

*I am the woman who holds up the sky.
The rainbow runs through my eyes.
The sun makes a path to my womb.
My thoughts are the shapes of clouds.
But my words are yet to come.*

Ute Poem.

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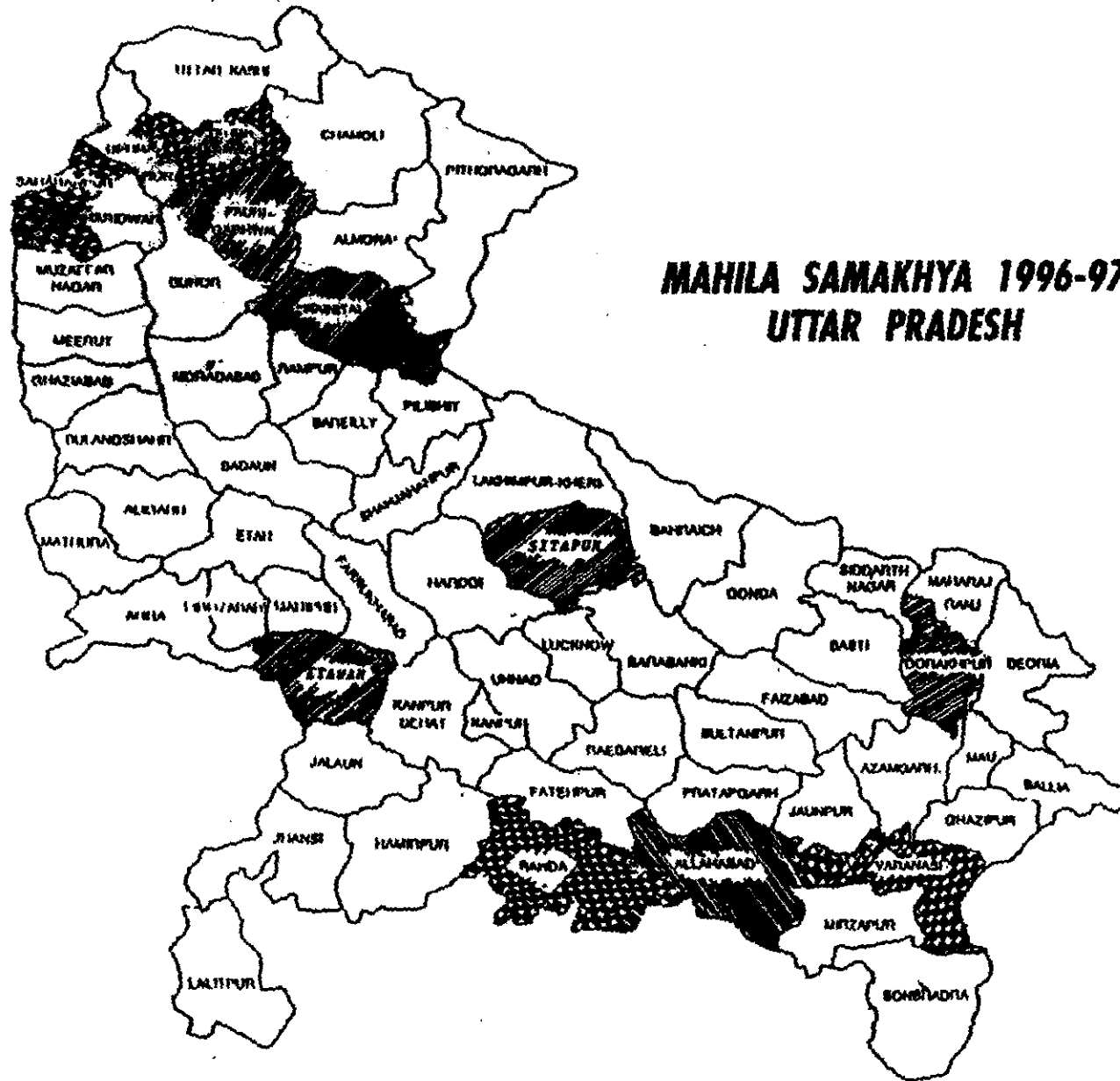
FOREWORD

This report of 1996 - 97 looks two ways - backward into the first phase of MSUP and forward to the next phase. It recapitulates the past year while taking into account all the years gone by since the inception of the programme. It also has the seeds of the next phase along with a vision of autonomy of sanghas, the changing dimensions of the programme, the women's lives and actions, their strengths and their commitment to break free. But breaking free would also mean looking at a different kind of continuity, evolving new paradigms and a future vision.

STATE PROJECT DIRECTOR

MAHILA SAMAKHYA U.P.

MAHILA SAMAKHYA 1996-97 UTTAR PRADESH



 Netherland's Funding
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INTRODUCTION

Mahila Samakhya U.P. is now a full-fledged programme in ten districts of the state covering its various regions north, south, east, west and central U.P. (see map). Currently four of the districts are Dutch funded for which financial assistance flows from Government of India, Ministry of HRD, Dept. of Education. The other six districts are funded by Education for All Project of the State of Uttar Pradesh.

This journey in 10 districts was accomplished over a period of seven years from '89-'97. Upto '95 we operated in 4 districts only - Banda, Saharanpur, Tehri and Varanasi. Only from '95 did the programme start flowing out to new districts - Pauri and Allahabad commenced work in Jan '95, Etawah and Sitapur followed in April '96 and Nainital and Gorakhpur entered in Nov. '96. As we journeyed into new districts more and more people joined the MS family to fulfil the mission and vision of the programme. (See Annexure I)

As of now, there are very many levels of activities, and challenges in the programme to which MSUP has to fine tune in order to fulfill their needs, both at state and district level. The main issues confronting the programme, so that it may forge ahead with renewed momentum, are related to its perspective and philosophy, influencing the thinking of scores of new people coming within its fold and the question of sustainability for the future. Together with this, is the fact that the continuum of the programme be maintained in older areas while the new districts take root.



So far, in retrospect we can say that the foregoing phase of five years was one of consolidation, establishing some credibility, creating systems and building functionaries and sanghas. There have been trials and errors, tests and dilemmas, resolution and rethinking, hope and despair, all in the course of action and perpetual hard work, by everyone at every level. Along the way many friends and supporters joined us to carry forward the programme. MSUP passed through stages of learning, capacity building, perspective understanding, action and reflection, consolidation and expansion in these five years. Certainly it did not happen so easily as is expressed here. Briefly, it is not simple to recapitulate an entire phase of an enigmatic programme like MS. Nevertheless our several reports do reflect the metamorphosis over the years.

The programme sincerely acknowledges the inputs, care, support and facilitation by all functionaries at all levels. Besides this gratitude is expressed to all the Resource Persons, Consultants, and organisations who have supported us and stood by us at every juncture, sharing our successes and bearing with our inadequacies.

Now we are once again launched to look forward for another phase, setting new markers in our trajectory. The how, where, when will need to be thought over and put into action. Meanwhile, it would be possible to look at the cumulative efforts of '96-'97 in depth to be able to move ahead into a new phase and a new era.



EDUCATION

As the objective of MS is to empower people whether adult women or children, it has encouraged them to gain more control over their lives. With a participative mode, cultural responsiveness and clear ideological commitment we have been seeking to form a people's movement locally.

Literacy is gradually being embedded in the sangha women's struggle to restructure relationships in their lives. Therefore the literacy efforts are not merely mechanical learning skills but evolving it as a tool to be accessed by women in their local struggles for wages, accessing government programmes, political participation, afforestation, alcoholism etc.

