The Map has been placed in a pocket on the inside back cover of this volume.
MAP OF KHED TALUKA SHOWING LOCATION
OF SAMPLE VILLAGES

The Map has been placed in a pocket on the inside back cover of this volume.

Grid Lines have been drawn to facilitate the location of Villages.
### GENERAL INFORMATION ABOUT KHED TALUKA

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Item</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Area in sq. kms.</td>
<td>1395.4</td>
<td>6.8</td>
<td>1400.2</td>
</tr>
<tr>
<td>2.</td>
<td>Population, per sq.km.</td>
<td>161.1100</td>
<td></td>
<td>166 av.</td>
</tr>
<tr>
<td>3.</td>
<td>Villages, inhabited.</td>
<td>183.</td>
<td></td>
<td>183.</td>
</tr>
<tr>
<td>4.</td>
<td>Villages uninhabited.</td>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>5.</td>
<td>No. of Households.</td>
<td>36426</td>
<td>1538</td>
<td>37964</td>
</tr>
<tr>
<td>6.</td>
<td>Population</td>
<td>224363</td>
<td>7523</td>
<td>231886</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>112906</td>
<td>4158</td>
<td>117064</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>111457</td>
<td>3365</td>
<td>114822</td>
</tr>
<tr>
<td>7.</td>
<td>Villages, population below 200.</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population between 201 - 499.</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot; &quot; 500 - 999.</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot; &quot; 1000 - 1999.</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot; &quot; 2000 - 4999.</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot; &quot; 5000 - 9999.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population above 10,000.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Census of India, Series 12, Maharashtra, Pt.II A.
### List of Villages and Mahila Mandalis

The information should be read in three lines as follows:

1st Line. Name of Village.

2nd Line. Name of Mahila Mandal.

3rd Line. Map reference, i.e., the grid reference in which the village is located.

<table>
<thead>
<tr>
<th>Serial</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Akhirwadi.</td>
</tr>
<tr>
<td></td>
<td>Mahuli Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>E-4.</td>
</tr>
<tr>
<td>02.</td>
<td>Amboli.</td>
</tr>
<tr>
<td></td>
<td>Shri Jogeshwari Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>B-4.</td>
</tr>
<tr>
<td>03.</td>
<td>Anavale.</td>
</tr>
<tr>
<td></td>
<td>Jogeshwari Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>C-4.</td>
</tr>
<tr>
<td>04.</td>
<td>Buradwadi.</td>
</tr>
<tr>
<td></td>
<td>Shubhangi Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>D-2.</td>
</tr>
<tr>
<td>05.</td>
<td>Chimli.</td>
</tr>
<tr>
<td></td>
<td>Sharadadevi Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>F-6.</td>
</tr>
<tr>
<td>06.</td>
<td>Dehane.</td>
</tr>
<tr>
<td></td>
<td>Samarth Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>C-2.</td>
</tr>
<tr>
<td>07.</td>
<td>Ghanwatwadi.</td>
</tr>
<tr>
<td></td>
<td>Annapurna Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>E-3.</td>
</tr>
<tr>
<td>08.</td>
<td>Goregaon.</td>
</tr>
<tr>
<td></td>
<td>Saraswati Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>C-3.</td>
</tr>
<tr>
<td>09.</td>
<td>Kadus-Shetewadi.</td>
</tr>
<tr>
<td></td>
<td>Maneesha Mahila Mandal.</td>
</tr>
<tr>
<td></td>
<td>E-4.</td>
</tr>
</tbody>
</table>
10. Kadhdhe.
   Dyanajyot Mahila Mandal.
   D-3.

11. Khanewadi.
   Saraswati Mahila Mandal.
   E-3.

   Jhansi Ki Rani Mahila Mandal.
   F-4.

   Priyadarshani Mahila Mandal.
   F-4.

   Samata Mahila Mandal.
   E-4.

15. Kharpudi.
   Tukai-mata Mahila Mandal.
   F-4.

   Sati-Ai Mahila Mandal.
   E-6.

17. Mahalunge.
   Rani Laksmibai Mahila Mandal.
   E-5.

18. Mirjewadi.
   Rukhmini Mahila Mandal.
   E-3.

19. Morewasti.
   Siddheshwar Mahila Mandal.
   E-6.

   Muktadevi Mahila Mandal.
   C-2.

   Jai Lakshmi Mahila Mandal.
   F-4.
22. Padalwadi.
   Sharada Mahila Mandal.
   F-4.

23. Pait.
   Jogeshwari Mahila Mandal.
   D-4.

24. Palu.
   Shri Jakhamata Devi Mahila Mandal.
   C-4.

25. Phansewadi.
   Mahalaksmi Mahila Mandal.
   B-3.

26. Rase.
   Ahilyadevi Mahila Mandal. F-5.

27. Rase-Bhose.
   Renukaadevi Mahila Mandal.
   F-5.

28. Retewadi.
   Mahalaksmi Mahila Mandal.
   F-4.

29. Sarewadi.
   Bhairavnath Mahila Mandal.
   B-2.

30. Saturkewadi.
    Shri Gadadu Bai Mahila Mandal.
    D-3.

31. Surkulwadi.
    Mukta Devi Mahila Mandal.
    D-3.

32. Thakarwadi.
    Shree Samarth Mahila Mandal.
    E-3.

33. Vetale.
    Savita Mahila Mandal.
    E-3.
Notes.

1. The religious bias in selecting the name of the Mahila Mandal is obvious.

2. When in the urban areas every other institution or slum is named 'Indira' after the Late Mrs. Indira Gandhi, it is refreshing to see that in the sample Mahila Mandal there is none so named. Political figures have not been remembered and only two women have been honoured - Laksmi Bai and Ahilyadevi.
### SCHEDULE I

**INTERVIEWS WITH INDIVIDUAL MEMBERS TO OBTAIN INFORMATION ABOUT THEM AND THEIR INTERACTION WITH THE MAHILA MANDAL AND THE COMMUNITY**

1. Name of Member
2. Code
3. Name of Mandal
4. Date
5. Age/Date of Birth
6. Date of Joining the Mandal
7. Residing at
8. Since
9. Marital Status
   - Married
   - Single
   - widow
   - Separated
10. Marital Status since
11. Religion
   - Hindu
   - Bodha
   - Christian
   - Muslim
   - Other
12. Caste
   - Brahmin
   - BC
   - SC
   - ST
   - Other
13. Mother tongue
   - Marathi
   - Hindi
   - Other (specify)
14. Education
   - 4th Std
   - 8th Std
   - SSC
   - HSC
   - College
15. Religious Inclination
   - Do not care
   - Moderate Interest
   - Deeply religious
16. Do you observe rituals
   - No
   - Sometimes
   - Observe all important rituals
17. Why did you leave schooling
   - Domestic difficulties - Financial reasons - no support from husband - lack of interest - other
18. Do you wish to study
   - Yes
   - No
   - Undecided
19. If yes, what have you done about it
   - Nothing - asked my husband - tried on my own
20. Did you ever feel the need for guidance in the field of education - occupation - hobbies/pastime? If yes what did you do about it.
21. What is your primary occupation and income from it
22. Are you interested in arts and crafts
   - sewing - knitting - embroidery - writing - literature - singing - bhajans - story telling - others (specify)

/ 23. What
23. What is your secondary occupation and income from it?

