

3rd VASS SCNZ Progress Report (June 2006)

Year 2 of 3 Year project

Reporting on funding year 01/08/2005 To 30/06/2006 (complete dates)

1	Date	June 2006
3	Project Title	Schooling & Supplementary Education for 9,341 Coolie Children
	SCNZ Project Code (as quoted on the Funding Agreement)	
4	Detail and explain any changes to key project details since last reporting period?	No change
5	Funds received: Rs 8,814,137 plus Bank Interest Rs 98,053	
	Date(s) received:	Rs 4,267,105 on 05/07/2004 Rs 4,547,032 on 10/06/2005
	Funds expended:	Rs 11,587,259 as on 30/06/2006

PROJECT INFORMATION

6. Project goal:

DEVELOPMENT GOAL

Coolie Children are groomed and readied to benefit from emerging socio-economic opportunities

PROJECT PURPOSE

All Coolie Children gain 10 Years of School Education.

7. Objectives and Activities:

- *Restate each objective*
- *Restate each activity as outlined in current year workplan and give dates or timeframe that activity was implemented (if relevant)*
- *Report on progress against this activity*
- *If activity was not fully implemented state why and if and when it will be carried out.*

Where activity involves data on numbers of people trained ,enrolled etc, please sex disaggregate where possible.

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

A.1. Admitting Girl Children into School when they are 6 years old

Though the government appointed *Anganwadi* Teachers keep track of childbirths in the villages, they do not encourage mothers to take birth certificates. *Anganwadi* Teachers, along with parents, are supposed to certify that the child has physically and mentally developed to join the 1st Std..

This academic year, 316 six-year-old children were to join the 1st Std.. of government schools as per these *Anganwadi* records. Our Case Workers have checked the *Balakendra* attendance registers and ensured that all these children have actually joined school.

A.2. Counselling families and retaining 1,028 Girl Children in High School

Now when the VASS Programme is 1½ years old, we have 1,966 girls in High School – i.e. an increase of 52% over and above what we had projected at the start of this programme. Our success rate with girl children in these VASS supported villages, over the past 11 years, is now stands at 84% (compared with 86% for boys).

During this reporting period, in the just finished academic year, 9 girls dropped out. Another 9 had left about 2-3 years back. All 18 parents were counselled to send their daughters back to school.

9 were readmitted, 8 girls could not be readmitted as they were over-aged for that particular Class that they had dropped out from 2-3 years back. The Mahila Meeting failed to send a physically challenged girl to the 7th Std.. as she is quite unable to walk.

Of the 8 failures, a few refused to go back to school because they claimed that Teachers punished them for not doing their home assignments. Some were shy because of their physical growth – i.e. they looked too old to sit with classmates.

Our Case Workers and Mahila Trainers have counselled these girls on a continuous basis so they do not dropout at any time.

A.3. Preventing early marriage

Even to this day, some parents have not changed their outlook towards their daughters. When their daughters fail in a particular Class, they would rather have them married than ask them to sit for supplementary exams. Though these have become stray cases after the VASS Programme was introduced, they are still sad.

In 4 such cases, Mahila Meetings stopped the marriage proposals that were coming in for such girls. In another 2 cases, though the girls were interested in either continuing their studies, or getting jobs, their parents did not want them to either travel or live by themselves in the city.

1 girl was admitted to 1st year Pre-University. In an other case, the groom's family was forcing the girl's family for an early settlement; they threatened to break the alliance off if there was any further delay. In all these 3 cases, the Mahila Meetings prevented the marriages, sent 2 of these girls to our IT Camp, and asked the parents to wait till their daughters turned 18. Or else... they threatened.

In all, 7 attempts at early marriages were prevented during this reporting period.

A.4. Listing all Physically Challenged Children and admitting them in regular and special Schools

As usual, at the start of the new academic year in June 2006, when the Case Workers made fresh lists of physically challenged children, they found that 10 of 25 children reported in the earlier Progress Report had not been admitted to schools this academic year.

The reason was that they had finished Primary School in their respective villages, and travelling to a neighbouring village to attend Middle School posed a problem for both, the children and their parents.

Our Extension Workers counselled the children and their families to re-admit their children. Case Workers made special travel arrangements for each child. Our Case Workers also play a major role in motivating physically challenged children to overcome feelings of inferiority.

A.5. Providing special career counselling for 1,130 High School Girls

As just mentioned, there are 1,966 girls in High School. Good counselling is what has resulted in a massive improvement in retention. 48% of all High School students were girls in the just completed academic year.

An increasing number of girls in High School has prompted the *Balakendra* Teachers and Case Workers to hold as many career counselling sessions as possible during *Balakendra* hours and during our residential Coaching Classes.

According to the *Balakendra* Teachers' diaries, 233 girls were given individual counselling this year. It was observed that only 6 were not interested in either further studies or getting jobs. 1 of these girls had taken 2 years to finish her 10th Std.. and was definitely not interested in studying any further. Another 5 thought they would anyway get married within 2-3 years – so why not learn cooking and housekeeping instead...

A.6. Monitoring cases of discrimination against minority groups, Girls, and Physically Challenged

No such cases were reported to any Mahila Meeting or *Balakendra* Teacher during this reporting period.

B. GOVERNMENT SCHOOL INFRASTRUCTURE IMPROVED

B.1. Surveying 232 Government Schools for availability buildings, blackboards, and teaching material

Once every 2 months, the *Balakendra* Teachers compulsorily visit government schools where our programme children are studying. All 226 schools were surveyed for lack of facilities or sanction of new facilities.

2 new government High Schools were sanctioned during this past academic year – 1 in Reddigolarahalli of Chickballapur Taluk, and another in Kadirinayakanahalli of Siddalaghatta Taluk. In both these big villages, there were only private schools functioning till now.

B.2. Arranging temporary and/or permanent solutions for 232 Government Schools without adequate infrastructure

Village CSUs identified 62 schools which did not have adequate facilities. 16 had no kitchens for the mid-day meal scheme, 33 had no playgrounds, and 13 had bad drinking water facility.

The CSUs made temporary arrangements on private lands for children to play on, and themselves constructed 16 shelters for the kitchens.

Of the 33 schools with no playground, only 11 applied to the government for fresh sanctions. Another 12 have no place at all in over-crowded villages. Therefore, the CSU will have to continue arranging for children from these 12 schools to play private lands.

In 13 schools, the Mahila Meetings arranged for water to be supplied until proper water cisterns were built by the government.

B.3. Solving genuine grievances and improving performance of 232 Government appointed Anganwadi Teachers

No cases came to light during this academic year.

B.4. Preventing misuse of food grains and material supplied to 226 Government run Anganwadi centres

Mahila Meetings, along with Women's Committee Members and some non-CSU women, stopped the misuse of food grains in 12 *Anganwadi* centres.

