

Training on
Budget Sensitisation
for the
**Self-Employment
Scheme for
Rehabilitation of
Manual Scavengers
(SRMS)**

A Training Module for Facilitators

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Abbreviations

A/AE	Actual Expenditure
BE	Budget Estimates
CBGA	Centre for Budget and Governance Accountability
CSS	Centrally Sponsored Scheme
MCQ	Multiple Choice Question
OBI	Open Budgets India
PPT	Power Point Presentation
RE	Revised Estimates
SC	Scheduled Caste
SKA	<i>Safai Karamchari Andolan</i>
SRMS	Self-Employment Scheme for Rehabilitation of Manual Scavengers
TNA	Training Needs Assessment

I. Introduction

This training module is a resource and a guide for facilitators to deliver a training on budget sensitisation. The focus of this training is advocacy for the Self-Employment Scheme for Rehabilitation of Manual Scavengers (SRMS), a Central Sector Scheme (CS). The training introduces basic budget concepts and processes, and locates SRMS within this framework. It covers the planning, budgeting and implementation processes for the SRMS scheme, as well as budget tracking and analysis for the same. Finally, it focuses on how this knowledge base can be used for advocacy.

Objectives

The aim of this training is to strengthen participants' agency to collectively engage and advocate with governments at the state and national level, to access entitlements under the SRMS scheme, and to ensure accountability in the scheme's implementation. Specifically, the training will:

- Build the capacity of participants to understand common budget terms and concepts, processes, documents and the institutions involved;
- Help them locate, track and analyse the budget for SRMS, and track the flow of funds from the Union Government to the level of service delivery;
- Enable them to advocate effectively for better implementation of the scheme.

What is the target audience of the training ?

This training is aimed at manual scavengers or *Safai Karamcharis* who are engaged with *Safai Karamchari Andolan* (SKA). SKA has been supporting this group in building awareness and accessing entitlements under schemes such as SRMS, as well as developing their collective agency to engage in advocacy for public finance and service delivery of government programmes.

Structure of training module

This module is intended to be a resource for the facilitators who will host sessions in the training. It provides the schedule and structure of the training, the learning framework envisaged for the training, detailed plans and facilitation notes for each session, resources used in the training such as quizzes, exercises, assignments and feedback forms, and some resources on budgets for further reference.

II. Training Content

Session	Estimated Duration	Content	Method of Delivery
Session 1: Budget Basics and Budget Tracking	2 hours	Importance of budgets Basic terms and concepts relating to government budgets in India Comparison with student/ household budget Tracking and analysing budget allocations, with a focus on SRMS allocations	Experience sharing Presentations Group Discussion
Session 2: Unpacking Budgets: Beneath the Numbers	2 hours	Planning and implementation of the SRMS scheme Issues in implementation of the SRMS scheme Identifying issues for policy engagement	Presentations Short videos Group discussion
Session 3: Turning Knowledge into Action	2 hours	Framework & steps for policy engagement Role of social audits Strategies for advocacy of SRMS using issues identified in previous sessions	Experience sharing Presentations Case study Group discussion

III. Learning Framework for the Training

- Each session of the training is intended to build on the existing knowledge and experience of participants, and impart both general concepts as well as specific knowledge and skills that will be useful in policy engagement.
- The approach of each session is to combine existing knowledge and experience with formal knowledge and technical skills, using experience sharing, discussion, presentation, assessments and hands-on exercises.
- By the end of each session, participants should be equipped with relevant knowledge, strategies and the skills needed to track budgets, make critical assessments and identify issues with a scheme, and strengthen their advocacy efforts.

