टीएचडीसी इंडिया लिमिटेड
THDC INDIA LIMITED

SEWA - THDC
सर्वे भवन्तु सुखिनः

IMPACT ASSESSMENT of CSR Projects FY 2024-25








Prepared By
BIMTECH
BIRLA INSTITUTE OF MANAGEMENT TECHNOLOGY

AACSB
ACCREDITED

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ACKNOWLEDGEMENT

We are deeply grateful to THDC India Limited for the opportunity to conduct this independent assessment. A project of this magnitude, encompassing a range of geographies and terrain, requires immense coordination, and we are thankful for the professional environment and support provided by THDCIL.

This report assesses the extent to which THDCIL's CSR interventions can achieve their intended results/goals.

Any such assessment would not be possible without the support of community members, beneficiaries, and implementing agencies. At every project site the assessment team visited, the stakeholders were responsive, attentive, and welcoming. To every person who gave their time, spoke to us, and extended hospitality, we wish to put on record our gratitude. Their honest feedback regarding project impacts and expectations has been invaluable in shaping the findings and recommendations of this report.

The assistance provided by THDCIL has been outstanding. All information was neatly collated, the request for additional data was promptly addressed, and logistics bottlenecks were deftly smoothened. The discussion with the CSR team at Rishikesh and B.Puram was candid and enriching.

Finally, I thank the BIMTECH research team for its tireless effort in data collection under challenging field conditions.

Impact Assessment, at best, can ascertain 'what is'; the answer to 'what can be' is the domain of CSR managers, stakeholders, and the community they serve. I hope this report helps make an excellent CSR Program even better.

Dr. KK Upadhyay
Chairperson,
Centre for Sustainability & CSR
Birla Institute of Management Technology (BIMTECH)

Executive Summary

1. Background

THDC India Limited (THDCIL), a leading Mini-Ratna Public Sector Enterprise, carries out its Corporate Social Responsibility (CSR) primarily through company sponsored/ established registered societies- SEWA-THDC for broad community initiatives and TES (THDC Education Society) for educational projects. The company focuses heavily on the "Project Affected Areas" where its power plant is located. and also need based interventions in other locations/regions, ensuring that the development needs of the local communities is addressed. THDCIL commissioned Birla Institute of Management Technology (BIMTECH) to conduct a third-party impact assessment of THDCIL's CSR initiatives implemented during FY 2024–25. In compliance with Section 135 of the Companies Act, 2013, and the Companies (CSR Policy) Rules, the assessment focuses on projects with an outlay exceeding Rs.1 crore, as mandated by the Ministry of Corporate Affairs' guidelines. This initiative reinforces transparency, accountability, and the effective utilization of CSR funds

2. Goal of the Study

To independently evaluate the effectiveness, outcomes and impact of CSR initiatives, and to determine the significance of changes attributable to the interventions.

3. Scope of Work

This evaluation focuses on quantifying the program's impact by establishing clear causal links between inputs and observed changes. It assesses operational efficiency and the extent to which net benefits were realized, while measuring how effectively the intervention met its defined outputs and outcomes. By analysing both intended and unintended consequences, the study determines the program's overall influence on the community and the well-being of its stakeholders. It also offers strategic recommendations for long-term sustainability and a clear roadmap for future initiatives.

4. Assessment Framework and Methodology

The assessment utilizes the OECD-DAC framework to provide a structured analysis across six key criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability. Each project was evaluated through qualitative and quantitative research methods, including stakeholder consultations, field observations and case study method allowing for an in-depth understanding of the outcomes, challenges, and areas for improvement. And also focus on key findings, impact, challenges & recommendations.

5. Projectwise Summary of Findings

5.1 Construction of Mini Stadium at Inter College Ground, Pokhra, Pauri Garhwal, Uttarakhand

The Inter College playground is the biggest open space in the entire Pokhra Block; such spaces are at a premium in hilly regions. The process of upgrading the playground into a mini-stadium, where no comparable facility is available, will go a long way toward promoting rural sports. In this context, the project scores high for the **relevance** criterion. In addition, the initiative aligns with the national policy to promote rural sports, as reflected in the project's high **coherence** score. The project scores high on the **effectiveness** criterion primarily because the spectator stand constructed under the project is used during college and block-level sports meets, election logistics, community gatherings, and local-level tournaments organised by youth clubs. In addition, the project, though not complete in itself in transforming the college playground into a functional mini stadium, has given local leadership a fillip to lobby for upgrading the playground into a mini stadium. The project scores well for the **efficiency** criterion due to good design features (high C value), timely completion, and local leadership buy-in. In terms of **sustainability**, the project scores relatively low due to the current management structure, in which the playground is under the education department's ownership, which may limit resources for further upgradation and restrict more intensive use of the facility. Transferring management to the state's sports department will free up resources to develop a functional mini-stadium.

Summary of Findings

Project	Coher-ence	Rele-vance	Effec-tiveness	Efficiency	Sustain-ability	Overall
Construction of Mini Stadium at Inter College Ground, Pokhra, Pauri Garhwal, Uttarakhand	5	5	5	5	3	**4.54**
Hosting of 35th National Senior Canoe Sprint Championship at Tehri Lake, Tehri Garhwal, Uttarakhand	5	5	5	5	5	**5.0**
Construction of Academic Block at Bal Ganga Mahavidyalaya, Sendul Kemar, Tehri Garhwal, Uttarakhand	5	5	5	5	5	**5.0**
Construction of Lakefront at Badrish Lake, Badrinath Dham, Uttarakhand	5	5	5	5	5	**5.0**
Tehri Inter College, B.Puram, Tehri Garhwal, Uttarakhand	5	5	4	3.9	5	**4.6**
THDC School, Rishikesh, Uttarakhand	5	5	5	4.5	5	**4.9**
Repair & Maintenance at Rajkiya Kanya +2 Ucch School, Arrah, Bihar	5	5	4.8	5	5	**4.95**
Repair and maintenance work for Hith Narayan Kshatriya Ucch School, Arrah, Bihar	5	5	4.9	5	5	**4.98**

5.2 Hosting of 35th National Senior Canoe Sprint Championship at Tehri Lake, Tehri Garhwal, Uttarakhand

The championship was successful not just as a sporting event, but also as a crucial step toward the long-term vision of making Tehri a nationally recognized centre of water sports excellence and a hub for regional development. The primary objective was met, as the championship successfully served as the qualifying event for the upcoming 38th National Games (2025), ensuring the best athletes secured their spots. The event drew over 500 athletes, coaches, and managers from 22 states and various service teams across the country, making it a truly pan-Indian championship. The four-day event featured 126 races across 44 events, providing a robust platform for both established and emerging talent to compete on an international-standard course. The event also highlighted the strong, functional partnership among THDC India Limited, the Indian Kayaking and Canoeing Association (IKCA), the Uttarakhand Olympic Association (UOA), and the local administration. The successful hosting cemented Tehri Lake's reputation as a premier, world-class venue for water sports in India, leveraging the facilities established by the High-Performance Academy. The successful hosting cemented Tehri Lake's reputation as a premier, world-class venue for water sports in India, leveraging the facilities established by the High-Performance Academy. The presence of the Chief Minister and the Sports Minister demonstrated high-level governmental backing for the event's continuation. The Tehri Water Sports Cup and its status as a qualifying event for the national games are now a permanent feature in the annual calendar of the Indian Kayaking and Canoe Federation.

5.3 Construction of Academic Block at Bal Ganga Mahavidyalaya, Sendul Kemar, Tehri Garhwal, Uttarakhand

The project scores well on the **coherence** criteria, as it aligns with the mandate of the new education policy to strengthen rural college infrastructure. The project addresses the shortage of classrooms at Bal Ganga Mahavidyalaya, thereby getting a high **relevance** score. The newly constructed academic block is currently used for classes, seminars, and examinations, and therefore scores highly in **effectiveness.** The project scored high on **efficiency** due to good quality and timely construction. In terms of **sustainability**, the academic block is expected to remain in use, given that the college is popular with students in the region and thereby should continue attracting high student footfall. This would ensure that the newly constructed infrastructure is used regularly.

5.4 Construction of Lakefront at Badrish Lake, Badrinath Dham, Uttarakhand

The lakefront project addresses the lack of public/community space at Badrinath Dham. It is expected that the lakefront will serve as a vital hub for community interaction and identity formation, anchoring community life around the Badrinath temple. Previously, pilgrims arriving at Badrinath were often met with traffic and congestion. The new development uses the Badrish and Shesh Netra Lakes as the town's primary points of entry. The lakefront also provides a curated "first glimpse" of the holy town, framed by the turquoise waters of the lakes and the backdrop of the Nar and Narayan mountain ranges. This contributes to the project's high **relevance** score. Though the facility has yet to be formally opened, the assessment team observed significant footfall of tourists/devotees at the lakefront. The infrastructure and design elements enhance the site's usability and aesthetics, including seating arrangements, a public address system, mobile charging stations, cobbled walkways, plantings, stormwater drainage, and a redesign of the lake perimeter, which gives Badrish Lake a unique visual identity. Signs and audiovisual cues along the lakefront will educate tourists about the mythological significance of these spots, enriching the cultural experience. The project has also upgraded the neighbourhood infrastructure by providing a sewerage disposal pipe that will serve about 60-70 properties around the lakefront periphery, which currently rely on soakpits. The aforesaid contribute to the **effectiveness** of the lakefront development project. In terms of **efficiency**, highly experienced construction and design skills were brought to the project. The project implementation is characterised by close monitoring, adherence to stipulated timelines, and quick adaptation of technical design to ground conditions encountered during construction. Further, the project is part of a master plan and integrates with a larger vision for the town. In terms of **sustainability**, the facility will be handed over to the Nagar Panchayat, the local body responsible for governance and management of the temple town. Given the importance of Badrinath as a pilgrimage destination and the centrality of the lakefront to the town, state budgetary support, or the generation or apportioning of additional resources, can be expected.

5.5 Tehri Bandh Pariyojana Inter College, Bhagirathipuram, Tehri Garhwal, Uttarakhand

The objective of establishing the Tehri Inter College, B.Puram, is to provide quality school education to rural children, especially students from socially and economically marginalised households, mostly from habitations impacted by the construction of the Tehri dam. This is in concordance with the national policy as indicated in the New Education Policy 2020 and the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act. The project is implemented under THDC Jagriti (Initiatives for a Bright Future), which promotes access to education. The initiative thereby demonstrates strong internal and external coherence, as reflected in the high **coherence** scores. The school caters to students from project-impacted villages, especially in the 20 km stretch between B.Puram and Koteshwar, which has limited access to a government senior secondary school. Given this context, the initiative is highly **relevant**. The students' performance on the standardized test (PARAKH 2024) has been mixed, with scores below the state and national averages in language and mathematics. This has brought down the effectiveness score, despite the school's board results being good. While the school has some very commendable features, the **efficiency** score have seen a significant downside because of a host of reasons, notable among them being an underutilized library and computer lab, limited sports equipment, and

infrastructure bottlenecks in science labs. Most of the gaps mentioned need to be addressed in accordance with the New Education Policy 2020. The **sustainability** score is high, given that Tehri Inter College is one of the few high schools in the region providing free, high-quality education, and should continue attracting students in the near future.

5.6 THDC High School, Pragatipuram, Rishikesh, Uttarakhand

The THDC High School was established in 1975 for the children of the irrigation department's staff and, subsequently, for the children of THDC employees. The school currently provides quality education to students from socially and economically marginalised households. This is in line with the Right to Education (RTE) Act, 2009, which mandates free and compulsory education up to age 14. In this context, the initiative demonstrates strong internal and external coherence, as reflected in the high **coherence** scores. Students from marginalised households in India consistently show lower learning outcomes compared to their peers, as evidenced by national surveys like ASER and NAS, due to intertwined socioeconomic barriers. The THDC High School is well-positioned to bridge this gap in its catchment area. The majority of students at the school come from households of modest means, including parents mostly from non-formal trades. Given this context, the initiative is highly **relevant**. The performance of the sampled students in the standardized test (PARAKH 2024) has been at par with or above the Uttarakhand and/or National benchmarks for all grades and subjects (except for the Hindi score in grade III). The X-grade board exam results for the school have been consistently good over the last three years and exceed the state aggregate passing rate in Uttarakhand. In addition, the school enjoys a good reputation in the community, as reflected in the high number of applications for grade I admission (1000), of which only 4% are ultimately admitted. Given this, the school scored high for the **effectiveness** criteria. The **efficiency** score has been relatively low primarily because of an underutilized library and computer lab, limited sports equipment, and infrastructure bottlenecks in science labs by students. The **sustainability** score is high, given that the school has established a reputation for providing a high standard of education at no cost. Until the school maintains this positioning, it will continue to attract students.

5.7 Upgrades at Rajkiya Kanya +2 Ucch Vidyalay, Arrah, Bihar

The project entails improving the civil and teaching infrastructure of Rajkiya Kanya +2 Ucch Vidyalay, Arrah. This aligns with the NEP 2020 recommendation for comprehensive improvements to school facilities, emphasizing safe, inclusive, and resource-rich environments that support holistic learning. In this context, the initiative demonstrates strong internal and external coherence, as reflected in the high **coherence** scores. Being designated as an *adarsh school* and also chosen under the PM SHRI programme, Rajkiya Kanya +2 Ucch Vidyalay Arrah is expected to be developed as a model school as per the NEP 2020 guidelines, and support from THDC helped the school towards this objective. In addition, the school is housed in a British-era structure which required urgent renovation and provides education to girls from poor or lower-middle-class families. Given this, the project scores high in the **relevance** criterion. The school infrastructure upgrades under the project have significantly improved the quality of the learning environment and equipped the school to provide quality education. The provisioning of a smart classroom, classroom furniture, and computers is noteworthy. The school also underwent significant civil infrastructure renovations, including painting, raising the height of the boundary wall, and replacing external electrical wiring, among others. This has contributed to a high **effectiveness** score for the project. However, the non-operation of the sanitary pad vending machine installed at the school under the project has had a slight negative impact on the aggregate effectiveness score. The project scores well on **efficiency** criteria, primarily given that the engagement of a local state government agency implementation agency helped provide regular oversight. In terms of **sustainability**, the project has helped improve the quality of the learning environment and equipped the school with tools for better teaching, an important criterion for attracting students. The school also reported that it can allocate funds for minor repairs from its own resources to maintain the infrastructure provided under the project.

5.8 Upgrades at Upgrades at Hith Narayan Kshetriya +2 Vidyalay, Arrah, Bihar

The project entails improving the civil and teaching infrastructure of Hith Narayan Kshetriya +2 Vidyalay, Arrah. This aligns with the NEP 2020 recommendation for comprehensive improvements to school facilities, emphasizing safe, inclusive, and resource-rich environments that support holistic learning. The initiative demonstrates strong internal and external coherence, resulting in high **coherence** scores. The school is highly reputed and the oldest educational institution in the district. To maintain the school's legacy of providing quality education to students from the region, the school needs significant upgrades to its civil and teaching infrastructure. The THDC project aims to fill some of the gaps. The school caters to boys from poor or lower-middle-class families. Given this, the project scores highly on the **relevance** criterion. The project has scored well on the **effectiveness** criteria given the high quality of implementation and the addressing of the school's felt needs. However, it was observed that most of the furniture provided under the project remains in storage and has not yet been deployed in the classrooms, resulting in a slight decrease in the effectiveness score. The project was implemented in collaboration with a local state government agency, which enabled close oversight of project implementation and thereby contributed well to the **efficiency** score. In terms of **sustainability**, the project has helped improve both the quality of the learning environment and equipped the school with the tools for better teaching. This will aid the school in providing quality education and thereby keep attracting students.

INTRODUCTION & METHODOLOGY

Contours of THDC CSR Program

The THDCIL-CSR Program focus on nine sub sector outlined in the company's CSR policy which drive the CSR program towards the stated vision of " socially responsible corporate, continuously enhancing value creation in society and community and promoting sustainable development." The sub components are:

- **THDC Niramaya** (Health) - Nutrition, Health and Sanitation and Drinking Water projects
- **THDC Jagriti** (Initiatives for a Bright future) – Education initiatives
- **THDC Daksh** (Skill) - Livelihood Generation and Skill development initiatives
- **THDC Utthan** (Progress)- Rural Development
- **THDC Samarth** (Empowerment initiatives)
- **THDC Saksham** (Capable) - Care of the aged and differently abled
- **THDC Prakriti** (Environment)- Environment protection initiatives
- **THDC Virasat (Culture)** – Art & Culture protection & promotion initiatives.
- **THDC Krida (Sports)** – Sports promotion initiative

1. Background

THDC India Limited, formerly Tehri Hydro Development Corporation Limited, is a leading public sector undertaking in India's power sector. THDCIL has evolved from being a hydro-dominant utility into a diversified power sector enterprise. The company is engaged in the development, operation, and maintenance of projects across Hydro, Thermal, Wind, Solar, and Coal Mining domains with a commitment to sustainable energy. THDC operates several power plants, including the 1000 MW Tehri Dam, 400 MW Koteshwar Dam, and wind projects in Gujarat (50 MW Patan and 63 MW Dwarka). Its portfolio totals around 4351-4516 MW across hydro, wind, solar, and thermal, with projects like Tehri PSP (1000 MW) and Vishnugad-Pipalkoti HEP (444 MW) nearing completion. It is also in the process of setting up solar parks in Rajasthan and hydro initiatives in Arunachal Pradesh.

THDC India Limited's CSR initiatives focus on health, education, skill, rural development, women empowerment, care for aged and differently abled, environment, art & culture, and sports. THDC India Limited's Corporate Social Responsibility (CSR) is built on the philosophy of "CSR with a Human Heart" (branded as THDC Sahridaya). The projects are implemented through (i) **SEWA THDC** registered under the Societies Registration Act in 2009 and helps implement majority of the CSR projects of THDCIL and (ii) **THDC Education Society (TES)** registered as society in 2010 to impart education for children from marginalised communities and currently runs two schools -(a) at Bhagirathipuram (VI-XII) and (b) at Rishikesh (I-XII).

2. Goal of the Study

To conduct an autonomous assessment of CSR programs by measuring their results, long-term impact, and the specific value added by each intervention.

3. Objective of the study

- Identifying any changes resulting from programme intervention, establish causal connections between the changes and the programme inputs and measure the magnitude of change
- Determine how effectively and efficiently the programme have been implemented and extent to which the net benefits have been achieved
- Examine to what extent has the intervention achieved its objectives (outputs and outcomes) or will do so in the future
- Suggestions (if any) to make the programs more effective and sustainable
- Quantifying (wherever possible) the intended and unintended, direct and indirect impacts of the programme/intervention on the people and the community
- Defining how has the intervention affected the overall situation of the target beneficiaries and stakeholders
- Evaluate the performance and outcome of the project with reference to project objective and produce comprehensive report including possible way forward.

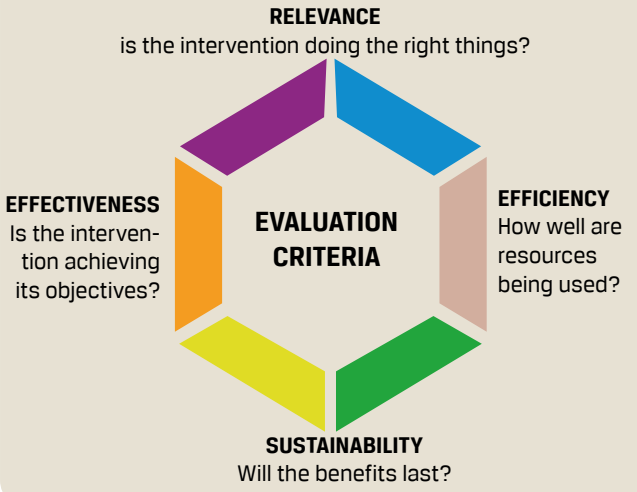
4. Assessment Framework

The Organization for Economic Cooperation and Develop-

Table 1 : Projects Assessed

Project	Implementing Agency	Geographic Reach	Activity	Amout (crore)
Construction of Mini Stadium at Inter College Ground	UPRNN, Haridwar	Pokhra, Distt, Pauri Garhwal, Uttarakhand	To construct a mini stadium to promote the sports activities among students and local communities	1.82
Construction of academ-ic block,	UPRNN, Haridwar	Bal Ganga Mahavidalaya Sendul Khemar, Ghansali Block, Bhilagana Distt, Tehri Garhwal, Uttarakhand	To provide the necessary infrastructure facilities for a college operating in a rural area of Tehri Garhwal	1.71
Repair and maintenance work of Hith Narayan Kshatriya Ucch School,	Executive Engi-neer, Local Area Work Mandal, Arrah, Bihar	Arrah, Arrah District	To strengthen school infra-structure for promotion of quality education	1.6
Repair and maintenance work at Rajkiya Kanya +2 Ucch School,		Arrah, Arrah District		1.18
Running of two schools 01 nos. at Rishikesh Distt, Dehradun and 01 no. Tehri Dist, Tehri	THDC Education Society (TES), Rishikesh	Rishikesh and Dehradun	To impart quality and afford-able education to children of poor and marginalised sec-tion of society from surround-ing areas of THDCIL	6.25
Hosting 35th National Canoe SprintChampio-ship at Tehri Lake	Tehri Water Sports Academy, Tehri	Tehri water	For promoting sports partic-ipation, athletic excellence, and community engagement through competitive events.	1.34
Financial assistance towards construction of lakefront	Shri Kedarnath Uthan Charitable Trust	Badrish Lake and Park at Badrinath Dham	For lakefront development of Badrish Lake under the historically important place of Shri Badrinath Dham.	8.36

Fig 1: The Impact Assessment Framework



ment (OECD) criteria for project assessment was adapted for this study. Each project was seen through the lens of the following six criterion.

- **Coherence:** The compatibility of the intervention with other interventions in a country, sector or institution. This was further checked for (i) Internal Coherence: addresses the synergies of the intervention with the CSR policy and the priority sub sectors. (ii) External Coherence: considers the consistency of the intervention with similar program by the state or central government.
- **Relevance:** Does the intervention respond to the felt needs/priorities of the CSR catchment. The relevance is context specific to the geography / culture in which the intervention is being implemented.
- **Effectiveness** The extent to which an intervention is achieving or has achieved its objectives. This includes whether an intervention has attained its planned results, the process by which this was done, which factors were decisive in this process and whether there were any unintended effects.
- **Impact:** This criterion captures the "so what?" question of an evaluation. It examines the significance of the intervention and its higher-level results, meaning how much it mattered to those involved.
- **Efficiency**: The assessment focused on economic efficiency in terms of leverage and unit costs of outputs.
- **Sustainability**: Does the initiative have the institutional capacities needed for the likelihood of net benefits continuing over the medium and long term.?

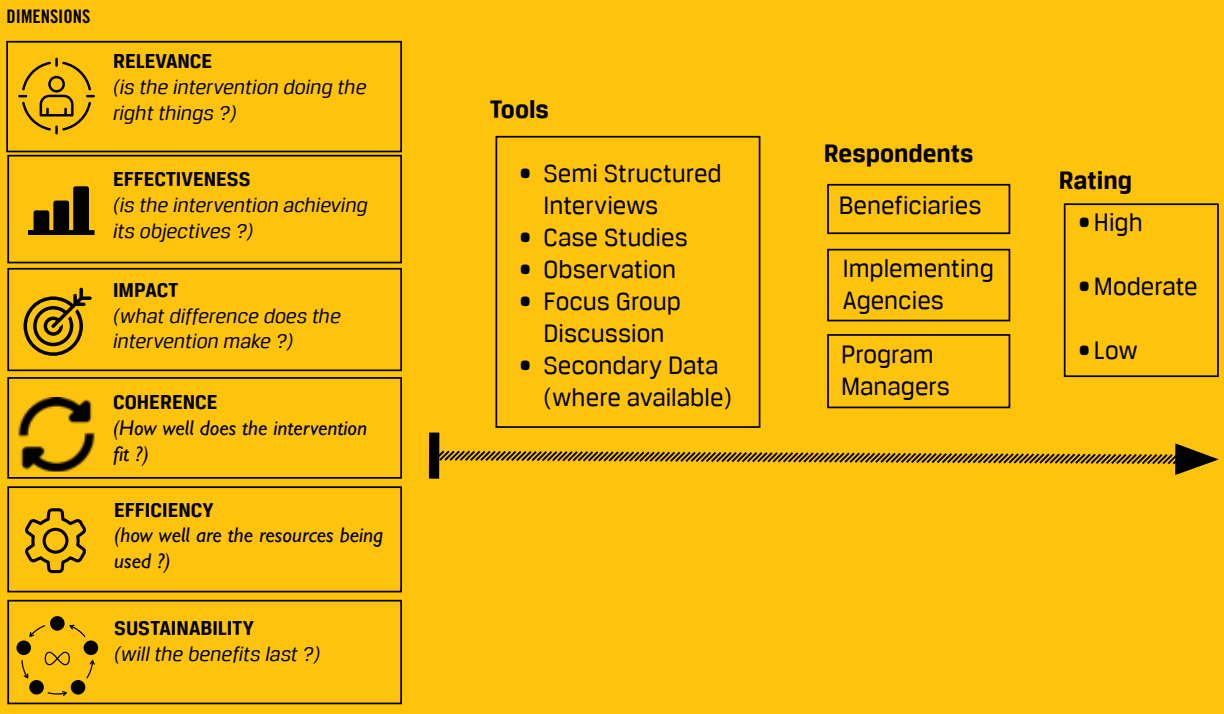
5. Methodology

The assessment team used a bouquet of techniques to elicit information and evidence to enable it to make a judgment on how an individual initiative has performed, which include (i) Semi Structured Interviews, (ii) Case Studies, (iii) Observation, (iv)Focus Group Discussion and (v) Secondary Data (where available). Based on the evidence and information, the team rated each project as high/medium/low for each element in the framework (coherence, relevance, effectiveness, efficiency, impact and sustainability). To keep the biases at bay, the field team assessment was reviewed by a senior team member and the impressions triangulated.