In some cases, Mahila Meetings caught the *Anganwadi* Teacher and the worker selling off vegetables and grains to nearby shops, red-handed. They prevented the running of the *Anganwadi* for a day until the Inspector came and resolved the problem.

In Karipalli village of Siddalaghata taluk, CSU Members noticed that the *Anganwadi* Teacher was siphoning off food grains. They reported the matter to the supervisor and got her suspended. Later, she apologised and was reappointed.

In yet another *Anganwadi*, in Chickballapur taluk, food grains were not being given to pregnant women. The *Anganwadi* Teacher sold these stocks. The Mahila Meetings and *Balakendra* Teachers got together and made sure that the pregnant women themselves went and collected their share every day.

B.5. Data collected from Balakendra Teachers

As already described in our last Progress Report, Case Workers depend on live data collected and maintained by *Balakendra* Teachers on prescribed formats. They pore through these records during the monthly *Balakendra* Teacher Training sessions and get a good picture of the status of 226 government schools in the VASS Programme villages.

B.6. Conducting Shramadana

90 Shramadana (voluntary labour) camps were conducted during this reporting period. Cleaning of village roads, drains and schools premises were done in 34 villages.

In 56 villages, CSU Members joined school children in cleaning up their school playgrounds. In another case, a government Polytechnic College had arranged an NSS camp in which our children from Yerrakota also participated.

For the annual sports day and Children's Festival, High School children from 6 Clusters of 3 taluks helped in clearing an acre of land each. They also helped in marking the field for games and athletic events.

C. QUALITY OF TEACHING IMPROVED

C.1. Identifying Government Schools with adverse Teacher: Student ratio and getting additional Government Teachers appointed

In the last report, Case Workers and *Balakendra* Teachers had identified 12 government schools where there were not enough Teachers to handle the student strength. Teachers who were deputed from other schools filled all these 12 posts. They continue to teach in these schools. During this reporting period, 2 more schools were identified and extra Teachers were deputed by the government.

6 *Balakendra* Teachers and 1 woman CSU Member who are graduates and staying at home are helping the government school Teachers in their respective villages. Another *Balakendra*

Teacher who has been trained in Karate is holding PT classes for government school children in the evening.

C.2. Ensuring regular attendance by 232 Government School Teachers

All *Balakendra* Teachers continue to maintain secret attendance registers on the truancy of government school Teachers. Children report on which Teacher was absent and for how long.

In 141 School Betterment Committees where CSU Members have been elected into the bodies, the follow-up on cases of truancy is more strict.

In the past academic year, in all 3 taluks, only 4 School Teachers and 1 Headmaster have been irregular to class. These Teachers have been warned to change their habits and attitudes.

C.3. Sensitising 232 Government Teachers on special needs of special groups

Once again, nothing has been done in this regard during this reporting period also.

But the village CSUs have succeeded in getting an educated Harijana CSU member into the Zilla Panchayat. He has become the President of the Social Justice Committee, Kolar Zilla Panchayat and is in-charge of all government schools and hostels. This is a very powerful post. We now intend using it to influence all government Teachers to be sensitive to the special needs of special groups of children.

C.4. Data collection from *Balakendra* Teachers

Our Case Workers continue to collect data from the daily diaries of all the 231 *Balakendra* Teachers in 221 villages (please note that 10 *Balakendras* have 2 *Balakendra* Teachers each) every single month. So we have very reliable data on the functioning of government schools and Teachers.

42 *Balakendra* Teachers were changed during this reporting period (many because they got married and left the village, some because they got pregnant and couldn't continue. Their replacements were given special training on how to collect data and report to the Case workers.

C.5. Enquiring with children about government Teacher attendance

As already reported, this has now become a standard operational procedure in 221 *Balakendras*.

C.6. Conducting monthly test in *Balakendras*

Out of the 231 *Balakendra* Teachers, only 220 are conducting monthly tests at the *Balakendras*.

Our 4 Teacher Trainers develop question papers for 8-10 Std. children, while the *Balakendra* Teachers themselves have to prepare question papers for 5-7 Std. children. All the *Balakendra* Teachers maintain marks sheets which the Case Workers check and enter into our main database so that we can track the academic performance of each programme child.

D. PARENT PARTICIPATION IMPROVED**D.1. Coolie Sangha Representatives contesting School Betterment Committee elections**

Elections to the School Development & Maintenance Committees are held once in 3 years. In September 2005, elections were held in all the 226 schools. CSU Members have been elected only into 141 betterment committees.

D.2. Involving parents in School activity monitoring & support

Parents of only 136 SDMC have shown a keen interest in the day-to-day working of the schools. 26 non-SDMC CSU parents have also been active participants in spite of not having any official status in the betterment committees.

SDMC meetings are held once a month. Parents discuss budgets and take reports on the functioning of the schools – they participate in organising celebrations of national festivals at schools, keeping track of their children's progress and their attendance at school. They have also been influential in the spending of budgets for the development of schools. Parents also check on Teacher and mid-day meal cooks attendance.

In one school, the whole area was fenced to avoid cattle straying into the premises, another 15 schools were repainted, 23 schools bought play material, storage facilities laboratory equipment. Some schools got extra water cisterns built since the existing ones were not enough, in 6 schools, desks and benches were bought.

D.3. Constant vigil and pressure from 232 Mahila Meetings

35 Mahila Meetings have put pressure on government schools where they found either Teachers or cooks misbehaving. Depending on the number of children in schools, 2-3 cooks are appointed. Usually the head-cooks are never present. Mahila Meetings have warned them that if they were not present to oversee everything, they would agitate to get them removed.

In some cases, mid-day meal cooks have been bartering off gas cylinders to local *Ryots* for small favours. In one case, children complained of a Teacher who used to come to classes drunk. The Mahila Meeting thought he would not be a good Teacher in any school even if he were transferred. They forced him to take voluntary retirement.

In another 2 cases, Teachers used to ask the children to do their laundry for them. Mahila Meetings interfered and warned him.

D.4. Creating awareness on Role and responsibility of SDMC members

The Extension Worker collected information from the Block Education Office on the rights of the SDMC members. This was extensively discussed in 2 Cluster Meets and made into a handbill which was copied and distributed to all the programme villages.

19 special training sessions were also held during this reporting period on how to manage SDMC budget, how to check Teacher truancy and student attendance, and on understanding the new trimester syllabus.

E. RANGE OF EXTRA-CURRICULAR ACTIVITIES IN GOVERNMENT SCHOOLS INCREASED & IMPLEMENTED**E.1. Enforcing implementation of Time Table bound sports/games activities in Government Schools**

The government has fixed the last two hours of the school day for extra curricular activities. All schools have to follow this. In Primary Schools, activities like singing & dancing competition, mimicry, etc are held for 1 hour every day. In the Middle Schools, it is 2 hours a

day. In the High Schools, 2-3 hours are allocated for developing mental and physical abilities of the children. Extra time is allotted for debates, quizzes on science, social science, environment and other topics. Apart from this, they also have time sports and outdoor activities.

