016	Kimana, Ukhimath, Dunger, Semla	7	00	00
19		22.6.2016	Kanikot	8	00	00
20		23.6.2016	Jankande	7	00	00
21	Pati	23.6.2016	Joshyura	8	1	00
22		24.6.2016	Raulmel	15	00	00
23		28.6.2016	Gauli, Ruval, Ukai	15	00	00
24		28.6.2016	Kulori, Danya, Padai	20	00	00
25	Danya	29.6.2016	Dharagad, Basaan, Munoli	23	00	00
26		30.6.2016	Dasili	22	6	00
27		27.7.2016	Girchola	7	8	00
28		27.7.2016	Palyun	2	11	00
29	Maichun	16.8.2016	Girchola	8	1	00
30		16.8.2016	Chanoli	0	12	00
31		19.8.2016	Lamudiyar	0	7	00
32		23.8.2016	Rampur Danya	5	20	00
33	Danya	28.8.2016	Munoli, Dharagad, Basaan	10	35	00
34		28.8.2016	Padai, Ukai, Gauli	35	8	00
35	Dwarahat	13.10.2016	Valna	17	7	00
36	Ganaigangoli	22.10.2016	Bhalugada	00	9	00
37		2.11.2016	Aati	15	0	00
38	Danya	3.11.2016	Ruval	13	3	00
39	Maichun	7.11.2016	Girchola, Bantok	17	2	00
40	Danya	18.11.2016	Munoli, Dharagad, Basaan, Gauli, Ukai	20	25	00
41	Maichun	22.11.2016	Maichun	8	00	00
42	Maichun	23.11.2016	Maichun	8	20	00
43	Danya	29.11.2016	Gauli, Dasili	23	6	00

44		30.11.2016	Munoli, Dharagad, Muriyabanj	45	3	00
45		1.12.2016	Ruval, Aati	14	3	00
46	Shama	10.12.2016	Goginadhari	03	08	00
47		11.12.2016	Ratirkheti	00	25	00
48	Badhani	17.12.2016	Diyarkot	00	12	00
49	Gopeswar	18.12.2016	Khalla	00	10	00
50		18.12.2016	Gwar	00	18	00
51		19.12.2016	Bamiyala,	10	25	00
52			Kandei	12	22	00
53	Badhani	20.12.2016	Toli	14	8	00
54		2.1.2017	Maichun	00	8	00
55	Maichun	4.1.2017	Girchola	8	6	00
56	Binta	6.1.2017	Bhataura, Borkhola	6	28	00
57		6.1.2017	Parkot	7	4	00
58		7.1.2017	Jakh	10	25	00
59	Danya	12.1.2017	Gauli	18	4	00
60		13.1.2017	Munoli, Dharagad	13	00	00
61	Maichun	16.3.2017	Maichun	6	12	00
62		17.3.2017	Lamudiyar	00	18	00
63		17.3.2017	Chanoli	00	21	00
64		18.3.2017	Banthok	7	12	00
65		18.3.2017	Girchola	6	5	2
66		18.3.2017	Sela	5	18	00
67		21.3.2017	Palyun	00	36	00
68		21.3.2017	Dhana	6	14	12
69		22.3.2017	Maichun	4	20	00
Total				793	728	61

6f. Grading of adolescent girls

For grading of adolescent girls, the same method was used as in case of women, though the indicators for performance assessment vary slightly. All seven indicators used for grading of girls are shown in Table 22. The first round of grading was carried out in August

2016 whilst the second round was held during February-March 2017. Grading was carried out jointly by USNPSS staff, the supervisors and the facilitators running the centres in villages.

Grading of adolescent girls was carried out twice with a gap of two months in a year. Grades were given according to individual performance during the year. All data sheets were brought back to USNPSS for further analysis. A profile of each girl across the same seven indicators was generated.

A total of 32 villages involving 605 girls participated in the exercise. Out of these 32 villages, 27 were represented by mixed-caste population (General and SC) whilst 5 villages were totally inhabited by socially disadvantaged sections of society. Out of these 5 villages, 4 represented totally SC households and Bhanyani village was inhabited by SC and OBC population.

Table 22. Grading of adolescent girls during 2016-2017.

Serial number	Location	Gopeswar					Badhani					Binta				Pati	
	Villages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Number of girls	17	21	15	15	17	10	21	21	17	21	24	30	21	21	20	17
	Village	Khalla	Bamiyala	Kanei	Koteswar	Gwar	Badhani	Chaudal i Bainoli	Jhurkand e jakh	Diyarkot	Nandasen	Bhataura	Parkot	Surna	Borkhola	Joshiyura	Raulmel
1	Socialization	3.8	3.3	2.9	3.3	3	1.1	2.1	2.0	1.4	1.6	2.2	2.9	3.7	3	3.1	2.5
2	Expression	3.1	3.1	2.7	3	2.9	1.6	1.9	1.3	1.1	1.6	2.7	2.8	2.9	2.8	2.8	2.2
3	Language	3.6	3.8	3.4	3.7	3.9	2	2.1	2.4	1.2	2	2.5	2.6	3.0	2.7	3.2	2.8
4	Health nutrition, hygiene	3.4	3.1	2.9	3	3.4	1.4	2.1	2.1	1.4	1.9	2.5	2.4	3.1	2.6	3	2.7
5	Equality by gender, caste, class	3.8	3.7	3.5	3.7	3.3	1.2	2.1	2.1	1.2	1.8	2.5	2.5	3.1	2.7	2.5	2.4
6	Life skills	3.5	3.7	3.7	3.4	3.5	1.1	1.6	2.2	1.1	2.0	2.3	2.6	3.1	2.6	2.6	2.7
7	Future planning	2.8	2.6	2.3	2.7	2.6	1.8	2.1	1.9	1.4	1.9	2.7	2.8	3	2.6	2.3	2.7
Average First grading		3.4	3.3	3.0	3.3	3.2	1.5	2	2.0	1.3	1.7	2.5	2.7	3.1	2.7	2.8	2.6
1	Socialization	4	3.8	3.4	3.7	3.8	2.3	3.1	3.1	3.0	2.8	3.2	3.4	3.7	4.0	3.4	3.2
2	Expression	3.2	3.4	3.1	3.3	3.4	2.1	2.7	2.2	2.8	2.7	3.3	3.6	2.9	3.8	2.9	2.8
3	Language	4	3.9	3.5	3.7	3.9	3	3.1	3.2	2.8	3.1	3.1	3.4	3.0	3.7	3.3	3.2
4	Health nutrition, hygiene	3.4	3.1	3.1	3	3.4	2.6	3.0	2.8	2.5	2.5	3.3	3.3	3.1	3.6	3.3	3.1
5	Equality by gender, caste, class	4	3.9	3.8	4	3.8	2.3	3	3.1	2.6	2.7	3.4	3.3	3.1	3.7	2.8	2.9
6	Life skills	3.8	3.8	3.7	3.7	3.7	2.3	2.71	2.9	2.4	2.4	3.0	3.3	3	3.5	2.6	2.8
7	Future planning	2.9	2.9	2.9	3	2.8	2.8	3.1	2.7	2.7	3	3.5	3.6	3	3.6	2.5	2.9
Average second grading		3.6	3.54	3.4	3.5	3.5	2.5	2.9	2.8	2.7	2.7	3.3	3.4	3.1	3.7	2.9	3.0

Table 22 continues.

