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1. General Information

1.1. Applicant Organisation

BAGEPALLI COOLIE SANGHA
ADATS Campus, 16th Ward,
Bagepalli 561 207,
Chikkaballapur district, Karnataka,
India

1.2. Legal Status

The Bagepalli Coolie Sangha is registered as a Trust, under FCRA, and Section 12A of the Income Tax Act as a charitable institution.

Please see <https://www.adats.com/cs/legal.php>

1.3. Bank

A/c No: 0925101006064
Canara Bank, Bagepalli branch
IFSC: CNRB 0000 925
SWIFT: BIC CNRB IN BBLFD

1.4. Project Title

COOLIE SANGHA CHILDREN'S PROGRAMME

1.5. Project Period

5 years (July 2019 to June 2024)

1.6. Project Location

439 villages with active Coolie Sangha Units in 5 Taluks of Chickballapur district, Karnataka.

1.7. Primary Stakeholders

- 13,177 school going children from 439 villages
- 1,250 schooled youth readied for city jobs and productive employment
- 14,600 Coolie Sangha women and mothers
- 439 Govt. schools and their teachers

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Villages/Balakendras	300	330	363	399	439
Programme Children	9,000	9,900	10,890	11,979	13,177
Families	10,000	11,000	12,100	13,300	14,600

1.8. Project Cost

	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTAL
Total	2,84,80,100	2,95,82,850	3,20,05,875	3,46,71,203	3,76,03,063	16,23,43,090
Sangha Funds	28,48,010	29,58,285	32,00,588	34,67,120	37,60,306	1,62,34,309
CSR	2,56,32,090	2,66,24,565	2,88,05,288	3,12,04,082	3,38,42,756	14,61,08,781

Project Abstract

- Coolie Sangha enhances its Children's Programme with critical analysis of the current political economy, leadership, direction, resources and professional expertise provided by ADATS to develop pertinent and effective interventions that identify and fill gaps in their children's education.
- Project discipline re-affirms cohesive unity enabling Mahila Meetings to exercise vigil and political control over Govt. schools, and mothers to stop corruption and leakage in the delivery of school essentials and student entitlements.
- Quality of teaching improves in 439 Govt. schools for enhanced comprehension and knowledge retention in 13,177 children to think, question, imagine, learn, and gain employable skills.
- Govt. school infrastructure upgraded with leakage-free utilisation of State resources; sports, debates and extra-curricular activities conducted, complementing regular education.
- Qualified and well paid Govt school teachers motivated to prevent a steady and systemic dismantlement of credibility and contribution of Govt. schools.
Stop paving the way for Pvt village schools by ensuring performance of Govt. schools through ownership and active participation; oppose the gradual phasing-out of free and quality education for the rural poor.
- 1st & 2nd generation children receive supplementary education through 439 every evening Balakendra activities where children learn and play in a nurturing environment.
- 439 Village Health Workers administer first aid and pre-primary health care for 13,177 children; annual check-up of all school going children by Govt. doctors; every single reproductive ailment of Coolie Sangha women attended and followed up.
- Cohesive groups, mentored by Balakendra Teachers, set boundaries and instil positive values in school children so that they together explore life choices in today's world, upholding egalitarian, secular and democratic principles.
- 1,250 school finished youth prepared and readied to pick and choose respectable city jobs or find productive employment in villages, as opposed to seeking questionable income as sub-agents of touts and contractors.

2. Project Background

2.1. NGO & People's Organisation

2.1.1. ADATS & the Coolie Sangha

ADATS is a secular NGO working with 54,944 small and poor peasant families from 1,257 villages in 5 Taluks of Chickballapur District, Karnataka, for the past 42 years, in the fields of community organisation, children's education, community & referral health, support to issues and struggles, dry land development, agriculture, alternate credit, women's empowerment, and climate change. We also work on issues of gender justice, secularism and democratisation.

All these are efforts to empower the Coolie caste-class in village society, and build an authentic membership-based people's organisation, the Coolie Sangha. Member Coolie families have been effective in tackling their problems by altering the village power balance in their favour.

2.1.2. Organisational Culture

ADATS is a trim, flat organisation with minimal hierarchy. From the very inception, we practice a data and results driven development approach. This, along with total and exception-free transparency, especially in financial matters, has kept us in good stead.

We believe that development efforts need to be rooted in community comprehension and aspirations. Bottom-up planning is a compulsory practice, never abandoned for expediency or convenience. Discussions at the village and Gram Panchayat levels allow every single family to contribute to defining the focal problem and purpose.

Primary stakeholder contribution ensures that every programme, project or activity we undertake, together with the Coolie Sangha, is designed to meet their collective aspirations. ADATS assists in making brutally honest and in-depth problem analysis and pushes hard to set ambitious goals for maximum impact.

2.2. The Region

Though located in Chickballapur district of Karnataka state, and in spite of being so close to a fast-growing metropolis (Bangalore city), the region skirts the southern border of the Rayalaseema desert belt and shares the same language, culture and social structure, as also the stark poverty that afflicts southern Andhra Pradesh.

The region is a semi-arid drought prone one with low, erratic and spatial rainfall. The dust brown rocky terrain is severely undulating, with small hill ranges and outcrops that stud the topography. There is no mineral wealth, except for fairly high value granite, and only a thin and fragile soil cover.

An adverse land-person ratio creates a strong thirst for cultivable land since less than one-half of the total land is fit for cultivation, with the remaining taken over by the hills and rocky fields. Hardly 5% of the cropped lands are irrigated by an age-old network of rain-fed tanks (small lakes), each irrigating 2 to 10 hectares of wet land. The low water table is tapped through bore-wells drilled to more than 300 meters depth. Even these dry up in the summer months, from April to September every year, when temperatures rise to a dry heat of 38° Celsius.

The average rainfall is 560 mm a year and this is, moreover, spatially uneven and unpredictable. As a result, there is only one rain-fed crop a year, whose stand is from late June till December.

Groundnuts are grown on these dry lands, inter-cropped with red gram, cowpea, field beans, green gram, jowar, maize and castor on the field bunds. Irrigated groundnut, mulberry, onions and sunflower are the common bore-well irrigated crops. Ragi (golden millet) and a coarse variety of

paddy are cultivated under irrigation tanks. Every 3rd or 4th year is a drought, followed by near famine conditions.

