

*child-friendly spaces  
transformation*



# ANNUAL REPORT 2017-2018

joyful learning

*sustainability*

mother-tongue  
based learning

*inclusion*

community empowerment  
and mobilization

*community support*





Hidden away by dense forests and gigantic mountains; at times hidden away by the ignorance and negligence of people and systems...lies a different world, a world unseen and unknown.

A world whose children are unaware of life beyond the borders, unaware of the joys of childhood, unaware of education.... A world whose parents and community members are unaware of the chances their children are missing out on, unaware of what their children could become if given proper education and guidance...

**A world which has been excluded for so long that they have given up.**



**In 2005, NEG-FIRE found this world.**

Slowly, this world started changing.

The children have not only started going to schools, they have started enjoying the process of education, they are now learning and growing! The families are standing up and supporting this process. The teachers are now ensuring that they do all they can to help change the lives of these children. The communities are together paving the way for a better tomorrow for these children.

**They now see hope...they now see a brighter future.**





New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) is a development organization registered under the Societies Registration Act 1860 and tax exempt under 80G of the Income Tax Act 1961.

#### OUR VISION

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

#### OUR MISSION

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

# CONTENTS

INTRODUCTION	8
WHERE WE WORK	10
ACHIEVEMENTS 2017-2018	11
THEORY OF CHANGE	14
GUIDING PRINCIPLES	15
EDUCATION PHILOSOPHY	15
HOW WE MAKE IT HAPPEN	16
FAMILIARIZE YOURSELF WITH THE COMMUNITIES WE WORK WITH	27
STORIES OF CHANGE	33
SPECIAL THANKS TO	38
PEOPLE WHO MAKE IT HAPPEN	41
FINANCIALS	42

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## MESSAGE BY THE CHAIRPERSON

Education is an age old concept. The change that has happened in education relates to the content and extent of education. Today we speak of universalization of education. India was concerned about the education of its citizens because the majority was illiterate. Hence India started with literacy mission and fixed deadlines but the goal has been evasive. Today we also realize that education means more than literacy because education is worth its value according to the relevant knowledge it can impart to contribute for the development of the nation. Education is not meaningful unless it ushers in good quality of life which makes the life of a human being meaningful, complete and worth living with dignity. A valued education transforms a human being into a wise person, able to engage with the realities of one's life and use them to achieve the best quality of life. This is our dream.

Education and language are linked intimately. It is now recognized that the best way to start the pilgrimage of education is to start with the mother tongue which will enable an individual to migrate to multi-language education process. Education has no peak point. It is a chain process that has to be initiated in a child's life and if done well it would continue to develop for years to come.

New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) is an NGO that aims to promote genuine education to the poorest and to impact it on the masses. In its journey for the last two decades NEG-FIRE has tried several methods and by critical evaluation has been searching for the most appropriate methodology to realize this goal. NEG-FIRE focuses on initiating the education-imparting-process so that the child engages in a process of learning which can lift him/her and provide the capacity to probe into the various spheres of human life. Unfortunately education is only thought of a process of preparing a person to enter into a job market. But once a person is initiated into a proper process of learning, they will be able to go beyond employment and thereby enrich the employer as well as make continuous progress in search of new knowledge. India has a history of wise men because they were able to go beyond the threshold of college education and enter into the process of life-long education.

Before Industrial Revolution, education was restricted to the priestly class in society because they need to be literate in order to read and recite the rituals. The Industrial Revolution engaged both parents leaving the children un-engaged. In order to engage the children, schools were thought of so that they will be kept occupied and become literate because this was a pre-requisite for the children to join the labour force needed for the factories. A good education should not determine the fate of the students to end in factories. Unfortunately this is a narrow view of education. Education should aim at creating a best human capital. Let me end this message with the quotation from Rabindranath Tagore:

"Where the mind is without fear and the head held high;  
Where knowledge is free;  
Where the world has not been broken up into fragments by narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its arms towards perfection;  
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;  
Where the mind is led forward by Thee into ever-widening thought and action;  
Into that heaven of freedom, my Father, let my country awake".

**Fr. Raymond Ambroise**

Chairperson, New Education Group – Foundation for Innovation and Research in Education

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## FOREWORD BY THE EXECUTIVE DIRECTOR

Hope. A simple 4 letter word which has immense power, power to change lives, power to change the future of our communities and our nation, power to make someone smile! What is hope for us?

A 15 year old girl from the Musahar Community in Bihar fighting through odds to continue going to school.

A Mothers Committee member displaying commendable courage and strength by taking the lead in improving the educational scenario for children in her village.

An Edu-volunteer taking the initiative to stop child-trafficking in his village and inspiring many others around him to prevent wrong from happening.

A young woman, ex-student of NEG-FIRE supported Supplementary Education Centre, giving back to her community years later by becoming a member of the School Management Committee and ensuring proper functioning of schools in her village.

This is what keeps us at New Education Group – Foundation for Innovation and Research in Education going. This is what inspires us and our partners to do what we do, reach out to an increased number of children from the marginalized communities, guide them and support them in their journey to access quality education, learn and grow...grow into not just independent individuals but into pillars of strength and support for their entire community!

Times are changing. The way we teach our children has to change too. In the past year, we continued promoting - mother tongue based contextual pedagogy based on joyful and child-friendly learning theories, the importance of inclusion and acceptance in classrooms, leadership and creativity among children, learning through art, games and aesthetics and the 11 step methodology for early childhood education. We also laid the foundation for our teachers training programme through which we aim at creating a cadre of motivated and skilled government school teachers who promote inclusive, child-friendly and joyful classrooms/schools that will help the children to achieve appropriate age and grade-specific learning outcomes. We continued empowering families, formal institutions and other community based groups to invest their time and resources towards education of children. We supported them to facilitate school governance, making education a central component of their development agenda and influencing relevant government structures for effective delivery of educational services. We work with the government in bringing about transformation. Therefore engagement and collaboration with government education departments have underlined all our programmes and strategies in the past year. We, together with our various stakeholders, through a participative and reflective approach, developed our strategy for 2018-2023 which will be an essential catalyst in achieving our goal of ensuring that children from the marginalised communities acquire early learning skills that enable them to pursue and complete formal school education.

I would like to thank our Chairperson, Fr. Raymond Ambroise, the members of the Governing Board, General Body and the Advisory Committee who have provided strategic guidance, motivation and support to us and our partners in realizing our mission. I would also like to thank our partners without whose support our journey would not be complete and our donors – Misereor, Kindermissionswerk and Tata Trusts 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.

We are on the cusp of a new paradigm in the education of children from the marginalized communities, one that is easily accessible, equitable, inclusive and serves the needs of all children. It is a path that leads to more children reading, writing, discovering, and more joyful learning. These are truly interesting and crucial times, and we at NEG-FIRE thank you for being an important part of this journey. With your support, we look forward to a brighter tomorrow where every child has an equal opportunity to learn and to have their chance at a better future.

**Vengatesh Krishna**

Executive Director, New Education Group – Foundation for Innovation and Research in Education

One life changed is equal to hope for thousands who want to change their lives too.

**Last year we reached out to 78142 children who are now on their way towards a changed life** – a life of equal opportunities and fair chances.

Imagine the hope this is creating for thousands around them, imagine the ripple effect!



New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) is a knowledge based development organization promoting quality education for children from the marginalized communities across India. Through strategic and value-based partnership with local NGOs and community groups, we complement the educational processes in government schools that leads to greater levels of inclusion and increased learning outcomes. We believe in creating a collaborative and sustainable model for ensuring quality education to children – a system which includes combined efforts and initiatives from us, our local partner NGOs, government departments, community groups, teachers, parents and many others. Our model also aims at providing opportunity for the community members to suggest additional measures for enhancing the quality of education for their children.