All the 226 schools have been conducting these as per schedule except during the last 3 months of the academic year. But the Mahila Meetings has been actively enforcing implementation only in 10 villages – a clear indicator of Coolie women’s ignorance on the need for all round development of children.

E.2. Organising Shrama Dhan Camps for clearing grounds for sports activities

In 55 villages, school children and CSU Members conducted Shramadana camps to clear sports grounds.

E.3. Constructing Stadium/ Sports Complex in all High School Villages

No action.

E.4. Cross verifying with children regarding school performance - time-table bound sports and games, etc

Except for 3 months before the exams, when Teachers are busy taking special classes to complete the syllabus and prepare children for examinations, extra-curricular activities are conducted on a timetable bound basis.

This has been cross-verified by our Case Workers, *Balakendra* Teachers as well as children.

E.5. Enquiring with children on timetable bound govt school teaching

During *Balakendra* Teacher training, all the *Balakendra* Teachers were given a copy of the trimester syllabus for all classes. This was helpful in following up of the school syllabus after enquiring with the children.

44 newly appointed *Balakendra* Teachers are not as good as the older ones in this regard. They are still learning the ropes.

F. CHILDREN RETAINED IN GOVERNMENT SCHOOLS

F.1. Collecting 9,341 marks cards/progress reports and updating Database

A total of 11,113 marks cards of as many children were collected during the last month of this reporting period – i.e. an increase of 19% over and above what we had originally planned for.

Balakendra Teachers themselves collected progress reports from Primary Schools. Parents collected Middle and High School marks cards and handed them over to their respective *Balakendra* Teachers. They brought all these to the Taluk headquarters, over a period of 6-8 weeks, and updated our computerised database.

Parents’ involvement in their children’s progress at schools has shown a marked improvement during this reporting period. They were eager to know how much their children scored in final exams. In some cases, the parents themselves brought the marks cards for updating in our database.

Updating of children’s progress reports was delayed in a few villages as some schools announced results but did not issue marks cards. In some High Schools also, results were announced in late April. Some cantankerous Teachers would not give progress reports even to parents! Our Case Workers and ADATS Field Staff had to interfere and get these report cards.

College children's results have not yet been updated at the time of writing this progress report.

F.2. Identifying out-of-school Children and updating Database with new admissions

During this reporting period, only 9 girls and 8 boys dropped out for a while. All of them were quickly identified and re-admitted to school in June 2006. This has been updated in the database. Now the Mahila Meetings and *Balakendra* Teachers have to keep a sharp eye on these vulnerable children.

F.3. Counselling families to readmit drop-out Children

19 parents in as many villages were counselled to send their children back to school by our Case Workers.

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

Once the admission, readmission & updating of marks cards process was over, village lists were generated and cross-checked in the *Balakendras*.

The computer generated lists show how much money is needed by each village CSU to give out scholarships. 78 village CSU did not have sufficient Sangha Funds to support their children. ADATS used the Icco/EED Consortium budget to give them top-up grants.

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

As reported in the previous report, Primary School children for the academic year 2005-06 were given free books and uniforms from the government by 31 July 2005. For those who did not have by then, the Case Workers, along with *Balakendra* Teachers, made sure that these children received the benefits within a month's time.

Benefits for children for the present academic year will be given only from July 06. All the *Balakendra* Teachers are ready with children's lists. They also have the pamphlets that were distributed last year listing the free government benefits for children.

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

Of 11,113 programme children, only 8,280 are eligible to receive Rs 4,031,900 as scholarship benefits from their respective village CSUs' Sangha Funds. The remaining children are either in Primary School and the government will provide everything, or belong to special categories who are also looked after by the government system.

Of the 8,280 who are eligible, 758 children cannot be given because their parents were chronic and deliberate defaulters in their village Coolie Credit Funds. Though this is no fault of the children themselves, the village CSUs continue to be adamant on this point. ADATS has once again chosen to respect the grassroots decisions taken by Member Coolie families.

	Number of Children		Amount	
Eligible for Scholarship	8,280	100%	4,031,900	100%
Less: Parents have CCF OD	758	9%	362,500	9%
Therefore can give	7,522	91%	3,669,400	91%
Scholarships given out	6,745	90%	3,175,200	87%
Yet to give out	777	10%	494,200	13%

Computer generated village-wise lists were readied for 7,522 children to receive scholarship benefits. At the time of writing this Progress Report, 90% of them have already been given a sum of Rs 3.17 million. Another 10% of children did not come, mainly due to the chikungunya epidemic that has ravaged our villages for the past 2-3 months. They too will be given scholarship support worth Rs 0.49 million in the coming weeks.

Sangha Funds are not used only for giving child scholarships. There are various other expenses that the village CSUs have to meet. These include VHW stipends, First Aid packs, hospital referral bills, legal aid, transaction costs for meetings, etc. and other emergencies.

Village CSUs that were slightly short of cash were given top-up grants worth Rs 689,992 from the ADATS Consortium Programme budget. The remaining Rs 2,979,408 (82%) was spent/will be spent from out of each village's Sangha Funds. This is a good indicator of the extent of self-sufficiency/self-finance in the VASS Children's Programme.

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

The numbers are far higher than what we had projected at the time of writing this Project application. Instead of the 6,721 that we had planned for, the numbers now stand at 8,280 – i.e. an increase of 24%.

Child list printouts were given to each *Balakendra* Teachers They were asked to bring their children on specified dates. On the distribution days, mass cooking was done at ADATS Campus to feed all the children. Responsibility of bringing the children to their respective campuses was given to the *Balakendra* Teachers, VHW and Cheque Signatories. We did not allow men to accompany them. Some clusters hired tempos to reach the campuses on time as they had not direct bus facilities.

As just mentioned, 90% of 7,522 children were given scholarship benefits to buy text and note books, other accessories, meet bus fares, buy a pair of clothes, etc. at the time of writing this Progress Report. The remaining 10% will be given their amounts in the next few weeks.

F.8. Supporting 234 Coolie Children in College

As reported earlier, college list has not been fully updated. We have only entered the results of 377 college children in our database.

Though we don't have the exact number of youth going to college, we know that the numbers are once again far higher than what had been originally envisaged.

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

Balakendra Teachers conducted monthly tests in all the *Balakendras* to identify 10th Std.. children who are academically weak. 296 children were identified for extra coaching before they appeared for the Board exams.

F.10. Recruiting 7 Temporary Teachers for 2 months each year

10 temporary Teachers were recruited (4 in Siddalaghata taluk, 3 in Chickballapur and 3 at Chintamani) to give intensive in-house coaching classes for 18 to 30 days in the different Taluk headquarters.

