



टीएचडीसी इंडिया लिमिटेड
THDC INDIA LIMITED



2015 - 2016

REPORT OF IMPACT ASSESSMENT

CSR PROJECTS



The nine CSR projects Impact Assessment Study was conducted by National Corporate Social Responsibility Hub, TISS for 2015-16 year. The CSR projects are based on different thematic areas, giving holistic and inclusive approach for community social and economic development with long term sustainability. These projects concentrate majorly on education, health, livelihood, agriculture and infrastructural development.

The CSR projects are implemented in Uttarakhand's several regions such as Tehri, Dehradun, Haridwar and their blocks. Qualitative research method has been used to conduct this Impact Assessment Study. This report provides an in-depth understanding and holistic view of all projects and evaluates project implementation with vision-mission alignment, objectives, implementation strategy and approaches from several stakeholders' perspectives. Further, in order to give recommendations and suggestions for effective functioning of specific projects.

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B. Venkatesh Kumar

Director, NCSR Hub, TISS

LIST OF ABBREVIATIONS

AFCI	Anpurana Food Craft Institute
AIEEE	All India Engineering Entrance Examination
AYS	Adarsh Yuva Samiti
BPO	Business Process Outsourcing
CBO	Community Based Organisation
CHC	Custom Hiring Center
CPSE	Central Public Sector Enterprises
CSR	Corporate Social Responsibility
D.U	Delhi University
DPE	Department of Public Enterprises
F&B Service	Food and Beverage Services
FGDs	Focus Group Discussions
FSHG	Female Self Help Group
GCA	Government Control Area
GDP	Gross Domestic Product
GO UP	Government of Uttar Pradesh
GoI	Government of India
HM	Hotel Management
HNBGU	Hemwati Nandan Bahuguna Garhwal University
ICT	Information Communication Technology
IDIs	In-depth Interviews
IHM	Institute for Hotel Management
IL&FS	Infrastructure Leasing & Financial Services
ILO	International Labour Organisation
IT	Information Technology
JSS	Jan Shiksha Sansthan
KIHM	Korbett Institute of Hotel Management
KMC	Kirori Mal College
KVK	Krishi Vigyaan Kendra

MDMs	Mid Day Meals
MGNREGA	Mahatama Gandhi National Rural Employment Guarantee Act
MMD	Mahila Mangal Dal
MNC	Multi National Company
MoU	Memorandum of Understanding
MW	Mega Watt
NABARD	National Bank for Agriculture and Rural Development
NCSR Hub	National Corporate Social Responsibility Hub
NGO	Non Governmental Organisation
NSDC	National Skill Development Corporation
NSMA	National Securities Market Association
OBC	Other Backward Class
OPD	Out Patients Department
OT	Operation theatre
PHC	Primary Health Centre
PTM	Parent Teacher Meeting
RTE	Right to Education
SC	Schedule Caste
SGSY	Swarnjayanti Gram Swarojgar Yojana
SHG	Self Help Group
SMAM	Sub Mission on Agriculture Mechnization
SSA	Sarva Shiksha Abhiyan
ST	Schedule Tribe
TES	THDC Education Society
THDCIL	Tehri Hydro Development Corporation India Limited
TIME	Trihari Institute of Management Education
TISS	Tata Institute of Social Sciences
UPRNN	Uttar Pradesh Rajkiya Nirman Nigam
UTU	Uttarakhand Technical University

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CHAPTER 1

INTRODUCTION

1.1 CORPORATE SOCIAL RESPONSIBILITY

The concept of CSR, although an age old one, has multiple definitions based on how it is understood. It was 30 years ago that Votaw wrote: "Corporate Social Responsibility means something, but not always the same thing to everybody" (Garriga&Mele, 2004). CSR, although, a subjectively understood idea, finds at its core, the integration of the communities social, environmental and other concerns into the company's business operations.

The role of businesses in social welfare has seen a major shift over the years. It has changed its trajectory from philanthropy to go in the direction of coming up with long-standing sustainable projects with a predetermined goal. As Frederick (1987, 1998 as cited in Garriga&Mele, 2004) stated, CSR has transcended over the years from being an ethical-philosophical concept to an action-oriented managerial concept of social responsiveness. Which goes to say that it now entails understanding the interaction between business and society, comprehension of responsibility of business towards society and finally, relationship-building.

Hence, two of the four dimensions of business along with income-generation and political performance are social demands and ethical values. Social demands and ethical values display the connect between society and business and bring out the two-way relationship between the two.

One of the very many groups of theories (Integrative theories) constructed around CSR states how business should integrate social demands since business depends on society for its existence, continuity and growth (Garriga&Mele, 2004). It is in the form of social demands, the society interacts with business and hence it should be made so that the business operates in accordance with the current social values.

One more important aspect of CSR is, understanding that social needs that are not set in time and space. There is a constant shift in society and the business, in its attempt at social welfare, needs to keep track of it and modify its ways in accordance.

1.2 SIGNIFICANCE OF CSR

Since the adoption of LPG (Liberalisation, Privatisation and Globalisation) policies by the Indian government in the 1990's, the economy of India has seen a monumental rate of growth. Although liberalisation and globalisation is a radical phenomenon in world economy, it accounts for a lot of economic tension for India since it is still a developing nation with a very different socio-economic makeup and flow of money than the rest of the world. The growing industrialisation due to liberalised policies coupled with low-cost technology, has led to a host of social and environmental challenges such as water scarcity, pollution, labour conditions, displacement of communities, effect on agriculture and livelihood etc. These must be addressed to avoid weakening the nation's ability to sustain growth and development in the decades to come. In addition to these, due to its still developing status, adoption of such policies brings with it issues of rapid but uneven economic transition with certain sections of society being ignored and left behind from the process of development. Although

the Indian constitution promises economic equality along with other rights, a large portion of Indian voters remain economically disadvantaged (Zile, 2012). These reinforce the need for an existence of a social welfare mechanism.

Since the corporates are becoming more economically powerful than the State, joining forces with individual companies by mandating promotion of social welfare could simulate a win-win situation. It could, on one hand, help bridge the economic divide in the society by the upliftment of backward areas and communities. On the other hand, it helps the company create a relationship with its stake-holders thereby promoting goodwill of the company. The government gives the companies the autonomy of choosing how and where they wish to utilise their CSR funds while avoiding additional taxes in the process.

For this, Department of Public Enterprises (DPE) under Ministry of Heavy Industries & Public Enterprises has introduced the CSR Guidelines in March, 2010 for the Central Public Sector Enterprises (CPSEs). According to the revised DPE guidelines (IEF April, 2013), CSR is, “The responsibility which the corporate enterprises accept for the social, economic and environmental impact their activities have on the stakeholders. The stakeholders include employees, consumers, investors, shareholders, civil society groups, Government, Non-Governmental Organisations, communities and the society at large. It is the responsibility of the companies to not only shield the diverse stakeholders from any possible adverse impact that their business operations and activities may have, but also entails affirmative action by the companies in the social, economic and environmental spheres as expected of them by the stakeholders, to the extent of their organisational resource capabilities.”

It also states, “It is now universally accepted that corporate social responsibility is not a stand-alone,

one time, ad-hoc philanthropic activity. Rather, it is closely integrated and aligned with the business goals, strategies and operations of the companies. There is a close integration of social and business goals of companies” (Guidelines on Corporate Social Responsibility and Sustainability for Central Public Sector Enterprises, 2013). The guidelines give a view about the concept of CSR and how a corporate needs to conceptualise its CSR interventions prior to their implementation. Earlier the trend was more of charity or philanthropy which was considered as CSR but in recent times a shift has taken place with focus on the participation of people with the employees in implementing CSR initiatives. The interventions are required to be thoroughly researched as programmes/project have to be formulated which is a new and phenomenal development in the last few years. This interest and initiative is seen on part of the CPSEs as they gradually realise their responsibility towards the environment, people and the potential of such a corporate in affecting change.

1.3 THDC

THDC India Limited is a joint venture of Govt. of India and Govt. of Uttar Pradesh. The equity is shared in the ratio of 75:25 between GoI and Go UP. The company was incorporated in July 1988 to develop, operate & maintain the 2400 MW Tehri Hydro Power Complex and other hydro projects. The Company has an authorised share capital of 4000. THDCIL is a mini ratna category-I and schedule 'A' CPSE.

The initial mandate of THDCIL was to develop, operate and maintain the 2,400 MW Tehri Hydro Power complex (comprising of 1000 MW Tehri Dam & HPP, 1000 MW Tehri Pumped Storage Plant & 400 MW Koteshwar HEP) and other hydro projects. The Memorandum and articles of association of the company has been modified to reflect the current business reality of projects outside Bhagirathi valley. The object clause has been amended to incorporate development of conventional/ non-conventional/ renewable sources of energy and river valley projects. The corporation has grown into a multi-project organization, with projects spread over various states as well as neighboring country, Bhutan.

THDCIL presently has a portfolio of 14 projects totaling to an installed capacity of 6071 MW under various stages of implementation/development. The total operational capacity is 1400 MW. The 1,000 MW Tehri Power Station by THDCIL was commissioned in 2006-07. The Tehri project is a multipurpose project, providing electricity to the northern region, irrigation benefits to Uttar Pradesh, and drinking water to NCT of Delhi and U.P. due to regulated releases from the Tehri storage reservoir, the existing downstream hydro projects of the state are also benefitting by way of augmentation in generation at no additional cost to them.

The 400 MW Koteshwar HEP, downstream of Tehri was commissioned in 2011-12. The 1,000 MW Tehri Pumped Storage Plant, which is under construction, would utilize the Tehri and Koteshwar reservoirs as the upper and lower reservoirs.

In addition to the 2,400 MW Tehri Hydro Complex, THDCIL is implementing the 444 MW Vishnugad Pipalkoti Hydro Electric Project (VPHEP) on the river Alaknanda in Uttarakhand. THDCIL is also implementing 24 MW Dhukwan Small hydro project on the Betwa river in Uttar Pradesh. In addition, there are various hydro projects of THDCIL under survey & investigation/ DPR preparation. The Government of UP has allotted Khurja Super Thermal Power Plant (2X660 MW) in Bulandshahr Dist. to THDCIL for implementation.

Under India-Bhutan co-operation in the hydro sector development, THDCIL is involved in implementation of Bunakha HEP (180 MW) as a Joint Venture Project. The company has also taken up work of updation of DPR of Sankosh HEP (2585 MW) in Bhutan, as a consultancy assignment¹.

Towards diversification of the company into renewable energy areas, THDCIL has commissioned 50 MW Wind Power Project at Dist. Patan, Gujarat in June'16. THDCIL has awarded 63 MW (30X2.1 MW) Wind Power Project to M/s SUZLON Energy Limited located at Kandorma & Bhanwad Wind Farm sites at Dwarka, Gujarat in Nov'16. THDCIL has signed MoU with Solar Energy Corporation of India (SECI) for setting up Grid Connected Solar Power Projects up to 250 MW capacity. THDCIL has also signed a tripartite agreement with SECI and Kerala State Electricity Board for development of 50 MW Solar project in Dist. Kasaragod, Kerala.

¹http://thdc.gov.in/English/Scripts/Lookingahead_Futureplan.aspx

1.4 NATIONAL CORPORATE SOCIAL RESPONSIBILITY HUB

As stated before, CSR in modern times is becoming an increasingly streamlined and organised process and since the trend is moving from ad-hoc philanthropic activities to long-term social modification, an understanding of social aspects becomes a necessity. National Corporate Social Responsibility Hub (NCSRH) was created by the DPE under the guidelines for CSR

at Tata Institute of Social Sciences (TISS), Mumbai. TISS, a pioneer educational institution in social sciences, was chosen to establish NCSRH by the DPE for its 75 years of experience and expertise of teaching, research, advocacy, capacity building, publications, documentation, and field interventions.

THE HUB IS CREATED TO CARRY OUT THE FOLLOWING TASKS:

1. Preparation of panels of Agencies for CSR Activity.
2. Nation-wide compilation, documentation and creation of database.
3. Training and Competency building.
4. Advocacy and Research.
5. Think Tank Conferences and Seminars.
6. Promotional Activities and Dissemination.

WHAT WE DO:

The NCSRH comprises of a dedicated team working closely and dealing with CPSEs approaching the Hub for the shelf of activities as per the DPE Guidelines on CSR. The major activities are related to research in which the Hub conducts baseline survey and recommends the possible areas of interventions to the CPSEs based on the findings thereof. The Hub's recommendations are holistic and sustainable in line with the DPE guidelines and come out from scientific techniques covering all the major areas like water, sanitation, health, education and livelihood, with a multi-stakeholder approach. After receiving recommendations from the Hub, CPSEs choose from the possible areas of interventions and implement projects in accordance with their CSR policy and CSR budget allotted for the year.

For implementation of the activities, CPSEs require credible partners in the form of Non-Governmental Organisations (NGOs), Trusts, Community-based Organisations etc. For this task, the hub is engaged in a continuous process of empanelling organisations from different states spread across the country. For the purpose, the Hub has an independent team consisting of the faculty from TISS, engaged in scrutinizing the applications of these implementing organisations and shortlist credible organisations on the basis of pre-decided parameters. The Hub also undertakes the Impact Assessment and Evaluation studies for the CPSEs' CSR activities that are undergoing or have been completed even prior to the DPE Guidelines being implemented. The Hub then scrutinizes on-field implementation, effect, benefits and gaps in the programmes and recommends improvements thereof for effectively achieving the programme objectives.

CHAPTER 2

METHODOLOGY

2.1 THE RESEARCH METHODOLOGY

The methodology contains the methods used by a researcher for his/her research. This chapter is going to give a brief introduction to the study, its rationale, its objective, research questions, sampling, data collection and limitations. This becomes pertinent so as to

give the reader a thorough understanding about the research process followed by the researchers so as to give a rationale and background to the findings of the study.

2.2 RESEARCH DESIGN AND RELEVANCE OF QUALITATIVE RESEARCH

A research design provides broad guidelines for research since its conception to end. There are four major questions answered by research design which are: which questions to be asked; which data is relevant; what data should be collected and how to analyse. These are the major questions which one has to answer before starting the data collection in consideration with the objective of the study.

The present study adopts an exploratory design which is mostly carried out where sufficient information is not available about the issue to be studied, or in other words, the researcher has either no knowledge or limited knowledge. The impacts of the nine CSR

projects of THDC were an independent study so the exploratory method was most suitable for this kind of study. Every programme has different objectives which is objectified to support the deprived communities at large.

Qualitative research aims to bring out the interpretations of the participants about the social conditions. It does not aim to quantify the data and generalize it for the whole population. The theory of qualitative research is, it derives from the already established theories. So, for the present study, the epistemological view was required of the social conditions through the interpretations of the participants.

2.3 RESEARCH QUESTIONS

Research questions form the basis of commencement of research. These are the questions that come in the researcher's mind that need to be addressed through the study. These questions are the guiding light for the research design, objectives, data collection and data analysis process.

SOME OF THE RESEARCH QUESTIONS THAT DROVE THE STUDY:

- Which are the social groups benefitting from the projects?
- What are the objectives of the project?
- How is the implementation of the project taking place?
- How are people benefitting from the project?
- What are the limitations and strengths of the project?
- What needs to be done to improve the project?

2.4 OBJECTIVES OF THE STUDY



The objectives of the evaluation study are:

- To assess if the project objectives meet the need of the beneficiaries.
- If the need is not being met, to assess the need of the targeted beneficiaries.
- To evaluate the project implementation with respect to vision-mission alignment, objectives, implementation strategy and approach. To evaluate initiatives which are under tendering process in their existing status and to verify if the projects objectives and envisaged plans meet the need of the community.
- To understand the effectiveness of the project in terms of its outcomes and impact, strengths, weaknesses, opportunities and threats.
- To make recommendations to strengthen the project wherever required.

2.5 SAMPLING

2.5.1 SAMPLING STRATEGY

Qualitative research with a focus on exploration, emphasizes on words rather than quantification of the numbers. There is no fixed number of participants in a qualitative research study. The researcher collects the data till the saturation point. Saturation point is a point where the researcher starts getting repetitive information from the participants.

2.5.2 SAMPLING CHARACTERISTICS

Non-probability simple random sampling method was used by the researchers to get the participants. The method was used in interviewing and identifying the beneficiaries. The beneficiaries were segregated already on the basis of the services they are getting from Airports Authority of India. The researcher conducted Group Focused Discussion with beneficiaries, THDC project leaders and other stakeholders.

2.6 DATA COLLECTION

Data collection is a vital part of research to bring the facts and validate them. The present study was on the seventeen CSR programmes of THDC so there were separate methods and tools used to collect information from different stakeholders of the programmes.

2.6.1

SOURCES OF DATA

The researchers focused and collected only primary data from the field. They had interviews with the beneficiaries and got their views to understand the impact of the programme. To get a more holistic view, they interviewed the implementing agencies to understand the implementation, strengths and challenges. The view of THDC project leaders of all the programmes and informal talks with the local officers assisting the project leaders were also involved. It helped in understanding the company's viewpoint and approach towards the programme. It also helped to understand their engagement in the CSR programmes of their company.

2.6.2

METHODS AND TOOLS OF DATA COLLECTION

A mix of both quantitative and qualitative research tools were used for collecting data. There are 9 projects in all, and the specific tools and methodology for each varied depending on the project and the documentation and information available for each. The details of stakeholders, sample size, representation of different types of beneficiaries targeted in the project is been documented separately for the respective projects. Overall, the following tools were used for collecting quantitative as well as qualitative data:

SECONDARY DATA ANALYSIS

Secondary data, wherever made available by the implementing agencies, was collected and analysed to cover those aspects of the projects which a one-point-in-time study like this may miss out on otherwise.

TELEPHONIC INTERVIEWS

To know the impact on beneficiaries in some projects, telephonic interviews were conducted to tap their experiences and present scenario.

FOCUS GROUP DISCUSSION

For capturing qualitative information and in case of a large number of beneficiaries, FGDs were conducted using guidelines and checklists. Participation and responses in the FGD was duly noted.

IN-DEPTH INTERVIEWS

In cases where the discussion with some of the key stakeholders cannot be structured as the survey and where the stakeholder is a representative of an agency or organisation, IDIs was conducted to get both qualitative and quantitative data.

PHOTO AND FIRST PERSON QUOTES DOCUMENTATION

This is an interesting tool to showcase the responses of the beneficiaries 'as-is' or verbatim in order to understand their views on the projects. Photo documentation also helps in visualizing the observations.

2.7 DATA INTERPRETATION AND ANALYSIS

The next step is interpretation and analysis after collecting data from various sources. The data was collected through in-depth interviews and focus group discussions. So, the responses of the participants were recorded manually during the interviews.

This is also evaluative research as it is designed so that the findings would provide information useful for decisions of the company's CSR policy. The study has attempted to comment on the following aspects of the projects in order to make recommendations for future.

SUSTAINABILITY

Sustainability of the interventions made in the project, outcomes and impacts and the institutions and infrastructure created under the project was assessed and commented upon.

EFFECTIVENESS AND RELEVANCE

The relevance and effectiveness of the objectives and activities in the project for addressing the issues identified for the intervention and how far have they accomplished what was envisaged studied.

EFFICIENCY

The cost effectiveness of the interventions was assessed to understand how the benefits accruing from the interventions compare to the costs of the interventions.

2.8 SIGNIFICANCE OF THE STUDY

The present study aims to find out the impact of the programmes on the beneficiaries lives through CSR interventions of THDC. The study will help the company to understand the strengths and weaknesses of the projects.

2.9 LIMITATIONS OF THE STUDY

There were some projects where the researchers did not get to meet the beneficiaries, which posed as a limitation.

In some regions, language was a limitation which was a barrier to communicate effectively and probe the beneficiaries properly.

Conducting in-depth interviews with children under the age of 10 was a challenge as they were not able to give details or effective feedback about the programmes.

In some of the locations, concerned THDC personnel and implementing partners were not available that acted as restriction to data collection.

CHAPTER 3

OVERVIEW - UTTARAKHAND

AGRICULTURE PROFILE OF UTTARAKHAND

SECONDARY REVIEW



Uttarakhand, the 27th State of the Union of India was carved out of the 13 north western districts of Uttar Pradesh on 9th November, 2000. The state comprising of the central Himalaya, is spread over 53, 483 square kms and inhabits 100.86 lakh population (Census, 2011). The state is known for its scenic beauty and is also known as “Devbhoomi” due to its shrines, temples and places of worship and meditation. Uttarakhand is included in the National Agro climatic zone No-9 and 14.

The plain region of the state known as Tarai-Bhabar region comprises of Udham Singh Nagar, Haridwar and parts of Dehradun and Nainital districts. The hilly region of the state consists of Uttarakashi, Tehri, Pauri, Chamoli, Rudrapur, Almora, Bageshwar, Champawat, Pithoragarh and parts of Dehradun and Nainital districts. The entire state has rugged mountainous terrain except Udham Singh Nagar and Haridwar. Administratively, it comprises of the divisions of Kumaon and Garhwal, which are further composed of thirteen districts. Kumaon division comprises of districts of Almora, Nainital, Pithoragarh, Champawat, Bageshwar and Udham Singh Nagar while the Garhwal division consists of districts of Uttarakashi, Chamoli, Tehri, Pauri, Dehradun, Haridwar and Rudrapur. The state has 95 development blocks and 48 tehsils. The Kumaon division covers an area of 21,035 sq. kms. and inhabits 42.28 lakh people whereas the Garhwal division has an area of 32,450 sq.kms. and a population of 58.56. Thus, Uttarakhand accounts for 1.62 per cent of the total geographical area and 0.83 per cent of the total population of the country

1. POPULATION, LITERACY & WORKERS

The total population of Uttarakhand was 100.86 lakh in 2011. The sex ratio was 963 which was above all India level. The density of population defined as number of person per square kilometer was only 189 persons. The sparse population is mainly due to large area under mountains.

The literacy rate in Uttarakhand has been above the all India level with 79.63 per cent of population being educated. Among males, 88.33 per cent and females 70.70 per cent were literate in 2011. Women are considered to be the backbone of the economy of Uttarakhand. Therefore, it is essential to provide substantial educational facilities and motivation to women in this region.

In Uttarakhand, 38.4 per cent of population was workers. Among males, this proportion was 49.7 per cent while it was 26.7 per cent among females.

Surprisingly, work participation rate of population in the state is lower than the all India level. It could be attributed to the relatively low work participation of male population which is 49.7 per cent against 53.3 per cent for all India. Historically, male workers have been migrating to plains in search of employment opportunities and this feature has reduced the work participation rate of males in Uttarakhand. On the other hand, work participation rate of females in Uttarakhand is above the national level. It could be due to the significant contribution of women in various economic activities, primarily in agricultural based activities.

The occupational distribution of workers is the most important determinant of social, cultural, economic as well as environmental development of a region. It is responsible for social progress, creation of wealth, development of science and technology. Economic development of a region depends on proportion of working force engaged in primary, secondary and tertiary sectors.

Agriculture is the main source of employment in Uttarakhand and around 58 percent of workers earned their livelihood from this sector in 2011. Like all India scenario, proportion of workers was the highest in agriculture followed by other workers and household industry workers

The larger part of the state is characterized by a difficult terrain, undulating topography, remote and inaccessible villages, sparse population, tiny land holdings, agriculture based economy and weak infrastructure. Though, region is rich in beauty and natural resources, improper use of these resources and rapidly growing population has thwarted its development and consequently, region is technically backward and economically poor. The pressure of increasing population has also resulted in stress on the limited natural resources of the state. This is because of topographical, infrastructural and environmental constraints that do not allow proper utilization of resources available in the inner parts of this fragile region.

Thus, an imaginative, ecologically and environmentally balanced dynamic approach is needed to handle the dilemma of development in the state of Uttarakhand. The economic development of any area is best reflected in infrastructural facilities. A good infrastructure can be achieved by investment in basic amenities like roads, power, water and communication. The infrastructural development of Uttarakhand has been one of the most important components of development planning but so far, it has been poor. A serious effort is needed to enhance these facilities and to promote economic development.



2. AGRICULTURAL DEVELOPMENT IN UTTARAKHAND

Agricultural advancement is the most important challenge in Uttarakhand due to natural constraints. This is urgent since agriculture sector employs more than 55 per cent of workers and provides livelihood security to the major proportion of population in the rural areas. At the outset, we will discuss land use pattern, which is manifestation of the combined effect of various physio-climatic conditions in the region. It indicates that forests occupy dominant proportion of land and cover around 61 per cent of the reported area in the state. As per the information of Directorate of Agriculture, around 30 per cent of forest area is in the category of degraded forests. There are plans to promote cultivation of *Jatropha* and bamboo on significant proportion of area under degraded forests. This will help to remove rural poverty in these areas. In addition, 5.49 and 1.53 per cent of reported area was under cultivable wasteland and fallow land other than current fallows, respectively in 2011-12. These lands can be brought under cultivation through proper

planning and execution. These areas can also be utilized for plantation of fruits, medicinal and aromatic plants. Current fallows comprised less than 1 per cent of the reported area.