Access to quality education in government schools can have an irrevocable effect on a child's future, it can transform their life, helping them have a brighter future that has better opportunities. This not only brings them at par with other individuals of their age, but also helps them in growing personally and become economically independent. When everyone has an equal chance at moving up the economic ladder, it has positive ripple effects on the society at large! We eventually want these children to get educated, become independent and confident individuals contributing to the betterment of

the entire community, and each one of us has a part to play in this journey towards a brighter tomorrow.

We recognise the immense talent, skill and knowledge these children possess. And when given relevant and timely opportunities for growth and learning, they are ready to work hard, to put their best foot forward, to spread their wings and fly! The happiness on their faces when given an opportunity – a book to read, a pencil to write, a crayon to draw or a ball to throw around, is what drives us, is what motivates us and our partners every day to do what we are doing.

**We look at them and we wonder... wonder what they will become when they grow up...wonder what change they will bring about in their communities...wonder how the state of marginalized communities will change over the years...wonder whether there will be no more marginalized communities!**

**That is why we consider children integral agents of change and find ourselves lucky to be working with them every day, contributing to change, helping in building a better tomorrow for not just them but the entire country.**

**And we can't help but smile and be grateful for this opportunity.**



## WHERE WE WORK

We work in **10 states** and **26 districts** with **22 partners** who share our passion for **transforming the lives of the children from the marginalized communities.**



## STATES AND THEIR RESPECTIVE DISTRICTS

- **Andhra Pradesh**
  - Vishakhapatnam
- **Bihar**
  - Madhubani
  - Rohtas and Gaya
  - Purnea
  - Patna
  - West Champaran
- **Chattisgarh**
  - Kawardha
- **Gujarat**
  - Dahod
- **Jharkhand**
  - Latahar
  - Sahebganj
- **Madhya Pradesh**
  - Dindori
  - Raisen
  - Jhabhua
  - Mandla

- **Odisha**
  - Koraput
  - Gajapati
- **Rajasthan**
  - Ajmer
  - Banswara
  - Bundi
  - Gangapur
- **Uttar Pradesh**
  - Pilibhit
  - Maharajganj
  - Behraich
- **Telengana**
  - Nizamabad
  - Medak

# ACHIEVEMENTS 2017-2018

## JOYFUL AND QUALITY LEARNING FOR CHILDREN

1

We have supported **34,175 children** from the tribal communities and **27,066 children** from the scheduled caste communities in the **period 2017-2018.**

2

We have **created 287 Treasure Houses** across our 439 villages in India. 80 Treasure Houses have been established in 2017-2018 where the community takes ownership of allotting space, equipping and managing the Treasure Houses. **The Treasure Houses comprises of 6 core components – library, Khel se Mel (social inclusion through play), arts and aesthetics, cultural collection, singing and dancing and sports.** The **average number of children attending the Treasure Houses in all villages is around 4973.** The Treasure House helps the children in learning from each other and becoming creative and collaborative.

3

The **Integrated Child Protection Scheme (ICPS)** aims at building a protective environment for children in difficult circumstances. We have taken numerous initiatives in the past year to implement provisions under ICPS in **80 schools** in Rajasthan and Jharkhand benefiting almost **3400 children** in the area. We, together with our local partners, have formed **136 Child Protection Committees (CPCs)** who ensure child rights and child protection issues in their respective villages. Regular trainings are held for these committee members to sensitize them on their roles and responsibilities, awareness on child rights and child protection issues, intervention in specific cases of violation of child rights and convergences with other departments and stakeholders to collectively address issues related to child rights and child protection. Along with the CPCs, we have also built capacities of **Village Education Committees (VEC) of 6 Gram Panchayats** and **60 government school teachers** in the area on issues of child rights and child protection in the intervention schools.

4

A comprehensive **child learning assessment tool** has been developed to measure the learning levels of children in government primary schools in our intervention areas. This tool has already been piloted in **10 schools in Odisha, Madhya Pradesh and Bihar.**

5

We have a treasure of **mother tongue based multi-lingual primers and TLMs in 11 languages.** We have now started the expansion of this pool and the first step towards this was a content development workshop in Khandwa in Madhya Pradesh for development of books in Korku tribal language. In the coming year, we will also start content development in Muria Gond and Koya tribal languages.

6

**50 adolescent girls** have been identified as **Role Model Adolescent Girls (RMAGs)**. RMAGs are a group of proactive young girls who are groomed as leaders and take lead in mentoring other adolescent girls through Life Skill Education. All RMAGs take support classes for the school going children while also supporting Mothers Committees in conducting meetings and identifying issues around pre-schools. Our 50 RMAGs have reached out to 336 girls in the year 2017-2018.

7

A **Life Skill Education (LSE)** Manual for adolescent girls has been developed along with Pravah Learning Voyages Consulting Pvt. Ltd (PLVC) to be used by facilitators and coordinators for providing Life Skills Education to adolescent girls. **The manual helps in imparting 10 essential life skills such as interpersonal relationships, effective communication, creative thinking, decision making** and more. The first batch of 30 girls have been trained using the LSE manual at Pilibhit, Aamaria.

## TEACHERS SUPPORT

1

**3 Teacher Resource Groups** in Madhya Pradesh, Odisha and Andhra Pradesh and **5 Anganwadi Teacher Resource Groups** in Bihar, Uttar Pradesh, Andhra Pradesh, Odisha and Madhya Pradesh have been successfully formed.

2

**Two training manuals have been developed** for Odisha and Madhya Pradesh. One Manual is for **Key Resource persons (KRPs)**, who facilitate the teacher training for the teachers (50 Key Resource persons (KRPs) have been trained in Odisha and Madhya Pradesh) and the other manual is for the **teachers** to be used in their respective schools during classroom transactions. These manuals promote mother tongue based multilingual education in government primary schools for the children of tribal communities.

3

**38 teachers** have been trained as Key Resource Persons on Mother Tongue Based Multi-Lingual Education (MTB-MLE) in Koraput and Gajapati district in Odisha with due approval and collaboration with DIET and respective District Education Departments.

4

A draft training manual for **social inclusion and inclusionary practices** in classrooms has been developed to be used in government primary schools in Bihar. **60 government teachers** in Sasaram, Gaya, Patna and West Champaran districts were trained through collaboration with the education department and along with District Resource Centre (DRC) Block Resource Centres (BRCs) to use this manual. Based on the feedback of these teachers and our own reflection, we are now in process of revising the manual.

5

**60 teachers from Sasaram and Gaya district** have been trained on inclusion and inclusionary practices in classrooms with the due approval and collaboration with SCERT and Department of Primary Education, Government of Bihar.

6

A training manual on **Early Childhood Education (ECE)** has been developed for the training of anganwadi teachers to ensure quality early learning among children in the age group of 3-6 years. Through this manual **60 Anganwadi teachers** in Jharkhand and Uttar Pradesh have already been trained to incorporate ECE in their respective anganwadi centres, along with **24 Master Trainers** from our partners in Bihar, Uttar Pradesh and Jharkhand.

## GOVERNMENT ENGAGEMENT

1

A **Memorandum of Understanding (MoU)** has been **signed between NEG-FIRE** and the **Rajya Shiksha Kendra, Government of Madhya Pradesh** to **train 695 primary school teachers** in three districts of the state. This MoU is an initiative to promote multi-lingual education in government schools of the tribal areas in **3 districts (Mandla, Dindori and Khandwa)** in the State.

2

We have received our **Unique ID number by NGO Darpan of Niti Ayog, Govt. of India**. This portal enables NGOs to enroll centrally and thus facilitates creation of a repository of information about VOs/NGOs, Sector/State wise. The Unique ID is mandatory to apply for grants under various schemes of Ministries/Departments/Governments Bodies.

3

We are proud of a successful registration on **Shaalaa Sarathi** which is an initiative by the Department of School Education & Literacy of the Ministry of Human Resource Development (MHRD). The MHRD envisions improving the quality of school education by identifying and scaling promising innovations. In order to achieve this vision, the Shaalaa Sarathi portal has been launched to foster collaboration between NGOs, State governments and Corporates/ CSRs/ Corporate Foundations.