F.11. Orienting Temporary Teachers on content and methodology of intensive coaching

Extension Workers, along with the temporary Teachers, prepared a suitable Time table which consisted of group discussion, group study, tests on each subject every evening and solving of previous years' question papers. 9 such special sessions were held to orient these 10 Temporary Teachers. Since the question paper pattern was changed for this academic year, Teachers were given copies of question banks prepared by the already running weekend Coaching Classes for the SCNZ programme area.

F.12. Conducting 45 days Coaching classes for 144 children in the 1st year, 172 in the 2nd year, and 254 in the 3rd year, as per the set schedule and time table

Of the 296 children identified for the Coaching Classes, only 139 attended at their respective taluk headquarters. The remaining 157 along with the other 10th Std. children attended special classes held at their respective government schools.

A total of 45 students from Chickballapur, 39 from Siddalaghata and 48 from Chintamani attended Coaching classes. There has been a marginal increase of children from 36% to 41% who attended Coaching Classes for 2005-06.

Special classes in schools were held during weekends and for 1 month after preparatory exams. Children closer to these schools attended the special classes, while the rest preferred to attend the Coaching Classes conducted at the ADATS Campus.

F.13. Ensuring logistic of food, stay and security during the coaching camps

Coaching Classes were held for 19 days in Siddalaghata, 25 days in Chickballapur and 32 days in Chintamani.

Many problems arose during this time as the campuses faced water shortage, we didn't have enough toilets, food was not cooked on time, etc. Our Chickballapur Campus did not have enough physical accommodation for the children to study and sleep. None of our Campuses have separate classrooms; they are not equipped with blackboards, charts and other necessities for conducting Coaching Classes. Yet we managed!

Some volunteer Teachers were there for the whole day, while some for the night and some attended only during evenings after their school hours.

Our Community Health Worker continually toured the 3 taluks to take care of children's health.

F.14. Creating awareness in CSU about Corruption in schools

21 awareness camps – 3 during Taluk Coolie Sangha meetings, 3 at the *Balakendra* Teacher Training, and 15 during various meetings of village CSUs were conducted during this reporting period.

G. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN**G.1. Introducing competitive indoor & outdoor games**

It has become a habit for all the 221 *Balakendra* children to start playing sports and games the moment they come to the *Balakendra* every evening. Even if the *Balakendra* Teacher is late, older children help the younger ones. Though most of these are local games, volley ball and cricket are getting to be popular. This regular playing has helped many children to compete at the Taluk and District level sports.

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

In the *Balakendra* Teacher Training sessions, *Balakendra* Teachers were taught how to conduct these contests through word, number and card games. *Balakendra* Teachers were tested on their ability to teach during these training sessions and graded accordingly.

During this reporting period, only 2 *Balakendra* Teachers, did not conduct these contests in their villages.

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

43 special camps were conducted during this reporting period. Literacy awareness, superstitions, sexual and caste discrimination, etc. were some of the topics taken up.

Similar awareness meetings were held at the *Balakendra* Teacher Training sessions by the Extension Workers and Case Workers.

G.4. Introducing mock parliament & mock media events

Only 2 *Balakendras* in Siddalaghatta Taluk conducted mock Gram Panchayat meetings.

G.5. Conducting leadership training sessions

33 leadership training sessions were conducted for High School children and *Balakendra* Teachers. College youth were trained in taking initiative in conducting and organising annual Sports Day and other events.

Extension Workers informed Coolie youth about the Employment Guarantee Act (EGA) and the Right to Information Act; how they could take a lead in using these progressive laws in favour of the Coolie caste-class.

H. COOLIE CHILDREN LEARN TO LEARN AT BALAKENDRA CENTRES THROUGH CREATIVE APPROACHES**H.1. Sharing project purpose & objectives and bringing 232 *Balakendra* Teachers into the discipline of this Project**

This activity continues in the Teachers' training sessions every month. 72 such trainings have been held during this reporting period. *Balakendra* Teachers were tested on each indicator and

on how they perceived them. Case Workers jotted down the results obtained by each CSU every month on a regular basis.

H.2. Preparing *Balakendra* Teachers' Monitoring Formats/Registers

All the *Balakendra* Teachers are maintaining 8 common formats to monitor effects -School Teacher's attendance, *Balakendra* children's attendance, Marks list, Health file, Trimester lesson plan, Daily diary entries, List of all the play materials and Library books, List of teaching aids & project works.

H.3. Integrating data monitoring functions into the ADATS/Coolie Sangha Intranet

H.4. Monthly training for 232 *Balakendra* Teachers

24 monthly training sessions for *Balakendra* Teachers were conducted during this reporting period. Every *Balakendra* Teacher was made to redo all the teaching aids and project works as most of them were damaged. All these works were encased well in water proof material. Basic English and Math was introduced for the *Balakendra* Teachers, Case Workers and children. Training on extensive use of English-Kannada dictionary was given. Along with these, they were taught the importance of making scrap books. Emphasis was given on maintaining and managing of sports and play materials. Teaching methodology at the trainings are all activity based. Teachers are encouraged to actively participate during these sessions. Teachers are analysed regularly for their efficiency. We found that 85% of the *Balakendra* Teachers had become good facilitators and had bettered personally.

Along with improving teaching ability in the *Balakendras*, they were also given leadership training, classes on sexuality and gender. Extension Workers and Case Workers continued to evaluate Effects on a monthly basis.

During the last 3 months of academic year, Teacher Trainers concentrated on implementing lessons according to government schools syllabus. *Balakendra* Teachers were asked to emphasise on developing children's ability to answer question papers to the point.

A special 18 days training was held for the 44 new *Balakendra* Teachers to bring them at least on par with the rest of the *Balakendra* Teachers

H.5. Implementing the core curriculum syllabus

All the 221 *Balakendra* Teachers have been implementing the syllabus from Teachers' trainer manual. This is being verified by the Case Workers from regular *Balakendra* visits and from the *Balakendra* Teachers' diaries.

H.6. Visiting *Balakendras*, clarifying doubts, and enhancing teaching skills

In most of the *Balakendras* Case Workers found that Teachers had difficulty in teaching English & Math, while in some other, *Balakendra* Teachers were not familiar with the indoor games. Case Workers helped in clarifying doubts and asked some of the degree students to help the *Balakendra* Teachers and the children with their problems.

Case Workers have to attend the *Balakendra* Teachers' training sessions where they too familiarise themselves with the training syllabus. Case Workers also assisted the *Balakendra* Teachers in implementing the Objective type question papers for the 10th Std.. *Balakendra* Teachers were asked to jot down their doubts so that the Case Workers could help them better.

H.7. Visiting *Balakendras* and sorting out specific problems

A few parents were reluctant to send physically challenged children to Special/Regular schools. Extension Workers spent quality time to make them understand the importance of education for these children.

