

Mahila Samakhya (Education for Women's Equality) Programme

Ministry of Human Resource Development (Department of Elementary Education & Literacy)

1.1 National Policy: Background

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

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

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

1.2. Mahila Samakhya Project.

1.2.1 The Mahila Samakhya Programme was initiated in 1987-89 to translate the goals of NPE and POA into a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalised groups. Mahila Samakhya (Education for Women's Equality) was launched as a pilot project in 10 districts of Karnataka, Gujarat and Uttar Pradesh in 1989 with Dutch assistance. The project was extended to Andhra Pradesh at the end of 1992 and to Kerala in 1998-99. In 2002, after the bifurcation of Uttar Pradesh, a separate Programme was located in Uttaranchal. From 2003-04 the states of Bihar, Jharkhand and Assam have also been covered under the central scheme of the MS programme.

2.1 The MS Programme.

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

2.1.2 The MS scheme is not a blue print project but lays out a broad framework for programme implementation. It essentially works to bring women together to collectively solve their problems & empower them to address a wide variety of

issues themselves. A foundation is laid for empowerment at the grassroots level with the organisation of cohesive Mahila Sanghas (Women's Collectives), though different in form and size that they are committed to collective action to address their own issues. As the Sanghas strengthen & mature they form federations to coordinate activities at cluster, district and state levels.

2.2 Philosophy and Principles of MS:

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

- i) All processes and activities within the programme must be based on respect for women's existing knowledge, experience and skills.
- ii) Every component and activity within the project must create an environment for learning, help women to experience and affirm their strengths, create time and space for reflection and respect individual uniqueness and variation.
- iii) Women and women's groups at the village level set the pace, priorities, form and content of all project activities.
- iv) Planning, decision making and evaluation processes, as well as all levels of personnel must remain accountable to the collective at the village level.
- v) All project structures and personnel play facilitative and supportive, rather than directive roles.
- vi) A participatory selection process is followed to ensure that project functionaries at all levels are committed to working among poor women and are free from caste/community prejudices.
- vii) Management structures must be decentralised, with participative decision-making and devolution of powers and responsibilities to District, Block and village levels.

viii) For detailed conditions for continuance of the MS programme please see Annexure-I.

2.3 OBJECTIVES:

i) To provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education.

ii) To create an environment where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society.

iii) To set in motion circumstances for larger participation of women and girls in formal and non-formal education programmes, and

iv) To create an environment in which education can serve the objectives of women's equality.

v) To enable Mahila Sanghas to actively assist and monitor educational activities in the villages - including primary schools, AE, NFE/EGS/AIE Centres and facilities for continuing education.

vi) To enhance the self-image and self-confidence of women and thereby enabling them to recognize their contribution to the economy as producers and workers, reinforcing their need for participating in educational programmes.

vii) To establish a decentralized and participative mode of management, with the decision making powers developed to the district level and to Mahila Sanghas which in turn will provide the necessary conditions for effective participation.

2.4 COVERAGE:

The programme is at present being implemented in 5287 villages in 33 districts of Uttar Pradesh, Uttaranchal, Karnataka, Gujarat, Andhra Pradesh and Kerala. During the 10th Plan, the programme is to be expanded to 27 new districts

in specially identified educationally and socially backward blocks in states of Bihar, Jharkhand, Assam, Uttar Pradesh, Uttaranchal, Karnataka, Andhra Pradesh. (Details of such districts are given at Annexure-II (a, b & c)

2.5 Experience of the Programme

2.5.1 The programme is a unique one which focuses on the education of women, who have been left out of the education system. The experience of the programme over the past fourteen years, in different regional contexts, has validated the MS approach as an effective means to mobilise and organise women, and in enabling them to take charge of their lives. This has resulted in many other sectoral programmes seeking to link with MS or adopt/adapt MS strategies. The programme informed strategies adopted in other countries of Africa and Asia. The Mahila Samakhya Programme was awarded the honorary literacy award of UNESCO in 2001.

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

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

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

- a demand for literacy has been generated
- recognition and visibility within the family, community and block levels has increased -- leadership qualities have been developed and a cadre of village level organisers and activists are emerging
- the strength and ability to demand accountability of government delivery systems has been demonstrated
- participation in Panchayati Raj bodies has increased
- and an awareness of the need to struggle for a gender just society is being strengthened.

3 PROGRAMME COMPONENT

3.1 THE SANGHA

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

3.1.2 Funds for educational activities, creative Early Childhood Care and Education Centres for children and support services, where necessary, are channelled through the Mahila Sangha. This ensures direct accountability of these activities to the women members and would encourage women to monitor and take an active interest.

3.1.3 In the initial phase of the programme, a paid worker at the village level was responsible for animating this group. *During the 9th Plan these “Sakhis” or village level paid workers have been phased out, and the Sangha now functions with facilitation from the Sahyogini.* An effort is made to develop a core cadre of women leaders at the village level.

3.1.4 To support the Sangha, a small fund is earmarked for every Sangha for a period of 3 years. These funds are deposited in the name of the Mahila Sangha of the village, to be used collectively by Sangha women for a common and agreed purpose. The details of the use of Sangha Fund money is decided by the Executive Committee of the State MS Society.

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

3.1.6 A major area of discussion within the programme has been the need to cover a minimum amount of area so as to achieve “critical mass” in the district. It is anticipated that in the 10th plan period, the programme would cover on an average 250 villages in a district, i.e. there would be around 250 *Sanghas* in each district to be covered through direct intervention of programme personnel. Expansion to more villages in the district would be undertaken, not through the *Sahayoginis*, but through the stronger Sanghas and the federations. In new districts, the programme would initially start in a 100 villages and expand to cover 250 villages in the next five years.