Rating Scale

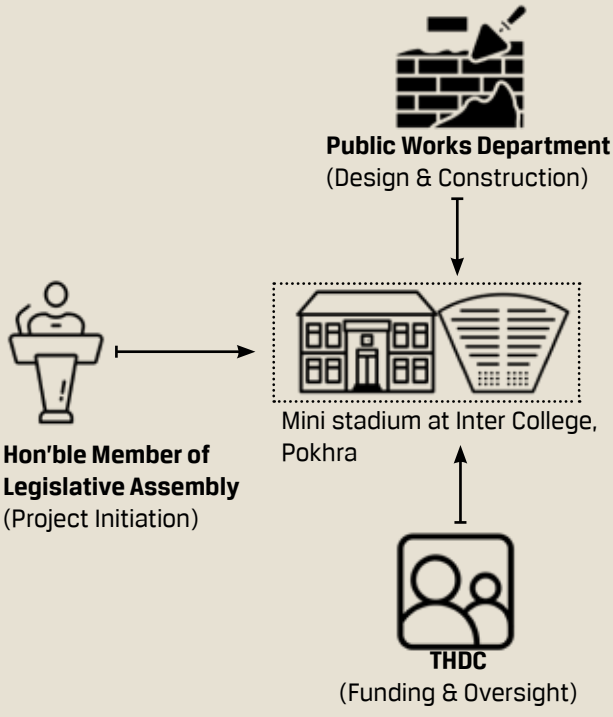
Score	Category
0-2	Low
2-4	Moderate
4-5	High

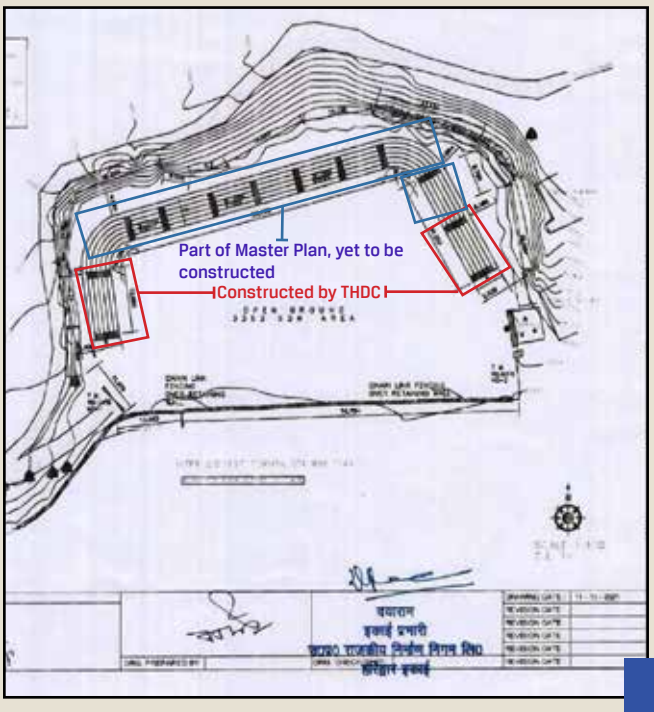
Fig 2 Schematic of methodology proposed for impact assessment



A. Construction of Mini Stadium at Inter College Ground, Pokhra, Pauri Garhwal

Inter College was established in 1869 as an initiative of the administration of the then British Pauri Garhwal. As part of the then school infrastructure, a large playground was excavated, which to date remains one of the largest open spaces in the entire Pokhra Block. At the initiative of the current public representative of Pauri, the construction of the spectator galleries/stands was proposed as part of the plan to upgrade the playground into a functional mini-stadium. PWD designed the proposed facility, and THDC provided resources for the construction of two of the eleven proposed stands.





Summary

The Inter College playground represents the largest open area in the entire Pokhra Block, making such spaces highly sought after in hilly areas. Upgrading the playground into a mini-stadium, where no similar facility exists, will significantly contribute to the advancement of rural sports. In this regard, the project excels in **relevance**. Furthermore, the initiative is consistent with the national policy aimed at fostering rural sports, which is evident in its strong **coherence** score. The project rates highly on **effectiveness** mainly because the spectator stand built as part of the initiative is utilized during college and block-level sports events, election logistics, community gatherings, and local tournaments organized by youth clubs. Moreover, although the project does not fully transform the college playground into a functional mini-stadium, it has empowered local leaders to advocate for the playground's upgrade. The project performs well in terms of **efficiency** due to its effective design features (high C value), timely completion, and support from local leadership. However, in terms of **sustainability**, the project receives a relatively low score due to its current management structure, which places the playground under the education department's control, potentially limiting resources for further upgrades and restricting the facility's more extensive use. Shifting management to the state's sports department would free up resources necessary for developing a functional mini-stadium.

Rating of Mini Stadium Project

Assessment Criteria	Rating	Score
Coherence	High	5
Relevance	High	5
Effectiveness	High	5
Efficiency	High	5
Sustainability	Low	3
Overall	High	4.54

A. COHERENCE

RATING : HIGH

A.1 External Coherence

National and State Policy advocates for setting up sports infrastructure: The Government of India has a dedicated policy framework to develop sports infrastructure, with a strong focus on rural areas primarily through the flagship Khelo India Programme. The construction of a mini-stadium at Inter College Ground, Pokhra, aligns with the national mandate to promote rural sports by developing supporting sports infrastructure.

A.2 Internal Coherence

The project is in concurrence with the THDC Krida (Sports) – Sports promotion initiative.

B. RELEVANCE

RATING : HIGH

B.1 There is no stadium in Pokhra Block: Pokhra Block presently has no comparable sports infrastructure, underscoring the significance of the inter-college mini-stadium being developed by THDC at Pokhra village. Developing a sports facility in Pokhra village will directly benefit youth from all 137 villages in the Pokhra community development block. The total population of Pokhra block is around 21,000 from 5,200 households.

B.2 The inter-college playground has traditionally been an important location for community events: At the block level, the Inter College playground is the biggest available flat open space. The ground hosts many block, community, and school-level events, which include

a. Block-level sports meets, which have participation from 17 high schools and Inter Colleges
b. Cluster-level sports meets, which comprise 7 schools
c. Election logistics, including a place for distributing EVM machines and briefing the election staff
d. Sports meets organised by local youth clubs like Tarun Sangh, Navitek Foundation, amongst others
e. Inter-college events such as the celebration of Annual Day, Republic Day, Independence Day, Gandhi Jayanti, etc. A large number of parents and local people congregate during these events.

B.3 Rural sports facility delivers a wide range of benefits:

a. **Physical and Mental Health**: Rural sports facilities promote regular physical activity, which helps prevent lifestyle diseases such as obesity, diabetes, and hypertension among rural populations.
b. **Community Cohesion and Social Unity**: Facilities like playgrounds and sports fields serve as central platforms for community interaction and social events.
c. **Youth Engagement and Talent Discovery**: Access to sports infrastructure provides rural youth with healthy recreation, skill development opportunities, and alternative career paths.
d. **Economic Growth and Employment**: The construction and maintenance of sports facilities in rural areas generate local employment and business opportunities. Investment through government schemes and CSR partnerships brings funding, jobs for coaches, trainers, and administrative staff, and boosts local economies by drawing visitors for events.
e. **Education, Empowerment, and Skill Building**: Integrating sports into school and community programs enhances students' academic performance

Factsheet

A. Civil Work
Construction of two spectator galleries at the Inter college. Pokhara village

B. Capacity
Approximately 300 seating capacity

C. Implementing Agency
Public Works Department

E. Budget
INR 1.82 crores

F. Key Persons Met by Assessment Team

1. Ms. Ponam Rawat, Lecturer, Inter College, Pokhra
2. Mr. Abdul Rehman, Jr Engineer, PWD
3. Mr. Sanjay Gosain, Block Pramukh

A cricket tournament organised by a local club at the Inter College ground. The spectators can be seen watching the game seated in galleries constructed with support from THDC.

and overall development. Sports and physical education foster discipline, leadership, teamwork, and empower rural populations by building confidence and life skills.

f. **Sustainable Development and Rural Revitalization**: Diverse sporting activities add vibrancy, reduce crime rates, and support government strategies for rural development.

C. EFFECTIVENESS

RATING : HIGH

C.1 The inter-college and the community have a open space with proper seating facility: The inter-college playground has always been the site of various community, college, and official programs. With the construction of the galleries/stands, there is now an organised seating area. No longer do arrangements for chairs and durries have to be made, or leave the audience/spectators to squat or stand. The galleries, by providing proper seating for the audience, lend dignity and formality to events held at the Inter-College playground and provide convenience to attendees. Ms Poonam, lecturer at Inter College, stated that the college sports events and other functions at the playground are now better organised, given that appropriate seating facilities are available.

C.2 The initiative has started a discussion amongst local leadership towards upgrading the inter college play ground into a functional mini-stadium: Tiered seating is an essential element for having a functional stadium. There are other components, such as improvements to the playing surface, sports equipment, coaching facilities, and a conducive environment that encourage youth to take up sports. Although the THDC initiative was modest in scale, it has significantly influenced local leadership to envision further development of the facility. During the assessment, the team interacted with Shri Sanjay Gosain, the newly elected Block Pramukh, who shared that the Pokhara Block is contemplating a proposal to the State Sports Department for taking over the playground. At present, the playground is under the ownership of the Education Department, as it is attached to the Inter College. This will ensure resources from the state government for the further development of the facility, the provision of coaches, and maintenance funds.

C.3 Conservation of the play ground: The two spectator galleries constructed through THDC support are part of a continuous proposed structure comprising eleven spectator galleries. The gallery on the northern side of the playground would also serve as a retention wall, eliminating the risk of caving in.

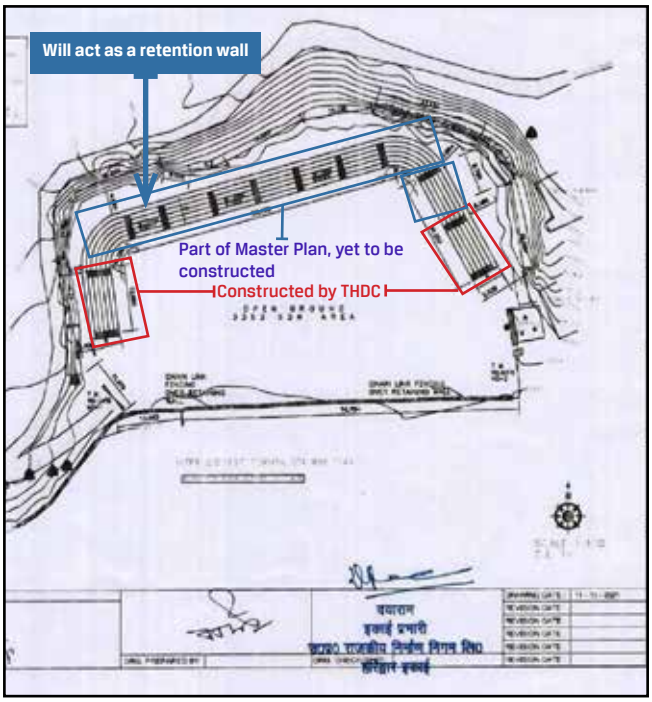
C.4 Local youth clubs appreciated the initiative: Local youth clubs organise sports events during the inter-college vacation. This includes cricket, volleyball, and badminton tournaments. The clubs expressed their appreciation for the construction of spectator stands/galleries and noted that the development of the facility has given the tournaments they host greater prestige, attracting more spectators. .

D. EFFICIENCY

RATING : HIGH

D.1 Appropriate C value: The "C value" in spectator stand design refers to the vertical distance between a spectator's eye level and the sightline over the head of the person in the row in front, which directly impacts viewing quality and comfort. This sight-line parameter is critical in stadium and grandstand configuration to ensure an unobstructed view of the field or stage for every seat. The spectator stand constructed at the Inter College has a C value above 120mm (the recommended standard for stadium design) and provides a good sightline with no obstructions.

D.2 Project completed within stipulated timeline: THDC officials supervising the project reported that the PWD



completed the project within the stipulated timeline with no cost overrun.

D.3 Local buy-in: The local political leadership was involved, which helped address local procedural issues, enabling the efficient execution of the project.

In conversation with Shri Sanjay Gosain, Block Pramukh

Shri Sanjay Gosain is the first-time Block Pramukh, who left his career as a teacher to enter active politics. Mr Gosain expressed his appreciation to THDC for providing the resources for the construction of the spectator gallery. While underscoring his vision for the development of the mini-stadium at the Inter College playground, he stressed that the development of appropriate sports infrastructure is a prerequisite for attracting youth to sports. He explained that he proposes to suggest to the state government's sports department that it take over ownership of the playground from the education department. This will bring in resources to develop the facility into a proper stadium, including additional seating, equipment, coaches, and maintenance. He is also considering approaching sports academies in Uttarakhand to extend their expertise in Pokhra for training youth in sports, backed by the sports facilities proposed to be developed at the Inter College playground. Mr Gosain also wishes to encourage more community events at the playground, including mela of SHGs under the Rashtriya Gramin Ajivika Mission. Mr. Gosain remains upbeat about the potential of the upgraded Inter College playground and hopes the support from THDC will continue.

E. SUSTAINABILITY

RATING : MEDIUM

E.1 Maintenance and further development of the facility into a mini stadium difficult under current management: The education department, which owns the facility, lacks the resources and expertise to develop and operate a block-level sports facility. The department's mandate is to run educational institutions. Further, the school currently has a strength of just 87 students (VI-XII), a strength too low for intensive use of such a large sports facility

E.2 Non-existence of a sports culture: The use of the resource invested is directly proportional to the footfalls of youth in the facility and frequency of sports and community events held. This will require effort beyond constructing brick and mortar infrastructure. Currently only 15-20 youth/ children are seen at the facility in the evening. A handful of students use the facility during the day time.

OVERALL RATING

RATING : HIGH

The Inter College playground is the biggest open space in the entire Pokhra Block; such spaces are at a premium in hilly regions. The process of upgrading the playground into a mini-stadium, where no comparable facility is available, will go a long way toward promoting rural sports.

The newly constructed stands used for election logistics

In this context, the project scores high for the **relevance** criterion. In addition, the initiative aligns with the national policy to promote rural sports, as reflected in the project's high **coherence** score. The project scores high on the **effectiveness** criterion primarily because the spectator stand constructed under the project is used during college and block-level sports meets, election logistics, community gatherings, and local-level tournaments organised by youth clubs. In addition, the project, though not complete in itself in transforming the college playground into a functional mini stadium, has given local leadership a fillip to lobby for upgrading the playground into a mini stadium. The project scores well for the **efficiency** criterion due to good design features (high C value), timely completion, and local leadership buy-in. In terms of **sustainability**, the project scores relatively low due to the current management structure, in which the playground is under the education department's ownership, which may limit resources for further upgradation and restrict more intensive use of the facility. Transferring management to the state's sports department will free up resources to develop a functional mini-stadium.

SUGGESTIONS

i. **Transfer the facility to the sports department:** The Uttarakhand Sports Department runs a range of programs focused on sports development, infrastructure, athlete promotion, and training across the state. Key initiatives include the construction of stadiums and multipurpose sports halls across various districts, the organization of state- and zonal-level sports competitions, athlete training camps, the establishment of sports colleges, and financial support for athletes.

ii. **The facility in its current form cannot be termed as a mini stadium, more needs to be done:** Providing two spectator galleries is a necessary but not sufficient condition for transforming a playground into a stadium. More work needs to be done, including putting in sports equipment and attendant facilities. Khelo India infrastructure guidelines for mini-stadium may be considered for upgrading the facility.

Computation of the rating of the Mini Stadium development at Inter College, Pokhra

Criterion	Performance Indicator	Weightage	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report + comments if any
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	There is no stadium in Pokhra Block	0.4	5	2	5 **[HIGH]**	B.1
	The inter-college playground has traditionally been an important location for community events	0.3	5	1.5		B.2
	Rural sports facility delivers a wide range of benefits	0.3	5	1.5		B.3
C. EFFECTIVENESS	The inter-college and the community have a open space with proper seating facility	0.3	5	1.5	5 **[HIGH]**	C.1
	The initiative has started a discussion amongst local leadership towards upgrading the inter college play ground into a functional mini-stadium	0.3	5	1.5		C.2
	Conservation of the play ground	0.2	5	1		C.3
	Local youth clubs appreciated the initiative	0.2	5	1		C.4
D. EFFICIENCY	Appropriate C value	0.3	5	1.5	5 **[HIGH]**	D.1
	Project completed within stipulated timeline	0.6	5	3		D.2
	Local buyin	0.1	5	0.5		D.3
E. SUSTAINABILITY	Maintenance and further development of the facility into a mini stadium difficult under current management	0.7	3	2.1	3 **[MEDIUM]**	E.1
	Non-existence of a sports culture	0.3	3	0.9		E.2
				OVERALL	4.54 **[HIGH]**	

B. Hosting of 35th National Senior Canoe Sprint Championship at Tehri Lake (10-13 Dec, 2024)

The 35th National Canoe Sprint Championship was held at Tehri Lake, Uttarakhand, from December 10th to 13th December 2024, combining the prestigious Senior Men and Women Canoe Sprint events with the Tehri Water Sports Cup. This championship served as a qualifier for the 2025 National Games. The event featured high participation and showcased thrilling races in both canoe and kayak categories.

THDC [Event Organisation]

- Reception, protocol, administration and sitting arrangement
- Catering and VVIP food serving
- Transport
- Site visits and boating arrangement
- Coordination with ITBP and government departments
- Medical arrangements
- Cultural events
- Media Management
- Stage Prize and Award arrangement
- Correspondence
- Control Room and Helpdesk
- Electrical and Power Supply
- Accommodation Committee
- Civic facilities maintenance

Indian Kayaking and Canoeing Federation (IKCF) [Technical aspects of the competition]

Uttarakhand Olympic Association provided the necessary institutional support and coordination.

Indo-Tibetian Border Police Provided technical, safety, and operational backbone

National Anti-Doping Agency [Anti doping protocols]

Local administration: Involved and helped in multi-agency coordination.

CISF aided by local police provided security at the event.

Summary

The championship was a success, not only as a sports event but also as a step toward making Tehri a popular destination for water sports and local development. It served as the qualifying event for the 38th National Games (2025), ensuring the best athletes earned their places. More than 500 athletes, coaches, and managers from 22 states and various service teams across the country took part, making it a truly national event. Over four days, there were 126 races in 44 events, giving both experienced and new athletes a strong chance to compete on a top-level course. The event highlighted the teamwork between THDC India Limited, the Indian Kayaking and Canoeing Association (IKCA), the Uttarakhand Olympic Association (UOA), and the local government. Successfully hosting the event helped establish Tehri Lake as a leading spot for water sports in India, using the facilities provided by the High-Performance Academy. The attendance of the Chief Minister and the Sports Minister showed strong government support for future events. The Tehri Water Sports Cup, now a qualifying event for the national games, has become a regular part of the Indian Kayaking and Canoe Federation's annual schedule.

Rating of 35th National Senior Canoe Sprint Championship

Assessment Criteria	Rating	Score
Coherence	High	5.0
Relevance	High	5.0
Effectiveness	High	5.0
Efficiency	High	5.0
Sustainability	High	5.0
Overall	High	5.0

A. COHERENCE

RATING : HIGH

A.1 External Coherence

- **Government of India policy actively promotes paddle sports** through Khelo India, the Urban Sports Infrastructure Scheme (USIS), and SAI, which provides resources for construction, maintenance, and equipment for sports facilities and training, including canoeing and kayaking.
- **Rising popularity of canoeing and kayaking in India as competitive sports:** Canoeing and kayaking in India have gained significant popularity in recent years, driven by the growth of organized sports and adventure tourism. The Indian Kayaking and Canoeing Association (IKCA) governs competitive events and supports athletes' training at the Sports Authority of India (SAI) centers. An indicator of the popularity of competitive canoeing and kayaking is the number of tournaments that are held.

A.2 Internal Coherence

The project is in concurrence with the THDC Krida (Sports) – Sports promotion initiative.

B. RELEVANCE

RATING : HIGH

B.1 Putting Tehri reservoir to additional use: Tehri Dam and its reservoir, Tehri Lake, are considered excellent sites for canoeing and kayaking in India. The lake, created by Asia's largest man-made reservoir, offers calm, clean, and scenic waters suitable for competitive events and adventure tourism. Hosting national-level events establishes the Tehri reservoir as an accredited location for water sports.

B.2 Extending Uttarakhand states predominant status in adventure water sports to competitive water sports: Uttarakhand is a prominent destination in India for adventure water activities, offering a diverse range of water sports due to its rivers and lakes. Key water bodies hosting these activities include the Ganges River at Rishikesh, as well as serene lakes in Nainital, Sattal, Bhimtal, and Naukuchiatal. While there have been some notable individual performances by the state canoeing and kayaking athletes (e.g. Prabhat Kumar and Vishal Dangi), the states performance compared to water sports powerhouses like Madhya Pradesh, Kerala, Services and Odisha, has been relatively modest. High visibility national water sports championship helps attract youth from Uttarakhand to the sport.

C. EFFECTIVENESS

RATING : HIGH

C.1 Established suitability of Tehri lake as a venue for national and international competitions in water sports: The successful conduct of the 35th Senior National Canoe Sprint Championship (qualifier for the national games) was the first national championship in water sports held at Tehri reservoir, thereby firmly establishing the suitability of the venue, accredited by the ICKF and IOA, for national and international competition. The positive experience from hosting the 35th Senior National Canoe Sprint Championship and the subsequent hosting of the Canoing and Kyaking events for the 38th National Games has also helped receive

Factsheet

A. Location
Tehri Lake

B. Participants
615 participants
- 500 athletes
- 60 coaches and managers
- 55 technical officials

C. Project Period
10-13 Dec, 2025

D. Collaboration
- THDC
- Indian Kayaking and Canoeing Association (IKCA)
- Uttarakhand Olympic Association (UOA)

E. Budget
INR 1.56 cr (1.34 crores through CSR funds)

F. Key Persons Met by Assessment Team
1. Mr. Mohan Singh, DGM(HR&A)
2. Ms. Aditi
3. Dr. Sumant Kulshresta, Director, THDCIL High-Performance Academy (THACK)
4. Mr, Shanti Swaroop, Coach, Indian National Canoe/Kyak team
5. National probables training for ASIAD 2026 at THACK
6. Mr. Diadchuk Aleksandr, Chief Coach (Canoeing), Indian National Team

The assessment team met the India team probables preparing at THDC-IKCA High-Performance Academy (THACK) for ASIAD 2026

accreditation of the venue from the International Canoe Federation (ICF), and the 4th water sports cup at Tehri lake will see participation of international teams as well..

C.2 Significant economic spin-off for the local economy: A large proportion of the budget was spent on lodging, food, and transport, sourced locally, thereby providing a significant boost to the local economy. It is estimated that about Rs. 1.20 crore was pumped into the local economy solely from the organization of the 35th National Canoe Sprint championship.

Monetary value of services sourced entirely locally for the 35th Senior National Canoe Sprint Championship		
S.No	**Expense Head**	**Amount**
1	Stay & Food (Hotel)	48,83,601
2	Catering at competition site	37,80,957
3	Tent	29,81,860
4	Transportation	4,03,200
	Total	1,20,49,725

C.3 Elite athlete participation: 615 participants, including 500 athletes, 60 coaches and managers, and 55 technical officials, from across India participated. Since the 35th Senior National Canoe Sprint Championship also served as a qualifier for the 38th National Games, the best athletes in India were competing for a place in the national championships. A series of races was conducted in 200m, 500m, and 1000m sprint categories for both men and women. The eight best teams from each category at the 35th games qualified for the national games. Representation spanned all major Indian states and union territories, highlighting the pan-India reach and popularity of the event.

C.4 Attendance of the top leadership of the state, national level sports administrators and senior management of THDC: The event was graced by top leadership from the state, including the chief minister of Uttarakhand State, sports minister and local representatives[1]. This gave the event prestige and ensured wide media coverage. The presence of top officials and senior management from THDC reflected the event's importance on the national water sports calendar.

C.5 Uttarkand among handful of states where National Canoe Sprint championship have been held: Until 2015-2016, the championships were predominantly held in Madhya Pradesh (Bhopal). In 2019, the event moved to Delhi (Yamuna River, Sonia Vihar) for the 29th National Canoe Sprint Championship. In 2022 and 2024, Madhya Pradesh (Bhopal) again hosted major national championships, indicating a return or continued prominence of this state as a primary venue. However, this streak ended in 2024 when the competition moved to Uttarakhand (Tehri Garhwal), marking a new host state for national-level canoe sprint events. It is not only a cause for pride for the state of Uttarakhand but also enables it to expand the reach of canoeing and kayaking competitions across India, building competitive presence at both the grassroots and national elite levels.

1 The list of dignitaries who attended the event include Shri Pushkar Singh Dhami, Hon'ble Chief Minister of Uttarakhand – Chief Guest of the Closing Ceremony | Smt. Rekha Arya – Minister for Women & Child Welfare, Food, Civil Supplies and Sports – Chief Guest for the Opening Ceremony | Shri. Vinod Kandari, MLA, Devprayag | Shri. Vikram Singh Negi, MLA, Pratapnagar | Shri. Kishore Upadhyay, MLA, Tehri | Shakti Lal Shah, MLA, Ghansali | Shri Sanjay Gunjyal, IG ITBP | Shri R.K. Vishnoi – Chairman and Managing Director, THDC India Limited | Shri Shallinder Singh – Director (Personnel), THDC India Limited | Shri Bhupender Gupta – Director (Technical),THDC India limited | Shri D.K. Singh – Secretary General, Uttarakhand Olympic Association Officials and IKCA representatives. Distinguished public officials, senior sports administrators, THDCIL

Feedback from the participants at the 35th Senior National Canoe Sprint Championship

The assessment team met the athletes, coaches and officials currently at the national camp at the **THDC-IKCA High-Performance Academy** for preparation for the 2026 Asian games. A number of probables had also participated in the 35th nationals and the assessment team took feedback from these elite athletes, some of the reactions are detailed below

Mr. Raju Rawat, Gold medalist at the 35th Senior National Canoe Sprint Championship

"The arrangements at the 35th games were excellent, and the facilities provided to the athletes far exceeded our expectations. I was extremely happy with the care the competition organisers took, especially with the food arrangements, which helped us maintain our nutritional intake and stay competition-ready. My only suggestion would be that, in the future, the athletes' living arrangements be near the water body, given that driving to the competition site on winding, mountainous roads can cause nausea and unease for some athletes from the plains who are not used to such conditions."

Ms. Kaveri Dimar, bronze medalist at the 2022 Asian Canoe Sprint Championships

"The competition facilities were very good, and the athletes were treated with dignity and respect. The facility was clean, and the food was hygienic. I enjoyed not only the competition arrangements but also the cultural events organised for the participants. I wish to thank the organisers for the hospitality extended to me. The water body at Tehri is very good for canoeing and kayaking."