2.3. Political Economy

2.3.1. Feudal Exploitation & Oppression

Till about 30 years back, the failing peasant economy was kept afloat through stark feudal exploitation, along with senseless socio-cultural and political subjugation. This kept landlords and *Ryots* (middle and big peasants) afloat.

Early struggles of the Coolie Sangha arose from local interpretations that gave vent to latent bitterness against very specific humiliations and everyday deprivations suffered at the hands of *Ryots*. These forged a special relationship between ADATS and small and poor peasants who built the Coolie Sangha. It also shaped a fundamental character of ADATS, to always been partial to a local take on issues, garnering and projecting perceptions of those directly affected.

2.3.2. State Subsidies to the failing Peasant Economy

Thereafter, it was the State that subsidised the failing economy by allowing anti-poverty resources to be siphoned off by middle peasants through a political oligarchy. Middle and big peasants, on their part, ensured that socioeconomics did not go out of hand and totally collapse. Access to these resources was made possible through political patronage. To this day, electoral battles in the region are contests between warring *Ryot* factions to determine who will dip into the exchequer with care abandon.

This was once again vehemently resisted by the Coolie Sangha, this time without tacit State support. Relentless struggle and much sacrifice by Coolie Sangha Members ushered in a semblance of democracy in most villages. This second round of struggles ended the experience of upper caste-class manipulation. A person status, respectability and human dignity were obtained by small and poor peasant families.

2.3.3. Co-option of Coolie Sangha Leadership

Once their caste-class became a power block to contend with, as opposed to oppress and exploit, the system was quick to co-opt Coolie Sangha leadership and corrupt the rest. In a sad but ironic twist, Mandal politics and the reservation policy also contributed to making this possible by promoting identity politics and creating a class of ethnic elites.

Member Coolie families found it difficult to challenge wrongdoings by their own kith and kin with the same passion and intensity with which they had opposed exploiters of yore. Cherished principles were compromised, and unity weakened. Discipline slacked, and socio-political presence of the Coolie Sangha started waning.

2.4. Institutional Support to the Coolie Sangha

2.4.1. Recognising Market Penetration

It took a while for ADATS to comprehend what had happened. We realised that the theory which explained the situation 40 years back did not hold good any longer. Semi-feudalism had given way to unfettered and little understood capitalism. Loyalty and nostalgia of past struggles were not enough to hold together an effort that had lost relevance due to an altered macroeconomic environment.

We had seriously under estimated the penetrative power of the market economy. Aspirations had not just increased, they were transformed and unrecognisable. We had to distinguish legitimate ambition from greed, and conceptualise a positive individualism sustained by communities. New

goals had to be set, new outputs defined, and new forms of getting together found to achieve pertinent results in the post-feudal market economy.

2.4.2. New Age Economy of Tomorrow

At the same time, ADATS had to continue as an advanced section of society and provide leadership through critical analysis.

Promises of rags to riches instils aspiration and ambition in the entire population, which is good to kill apathy and fatalism. But it conceals Spread. It does not forewarn that only a very small handful will succeed in realising their dreams. We needed to look beyond the current neoliberal economy and prepare the rural poor to be a part of the new-age one of tomorrow.

We discovered that we were not alone in this last endeavour. We could collaborate with many forward-thinking business leaders who were also reimagining and reinvesting for a different future.

Please see a critical historical analysis that portends the future role of grassroots NGOs, development workers and new-age businesses at <https://www.adats.com/documents/book5/0515/>

2.5. Coolie Sangha Children

2.5.1. Children's Programme

The Coolie Sangha started working with children from the very beginning. In 1978, separate classes were started in each village so that they did not disturb the adult literacy classes. Mothers took turns to look after children who gathered on temple verandas and played on empty fields.

Children were enrolled into government schools in their villages and mothers made sure there was no truancy by students or teachers. Within a few years, 90% of school-age children in the 6-16 year age-group were in school. Sangha Funds were used to give scholarships at the start of each school-year.

After some years, *Balakendras* (children's centres) were established in all the villages. Mahila Meetings selected schooled daughters-in-law as Balakendra Teachers and paid them small stipends to conduct every evening supplementary activities. These included indoor and outdoor games, drawing, colouring, painting, nature walks, picnics, tours, science camps, songs, skits, plays, etc.

ADATS conducted monthly training sessions for Balakendra Teachers and guided them to implement a core curriculum for school going as well as drop out children. As a result of these activities conducted on an intense and everyday basis, Coolie Sangha children enjoyed a positive visibility that they never had before, forcing everyone to reflect on their existence and take positions with regard to their development.

2.5.2. Coaching classes, Life Skill training, City Jobs & House Mothers

Coaching classes

Every year, ADATS motivated dozens of unemployed youth from Mofussil towns and enrolled them as volunteer teachers for 5-6 week long residential coaching classes. Qualified teacher trainers from under-utilised government centres were happy to get involved full time. Balakendra Teachers identified children who were about to face their 7th and 10th Std. Board exams, but weak in particular subjects – mostly Science, Math and English.

For Coolie Sangha children, these were the very first time they had ever been in a “camp” of sorts, away from home. Besides preparing them academically, it had an immense value in inter-mixing, inter-eating, basic etiquette, and peer learning. These coaching classes, which were conducted for 4 months every year, gave a tremendous visibility to children and their schooling.

Life Skill camps

They also acted as a precursor of sorts for 61 month-long Life Skill camps we held for groups of 25-30 final year/school finished youth from May 2003 to April 2010. 1,763 youth attended these camps, 1,658 (899 boys and 759 girls) completed and acquired basic IT and life skills.

City Jobs & House Mothers

This was during the employment boom and most got placed in city jobs of their choosing. We rented many houses in different outskirts of Bangalore, close to garments and other processing factories. The Coolie Sangha selected house mothers. We set up safe and secure accommodation for groups of 10-15 youth who, after a few months, started paying their own rents, food expenses and house mother allowances. At the same time, we encouraged them to gain confidence and move out to be on their own, opening space for new arrivals.

