

# **THE AWAKENING**

**Annual Report  
1992**

**Mahila Samakhya Society**

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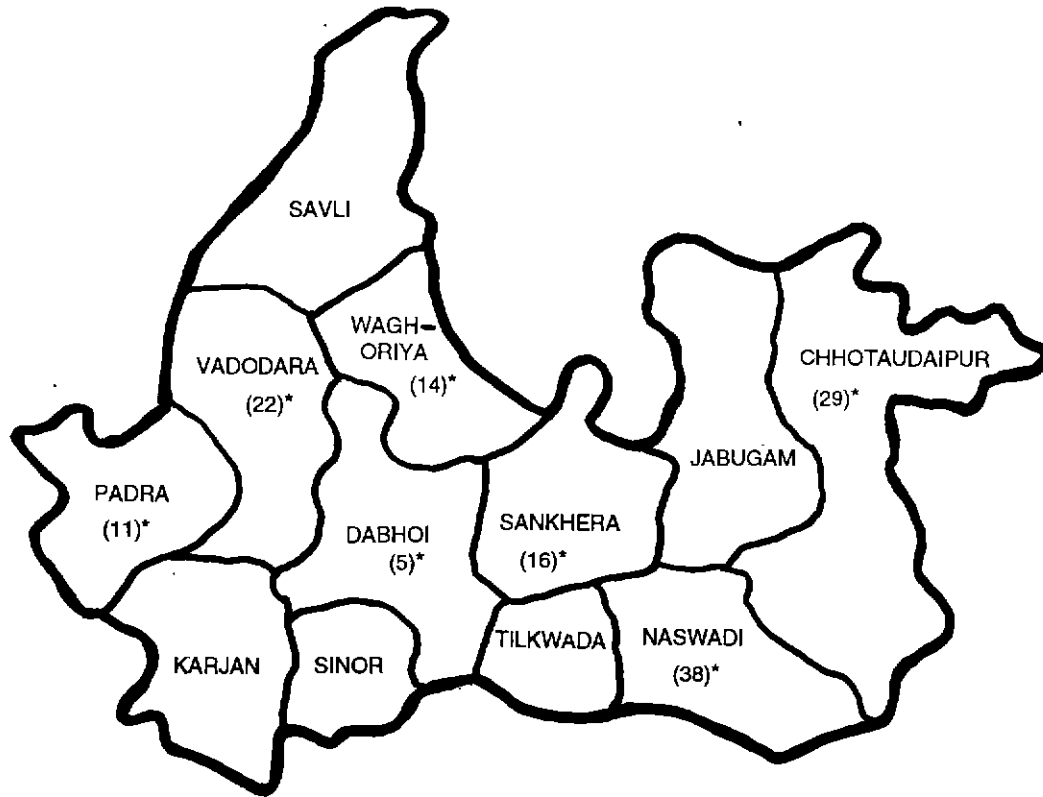
Gujarat State



MAHILA SAMAKHYA DISTRICTS

GUJARAT STATE

# Map 2 Statistical profile of Baroda District



## DISTRICT PROFILE\*\*

Area	7794	(in KM <sup>2</sup> )
Population	3073357	(100%)
Male	1606029	(52 %)
Female	1467328	(48 %)
Literates	1684420	(55 % of Total)
Male	1022348	(61 % of Literates)
Female	662072	(39 % of Literates)

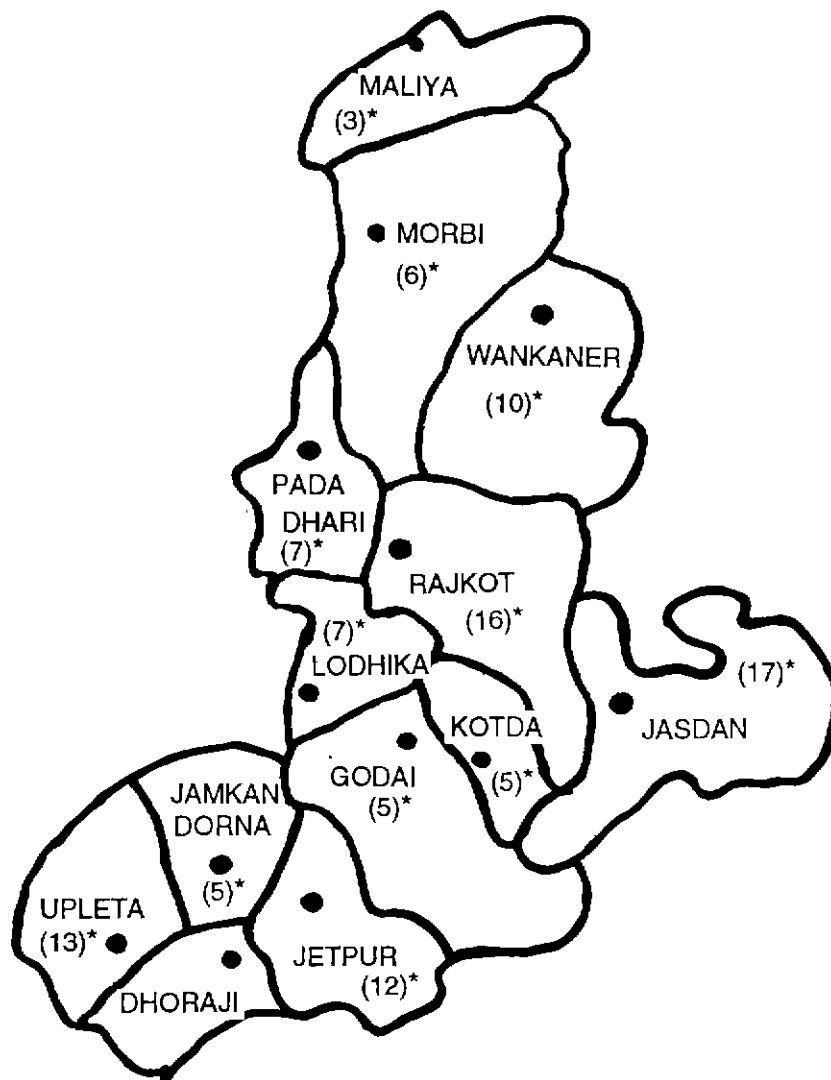
## MS PROFILE

No. of villages	135
No. of Talukas	7
No. of Sahayoginis	24
No. of trained Sakhis	136
No. of trainee Sakhis	122

(\*) Figures Indicate No. of MS villages

\*\* Provisional Population Total : Census of India 1991

# Map 3 Statistical profile of Rajkot District



## DISTRICT PROFILE\*\*

Area	11203	(in KM <sup>2</sup> )
Population	2509142	(100%)
Male	1288855	(51 %)
Female	1220287	(49 %)
Literates	1452247	(58 % of Total)
Male	851529	(59 % of Literates)
Female	600718	(41 % of Literates)

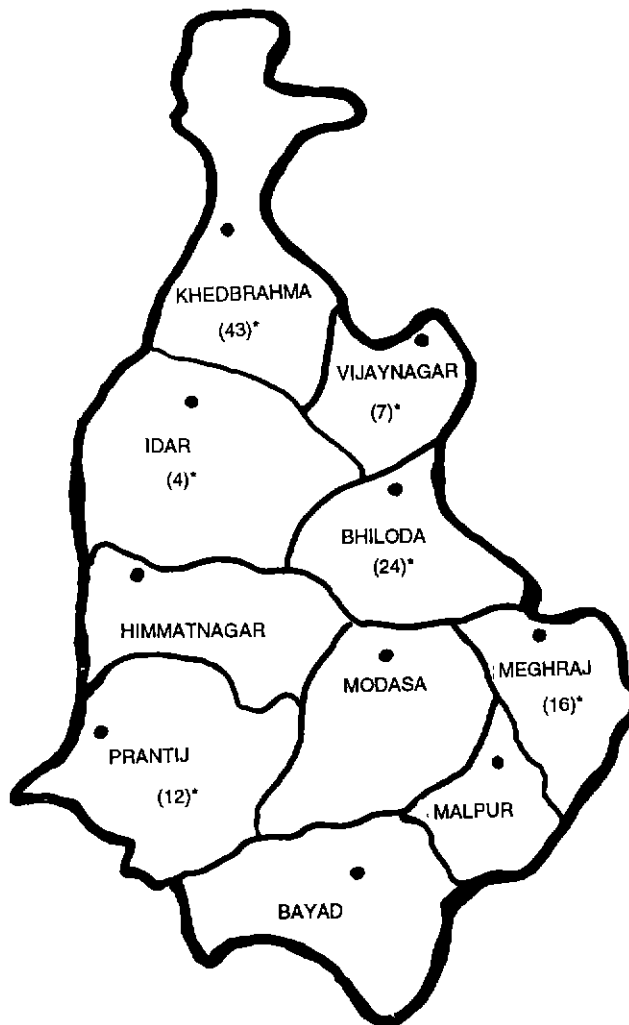
## MS PROFILE

No. of Villages	106
No. of Talukas	12
No. of Sahayoginis	22
No. of trained Sakhis	73
No. of trainee Sakhis	36

(\*) Figures indicate No. of MS villages

\*\* Provisional Population Total : Census of India 1991

# Map 4 Statistical profile of Sabarkantha District



## DISTRICT PROFILE\*\*

Area	7390	(in KM <sup>2</sup> )
Population	1758036	(100 %)
Male	893476	(51 %)
Female	864560	(49 %)
Literates	882905	(50 % of Total)
Male	563667	(64 % of Literates)
Female	319238	(36 % of Literates)

## MS PROFILE

No. of Villages	106
No. of Talukas	6
No. of Sahayoginis	14
No. of trained Sakhis	49
No. of trainee Sakhis	72

(\*) Figures indicate No. of MS villages

\*\* Provisional Population Total : Census of India 1991

**Table 1 Mahila Samakhya Gujarat at a glance<sup>+</sup>**

Information	Districts			MS. Gujarat (Total)
	Baroda	Rajkot	Sabarkantha	
* Number of villages covered	135	106	106	347
* Number of Sahayoginis				
Old	11	12	9	32
New	13	10	5	28
* Number of Trainee Sakhis	122	36	72	230
Sakhis Completed one year (trained)	136	73	49	258
* Active Sanghas (Irrespective of time)	12	41	27	80
* Sanghas completed 6 months	52	15	40	107
* Sanghas below 6 months	71	50	39	160
* Approximate number of Sangha women	1500	2100	2400	6000

+ (As on 31-3-1992)

## **Introduction**

“Mahila Samakhya”- “Samakhya” means a “Dialogue between equals”. Mahila Samakhya programme talks about empowerment and education of women.

Women in Indian society are lowest on the ladder. They are caught in a vicious circle where their inability to educate themselves lends credence to stereotype that education is irrelevant to them. Their existence is burdened with cultural traditions, taboos and superstitions. They are socially and physically oppressed. Women In rural India are sapped of their energy in daily struggle for food, fuel, fodder, water, child birth, child-care, etc. They lack information and care little about their existence, their rights and have low self-image.

National policy on Education (1986) recognises this socio-economic and cultural situation mainly responsible for low level of literacy and education amongst women. The policy lays “Special emphasis on the removal of disparities and to equalise educational opportunities by attending to the specific needs of women”. The Plan Of Action elaborates on parameters of empowerment by reemphasising the need to build up positive self-image and development of self-confidence among them.

Mahila Samakhya (MS) programme is designed on this understanding.

