

***Mahila Samakhya***  
***(Education for Women's Equality)***  
***(Eleventh Plan Document)***



***Government of India***  
***Ministry of Human Resource Development***  
***Department of School Education & Literacy***  
***New Delhi***

## **Acronyms**

NPE	National Policy on Education
POA	Programme of Action
AE	Adult Education
EGS	Education Guarantee Scheme
ECCE	Early Childhood Care and Education
AIE	Alternative and Innovative Education
MSK	Mahila Shikshan Kendra
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
PTA	Parent Teacher Association
VEC	Village Education Committee
NPEGEL	National Programme for Education of Girls at Elementary Level
SSA	Sarva Shiksha Abhiyan
PRI	Panchayati Raj Institution
JRP	Junior Resource Person
CRP	Cluster Resource Person
MTA	Mother Teacher Association
NREGA	National Rural Employment Guarantee Act
DV	Domestic Violence
NRHM	National Rural Health Mission
MS	Mahila Samakhya

**Mahila Samakhya (Education for Women's Equality)  
Programme  
Ministry of Human Resource Development  
(Department of School Education & Literacy)**

**1.1 National Policy: Background**

**1.1.1** Provision of educational opportunities for women has been an important part of the national endeavor in the field of education since independence. Though these endeavors did yield significant results, gender disparities persist with uncompromising tenacity, more so in rural areas and among disadvantaged communities.

**1.1.2** The National Policy on Education (NPE, 1986) as revised in 1992 was a landmark in the field of policy on women's education in that it recognised the need to redress traditional gender imbalances in educational access and achievement. The NPE also recognised that enhancing infrastructure alone will not redress the problem. New guidelines for policy makers and educationists were charted. *Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women . This will be an act of faith and social engineering.... The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring ....* (Chapter IV, Page 6, Paragraph 4.2 and 4.3; NPE-1986, Government of India).

**1.1.3** The programme of Action (POA, 1992) which translates the above guidelines into an action strategy, in the section "Education for Women's Equality (Chapter-XII, pages - 105-107), focuses on empowerment of women as the critical precondition for their participation in the education process.

**1.2 Mahila Samakhya Project.**

**1.2.1** The Mahila Samakhya Programme was initiated in 1989 to translate the goals of NPE and POA into a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalised groups. Mahila Samakhya (Education for Women's Equality) was launched as a pilot project in 10 districts of Karnataka, Gujarat and Uttar Pradesh in 1989 with Dutch assistance. The project was extended to Andhra Pradesh at the end of 1992 and to Kerala in 1998-99. In 2002, after the bifurcation of Uttar Pradesh, a separate Programme was located in Uttarakhand. From 2003-04 the States of Bihar, Jharkhand and Assam have also been covered under the central scheme of the MS programme. Chhattisgarh and MP State Societies were registered in 2006-07.

**1.2.2** The Mahila Samakhya programme works in tandem, and has organic linkages with educational schemes aimed at universalisation of elementary education, such as DPEP and SSA. Women's collectives under the MS scheme, called Mahila Sanghas, play an active role in working towards removal of barriers to the participation of girls and women in education

at the community level and play an active role in school management/running of alternate schooling facilities where needed. State MS Societies are also running Kasturba Gandhi Balika Vidyalayas that are formal, girls' residential schools funded under the SSA programme as well as implementing the NPEGEL programme for direct support to girls education in educationally backward blocks. Mahila Samakhya provides resource support to the SSA programme in terms of gender related issues and training and development of textual materials, as well. Mahila sanghas play an active role in monitoring village level educational activities. Sangha women are often members of the village education committees or school development and management committees that play an active role in SSA implementation and monitoring.

## **2.1 The MS Programme.**

**2.1.1** The critical focus in MS is recognising the centrality of education in empowering women to achieve equality. To move towards this objective, MS has adopted an innovative approach that emphasises the process rather than mere mechanical fulfillment of targets. Education in MS is understood not merely as acquiring basic literacy skills but as a process of learning to question, critically analysing issues and problems and seeking solutions. It endeavors to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. It seeks to bring about a change in women's perception about themselves and the perception of society in regard to women's "traditional roles". This essentially involves enabling women, especially from socially and economically disadvantaged and marginalised groups, to address and deal with problems of isolation and lack of self confidence, oppressive social customs, struggles for survival, all of which inhibit their learning. It is in this process that women become empowered.

**2.1.2** The MS scheme is not a blue print project but lays out a broad framework for programme implementation. It essentially works to bring women together to collectively solve their problems & empower them to address a wide variety of issues themselves. A foundation is laid for empowerment at the grassroots level with the organisation of cohesive Mahila Sanghas (Women's Collectives), that are committed to collective action to address their own issues. As the Sanghas strengthen & mature they form federations to coordinate activities at block, district and state levels.

## **2.2 Philosophy and Principles of MS**

As the project is steered towards its objectives, guidance will be sought from certain inviolable principles which must be followed at all stages of implementation.

- i) All processes and activities within the programme must be based on respect for women's existing knowledge, experience and skills.
- ii) Every component and activity within the project must create an environment for learning, help women to experience and affirm their strengths, create time and space for reflection and respect individual uniqueness and variation.
- iii) Women and women's groups at the village level set the pace, priorities, form and content of all project activities.

- iv) Planning, decision making and evaluation processes, as well as all levels of personnel must remain accountable to the collective at the village level.
- v) All project structures and personnel play facilitative and supportive, rather than directive roles.
- vi) A participatory selection process is followed to ensure that project functionaries at all levels are committed to working among poor women and are free from caste/community prejudices.
- vii) Management structures must be decentralised, with participative decision-making and devolution of powers and responsibilities to District, Block and village levels.
- viii) For detailed conditions for continuance of the MS programme please see Annexure-I.

### **2.3 OBJECTIVES:**

- i) To create an environment in which education can serve the objectives of women's equality.
- ii) To enhance the self-image and self-confidence of women and thereby enabling them to recognize their contribution to the economy as producers and workers, reinforcing their need for participating in educational programmes.
- iii) To create an environment where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society.
- iv) To set in motion circumstances for larger participation of women and girls in formal and non-formal education programmes.
- v) To provide women and adolescent girls with the necessary support structures and an informal learning environment to create opportunities for education.
- vi) To enable Mahila Sanghas to actively assist and monitor educational activities in the villages – including elementary schools, AE, EGS/AIE Centres and other facilities for continuing education.
- vii) To establish a decentralized and participative mode of management, with the decision making powers devolved to the district level and to Mahila Sanghas which in turn will provide the necessary conditions for effective participation.

### **2.4 COVERAGE:**

The programme is at present being implemented in 21707 villages in 83 districts of Uttar Pradesh, Uttarakhand, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Assam and Jharkhand. During the 11<sup>th</sup> Plan expansion would be done in 58 –60 new districts, in

identified educationally backward blocks. An educationally backward block would be a block with rural female literacy rate lower than 30%. Among these blocks, the expansion of the MS programme should be prioritized in areas with concentration of Tribal, SC and Minority population. Lists of blocks below 30% rural female literacy and with more than 20% population of tribals/SC/minority/OBC be drawn up by State MS programmes based on 2001 Census data, for purposes of expansion of the programme.