Some returned temporarily, when switching jobs, others came back permanently. Most took their friends and siblings. At the end of a lot of organic churning, 2,000 youth got placed in city jobs as a direct result of our project efforts. Peer support increased this number manifold without our direct intervention. When they visit home, it is well-nigh impossible for the casual visitor to guess their caste, community or background.

2.5.3. Largely Self-Financed

From 1979 to 1992, ActionAid sponsored 3,000 children in Bagepalli taluk. After that, from 1997 to 2011, Save the Children New Zealand (SCNZ) similarly supported close to 4,000 children in another Block. But in any given year, 15-20,000 children were supported by the Coolie Sangha. 75-80% of them did not receive a single Rupee of external support.

In monetary terms, it was a no-frills activity in most villages, limited to once-a-year paying of school fees, books, clothes and bus passes for the poorest of their children. But in non-monetary terms the Mahila Meetings achieved what many sector specialised NGO projects could not in terms of 10 year retention, perfect sex ratio in high school, etc. This was because mothers exercised vigil and political control over schools and took control of their children's education.

2.5.4. Results

When we first started 41 years ago, not a single small or poor peasant child attended more than 4 years of primary school. The situation was a shade worse in Dalit colonies and Lambadi *thandas*. Poverty was only one of the reasons. A total lack of self-esteem without any belief whatsoever in a better future was the main cause for this neglect and seeming disregard for children.

In the 35 years that we worked with children, tangible changes took place in their lives. Sending children to school became the norm. Sons and daughters came to be treated the same way, breaking the age-at-puberty glass ceiling. Sex parity and age at marriage indicated accomplishment over achievements.

Children started to be viewed and treated in a totally different manner. It was as if parents had discovered a potential they were earlier unaware of. New child socialisation possibilities led to new child rearing practices in the Coolie Sangha. The emphasis was to develop individuality in the child, rather than make her conform to caste-class determined stereotypes.

In the past 23 years¹, a total of 64,609 children from small and poor peasant families were supported to go to school and, at the same time, received supplementary education through Balakendras. 57% of them completed 10 years of schooling and 16% are still in school, taking the success rate to 72%.

¹ 17 years data was lost in the early years of computerisation

Girls fared better in completing school but, in the initial years, less girls were admitted and retained in primary school.

	Children		Boys		Girls	
Supported by Coolie Sangha	64,609	100%	33,849	100%	30,760	100%
Dropped out after Primary School	11,636	18%	5,831	17%	5,805	19%
Dropped out after Middle School	6,523	10%	3,395	10%	3,128	10%
Left after Completing School	24,938	39%	12,690	37%	12,248	40%
Left after College	11,361	18%	6,814	20%	4,547	15%
Still in School	10,151	16%	5,119	15%	5,032	16%
Failed to fully Support	18,159	28%	9226	27%	8933	29%
Success	46,450	72%	24,623	73%	21827	69%

Please see studies on this unique approach at <https://www.adats.com/studies/download/23.pdf> and <https://www.adats.com/studies/download/22.pdf>

2.5.5. ADATS Stepped Back – 2014-15 to 2016-17

4 years back, after guiding their Children’s Programme for 35 years, ADATS felt that the Coolie Sangha would be able to continue on their own. There were sufficient Sangha Funds in the villages, and also a substantial increase in State allocations to Govt. schools. We allowed a narrow interpretation of Independent CBO and NGO withdrawal to stop providing policy leadership and direction, failing to recognise realistic limitations in Coolie Sangha capability.

A general slack in discipline and waning of socio-political presence in the Coolie Sangha as a whole impacted their children’s programme. Empowered mothers, who were the bedrock on which everything rested, slackened their vigil and socio-political control. When cohesive unity weakened, the collective effort was lost. Atomised attempts by individual families to school their children faltered and failed.

Activities got reduced from holistic and comprehensive, to merely providing annual scholarships and half-heartedly ensuring school retention. Children’s all-round development, including schooling and education, suffered.

2.5.6. Resumption of the Children’s Programme – 2017-18 to date

By mid- 2017, Mahila Meetings were alarmed at the negative impacts of their slackening. Low learning levels, lack of creative thinking, school finished youth getting only menial city jobs, lack of peer support among youth, questionable values and associations, unchallenged and fatalistic acceptance of corruption as the new norm and, most alarmingly, several Govt. schools shutting down.

The Coolie Sangha approached us to take stock of what was happening. A six-month long painstaking, bottom up and self-critical exercise conducted in every single village Coolie Sangha Unit. The analysis is captured in the Problem & Objectives Trees and Logical Framework Analysis contained in this document. ADATS role in the rejuvenated Children’s programme will be to involve professional expertise and mobilise additional resources.

Together we agreed upon a strict selection criterion to participate in the rejuvenated Children’s Programme:

- i. Only village Coolie Sangha Units where Mahila Meetings agree to once again be politically active in favour of small and poor peasant families will be taken up; they will contest SDMC elections, have zero tolerance to corruption, and ensure that there is no favour to anyone or anybody.

- ii. Only villages with a minimum of 15 children from membership renewed Coolie Sangha member families will be taken up.
- iii. Balakendra Teachers should have a natural calling to work with children, agree to stay on for the full 5 years, and be fluent in reading/comprehending 6th Std. textbooks in Kannada and English.
- iv. Village Coolie Sangha Units should invest their respective Sangha Funds to kickstart the programme from June 2018 and self-finance it for a full school year, without waiting for external assistance that may or may not materialise.

The working drafts of this document were translated was discussed in village CSU and GP Meetings for more than 6 weeks. Then it took another 2-3 weeks for them to discuss their finances and decide if they wanted to invest a substantial chunk of their 40 years of organisational savings on the next generation.

2.5.7. Rejuvenated Children's Programme

59% of 441 active village Coolie Sangha Units (CSUs) with school going children met the above selection criteria. However, they comprise 91% of 8,454 children between 6-16 years in programme villages. We are certain that there will be at least a 10% increase in the number of participating villages/children in the coming years.

