

VASS Effects Monitoring Report - Super

GENERAL INFORMATION

Total Villages in the Programme	227	100%
Villages being monitored	204	90%
Member Families	6,228	
No of School-age Children (5-16 yrs)	8,798	100%
Children receiving Programme Benefit	6,960	79%

	Children		Boys	Girls	SC/ST	Middle	Upper
Primary School (1 to 5)	2,763	40%	50%	50%	64%	15%	21%
Middle School (6 to 7)	1,621	23%	51%	49%	65%	16%	19%
High School (8 to 10)	2,159	31%	57%	43%	61%	15%	24%
PUC	297	4%	64%	36%	58%	10%	32%
Degree	106	2%	78%	22%	72%	8%	20%
Diploma/Other	11	0%	100%	0%	45%	27%	27%
NFE	1	0%	100%	0%	100%	0%	0%
Total	6,958		53%	47%	63%	15%	22%

No of Schools		288	100%
Primary Schools	144	50%	
Middle Schools	86	30%	
High Schools	58	20%	



Hide All Activities



Hide All Sub Effects Monitoring

A. GENDER EQUITY ESTABLISHED FOR THE GIRL CHILD & DISADVANTAGED GROUPS

ACTIVITIES

A.1. Admitting Girl Children into School when they are 6 years old (Village compilation)

In most villages, parents themselves admitted school-age children to school. In a few villages, birth certificates were a problem since most parents had not recorded the birth of their children. However, Government school teachers were convinced to adjust and admit them.

In some cases, Balakendra Teachers had to collect child lists from the Anganwadis (Under-5 Crèches) and identify children who were not in school. They informed the Mahila Meetings who put pressure on parents to make fresh school admissions.

A.2. Counselling families and retaining Girl Children in High School (Village compilation)

Balakendra Teachers identified girls who were withdrawn from school when they "came of age" and informed the Mahila Meetings. Mahila Meetings were able to pressurize parents and readmit many of them. In spite of Mahila Meeting pressure being "successful", a handful of girls lost out on this 2004-05 academic year because they were too late – wrangling with parents had taken far too long.

>> A couple of girls who could not be readmitted were sent for tailoring training at Bangalore.

>> 4 girls are at home because there are no Urdu High Schools nearby and their parents cannot afford travel expenses.

But an unexpectedly large number of girls could not be sent back to school with the girls themselves unwilling to continue schooling. They gave lame excuses saying they had no proper dresses, could not do well in studies, felt insecure about travelling, etc. Mahila Meetings could not find (often financial) solutions within their limited means.

A handful of CSUs were unmindful of the problems of girl children.

A.3. Preventing early marriage (Village compilation)

In a few stray cases, Balakendra Teachers noticed parents making arrangements for under-age marriages. These 9 cases were immediately discussed in Mahila Meetings and parents persuaded not to get their daughters married till they were 18 years old.

These were few and far between. Due to long indoctrination in the Coolie Sangha, most parents opposed early marriages in any case.

>> In just 1 village, an under-age marriage could not be stopped because the 15 year old girl was already pregnant.

A.4. Listing all Physically Challenged Children and admitting them in regular and special Schools (Taluk compilation)

Very few Physically Challenged children were found to be out of school. The respective Mahila Meetings took up this issue, convinced parents and succeeded in admitting them to regular village schools.

Special sessions were conducted in August 2004 to sensitise Siddalaghatta Balakendra Teachers on the needs of Physically Challenged children. At the end of it, they were asked to go back to their villages and make lists of out-of-school Physically Challenged children in their villages. 2 cases were identified and readmitted through this extensive exercise.

Village Health Workers and Mahila Meetings were even more confused. They were not sure as to who should be considered as Physically Challenged. Should they, for example, include patients with accident injuries? Such confusion even led to unnecessary squabbles with District health authorities who had to issue certificates. The Siddalaghatta Field Assistant (who doubled as VASS Extension Worker during this reporting period) had to patiently train them in their respective villages.

>> The Field Assistant collected addresses of special schools from the internet and contacted concerned school authorities in Bangalore. He then convinced parents to admit 2 boys at a Blind School.

Unfortunately similar exercises were not conducted in the other 2 taluks. As a result, activities were rather ad hoc in nature, depending solely on respective Balakendra Teachers and Mahila Meetings. There is a definite need to sensitise all VASS Staff on Disability issues.

A.5. Providing special career counselling for High School Girls (Taluk compilation)

Extension Workers used their personal contacts to contact various other institutes and gather information of different skill training courses available at Bangalore. This information was shared with Balakendra Teachers during their monthly meeting/ training sessions.

Similarly, they established personal contact with the Personnel Departments of some garment industries and were able to place 16 out-of-school girls to various factory jobs.

A.6. Monitoring cases of discrimination against minority groups, Girls, and Physically Challenged. (Taluk compilation)

While no case of blatant discrimination was detected in any village, Extension Workers did not conduct any systematic monitoring. Instead they depended on their extensive and exhaustive personal contact with CSU Members and others in the villages to an opinion.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	117 Villages (52%)
Successes	57 Children from 44 Villages; 9 Marriages from 9 Villages; 20 Youth from 9 Villages
Partial Successes	7 Children from 6 Villages; 46 Youth from 38 Villages
Failures	90 Children from 53 Villages; 3 Youth from 1 Village
Attitudinal Problems	4 CSUs

It would be trite to suggest that sexual discrimination has been stopped and the caste system abolished through efforts of an NGO programme. Sustained Results can be claimed only when gender just trends are maintained for many generations, through persistent and unrelenting attention. This Effects indicator is therefore a sentinel which has to stay in place for a very long time in any Strategic Plan. The below Results should therefore be read to reflect current PRACTICES in programme villages, rather than as a cultural statement on patriarchy.

>> Finally, and at long last, we can claim that far less girls are withdrawn from school when they are 12-13 years old. Drop-out rates of girls at the age of puberty have plummeted from 41% in 2001-02 to 28% at present. This Result owes more to years of gender emphasis within the Coolie Sangha than to the nascent 6 month old VASS Programme.

>> There have been no cases of under-age marriage for the past 6 months. But it would be an empty boast to claim any great cultural change. The sad truth is that 9 parents did attempt to "fulfil their duty" by marrying off young girls and ridding a responsibility. The number could be higher since only half the programme villages were monitored by the respective Balakendra Teachers.

>> Insofar as retaining youth (boys and girls) in school, it is only now that we are beginning to see concrete Results with an absolute fall in the number of young people out-of-school. In 2001-02, 39% of the 12-16 year old population was out of school. Now the figure is 26%. But if there is any slip in fresh school admission and retention of 6 year olds, the out-of-school youth problem will resurface.

>> On the minus side, we recognise a definite need to sensitise ourselves on Disability issues and problems faced by Physically Challenged children. Results obtained up until now have been rather ad hoc.

A.1. Proportion of Girls not withdrawn from School at puberty

Historical Baseline

We have datamined our computerised databank to extract figures for young girls (12 to 16 year olds who have crossed the age of puberty) from the 226 VASS Programme villages. There is a healthy drop in the out-of-school figures. It was 41% in 2001-02, 38% in 2002-03, 36% in 2003-04, and currently stands at 28% in 2004-05.

Comparative figures for out-of-school youth as a whole (i.e. boys as well as girls) are lower at 39%, 37%, 34% and 26% respectively. This shows that it is a bigger problem for girls to go to High School than for boys.

Primary data collected from Balakendra Teachers substantiate this finding. In the 3 year period before the VASS Programme was initiated, they have identified almost half the 12-16 year old girls whom we found to be out-of-school in our database. Balakendra Teachers claim that a total of 294 girls were withdrawn from school as soon as they "grew up". This occurred in 178 of the 226 villages, showing that there was a rampant propensity. No caste or community was exempt. 165 were SC/ST children, 102 belonged to other Castes/Communities and 27 were Muslims. 2 were Physically Challenged.

Results (as on 31 Dec 2004)

Successes = 33; Partial Successes = 7; Failures = 84; Attitudinal Problems = 3;

Readmitted to school = 33 Children from 29 Villages; Enrolled in NFE Classes = 1 Child from 1 Village; Attending only Balakendra = 6 Children from 5 Villages; Could not readmit - Parents not agreeing = 14 Children from 11 Villages; Could not readmit - Child beyond learning = 34 Children from 17 Villages; Fresh drop out during the reporting period (i.e. not from Baseline) = 36 Children from 23 Villages; Not concerned with girl child = 3 CSUs;

A.2. Zero cases of marriages of Girls below the age of 18

Historical Baseline

Primary data collected from Balakendra Teachers show that in the 3 year period before this Programme was initiated, 72 girls from 55 villages got married under-age. Gender disaggregated data is available only from Chickballapur where 8 girls belonged to SC/ST and 4 belonged to Middle Castes.

Results (as on 31 Dec 2004)

Successes = 9;

Mahila Meeting prevented = 9 Marriages from 9 Villages;

A.3. 50% Attendance of not-in-school over-12-year-old Children in NFE classes

Historical Baseline

Secondary data for these 226 VASS Programme villages, mined from our computerised database, show that the number of youth who are out-of-school has been steadily decreasing.

>> In the academic year 2001-02 there were 1,072 youth (39% of the 12 to 16 year old population) out of school

>> In 2002-03 the numbers rose to 1,328 but percentage fell to 37% since the total number of youth in school increased.

>> In 2003-04 numbers once again rose to 1,495 and percentage figures again fell to 34%.

These figures show that there is no panacea to solve the problem overnight. The sad truth is that once young people fall out of school, they tend to stay out and miss out. It is a malaise that has to be prevented, not cured. There is no easy way out. Systematic slog to place children in school and ensure that they do not drop out is the only "trick" that works.