Session	Existing Knowledge	General Concepts	Specific Knowledge and Skills
Session 1 <i>Budget Basics</i>	Basic awareness of budgets; experience maintaining a personal or household budget	Introduction to government budgets: key concepts and terms	Understanding where schemes like SRMS fit within the larger budget framework
	Experience applying for benefits under the SRMS scheme		How to locate and track the budget for a particular scheme (SRMS)
Session 2 <i>Unpacking Budgets: Beneath the Numbers</i>	Awareness of government actors and institutions	Introduction to budget processes and institutions, and identifying windows for public participation	Ability to interpret the budget for a scheme like SRMS, by examining guidelines, funding patterns, resource adequacy, fund utilisation and other factors
	Experience of SRMS and other advocacy	Overview of factors that determine the effectiveness of budgets, such as planning, funding pattern, resource adequacy fund flow and utilisation	Identifying issues for policy engagement

Session	Existing Knowledge	General Concepts	Specific Knowledge and Skills
Session 3 <i>Turning Knowledge into Action</i>	Experience in advocacy	How to use understanding of budgets in general and budgeting for SRMS in advocacy efforts	How to use issues identified in previous sessions for advocacy of SRMS scheme Identifying actionable strategies for advocacy

Note to Facilitators

The material on budget sensitisation for the SRMS scheme has been organised into three sessions, each with a duration of two-and-a-half hours. The sessions may be shortened, or otherwise reorganised by facilitators, to suit their requirements.

The points listed in the Learning Framework are indicative. Each facilitator may judge for him/herself how the participants are situated vis-à-vis the learning material.

IV. Logistics and Execution

This module is intended for a training conducted through an online or virtual medium. However, much of its content may be adapted for use in a physical training.

Training Needs Assessment

A training needs assessment (TNA) can be done beforehand to assess the capacity and needs of the participants. This will help the facilitator tailor the training to suit the participants' requirements. The TNA can be conducted through a small questionnaire that assesses the existing knowledge base of the participants on budgets, policy engagement, relevant welfare schemes and other related areas, as well as their expectations from the training. The questionnaire can be administered either online through a Google form, or in person.

Hosting Sessions

- The sessions will be conducted on a virtual platform such as Zoom or Google Meet.
- A presentation on using the different features of the online platforms (Zoom, Google Meet etc.), and clear logistical announcements explaining the Dos and Don'ts to be followed during the session should be made at the beginning of the training.
- It is preferable to have multiple hosts for the virtual meeting. Hosts other than the facilitator can coordinate admission to the meeting, mute/unmute participants as required, and manage any disturbances that may arise during the session.
- Consent should be taken from participants before recording the session. Platforms such as Zoom have a feature where participants are automatically asked for consent when they enter the meeting.

Basic features on virtual platforms (such as Zoom) can be used to facilitate **interaction during the training**. For example, for a simple yes/no question, participants can be asked to switch their videos on for 'yes' and off for 'no'.

Assessments/Quizzes

Quizzes are regularly used in the training. Quizzes may be conducted in different ways, depending on the participants' accessibility and comfort with the chosen medium. Some options are listed here:

- Interactive software: Software such as Mentimeter can be used to conduct quizzes. This provides the advantage of the facilitator being able to see the answers in real time. For this, participants have to go to menti.com, enter a code, enter a nickname, and then answer questions. A subscription is

needed to field multiple questions. (A free account is limited to 5 quiz questions and 2 other questions).

- Polling features on virtual platforms: Polling features are available on paid accounts for virtual platforms such as Zoom. The host can create polls prior to the meeting ('add' option under Polls), and conduct them during the meeting. Later, the host can get a detailed report of who answered what. On Google Meet, the polling feature is available for Google Enterprise accounts. These features offer the advantage of being on the same platform as the quiz.
- Slides shared on screen: This is the simplest way to conduct a quiz. Questions are displayed on a slide, and the participants can answer verbally or through the chat feature.
- Google Forms: This is suitable for assessments or quizzes conducted before or after sessions, which participants can take on their own time.

Basic instructions must be shared with the participants at the start of the training on whichever format is being used for quizzing. In case none of the formats works due to technical issues, or if participants cannot use the chosen platform to answer questions, they can be asked to WhatsApp their answers.

Sample questions for each session are provided in Annexure 1.