Below is a gender breakup of the 7,307 programme children from 268 village CSUs who benefited the rejuvenated Children's Programme in the 2018-19 school year:

	Children		Boys	Girls	SC	ST	BCM-A	BCM-B	General
Primary School (1-5)	2,810	35%	51%	49%	38%	13%	17%	31%	1%
Middle School (6-7)	1,672	23%	51%	49%	36%	15%	17%	32%	1%
High School (8-10)	2,812	38%	49%	51%	38%	15%	17%	30%	1%
College	13	-	77%	23%	23%	23%	15%	38%	-
Total	7,307	100%	50%	50%	37%	14%	17%	31%	1%

Without waiting for external grant, most of the 268 villages have each contributed ₹ 35,000 from their Sangha Funds to restart the rejuvenated Children's programme. With ₹ 88 lakh, they are met 40% of what they need for the 2018-19 school year.

Indoor & Outdoor Play material	10,000
Teaching aids, charts, etc.	5,000
Balakendra Teacher stipend	12,000
Rent & Electricity	6,000
Village Health Worker stipend	6,000
Basic Medicines	6,000
TOTAL	₹ 35,000

Every evening *Balakendras* were restarted in these 268 villages spread across 5 Taluks. Play and study material were distributed and a decent children's library is slowly being built up in each village. Balakendra Teachers and VHWs from each Taluk meet on a fixed day every month to review, receive basic teaching skills, discuss current health issues and collect their monthly supply of basic medicines, etc. Since we do not as yet have resources to appoint specialised support staff, these training are fairly basic and limited.

ADATS Field staff visit each *Balakendra* at least twice a month and monitor monthly progress in a digital format that covers all indicators contained in this document. Please see the Online Report annexed at the end of this document.

3. Problem Description

3.1. Focal Problem

For the past 2-3 decades, rural families see schooling as the only worthwhile investment to get themselves and their children out of poverty. They've broken out of caste-class ascribed roles and professions, and openly aspire to enter the emerging market economy. But the quality of education they receive does not prepare school finished and dropout youth for jobs or self-employment. The focal problem this project aims to address is:

“Poor Children do not receive Relevant & Effective Education in School and Outside”

3.2. Main Problems

3.2.1. Steady Deterioration in Quality of Teaching in Govt. Schools

Better off parents send their children to Pvt schools and dubious village “convents” in the belief that they'll impart better education, more so in English.

Poorer families copy the better-off and, in spite of having limited means, they too admit their children to these Pvt village schools. To an extent, they are able to do so since their poverty is “disguised”, even if not ameliorated, by State welfare and entitlements for food, shelter and employment – through handouts like PDS, school midday meals, *Anganwadis*, free houses, MG-NREGA wages, *et al.*

But initial admission costs and school fees are not the only demands made by Pvt schools. There are daily expenses and monthly recurring that poor families cannot afford. Their children have to constantly make do without. A severe inferiority complex develops. They do not mingle as equals with richer children in their own cohorts. Younger children don't get learning support of older ones. They either become demure and reticent, or brash and aggressive. It quickly becomes evident that 1st and 2nd generation children cannot keep up. They drop out from these Pvt schools.

Pvt school dropouts attempt to re-enter Govt. schools in their villages. But the medium of instruction, syllabus, portions covered, and style of teaching are all different. It's not just students who find it difficult. Periodic surges in classroom strength of Govt. schools also makes it unmanageable for school heads and teachers. Portions (syllabus) are not covered on time. The re-admitted children either under-perform or once again drop out when they fail the 8th Std. exams.

The *Sarva Shiksha Abhiyan* has not been effective in its implementation, even if ideas are relevant to current needs. This is largely because Parent Teacher Associations, which were supposed to garner mothers' aspirations, were not effective. With the best of intentions to make schooling child friendly and squarely put the onus of teaching on Teachers, annual exams were scrapped till the 8th Std. This backfired. 14-year-olds are not able to read 4th Std. text books.

These are just one set of issues that leads to a steady deterioration in the quality of teaching in Govt. schools.

Negative Effects

The negative effect is low learning levels. Even those who manage to cram, learn byheart and score decent marks, have little comprehension; bits of knowledge they imbibe are neither applied nor retained. It is hard to tell if those who “just pass” 10 years of schooling with miserable marks, but have a better street sense, are really worse off *in spite of and despite schooling*.

Lack of creative thinking and employable skills lands schooled youth in menial city jobs. Those who stay back in the district develop questionable associations with and get random income as sub agents of political touts and contractors. They are doomed to live on the periphery of the economy their whole lives long.

3.2.2. Affordable & Accessible Govt. School Infrastructure Not Fully Utilised

For 35 years, the Coolie Sangha had run a largely self-financed Children’s Programme that benefitted 64,609 children. 57% of them completed 10 years of schooling and another 16% are currently in school. From a horrible baseline where not a single Dalit or Tribal child ever crossed three years of school, more than 90% of school-age children in the 6-16 age group were retained for 10 full years. The bedrock of this effort, as we will repeatedly assert, was Mothers empowered to care for their children’s all-round development, including schooling and education.

In 2014, ADATS took a step back and the programme plateaued. A project discipline that ensured timely and repetitive actions with quality and consistency was soon lost. Mahila Meetings stopped exercising vigil and political control over schools. Political touts were quick to infiltrate School Development Management Committees (SDMC’s) and dip into substantial State allocations for village schools. Mothers lost control of their children’s education.

Corruption followed and, for the past 3-4 years, student entitlements like books, clothes, learning material, bicycles, etc. have not reached on time in more than 25% of Govt. schools. Annual health check-ups by government doctors and follow-up in specialised hospitals has become perfunctory. Supply of school essentials like funds to repair buildings, maintain playgrounds, buy sports material, and even basic teaching material like charts, maps, etc. have totally stopped in smaller, remote villages.

The problem is more in out-of-sight village Primary & Middle Schools where State allocations for improvement of infrastructure are dipped into. In 15% of High Schools, despite being in the public glare, even existing infrastructure is going to seed through non-usage and lack of maintenance.