It is believed that collective reflection and decision making can help women to become empowered and bring about social change. In short, Mahila Samakhya is a programme of empowering women by educating them for equality.

## **History in Brief**

In early 1989, the Ministry of Human Resource Development, Government of India, launched a pilot project ‘Mahila Samakhya’ education for women’s equality in three states : Gujarat, Karnataka and Uttar Pradesh. In Gujarat, three districts : Rajkot, Sabarkantha and Vadodara or Baroda were selected. Mahila Samakhya Society (MSS), Gujarat, started functioning as an autonomous body from April 1989. The programme is unusual and unique in its approach towards women’s education. It is aiming to mobilise and empower rural women within a clearly worked out ideological framework. The ideology of facilitating process rather than achieving targets is complex and diverse across the districts.

The infrastructure is created at State level through State Programme Director’s office at Ahmedabad. District level implementation is carried out through District Implementation Units (DIU) at Rajkot, Himatnagar and Baroda. The DIUs co-ordinate activities at the district level. At the grass root level women’s collectives called ‘Sanghas’ are formed. The link between DIU and sanghas is through ‘Sahayogini’ and ‘Sakhis’. Sahayoginis are women who co-ordinate activities



of 10 villages. Sakhis are village level co-ordinators selected by Sangha as trainees for a period of one year. She is considered as a learner receiving stipend during the period. After one year new group of Sakhis is selected who receive trainings. A brief historical background of MS activities in in the districts is given below :

**Rajkot District :** In Rajkot district the programme was started by Government of India directly in 1988 with the help of one voluntary agency but it could not take off. So by June 1989, selection of voluntary agencies was completed by the State office. Thereafter, workshop with the trainer's team, voluntary agencies and officers of Mahila Samakhya were held to explain objectives and importance of training in the programme. Sahayoginis were selected and trained. Villages were identified and programme was initiated by the end of September 1989. Initially 14 Sahayoginis along with 7 voluntary agencies started the work covering 75 vilages. In August 1989, DIU Rajkot was set up with the appointment of District Programme Co-ordinator (DPC).

No doubt, initially Sahayoginis had to workout ways to explain the Ideology of the programme in rural areas as villagers were asking for immediate economic benefits. It was Sahayogini's patience and faith in MS concept that helped initiate a process through individual and group meetings in the villages. These meetings became meaningful and relevant to MS only after a period of five to six months. The results became visible in form of Mahila Sanghas.

Today, Rajkot DIU is covering 106 villages in 12 out of 13 talukas of the district. The number of Sahayoginis has reached 22 and there are 36 trainee Sakhis and many other villages are in a process of taking up trainee Sakhis. 73 village women have taken training as Sakhis and are applying their learnings for their Sanghas. DIU Rajkot is functioning with two resource persons, one consultant and administrative staff.

**Baroda District :** In Baroda district since April 1988, explorations to initiate MS had begun. This did not yield results. After April 1989 with the advent of MSS Gujarat a fresh look was given to the programme. By July 1989 series of meetings and consultations with individuals, academic institutions and voluntary agencies were held. In September 1989, Baroda DIU became operational with one resource person. A beginning was made In October 1989 with 9 Sahayoginis receiving training.

The initial responses to Sahayoginis at village level were of indifference and hostility. Sahayoginis were often mistaken as nurses or political party workers (as it was election campaign period). Through personal contacts and identification of issues touching village women, Sahayoginis succeeded in creating an atmosphere of confidence among rural women. Working together on these issues coupled with continuous interaction, made the village women confident. The results became visible through number of activities taken up by Sanghas.

Today Baroda DIU is covering 135 villages in 7 talukas of the district. There are 24 Sahayoginis and 122 trainee Sakhis in the field. 136 village women have taken training as Sakhis and 30 new Sakhis will receive trainings in near future. DIU Baroda has two resource persons, one consultant and administrative staff.

**Sabarkantha District :** In Sabarkantha district the programme was initiated during 1988 through various voluntary agencies working in the field. By March 1989, Sahayoginis were identified and trained by these agencies. Here also, clash of ideology was witnessed as most of the voluntary agencies had nothing to do with MS type of approach. DIU became functional with one resource person and the District Programme Co-ordinator joined late in 1989.

Tribals form important segment for MS activities in the district. They live in scattered huts/houses. Like Baroda district tribals, here also the practice of meetings and interactions was non-existent except on social occasions. Due to the influence of missionary organisations and voluntary agencies working in the area, people were familiar with the concept of 'Sanghathan' (collective). Initially constant demand for 'some Yojna (scheme)' or 'some work' was faced by Sahayoginis but slowly and gradually the concept of MS started taking roots in their lives. The women started spelling out their needs and initiated the work as collectives.

Today Sabarkantha DIU is covering 106 villages in 6 talukas of the district. There are 14 Sahayoginis and 72 trainee Sakhis. 49 village women have completed their training as Sakhis. DIU Sabarkantha has two resource persons and administrative staff.

The way solutions are derived on various issues is different across the districts - the goal remains the same - to form cohesive and vibrant atmosphere in villages for the formation of Sanghas. The districts have worked on different components of the programme. The process of development for these components varies as per the demands made by Sanghas. Following pages refer to these variations in the processes in Mahila Samakhya programme in Gujarat.

# Table 2 Trainings/Workshops/Meetings

In the year 1991-92

## In the Districts\*\*

	Baroda	Rajkot	Sabarkantha
* Number of trainings/workshops by DIUs	25	23	19
* "Melas" by DIUs	1	2	2
* Approximate number of participants in these trainings/workshops	640	500	650
* Number of Sakhi cluster meetings in the district (per year)	120	50	108
* Number of Sahayogini meetings by DIU (per year)	24	16	20
* Other meetings by DIU	25	22	27
* Active Sangha meetings (in a month)	Four times	Three-Four times	Twice

## In the Head Office at Ahmedabad

* Meetings-			
● Componentwise meetings	7	3	16
● District meetings	6	8	6
● For trainings/documentation	13		
● For Review Mission/National Conference	16		
● Other meetings	11		
* Trainings/workshops	8		
* Participants in these trainings/workshops	192		

\*\*These figures are based on District progress reports

# 2

## Training : Momentum to process

"Training" is a critical input which help women to clarify themselves in an "environment of learning". It is viewed as a continuous, participatory, experiential learning process which can provide "time and space" to trainees. The basic philosophy of training is to develop critical and analytical capabilities. It includes the vision as well as attitudinal, cognitive and skill based aspects. Training is an integral part of the programme at every level and for every group. It is a microcosm of the values and processes of the programme itself. It is inherently linked with the personal/individual empowerment of the women involved in the programme.

MS Gujarat emphasises more on participatory process oriented trainings. 'Training' is more in terms of facilitating and learning processes at various levels, rather than conventional mode of training. The orientation training input is mainly from a training agency 'Janvikas' besides other individuals. 'Janvikas' is a voluntary organisation having 15 years of training experience in the field of rural development. Training is learning which may be in any form such as discussions, meetings, workshops, camps, reflections and reviews of work, exposure visits or celebrations of Literacy Day or Women's Day providing an opportunity to learn, interact and share experiences in a group.

### District Training Team (DTT)

In May 1990, the concept of DTT was evolved as a result of number of interactions with different trainers from outside. MS Gujarat evolved and formulated the concept with the objectives to give continuity, stability and sustainance of movement to training. The aim was to decentralise training skills with the increasing participation of Sahayoginis and Sakhis with gradual withdrawal of outside trainers. A major innovation in the concept is the 'cascading effect' generated by the dissemination of training skills. The concept envisages the systematic strengthening of DTT within MS so as to take over its own training needs. The present DTT consciously works towards the aim to equip members of DIU, Sahayoginis, Sakhis and Village women with specific skills, information and understanding so as to allow them to function as DTT in a due course.

### Sahayoginis - exploring themselves

Sahayogini, as a vital link between DIU and Sanghas, provides guidance and support to 10 villages. The educational level and characteristics of Sahayoginis differ from district to district. Sahayoginis of Rajkot are urbanised and well educated Sahayoginis group of Baroda is a mix of tribals, deprived sections and women from other sections. Sahayoginis of Sabarkantha are mainly local women having varied degree of education.

Sahayoginis are responsible for initiating and mobilizing the village women on various issues. With the introduction of Sakhis, they have a role of supporter and a facilitator and now of a trainer too with the introduction of the concept of DTT. They also take on the role of networking with local, taluka and even district level organisations and resources through DIU interface. This year Sahayoginis work areas mainly focussed on designing, evolution and monitoring criteria of their work

besides responding to Sangha demands. They have helped DIU in analysing the processes occurring at the Sangha level.

Trainings make Sahayoginis confident. As the second Indo-Dutch Review Mission remarked, "Among the Sahayoginis there is clarity of vision and awareness of the issues they are dealing with, they are responsive and have built good relationship with the village women." With the introduction of DTT, many Sahayoginis now participate in the planning, designing and implementation of Sakhi training sessions. Sahayoginis also receive training inputs for different components of the programme like child care, hut construction, plantation, adult education, Sakhi training, etc. They already have travelled outside their village clusters for workshops, meetings and training camps. Interactions with government officials, visitors and outsiders have made them realise the importance and value of their accountability towards Sanghas. They have also formed various committees among themselves at district level with the purpose to evolve internal control systems. Sahayogini reviews taken up with the help of resource persons and Sahayoginis of other districts help in understanding the activities at the district level. Sahayoginis are now independently planning for events, like "Literacy Day" or "International Women's Day" celebrations where gathering of women on large scale takes place.

With the involvement of new Sahayoginis in the programme, Sahayoginis of previous batches have taken up the responsibility to orient them informally. They also help new entrants to overcome initial difficulties in the field through guidance and support.

Another area where training of Sahayoginis have reflected positively is in their interaction with the immediate environment. As most of the Sahayoginis are married, having small children, they have dual responsibility to perform. Due to their exposure to MS, they have now slowly and gradually succeeded in convincing their husbands to help in household activities especially when they are out in the fields for number of days. Today 60 Sahayoginis in three districts are active in the field.

### **Sakhi-Developing Group Leadership**

Sakhi is the village level co-ordinator selected by the Sangha women. In June 1990, the concept of village level catalysts by rotation became operational. The Sanghs decide number and names of the women who are selected as trainee Sakhis for a period of a year. During the period of one year these women, usually two or three per village, go for trainings. The trainings to Sakhis include exercises on understanding self, knowing one's strength, developing skills in effective communication, observation, listening, understanding the importance of literacy as a tool, patriarchal system, status of women in society, etc. This helps them in developing their work schedule of contacting and empowering Sangha women. From time to time they are given opportunities to review and reflect on their work. Since last year, the concept of 'Sakhi Rotation' is being implemented. It gives Sakhi the status of a learner for a period of one year. In the next year new Sakhis are selected as trainees. This is attempted with an objective to form group leadership at Sangha level, discarding possibility of monopolised individual leadership. The process over a period of five years will result into forming of a group of 10 to 15 empowered women at the vilage level. Till date, 258 Sakhis have completed one year of training and are now working in the field as supporters to trainee Sakhis. The concept of 'Sakhi Rotation' initially faced rough weather because

of resistance from old Sakhis. After constant efforts and continuous follow up by Sahayoginis and DIUs now Sanghas and Sakhis have accepted the concept. Even the 'Sakhi review camps' where all the Sakhis come together, share experiences and put the responsibility of learning on new batch, has helped in accepting 'Sakhi Rotation' concept.