3.2 THE SAHAYOGINI

3.2.1 A Sahayogini is the motivator, supporter, and guide for ten villages. The initial catalytic function of mobilising and organising women into Sanghas, is done

by the Sahayoginis. She is the key link between the 10 villages and the support structure educational institutions set up at the district level.

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

3.3 THE FEDERATION

3.3.1 Federations of Mahila Sanghas (*Mahasanghas*) have been formed in older MS districts during the 9th Plan period. These federations would play a key role in coordination of MS activities at the cluster, district and State levels. As the stronger Sanghas become more autonomous in their functioning, it is envisaged that they would federate, and that these federations will take on the role of coordination, as well as monitoring and management of structures like the *Mahila Shikshan Kendras*, *nari adalats*, etc. These would also be the forum for providing the strength for collective reflection and action by *Sangha* women. These federations are the “exit strategy” for the programme in older areas.

3.3.2 Funds for educational activities and mobilization can, where necessary, be channeled through the Federations to the Sanghas. Mahila Samakhya will provide the training, capacity building and resource support to the federations through the structures at the district and block level. The federations can also be the vehicle for expansion of the programme within the district and in neighboring districts.

3.4 EDUCATIONAL INTERVENTIONS

3.4.1 MS addresses itself to enabling a greater access to education for women, adolescent girls, generating a demand for education and to build capacities and strengthen women's abilities to effectively participate in village level educational processes. The Mahila Sanghas and Mahasanghas will be helped by the programme to secure primary education for children especially girls; to be active members in village education committees, PTCs/MTCs and to take the lead in ensuring a better and responsive educational environment and opportunity at the village level.

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

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

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

3.4.5 Mahila Shikshana Kendras have been designed to create a pool of aware, educated and trained women who could play an effective role in development of educational activities at the village level. These *kendras* provide condensed quality and gender sensitive education to adolescent girls who have never gone to school, school drop-outs, and adult women. The last evaluation of the programme has recommended up-scaling of this intervention in all MS States.

3.5 SUPPORT AND CONVERGENT SERVICES

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

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

3.6 TRAINING

3.6.1 Training provides the crucial vehicle for taking forward the MS processes, and for building and strengthening the values and vision of the programme. Training in MS is viewed as an ongoing activity rather than as a series of one-time events. Each training programme, either for the project functionaries or *Sangha* women, is itself a microcosm of the philosophy of the project. Traditional divides between trainer and learners are systematically broken down, both engaging in a learning process. Training is experimental and the starting point is an acknowledgement of the experiences, strengths and potential of each individual. Experiences and insights gained in the implementation process feed back into subsequent training.

3.6.2 In the environment of mutual support and trust created in the training interactions, women learn to take decisions, assume leadership and evolve collective strategies to change their own destinies. Training is done at several

levels; to develop a gender perspective, sharpen the conceptual understanding of the programme philosophy and strategies, develop a critical faculty to respond flexibly to *Sangha* needs, enhance specific skills like communication and process documentation. It is also done to develop specialised understanding in sectors like health, resource management, legal literacy, appropriate technology and non-traditional skills among many others.

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

3.7 DOCUMENTATION

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

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

information and technical support to the federations in older areas as MS withdraws from implementation in such areas.

3.8 MONITORING AND EVALUATION

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

3.9 PROJECT MANAGEMENT

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

4.1 NATIONAL RESOURCE GROUP (NRG)

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

4.1.2 The Ministry of Education, Government of India, nominates members to the NRG. Every two years the NRG is reconstituted. To ensure a national representation, members from various parts of the country are nominated thereby bringing in viewpoints and experiences from different regional and social

contexts. Women who have achieved eminence in the fields of education, health, rural development, journalism, research on gender issues, activism, training have been and are members of the NRG. In addition there are also members from the Central Government departments like Education and Women & Child development. All State Programme Directors of MS are also members. State Education Secretaries, who are Chairpersons of State MS Societies also participate in the NRG deliberations as special invitees.

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

4.2 DEFINING THE ROLE OF THE NRG

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

4.2.2 As a body, the NRG itself undertook a re-examination of its role in August 1991. The outcome of these deliberations have helped articulate the role of the NRG as follows:-

1. *to advise and guide GOI in policy matters concerning women's education; and the future role of MS strategy in larger educational intervention.*
2. *to safeguard the non-negotiables of Ms and ensure they are treated as such at all levels.*
3. *to plan the future expansion of the programme and contain it to an optimum size.*
4. *to discuss and debate issues, concerns and concepts that arise from the field and evolve strategies.*

5. *to participate in internal evaluations/reviews in order to be in tune with the emerging needs of the programme.*
6. *to draw upon the experience and knowledge of similar intervention by different groups/individuals in the field of research and action.*
7. *to devise mechanisms to safeguard the national character of the programme as members of the State ECs.*

5.1 NATIONAL PROJECT OFFICE

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

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

5.1.3 As the programme expands, to new districts and States, the need for providing training on ongoing basis to programme functionaries, is becoming critical to the programme. This is becoming critical in older States as well, with a

high turnover in staff. The centre will be crucial in providing these training inputs. The centre will provide resource support to the Programme through training inputs to the programme, networking, research, evaluation documentation, promotion of inter-State sharing etc. and for the purpose will draw upon a wide network of Government and non-Government persons and organizations.

5.1.4 The Centre will also be the nodal body for coordinating the work of the State Resource Centres, and also approving plans etc. This will also be the forum to provide gender inputs to the education Department and other educational programmes as well as disseminate the MS experience to other Departments.

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

6 STATE STRUCTURE

6.1 STATE PROGRAMMES

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

6.1.2 A full time State Programme Director (SPD) is the member secretary of the Executive Committee and has overall responsibility for financial management, administration, programme planning and implementation. The SPD steers the

programme towards its objectives and ensures that all interventions/activities are in consonance with the values and spirit of the programme.