The net sown area formed only 12.60 per cent of the geographical area in 2011-12. Out of this area, 58.54 per cent was sown more than once during 2011-12. It is found low in comparison to agriculturally developed regions like Punjab and Haryana. The progress on this front in the state is slow and a decline of around 2 per cent was noticed in crop intensity in the year 2011-12 against 2004-05. The percentage of net irrigated area to net sown area in Uttarakhand was around 45 per cent and it has increased by almost 3 per cent during 2004-05 and 2011-12. Further share of gross irrigated area in gross cropped area also has risen marginally by around 4 per cent during the past decade. In a nutshell, land use pattern does not show any perceptible change in Uttarakhand between 2004-05 and 2011-12.




PROJECT 1:

ECOLOGICAL RESTORATION AND SOCIO ECONOMIC EMPOWERMENT OF RURAL COMMUNITIES FOR SUSTAINABLE LIVELIHOOD AND RESOURCE MANAGEMENT, UPALIRAMOLI VILLAGE, PRATAP NAGAR BLOCK, UTTARAKHAND



1. PROJECT DETAILS

PROJECT NAME	Ecological restoration and socio economic empowerment of rural communities for sustainable livelihood and resource management
COST OF THE PROJECT	85.42 lac
LOCATION (District, State)	Upaliramoli of Pratap Nagar block in Uttarakhand
NUMBER OF BENEFICIARIES	Affected villages of Tehri Dam
KEY STAKEHOLDERS	Kirori Mal College
PROJECT STATUS (completed / ongoing)	Ongoing
PROJECT DURATION	Continuing
YEAR OF IMPACT ASSESSMENT	2015-2016



2. PROJECT INTRODUCTION

Sustainability and socio-economic development are two most fundamental mechanisms to build up a nation. Development too can have a flip side, just as is the case with everything else. In context of Uttarakhand, pre and post construction of Tehri dam, adverse consequences caused environmental degradation and displacement of villages, catastrophe towards agriculture and livelihood alternatives. These were the foremost intricate challenges faced by the state. The sectors such as health, education, commerce and trade were ghastly affected.

The Tehri dam has been the object of protests by environmental organisations and local masses of the affected regions. The predicament of landlessness, displacement, dislocation and rehabilitation was continuous process during the construction of dam. However, effective measures were adopted by company under R&R act and convergence with government policies and programmes was predominantly implemented for community development.

The programme on Ecological restoration for sustainable livelihood at Deen Gaon is sponsored by THDC through their CSR and Sustainable Development initiative. The Programme is managed by Kirori Mal College, D.U. The programme covers 12 villages in Upali Ramoli Patti of Block Pratapnagar of District Tehri Garhwal. Later, on the programme would cover all the 27 villages of Upali Ramoli Patti.

The Corporate Social Responsibility (CSR) can play a very important role to create and promote sustainable development in India. Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large. CSR is about capacity building for sustainable livelihoods.

The concept of sustainability revolves around the balance of society, economy and environment. Therefore, creating the sustainability is utmost necessary of the world. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Report). This definition suggests the need to balance two concerns, one having to do with present, or intergenerational needs and the other having to do with future, or inter-generational needs.

2.1 IMPLEMENTING AGENCY

Kirori Mal College, Delhi University is an institution of academic excellence and was established in 1954. The college has built a strong array of academic facilities and research. Department of Geography is one of the best departments in India. The programme on Ecological restoration for sustainable livelihood at Deen Gaon is sponsored by THDCIL through their CSR and Sustainable Development initiative. The Programme is managed by Kirori Mal College, D.U. The MoU was signed in March 2012 and it is a long term project with micro planning for 5 years.

It is a practical management strategy that restores ecological processes to maintain the composition, structure and function of the ecosystem. The programme covers 12 villages in Upali Ramoli Patti of Block Pratapnagar of District Tehri Garhwal.

“Since its inception, the project had worked for the welfare of the villagers. Making projects more self reliant and sustainable is the long term objective of the project.**”**

- KMC project staff

2.2 AIM & OBJECTIVES

- To create sustainability and also to meet the demands of the local people is the main aim the study/project have been implementing.
- To carry out activities of ecological and socio-economic empowerment.
- To co-ordinates all development activities undertaken by SEWA-THDC in Pratap Nagar tehsil.
- To carry out awareness camps, training programmes, awarding progressive farmers etc. from time to time.
- To help/strengthen the local communities/Panchyati Raj Institution through e-governance.
- To provide scientific input to the farmers in agriculture/horticulture activities to increase production and income.
- To carry out activities related to Women and Child health and hygiene.
- To organize training programme for empowering youth both male and female through various primary activities for job/business.
- To provides suggestive measures in livestock management for milk production and fodder development to raise production/income.
- To develop Progeny-cum-Demonstration-Farms related to Horticulture (Fruits), Food Crops, Herbs, Medicinal Plants, Ginger, off -season vegetables etc. for other farmers to adopt such techniques.
- To explore mechanism for market channels for quick disposal of produce.
- To promote improved method of cooking, clean drinking water and soil management.
- To support and promote Eco-tourism and Village Tourism in the area.

2.3 PROJECT BACKGROUND

Since working from 2011 in Pratap nagar block, Tehri Garhwal district in close collaboration with Sewa-THDC under CSR project, it is observed that KMC has reached out to grass root levels in all the sampled villages and are working towards a holistic development of the community. With the primary concept of restoration and development in the aspects of forest, wasteland, watershed and infrastructure, ecological stability of a region is ensured by intervention of the implementing

agency. Along with this, there are several other activities undertaken by KMC which directly or indirectly have an impact on the ecology or the individuals living in that ecology. They have been working in different sectors such as; skill development, education, health and awareness, promoting integrated farming systems, plantation and horticulture, eco-tourism, swachta abhiyan for construction of toilets etc.

3. OPERATION MODEL

3.1 IMPLEMENTATION OF THE PROJECT

Under CSR, this project was initiated by THDC through KMC (University of Delhi).

3.2 MECHANISM OF PROJECT



A. BASELINE STUDY

The programme was started in 2011 and before starting the programme, an intensive need assessment baseline survey was conducted by the faculty members and research scholars of the University of Delhi. Need assessment has been defined as the process of measuring the extent and nature of the needs of a particular target population so that services can respond to them. Need assessment is, therefore, a valuable tool for informing the planning process for the success of corporate social responsibility and sustainable development. After conducting the baseline survey, SEWA-THDC gave the responsibility of creating sustainability to Dr. Kaushal Kumar Sharma (Department of Geography, Kirori Mal College) and Dr. S. K. Bandooni (Department of Geography, Shaheed Bhagat Singh (Eve.) College). The experiences of near about five years is a good example of sustainable development in Naugura watershed of Tehri Garhwal district of Uttarakhand, India.



B. ESTABLISHING TEAM

To promote restoration and sustainability, the programme is being implemented through a well established center at Deen Gaon with adequate staff for day to day interaction with rural communities. Apart from geographers, scientists, social workers, environmentalists, agriculturists, professional, policy makers etc., are roped in to strengthen the programme.



C. FORMULATING PROJECTS

After the baseline was completed, the projects were formulated in different thematic areas and were implemented in the sampled villages. The team engages in constant interaction with the community and maintains adequate sync between the implementing agency and the beneficiaries.

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC & SEWA-THDC	Funding partner, Monitoring agency.	The company funds there project annually. The budget is sanctioned by the under CSR head and the money is transferred to the implementing agency as per the activity. The project activities are decided by both the funding and implementing agencies.
KIRORI MAL COLLEGE	Implementing agency	The project is implemented in 12 villages of Tehri Garhwal, Upaliramoli. KMC is actively involved with the community and is working towards the holistic development of the community for sustainability of farmers and environment.

4.1 STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT		
		High	Average	Low
THDC	Funders of the project	✓		
THDC and KMC	Execution of the project	✓		
Kirori Mal College	Implementation of the project	✓		

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC OFFICIALS	In depth Interview	3
Kirori Mal College and staff	In-depth Interview	5
Beneficiaries	Focused Group Discussion	As per activity
Activity wise head	In-depth Interview	7-8

5.1 LIST OF ACTIVITIES UNDER THE PROJECT

STAKEHOLDER	DATA COLLECTION METHOD USED	IMPLEMENTATION (2015-2016)	IMPACT DURATION
HEALTH CARE	Programme for young girls	Completed	Short term
	Cleanliness programme	Completed	Short term
	Yoga camp	Completed	Short term
	Sanitary napkin distribution programme	Completed	Short term
EDUCATION	Coaching class for weak students	Completed	Medium term
	One toilet block at Mukhem	Completed	Short term
HORTICULTURE	Distribution of fruits in lower belt	Completed	Long term
FODDER AND LIVESTOCK DEVELOPMENT	Development of napier grass	Completed	Medium term
AGRICULTURE DEVELOPMENT	Poly houses and training programme	Completed	Long term
	Distribution of HYV seeds for off-season vegetables and food crops	Completed	Long term
	Vermin compost pits	Completed	Long term
PROMOTION OF SHGS AND INCOME GENERATION ACTIVITIES	Pickle and juice	Completed	Long term
	Bee Keeping	Completed	Long term
SOCIAL AWAKENING AND PUBLICITY	Advertisement/publicity of programme and social awakening programme	Completed	
IMPROVING LOCAL ENVIRONMENT	Drinking water management	Completed	
	Clean energy programme	Completed	

IMPACT

This programme is to promote health and hygiene among the school going girls of class 9,10,11& 12. The weight, height etc is considered for putting them under medical care. One school teacher, Doctor and ANM constantly visit surrounding schools for awareness programme.

It was jointly done with Mahila Dal of Sera village.

5 Days Duration. Different Asana were taught to the students and villagers.

1. Awareness generation of menstruation and providing pads. School-Government High School (DeenGaon, Inter college- Mukhemand Garwan Gaon),
2. Class-9th ,10th, 11th&12th
3. Age Group- 14 to 17 years
4. Programme on a. Menstrual Cycle and Genetic Changes b. Usage of Sanitary Pads c. No of Pads per child-8
5. Coverage- 400 Girls

Class X and XII were provided coaching classes and some of the students have received distinction in board exams.

Month-	August 2015
Village covered (9)-	Saddad Gaon, Pokhri, Mukhem, Ghindyal Gaon, DeenGaon, Herwal Gaon, Onal Gaon, Baildogi, Budkot.
Number of Farmers Covered-	350
Number of Plants Distributed-	7,900

(Including Training and Development of Nursery)

Villages Covered (9)-	Pokhri, Mukhem, Ghindyal Gaon, DeenGaon, Herwal Gaon, OnalGaon, Baildogi, Budkot.
Number of Farmers Covered-	135
Number of Saplings-	62,000

Training and guidance in alternate and scientific methods of farming to increase yield: provided to 2 farmers.
Increased production capacity in reduced time, hence, financial benefits.

Programme through - SHG

Sera Gaon- Potatoes and Cabbage

Ghindyal Gaon- Raiand Cabbage

Seeds distribution programme at Sera- Tomatoes, Capsicum, Peas etc

It was done in 2 phases- seeds were provided in May and October.

Capsicum, Cabbage, Ladyfinger Beans, Bitter gourd, Louky, Tomato, Brinjal, Cucumber, Pumkin.

It was done in 2 villages – Sera gaon and Deen Gaon.

It is done by a SHG, preparing variety of juices for sale. Different types of pickles are homemade by women.

The Boxes are kept as demonstrative units as Bee Keeping is being introduced for the first time in Deen Gaon.

6. OBSERVATIONS & FINDINGS OF THE STUDY

6.1 RELEVANCE OF THE PROJECT

The sample area for this project is one of the remotest areas of Tehri Garhwal and is being indirectly affected by Tehri dam, THDC has initiated CSR project with collaboration with KMC for Ecological restoration and socio economic empowerment of rural communities for sustainable livelihood and resource management.

As per the experts and implementing agency from KMC, the project implemented area has a lot of potential in terms of its geography, given resources and scope of man-ecology interaction which can be tapped in to get maximum/optimum results with the right kind of focused and scientific approach, adequate training and guidance.

6.2 PERFORMANCE AND ACHIEVEMENTS

6.2.1

FORMING SHGs AND PROMOTING COMMUNITY PARTICIPATION

On one hand, all the activities are carried out forming SHGs that helps in sustaining the activities implemented by KMC. The implementing agency is working in different thematic areas for the holistic development of the villages covered under this whole project for self-sustainability of the short or long term activities within the project.

The contrary, the most positive points of the project is that individual skills of the local people are tapped into. They are encouraged and supported to enhance their skills and use it for income generation. This is done through SHGs and SHG fund so that skills can be developed in other members of the community, thus increasing the scope of income generation activity.

6.2.2

WELL CONNECTED WITH COMMUNITY AND PRESENCE OF THDC

Initially, villagers had resistance towards THDC for constructing Tehri dam. It was important to labor on grass root level for the socio-economic empowerment and environment development within rural community. Therefore, with the collaboration of KMC, a project was designed towards sustainable livelihood and resource management.

THDC and KMC have remarkably worked on selected villages and the activities are not restricted to the ones in the proposal, but interventions are made as and when observed by the team members and based on the conversations with the villagers.

6.2.3

FOCUSED AIMS AND OBJECTIVES

The focus of the implementing agency is to achieve aims and objectives designed for the project and villages. The agency is working since 2011 and has created an impact on the individual lives of the community. The objectives are focusing on integrated farming techniques and promoting agriculture development in sampled villages.

6.2.4

EXPANSION OF ACTIVITIES

It's a comprehensive model and works on every aspect of development including women empowerment, girl education, computer literacy, skill development, promotion of extra-curricular activities such promotion and maintenance of local culture etc. Parallel intervention in all spheres would ensure holistic growth of the villages.

6.3 OPERATION & MAINTENANCE

The KMC and staff members are the backbone of the project. It is successful sustainable model within the community as it promotes micro and macro level activities in different sectors. The MoU is signed between both THDC and KMC for smooth functioning of the CSR project of THDC. The funds are released by THDC as annual plan of action is submitted by KMC, implementing agency for operating and maintenance of the project.

The local stakeholders and local mobilizer are involved in the project implementation. There is a permanent office of KMC in Deen gaon from where all the activities are carry forward in field.

6.4 IMPACT

6.4.1

PROMOTING NEW AGRICULTURE VENTURES/ACTIVITIES FOR SELF-SUSTAINABILITY & PRODUCTION BASED

The several components have synchronized and well implemented in the field in sampled villages.

- Introducing poly houses for producing off seasonal vegetables
- Planting horticulture plants
- Training for farmers
- Exposure trips, expert meets and field demonstrations
- Distributing high yielding seeds to farmers and SHGs
- Vermi compost for producing organic manure at household level and through SHGs
- Promoting water conservation techniques for horticulture crops
- Kishan goshti



Figure 1: Beneficiary at her apple orchid, KMC project

6.4.2

STRENGTHENING OF EXISTING ACTIVITIES

The project is designed for long term intervention by the implementing agency. It is important to strengthen all existing activities of the project with new identified ventures/activities in every thematic area respectively. As the implementing agency is working in the same area, it is essential to incorporate new innovative methods and projects for the sustainable development of community and environment. However, the project aims at self-sustainability through SHGs and community involvement at each stage of the project.

The major focus is towards ecological restoration and socio economic empowerment of rural communities for sustainable livelihood and resource management through promoting agriculture and awareness towards well-being and health, women empowerment, education, skill development etc.



Figure 2: Members of Women Self Help Group



Figure 3: Poly house

6.4.3

PROMOTING FORMATION OF SHG & INCOME GENERATION ACTIVITIES FOR PICKLE MAKING AND JUICE

This was an existing activity carried forward by individual as a successful model of income generation through diploma in juice making and able to make Rose Juice and Brass Juice. The skill was already there, it was supported through provision of infrastructure such as providing vessels and mixer etc so that he can develop the product in a bigger quantity.

Later, SHG “Maa Durga Swayam Sahayata Samuhu” was formed and skill was imparted to other members of the SHG and profit made by the sale of these juices is shared by all the members.

It's a heterogeneous group of 15 members, constituting 11 females and 4 males.

“The KMC team has resumed packing and sales of these juices to extend the scale of the activity”

Along with this activity preparing of variety of pickles was also introduced to the SHG where women are engaged in making and marketing process.



Figure 4: Woman preparing pickles with help of other group members



Figure 5: Women engaged in their work; pickles preparation

6.4.4

INTRODUCING NEW TOOLS & EQUIPMENT IN PHC ALONG WITH AMBULANCE

Knowing the fact that there are no health care facilities in Pratap Nagar block, THDC has implemented a health care set up for villagers to cater to the primary ailments and they charge ₹5 for the card under OPD to escape the notion of free, and to develop a sensitive approach towards health and health care facilities. It has been provided with health equipment as they have expanded health care facilities for communities living in Pratap Nagar block and nearby areas. An ambulance is provided for medical mobile units and for organizing camps in remote areas. The aim is to reach out to the backward and remotest areas where population does not have access to health facilities.

Setting up of x-ray machine, emergency ward, minor OT, laboratory and an ambulance are the effective and quantifiable tools provided to PHC along with equipment.

6.4.5

HEALTH CARE: BEHAVIOURAL CHANGE TOWARDS HEALTH

Health camps, awareness generations, eye camps and cleanliness drive, trainings and programmers are organised in different villages. The foremost indispensable beneficiaries are women, adolescents girls, children and the elderly.

All the community resources are used as a platform to impart these trainings and activity based programmes.

Apart from that, a toilet block is constructed in school of Mukhem Gaon for students.

6.4.6

PROMOTING FORMAL & INFORMAL EDUCATION

The project has been promoting weak students in studies through remedial classes. The students of Xth and XIIth standard are taught mathematics, science and physics, biology, English to respective classes. The XII class students got distinctions in these subjects.

PROMOTING VOCATIONAL TRAINING & SKILL DEVELOPMENT

A) Tailoring and knitting: Budkot and Mukhem

The implementation of the project was satisfactory; beneficiaries were trained well, the enrollment ratio was high and skills provided to them were up to the mark as observed from the files maintained by the women and exhibition was organized for the display. From the employability perspective the project could not reach to the maximum beneficiaries which reflected upon the impact of the project.

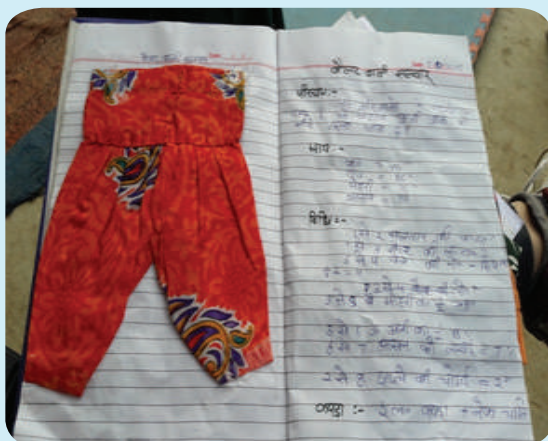


Figure 6: Registered maintained by women and girls

In this era where everything is going digital, computer knowledge and Internet have become important part of every individual's life. The importance of computers has been felt from primary levels of schooling to give a handful experience of computers and its functioning. It is a requirement of the society that the individuals should possess technological literacy. Information Technology in Education, effects of

B) Computer Training

the continuing developments in information technology (IT) on education.

The school students and under graduate students were provided with computer training. The training was provided to two villages: Budkot and Mukhem

- The primarily objective of the project is to create computer awareness among students especially targeting underprivileged students in semi-urban and rural areas.
- To give introduction about the computers at basic levels
- To develop a learning environment where students and teachers get equip with basic IT knowledge

“Skill Development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization.”



Figure 7: Women at their stitching center with instructor



Figure 8: Extra remedial classes for science students

6.4.8

SUSTAINABLE LIVELIHOOD FOR FARMERS

- Fodder and livestock development: through trainings and development of nurseries for ginger cultivation and promoting napier grass for fodder of livestock.
- Fruit plants distribution: 5,000 fruit plants in lower belt.
- Bee keeping project: These Boxes are kept as demonstrative units as Bee Keeping is being introduced for the first time in this area. Mr Kirpal, attendant at Deen Gaon Office. This has becomes successful then it be another source of income to the farmers.



Figure 9: Bee keeping activity

6.4.8

WATER SHED MANAGEMENT & ENVIRONMENT RESTORATION



Figure 10: Identified natural recharge pits for ground water restoration

Along with recharge pits, ponds and trenches are dug for cost-effective water shed management techniques is employed to work on better usage of this resource since it's available in plenty in these regions due to optimum rainfall. Some of the villages already have water shed management, and more villages can be made a part of this with the help of the community. Local efforts for water shed management can also have major benefits such as improvement of irrigation facilities, reduction of soil erosion and recharge of ground water level. Along with increasing the involvement of the community in this effort, it was also increase the scale of the conservation project.of income to the farmers.

7. STAKEHOLDER PERSPECTIVE

STAKEHOLDER	PERSPECTIVE / COMMENTS ON THE PROJECT
THDC	Streamlining of the project and sampled villages is essential. The more focus should be applied towards agriculture and skill development for sustainable and socio-economic growth of the communities. On a positive aspect, the project is designed for affected families but implementing agency is working for all villages.
KMC	Initially, working with community was difficult as level of intense resistance towards THDC. After contributing 5-6 years in these areas, community has good rapport of KMC and THDC.
SHGs and beneficiaries	The beneficiaries are happy with efforts of THDCIL through KMC and project implementation. The community presence and benefits held from their project has raised the socio-economic status of beneficiaries.

8. CHALLENGES & SUGGESTIONS

8.1 CREATING MARKET LINKAGES FOR EACH ACTIVITY



A. CUTTING AND TAILORING

Majority of the short term activities focus on “induction” of particular activity as it is an essential part but it should be further strengthened and modified in all aspects to create employability out of it. For eg. The girls and women were imparted with tailoring and knitting programme that has created impact on individual women. They are working independently and few of them have started small shop in their homes.

Intervention: The skill should be polished by conducting a crash course for efficient and interested women from all batches forming their SHG for broadcasting their skills and generating market linkages for them as they can work towards income generation activities.



B. COMPUTER TRAINING

Introducing advance level courses for under graduates and drop outs for creating employability for such educated and non-educated students. As migration is one of the biggest problems of Uttarakhand and creating employability is equally challenging.

Promoting and encouraging students would help generating jobs within the vicinity.

8.2 CONVERGENCE OF AGRO-BASED SCHEMES AND PROGRAMMES FOR PROMOTING AGRICULTURE

KMC has commenced a concoction of several agriculture activities on field with different villages. It is crucial to collaborate with government schemes and policies that will benefit beneficiaries of all activities pertaining to agriculture. For subsidized rates, kishan credit cards KMC should facilitate between beneficiaries and government schemes.

8.3 CREATING AWARENESS GENERATION PROGRAMMES FOR YOUTH TO ENCOURAGE AGRICULTURE AMONGST THEM

Introducing new designed programme for youth and encouraging them for agriculture. In present scenario, youth is hesitant towards agriculture and opting for migration for better livelihood sources. Identifying and involving the drop out students, beneficiaries' children in agriculture activities would contribute at higher intensity. Inclination towards integrated farming and production based agriculture with new techniques and methods would attract youth to be involved in it.

8.4 PRODUCING VERMI COMPOST MANURE AND POLY HOUSE VEGETABLES AT PRODUCTION LEVEL AND BRANDING IT FOR MARKETING ALONG WITH HNB

It was analysed that both implementing agency HNB and KMC are promoting vermi compost at their selected villages. The exposure visits to the area of implementation of each agency should be increased so that members of groups from both the agencies can learn from each other's success stories. When we say collaborated with KMC, we mean they can have monthly or two-monthly meetings so as to combine efforts and accelerate growth by learning from each other's techniques and learning. Given that both of them are working in the same geographical area and most of the issues they are working on are similar in nature, too, joining hands could prove to have a greater impact of the community. Discussing their project plans can also ensure that the villages in both the areas get similar benefits since the project leaders for both the projects share their field of expertise, joining forces could prove to be highly beneficial.

8.5 FOCUS ON LONG TERM INTERVENTION

The focus of the implementing agency should be more inclined towards long term activities. For sustainability and impact it is important to have understanding of the nature of activities implemented on field that would help community in larger and measurable aspect. It was observed that many of the activities are short term that would have no impact on beneficiaries. It is suggested to design short term activity quarterly and stream line the area of implementation for smooth and effective functioning.

The background of the page is a photograph of a wooden structure, possibly a traditional boat or a piece of machinery, with thick ropes and wooden beams. A semi-transparent blue rectangle is overlaid on the top left portion of the image, containing the project title.

PROJECT 2:

RUNNING OF THREE SCHOOLS UNDER CSR FOR
PROJECT AFFECTED FAMILIES

1. PROJECT DETAILS

PROJECT NAME	Ecological restoration and socio economic empowerment of rural communities for sustainable livelihood and resource management
IMPLEMENTING AGENCY	1. THDC Education Society (TES) 2. SEWA-THDC
COST OF THE PROJECT	380.00 (in Lakhs)
LOCATION (District, State)	Rishikesh, Tehri and koteswar
NUMBER OF BENEFICIARIES	All the school students
KEY STAKEHOLDERS	Beneficiaries, School Authorities, THDC
PROJECT STATUS (completed / ongoing)	Ongoing
PROJECT DURATION	Continuing
YEAR OF IMPACT ASSESSMENT	2015-2016

2. PROJECT INTRODUCTION

Education and literacy level are considered a pivotal pillar of development along with modern civilization traits; industrialization, modernization, urbanization, communication and commerce. Henceforth, GOI census data reflects that literacy rate of India in 2011 is 74.04% further categorically male literacy is 82.14% and female literacy rate is 65.46% respectively.