Serial number	Locatio	Danya						Maichun				Ganaigangoli				Almora		Numb er of girls
	Villages	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
	Number of girls	21	19	22	9	21	21	18	20	15	13	14	30	11	17	30	16	605
	Village	Thali ruval	Gauli	Munoli	Basaan	Padhai	Dharagad	Maniagar	Banthok	Maichun	Girchola	Rungadi	Fadiyali	Chaunaliya	Bhanyani	First training	Second training	Averag e
1	Socializati on	2.8	2.6	3.0	2.3	2.5	2.7	2.1	2.1	1.9	2	1.6	1.8	2.6	2.4	2.6	2.7	2.47
2	Expressio n	2.8	2.4	2.6	2.7	2.4	2.6	2.1	2.2	2	2.1	2.4	2.2	2.5	2.7	2.4	2.6	2.41
3	Language	2.8	2.8	3.2	2.9	2.5	3.0	2.9	2.9	2.9	2.9	2.9	2.7	2.5	2.7	2.6	2.8	2.80
4	Health nutrition, hygiene	3.1	3	3	2.7	2.8	3.1	2.3	2.2	2.4	2.1	2.6	2.4	2.4	2.5	2.5	3.1	2.59
5	Equality by gender, caste, class	3.1	3	2.9	2.3	2.8	3.1	2.1	2.1	2.1	2.1	2.1	2	2.6	2.4	2.3	2.4	2.55
6	Life skills	2.9	3	2.8	2.4	2.4	2.9	2.2	2	2.1	2.1	2.4	1.6	2.3	2.4	1.1	1.4	2.40
7	Future planning	3	3.0	3	2.9	2.8	3.0	2.4	2.8	2.6	2.9	2.9	2.3	2.6	2.6	1.1	1.5	2.47
Average First Grading		2.9	2.8	2.9	2.6	2.6	2.9	2.3	2.3	2.3	2.3	2.4	2.2	2.5	2.5	2.1	2.4	2.53
1	Socializati on	3.5	3.5	3.7	3.3	3.5	3.4	3	3.1	3.0	3	2.1	2.6	3.4	3.2	2.8	3.3	3.25
2	Expressio n	3.4	3.5	3.6	3.3	3.4	3.2	3	3.1	3	2.9	2.8	2.9	3.3	3.2	2.9	3	3.09
3	Language	3.3 8	3.8 4	3.7 3	3.1 1	3.3 8	3.4 8	3.8 3	3.9 5	3.9 3	3.9 2	3.0 7	3.0 3	3.0 9	3.2 9	2.8 7	3.0 6	3.40
4	Health nutrition, hygiene	3.7	3.9	3.6	3.2	3.5	3.4	3.2	3.1	2.9	3.1	2.9	2.9	3.1	2.8	3.0	3.4	3.14
5	Equality by gender, caste, class	3.8	3.8	3.6	3.2	3.4	3.3	2.6	2.8	2.5	2.6	2.7	2.8	2.8	2.8	2.6	2.9	3.15
6	Life skills	3.5	3.8	3.5	2.9	3.2	3	2.9	2.9	2.8	2.8	2.7	2.5	2.8	2.5	1.2	1.4	2.94
7	Future planning	4	4.0	4	3.6	3.8	3.3	3.2	3.5	3.4	3.8	3.1	3.0	2.9	2.8	1.1	1.5	3.09
Average Second Grading		3.6	3.8	3.7	3.2	3.5	3.3	3.1	3.2	3.1	3.1	2.8	2.8	3.1	3.0	2.4	2.7	3.15

Table 23 shows the results of overall performance of girls during the year. The first phase of grading in August/September 2016 recorded an average of 3. The second phase of grading was conducted in February/March 2017. With an average score of 3.15, the girls registered an improvement to Grade A in the second phase of grading.

Table 23. Overall results of grading of adolescent girls in thirty two villages.

Total villages-32		Girls-605			
Serial number	Indicator	First grading		Second grading	
1	Socialization	2.47	B	3.25	A
2	Expression	2.41	B	3.09	A
3	Language	2.8	B	3.4	A
4	Health nutrition, hygiene	2.59	B	3.14	A
5	Equality by gender, caste, class	2.55	B	3.15	A
6	Life skills	2.4	B	2.94	B
7	Future planning	2.47	B	3.09	A
Average		3	B	3.15	A

7. Environment Education in schools

Textbooks developed by USNPSS continued to be a part of regular school curriculum in classes 6th-8th in all government schools in Uttarakhand. Environment education has been an integral part of learning in schools and USNPSS continued to collaborate with the state education department in modifying the workbooks titled “Our Land Our Life” to suit the changing requirements of the state on the subject. Some of the concepts from the workbooks have also been used in working with children through village learning centres.

During the year, the director made a visit to the State Education Department and met the concerned officials to discuss the current status and future prospects of environment education in schools. Some revisions, as desired by the Education Department, Dehradun were also considered and sent to the state government.

8. Research and Publications

“Reframing discourse of gender and disaster: Pahadi narratives of change from rural Uttarakhand”, the final draft report was submitted to the ICSSR in July 2016. This sponsored research project titled “Gender Issues in the Development of Ecologically Fragile Zones: A case study of village Communities in Uttarakhand” was sanctioned to USNPSS in 2013. After receiving comments from the experts/reviewer, the report has been modified.

Pahadi Striyan, a book describing the work of Uttarakhand Mahila Parishad was published jointly by the Doon Library and Research Centre Dehradun and Samay Sakshya in March 2017. Written by Anuradha Pande, this book narrates experiences of rural hill women working with USNPSS on education, gender and development issues. The book re-sets the image of rural hill women from being environment-lovers that described those best about three decades ago to the present times when educated girls/young women try to distance themselves from farming and rural ways of life and aspire for urban-living.