6.1.3 The State Project Office provides administrative support, resource and training inputs to the programme and for the purpose draws upon a network of Government and non-government organisations. Consultants and support staff assist the State Project Office. As far as possible secretarial, audit, accounting and transport services can be outsourced by State and district MS offices.

6.2 DISTRICT IMPLEMENTATION UNIT

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

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

6.3 BLOCK LEVEL UNIT

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

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

7.1 EVALUATIONS

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

7.1.2 External evaluation including National evaluations are conducted at the National level with guidance of the NRG from time to time. A baseline survey would be undertaken at the beginning of the MS programme in the new areas followed by another evaluation at the end of the 10th Plan period.

7.1.3 Financial Pattern: The guidelines for the financial pattern for MS during the 10th Plan period as well as cost estimates for national, state, district, block levels and unit costs for key MS interventions are placed at Annexure-IV (a to k)

CONDITIONS FOR PERIOD FROM 1.1.2003 TO 31.12.2007

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

i. Personnel for this programme will be selected with special care in order to ensure a high degree of commitment towards the objectives of the project. As far as possible all personnel will be women. A nominee of GOI and a representative of the National Resource Group (NRG) will be members of Selection Committees constituted for the appointment of all State and District level Programme staff, namely State Programme Director, Associate Programme Director, Consultants, District Coordinators and Resource persons. It will be mandatory to accept the advice of these committees unless concurrence of GOI is obtained. Concurrence of GOI will be necessary for the appointment and removal of the State Programme Director.

ii. Special sub-committees have to be constituted in the Mahila Samakhya Societies to take decisions regarding engagement of short –term consultants, payment of fees and honorarium for specific tasks, selection of voluntary agencies to be involved in any activity or component, pattern of expenditure for innovations especially in the educational component, trainings, workshops, melas etc. A nominee of GOI and a representative of the NRG will be members of these sub committees.

iii. Savings form one item could be utilised for another item, without however increasing the number of posts indicated in the scheme. These reallocations should be specifically reported along with justification thereof, while sending quarterly reports of progress and utilisation of funds.

iv. The Executive Committee is fully empowered to approve estimates for innovative educational programmes with respect to Adult Literacy for women, Education Guarantee Scheme for children, ECCE centres etc. However, if the MSS wish to follow approved patterns of GOI for the above, it may be noted that as and when the financial patterns are revised by GOI, it will be automatically applicable to Mahila Samakhya.

v. In order to ensure uniformity of project implementation structure in all the State Mahila Samakhya Societies (MSS), the delegation of Financial Powers already communicated for the VIII Plan period as amended from time to time will be adopted.

vi. The advice of GOI on all matters regarding the State Society will be final and binding.

vii. The Executive Committees should be constituted fully and should meet every quarter (four meetings a year). The composition of the EC is attached at Annexure-III. Permission to incur expenditure and carry forward unspent funds from one financial year to another will be subject to adherence to the above. Agenda along with the Agenda Notes must be circulated at least ten working days in advance to enable the GOI nominee to obtain necessary approvals.

viii. Six-monthly progress reports and expenditure statements, annual audited statement of accounts, utilisation certificate and an Annual Report with audited statement (Duly printed 75 copies each in Hindi and English for tabling before parliament) must be furnished by September 30 of each year. Audio-visual documentation will be prepared for the same purpose every alternate year.

ix. 25 copies of all the publications and educational material developed in the project and other printed matter may be made available to the National Project Office.

x. Annual Internal Reviews will be facilitated by the National Project Office in coordination with the office of the State Programme Director. A panel of experts will be constituted for this purpose. The report of the Annual Review will be tabled before the National Resource Group. This panel will have access to all records – programmatic and financial.

xi. There will be no rush to achieve targets, nor should the programme functionaries be restricted by the numbers indicated by them in their annual budget. Educational activities may be initiated in accordance with the scheme as and when demand for specific inputs arise. (Child Care Centres, ECCE, Adult and Education Guarantee Scheme, Vocational Courses and Mahila Shikshan Kendra).

xii. As the project is steered toward its objectives, guidance will be sought not from targets but from certain inviolable principles – “Non- negotiables”, which have to be kept in mind at all stages of implementation.

Annexure-II (a)

Projected Expansion of MS programme: Coverage of Districts.

State	Existing Coverage	2003-2004	2004-2005	2005-2006	2006-2007
Karnataka	7	9	9	9	9
U.P.	7	14	14	14	14
Gujarat	7	7	7	7	7
A.P.	7	9	9	9	9
Kerala	2	2	2	2	2
North East	-	6	6	6	6
Bihar	-	5	5	5	5
Uttaranchal	3	4	4	4	4
Jharkhand	-	4	4	4	4
Total	33	60	60	60	60

MAHILA SAMAKHYA EXISTING DISTRICTS**UTTAR PRADESH**

	District	Socially and Educationally backward blocks
1	Varanasi	Sewapuri, Suriyawan, Bhadohi, Aurai, Gyanpur, Digh, Baragaon, Pindra, Cholapur, Chirai Gaon, Harhua, Sevapuri, Arajiline, Kashi Vidya Peeth, Chahniya, Dhanapur, Sakaldiha, Niyamatabad, Chandauli, Barhani, Chakiya, Sahabganj, Naugarh
2	Saharanpur	Baliakheri, Nangal, Rampur Maniharan, Duwarka, Muzaffarabad, Puwarka, Ballia Kheri, Nakur, Gangoh, Rampur Maniharan, Nogal, Nanauta, Deoband
3	Banda	Jaspura, Tindwari, Badokhar Khurd, Baboru, Kamasin, Bisanda, Mahuva, Naraini, Pahari, Karvi, Manikpur, Ramnagar, Mau
4	Gorakhpur	Bhathat,, Pipraich, Brahmipur, Pali, Sahjanwa, Piprauli, Jangal Kodia, Chirgawan, Bhathat, Pipraich, Sardarnagar, Khorabar, Brahmipur, Kauri Ram, Bansgaon, Uruwa, Gaugaha, Khajani, Belghat, Gola, Barhalganj, Dhani, Campierganj, Pharenda
5	Auraiya	Auraiya, Sahar, Bhagyanagar
6	Sitapur	Mishrikh, Pisawan, Maholi, Machhrehta, Gondlamau, Ailiya, Hargaon, Parsendi, Khairabad, Laharpur, Biswan, Kasmada, Sidhauili, Pahala
7	Allahabad	Shankergarh, Jasra, Koraon, Kara, Sirathu, Sarsawan, Manjhanpur, Koshambhi, Muratganj, Chail, Newada, Kaurihar, Holagarh, Mauaima, Soraon, Bahria, Phulpur, Bahadurpur, Pratappur, Saidabad, Dhanapur, Handia, Jasra, Shankargah, Chaka, Karchhana, Kaudhiyara, Uruwan, Meja, Koraon, Manda