Depicting Uttarakhand's literacy rate 79.63% is the total literacy marked in 2011 in which corresponding figures says male literacy rate is 88.33% and 70.70% is female literacy rate. Being an EAG state Uttarakhand has shown tremendous growth in the sector of education. The literacy level has raised to 37.05% since 2001-2011.

2.1 INDIAN EDUCATION SYSTEM

The paradigm shifts has been visualized over past few years in the existing structures of secondary and higher education. While, state finance continuing to contribute, active involvement of NGOs and voluntary organisation has tremendously increased in management of secondary schools with official recognition and financial assistance. It has also opened doors and vocalized for several educational opportunities, created platforms for job employability and enhanced individual growth and further reduced the bridge of demand and supply among skilled manpower and a viable alternative for those not be determined to pursue higher education.

India, with more than 1.4 million schools and more

than 230 million enrollments, is home to one of the largest and complex school education systems in the world along the china².

India has made phenomenal progress since independence in the field of education. Following the millennium development framework, by the measure of the Net Enrollment Ratio, India has crossed the cutoff target of 95%, regarded as the market value for achieving 2015 target of universal primary education for all aged 6-10 years in 2007-08. Since 2000, MDMs have been unique for having established a universally accepted and easily measurable framework for global development.

² https://www.britishcouncil.in/sites/default/files/indian_school_education_system_-_an_overview_1.pdf

2.2 INFRASTRUCTURE FACTS

About 30% of schools in India are without permanent structures, about 14% have no drinking water facility and about 60% have no separate toilets for girls, according to the latest official figures. It is obvious that lack of infrastructure has impact on quality of education³.

³ <http://southasia.oneworld.net/archive/Article/indian-schools-suffer-from-lack-of-infrastructure#.WJuEoTjtnCY>

2.3 PLANS, POLICIES & PROGRAMME

Since Independence, state and central government have immensely contributed in the education sector, initiating and promoting elementary education and majorly thrusting on secondary education. To eliminate the out of school children on one hand and progressively stepping towards mainstreaming of children from under privileged sections with inclusion approach, two prominent policies of Indian government – the Sarva Shiksha Abhiyan (SSA) 2011 and free and compulsory education (RTE) Act, 2009 has been a pedagogy in educational performances.

The twelfth five year plan (2012-2017) targets to increase the mean years of schooling to even years. The plan also targets enhancing access to higher education by creating 2 million additional seats for each age cohort, aligned to the skill needs of the economy. India also targets to eliminate gender and social gaps in school enrollment (that is, between girls and boys, and between schedule castes, schedule tribes, Muslims and rest of the population).

2.4. IMPLEMENTING AGENCY:THDC

THDC India Limited is a Joint Venture of Govt. of India and Govt. of Uttar Pradesh. The Company was incorporated in July 1988.

The wide range of technical, environmental and social proficiency and experience of THDCIL places it in leading position to take up challenging Hydro Power Projects. THDCIL is entrusted with new projects for execution/preparation/updating of DPR for hydro power projects, pump storage Schemes in India and abroad.

THDCIL has grown to a multi project organization having 15 projects totaling to an installed capacity of 8.790 MW under operation/ various stages of development in Uttarakhand, U.P, Maharashtra and Bhutan. As a further step ahead towards renewable energy resources, THDCIL is venturing into Solar and Wind energy areas.⁴

THDCIL also plans to diversify into non conventional and renewable sources of energy viz. solar and wind power. THDCIL has taken initiatives to venture into the Wind Energy sector. THDCIL have installed & commissioned 50MW Capacity wind farm initially as an Investor in June 2016 and going to commission one more wind power project of 63MW capacity by March 2017.

THDCIL has taken initiative for establishing grid connected Solar Power Project in U.P. The State Nodal Agencies have been requested to allot the required land for the Solar Power Project.

THDCIL has been conferred Various Prestigious Awards in field of CSR and Sustainability including SCOPE '*Meritorious Award for Corporate Social Responsibility and Responsiveness*' in April 2012.

VISION:

A world class energy entity with commitment to environment and social values.

MISSION:

1. To plan, develop and operate energy resources efficiently.
2. To adopt state of the art technologies.
3. To achieve performance excellence by fostering work ethos of learning and innovation.
4. To build sustainable value based relationship with stakeholders through mutual trust.
5. To undertake rehabilitation and resettlement of project affected persons with human face.

AIMS AND OBJECTIVES:

1. Increase in enrollment ratio majorly focusing on primary and secondary schooling.
2. Inclusion of under privileged section of society
3. Focus on quality of education and promoting girl child education
4. Holistic development of students

⁴ http://thdc.gov.in/English/Scripts/Lookingahead_Futureplan.aspx

2.5 PROJECT BACKGROUND

Since the inception of the Tehri dam project, numerous schools were established for employees and community children. Lately, there was shift in trends where private and public schools came into existence and grabbed upper middle and elite class children. Henceforth, these schools are now accommodating majority of community belonging to low socio-economic status and are registered under Education Trust. The project caters the children of project affected areas and currently running under Corporate Social Responsibility by THDC in three location; Rishikesh, Tehri and Koteshwar. This project is covered under CSR activity and THDC is working as an implementing agency along with monitoring and its maintenance.

The company is running two schools under the auspices of TES - one school at Bhagirathi Puram, Tehri offering Class 6th to 12th standard and another school

at Pragatipuram Rishikesh, offering from Class 1st to 10th. In both the schools children of nearby areas belonging to economically weaker sections including Backward and SC/ST are being provided education.

One Jr. high school is being run at Koteshwar, Tehri by SEWA-THDC through Omkaranand Sarswati Public School, Education Society to provide quality education to children of project affected families of KHEP.

The impact of the project at given 3 locations has been documented based on the classification of its functioning and Implementation. The rationale is to give a perspective on the impact, gaps, and challenges of the project at each location and at the same time provide a comparative analysis of the effectiveness in the implementation of the respective schools at different locations.

3. OPERATION MODEL

3.1 IMPLEMENTATION OF THE PROJECT

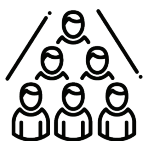
THDC Education Society (TES) is the implementing agency of this project and runs the schools through CSR fund of THDCIL. The TES has a board committee where project functioning,

monitoring and planning is headed by its members. The school follows the government school norms to run its school administration.

The project thrives upon the students individual development through integrated school activities comprised of classroom teachings along with extra-curricular activities. Also, it has massively worked on increasing the enrollment ratio amongst girl children, creating community presence through community participation and parent's participation in school and promoting cultural activities of their children.

While talking about the monetary assistance all school expenditures and cost are managed by THDC through yearly funds released under CSR project. From salaries, maintaining basic school infrastructure, material required for classroom teachings, administration cost etc is covered under the budget. The funds are allocated monthly to school management for regular and smooth functioning.

3.2 MECHANISM OF PROJECT



A. SELECTION AND ENROLLMENT OF THE BENEFICIARIES (STUDENTS) FOR ADMISSION

- Encouraging students belonging to low socio-economic status through checking their house hold situations and ration cards as a proof to ensure their background.
- Interacting with students and parents to ensure the validity of the documents
- Holding interviews of the children



B. FOLLOWING GOVERNMENT SCHOOLS NORMS

Encouraging students belonging to low socio-economic status through checking their house hold situations and ration cards as a proof to ensure their background.

Interacting with students and parents to ensure the validity of the documents

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC	Funding partner	To provide funds and overall supervision to the project in partnership with schools running in Tehri, Rishikesh and Koteswar. THDC does regular monitoring through their CSR team and school committee. The report of the project is delivered by school teachers and staff in form of evaluations to school management.
THDC EDUCATION SOCIETY (TES) & SEWA-THDC	Implementing partner	TES & SEWA-THDC plays the role of monitoring of the project. Also inspection visits are done by TES & SEWA-THDC in phases. TES & SEWA-THDC responsibility is overall execution and periodic monitoring of the project through staff and school admin.
TEACHERS AND STAFF	Teaching and Participating in different activities	Teachers play a vital role in running school administration and teaching students for their overall development. The teachers are also involved in extracurricular activities with students

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDC INDIA LTD	Funders of the project	✓			
School Head master	Execution of the project	✓			
School teachers (Primary and Secondary)	Implementation of the project	✓			

A. THDC India Ltd: Being a funding and implementing agency both, THDC plays most crucial role in implementing the project efficiently and provide facilities appropriately to school teachers and students. The aims and objectives are clearly visualized and the project is functioning in right direction with the help of school administration and students.

All three schools have access and availability of all basic amenities which is helping students to learn and grow in positive manner. For better evaluations and assessments THDC school committee is regularly following up with schools and teachers to analyze students and teachers performances.

B. School Headmasters: Being the most responsible and dedicated employee and the senior most authority of schools, school principals had immensely contributed in the holistic development of school and students. During the interactions and in-depth interviews it was clear that school authority is contributing and organising events in every aspect of classroom teaching, extracurricular, sports activities, quiz competitions etc. Also, more inclination is there towards moral sciences and cultural activities to create platform for students to express their views and talents.

C. School Teachers: Foremost important stakeholders involved in this project are school teachers as they are working since the inception of these school establishments. They have contributed 25-30 years of their services to schools. The schools teachers are well qualified and are regular in classroom teaching.

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC OFFICIALS	In depth Interview	5
School teachers	Focused Group Discussion	25 (All three schools)
Principal and Head Master	In Depth Interview	3
Students	Group Discussion	Interacted with students from all the sessions

**Inclusive of all schools*

The methods used for primary and secondary data collection were FGDs and In-depth Interviews with several stakeholders. Hence, majority of the information was gathered from school teachers and headmasters of three schools. The focused group discussions were held with children to understand the dynamics of the school and assess impact of the project. For school teachers FGDs were conducted to assess the functioning of the project and In-depth interview to understand relevance of the project and sustainability and to assess impact of the project.

6. OBSERVATIONS & FINDINGS OF THE STUDY

6.1 RELEVANCE OF THE PROJECT

The project was initiated by THDC India Ltd under CSR project, as these villages were indirectly affected by the construction of the Tehri Dam. Presently, THDC is supporting three schools at three different locations and catering to students from nearby villages.

The majority population belongs to the lower strata and being the marginalized section of society school supports these students for their gradation in respect to their knowledge and skills. However, students are provided with all the amenities in school premises. The parents and students are confident and proud of their school progress achieved in recent years, incorporating different teaching methods and promoting extra curriculum for the mental and physical well-being of the students.

6.2 PERFORMANCE AND ACHIEVEMENTS

6.2.1

TOWARDS HOLISTIC DEVELOPMENT

The majority of the population belongs to lower strata and being marginalized section of society. School supports these students for their up gradation in respect to their knowledge and skills. However, students are provided with all the amenities in school premises. The parents and students are confident and proud of their school progress achieved in recent years, incorporating different teaching methods and promoting extra curriculum for their mental and physical well- being of the students.

It's an achievement for THDC India Ltd. to run schools under the CSR project. The vision was to ensure security and quality of education amongst the students. The students belong to low income group and capture slum students resides nearby school. Each school has sufficient number of classrooms, along with separate computers rooms, libraries, assembly halls, laboratories, toilets, stores, teacher's rooms, etc



Figure 11: Extracurricular activities done by school authorities

6.2.2

INFRASTRUCTURE

During the school visit; teachers, students and principal acknowledged the school with all the facilities created by THDC India Ltd. It has made an impact on the enrollment ratio of the school, quality education and social security amongst them. The students are regular to school because of the accessibility to facilities and infrastructure. All the classrooms have class board, chairs, tables, benches, tube lights and fans. Only every floor there is a toilet block and water cooler facility. The teachers have their own space in the staff room and also laboratories are well equipped with required instruments. From security point of view, a boundary wall is being constructed for maintaining decorum in school premises.

Name of school	Location	No. of teacher & staff	No. of student	No. of classroom	Standards	Level of medium
THDC High School	Rishikesh	19	415	19	1st to 10th	Hindi
	Tehri	21	216	12	6th to 12th	Hindi
Swami Omkarananda Saraswati public school	Koteshwar	11	154	13	Nursery to 8th	English

6.2.3

ASSEMBLY SESSIONS AND EXPOSURE TRIPS

To make students believe in spirituality and positivity, regular assemblies are organised which is on other hand is also inclusive of latest news updates that are verbalized in assemblies to understand the current scenarios of India. Also, to give an exposure of culture and society, schools facilitates an annual trip for students.

6.2.4

REVIEW OF TEACHERS PERFORMANCES

In every school, all respective teachers have to prepare their annual plans, task plan and annual calendar plan before resuming new sessions. This is done to preview their accountability and assessing their performance in respect to teaching and other admin work.

6.2.5

CULTURAL EVENTS AND PROGRAMMES

To promote cultural diversity, schools organize different cultural events and programmes where all students participate and perform at different events organised by school and THDC both. This provides platform for students to broadcast their talent and get polished their skills in several extracurricular activities.

6.3 OPERATION & MAINTENANCE

The project was funded and implemented by SEWA-THDC where all the authority of decision making is with THDC. The two schools are registered under THDC Education society and one under SEWA-THDC. The project is running under CSR. All the operations are headed by THDC as there is a school board committee (TES) and SEWA-THDC which look after the implementation, functioning and monitoring of the schools. Also, schools have students committee who shall looks after student's issues and work for their welfare. These have house captains who hold assemblies and discussions at regular intervals.

Two schools; Rishikesh and Tehri are hindi medium schools and koteshwar school (Jr.High School) is an English medium school that is run by Sewa-THDC through Swami Omkarananda Saraswati public school.

6.4 IMPACT

6.4.1

INFRASTRUCTURAL DEVELOPMENT

To accommodate this school going population, it requires a strong educational infrastructure in order to keep pace with the developing economy and provide it with quality manpower. Education can accelerate economic growth and investment is a key indicator to expand and improve quality of education. Thus Indian education requires more investment, which can lead to good quality education.



Figure 12: A click during class period in Koteswar School; acknowledging school discipline.

⁵<http://southasia.oneworld.net/archive/Article/indian-schools-suffer-from-lack-of-infrastructure#.WJuEoTjtnCY>

According to data received from about 1.20 million schools spread across 609 districts of 35 states and Union Territories, about 30% of schools in the country are still without pucca buildings and about 14% schools have no drinking water facility.⁵

On contrary, these schools are on a much safer side as the project covers three schools and all of them are well equipped with all physical infrastructural facilities. Also, the basic infrastructure is constructed by THDC such as classrooms, staff rooms, and labs for every subject, computer lab, assembly hall and library etc. is accessed by the students. Teachers are also satisfied with the infrastructure developed by THDC. However, current situation is satisfactory as schools are well maintained.



Figure 13: Koteswar School; swing for primary class students

PROVISION OF MID DAY MEAL SCHEME

Being not the government schools, there is a provision for MDMs in both schools. The Junior high school do not have access to this facility. The Schools have collaborated with Madhuban Ashram, Rishikesh a unit of ISKCON Temple for providing MDMs to schools. ISKON temple is implementing partners for MDM.

The purpose is to provide nutritious value portion of food to all students and to fight mal nutrition amongst them. THDC Education Society is providing MDMs to all classes in both schools.



Figure 14: Thanks giving prayer during MDM session

CLEANLINESS & SANITATION

Sanitation is a pivotal component of basic hygiene and 55% of the population is unable to access sanitation and compelled to open defecation⁶. According to WHO, sanitation generally refers to the provision of facilities and services for the safe disposal of human urine and faeces. Inadequate sanitation is a major cause of disease world- wide and improving sanitation is known to have a significant beneficial impact on health both in households and across communities.⁷

During the field visits it was observed that all three schools had maintained cleanliness in school premises. All the students were uniformly dressed in school hours and maintained school discipline. The students have access to washrooms and toilets and practice safe sanitation. The purpose is generating awareness towards water, sanitation and hygiene practices in daily routines. Well, schools were more cautious about health, sanitation, safe drinking water and personal hygiene due to these direct and indirect factors

influencing health and generating several consequences. The necessity to combat has always been felt for that preventive measures, policies and programmes at central and state levels has been implemented in both vicinity of metropolitan and rural schools.



Figure 15: Students accessing safe and clean drinking water

⁶<http://www.youthkiawaaz.com/2011/02/sanitation-in-india/>

⁷<http://www.who.int/topics/sanitation/en/>

6.4.4

QUALITY OF EDUCATION & IMPROVED GRADES

The main objective of the project is to focus on quality of education through the approach of inclusion, thorough classroom teachings, providing remedial classes to quit regular tuition sessions and conduct self learning to retain knowledge and skills acquired in classroom.

During interactive session with teachers via FGDs it was distinguished that there huge prerequisite need of new methods of teachings to improve the quality of education. However, teachers have been continuously working with students for improving their grades and tremendous growth has been observed in student's grade and overall development of all students.



Figure 16: Adopted Teaching methods through charts

INCREASE IN ENROLLMENT



Figure 17: Promoting Education: New Admission at Primary Level

The student's enrollment ratio has increased gradually in sampled schools. The infrastructure facilities have set the bench mark for other government schools due to which students prefer coming to these schools. The students have access to all kind of facilities which help them in learning and experimenting in different areas. The teachers have initiated and participated actively with parents and children imparting awareness amongst them.

Earlier, due to limited facilities and infrastructure schools, avoided approaching students hence; quality education was the major aim of the project and drop out ratio decreased amongst the students. After emerging with new concepts and initiatives student visits school daily and simultaneously student's ratio has increased as compared to earlier.

FOCUSED AND ACHIEVABLE AIMS & OBJECTIVES

The aims and objectives of the project are measurable in nature and have impacted the beneficiaries in holistic manner.

1. Increase in enrollment ratio majorly focusing on primary and secondary schooling.
2. Inclusion of under privileged section of society.
3. Focus on quality of education and promoting girl child education.
4. Holistic development of students.

THDC being both funding and implementing agency has raised the bars and standards for this project. On the years ahead, one can easily depict and visualize the growth and development of the schools.

6.4.7

EXTRACURRICULAR & CULTURAL PROGRAMMES

Since years many initiatives have been taken to improve the quality education such as facilitating and organizing extracurricular activities time to time like summer camps, excursion tour etc. The students are being trained for cultural program and National Festivals.



Figure 18: Handmade crafts

6.4.8

ACCESS TO STATIONERY & UNIFORM

All the students have to pay a nominal fee to the school. On the contrary, all the stationery inclusive of books, notebooks, uniform and other school related material is provided by school at the beginning of session.

6.4.9

BARRED SOCIO-ECONOMIC STATUS

Majority of the students attending school commute from nearby localities, sharing the same socio-economic background. During interviews and FGDs it came prominently that mostly students and their families belong to the lower income group and they are working as labourers, street vendors, construction labourers etc. The project objectives thrive on imparting quality education to those who are deprived of it. Introducing such facilities in school has helped and provided experience to students towards quality education.

The inclusion of all socio-economic backgrounds and gender denotes equal platform and opportunities.



Figure 19: Students accessing newspapers and channelizing their minds

6.4.10

INCREASE IN CONFIDENCE LEVEL

While interviewing the respondents, researchers could feel sense of happiness and increase in confidence level of the students. Majority of the students have great experiences to share and enjoyed their school premises effortlessly. Their confidence level seemed boosted as they had information and knowledge about the topics been taught in class which was praiseworthy.

Apart from many basic and foremost important hindrances, students have shown maximum input and output during these classes. These schools have created an impact on the minds of students and generated positive outcome in terms of knowledge and enthusiasm.

6.4.11

FEELING CONNECTED TO MAINSTREAM

For the school authority, teachers & staff and students gave a sense of pride and satisfaction and a feeling of connection to mainstream through this project. From teachers' and students' responses it was observed that parents showed interest and encouraged students to learn in schools. Such initiatives are providing exposure to students from primary levels to ensure quality education, exposure to technology, developing skills and proving platform to access such opportunities.

Promoting girl child education, providing basic computer training sessions, active participation in sports and organizing competitions at primary and secondary level, identifying innovative methods for teaching, MDMs, enrollment of deprived children and connecting them to main stream has impacted students towards their holistic development.



Figure 20: Cute little faces during classroom teachings

7. STAKEHOLDER PERSPECTIVE

STAKEHOLDER	PERSPECTIVE / COMMENTS ON THE PROJECT
Beneficiaries	All students are well disciplined and learning/acquiring in-depth knowledge in schools. They are completely satisfied with all the facilities provided in the school.
School Teachers	The teachers and other staff members are satisfied with the project. They desire to have digital classes in the school. The response of the students was amazing towards their school; quick learning, interaction with the students, assessment and evaluations. Teachers find the project more innovative for students. There are few concerns which are needed to be addressed by school authorities. The upgradation of class room teaching methods.
Head Masters	Students confidence level seemed boosted as they have information and knowledge about the topics been taught in class which is praiseworthy. The school is working towards achieving aims and objectives of the project.
THDC – Sewa THDC	As regular monitoring and evaluation is required for the project.

8. CHALLENGES & SUGGESTIONS

8.1 LACKING TOWARDS INNOVATIVE & CREATIVE METHODS OF TEACHING

It was observed in all three schools that teaching is restricted towards classrooms as there are no other modes of teaching involved during their classroom sessions. The Indian education system this is the primary mode of teaching but after introduction of e-digital methods it can become easy for students and teachers to learn and teach.

8.2 SANITATION

Ensuring safe sanitation is one of India's gigantic problem faced by masses. In India, open defecation is a well-established traditional practice deeply ingrained from early childhood. Globally, India has the largest number of people still defecating in the open: more than 564 million. One in two people use a toilet.⁸

When discussing about school and specifically about these three schools had toilets unit for male, female and staff respectively. The school has focused on proper sanitation and safe drinking water facilities for students. During our visit it was observed that students have access to toilets, but there were no basic amenities such as first aid kits and students do not have access to soaps for washing hands. It is an essential part of any sanitation programme where cleaning of hands after using toilets or prior to eat food is a must.

Also, for adolescence there are not specific arrangements for sanitary pads if required in emergency. These were the basic requirements suggested by the students.

“No access to sanitary pads and first aid box during emergency.”

- anonymous student

⁸<http://unicef.in/Whatwedo/11/Eliminate-Open-Defecation>

8.3 COMMUNICATION WITH MANAGEMENT

While conducting FGDs with teachers in schools it was analysed that teachers wanted to hold regular meetings with higher management where they can discuss their viewpoints about their professional areas.

8.4 NO TRAININGS FOR TEACHERS

This is a major concern raised by researchers as it is an important tool to provide trainings to teachers through which they will be able to incorporate different teaching methods in classrooms. To enhance the quality of education, teacher's participation, motivation and willingness plays a significant role along with training that would provide in-depth knowledge and develop professional skills towards teaching.

The government has radically brought positive changes in teaching and learning patterns for both teachers and children change in syllabus and curriculum, exams patterns has been modified. It is imperative to conduct trainings for teachers to sensitize about social issues and teaching learning methods in collaboration with different organisation.

8.5 LACK OF PARENTS PARTICIPATION

Parent teachers meeting are organised by the school to meet student's parents and discuss their school performance. Teachers reflected that parents are not willing to participate as they are busy with their work. The involvement of parents in students activities are negligible as most of the students belong to underprivileged section and parents are engaged in labour work.

Parent's involvement is more important than parent's discussions and PTMs "Parents Teacher Meeting" as it helps them to learn and grow with their children. Viewing the current developments of these schools and new emerging trends where these schools are performing better and competing with private schools, parents are proud as their children are accessing all facilities.

8.6 MOTIVATION AND WILLINGNESS AMONG TEACHERS TOWARDS TEACHING

Teachers have served since the inception of school and are at senior levels by their experience and age. From in-depth interviews with principals and teachers it came out predominantly that motivation and training to take new initiatives towards teaching methods are required.

Majorly the teaching is restricted within classrooms and delivers through lectures modes where one way communication is held. To break this trend amongst them it is necessary to introduce new methods of teachings for both students and teachers.



Figure 21: Happy faces- Impact of the project



PROJECT 3:

RURAL DEVELOPMENT ACTIVITIES IN VILLAGE
PATHRI – BLOCK 3 AND 4

1. PROJECT DETAILS

PROJECT NAME	Rural Development Activities in village Pathri – Block 3 and 4
COST OF THE PROJECT	11.04 lac
LOCATION (District, State)	Haridwar District, Uttarakhand
NUMBER OF BENEFICIARIES	10 (CHC) 2 centers established 1 Dairy
KEY STAKEHOLDERS	Beneficiaries (FSHG), Agriculture Department, THDC/Sewa-THDC
PROJECT STATUS (completed / ongoing)	Ongoing
YEAR OF IMPACT ASSESSMENT	2015-2016

कृषि विभाग हरिद्वार एवं सेवा टी. एच. डी. सी. त्रयोपदेश द्वारा अनुदानित यंत्र
वर्ष - 2015-16

2. PROJECT INTRODUCTION

India is a developing country and 70% of its population is dependent on agriculture. Agriculture has contributed to both gross domestic product (GDP) and it's a source of employment to maximum of population across the country. Agriculture is predominantly a source of livelihood that had played a vital role in Indian economy. The total share of Agriculture and allied sectors (including agriculture, livestock, forestry, accounts for one-third of the nation's GDP and is its single larger contributor.⁹

In recent years it has been observed that there are certain multiple factors that lead to growth and development in agriculture sector. These include growth in income and consumption, growth in food processing sector and exports of agricultural commodities. Further, extension and development in agriculture sector; increase in private participation, organic farming and usage of information technology and intensive agricultural researches are practiced that are being witnessed. India's geographical conditions are favorable for producing agriculture as the facts states that in 2013-14 India achieved a record food grain production of 264 MT, beating the previous years (2012-13) 257 MT, according to data provided by Department of Economics and statistics.