As the pressure from the school authorities on children dissuaded from attending the intensive in-house coaching, Extension Workers continued to motivate children, especially girls to attend. Private land owners had to be negotiated with again to give some part of their unused lands as most the last 6 months were cropping time.

Apart from the above, 122 other issues came up & 165 special visits were made by the Extension Workers to solve a variety of problems during this reporting period. There were cases of children who were not attending *Balakendras*. Resolving *Balakendra* building issues where the owners were storing various waste materials in the building. Sorting out misunderstandings between *Balakendra* Teachers and CSU members. Counselling parents and children when there was a girl dropout or a marriage alliance.

H.8. Repairing 232 buildings used to conduct *Balakendras*

Only 1 *Balakendra* which did not have electricity supply, was looked into

H.9. Procuring basic furniture and teaching material for 232 *Balakendras*

231 sets of teaching material & steel trunks for storing play and study material were purchased centrally by ADATS.

H.10. Furnishing 232 *Balakendras* and supplying teaching material

231 sets of teaching material & referral books were distributed by the Case Workers to individual *Balakendras*. These included black boards, charts, attendance registers, boxes of chalk, answer sheets, etc. Along with these 231 BT were given teaching kits -a back pack containing a long book, a diary, a pair of scissors, set of colour pencils, ruler, eraser, pencil and sketch pens.

H.11. Procuring indoor & outdoor games, toys, books, comics, crayons, paints, etc.

231 sets of throw ball, football, volleyball, badminton rackets, Lezeems, marbles, spinning tops, skipping ropes, cricket sets, tambourine & bells were procured centrally.

H.12. Holding *Balakendra* activities for 2-3 hours every single evening

Barring religious festivals, Sundays or any unfortunate events in the village, all 221 *Balakendras* have been functioning on time.

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

Each *Balakendra* Teacher follows her own individual timetable. She conducts these activities according to children's moods and behaviour. Time for these activities also shorten during the academic year ending. In 219 *Balakendras* Teachers conducted different creative activities like story telling, reading aloud, debating and quizzing. In another 2 *Balakendras*, the *Balakendra* Teachers did not show much interested in these activities. She preferred rote teaching to creative teaching.

H.14. Conducting outdoor sports every day in each *Balakendra*

219 *Balakendras* had 1 hour of fixed play time. But in 2 *Balakendra* Teachers were not able to conduct these activities as most of the children went to another village for school and were late coming back home and in another case, the village did not have any place for a play ground.

H.15. Selecting Cluster level teams

193 teams- 5 teams from each cluster for Kho-kho, Kabbadi, Cricket, Volleyball and Athletics were selected with equal number of girls in each team.

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

During Dassara holidays in October 05, inter cluster competitions were held in sports and games. After going through the qualifying rounds, 9 teams from each Field Worker area competed against each other on Children's Festival.

H.17. Supplying Play Material

The play materials that were centrally procured were also delivered by the supplier at ADATS central campus. They were individually packed by the Case Workers, marked each one distinctively and sent to different taluk headquarters. *Balakendra* Teachers collected these from their respective taluks.

H.18. Sharing project purpose & objectives in Cluster Meets

Extension Workers regularly use the weekly Cluster Meets to discuss VASS project purpose and objectives, clarify doubts, etc.

In addition to this, 90 special meetings were held at the Cluster level during this reporting period for this explicit purpose.

H.19. Conducting Effects Monitoring meetings

The same system as the previous 2 times was followed.

I. HEALTH AND WELLBEING OF CHILDREN ASSURED**I.1. Contracting 3 Doctors, one for each Taluk**

Extension Workers contracted 3 ANM to visit all the *Balakendras* for annual health check-up. Since Chintamani has more number of *Balakendras*, they had to contract another one to finish up.

I.2. Conducting health check-up of all 9,341 Children

Case Workers took the ANM along with them to each *Balakendra*. They along with the *Balakendra* Teachers assisted the ANM in checking up all the children. In all 10,332 children were checked up during annual health check ups.

I.3. Dispensing simple medicines for minor ailments and following up on longer prescriptions

First aid medicines, de-worming medication, Iron and Vitamin supplements were procured centrally. The ANM kept a record of medication they had dispensed and took a new stock after reporting to the concerned Extension Workers. All the children were de-wormed & given supplements if needed. Apart from that, 1,716 children were given simple medication for minor ailments.

I.4. Referring Children with serious ailments to hospitals for follow up treatment

ANM reported a total of 1,151 children- General 121, ENT 162, Eyes 115, Heart problem 23, Skin 311, Dental 342 and Epilepsy 77-suffering from various ailments who needed extra attention.

I.5. Taking referred children to hospitals (CWs/MTs)

Doctors from a major hospital in Bangalore conduct camps every week on Thursday in Kaiwara, which is just about 20 kms from all 3 taluks. Children suffering from ailment like General problem, ENT, Eyes, Skin and Dental were taken to these camps. They were treated there free of cost. Children with severe eye problem-12, 23 heart problem and 77 epilepsy were taken to Bangalore hospital for further treatment. Epilepsy children are on long term treatment.

I.6. Collecting food grains for hungry children

Only 2 families were identified whose children were going to school hungry. These families were given food grains collected from other CSU members.

8. Beneficiaries:

8. a. Who are the beneficiaries of the project?

11,113 Coolie children from 221 villages are the beneficiaries of the project. We have not yet updated data on college children for this academic year. As such, total number of supported children shows lesser than previous year.

Our database shows 90% of children in school age are in school.

Gender Analysis of Children now in School

	Children	Boys	Girls	SC/ST	Middle	Upper	
Primary School (1 to 5)	4,015	36%	49%	51%	60%	15%	24%
Middle School (6 to 7)	2,622	24%	50%	50%	60%	17%	24%
High School (8 to 10)	4,096	37%	52%	48%	59%	17%	24%
PUC	270	2%	53%	47%	54%	12%	34%
Degree	72	1%	68%	32%	54%	8%	38%
Diploma/Other	35	0%	71%	29%	54%	14%	31%
NFE	0	0%	0%	0%	0%	0%	0%
Total	11,113		51%	49%	59%	16%	25%

8.b. How has the project met the needs of the intended beneficiaries?

We give below the results from July 2005-June 2006. Baseline details reflect Results reported as on 31 July 2005. Results are grouped under Sub Effects Indicators found in the original project application, under each of 8 project Objectives.