Group work

Group work is required in some of the training sessions. For this, the following options can be explored:

- Breakout sessions on a virtual platform: On Zoom, for example, breakout sessions can be created and invites sent to the respective groups in advance.
- Separate sessions on a virtual platform: If the feature for breakout sessions is not available, individual Zoom or Google Meet sessions can also be created for each group and the links shared beforehand
- WhatsApp groups: Smaller groups can be created on WhatsApp, where they can discuss the task/exercise assigned and exchange notes. However, the scope for proper interaction on these groups may be limited.

Communication during the sessions

- The Raise Hand option on Zoom and (corresponding features on other platforms) can be used by participants to ask or answer questions during the session.

Communication outside the sessions

- **Prework:** Prior to the training, there may be a need to communicate with participants, to send reading material, instructions for activities or collect information. For this, a mailing list can be created or the communication can be shared with coordinators, who will then pass it on to the participants.

- **General coordination:** After the initial communication, it would be good to have the participants' phone numbers and email IDs handy for subsequent communication. If email access is a challenge, then a WhatsApp group can be created for any important communication between sessions.
- **After the sessions,** participants will also need to submit homework assignments and feedback on the sessions. Depending on the access, this can be done directly, through WhatsApp, through email or through coordinators/resource persons. Feedback can also be gathered using a Mentimeter/Google form.

A simple way of gathering feedback is by using **emoji-based responses**. The response form can be designed with emoticons for happy face 😊, sad face ☹️, or neutral face 😐. The participants will be asked to choose one to show if they liked the training, did not like training or if they thought it was okay.

V. General Facilitation Tips

- Set the ground rules and norms at the outset of each session
- Before getting into the content, include a round of introductions or an ice-breaker.
- Start each session with a brief discussion with the participants to set and align expectations. Also recap key learnings from the previous session.
- If a presentation is taking more time than anticipated, pause and check in with the participants.
- Each session should achieve a good balance of presentation and discussion/groupwork to ensure maximum engagement.
- During quizzes, encourage all the participants to answer questions; at least some should be encouraged to answer verbally, while others can answer in the chat box.
- Take questions and suggestions from the participants at the end of each session.



DOs

- Be flexible. The training schedule may change depending on the participants' needs
- Be accommodating if participants need more time to work on a particular concept/exercise
- Respect participants' local knowledge and lived experience
- Ensure that all resources (quizzes, exercise sheets, feedback forms) are available beforehand



DON'Ts

- Let one person dominate the discussion.
- Speak more than the participants – encourage free flowing discussions among participants
- Read out the slides – prepare beforehand so your presentation is engaging

VI. Session Plans



Session 1: Budget Basics and Budget Tracking

Objectives

- To inform participants about fundamental concepts relating to government budgets, building on their existing knowledge base.
- To familiarise participants with the process of locating and tracking budgets for the SRMS scheme.

Expected Outcomes

By the end of this session, participants will have:

- A broad understanding of the importance of budgets, as well as the terms, concepts and purpose of government budgets
- Clarity on the SRMS scheme, its objectives, coverage, and features
- The ability to locate and track government budgets, in particular, the budget for the SRMS scheme

Structure of Session

Welcome note and introductions	10 minutes
Personal budget exercise	30 minutes
Presentation on budget basics and quiz	40 minutes
Break	10 minutes
Presentation and discussion on budget tracking and analysis	45 minutes
Discussion	15 minutes

Resources/Materials needed

- A previously designed quiz
- A blank template for the group exercise on budget calculation
- Three Power Point presentations
- A handout on important budget terms (to be mailed to participants or sent through WhatsApp after the first session is complete)
- A homework assignment

Facilitation Notes for Session 1

Introduction

- Welcome the participants and explain the objectives of the whole training, as well as this particular session.
- Present introductory slides on different features of the online platform.
- After this, ask the participants to introduce themselves.
- Ask participants about their expectations of the training series. Some of the specific requirements of the participants can then be taken up in later sessions, as far as possible.

Personal budget exercise

- Put up a slide with the instructions on the screen
- After explaining the conditions, divide the group into smaller breakout groups of 4 or 5 each (depending on the number of participants) and invite them to join separate zoom conference rooms. (One representative from the group of facilitators must be present to facilitate this process with each breakout group.)
- Each facilitator should project a Google document on their screen and ask the participants to discuss the heads of expenditure that they would want to put down as part of their personal budget, along with the amount of money they would earmark for that particular head of expenditure.