UTTARANCHAL

	District	Socially and Educationally backward blocks
1	Tehri Garwal	Pratapnagar, Jakhnidhar, Tilangana, Jakholi, Bhilangana, Jaunpur, Kouldhar, Narendra Nagar, Devaprayag,
2	Nainital	Betalghat, Okhalkanda, dhari, Kashipur, Okhal Kanda, Sitarganj, Forest Area
3	Pauri Garwal	Dwarikhal, yamkeswar, Dugadda

ANDHRA PRADESH

	District	Socially and Educationally backward blocks
1	Mahbubnagar	Makthal, Magnoor, Utkoor, Narva, Hanwada, Devarkadra and Koilkonda, Kothur, Amrabad, Alampur
2	Medak	Andole, Alladurg, Regode, Pulkal, Sankarampet (A), Tekmal and Papannapet, Sankerampet, Ramayampet, Dubbak, Siddipet, Chinnakodur, Nangaur, Chegunta, Munpalle, Pulkal, Sadasivpet, Kondapur, Sangareddy, Ptancheru, Jinnaram, Hathnoora, Turpan

3	Nizamabad	Gandhari, Yellareddy and Nagireddypet, Nandipet, Armur, Balkonda, Mortad, Kammarapalle, Bheemghal, Velpur, Jakhranpalle, Makloor, Dharpalle, Sadasivnagar, Kamareddy, Bhiknur, Domakonda
4	Adilabad	Jainoor, Sirpur (U), Kerameri and Asifabad, Adilabad, Jainad, Bela, Inderavally, Gudihatnur, Ichoda, Bazarbhatnoor, Boath, Neradigonda, Kuntala, Kubeer, Bhainsa, Tanur, Lodhstra, Dilawarpur, Utnur,
5	Karimnagar	Husnabad, Koheda, Bejjenki, Chigurumamidi, Ellanthakunta, Saidpur and Gangadhar, Ibrahimpatnam, Julapalle, Koratla, Metpalle, Chandurthi, Kodimlal, Gangadhara, Sultanabad, Odela, Jammikunta, Veenavanka, Manakondur, Karimnagar, Ramadugu, Boinpalle, Vemulawada, Konaraupeta, Yellareddipeta, Gambiraopet, Mustabad, Sirsilla, Ellanthakunta, Bejjenki, Thimmapur, Kesavpatnam, Kamalpur, Elkathurthi, Saidpur, Chigurumamamidi, Koheda, Bheemadevarpalle,
6	Warangal	Chityala and Mogullapally, Cheriyal, Maddur, Bacchanpeta, Jangaon, Lingalaghanpur, Raghunathpalle, Hasanparthy, Narsampet, Sangam, Duggondi, Geesugonda, Atmakur, Shyamet, Parkal, Regonda, Mogullapalle,, Chityal, Mulug, Venkatpur, Eturnagaram
7	Nalgonda	Kanagal and Nampally, Rajapet, Yadagirigutta, Alair, Saligauraram, Atmakur, Valigonda, Bhuvanagiri, Bibinagar, Pochampalle, Choutuppal, Ramannapeta, Chityala, Narletpalle, Chandur

GUJARAT

	District	Socially and Educationally backward blocks
1	Sabarkantha	Vijaynagar, Idar, Meghraj, Khedbrahma, Bhiloda, Meghraj
2	Baroda	Padra, Vaghodia, Dabhoi, Pavi Jetpur, Sankheda, Nasvadi, Kanwat, Chotaudaipur, Jetpur pavi
3	Rajkot	Jasdan, Upleta, Malia, Kotrasanghini, Vanakner, Morvi, Lodhika, Jetpur, Pardhari, JamKandorana Wankaner
4	Banaskantha	Kankrej, Radhanpur, Deesa, Tharad, Palanpur, Deesa, Kankrej, Radhanpur, Santalpur, Deoar, Vav, Tharad, Dhanera, Danta
5	Surendranagar	Chotila, Muli, Sayla, Chottla
6	Panchmahal	Jambhughoda, Godhra, Halol, Ghodhva, Kalol, Godhra, Halol, Shehera, Santrampur, Limkheda, Devgadbaria, Jambhughoda
7	Dang	Dang

KARNATAKA

	District	Socially and Educationally backward blocks
1	Bellary	Bellary, Hagari Bommanahalli, Kudligi, Hoovinahadagali, Hadagalli, Kudligi, Sandur
2	Bidar	Bidar, Basavakalyan, Aurad, Humnabad, Bhalki, Aurad, Basavakalayan, Bhalki,
3	Bijapur	Bijapur, Indi, Muddebihal, Bagewadi, Sindhigi
4	Gulbarga	Gulbarga, Chitapur, Chincholi, , Afzalpur, Jewargi, Aland, Jevargi, Shorapur
5	Koppal	Koppal, Kushtagi, Gangavathi, Yelburga