## ORGANIZATIONAL CAPACITIES

1

**4 Governing Board meetings, 1 Annual General Body meeting** and **7 Committee meetings** (2 Process Approval Committee meetings, 3 Finance Committee meetings, 1 HR Committee, 1 Internal Complaints Committee meeting) were held during the year 2017-2018.

2

We have developed our **Strategy Plan for 2018-2023**. A participative and reflective approach was followed throughout the Strategy Plan development process and involved all stakeholders at various stages. The process has resulted in not just the creation of the plan but has also brought about feelings of ownership, oneness with the mission of the organization and immense clarity on our work and processes.



# THEORY OF CHANGE

## PURPOSE

Children from SC and ST communities will complete formal school education when they have:

**Access to quality and joyful learning opportunities**

**Safe and inclusive environment that promotes learning in homes, communities and government schools**

## ENSURING

### OUTCOMES

#### Access to education

Community values children's education, are aware of educational rights, and actively participate in school and anganwadi management

#### Quality Learning

Pre and Primary school children acquire grade –appropriate learning levels (language and numeracy)

#### Equity and Inclusion

SC and ST children receive just and equal treatment in schools and anganwadis

#### Joyful learning

Children from SC and ST communities have gained confidence and display positive outlook

## RESULTING IN

### IMPACT

#### Say, Stay and Strive

Children are interested to pursue and complete formal school education

## LEADING TO

### DESIRED CHANGE

**EMPOWERED AND RESPONSIBLE CITIZENS**

# GUIDING PRINCIPLES

Our guiding principles lay the foundation for the role of NEG-FIRE and its stakeholders in promoting a collaborative and sustainable model for quality education of children from the marginalized communities.

- ✓ We work with the children from the marginalized communities.
- ✓ We support children to continue formal school education for transformation.
- ✓ We collaborate with communities, NGOs and the government to promote the shared vision of transformation through education.
- ✓ We promote community and other stakeholders to lead the educational processes beyond project period.
- ✓ We partner with the government to create replicable models for wider impact.

# OUR EDUCATION PHILOSOPHY

NEG-FIRE's Education Philosophy is based on proven child-learning theories. Based on our experiences, we have chosen a set of approaches suitable to the needs of the children from the marginalized communities, to enhance early learning.

- ✓ Every child has the capacity and potential to learn and acquire knowledge and become a better citizen.
- ✓ Children come to an educational institution with a wealth of knowledge and experiences that assists in acquiring early learning concepts.
- ✓ Each child learns differently and at their own pace, which has to be reflected in the teaching practices.
- ✓ Children learn from each other through collaborative activities.
- ✓ Children's fluency in mother-tongue supports the knowledge acquisition process.
- ✓ Teaching practices grounded in the child's culture and environment help to transit from the known to the unknown.
- ✓ A learning atmosphere at home supported by parents and a child-friendly environment in the village impacts the child's learning ability.

# HOW WE MAKE IT HAPPEN

We, along with our partners, work with **4 stakeholders**



Children



Teachers



Community



Government

to ensure

‘Quality education for children from the marginalized communities of India’



# WORKING WITH THE CHILDREN

## PURPOSE

Children take an active part in their own learning and are eager to continue formal school education. This leads to increased learning levels among children in government primary and pre-primary schools in India.

## CONNECTING WITH THE CHILDREN

**78,142**  
Children

**527**  
Pre-primary  
Schools

**612**  
Primary  
Schools

**314**  
Schools  
Practising  
MTB-MLE

**280**  
Treasure  
Houses

**42**  
Supplementary  
Centres

**50**  
RMAGs

**108**  
Active  
Bal Sansads

**60**  
Camps and  
Workshops held



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## STRATEGIES AND PROCESSES

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### Mother Tongue Based Multi-lingual Education (MTB-MLE):

Mother tongue based multi-lingual education (MTB-MLE): This unique form of pedagogy finds its roots in the belief that a child going to either pre-primary or primary school should be first taught in his/her mother tongue/home language before they are introduced to the medium of instruction in schools, when different from their mother tongue. NEG-FIRE firmly believes that it is important for a child to acquire fluency in language that will then provide support in learning other subjects. A child starts schooling with knowledge of ‘mother tongue or home language’ and when teaching continues in the mother tongue they learn faster. We also believe that a child has the capacity to learn multiple languages and hence transition from mother-tongue to medium of instruction is possible.

We promote an integrated framework as follows:

- ✓ Teacher preparation
- ✓ Understanding curriculum in context
- ✓ Preparation of culturally responsive teaching & learning materials in mother tongue (MT) and medium of instruction (L2)
- ✓ Classroom transaction
- ✓ School-based assessment

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### Early Childhood Education (ECE):

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.

We strongly believe that early childhood educational interventions have a strong remarkable impact on early learners. Using the 11 step methodology, we ensure that children coming to the government anganwadi centres in our intervention areas are taught in a language they understand, using resources and materials from their immediate surroundings and culture and are eventually made primary school ready.



### Inclusive Education:

Through introducing concepts of inclusion and caste-sensitive classrooms we aim to reduce inequalities and discrimination that children from marginalized communities (especially the Musahar community) suffer in schools. We aim at fostering a school culture of respect and belonging which provides children the opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.

This also helps the children in developing friendships with a wide variety of other children, each with their own individual needs and abilities.

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### Bal Sansad or Child Parliament:

Bal Sansad is a group of 12 children (including a President, Vice President and ministers for different categories such as Education, Protection, Environment etc.) who come together once a month to discuss prevalent issues in and outside schools related to education, child protection, etc. and find solutions for the same. The Bal sansad plays an essential role in ensuring that all child-related issues are brought forward and resolved and that the children find ways to increase retention in schools by encouraging other children around them.

The Sansad also boosts confidence among the children and helps in developing leadership skills. The Sansad works at 3 levels – the group of children come together in the first round along with an Edu-volunteer (to oversee the smooth functioning of the parliament), for the second level the Edu-volunteer meets with the teacher and discusses the issues brought up by the children regarding the school or the teachers and work towards resolving the same, for the third level the community related issues are brought in and discussed with the School Management Committee, along with the teacher and the Edu-volunteer.

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### Supplementary Education Centres:

These centres, established either in schools or in the community, are child-friendly spaces wherein additional educational measures are provided to children to overcome deficiencies in the learning process. This supports the children to be at pace with the teachings at school and at pace with the learning level of their peers. The SECs are run by Edu-volunteers who ensure that any child who is not performing too well and needs extra support and hand-holding is provided with the necessary initiatives to enhance their learning levels.

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### Treasure House:

NEG-FIRE's 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, instill in themselves values of diversity and have immense self-belief. It further supplements education, and stimulates not only local culture and tradition but also provides exposure to mainstream education thus creating an interest to continue or pursue formal education.

While objects on display are kept on the space close to the wall and some are hung from the ceiling like flash cards, chart sheets, playing material, musical instruments, local seeds, tribal/local artifacts, drawings, paintings, crafts and paper mache made by children etc.; the middle of the room is used for organizing various sessions on storytelling, painting, khel se mel activities, supplementary education and other activities. Some of the Treasure House tools, library books, playing material etc. are also kept in steel or wooden boxes placed in the Treasure House.



By appearance, the room looks like a multi-purpose space for children, which conveys a sense of childhood exuberance. With so many objects on display and space for various activities, the Treasure House arouses interests of children for activities that are mostly beyond their regular school curriculum.

### Role Model Adolescent Girls:

This group contains a number of girls who are groomed as leaders to lead the girl-child education and life-skill education scenario in their respective villages and take lead in mentoring other adolescent girls through Life Skill Education. They are proactive and support the adolescent girls in a number of ways be it providing supplementary classes, awareness on life-skill education, organizing regular meetings to identify any issues related to protection, violence, trafficking etc. and finding solutions for the same .

This group also, whenever necessary, approaches the concerned authorities to take necessary actions for protection of girls in the area. They support Mothers Committees in conducting meetings and identifying issues around pre-schools as well.