## **2.5 Experience of the Programme**

**2.5.1** The programme is a unique one which focuses on the education of women, who have been left out of the education system. The experience of the programme in different regional contexts, has validated the MS approach as an effective means to mobilise and organise women, and in enabling them to take charge of their lives and those of their daughters/children. This has resulted in many other sectoral programmes seeking to link with MS or adopt/adapt MS strategies.

**2.5.2** The effects of this approach are visible in MS areas and can be seen in the initiatives taken by Sanghas in all the States to address issues/problems ranging from:

- ensuring educational opportunities for their children especially girls.
- seeking and obtaining literacy and numeracy skills for themselves and their daughters.
- articulating their concerns and tackling social issues like violence against women, child marriage, devadasi, dowry etc.
- entering the political sphere and participation in political activities.
- gaining control over health and nutrition.
- actively accessing and controlling resources.
- improving civic amenities.
- meeting daily minimum needs.

**2.5.3** The outcomes of this empowering educational process of enabling women to question, conceptualise, seek answers and to collectively act to redress problems have been many:-

- a demand for literacy has been generated
- recognition and visibility within the family, community and block levels has increased -- leadership qualities have been developed and a cadre of village level organisers and activists are emerging
- the strength and ability to demand accountability of government delivery systems has been demonstrated

- participation in Panchayati Raj bodies has increased
- and an awareness of the need to struggle for a gender just society is being strengthened.
- Education environment at the village level, running MSKs, AIE centres, enrollment drives, managing KGBVs, MDM, partnering in PTAs/VECs/NPEGEL/PRIs. (Sanghas, Federations)

### **3 PROGRAMME COMPONENT**

#### **3.1 THE SANGHA**

**3.1.1.** *Mahila Sangha* is the nodal point of *Mahila Samakhya* and all activities are planned around the *Sangha*. The Sangha processes are facilitated by a Sahayogini and thereby a core cadre of women leaders at village level is developed.

**3.1.2.** The *Mahila Sangha* provides the space where women can meet, be together, and begin the process of reflecting, asking questions, speaking fearlessly, thinking, analysing and above all feeling confident to articulate their needs through this collective action. Where possible, they can try and seek solutions to their problems such as education, fuel, fodder, drinking water - by initiating action and interacting with the block and district administration.

**3.1.3.** MS envisages that as Sanghas (formed in each village) mature, they would come together as federations at the block levels. These federations, it is anticipated, would provide the solidarity for the Sanghas to work together on social issues, ensuring a learning environment and at the same time respond to the ever-changing socio-political environment.

**3.1.4.** Funds for educational activities, creative early childhood care and education centres for children and support services, where necessary, are channelled through the Mahila Sangha / Federation. This ensures direct accountability of these activities to the women members and would encourage women to monitor and take an active interest.

**3.1.5.** To support the Sangha and Federation, a small fund is earmarked as a one time grant, provided annually for a period of 3 years. These funds are deposited in the name of the Mahila Sangha / Federation, to be used collectively for common and agreed purposes.

**3.1.6.** The long-term vision of MS envisages the development of strong, vibrant sanghas with a capacity for autonomous functioning. In such areas, the federations, through Sanghas, will also be used to expand the MS programme, to other areas by mobilizing new Sanghas, and in spreading MS learnings. In such areas, the Mahila Samakhya Society of the State will no longer be directly involved in programme implementation at the village level on a continuous basis and will provide resource support where necessary.

**3.1.7.** The programme envisages support and facilitation of sanghas directly through Sahayoginis for a period of 3 years. At the end of this period it is anticipated that sanghas would be federated. The facilitation of the sanghas / Federations empowerment processes would be undertaken through block level structures namely the JRPs and CRPs.

**3.1.8.** In order to achieve a “critical mass” in the district it is anticipated that in the 11th plan period, the programme would cover at least 250 villages in a district, i.e. there would be around 250 *Sanghas* in each district to be covered through direct intervention of programme personnel. Expansion to more villages in the district would be undertaken either through direct implementation or through the stronger federations. In new districts, the programme would initially start in 100 villages and expand to cover at least 250 villages in the next five years.

## **3.2. THE SAHAYOGINI**

**3.2.1.** A Sahayogini is the motivator, facilitator, supporter, and guide for ten villages. The initial catalytic function of mobilising and organising women into *Sanghas*, is done by the Sahayoginis. She is the key link between the 10 villages and the other supportive structures.

**3.2.2.** As the *Sahayogini* herself gains experience, her contribution to programme planning and implementation, training and co-ordination of activities with the district unit are more significant. In older areas, where the *Sanghas* are strong and can function autonomously, the role of the *Sahyoginis* has changed and they have become specialists and facilitators, from being mobilisers, providing issue based knowledge inputs, informed by a class and gender perspective. In such areas, the *Sahyoginis* will be withdrawn in a phased manner, and federations and stronger *Sanghas* will take over many of the functions that had been played by the *Sahayogini*. *It is expected that Sahayoginis will be phased out of villages where the programme has been implemented for 3 years or more and will be replaced by CRPs.*

## **3.3. THE FEDERATION**

**3.3.1.** Federations of Mahila *Sanghas* (*Mahasanghas*) have been formed in older MS districts (where the programme has been operational for 3 or more years) during the 10th Plan period. These would also be the forums for providing the strength for collective reflection and action by *Sangha* women. These federations would play a key role in sustaining and nurturing women’s empowerment processes at the field level. As the stronger *Sanghas* become more autonomous in their functioning, it is envisaged that they would federate, and that these federations will take on the role of coordination, as well as monitoring and management of structures like the *Mahila Shikshan Kendras*, *naari adalats*, health centres, etc. These federations are the “exit strategy” for the programme in older areas.

**3.3.2.** Funds for educational activities and mobilization can, where necessary, be channeled to the *Sanghas* / Federations.

## **3.4 EDUCATIONAL INTERVENTIONS**

**3.4.1** MS addresses itself to enabling a greater access to education for women, adolescent girls, generating a demand for education and to build capacities and strengthen women’s abilities to effectively participate in village level educational processes. The Mahila *Sanghas* and Federations will be enabled to play a proactive role to secure education for children especially girls; to be active members in village education committees, PTAs/MTAs and to



take the lead in ensuring a better and responsive educational environment and opportunity at the village level.

**3.4.2** MS facilitates effective accessing of educational facilities; forge links between teachers (particularly women teachers) and the Mahila Sanghas/Federations; provide specialised inputs for vocational and skill development where necessary and addresses itself, especially to the educational needs of girls, adolescents in particular.

**3.4.3** Innovative educational interventions are encouraged to enable women and communities to become equal partners and take charge of educational processes. At the same time, MS endeavors to develop a gender sensitive pedagogy and learning materials, and other educational processes which could impact mainstream educational practice.

**3.4.4** The programme will address itself to the need for continuing education of women and adolescent girls in areas where it is withdrawing. The programme will also provide necessary support to other educational programmes to disseminate and propagate the MS experience in providing gender sensitive education.

**3.4.5** Mahila Shikshana Kendras have been designed to create a pool of aware, educated and trained women who could play an effective role in development of educational activities at the village level. These *kendras* provide condensed, quality and gender sensitive education to adolescent girls who have never gone to school, school drop-outs, and adult women.