Mr. Shanti Swaroop, former national champion and coach of the Indian national team

"During my career, first as a player and then as a coach, I have participated in many national games. The facilities at the 35th Nationals were amongst the best I have experienced. Everything worked with clockwork precision, and the THDC officials were always at hand to solve any issues that may arise. It is rare to see such professionalism in tournament management in India. The Tehri water body is excellent, and its development as a venue for canoeing and kayaking augurs well for water sports in India."

Dr. Sumant Kulshrestha, Director, THACK

"The successful organisation of the 35th Senior National Canoe Sprint Championship further cemented Tehri's place on the water sports map of India. Tehri emerged as a promising location with the organisation of the first Tehri water sports cup in 2022 at Tehri Lake by THDC India Limited, in collaboration with the Indian Kayaking and Canoeing Association (IKCA). The first edition led to the decision to set up the THDC High Performance Academy (THACK), which is developing into a world-class facility for training elite athletes in canoeing and kayaking. The 35th Senior Nationals is another step in building a legacy for water sports in Utarakhand. I can safely say that the 35th Nationals has set the bar in terms of organisation and facilities, and upcoming national water sports competitions will be benchmarked to it."

C.6 High praise from athletes, coaches and IKCA: The facilities at the 35th Senior National Canoe Sprint Championship received high praise from participants and officials whom the assessment team met. The lodging, boarding, local transportation, and competition arrangements were found to be of very high quality and, in many cases, surpassed those of the previous national championship. Praise was also accorded to the efficiency and punctuality of the events, the scale of the arrangements, and the importance the Honble Chief Minister attached to his personal presence at the tournament.

C.7 The organisation of the 35th Nationals is part of the larger vision of developing Tehri lake as a water sports destination: The central vision is to transform the massive man-made reservoir from primarily a power generation project into a "Global Hub for Water Sports and Adventure Tourism" that contributes to the region's socio-economic upliftment. Steps towards this include:

- **THDC-IKCA High-Performance Academy**: Establishment of a world-class training center at Koteshwar for Kayaking, Canoeing (Sprint and Slalom), and Para-Canoe.
- **Tehri Lake Festival** to celebrate adventure sports, culture, and the natural beauty of the area.
- **Water Sports and Adventure Institute (WSAI)**: Established in collaboration with the ITBP (Indo-Tibetan Border Police) at Koti Colony to provide structured training in water sports, water rescue, life-saving, and other adventure activities.
- **Tehri water sports cup and national sports competitions**: The Tehri Water Sports Cup is the premier national-level championship for Kayaking and Canoeing in India, held annually at the expansive Tehri Lake in Tehri-Garhwal, Uttarakhand. It is organized by THDC India Limited in collaboration with the Indian Kayaking and Canoeing Association (IKCA) and serves as a major platform for identifying national talent.

C.8 Positive coverage in media: The event was widely covered by local and national media, including print, TV, and digital platforms. Finals were live-streamed on THDCIL and IKCA social media channels, with significant engagement under hashtags *#TehriWaterSports2024* and *#PaddleToGlory*.

C.9 Unveiling of the Canoe Sprint Development Pathway Program 2025 (Tehri Water Cup finds mention) : The championship also marked the unveiling of the Canoe Sprint Development Pathway Program 2025, a structured initiative aimed at talent identification, grassroots development, and the long-term growth of the sport across India. **Under the pathway programme the Tehri Water Sports Cup (National Championship) would act as a major evaluation and qualification event, drawing top talent from across the country to compete in an international-standard environment.**

C.10 International-level coach training: At the 35th championship, renowned international canoeing expert Mr. Zak Mahmoudi conducted exclusive training sessions for Indian coaches and managers, providing valuable insights and technical knowledge aligned with international best practices.

D. EFFICIENCY

RATING : HIGH

D.1 Efficient stakeholder engagement and collaboration: The event required extensive collaboration and management between key stakeholders

- **Event organisation:** THDC managed the logistics, which included transport, lodging, boarding, and readiness of the competition venue.
- **Technical aspects of the competition:** Indian Kayaking and Canoeing Federation (IKCF) managed the technical aspect of the sports, including managing the equipment, refereeing, maintenance of the competition protocols, and engaging the state federations.
- **Anti-doping protocols:** Given that the tournament was a national qualification and ranking event, the National Anti-Doping Agency (NADA) conducted testing (sample collection) during the competition to ensure fair play**.**
- **Recognition**: Uttarakhand Olympic Association provided the necessary institutional support and coordination. The UOA is the state body responsible for the development of Olympic sports in Uttarakhand and works under the aegis of the Indian Olympic Association (IOA). The 35th National Championship served as a major qualifying event for the National Games 2025, which were hosted by Uttarakhand. The UOA was a core organizer of these National Games, making the Canoe Sprint qualifier at Tehri a critical step in their overall sporting calendar.
- **Local administration**: Mr. Mayur Dixit, District Majistrate, was directly involved and helped in multi-agency coordination. He was present at the inauguration and closing ceremonies, which demonstrated the government's commitment.
- **Operational support**: ITBP provided the technical, safety, and operational backbone for running the national canoe sprint competition at Tehri Lake. ITBP teams ensured the safety of all athletes and officials on the water, with dedicated teams ready for any emergency or water rescue operations throughout the four-day event. It also helped set up the race course, the starting and timing mechanisms, and ensure compliance with competition rules. The force also provided essential equipment like kayaks, canoes, rescue boats, and support gear. The Water Sports and Adventure Institute (WSAI), managed by the ITBP, trained the Uttarakhand team for the championship.
- **Security**: Central Industrial Security Force, aided by local police, provided security at the event. The local police and district security forces (under the SSP) were involved in managing security arrangements for the high-profile event, which included the presence of the Chief Minister and the Sports Minister.

D.2 Efficient structure put in place by THDC for managing the event: One main committee and 14 sub-committees were formed to manage the event. The main organising committee was headed by Shri MK Singh, CGM. The sub-committees were headed by senior THDC officers which included: (i) Reception, protocol, administration and sitting arrangement, (ii) Catering and VVIP food serving committee, (iii) Transport Committee, (iv) Site visits and boating arrangement, (v) Coordination with ITBP and

THDCIL kicks off National Level Water Sports Cup 2024 at Tehri

By OUR STAFF REPORTER

RISHIKESH, 10 Dec: Under the aegis of THDC India Limited, the highly anticipated Tehri Water Sports Cup 2024 - 3rd Edition commenced with great enthusiasm today at the Tehri Lake in Tehri-Garhwal. The event was inaugurated by state Cabinet Minister, Women Empowerment, Child Development, Food Civil Supplies, Consumer Affairs, Sports and Youth Welfare, Rekha Arya.

She highlighted the role of sports in healthy living and promoting inclusive development of the nation. She also extended her appreciation and praised THDC India Limited for its unwavering commitment to promoting sports excellence and supporting athletes through such exceptional initiatives. She also emphasised the role of adventure sports in enhancing the state's tourism and creating new opportunities for the youth of Uttarakhand. The event was also graced by several dignitaries such as MLA, Devprayag, Vinod Kandari, MLA, Pratapnagar, Vikram Singh Negi and other dignitaries. The MLAs expressed their appreciation of THDC India Limited's significant contribution to the socio-economic development of Uttarakhand, particularly highlighting its positive impact on the state's sports initiatives and its efforts towards the uplift of the Tehri region.

RK Vishnoi, Chairman and Managing Director of THDCIL, expressed immense pride in the organisation's ongoing dedication to fostering sports excellence and societal development. He stated, "THDCIL has always believed in the transformative power of sports to shape individuals and communities. Through hosting events of this magnitude, we not only offer athletes a platform to showcase their talents but also contribute to the overall development of the region." He added, "From organising national-level water sports events at Tehri to establishing the High-Performance Academy with state-of-the-art facilities, THDCIL is proud to lead initiatives that integrate innovation, sustainability, and societal impact. Our High-Performance Academy in Koteshwar, Tehri, will play a pivotal role in nurturing Kayaking and Canoeing athletes, providing them with advanced equipment and scientific training to excel at national and international levels."

Shallinder Singh, Director (Personnel) of THDCIL, underscored the importance of nurturing young talent and promoting sportsmanship. He remarked, "Tehri Lake is rapidly emerging as a premier hub for water sports in India, and we are honoured to be a part of this journey. Organising the National level Water Sports tournament at Tehri Lake has not only brought the region into the national and international spotlight but also contributed to promoting tourism and driving the socio-economic upliftment of the area. We are committed to making this championship a benchmark in sporting excellence, reflecting the aspirations of athletes and the enthusiasm of the region."

During the event Prashant Kushwaha, President (IKCA), Dr DK Singh, LP Joshi, ED (TC), Dr AN Tripathy, GM (HR &A), were also present.

The championship has brought together over 500 athletes, coaches, and team managers from 22 states and various services across the country. This four-day event also serves as the qualifying championship for the National Games 2024. Organised by THDC India Limited in association with the Indian Kayaking and Canoeing Association (IKCA), the Uttarakhand Olympic Association, and the Uttarakhand Kayaking and Canoeing Association, the event highlights the collective efforts of multiple stakeholders dedicated to promoting sports excellence and adventure sports in the region.

नेशनल गेम्स की मेजबानी उत्तराखंड और टिहरी के लिए गौरव की बात : रेखा

■ राष्ट्रीय कैनो स्प्रिंट सीनियर पुरुष एवं महिला चैंपियनशिप का शानदार आगाज

नई टिहरी, 10 दिसम्बर (नवोदय टाइम्स) : चार दिवसीय 35वें राष्ट्रीय कैनो स्प्रिंट सीनियर पुरुष एवं महिला चैंपियनशिप टिहरी वाटर स्पोर्ट्स कप का रंगारंग आगाज हो गया। खेल मंत्री रेखा आर्य ने प्रतियोगियों को हरी झंडी और बलून उड़ाकर चैंपियनशिप का उद्घाटन किया। उन्होंने कहा कि यह महज कैनोइंग और कयाकिंग की प्रतियोगिता नहीं बल्कि अगले माह शुरू होने वाले राष्ट्रीय खेलों के चयन का भी प्रमुख माध्यम है। कहा कि इस आयोजन से टिहरी झील को एक्सपोजर मिलेगा। आने वाले समय में टिहरी झील एडवेंचर स्पोर्ट्स का बड़ा डेस्टिनेशन बनेगी।

मंगलवार को कोटी कालोनी में टिहरी वाटर स्पोर्ट्स कप का खेल एवं युवा कल्याण मंत्री रेखा आर्य ने दीप जलाकर शुरूआत कराई। उन्होंने कहा कि उत्तराखंड के लिए गौरव की बात है कि हमें राष्ट्रीय खेल-2025 की मेजबानी मिली है। इसमें भी टिहरी जिले की टिहरी लेक में कयाकिंग, कैनोइंग और रोईंग की प्रतियोगिताएं कराया जाना गौरव का विषय है। कहा कि जल्द ही उत्तराखंड में खेल विधि अस्तित्व में आएगा। देवप्रयाग विधायक विनोद कंडारी ने युवाओं को मोबाइल की बजाय मैदान में खेलने, प्रतापनगर विधायक विक्रम सिंह नेगी ने गांव और न्याय पंचायत स्तर पर खेल सुविधाएं बढ़ाने की मांग की।

नई टिहरी के कोटी कालोनी में टिहरी वाटर स्पोर्ट्स कप का उद्घाटन करतीं खेल मंत्री रेखा आर्य।

भाजपा जिलाध्यक्ष राजेश नौटियाल ने कहा कि उत्तराखंड सरकार खिलाड़ियों के प्रोत्साहन के लिए बेहतर कार्य कर रही है। इंडियन कयाकिंग एंड कैनोइंग एसोसिएशन (आईकेसीए) के अध्यक्ष प्रशांत कुशवाहा, उत्तराखंड ओलंपिक एसोसिएशन के महासचिव डॉ. डीके सिंह ने कहा कि टिहरी में नेशनल गेम्स की प्रतियोगिताएं होने से पूरे क्षेत्र को लाभ मिलेगा।

टीएचडीसी के निदेशक कार्मिक शैलेंद्र सिंह, ईडी एलपी जोशी, महाप्रबंधक डॉ. एएन त्रिपाठी ने कहा कि टीएचडीसी ने कोटेश्वर बांध क्षेत्र में हाई परफारमेंस एकेडमी खोलकर साहसिक खेलों के नई दिशा तय की है। इस मौके पर डीएम मयूर दीक्षित, एसएसपी आयुष अग्रवाल, सीडीओ अभिषेक त्रिपाठी, सीओ ओशिन जोशी, एजीएम डॉली पाठी, रविंद्र राणा, मनवीर नेगी, दीपक उनियाल, रविंद्र ममगाईं आदि मौजूद रहे।

government departments, (vi) Medical Committee, (viii) Cultural Committee, (viii) Media Manahement Committee, (ix) Stage Prize and Award arrangement Committee, (x) Correspondence Committee, (xi) Control Room and Helpdesk Committee, (xii) Electrical and Power Supply Committee, (xiii) Accommodation Committee, and (xiv) Civic facilities maintenance committee.

D.3 Events showcasing Uttrkahand's culture added colour to the competition: Folk dance, Ganga Arti and laser light and sound show formed part of the event.

E. SUSTAINABILITY

RATING : HIGH

E.1 Part of annual calendar of IKCF: Under the Canoe Sprint Development Pathway Program, the Tehri Water Sports Cup (National Games qualifier) would act as a major evaluation and qualification event, drawing top talent from across the country to compete in an international-standard environment. This means the National Senior Canoe Sprint Championship will be an annual event held alongside the Tehri Water Cup.

OVERALL RATING

RATING : HIGH

The championship was successful not just as a sporting event, but also as a crucial step toward the long-term vision of making Tehri a nationally recognized centre of water sports excellence and a hub for regional development. The primary objective was met, as the championship successfully served as the qualifying event for the upcoming 38th National Games (2025), ensuring the best athletes secured their spots. The event drew over 500 athletes, coaches, and managers from 22 states and various service teams across the country, making it a truly pan-Indian championship. The four-day event featured 126 races across 44 events, providing a robust platform for both established and emerging talent to compete on an international-standard course. The event also highlighted the strong, functional partnership among THDC India Limited, the Indian Kayaking and Canoeing Association (IKCA), the Uttarakhand Olympic Association (UOA), and the local administration. The successful hosting cemented Tehri Lake's reputation as a premier, world-class venue for water sports in India, leveraging the facilities established by the High-Performance Academy. The successful hosting cemented Tehri Lake's reputation as a premier, world-class venue for water sports in India, leveraging the facilities established by the High-Performance Academy. The presence of the Chief Minister and the Sports Minister demonstrated high-level governmental backing for the event's continuation. The Tehri Water Sports Cup and its status as a qualifying event for the national games are now a permanent feature in the annual calendar of the Indian Kayaking and Canoe Federation.

View of Senior Management,THDC

Late Sh. R. K. Vishnoi, Chairman and Managing Director of THDC India Limited (THDCIL), expressed his satisfaction with the organization's continuous efforts to foster athletic excellence and community development. He stated that THDCIL believes in the power of sports to uplift individuals and drive progress, and by organizing prestigious tournaments, it is providing a platform for talent and contributing to regional advancement. He also highlighted the THDC-IKCF High-Performance Academy at Koteshwar,Tehri. The facility aims to train elite athletes in Kayaking and Canoeing using modern state-of-the-art infrastructure and top-ranking coaches.

SUGGESTIONS

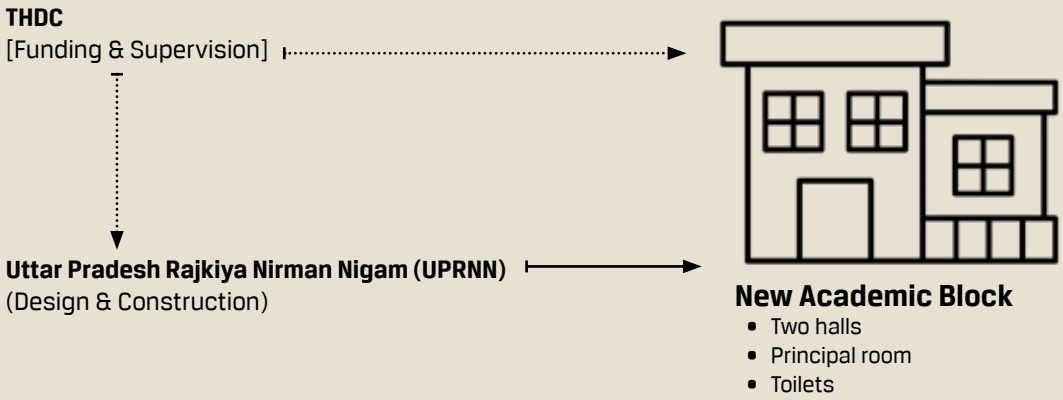
Locating stay arrangement of athletes close to the competition venue : During the discussion with athletes who participated in the 35th Nationals, they reported that some of their stay was arranged at locations such as New Tehri or the Koteshwar dam site, which required travel along winding, mountainous roads to reach the competition venue. Most athletes come from plains and are not used to traveling in the hills, which can cause nausea and unease and potentially affect performance. It was suggested that lodging of athletes close to the competition venue would be ideal. It may however be mentioned that stay arrangements for some of the athletes had to be made at distant locations due to high number of participant athletes and limited availability of stay facilities in proximity to the tournament venue.

Computation of the rating of the Hosting of 35th National Senior Canoe Sprint Championship at Tehri Lake

Criterion	Performance Indicator	Weight	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Putting Tehri reservoir to additional use	0.5	5	2.5	5 **[HIGH]**	B.1
	Extending Uttarakhand states predominant status in adventure water sports to competitive water sports	0.5	5	2.5		B.2
C. EFFECTIVENESS	Established suitability of Tehri lake as a venue for national and international competitions in water sports	0.1	5	0.5	5 **[HIGH]**	C.1
	Significant economic spin-off for the local economy	0.1	5	0.5		C.2
	Elite athlete participation	0.1	5	0.5		C.3
	Attendance of the top leadership of the state, national level sports administrators and senior management of THDC	0.1	5	0.5		C.4
	Uttarkand among handful of states where National Canoe Sprint championship have been held	0.1	5	0.5		C.5
	High praise from athletes, coaches and IKCA	0.25	5	1.25		C.6
	The organisation of the 35th Nationals is part of the larger vision of developing Tehri lake as a water sports destination	0.1	5	0.5		C.7
	Positive coverage in media	0.05	5	0.25		C.8
	Unveiling of the Canoe Sprint Development Pathway Program 2025 (Tehri Water Cup finds mention)	0.05	5	0.25		C.9
	International-level coach training	0.05	5	0.25		C.10
D. EFFICIENCY	Efficient stakeholder engagement and collaboration	0.5	5	2.5	5 **[HIGH]**	D.1
	Efficient structure put in place by THDC for managing the event	0.5	5	2.5		D.2
E. SUSTAINABILITY	Part of annual calendar of IKCF	1	5	5	5 **[HIGH]**	E.1
				OVERALL	5 **[HIGH]**	

C. Construction of Academic Block at Bal Ganga Mahavidyalaya, Sendul Kemar, Tehri Garhwal

The construction of the one-story academic block at Bal Ganga Mahavidyalaya, Sendul Kemar, with support from THDC, is part of the college's ongoing infrastructure development efforts to accommodate growing academic activities and provide better facilities. Established in 1991, the college provides Bachelor of Arts and Bachelor of Science courses in 14 disciplines.



Summary

The project aligns with the new education policy's mandate to strengthen rural college infrastructure, demonstrating strong **coherence**. It effectively addresses the classroom shortage at Bal Ganga Mahavidyalaya, resulting in high **relevance**. The new academic block is actively used for classes, seminars, and examinations, reflecting strong **effectiveness**. The **efficiency** score is high given the good quality and timely construction. Regarding **sustainability**, the acdemic block is expected to remain in use as the college continues to attract high student enrollment.

Rating of construction of academic block at Bal Ganga Mahavidyalay

Assessment Criteria	Rating	Score
Coherence	High	5
Relevance	High	5
Effectiveness	High	5
Efficiency	High	5
Sustainability	High	5
Overall	High	5

A. COHERENCE

RATING : HIGH

A.1 External Coherence

New Education Policy stresses on upgrading rural colleges: The NEP calls for strengthening physical infrastructure through new construction and modernization, prioritizing rural and remote regions. This, along with adequate funding, teacher training, digital inclusion, and policy sensitivity towards rural socio-economic realities, is expected to improve access, quality, and inclusivity of higher education.

A.2 Internal Coherence

The project is in concurrence with the THDC Jagriti (Initiatives for a Bright future) – Education initiatives.

B. RELEVANCE

RATING : HIGH

B.1 Shortage of classrooms and labs: The college has an enrollment of 762 students and provides undergraduate courses in 14 disciplines. There are only 12 functional rooms housing classrooms and labs. Except for chemistry, all other science disciplines hold classes and lab practicals in the same room. In many cases, multi-grade classes are held in which students from different year cohorts sit together.

B.2 Absence of physical infrastructure impact girls disproportionately: Approximately 90% of the total college strength comprises girls. The college serves students from rural areas. While boys have the options of going to Tehri and other towns and staying in hostels to further their education, the girls, due to patriarchal mores, do not have such an option. Given this background, Bal Ganga Mahavidyalaya, Sendul Kemar, is the only option for girls to pursue higher education in the region. Strengthening the college infrastructure helps the girls secure quality higher education and prevent dropout.

Student Enrollment: Bal Ganga Mahavidyalaya						
	Arts			Science		
	Boys	Girls	Total	Boys	Girls	Total
1 year	29	289	318	13	48	61
2 year	20	141	161	7	30	37
3 year	23	121	135	6	44	50
Total	72	542	614	26	122	148
	Total girls: 664		**Total boys: 98**		**Total students: 762**	

B.3 Limited financial resources with the college: The Bal Ganga Mahavidyalaya started operations in 1991 as an initiative entirely funded by the community and benefactors. It was only in 2009 that the government started appointing teachers and paying their salaries. However, no financial support is received for infrastructure upgrades and other operational expenses.

B.4 Masters classes had to be discontinued due to want of classrooms: The college has been permitted by the Hemwati Nandan Bahuguna Garhwal University (HNBGU), to which it is affiliated, to start Master's classes in English, Hindi, Sanskrit, Geography, and Sociology with enrollment of up to 20 students per discipline. While there was student interest in pursuing a master's degree, it had to be discontinued due to a lack of classrooms..

B.5 NAAC rating is low[1]: The lack of infrastructure is a contributing factor to the low NAAC (National Assessment and Accreditation Council) rating of the college. Availability of "Infrastructure and Learning Resources," account for 10% in the NAAC college rating methodology.

1 In 2024, Bal Ganga Mahavidyalaya, Sendul, Kemar, Tehri Garhwal has a NAAC accreditation with a CGPA score of 1.72 and a "C" grade valid until December 4, 2028.

Factsheet

A. Location
Sendul Kemar, Tehri Garhwal

B. Infrastructure Created
Academic block comprising
- 2 halls
- Principal room
- Toilets

C. Budget
INR 1.82 crores

D. Key Person(s) Met by Assessment Team
1. Dr. Bipin Chandra Uniyal, Principal

Workshop on Namami Gange being held at one of the halls in the academic block constructed through THDC support

C. EFFECTIVENESS

RATING : HIGH

C.1 The additional rooms created is being used for academic purposes: The academic block created through support of THDC includes (i) two large halls, (ii) the Principal/staff room, and (iii) toilets for students. One of the halls, capable of seating about 100 students, has been converted into a seminar room. The assessment team, during its visit, saw a workshop on Namami Gange (National Mission for Clean Ganga) being held there, with students in attendance. In the absence of the seminar room, the event would have been held in the open at the school grounds.

One of the two halls constructed has makeshift partition using almirahs which house the drawing and geography classes.

The other hall at the academic block has been divided into two sections through strategic placement of almirahs and serves as classrooms for drawing and geography courses, respectively. The newly constructed halls also serve as seating for examinees during college exams. The new academic block, to some extent, has eased the shortage of classrooms at the college.

D. EFFICIENCY

RATING : HIGH

D.1 Quality of construction good: The college authorities reported that the construction quality was good. No seepage, plaster peeling, or plumbing leaks were reported.

D.2 Timely construction of the project: The college authorities did not report of any major stalling of the construction work and reported that the construction was done timely.

E. SUSTAINABILITY

RATING : HIGH

E.1 The college is popular among students in the region resulting in expectation of continued use of newly constructed infrastructure: The college receives more applications than it can admit, underscoring students' demand to study there. This means the academic block will continue to be used for academic purposes in the future.

