

ANNUAL REPORT

2014-2015

Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan

Almora

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Introduction

This report commemorates printing of the 27th edition and 28 years of work of Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan (USNPSS) with rural communities and schools in the state of Uttarakhand, India. A registered non-government organization, USNPSS began its work in 1987 as a nodal agency for the Department of Education; Ministry of Human Resource Development, Government of India and continued receiving support till 2005 until the scheme discontinued. The organization has also acted as a regional resource agency of the Ministry of Environment and Forests, Government of India, for the National Environment Awareness Campaign (NEAC) during 1993-2005. Since 2006 the organization has received support from the Sir Dorabji Tata Trust, Mumbai and the Rajeshwar Susheela Dayal Charitable Trust, Delhi (since 2003) for its major programmes on education, environment, gender and development in Uttarakhand.

One of the first activities that USNPSS undertook in 1987-88 was to identify small community-based organizations (CBOs) and motivated individuals spread all over the hills of Uttarakhand. These organizations/individuals were encouraged to take up small projects on environment, education and women's development in villages where they themselves were located. More than 200 small local organisations started receiving support to develop and execute programmes that they thought were needed in their own villages and around. Over time, most of these have grown either independently or in continued association with USNPSS.

Multiple educational opportunities were provided to children and women in villages where no other facility for education was available. Pre-school centres (balwadi) for 3-6 year old children were run by creating and supporting a network of CBOs. Women's groups, groups of adolescent girls and of youth were formed and nurtured by providing training and financial support to them to think of and implement community-based programmes. In addition, a new subject on environment education for students in 11-16 age groups was developed, tested and subsequently mainstreamed in the school curriculum.

Evening centres for children attending government primary schools were run in remote villages where teacher absenteeism was high and the quality of education poor. In addition, the organization has started libraries in villages to provide learning opportunities to children and adults. The programme has not only fulfilled the need of books other than the textbooks used in schools but also created an enabling environment for girls to read and take part in sports. Provision of books and sports equipment has become a boon in villages, where adolescent girls were barred from taking part in any such activity which involved mixing with boys. In addition, provision of computer learning centres has met an ever increasing demand by children and their parents to be computer literate.

Over time, the network of CBOs has addressed issues of access to and provision of education, health, nutrition, safe sanitation, water, natural resource management, with the result that villages where not a single girl had completed elementary education now boast of all girls enrolled in schools, some of them in colleges. In villages where parents would not

consider immunization necessary; now all infants are vaccinated against the six deadly diseases. Further, in villages saturated with toilet facilities, occurrence of water-borne diseases has reduced in a significant manner. Over time, trees in plantation sites have grown and there have been several examples of rejuvenation of springs and ravines in villages.

Since its inception in 1987, the organization has already brought in two policy-reforms in the education sector in the state of Uttarakhand:

Policy reforms

i. The curriculum on environmental education developed by USNPSS has been adopted by the state government as a regular subject in schools. Currently, each year, about 4.5 lakh students in classes 6-8 in all government schools study textbooks developed by USNPSS. This has been the only example of mainstreaming a programme developed by an NGO that became a part of the regular school curriculum in India and possibly abroad. The state government is implementing the programme for the last fifteen years now.

ii. The Early Childhood Education programme (ECCE) of the state is based on the *balwadi programme* developed and nurtured by USNPSS for nearly 25 years. Further, the state resource-team on ECCE has been trained by USNPSS and the educational material supplied to the *anganwadi* centres (ICDS programme run by the government) is based on our work.

Currently, USNPSS hosts the largest network of CBOs and of rural women's groups in the state of Uttarakhand. Uttarakhand Mahila Parishad (Uttarakhand Women's Federation or UMP) represents about 490 women's groups spread over nine hill districts of Kumaon and Garhwal regions in the state. This network has been able to create an approach in which women can think, plan and work for their own development.

Through open discussions and critical reflection on their experiences in working together for the common good, the CBOs have been experimenting with new ideas and had applied their learning for betterment of their own villages and beyond.

Trusting people and having faith in their capacity to change has been a guiding principle in designing this programme. Over time, USNPSS has worked *with* communities, not *for* them, and witnessed the changes that have occurred in villages. More recently, the understanding of the changes in villages have inspired the organization to reshape and reorganize its programmes to better suit the needs of communities. Also, the social context of the hill villages provides scope for a new approach which would accommodate and translate into the lived experience of people through new initiatives. USNPSS now plans to pursue the following strategy for the future:

1. Continue with the on-going programme in villages where the demand exists
2. Respond to the higher aspirations of communities where the goals set earlier in the programme have been achieved. The need for such an endeavour has arisen owing to the fact that the pace and complexity of changes, especially changes in values towards education and life style are now of a scale that were never experienced before in the mountains.

USNPSS is committed to developing thoughts as well as practice in education, gender, environment and development. One of the problems that we have observed during our interactions with the educators and the funding organizations providing support to the voluntary sector is their emphasis on “measurable outcomes” using quick-fix methods. While working with the rural children for the last twenty eight years, we have learnt that quick-fix methods may give improved academic results but do not necessarily cater to emotional and physical development of children. For overall development of students, especially in elementary stages of schooling, a mix of the traditional and the new approach is needed.

One may also add that there is a difference in simply reading a book and reading with comprehension. A rural child reading a book may appear engaged with that activity but he/she may not be able to comprehend it without some help. Our association of over two decades with government schools re environment education programme has made it very clear that many children, though enrolled and attending, find it difficult to understand the meaning of what they have read. They need help to grasp the meaning of the text. Further, while visiting the centres run by CBOS in villages, we have learnt that students from socially backward sections of society need more attention in developing reading habits. It has been noted that a majority of these children, even if enrolled in classes after primary stages of schooling find it difficult to simply read Hindi aloud. Inadequate reading skills impact understanding of other subjects also.

Though the unique feature of the educational approach adopted by USNPSS has been the creation of and nurturing connections between government schools, informal learning centres and organized activities of women’s groups, it is only now after two decades of working with communities that a clear visualization of **community learning centres**, both in theory and practice, has emerged. At their best in the past, activities had established several links between children and adult learning activities but different needs of these groups had led to evolution of different programmes. Children learnt in balwadis (3-6 years), in the evening centres (6-11 years) and studied environmental education in schools (11-14 years). They were also attending computer literacy centres and the village libraries. Adults formed groups (women’s groups, youth groups and groups of adolescent girls) to take up development activities with education as the guiding principle. In some villages, livelihood related activities such as fish farming, fruit and vegetable cultivation, fruit processing etc. were taken up by the youth. Long-term engagement in such activities has not only enabled an environment for developing gender-sensitive communities but also provided insights and experience to sustain initiatives that women thought were necessary for achieving gender and caste equality in the region.

The transformative process entailed in community learning is empowering. Besides hosting educational material such as books, sport equipment and toys which children can use, the adolescents, youth and adults learn to examine the socio-political and economic structures and their impact on them as individuals and as a community. For example, they learn how the structures of patriarchy, caste and other disparities affect their lives. Women, begin to understand how patriarchy has positioned them in a disadvantageous situation; and build up solidarity to establish a collective force to challenge the discriminatory forces that affect their

lives. Similarly, the socially disadvantaged groups begin to understand how they may create space for themselves, change their status and move forward. Adolescents and youth recognize their rights and increase their capacity to create new possibilities in the village and have more control over their lives. Since change can occur both at the personal and social levels, we respect both individual and collective responses towards one's surroundings and to oneself. In other words, the programme acknowledges the interconnections with the self and the outer world to promote transformation in villages of Uttarakhand. It is hoped that participation in the programme will build resilient communities capable of responding to the rapid changes that have been occurring in villages, both internally and also from the outside.

Work on a research project titled as "Gender issues in the development of ecologically fragile zones: A case study of the village communities in Uttarakhand" with the sub-theme of "Gender and Disaster: Disaster widows and their coping strategies in Uttarakhand" sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi continued.

The details of the programmes carried out this year (2014-2015) are as follows:

1. Uttarakhand Mahila Parishad (Uttarakhand Women's Federation)

The largest network of rural women's groups in the state, Uttarakhand Mahila Parishad (UMP or the Uttarakhand Women's Federation) was created in 2001 in Almora. The network builds institutional and programme capacity of rural women in remote hill villages of Uttarakhand.

Eleven community-based organizations spread over nine districts of Kumaon and Garhwal coordinate the daily routine work of women's groups in 490 villages. In a village, all women are members of a single group called the *mahila sangathan* or the whole village group (WVG). A WVG brings together women at different life stages (for instance, the mother-in-law, daughter-in-law, daughters) to develop solidarity with a shared objective of gender equality in the village. Further, women belonging to different castes and at different stages of education and economic status constitute a WVG. Out of a total of 490 groups, 23% represent SC, ST and OBC population whilst 51% constitute mixed caste villages including SC households. 26% villages are exclusively represented by general caste population.

1a. Organizing women as WVGs

Organizing women as WVGs is a complex, yet rewarding, activity. Within a community, women do not form a homogeneous group. Their position is to be seen as intersecting with other categories of the socio-economic composition within a community. Differences of caste, age, educational background, economic status demand that women cannot be grouped as a single category. Even within a single caste, groups exist along several lines of differentiation such as on the basis of sub-castes, economic status etc.

Further, within a community, relationships between young and the old, the rich and the poor, men and women are more complex than immediately apparent. UMP takes up such issues for discussions and action. Regardless of their age, caste or economic status all women are made to sit together. Discussions lead to some consensus on issues that arise from lived experiences in the community. During meetings, facilitators take care to ensure that socially disadvantaged women get an opportunity to express themselves. However, this is not a simple task. Efforts towards creating space for disadvantaged women to ensure that their voices are incorporated in decision-making may build up a furore in the village. It is only after a long-term engagement with the community that such issues resolve. Slowly, the process of decision-making becomes democratic.

UMP educates communities with a view of enabling them to make informed choices. For women, the realization that issues they are most concerned with, cut across caste-class boundaries is an important stimulus to act together. For example, regardless of their economic status, caste and age, women may experience violence due to alcoholism among men. Alone a woman cannot deal with the issue but together they can. Once this issue is engrained in their minds, they readily push aside their differences and come together to formulate rules to either punish the person or act otherwise. Their decisions are accepted by men not only because the whole issue becomes a community matter but also owing to the fact that women have been firm on decisions that they took in village meetings. There have been examples of women not even sparing their husbands or father-in-laws from being punished for a wrong-deed and thereby setting examples of how collective decisions must be respected in the community.

Decisions taken in village meetings are reinforced and strengthened by activities at regional and state level programmes of UMP. Each group forms a part of a cluster of villages that federate at the regional level to form *kschtriya mahila sangathan* (regional federation). The regional federation is headed by an elected woman representative.

The regional federations join to form the state level network called the UMP. Besides organizing and co-ordinating activities at village, regional and state levels, UMP raises funds and organizes trainings and workshops for women. Annual congregations of women are also organized to provide a forum to the groups to share their experiences, review programmes and plan for the future.

Members of women's groups who have been elected in panchayats constitute an important part of UMP. These members promote leadership of rural women in panchayats and other local committees and also help in bringing out women's concerns in public domain.

An interesting case relating to the sustainability of groups came up during the year when one of the staff members, Rama, went to meet the women of Chanoli village. UMP had lost contact with the village when the library programme was discontinued about four years ago. However, while visiting the village, Rama was surprised to learn that the group had sustained its activities without any support from UMP for four years. The women's group had been regular in holding meetings in the village. Also the members were saving money in their

collective fund. They were concerned about their savings and sought some guidance from Rama. As a result of this reconnection, a majority of women from the village came to attend the annual congregation this year.

1b. Workshops and training at Almora

This year, a total of 7 workshops and training programmes were held at Almora (Table 1). Broadly, these programmes were of two types:

1. Workshops for members of women's groups
2. Training of EWRs on panchayat related issues

1bi. Workshops for members of WVGs

Since rural women's access to decision making is often hampered by inadequacy of information and of supporting network in villages, UMP organizes regular training and workshops at Almora. By bringing together women from the hill districts of Kumaon and Garhwal UMP provides them with opportunities to share their experiences and learn from each other. Further, meetings and workshops provide them with new perspectives on natural resource management, education, health, women's rights, rights of the communities, governance including panchayats, migration and on generational gaps in attitudes and behaviour.

Workshops at Almora have a multiplier effect in terms of promoting women's rights and gender equality among a wide network of women's groups. These workshops provide a forum for women to reflect on issues that have a bearing on their daily life. They share their problems and suggest possible solutions to each other.

1bia. Natural resource management

Decline in availability of biomass (basic source for fuel wood, fodder and water) in villages is not only a manifestation of ecological poverty but also an indicator of the decline in area and productivity of community resources. Since the state has not been successful in ensuring protection and regulation of forests, grasslands and water, need for alternative strategies become apparent. In this context, UMP has been building up capacity of rural women; and the whole community, enabling them to take measures to conserve, protect and manage natural resources.

Over time, women's groups have not only protected and conserved vast stretches of land and forests but new alternative methods have also been developed. Experiences emerging from such initiative have been incorporated in training and capacity building programmes in other villages. In this context, small initiatives of women's groups have become "pioneer" examples for capacity building in other areas.

Further, members of the women's groups voluntarily set aside a part of the community forest for regeneration. They manage the grasslands to improve availability and regulate distribution of grass and fodder leaves. Sometimes, the migrant families allow the village

residents to cut grass from their land for free. As a result, not only a sense of mutual co-operation and support is built between the migrants and the permanent village residents but also the delicate balance in the ecosystem is maintained. Even, in villages where the migrants sell grass to families left behind in the village, social and ecological balance continues to function in a way that everyone is benefitted.

Responding to the involvement of members of WVGs in panchayats and their capacity to influence decisions on local governance, UMP is devoting time to identify contradictions and complementarities between women's concerns and the rules and regulations in relation to forest management in the state. The idea is to understand how needs related to natural resources are changing in villages especially in the context of increasing migration to the cities and also when roads have reached to villages. The search is to develop approaches that will stimulate convergence between changing needs of communities and outside interventions on natural resource management. The outcomes of these discussions will help in building capacity of women and of elected institutions to adapt to changing situations with sustainable development as the core practice of natural resource management.

1bib. Water

Despite the fact that in India a majority of perennial rivers emerge from Uttarakhand, for many of its local residents, getting regular supply of water throughout the year is a problem. While the local sources of water could provide sufficient water in the past, an ever increasing demand and denudation of forests has made them incapable of meeting current needs of communities. As a result, a majority of the local population faces shortage of water, especially during the summers. Since fetching water from a distant source is a gendered activity, women and young girls spend a lot of time and energy on it.

Over time, the women's groups have taken up several village-based programmes to ensure provision of safe drinking water to people and their cattle. Geared towards meeting the priorities of households in communities, these methods complement indigenous techniques of rain water harvesting, conservation, protection and regeneration of natural resources in the hills.

While problems regarding water and their impacts on communities cut across the hills, the ecological specificities of villages call for specific solutions. For example, the water requirements of the valleys may be different from the villages situated up hill on the slopes. Similarly, towns and newly developing roadside habitations require more water than the remote areas simply because the new sites are more commercialized than the other villages. In addition, women may not be aware of the variety of indigenous methods used throughout the hills for water harvesting and conservation.

In response to the above mentioned issues and many more, UMP provides a forum to women's groups to learn about the different methods that have emerged in villages. Over time, the women's groups have initiated and nurtured several methods:

- Protection of water sources by making community rules to ban washing of utensils and clothes at the water head
- Conservation by regulating use of water in the community, often the spring is closed at night allowing water to collect for equal distribution in the morning
- Equal distribution of water among all village residents
- Regeneration by planting the local broad leaf trees on the hill slopes above the water source
- Improve the yield in springs and seepages by reviving the old tradition of digging *chal/khavs* (water harvesting trenches on the hill slopes to conserve rainfall)
- Conserve water by digging small ponds in community owned land

The above mentioned activities are commonly shared by the network of UMP. Women go on exposure tours to visit those villages where water related work has been carried out by communities. Experiences are shared within the network and insights developed from such an engagement lead the activities in new villages that show interest in carrying out water related work for collective benefits.

In some villages, the local residents have developed activities that were never heard of in the hills of Uttarakhand. For example, the group at Pati, district Champawat, has developed an innovative method of fish cultivation. In many villages, small ravines and springs have been recharged by applying a combination of activities that include digging trenches and planting trees.

1bic. Generating resources within the village

UMP does not promote the SHG programme (currently supported by the government, banks and several large funding organizations) in villages. Since all women of the village become part of a single group (whole village group), the method of organizing as well as operational ethos are different from the SHGs.

WVGs are not formed with "*saving money*" being the main motivation for organizing the group. Depending on the need of the village and their own understanding and capability of carrying out practical activities women take up small projects covering a wide range of issues. There is no compulsion on women to take up any particular activity, leaving space for them to think and act on the basis of their own understanding of the problems. Once women decide to take up a particular activity, UMP helps them with providing information and training on the issue.

In many villages, women save on a regular basis but without any compulsion from UMP. They may put their savings in the post office or in a bank or may decide to keep it in the village itself. They may lend money to each other or may divide the collected amount after a certain period. In many villages, women have bought large utensils and other accessories (such as rugs, chairs etc.) for use during social events like weddings. They rent these materials out to neighbouring villages, and the amount, thus collected, is put in to the "*mahila kosh*" (women's fund) for use in future.

The monthly meetings of WVGs are held either in the *panchayat ghar* or other common place in the village. Often, meetings are held by rotation in the courtyard/house of a member. From a strategic point of view, meetings are also held in the house of a woman whose family has reservations on her attending meetings. This has been an effective strategy in new villages and also in communities where the elders do not allow the young women to attend group activities. A meeting in the courtyard of such households has potential for involvement of other family members in collective activities. For example, during the meeting a particular family may offer tea to the participants. That particular moment becomes a point of starting conversation on activities carried out by the women's group. Also, men do not hesitate in allowing women to attend a meeting taking place at their door step.

1bid. Use of new machines and technology in agriculture

The issue of using machines and improved agricultural tools in the fields was discussed with women. Although, the need for introducing new machines and technology to reduce the drudgery of women was apparent, two problems emerge:

1. Even if new machines and agricultural tools are introduced this may not necessarily translate into changing socio-cultural norms by which gender roles and responsibilities are regulated in the community
2. Introduction of new machines and equipment needs careful assessment from the lens of gender. For example, many machines and tools are designed by men without taking into consideration the fact that in Uttarakhand women are the main farmers. All agricultural work, except ploughing, is done by women. Machines like rice thresher and *ragi* (madua) thresher are not only heavy to carry from one field to another but have been designed in such a way that women wearing *sarees* cannot use them.
3. Initiatives to improve agriculture and to unburden the women may bring in more problems in the village. For example, use of chemical fertilizers to improve crop yield will not only degrade the environment but also put the agricultural field in danger. Cultivation in the hills is rain-fed and opportunities for irrigation have been limited. In such a situation, use of chemical fertilizers not only burns the soil but may also affect long-term productivity of the field.

1bie. Income generation for women

The issue of income generation was discussed in the context of gender roles and responsibilities in communities. While the participants agreed that there should not be a youth/women split in income generating activities, the ground realities are challenging. The participants felt that education is the key to address those challenges which emanate from the structure of patriarchy in our society. The general feeling was that while women may end up doing all ground work for income generation projects, the profits are siphoned off either by men or the NGOs promoting income generation in villages.

The pros and cons of marketing and the value of self-consumption of “organic food” were discussed in detail. The local food grains such as *madua* (ragi), *jhingora* (rice) and lentils are more nutritious than the food grown in large farms outside the state but due to a low value attached to the local food, communities sell it at very low prices. Such food items are sold at exorbitant profit in the cities. Therefore, communities lose out both economically and from a nutrition point of view. In this context, UMP continues educating the female farmers and others in communities the value of indigenous food and vegetables.

Table 1. Training programmes held at USNPSS, Almora.

Serial number	Duration	Type of training	Participation				
			Districts	Partner NGOs	Female	male	Total
1	14-15.8.2014	Women’s groups from Kumaon and Garhwal	3	5	35	1	36
2	28-29.8.2014	Women’s groups from Kumaon and Garhwal	5	6	51	4	55
3	5-6.9.2014	Women’s groups from Kumaon and Garhwal	3	5	60	00	60
4	8-9.9.2014	Panchayat representatives + others	3	5	45	2	47
5	21-22.1.2015	Elected women representatives	4	6	39	2	41
6	26-27.1.2015	Elected women representatives	4	6	29	1	30
7	29-30.1.2015	Elected women representatives	3	4	37	1	38
Total					296	11	307

1bif. Violence against women

Violence, harassment, stalking etc. are issues that affect women of all castes, age, educational background, location, economic status and profession. UMP brings forth the issues of violence against women by organizing meetings; enabling them to speak up and report instances of household, community violence and other forms of discrimination and hostility. Various forms of violence that women associated with UMP perceive as important to their being have been recognized as follows:

- Physical abuse, fighting, battering, sexual assault
- Emotional and psychological abuse
- Mental abuse, threats to women
- Trafficking
- Denial of benefits accruing out of her own labour
- Socio-cultural practices (restrictions on widows, unmarried girls, gender biased rituals etc.

UMP addresses the issue of violence with a two pronged strategy. The causes and consequences of violence against women are discussed in meetings, during congregations of women and also during informal talks in the community. The idea is to raise awareness and develop understanding of the issue in villages. This step is followed by initiating measures to

prevent violence against women. In some instances, the cases of violence against women are taken to the police and also to the courts for further action.

The issue of sex-selective abortion is also taken up during meetings. Also, issues of abuse against the mother during pregnancy and lactating stages, marriage before attaining 18 years of age, dowry abuse are taken up for discussion and community action.

The women's groups in villages oversee and monitor the cases of unknown people approaching the poor households asking their girls for marriage. The aim is to reduce trafficking by creating awareness about the issue and also to address those practices that make women and adolescents vulnerable to being trafficked.

1bii. Training of elected women representatives (EWRs)

The members of the women's groups took active part in panchayati raj elections held in June 2014 in Uttarakhand. About 526 persons (379 women) directly associated with the programme have been elected in various positions in the three tier structure of panchayati raj institutions. Since, a majority of them have won the elections with the support of the women's groups in their respective villages they try to work in harmony with the needs of the people, especially women.

The elected women representatives (EWRs) have also been trying to reconfigure the contours of changes brought about by forces of globalization in villages. In many cases, the EWRs have sought the support of the women's groups to take decisions on where to lay the new roads or install infrastructure so that women are benefitted (for example, constructing pathways to the forests or the grasslands) and damage to the agricultural fields could be minimized.

This year three workshops were held for the elected women representatives (EWRs) associated with Uttarakhand Mahila Parishad in Almora. A total of 109 participants from different districts of Uttarakhand, including current and the former *gram-pradhans*, ward members (regional panchayat members), *jila panchayat sadasya* (district panchayat), members of women's groups and of the local organizations attended the workshop.

During the morning of the first day, the EWRs shared experiences outlining their planned and current activities in villages and in panchayats. This provided participants with a broad overview of the responsibilities of the EWRs and the specific objectives of the workshop. The rest of the first day was dedicated to building up and strengthening gender perspectives in panchayats. Discussions were directed towards discovering the extent to which panchayats have integrated gender issues in programmes and practices at the block and village levels. Also, the three tier structure of panchayats was discussed.

Discussions revealed that village development projects are conceptualized and implemented in the context of various development schemes launched by the government. Although this dimension to development is interesting, it is imperative that the panchayati raj institutions (PRIs) promote a gender sensitive, village-up approach to development. The second day was devoted to building up knowledge about the structure of panchayats and how

women can pursue their interests in government schemes. The barriers faced by women in accessing and implementing projects were discussed from the viewpoint of the various roles and responsibilities borne by them at domestic and community levels.

The underlying premise for discussion on mainstreaming gender issues in panchayats is that political participation, as envisaged by UMP, doesn't just mean joining a political party but requires women to be involved and participate in a process that addresses inequalities of power at home, in communities and beyond. PRIs constitute an important part of this discourse.

Contrary to the general trend of the candidates contesting elections on party lines or on the basis of caste and other affinities, a majority of participants had stood with the support of their community, especially women's groups, without spending any money in campaigning. Since ability and not money was the criteria for selection, poor women could also win. While lobbying for democratic reforms with a gender perspective, the EWRs were able to contest panchayat elections as non-party, independent candidates. The following sections provide a glimpse of issues discussed during the workshop:

Male ward member: The future will bring higher incomes for people living in rural areas. We do need roads, community-centres, school buildings, tanks etc. I am not saying that we do not need to think about problems of alcoholism and gambling, damage to crops by wild animals, shortage of water etc. but we also need roads, water tanks etc.

Female ward member: This does not mean we should make no effort towards addressing the problems of alcoholism among men. People say that alcoholism is the problem of women of Uttarakhand but I feel that it is a men's problem, not ours. Why should we feel responsible for it? Also, panchayats are neither equipped nor ready to deal with this issue. In a male-dominated environment, where all discussions revolve around utilization of budgets, it is not easy to raise this issue in panchayats.

Female gram pradhan: Well, it makes good sense to think and do something about the damage caused by wild animals to our crops and the fields. Otherwise, the women of Uttarakhand could soon be left with only a wasteland to sustain their families. We must raise this issue in panchayats and other meetings that we attend in the village and outside.

Another female ward member: There are many problems in villages. We have to prioritize them. If we are to make decisions about where to focus our attention, we must have access to information. Lack of information and unfamiliarity with the functioning of the government institutions is the major hurdle that we face in panchayats.

The link between gender-based perceptions and functioning of panchayats should be explored further in the upcoming meetings with EWRs at Almora and in villages, especially, in the context of employment generation under MNREGA, a scheme implemented by PRIs. Of particular interest to UMP is the issue of how women in general; and the EWRs in particular, perceive the benefits of the scheme. Discussions during this meeting had revealed that on an average the village residents have been getting a maximum of 30 days employment

benefits in a year. As many of the PRIs succumb to the influence of short-term immediate gains, the same RCC roads are re-laid year after year. Sometimes, a major portion of the sanctioned budget to panchayats is spent in construction work that does not last long. The newly elected EWRs want more transparency, accountability and access to records under the MNREGA scheme.

Another interesting discussion was related to the issue of how EWRs could create space and develop strong alliances in panchayats so that their concerns were mainstreamed in government schemes. The participants felt that PRIs have to adopt a more practical, village-up approach to the conflicts so common in government schemes. For example, when the village natural resources are degraded, dependency on external sources including the markets would increase, the village residents would need more cash in hand, the result is domestic and community rivalries and conflicts.

The area where the EWRs would like to see the panchayats playing a more effective role is the protection of agricultural fields and crops from wild animals. Also, unlike cattle, wild animals would pass through inter-village boundaries which can lead to conflicts between obligations of EWRs as given by the state and pressure from their own communities to take up some remedial measures to solve the problem. At the moment, the Wild Life Protection Act (1972), the Forest laws and the laws related to biodiversity conservation make it very difficult for rural communities to take any action on this matter. Discussions on some specific issues under the ICSSR project revealed the following:

1biia. Motivation for joining the panchayat

Joining election campaigns was an issue that almost all EWRs had been a part of either during panchayat elections or the elections of the legislative assembly. One of the participants, Hema Negi, had herself contested the election for the legislative assembly in 2007. Now, she has been unanimously elected as the pradhan of Shilang village. She has also been elected as the president of the union of the gram-pradhans in Bhikiyasen area, district Almora.

The responses of the participants on their motivation for joining in the panchayats are exhibited in Table 2. A majority of the ward members were chosen unanimously either by the village residents or the gram pradhan themselves. Since half of the seats for ward members are reserved for women, this trend does not come as a surprise.

It was evident during discussions that the presence of an active women's group in the village has raised consciousness required to stimulate a discourse for women being chosen as gram pradhans, sometimes unanimously. The cases of Shilang, Ghuguti villages in Almora and of Paithali in Rudraprayag district were examples.

Table 2. Responses of the EWRs on their motivation for joining the panchayats.

