

ANNUAL REPORT

April 2014 - March 2015



NEW EDUCATION GROUP

Foundation for Innovation and Research in Education

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Chairperson Speaks



Dear Friends,

Despite the economic growth and progress our country has seen in the last two decades, we are still witnessing deteriorating human development indicators for children of the backward and poor. It is worse for the girl child belonging to the marginalised and excluded caste groups and tribal communities. The work of NEG-FIRE to reach the girl child in the poorest districts, to enable them to access and utilise education opportunities for their growth and development, remains a demanding challenge.

In the last ten years NEG-FIRE has evolved and grown! We have learnt from our experience with partners in the field and from the needs of the children we have worked with. However, one of the toughest challenges has been to factor in the consequences for the girl child amidst economic and social change that affect the education structure and process in innumerable ways. From attitudes and orientation of teachers, to the content and quality of Teaching Learning Materials (TLMs), to prevailing teaching practices, most of the state programmes and schemes still struggle to transform the life of the girl child in the marginalised communities.

At NEG-FIRE we have sought to build enabling partnerships to create community-based institutions and structures that can sustain their commitments towards transformative actions and processes in the communities they are anchored in. None of this has been easy. It is a continuous and tireless journey of learning and achievements; small steps shaping change. For all this, we are deeply grateful to the partners who have accompanied us, their steadfast commitment to this mission and their willingness to accept and implement numerous systems and protocols that transparency and genuine accountability require of us.

It is against this background that NEG-FIRE drew up and articulated a Theory of Change to depict our goals and approaches with clarity. There have been some truly remarkable achievements in the last year, which mirror this theory of change. One of the most important among them is the Piloting of Mother Tongue-Based Multilingual Education in Madhya Pradesh, and its implementation for children of Class I and II in Mawai and Samnapur blocks of Mandla

and Dindori districts. In the years ahead, we hope that such efforts, which shape policy and action on the ground, will multiply. An added focus will be on orienting and preparing adolescent children for the world of work and employment.

However, none of this would have been possible without the dedicated effort of our staff. They have strived hard, worked in difficult circumstances, faced hardships and responded to the growing demands made of them. The Board and General Body acknowledge their contribution and commitment. And to our Donors MISEREOR IHR HILFSWERK and SDTT, who have supported and made this possible, our fulsome thanks!

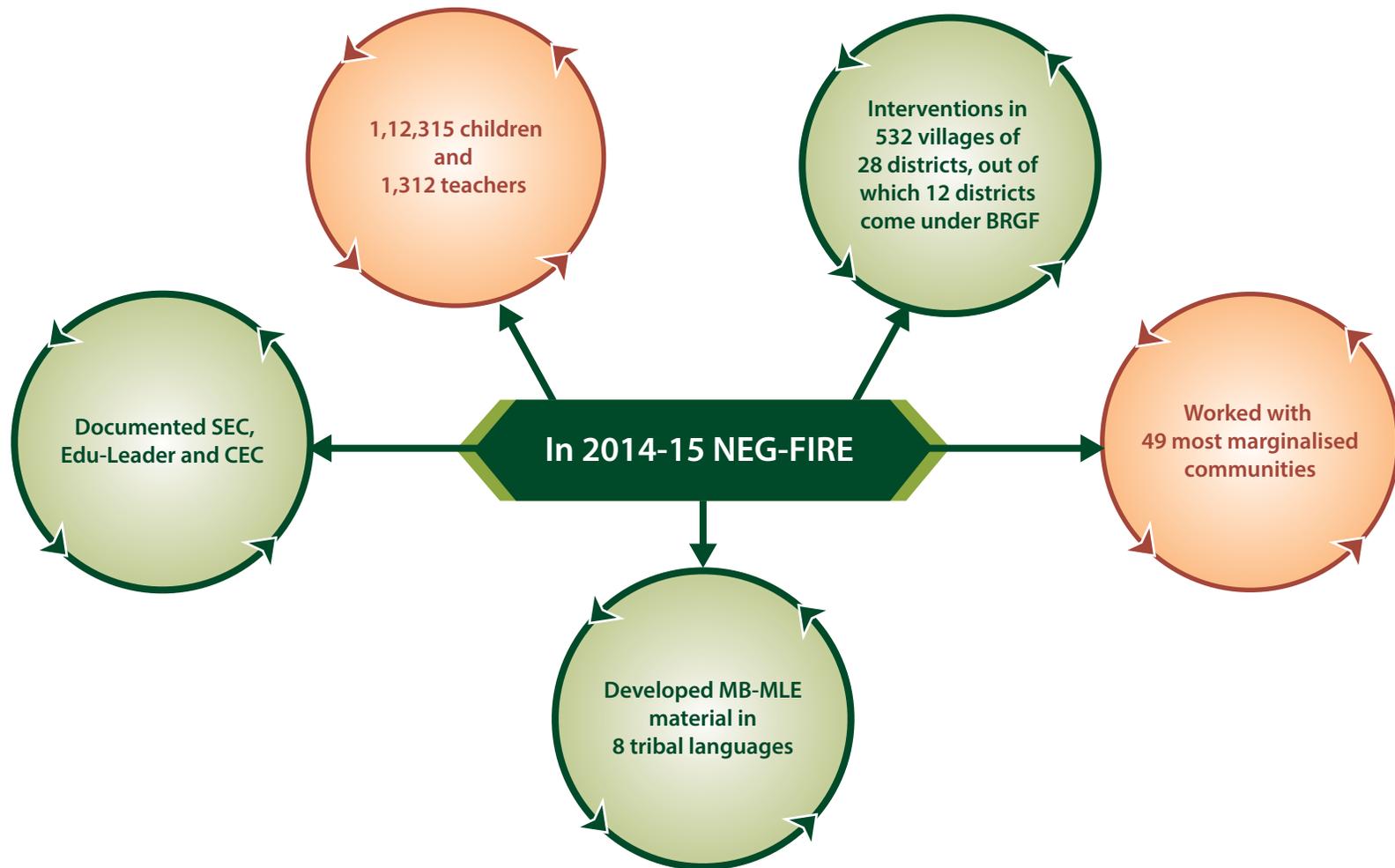
As we look to the future, we are aware that NEG-FIRE will have to strategise and work towards greater resource mobilisation from within the country to support our work. This is an exceedingly difficult task, but one which is a priority, to provide financial sustainability.

We hope that as we celebrate a decade of our life, we will find the support to grow fruitfully into another decade. This Annual Report shares with you the achievements and milestones of the last year and we look forward to your feedback.



Dr. Cherian Joseph

In 2014-15, NEG-FIRE Reached Out to...



Executive Director Speaks



Dear all,

Greetings!

NEG-FIRE has completed one decade of successful intervention – ‘transformation through education’ – on March 28, 2015. This is the time to reflect, remember and express our gratitude to every person who has been associated with NEG-FIRE, namely the General Body and Governing Board members; staff members; partners and their staff; participants; other stakeholders, including government officials who supported us on the ground and the donors.

Through partnership model, NEG-FIRE supported 1,12,315 children to access quality education by collaborating with 1,312 Teachers in 626 Government Schools. Our programme was implemented in 532 villages in 28 Districts of 11 states. We have worked with 49 most marginalised communities that include Scheduled Tribes, Scheduled Castes, minority Muslims, OBCs and others.

New Education Group (NEG) in 1990 was established as a ‘Think Tank’ to promote education for the children from marginalised communities through collaborative effort of the Catholic Bishops Conference of India and Indo-Global Social Service Society (then known as Indo-German Social Service Society) and was supported by MISEREOR IHR HILFSWERK. In 2005, it was registered as New Education Group-Foundation for Innovation and Research in Education (NEG-FIRE) under Societies Registration Act.

NEG-FIRE in its initial years promoted action research or research-based programmes to reach out to the most marginalised communities through grass-roots organisation. The inputs from the research were used to design innovative solutions that were then converted into projects. Few examples of our research-based project approaches are the Edu-leadership Programme, Inter-state Border Area Programme, Supplementary Education and Cultural Expressions that promotes inclusion in classroom and education as a community agenda.

NEG-FIRE has developed a cadre of nearly 2000 Edu-leaders in the intervention areas. They not only took up the agenda of education, but also supported the overall development of the area by engaging with the community such as the local leaders, community workers, school teachers, etc. We thank all those who became the education promoters in their region, who started as Edu-leaders and progressed to become the true leaders of their respective regions.

Our supplementary education and incorporation of cultural expression in the learning process through centres named cultural corners, treasure houses, Kala Kendra and Vyakti Vikas Kendras have brought many children who were out of school to the fold of education by enhancing their interest and improving their classroom performances. The latest initiative towards this is Mother tongue Based Multi Lingual Education (MB-MLE) Teaching Learning Materials (TLMs).

Being the 10th year (2014-15), NEG-FIRE has focused to consolidate its past innovations and intervention to achieve its goals, converting them as educational intervention strategy that can be replicated, elsewhere.

During 2014-15, the facilitator role of NEG-FIRE was strengthened through emphasis on the due diligence process in project approvals, technical assistance visits, financial reviews and organisational development exercises. To strengthen the inclusiveness in classrooms in the tribal regions, MB-MLE materials have been developed in 12 languages, with the help of community, teachers and other area experts. The pilot project of Gondi language material in 30 schools in MP proved that MB-MLE brings significant improvement in the learning levels and overall performance of the children in the classroom.

Besides, Knowledge management department was set up to strengthen NEG-FIRE's role as a resource agency and documentation of a few NEG-FIRE's innovations and incubation process have been completed. Towards this, Edu-leadership Programme, Supplementary Education and Cultural Expression innovations have been documented into publications. During 2014-15, NEG-FIRE also completed studies on Education of NT-DNT communities, Educational issues of Adolescent girls in Maharajganj, Uttar Pradesh and Experience of MB-MLE pilot in Madhya Pradesh. To support the interventions, primers (ICDS, RTE and SMC) and RTE posters have also been compiled and published.

For NEG-FIRE's intervention, research provides the way forward and contributes to policy discussions. The study on educational issue of adolescent girls in Maharajganj strongly suggests the need to focus on adolescent girls in our programmes. By providing educational support to adolescent girls, NEG-FIRE attempt to improve their potential as a responsive citizen.