### **3.5 SUPPORT AND CONVERGENT SERVICES**

**3.5.1** Mahila Samakhya as a programme is not involved in the delivery of services and resources. As the *Mahila Sanghas/Federations* seek alternatives and solutions to problems of access to services and resources, the programme assists and enables the *Mahila Sanghas* to effectively access, harness and utilise resources available at village, block and district levels, specially government sponsored programmes for women like, Sarva Shiksha Abhiyan, Integrated Child Development Services, Continuing Education Centres of Adult Education Programme, Rashtriya Mahila Kosh, NREGA, RTI Act, DV Act, NRHM including other programmes co-ordinated by Departments of Education, Rural Development, Health & Family Welfare and Women and Child Development.

**3.5.2** To sustain such access, a functional convergence at village and other levels will be facilitated by forging links between MS, Mahila Sanghas/Federations and government, grassroots level women workers, other development programmes, and women's groups, etc.

### **3.6 TRAINING**

**3.6.1** Training provides the crucial vehicle for taking forward the MS processes, and for building and strengthening the values and vision of the programme. Training in MS is viewed as an ongoing activity rather than as a series of one-time events. Each training programme, either for the project functionaries or *Sangha* women, is itself a microcosm of the philosophy of the project. Traditional divides between trainer and learners are

systematically broken down, both engaging in a learning process. Training is experimental and the starting point is an acknowledgement of the experiences, strengths and potential of each individual. Experiences and insights gained in the implementation process feed back into subsequent training.

**3.6.2** In the environment of mutual support and trust created in the training interactions, women learn to take decisions, assume leadership and evolve collective strategies to change their own destinies. Training is done at several levels; to develop a gender perspective, sharpen the conceptual understanding of the programme philosophy and strategies, develop a critical faculty to respond flexibly to *Sangha* needs, enhance specific skills like communication, process documentation, book keeping, accountancy, management and basic literacy. It is also done to develop specialised understanding in sectors like health, resource management, legal literacy, appropriate technology and non-traditional skills among many others.

**3.6.3** As the programme has gained in strength and experience, a pool of trainers and resource persons have emerged from within the programme. The involvement of *Sangha* women and MS personnel as trainers to other programmes has become a vehicle for dissemination of the MS perspective, strategies and resource support for other sectors.

### **3.7 DOCUMENTATION**

**3.7.1** Systematic documentation forms the basis for reflecting upon and consolidating the field experiences which in turn inform programme interventions and strategies. As the programme expands, documentation at various levels informs capacity building in newer areas. The demand to learn from the MS experience in mobilising and organising rural women has also been on the increase.

**3.7.2** To concretise the MS experience and meet these varied demands, Resource Centres in MS States and resource groups in districts are the educational resource units which will collate, develop and disseminate gender sensitive strategies, information and pedagogy useful for women's education and empowerment; prepare directories of available resource institutions/people/material; provide translations to reduce time lags in information flows to the field; and engage in and initiate research on issues relating to women's development and empowerment. These Resource Centres will network with women's organizations/research bodies/voluntary and government organisations. These resource centers will also be the medium for providing information and technical support to the federations in older areas as MS withdraws from implementation in such areas.

### **3.8 MONITORING AND EVALUATION**

**3.8.1** Monitoring and evaluation are integral and essential to the programmes' processes. The extent to which the programme has developed viz., the basic objectives of the programme and status of group formation is assessed through collective reflections and participative evaluation processes. In addition, evaluation of programme implementation/thematic areas would be done through periodic State and national evaluations. Joint

evaluations with funding agencies will also be undertaken against a mutually agreed “Results Framework”.

### **3.9 PROJECT MANAGEMENT**

**3.9.1** MS management structures have been designed to facilitate the project objectives of flexibility, participative and decentralised modes of functioning and programme implementation; and ensuring financial accountability in the organisation.

### **4.1 NATIONAL RESOURCE GROUP (NRG)**

**4.1.1** A National Resource Group has been constituted by the Department of Elementary Education and Literacy, Ministry of Human Resource Development to advise and to guide the programme. The NRG provides a crucial interface for MS with the voluntary sector, the women’s movement and research and training institutions. This body discusses and debates the various conceptual issues and concerns, which arise in the programme; advise on how to evaluate the programme, and also advises GOI on policy matters concerning women’s education.

**4.1.2** The Ministry of Education, Government of India, nominates members to the NRG. Every two years the NRG is reconstituted. To ensure a national representation, members from various parts of the country are nominated thereby bringing in viewpoints and experiences from different regional and social contexts. Women who have achieved eminence in the fields of education, health, rural development, journalism, research on gender issues, activism, training have been and are members of the NRG. In addition there are also members from the Central Government departments like Education and Women & Child development. All State Programme Directors of MS are also members. State Education Secretaries, who are Chairpersons of State MS Societies also participate in the NRG deliberations as special invitees.

**4.1.3** This mixed membership enables free and frank exchange of ideas and debate between the government, the non-governmental sector and the implementors of the programme.

### **4.2 DEFINING THE ROLE OF THE NRG**

**4.2.1** Unlike the Executive Committees and General Councils which oversee the running of the MS programme in a given state, the National Resource Group plays an advisory role. It is not directly concerned with the nitty gritty details of programme implementation. Its focus is to look at larger programme processes, interventions, directions and trends. The role of the NRG is :

- (i) to advise and guide GOI in policy matters concerning women's education; and the future role of MS strategy in larger educational intervention.
- (ii) to safeguard the non-negotiables of MS and ensure they are treated as such at all levels.
- (iii) to plan the future expansion of the programme and contain it to an optimum size.
- (iv) to discuss and debate issues, concerns and concepts that arise from the field and evolve strategies.
- (v) to participate in internal evaluations/reviews in order to be in tune with the emerging needs of the programme.
- (vi) to draw upon the experience and knowledge of similar intervention by different groups/individuals in the field of research and action.
- (vii) to devise mechanisms to safeguard the national character of the programme as members of the State ECs.

## **5.1 NATIONAL PROJECT OFFICE**

**5.1.1** The National Project Office consisting of a National Project Director, consultants and support staff, functions as the coordinating body of the project in the Department of School Education and Literacy, MHRD. It provides the secretariat for MS; looks after finance, administration and monitoring of the programme; co-ordinates with State Programmes for effective implementation of Mahila Samakhya, liaises with international funding agencies and State Governments; facilitates evaluations, and helps integrate the MS approach with larger educational/women's development programme initiatives.

**5.1.2** Under the National Office provision for "Grants to NGOs & Institutions", the Department of School Education & Literacy could meet the requirement of a National Resource Centre for Mahila Samakhya and girls education to coordinate efforts of the State Resource Centres and to provide greater technical support to collate, develop and disseminate gender sensitive strategies, information and pedagogy useful for women's education and empowerment; engage in and initiate research on issues relating to women's education and development and empowerment, network with national level women's organizations/research bodies/voluntary and government organizations. This will also help newer States to start and consolidate MS programmes.

**5.1.3** As the programme expands, to new districts and States, the need for providing training on ongoing basis to programme functionaries, is becoming critical to the programme. This is becoming critical in older States as well, with a high turnover in staff. The centre will be crucial in providing these training inputs. The centre will provide resource support to the Programme through training inputs to the programme, networking, research, evaluation documentation, promotion of inter-State sharing etc. and for the purpose will draw upon a wide network of Government and non-Government persons and organizations.

**5.1.4** This will also be the forum to provide gender inputs to the education Department and other educational programmes as well as disseminate the MS experience to other Departments.