Trainings have contributed in empowering village women to critically reflect to their environment. Sakhis are mostly illiterate village women - many of them have never stepped out of their villages. They have now started raising their voices against personal as well as collective issues like health, water, literacy, child-care, etc. Women who were never seen or heard before are now coming to the forefront making their presence felt to the village leaders like 'Sarpanch' or 'Talati'. In many villages Sakhis as a group have taken very bold steps in critical situations. Issues of wife beating, drinking among men and disturbing family life were effectively followed up by the Sakhis. Incidences of Sakhis meeting officials and non-officials at village and taluka level to obtain information regarding agriculture, labour-wages, water issues, health, etc. are now common. Sakhis have gained insights in number of issues as a result of trainings, workshops and meetings. They have actively participated in Mahila Kutir - hut construction, functioning of child care centres, literacy activities and so on. Today, in three districts 230 Sakhis are taking trainings and in all 488 of them are working in the field full of confidence.

### **Sanghas - Strengthened Structures**

While orientation training to Sakhis and Sahayoginis provide foundation, exposure visits or trainings to Mahila Sanghas help in strengthening the Sangha structure at village level. Attempts are made to involve number of Sangha women in activities like hand-pump-care-taker training, child-care centre worker training, masonry training, educational trips, etc. This gives them an opportunity to share their experiences with other women besides obtaining new set of information.

**Baroda District :** In June 1991, Baroda district organised hand-pump-care-taker training for 47 women from Naswadi cluster in collaboration with 'Jal Seva Nigam, Gandhinagar'. Sixteen Sanghas of Chotta Udaipur and Naswadi talukas sent a team of practicing Dais to 'SEWA Rural' at Jhagadia in January, 1992 for first phase Dai training. As a part of child-care project, number of Sangha women have been involved in child-care committee trainings. Three women from Baroda took part in masonry training at Mangrol in March 1992 along with Rajkot Sangha women. Health shibir for 45 women from Chotta Udaipur Sanghas was organised with the help of voluntary agency 'CHETNA'.

**Rajkot District :** In Rajkot district, number of village women participated in the kutir construction training at Rural technology centre, Jhagadia, in May 1991. In June 1991 workshop-cum-training in construction and masonry skills was organised at Rural Technology Centre at Gamandev (Bharuch district). Another training with voluntary agency 'Prayas', Mangrol, was organised in March 1992, for the construction of Mahila Kutir. Number of trainings at village level were taken up to impart information about building designs and building materials by the consultant architect. Women marginal farmers were taken to 'Farmers Training Centre' at Junagadh for 5 days in January 1992.

**Sabarkantha District :** In Sabarkantha district apart from literacy camps held at village level, number of literacy trainings were imparted to young girls and women volunteers from villages.

55 village women of Bhiloda taluka went for one day educational trip to Vagheshwari forest in October 1991. Practising Dais of Sabarkantha went to 'SEWA Rural' for midwives training.

## **Meeting together**

**INTERNATIONAL WOMEN'S DAY** : Like previous years, this year too 8th March provided the forum for group interactions during International Women's Day celebrations. All the three districts celebrated the whole week as 'Mahila Saptah' where women participated in large numbers. More than 6,000 women took part in these celebrations. In Rajkot district Sakhis planned this celebration in their cluster meetings. In Baroda district it was planned by Sahayoginis. In Sabarkantha district also more than 2,000 women gathered to celebrate the day. Celebrations included sharings of experiences, role plays, songs, dances, speeches, etc. In all the districts TDO, Sarpanch and many other people came up to witness the strength of Sangha women. And women too successfully expressed their opinions and showed courage by expressing problems in form of role plays. It helped Sangha women in breaking their inhibitions and raising their self-confidence.

**WORLD LITERACY DAY** : September 8, 1991 was celebrated with great enthusiasm in Rajkot and Sabarkantha districts. A platform for women to express their voices as well as to motivate many of them to learn was created as a result of these celebrations. Further details are given in the next chapter.

## **Platform for Project Functionaries**

- \* Second Indo-Dutch Review Mission visited Gujarat from October 2 to October 8, 1991 as a part of the review of Mahila Samakhya programme. Before the Mission's Visit, number of meetings took place with the district staff which provided staff members an opportunity to clarify and comprehend their views. The mission noted about the clarity of understanding of 'Mahila Samakhya ideology' among the staff members.
- \* Literacy workshop of November 1991 was another such event where project functionaries got a chance to review literacy component of the programme. The detailed note about the workshop is included in the next chapter.
- \* The Third National Conference of all 'Mahila Samakhya' States held on February 12-15, 1992 at Ahmedabad was yet another common platform. Project functionaries of Gujarat got a golden opportunity to share and compare their views on 'Mahila Samakhya' with other States functionaries, NRG members, officials and trainers. They also got an insight into the issues and gained understanding of their roles and responsibilities through this conference.
- \* Besides such events, Resource persons in the district pay number of visits to other districts and other 'Mahila Samakhya' States which provide chances of learning and sharing.

And training and learning is a day-to-day process in 'Mahila Samakhya' Gujarat. Even a talk with SPD or discussions among the staff members, Sahayoginis, Sakhis or Sangha women help in earning new ideas. In the room for creativity and suggestion, everybody with each other's support learn-earn and turn towards new avenues of the programme. 'Mahila Samakhya' for everybody has become a way of life and not a mere Government programme.

Literacy in 'Mahila Samakhya' is viewed as a part of an overall strategy of empowerment. While addressing to their basic needs of water, fuel-fodder or child-care centres, the Sangha women themselves realise the need to acquire literacy skills. In Mahila Samkhya Gujarat literacy activities are carried out through class-room method or camp method. It depends upon the intensity and scope of the demand by Sanghas. Group learning helps in boosting up the confidence. Even the learners feel confident to share their learning with the group. The common feature about literacy component in all the districts is involvement of young girls in imparting literacy skills.

In the process of imparting and acquiring literacy skills, an attempt is made to raise understanding and consciousness about aspects like what is the need to read and write, what are the reasons of not sending girls to school and how justifiable these reasons are, how important it is to be able to read and write etc. And the apparent out-come of the process is rising consciousness towards education of their children amongst village women. The attempts of learning literacy skills are also reflected in their outlook towards their own environment. In many villages women are now inquiring about functioning of school, level of attention of school teachers and even conditions of school building. In many ways literacy is acting as an agent bringing about a change in women's attitudes, outlooks and concepts.

### **"Literacy" in the districts**

Sabarkantha district has done extensive work in literacy through two important experiments : one of developing material for learners in local dialect and another of teaching learners to read and write in an innovative way.

Baroda district concentrated on individual approach through self-learning methods. Camp method is also adopted for group of learners. Last year two camps involving 80 learners were held in July and October 1991. Important feature in Baroda is number of Sakhis who have come up with individual demands of learning literacy skills. They have started writing their names and learning themselves with the help of self-learning material.

In Rajkot district, class room method was used in earlier stages. Instructors were also trained but the instructors stopped taking classes due to either personal reasons or family circumstances preventing them from carrying out the activity. Literacy through camp method was adopted there after. The results were good and follow up camps were also organised to continue the pace of learning. Between two camps either the Sahayogini, some literate women or girls in the village try to continue the movement by helping the learners.

The important feature in the process of learning is flexibility of catering to individual differences. To quote an example, one Bharwad girl could not learn anything for two days in spite of the efforts of the instructor. The instructor tried and found out that the girl could learn alphabets only when



the letter is related with the name of a person, like 'R' for 'Rama' or 'P' for 'Panuben'. The method was applied and as a result the girl has picked up the thread of learning at a much faster pace.

### **Bhiloda-Meghraj Experiment**

In Sabarkantha district, particularly in Bhiloda block there are number of missionary schools and girls have access to education. Considering sangha's demands for literacy and at the same time availability of school going girls as volunteers, a project was planned with the help of the subject expert, Dr Yogendra Vyas, Head of the Department, Department of Linguistics, Gujarat University. Dr. Vyas as an expert provided scientific input to the project.

In May 1991, the project was taken up in two blocks Bhiloda and Meghraj and the target is to teach 200 tribal women to read and write. The project is implemented by DIU Sabarkantha with the help of Sahayoginis and school going girls as volunteers. An attempt was made to evolve method of giving literacy skills to adults with an understanding that reading skills are acquired first followed by writing skills. The project was taken up in three phases.

Initially, the literature was developed in form of words adding pictures to it and afterwards sentences were made. Words used in day-to-day life of village women were collected by Sahayoginis with the help of village women and sentences were made in the same fashion. Picture cards along with letters of words were made using colour psychology techniques.

In the first phase recognition and reading of words were to be taught. In the second phase sentences were to be read and written. In the third phase neo-literates were to be trained in reading skills. Sahayoginis and volunteers were trained to impart literacy skills in this innovative way. The volunteers initiated the process of learning in a group of about 6-7 women. In the initial stages words of tribal dialect were used. From this a gradual shift to standard Gujarati language was made in the second phase.

This project covered Mahila Sanghs of 13 villages in Bhiloda and 5 villages in Meghraj taluka of Sabarkantha district. In the first phase of training of instructors (those who were volunteers and taught learners) nearly 110 women including girls participated. In the second phase 69 women participated in the training. In all about 350 women started learning reading and writing. As per the reports of the subject expert, "Information is that 200 out of 350 women have learnt to read and write. The results of the test of 15 neo-learners show that they could spare about 50 to 60 hours of time. Considering that the achievements are not that bad."

In the process of the project, phase-wise instruction manuals for volunteers were prepared. After the learners reach the stage of neo-literates they will be evaluated with the help of test criteria. But it can be said that the project has succeeded in diffusing literacy skills to the participants and many other people in and around Mahila Samakhya villages.

Undoubtedly the project provided continuous learnings. The lessons learnt are -

- \* This method needs constant practice by the learner who needs more exposure to letters than pictures.

- \* An attempt of teaching a small group is more effective than addressing a large group.
- \* Inner motivation of learners play very important role.
- \* Village level camps are effective mode of imparting literacy skills.
- \* Much more depends upon the sincerity of volunteers as they become the key to success for the project.

### **Developing Material for Learners**

Besides learning material developed as part of Bhiloda-Meghraj experiment, for Khedbrahma block literacy primer was also developed in the year 1991. This primer proved fairly effective because of its self-learning methods.

When women came up with the demand for primer in their "own language" which is Adivasi dialect, the process for the development of primer in Adivasi dialect began. Help of Shri Chunibhai Bhatt, an eminent educationist and Shri Bhagwanbhai Patel, working on culture and folk songs of tribals in Khedbrahma, was taken while preparing the literature. Number of workshops were held with village women, Sahayoginis and DIU staff members. It was observed that women in this area have a habit of narrating incidents in form of folk songs. They express happenings in lyrical language. It was realised during the testing of the primer that continuity interest them. In one workshop in February 1991 imaginary character of 'Rakhma' was born. Rakhma's story from her childhood to womanhood was interwoven with the day-to-day issues of tribal women. A primer having folk songs pertaining to the issue and, pictures and letters related to the issue proved an excellent solution. Issues of child marriage, environment, water, child-care, labour, status of women, etc. were interlinked in the story to give education in entertaining way.

Besides primer, manual for the Instructors who use this primer, practice book and book on arithmetic were also developed. Though primer is dialectically different, arithmetic remains the same for all the learners which includes 1 to 100 numerals and simple calculations useful in daily life.