Women are recognising literacy as a self preservation tool to have in order to safeguard from being duped, of course 'reading their words' precedes 'reading words'. The past year saw an intensive demand for learning. For children, the Balkendras (250) continued to function with many children, particularly girls joining centres after the mobilisation by sangha women. Women have not only encouraged girls to reenter school but also ask for literacy classes for themselves. There has been a growing demand for Mahila Saksharta Kendras in Varanasi. While in Tehri and Banda sangha women prefer to participate in literacy camps since the timing is suited to them. Coming together to learn intensively during the camp provides the right atmosphere for learning the 3 Rs collectively and to share life experiences together with daily interactions. Hence camps have proved more popular for learning by adult women than centres. (See Annexure II)

In areas where women have had to fight and struggle for economic sustenance they find it difficult to

**Speak sister speak
In the Panchayat, in the
Panchayat
Fear not to come (in the
Panchayat)
Ask many questions
Move forward
Sister speak.
Speak for and about the
poor
Speak for and about the
children
Speak for and about the
women
Now we must fight the
elections
Do what we have
determined to do
Change the form of the
Government
Speak about justice
Rights for the workers
Change the power
structure
Speak sister speak.**

spare time daily as it would mean a reduction or loss in daily wages. In Varanasi, particularly the sangha women and elected women panchayat (members) keenly asked for the literacy camps. At the same juncture, in Tehri, camps were organised during the lean working periods of the year, due to the agricultural work load of women.

With active environment building for education at village level hundreds of teenage girls are seeking admission in the three MSKs in Banda (2) and Varanasi (1) - who have dropped out of school who want to further their education in a safe haven or those who want to take the opportunity of acquiring an education. Many of them who have taken admission are first time learners, after taking lessons in Mahila Saksharta Kendras or Balkendras. It is a totally new environment cloistered, exciting, enthusiastic in the MSK. Their dreams are being realised or opened up for the first time. In the Varanasi MSK all girls of the first group were neo-literates, who are now absorbed in furthering their education in a 6 month course. They are providing inspiration for many others in the villages who are keen to follow them. Similarly in Banda there was a need to open a separate MSK - Kishori Kunj for teenage girls as their learning needs were different to those of women. Many are still waiting to get a place in a MSK.

In Saharanpur it was the anudesikas (teachers) for whom the course was designed, to help them upgrade their knowledge of subjects - language, maths, social studies. The experiences of women and girls in the MSKs highlight the tremendous desire for acquiring an education for the sake of learning itself. law, panchayati raj, Many of them do search for other avenues of learning 'to be free from the shackles of ignorance.'

MSK learners

I am a Panchayat member. I want to know the rules & regulations.
Sundhi, Banda

I am a sakhi & run a shop. I want to learn how to keep accounts.
Giduraha, Banda.

I had to take care of my four brothers & the farm chores so I could not study. Now they are grown up so I took the chance to come to the MSK.
Rita, Varanasi.



Upon review of our education component we discovered some of the achievements in the three educational activities along with the problems and concerns we are facing now. Two distinct trends have emerged in this year that need to be taken cognizance of :

In areas where Balkendras are in operation most girls/boys have enrolled in mainstream schools. Hence the need for concentrating on weaning children away from Balkendras. This is the result of environment creation as well as efforts put in by teachers of Balkendras. (see Annexure III). Consequently it was the teenage girls whose learning needs were not fulfilled in Balkendras as is the case in Varanasi, Tehri and Saharanpur. Hence the need to focus on the older girl child (kishoris). However there is a need for developing a special curriculum for their needs, creating an environment for furthering their learning through short-term and condensed courses. These have to be evolved specifically for them whether they take admission in MSKs or join day centres at cluster level.

In MSKs there has been a growing demand for girls and women to take up courses to appear for the Class V exam, for which they have had adequate preparation. There is a need to develop courses for sangha women who can enhance their learning on issues along with literacy. It is a challenge for us to develop such courses on health, forestry, sustainable agriculture, veterinary care etc. If sanghas have to be sustainable at village level to take a lead in development planning and act as pressure groups, these inputs are imperative. We have to enable them with functional knowledge and literacy so that they are able to take up initiatives to address the various village needs for a gender-just social order. They may be able to envision co-operatives or federations to access resources and develop a network of local level linkages.

My husband works in Delhi, so I need to learn to read and write to be able to write letters to him
- Radha, Banda

My parents are farmers. I studied in the udan-khatola. I wanted to continue my education.
Mamta, Varanasi.

I run the savings group in the sangha.
Surajkali, Banda

Why should I go home for paddy planting, I do that every year. I want to finish my course.
Suman, Varanasi.



CHILDREN'S EDUCATION

In the perspective of the MS policy we may state that certain achievements did happen in the past five years, even though at a slow pace. But nevertheless the processes of spreading roots, establishing support, creating an environment through sanghas and developing linkages, albeit weak, with the existing education system, gained momentum.

Certainly we have learnt lessons from the four older districts. Primarily they are :

- ☞ We cannot work in isolation from existing system/s.
- ☞ We have to learn from them and also impact them in a mutual give and take relationship.
- ☞ We have to build the anudesikas' capacities so that they are able to influence and interface with the mainstream education system.
- ☞ We need to document and consolidate our strengths in curriculum development, teaching methodology, building linkages so that they can be shared in larger forums.
- ☞ The perspective and training on feminist world view needs to be expanded and strengthened so that it can be well incorporated within the programme and disseminated.
- ☞ The sanghas need to play a more active role in terms of supporting the balkendras with MS perspective, cost sharing in running the centres, contribute to learning materials etc.
- ☞ If the balkendras are to be sustainable the interface with the primary school, local teachers, ICDS and VECs has to accelerate, definitely within the space of the sangha.



Defining Policy and Action

In this area of children's education we have been able to develop a clear policy with a fairly long term perspective. For the second phase the following policy decisions for the MSUP programme have been formulated during the State level workshop of 1997

- No balkendras to be started in villages where the primary schools are within 1-2 kms radius of the village.
- Sanghas develop ownership of the balkendras through partial contribution to anudesikas' honorarium and for materials for activities of centres etc.
- Phase out centres that have run for 5 years.
- Prepare district wise activity plans for teenage girls of balkendras through sanghas, the assistance of anudesikas and core team (education).
- Ensure adequate training of anudesikas in phases for different stages/levels on the year. (20-25 days training).
- Efforts to interface and interventions with mainstream education.
- Evolve definite training programmes for teachers based on their levels and phases for a whole year.
- They must be linked to the MS vision for education and its philosophy and perspective.

Prior to developing our policy we arrived at certain action points during our own internal review at State level. We have resolved to adopt a model of intervention for balkendras which would take this component further in view of the policy outlined. To succeed in this direction we would need to :

- # Widen our vision of knowledge, see what purpose does it fulfill.
- # Develop ways of obtaining knowledge - children's role in the accumulation of knowledge.



- # Make local knowledge the foundation of our work.
- # Develop a process of growing from local awareness to global awareness
- # Develop parameters for evaluation of teachers, children and centres.
- # Plan interventions for a change in the examination system.
- # Create strong interacting groups like Mahila Sanghas, Mahila Shikshan Kendra and Bal Kendras at local level.

During the training planning workshop with the education core-teams of districts definite plans have emerged for

- Needs assessment of anudesikas.
- Anudesika trainings.
- Training modules for different levels of anudesikas.
- Phases of training.
- Class transaction in multigrade teaching.
- Girl child enrolment campaign.
- Interface/interventions with the mainstream education system.

It was an achievement for adult women to appear for the Class V exam without the age barrier after negotiating with the State Government. Another success was the inclusion of MS representatives in various educational committees at different levels in the education system. We hope all the above will create the appropriate environment for consolidation of the children's education component with concerted linkages with sanghas, MSKs, village communities and education system. The impact of all these interventions would be assessed within a certain time frame in the forthcoming year/s.