Finally, in 2014-15, NEG-FIRE received an award from Guidestar India titled the 'Platinum Certificate of Transparency' and the organisation was also included in the first list of the credible NGOs selected by the National Foundation for Corporate Social Responsibility, Indian Institute of Corporate Affairs.

The last 10 years has been a journey of learning, sharing and improving our functional processes and strategies. NEG-FIRE received overwhelming support and involvement of children, community, schools, anganwadis, government authorities and other stakeholders. NEG-FIRE's and partner relationships are based on mutual respect, continuous dialogue, commitment to children, accountability and continuous learning. The current and previous team members of NEG-FIRE who are committed to the educational development goals deserve special thanks. My special thanks to Ms. Marita Ishwaran, the previous ED, for building a firm foundational program and initiating many innovations. We also express gratitude to our donors, MISEREOR and SDTT, who helped us convert our ideas into programmes.

I wish, when we reach the 20 years mark, the above success stories would be much bigger than one can think of.

With warm regards,

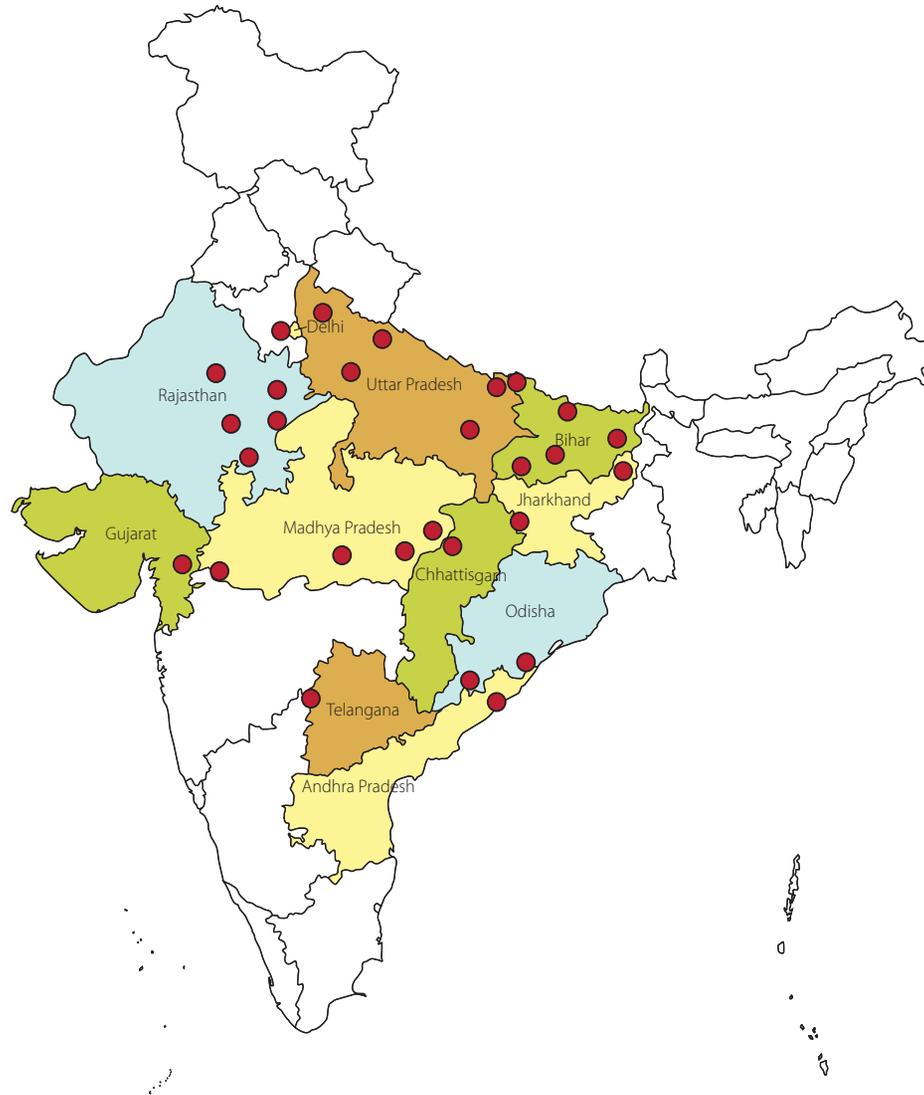


Vengatesh Krishna

Coverage

NEG-FIRE works in
11 states of India

- 28 Districts



Reflections 2014-15

NEG-FIRE realises its goal 'to ensure children from the most marginalised communities access quality education in an environment that is just, fair and equal' through partnership model. These partnerships have been created with field-based credible NGOs; Research and Academic organisations; Government departments and other stakeholders. This has resulted in ensuring 1,12,315 children in 532 villages continue to access quality education.

Realising the role of education in addressing the issues of social exclusion and discrimination, NEG-FIRE has focussed on the educational improvement of children from marginalised communities in the intervention areas. In the following pages, we provide you the Reflections 2014-15 showcasing our achievements in the last year in the following sections:

1. Programme
2. NEG-FIRE'S Outreach: 2014-15
3. Research and Documentation
4. Monitoring and Evaluation
5. Engagements with Government and Other Stakeholders
6. NEG-FIRE in Major National Events
7. NEG-FIRE: Recognition from Reputed National Agencies
8. Capacity Building of Staff and Partners
9. Publications
10. Audited Financial Report

Programme

1) Mother Tongue-based Multi Lingual Education

a) Development of MB-MLE Material

Mother tongue-based Multi-lingual Education material development and its effective utilisation in the classrooms to facilitate the smooth transition of children towards the medium of instruction is a flagship programme of NEG-FIRE. In this regard, 2014-15 was a landmark year for NEG-FIRE. We have completed the development of MB-MLE learning materials in 8 tribal languages.

- The process was started through workshops with partners from 3-5 March 2015 at Bhopal, where the partner staff, experts and designers participated. The meeting decided on the following:
 - Analysing the emerging needs of schools, specifically on MB-MLE.
 - Review of stories, poems, songs, etc., collected from the community from Andhra Pradesh, Odisha, Bihar, MP and Chhattisgarh.
 - Finalising the design/type of material (puzzles, charts, book series, etc.) for children in different states.

Process Followed to Develop MB-MLE

- Workshop with the community were organised to collect and design the selected materials/content. Towards this, NEG-FIRE has organised workshops in Araku Valley on 30 June-7 July and Koraput on 22 June-29 June, 2014. Consultant, Mr. Blaize George led the process in Koraput in Odisha and Araku Valley in Andhra Pradesh. The community (elders, youngsters, teachers, and other stakeholders) participated in the process and developed/designed materials based on the stories, songs and poems. Later, these materials were finalised and fine-tuned for printing in a workshop held at Belgaum with the key community people, partner staff, NEG-FIRE team, experts/consultants and designers on 28-29 October 2014.
- In Madhya Pradesh, experts and partner organisations worked with the community in 20 villages to collect stories, songs, folklore and poems. This was reviewed and edited in a workshop held at Bhopal on 23-25 June with partners, experts, community members and story collector. These stories were then translated into Baiga language. Followed by this the selected materials were illustrated/designed in a workshop held at Belgaum between 20-26 July. The draft material was reviewed in a meeting held on 12 December at Bhopal, in which experts from tribal department, Eklavya, and Rajya Siksha Kendra participated.
- With reference to the Santali language material, it was also developed in the workshop held at Bhopal on 23-25 June through participation by people from Bihar and Jharkhand, who followed the above process. Once the materials were finalised it was sent back to the community for review and re-confirmation. Finally it was sent for designing and printing. This process was led by consultants – Mr. Ignatius Besra and Ms. Brijinia Hemrom.

Through constant community participation, NEG-FIRE has developed materials in 8 tribal languages being used in 10 districts in 7 States. These are as follows:

State	District	Language	Number of children benefited by MB-MLE material	Name of the partner
Andhra Pradesh	Visakhapatnam	Adivasi Odiya, Kondedora, Kui	3,264	Nature
Odisha	Koraput	Kui, Gadaba, Paraja	2,460	South Orissa Voluntary Action (SOVA)
Bihar	Sasaram	Bhojpuri	3,341	Patna Jesuit Society, Rohtas
Bihar	Katihar	Santhali	2,286	Purnea Social & Educational Society (PSES)
Jharkhand	Sahibganj	Santhali	2,951	Abhiyan
Uttar Pradesh	Maharajganj and Azamgarh	Bhojpuri	9,891	Saket Mahila Samajothhan Shilp Evam Gramodyog Sansthan & Shramik Varg Evam Nirbal Varg Vikash Sansthan, Azamgarh Srishti Sewa Sansthan & Rural Organisation for Social Advancement (ROSA), Maharajganj
Madhya Pradesh	Mandla	Baiga	2,316	Jabalpur Diocesan Social Service Society (JDSSS)
	Dindori	Baiga	1,789	Samarpan
Chhattisgarh	Kawardha	Baiga	1,124	Raipur Diocesan Social & Welfare Society (RDSWS)
	TOTAL		29,422	

b) Pilot Testing of Mother Tongue-based MLE

NEG-FIRE pilot tested MB-MLE materials in collaboration with Rajya Shiksha Kendra (RSK) in 30 Government schools of Mandla and Dindori districts of Madhya Pradesh. Towards this, training workshops organised for teachers in Mandla and Dindori at various stages. The first round of trainings were held from 22-24 September, 2014 in Mandla and from 25-27 in Dindori, whereas the second round of the training were held from 20-21 January 2015 in Mandla and 22-23 January in Dindori. In the trainings 27 teachers from both the districts participated. The training focused on the significance of MB-MLE for tribal children and also to develop skills for effective utilisation of bilingual material in classroom and integrate local art forms with language lesson in the Class I and II. The teachers were also sensitised about developing stories/poems bank on the basis of rich oral history prevalent in tribal communities.

Cross Visit of Teachers

To motivate teachers, different methods were explored. The idea of cross visit, one of the methods initiated by NEG-FIRE, was accepted by all teachers during the first training. The teachers themselves decided the schools for visit and the components that will be observed during the visit. The purpose of the cross visits was to motivate teachers to work effectively in the classroom by promoting healthy competition among teachers. After September 2014, the cross visits were organised every month in both the districts.

“Children are more vocal and communicate with us. Earlier when we asked any question nobody answered. Now we see the difference after using children’s language in classroom.”