⁹ <http://www.ibef.org/industry/agriculture-india.aspx>

2.1 ECONOMIC INDICATORS OF THE STATE

The work force engaged in agriculture activities is 58.39% of total work force. The share of female work force in total work force is 36.31%. The occupational distribution (2001 census) indicates that the share of cultivators is predominant in occupational structure. The major crops of the state are Paddy, Wheat, Barley, Sugarcane, Mandua, Maize, Potato and Pulses. The share of food grains in total GCA was 86.56% and non food grains crops was 13.44% in 2006-07 (provisional). In cereals, the maximum area was under wheat (42.36%) followed by paddy (29.58% and mandua (14.69%).¹⁰

¹⁰ https://www.nabard.org/pdf/Executive_Summary.pdf

2.2 MAJOR CHALLENGES FACED BY INDIAN AGRICULTURE

There are several external factors which had adverse affects on agriculture development such as stagnation in production of major crops, high cost of farm inputs, soil exhaustion, depletion of fresh ground water, adverse impact of global climate change, impact of globalization, providing food security, farmer suicide etc. Further, Uttarakhand has a hilly terrain, primarily dependent on rain-fed subsistence for agriculture. It has undulating topography affecting the development of agriculture. However, the other barriers; varied climate, scant cultivated land, difficult working conditions and inadequate infrastructure like transport facilities in remote areas are major constraints in development of agriculture. To improve the drawbacks in agriculture there are several government policies which are been taken into consideration as agricultural advancement is a huge barrier in Uttarakhand.

Historically, male workers have been migrating to plains in search of employment opportunities and this

feature has reduced the work participation rate of males in Uttarakhand. On other hand, work participation rate of females in Uttarakhand is above the national level. It could be due to the significant contribution of women in various economic activities, primarily in agricultural based activities.¹¹

In Uttarakhand forest occupy dominant proportion of land and covers around 61 percent of the reported area in the state. As per the information of Directorate of Agriculture, around 30 percent of forest area is in the category of degraded forests.¹²

¹¹ http://www.du.ac.in/du/uploads/Academics/centers_institutes/Agricultural_Eco/16.2013-Agri%20profile%20of%20Uttarakhand-%20Usha%20Tuteja.pdf

¹² http://www.du.ac.in/du/uploads/Academics/centers_institutes/Agricultural_Eco/16.2013-Agri%20profile%20of%20Uttarakhand-%20Usha%20Tuteja.pdf

2.3 IMPLEMENTING AGENCY:THDC

THDC India Limited is a Joint Venture of Govt. of India and Govt. of Uttar Pradesh. The Company was incorporated in July 1988.

The wide range of technical, environmental and social proficiency and experience of THDCIL places it in a leading position to take up challenging hydro power projects. THDCIL is entrusted with new projects for execution/preparation/updating of DPR for hydro power projects, pump storage schemes in India and abroad.

THDCIL has grown to a multi project organization having 15 projects totaling to an installed capacity of 8.790 MW under operation/ various stages of development in Uttarakhand, U.P, Maharashtra and Bhutan. As a further step towards renewable energy resources, THDCIL is venturing into Solar and Wind energy areas.¹³

THDCIL also plans to diversify into non conventional and renewable sources of energy viz. solar and wind power. THDCIL has taken initiatives to venture into the wind energy sector. THDCIL is looking forward to install 50MW capacity wind farm initially as an investor. It has taken an initiative for establishing grid connected solar power project in U.P. The state nodal agencies have been requested to allot the required land for the solar power project.

THDCIL has been conferred Various Prestigious Awards in field of CSR and Sustainability including SCOPE '*Meritorious Award for Corporate Social Responsibility and Responsiveness*' in April 2012

AIMS AND OBJECTIVES:

1. To make available various farm machinery/equipment to small and marginal farmers.
2. To offset the adverse economies of scale due to high cost of individual ownership
3. To improve mechanization in places with low farm power availability
4. To provide hiring services for various agricultural machinery/implements applied for different operations
5. To expand mechanized activities during cropping seasons in large areas especially in small and marginal holdings.
6. To provide hiring services for various high value crop specific machines applied for different operations.
7. Promoting integrated farming system covering crops, livestock & fishery, plantation and pasture based composite farming for enhancing livelihood opportunities, ensuring food security and minimizing risks from crop failure through supplementary/ residual production systems.

¹³ http://thdc.gov.in/English/Scripts/Lookingahead_Futureplan.aspx

2.4 PROJECT BACKGROUND: REHABILITATION AND RESENTMENT PROCESS

During the rehabilitation process, villagers were displaced to several parts of Uttarakhand such as Dehradun and Haridwar Districts. The Rehabilitation Plan has been broadly divided into Rural Rehabilitation and Urban Rehabilitation. Affected families under Rural Rehabilitation are categorised as "Fully affected" or "Partially affected". The families whose 50% or more land is being acquired are treated as Fully Affected. Those families whose less than 50% land is coming under submergence are categorised as "Partially Affected". In case of urban population of Tehri Town, all 5291 families living in the Town as on the cut-off date of 06.06.1985 are treated as fully affected.

Under Rural Rehabilitation, there are 5429 Fully Affected families due to Tehri Dam, which are to be rehabilitated. Another 3810 rural families are Partially Affected and are not going to be displaced; they would be paid cash compensation for their land under

submergence.¹⁴

THDC had commenced CSR project in Haridwar, Pathari under rural development for project affect community residing in rehabilitated colonies. The primary occupation of the villagers is agriculture for livelihood. One of the major consequences that have impacted population is their livelihood alternatives. Due to severe quandary such as landless farmers, emerging pool of workless; marginal/small farmers they were unable to scale-up their occupational sources. Due to unavailability of resource and agricultural equipment for cultivating and irrigating land, affected farmers had rented their lands to other famers for their survival. These adverse conditions forced the people to develop a project where they could sustain themselves. THDC willing supported and implemented a project under rural development "custom hiring center" for small farmers.

¹⁴ <http://thdc.gov.in/writereaddata/English/PDF/STATofreh.pdf>

3. OPERATION MODEL

3.1 IMPLEMENTATION OF THE PROJECT

The project was initiated by THDC under CSR activity within the collaboration with Krishi Vibhag and Adarsh kishan club registered with NABARD. The project targeted the small/marginal farmers who were unable to survive with their existing livelihood sources. To assist them, a need assessment was done where it was identified that agriculture is the main source of occupation and to promote this it is necessary to establish a custom hiring center for the targeted beneficiaries and affected families.

3.2 MECHANISM OF PROJECT



A. SELECTION PROCESS AND FORMATION OF GROUP

A group of farmers were identified who has the capability of instigating this project in a productive manner. Interested farmers collectively formed a farmer self help group consisting of 10 members. It was challenging to sensitize and convince farmers as the basic aim was to increase the production of both seasonal and off seasonal crops and provide well equipped instruments for cultivation and irrigation of fields.



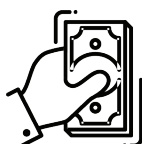
B. AGREEMENT BETWEEN PARTIES

An agreement is signed between three parties for the project implementation. Keeping in view the emphasis of agricultural farm machinery and the need for taking the farm machinery within the reach of small/marginal farmers, a joint effort was made in association with the Krishi Vibhag, GOUK, Haridwar, Sewa-THDC, Rishikesh and the farmers self help group Adarsh Kisan Club, Bhaag IV, Pathri (registered with NABARD) to share the amount in the ratio 40:40:20 respectively.



C. SUBMISSION OF PROPOSAL

A proposal was submitted by the Farmer Self Help Group to Krishi Vibhaag, Haridwar and Sewa-THDC for support and financial contribution to establish the Custom Hiring Center. Sewa-THDC as per request of Mukhya Krishi Adhikari, Haridwar & Adarsh Kisan Club and after having deliberations in BBLC/BLC agreed to provide fund as above under gap funding to empower the project affected farmers of the area and to make it a show case for other farmers of this area.



D. MONITORING AND ACCOUNTING MONEY

The money is ratio under 40:40:20 respectively, with collaboration of Krishi Vibhag, Sewa-THDC and Adarsh Kishan Club. A desk review and field visits were adopted for monitoring of the project. Funds were released directly in the FSHGs saving account once the Krishi Vibhaag and farmers ensured deposition of their amount in the FSHGs saving account.



E. ESTABLISHING UNITS UNDER CHC

This unit consists of custom hiring agricultural tools and equipment and tube well for production based agriculture.



Figure 22: Equipment; Chaara cutter CHC



F. ESTABLISHING DAIRY FARMING

A female SHG group is formed under this activity where 10-12 cows are kept in pucca shed. The purpose is to commercialize the dairy products and platform it at production based level.



Figure 23: Dairy run by FSHG

G. TOOLS PROVIDED UNDER THIS PROJECT

AGRICULTURE TOOLS	DAIRY TOOLS	IRRIGATION TOOLS
TRACTOR	Live stock	Tube well installed in the field
SPRAY PUMP TANK	Chara cutter	
SEED DRILL	Grass mineral mixture machine	
PUMP SET		
TILLER		

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC	Funding partner	To provide fund and overall supervision to the project in partnership with.
THDC	Implementing Agency	The project was implemented by THDC along with various stakeholders
KRISHI VIBHAAG	Implementing partners	The project was implemented and funded by Krishi Vibhaag as they have contributed 40% share in this project.
Adarsh kishan club	Implementing and beneficiaries	The Farmer Self Help Group is formed for implementation of this project. The Custom hiring center is established for farmers where they can rent the agricultural equipment and raise the productivity.
NABARD and Adarsh Yuva Smiti	Facilitation	The facilitation of the project is done by (AYS) that is formed by NABARD.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDC INDIA LTD	Funders of the project	✓			
Krishi vibhaag	Funders of the project	✓			
(Adarsh kishan club)	Partial funders and Implementing partners of the project	✓			

A. THDC: THDC is involved in funding the project as there are other stakeholders also involved in the project.

B. Krishi vibhaag: Beneficiaries / Farmers Self Help Groups (FSHG) were identified in association with the Krishi Vibhaag, Haridwar to avail the benefits of SMAM & NMSA in transparent and time bound manner and to establish custom hiring center and dairy farm in village Chham, Pathri Bhaag IV, Haridwar.

Krishi vibhaag is also funding the project as 40% of the monetary assistance is provided by them.

C. FSHG: A proposal was submitted by the FSHG to Krishi Vibhaag, Haridwar and Sewa-THDC for support and financial contribution to establish the CHC. Sewa-THDC as per request of Mukhya Krishi Adhikari, Haridwar & Adarsh Kisan Club and after having deliberations in BBLC/BLC agreed to provide fund as above under gap funding to empower the project affected farmers of the area and to make it a show case for other farmers of this area.

FSHG is running CHC in pathri, bhaag 3 & 4, where all the equipment are placed for the primary and secondary beneficiaries.

“ We do not get the actual cost of the milk as it should scale up, required more dairies and desire to establish own dairy points for selling milk ”

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC OFFICIALS	In depth Interview	2
BENEFICIARIES	Focused Group Discussion	5
FSHG	Focused Group Discussion	5

The methods used for primary and secondary data collection were FGDs and In-depth Interviews with several stakeholders. Hence, majority of the information was gathered from FSHG and Adarsh Yuva Club. The focused group discussions were held with famers to understand the dynamics of the community and assess impact of the project. In-depth interviews were conducted to understand relevance of the project and sustainability and to assess impact of the project.

6. OBSERVATIONS & FINDINGS OF THE STUDY

6.1 RELEVANCE OF THE PROJECT

Displacement before and after construction of Tehri dam have affected common people directly and indirectly. The consequences like land issues, displacement and rehabilitation are common phenomenon that has impacted lives. The main and foremost important factor that hampers every individual is the source of earning as livelihood. The same scenario was been observed during the field visit of Pathri. To combat this problem, a CSR project was initiated particularly focusing on agriculture activities with certain aims and objectives such as:

- To improve mechanization in places with low farm power availability with the help of various farm machinery/ equipment to small and marginal farmers.
- To provide hiring services for various high value crop specific machines applied for different operations.
- Promoting integrated farming system covering crops, livestock for enhancing livelihood opportunities, ensuring food security and minimizing risks from crop failure through supplementary/ residual production systems.



Figure 24: Dairy tools

The project was initiated by Adarsh Kisan club as they approached krishi vibhaag to fund and implement this project. For expertise and knowledge, Krishi vibhaag was involved and they contributed 40% monetary assistance for project implementation. Sewa-THDC as per request of Mukhya Krishi Adhikari, Haridwar & Adarsh Kisan Club and after having deliberations in BBLC/BLC agreed to provide fund as above under gap funding to empower the project affected farmers of the area and to make it a show case for other farmers of this area.

The project has been impacting direct beneficiaries and indirect beneficiaries both as project is supporting marginal and low scale farmers and training them in acquiring agriculture tools services to generate livelihood further, providing them with market to the farmers.

6.2 PERFORMANCE AND ACHIEVEMENTS

The contributions of all stakeholders has made this project an innovative intervention in the sector of agriculture. Promoting small and marginal farmers, equipment on hiring services, establishing dairy farm and providing tube wells for irrigation. These techniques along with integrated farming system have helped beneficiaries to cultivate their farms at production level.

Other government agencies have now showed faith in the Adarsh Kisan Club and have financed them to make bio gas plant. There is also demand from other project affected villages of Pathri also to introduce this scheme.

Achievement:

Their joint effort has brought them laurels. The Chief Minister, Govt of Uttarakhand during a ceremony organised by NABARD at Dehradun has adjudged the Adarsh Kisan Club as the best FSHG society in Garhwal region and handed them award.

“Happy with the THDC work, there is requirement for more Custom Hiring center”

- Pathri villagers

6.3 OPERATION & MAINTENANCE

The project is operated by FSHG “Adarsh Kishan club Syansu” registered with NABARD, collaborated with sewa-THDC and Krishi Vibhag. Custom Hiring Center is operated by one of the members of the group who is managing all the activities at center. The revenue generated from the services is utilized for equipment maintenance as they require continuous assistance.

There are different activities held under Adarsh Kisaan Club that are the following:

1. Exposure visits
2. Expert meets
3. Field Demonstrations
4. Trainings

All stakeholders have shared the amount in the ratio 40:40:20 respectively. Under CHC total beneficiaries are 10 farmers involved in this group and over 50 other project affected farmers of this area whereas; in dairy farm ten (10) female members of SHG are involved. All the beneficiaries are from displaced village Chham, Pathri Bhaag 4, Haridwar. The farmers benefitted are having land within the range of 1 to 2 Kms.

For implementation of dairy farm a women SHG was formed. The purpose is to create a platform for women to earn livelihood. The collaboration is done with Aanchal Dairy, milk is daily supplied to them and money is deposited in joint account of the group.



Figure 25: Tools used during harvesting

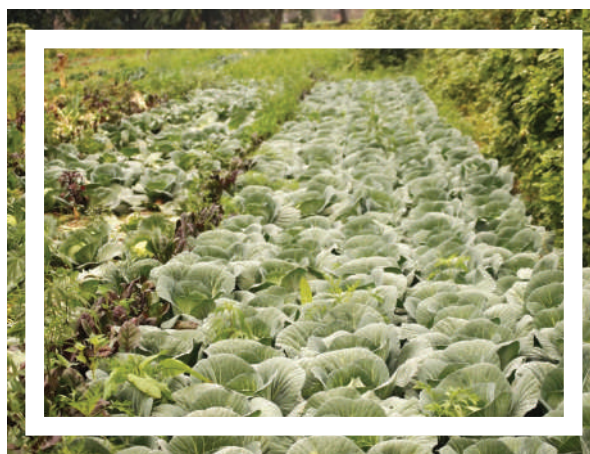


Figure 26: Fields of beneficiaries under CHC

The maintenance of the cowshed is done by a local hired individual and SHG for its smooth functioning:

SR.	NAME OF VILLAGE	DESCRIPTION HEAD	TOTAL AMOUNT	BUDGET SHARING		
				SEWA-THDC	KRISHI VIBHAAG	FSHG
1.	Tehri Koteswar	Custom Hiring Center	10.25	4.10	4.10	2.05
2.		Dairy farms	06.53	2.64	2.69	1.20
3.		Tube well/pumping set	00.75	0.30	0.25	3.45
4.	Pathari Bhag- III	Custom Hiring Center	10.25	4.00	4.00	2.25

7. IMPACT

7.1 CREATING LIVELIHOOD THROUGH CHC AND DAIRY FARM

In collaboration with different stakeholders, CHC is established in Pathri, block 4, Haridwar. The aim and objective of the project is to bring technology at village level with a group of farmers who shall contribute and participate in order to increase the production in agriculture. This project is promoting integrated farming system covering crops, livestock, plantation and pasture based composite farming for enhancing livelihood opportunities, ensuring food security and minimizing risks from crop failure through supplementary/ residual production systems.

Initially, due to lack of resources the farmers had rented their farms to other where livelihood options were restricted for them. After establishment of CHC and formation of FSHG, agriculture has got further technical and mechanized as production has increased. Also, the market platform is available where farmers sell their products at large scale.

7.2 INCLINATION TOWARDS PRODUCTIVITY WITH NO MANUAL LABOUR

The aim of the project is to uplift the marginal and small farmers by providing hiring services for various agricultural machinery/ implements applied for different operations. Further, to improve mechanization in places with low farm power availability, as all these factors would contribute to increase in crop production.

Experimenting with crops and introducing new hybrid and higher value crops to increase the production. This will help farmers understand new methods and provide exposures with the help of machinery/equipment used in agriculture. Machinery available for hire has reduced manual labour and lowered the cost of cultivation, which has gone up due to a labour shortage.

In dairy farm, hybrid cows were purchased where the milk is traded to Aanchal Dairy. The cowshed is established and 10 cows are domesticated with fodder and chara. On the common land of SHG, fodder is cultivated as it saves time and energy for women while monitoring the whole unit.

7.3 COMMUNITY INVOLVEMENT

All the implementing agencies and partners have their presence in community. With the help of FSHGs new farmers are associating and new CHC are formed in different blocks/bhaag of Pathri. As FSHG has contributed 20% share in this project. The community participation of all stakeholders is extremely visible.

7.4 IMPROVEMENT IN HEALTH INDICATORS

As per the discussion held with beneficiaries and implementing partners it was observed that they have observed visible improvements towards health among women and children. The improved agriculture facilities have directly improved their living standards. Therefore, consumption of vegetables and dairy products has improved their health subsequently.

7.5 KNOWLEDGE IMPROVEMENT

Application of agriculture tools in fields has remarkably improved their skills and knowledge over it. Especially women are more active and using them efficiently in their own lands. Prior to this majority of the population was dependent on rain fed and traditional methods. Adopting of the equipment and accessing them on fields reflects impact of the project on primary beneficiaries and affected families.

7.6 MECHANIZATION AND TECHNOLOGY FRIENDLY

The major challenge of the project was to learn and use the equipment well on fields. This has made beneficiaries improve their skills and knowledge, usage of tools, technology friendly and make them more independent. FSHG are running CHC efficiently and providing facilities to other people as well. The AYS facilitation has created a linkage between THDC and other stakeholders as they aim to develop the community and are working for their welfare.

Promoting integrated farming system, covering crops, livestock rearing, plantation and pasture based composite farming for enhancing livelihood opportunities, ensuring food security and minimizing risks from crop failure through supplementary/residual production systems.

7.7 NO MORE DEPENDENCE ON RAIN

For agriculture purposes majority of the population is dependent on rain, particularly during monsoons. Availability and accessibility of tube wells in farms has helped farmers irrigate their huge lands. Through field canals, water is channelized and lands are irrigated. Being an irrigated and fertile land, ground water level is up at 80-100 feet that is easily available so, tube well is installed near fields to irrigate land.



Figure 27: Tube well provided by THDC-SEWA to Farmer SHG

7.8 DECREASED DRUDGERY FOR WOMEN IN AGRICULTURE FIELDS

The impact of the project is visible on the beneficiaries as small and marginal farmers are provided with equipment on hire basis for several high value crops in large fields. The availability of agriculture tools has impacted their productivity and reduced labour time of women. Initially, women were involved in household chores and agriculture that occupied all their time. Now, they are using chaara cutter and other equipment that have speeded up their agricultural work. The time saved due to the tools provided, has been devoted towards family and children in daily routine.

7.9 VERMI COMPOST

The worms create “Vermicast” also called “worm castings” is the end-product of the breakdown of organic matter by the worms. Vermi compost contains water-soluble nutrients and it is an excellent, nutrient-rich organic fertilizer and soil conditioner.

The manure produced from it is sold to nearby villages and it is prepared from natural process. There are several benefits of vermi compost such as:

- Organic
- Micro organisms
- Plant growth
- Slow nutrition release
- More nutritious
- Healthier plants
- Water retention

8. STAKEHOLDER PERSPECTIVE

STAKEHOLDER	PERSPECTIVE / COMMENTS ON THE PROJECT
THDC	The company is happy with the response of the community. The project seems to have lot of scope and intervention where community participation is playing major role in implementation of the project. In terms of achievement, CHC is established in different parts of Pathri, where beneficiaries are yielding and experimenting with new crops for higher value and production
FSHG, (adarsh kisaan club) Pathri Block- Part-3 & 4	The initiative is a credit to them as the proposal was designed by Adarsh Kisan club. Later, with the joint efforts of THDC and Krishi Vibhag has made this project has been successful. They want to further collaborate with THDC for new interventions.
Adarsh Yuva Smiti (NABARD)	This group is working as a facilitator for FSHG, AYUS is working with support from State government's Programmes like SWAJAL, NABARD. It has also been recognized by DRDA Haridwar, Uttarakhand State AIDS Control Society Dehradun, and RUDSETI PNB. Having their expertise in agriculture, they help farmers and community with technical and administrative work to uplift the community with their participation.
Dairy Farm SHG	The group is satisfied but they are not receiving sufficient amount of money. The SHG is working in team as fodder is cultivated on one of the member's land. The group desires to expand their activity and production as to sell their produced milk of their own. Proposal of setting up new dairy farms have been given for scaling it up at larger platform.

9. CHALLENGES & SUGGESTIONS

9.1 PROMOTING PLANTATION & HORTICULTURE CROPS AND AWARENESS GENERATION

Over the years, horticulture has emerged as one of the potential agricultural enterprise in accelerating the growth of economy. Its role in the country's nutritional security, poverty alleviation and employment generation programmes is becoming increasingly important. It offers not only a wide range of options to the farmers for crop diversification, but also provides ample scope for sustaining large number of Agro-industries which generate huge employment opportunities. At present, horticulture is contributing 24.5% of GDP from 8% land area.

Promoting two types of crops in same field could help farmers in production and during failure of crop.

- Have potential for improvement of wastelands through planned strategies
- Need comparatively less water than many other field crops
- Provide higher employment opportunities
- Important for nutritional security
- Environment-friendly
- Have a high potential for value addition
- Have high potential for foreign exchange earnings
- Make higher contribution to GDP (24.5 per cent from an area of 8.5 per cent.)¹⁵

¹⁵ <http://planningcommission.nic.in/aboutus/committee/wrkgrp/horticulture.pdf>



9.2 DEMAND VS SUPPLY

As observed on project site, other farmers (non-beneficiaries) are also using tools and equipment in their fields. The pre-requisite challenge of project is demand vs. supply, as numbers of equipment are less in number. The ratio of farmers and tools is disproportionate as reflected from the data

9.3 PROMOTING FODDER CROPS

Depicted in field that farmers have grown Napier grass (fodder) for livestock. It is suggested to farm different type of fodder crops. However, this would help in dairy centers for cows and other livestock utilized in agriculture.

9.4 FORMATION OF OPEN WELL & FARM PONDS

It is suggested to promote digging of open well and farm ponds for water conservation and fishery respectively.

9.5 CONVERGENCE OF GOVT. AGRICULTURE SCHEMES THROUGH KRISHI VIGYAAN KENDRA

Knowing the fact that local population of pathri does not have legal documents of their land due to that they are unable to access benefits towards agriculture schemes. FSHGs should collaborate with Krishi Vigyaan Kendra for better skills and knowledge delivery in the direction of adopting new techniques for integrated farming.

9.5 USING WATER CONSERVATION TECHNIQUES FOR IRRIGATING THE LANDS ESPECIALLY FOR HORTICULTURE & VEGETABLES

The use of sprinklers technique can help the application of irrigation water and plant nutrients at low levels and frequent intervals through drippers in to the root zone of plant.