Articles for Nanda, the annual magazine of Uttarakhand Mahila Parishad, were collected from villages of Kumaon and Garhwal. Editing of the articles was carried out at USNPSS Almora and 2000 copies were printed. These copies were distributed during congregations and meetings of women’s groups in villages. Some copies were also

distributed during training/workshops of women at USNPSSs. Copies of Nanda were also sent to the learning centres so that women can read articles and discuss issues during their monthly meetings in villages. Adolescent girls can also take copies of Nanda from the learning centre to read and discuss issues during their meetings in villages.

150 copies of *Muskaan* were printed in September 2016. *Muskaan* is an initiative of USNPSS to encourage rural children to write and share their work. Stories, poems, essays and art work by rural children is published and distributed in villages as well as in some schools.

9. Films

Reaching New Heights in the Himalayas, The Story of Uttarakhand Environment Education Centre, a film produced and directed by Ken Reed, a war-zone journalist, USA, was uploaded in the web site of USNPSS. His wife Zoila assisted him in shooting and editing this film.

Mr. Reed and his wife had visited USNPSS in 2014 to shoot the film in villages. Editing of the large footage was done by them in the USA. Mr. Reed and Zoila presented the first draft in April 2016.

All expenditure incurred in developing the film was borne by Mr. Reed. In addition, Mr. Reed, Zoila and a team of six members from the USA visited USNPSS during 17.11.2016-19.11.2016. They had brought with them five laptops which they gave for use in villages. During their stay, the team visited Munoli village in Danya, district Almora. Two of these laptops were given in Munoli village. Village learning centres in Badhani and Gopeswar received one each.

10. Samvaad

Samvaad 2016 was organized by the citizens committee of Almora town and USNPSS with the financial support of the U-COST, Dehradun on 13-14 November 2016. The workshop brought together the MLAs and MPs, the district administrators, educators, civil society members, lawyers, journalists, activists and the residents of Almora town. A total of 110 participants attended the event on the first day whilst the second day involved about 95 participants.

The aim of the workshop was to bring about discussions on issues of local interests on development by creating an interface between the common people and the government to create inclusive programmes and policies.

Samvaad is held every year in memory of the late chairman of USNPSS. The deliberations of the workshop are sent to the state government for further action. This year, the following two thematic areas were taken up for discussions:

- a. Save the Himalayas: What, why and How
- b. Increasing urbanization in the hills: problems and solutions

11. Collaboration with other organizations

During the year, USNPSS collaborated with the Centre and State Governments, local and the national organizations/institutions on education, environment and development. The director participated in Sustainable Mountain Development Summit (SMDS-V) organized by Integrated Mountain Initiative (IMI) in Leh, Laddakh 20-22 September 2016. The director also met the state government officials in the Education Department in Dehradun to discuss issues related to the workbooks on environment education in schools.

USNPSS worked with the ICSSR, Government of India; the G. B. Pant National Institute of Himalayan Environment and Sustainable Development, Kosi Katarmal, Almora and the Doon Library and Research Centre, Dehradun. In addition, USNPSS collaborated with the UNESCO Institute for Lifelong Learning in developing a case study on village learning centres. Subsequently, the case study was uploaded in the UNESCO website.

11a. Vocational training for girls at Shri Aurobindo Ashram, New Delhi

This year, three girls and a boy were assisted in getting them admission in Sri Aurobindo Ashram, New Delhi. Over the last few years USNPSS has sent thirty young girls/boys (majority girls) to Delhi to acquire some vocational skills and get employment. The Ashram offers a variety of vocational courses, each for 6 months duration. However, a majority of girls sent by USNPSS have either joined the next course after 6 months or have been employed in the ashram or elsewhere. Table 24 provides details of students sent this year.

Table 24. Adolescents sent to Aurobindo Ashram in 2016-2017.

Serial number	Name	Village	Course enrolled	Comment
1	Prabha Basera	Valna	Computer and typing	Now working in the Ashram's office, New Delhi , parents are farmers
2	Bharat Singh	Dhunga	Computer and typing	Now working in the mother's international school, new Delhi, parents are farmers
3	Maya Dasila	Dasili	Hand-made paper making, book binding, screen printing	Preparing for final year graduation course, parents are farmers
4	Mamta Bisht	Danya	Tailoring	Preparing for final year graduation course, parents are farmers

11b. Scholarship for girls to support their education

Late Mrs. Alka Dhawan Chatrath Scholarship was given to three girls in 2016-2017. A total amount of 24,000 rupees was given as scholarships.

1. Pragati Pant, pursuing her BA from Kumaon University has been associated with the adolescent education programme in Danya village. Besides studies, she has interest in music. She has been singing folk songs with the local group in Danya. She has rented a room in Almora and attends college as a regular student
2. Daya Jadaut lives in Supai village, district Almora. She had completed her schooling with first division but could not afford to get herself enrolled in college. Currently, she is doing her BA from SSJ campus, Kumaon University Almora
3. Mitali Pande, studying in 8th class in Sri Krishna Vidyapeeth Almora received assistance to pay school fees and to buy books/uniform.

12. The 8th B. D. Pande Memorial Lecture

The 8th B. D. Pande Memorial lecture was delivered by Admiral Devendra Kumar. Joshi (PVSM, AVSM, YSM, NM, USM, ADC retd.) on 25th March 2017 at USNPSS Almora. Admiral Joshi spoke on the issue of “National Security and Higher Management of Defence” The lecture was attended by about 200 guests from Almora, Nainital, Chamoli, Bageswar, Pithoragarh, Rudraprayag districts.

Dr. H. C. Pande, trustee of USNPSS presided over the function. The members of the Governing Body and representatives of the Rajeswar Susheela Dayal Charitable Trust, New Delhi, attended the function. *Pahadi Striyan*, a book on the experiences of USNPSS on working with the women of Uttarakhand, was released during the occasion.

13. Meetings of the Governing Body

The meetings of the Governing body were held on November 26, 2016 in Guru Gram and March 25, 2017 at Almora. Mr. Susheel Dubey, Brig. Sartaj Singh and Dr. Ramesh from the Rajeswar Susheela Dayal Charitable Trust, New Delhi, also participated in the meeting at Almora. At the March meeting, Shri Arun Singh and Ms Manini Chatterjee, expressed their desire to step down for personal reasons. The Governing Body thanked them for their guidance and inputs to USNPSS and expressed their appreciation on record. Further, the GB elected Dr Lalit Pande as the next Chairman and Chief Executive and Shri Ranjan Joshi as the Secretary.

14. Accounts

An audited statement of the accounts is attached.