–Experience of a teacher who participated in pilot-testing in Mandla, MP

2) Strengthening Financial Systems

NEG-FIRE undertakes rigorous capacity assessment of organisation before initiating any project partnerships. We review the quality of financial reports submitted by the partner organisations and identify capacity gaps. In order to conduct field assessment, review of systems, financial transactions, legal compliances and strengthen capacities, the annual Financial Monitoring and Capacity Building (FMCB) plan is developed and being implemented. For this, two Management system consultants, Mr. Vaidyanathan B. and Mr. Narsing Rao, along with NEG-FIRE team members conducted the field assessment and capacity building processes. This was held over a period of 6 months for 5 SDTT and 13 MISEREOR partner organisations.

Partner	Location	Visit Dates
NATURE	Visakhapatnam, Andhra Pradesh	20-22 May 2014
Purnea Social & Educational Society (PSES)	Purnea, Bihar	8-10 July 2014
Patna Jesuit Society- Prabhat	Madhubani, Bihar	10-13 July 2014
Abhiyan	Sahibganj, Jharkhand	11-13 July 2014
Rural Education and Development (READ)	Bettiah, Bihar	13-15 July 2014
Anuj Shiksha Avam Mahila Jan kalyan Samiti	Badaun, UP	16-17 July 2014
Kashi Samaj Shiksha Vikash Sansthan	Badaun, UP	18 July 2014
Swadhikar	Delhi	21-22 Aug 2014
Sramik Varg avam Nirval Varg Sewa Sansthan	Azamgarh, UP	3-4 Nov 2014
Saket Mahila Samajotthan Shilp evam Gramodyog Sansthan	Azamgarh, UP	5 Nov 2014
Adivasi Mitra Welfare Society (AMWS)	Paderu, Andhra Pradesh	26-28 Nov 2014
Anuj Shiksha Avam Mahila Jan kalyan Samiti	Budaun, UP	11-12 Dec 2014
Samarpan Mahila Vikas Kendra (SMVK)	Mandla, MP	16-18 Dec 2014
Jabalpur Diocesan Social Service Society (JDSSS)	Mandla, MP	18-20 Dec 2014
Bareilly Diocesan Social Service Society (BDSSS)	Kathgodam, Uttarakhand	19-21 Feb 2015
Sampurna Jeevan Vikas Samiti (SJVS)	Banswara, Rajasthan	24-27 Feb 2015

This was done through the below mentioned process:

- **On site visit:** NEG-FIRE team visited the office of partners where accounts and financial records are maintained.
- **Review of accounts:** The accounting software in operation and various processes and procedures followed are reviewed in order to determine the accuracy, transparency and authenticity of reports. Maintaining records in accounting software is recommended so that they are updated and maintained with accuracy, thus enabling partners to generate timely report.
- **Support to develop Financial and Human Resource Manual:** It is always recommended to partner to have standard guiding/policy documents in the form of Financial Manual and Human Resource Manual. If there is need for improvement in the existing documents, suggestions and inputs are given to partners.
- **Income Tax:** The compliance of various statutes like PF, Income tax, Societies Act, FCRA Act, etc. applicable to partners is reviewed and partner is given the guidance on adhering to various provisions applicable like, timelines for filing statutory returns, etc. so that there is no violation of any law.
- **Financial planning:** Partner is provided orientation on importance of budget, planning the activities and funds requirement in advance so that activities are executed as per plans and there is no under or over utilisation.
- **Capacity building:** Capacity of accountant in maintaining accounting and allied records is determined and accordingly training on how to use the accounting software and various other procedures is imparted.

3) Technical Assistance to Partners

As a mission to promote and strengthen grassroots organisations that can work with the most marginalised communities, some of the partner organisation of NEG-FIRE are led and managed by the marginalised communities. So providing support to partners and to strengthen their technical and institutional capacities is an important work of our interventions. Our Programme and Knowledge Management team closely work with partners and provide technical assistance, where partners are supported from conceptualisation to implementation and assessment phase. This was done through visits to the project locations, and providing onsite support. The task included helping the partners in problem analysis and proposal development, project roll out, preparing detailed implementation plan (DIP), developing assessment and monitoring indicators and processes of the project.

The purpose of technical assistance is also to assess if the set targets are achieved in the given timelines and to assess whether the activities and events are unfolding as per the plans of the partner organisation to achieve intended change in the ground. It provides an opportunity to address any difficulties during the implementation process and to understand why some objectives/indicators are not achieved and find ways to achieve them along with partners. The visit also support us to assess capacity gaps and develop remedial plans jointly with the partner.

Partner Organisations	Date
Solidarity for Developing Communities (SFDC), Odisha	29 April-1 May 2014
Abhiyan, Jharkhand	24-27 April 2014 and 19-21 March 2015
Purnea Social & Educational Society (PSES), Bihar	29 April-2 May 2014 and 13-15 March 2015
Bareilly Diocesan Social Service Centre (Suchetna), UP	17-21 June 2014 and 3-5 July 2014
Rural Education and Development Centre (READ), Bihar	27-29 June 2014
Shiv Shiksha Samity Ranauli (SSSR), Rajasthan	13-17 July 2014
Sadhna, Telangana	21-26 April 2014 and 28 Dec-1 Jan 2015
Swadhikar, Maharashtra	8-10 June and 13-18 July 2014
Adivasi Mitra, AP	25-28 Nov 2014
Prabhat, Bihar	22-25 Feb 2015
Raipur Diocesan Social & Welfare Society (RDSWS), Chhattisgarh	24-28 Feb 2015
Jabalpur Diocesan Social Service Society (JDSSS), MP	19-24 Jan 2015

Project roll out: Since 2013-14, NEG-FIRE started a process where in partners and the organisation came together for the project launch and to develop a common understanding on the results and also to build and strengthen relationship with all stakeholders in the project area for effective implementation of the project. Project Roll out is a 4 day consultation for project partners, where project staff are oriented about the project and trained on monitoring, reporting, management and financial protocol to be followed during the implementation of the project.

In 2014-2015, NEG-FIRE organised 7 project roll out with 7 partners in Rajasthan, Jharkhand, Madhya Pradesh and Gujarat. The major focus of the roll out was:

- to build partners understanding on goal, objectives, outcomes and results and logical framework matrix



Partner Organisations	Date of Roll-Out
Samantar, Rajasthan	17-19 March 2014
Vedic Society, Jharkhand	30 June-1 July 2014
Jabalpur Diocese Social Service Society, Madhya Pradesh	14-16 April 2014
Samarpan Mahila Vikas Kendra, Madhya Pradesh	7-9 May 2014
Roman Catholic Diocesan Social Service Society and Shiv Shiksha Samity Ranauli, Rajasthan	10-14 July 2014
Disha and Samekit Jan Vikas Kendra, Gujarat and Rajasthan	7-9 May 2014
Rural Development Social Service Society, Madhya Pradesh	3-6 June 2014

- develop tools to monitor the project based on the outcome indicators,
- demonstrate to partner how to use the tools through field testing followed by an exercise on data compilation,
- explain the reporting format and the process of writing a quality progress report,
- preparation of detailed implementation plan,
- orientation on financial management.

This process was extremely appreciated by all partners as it introduced a system within the organisation for better project management (decision making), learning and reporting, along with clarity on the project and statutory and financial protocols.

4) Zero Drop-Out Campaign

NEG-FIRE initiated the idea of identifying and tracking the drop-outs in UP and working with partners to enroll these children back to school. For the same, NEG-FIRE team worked with school teachers, SMC members and volunteers to identify these children and encourage them to get back to school. Partners of Azamgarh (Saket Sansthan and Sramik Varg Sansthan), Maharajganj (Srishti Seva Sansthan) and Badaun (Kashi Sansthan) dedicatedly went from house to house to search and identify the children and motivate the parents to send them to nearby school. Such is the effort that they have declared their villages in which they work, as Zero Drop-out villages.

NEG-FIRE's Outreach: 2014-15

Sl. No.	Name of Partner Organisations	Schools	SMC	Teacher	Para Teacher	AWC	AWW	MS	Children	Village	Edu-Leaders	Treasure House	Children Group	SEC/Mel Jol Classes	Programme Period	District	State
1.	Adivasi Mitra Welfare Society	14	12	12	0	11	11	11	526	14	12	0	0	0	Dec 2014-Nov 2017	Visakhapatnam	AP
2.	Rural Development Social Service Society (RDSSS)	12	12	12	14	10	10	10	1,328	10	2	0	0	0	Nov 2014-Sep 2017	Raisen	MP
3.	Centre for Social Equity and Inclusion (CSEI)	18	18	34	39	NA	NA	NA	4,533	11	20	NA	0	NA	Oct 2014-Mar 2017	Patna	Bihar
4.	Catholic Diocese of Jhabua (CDJ)	38	38	76	21	32	32	32	5,795	11	0	3	38	0	Dec 2014-Nov 2017	Jhabua	MP
5.	Nature	10	10	17	0	10	10	10	812	11	NA	NA	10		Nov 2014-Oct 2017	Visakhapatnam	AP
6.	South Orissa Voluntary Action (SOVA)	10	10	34	16	10	10	10	2,161	10	0	4	10	10	Nov 2014-Oct 2017	Koraput	Odisha
7.	Rural Education and Development Centre (READ)	22	22	108	0	16	16	16	8,126	24	48	0	10	10	Oct 2014-Sep 2017	West Champaran	Bihar
8.	Vedic Society	27	27	58	42	16	16	16	3,939	22	44	16	27	8	Mar 2014-Feb 2017	Latehar	Jharkhand
9.	Samarpan Mahila Vikas Kendra (SMVK)	40	40	79	19	37	37	37	3,425	21	105	21	9	21	Jan 2014-Dec 2016	Dindori	MP
10.	Jabalpur Diocesan Social Service Society (JDSSS)	35	35	52	24	29	29	29	2,334	21	50	17	8	17	Jan 2014-Dec 2016	Mandla	MP
11.	Raipur Diocesan Social Welfare Society (RDSWS)	10	10	15	0	10	10	10	676	10	20	10	2	0	Mar 2014-Feb 2017	Kawardha	Chhattisgarh
12.	Roman Catholic Diocesan Social Service Society (RCDSSS)	33	33	126	9	29	29	29	5,117	20	20	20	33	28	May 2014-Apr 2017	Ajmer	Rajasthan
13.	Sampurna Jeevan Vikas Samiti (SJVS)	21	21	45	7	17	17	17	3,586	16	32	16	0	0	May 2014-Apr 2017	Banswara	Rajasthan
14.	Disha Trust	28	28	181	97	27	27	27	7,137	10	17	0	39	0	May 2014-Apr 2017	Dahod	Gujarat
15.	Shiv Shiksha Samity Ranauli (SSSR)	21	21	74	2	21	21	21	2,067	21	42	10	21	0	May 2014-Apr 2017	Bundi	Rajasthan

Contd...

