



ANNUAL REPORT  
2016-2017

LEAVING  
NO CHILD  
BEHIND



## OUR VISION

NEG-FIRE aims to transform the lives of children from marginalised communities through education and by strategic partnership with local NGOs and community groups.

## OUR MISSION

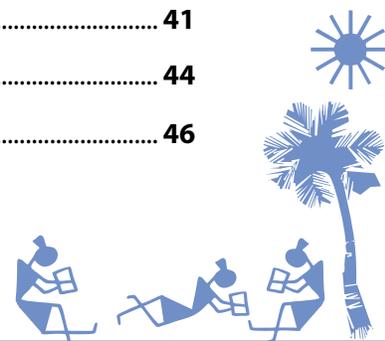
We promote quality education for children from marginalised communities resulting in social transformation in India while upholding the values of transparency, accountability, pluralism, equity, justice, peace and respect for all.

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NEG-FIRE, 2017



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# FROM THE CHAIRPERSON



Over this last year New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) has further strengthened programme interventions through a process of focussed dialogue both internally with staff and externally with partners and key stakeholders. This yielded rich dividend in conceptual clarification, sharpening intervention strategies and in preparing to look ahead to the next five year strategy plan. This has enabled far stronger “interlink of NEG-FIRE’s and its partners’ programmes and activities (for) an increased positive outcome in areas where the programmes are being carried out.”

NEG-FIRE understands that while there are results and achievements that programmes accomplish, what matters more deeply is “to ensure increased learning levels among children; for education to truly be transformative for the children, and to provide foundational learning for children that will lead to continued education and transformation for themselves, their families and communities at large.” This alone creates conditions for sustainable change for the marginalised communities we work with.

This last year has also seen us looking at our endeavours through the lenses of Sustainable Development Goals and Goals 4 and 5 in particular. The process of shaping the Strategy plan for 2018-2023 has also taken off. These mark significant milestones in the journey of NEG-FIRE to become more effective and relevant in addressing the early childhood education of children of marginalised communities in some of the poorest districts of our country.

All this has placed great responsibilities on our staff. We have been privileged to have staff who have responded well, with commitment to the cause and to delivering results. The NEG-FIRE staff have often found themselves stretched and challenged for time, financial resources and knowledge capital, but have increasingly responded with maturity, innovation and expanding partnership for enriched ideation. The entire team led by the Executive Director, Mr. Vengatesh Krishna, have the abiding gratitude of the Board and the General Body. We applaud the steady progress and yet again remind them that the journey to fulfil our mission is long and dreary.

Addressing education is one of the means to work towards social justice, to transform into an egalitarian and just society. The obstacles to our accomplishments will be many. Social conflicts, disruptive actions and complex resistance are most likely. None of these are insurmountable. There is great change happening, however slowly, and we must be proud to be a part of that change and in making that change happen.

We must relentlessly pursue our dreams, that all children irrespective of social and economic backgrounds, will have access to quality education and the opportunity to carve their own dreams for themselves and their families.

*Cherian Joseph*

**Dr. Cherian Joseph**  
Chairperson, NEG-FIRE



# FOREWORD

“Where the mind is without fear and the head is held high; Where knowledge is free; Where the world has not been broken up into fragments by narrow domestic walls.”

- Rabindranath Tagore



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We at New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) truly dream of and work towards creating a future that Tagore dreamed of. Through our work we aim towards transforming the lives of thousands of children from the marginalised communities of India by providing access to quality education, by helping them become creative, confident and independent individuals who can have a future where their heads are held up high. These children have been living a life of poverty, exclusion and illiteracy from years. Education can be a huge leap for these children to crossover to a totally different world – a world of opportunities, knowledge and inclusion.

This is what we do - We guide them and support them to successfully take this leap!

In the year 2016-17, we have continued to work with and for the children from the marginalised communities to enable them to attend government pre-schools and primary schools so as to acquire strong foundational learning such as proficiency in language and numeracy skills. Our strong partnership with 49 marginalised communities living in 10 states has started bringing up positive and encouraging response by the government school teachers and officials to jointly encourage children education. We have continued our partnership with – committed NGO partners to actively reflect and develop contextualised pedagogies for early learners and ensure its quality implementation.

This year's Annual Report 'Leaving No Child Behind' is a reminder to each one of us about the global and national need to have an inclusive form of education, covering children from all regions, areas and castes and ensuring that every child has access to quality education. Our work is guided by emergence of policies and frameworks such as the RTE, Sarva Shiksha Abhiyan and the Sustainable Development Goals and also by our own mission and vision of 'transformation through education'.

I thank our Chairperson, Dr. Cherian Joseph, the members of the Governing Board, General Body and the Advisory Committee who provided strategic guidance, motivation and support to the staff members of NEG-FIRE and our partners in realising our mission.

I would also like to thank our donor partners – Misereor, Kindermissionswerk, Tata Trusts, Tata Power Community Development Trust and Powerlinks Transmission Limited, for their timely and generous support that has assisted us in implementation of our programmes.

My special thanks to each of my colleagues here at NEG-FIRE who despite many challenges have strived to do their best in pursuit of our mission.

A handwritten signature in blue ink that reads "Vengatesh Krishna".

**Vengatesh Krishna**  
Executive Director, NEG-FIRE



# INTRODUCTION

## WHO WE ARE

New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) is a knowledge based development organisation working towards transformation through education of children from the marginalised communities across India by strategic and dynamic partnership with local NGOs and community groups.

Access to quality education and essential lifeskills is a resilient stepping stone for children from marginalised communities and helps in enhancing their reading, writing, numeracy and creativity skills thus increasing the learning levels and subsequently becoming self-sufficient. We at NEG-FIRE believe in the importance of quality education and the increasing need for holistic development of children.

Throughout our journey, we have aimed to sensitise the communities of the evergrowing need to educate their children so they may have better lives and a brighter future. We work with 49 most marginalised communities (Scheduled Tribes and Scheduled Castes) in the most difficult and hard to reach locations across 10 states in India.

“Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs”.<sup>1</sup>

The renewed education agenda encapsulated in Goal 4 is comprehensive, holistic, aspirational and

universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind.

In India, children from the marginalised communities and from geographically difficult areas, are often left behind in the National ‘Education for All’ movement. Despite the numerous policies and resources at their behest, it is usually a struggle in itself to access those resources and understand and utilise those policies.

NEG-FIRE plays a pivotal role in paving the path for these children towards accessing educational reforms and resources and to achieve quality education. NEG-FIRE has been working in accordance with SDG4 and with its own mission of transforming lives of children from marginalised communities of India through education and finds its roots in a humanistic vision of education and development. Our work is based on the principles of human rights and dignity, social justice, peace, inclusion and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability.

From being formed as a ‘Think Tank’ to promote education, to ‘transforming lives’ through education, we have come a long way. We believe in creating a collaborative model for ensuring quality education to the children from the marginalised communities – a system which includes combined effort and initiatives from us, our grassroots partners, government and various government departments, community based structures, teachers, parents and many others involved in ensuring access to quality education for all children.

<sup>1</sup> Education 2030 – The Framework for Action for the implementation of Sustainable Development Goal 4 ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.





## NEG-FIRE'S COMMITMENT TO THE SDGs

### **Goal 4:** Ensure inclusive and quality education for all and promote lifelong learning



Through building awareness among communities of the provision under the Right to Education (RTE Act) and the need for all children to receive education, through the introduction of contextualised curriculums in government schools, through creation of child-friendly spaces (Treasure Houses) that promote inclusion and equality and through providing regular trainings and on-site support to teachers of government schools, we strive to:

- Ensure that all girls and boys complete free, equitable and quality primary education.
- Ensure that all girls and boys have access to quality early childhood education so that they are ready for primary education.
- Eliminate gender disparities in education and ensure equal access to all levels of education for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
- Increase the supply of qualified teachers.

### **Goal 5:** Achieve gender equality and empower all women and girls



Through building awareness of communities on gender equality, through establishing safe spaces (Avishkar Centres) where adolescent girls can learn about life-skills, career options, basic computer skills and support towards making sound decisions (on marriage, education etc.) and through strengthening the Mata Samitis who play an integral role in the functioning of schools and Anganwadi Centres, we strive to:

- Eliminate all forms of discrimination and violence against all women and girls.
- Eliminate all harmful practices, such as child, early and forced marriage.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.



# WHERE WE WERE

## The Global State

- In 2014, **263** million children, adolescents and youth were out of school.
- In low income countries, for every **100** of the richest youth who complete upper secondary education, only 7 do so among the poorest youth.
- Around **40%** of people are not taught in a language they speak or fully understand.
- In 2005–2014, **758** million adults, **114** million of whom are aged 15 to 24, cannot read or write a simple sentence; nearly two thirds are women.
- About **38%** of children old enough to have finished primary school have not learned the most basic skills they need to succeed in life.

## The National State

- The average drop-out rate at primary level is **4.34%**.
- Only **56%** children in class IV can read standard 1 level text
- In India, **3%** children are out of school (SC **3.2%**, ST **4.2%**, Muslim minorities **4.4%**)
- **20%** of government school teachers are untrained and the proportion of trained qualified teachers has been almost stagnant for the last **5** years
- Bihar, Jharkhand and Uttar Pradesh are yet to comply with the Pupil Teacher Ratio (PTR) norms mandated by the RTE Act (1:50 for Bihar being the highest)

## Our Coverage



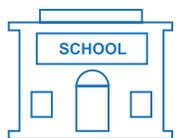
**1,56,084**  
Children



**10**  
States



**555**  
Villages



**576**  
Primary  
schools



**481**  
Pre-primary schools also  
known as Anganwadi  
Centres (AWCs)



**1904**  
Teachers



**571**  
School  
Management  
Committees (SMCs)



**481**  
Mata Samitis  
(Mother  
Committees)



**386**  
Edu-  
volunteers



**17**  
Avishkar Centres  
(Centres for learning  
and Co-creation)



**100**  
Gender  
Champions



**27**  
Partners

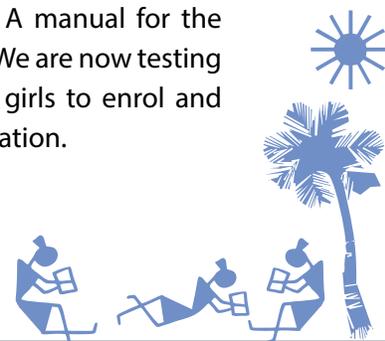


# HIGHLIGHTS OF 2016

- In the month of July 2016, NEG-FIRE celebrated its 10-year completion. It brought together the entire NEG-FIRE family which included –current and former General Body and Governing Board Members, current and ex-Staff, and ex-staff, representatives from partner organisations and CSR heads. We witnessed a gathering of around 150 people coming together to celebrate our achievements of a decade and to pay gratitude to each contributor in achieving NEG-FIRE’s mission.
- Development of a Gender Manual to support partner organisations and community based structures in addressing gender-related norms, practices, inequalities and disparities in the planning and implementation of their development programs that promotes gender mainstreaming.
- Development of a language curriculum in the context of Mother Tongue Based Multi Lingual Education (MTB-MLE) for pre-school and primary school (Class I, II and III) which is being implemented by our partners in 88 AWCs and 114 Schools and being used by 65 Anganwadi Workers (AWWs) and 85 teachers in Andhra Pradesh (AP) and Odisha.
- Along with partner organisation Centre for Social Equity and Inclusion (CSEI), a teachers training manual on inclusive education has been developed and has been tested with



- pre-service teachers of Central Institute of Education, New Delhi. This manual has now been piloted by our Bihar partners in 4 districts, with 60 in-service teachers in association with Department of Elementary Education and State Council of Educational Research and Training (SCERT), Government of Bihar.
- Creation of an innovative, child-centred and inclusive methodology to be practised in government AWCs. This 11 step methodology, being implemented in 20 AWCs in Raisen and Jhabua in Madhya Pradesh, creates an atmosphere of joyful learning and further helps in preparing the child for enrolment and continuation into the formal education system.
- The Life Skills Education for Adolescent Girls programme continued to reach 2000 girls in Uttar Pradesh (U.P) and Madhya Pradesh (M.P) through our empowerment module using a 54 day life skill training. A manual for the same has been developed. We are now testing strategies for encouraging girls to enrol and complete their school education.