OVERALL RATING

RATING : HIGH

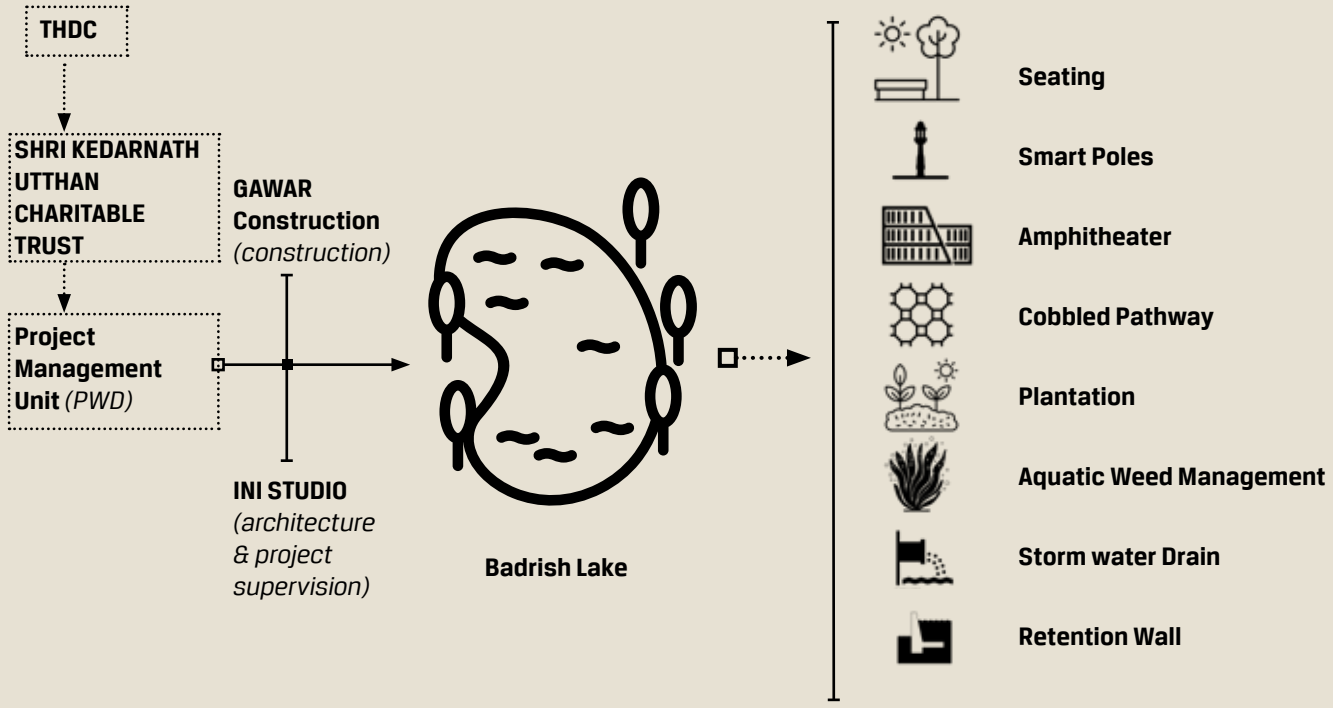
The project scores well on the **coherence** criteria, as it aligns with the mandate of the new education policy to strengthen the infrastructure of rural colleges. The project addresses the shortage of classrooms at Bal Ganga Mahavidyalaya, thereby getting a high **relevance** score. The newly constructed academic block is currently used for classes, seminars, and examinations, and therefore scores highly in **effectiveness.** In terms of **efficiency**, the project scores relatively low primarily because the college was not extensively involved during the design stage. While appreciating the support from THDC, the school authorities remarked that they would have suggested more compact classrooms rather than two large halls which have been constructed. In terms of **sustainability**, the academic block is expected to remain in use, given that the college is popular with students in the region and is expected to continue attracting high student footfall.

Computation of the rating of the construction of Academic Block at Bal Ganga Mahavidyalaya

Criterion	Performance Indicator	Weightage	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Shortage of classrooms and labs	0.2	5	2	5 **[HIGH]**	B.1
	Absence of physical infrastructure impact girls disproportionately	0.2	5	2		B.2
	Limited financial resources with the college:	0.2	5	2		B.3
	Masters classes had to be discontinued due to want of classrooms:	0.2	5	2		B.4
	NAAC rating is low due to lack of "Infrastructure and Learning Resources	0.2	5	2		B.5
C. EFFECTIVENESS	The additional rooms created is being used for academic purposes	1	3	5	5 **[HIGH]**	C.1
D. EFFICIENCY	Quality of construction good	0.6	5	3.0	**5 [MEDIUM]**	D.1
	Timely construction of the project	0.4	5	3.0		D.2
E. SUSTAINABILITY	The college is popular among students in the region which should resulting in continued use of the newly constructed infrastructure	1	5	5	5 **[HIGH]**	E.1
				OVERALL	5 **[HIGH]**	

D. Construction of Lakefront at Badrish Lake, Badrinath Dham

The construction of the Lakefront at Badrish Lake is part of a larger Badrinath Master Plan. The entire lakefront complex comprises two water bodies, namely the Sheshnetra and the Badrish lakes. The upgradation around the Badrish lake has been funded by THDC, while that around Sheshnetra lake has been supported by SJVN. The development aims to create a public space for visitors and the community. Construction is currently 90% complete and will be formally opened to the public during the next pilgrimage season.



Summary

The lakefront initiative aims to tackle the insufficient public and community spaces at Badrinath Dham. It is anticipated that the lakefront will function as an important center for community engagement and identity development, solidifying community life around the Badrinath temple. Additionally, Badrish lake has been a site for waste disposal, with sewage pipes emptying into it, jeopardizing the water body. This underscores the project's significant **relevance**. Even though the facility has not been officially inaugurated yet, the assessment team observed a considerable amount of foot traffic from both tourists and devotees around the lakefront. The design elements and infrastructure improve both the usability and visual appeal of the site. Among the features are seating areas, a public address system, mobile charging stations, cobbled paths, landscaping, storm water drainage, and a redesigned lake boundary, all of which provide Badrish Lake with a distinctive visual identity. Furthermore, the project has enhanced local infrastructure by installing a sewer line that will benefit approximately 60-70 properties surrounding the lakefront, which had previously depended on soak pits. These improvements contribute to the **effectiveness** of the lakefront development project. Regarding **efficiency**, the project employed highly skilled construction and design experts. Continuous oversight guaranteed that tasks were finished within the specified timelines, and the technical design was promptly adjusted to match the site conditions faced during construction. Additionally, this initiative is part of a comprehensive plan and corresponds with a broader vision for the town. In terms of **sustainability,** the facility will be transferred to the Nagar Panchayat, the local authority that oversees the management of the temple town. Considering the importance of Badrinath as a pilgrimage site and the pivotal function of the lakefront in the town, it is anticipated that there will be state budget support or the provision of extra resources.

Rating of lakefront development at Badrish Lake

Assessment Criteria	Rating	Score
Coherence	High	5
Relevance	High	5
Effectiveness	High	5
Efficiency	High	5
Sustainability	High	5
Overall	High	5

A. COHERENCE

RATING : HIGH

A.1 External Coherence

Part of Badrinath Master Plan: The Badrinath Master Plan is a comprehensive redevelopment initiative by the Uttarakhand government aimed at transforming Badrinath into a "Smart Spiritual Hill Town" or a "Mini Smart City" while preserving its spiritual and ecological integrity. The project spans approximately 85 hectares and is executed in multiple phases, targeting completion around 2025-2026. The Badrish lakefront development is not an isolated project but is an integral part of the Badrinath Master Plan.

A.2 Internal Coherence

The project is in concurrence with the THDC Prakriti (Environment)- Environment Protection and THDC Virasat (Culture) – Art & Culture protection

B. RELEVANCE

RATING : HIGH

B.1 Lack of public spaces at Badrinath Dham: Currently, other than the temple precincts, there are no public spaces for devotees to spend time after visiting the Badrinath temple. The Badrinath Master Plan proposes creating such public spaces, including developing the lakefront at Badrish and Sheshnetra. Such large public spaces serve as "pause points" for large crowds, especially during peak pilgrimage seasons. Under the Badrinath Master Plan, community spaces such as parks, plazas, lakefronts, and pedestrian streets will be integral to Badrinath's spiritual and civic environment, serving both pilgrims and tourists.

B.2 Badrish lake was unkempt and in need of conservation: Badrish Lake was a dumping ground for garbage, with open sewer pipes running along the lakefront before the lakefront development work was taken up. The lake, fed by underground aquifers, risked being clogged or impaired by indiscriminate waste dumping.

C. EFFECTIVENESS

RATING : HIGH

C.1 Sustainable local economic benefits: Public space investments increased foot traffic, supported local vendors, and spurred infrastructure development. The areas around the periphery of the Badrish lake complex are seeing a spurt in hotel infrastructure development. It is estimated that 4-5 new hotels are being set up around the periphery. Some of the shops relocated from the temple precincts and given space near the lake can be expected to do well once the lakefront complex is fully operational.

C.2 The facility is seeing visitor footfalls: The lakefront developments have transformed Badrinath Dham into a destination, with open public areas suitable for gatherings and leisure. Though the Badrish-Sheshnetra lakefront complex

Factsheet

A. Location
Badrish Lake, Badrinath Dham

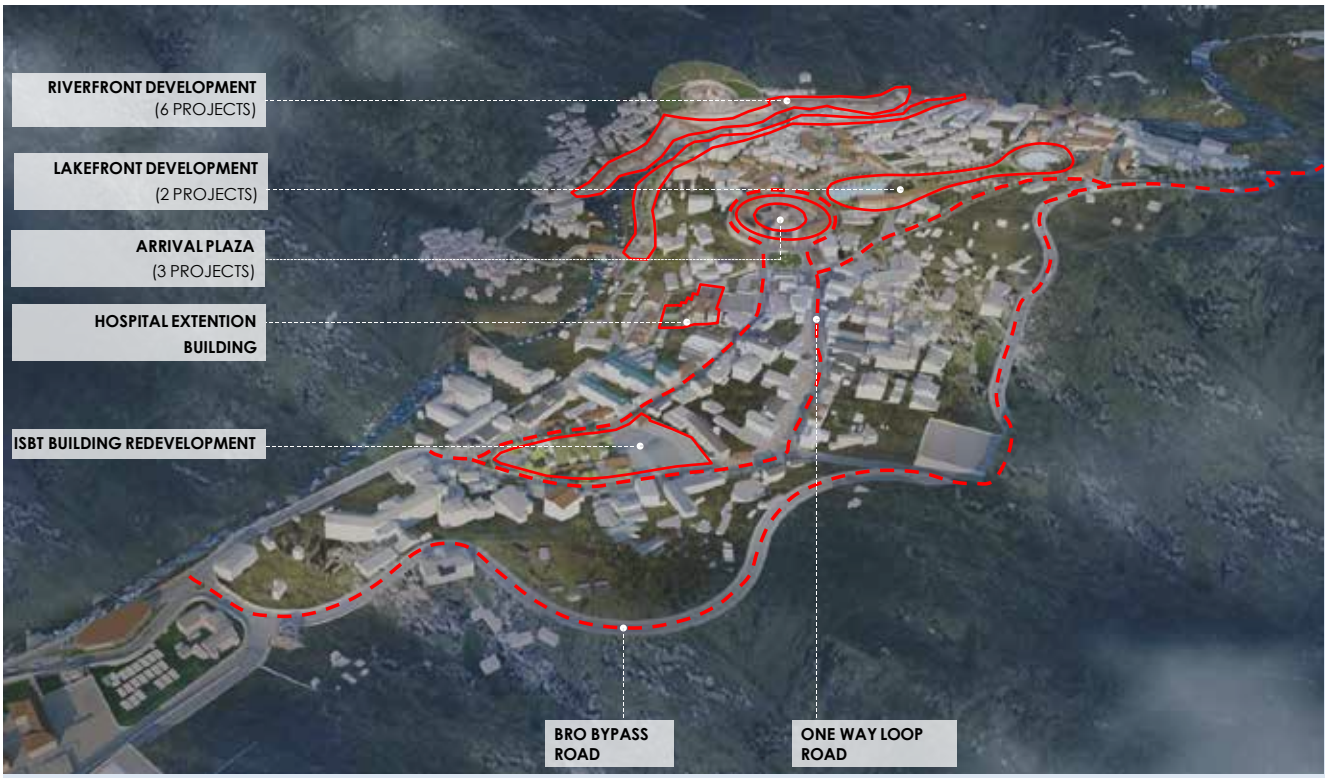
B. Dimension
Area: 8,000 sqm
Diameter : 73.00 m

C. Facilities
- 5 m wide walking & sitting space
- 2,300 sqm. paved pathways
- Landscaped area with ambient lighting & signage
- Amphitheater
- External Drainage Work

D. Collaboration
- THDC (Funding)
- PWD (Execution)
- Contractor: GAWAR Constructions Pvt. Ltd.
- Architect: INI Design Studio

E. Budget : INR 8.36 crores

F. Key Persons Met by Assessment Team
1. Mr. Sunny, AE (PWD)
2. Mr. Keshav Nauitiyal, INI
3. Mr. Santosh Pant, JE, PWD
4. Mr Chauhan, Owner, Chauhan Palace and Restaurant



Badrinath Dham Master Plan of which lakefront development at Badrish Lake is an integral part

has yet to be formally opened, the assessment team observed tourists at the site enjoying the newly created environs.

C.3 Well thought out design and infrastructure elements: A lot of thinking has been applied during the design phase of the project to integrate infrastructure and design elements to make the facility accessible and interesting for the visitors:

i. **Smart poles:** Every third electric pole is equipped with a BOSE speaker for public announcements, light music, and bhajans. These poles also have mobile chargers and CCTV cameras.

ii. **Aeration pumps:** It is proposed to install aeration pumps (after the final report from the National Institute of Hydrology is received) to control growth, algae, and aquatic weeds.

iii. **Open Gym equipment:** At the intersection of Badrish and Shesnetra sites, provision of an open gym has been made.

iv. **Amphitheater:** A small amphitheater is under construction and will act as a versatile, community-oriented venue for hosting outdoor performances, gatherings, and recreational activities. The compact structure will feature tiered seating around an open area, fostering social interaction in natural settings.

v. **Smart water level measuring equipment**: Advanced sensor-based equipment to monitor water levels continuously and transmit this data remotely for real-time tracking and management.

vi. **Plantation:** Areas for plantation have been created to make the facility soft on the eyes and blend with nature. The plantation, set against stark, rugged mountains, softens the landscape and endears the facility to visitors.

A Welcome Development

Sh. Ravinder Singh Chauhan, owner of Chauhan Palace Hotel located at the periphery of Badrish lakefront, expressed his appreciation for the design and quality of the civil work undertaken to develop the lakefront. He reported that many of his guests take a stroll on the lakefront during their stay. He also reported that earlier the lake was in extremely poor condition with dirt and grime collecting in the water and wild vegetation growing in the periphery. He said that the facility will attract the construction of more hotels along the periphery and will also sustain the shops and eateries located close to the lake. He underlined that, along with beautifying the Badrinath town, this lakefront development will boost the local economy.

BEFORE

AFTER

Tourist enjoying an outing at Badrish lake

vii. **Seating arrangements:** Ample seating has been provided for visitors. Not only do such seats help visitors sit and relax, but the lack of oxygen at the location can lead to breathlessness, especially for the elderly; therefore, adequate seating facilities are required.

viii. **Walkways:** Cobbled walkways have been created across the facility providing large walk spaces.

C.4 Design of Badrish lake breaks monotony and creates an identity: Breaking monotony through design involves introducing elements of surprise, contrast, and creativity that disrupt repetitive patterns, creating more engaging and memorable experiences. Architects do so through unexpected layouts, visual contrasts, asymmetry, and interactive elements that capture attention and stimulate interest. The Badrish lake layout was modified to give it a kidney shape, which is not usual for a waterbody. This strategy of breaking monotony helps reinforce brand identity and create more meaningful connections with users or audiences.

C.5 Town level infrastructure got augmented: One major externality of the Badrish lakefront project has been the creation of sewerage and stormwater drainage benefiting properties in the periphery. It was realised during project execution that the site is prone to waterlogging, and the excess water had to be drained out. The project engineers decided to construct a stormwater drain and a sewerage line. While this facility will help drain water from the site, the sewerage line will help collect sewerage from about 60-70 properties in the vicinity, including hotels and dharamshalas, and drain it to the town STP. These properties currently have soak pits.

C.6 Birds seen at the lake: Conservation of the lake has attracted birds. The assessment team saw a pair of White-breasted Waterhen at Badrish Lake.

D. EFFICIENCY

RATING : HIGH

D.1 Being part of a larger master-plan facilitated execution: The creation of the lakefront is not an isolated project but part of a larger vision, as embodied in the Badrinath Master Plan. The development and design of the lakefront was facilitated through an integrated approach outlined in the Master Plan. For instance, the road bisecting the layout around the lake had to be rerouted, which was facilitated by the construction of the Badrinath bypass under the Master Plan. Similarly, an integrated lakefront development amalgamating the areas around Badrish and Sheshnetra was possible by pooling resources from the Master Plan implementation.

E. SUSTAINABILITY

RATING : HIGH

F.1 Nagar Panchayat to take over maintenance: It is proposed that the Nagar Panchayat will be handed over the facility for maintenance. This would include facility upkeep, the appointment of security guards, cleanliness and sanitation, etc. No revenue stream from the facility is currently envisaged and would totally depend on budgetary support. Badrinath Nagar Panchayat's publicly reported total revenue for the 2025 pilgrimage season (May-November) stands at Rs 1.07 crore, primarily from own sources like eco-tourism fees and waste sales. This includes approximately Rs 1 crore from vehicle entry fees and Rs 7.54 lakh from the sale of 114 tons of segregated waste to recyclers. Additional fixed income comes from a Rs 39 lakh annual contract with the Badrinath-Kedarnath Temple Committee for cleaning the temple area, plus parking fees in Mana village. Key outflows support waste management and sanitation. These include operations for 22 Paryavaran Mitras (environmental workers), 15 sanitation staff in Mana, plastic compactors, organic waste converters, and 12 compost pits for local greening. The Badrinath Nagar Panchayat currently reports no revenue surplus. The existing sanitation staff can be used for maintaining and cleaning the lakefront. Hiring of security staff, electricity charges, and replacement/maintenance of civil structures will be additional regular expenses to be borne by the Nagar Panchayat. Given the importance of Badrinath as a pilgrimage destination and the centrality of the lakefront to the town, state budgetary support, or the generation or apportioning of additional resources, can be expected.

OVERALL RATING

RATING : HIGH

The lakefront project addresses the lack of public/community space at Badrinath Dham. It is expected that the lakefront will serve as a vital hub for community interaction and identity formation, anchoring community life around the Badrinath temple. This contributes to the project's high **relevance** score. Though the facility has yet to be formally opened, the assessment team observed significant footfall of tourists/devotees at the lakefront. The infrastructure and design elements enhance the site's usability and aesthetics, including seating arrangements, a public address system, mobile charging stations, cobbled walkways, plantings, stormwater drainage, and a redesign of the lake perimeter, which gives Badrish Lake a unique visual identity. The project has also upgraded the neighbourhood infrastructure by providing a sewerage disposal pipe that will serve about 60-70 properties around the lakefront periphery, which currently rely on soakpits. These initiatives contribute to the **effectiveness** of the lakefront development project. In terms of **efficiency**, highly experienced construction and design skills were brought to the project. Close monitoring facilitated, completed as per stipulated timelines, and quick adaptation of technical design to ground conditions encountered during construction. Further, the project is part of a master plan and integrates with a larger vision for the town. In terms of **sustainability**, the facility will be handed over to the Nagar Panchayat, the local body responsible for governance and management of the temple town. Given the importance of Badrinath as a pilgrimage destination and the centrality of the lakefront to the town, state budgetary support, or the generation or apportioning of additional resources, can be expected.

SUGGESTIONS

Generating revenue stream may be explored: Introduction of boating, paid selfie points etc may be explored to have a generate a revenue stream to support the maintenance of the lake front facility.

Sitting spaces created at the lakefront

Computation of the rating of the construction of Lakefront at Badrish Lake

Criterion	Performance Indicator	Weightage	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Lack of public spaces at Badrinath Dham	0.5	5	2.5	5 **[HIGH]**	B.1
	Badrish lake was unkempt and in need of conservation	0.5	5	2.5		B.2
C. EFFECTIVE-NESS	Sustainable local economic benefits	0.2	5	1	5 **[HIGH]**	C.1
	The facility is seeing visitor foot-falls	0.2	5	1		C.2
	Well thought out design and infra-structure elements	0.2	5	1		C.3
	Design of Badrish lake breaks mo-notony and creates an identity	0.2	5	1		C.4
	Town level infrastructure got augmented	0.2	5	1		C.5
D. EFFICIENCY	Being part of a larger master-plan facilitated execution	0.2	5	1	5 **[HIGH]**	D.1
	Required design and construction expertise put in place	0.2	5	1		D.2
	Extensive local material used	0.2	2	1		D.3
	Specialised agencies engaged	0.2		1		D.4
	Calibration of design during con-struction as per ground situation	0.2		1		D.5
E. SUSTAIN-ABILITY	Nagar Panchayat to take over maintenance	1	5	5	5 **[HIGH]**	E.1
				OVERALL	5 **[HIGH]**	

Badrish Lakefront during construction

E. Tehri Bandh Pariyojana Inter College, Bhagirathipuram

The Inter College offers education from grades VI to XII (science and arts streams). It is co-educational and managed by the THDC Education Society. The school serves students from economically weaker sections and provides facilities like free uniforms, books, stationery, bus service, and mid-day meals under the CSR initiative of THDC India Limited.

Boys = 96
Girls = 117
Total = 213
Grade VI - XII

UNIFORM
BOOKS
NOTEBOOKS
NO TUITION FEE
SCHOOL BUS
MID DAY MEAL
SMART BOARD
QUALIFIED TEACHERS

Summary

The aim of founding Tehri Inter College in B.Puram is to provide quality education to children in rural areas, especially students from socially and economically marginalised households mostly from habitations impacted by the construction of the Tehri dam. This effort is in line with the national guidelines set forth in the New Education Policy 2020 and adheres to the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act. Furthermore, this project aligns with THDC Jagriti (Initiatives for a Bright Future), which promotes access to education. Consequently, this initiative demonstrates strong coherence both internally and externally, as reflected by its high **coherence** rating. The school caters to students from villages impacted by development initiatives, especially within the 20 km region that lies between B.Puram and Koteshwar, where there are limited options for senior secondary education. Additionally, the majority of students come from underprivileged backgrounds, making access to complimentary, high-quality education vital in a region where government-operated schools typically offer subpar educational quality. Given these circumstances, the project is of significant **relevance**. The students' performance on the standardized test (PARAKH 2024) has been mixed, with below-state/national-average scores in language and mathematics. This has brought down the **effectiveness** score, despite the school's board results being good. Despite the school having several admirable qualities, its **efficiency** rating is relatively low due to a number of reasons including less operational computer lab , limited sports equipment, need for science lab upgrades, limited vocational education, career guidance, health assessments, and training in soft skills for students. Many of the identified issues should be resolved in accordance with the New Education Policy 2020. The **sustainability** rating is high, as Tehri Inter College is among the few senior secondary schools in the area offering free, quality education, and is likely to continue attracting students in the future.

Rating of Tehri Inter College

Assessment Criteria	Rating	Score
Coherence	High	5.0
Relevance	High	5.0
Effectiveness	High	4.0
Efficiency	High	3.97
Sustainability	High	5.0
Overall	High	4.59

A. COHERENCE

RATING : HIGH

A.1 External Coherence

Quality school education for rural students mandated by policy: India's quality education policies for rural areas primarily revolve around the National Education Policy (NEP) 2020, Samagra Shiksha Abhiyan, and the Right to Education (RTE) Act 2009, which aim to bridge urban-rural gaps through infrastructure, teacher training, and equitable access.

A.2 Internal Coherence

The project is in concurrence with the THDC Jagriti (Initiatives for a Bright future)

B. RELEVANCE

RATING : HIGH

B.1 Education facility for project displaced/effected persons:The school was established by the irrigation department in 1983 for the children of personnel involved in construction on the Tehri dam. The school got upgraded to a junior high school in 1985 and obtained government recognition in 1986. In 1988, the school was renamed as Tehri Bandh Pariyojana Junior High School and started admitting students from project-affected households. In 1992, the school was upgraded to a high school, and in 2002, to an Inter College (XII standard), and was subsequently renamed 'THDC Inter College'. The school is among the very few subsidized schools in the region that offer education up to grade XII. Incidentally, in the 20 km stretch between B.Puram and Koteshwar (which falls within the dam-affected area), THDC Inter College is the only high school serving students from poor households. As a result, the school has relatively high enrollment in grades IX to XII. The government intercolleges in the region, located in the villages of Kayari and Nakot, would be a long walk over hilly roads for the students who currently attend the THDC Inter-College.

B.2 Catering to students from poor households: The majority of the students attending the school come from poor households, with parents being either farmers or labourers.

B.3 Need for quality education in rural areas : According to ASER survey results (2024), foundational learning levels in Uttarakhand are poor. For instance, only 64% of Std V students can read Std II-level text in the vernacular, while only 40% can do division. Though the performance is better than national averages, there is still a lot of work to be done to reach acceptable learning outcomes. In this context, it

Factsheet

A. Location
Bhagirathipura, New Tehri

B. Grades
VI-XII

C. Enrolment
- Boys- 96
- Girls - 117
- Total- 213

C. Management
THDC Education Society

D. Facilities to beneficiary students
- Free tuition
- Uniform
- Text Books
- Note Books
- Smart Boards
- Well Qualified teachers
- School bus
- Mid day meal
- School Infrastructure

E. Budget: INR 6.25 crores *(includes both Rishikesh and Bhagirathipuram Schools)*

E. Key Persons met
1. School Principal
2. Teachers
3. Students
4. Learning outcome test of a sample of students

is important that rural students have access to quality education, an objective which THDC Inter College, B. Puram, intends to achieve.

Learning outcomes (as per ASER Survey)

Location	Std V learning levels		Std VIII learning levels	
	% Children who can read Std II level text in vernacular	% Children who can do at least division	% Children who can read Std II level text in vernacular	% Children who can do division
Uttarakhand	63.9%	39.8%	82.3%	52.5%
National	48.7%	30.7%	71.1%	45.7%
Source: ASER 2024				

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C. EFFECTIVENESS

RATING : HIGH

C.1 The student test results in standardised tests mixed: The assessment team administered the PARAKH 2024 instrument to a sample of students in class VII and class IX. The subject-wise performance of the sampled students was compared with the state and national averages from the PARAKH Report published by NCERT. The instruments used are given in Annexure I. The performance of the sampled students was benchmarked with the PARAKH 2024 scores and performance categorized using the following criteria - (i) **Poor**- *if score below the state average*, (ii) **Fair**- *If the score is above the Uttarakhand state average*, (iii) **Good**- *If the score is above the national average,* (iv) **V. Good** - *if the score is above the average of the best performing state in the country.* The results are summarized below:

A. Results class VII

- **Language (Hindi) score poor:** The sampled students could answer about 50% of the questions correctly. On average, students' performance is below the Uttarakhand (54%) and national (57%) averages.
- **Math score poor:** The sampled students, on average, could solve 34% of the questions, which is significantly below the state (40%) and national (46%) averages.
- K**now the World (General awareness) score poor**: On average, the sampled students could score 38%, which is significantly below the state (45%) and national (49%) averages.

B. Result class IX

- **Language (Hindi) score poor:** The average score of the sampled students was 47%, which is below the Uttarakhand (50%) and national (54%) average scores.
- **Math score fair:** The average score of the sampled students was 37%, which is above the Uttarakhand average (34%) and at par with the national average (37%).
- **Science score very good**: The average science score of the sampled students was 43%, which is higher than both the Uttarakhand (39%) and national (40%) averages.
- **Social Science good**: The average score of the sampled students is 49%, which is higher than both Uttarkahand (37%) and national (40%) average scores.