15. Visitors

Mr. Atul Pant, founder of the Timeless Life Skills Limited, a UK-based company providing e-learning skills to children stayed at USNPSS during 4.4.2016 - 6.4.2016

The trustees and other members of the Rajeswar Sushila Dayal Charitable Trust, New Delhi, and Ms. Anita Daing, Shyamkhet visited on 11.4.2016. They came again on 5.10.2016 to have discussion on our programme

Mr. Niranjana Pant and Mandakini Pant, Noida stayed at USNPSS during 15.4.2016-18.4.2016 and 24.1.2017-28.1.2017

Mr. Rajeev Gururani, Almora, visited on 19.4.2016 to discuss health problems in hill villages

Mr. Ravi Chopra, People Science Institute, Dehradun visited to meet the Director and discuss the status of water in Almora in connection to a survey his team was conducting in the region, 29.4.2016

Mr. Kishan Singh Danu, Guide and Porters Society Mandoli, district Chamoli visited on 29.4.2016

Meeting of the partner NGOs was held during 7.5.2016 - 8.5.2016 to discuss the progress of the village learning centres, 14 people from Kumaon and Garhwal participated. The NMHS programme was also discussed

Ms. Babita Galiya and Jyoti from Galla village, district Nainital, stayed at USNPSS dormitory to sit for their under graduate exams, 7.5.2016-18.5.2016

Prof. Sudha Vasan, Delhi University, New Delhi visited on 18.5.2016

Mr. Ashok Mehta, Dehradun visited on 21.5.2016

Mr. Manoj Joshi, Badibanoli village, district Almora stayed at USNPSS on 21.5.2016

Ms. Chitra, Jalna, visited on 30.5.2016, 12.9.2016, 1.10.2016, 27.10.2016, 5.1.2017

Mr. G.C. Pande and Shalini Pathak, Kumaon University, visited to use the library, 31.5.2016

Mr. Ajay Rastogi and Ms. Ritu Sugani, Majkhali, came on 1.6.2016 to make arrangements for an upcoming workshop on agriculture in Uttarakhand. The workshop was held on 5.6.2016, 55 participants attended

Ms. Pooja Bisht, ASHA project, visited on 2.6.2016

Mr. Gopal Prasad, JSS, Bhimtal visited on 5.6.2016 to meet the director

Dr. H. C. Pande and Abha Pande, Lucknow, stayed with us during 12-14.6.2016

Mr. M. Kandpal and Ms. Bhagwati Tewari stayed at USNPSS during 25-26.6.2016 and 28-29.6.2016

Mr. Manish Khanna came over to audit the accounts during 5.7.2016-7.7.2016 and again on 27.8.2016 and 31.8.2016. He came again on 29.12.2016

Fifteen participants attended a meeting with the partner organizations during 9-10.7.2016

Ms. Shaili Pande, Lucknow visited on 14.7.2016

Mr. Rajendra Shukla, Kausani, visited on 22.7.2016

Ms. Neelam Lohani, Almora came over to consult the library for her research work, 23.7.2016

Mr. Prateek Chaubey, USA, visited in connection to his research work on van panchayats, 30.7.2016

Mr. M. S. Brijwal, All India Radio Almora, and Mr. Kabadiyal, Director All India Radio New Delhi visited on 23.8.2016

Mr. Rajendra Joshi and Ms. Kamla Joshi, Trivedi Trust, New Delhi visited some of the villages during their stay at USNPSS, 29.8.2016 - 31.8.2016

Ms. Deepa Bisht, G. B. Pant Institute, Kosi visited on 8.9.2016

Mr. Sikander Joshi, Kasar Devi, visited on 10.9.2016

Ms. Valentina Trivedi, Delhi, came over on 19.9.2016

Mr. Atul Pant founder of the Timeless Life Skills Limited, a UK based company providing e-learning skills to children came on 28.9.2016

Seven people from SAMVAAD Committee, Almora, came on 28.9.2016 to plan for the next workshop

Ms. Chitra Pant and 25 children from God Grace Academy, Bhikiyasen, stayed at USNPSS during 28.9.2016 - 30.9.2016

Mr. Chirayu Pant and six boys from Gurgaon came to meet the director on 30.9.2016

The trustees and other members of the Rajeswar Sushila Dayal Charitable Trust, New Delhi, and Ms. Anita Daing, Shyamkhet visited on 5.10.2016 to have discussion on our programme

Dr. H. C. Pande, Lucknow, visited during 6.10.2016 - 8.10.2016

Ms. Preeta Pant, ONGC Dehradun came on 9.10.2016 to discuss the computer literacy programme

Prof M. Day from Ambedkar University, New Delhi and Prof Jaideep Ghosh, Shiv Nadar University visited during 10.10.2016 - 15.10.2016. They made visits to Binta, Bhataura, Valna villages during 12-13.10.2016 to see the programme held with the support of AID foundation, USA

Mr. Keshav Desiraju, Former Secretary, Ministry of Health and Family Welfare, Government of India, visited on 11.10.2016

Dr. G. P. Pande, G. B. Pant Institute, Kosi-Katarmal, visited on 19.10.2016 to discuss the work on the revision of the workbooks on environment education for classes 6-8. He came again on 21.10.2016 to assist the director preparing for a meeting with the Education Department officials at SCERT, Dehradun workshop

Mr. Devendra Kumar, Almora, visited on 27.10.2016 regarding the computer literacy programme

Ms. Seema Sharma, correspondent, Times of India, Dehradun visited during 6.11.2016 - 9.11.2016. She visited Girchola and Banthok villages to see the programme

Mr. Jagdish Chandra Joshi, Almora, came on 8.11.2016 to consult the library

Ms. Draupadi, Ramsay Intermediate College, came to meet us on 9.11.2016

Ms. Shanu Gupta and Hari Jackson, Haldwani visited on 16.11.2016

Mr. Ken Reed, Zoila and a team of six members from the USA visited during 17.11.2016 - 19.11.2016. The team also visited Munoli village in Danya, district Almora

Mr. Anil K. Srivastava, retd. Scientist, VPKAS Almora visited on 19.11.2016

Ms. Shalini Pathak, Almora College, came on the 23.11.2016 and 26.11.2016 to use the library

Mr. Adarsh Lanka, Asim and Anshul from IIT Roorkee visited during 26.11.2016 - 27.11.2016 and on 30.11.2016

A group of 12 women from Danya stayed at USNPSS as part of their exposure tour to Dwarahat, 26.11.2016

Mr. Sanjay from Advista Nainital visited on 7.12.2016 in relation to the publication of Nanda magazine