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

SUB EFFECTS INDICATOR	BASELINE(as on July 2005)	RESULTS (as on May 2006)
A.1. Proportion of Girls not withdrawn from School at puberty	<ul style="list-style-type: none"> ▪ Readmitted to school = 16 Girls ▪ Could not readmit - Parents not agreeing = 2 Girls ▪ Mahila Meeting could not prevent dropout = 1 Girl ▪ Could not readmit - Child beyond learning = 7 Girls 	<ul style="list-style-type: none"> ▪ Readmitted to school = 9 Girls ▪ Could not readmit - Parents not agreeing = 1 Girl ▪ Mahila Meeting could not prevent dropout = 1 Girl ▪ Could not readmit - Child beyond learning = 7 Girls
A.2. Zero cases of marriages of Girls below the age of 18	<ul style="list-style-type: none"> ▪ Mahila Meeting prevented under-age marriage = 5 Marriages ▪ Over 18 yr old girl studying in college = 101 Girls ▪ Over 18 year old unmarried girl not studying, but at home = 94 Girls 	<ul style="list-style-type: none"> ▪ Mahila Meeting prevented under-age marriage = 7 Marriages ▪ Over 18 yr old girl studying in college = 277 Girls ▪ Over 18 year old unmarried girl not studying, but at home = 213 Girls ▪ Working in factory = 93 Girls
A.3. 50% Attendance of not-in-school over-12-year-old Children in NFE classes	<ul style="list-style-type: none"> ▪ Over-age children attending NFE Classes = 4 Youth ▪ Over-age children not attending NFE Classes = 9 Youth. ▪ Over-age children attending only <i>Balakendra</i> and not NFE = 37 Youth 	<ul style="list-style-type: none"> ▪ Over-age children attending NFE Classes = 15 Youth ▪ Over-age children attending only <i>Balakendra</i> and not NFE = 28 Youth
A.4. Zero drop-out of Physically Challenged Children from regular/ special Schools	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted Physically Challenged child to Regular School = 15 Children ▪ Admitted/ re-admitted Physically Challenged child to Special School = 1 Child ▪ Failed to re-admit physically challenged children = 10 Children 	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted Physically Challenged child to Regular School = 4 Children ▪ Admitted/ re-admitted Physically Challenged child to Special School = 1 Child ▪ Failed to re-admit physically challenged children = 5 Children

B. GOVERNMENT SCHOOL INFRASTRUCTURE IMPROVED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on May 2006)
B.1. Each Std.. has it's own adequately furnished classroom	<ul style="list-style-type: none"> ▪ Applied to government for classrooms = 8 Applications ▪ Classrooms under construction = 20 Rooms 	<ul style="list-style-type: none"> ▪ Applied to government for classrooms = 11 Applications ▪ Classrooms under construction = 16 Rooms

	<ul style="list-style-type: none"> ▪ Application rejected by government due to less student strength = 39 Applications ▪ Applied for classrooms but government is delaying = 67 Applications ▪ Applied for a government School = 2 Applications ▪ New classroom constructed during this reporting period = 18 Classrooms ▪ Classroom adequately furnished = 5 Classrooms ▪ New class room constructed during this reporting period = 7 Classrooms ▪ New class room sanctioned, but construction not started = 2 Classrooms ▪ Appointed New Teachers = 1 Teacher ▪ Classroom adequately furnished = 15 Schools 	<ul style="list-style-type: none"> ▪ Application rejected by government due to less student strength = 9 Applications ▪ Applied for classrooms but government is delaying = 4 Applications ▪ New classroom constructed during this reporting period = 12 Classrooms ▪ Classroom adequately furnished = 46 Classrooms ▪ New class room constructed during this reporting period = 8 Classrooms ▪ Classroom adequately furnished = 71 Schools ▪ Govt school sanctioned. = 1 school
B.2. Each and every School has it's own Playground	<ul style="list-style-type: none"> ▪ School got land for playground through government efforts = 2 Playgrounds ▪ Villagers/ CSU arranged private land for playground = 27 Playgrounds ▪ Applied to government for playground = 3 Applications ▪ Well maintained playground = 53 Playgrounds ▪ Applied but government is delaying = 9 Applications 	<ul style="list-style-type: none"> ▪ School got land for playground through government efforts = 2 Playgrounds ▪ Villagers/ CSU arranged private land for playground = 33 Playgrounds ▪ Applied to government for playground = 12 Applications ▪ Well maintained playground = 164 Playgrounds ▪ School does not have playground = 11 Schools ▪ CSU Not interested = 3 CSUs
B.3. Drinking Water available in each and every School	<ul style="list-style-type: none"> ▪ Water facility under construction within school compound = 11 Schools ▪ Villagers/ CSU bringing water for children = 14 Schools ▪ Applied to government for water facility = 17 Schools ▪ Water facility arranged within school compound during reporting period = 38 Schools ▪ Applied, but government is delaying - children using public tap = 19 Applications ▪ No water facility = 2 Villages 	<ul style="list-style-type: none"> ▪ Water facility under construction within school compound = 3 Schools ▪ Villagers/ CSU bringing water for children = 13 Schools ▪ Applied to government for water facility = 12 Schools ▪ Water facility arranged within school compound during reporting period = 6 Schools ▪ Well maintained drinking water facility within school compound = 192 Schools

B.4. Number of Schools with kitchens for the Mid Day Meals Scheme	<ul style="list-style-type: none"> ▪ Applied to government = 16 Applications ▪ Kitchen under construction = 27 Kitchens ▪ Well maintained separate kitchen = 69 Kitchens ▪ Villagers/ CSU made temporary arrangement = 7 Kitchens ▪ Government sanctioned, but construction not started = 9 Kitchens ▪ Applied, but government delaying = 19 Applications 	<ul style="list-style-type: none"> ▪ Applied to government = 18 Applications ▪ Kitchen under construction = 6 Kitchens ▪ Well maintained separate kitchen = 161 Kitchens ▪ Villagers/ CSU made temporary arrangement = 16 Kitchens ▪ No kitchen facility = 14 Schools ▪ Applied, but government delaying = 10 Applications
B.5. Number of Schools with toilets for Girls	<ul style="list-style-type: none"> ▪ Applied to government for a toilet block = 8 Applications ▪ Toilet block sanctioned/under construction = 17 Toilet Blocks ▪ Not interested with the girl child = 3 CSUs ▪ Toilet block well maintained = 38 Toilet Blocks ▪ Applied, but government is delaying sanction = 39 Applications ▪ Application rejected by government due to lack of space = 4 Applications ▪ Sanctioned, but construction work has not started = 1 Toilet Block ▪ Toilet block built during reporting period = 4 Toilet Blocks ▪ Toilet block disused because there is no water = 2 Toilet Blocks 	<ul style="list-style-type: none"> ▪ Applied to government for a toilet block = 39 Applications ▪ Toilet block sanctioned/under construction = 22 Toilet Blocks ▪ Toilet block well maintained = 149 Toilet Blocks ▪ Applied, but government is delaying sanction = 6 Applications ▪ Application rejected by government due to lack of space = 5 Applications ▪ Sanctioned, but construction work has not started = 4 Toilet Blocks ▪ Toilet block built during reporting period = 1 Toilet Block