Primary Schools		Middle Schools		High Schools		TOTAL	
Good	Bad	Good	Bad	Good	Bad	Good	Bad
149	54	80	34	33	6	262	94
73%	27%	70%	30%	85%	15%	74%	26%

Negative Effects

Govt. school teachers who connive with corrupt SDMC members, in spite of being better qualified and higher paid than Pvt school teachers, have lost identity, status and competence as Educators.

A “care a damn” inertia is gradually setting in the rest. Unchallenged and fatalistic acceptance of corruption is rapidly becoming the new norm. Even without a deep or critical analysis of the prevailing political economy, one witnesses a neo-liberal agenda to unabashedly pave the way for Pvt village schools (as has already happened in *Mofussil* towns and cities) through steady and systemic dismantlement of the credibility and contribution of Govt. schools.

Over time, this will result in a gradual phasing out of affordable and accessible quality schooling for the rural poor. Already, in a short span of 3 years, percentage of school-age children in school dropped from > 90% to 87% and the perfect sex ratio of post-puberty girl students in high school may slip if not safeguarded. These are trends that need to immediately be stopped and reversed.

3.2.3. 1st & 2nd Generation Children do not Receive Supplementary Education

ADATS did not properly gauge capabilities in the Coolie Sangha. We presumed that since they had sufficient Sangha Funds, as well as 35 years of experience in running their Children's Programme, they would be able to continue on their own. Meanwhile, State allocations to village schools substantially increased but, as just explained, the excellently conceived *Sarva Shiksha Abhiyan* failed to provide effective supplementary education.

With limited knowledge and capability, the Coolie Sangha was not able to conceptualise an education that was pertinent to current times and needs. Their teaching cadre was dismantled and every evening Balakendra activities stopped. School going children no longer had a nurturing environment to learn and play. Pedagogic value was lost without trained Balakendra Teachers using creative techniques.

Families attempted to educate their children on their own and failed. For 3 years, their Children's Programme got reduced to a "one-day activity" where scholarship amounts, a bun and a banana were distributed to thousands of children at each taluk headquarter, once every year. The emphasis shifted from Retention & Performance to mere Enrolment.

Negative Effects

Low quality schools, along with an absence of everyday activity has an extremely dangerous consequence. It doesn't forge a healthy grouping in school children. Cohesive groups, mentored by the likes of Balakendra Teachers, are very important to set boundaries and instil positive values in school children.

In its absence, atomised youth are forced to find their own paths; they do not have a self-regulating platform to together explore life choices in today's world. They engage in self-destructive activities and, soon after completing/dropping out of school, fall victim to extremist and divisive influences. The inherent and creative potential of an idealistic and passionate GenNext to uphold egalitarian, secular and democratic principles is tragically lost.

4. Project Objectives

4.1. Goal

School Finished Youth Readied for Jobs and Self-Employment

4.2. Purpose

Poor Children receive Relevant and Effective Education in School and Outside

4.3. Objectives

- A. Govt. School system Strengthened for Enhanced Relevance
- B. Learning made Effective through Supplementary Education

5. Argumentation for Need of the Project

5.1. Relevant & Effective Education

For the first 35 years, there was an admirable political assertion by empowered mothers who defied caste-class and gender ascriptions to make government schools work. This was interrupted for 3-4 years partly because Mahila Meetings got temporarily weakened, but more so because schooling was not seen to be relevant in the suddenly changed economy; it didn't lead to even menial and low paying city jobs. For a whole year, ADATS helped Coolie Sangha mothers critically analyse the overall political economy as well as their own deficiencies.

The programme restarted in the 2018-19 school year with a realisation that education needs to be pertinent to current needs:

i. Pedagogy & Curriculum:

Along with reinforcing the 3 R's learnt in school, qualified Education staff are needed to develop curriculum, train and capacitate Balakendra Teachers to also develop 4 C's (critical thinking, communication, collaboration and creativity).

ii. Specialised Staff & Training:

Coolie Sangha efforts were heavily augmented by specialised ADATS staff for the first 25 years. This left a strong Human infrastructure of committed/competent Case Workers and Balakendra Teachers. Now, for ADATS to continue providing critical direction, we need additional resources to once again employ specialised Education staff and take the effort to the next level.

iii. Re-motivating Mothers:

Weaker Mahila Meetings need to be re-motivated with confidence building support to Coolie Sangha mothers and, where needed, financial support provided to restart quality Balakendras.

iv. Jobs & Self Employment:

School finished youth need life skills as well as job training to be placed in city jobs. Micro enterprises need to be identified for thousands more to be gainfully employed in villages and *Moffusil* towns.

5.2. Universalisation of Elementary Education

Along with Right to Education, the *Sarva Shiksha Abhiyan* is a relevant response to current educational needs in the population. But bureaucrats and teachers alike did not have the mindset to appreciate the emphasis on PTA as instruments to capture Mothers' aspirations.²

The 35 year long Children's Programme of the Coolie Sangha, prided itself in being a political programme wherein mothers were empowered to take control of their children's education. This is exactly what is missing in the government's landmark programme and will be brought back by Mahila Meetings.

5.3. Symbiosis between Children's Programme & the Coolie Sangha

Resuming the children's programme needs to simultaneously be viewed as re-establishing cohesive unity in the Coolie Sangha as a whole – beyond just a functional unity in Mothers. Without a powerful community that support their development and ensures services from the State, children cannot advance themselves. *Inter-alia*, the Coolie Sangha needs regular, ongoing and everyday village level activities to gain visibility, ensure discipline, and establish socio-political presence.

Caring for children calls on the ability of parents, extended families and immediate communities to act like capable adults; as protectors, nourishers and developers. Children are sensitive to roles played and positions occupied by adult family members. The substantial status and dignity that the Coolie Sangha gave its members provided the backdrop for initiating a solid and meaningful work

² Please see the ASER 2016 Report at http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202016/aser2016_nationalpressrelease.pdf

with their children; an endeavour where parents participated as capable adults. Positive identity provided by the Coolie Sangha placed parents in a congenial role *vis-à-vis* their children.

This was why their largely self-financed efforts made remarkable achievements for 35 long years. And this is what was in danger of slipping for 3 years when the programme plateaued and became ordinary.