- 253 Treasure Houses have been established and are functional for encouraging children to collaborate, learn and develop interest towards education. A Treasure House is an innovative, community-based intervention, which aims at ensuring that every single child living in the remotest of locations across India has access to a safe, child-friendly place where they can learn, be with other children, instil in themselves values of diversity and have immense self-belief. Our Treasure Houses will now be scaled up to cover all blocks where we work in.
- 71 supplementary education centres have been formed for providing educational support to children and adolescent girls ensuring their retention in schools. As a result, 30 drop out girls were re-enrolled in class 9th (formal schools), 19 girls were enrolled in National Institute of Open School (NIOS) and 29 girls were enrolled in UP State Open School (UPSOS) to appear in 10th exam.
- Sasaram in Bihar is now child-labour free and has 100% enrolment in all schools in the area. The Child Rights and Child Protection programme reached out to 2226 children in the quarry areas of 27 villages of Sasaram.
- 24 Child Protection Units have been formed in our project areas in Rajasthan to ensure protection of child rights and to address any issues regarding the same.
- A toll free school helpline has been introduced in 25 villages in Latehar in Jharkhand to help children to report any kind of discrimination or conflict related problems.
- Upgrading our web-based MIS into a user-friendly android based application. With the help of this new technology (tablet) the partner staff will now be able to enter data simultaneously on a real time basis thus minimising costs and time. This will facilitate the partner and NEG-FIRE project team to assess the progress of our programmes and suggest measures as required.
- Financial reviews were carried out for 10 partners from Gujarat, Rajasthan and Uttar Pradesh.
- A summative evaluation and assessment of selected programmes under 2 grants, was also conducted at the end of the grant tenure by involving an external expert. The External expert undertook field visits to two project areas each in Rajasthan and Bihar, went through the narrative reports of all the projects, analysed the M & E data and then came up with the evaluation reports. The assessment provided an understanding to conceptualise and design the next phase of engagement with the partner organisation and the community. The assessment also helped NEG-FIRE to analyse its role and chart out future course of action.
- Strategy development process – For charting out the strategy for the phase 2018-2023, we planned to revisit our role and work, understand our achievements and shortcomings, especially what fresh and changed agendas the organisation needs to address given the dynamic context we work in. For this purpose, services of an external consultant were sought. The entire process involved the consultant visiting our field areas and meeting different stakeholders, partners and NEG-FIRE staff for an in-depth understanding of our work. Following this, recommendations were given by the consultant on new roles and themes and feedback was collected on the same. The final report will be shared with all in the upcoming Annual General Body Meeting.



# THE WORK WE DO



Progress in education cannot rest solely on increasing enrolment. While it is a great global accomplishment that 91% of children are enrolled in school, reaching the last 9% requires different strategies (Global Education Monitoring Report 2016, UNESCO 2016). The children most likely to be out of school are those from the poorest households, ethnic and linguistic minorities, working children, those in nomadic or sparsely populated areas, orphans and children affected by HIV and AIDS, slum dwellers, children with disabilities, children displaced by conflict and those living in complex emergencies (UNESCO, 2015b). These children have particular needs and require customised, contextualised and flexible solutions.

In India, with improvement in the number of schools, facilities in schools and enrolment, the annual dropout rate at primary level has come down by 1.28 percentage point (from 5.62% in 2011-12 to 4.34% in 2013-14) for all category students (Educational Statistics at a Glance, Govt. of India, 2016). We thus now need to turn our attention to improving the quality of education in government schools, especially in the rural and marginalised areas of India.

In the context of the children from marginalised communities in India, attaining quality education can only be successful if it is based on locally

relevant solutions. NEG-FIRE's unique education programmes designed for sustainability, reach out to serve marginalised communities by using all types of education methods (friendly, child-centred, contextual, language-based and more) to ensure increased learning levels among children.

For education to truly be transformative, 'education as usual' will not suffice. Our vision of education is to provide foundational learning for children that will lead to continued education and transformation for themselves, their families and communities at large.

NEG-FIRE's programmes aim at achieving not just quality education and increased enrolments, but also inclusive education; not just empowered children, but also empowered and mobilised societies and institutions; not just awareness in schools, but also in our communities and at homes; not just gender awareness and sensitivity, but also including more women and girls in decision making processes and strengthening existing policies for the promotion of gender equality; not just ensuring education in schools, but also promoting the well-being of children of all ages. These initiatives of ours and our partners' are essential to sustainable development of not just the marginalised communities of India, but the entire Nation at large.





## QUALITY EDUCATION FOR THE MARGINALISED CHILDREN

### What it means for us:



**Children** – who are participative, eager to learn, confident and creative



**Environment** – that is safe, supportive, gender-sensitive, caste and community sensitive and provides adequate resources and facilities



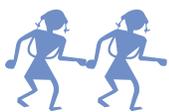
**Content** – that is contextualised, locally relevant and easy to comprehend



**Outcomes** - that encompass knowledge, skills and attitudes and are linked to organisational goals that contribute to National Goals/SDGs for education



**Processes** – that are child-centred and inclusive



# OUR PROGRAMMES

Our 6 unique programmes have been designed keeping in mind various factors such as geographical locations, age-groups, socioeconomic trends, emerging issues of the area and other varied needs of the children. Efforts have been taken to interlink NEG-FIRE's and its partners' programmes and activities so as to cause an increased positive outcome in areas where the programmes are being carried out.

Since NEG-FIRE and its partners share the same vision, based on their capacities the roles are defined for each programme separately, which forms the fundamental principle for partnership. Inturn the partners use a similar approach with communities, children and other stakeholders.



This partnership promotes the following functions:

- Need assessment
- Designing solutions that are locally relevant
- Developing operational strategies
- Building capacities of partners and other stakeholders
- Process documentation
- Monitoring and evaluation
- Policy analysis and programmatic research
- Engagement with the government
- Planning, scaling-up and replicability
- Mobilise resources and ensure accountability



## MOTHER TONGUE BASED MULTI-LINGUAL EDUCATION (MTB-MLE)



Mother tongue holds great importance in the life of a child, especially in the early years. It is the medium through which most knowledge is constructed and is closely tied to the thoughts and identity of the individual, so much so that to deny or wipe out a child's mother tongue(s) is to interfere with the sense of self. It is thus imperative that education, at least at the primary level, be held in a child's mother tongue/home language. The National Curriculum Framework 2005 further affirms this "It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups'"

NEG-FIRE's MTB-MLE programme is an endeavour to promote pre-primary and primary learning in children's mother tongue(s) and gradually

introduce the other main state language as the medium of instruction. Effective understanding and use of language(s) enables the child to make connections between ideas, people and things, and to relate to the world around. This further ensures that children find their lessons interesting and easy to understand thus reducing the rate of drop-outs and eventually increasing the learning levels of children (NCF 2005).

### Salient Features

**Coverage - 4 interstate border areas of Madhya Pradesh-Chhattisgarh, Andhra Pradesh-Odisha, Rajasthan-Gujarat and Bihar-Jharkhand.**

**134** AWCs and **151** Govt. primary schools

**203** AWWs and **525** Teachers

### Key Strategy

In collaboration with teachers, Anganwadi Workers (AWWs) and the community, develop multi-lingual reading materials and TLMs and train teachers and AWWs to use the same in classroom transactions.

### Key Outcomes

MTB-MLE language material developed in – Kui, Gadaba, Poraja, Kondadora, Adivasi Odiya, Baiga, Bhojpuri, Santhali, Gondi and Bhili





## Key Activities

- Development of 40 different activities in Kui language for the anganwadi children to impart joyful education in Odisha.
- 5 workshops on mapping and documentation of traditional Santhali art, plays (games) and songs were conducted in Telangana (Neema, Dumarkol, Simartala and Borni clusters respectively).
- Community awareness and mobilisation was done with the help of street plays on characteristics and differences in a literate and an illiterate family. The street plays were carried out in 9 villages and witnessed participation from more than 700 people.
- A Bal Akhil Mela (fair) was organised in the Neema cluster of Katihar district. The purpose of the mela was to create an environment of community participation and create a spirit of leadership children. Around 500 people and 185 children from 13 villages were present at this mela.
- 4 workshops were conducted with the anganwadi workers in Odisha and Bihar with an aim towards enabling usage of MLE based Teaching Learning Materials (TLMs) in Anganwadi centres, developing the capacities of AWWs on usage of MLE based TLMs in the centres and to assess children's learning abilities through this process.
- A Block level 'Community Core Group' (AKIL BAISI) has been formed in Purnea, Bihar, in comprising of members from the matasamiti, SMC and community. This group supports the AWCs and Schools in conducting classroom practices in local language.
- Akil Akhara, children's group, has been formed at some areas in Bihar and Rajasthan to increase awareness of the community members on children's fundamental rights. Community members were thrilled to see the leadership skills of their children and their ability to facilitate the discussion over their rights. Members invited other children, teachers, Mata Samiti, School Management Committee (SMC) members to participate.



## Work With Stakeholders

Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>• 26 Treasure House have been established and are functional for encouraging children to collaborate, learn and develop interest towards education.</li> <li>• Numerous summer camps and enrolment campaigns have been held for increasing awareness among children and the community members.</li> </ul>	<ul style="list-style-type: none"> <li>• 79 meetings with AWWs and school teachers have been conducted on imparting MTB-MLE in classrooms and effective usage of language based contextualised Teaching Learning Materials (TLMs).</li> <li>• 4 workshops were conducted with the anganwadi workers in Odisha and Bihar with an aim towards enabling usage of MLE based Teaching Learning Materials (TLMs) in anganwadi centres and developing capacities for the same while also assessing children's learning abilities through this process.</li> <li>• Monthly meetings were organised and follow up on teaching processes are being practised on a regular basis by partners, NEG-FIRE staff and Master trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building programs for Mata Samiti and SMC members were organised to ensure their participation in the development of MLE materials and also on their roles and responsibilities for ensuring quality education in AWCs and schools.</li> <li>• Community awareness and mobilisation was done with the means of street plays (nukkadnatak) on characteristics and differences in a literate and illiterate family, in the presence of Gram pradhan (village head), PRI members and government teachers. The street plays were carried out in 9 villages and witnessed participation from more than 700 people.</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Level Interface on Multilingual Education was organised in collaboration with the Education Department in Koraput, Odisha. 103 participants from nine tribal districts of Odisha were present during the workshop, including officials from education department, Sarva Shiksha Abhiyan (Right to Education), civil society organisations working on MLE and other educationists from the region.</li> <li>• Closely working with the Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs), a unit of education department for training and monitoring, District Institute for Education and Training (DIET) for teachers training and tribal welfare departments for getting the approval on contextual content development and pedagogies.</li> </ul>



## INCLUSIVE EDUCATION FOR THE MUSAHAR COMMUNITY



A largely landless caste referred to as the “dalits among dalits”, the Musahar community in Bihar, due to the numerous stigmas attached to them, have been since long, one of the most backward communities in India. They continue to work as bonded labourers and face discrimination and exclusion on an everyday basis.

NEG-FIRE’s Inclusive Education Programme for the Musahar Community aims to create an irreversible and self-sustaining momentum for education and upward socio-economic mobility by empowering children from the Musahar community through education. It is an effort towards reducing inequalities and discrimination that these children suffer on the hands of other children from higher castes, teachers and other members of the nearby communities or villages, through introducing concepts of inclusion, caste-sensitive societies and classrooms and transformation through education.

### Key Strategy

In collaboration with teachers, AWWs and the village youths, develop and use the ‘Khel se Mel’ curriculum in schools, AWCs and Treasure Houses which promotes equity and inclusion.