SANGHAS

The sanghas are virtually at a crossroads in MSUP. After almost seven years the dynamics at village level are visible in many dimensions and ranges across the districts. Now it is a challenge for the programme to comprehend the complex needs of sanghas and their emergence as identities to assist them to become self propelling units at village level.

In 1995 we did an exercise at sahyogini level to assess sanghas in the four districts. The sahyoginis gave a very clear picture of the status of each of their 10 sanghas. Today in 1997 we are in a position to compare the categorisation of sanghas then and now to enable us to see how empowered they have emerged. During workshops at district level with sahyoginis, once again, they were able to categorise their sanghas as - empowered, emergent and amorphous using the parameters developed by them in 1996. (See Annexure IV)

This time it was not only the categorisation but also the kind of issues that have been taken up by them. In each of the districts the issues that have been the centre point of sangha attention were locally determined.

<i>Tehri</i>	<i>Varanasi</i>	<i>Banda</i>	<i>Saharanpur</i>
● Forest	● Health	● Forest	● Violence
● Health	● Education	● Panchayati Raj	● Education
● Education	● Panchayati Raj	● Education	● Health
● Skills	● Vet. Care	● Skills	● Wages
● Violence	● Accessing	----- government	----- schemes

When leadership problems became acute the need to move from a sakhi oriented programme to a sangha was thought essential. The collective was looked upon as a source of strength and solidarity. It also helped women to take decisions for collective action.



The sanghas have taken initiatives for individual, family, community issues in various ways.

It has been agreed to focus now, on issues, on a regional basis to help provide inputs to sanghas so that they can take them up in collectively sustainable ways so that sporadic/scattered action is replaced by consistent preparedness for acting together on issues - say 30-40 sanghas working together in a cluster or block on issues identified by them.

With this kind of preparation it has become possible to reorient activity and programme inputs in a planned way for capacity building of sanghas in each block. Consequently, the situation has arisen which results in the change of roles of sakhis, sahyoginis, block level consultants and the DIU. Until now the programme concentrated on building the cadres of people. Today the dimension has changed with sanghas being more empowered so each one's role in the structure of the programme requires change.

- ☐ At village level the dependency on sakhis as sangha leaders and guides has diminished as sanghas have developed the ability to negotiate and act/address a variety of issues. They have learnt to play lead roles at the village level and cluster level matters and issues.
- ☐ Sakhis in sanghas shoulder the burden of being the leaders by virtue of being paid by the programme. Dynamics in their relationship with the sanghas would be different if their honorarium flowed from them.

Sanghas are not averse to sakhis being paid as they feel that they have a job to do and are responsible in delivering *jaankari* to the sangha, quite often they are the spokespersons for the sanghas. The community emulates the example of a sakhi as an empowered village woman. The programme views sakhis as a convenient link in the structure for operationalising the programme in

**WHAT A SAKHI
GIVES TO A
SANGHA.**

She

*- is the MS
taproot.*

*- is the village
level wage*

*worker, and a
part of MS.*

*- helps create the
environment for
'awareness
raising' in the
village*

*- encourages
women to come
out in the public
arena.*

*- helps women to
recognise social
injustice.*

*- gives direction
to women to take
a stand on issues
that affect their
lives.*

*- is a friend of
sangha women
sharing their joys
and sorrows.*

*- facilitates the
sangha to take
root.*



the initial phase. At many levels there has been a constant push and pull regarding the payment of honoraria to the sakhis because of her identity and respectability at the village level. It has also to compensate the loss of wages she incurs when she spends more time than envisaged to sustain the sangha.

In sanghas where there are no sakhis the group of women at village level take longer to bond as they have no role model of the sakhi. Sanghas do tend to become exclusive rather than inclusive of other women from other castes when tackling issues. The whole process of collective formation takes longer to crystallise. The interaction with sahyoginis, DIU and other functionaries is more direct. Also the decision making processes with sanghas are more active when there is no dependency on a sakhi as more women come forward to take up leadership roles.

- The sahyogini's role too has undergone a transformation as she is regarded less as a conduit of information. Sanghas do not look up to her to take the initiative. The action is decisively taken and she is informed. Her role is now seen more in terms of a distant philosopher, guide and friend and as a resource for potential training inputs for capacity building of sanghas. She cannot be visualised as an extension of the programme at field level. She could be considered as a supporter and friend of the sangha. While a collective of sahyoginis could very likely play the role of a resource group at block level for sanghas.
- Even the presently operative block level units would not be extensions of DIUs, created for better management / administration. The role of block level resource persons/ consultants would be able to play the role of specialists in specific areas of interventions for skill development and capacity building inputs, technical trainings, para legal trainings, health trainings, para vet., documentation, action research, community forums etc. They could provide local linkages and

Being a member of a sangha my faith in myself has been reinforced.

Inspite of being oppressed by the upper castes for so long we can raise our heads and face them now.



network for giving specialised inputs and programme assistance as a resource pool for development interventions.

- The district unit no more revolves around setting up base to establish itself. But has become a kind of resource support for field interventions: for training, administration, accessing resources and materials for sanghas and the block.

Block level initiatives :

In the past year we made efforts to move in the above direction so there was a great deal of haziness and grey areas of confusion - mixed up roles, some initiatives, confused responsibilities, extra demands, ill-fitting job descriptions on roles etc. A very apt example is that of sakhis and sahyoginis.

☞ Sakhis - were confused about their allegiance towards sanghas or towards sahyoginis or MS. The demands of the sanghas grew on them as did their accountability. At the same time more sangha women have come forward to share responsibilities, take decisions, take initiatives etc. Hence the sakhi is not sure whether MS wants her, whether the sangha will keep her, who will pay her, will she be a part of the sangha. All these dilemmas, and yet she is under pressure - 'You take the honorarium so you better deliver. It's your responsibility.' The sakhis wonder where their acceptability will hinge eventually and to whom they should be accountable. Certainly, MS has given them an identity at village level.

☞ Sahyoginis - those who were selected as block level consultants in two districts (Varanasi and Tehri) for the year 96-97 felt rather uneasy too. There were many questions, - 'Are we part of the DIU core team', 'can we take decisions at field level', 'will we get a raise in honorarium', 'what will we do about our 10 villages', 'how will we handle accounts', how will sahyoginis take to us', - were the doubts and apprehensions.



Gradually roles got defined with respect to each district, responsibilities were 'loaded on' and learning was accelerated. Responsibilities were of writing reports, keeping accounts of trainings, workshops, camps, TA/DA of field personnel, planning workshops and trainings for sanghas, assessing needs of sanghas, keeping track of follow-up activities, representing MS locally and maintaining links with the cluster of the 10 villages off and on. With the load came the learning too -- learning about documentation, purchase procedures, financial rules and regulations, payment regulations, limits and sanctions and management/administration. The challenges and pressures were immense but these 6 women have passed the test. For these sahyoginis this experience and training has become a stepping stone to be local professionals as a resource group with relationships and a local network that honours and respects them.

The block level decentralisation was an administrative tool. But now it will transform into one that represents the sanghas, their interests and their needs/ demands. Whether it is the block level consultant/ resource person or the sahyogini group, without an altered image, changed responsibilities and dynamic role, vision of autonomous sanghas cannot take shape. It is towards this endeavour that we have to move.