### **Literacy Day-1991**

The result of diffusion of literacy component in villages was eye-witnessed during the 'World Literacy Day' September 8, 1991.

In Sabarkantha district, literacy celebrations were planned with the objectives to give feeling of togetherness and sharing to village women and to motivate them for literacy. The programme was planned in participative manner with the help of Sahayoginis. About 650 village women got together on one platform. Video viewing, puppet show by Sahayoginis and an exhibition formed the tempo of celebration. Group discussions took place on the second day. The exercise proved fruitful as it provided a forum to rural women to share and express their views on various issues.

In Rajkot district about 350 women of 70 villages gathered to celebrate 8th September. Different stalls were put up. Women were encouraged to write their own names and play educational games.

The aim of the celebration was to expose women to different set of information. Demonstration helped in breaking their beliefs in superstitions. These celebrations resulted in creating an environment conducive to literacy in many villages in the district.

### **Networking from the Head Office**

The State programme Director Office at Ahmedabad provides number of linkages to the districts. For literacy also number of people were involved in the activities. For Sabarkantha experiment Dr. Yogendra Vyas was contacted. The foreground for the experiment was created by discussing number of technicalities with him during the meetings. For the experiment of developing learning material, Shri Chunibhai Bhatt of Shramik Vidyapith, Surat was contacted. Besides, efforts are made to provide forum to district functionaries where they can clarify their doubts and gain new insights on the issue. Literacy workshop was one such attempt.

### **Literacy Workshop : Sharing of Experiences**

In the month of November 1991, Literacy Workshop was organised at Ahmedabad. Participants included people from Adult Education Departments of the State and the Centre, representatives from Shramik Vidyapith, Gujarat Vidyapith, Vishakha (Jaipur), Kutch Mahila Vikas Sangathan and Text Book Board Research Centre. The purpose was to share experiences, think about feasible literacy method for Gujarat and scientific understanding of the issues involved in the literacy activity. Apart from discussions on obstacles in imparting literacy skills, experiences of Sabarkantha, Baroda, Kutch, Rajasthan and Rajkot were also discussed at length.

The possibility of involving volunteers and school-going girls in the activities was also explored. The workshop provided an opportunity to district functionaries to gain greater insight in the activities they carry out at the village level.

In Mahila Samakhya, component of Mahila Kutir talks about "a hut with a spacious verandah". The essence of the concept is to provide the very "space" for women.

When Sanghas gained strength as collectives, the common issue they came up with was a place for meeting. Night meetings, literacy classes, training sessions and other collective activities demanded common 'space' where all the women can sit and share. The option was of 'Mahila Kutir'. It is the place where women can come together and hold meetings or trainings and even use the remaining space for setting up nurseries, afforestation or fodder/fuel needs.

The kutir is a collective liability of Sangha. Government land for the kutir can be obtained free of charge. The application for revenue free land is to be made to Gram Panchayat and Mamlatdar. Sangha women participate actively in the whole process of selecting and acquiring land. This aspect can bring cohesiveness to the group and feeling of collective ownership. There is a provision of Rs. 15,000/- for Mahila Kutir building.

Since its inception, Mahila Samakhya Gujarat has emphasised on process aspect of the programme. In Mahila Kutir component also women were familiarised with designing skills and issues related to the construction of Mahila Kutir, rather than providing readymade kutirs to them.

### **Mahila Kutir - Rajkot Experience**

Rajkot Sanghas were the first ones to initiate the process for Mahila Kutir. Since April 1990 the process had begun in 'Taraghadi Mahila Sangha' when women came forward with the demand for 'common place' for meetings and the idea of renting a house for the purpose. The concept of Mahila Kutir was put forward to the women at this time, as the process is of more importance than outcome. Constant questioning continued, then came the issue of giving application for land to the Sarpanch. Women were not ready to approach him due to social constraints of respecting elders. On building up of self-confidence they wrote application and gave it to the Sarpanch and the Mamlatdar. And began the period of testing their patience. For more than one year women inquired for the land and long interval came to an end. In December 1991 when they got a letter from collector office. 400 sq. ft. of land for Mahila Kutir was allotted in January 1992. Preparations are in progress to construct first Mahila Kutir of Mahila Samkhya Gujarat in Taraghadi village, Padhadhari taluka of Rajkot district. Meanwhile, land is also allotted in another village 'Kothi' in the same district.

Number of issues that are taken up during the period of concept initiation to the allotment of the land are of utmost importance. The questions that are put forward to the Sanghas are complex-

\* Can Mahila Kutir be designed by women ?

- \* Is it possible to build the kutir with Rs. 15,000/- ?
- \* What are the cheaper construction techniques ?
- \* Would women like to contribute in terms of 'labour'- which will make the kutir construction cost less ?
- \* Is it possible for women to learn the skills for constructing the kutir ?
- \* Can the kutir be constructed with the skills acquired through trainings ?

And Targhadi women not only faced all these questions but worked out solutions in a thoughtful and responsible manner.

**Acquiring Land for Kutir :** Sangha women collect land records, select the site for Mahila Kutir and apply for the plot to the village Panchayat. In most of the villages this has not been an easy task for women as the societal norms do not accept the fact of women asking for records. Various complexities related to caste systems also come to the fore in the process of acquiring the land. Sangha women of lower caste have to struggle to approach the authorities and face lot of pressures and cross obstacles before building their 'Space'. The experience is an eye-opener for them about their status in the society.

**Designing Mahila Kutir :** Since technical input is woven around construction activities, in April 1991 a woman architect Ms Charul Bharwada was assigned the work of a consultant for four months. Ms Bharwada designed her work in four phases. Gathering of information about local resources, cost factor and other socio-economic data was the first step. In the second and third phase she planned designing and planning of project along with village women through participatory training techniques. The fourth and the final phase was to execute the project and construct atleast one Mahila Kutir in Rajkot district.

As the Architect notes in her report on 'Mahila Kutir-The process, November 1991 "Mahila Kutir project being a novel experiment and by all standards a complete one from the view point of the village women hitherto unexposed to such a 'Technological and Organisational Experiment', a great care had to be taken to (a) involve the participants in the process and (b) transmit to them the technological aspects of building design and construction."

Approach in this situation have to be simple, relaxed, interactive and participative. To communicate technical aspects visual communication in form of slides was thought to be an ideal solution and number of interactions took place between village women, Sahyoginis and the architect. Issue of Mahila Kutir, its uses and significance, elements of design, local material and traditional techniques, land acquisition process, distribution of labour and management and responsibilities of Sangha women were discussed at length during the sessions. Even practical sessions were also carried out in form of exposure and training visit.

**Building understanding :** In May 1991 exposure isit for construction activities was made to Rural Technology centre at Jhagadia. A workshop-cum-training in construction and masonry skills was organised at Gramin Takniki Kendra, i.e. Rural Technology Centre at Gumandev (Bharuch district). The workshop was attended by seven Sangha women and three Sahayoginis for three days in June 1991. As the women put it, "It was an eye opening experience for us in the field of these new technologies. When we see such beautiful structures, we never imagined them to be so simple in construction, easy to learn and so economical. If nothing else, we defintely want to do Non-erodable Mud plaster after going back home".

And as the architect expressed the feeling, "I could see the women undergoing a great change regarding building technology in terms of observations, questions and attitudes. This was quite encouraging for me and I could trust them to shouldering the responsibility of Mahila Kutir."

With the objectives to demystify architect's role, exposure to practical building technology and to create a training team of Sahayoginis, three day training of Sahayoginis, was also held regarding basic building techniques at Gopaldham. A survey form was also given to Sahayoginis for the collection of information on local construction. On 24th March 1992, six Sangha women from Rajkot and Baroda district along with two Sahayoginis have gone for construction training of fifteen days at Gramin Vidyapith, Mangrole (Bharuch District).

All these exercises helped Sangha women to come up with designs of their own. It also helped in creating better understanding and self-confidence among Sangha women about Mahila Kutir activities.

### **Results - Outcome of the process**

It may be felt that Mahila Samakhya Gujarat is still without a single Mahila Kutir, in a way negating any "concrete" achievements. But what village women have gained in the process though not measurable is not invisible.

After four months of involvement in the project, the architect came out with the feeling that the achievements are mainly in the ideological sense and surely these are prerequisites to any further real gain. At the Sangha level, she could see that, the participants, who never ventured out of their homes, were taking very responsible tasks on their own. Most of the women who never thought of drawing plans of the building, do masonry work or understand building technology, are now working around all these issues comfortably. Earlier all these activities were thought in the realm of men. Is this not a measure of women's equality and eduction in a programme for eduction for women's equality ? The answer is definately "YES".

**Mahila Kutir Activities in Sabarkantha District :** In Sabarkantha district, number of Sanghas came up with the demand for common 'space' and concept of Mahila Kutir was initiated. Process of acquiring land was smoother in the villages of Sabarkantha district due to positive response from Government authorities, particularly district collector. Three villages have acquired land for the Mahila Kutir. The process of making women accustomed to the issues related to Sangha hut and collective and responsible approach necessary for construction of the kutir is in process.

In the months of May and June 1991, number of visits were made to Chikla and Bandhiya-nu-Talav villages of Sabarkantha district by three architect students. The girls surveyed availability of local material for construction and prepared financial estimations by approaching number of resources. During their meetings with Sangha women, they introduced the concept of design and the designs prepared by village women became the basis for a model of Mahila Kutir made by the architect students.

**So.....**

The concept of Mahila Kutir have made women rethink of their 'place' in the society. The feeling of group cohesion in Sangha has also strengthened the sangha building process as women have started thinking in terms of group as a whole. During the process of acquiring 'space' they get a chance to look within themselves and explore about their capabilities which is in a way fulfilling the goal of empowerment.

Mahila Samakhya programme provides for collective experiments relating to support services, to encourage group cohesion and to instil a sense of collective strength and confidence. Support services in form of child-care centres and collective experiments to enhance availability of water, fuel and fodder were considered in the programme. Sangha women through collective efforts can go for activities like constructing a water-tank to store rain water, growing trees, shrubs and grass to meet their fuel and fodder needs, organising community bio-gas plants to pump drinking water etc. Mahila Samakhya Gujarat has worked on certain support structure components respecting Sangha demands.

### **5.1 Child-Care Centres : Community Participation**

Women have pressures of performing multifarious roles of income earning, maintaining household, caring for children, etc. The young girls become victims of this which adversely affect their education and development as they have to share the household responsibilities including child-care.

Child-Care Centres in Mahila Samakhya are viewed as alternatives to provide the "time and space" to women. The 'time' is physical extra time and 'space' is a psychological relief which comes to them when children are away. The girl child gets an opportunity to attend the school, the grand-mother and elder women in the house also get 'space'. Children are educated in an entertaining way through games leading to their better development and community participation ensured in child-care activities gives women sense of involvement.

#### **Child-Care Centres in Rajkot District**

Since August 1991, women from seven Sanghas came forward with the need to start child-care facilities. They felt that through child-care centres, children can be familiarised with structured system of sitting for 4-5 hours outside their home. This in turn can help them when they go to school. In three sanghas, women started child-care centres on their own with small contribution from mothers. In another village, women formed committees and selected two women to look after child-care centres. After three-four months, MSS started supporting these centres. Today, Sangha women very well know that the objective of the centre is to provide 'time' and 'space' to woman and girl child. It is not merely a "service" provided by any outside agency for children, but it is 'our centre'. There is a feeling of participation among village women and this has made child-care centres great success in Rajkot district.