Serial number	Response from gram pradhans and ward members	Percentage
1	Self-motivated	20.7
2	Inspiration from the women's group	24.1
3	Women (family or village) asked us to be their representative	10.3
4	Pressure from the village (mostly men)	27.6
5	Husband had asked to contest	17.2

1biib. Difficulties faced by the EWRs in panchayats

For women farmers, time is a major constraint. They feel that the time is worth investing when some visible benefits are achieved. Since in many villages, the female ward members are not consulted during planning and implementation of projects, they remain reclusive and exhibit no interest in being a part of the system. However, when they see the benefits of development schemes in their villages, they feel that the time is worth investing.

In panchayats, difficulties in reaching decisions and conflict of interests between communities and the panchayat functionaries are common. In case, the expectations of the women representatives are not met, they may lose interest. For example, a woman gram pradhan said,

"I have been the president of the women's group for ten years. We have done a lot of work in the village. All our work was not successful but the "failures" are also important. Failures provided many lessons. That is how we learnt and moved forward. We have been able to sustain the group for nearly twenty years now but being a gram pradhan is different...here everything has to be "successful". Everything must confirm to government norms. Everything must be "right" on paper and this is the challenge to us. How can everything be right at every time?"

Support from the family, particularly from husbands, father-in-laws and mother-in-laws was expressed as an important determinant of EWRs participation in panchayat meetings.

Although women are very keen to access any information that could assist them in developing their own knowledge on panchayats, hurdles remain. Training and orientation programmes are not regularly organized by PRIs, neither the open meetings are held. Further, the structure of PRIs makes it difficult for women to understand the bureaucratic procedures quickly.

1biic. Different interests of men and women

While older women prefer traditional land management practices, men opt for modern methods including the use of concrete. For example, certain varieties of shrubs and trees were used traditionally to prevent soil erosion and landslides but men prefer either barbed wire or construction of embankments and check-dams on the hill slopes. The women of Garhwal, particularly from villages involved in the chipko movement, were of the view that cultivating

rambaans (*Agave Americana*) on the hill slopes can check soil erosion and prevent occurrences of landslides.

Further, biodiversity in agricultural fields has declined over time as the PRIs and other outside agencies have supplied hybrid seeds to the farmers. Also, seeds supplied by the block office are expensive and require high labour inputs.

Almost all women farmers believed that due to the intervention by PRIs, some of the traditional land management practices are on the verge of extinction. For example, the traditional practice of digging the rain-water harvesting trenches and of clearing the bushes around the village as a community responsibility are now diluted due to availability of funds in panchayats. As a result, people do not volunteer to keep their village environmentally healthy and sustainable but wait for funds from the government.

The participants reported an increased interest from block level functionaries in panchayat meetings. Female *pradhans* were reporting acceptability and responsiveness from the block authorities and recognition of women representatives by government officials. However, issues raised by women during panchayat meetings are not yet seen as a priority by the local level functionaries. A woman from Bhikiyasen, district Almora, said,

When we raise an issue they write it down but it remains there only. For example, a group of women ward members raised the issue of damage to crops by wild animals. The secretary took notice of it and it was recorded in the register. However, the sanctioned projects were no different from the earlier ones. They focus on construction work. We raised the issue in the next meeting but the block functionaries said that there is no scheme that could deal with wild animals.

Alcoholism among men is an issue that concerns women. However, the state earns huge revenue from sale of liquor. The EWRs were of the view that while government may come up with several recommendations on prevention of alcoholism, none of these will be legally binding.

1biid. Mainstreaming women's concerns and environmental issues

Despite the growing recognition of women's role on how natural resources should be protected and managed, their impact on panchayats has been limited. An interesting remark on the issue of damage caused by wild animals follows:

Earlier, ring-fencing of the forests was carried out to turn them into sanctuaries and national parks. Now, the government should reverse the trend by fencing the human habitations to protect people and domestic animals from wild animals. People in villages live under constant threats of attack by leopards. Monkeys have been a menace and other animals such as the wild boar, porcupines have been damaging the crops.

Organizing demonstrations or staging protests could be one way of expressing demands representing the interests of people in villages. Discussion on the issue revealed that though a majority of women had participated in protests with the members of the women's

groups, they had made no such demand through the panchayats. The EWRs continue to express women's concerns through their village women's groups but find it difficult to do so in panchayats. The main problem that the EWRs face was lack of an enabling atmosphere in panchayat meetings. As a woman *pradhan* from Gopeshwar said,

“Issues such as construction of panchayat bhavans (meeting hall), RCC roads from the village to the main road, school-buildings, digging of canals and rain-water harvesting trenches (chal/khav) are discussed during panchayat meetings. The whole atmosphere poses a challenge to EWRs, particularly to women who want to talk about problems of alcohol-abuse, gambling or dowry in public forums. Even when a woman tries to say something, the other participants would discourage her by saying that such matters are not the concern of the panchayats. So, we keep quiet. We resolve such matters in the meetings of the women's groups held every month in the village. Social issues involved in protection and management of forests, grasslands and water sources, problems of alcoholism, damage to crops by monkeys and wild boar are raised during women's meetings but not in panchayats.”

1biie. Women's groups are different from PRIs

Promptly responding to this issue, a *gram pradhan* from Ukhimath area said:

“The divide is clear. Panchayats are concerned with execution of projects that involve spending of the budget while women's groups raise and discuss women's issues. It is only now that awareness about this divide is emerging; and EWRs who are also the members of women's groups; have been slowly trying to bridge this gap.”

Women are more comfortable in working together as a group but experience alienation and frustration in panchayats. Why? The women's group provides a space for thinking and innovation in villages. Enlarging this space on behalf of the poor is a responsibility of the government as well as the voluntary sector. The broad implication of this observation is to identify and agree on areas which could entail joint action by women's groups and panchayats. However, joint action does not necessarily mean that government would formulate programmes on its own and ask the women to implement them. This would mean taking advantage of the wealth of experience gained by women's groups while formulating programmes to be executed by PRIs. Also, active members of women's groups could be involved in implementation and monitoring of the programmes executed by the panchayats. Table 3 exhibits a summary of issues that had emerged during discussions on the differences between PRIs and women's groups.

Table 3. Perceptions of EWRs on differences between women's groups and the PRIs. .

Serial number	Theme	PRIs	Women's groups
1	Approach	Supposed to be bottom-up	Women-centred, village-up
2	Consensus building	Difficult	Relatively easy
3	Regularity in holding meetings	Irregular	regular monthly meetings
4	Need of the community	Difference in demand and the projects sanctioned	Demand-driven with focus on women
5	Flexibility	None, as far as the utilization of budget is concerned	Very flexible, women work at their own pace
6	Transparency	Not high	High
7	Accountability	to government	to the community
8	General perception of women's capabilities	Passive, ignorant, beneficiaries	Active, knowledgeable, agents of change in communities

1c. Visits to villages

Besides providing guidance to the facilitators, the USNPSS staff attends women's meetings in villages. The purpose is to learn and understand women's thoughts on development issues. The topics for discussion include methods of strengthening unity among women, education of girls and women, health, problems of alcoholism and coping strategies, causes and consequences of disaster and relief work carried out by UMP, natural resource management, leadership in communities and in panchayats, livelihood related activities, agriculture, provision of safe water and sanitation facilities, planning for congregations of women etc.

In addition, meetings are held with the heads of the CBOs to review progress of work. Table 4 exhibits the details of visits made by USNPSS staff to villages to promote UMPs work. Further, meetings were held in villages to conduct PRA and focus group discussions with women under the ICSSR project.

Visits to villages reflect the fact that rapid changes are occurring in the hills. These changes include uncertainty of climate and weather, inter-generational gaps on views about life and livelihoods, brought about not only by improving girls education but also by spread of television and ever increasing coverage of the cell phones and transportation systems in the hills. In this context, UMP has been linking the issue of how the villages are unfolding, particularly in relation to gender based understanding of the changes, with the development of new approaches to activities carried out by USNPSS.

Table 4. Visits made by USNPSS staff to villages to work with women.

Serial number	Duration	District	Location	Theme	USNPSS staff (number)
1	10-11.4.2014	Almora	Pokhari	Survey, meeting with women	6
2	12.4.2014	Almora	Kotyura	Assessment of literacy	3
3	15.4.2014	Bageshwar	Liti	Assessment of literacy	3
4	16.4.2014	Bageshwar	Ratir kethi	Meeting, sammelan	3
5	30.4.2014	Pithoragarh	Bhalugada, Tal simoli, movani	Assessment of literacy	3
6	8-10.5.2014	Almora	Lamudiyar	Survey, meeting	4
7	13-16.5.2014	Nainital	Galla	Survey, meeting	4
8	3-7.7.2014	Bageshwar	Liti, Kimu	Survey, meeting	4
9	24-25.7.2014	Champawat	Harodi, Batulabanj, kimvadi	Meetings	2
10	30.7.2014	Pithoragarh	Bhalugada, Fadiyali, Bhanyani, Tuproli	Grading	2
11	8.8.2014	Almora	Lamudiyar	PRA	7
12	25.8.2014	Almora	Pokhari	PRA	5
13	2.9.2014	Pithoragarh	Syuni	Grading	3
14	14-15.11.2014	Pauri Garhwal	Pongatha, Thangar, Kandi, Kendul, Bagi	Meeting	2
15	5-6.12.2014	Bageshwar	Liti, Kimu	Meeting	4
16	13.12.2014	Almora	Dasili	Meeting	1
17	18.12.2014	Almora	Gauli	Meeting	1
18	29-31.12.2014	Pithoragarh	Mallakot, Syuni	Meeting	1
19	31.12.2014	Almora	Bhataura	Meeting	1
20	3-11.1.2015	Rudraprayag	Dilmi, Chunni,	Survey	4
21	15.2.2015	Almora	Chaturbhoj	Meeting prior to sammelan	1
22	18.2.2015	Almora	Maichun	Meeting prior to sammelan	1
23	19.2.2015	Almora	Chanoli, Lamudiyar	Meeting prior to sammelan	1
24	23.2.2015	Champawat	Kanikot	Meeting	1
25	10.3.2015	Almora	Chanoli, Lamudiyar	Meeting	1
26	14.3.2015	Almora	Surna	Meeting	1
27	31.3.2015	Almora	Jajar	Meeting	1
28	1.4.2015	Almora	Dhari	Meeting	1
29	2..42015	Almora	Chaura	Meeting	1
30	9-10.4.2015	Rudraprayag	Dilmi, Chunni,	PRA	4
31	11-13.4.2015	Chamoli	Chinka	Survey, meeting, PRA	4

1d. Congregations of women (*mahila sammelan*)

This year, a total of 17 congregations were held in 8 districts of the state (Table 5). As regular annual events, congregations provide opportunities to women to share experiences, review their work and plan for the future.

UMP serves as a focal point in terms of connecting CBOs and kschetriya mahila parishads (regional federations) to each other by promoting solidarity and reciprocity. Prior to

organizing congregations, UMP called a meeting of the CBOs to discuss the details of the programme. The structure, role of the CBOs and of women leaders, the new thrust areas, topics of discussions during the event were some of the issues discussed during the meeting.

Congregations provide a forum to rural women leaders to network and develop relationships with others. These events have been popular in villages where opportunities for meetings are limited. Not only the members of UMP wait for the event all through the year but also elderly people (especially retired men who live in villages) and youth take pride in attending the function. Also, there is a sense of competitiveness in hosting the event in villages. The village residents take pride in hosting the function and, therefore, put in their best efforts to make it a success. The level of enthusiasm is such that many villages have already asked for hosting the event next year. This is not to say that UMP provides monetary compensation in return. All village residents work voluntarily with minimal financial support (for tea, snacks etc.) from UMP, yet the popularity has been growing.

Another important feature of the programme is the understanding and level of detail that the community would put in to make the event successful. The case of Pudiyani village in district Chamoli will illustrate this point. Although the congregation was held on the 19th February 2015 in Pudiyani village, preparation had begun about two months earlier. The women's group of Pudiyani has about 90 members. The president of the women's group called several meetings during December-January 2014 to discuss the logistics of the programme. With the help of the CBO, seven committees of women were formed to manage the event. Each committee took up a specific responsibility. For example, the security group had four women who were made responsible to take care of seating arrangements during the function. The catering committee looked after the provision of drinking water, tea etc. while the stage committee was to manage the dais. Overall, the event was fully managed by the women's group of Pudiyani. School teachers, panchayat representatives, retired principals and army personnel were also invited. About 400 men and women from surrounding villages attended the event.

Women from other organizations were also invited to attend the congregation. For example, this year, 22 women from SHAPE, Badhani (district Chamoli) went to Ukhimath (district Rudraprayag) to attend the congregation. This was a strategic issue also. Since the women's groups in Ukhimath are relatively new (started in 2006), the idea was to learn from women of Badhani who have been active for nearly 15 years now. This was also to boost confidence and provide a sense of solidarity and support to women of Ukhimath many of whom lost their relatives during the Kedarnath disaster in 2013.

Congregations provide an opportunity to rural women to stand up and raise their concerns on issues that bother them the most. Often, the experienced older women become the role models for young women who feel shy in talking before a large gathering of people. The whole atmosphere emanates enthusiasm and support and one can see the women leaders encouraging the young to stand up and say a few words. The multiplier effects of such an endeavour are revealing. Not only women learn to respect each other but also the young women begin to see the importance of the work that their elders did in the village.

Table 5. Congregations of women in Kumaon and Garhwal.

S No	Location (village)	Date	Main issues	Participants			
				Rural women	Men and boys	Panchayats teacher etc.	From Almora
1	Sunadi	15.2.2015	Female infanticide, panchayats	347	43	31	Anuradha, Renu
2	Pudiyani	19.2.2015	Village learning centres, panchayats, wild animals, sanitation, education	404	61	27	Anuradha, D. Latwal
3	Kandara	20.2.2015	Review, women in panchayats	85	47	12	Anuradha, D. Latwal
4	Sagar	21.2.2015	Sanitation, women in panchayats	139	15	19	Anuradha, D. Latwal
5	Gangolgaon	22.2.2015	Review of work, MLA's participation	360	45	23	Anuradha D. Latwal
6	Dogari	24.2.2015	Village learning centres, review of work	302	22	15	Anuradha. Renu, D. Latwal
7	Nandasain	25.2.2015	Alcoholism among men, learning centres	238	19	31	Anuradha, Renu, D. Latwal
8	Muvani	8.3.2015	exposure tour, crop depredation by wild animals	112	84	9	Anuradha, Renu, D. Latwal
9	Ganaigangoli	9.3.2015	Review, women in panchayats, crop depredation	89	7	18	Anuradha, Renu, D. Latwal
10	Danya	12.3.2015	Review, women in panchayats, crop depredation	254	19	27	Anuradha, Rama, Renu, H. Jackson
11	Pati	15.3.2015	Review, women in panchayats, crop depredation	197	6	16	Anuradha, Renu, Latwal, H. Jackson
12	Galla	16.3.2015	Review, women in panchayats, crop depredation	183	18	11	Anuradha, Renu, Latwal, H. Jackson
13	Paithali, Ukhimath	20.3.2015	Impact of disaster, livelihoods for women, review	309	19	36	Anuradha, Renu, D. Latwal,
14	Kinsur, Nayarghati	22.3.2015	Review, women in panchayats, crop depredation	214	63	13	Anuradha, Renu, D. Latwal, Luxmi
15	Kheti	29.3.2015	Review, panchayats, crop depredation	127	14	11	Anuradha Rama, Renu
16	Gogina, Shama	5.4.2015	Review, women in panchayats, VLC, crop depredation	119	59	14	Anuradha, Renu, D. Latwal,
17	Maichun	12.4.2015	Review, women in panchayats, VLC, crop depredation	178	53	12	Anuradha, Rama, Kamal, D. S. Latwal
Total				3657	594	325	

One of the new patterns that UMP congregations have started experiencing this year is the high participation of women panchayat leaders. Female Block Development Officers (BDO), members of the *Jila panchayat* (both the presidents and the members), *kschetriya panchayat*, *gram pradhan* and ward members have been attending the congregations. The

BDO and the BDC from Gopeswar, for example, came twice to participate and listen to rural women's voices.

The other positive trend is related to a genuine concern to be able to solve women's problems. In some cases, widows and physically challenged women from distant villages had brought their applications for pensions. The EWRs immediately took up this issue and a few applicants have received their pensions. Also issues related to MNREGA were discussed during the congregations.

1e. Medical relief

Women have lower self-reported health status and lower education and income than men. Also, number of visits to the primary health care services and diagnostic services are lower than for men. The reasons for this gender-differentiated trend in access to and utilization of health care services are many that include social, economic and cultural aspects of life in communities. However, the reason that women cite often in terms of their inability to utilize health care are "lack of time" and "expenditure". Hospitalization is an issue that women avoid because of their concern for household duties. Child care and looking after the cattle appear to be important determinants of access to and use of health care services.

While the household expenditure on primary health care, emergency charges, diagnostic services and on hospitalization has been low for women, the issue of low priority of female health does attract attention.

To facilitate the process of women's access to and utilization of health care, The Rajeshwar Susheela Dayal Charitable Trust, New Delhi, has been assisting UMP for several years now. This year, a total of 48,775 rupees was spent on providing help to poor women (Table 6). Medical aid was provided to 16 patients (14 women and 2 men) spread over three districts of Uttarakhand. All these patients fall within the network of Uttarakhand Mahila Parishad. Hence it was easy to monitor their intake of medicines and progressive improvements. Some of the patients are cured and lead a normal life after treatment provided by UMP while others continue receiving assistance for the next year too.

One of the recipients, Hema Dasila, has been receiving help for the last five years now. A widow with young children, she suffers from leucoderma. Since the disease was considered as contagious, her mobility was constrained in the village. She was not allowed to be seen in public domain. The villagers would restrain themselves from touching her. Her children, though perfectly healthy, were secluded from attending public functions. Their class-fellows would not share edibles with them and sit in a distance while talking. UMP took up this issue and worked with the community with the following objectives:

- A. Raise awareness in the village that leucoderma was not contagious
- b. Provide assistance to Hema Dasila to access a specialized hospital and take care of expenditure on her treatment.

Today, Hema Dasila leads a normal life. She attends meetings of the women's group and other social functions in the village. Drinking tea with her is not a taboo anymore. After regular treatment, white marks on her skull and face have diminished. People do not fear touching or holding her hands.

Table 6. Medical aid to poor women (and men) in 2014-2015.

S. No.	Name	age	Village	District	Hospital	Ailment	Date	Amount given (Rs)
1	Chandra Jaraut	33	Supai, Barechina	Almora	Base Hospital, Almora	Backache	7.8.2014	2245.0
2	Soni Sahi	30	Chalmori Gada	Almora	Dr. D. K. Pande, Almora	Wrist bone fracture	8.8.2014	754.00
3	Hema Dasila	48	Digarkoli	Pithoragarh	Dr. K. Swarup, Haridwar	Leucoderma	8.8.2014	4769.0
4	Tulsi Dasila	40	Rungadi	Pithoragarh	Dr. D. K. Pande, Almora	Stomach ache	14.8.2014	264.00
5	Tulsi Dasila	40	Rungadi	Pithoragarh	Jeevan Jyoti Hosp. Almora	Ultrasound	20.8.2014	780.00
6	Niru Banola	20	Maichun	Almora	District Hospital, Almora	Stomach ache	28.8.2014	297.00
7	Himansu Matiyani	12	Kasun	Almora	Dr. D. K. Pande, Almora	Elbow bone fracture	13.9.2014	400.00
8	Mina Bisht	21	Gwar, Gopeshwar	Chamoli	Dr. D. K. Pande, Almora	Ankle bone sprain, x-ray	16.9.2014	200.00
9	Prema Latwal	32	Chausali	Almora	Dr. O.P.L. Srivastava, Almora	Stomach ache	18.9.2014	997.00
10	Pushpa Latwal	27	Chausali	Almora	Dr. O.P.L. Srivastava	Stomach ache	18.9.2014	406.00
11	Kunti Kimothi	76	Badhani	Chamoli	KarnaprayaDehradun	Paralysis	4.10.2014	14952.0
12	Kamla, Shikha Arya	46	Rajpura	Almora	Dr. O.P.L. Srivastava, Almora	Swelling in uterus, swelling in breasts	5.12.2014	1324.00
13	Shankar Upreti	75	Kheti	Almora	Tiwari hospital, Haldwani	Asthmas, kidney problems	27.12.2014	5000.00
14	Champa Arya, Pavan	27	Tuproli	Pithoragarh	Base Hospital, Almora	Elbow bone fracture, operation	21.1.2015	3000.00
15	Indra Matiyani	35	Kasoon	Almora	District Hospital, Almora	Tibia-fibula bone fracture	27.2.2015	387.00
16	Bhagwati Arya	58	Rajpura	Almora	Base Hospital, Almora	Piles operation	20.3.2015	3000.00
17	Mahanand Bisht	38	Gopeshwar	Chamoli	Dehradun	Chronic backache	20.3.2015	10000.0
Total								48775.0

1ei. Preventive health care and education

Educating communities on preventive health care has been a part of UMPs focus over time. In particular, discussions are held on preventing water-borne diseases (typhoid, jaundice, dysentery, diarrhoea etc.), communicable diseases and common ailments such as fever, cold, stomach ache, headache, itching, watering of eyes, toothache, dental cavities etc.

Though in a conventional sense adolescence is supposed to be free from morbidities that surface during childhood and adult stages of life, the lived experience shows that girls are

equally vulnerable to reproductive health related problems. The issue of menstruation is a taboo in communities.

Reproductive health, especially of women and adolescent girls, has been an area of attention over time, particularly because health care facilities remain poor in villages of Uttarakhand. Further, health care services have not been sensitive to rural women's needs, particularly for illiterate women. The all-male staff in the centre may also prevent women from accessing health care services.

Tuberculosis continues to be an important health issue in villages. Despite the Directly Observed Treatment Short Course (DOTS) programme which provides systematic recording and reporting of patients registered in government TB clinics and otherwise, eradication of tuberculosis remains a problem in rural areas. In particular, women and children suffer from relapse and death because treatment is not followed as directed by the physicians.

Prolapse of uterus, leucorrhoea, genital infections are common problems among rural women. However, talking about these issues is a taboo in villages. The thrust of UMP, therefore, has been to create an enabling environment for women and girls to open up and talk about such issues during meetings of women's groups. Educational material developed by UMP is used to talk about issues on health. The ideas are reinforced by UMP during women's meetings at Almora and also during annual congregations of women in villages.

1f. Access to safe sanitation facilities

This year, USNPSS supported installation of a total of 120 latrines in 31 villages of Uttarakhand. Spread over Almora, Chamoli, Champawat, Nainital and Pauri Garhwal districts, all these villages have women's groups that work in association with the CBOs (Table 7).

Integration of decisions taken up by women's groups into the sanitation programme has been an important part of the approach, not only for relevant action and timely monitoring but also to strengthen the processes of gender and participatory development. Though men and youth are also consulted, the decisions of women's groups guide action in communities. For example, decisions about the beneficiaries are taken in open village meetings. Priority in selection is given to the widows, single or deserted women who have limited resources at home. In some cases, old couples who live by themselves in the village are also provided with assistance in installing latrines. The members of the women's groups help the beneficiaries in collecting stones for construction, digging pits and also in carrying cement and iron from the road head to the village.

Over time, USNPSS has been able to install about 12,000 latrines in villages. This has been possible with the co-operation of the CBOs and communities. Rules and norms evolving from village meetings are respected and promoted to enable communities to work in a supportive environment. No tailor-made design for infrastructure is provided by USNPSS to communities. Depending on their abilities, economic resources, availability of land near the

house, provision of water etc. families are free to construct the latrine. A poor woman may put tin or use thick cloth to cover the place while others may construct cemented walls and roofs over the seat. The important part that USNPSS and the CBOs express concern about is the fitting of the u-tube with the seat and the design of the pit. Since, communities are free to design their facility without any pressure from USNPSS an educational process integrates thoughts with action. The beneficiaries choose the place, check the soil/rock for its durability to take load, think about the space and request the other members of the community to help in collecting materials for construction. Often, they visit those houses where latrines have already been installed.

Table 7. The sanitation programme.

S N	Location	District	Number of latrines installed
1	Uttarakhand Shiva Shakti Samiti Danya	Almora	Construction of latrines for 20 families in 9 villages of Dhauladevi block. The villages are Danya, Munauli, Aati, Dasili, Thali, Ukal, Falyant, Gauli and Dayalpur
2	SHAPE, Badhani	Chamoli	20 households in Pudiyan, Dyarkot, Chaundali, Badhani and Sundargaon received support
3	Navjyoti Mahila Kalyan Sansthan Gopeshwar	Chamoli	20 families in Bamiyala, Khalla and Koteswar villages (Dashauli block) received support
4	Lok Kalyan Vikas Samiti, Sagar	Chamoli	Installation of 20 latrines in 4 villages of Dashauli block- 13 in Sagar, 3 in Kujon, 3 in Kunja and 1 in Naini village
5	Jan Maitri Sangathan Galla	Nainital	30 families in Bhatelia, Soopi, Lodh and Galla villages (Ramgarh block) received support
6	Paryavaran Sanrakshan Samiti, Pati	Champawat	32 garbage pits (4'x2'x2' size) of cement and bricks in 2 villages, Toli and Baraula (Pati block), Each pit has two parts- half part is meant for organic waste and the other half contains non-biodegradable waste. The purpose is to keep the village polythene/plastic free and utilise organic waste as manure
7	Nayar Ghati Gram Swarajya Samiti, Badiyun,	Pauri Garhwal	10 families in Thangar (5), Gwadi (2), Uman (2) and Kuthar (1) villages of Pauri Garhwal (Dwarikhal block).
	Total		Private latrines 120, waste disposal pits 32 sets (64)

The sanitation programme is implemented with the core idea of holistic development of communities. The programme is supported through education centres, exposure tours, regular meetings in villages and training of CBOs, women's groups, adolescent groups and youth at Almora.

Over the years, USNPSS has experienced a perceptible change in attitudes towards provision of sanitation facilities in villages. About 20 years ago, the village residents were reluctant to install latrines in their homes. A latrine was perceived as a "dirty place". In some

homes, after using the latrine the person user had to take a bath to “purify” the body. Also, the communities would consider it an unnecessary provision. They were used to going to the nearby forests and saw no utility of the facility at home. The approach adopted by USNPSS to motivate communities to install latrines at home and to use them was, therefore, led by putting into practice an educational process rather than just creating awareness about the issue.

In Ukhimath area, district Rudraprayag, the programme has benefitted 27 families in Kimana (4), Semla (1), Paithali (4), Bhatwadi (3), Udaipur (2), Huddu (1), Kanda (2), Saari (1), Usada (2), Jakhani (2), Ukhimath (1), Dilmi (2) and Dungar (1) villages. A partial financial assistance of Rs. 2,000/- was given to each family (total amount Rs. 27,000/-). This support was under the Disaster Relief & Rehabilitation Programme of USNPSS. This fund was created in the aftermath of the Kedarnath disaster in 2013.

1g. Educational Tours

This year, members of women’s groups from three CBOS visited other organizations. The group from Muvani, district Pithoragarh, involving 30 women from 7 villages made a visit to Danya.

The group from SHAPE, district Chamoli attended the mahila sammelan at Ukhimath. The women and the shikshikas from the group also visited the villages affected by the Kedarnath disaster in 2013 and saw the village learning centres in two villages.

The group from Danya made a visit to Binta and Dwarahat cluster in Almora district. Also the women from Ganaigangoli visited Pati and Galla in March 2015. In both clusters, they attended the mahila sammelans and saw income generation activities, especially horticulture and vegetable growing in polyhouses. In Pati, the group also saw fish cultivation in small ponds maintained by the CBO.

Table 8. Exposure tours for women.