The interim management and administrative arrangements have led to definitely focussed interventions for sanghas - in areas of education/ literacy, training, and skill building. Two districts made concerted and planned efforts to provide inputs to sanghas. Actually it was a two way process. There was a demand from sanghas because of their consciousness and awareness, and the sahyoginis and the programme were prepared to fulfill these demands. The '95 workshop, for that matter was a watershed which changed the perspective, and that changed perspective was to



strengthen sanghas towards autonomy and action. The process of coming out, asking questions, making their presence felt was over. The need was for more concrete ground based learning, grasping issues that touch everyday lives, putting learning into action and active participation. However, inputs to sanghas were on a sporadic, random basis, not planned strategically so that sanghas could stretch and network across the neighbouring villages. Now, it is dawning on sanghas to learn from each other - 'we want to go to that village and learn from them about herbal medicine', to link up, to share and learn. Perhaps this will lead to an active struggle and positive movement of women on the range of issues that affect lives and the psyche. Eventually they would have forums on violence against women (Saharanpur), wages (Varanasi, Banda, Saharanpur, anti-alcoholism (Tehri, Saharanpur), education for girl children (Varanasi, Tehri), participation in Panchayati Raj (Varanasi, Banda). The seeds for local level federations/ co-operatives have been sown, which will mature in the next few years to flower as autonomous vocally active bodies, created by vocal women with an understanding of their situation.

PROGRAMME REVIEW

1996-1997 was the last year of the first phase of the MS project in Dutch assisted states. Consequently this led to an intensive review of the programme at many levels. In a way it was an excellent opportunity to critically review the programme and prepare for the future. Nevertheless, it was quite exhausting. We had

- The Indo Dutch Review Mission in Jan '97.
- Internal Evaluation of districts Feb. - April '97.
- Staff Evaluation in May '97.

A. The Dutch Review Mission was fielded in Jan'97 to assess the impact of the programme on women's personal and family lives.

- Women's preparation for participating in political processes.
- The programme's ability to address women's issues across class/caste divide.
- The pace, growth and impact of the programme.
- Impact and documentation of the programme.
- Assess the interface of MS with other programmes like DPEP/EFA.
- Assess the expansion strategies.
- Assess financial expenditure and management and planning.

Though the Dutch Review Mission visited two districts - Tehri and Varanasi - and met all the UIU teams at state level, it was only able to get a pulse of the programme broadly and generally.



Their findings recognised that there is a 'great degree of conceptual clarity among the experienced sahyoginis who were also confronting the problem of burn-out and lack of avenues, of career advancement and challenge.' 'This is not to dismiss the significance of the measures taken and the need for a forward looking strategy that will prevent any status or stagnation in the programme. In Tehri, for instance, the women connect their survival need to *Jal, Jungle, Zameen* (Water, Forest, Land) and their struggle becomes a struggle to protect and preserve the environment. This link is important and qualitatively different from accessing resources.'

'In Banda and Sahranpur the critical concern is violence and it is difficult to deal with an issue like violence without the support of other movements and groups, it reiterates the warning in the National Evaluation Report - "it is envisaged that all the women who are presently part of the programme will ultimately form a cadre of aware and empowered women, who will take forward the process of collective action of change. The programme and its processes cannot be viewed in isolation, and should be seen as sharing a commitment to women's empowerment along with other movements and groups in the country."

"It is emphasised that these need based interventions have progressed beyond the preliminary stage and more focused planning, as well as a greater degree of skills is now called for. A long term perspective and a better understanding of literacy in the larger framework of women's empowerment, a qualitative enhancement of pedagogy as well as involvement of literacy experts in designing curricula and post literacy materials and initiation of literacy activities with opportunities for further learning and skill training, are essential to ensure that these interventions are ultimately empowering."

The programme has been able to cut across class and caste divides in small ways depending on issues. However caste, class are not easy to overcome or to cut across in the space of a decade. The promise of the programme becomes evident when one witnesses the joy and celebratory nature of the women's groups that are just starting off. Women value the space and possibility implicit in that space. The growth and impact are difficult to measure in absolute terms especially in a state like UP which is a stronghold of patriarchy and violence. With direction and dedication the programme can continue to bring a change in women's lives.

The extension strategies in UP are adequate. Experienced sahyoginis and resource persons are being used to set up the programme and train new sahyoginis and this seems to be working well. The sanghas are a space filled with energy and dynamism. They work to ensure a space for teachers and the children's centres. They also intervene in the village administration and negotiate programmes wages and other resources of the community.

The recommendations forwarded by the Mission were

- * More training and perspective for the staff.
- * More emphasis on management skills, planning and professional capacity. While the process is prioritised for the sangha women, the sahyoginis and staff must be strengthened to deal with the increasing demand from the field. Commitment by itself does not replace competence and the organisation needs to concentrate on building competence.
- * The whole programme seems to revolve around voluntarism, dedication and the indefinite availability of a single woman (without family responsibility). This needs to be streamlined to allow women to work for a given period intensively and then be able to have predictable timings



so that there is no burn out or rapid turnover of staff.

- * Staff salary, allowances, health & accident insurance, housing, childcare need to be attended to and improved if women are to work to their best capacity without sacrificing their own interests.
- * Periodic re-orientation and fresh interactions outside the MS family at all levels to fulfil the promise of the programme.

B. However, our own internal processes of evaluation were intensive and indepth. It was a process that spread over the four Dutch districts over a period of six months. The review took place at sakhi/sangha, sahyogini, anudesika, and DIU level in the districts. In terms of programme review, the context of achievements and concerns are voiced in the various sections of this report.

These intensive exercises at so many levels in the programme over a period of six months set about a churning of minds in a way to help us rethink. It also, to an extent gave release from the feeling of stagnation, sameness and routine issues. Interestingly, the issues raised by the Dutch mission at national level were also the issues echoed within the state, in all the four districts.

We were able to get closer insights into the achievements and problems of each of the districts. At the same time we reviewed the education component at a state level workshop. For the women's literacy centres and camps we had a field level review exercise for assessment. As regards sanghas, we had conducted workshops for the 'Empowerment through Mahila Sanghas', study done at state level to feed into the National document of 1996.

C. At the core team level we had a three day state level workshop with Kameshwari and Gita Menon wherein we were able to collectively reflect upon the past years of the programme and in that process



look ahead for future action on policies, processes and strategies for the next phase.

Our concerns have emerged in areas of :

- 1.a. Capacity building of sanghas to enable them to have common platforms on education, health, Panchayati Raj.
- b. Documenting sangha processes, strengths in view of their sustainability at ground level in the future.
- c. Facilitate linkages of sanghas to develop an understanding of EDP (economic development programmes) through analysis and feasibility studies.
2. Training : make concerted efforts to
 - a. Assess training needs at all levels in the perspective of changed roles and needs.
 - b. Assess training patterns and structure for bringing freshness into training.
 - c. Develop trainers at sangha, sahyogini and DIU levels.
 - d. Ensure capacity building of DIU through management and financial trainings.
 - e. Prepare training modules / manual for training at all levels.
3. Documentation : ensure the development of systematic documentation of
 - a. Sanghas - their profiles.
 - b. Reporting formats for activities at field level.
 - c. Qualitative documentation of case-studies of sanghas, profiles of women, processes of learning.
 - d. Visual and audio documentation of creations of songs, writings, plays etc. by sangha women and sahyoginis.
4. Areas of action :
 - a. To create a substantial effort at perspective building of programme functionaries - DIU, sahyoginis, short term consultants, office staff and accountants.



- b. Decentralisation and phase out plans to be chalked out for older areas where MS has been in operation for 6-7 years.
 - c. Develop job descriptions and define changed roles of personnel in the programme at all levels in relation to (b).
 - d. Consolidate work in the second phase blocks / districts (where MS started in 94-95) that is - reinforce training of sahyoginis, more sanghas to work towards concrete issues and action, plan inputs for sanghas, strengthen education component.
 - e. Prioritise issues in districts and plan for issue based activities eg. identify focal areas where sanghas will take up activities / education to gradually move towards a federation or any other form of local collective.
5. Education : keep the focus on this through
- a. Working on the action - plan for education.
 - b. Develop relations with a resource group to get assistance in teachers training, curriculum and material development, period analysis / timely review of the various components.
 - c. Strengthen MSKs as local institutions at block level for easy accessibility and relationship with the sangha.
 - d. Constantly move towards building an environment for education at village level.
 - e. Network with and access the resources from other institutions working in the sector of education. build linkages with mainstream system to draw support and establish credibility.



