ANNUAL REPORT

April **2013** - March **2014**

transformation through education

NEW EDUCATION GROUP

Foundation for Innovation and Research in Education

OUR VISION

NEG-FIRE is a development support organisation that aims to transform the lives of marginalised children through appropriate education and by strategic and dynamic partnership with local NGOs and community groups.

We see every Dalit, Tribal, girl child and those belonging to vulnerable minority to be confident young individuals, by enabling them to relate to the world around them and providing the springboard to embark on higher academic or vocational education in order to build an egalitarian society.

OUR MISSION

We enable partners to promote quality education for marginalised children 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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CHAIRPERSON SPEAKS

Bringing children of the most marginalised communities out of centuries of exclusion from education, where even the state has often failed to touch their lives, is an extremely demanding challenge. And as it would be, such children are located in far flung extremities of our country. To further strive to enable these children to be integrated into the state system and to reorient the approach of the state system to respond without alienating the children and snuffing out the cultural paradigms of their heritage, poses an even greater challenge. This is where NEG-FIRE has chosen to work and with grassroot partners, whose commitment is the reason we can reach such excluded communities.

It is hence with pride that we share the work we have done over the last year. We are continuously seeking to sharpen our strategies, to cover more children, but without diluting the quality we must achieve. We have much to learn. The learning we acquire would enable us to more rigorously contribute to build the capacities and leadership of those whom we work with.

This is a long journey. We seek your support and counsel to walk this road. NEG-FIRE too is undergoing change internally to better fulfil its mission. But at the end of the day, it is the smiles, the changed lives of marginalised children and their success in climbing the ladder of learning, which will tell us if we have truly made a difference.

Dr. Cherian Joseph

In 2013-14 NEG-FIRE reached out to

89,322 children in the age group of 0-14 years

627 villages of 30 districts, out of which 12 districts come under BRGF

Community mobilisation and participation

- 338 Mata Samitis are formed and functional
- 446 SMCs are reconstituted and/or activated
- 435 treasure house are functional
- 120 children groups in schools
- 55 Mel Jol classes functional

49 most marginalised community

- 18 tribal groups, 6 sub-groups and 4 notified tribe/ de-notified tribes
- 14 most marginalised SC sub groups
- 7 marginalised OBC sub groups from Muslim community

At least 70 per cent children under the age of seven years from 30 districts have been enrolled and retained in primary schools

- 627 villages
- 12 states

ED SPEAKS

Greetings from NEG-FIRE!

The year 2013-14 was important in realising the strategic roles that have been set in NEG-FIRE's Strategy Framework 2012-17. With support from the Governing Board and General Body, we were able to set the process for each programme in motion. I would like to thank both the donors, MISEREOR and SDTT for helping us in our vision to transform the lives of the most marginalised communities, Dalits, Tribal, NT/DNT, the girl child and those belonging to the vulnerable community and also, our partners and participants for helping us to achieve the desirable results.

Though the year witnessed major organisational changes, but it hardly reflected on NEG-FIRE's functioning and field interventions. This was only possible through a dedicated and knowledgeable staff and partner organisations who understand the local dynamics and represent the community and are committed to bringing change in the lives of the children in particular and community, in general. At present, we are working with 31 partner organisations in 12 states.

Last year, ***NEG-FIRE reached out to 89,322 children within the age group of 0-14 by our intervention in 627 villages of 30 districts***. The enthusiastic faces of these children and parents are our persuaders. Most importantly, out of the 30 districts, 12 come under the Backward Regions Grant Fund (BRGF).

Currently, ***we are working with 49 most marginalised communities*** which is one of our major achievements. Also, we have been able to achieve programme quality and a robust MIS system, developed to promote ownership at different levels in the community.

The Edu-leaders are one of the most important achievements of NEG-FIRE as we have empowered young people from the community through training and other capacity building activities. Last year, ***40 Edu-leaders out of 320 in Andhra Pradesh were elected as PRI members***, which is amongst our major capacity building achievement.

We have successfully promoted interest in education by making it simple and interactive through four science labs in remote villages of Koraput district of Odisha, which has benefitted 864 children. Further, ***NEG-FIRE was successful in re-enrolling 1370 dropped-out children and is continuously monitoring their educational performance***.

Nonetheless, the year was not without its share of challenges. The political scenario coupled with natural calamities played major deterrents. Due to this, we had to close down a few programmes. Despite these challenges, we were able to achieve results as per the plan.