Mr. Gautam Prateek Chaubey, Arizona State University, USA, visited on 11.12.2016, 2.2.2017 in relation to his research work in Kumaon

Mr. G.P. Pande, Kosi, visited on 15.12.2016 and on 6.2.2017 to discuss the environmental education programme in schools

Mr. Prafulla Pant, Almora, visited on 2.1.2017

Mr. S. D. Bhatt retired Prof. of Botany, Kumaon University, Almora campus, visited on 9.2.2017

Ms. Neelakshi Joshi Germany, visited on 18.2.2017, 11.3.2017. 17.3.2017 29.3.2017 in relation to her PhD on architecture of Almora

Ms. Ritu, Faridabad, stayed at USNPSS during 21.2.2017 - 10.3.2017 in relation to the ICSSR project

Mr. M. Kandpal visited on 26.2.2017, 6.3.2017 to discuss the programme in Dwarahat region

Mr. R Tewari and K. S. Mankoti visited on 28.2.2017 to discuss the RTE seminar in Almora

Dr. M. G. Jackson, Ms. Nyla Coelho and Mr. Vivek stayed at USNPSS during 19.3.2017-25.3.2017

About 200 guests attended the eighth B. D. Pande Memorial Lecture on 25.3.2017

Dr. Harish and Abha Pande, Lucknow, stayed at USNPSS during 24.3.2017 - 26.3.2017

The Trustees of the Rajeswar Sushila Dayal Charitable Trust, New Delhi, visited on 27.3.2017

Mr. Rohit and Uma Joshi and Mr. and Mrs. Raj Pankhania, UK and Mr. Ranjan Joshi came on 26.3.2017 to learn about the programmes carried out by USNPSS in Uttarakhand

Ms. Shalini Joshi, Nirantar, New Delhi visited on 29.3.2017.

Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora

List of Governing Body members for year 2016-17

Sl.	Name	Occupation	Address
1	Shri Arun Singh (Chairman)	Former M.P. and Union Minister	Binsar P.O. Ayarpani, Almora
2	Dr. H. C. Pande (Member)	Former Vice Chancellor	1/97 Vijay Khand Gomti Nagar, Lucknow
3	Dr. B. K. Joshi (Member)	Former Vice Chancellor	217, Indira Nagar, Phase 1, P.O. New Forest, Dehradun
4	Shri Suman Dubey (Member)	Editor	N-125, Panchsheel Park, New Delhi- 110017
5	Ms.Ratna Sudarshan (Member)	Advisor, ISST, New Delhi	India Habitat Centre, Upper Ground Floor, Core 6A, Lodhi Road, New Delhi 110003
6	Ms. Manini Chatterjee (Member)	Editor	B-27, Press Enclave, New Delhi - 110017
7	Mr Ranjan Joshi (Member)	Former IT consultant	Belvedere, Brighton Corner, Almora
8	Dr. Lalit Pande (Member Secretary)	Director USNPSS	Manorath Sadan, Champanaula, Almora 263601

Special Invitees:

9	Prof K. S. Valdiya, F.N.A.	Scientist	Shubhangan, Longview Compound, Nainital
10	Dr. M. G Jackson	Former Professor	D-92, 1 st Floor, Sector 36, Noida (U.P.)- 201303
11	Shri K.S. Mallick	Retd Civil Servant	Ganga Niwas, Kasar Devi, Almora 263601
12	Smti Anuradha Pande	Social worker	USNPSS, Almora
13	Shri Vikram Mehta	Brookings, Delhi	Binsar, Almora
14	Col C.S. Pant (Retd)	Consultant Radiologist	Green Park, New Delhi
15	Shri Deb Mukharji	IFS Retd, former Ambassador	C-71 IFS Apartments, Mayur Vihar-1, Delhi -91
16	Dr O.P. Yadava	CEO, National Heart Institute	Kassar Devi, Almora

USNPSS Almora**Staff 2016-17**

S.No	Name	Sex	Qualifications	Work exp in USNPSS
1	Dr Lalit Pande Director	M	Ph.D.in Mechanical Engineering, Purdue University S.M.in Mechanical Engineering, Massachusetts Institute of Technology, Cambridge, Mass. USA B.Tech (with distinction) Indian Institute of Technology Delhi Awarded <i>Padma Shri</i> by the President of India IITDelhi Distinguished Alumni Award 2014	30 years
2	Ms. Anuradha Pande	F	MSc. (Geology), Kumaun University Nainital, Post Graduate Diploma in Environmental Management, Lucknow	24
3	Ms. Rama Joshi	F	Intermediate, U. P. Board	23
4	Sri Kamal K. Joshi	M	M. A. (History), Kumaon University, Almora campus	23
5	Ms. Ritu	F	MA (TISS) Mumbai, MPhil (IIFM) Bhopal	3
6	Sri Jeevan C Joshi	M	Inter science	28
7	Sri Suresh Bisht	M	Intermediate	23
8	Sri Kailash Papne	M	MA (Education), MA (Political Science). Kumaon University	9
9	Sri D. S. Latwal	M	B.A. Kumaon University	13
10	Sri Divan Matiyani	M	Class 11	17
11	Sri Mohan Singh	M	Class 8	8

मनीश खन्ना एण्ड क.
सनदी लेखाकार

Manish Khanna & Co

Chartered Accountants

30, 1st Floor, Pichari Bazaar, Mallital, Nainital 263001, Uttarakhand

Telefax: +91 5942 238757

email: Manish@mkca.net

website: www.mkca.net

INDEPENDENT AUDITOR'S REPORT

To The Members of Uttarakhand Seva Nidhi Paryawaran Shiksha Sansthan

We have audited the accompanying financial statements of **Uttarakhand Seva Nidhi Paryawaran Shiksha Sansthan** which comprise the Balance Sheet as at March 31, 2017, the Income and Expenditure Account and the Receipts and Payments Account for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

In making those risk assessments, the auditor considers internal control relevant to the Company's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Un qualified Opinion:

In our opinion and to the best of our information and according to the explanations given to us, the accounts, read together with the Statement on Accounting Policies and Notes to Accounts attached thereto give a true and fair view in conformity with the accounting principles generally accepted in India:

- in the case of Balance Sheet, of the state of affairs of the entity as at the end of its financial year; and
- in the case of the Income and Expenditure Account, the surplus for its financial year.
- In the case of the Receipts and Payments Account, the receipts and payments reflected therein

For Manish Khanna & Co.
Chartered Accountants
Firm Registration Number : 008584C

Manish Khanna, FCA, DISA(ICAI)
Partner
Membership Nos 077858
Dated: August 30, 2017
Place: Camp Almora



Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora
Balance sheet as at 31 March 2017