## **Child-Care Centres in Baroda District**

Village women going to fields for work came up with the demand for child-care centres. Sahayoginis discussed the concept of child-care centres with them. It was insisted that Sangha women should evolve the systems to run and monitor the centre. The sanghas gathered data on number of children below six years of age and prepared the list of women who needed the service most. Place to run the centre and selection criteria of workers was also discussed at length. Sangha level committees, comprising of Sakhis, child-care workers and representatives of mothers, were formed to monitor working of the centre. Timings of the centre, terms of workers, place, etc. is decided by Sangha women. Two women from the village were selected as child-care centre workers by Sangha women and trained by the DIU. Time-to-time training inputs on aspects like responsibility of committee members, toys from locally available material, songs, educational games for children, etc. were provided through workshops and field-visits by resource persons. Games, role plays and songs are used to communicate ideas and concepts to village women to make the process of learning smoother and easier.

The outcome of this is 8 centres in 8 villages of Waghodia, Sankheda, Naswadi and Chotta Udaipur talukas by March 1991. One more became operational in October 1991. On an average 25-30 children up to the age of 6 years are attending these centres.

Today out of 9 centres, 8 centres get money from MSS for workers' salary and nutrition. In Pavlepur village of Waghodia taluka, children bring 'nasta' (food) from home and share it with other children. For the effective running of these centres, every month field training for a day is arranged for Committee workers. The child-care project being implemented in Baroda district will also help in the development of these centres.

## **Child-Care Project in Baroda District**

Ms. Rajlakshmi Sriram, Senior Lecturer, Department of Human Development and Family Studies, M. S. University, Baroda, had proposed a project for women development and child-care services. After a series of discussions, the project was approved by Grant-in-Aid Committee of MSS.

The project was launched in July 1991 as an attempt to develop alternative models of child-care support with women's (community) participation based on the needs of women and children of selected villages of three talukas namely Waghodia, Chotta Udaipur and Naswadi. The project was planned in three phases so as to observe seasonal changes and thereby monitor and bring about greater flexibility in the child-care services.

In the first phase 26 villages of 4 talukas were visited and a preliminary survey was carried out. In close co-ordination with DIU Baroda, 9 villages viz Sodhvad, Vanta, Deri, Vijli, Patiyapura, Timbi, Narmadpura, Thikariya and Anguthan were selected as project villages. With the help of in-depth interviews with mothers, care-takers and fathers, small and focus group interviews/discussions, observations and overview of village, assessment of women work patterns and child-care facilities

the study was carried out. This 'Needs Assessment Study' provided information on village profiles, about child-care requirements, and understanding about existing child-care model.

In the second phase, based on the understanding about child-care patterns and available training models, training programme was designed. During this process, number of meetings and trainings were also conducted with Sahayoginis to sensitise them to the process and expected outcome of the project.

Based on the understanding gained, training models were designed and child-care committee workers' trainings are being carried out. In these trainings, preparation of low cost nutritious supplementary meals for children is also included besides functional aspects of the centre.

In the third phase model child-care centres will be set up. The project also provides for follow-up component. Follow-up of the child-care centres will mainly comprise of monitoring of the services as well as evaluation. Processes taking place at various levels will be documented by the child-care project functionaries.

### **Health issues : Dealt with confidence**

Besides child-care, health is an area where Sangha women have voiced concerns. Considering the vital need to educate women on body mechanism, MS Gujarat has always included it in the trainings provided to Sahayoginis, Sanghas and Sakhis.

The difficulties experienced in getting primary health services at village level has led many Sanghas to question the staff of PHC. Increased awareness among Sangha women on the health issues has led them to question attendance of ANMs and Malaria Workers. In some areas women themselves take care of linkages and see that right type of services are available at the village level.

SEWA Rural, a voluntary agency working in the area of health was contacted for imparting skills to practising mid-wives. These trainings are organised for local mid-wives called 'dais'. The training are taken up phasewise and in due course a team of trained mid-wives will be available at the village level. Two batches from Baroda district and one batch from Sabarkantha district have been imparted first phase training as 'trained dais' by SEWA Rural. The process for the second phase training and registering them as 'trained dais' with PHCs of their respective areas has been initiated. Baroda district batch included women from sixteen Sanghas. In Sabarkantha district an internal committee of Sahayoginis has been set up for the effective follow-up.

### **5.2 Nurseries : Growing hope**

The acute problem of gathering fuel and fodder led to the demand for raising of nurseries. In Sabarkantha district, village women on their own raised nursery through collective efforts. Some women even went for vegetable 'Vadas' and important aspect of the activity is that they are learning from their mistakes. As one of the village women in her letter to the State office remarked, "This time the quality of vegetables is affected due to poor seeds. Next time we will be careful in the selection of seeds."

In Baroda district, concern for fuel wood was voiced as early as December 1990. In their first year of raising nurseries, 11 Sanghas raised over two lakh saplings, with 90% survivals by account of Forest Department and DRDA. Last year also five Mahila Sanghas raised nurseries.

### **Lunadra Mahila Sangha Experiment**

Lunadra village of Sankheda taluka in Baroda district has come a long way. The objectives of raising nursery were very clear to them - to satisfy fuel-fodder requirements of the village and to grow fruit trees to achieve the long term economic and social benefits. Lunadra Mahila Sangha acquired the five acres of land for plantation in October 1991 from Sukhi project. The labour of raising the nurseries - selection of land plot, choice of sapling, digging and plantations - was carried out by the women on their own. The saplings were obtained from the Forest Department in December 1991. The group have applied to DRDA for financial support to help them raise a mixed plantation of 70 percent forest species and 30 percent fruit trees. The work is in progress and women are planting 'hope' for greener future which will show the way to many other Mahila Sanghas awaiting to take up plantation activities.

### **5.3 Water issues : United efforts**

Though water being one of the primary needs of human life, women are the sufferers. In all the three districts water is an area of concern for village women. Women in many villages voiced their demand for drinking water and were prepared to solve the problem themselves. They approached various local and block level authorities and sought information to solve this problem. They met taluka level officials, applied to district offices and continued the regular follow up.

MS Gujarat devised ways to help women in taking up the issue. Information sharing with village women takes place at different levels. Necessary skills are also imparted to village women through trainings. The state and DIU functionaries simultaneously collect necessary data and contact concerned departments .

**Baroda District :** In Baroda district questionnaire was prepared and information about available water sources in the villages and nearby water facilities, number of working hand pumps etc. was collected by village women and Sahayoginis. This data revealed that many villages had drinking water problems and women had to fetch water from open wells, streams or nearby rivers. The villages were then arranged on priority basis and Sahayoginis along with resource person of DIU represented the difficulties to the district collector. Considering the sole responsibility of women for drinking water, DIU Baroda contacted Jal Sewa Training Institute, Gandhinagar, to provide necessary information and skills for the maintenance of handpumps or well machines. Number of trainings for handpump care-takers were carried out with the objectives to pass on information, awareness and skills to village women. 47 Sangha women from Naswadi taluka participated in the trainings arranged in the months of May 1991 and September 1991.

**Sabarkantha District :** The issue of water was addressed differently by Sabarkantha women. They rallied to taluka head quarters articulating their demand for water. A survey was also carried out

with the help of Sahayoginis and Sakhis. Information about water sources, quality of water, water requirements, number of applications forwarded by village women, etc. was collected. The information so collected was sent to District Collector, Director DRDA and Executive Engineer of the GWSSB for necessary action. A meeting was arranged by State and District level Mahila Samakhya with Superintending Engineer and Executive Engineer of GWSSB. Priorities were laid down. Decision to solve the problem wherever technically feasible was taken by GWSSB. The report says that action has been initiated in about 47 villages.

**Rajkot District :** In Rajkot district village women questioned authorities about drinking water facilities. Number of Sangha women go to taluka level offices to inquire about their application. This has activated concerned authorities also.

#### **5.4 Social issues : Collective Strength**

As the Sanghas became more and more cohesive, women came closer to each other and started sharing their personal problems till recently kept untouched. They started reflecting on each others problems during group interactions. The need for the support structures was felt.

The first step was taken. MSS Sabarkantha and MSS Rajkot became members of Nari Suraksha Samiti (Women's Protection Committee). MSS Rajkot took a step in the direction of establishing rapport between police department and villagers. On 8th March 1992, some police officers took part in Women's Day celebrations. MSS Rajkot is in the process of establishing legal-aid cell where women can come and share their grievances.

In Sabarkantha district, Sakhis approached the DIU office with their problems. MSS Sabarkantha has established linkages with Police Department, Vikas Gruh and Nari Suraksha Samiti. This helps in helping women in critical situations.

In Baroda district, cases on social issues were handled by DIU staff members, Sahyoginis, Sakhis and Sangha women. In one case, help of Panchayat (local body) was also taken to solve the issue. Solutions so derived helps MSS to grow further and spread message of justice and equality. Baroda DIU is also planning to carry out number of legal guidance workshops for Sakhis and Sahayoginis.

**Strenght of the Sangha :** In Narmadpura Sangha of Vaghodia taluka in Baroda district strenght of the Sangha became visible in one such incident. A girl from Narmadpura returned from her in-laws house because of harassment. She was not allowed to take her two year old son with her. Sangha women decided to help her out. They went to the girl's in-laws house and brought back the child. Not only that but when two men from the in-laws side came to take the girl, the women gathered the whole village and asked those men to give in writing that she will not be harrassed in future. The local leaders and Panchayat members supported the Sangha women.

Though in social issues it is vey difficult to have clear cut solutions, Mahila Samakhya attempts to find ideological answers. But many a time, they may not be acceptable to the concerned people. At this stage, what is important is to reach out to people and provide a place for sharing rather than imposing our answers on them. And MS staff remembers this fact very well.

Processes play significant role in programme like MS where objective is to educate and empower rather than mere social welfare. The processes taking place at the Sangha level give direction to the activities and therefore monitoring, evaluation and documentation of processes at grass root level is inevitable.

The demand of the programme on documentation is varied for processes, information, learning, review, evaluation and so on. And documentation at regular intervals provide chance of introspection to project functionaries. As a result all possible forms of media are required to be used. So far, MS Gujarat has developed written words, spoken words, role plays, audio-visuals, posters, songs, dances, puppets, photographs, slides, models, drawings, etc.

### 6.1 Regular Rapport

MS Gujarat has developed some regularised forms of documentation. They are -

- \* **Sahayogini Diaries** : Sahayoginis provide link between district and villages. They visit villages at regular intervals and keep track of activities carried out by Sanghas. They regularly report their progress in form of monthly diaries. In all the three districts such diaries are received from all the Sahayoginis and are maintained by the district functionaries.

Sahayogini monthly meeting is another such forum where they share their problems, fears and achievements. Sahayoginis have formed various committees among themselves which has created effective internal monitoring system.