Sl. No.	Name of Partner Organisations	Schools	SMC	Teacher	Para Teacher	AWC	AWW	MS	Children	Village	Edu-Leaders	Treasure House	Children Group	SEC/Mel/Jol Classes	Programme Period	District	State
16.	Patna Jesuit Society	27	27	DNA	DNA	40	40	40	1,150	21	48	16	12	12	Dec 2012-Mar 2015	Madhubani	Bihar
17.	Patna Jesuit Society	30	30	DNA	DNA	27	27	27	491	29	20	24	29	8	Apr 2013-Mar 2015	Rohtas	Bihar
18.	Abhiyan	17	16	20	39	13	13	12	1,140	20	20	20	0	20	Dec 2012-Mar 2015	Sahebganj	Jharkhand
19.	Purnea Social & Educational Society (PSES)	14	14	DNA	DNA	9	9	9	1,706	22	22	13	22	0	Apr 2013-Mar 2015	Katihaar	Bihar
20.	SADHNA	36	36	DNA	DNA	43	43	43	2,744	33	250		36		Apr 2013-Mar 2015	Nizamabad	Telengana
21.	Bareilly Diocesan Social Service Centre	40	40	DNA	DNA	40	40	40	7,618	25	50	25	25	12	Apr 2013-May 2015	Pilibhit	UP
22.	Solidarity For Developing Communities (SFDC)	18	18	41	18	26	26	26	2,131	47	42		18		Apr 2013-May 2015	Gajapati	Odisha
23.	Samantar Sansthan	10	10	DNA	0	20	20	20	973	NA	40	20	20	0	Dec 2012-Mar 2015	Sawai Madhopur	Rajasthan
24.	Mobile Creches	NA		NA	NA	35	35		3,000	NA					Apr 2013-Mar 2015	Delhi	Delhi
25.	Anuj Siksha Awam Mahila Kalyan Samiti	13	13	34	DNA	20	20	20	6,856	12	25	9	13	9	Apr 2013-Mar 2016	Budaun	UP
26.	Astitwa Samajik Sangthan	8	8	24	DNA	15	15	15	2,594	9	29	8	8	8	Apr 2013-Mar 2016	Muzaffarnagar	UP
27.	Kashi Samaj Shiksha Vikas Sansthan	12	12	43	DNA	17	17	17	6,032	12	24	12	12	12	Apr 2013-Mar 2016	Budaun	UP
28.	Rural Organization for Social Advancement (ROSA)	11	11	23	DNA	16	16	16	2,758	9	24	10	11	10	Apr 2013-Mar 2016	Mahrajganj	UP
29.	Saket Mahila Samajothhan Shilpewam Gramodyog Sansthan	11	11	55	DNA	31	31	31	5,898	10	22	11	10	9	Apr 2013-Mar 2016	Azamgarh	UP
30.	Shramik Varg & Nirbal Varg Vikash Sansthan	11	11	42	DNA	28	28	28	6,452	24	22	11	11	8	Apr 2013-Mar 2016	Azamgarh	UP
31.	Shramik Sewa Kendra	18	18	78	DNA	21	21	20	4,536	18	18	18	18	18	Apr 2013-Mar 2016	Muzaffarnagar	UP
32.	Srishti Sewa Sansthan	11	11	29	DNA	22	22	22	4,674	9	22	11	11	11	Apr 2013-Mar 2016	Mahrajganj	UP
	Total	626	623	1,312	347	698	698	661	1,12,315	532	1,090	325	463	231			

DNA – Data Not Available; NA – Not Applicable

Research and Documentation

The focus of NEG-FIRE's research is mainly to document innovative practices for inclusiveness and equity; consolidate data/knowledge base on various indicators to capture discrimination and exclusion; mapping of most vulnerable groups and zones that face the social and cultural impediments in accessing quality education; analysing the problems of first generation learners; exploring and building on the perceptions of various stakeholders (including children, teachers and community) for holistic understanding of educational challenges and opportunities; documenting early childhood care and education across marginal groups; policy research and archiving local domains of knowledge for participative and innovative learning.

To strengthen the intervention strategies of NEG-FIRE's partners, NEG-FIRE conducts studies to understand the ground realities and also to strengthen the policy discourse in area of primary education from the perspective of RTE. Besides, NEG-FIRE documents the different programmes and strategies that promotes quality education for the most marginalised children. This effort is to provide clarity on the future interventions of NEG-FIRE as well as promote its replication in other regions. There is also an increasing need to communicate within NEG-FIRE and its partners and external world on the engagements of NEG-FIRE. The newsletters and other communication materials are developed and disseminated with this understanding. NEG-FIRE has initiated and completed the following activities under research and documentation during 2014-15.

Research

1. Right to Education of Children of Nomadic Tribes in Maharashtra

The study was carried out by Dr. Chandrakant Puri, Chair Professor, Rajiv Gandhi Centre for Contemporary Studies, Mumbai University and The St. Xavier's College Society, Mumbai. It was a rapid assessment of the socio-economic and livelihood issues of NT-DNT communities and their educational status in relation to enrolment and retention of their children as per RTE Act provisions. It identified the challenges of the community resulting from their historicity and interface with contemporary processes, such as, exclusion from education, changing livelihood pathways and multiple struggles in everyday life, which further deepens their exclusion.

2. Ways and Means of Bridging the Gender Gap in Education in Maharajganj, Uttar Pradesh

Undertaken by Ms Vijayalakshmi Balakrishnan, the study explores secondary schooling opportunities and possibilities for girls and boys in Maharajganj district of Uttar Pradesh by focusing on 15 study villages in three blocks, namely, Mithaura, Nichnaul, and Nautanwa. Through the experience of girls and boys in schools in the study villages, it explores secondary schooling demand and supply and possible interventions in the district. It concludes that differential access to secondary schooling, opportunities and possibilities are because of economic and social reasons, as much as educational.

3. Piloting Mother Tongue-Based Multilingual Education in Madhya Pradesh

The overall objective of the study was to pilot test the effectiveness of Mother Tongue-Based Multilingual Education (MT-Based MLE) and related material as developed by NEG-FIRE on the understanding, acceptance and skills of school teachers, implementation of MT-Based MLE, and learning abilities of Class I and II children. Confined to 30 primary schools (15 each from intervention/pilot and control areas), at two points in time – pre-intervention and post-intervention in Mawai and Samnapur blocks of Mandla and Dindori districts, it involved training and interviews with school teachers and classroom observations of Class I and II children. The endline results and their comparison with baseline showed that MT-Based MLE and related materials as developed by NEG-FIRE have had a very positive impact on classroom transactions and learning abilities of children.

4. Primers on ICDS, RTE and SMC

Core of NEG-FIRE's intervention objective is to strengthen the capacity of the community, community based organisations and partner organisations to promote, advocate and ensure quality education to their children. In this process, creating awareness on the available structures, systems and moreover, rights and entitlement of the community and their children are one of the critical intervention objective. To provide essential technical as well as policy understanding on some of the critical government policy initiatives, such as Right to Education (RTE) Act, School Management Committee (SMC) and Integrated Child Development Scheme (ICDS), NEG-FIRE has developed primers. These primers explain the provisions, processes and critical components in a simple manner, so the community can use it effectively.

- **RTE:** Primer on RTE Act explains the various provisions of the Act and how it has been delineated by different states. Also, it explains various structures that have to be set up to ensure the proper implementation of the provisions of the Act in the ground.
- **SMC:** In educational development of a region, the community has a major role. Community mobilisation and strengthening their capacity to deal with educational system is essential and realising this, RTE has mandated to set up SMC with proper capacity building. The primer on SMC details out the various processes involved in promoting, training and implementing SMCs.
- **ICDS:** NEG-FIRE works on early childhood education (ECE). In India, ICDS centres which is known as anganwadis are expected to provide ECE along with nutritional support to young children

5. Assessing Right to Education Act with Special Reference to Socially and Economically Marginalised Communities of Karnataka (Ongoing)

The study is being carried out by Indian Social Institute, Bangalore. The main objective is to critically examine the implementation status of RTE Act in Government schools in comparison to private schools in Karnataka. The methodology consists of critical analysis of secondary data, primary data collection from the field, and analysis to generate fresh information on implementation status of RTE provisions. Primary data would be collected from 6 (six) districts of Karnataka – 3 each from educationally better off and worse off districts, covering nearly 60 schools.

Documentation

1. Learning through Supplementary Education

The study by Dr. Anil Das, Principal Investigator, Human Development Society, New Delhi, was an exploratory research on structures and processes of supplementary education and development of a framework for future intervention for NEG-FIRE. The main objective was to document the on-going intervention and understand it in a new perspective. Based on quantitative and qualitative data collected from on-going supplementary education projects in Bihar, Madhya Pradesh and Odisha, it specifies remedial support to the marginalised children through Supplementary Education Centres (SEC) such as Cultural Corners (CC)/Treasure Houses (TH)/Learning Corners/Spaces (LC/S) as one of the most important features of the intervention, and concludes that supplementary education has brought about some major changes in children's lives through change in their thought process and change in people's orientation towards education.

2. Cultural Expressions Impart Creative Learning

The present model of school education is a disjunction for children, especially the tribal communities whose socio-cultural roots and conditions are different. The lack of expression of their creative strengths in a classroom adversely affects their self-esteem and overall achievement. Moreover, the exclusion of community history, language and culture from the curriculum makes the linkage between formal learning and practical life, complicated and stressful for marginalised tribal children, forcing many to become school dropouts. Therefore, NEG-FIRE's Cultural Expressions Programme is an effort towards creating a holistic educational environment for children of the marginalised communities of Savara and Jatapu tribes of Vizianagaram District in Andhra Pradesh. The report on Cultural Expressions Programme showcases the approach, key elements and the achievements of the programme so that it can be understood in a new perspective and be replicated, elsewhere.