24. Did anyone ever suggest or give details to you of any other income generating scheme and if yes, give details.
   yes - no - scheme suggested - by - implemented, yes - no - reasons - benefits.

25. Do you retain your earnings or hand it over to your husband?
   Retain it - partially retain it - do not retain it.

26. Did you or your husband ever take a loan? Give details.
   yes - no - yes Rs. from Amonut outstanding interest rate.

27. Did you ever feel the need for any guidance/training for improving your work and if so, what have you done about it?
   yes - no - did nothing - asked husband - asked Mahila Mandal - Took training in for months. Guidance/training helped me - did not help me.

28. Who does the following work and who helps?
   Main work done by - self - husband - sons - daughters - other relatives.
   help given by - husband - sons - daughters - other relatives.

29. Do you cook on
   chulla - shegdi - smokeless chulla - gas - gober gas - solar cooker - other means (specify)

30. What fuel do you use?
   firewood - coal - cow dung cakes - other (specify)

31. From where do you get water
   tap - river - pond - well

32. Who does the following work
   specify self - husband - sons - daughters - others in each case:
   Fetching water - retching firewood - cleaning utensils - caring for small children - caring for livestock -

33. How is your health
   very good - good - average - below average - poor
34. Did you undergo FP operation. if no why?
   yes - after 2,3,4,5,6 children. No - own wish - husband's wish - fear - lack of facilities.

35. Do you read?
   yes - newspapers - novels - anganwadi magazine - religious books - others (specify)
   No - illiterate - no time - discouraged by family

36. In which area does your interest lie?
   stories, information about work - entertainment - news -

37. If you cannot read is there anyone at the mahila Mandal or elsewhere who can read out to you?
   yes - no - did not try

38. Do you go out of your village and if yes for what purpose?
   yes - marketing - visiting relatives - work - health reasons - festivals - other (specify)
   No.

39. What are your waking hours?

40. How do you spend your waking hours?
   household work - looking after children - main occupation - secondary occupation - recreation - mahila Mandal activities - visiting in village - visiting outside village

41. What is your husband's
   age - occupation - education - income

42. Does he
   drink - gamble - other bad habits - ill treats you -

43. What have you done to make him give up his bad habits?
   nothing - tried but was unsuccessful -

44. Does he hand over his earnings to you?
   yes - no - partly

45. Who decides how the family income should be spent?
   self - husband - jointly - other influence

46. What are his views about your Mahila Mandal activities?
   full co-operation - does not interfere - mild objection - objects to my participation

/ 47.
47. If your husband objects or is not interested, why?
   financial - social - jealousy - bias against women

48. Have you ever felt the need for guidance/training to improve your family life? What type of guidance/training do you want? What have you done to get it? Did you take any training - from whom - with what results?

49. Give your children's details for boys and girls - age - married or single - occupation - income - education - living or not living with you - behaviour and problems.

50. Details of deceased children.
   sex - age at death - cause -

51. Give details of your relatives
   same as for item 49.

52. How much help or co-operation do you get from your relatives
   considerable - adequate - inadequate - negligible -

53. Did you ever feel the need for guidance/training for solving the problem of your children? What did you do? with what results?

54. Generally who takes the decisions on important matters such as education of children - marriage - loans - dowry - self - husband - jointly - jointly with relatives

55. Where do you stay
   kutchha hut - semi pukka hut pucca house -

56. Does it have
   toilet - bath - separate kitchen -

57. Do you own land?
   yes cultivable acres - yes non cultivable acres
   No.

58. Did you bring any items of dowry from your home?

59. Do you own
   tractor - oil engine - electric pump - cycle - scooter -
   tape recorder - radio - TV - refrigerator - cart - bullock cart - other items (specify)

60.
60. What livestock do you have (give numbers)?
cows - buffaloes - sheep - goats - poultry - pigs - rabbits

61. What is the income you get from livestock?

62. Did you feel the need for guidance/training for the management of livestock?
yes - no - took training from benefit - no benefit for months

63. Who gave you information about Mahila Mandal?

64. Did you pay any subscription to join the Mandal?
yes Rs. - no

65. What do you feel about the present subscription?
too much - too little - adequate - I can pay Rs.

66. How much time do you spend on Mahila Mandal meetings and activities?
meetings - activities
time spent is adequate - not adequate

67. I cannot spend more time because
pressure of main occupation
pressure of secondary occupation
domestic work and worries
opposition by husband
I don't think it is useful
Bad atmosphere at the Mahila Mandal

68. Have you been, or are you now, an office bearer?
yes from to - no - I am at present

69. How did you find it?
interesting - uninteresting - difficult

70. What activities of the Mahila Mandal did you participate?

71. What activities do you like more?
arranged by Mahila Mandal
arranged by government agencies
arranged by voluntary agencies
give reasons
72. What activities would you like to have in the future and organised by whom?
   specify
   comment upon food served at anganwadi - suggestions -

73. What do you think are the needs of the Mahila Mandal?

74. What do you think the Mahila Mandal has contributed or is contributing towards your development and that of the community?
   yours yes considerable - yes very little - no, all community " " "

75. Are you aware of the different training programmes?
   yes (specify) - no

76. What officials have you met? Do you think their work is satisfactory?
   BDO yes - no
   CDPO yes - no
   Mukhyasviika yes + no
   AWW yes - no
   Others yes - no
   Social workers yes - no

77. What specific training did you undergo and with what results?
   vocational benefitted - did not benefit
   general awareness " "
   arts and crafts " "
   Mahila Mandal management " "
   Income generating schemes " "
   nutrition and child care " "
   Health, hygiene and home " "
   financial management " "

78. Did you get any stipend or other reward for undergoing training?
   yes
   no
   yes Rs.
   certificate

79.
79. How would you like your training to be?
   summer  winter
   morning - noon - evening
   in village
   other villages one day - more than one day
   residential - non residential

80. Was there any follow up done?

81. Do you have any conditions for undergoing training?
   yes(specify) - no
   I can pay Rs. - I cannot pay anything

82. Would you like if women from other Mahila Mandal or non
   members attend training with you?
   yes (specify reasons) - no (specify reasons)