- \* **Training Reports** : Whenever any training, workshop, exposure visit or special meeting takes place, the report of the event is prepared either by the participants or by the organising team. These reports reflect on the changes in the attitudes, learnings, progress and processes that have taken place at the group level. Sakhi orientation, reflection and review trainings and night meetings of sangha women give feedback and provide useful information on the progress of the process taking place at village level.
- \* **Tour programme and Tour Diaries** : Monthly tour programme and tour diaries help district people to review their activities and State office to record activities.
- \* **Review Mission** : Within the organisational set up of the programme a recurrent external review is envisaged by a panel of independent experts from Indian and Netherlands Government. The Second Indo-Dutch Review Mission consisting of six members (3 Indian and 3 Netherland representatives) visited Gujarat from October 2nd to October 8th, 1991. Reviewing MS programme in Gujarat, Mission notes about the clear understanding of MS ideology amongst the functionaries. It observes the impact of training at Sakhi and Sahayogini level and emphasises the need for external training inputs in a programme like MS. Participatory method of Sangha hut construction was appreciated by the Mission for the involvement of Sangha women. The Mission was impressed by the successful literacy experiments and the literacy primer. Shortage of human resources was taken note of by the Mission. Mission also felt short of time in covering activities of MS Gujarat.

## 6.2 Audio-Visuals

In the year 1991-92, Mahila Samkhya Gujarat prepared number of audio-visuals to document the processes and achievements of the programme.

- \* **'THE SEARCH'** : 50 minutes documentary on activities of Mahila Samakhya Gujarat was prepared by Ms Dinaz Kalwachwala. This documentary was prepared keeping in view second Indo-Dutch Review Mission visit.
- \* **Training film** : 'Ama Kono Kono Wank', a Gujarati film on Sakhi training was prepared in form of visual documentation.
- \* **Other Documents** : To keep record of processes, small audio-visuals of varied duration were prepared on literacy experiment of Sabarkantha and Sakhi training sessions at Rajkot. Considering village women's demand of "film on us", a Gujarati documentary on MS programme was prepared prior to International Women's Day celebrations.

## 6.3 Documenting 'History'

- \* **'Unfolding' process** : Today becomes 'History' tomorrow. In July 1991, "The Unfolding : Mahila Samakhya Gujarat State, 1991," a document containing processes of Mahila Samakhya activities in Gujarat was prepared by project functionaries who themselves had witnessed the "History". 'The unfolding' unfolded various dimensions and aspects of Mahila Samakhya activities in the state. The emphasis was more on process aspects of the programme and to unveil the curtain, number of qualitative illustrations and case studies were cited while explaining the progress.
- \* **Mahila Kutir activities** : The process undertaken for Mahila Kutir activities was documented by the facilitator architect Ms. Charul Bharwada. Besides her report on "Mahila Kutir - The process : November 1991," she also provided 'Manual on Construction' and 'Alternatives : Mahila Kutir building' - a visual document, both in Gujarati language. The document Mahila Kutir -building alternatives is visual documentation of low-cost buildings and various aspects of construction like foundation, plaster, roof, latticed brick work, etc. She had prepared slides for visual presentation to village women. All these documents will be useful for Mahila Kutir activities in future.
- \* **Platform for All** : The need to communicate the programme to the village women is very essential. News-letters are considered as one such forum where women can share their understanding in their language. Rajkot district started its news-letter 'Aapno saad' in June 1991. The first editon was based on processes ocured around water issue in six to seven villages of Rajkot district. The news-letter was circulated in other districts too. The second edition was brought out in September 1991 around literacy component of the programme.

MS Gujarat is on the way to develop process documentation in more and more systematic way. Development of indicators and parameters of progress and news-letters in Gujarati and English will be taken up in the near future. Attempts are to utilise all possible forms of media effectively and involve as many people as possible in this process of education for equality.

The main emphasis of the programme being on processes, further developments depend upon the achievements at the grass-root level.

### **Looking back**

In the beginning, Sanghas were to be formed and made functional; functionaries were to be selected and trained; structures were to be established and strengthened; various resources to build up the programme were to be searched and associated with the programme; systems were to be evolved and established. Simultaneously the work at the village level had to be initiated, entry-points at the villages were to be tried out and all these required continuous planning and strategising at various levels.

Based on the learnings, interactions, experiences and the results achieved through implementation of the plans many groups were formed, activated and strengthened at the village level. In the process, entry points started becoming visible. Women who were passive recipient of the programme now came forward to discuss wider issues affecting their lives and started articulating their needs. A continuous change in their attitudes was noticed. Processes took momentum with these achievements. Women started stepping out of their houses and more and more women came within the purview of the programme.

In the course of time issues coming up in the districts have shown homogeneity. The entry-points and the tasks have become more clear and easy for the project functionaries. Process of Sangha formation have gained momentum. The roles and responsibilities of Sahyoginis have taken a new dimension. The concept of Sakhi rotation has become operational in the field. Training teams having been strengthened, the concept of district training team is taking roots in the districts.

The Sangha women are active participants, the ultimate goal being to make them self reliant, the process has started in the direction of making them empowered. Today the village women are taking up many issues, solving them on their own and in a process wherever needed or required, approach various official and non-official bodies. They also identify the issues and critically reflect on the problem.

As preceding pages manifest, the programme has witnessed continuous progress and learning, and it can be said that the awakening has begun.

## **The Awakening**

It is not an exaggeration to say that many lives have been brightened up because of the programme, the approaches and the processes taken up at the Sangha level. The awakening has begun. We hope that it will be strengthened on the programme getting a clear directions in the near future.

### **Now.....**

The Sanghas having reached a stage, Mahila Samakhya Gujarat is preparing to provide directions to the programme. The issue of providing directions to the human resources developed in the programme, though critical, is being planned. The process of covering new districts in the programme is also on the way but right now the attention is focused on the consolidation of the work in the existing districts. The preparation of the detailed plan for the purpose is on the threshold. An exercise for giving entity to Mahila Sanghas is initiated. The parameters for evaluation of progress will also be developed simultaneously. With cascading effect of the concept of DTT, now the Sahyoginis will independently take over the training of Sakhis, Sangha women and some of the orientations of new Sahyoginis. Efforts are made to strengthen the system of documentation at various levels. Establishment of linkages and networking with the mainstream will be taken up on larger scale. Attempts are also made in the direction to create systematic data-base for the programme. MS Gujarat is awaiting to explore new avenues.



## Appendices

- Appendix-A : Important Events of Head Office  
Appendix-B : Important Events of Baroda District  
Appendix-C : important Events of Rajkot District  
Appendix-D : improtant Events of Sabarkantha District

## Annexures

- Annexure-A : List of members of General Council  
Annexure-B : List of members of Executive Committee  
Annexure-C : List of Project functionaries and administrative staff  
Annexure-D : Audit Report 1991-92

# Appendix - A

## Important Events of Head Office

April 1991 - March 1992

Date	Particulars
1991	
April	5 Executive Committee meeting
	10 Mahila Hut construction meeting with DPC Sabarkantha. Involvement of architect students for the construction activities.
	10 Meeting - literacy material for Bhiloda
	26 Sabarkantha workshop for Mahila Kutir activity
	29 Development of literacy material for Sabarkantha district
May	2 Meeting for literacy material for Bhiloda-Meghraj experiment
	4-5 Sabarkantha Sakhi training at village Koba
	7 Meeting with Sahyoginis of Rajkot (at Rajkot)
	9 Literacy material evaluation workshop, Sabarkantha.
	14 Rajkot Mahila Kutir Meeting
	15 Meeting for Sabarkantha district Mahila Kutir
	23 Documentation meeting with Janvikas
July	3 Meeting with UNICEF and Resource Persons
	3 Meeting with Ms Charul Bharwada, architect
	16 Mahila Hut construction - Presentation by Rajkot district
	19 Documentation meeting with Additional Chief Secretary at Gandhinagar
	24 Training Shibir for Mahila activity centre
August	2-4 Resource Persons Ms Neeta and Ms Sumitra attended workshop at Pune
	13 Meeting with National Project Director for Review Mission
	14 Meeting with National Project Director and District staff for Review Mission
	16 Meeting for literacy with Shri Bharat Upadhyaya of Shramik Vidyapith, Surat.
	20 Meeting for Indo-Dutch Review Mission at New Delhi
	21 Meeting with Ms Anita Kaul for adult literacy at New Delhi
	23 Meeting of National Resource Group, Chairperson and district staff
	27 Video documentation meeting with Ms Dinaz Kalwatchwala

<b>Date</b>	<b>Particulars</b>
September	6 Video documentation meeting with Ms Dinaz and Ms Monica
	11 Video documentation meeting - Chairperson, EC, Ms Dinaz, Mr Amit Bhavsar and SPD
	11 Janvikas training for Resource Persons
	20 Mahila Samakhya programme - Review meeting of Chairperson, EC, EC/GC members, district staff
	30 Presentation of Video Documentaton to the Mission at National Project Director's office
October	2-8 Visit of Indo-Dutch Review Mission to Gujarat
	24 Meeting with Ms Sridevi, Gujarat Text Book Board, for adult literacy
	30 Debriefing meeting with Indo-Dutch Review Mission at National Project Director's office, New Delhi
November	11-13 Literacy Workshop
	19 Planning meeting at Gandhinagar
	21-30 Rajkot and Sabarkantha Sahayogini reflection training at village Koba
	23 Meeting for nursery activities for Baroda district
December	6 Child-care project meeting for Baroda district
	11 Meeting with Mr Vyas for literacy
	19 Health meeting for Baroda district
<b>1992</b>	
January	24-29 Visit of National Project Director to Gujarat
	25 Meeting with Ms. Renana Jhabwala - Review of progress
February	11 Executive Committee meeting
	12-15 Annual National Conference - Mahila Samakhya
	18 "SEWA Rural" - Health meeting for Sabarkantha
	20 Meeting with 'Prayas' Mahendrabhai - Mahila Kutir activity for Rajkot district
	26 Meeting for Child-care project, Baroda
March	25 Meeting with Additional Chief Secretary, Gandhinagar, for review of progress
	30 Meeting with Ms. Poonam, Janvikas, for training

# Appendix - B

## Important Events of Baroda District

April 1991 - March 1992

Date	Particulars
<b>1991</b>	
April	6 Naswadi taluka Sakhi had a joint meeting with TDO/DPO to look into implementation of drinking water scheme and other development project of taluka
	10 Sakhi cluster meeting to discuss Mahila Sangha relationship with Mahila Samakhya and local voluntary agencies
	22-27 Training of trainers (Sahayoginis) for Sakhi orientation
	30 Talk about Mahila Samakhya to final year students of TISS, Bombay
May	4-5 Child-care workers training (about songs and games)
	8 Doctors started visiting child care centres
	6-25 Sakhi cluster meeting, Literacy, Preparation of Handpump Caretaker training
	31 Handpump caretaker training of Naswadi and
June	1 Chotta Udaipur women in collaboration with Jal Seva Nigam
	5-7 First batch of Sakhi (outgoing) Shibir
July	1 Child-care Project starts with the joining of one Resource Person in the project
	5-6 Child-care workers workshop training them on recreational developmental and educational activities
	13-9 Orientation of 36 Sakhis
	20 Camp for identification for New Sahayoginis
	22 Waghodia Sakhi held meeting with Taluka Panchayat President, officer and other officials to obtain various information regarding agriculture labour-wages, etc.
	22-27 Literacy Camp - Phase I
August	1 Work on Lunadra plantation begins
	5-6 Review-Reflection of Sahayoginis - Planning for future
	7 Discussion and designing tools for data collection with Ms Rajlakshmi for Child-Care Centre Project
	21 12 New Sahayoginis begin training
	29-31 Reflection camp for 23 Sakhis (April batch)