### Salient Features

Coverage: Bihar – Madhubani, Rohtas, Gaya, West Champaran and Patna.

**101** Schools and **78** AWCs

**142** Teachers and **83** AWWs

**97** SMCs and **83** Samitis

### Key Outcomes

- 6 CLAY (Community Leadership and Youth) Centres have been formed to promote Right to Education to Musahar children of Bihar run by 17 CLAY fellows
- 8 supplementary education centres have been formed in Sherghati, Gaya for providing educational support to musahar children and ensuring their retention in schools.
- Dina BhadriMorchas (Forum of Musahar Communtiy) have been formed covering 55 Musahar hamlets in Pandaul and Rahika blocks in Madhubani district, consisting of 525 members for ensuring equal opportunities and quality education to the Musahar children and youths.



## Key Activities

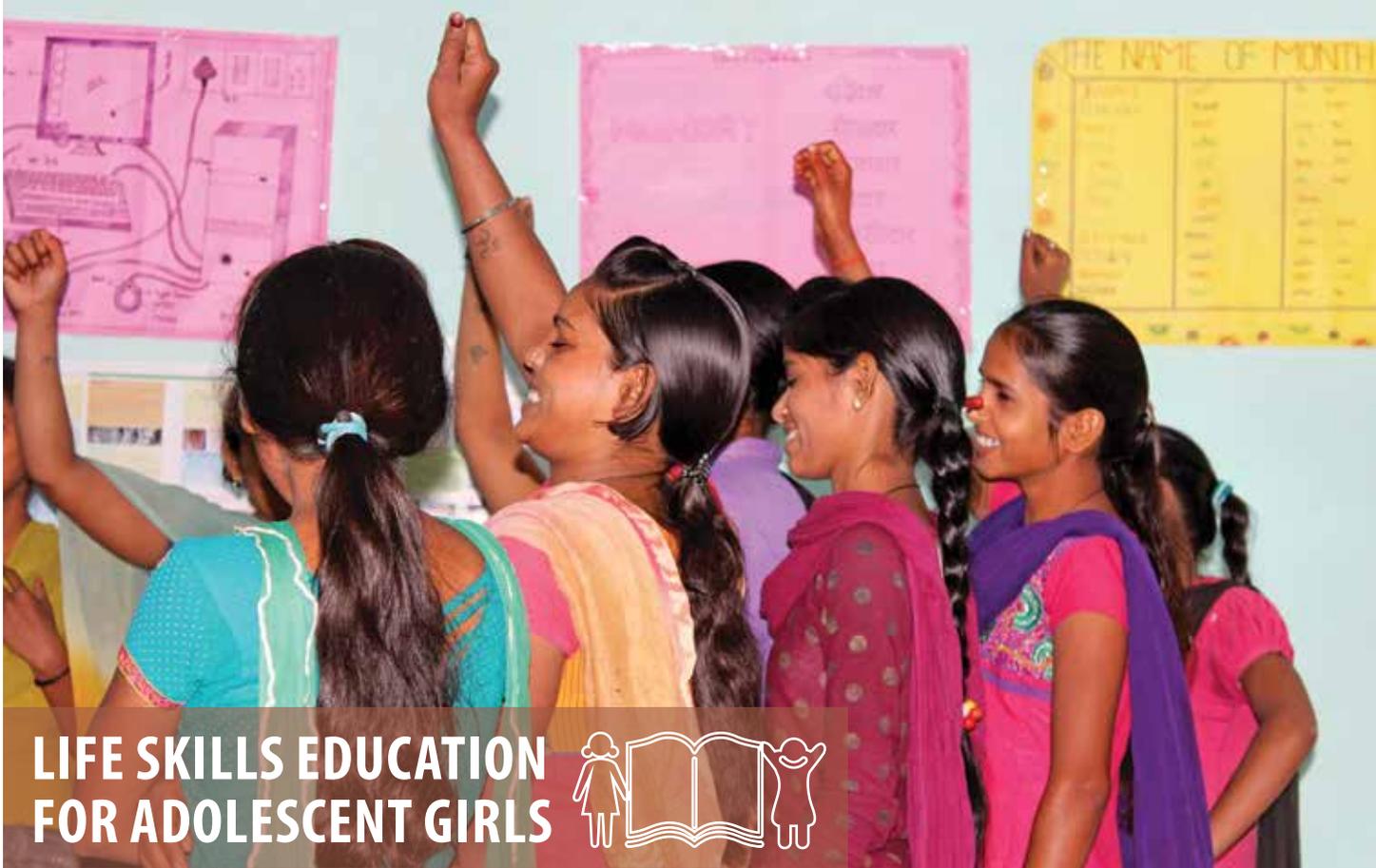
- Enrolment campaigns in Pandaul and Rahika blocks of Madhubani districts were organised with the support of Edu-volunteers, Mata Samiti members and the staff members of NEG-FIRE and our partners. As a result, a total of 523 (Class I – 281, Class VI – 186 and Class IX – 56) children got enrolled in schools last year.
- 36 Supplementary Educational Centres (SECs) are established in Madhubani district, Bihar. These SECs are closely run with support from Edu-leaders, Mata Samiti group members and the involvement of other key community members. Around 2000 children are regularly attending these centres.
- In Madhubani district, Bihar, out of 2691 children of 6-14 age groups, 2435 have increased learning level as per ASER tools.
- Dina Bhadri Morcha (DBM) “An alliance of Musahar community”- Dina Bhadri Morcha is an apolitical organisation led by the youth and women who have dynamic leadership qualities. At the hamlet level there are three youth members, three Mata Samiti members, two male members and two SMC/VEC (Village Education Committee) members. In 55 Musahar blocks, there are 525 DBM members. They are taking up leadership roles and have achieved a lot in getting benefits from various Government schemes. At present the DBM has strong organisational presence in Pandaul and Rahika Blocks of Madhubani District. The DBM has members in four Blocks of Madhubani and two Blocks in Darbhanga District.



## Work With Stakeholders

Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>Children's day celebration was carried out with 400 students from Supplementary Education Centres (SEC). Various activities like drawing, painting and an essay competition were conducted to boost the confidence and creativity of the Mushahar children.</li> <li>36 Supplementary Education Centres (SECs) are functioning on a regular basis and are being attended by 841 boys and 871 girls.</li> <li>Khel se mel activities are being continuously organised in schools and communities for promoting inclusive.</li> <li>Community youth members are involved as edu-volunteers who assist Musahar children through SECs.</li> <li>Residential education support to girls for completing their class X and XII education.</li> </ul>	<ul style="list-style-type: none"> <li>Regular training of teachers.</li> <li>Regular meetings with government school teachers to understand musahar children's academic performance and regularity in schools.</li> <li>On-site academic support to AWWs.</li> </ul>	<ul style="list-style-type: none"> <li>70 Edu-Volunteers were trained on inclusive education, RTE provisions and Integrated Child Development Services(ICDS) norms.</li> <li>20 Mata Samitis were trained on monitoring of AWCs and Government Schools, ICDS, RTE (Right to Education) and RTI (Right to Information) process.</li> <li>Monthly meetings were organised and follow up on teaching processes are being practised on a regular basis by partners, NEG-FIRE staff and Master trainers.</li> <li>Meeting with SMCs to understand their involvement with school monitoring and status of schools with respect to teachers attendance, education quality and services in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Data based on learning level achievement by children was shared with Block Education Officer and District Education Officer.</li> </ul>





## LIFE SKILLS EDUCATION FOR ADOLESCENT GIRLS



As per the Census of India (2011), population of Adolescents is about 253.2 million. Of which 113 million are adolescent girls which means that 45% of the adolescent population in India are girls. Despite their huge number, adolescent girls in India are largely invisible – prevailing socio-cultural customs and traditions leave them powerless and unable to decide their own future. Dominant socio-cultural practices and mind-sets about adolescent girls are fairly universal across India and are manifested in key aspects of their lives like discrimination at home, early marriage, lack of education, lack of formal employment etc. However these girls can be essential agents of change in breaking the cycle of poverty, discrimination and deprivation. NEG-FIRE believes that focusing programmes on girls can lead to better futures for women, children and families, thereby creating intergenerational impact.

NEG-FIRE's Hausla programme was conceptualised on the basis of findings of the study conducted in the Maharajganj district of Uttar Pradesh in the year 2014. In the initial phase, Hausla was piloted in 2 blocks (Maharajganj and Azamgarh) of Uttar Pradesh and 2 blocks (Mandla and Jhabua) of

Madhya Pradesh for eleven months. Based on the learning and impact of the pilot done, the project was accelerated with a goal to further empower the adolescent girls (15 – 20 years) to realise their full potential through career guidance and IT & life-skills formation at the end of the project duration.

### Key Strategy

In collaboration with the community, establish Centres for Co-creation and Learning also known as Avishkar Centres, which facilitate life-skill education, basic computer skills and career guidance among adolescent girls.

### Salient Features

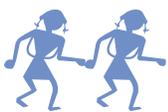
Coverage: Maharajganj in Uttar Pradesh, Mandla and Jhabua in Madhya Pradesh

75 Villages

10 Centre Management Committees

100 Gender Champions

89 All girl groups

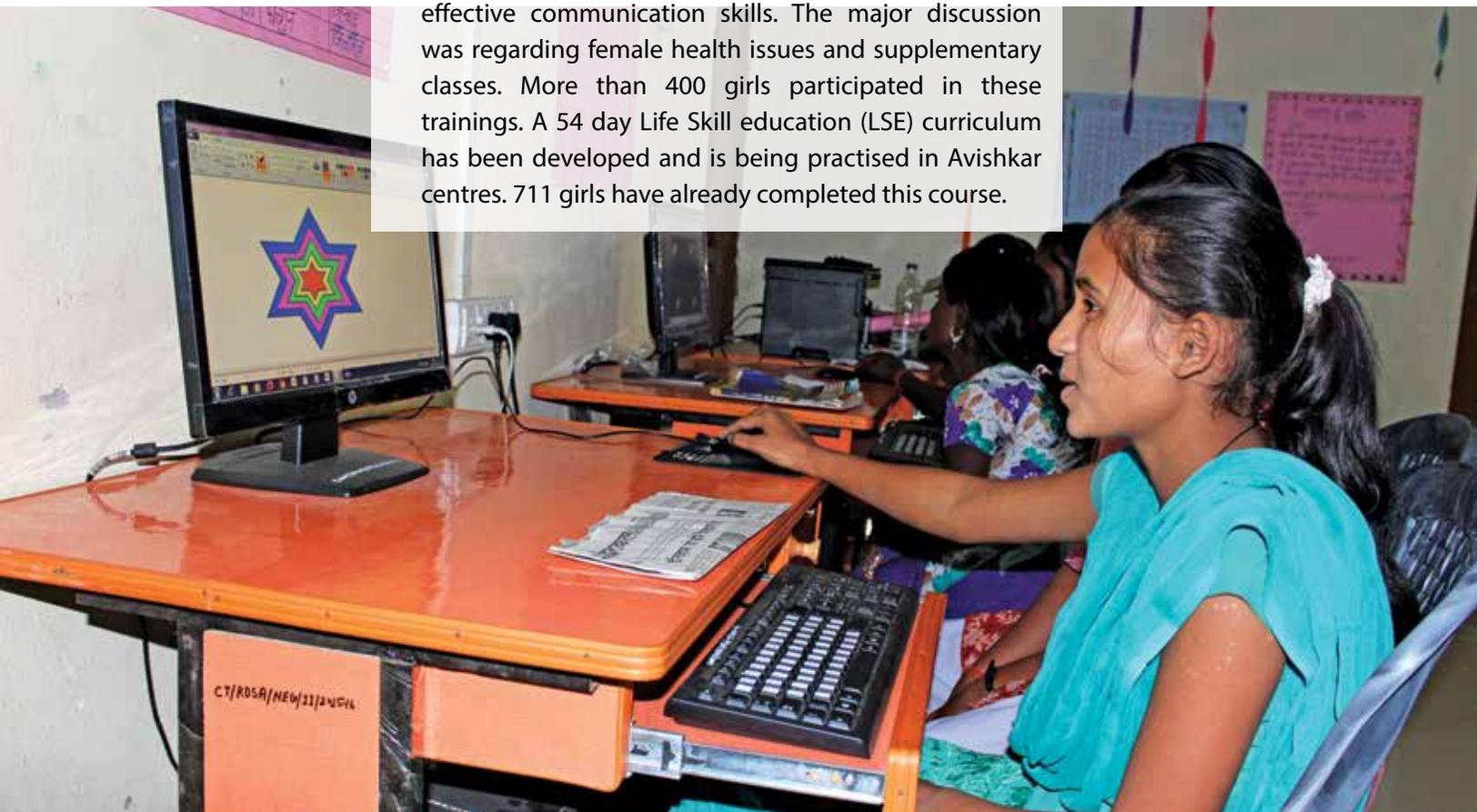


## Key Outcomes

- 17 Avishkar Centres established
- More than 50% girls have enrolled themselves in open school for completing their school and high school education. 12% girls have started their post-graduation studies. 9 girls have been selected for computer related jobs and are undergoing IT training from Bangalore.
- Though the major objective of the project has been to mainstream girls' education system and empower them in choosing their livelihood options, it has also resulted in making the boys in the intervention areas, catalysts of change to address gender discrimination.
- Adolescent girls are now involved in monitoring of services at AWCs and schools, in this reporting period girls have made around 150 follow up visits in all the AWCs and School on monthly basis. They also provided their support in organising children parliament and resolving the issues.