<u>Sources of funds</u>			
Corpus Fund			
Opening balance	4,097,604.47	Current Year	Previous Year
Add: Corpus donations	175,317.50		
Total corpus fund	4,272,921.97		4,097,604.47
Reserves			
General Reserves			
Opening Balance	2,820,706.45		2,477,963.12
Less: Effect of grant Received from			
Aid treated as donation in previous			
year			13,993.05
Add: Current year's appropriation	254,293.95	3,075,000.40	2,820,706.45
Specific Reserves			
Opening Balance	6,746,938.45		6,006,756.04
Less: Expenditure met from reserves	1,193,985.47		515,788.50
Less: Effect of grant Received from			
Aid treated as donation in previous			
year	0.00		79,293.95
Add: Current year's appropriation	1,368,783.05	6,921,736.03	1,335,264.86
Total reserves	9,596,736.43		9,567,644.90
Total sources of funds	14,269,658.40		13,665,249.37
Utilization of funds			
Net current assets			
Current assets			
Cash in hand	70.00		154.00
Cash in bank	4,316,600.25		3,850,975.97
Balance in bank in fixed deposits	11,200,830.00		10,955,051.00
Accrued Interest	84,343.00		
Income tax deducted at source	401,933.00		389,169.00
Total current assets	16,003,776.25		15,195,349.97
Less Current liabilities			
Unspent grants in aid [Annexure A]	1,734,117.85		
Net current assets			
		14,269,658.40	1,530,100.60
Total utilization of funds		14,269,658.40	13,665,249.37

Notes to accounts and significant accounting policies - Annexure - 'B'

For Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan


Jeewan C. Joshi
Accountant


Dr. Lalit Pande
Chairman

This is the balance sheet referred
to in our report of even date
For Manish Khanna & Co.
ICAI FRN 008584C
Chartered Accountants



Manish Khanna, FCA, DISA (ICAI)
Partner
Membership Nos 077858
Dated: August 30, 2017
Camp Almora

Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora
Income and Expenditure Account
for year ended 31 March 2017

<u>Income</u>	<u>Current Year</u> Amount [Rs]	<u>Previous Year</u> Amount [Rs]
Administrative charges	346,400.00	493,220.81
Receipts from imparting training workshops	143,250.00	296,066.73
Donations	256,500.00	513,801.00
Interest on bank deposits	937,643.00	1,074,754.00
Miscellaneous Income- Sansthan	11,500.00	400.00
	<u>1,695,293.00</u>	<u>2,378,242.54</u>
Total Income	<u>1,695,293.00</u>	<u>2,378,242.54</u>

<u>Expenditure</u>		
Bank Charges	-	1,047.30
Boarding and lodging	-	225,834.00
Books	12,448.00	6,899.00
Electricity & Water	25,442.00	-
Insurance	12,536.00	11,837.00
Meeting Expenses	-	-
Miscellaneous expenses	7,800.00	6,508.00
Postage & Telephone	3,000.00	1,950.00
Printing	7,790.00	-
Scholarship	3,200.00	3,300.00
Travel	-	36,000.00
Workshop	-	26,802.00
Staff Welfare	-	58,325.00
Village learning centers	-	1,026.00
	-	306,713.00
Total expenditure	<u>72,216.00</u>	<u>686,241.30</u>

Current year's surplus appropriated

a. General Reserves	<u>1,623,077.00</u>	<u>1,692,001.24</u>
b. Specific Reserves	254,293.95	356,736.38
	<u>1,368,783.05</u>	<u>1,335,264.86</u>
	<u>1,623,077.00</u>	<u>1,692,001.24</u>

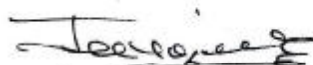
For Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan

This is the income and expenditure
account referred to in our report
of even date

For Manish Khanna & Co.

FRN : 008584C

Chartered Accountants



Jeewan C. Joshi
Accountant



Dr. Lalit Pande
Chairman



Manish Khanna, FCA, DISA(ICA)

Partner

Membership Number 077858

Dated: August 30, 2017

Camp Almora



Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora

Financial Year ended 31 March 2017

Annexure "A" to Balance sheet - Grants-in-aid

Name of the grant	Receipts during the year				Balance as on 31.3.2017
	Balance as at 1.4.2016	Amount received during the year	Interest credited to grant	Total grant funds available	Amount spent/ Adjusted
1. Rajeshwar Susheela Dayal Charitable Trust	494,745.76	2,900,000.00	58,582.00	3,453,327.76	3,083,027.75
2. Indian Council of Social Science Research	207,068.00	-	3,990.00	211,058.00	1,034,869.00
3. SAMVAD/UCOST	-20,797.00	55,000.00	-	34,203.00	39,203.00
4. Hari Krishna Kamla Trivedi Memorial Trust	170,156.84	885,000.00	10,527.00	1,065,683.84	1,064,951.25
5. Association for India's Development	678,927.00	-	-	678,927.00	678,927.00
6-Silicon Valley Community Foundation -1 (Eric and Leila D'Casta Fund)	-	659,778.00	-	659,778.00	-
7-Silicon Valley Community Foundation -2 (Eric and Leila D'Casta Fund)	-	1,691,146.00	144,801.00	1,835,947.00	303,828.75
Total	1,530,100.60	6,190,924.00	73,099.00	6,102,977.60	6,204,806.75
					1,734,117.85

Name of the grant	Receipt Previous Year				Balance as on 31.3.2016
	Balance as at 1.4.2015	Amount received during the year	Interest credited to grant	Total grant funds available	Amount spent/ Adjusted
1. Rajeshwar Susheela Dayal Charitable Trust	13,015.38	2,400,000.00	45,014.00	2,458,029.38	1,963,283.62
2. Jamsedji Tata Trust	2,199,451.31	24,318.50	28,190.00	2,251,959.81	2,251,959.81
3. Indian Council of Social Science Research	12,072.00	1,941,450.00	38,191.00	1,991,713.00	1,784,645.00
4. SAMVAD/UCOST	-5,000.00	70,000.00	-	65,000.00	85,797.00
5. Hari Krishna Kamla Trivedi Memorial Trust	-	842,600.00	13,463.00	856,063.00	685,906.16
6. Association for India's Development	-	678,927.00	-	678,927.00	678,927.00
Total	2,219,538.69	5,957,295.50	124,858.00	8,301,692.19	6,771,591.59
					1,530,100.60



[Signature]

[Signature]

[Signature]

SCHEDULE NO. "B"

Financial year 2016-17

(a) SIGNIFICANT ACCOUNTING POLICIES

1. Assets are stated at cost , as reduced by amounts that have been met by persons other USNPSS. Those assets which are funded wholly put of grant funds and are not returnable to the donor at the time of completion of the project are stated at a nominal value of Rupee One.
2. Assets acquired by USNPSS are treated as application of income for charitable purpose and charged to revenue in the year of acquisition.
3. Amounts received by way of Grants are reflected in the Balance Sheet until utilized and upon utilization, the balance if any, is transferred to the Income and Expenditure Account. Unutilized grant is considered as income if not refundable and conversely, excess expenditure on grant if not recoverable is treated as expenditure.
4. Investments are stated at lower of cost or realizable value.
5. Cash basis of accounting is followed except for expenses on account of grants and interest on fixed deposit which are accounted on accrual basis.