3. Edu-Leader: A Transformative Force

NEG-FIRE's model of education is achieved through a two pronged strategy – supplementary education and community mobilisation. To strengthen the teaching-learning model it is important for the community to work together, which can be strengthened and enhanced through mobilisation. In this process, a three-way system between schools, government and community emerges. From the perspective of education of children from the marginalised and excluded communities and regions, community leaders are the only source that can influence and encourage community to utilise educational facilities available and, thus, transform the community in a sustainable manner. Edu-leadership Programme of NEG-FIRE is developed and implemented with this understanding. The report on Edu-leadership Programme is an attempt to capture the key elements of the intervention and document how this strategy has evolved and been integrated into various programmes.

4. Balakhbar

An initiative in UP for Edu-Leadership programme, Balakhbar is not just a document but a process of learning amongst children in treasure houses and schools, without any social or political barriers. NEG-FIRE's UP newsletter is entirely based on the content created by children in these Balakhbars. It showcases the child's talents giving them a freedom to explore their creativity without any restrictions.

5. Newsletters

NEG-FIRE published two newsletters in 2014-15 focusing on the following themes:

1. **Social inclusion and exclusion:** Through this newsletter, one of our core operational principles of Social Inclusion was highlighted. We recognise that social exclusion of marginalised is associated with prevailing beliefs and practices in the society. Therefore, NEG-FIRE is committed to take up this challenging path of breaking the barriers of discriminatory practices, starting with children and young adults, within the education eco-system. To do so, all programme and activities of NEG-FIRE adapt the social inclusion principles and techniques.
2. **Multi Lingual Education:** Realising the importance of classroom interactions in mother tongue, the familiar language of children, especially tribal children in primary classes, NEG-FIRE has engaged in developing teaching learning materials in twelve tribal languages so that children can learn better in their initial years and gradually shift to the state language (medium of instruction).

Case Study: Community and Youth Leadership (CLAY) Learning Centre

During the initial survey conducted by CSEI (one of our partners) in Gosai Math-Manjhi Community habitation in Dhanarua Block of Patna District, it was found that mostly children were out of school due to their daily exclusion. Therefore the CLAY project was initiated in June 2013 and the first CLAY fellows were identified during a meeting, which was held to evaluate the need for forming Ambedkar Student's Forum (ASF) amongst 12 high school going Manjhi youth. The fellows pledged to build ASF by enrolling all school going children and sharing 'khel se mel' as a strategy to promote learning of children in their own and neighbouring communities. They also agreed to start a CLAY learning centre to ensure that all children are enrolled and regularly attending school. Today, the CLAY learning centre stands out for innovation as the fellows have managed to self-facilitate a system that everyone takes ownership off. The Local MLA (also from Manjhi community), who inaugurated the centre on 15 August 2014, acknowledged their effort and claimed if he has 2-3 such young people in any 'TOLA' (community) they can transform any community.



Monitoring and Evaluation

Web-based MIS

Web-based MIS aims to improve NEG-FIRE programmes through systematic learning, keeping track of the programmatic milestones and achieved objectives. Monitoring in NEG-FIRE is based on the RBM Logical Framework Matrix and this framework is called Community Watch (CW), where community members learn about their entitlements, monitor the delivery of entitlements and hold relevant agencies accountable for seeking the rightful entitlements for their children. They do this by discussing status of the entitlements (ICDS & RTE) on a quarterly basis. During discussion the data is confirmed through a picture tool, which is then uploaded into a web-based MIS, visible to all partners' organisations and NEG FIRE. Community Watch is a continuous process of participatory monitoring and data gathering. Till date NEG-FIRE has designed 8 tools for tracking project progress in 233 villages in 10 states, which have been translated in Telugu, Gujarati, Odiya and Hindi.



MIS Rollout with Partner Organisations

MIS system rollout was organised with partners from 18-20 December, 2014 at New Delhi. Project coordinator, MIS person and a field worker from six partner organisations participated, along with NEG-FIRE staff. The workshop helped to reach:

- A common understanding on the log frame and strategies of the project between each partners and NEG-FIRE.
- Introduce and trained the participants to use data collection tools.
- Train the participants on facilitation skills to implement participatory data collection processes and methods in the ground.
- Train to use 'Community Watch' an online MIS, through practical sessions.

Strategy Assessment

NEG-FIRE decided to conduct a single evaluation for all the organisations covering the key intervention strategies such as community mobilisation, engagement with state, etc., so that the evaluation brings out in-depth learnings on the strategies. The objective of this process was to assess strategies that strengthen:

- Community engagement to promote community ownership.
- Engage with the government at Panchayat, Block, District and State level to promote accountability among duty bearers, so children receive quality education.

Methodology of this process was a joint field visit to four partner organisations by consultants with NEG-FIRE team followed by a two day consultation workshop with partners. The workshop was held at Patna between 26-27 March, 2015 and was attended by 33 participants from eight partner organisations along with NEG-FIRE staff in Bihar region. Some of the key recommendations were:

- Strengthen women's leadership in change process to raise their voices in SMC/MS and to hold stakeholders accountable
- Youth collectives as a change agent
- All collectives to develop a balance between rights and responsibilities for themselves
- Men, particularly fathers, needs to be engaged in the programme to promote positive parenting and increase their role in the intervention
- Map micro and macro engagement with Government and other stakeholders from village to State office
- Re-organise the data collection and reporting tools and the MIS to map progress
- Provide skill building workshops for community members



Proposal Development Workshop

The proposal development workshop for partners was organised from 28-29 March 2015, in Patna, Bihar. The workshop was attended by 20 participants from five partner organisations, along with NEG-FIRE staff. It was a two day workshop, wherein the objectives; strategies and activities were discussed and agreed for the proposal. A proposal format was shared with the partners. Three organisations Sadhana, Samantar and SFDC were individually supported to prepare their proposal as the themes of the proposal were very different from the others.

Engagements with Government and Other Stakeholders

2014-15 was an eventful year for NEG-FIRE with regard to engagement with government and other Stakeholders. NEG-FIRE became one of the key allies of National Right to Education (RTE) Forum and we started to work very closely with state governments of Andhra Pradesh, Odisha, Madhya Pradesh and Bihar to promote the issue of inclusion in the classrooms.

Engagements with National RTE Forum

- NEG-FIRE is one of the National Council Member of National RTE Forum and involved in the decision making of the Forum on various issues and plans. NEG-FIRE actively participated in three council meetings during 2014-15, amongst which one of them was hosted by NEG-FIRE in December, 2015.
- NEG-FIRE provided technical support to the data collection of national stock taking report 2015 and also wrote a chapter on Social Inclusion with Annie Namala and Radhika Alkazi for the report. In addition to this, the organisation also provided editing support for the final report.
- Ms. Resmi Bhaskaran, Head, Education and Knowledge Management was one of the speakers on the session on Community Mobilisation in the National RTE Forum Stock Taking Meeting and 32 people from partners in Andhra Pradesh, Odisha, Madhya Pradesh, Rajasthan and Uttar Pradesh actively participated in the event.
- The organisation took lead in reconvening the Madhya Pradesh RTE Forum, provided a structure to the new forum with other stakeholders in the state and successfully held the State Stock Taking Meeting on 11 February 2015.

Engagements with Government

- NEG-FIRE had introductory meetings with Research Head and other officials in Rajya Siksha Kendra (RSK) and Chairperson and Members of SCPCR in Madhya Pradesh.
- NEG-FIRE piloted MB-MLE books with the help of RSK in Mandla and Dindori districts of Madhya Pradesh and co-branded the MB-MLE books with RSK.
- ITDA officials in Andhra Pradesh and Odisha agreed to co-brand MB-MLE books and also agreed to scale it up in all the relevant schools with training support.
- In Bihar, Former Chief Minister – Nitish Kumar and Jitan Ram Manjhi visited our partner READ during 2014-15.

Other Stakeholders

- NEG-FIRE provided inputs and commented on the Sustainable Development Goals indicator for pre-school and school education with UNESCO, NUEPA, Action Aid, Care India and Global Campaign for Education etc.

NEG-FIRE in Major National Events

- Supported session on School Education in the contemporary history area at the 75th Session of Indian History Congress held in Jawaharlal Nehru University, New Delhi in December 2015. Twenty one papers were presented by scholars and the session was chaired by Prof. Shantha Sinha, Former Chair of NCPCR. NEG-FIRE provided both technical and financial support to convene the particular session.
- Supported NINEISMINE public day celebration, which was also the culmination of the Global Action 2015 launch, held on 2 February, 2015. Public Day is a celebration of the last human being. The relevance of the celebration is marked by the fact that it is just about a month before the country announces its annual budget. Children from numerous schools and civil society organisations that represented varied child-rights issues joined the children's social forum that called for a budget that reflects a stronger commitment towards the last child. Using different mediums of expression like street plays, flags, drums, posters, slogans, puppets, unicycles, and various regional dances, children highlighted their own issues and those of their peers.
- Supported Centre for Social Equity and Inclusion's (CSEI) Global Campaign #UpForSchool demanding the fulfilment of the constitutional commitment that all children are in school and learning. The Delhi Declaration 2015 was held on 10 March 2015, at National Bal Bhavan, Delhi and saw the participation of 500 children from 5 states of Bihar, Delhi, Haryana, MP and UP. Kumari Selja, MP, Rajya Sabha also participated in the campaign.



NEG-FIRE: Recognition from Reputed National Agencies

- NEG-FIRE on IICA website: NEG-FIRE has been included in the first list of credible NGOs selected by the National Foundation for Corporate Social Responsibility (IA Hub), Indian Institute of Corporate Affairs after a rigorous due diligence process adopted to prepare a database of credible implementing agencies.
- NEG-FIRE recognised with the 'Platinum Certificate of Transparency': In February 2015, NEG-FIRE was awarded the 'Platinum Certificate of Transparency' at CSR World Summit in Mumbai. The event was organised by GuideStar India, an initiative of Civil Society Information Services India, based in Mumbai. This certifies that the organisation is transparent and holds itself accountable, not just to its stakeholders but also to the general public.