**5.1.5** The services of such a Centre could be utilized from one or more existing organizations for the purpose. Necessary funds & equipment can be released for this purpose from the MS national budget. Funds for the Resource Centre will be available from the schemes of National Programme for the Education of Girls at the Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalyaya (KGBV) as well.

## **6 STATE STRUCTURE**

### **6.1 STATE PROGRAMMES**

**6.1.1** In States, MS is implemented through an autonomous registered MS Society. This is the apex body which receives grants directly from the Central Government and is responsible for project implementation. It is proposed to continue this funding mechanism during this period. The State Education Secretary is the chairperson of the Executive Committee, which is an empowered body that takes care of all programmatic, administrative and financial decisions, including an in-depth examination of specific innovations.

**6.1.2** A full time State Programme Director (SPD) is the member secretary of the Executive Committee and has overall responsibility for financial management, administration, programme planning and implementation. The SPD steers the programme towards its objectives and ensures that all interventions/activities are in consonance with the values and spirit of the programme.

**6.1.3** The State Project Office provides administrative support, resource and training inputs to the programme and for the purpose draws upon a network of Government and non-government organisations. The Associate Project Director supports the SPD in all programmatic and administrative matters. The Resource Persons and Consultants anchor the programmatic interventions and also play a key role in monitoring and review of the programme. As far as possible secretarial, audit, accounting and transport services can be outsourced by State and district MS offices.

### **6.2 DISTRICT IMPLEMENTATION UNIT**

**6.2.1** The District Implementation Unit, which is a branch of the State society, administers the project at the district level. It consists of a District Programme Co-ordinator, Resource persons and supporting staff. This Unit co-ordinates and supervises all aspects of the programme at the district level, and provides resource and training support. It also networks with the local administration, other institutions and NGOs in the district. The DIU should preferably be located in the block where MS activities are on rather than at the district headquarters. The location of the District Office will be decided based on local requirements/needs

**6.2.2** In older districts, where the programme is moving towards autonomous Sanghas and federations, the DIU shall be withdrawn in a phased manner, and the federations will take over many of the functions that had been played by the DIU. The programme here will provide training and capacity building support to the federations through resource groups.

### **6.3 BLOCK LEVEL UNIT**

**6.3.1** The 9th Plan had approved the setting up of block level units in areas where the *Mahila Sanghas* are strong and resource support could be provided to a network of *Sanghas* or federations, as a step to bringing the programme closer to its long term objectives of devolving decision making and programme initiatives to the *Sangha* level. Such block units (on an average for 50 villages) have been set up in older areas where the *Mahila Sanghas* are strong. These block units consist of a junior resource person for 50 villages with two cluster resource persons for 25 villages each.

As the programme in newer districts matures, block level units will be set up in a phased manner as Sahyoginis are phased out of that area.

### **7.1 EVALUATIONS**

7.1.1 Monitoring & evaluation are integral and essential to the MS programmes processes. The extent to which the Programme has developed viz. the basic objectives of the programme, status of group formation, emerging impact is assessed through collective reflections and participative evaluation processes. Concurrent and external evaluations on programme implementation and thematic areas have been built into the programme to enable mid-course remedial action to inform future planning. Evaluations in MS have been of two kinds. Each State Society undertakes periodic evaluations of both programme as well as personnel performance. Performance appraisal will form the basis for continuity of all programme and administrative personnel.

7.1.2 External evaluation including National evaluations are conducted at the National level with guidance of the NRG from time to time. A baseline survey would be undertaken at the beginning of the XI Plan in all MS programme areas, followed by an evaluation at the end of the XI Plan period.

7.1.3 MS will track changes in its impact and outcome on a “Results Framework” developed for the XIth Plan period.

7.1.4 Financial Pattern: The guidelines for the financial pattern for MS during the XI Plan period as well as cost estimates for national, state, district, block levels and unit costs for key MS interventions are placed at Annexure-IV (a to k)

**CONDITIONS FOR PERIOD FROM 1.1.2008 TO 31.12.2012**

**The Mahila Samakhya project is continued in the period subject to the following conditions:**

- i. Personnel for this programme will be selected with special care in order to ensure a high degree of commitment towards the objectives of the project. As far as possible all personnel will be women. A nominee of GOI and a representative of the National Resource Group (NRG) will be members of Selection Committees constituted for the appointment of all State and District level Programme staff, namely State Programme Director, Associate Programme Director, Consultants, District Coordinators and Resource persons. It will be mandatory to accept the advice of these committees unless concurrence of GOI is obtained. Concurrence of GOI will be necessary for the appointment, continuance and removal of the State Programme Director.
- ii. Special sub-committees have to be constituted in the Mahila Samakhya Societies to take decisions regarding engagement of short –term consultants, payment of fees and honorarium for specific tasks, selection of voluntary agencies to be involved in any activity or component, pattern of expenditure for innovations especially in the educational component, trainings, workshops, melas etc. A nominee of GOI and a representative of the NRG will be members of these sub committees.
- iii. Savings from one item could be utilised for another item, without however increasing the number of posts indicated in the scheme. These reallocations should be specifically reported along with justification thereof, while sending quarterly reports of progress and utilisation of funds.
- iv. The Executive Committee is fully empowered to approve estimates for innovative educational programmes with respect to Adult Literacy for women, EGS, ECCE centres etc. However, if the MSS wish to follow approved patterns of GOI for the above, it may be noted that as and when the financial patterns are revised by GOI, it will be automatically applicable to Mahila Samakhya.
- v. In order to ensure uniformity of project implementation structure in all the State Mahila Samakhya Societies (MSS), the delegation of Financial Powers already communicated for the VIII Plan period as amended from time to time will be adopted.
- vi. The advice of GOI on all matters regarding the State Society will be final and binding.

- vii. The Executive Committees should be constituted fully and should meet every quarter (four meetings a year). The composition of the EC is attached at Annexure-III. Permission to incur expenditure and carry forward unspent funds from one financial year to another will be subject to adherence to the above. Agenda along with the Agenda Notes must be circulated at least ten working days in advance to enable the GOI nominee to obtain necessary approvals.
- viii. Six-monthly progress reports and expenditure statements, annual audited statement of accounts, utilisation certificate and an Annual Report with audited statement (Duly printed 75 copies each in Hindi and English for tabling before parliament) must be furnished by September 30 of each year.
- ix. Copies of all the publications and educational material developed in the project and other printed matter may be made available to the National Project Office.
- x. Annual Internal Reviews will be facilitated by the National Project Office in coordination with the office of the State Programme Director. A panel of experts will be constituted for this purpose. The report of the Annual Review will be tabled before the National Resource Group. This panel will have access to all records – programmatic and financial.
- xi. There will be no rush to achieve numerical targets in the MS programme. However, a process oriented programme like Mahila Samkhya will evolve the appropriate empowerment indicators to track progress towards stated programme objectives.
- xii. As the project is steered toward its objectives, guidance will be sought not from targets but from certain inviolable principles – “Non- negotiables”, which have to be kept in mind at all stages of implementation.