(b) NOTES TO ACCOUNTS

(i) Assets acquired by Sansthan till 31 March 2017 either out of grant funds or own funds are :

Description of asset	Amount
Office Equipment	557,544.96
Vehicle	708,852.00
Furniture and Furnishing	41,346.00
Computer	93,078.00
Library	437,178.50
Solar Water Heating System	23938.00
Multifunction system	88,200.00
Portable hard drive	5,600.00
Inverter with battery	29,900.00
Scanner	4,300.00
Computer	24,045.00

These assets are carried at nil value.

[Signature] Lalitande





A meeting of the women's group at Chaundali village, district Chamoli.



A meeting of the women's group at Munoli village, Danya, district Almora.



Irrespective of their caste and other differences, members of women's groups sit together to drink tea at Rungadi village, district Pithoragarh.



USNPSS staff visits the village learning centre to provide help to facilitators. Here, children learn a new game.



USNPSS staff attends a congregation of women at Jaalbagadi village, district Almora.



During visits to villages, the USNPSS staff held a day-long training of facilitators, especially to clarify doubts on mathematics, village Khalla, district Chamoli. .



Income generation activities for villages hit by disaster in 2013. This outlet at Ukhimath was established to help rural women generate some cash income, district Rudraprayag.



Malta, amla and oranges grow in villages around Ukhimath. The produce is collected and processed in the centre for sale.



Being good quality, products are in high demand at Ukhimath, district Rudraprayag.



Facilitators and the supervisor of village learning centres at Badhani , district Chamoli.



Facilitators and the supervisor of village learning centres at Gopeswar , district Chamoli.

ग्राम गोवकानाम	अध्यक्षीको नाम	संगठनके कुल सदस्या
उकाल	श्रीमती मनीषा कत	35
आष्टी	श्रीमती रुपा पांडे	50
गौली	» चम्पा पांडे	50
फलयौट	» गोपुली देवी	30
द-याँ	» मन्दी म्हा	30
इसीली	» हसली डसीला	35
गोटियूडा	» नन्दी भट	30
लीली रो	» शान्ती म्हा	35
गारागाड	» सगदी पांडे	26
मनौली	» जानकी समवाल	35
गालपुर	» बसन्ती देवी	30
कुल		386

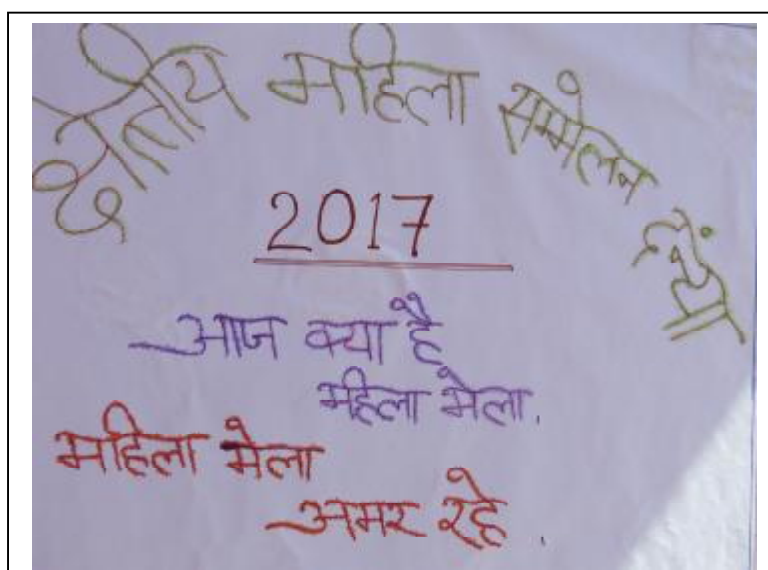
The facilitators keep a record of women's groups at Danya cluster of villages, district Almora.



Members of women's groups decorate the place for annual congregation at Danya, district Almora.



Women come to attend the congregation holding placards and shouting slogans for gender equality.



Members of women's groups decorate the place for annual congregation with hand-made posters and writing slogans on the walls, Danya, district Almora.



All girls from this school at Goginadhari attend the village learning centre in the evening, district Bageswar.



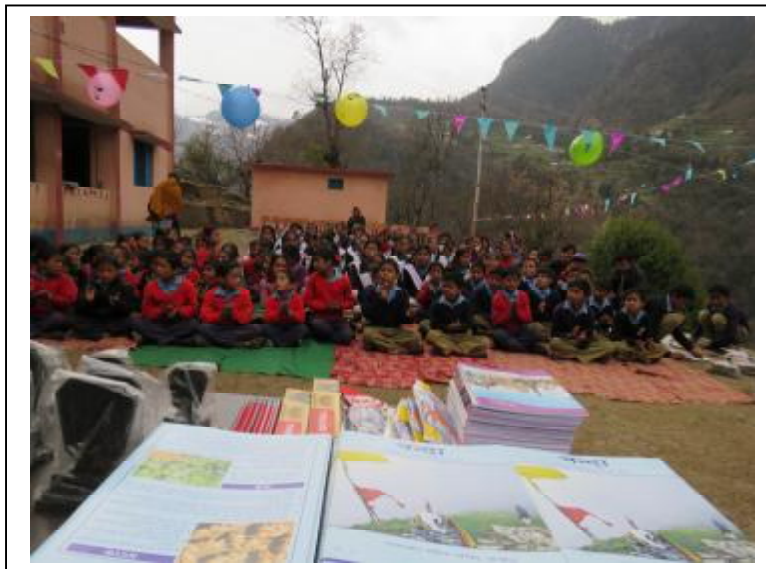
Girls enjoy a light moment in the centre at Banthok village, district Almora.



Girls attend the school during the day and come to the centre in the evenings, Girchola village, district Almora.



Children's fair at Gogina dhari village, district Bageswar.



Children's fair at Namik village, district Bageswar.