- Ask the group to come to a consensus before noting down each head in the Google document.
- Merge the breakout groups back into the main group. Ask a representative from each group to present their budget
- Note the challenges and important points arising out of these presentations and sum them up at the end of the exercise in 5 minutes. Also highlight the similarities and dissimilarities between a personal budget and a government budget.

ICE BREAKER

Instead of simply asking participants their names, the introduction round can be made more engaging by asking them to think of an animal that best represents who they are, based on their prominent characteristics. The facilitator can then invite them to introduce themselves to the larger group along with their choice of animal and explain why they chose it. If necessary, the facilitator may begin with himself/herself as an example to get the ball rolling.

Presentation on Budget Basics

- Present the slides while pausing to elicit feedback / spark a discussion, and address questions if any
- After the presentation, conduct a quiz with 6-7 questions around the concepts covered in the previous presentation.
- After the quiz, move on to the next presentation and exercise on Budget Tracking and Analysis.

Presentation on Budget Tracking and Analysis with an Exercise on SRMS

- Present slides on types of budget analyses, locating budgets and reading budget documents. Discuss the meaning of Budget Estimates, Revised Estimates and Actuals. Explain how the government revises its budget figures during the financial year
- Show participants how to locate budget figures and discuss how to interpret them
- Discuss how the budget for SRMS has changed over the years, and what this means for the beneficiaries.

Discussion and Conclusion

- Let participants raise queries and share feedback on the session, and on any other challenges they faced doing the exercise.
- Keep the homework assignment ready to be shared with the participants.

Session Activities

- Experience sharing on student/household budget
- Group discussion on tracking the SRMS budget (and MoSJE budget) from Union Budget documents
- Quiz

Key Messages

- A Government budget has two sides, an expenditure budget and a receipts budget.
- Each Union Budget document provides data on the budget estimates of the current financial year, the budget and the revised estimates of the previous financial year, and the actual expenditure incurred two years earlier.
- Budgets for specific schemes (such as SRMS) can be located in the relevant Ministry/Department's Detailed Demand for Grants; tracking budgets across years can reveal important trends
- Tracking and analysing budgets is critical to hold governments accountable for the welfare of disadvantaged groups

Session 2: Unpacking Budgets – Beneath the Numbers

Objectives

- To share with participants how government budgets are prepared, implemented and audited, and which institutions are involved in the formulation of the budget and flow of funds. Understanding budget processes will also help in determining the scope and platforms for policy engagement.
- To discuss the processes and institutions involved in planning and budgeting for the SRMS scheme. This is to locate issues in implementation of the scheme and formulate points for policy engagement.

Expected Outcomes

By the end of this session, participants will have:

- A broad understanding of the timeline for budget preparation, and the processes involved in preparation and implementation of budgets.
- Familiarity with actors involved in budgetary processes, and the opportunities for engagement along the budget cycle.
- Familiarity with factors determining the effectiveness of budgets, such as funding patterns, resource adequacy, funding utilisation and others, with a focus on SRMS.
- Identification of relevant actors and issues for policy engagement.

Structure of Session

Recap and revision through a quiz	10 minutes
Introduction	5 minutes
Presentation on budget processes and actors and quiz	45 minutes
Break	10 minutes
Presentation on budget planning and implementation under SRMS scheme, followed by a quiz	55 minutes
Discussion and Question & Answer session	20 minutes
Feedback	5 minutes

Resources/Materials needed

- Quiz for a recap of the previous session
- Two presentations (Budget processes and institutions, and SRMS budget implementation), along with quizzes for each
- Feedback form

Facilitation Notes for Session 2

This session will be divided into two parts, with a small break in between.

Introduction and Recap

- Start the session with general welcome back greetings and an introduction of the module.
- Give a small recap of the previous session and test the participants through a quiz based on the previous session.