83. Profile and other points if any.

84. To what extent improvement in your home economy has helped
   you to contribute more to community development?

85. Do you know the established government agencies and their
   schemes?

86. Do you know who are the officials and how to approach them?

87. Do you know the existence of voluntary agencies and how to
   approach them?

Interview Schedule Section II
SCHEDULE II
INFORMATION ABOUT MAHILA MANDALS
AND VILLAGE WHERE LOCATED

1. Name of M.M. 2. Code 3. Date
4. Location.
5. Date Established. 6. Under
7. Who Inspired and took the Lead in Establishing the MM?
From the Village From Outside
8. Was there any Opposition. How was it overcome?
9. Which Specific point aided or hindered the establishment
of the MM most?
10. Who were the founder members?
11. Where was the MM originally located and where is it located now?
12. Do you think the location is ideal? If not why can't it be changed?
13. Who gave the initial financial assistance for establishing
the MM and how much?
14. What financial assistance are you receiving now? Is it adequate? Why you cannot increase it?
15. What were the original and what are the present IMS set
before the MM?
16. Were these aims met? Are they being met now? If not,
what are the main reasons?

| Original | yes | no | partly |
| Present  | yes | no | partly |
| Reasons  | Lack of Organisation - lack of co-operation - lack of initiative - lack of finance - lack of guidance and training - lack of co-operation from men folk - others (specify) |

/ 17. 
17. What subscription are you charging now? Is it adequate? Why can’t you increase it?

18. What is the present membership? What is being done to increase it? What are the obstacles?

19. When are the meetings held? How is the intimation given? What is the present attendance? What is being done to ensure more, and regular attendance?

20. Who are the office bearers now?

21. What is the method of electing or appointing office bearers?

22. What books of accounts or other documents do you maintain?

23. Please give copies of last three balance sheets.

24. Are there free and frank discussions in the meetings? What records are kept, in what details?

25. Did you ever feel the need for guidance or training in the management of MM? What training did you receive and from whom?

26. What training did you have, would you like to have and from whom?

27. Other than management, what other activities of the MM will benefit from guidance and training and how urgently do you want them?

28. Do you collect specific amounts for specific functions or can you manage within the subscription?

29. What are the main strong points about your MM?

30. What are the main weak points about your MM?

31. What has been your interaction with the officials?

   CDPO - Extension officers - mukhyasevikas - gram sevikas - anganwadi worker - BDO - others (specify)

32. What improvements would you like to see?

33. What VIP or other visits did you have in the recent past?
34. What other points do you wish to raise?

35. What changes have you found in the following MM activities since establishment?
   membership
   financial position
   member's interest and attendance
   activities and their usefulness
   political influence
   interest taken by government agencies and officials
   interest taken by voluntary agencies
   women's and MM's role in agriculture
   women's and MM's role in community development
   emotional, recreational and educational growth

36. The village is located on
   highway - main road - secondary road - unmettlaed track -
   interior - distance to taluka headquarters

37. Population

38. Number of houses or hamlets

39. Layout of the village

40. Most houses are
   kutchha - semi pucca - pucca

41. Water supply is from
   piped - wells - river - ponds - hand pumps -

42. Sewerage is
   open - underground - does not exist -

43. Health and Climatic conditions
   good - average - poor -
   dispensary - FP clinic - doctor - midwife - answer yes/no
   most common disease
   general state of cleanliness
   temperature
   rainfall
   other points
44. State of transportation
nearest railhead
S.T. - frequency -
private vehicles

45. Communications
telegraph - telephone - post office - frequency of mail
delivery -

46. Education
literacy rate -
nursery school - primary school - secondary school -
newspaper - community TV - radios -

47. Panchayat organisation and activities

48. Youth organisations and activities

49. Religion
temple - mosque - other places of worship -
regular kirtans - bhajans - fairs -
culture
superstitions

50. Commerce
main occupation
main crops
other trades
markets
frequency
nearby industrial units
total cultivable area
under crop
other produce
banks
other points

51. Government schemes
rojgar hami - others -
creche
specific to village -
specific to BC - adivasi -
52. **Law and Order**
   - police post - outpost -
   - village security -
   - incidence of major crimes -
   - incidence of petty crimes -
   - incidence of drunkenness -
   - red light activities -
   - other points -

53. **Personalities**
   - sarpanch -
   - BDO -
   - Mukhyasevikas -
   - gramsevikas -
   - anganwadi worker -
   - head master -
   - police representative with rank -
   - doctor -
   - veterinary doctor -
   - others -
DUTIES OF FUNCTIONARIES

Source
1. Manual on Community Development
   Government of Maharashtra.
2. Blue Book(Draft)
   National Institute of Public Co-operation and Child Devel-

Note
The duties of the important functionaries as given in this
Appendix have gone through various changes from time to time.
For example, it was originally envisaged that the Child Develop-
ment Project Officer would function directly under the Block
Development Officer. However, this was later changed and the CDPO
functioned independently.

The purpose of this appendix is to give a general outline
of the duties to bring home the point of the difference between
what was expected and what is actually seen on the ground.

Duties of the Block Development Officer (BDO)
(As related to the ICDS)
1. To act as the friend, philosopher and guide to the CDPO.
2. To ensure community participation in implementation of the
   Integrated Child Development Services (ICDS)
3. To help in promoting, activising, and strengthening Mahila
   Mandals in all villages of the Block and to ensure their
   participation.
4. To help the CDPO to arrange accommodation for the Anganwadi.
5. To provide office accommodation and secretarial assistance
   as required.
6. To ensure the participation and assistance of the other ex-
   tension officers of the Block.
Duties of Social Education Organiser (Woman)

1. To work as extension officer for women's and children's activities.

2. To supply information about and show by actual demonstrations possible improvements to be made in 'house-keeping and home'.

3. To organise and strengthen women's groups and suggest to them suitable projects for their benefit according to the local requirements.

4. To organise children's groups and activities.

5. To seek co-operation and co-ordinate her activities with the activities of other extension officers of the block.

6. To co-ordinate the activities of all different agencies working in the field of women's welfare like Khadi and Village Industries Commission, Handicraft Board, Bharat Sevak Samaj and others.

7. Supervise the work of gram sevikas, Balwadi teachers, gram Laxmies, dias and workers in Mahila Mandal.

8. To utilise women teachers in primary schools in furtherance of social education activities, particularly for women and children.

Duties of the ODPO

1. To be the principal executive functionary of the ICPD team at the project level and be responsible for implementing the programme and supervise day to day operations.

2. Allocate monthly and yearly targets to each Anganwadi centre and release funds for running Anganwadi activities.

3. Supervise and guide the work of the entire team.

4. Prepare the project report containing all the necessary and relevant base line information.

5. Ensure proper maintenance of registers and records, both at the project and the Anganwadi centre levels.
6. To make necessary arrangements for the procurement, transportation storage and distribution of various supplies of the project.