## Key Activities

- Meetings with Polytechnic and Degree Colleges were organised to discuss about enrolment of drop-out girls for graduation and the various courses available at the institution. Numerous initiatives were also taken to enrol adolescent girls to the National Digital Literacy Mission office for online computer courses and 102 girls were successfully enrolled in this.
- Life skill education trainings were organised in 3 batches covering self-awareness, interpersonal relationship and effective communication skills. The major discussion was regarding female health issues and supplementary classes. More than 400 girls participated in these trainings. A 54 day Life Skill education (LSE) curriculum has been developed and is being practised in Avishkar centres. 711 girls have already completed this course.



## Work With Stakeholders

Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>• Three life skill trainings were conducted on numerous topics - how to make correct choices in life, health and nutrition, understand human trafficking, etc. 31 girls have benefited from this training.</li> <li>• Weekend supplementary classes were facilitated by centre coordinators at each centre with dropout adolescent girls. Identified dropout girls were helped in learning and writing Hindi language (word) and developing their interest and understanding towards mathematics by adopting innovative method of teaching.</li> <li>• Interest mapping exercise was also conducted to understand the girls' career preferences and aptitude. In Nichloul block 149 girls underwent this process.</li> </ul>	<ul style="list-style-type: none"> <li>• A teachers training was organised in two batches and 168 teachers participated in the same. The training focused on child centric methodologies for classroom transactions.</li> </ul>	<ul style="list-style-type: none"> <li>• 50 Mata Samiti meetings were organised in this period and around 200 members participated in these meetings.</li> <li>• 12 literacy and life skill camps were organised for 5 days in respective gram Panchayats with 700 adolescent girls. Resource persons from various departments facilitated the trainings and covered sessions over nutritious food, HIV/ Aids, drug addiction, women's health, hygiene and sanitation, education and its importance in daily life, employable training and about life skills education.</li> <li>• Mobilising PRI (Panchayati Raj Institution) funds for maintaining school infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure visit of 250 girls was organised to nearby post offices, police stations, the agriculture science centre, nursing homes and other places to provide an opportunity to get a brief understanding of professional culture and to learn about the functioning of different government systems.</li> <li>• Linkage with National Institute of Open School (NIOS) and government schools.</li> </ul>



# CHILD RIGHTS AND CHILD PROTECTION IN QUARRY AREAS



Under extreme economic and social distress, sometimes children are forced to forego educational opportunities and take up jobs which are mostly exploitive in nature as they are usually underpaid or have them working in extreme hazardous conditions. Child labour restricts the right of children to access and benefit from education and denies them the fundamental opportunity to attend school.

NEG-FIRE has been working with the children and communities in Bundi and Ajmer in Rajasthan and Sasaram in Bihar towards creating an enabling environment for elementary education, strengthening and improving the quality of early childcare and development, community mobilisation and elimination of child labour through education.

## Salient Features

Coverage: Bundi and Ajmer in Rajasthan, Sasaram in Bihar

54 Schools and 46 AWCs

171 Teachers and 46 AWWs

54 SMCs and 46 Samitis

24 Village Level Child Protection Units (VLCPU) 1 Block Level CPU

## Key Strategy

In collaboration with the community leaders and government departments, facilitate formation and strengthening of community structures that ensure child rights and child protection at the village, panchayat and block level.

## Key Outcomes

- Numerous mine owners in the project areas have declared their sites as a 'Child-labour free zone'. Similar efforts have been taken by the Cobble Union who have circulated an order to all mine/site owners to charge heavy fines to anyone found employing child labour.
- 50 drop-out girls were identified in this period who have now been enrolled through partner support into the State open board.
- Sasaram in Bihar is now child-labour free and there is 100% enrolment in all schools in our intervention areas.



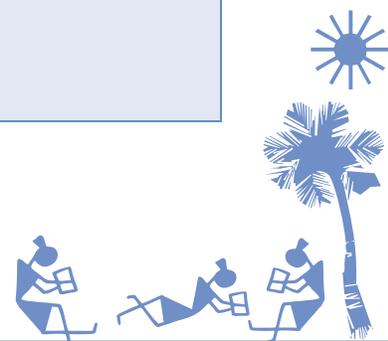
## Key Activities

- 287 SMC members have been trained and have undergone capacity building programmes regarding their roles and responsibilities in the smooth functioning of schools in their areas. Some of these SMCs are extremely active and involved eg, the SMC in Gopalpura in Bundi, Rajasthan, has been continuously taking up issues such as construction of separate toilets for girls and fixing school rooftops to avoid leakages during monsoons etc. Both issues have been successfully resolved.
- Mata Samitis have been made functional and play an active role in the functioning of the Anganwadi Centres. Recently, the Mata Samiti members of Budhpura have been given a land for construction of a new AWC, after repeated meetings and discussions with the concerned authorities regarding need for an AWC.
- SMC members have also managed to increase the number of teachers to fix the problem of shortage of teachers after they took this up in advocacy meetings with the Block level officers. Continuous efforts from both SMCs and Mata Samiti members have resulted in the authorities providing a van for teachers of nearby schools to fix problems of teachers not being able to reach the schools on time.
- Child Protection Units and Village Education Committees have been established in 23 villages in project areas to create a conducive environment which supports children going to schools and communities and schools implying with provisions of the RTE.
- 23 AWCs have been activated with the help of community based mobilisers to ensure pre-school education and proper health of children in the age group of 3-6 years.
- 21 ward level committee discussions known as 'ward sabhas (meetings)' have been held through the year on quality education and Integrated Child Development Services (ICDS) regulations regulations in AWCs and steps needed for proper functioning of the same. The ward sabha decisions are shared subsequently with the Gram Panchayats.
- A District level Camp has been organised on effective implementation of NALSA (Child friendly legal services to children and their protection) scheme 2015 at Bundi, in partnership with Rajasthan State Legal Service Authority, District Legal Service Authority and District administration. Issues of child protection, district action plan and schemes related to child protection and vulnerable children were shared and discussed.



## Work With Stakeholders

Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>• Child Parliaments or Bal Sansads have been formed in each school and are continuously provided capacity building to raise any prevalent child protection related issues in schools.</li> <li>• Summer camps have been organised in each panchayat of the project areas, reaching out to almost 3000 children, consisting of games, drawing and painting, rangoli making etc.</li> <li>• Programmes have been held, catering to 970 children, to recognise and build skills, ambitions, career options and extra-curricular activities to promote holistic development of children.</li> <li>• 33 Bal Melas have been organised catering to almost 4400 children, teachers and AWWs, block and district level authorities and other community members. Numerous indoor and outdoor activities were organised as a part of these melas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have been trained to provide quality education in schools and have a thorough understanding of RTE and all other child protection related schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and capacity building of Edu-volunteers about education and ICDS activities and their roles and responsibilities in the Treasure Houses, summer camps, functioning of AWCs, schools and building community awareness.</li> <li>• Building capacities of Mata Samitis and SMCs to increase awareness of RTE and ill effects of child labour, while also increasing awareness among other members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous involvement and meetings with Village level and Panchayat Level Child Protection Committees regarding issues of child labour and child rights.</li> <li>• Regular advocacy meetings between the District level and Block Level officers and SMC and Mata Samiti members regarding mainstreaming RTE in schools and other important issues.</li> <li>• Linkages have been built with the Social Justice Empowerment Department regarding formation of block level CPUs in all blocks of Bundi in Rajasthan.</li> </ul>





## CHILD RIGHTS AND CHILD PROTECTION IN CONFLICT AREAS



Conflict and Crisis have been one of the key areas of NEG-FIRE's action and research. The need to address the trauma that children undergo and the low education levels in areas of conflict was recognised, leading to the Child Rights and Child Protection Programme in the conflict areas in the Latehar district of Jharkhand and Gajapati district of Odisha.

Owing to the varying nature of conflict, different strategies have been designed by NEG-FIRE to provide physical, psychosocial and cognitive protection to children. Re-establishing education in the communities and the entire system can have an important stabilising effect – it serves as a peace dividend in areas emerging from conflict and also provides an essential foundation for the realisation of many other development goals.

### Key Strategy

In collaboration with the community, teachers and AWWs, promotion of arts and aesthetics in schools and Treasure houses to reduce fear among children that leads to increased attendance and participation in classroom activities.