>> Finally in 2004-05, due to years of slog by the village CSUs, there is a fall in numbers as well as percentage figures. Presently 1,226 youth (26%) are not in school.

We have, under A.1., given gender disaggregated data to show that the problem is slightly worse for girls.

Results (as on 31 Dec 2004)

Successes = 20; Partial Successes = 46; Failures = 3;

Over-age children attending NFE Classes = 20 Youth from 9 Villages; Over-age children attending only Balakendra and not NFE = 46 Youth from 38 Villages; Over-age children not attending NFE Classes = 3 Youth from 1 Village;

A.4. Zero drop-out of Physically Challenged Children from regular/ special Schools

Historical Baseline

Primary data collected from Balakendra Teachers show that in the 3 year period before this VASS Programme was initiated, 43 Physically Challenged children from 35 villages dropped out of school. Their parents did not think it important to educate them. Gender disaggregated data is available only from Chickballapur taluk. 17 were SC/ST children, and 4 belonged to the other

Castes and communities.

However, statistical data for the whole of India shows that 6.1% of rural households have at least 1 Physically/ Mentally Challenged person at home. 6,228 Normal Member families in 226 villages under the VASS Programme should have approximately 380 persons or 128 school-age children - i.e. 3 times the number identified by Balakendra Teachers. Where are they? Is our baseline reflecting only the out-of-school? Are the remaining children already in school? We do not know.

Questions arising from a baseline analysis point to a definite need to sensitise ourselves on the problems of visually impaired, movement impaired, hearing impaired, speech impaired and mentally challenged children.

Results (as on 31 Dec 2004)

Successes = 24; Failures = 6; Attitudinal Problems = 1;

Admitted/ re-admitted Physically Challenged child to regular school = 23 Children from 20 Villages; Admitted/ re-admitted Physically Challenged child to special school = 1 Child from 1 Village; Could not assist a Physically Challenged child = 6 Children from 6 Villages; Not concerned with Physically Challenged children = 1 CSU;



Hide Sub Effects Monitoring

B. GOVERNMENT SCHOOL INFRASTRUCTURE IMPROVED

ACTIVITIES

B.1. Surveying 232 Government Schools for availability buildings, blackboards, and teaching material (Area compilation)

Case Workers did not conduct the survey at the beginning of the VASS Programme because they were busy with various other setting up activities. They visited all schools and collected detailed information which was fed into our computerised databank only at the time of writing this first Effects Monitoring Report, in January 2005.

Instead, an ad hoc approach was taken by individual Balakendra Teachers who visited government schools, found what was lacking, and took action at the village level.

B.2. Arranging temporary and/or permanent solutions for Government Schools without adequate infrastructure (Area compilation)

During their daily village visits, Case Workers made it a point to visit government schools where programme children were studying. They found some schools using firewood instead of LPG gas stoves to cook mid-day meals. There was a clear provision in the government mid-day meal scheme to use LPG gas stoves which are cleaner and safer. Case Workers encouraged village CSUs to take up the issue and ensure that government School Heads got LPG connections.

Irregularities in the supply of mid-day meal provisions were identified by various CSUs. Most village CSUs went about rectifying these wrongdoings on their own. But in some villages, Case Workers had to embolden CSU Representatives to approach Block Education Officers at their respective Taluk headquarters for timely supply of provisions, etc. For some weeks after problems were solved, Case Workers continued to keep vigil on the quality and quantity of food supplied in these "politically weak" CSUs.

In another 17 "politically weak" village CSUs, Case Workers had to pressurise School Development & Monitoring Committee (SCMC) members to arrange water drums in the schools as a stop gap measure till the government made permanent arrangements.

In villages where government schools did not have their own playgrounds, Case Workers joined Balakendra Teachers and CSU Members to negotiate with friendly Ryots and arranged for children to

play on private lands during non-crop months.

In a few cases, Case Workers had to themselves threaten School Heads that they would complain to Block Education Officers when they found toilets kept locked and used only by women Teachers. These were common toilets built by the government for girl students as well as women Teachers.

B.3. Solving genuine grievances and improving performance of 232 Government appointed Anganwadi Teachers (Village compilation)

In a majority of the villages, Anganwadis functioned properly. However there were stray case where Balakendra Teachers and CSU Members had to warn irregular Anganwadi Teachers.

Balakendra Teachers were more or less free in the day time when children went to school. They befriended Anganwadi Teachers and helped reduced their work load. They assisted them to prepare for cultural activities, make surveys, ask parents to bring their babies themselves when Ayahs were absent, etc.

Some Balakendra Teachers went so far as to check medical records of children in Anganwadis - whether they were genuinely maintained or just perfunctory. They informed women about food grains they were eligible to get from Anganwadis when pregnant, and even educated pregnant women on the need to take timely injections.

Balakendra Teachers discussed with Primary School Teachers and made temporary arrangements to cook in the school compound wherever Anganwadi buildings were in a very bad condition.

A big problem faced in some villages was restricted admission into the Anganwadis. Children sent back from the Under-5 Crèches for want of facilities/ supplies. Balakendra Teachers and Anganwadi Teachers together approached the CDPO to expand capacity.

There were several instances of Balakendra Teachers and Mahila Meetings tackling specific problems to improve performance:

>> In 472 Angatta CSU, children coming back from the Anganwadi Centre faced a serious monkey menace. The Balakendra Teacher requested the Ayah (Under-5 Crèche worker) to personally accompany children back to their houses. When the Ayah refused, she informed the Mahila Meeting who took immediate action to ensure the safety of children.

>> In a lone case, a Balakendra Teacher noticed that Harijana children were not given opportunity to partake in cultural programmes. She complained to the CDPO authority. The Anganwadi Teacher buckled down and now involves all children without discrimination.

>> In 1 village Balakendra Teacher noticed food poisoning because of the Ayah's carelessness on 2 occasions. She informed the Mahila Meeting immediately and threatened her of complaining to CDPO Authority.

B.4. Preventing misuse of food grains and material supplied to 232 Government run Anganwadis (Village compilation)

Mahila Meetings were vigilant on the functioning of Anganwadis. Irregularities like Anganwadi Teachers not giving allotted quantity and variety of food, etc. were initially brought to the notice of the government set up "Bala Vikasa Committee". When that failed, Cluster Functionaries put pressure on the CDPO to take action. In some villages, Balakendra Teachers pressurised Anganwadi Teachers to replace old and expired medicines with fresh stocks. Struggles they took up include:

>> Mahila Meetings locked up Anganwadi Centres where Teachers misused food grains supplied for children, and threatened to get them suspended. These Teachers were allowed to continue only after they owned up and apologized in the Mahila Meetings.

>> In 445 Marlakunte the Anganwadi teacher cheated by giving less-than-prescribed quantity of food grains to a pregnant woman. The Mahila Meeting successfully intervened.

>> In 303 Ankanagondi CSU, Mahila Meeting got the Anganwadi Teacher suspended because she cooked food in a very unhealthy manner.

>> In 521 Nandanahosahalli, a Balakendra Teacher noticed that food grains stock was kept in the Anganwadi Teacher's house and informed Mahila Meeting. Mahila Meeting took up the issue and ensured that food grains are stocked in the Anganwadi centre.

>> In 668 Kothapalli the Anganwadi Teacher was irregular and misused food grains. The CSU Members warned her and ensured that Anganwadi was run regularly and food grains were not misused.

>> In a few villages, Anganwadi Teachers were found taking bribes to write the minutes of 'Sthree Shakthi' meetings - a prerequisite for women to obtain small loans under a government scheme. Mahila Meetings immediately intervened.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	193 Villages (85%)
Successes	10 Rooms from 9 Villages; 57 Schools from 57 Villages; 377 Villages
Partial Successes	43 Teachers from 18 Villages; 62 Sets from 20 Villages; 191 Rooms from 102 Villages; 293 Villages
Failures	4 Villages
Attitudinal Problems	37 CSUs

The government has good plans and ample resources to improve school infrastructure. But these stay unimplemented unless there is pressure from the bottom up. The Coolie Sangha has played an effective and responsible role in this regard. They have acted with a judicious mix of rights based struggles balanced with constructive cooperation. Many innovative solutions have been found to temporarily solve problems till permanent infrastructure is installed.

>> 218 schools (75%) have enough classrooms and 162 (56%) have adequate furniture. 10 more schools have classrooms under construction and so this can be considered a partial Result. 55 schools (19%) have applied to the government, but this Result is still in the pipeline.

>> 188 schools (65%) have playgrounds of their own, and 25 village CSUs have made arrangements with Ryots for children to play on private fields.

>> 216 schools (75%) have drinking water arrangements within their compounds and village CSUs have made temporary arrangements in another 33 (11%). But depleting groundwater makes this Result questionable since the water problem of children is genuinely solved in only 76 schools (26%).

>> 74 schools (26%) have kitchens to cook mid-day meals and CSUs have made temporary arrangements in another 56 (19%). The rest just "manage".

>> Records show that 139 schools (48%) have toilets for girls, but in reality only 42 (15%) schools offer girl students this dignity.

B.1. Each Std. has it's own adequately furnished classroom

Historical Baseline

The formal survey conducted by Case Workers in January 2005 shows that 218 of the 288 schools (76%) that VASS Programme children attend have enough classrooms. 27 additional rooms are under construction in 11 schools (4%). 55 (19%) School Development & Monitoring Committees (SDMCs) have applied to the government for 112 additional rooms. 4 rooms have been sanctioned in 2 schools (1%) but work has not yet started because of wrangling among rival contractors. 2 schools (1%) use privately rented rooms.