C. QUALITY OF TEACHING IMPROVED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on May 2006)
C.1. Extent of portions/ syllabus covered	<ul style="list-style-type: none"> ▪ 100% syllabus completed = 159 Schools ▪ 75% syllabus completed = 39 Schools 	<ul style="list-style-type: none"> ▪ 100% syllabus completed = 161 Schools ▪ 75% syllabus completed = 59 Schools ▪ No information = 6 Schools
C.2. All exam questions attempted by Children	<ul style="list-style-type: none"> ▪ <i>Balakendra</i> Teacher asked children, but did not monitor = 75 BTs ▪ New <i>Balakendra</i> Teachers did not even ask the children 	<ul style="list-style-type: none"> ▪ Over 90% questions attempted = 137 <i>Balakendras</i> ▪ Between 60% to 90% questions attempted = 80 <i>Balakendras</i>

	<ul style="list-style-type: none"> = 32 BTs ▪ <i>Balakendra</i> Teacher not interested in children's academics = 13 BTs ▪ Over 90% questions attempted = 66 <i>Balakendras</i> ▪ Between 60% to 90% questions attempted = 33 <i>Balakendras</i> ▪ Below 60% questions attempted = 2 <i>Balakendras</i> 	<ul style="list-style-type: none"> ▪ Below 60% questions attempted = 7 <i>Balakendras</i>
C.3. Increasing trend in average total marks of School exams	<ul style="list-style-type: none"> ▪ <i>Balakendra</i> Teacher count of children getting higher marks = 160 Children ▪ <i>Balakendra</i> Teachers collected marks cards, but did not monitor = 120 BTs 	<ul style="list-style-type: none"> ▪ <i>Balakendra</i> Teacher count of children getting higher marks = 345 Children
C.4. Opinion direction of School Children	<ul style="list-style-type: none"> ▪ Children direct Mid Day Meal Scheme details = 26 Schools ▪ Children arranged their own tour/ picnic = 1 Outings 	<ul style="list-style-type: none"> ▪ Children direct Mid Day Meal Scheme details = 8 Schools ▪ Children arranged their own tour/ picnic = 22 Outings

D. PARENT PARTICIPATION IMPROVED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on May 2006)
D.1. Authentication of School/Student Records by School Betterment Committees	<ul style="list-style-type: none"> ▪ SDMC/ Parents checking school records = 159 Schools ▪ SDMC/ Parents not checking school records = 15 Schools ▪ Insufficient CSU strength to influence SDMC = 14 Schools 	<ul style="list-style-type: none"> ▪ SDMC/ Parents checking school records = 167 Schools ▪ SDMC/ Parents not checking school records = 19 Schools ▪ Insufficient CSU strength to influence SDMC = 34 Schools
D.2. Increased School attendance rates	<ul style="list-style-type: none"> ▪ Between 80% and 90% attendance = 43 <i>Balakendras</i> ▪ Below 80% attendance = 3 <i>Balakendras</i> ▪ Over 90% attendance = 155 <i>Balakendras</i> 	<ul style="list-style-type: none"> ▪ Between 80% and 90% attendance = 34 <i>Balakendras</i> ▪ Below 80% attendance = 3 <i>Balakendras</i> ▪ Over 90% attendance = 187 <i>Balakendras</i>
D.3. Decreased drop-out rates	Readmitted to school = 1 Child Failed to readmit = 1 Child	<ul style="list-style-type: none"> ▪ Readmitted to school = 3 Children
D.4. School Teacher attendance rates	<ul style="list-style-type: none"> ▪ Over 90% attendance = 397 Govt Teachers ▪ Between 75% and 90% attendance = 131 Govt Teachers ▪ Below 75% attendance = 7 Govt Teachers 	<ul style="list-style-type: none"> ▪ Over 90% attendance = 510 Govt Teachers ▪ Between 75% and 90% attendance = 55 Govt Teachers ▪ Below 75% attendance = 4 Govt Teachers

	<ul style="list-style-type: none"> ▪ Reluctant to challenge government staff = 3 CSUs 	
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E. RANGE OF EXTRA-CURRICULAR ACTIVITIES IN GOVERNMENT SCHOOLS INCREASED & IMPLEMENTED

SUB EFFECTS INDICATOR	BASELINE	▪ RESULTS (as on May 2006)
E.1. Hours-per-week of Government School organised playtime	<ul style="list-style-type: none"> ▪ 1 period every day = 181 Schools ▪ 2 periods every week = 12 Schools ▪ No play time = 1 School ▪ Have play time, but not organised = 5 Schools 	<ul style="list-style-type: none"> ▪ 1 period every day = 205 Schools ▪ 2 periods every week = 17 Schools ▪ 2 periods every week = 4 schools
E.2. Hours-per-week of Government School organised debates, elocution, etc.	<ul style="list-style-type: none"> ▪ 1 debate period every week = 106 Schools ▪ Debate period not held = 8 Schools ▪ Primary School - does not have debate period = 86 Schools 	<ul style="list-style-type: none"> ▪ 1 debate period every week = 67 Schools ▪ Debate period not held = 13 Schools ▪ Primary School - does not have debate period = 146 Schools

F. CHILDREN RETAINED IN GOVERNMENT SCHOOLS

SUB EFFECTS INDICATOR	BASELINE	▪ RESULTS (as on May 2006)
F.1. Reduction in Girl drop-out rates		▪
F.2. Zero cases of Physically Challenged Children out-of-School	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted to regular school = 9 ▪ Children Needed special school admission but parents are not agreeing = 3 Children 	<ul style="list-style-type: none"> ▪ Admitted/ re-admitted to regular school = 1 Child ▪ Could not readmit -child beyond learning = 1 Child
F.3. Extent of rent seeking by Government School Teachers and Block Education Officials	<ul style="list-style-type: none"> ▪ Rent seeking cases not found = 108 Villages ▪ Rent seeking cases caught & stopped = 13 Schools ▪ CSU not interested in challenging corruption = 1 CSU 	<ul style="list-style-type: none"> ▪ Rent seeking cases not found = 211 schools
F.4. Zero cases of School days lost due to punishment for not bringing books to class	<ul style="list-style-type: none"> ▪ Punished for 1 week = 1 Child ▪ No such cases = 48 Villages 	<ul style="list-style-type: none"> ▪ Punished for 1 day = 2 Children ▪ Punished for 1 week = 3 Children

G. INDIVIDUALITY AND SELF ASSERTION IMPROVED IN COOLIE CHILDREN

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on May 2006)
G.1. Average marks obtained by	Child got more than 90%	<ul style="list-style-type: none"> ▪ Child got more than 90% average