Advantages:

- Increase in production & productivity
- Improves quality and ensure early maturity of the crops
- Water Saving up to 40% - 70%
- Controls weed growth, saving of fertilizer (30%) and labour cost (10%)
- Fertigation / Chemigation can be made efficiently
- Control diseases
- Use of saline water is possible
- Soil erosion is eliminated
- Suitable for uneven / undulating land

9.6 USING WATER CONSERVATION TECHNIQUES FOR IRRIGATING THE LANDS ESPECIALLY FOR HORTICULTURE & VEGETABLES

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9.7 HIGH WATER USE EFFICIENCY

Sprinkler irrigation system allows application of water under high pressure with the help of a pump. It releases water similar to rainfall through a small diameter nozzle placed in the pipes. Water is distributed through a system of pipes, sprayed into air and irrigates in most of the soil type due to wide range of discharge capacity.

Advantages

- Eliminates water conveyance channels, thereby reducing conveyance loss
- Suitable in all types of soil except heavy clay
- Water saving up to 30% - 50 %
- Suitable for irrigation where the plant population per unit area is very high
- Helps to increase yield
- Reduces soil compaction
- Mobility of system helps system operation easy
- Suitable for undulating land
- Saves land as no bunds required
- Soluble fertilizers and chemicals use are possible
- Provides frost protection & helps in alteration of micro climate
- Reduces labour cost

9.8 CROP INSURANCE SCHEMES

Indian agriculture is heavily dependent on rainfall which largely occurs during monsoons. The erratic behavior of monsoons may cause natural disasters such as scarcity conditions, floods, drought, cyclone etc affecting the yield of crops. Also, given that agriculture is dependent on various aspects such as weather, wind, rainfall, topography etc, factors which are beyond a farmer's control, risk of loss of crop and production can be mitigated through intervention. (Singh, 2010) Agricultural insurance is one method by which farmers can stabilize farm income and investment and safeguard against disastrous effect of losses due to natural hazards or low market prices.



Crop insurance not only stabilizes the farm income but also helps the farmers initiate production activity after a poor agricultural year. It cushions the shock of crop losses by providing farmers with a minimum amount of protection. It spreads the crop losses over space and time and helps farmers make more investments in agriculture. (SS Raju, 2008) Given that one of the major objectives on the project is to promote and sustain agriculture in these villages, schemes such as crop insurance can be introduced. This can even be done through SHGs since SHGs are well developed in these areas under the same project head. Government of India, too, has schemes like National Agriculture Insurance Scheme (NAIS) that cover crop damages and failures on account of natural calamities. Availability and existence of these Government Schemes can be researched in these areas, through the implementing agency, and efforts for linkages with the district administration can be initiated by the company so as to make the activity sustainable.

PROJECT 4:

EMPOWERMENT AND ENHANCEMENT OF
LIVELIHOOD OF 30 RIM AREA VILLAGES THROUGH
INTEGRATED DEVELOPMENT



1. PROJECT DETAILS

PROJECT NAME	Empowerment and Enhancement of Livelihood of 30 Rim Area Villages through Integrated Development	
COST OF THE PROJECT	2014-15 2015-16	Approx Rs. 11.00 lacs Approx Rs. 34.22 Lacs
LOCATION (District, State)	Pratapnagar block of TEHRI	
NUMBER OF BENEFICIARIES	Multiple (As per independent activities)	
KEY STAKEHOLDERS	Beneficiaries, THDC, HNBGU	
PROJECT STATUS (completed / ongoing)	Ongoing	
PROJECT DURATION	Continuing	
YEAR OF IMPACT ASSESSMENT	2015-2016	

2. PROJECT INTRODUCTION

All rural extension work takes place within a process of development and cannot be considered as an isolated activity. The term development does not refer to one single phenomenon or activity nor does it mean a general process of social change. In the process of achieving the desired results, our interventions in area can have its own negative implications. The villages of Tehri are the perfect example of how a development project can have a major impact on the lives of the villages, in term of the geography of the place, the land quality and the variation in the climate.

Much has been written about the process of development, and the approaches which should be adopted in order to develop it in a sustainable manner.

Rural Development strategies usually take the form of projects and programmes with their implementation in specific rural areas. These projects often are the focal point of convergence various government schemes, the efforts by various non-government organisations.¹⁶

The following project studies the social impact of the structural development (Tehri dam construction) in the area and enlists various engagements models of the agency and the local NGO with the community to mitigate the undesirable impact of the project.

¹⁶ <http://www.fao.org/docrep/t0060e/t0060e02.htm>

2.1 PROJECT BACKGROUND

This section of the report discusses how the Tehri Dam in India is a case of a development project which causes environmental displacement on a massive scale. This occurs through eviction of the human settlement from the project site and indirectly through collateral damage to livelihoods by environmental changes. The problem of resettlement and rehabilitation are emphasised in this section (under this project).

Before the project was implemented a baseline survey was conducted in RIM area villages of Pratapnagar and Jakhnidar blocks of Tehri dam reservoir by HNB Garhwal University to study the impact of dam reservoir on environment, natural resources, and local livelihoods. Major changes were observed in land use patterns. Parts of rich cultivable land is submerged and the remaining has developed cracks as the Tehri area is geographically and tectonically unstable and prone to major disasters.

Women:

Women in these areas are seen to be highly burdened with doing the household chores, helping with the farming, fetching water from far-off sources, collecting wood for fuel etc. They walk as much as 8kms to fetch water and collect wood and, as per HNBS research, spend upto 18hours a day working. This gives them very less to spend with their children and families and no time for themselves. If the drudgery of women could be reduced, women can be engaged in other skill development activities which could prove to be income generation sources in the future and increase their overall free time which they could use productively in other activities.

Making women self-sufficient and reducing drudgery is another major goal of this project which is achieved through a combination of different activities like forming of MMDs, providing training etc.

The occupational structure is weak. Male population is not ready to work on farms. According to them, the agricultural work does not provide entrepreneurship dignity. On the contrary, they prefer working as daily wage workers than working on their own lands. In the villages, the average income of people is as low as ₹2000 and the occupational activities give no sustainability in income generation.

Forest and Livestock; apart from the environmental drudgery caused by this development (construction of Tehri dam) it was also observed that the local people are not availing benefits from any government schemes. Lack of health and education institutions/ facilities constitutes major findings. Poverty, drudgery and illiteracy among women are critical issues in this area. Hence, the local implementing agency, the HNBSGU team with the help of SEWA-THDC has been working towards forming new Community-Based Organisations (CBOs) and strengthening the existing CBOs like panchayats, Mahila Mangal Dal and Self-Help Groups (SHGs). The HNBSGU team aims at making people independent enough to withdraw completely from the project areas, in time, handing over all the learning and execution to the local people.



Figure 28: Interaction with beneficiary during field visit (Health camp information)

2.2 IMPLEMENTING AGENCY

The **Hemwati Nandan Bahuguna (HNB)** Garhwalis, is a premier central university institution of higher learning in the catchments area of Tehri dam, the largest rock fill dam of Asia and is also the first government degree college of Tehri district located in Srinagar, Garhwal (Uttarakhand) about 108 kilometres from Rishikesh along the Delhi-Niti National Highway.

The institute has a well-established center for Agriculture and Allied Science which has been contributing to THDC as knowledge partner and the implementing agency for a section of their CSR initiatives. The activities proposed by the HNB Garhwal University for one year were decided after rounds of discussions with SEWA THDC officials, experts from THDC, community members, and local representatives.

The proposed activities in the financial year 2015-2016 by HNB Garhwal University were:

1. Promotion of sustainable livelihoods; advancement in agricultural and horticulture projects
 - Vegetable cultivation, with special focus on quality seed distribution, working with 1000 farmers of the village
 - Horticulture; planting rain-fed plants/trees on individual basis at village level
2. Opening of computer training centers
3. Establishing tailoring cum knitting and handicrafts goods production training center
4. Organising health camps
5. Vocational training in hotel management and auxiliary nurse and midwives
6. Awareness Programme
 - Block level meetings to discuss convergence of government programmes (Rashtriya Krishi Vikas Yojana, MNREGA)
 - Kisan Goshti
 - Exposure visit for 30 farmers at Pant Nagar Agriculture University

2.3 VISION & OBJECTIVES

The university has three campuses distantly located in Srinagar, Pauri and Tehri areas and strives for all round development of its students. It has consistently shown commitment towards regional and community development which is inherent in its teaching courses, research agenda and other outreach and extension initiatives. The synergy derived from circumstances of its genesis still inspires and promotes its vision for future.

For more information about the implementing agency, please visit their official website <http://www.hnbgu.ac.in>

2.4 AREAS OF IMPLEMENTATION

Selection criterion of villages (Pratapnagar and Jakhanidhar blocks)

- Most affected villages
- Major land use change
- Proximity from the reservoir
- Backward villages
- Migration rate

2.5 AIMS & OBJECTIVES OF THE PROJECT

1. At present, the project is implemented in 56 rim areas and shall be extended in a phased manner to other villages.
2. To find alternative and sustainable means of livelihood.
3. To carry out awareness camps, training programmes, awarding progressive farmers etc. from time to time.
4. To provide scientific input to the farmers in agriculture/horticulture activities to increase production in order to increase income.
5. To explore mechanisms for market linkages for quick distribution of the produce that fetch better prices.
6. To promote improved method of cooking, clean drinking water, soil management.
7. Awareness on natural resource management through water management and forest development.
8. To reduce male migration from the village and attract the youth towards agricultural activities.
9. To demonstrate horticulture, food crops, herbs and medicinal plants, ginger, off season vegetables etc. educative centers for other farmers to adopt such techniques.
10. Fodder Development and thereby reducing major reason for drudgery among women.

3. OPERATION MODEL

3.1 IMPLEMENTATION OF THE PROJECT

Hemwati Nandan Bahuguna (HNB) Garhwalis university is the implementing agency for this project. The nodal person from the university works in conjunction with the leader from the

community, here a panchayat head, have immense knowledge from the field and the real environment. This kind of partnerships is highly encouraged where people from different professional setup but with common interest, work in unison towards a common goal. Different views, opinions and critical insights are essential in projects dealing with people from different socio-cultural environment, economic backgrounds, geographic areas, and education standards.

The monetary assistance is extended by THDC through their yearly funds released under CSR projects. From salaries to project wise expenditure on purchase of seeds, organising health camps etc. is covered under the project.

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC/ SEWA THDC	Funding partner/ Monitoring Agency	Extends financial assistance and responsible for overall supervision of the project activities in Pratapnagar and Jhakhnidar districts of Tehri. THDC also conducts regular monitoring of the projects through their CSR team. THDC and the implementing agency discusses the advancement or challenges, if any, before a decision is taken.
HNBGU	Implementing partner	HNBGU engages both as the knowledge partner and an implementing agency for this project under THDC CSR initiatives. The institute also enjoys good rapport with the local people and therefore open doors for THDC to directly engage with community and gain their support and trust.
COMMUNITY LEADERS/ PANCHAYAT HEAD	Facilitators	Engagement of community leaders is vital and loops in the component of inclusion. Community leaders bring vast knowledge from the local area, the fabric of the society etc.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDC/SEWA THDC	Funders of the project and monitoring agency	✓			
HNBGU and Community Leaders	Execution of the project	✓			
Local People (Primary and Secondary)	Implementation of the project	✓			

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC Officials	In depth Interview	5
HNBGU Nodal Officer	Personal Interview	1
HNBGU COMMUNITY LEADERS	Group Discussion	3
PANCHAYAT HEAD	In Depth Interview	1
Beneficiaries	Group Discussion	From multiple independent activities

The methods used for primary and secondary data collection were FGDs and in-depth interviews. Interaction with the beneficiaries was given utmost importance to trace the transformation in their lives. Focused Group Discussions and one-to-one interaction was conducted with the women from the farming community, tailoring center, computercenter, household that started rearing of goats. Such interactions gave insights on personal development in the beneficiaries and economic benefits reaped by them.

6. IMPACT

6.1 SUSTAINABLE LIVELIHOOD ACTIVITIES IN AGRICULTURE & HORTICULTURE

6.1.1

PROMOTION OF AGRICULTURE, COMMERCIAL FARMING

Agriculture has been the primary source of income of the targeted villages. Due to heavy resource depletion, the quality of the land has been degrading. Also, the division of land among the family members has rendered people as landless labourers. It is observed that due to scattered and small land holdings, crop damage by wild animals, and low productivity, these agricultural lands can no longer support rural livelihoods. A small oregano production zone was developed in the Kathuli and Pariya village as a pilot project. Oregano is an aromatic Eurasian plant used as culinary herb. The herb has recently taken over the local markets of this area. The people often refer to this herb as a spice used in Pizza- a much liked fast food option for the local people.



“Experimenting with new crops for increasing the production of crops through field demonstrations, forming SHGs and awareness by experts.”

Figure 29: Field visit to the agriculture land; women adopted garlic farming on barren land

6.1.2

PROMOTING AGRICULTURE THROUGH PRODUCTION OF GARLIC

After the success of oregano plantation, SEWA-THDC and HNGBU expanded their agricultural activities across 50 agricultural plots by distributing garlic seeds to 25 small and marginal women farmers. The Garlic is a climate resistant crop and ensures good produce after each germination cycle. Total production of Garlic in kilograms is 646.59 and cash income earned by the farmers is Rs 40,000/-

6.1.3

VEGETABLE & SPICES CULTIVATION

In order to promote vegetable cultivation among farmers, exposure visit was organised at Krishi Vigyan Kendra (KVK) Ranichauri, TEHRI village for farmers to on sowing techniques, grading seeds, treatment etc. Farmers are now adopting vegetable cultivation and earning Rs 4000/- to Rs 5000 before rainy season and Rs 5000/- to Rs 7000/- after rainy season as an average cash income on selling vegetables in local market besides self-consumption. Garlic crop seems to occupy largest square area of the cultivable land.

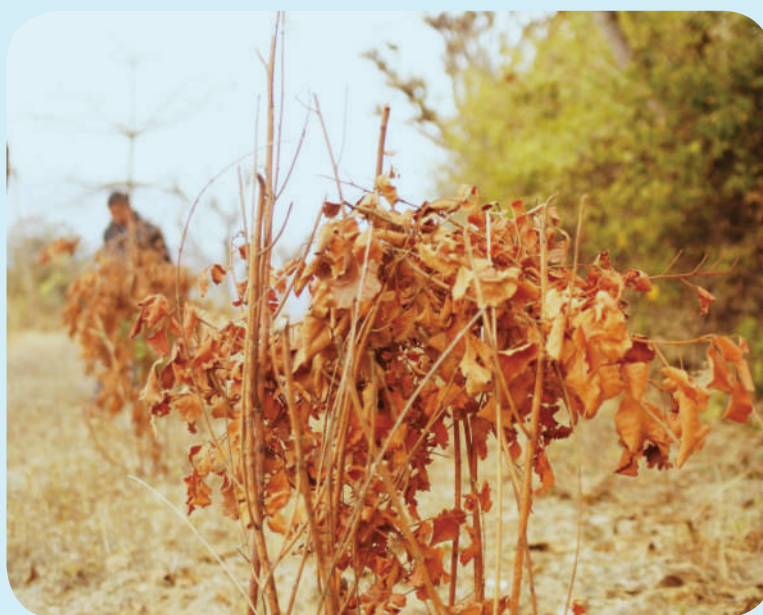


Figure 30: Protecting plants from wild animals, at beneficiary house

6.1.4

REDUCE DRUDGERY & STRESS AMONG WOMEN

It is a highly acknowledged fact that heavy out migration of male population from these villages leads to feminisation of village economy; women are responsible for most of the economic activities and also running the household chores. After field verifications, it was identified, that a woman travels about approximately 230 kilometres in a month (and sometimes 18 hours a day) to collect food and fodder. Considering the heavy work load on women in the Rim area villages, a strategy is developed for reducing workload of women through fodder grass plantation (Nappy) near the houses, installation of vermin compost pits for promoting organic farming, installation of poly houses, and water storage tanks and other capacity building efforts on women development with partnership with SEWA- THDC and HNBGU.

6.1.5

INSTALLATION OF POLY HOUSE AND POLY TUNNELS TO PROMOTE SEEDLINGS & CLIMATE RESILIENT AGRICULTURE

Low cost poly houses are introduced among farmers to protect the vegetables, from the climatic changes and wild animals. The major benefit of growing vegetables in controlled environment (in ploy houses) is that it reduced the time period of plant growth thereby increasing the production capacity of the crop. And, if the weather supports, a farmer can expect production of 4-5 times in a year.



Figure 31: Poly House (small farm of Non- seasonal vegetables)

6.1.6

HIGH PROTEIN FODDER GRASS PLANTATION

In an agrarian economy, animal husbandry and agricultural activities are inter-linked with each other. It provides cash income to local people in traditional pattern of animal husbandry prevailing in the Rim villages of this area and women are forced to travel long distance to collect fodder. Many villages are facing fodder scarcity and low quality of animal breed. HNBGU, the local implementing agency of SEWA-THDC identified potential villages for fodder promotion and introduced high protein Napier fodder grass—a green fodder that gradually increases milk production in the livestock indirectly reducing vulnerability and stress among women and giving them opportunity to diversify their livelihoods.

6.1.7

AFFORESTATION & FRUIT PLANTATION THROUGH COMMUNITY PARTICIPATION

Afforestation of plants is being encouraged which depends on rain water. The total plantation of 1920 fruit plants with 78% success rate were planted in Rim area villages with the involvement of local villagers and panchayat heads. Plantation of Mulberry, Kachnar, Bamboo, Kathal, Sisam, Amla, Oak, Harera, Bahera, Dekan, Deaho, Tun, Subabool, Reetha, Jamun, Chulu, Padam was done in the villages following cluster approach. Fruit saplings of mainly Mango Guava, Apricot, Almond, Jamun, Litchi, Bel, Pomegranate, Kathal, Apple and Lemon were also provided to households. The entire plantation work is strictly monitored and Panchayat representatives are involved at every step.



Figure 32: Women Empowerment, FSHG, A step towards sustainable development

6.2 HEALTH, AWARENESS & EDUCATION PROMOTION

6.2.1

FREE HEALTH CHECK-UP CAMPS

The noted characteristic of such health camps lie in their comprehensive approach where health promotion and prevention are given equal importance and curative care is administered that they provide Common and easy modifiable risk factors include heavy workload, tobacco and excessive alcohol consumption.



Figure 33: Interviewing the beneficiary

6.2.2

COUNSELING OF STUDENTS UNDER EDUCATION SUPPORT PROGRAMS

Education and awareness generation play a very important role in different schools. The total of 1021 students were sensitized including teachers and parents. Experts from HNBGU were involved in mobilising the students so that the students can choose their line of career after school.

6.2.3

CONVERGENCE OF GOVERNMENT SCHEMES & KISAN GOSHTI

SEWA-THDC and HNBGU organised two community mobilisation programmes at block level covering a total of 17 villages and 3 Kisan Goshtis. These meetings are spaces to disseminate information about various government schemes. Farmers are also informed about the provisions of technical support available for setting up of poly houses, bee keeping, and poultry, watershed management through different government schemes like RKY, HNB, MGNREGA.



Figure 34: A meeting with SHG for understanding their mechanism of working.

Total of 103 farmers were a part of this meeting, where the ratio of participation of female to male farmers was 8:2. Women of these areas are highly motivated to work and have submitted themselves to hard work. This block level meetings of THDC-HNBSGU officials with the local people are also spaces to discuss challenges faced by the people during the execution of activities.

6.2.4

COUNSELING OF STUDENTS UNDER EDUCATION SUPPORT PROGRAMS

A total of 85 women and young girls from Kandakhal, Pratapnagar block and Chamiyala, Ghansali block were trained in this activity. Such activities provide alternative opportunities for skill development and income generation outside agriculture. Many of the trained women are capable to earn for their livelihood. They are currently making ₹1000/- to ₹2000/- cash income in a month.

6.2.5

COUNSELING OF STUDENTS UNDER EDUCATION SUPPORT PROGRAMS

Hotel Management has been recognised as an opportunistic course for the rural youth who have passed intermediate examination or even lower classes. It was understood that if the youth is imparted technical and vocational knowledge in hotel management, they will be able to contribute to the family income. Two batches were held at the Hotel of Institute of Hotel Management (IHM), Dehradun, Uttarakhand- a prime institute in Uttarakhand in this discipline. Mobilisation of the interested youth was done through advertisement in newspapers. The students trained under this activity are now successfully placed and earning ₹10,000/- to ₹12,000/- per month. The activity provides immense exposure to the youth of the village and employment opportunities.

7. CHALLENGES & SUGGESTIONS

7.1 INCENTIVIZING THE YOUTH TOWARDS AGRICULTURE

The big barrier that the implementing agency faces in assuring sustainable livelihoods to the people is that agriculture/farming is seen as a job of people with no dignity. People prefer working for others and under others but not on their lands. Agriculture once a respected job has lost its charm in this era of globalisation. The youth prefers selling the land they own and go for skill development courses like hotel management (seen as a trend in this area) even though the course may or may not give them job guarantee. There is a need to organise awareness programmes and counselling session in schools where innovation in agricultural activities is discussed and farming is no longer seen as an unskilled job.

7.2 OPPORTUNITIES FOR TRAINED WOMEN AFTER COMPLETION OF TAILORING AND KNITTING PROJECTS

It was generally observed that young girls and women who had completed their training in tailoring and knitting were later using their skill to stitch clothes for themselves or for the family. This definitely makes them self-sustainable but do not help them in monetary terms directly. However, some women who had relatively some amount to invest in purchasing a sewing machine and opening a tailoring shop were happily making profits. Other trained women were however seeking some help to come their way.

7.3 LIMITED SCOPE OF THE COMPUTER TRAINING PROJECTS

THDC with the help of HNBGU is running many computer centers for students of all ages. The broad idea behind opening these computer centers was to introduce the local people to new age technology (here, computer systems) which probably would have been a distant dream for them. This initiative is a noble job indeed where students showed keen interest and regular attendance. The curriculum of these computer training programmes however needs reform.

7.4 INCONSISTENCY IN HEALTH CHECK-UP CAMPS

The help camps organised by HNBGU under THDC's CSR initiatives provide comprehensive health services free of costs. Dispensing medicines and injections if the patient requires is also provided free of any cost. Such provisions are extremely necessary where there is no operational Primary Health Centers (PHCs) in the area. The Health camp functions from 9 am to 6 pm and caters to patients of all age groups. The biggest limitation of this project lies in the inconsistency of the organisation such camps. These health camps are generally a one day affair. In most of the cases the patients are not able to see the doctor for successive check-ups.

7.5 LACK OF HUMAN RESOURCE

Due to lack of staff for implementation, project outcomes are not fully achieved. Inadequate number of staff results in inefficiency and reflects on the quality of the work done.

8. RECOMMENDATIONS

8.1 MORE JOB OPPORTUNITIES AND LINKAGES

More job roles in rural areas will not only prevent excessive strain on our urban areas but also at the same time enhance the development of the villages. Creation of job opportunities in rural areas help stop migration to cities, the big issue seen in the project areas. THDC and HNBGU-the implementing agency should take on this as a step ahead of the ongoing training programmes. Establishing linkages with organisations offering jobs can be one way that open doors in this direction.

8.2 FRAMING SET-CURRICULUM FOR COMPUTER TRAINING PROJECTS

After a great success of establishing computer laboratories, it is suggested to restructure the project on needs of the student. Special computer courses can be introduced that will help the trained personnel to fetch jobs outside.

8.3 EXPANDING SUCCESSFUL SCHEMES- POLY HOUSE AND POLY TUNNELS

Poly houses and poly tunnels have been the most successful activities of SEWA-THDC. The activity is seen to be yielding positive results. The produce from these poly houses are consumed by the beneficiaries and also fetch good prices in the market. More poly houses can be made to increase the beneficiary count and to accelerate and encourage alternative farming in the villages.

8.4 CAPACITY BUILDING OF THE LOCAL PEOPLE

SEWA-THDC should also encourage the involvement of local people during the discussion, implementation and regular monitoring of projects. This will build capacities of the local people and will help them sustain projects on their own.

8.5 SUSTAINABILITY OF PROJECTS

SEWA-THDC should also encourage the involvement of local people during the discussion, implementation and regular monitoring of projects. This will build capacities of the local people and will help them sustain projects on their own.

8.6 CONSISTENCY AND FOLLOW UPS

It is observed that various projects of SEWA-THDC are running as independent and one-time activities. There have been no follow ups with the beneficiaries from THDC or the implementing agency.

Also, for project like health camps, there can be a provision for organising check-up camps once every month. This consistency in projects is very important to trace its impact.

PROJECT 5:

CONSTRUCTION OF 06 CLASSROOMS BUILDING
WITH TOILET BLOCK AT RAMAKRISHNA JR. HIGH
SCHOOL



1. PROJECT DETAILS

PROJECT NAME	Construction of 06 classroom building with toilet block at Ramakrishna Jr. High School
COST OF THE PROJECT	Rs 59.00 Lakh
LOCATION (District, State)	Shri Ram Krishan Junior High School, Shakti Farm, Sitarganj, Udham Singh Nagar
NUMBER OF BENEFICIARIES	Approx. 500 students, teacher of the schools, and villagers of approx 5 villages.
KEY STAKEHOLDERS	Beneficiaries, THDC, UPRNN
PROJECT STATUS (completed / ongoing)	Completed
PROJECT DURATION	21/7/2012 to 31/3/2015
YEAR OF IMPACT ASSESSMENT	2015-2016

2. PROJECT INTRODUCTION

Development of rural India or India rests with the reforms in the education system. Urban, suburban, and rural school spaces have common infrastructural requirements, the rural schools however tend to have several distinguishing characteristics. For example, rural districts usually serve as smaller, close-knit communities. These schools play an important role in many rural communities and can be community center and symbol of community pride.¹⁷

To cater to the above canons in a rural school, availability and reach for adequate amount of funds is a major concern. This leaves the school districts with insufficient resources to erect or maintain school buildings.