6	Mysore	Heggade Devanakote, Periyapatna, Nanjangudu, Hunsur
7	Raichur	Raichur, Manvi, Deodurga

KERALA

	District	Block	Educationally backward blocks
1	Trivandrum rural	Vamanapuram	
2	Idukky		

DISTRICTS FOR EXPANSION

(State Society to select from among these Socially & Educationally Blocks)

BIHAR

SN	District	Socially and Educationally backward blocks
1	Gaya	Amas, Dobhi, Banke Bazar, Konch, Tikari,, Belaganj, Khizirsahai,, Atri, Wazirganj, Manpur, Gaya town, Paraiya, Bodhgaya, Fatehpur, Gurua,
2	Muzaffarpur	Ranchahan, Kurhani, Mushari, Aurai, Gaihat, Baruraj, Paroo, Saraiya, Kurhani, Kanti, Sakra
3	Rohtas	Shivsagar, Sasaram, Chenari, Dinara, Dawath, Bikramganj, Karakat, Dehri, Nokha, Karaghar, Chenari, Sheosagar, Sasaram, Rohtas, Nawhatta
4	Kaimur	Kudra, Durgawati, Chand, Chaipur, Adhaura, Bhagwanpur, Bhabhua, Kudra, Mohania, Ramgarh
5	Sitamarhi	Saidpur, Dumra, Riga, Sonbarsa, Parihar, Parsani, Begania, Pupri, Nanpur, Belsaad
6	Sheohar	Piparhi, Bariani, Shivhan
7	Bhojpur	Udwanthnagar, Simri, Dumraon, Buxar, Rajpur, Itarhi, Nawanagar, Barhampur, Shahpur, Ara, Barhara, Koilwar, Udwanthnagar,, Behea, Jagdishpur, Sandesh, Sahar, Charpokhari, Piro, Tarari
8	Darbhanga	Jale, Darbhanga Sadar, Baheri, Bahadurpur, Manigacchi, Benipur, Ghanshyampur, Biraul, Kusheshwar Asthan
9	West Champaran	Mainatar, Chanpatia, Majhanlia, Sikda, Lauria, Sidhaw

JHARKHAND

	District	Socially and Educationally backward blocks
1	Ranchi	Muhoo, Arki, Ranchi, Badar, Burmu, Mandar, Chanho, Baro, Ratu, Namkum, Ormanjhi, Angara, Silli, Sonahatu, Tamar, Bunchi, Erki, Khunti
2	Chatra	Simariya, Chatra, Lavalong, Itkhouri, Giddaur, Pathalgadha, Tandva, Pratappur, Hunterganj, Kunda
3	East Singhbhum	Patamda, Golmuri, Potka, Dumaria, Musabani, Ghatsila, Dhalbhumgarh, Chakulia, Baharagora
4	West Singhbhum	Rajnagar, Chaliama, Bangaon, Chakradharpur, Sonua, Macharpur, Noamundi, Jagannathpur, Majhgaon, Kumardungi, Tantnagar, Jhikpani, Khuntpani, Chaibasa, Gobindpur, Adityapur, Saraikela, Kharswan, Kuchai, Chandil, Ichagarh, Nimdih

ASSAM

	District	Socially and Educationally backward blocks
1	Morigaon	Lahorigaon, Bhurbandha, Mayong, Kapili
2	Dhubri	Bilashipara, Gouripur, Golokganj, Rupsi, South Dalmara
3	Darrang	Dalgaon, Kolaigaon, Sipajhar
4	Sonitpur	Balipara, Dhekiajuli, Gabhoru, Naduar
5	Goalpara	Matia, Dudhnoi, Balijana, Lakhipur

UTTAR PRADESH

	District	Socially and Educationally backward blocks
1	Pratapgarh	Kalakankar, Babaganj, Kunda, Vihar, Sangipur, Rampur Khas, Lakshamanpur, Sandwa Chandrika, Pratapgarh (Sadar), Mandhata, Magraura, Patti, Aspur Deosara, Shivgarh, Gaura
2	Jaunpur	Suithakala, Shahganj, Khutan, Karanjakala, Badlapur, Mahraganj, Baksha, Sujanganj, Mogra Badshahpur, Machhalishahr, Mariahu, Barsathi, Sikrara, Dharampur, Ramnagar, Rampur, Muftiganj, Jalalpur, Kerakat, Dobhi
3	Mau	Dohri Ghat, Fatehpur Madaun, Ghosi, Badraoa, Kopaganj, Pardaha, Ratanpura, Mohammadabad Gohana, Ranipur
4	Muzaffarnagar	Charkhawat, Un, Thana Bhawan, Shamli, Kairana, Charthawal, Purkaji, Baghara, Kandhla, Budhana, Shahpur, Jansath, Khatauli
5	Mathura	Nandgaon, Chhata, Chaumuha, Govardhan, Mathura, Farah, Nohjhil, Mat, Raya, Baldeo, Sadabad, Sahpu

UTTARANCHAL

	District	Socially and Educationally backward blocks
1	Uttarkashi	Mori, Puraula, Naugaon, Dunda, Chinyalisaur

KARNATAKA

	District	Socially and Educationally backward blocks
1	Chitradurga	Challakare, Molakalmure,
2	Belgaun	Athni, Cokak, Hukeri, Parasgad, Ramdurg

ANDHRA PRADESH

	District	Socially and Educationally backward blocks
1	Srikakulam	Ponduru, Burja, Amadalavalasa, Tekkali, Vajrapukkotturu, Palasa, Sompeta, Kanchili, Kaviti, Ichapuram
2	Vizianagaram	Garuguballi, Parvathipuram, Seethanagaram, Bobbili, Badangi, Vepada, Lakkavarapukota, Kothavalasa