162 schools (56%) have adequate furniture, and 74 schools (26%) have applied to the government for 885 pieces of furniture. No action has been taken in 51 schools (18%) to solve the inadequate furniture problem.

Secondary data shows that the Coolie Sangha has been quite active in addressing problems relating to government school infrastructure. A total of 70 village level struggles have been reported in the bi-annual CD&S surveys, from the 226 villages where the VASS Programme is being implemented. These struggles have, in the main, been to get Anganwadi (Under-5 Crèche) centres sanctioned by the government. There are also 19 recorded incidents of CSU Members solving long standing problems and restarting Anganwadis in their respective villages.

Yet, primary data collected from the Balakendra Teachers at the start of this programme, show 143 villages where children go to schools without adequate class rooms (as against 70 revealed by the formal survey). This is because 2 or more Balakendra Teachers are talking about the same problem - i.e. children from 2 or more different villages go to the same school. So when a particular school's problem is solved, primary data will show 2 or more village problems as being solved.

Results (as on 31 Dec 2004)

Successes = 10; Partial Successes = 296; Attitudinal Problems = 17;

Classrooms under construction = 10 Rooms from 9 Villages; Applied to government for classrooms = 191 Rooms from 102 Villages; Applied to government for furniture = 62 Sets from 20 Villages; Applied to government for extra Teachers = 43 Teachers from 18 Villages; CSU not interested in challenging government = 17 CSUs;

B.2. Each and every School has it's own Playground

Historical Baseline

The formal survey conducted in January 2005 reveals that 188 (65%) of the 288 schools have playgrounds of their own, and 13 schools (5%) have very small playgrounds.

18 schools (6%) have applied to the government, 2 schools (1%) have been sanctioned the budget, but School Heads have not procured lands. 34 schools (12%) use private lands, and no action has been taken in 33 schools (11%).

Primary data collected from the Balakendra Teachers at the start of this Programme show that 101 schools had their own playground, children from 25 schools were playing on private lands belonging to the Ryots. 75 schools did not have a playground.

Results (as on 31 Dec 2004)

Successes = 125; Partial Successes = 57; Attitudinal Problems = 11;

School got land for playground through government efforts = 125 Villages; Villagers/ CSU arranged private land for playground = 27 Villages; Applied to government for playground = 30 Villages; Not concerned with children's need to play = 11 CSUs;

B.3. Drinking Water available in each and every School

Historical Baseline

The formal survey conducted in January 2005 shows that 216 (75%) of the 288 schools have water facilities within the school compound, 6 facilities (2%) are under construction, 11 schools (4%) use public taps outside the school compound, 19 schools (7%) have applied to the government.

Children carry their own water bottles to 9 schools (3%), temporary arrangements have been made by villagers/ CSUs in 33 schools (11%) and no action has been taken in 5 schools (2%)

Primary data collected from Balakendra Teachers at the start of this Programme show that only 76 schools had drinking water facility within the school compound. Children from 125 schools had to use public taps in the villages. 40 schools had submitted an application to their respective Block Education Offices (BEO).

The disparity between official records and field reality could be because very many water

sources (open wells, tube wells, tanks, etc.) have, in the meanwhile, dried up due to 4 years of continuous drought.

Results (as on 31 Dec 2004)

Successes = 129; Partial Successes = 47; Attitudinal Problems = 1;

Water facility under construction within school compound = 11 Villages; Water facility arranged within school compound = 118 Villages; Villagers/ CSU bringing water for children = 14 Villages; Applied to government = 33 Villages; Not concerned with water problems = 1 CSU;

B.4. Number of Schools with kitchens for the Mid Day Meals Scheme

Historical Baseline

This is a new scheme introduced by the government in the 2003-04 academic year. At the time of starting, only 74 of the 288 schools that VASS Programme children attend (26%) had separate kitchens to cook mid-day meals. 69 schools (24%) have applied to the government and 17 kitchens (6%) are under construction.

28 schools (10%) have the cooking done out in the open, 11 schools (4%) use classrooms, and temporary arrangements have been made by villages/ CSUs in 56 schools (19%). No action has been taken in 22 schools (8%) facing this problem.

Results (as on 31 Dec 2004)

Successes = 80; Partial Successes = 117; Failures = 4;

Kitchen under construction = 23 Villages; Kitchen built by government = 57 Villages; Applied to government = 83 Villages; Villagers/ CSU made temporary arrangement = 34 Villages; No Action = 4 Villages;

B.5. Number of Schools with toilets for Girls

Historical Baseline

139 (48%) of the 288 schools have separate toilets for girl students and women Teachers. 14 schools (5%) have toilets under construction and 4 schools (1%) have been sanctioned but construction has not yet started. 73 schools (25%) have applied to the government. No action has been taken in 58 schools (20%).

But primary data collected from Balakendra Teachers at the start of this Programme show that only 42 schools had separate toilets for girl students. The variance is obviously because toilets are locked up and used only by women Teachers with girl students asked to visit adjoining fields.

Results (as on 31 Dec 2004)

Successes = 100; Partial Successes = 72; Attitudinal Problems = 8;

Toilets sanctioned/ under construction = 43 Villages; Toilets well maintained = 57 Schools from 57 Villages; Applied to government = 72 Villages; Not interested with the girl child = 8 CSUs;



Hide Sub Effects Monitoring

C. QUALITY OF TEACHING IMPROVED

ACTIVITIES

C.1. Identifying Government Schools with adverse Teacher:Student ratio, and getting additional Government Teachers appointed (Area compilation)

When Case Workers found that they could not immediately get additional Teachers appointed to government schools, they motivated educated youth and Balakendra Teachers to voluntarily teach in Primary Schools.

Case Workers helped Balakendra Teachers write requisitions for additional teachers and obtained signatures of CSU members as well as non-CSU parents. Since the Case Workers were stationed at the respective Taluk headquarters, it was easy for them to regularly visit the Block Education Officers and pester/ follow-up on these applications.

C.2. Ensuring regular attendance by 232 Government School Teachers (Village compilation)

All but a handful of Balakendra Teachers maintained secret daily attendance registers on government school Teachers and keep their respective Mahila Meetings informed. The exceptions were newly appointed (replacement) Balakendra Teachers and a few young girls who were too scared to question government school authorities.

The newly introduced trimester system with its own monitoring system by Block Education Officers has also helped. But unless there is a village level translation of intent and policy, nothing happens:

>> Some Teachers had the habit of declaring holidays to suit their personal convenience.

>> This was stopped. In some other cases, CSU Meetings helped Teachers find proper houses to stay in the village itself instead of travelling daily.

>> Irregular teachers were not spared. CSU and Mahila Meetings complained to School Heads. Many problems were solved at the local level through stern warnings.

>> When prompt action was not taken, the School Development & Monitoring Committee complained to BEOs. They forced the BEO to visit schools where the situation was bad. In 1 village the villagers have locked-up the school till the BEO took action.

>> In 691 Seetharamapuram, CSU Members & SDMC Members complained to BEO and got the Head Master changed.

C.3. Sensitising 232 Government Teachers on special needs of special groups (Taluk compilation)

No activities were carried out during this reporting period.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	182 Villages (80%)
Successes	161 Villages
Partial Successes	21 Villages

The greatest impediment to quality of teaching is the apathy of government school Teachers. There has been much improvement in the situation these past 6 months, and credit has to be attributed to constant vigil and agitation by secondary stakeholders of the VASS Programme.

>> Teacher : Student ratio now stands at an acceptable 1:32.

>> Children from 160 villages reported that lessons were taught on time, against 86 before the start of the VASS Programme.

C.1. Extent of portions/ syllabus covered

Historical Baseline

There is a direct correlation between portions/ syllabus covered and the Teacher : Student ratio. The survey conducted in January 2005 shows that 272 (94%) of the 288 schools have 1 Teacher per class. This same survey also reveals an acceptable Teacher : Student ratio of 1:22 in Primary School, 1:31 in Middle School and 1:37 in High School. This works out to an overall average of 1:32.

Only 14 schools (5%) need an additional 21 Teachers and they have applied to the government. No action has been taken in 2 schools (1%) to get 6 additional Teachers.

However, these are aggregate figures and need to be datamined to identify individual schools where the problem still exists.

Secondary data from the bi-annual Customer Demand & Satisfaction surveys reveal that 47 village level issues were taken up by the CSUs, during the past 3 years, to force government School Teachers to improve performance.

The situation was not always like this. Primary data obtained from the Balakendra Teachers reveal that, before the start of the VASS Programme, prescribed syllabus was completed on time (i.e. all the lessons taught to the students) only in 86 villages. The remaining 142 schools left children with incomplete portions.

Results (as on 31 Dec 2004)

Successes = 161; Partial Successes = 21;

100% syllabus completed = 161 Villages; 75% syllabus completed = 21 Villages;

C.2. All exam questions attempted by Children

Historical Baseline

Before the start of this VASS Programme, there was only a self-financed effort by village CSUs to send their children to school. As such, we do not have any secondary data recorded in our computerised database on this subeffects indicator.

We have primary data only from Siddalaghatta taluk. Last year, 936 Middle and High School children from 51 villages attempted all the questions in their final examinations. The remaining 463 children from 14 villages could not do so because the lessons were not taught in their schools.

C.3. Increasing trend in average total marks of School exams

Historical Baseline

Before the start of this VASS Programme, there was only a self-financed effort by village CSUs to send their children to school. As such, we do not have any primary or secondary data on this subeffects indicator.

C.4. Opinion direction of School Children

Historical Baseline

Before the start of this VASS Programme, there was only a self-financed effort by village CSUs to send their children to school. As such, we do not have any primary or secondary data on this subeffects indicator.