<b>Date</b>	<b>Particulars</b>
September	8 Literacy Day celebration
	10-11 Follow up of hand pump caretaker training in response of Jal Seva Nigam and 5 Sangha meet at Gulabpura for possession of credre
	15-16 Mobilization for intervention in Jati Panchayat in 5 village Sangha
	30 10 village Sangha representative met PHC staff for health care delivery
	15-24 Follow up of Phase I Literacy Camp and yearly report of DIU Baroda for Indo-Dutch Review was written
October	3-5 Review Mission team visited the district
	15 A team of Sahayoginis/Sakhis met with Jaghadia Sewa Rural for Dayan training
	6-13-20 Meeting with trainers - Janvikas
	18-19-20 Workshop on organisational restructuring to facilitate decentralisation of work with old Sahayoginis
	21-26 Literacy Camp - Phase II
November	1 Final selection of new Sahayoginis and new village identified
	18-23 DRP attended a literacy seminar on "Reading a word and the world" at Netherland
	21-28 New Sahayogini orientation camp at Koba
December	13 DRP attended CRC seminar at Ahmedabad organised by CHETNA
<b>1992</b>	
January	2 Old Sahayoginis meeting to prepare yearly plan
	3-4 Child-care project workshop - Phase II
	6-11 First phase of Dai training at SEWA Rural, Jhagadia
	8-9 Last reflection of 40 Sakhis of December 1990
February	4-6 Reflection with new Sahayogini
	7-8 All DIU meet at Ahmedabad
	16-18 Team from other States visiting the district
	17-22 New Sakhi orientation
March	8 International Women's Day celebrations of Naswadi, Vaghodia and Chotta Udaipur talukas.
	10 International Women's Day celebrations of Padara taluka
	12 International Women's Day celebrations of Dabhoi taluka
	24 Child-care centre old workers training at Baroda
	25 Child-care centre new workers training at Baroda

# Appendix - C

## Important Events of Rajkot District

April 1991 - March 1992

Date	Particulars
<b>1991</b>	
April	3 Preliminary meeting of Sahayoginis and Consultant Architect for Mahila Kutir
	6 Concluding experimental AE class - Literacy meeting
	8-9 All DIUs meeting with State Programme Director at Jadeshwar (Bharuch) - Reflections
	23 Sakhi training for Mahila Kutir
	25-28 Sakhi Orientation - batch No. 2
May	22 Sahayogini meeting with Consultant Architect at Virnagar for adoption of proper technology
June	4 First edition of the news letter 'Aapano Saad'
	14-17 Training of village women at Village Technology Centre, Jhagadia, for construction of Mahila Kutir
	18-20 Sahayogini training at Gopaldham by Consultant Architect
July	8 Meeting at Janvikas, Ahmedabad, for planning Sakhi reflections
	12-14 Sakhi reflection - Batch No. 2
	24 Presentation on Mahila Kutir by Consultant Architect and Sahayoginis with other districts
August	7 Meeting in the office of the DSP on women's security
	11 Evaluation of work done by Sahayoginis during the last two years
	30-31 Preparation of materials for 9th September
September	1 Voluntary child-care centre started at village Mungavavadi
	5-6 Prepared 'Aapano Saad' - 2
	8 Literacy Day celebration with 400 village women
	16-21 First training shibir of Audlt Education Instructors
	23-28 Sakhi Orientation training - Batch No. 3

Date	Particulars
October	3-5 Visit of Indo-Dutch Mission at Rajkot 22-23 Meeting of Adult Education Instructors
November	29-30 Sahayogini reflections at Koba
December	2-3 Training of village women for masonry and discussions on building materials 8 Land given by Collector for construction of Mahila Kutir at village Taragadi 31 New Sahayogini selection
<b>1992</b>	
January	1 Meeting in the office of the DSP regarding women's security 6-11 Training of women farmers (Marginal) at Farmers Training Centre, Junagadh Jan 20-Feb 12 Training of women in masonry - Cluster meeting of Sakhis
January	28 National Project Director visited the district 29-30 Sakhi reflection
February	4 New Sahayogini meeting 24-29 Sompipliya village Literacy Camp 25-26 Sakhi reflection
March	3-8 International Women's Day celebrations for six days 17-21 New Sahayogini trainings 23-27 Construction of Mahila Kutir training at Mangrole (Dist. Bharuch)
March-30-April 1	Sompipliya Literacy Camp follow up

# Appendix - D

## Important Events of Sabarkantha District

April 1991 - March 1992

Date	Particulars
<b>1991</b>	
April	22-23 Sahayogini reflection meeting
	25-29 Volunteers training for Adult Education (Bhiloda)
May	4-5 Sakhi training at Koba village (36 Sakhis)
	7-16 Training for Khedbrahma Adult Education volunteers
June	19-21 Volunteers training for Adult Education (Idar)
August	9-10 Sahayogini Internal Review Meeting
September	8 Celebration of Literacy Day with 700 village women
	13-14 Discussion with DTT on Sakhi Training Plan and design for Sahayogini meeting
	25-29 28 Sakhis Orientation Training
October	1-3 Volunteers workshop for Adult Education (Dhuleta)
	2-4 Literacy workshop for learner women
	6 Indo-Dutch Mission meeting with voluntary agency at Ranasan
	6 Selection shibir of New Sahayogini
	15 New Sahayogini meeting for spreading Samakhya message
November	20 DIU Meeting (Janvikas, Ahmedabad)
	21-28 New Sahayogini Orientation Training at Koba
	21-24 Literacy workshop for learner women
December	15 Pleasure trip of 55 village women of Bhiloda taluka to Vagheshwari forest
	27 Meeting of 28 Sakhis of Khedbrahma taluka for discussing Samakhya experiences
<b>1992</b>	
January	2-7 Literacy shibir of 37 learner women of Khedbrahma taluka
	20-26 Sakhi Orientation training
	22 District Employment Exchange Office Committee meeting
	24-26 National Project Director visited the district
January 27-Feb 2	Sakhis orientation training
February	18-22 Literacy camp for Meghraj taluka
	23-26 New Sahayogini reflection
March	4-13 International Women's Day celebrations with 3,000 village women.
	25-31 Literacy camp using literacy primer 'Rakhma'



# Annexure—A

## List of Members of General Council as on 31-3-92

### **A. Ex. officio Members**

1. President  
Hon. Minister for Education,  
Government of Gujarat,  
Sachivalaya, Gandhinagar
2. Vice President  
Hon. Minister of State,  
Government of Gujarat,  
Sachivalaya, Gandhinagar
3. Chairman  
Additional Chief Secretary  
to Government  
Education Department,  
Sachivalaya, Gandhinagar
4. Secretary to Government,  
Rural Development Department,  
Sachivalaya, Gandhinagar
5. Secretary to Government,  
Social Welfare Department,  
Sachivalaya, Gandhinagar
6. Commissioner  
Women and Child Development  
Polytechnic Campus, Ambawadi,  
Ahmedabad
7. Development Commissioner,  
Gandhinagar
8. Secretary to Government  
Health, Nutrition and  
Family Welfare Department,  
Sachivalaya, Gandhinagar
9. Secretary to Government (Planning),  
General Administration Department  
Sachivalaya, Gandhinagar
10. Director of Primary Education,  
Gujarat State, Block No. 12,  
Old Sachivalaya, Gandhinagar
11. Director Higher Education  
Gujarat State, Block No. 12  
Old Sachivalaya, Gandhinagar
12. Director, Adult Education  
Gujarat State, Block No. 12  
Old Sachivalaya, Gandhinagar
13. Director, Social Welfare,  
Gujarat State, Block No. 4,  
Old Sachivalaya, Gandhinagar
14. Chairman  
State Welfare Advisory Board,  
Paldi, Ahmedabad
15. Director  
State Resources Centre (Adult Education)  
Gujarat Vidyapith, Ahmedabad.
16. District Programme Co-ordinator,  
Mahila Samakhya Gujarat, Rajkot
17. District Programme Co-ordinator,  
Mahila Samakhya, Gujarat,  
Sabarkantha, Himatnagar
18. District Programme Co-ordinator,  
Mahila Samakhya Gujarat, Baroda
19. Member-Secretary  
State programme Director, Mahila Samakhya  
Gujarat, Ahmedabad

### **B. Persons from Non-Government Organisations and Educational Institutions**

20. Dr. Lataben Desai  
SEWA Rural, Jhagadia  
Dist. Bharuch
21. Ms. Manjulaben Dave  
Kasturba Vikas Gruh, Jamnagar

22. Ms. Vasuben P. Shah  
Advocate, Pritamnagar, Ellisbridge,  
Ahmedabad
23. Prof. Anil Bhatt  
Indian Institute of Management,  
Vastrapur,  
Ahmedabad
24. Ms. Indu Capoor  
'CHETNA' 3rd Floor, Drive-in Cinema,  
Building, Thaltej, Ahmedabad
25. Ms Madhu Sarin  
48, Sector-4,  
Chandigarh-160 001
26. Ms. Shantaben Nagjibhai Desai  
Ananth Ashram,  
Surendranagar
27. Ms. Shahshiben Naik  
Matrushree Virbai College, Rajkot
- 28., Ms. Majethia  
Gandhi Women's Arts and  
Commerce College,  
Bhavnagar
29. Dr. Anjliben D. Mehta  
B. K. School of Business Management,  
Gujarat University, Ahmedabad
30. Dr. Taraben Shah  
2, Gitanagar,  
Rajkot
- C. Nominees of Central Government**
31. Project Director  
Mahila Samakhya,  
Ministry of Human Resource Development,  
Department of Education,  
Government of India,  
New Delhi
32. Director,  
Elementary Education,  
Human Resource Development,  
Department of Education,  
Government of India,  
New Delhi
33. Prof. (Mrs.) Amita Verma  
Faculty of Home Science  
M. S. University, Baroda
34. Ms. Renana Jhabwala  
"SEWA" Near Victoria Garden,  
Bhadra, Ahmedabad
35. Ms. Nafisa Barot  
MAHITI-UTTHAN  
Himmatlal Park, Azad Society,  
Ahmedabad

# Annexure–B

## List of Members of Executive Committee as on 31-3-92

### A. Ex-officio Members

1. Chairman  
Additional Chief Secretary,  
Education Department,  
Sachivalaya Gandhinagar
2. Member Secretary  
State Programme Director,  
Mahila Samakhya Gujarat,  
Ahmedabad
3. Commissioner  
Women and Child Development  
Polytechnic Campus, Ahmedabad
4. Director  
Adult Education, Gandhinagar
5. Financial Advisor  
Education Department,  
Sachivalaya, Gandhinagar
6. District Programme Co-ordinator  
Mahila Samakhya, Baroda
7. District Programme Co-ordinator,  
Mahila Samakhya, Rajkot
8. District Programme Co-ordinator  
Mahila Samakhya,  
Himatnagar, Sabarkantha

### B. Officials of Ministry of HRD, GOI

9. National Project Director  
Mahila Samkhya,  
Human Resource Development,  
Department of Education, Government of India  
New Delhi
10. Director (I. F. D.)  
Department of Education  
Government of India  
New Delhi

### C. Nominees of the NRG

11. Ms Amita Verma  
Faculty of Home Science  
M. S. University Baroda
12. Ms Renana Jhabwala  
"SEWA" Near Victoria Garden,  
Bhadra, Ahmedabad