**Annexure-II (a)**

**Projected Expansion of MS programme: Coverage of Districts.**

<b>State</b>	<b>Existing Coverage</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
AP	12	12	14	14	14	14
Assam	9	9	10	11	11	12
Bihar	14	14	14	18	18	22
Gujarat	7	7	9	9	11	11
Jharkhand	5	5	9	11	11	11
Karnataka	12	12	14	15	15	18
Kerala	2	2	3	3	3	3
UP	16	16	16	20	20	24
Uttarakhand	6	6	6	6	8	8
MP	-	5	5	5	9	9
Chhattisgarh	-	5	5	5	9	9
<b>Total</b>	<b>83</b>	<b>93</b>	<b>105</b>	<b>117</b>	<b>129</b>	<b>141</b>

**Annexure-II(b)****MAHILA SAMAKHYA EXISTING DISTRICTS**

<b>Sl. No</b>	<b>Name of MS State</b>		<b>Name of MS District</b>	<b>Name of Blocks</b>
1.	<b>Assam</b>	1	Darrang	Dalgaonsialmari, Kolaigaon, Pachim Mangaldai, Pub Mangaldai, Sipajhar
		2	Dhubri	Bilashipara, Birsing jarua, Devitola, Dharmshala, Mahamaya, Rupsi
		3	Morigaon	Bhurbandha, Kapili, Laharighat, Mayaong
		4	Goalpara	Balizana, Kharmuja, Kochdhuwa, Lakhipur, Matia
		5	Sonitpur	Balipara, Borchola, Dhekiajuli, Naduar
		6	Nagaon	Barajpujia, Borhampur, Batadrava, Kathiatoli, Raha
		7	Dhemaji	Sisiborgaon, Murkokselek
		8	Tinsukia	Itakhuli, Hapjan, Guijan
		9	Udalguri	Khoirabari, Bhergaon, Kolaigaon
2.	<b>Andhra Pradesh</b>	1	Medak	Regode, Alladurg, Shankarampet, Tekmal, Papannapet, Kalhere, Narayankhed
		2	Mahabubnagar	Narva, Maganoor, Koilakonda, Devarakadra, Hanwada
		3	Karimnagar	Husnabad, Bejjanki, Ellantakunta, Gandadhara, Saidapur, Koheda, Chigurumamidi
		4	Nizamabad	Gandari, Yellareddy, Nagireddypet, Nizamsagar, Pitlam, Machareddy, Sadhashivnagar
		5	Adilabad	Jainoor, Sirpur (U), Kerameri, Asifabad, Vankhidi, Bhimni, Nennel
		6	Warangal	Chityal, Mogullapalli, Nekkonda, Guduru, Nellikuduru, Kuravi
		7	Nalgonda	Kanagal, Nampalli, Gurrampodu, Peddaura, Marriguda
		8	Vizianagaram	Gurla, Nellimarla, Ganapathinagaram, Dattirajeru, Mentada

		9	Srikakulam	Ranasthalam, Laveru, Gara, G. Sigadam,
		10	Prakasam	Donakonda, Kurichedu, Peddaraveedu, Markapuram (Rural), Tripurantakam
		11	Ananthapur	Gooty, Vidapanakal, Guntakal, Peddavadugur
		12	Kurnool	Yemmiganur, Pedda Kadubur, Nandavarm, Gonegandla, Kosigi
3.	<b>Bihar</b>	1	Sitamarhi	Parihar, Bairgania, Belsand, Nanpur, Pupri, Dumra, Runi Saidpur, Parsauni, Riga, Sonbarsa, Bathnaha
		2	Sheohar	Sheohar, Piprahi, Taryani, Dumari, Katsarai, Purnahiya
		3	West Champaran	Chanpatia, Mainatanr, Sikta, Majhauria, Lauriya, Bhitaha
		4	Rohtas	Shivsagar, Sasaram, Chenari, Nauhatta
		5	Muzaffarpur	Aurai, Bochahan, Gaghat, Kurhani, Mushahari, Bandra
		6	Gaya	Aamas, Dobhi, Banke Bazar, Mohanpur
		7	Bhojpur	Udawan Nagar, Behea, Sahar
		8	Darbhanga	Darbhanga, Jale, Kusheshwar asthan purbi
		9	Kaimur	Kundra, Adhaura, Bhagwanpur
		10	Vaishali	Goraul
		11	Khishangang	Potiyani, Dighalbank, Terhagacchi
		12	Supaul	Saraigarh, Kishanpur, Supaul, Pipra, Chhatapur
		13	Jamui	Sono
		14	Banka	Katoriya, Chandan
4.	<b>Gujarat</b>	1	Sabarkantha	Khedbrahma, Idar, Meghraj, Bhiloda, Vijaynagar
		2	Rajkot	Vankaner, Jetpur, Jasdan, Jam Kandorna, Lodhika, Paddhari, Morbi, Malia, Kotda Sangani, Upleta
		3	Vadodara	Sankheda, Dabhoi, Chhota Udepur,

				Pavi Jetpur, Naswadi, Kawat, Vaghodia
		4	Banaskantha	Deesa, Dantiwada, kankrej, Tharad, Dhanera
		5	Panchmahal	Ghoghamba, Halol, Kalol, Jambhughoda, Morva Hadaf, Godhara
		6	Surendra Nagar	Sayla, Muli, Chhotila
		7	Dang	Ahwa
5.	<b>Jharkhand</b>	1	Ranchi	Mandar, Chanho, Burhmu, Murhu, Arki, Ranchi Sadar, Bero, Ratu, Khutni, Topra
		2	Chatra	Simaria, Chatra, Lavalong, Itkhor, Gidhour, Pathalgara, Tandava, Hunterganj
		3	East Singhbhum	Patmada, Dumaria, Dhalbhumgarh, Potka, Chakulia, Bahragora, Musabani Ghatsila, Jamshedpur
		4	West Singhbhum	Rajnagar, Tantnagar, Manjhari, Kumardungi,
		5	Saraikela	Saraikela
6.	<b>Karnataka</b>	1	Bagalkote	Bagalkote, Mudhol, Hunagund, Bilagi
		2	Bellary	Bellary, Hoovina Hadagali, Hagribommanahalli, Kudligi, Sandoor,
		3	Bidar	Bidar, Aurad, Bhalki, Humnabad, Basavakalyan
		4	Bijapur	Bijapur, Indi, Sindagi, Basavana Bagewadi, Muddebihal
		5	Chamarajnar	Chamarajnar, Yelandur, Gundlu Pet
		6	Gulbarga	Gulbarga, Aland, Chittapur, Chincholi, Afzalpur, Jewargi
		7	Koppal	Koppal, Kustagi, Yelbarga, Gangavathi
		8	Mysore	Mysore, H.D. Kote, Nanjangud, Hunsur, K.R. Nagar
		9	Raichur	Raichur, Manvi, Deodurga, Lingasur,
		10	Gadag	Ron, Mundargi,
		11	Kolar	Bagapalli, Gudibande/Chintamani