### Salient Features

Latehar in Jharkhand and Gajapati in Odisha

**45** Schools and **42** AWCs

**99** Teachers and **42** AWWs

**45** SMCs and **42** Mata Samitis

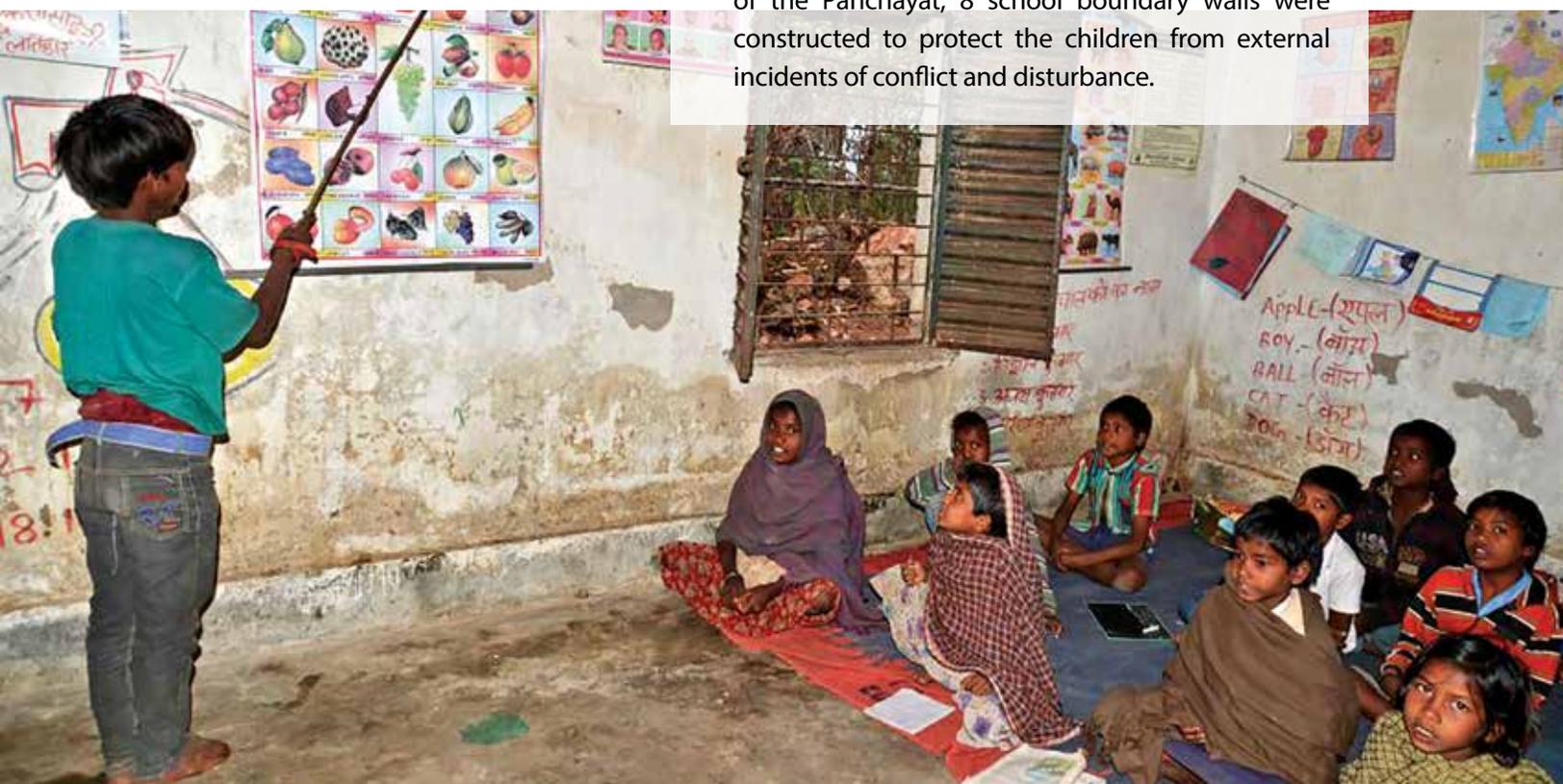


## Key Outcomes

- 27 Child Cabinets (or Bal Sansads) have been formed and capacitated to ensure child participation in school development process and to address the grievances of the children in conflict.
- Arts Clubs have been activated in the 17 schools of which 11 schools have actively started functioning and performing. In all these clubs, arts and aesthetic promotion, music and sports activities have been taken up. 40 meetings were held where 431 boys and 467 girls participated in the activities.
- 100% retention of children in schools of two education clusters (nyay panchayats) of Latehar district (conflict area) was ensured.

## Key Activities

- In order to promote a discrimination-free environment in schools a toll free helpline has been introduced where students can call and report about any kind of discrimination they might face. The orientation of SMC members, school cabinets, parents, teachers and village population on the rights and entitlements under RTE and the use of TOLL FREE school helpline was done in 25 school/village meetings.
- The pedagogy modules for 3rd, 4th and 5th classes in maths, science and language were developed. The developed pedagogy module was then tested in schools and recommendations of teachers and community members on the same have been duly incorporated as well. A teachers training on pedagogy, integrating "Education for Peace" was also planned. Around 167 classroom demonstrations were conducted for the execution of the peace module.
- Treasure Houses and Special educational support classes (Supplementary Education Centres) have been established in 16 villages. The villagers have provided space for this purpose.
- In Latehar district, through collective efforts of Supplementary Education Centres and the members of the Panchayat, 8 school boundary walls were constructed to protect the children from external incidents of conflict and disturbance.



## Work With Stakeholders

Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>In Gajapati in Odisha an inter school talent search workshop was organised by the school cabinet in which members from 15 schools participated. The workshop oriented the school cabinet members on inclusiveness, non-discrimination and equality as a value addition in education.</li> <li>To inculcate values of inclusiveness, non-discrimination and equality among the children, the play for peace module was introduced initially in Kui language in 5 Kondh dominant villages and now in all 15 intervention schools.</li> <li>16 Treasure Houses, reaching out to almost 300 children in the intervention areas have been formed and are functioning well.</li> <li>16 Youth clubs, comprising of 256 members, are functional in the area and have had around 30 formal meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly and quarterly meetings with teachers on understanding the learning progress of the children.</li> <li>Sharing reports of children's academic improvement with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>In Gajapati in Odisha, One interface meeting of Student Cabinet and SMC members were conducted and different issue of schools like toilet for girls, functional toilets, and uniform dress for students were discussed.</li> <li>In order to strengthen the SMCs and Janch Committees (Investigating Committees), 78 SMC and 57 Janch Committee meetings were conducted regular orientation of RTE and ICDS norms. These committees are also involved in monitoring the schools and ensuring discrimination free atmosphere of learning.</li> <li>10 Parent Teacher and village meetings were conducted on the use of Toll-free school helpline for accessing the rights and entitlements of the school children under RTE. The statutory committees have made follow ups for the complaints lodged in the earlier reporting period.</li> </ul>	<ul style="list-style-type: none"> <li>Regular meeting and discussions through different activities with District and Block level education department officials</li> <li>Regular advocacy meetings between the District level and Block Level officers and SMC and Mata Samiti members regarding mainstreaming RTE in schools and other important issues.</li> </ul>



Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>A Children's newsletter (Bal Akhbar), created by the children themselves, was also released. Children's essays, stories, poems, drawings and paintings etc. were included in the newspaper which acted as a source of encouragement to enable the children to explore their creativity and present their thoughts through writing and art.</li> </ul>		<ul style="list-style-type: none"> <li>Regular meetings and follow-ups with PRI members.</li> <li>Trainings and capacity building programmes for Edu-volunteers.</li> </ul>	





## EARLY CHILDHOOD EDUCATION



Widely defined as the period from birth to age six (and often extended until eight to account for the transition into primary school), early childhood serves as the foundation for a lifetime of growth and development. Therefore, early childhood educational interventions will have a strong remarkable impact on the first generation learners who are less likely to gain exposure to essential educational experiences in their home environment. For this reason, Early Childhood Education (ECE) must be considered the ultimate starting point to level the field for the poorest and most marginalised children.

NEG-FIRE, recognising the importance of a strong foundational learning, is working on ECE throughout all our intervention areas, covering 9 states, through the development of contextual pedagogy for children in the age group of 3-6 years.

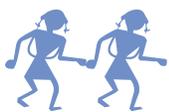
### Salient Features

Coverage – 530 Anganwadi Centres

**530** Mata Samitis      **530** AWWs

### Key Strategy

In collaboration with the community and AWWs, creation of an innovative and child-centred methodology for joyful learning to be practised in government AWCs.



## Key Outcomes

- 20 model AWCs formed in Raisen and Jhabua in MP are now being adopted and replicated in other villages by the Woman and Child Department of the Govt. of M.P.
- 530 AWWs are trained on joyful learning and contextualised methods in their AWCs and on efficient usage of mother-tongue based TLMs.

## Key Activities

- Picture charts and word charts in 4 tribal languages have been developed with Anganwadi workers and distributed in AWCs with an aim to develop the language, reading comprehension and phonetic competencies among children in Jharkhand, Odisha and Bihar.
- Regular dissemination of primers on Anganwadi Centres and Integrated Child Development Services (ICDS).
- Training of the 11 step methodology has been introduced in the Anganwadi and in the training of the Anganwadi workers being conducted by the organisation with prior approval of the ICDS department and the Women and Child department.
- Hands-on training and field support is being provided to the Anganwadi workers in order to understand the teaching and operational processes of the Anganwadi centre.



## Work With Stakeholders

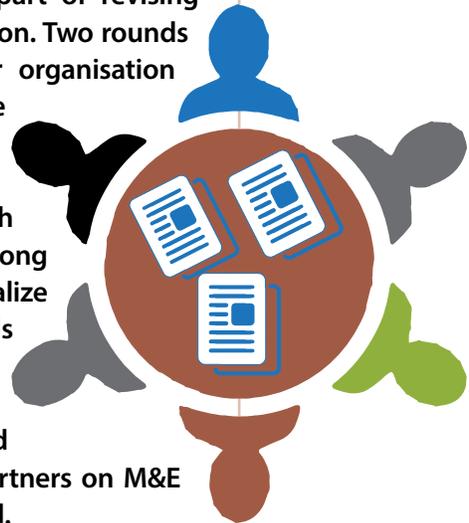
Work with children	Work with teachers	Work with community	Work with government
<ul style="list-style-type: none"> <li>• Introduction of the 11 step methodology in the anganwadi centres.</li> <li>• Introduction of Khel se Mel activities to promote inclusion among the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Building the capacity of AWWs on joyful learning methods to ensure regular children's participation in the AWCs and to make the learning process easy to comprehend for the children.</li> <li>• Four workshops have been conducted in Bihar and Odisha with Anganwadi workers to help them in proper usage of MLE based TLMs, promote space for children to express themselves in their own language/ mother tongue, develop their own capacities for preparing TLMs on the need of the classroom and for supporting the AWWs to assess children's learning abilities through this process.</li> </ul>	<ul style="list-style-type: none"> <li>• Bal Parisar with the community members for all cultural events.</li> <li>• Training to Mata Samiti members regarding their roles and responsibilities in the anganwadi centre and the department of ICDS.</li> <li>• Summer camps for the volunteers.</li> <li>• One day event with the community to raise awareness regarding the importance of pre-school education and the need for the support of families and the community to make this initiative a success.</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of the ICDS department for all the trainings and meetings.</li> <li>• Regular meeting and discussions through different activities with District and Block level.</li> <li>• Regular meeting and discussion with the Child Development Project Officer on the AWCs' infrastructure.</li> </ul>



## CAPACITY BUILDING OF PARTNERS

A series of workshop with partners were conducted as part of revising Monitoring & Evaluation (M&E) Framework for the organisation. Two rounds of M&E workshop has been organised with the partner organisation to review existing tools based on CMIS were against the organizational objectives and Programme framework. Based on the feedback from the two workshops first draft of M&E tools were prepared. Subsequently, a third workshop with selected partners was done to review M&E Framework along with draft tools. A working group was formed to further finalize the tools. Based on the working suggestions further the tools were finalised and translated into Hindi, Telugu, Gujarati and Odiya. The translated tools were transferred to customised application based tablets and pilot testing was also conducted in the field. This whole process has built the capacity of partners on M&E systems and has improved their management systems as well.

In addition to the above, partners were supported in managing and strengthening their financial systems in the organisation. 6 financial visits were done to ensure the same and 6 partners were visited to provide technical support to ensure smooth implementation of the project.



# STORIES OF CHANGE

## REKHA'S LEAP OF COURAGE

From a poor family of four sisters, Rekha, then a quiet timid girl, now 18 years old, joined the Avishkar centre Sitlapur village of Nichlaur block in Maharajganj, U.P. Her father had passed away when she was young and hence she could not study further. After joining the centre, she slowly started gaining confidence and picked up every skill taught very quickly. She started Hindi typing as well. When the Avishkar centre had covered all adolescent girls for the LSE training, it was decided that the centre would be shifted to another location where the concentration of dropout adolescent girls was high. This was disappointing news for the girls at the centre.

Amidst all the sad hopeless faces, Rekha decided that this was not the end. She had made up her mind to initiate something similar in the village which would continue imparting skills and confidence among the girls of the village. On completing her LSE training, she joined a skill development course to learn tailoring and soft toy making. She then took the lead and conducted a survey to know about the girls in her village who would be interested to learn sewing. 40 girls showed interest. She got two sewing machines and started sewing classes in the same panchayat

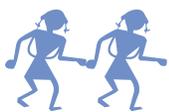
premises where the Avishkar Centre was previously established. Rekha's centre continues to be not just a skill development centre but also a place where adolescent girls from the village come together, discuss their issues and concerns and learn from each other.

**Rekha knew that quitting was not an option. One person's initiative and one person's courage is now benefitting many!**

## SHAILENDRA'S JOURNEY OF BECOMING A CHANGE MAKER

Shailendra has just passed his class 10th exam. All of his siblings are enrolled in schools as well. He is one of the oldest CLAY fellows. He was already married when CSEI found him in the community as a potential Clay fellow. Once a shy boy, Shailendra can now confidently talk to everyone and has become a responsible person. He also got an opportunity to attend an event in Chandigarh where students from all over the world came to share their culture.