Hide Sub Effects Monitoring

D. PARENT PARTICIPATION IMPROVED

ACTIVITIES

D.1. Coolie Sangha Representatives contesting School Betterment Committee elections

(Area compilation)

One of the VASS Extension Workers obtained official information (i.e. gazette copies and departmental circulars) on the role and responsibilities of School Development & Monitoring Committees. He shared this information with VASS Staff and they, in turn, informed Balakendra Teachers, CSU Meetings and Mahila Meetings. Armed with good information, CSU Members dared contest SDMC elections and be a part of School Betterment Committees.

Some government schools with bad Teacher attendance were identified by Balakendra Teachers. Cases were discussed in CSU Meetings and applications submitted to the respective Block Education Officers through SDMCs.

D.2. Involving parents in School activity monitoring & support (Village compilation)

Balakendra Teachers ensured that School Development & Monitoring Committee (SDMC) members conduct regular meetings and check school records. SDMC members later shared their findings in CSU Meetings. Balakendra Teachers closely monitored the construction of additional school rooms, toilets for girls, etc.

About half the government schools have CSU Members elected to SDMCs. In some villages, Case Worker along with Balakendra Teacher personally wrote applications, collected signatures of CSU Members and applied to BEO to re-elect SDMCs because there were no CSU Members in these SDMCs in spite of them being the majority among parents.

A handful of Balakendra Teachers themselves attended SDMC meetings.

Balakendra Teachers in Siddalaghatta taluk educated parents on what a Progress Card was. Parents were advised to scrutinise these cards carefully before signing and returning to school Teachers.

>> In 303 Ankanagondi, the Balakendra Teacher persuaded CSU Members in the SDMC to unseat the irresponsible President. An active CSU Member was elected to the post.

D.3. Constant vigil and pressure from 232 Mahila Meetings (Village compilation)

Issues regarding government school functioning were a regular agenda in all the weekly Mahila Meetings. The performance of children and Teachers was continually monitored, albeit in an informal manner, using native home grown indicators.

The implementation of the school mid-day meal scheme without caste discrimination was the top priority of most Mahila Meetings. They also put pressure on SDMC Members in villages where Teachers were irregular to school.

>> In 1 village, children told Balakendra Teacher that their teacher was abusing them. The Mahila Meeting complained to the School Head and solved the problem.

>> In another village, the Mahila Meeting got a retired Teacher to conduct classes in school to temporarily fill up a vacancy for 2 months.

>> In 683 Nagendrahalli Colony they severely warned an irregular government school Teacher.

>> In 946 Venkatarayanakote, the Balakendra Teacher noticed that the government school Teacher was not verifying children's notebooks and homework, and immediately informed the SDMC.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	186 Villages (82%)
Successes	224 Govt School Teachers from 119 Villages; 161 CSUs; 2,726 Children from 56 Villages
Partial Successes	132 Govt School Teachers from 52 Villages; 2,817 Children from 119 Villages
Failures	2 Govt School Teachers from 1 Village; 21 CSUs; 43 Children from 4 Villages
Attitudinal Problems	9 CSUs

All the Results obtained under this Effects Indicator can be directly and entirely attributed to Balakendra Teachers, secondary stakeholders in the VASS Programme.

>> Due to increased CSU Member participation, School Development & Monitoring Committees are no longer perfunctory bodies set up by School Heads merely to fulfill a formal requirement. The number of active SDMCs has risen from 106 to 160 in just 6 months. Results will improve still more in the coming months when everyone recognize the value of parent participation.

>> Children's school attendance has shot up due to constant vigil and monitoring. While only 46 schools had an acceptable attendance of over 90%, there are now 56 schools. Drop out rates have fallen dramatically. Where only 63% of school-age children were in school in 2001-02, the figure now stands at 79%.

>> Though we haven't yet achieved good Results with regard to government school Teacher attendance, trends are that this too will improve.

D.1. Authentication of School/Student Records by School Betterment Committees

Historical Baseline

Secondary data gleaned from the bi-annual Customer Demands & Satisfaction surveys reveals 41 recorded instances of village CSUs nominating Members to contest School Development & Monitoring Committee (SDMC) elections.

Primary data collected from Balakendra Teachers supports this observation. Partly because of CSU involvement, and also due to external factors, SDMCs were active in 106 programme villages. There were token SDMCs which were totally inactive in 81 villages

Results (as on 31 Dec 2004)

Successes = 161; Failures = 21; Attitudinal Problems = 1;

SDMC/ Parents checking school records = 161 CSUs; SDMC/ Parents not checking school records = 21 CSUs; Apolitical and disinterested = 1 CSU;

D.2. Increased School attendance rates

Historical Baseline

Before the start of this VASS Programme, there was only a self-financed effort by village CSUs to send their children to school. As such, we do not have any secondary data on this subeffects indicator.

Primary data collected from Balakendra Teachers on the situation before the start of the VASS Programme show that attendance of children was an acceptable 90% in 46 villages, 85% in 34 villages, 75% in 43 villages and a very low 70% in 42 villages.

Results (as on 31 Dec 2004)

Successes = 2,726; Partial Successes = 2,817; Failures = 43;

Over 90% attendance = 2,726 Children from 56 Villages; Between 80% and 90% attendance =

2,817 Children from 119 Villages; Below 80% attendance = 43 Children from 4 Villages;

D.3. Decreased drop-out rates

Historical Baseline

Secondary data obtained by data-mining our computerised databank reveals that enrolment and retention is definitely on the rise. It should also be pointed out that we are not playing a "number game". All this data is for the very same 226 villages that are now in the VASS Programme.

>> In 2001-02 there were 3,980 children in school and they represented 63% of the school-age (5-16 year) population.

>> In 2002-03 the numbers were 5,110 and 83%.

>> In 2003-04 it was 6,215 and 81%.

>> Presently the numbers stand at 6,960 and 79%.

There is even more secondary data in the bi-annual Customer Demands & Satisfaction survey to show that village CSUs were active in this regard. During the past 3 years, 94 dropped out children were re-admitted to school, 5 children were admitted into private schools, 71 children were admitted to college and diploma courses, 104 children were got free seats in government run hostels, the CSUs got bus passes for 268 children to travel at concession fares to and from their schools, and 4 big struggles were successfully undertaken to change bus timings.

D.4. School Teacher attendance rates

Historical Baseline

We do not have any secondary data stored in our database on this subeffects indicator.

However, primary data collected from Balakendra Teachers show that, before this VASS Programme was initiated, government school Teachers were regular in 117 villages and irregular in 84 villages.

Results (as on 31 Dec 2004)

Successes = 224; Partial Successes = 132; Failures = 2; Attitudinal Problems = 8;

Over 90% attendance = 224 Govt School Teachers from 119 Villages; Between 75% and 90% attendance = 132 Govt School Teachers from 52 Villages; Below 75% attendance = 2 Govt School Teachers from 1 Village; Reluctant to challenge government staff = 8 CSUs;



Hide Sub Effects Monitoring

E. RANGE OF EXTRA-CURRICULAR ACTIVITIES IN GOVERNMENT SCHOOLS INCREASED & IMPLEMENTED

ACTIVITIES

E.1. Enforcing implementation of Time Table bound sports/games activities in Government Schools (Village compilation)

Balakendra Teachers collected information on extra-curricular activities conducted in schools, from programme children. They complained to their respective School Development & Monitoring Committees (SDMCs) and insisted that Time Table-bound extra-curricular activities were conducted in government schools.

Sometimes, Balakendra Teachers had to stop children from doing their home work during games period. In other cases, they wrote applications to the BEO to appoint separate Physical Education Teachers. Some Balakendra Teachers motivated local youth who were good in sports to assist government school Teachers.

In many villages, CSUs arranged playgrounds by negotiating with friendly Ryots to allow children to play on their fields during non-crop months.

E.2. Organising Shrama Dhan Camps for clearing grounds for sports activities (Village compilation)

For inter-Cluster sports events, venues were identified by Coolie Sangha functionaries. Shramadhan camps were organised where Balakendra Teachers, children and Cluster functionaries cleared rocks and shrubs to level the fields. They took the help of government Physical Education Teachers and village youth to prepare tracks and courts.

Very many other Shramadhan camps were organised where CSU Members and children cleared playgrounds for annual sports events.

E.3. Constructing Stadium/ Sports Complex in all High School Villages (Taluk compilation)

Since the Karnataka State Government hardly functioned during this reporting period, no activities were carried out in this regard.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	183 Villages (81%)
Successes	306 Schools from 181 Villages
Partial Successes	8 Schools from 8 Villages
Failures	22 Schools from 22 Villages

In spite of pressure, support and sincere efforts, Balakendra Teachers and Mahila Meetings could not achieve as much as they would have like to, with regard to government school functioning. Results for this Effects Indicator are less dramatic.

>> At the start of this Programme, 144 of the 288 government schools had play time of one period per day. There are now 169.

>> 132 schools had a debate period conducted once a week. There are now 137.

E.1. Hours-per-week of Government School organised playtime

Historical Baseline

Before the start of this VASS Programme, there was only a self-financed effort by village CSUs to send their children to school. As such, we do not have any secondary data on this subeffects indicator.

However, primary data collected from Balakendra Teachers show that in the 3 year period before this Programme was initiated, 144 schools had play time of 40 minutes per day (i.e. one period). 57 schools did not have this period.

Results (as on 31 Dec 2004)

Successes = 168; Partial Successes = 8; Failures = 1;

1 period every day = 168 Schools from 168 Villages; 2 periods every week = 3 Schools from 3 Villages; Have play time, but not organised = 5 Schools from 5 Villages; No play time = 1

School from 1 Village;

E.2. Hours-per-week of Government School organised debates, elocution, etc.

Historical Baseline

We do not have any secondary data on this subeffects indicator.