Coolie Children higher than Taluk average	average marks = 206 Children	marks = 380 Children
G.2. Pass percentage of Coolie children in X Std.. board exams higher than District average	<ul style="list-style-type: none"> ▪ Passed Std. X exams in first attempt = 184 Children ▪ Failed Std. X exam/ dropped-out of school = 133 Children ▪ Children who scored more than 90% marks = 17 Children 	<ul style="list-style-type: none"> ▪ Passed Std. X exams in first attempt = 752 Children ▪ Marks higher than district average = 43 Children
G.3. Cases of leadership qualities displayed	<ul style="list-style-type: none"> ▪ Exceptional - issues concerning whole village = 4 Cases ▪ Very Good - issues concerning children = 2 Cases ▪ Leadership qualities not displayed = 19 Cases 	<ul style="list-style-type: none"> ▪ Very Good - issues concerning children = 9 Cases
G.4. Cases of Children taking Initiative and finding unique child-centric solutions to their problems	<ul style="list-style-type: none"> ▪ Very Good - issues concerning an individual child = 3 Cases ▪ Children took up issues concerning mid day meal scheme details = 2 Cases 	<ul style="list-style-type: none"> ▪ Exceptional - issues concerning all children = 2 Cases ▪ Very Good - issues concerning an individual child = 1 Case ▪ Children took up issues concerning mid day meal scheme details = 4 Cases
G.5. Cases of community service & contribution	<ul style="list-style-type: none"> ▪ Children took up issues concerning the whole village = 69 Cases ▪ Children took up issues concerning <i>Balakendra</i>/ School = 121 Cases ▪ Wider events = 19 Cases 	<ul style="list-style-type: none"> ▪ Children took up issues concerning the whole village = 34 Cases ▪ Children took up issues concerning <i>Balakendra</i>/ School = 56 Cases

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

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on May 2006)
H.1. Extent of participation by Children in creative learning and extra curricular activities	<ul style="list-style-type: none"> ▪ Very Good = 92 <i>Balakendras</i> ▪ Good = 41 <i>Balakendras</i> ▪ Not interested/ frequent change of <i>Balakendra</i> Teacher = 10 <i>Balakendras</i> 	<ul style="list-style-type: none"> ▪ Very Good = 153 <i>Balakendras</i> ▪ Good = 57 <i>Balakendras</i> ▪ Not interested/ frequent change of <i>Balakendra</i> Teacher = 14 <i>Balakendras</i>
H.2. Frequency of daily practice for games & sports in the <i>Balakendras</i>	<ul style="list-style-type: none"> ▪ Play every day = 189 <i>Balakendras</i> ▪ No space to play = 29 <i>Balakendras</i> ▪ No play materials = 6 <i>Balakendras</i> 	<ul style="list-style-type: none"> ▪ Play every day = 209 <i>Balakendras</i> ▪ No space to play = 11 <i>Balakendras</i> ▪ Not interested/ frequent change of <i>Balakendra</i> Teacher = 4 <i>Balakendras</i>
H.3. Proportion of Coolie	Participated in Taluk event = 1	<ul style="list-style-type: none"> ▪ Participated in Taluk event = 227

Children competing at Taluk level sports events	Child	Children
H.4. Proportion of Coolie Children competing at District/State level events		<ul style="list-style-type: none"> ▪ Participated in District/ State event = 19 Children

I. HEALTH AND WELLBEING OF CHILDREN ASSURED

SUB EFFECTS INDICATOR	BASELINE	RESULTS (as on May 2006)
I.1. Zero cases of Children with less than 2 meals-a-day	<ul style="list-style-type: none"> ▪ Identified in CD&S and assisted = 21 Children ▪ Identified in CD&S but no action was taken = 22 Children 	<ul style="list-style-type: none"> ▪ Identified in CD&S and assisted = 6 Children
I.2. Zero cases of unattended ailments	<ul style="list-style-type: none"> ▪ Diagnosed and treated/ being treated = 1 Child 	<ul style="list-style-type: none"> ▪ Diagnosed and treated/ being treated = 22 Children ▪ Diagnosed but not treated = 4 Children
I.3. Reduction in School days lost due to sick leave	<ul style="list-style-type: none"> ▪ Missed school for more than 5 days = 1 Child 	<ul style="list-style-type: none"> ▪ Missed school for more than 5 days = 25 Children

8.c. How have they confirmed that they have benefited from the project?

By monitoring Results through a participative and bottom-up Effects Monitoring exercise conducted, for the third time, in the last week of June 2006.

9.a. How did the beneficiaries participate in project implementation?

9.b. How did the beneficiaries participate in project monitoring and/or evaluation?

10.a. Describe any gender issues in the project and how they are being addressed?

10.b. How did women/ girls participate in and benefit from the project?

11. How have children participated in the project? (if not answered)

12. What strategies does the project apply to ensure protection of children either directly or indirectly involved with the project?

13. How has the project contributed to increasing the capacity and self reliance of the beneficiaries and/or the community they live in?

14. How has the project contributed to increasing the capacity of local partners/ organizations? (state specific capacity building activities done as well as an analysis of how capacity has been built.)

What are the capacity building needs of your partners in the next funding period and how will these be addressed?

No new or unplanned measures are needed.

15. What strategies are being applied in the project to work towards sustainability of project activities and benefits?

Does the project have an exit strategy in this current funding period? If so, briefly describe that strategy and the progress towards that.

If this is the final year of the current funding period summarise future plans for the project and/or your organizations plans for continuing to work towards the projects goal and objectives

Not Applicable

16.a. Describe what monitoring and evaluation activities have been carried out.

Please see our previous 2 Progress Reports.

16.b. How effective was the project monitoring and evaluation system? How could it be improved?

Please see our previous 2 Progress Reports.

16.c. What contribution did it make to achieving project objectives? (changes made or planned?)

Project objectives have stayed unchanged.

16.d. What monitoring and/or evaluation activities are planned for the next funding period?

16.e. If SCNZ visited your project this year please give feedback on that visit

Not Applicable

17.a. Summarise the positive changes which have occurred as a result of the project

17.b. Summarise any adverse or unexpected effects that have occurred

None

17.c. Summarise enabling factors (things that helped the project go well)

17.d. Summarise constraining factors and how they were addressed (difficulties – things that may have negatively affected progress)

18. Have there been any risks to the project in the reporting period? If so what affect have they had and how were they managed?

What risks may there be to the project in the coming funding period? How will these risks be avoided/ minimized or managed?

19. What experiences from this project has/will your agency use in planning further activities? (lessons learnt)

20. Please make any comments you wish to on SCNZ's role in supporting this project (re. communications, funding, relationship etc)

21. Could SCNZ support you in your work better in any way?

Is there any specific help/support you would like from SCNZ in the implementation of this project?

21. Please provide a summarized workplan for the next funding period indicating any activities not implemented in current period and carried over and any new activities (not included in original proposal)