Shailendra tells us that his parents taught him to write alphabets in Hindi. He rightly proclaims that if the parents are educated they will always encourage their children to get educated as well.



Shailendra with the help of his friends and other children from the community constructed a CLAY learning centre at Gosaimath. He understands that it is important for children to be aware of and understand the importance of education.

However, Shailendra's work is not always smooth and easy to carry out. He faces numerous challenges from the community. Sometimes people do not cooperate and interfere a lot because of which the turnout of kids coming to the centre gets affected. Shailendra is trying hard to get as many kids as possible to his centre so that he can teach them for their own good.

On 2nd October 2016 Shailendra participated in the AamSabha (community meeting organised by the government) where the Sub divisional officer along with other Block level development officials were present. Shailendra influenced the audience speaking of his contribution in educating Musahar children in the area and the similar practices being carried out by other CLAY fellows. The Sub divisional officer not only appreciated his efforts but also announced to give Shailendra a change maker certificate in front of hundreds of people.

**Shailendra knew that he had the strength to inspire, motivate and be an actor of change. All he needed was a little self-belief and once he did that, there was no stopping him!**

## HOW DHANURWA'S CHILDREN ARE LEADING BY EXAMPLE

Have we ever thought how the culture of giving respect has been designed and is part of our conscious and subconscious memory? Giving respect and expecting respect in return has become a part of our social system.

I was attending a meeting in Bihar sometime back. In a small room, all the girls and boys were discussing about their studies, their education resource centers, issues of young students and much more.

In an area where everyone talks rudely and in a rough way, these children were talking differently. In their conversation, a sense of respect for each other was prominent. It was strange for me and it made me wonder what had caused this massive change in the way they hold conversations.

After inquiring whether they all talk like this in their own community and family space, a girl answered telling me that we realised that among ourselves we were very rough to each other and never considered each other valuable. Moreover, our parents were not respectful to us; they use to call us names, resulting in the outsiders doing the same. She went on to tell me that when they became a part of this group, together they made it one of the non-negotiable rules that every individual will treat one another with respect and there will be no space for people who are not serious about establishing their identities, so others can see that they valued themselves and each other. It was prominent that these children were well behaved and mature. The way they were discussing their issues even when they were not agreeing with each other was commendable.

**This was a great example and an inspiration for me about the importance of respecting ourselves and each other. It is not just a fundamental right but also our moral duty as a human being. And this learning was refreshed by these 15 children sitting in a dark dingy room somewhere in the Dhanurwa block in Patna!**



## THE HAPPY SCHOOL IN DEVGAON

Devgaon, a remote village situated in the Mandla block of Madhya Pradesh is predominantly inhabited by Baiga tribes traditionally engaged in shifting cultivation in the forest areas. The village is also home to a happy and joyful primary school. Few features of this school instantly shine out – cheerful and excited faces to welcome you, a mixed sitting arrangement with girls and boys sitting together, children facilitating the morning assembly themselves, confident and eager to learn children and enthusiastic teachers.

The morning assembly in itself is unique and creative comprising of not just a morning prayer session, but also various activities like thought for the day, daily news headlines, storytelling, action song and skits. When asked what they love about their school the most, none of these children shy

away. They instead have a lot of things to say about it, such as how they love coming to school and studying, what their favorite subjects are and how a majority of them want to become teachers and doctors. The confidence that these children exhibit is indeed a unique and a pleasant sight!

The teachers of the school are very enthusiastic and active as well; they talk about how the teachers' efforts and community support have made the school the happy place that it is right now. The Children love coming to school and are, at all times, interested in what is being taught in the classroom. The community supports the school in every way it can and ensures that all children go to school and receive education.

**This school is a great example of the incredible results of combined efforts! Only when all of us come together and work towards children receiving education, will we have more schools like this happy quaint little school in Devgaon village.**



# KEY INSTITUTIONAL ACHIEVEMENTS

## GOVERNANCE AND POLICIES



3 Governing Board meetings, 1 Annual General Body Meeting and 5 committee meetings (1 Process Approval Committee meeting, 2 Finance Committee meetings, 1 Internal Complaints Committee meeting and 1 HR Committee meeting) were held during the year.

In the year 2016-17, we introduced a new Policy, approved by the Governing Board, to strengthen our systems and processes.

### Child Protection Policy

In tandem with its vision and mission, NEG FIRE's aim is to create 'child safe' environments, both internally and externally, where children are respected, protected and empowered. The purpose of this policy is to create awareness on Child Protection - how to prevent, how to report and respond to child abuse by all stakeholders of NEG-FIRE. NEG-FIRE is committed to the wellbeing of children and has 'zero tolerance' to any form

of child abuse or exploitation. This policy is in consonance with the UN Convention on Rights of the Child (1989) and also Legal frameworks for Child Protection in India. This policy is also a testimony of NEG-FIRE's commitment to all four sets of rights of children i.e. Rights to Survival, Right to Education, Protection, and Development.

## CAPACITY BUILDING



### 1st Capacity Building workshop for program staff

As NEG-FIRE is moving strategically towards its future growth it becomes important to bring all the team members to one common platform and have a common understanding on the organisational priorities, process and strategies. Considering this need, a capacity building workshop was organised in Mandala, Madhya Pradesh for entire program team. It was a four days' workshop with following specific objectives -



- To build a common understanding of the team on organisation's process strategies and priorities.
- To build a common understanding of the team on programme framework, strategies and implementation & management.
- To develop understanding of the team on education policies and principles of NEG-FIRE on education
- To prepare a road map for finalizing organisational priorities (process steps, indicators, programme cycle & project cycle)

The workshop involved input sessions, discussion and deliberations along with field based learning. This workshop helped program team to have a common / shared understanding on - Marginalisation theory, NEG's education priorities, program operational framework, strategies, systems and processes for program implementation.

## 2nd Capacity Building workshop for program staff

As a follow-up to the 1st capacity building workshop held in Mandla in September 2016, a five-day workshop was held in Lonavala, Maharashtra in the month of January 2017. The program was designed strategically to include discussion and reflection on both the on-going themes as well as current projects. It focused on two aspects – presentation and discussion on specific themes; and review and discussion on the on-going projects of NEG-FIRE. Each member presented one specific themes based on their understanding on the subject. This brought higher clarity and confidence in them on various themes and it was not only an opportunity to cross learn but also brought-in a peer-learning culture. The thematic presentation and discussion also helped in taking some strategic decisions on those themes.

The workshop involved input sessions, discussion and reflections. The team brought out an Academic

Framework and five year plans for the organisation; and one year detailed implementation plan was also developed which were integrated into program team's plans for 2017-18. Besides, the program team was involved in building various programmatic systems and processes which they have been able to evolve, to achieve overall organisation objectives.

## Individual training

- Our HR & Admin Manager and Research Specialist attended a Team Management and Leadership Training series organised by Civil Society Academy (an initiative of Welthungerlife, Germany). The program helped in deeper understanding of many concepts on leadership, team management, and conflict management and communication skills. It gave them opportunity to reflect one's style of management/leadership. Much clarity in understanding and practicing two dimension of a Manager - leading and managing. They were able to reflect upon certain aspects of self in particular context and theories of conflicts and communication - e.g. why do we do, what we do. This will help them in managing/leading the team better.
- Our Program Coordinator (Partnership & Training) of Northern Region attended a 12 day Certification Course in Library Educator's Certificate (LEC). The objectives of the course was to build understanding on library structure and facilitation skills; use of library as a method in child language development and social development; enhance reading skill for knowledge construction in children; understanding attractive library set-up and method of display in library; understanding on selection of books based on good books and bad books concept. A total of 12 days was interspersed by distance learning periods followed by on-going online mentoring support from the organisers for application of the learning in the field.



## Program Orientation

Since most of the team members were new, a 3-day Orientation Program (May 2016) was held for all NEG-FIRE staff which included the following components:

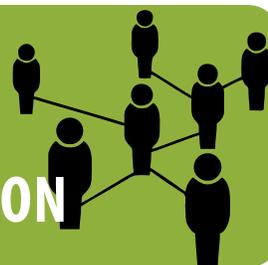
- NEG-FIRE vision, mission, and understanding Program frame-work, Intervention model & Organisation indicators
- Understanding pre-school education in India (RTE & NCF with focus on learning, pedagogy, teacher training etc., ICDS guidelines on ECE)
- Understanding collaboration with Government school to learning improvement of children
- Understanding principles of partnerships
- Internal processes and systems - integration of research principles in program cycle; visibility of the organisation; importance of integration of Gender principles and Social Inclusion in our personal behaviour, partnerships and program;
- Discussion on 'Growth of the organisation' and setting growth targets for next 3 to 5 years

This program brought all staff on one level in terms of understanding the program and organisational processes to achieve its mission.

## Proposal writing skills

The program team and the Resource Planning and Mobilisation team are enhancing proposal writing skills and building conceptual clarity on program themes, through on-the-job trainings. During this period, they have been involved in developing various thematic concepts notes; and were involved in writing several proposals for various Donors, which is guided and supported by the senior staff.

## NETWORKING AND COLLABORATION



As part of its networking and collaboration efforts, NEG-FIRE continued engaging with National Right to Education (RTE) Forum, National Coalition for Education (NCE) and other national and state networks and actively participated in a number of advocacy and networking activities during the reporting period. This included, among others, participation in RTE Forum National Council Meeting on 23-24 June 2016; preparatory RTE Forum meeting for engaging Parliamentarians on August 2, 2016 to discuss next steps for the CLPRA amendment Bill recently passed by the Parliament; consultation on proposed New Education Policy by NCE on September 7, 2016; interaction with Parliamentarians on August 11, 2016; and several National RTE Forum Core Group Meetings.

## Suggestions on Input Document on New Education Policy (2016)

The HRD Ministry has come out with inputs on the draft National Education Policy (2016) and sought suggestions from general public and civil society organisations till August 15, 2016. With active engagement and feedback of Governing Board members, partner organisations and staff members, NEG-FIRE therefore came out with own set of suggestions which was duly submitted to the Ministry within the stipulated period. It suggested new education policy to have a broader perspective of education as a means for social and individual transformation. A stronger emphasis on Mother Tongue-based Multilingual Education (MB-MLE) for education of the tribal children, introduction of effective Comprehensive and Continuous Assessment (CCA), so that there is no need to do away with "No Detention Policy"



at upper primary levels and upwards; need for providing stronger tools in teachers' hands to ensure effective learning; adherence to principles of non-discrimination in educational planning and budgeting, targeted additional funding for vulnerable and excluded groups in educationally backward geographies; and commitment to ensure adequate financing and a direction for fixing responsibility in the event of default, were some of the other suggestions made and submitted to the Ministry.

## RTE Forum National Council Meeting

NEG-FIRE supported the National RTE Forum by co-organising its National Council Meeting on December 21-22, 2017 at Lucknow, Uttar Pradesh. In the backdrop of the Government of India framing a National New Education Policy (on which RTE Forum and several other organisations, including NEG-FIRE, have submitted their suggestions and recommendations) and several other issues, such as review of RTE through "No Detention Clause", heavy Budget cuts, low learning levels, poor-compliance of RTE Act, school closure, poor monitoring mechanism and absence of a legal regulatory mechanism for private sector, which demand our continued attention and deliberations, the meeting discussed all these issues to make a strategy for effective advocacy.

## 7th National Stocktaking Convention of RTE Forum

The 7th National Stocktaking Convention of RTE Forum was organised on March 30, 2017 at Constitution Club, in Delhi with participation and gathering of like-minded people from different walks of life. Around 10 representatives of NEG-FIRE's partner organisations and core group members of MP RTE Forum also participated in the Convention.