MAHILA SAMAKHYA UP IN NEW DISTRICTS - EFA

Mahila Samakhya in EFA districts has been operational in 6 districts since 1995 when two districts Allahabad and Pauri started functioning. In 1996 Sitapur and Etawah became operational in April, while Nainital and Gorakhpur in November.

With the earlier commencement of the programme in Pauri and Allahabad the other four were able to seek help in preparation of the field-work. We were also able to select and train core-teams in advance, as well as recruit office staff. Infact, all the team members and office support staff received their first round of trainings (including sahyoginis) by May '97.

As has been the policy, in all these districts we are operational directly with sanghas through sahyoginis. This new strategy has been a slow but sure process. Presently sanghas (collectives) have taken some form, only in the two older districts whereas in the 4 new ones the processes of field visits, environment creation, contacts, meetings, surveys and networking are being conducted for establishing a base.

Preliminary preparations required building a data base of the district and block specially pertaining to gender. Along with that information and data about village, households has been gleaned through surveys, PRA and village mapping. Each sahyogini has prepared profiles for each of her villages of operation. When sahyoginis are new they require familiarisation with the villages and families on an intensive basis. Hence the above are necessary for both - giving them a hold on information, villagers especially women becoming familiar with them.



Since it was for the first time in their lives that sahyoginis were exposed to such an experience, they were diffident. However, the core-team members and short term consultants assisted them in the field. At the same time sahyoginis went in pairs to the villages so as not to feel threatened. For the sahyoginis the first six months proved to be an uphill task as their battle was on two fronts - the first at home, to break the stereotyped docile daughter-in-law image and secondly to step out into the villages to talk and dialogue at several levels in the village community.

The basic orientation training of sahyoginis away from their milieu was the third step towards their mobility, understanding and grasping of MS in a fuller sense. During the training of 10 days in 2 batches they and the DIU team had an exposure to sahyoginis and other women who have been working with MS for a length of time. Perhaps it is not so easy to build a perspective of MS philosophy or to understand its ideology in such a short while. Much of it is acquired in growing sharing and learning experiences while working. The individuals get accustomed to its ethos and gradually evolve in the course of time.

While conducting gender profiles of villages and during PRA, the teams grappled with issues, local dynamics and tensions of each area. Issues that have so far emerged from the districts are :

	Education	Health	Panchayat	Others
Allahabad	women	women	panchayat	drinking water
Pauri	teenage girls	"	"	"
Sitapur	children	"	"	veterinary care
Etawah		"	"	violence on women
Gorakhpur		"	"	superstition, caste/class
Nainital	teenage girls	"	"	alcoholism



These have been broadly identified by the sahyoginis and DIUs at present. However the actual reflection and analysis of issues at group level especially in the latter four districts, has still to evolve. Only when sanghas develop an understanding of their situation in relation to the issues affecting them will the processes get established. Efforts are on to intensively interact with village groups to identify issues and mobilise for action at family, community and village level.

Allahabad : Centred its activities primarily on sanghas. It was involved in the training of sanghas of which 30-40 have been oriented, the remaining fifty are to receive their orientation training. While the ones who have gone through the first phase training will receive a second phase issue based training. Sahyoginis even categorised their sanghas into three grades - A, B, C. These are based on parameters outlined during the sahyogini workshop. The major issues on which sahyoginis and sanghas received training were - wages, health, land rights, ration quotas and the various pensions and aid schemes of the government.

In the area of education a primer, using the local dialect and other simple educational material were developed. To encourage further practice of reading literacy camps were held and a quarterly newsletter was developed - 'Guiyan' (See Annexure V)

a) It covers stories, initiatives taken up by sanghas for various issues, information on block level schemes, programmes for women, in simple Hindi with words from the local dialect. The primer and newsletter are very popular media of instruction in the 7 literacy centres started for women. The centres also use materials produced in other districts, especially Banda (because it shares a similar dialect).



Pauri : Has focused on activities with women's collectives, kishori sanghas, health, panchayati raj and technical skill trainings. Pauri has had a slight setback in the momentum of activities as 5 trained sahyoginis left to join another project in the area. Therefore the work and relationships with sanghas had to be renewed with new sahyoginis. Since, new sahyoginis were being recruited a few extra were selected to carry out expansion in new villages and in a new block.

The first group of 40 sanghas have received the basic orientation training and new ones are being initiated. The entire process of getting women to come together at the village level and participate in meetings after getting together involved a lot of ground work and relationship building. Once the initial phase is over the women in neighbouring villages are more forthcoming.

It is visible that women are coming together to take up issues of health, afforestation, political participation and social justice in many ways in several forms at village block and district level. In new sanghas they are coming to grips about establishing their identities and grappling with a renewed self image. This district involved our former DPCs as trainers at village level for sanghas and sahyoginis on a concerted basis. They also conducted an evaluation of sanghas that initiated activities in '95.

The need for kishori sanghas (30) emerged in Pauri since there were many teenage girls who were drop-outs from middle school in Yamkeshwar block. Their needs were specific - information about health, wider knowledge of subjects, special coaching for re-enrolment, need for books and materials. The kishori sanghas have libraries for each centre, book banks for material related to school syllabi. They also have a quarterly journal with information on various subjects and women's issues together with local news called 'Jano Behno' (See Annexure Va)



A small initiative has been taken in this area. We certainly have to evolve a specific plan and strategies to work more intensively with teenage girls. There is also a felt need in other districts too - Tehri, Saharanpur, Banda, Varanasi, Sitapur and Gorakhpur. Those girls who are drop-outs from school, joined the balkendras and now need further enhancement of their education in different ways. Many have come to the MSKs, but they cannot cope with the demand for large numbers (MSKs). Hence this has come forth as a new agenda for the programme.

Since both Pauri and Allahabad commenced activities in '95 it was thought appropriate to have an indepth review to understand the present situation and seek guidance to enrich the programme with a clear perspective and direction though in '96 the World Bank review mission did visit Pauri MS. The review has been scheduled for August - September '97 covering one week for each district by two independent consultants, who are familiar with MS but not insiders. One exercise was done before the review with the consultants and core-teams of the districts to plan the parameters for the review so that the evaluation would be of value to the two districts.

In all the EFA districts (6) the DIU core teams and sahyoginis have received their basic training. The office staff is in place but their conceptual clarity about MS philosophy and perspective has to be oriented, hence their training is scheduled by the end of '97. In the establishment of programmes in the 4 districts - Sitapur, Etawah, Gorakhpur, Nainital, the four older districts extended considerable co-operation and guidance. Even sakhis and sangha women from other districts participated in Jathas, girl child enrolment campaigns and meetings at village level. These four districts also had the support of short-term consultants who worked for the critical phase and helped in establishing the programme that is :



Information gathering for

- Basic district/block data.
- Developing village profiles - compiled from surveys, PRA (resource mapping), meetings, house visits.
- Contacts with offices, government departments and NGOs.

Information sharing/dissemination for active participation and mobilisation through

- Meetings with women, community, teachers, village leaders, government functionaries etc.
- Workshops with ICDS workers, school teachers/headmasters, panchayat members (women especially) ANMs, NYKs functionaries, block level functionaries.
- Jathas/melas - at village / block level on education, health, girl child discrimination and women's status. (See Annexure VI).

After the initial establishment phase the core-teams and sahyoginis have been actively involved in understanding and documenting

- the socio-economic status and educational status of the area for use in the villages.
- women's status and position at village level.
- involvement for the girl child enrolment campaign.
- the interface with primary school teachers.
- MS role in VECs.
- roles/responsibilities of sahyoginis and core teams.
- specific local area issues that affect women and their lives.
- women's perception of political participation towards understanding the institution of Panchayati Raj.
- material development for primary interventions for initiating the programme.