However, primary data collected from Balakendra Teachers show that 132 schools had a 40 minutes debate period once a week, and 103 schools did not conduct this period at all in the 3 year period before this Programme was initiated.

Results (as on 31 Dec 2004)

Successes = 138; Failures = 21;

1 debate period every week = 138 Schools from 138 Villages; Debate period not held = 21 Schools from 21 Villages;



Hide Sub Effects Monitoring

F. CHILDREN RETAINED IN GOVERNMENT SCHOOLS

ACTIVITIES

F.1. Collecting 9,341 marks cards/progress reports and updating Database (Village compilation)

The primary tasks of actually collecting Marks Cards and Promotion Lists from School Heads was done by Balakendra Teachers. They got records for each and every child from programme villages and made countless trips to the taluk headquarters to enter these records into our computerised database. This was an exhaustive and time consuming task that commenced in May and went on till July 2004.

Extension Workers coordinated. There was much confusion with children's names misspelt and even mis-written, entire family histories missing from our 27 year-old database, etc. Each problem was an individual case that needed effort to settle.

Balakendra Teachers took Child List print-outs from our computerised database. They then asked parents to collect Marks Cards from the respective schools. In some cases, Balakendra Teacher personally collected Marks Cards and Promotion Lists. Extension Worker verified and updated the database.

Balakendra Teachers then took fresh Child List print-outs and re-checked for errors.

F.2. Identifying out-of-school Children and updating Database with new admissions (Village compilation)

Balakendra Teachers went house by house to recheck whether there were any children left out. They took stragglers to government schools and admitted them. At first, in some villages, School Heads were reluctant to make new admissions. In a rare case it was due to blatant caste bias with the Teacher wondering aloud as to why the Coolie caste-class needed to send their children to school in the first place. The CSU ensured that he was dismissed. In other cases it was due to inadequate infrastructure – they argued that they did not have enough classrooms and teachers. But a Government Order was issued categorically stating that no new admission should be refused.

New admissions were updated into our computerised database by Balakendra Teachers. This took place mostly in June 2004 but spilt over into July also.

In some cases, it was found that children were actually studying in residential schools (school-cum-hostels run by charitable institutions) outside the project area. Appropriate MoVs were collected and

our database updated accordingly. A few cases of genuine drop-outs were discussed in the Mahila Meetings and children readmitted to school.

Siddalaghatta Case Workers took out-of-school children to the government sponsored CRC (Cluster Resource Center) - month long exercises to gauge the aptitude of out-of-school children and recommend class of re-admission. Balakendra Teachers made sure that children attended.

Many over-12 year old children were persuaded to attend Balakendra when no government run NFE class operated close by.

F.3. Counselling families to readmit drop-out Children; (Village compilation)

In some villages, Balakendra Teachers counselled children who wanted to stop going to school and convinced them to continue. They specially emphasized on girls in high school. As a precautionary measure, many Balakendra Teachers conducted general counselling for Coolie women in Mahila Meetings, even when there were no cases of drop-out in their villages.

Mahila Meetings recommended Sangha Fund disbursements to solve serious financial problems faced by some children.

>> In 947 Guttapalya, a mentally challenged child was retained at home. Balakendra Teacher sensitised parents and children in Balakendra. The child now attends Balakendra regularly.

>> A few Physically Challenged children who couldn't go to regular school were admitted to special schools.

F.4. Generating 232 village-wise lists, preparing distribution lists, and making cost forecasts (Taluk compilation)

Once all the data was fed into the computer and provisional village-wise lists of children could be generated, Extension Workers attended Cluster Meets and informed VASS Stakeholders (CSU Members/parents) as to how much Sangha Funds each village would have to set aside in order to give out cash scholarships.

F.5. Obtaining books and clothes for 4,694 Primary School Children from 232 Government Schools (Village compilation)

Due to the delay in formation of the Karnataka State government, the distribution of free books and clothes was abnormally delayed by over 6 months. Case Workers registered a strong protest with their respective Block Development Officers. But before a general strike of all the parents could be organised, distribution was taken up by the government. However, we realise that this was more a coincidence than the result of any strike threat.

>> One Case Worker used personal contacts that he had with various garment factories in Bangalore to collect and distribute around 500 pairs of clothes to needy children in Siddalaghatta taluk.

F.6. Making Sangha Funds allocations to give scholarship benefits to 2,125 Middle School and 2,286 High School Children (Village compilation)

In most villages this was a fairly automated process. But in some villages where there was a serious shortage of Sangha Funds, other strategies had to be found to collect moneys and make up the balance. CSU Members were asked to mobilise more moneys by declaring honest annual incomes and paying higher Sangha Tax.

Balakendra Teachers ensured that scholarship moneys were not used for other purposes by irresponsible parents. They also prevented proxy children from taking benefits by informing Case Workers.

F.7. Distributing scholarship amounts to 2,125 Middle School and 2,286 High School Children (Taluk compilation)

A total of 4,345 children got scholarship benefits from their respective village CSUs as per pre-determined Support Lists. Std V and VI got Rs 300 each; Std VII got Rs 450 each; Std VIII to X got Rs 600 each. Younger children in Std I to IV did not get any scholarship support since they got free

books and clothes from the government. However, primary school children in private schools got a flat Rs 300 each since they missed out on the government handout.

A total of Rs 2,027,400 was given out in this manner:

>> 676 children from Chickballapur on 26 July 2004

>> 2,342 children from Chintamani on 16, 26 July and 3 August 2004

>> 1,327 children from Siddalaghatta on 16 and 19 July 2004

97 CSUs (43% of the 226 programme villages) were short on Sangha Funds. As a once-off measure, ADATS gave out extra grants worth Rs 523,000 from the Icco/ EED/ EU Consortium Programme

>> Rs 136,000 to 21 CSUs in Chickballapur taluk

>> Rs 233,000 to 49 CSUs in Chintamani taluk

>> Rs 154,000 to 27 CSUs in Siddalaghatta taluk

F.8. Supporting 235 Coolie Children in College (Taluk compilation)

This activity was put on hold till the school going children's lists were finalised. Only after that did Extension Workers find time to verify which Coolie youth were already admitted into various colleges, how much they had spent on admission and tuition fees, books, bus passes, etc.

By that time it was already too late for some CSU youth who wanted to go to college but were not resourceful enough to get admitted by themselves. Extension Workers approached college and hostel authorities on their behalf.

Eventually a total of 476 CSU youth have got admitted into college.

Then it was going back to Cluster Meets and CSU Meetings all over again to assess how much Sangha Funds they had and how much they could give these college youth. In the end, as a once-off measure, ADATS gave out scholarships from another programme – i.e. the Icco/ EED/ EU Consortium budget.

F.9. Identifying 570 Children who are weak in studies and need extra coaching for facing X Std. Board exams (Village compilation)

Not Applicable – this activity will be taken up only just before Board exams in March/April 2005.

F.10. Recruiting 7 Temporary Teachers for 2 months (Super compilation)

Not Applicable – this activity will be taken up only just before Board exams in March/April 2005.

F.11. Orienting Temporary Teachers on content and methodology of intensive coaching (Super compilation)

Not Applicable – this activity will be taken up only just before Board exams in March/April 2005.

F.12. Conducting Coaching classes for 570 Children for 45 days every year, as set schedule and per time table (Super compilation)

Not Applicable – this activity will be taken up only just before Board exams in March/April 2005.

F.13. Ensuring logistic of food, stay and security during the coaching camps (Super compilation)

Not Applicable – this activity will be taken up only just before Board exams in March/April 2005.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	23 Villages (10%)
Successes	5 Children from 5 Villages
Partial Successes	16 Children from 8 Villages; 1 Village
Failures	4 Children from 2 Villages
Attitudinal Problems	7 CSUs

This Effects indicator once again measures outputs that are directly under the control of secondary stakeholders of the VASS Programme. As a result, Results are really dramatic.

We obtained primary data only from 10% of the programme villages. Balakendra Teachers were confused since many Sub Effects appeared to be a repetition of earlier indicators (A.1. to A.4.). However, we obtained reliable secondary data from our computerised database to commute the first Result.

>> General girl-child schooling (as different from drop-out at puberty) has shown a dramatic improvement. In 2001-02 only 60% of school-age girls were in school. The figure now stands at 75%.

>> As mentioned earlier, our response to Physically Challenged children has been rather ad hoc.

>> It is possible that, due to a continuous and every day attention to children and their schooling in such a wide geographic area, rent seeking by government school Teachers has been brought to a total halt. But we cannot definitely say so till all the programme villages are monitored.

>> The government itself was at fault for a 7 month delay in supplying books and clothes. So very few children were punished for failing to bring books to school.

F.1. Reduction in Girl drop-out rates

Historical Baseline

There has been an impressive growth, both in terms of absolute numbers as well as in percentage terms, when it comes to girls in school. A large part of the credit can be attributed directly to the village CSUs and Mahila Meetings. The remaining portion, of course, has to be acknowledged to general societal development, universalisation of education and government efforts.

We have datamined our computerised databank to extract figures for girls from the 6,228 Member families from 226 villages which are currently in the VASS Programme. Once again, we emphasise that there is no "number game" involved.

>> In 2001-02 there were 1,728 girls in school and they represented 60% of school-age girls between the ages of 5 and 16 years.

>> In 2002-2003 the numbers rose to 2,143 and 64%.

>> In 2003-04 the numbers again grew to 2,544 and 65%.

>> In 2004-05 there are 3,198 girls in school - 75%.

Primary data got from the Balakendra Teachers show that 262 girls from 120 villages had dropped out of schools. Marks cards of another 12 girls from Chickballapur taluk were not entered in the database in 2002-03.