Serial number	Name	Activity
1	Uttarapath Seva Sanstha, Muwani, district Pithoragarh	2 day exposure tour, February 25-26, 2015. A group of 27 women from Boraijar, Gangaura, Roonathal, dhoomrauli, Naini Mallakot, Syuni villages and 3 volunteers (women) from Muwani to Danya. Saw afforestation, had discussions with the WVGs in participation of women in panchayats, access to government programmes, women’s funds, norms and rules developed by WVGs to protect their fields from depredation caused by wild animals
2	SHAPE, Badhani, district Chamoli	A group of 23 women and female facilitators re village learning centres and 2 coordinators, visited villages around Ukhimath in Rudraprayag district, March 19-21, 2015. The groups attended the mahila sammelan 20 th March, 2015 and visited the disaster hit villages to talk to members of women’s groups

1h. Grading of women

This year, an attempt was made to assess the progress of the members of the women's groups by their performance on nine indicators, each developed in a scale of A to E. In that scale A denotes the best performance while E indicated the poorest. A total of 460 women in 21 villages spread over five districts were involved in this exercise.

Out of a total of 460 women, 74.13% represented the general caste while the remaining 25.87% belonged to socially disadvantaged sections of society. Distribution of villages by caste revealed that the share of habitations represented entirely by the SC population was 21.43%. In addition, 42.86% villages were represented by the mixed-caste households which involved the General and the SC population.

All the nine indicators used for grading are shown in Table 9. These indicators reflect different aspects of women's personality. Since UMP works with a holistic view of women's development, and does not work on isolated aspects, these indicators cover a wide range of issues varying from self-development to leadership in formal committees such as in panchayats.

The 6th indicator is about mapping the understanding of and action towards social inequality and is assessed by three components. The first component refers to inequality by gender. The second part is about inequality among women themselves (sensitivity towards disability, economic disparity, caste etc.) and the third part relates to attitudes towards inequality among children (discrimination of girl child re education, health, nutrition and about life choices and opportunities).

After carrying out grading of the participants twice with a gap of six months in between, a data sheet was generated to compute their progress. Profile of all women in a village was created based on the data obtained during grading. This mapping showed performance of each woman measured twice across a set of all indicators. The grades were given a number as follows:

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

The next step was to calculate the average of grades across all indicators for each village. Table 9 and 10 exhibits the data from two sample villages. With an overall grading score of 3.88 Sanade in Almora district has emerged as one of the better performing villages. The number of women involved in grading is 25 in Sanade (Table 10). Although, with the grading score of 4.23, 4.18 and 4.06 respectively Chaura, Mason and Dhunga outperformed other villages, they were not taken as a "representative sample" to exhibit overall performance because the number of women involved during grading has been low. Village Kanikot in Champawat district appeared as the least performing village. Table 11 shows the village-wise grading of women.

Table 9. Grading of women in the best performing village Sanade, district Almora.

No. of women Indicator																										score	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
First grading (October 2014)																											
Monthly meeting	5	5	5	5	2	3		5	5	5	5	3	5	2	5	4	5	4	3	3	4	3	5	5	5	5	4.24
Articulation	5	3	4	4	3	4	5	4	5	4	4	3	4	2	5	5	5	3	4	4	4	5	5	5	4	4	4.00
Participation in WVG	5	3	4	2	2	3	3	4	4	2	2	4	2	2	5	4	5	4	4	4	5	5	5	4	4	4	3.64
Health	5	3	3	4	3	3	4	4	3	3	3	3	3	4	4	4	5	4	4	3	3	4	4	4	4	4	3.56
Nutrition	5	4	5	4	2	4	3	4	4	4	2	3	4	2	5	3	4	4	4	4	4	4	4	4	4	4	3.80
Equality																											
i. gender	3	2	4	5	2	2	4	4	3	4	3	4	3	2	4	4	4	4	3	4	3	3	4	4	3	4	3.36
ii. among women	5	3	4	4	3	3	4	3	4	4	3	3	4	3	5	4	4	4	4	4	5	4	4	4	3	4	3.80
iii. children	4	3	4	4	3	2	4	4	4	3	4	4	3	2	4	4	4	5	4	4	4	5	4	4	4	4	3.76
Panchayats	5	2	5	4	2	3	3	2	2	2	2	4	2	2	4	4	4	2	2	3	2	4	4	4	2	4	2.96
Reading (VLC books)	2	3	4	3	3	3	2	1	1	1	1	3	4	3	4	5	5	3	4	3	4	4	4	4	2	4	3.00
Understanding of govt. schemes	5	3	3	4	4	3	1	2	3	3	4	3	4	2	3	5	5	4	4	4	4	3	5	4	4	4	3.64
Average	4.4	3.0	4.0	3.9	2.6	3.00	3.27	3.36	3.45	3.18	3.00	3.27	3.55	2.27	4.36	4.18	4.64	3.55	3.73	3.73	3.64	3.91	4.45	3.73	3.91	3.61	
Second grading (March 2015)																											
Monthly meeting	5	5	5	5	3	4	5	5	5	5	5	3	5	3	5	4	5	4	4	4	4	4	4	5	5	5	4.48
Articulation	5	4	4	4	4	4	4	4	5	4	4	4	4	3	5	5	5	4	4	4	4	5	5	5	4	4	4.24
Participation in WVG	5	4	4	3	3	4	4	4	4	3	3	4	3	3	5	4	5	4	4	4	4	5	5	4	4	4	3.96
Health	5	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4.00
Nutrition	5	4	5	4	4	4	4	4	4	4	3	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4.12
Equality																											
i. gender	4	3	5	5	3	3	5	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3.96
ii. among women	5	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	4	4	5	4	4	4	4	4	4	4.08
iii. children	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	5	4	5	4	4	5	4	4	4	4	4.04
Panchayats	5	3	5	4	3	4	3	3	3	3	3	4	3	4	4	4	4	3	3	4	4	4	4	4	3	4	3.60
Reading (VLC books)	3	4	4	4	4	3	3	2	2	3	3	4	4	4	4	5	5	4	4	4	4	4	4	4	3	4	3.64
Understanding of govt. schemes	5	4	4	4	4	3	4	3	3	4	4	4	4	3	4	4	5	4	4	4	4	4	4	4	4	4	4.04
Average	4.6	3.9	4.3	4.0	3.5	3.64	4.00	3.73	3.91	3.64	3.73	3.82	3.91	3.36	4.45	4.27	4.64	3.91	4.00	4.18	3.91	4.27	4.45	4.00	4.00	4.01	

Table 10. Grading of women in the least performing village Kanikot, district Champawat.

No. of women	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Score
First grading																								
Monthly meeting	2	2	2	1	2	1	3	3	3	4	2	3	2	2	2	3	2	2	2	2	2	2	1	2
Articulation	1	1	1	2	1	2	3	2	3	4	1	2	2	1	2	2	2	2	2	1	2	1	3	1.87
Participation in WVG	1	2	2	1	2	1	4	1	3	3	1	3	2	2	2	2	2	2	3	2	2	1	2	2.00
Health	2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	2	1	1	2	2	2	1	2.57
Nutrition	2	2	2	1	1	2	3	1	2	3	2	2	1	1	1	1	2	4	4	4	1	2	2	2.00
Understanding and sensitivity towards equality																								
i. gender	2	2	3	1	2	1	3	2	1	2	2	1	1	2	2	2	3	4	4	4	4	4	2	4
ii. among women	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	1	4	1	1	4	1	2.35
iii. children	2	2	2	1	1	1	4	3	3	4	3	3	3	3	3	3	2	2	2	2	2	2	2	2.39
Panchayats	1	1	1	2	2	1	3	1	2	2	1	2	1	2	1	1	2	1	1	1	1	1	1	1.39
Reading (VLC books)	1	1	1	1	1	1	3	1	1	2	1	2	3	1	1	1	1	1	1	1	1	1	1	1.26
Understanding of govt. schemes	1	1	1	1	1	1	2	1	1	2	1	2	3	1	1	1	4	1	2	1	2	2	2	1.52
Average	1.64	1.64	1.82	1.45	1.64	1.45	3.09	1.82	2.18	2.91	1.73	2.27	2.09	1.82	1.82	1.91	2.45	1.91	2.36	1.82	1.82	1.73	1.91	1.97
second grading																								
Monthly meeting	3	3	3	2	3	2	4	3	3	4	3	3	3	3	3	3	3	2	2	3	3	2	3	2.87
Articulation	2	2	2	3	2	3	4	3	3	4	2	3	3	2	3	3	2	2	3	2	3	2	3	2.65
Participation in WVG	1	2	3	2	3	3	4	2	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	2.78
Health	2	3	3	3	3	4	4	3	4	4	3	3	3	3	3	3	3	2	2	2	2	3	2	2.91
Nutrition	2	2	3	2	2	3	3	2	3	3	3	3	2	2	2	2	3	4	4	4	2	3	3	2.70
Understanding and sensitivity towards equality																								
Gender Equality	3	3	4	2	3	2	4	3	2	3	3	2	2	3	3	3	3	4	4	4	4	4	3	3.09
ii. among women	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	4	2	4	2	2	4	2	2.87
iii. children	3	3	3	2	2	2	4	4	3	4	4	3	3	3	3	3	3	3	3	3	2	3	3	3.00
Panchayats	2	2	2	3	3	2	3	2	3	3	2	3	2	3	2	2	3	2	2	2	2	2	2	2.35
Reading (VLC books)	2	2	3	3	2	2	3	2	2	3	2	2	3	2	1	1	2	1	1	1	2	2	2	2.00
Understanding of govt. schemes	2	1	2	1	2	1	4	1	1	4	1	2	3	2	1	1	4	1	2	1	2	2	3	1.91
Average	2.27	2.27	2.82	2.36	2.55	2.45	3.55	2.55	2.73	3.55	2.55	2.73	2.09	2.64	2.45	2.45	3.00	2.27	2.73	2.45	2.45	2.64	2.73	2.65

Table 1. Village-wise average score of grading across all indicators (women).

location	Changwat Patt					Pithongr h, Canal	Almora, Darya					Almora, Sunali					Channol, Gopswar	Channol, Rudham	Almora, Machan	Pauri, Rudhy	Total		
Village id	Haro id	Kimwa id	Ranham el	Kank oc	Jank ode	Fedyali	Auti d	Ushaga i	Kulor t	Parko t	Bedhu li	Samar e	Dhurg a	Maso n	Chaur a	Dham era	Kweswar ot	Dyark ot	Purpa ni	Lumudiy ar	Tharga r		
Number	24	25	25	23	25	25	24	22	25	25	25	25	10	10	5	25	25	25	25	25	17	25	460
First grading																							
Indicators																							
Monthly meeting	2.08	2.68	2.56	2.22	2	4.04	3.36	3.92	3.64	4	3.4	4.24	4.8	5	5	3.76	4.4	3.72	3.52	4.06	2.48	3.57	
Articulation	2.42	2.56	2.28	1.87	2.24	3.4	2.52	3.46	2.95	3.44	3.04	4	4.1	4.4	4.4	3.16	4.32	2.68	3.16	3.12	2.32	3.14	
Participation in WVG	1.88	2.32	2.32	2	2.28	2.2	2.08	2.33	2.41	2.16	2.8	3.64	3.9	4.1	4.4	3.04	2.76	2.16	2.28	2.76	1.44	2.63	
Health	2.04	2.4	2.48	2.57	2.2	2.28	2.16	2.04	2.68	2.28	3	3.55	3.7	3.9	3.5	3.48	3.08	2.44	2.44	3	2.24	2.74	
Nutrition	2.71	2.48	2.2	2	2.12	2.44	2.84	2.95	2.73	2.36	3.16	3.8	3.7	4.1	3.8	3.56	3.64	2.56	2.6	2.82	3.32	2.97	
Equality																							
1. gender	2.33	2.24	1.92	2.35	1.96	2.44	2.96	2.67	2.55	2.08	2.8	3.36	3.6	4	4	3.12	2.76	2.28	2.52	3.18	2.56	2.75	
2. among women	2.83	2.36	2.08	2.09	2.24	2.84	3.64	3.88	2.5	3	3.28	3.8	3.6	3.9	4.2	3.36	4.04	3.48	3.16	3.29	3.24	3.18	
3. children	2.42	2.2	2.12	2.39	2.36	2.4	2.96	2.92	2.68	2.2	3.12	3.75	4	4	4.2	3.48	4.12	2.88	2.72	2.65	3.4	3	
Panchayats	2.08	2.04	1.95	1.39	2.16	1.56	1.88	2.29	1.73	1.76	2.36	2.95	3.4	3.8	3.8	2.92	2.12	1.84	2.28	2.06	2.68	2.34	
Reading (VLC books)	1.08	1.4	1.8	1.26	2	1.12	1.56	2.75	1.27	1.12	1.96	3	3.9	4	3.8	2.28	2.24	2.2	2.32	1	1.4	2.07	
Understand ing of govt. Schemes	2.04	1.96	1.56	1.52	2.24	1.4	1.56	2.29	1.09	1.95	2.76	3.64	3.7	3.8	4.4	3.2	2.52	1.88	2.56	1.41	2.24	2.37	
Average	2.17	2.24	2.12	1.97	2.16	2.37	2.50	2.86	2.38	2.40	2.88	3.61	3.85	4.09	4.15	3.21	3.27	2.59	2.69	2.67	2.48	2.79	
second grading																							
Monthly meeting	3.08	3.32	3.12	2.87	3	4.44	3.4	4.88	4.23	4.56	4.16	4.48	4.9	5	5	4.72	4.4	4.2	4.12	4.18	2.84	4.04	
Articulation	3.38	3.44	2.96	2.65	3.24	4.44	3.52	4.17	3.55	4.04	3.88	4.24	4.5	4.6	4.6	3.92	4.64	3.68	3.88	3.59	2.62	3.80	
Participation in WVG	2.79	3.4	3.12	2.78	3.36	3.4	3.28	3.29	3.18	2.36	3.44	3.96	4.4	4.3	4	3.68	3.24	2.92	2.72	3.47	2.36	3.31	
Health	2.96	3.32	3.16	2.91	3.28	3.48	3.2	3.38	3.27	2.8	3.68	4	3.9	4.2	4.2	4.12	3.88	3.24	3.32	3.52	3.44	3.49	
Nutrition	3.71	3.64	3.04	2.7	3.16	3.92	3.8	3.92	3.27	3.08	3.64	4.12	4.4	4.1	4.2	4.16	4.32	3.8	3.48	3.47	3.84	3.70	
Equality																							
1. by gender	3.42	3.52	2.72	3.09	3.04	3.68	4	3.67	3.5	2.92	3.44	3.96	3.8	4.1	4.2	3.84	3.6	3.32	3.48	4	3.24	3.55	
2. among women	3.42	3.52	3	2.87	3.6	3.96	4.44	4.04	3.27	3.6	3.64	4.08	4.2	4.1	4.2	3.92	4.08	3.8	3.4	3.94	3.52	3.74	
3. for children	3.38	3.56	3.08	3	3.4	3.8	3.96	3.88	3.41	3.24	3.8	4.04	4.2	4.1	4.2	4.16	4.44	3.76	3.44	3.71	3.84	3.73	
Panchayats	3	3.44	2.84	2.35	3.36	2.6	3.8	3.5	2.68	1.76	3.2	3.60	4.1	4.1	4	3.6	2.8	2.64	2.68	2.41	3.36	3.13	
Reading (VLC books)	2.08	2.24	2.48	2	2.92	1.76	2.96	3.29	2.14	1.32	2.56	3.64	4.3	4.2	4.2	3.08	2.4	2.92	2.96	1	1.96	2.67	
Understand ing of govt. Schemes	3	2.28	2.2	1.91	3.32	3.28	2.64	3.21	2.36	2.04	3.4	4.04	4.3	4.2	4.6	3.68	3.64	3.08	3.2	2.71	2.64	3.13	
Average	3.11	3.24	2.88	2.65	3.24	3.52	3.51	3.75	3.17	2.88	3.53	4.01	4.27	4.27	4.31	3.90	3.77	3.40	3.33	3.27	3.09	3.48	

Table 12 exhibits the overall results of grading. While the overall performance refers to the average grade, there seemed a significant improvement from grade C to B over a period of 6 months. Table 12 reflects this transition where during the first phase (October 2014) the overall score for all villages was 2.8 (grade C) and the follow up grading (March 2015) revealed the score of 3.5 (grade B).

Table 12. Overall results of grading of women.

Serial number	Indicators	First grading		Second grading	
		Average	Grade	Average	Grade
1	Monthly meeting	3.57	B	4.04	A
2	Articulation	3.14	B	3.8	B
3	Participation in WVG	2.63	C	3.31	B
4	Health	2.74	C	3.49	B
5	Nutrition	2.97	C	3.7	B
6	Equality				
6 (i).	i. gender	2.75	C	3.55	B
6 (ii).	ii. among women	3.18	B	3.74	B
6 (iii).	iii. children	3	C	3.73	B
7	Panchayats	2.34	C	3.13	B
8	Reading (VLC books)	2.07	C	2.67	C
9	Understanding of govt. Schemes	2.37	C	3.13	B
Total		2.8	C	3.5	B

The analysis revealed that women have been regular in organizing and attending monthly meetings in villages (first indicator). Also, their understanding of and sensitivity towards equality (i) by gender, (ii) among women themselves and (iii) discrimination of girls during childhood and adolescent stages has been good. Articulation of issues during meetings and otherwise is another indicator that exhibits high performance during grading. In addition, awareness of health issues has been high among women.

Reading books from village learning centres is an activity that shows the lowest grade. The poor performance in this indicator is understandable because out of the 21 villages involved in the programme 24% had no centre. Further, reading habits among rural women has been low owing to their low educational status and heavy workload at home and in agricultural fields.

In addition, participation in panchayats and access to government schemes have emerged as areas that need more inputs, both to improve awareness and action on these issues.

The results of analyses were discussed with the CBOs, the field co-ordinators and the facilitators involved in the programme. Whilst an element of subjectivity remains in grading, the whole exercise has been effective enough in forcing all the participants to pause and think about the direction of the programme in the current year.

2. Village learning centres

It is for the first time in the history of remote hill villages in Uttarakhand that the traditional order is threatened by the entry of open market forces, construction of roads and provision of communication facilities. As the village residents respond to these changes a sense of confusion prevails. In the changing social order, community expressions emerge as experiences of uncertainty and bewilderment. The following two cases would illustrate the sense of perplexity that communities have been struggling with.

(i) Although the state of Uttarakhand exhibits high enrolment, retention and low dropout rates in elementary stages of schooling, the local residents, especially in rural hill areas, are not only challenging the quality of education but also questioning the services offered across all stages of schooling. It is an observed fact that the village residents are migrating to nearby towns and cities to provide “good education” to their children by enrolling them into private schools. As enrolment rates in government primary schools fall, the recent efforts are directed towards closing down those facilities that have less than a certain number of children enrolled and attending.

This dilemmatic response to formal schooling illustrates a case of disempowerment in which both the state and communities evade critical reflection and do not engage with each other through dialogue. For example, there is no deep discussion of how the poor parents would cope with the changing situations or why rural residents want to enrol their children in private schools and whether this was the best option. Currently, a sense of despair and hopelessness prevails in society not just for the reason that the state is losing out on retaining students but also because the citizens lose their capacity to claim their fundamental rights. For example, under Article 21A of the Indian Constitution; the Right to Education Act 2010 provides for free and compulsory education for 6-14 year old, yet enrolment is declining in government schools.

(ii) Although the ideology of pure economic growth used by the state and other institutions to legitimize “development” is powerful enough to camouflage the reality of the problems the permanent rural residents face in their daily lives; over time the gap in vision and practice has weakened the confidence of people in the state. Unable to see any future in their village and on their traditional land-based livelihoods, people are either migrating to the sides of the newly constructed roads or moving to nearby towns and even far away cities in the plains. Decreasing population trends in the districts of Almora and Pauri Garhwal have also become a matter of concern to the authorities. However, along with slogans about the Himalayas being the greatest storehouse for biodiversity and a unique culture, emergence of abandoned “ghost villages” point towards the conflict of interests that have become evident in recent times. As families lose awareness of their physical and social space in the village, they also lose a sense of interconnectedness with their land and people.

How do rural communities, both permanent and migrants, deal with such complex situations? The strong sense of perplexity, mentioned above, points to the need of mutual support systems and knowledge that can address this change, particularly to help people adapt

to the new socio-economic order. In this context, mutual connections that could secure a sense of inclusion, and erode seclusion, are required. The proposed programme envisages building up communities by instilling the idea that whilst personal responses to problems may bring isolation and antagonistic reaction, efforts must be made towards strengthening practices of reconnection and united action. While responding to the changes of recent times, all village residents must actively take part in processes that endorse revival of participatory consciousness.

Hence, this programme is about practices that relate to personal and collective consciousness building, both in theory and practice, to create and sustain processes in which communities can exercise choices for change. They engage in dialogue and work towards making the village school functional and attractive to children. They participate in envisioning other alternatives on education and extend their full support in running other centres that would cover areas of education that the formal school curriculum does not cover. Hence, the programme is not about creating a champion or a leading actor who would solve the problems of others but to nurture a movement where everyone participates. All in the community; women, men, children, adolescents, youth and the elders make efforts to create an enabling environment in which educational endeavours thrive. The programme is about practices that nurture a sense of optimism by letting people understand their surroundings and the structures and processes that affect their lives. It is about eroding scepticism among parents, school teachers, voluntary organizations, educators and others to act together with a sense of a positive outcome.

The core idea that community learning encompasses awareness of the geographical place and appreciation of lived experiences that invariably set in multiple layers of consciousness of the self and the collective means that scholarship would contextualize in the locale. Learner-centred participatory methods have the potential to unfold and reveal the levels of embodied consciousness in a way that change may occur, or at least be directed towards a desired discourse. The practice of participatory education can challenge the conventional ways of learning to guide a novel discourse which is not only relevant to the changing needs but also pays attention to consciousness building of all members of the community.

2a. Approach of transformative learning

While attempting to co-create new possibilities to solve problems in rural areas and also trying to respond to the above mentioned issues through education in Uttarakhand, USNPSS and its network of about 14 community-based organizations spread all over the hill districts of Uttarakhand (Kumaon and Garhwal regions) have envisioned the proposed programme of village-learning centres. The programme is a continuum of our earlier work on education with rural communities and builds on the participatory relational education paradigm mentioned earlier in this write up. While the village learning centres help in developing an understanding of the community structures, its socio-ecological and economic dimensions with gender and caste as crosscutting issues, the programme is more than that. Development of collective knowledge leads to action to solve problems that the village

residents face in their daily lives. Within the community, the centre has a specific educational focus on the following groups:

- (i) Children (ages 3-14)
- (ii) Adolescent girls (11-19 year old)
- (iii) Young men and women (20-40 year old)
- (iv) Women's groups (more than 20 year old)

The centres are a reflection of the community supported by a shared purpose of learning responding to the higher aspirations of rural residents. From our own experience in working with children of all ages and with adults, especially women and youth, we have learnt that community learning occurs by understanding oneself and by examining the socio-political construction within which the village functions as a system. The socio-political structures are understood in terms of gender, caste, economic, educational disparities; and the ecological dimension is integrated to the process of collaborative learning to understand the village as a whole. The change in the self and in the community can be achieved by fostering the following two processes:

1. All community members including men, women, youth, adolescents and children work towards a common goal, although activities may differ based on their needs and ages
2. The learning centre will not only offer the physical space to meet and talk on a regular basis but also provide a common framework to explore and examine issues for change. The process of open dialogue among community members will foster an educational progression where *critical reflection on lived experiences* would allow development of different perspectives to understand and work on issues of common interests.

Research on adult learning across the world has shown that *reflection on lived experiences* is a pre-requisite for bringing about change in attitudes and behaviour. The programme not only provides the rural communities an opportunity to work together and reflect on issues but also encourages them to explore and uncover their own assumptions and prejudices. This educational approach addresses the needs of rural communities with integration of their lived experiences for continued action for change.

2ai. The quest for change: what comes first, the personal or the social transformation?

The programme, weaves together ideas of integrating research and action in the field of transformative learning in India. While envisaging the programme, several rounds of discussions with partner organizations and women's groups were held. These discussions have generated an interesting set of questions that basically pertain to the issue of whether personal transformation leads to social transformation or vice versa. The other possibility that the processes of personal and social transformation are embedded in each other is equally valid. Looking at transformation with a holistic worldview can certainly amplify complexities compared to the processes of bringing out change in a unidirectional manner.

Another issue in visualizing change from personal transformation leading to social transformation lies in designing educational programmes. While tracking and writing about personal transformation makes an interesting read, translating that in a programme leads to many complications in the community. How can educators bring about a focus in programmes without being labelled as too individualistic? Also, taking the lead from personal to social change approach can pose problems of scaling up of the programme, because transformative processes require the participants to flow with the current in a particular time and place.

Probably, rather than taking the approach that personal transformation is a pre-requisite for social transformation or vice versa, the educators need to acknowledge both as essential determinants of change. Personal and social are nested in each other. There seems to be no unilateral path in which personal may lead to social transformation. While too much effort directed towards achieving social transformation may deter inner journey, too much emphasis on personal transformation can also collide with the processes of social change. Taking a holistic view, the programme is better able to inculcate ideas of connectivity, solidarity, sensitivity and respect to each other in the community.

As of now, based on our experience of running 75 learning centres currently (since August 2014) and in innovating and implementing educational programmes over the last two and a half decades, we understand that it is through direct association and participation of communities in collective activities that personal transformation is able to reveal itself. As community members connect to each other with the aim of achieving specific shared goals, they begin to promote a development perspective that they had never experienced before. They connect with new ideas, use new words (of education, environment and development) and begin to create and sustain activities beneficial to themselves and to their villages (Box 1). In view of the new perspectives they negotiate issues with each other and with their surroundings to achieve personal benefits.

It is only through questioning and changing the prevailing structures that the participants can achieve their shared goal for change. For example, it is by understanding and challenging the structures of patriarchy that women can change their powerless position to emancipation. Changes in stereotyped gender-based roles and responsibilities can only be brought about by understanding the socio-political, ecological and economic structures and processes; and acting together to find solutions to problems of daily life in the village. Each centre, therefore, must move beyond the boundaries of just providing access to education for children to integrate the whole community in the process of learning. To clarify the issue of political participation, it is important to say that participation in political discourse does not necessarily mean joining a political party or getting involved in active politics. It requires communities, especially women and adolescent girls, to participate in a process that would address inequalities of power at home, in the village and beyond.

Rural women reflect on transformation

During a congregation of women, Revati Arya (a woman from socially disadvantaged community) from Phadiyali village, district Pithoragarh said, “when the women’s group was not formed in the village, we used to quarrel a lot. There were no sanitation facilities. We had water shortage and children were not sent to school. While mothers would go out to the fields, children would quarrel among themselves. Tired mothers would come home to find their children fighting with each other. Angry, they would shout, use abusive words and show no respect to others.

However, when the group was formed, we started to learn new words. We began to sit together. A different kind of bonding occurred. We realized that all of us were equally devastated; we began to sympathize with each other. Not only were we learning new words of development, of education, and health but also began to use new words that showed respect while talking. I think, this is the most wonderful change that has occurred in our village. Once a sense of solidarity built up, it was easy to implement new projects.

A balwadi was opened for young children. Women began to identify their problems and found solutions. The village became clean. We worked together to provide clean drinking water to every household....earlier we used to fight over availability of water in the village. A few households were getting more than the others. Unequal distribution of water was the problem. Also, people would go and defecate near the water source. The women’s group took action on the issue. Our health was taken care of. Personally, I have received assistance from USNPSS for an operation..I had stones in my kidney. But, I also think that everyone in my village has benefitted because we have installed latrines in the village. Also, during the monthly meetings of the women’s group, we talk about nutrition, health and sanitation.

We also attended literacy centres. Women in my village have learnt a lot. Now, all girls go to school. They have also formed a *kishori sangathan*. Members of the women’s group have been elected in panchayats. They have become *gram pradhan* and ward members. Now our village is a different place and we like it”.

Source: Uttarakhand Women’s Federation, Almora

2b. The centre

A village learning centre integrates the needs and aspirations of women, men, youth, adolescents and children to nurture participatory learning processes with a common educational framework. It provides a shared space to communities to learn and make their concerns known to the world outside. The idea of inclusiveness prevails in the centre. Respecting and giving value to rural women’s lived experiences would help communities transform in an ecologically and gender sensitive manner. Similarly, the progression is enriched by the incorporation of the wisdom of the elderly and aspirations of children and adolescents. The educational impacts of such an endeavour are manifold because the process

of integration not only develops each individual as a creator of knowledge but also an agent of change.