7. To ensure that all the equipment and material supplies for the ICDS programme are properly accounted for and used and maintained properly.

8. To establish functional liaison with the BDO, PHC, panchayati raj institutions and voluntary organisations of that area.

9. To ensure community support and participation.

10. To help the AWW in forming and operation of village level co-ordination committees.

11. Prepare and despatch periodical progress reports to the concerned higher officials.

12. To take all measures for staff recruitment and development and depute supervisors and AWW for training/orientation.

13. To make joint tour programmes with the BDO and MO of the PHC.

Duties of the Supervisors/Mukhyasevikas

1. To guide and support AWWs under her charge and build her capabilities through continuous on the job education.

2. To help and guide the AWWs in conducting surveys of the area and identification of target groups.

3. To train and guide the AWWs in assessing the correct age and weight of children, dispensing simple medication and referring 'at risk' children and mothers.

4. To help the AWWs in planning the programmes of the Anganwadi.

5. To supervise the working of Anganwadis through visits, on the spot observation, guidance and providing material and media support.

6. To help and guide the AWW in maintaining proper records, and writing of reports.

7. To
7. To mobilise community support and participation.
8. To organise monthly meetings of AWWs to discuss and resolve functional problems.
9. To review periodically the progress of the scheme in her area and submit the report to the CDPO.
10. To maintain liaison with the AWW, CDPO, health and community development staff in her area and develop linkages between the AWWs and other functionaries.
11. To assist the CDPO in various tasks of programme implementation and project administration.

Duties of Anganwadi Workers

1. Community survey and enlisting beneficiaries.
2. Non formal pre school education.
3. Supplementary feeding of children and mothers.
4. Primary Health care and first aid.
5. Assisting health staff in immunization and health check up.
6. Referral services to the severely malnourished, sick and at risk children and women.
8. Enlisting community support for Anganwadi functions.
9. Organising women's groups and Mahila Mandals.
10. School enrolment of children.
11. Maintenance of records and registers.
Taking note of the inadequacies in the implementation of the earlier recommendations embodied in the chapter on Women's Development in the Sixth Plan document 1980, and upholding that the priority areas identified by the National Plan of Action are still valid, the Working Group reiterates the earlier recommendations for the improvement of the position of women in the areas of employment, education, health, participation in decision-making, improvement in the instrument for devising and implementing the strategies.

Summary of the Conclusion & Recommendations

1. Grass-roots organizations for women, for their involvement in planning, execution and evaluation of local and national programmes should be developed.

2. Women should be considered as a separate target group and physical and financial targets should be fixed for development plans in all sectors so that women may enter mainstream activities on a wider basis.

3. Special component plans for women should be formulated in all beneficiary oriented programmes.

4. Special component for women within the existing special component plans for the scheduled castes and scheduled tribes should also be formulated.

5. In order to have need-based planning and programmes, an area plan approach needs to be adopted. A convergent programmes approach should be developed so that there is a synergetic effect. This convergence should be area-based providing a package of services and institutional support.

Employment

6. An institutional framework should be developed at the village level to act as the focal point (to primarily) attract women for economic activities around which other activities may also develop.

7. The National Rural Employment Programme should be further strengthened and developed to absorb a larger number of unemployed women.

8. The Minimum Needs Programme should be strengthened.

9. Special efforts should be made to train women for employment in the service sector.

10. To provide more benefits to women and to prevent disincentive's to employers from avoiding employing women because of the higher cost of benefits to be given to women under law. A Maternity Insurance Scheme should be started and all employers whether they employ men or women should be brought under the ambit of this scheme. The funds under this scheme should be provided for both maternity benefits and child care.

11. A scheme should be designed for organizing the unorganized women work-force.

12. Credit and access to banking facilities for the self-employed women should be facilitated. Special attention should be paid to find employment for women who have been displaced from employment from their traditional means of employment due to technological changes.

Social Support

13. There is need for social security coverage such as provision of maternity benefits, health care and life insurance.

14. Child-care facilities should be developed as a major supportive service. In addition to creches, child-care facilities in this community need to be developed.
by making it possible for non-working women to look after the children of working women.

15. Social inputs should be built into the development programmes. Accessibility of water and fuel and provisions of nutrition are essential inputs for the development of women.

Awareness

16. To create social awareness and attitudinal changes about the problems of women, and their potential for contributing to socio-economic and political development processes, intensive and extensive publicity campaigns should be launched.

Legislation

17. Land and other property should be jointly registered in the revenue records, in husband's and wife's name.

18. Where land has to be distributed by the Government, preference should be given to single women.

19. All property acquired after marriage should be in the name of both husband and wife.

20. The Hindu Succession Act, Hindu Minority and Guardianship Act, Hindu Marriage Act, Medical Termination of Pregnancy Act, Indian Divorce Act and Dowry Prohibition Act should be amended to plug some of the loopholes.

21. To ensure effective implementation of protective and other legislation related to women, it is necessary to strengthen the implementation machinery and to reorient the implementation machinery towards the need's of women.

22. Steps should be taken to spread legal literacy amongst women and for the dissemination of information about legal rights of women.

Institutional Structure

23. Family courts should be constituted.

24. Women's units in the Ministries of Industry, Agriculture, Education, Health and Science and Technology, in addition to the Ministries of Rural Development and Labour should be consulted. The existing women's units should be suitably strengthened.

25. The Women's Welfare and Development Bureau should formulate innovative schemes in the field of women's employment, education, health and awareness building and initiate them on a pilot basis, with the involvement of the concerned Ministries and Departments.

26. Annual reporting system at the State level from all sectoral Departments should be developed and these reports should be made available to the Central Government.

27. A system of annual reporting from all the sectoral Ministries to the Women's Bureau in the Ministry of Social Welfare should be developed. Ministries should restructure their information and data collection system to pursue sex-wise data on the implementation of their programmes whenever possible.

28. An institutional structure for delivery of services under various development programmes to women at the district and village level should be created.

29. Intermediary agencies in addition to the voluntary organizations should be created.

30. In order to assist women in attaining economic independence, women's development corporations should be set up. Ministry of Social Welfare should give financial assistance to these corporations.

Monitoring and Evaluation

31. Women's Bureau in the Ministry of Social Welfare should collect data concerning the situation of women in all the sectors from other related Ministries and should also seek the support of institutions like ICMR, ICAR, etc.

32. Monitoring of the plan and programmes should be linked to the objectives of the programmes, the need for information at different levels, and horizontal sharing of information.

33. Indicators both social and structural to measure the development of women should be developed.

34. Data regarding non-governmental programmes, implementation of protective legislation and crimes against women should be collected.