Presentation on Budget Processes and Actors

- Show a video clip of the four stages of the budget cycle followed by a simple verbal explanation
- Present the slides on how a budget is formulated, which institutions are involved in the formulation, and the timeline for the same. Highlight the windows for engagement during this process.
- Present slides identifying actors who can influence a budget, and the role they play.
- After the presentation, conduct a quiz of 6-7 questions based on the content delivered. The quiz can have questions in various formats, e.g., multiple-choice questions, true or false questions.
- Break for 10 minutes.

Presentation on budget planning and implementation under the SRMS scheme

- Present slides on budget planning, fund sharing methods and the fund-flow system under SRMS, and the issues therein. Encourage participants to identify issues on their own before presenting slides on issues.
- Present slides on how to comment on the effectiveness of budgets. Try to help the participants to remember and connect this to what was covered in the previous session on budget tracking.
- Present slides on other issues and what needs to be done. Connect this to the issues participants have faced themselves.
- After the presentation, conduct a quiz of 6-7 questions based on the content delivered.

Discussion and Q&A

- Encourage participants to clear their doubts and ask questions.

Conclusion

- Discuss the key messages from the session.
- Collect real-time feedback from the participants using an emoji-based response form.
- Share the feedback form with participants for more detailed feedback

Session Activities

- Recap quiz and quizzes for each of the presentations
- Discussion

Key Messages

- The budget cycle has four stages: Preparation, Enactment, Implementation, Audit.
- There are various institutions/actors involved in budget preparation, who can be approached for policy outreach.
- Issues in the fund sharing pattern, fund flow, and planning impact the effectiveness of budget implementation.
- The budget for the SRMS scheme is impacted by the resources available to the implementing Ministry
- Budgets can be analysed in terms of temporal trends, adequacy, and the timing and levels of utilisation.

Session 3: Turning Knowledge into Action

Objectives

- To discuss participants' existing experiences with advocacy, including difficulties faced; to introduce some basic frameworks for thinking about advocacy, and budget advocacy in particular, and to share successful examples of advocacy
- To enable participants to think through major steps in planning advocacy strategies through a case study; to enable participants to discuss and formulate advocacy strategies for SRMS.

Expected Outcomes

- Participants will be able to think through advocacy strategies in a structured way, identifying goals, evidence, influencers and tactics
- Participants will be able to formulate strategies for advocacy of the SRMS scheme, focusing on issues identified throughout the training and linking them with specific policy/budgetary changes required

Structure of Session

Recap and Introduction	10 minutes
Discussion on participants' experience with advocacy	15 minutes
Presentation on advocacy frameworks, examples	30 minutes
Break	10 minutes
Case study and group discussion	40 minutes
Discussion on advocacy strategies	35 minutes
Conclusion	10 minutes

Resources/Materials Needed

- Quiz on Mentimeter / Google form / Word document
- Presentation
- Case study on NCDHR
- Questions for group work

Facilitation Notes for Session 3

Introduction and Recap

- Welcome participants to the session and contextualise the content to be covered.

- Recap the content covered in the previous session through multiple-choice questions (MCQ)
- Reiterate the issues in planning, budgeting and implementation of the SRMS scheme, as they will be relevant for the discussion on advocacy strategies

Discussion and Presentation

- Ask participants to share their experience with advocacy so far, using the guiding questions on the slides
- Present slides on the advocacy framework and steps in budget advocacy; connect the components to what participants have just shared
- Discuss successful examples of advocacy, asking participants to reflect on the strategies and tactics used
- Show the video on the NREGS social audit; based on this, ask participants how they would carry out a social audit of the SRMS scheme in their district. This can be done through a group discussion, depending on the availability of time.
- Break for 10 minutes.

Case Study

- Divide the participants into groups
- Ask the groups to go through the case study and discuss the answers to the questions. Here, you can put up the slide with the questions.
- After the allotted time, ask the groups to share their answers. Ensure that every group has a chance to participate in the discussion. Also ask if the participants have any other thoughts on the case study
- Summarise the key messages from the discussion

Discussion on Advocacy Strategies

- Use guiding questions to drive the discussion on advocacy strategies, including goals, generation of evidence, identifying influencers and methods/tactics.