The physical space to run the centre is provided by the community, mostly free, the maintenance of which is the responsibility of the women's group in the village. The selection of the facilitator (*sanchalika*) is carried out in an open meeting in the village itself. About 95% of the facilitators are girls, a majority in the age group 18-22 years. The women's group in coordination with the CBO selects the facilitator, later to be trained by USNPSS at Almora. The centres open in the evening; six days a week. Following the busy schedule on Sunday, Monday is marked as the weekly holiday.

The village learning centres offer trans-disciplinary facilities that present multiple educational opportunities to children, adolescents, youth, women and men:

2bi. For children

After-school activities focus on mental, physical and emotional development of children. Children in the age group 6-14 (elementary stages of schooling) attend, although the centre is open for all. Often, young children (3-5 years) also come along with their siblings.

Gender distribution of children exhibits that both boys (50.29%) and girls (49.71%) share almost equal proportion by numbers. Further breakup of the data, however, shows that although the age group 6-10 does not reflect any educational gap by gender, participation by caste is lower for girls, especially in the age group 11-14.

Out of a total of 2465 children attending the centres 28.32% belong to SC and 1.99% to the OBC population. In the socially disadvantaged section of population, more SC girls than boys attend the centre. Similarly the ST girls outnumber boys, both in enrolment and retention in the centres (Table 13).

Since students in schools continue to experience gender differentiated choice of subjects and gender stereotypes in textbooks, the programme has introduced several ideas to sensitize students, the parents and the school staff to inculcate a sense of equality in education at all levels. For example, schools continue to offer home science (which includes cooking, sewing and home making) to adolescent girls while taking up science and maths as subjects to study remain a taboo for female students. Also, the quality of education in rural schools is a matter of concern. The village learning centre provides an enabling environment where socialization among children and adolescents and the women's groups could help in questioning gender and caste related stereotypes. Besides, encouraging the drop out girls to re-enrol in schools and attend on a regular basis, the programme ensures equal opportunities for girls and boys in the centre.

Table 13. Village and caste-wise distribution of children in the centres.

Location	Village	Children											
		Total			SC			ST			OBC		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	boys	Girls
Danya Almora	Aati	28	13	15	00	00	00	00	00	00	00	00	00
	Gauli	39	11	28	00	00	00	00	00	00	00	00	00
	Danya	34	18	16	21	11	10	00	00	00	00	00	00
	Kotyura	31	17	14	00	00	00	00	00	00	00	00	00
	Dharagad	32	17	15	7	4	3	00	00	00	00	00	00
	Falyant	32	16	16	28	15	13	00	00	00	00	00	00
	Kulori	31	22	9	25	17	8	00	00	00	00	00	00
	Munoli	27	7	20	00	00	00	00	00	00	00	00	00
	Ukaal	27	16	11	00	00	00	00	00	00	00	00	00
Sunadi	Dasili	33	13	20	2	1	1	00	00	00	00	00	00
	Bedhuli	20	13	7	00	00	00	00	00	00	00	00	00
i. Dwarahat cluster	Simalgaon	30	11	19	2	1	1	00	00	00	00	00	00
	Valna	17	8	9	00	00	00	00	00	00	00	00	00
	Bitholi	34	14	20	00	00	00	00	00	00	00	00	00
	Chaunra	30	20	10	2	1	1	00	00	00	00	00	00
ii.. Binta cluster	Surna	40	18	22	3	1	2	00	00	00	00	00	00
	Bhataura	28	15	13	8	3	5	00	00	00	00	00	00
	Borkhola	27	13	14	6	4	2	00	00	00	00	00	00
	Almiyan gaoun	40	20	20	26	15	11	00	00	00	00	00	00
	Parkot	32	17	15	22	10	12	00	00	00	00	00	00
iii. Bhikiyasen cluster	Ghuguti	27	12	15	00	00	00	00	00	00	00	00	00
	Kamrad	25	11	14	7	2	5	00	00	00	00	00	00
Maichun	Maniagar	22	13	9	27	13	9	00	00	00	00	00	00
	Maichun	24	15	9	00	00	00	00	00	00	00	00	00
	Chaturbhoj	27	16	11	26	16	10	00	00	00	00	00	00
	Banthok	26	12	14	13	3	10	00	00	00	00	00	00
	Mouni	27	15	12	10	3	7	00	00	00	00	00	00
	Kasoon	28	16	12	28	16	12	00	00	00	00	00	00
	Girchaula	29	15	14	4	1	3	00	00	00	00	00	00
	Jalbagari*	136	69	67	58	21	37	00	00	00	00	00	00
	Rungadi	28	15	13	6	4	2	00	00	00	00	00	00
Ganai gangoli Pithoragarh	Bhalugara	34	18	16	2	1	1	00	00	00	00	00	00
	Tuproli	29	11	18	29	11	18	00	00	00	00	00	00
	Bhanyani	29	15	14	00	00	00	00	00	00	29	15	14
	Fadiyali	27	13	14	00	00	00	00	00	00	00	00	00
Muvani Pithoragar	Syuni	39	19	20	39	19	20	00	00	00	00	00	00
	Mallakot	38	22	14	31	18	13	00	00	00	00	00	00
Pati Champawat	Jankande	29	18	11	00	00	00	00	00	00	00	00	00
	Raulmel	29	14	25	2	0	2	00	00	00	00	00	00
	Kanikot	30	10	20	30	10	20	00	00	00	00	00	00
	Kimwadi	17	10	7	00	00	00	00	00	00	00	00	00
	Harodi	25	14	11	00	00	00	00	00	00	00	00	00
	Siling*	37	8	29	3	1	2	00	00	00	00	00	00
	Malkha Dugarcha	25	10	15	9	4	5	00	00	00	00	00	00
Shama Bageswar	Loharkud	28	13	15	00	00	00	00	00	00	00	00	00
	Dhari	28	12	16	00	00	00	00	00	00	00	00	00
	Namik	20	9	11	12	6	6	8	3	5	00	00	00
	Liti	46	37	9	2	2	0	00	00	00	00	00	00
Badiyun Pauri	Baagi	43	20	23	43	20	23	00	00	00	00	00	00
	Poghta	24	13	11	3	3	0	00	00	00	00	00	00
	Hathnoor	28	16	12	8	5	3	00	00	00	00	00	00
	Thangar	26	17	9	14	11	3	00	00	00	00	00	00
	Naugao	21	7	14	00	00	00	00	00	00	00	00	00
	Pudiyani	42	26	16	00	00	00	00	00	00	00	00	00
Badhani Chamoli	Toli	38	18	20	00	00	00	00	00	00	00	00	00
	Chaundali	44	20	24	6	1	5	00	00	00	00	00	00
	Jakh	47	26	21	2	1	1	14	6	8	00	00	00
	Badhani	30	17	23	18	8	10	00	00	00	00	00	00
	Nandasen	27	14	13	8	6	2	00	00	00	00	00	00
	Jhurkande	45	24	21	12	9	3	00	00	00	00	00	00
	Bainoli	38	18	20	00	00	00	00	00	00	00	00	00
	Dyarkot	46	25	21	5	3	2	00	00	00	00	00	00
	Sundergao	43	24	19	00	00	00	00	00	00	20	12	8
Gopeswar Chamoli	Kandai	33	15	18	00	00	00	00	00	00	00	00	00
	Bamiyala	30	16	14	00	00	00	00	00	00	00	00	00
	Khalla	30	17	13	9	6	3	00	00	00	00	00	00
	Gwar	34	10	14	3	0	3	00	00	00	00	00	00
	Koteswar	34	17	17	19	10	9	00	00	00	00	00	00
	Dogari*	57	31	26	00	00	00	00	00	00	00	00	00
Ukhimath Rudraprayag	Dungar	67	22	45	58	20	38	00	00	00	00	00	00
	Bagrali	30	14	16	00	00	00	00	00	00	00	00	00
	Saari	45	20	25	00	00	00	00	00	00	00	00	00
	Mangoli	29	17	12	00	00	00	00	00	00	00	00	00
	Kimana	23	13	10	00	00	00	00	00	00	00	00	00
Grand Total		2465	1238	1245	698	337	356	22	9	13	49	27	22

*Computer literacy centre

2bia. Developing reading habits among rural children

How to develop the ability to read with comprehension in elementary stages of schooling is an issue that USNPSS has been grappling with. Over the last one year, some specific activities were developed to promote the idea. For example, children were asked to read a story and then express their insights either orally or in the form of pictures, charts, poems etc. A lot of activities were organized around chart-reading, poster-making, preparing and presenting skits, keeping a record of their surroundings etc. Children were encouraged to make their own stories and poems. Also, open ended discussions were organized on specific issues every week. In addition, maps, globe, newspapers were used to provide diversity of resources to children. Activities related to the globe have become very popular in the centres.

Another area of concern at elementary stages is lack of understanding of mathematical concepts. Even, the *sanchalikas* exhibit limited skills in mathematics. For them, developing an understanding of the concepts of fractions and of division and multiplication are difficult issues. It is not surprising because a majority of girls themselves are the first generation learners. They themselves have studied in rural schools where teacher absenteeism has been high and the quality of teaching poor. Therefore, the challenge for USNPSS is two folds:

- a. Improve the understanding of the *sanchalikas*, especially in language, mathematics, environmental education and on developing institutional links with communities where they work
- b. Improve the quality of education of children in elementary stages

2bib. Education materials in the centre

Each centre hosts a library containing books suitable for all ages (Table14). The young children see the picture books, sing with others and play. The older children read story books, take part in plays, organize skits, sing and narrate slogans about social change and environmental protection.

Table 14. Books provided to the centres.

Serial number	Publications		
	Organization	No. of books provided to new centres	No. of books provided to old centres
1	USNPSS	1110	690
2	NBT	1150	1290
3	A and A publishers	324	3246
4	Penguin, Rajkamal	00	208
5	Sahitya Academy	135	00
6	CBT	209	00
7	Rajpal publishers	260	00
8	Eklavya	93	00
9	Dictionary	10	32
10	Newspaper	All centres	All centres

Table 15. Educational aids provided to the centres during 2014-2015.

S.No.	Item	Total stock	issued to centers	Balance
1	File cover	152	144	8
2	Diary to keep record in the centre	90	84	6
3	40 page register	76	70	6
4	80 page register	76	70	6
4	slip to record exchange of books	10,600	10,100	500
5	book chit sheets	200	187	13
6	Stamp and stamp pad	30 +30	30+30	0
7	Ball pens	300	284	16
8	Pencils	750	710	40
9	Sharpener	375	355	20
10	Eraser	375	355	20
11	fevicol tube	75	71	4
12	sketch pen sets	144	142	2
13	paper rims	75	71	4
14	chart paper	750	710	40
15	steel scale 12''	15	15	0
16	stapler small	23	20	3
17	stapler pin	23	20	3
18	colour pencil set	225	213	12
19	Crayons	75	71	4
20	chalk box	205	180	25
21	Duster	7	7	00
22	cello tape	75	71	4
23	Scissors	26	15	11
24	plastic rope to display books	75	71	4
25	Globe	20	16	4
26	Map of Uttarakhand	75	72	3
27	white board marker	84	80	4
28	steel rack	15	15	0
29	sign board	73	73	0
30	green board	7	7	0
31	buckram to prepare masks	10 m	10 m	0
32	safety pin packets	10	10	0
33	Steel Trunk	15	6	9
34	wall clock	75	71	4
35	plastic mat 6 x 9 ft	55	39	16
36	Jute mat	15	15	0
37	steel bucket	15	15	0
38	steel glass	90	90	0
39	steal jug	15	15	0
40	Lock	15	6	9
41	Bags to shikshikas for jhola library	100	90	10
Educational material to improve mathematics and to develop skills of measurement				
42	Tape measure 15 m	56	56	00
43	Tape measure 1.5 m	142	142	00
44	Beaker 250 ml	39	39	00
45	Beaker 500 ml	32	32	00
46	aakar parivar	19	15	4
47	jodo straw	21	15	6
48	jodo cubes	22	15	7
49	fraction kit	22	15	7
50	Place value cards	21	15	6
51	dice blocks	20	15	5
52	ganit mala	8	7	1
53	wheel blocks	15	15	0
54	Animal puzzles	78	78	00
55	Sickles	71	71	0
56	Spade	71	71	0
57	spring balance	71	71	0
Sports equipment				
58	carom board	32	31	1
59	Chess	75	72	3
60	skipping rope	150	144	6
62	ring ball	100	88	12
63	badminton racquets and shuttle cocks	15 and 300	15 and 284	0 and 16
64	badminton net	75	71	4
65	footballs and football pumps	15 and 30	13 and 28	2 and 2

Slips to record exchange of books (a) for old centres 150/centre (b) for new centres 300/centre
 Book stickers sheet (a) for old centres- 2/centre (b). For new centres- 5/centre

Owing to inadequate learning achievements in schools, especially in the areas of mathematics and language, special attention is paid to these two subjects. Special educational materials such as the “*jodo gyan kit*”, games and puzzles etc. are used to impart knowledge of mathematical concepts to children in elementary stages of schooling.

In addition, children question barriers of caste and gender at a young age to develop an understanding of the importance of equality. Also, adolescents attend meetings of women’s group and talk about issues of inequality within and between communities.

Together the children and women address inequality of gender and caste

In a centre, a few children from the upper caste families had refused to sit on the same mattress with the socially disadvantaged groups. A discussion on social equality was initiated by the facilitator but had no effect. The next day, seeing the children from the upper caste households occupying the mattress, children from the other castes would not sit in the room. The facilitator asked for another round of discussion on equality and justice. Also, several meetings with the members of the women’s group were held in the village. While women would agree to the idea of caste and gender based equality in principle, very little would change in practice.

The facilitator kept thinking about it. Also, she would talk to the staff of USNPSS and also raised the issue in meetings with other facilitators working in the same area.

In November 2014, a *gram shikshan kendra-mela* (learning centre fair) was held in a nearby village. Women and children from this particular village were invited to attend. The facilitator sought the help of the CBO in selecting the group that would visit the village. While the community would have preferred a single-caste group, the CBO insisted on representation from all the castes. Also, adolescent girls were asked to join the group. Subsequently, all of them travelled together to participate in the fair.

Slowly, the children began to hold hands during games. The adolescents began to talk about gender and caste based discrimination in the community. Irrespective of caste and class, all members of the women’s group began to sit together to discuss issues of development in the village. They travelled together to participate in meetings at Almora. The whole process has helped children; and also the community, to strengthen their relational way of being in the village.

Measurement skills are improved when children begin to understand the standard and the indigenous measures of length, volume etc. using artefacts available in the village. The concept of “*nali*” (the local unit of land measurement) is understood by actually measuring a field or the land around the centre. Further, children may make a visit to the nearby water source to measure its outflow. Keeping a record of the seasonal variations in the quantity of outflow is not only useful for children from an educational perspective but also becomes a point of discussion in monthly village meetings organized by women’s groups.

Children are encouraged to draw, paint and to create shapes and patterns using waste-paper and other objects available in the village itself. Stories, chart-reading, use of rhyming words to develop songs and poems, debate, poster making, essay writing, learning to read news-papers etc. are some of the activities encouraged to develop language skills.

Learning about the environment is an integral part of activities carried out in the centre. Though children in 11-14 year age group study environmental education in schools, they re-visit the concepts and exercises prescribed in the work books “Our Land Our Life” in the centre with other children. By making a model of their own village, children develop an understanding of the location, boundaries and status of resources including land, forests, water sources, grassland, homes and the agricultural fields available to their community. This three dimensional view of the village not only generates curiosity about the place and its ecology but also enhances geographical and mapping skills.

2c. For adolescent girls

Sunday is the busiest day of the week. Being a holiday, adolescent girls, who otherwise attend schools, come to the centre in the morning by 11 am. The meeting of the *kishori sangathan* (adolescent girls group) is held and plans for the next week are made. They borrow books from the library and discuss issues of relevance to their lives. Self-development, gender, caste-based discrimination, health education (especially preventive health care measures and reproductive health) etc. are some of the issues discussed with adolescent girls.

A variety of sports equipment available in the centre makes it an attractive place even for children who otherwise may not attend either due to their age or gender. For example, prior to opening up of the learning centres in many villages, girls in adolescent stages were not allowed to run and play any outdoor games. Girls did exhibit keen interest in sports but the gender stereotyping had created such a strong barrier that no girl would either run or play in the village. The trained facilitators took up this issue with communities in open meetings and discussions were started. After several rounds of meetings within and between communities and informal discussions with parents, girls were allowed to play a few games like skipping ropes, badminton etc. in the evenings.

2d. For young men and women

Adolescent boys and youth visit the centre either to borrow books or to play with others. Men and young boys come to read the local newspaper that each centre receives daily. The newspaper has reached many villages for the first time and the residents are exposed to the news outside their own region. They also become aware of the issues being raised in the community meetings of women and adolescents.

Enabling story books and other educational aids reach the remote villages is an important task in itself because for the first time such material has become available to communities. Also, young boys and girls preparing for competitive exams borrow books from the centre.

2di. Livelihood opportunities

Transformative learning should eventually open up avenues for livelihoods, for ultimately everyone is in need of something to do. Given the geography of the hill areas of Uttarakhand, the traditional land-based livelihoods depend on the health of the ecosystem. An important aspect of strengthening local livelihoods is by introducing new ideas, gender-friendly tools and natural resource conservation and protection.

The set-up through the village learning centre will offer opportunities to interact and build relationships which would enhance livelihood opportunities in villages. Over time USNPSS has built a strong network of youth and tried out land-based livelihoods such as vegetable cultivation, horticulture, fish farming, fruit-processing, knitting and tailoring with them. The emphasis has been on local marketing. Over the years, hundreds of poly-houses and rain-water harvesting tanks have been installed to promote vegetable and fruit tree nurseries, seed production and off-season production in remote villages. However, the changing educational profile and aspirations also demand that new thinking is developed, especially in relation to livelihoods related to various forms of tourism and transport.

2e. Women's groups

A detailed account of activities carried out with women's groups is given in the beginning of the report. From this year the members of the women's groups have started visiting the centres to hold meetings. They extend support to each other; especially to widows, deserted and single women; and take up small projects on development and facilitate the process of social transformation.

Over time, some of the issues taken up by women's groups for action are protection and conservation of forests, water sources and of local crops, equal access to education and health care facilities, provision of safe water and sanitation, raising voices and taking collective action against alcoholism and gambling among men, cleaning the village paths and homes, providing free space to run educational centres and monitoring daily activities carried out by facilitators with children and adolescents in villages.

In many villages, a sense of community is maintained by organizing social and religious functions on a regular basis. Both the migrant and the non-migrant families contribute to the village funds that are utilized in carrying out various activities in the village. The migrants may also contribute to the women's fund created by the women's group in the village.

The issue of changes brought about by globalization form part of the discussions during village meetings held under the leadership of women. In addition, joint meetings of young and older women are held to develop an understanding of issues that different generations may refer to.

2f. Training of facilitators

This year six training programmes were organized for the facilitators at Almora (Table 16). Training includes areas of developing understanding of reading, mathematics and

arts. These are the areas in which children studying in government rural schools were found to be weak.

In addition, the facilitators are exposed to the methods of formation of groups of adolescent girls. They are also trained in methods of organizing communities enabling them to connect with women's groups functional in all villages where the learning centres operate.

The core idea of these programmes is to make education inclusive and bridge the gaps between schools and communities to make the system more responsive towards changing needs and aspirations of children as well as their parents. Two types of training programmes were held:

- a. The first training course is an intensive, integrated programme which links learning with the facilitators' ecological and social environment enabling them to translate and make use of knowledge to change their personal and social behaviour. Besides developing knowledge and skills on issues of language, mathematics and arts (the academic component), training programmes had focused on study of health and life skills. The facilitators learnt the ways to connect to the community and organize meetings with specific focus on development.
- b. The refresher courses had stressed on developing mathematical and language skills among the facilitators themselves. Combining their own experiences of running the centres with inputs imparted during training had made learning more effective and interesting. Problems faced in transecting mathematical concepts and of language and arts were discussed in view of developing diverse and easier methods to make learning interesting both for the facilitators, and the communities.

Table 16. Training of facilitators running village learning centres.

Serial number	Duration	Participants	Trainers from USNPSS	Type of training
1	3-7. 8.2014	35	5	First basic training
2	20-24.7.2014	30	5	First basic training
3	11-15.9.2014	18	5	First basic training
4	2-6.2.2105	35	5	Review and refresher course
5	10-14.2.2015	38	5	Review and refresher course
6	15-19.6.2015	39	5	New facilitators

2g. Computer literacy centres

Computer literacy has also been encouraged in some centres (Table 17). It is a popular activity for two reasons. First, the informal environment in the centre promotes interaction among children. Second, children are encouraged to work on computers; which is different from learning in schools where students are inhibited from even touching the computer for fear of spoiling it.

This year, four computer literacy centres were run in remote villages of four different districts of Uttarakhand. The centre at Shama (district Bageshwar) was closed and a new centre in Ukhimath (district Rudraprayag) was started this year. Each centre is equipped with three computers, a printer, an inverter, computer tables and stools.

2gi. Computer literacy in Maniagar village

Maniagar village is inhabited by socially disadvantaged section of population. Functional since 2012, the centre has been successful in providing computer literacy to all children in the village. Also, children from surrounding villages have become computer literate. Irrespective of gender, caste and age, all children have completed the basic course. Therefore, the centre was shifted to Banthok village in June 2015.

The centre hosts a set of 3 PCs, 1 inverter with batteries, 1 printer, 3 computer tables, 3 chairs, 1 stool and a sign board. Also the centre borrows books and sports goods from the library nearby.

With three computers in the centre, each child gets at least half an hour to learn. The centre operates in the evening. However, in many cases, adolescent girls (both drop out from schools or enrolled in college) come during the day also. The timings are flexible on Sunday when children come early to learn. Monday is the weekly holiday in the centre.

2gii. Computer literacy in Dogari village

The centre at Dogari village, district Chamoli, was started in March 17, 2013. A set of 2 PCs, 1 inverter and a printer was provided by USNPSS. Later, the CBO has added one more computer with his own resources. Initial courses of 2 months duration have been now modified into 4 and 6 months courses for junior and senior students. The centre opens for four hours daily.

This year, a total of 57 children, 26 girls, have completed the advance course on computers. Located in the ancestral house of the head of the CBO, the centre has also attracted children from surrounding villages. The CBO has also taken the initiative to start an advance course for children who have shown extraordinary skills and interest in learning.

2giii. Computer centre in Silang-Pati village

Started in 2011-2012 in Pati, district Champawat, the centre has served 212 children. With a set of 3 PCs, 1 inverter with battery, 3 computer tables, 2 chairs, 2 stools, 1 printer and a mat, the centre has been able to attract children from nearby villages. The centre has served in two villages. Last year (April 2014), it was shifted from Joshyura to Silang village. In July 2015, the centre is likely to shift to Kanikot village.

2giv. Computer literacy in Ukhimath

In November, 2014, the CBO was provided assistance to purchase 2 computers, 1 printer and 1 inverter with battery. The centre is located in the Ukhimath town. Initially, 6 girls and a boy from Kimana and Mangoli villages were trained (December 5, 2014 to January 31, 2015) in 3 batches daily (11.00 am-12.45 pm, 1.00 pm-2.45 pm, and 4.00 pm-5.45 pm). In the second batch which was started in February 3 out of 5 learners were girls. All these were students of class 9-12 (except 2 girls enrolled in BA and a boy studying in 5th). The course is of two months duration.

Table 17. Computer literacy centres.

Serial number	District	Village	Total number of children benefitted from the programme		Beneficiaries in 2014-2015		course
			Boys	Girls	Boys	Girls	
1	Chamoli	Dogari	34	42	31	26	Advance course 4-6 months for each child
2	Champawat	Silang	99	113	59	77	Basic course
3	Almora	Maniagar	88	97			Basic course
4	Rudraprayag	Ukhimath	3	9	3	9	Basic course

2h. Gram shikshan kendra mela (learning centre fair)

A display day is organized every year in the village to provide opportunities for children to show the community what they have learnt in the centre. Since such occasions are rare in villages, the residents are full of enthusiasm and extend their full support in organizing the event. The atmosphere is like a village fair and everyone participates.

Children take part in sports, debate, essay writing, drawing and poster making competitions. The artefacts prepared during the year are displayed in the exhibition. The adolescent girls organize plays, sing songs and compete with boys in sports. Representatives of the panchayats, retired personnel (army, principals, teachers etc.) and the village elderly are invited to attend and participate. In addition, children from nearby government and private schools participate in various activities carried out all through the day.

2i. Monitoring and assessment

The centres use a system of systematic grading to regularly monitor student achievement and provide differentiated instructions to support learning of children with varying needs. This is achieved at the following levels:

1. The *sanchalika* (facilitator) keeps a record of her own assessment of progress of each child attending the centre. Sometimes, facilitators of a cluster join hands and conduct assessment of children. For example, in Binta cluster, all the five facilitators go together to each centre to conduct assessment
2. Grading sheets developed by USNPSS are used by trained supervisors to assess progress of children attending the centres
3. The USNPSS staff and the partner CBO make regular visits to the centres to monitor activities and assess progress. An assessment sheet designed for the purpose is used to record progress of each centre. Findings are shared with the facilitators. Feedback is also provided to all CBOs involved in the programme.

Indicators to measure outcomes

During the year, a lot of thought was put into developing indicators that could be used in monitoring and for measurement of outcomes in village learning centres. Specifically, the following indicators were expected to bring forth the desired outcomes:

a. Quantitative aspects include the following aspects:

- The number of children, girls and women involved
- caste, age and gender-based distribution across villages
- participation in the centre (number of learners identified during survey and their attendance in the centre-indicates the degree of success in mobilization stage)
- Regularity in attending-percentage of learners who attend on a regular basis
- Learner-facilitator ratio-for children the ratio of 1:20 is ideal while for women and adolescent meetings the ratio may rise up to 1:30

b. The qualitative indicators were identified as follows:

For children

- Improvements in reading habits of children, especially girls and socially disadvantaged section of population
- Conceptual and practical level clarity on measurement related issues as prescribed in the workbook Our Land Our Life
- Understanding of history of the village, its environment and the village map

For adolescent girls

- Ability to take decisions
- Understanding of and action re violence against girls
- Mobility and diversification of employment opportunities

For women's groups

- Leadership in the village and participation in panchayats
- Understanding of issues of gender and caste equality and action
- Mobility and decision making at the household, community and regional levels

2j. Visits to centres by USNPSS staff

Table 18 provides the details of visits made by USNPSS staff to the centres. The objective of such visits is to help the facilitator and to clarify doubts in the centre. The USNPSS staff also demonstrates activities that the facilitators would have found difficult to carry out in the centre.

- Visits to the centres revealed a significant improvement in reading skills among children, especially in primary stages of schooling
- Since children of different ages, enrolled in different classes in schools attend the centre, they represent different levels of learning needs. Conceptually, each child should have freedom in setting his/her pace of learning but dividing them by class would create problems. Therefore, a different kind of pedagogy is adopted.

Table 18. Visits to centres by USNPSS staff and impressions on some indicators.