Case Study: Meera – An Active Edu-volunteer

Meera Devi, 29 years old, belongs to Odara Mathiya, a village covered under the Edu-leadership Programme of NEG-FIRE. In 2011, when SMC was formed in the village she became an elected member. At that time, the activities of SMC was limited with occasional events and meetings. When the Edu-leadership programme started in 2013, the SMC was reformed and she was re-elected. Through regular interaction with ECSs, she understood the role of the SMCs in school development as well as her own role of being an SMC member. She started participating actively in meetings and raised issues regarding school improvement. Since then, she has been working to improve the functioning of SMCs and schools. She also became a volunteer under the Edu-leadership programme and has started direct interventions in schools such as prayer sessions, play activities, etc. Moreover, she has supported the establishment of Treasure Houses and regularly organises Mel-Jol classes.



Capacity Building of Staff and Partners

The following trainings/meetings/orientations/workshops were organised for the partners and staff as part of Project Management and Self Development:

Capacity Building Activities Organised for NEG-FIRE Partner Organisations

- In Uttar Pradesh, under the Edu-leadership Programme, NEG-FIRE has developed a cadre of education workers since 2009. Many of them are now the master trainers on education-related issues, especially RTE, SMC, etc. For them two ToTs were organised on training techniques and training skills in August 2014 and February 2015 respectively. Master Trainers, Education Community Animators and NEG-FIRE staff participated in the training. It was facilitated by Mr. Tejinder Singh Bhogal from 6-9 August at Parijat Guest House, Lucknow, having 19 participants. It aimed to improve the training techniques of trainers, covering topics like principles and techniques involved in conducting trainings, learning cycle, etc. Another training was organised on 15-18 February, 2015, which was mainly a follow up of the first training held in August.
- Training on Science teaching and material development was held from 23-25 January, 2015 with support from Regional Science Center, Lucknow. The training provided inputs on the use of scientific approach and learning techniques related to science. During the training, participants learnt to prepare science kit for their Treasure Houses with the use of waste material called 'kabar se jugar.'Volunteers from Maharajganj, Azamgarh, Badaun and Muzaffarnagar districts participated in this training.
- Training on RTE and child rights was conducted for all the eight SDTT partners in Uttar Pradesh from 19-20 February, 2015 in Lucknow. Ms. Nahid, SCPCR member in Uttar Pradesh provided inputs on RTE components and protection of child rights during the two days training.
- Organisational Development Process (ODP): NEG-FIRE conducted a series of trainings and workshop for ODP effectiveness of five NGO partners in UP (two from Maharajganj, two from Azamgarh and one from Badaun). Based on it, they have developed their Strategic Organisational Plan. The organisational development training was conducted by Mr. Kushal Niyogi from Catholic Relief Services (Pro-bono support). It started with an orientation workshop for NEG-FIRE Lucknow team on 27 May, 2014, who then implemented the need assessment in their respective areas of work. After this, all five partners participated in workshops conducted by NEG-FIRE at state level on need assessment, to prioritise their needs.



- Workshop on Holistic Organisational Capacity Assessment Instrument (HOCAI) Tools was organised by NEG-FIRE for partners in Uttar Pradesh from 3-4 February, 2015. This was to strengthen the ODP. Mr. Kushal Niyogi from Catholic Relief Services (pro-bono support) conducted the workshop and gave inputs on perspective planning for OD effectiveness. All five partners from Uttar Pradesh participated in this as well.

Capacity Building of the Staff

- Mr. Vineet Gupta, Finance Manager attended a workshop on Optimising Accounting Software for NGOs in June 2014 organised by Socio Research & Reform Foundation, an NGO, which focused on more effective use of tally and introduction to QuickBooks.
- Mr. Vengatesh Krishna, Executive Director, Mr. Manna Biswas, Monitoring and Evaluation Manager and Ms. Nivrita Durgvanshi, the Program Manager – Central Region participated in webinar hosted by CII that focused on CSR Online Educational Series – Exclusively for NGO's.
- Ms. Neha Chhetri, Documentation and Communication Coordinator attended a Summit for Social Media and Online Giving hosted by Guidestar India.
- Mr. Manna Biswas – Monitoring and Evaluation Manager attended an advance course to bring positive and permanent shifts in the quality of an individual's life organised by the Landmark Forum.
- Ms. Mariamma Daniel, Executive Assistant attended a workshop on "Preparing for the new world of CSR" by iVolunteer in February 2015, which focused on sharing the challenges that Non Profits face while dealing with CSR and bridging the gaps.
- Ms. Shilpa Hemrajani, HR Admin Manager and Mr. Aldo James Vaz, Admin HR Officer attended a Labour Law workshop in January 2015 by National Academy of Indian Payroll, which focused on understanding a need for a good labour regulatory system and revisiting the Contract Labour Act, 1970.
- Ms. Sreeja and Mr. Aldo James Vaz, Admin HR Officer attended Training on Data Management and Best Practices by iVolunteer that focused to build capacities on various skills of Data Management and to help increase their efficiency on various aspects of data.

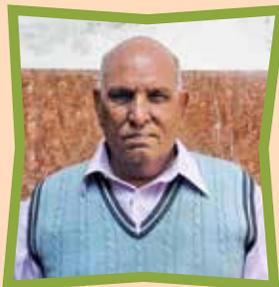


- NEG-FIRE organised a three-day retreat session at The Riverview Resort, Jim Corbett, Uttarakhand through a structured process involving two aspects of Self and Team. The retreat brought all NEG-FIRE staff together and was facilitated by an external Organisational Effectiveness expert – Mr. Tejinder Bhogal. The theme of the retreat was based on the understanding that
 - each individual aspires to achieve the best and possess valuable qualities and skills that are translated into relationships and professional associations.
 - when group of individuals work together the personal aspiration, capacities and skills might synchronise well or could lead to some difficulties.

The overall purpose for all staff is to realise the mission of the organisation and hence align individual aspiration to that of the organisation.

Social Inclusion Workshop

- Quarterly staff meetings held in Delhi. In April 2014 meeting, the team shared and reviewed the activities of 2013-15. The team also shared and discussed the work plan for 2014-15 as well as finalised the budget during June meeting, whereas August meeting was specifically to initiate the proposal development activities for MISEREOR. The thematic review of NEG-FIRE's work and review of partner performances, identification of the objective and strategy of the new grant, etc. were discussed in this meeting. Review of three quarter performances were held in the January 2015 quarterly meeting.
- Ms. Asha Gosain and Ms. Nivrita Durgvanshi were awarded a certificate as a token of appreciation by the Chairperson and the Executive Director for having completed 9 years and 5 years of dedicated service to the organisation. This initiative was taken for the first time.

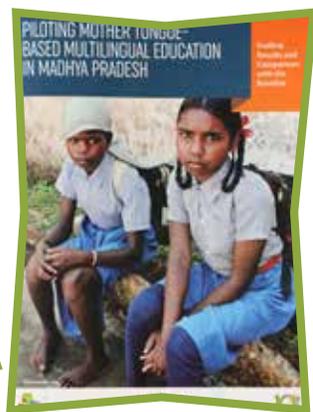
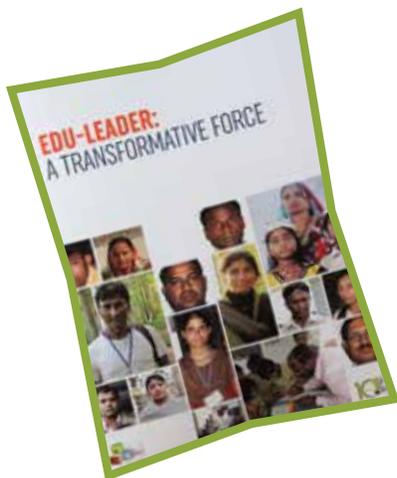
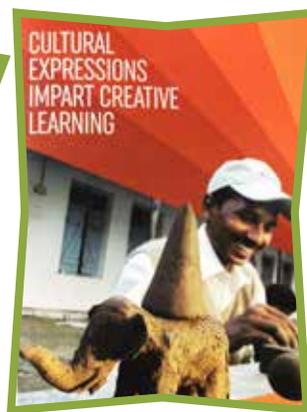
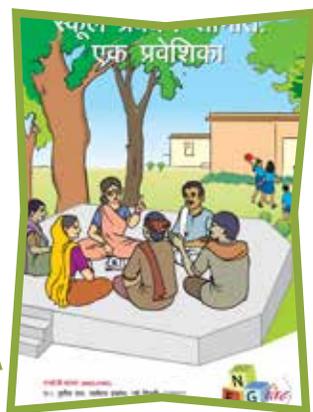


Case Study: SMCs Strengthened through NEG-FIRE Workshops

When P.S. Malik, Head of Sramik Seva Kendra in Shamli Uttar Pradesh got to know that the SMCs were not carrying out their duties, especially the development of SDPs, his organisation convened workshops with NEG-FIRE and other organisations. It was found that the official format of SDP, used by the SMC members was too lengthy and difficult. Mr. Malik brought up this issue to the attention of district officials, which resulted in a district level amendment in the format. Now, the format is smaller and the language much easier. After this, he oriented SMC members in his intervention area along with his staff and supported SMCs in preparation of SDP. With this effort, a total of 15 SDPs out of 18 schools have been prepared and submitted to government.

Publications





Audited Financial Report

Vishal R. Gupta & Co.
Chartered Accountants

AUDIT REPORT

We have audited the attached Balance Sheet of New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) as at 31st March 2015 and also the Income and Expenditure Account for the year ended on that date, annexed thereto. These financial statements are the responsibility of the Management of the Society. Our responsibility is to express an opinion on these financial statements based on our audit.

We have conducted our audit in accordance with generally accepted auditing standards in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We report that :

- We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
- In our opinion proper books of account as required by law have been kept by the organization so far as appears from our examination of the books.
- The Balance Sheet and the Income and Expenditure dealt with by this report are in agreement with the books of account.
- In our opinion and to the best of our information and according to the explanations given to us, the said accounts, read together with notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India:
 - In the case of the Balance Sheet, of the state of affairs of the Society as at 31st March 2015.
 - In the case of the Income and Expenditure account, of the surplus for the year ended on that date.