The problems being encountered by core-teams seem to be repeated here in areas of

- Caste/class discrimination.
- Non-recognition of women's work.
- Religious dogma and superstition (affecting women).
- Gender discrimination against girl child.
- Struggle for livelihood and food security.
- Violence on women.
- Resistance towards girls/women's education.

In conclusion it may be said that after struggling with the situation of setting up DIUs and establishing contacts and grounding the programme Sitapur, Etawah, Gorakhpur and Nainital are set to consolidate and expand the programme in the respective blocks.



MAHILA SAMAKHYA, UTTAR PRADESH
3/8-9, PATRAKAR PURAM, GOMTI NAGAR, LUCKNOW - 226 010
BALANCE SHEET AS AT 31ST MARCH, 1997

LIABILITIES	AMOUNT	AMOUNT	ASSETS	AMOUNT	AMOUNT
(A) FUND ACCOUNT:			(A) FIXED ASSETS:		
(a) Govt. Of India	6806399.11		As per schedule 'B' annexed		
As per schedule 'A' Note 2 (A) Annexed (Including Income over Expenditure)			Written down value as on 31.03.96	3698117.39	
(b) Education For All, U.P.	8608175.88	15414574.99	Add purchases during the year	3192030.23	
As per schedule 'A' Note 2 (B) Annexed (Including Income over Expenditure)			Total	6890147.62	
(B) BANDA PAYAJAL PARIYOJANA		40088.20	Less Depreciation for the year	1333465.39	5556682.23
(C) FUND FROM UNICEF		304658.62	(B) INVESTMENT:		600.00
(D) SECURITY DEPOSITE FROM:			National Saving Certificate,		
(a) Accountants	5513.20		(C) CURRENT ASSETS:		
(b) M/s Wide Computer Systems	24864.00		Store and Usable Items -		
(c) Others	2000.00	32377.20	Opening Balance	303313.25	
(E) MISCELLANEOUS PAYABLES:			Add Purchases during the year	415486.30	718799.55
Opening Balance	102758.37		(D) ADVANCE RECOVERABLE:		
Add during the year	321328.15		(a) Staff Advances against TA/DA	65754.65	
Total	424086.52		(b) Mahila Samakhya, Bihar	1600.00	
Less paid during the year	50400.05	373686.47	(c) Udyogini	500.00	
			(d) Travel & Travel	1200.00	
			(e) Mahila Samakhya, Gujrat	6617.80	
			(f) Deposite with Land Lord	16250.00	
			(g) Security deposite with D.O.T.	6000.00	
			(h) Garhwal Mandal Vikas Nlgam	4000.00	
			(i) A. Srivastava & Co.	7000.00	
			(j) Abhivyakti	3000.00	111922.45
			(E) CASH AND BANK BALANCE:		
			(a) Cash In Hand	55983.10	
			(b) Cash at Bank	9621398.15	
			(c) Draft in transit	100000.00	
Total (Rs)		16165385.48	Total (Rs)		16165385.48

SCHEDULE 'A' & 'B' ARE ANNEXED HEREWITH FORM INTEGRAL PART OF THE BALANCE SHEET AS ABOVE.

Place: Lucknow

Date: 24.09.97

AS PER OUR REPORT OF EVEN DATE

For A. SRIVASTAVA & CO.

Sd/-
(NISHI MEHROTRA)
STATE PROGRAMME DIRECTOR
& MEMBER SECRETARY EXECUTIVE COMMITTEE

Sd/-

(AKHILESH KUMAR SRIVASTAVA)
F C A

MAHILA SAMAKHYA, UTTAR PRADESH
3/8-9, PATRAKAR PURAM, GOMTI NAGAR, LUCKNOW - 226 010
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1997

EXPENDITURE	AMOUNT (Rs)	INCOME	AMOUNT (Rs)
To Opening of Consumable Stock at Cost	122760.38	BY GRANT RECEIVED FROM:	
MANAGEMENT EXPENDITURE:		Government Of India	18000000.00
To Office Staff Honoraria (Salaries)	2515860.10	Education For All Project, U.P.	8500000.00
To Office Expenses*	2820048.91	BY BANK INTEREST RECEIVED:	
To TA/DA Expenses	524718.72	On Govt. Of India Fund	85556.56
To Fee & Honoraria	210100.00	On E.F.A. Fund	68598.56
To Contingencies	329317.14	BY MISCELLANEOUS RECEIPTS:	
ACTIVITY EXPENDITURE:		On Govt. Of India Units	72693.85
To Workshop, Seminar, Trainings, Con. & Ext. - Evaluation, Documentation, Publication, - Inn. Edu. Programme at STATE OFFICE.	922262.81	On E.F.A. Units	152.10
To --DO-- at DIST. IMP. UNITS.	3695732.38	BY CLOSING STOCK	--NIL--
To Child Care Centres	1071947.15		
To Sahyogini Expenses	1358223.10		
To Mahila Sangha Expenses:			
(a) Expenses on Activities	2022573.91		
(b) Cont. to Sangha Fund	<u>511057.00</u>		
	2533630.91		
To Technical Vocational Trainings	20660.96		
To Mahila Shikshan Kendras	1216875.14		
To Grant to N.G.O's	700000.00		
To DEPRECIATION:			
(a) On Vehicles	455938.44		
(b) Furniture & Expenditure	208748.76		
(c) Audio Visual Equipments	66068.60		
(d) On Computer & Video Camera	525944.72		
(e) On Library	76764.87		
To Income Over Expenditure Clubbed In fund Account of Balance Sheet as on 31.03.97.	7351397.98		
TOTAL (Rs)	26727001.07	TOTAL (Rs)	26727001.07

* Indicates expenses such as Office Rent, Fuel & Maintenance, Office exp; Office Stationery, News Paper and Programme Launchings.
Place: Lucknow
Date: 24.09.97

Sd/-
(NISHI MEHROTRA)
STATE PROGRAMME DIRECTOR
& MEMBER SECRETARY EXECUTIVE COMMITTEE

AS PER OUR REPORT OF EVEN DATE
For A. SRIVASTAVA & CO.

Sd/-
(AKHILESH KUMAR SRIVASTAVA)
F.C.A.

MAHILA SAMAKHYA UP STATUS OF SANGHAS 1997											
<i>DUTCH DISTRICTS</i>					<i>EFA DISTRICTS</i>						
	Varanasi	Banda	Tehri	Saharanpur	Pauri	Allahabad	Sitapur	Etawah	Gorakhpur	Nainital	TOTAL
A.											
1. Village	200	220	260	135	75	90	30	40	30	30	1400
2. Block	2	3	4	3	1	1	1	1	1	1	18
3. Sakhi	292	107	126	128	-	(Sanghas	without	Sakhis)		-	655
4. Sahyogini	14	16	25	14	8	9	5	5	5	6	106
B. Sanghas											
1. Empow- ered	76	74	94	56							21.4%
2. Emergent	62	53	85	44	60	70					17.4%
3. Amor- phous	32	73	41	35	15	20					22.5%
4. Neo	30	20	-	-	-						6.0%
5. Nascent	-	-	40		75	90	30	40	30	30	12.1%
Total	200	220	260	135			30	40	30		

COMPARATIVE UPGRADATION OF SANGHAS											
	<i>Varanasi</i>		<i>Tehri</i>		<i>Saharanpur</i>		<i>Banda</i>		<i>Total</i>		
	1995	'97	1995	'97	1995	'97	1995	'97	1995	'97	
EMPOWERED	32	76	32	94	14	56	23	74	101	300	
EMERGENT	23	62	30	85	30	44	23	53	106	244	
AMORPHOUS	17	32	15	41	16	35	17	73	65	181	
NEO	8	30	2	-	-	-	4	20	14	50	
NASCENT				40					40		
Total	80	200	79	260	60	135	67	220	286	815	