EXECUTIVE COMMITTEE COMPOSITION

Chairperson: State Education Secretary
Member Secretary: State Programme Director
Members: District Programme Coordinators (MS Districts)
Department of Education (GOI) nominees-3:
National Project Director (MS)
One GOI Nominee
One nominee of FA (HRD)

Department of Education – State Government nominees – 2

Nominees of NRG – 2

Representative State Department of Women & Child – 1

Representative State Rural Development Department – 1

Representative State Finance Department – 1

DRG nominees – 1 from each MS district

Nominees of the State Education Department (from among eminent educationists, women activists, and or eminent person – 2)

Nominees of GOI in the above category -1

Representative of Sahayoginis – 2 (on rotation basis)

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

FINANCIAL PATTERN:

Notes Regarding Financial pattern and use of funds:

1. The honoraria are broad indications of expected average. Consolidated honoraria on contractual basis for specified periods as approved by the Executive Committee of Mahila Samakhya Societies will be applicable.
2. Personnel for this programme would be selected with special care in order to ensure a high degree of commitment towards the objectives of the project. As far as possible all personnel would be women. Approval of GOI will be necessary for the appointment of the State Programme Director.
3. Special Sub-Committees have been set up in the Mahila Samakhya Societies and in the Department of Elementary Education & Literacy, Government of India to take decisions regarding engagement of Consultants, Resource Persons, payment of fee/honorarium for specific tasks, selection of voluntary agencies to be involved, pattern of expenditure for training, workshops, seminars etc.
4. Savings under one item would be utilised for another item, without however, increasing the number of posts indicated in the scheme. These reallocations should be specifically reported, along with justifications thereof, while sending quarterly reports of progress of implementation and utilisation of funds to GOI. Utmost economy will be observed in regard to posts.
5. In the National Office, posts of Consultants will be filled in accordance with approved procedures.
6. Approximate estimation have been given in respect of vocational courses. Appropriate alterations may be made on the basis of precise needs and the nature of activity.
7. The Executive Committee is empowered to approve the budget estimates for innovative educational programmes with respect to Adult Literacy for women, Education Guarantee Scheme for children under SSA – especially girls, ECCE centres etc.
8. There would be no rush to achieve targets, nor should the programme functionaries feel restricted by the number indicated by them in their annual plan and budget. They should be able to work with confidence that the coverage is larger than indicated in respect of blocks and villages covered or specific items like child care centres, Adult Education/EGS, Vocational courses or the number of Mahila Shikshan Kendras.

9. The States and districts for the expansion of the programme are based on the educationally backward blocks according to the 1991 Census. These districts and States can be changed with the approval of the Secretary (EE &L) once block-wise details of the 2001 Census become available.
10. Unit costs for AE, EGS, are as per the approved pattern of Department of Education, Ministry of Human Resource Development. If the patterns are revised by the Department of Elementary Education & Literacy, MHRD; the patterns will be automatically applicable to Mahila Samakhya.
11. The issue of payment of EPF contribution for MS personnel would be decided in consultation with the Law Ministry. No separate head of expenditure would be provided for this purpose, however, in pursuance of Court orders any expenditure is required to be incurred for this purpose the same would be met out of the expenditure head meant for payment of honorarium. This enabling provision would be applicable only to the existing personnel. For new personnel engaged under the programme, honorarium would be inclusive of EPF contribution & this should be clearly enunciated in their contract.
12. Vehicles will not be purchased from MS funds, where required hiring of vehicles will be undertaken.
13. To the extent possible, services for accounts, auditing, secretarial and transport services should be outsourced and budgets provided for these purposes be utilized for utilization of services rather than for engagement of personnel.

FINANCIAL OVERVIEW**(Rs. in Lakhs)**

ITEM EXPENDITURE	2003-04	2004-05	2005-06	200-07	TOTAL
NATIONAL					
MANAGEMENT COST	10.05	18.05	19.55	20.90	76.55
PROGRAMME COST	82.24	82.80	82.80	82.80	330.64
	100.29	100.85	102.35	103.70	407.19
STATE					
MANAGEMENT COST	238.70	264.00	261.60	274.04	1038.34
PROGRAMME COST	389.80	442.50	452.50	482.50	1767.30
	628.50	706.50	714.10	756.54	2805.64
OLD DISTRICTS					
MANAGEMENT COST	357.92	367.49	386.30	399.50	1511.21
PROGRAMME COST	765.95	762.65	769.25	810.45	3108.30
	1123.87	1130.14	1155.55	1209.95	4619.51
NEW DISTRICTS					
MANAGEMENT COST	90.00	129.57	294.00	310.83	824.40
PROGRAMME COST	154.00	294.00	356.00	388.09	1192.09
	244.00	423.57	650.00	698.92	2016.49
TOTAL					
	2096.66	2361.06	2622.00	2769.11	9848.83

ANNEXURE - IV(C)