For Vishal R Gupta & Co
Chartered Accountants



Chartered Accountant
M.No. 502686

Place: New Delhi
Date : 16-07-2015

New Education Group - Foundation For Innovation and Research in Education					
Balance Sheet as at 31st March 2015					
Particulars	Schedule No.	FCRA	Local	Total As at 31/03/2015 (Rs.)	Total As at 31/03/2014 (Rs.)
SOURCES OF FUNDS					
Reserves & Funds	1	22,98,571	2,56,519	25,55,090	21,18,653
Program Balances	2	56,38,064	21,96,145	78,34,209	1,70,39,097
Total		79,36,636	24,52,664	1,03,89,300	1,91,57,750
APPLICATION OF FUNDS					
Fixed Assets					
Gross Block	3	53,32,696	6,24,459	59,57,155	54,92,433
Less: Depreciation		30,49,951	4,24,440	34,74,391	34,14,446
Net Block		22,82,745	2,00,019	24,82,764	20,77,987
Investments (FD)			10,00,000	10,00,000	17,50,000
Current Assets & Advances					
Cash & Bank Balances	4	28,02,575	9,41,186	37,43,761	1,18,22,229
Advances	5	29,57,432	3,56,035	33,13,467	38,43,651
		57,60,007	12,97,221	70,57,228	1,56,65,880
Less: Current Liabilities & Provisions	6	1,06,118	44,576	1,50,694	3,36,118
Net Current Assets		56,53,889	12,52,645	69,06,534	1,53,29,762
Total		79,36,636	24,52,664	1,03,89,300	1,91,57,750
Significant Accounting Policies & Notes to Accounts 10					
Note: Previous Year's figures have been reclassified wherever necessary.					
For & on Behalf of Management			As per our report of even date annexed		
 Vengatesh Krishna Sundaram Executive Director		 S P Selvi Treasurer		 Vishal R Gupta (Director) 502686	
Place: New Delhi Date: 16/07/2015					

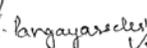
C/o Dr. R.P. GUPTA, KATRA BAZAR, SHIKOHABAD, DISTT. - FIROZABAD (U.P.)
PHONE- 05676-234422 MOBILE- +91 9811232645 Email- vishalrguptaco@rediffmail.com

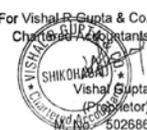
New Education Group - Foundation For Innovation and Research in Education				
Receipts and Payments Account for the Year Ended 31st March 2015				
Particulars			For the Year Ended	For the Year Ended
	FCRA	Local	31/03/2015 (Rs.)	31/03/2014 (Rs.)
Opening Balance				
Cash	14,592	13,803	28,395	17,121
Bank	1,13,75,962	4,17,873	1,17,93,835	89,95,665
FDR with Bank		17,50,000	17,50,000	-
Sub - Total	1,13,90,554	21,81,676	1,35,72,230	90,12,786
Receipts				
Contribution to Projects	6,04,72,872	1,19,35,000	7,24,07,872	6,79,66,510
Donation/Misc. Income	12,000	15,869	27,869	15,219
Interest	6,03,204	2,58,711	8,61,915	9,17,609
Sub - Total	6,10,88,076	1,22,08,580	7,32,97,656	6,88,99,338
Total	7,24,78,630	1,43,91,256	8,68,69,886	7,79,12,124
Payments				
SDTT Project Expenses	-	1,16,07,030	1,16,07,030	82,00,500
Continuation of the National Education Programme in India	6,39,15,310	-	6,39,15,310	5,10,22,236
Administration expenses	46,31,035	8,00,788	54,31,823	44,73,807
Additions to Fixed Assets	11,29,710	42,252	11,71,962	6,43,351
Sub - Total	6,96,76,055	1,24,50,070	8,21,26,125	6,43,39,894
Closing Balances				
Cash	47,295	6,132	53,427	28,395
Bank	27,55,280	9,35,054	36,90,334	1,17,93,835
Investments	-	10,00,000	10,00,000	17,50,000
Sub - Total	28,02,575	19,41,186	47,43,761	1,35,72,230
Total	7,24,78,630	1,43,91,256	8,68,69,886	7,79,12,124

Note: Previous Year's figures have been reclassified wherever necessary

For & on Behalf of Management As per our report of even date annexed


 Vengatesh Krishna Sundaram
 Executive Director


 S.P. Selvi
 Treasurer

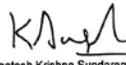

 For Vishal R Gupta & Co.
 Chartered Accountants
 Vishal Gupta
 (Proprietor)
 M. No. 502686

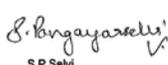
Place: New Delhi
Date: 16/07/2015

New Education Group - Foundation For Innovation and Research in Education					
Income and Expenditure Account for the Year Ended 31st March 2015					
Particulars	Schedule No.			For the Year Ended	For the Year Ended
		FCRA	Local	31/03/2015 (Rs.)	31/03/2014 (Rs.)
INCOME					
Programme Fund Allocated		690,39,830	122,95,217	813,35,047	692,52,061
Total		690,39,830	122,95,217	813,35,047	692,52,061
EXPENDITURE					
Continuation of the National Education Programme in India	7	644,44,530	-	644,44,530	563,61,237
Project Expenses- SDTT	8	-	114,57,763	114,57,763	81,04,664
Administration Expenses	9	45,81,126	7,91,683	53,72,809	42,46,688
Depreciation	3	14,174	45,771	59,945	5,39,472
Total		690,39,830	122,95,217	813,35,047	692,52,061
Significant Accounting Policies & Notes to Accounts	10				

Note: Previous Year's figures have been reclassified wherever necessary.

For & on Behalf of Management As per our report of even date annexed


 Vengatesh Krishna Sundaram
 Executive Director


 S.P. Selvi
 Treasurer


 For Vishal R Gupta & Co.
 Chartered Accountants
 Vishal Gupta
 (Proprietor)
 M. No. 502686

Place: New Delhi
Date: 16/07/2015

Focus for the Next 2 Years

Way Forward

Going forward, NEG-FIRE seeks to build on the achievements of the past while being sensitive to the needs of the present and the new opportunities available, especially through the RTE Act. The focus would be on:

- **Ensuring sustainability of the intervention** by enhancing community participation through MCs and SMCs so that they will be able to raise and intervene in the school and AWC whenever required.
- **Reaching out and bringing changes in the life of most marginalised children** through quality education with supplementary educational support, while using art and sports as medium to enhance their interest in education.
- **Mapping out of the most vulnerable communities and their educational issues** such as Musahar, NT/DNT, Tribals, Muslims, child labours and other marginalised communities focusing **on girl child**.
- **Capacity building of various stakeholders** – partners, teachers, AWW, PRI members, and community members – parents and youth, on social inclusion, RTI, RTE, ICDS, vocational skills and life skills, etc.
- **Strengthen the capacity of NEG-FIRE on multi-lingual and math education** through trainings in the required areas.
- **Enhance the visibility of NEG-FIRE at all the intervention states and at national level** through effectively showcasing and disseminating our work, taking leadership in network engagement and strengthening debates through research studies.

By 2017 NEG-FIRE will Reach Out to

- At least 80 per cent children of 3-14 years receive their entitlements under ICDS and RTE in all the intervention areas.
- At least 80 per cent children of 6-14 year old children will attend school with supplementary support to move ahead in learning.
- At least 2,000 adolescents (15-18 year age group with a focus on girls) acquire life, soft and vocational skills.

- All the intervention villages have functioning MCs and SMCs.
- Develop the capacity of at least one NGO per state.
 - As a nodal organisation to lead the advocacy efforts with other partners.
 - To provide and manage technical support requirements of other partners to ensure quality education for the children from marginalised communities.
- A resource centre set up to strengthen the policy discourse on MLE, using arts and sports in education, innovation on working with most marginalised children, community leadership for educational development, etc.
- A cadre of 150 edu-leaders will have been built consisting of youth, women, children, and government teachers from marginalised communities across 12 states.



Case Study: Drop-out Students Return to School

Jasmin Bano (16) has eight siblings. Her father is a palledar in mandi of Gangapur City, while her mother works as a casual labour. Earlier, Jasmin's father was not supportive of educating girls, due to which Jasmin had to drop-out in Class VI. On the other hand, Jasmin's mother didn't have any say in the decisions of the house as she didn't give birth to a son. Therefore she requested Samantar team members to convince her husband regarding Jasmin's further education. This led to a continuous involvement of the teachers and community members by Samantar, to convince Hassan Ali (Jasmin's father) to let her continue studies. These efforts were successful as Jasmin is now a student of Class VII in Government Upper Primary School No. 3 and she actively participates in school activities. She wants to prove herself as she has realised that gender discrimination is entwined with a deep-rooted psyche.



Nigar Khan (9) belongs to a poor family living in keeppada of Gangapur City. Her father is a rickshaw puller and a habitual drinker, while her mother earns for the family by working as a casual labour. Nigar left school to attend to her younger brother when her mother goes for work. Samantar team found Nigar out of school and contacted her mother to come with an alternative. After a continuous process of convincing Nigar's grandfather and mother by Samantar team, they both agreed that Nigar is not only losing on her studies, but also her childhood. Samantar linked Nigar with regular studies in Government Primary School No. 10 in Class III. Teachers and the SMC members also provided support in this process. Nigar's mother is happy to see her going to school, while her father is trying to change himself.