Women's Literacy Efforts - Tehri

Annexure II

Year	Total Literates	Levels		
		A	B	C
		Ability to read materials and comprehend	Signature only	Recognition of Alphabet writing
89-96	2733	339	984	1410

Enrolment of Children in Mainstream schools through Motivation/Facilitation 1989-96 in Tehri

Year	Total Enroled	Primary	J.H.Sc. (VIII)	H.Sc. (X)	Inter (XII)
89-96	844	680	104	32	27

Women/girls who entered the mainstream education system through Motivation/Facilitation 1989-96 in Tehri

Year	No of Women/girls	Primary	J.H.Sc. (VIII)	H.Sc. (X)	Inter (XII)
89-96	569	221	152	124	72

Literacy Camps - Banda '92 - '96

- | | | |
|----|--|--------------------------------------|
| 1. | No. of camps held | 7x10x3 = 210 days |
| 2. | Participants sakhis + sangha women | 600 |
| 3. | Learners who achieved some competency | 247 |
| | Teacher learners ratio | 1:6 |
| 4. | Caste groups of achievers | SC / BC / Other
187/48 / 12 = 247 |
| 5. | Levels of learning achieved | |
| | A - 100 - Reading, Writing, Comprehension, Addition, Subtraction, Tables etc. | |
| | B - 85 - Writing names, Matras words/joint words, addition, subtraction, sentence formation etc. | |
| | C - 62 - Alphabet, Numerals 1-100 counting and writing names. | |
| 6. | Achievements | |
| | - 8 sakhis and 4 sangha women are running literacy centres in villages. | |
| | - 2 of the teachers have become sahyoginis. | |



MAHILA SHIKSHAN KENDRA

Achievements

- Curriculum development in Banda, based and developed on women's previous experience and knowledge.
- Improvement in participative and interactive teaching skills.
- Equivalency of class IV level - Banda, Varanasi.
- At least 50 have joined schools in Banda.
- Teachers of centres moved to teaching in MSKs and MSKs' graduates initiate centres.
- Demands for admission outweigh capacity of MSKs.

Concerns

- Course/curriculum development far behind needs/requirements.
- Linking with mainstream education system - certain gaps.
- Preparation of courses for sangha women's needs - to be done.
- Linkages of MSK with sanghas and other MS activities plus structures.
- Preparation of short courses for sangha women. - Panchayati Raj, entrepreneurship, violence, health, environment, forest, land, water, common property resource management, low cost, no cost agricultural techniques etc.
- Outreach needs expansion, and diversified courses for the above
- Develop MSK as a multi dimensional institution at block level.



WOMEN'S LITERACY CENTRES (Adult Education)

Achievements

- Majority of sakhis literate ie. can read, write and comprehend.
- Self image, empowerment and confidence, enhanced.
- Sangha women are taking interest in further literacy.
- Demand created for women's centres.

Concerns

- Relapse into illiteracy.
- Need for post literacy material.
- Non-availability of teachers.
- Training of teachers according to education levels.
- Special skills for teaching women.
- Curriculum in accordance to learning needs.
- Need to focus on this as regular activity.
- Linkages with sanghas and MSKs.
- Follow-up methodology (Low).
- Literacy demands related to local/family issues - we have to be better equipped.



CHILDREN'S CENTRES

Annexure III b

Achievements

- Creating a space for non school going and drop-out girls for learning (for under privileged)
- Facilitating re-enrolment of drop-out girls.
- Enlisting community participation in girls education.
- Children have forum at village level through 'bal sabhas' and 'bal melas'.
- Environment building through linkages with mainstream schools (some areas).
- Enriched environment for learning with known person (teacher from village).
- Facilitating learning through book banks for upper primary, secondary education.
- Village level libraries for children.
- Experiential joyful learning.

Concerns

- Developing further linkages with mainstream educational system/influencing them with a gender focus. Increasing mainstreaming of children.
- Evolving teachers with a gender perspective and upgrading their knowledge and skills
- Learning suitable skills for multigrade teaching.
- Develop linguistic and mathematical skills of teachers.
- Develop curriculum and supplementary reading material.
- Regular coordination monitoring, review of centres/teachers by programme and community
- Developing teacher training modules for different levels of teacher according to varying grades.
- Network closely with EFA institutions like DIETs, BRC, NRC to benefit from their institutional capacities and vice-versa.
- Trainings/refresher courses for growing numbers of teachers.
- Developing campaigns to generate a mass movement for education at all levels.



LITERACY CAMPS

Achievements

- Quick learning in collective, intensive atmosphere.
- High teacher/learner ratio 1:3 or 1:4.
- Local materials used for learning.
- Life experiences/work related to literacy.
- Conceptual clarity/self confidence.

Concerns

- Relapse in illiteracy/poor retention.
- Extra follow-up needed.
- Curriculum (regional design) for sangha women is required.
- Not regular activity (sporadic) - districts need to be more concerted in planning.
- Material for follow-up reading/discussions needed.
- Teachers training to follow-up inadequate.
- Linkages with centres and MSKs not envisioned.



CATEGORISATION OF SANGHAS as of 1997.

SAHARANPUR

Block	Villages	Sakhis	Sahyoginis	Empowered	Emergent	Amorphous	Issues	Sanghas with prominent issues
A. Nangal	58	79	6	30	20	8	Violence against women	25
							Women's health	21
							Vet. care	14
							Thikana	15
							Education	35
B. Bahakheri	40	14	4	11	9	20	Violence against women	13
							Women's health	4
							Vet. care	5
							Thikana	6
							Education	15
C. Rampur	40	8	4	15	15	10	Violence against women	13
							Women's health	5
							Vet. care	8
							Thikana	7
							Education	17
Total	138	101	14	56	44	38		
		21 weak sakhis	3 new sahyoginis					
B & C are new blocks, therefore there are fewer sakhis & issues that have come up in smaller no. of villages.								

CATEGORISATION OF SANGHAS as of 1997.

VARANASI

Block	Villages	Sakhis	Sahyoginis	Empowered	Emergent	Amorphous	Issues	Sanghas with prominent issues
A. Sewapuri	100	173 33 weak sakhis	7	53	33	14	Law Women's health Vet. care Panchayat Education - women/children	44 47 30 49 34/49
B. Chakia new block 30 new villages, fewer sakhis	100	119 30 weak sakhis	10	23	29	49 30 new villages	Law Women's health Vet. care Panchayat Education - women/children	8 16 13 6 48/31
Total	200	292 63 weak sakhis	17 3 new sahyoginis	76	62	63		

CATEGORISATION OF SANGHAS as of 1997.
TEHRI

Block	Villages	Sakhis	Sahyoginis	Empowered	Emergent	Amorphous	Issues	Sanghas with prominent issues
A. Bhilangana	70 20 new	37 10 weak	7 2 new	20	26	19	Violence against women Women's health Forest Vet. care Thikana Education Women/children	25 16 47 5 1 14/18
B. Pratapnagar	70 10 new	47 12 weak	7 3 new	27	20	23	Violence against women Women's health Forest Vet. care Thikana Education Women/children	24 20 21 9 5 12/20
C. Jakholi	70 10 new	16 5 weak	7 5 new	26	24	19	Violence against women Women's health Forest Vet. care Thikana Education Women/children	26 30 35 19 2 32/19
D. Jhakhnidar	50	26 6 weak	5 3 new	21	15	14	Violence against women Women's health Forest Vet. care Thikana Education Women/children	13 6 16 1 3 7/11
Total	260	126 33 weak	26 13 new	94	85	75		

CATEGORIZATION OF SANGHAS as of 1997.