NATIONAL PROJECT OFFICE

Rs.in lakhs

HONORARIUM	2003-04	2004-05	2005-06	2006-07	TOTAL
NPD	2.80	2.80	3.05	3.45	12.10
Consultant (24 M)	3.40	3.40	3.60	3.80	14.20
Desk Officer	2.40	2.40	2.65	2.90	10.35
Assistant	1.30	1.30	1.45	1.60	5.65
UDC	0.90	0.90	1.15	1.25	4.20
Stenographer (2)	2.35	2.35	2.55	2.70	9.95
Peon (2)	1.40	1.40	1.60	1.70	6.10
TOTAL HONORARIUM	14.55	14.55	16.05	17.40	62.55
OFFICE EXPENSES					
Vehicle, fuel & maintenance/ hire*	0.50	0.50	0.50	0.50	2.00
Telephone, stationery	1.00	1.00	1.00	1.00	4.00
Office equipment (NR)	1.50	1.50	1.50	1.50	6.00
Contingencies	0.50	0.50	0.50	0.50	2.00
TOTAL	3.50	3.50	3.50	3.50	14.00
TOTAL MANAGEMENT COST	18.05	18.05	19.55	20.90	76.55
MEETINGS & WORKSHOPS etc.					
TA/ DA for meetings & Staff	3.00	3.00	3.00	3.00	12.00
NRG/ resource groups meetings	4.50	4.50	5.00	5.00	19.00
Documentation & Publication	3.00	4.20	5.50	6.00	18.70
Research & Evaluation	3.00	3.50	4.50	6.00	17.00
Fees & Honorarium	4.00	5.00	7.00	8.00	24.00
Library, web site etc.	3.00	3.50	4.00	4.00	14.50
Training & Training material development	11.00	11.00	12.00	14.00	48.00
Workshops, seminars & consultancies	5.00	5.00	6.00	7.00	23.00
Appraisal	1.00	1.00	1.20	1.24	4.44
TOTAL	37.50	40.70	48.20	54.24	180.64
Grants to NGOs and Institutions:					
Studies & research	10.00	10.00	10.00	10.00	40.00
Programme implementation Non MS States	20.00	30.00	30.00	30.00	110.00
TOTAL	30.00	40.00	40.00	40.00	150.00
TOTAL PROGRAMME COST	67.50	80.70	88.20	94.24	330.64
GRAND TOTAL (Mngt.+Progr.)	85.55	98.75	107.75	115.14	407.19

Annexure -IV(d)

STATE PROJECT OFFICE

(Rs. In lakhs)

ITEM OF EXPENDITURE	2003-04	2004-05	2005-06	2006-07	Total
Honorarium					
SPD	2.40	2.40	2.40	2.40	9.60
APD	1.92	1.92	1.92	1.92	7.68
Resource person (per 5 districts)	1.68	1.68	1.68	1.68	6.72
Consultant 24WM	2.88	2.88	2.88	2.88	11.52
TOTAL HONORARIUM	8.88	8.88	8.88	8.88	35.52
TA/DA	3.00	3.50	3.50	4.00	14.00
OFFICE EXPENSES					
Audit Services	1.25	1.25	1.35	1.35	5.20
Accounts services	2.25	2.25	2.35	2.40	9.25
Secretarial services	4.75	4.90	5.00	5.10	19.75
Transport services & Conveyance	3.00	3.25	3.25	3.50	13.00
Rent, electricity, water	2.10	2.25	2.50	2.50	9.35
Postage, telephone, stationery	2.00	2.50	2.75	3.00	10.25
Office equipment (NR)	1.00	1.50	1.50	1.50	5.50
Contingencies	0.70	0.75	0.75	1.00	3.20
TOTAL OFFICE EXPENSES	17.05	18.65	19.45	20.35	75.5
TOTAL MANAGEMENT COST	28.93	31.03	31.83	33.23	125.02
Documentation, publication etc.					
Annual report	1.75	1.75	1.75	1.75	7.00
Media and Publicity	0.50	0.50	0.50	0.50	2.00
6 monthly report	0.35	0.35	0.50	0.50	1.70
TOTAL	2.60	2.60	2.75	2.75	10.70
Seminars, Workshops, Evaluation					
Workshops & seminars	3.00	3.50	3.50	4.00	14.00
State Evaluation	3.50	1.50	3.50	3.50	12.00
Thematic evaluation	1.00	1.00	1.00	1.00	4.00
Action/ reflection meetings	1.00	1.00	1.00	1.00	4.00
TOTAL	8.50	7.00	9.00	9.50	34.00
Trainings					
Fees & honorarium	2.00	2.00	2.00	2.00	8.00
Trainings for MS personnel	2.00	2.00	2.00	2.00	8.00
Trainings for federation members	2.00	2.00	2.00	2.00	8.00
TOTAL	6.00	6.00	6.00	6.00	24.00

Grants to NGOs/ Federations and Institutions					
Programme implementation	10.00	25.00	25.00	25.00	85.00
RESOURCE CENTRE					
Fees & Honorarium	5.00	5.00	5.00	5.00	20.00
Training	2.00	2.00	2.00	2.00	8.00
Workshop, seminars, consultations	1.50	1.50	1.50	1.50	6.00
Documentation & publication	0.50	0.50	0.50	0.50	2.00
Research & evaluation	1.00	1.00	1.00	1.00	4.00
Library	2.50	1.00	1.00	1.00	5.50
Equipment/ furniture	3.50	3.50	5.00	3.50	15.50
Rent, maintenance, electricity,	5.00	5.00	5.00	5.00	20.00
TA , DA for staff	2.00	2.00	2.00	2.00	8.00
Contingencies	2.00	2.50	2.50	3.00	10.00
TOTAL	25.00	24.00	25.50	24.50	99.00
TOTAL PROGRAMME COST	52.10	64.60	68.25	67.75	252.70
GRAND TOTAL	81.03	95.63	100.08	100.98	377.72

Annexure-IV(e)**DISTRICT IMPLEMENTATION UNITS**

Rs in lakhs

ITEM OF EXPENDITURE	2003-04	2004-05	2005-06	2006-07	TOTAL
HONORARIUM					
DPC	1.20	1.20	1.20	1.20	4.80
Resource person One/100 villages	0.96	0.96	0.96	0.96	3.84
Junior Resource Person	0.78	0.78	0.78	0.78	3.12
TOTAL	2.16	2.16	2.16	2.16	8.64
TA/ DA (DIU)	0.70	0.70	0.70	0.70	2.80
OFFICE EXPENSES					
Secretarial services	3.00	3.25	3.25	3.50	13.00
Transport services	1.75	1.75	1.90	1.90	7.30
Rent, electricity, water	1.00	1.00	1.00	1.00	4.00
Postage, telephone, stationery	0.30	0.32	0.35	0.35	1.32
Office equipment (Recurring & NR)	0.70	0.70	0.70	0.70	2.80
Contingencies	0.27	0.27	0.27	0.27	1.08
TOTAL	7.02	7.29	7.47	7.72	29.50
TOTAL MANAGEMENT COST	9.88	10.15	10.33	10.58	40.94
BLOCK/ SAHYOGINI					
Jr. Resource person/ CRP*	5.40	5.40	15.00	15.00	40.80
Sahyogini#	9.00	9.00	0.00	0.00	18.00
TOTAL	14.40	14.40	15.00	15.00	58.80
TA/ DA	2.00	2.00	2.00	2.00	8.00
TOTAL	16.40	16.40	17.00	17.00	66.80