Education reforms require schools to accommodate new teaching and learning styles, which includes learning laboratories. A cursory glance at both the school set-ups would reveal a great divide in the

¹⁷Improving Rural School Facilities for Teaching and Learning <http://www.ericdigests.org/2000-4/rural2.htm>

facilities available to the students. Modern schools in cities offer deluxe facilities like swimming pools whereas our rural schools are not even equipped with basic computer technology, which is another driving force behind building modifications in schools.

There is a difference between city and village student, not in terms of brain or development but their initial environment, skills, learning ability, availability of infrastructure and access to different facilities. It is essential to evaluate the success of the student as well as the school at every level.¹⁸ Such developments, such as structural as well as programmatic, together are crucial for the progress and advancement of the education in rural schools and also constitutes fundamental right of the students.

Primary School Building, Standards, Norms, and Design

¹⁸Rural education in India <http://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education>

2.1 PROJECT BACKGROUND

In Uttarakhand, 12 years of schooling is provided in four stages- primary, upper primary, secondary and higher secondary. The initial schooling up to class VIII is generally called the elementary stage. There is inadequate infrastructure, teaching equipment and availability of teachers in Uttarakhand to provide better and quality education.



Figure 35: Current cycle stand/ previous tin shed classrooms

To achieve the quality education, the Indian National Plan of Action for Education¹⁹ for all stipulated a five-fold strategy, consisting of:

1. Improvement in provision of infrastructure and human resource for primary education
2. Provision of improved curriculum and teaching learning material
3. Improving the quality of teaching-learning process through the introduction of child-centered pedagogy
4. Attention to teacher capacity building
5. Increased focus on specifications and measurement of learner achievement levels

¹⁹Indian National Plan of Action for Education http://wcd.nic.in/sites/default/files/National%20Plan%20of%20Action_0.pdf

Due to inadequate infrastructural facilities, a request was received from the president of Shishu Kalyan Samiti, Ratan Farm, P.O. Shakti Farm, Sitarganj, district. Udham Singh Nagar, Uttarakhand, for financial assistance to develop infrastructure & other facilities in Ram Krishna Junior High School run by the society. Officers of SEWA-THDC visited the site and met the Headmaster and the teaching staff. It was observed that the school was running in a temporary tin shed structure with kuchha flooring in approximately 2.00

acre of land. Though the school was up to 10th standard but due to unavailability of pucca structure and lack of laboratories it was difficult to take recognition from Uttarakhand Education Board.

Management committee of SEWA-THDC in its 21st meeting held on May 26, 2012, decided to construct a 6 classroom building for the school through Uttar Pradesh Rajkiya Nirman Nigam (UPRNN), Haldwani unit.

2.2 IMPLEMENTING AGENCY

Uttar Pradesh Rajkiya Nirman Nigam (UPRNN) is an infrastructure development institution providing innovative infrastructure solutions with focus on multi-dimensional building and road constructions. Their work composition includes execution of the construction work, awarded by the government, semi-government and other undertakings in the form of other works. The institution's objectives have been abolishing of middle men, form constitutions, and execute work through in-house talent and to provide employment to labourers. The organisation is an ISO 9001: 2008 certified and enjoys trust of all the people. Their completed projects

include many recognised offices and institutions of the country such as U.P. Secretariat, Lucknow, Vikas Bhawan Lucknow, Pandit G.B. Pant Engineering College, Pauri, Garhwal.

The construction of six classrooms with staircase and toilet complex was implemented by the Haldwani Unit of Uttar Pradesh Rajkiya Nirman Nigam.

For more information on the implementing agency, please visit their official website <http://www.uprnn.co.in/>

2.3 AREAS OF IMPLEMENTATION

Selection criterion of the school

1. School in a rural setup
2. Majority of the students belongs to SC, ST and OBC category
3. Lack of infrastructure including inadequate number of classrooms
4. Poor toilet and sanitation facilities

2.4 AIMS & OBJECTIVES OF THE PROJECT

The main objective of the project was to provide educational facilities to the students of the Ram Krishna Junior High School by developing infrastructure facilities. Unavailability of sufficient number of classrooms, toilets and water supply caused a decrease in the strength of the school. The project activity aims at decreasing the drop-out rate of the students by providing proper infrastructure in the school as a prerequisite. This step by THDC-SEWA is also a step ahead in promoting education in rural areas, catering to the backward strata of the community, as majority if the students belong to SC, ST AND OBC category; providing equal opportunities to all the students.

3. OPERATION MODEL

3.1 IMPLEMENTATION OF THE PROJECT

SEWA-THDC signed a MoU with the Uttar Pradesh Rajkiya Nirman Nigam (UPRNN), Haldwani Unit for the construction of six classroom building with staircase and toilet block.

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC & SEWA-THDC	Funding partner & Monitoring agency	Extends financial assistance and is responsible for overall supervision of the construction project of Ram Krishna Junior High School in Shaktifarm, Sitarganj, Udham Singh Nagar (Uttarakhand). THDC also conducts regular monitoring of the project through their CSR team. THDC and the implementing agency discusses the advancement or challenges, if any, before a decision is taken.
UPRNN HALDWANI UNIT	Implementing partner	UPRNN engages as an implementing agency (infrastructure construction agency) for this project under THDC CSR initiatives.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDC	Funders of the project	✓			
UPRNN	Execution of the project	✓			
SEWA-THDC	Implementation and monitoring.	✓			

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC Officials	In depth Interview	2
School Headmaster	Personal Interview	1
SCHOOL SECRETARY	Personal Interview	1
SCHOOL TEACHERS	Group Discussion	10
Students	Group Discussion	From different classes

5.1 PROPER INFRASTRUCTURE DEVELOPMENT

5.1.1

SCHOOL BUILDING

A six classroom double storeyed building has been constructed for the students of 9th and 10th standard. It is a framed structure building having three classrooms of size 7.50m ×6.00m at ground level and three other rooms of the same dimensions on the first floor. The building has a veranda and connecting staircase. Total electrification work is also carried out in the building.

5.1.2

OUTCOME OF THE INFRASTRUCTURE DEVELOPMENT IN SCHOOL (DIRECT BENEFITS)

The project has been completed March 2015 and handed over to the school authority for use. This is the only school in the area with 10th class facility. The rooms could accommodate 50 to 60 students. Approximately 350 students are benefited by construction of the said building. The rooms are bigger in size and provide a comfortable space to students and teachers. After the construction of the building, affiliation process for 9th &10th classes from Uttarakhand Board has started and it is expected that the school will get affiliation for High School very soon. Earlier students used to sit under kachha tin shed and now they feel comfortable and are safe from direct sun light and rains.



Figure 36: 6 classrooms constructed by THDC-SEWA

6. IMPACT

6.1 NEW RURAL SCHOOL BUILDING SPURS INTEREST IN EDUCATION AMONG THE CHILDREN

The new school building with proper facilities is not only providing shelter to students but also imparts new excitement to come to school.

6.2 MOTIVATION AMONG PARENTS TO ENROLL THEIR CHILDREN IN THE SCHOOL

Initially most of the parents were discouraged to send their children to a school where classes are held under tin shades. With the new building and proper facilities, they are highly motivated and confident about enrolling their children in the school.

6.3 LOW DROP-OUT RATE

It has been widely studied that high drop-out rates are observed in schools that are far from the houses of the local people, poor transportation facilities and also poor or complete lack of toilet facilities. It is observed that by constructing the pucca class rooms and giving them hygienic atmosphere by constructing toilet block, there is check on the dropout rate of students.

6.4 INCREASE IN THE RATE OF ENROLLMENT

Enrollment has increased following the construction of the school building as parents are happy sending their children to a safe and stimulating environment.

6.5 PROVIDING EQUAL OPPORTUNITIES TO ALL THE CHILDREN

The construction of the school building and the toilet block seeks to increase access to quality basic education to the children from the backward community.

7. CONCERN

With the limited material and financial resources in Corporate Social Responsibility (CSR), cost limits must impose an exceedingly stringent discipline on both the construction agency and the educationist. Every square metre of the building must be used for as many hours of the day and days of the year as possible. Unused construction will be a waste of money that might otherwise have been better spent on training another teacher or constructing another school building.

PROJECT 6:

OPENING OF PLACEMENT LINKED SKILL
DEVELOPMENT FOR PROJECT AFFECTED YOUTH
OF TEHRI DAM





1. PROJECT DETAILS

PROJECT NAME	Opening of Placement Linked skill development for project affected youth of Tehri dam
COST OF THE PROJECT	12.00 lacs
LOCATION (District, State)	Dehradun
NUMBER OF BENEFICIARIES	100
KEY STAKEHOLDERS	THDC and IL&FS
PROJECT STATUS (completed / ongoing)	Completed
YEAR OF IMPACT ASSESSMENT	2015-2016

2. PROJECT INTRODUCTION

India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age. India's workforce is the second largest in the world after China's. To leverage and empower our demographic dividend more substantially and meaningfully, GoI launched the "Skill India" campaign along with "Make in India".

Education, skill and knowledge are pillars of economic growth and social development in any of the country. They have become highly pivotal as pace of globalization, privatization and ITC changes provide both challenges that are taking place in the world. Developed countries and developing countries with enhanced skills adjust more effectively to the challenges and opportunities of globalization.



Figure 37: Beneficiaries of the Project

2.1 FACTS & FIGURES

There are 1244 polytechnics under the aegis of the Ministry of Human Resource Development with a capacity of over 2.95 lakh offering three-year diploma courses in various branches of engineering with an entry qualification of 10th pass. Besides, there are 415 institutions for diploma in pharmacy, 63 for hotel management, and 25 for architecture.

There are about 5114 Industrial Training Institutes (ITIs) imparting training in 57 engineering and 5 non-engineering trades. Of these, 1896 are State Government-run ITIs while 3218 are private. The total

seating capacity in these ITIs is 7.42 lakh (4 lakh seats in government ITIs and the remaining 3.42 lakh in private ITIs). These courses are open to those who have passed either Class 8 or 10 depending on the trade and are of 1 or 2 years duration, which varies from course to course. In addition to ITIs, there are six Advanced Training Institutes (ATI) run by the Central Government which provide training for instructors in ATIs for electronics and process instrumentation, offering long and short courses for training of skilled personnel at technician level in the fields of industrial, medical, and consumer electronics and process instrumentation.

2.2 SITUATION OF UNORGANIZED SECTOR

As the data depicts, 93% of the work force is engaged in unorganized sector. It is not supported by any formal structural institution of acquiring or upgrading skill.

In informal sector, by and large skill is tapped or channelized through family occupations, under master/expert craftsmen in jobs having no links to formal education training and certification. In a country like India, having the majority of population working in unorganized sector requires rigorous/professional/formal skilled trainings. Training needs in this sector are highly diverse and multi skill-oriented. Many efforts for imparting training through Swarnjayanti Gram Swarajgar Yojana (SGSY), PMRY, KVIC, Krishi Vigyan Kendra (KVK) and Jan Shiksha Sansthan (JSS) are in place but the outcome is not encouraging.

The top five sectors which are expected to have increased human resource demand in Uttarakhand by the year 2022 as per the report of National Skill Development Corporation are as below:

Sr	Sectors	Incremental Demand 2012-17	Incremental Demand 2012-22
1	Manufacturing	18.8%	19.8%
2	Tourism, Hospitality & trade	17.9%	18.9%
3	Agricultural & allied services	14.5%	14.5%
4	Education	12.8%	12.8%
5	Construction	7.5%	6.9%

2.3 IMPLEMENTING AGENCY

IL&FS Skills Development Corporation Limited (IL&FS Skills) is part of Infrastructure Leasing and Financial Services Limited (IL&FS) group. IL&FS is one of the India's leading infrastructure and finance companies (www.ilfsindia.com). The company is promoted by the IL&FS group as part of its large scale social infrastructure initiative under the realm of IL&FS Education and Technology Services Limited (IETS) in partnership with National Skill Development Corporation (NSDC).

IL&FS Skills Development Corporation (IL&FS Skills) is India's largest vocational training company. The setting up of IL&FS Skills was triggered by the increasing demand of trained manpower for the jobs created in various sectors as a result of our Cluster Development

Initiative. From being a pilot programme offered for textile sector, today it is a partnership company with National Skills Development Corporation (NSDC), with a mandate to train 40 lakh people by 2022 through a network of 100 multi skill Institutes (Hubs) and 300 single skill Schools (Spoke).

Our model is based on addressing the needs of the Industry and is therefore focused on making students work ready. We also work extensively with other key stakeholders – government (central and state), private companies (funder and employers), foundations, international bodies, trainees and parents - creating a vibrant mix of sponsored and self paid programmes with a singular objective of matching youth to jobs or self employment opportunities.

2.4 AIMS & OBJECTIVES

- Providing skills to unemployed youth from affected areas so they can earn their livelihood.
- Employment Linked Skill Development program leading to minimum 80% employment.
- Providing certificate courses in different sectors as per beneficiary's interest.

2.5 PROJECT BACKGROUND

The project is initiated by THDC under CSR activity with the collaboration with IL &FS. The project was started in March, 2014 and 5 batches were trained from IL&FS. The need of the intervention was identified from the baseline report, conducted by Department of Social Work, Delhi. The project focus on to empower the youth from the project affected families in the state of Uttarakhand. This was achieved by imparting employability skills and by helping all become gainfully employed; thus equipping them with a means of stable livelihood.

2.6 NEED OF SKILL DEVELOPMENT

Livelihood opportunities are affected by supply and demand side issues. On the supply side, India is failing to create enough job opportunities; and on the demand side, professionals entering the job market are lacking in skill set. This is resulting in a scenario of rising unemployment rates along with low employability.

The beneficiaries were identified from Pratap Nagar block, Chamba, Dhauldar block, Bhilagana block by IL & FS.

3. OPERATION MODEL

3.1 IMPLEMENTATION OF THE PROJECT

IL & FS Education and Technology Services Limited is the implementing agency working in thematic area of skill development in different industries in Dehradun. The proposal was submitted to THDC and a contract was signed between both parties; THDC (funding agency), IL&FS (implementing agency). The purpose of the project was to skill 100 educated youth from ITI Chamba from project affected villages. Cluster villages identified as THDC project affected from the Tehri Dam Project affected area.

3.2 MECHANISM OF PROJECT



A. BROADCASTING

The identification of beneficiaries was instigated by implementing agency through a rigorous process. A team of mobilizer enters the community and interacts with local stakeholders and elected members for interacting with locals. The stakeholders help in understanding the village environment and dynamics for the team. Further, the agenda is broadcasted and communicated to targeted audiences for main selection event. All information is gathered and provided to them with the help of mobilisers.



B. EVENT ORGANIZING AND SELECTING BENEFICIARIES

The main event is organised for youth where the trainers inform about the courses and selection of the students is done. Through assessment and interest of the individual, beneficiary is selected for respective courses.

The criteria of selecting beneficiaries:

1. Youth from the defined project affected blocks of the THDC project.
2. Age bracket: 18 to 38 years.
3. Education – Senior Secondary Qualified.



C. ENTRY GATE ASSESSMENT

IL&FS conducts an assessment for students through entry gate assessment for finalizing beneficiaries. Later, final list is released and broadcast to the all students. In final process, verification is done through documents.



D. TRAINING

The training programs were identified and structured in accordance with the market demand as well as the requirements of the youth aspirations. Knowing the fact, youth of Uttarakhand is more inclined towards service sector due to paradigm shifts in recent years have changed the present scenario, it was proposed to develop a strategy for promoting an eco-system of income generation Hence, service sector was preferred over any other trade instinctively.

- *Field/Exposure Visits/Simulations*
- *Guest Lectures*
- *Recreation*

These were the additional trainings aids used during the training programme across all courses. Trainer and trainee manuals were be prepared and included in the training kit.



E. PROVISION OF FACILITIES:

In cases where the place of employment was far away from the training center / original place of residence, the trainees were apprised of the change in the circumstances, culture and oriented on the process of settling down, while simultaneously ensuring the employer to provide necessary assistance of lodging, food facilities for the settling down period.



F. CERTIFICATION AND JOB PLACEMENT

Certification was an important aspect for beneficiaries that would reflect acquired from reputed institution. All the beneficiaries were provided certification for respective courses. The aim and objective of the project was to create employability. Through placements many of students received jobs in reputed companies.



G. TRACKING OF STUDENTS

For a year, an online database of trained students is maintained.



Figure 38: Exposure to skills

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC & SEWA-THDC	Funding partner and monitoring unit.	To provide fund and overall supervision to the project in partnership with.
IL&FS	Implementing Agency	The project was implemented by IL&FS. The process of selecting beneficiaries, imparting trainings and job placements was done implementing agency.
LOCAL STAKEHOLDERS OF VILLAGE	Facilitation	They acted as the entry point in the communities. With their help students were mobilised for the effective execution of project.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDC & SEWA-THDC	Funders of the project Monitoring of the project	✓			
IL&FS	Implementing agency	✓			
Students	Beneficiaries	✓			

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC Officials	In depth Interview	2
Beneficiaries	Telephonic Interview	10
IL&FS	In-depth Interview	2

The methods used for primary and secondary data collection were both In-depth Interviews and Telephonic. Hence, majority of the information was gathered from IL&FS staff and trainers of the institute. The telephonic interviews were conducted with children to understand the past and present situations in context of project and training and for assessing the impact of the project. With Implementing agency, In-depth interviews were conducted to assess the functioning of the project and In-depth interview to understand relevance of the project and sustainability and to assess impact of the project.



Figure 39: Preparation of food

6. OBSERVATIONS & FINDINGS OF THE STUDY

6.1 RELEVANCE OF THE PROJECT

Exploring in different thematic areas, THDC is also working towards skill development project within collaboration with IL&FS. Skill development can be viewed as an instrument to improve the effectiveness and contribution of labour to the overall production. The eleventh five year plan had favored the creation of a comprehensive National Skill Development Mission.²⁰

The project focus of imparting skills was based on the demand of the market as it also fulfils the objective of generating employability amongst selected beneficiaries for project. Under this context, Government of India has undertaken a target of creating 500 million skilled work forces in India by 2022.²¹

²⁰http://12thplan.gov.in/12fyp_docs/9.pdf

²¹<http://www.nsdcindia.org/sites/default/files/files/building-trainers-skills.pdf>

6.2 PERFORMANCE AND ACHIEVEMENTS

Batch no.	Course	City	Enrolled	Trained candidates	Start Date	End Date	Placed students
1	Certificate course in F&B services-Steward	Chamba	19	19	28/3/14	26/4/14	18
2	Certificate programme in BPO	Dehradun	11	11	16/4/14	21/8/14	11
3	Certificate programme in BPO	Rishikesh	27	26	1/3/2014	13/10/14	22
4	Certificate course in F&B services-Steward	Dehradun	29	20	14/1/15	19/2/15	19
5	Certificate course in F&B services-Steward	Dehradun	24	22	1/2/2016	17/3/16	22

6.3 OPERATION & MAINTENANCE

The project funding and regular monitoring was done by THDC. IL&FS had contributed massively in this project. With a team of experts, mobilizer and trainers a skill development programme was designed to create livelihood and jobs for educated youth.

A total of 98 candidates were trained out of which 92 were offered work in the organized sector with minimum wage guidelines. However, 59 candidates took up employment. Further on this, approximately 55- 60% has been the employment retention for over six months.

7. IMPACT

7.1 CREATED EMPLOYABILITY FOR EDUCATED YOUTH

The primary and foremost objective of the project was to create sustainable jobs for youth through skill trainings. The project reflects 90% job placements amongst students. Majority of students, both male and female are working in present scenario in the vicinity. The figures state that youth is more inclined towards hospitality and hotel industry as it provides all basic amenities.

7.2 SOCIO-ECONOMIC DEVELOPMENT

Knowing the facts and figures of project depict their education status that majority of students have passed and completed senior secondary schooling. However, during the interactive sessions with beneficiaries it was analysed that acquiring skill and getting jobs have raised standard of living. Support to family, job and profile up gradation and incentives have given immense exposure towards hospitality and BPO sector.

7.3 TEACHING METHODS AND STANDARDIZATION OF QUALITY

Given the huge gap in supply and the demand for skilled manpower, ICT based training can significantly enable accelerated skill acquisition. Thus, it is imperative to facilitate an effective technology enabled delivery platform, which allows easy access and retrieval of multimedia content. This ensures standardization of quality of training as well as effective assessment and monitoring of trainees. The extensive use of multimedia technology and innovative teaching aids, in addition to providing audio-visual content enabled all simulative techniques to cover the “difficult to teach” topics effectively.²²

“Require more job opportunities in own state. Due to migration, family is neglected”

²²IL&FS document



Figure 40: Stewards under HM

7.4 EXPLORING NEW HORIZONS AND VERTICALS IN THEIR SECTOR

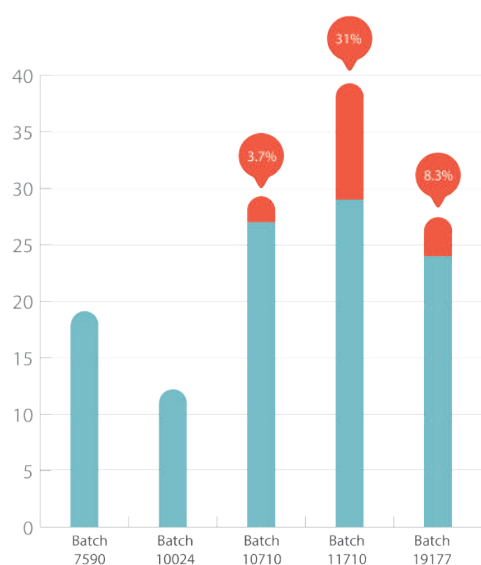
Surpassing the effort of IL&FS, it has enabled new horizons for trained students. Ensuring quality skill training, trainers, accommodating facilities has made students attain jobs in different sectors. The backbone of the project is imparting professional skills and providing employments to selected beneficiaries. With a work experience of 1-2 years, exposure to MNCs, hotels and branded outlets has imperatively brought changes in mindset and personality.

7.5 SENSE OF SATISFACTION AND PRIDE AMONGST BENEFICIARIES

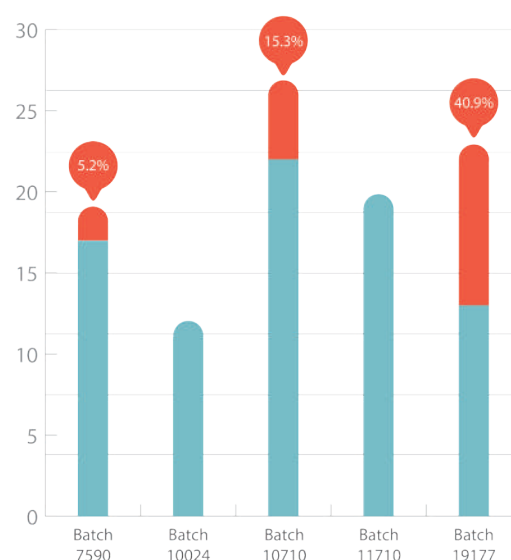
The contribution of IL&FS had made students/beneficiaries satisfied in all aspects. The students informed training and trainers were the foremost important component of skill development. Initially, working as professionals made situations challenging. In present, they are working hard to learn and acquire skills to raise their job role and pay scale.

7.6 PRESENT STATUS OF STUDENTS

Project	Batch Name	Batch Start Date	Passing out Date	Enrolled	Drop out	Completed Employed	Un-Employed	Working	Not Tracked	Not working
THDCIL	Batch 7590	04/07/2014	05/09/2014	19		19	18	01	18	1
	Batch 10024	16/07/2014	21/08/2014	11		11	11	1	8	2
	Batch 10710	10/01/2014	11/12/2014	27	1	26	22	04	19	5
	Batch 11710	14/01/2015	19/02/2015	29	9	20	19	01	11	6
	Batch 19177	02/01/2016	17/03/2016	24	2	22	13	9	13	
GT				110	12	98	83	15	25	51



STUDENTS OF HM & BPO



STATUS OF WORK

8. STAKEHOLDER PERSPECTIVE

STAKEHOLDER	PERSPECTIVE / COMMENTS ON THE PROJECT
THDC	The company wanted to generate employment and skill development for the students under Hotel Management and BPO.
IL&FS and staff	The implementing agency was satisfied with the project. They would like to collaborate with THDC and work with them.
BENEFICIARIES	The students were happy and satisfied with their jobs. These training sessions have provided benefits to beneficiaries and improved their socio-economic standards.