## RESEARCH AND DOCUMENTATION



### Gender Manual

The Gender Guidebook has been developed with two goals in mind - Facilitate partners' understanding of gender issues, and, encourage and enable partners to integrate gender in their programme cycle. The guidebook will help partners to track their gender path. Also, developing this guidebook is concurrent with NEG-FIRE's larger vision to contribute towards fulfilment of the goals on education and development of children in India, within the frameworks of Integrated Child Development Services (ICDS) Scheme and the Right of Children to Free and Compulsory Education Act (RTE), 2009.

### Rapid Assessment of Learning Outcomes of Children and Teachers' Attitude and Skills on Mother Tongue-Based Multilingual Education in Odisha and Andhra Pradesh

The main objectives of this in-house research were to assess: a). The attitude and skills of school teachers on MB-MLE, b). The application of MB-MLE pedagogy practices in schools, and c). The learning ability of Class III and IV children in intervention areas. A combination of quantitative and qualitative tools was used to assess learning ability of children and perception & skills of teachers in the intervention areas. Data was collected from 40 schools (20 each from Potangi and Dumriguda blocks – comprising 10 model and 10 non-model schools), covering 51 classroom teachers and 388 Class III and 380 Class IV children (Total 768 children).



The findings suggest that the intervention and the associated training of school teachers on MTB-MLE have successfully addressed the negative attitudes of in-service teachers towards MTB-MLE. Learning outcome of Class III and IV children is far better in model schools than in non-model schools. Learning outcome of children by gender also shows more or less the same trend. NEG-FIRE will utilize the findings of the study to continue and scale up its ongoing MB-MLE intervention in Odisha and Andhra Pradesh to include more schools and tribal children from the same and/ or adjoining blocks/areas subject to availability of resources and feasibility conditions.

### Study on Barriers to Children's Education in Chhattisgarh

In view of poor education scenario in Chhattisgarh amidst high incidence of poverty, backwardness, and conflict, NEG-FIRE, in partnership with Council for Social Development (CSD), a premier New Delhi-based research institute, is carrying out a scoping study on children's education in Chhattisgarh. The main objectives of the study are to study the barriers that affect children's education in the study region, understand the state of schools and basic services needed to ensure education and wellbeing of the children, document education-related experiences of children, teachers and community members in the study region, and to suggest possible interventions to ensure education and protect childhood in a peaceful environment. The study region comprises Sukma and Jagdalpur districts, where the development indicators are abysmal. Data is being collected from 30 schools spread over two blocks – Chhindgarh and Bakawand, i.e., one each from Sukma and Jagdalpur districts, using both quantitative and qualitative methods. The key informants consist of children, teachers and community members.

### Rising from stones – An NEG-FIRE Initiative to Stop Child Labour in the Illegal Quarries of Sasaram

From 2009 to 2014, NEG-FIRE has supported around ten (10) partners in three states – Bihar, Andhra Pradesh and Rajasthan – to prevent nearly 11000 children from becoming potential child labourers, through diverse educational approaches and strategies. Therefore, an effort was made to capture our journey, in partnership with Rohtas Educational and Associated Programmes (REAP), in eradication of child labourers working in 10 stone quarries of Sasaram block, Bihar, since the year 2008-09. The process documentation highlights the various phases of the project – the aim, process followed and achievements of each phase.

### Treasure House Process Document

A manual for Treasure House(s), which a crosscutting strategy of major programme interventions of NEG-FIRE, was developed during the reporting period. It documents the framework, processes, activities, indicators and standard operating procedures for Treasure Houses. It also presents a theoretical framework for Treasure Houses as community-based learning centres. The manual has been developed in a study-cum documentation mode, involving both field and desk work. Both qualitative and quantitative methods (structured/semi-structured questionnaire, personal interviews, FGDs, case studies, etc.) were used for data collection and analysis from four (4) select intervention areas and associated Treasure Houses, involving children, community members and teachers.



## CERTIFICATION AND RECOGNITION



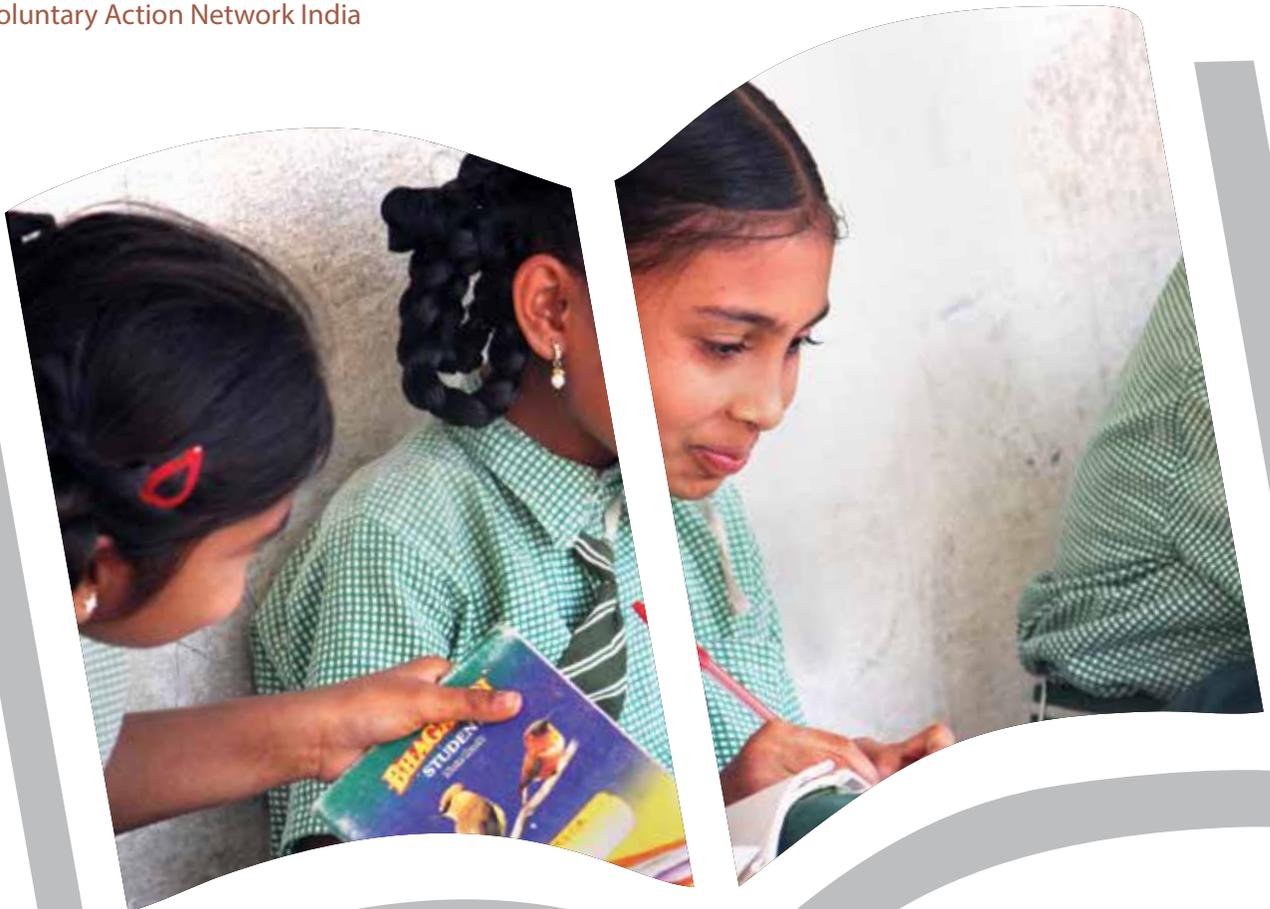
Best use of innovation in the education sector –  
World CSR Congress

Certification of validation –  
Charities Aid Foundation

Certificate of empanelment –  
National CSR Hub, Tata Institute of Social Sciences

Credible Implementing Agency –  
Indian Institute of Corporate Affairs, Ministry of  
Corporate Affairs, Govt. of India

Member –  
Voluntary Action Network India



# SPECIAL THANKS TO

## OUR DONORS

- Misereor
- Tata Trusts
- Tata Power Community Development Trust
- Kindermissionswerk
- Powerlinks Transmission Ltd.

## OUR PARTNERS

### Abhiyan

- Adivasi Mitra Welfare Society
- Aparajita
- Bareilly Diocesan Social Service Centre
- Catholic Diocese Of Jhabua
- Centre For Social Equity And Inclusion
- Disha Trust
- Jabalpur Diocesan Social Service Society
- Nature
- Patna Jesuit Society (Prabhat and REAP)
- Purnea Social And Educational Society
- Raipur Diocesan Social Welfare Society
- Roman Catholic Diocesan Social Service Society
- Rural Development Service Society
- Rural Organisation for Social Advancement (ROSA)
- Sadhana

- Samantar Sansthan
- Samarpan Mahila Vikas Kendra
- Sampurna Jeevan Vikas Samiti
- Shiv Shiksha Samity Ranauli
- Solidarity For Developing Communities (SFDC)
- South Orissa Voluntary Action (SOVA)
- Srishti Seva Sansthan
- The Charitable Association For Rural Education And Development (READ)
- Trust Livelihood Community
- Voluntary Education Development And Integrated Cultural Society (Vedic Society)

## GOVERNING BOARD MEMBERS

- Dr. Cherian Joseph,  
Chairperson, Individual member
- Ms. Meenu Venkateswaran,  
Vice-Chairperson, Individual member
- Ms. S.P. Selvi,  
Treasurer, Individual member
- Most Rev. Dr. Joshua Mar Ignathios, Bishop of Mavelikara, CBCI Representative, Institutional member
- Sister Sicily Chittilappilly JMJ,  
CRI Representative, Institutional member
- Sr. Marline Pinto, MCJ,  
CRI Representative, Institutional member



- Sr. Inigo Joachin, SSA,  
CRI Representative, Institutional member
- Br. Laurence Abraham CMSF,  
CRI Representative, Institutional member
- Dr. Rudolf C. Heredia,  
Individual member
- Mr. Vengatesh Krishna,  
Ex-officio Secretary & Executive Director

### GENERAL BODY MEMBERS

- Most Rev. Victor Henry Thakur,  
Archbishop of Raipur, CBCI Representative,  
Institutional member
- Mr. Lourdes Peter Baptista,  
Individual member
- Dr. Charles Irudayam,  
Individual member
- Dr. S. M. Haider Rizvi,  
Individual member
- Dr. Asha Singh,  
Individual member
- Dr. Joseph Bara,  
Individual member
- Sr. Sudha Varghese,  
Individual member
- Prof. K. Sujatha,  
Individual member
- Ms. Meenu Chawla,  
Individual member
- Fr. Raymond Ambrose,  
Individual member
- Mr. Adrian Almeida,  
Individual member
- Mr. Anirban Ghose,  
Individual member
- Dr. Rekha Abel,  
Individual member
- Mr. P.V. Krishna Rao,  
Individual member

- Dr. Mala Khullar,  
Individual member
- Mr. Avenash Datta,  
Individual member
- Mr. Prasenjit Banerjee,  
Individual member

### FINANCE COMMITTEE MEMBERS

- Ms. S.P. Selvi,  
Treasurer & Convenor
- Ms. Meenu Chawla,  
Member
- Mr. Prasenjit Banerjee,  
Member
- Mr. Vengatesh Krishna,  
Executive Director

### HR COMMITTEE MEMBERS

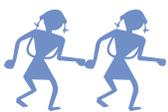
- Dr. Cherian Joseph,  
Chairperson
- Mr. Manoj Mathew,  
Member
- Mr. Vengatesh Krishna,  
Executive Director

### PROCESS APPROVAL COMMITTEE MEMBERS

- Dr. Prakash Louis, Convenor
- Dr. Asha Singh, Member
- Dr. Rekha Abel, Member
- Mr. Vengatesh Krishna, Executive Director

### RESOURCE PLANNING AND MOBILISATION COMMITTEE

- Dr. Cherian Joseph,  
Chairperson
- Ms. Meenu Venkateswaran,  
Vice Chairperson