S N	Centre	Date of visit	No. of children present			Use of sports equipment				Use of educational aids			
			Age			1	2	3	4	1	2	3	4
			3-5	6-10	11-14								
1	Parkot	30-9-14	0	4	5	-	2	-	-	-	2	-	-
2	Borkhola	30-9-14	2	12	2	1	-	-	-	1	-	-	-
	Borkhola	18.10.14	2	12	2	1	-	-	-	1	-	-	-
3	Surna	30-9-14	Closed that day										
4	Mouni	7-10-14	0	12	0	-	-	-	4	-	-	3	-
5	Maichun	7-10-14	2	2	6	1	-	-	-	-	2	-	-
6	Girchoul	7-10-14	0	6	2	-	2	-	-	-	2	-	-
7	Kotyuda	9-10-14	5	2	-	-	-	3	-	-	-	3	-
8	Danya	9-10-14	8	10	2	-	-	3	-	-	-	3	-
9	Munoli	9-10-14	9	5	7	-	2	-	-	-	2	-	-
10	Dharagad	9-10-14	2	4	5	-	-	3	-	-	-	-	-
11	Maniagar	10-10-14	1	9	3	-	-	3	-	-	-	3	-
12	Ukal	10-10-14	11	9	3	-	2	-	-	-	2	-	-
13	Gauli	12-10-14	2	18	8	-	2	-	-	-	-	3	-
	Gauli	18-12-14	7	10	6	-	2	-	-	-	2	-	-
14	Batuliaba	14-10-14	-	6	-	-	-	3	-	-	-	3	-
15	Jan kand	14-10-14	Closed due to heavy rains										
	Jan Kand	23-2-15	-	6	2	-	2	-	-	-	2	-	-
16	Kimwani	15-10-14	Closed that day due to rains										
	Kimwani	21-2-15	-	5	11	1	-	-	-	-	2	-	-
17	Raulamel	15-10-14	Closed due to rains										
	Raulamel	21-2-15	5	12	6	-	2	-	-	-	2	-	-
18	Simalgao	18-10-14	4	12	7	1	-	-	-	-	2	-	-
19	Bedhuli	18-10-14	0	5	0	-	2	-	-	-	2	-	-
20	Almiyag	18-10-14	2	11	4	-	2	-	-	-	-	3	-
21	Kulouri	26-10-14	5	6	10	-	-	-	4	-	-	-	4
22	Aati	27-10-14	6	13	5	1	-	-	-	1	-	-	-
	Aati	17-12-14	6	9	2	-	2	-	-	-	2	-	-
23	Dasili	28-10-14	10	9	8	-	2	-	-	-	2	-	-
24	Jhurkand	31-10-14	0	7	7	1	-	-	-	1	-	-	-
25	Badhani	31-10-14	3	10	7	-	2	-	-	-	2	-	-
	Badhani	10-1-15	0	12	4	1	-	-	-	1	-	-	-
26	Pudyani	31-10-14	2	3	14	1	-	-	-	1	-	-	-
27	Bamiyala	1-11-14	3	6	2	1	-	-	-	-	2	-	-
28	Koteschw	1-11-14	1	4	2	-	-	3	-	-	-	3	-
29	Kandai	1-11-14	5	9	6	-	-	3	-	-	-	3	-
30	Gwar	1-11-14	5	5	0	1	-	-	-	-	2	-	-
31	Khalla	1-11-14	0	12	6	-	2	-	-	-	2	-	-
32	Jakh	2-11-14	7	7	8	-	2	-	-	-	2	-	-
33	Chaundli	2-11-14	7	15	7	-	2	-	-	-	2	-	-
34	Nandasen	2-11-14	0	15	24	-	2	-	-	-	2	-	-
35	Toli	2-11-14	0	14	15	1	-	-	-	1	-	-	-
36	Bainoli	2-11-14	7	10	13	-	2	-	-	-	-	3	-
37	Sundarga	2-11-14	0	3	5	-	2	-	-	-	-	3	-
38	Tuprouli	9-11-14	Closed on that day										
39	Bhalugar	9-11-14	0	12	5	-	2	-	-	-	2	-	-
40	Rungadi	9-11-14	2	14	1	-	2	-	-	-	2	-	-
41	Fadiyali	9-11-14	2	11	4	-	2	-	-	-	-	3	-
42	Thangar	15-11-14	7	7	3	-	2	-	-	-	-	3	-
43	Pogtha	16-11-14	2	12	7	-	-	3	-	-	-	3	-
44	Hathnur	16-11-14	6	3	0	-	2	-	-	-	-	3	-
45	Kandi	16-11-14	0	10	7	-	-	3	-	-	-	3	-
46	Bagi	16-11-14	0	12	6	-	-	3	-	-	-	-	4
47	Girchaula	30-11-14	4	12	0	-	-	3	-	-	2	-	-
48	Loharkud	6-12-14	2	8	2	-	2	-	-	-	-	3	-
49	Gogina	7-12-14	6	26	0	-	2	-	-	-	2	-	-
50	Liti	6-12-14	0	3	5	-	-	3	-	-	-	3	-
51	Mangoli	5-1-2015	5	3	4	-	2	-	-	-	-	-	-
52	Kimana	6-1-15	4	8	1	-	2	-	-	-	-	3	-
53	Dungar	8-1-15	12	2	2	-	2	-	-	-	-	-	-
54	Kanikot	23-2-15	6	7	3	-	2	-	-	-	2	-	-
55	Harodi	22-2-15	2	4	5	1	-	-	-	-	2	-	-
56	Kanda	10-1-15	5	18	5	-	2	-	-	-	-	3	-
Total						12	31	12	2	7	26	20	2

*Very good=1, good=2, satisfactory=3, need improvements=4

- The facilitator divides the children into groups. The criterion for such categorization is not the class in which a child is enrolled but the level a child feels comfortable. Children enrolled in the same class may fall into different groups. Each group is uniform in terms of learning. The facilitator would move from one group to the next. In this way, children of different ages enrolled in different classes could learn in an enabling considerate environment.
- In all the centres the sports equipment and other educational materials were used by children. The facilitators were supportive of the idea of children belonging to different ages and gender playing and learning together which is different from the atmosphere in formal schools.

Table19. Visits to centres by USNPSS staff and impressions on some indicators.

S No.	Village	Date of visit	Children present on the date of the visit			Cleanliness in the centre				Cleanliness of children			
			3-6	6-10	11-14	very good	Good	Satisfactory	Needs improvement	very good	Good	Satisfactory	Needs improvement
1	Maichun	10-3-15	0	3	0	1	0	0	0	0	2	0	0
2	Banthok	12-3-15	0	0	8	1	0	0	0	1	0	0	0
3	Girchaul	12-3-15	2	5	0		0	0	4	0	2	0	0
4	Almiya Gaoun	14-3-15	1	5	0	1	0	0	0	0	2	0	0
5	Surna	14-3-15	4	10	0	1	0	0	0	0	2	0	0
6	Borkhola	14-3-15	3	7	5	1	0	0	0	0	2	0	0
7	Rungdi	25-3-15	6	11	0	1	0	0	0	0	2	0	0
8	Tuprouli	24-3-15	7	7	6	1	0	0	0	1	0	0	0
9	Bhaloo Gada	24-3-15	3	15	0	0	0	0	4	0	2	0	0
10	Bhanyani	25-3-15	7	10	6	1	0	0	0	1	0	0	0
11	Bagrali	09-4-15	4	11	1	0	0	0	4	0	0	0	4
12	Ukaal	29-4-15	4	9	1	0	2	0	0	0	2	0	0
13	Falyant	01-5-15	4	10	3	0		3	0	0	0	3	0
	Average		4	8	2	8	1	1	3	3	8	1	1

Table 19 continues.

S n o.	Village	Date	Status											
			Progress in maths				Reading skills				Expressions			
			very good	Good	Satisfactory	Needs improvement	very good	Good	Satisfactory	Need improvement	very good	good	satisfactory	Needs improvement
1	Maichun	10-3-15	1	0	0	0	1	0	0	0	0	2	0	0
2	Banthok		0	0	3	0	1	0	0	0	0	2	0	0
3	Girchaul	12-3-15	0	0	3	0	1	0	0	0	1	0	0	0
4	Almiya Gaoun	12-3-15	1	0	0	0	0	2	0	0	0	2	0	0
5	Surna	14-3-15	0	0	3	0	1	0	0	0	0	2	0	0
6	Borkhola	14-3-15	0	0	3	0	1	0	0	0	1	0	0	0
7	Rungdi	14-3-15	0	2	0	0	0	2	0	0	0	2	0	0
8	Tuprouli	25-3-15	0	2	0	0	0	0	3	0	0	2	0	0
9	Bhaloo Gada	24-3-15	0	0	0	4	0	2	0	0	0	0	3	0
10	Bhanyani	24-3-15	0	0	0	4	1	0	0	0	0	2	0	0
11	Bagrali	25-3-15	0	0	3	0	0	2	0	0	0	2	0	0
12	Ukaal	09-4-15	0	2	0	0	1	0	0	0	1	0	0	0
13	Falyant	29-4-15	0	0	0	4	0	0	3	0	0	0	3	0
	Average	01-5-15	2	3	5	3	7	4	2	0	3	8	2	0

The programme provides flexibility and space to enable partner organizations and facilitators to organize and conduct day to day activities. A lot of freedom exists in finding solutions to problems that may arise in operational stages. For example, in case children are irregular in attending the centre, together the community and the facilitator will look into the problem. Similarly, if the centre and its surroundings are not clean, the community has to come out with some solution to the problem. The members of the *kishori sangathan* or of the women's group might take up this issue.

Visits to villages made it clear that the experiment of carrying libraries in bags (*jhola pustakalaya*) has many limitations. The facilitators were supposed to keep a set of books in a bag and take them to nearby villages. The aim was to encourage those people to read the books who could not come to the library or the village learning centre to read. Though some attempts were made in this regard, a majority of adult village residents showed negligible interest in reading books. However, reading newspapers seemed a popular activity in villages, particularly among men. On a more positive side, children of all ages, caste and gender exhibited keen interest in reading books and magazines.

Visits to centres have also revealed that while the personal understanding of the people involved in visualizing the programme can affect the design, so would the understanding of communities, particularly in later stages of implementation when the centres will be owned by communities. Of particular importance is the role of the facilitators (*sanchalika* and the CBOs) in bringing about and directing the changes occurring in the community. The facilitators are not only responsible for experimenting with, innovating and promoting new ideas but their role extends to nurturing activities that might emerge by engaging in discussions with communities. Thus the greatest need is of persons who have themselves reflected on the issue of transformation and can interact in a group with an open mind.

2k. Grading of children attending centres

In order to document and understand the processes of changes occurring amongst children as a consequence of the programmes and activities being undertaken, a set of indicators were developed in August 2014. Organized as separate sheets for each child, the village-folders were taken to the centres for grading.

Table 20 shows all fifteen indicators used for grading. These indicators reflect various aspects of social, mental and emotional development of a child. Since USNPSS works with a holistic view of a child's development, and does not work on isolated aspects, these indicators cover a wide range of issues.

After carrying out grading of children twice with a gap of six months in between, a data-sheet was generated to compute their progress. Profile of each child was created based on the data obtained during grading. This mapping showed performance of all 1320 children measured twice across a set of all indicators. The grades were given a number as follows:

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

Table 20. Village-wise grading of 1320 children.

Location		Pati					Ganai					Gopeswar		
Villages		kimv ani	Haro di	Raul mel	Kani kot	Jank ande	Fadi yali	rung adi	Bhanya ni	Bhal ugar a	Tupr oli	Kote swar	Kand ei	Gwar
Children		17	29	30	30	29	22	28	27	30	29	30	28	23
S. N	Indicator	Value												
1	Interest in books	2.88	2.41	2.87	2.83	2.1	2.5	2.89	3.22	2.93	2.28	3.2	4.61	2.91
2	Writing skills	2.47	2.31	1.83	2.13	2.45	2.68	3.11	2.81	2.8	2.45	3.17	3.75	2.13
3	Reading skills	2.47	2.38	1.63	2.13	1.72	2.59	3	2.74	2.5	2.48	3	4.29	2.04
4	Socialization with other children	2.76	2.97	2.9	2.3	1.93	2.73	2.96	3.26	3.13	3	3.1	4.79	3.09
5	Knowledge about the local surroundings	2.41	2.83	2.4	2.1	2.24	2.64	3.14	3.15	2.87	2.83	2.8	3.39	2.13
6	Knowledge about the local animals, birds and vegetation	2.82	3	1.9	2.67	2.03	2.91	3.39	3.41	2.97	3.24	2.77	4	2.26
7	Personal hygiene	2.53	2.9	2.57	2.57	2.21	3	3.04	3.11	3.27	2.83	2.53	4.29	2.83
8	Participation in sports, games	2.88	2.79	2.3	3	2.34	2.82	2.93	3.07	2.97	2.97	2.9	4.61	3.57
9	Behaviour with adults	2.41	2.9	2.53	2.13	2.24	2.68	3	3.33	3.13	3.1	2.93	4.86	2.57
10	Articulation of issues	1.53	2	2.27	1.27	1.9	2.32	2.5	2.56	2.57	2.72	3.2	3.61	1.7
11	Knowledge about the state	1.88	2.14	1.87	1.93	2.07	2.23	2.71	2.63	2.53	2.1	2.63	3.25	2.48
12	General knowledge- nation, foreign countries	1.18	1	1.17	1.17	1.9	1.91	2.07	2.04	2	1.69	2.37	2.25	1.61
13	Length, square, rectangle, area	2.53	2.24	1	1.6	2	2.09	2.71	2.63	2.23	2.14	2.73	2.93	1.39
14	Drawing, painting	3	1.9	2.23	2.4	2.38	2.68	3.04	3.22	3	2.79	3.23	4.68	2.96
15	History of the village	1.12	2.31	2	2.37	1.21	1.76	2	1.93	2.03	1.72	2.17	3.43	2.13
Average		2.32	2.41	2.10	2.17	2.05	2.50	2.83	2.87	2.73	2.56	2.85	3.98	2.39
1	Interest in books	4.35	3.38	3.83	2.4	3.1	3.73	3.82	3.89	4	3.34	4.3	4.75	3.52
2	Writing skills	4.18	3.17	2.87	2.77	3.34	4	3.86	3.74	3.8	3.38	4.27	4.32	2.96
3	Reading skills	4.12	3.28	2.63	2.53	2.76	3.64	4.14	3.93	4.07	3.66	4	4.54	2.87
4	Socialization with other children	4.59	3.62	3.6	3.43	3	4.05	4.11	4.37	4.2	4.21	4.1	4.89	3.43
5	Knowledge about the local surroundings	4.53	3.07	3.3	3.1	3.21	3.59	4.21	3.89	3.6	3.66	3.9	4.07	3.09
6	Knowledge about the local animals, birds and vegetation	4.76	3.21	2.87	3.73	3.03	4.32	4.61	4.56	4.67	4.62	4.07	4.43	2.96
7	Personal hygiene	4.76	3.9	3.4	3.9	3.14	4.09	4.25	4.3	4.3	3.83	3.73	4.61	3.3
8	Participation in sports, games	8.82	3.76	3.23	3.77	3.34	4	3.96	4.19	4.3	4.07	4.27	4.79	3.83
9	Behaviour with adults	4.41	3.72	3.4	3.3	3.1	3.91	4.11	4.44	4.5	4.31	3.83	5	3.17
10	Articulation	3.94	3	3.2	2.23	2.9	3.59	3.36	3.89	3.77	3.55	4.17	3.93	2.39

	of issues													
11	Knowledge about the state	3.94	2.86	2.73	2.7	3	3.09	3.46	3.19	3.23	2.97	3.87	4.04	2.91
12	General knowledge- nation, foreign countries	3.35	2.07	2.17	2	2.83	2.64	2.93	2.67	2.93	2.24	3.7	3.75	2.43
13	Length, square, rectangle, area	4.06	3.03	2	2.23	3	2.82	3.36	3.3	2.97	2.76	3.87	3.89	2.17
14	Drawing, painting	4.76	2.76	2.17	3.43	3.31	3.91	3.57	4	3.77	3.48	3.9	4.79	3.52
15	History of the village	3.47	2.76	3	3.73	2.17	2.64	2.79	2.19	2.27	2.17	3.4	4.11	2.57
	Average	4.27	3.17	2.96	3.02	3.02	3.60	3.77	3.77	3.76	3.48	3.96	4.39	3.01

Location		Gopeswar		Badhani									
Villages		Bami lyala	Khal la	Toli	Nand asen	Jakh	Jhurka nde	Diya rkot	Bain oli	Sundarga on	Badh ani	Chaun dali	Pudiya ni
Children		22	30	30	28	29	30	30	36	25	27	30	30
S N	Indicator												
1	Interest in books	4.36	4.5	2.1	3.14	3.21	2.53	2.33	2.58	2.32	2.85	2.33	2.43
2	Writing skills	4.27	4.3	2.1	2.75	3.28	2.47	2.33	2.06	2.24	3.15	2.53	1.63
3	Reading skills	4.36	4.2	2.4	2.61	3.31	2.37	2.3	2.25	2.52	3.15	2.43	2.63
4	Socialization with other children	4.59	4.4	2.4	3.04	3.21	2.83	2.23	2.67	2.64	3.56	2.73	2.87
5	Knowledge about the surroundings	3.73	3.67	1.83	2.79	3.03	2.43	2.1	1.69	2.28	2.96	1.83	1.47
6	Knowledge of local animals, birds,vegetati	3.73	3.57	1.77	3	3.07	2.9	2.6	1.78	2.52	3.22	1.8	1.7
7	Personal hygiene	4.32	4.23	2.9	3.25	3.34	2.87	2.5	4.25	2.56	3.26	3.07	2.73
8	Participation in sports, games	4.82	3.97	2.8	3.25	3.34	2.9	2.17	3.58	2.52	3.26	3.07	2
9	Behaviour with adults	4.05	4.43	2.47	3.32	3.17	2.53	2.23	2.67	2.56	3.67	2.7	2.1
10	Articulation of issues	3.59	3.77	1.47	3.11	3.24	2.23	1.93	2.28	1.8	3.04	2.87	1.27
11	Knowledge about the state	3.41	3.07	1.9	2.79	2.97	2.83	1.77	1.31	2.2	2.56	1.8	1.17
12	General knowledge- nation, foreign	2.64	2.57	1.43	2.36	2.86	2.2	1.47	1.17	1.56	2.15	1.33	1.03
13	Length, square, rectangle, area	3.09	2.2	1.43	2.07	2.76	1.47	1.93	1.25	1.52	2.3	1.13	1
14	Drawing, painting	4.09	3.83	2.33	3.21	3.14	2.93	2.37	3.28	2.52	3.11	3.73	1.27
15	History of the village	3.91	3.67	1.07	1.75	2.62	1.77	1.37	1.19	1.88	1.81	1.17	1
	Average	3.93	3.76	2.03	2.83	3.10	2.48	2.11	2.27	2.24	2.94	2.23	1.75
1	Interest in books	2.55	2.83	3.03	3.79	3.59	3.5	3.23	2.81	3.32	3.52	2.97	3.47
2	Writing skills	4.73	4.63	2.9	3.5	3.52	3.47	3.2	2.47	3.16	3.52	2.93	2.63
3	Reading skills	4.68	4.63	3.2	3.5	3.66	3.37	3.2	2.69	3.44	3.59	3	3.33
4	Socialization with other children	4.82	4.93	3.07	3.75	3.38	3.77	2.23	2.89	3.56	3.85	3.03	3.93
5	Knowledge about the surroundings	4.45	4.23	2.5	3.46	2.24	3.5	2.97	2.25	3.12	3.22	2.4	2.77
6	Knowledge of local animals, birds vegetation	4.36	4.27	2.6	3.57	3.52	3.83	3.37	2.25	3.44	3.52	2.3	2.93
7	Personal hygiene	4.68	4.83	3.6	3.82	3.45	3.77	3.43	4	3.56	3.59	3.3	4
8	Participation in sports, games	4.86	4.8	3.47	3.89	3.62	3.8	3.13	3.44	3.48	3.59	3.3	3.5

9	Behaviour with adults	4.41	4.9	3.17	3.96	3.45	3.53	3.23	2.78	3.56	3.89	3.13	3.63
10	Articulation of issues	4.05	4.53	1.97	3.61	3.31	3.23	2.87	2.53	2.68	3.63	3.2	2.5
11	Knowledge about the state	3.95	3.83	2.57	3.5	3.45	3.87	2.67	2.19	2.92	2.89	2.23	2.23
12	General knowledge-nation, foreign	3	3.1	1.87	3.11	3.28	3.23	2.23	2.06	2.4	2.56	1.83	1.7
13	Length, square, rectangle, area	3.32	3	1.97	2.86	3.14	2.5	2.53	2.11	2.32	2.52	1.63	1.6
14	Drawing, painting	4.59	4.67	2.93	3.75	3.48	4.07	2.9	2.92	3.4	3.26	3.07	2.73
15	History of the village	4.45	4.07	1.6	2.64	2.97	2.8	2.13	2.08	2.8	2.33	1.67	2.5
	Average	4.33	4.35	2.70	3.51	3.40	3.48	2.89	2.63	3.14	3.30	2.67	2.90

Location		Danya										Maichun		
Villages											Danya	Maichun	Moni	Banthok
Children		34	40	27	27	31	31	39	30	51	30	24	27	27
S. No	Indicator													
1	Interest in books	3.09	1.75	2.89	1.37	2.52	2.13	1.82	3.2	2.53	2.87	3.63	3.26	2.85
2	Writing skills	2.65	1.7	3	1.26	2.71	1.9	1.51	3.1	2.25	2.57	3.67	2.52	3.07
3	Reading skills	2.56	1.83	2.85	1.48	2.65	1.94	1.46	3.03	2.35	2.37	3.88	2.15	3.07
4	Socialization with other children	2.85	2.23	3.59	1.67	2.81	2.55	1.79	3.57	3.84	2.8	3.75	2.37	3.74
5	Knowledge about the local surroundings	2.74	2.05	2.56	1.85	2.39	2.1	1.85	2.4	3.59	2.87	3.08	2.3	2.78
6	Knowledge about the local animals, birds and vegetation	2.94	2.03	2.33	2.11	2.65	2.39	1.95	2.93	3.37	3.43	2.88	2.07	2.26
7	Personal hygiene	2.94	2.63	3.59	3.67	2.61	2.39	2.15	3.17	3.02	2.6	3.96	2.63	3.48
8	Participation in sports, games	3.24	2.98	3.59	3.78	2.55	3	1.82	3.4	3.75	3.4	3.83	2.59	3.74
9	Behaviour with adults	2.97	2.3	3.59	2	2.65	2.55	1.82	3.37	3.86	3.63	3.83	2.37	3.7
10	Articulation of issues	2.85	1.45	2.63	1.41	2.35	2.45	1.36	3.4	4.37	3.03	3.46	2.41	3.04
11	Knowledge about the state	2.21	1.65	2.52	1.26	2.26	2.16	1.33	1.37	1.84	2.37	3.29	2.11	2.93
12	General knowledge-nation, foreign countries	1.74	1.23	2.33	1.3	2.23	1.77	1.44	1.13	1.47	1.57	2.71	2.04	2.3
13	Length, square, rectangle, area	1.71	1.2	2.26	2.15	2.06	1.81	1.51	1.13	1.2	2.23	2.38	2.15	2
14	Drawing, painting	3.21	2.9	2.78	4.04	2.1	2.9	2.08	3	3.22	4.07	3.92	2.44	3.33
15	History of the village	1.85	1.05	1.74	1.74	2.06	2	1.36	1.07	1.02	1.67	2.83	2.26	2
	Average	2.64	1.93	2.88	2.07	2.44	2.27	1.68	2.62	2.78	2.70	3.41	2.38	2.95
1	Interest in books	3.97	3	3.41	2.3	3.42	2.55	2.85	4.17	3.35	3.53	4.5	4.04	3.85
2	Writing skills	3.79	2.98	3.37	2.85	3.52	2.32	2.62	4.03	2.92	3.47	4.46	3.33	4.11
3	Reading skills	3.59	3.18	3.44	2.93	3.45	2.52	2.74	4	2.96	3.23	4.54	3.19	4.11

4	Socialization with other children	3.85	3.4	3.81	2.96	3.71	2.97	2.9	4.1	4.04	3.4	4.38	3.22	4.59
5	Knowledge about the local surroundings	3.74	3.38	3.63	2.41	3.45	2.84	2.97	3.3	3.73	3.3	3.88	3.26	3.63
6	Knowledge about the local animals, birds and vegetation	3.91	3.23	3.63	2.81	3.48	2.94	2.97	3.77	3.92	3.33	3.63	3.07	3.22
7	Personal hygiene	3.76	3.68	3.85	3.48	3.52	2.94	3.13	3.83	3.76	3.93	4.58	3.19	4.33
8	Participation in sports, games	4.38	3.85	3.89	3.81	3.48	3.13	2.72	4.17	4.2	3.7	4.46	3.59	4.63
9	Behaviour with adults	4.09	3.38	3.56	3.07	3.48	2.87	2.72	3.93	4.1	3.23	4.33	3.41	4.59
10	Articulation of issues	3.88	2.93	3.33	2.33	3.26	2.84	2.46	3.93	4.51	3.2	4.38	3.52	3.93
11	Knowledge about the state	3.47	2.88	3.22	2.52	3.13	2.65	2.44	2.47	2.63	3	4.04	3.11	3.85
12	General knowledge- nation, foreign countries	2.97	2.65	3.07	2.3	3.19	2.42	2.51	1.6	2.16	3	3.58	2.85	3.3
13	Length, square, rectangle, area	2.85	2.53	3.07	2.96	3	2.23	2.67	1.23	1.75	3.2	3.25	3.07	3
14	Drawing, painting	4.18	3.93	3.37	3.67	3.1	3.29	3.1	3.2	3.84	3.83	4.21	3.44	4.04
15	History of the village	3.03	2.65	2.85	2.78	3.06	2.16	2.46	1.63	1.65	2.9	3.54	3.33	2.96
	Average	3.70	3.18	3.43	2.88	3.35	2.71	2.75	3.29	3.30	3.35	4.12	3.31	3.88

Location		Maichun		Sunadi							Total
Villages		Chaturbhoj	Girchaula	Simalgaon	Chaura	Valna	Surna	Bhatara	Parkot	Borkhola	1320
Children		27	29	30	18	17	20	20	19	23	Average
S. No	Indicator										
1	Interest in books	2.89	2.66	2.8	3.22	2.65	4.45	3	2.79	3.91	2.86
2	Writing skills	3.37	3.88	2.7	2.72	2.41	3.2	2.9	3.11	3.78	2.71
3	Reading skills	3.26	3.31	2.27	2.78	2.35	3.33	3.1	2.85	3.74	2.68
4	Socialization with other children	3.67	3.83	3	3.56	3.24	3.45	3.25	3.68	4.04	3.09
5	Knowledge about the local surroundings	2.78	2.59	2.63	2.44	2.24	3.3	3	3	3.78	2.62
6	Knowledge about the local animals, birds and vegetation	2.19	2.03	2.9	2.78	2.47	3.8	3.15	3.53	4.04	2.77
7	Personal hygiene	3.7	3.93	3.27	3.44	3.76	3.85	3.2	3.63	4	3.16
8	Participation in sports, games	3.78	3.76	3	3.78	3.59	3.35	3.3	3.37	3.52	3.19
9	Behaviour with adults	3.81	3.9	2.73	3.17	3.24	3.65	3.3	3.74	4	3.04
10	Articulation	2.89	2.66	1.9	3.28	2.47	3.35	3.33	3.53	4.04	2.60

	of issues										
11	Knowledge about the state	2.74	2.21	2.23	2.33	2.29	3.85	2	3.26	3.04	2.33
12	General knowledge- nation, foreign countries	1.81	2.17	1.77	1.89	2	2.85	1.7	2.16	2.57	1.88
13	Length, square, rectangle, area	1.11	1.62	1.87	1.78	2.12	3.05	2.25	2.95	3.3	2.00
14	Drawing, painting	4.22	3.24	2.83	2.83	3.06	2.95	2.8	2.58	3.7	2.99
15	History of the village	2	1.79	2.33	2.28	1.29	2.85	1.7	2.16	3.78	1.96
	Average	2.95	2.91	2.55	2.82	2.61	2.42	2.80	3.09	3.68	2.66
1	Interest in books	3.89	3.72	3.6	3.89	3.41	3.55	4.1	3.68	4.91	3.63
2	Writing skills	4.33	4.31	3.47	3.72	3.29	3.45	4.15	3.68	4.78	3.54
3	Reading skills	4.19	4.24	3.23	3.67	3.12	3.35	4.25	3.53	4.61	3.54
4	Socialization with other children	4.3	4.79	3.63	4.11	4	3.75	4.45	4	5	3.83
5	Knowledge about the local surroundings	3.74	3.52	3.33	3.5	3	3.45	4.1	3.47	4.52	3.44
6	Knowledge about the local animals, birds and vegetation	3.15	3.03	3.53	3.61	3.35	3.85	4.5	3.84	4.96	3.61
7	Personal hygiene	4.56	4.86	4.23	4	4.06	4	4.55	4.11	4.87	3.93
8	Participation in sports, games	4.63	4.72	3.87	4.06	4.24	3.55	4.6	4	4.48	3.94
9	Behaviour with adults	4.63	4.83	3.6	3.89	4	3.7	4.65	4.05	4.96	3.83
10	Articulation of issues	3.74	3.52	2.93	3.83	3.24	3.45	4.3	3.94	4.65	3.41
11	Knowledge about the state	3.63	3.17	3.17	3.39	3.12	3	2.9	3.68	3.74	3.14
12	General knowledge- nation, foreign countries	2.89	3.14	2.77	2.78	2.82	2.95	2.9	2.47	3.43	2.72
13	Length, square, rectangle, area	2.33	2.55	2.7	2.83	2.65	3.05	3.25	3.42	4.39	2.79
14	Drawing, painting	4.93	4.17	3.53	3.78	3.82	3	4.15	3.58	4.57	3.66
15	History of the village	3.04	2.69	3	3.22	2.24	3.05	2.9	2.63	4.61	2.80
	Average	3.87	3.82	3.37	3.62	3.36	3.41	3.98	3.61	4.57	3.45

The next step was to calculate the average of grades across all indicators for each village. Table 21, 22 exhibits the data from two sample villages. Village wise grading revealed that with an overall average score of 2.67 Chaundali village in Chamoli district hosts the least performing centre while the best performance is exhibited by Borkhola village in Almora district (average score of 4.57). The final scores of grading across all indicators are exhibited in Table 23.