35. An agency should be identified in the
State Government which may function as a monitoring cell. This agency may be a Government agency or a Government aided body.

Women's studies in different areas need to be sponsored and a portion of research funds already available for different agencies should be earmarked for studies on women's issue.

Employment
The work participation rate for women has gone up from 11.87 per cent in 1971 to 14.37 per cent in 1981. The sector-wise position of women employed at the beginning of 1983 was as follows:

- a) 33.5 per cent in agriculture;
- b) 9.1 per cent in mining and quarrying;
- c) 9.8 per cent in manufacturing;
- d) 0.1 per cent in financing, insurance etc.; and
- e) 16.17 per cent in community/social/personal services sector.

In the conventional occupational groups like teaching, the number of women employed has increased from 32,086 in 1950-51 to 820,918 in 1979-80. Under the ANM scheme there are 331 training schools which provide training to 1,50,000 women per year. 4.6 lakhs dais have been trained under this scheme. Under the Socio-economic Programme run by the Central Social Welfare Board, employment has been created for about 32,000 women.

Health
In 1983, 5959 Primary Health Centre and 56,703 sub-centres were functioning in the country. The Primary Health Centres and sub-centres provide basic medical care to the community through multi-purpose health workers.

To prevent nutritional anaemia among women and children, combined tablets of iron and folic acid are being distributed through Health Centres. The programme is expected to cover 60 million mothers and 60 million children in the Seventh Plan.

Training Centres for Auxiliary Nurse Midwives (ANMS) and Lady Health Visitors (LHVS) have been increased so as to have an adequate number of them for posting in sub-centres, PHCs, Community Health Centres, etc. There are at present: 339 ANMS Training Schools and 35 LHVS primary schools.

Family Planning
In rural areas the programme will be further extended through the Minimum Needs Programme a network of Primary Health and sub-Centres. The Fifth Plan envisaged 40,000 additional sub-Centres during 1980-85.

Education
The female literacy rate has gone up from 7.93 per cent in 1951 to 24.88 per cent in 1981. A mid-Plan appraisal showed that in the field of education the enrolment of girls at the elementary stage increased from 20 per cent in 1951 to 67.6 per cent in 1981 in respect of classes I to V and from 4.6 per cent in 1951 to 29.1 per cent in 1981 in respect of classes VI-VIII.

In the field of secondary education the enrolment of girls has increased from 1.16 lakhs in 1951 to 30.98 lakhs in 1981.

As for college and university the number of women per 100 men increased on an average from 28.3 in 1970-71 to 37.4 in 1980-81.

Women Teachers
The number of women teachers in primary, middle and higher secondary schools rose from 8,281 to 3,30,793, 12,887 to 2,56,786 and 19,982 to 2,49,288 respectively during 1950-51 to 1980-81. The percentage of number of teachers in universities/colleges rose during this period from 8.5 per cent to 8.8 per cent. Under the scheme of condensed course for adult education conducted by CSW, 6,756 courses were organized up to December 1983 which benefitted 1,48,482 women.

The early childhood period is considered critical in human resource development. India's interest in the welfare of children is well known. The Constitution of India has also provisions relating to their welfare. Towards this end during the successive five Year Plans many programmes were launched by the Government. However, inspite of these efforts there was not the degree of progress that was desirable.

The National Policy on Children was adopted by the Government of India in 1974. It stated that it shall be the policy of the State to provide adequate services for children both before and after birth and during the period of growth to ensure their full physical, mental and social development.

In pursuance of the National Policy the Government of India launched the Integrated Child Development Services (ICDS) scheme on 2nd October, 1975. The aims and objectives set before the scheme were as follows:

(a) To improve the nutritional and health status of children in the age group 0 to 6 years.

(b) To lay the foundation for the proper psychological, physical and social development of the child.

(c) To reduce the incidence of mortality, morbidity, malnutrition and school drop-outs.

(d) To achieve effective co-ordination and implementation of policy amongst the various departments to promote child development.

(e) To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

These objectives were to be realised through a PACKAGE of SERVICES consisting of the following:

(a) Supplementary nutrition.

(b) Immunization.

(c) Health
(c) Health check ups.
(d) Referral services.
(e) Nutrition and Health education.
(f) Non formal education.

The scheme for functional literacy for adult women (FLAW), was also integrated with ICDS as an essential component.

The beneficiaries under the scheme would be
(a) Children below six years of age.
(b) Expectant and nursing mothers.
(c) Women in the 15 to 45 age group.

Certain assumptions were made. A rural project - the Community Development Block was assumed to have a population of 100,000. The split up was assumed to be:

(a) 17% i.e. 17,000 are less than six years old.
(b) 3% i.e. 3,000 are less than one year old.
(c) 6% i.e. 6,000 are between 1 to 2 years old.
(d) 8% i.e. 8,000 are between 3 to 5 years old.
(e) Women in age group 15 to 44 years - 20,000.
(f) Expectant and nursing mothers - 7,000.

Assumptions along similar lines but with differing percentages were made for tribal areas.

The selection of project areas was made on the basis of various factors given priority such as areas inhabited by tribes, backward area, drought prone areas, nutritionally deficient areas, and areas in poor in the development of social services. Slums were given priority in urban areas.

The organisation table is given on the next page. It need only be mentioned here that the Anganwadi was the focal point for the delivery of the system and the Anganwadi Worker, the key person chosen from the village by the people.
A NOTE ON SCHEMES

The areas in which the various schemes were introduced can be had from the points covered in the re-structured Twenty Point Programme announced on 20th August, 1986. The twenty points were as follows:

1. Attack on Rural Poverty.
4. Bigger Harvests.
5. Enforcement of Land Reforms.
7. Clean Drinking Water.
8. Health for All.
9. Two child Norm.
10. Expansion of Education.
11. Equality for Women.
12. New Opportunities for Youth.
13. Justice to Scheduled Caste and Schedule Tribes.
14. Housing for the People.
15. Improvement of Slum Areas.
17. Protection of Environment.
18. Concern for the Consumer.
20. Responsive Administration.

The above gives a general picture of the areas where the developmental thrust would be made. A very large number of schemes were introduced, many alongside each successive Five year Plan.
Plan. Some schemes like the 1CDS or the ANP are well known. The point that the researcher would like to bring forcefully home is that rural women of the research sample were not aware of a very large number of schemes which are, and would have been, of vital concern to them. Even the Minimum Needs Programme (MNP) was not known as has been already recorded in the body of the thesis. Some other schemes specifically women oriented and which the members of the Mahila Mandals did not know are given below:

Schemes sponsored by the Earstwhile Ministry of Rural Development:

1. Scheme for purchase of milch animals, sheep, goats, and pigs, under the IRDP.
2. Subsidy for development of fishery to individuals.