5.4. Jobs & Employment

5.4.1. Jobs

Parents' aspirations for children are justifiably influenced by today's materialist expectations. It is quite natural that they want their children to find jobs in the prevailing economy. But village youth are at a relative disadvantage from the word Go. Without a thought through and concerted effort at relevant and effective education through regular and supplementary schooling, they will only get menial jobs.

Schools do not teach rational and creative thinking. Mugging up a few lessons and scoring marks does not impart knowledge. Individual effort and narrow, self-centred competitiveness do not prepare complementary teams for learning. Picking up a smattering of pidgin English in Pvt village schools will not give any advantage. Facilitation, handholding, skill training and the like, as last-minute add-ons, will not realise dreams that cannot be.

Yet, we need to cater to aspirations as best we can. As long as city jobs, *in their perception*, are more paying, more exciting and humanising than life in a failed subsistence cultivation, they need to be pursued.

In the emerging neoliberal economy, only those jobs involving *manual, non-routine tasks* will be available for school finished rural youth. But handling even these unskilled non-routine jobs requires a modicum of creative thinking. Creativity is a cognitive ability that only supplementary education can impart. This project will make learning effective through supplementary education.

5.4.2. Employment

The real solution in today's political economy lies in creating Employment opportunities which are very different from government jobs, factory jobs, and company jobs. A job is something one does simply to earn money. Earnings from employment are not the same as *salary* or *wages*. Rural youth must be assisted to discover opportunities and undertake economic ventures. They must be taught to endeavour and enjoy mastery over themselves.

Increasing self-esteem and instilling self-confidence need to be the cornerstones for schooling and education.

But this alone is not enough. It needs the involvement of creative business leaders. ADATS needs to stay in constant touch with forward-thinking business ideas and capital, and the Coolie Sangha has to be quickly flexible to adapt and prepare/ready school finished youth to service these ideas.

5.4.3. New Age Economy

The cliché goes that children are the future of tomorrow. This is not quite true, except perhaps in a wistful and idealistic way. The future will happen, irrespective of what the next generation wants, influenced by forces of history that are better discerned *after* the event. Our task then is to anticipate what this future will look like, as best we can, and ready the next generation to fit in.

ADATS needs to look beyond the current neoliberal economy of today and prepare rural youth for what comes next. In part, the future will continue in the exact same manner as the present. So there certainly is some purchase in preparing schooled youth to do exactly what today's employed population is doing.

But another significant chunk of the future will be in a climate friendly new-age economy of tomorrow. That is where we will be able to provide livelihood opportunities to local communities. We will need to collaborate with many forward-thinking business leaders and understand how they are reimagining and reinvesting the next economy of tomorrow.

Elsewhere we have argued that small and poor peasant families can get integrated into this new-age economy by providing vital environmental services to society at large, enabling life with dignity and assured income. There are also “opportunities from glut” that businesses are now exploring.

5.5. Scale & Impact

Such ambitious goals, to participate in and contribute to a realigned economy, needs scale and impact. Chickballapur district is propitiously placed close to a fast-growing metropolis, whose lateral expansions of new and uncharted directions – a “futurist” footprint, if you will – can immediately influence this part of the countryside.

The Coolie Sangha has built social capital in a large expanse covering most of the district. Even if socio-political presence fluctuates year to year, a minimum of 40% of the villages have continually been active, on an everyday basis, for 4 long decades.

This Project, with a coverage of 13,177 children from 14,600 families in 439 villages will contribute the scale needed for an ambitious impact.

6. Logical Framework Analysis (LFA)

6.1. Goal, Purpose & Outputs

INTERVENTION LOGIC	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
DEVELOPMENT GOAL			
<input type="checkbox"/> School Finished Youth Readied for Jobs and Self-Employment	<ul style="list-style-type: none"> ▪ Increased self-esteem in schooled youth 	⇒ > 50% clear tests on Rosenberg Scale	<ul style="list-style-type: none"> ▪ External Evaluation to be conducted mid and end of project
	<ul style="list-style-type: none"> ▪ Increased self confidence in schooled youth 	⇒ Participatory Impact Assessment (PIA) with children	
	<ul style="list-style-type: none"> ▪ 20% of schooled youth pick and choose respectable city jobs 	⇒ Average salaries earned in city jobs (gender disaggregated) verified in annual Effects Monitoring exercise at Gram Panchayats	<ul style="list-style-type: none"> ▪ Data collected in annual Effects Monitoring exercises at Gram Panchayats
	<ul style="list-style-type: none"> ▪ 25% of school finished youth find productive employment in and around their villages 		
	<ul style="list-style-type: none"> ▪ 25% of school finished students gain college admission 	⇒ InfoNeeds Reports	
<ul style="list-style-type: none"> ▪ Cohesive groups, mentored by Balakendra Teachers, ensure project villages enjoy communal harmony 	⇒ Powerful Case Studies of school children’s positive interventions		

PROJECT PURPOSE			
□ 13,177 Rural Children Receive Relevant & Effective Education in School and Outside	▪ 100% enrolment of school-age children in Govt. schools	⇒ <i>InfoNeeds</i> Reports	▪
	▪ Over 95% retention of children from Coolie Sangha families for 10 years of schooling	⇒ Real-time Attrition Rate Reports generated by <i>InfoNeeds</i>	
	▪ Sex parity maintained in primary, middle and high school classes	⇒ <i>InfoNeeds</i> Reports	
	▪ Average age at marriage of girls more than statutory minimum	⇒ Annual Effects Monitoring exercise at Gram Panchayats	
PROJECT OUTPUTS			
A. 439 Government School System Strengthened for Enhanced Relevance	A.1. Number of successful/ failed contests by Coolie Sangha Mothers to School Development Management Committees (SDMC)	⇒ Critical analysis of data from and observations made in Annual Effects Monitoring exercise at Gram Panchayats	▪
	A.2. Portions (syllabus) covered 4 weeks before school year-end in all 439 Govt. schools	⇒ Balakendra Teacher records	▪ Under new guidelines, mandatory to promote students for 8 years; schools don't take annual exams seriously
	A.3. Improved comprehension & knowledge retention	⇒ Annual subject-wise assessment of 13,177 programme children by Balakendra Teachers entered into <i>InfoNeeds</i>	
	A.4. All extra-curricular activities conducted	⇒ Date-wise listing of sports, debates & other extra-curricular activities conducted in Govt. schools	▪
	A.5. Mothers support Govt. School Teachers to get school essentials & student entitlements	⇒ Number of successful/ failed contests by Coolie Sangha mothers to School Development Management Committees (SDMC)	⇒ School-wise register of additional essentials obtained in each school-year
		⇒ List of children who did <u>not</u> receive books, clothes, bicycles or any other entitlements on time, with reasons and action taken	
B. Learning made Effective through Supplementary Education	B.1. Every evening Balakendras conducted every year, in 439 village, against plan and time-table	⇒ Balakendra Attendance Registers perused in monthly meetings and entered into <i>InfoNeeds</i>	▪