Table 21. Grading of children attending centre in the least performing village (Chaudali).

Grading (first) of children in Chaudhari village, district Chamoli.																															
No. of children	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
S.N.	Indicator																														
1	Interest in books	3	2	2	3	3	2	3	3	2	3	3	3	2	2	2	4	4	4	4	4	3	2	2	2	2	1	2	1	2	3
2	Writing skills	3	2	2	2	3	2	2	1	3	4	1	2	2	1	4	4	4	4	4	3	3	3	4	3	3	2	1	2	1	4
3	Reading skills	3	2	2	1	2	2	2	1	2	4	1	2	2	2	3	4	4	4	4	2	3	4	3	2	2	1	2	1	4	2.4
4	Socialization with other children	2	3	3	3	3	1	2	3	4	3	2	3	3	2	3	4	4	4	4	3	3	3	2	3	3	1	2	3	3	2.7
5	Knowledge about the local surroundings	2	2	2	1	2	1	2	2	1	2	1	2	1	2	1	3	2	2	2	1	2	1	3	2	1	1	1	2	3	1.8
6	Knowledge about the local animals, birds and vegetation	2	2	1	2	2	2	1	2	1	2	1	2	1	1	3	3	2	2	2	3	2	3	3	1	1	1	1	1	2	1.8
7	Personal hygiene	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	4	3	3	3	2	3	3	4	3.1
8	Participation in sports, games	5	4	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3.1
9	Behaviour with adults	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3.1
10	Articulation of issues	5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	5	4	4	4	3	3	3	3	3	3	2	2	3	4	3.2
11	Knowledge about the state	3	3	3	2	2	2	2	2	2	2	1	1	1	1	4	3	3	3	3	1	3	3	3	2	2	2	2	1	4	2.2
12	General knowledge- nation, foreign countries	2	3	2	1	2	1	1	1	1	1	1	1	1	1	3	2	2	2	1	3	2	3	2	2	1	2	2	1	3	1.8
13	Length, square, rectangle, area	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	2	1.3
14	Drawing, painting	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	4	4	4	4	3	3	3	3	3	3	2	2	2	3	2.7
15	History of the village	2	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1.2
Average		2.4	2.3	2.2	2.0	2.3	1.9	2.1	2.1	1.9	2.3	2.6	1.5	1.9	1.7	3.4	3.3	2.9	2.8	1.9	2.6	2.2	2.7	2.1	2.1	1.9	1.4	1.67	1.73	3.13	2.2
Grading (second)																															
1	Interest in books	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	4	3.0
2	Writing skills	4	3	2	3	3	2	3	3	3	3	3	3	3	2	2	4	4	4	4	4	3	3	4	3	3	3	3	3	4	2.9
3	Reading skills	3	3	1	2	3	2	3	3	2	2	2	2	2	2	3	4	4	4	4	3	3	4	3	3	3	2	2	3	5	3.0
4	Socialization with other children	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	2	2	3	3	3.0
5	Knowledge about the local surroundings	3	2	3	2	3	2	2	2	2	3	2	1	2	2	4	3	2	2	2	2	2	3	3	3	3	3	3	2	3	2.4
6	Knowledge about the local animals, birds and vegetation	3	3	2	2	3	2	1	2	2	2	2	2	2	1	3	4	3	3	3	2	3	2	3	2	2	2	2	2	3	2.3
7	Personal hygiene	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	4	3	3	3	3	3	3	4	3.3
8	Participation in sports, games	5	4	4	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3.3
9	Behaviour with adults	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	4	3.1
10	Articulation of issues	5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	5	4	4	4	3	3	3	3	3	3	3	2	3	4	3.2
11	Knowledge about the state	3	3	3	2	2	2	2	2	2	2	1	1	1	1	4	3	3	3	3	1	3	3	3	2	2	2	2	1	4	2.2
12	General knowledge- nation, foreign countries	2	3	2	1	2	1	1	1	1	1	1	1	1	1	3	2	2	2	1	3	2	3	2	2	1	2	2	1	3	1.8
13	Length, square, rectangle, area	2	3	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	2	1.6
14	Drawing, painting	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	2	3	2	3	3.1
15	History of the village	2	3	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1.7
Average		3.4	3.1	2.7	2.5	2.7	2.4	2.3	2.4	2.3	2.5	3.1	1.9	2.1	3.7	3.3	3.1	3	2.1	2.3	2.6	3.1	2.7	2.6	2.5	2.4	2.3	2.1	3.7	2.7	

Table 22. Grading of children attending centre in the best performing village (Borkhola).

Grading (first) of children in Borkhola village, district Almora.																										
Number of children	S. N.	Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Average
1	1	Interest in books	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3.9
2	2	Writing skills	4	4	3	3	4	4	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3.8
3	3	Reading skills	4	4	3	3	3	4	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	5	3.7
4	4	Socialization with other children	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.0
5	5	Knowledge about surroundings	3	4	4	3	4	4	3	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	5	3.8
6	6	Knowledge of local animals, vegetation	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.0
7	7	Personal hygiene	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
8	8	Participation in sports, games	4	4	3	3	4	3	3	3	3	3	3	4	4	4	4	4	3	3	3	3	4	4	5	3.5
9	9	Behaviour with adults	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.0
10	10	Articulation of issues	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.0
11	11	Knowledge about the state	3	3	2	2	3	3	3	4	2	3	2	3	3	4	4	4	3	3	3	3	3	3	4	3.0
12	12	General knowledge- nation, foreign	3	3	2	2	3	2	2	3	2	2	2	2	2	4	4	4	3	2	2	2	3	3	4	2.6
13	13	Length, square, rectangle, area	4	4	3	3	3	3	2	4	3	2	3	2	4	4	4	4	3	3	3	3	4	4	4	3.3
14	14	Drawing, painting	43	3	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4	3	4	4	3	3.7
15	15	History of the village	4	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	4	4	4	3	3	4	5	3.8
Average			3.7	3.8	3.5	3.3	3.7	3.7	3.2	3.8	3.3	3.3	3.5	3.7	3.8	4	4	3.9	3.6	3.7	3.7	3.5	3.8	3.9	4.5	3.7
Grading (second)																										
1	1	Interest in books	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4.9
2	2	Writing skills	5	5	4	4	5	5	4	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4.8
3	3	Reading skills	5	5	3	4	4	5	3	5	3	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4.6
4	4	Socialization with other	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	Knowledge of surroundings	4	4	5	4	4	5	4	4	4	5	4	5	5	5	5	3	5	5	5	4	5	5	5	4.5
6	6	Knowledge of local animals, birds and vegetation	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7	7	Personal hygiene	5	5	4	3	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	4.9
8	8	Participation in sport,	5	5	4	4	5	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	5	5	5	4.5
9	9	Behaviour with adults	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	10	Articulation of issues	4	4	4	3	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	4.7
11	11	Knowledge about the state	4	4	3	3	3	4	4	5	2	3	3	4	4	4	4	4	4	4	4	3	4	4	4	3.7
12	12	GK- nation, foreign	4	4	3	3	4	3	3	4	2	2	3	3	3	4	4	4	3	3	3	3	4	4	5	3.4
13	13	Length, square, rectangle,	5	5	4	4	3	4	3	5	4	3	4	5	5	5	5	5	5	4	4	4	5	5	5	4.4
14	14	Drawing, painting	4	4	4	4	5	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	4	4.6
15	15	History of the village	5	4	4	4	5	5	4	5	4	4	4	5	5	5	5	5	5	5	5	4	4	5	5	4.6
Average			4.7	4.6	4.1	4.1	4.5	4.6	4.1	4.8	4.1	4.1	4.3	4.7	4.8	4.9	4.9	4.9	4.6	4.7	4.7	4.3	4.8	4.9	4.9	4.6

Table 23 shows the results of overall performance of children across 47 villages. There has been an improvement as children progress from grade C in October 2014 to Grade B in March 2015. In particular, significant achievements have been noticed in reading and writing ability, general knowledge and articulation of issues by children. Improvement has also been noticed in drawing and painting and in understanding of mathematical concepts among children.

Table 23. Grading of 1320 children attending centres in 47 villages.

Serial number	Indicator	First grading		Second Grading	
		Value	Grade	Value	Grade
1	Interest in books	2.86	C	3.63	B
2	Writing skills	2.71	C	3.54	B
3	Reading skills	2.68	C	3.54	B
4	Socialization with other children	3.09	B	3.83	B
5	Knowledge of local surroundings	2.62	C	3.44	B
6	Knowledge about the local animals, birds and vegetation	2.77	C	3.61	B
7	Personal hygiene	3.16	B	3.93	B
8	Participation in sports, games	3.19	B	3.94	B
9	Behaviour with adults	3.04	B	3.83	B
10	Articulation of issues	2.6	C	3.41	B
11	Knowledge about the state	2.33	C	3.14	B
12	General knowledge- nation, foreign countries	1.88	D	2.72	C
13	Length, square, rectangle, area	2	D	2.79	C
14	Drawing, painting	2.98	C	3.66	B
15	History of the village	1.96	D	2.8	C
	Average	2.66	C	3.45	B

Overall, the same method as used for grading of women and adolescent girls was used to assess the performance of children in centres. Out of 1320 children attending the centres in 47 villages the overall progression reflects a shift from C to B grade (Table 23).

2l. Outcomes

By responding to changing needs and aspirations of the rural people, USNPSS intends to develop socially responsive communities capable of pursuing personal change and taking action for collective transformation. The programme entails collective inquiry and collaborative learning in theory and practice to create communities that are willing to learn and engage in critical reflection to uncover their own assumptions on education and development. Such learning communities act together for transformation of their own self and of the village and the region of which they form a part.

A personalized and nurturing learning experience for all children in the village is the goal at USNPSS. While improved academic achievements are noted, social and emotional development helps children to maintain positive relationships and exhibit responsibility and decision making skills in schools and the community.

3. Kishori karyakrama (adolescents programme)

This year, 79 villages spread over seven districts of Uttarakhand were involved in the kishori karyakrama. The programme aims at bringing about change in perceptions and attitudes of girls about themselves and that of communities about gender and caste based inequalities. The programme emphasizes the process of learning by providing multiple opportunities to girls in rural areas enabling them to promote transformation, both at the personal and social levels. Table 24 exhibits district wise distribution of villages covered by the programme.

Girls in the age-group 11-20 are involved in the adolescent education programme. The phase of mobilization that preceded organizing girls as adolescent groups initiated action for developing solidarity and mutual support within the community and between villages in a cluster. Therefore, boys in the same age group may also participate in the programme.

Table 24. District-wise distribution of villages covered by the adolescent programme.

Serial number	Districts	Number of organizations	Number of villages
1	Almora	6	31
2	Pithoragarh	2	13
3	Bageshwar	1	05
4	Champawat	1	05
5	Chamoli	2	15
6	Rudraprayag	1	05
7	Pauri Garhwal	1	05
Total		11	79

The caste-wise distribution of the girls shows that 22.13% represent socially disadvantaged section of society (Table 25). Further break up by numbers show that 19.93% belong to the SC population while the percentage of girls from other backward classes (OBC) is 2.18.

Table 25. Caste-wise distribution of adolescent girls involved in the programme.

Serial number	Districts	Location	Villages	Number of adolescent girls involved		
				Total number of girls	SC	OBC
1	Almora	Danya	9	162	45	1
2		Kheti	4	75	3	00
3		Dwarahat	5	95	8	00
4		Binta	5	73	18	00
5		Bhikiyasain	3	45	00	00
6		Maichun	5	141	77	00
7	Pithoragarh	Ganai	5	104	34	13
8		Muvani	8	137	40	21
9	Champawat	Pati	5	99	15	00
10	Bageswar	Shama	5	102	48	00
11	Chamoli	Badhani	10	283	00	00
12		Gopeswar	5	107	11	00
13	Rudraprayag	Ukhimath	5	89	00	00
14	Pauri Garhwal	Badiyun	5	96	20	00
Total			79	1600	319	35

3a. Workshops in Almora for adolescent girls

This year, 66 adolescent girls from 23 villages participated in a training programme at Almora (Table 26). The participants represented eight organizations from Kumaon and Garhwal. The group included girls from organizations where the programme had started in 2011 and those where the programme was initiated this year.

Though, the government is committed to provide free education to girls in elementary stages, the quality of education in schools poses many challenges in rural areas. The programme is providing continued educational support to girls particularly by addressing issues not covered in school curriculum. Life skill training is an important element of the programme that has brought out many positive outcomes.

Table 26. Workshop for adolescent girls in Almora.

Duration	Representing CBOs	Total number of participants	Heads of CBOs	Total number of girls	Total number of villages
26.12.2014-27.12.2014	8	72	6	66	23

- Nirmala Joshi from Kheti-Dhari village, district Almora, said that she belongs to a very poor family. Everyone in the village expressed the view that her prospects of getting educated after class 8th were dismal. She also thought of discontinuing education after elementary stages. However, when she started attending the adolescent workshops in 2011, her attitude changed. Currently studying in class 11th, Nirmala is determined to do her graduation and B.Ed. in future. She wants to become a teacher.
- Vandana from Jajar village, district Almora, said that grand-mother rebuked her a lot. She would ask Vandana's mother to discipline her daughter. Though supportive, mother would keep quiet in front of grand-mother. She sent Vandana to attend the adolescent workshops in the village. Vandana became aware of a girl's rights. She also became articulate about various issues. Once, her -mother started scolding her. Not scared any more, Vandana defended herself and her parents. Her father said that Vandana was right. From then onwards, grand-mother has stopped reproaching her.
- Neelam Sonar, village Syuni, district Pithoragarh, said that adolescent girls were not allowed to play in the village. Also, the village elders would not approve of girls running and jumping in the courtyard of the house or elsewhere. She said that their group goes to the forest to play. Girls like to go to the jungle because they can laugh and play there.
- Kiran Goswami and Asha Goswaami, Muvani, district Pithoragarh, expressed concerns about the unequal distribution of food among boys and girls. After attending the workshops they have understood the problem. From the past three years, they have been raising their voices but change is difficult to achieve. "Bias has not changed but now we have understood what society is biased against and we can change that."
- Kajal Rawat and Mukta Bisht from village Dyarkot, and Suman Negi of Kandeï village District Chamoli, had come to Almora for the first time. They shared episodes of negotiations at home that they had to undergo to continue their schooling. Further, they were appreciative of the fact that they could attend the workshop at Almora. Determined

to share her learnings from the workshop with other girls back in the village, Mukta said. *“my friends and sisters could not come here...but they want to know things...I will go back and tell them everything...they may come the next time.”* Therefore, learning about issues other than that the school and the community offers to children appeared an attractive option for girls, particularly now when the pull of urban ways has become very strong among girls themselves.

Another insight gained from conducting workshops with adolescent girls relates to the issue of domestication. Girls wished to marry boys who were employed in the cities. *“what will we do here? We will go to Delhi and live comfortably,”* said a 17 year old girl from Maniagar village, district Almora.

During the workshop adolescent girls talked about how they have had to persuade mothers to get permission from their fathers to go out to Almora. Exhibiting a remarkable difference compared to their previous generations, the adolescent girls seemed talkative and confident. Their sense of dress has changed. The way they hold themselves and talk about the future reflects their desire to be a part of the world outside their village. A majority of girls also said that if they had to ask their parents to cover their expenses of travel to Almora they would not have been permitted to attend the workshop.

Grading of 37 girls who had attended workshops in Almora twice or more was done during the year. The results are exhibited in Table 34.

3b. Training by Sandhan

This year, a three day workshop on gender and education was held at Almora, 5-7 November 2014. Conducted by Sandhan, Jaipur, the training included issues of equality by gender particularly in relation to education. Gender issues both in formal education and in relation to acquiring life skills were discussed. Also, the workshop covered issues of both theory and practice of gender at home and in public domain.

A total of 40 participants including the head of CBOs, supervisors, facilitators from Kumaon and Garhwal and the USNPSS staff attended the workshop.

3c. Workshop in Schools:

This year, a workshop for adolescent children was held at Badhani, Karnaprayag, district Chamoli (Table 27). A total of 21 children participated on a day long workshop on gender sensitization and life skills.

Table 27. Workshop for adolescents in a school.

Serial number	School	Date	Participants				Villages
			Total	Boys	girls	Classes 6-8	
1	JHS Badhani Chamoli	10.1.2015	21	8	13	21	3

The workshop had tried to situate the question of gender with issues of education and household responsibilities which may be deterrent to girls schooling. The issue of violence against women/girls was also discussed.

On the surface, change in gender relations is noticeable as both adolescent boys and girls are enrolled and attending schools. However, differences of caste, of economic status of the family, performance in class do exist. Though attending schools, a majority of girls do not speak in the class and prefer seclusion in the play ground. How to let these girls speak up and develop confidence is the issue that USNPSS has been grappling with. Gender issues cannot be understood in isolation from the community because it is the interplay at all levels which would situate boys and girls in different social positions.

3d. Workshops in villages:

Workshops in villages focus on issues such as bodily changes, gender roles and responsibilities, gender relations at the household and community levels, education and health of adolescent girls, violence against girls, confidence building etc. The methods include intensive introductory exercises, story-telling, sports, group discussion and presentation, skits, role-play etc. This year, two types of workshops were held in villages:

- a. Workshops for adolescent girls to develop knowledge and confidence
- b. Joint meetings of women and girls to facilitate inter-generational discussions

The issue of unequal distribution of food within the household is related to the economic condition of the family. During meetings in villages girls said that they do not get milk to drink but their brothers do not get that either. In some households, limited supply of milk may lead to a bias towards boys. However, the issue of dwindling resource-base impinges on both boys and girls and their intake of food at home.

For the last three years, Rina Arya, Preeti Arya and Bhagwati Arya from Danya, Kheti villages have been attending the meetings in villages. Over time, they have motivated the other girls in the village to continue schooling. Also, Bhagwati and Rina themselves are pursuing their degrees in the local college. However, despite their educational achievements, they said, it is difficult to change mindsets towards girls. Preeti studies in class 10th. She has exhibited a keen interest in the activities of the village learning centre and the library. She also supported Rina and Bhagwati by saying that in case she goes to the centre to read books, a few men in the village take it otherwise. They question her and want to know why she has to go to the library everyday whilst she could have used that time to help her mother finish the household chores. She said, “*sensitization of men and boys on gender issues is what we need in our village*”. Listening to Preeti, a newly married girl said that she had felt the same in the village but the elderly women maintained a silence on the issue.

Table 28. Workshops held by USNPSS staff for adolescents in villages.

Serial number	Village	District	Dates	Number of participants		
				Girls	Boys	Total
1	Maniagar	Almora	30. .8.2014	23	6	29
2	Maniagar	Almora	31.8.2014	15	8	23
3	Kulori	Almora	26.10.2014	07	2	9
4	Pudiyani	Chamoli	31.10.2014	22	2	24
5	Badhani	Chamoli	31.10.2014	18	2	20
6	Jakh	Chamoli	2.11.2014	22	3	25
7	Chaundali	Chamoli	2.11.2014	24	4	28
8	Nandasain	Chamoli	3.11.2014	10	5	15
9	Tuprol	Pithoragarh	9.11.2014	09	22	31
10	Thangar	Pauri	15.11.2014	22	15	37
11	Kuthar	Pauri	16.11.2014	19	06	25
12	Maichun	Almora	29.11.2014	19	00	19
13	Girchaula	Almora	30.11.2014	16	03	19
14	Gogina	Bageshwar	7.12.2014	18	00	18
15	Dasili	Almora	13.12.2014	18	11	29
16	Gauli	Almora	18.12.2014	15	04	19
17	Bhataura	Almora	30. 12.2014	13	07	20
18	Parkot	Almora	30.12.2014	13	08	21
19	Mangoli	Rudraprayag	5.1.2015	15	02	17
20	Badhani	Chamoli	10.1.2015	13	00	13
21	Chaturbhoj	Almora	15.2.2015	12	04	16
22	Raulmel	Champawat	21.2.2015	27	02	29
23	Kanikot	Champawat	23.2.2015	45	30	75
24	Jajar talla	Almora	31.3.2015	25	08	33
25	Jajar malla	Almora	31.3.2015	25	00	25
26	Dhari	Almora	1.4.2015	11	04	15
27	Chaura	Almora	2.4.2015	11	12	23
28	Jajar malla	Almora	3.4.2015	7	15	22
29	Kulori	Almora	26.4.2015	10	04	14
Total				504	189	693

Over time, the women's groups have taken up the collective responsibility of preventing early marriage and trafficking of girls from villages. In case a household is approached by unknown people in the guise of offering employment or marriage for girls in the cities, the women's groups take action against them. Also action is taken when the legally prescribed minimum age of marriage for girls is not adhered to in the community.

Knowledge about reproductive health issues and of changes occurring in the self during adolescence was built in the workshops organized in villages and in schools.

3di. Joint meetings of women and girls to facilitate inter-generational discussions:

Though in the beginning of the *kishori karyarrama* adult women were excluded from attending workshops with adolescent girls, experience demanded integration. The decision to organize separate events for young and adult women was guided by the notion of a perceived tension between them. The trainers as well as the partner organizations were of the view that girls would be intimidated and therefore refrain from speaking up in front of their mothers and other relatives. However, when the girls had already attended a few workshops on gender and caste related issues, the need for joint sessions cropped up.

Further, relationships between the young and old women are more complex than instantly apparent. For example, the young women and girls are conscious of their looks, the clothes they wear and the way they behave in public domain. An increasingly larger number of girls are now using gloves to protect their skin from the sun during harvesting of crops in the fields. The sale of fairness crèmes and lotions has increased and so is the case with junk food.

A joint exercise with who do we consider a good girl revealed the gap in perceptions between the young and the older women (Table 29).

Table 29. Perceptive difference of opinion between two generations of women on the issue of who would be considered a good girl.

Serial number	Indicators chosen by women themselves and categorized during analysis	Women (45-62 years of age)	Girls (14-20 years of age)
1	Mobility	Walks slowly	Visible in the public domain
2	Personality	Calm, tolerant	Should be able to express herself
3	Communication	Talks gently to her immediate acquaintances	Can talk to strangers
4	Use of cell phone	Least use of cell phones is ideal	Uses facilities freely
5	Decisions about her life	listens to her parents	Listen to her parents but also expresses her opinion
6	Marriage	Timely (at the right age)	Education is important
7	Dependency	Dependent on her family	Self-dependency is desirable

Inter-generational gap in perceptions and attitudes also brought forth the ambiguity that rural women have to deal with in their daily life. Older women (particularly more than 65-70 years of age) consider the village, the land and the soil as part of their being. They do not want to leave their ancestral home and live with their children in the cities. The young, however, speak negatively of their community. They feel that there is little to do in the village and life outside is more rewarding. This dilemma was apparent in young girls' as well as boys' expressions of their being. While they felt proud of them being called "*pahari*" (mountain women), the sentiment was combined with the perceived reality of leading a desolate life in the village. While the boys express their concerns about getting a suitable job for themselves, girls either wanted to get married (preferably to a boy in the city) or aspire for some job in the city (Table 30).

During meetings in villages, open discussions on gender roles and responsibilities were held between mothers, daughters and sons. A perceptive change in attitudes towards life was noticed when the adult women stressed the need of girls learning agriculture and livestock related work while the girls showed very little interest in such activities. A majority of educated boys as well as girls wanted some employment, preferably in the cities.

As a result of open discussions in villages, girls have received a lot of support, both from their families and the community. For example, Nima in Dhari village, district Almora, was to get married after she had finished her high school. While enrolled in class 11th, her family had fixed a date for marriage. Nima met the boy and his family and refused the offer by saying that she would not get married before the age of 18.

Table 30. Joint meetings of women, adolescent boys and girls in villages.

Serial number	Indicator	Perceptions		
		Adolescent girls	Adolescent boys	Adult women
1	Mobility	Restricted all the time	Restricted at night	Restricted all the time
2	Participation in meetings	Seek permission, limited time	Free to attend meetings	Restricted
3	Household chores	Boys should also share the work	Why should we share? Cleaning utensils is not our work	Children do not listen to their parents now
4	Education	Unequal opportunities	We have to get some employment. Need to look after our families	More educated the girl more is the dowry required
5	Expressions	Restrictions on laughing, playing etc.	Free to play and laugh anywhere	Laughing and making noises is not good for girls- they have to live with their in-laws in the future
6	Roles and responsibilities	Aspire for jobs in the cities	Aspire for jobs in the cities	Along with schooling, girls should learn agricultural work; otherwise what will they do in the future? Even if the husband is employed, a family cannot be raised just by that income, which in any case, will be a pittance.

While studying in class 8th, Komalika (village Rauna, district Almora) started to attend the meetings of adolescent girls in the village. When she joined the programme, her fear of talking in public was apparent. The supervisor started to encourage her to talk in meetings. Slowly, Komalika was able to overcome her fear and became articulate. After finishing her 10th grade, she wanted to opt for the science stream but her parents were reluctant. With the help of the supervisor, Bhagwati, and Rama from USNPSS, she could persuade her parents and finished schooling with good academic performance. Now, she wanted to enrol in polytechnic but her father was unwilling to send her out of the village. Determined as she is, komalika prepared for the entrance test at home and came to Almora on her own to give the test.

Overall, the workshops with adolescent girls revealed that changes in socio-economic and cultural space in communities have slowly led to a challenge of patriarchal norms and gender inequalities. This change is most apparent in the field of education but there have been many examples where girls have demanded and received equal footage as boys and men in the community.

3e. Kishori sammelan (congregation of girls)

This year, 3 congregations were organized for adolescent girls in different locations. The congregations provide a forum to adolescent girls to express their views in the public domain (Table 31). Girls from a cluster of villages meet, get to know each other and network. A sense of solidarity prevails as girls gather courage to stand up and talk about issues that bother them the most.

Table 31. Congregation of adolescent girls.

Serial number	Location	District	Venue	Date
1	Danya	Almora	Chalmorigada	18.01.2015
2	Ganai gangoli	Pithoragarh	Panchayat Ghar, Rungadi, dev. block Gangolihat	21.12.2014
3	Ukhimath	Rudraprayag	Village Kimana	25.12.2014

In Danya, a total of 253 girls from villages of Ukal, Aati, Munauli, Kulauri, Dharagad, Gauli, Danya, Dasili, Ruwal, Kotyura, Falyant, Chalmodigada, and Thali in Danya and Kheti clusters participated. The staff from USNPSS and Uttarakhand Shiva Shakti Samiti and teachers from government schools were also present. Skits and speeches on gender and caste-based discrimination, violence against women and on environmental education were held. The USNPSS staff spoke on issues of gender-based access to resources and the need for change. Experiences from other organizations were also shared.