F.2. Zero cases of Physically Challenged Children out-of-School

Historical Baseline

Since there was only a self-financed effort by village CSUs to send their children to school, we do not have any secondary data on this subeffects indicator. We realise that this is no excuse. We frankly admit our shame and failure for a general insensitivity we seem to have had to the problems of Physically Challenged children.

Primary data got from the Balakendra Teachers show that, in the 3 year period before this Programme was initiated, 40 Physically Challenged children from 33 villages dropped out because their parents did not think it was important to educate them.

Results (as on 31 Dec 2004)

Successes = 5; Attitudinal Problems = 7;

Admitted/ re-admitted to regular school = 5 Children from 5 Villages; Not concerned with physically challenged children = 7 CSUs;

F.3. Extent of rent seeking by Government School Teachers and Block Education Officials

Historical Baseline

We have still to go through our extensive 6 monthly Progress Reports in order to collate secondary data on this subeffects indicator.

Primary data collected from Balakendra Teachers shows just a single case of corruption.

>> In 502 Digava Ganjigunta Govt. School, the Clerk used to collect bribes to issue marks cards & Transfer Certificates for children who have passed Std X exams.

Results (as on 31 Dec 2004)

Partial Successes = 1;

Negligible = 1 Village;

F.4. Zero cases of School days lost due to punishment for not bringing books to class

Historical Baseline

Children are either punished by their teachers or mocked by fellow students when they dress badly or do not bring text and note books to class. This is a major deterrent for poor children to go to school.

Secondary data gleaned from the bi-annual Customer Demands & Satisfaction surveys show that, in the past 3 years before the start of this VASS Programme, village CSUs identified a total of 408 children whose parents couldn't afford to buy even 2 pairs of neat clothes. They were given clothes collected by CSU efforts.

In spite of a general policy sensitivity on the part of the Coolie Sangha, primary data collected from Balakendra Teachers reveal that 169 children from 53 villages still got punished for not bringing books during the past 3 years.

Results (as on 31 Dec 2004)

Partial Successes = 16; Failures = 4;

Punished for 1 week = 16 Children from 8 Villages; Punished for more than 1 week = 4 Children from 2 Villages;



Hide Sub Effects Monitoring

G. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN

ACTIVITIES

G.1. Introducing competitive indoor & outdoor games (Village compilation)

Balakendra Teachers were trained to conduct indoor and outdoor games during their monthly meeting/ training sessions.

The every evening Balakendras started with outdoor games like cricket, kabaddi, kho-kho, volley ball, etc. Girls were encouraged to play games that normally only boys played. In many villages there was no space for children to play near the rented Balakendra building. Yet they managed to find grounds to play.

Later in the evenings, inside the rooms, Balakendra Teachers conducted subject based learning games for confidence building, memory improvement, listening and effective communication. Balakendra Teachers kept a close tab on every child to pay attention to the weak and shy.

G.2. Conducting contests (Words & Ideas, Numbers & Patterns, Logic) (Village compilation)

Balakendra Teachers were taught teaching and play methods in their monthly meeting/ training sessions. They learnt some more from their respective Anganwadi Teachers. Quiz, debate and other competitions were conducted in a handful of Balakendras on Independence Day. CSU Members contributed to give prizes.

Case Workers and VASS Teacher Trainers checked the daily diaries of Balakendra Teachers every month to monitor creative activity exercises conducted in the Balakendras.

G.3. Encouraging Coolie Children to discuss and take stands on socio-political issues of their choice (Village compilation)

High School children debated on social issues like dowry, alcoholism, personal hygiene and casteism in most Balakendras. They were encouraged to collect newspaper clippings. In a few villages, High School children performed street-plays on social issues.

Some Balakendra Teachers took membership in taluk libraries and borrowed books to improve their own knowledge base.

G.4. Introducing mock parliament & mock media events (Area compilation)

Nothing systematic was done in the past six months with regard to this activity.

However, some Case Workers did conduct 30 minute sessions in some selected Balakendras on environmental issues for a month during Dasara holidays. After that, children were motivated to organise camps to clean playgrounds and drains, plant saplings in their school compounds - the shramadhan camps.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect 66 Villages (29%)

Successes 1 Case from 1 Village; 76 Events from 65 Villages

Since the VASS Programme is only 6 months old and there have been no Board examinations, we cannot communicate any concrete Results on this indicator. Once again, only 29% of programme villages have been monitored.

>> But it is painfully apparent that there has not been sufficient child focus in these 226 village to

even consider the possibility that children could display leadership qualities, take initiatives to find solutions, etc.

>> Balakendra Teachers and Case Workers have made a small start by encouraging children to hold camps for community service and contribution

G.1. Average marks obtained by Coolie Children higher than Taluk average

Historical Baseline

It is a given that regular school attendance is just not enough for Coolie children to pass Board exams. ADATS has demonstrated, in the SCNZ Programme villages, that 2-3 months of in-house coaching makes a whale of a difference to pass percentages. However, this is an expensive programme, way beyond the means of village CSUs and their Sangha Funds.

Yet, over the past 3 academic years just before the start of this VASS Programme, the Coolie Sangha arranged special tuitions for 95 children.

G.2. Pass percentage of Coolie children in X Std. board exams higher than District average

Historical Baseline

Since there was only a self-financed effort by village CSUs to send their children to school, we do not have any secondary data on this subeffects indicator.

G.3. Cases of leadership qualities displayed

Historical Baseline

We have no primary or secondary data on this Sub Effects indicator. This in itself is quite revealing. Perhaps there was not sufficient child focus to even consider the possibility that children could display leadership qualities.

G.4. Cases of Children taking Initiative and finding unique child-centric solutions to their problems

Historical Baseline

We have no primary or secondary data on this Sub Effects indicator. Once again, this reveals that there was not sufficient child focus in the 226 village CSUs to even consider that children could take initiative.

Results (as on 31 Dec 2004)

Successes = 1;

Very Good - issues concerning an individual child = 1 Case from 1 Village;

G.5. Cases of community service & contribution

Historical Baseline

We have no secondary data on this Sub Effects indicator.

Primary data collected from Balakendra Teachers show that children from 3 schools planted 330 saplings in their villages. Children organised weekly shramadans to clean their school campuses in 24 villages.

Results (as on 31 Dec 2004)

Successes = 76;

Concerning whole village = 31 Events from 23 Villages; Concerning Balakendra/ School = 41 Events from 38 Villages; Wider events = 4 Events from 4 Villages;



Hide Sub Effects Monitoring

H. COOLIE CHILDREN LEARN TO LEARN AT BALAKENDRA CENTRES THROUGH CREATIVE APPROACHES

ACTIVITIES

H.1. Sharing project purpose & objectives and bringing 232 Balakendra Teachers into the discipline of this Project. (Super compilation)

The very first activity conducted under the VASS Programme was to translate the Logframe into Telugu, print a thousand copies and distribute to all the villages.

The Project Director and Assistant Project Director personally sat with groups of secondary stakeholders (project delivery personnel) from 25-30 villages for one whole day. Each village was represented by a Balakendra Teacher, a Village Health Worker, the elected woman CSU Representative and 5 concerned women.

Through 8 such exhaustive full-day sessions, the Goal, Purpose, Objectives, Indicators, Activities and Budget of the VASS Programme was made clear and transparent to each and every CSU Member and even to their village adversaries.

Sustainability was the concept drummed into everyone's consciousness - that the VASS Programme would, in a real sense, be only an "enabler". Activities would be catalysts for CSU Members to do things by themselves, and ensure that government schemes worked/ reached.

H.2. Preparing Balakendra Teachers' Monitoring Formats/Registers (Super compilation)

Once it was crystal clear as to what needed to be monitored, all the Balakendra Teachers and Case Workers together designed apt formats and registers during their monthly meeting/ training sessions. This information was pored through every month and collectively analysed by them, as a group. The writing of this Effects Monitoring Report is a true continuum of that exercise.

ADATS had, right in the beginning, given a blanket assurance that there would be no male interference and male CSU Members would not be allowed (even through the backdoor of manipulated/ stage managed Mahila Meetings) to interfere with this relatively new cadre of all-women Balakendra Teachers. Even difficult corrective measures like the censoring/ dismissal of incorrigible Balakendra Teachers, were taken by them collectively during their monthly meeting/ training sessions.

H.3. Integrating data monitoring functions into the ADATS/Coolie Sangha Intranet (Super compilation)

InfoNeeds, our intranet, is designed to capture raw data, convert it into information, and meet the diverse day-to-day information needs of Staff and Functionaries, enabling them to monitor development Processes and measure Results.

At the very inception, a new module to track the VASS Programme was added to the InfoNeeds portal by our IT Professionals.

Web pages were added to admit children, readmit, enter marks card, promote/ fail, give scholarship benefits, supply Balakendra material, meet Balakendra running costs, train Balakendra Teachers, conduct sports, and health check-ups. These activity Processes were digitized following near similar (but not identical) procedures as in the ADTATS/SCNZ Gudibanda Programme.

Mid-way through this reporting period, we started taking digitized photographs of each and every family member in every Member Coolie household. At this time, data was once again updated:

>> New births were recorded and the names of daughters-in-law added.

>> Dead family members, distant relatives, sons and daughters who had got married and moved out, and not-in-village children whose names had been included merely to take scholarship benefits were removed.

In January 2005, additional web pages were added for Effects Monitoring. Balakendra Teachers, Case Workers and Extension Workers themselves enter Baselines, Activities and Results at the Village, Area and Taluk levels respectively. These have got automatically compiled into this Effects Monitoring Report.

H.4. Monthly training for 232 Balakendra Teachers (Taluk compilation)

Monthly meeting/ training sessions were held every single month during this reporting period. They were held during 3 weekends, separately for each taluk.