PROJECT 7:

ONE YEAR DIPLOMA PROGRAMME IN HOTEL
MANAGEMENT FOR THE STUDENTS OF PROJECT
AFFECTED AREA



1. PROJECT DETAILS

PROJECT NAME	One Year Diploma programme in Hotel Management for the Students of project affected area
COST OF THE PROJECT	29.08 lacs
LOCATION (District, State)	Tehri
NUMBER OF BENEFICIARIES	42
KEY STAKEHOLDERS	THDC and several implementing agency
PROJECT STATUS (completed / ongoing)	Completed
PROJECT DURATION	Continuing
YEAR OF IMPACT ASSESSMENT	2015-2016

2. PROJECT INTRODUCTION

The term 'hospitality' refers to the cordial and generous reception and entertainment of guests or strangers, either socially or commercially. Indians are known the world over for their hospitality 'Atithi Devo Bhavah' ('The Guest is like our God'). It has been our adage from ancient time. It is because of this heritage that India, with its numerous hotels, has been considered as one of the world's leading hospitality venues (Raghubalari & SmriteeRaghubalan 2010)

Accommodation is a basic need of tourism activity. Without accommodation, it would not be easy to build up tourism even in the world's most beautiful places. (David Carr, 2011). The service industry also includes hospitality industry which is bifurcated into viz., lodging, and restaurants, planning an event, theme parks, transportation, cruise line, and additional fields in the tourism industry.

Hotels are an extremely important component of tourism industry. With the rapid growth in tourism the hospitality industry of India is also growing and this industry requires skilled man power to deal with domestic and international travelers. The tourism policy of the government also aims at speedy implementation of tourism projects, development of integrated tourism circuits, capacity building in the hospitality sector and new marketing strategies.

The Uttarakhand state is one of the tourist destinations for many of people around the globe due to the presence of famous pilgrimages (Char Dham), beautiful sceneries and due to the perfect place to do adventurous activities such as rafting, rock climbing, river crossing, trekking, etc. The state has seen growth in the hotel industry in past few years and created a pool of employment opportunities in the state. The National Skill Development Corporation also reported the need of skilled manpower in the hospitality sector in Uttarakhand.

Tourism in India has generated immense employment opportunities and is a vital source of foreign exchange for the country. The travel and tourism industry contributed Rs 2.17 trillion (US\$ 36 billion) or 2 per cent to the country's gross domestic product (GDP) in 2013. The figures are expected to rise to Rs 4.35 trillion (US\$ 72.17 billion) by 2024.

As per the planning commission, the hospitality sector is responsible for more jobs per million rupee of investment than any other sector. This sector provided varieties of jobs which satisfies unskilled people to specialized one. The government of India and the ministry of tourism have contributed significantly to the development and growth of the industry by providing various tax incentives, policy measures and other various supports.²³

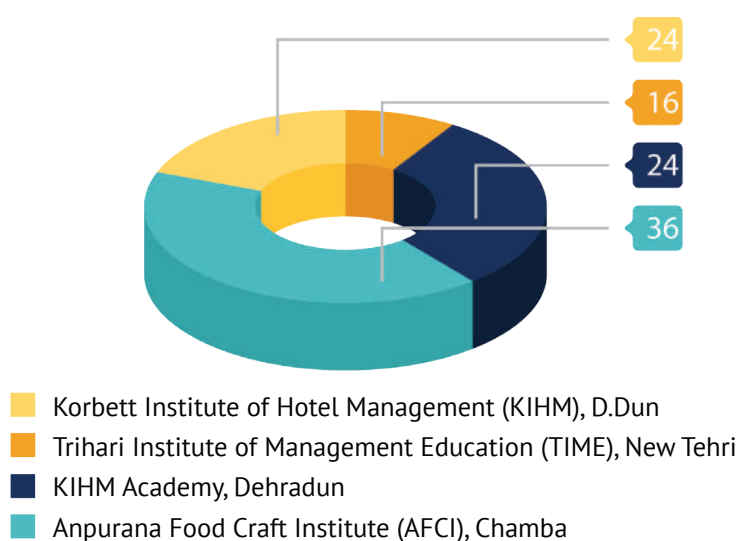
Although the economy of the state of Uttarakhand is based highly on Tourism given the various pilgrimages and the geography of the area, higher regions of the state like the villages in Tehri Garhwal are chiefly agrarian in nature and dependent on farming and labor work as the primary sources of income.

²³https://www.ermt.net/docs/papers/Volume_5/6_June2016/V5N6-139.pdf

2.1. IMPLEMENTING AGENCY

SR.	IMPLEMENTING AGENCY	STUDENTS ENROLLED
1	Korbett Institute of Hotel Management (KIHM), D.Dun	15
2	Trihari Institute of Management Education (TIME) , New Tehri	10
3	KIHM Academy, Dehradun	7
4	Anpurana Food Craft Institute (AFCI), Chamba	10

Percentage of Students Enrolled in Respective Colleges for HM



2.2 AIM & OBJECTIVES

1. The primary goal of the project, hence, is to impart vocational training to youth belonging to BPL families of the dam affected areas of Tehri Garhwal.
2. Providing them with alternate means of livelihood in the hope to raise their overall Standard of Living and Quality of Life.
3. Generating employability and getting beneficiaries placed in different empanelled hotels.

2.3 PROJECT BACKGROUND

The project was commenced by THDC within collaboration with several implementing agencies in 2013-14 for training project affected students for one year diploma in Catering Management (HM).

All the implementing agencies have trained single batch for a year. In the training period, 6 months were set aside for theory and 6 months were for industry

training. The students were later provided with jobs in different hotels nearby located in Uttarakhand. The beneficiaries were identified from project affected areas of the village.

3. OPERATION MODEL

3.1 MOU

A MoU was signed between THDC and all four implementing agencies for implementation of the project.

3.1 IMPLEMENTATION OF THE PROJECT

As mentioned above, they were 4 implementing agencies involved in imparting skill training to beneficiaries. They had submitted proposal to THDC for implementing the project.

Through expression of interest, agencies were finalized and students were sent directly to the institutions for acquiring skills.

The total numbers of beneficiaries trained under this project are 42.

3.3 MECHANISM OF PROJECT



A. SELECTION OF BENEFICIARIES

A committee was organized for selection of beneficiaries from the educated youth, finally students were selected and they had been sent to institutions for training.

The criterion of selection of students:

- Inter pass
- Clear Written test
- Interview
- Project Affected
- Age group: 18 to 22 years



B. TRAINING

Training was a combination of theory and practical. The Hotel Management course finalized is of one year duration divided into two parts i.e. six months in-house training (theory & practical) and six months industrial training. Program includes training in food production (kitchen), F&B service, English and Computers with practical and theory both. Students were provided with free of cost boarding and lodging facilities.



C. MONITORING FROM THDC

Strict monitoring of the program is being done by THDC officials to check the implementation of the implementing agencies. Monitoring was conducted on regular intervals initially from selection process to trainings sessions.



D. JOBS PLACEMENTS

Placements were done after students cleared their exams and certification was provided to each and every student in different hotels.

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC	Funding partner.	To provide funds and overall supervision to the project in partnership with.
KIHM ACADEMY, DEHRADUN	Implementing agency	The project was implemented by KIHM. The process of selecting beneficiaries, imparting trainings and job placements was done by the implementing agency.
TRIHARI INSTITUTE OF MANAGEMENT EDUCATION (TIME), NEW TEHRI	Implementing Agency	The project was implemented by TIME. The process of selecting beneficiaries, imparting trainings and job placements were done by implementing agency.
KORBETT INSTITUTE OF HOTEL MANAGEMENT (KIHM), D.DUN	Implementing agency	The project was implemented by TIME. The process of selecting beneficiaries, imparting trainings and job placements were done by implementing agency.
ANPURANA FOOD CRAFT INSTITUTE (AFCI), CHAMBA	Implementing Agency	The project was implemented by TIME. The process of selecting beneficiaries, imparting trainings and job placements were done by implementing agency.
LOCAL STAKEHOLDERS OF VILLAGE	Facilitation	They acted as the entry point in the communities. With their help students were mobilised for the effective execution of project.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT		
		High	Average	Low
THDC & SEWA-THDC	Funders of the project.Moni- toring of the project	✓		
KIHM ACADEMY	Implementing agency	✓		
(TIME) , New Tehri	Implementing agency	✓		
Korbett Institute of Hotel Management	Implementing agency		✓	
AFCI	Implementing agency	✓		
Students	Beneficiaries	✓		

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC OFFICIALS	In depth Interview	2
Beneficiaries	Telephonic Interview	10
Implementing Agency	In-depth Interview	3

LIMITATION: As the project was implemented in 2013-14, the research team has limitation in receiving primary and secondary information from implementing agencies and students (beneficiaries).

6. OBSERVATIONS & FINDINGS OF THE STUDY

6.1 RELEVANCE OF THE PROJECT

Hotel Management is a booming industry with high scope and demand in the service sector. Given that there is a dearth of limited availability of higher education in and around the villages; this underscores the importance of training and skill development. Along with activities that increase the scope and scale of agriculture, it is also important to provide youth with skills for alternate sources of livelihood so they can make an informed decision about their future.



Figure 41: Kitchen (TIME)

6.2 PERFORMANCE AND ACHIEVEMENTS

Hotel management courses provide professionals with skills and technical knowledge and create employability for beneficiaries. As per the experience and report, the trainees apart from basic skill, also get confidence to secure a job to earn their livelihood. After the completion of the training program, the youth have got employment in various hotels and their standard of living has become better than earlier. Now the youths and their families are happy.

6.3 OPERATION & MAINTENANCE

The project was operated by all implementing agencies set up in different areas and targeting different areas of students who were project affected. The students were identified by THDC through a process of criteria that was same across the project.

The maintenance is done by implementing agencies as they have their own established set ups in respective places.

7. IMPACT

7.1 FOCUS ON MALE STUDENTS

The diploma is only offered to male students. As per the institute, the diploma in food production and F&B services is not preferred by the industry for the girls and there are no jobs for them after doing this diploma. Moreover the security also remains an issue for the girls.

7.2 EXPOSURE TO STUDENTS

The project had catered students from different regions and blocks and provided skills and technical knowledge from well-established institutions working in Uttarakhand. All the students who are selected under project beneficiaries belong to Tehri district. The major criterion was to select students belonging from project affected families.

7.3 ENHANCING THEIR PERSONALITIES

English and computers are also taught by the institute to the students of diploma to build up the confidence in them, so that they can be able to get good jobs. Personality Development and encouraging students to speak English were also main component of the training session conducted for students.



Figure 42: Bar Set up under HM course

7.4 INFRASTRUCTURAL ASSISTANCE

Institutes have the entire required infrastructure such as kitchens for the training, training restaurants and bars, spacious class rooms, IT labs, library, housekeeping labs, etc. It was also observed that no fees were charged by the institute from the project beneficiaries. These expenses are made by THDC. It is also noticed that even the fees for the dropout students under this project were not charged by the institute and it was informed to the THDC by the institute as per the officials of the institute.

7.5 JOBS AND OPPORTUNITIES

The students are working in different hotels and places. A level of satisfaction and pride was observed during the interviews conducted with students. Students were satisfied with training and practical skills and knowledge that was imparted through agencies. In the span of 2-3 years students have switched to different hotels and earning well in their sector.

8. STAKEHOLDER PERSPECTIVE

STAKEHOLDER	PERSPECTIVE / COMMENTS ON THE PROJECT
BENEFICIARIES	The students were happy and wanted to learn new and advanced courses to learn new skills.
Implementing Agencies and Trainers	The students were initially perplexed about training as it was a completely new environment for them. After completing their course and industry training, students were placed in different hotels.
THDC	They wanted to implement few project towards skill development. The agencies approached them for implementing projects

PROJECT 8:

PROJECT DETAILS: ECONOMIC AND COMMUNITY
DEVELOPMENT PROGRAMME



1. PROJECT DETAILS

PROJECT NAME	Economic and Community Development Programme
IMPLEMENTING AGENCY	<ol style="list-style-type: none"> 1. Rotary Club Hrishikesh District 3080 (Host Partner) 2. Rotary Club Forssa District 1410 (International Partner) 3. SEWA-THDC (Cooperative Organisation)
COST OF THE PROJECT	Total Cost=Approx Rs.50.00Lacs (Rs. 32.40 Lacs contributed by SEWA-THDC and balance Rs. 17.60 Lacs by Rotary Club)
LOCATION (District, State)	Tehri

SR	NAME OF THE ACTIVITY	NUMBER OF BENEFICIARIES
1	PRIMARY HEALTH CENTER DEEN GAON	2500+
2	COMPUTER PROGRAMME	12 computer centers
3	SCHOOL FURNITURE	11 schools
4	ESTABLISHMENT OF LIBRARY	2
5	PROVIDING OF WATER FILTER	-
PROVIDING OF SEWING MACHINE		Sewing center at Rishikesh
PROJECT STATUS (COMPLETED / ON-GOING)		Completed
PROJECT DURATION		6 months

2. PROJECT INTRODUCTION

Uttarakhand is a state which is located at the foothills of the Himalayan range. Most of the habitation in this area is on the hills and amounts for rural areas. Given that the accessibility is low and the living conditions difficult, there is a dearth of proper medical services in the area. Due to this, people have to travel long distances to cities for receiving proper medical care which proves to be inconvenient and expensive. There is a high presence of quacks in these regions given the lack of qualified doctors with a medical degree. Presence of medical services in these areas is required to increase health-seeking behavior amongst people since that is observed to be really low in and around the Tehri Garhwal region.

The main objective of this initiative is to induce health seeking behavior in the population and increase the reach of medical health facilities to the interiors of the district where there are no PHCs or any other health services available.

2.1 INTRODUCTION

In this era where everything is going digital, computer knowledge and Internet have become an important part of every individual's life. The importance of computers has been felt from primary levels of schooling to give a handful experience of computers and thus to provide its functioning. It is a requirement of the society that the individuals should possess technological literacy. Information Technology in Education, effects of the continuing developments in information technology (IT) on education. The new and evolving technologies have challenged several traditional and conventional methods of teaching and learning in education. The swiftness came over new technologies had an immense effect on the way people live, work, entertain and play worldwide. Thus, learning becomes a lifelong activity, in which pace of the technological change forces evaluation of the learning process itself. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and

assessment skills.

Computers knowledge includes plenty of available IT courses, e-resources, e-digital classes etc to improve and enhancing the learning and teaching ability at primary to advance levels during schooling and after. With the digitisation process learning resources are being widened due to that learners are encouraged and computers as a tool are used in all aspects of their studies.

Due to advance technology and connectivity, the pace of imparting knowledge has become prompt whereas, one can receive information and knowledge anywhere anytime. However, in office and MNCs environment traditional methods of working has been manually exchanged with computers and latest hardware and software applications. This has tremendously improved and shown stability, efficiency and productivity in work.



Figure 43: Government school, Dean gaon

2.2. IMPLEMENTING AGENCY ROTARY CLUB

Solving real problems takes real commitment and vision. For more than 110 years, Rotary members have used their passion, energy, and intelligence to take action on sustainable projects. From literacy and peace to water and health, we are always working to better our world, and we stay committed to the end.

Rotary members believe that we have a shared responsibility to take action on our world's most persistent issues. Our 35,000+ clubs work together to:

- Promote peace
- Fight disease
- Provide clean water, sanitation, and hygiene
- Save mothers and children
- Support education
- Grow local economies

2.3. AIM & OBJECTIVES

- Providing infrastructural facilities to different areas such as computers, health tools, water filters, school furniture's, establishing library and proving stitching machines to sampled villages.
- Identifying the need for distributing the material.

3. OPERATION MODEL

An MoU has been signed between SEWA-THDC and Rotory Club, Rishikesh to implement health and educational project at remote area of Tehri Dist. Under this project medical equipment and educational material have been provided to primary health center Deen Gaon and schools of Tehri District. The project cost was approx. 81500 USD and SEWA-THDC provided 60000.00 USD for this project.

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC & SEWA-THDC	Funding partner and Monitoring agency	To provide fund and overall supervision to the project in partnership with.
ROTARY CLUB	Funding Partners and implementing Agency	Providing funds for project. Arranging items for distribution to the sampled schools and health center.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDC & SEWA-THDC	Funders of the project Monitoring the project	✓			
Rotary club rishikesh	Implementing agency	✓			
Rotary club forssa	Implementing agency	✓			

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC OFFICIALS	In depth Interview	2
Beneficiaries	Telephonic Interview	10
Implementing Agency	In-depth Interview	3

6. DESCRIPTION OF ACTIVITIES

6.1 HEALTH CENTER

6.1.1

BACKGROUND OF THE PROJECT

THDCIL is running an allopathic hospital with basic diagnostic investigation (Pathological, X-ray) and minor OT facilities through trained paramedical staff and MBBS doctors at Deen Gaon in remotest part of backward district Tehri Garhwal (Uttarakhand) since 2013-14.

Earlier medical facilities and infrastructure of this hospital was meager so it was observed and decided to improve the infrastructure of the hospitals to provide better medical facilities to people of remote area. Under the project which is mutually implemented by Rotary Club and SEWA-THDC, the health center and its laboratory have been equipped and strengthened by medical equipment

i.e. X ray machine, ECG machine, furniture, ambulance and other related equipment. Details of medical equipment are as below:

S.No	NAME OF ITEMS	QTY.
1	Ambu Bag	2
2	Ambulance (Eco)	1
3	Attendant stool	5
4	Auto Analyser	1
5	Auto Clave	1
6	Auto Pipet	1
7	Auto Scope	1
8	Bed Matresses	8
9	Bed Sheets	30 pcs
10	Bed-side Locker	4
11	Binocular Microscope	1
12	Bipap	1
13	B-P Apparatus	3
14	CBC Counter Digital	1
15	Centrifuse	1
16	Dressing Trolley	1
17	Drums	2 sets
18	ECG 3-channel	1
19	Electronic Weighing Machine	1
20	ESR Tube Stand	1
21	Examination Table	3
22	Fly Trapper	1
23	Foetal Doppler	1
24	Foot Step (Double)	2
25	Fumigator	1
26	Generator Set	1
27	General Instr .Set	2
28	Haeomoglobin Meter	1
29	Hospital Bed	6
30	I.V. Stand	5
31	Incubator	1
32	Oven	1
33	Instrument Sterilizer	2
34	Instrument Trolley	2
35	Kidney Tray	1
36	Nebuliser	1
37	OT Table	1
38	OT Light	1
39	Over bed table	4
40	Oxy cylinder with accessories	3
41	Oxygen Concentrate	1



Figure 44: PHC tools

42	Patient Stool	4
43	Pillow	10
44	Radiant Warmer	1
45	Refrigerator	1
46	Stethoscope	3
47	Streature Trolley	1
48	Suction Machine	1
49	Suction machine -portable	1
50	Syringe cum needle destroyer	1
51	Trays	2 sets
52	Tube Rack (large)	1
53	Tube Rack (small)	1
54	Visitor Chair	5 sets
55	WBC Chamber	1
56	Wheel Chair	2
57	x-Ray Machine with Accessories	1

6.1.2

OBSERVATIONS AND FINDINGS OF THE STUDY

- Coverage of remotest location/villages:** The Health center covers the most remote villages surrounding the Deen Gaon village, which even does not have proper road connectivity. The nearby government medical facility is around 30-40 kms away. Earlier people of these villages faced great problem in visiting the health center. With the construction of this Center, the villagers now have the medical facilities at their door steps.
- Free health checkups and medicine:** The health center not only caters to the need of villages through health checkup but also provides medicine free of cost. Emergency cases like diarrhea, snake bite, first aid are also carried out here under the supervision of good doctors, nurses and paramedical staff.
- Introduction to new technology:** New technologies like X-ray machine with accessories are also introduced in this health center.
- Behavior changes through health camps:** The health center also conducts health camps annually. With the awareness generation by these camps through distribution of pamphlets, leaflets etc, and villagers have now developed a habit of consuming treated water. Also villagers take care of the sanitation and hygiene by making their surroundings neat and clean.
- Reduction in economic burden of beneficiaries:** Before the launch of this Health Center, villagers used to travel far away for availing any medical facility which used to cost them ₹500 to 700 per person. But with the construction of health center in these villages, the free health services are provided at the door steps and the medicines are distributed free of cost which has reduced the economic burden of villagers on medicines.



Figure 45: Emergency Beds in PHC

6.2 COMPUTER PROGRAMME



Figure 46: Computer Center, Beneficiaries

BACKGROUND OF THE PROJECT

Rotary club provided 50 computers for the education of rural students of Tehri District. The computers are being used for computer education programme of students and unemployed youth of Tehri&Uttarkashi District through Schools and local NGOs. Details of computer centers are as under:

1	Computer center Ramgarh, Thauldhar, Tehri	05 Nos.
2	Computer Center Kandikhal, Thauldhar, Tehri	04 Nos.
3	Computer Center Lambgaon, Tehri	05 Nos.
4	Gram Panchayat Chopra, Tehri	02 Nos.
5	Computer Center Dhontri, Uttarkashi	05 Nos.
6	Computer Center at Kandakhal, Tehri	05 Nos.
7	Computer Center Chamiyala	05 Nos.
8	Computer Center Pokhal, Tehri	05 Nos.
9	Kasturba Gandhi VidhyalayaRausal, Tehri	02 Nos.
10	Computer Center MadanNegi, Tehri	04 Nos.
11	OmkaranandSarswati School Koteswar	03 Nos.
12	Computer Center BanchauraUttarkashi	05 Nos.
Total		50 nos.

OBSERVATIONS & FINDINGS OF THE STUDY

I.) INTRODUCTION OF COMPUTER EDUCATION IN GOVERNMENT SCHOOL'S CURRICULUM: (THEORY AND PRACTICAL): The primary objective of the project is to introduce basic computer training sessions for the student of Deen Gaon.

This project was executed and implemented in two phases where training sessions were schedules for an hour in an interval of months. All the batches were given theory and practical knowledge of basic computers.

II.) FREE OF COST TRAINING: As the project was done under CSR, keeping in mind that majority of the students belong to low income group, under privileged and marginalized; the training sessions were free and no sort of fee was charged from the students. All the cost of the project was rendered by THDC.

III.) FEELING OF CONNECTED TO MAINSTREAM: From trainer and students responses it was observed that parents showed interest and encouraged students to learn basics of computers through this training center. In today's world where every possible is going e-digital or connected to computers, it has become more of necessity to learn technology and computers.

Such initiatives is providing exposure to students from primary levels to ensure quality education, exposure to technology, developing skills and proving platform to access such opportunities.

IV.) EXPOSURE TO THE WORLD OF IT: Being barred from many co-curriculum syllabus and activities, the students have limited access to learn new skills. Understanding the current need and requirement of time it has become mandatory and essential to equip students with computer knowledge to understand its operation and application. So exposure to IT and technology is pivotal at early stages which helps in creating, understanding and boosted confidence level to a maximum.

V.) INCREASE IN CONFIDENCE LEVEL: While interviewing the respondents, researcher could feel sense of happiness and increase in confidence level of the students. Majority of the students

have great experiences to share and enjoyed their computer training sessions effortlessly. Their confidence level seemed boost up as they have information and knowledge about the topics been taught in class was praiseworthy.

Apart from many basic and foremost important hindrances, students have shown maximum input and output during these classes. They praised his/her trainer's behaviour and way of teaching through the interview sessions. The project has created impact on student mind and generated positive outcome in terms of knowledge and enthusiasm.

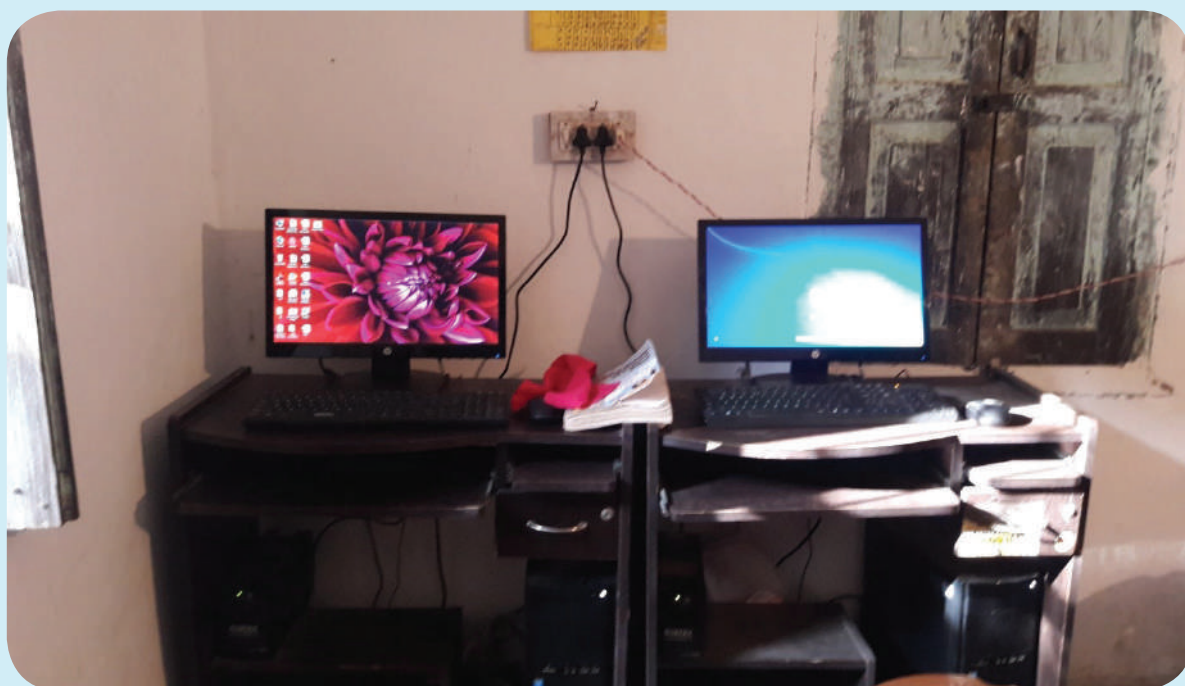


Figure 47: Computer Lab

6.3 SCHOOL FURNITURE

6.3.1

BACKGROUND

300 sets of School furniture (Bench and Table) have been provided by Rotary club under this project. The furniture is distributed in following schools.