Taking forward the leadership of Marita Ishwaran, whose enormous contribution helped in the growth and development of NEG-FIRE from 2005-2014, NEG-FIRE will be focusing on some key areas which are highlighted further in the report. We will work towards enhancing the visibility of NEG-FIRE at all the intervention states and national level. We will also continuously focus on developing evidence based research database for engagement with the Government and other Stakeholders and formulate a defined strategy for fundraising and resource diversification.

The year 2014-15 is the completion year of NEG-FIRE's one decade of functioning. It is the time to review and incorporate the interesting experiences and learning of NEG-FIRE team, partners and participants in the last one decade to strengthen our work and policy intervention with regard to education of children of the most marginalised within the age group of 0-18 years.

With an increased re-enrolment of children, training programmes and with continuous efforts to make education interesting we have successfully instigated the children's desire to learn! In this journey, we understand the role of various stakeholders such as government, academia, civil society organisations and development organisations and look forward to the continuous support and guidance of MISEREOR and SDTT, Staff, Partners and their Staff who actually facilitate change, Communities and the Board Members. I thank you all for making it possible!

Continuously, NEG-FIRE will be working for reaching out to the most marginalised as our efforts will be directed towards building an egalitarian society!

Vengatesh Krishna

STRATEGY MAP

GOAL: Ensure children from the most marginalised access quality education in an environment that is just, fair and equal

Strategy

- Promote and strengthen NGO/CSO partnerships
- Promote community organizations (VEC, SMC, MS, SHG and PTAs) and community leadership (edu-leaders and volunteers) to ensure access to quality education and continued learning
- Facilitate government initiatives
- Impart quality education by working with teachers, AWWs, PRI and government departments

- Re-enrolment of out-of-school children and motivate them to continue education
- Promote supplementary education centres
- Continuous and comprehensive assessments
- Leadership and life-skill training for young adults

Approach

We work with

- Most marginalized communities and focus on girls (0-14 years)
  - ST – Primitive and nomadic
  - Notified/de-notified tribes (NT/DNT)
  - SC – Dalits and mahadalits
  - Minority – Muslims
- Young adults (15-18 years of age)

Operational Principles

- Make learning an interactive and creative process
- Promote inclusiveness in accessing quality education
- Empower communities to promote education and skill development

Geographical Focus

- Tribal regions
- BRGF districts
- State border areas
- Areas of conflict and crisis

Themes

- Interstate border and MLE
- Empowerment of musahar children
- Children in conflict areas
- Early childhood care and development
- Cultural expressions curriculum
- Mainstreaming child labour
- Edu-volunteer

Intervention

Monitoring and Evaluation

- Constant technical assistance visits and support to partners
- Robust web-based MIS system
- Review, evaluation and learning
- Focus on result-based monitoring and social equity auditing

Research and Documentation

- Promote research and collaborate with area experts and academia
- Support knowledge management and resource development
- Document program intervention processes and best practices
- Public dissemination of research, studies and interventions

Levels of Engagement

- **Community Level:** School, AWC, PRI, district authorities
- **State Level:** Facilitate and promote networks and initiate government partnerships
- **National Level:** Support networks and strengthen policy/academia discourse