- Fr. Raymond Ambrose, Member
- Mr. Suresh Rao, Member
- Mr. Vengatesh Krishna, Executive Director

- Dr. Rakesh Kumar Singh, Research & Advocacy Specialist, NEG-FIRE
- Ms. Arunima Wilson, Program Coordinator-Central Region, NEG-FIRE
- Sr. Tresa Paul, Gender Expert

#### INTERNAL COMPLAINTS COMMITTEE

*Members up to February, 2017:*

- Late Ms. Mamta Dubey, Presiding Officer, NEG-FIRE
- Dr. Mala Khullar, General Body member and Gender Expert
- Sr. Mary Scaria, Legal Expert
- Dr. Cherian Joseph, Member, Chairperson, NEG-FIRE
- Mr. Vengatesh Krishna, Member and Executive Director, NEG-FIRE

*Members from March 2017:*

- Ms. Sharmistha Chaudhury, Presiding Officer, NEG-FIRE

#### CHILD PROTECTION COMMITTEE

- Dr. Prakash Louis, Member External
- Dr. Asha Singh, General Body Member
- Dr. Rekha Abel, General Body Member
- Mr. Vengatesh Krishna, Executive Director, NEG-FIRE
- Mr. Sandeep Tirkey, Head – Programme Management and Development, NEG-FIRE
- Ms. Sincy Joseph, Manager – HR & Admin, NEG-FIRE



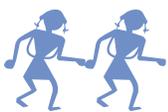
# THOSE WHO MAKE IT HAPPEN



**Standing:** 2nd row (L-R): Vengatesh Krishna, Ravala Vijay Kiran, Raj Kumar, Baliram Balsaraf, Shyam Sundar Mallick, Sandeep Tirkey

**Standing:** 1st row (L-R): Sincy Joseph, Vineet Gupta, Dinesh Madrosiya, Sharmistha Choudhury, Mariamma Daniel, Namita Srivastava, Sharda Singh, Arunima Wilson, Sandeep Mishra

**Sitting (L-R):** Sunny Anand Jha, Rakesh Kumar Singh, Salahudin Khan, Yogesh Kumar, Chandan Singh Bisht, Deepak Balan



## Also in the Team



Albicia Kullu



Junhai Jaiswal



Sharon Patricia Ferdinands



Teena Rawat



Umed Singh



# FINANCIALS



**V. SANKAR AIYAR & CO.**  
 CHARTERED ACCOUNTANTS  
 Flat No.202 & 301, Satyam Cinema Complex  
 Ranjit Nagar Community Centre, New Delhi – 110008  
 Tel.(011) 25702691, 25704639; e-mail: [newdelhi@vsa.co.in](mailto:newdelhi@vsa.co.in)

## INDEPENDENT AUDITOR'S REPORT

### **TO THE MEMBERS OF NEW EDUCATION GROUP – FOUNDATION FOR INNOVATION AND RESEARCH IN EDUCATION (NEG FIRE)**

#### **Report on Financial Statements**

We have audited the accompanying financial statements of **NEG EDUCATION GROUP – FOUNDATION FOR INNOVATION AND RESEARCH IN EDUCATION (NEG FIRE)**, ("the Society") which comprise the Balance Sheet as at 31<sup>st</sup> March 2017 and the Income and Expenditure Account for the year then ended and a summary of significant accounting policies and other explanatory information.

#### **Management's Responsibility for the Financial Statements**

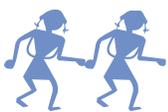
Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position and financial performance of the Society in accordance with the Generally Accepted Accounting Practices in India. This responsibility also includes maintenance of adequate accounting records in accordance with the provisions of the Act for safeguarding of the assets of the organization and for preventing and detecting frauds and other irregularities; selection and application of appropriate accounting policies; making judgments and estimates that are reasonable and prudent; and design, implementation and maintenance of adequate internal financial controls, that were operating effectively for ensuring the accuracy and completeness of the accounting records, relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

#### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal financial control relevant to the Society's preparation of the financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on whether the Society has in place an adequate internal financial controls system over financial reporting and the operating effectiveness of such controls. An audit also includes evaluating the appropriateness of the accounting principles used and the reasonableness of the accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



**Opinion**

In our opinion and to the best of our information and according to the explanations given to us, the financial statements, read with other notes given thereto, give a true and fair view in conformity with the accounting principles generally accepted in India:

- a) in the case of the Balance Sheet, of the state of affairs of the Society as at 31<sup>st</sup> March 2017; and
- b) in the case of the Income and Expenditure Account, of the surplus/deficit for the year ended on that date;

**Other Matters**

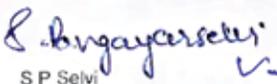
- a) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit.
- b) In our opinion, proper books of account have been kept by the Society so far as appears from our examination of the books of accounts.
- c) The Balance Sheet, and the Income and Expenditure Account dealt with by this report are in agreement with the books of account

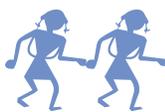
Place: New Delhi  
Dated: 19-July-2017

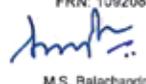
**For V. Sankar Aiyar & Co.,**  
Chartered Accountants  
(Firm Regn. No.: 109208W)

**M.S. BALACHANDRAN**  
Partner (M. No: 024282)



<b>New Education Group - Foundation For Innovation and Research in Education</b>					
<b>Balance Sheet (Consolidated) as at 31st March 2017</b>					
Particulars	Schedule No.	FCRA	Local	Total As at	Total As at
				31/03/2017	31/03/2016
				(Rs.)	(Rs.)
<b>SOURCES OF FUNDS</b>					
Reserves & Funds	1	3,396,655	700,228	4,096,883	2,844,677
Program Balances	2	12,156,455	1,325,432	13,481,886	9,118,670
Current Liabilities & Provisions	3	514,664	138,700	653,364	291,401
<b>Total</b>		<b>16,067,774</b>	<b>2,164,359</b>	<b>18,232,133</b>	<b>12,254,748</b>
<b>APPLICATION OF FUNDS</b>					
<b>Fixed Assets</b>					
Gross Block	4	7,281,722	624,459	7,906,181	6,119,189
Less: Depreciation		3,901,564	481,365	4,382,929	3,650,956
Net Block		3,380,158	143,094	3,523,252	2,468,233
Investments in FDR's with Canara Bank		-	21,445	21,445	-
<b>Current Assets &amp; Advances</b>					
Cash & Bank Balances	5	6,833,532	1,877,801	8,711,333	3,902,496
Advances	6	5,854,084	122,019	5,976,103	5,884,019
		12,687,616	1,999,820	14,687,436	9,786,515
<b>Total</b>		<b>16,067,774</b>	<b>2,164,359</b>	<b>18,232,133</b>	<b>12,254,748</b>
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		
 Vengallesh Krishna Sundaram Executive Director		  S P Selvi Treasurer		For V. Sankar Aiyar & Co. Chartered Accountants FRN 109208W  M S Balachandran Partner M.No. 024282	
Place: New Delhi					
Date:					



New Education Group - Foundation For Innovation and Research in Education						
Receipts and Payments Account (Consolidated) for the Year Ended 31st March 2017						
Particulars			For the Year			For the Year
	FCRA	Local	Ended 31/03/2017 (Rs.)	FCRA	Local	Ended 31/03/2016 (Rs.)
<b>Opening Balance</b>						
Cash	11,391	614	12,005	47,295	6,132	53,427
Bank	90,717	3,799,774	3,890,491	2,755,280	935,054	3,690,334
FDR with Canara Bank	-	-	-	-	1,000,000	1,000,000
Sub - Total	102,108	3,800,388	3,902,496	2,802,575	1,941,186	4,743,761
<b>Receipts</b>						
Contribution to Projects	76,903,080	6,088,000	82,991,080	76,685,566	7,034,000	83,719,566
Donation/Misc. Income	-	59,555	59,555	-	10,600	10,600
Interest	657,970	134,622	792,591	653,138	176,991	830,129
Sale proceeds of old Vehicle	-	-	-	300,000	-	-
Sub - Total	77,561,050	6,282,177	83,843,226	77,638,704	7,221,591	84,860,295
<b>Total</b>	<b>77,663,158</b>	<b>10,082,565</b>	<b>87,745,722</b>	<b>80,441,279</b>	<b>9,162,777</b>	<b>89,604,056</b>
<b>Payments</b>						
Misereor Project Expenses	49,452,133	-	49,452,133	58,378,975	-	58,378,975
Misereor - Administrative expenses	20,246,568	-	20,246,568	20,272,399	-	20,272,399
Misereor - Advance for Vehicle	-	-	-	656,067	-	656,067
Misereor - Additions to Fixed Assets	1,130,925	-	1,130,925	1,031,730	-	1,031,730
Project Expenses	-	2,584,040	2,584,040	-	2,986,197	2,986,197
Sir Dorabji Tata Trust	-	1,774,215	1,774,215	-	-	-
Tata Power Community Development Trust In India - I	-	1,774,215	1,774,215	-	-	-
Tata Power Community Development Trust In India - II	-	1,810,392	1,810,392	-	-	-
Administrative Expenses	-	1,536,789	1,536,789	-	2,363,976	2,363,976
Sir Dorabji Tata Trust	-	1,536,789	1,536,789	-	2,363,976	2,363,976
Expenses from General Reserve	-	1,333	1,333	-	12,216	12,216
Grant Returned	-	476,550	476,550	-	-	-
Sub - Total	70,829,626	8,183,319	79,012,944	80,339,171	5,362,389	85,701,560
<b>Closing Balances</b>						
Cash	8,991	3,606	12,597	11,391	614	12,005
Bank	6,824,541	1,874,195	8,698,736	90,717	3,799,774	3,890,491
FDR's with Kotak Mahindra Bank	-	21,445	21,445	-	-	-
Sub - Total	6,833,532	1,899,246	8,732,778	102,108	3,800,388	3,902,496
<b>Total</b>	<b>77,663,158</b>	<b>10,082,565</b>	<b>87,745,722</b>	<b>80,441,279</b>	<b>9,162,777</b>	<b>89,604,056</b>
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 Sundararam Executive Director			 For V. Sankar Aiyar & Co. Chartered Accountants FRN: 109208W M.S. Balachandran Partner M.No. 024282			
 S-52241 of 2005 S.P. Selvi Treasurer						
Place: New Delhi Date:						



New Education Group - Foundation For Innovation and Research in Education					
Income and Expenditure Account (Consolidated) for the Year Ended 31st March 2017					
Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2017 (Rs.)	For the Year Ended 31/03/2016 (Rs.)
<b>INCOME</b>					
Funds Allocated		69,878,551	7,872,702	77,751,253	82,997,260
<b>Total</b>		<b>69,878,551</b>	<b>7,872,702</b>	<b>77,751,253</b>	<b>82,997,260</b>
<b>EXPENDITURE</b>					
Misereor Project Expenses	7	48,676,461	-	48,676,461	56,497,897
Misereor - Administrative expenses	8	20,494,490	-	20,494,490	20,137,998
Project Expenses	9				
Sir Dorabji Tata Trust		-	2,630,693	2,630,693	3,209,021
Tata Power Community Development Trust In India - I		-	1,785,715	1,785,715	-
Tata Power Community Development Trust In India - II		-	1,821,892	1,821,892	-
Administrative Expenses	9				
Sir Dorabji Tata Trust		-	1,608,698	1,608,698	2,363,976
Expenses from General Reserve		-	1,333	1,333	-
Depreciation		707,601	24,372	731,973	788,369
<b>Total</b>		<b>69,878,551</b>	<b>7,872,702</b>	<b>77,751,253</b>	<b>82,997,260</b>
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		
			For V. Sankar Aiyar & Co. Chartered Accountants FRN: 109208W		
					
Vengatesh Krishna Sundaram Executive Director		S P Selvi Treasurer		M.S. Balachandran Partner M.No. 024282	
Place: New Delhi					
Date:					







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