C.2 Low failure rate in standardised test: Most of the students who took the standardized test achieved passing marks (33% or higher).

Pass percentage of students who took the standardized test			
	〈 33%	**33%+**	**Pass rate**
Class VII (n= 20)			
Language	2	18	90%
Math	8	12	60%
Know the World	4	16	80%
Class IX (n= 21)			
Language	2	19	90%
Math	7	14	66%
Science	4	17	81%
Social Science	3	18	86%
Source: Learning outcome test scores			

Performance of sampled students who took the PARAKH test administered by the assessment team at THDC Inter college, B. Puram						
	THDC school, Bhagirathi Puram		**Uttarakhand (Aggregate)**	**Uttarakhand (Rural)**	**National (Aggregate)**	**Best State (Aggregate)**
	Average Score	**Std Deviation**				
Class VII (n= 20)						
Language	50%	0.14	54%	52%	57%	76% (Kerala)
Math	34%	0.12	40%	39%	46%	60% (Kerala)
Know the World	38%	0.10	45%	44%	49%	66% (Kerala)
Class X (n= 21)						
Language	47%	0.13	50%	47%	54%	69% (Punjab)
Math	37%	0.13	34%	32%	37%	52% (Punjab)
Science	43%	0.16	39%	37%	40%	54%(Punjab)
Social Science	49%	0.15	37%	35%	40%	52%(Punjab)
Source: Test Results + PARAKH REPORT 2024						

C.3 Board Results have been good: The Board results of the school, both at X and XII levels, have been consistently high and surpass the Uttarakhand state pass percentage. For instance, in 2024-25, the pass percentage for the school in X and XII boards was 96% and 86%, respectively, while the corresponding pass percentage for the state was 90% and 83%, respectively[1].

Board results -Tehri Inter College				
Year	**Appeared**	**Passed**	**Pass%**	**I Div**
Class X Board Exam				
2022-23	27	27	100%	5
2023-24	46	45	98%	2
2024-25	25	24	96%	1
Class XII Board Exam				
2022-23	32	30	94%	1
2023-24	29	28	96%	2
2024-25	28	24	86%	4
Uttarakhand state pass percentage (X Board): 90.77% *Uttarakhand state pass percentage (X Board): 83.23%*				

D. EFFICIENCY

RATING : MODERATE

D.1 Transport facility provided to students helps extend the catchment of the school: Currently, four school buses are operational for students: Koteshwar (2 buses), Koti (1 bus), and Chopra (1 bus). Some of the remote villages that the school can cater to, given the transport facility made available, include Kyari, Palaam, Dogra, Prayal Gaon, Nagar, Koteshwar, Chopra, and Jakh, amongst others. The remotest village catered to is approximately 30 kms away. It may be noted that providing school transport is a significant enabler, given the region's paucity of public transport. The 20 km stretch between B. Puram and Koteshwar, where a number of villages are located, has no government high school within easy reach.

D.2 Education made affordable : The school provides books, uniforms, midday meals, and stationery free of cost, making education affordable.

D.3 Midday meal menu needs to be augmented to meet the PM Poshan norms: PM POSHAN recommends that school mid-day meals meet national nutritional standards, with primary students recommended to receive 450 calories and 12g protein daily, while upper primary students receive 700 calories and 20g protein.

Recommended norms for school mid day meal as per PM Poshan scheme	
Component	**Upper Primary classes**
Calories	700 kcal
Protein	12 gm
Foodgrain	150 gm
Pulses	30 gm
Vegetables	75 gm
Oil & Fat	7.5 g
There is scope for increasing share of green vegetables in the school mid-day meal menu	

D.4 Very low drop-out rate: There is almost no dropout among students who pass their X class at the school. Almost the entire cohort takes admission in XI class.

D.5 No bridge/special classes for slow learners: The school takes most of its intake in class VI. The incoming cohort has mostly completed primary schooling in local government schools, and many are poor in Foundational Literacy and Numeracy (FLN). This proves to be a handicap in learning more complex concepts in middle and secondary classes, and such students tend to fall back in their studies. Teachers and students interviewed by the assessment team reported that teachers make efforts in class to encourage slow learners. However, no extra classes/bridge classes are held for the incoming batch of students whose basics are weak.

D.6 School has performed well in sports: Recent performances in inter-school sports meets has been credible:

- Won gold in discus, javelin, and silver in high jump at block and district level inter-school competitions. Qualified for inter-school state-level competition but the school athletes could not attend due to the unavailability of travel grant.
- Last year, the school's under-19 and under-14 Kabaddi and Kho-Kho teams performed very well at the block-level competition.

The school may consider further augmenting sports equipments available so that students can return credible performance across a wide variety of sports disciplines.

D.7 Library is available: Though there is a library, it has a limited number of books and no reading room. None of the students with whom the assessment team interacted reported ever visiting the library to borrow or read books. The school timetable has no designated library period for any grades.

D.8 Computer lab needs upgrade: The school has one server and 17 terminals (thin clients) connected to it. Currently, the entire setup is non-operational. The N-Computing software, which enables multiple users/thin clients to access virtual desktops over a Local Area Network (LAN), is outdated, and a new license needs to be purchased and installed. Though IT is part of the syllabus, the subject is taught without students gaining any practical experience with a computer.

D.9 Science labs need more equipment: The school teaches science in the intermediate levels; however, the laboratory infrastructure would need further augmentation so that all the prescribed practicals can be adequately performed.

D.10 Presence of SMART Board in classrooms appreciated by teachers and students: It was reported that the SMART board makes it easy to grasp concepts through the audio-visual mode.

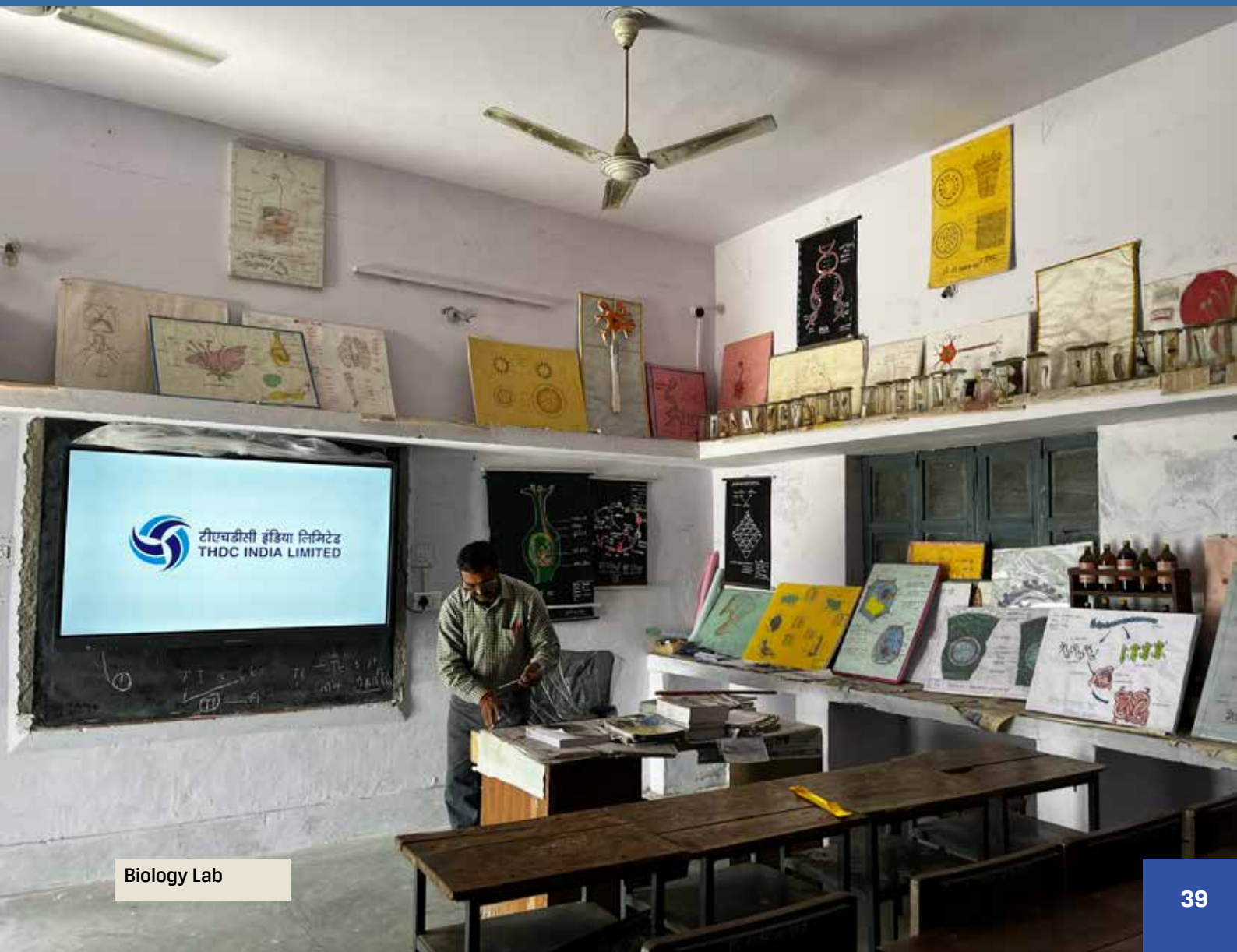
1 Good board results is not a sufficient condition for assessing learning outcomes of students. Many commentators have pointed out that board exams in India often inflate student marks through practices like moderation, grace marks, and lenient evaluation to boost pass rates and top scores. This mark inflation undermines true academic assessment but responds to competitive pressures among boards. It is because of this reason Government of India has instituted the PARAKH assessment test, and the same tool was used by the assessment team to test for learning outcomes at Inter College, B.Puram.

In conversation with students

Ajeet (name changed), a student of class XI, joined Tehri Inter College since his previous school (Kendriya Vidyalaya) did not offer the Arts stream. His father is a farmer and his mother a homemaker. Ajeet wishes to join the Army or the police force and is taking coaching for the recruitment test. A member of the volleyball team at his previous school finds that the sports infrastructure at Tehri Inter College is inadequate. The students bring their own volleyballs, and there aren't enough students in the sport to form a volleyball team. He, however, commended the physical education teacher who tries to provide support. Ajeet also remarked that his previous school had a music teacher, and students could opt for music classes; no such option is available in his current school. However, despite certain drawbacks, he finds the school comfortable, the classmates friendly, and the teachers dedicated and approachable.

Aarti (name changed) is a bright student studying in XI in the science stream. She wishes to pursue a career as a nurse. When asked about the various colleges to which she aspires to take admission and the criteria for admission, she was not very clear. Neither did she know about the best government-run nursing colleges in the country, where fees are relatively low. This underlines the need for career counselling. Aarti also finds the school's science labs inadequate and would have wished that the computer lab and library were operational. She singled out the teachers for their dedication towards the students and found the quality of teaching to be good.

Smriti (name changed) studies in class XI in the arts stream. She has been a student since class VI. She lost her father a few years back. Her mother is engaged in MNREGA work, and her elder brother works in a hotel in Chandigarh. She finds the school to be good and the teachers engaging. She finds that the school maintains discipline and teaches children to maintain decorum. She wishes to pursue law as a career, but has no idea which track she should take to earn an LLB degree. She wished that the school had more opportunities for extracurricular activities and regular training in public speaking, dance, and music. She also suggested that the playground be properly leveled, that swings be installed for students in junior class, and that the wild vegetation growing there be removed.



Biology Lab

D.11 School has achieved appreciable success in INSPIRE awards: INSPIRE Awards is a flagship program by India's Department of Science & Technology to nurture innovation among school students. It targets students in classes 6-12 to submit original ideas addressing societal challenges through science and technology. The selected ideas receive Rs. 10,000 each, usable for project development and national events. The school won the INSPIRE award in 2021 and 2022. While the results for 2024 are yet to be announced, the school is expecting a favourable result. High involvement of the mentor teacher was observed.

D.12 Teaching methods appreciated by students: The students interviewed by the assessment team reported that the teachers were friendly and that, in general, the teaching methods were effective. The methods used in the classroom, as reported by the students, include (i) teachers interact during teaching, (ii) teachers do board work while teaching, (iii) teachers using TLM, (iv) students are assigned projects, (v) teachers encourage asking questions or raising doubts, and (vi) homework is regularly given and checked

D.13 PTM held regularly: The PTM is held regularly by the school. However, only 40% of the parents attended the PTM. This is primarily due to both parents working and risk losing one day's wages if they are to attend the PTM. Further, the difficult logistics of public transport to reach the school from far-flung villages also impact the PTM attendance. Another factor that influences PTM attendance is low awareness amongst parents of the importance of parental supervision on their ward's academic performance.

D.14 Teacher training not done: Teacher training equips educators with essential skills to deliver high-quality instruction and adapt to diverse student needs. However, there is currently no provision for any structured training program for teachers.[2]

D.15 Absence of a structured school health program: While ANM comes to the school and provides students with IFA and deworming tablets, no health checkup program is in place, including general health checkups, eye testing, Hb testing, or dental checkups.

D.16 School toilet upkeep can be improved: The students reported that the girls' toilets cannot be locked from the inside during use. The toilets also tend to get dirty, and regular cleaning throughout the day is required. Also, students need to be sensitised on how to use toilets so that they remain clean and usable. Also, it was reported that there is sometimes no water supply to the school toilets.

D.17 Availability of first aid provision at the school was reported to be adequate: Students reported that the school is equipped to handle minor injuries and medical discomfort.

D.18 No provision for vocational education: The National Education Policy (NEP) 2020 stresses vocational education by integrating it into mainstream schooling from middle school (Class 6) onwards. Key strategies include hands-on learning, vocational labs, industry partnerships, apprenticeships, and teacher training. The school may consider setting up such facility/coursework at the school.

2 The teachers recalled that about 5 years ago Azim Premji Foundation was engaged to provide training to teachers, and they noted that it was very helpful.

D.19 Well qualified teachers: Of the nineteen teachers engaged in imparting education in the school, sixteen hold a master's degree, and almost all hold a degree/diploma in education.

D.20 Introduction of career counselling may be considered: Interviews with students in senior secondary classes revealed that either they did not know the various career options available or were unaware of the professional courses available and where they can pursue them. For instance, one of the students expressed interest in pursuing a career in nursing but had no idea of the admission criteria for a nursing college, the fees charged, the salary a nurse typically earns, the personality traits that make a good nurse, or the challenges of a nursing job. The same was true for students who wanted to pursue law or join the police force.

D.21 Limited initiatives to improve soft skills of students: NEP 2020 mandates soft skills via multidisciplinary curricula, employability modules (communication, ICT, entrepreneurship), and life skills from early childhood. No such initiative was seen at Tehri Inter College, B.Puram.

D.22 CCTV cameras: The assessment team observed that CCTV cameras are not working at the school.

D.23 No structured training in the arts: The students do not get much exposure to music, painting, dance, theatre, etc. India's New Education Policy (NEP) 2020 strongly emphasizes integrating art, craft, music, and singing into the core curriculum to promote holistic development.

E. SUSTAINABILITY

RATING : HIGH

E.1 Not many inter colleges in the region: The only other school providing subsidized higher secondary education in the close vicinity of Inter College, B.Puram, is Narendra Inter College. Other intercolleges at a relatively greater distance are located in the Kayari and Nakot villages, and students who currently attend the THDC Inter-College must walk long distances on hilly roads to reach these schools. Further, since Inter College B.Puram provides student transport, it is able to cater to a large catchment area and thereby attract potential students. Given the paucity of Inter Colleges, Tehri Inter College will remain relevant and attract students.

E.2 Tehri Inter college standard better than government schools: It was reported that the teaching quality and results at Inter College B. Puram was comparable and in some instances better than comparator schools.

OVERALL RATING

RATING : HIGH

The objective of establishing the Tehri Inter College, B.Puram, is to provide quality school education to rural children, especially students from socially and economically marginalised households mostly from habitations impacted by the construction of the Tehri dam. This is in concordance with the national policy as indicated in the New Education Policy 2020 and the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act. The project is implemented under THDC Jagriti (Initiatives for a Bright Future), which promotes access to education. The initiative thereby demonstrates strong internal and external coherence, as

reflected in the high **coherence** scores. The school caters to students from project-impacted villages, especially in the 20 km stretch between B.Puram and Koteshwar, which has limited access to a senior secondary school. Additionally, the majority of students come from humble backgrounds, and having access to free, high-quality education in a region where the standard of education in government-run schools is low is a significant advantage. Given this context, the initiative is highly **relevant**. The students' performance on the standardized test (PARAKH 2024) has been mixed, with below-state/national-average scores in language and mathematics. This has brought down the **effectiveness** score, despite the school's board results being good. While the school has some very commendable features the **efficiency** score have seen a significant downside because of a host of reasons, notable among them include including (i) Non functional library and computer lab, lack of chemicals, furniture and amenities at the science labs,(ii) lack of sports equipment, (iii) need for school toilet maintenance, (iv) No provision for vocational education, career counselling, health checkups and soft skills, (v) No regular teacher training etc. Most of the gaps mentioned need to be addressed in accordance with the New Education Policy 2020. The **sustainability** score is high, given that Tehri Inter College is one of the few high schools in the region providing free, high-quality education, and should continue attracting students in the near future.

SUGGESTIONS

A. More stress on language and math: The performance of students, especially in lower grades, in language and math skills has significant scope for improvement, based on their performance on the standardized test administered by the assessment team.

B. Adjust the mid day meal menu to conform with the PM Poshan norms: The current midday meal menu does not include vegetables, as is suggested in the midday meal guidelines under PM Poshan. Vegetables play a critical role in the PM POSHAN scheme by enhancing nutritional diversity and combating malnutrition among schoolchildren.

C. Introduce bridge/special classes in junior classes: The school is from VI to XII and draws its incoming Grade VI class from nearby government primary schools. Teachers reported that this cohort, in most cases, lacks Foundational Language and Numeracy skills. It becomes critical that the students bridge their knowledge handicap before they proceed to the more complex curriculum of middle and high school. To bridge this gap, it is suggested that a bridge course in FLN and key concepts in numeracy and language be introduced at the school.

D. Improve availability of sports equipment and upgrade the playground: As discussed in the previous sections of this report, the school currently needs more sports equipment, and the playground requires leveling and clearing of vegetation. Swings and play equipment can

also be installed in the playground. The school should encourage sports to build on its good performance in Kho Kho and select athletics events in which it has performed well at the cluster level. Specialized coaching, a nutritious diet, and sports gear may be provided to members of school teams in various sports. It may also be mentioned that THDC is promoting canoeing and Kayaking through its High Performance Institute at Koteshwar, where three trainee slots are reserved for youth from Uttarakhand. Currently, ITBP runs a basic training program [Water Sports and Adventure Institute (WSAI)] at Tehri Lake for youth in Kayaking and Canoeing. The school may consider encouraging its students to join the said ITBP institute, be groomed for a slot at the THDC High Performance Institute, and develop as state- and national-level athletes in Kayaking and Canoeing.

E. Make the library more functional and part of curriculum: Currently, the library has a limited number of books and no reading room. Further, the school timetable has no dedicated library period. School libraries serve as vital hubs for knowledge, enhancing academic performance and fostering lifelong learning habits among students. They provide diverse resources that support classroom learning and personal growth. Well-stocked libraries correlate with improved student outcomes in reading, research, and critical thinking. In this context, the school library needs to be upgraded, and students need to be engaged in reading and comprehension[3].

F. Making computer lab functional: Currently, the school computer lab is defunct, with the LAN system not working and needing a software upgrade. NEP mandates coding and computational thinking starting from the middle stage (Grades 6-8), with foundational exposure earlier through mathematics and digital tools. This aims to prepare students for technology-driven futures by embedding programming, AI basics, and data skills across subjects. Given this national imperative, the computer lab needs to be accordingly upgraded[4].

G. Science labs may be equipped with more facilities: As discussed in the previous sections, the science labs need urgent upgrade. Uttarakhand schools are expected to meet science lab standards aligned with national guidelines from CBSE and state education bodies like SCERT Uttarakhand, emphasizing composite labs for secondary levels[5]. These prioritize safety, adequate space, and equipment for physics, chemistry, and biology to support curriculum-based experiments. Standard inventories include microscopes, weighing balances, glassware (beakers, pipettes), Bunsen burners, and basic chemicals, scaled for grades 6-12[6].

H. Improve PTM attendance: Currently, only 40% of the parents attend PTM. Parent-Teacher Meetings (PTMs). play a vital role in the New Education Policy (NEP) 2020 by fostering collaboration between schools, parents, and teachers to support holistic student development. While there are practical issues faced by parents in attending the PTM, including the loss of a day's wages and a lack of transport infrastructure to reach the school. Encouraging parents in remote locations to attend PTM meetings requires tailored strategies that address barriers such as distance, work demands, and limited resources. Some tested approaches include (i) ***Flexible Scheduling*** (ii) ***Community Outreach***- Conduct home visits at least once a year to build trust and explain PTM benefits directly, cutting absenteeism by up to 20% per studies, (iii) ***Technology and Alternatives***- Host virtual PTMs via WhatsApp for accessible tech users, with recordings for absentees. In low-connectivity areas use phones for PTM sessions, (iv) ***Conduct parenting workshops*** to demonstrate value, fostering ongoing involvement.

I. Introduce regular teacher training: India's National Education Policy (NEP) 2020 emphasizes mandatory 50 hours of annual Continuous Professional Development (CPD) for teachers and heads. NCERT's online courses for flexible, self-paced CPD aligned with NEP's 50-hour goal *(https://ciet.ncert.gov.in/onlinecourses)* through DIKSHA and SWAYAM can be introduced. Alternatively, agencies such as the Azim Premji Foundation or Pratham can be engaged for teacher training. Another alternative is to tie up with SCERT and DIET, which organises training programs for government teachers.

J. Introduce a structured school health program: NEP 2020 recommends annual screenings for vision, dental, and overall health, linking these to better learning outcomes and reduced absenteeism. The school can tie up with THDC Hospital, B.Puram, for annual health checkups. It may also be noted that while the ANM from the local PHC visits the school with IFA and deworming tablets, no Hb testing is conducted to assess the anemia status of students. As per the protocol suggested under the National Health Mission, a different dose of IFA is recommended for moderate and acute anemia.

K. School toilet upkeep be improved: It was reported that few girls' toilet cubicles lack latches, raising privacy concerns. Further, there are occasions when running water is not available in toilets. Concerns about toilet cleanliness, especially as the school day progresses, were also raised. Teaching students about toilet etiquette and encouraging more frequent toilet cleaning may be considered.

L. Introduce vocational education: The National Education Policy (NEP) 2020 in India strongly emphasizes integrating vocational education into mainstream schooling to bridge skill gaps and boost employability. NEP 2020 promotes a credit-based framework under the National Skills Qualifications Framework (NSQF), allowing seamless transitions between academic and vocational streams without hierarchy. Schools collaborate with ITIs, industries, and polytechnics via a hub-and-spoke model for hands-on training. Vocational courses are expected to focus on local job demands, including emerging skills such as AI and IoT, from Grade 6, with mandatory bagless periods for real-world exposure. This addresses the low current rate of formal vocational training (under 5% for ages 19-24) through early exposure and lifelong learning..

3 Please refer 'Essential Standard Operating Procedure (SOP) Required for Affiliation with CBSE Library'

4 Please refer 'Essential Standard Operating Procedure (SOP) Required for Affiliation with CBSE Computer Science Laboratory'

5 Chapter 7 of NEP 2020 in Para 7.5 has mentioned the importance of well-equipped science laboratories for strong science education.

6 A good reference is 'Essential Standard Operating Procedure (SOP) Required for Affiliation with CBSE Composite Science Laboratory'

M. Introduce career counselling: NEP 2020 recommends career counselling through career discovery sessions and self-assessments in Classes 8-9. Recommends partnering with local businesses for experiential learning. It also advises on training teachers as first-level guides to address shortages of career counsellors, especially in rural areas. The school may invite the District Employment Officer or a professional career counsellor to conduct career guidance sessions, especially for senior classes.

N. Soft skill training: NEP 2020 promotes experiential and competency-based learning over rote memorization, incorporating skills like critical thinking, communication, teamwork, problem-solving, creativity, and emotional intelligence. It recommends a 30-hour Basic Certificate Course in Soft Skills for students in senior classes, along with holistic assessments of these abilities. Schools are to integrate these through student councils, sports, community service, mindfulness, and extracurricular activities such as arts and STEM clubs.

O. Make bag-less day activities more varied: Bagless days under the National Education Policy (NEP) 2020 refer to designated school periods without textbooks or bags, emphasizing hands-on, experiential learning for students in grades 6-8. Currently, the bagless days in the school comprise activities related to 'From Waste To Wealth' projects. The type of activities can potentially be expanded; some of the activities undertaken in comparator schools include-

- ***Vocational Internships***: Students intern for 10 days with local experts, such as carpenters, potters, gardeners, or artists, to learn practical skills and crafts hands-on. These sessions, totaling about 60 hours, build respect for local vocations and career awareness through real-world observation.
- ***Enrichment Activities***: Schools organize arts workshops, quizzes, debates, drama, puppetry, rangoli, painting, dance, and storytelling to foster creativity and critical thinking. Sports events, yoga demonstrations, cycle rallies, and cleanliness drives promote physical fitness and teamwork.
- ***Field Trips and Surveys***: Visits to historical sites, monuments, museums, vegetable markets, solar parks, biogas plants, or excavation sites encourage cultural appreciation and environmental awareness. Surveys on pet care, charity visits, nature scavenger hunts, and interactions with health providers or AI experts enhance observational skills.
- ***Science and Math Explorations***: Hands-on experiments like DIY volcanoes, bubble science, balloon rockets, sound exploration, math scavenger hunts, puzzles, and solar system models make learning interactive. Guest lectures on cyber security, robotics, or social issues, plus book fairs and community service, support holistic development.

P. Parenting Workshops: One of the biggest challenges the school faces is the lack of support and engagement in student education at home. It is suggested that parenting workshops be conducted. Parent workshops effectively boost engagement by equipping parents with practical skills to support their children's school experience. These sessions focus on communication, learning strategies, and home-school collaboration, tailored to different age groups. Common themes include child development, homework support, and emotional well-being. Parents learn active listening, fostering curiosity, and addressing academic challenges through interactive sessions. Studies have shown that regular parenting workshops have an impact on students, including exam performance, improved behaviour, enhanced motivation & self esteem, better social & emotional skills, and reduced risk behavior.[7]. Experts or NGOs may be engaged to conduct these workshops.