Activities

- Sharing experiences with advocacy
- Case study
- Discussion on advocacy strategies for the SRMS scheme

Key Messages

- There are many successful examples worldwide of advocacy being used to change policies and budgets in a progressive direction
- Advocacy strategies must be formulated carefully, and include specific goals and tactics targeted at particular influencers and platforms

Annexure I: Quizzes

Quiz Questions for Session 1

1. Identify two differences between a student budget and a government budget.
2. Identify two similarities between a student budget and a government budget.
3. Which of the following are examples of non-recurring expenses and why: Rent, phone, bus travel, college fees, motorbike (Note: Answers may not be clear cut; for example, the purchase of a phone could be non-recurring but data recharges are recurring expenses? Let participants discuss and flesh out their answers.)
4. Which of these is a budget document? (You can choose more than one answer)
 - a. Annual Financial Statement
 - b. Receipts Budget
 - c. Budget Manifesto
5. Which of these is not covered in the expenditure budget?
 - a. Budget Estimates for Schemes
 - b. Tax Revenue
 - c. Actual Expenditure for Schemes
6. Which of these are examples of Revenue Expenditure?
 - a. Salaries
 - b. Rent
 - c. Purchase of Equipment
7. When is the budget in deficit?
 - a. When the government's expenditure is more than its receipts
 - b. When the government's receipts are more than its expenditure
 - c. When the expenditure and receipts match
8. What are Centrally Sponsored Schemes?
 - a. Schemes for which funding is shared between the Union and State Governments
 - b. Schemes that are completely funded by the Union Government
 - c. Schemes that are completely funded by State Governments

-
9. What kind of scheme is the SRMS?
 - a. A Central Sector Scheme
 - b. A Centrally Sponsored Scheme
 - c. A State Government scheme
 10. Which Ministry implements the SRMS scheme?
 - a. Ministry of Social Justice and Empowerment
 - b. Ministry of Health and Family Welfare
 - c. Ministry of Education
 - d. Ministry of Tribal Affairs
 11. Which of the following groups pay taxes in India?
 - a. Business persons
 - b. Farmers
 - c. Domestic workers
 - d. All of the above
 12. Which of the following will you not find in a budget for 2021-22?
 - a. 2020-21 RE
 - b. 2021-22 BE
 - c. 2021-22 A
 - d. 2019-20 A
 13. Where can you find the Union Budget documents of the Central government? What are the steps involved?

Annexure II: Worksheets

I.Exercise on Tracking Budgets (Session 1)

Tracking Budget for MoSJE from Union Budget Documents

Please fill up the following table:

MoSJE Total Budget	Actual Expenditure for 2019-20 (2019-20 A)	Budget Estimates for 2020-21 (2020-21 BE)	Revised Estimates for 2020-21 (2020-21 RE)	Budget Estimates for 2021-22 (2021-22 BE)	Change in Allocation (%) (2021-22 BE as compared to 2020-21 BE)

Tracking the Budget for SRMS from Union Budget Documents

Please fill up the following table:

SRMS	Actual Expenditure for 2019-20 (2019-20 A)	Budget Estimates for 2020-21 (2020-21 BE)	Revised Estimates for 2020-21 (2020-21 RE)	Budget Estimates for 2021-22 (2021-22 BE)	Change in Allocation (%) (2021-22 BE as compared to 2020-21 BE)

II.Homework Sheet for Tracking Budgets (Session 1)

Training on Budget for Budget Champions of SKA

Please fill up the following table:

Scheme/ Institution	2019-20 A	2020-21 BE	2020-21 RE	2021-22 BE	Change in Allocation (%) (2021-22 BE as compared to 2020-21 BE)
SRMS					
National <i>Safai Karamcharis</i> Finance and Development Corporation (NSKFDC)					
Pre-Matric Scholarship for the Children of those Engaged in Occupations Involving Cleaning and Prone to Health Hazards					
National Overseas Scholarship for SCs					
<i>Pradhan Mantri Adarsh Gram Yojana</i>					