### D. Persons nominated by the President

13. Dr. Lataben Desai "SEWA" Rural  
Jhagadia, Dist Bharuch
14. Ms Shashiben Naik  
Matrushri Virbai College  
Rajkot

# Annexure-C

## List of Project Functionaries and Administrative Staff as on 31-3-92

1. Ms. Kusum Chauhan, I.A.S.  
State Programme Director
2. Ms. Sejal Dand  
Resource Person  
Baroda
3. Ms. Vandana Nag  
Resource Person,  
Baroda
4. Ms. Preeti Sheth  
Consultant,  
Baorda
5. Ms. Shakuntala Mehta  
Resource Person,  
Sabarkantha
6. Ms. Neeta Hardikar  
Resource Person,  
Sabarkantha
7. Ms. Jhanvi Andharia  
Resource Person,  
Rajkot
8. Ms. Sumitra Thakkar  
Resource Person,  
Rajkot
9. Ms. Aditi Joshi  
Consultant,  
Rajkot
10. Shri M. S. Parmar  
Accounts Officer,  
Ahmedabad
11. Shri A. P. Zala  
Accountant,  
Rajkot
12. Shri B. M. Suthar  
Accountant,  
Sabarkantha
13. Ms. Trupti Shah  
Accountant,  
Baroda
14. Ms. Indira Arya  
Assistant,  
Baroda
15. Shri K. K. Thakore  
Assistant,  
Ahmedabad
16. Shri M. S. Parekh  
Assistant,  
Rajkot
17. Shri C. B. Gondaliya  
Stenographer,  
Baroda
18. Shri D. T. Chotliya  
Stenographer,  
Ahmedabad
19. Ms. Kirtida Vohra  
Stenographer,  
Rajkot.
20. Shri S. K. Prajapati  
Stenographer,  
Sabarkantha
21. Shri L. R. Timani  
Stenographer,  
Ahmedabad
22. Shri L. P. Parmer  
L.D.C.,  
Ahmedabad

**Annexure-D**

**AUDIT REPORT**

**1991-92**

## AUDITOR'S REPORT

We have audited the attached Balance Sheet of Mahila Samakhya, Ahmedabad (A society registered under Societies Registration Act, 1860) as at 31st March, 1992 and the Income and Expenditure Account of the Society for the year ended on that date and report that :

1. We have obtained all the information and explanation which to the best of our knowledge and belief were necessary for the purpose of audit.
2. In our opinion, proper books of account have been maintained by Society so far as it appears from our examination of the books.
3. The Balance Sheet and the Income Expenditure Account dealt with by this report are in agreement with the books of accounts.
4. In our opinion and to the best of our information and according to the explanation given to us the accounts read with notes thereon give a true and fair view.
  - (a) In the case of the Balance Sheet of the State of affairs of the Society as at 31st March 1992; and
  - (b) In the case of the Income and Expenditure Account of the Excess of Income over expenditure for the year ended on that date.

**For, Manubhai & Co.**  
Chartered Accountant

Sd/-

K. C. Patel  
Partner

Place : Ahmedabad  
Date : 25 Sep, 1992

**Balance Sheet as at 31st March 1992**

Funds & Liabilities	Amount		Amount		Property & Assets	Amount		Amount	
	Rs.	Ps.	Rs.	Ps.		Rs.	Ps.	Rs.	Ps.
Grant in Aid :					Fixed Assets :				
Balance as per Last Balance Sheet	72,13,196-43				(As per Schedule-A)				
Addition during the year	1,00,00,000-00				Gross Block	10,08,270-53			
	<u>1,72,13,196-43</u>				Less : Depreciation upto date	<u>2,87,925-96</u>			7,20,344-57
Less . Amount Transferred to Income and Expenditure Account	<u>41,08,026-59</u>				Advances & Deposits :				
Liabilities :			1,31,05,169-84		Advances To Employees	5,908-00			
For Expenses	1,23,922-05				Telephone Deposit	39,000-00			
Other Liabilities	40,700-33				Other Deposit	<u>95-00</u>			45,003-00
Due to Bank in Savings Account (Book Overdraft)	<u>25,242-52</u>		1,89,864-90		Other Current Assets (Interest Receivable on Bank Deposits)				5,83,701-09
Income & Expenditure Account :					Tax Deducted as Source				5,160-00
Balance as per Last Balance Sheet	12,27,832-51				Cash & Bank Balance (As per Schedule-B)				
Add : Surplus as per Income & Expenditure Account during the year	<u>9,58,792-26</u>		21,86,624-77		In Fixed Deposits with Scheduled Banks	1,36,42,055-65			
					In Savings Bank Accounts with Scheduled Banks	2,73,907-48			
					Demand Drafts on Hand	1,70,200-00			
					Cash on Hand	<u>41,287-72</u>			
Total Rs.			<u>1,54,81,659-51</u>		Total Rs.				<u>1,41,27,450-85</u>
									<u>1,54,81,659-51</u>

Notes on accounts as per Schedule-E as per our Audit Report of even date attached

For Manubhai & Co.  
Chartered Accountant  
Sd/-  
K. C. Patel  
Partner

Ahmedabad  
Date : 25 Sep, 1992

The above balance sheet to the best of our belief containing a true account of the fund & liabilities and of the Property and Assets of the Society.

Sd/-

Ahmedabad  
Date : 25 Sep, 1992

State Programme Director  
Mahila Samakhya (Gujarat)  
Ahmedabad

Society Reg. No. Guj/130/G'nagar

**MAHILA SAMAKHYA GUJARAT STATE AHMEDABAD**  
(Registered under Societies Registration Act 1860)

**Income and Expenditure Account for the year ended 31st March 1992**

Expenditure	Amount		Amount		Income	Amount		Amount	
	Rs.	Ps.	Rs.	Ps.		Rs.	Ps.	Rs.	Ps.
To Establishment Expenses (As per Schedule-C)			9,44,346-40		By Interest on Bank Balances			9,58,792-26	
" Salary and Allowances			9,32,011-40		" Amount transferred from Grant-in-aid Account			41,08,026-59	
" Expenses on objects of the Society (As per Schedule-D)			21,18,912-79		(See Note 1 in Schedule-E)				
" Audit Fee			7,000-00						
" Depriciation			1,05,756-00						
" Excess of Income over Expenditure carried over to Balance Sheet			9,58,792-26						
Total Rs.			50,66,818-85		Total Rs.			50,66,818-85	

Notes on account is as per Schedule-E  
as per our Audit Report attached

Ahmedabad  
Date : 25 Sep, 1992

For Manubhai & Co.  
Chartered Accountant  
Sd/-  
K. C. Patel  
Partner

Place : Ahmedabad  
Date : 25 Sep, 1992

State Programme Director  
Mahila Samakhya (Gujarat)  
Ahmedabad



**MAHILA SAMAKHYA GUJARAT STATE AHMEDABAD**  
(Registered under Societies Registration Act 1860)

## SCHEDULE-A

## Fixed Assets

Sr. No.	Description of Assets	Gross Block as on 1-4-91	Addition during 1991-92	Gross Block as on 31-3-92	Depriciation up to 31-3-91	Depriciation for the year	Total Depriciation upto 31-3-92	Net Block as on 31-3-92
1.	Furniture & Dead Stock	1,68,554-12	86,060-95	2,54,615-07	18,936-08	15,401-00	34,337-08	2,20,277-99
2.	Office Equipment	1,16,169-27	1,13,159-19	2,29,328-46	19,180-10	14,548-00	33,728-10	1,95,600-36
3.	Vehicle	5,22,312-00	2,015-00	5,24,327-00	1,44,053-78	75,807-00	2,19,860-78	3,04,466-22
	TOTAL	8,07,035-39	2,01,235-14	10,08,270-53	1,82,169-96	1,05,756-00	2,87,925-96	7,20,344-57

**MAHILA SAMAKHYA, GUJARAT STATE, AHMEDABAD**

(Registered under Societies Registration Act 1860)

**SCHEDULE-B****Cash & Bank Balances**

Particulars	Amount	
	Rs.	Ps.
(1) In Fixed Deposit Accounts with		
- State Bank of Saurashtra, Bhadra Branch		16,42,055-65
- Canara Bank, Old Sachivalaya Branch		1,20,00,000-00
		<u>1,36,42,055-65</u>
(2) In Saving Bank Accounts with		
- State Bank of India, Himatnagar Branch		61,020-44
- State Bank of India, Rajkot Branch		29,600-35
- State Bank of Saurashtra, Baroda Branch		1,52,522-31
- State Bank of Saurashtra, Bhadra Branch		28,957-88
- State Bank of Mysore, Bhadra Branch		1,706-50
- Canara Bank, Old Sachivalaya Branch		100-00
		<u>2,73,907-48</u>
(3) Cash on Hand at		
- S. P. D. Office		15,366-92
- D. I. U. Rajkot		14,155-46
- D. I. U. Baroda		9,493-15
- D. I. U. Himatnagar		2,272-19
		<u>41,287-72</u>
(4) Demand Draft on Hand		<u>1,70,200-00</u>
Total Rs.		<u>1,41,27,450-85</u>

**MAHILA SAMAKHYA, GUJARAT STATE, AHMEDABAD**  
(Registered under Societies Registration Act 1860)

SCHEDULE-C

Establishment Expenses

Particulars	Amount		Amount	
	Rs.	Ps.	Rs.	Ps.
Vehicle Expenses :				
Petrol	1,99,668	52		
Repairs & Maintenance	1,02,655	30		
			3,02,323	82
Books & Periodicals			11,445	69
Travelling & Conveyance			1,89,901	34
Postage Telegraph & Telephone			1,55,334	26
Rent Rates & Taxes			1,32,201	13
Printing & Stationary			50,820	78
Office Expenses			42,297	50
Miscellaneous Expenses			60,021	88
Total Rs.			9,44,346	40

**MAHILA SAMAKHYA, GUJARAT STATE, AHMEDABAD**  
(Registered under Societies Registration Act 1860)

**SCHEDULE-D**

Particulars of Expenses on object of Society

Particulars	Amount	
	Rs.	Ps.
Work-shop Seminar & Meetings	2,16,819	30
Training & Documentation	4,50,373	82
Honorarium & Travel Expenses etc of Sahyoginis	5,01,778	13
Mahila Sangha Expenses	5,63,428	55
Child Care Centre Expenses	1,45,559	34
Adult Education Expenses	1,07,199	25
Consultancy Fees	87,012	40
Vocational Training Expenses	12,200	00
Fees & Honorarium	34,542	00
Total Rs.	21,18,912	79

**MAHILA SAMAKHYA, GUJARAT STATE  
AHMEDABAD**

**SCHEDULE - E**

**Notes on Account for the year ended 31 March, 1992**

1. The Society has received the Grant (which is shown in the Balance Sheet) from Government of India for implementation of various schemes under the programme of Education for Women's Equality and also for Administrative purposes. The amount of Rs. 41,08,026-59 being Administrative expenditure (including depreciation on fixed assets) as well as expenditure incurred on the objects of the Society has been transferred to Income and Expenditure Account.
2. Depreciation has been provided as per written down method value at the rates prescribed in Schedule-XIV to the Companies Act, 1956.
3. Leave Salary and pension contributions payable in respect of staff deputed by Government of Gujarat are accounted on cash basis.

Ahmedabad

Date : 25 Sep, 1992

For Manubhai & Co.  
Chartered Accountant

Sd/-  
K. C. Patel  
Partner

Sd/-  
State Programme Director  
Mahila Samakhya Society  
(Gujarat State)  
Ahmedabad