Q. Teaching of the arts: While the students are encouraged to participate in dance, painting, singing, acting, etc., events, mostly organised by the school, there is no provision for formal training. Some of the students the assessment team interacted with expressed a desire for formal training in various visual and performing arts. The school may consider providing such an opportunity in select art forms to students with potential.

R. Encourage volunteering: Volunteering by THDC staff and family members may be considered for teaching, mentoring, and student skill-building. In the past, the ladies' club has actively participated in school activities and brought in a wide variety of expertise and skills to the school. The same may be revived.

S. Encourage students to seek coaching at the Canoeing and Kayaking facility run by ITBP at Koti: THDC actively supports canoeing and kayaking sports through the world-class High Performance Academy it has established at Koteshwar. Here, three slots are reserved for athletes from Uttarakhand. To make it to the grade for the High Performance Academy, which is for elite athletes, the school may encourage and support its students for the beginners' academy at Koti, managed by the ITBP. Currently, one student from the school attends the ITBP institute, and more students may be encouraged to join.

T. Install CCTV cameras: Currently, the school does not have CCTV camera surveillance. CBSE mandates high-resolution CCTV cameras with audio-visual recording in all affiliated schools across India, covering areas like entry/exit points, classrooms, corridors, labs, libraries, playgrounds, and canteens—but excluding toilets for privacy. This 2025 update to Affiliation Bye-Laws ensures 15-day footage retention for safety and compliance with NCPCR guidelines.

7 Ajilchi B., Borjali A., Janbozorgi M., The Impact of a Parenting Skills Training Program on Stressed Mothers and Their Children's Self-Esteem Level, Procedia - Social and Behavioral Sciences, Volume 30, 2011, Pages 316-326

Ministry of Science & Technology, Govt. of India
Department of Science & Technology
Innovation in Science Pursuit for Inspired Research (INSPIRE)

inspire

Acknowledgement

Date : September 07, 2022

Subject : Acknowledgement for Student Nomination 2022-23.

Dear : Thdc Inter College B.Puram, APP3411691039121

Welcome to INSPIRE Awards-MANAK Scheme.

Thank you for nominating the Idea/Innovation of students with the INSPIRE scheme. Your Application has been successfully submitted and forwarded to district authority for its approval. Please note the acknowledgement number for future reference.

Student Nomination Acknowledgement Number 2022-23: 201039121-1167069

Student Name	Parent Name	Class at the time of Nomination	Idea/Innovation Title	Contact Number
DEEPAK	LAL SINGH	6	Smart Dustbin Project	9068669187
RISHABH SINGH	HARI SINGH	9	Laser Security Alarm project	9458326229
SALONI	VINOD SINGH	9	MULTIPURPOSE ATM PROJECT	9760360313
HIMANSHU	VIJENDRA	9	HOME COOLER PROJECT	8171048875
DHURAV KUMAR SAINI	HARI KISHORE SAINI	9	HOME WATER PURIFIER PROJECT	7078210030

For any assistance, please contact our help desk number: 02764-261139, 096384 18605 or inspire@nifindia.org inbetween the office hours.

Warm Regards,
INSPIRE Team
Department of Science and Technology,
Government of India,
New Delhi - 110004 (India)
Web: http://www.inspireawards-dst.gov.in

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DEPARTMENT OF
SCIENCE & TECHNOLOGY

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National Innovation Foundation - India

inspire awards - manak

million minds augmenting national aspiration and knowledge

Certificate of Award

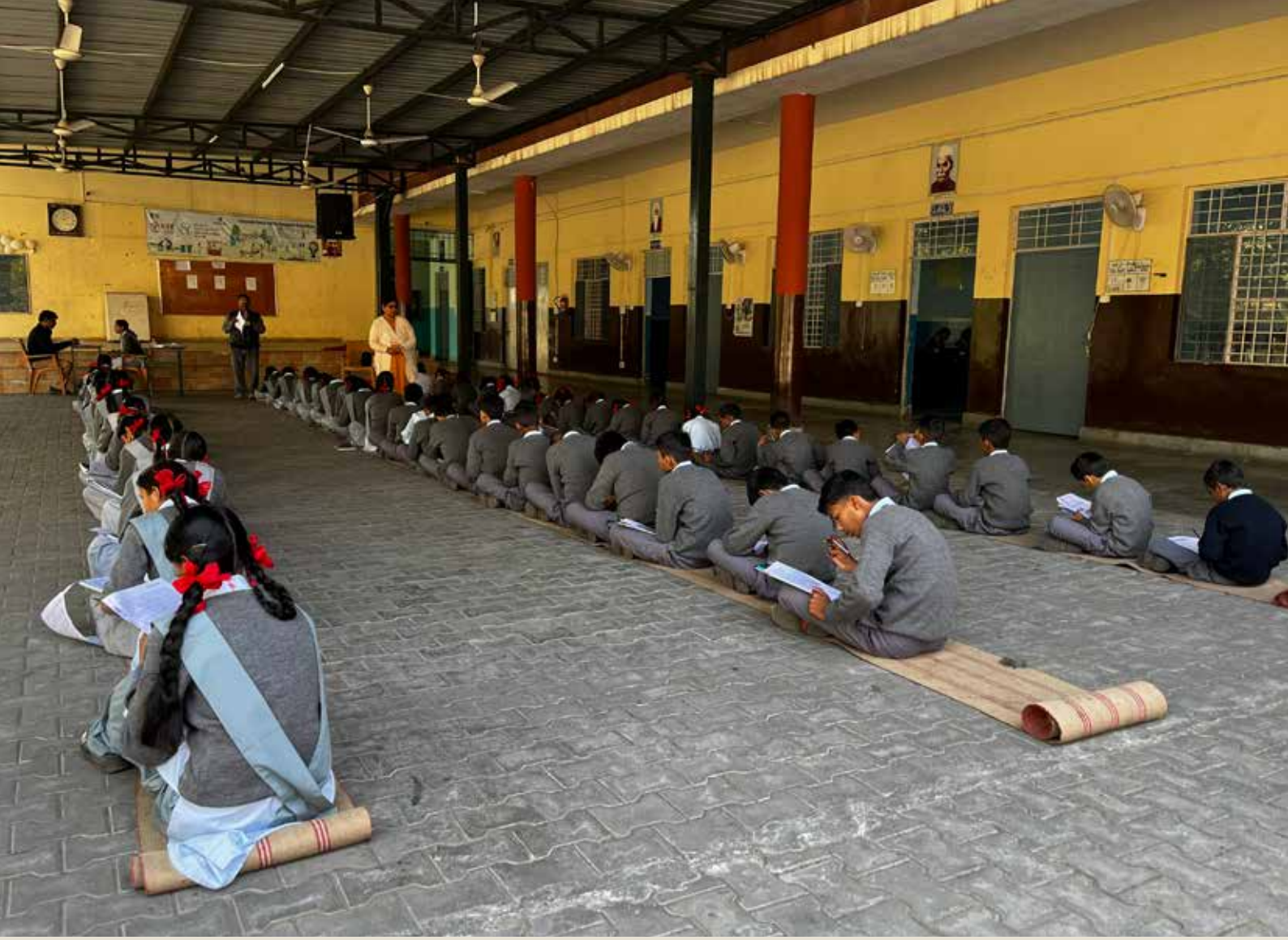
INSPIRE Reference No. : 22UT3872597 **Dated: 07 January 2023**

This is to certify that Sh. RISHABH SINGH S/o of Smt./Sh. HARI SINGH, student of Class 9th from Thdc Inter College B.Puram, District Tehri Garhwal of Uttarakhand has been selected for an INSPIRE Award of Rs. 10000/- (Rupees Ten Thousand Only) for the year 2022-23 for preparation of Science project / model and to participate in the District Level Exhibition & Project Competitions (DLEPCs) to be organized by the District Education Authority.

(Sandeep Bansal)
Scientist
Department of Science & Technology

Computation of the rating of Inter College, B. Puram

Criterion	Performance Indicator	Weightage	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Education facility for project displaced/effected persons	0.6	5	3	5 **[HIGH]**	B.1
	Catering to students from poor households	0.2	5	1		B.2
	Need for quality education in rural areas	0.2	5	1		B.3
C. EFFECTIVENESS	The student test results in standardised tests mixed	0.5	3	1.5	4 **[HIGH]**	C.1
	Low failure rate in standardised test	0.1	5	0.5		C.2
	Board Results have been good	0.4	5	2		C.3
D. EFFICIENCY	Transport facility provided to students helps extend the catchment of the school	0.05	5	0.25	3.97 **[MODERATE]**	D.1
	Education made affordable	0.2	5	1		D.2
	Midday meal menu needs to be augmented to meet the PM Poshan norms	0.02	4	0.08		D.3
	Very low drop-out rate	0.02	5	0.1		D.4
	No bridge/special classes for slow learners	0.01	3	0.03		D.5
	Dearth of sports equipment and unkempt playground	0.03	3	0.09		D.6
	Library is non functional	0.07	2	0.14		D.7
	Non functional computer lab	0.07	2	0.14		D.8
	Science labs are under equipped	0.07	2	0.14		D.9
	Presence of SMART Board in classrooms appreciated by teachers and students	0.07	5	0.35		D.10
	School has achieved appreciable success in INSPIRE awards	0.07	5	0.35		D.11
	Teaching methods appreciated by students	0.07	5	0.35		D.12
	PTM regularly held	0.01	5	0.05		D.13
	Teacher training not done	0.02	3	0.06		D.14
	Absence of a structured school health program	0.02	3	0.06		D.15
	School toilet upkeep can be improved	0.03	3	0.09		D.16
	Availability of first aid provision at the school was reported to be adequate	0.02	5	0.1		D.17
	No provision for vocational education	0.04	3	0.12		D.18
	Well qualified teachers	0.07	5	0.35		D.19
	No career counselling	0.01	3	0.03		D.20
	No soft skill training	0.01	3	0.03		D.21
	No CCTV cameras	0.01	3	0.03		D.22
	No structured training in the arts	0.01	3	0.03		D.23
E. Sustainability	Not many inter colleges in the region:	0.5	5	2.5	5 **[HIGH]**	E.1
	Tehri Inter college standard better than government schools	0.5	5	2.5		E.2
				OVERALL	4.6 **[HIGH]**	



F. THDC High School, Pragatipuram, Rishikesh

THDC High School in Pragati Puram, Rishikesh, was established in 1975. The school operates under the THDC Education Society. It serves students from classes 1 to 10, focusing on economically weaker sections. The institution is located on the THDC campus in Pragatipuram, Rishikesh.

Boys = 198
Girls = 247
Total = 445
Grade I - X

UNIFORM
BOOKS
NOTEBOOKS
NO TUITION FEE
MID DAY MEAL
SMART BOARD
QUALIFIED TEACHERS

Summary

The THDC High School was founded in 1975 primarily for the children of irrigation department staff and later extended its services to the children of THDC employees. The school currently offers quality education to students from economically disadvantaged backgrounds. This initiative aligns with the Right to Education (RTE) Act of 2009, which ensures free and compulsory education for children up to age 14. The project also supports the THDC Jagriti initiative (Initiatives for a Bright Future), which strives to enhance access to education. In this regard, the initiative showcases significant internal and external consistency, as indicated by the high **coherence** ratings. Students from low-income families in India typically demonstrate poorer academic performance than their counterparts, as shown by national assessments such as ASER and NAS, largely due to interconnected socioeconomic challenges. The THDC High School has a unique opportunity to close this gap within its service area. Most of the students at the school hail from families with limited financial resources, with many parents engaged in informal occupations. In light of this situation, the initiative holds significant **relevance**. The performance of the students who were sampled in the standardized test (PARAKH 2024) has either met or exceeded the benchmarks set by Uttarakhand and/or national standards across all grades and subjects, with the exception of the Hindi scores for grade III. Over the past three years, the results of the X grade board exams for the school have been consistently impressive, surpassing the overall passing rate for the state of Uttarakhand. Moreover, the school is well-regarded within the community, as indicated by the large number of applications for grade I admission (1000), of which only 4% are ultimately accepted. As a result of this, the school received a high score in terms of **effectiveness** criteria. The relatively low **efficiency** score is mainly due to limited functionality of computer lab, insufficient sports equipment, infrastructure bottlenecks in science labs, teachers lacking training opportunities, the absence of a formal school health program, no options for vocational education, limited efforts to enhance students' soft skills, and a lack of organized arts training. The **sustainability** score remains high since the school has earned a reputation for delivering quality education at no cost. As long as the school sustains this reputation, it will continue to draw in students.

Rating of THDC High School

Assessment Criteria	Rating	Score
Coherence	High	5.0
Relevance	High	5.0
Effectiveness	High	5.0
Efficiency	High	4.45
Sustainability	High	5.0
Overall	High	4.89

A. COHERENCE

RATING : HIGH

A.1 External Coherence

Quality school education for everyone mandated by policy: India's key policy for ensuring school education for all, especially poor students, centers on the Right to Education (RTE) Act, 2009, which mandates free and compulsory education up to age 14. These initiatives target economically weaker sections (EWS) and disadvantaged groups through reservations, free supplies, and infrastructure support. The THDC High School caters primarily to the students from poor households by providing free quality education.

A.2 Internal Coherence

The project is in concurrence with the THDC Jagriti (Initiatives for a Bright future)

B. RELEVANCE

RATING : HIGH

B.1 Catering to students from poor households: Students from poor households in India consistently show lower learning outcomes compared to their peers, as evidenced by national surveys like ASER and NAS, due to intertwined socioeconomic barriers. Poverty limits access to supportive home environments, with low parental education and no learning materials. Household chores and financial stress exacerbate exclusion, especially for girls, while poor standards in government schools widen gaps. In this context, affordable school education is essential for the education system to be inclusive. The THDC High School is well-positioned to bridge this gap in its catchment area. The majority of students at the school come from households of modest means, including parents mostly from non-formal trades.

Factsheet

A. Location
Pragatipuram, Rishikesh

B. Grades
I-X

C. Enrolment
- Boys- 198
- Girls - 247
- Total- 445

C. Management
THDC Education Society

D. Facilities to beneficiary students
- Free tuition
- Uniform
- Text Books
- Note Books
- Smart Boards
- Well Qualified teachers
- School bus
- Mid day meal
- School Infrastructure

E. Budget: INR 6.25 crores *(includes both Rishikesh and Bhagirathipuram Schools)*

E. Key Persons met
1. School Principal
2. Teachers
3. Students
4. Learning outcome test of a sample of students

C. EFFECTIVENESS

RATING : HIGH

C.1 High demand for admission to the school: An indicator of the community's perception of the school's quality is reflected in the high demand for admissions. On average, about 1000 applications for admission are received for the 40 seats available in grade I of the school. This is despite there being about six government schools and 30 private schools in the catchment area from which THDC School draws its students.

C.2 The school caters to a large catchment: The demand for studying at the THDC school can also be gauged by the fact that the school draws students from localities at a significant distance. The school transport facility has recently been withdrawn, but the demand for admission remains

unabated.

Some major localities from where students attend the THDC school	
Locality	Distance
Ganganagar	2.4 km
Indiranagar	1 km
Neelu Farm	1.3 km
Kali ki dhal	6 km
Mansa Devi	4.7 km
Russa Farm	7 km
Bhawani tal	3.5 km
Shyampur	9 km
Sheesham Jhari	5 km
Dhalwala	2 km

C.3 The student scores in standardised tests has been good: The assessment team administered the PARAKH 2024 instrument to a sample of students in classes IV, VII, and IX. The instruments used are given in Annexure I. The performance of the sampled students was benchmarked with the PARAKH 2024 scores published by NCERT, and performance was categorized using the following criteria - (i) **Poor**- *if score below the state average*, (ii) **Fair**- *If the score is above the Uttarakhand state average*, (iii) **Good**- *If the score is above the national average,* (iv) **V. Good** - *if the score is above the average of the best performing state in the country.* The results are summarized below:

A. Results class IV

- **Language (Hindi) score poor:** The sampled students answered about 47% of the questions correctly, which is below the Uttarakhand (59%) and the national average (64%).
- **Math score good:** The sampled students, on average, could solve 60% of the questions, which is higher than the Uttarakhand state average (55%) and at par with the national average (60%).

B. Results class VII

- **Language (Hindi) score good:** The sampled students answered about 70% of the questions correctly, which is above the Uttarakhand (54%) and the national average (56%)**.**
- **Math score fair:** The sampled students, on average, could solve 40% of the questions, which is at par with the Uttarakhand state average (40%) but below the national average(46%).
- **Know the World (General awareness) score good**: On average, the sampled students could score 52% marks, which is significantly higher than the state (45%) and national (49%) averages.

B. Result class IX

- **Language (Hindi) score good:** The average score of the sampled students was 54%, which is above the Uttarakhand (50%) and national (54%) average scores.
- **Math score good:** The average score of the sampled students was 41%, which is above the Uttarakhand (34%) and national (37%) averages.
- **Science score good**: The average score in science of the sampled students was 45%, which is higher than both the Uttarakhand (39%) and national (40%) average
- **Social Science score very good**: The average score of the sampled students is 57%, which is higher than Uttarakhand (37%), national (40%), and the best performing state, Punjab (52%) average scores

Except for the below-par performance in language (Hindi) in class IV, the sampled students' performance in the rest of the subjects across the sampled grades has been above state and, in some cases, national averages. For social science in class IX, the score is better than the aggregate score of the best-performing state in the country.

C.4 Board Results have been good: The X board results of the school have been consistently high, surpassing the Uttarakhand state pass percentage. For instance, in 2024-25, the pass percentage for the school in the X board was

Performance of sampled students who took the PARAKH test administered by the assessment team						
	THDC school, Rishikesh		Uttarakhand (Aggregate)	Uttarakhand (Urban)	National (Aggregate)	Best State (Aggregate)
Class IV (n=20)						
Language	47%		59%	61%	64%	82% (Punjab)
Math	60%		55%	56%	60%	78% (Punjab)
Class VII (n=20)						
Language	70%		54%	56%	57%	76% (Kerala)
Math	40%		40%	42%	46%	60% (Kerala)
Know the World	52%		45%	47%	49%	66% (Kerala)
Class X (n=20)						
Language	54%		50%	54%	54%	69% (Punjab)
Math	41%		34%	35%	37%	52% (Punjab)
Science	45%		39%	41%	40%	54%(Punjab)
Social Science	57%		37%	39%	40%	52%(Punjab)
Source: Test Results + PARAKH REPORT 2024						

97%, while the state's pass percentage was 90%[1].

Board results - full data Awaited				
Year	Appeared	Passed	Pass%	I Div
Class X Board Exam				
2022-23			100%	
2023-24			100%	
2024-25			97%	
Uttarakhand state pass percentage (X Board): 90.77%				

C.5 Very low dropout rate: Most students enter the school in class I and continue their education till class X. Dropping out midway is rare and is mostly prompted by the transfer or out-migration of parents.

D. EFFICIENCY

RATING : HIGH

D.1 Education made affordable : The school provides books, uniforms, midday meals, and stationery free of cost, making education affordable. The tuition fee is also nominal (below Rs. 100/month).

D.2 Midday meal of high quality: The midday meal at the school is provided by a central kitchen managed by ISKCON. The food served is in accordance with the standard recommended under the PM POSHAN guidelines. The staff from the medical facility at the THDC campus at Pragatipuram conducts random checks of the quality of the mid-day meal.

D.3 Dearth of sports equipment: The school does not have a playground on its premises, and students go to the nearby playground (Baratghar). There is limited sports equipment. For instance, the badminton net rods are broken and have not been replaced as yet. The students have to bring their own badminton rackets, volleyball, etc., to school. Despite limited sports infrastructure, the school performed well in the latest edition of the Nagar Shetra Krira Pratiyogita (30 schools participated), organised by the education department, with three podium finishes by students of the school. The school also has performed well in various karate and yoga competitions, primarily because it has a sports teacher with a karate black belt. However, despite appreciable performance, the school lacks karate mats, head and shin guards, and yoga blocks, among other necessary items, for quality coaching.

D.4 Non functional computer lab : The school has 20 machines, none of which are functional. Though IT is part of the syllabus, the subject is taught without students gaining any practical experience with a computer.

D.5 Library is functional: There is a library period for classes III-VIII. Some students are voracious readers and sit in the library and read books during the library period. With the advent of mobile phones, teachers reported a reduced student attention span, and student interest in reading is declining. There's a library committee comprising teachers who recommend appropriate books for the library. A daily newspaper is also kept in the library for students and staff.

D.6 Experiments at science labs by students limited:The students in grade X with whom the assessment team interacted reported almost no exposure to experiments in the physics, chemistry, or biology labs. Uttarakhand Board (UBSE) Class X science syllabus has dedicated practical experiments in science labs. Common lab experiments in the syllabus cover solution preparation, mixtures, pH testing, microscopy, and electrical measurements. Students perform these to verify concepts like chemical reactions, optics, and life processes.

D.7 Classrooms equipped with SMART Boards appreciated by students and teachers: It was reported that the SMART board makes it easy to grasp concepts through the audio-visual mode.

D.8 School participates regularly in INSPIRE awards: The school mentors and students develop science ideas and submit them under the Inspire scheme. In previous years, the school has won funding through the Inspire awards; the latest awardees include a cooking gas safety lock by Monica Gujjar and a Lift for the handicapped by Sayam Jha.

D.9 Teaching methods appreciated by students: The students interviewed by the assessment team reported that the teachers were friendly and the teaching methods used were effective. The methods used in the classroom, as reported by the students, include (i) teachers interacting during teaching, (ii) teachers doing board work while teaching, (iii) teachers using TLM, (iv) students being assigned projects, (v) teachers encouraging students to ask questions or raising doubts, and (vi) Homework is regularly given and checked.

D.10 Teacher not provided with training opportunities: Teacher training equips educators with essential skills to deliver high-quality instruction and adapt to diverse student needs. However, no such training is available for the teachers.

D.11 Absence of a structured school health program: No health checkup program is in place, including general health checkups, eye testing, Hb testing, or dental checkups.

D.12 School toilet are well maintained: The students reported that toilets are clean and functional. There are 24 toilets for the students, and they were reported to be adequate

D.13 Availability of first aid provision at the school was reported to be adequate: Students reported that the school is equipped to handle minor injuries and medical discomfort.

D.14 No provision for vocational education: The National Education Policy (NEP) 2020 stresses vocational education by integrating it into mainstream schooling from middle school (Class 6) onwards. Key strategies include hands-on learning, vocational labs, industry partnerships, apprenticeships, and teacher training. No such facility is available at the school.

1 Good board results is not a sufficient condition for assessing learning outcomes of students. Many commentators have pointed out that board exams in India often inflate student marks through practices like moderation, grace marks, and lenient evaluation to boost pass rates and top scores. This mark inflation undermines true academic assessment but responds to competitive pressures among boards. It is because of this reason Government of India has instituted the PARAKH assessment test, and the same tool was used by the assessment team to test for learning outcomes at Inter College, B.Puram.

Some Notable Alumni

- Manvendra, Scientist, ISRO
- Rajeev, student at IIT Rorkee
- Anisha Ranghar is a prominent and popular singer in Uttarakhand
- Anita Nishad, student, Engineering College, GB Pant Univ
- Anurag Negi, Regional Manager, Pollution Control Board, Haldwani
- Diksha Rawat, noted Kathak artist

D.15 Well qualified teachers: The school has teachers who posses the required qualifications as recommended bt the government.

D.16 Limited initiatives to improve soft skills of students: NEP 2020 mandates soft skills via multidisciplinary curricula, employability modules (communication, ICT, entrepreneurship), and life skills from early childhood. No such initiative was seen at Tehri Inter College, B.Puram.

D.17 No structured training in the arts: The students do not get much exposure to music, painting, dance, theatre, etc. India's New Education Policy (NEP) 2020 strongly emphasizes integrating art, craft, music, and singing into the core curriculum to promote holistic development and creativity.

D.18 CCTV installed: All classrooms, corridors, and open spaces are under CCTV surveillance, and the principal can monitor the happenings in the school on her monitor.

D.19 PTM regularly held: Four PTMs are held in a year. However, in many cases, the parents are not punctual or remain absent at the PTM

E. SUSTAINABILITY

RATING : HIGH

E.1 Affordable quality education will keep attracting students: The THDC school positions itself as an institution that provides a high standard of education at almost no cost. There are about six government schools in the vicinity that also provide free education. However, the infrastructure, teaching, and ambiance continue to attract students. With only 4% of applicants ultimately admitted, this demonstrates the high demand. As long as the school continues to provide a high standard of education at almost no cost, it will continue to attract students.

OVERALL RATING

RATING : HIGH

The THDC High School was established in 1975 for the children of the staff of the irrigation department and, subsequently, for the children of THDC employees. The school currently provides quality education to students from socially and economically marginalised households. This is in line with the Right to Education (RTE) Act, 2009, which mandates free and compulsory education up to age 14. In this context, the initiative demonstrates strong internal and external coherence, as reflected in the high **coherence** scores. Students from marginalised households in India consistently show lower learning outcomes compared to their peers, as evidenced by national surveys like ASER and NAS, due to intertwined socioeconomic barriers. The THDC High School is well-positioned to bridge this gap in its catchment area. The majority of students at the school come from households of modest means, including parents mostly from non-formal trades. Given this context, the initiative is highly **relevant**. The performance of the sampled students in the standardized test (PARAKH 2024) has been at par with or above the Uttarakhand and/or National benchmarks for all grades and subjects (except for the Hindi score in grade III). The X grade board exam results for the school have been consistently good over the last three years and exceed the Uttarakhand state aggregate passing rate. In addition, the school enjoys a good reputation in the community, as reflected in the high number of applications received for grade I admission (1000), of which only 4% ultimately gain admission. Given this, the school scored high for the **effectiveness** criteria. The **efficiency** score has been low primarily because of- Non-functional computer lab, dearth of sports equipment, limited experiments at science labs by students, teachers not provided with training opportunities, absence of a structured school health program, no provision for vocational education, limited initiatives to improve soft skills of students, and no structured training in the arts. The **sustainability** score is high, given that the school has established a reputation for providing a high standard of education at no cost. Until the school maintains this positioning, it will continue to attract students.