	B.2. 439 Balakendra Teachers use creative teaching techniques	⇒ Project Coordinators & Field Staff assessment at end of monthly Balakendra Training sessions	▪
	B.3. Limited and need based scholarships with Sangha Funds	⇒ Financial statements of village Coolie Sangha Units	▪

6.2. Activities

ACTIVITY	PROJECT COST: DETAILS	AMOUNT
A. GOVERNMENT SCHOOL SYSTEM STRENGTHENED FOR ENHANCED RELEVANCE		
A.1. MOTHERS REGAIN CONTROL OVER CHILDREN'S EDUCATION		
A.1.1. Coolie Sangha Mothers contest elections and take control of SDMC's in all 439 Govt. schools		
A.1.1. List what is missing in Govt. schools and, together with Teachers, make efforts to rectify deficiencies		
A.1.2. Get additional Teachers appointed in schools with bad student-teacher ratio		
A.1.3. 439 Balakendra Teachers keep attendance of Govt. Teachers and hold them accountable to Mahila Meetings/SDMC's		
A.1.4. 439 Mahila Meetings/SDMC monitor timely completion of syllabus in respective schools		
A.1.5. Govt. Teachers conduct special coaching for under-performing children before annual exams		
A.1.6. Ensure that Govt. Teachers attend all Govt. organised teacher training programmes in the district		
A.1.7. 439 Mahila Meetings and Govt. Teachers together solve genuine problems in the Midday Meals scheme		
A.1.8. 439 Balakendra Teachers monitor Anganwadis quality and prevent misuse		
A.1.9. 439 Mahila Meetings solve genuine problems of Anganwadis		
A.2. ADMIT AND RE-ADMIT CHILDREN IN SCHOOL		
A.2.1. Collect Marks Cards of 13,177 programme children and update the ADATS/ Coolie Sangha digital monitoring system		
A.2.2. Identify out-of-school children, admit/ re-admit and update database		
A.2.3. Counsel age-at-puberty girls to continue schooling		
A.2.4. List all Physically Challenged children and admit them in regular and special schools		
A.3. DELIVERING STUDENT ENTITLEMENTS		
A.3.1. Obtain texts, notes, workbooks, clothes, learning material and Govt. scholarships for 13,177 programme children		

A.3.2. Mahila Meetings identify deserving children and give out 3,367 scholarships from Sangha Funds	Scholarships for 3,000 Middle & High School children in 1 st year, and 10% more in subsequent years @ average of Rs 500 per student	91,650
A.4. FULLY UTILISING SCHOOL INFRASTRUCTURE		
A.4.1. Repair school building, construct compound walls, maintain playgrounds, toilets, etc.		
A.4.2. Constantly monitor, on an everyday basis, availability of clean drinking water in all classrooms		
A.4.3. Identify encroached upon playgrounds and get them back through negotiation, struggles and legal action.		
A.4.4. Obtain necessary teaching aids, charts, maps, etc. from Block Education Offices		
A.4.5. Ensure that school sports, debates, and extra-curricular activities are conducted on daily/weekly/monthly basis, as per school curriculum		
A.6. PRE-PRIMARY HEALTH CASE		
A.6.1. Mahila Meetings select 439 Village Health Workers	Stipends for 300 VHWs in 1 st year and 10% more p.a. in subsequent years @ Rs 500 p.m.	1,09,89,180
A.6.2. Mahila Trainers train/refresh skills for VHWs to render First Aid and dispense simple medicines supplied every month	Basic medicines for 300 VHWs in 1 st year and 10% more p.a. in subsequent years @ Rs 500 p.m.	1,09,89,180
A.6.3. Send VHWs in small batches to Church & Govt. Hospitals for week-long practical experience in child delivery and post-natal care		
A.6.4. Ensure that Govt. doctors conduct annual Health Check-ups of 13,177 programme children and provide follow-up treatment		
A.6.5. VHWs encourage women to report reproductive and other ailments, determine seriousness and take to Health Camps organised by specialised hospitals		
A.6.6. VHWs follow up on home treatment prescribed in Health Camps		
A.6.7. VHWs accompany referred cases for hospitalisation/surgery		
B. LEARNING MADE EFFECTIVE THROUGH SUPPLEMENTARY EDUCATION		
B.1. CONDUCTING 439 BALAKENDRAS		
B.1.1. Mahila Meetings select young and motivated women as Balakendra Teachers;	Stipends for 300 Balakendra Teachers in 1 st year and 10% more p.a. in subsequent years @ Rs 2,000 p.m.	4,39,56,720
B.1.2. Taluk Coordinators check whether selected candidates meet project criterion and appoint Balakendra Teachers		
B.1.3. Balakendra Teachers arrange physical logistics	Vacate and Repair 63 Coolie Sangha owned Balakendra buildings @ Rs 10,000 each	10,00,000
	Rent for the remaining 239 Balakendras @ Rs 500 p.m.	79,89,180
	Electricity bills of 300 Balakendras in 1 st year and 10% more p.a. in subsequent years @ Rs 500 p.m.	1,09,89,180