### Arts and Aesthetics:

The introduction of Arts and Aesthetics in schools, especially in conflict and crisis areas, is an initiative towards increasing the interest of the children in coming to school and ultimately to act as a psychosocial support mechanism to help the children in coping with their emotions.

The arts and aesthetics also provides a way for these children to express their thoughts and feelings and to connect their art, culture and formal school atmosphere with each other.

### Camps:

Camps (summer camps, sports camps etc.) are a simple way to keep children interested in coming to schools and be involved in other extra-curricular activities such as skits, dance, singing, drawing, sports etc. Attending these camps helps the children come closer to each other since sometimes they have to work in teams, invokes feelings of togetherness, sharing and acceptance while also promoting creativity and leadership skills.

# WORKING WITH THE COMMUNITY

## PURPOSE

A mobilized community who ensures the educational rights and entitlements of children and supports the proper functioning of schools and anganwadi centres.

## CONNECTING WITH THE COMMUNITY

**495**  
Villages

**388**  
Active School  
Management  
Committees  
(SMCs)

**180**  
SMCs  
Received  
Training on  
Roles and  
Responsibilities

**315**  
Active Mata  
Samitis

**280**  
Mata Samitis  
Received  
Training on  
Roles and  
Responsibilities

**136**  
Child  
Protection  
Committees

**904**  
Edu-  
volunteers



## STRATEGIES AND PROCESSES

We believe that the families and community members play a crucial role in paving the way for their child's future and ultimately in defining who the child will become later on in his/her life.

For children from marginalized communities, the role of the community members and families become even more important. It is essential that the community members, families, members of the formal community institutions are all aware of their roles and responsibilities in their children's education process. We connect with the community on numerous levels –



### Formal Institutions:

We work with the members of formal institutions such as School Management Committees, Child Protection Committees, Mothers Groups etc. to ensure that they understand their roles and responsibilities, facilitate school and anganwadi governance, ensure smooth functioning of the same and influence relevant government structures for effective delivery of educational services and ensure child protection in their areas. We also mobilize the Panchayati Raj Institutions (PRIs) to make education a central component of the community's development agenda and to bring in appropriate resources for the education of the children.

### Families:

We sensitize the families to recognize the importance of quality education and to provide defined learning spaces within the house and the community for the children to study. We help them understand that children need to go to a school and not accompany them to work. Special interventions are also carried out in instances where parents are unwilling to send their children, especially girls, to schools or are in a hurry to get their under-age girls married.

### Volunteers:

Community members make excellent volunteers, mostly because they relate to the children more closely than external volunteers and also because they realize that their children are the future of their community. We have created a cadre of local volunteers (Edu-volunteers) to promote education and act as change agents in steering the education scenario at the village level, be it managing the Treasure Houses, running the supplementary centres or just being role models for other girls and boys in their village and supporting them to continue their education and go to schools.

# CO-CREATING WITH THE TEACHERS

## PURPOSE

A cadre of motivated and skilled teachers who promote inclusive, child-friendly and joyful classrooms/schools that will help the children to achieve appropriate age and grade-specific learning outcomes.

## CONNECTING WITH THE TEACHERS

**527**  
Pre-primary  
Teachers

**1,836**  
Primary  
Teachers

**25,750**  
Children  
Benefiting from  
the Training  
Manuals

**60**  
Teachers  
Trained on  
Inclusive  
Education

**75**  
Teachers  
being Trained  
on MTB-MLE

**8**  
Teachers  
Forums



## STRATEGIES AND PROCESSES

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### Teachers Training:

One of our core strategies currently and in the coming years will be to ensure that all primary and pre-primary government school teachers have the necessary training and skills required to teach efficiently the children from marginalized communities. Since the children from these communities have numerous reasons and situations created for them which can make it easy for them to not come to schools, it becomes even more imperative for the teachers to excel at their job. The teachers might have to use innovative and unique methods to ensure that these children come to school, regularly attend classes and eventually perform better.

We organize trainings at different levels to make this happen. Teachers are trained on:

- ✓ Language and literacy development approach
- ✓ Understanding the fundamentals of multi-lingual education, development and usage of locally relevant Teaching and Learning Materials (TLMs) and developing academic plans that integrates the pedagogy and the TLM to the state defined competencies.
- ✓ Building awareness on equity and to recognize and address issues of social exclusion and equity.
- ✓ We ensure that these teachers are provided with continuous support even after the training period to help them create quality and joyful learning experiences for children in their classes.

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### Development of Teaching Learning Materials (TLMs):

TLMs can have a remarkable impact on enhancing the quality of the classroom transactions and can help the children in grasping concepts faster and more efficiently. We, during and beyond the course of our teachers training, build capacities of teachers for creating appropriate age and grade specific TLMs using content from the local community's culture and practices. Teachers are trained and given numerous demonstrations on usage of these TLMs and how to incorporate them in their everyday classroom activities.

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### Teachers Training Manuals:

We develop manuals that are used by project coordinators, pre-primary and primary school government teachers and key resource persons during the course of the teachers training and also for usage in classrooms to enhance the classroom transactions. Some of the manuals developed and being used so far by are on Mother tongue based multi-lingual education, Inclusive education and Early Childhood Education.

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### Training of Key Resource Persons or Master Trainers:

We realize that the number of teachers that would have to be trained to bring about change is enormous. To extend our reach to an increased number of teachers, we train Key Resource Persons or Master Trainers, chosen by the respective government departments, who further provide training to more teachers.

# ENGAGING WITH THE GOVERNMENT

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## PURPOSE

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Supportive government structures that integrate our child-centred and joyful pedagogies in schools and anganwadi centres.



## STRATEGIES AND PROCESSES

We work with the government in bringing about transformation. Therefore engagement and collaboration with government education departments underlines all our programmes and strategies.

We are always working towards developing new partnerships and strengthening exiting partnerships with government structures:

We analyse the data collected from our partners on field and create **report cards** which highlight functioning of schools and Anganwadi centres in the area. These report cards are then shared with relevant local authorities who can give suggestions and take measures as and when needed. These report cards also provide an opportunity to assess progress of the project and take mid-course correction as and when required.

Our **child-friendly contextual pedagogy** for children from the scheduled tribes has been now tested in 170 schools in 5 states. These pedagogies incorporate several unique strategies such as mother tongue based multi-lingual education, treasure houses and more, which support the learning processes being carried out in the classroom and enhance learning levels of children. Government authorities have seen success and efficiency of these pedagogies and are now working with us to replicate them in an increased number of schools in their areas.

Our **trainings for government school pre-primary and primary teachers and key resource persons** are carried out in collaboration with government education and training departments. Since we only work with government schools and our target audience for trainings is government school teachers, it becomes imperative and important to collaborate with necessary government structures. The trainings help in building capacities of government school teachers/KRPs and enable them to train more teachers, thus enhancing the quality of education in government schools.

All of these above processes (report cards, teachers trainings, contextual pedagogies) bring immense clarity during **monitoring and evaluation**. We are now in discussion with government structures to develop a support system for teachers while using our contextual pedagogies. We are also discussing about our role in the assessment of learning levels of children. We are also in discussion with the Tribal Research Institutes of different states to upscale our pedagogy with state education departments in tribal areas of the state.



## SCHEDULED CASTE

### Bhuiya Community

The Bhuiya are an indigenous community found in the Indian states of Assam, Bihar, Madhya Pradesh, Orissa, Tamil Nadu, Uttar Pradesh and West Bengal. The Bhuiya name comes from the Sanskrit bhumi, meaning land. Most of the Bhuiya are agriculturalists and many believe that they are descended from Bhumi, the goddess who represents Mother Earth. Basket-making, livestock rearing, fishing, hunting and the sale of forest produce such as firewood, honey and resin also contribute to their livelihood, although the practice of food collection has probably mostly died out.