A total of 104 adolescent girls, 15 adolescent boys, 51 women, and 4 others from Rungadi, Digarkoli, Naikana, Tuprauli, Mawani, Bhalogada, Kakada, Fadiyali, Bhanyani and Chaunalia (10 villages) participated in the sammelan held on 21.12.2014. The *Jyeshtha pramukh of Gangolihat development block, gram pradhan* from Dasilakhet, up-pradhan from Tuprauli village were also present. The programme began with *chetna-geets*. Skits on various issues including rights of girls were performed. The issue of discrimination against girls within the family and outside was discussed with the participants suggesting various solutions to solve the problem.

Approximately 300 girls from Kimana, Karokhi, Daira, Bangrali, Huddu, Paithali, Dungar-Semla, Bhatwari, Udaypur and Jakhani attended the sammelan in Ukhimath. Speech, skits, sports and quiz competitions were held. Leaders of the women's group from Kimana spoke about the environmental issues. The women's groups had also prepared songs relating the incidence of disaster of Kedarnath in 2013 to women's status in villages.

3f. Visits to villages

Visits to villages were made by USNPSS staff to provide guidance to the facilitators and to attend monthly and regional meetings. Meetings were also held with the heads of the CBOs, the supervisors and facilitators involved in the programme.

3g. Grading of adolescent girls

The method of grading of adolescent girls is the same as discussed earlier for the women's groups and for children attending the village learning centres. Table 31-32 exhibit the results. Grading was done jointly by the USNPSS staff and the trained supervisors in two phases, August 2014 and February 2015.

Out of a total of 25 villages about half were represented by the general population. The share of mix-caste and villages totally inhabited by the SC population was about 46%. Further, out of a total of 307 girls 76.43% belonged to the General category. The percentage of girls from SC households was 23.57%.

All the seven indicators used in the grading are shown in Table 32. These indicators reflect different aspects of an adolescent girl's personality by covering issues from self-development to leadership, from health and nutrition to formal education and life skills.

After carrying out grading of the participants twice with a gap of six months in between, a data sheet was generated to compute their progress. Profile of all girls in the village was created. This mapping showed performance of each girl across a set of seven indicators. The grades were given a number as follows:

D = 1, C = 2, B = 3, A = 4.

The next step was to calculate the average of grades across all indicators for each village. Table 32 and 33 exhibit the data from two sample villages. Village Kanikot in Champawat district appeared as the least performing village (Average score 1.89). With an overall grading score of 2.86 Dharagad in Almora district has emerged as one of the better performing villages. The number of girls involved in grading was 16. A total of 21 girls were involved in grading in Kanikot village.

Table 34 shows the village wise distribution of grading scores with their averages. The table also shows the results of grading of 37 girls carried out during the workshops at Almora.

Table 35 shows that during the year, grading of 307 girls revealed improvements in overall performance measured with a set of seven pre-determined indicators. While the first grading exhibited the average score of 2 (Grade C), by the end of six months the average score became 2.84 (Grade B).

Table 32. Grading of adolescent girls in the best performing village (Dharagad, district Almora).

No. of girls indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Average
First Grading																	
Socialization	3	3	2	3	2	1	3	3	1	1	2	2	1	1	3	1	2
Expression	3	3	2	2	2	1	3	2	1	1	2	1	1	1	2	2	1.81
Language	3	3	3	3	1	2	2	2	2	2	1	2	2	2	2	2	2.06
Health, nutrition and hygiene	2	2	2	2	1	2	1	2	3	3	2	2	2	2	2	2	2
Equality by gender, caste, class	2	2	2	3	2	2	1	1	2	1	2	2	2	2	2	1	1.81
Life skills	3	3	2	3	1	2	2	3	2	3	3	2	2	2	2	1	2.19
Future planning	2	3	3	2	1	3	2	1	3	2	2	2	2	2	2	2	2.13
Average	2.57	2.71	2.29	2.57	1.43	1.86	1.86	2	2	1.86	2	1.86	1.71	1.57	2.14	1.57	2
Second Grading																	
Socialization	4	4	4	4	4	4	4	4	3	3	4	4	3	3	4	3	3.63
Expression	4	4	4	4	4	2	4	4	3	3	4	3	3	3	4	4	3.56
Language	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3.81
Health, nutrition and hygiene	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	3	3.75
Equality by gender, caste, class	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	3	3.75
Life skills	4	4	4	4	3	4	3	4	4	4	1	4	4	4	4	3	3.63
Future planning	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	3	3.81
Average	4	4	4	4	3.43	3.29	3.71	3.71	3.71	3.57	3.57	3.86	3.71	3.57	4	3.29	3.71

Table 33. Grading of adolescent girls in the least performing village (Kanikot, district Champawat).

No. of girls indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Average
First Grading (August 2014)																						
Socialization	2	1	2	2	3	1	2	3	1	2	3	3	2	3	3	2	3	2	3	2	2	2.24
Expression	1	1	1	2	2	1	1	2	1	1	2	2	1	2	1	1	1	1	2	1	1	1.38
Language	2	1	1	2	2	1	1	1	1	2	1	1	2	2	1	1	2	1	2	1	1	1.38
Health, nutrition and hygiene	3	2	2	3	3	2	1	2	1	1	2	1	2	2	2	2	2	2	2	2	2	1.95
Equality by gender, caste, class	1	1	2	3	1	1	1	1	1	1	1	1	2	1	2	2	3	3	1	1	1	1.48
Life skills	1	2	1	3	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1.19
Future planning	2	2	1	3	1	2	1	2	1	1	1	2	2	1	1	1	3	1	3	2	2	1.76
Average	1.71	1.43	1.43	2.57	1.86	1.29	1.14	1.86	1	1.14	1.71	1.57	1.57	1.71	1.71	1.57	2.43	1.57	2	1.43	1.43	1.63
Second Grading (February 2015)																						
Socialization	2	2	3	3	3	2	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	2.67
Expression	2	2	1	3	3	1	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2
Language	2	2	2	3	3	2	1	2	2	2	3	2	2	3	3	2	2	2	2	2	2	2.14
Health, nutrition and hygiene	3	2	2	3	3	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2.29
Equality by gender, caste, class	2	2	3	3	3	2	1	1	1	1	1	2	2	1	3	2	3	3	2	1	1	1.76
Life skills	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	3	2	1	2	2	2.05
Future planning	2	2	2	3	2	2	2	2	2	2	1	2	2	3	3	2	3	2	3	2	2	2.1
Average	2.14	2	2.14	3	2.57	2	1.71	2	1.71	1.57	2	2.29	2.14	2.57	2.14	2.14	2.57	2.29	2	2	2	2.14

Table 34. Village-wise average scores of grading of adolescent girls.

location	Dargu, dist. Almora					Almora training					Bedhani, dist. Chamoli										Pai	Sunadi, dist. Almora					Total
	No. of villages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
No. of girls		13	16	12	30	16	17	12	8	11	2	10	5	7	6	5	5	5	5	21	30	10	31	8	11	11	307
Indicator																											
Socialization		2.31	2	2.25	1.73	2.63	2.35	1.83	1.88	1.73	1	1.7	2	2	1.67	1.8	1.4	1.8	1.8	2.24	2.7	2.5	1.81	2.5	2.27	1.91	1.99
Expression		2	1.81	2.33	1.8	2.44	2.71	2.33	2	1.82	2	1.8	2	2.14	2	1.4	1.8	2.4	1.6	1.38	2.5	3.2	1.9	2.5	2	2	2.07
Language		2.54	2.06	2.58	1.87	2.56	2.88	2.5	2.75	1.73	2	2.8	1.6	2.14	2.17	1.4	1.8	1.8	2.2	1.38	2.57	2.7	1.97	2.63	2.27	2.18	2.20
Health, nutrition and hygiene		2.62	2	2.5	2.03	2.31	2.88	2.42	2.13	1.82	1.5	2.5	1.6	2.29	2.17	1.8	1.8	2.2	1.8	1.95	2.8	2.3	2.19	2.63	1.91	1.82	2.16
Equality by gender, caste, class		2.69	1.81	2.17	1.83	1.44	2.71	2.67	1.75	2	2	2.8	1.8	2	2	2	2	2.2	2	1.48	2.13	2.1	1.65	2.63	2.27	1.73	2.07
Life skills		1.15	2.19	2.5	1.7	1	1.88	1.33	1.25	1.73	2	1	1.4	2	1.67	1.6	1.4	1.4	2.2	1.19	1.5	1.1	1.45	2.63	2.09	1.83	1.65
Future planning		1	2.13	2.5	1.73	1	2	1.92	1.88	1.64	2	2.8	1.4	2	2	2	1.8	2	2	1.76	1.9	1	1.65	2.63	2.27	2.09	1.88
Average		2.04	2	2.4	1.81	1.91	2.49	2.14	1.95	1.78	1.79	2.2	1.69	2.08	1.95	1.71	1.71	1.97	1.94	1.63	2.3	2.13	1.8	2.59	2.15	1.94	2.00
Socialization		2.77	3.63	3.58	3.5	3.44	3.24	2.73	3.25	2.73	2	2.7	3	3	2.67	2.8	2.4	2.8	2.8	2.67	3.57	3.1	2.68	3.25	3.18	2.91	2.98
Expression		2.69	3.56	3.5	3.63	3.38	3.35	3	3.38	2.82	3	2.7	3	3	2.67	2.4	2.6	3.4	2.6	2	3.4	3.5	2.61	3.38	2.91	3	3.02
Language		2.77	3.81	3.83	3.67	3.38	3.47	3.17	3.75	2.36	2	3.4	2.6	3.14	3.17	2.4	2.2	2.8	2.8	2.14	3.37	3	2.81	3	3	3	3.00
Health, nutrition and hygiene		2.92	3.81	3.75	3.73	3.06	3.35	3.13	3.25	2.64	2.5	3	2.6	3.29	3	2.8	2.8	3.2	2.4	2.29	3.2	3	2.87	3	2.64	2.82	3.01
Equality by gender, caste, class		3.08	3.75	3.5	3.67	2.5	3.18	3.25	2.88	2.45	2.5	3.2	2.8	2.57	2.5	2.8	2.6	2.8	2.6	1.76	3	2.6	2.39	2.75	2.64	2.36	2.81
Life skills		1.46	3.63	3.67	3.57	1.19	2.41	2.08	1.71	2.55	2.5	1.9	2.4	2.86	2.67	2.6	2.2	2	3	2.05	2.9	1.2	2.13	2.88	2.45	2.55	2.42
Future planning		1.31	3.81	3.83	3.67	1.25	2.41	2	2.13	2.55	3	2.9	2.4	2.86	2.67	3	2.8	3	3	2.1	2.77	1	2.19	3.25	3	2.91	2.63
Average		2.43	3.71	3.67	3.63	2.6	3.06	2.8	2.91	2.59	2.5	2.83	2.69	2.96	2.76	2.69	2.51	2.86	2.74	2.14	3.17	2.49	2.53	3.07	2.83	2.79	2.84

Table 35. Grading of 307 adolescent girls in 25 villages.

Serial number	Indicator	First Grading		Second Grading	
		Average Score	Grade	Average Score	Grade
1	Socialization	1.99	C	2.98	B
2	Expression	2.09	B	3.02	A
3	Language	2.20	B	3.00	B
4	Health, nutrition and hygiene	2.16	B	3.01	A
5	Equality by gender, caste, class	2.07	B	2.81	B
6	Life skills	1.65	C	2.42	B
7	Future planning	1.88	C	2.63	B
Average		2	C	2.84	B

4. Responding to climate change

By focusing on changing forms of weather and climate in villages of Uttarakhand Himalayas, USNPSS has been able to expose certain issues of vulnerability and indigenous ways of coping with disasters that until now had gone unnoticed in policy documents and otherwise. For example, the issue of vulnerability as an everyday experience for communities living in fragile zones demands attention from the state government, the donors and development organizations. Communities that experience landslides and mud-flows for longer periods of time form one such vulnerable group. Since landslides may occur every year, particularly during and after the monsoons, they lose their “dramatic appearance” and recognition as “disaster”. Habitations that face the loss of land and other resources due to continued occurrence of landslides are often isolated villages with very little power to change their situations. Such communities live under the constant threat of disasters. Since risks, insecurity and fear become part of their daily life, resilience is affected.

Impacts caused by extreme weather conditions such as cloud bursts, floods etc. or by long-term changes such as caused by increase in temperature have different types of impacts on communities. While the “suddenness of the event” would draw much attention, gradual changes often remain invisible to society outside the region.

How to reduce disaster related risks and develop resilience of such communities? Over time, USNPSS has organized women’s groups, adolescent groups and youth groups enabling them to understand the linkages between climate change, social capital and disaster risk reduction. Community resilience is built by using the following methods:

- Build up and sustain a sense of community and co-operation in the village
- Protect a part of the village forest for use during events of disaster
- Divert water from landslide and flood-prone areas
- Build up co-operation among neighbouring villages so that during the event of disaster the families could get immediate shelter, food etc.
- Build up awareness about the fact that communities in the Himalayas experience disaster in their daily lives. Occurrence of disaster is a phenomenon which is not new to communities in the Himalayas. However, climate change is affecting them in a way that they have never experienced before. Although least responsible for the global problem of climate change, they experience it the most

- Develop a set of adaptation measures in a practical way so that communities can immediately respond to disasters of any kind
- Share experiences and learn from each other

Table 36. Initiatives to improve livelihoods in villages experiencing the impacts of climate change.

Serial number	Item	Dimension	Quantity	Date of issue	Distribution		Installation
					Location	Recipient	
1	Polyhouse sheet (150 GSM)	each bundle of 50mx18ft	4 bundles + a piece of 91x18 ft	7.11.2014	Gopeswar	Bamilyala, Dogari kandi villages	December 2014, January 2015
		10x20 ft	1 bundle	8.12.2014	Shama	USNPSS	Brought back from Shama
	120 GSM	each bundle of 18ftx50m)	3 bundles	8.12.2014	Shama	USNPSS	Brought back from Shama
2	Shade net (50%)	32x10ft	1	8.5.2014	Lamudiyar	Rama Devi Harish Ram	2014
		14x10ft	1	9.5.2014	Lamudiyar	Malti Devi Ramesh Ram	2014
3	Rice thresher	-	1	3.1.2015	SHAPE Karnaprayag	S. N. Kimothi	Used during rice harvesting in 2014
4	Sheets for tanks (200 GSM)	18x15ft	1	8.5.2014	Lamudiyar	Mina Devi Chandan Ram	Replaced, earlier sheet worn out
		18x16ft	1	8.5.2014	Lamudiyar	Parvati Devi Kishan Ram	Replaced, earlier sheet worn out
		18x16ft	1	9.5.2014	Lamudiyar	Malti Devi Ramesh Ram	July 2014
		18x18ft	1	10.7.2014	Dunda	Mata Amritanandmayi Ashram	2015
		39x18ft	1 bundle	5.12.2014	Galla	Jan Maitri Sangthan	2015
		50mx18ft	2 bundles	5.12.2014	Galla	Jan Maitri Sangthan	2015
5	(250 GSM)	50mx18ft	1 bundle	5.12.2014	Galla	Jan Maitri Sangthan	2015

*Lamudiyar village is inhabited by socially disadvantaged section of population.

Work of USNPSS has shown the importance of diversifying livelihood strategies to reduce vulnerability in villages. For example, the group in Pati, district champawat has developed methods of promoting fish cultivation as an add-on activity while the horticulture-based villages in Galla area, district Nainital, have shifted their base from growing apples to peaches. Further, USNPSS has been promoting cultivation of climate resistant crops such as mandua (ragi) in villages.

In addition, efforts are made to promote provision of clean drinking water and safe sanitation facilities. For example, Dharagad village in Danya area had experienced a massive landslide in 2012. After the disaster, the women's group of the village expressed interest in installing sanitation facilities. Financial assistance and supervisory inputs were provided to the community which now has a latrine installed in almost every household.

4a. Relief and rehabilitation work in Kedarnath valley

Located at an elevation of 1311 metres from the mean sea level and at a distance of 41 km from the district headquarters of Rudraprayag, the town of Ukhimath is also an important pilgrimage site. During the winters the idols from Kedarnath and Madhamaheshwar are brought to Ukhimath for six months. Further, Ukhimath is a *tehsil* and its small market caters to all surrounding villages. Pilgrimage and tourism are the main source livelihoods for the local people.

In partnership with a community-based organization called the Himalayan Gramin Vikas Sanstha (HGVS), USNPSS has been working in Ukhimath area from 2006. Our focus has been on environment, gender and education related issues. HGVS has taken up the responsibility of coordinating and implementing activities. HGVS creates women's groups, runs awareness camps, organizes workshops for rural children, adolescents and women's groups, raises nurseries of broadleaf tree species and provides help to communities to install sanitary latrines. Further, in May 2013, a library programme was started in five remote villages.

The disaster in Kedarnath occurred on June 16-17, 2013. A team from UMP visited the area shortly after the disaster to meet the affected people and to understand the ground situation. This was followed by two more visits to the area in December 2013 and March 2014. During these visits meetings of women's groups were held to understand the type of support that women and children sought from HGVS and USNPSS. The USNPSS received an amount totalling Rs 7, 46,635 from 25 donors during August 2013-March 2014, of which an amount of Rs 6,10,499 has been used for relief activities in villages around Ukhimath, till March 2015. Besides the distribution of relief material in August 2013, a fruit processing unit and knitting centres were started for women enabling them to earn some income to support their families. A majority of women associated with the programme are either widows or mothers who have lost their family members in Kedarnath floods.

4ai. Distribution of Relief Goods

The relief material, including solar lights and agricultural tools, were distributed to the affected families in Semla, Kimana, Karokhi, Paithali, Dungar, Parkande and Ukhimath town on 14th August, 2014. The beneficiaries were identified by HGVS.

4aii. Fruit Processing Unit

A small fruit processing unit, 33.5ft×18ft size, set up at Ukhimath has been functioning now. The centre is constructed on the roof of a private house. The open terrace (45ft.×45ft. size) is also being used. Separate provision for drinking water and electricity

connection has been made and equipment (pulper, mixer grinder, refractrometer to check sweetness, electric balance, containers etc.) have been purchased. The secretary of HGVS runs the centre.

Ukhimath area is endowed with abundance of *malta*, amla and rhododendron trees. However, due to lack of transport and fruit processing facilities, villagers hardly receive a suitable price for their produce. With the unit functioning now, communities around Ukhimath are not only getting a higher price but also keeping the processed fruit at home for their own consumption. Fruits that would rot in the fields are now consumed locally.

4aiii. Training on Knitting

During village level meetings in the villages, many women showed interest in weaving and learning the use of a knitting machine also. We discussed their demand with HGVS and decided to purchase 6 knitting machines for the area.

First training programme on knitting started in April 1, 2014 in which 20 women got training at HGVS Ukhimath in two batches (9.30 a.m.-12.00 noon and 2.00 p.m.- 4.30 p.m.). After completing training of two months duration, 3 of them (Smt. Saraswati, Km. Shivani and Smt. Rashmi Trivedi) have been selected as trainers. In the next phase, training programme on knitting machines were organised in the selected villages itself, where these newly trained women worked as trainers. Six training programmes have been completed till February 2015 and 90 women have received training. Out of these, 12 women have purchased knitting machines by themselves and have adopted knitting as a part-time profession.

HGVS has bought 3 knitting machines from the profit earned from the fruit processing unit. In addition, 2 new machines have been purchased in 2014-15. Thus, there are 11 knitting machines in total (9 functional in March 2015).

4aiv. Sanitation and computer literacy

Details of the computer literacy centre for children and of the programme on installation of latrines in Kedarnath valley have been mentioned in the previous sections.

5. Environmental Education in Schools

The programme on environmental education in schools continued with the support of the State government. Textbooks developed by USNPSS, “Our Land Our Life” are used in all government schools in classes 6-8. Some of the concepts used in the workbooks for classes 6-8 have been adopted for developing curriculum for vilalge learning centres.

6. Research and publications

6a. Research

Started in February 2014, the research project on gender and development has two components:

(i) Gender issues in the development of ecologically fragile zones: a case study of the village communities in Uttarakhand and

(ii) Gender and disaster

The project is supported by the Indian Council for Social Science Research (ICSSR), New Delhi. Pilot testing of the questionnaire was carried out in Pokhari village, Danya, district Almora, in April 2014. This was followed by modification of the questionnaire and also designing the themes for focus group discussions and PRA (participatory rural appraisal) exercises.

During May 2014-April 2015 household data was collected from seven hamlets spread over four districts of Kumaon and Garhwal. These hamlets cover a sample of mix-caste, single-caste villages involved in agriculture, horticulture and non-farm activities. Four villages (Kimu, Litigaoun, Dilmi and Chunni) are affected by disaster. All the data was entered in the computer and analysis was carried out.

Reports on each village covered by the study and also the main report are under preparation.

6b. Publications

One way to reach out to communities of Uttarakhand is through information exchange and documentation of the work they have been doing in villages. Rural women, adolescent girls and the facilitators reflect on their experiences and write about their activities on a regular basis. Selected articles are published in an annual magazine called “*Nanda*”. This is the first time in the state that an effort is made to publish articles written by rural women and girls. So far, fourteen issues have been published and distributed in villages.

This year, articles were collected from about 50 villages and 3000 copies of “*Nanda*” were printed and distributed during women’s annual congregations and trainings at Almora.

Muskaan is a biannual newsletter publishing articles, stories, poems and drawings of children attending village learning centres. This year 160 copies of *Muskaan* were printed and distributed in villages.

An in-house production “village learning centres in Uttarakhand” articulates the concept and approach to starting village learning centres in the hills of Uttarakhand. The booklet has been received by our funding partners as well as a few educationists in the country.

Samvaad 2013 was printed and distributed to participants involved in the B. D. Pande Memorial workshops in Almora. Every year, the recommendations of the workshop are sent to the state government and members of Parliament and of State Legislative Assembly, Uttarakhand for further action. This year, 500 copies of *Samvaad* were printed.

7. Capacity building of partner organizations

This year, four workshops for partner organizations were held at Almora. Developing capacity of village-based organisations has been an integral part of programmes initiated by USNPSS in Uttarakhand. Despite paucity of funds, computers have been provided to the following organizations:

Table 37. Computers provided to the CBOs.

Serial numbe	Location	District	Facility provided	Comments
1	Ganai Gangoli	Pithoragarh	A set of 2 PCs, 1 inverter with battery and a printer	The head of the organization and his associates have learnt use of computers and prepare reports by themselves
2	Badhani Karnaprayag	Chamoli	A set of computer, printer and an inverter	The head of the organization and the facilitators of the learning centre have learnt use of computers
3	Shama	Bageshwar	2 PCs, 1 printer and an inverter with batteries, with table and stools	The head of the organization and the facilitators have learnt use of computers. Also about 100 children, both boys and girls, have completed the basic course
4	Badiyun Nayarghati	Pauri Garhwal	A set of a computer printer and inverter	The head of the organization and the facilitators of the learning centre have learnt use of computers
5	Danya	Almora	A set of computer printer and inverter	Besides the staff, school going children have learnt use of computers

7ai. Annual meeting with partner organizations

The annual meeting of the partner organizations of USNPSS was held during 12-13 May 2015. Focusing exclusively on the review of the past year and planning on future strategies, the participants joined in lively debates and sharing of experiences.

The participants discussed their roles and approaches towards achieving education, gender and development goals in villages. Together, they looked at the broader picture of the outcomes of their work in Uttarakhand and also presented the village-specific initiatives during the past year.

The meeting provided an opportunity to the partner organizations to collectively reflect on their activities, share experiences and explore possible solutions to overcome practical challenges in villages.

8. Collaboration with other organizations

On the request of the Mata Amritanandmayi Devi Ashram, Mr. Suresh Bisht made a visit to Dunda in Uttarkashi district to install a polythene lined water tank of 18 x 18ft dimensions. The sheet for the tank (200 GSM) was provided by USNPSS. In collaboration with the local staff at the ashram, the tank was installed on 10.7.2014.

In collaboration with Sandhan (Society for Study of Education and Development), Jaipur, a three-day training on Gender and Education was held at Almora during 5-7 November

2014. 40 participants including the heads of our partner CBOs, supervisors and the staff of USNPSS participated.

8a. Shri Aurobindo Ashram, New Delhi

USNPSS has been promoting vocational training for rural girls for nearly six years now. A two pronged strategy has been developed to meet the challenges of providing training to young girls. Training courses on tailoring and knitting have been designed for use in villages. Also, since 2011 a total of 23 girls have been sent to Shri Aurobindo Ashram, New Delhi to receive training on different trades available in the ashram. This year, two girls were enrolled in courses on hand-made paper making and tailoring (Table 38). The courses at the Ashram are free, except a registration charge of Rs. 150/- per candidate. Boarding, lodging and travel expenses are borne by the ashram.

The girls have found the course very rewarding. Their confidence, conversation skills have improved. Also parents report that their personal habits have changed. The atmosphere in the ashram is relaxed yet girls have to follow certain disciplinary rules and norms. Over a period of six months, these values get inculcated in their behaviour and the trainees begin to exhibit an improved sense of well-being and self-worth.

Table 38. Collaboration with Shri Aurobindo Ashram, New Delhi.

Serial number	Batch (duration)	Name	Village	Course enrolled in
1	April- September 2014	Bhavna Negi	Valna-Bitholi , district Almora	Hand-made paper, has continued working in the ashram itself
2	October 14- March 15	Akanksha Kala	Badiyun, Nayarghati Pauri Garhwal	Tailoring

This year, 6 girls from Ukhimath, Rudraprayag district, and 2 from Binta (Dwarahat block, district Almora) had applied for the course. They were selected for training but owing to some personal reasons, they could not join.

8b. Scholarship to girls to promote education

- **Late Mrs. Alka Dhavan Chatrath Scholarship**

Late Mrs. Alka Dhawan Chatrath Scholarship for 2014-15 was awarded to Ms. Pragati Pant. She belongs to village Danya in Almora district. A regular student of BA in Kumaon University Campus Almora (Subjects Music, Sociology and English Literature), Pragati comes from a BPL family. Earlier her sister has worked as a shikshika in the balwadi programme. She was given Rs. 12,000/- in 2 instalments this year.

- **The Ahaluwalia Baradri Trust, New Delhi**

Scholarship of Rs. 1,000 per month was given to Anita Joshi pursuing her graduation from Kumaon University Campus Almora. She got 55% marks in the 1st year and 56% in the 2nd year of her BA. Anita is from Danya village in Dhauladevi block. This particular block has recorded the lowest girls' enrolment rates in the district of Almora.

She belongs to a BPL family and has 5 sisters. She will complete BA final in June 2015 and the scholarship will discontinue.

9. Library and Resource Centre

The library is visited by students, PhD scholars from the University and teachers from DIET in Almora. Also, our partner organizations visit the library to consult books on various issues.

This year, conservation of the traditional slate-roof of the old building in December-January was followed by repairs of the bathrooms in the training centre in March 2015. Also, painting of the roof above the library and in the old building was carried out.

A poly-house of 10 x 30 ft. dimension was installed in the premises of USNPSS as a site for demonstration during training for women and youth groups.

On the request of Lok Chetna Manch, a local NGO, USNPSS provided its facility to conduct a series of three small workshops on traditional agriculture, conservation and development. Also, this year space for two days was provided to a group from Toli, Jalna village to hold an exhibition of artefacts created by children. The exhibition was attended by the chairman and other officials of the Municipality, school children and teachers from town and local residents.

10. The 6th B. D. Pande Memorial Lecture

The 6th B. D. Pande memorial lecture was delivered by Bharat Ratna Prof. CNR Rao, a renowned scientist, currently residing in Bangalore. Held on the 27th April 2015 at USNPSS, the lecture was attended by about 200 delegates from Almora, Nainital and a few guests from Delhi. Prof. Rao and his family were welcomed by the director USNPSS and also by the President of the Municipal Corporation, Almora. He was accompanied by a team of his colleagues and their families from Bangalore. Prof. K. S. Valdiya, a renowned geologist and the former vice chancellor of Kumaon University Nainital provided guidance in organizing the lecture and also coordinated the programme. Dr. B. K. Joshi presided over the function.