1	Primary school DeenGaon, Tehri.	46 Sets.
2	Govt. High School Deengaon, Tehri.	70 Sets.
3	Primary School UppuTehri.	11 Sets.
4	Primary School Ragdi, Tehri	20 Sets.
5	Primary School BhainthTehri	13 Sets.
6	Primary School BanogiChambaTehri	12 Sets.
7	Primary School RatoliJakhanidharTehri	13 Sets.
8	Primary School Lamnidhar, Tehri.	15 Sets.
9	Govt. Inter College DharkotTehri.	35 Sets.
10	THDC High School Rishikesh.	30 Sets.
11	Govt. RajkiyaMadamikVidyalaBhourgoun	35 Sets.
Total		300 sets

6.3.2

BACKGROUND OF THE PROJECT

Introduction of bench and desks in schools has not only upgraded the reputation of the THDC but also maximizes the enrollment of students in the schools, which is helpful for the scientism and development of rationale and logical understanding among students and it also generates confidence among students, parents and guardians towards education.



Figure 48: Classroom- Infrastructure provided by THDC-Sewa

6.4 ESTABLISHMENT OF LIBRARY

6.4.1

BACKGROUND OF THE PROJECT

Under this programme books have been provided to following colleges for establishing of library.

- | | | |
|---|---|--|
| i. Govt. Girls Inter College Bauradi Tehri. | → | 5 Sets of Books for 9th to 12th class. |
| ii. Govt. Post Graduate College New Tehri. | → | Educational Books for Library. |

6.4.2

OBSERVATIONS AND FINDINGS OF THE STUDY

- **ACCESS TO LIBRARY:** Now students have access to library in both sampled school and college. They can access the reference books for their main subjects.
- **INFRASTRUCTURE:** They have installed furniture, books, almirahs, and computers for students.

6.5 PROVIDING OF WATER FILTER

6.5.1

INTRODUCTION

Safe drinking water along with proper sanitation are a symbol of well being towards health. Providing such facilities at school level shall help beneficiary's intake of safe and purified water. "Consumption of dirty water is detrimental to kids' health; it can cause gastroenteritis along with stomach pain and vomiting. Besides if the clarity of the water is low, it might also cause cholera, typhoid, Hepatitis A and Hepatitis E,"

Water is a prerequisite for survival of living beings irrespective on the grounds of caste, religion, creed and gender. In various regions of the sampled villages of project, the population is suffering from dearth of water. The villagers reported that there is paucity of potable and non-potable water amongst all the villages. Water supply is considerably low as per the demand.

6.5.1

BACKGROUND OF THE PROJECT

Under this programme, 17 water filters have been provided by Rotary club. 02 water filter have been provided to ARTO office Rishikesh for providing safe drinking water to pilgrim and Public come to yatra and do their registration at office. 02 water filters had also been provide to PHC at Deengaon. Balance water filter have been provided in different school & office of Tehri District. Details are as under:

1	CoARTO office, Rishikesh	02
2	PHC at Deengaon	02
3	Govt. Inter College, Jakhanidhar	01
4	Govt. Primary School Ashena	01
5	Govt. Primary School Mond	01
6	Govt. Primary School Chopda	01
7	Govt. Girls Inter College, New Tehri	01
8	Govt. Inter College, Kandikhal	01
9	Govt. Inter College, Ghumetidhar	01
10	Rajmata Girls Inter College, Bhagirathipuram	01
11	Govt. Girls Inter College, Chamba	01
12	SDM/Tehsil office, Kandisour	01
13	THDC Inter College, Tehri	02
14	Triveni Ghat, Rishikesh	01 (Direct Installed by Rotary Club Hence, total 17 nos. water filter have been provided.

6.5.3

OBSERVATIONS AND FINDINGS OF THE STUDY

- **ACCESS TO SAFE DRINKING WATER:** The students have access to safe drinking water in schools. The filters are currently running in schools and providing portable water.
- **BETTER HEALTH CONDITIONS:** Initially, students have faced health problems due to unfiltered water but after installation of filters students can drink quality water in school especially summers.
- **EFFORT OF STAKEHOLDERS:** At every single step all stakeholders have coordinated and has had well implemented the project. An initiative by THDC has ensured quality and through implementing partners. The school cooperated and implemented the project.

6.6 PROVIDING OF SEWING MACHINE

WOMEN EMPOWERMENT

Five sewing machines have been provided to Women Empowerment Center, Rishikesh.



Figure 49: Prepared by Beneficiaries (cutting and tailoring center)

6.6.1

INTRODUCTION

Skilling: Skill Development is an indispensable for every individual development. It may be acquired through education or vocational trainings programmes. It facilitates in acquiring expertise that supports generating livelihood through formal set up. Also, according to the International Labour Organization speaks about skill development as “Skill Development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization

6.6.2

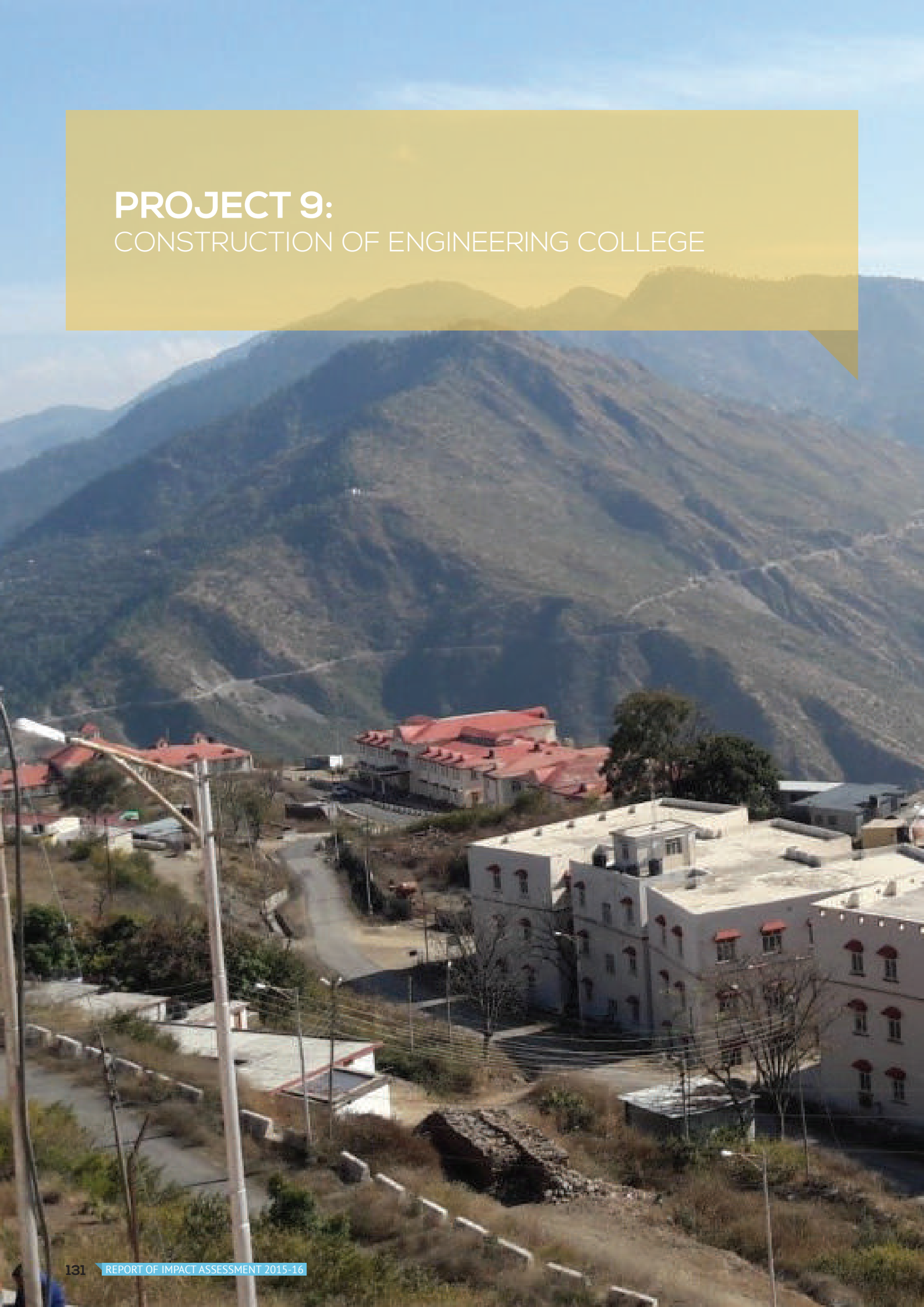
OBSERVATIONS AND FINDINGS OF THE STUDY

- 1. AN OPPORTUNITY FOR DROP OUTS:** During the discussion with the trainees it was found the training helped the girls who were also drop out or discontinued education due to some reasons. The girls were found to be financial crisis of the family as all of them belonged to economically weaker section of the society.
- 2. EMPLOYMENT ORIENTED SKILL:** Beneficiaries from local villages now after getting training they will be skilled and employed to textile industries. They are financially independent and feel empowered and confident.

7. STAKEHOLDER PERSPECTIVE

STAKEHOLDER	PERSPECTIVE / COMMENTS ON THE PROJECT
Beneficiaries	The students and other beneficiaries were happy as they have access to several facilities in schools, PHC, computer center, sewing center.
Implementing Agencies and Funding partners	The Implementing and funding partners have contributed toward 32 villages in and around deen gaon and tehri. Further, the project have created infrastructural facilities for providing basic education.
THDC	They wanted to implement few project towards economic and community development programme. The idea was to provide basic education towards skill development and IT. Providing health tools and equipment in deen gaon PHC. The project caters different villages that are socio-economically backward and lack basic amenities.

PROJECT 9: CONSTRUCTION OF ENGINEERING COLLEGE



1. PROJECT DETAILS

PROJECT NAME	Construction of Engineering College, THDC Institute of Hydro Power Engineering and Technology
IMPLEMENTING AGENCY	THDC
COST OF THE PROJECT	60 crores approx
LOCATION (DISTRICT, STATE)	Tehri
NUMBER OF BENEFICIARIES	Current Students
KEY STAKEHOLDERS	THDCIL, SEWA-Thdc, UTU
PROJECT STATUS (COMPLETED / ONGOING)	Completed
PROJECT DURATION	
YEAR OF IMPACT ASSESSMENT	2015-2016

2. PROJECT INTRODUCTION



Figure 50: Engineering college block

For running of the Institute, on 10th May 2011 a Memorandum of Understanding was entered between THDCIL and Uttarakhand Technical University. The MoU was signed by Shri DS Chauhan, Vice Chancellor for and on behalf of UTU and by Shri DV Singh, Director (Technical) for and on behalf of THDCIL INDIA LIMITED in presence of senior officers of UTU and THDCIL. As per the MoU, THDCIL incurred a onetime expenditure towards creation of infrastructure for the Institute as per AICTE norms with its complete furnishing with labs, workshops, library, office etc. UTU will run the Institute as a Constituent College of the University in self-finance mode and shall meet all recurring expenses. The infrastructure meeting the first year requirement of the Institute is complete. UTU commenced the functioning of the Institute from the Academic Session 2011-12. THDCIL had created the asset of the Institute from its Corporate Social Responsibility fund.

2.1 IMPLEMENTING AGENCY: THDC INSTITUTE OF HYDROPOWER ENGINEERING AND TECHNOLOGY

THDC Institute of Hydropower Engineering and Technology is a newly established (in Aug 2011) first constituent institute of Uttarakhand Technical University with the aim of becoming a world class comprehensive institute with a mission of high-quality undergraduate programs and high caliber research development in cutting-edge areas. The institute is situated at B. Puram, Tehri, approximately 150 km from capital city – Dehradun on beautiful site of THDC project.

The institute believes that learning occurs in both the classroom and the laboratory. Therefore, the curriculum of UG programs having various practical based courses in every Semester. This allows students to experience first-hand, the joys and challenges of research knowledge. The institute offers following UG programs: B.Tech Mechanical Engineering; B.Tech Civil Engineering; B.Tech Electrical Engineering; B.Tech Electronics and Communication Engineering; and B.Tech Computer Science Engineering.²⁴

²⁴<http://www.thdcihet.com/>

2.2 AIMS & OBJECTIVES

1. To provide quality education to students and generate employability
2. Create physical infrastructure for college under CSR initiatives to meet future requirements of skilled manpower and technical graduates in sustainable manner
3. The objective behind setting up of the Institute is to generate and create a pool of continuously upgraded skilled set of knowledge with special thrust on construction, operation and maintenance of hydro power stations.

2.3 PROJECT BACKGROUND: REHABILITATION AND RESENTMENT PROCESS

A survey was conducted by THDCIL to determine the level of higher education in Tehri and as a result they found out that many students are migrating to different parts of the country such as Delhi and Dehradun to get admission in engineering colleges. Also, both primary and secondary data reflects that Tehri did not have any engineering college. Therefore, the need of constructing a Higher education college was felt by THDCIL to have quality education within the area and have infrastructure to support it.



Figure 51: Computer Lab

3. OPERATION MODEL

THDCIL itself is involved in the process of establishing and constructing the college. However, a need was identified through a survey conducted by them that THDCIL shall establish a technical Institute to impart instructions in several disciplines of engineering with focus on hydro power which was approved by the Ministry of Power.

3.1 SIGNING OF MOU

For running of the Institute, on 10th May 2011 a Memorandum of Understanding was entered between THDCIL and Uttarakhand Technical University.

As per the MoU, THDCIL incurred a onetime expenditure towards creation of infrastructure for the Institute as per AICTE norms with its complete furnishing with labs, workshops, library, office etc. UTU will run the Institute as a Constituent College of the University in self-finance mode and shall meet all recurring expenses.

3.2 CONSTRUCTION OF COLLEGE

The institute has state of art infrastructural facilities such as Administrative Block, Academic Blocks, Laboratories, Workshop, Library, Canteen and Hostel for boys and girls etc. Well furnished infrastructure has been provided for students in five disciplines i.e. Civil, Mechanical, Electrical, Electronics & Communication and Computer Science. The Institute is a constituent college of Uttarakhand Technical University (UTU), Dehradun.

3.3 HANDING OVER TO UTU

UTU will run the Institute as a Constituent College of the University in self-finance mode and shall meet all recurring expenses.

4. STAKEHOLDER'S ROLES & RESPONSIBILITIES

STAKE HOLDERS	ROLE	RESPONSIBILITY DETAILS
THDC	Funding partner	To provide fund and overall supervision to the project it is in partnership with.
SEWA-THDC	Implementing Agency	The project was implemented by THDC along with various stakeholders.
UTU	Partner Stakeholder	Running college under UTU norms and maintenance of college.

4.1. STAKEHOLDER'S LEVEL OF ENGAGEMENT

STAKEHOLDER	ROLE	LEVEL OF ENGAGEMENT IN THE PROJECT			COMMENTS
		High	Average	Low	
THDCIL	Funders of the project	✓			
Sewa THDC	Implementation	✓			
UTU, College	Running college	✓			The college is affiliated under UTU

5. DATA COLLECTION TOOLS & TECHNIQUES USED

STAKEHOLDER	DATA COLLECTION METHOD USED	NUMBER OF MEMBERS OF THE STAKEHOLDER GROUP INTERACTED WITH
THDC OFFICIALS	In depth Interview	2
BENEFICIARIES	Focused Group Discussion	5
College Authority	In Depth Interview	2

6. OBSERVATIONS & FINDINGS OF THE STUDY

6.1 RELEVANCE OF THE PROJECT

Under CSR, this project was initiated by THDCIL.

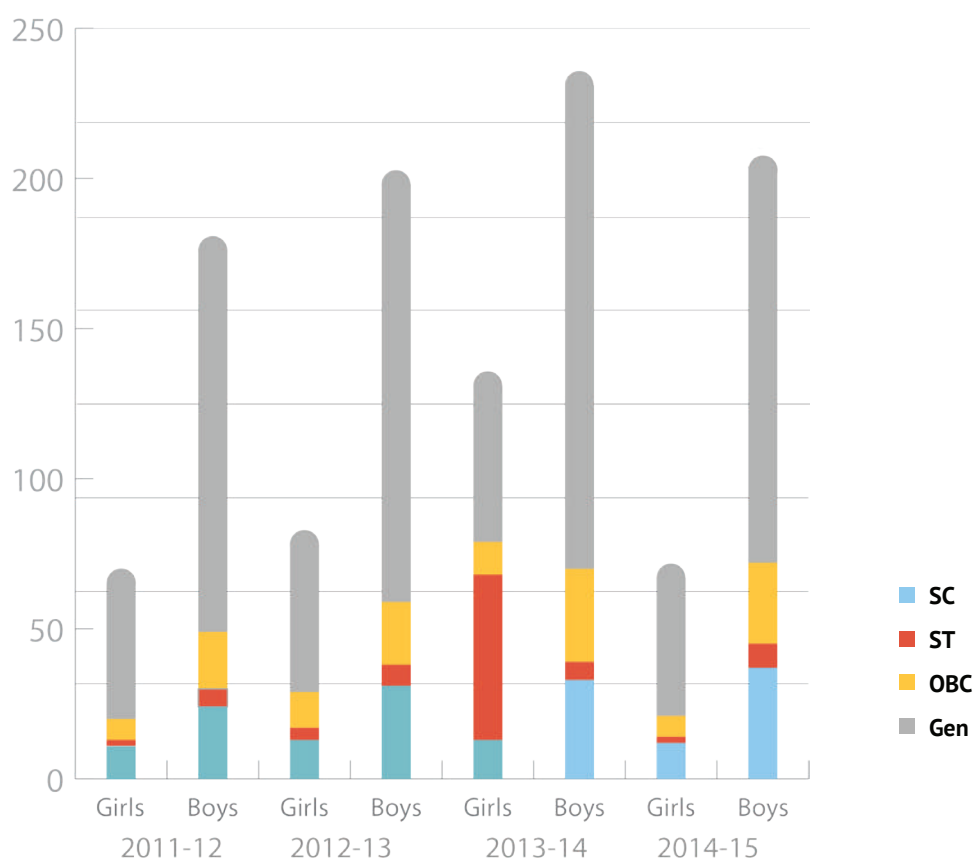
The project was initiated by THDCIL, understanding the dynamics and raising the living standards of people; socially and economically through educational institutions. Providing technical knowledge and establishing infrastructure was the primary objective of the CSR project.

6.2 PERFORMANCE AND ACHIEVEMENTS

YEAR	TOTAL INDUCTION DURING THIS YEAR		STUDENTS FROM PAFS		STUDENTS CATEGORY						STUDENTS (THDC EMPLOYEES WARDS)	
	Male	Female	Male	Female		SC	ST	OBC	GEN	TOTAL	Male	Female
2011-12	176	65	10	02	Girls	11	2	7	45	65	6	2
	TOTAL 241				Boys	24	6	19	127	176		
2012-13	198	72	13	02	Girls	13	4	12	49	72	8	2
	TOTAL 270				Boys	31	7	21	139	198		
2013-14	231	81	10	01	Girls	13	5	11	52	81	6	3
	TOTAL 312				Boys	33	6	31	161	231		
2014-15	204	67	12	02	Girls	12	02	07	46	67	3	3
	TOTAL 271				Boys	37	08	27	132	204		

Sources: Sustainable Report: THDCIL

The trend shows the increasing enrollment of students every respective year. The college has increased number of students as they were selected through (AIEEE) on the basis of merit.



*The graph is reflecting gender vs category scenario

The college has five branches: Civil engineering, Electrical engineering, Mechanical engineering, Computer Science engineering and Computer Science and Electronic engineering.

The faculty members hold post graduate degrees from IIT Madras, IIT Roorkee, HNB Garhwal University, Uttaranchal technical university, G.B. Pant Nagar University, University of Rajasthan etc.

6.3 OPERATION & MAINTENANCE

The roles and responsibilities of the project were confined to the establishment and construction of college. The THDCIL was involved in implementation and monitoring of the project. However, the college maintenance of the college, evaluating and monitoring student's education is under UTU.

The college is following UTU norms; admission process selection of students, reservations process, and selection of faculty is conducted by UTU. Reservation is done for the underprivileged section of society.

Albeit, college have hostel assistant for both boys and girls as college caters students across India.



Figure 52: Engineering Day

7. IMPACT

7.1 INCREASED ENROLLED STUDENTS

The project has shown tremendous growth in context of enrollment of students in the recent years. The sessions were resumed in 2011 with the strength of 241 across all branches inclusive of SC, ST and OBC category.

Students from far flung areas of Uttarakhand mainly from the tribal belt of the state covering district Pithoragadh, Chamoli, Tehri, Uttarkashi etc. are being benefitted and getting higher technical education.



Figure 53: Classrooms in college

7.2 RESERVATION FOR PROJECT AFFECTED FAMILIES, STUDENTS AND UNDERPRIVILEGED

The college has 5% reservation for project affected families where students shall get admission on their 12th standard percentile. This way the students from backward areas and affected families' children are motivated for higher education.

Reservations are done as per the Uttarakhand State Government norms. Seats are reserved for students belonging to the tribal belt and that amounts to 30%.

7.3 DEVELOPMENT AND EMPLOYABILITY ACCESS TO SURROUNDING AREAS

After the establishment of college in Tehri has benefitted the localities in surrounding vicinity as they have opted for small scale businesses.

It has generated direct / indirect employment. Local communities/vendors engaged in various livelihood activities viz milk supply, newspaper/magazines, book shops, fruits and vegetables, medical shops etc. are largely benefitted. Local agencies are operating hostel canteens, transport facilities etc. Grocery and other local needs of the students and staff is also being managed by local shopkeepers and residents of the area. Local people / labours of this area are happy with the presence of THDC-IHET .

7.4 QUALITY EDUCATION AND WELL ESTABLISHED INFRASTRUCTURE

Infrastructure plays a very important role in the education system. Without ample infrastructure, quality education cannot be provided. In order to have a sustainable development it requires the basic infrastructure to be up so that it leads to effective and efficient implementation. Also, increased infrastructure helps to maintain the interest in the students, motivates them and also provides them the opportunity to improve their academic capabilities also.



Figure 54: Library in college

Access to labs, computer labs, library, hostel and other facility is foremost available and accessible to students. It can be observed that the students have felt that the college has helped them in attaining quality education by providing them with infrastructure and also getting in qualified faculty members.

“People who live near the college and have shops around have benefitted as a source of income is been generated through rents, local shops and small scale business.”
-Principal

8. LIST OF ACTIVITIES

S No.	Name of the Project	Name of Implementing Agency	F.Y.	Block	District
1	Construction of 06 nos. Class Room in Ramakrishna Shishu Vidya Mandir at Ratan Farm, Sitarganj, Udham Singh Nagar.	UPRNN, Haldwani	2012-13	Sitarganj	Udham Singh Nagar
2	Economic & Community Development program for project affected area.	Rotary Foundation of Rotary International	2013-14	Pratapnagar	Tehri
3	Opening of placement linked skills development center for project affected youth of Tehri Dam.	IL&FS Education and Technology Services Ltd, Mumbai	2013-14	Chamba	Tehri
4	Natural resource Management and Empowerment & Enhancement of Livelihood of 30 Rim Area villages through integrated Development.	Deptt. of Geography, HNB Garhwal University, Srinagar Garhwal	2014-15	Pratapnagar/Jakhnidhar	Tehri
5	Ecological Restoration and Socio-economic Empowerment of Rural Community for Sustainable Livelihood and Resource Management in Upril Raomoli of Pratapnagar Block, Tehri Garhwal	Department of Geography, Kirori Mal College, University of Delhi (Delhi)	2013-14	Pratapnagar	Tehri
6	One Year Diploma programme in Hotel Management for the Students of project affected area.	KIHM Academy, Dehradun Trihari Institute of Management Education (TIME), New Tehri KIHM Academy, Dehradun Korbett Institute of Hotel Management (KIHM), D.Dun	2013-14	Proejct affected blocks	Tehri
7	Rural Development activities i.e. Establishment of custom hiring center in Rehab Area Pathri, (Haridwar).	Adarsh Kishan Club, Chamm Gaon, Pathri, Block-4, Post Ambuwala, Block Bahadrabad, Distt. Haridwar Adarsh Kishan Club, Syansu Village, Pathri, Block-3, Post Ambuwala, Block Bahadrabad, Distt. Haridwar	2014-15 2015-16	Pathri	Haridwar
8	Construction of THDC Institute of Hydro power engineering & Technology.	SEWA-THDC	2015-16		Tehri
9	THDC Education Society (TES)- running of two Schools (one Inter College & One High School) for project affected families.	SEWA-THDC	2015-16		Dehradun & Tehri

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