**7,16,269**  
Total Population

**32.3%**  
Literacy Rate

**NEG-FIRE Intervention Presence: Gaya District of Bihar**

### Kanjar Community

Kanjar is a traditionally nomadic ethnic group found in North India and Pakistan. The community is also known by the names of Marwari Kumar and Banchra. The Kanjars speak the Kanjari language and almost all also speak Punjabi and Urdu. The traditional occupation of the Kanjar was hunting, but over time, many took to agriculture. They still depend on the forest, extracting roots of the khas grass and collecting reeds from river banks.

**2,760**  
Total Population

**26.8%**  
Literacy Rate

The community is involved in tanning, from which drums are made and sold. Many urban Kanjar are now wage labourers and are involved in rickshaw pulling.

**NEG-FIRE Intervention Presence: Madhubani district of Bihar**

## Musahar Community

The Musahars are a Scheduled caste, populating the states of Bihar and Uttar Pradesh and Terai Nepal, also known as Banbasi and Pasi. In Bihar, the word Musahar is said to be derived from Mus, a local and Sanskrit word for rat. Traditionally rat-catchers, who provided for security in rice granaries, there is uncertainty regarding their origin. They speak in Bhojpuri but many have a grasp over Hindi as well. They no longer engage in rat-catching and are now mainly landless agricultural laborers often going without work for 8 months at a time, along with constituting as one of the most marginalized groups in India.

**NEG-FIRE Intervention Presence: West Champaran, Patna, Madhubani and Gaya districts of Bihar.**

**27,25,114**  
Total Population

**29.0%**  
Literacy Rate

## SCHEDULED TRIBE

### Agariya Tribe

The Agariya are community of the states of Madhya Pradesh and Chhattisgarh. The Agariya speak the Agariya language as well as Hindi and Chhattisgarhi.

**NEG-FIRE Intervention Presence: Dindori district in Madhya Pradesh Kawardha in Chhattisgarh**

**41,243 (MP)**  
**67,196 (Chhattisgarh)**  
Total Population

**43.9% (MP)**  
**47% (Chhattisgarh)**  
Literacy Rate

### Bagata Tribe

Considered as one of the aboriginal tribes, the Bagata are a Scheduled Tribe of India inhabiting the state of Orissa and Andhra Pradesh. They are also called Bagatha, Bagat, Bagodi, Bogad or Bhakta. They work as farmers to earn a living. Their main language is Telegu and their local dialect is Adivasa Oriya.

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh**

**1,33,427**  
Total Population

**51.2%**  
Literacy Rate

### Baiga Tribe

The Baiga Tribe are forest dwelling aboriginals found in Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Maharashtra, Uttar Pradesh, Bihar, West Bengal. Tattooing forms an integral part of their culture, they live a semi nomadic life along with practicing shifting cultivation as they worship Mother Earth.

**NEG-FIRE Intervention Presence: Mandla and Dindori Districts in Madhya Pradesh, Kawardha in Chhattisgarh**

**5,52,495**  
Total Population

**47.2% (MP)**  
**40.6% (Chhattisgarh)**  
Literacy Rate

## Bharia Tribe

Bharia is one of the Dravidian-speaking tribes of Madhya Pradesh. There are hundreds of medicinal plant species in the Patakot valley, and the Bharias have a deep knowledge of the herbs and medicinal plants growing within their valley. Herbal healers from Bharia community are known as Bhagats. Their prime language is the Bharia language.

**NEG-FIRE Intervention Presence: Dindori and Mandla Districts of MP**

**1,93,230**  
Total Population

**47.9%**  
Literacy Rate

## Bhil Tribe

Derived from Bil and Vil meaning Bow, the Bhil Tribe is the largest tribe in India constituting 39% of the total population in Rajasthan, Gujarat, Maharashtra, Karnataka, Chhattisgarh, Madhya Pradesh, Andhra Pradesh and Tripura. Known as the Bow men of Rajasthan, or the tribals of Mewar or the Archers, their main occupation lies in agriculture and animal husbandry. Their communal life is colored by folklore and a profound inclination toward dancing.

**NEG-FIRE Intervention Presence: Banswars and Bundi in Rajasthan, Jhabua in Madhya Pradesh, Dahod in Gujarat**

**1,70,71,049**  
Total Population

**44.6% (Rajasthan)**  
**59.8% (Gujrat)**  
**42.2% (MP)**  
Literacy Rate

## Dhulia Tribe

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh**

**665**  
Total Population

**55.3%**  
Literacy Rate

## Gadaba Tribe

They are majorly found in Odisha. Linguistically, people of Gadaba tribe belong to the Mundari dialect; they speak Gutob and Ollari, which are Austroasiatic and Dravidian languages respectively. They live in permanent villages. While their socioeconomic life is based on farming and daily labor, they are, like the Savaras, farmers, but hunting and fishing make additional contributions to their food supply. The Gadaba women are known for weaving bark fiber cloth on miniature looms of their own manufacture and the woven fabric is dyed by them with various vegetable dyes. They are well known for their tribal dance, the Dhemsa.

**NEG-FIRE Intervention Presence: Koraput in Odisha**

**84,689**  
Total Population

**39.3%**  
Literacy Rate

## Gond Tribe

The Largest tribe in India, the Gond tribe are scattered all over central and Southern India in states of Odisha, Chhattisgarh, Bihar, West Bengal, Jharkhand, Maharashtra, Uttar Pradesh, Karnataka, AP, Gujarat, Telangana and Madhya Pradesh. The prime language spoken by the Gond Tribes is Gondi. Their main occupation is agriculture.

**NEG-FIRE Intervention Presence: Mandla and Dindori Districts in Madhya Pradesh, Kawardha in Chhattisgarh**

**1,32,56,928**  
Total Population

**60.1% (MP)**  
**56.7% (Chhattisgarh)**  
Literacy Rate

## Kammara Tribe

Kammara people are found in Andhra Pradesh, in southwestern India. They live in parts of East and West Godavari, Srikakulam, Vizianagaram, and Visakhapatnam regions. Traditionally agriculturists, they are also blacksmiths, carpenters, cultivators, and food gatherers in their rural community. They speak their own language along with Tamil and Telugu.

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh**

## Kharwar Tribe

Found in Jharkhand, Kharwars come from the family of Dravidians. Some Kharwars say they are from the Suryavanshi Rajputs. Unlike most tribes, Kharwar people do not have a language of their own, but they speak Hindi.

**NEG-FIRE Intervention Presence: Latehar District in Jharkhand**

## Kondh Tribe

Alternatively known as Kandhs, this tribe originates in Orissa and is found in Andhra Pradesh, West Bengal and Jharkhand. The group is further divided into several groups namely Hill or Kutia and Plain dwelling Kondhs. They are hunters and gatherers and mainly dependent on the forest for their survival, as well as agriculture and labor. Their main language is kui. Their expertise lies in the use of medicinal plants to treat diseases.

**NEG-FIRE Intervention Presence: Koraput and Gajapati in Odisha, Vishakapatnam in Andhra Pradesh**

## Konda Dhoras

Konda, also known as Konda-Dora, is one of the Dravidian languages spoken in India. It is spoken by the scheduled tribe of the Konda-Dora who mostly live in the districts of Vizianagaram, Srikakulam, and East Godavari in Andhra Pradesh. The Konda Dhora practice settled cultivation which is their primary occupation.

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra**

## Korku Tribe

They are an Adivasi Ethnic group found in Madhya Pradesh. They speak in Korku which is a member of the Munda language, written in Devanagri. Living near the Dravidian speaking Gonds, sharing their mutual love for the forest, the Korku tribe are excellent agriculturists pioneering in the cultivation of potatoes and coffee.

**NEG-FIRE Intervention Presence: Kandwa District of MP**

**54,163**

Total Population

**53.7%**

Literacy Rate

**2,48,974**

Total Population

**56.4%**

Literacy Rate

**16,28,501**

Total Population

**46.9%** (Odisha)

**29.7%** (AP)

Literacy Rate

**2,11,089**

Total Population

**45.8%**

Literacy Rate

**7,30,847**

Total Population

**49.9%**

Literacy Rate

## Kotia Tribe

The Kotia also called Benatho Oriya are a scheduled tribe of India who were originally from Odisha and moved to Andhra Pradesh. They speak in Oriya and Telugu. The Kotia work in agriculture and laboring.