The first 5 rounds of Training sessions were concentrated on basics. These included how the Balakendra should function, keeping records, listing individual child talents, abilities/ disabilities, helping VHWS maintain health records, etc. They were told of the importance of visiting government schools where children studied to check attendance and progress. Balakendra Teachers were introduced to principles of childhood, focus on the girl child, child rights, child participation, castelessness, sexual division of labour, sex parity at all levels of schooling, being sensitive towards (girl) drop-outs, re-enrolment, etc.

English was introduced right at the beginning of their training. They were given simple objective type question papers to answer in English. To our surprise 75% of Balakendra Teachers could manage. This gave us the fortitude to go ahead with planned sessions. They were also trained on how to verify marks cards and promotion lists.

Monthly training syllabus included Values and Morals, Child & Fundamental Human Rights, Sports and Games (board games, amusing games, simple indoor and outdoor games without the use of expensive material or gadgets, rules and guidelines to play sports like Kabbadi, Kho-kho, Cricket, Volleyball and Throw ball).

They were taught folk songs, drama, drawing, and art & craft. Other activities included quiz, health education, pick and speak, debate, project work, making models, using teaching aids, simple science experiments, mapping, and story telling

They were taught to prepare Trimester Model question papers, correct, grade and monitor answer sheets. Through these exercises, the role and responsibilities of government school Teachers got demystified.

Monthly meeting/ training sessions were conducted by VASS Teacher Trainers and compulsorily attended by respective Case Workers and Extension Workers. In general, they explained roles and responsibilities of Balakendra Teachers, introduced formats to keep records for Effects Monitoring, taught teaching methods, play methods, etc. Special sessions were conducted for smaller groups of interested Balakendra Teachers on personality development, career counselling, leadership building, etc.

Balakendra Teachers were encouraged to take a month off and attend the residential computer training/ life-skill learning sessions regularly conducted under the ADATS/ SCNZ Programme.

At first, Balakendra Teachers came on the same weekend as their monthly Taluk Coolie Sangha Meetings. But this was eventually changed since we felt it important that the VASS Programme not be divorced or distanced from the general functioning of the Coolie Sangha. Balakendra Teachers attending their respective Taluk Coolie Sangha Meetings would help inform the Coolie Sangha as a whole as to what was happening in the VASS Programme, and vice versa.

While most Balakendra Teachers were excited and looked forward to their monthly meeting/ training sessions, there were a handful from Siddalaghatta taluk who would come only late on Saturday evening, or worse, on Sunday mornings just in order to collect their stipends and have lunch! Dismissing them led to a mini crisis which lasted only a few days.

H.5. Implementing the core curriculum syllabus (Super compilation)

The same workbooks/ guide prepared for use in the ADATS/SCNZ Programme villages of Gudibanda and Mittermari are being used in the VASS Programme also. Implementation is monitored during the monthly meeting/ training sessions by VASS Teacher Trainers. These workbooks/ guides contain simplified math, science, social science and environment with a lot of project work, field visits and assignments for older children. At the end of this reporting period, in December 2004, the following core curriculum syllabus has been completed:

- >> Basic addition, subtraction, multiplication and division, odd and even numbers, counting shapes, using base 10, place values
- >> Mapping villages and constructing models, national symbols, water conservation, Indian heritage, languages of India
- >> Environmental sciences, forests, weather chart using symbols for sunlight, cloud and rain, assignments on types of pollution, working with waste materials
- >> Medieval and modern age in Europe, British Raj, Indian history
- >> Models of solar system, Halley's comet, earth's atmosphere, solar eclipse, artificial earth satellites, nuclear energy, magnetism and electricity
- >> Diseases and inoculations, charts of common diseases, factors affecting human health

H.6. Visiting Balakendras, clarifying doubts, and enhancing teaching skills (Area compilation)

On a normal working day, Case Workers left the Taluk headquarters after lunch, attended Cluster Meets (where Balakendra Teachers also form part of the compulsory quorum), shared problems and progress with other Cluster functionaries, and then went on to visit Balakendras. Each Case Worker visited at least 2-3 Balakendras every evening for 5 days a week. Some went out 6 days every week. They monitored Balakendra Teacher performance and identified those who were weak in some subjects, disheartened or disinterested.

Balakendras do not function with a uniform monotony. Case Workers ranked 71 as very good, 120 as mediocre, and 10 as not good. However, it is a challenge to help the not-so-good Balakendras buck up and come to the very good category.

Case Workers suggested that the VASS Teacher Trainers conduct regular tests in the monthly meeting/ training sessions and grade Balakendra Teachers. Those with "B" and "C" grades were given extra attention during village visits. This was because we felt academics to be as important as extra-curricular learning.

Case Workers observed that a few Balakendra Teachers were not able to involve themselves actively in extra-curricular activities due to stage fear. They requested the VASS Teacher Trainers to develop special techniques to help these Balakendra Teachers overcome their own stage fright. Exercises were followed up during the every evening Balakendra visits.

H.7. Visiting Balakendras and sorting out specific problems (Area compilation)

Case Workers personally ensured that alternate arrangements were made to conduct the every evening Balakendras when Balakendra Teachers were absent for whatever reason.

CSU Members were given responsibility to safeguard Balakendra buildings from illegal usage like gambling, etc.

Often times, Case Workers had to act as village do-gooders. They approached authorities to rectify broken power lines to villages because electricity and lighting was vital for Balakendra functioning.

In 6 villages, Case Workers threatened eve-teasers with dire consequences if they interfered with the Balakendra Teacher in any which way. But these were rare instances. In most villages, they motivated educated Coolie youth to involve themselves in Balakendra activities and take responsibility along with the Balakendra Teachers.

There were a few ugly situations where Case Workers had no choice but to recommend that a Balakendra Teacher be changed. Either because she was disinterested or irregular or whatever.

However, as reported elsewhere, final decisions were collectively taken in their monthly meeting/ training sessions. Case Workers then sat with the Mahila Meetings to choose alternate candidates, took aspirants to Bagepalli for a mandatory test, and spent extra time and energy to train new recruits.

And finally, there were those really bad situations where irresponsible CSUs had to be threatened with a closure of the VASS Programme itself when they refused to find rented buildings to conduct the Balakendras or CSU Representatives sided with the building owners who tried to rip off the programme budget with exorbitant rent demands, etc.

In these and all other respects, the 8 VASS Case Workers, though newly appointed into ADATS, have excelled themselves and genuinely acted as owners of the programme.

H.8. Repairing 232 buildings used to conduct Balakendras (Village compilation)

No repairs were carried out during this reporting period. In some villages Balakendra Teachers motivated CSU Members to rectify broken power lines because electricity and lighting were vital for Balakendra functioning.

>> In 984 Mallikapura, the Balakendra Teacher got an electrician to redo the wiring.

In some villages, those who had rented out the Balakendra buildings were asked to do minor repairs, white wash, replace burnt out electric bulbs, etc.

H.9. Procuring basic furniture and teaching material for 232 Balakendras (Village compilation)

Teaching material like chalks, black board, digests, charts etc. were procured and distributed to Balakendra Teachers in their very first monthly meeting/ training session.

H.10. Furnishing 232 Balakendras and supplying teaching material (Area compilation)

Case Workers helped Balakendra Teachers make village-wise lists of teaching material that was needed. Though the general list prepared for the programme as a whole was normally enough, there were special cases due to too many children or the type of material used in the rented room that housed the Balakendra, etc. Teaching material were centrally procured and distributed during the monthly meeting/ training sessions.

A lot of indoor play material was procured with Sangha Funds and given to the Balakendras just before the start of this reporting period. VASS Programme budget was used to supply each Balakendra with 1 water drum, 3 drinking glasses, petromax gas lanterns a few indoor games and some (replacement) outdoor games.

H.11. Procuring indoor & outdoor games and toys, books, comics, crayons, paints, etc. (Super compilation)

Just before the start of this VASS Programme, Sangha Funds were used to procure outdoor play material for 62 balakendras in Bagepalli, 43 in Chickballapur, 73 in Chintamani and 40 in Siddalaghatta. Depending on the number of children in each Balakendra, foot balls, throw balls, volley balls, cricket sets, skipping ropes and tennicoit rings were distributed. Small libraries were built up in each Balakendra with science reference books, dictionaries, world atlas, story books, puzzles, etc. Steel trunks were distributed to store material.

Teacher's Workbooks, Guides and Balakendra Teacher's kits were also given. Each Balakendra Teacher was given a diary to maintain her daily schedule.

Towards the end of this reporting period, lists were made and orders placed with suppliers for indoor games and play material.

H.12. Holding Balakendra activities for 2-3 hours every single evening (Village compilation)

In all the villages, Balakendras started at about 5:30 p.m. and continued till 8 p.m. when children felt hungry/ sleepy. Some Balakendra Teachers encouraged children to read newspaper every day. Cultural activities were conducted once a week.

Case Workers visited the Balakendras on a once-in-10-days basis and kept vigil.

A handful of Balakendras have been put on hold in a few villages for the past 2 months because Balakendra Teachers got married and no replacements were found. In a few others it was because Balakendra Teachers themselves had CCF overdue and their salaries were withheld. These Balakendra continued after the CCF overdue was cleared.

H.13. Implementing a Time Table with outdoor games, creative activities and academic learning (Village compilation)

A common Time Table for all Balakendras in the Taluk was discussed and agreed upon in the monthly meeting/ training sessions. This Time Table was strictly followed in about 75% of the Balakendras. Case Workers still have to work towards total compliance.