Children's fair at Pati, district Champawat.



During training at USNPSS, facilitators were involved in designing curriculum for learning centres.



Facilitators and USNPSS staff together structure weekly activities for learning centres.



Facilitators learn various activities and use of educational materials during training at USNPSS Almora.



Local leaves were displayed during a children's fair, village Banthok, district Almora.



Use of plastic is prohibited during children's fair.



Students use leaves (not plastic) to keep food, village Banthok, district Almora.



Children gain confidence to stand up and speak during village educational fairs. This photo is from Gwar village district Chamoli.



Placards with slogans on environmental issues are on display during educational fairs.



Children take part in a balloon blowing competition at Banthok, district Almora.



A village learning centre,
village Loharkuda Gogina,
district Bageswar.



Children learn to take pride in
their cultural heritage.



Children are encouraged to
play traditional games. This
photo is from Gopswar area,
district Chamoli.



A women's congregation at Khalla village, district Chamoli.



A women's congregation at Badhani village, district Chamoli.



Women learn to speak in public gatherings. A women's congregation at Danya, district Almora.



The eight late B. D. Pande
Memorial Lecture at USNPSS,
Almora.



Samvaad 2016, USNPSS Almora.



Discussions during Samvaad,
2016 at USNPSS, Almora.



Prior to opening a village learning centre several rounds of discussions were held at Palyun village, district Almora.



Another meeting between the residents of Palyun and USNPSS staff.



Meeting with the community and school teachers at Palyun village, district Almora.



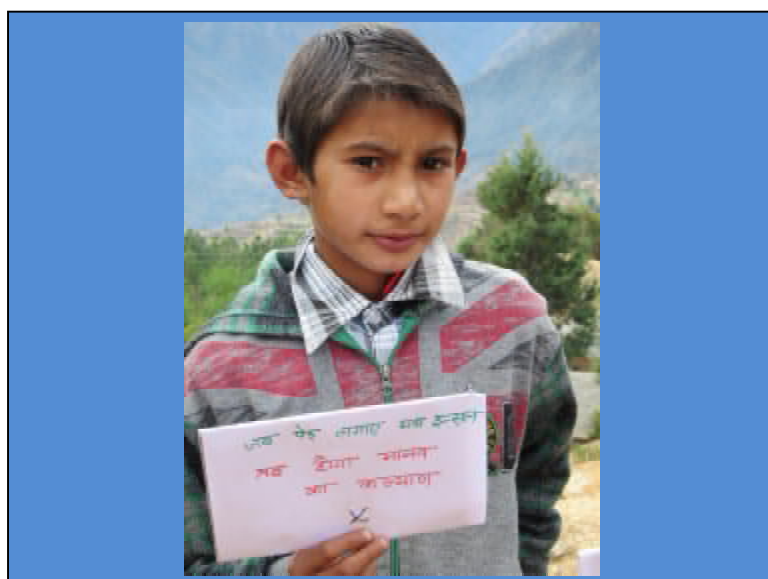
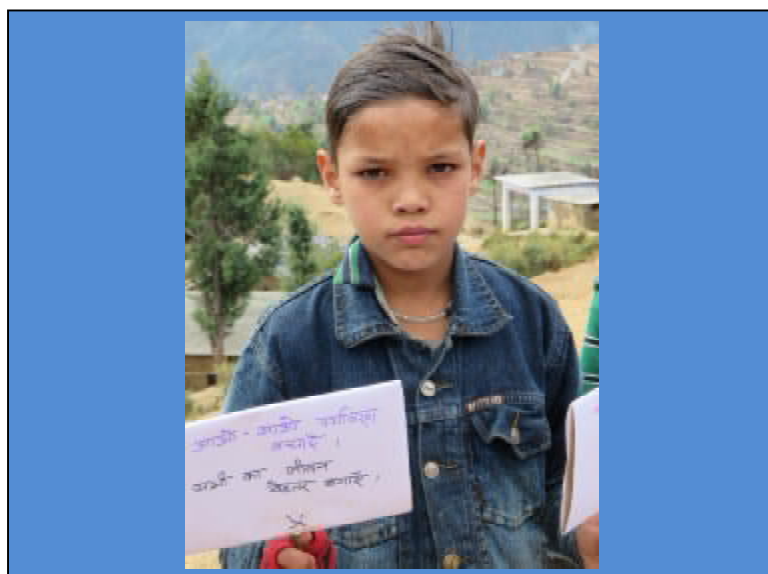
A heenah putting competition at Nandasain, district Chamoli.



Children gather for an educational fair at Nandasain, district Chamoli.



A painting competition during a fair at Gopeswar, district Chamoli.



Children display hand-made placards with messages on to save the environment during a fair at Nandasain, Chamoli.



Adolescent girls and young educated women take interest in reading Nanda, the rural women's magazine published every year.



Nanda is distributed in all villages covered by the programme.



Articles written by rural women (and men) are published in Nanda.



Members of women's groups raise the issue of menace caused by wild animals during congregations.



Rural women are very concerned about damage caused to crops and to human life by wild animals.



Demonstrations against opening up liquor shops were held throughout the state. This picture is from disaster-hit Ukhimath area in Kedarnath valley, district Rudrapur.



Women took turns to sit on a dharna (protest) for 52 days against liquor shops at Ukhimath, district Rudraprayg.



Women sat on the road side during the nights and patrolled the market to prevent opening of liquor shops in Ukhimath.



Large demonstrations were held with women joining from all neighboring villages demanding liquor-free area at Ukhimath, district Rudraprayag



Women's congregation at Dwarahat was attended by the block pramukhs and other representatives from local administration, district Almora.



The MLA from Gangolihaat constituency attended the congregation at Ganaigangoli, district Pithoragarh.



Women participate in an interactive skit held by women at Danya, district Almora.



Training of facilitators at
USNPSS, Almora.



Yoga is an integral part of
training at USNPSS, Almora.



Facilitators take part in group-
discussions and present their
findings during training at
Almora.



Skill development for adolescent girls. Tailoring classes at Maniagar, district Almora.



Adolescent girls display clothes made by them at Maniagar tailoring centre, district Almora.



Adolescent girls learn knitting at Maniagar, district Almora.



Games, songs, skits are part of training for adolescent girls at Almora.



Training of adolescent girls at USNPSS, Almora.



Girls are encouraged to play. Since adolescent girls are not allowed to play in villages, efforts are made to break that taboo. To facilitate the process sporting equipment is provided in the village learning centres.



Computer education centre at
Danya, district Almora.



Computer education centre at
Girchola village, district
Almora.



Computer education centre at
Munoli village, district Almora.