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh**

## Koya Community

The Koya live in the forests, plains, and valleys on both sides of the Godavari River, which lies in the central Indian state of Andhra Pradesh. They are said to have migrated to central India from their original home in Bastar, Chhattisgarh. Their main language is called Koyi, which is closely related to Gondi. The Koya are one of the few multi-racial and multi-lingual tribal communities in India. Occupationally most of them are farmers; others weave bamboo baskets and sell them. They are excellent hunters.

**NEG-FIRE Intervention Presence: Godavari District of AP**

## Munda Tribe

Munda Tribe are an Adivasi ethnic group of India. They speak the Mundari language, which belongs to the Munda subgroup of Austroasiatic languages. The Munda are concentrated in the states of Jharkhand. Nomadic hunters in the India tribal belt, they became farmers who were employed in basketwork and weaving.

**NEG-FIRE intervention Presence: Latehar district of Jharkhand**

## Nooka Dhora Tribe

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh**

## Oran Tribes

One of the most progressive tribes of India, Oran or Oraon tribe is inclined towards education. Moving to metropolitan cities is a mark of their progressive development. They are also known as kukruk tribe. Mostly found in the states of Bihar, Jharkhand, Maharashtra, Odisha, Chhattisgarh, Madhya Pradesh and West Bengal, their expertise lies in tea garden work.

**NEG-FIRE Intervention Presence: Latehar District in Jharkhand**

## Panika Tribe

Very little is known about the origin of the Panika. Although some sources say that the Panika are of Dravidian origin, the Panika live primarily in the Shahdol district of Madhya Pradesh, central India. Their primary language is Chhattisgarhi.

**NEG-FIRE Intervention Presence: Dindori and Mandla Districts of MP**

**45,665**

Total Population

**36%**

Literacy Rate

**59,739**

Total Population

**53.7%**

Literacy Rate

**12,29,221**

Total Population

**62.6%**

Literacy Rate

**42,420**

Total Population

**36%**

Literacy Rate

**36,82,992**

Total Population

**67%**

Literacy Rate

**97,767**

Total Population

**63%**

Literacy Rate

## Paraja Tribe

One of the main tribes in Odisha, dating back to the 2nd century of the Christian era, they consider "Bastaria" as their original home as they migrated from Bastar area in Chhattisgarh. Their mother tongue Porji belongs to the Dravidian family of languages. Generally hill cultivators, they are fond of cattle wealth as well.

**NEG-FIRE Intervention Presence: Koraput In Odisha**

## Parhaiya Tribe

Inhabitants of Jharkhand, the Parhaiya Tribe's primary language is Hindi as they do not have a language of their own. The primary occupation of Parhaiya people is agriculture. Many live on the produce gathered from forests. Women especially weave quality clothes and baskets.

**NEG-FIRE Intervention Presence: Latehar district in Jharkhand**

## Saora or Savara Community

Saora are a Munda ethnic group from Southern Odisha and north coastal Andhra Pradesh in India. They are also found in the hills of Jharkhand, Madhya Pradesh and Maharashtra. The Soras speak Sora, a Munda language. However, written language in Sora is not followed by all. They practice shifting cultivation, with a few gradually taking up settled agriculture.

**NEG-FIRE Intervention Presence: Gajapati district of Odisha**

## Santhal Tribe

The third largest tribe in India, the Santhals are mainly found in West Bengal, Bihar, Tripura, Odisha and Jharkhand. Dating back to the Pre-Aryan period, the Santhal Tribe is known for waging war against Lord Cornwallis in 1855 struggling and fighting against the British Regime. They are known for dancing which is deeply embedded in their. Their main occupation lies within the premises of the forest they reside in, ranging from hunting, fishing as well as cultivation for their livelihood. The Santhal Tribe is also known for their expertise in making musical equipments, mats and blankets out of plants. Their main language is Santhali.

**NEG-FIRE Intervention Presence: Katihar District in Bihar, Sahibganj District in Jharkhand**

## Valmiki Tribe

Valmiki is a Dalit community of India, found in Andhra Pradesh. Some Valmikis claim that they descend from the Hindu sage Valmiki who is traditionally ascribed as the writer of the epic Ramayana. Valmiki's had their own dialect but in the course of time they adapted to Telegu. The caste group also built a temple of Valmiki in Anantapur, Andhra Pradesh

**NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh**

**3,74,628**  
Total Population

**34.9%**  
Literacy Rate

**25,585**  
Total Population

**33.1%**  
Literacy Rate

**5,34,751**  
Total Population

**55%**  
Literacy Rate

**65,70,807**  
Total Population

**43.1%** (Bihar)  
**50.8%** (Jharkhand)  
Literacy Rate

**70,513**  
Total Population

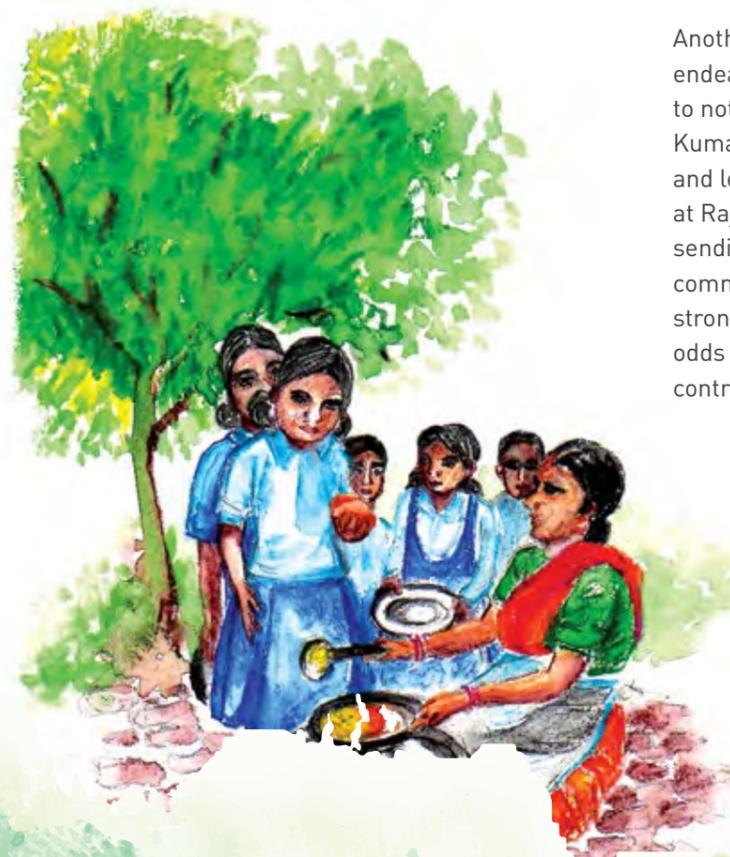
**67%**  
Literacy Rate

## STORIES OF CHANGE

# SUKMARIYA DEVI - NOT JUST THE MOTHER OF FIVE

A Mata-Samiti member, and mother of five, Sukmariya Devi of Rajgram Ghattola in Bhour Panchayat, Pandaul Block, is a fine example of bravery and resilience against a long standing society of patriarchy and discrimination as she cleans toilets and private school classrooms for a living on a meager salary. Making sure her children receive a decent education through government schools, Sukmariya Devi gives back to the community by being an active member of the Mata Samiti. The absence of no approach road to the hamlet, under her leadership, the Mata Samiti members submitted applications to the BDO of Pandaul Block for connecting the hamlet with the PCC road. The BDO (Block Development officer) of Pandaul Block assured them of complete support regarding the matter. Later, she along with other Mata Samiti members went and met the CDPO (Child Development Project Officer) of Pandaul Block for opening an Anganwadi Centre at their hamlet.