SUGGESTIONS

A. Improve availability of sports equipment and and encourage sports : The school lacks adequate sports equipment, which needs to be addressed. The school may consider building on its recent good performance at the Nagar Shetra Krira Pratiyogita and in karate and yoga competitions. The school could consider strengthening its karate and yoga teams, as the school's sports teacher is a black belt in karate. This would require providing karate mats, head and shin guards, and yoga blocks, among other items, necessary for quality coaching. The school may also consider installing outdoor swings, etc., at the Barat Ghar ground (used by students as a playground) for junior classes. The New Education Policy (NEP) 2020 recommends integrating sports and physical education as core components of holistic student development.

B. Computer lab has limited functionality: Currently, the school computer lab has limited functionality and needs to be made operational urgently. The Information Technology subject is being taught to students without any hands-on exposure to a computer. The NEP mandates coding and computational thinking starting from the middle stage (Grades 6-8), with foundational exposure earlier through mathematics and digital tools. Standards for a computer lab have been recommended by the Uttarakhand School Board; these should be considered [2].

G. Include lab work in science classes: As noted previously, students in secondary classes, during their discussion with the assessment team, reported that they seldom visit the school science labs to conduct the prescribed

2 Please refer 'Essential Standard Operating Procedure (SOP) Required for Affiliation with CBSE Computer Science Laboratory'

experiments in the syllabus. Science teaching at the school is largely confined to theory. Lab work in school science classes bridges theoretical concepts with real-world applications, making abstract ideas tangible through hands-on experimentation. It fosters essential skills like critical thinking and problem-solving while sparking student curiosity and engagement. It is important that the school labs be upgraded/ equipped so that students can conduct the prescribed science experiments.[3]. Also, the school's science teachers should incorporate lab work into the pedagogy they use in teaching science subjects.

H. Introduce regular teacher training: India's National Education Policy (NEP) 2020 emphasizes mandatory 50 hours of annual Continuous Professional Development (CPD) for teachers and heads. NCERT's online courses for flexible, self-paced CPD aligned with NEP's 50-hour goal (https://ciet.ncert.gov.in/onlinecourses) through DIKSHA and SWAYAM can be introduced. Alternatively, agencies such as the Azim Premji Foundation or Pratham can be engaged for teacher training. Another alternative is to tie up with SCERT and DIET, which organises training programs for government teachers.

I. Introduce a structured school health program: NEP 2020 recommends annual screenings for vision, dental, and overall health, linking these to better learning outcomes and reduced absenteeism. The school can tie up with THDC health facility in Pragatipuram for health checkups. It may also be mentioned that Anemia prevalence among adolescents in Uttarakhand remains a pressing concern, with rates around 40-50% based on recent national surveys, higher among girls than boys. Hb testing and administration of IFA tablets as per the National Health Mission recommendations may be considered.

J. Introduce vocational education: The National Education Policy (NEP) 2020 in India strongly emphasizes integrating vocational education into mainstream schooling to bridge skill gaps and boost employability. NEP 2020 promotes a credit-based framework under the National Skills Qualifications Framework (NSQF), allowing seamless transitions between academic and vocational streams without hierarchy. Schools collaborate with ITIs, industries, and polytechnics via a hub-and-spoke model for hands-on training. Vocational courses are expected to focus on local job demands, including emerging skills such as AI and IoT, from Grade 6, with mandatory bag less periods for real-world exposure. This addresses the low rate of formal vocational training (under 5% among ages 19-24) by promoting early exposure and lifelong learning.

K. Make bag-less day activities more varied: Bag-less days under the National Education Policy (NEP) 2020 refer to designated school periods without textbooks or bags, emphasizing hands-on, experiential learning for students in grades 6-8. Currently, the bag-less days in the school comprise activities related to 'From Waste To Wealth' projects. The type of activities can potentially be expanded, some of the activities undertaken in comparator schools include-

- ***Vocational Internships***: Students intern for 10 days with local experts, such as carpenters, potters, gardeners, or artists, to learn practical skills and crafts hands-on. These sessions, totaling about 60 hours, build respect for local vocations and career awareness through real-world observation.
- ***Enrichment Activities***: Schools organize arts workshops, quizzes, debates, drama, puppetry, rangoli, painting, dance, and storytelling to foster creativity and critical thinking. Sports events, yoga demonstrations, cycle rallies, and cleanliness drives promote physical fitness and teamwork.
- ***Field Trips and Surveys***: Visits to historical sites, monuments, museums, vegetable markets, solar parks, biogas plants, or excavation sites encourage cultural appreciation and environmental awareness. Surveys on pet care, charity visits, nature scavenger hunts, and interactions with health providers or AI experts enhance observational skills.

L. Introduce career counselling: NEP 2020 recommends career counselling through career discovery sessions and self-assessments in Classes 8-9. Recommends partnering with local businesses for experiential learning and using AI tools for aptitude mapping. It also advises on training teachers as first-level guides to address shortages of career counsellors, especially in rural areas. The school may invite the District Employment Officer or a professional career counsellor for career guidance sessions, especially for secondary classes. Managers from THDC may also be invited to take career counselling sessions.

M. Soft skill training: NEP 2020 promotes experiential and competency-based learning over rote memorization, incorporating skills like critical thinking, communication, teamwork, problem-solving, creativity, and emotional intelligence. It recommends a 30-hour Basic Certificate Course in Soft Skills for students in senior classes, along with holistic assessments of these abilities. Schools are to integrate these through student councils, sports, community service, mindfulness, and extracurricular activities such as arts and STEM clubs.

N. Parenting Workshops: One of the biggest challenges the school faces is the lack of support and engagement in student education at home. It is suggested that parenting workshops be conducted. Parent workshops effectively boost engagement by equipping parents with practical skills to support their children's school experience. These sessions focus on communication, learning strategies, and home-school collaboration, tailored to different age groups. Common themes include child development, homework support, and emotional well-being. Parents learn active listening, fostering curiosity, and addressing academic challenges through interactive sessions. Studies have shown that regular parenting workshops have an impact on students, including exam performance, improved behaviour, enhanced motivation & self esteem, better social & emotional skills, and reduced risk behaviour.[4]. Experts or NGOs may be engaged to conduct these workshops. Studies have

O. Teaching of the arts: While the students are encouraged

3 A good reference is 'Essential Standard Operating Procedure (SOP) Required for Affiliation with CBSE Composite Science Laboratory'

4 Ajilchi B., Borjali A., Janbozorgi M., The Impact of a Parenting Skills Training Program on Stressed Mothers and Their Children's Self-Esteem Level, Procedia - Social and Behavioral Sciences, Volume 30, 2011, Pages 316-326

to participate in dance, painting, singing, acting, etc., events, mostly organised by the school, there is no provision for formal training. Some of the students the assessment team interacted with expressed a desire for formal training in various visual and performing arts. The school may consider providing such an opportunity in select art forms to students with potential.

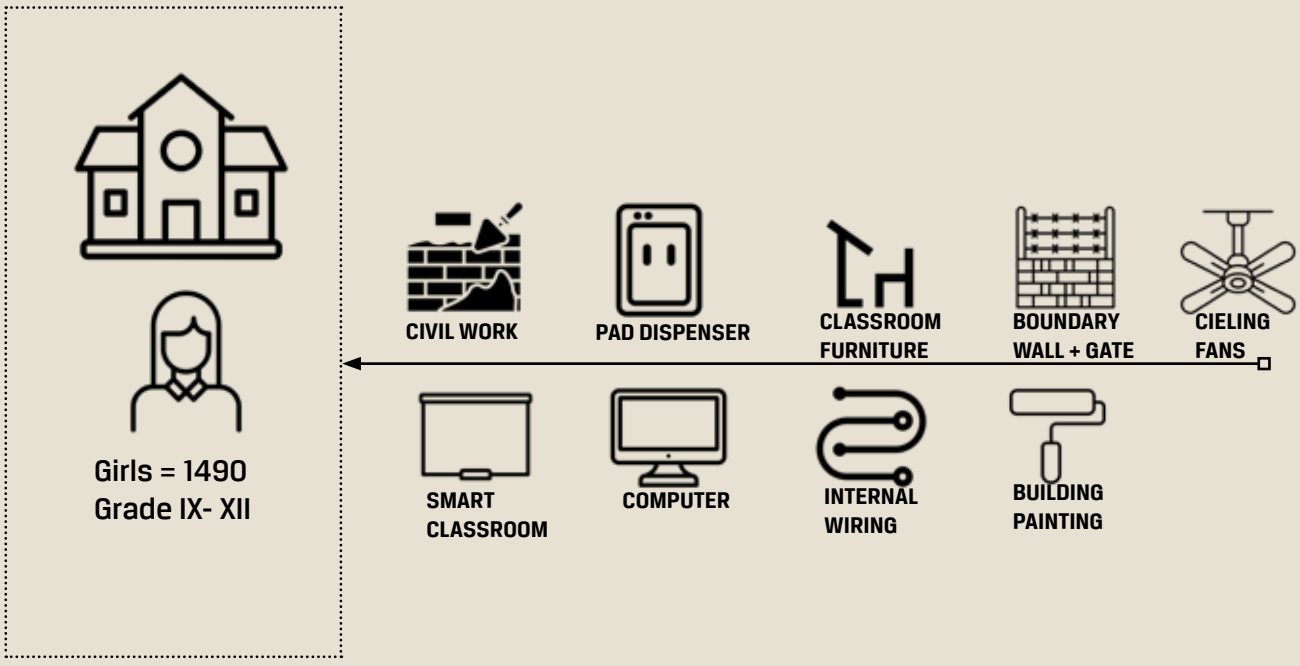
P. Encourage volunteering: Volunteering by THDC staff and family members may be considered for teaching, mentoring, and skill-building for students. In the past, the ladies' club has actively participated in school activities and brought in a wide variety of expertise and skills to the school. The same may be revived.

Computation of the rating of THDC High School, Pragatipuram

Criterion	Performance Indicator	Weight	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Catering to students from poor households	1	5	5	5 **[HIGH]**	B.1
C. EFFECTIVE-NESS	High demand for admission to the school	0.2	5	1	5 **[HIGH]**	C.1
	The school caters to a large catchment	0.1	5	0.5		C.2
	The student scores in standardised tests has been good	0.4	5	2		C.3
	Board Results have been good	0.2	5	1		
	Low drop-out rate	0.1	5	0.5		
D. EFFICIENCY	Education made affordable	0.3	5	1.5	4.45 **[HIGH]**	D.1
	Midday meal of high quality	0.03	5	0.15		D.2
	Dearth of sports equipment	0.03	3	0.09		D.3
	Non functional computer lab	0.07	2	0.14		D.4
	Library is functional	0.07	5	0.35		D.5
	Experiments at science labs by students limited	0.07	3	0.21		D.6
	Classrooms equipped with SMART Boards appreciated by students and teachers	0.07	5	0.35		D.7
	School participates regularly in INSPIRE awards	0.07	5	0.35		D.8
	Teaching methods appreciated by students	0.07	5	0.35		D.9
	Teacher not provided with training opportunities	0.02	3	0.06		D.10
	Absence of a structured school health program	0.01	3	0.03		D.11
	School toilet are well maintained	0.04	5	0.2		D.12
	Availability of first aid provision at the school was reported to be adequate	0.02	5	0.1		D.13
	No provision for vocational education	0.01	3	0.03		D.14
	Well qualified teachers	0.08	5	0.4		D.15
	Limited initiatives to improve soft skills of students:	0.01	3	0.03		D.16
	No structured training in the arts	0.01	3	0.03		D.17
	CCTV installed	0.01	3	0.03		D.18
	PTM regularly held	0.01	5	0.05		D.19
E. Sustain-ability	Not many inter colleges in the region:	0.5	5	2.5	5 **[HIGH]**	E.1
	Tehri Inter college standard better than government schools	0.5	5	2.5		E.2
				OVERALL	4.9 **[HIGH]**	

G. Upgrades at Rajkiya Kanya +2 Ucch Vidyalay, Arrah, Bihar

The school was established in 1948 and is run by the state government. Currently, it has classes from IX-XII with around 1490 girls. It has recently been converted into PMSHRI school and will house classes from VI-XII, with a total student strength of around 1,900. PMSHRI schools are to be developed as exemplary models aligned with the National Education Policy (NEP) 2020. THDC helped improve the school's infrastructure.



Summary

The initiative focuses on enhancing the civil and educational infrastructure of Rajkiya Kanya +2 Ucch Vidyalay in Arrah. This is in accordance with the NEP 2020 guidelines, which advocate for comprehensive upgrades to school facilities, highlighting the importance of safe, inclusive, and resource-rich environments that facilitate holistic learning. Additionally, the project aligns with THDC Jagriti (Initiatives for a Bright Future), which aims to increase access to education. In this regard, the initiative showcases strong coherence both internally and externally, as indicated by its high **coherence** scores. Rajkiya Kanya +2 Ucch Vidyalay Arrah has been recognized as an *adarsh* school and selected for the PM SHRI programme, which aims to transform it into a model institution following the NEP 2020 guidelines, with support from THDC aiding this goal. Furthermore, the school is located in a building from the British colonial period and offers education to girls hailing from economically disadvantaged or lower-middle-class backgrounds. In this regard, the project excels in terms of its **relevance** criteria. The project receives high score for **effectiveness** criteria provided that the school infrastructure upgrades under the project has significantly improved the quality of learning environment and equipped the school to provide quality education. The provisioning of a smart classroom, classroom furniture and computers are noteworthy. The school also underwent significant civil infrastructure renovation including painting, raising the height of the boundary wall, replacement of external electrical wiring amongst others. However, the non-operation of the sanitary pad vending machine installed at the school under the project has had a slight negative impact on the aggregate effectiveness score The project scores well on **efficiency** criteria primarily given that the engagement of a local state government agency implementation agency helped provide regular oversight and contributed to the efficiency score. In terms of **sustainability**, the initiative has enhanced the quality of the educational setting and provided the school with resources for more effective teaching. Additionally, the school indicated that it is able to designate funds for small repairs and infrastructure improvements indicating the ability to maintain the upgrades in school infrastructure brought about by the project.

Rating of THDC High School

Assessment Criteria	Rating	Score
Coherence	High	5
Relevance	High	5
Effectiveness	High	4.75
Efficiency	High	5
Sustainability	High	5
Overall	High	4.95

A. COHERENCE

RATING : HIGH

A.1 External Coherence

Improving school infrastructure a part of national policy: NEP 2020 proposes comprehensive improvements to school facilities by emphasizing safe, inclusive, and resource-rich environments to support holistic learning, particularly in underserved areas.

A.2 Internal Coherence

The project is in concurrence with the THDC Jagriti (Initiatives for a Bright future)

B. RELEVANCE

RATING : HIGH

B.1 Elite government school: The school has been designated as *'Adarsh Vidyalay'* and supported directly by the state government. These are elite schools and are expected to have better infrastructure and teaching resources than a regular government school. Typically, in a district, there is one or two Adarsh school(s). It is therefore critical that the infrastructure of such schools mirror their status as model schools.

B.2 School building is a very old structure: The school was established in 1948. During renovation, it was discovered that the old iron beams had an etching of 'made in Scotland', indicating the antiquity of the building in which the school is housed. The old structure needed a comprehensive renovation, which THDC supported.

B.3 Catering to students from humble backgrounds: The majority of the girls studying at the school come from lower-middle-class or low-income backgrounds. Upgrading the school facilities has directly benefited the poor.

C. EFFECTIVENESS

RATING : HIGH

C.1 Smart classroom *[, fans, light, smart board, and doors]*

C.1.A Being extensively used: Teachers commented that the smart classroom is a very high-impact intervention. The students interviewed were highly appreciative and remarked that the lessons have become far more comprehensible, especially when complex phenomena are explained visually through the smart board. The assessment team observed class XI D taking their history lesson on World War I, using a map displayed on the smart board. The quality of pre-loaded classes was rated good by the teachers. Meetings and seminars are also held in the smart room.

Factsheet

A. Location
Arrah town, Bihar

B. Grades
IX-XII

C. Enrollment
- Girls - 1490

C. IMPLEMENTATION AGENCY
Local Area Engineering Organisation, Ara, Bihar

D. Upgrades
- Boundary wall with gate
- Computers provided
- Smart Classroom
- Concealed wiring
- Sanitary Pad dispenser
- Painting of school building
- Classroom furniture
- Cieling fan
- Pathway and covering of storm water drains
- Tiling, false ceiling and replacement of windows

E. Budget: INR 1.18 crore

E. Key Persons met
1. School Principal
2. Teachers
3. Students

C.2 Computers *[Fifteen computers provided]*

C.2.A Students now get hands-on experience with computers: Prior to the installation of computers supported by THDC, the school had none. The Information Technology subjects were taught as theory subjects without any first-hand exposure to computers, including coding in C++, which is part of the class XII syllabus. The machines came loaded with WINDOWS and MS OFFICE software. While the computers provided by THDC have been a great help, there still remains a shortage of at least 30 computers, given that the school caters to about 1400 students.

C.3 Civil Works *[Raising the height of the boundary wall through brick work and grill, new entry gate constructed, pathway, covering of storm water drains]*

C.3.A Boundary wall has enhanced safety and restricted trespassing: The raised boundary wall now restricts visibility into the school from the public road that abuts it. This enhances the sense of safety and security of the girl students. Further, there have been instances of students scaling the wall when they were late to school. Also, during public exams held at school, many male candidates would scale the boundary wall to gain entry. There was also the risk of unauthorized persons gaining entry into the school premises. These risks have now been significantly mitigated by raising the boundary wall.

C.3.B Pathway and covering of storm water drain improved environs of school: A paved pathway and the storm water drain cover on the school campus have improved the campus's functionality. .

C.4 Sanitary pad vending machine *[2 nos. Flora make]*

C.4.A The machine not in use: The vending machines provided are not in use, the reasons being- (i) the school provides Rs. 300 per student/annually for personal hygiene and therefore the school is reluctant to expend additional resources, (ii) the emergency stock of sanitary pads kept by the school is procured from the market, the shape and size of the sanitary pad packets are not amenable to be dispensed through the machines given that the dispensing machine only accepts a specific packet dimension.

Sanitary pad vending machine

C.5 Bench desk set *[100 nos.]*

C.5.A Quality of school furniture good: The desk was reported to be of good quality. The furniture provided by THDC has been distributed across classrooms on a need basis.

C.6 Electrical Wiring/Fittings and Painting

The school's external wiring, which was old and unkempt, has been converted to recessed conduit. This has helped reduce electrical faults and improve aesthetics. The school authorities were highly appreciative of the work done. All cieling fans were reported to be working: The cieling fans installed in regular classrooms and smart classroom were reported to be working.

D. EFFICIENCY

RATING : MODERATE

D.1 D.1 Engagement of local agency helped in close monitoring of the project : The implementation was entrusted to the Local Area Engineering Organisation (LAEO), Ara. LAEO is a state government organisation that handles minor local infrastructure projects. It has the required reach, expertise, local familiarity, and experience to efficiently handle civil works.

E. SUSTAINABILITY

RATING : HIGH

E.1 The initiative is an enabler in improving learning outcomes at the school in the coming years : While some sub-components of the project, such as the sanitary vending machine, did not take off, the majority of the sub-projects have contributed to making the school better equipped to provide a good education and improve the quality of the learning environment. The smart classroom and computer

Computers provided under the project

Boundary wall raised

are high-impact interventions that have opened a new way of teaching and learning at the school. The boundary wall has made the school safer; the concealed electrical wiring, the civil covering of stormwater drains and pathways, and the painting of the school have improved the school environs, which is an important input for learning to happen. While the initiatives supported by THDC are necessary conditions for the school to provide quality education, they, in themselves, are not sufficient to ensure that the school, in the coming years, reaches the desired standard. The biggest bottleneck currently is the paucity of teachers. For instance, there is no math teacher(for the last eight years), biology teacher, and physics teacher at the senior secondary (XI-XII) level. The school authorities reported that they can secure resources for minor upkeep and maintenance of the infrastructure.

OVERALL RATING

RATING : MODERATE

The project entails improving the civil and teaching infrastructure of Rajkiya Kanya +2 Ucch Vidyalay, Arrah. This aligns with the NEP 2020 recommendation for comprehensive improvements to school facilities, emphasizing safe, inclusive, and resource-rich environments that support holistic learning. In this context, the initiative demonstrates strong internal and external coherence, as reflected in the high **coherence** scores. Being designated as an *adarsh* school and also chosen under the PM SHRI programme, Rajkiya Kanya +2 Ucch Vidyalay Arrah is expected to be developed as a model school as per the NEP 2020 guidelines, and support from THDC helped the school towards this objective. In addition, the school is housed in a British-era structure and provides education to girls from poor or lower-middle-class families. Given this, the project scores high in the **relevance** criterion. The school infrastructure upgrades under the project has significantly improved the quality of learning environment and equipped the school to provide quality education. The provisioning of a smart classroom, classroom furniture and computers are noteworthy. The school also underwent significant civil infrastructure upgrades including painting, raising the height of the boundary wall, replacement of external electrical wiring amongst others. This has contributed to high **effectiveness** score of the project. However, the non-operation of the sanitary pad vending machine installed at the school under the project has had a slight negative impact on the aggregate effectiveness score The project also scores high on **efficiency** criteria, given that it engaged a local state government agency implementation agency which helped provide regular oversight and timely completion of the project. In terms of **sustainability**, the project has helped improve both the quality of the learning environment and equipped the school with the tools for better teaching, an important criteria for attracting students. The school also reported that it can allocate funds for minor repairs and infrastructure upgrades and it can be expected that the upgrades under the project will get maintained.

School gate constructed

Pathway + Covering of drain

SUGGESTIONS

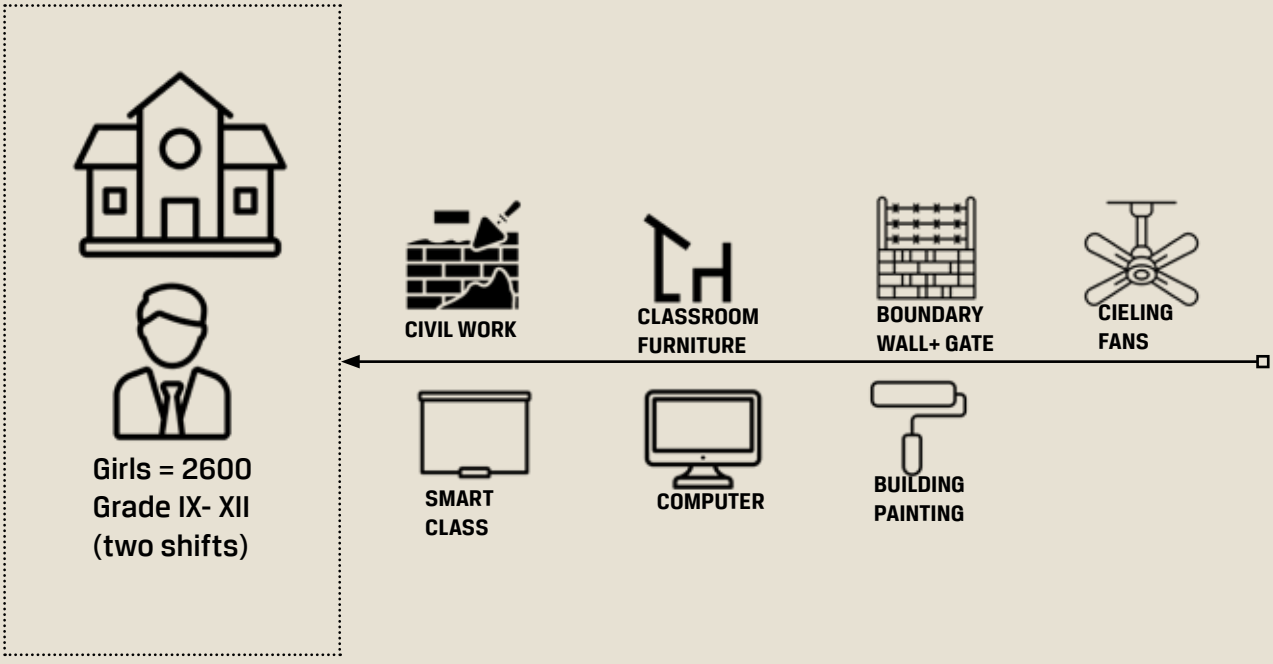
A. More structured involvement Of the beneficiary school in design and monitoring may be considered: While the school authorities reported from time to time to the implementing agency on the progress of the project and quality of execution, a formal feedback arrangement with the school authorities would have helped in more timely and detailed feedback and aided in taking corrective measures on a real time basis.

Computation of the rating of Rajkiya Kanya +2 Ucch Vidyalay, Arrah, Bihar

Criterion	Performance Indicator	Weight	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Elite government school	0.3	5	1.5	5 **[HIGH]**	B.1
	School building is a very old structure	0.3	5	1.5		B.2
	Catering to students from humble backgrounds	0.4	5	2		B.3
C. EFFECTIVENESS	**Smart classroom**				4.75 **[HIGH]**	C.1.A
	Being extensively used	0.15	5	0.75		C.1.B
	Computers					C.2
	Students now get hands-on exposure to computers	0.2	5	1		C.2.A
	Civil Works					C.3
	Boundary wall has enhanced safety and restricted trespassing	0.1	5	0.5		C.3.A
	Pathway and covering of storm water drain has improved environs of school	0.1	5	0.5		C.3.C
	Sanitary pad vending machine					C.4
	The machine not in use	0.05	0	0		C.4.A
	Bench desk set			0		C.5
	Quality of school furniture good	0.05	5	0.25		C.5.A
	Concealed Electrical Wiring					C.6
	Frequent maintenance and repair not needed anymore	0.2	5	0.5		C.6
	Cieling Fan					
	All cieling fans were reported to be working	0.05	5	0.25		
D. Efficiency	Local agency engaged for implementing the project aided in ease of monitoring of the project	1	5	5	5 **[HIGH]**	D.1
E. Sustainability	The initiative is an enabler in improving learning outcomes at the school in the coming years	0.5	5	2.5	5 **[HIGH]**	E.1
				OVERALL	4.95 **[HIGH]**	

I. Upgrades at Hith Narayan Kshetriya +2 Vidyalay, Arrah, Bihar

The school was established in 1917 by Shri Hit Narayan Singh, a local zamindar, and is run by the state government. It's a long-standing, respected school in Arrah, vital for local education. THDC helped improve the school's infrastructure.