Draft Questionnaire for Training Needs Assessment

1. Personal Information

Name	----
How long have you been associated with the Women's Collective? (Please click on the appropriate option)	a) Less than one year b) 1-3 years c) More than three years
Which language would you prefer for the training? (Please click on the appropriate option)	a) Telugu b) Tamil c) Hindi d) English
Email id	----
Contact number	----

2. Have you ever seen a budget document? (Please click on the appropriate option)

- a) Yes
- b) No

If yes, please answer the following questions:

3. Which level of budget document have you seen? (Please click on the appropriate options- You can choose more than one option)

- a) Panchayat Budget
- b) Municipal Corporation Budget
- c) State Budget
- d) Union Budget

4. Have you ever collected data from a budget document for your work? (Please click on the appropriate option)

- a) Yes
- b) No

5. If yes, for which scheme have you collected data from the budget? (Please click on the appropriate option)

- a) Self-Employment Scheme for Liberation and Rehabilitation of Manual Scavengers (SRMS)
- b) Pre-matric Scholarship Scheme
- c) Post-matric Scholarship Scheme
- d) Any other? Specify:

6. Are you aware of the Self-Employment Scheme for Liberation and Rehabilitation of Manual Scavengers (SRMS)? (Please click on the appropriate option)

- a) Yes
- b) No

If yes, please answer the following questions:

7. How did you come to know about the SRMS scheme? (Please click on the appropriate option)

- a) From discussions in the Women's Collective
- b) Through training/orientation programmes by SKA
- c) From your fieldwork
- d) From the media
- e) By reading the Guidelines of the Scheme

8. What are the components of the SRMS scheme? (Please click on the appropriate option)

- a) Loan
- b) One-time cash assistance
- c) Training
- d) All of the above

9. Which ministry/institution is involved in implementation of the SRMS scheme? (Please click on the appropriate option)

- a) Ministry of Social Justice and Empowerment
- b) National Scheduled Castes Finance and Development Corporation
- c) National Safai Karamcharis Finance and Development Corporation (NSKFDC)
- d) All of the above

10. Where does the funding for SRMS come from? (Please click on the appropriate option)

- a. From the central government
- b. From state governments
- c. From both central and state governments
- d. None of the above

11. Do you think the SRMS scheme is helpful for the rehabilitation of manual scavengers? (Please click on the appropriate option)

- a) Yes
- b) No

12. Do you know anyone who has benefited from the SRMS scheme?

(Please click on the appropriate option)

a) Yes

b) No

13. Have you or any of your family members benefited from the SRMS scheme?

(Please click on the appropriate option)

a) Yes

b) No

14. What do you think are the main challenges in implementation of the SRMS scheme?

15. Are you interested in learning more about budgets through a training?

(Please click on the appropriate option)

a) Yes

b) No

If yes, please specify the type of budget you want to learn more about. (Please click on the appropriate option):

a) Panchayat/Municipal Corporation Budget

b) District level Budget

c) State Budget

d) Union Budget

16. Is there any other information/expectation that you have to make the training more helpful?

Annexure III: Feedback Form

Feedback Form

Name: _____

Email ID: _____

Location: _____

1. What is your overall rating of the training?

Excellent..... Very good..... Good..... Fair..... Poor.....

2. Please assess the following aspects of the training:

	Excellent	Very good	Good	Fair	Poor
a. Meeting your overall expectations	5	4	3	2	1
b. Content of the training	5	4	3	2	1
c. Materials provided during the training	5	4	3	2	1
d. Opportunities for active involvement of participants in the learning process	5	4	3	2	1
e. Exercises to practice the application of knowledge and skills acquired during the training	5	4	3	2	1
f. Atmosphere of the training	5	4	3	2	1

3. The training was (tick whichever statement fits best)

i. Too long..... II. Just right.....III. Too short.....

4. Which features/sessions did you like most in the training ? (Strengths of the training)

5. Which features/sessions did you like the least in the training? (Gaps in the training)

6. What changes would you recommend to improve the training and make it more effective?

7. Any other comments

Please submit this form to the training facilitator. Thank you!



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A movement for elimination of manual scavenging

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