B.1.4. Supply play and learning material to 439 Balakendras	Toys, games, quizzes, sports material and other material for 300 Balakendras in 1 st year and 10% more p.a. in subsequent years @ Rs 10,000 p.a.	1,83,15,300
B.1.5. Hold Balakendra activities for 2-3 hours every evening as per timetable with outdoor games, creative activities and academic learning		
B.1.6. Take High School children to museums, planetarium, science centres, solar parks, etc on day-long study tours	Bus fare and entry fees for 900 children in 1 st year and 10% more p.a. in subsequent years @ Rs 250	13,73,648
B.1.7. Conduct bi-monthly training for 439 Balakendra Teachers at respective Taluk headquarters	6 two-day Balakendra Training sessions for 300 Balakendra Teachers in 1 st year and 10% more p.a. in subsequent years @ Rs 250 p.d. x 2 days	54,94,590
	Teacher Trainer Fees	3,60,000
B.1.8. Field Staff visit Balakendras once a week to sort out village specific problems		
B.1.9. Taluk Coordinators visit Balakendra Teachers once a month to clarify doubts and enhance teaching skills		
B.1.10 Conduct inter-Area competitions and celebrate Children's Day every year in each Taluk	18 Inter-Area Sports Days every year @ Rs 5,000 x 5 years	4,50,000
	5 Children's Day celebrations @ Rs 25,000 x 5 years	6,25,000
B.2. SKILL TRAINING & JOB PLACEMENT		
B.2.1. Negotiate with factory job placement institutes and Bangalore based NGOs		
B.2.2. Impart life skills and job orientation for 1,250 school finished youth	5 batches of 50 youth x 25 days @ Rs 100 x 5 years	31,25,000
B.2.3. Field Staff solve settling down problems and help with finding accommodation in cities		
C. SALARIES & ADMINISTRATION		
C.1. Project Goals, Purpose & Objectives shared, and Stakeholder roles clarified		
C.2. Recruit and orient 4 Extension Workers, 8 Case Workers and 4 Mahila Trainers	Salary of 1 Education Officer @ Rs 40,000 p.m.	24,00,000
	Salary of 4 Extension Workers @ Rs 25,000 p.m.	60,00,000
	Salary of 8 Case Workers @ Rs 15,000 p.m.	72,00,000
	Salary of 4 Mahila Trainers @ Rs 15,000 p.m.	36,00,000
	Travel & field expenses for 17 staff @ Rs 3,500 p.m.	35,70,000
C.3. 10% Admin & Overheads	Electricity, internet, mobile recharge, stationery, postage and other overhead costs	1,47,58,463
TOTAL		₹ 16,23,43,090

7. Project Budget

Log Ref		Units per year					Rate	Months	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
		1st	2nd	3rd	4th	5th								
A.3.2.	Need based Scholarships	3,000	3,300	3,630	3,993	4,392	500		15,00,000	16,50,000	18,15,000	19,96,500	21,96,150	91,57,650
A.6.1.	VHW Stipends	300	330	363	399	439	500	12	18,00,000	19,80,000	21,78,000	23,95,800	26,35,380	1,09,89,180
A.6.2.	Monthly supply of Basic Medicines	300	330	363	399	439	500	12	18,00,000	19,80,000	21,78,000	23,95,800	26,35,380	1,09,89,180
B.1.2.	Balakendra Teacher Stipends	300	330	363	399	439	2,000	12	72,00,000	79,20,000	87,12,000	95,83,200	1,05,41,520	4,39,56,720
B.1.3.	Repair CS owned buildings	100	-	-	-	-	10,000		10,00,000	-	-	-	-	10,00,000
B.1.3.	Balakendra Rent	200	230	263	299	339	500	12	12,00,000	13,80,000	15,78,000	17,95,800	20,35,380	79,89,180
B.1.3.	Balakendra Electricity	300	330	363	399	439	500	12	18,00,000	19,80,000	21,78,000	23,95,800	26,35,380	1,09,89,180
B.1.4.	Play & Learning Material	300	330	363	399	439	10,000		30,00,000	33,00,000	36,30,000	39,93,000	43,92,300	1,83,15,300
B.1.6.	Science Tours	900	990	1,089	1,198	1,318	250		2,25,000	2,47,500	2,72,250	2,99,475	3,29,423	13,73,648
B.1.7.	Balakendra Teacher Training	300	330	363	399	439	500	6	9,00,000	9,90,000	10,89,000	11,97,900	13,17,690	54,94,590
B.1.7.	Teacher Trainer Fees	4	4	4	4	4	3,000	6	72,000	72,000	72,000	72,000	72,000	3,60,000
B.1.10.	Area level Sports Days	18	18	18	18	18	5,000		90,000	90,000	90,000	90,000	90,000	4,50,000
B.1.10.	Children's Day celebrations	5	5	5	5	5	25,000		1,25,000	1,25,000	1,25,000	1,25,000	1,25,000	6,25,000
B.2.2.	Life Skill Training & Job Placement	250	250	250	250	250	2,500		6,25,000	6,25,000	6,25,000	6,25,000	6,25,000	31,25,000
C.2.	Salary of 1 Education Specialist	1	1	1	1	1	40,000	12	4,80,000	4,80,000	4,80,000	4,80,000	4,80,000	24,00,000
C.2.	Salary of 4 Extension Workers	4	4	4	4	4	25,000	12	12,00,000	12,00,000	12,00,000	12,00,000	12,00,000	60,00,000
C.2.	Salary of 8 Case Workers	8	8	8	8	8	15,000	12	14,40,000	14,40,000	14,40,000	14,40,000	14,40,000	72,00,000
C.2.	Salary of 4 Mahila Trainers	4	4	4	4	4	15,000	12	7,20,000	7,20,000	7,20,000	7,20,000	7,20,000	36,00,000

C.2.	Travel & Field expenses	17	17	17	17	17	3,500	12	7,14,000	7,14,000	7,14,000	7,14,000	7,14,000	35,70,000
C.3.	10% Admin & Overheads								25,89,100	26,89,350	29,09,625	31,51,928	34,18,460	1,47,58,463
Total									2,84,80,100	2,95,82,850	3,20,05,875	3,46,71,203	3,76,03,063	16,23,43,090
15% Sangha Funds									28,48,010	29,58,285	32,00,588	34,67,120	37,60,306	1,62,34,309
CSR									2,56,32,090	2,66,24,565	2,88,05,288	3,12,04,082	3,38,42,756	14,61,08,781