Summary

The initiative aims to enhance the civil and educational infrastructure of Hith Narayan Kshetriya +2 Vidyalay in Arrah. This effort is in line with the recommendations of NEP 2020, which advocates for comprehensive enhancements to school facilities, focusing on safe, inclusive, and resourceful environments that facilitate holistic learning. Additionally, the project is consistent with THDC Jagriti (Initiatives for a Bright Future), which encourages educational access. The initiative exhibits strong internal and external coherence, resulting in high **coherence** scores. The institution has a long-standing reputation and is the oldest educational establishment in the area. In order to uphold its tradition of delivering quality education to local students, the school requires considerable improvements to its physical and educational facilities. The THDC initiative is designed to address some of these shortcomings. The institution serves male students hailing from underprivileged or lower-middle-class backgrounds. Consequently, the project is rated highly for its **relevance**. The score for the **effectiveness** criteria is favorable because of the high standard of implementation and alignment with the school's expressed needs. However, it was observed that most of the furniture provided under the project remains in storage and yet to be deployed in the classrooms, this has resulted in slight decrease in the effectiveness score. . The project was carried out in partnership with a local state government agency, which allowed for thorough monitoring of the project's execution and significantly improved the **efficiency** score. In terms of **sustainability**, the project has helped improve both the quality of the learning environment and equipped the school with the tools for better teaching.

Rating of Hith Narayan Kshetriya +2 Vidyalay, Arrah

Assessment Criteria	Rating	Score
Coherence	High	5
Relevance	High	5
Effectiveness	High	4.94
Efficiency	High	5
Sustainability	High	5
Overall	High	4.98

A. COHERENCE

RATING : HIGH

A.1 External Coherence

Improving school infrastructure a part of national policy: NEP 2020 proposes comprehensive improvements to school facilities by emphasizing safe, inclusive, and resource-rich environments to support holistic learning, particularly in underserved areas.

A.2 Internal Coherence

The project is in concurrence with the THDC Jagriti (Initiatives for a Bright future)

B. RELEVANCE

RATING : HIGH

B.1 Highly reputed and the oldest school in the region: The school was established in 1917 and is known for its illustrious alumni and faculty. One of the school principals, Shri Sitaram Singh, won the President's Award. The school is part of the rich heritage of Arrah town. To maintain the school's legacy of providing quality education to students from the region, the school needs significant upgrades to its civil and teaching infrastructure. The THDC project was an attempt to fill some of the gaps.

B.2 Catering to students from humble backgrounds: The majority of students at the school come from lower-middle-class or poor households. Upgrading school facilities has directly benefited households that cannot afford private school education.

C. EFFECTIVENESS

RATING : HIGH

C.1 Boundary wall *[Demolition of old hostel building, construction of boundary wall and gate]*

C.1.A Secured the school premises, freed up space and gave the school campus an aesthetic look: The old structure abutting the main road, which housed student hostels, was in disuse and in a dilapidated condition. These structures were removed during the project, freeing up space and giving the school campus a more spacious, aesthetic look. A boundary wall was constructed to secure the school campus.

C.2 Smart Board *[Smart board - 2 numbers - installed at Smart classroom and Atal Lab]*

C.2.A Being extensively used: Teachers commented that the smart board was useful. They remarked that the lessons have become more comprehensible, with teachers able to use the smart board to explain concepts and display educational videos via a mobile hotspot. At a time, more than 100 students can attend class in the school's smart classroom.

Factsheet

A. Location
Arrah town, Bihar

B. Grades
IX-XII

C. Enrollment
- Boys - 2400

C. IMPLEMENTATION AGENCY
Local Area Engineering Organisation, Ara, Bihar

D. Upgrades
- Boundary wall with gate
- Computers provided
- Upgradation of school hall
- Smart board
- Concealed wiring
- Painting of school building
- Classroom furniture
- Cieling fan

E. Budget: INR 1.6 crore

F. Key Persons met
1. School Principal
2. Teachers

Before: the old hostel building abutting the main road

After: Boundary wall and gate constructed after demolition of the old hostel building

C.3 Painting and Civil works *[School exterior wall painting, staff room, principal room and seminar hall- tiles and false cieling]*

C.3.A Exterior wall paining gives a clean look to the school: The paint quality and workmanship appear good, and no paint peeling was observed.

C.3.B The seminar hall has got upgraded: The false ceiling, tiling, and fan installation in the seminar hall have improved aesthetics and usability. The seminar room is extensively used both by the school and the district administration for various programs.

C.4 Bench desk set *[100 nos.]*

C.4.A Quality of school furniture good: The quality of classroom furniture was reported to be good.

C.4.B The classroom furniture provided is not in use: Most of the classroom furniture provided is yet to be put in the classroom and was observed in storage. It was reported that once some of the classrooms presently being used by the DEO office are vacated, the furniture provided will be shifted to those rooms.

C.5 Computers *[Ten computers provided]*

C.5.A Students now get hands-on exposure to computers: Prior to installation of computers supported by THDC, the school had no computers[1]. The Information Technology subjects were taught as theory subjects without any first-hand exposure to computers, including coding in C++, which is part of the class XII syllabus. The machines came loaded with WINDOWS and MS OFFICE software. While the computers provided by THDC have been a great help, there is still a shortage of at least 20 computers, given that the school caters to about 2600 students across two shifts.

D. EFFICIENCY

RATING : HIGH

D.1 Engagement of local agency helped in close monitoring of the project : The implementation was entrusted to the Local Area Engineering Organisation (LAEO), Ara. LAEO is a state government organisation that handles minor local infrastructure projects. It has the required reach, expertise, local familiarity, and experience to efficiently handle civil works.

The school campus with exterior walls painted

Seminar hall- tiling, false cieling and fans provided under the project

1 The school had received computers through a government project, the project ended two years back and the computers were withdrawn.

E. SUSTAINABILITY

RATING : HIGH

E.1 The initiative is an enabler in improving learning outcomes at the school in the coming years : The initiatives undertaken under the project have helped improve the quality of the learning environment and equipped the school to provide quality education. The benefits from capital investment will accrue over a l long time period.

OVERALL RATING

RATING : HIGH

The project entails improving the civil and teaching infrastructure of Hith Narayan Kshetriya +2 Vidyalay, Arrah. This aligns with the NEP 2020 recommendation for comprehensive improvements to school facilities, emphasizing safe, inclusive, and resource-rich environments that support holistic learning. The initiative displays high internal and external coherence, thereby achieving high **coherence** scores. The school is highly reputed and the oldest educational institution in the district. To maintain the school's legacy of providing quality education to students from the region, the school needs significant upgrades to its civil and teaching infrastructure. The THDC project aims to fill some of the gaps. The school caters to boys from poor or lower-middle-class families. Given this, the project scores highly on the **relevance** criterion. **Effectiveness** criteria have also scored well because of the high quality of implementation and addressing the school's felt needs. However, it was observed that most of the furniture provided under the project remains in storage and yet to be deployed in the classrooms, this has resulted in slight decrease in the effectiveness score. The project was implemented in collaboration with a local state government agency, which enabled close oversight of project implementation and thereby contributed well to the **efficiency** score. In terms of **sustainability**, the project has helped improve both the quality of the learning environment and equipped the school with the tools for better teaching. This will aid the school in providing quality education and thereby keep attracting students.

Computation of the rating of Hith Narayan Kshetriya +2 Vidyalay, Arrah, Bihar

Criterion	Performance Indicator	Weight	Score (out of 5)	Weighted score	Weighted Average & Rating	Refn in report & comments
A. COHERENCE	External Coherence	0.5	5	2.5	5 **[HIGH]**	A.1
	Internal Coherence	0.5	5	2.5		A.2
B. RELEVANCE	Highly reputed and the oldest school in the region	0.5	5	2.5	5 **[HIGH]**	B.1
	Catering to students from humble backgrounds	0.5	5	2.5		B.2
C. EFFECTIVE-NESS	**Boundary Wall**				4.94 **[HIGH]**	
	Secured the school premises, freed up space and gave the school campus an aesthetic look	0.2	5	1		C.1A
	Smart Board					
	Being extensively used	0.2	5	1		C.2A
	Painting and Civil works					
	Exterior wall paining gives a clean look to the school	0.2	5	1		C.3A
	The seminar hall has got up-graded	0.1	5	0.5		C.3B
	Bench desk set					
	Quality of school furniture good	0.07	5	0.35		C.4A
	The classroom furniture provid-ed is not in use	0.03	3	0.09		C.4B
	Computers	**0.2**				
	Students now get hands-on exposure to computers	0.2	5	1		C.5A
D. Efficiency	Local agency engaged for imple-menting the project aided in ease of monitoring of the project	1	5	5	5 **[HIGH]**	D.1
E. Sustain-ability	The initiative is an enabler in im-proving learning outcomes at the school in the coming years	1	5	5	5 **[HIGH]**	E.1
				OVERALL	4.98 **[HIGH]**	

CASE STUDIES

Bringing Sports To Centre Stage

A. Civil Work
Construction of two spectator galleries at the Inter college. Pokhara village

B. Capacity
Approximately 300 seating capacity

C. Implementing Agency
Public Works Department

D. Budget
INR 1.82 crores

The Secretary of the Tarun Sangh Youth Club at Pokhra is a happy man. The latest edition of the block-level club cricket tournament, organised by Tarun Sangh at the Inter College Ground Mini Stadium in Pokhra, had attracted the highest-ever spectator footfall. The newly constructed spectator gallery was full, and the ground exhibited a festive look. It was mentioned that the gallery afforded a wider field of view to spectators watching the match on the field, thus encouraging greater crowd participation and engagement. The tournament also saw more participating teams this year.

It was noted that, with the development of the facility, the sporting tournaments held at the venue are accorded both prestige and professionalism, and teams look forward to playing on the ground amidst cheering fans occupying the newly constructed stands. The stadium-like atmosphere is motivating for the players. The Secretary, Tarun Sangh Youth club, remarked, *"Spectators, fans, and sports are defined by intense emotion, shared passion, and the active participation that turns games into spectacles. The newly constructed spectator gallery gives a vantage point for the fans to cheer their favourite team ."*

The Inter College ground is one of the largest open spaces in the hilly terrain of the Pokhara block. Upgrading this ground into a structured sports facility will encourage sports in the region. Shri Sanjay Gosain, the Block Pramukh, while praising the construction of the spectator gallery, said, *"A start has been made towards developing the Inter College ground into a comprehensive sports facility, and will help give a fillip to sports in the region. In the coming years, we can expect representation of sportspersons from Pokhara Block in the Uttarakhand state sports teams."*

The Making of the Tehri Lake as the Hub of Water Sports in India

Mr. Shanti Swaroop, the current coach of the Indian national canoeing and kayaking team, is a veteran of many national-level championships both as a player and as a coach. He was highly impressed by the facilities provided to players at the 35th National Senior Canoe Sprint Championship at Tehri Lake, organised by THDC in collaboration with the Indian Kayaking and Canoeing Association (IKCA) and the Uttarakhand Olympic Association (UOA). While rating the championship as the best he has ever attended in India, Mr. Swaroop highlighted the respect and dignity accorded to the players. He noted that the THDC officials were always on hand to address any issues that may arise. While praising the arrangements, he remarked, *"It is rare to see such professionalism in tournament management in India."* Echoing the same opinion, Ms. Kaveri Dimar, bronze medalist at the 2022 Asian Canoe Sprint Championships and participant at the 35th national championship, specifically pointed out the excellent boarding and lodging facilities provided. Highlighting this, Ms. Dimar mentioned, *"The food arrangements helped us maintain the recommended nutritional intake, and comfortable lodging arrangements helped us to stay focused on the competition at hand."*

A. Location
Tehri Lake

B. Participants
615 participants
- 500 athletes
- 60 coaches and managers
- 55 technical officials

C. Project Period
10-13 Dec, 2025

D. Budget
INR 1.56 cr (1.34 crores through CSR funds)

The successful organisation of the 35th Senior National Canoe Sprint Championship further cemented Tehri's place on the water sports map of India. Tehri has emerged as a promising location with the organisation of the first Tehri water sports cup in 2022 at Tehri Lake by THDC India Limited. The first edition led to the decision to set up the THDC High Performance Academy (THACK), which is developing into a world-class facility for training elite athletes in canoeing and kayaking. The 35th Senior Nationals is another step in building a legacy for water sports in Utarakhand. Affirming this, Dr. Sumant Kulshrestha, Director, THACK, reiterated, *"I can safely say that the 35th Nationals has set the bar in terms of organisation and facilities, and upcoming national water sports competitions will be benchmarked to it."*

More Than Just A Building

A. Location
Sendul Kemar, Tehri Garhwal

B. Infrastructure Created
Academic block comprising
- 2 halls
- Principal room
- Toilets

C. Budget
INR 1.82 crores

More than 100 students, mostly girls, sit in a seminar room at the Bal Ganga Mahavidyalaya, Sendul Kemar, Tehri Garhwal, attentively listening to a presentation on the Namami Gange project being delivered by experts from the Hemwati Nandan Bahuguna Garhwal University (HNBGU). A year earlier, the same seminar would have been held in the open under a tent erected on the school grounds. However, things have drastically improved since the academic block was constructed with support from THDC, which now houses a seminar room, two classrooms, and a principal's room. The Department of Fine Arts and Geography has been relocated to the new academic block, and the facility also serves as an examination hall during the annual exams.

The college has been facing an acute shortage of space to accommodate the ever-increasing enrollment and expanding academic disciplines it teaches. Currently, it has 762 students enrolled and offers undergraduate courses in 14 disciplines. There are only 12 functional rooms housing classrooms and labs. Except for chemistry, all other science disciplines hold classes and lab practicals in the same room. In many cases, multi-grade classes are held in which students from different year cohorts sit together. The college has had to discontinue master's courses due to a paucity of classrooms. It is no surprise that the college scored poorly in the NAAC (National Assessment and Accreditation Council) rating, where the availability of "Infrastructure and Learning Resources" carries a high weight in the final scores.

The academic block has significantly mitigated the space shortage at the college and also improved the quality of the learning environment. The newly constructed academic block has been so designed that the foundation can support the construction of additional floors to meet future space needs.

Of the college's total enrollment, 80% are girls, for whom the newly constructed infrastructure is more than just a building. It represents an opportunity. Highlighting this, Dr. Bipin Chandra Uniyal, Principal, said, *"While most boys from the region can move to towns like Tehri for further studies, girls often do not have that option. Strengthening the college facilities ensures that the girls get quality higher education near home."* The THDC initiative has ensured that the 'Beti Paadhao' slogan is fully realized in the mountainous terrain of Sendul Khemar, Tehri Garhwal.

A Devotional Offering

Shri. Ravinder Singh Chauhan, owner of Chauhan Palace Hotel has been running his establishment since last 7 years. His hotel is located at the Lake periphery and many of the rooms overlook the Badrish lake. Before the lakefront development, the sight of the Badrish lake from his hotel was unremarkable. The Lake was a dumping ground for garbage, with open sewer pipes emptied into it. The lake, fed by underground aquifers, risked being clogged by indiscriminate waste dumping. Wild vegetation grew around the periphery and the entire lakefront had an unkempt look. Summarising the pre lakefront development situation of the Badrish lake Shri Chauhan remarked, *"Guests staying in the lake facing rooms, would not even move the window curtains since the sight of the lake was rather ugly."*

The development of the lake is a significant addition for making the Badrinath Dham town more welcoming for the pilgrims. For Shri Chauhan, his hotel is now a much in demand stay facility, with rooms booked far in advance. The guests now take a stroll along the walkways abutting the lake front or just sit and relax on the benches provided along the lake. This pilgrim season, Mr Chauhan installed a video booth at the lakefront site, so that pilgrims could take a selfie with the panoramic 360 degree backdrop of the lake and the Neelkanth and Nar and Narayan mountain peaks. During the pilgrim season, the lake facing rooms of the Chauhan Palace hotel are now available at a premium.

The hotel properties around the lake front complex are adding more rooms and making modifications to amalgamate with the lake front. Further, they are also connecting to the sewer line laid out as part of the lakefront development project leading to diversion of sewage from soak pits or direct dumping into the lake

The lakefront is yet to be formally inaugurated and civil work is still ongoing. However, one can see a number of visitors frequent the Badrish lake and enjoy the serene settings which has modern amenities, pristine mountain tops overlooking a sparkling lake and a air of divine presence.

A. Location
Badrish Lake, Badrinath Dham

B. Dimension
Area: 8,000 sqm
Diameter : 73.00 m

C. Facilities
- 5 m wide walking & sitting space
- 2,300 sqm. paved pathways
- Landscaped area with ambient lighting & signage
- Amphitheater
- External Drainage Work

D. Collaboration
- THDC (Funding)
- PWD (Execution)
- Contractor: GAWAR Constructions Pvt. Ltd.
- Architect: INI Design Studio

E. Budget : INR 8.36 crores

Gateway to Opportunity

The majority of students attending the school come from poor households, with parents who are either farmers, labourers, migrant workers, or employees of private firms at the dam site. Incidentally, in the 20 km stretch between B.Puram and Koteshwar (which falls within the dam-affected area), THDC Inter College is the only high school providing free education. The government inter-colleges in the region, located in the villages of Kayari and Nakot, are a long walk over hilly roads for the students who currently attend the THDC Inter-College.

Ajeet (name changed), a student of class XI, joined Tehri Inter College since his previous school (Kendriya Vidyalaya) did not offer the Arts stream. His father is a farmer and his mother a homemaker. Ajeet wishes to join the Army or the police force and is taking coaching for the recruitment test. An ardent volleyball player, he commended the physical education teacher for her constant support and encouragement. Summarising his experience at school, Ajeet remarked, *"I find my school to be comfortable, the classmates friendly, and the teachers dedicated and approachable."*

In a similar vein, Aarti (name changed), studying in class XI in the science stream, finds the teaching at school of good quality. She remarked, " *I do not need any extra tuition classes since the teaching at the school is adequate. I wish to pursue nursing as a career, and my school is preparing me well for the Class XII board exams. A good showing will get me admission to a nursing college."*

A. Location
Bhagirathipura, New Tehri

B. Grades
VI-XII

C. Enrolment
- Boys- 96
- Girls - 117
- Total- 213

C. Management
THDC Education Society

D. Facilities to beneficiary students
- Free tuition
- Uniform
- Text Books
- Note Books
- Smart Boards
- Well Qualified teachers
- School bus
- Mid day meal
- School Infrastructure

E. Budget: INR 6.25 crores *(includes both Rishikesh and Bhagirathipuram Schools)*

Himanshu (name changed), a class X student, credited his chemistry teacher, Shri Pradeep Singh, for submitting his science project idea for selection under the INSPIRE scheme of the Government of India. INSPIRE Awards is a flagship program by India's Department of Science & Technology to nurture innovation among school students. It targets students in classes 6-12 to submit original ideas addressing societal challenges through science and technology. The selected ideas receive Rs. 10,000 each. Himanshu mentioned, " *Sir helped me with the project idea of generating energy from waste, which I submitted for the INSPIRE Award. He guided me to conceptualise the idea, explained the science behind the project, and assisted me in drafting the proposal."* The school has won the INSPIRE award in 2021 and 2022. Some of the ideas nominated by the school and selected include: sensor-based dustbin, fire gun for scaring stray animals on farms, home water cooler, home water purifier, and multipurpose ATM.

Shaping Destiny

It is said that alumni are the living embodiment of an institution's values, quality of education, and culture. They act as brand ambassadors whose career successes and personal character reflect directly upon the school that shaped them. This holds very true for THDC High School, Pragatipuram, Rishikesh.

Former students of the school have gone on to excel in diverse and prestigious fields. Among them are Shri Manvendra, a scientist at ISRO; Shri Rajeev, currently studying at IIT Roorkee; and Ms. Anita Nishad, pursuing engineering at G.B. Pant University. The school has also produced cultural and artistic talent, such as Ms. Anisha Ranghar, a well-known singer in Uttarakhand, and Ms. Diksha Rawat, a noted Kathak artist. In the field of public service and environmental governance, alumni have achieved leadership positions, for instance, Shri. Anurag Negi is the Regional Manager at the Pollution Control Board in Haldwani. These success stories demonstrate how a strong educational foundation can open pathways to science, technology, the arts, and public leadership. These achievements are particularly meaningful because most of the students at the school come from extremely modest economic backgrounds, with a large number being first-generation learners.

The achievements of the alumni are not a matter of chance; they reflect the strong academic grounding, discipline, and wholesome education that the school seeks to impart. It is no surprise that there is a high demand for admission to the school. Every year, nearly 1,000 applications are received for admission to grade I, but due to limited seats, only about 4% of applicants are admitted. This overwhelming response reflects the trust that parents place in the school's academic standards and overall environment.

A. Location
Pragatipuram, Rishikesh

B. Grades
I-X

C. Enrolment
- Boys- 198
- Girls - 247
- Total- 445

C. Management
THDC Education Society

D. Facilities to beneficiary students
- Free tuition
- Uniform
- Text Books
- Note Books
- Smart Boards
- Well Qualified teachers
- School bus
- Mid day meal
- School Infrastructure

E. Budget: INR 6.25 crores
(includes both Rishikesh and Bhagirathipuram Schools)

Academically, the school has consistently delivered strong results. Over the past three years, the Class X board examination performance has remained impressive, surpassing Uttarakhand's overall pass percentage. In the PARAKH 2024 standardized assessment, students met or exceeded state and national benchmarks in most subjects and grades. The school's structured teaching methods, discipline, and close academic monitoring have helped bridge this gap. Reflecting this, the principal of the school mentioned, *"Our students come from difficult social and economic backgrounds, and there is almost no academic reinforcement provided to the child at home. We understand that it is only at school that the child will learn, and if we miss this window, there is no one else to help the child. We therefore have structured our academic and extracurricular activities at school around the premise that it is us or no one."*

Bringing Technology To The Classroom

Established in 1948, Rajkiya Kanya Ucch Vidyalay is one of the prominent government girls' schools in Arrah, Bihar. The school currently serves around 1,490 girls from Classes IX to XII and has recently been selected under the PM SHRI scheme. As a PM SHRI school it will now expand to include Classes VI to XII, increasing its student strength to nearly 1,900 girls. The vision is to develop the school as a model institution aligned with the National Education Policy (NEP) 2020. To support this transformation, THDC India Limited undertook significant infrastructure upgrades at the school. The initiative focused on improving both civil and educational infrastructure so that students could learn in a safe, modern, and resource-rich environment.

One high-impact intervention has been the construction of a smart classroom. The facility is equipped with a smart board, proper seating arrangement, floor tiling, and a false ceiling. The facility has found high appreciation amongst students and teachers. The lessons have become far more comprehensible, especially when complex phenomena are explained visually through the smart board. Rashmi (name changed), a student of class IX, explained of how the lessons on the history of World War II come alive when displayed on a map on the smart board. She stated, *"It was now easy to discern how the war was fought and how geography determined its outcome."* The teachers also spoke about how abstract concepts become clearer to students through visual images displayed on the smart board. The facility also acts as a seminar room where workshops and training programs organised by the education department of Bhojpur district are held.

A. Location
Arrah town, Bihar

B. Grades
IX-XII

C. Enrollment
- Girls - 1490

C. IMPLEMENTATION AGENCY
Local Area Engineering Organisation, Ara, Bihar

D. Upgrades
- Boundary wall with gate
- Computers provided
- Smart Classroom
- Concealed wiring
- Sanitary Pad dispenser
- Painting of school building
- Classroom furniture
- Cieling fan
- Pathway and covering of storm water drains
- Tiling, false ceiling and replacement of windows

E. Budget: INR 1.18 crore

In addition to the Smart class, technology has been infused in the school through the installation of computers. Previously, the Information Technology subject was taught as a theoretical subject without any first-hand exposure to computers, including coding in C++, which is part of the class XII syllabus. The machines installed by THDC come preloaded with Windows and MS Office. Appreciating this, the subject teacher remarked, *"In computing, we deal with things which can't be seen or touched—like logic gates, pointers, or neural networks. When students type the code and see it execute, those invisible concepts become tangible results. The availability of computers in school now helps students get hands-on familiarity with computing."*

Maintaining A Legacy

Hith Narayan Kshetriya Vidyalay was established in 1917 and is one of the oldest and most respected educational institutions in Arrah, Bihar. For decades, the school has provided education to boys from underprivileged and lower-middle-class families. Known as the nursery of doctors, the school boasts a formidable number of its alumni in the medical profession. It was therefore pertinent that such a venerable institution be supported so that it maintains its reputation and academic quality.

The school auditorium is an old structure with overhanging balconies, a high ceiling, and stained-glass ventilators. The hall needed urgent repairs and upgrades. The flooring was cracked, the fans were rusted, the lighting was poor, and the stage was chipped and uneven. This limited the use of the school auditorium. Under the project, the hall has been upgraded with new floor tiles, fans, a false ceiling, and required civil works. The auditorium has seen an uptick in use, including organizing inter-school competitions, workshops, and seminars by the district education department, as well as various school events, including the recent farewell function for the outgoing XII class students. Reiterating the benefit of the upgrade, the school HM commented, *"We are a heritage institution; however, our infrastructure has not kept pace with time, both in terms of maintenance and functionality. The upgradation of the school auditorium has modernized the facility and made it more functional."*

A. Location
Arrah town, Bihar

B. Grades
IX-XII

C. Enrollment
- Boys - 2400

C. IMPLEMENTATION AGENCY
Local Area Engineering Organisation, Ara, Bihar

D. Upgrades
- Boundary wall with gate
- Computers provided
- Up-gradation of school auditorium
- Smart board
- Concealed wiring
- Painting of school building
- Classroom furniture
- Cieling fan

E. Budget: INR 1.6 crore

THDC has also installed 10 computers in the school, which previously had none, forcing the subject to be taught only in theory, without any hands-on practice for the students. The ICT teacher mentioned, *"The majority of the students come from a marginal economic background and do not have access to computers at home. Availability of computer at school improves technical competency, which is not possible only through theoretical exposure."*

Upgrading old schools is about much more than a fresh coat of paint. It's about closing the "opportunity gap." When a school's physical and digital infrastructure is stuck in the 20th century, the students' future prospects often get stuck there too. It is this 'opportunity gap' which the THDC intends to fill at the Hith Narayan Kshetriya Vidyalay Arrah, Bihar.

टीएचडीसी इंडिया लिमिटेड
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