Schemes sponsored by Central Social Welfare Board

1. Training of women in public co-operation.
2. Condensed course of education for adult women.
3. Dairy scheme under Socio-economic programme.
4. Vocational training of adult women.
5. Assistance to voluntary organisations for establishing creches for working and ailing women.
6. Scheme for socio-economic development covering a large number of areas.

Schemes sponsored by Ministry of Social Welfare

1. Setting up of Women's Training Centres. This was to apply particularly to rehabilitation of women in distress.
2. Scheme for functional literacy for rural adult women.

Schemes sponsored by Ministry of Health and Family Welfare

1. Scheme for training of dais.
3. Training of Auxiliary Nurse and Midwife and Health worker.

Ministry
Schemes by Ministry of Agriculture

Farmers Training and Education.

This short sample will show how good intentions remain on paper and do not reach the target group. A valuable source book is "Training Schemes for Women in the Government of India." It has been published by the Women's Development Division of the National Institute of Public Co-operation and Child Development, New Delhi, 1989.

This valuable source book was not available in the offices of the CDPO or BDO at Khed. Nothing more need be said.
### SUMMARY OF SCHEMES SUBJECT WISE AND DEPARTMENT WISE

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SKETCH PLAN OF BODHAWASTI

- River dry in summer.
- Low ground full of litter, garbage, and refuse.
- Old temple.
- Not to scale.
# Appendix I

## Villages - Population and Households

<table>
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<tr>
<th>Sr.</th>
<th>Village</th>
<th>Beat</th>
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*24. Palu*
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<td>Wada</td>
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SUMMARY

Source

Census of India 1981
Corrected/updated where necessary and appropriate from the data available with the ICDS office at Khed.
Balutedars

1. Carpenter (head)
2. Blacksmith.
4. Mahar.
6. Potter.
7. Barber.
8. Washerman.
10. Joshi or astrologer.
12. Maulana or Mohemadan priest.

Alutedars

1. Goldsmith or sonar.
2. Jungam or Guru of the Lingait sect.
3. Tailor.
4. Koolie or water carrier.
5. Tural or Yeskur.
7. Gosavi.
8. Gursee or piper.
9. Ramoshi.
10. Teli.
11. Tamboli.

The list was made by Grant Duff when he wrote the History of the Marathas in 1863.
Establishment

The Academy was established in 1978 as a result of the realisation by Prof. S.S. Kale and others of the need of educating the youth in those areas which were either not covered by the more formal pattern of education, or where it was not very effective. An example is Personality Development and an involvement in the social work field.

The active work of the Academy started only in 1982. At present there is a Board of eight Trustees, but the active members are Prof. S.S. Kale and Dr. (Miss) Sudha Kothari.

The Academy is registered under the Societies Registration Act, 1960 (registration Number MRH/86/Poona/78) as also under the Public Trust Act, 1950 (Registration Number F-1181-Pune). The offices of the Academy are located at 917/25, Ganeshwadi, servants of India Society Road, Pune 411 004.

Objects

The objectives of the Academy are:

(a) To give training to rural youth.
(b) Research and documentation in respect of youth.
(c) Campaign through mass media to bring about awareness.
(d) Educate rural youth regarding attitude formation, problems of development, help available from the Government and voluntary agencies.
(e) Training in organising and administrating various welfare units.

Area of Work

The geographical work area is in and around Pune, but exchange of information and liaison has been established with other...
voluntary agencies in Maharashtra and other parts of the country.

Methods Adopted

The Academy functions by adopting the following main methods:

(a) Community learning groups, meetings and skill training.
(b) Mobile teams of resource personnel, demonstration, distribution of printed material, arranging film shows, holding seminars and workshops.
(c) Special workshops on leadership training.
(d) Lectures and discussions.
(e) Self-learning, guidance and counselling.

Work Undertaken

The work undertaken so far has been in the following areas:

(a) Youth clubs and mahila mandals were helped in organisation and training.
(b) Young men and women were sponsored for attending camps at District, State and National levels.
(c) Guidance was given to various groups in thrift and income generating schemes.
(d) Pre-marital guidance and advice.
(e) Health camps, sports and recreational activities were organised or sponsored.

Finance and Administration

The State helps financially on a regular basis as well as ad hoc grants are received for specific projects. Donations and other help in cash and kind is gratefully accepted. Both the administration of the Academy as well as all functional areas are handled by Dr. Sudha Kothari and Prof S.S.Kale assisted by a nucleus staff and by a large number of well wishers and voluntary social worker.
LIST OF PARTICIPANTS AT
PUNE TRAINING PROGRAMME

01. Mrs. Malini R. Borkar.
02. Mrs. K.B. Thakur.
03. Mrs. B.G. Bothare.
04. Mrs. N.V. Deshmukh.
05. Mrs. Sindhu S. Nikalje.
06. Mrs. A.R. Kangale.
07. Mrs. Chandrachud.
08. Mrs. L.R. Kundalkar.
09. Mrs. Lalita V. Mhasavade.
10. Mrs. Pshpa Nikam.
15. Mrs. Usha Vipat.
16. Mrs. Sushila Vavikar.
17. Ms. N.C. Dumbe.
18. Ms. N.B. Borde.
19. Miss Najama Shikh.
20. Mrs. J.P. Naikare.
21. Mrs. Sudha Joshi.
LIST OF FACULTY FOR THE TRAINING PROGRAMME HELD AT PUNE

1. Mrs Vidya Bal. Social Worker
2. Dr. Vinay Bal. Social Worker
3. Dr. A.V. Upadhye. Social Worker
4. Wg.Cdr. M.S. Naravane (Retd.) Management Methodologist
5. Shri Dhale. C.D.P.O.
7. Shri Khirat. Rep., D.W.M.D.C.
8. Shri Kataria. Police Department
9. Shri Kshirsagar. Police Department
10. Shri Gadgil. Educationist.
11. Dr. Sudha Kothari. Rep., Academy
13. Miss Rohini Kashikar. Researcher

Opening Address
Dr. Kakade Educationist and Social worker.

Closing Address
Dr. V.G. Bhide Vice Chancellor
Poona University
ASSESSMENT OF THE TRAINING PROGRAMME

Name of Participant:

Designation:

Name of Village/Mahila Mandal:

Schedule:

01. How did you come to know about this programme?
02. How and Why did you join?
03. Were you aware about the subjects that would be covered?
04. Were you consulted about the subjects?
05. What was your motivation in joining?
06. Do you think the subjects chosen were proper? What other subjects would you have liked to be included?
07. Were the subjects properly dealt with and fully explained?
08. Did the lecturer hold your attention? What did you like most about the lecturer and lectures? What did you like least?
09. What other methods of instructions would you have liked?
10. Will the information given during the programme be of use to you? How much of it do you remember?
11. Would you have liked if written notes or study material had been provided?
12. Which method of instruction do you like most?
   (a) Lectures and taking notes.
   (b) Lectures, notes to be given later.
   (c) Lectures, notes to be given in advance.
   (d) Group Discussions.
   (e) Role Playing.
   (f) Audio-visual means, visits.