BANDA

Block	Villages	Sakhis	Sahyoginis	Empowered	Emergent	Amorphous	Issues	Sanghas with prominent issues
A. Manikpur	120	73 22 weak	9	33	24	63	Law/Violence/PR Wages/Land Education (demand) Savings, credit, income gen. Vet. care Health (demand)	32 26 25 17 9 14
B. Chitrakoot	36 5 new	nil	4 1 new	16	9	11	Law/Violence/PR Wages/Land Education Vet. care Health	16 5 11 5 7
C. Tindwari	47	34 10 weak	4 2 new	17	5	35	Law/Violence/PR Education Savings, credit, income gen. Vet. care	5 6 8 5
Total	203	107	17	66	38	109	* 50% sanghas have asked for clarity on feminist perspective	

डेहरिया

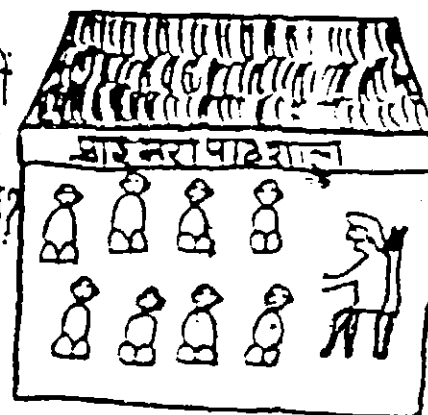
अंक-१ • वर्ष-१ • जे.सी.तापुर • जून-१९९७ •

बालिका नामांकन अभियान

मिर्जापुर क्षेत्र की बहुत सी बेटियां स्कूल नहीं जाती हैं। स्कूल न जाने में उनके अपने कारण हैं। जैसे- बेटियां पढ़ लिखकर क्या करेंगी? घर का काम इत्यादि।

महिला समाख्या बेटियों को स्कूल भेजने का अभियान चला रही है। यह २० गांवों में चलाया जाएगा। गांव का सर्वे किया जा चुका है कि कितनी बेटियां पढ़ने नहीं आती हैं। गांव के लोगों तथा ग्राम शिक्षा समितियों की मदद से उन्हें पढ़ने भेजा जाएगा। अभियान धुलाई भर चलेगा।

हम सब मिलकर कोशिश करें तो बेटियां जरूर पढ़ेंगी



म.स. ✱ म.स. ✱ म.स. ✱ म.स. ✱

जानों बहनों लिंग पूर्वाग्रह की शिकार लड़कियां

विज्ञान ने सिद्ध कर दिया है कि नारियां जीवविज्ञान की दृष्टि में पुरुषों से अधिक शक्तिशाली होती हैं फिर भी हाल ही में हुए

राष्ट्रीय शोध एवं प्रशिक्षण परिषद के एक अध्ययन के अनुसार हर साल एक करोड़ बीस लाख लड़कियां पैदा होती हैं। इनमें से 25 प्रतिशत 15 वर्ष की होने से पहले ही मर जाती हैं।

भारत में लड़कियां की हर 6 मीटो में से लिंग पूर्वाग्रह के कारण होती है। औरतों की अधिक मृत्यु दर का कारण बच्ची और मां के रूप में उनकी अधिक उपेक्षा है।
अध्ययन के

अनुसार 1984 से बम्बई में 40,000 भ्रूण हत्याएं हुईं। इनमें 16,000 तो केवल एक क्लिनिक में। भारत उन देशों में है जहां नारियों का अनुपात पुरुषों से कम है। 1996 की जनगणना के अनुसार 1000 पुरुषों पर 929 महिलाएं थीं। नारियों का प्रतिशत विकास की तमाम घोषणाओं के बावजूद घट रहा है।

सामान्यतः
किसी अनुरित
घटना के घटने के
कारण ही आज
कम उम्र की
लड़कियों के
दिल में-हर
भावना बैठ जाती
है।

शारीरिक दुर्बलता,
भावुकता,
संवेदनशील मानसिकता
आदि स्त्री के स्वाभाविक
, गुणों का उसके ही
विरुद्ध हथियार के रूप में
उपयोग किया जाता है।

जानो बहनो क्यों ?

विभिन्न कार्यशालाओं के दौरान सखियों सहयोगिनियों तथा जागसक साथियों से बात करने पर पता चला है कि:

वे जानकारी तथा सूचनायें प्राप्त करना चाहती हैं।

सुदूर गांव में, जहां वे काम करती हैं उन तक सामान्य जानकारी के माध्यम अखबार तथा पत्रिकायें नहीं पहुंच पाती।

आर्थिक कारण उन्हें इन संचार साधनों से दूर रखते हैं।

कई बार अखबार मिलने पर भी कार्य व्यस्तता की वजह से वे उसे पढ़ नहीं पाती या उसकी कटिंग या नोट्स नहीं ले पाती। समय मिलने पर ताजा अखबार की वजह से पिछले अखबार गौण हो जाते हैं और उन अखबारों को जानकारीयों छूट जाती हैं।

महिला समारख्या (पौड़ी) इकाई ने तय किया कि क्यों न एक ऐसा संकलन तैयार किया जाये जिसमें ऐसी अखबारों का समावेश हो जो-

समाज में महिलाओं की स्थिति, उन पर जो घट रहा है, जो बीत रही है, को दर्शाती हों।

समाज में महिलाओं की स्थिति के बदलाव के संघर्ष की जानकारी देती हों।

महिलाओं की स्थिति में जो बदलाव आ रहा है उसे दर्शायें।

महिलाओं के जीवन की प्रेरणादायक, घटनायें जीवन गाथायें हों। ऐसे लेख व जानकारियां जो सहयोगिनियों, सखियों के कार्य में सहायक बन सकें।

विज्ञान तथा स्वास्थ्य की जानकारी दें।

सुदूर गांव में,
जहां
सहयोगिनियां
काम करती हैं
उन तक सामान्य
जानकारी के
माध्यम अखबार
तथा पत्रिकायें
नहीं पहुंच पाती।

GIRL CHILD ENROLMENT CAMPAIGN 5TH JUNE - 21ST JULY - GORAKHPUR

Name of Village	No. of girls not enroled (on basis of survey)	Enrolment after campaign	Non-enroled girls
1. Samdar Buzurg-I	68	38	30
2. Bhalui	24	16	8
3. Sohsa	11	8	3
4. Mudila	23	20	3
5. Samdar Buzurg-2	41	25	16
Total	167	107	60



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ABBREVIATIONS

- | | |
|---------|--------------------------------------|
| 1. DPEP | District Primary Education Programme |
| 2. DIU | District Implementation Unit |
| 3. EFA | Education For All |
| 4. ICDS | Integrated Child Development Scheme |
| 5. MS | Mahila Samakhya |
| 6. MSK | Mahila Shikshan Kendra |
| 7. VEC | Village Education Committee |

GLOSSARY

Anudesika	Teacher at children's literacy centre
Bal Kendra	Children's Literacy Centre
Guiyan	Friend (women's newsletter - Allahabad)
Jaankari	Information
Jal	Water
Jano Behano	Be aware, sisters (Quarterly magazine - Pauri)
Jungal	Forest
Kishori Kunj	Mahila Shikshan Kendra for teenage girls
Kishori Sangha	Collective for teenage girls
Mahila Saksharta Kendra	Women's Literacy Centre
Mahila Shikshan Kendra	Women's Residential Centre
Saheli	Teacher at women's literacy centre
Sahyogini	A woman co-ordinator of ten villages
Sakhi	Friend (a village level woman worker and a leader of the sangha)
Sangha	Collective / group (at the village level)
Udankhatola	Flying chariot (study centre - Varanasi)
Zameen	Land

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