		12	Belgaum	Ramdurga, Saudatti (Parasagad)
7.	<b>Kerala</b>	1	Thiruvananthapuram	Thiruvananthapuram, Chirayinkil
		2	Idukki	Adimali, Devikulam
8.	<b>Uttar Pradesh</b>	1	Varanasi	Sewapuri, Chakia, Niyamtabad, Badagon,
		2	Saharanpur	Nagal, Rampur M., Baliyakhedi, Muzaffarabad, Deoband,
		3	Chitrakoot	Chitrakoot, Pahari, Ramnagar, Mau
		4	Allahabad	Shankargarh, Jasara, Kuraun, Kaundhiyara
		5	Sitapur	Misrikh, Pisawan, Persandi,
		6	Auraiya	Auraiya, Sahar, Bhagyanagar, Bidhhuna
		7	Gorakhpur	Bhathat, Piparaich, Brahmpur, Khorabar
		8	Mau	Kopaganj, Badrao, Ratanpura
		9	Pratapgarh	Kalakankar, Babaganj, Mandhata, Vihar
		10	Jaunpur	Machali Sahar, Badshahpur, Barasathi, Karanjkala
		11	Mathura	Chata, Farah, Nandaon, Baldev
		12	Muzaffarnagar	Oon, Jaansath, Purkaji, Morna, Charthawal
		13	Bahraich	Balha, Shivpur,
		14	Bulandshahar	Jahangirabad,
		15	Srawasti	Sirsiya
		16	Balrampur	Balrampur
9.	<b>Uttarakhand</b>	1	Tehri Garhwal	Thauldhar, Jaunpur,
		2	Nainital	Betalghat, Okhalkanda, Dhari, Ramgarh
		3	Pauri Garhwal	Dwarikhal, Yamkeshwar, Dugadda, Thalisan, Biron Khal
		4	Uttarkashi	Mori, Purola, Naugaon
		5	Champawat	Pati, Barakot,
		6	Udham Singh Nagar	Khatima, Sitarganj

**ANNEXURE-III**

**EXECUTIVE COMMITTEE COMPOSITION**

<b>Chairperson</b>	:	State Education Secretary
<b>Member Secretary</b>	:	State Programme Director
<b>Members</b>	:	District Programme Coordinators (MS Districts)
<b>Department of Education (GOI) nominees</b>	:	<b>Three</b> - (i) National Project Director (MS) (ii) One GOI Nominee (iii) One nominee of FA (HRD)
Department of Education – State Government nominees	:	2
Nominees of NRG	:	2
Representative State Department of Women & Child	:	1
Representative State Rural Development Department	:	1
Representative State Finance Department	:	1
DRG nominees	:	1 from each MS district
Nominees of the State Education Department (from among eminent educationists, women activists and or eminent person	:	2
Nominees of GOI in the above category	:	1
Representative of Sahayoginis – 2 (on rotation basis)	:	

**NOTE: The Executive Committee meets four times a year and is empowered to take all administrative and financial decisions subject to conditions in Annexure-I.**

**FINANCIAL PATTERN:**

**Notes Regarding Financial pattern and use of funds:**

1. The honoraria are broad indications of expected average. Consolidated honoraria on contractual basis for specified periods as approved by the Executive Committee of Mahila Samakhya Societies will be applicable.
2. Personnel for this programme would be selected with special care in order to ensure a high degree of commitment towards the objectives of the project. As far as possible all personnel would be women. Approval of GOI will be necessary for the appointment, continuance and termination of the services of the State Programme Director.
3. Special Sub-Committees have been set up in the Mahila Samakhya Societies and in the Department of School Education & Literacy, Government of India to take decisions regarding engagement of Consultants, Resource Persons, payment of fee/honorarium for specific tasks, selection of voluntary agencies to be involved, pattern of expenditure for training, workshops, seminars etc.
4. Savings under one item would be utilised for another item, without however, increasing the number of posts indicated in the scheme. These reallocations should be specifically reported, along with justifications thereof, while sending quarterly reports of progress of implementation and utilisation of funds to GOI. Utmost economy will be observed in regard to posts.
5. In the National Office, posts of Consultants will be filled in accordance with approved procedures.
6. Approximate estimation have been given in respect of vocational courses. Appropriate alterations may be made on the basis of precise needs and the nature of activity.
7. The Executive Committee is empowered to approve the budget estimates for innovative educational programmes with respect to Adult Literacy for women, Education Guarantee Scheme for children under SSA – especially girls, ECCE centres etc.
8. There will be no rush to achieve numerical targets in the MS programme. However, a process oriented programme like Mahila Samkhya will evolve the appropriate empowerment indicators to track progress towards stated programme objectives
9. The States and districts for the expansion of he programme are based on the educationally backward blocks according to the 2001 Census. (An educationally backward block is one where the rural female literacy rate is lower than the national average and the gender gap in literacy is higher than the national average)

10. Unit costs for AE, EGS, are as per the approved pattern of Department of School Education & Literacy, Ministry of Human Resource Development. If the patterns are revised by the Department of School Education & Literacy, MHRD; the patterns will be automatically applicable to Mahila Samakhya.
11. On the issue of payment of EPF contribution for MS personnel, M/o Labour has clarified that since the MS programme is wholly financed by Central Government, it is considered to be excluded from the purview of the EPF Act & this should be clearly enunciated in the contract of all functionaries.
12. Vehicles will not be purchased from MS funds, where required hiring of vehicles will be undertaken.
13. To the extent possible, services for accounts, auditing, secretarial and transport services should be outsourced and budgets provided for these purposes be utilized for utilization of services rather than for engagement of personnel.



**FINANCIAL OVER VIEW**

Annexure-IV(b)

(Rs. in lakhs)

<b>ITEM EXPENDITURE</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>TOTAL</b>
<b>NATIONAL</b>						
MANAGEMENT COST	31.00	31.00	32.50	32.50	33.30	160.30
PROGRAMME COST	124.15	121.40	127.80	137.05	146.35	656.75
	<b>155.15</b>	<b>152.40</b>	<b>160.30</b>	<b>169.55</b>	<b>179.65</b>	<b>817.05</b>
<b>STATE</b>						
MANAGEMENT COST	386.82	434.98	470.93	459.10	494.77	2246.60
PROGRAMME COST	632.18	710.58	789.06	794.37	871.15	3797.34
	<b>1019.00</b>	<b>1145.56</b>	<b>1259.99</b>	<b>1253.47</b>	<b>1365.92</b>	<b>6043.94</b>
<b>OLD DISTRICTS</b>						
MANAGEMENT COST	580.71	652.65	655.60	678.04	721.46	3288.46
PROGRAMME COST	1242.03	1396.66	1360.39	1350.34	1463.63	6813.05
	<b>1822.74</b>	<b>2049.31</b>	<b>2015.99</b>	<b>2028.38</b>	<b>2185.09</b>	<b>10101.51</b>
<b>NEW DISTRICTS</b>						
MANAGEMENT COST	145.66	163.80	231.03	516.16	561.19	1617.84
PROGRAMME COST	249.57	280.64	524.16	624.96	700.77	2380.10
	<b>395.23</b>	<b>444.44</b>	<b>755.19</b>	<b>1141.12</b>	<b>1261.96</b>	<b>3997.94</b>
<b>TOTAL</b>	<b>3392.12</b>	<b>3791.71</b>	<b>4191.47</b>	<b>4592.52</b>	<b>4992.62</b>	<b>20960.44</b>

## Annexure-IV (c)

## NATIONAL PROJECT OFFICE

(Rs.in lakhs)