/ 13. Were
13. Were you happy that no home assignments were given?

14. Were you happy with the lodging and boarding arrangements?

15. Will you be happy to work as a Trainer in the Follow Up Seminars that are going to be held?

16. Comments if any.

Note

The researcher obtained the impressions of the participants immediately after the end of the Training Programme. Copies of this schedule, written in the vernacular, were then given to each participant. They were asked to fill it after careful thought. The researcher told them that she would personally collect the schedule after one month during her follow up visit.

Only one member had completed the schedule. Some had lost or misplaced it. The researcher had to gather information herself using this schedule. Only 14 participants could be contacted.
CASE STUDY PREPARED BY THE RESEARCHER
FOR THE TRAINING PROGRAMME

NAINI is a small village situated at the edge of a forest. It has about 30 households and a population of about 150 persons. The villagers stay in thatched huts. There is no electricity, primary health centre or P & T facilities. Women have to fetch water from a river 3 kms away. The nearest State transport bus stop is 2 kms away. There are only four bus timings - 7 a.m., 10 a.m., 2 p.m., and 6 p.m., to and fro. The nearest police outpost is 5 kms away. The nearest village is MAU which is 4 kms on the West of NAINI across a small hill range. On this range, and quite close to the village there are ruins of an old fort, with remains of a large water tank and two wells, besides a temple. The nearest town - MURBAD - is 20 kms away and is connected by bus. The nearest school is 5 kms away.

Most of the villagers are illiterate. They graze cattle and do small scale farming. A few men are literate and have learnt a trade. They go to work at Murbad in the morning and return by the last bus. Many of them are on night shift of a factory. Only two women have studied upto the 7th standard. There are two bullock carts in the village but no other means of communication, or transportation. The general income level is below the poverty line. Women have to collect firewood for fuel.

One of the villagers is Ramu. He is a carpenter and works at Murbad. He is very often drunk. He gets his liquor from Murbad or from two men who run an illicit distillery in the nearby forest. Radhika, his wife is a plain woman and very quarrelsome. She is not very popular in the village. They have two children - a son aged 12 years and a daughter aged 10 years. They do not go to any school. When not drunk, Ramu is well liked by the villagers. He is kind to the children, helps anyone who is in need and he even repaired an old shrine spending his own money. But when drunk he is violent and often beats Radhika. People are afraid to go near him and stop him from beating his wife.
Some years ago a voluntary group came to the village and organised a Mahila Mandal and gave a donation of Rs. 1000/- . This amount is still largely unutilised. The women were also advised to get the Mandal registered and get it associated with the ICDS scheme. This has not yet been done. The voluntary agency did not come again. There have been no visits from any other agency or from any government department. The Mahila Mandal is functioning well. The women meet quite often, sing songs and are very keen to develop and improve their own condition and that of the village. The Chairperson is an elderly lady who has studied upto the 7th standard. She is very active and very well liked.

The curse on the village is drunkenness. Everyone is fed up about these few people who have taken to drink but nothing has been done. One day Ramu returned very drunk. At about 8 p.m. there was a fight and Ramu beat up Radhika and inflicted a deep wound on her leg. Thereafter, Ramu also fell down in a drunken stupor and lapsed into unconsciousness. The villagers were a witness to this fight but did very little to stop it getting out of hand.

Questions

1. You are the Chairperson of the Mahila Mandal. You have two other energetic women and two or three youths who are willing to help you. What steps will you take immediately to help Ramu and Radhika.

2. What are the urgent needs of the women, the villagers and the village itself. How will you plan to meet these needs, on short term and long term basis.
ASSESSMENT OF THE FOLLOW UP SEMINARS

Four women from each of the four follow up seminars were interviewed by the researcher between one to two months after the seminar was held. The schedule given below was generally used to ascertain their views. The information was supplemented, and where necessary corrected or modified, on the basis of the researcher's own observations.

Schedule

1. How did you come to know about the Follow Up Seminar?
2. Were you aware of the subjects that would be taught?
3. What motivated you to come?
4. Did you attend regularly and were you punctual?
5. Do you think the Trainers were able to explain all the subjects in clear terms?
6. How much of the material covered you understood? What were the reasons for your not understanding the subjects?
7. What, in your opinion, was the performance of the Trainers?
8. How much of the information given to you at the seminar do you still remember?
   (Here the researcher tested their memory by asking some questions)
9. Do you think a hand-out will help you in remembering and implementing what you learnt?
10. Which method of instruction did you like most?
11. Did any of the Trainers or any one else connected with the seminar visit with you subsequently?
12. Would you like if some home work is given to you and the supervisors visit with you and check your progress?
13. Were you happy with the choice of the location where the seminar was held as also with the programme and other arrangement? What improvements can you suggest?
EXAMPLES OF GROUP SONGS AND OATH  
FOR MOTIVATING MEMBERS

Composition by Mrs. Vidya Bal

आमी रॉडूटे तुम्ही रॉडा तुम्ही रॉडा।
पारसक्षा रत्ने - होटर रत्ने।
लोहर रत्ने सुरक्षी हाते।
आमी रत्ने ठेरी रत्ने।
महिला मंडकात आमी साया आले।
आमी सायवासु भोगी प्रभुमंदिर झाले।
आमी आया नाजुक नवंत भावावा।
जेजारी जेजारी प्रभुमंदिर झाले।
जावामढे झाले आउन तंडुरा।
महिला मंडकात त्याची अंडवाणा।
जातपण नाही धर्माची नाही।
आमी सायवा बाया आली कुटी नाही।
शाक्का तर सुदी, पाटी हसी! 
वल्लु पुलकांची रंगत सुदी।
महिला मंडकात सुदी नवी शाक्का।
झेल शिक्षांचा आया ना कंठवा।
बाईचं हे जिणं, काम त्याची रया।
पुराणी मन, पुराणी काम।
एकीला टाटरेल, एकीला गारेल।
एकीला आरवरेल, एकीला आरवरेल।
एकीला बाईं, त्यें करी काम।
बाईं मारासाला, नाहीं कुठे व्याव।
एकीला रेखा अग्ना करो आरवरेल।
महिला मंडकाने हेर सारीवळे।
साहिबाई सहभागी मैतरणी गा, तुझी न माही कारण ने 
पाल्यांगेसहिष्णु कारण गा, तुझी न माही कारणी।। 
तुझी न माही मिळी न हिची सदिची गा कारणी 
मैतरणी गा मैतरणी तुझी न माही करणी।।