The Mata Samiti members were told by the CDPO that their case would be further considered. Sukmariya Devi, went out of her way to work towards the quality of the mid day meals (MDM) resulting in the rise of attendance of the Musahar children in the school. Her interaction with the staff by visiting the local primary schools at Baba Chowk, Bhaour Ghat also proved effective in many ways.



Another example of Sukmariya Devi's endeavors come across when she brought to notice to the Madhubani MLA Mr. Samir Kumar Mahaseth, about the broken and leaking roof at Samudayik Bhawan at Rajgram Ghat. This resulted in him sending representatives to construct a new community hall. In an era of recognizing strong, empowered women despite several odds we recognize Sukmariya Devi and her contribution towards the community.

## WATERED SEEDS BLOOM

A young woman from the musahar community, Renu Devi of Minhei Musahartola in Sakri East Panchayat, in Pandaul Block of Madhubani District, was a regular student of NEG-FIRE supported Supplementary Education Centre at Bhawanipur Mushartola, who later attended the CRC (Cluster Resource Centre) at Adarsh Ugranath Middle School, Bhawanipur as well. Later she pursued her graduation.

Having been elected as the School Management Committee Secretary of UMS Bahengra in 2015, she started looking deeply into issues like no separate kitchen for the preparation of MDM (mid day meals), no separate toilets for girls, lack of cleanliness in the class rooms and the school campuses, there absence of punctuality among teachers etc. She also realized that the funds for the development of the school were scarcely utilized. Renu Devi took up these problems at the SMC meetings. Despite it proving difficult for a lady from the Mahadalit community she continued to work towards what she believed, giving fresh ideas at the SMC meetings and eventually gaining support. With her determination and constant efforts today the situation has changed for the better. Separate toilets have been constructed for girl students, a kitchen has been made for preparing mid-day meals, the main gate of the school is repaired, there are two working hand pumps in the school campus, class rooms have desks and benches for children, the school office is furnished with tables, chairs, cupboards etc.

Renu Devi's story becomes a good example of how transformation in government schools can be brought through the children who have received quality education from the school itself! The community supports the children in receiving education and the children, once their education is complete, in return further support the community to become empowered. The empowered community supports an increased number of children, sustaining the educational process and the efforts of all who work every day for this cause.



## INSPIRING THE WOMEN OF THE MANJHI COMMUNITY

Radhumanti Devi, from the Manjhi community was initially ignorant and unaware of her rights and duties as a ward member. Through the assistance of the REAP staff members she became an active member of the Mata-Samiti. She, realizing the issues and difficulties faced by the community, ardently began working towards children's retention in schools as well as towards proper functioning of AWCs, thus rising to the position of a prominent village member.

Monitoring the MDMs and the AWCs she has proved to be a pillar of support for her village community. Through her efforts, prevalent issues in the Urdu middle School Manhjar Kala were brought to light in front of the School Administrator.

The issues ranged from irregularity of the teachers in the school, lack of a proper functioning SMC, to the MDM not meeting the standards set by the government and broken hand pumps on the school campus. Taking full charge and leading, shedding a docile illiterate personality behind, Radhumanti Devi's efforts are nothing less than commendable. She further encouraged more members to take an active role in the children's education process.

Radhumanti Devi's transformation has proved to be a fine example of bravery and courage and a beautiful story of determination against ignorance for all the other Manjhi community women.



## THE GOOD SAMARITAN OF GOPALPUR

A case in Gopalpur, Village of Sherghati block, highlights the harsh truth surrounding child labor trafficking. An active Edu-volunteer, Munna Kumar started noticing a woman who regularly visited certain houses in and around the area.

After finding details of the woman and tracking her movements and activities for few days, Munna realized that she was trafficking children to be child laborers to be sent to nearby villages. The current victims of this woman were three children, Guddu Kumar, son of Suraj Manhji, Akhilesh Kumar, son of Krishna Manjhi and Murari Kumar son of Dinesh Manjhi. However, before it was too late, Munna reported this to the Child Labor Prevention Officer, who with Munna's help, took the initiative to talk to the concerned children's parents informing them of the hazards of child trafficking and the futility of discarding their children's futures all for the greed for money.

Through the small act of stopping three children going down the path of child labour Munna contributed to the society in a beautiful and brave way. He has thereafter become an inspiration for everyone, to speak up when we see wrong unfolding.



## GUDIA - A JOURNEY OF NEVER GIVING UP

This inspiring story comes from Gudgudi, a densely populated village with a majority of the Musahar Community, in Ramnagar block, West Champaran, Bihar. Jan Shiksha Bhawan (JSB), Rampurva took up the responsibility to ensure the increase in the quality of education of the children in Musahar community opening a supplementary education centre (SEC) at Gudgudi. Gudia, a fifteen year old adolescent girl, daughter of a farmer living on minimum wages, and the eldest of four daughters, took the initiative to bring not just her siblings but all the children from her village every day to the centre to study.

The story of Gudia, not only comes forth as a determination instilled one but one with motivation to keep moving forward, never suppressing her passion for knowledge. She was in the fifth grade when NEG-FIRE started the SEC in the first phase, her determination and ardent interest to further study continued upto the sixth grade, even though the middle school Khatouri was 3kms away from her village, she walked to school alone. However, soon the lack of facilities became more and more prominent as Gudia began losing her sense of self and her interest in school dwindled but not long before her father sold their two goats in order to buy her a bicycle so that she could use a mode of transportation in order to get to school.

Gudia found her lost passion and renewed her school education. Her aim to educate all the children in her village is backed by her traits of hard work, her intelligence as well as her excellent grasping skills.

To fulfill her aim of all children being educated, she organized an awareness programme in the village for the children not enrolled in schools, helping them be sensitized towards the necessity of education. Gudia having finished middle school now plans to study further with the complete support of her parents, who are fine examples of how the support of families can help children and brighten their future, with a long term return of their assets.



# SPECIAL THANKS TO

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Dr. Rakesh Kumar Singh - Research & Advocacy Specialist

Mr. Baliram Balsaraf - Program Manager

Sr. Tresa Paul SCSC (Advocate) - Legal expert

Ms. Nandita Bhatla - Gender Expert

# THOSE WHO MAKE IT HAPPEN



### Sitting L-R:

Ravala Vijay Kiran, Salahudin Khan, Chandan Bisht, Tina Rawat, Junhai Jaiswal, Sharmistha Choudhury, Sharda Singh, Albia Kullu

### Standing L-R:

Sandeep Tirkey, Sailendra Samal, Vengatesh Krishna, Rakesh Kumar Singh, Dinesh Madrosiya, Sharon Ferdinands, Umed Singh, Smriti Mishra, Baliram Balsaraf, Mariamma Daniel, Sandeep Mishra, Arunima Wilson, Raj Kumar, Sincy Joseph, Yogesh Kumar

### Also in the team:

Namita Srivastava, Jyoti Chandel, Vinesh Meshram, Amitabh Bhushan

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### V. SANKAR AIYAR & CO.

CHARTERED ACCOUNTANTS

Flat No.202 & 301, Salyam Cinema Complex  
Ranjit Nagar Community Centre, New Delhi - 110008  
Tel (011) 25702691, 25704639; e-mail: 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 2018 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 Society's Governing Board, 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.