S.No.	Item of Expenditure	2007-08	2008-09	2009-10	2010-11	2011-12	Total
<b>A.</b>	<b>MANAGEMENT COST</b>						
<b>I.</b>	<b>Honorarium</b>						
i)	NPD	5.00	5.00	5.20	5.20	5.40	25.80
ii)	Consultant (24WM)	6.00	6.00	6.20	6.20	6.40	30.80
iii)	Desk Officer	4.00	4.00	4.20	4.20	4.40	20.80
v)	Assistant	2.20	2.20	2.40	2.40	2.60	11.80
vi)	UDC	1.80	1.80	2.00	2.00	2.00	9.60
vii)	Stenographer (2)	4.40	4.40	4.60	4.60	4.60	22.60
viii)	Peon (2)	2.70	2.70	3.00	3.00	3.00	14.40
	<b>TOTAL HONORARIUM</b>	<b>26.10</b>	<b>26.10</b>	<b>27.60</b>	<b>27.60</b>	<b>28.40</b>	<b>135.80</b>
<b>II.</b>	<b>OFFICE EXPENCES</b>						
i)	Vehicle fuel & maintence/hire	0.70	0.70	0.70	0.70	0.70	3.50
ii)	Telephone, stationary	1.50	1.50	1.50	1.50	1.50	7.50
iii)	Office equipment (NR)	2.00	2.00	2.00	2.00	2.00	10.00
iv)	Contingencies	0.70	0.70	0.70	0.70	0.70	3.50
	<b>TOTAL OFFICE EXPENSES</b>	<b>4.90</b>	<b>4.90</b>	<b>4.90</b>	<b>4.90</b>	<b>4.90</b>	<b>24.50</b>
	<b>TOTAL MANAGEMENT COST</b>	<b>31.00</b>	<b>31.00</b>	<b>32.50</b>	<b>32.50</b>	<b>33.30</b>	<b>160.30</b>
<b>B.</b>	<b>PROGRAMME ACTIVITIES</b>						
<b>III.</b>	<b>MEETINGS &amp; WORKSHOPS etc.</b>						
i)	TA/DA for meetings & staff	4.00	4.00	4.00	4.00	4.00	20.00
ii)	NRG/resource groups meeting	5.00	5.25	5.25	5.50	5.50	26.50
iii)	Documentation & Publication	6.00	6.00	6.00	6.00	6.00	30.00
iv)	Research & Evaluation	6.00	6.00	6.20	6.20	6.40	30.80
v)	Fees & honorarium	3.15	3.15	3.15	3.15	3.15	15.75
vi)	Library, web site etc.	3.00	3.00	3.00	3.00	3.00	15.00
vii)	Training & Training material development	7.00	7.00	7.00	7.00	7.00	35.00
viii)	Workshops, seminars & consultancies	7.00	7.00	7.00	8.00	8.00	37.00
ix)	Appraisal	3.00	3.00	3.20	3.20	3.30	15.70
	<b>TOTAL</b>	<b>44.15</b>	<b>44.40</b>	<b>44.80</b>	<b>46.05</b>	<b>46.35</b>	<b>225.75</b>
<b>IV.</b>	<b>Grants to NGOs and Institutions</b>						
i)	Studies & research	10.00	10.00	10.00	10.00	10.00	50.00
ii)	National Resource Centre	70.00	67.00	73.00	81.00	90.00	381.00
	<b>TOTAL</b>	<b>80.00</b>	<b>77.00</b>	<b>83.00</b>	<b>91.00</b>	<b>100.00</b>	<b>431.00</b>
	<b>TOTAL PROGRAMME COST</b>	<b>124.15</b>	<b>121.40</b>	<b>127.80</b>	<b>137.05</b>	<b>146.35</b>	<b>656.75</b>
	<b>GRAND TOTAL (A+B)</b>	<b>155.15</b>	<b>152.40</b>	<b>160.30</b>	<b>169.55</b>	<b>179.65</b>	<b>817.05</b>



vii)	Equipment/furniture	4.00	4.00	4.00	4.00	4.00	20.00
viii)	Rent, maintenance, electricity	5.20	5.40	5.60	5.80	6.00	28.00
ix)	TA, DA for staff	2.20	2.20	2.20	2.20	2.20	11.00
x)	Contingencies	3.00	3.00	3.00	3.20	3.20	15.40
<b>TOTAL</b>		<b>29.60</b>	<b>30.40</b>	<b>31.20</b>	<b>32.00</b>	<b>32.60</b>	<b>155.80</b>
<b>TOTAL PROGRAMME COST</b>		<b>83.20</b>	<b>85.20</b>	<b>91.20</b>	<b>92.60</b>	<b>94.90</b>	<b>447.10</b>
<b>GRAND TOTAL (A+B)</b>		<b>127.96</b>	<b>130.46</b>	<b>136.86</b>	<b>139.16</b>	<b>141.86</b>	<b>676.30</b>

## Annexure-IV (e)

## DISTRICT IMPLEMENTATION UNIT

(Rs. in lakhs)

S.No.	Item of Expenditure	2007-08	2008-09	2009-10	2010-11	2011-12	Total
<b>A.</b>	<b>MANAGEMENT COST</b>						
<b>I.</b>	<b>HONORARIUM</b>						
i)	DPC	1.80	1.80	1.80	1.80	1.80	9.00
ii)	Resource Person One/100 villages	1.44	1.44	1.44	1.44	1.44	7.20
	<b>TOTAL</b>	<b>3.24</b>	<b>3.24</b>	<b>3.24</b>	<b>3.24</b>	<b>3.24</b>	<b>16.20</b>
<b>II.</b>	<b>TA/DA (DIU)</b>	<b>0.96</b>	<b>0.96</b>	<b>0.96</b>	<b>0.96</b>	<b>0.96</b>	<b>4.80</b>
<b>III.</b>	<b>OFFICE EXPENSES</b>						
i)	Secretarial services	3.75	3.75	3.75	4.00	4.00	19.25
ii)	Transport services	2.00	2.00	2.00	2.20	2.20	10.40
iii)	Rent, electricity, water	1.50	1.50	1.50	1.50	1.50	7.50
iv)	Postage, telephone, stationary	0.50	0.50	0.50	0.50	0.50	2.50
v)	Office equipment (Recurring&NR)	0.84	0.84	0.84	0.84	0.84	4.20
vi)	Contingencies	0.30	0.30	0.30	0.30	0.30	1.50
	<b>TOTAL</b>	<b>8.89</b>	<b>8.89</b>	<b>8.89</b>	<b>9.34</b>	<b>9.34</b>	<b>45.35</b>
	<b>TOTAL MANAGEMENT COST</b>	<b>13.09</b>	<b>13.09</b>	<b>13.09</b>	<b>13.54</b>	<b>13.54</b>	<b>66.35</b>
<b>B.</b>	<b>PROGRAMME ACTIVITIES</b>						
<b>IV.</b>	<b>BLOCK/SAHYOGINI</b>						
i)	JRP /CRP	2.40	6.00	6.00	8.88	13.20	36.48
ii)	Sahyogini#	5.40	13.50	13.50	8.10	0.00	40.50
	<b>TOTAL</b>	<b>7.80</b>	<b>19.50</b>	<b>19.50</b>	<b>16.98</b>	<b>13.20</b>	<b>76.98</b>
<b>V.</b>	<b>TA/DA</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>20.00</b>
	<b>TOTAL</b>	<b>11.80</b>	<b>23.50</b>	<b>23.50</b>	<b>20.98</b>	<b>17.20</b>	<b>96.98</b>
<b>VI.</b>	<b>OTHER PROGRAMMES</b>						
i)	Evaluation, publication, documentation & library	2.10	2.20	2.00	2.20	2.20	10.70
ii)	Training of sanghas, maha-sanghas, DIU, teachers etc.	3.50	3.40	3.50	3.40	3.50	17.30
iii)	Mahila Sangha/Mahasangha Educational Activities & Innovative	3.30	3.30	3.30	3.30	3.30	16.50
iv)	programmes	9.00	9.00	9.00	9.00	9.00	45.00
v)	District resource group	2.00	2.00	2.40	2.40	2.50	11.30
	<b>TOTAL</b>	<b>19.90</b>	<b>19.90</b>	<b>20.20</b>	<b>20.30</b>	<b>20.50</b>	<b>100.80</b>
	<b>TOTAL PROGRAMME COST</b>	<b>31.70</b>	<b>43.40</b>	<b>43.70</b>	<b>41.28</b>	<b>37.70</b>	<b>197.78</b>
	<b>GRAND TOTAL (A+B)</b>	<b>44.79</b>	<b>56.49</b>	<b>56.79</b>	<b>54.82</b>	<b>51.24</b>	<b>264.13</b>