List of Governing Board and General Body Members 2014-2015

Governing Board Members

1. Dr. Cherian Joseph, Chairperson, Individual member
2. Ms. Meenu Venkateswaran, Vice-Chairperson, Individual member
3. Ms. S.P. Selvi, Treasurer, Individual member
4. Most Rev. Dr. Francis Kallarakal, Archbishop of Verapoly, CBCI Representative, Institutional member
5. Br. Placid Henriques, CRI Representative, Institutional member
6. Sr. Antoinette Rodrigues, CRI Representative, Institutional member
7. Dr. Rudolf C. Heredia, Individual member
8. Mr. Vengatesh Krishna, Ex-officio Secretary and Executive Director
9. Dr. Ranjana Srivastava, Vice-Chairperson, Individual member (up to July 2014)
10. Dr. Prakash Louis, Patna Jesuit Educational Society (PJES), Representative, Institutional member (up to July 2014)

General Body Members

1. Most Rev. Dr. Joshua Mar Ignathios, Bishop of Mavelikara, CBCI Representative, Institutional member
2. Fr. Raymond Ambroise, Individual member
3. Mr. Lourdes Peter Baptista, Individual member
4. Dr. I. Devasahayam, Individual member (up to July 2014)
5. Dr. Charles Irudayam, Individual member
6. Dr. S. M. Haider Rizvi, Individual member
7. Dr. Asha Singh, Individual member
8. Dr. Joseph Bara, Individual member
9. Sr. Sudha Varghese, Individual member
10. Prof. K. Sujatha, Individual member
11. Ms. Meenu Chawla, Individual member
12. Mr. Adrian Almeida, Individual member
13. Mr. Anirban Ghose, Individual member
14. Dr. Rekha Abel, Individual member

List of Staff

1. Vengatesh Krishna, Executive Director, New Delhi
2. Mariamma Daniel, Executive Assistant, New Delhi
3. Resmi P. Bhaskaran, Head-Education and Knowledge Management, New Delhi
4. Rakesh K. Singh, Research and Advocacy Specialist, New Delhi
5. Neha Chhetri, Documentation and Communications Coordinator, New Delhi
6. Sandeep Tirkey, Head-Programme Development and Management, New Delhi
7. Manna Biswas, Monitoring and Evaluation Manager, New Delhi
8. Nivrita Durgvanshi, Programme Manager-Central Region, Bhopal
9. Baliram Balsaraf, Programme Coordinator-Central Region, Bhopal
10. Mamta Dubey, Project Coordinator, Lucknow
11. Garima Goswami, Programme Coordinator-Northern Region, New Delhi
12. Sonal Jain, Programme Coordinator-Northern Region, New Delhi
13. Shailendra Kumar Awasthi, Field Supervising Officer, Lucknow
14. Salahuddin Khan, Field Supervising Officer, Lucknow
15. Uma Shankar Pandey, MIS and Monitoring Coordinator, Lucknow
16. Chandan Singh Bisht, Office Support Staff, Lucknow
17. Asha Gosain, Grants and Contract Officer, New Delhi
18. Shilpa Hemrajani, Manager-HR & Admin, New Delhi
19. Aldo James Vaz, Admin & HR Officer, New Delhi
20. Umed Singh, Logistics and Office Assistant, New Delhi
21. Albicia Kullu, Assistant-Office maintenance, New Delhi
22. Vineet Gupta, Finance Manager, New Delhi
23. Chetanya Raj Singh, Accounts Officer, New Delhi
24. Dinesh Madrosiya, Accounts and Admin Associate – Central Region, Bhopal
25. Yogesh Kumar, Accounts and Admin Associate, Lucknow

List of Partners

- 1. NATURE, Andhra Pradesh**
S. Balaraju; D.NO. 38-37-38/2, Bhaskar Gardens, Marripalem, Visakhapatnam, Andhra Pradesh 530 018.
- 2. Catholic Diocese of Jhabua (CDJ), Madhya Pradesh**
Father Thomas; Bishop's House, Meghnagar, District- Jhabua, Madhya Pradesh 457 777.
- 3. Adivasi Mitra, Andhra Pradesh**
K. Manmadharao; Adivasi Mitra Welfare Society, ITDA Quarter, C-24, Paderu, Visakhapatnam, Andhra Pradesh 531 024.
- 4. The Purnea Social & Educational Society (PSES), Bihar**
Father Francis Tirkey; Social Service Centre, St. Peter's Cathedral, Purnea, Bihar 854 301.
- 5. Centre for Social Equity and Inclusion (CSEI), Bihar**
Annie Namala, 2157/A, Sarthak building, Guru Arjun Nagar, New Delhi 110 008.
- 6. The Charitable Association for Rural Education and Development (READ), Bihar**
Father Juno Sebastian, S.J; READ, C/O K.R. High School, Bettiah, Bihar 845 438.
- 7. Patna Jesuit Society-Prabhat, Bihar**
Father Tony Pendanath S.J.; St. Xavier's, West Gandhi Maidan, Patna, Bihar 800 001.
- 8. Patna Jesuit Society-REAP, Bihar**
Father Stephenraj, S.J; Rohtas Educational and Associated Programs (REAP), New Area, Sasaram, Rohtas, Bihar 821115.
- 9. Raipur Diocesan Social Welfare Society (RDSWS), Chhattisgarh**
Father Joseph Raj; Seva Sadan, Tatibandh, Raipur Chhattisgarh 492 099.
- 10. Mobile Crèches, Delhi**
Mridula Bajaj; DIZ Area, Raja Bazaar, Sector IV, Near Gole Market, New Delhi 110 001.
- 11. Developing Initiatives for Social and Human Action (DISHA) Trust, Gujarat**
Ms. Paulomee Mistry; 9, Mangaldeep Flats Near Parikshit Bridge, Gandhi Ashram Post, Ahmedabad, Gujarat 380 027.
- 12. Voluntary Education Development and Integrated Cultural (VEDIC) Society, Jharkhand**
Chandrashekhar Singh; Mako P.O, District Latehar Jharkhand 829 206.
- 13. Abhiyan, Jharkhand**
Chandrabhushan; Habibpur, Pipe Road, New Main Drain At/P.O- Sahibganj, District- Sahibganj, Jharkhand 816 109.

14. **Jabalpur Diocesan Social Service Society (JDSSS), Madhya Pradesh**
Father George T; Sneh Sadan Campus, 599, South Civil Lines, Jabalpur, Madhya Pradesh 482 001.
15. **Rural Development Service Society (RDSS), Madhya Pradesh**
Father John; Pushpa Social Centre, Silwani, Raisen Dist, Madhya Pradesh 464 886.
16. **Samarpan Mahila Vikas Manch (SMVK), Madhya Pradesh**
Preeti Patel; Near Mountfort School, Rajiv Colony, Mandla District, Madhya Pradesh 481 661.
17. **Solidarity for Developing Communities (SFDC), Odisha**
Bijayananda Singh; Hillpatna, Bada Sahi, Berhampur, Odisha 760 005.
18. **South Orissa Voluntary Action (SOVA), Odisha**
Sanjit Patnaik; Rangabalikumbha Road, P.O. Box No.-25, Dist-Koraput, Odisha 764 020.
19. **Samantar, Gangapur City, Rajasthan**
Rajaram Bhadu; 71/17, Shyopur Road, Pratap Nagar, Jaipur, Rajasthan 302 033.
20. **Sampuran Jeevan Vikas Samiti (SJVS), Banswara, Rajasthan**
Father Antony Joseph; Garacia Paul's School Campus, Thikaria, Banswara, Rajasthan 327 001.
21. **Roman Catholic Diocesan Social Service Society (RCDSSS), Ajmer, Rajasthan**
Father Jerish Antony, RCD Social Service Society (RCDSSS) Near Madar Power House, Madar Ajmer, Rajasthan 305 024.
22. **Shiv Shiksha Samiti, Ranoli, Rajasthan**
Mr. Shivjee Ram Yadav; Village & Post: Kathmana, Via Piploo, District- Tonk, Rajasthan 304 801.
23. **Sadhana, Telangana**
Ch. Murali Mohan; G-16, Pallavi Apartments, Vinayaknagar, Balanagar, Hyderabad, Andhra Pradesh 500 042.
24. **Rural Organization for Social Advancement (ROSA), UP**
Mustaque Ahmad; Vill. Kakrmatta (Near Adersh Bal Vidyalya) Post-DLW, Dist. Varanasi, UP 221 004.
25. **Shramik Varg Evam Nirbal Varg Vikas Sansthan, Azamgarh, UP**
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26. **Srishti Seva Sansthan, Maharajganj, UP**
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Amarnath Sharma; Vill: Bharthahi, Post- Samenda, Dist. Azamgarh, UP 276 403.
28. **Shramik Seva Kendra, Muzaffarnagar, UP**
P.S. Malik; 711-A, Dayanand Nagar, Shamli, Dist. Shamli, Muzaffarnagar, UP 247 776.
29. **Kashi Samaj Siksha Vikas Sansthan, Badaun, UP**
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30. **Anuj Shiksha Awam Mahila Kalyan Samiti, UP**
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31. **Astitwa Samajik Sangthan, UP**
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32. **Bareilly Diocesan Social Service Centre (Suchetna), UP**
Father Peter Malithara; C/o Suchetna Social Service Centre, Fonseca Estate, Kathgodam, Nainital, Uttarakhand 263 126.

Acronyms

AWC	Anganwadi Centre	NT/DNT	Notified and Denotified Tribes
AWW	Anganwadi Worker	OBC	Other Backward Caste
BRGF	Backward Region Grant Fund	PRI	Panchayati Raj Institution
CBO	Community-based organisation	PTA	Parents Teacher Association
CEC	Cultural Expressions Curriculum	PTG	Primitive Tribal Group
CSO	Civil Society Organisation	RTE	Right to Education
DIET	District Institute of Education and Training	RTI	Right to Information
ECCD	Early Childhood Care and Development	RSK	Rajya Siksha Kendra
ECE	Early Childhood Education	SC	Scheduled Caste
FMCB	Financial Monitoring and Capacity Building	SCPCR	State Commission for Protection of Child Rights
ICDS	Integrated Child Development Services	SDTT	Sir Dorabji Tata Trust
ITDA	Integrated Tribal Development Agency	SEC	Supplementary Education Centres
MB-MLE	Mother tongue Based Multi Lingual Education	SMC	School Management Committee
MIS	Management Information System	SSA	Sarva Shiksha Abhyaan
MLE	Multi Lingual Education	ST	Scheduled Tribe
MS	Mata Samiti	TA	Technical Assistance
NGO	Non-Governmental Organisation	TLM	Teaching Learning Material

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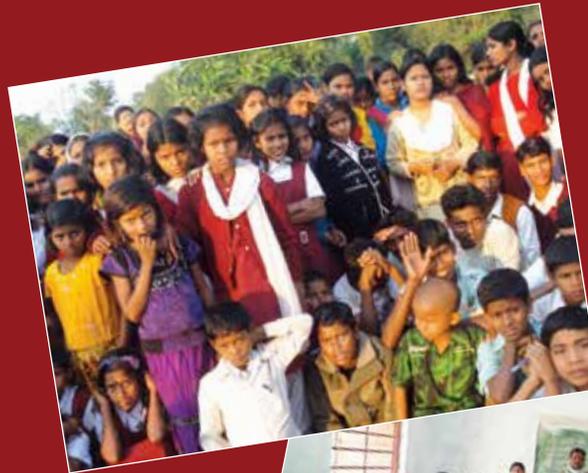
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A-1, 3rd Floor,
Sarvodaya Enclave,
New Delhi-110017
Telefax: +91-11-26526570
Email: info@negfire.org
Website: www.negfire.org

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