H.14. Conducting outdoor sports every day in each Balakendra (Village compilation)

Children play outdoor games like cricket, kabaddi, kho-kho, volley ball etc. near the Balakendra till 6:30 in most villages. In a few villages there was no space for children to play. Balakendra Teachers took children to school playgrounds whenever possible. In most villages, Coolie youth assisted Balakendra Teachers conduct this every evening fun activity.

H.15. Selecting Cluster level teams (Village compilation)

Children were coached in various sports and games while preparing for the annual Inter-Cluster sports. They introduced the idea of mixing boys and girls in kabaddi and kho-kho teams for the very first time. Case Workers helped select Cluster/ Area level teams.

As part of 15 August preparation, many Balakendra Teachers encouraged their children to prepare speeches on the significance of Independence Day. A few Balakendra Teachers conducted separate cultural activities (in addition to government school programmes) and parents were requested to contribute and give out prizes. Disappointed children who could not be selected, and sometimes even their parents, had to be pacified!

H.16. Conducting annual Inter-Cluster competitions in each Taluk (Taluk compilation)

Taluk level sports competitions were held at all 3 taluks on Children's Day, 14 November 2004. They were full-day events where 10 children from each Balakendra participated.

Extension Workers worked closely with government Physical Education Teachers. 8 of them were assisted in preparing tracks and field for sports competition. Along with them, the Extension Workers were able to convince School Heads to provide fields and referees to conduct taluk level events.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect	203 Villages (89%)
Successes	173 Children from 69 Villages; 185 Balakendras from 185 Villages; 188 Villages
Failures	2 Balakendras from 2 Villages; 11 Villages
Attitudinal Problems	8 Balakendra Teachers from 7 Villages

There already was a fair amount of extra curricular activities in the self-financed children's activity even before the start of the VASS Programme. This has been tremendously strengthened. 71 villages are now rated as Very Good and 117 as Good. 184 Balakendras have every day play built into their daily schedule. The number of children participating in taluk level sports competitions has increased from 53 to 159 in just 6 months. The number in district and state level competitions has gone up from 5 to 14.

The self financed children's activity had hardly any creative learning in it. Now with the VASS Programme, we see a dramatic improvement

H.1. Extent of participation by Children in creative learning and extra curricular activities

Historical Baseline

None of the 226 villages where the VASS Programme is being implemented are “brand new” – i.e. they did not start a children’s centres only after the start of this Programme. In fact, it was a stated precondition of this Programme that only the self-effort of individual village CSUs would be supported.

Secondary data from our computerised database shows that 107 village CSUs started Balakendras in just the past 3 years – 45 in 2002, 58 in 2003 and another 4 in 2004. They put aside a part of their Sangha Funds to appoint Balakendra Teachers and meet running expenses. 19 village CSUs repaired and electrified existing (own as well as rented) buildings. 7 village CSUs actually bought land which they could use to build Balakendra buildings at a later date.

Primary data collected from Balakendra Teachers corroborates this. Largely because of this self-effort Before the Balakendras were setup, children from 88 villages were already doing well in extra curricular activities due to the efforts of Mahila Meetings and volunteer Balakendra Teachers. In the remaining 135, it was not all that good.

Results (as on 31 Dec 2004)

Successes = 188; Failures = 11; Attitudinal Problems = 1;

Very Good = 71 Villages; Good = 117 Villages; Not Good = 11 Villages; Not interested/frequent changes = 1 Balakendra Teacher from 1 Village;

H.2. Frequency of daily practice for games & sports in the Balakendras

Historical Baseline

No Data

Results (as on 31 Dec 2004)

Successes = 185; Failures = 2; Attitudinal Problems = 7;

Play every day = 185 Balakendras from 185 Villages; No space to play = 2 Balakendras from 2 Villages; Not interested/ frequent changes = 7 Balakendra Teachers from 7 Villages;

H.3. Proportion of Coolie Children competing at Taluk level sports events

Historical Baseline

Primary data collected from Balakendra Teachers reveal that in the last academic year, just before this Programme was initiated, 53 coolie children (27 boys; 26 girls) took part in Taluk level sports events.

Results (as on 31 Dec 2004)

Successes = 159;

Participated in Taluk event = 159 Children from 67 Villages;

H.4. Proportion of Coolie Children competing at District/State level events

Historical Baseline

Primary data collected from Balakendra Teachers shows that, in the last academic year, just before this Programme was initiated, 5 coolie children (2 boys; 3 girls) from 5 villages took part in District level sports events. 2 boys and 2 girls competed in kabaddi, another girl participated

in District & inter-state level athletics.

Results (as on 31 Dec 2004)

Successes = 14;

Participated in District/ State event = 14 Children from 9 Villages;



Hide Sub Effects Monitoring

I. HEALTH AND WELLBEING OF CHILDREN ASSURED

ACTIVITIES

I.1. Contracting 3 Doctors, one for each Taluk (Super compilation)

Instead of contracting 3 temporary Doctors, one for each taluk, we instead appointed a single full-time Public Health Nurse for all 3 taluks and spread the health activity throughout the year instead of holding just sporadic check-up camps.

She camped at Siddalaghatta for nearly 1 month, 15 days at Chickballapur and 2 months at Chintamani before taking emergency leave due to a health emergency at home. The Public Health Nurse is now back at Chintamani at the time of writing this Effects Monitoring Report.

I.2. Conducting health check-up of all 11,122 Children (Area compilation)

Case Workers took the ADATS Public Health Nurse to all the villages on their motorcycles and actually assisted them in conducting health check-up of programme children. But 10 villages in Chintamani Taluk could not be covered during this reporting period because the Public Health Nurse herself had a health emergency at home and went on leave.

I.3. Dispensing simple medicines for minor ailments and following up on longer prescriptions (Village compilation)

Balakendra Teachers identified children who had fallen sick and immediately informed their Village Health Workers, who rendered first-aid treatment and took a few to hospitals in the Taluk headquarters. In any case, most VHWs visited the Balakendra on an every day basis.

However, some VHWs were not as prompt as they should have been, and needed several reminders...

I.4. Taking Children with serious ailments to hospitals for follow up treatment (Area compilation)

Case Workers, along with the respective ADATS Mahila Trainers, negotiated with hospitals for subsidised treatment of children identified for follow-up treatment. They assisted parents to take children to hospital and helped make arrangements for attendants to stay near their wards during treatment.

Hundreds of children were referred to the Kaiwara Medical run by MS Ramaiah Hospital for various ailments like ENT, heart, skin, dental problems, asthma etc. Most children were diagnosed and treated on the spot. A handful of children with serious ailments have been referred to the mother Hospital for further treatment. Some children with epilepsy were referred to another specialised hospital in Bangalore.

>> Most children in and around 982 Vaddahalli were found to have scabies. CSU Members soaked neem leaves in water and pasted it on the children. 4 Government Doctors suspected it to be a possible epidemic and camped in the village for 4 days.

>> A special case that needs mention happened in 982 Vaddahalli CSU. 3 children were orphaned when both their parents died of HIV/AIDS during this reporting period. The Case Worker took the

children to Kolar and got them tested for HIV. Fortunately, all 3 tested negative. The Mahila Meeting has made arrangements for the children to be looked after in their own village by the entire CSU.



Hide Activities

RESULTS (as on 31 Dec 2004)

Monitored this Effect 60 Villages (26%)
Successes 23 Children from 18 Villages
Failures 48 Children from 28 Villages
Attitudinal Problems 20 CSUs

The Coolie Sangha has had a long tradition of caring for the weak and hungry. But, quite inexplicably, nothing much has been done these past 6 months even after identifying 39 children who went to school hungry. Perhaps because they felt that the one solid meal they received at school was enough. Perhaps because 4 years of continuous drought had eroded their collective capacity to empathise. Or, more probably, perhaps because a general and overall attention to all children (with the setting up of the VASS Programme) had drowned the voices of the weak and stragglers. Case Workers confirm this seeping apathy when they say that 20 village CSUs have a serious attitude problem and don't seem to care...

The start of annual health check-ups of all children has been a huge step. Thousands were examined and hundreds got follow-up treatment.

Our Public Health Nurse was on leave and could not participate in this Effects Monitoring exercise and her records were not analysed to glean learning. Only 29% of Balakendra Teachers monitored this Effect, and they were not able to reflect Results fully and properly.

I.1. Zero cases of Children with less than 2 meals-a-day

Historical Baseline

Secondary data gleaned from the bi-annual Customer Demands & Satisfaction survey show that over the past 3 years, a total of 604 children were identified by their respective village CSUs as hungry. Food grains were collected and given to these families since no one ought to have less than 2 meals a day in this day and age.

Results (as on 31 Dec 2004)

Failures = 39; Attitudinal Problems = 20;

Identified in CD&S but no action = 39 Children from 20 Villages; Not bothered with this problem = 20 CSUs;

I.2. Zero cases of unattended ailments

Historical Baseline

35 children from 25 villages suffered unattended ailments due to inefficient functioning of the Mahila Meetings and Village Health Workers.

We cannot triangulate this baseline since we have no secondary data in this regard before the start of this VASS Programme.

Results (as on 31 Dec 2004)

Successes = 23; Failures = 1;

Diagnosed and treated/ being treated = 23 Children from 18 Villages; Diagnosed but not treated = 1 Child from 1 Village;

I.3. Reduction in School days lost due to sick leave

Historical Baseline

Primary data, collected from Balakendra Teachers in Siddalaghatta taluk alone, shows that 5 children from 5 villages had lost 2 weeks of school days due to sick leave.

We cannot triangulate this baseline since we have no secondary data in this regard before the start of this VASS Programme.

Results (as on 31 Dec 2004)

Failures = 8;

Missed school for more than 5 days = 8 Children from 7 Villages;



Hide Sub Effects Monitoring

Column View