आळ्या आळ्या मसेखी आहेत आल्या।
शहरात आल्या नु खेल्यात आल्या
आल्या आरोमात्या आउची जुन्या।
आल्या ब्यापार्या तकऱी जुन्या।
तकऱी जुन्या पण नजर नवी।
आउची जुन्या पण एकेचुट नवी।
आल्या आरोमात्या खेळाच्या आल्या।
मैतरणी गा मैतरणी।।

मी तर श्रीमत होळिंच तेवण।
तुम्ही मीली पडवून तेवण।
मी तर शाहणी होळिंच तेवण।
तुम्ही शाहणी करून सोळण।
मैतरणी गा, मैतरणी।।

मी तर काम करूनच करून।
तुम्ही पण बरोबर येवण आल्या।
मी तर मदत मालिणीच माळून।
तुम्ही मदतीला धावून येवण।
मैतरणी गा, मैतरणी।।

मी तर वाट शेळीच ठेवण।
तुम्ही शेळीला मदत करून।
तु आणि मी तर सुखात करू।
आकी साधारणच फेरे जरू।
मैतरणी गा मैतरणी।।
शायद

या गादऩ की धारणे, माँके भर था गायन आले, कहलौट ते माथे फम आले. या गायकी एन बाही स्थलौट मी अद्भुत शायद देने की, माझ्या गायनाचे उतारण माखं स्कनं घेलं मी आत्माका वेदना आढळणार नाही. माझ्या घरणात्या उतारण माझ्या गायका-तल्या अद्भुत नं मी समजून देखिले. माझ्या हथलोके-गान माफीचा नं मी कमांडी उपरून. हे काम एकत्या-नुकसानाची नं मी मला करतं. महमुन्त गायनाच्या बायाच्या एल्क्ट्रॉक करण्याच्या मी समजून करतं. माझ्या गायन असं महिलांमध्ये उभे बाहीले, जे माझ्या हथलोके-पात्री उशे राहणारं निंद्यं माहेर ठेवले.

मी अंधांची भागील, अंधां जगील की माझं स्कनं. या काणे सर्वांना माझ्या गायनाच्या आभाराने बाटले.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC</td>
<td>Adult Education Centre.</td>
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<tr>
<td>AEO</td>
<td>Assistant Education Officer.</td>
</tr>
<tr>
<td>ANM</td>
<td>Auxiliary Nurse and Midwife.</td>
</tr>
<tr>
<td>AVARD</td>
<td>Association for Voluntary Agencies for Rural Development.</td>
</tr>
<tr>
<td>BAC</td>
<td>Block Advisory Committee.</td>
</tr>
<tr>
<td>BDO</td>
<td>Block Development Officer.</td>
</tr>
<tr>
<td>BIO</td>
<td>Block Information Officer.</td>
</tr>
<tr>
<td>BMS</td>
<td>Block Mahila Samiti.</td>
</tr>
<tr>
<td>CAPART</td>
<td>Council for Advancement of People's Action and Rural Technology.</td>
</tr>
<tr>
<td>CART</td>
<td>Council for Advancement of Rural Technology.</td>
</tr>
<tr>
<td>CDPO</td>
<td>Child Development Project Officer.</td>
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<tr>
<td>CHC</td>
<td>Community Health Centre.</td>
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<tr>
<td>CSWB</td>
<td>Central Social Welfare Board.</td>
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<tr>
<td>COPP</td>
<td>Committee on Plan Projects.</td>
</tr>
<tr>
<td>CSCD</td>
<td>Committee on Studies for Co-operation in Development - in South East Asia -</td>
</tr>
<tr>
<td>CD</td>
<td>Community Development.</td>
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<tr>
<td>CIET</td>
<td>Central Institute of Education Technology.</td>
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<tr>
<td>DAD</td>
<td>District Agriculture Officer.</td>
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<tr>
<td>DAE</td>
<td>Directorate of Adult Education.</td>
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<tr>
<td>DBE</td>
<td>Director, Board of Education.</td>
</tr>
<tr>
<td>DCD</td>
<td>Department of Community Development.</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer.</td>
</tr>
</tbody>
</table>
DIET  District Institute of Education and Training.
DRDA  District Rural Development Agency.
DRU   District Resource Unit.
EO    Extension Officer.
FLAW  Functional Literacy for Adult Women.

G

H

IMR   Infant Mortality Rate.
IRDP  Integrated Rural Development Programme.
JSN   Jana Shikshan Nilayam.

K

LB    Local Body.
LHW   Lady Health Worker

MFDA  Marginal Farmers Development Agency.

NAAE  National Authority on Adult Education.
NAEP  National Adult Education Programme.
NFE   Non Formal Education.
NGO   Non Government Organisation/ Non Gazetted Officer
NIAE  National Institute of Adult Education.
NIPCCD National Institute of Public Co-operation and Child Development.
NLM   National Literacy Mission.
NPE   National Policy on Education.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>NREP</td>
<td>National Rural Employment Programme.</td>
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<tr>
<td>NSS</td>
<td>National Service Scheme.</td>
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<tr>
<td>NSVS</td>
<td>National Service Volunteer Scheme.</td>
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<tr>
<td>NYK</td>
<td>Nehru Yuvak Kendra.</td>
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<tr>
<td>PADI</td>
<td>People's Action for Development, India.</td>
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<tr>
<td>PEO</td>
<td>Programme Evaluation Organisation.</td>
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<tr>
<td>RFLP</td>
<td>Rural Functional Literacy Project.</td>
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<tr>
<td>RI</td>
<td>Research Investigator.</td>
</tr>
<tr>
<td>RLEGP</td>
<td>Rural Landless Employment Guarantee Scheme.</td>
</tr>
<tr>
<td>SAEP</td>
<td>State Adult Education Project.</td>
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<tr>
<td>SIET</td>
<td>State Institute of Education and Training.</td>
</tr>
<tr>
<td>TMEI</td>
<td>Technical Mission for Eradication of Illiteracy. (Name changed to National Literacy Mission)</td>
</tr>
<tr>
<td>TRYSEM</td>
<td>Training Rural Youth for Self Employment.</td>
</tr>
<tr>
<td>UEE</td>
<td>Universalisation of Elementary Education.</td>
</tr>
<tr>
<td>VA</td>
<td>Voluntary Agency.</td>
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<tr>
<td>VEC</td>
<td>Village Education Committee.</td>
</tr>
<tr>
<td>VLW</td>
<td>Village Level Worker.</td>
</tr>
<tr>
<td>WACD</td>
<td>Woman and Child Development.</td>
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<tr>
<td>WILL</td>
<td>Women's Integrated Learning for Life.</td>
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</table>