OTHER PROGRAMMES					
Evaluation, publication, documentation & library	1.75	2.10	1.75	2.10	7.70
Training of sanghas, maha- sanghas, DIU, teachers, etc.	3.40	3.30	3.40	3.30	13.40
Mahila Sangha/ maha sangha	3.00	3.00	3.00	3.00	12.00
Educational activities & Innovative programmes	8.00	8.00	8.00	8.00	32.00
District resource group	1.00	1.50	1.50	2.00	6.00
TOTAL	17.15	17.90	17.65	18.40	71.10
TOTAL PROGRAMME COST	33.55	34.30	34.65	35.40	137.90
GRAND TOTAL (Mngt.+ Prog.)	43.43	44.45	44.98	45.98	178.84

* One/ 20 villages

One/ 10 villages

A . BLOCK STRUCTURE

Block/Sahayogini (for a district with 250 villages)

ITEM OF EXPENDITURE	I. FINANCIAL IMPLICATIONS				
	2002-03	2003-04	2004-05	2005-06	2006-07
Jr.Resource person/CRP	2	5	5	15	15
Sahayogini	10	25	25	0	0

*100 villages in year 1, 250 from year 2

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

A. COVERAGE:

60 districts

Through the programme

- 250 villages in each district
- 5 federation in each district
- 250 sanghas in each district

Through the federation

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

RANGE OF HONORARIUM AT STATE AND DISTRICT LEVEL PERSONNEL

POST	AMOUNT (per month)
<u>STATE LEVEL</u>	
State Project Director	In the range of Rs.15000 to 20000
Assistant Project Director	In the range of Rs.12000 to 16000
Resource Person	In the range of Rs.11500 to 14000
Consultant	In the range of Rs.8000 to 12000
<u>DISTRICT LEVEL</u>	
District Project Co-ordinator	In the range of Rs.7500 to 10000
Resource Person	In the range of Rs.6500 to 8000
Junior Resource Person	In the range of Rs.4000 to 6500

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

UNIT COSTS

MAHILA SANGHA

B. RECURRING COST:

(Amount in Rupees)

1.	Coordinators of the Mahila Sangha Sakhi/Sahayaki depending upon the model adopted in the State (@ Rs.250/- per month or Sangha fund for a period of 3 years	500
2.	Stationery and Contingent Expenses	1000
3.	Books, Journals, Charts and other Educational material	2000
	TOTAL RECURRING COSTS	3500
B. NON-RECURRING COSTS:		
1.	Durrie, desk and other equipment	2000
2.	Musical Instruments	1000
3.	Mahila Sangha Hut construction with local material and design	30000
	TOTAL NON-RECURRING COSTS	33000

SAHAYOGINI

1.	Honorarium of Sahayogini/Block Level Unit	36000
		(Rs.2250+750 P/M)
2.	Stationery, books etc.	1000
3.	Contingencies	500
	TOTAL	38000

NOTE: One Sahayogini for every cluster of ten villages.

Annexure-IV(i)

PATTERN FOR ONE CHILD CARE CENTRE

1.	Honorarium to two workers	12000 (Rs.1000P/M)
2.	Educational Material and toys	6000
3.	Contingencies @ Rs.40/- per month	500
4.	Weekly visits by doctor and medicines @ Rs.500/- per month	1800
5.	Non-recurring grant	5000**
6.	Training stipend per worker @ Rs.350/- (in lieu of honorarium)	4200
	TOTAL	29500

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

**TECHNICAL/VOCATIONAL TRAINING
LONG TERM COURSE**

One course of 50 days on an average for approximately 20 women.

1.	Stipend including boarding	35000.00 (@ Rs.35/- per day)
2.	Training cost, equipment and material	7000.00
3.	Fee for Trainers, Resource persons and promotional activities	9000.00
	TOTAL	51000.00

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

TECHNICAL/VOCATIONAL TRAINING

SHORT TERM COURSE

One short-term course of approximately 5 days for approximately 20 women.

1.	Stipend including boarding	3500.00
2.	Equipment and material	500.00
3.	Training Costs	700.00
4.	Promotional and follow up activities	300.00
	TOTAL	5000.00

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

MAHILA SHIKSHAN KENDRA

(Rupees in Lakhs)

I.	NON-RECURRING COSTS:	
i)	Furniture and Kitchen Equipment	2.50
ii)	Preparatory costs for setting up	0.50
	TOTAL NON-RECURRING	3.00
II.	RECURRING COSTS:	
	No. of Trainees per MSK	30
i)	Maintenance per trainee per month Rs.600-	2.16
ii)	Stipend for trainers per month Rs.100	0.36
iii)	Honorarium for full time teachers per month Rs.2500/- for 2 Teachers	0.60
iv)	Honorarium for part time teachers per month Rs.1500/- for 2 Teachers	0.36
v)	Support staff – Accountant/Assistant, Peon, Chowkidar and Cook	0.60
vi)	Library books, course books, stationery and other educational material	0.75
vii)	Vocational training/specific skills training	0.50
viii)	Examination fees	0.05
ix)	Medical care/contingencies	0.25
x)	Miscellaneous including day to day running expenses	0.25
xi)	Rent	0.84
	TOTAL RECURRING	6.72
	1st Year	8.97
	Subsequent years	6.72

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