While talking about the changes in the field of science in India, Prof. Rao raised two issues. The first issue relates to the quality of education in general and of science in particular in the country. He reiterated the fact that the world's top scientific innovations have occurred in institutions with minimum facilities. Therefore, provision of institutions with best quality equipment may not necessarily translate into motivation for hard work in the laboratory. He also said that provision of internet may give information but new ideas can only come from the brains. Referring to the recent earthquake in Nepal, he said that technology has its own limitations. Uttarakhand falls in a seismically sensitive zone but science cannot predict the exact time and occurrence of an earthquake.

11. Samvaad

The *Samvaad* workshop was convened at Almora by USNPSS and the citizens committee with the financial support of U-COST, Dehradun. Held during 22-23 November 2014, Samvaad brought together the MLAs and the MP, the district administration, development experts, educators, lawyers, social activists, civil society organizations, journalists and residents of Almora. A total of 100 participants attended the workshop on the first day while the second day involved about 90 participants. The workshop addressed four thematic areas. Each session was participatory and interactive with open ended discussions on key issues. The main issues for this year's deliberations included the following:

- Recapitulation and review of action taken by the state on recommendations sent earlier through Samvaad workshops over the last five years
- Samvaad 2013- book release
- “Economic development, environment and governance” in Uttarakhand-lecture by Prof. T. S. Papola
- Concluding session

The aim of the workshop was to articulate strategies based on the views of the local residents that would guide formulation and implementation of policies in Uttarakhand. This objective received a boost by the remark of the MP from Almora-Pithoragarh constituency, Mr. Ajay Tamta that he has used insights emerging from Samvaad to prepare his notes for discussions in parliament.

12. Staff at USNPSS

During the year, two staff members, Dr. G. P. Pande and Ms. Champa Joshi left. However, two more were appointed to work on the ICSSR sponsored research project on Gender.

13. Meetings of the Governing Body

The meetings of the Governing body were held in Delhi on 20. 12.2104 and on 27.4.2015 at Almora. This year, Mr. Sartaj Singh, Mr. Susheel Dubey and Dr. Ramesh from the Rajeshwar Susheela Dayal Charitable Trust, New Delhi also attended the meeting at Almora.

14. Accounts

An audited statement of the accounts is attached.

Visitors

- Mr. Keshav Desiraju, IAS, Health Secretary, Government of India visited USNPSS on 15.4.2014
- Mr. Alok Jayal and Mrs. Mamta Jayal, Dehradun, visited USNPSS from 18.4.2014 to 21.4.2014
- Mr. Naveen Chandra Bhatt from Chirag, Sheetla came over to see the USNPSS publications, 22.4.2014
- Mr. Shekhar Kandpal, a teacher from Kande Sunadi stayed over 28-29.4.2014. He came again on the 4.5.2014 and 6.6.2014
- Ms. Mohini Koranga, district Bageshwar, came on 28.4.2014
- Ms. Manjari Mehta, Dehradun visited USNPSS on 29.4. 2014. She also had discussions on the ICSSR project during her stay at USNPSS on 3.5.2014
- Ms. Suman Sahai, Padma shree, visited on the 2.5.2014. She was accompanied by two assistants (Bishan and Pavan) working on the Gene Campaign in Odakhan area, district Nainital. She came again on the 16th July 2014
- Mr. Suman Dubey, Manju Dubey, Anirudha and Amulya visited USNPSS on 9.5.2014
- Ms. Devki and Nikhila, students from Srishti School of Arts Design and Technology Bangalore came over from Satoli on 9.5.2014
- Mr. Anshul Bisht, an assistant of our external auditor, came in connection with the audit during 14.5.2014-19.5.2014. His visit was followed by the auditor's visit on 26.5.2014 and 14.8.2014
- Mr. Avadhesh Verma and Mr. Ranjan Joshi came to have discussions on the workshop re traditional knowledge systems, 14.5.2014
- Mr. Jonathan West came over with a group of six people and stayed for a day on 17.5.2014
- Mr. Basant Pande, Kausani and Mr. Gopal Lodhiyal, Ramgarh, came on 17.5.2014
- Dr. John Kurien and Ms. Zakiya Kurien from the Learning Resource Centre, Pune came over to meet us on the 31 May 2014
- Mr. Bhola Verma and his colleagues, Patna, visited USNPSS on 1.6.2014
- Mr. R C Upadhyay, Advocate Almora came on 1.6.2014
- Ms. Chitra Nandan visited USNPSS on 2.6.2014 and 10.6.2014 to discuss the possibility of holding a workshop for children in June 2014. The workshop was held during 14-15.6.2014 at USNPSS, 23 children participated. She visited again on 10.12.2014 to discuss the idea of organizing an exhibition of children's creations in December. The exhibition was held on the 19th and 20th December 2014. 11 children from Jalna and about 100 children from Almora participated.
- Prof. V. K. Kantha, Danapur, Patna came with Mr. Mallik on 2.6.2014
- Mr. Mohan Kandpal and Madhubala Kandpal came on 3.6.2014 in connection with her nomination for the jila panchayat elections
- Mr. Ravindra Sharma and his two colleagues from Adiabab, Andhra Pradesh came to hold a workshop with Mr. Pavan Gupta of SIDH, Mussoorie

- Ms. Pooja, Kholta, Almora, visited the library on 9.6.2014
- Maharaj ji, Ms. Anju Bisht and Mr. Shashank Shekhar, IAS, came from Dunda, Uttarkashi to discuss the possibilities of work on education and community development in Uttarakhand, 13-15.6.2014
- Mr. Vivek Singh and Ms. Vinodini, SDTT Mumbai came on 16.6.2014 to review the work supported by the Tata Trust. They made a visit to Lamudiyar, Maniagar villages on the 17th and to Danya on 18th June 2014
- Dr. Yatish Agarwal, Dr. & Mrs Desai and Prof. Rekha Agarwal, Delhi, stayed with us during 22nd June -29th June 2014. A workshop on health was held on 28.6.2014. 16 participants from villages and the USNPSS staff attended the workshop
- Mr. Ajai Rastogi and Ritu Sugani came over and stayed with a group of 18 participants during 25-26.6.2014 to hold a workshop on traditional crops and food habits of Uttarakhand. The next workshop in the series was held during 27-28.7.2014 and on 9-10 November 2014
- Ms. Smriti Saraswat, assistant Professor, Dept. Of Architecture and Planning, IIT Roorkee and Rajeev visited on the 2.7.2014 in connection with a research project on the local crafts and art of Kumaon
- Mr. Hari Jackson, USA, stayed with us during 14-17 July 2014
- Mr. Rithoundhi, Chicago, USA, came on the 21.7.2014
- Mr. Balbeer Singh Dashila, Digarkoli, district Pithroagarh came in connection with his mothers treatment in Haridwar, 7.8.2014
- Ms. Tulsi Dasila, Ganaigangoli came for her check up and ultrasound on 26.8.2014
- Mr. Niranjan Pant and Divya Pant stayed with us during 25.8.2014-29.8.2014. Mr. Pant visited again during 18-20.12.2014
- A representative from Agastaya Foundation Bangalore, came over with Mr. Avadhesh Verma and Mr. Ranjan Joshi to have discussions on education related issues in Uttarakhand, 6.9.2014
- Mr. Sartaj Singh, Mr. Vinod Khanna and his wife from the Rajeshwar Susheela Dayal charitable Trust, New Delhi, visited USNPSS on 8.10.2014
- Mr. Niranjan Pant, a sociologist from Lucknow came on 9th October 2014
- Ms. Chitra Pant, God Grace Academy, Bhikiyasen came with a group of 18 students on 9th October 2014
- Prof. Sudha Vasan, Delhi University visited USNPSS on 24.10.2014
- Prof. K. S. Valdiya and Mrs. Indira Valdiya, Bangalore visited USNPSS on 28.10.2014
- Ms. Jyoti Tewari from Rauna village, block Dwarahat, came to give an exam at Adams school Almora on 1.11.2014
- Ms. Samita and Ms. Usha from SANDHAN, Jaipur stayed over to conduct a workshop on gender during 5-7 November 2014
- Ms. Vasanti Raman, CWDS, Delhi and convener of FORCE stayed on 18.11.2014
- The Samvaad meeting was attended by about 100 people on the 22nd and 90 participants on the 23.11.2014

- 20 Participants representing all partner organizations of USNPSS attended the meeting on 24.11.2014
- Dr. A. K. Srivastava, retd. Scientist, VPKAS Almora, and Mrs. Srivastava stayed over the night of 4.12.2014
- Mr. Gopal Prasad from Jan Shikhsan Sansthan, Bhimtal, district Nainital, came on 11.12.2014, 27.3.2015 and on 25.4.2015
- Mr. Trent Brown, Australia, came on 13.1.2015 in relation to his research in Kumaon
- Dr. Tara Dutt Pathak from Jaipur and Mr. Niranjana Pant, Noida came on 17.2.2015
- Mr. Kishan Rana, Dyonai ghati, came to explore possibilities of his involvement with USNPSS activities, 27.2.2015
- Mr. Dinesh Pande, ONGC retired, came on 3.3.2015 to see the work of USNPSS
- Mr. Anand Pande and Mr. Ishwar Iyer visited during 4th-7th March 2015
- Mr. Raghubeer Singh, Khatyari Almora, visited the library on 10.3.2015
- Mr. Hari Jackson visited us during 14-17.3.2015. He attended the mahila sammelan at Pati, district Champawat, village Galla, district Nainital and Danya, district Almora
- Mr. Shobit Sharma, Hans foundation, New Delhi made a visit to USNPSS on 26.3.2015. He also visited Lamudiyar and Maniagar to see the village learning centre, livelihood initiatives for women and the computer centre.

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Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora

List of Governing Body for year 2014-15

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, National Fellow, NUEPA, New Delsi	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 2014-15**

SNo	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	27 years
2.	Ms.Anuradha Pande	F	MSc. (Geology), Kumaun University Nainital, Post Graduate diploma in environmental management, Lucknow	22
3.	Ms. Rama Joshi	F	Intermediate, U. P. Board	21
4.	Ms. Renu Juyal	F	B.A. Kumaon University	11
5.	Sri Kamal K. Joshi	M	M. A. (History), Kumaun University, Almora campus	21
6.	Sri D. S. Latwal	M	B.A. Kumaon University	11
7.	Sri Kailash Papne	M	MA (Education), MA (Political Science). Kumaon University	7
8.	Sri Jeevan C Joshi	M	Inter science	26
9.	Sri Suresh Bisht	M	Intermediate	21
10	Ms. Bhoomika Joshi	F	MA (JNU), MSc (Oxford)	1.7
11	Ms. Ritu	F	MA (TISS, Mumbai), MPhil, IIFM, Bhopal	1
12.	Sri Divan Matiyani	M	Class 11	15
13.	Sri Mohan Singh	M	Class 8	6

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, 2015, 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.



मनीष खन्ना एण्ड क.
समदी लेखाकार

Manish Khanna & Co.
Chartered Accountants

30, Pichari Bazar (1st Floor), Mallital, Nainital 263001, Uttarakhand

Telefax : +91 5942-238757

Greenmail : ManishCA@fastmail.in

website : www.mkca.net

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 20, 2015

Place: Nainital



Independence

Integrity

Professionalism

Fidelity

Branch Office : 51-C, Rajpur Road, Dehradun - 248001, Uttarakhand

Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora
Balance sheet as at 31 March 2015

Sources of funds

Corpus Fund

Opening balance	37,75,935.27	
Add: Corpus donations	1,53,860.00	
Total corpus fund		39,29,795.27

Reserves

General Reserves

Opening Balance	20,54,444.07	
Add: Transfer from Specific Reserves	44,272.70	
Add: Current year's appropriation	3,79,246.35	24,77,963.12

Specific Reserves

Opening Balance	49,31,609.68	
Less: Transfer to General Reserves	- 44,272.70	
Less: Expenditure met from reserves	- 3,51,255.00	
Add: Current year's appropriation	14,70,674.06	60,06,756.04
Total reserves		84,84,719.16

Total sources of funds		1,24,14,514.43
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Utilization of funds

Net current assets

Current assets

Cash in hand	3,508.00	
Cash in bank	62,30,980.12	
Balance in bank in fixed deposits	81,11,330.00	
Income tax deducted at source	2,88,235.00	
Total current assets		1,46,34,053.12

Less Current liabilities

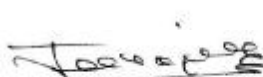
Unspent grants in aid [Annexure A]	22,19,538.69	
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Net current assets		1,24,14,514.43
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Total utilization of funds	-	1,24,14,514.43
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Notes to accounts and significant accounting policies - "B"

For Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan




Jeewan C. Joshi
Accountant



Dr. Lalit Pande
Secretary

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 20, 2015
Camp Almora



Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora
Income and Expenditure Account
for year ended 31 March 2015

<u>Income</u>	Amount [Rs]
Administrative charges	5,55,057.00
Receipts from imparting training workshops	3,27,024.00
Donations	6,90,120.00
Interest on bank deposits	9,56,008.00
Miscellaneous Income- Sansthan	100.00
	<u>25,28,309.00</u>
Total Income	<u>25,28,309.00</u>

<u>Expenditure</u>	
Asset purchased - application of income for charitable purpose	32,290.00
Bank Charges	327.00
Boarding and lodging	2,09,285.00
Donation	2,500.00
Insurance	11,722.00
Legal Expenses	1,000.00
Meeting Expenses	9,902.00
Miscellaneous expenses	5,604.00
Publication	6,240.00
Repairs and maintenance	76,472.00
Rural Development Program	1,56,236.59
Salary	1,54,050.00
Scholarship	6,000.00
Staff Welfare	4,350.00
Travel	2,410.00
Total expenditure	<u>6,78,388.59</u>

<u>Current year's surplus appropriated</u>	<u>18,49,920.41</u>
a. General Reserves	3,79,246.35
b. Specific Reserves	14,70,674.06
	<u>18,49,920.41</u>

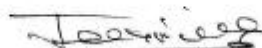
For Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan

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

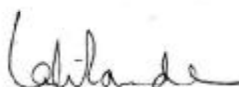
For Manish Khanna & Co.

FRN : 008584C

Chartered Accountants



Jeewan C. Joshi
Accountant



Dr. Lalit Pande
Secretary



Manish Khanna, FCA, DISA(ICAI)
Partner

Membership Number 077858

Dated: August 20, 2015

Camp Almora



Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora
Receipts and Payments Account
for the year ended 31 March 2015

Receipts	Amounts (Rs.)	Payments	Amounts (Rs.)
Opening balances		Utilization of grants	
Cash in hand	15,163.00	1. Rajeshwar Sushela Dayal Charitable Trust	2,423,920.00
Cash in bank	3,452,298.62	2. Jameelji Tata Trust	3,784,611.50
Fixed Deposits	10,336,536.00	3. NICRA	754.00
Grants Received	13,802,997.62	4. ICSSR	1,918,263.00
Rajeshwar Sushela Dayal Charitable Trust	2,436,912.00	5. SAMVAD/UCOST	50,000.00
Jameelji Tata Trust	4,842,207.00	Revenue Payments related to Sansthan	8,177,548.50
ICSSR	73,010.00	Asset purchased - application of income for charitable purpose	
SAMVAD	64,570.00	Bank Charges	32,290.00
	7,416,699.00	Boarding and lodging	327.00
Revenue Receipts		Donation Expenses	209,285.00
Administrative charges	290,000.00	Insurance	2,500.00
Receipts from imparting training workshops	327,024.00	Kedarnath Disaster Rehabilitation Expenditure	11,722.00
Miscellaneous Income- Sansthan	100.00	Legal Expenses	314,545.00
Donations	690,120.00	Meeting Expenses	1,000.00
Interest on bank deposits	956,008.00	Miscellaneous expenses	9,902.00
	2,263,252.00	Publication	5,604.00
Capital Receipts		Repairs and maintenance	6,240.00
Corpus donations	153,860.00	Rural Development Program	83,582.00
		Salary	156,237.00
		Scholarship	183,650.00
		Staff Welfare	6,000.00
		Travel	4,350.00
			2,410.00
		Income tax payments	1,029,644.00
		Tax deducted at source	83,798.00
		Closing Balances	
		Cash in hand	3,508.00
		Cash in banks	6,230,980.12
		Fixed Deposit receipts	8,111,330.00
	23,636,808.62		14,345,818.12
			23,636,808.62

For Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan

Jeewan C. Joshi

Dr. Lalit Pande

This is the balance sheet referred
to in our report of even date
For Manish Khanna & Co. (FRN 008564C)
Chartered Accountants

Manish Khanna, FCA, DISA(ICA) [Membership No. 077858]
Partner
Dated August 20, 2015
Almora



Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Almora

Financial Year ended 31 March 2015

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

Name of the grant	Balance as at 1.4.2014	Receipts during the year			Amount spent/ Adjusted	Balance as on 31.3.2015
		Amount received during the year	Interest credited to grant	Total grant funds available		
1. Rajeshwar Sushela Dayal Charitable Trust	23.38	24,00,000.00	36,912.00	24,36,935.38	24,23,920.00	13,015.38
2. Jamsetji Tata Trust	11,41,855.81	48,33,000.00	9,207.00	59,84,062.81	37,84,611.50	21,99,451.31
3. NICRA	754.41			754.41	754.41	-
4. ICSSR	18,57,325.00		73,010.00	19,30,335.00	19,18,263.00	12,072.00
5. SAMVAD/UCOST	-19,570.00	64,570.00		45,000.00	50,000.00	-5,000.00
6. Usha Bhagat Girl Training Programme Grant	2,65,057.00			2,65,057.00	2,65,057.00	-
Total	32,45,445.60	72,97,570.00	1,19,129.00	1,06,62,144.60	84,42,605.91	22,19,538.69

For signing

Signature



Uttarakhand Paryavaran Shiksha Sansthan

Financial year : 2014-2015

Significant accounting policies

1. Method of accounting: Items of earnings and expenditure are accounted for on cash basis.
2. Accounting of fixed assets: Fixed assets acquired out of grant funds are carried at values arrived at after deducting the amount received for their acquisition. Fixed assets acquired out of own funds are treated as application of income and reflected in the income and expenditure account in the year of their acquisition.
3. Accounting of grants: 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.

Notes to accounts:

Total assets acquired by the Sansthan till March 31, 2015 either out of grant funds or from own funds are :

Office equipment	557,544.96
Vehicle	708,852.00
Furniture & Furnishing	41,346.00
Computer	93,078.00
Library	437,178.50
Solar Water Heating System	23,938.00
Multifunction system	88,200.00
Portable hard drive	5,600.00
Inverter with battery	29,900.00
Scanner	4,300.00

In terms of accounting policy no. 2 mentioned above, the carrying value of the assets is nil.

During the current year fixed assets amounting to Rs 34200 were acquired





Women gain confidence to speak in meetings, village, Sagar, district Chamoli.



Members of UMP dressed up as security personnel to manage the crowds during a congregation of women in Pudiyani village, district Chamoli.



Members of UMP sing to motivate the village residents to plant trees and maintain the grasslands in Gangolgaoun, district Chamoli.



Facilitators of village learning centres carry out activities related to maths during training at USNPSS Almora.



Facilitators of village learning centres draw a square on the floor, a practical method to understand the mathematical concepts, USNPSS Almora.



Facilitators of village learning centres weigh various objects to understand the concepts of weight measurements, USNPSS Almora.



Children in disaster-hit villages in Kedarnath valley are still sad and depressed. This photo is from Dungar village, Ukhimath in district Rudraprayag.



A food processing centre is installed in Ukhimath to help the widows and others affected by the disaster in Kedarnath, 2013, district Rudraprayag.



Residents of Ukhimath and of surrounding villages are benefitted from installation of the food processing unit, district Rudraprayag.



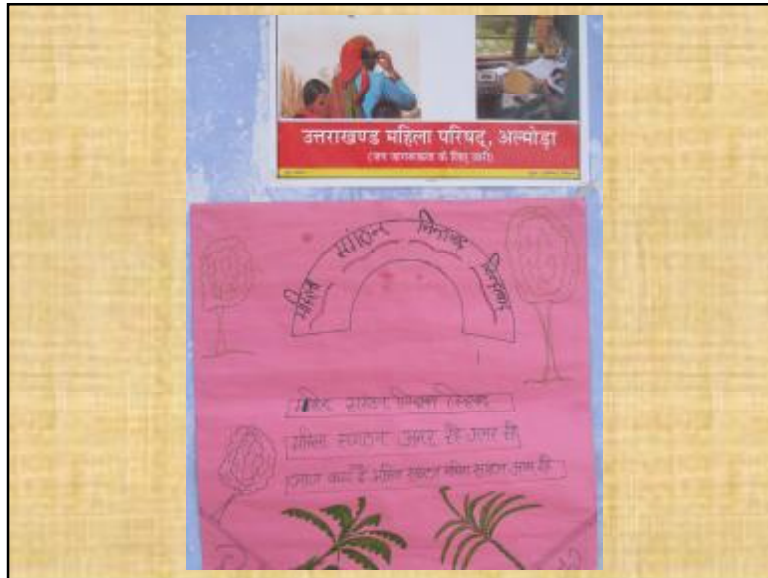
A polythene-lined water tank in an apple and peach orchard in village Galla, district Nainital.



A polythene-lined water tank at Shama, district Bageswar. Water from this tank is used to raise a fruit-plant nursery and for irrigation of seedlings in polyhouses seen below.



A polythene-lined water tank at Galla, district Nainital. The village experiences acute shortage of water during the summers. The tanks have proven very useful to the community.



The neo-literates have designed posters on the occasion of the women's congregation in Muvani district Pithoragarh.



The neo-literate women exhibit a poster designed by them in Kotyura village, district Almora.



The neo-literate women from Dharagad village, district Almora exhibit a poster designed by them and shout slogans for gender equality.



A group of women and facilitators from Badhani, district Chamoli, went on an exposure tour to Ukhimath, district Rudraprayag.



Women and girls from Ganai gangoli, district Pithroagarh, attended a sammelan in Galla, district Nainital.



During their exposure tour to Pati, district Chmapawat, women and adolescent girls from Pithoragarh district see vegetable growing activities in a polyhouse.



Learning materials provided by USNPSS to village learning centres. Mallakot village is situated in Muvani, district Pithoragarh.



Children's creations are displayed on the walls in a learning centre in Fadiyali village, district Pithoragarh.



A computer learning centre in Maniagar village, district Almora.

The above three villages are inhabited by socially disadvantaged section of society.



The MLA from Badrinath constituency attends a mahila sammelan in Gangol gaoun, district Chamoli.



The *jila panchayat sadsaya*, also a member of women's group in Maichun village, talks about the government schemes during a *mahila sammelan* at Saila village, district Almora.



The panchayat representatives, all rural women, sit on the dais during a *sammelan* in Sagar village, district Chamoli. They are the BDC, the Block Pramukh and the gram Pradhans from different villages.



Adolescent Girls organize a puppet show during training at Almora.



Training programmes at Almora are participatory in nature. Girls learn from games, stories, skits and open discussions.



Encouraging rural adolescent girls to play and take part in sports is an important part of training and workshops at USNPSS, Almora.



Bal-mela (childrens' fair),
village Chanoli, district
Almora.



Bal-mela (childrens' fair),
village Chanoli, district
Almora.



Kishori sammelan in Tuproli
village, Ganai gangoli, district
Pithoragarh.



Girls in remote villages get an opportunity to learn. This photo is from Loharkuda – Gogina village in district Bageswar.



Children in a village learning centre in Dhari Gogina village, district Bageswar. The village, situated near the Namik glacier is one of the remotest villages of the country.



Girls learn mathematical concepts in the centre at Dhari Gogina, district Bageswar.



A village learning centre at Banthok, district Almora. This village is situated about 5 km from the metalled road head and the facilities of formal education have been limited.



Finding places on the globe is a popular activity in village learning centres. This photo is from Ganai gangoli district Pithoragarh.



A village learning centre in Dhari, district Bageswar.



A widow with four children in Bamiyala village, district Chamoli has received assistance to install a latrine.



A sanitation facility in village Sagar, district Chamoli.



Waste-disposal pits were installed at Pati, district Champawat. The difference between the organic and inorganic waste is discussed during meetings of WVGs. Methods and benefits of segregation were also discussed.



The representative from SDTT, Mumbai made visits to villages to see the work. This photo is from Lamudiyar village where installation of poly-houses has helped the members of women's groups to raise their income by selling vegetables.



Peach cultivation in Galla village, district Nainital.



Pisci-culture at Pati, district Champawat.



Members of WVGs march through the bazaar in Muvani, district Pithoragarh.



Members of WVGs coming to attend the congregation at Saila village, district Almora.



The atmosphere is like an educational fair, women's congregation at Saila-Maichun, district Almora.



Women from Badhani, district Chamoli, perform before a large gathering at Ukhimath, district Rudraprayag. Awareness of health and nutrition is the aim of this particular event.



A skit re alcoholism and health during a congregation at Danya, district Almora.



During a congregation, women raise the issue of alcoholism among men, Chalmorigada, district Almora.



Congregation of adolescent girls provide opportunity to stand up and talk, Danya, district Almora.



Girls sing a *chetna geet* during a congregation of adolescent girls in Rungadi village, district Pithoragarh.



Girls raise issues of gender based discrimination at home during a congregation at Maichun, district Almora.



Nanda, the annual publication of UMP, reaches to all members of women's groups in villages. This photo is from Dogari Kandeï village, district Chamoli.



Retired teachers, panchayat representatives read articles published in Nanda. This photo is from Sagar village, district Chamoli.



Adolescent girls exhibit keen interest in reading articles published in Nanda, village Kuthar, Pauri Garhwal.



Women gather in large numbers to attend congregations, village Pudiyani, district Chamoli.



Female infanticide and declining child-ratio was the theme for women's congregations at Dwarahat, district Almora.



Adolescent girls attend meetings with their mothers in Maichun, district Almora.



Organizing women in villages:
a representative of UMP,
Almora, in informal
conversation with the women
of t Gangol gaoun, district
Chamoli.



A representative of UMP,
Almora, in informal
conversations with the women
of Sagar village, district
Chamoli.



Representatives from UMP
Almora holding a meeting with
the members of women's group
at night in Pati, district
Champawat.



A meeting of women's groups at Almora. Women from Kumaon and Garhwal regions participate.



Training of elected women representatives (EWRs) at Almora.



Training of elected women panchayat representatives (EWRs) at Almora.



Representatives from UMP
Almora attending the
sammelan at Ukhimath,
district Rudraprayag.



Representatives from UMP
Almora attending the
sammelan at Saila village,
Maichun, district Almora.



A former member of the
district panchayat listens to
issues raised by women during
a congregation at Dhari
village, district Bageswar.



Bharat Ratna Prof. C. N. R. Rao delivering the 6th B. D. Pande memorial lecture at USNPSS, Almora.



Besides the local residents, the lecture is attended by the members of the governing body. Representatives from the Dayal Trust, New Delhi grace the occasion.



SAMVAAD 2014 was attended by the members of Parliament, the Rajya Sabha Speaker, the chairman of the Municipal Board of Almora and the members of the local committee of citizens of Almora.



Despite rains women come to attend the congregation at Nandasain, district Chamoli.



Bad weather is not a deterrent to members of UMP, who came in large numbers to attend the congregation at Badhani, Karnaprayag, district Chamoli.



Despite heavy rains and hailstorm women from Pati area gathered to attend the congregation, district Champawat.



A member of WVG records the debate on gender during a congregation at Pudiyani village, district Chamoli.



A member of WVG takes a photo of her villages' performance during a congregation at Nandasain, district Chamoli.



Adolescent girls use cell phones to record women's concerns during a congregation at Paithali village, district Rudraprayag.



A PRA exercise in Kimu village, Shama, district Bageswar.



A PRA exercise in Shilang village, Bhikiyasain, district Almora.



A meeting with women including panchayat representatives to share the findings of the data collected on gender and disaster at USPSS Almora.