## FINANCIALS

#### 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:

- in the case of the Balance Sheet, of the state of affairs of the Society as at 31<sup>st</sup> March 2018; and
- in the case of the Income and Expenditure Account, of the Surplus/deficit for the year ended on that date;

#### Other Matters

- 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.
- 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.
- The Balance Sheet, and the Income and Expenditure Account dealt with by this report are in agreement with the books of account

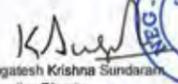
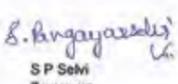
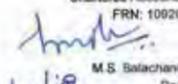
Place: New Delhi  
Dated: 12-07-2018

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

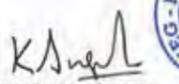
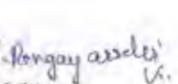
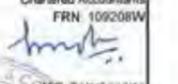
**M.S. BALACHANDRAN**  
Partner (M. No: 024282)



## FINANCIALS

New Education Group - Foundation For Innovation and Research in Education					
Balance Sheet (Consolidated) as at 31st March 2018					
Particulars	Schedule No.	FCRA	Local	Total As at 31/03/2018 (Rs.)	Total As at 31/03/2017 (Rs.)
<b>SOURCES OF FUNDS</b>					
Reserves & Funds	1	3,083,138	784,575	3,847,713	4,096,883
Program Balances	2	4,728,400	-	4,728,400	13,481,887
Current Liabilities & Provisions	3	917	89,376	90,293	653,364
<b>Total</b>		<b>7,812,455</b>	<b>853,951</b>	<b>8,666,406</b>	<b>18,232,134</b>
<b>APPLICATION OF FUNDS</b>					
<b>Fixed Assets</b>					
Gross Block	4	7,717,158	624,459	8,341,617	7,906,181
Less: Depreciation		4,650,517	500,938	5,151,455	4,382,929
Net Block		3,066,641	123,521	3,190,162	3,523,252
Investments in FDR's with Canara Bank		-	-	-	21,445
<b>Current Assets &amp; Advances</b>					
Cash & Bank Balances	5	2,567,823	688,611	3,256,434	8,711,333
Advances	6	2,177,992	41,819	2,219,811	5,976,103
		4,745,814	730,430	5,476,244	14,687,436
<b>Total</b>		<b>7,812,455</b>	<b>853,951</b>	<b>8,666,406</b>	<b>18,232,134</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		
 Vengatesh Krishna Sundaram Executive Director		 S.P. Sehi Treasurer		 M.S. Balachandran Partner M No. 024282	
					
Place: New Delhi Date: 11/07/2018					

## FINANCIALS

New Education Group - Foundation For Innovation and Research in Education							
Receipts and Payments Account (Consolidated) for the Year Ended 31st March 2018							
Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2018 (Rs.)	FCRA	Local	For the Year Ended 31/03/2017 (Rs.)
<b>Opening Balance</b>							
Current liabilities and Provisions	3	514,664	138,700	653,364	247,610	43,791	291,401
Cash	5	8,991	3,606	12,597	11,391	614	12,005
Bank	5	8,824,541	1,874,195	8,898,736	90,717	3,799,774	3,890,491
FDR with Canara Bank	5	5,854,084	21,445	5,875,529	5,715,347	-	5,715,347
Advance and Prepaid Expenses	6	122,019	122,019	122,019	-	168,672	168,672
<b>Sub - Total</b>		<b>12,172,952</b>	<b>1,882,565</b>	<b>14,055,517</b>	<b>5,569,845</b>	<b>3,925,269</b>	<b>9,495,114</b>
<b>Receipts</b>							
Contribution to Projects		65,796,262	-	65,796,262	78,903,080	5,611,450	82,514,530
Donation/Misc. Income		-	-	-	-	59,555	59,555
Interest		477,766	61,634	539,400	657,970	134,622	792,592
Sale proceeds of old Vehicle		-	-	-	-	-	-
<b>Sub - Total</b>		<b>66,274,028</b>	<b>61,634</b>	<b>66,335,662</b>	<b>77,561,050</b>	<b>5,805,627</b>	<b>83,366,677</b>
<b>Total</b>		<b>78,446,980</b>	<b>1,944,199</b>	<b>80,391,179</b>	<b>83,130,895</b>	<b>9,730,896</b>	<b>92,861,791</b>
<b>Payments</b>							
Misereor Project Expenses	7	49,994,858	-	49,994,858	48,676,461	-	48,676,461
Misereor - Administrative expenses	8	23,271,790	-	23,271,790	20,494,490	-	20,494,490
Misereor - Advance for Vehicle		-	-	-	-	-	-
Misereor - Additions to Fixed Assets	4	435,436	-	435,436	1,786,992	-	1,786,992
Project Expenses		-	-	-	-	-	-
Sir Dorabji Tata Trust	2	-	1,012,256	1,012,256	-	4,239,391	4,239,391
Tata Power Community Development Trust In India - I		-	-	-	-	1,785,715	1,785,715
Tata Power Community Development Trust In India - II	2	-	260,803	260,803	-	1,821,892	1,821,892
Administrative Expenses		-	-	-	-	-	-
Sir Dorabji Tata Trust		-	-	-	-	-	-
Expenses from General Reserve	1	-	320	320	-	1,333	1,333
Grant Returned	2	-	29,767	29,767	-	-	-
<b>Sub - Total</b>		<b>73,702,082</b>	<b>1,303,146</b>	<b>75,005,228</b>	<b>70,957,943</b>	<b>7,848,331</b>	<b>78,806,274</b>
<b>Closing Balances</b>							
Current liabilities and Provisions	3	917	89,377	90,294	514,664	138,700	653,364
Cash	5	16,027	-	16,027	8,991	3,606	12,597
Bank	5	2,551,796	688,611	3,240,407	8,824,541	1,874,195	8,898,736
FDR's with Kotak Mahindra Bank	5	-	-	-	5,854,084	21,445	21,445
Advance and Prepaid Expenses	6	2,177,992	41,819	2,219,811	122,019	-	5,976,103
<b>Sub - Total</b>		<b>4,744,897</b>	<b>641,053</b>	<b>5,385,950</b>	<b>12,172,952</b>	<b>1,882,565</b>	<b>14,055,517</b>
<b>Total</b>		<b>78,446,980</b>	<b>1,944,199</b>	<b>80,391,179</b>	<b>83,130,895</b>	<b>9,730,896</b>	<b>92,861,791</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 Sundaram Executive Director		 S.P. Sehi Treasurer		 M.S. Balachandran Partner M No. 024282			
							
Place: New Delhi Date: 11/07/2018							

## FINANCIALS

<b>New Education Group - Foundation For Innovation and Research in Education</b>					
Income and Expenditure Account (Consolidated) for the Year Ended 31st March 2018					
Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2018 (Rs.)	For the Year Ended 31/03/2017 (Rs.)
<b>INCOME</b>					
Funds Allocated (to the extent of funds expenditure incurred out of the same)		74,015,599	1,292,952	75,308,551	77,751,253
<b>Total</b>		<b>74,015,599</b>	<b>1,292,952</b>	<b>75,308,551</b>	<b>77,751,253</b>
<b>EXPENDITURE</b>					
Misereor Project Expenses	7	49,994,856	-	49,994,856	48,676,461
Misereor - Administrative expenses	8	23,271,790	-	23,271,790	20,494,490
Project Expenses	9				
Sir Dorabji Tata Trust		-	814,716	814,716	2,630,693
Tata Power Community Development Trust In India - I		-	-	-	1,785,715
Tata Power Community Development Trust In India - II		-	260,803	260,803	1,821,892
Administrative Expenses	9				
Sir Dorabji Tata Trust		-	197,540	197,540	1,608,898
Expenses from General Reserve		-	320	320	1,333
Depreciation		748,953	19,573	768,526	731,973
<b>Total</b>		<b>74,015,599</b>	<b>1,292,952</b>	<b>75,308,551</b>	<b>77,751,253</b>
Significant Accounting Policies & Notes to Accounts	10				
<p>Note: Previous Year's figures have been reclassified wherever necessary.</p> <p>For &amp; on Behalf of Management <span style="float: right;">As per our report of even date</span></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Vengatesh Krishna Sundaram Executive Director</p> <p style="text-align: center;">S P Selvi Treasurer</p> </div> <div style="width: 45%; text-align: right;"> <p>For V. Sankar Aiyar &amp; Co. Chartered Accountants FRN: 10920BW</p> <p>M.S. Balachandran Partner M.No. 024262</p> </div> </div> <p>Place: New Delhi Date: 11/07/2018</p>					



**CONTACT**

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