# One/ 10 villages

**A. BLOCK STRUCTURE**

**Block/Sahayogini (for a district with 250 villages)**

	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
JRP/CRP	2	5	5	9	15
Sahayogini	10	25	25	15	0

\* 100 villages in year 1, 250 from year 2

\*\* The structure proposed is indicative, and will depend on actual field level processes, which could differ.

**B. COVERAGE AND EXPANSION:**

**141 Districts**

- Minimum of 250 villages in each district
- Federation to be set up at block/district level
- 250 sanghas in each district

Expansion with the support of the federation will be encouraged and supported

- 75-150 additional villages in each of the older districts.

**Annexure-IV (g)**

**RANGE OF HONORARIUM FOR STATE AND DISTRICT LEVEL  
PERSONNEL**

<b>POST</b>	<b>AMOUNT (per month in Rs.)</b>
<b>STATE LEVEL</b>	
State Project Director	22500-30000
Assistant Project Director	18000-22000
Resource Person	17000-20000
Consultant	12000-18000
<b>DISTRICT LEVEL</b>	
District Project Co-ordinator	11500-15000
Resource Person	10000-12000
Junior Resource Person	6500-10000
<b>BLOCK LEVEL</b>	
Sahayogini	(3250+1250)=4500

**These are minimum and maximum ranges for payment of honorarium for MS personnel. The honorarium cannot exceed the maximum limit. The actual amount of honorarium will be decided by the Executive Committee of the State Mahila Samakhya Society from within the range given above.**

**Annexure-IV (h)****UNIT COSTS  
MAHILA SANGHA****(Amount in Rupees)****A. RECURRING COST:**

1Sangha fund @ rate of Rs.500/month for a period of 3 years (To be given to strong Sanghas)	6000
2Stationary and Contingent Expenses	1000
3Books, Journals, Charts and other Educational material	2000
<b>TOTAL RECURRING COSTS</b>	<b>9000</b>

**B. NON-RECURRING COSTS:**

1Durrie, desk and other equipment	2000
2Musical Instruments	1000
3Mahila Sangha Hut construction with local material and design	30000
<b>TOTAL NON-RECURRING COSTS</b>	<b>33000</b>

**SAHAYOGINI**

1Honorarium of Sahayogini/Block Level Unit (Rs.3250+1250 PM)	54000
2Stationary, books etc.	1000
3Contingencies	500
<b>TOTAL</b>	<b>55500</b>

NOTE: One Sahayogini for every cluster of ten villages.



**Annexure IV (i)**

**PATTERN FOR ONE CHILD CARE CENTRE**

Sl. No.	Item of expenditure	Amount in Rs.
1.	Honorarium to two workers (Rs.1000/month)	12000
2.	Educational Material and toys	6000
3.	Contingencies @ Rs.40/month	500
4.	Weekly visits by doctor and medicines @ Rs.500/month	1800
5.	Non-recurring grant	**5000
6.	Training stipend per worker @ Rs.350/- (in lieu of honorarium)	4200
	<b>TOTAL</b>	<b>29500</b>

\*\* A subsequent grant of Rs.1000/- will be given towards replacement of consumable stores on cent percent basis

<b>TECHNICAL/VOCATIONAL TRAINING SHORT TERM SKILL COURSE FOR 5 DAYS</b>	
One short-term course of approximately 5 days for approximately 20 women	
ITEM	Lumpsum Cost for 5 days
1. Stipend including boarding	5000.00
2. Equipment and material	750.00
3. Training Costs	1000.00
4. Promotional and follow up activities	1000.00
<b>TOTAL FOR 5 DAYS COURSE</b>	<b>7750.00</b>

Note: This course is meant for village women. This can be conducted in one village or for a cluster of village.

**TECHNICAL/VOCATIONAL TRAINING**  
**LONG TERM COURSE**

<b>One course of 30 days on an average for approximately 20 women</b>		
<b>Sl.No.</b>	<b>Item</b>	<b>Cost</b>
1.	Stipend including boarding (@ Rs.50/- per day)	30000.00
2.	Training Cost, equipment and material	9000.00
3.	Fee for trainers, Resource person and Promotional activities	12000.00
<b>TOTAL FOR 30 DAYS COURSE</b>		<b>51000.00</b>

Note: This course is meant for rural women and is to be conducted for MS village Sangha women. This can be conducted for a cluster of village and need not necessarily be a residential programme. If a residential programme is found necessary, additional resource can be harnessed from the DIU budget for training.

**Annexure-IV (k)****MAHILA SHIKSHAN KENDRA**

(Rupees in Lakhs)

<b>I.</b>	<b>NON-RECURRING COSTS:</b>	
i)	Furniture and Kitchen Equipment	2.50
ii)	Preparatory costs for setting up	0.50
	<b>TOTAL NON-RECURRING</b>	<b>3.00</b>
<b>II.</b>	<b>RECURRING COSTS:</b>	
	No. of Trainees per MSK	30
i)	Rent for space to run MSK Rs.7500/month	0.90
ii)	Maintenance per trainee per month Rs.750 (As per revised norms of KGBV)	2.70
iii)	Honorarium for 2 full time teachers (Graduate/B.Ed. Qualified) per month Rs.5000/-	1.20
iv)	Honorarium for 2 part time teachers Rs.2500/- per person per month	0.60
v)	Additional honorarium of Rs.1000/month for residential full time teacher who also doubles as the warden	0.12
vi)	Support staff- (3 persons) Accountant cum Assistant, Chowkidar and Cook - Rs.10000/month[all 3 included]	1.20
vii)	Teaching and learning material- textbooks/course material, stationery and library books - lumpsum for entire year	1.00
viii)	Vocational training/specific skills training	0.50
ix)	Examination fees (state board, open school)	0.05
x)	Medical care/contingencies-Rs.800/year per student	0.24
xi)	Miscellaneous including day to day running expenses	0.25
	<b>TOTAL RECURRING</b>	<b>8.76</b>
	<b>Cost per child (Recurring)</b>	<b>0.29</b>
	<b>1st Year</b>	<b>11.76</b>
	<b>Subsequent years</b>	<b>8.76</b>

Note: The MSK not only provides a condensed course, but is also a holistic strategy committed to creating a cadre of educated and aware women in very backward regions/communities where female literacy is very low and where it is difficult to find literate/educated women to participate in education & development programmes initiated by the Government and NGOs.