THEME OF THE YEAR: ADDRESSING SOCIAL INCLUSION

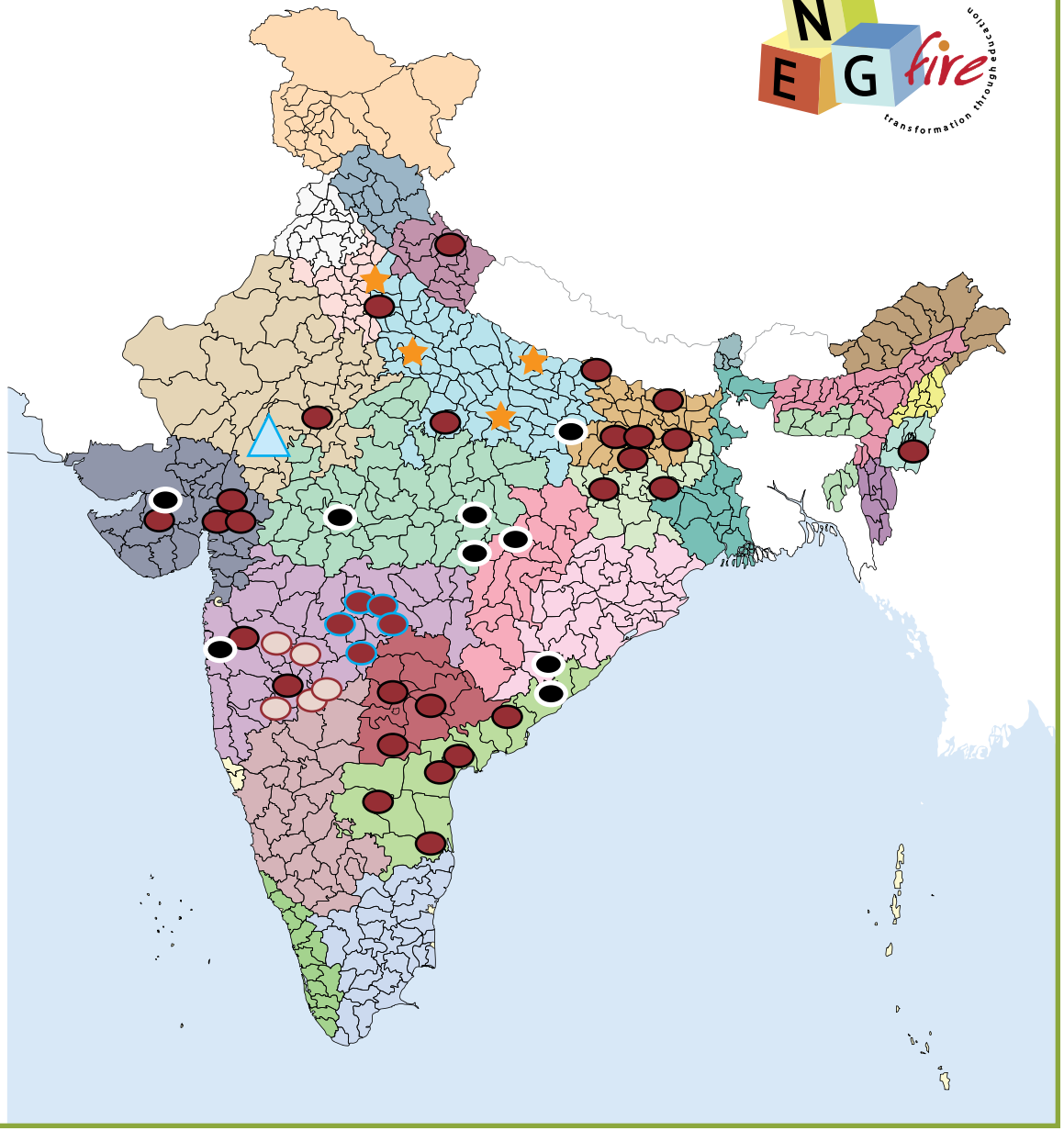
The inception objective of NEG-FIRE is to promote social inclusion in its programmes and activities to provide quality education to the children of the most marginalised communities. NEG-FIRE works with communities such as primitive tribes, Musahar i.e Maha dalit groups and Muslims in the remotest and poorest districts of India. Due to the locational specifications and concentration of the marginalised groups, they invariably experience various forms of exclusion, which includes deprivation of essential services required for their upward mobility. Realising the role of education in addressing the issue of social exclusion and discrimination, NEG-FIRE has focused on the educational improvement of the children from the communities in the intervention areas.

Approach of NEG-FIRE in ensuring social inclusion in its projects and interventions:

- **Use the existing legal and constitutional provisions that ensure social inclusion:** Effectively uses the provisions of the RTE Act 2009 to reach out to all the out of school children. It ensures their enrolment and progressive mainstreaming with the formal education from 3-14 years of age group.
- **Awareness creation and capacity building of the community:** Mobilise communities in general and create awareness on their rights and entitlements under various programmes and policies. Primarily focusing on effectively using RTI Act to know about the supply gap in the services in their respective areas, especially with regard to school education and ICDS centre.
- **Capacity building of the project staff:** Strengthen the capacity of the project staff with pedagogy training on language and mathematics so that they can provide the remedial support effectively.
- **Provide familiar and friendly classrooms:** First generation literates require additional support to get interested in the learning and progressive retainment from anganwadi to primary school and above.
  - Promotion of learning through arts and culture in the curriculum and teaching materials
  - Promotion and development of multi-lingual education material aiming at the tribal children.
  - Provide remedial support to children on a regular basis, so that they adapt to learning in a better way.
- **Constant engagement with government agencies:** Work very closely with teachers (school and AWC), DIET team, Educational Departments and PRIs at the District and State level.
- **Research and documentation of social inclusion related intervention:** NEG-FIRE promotes research on issues related to social inclusion and documents the interventions to provide evidences for activities with Government and other Stakeholders.

Coverage

As on 2013-14
26 projects supported
by MISEREOR and
8 projects supported
by SDTT in 12 states



TARGET COMMUNITIES BY STATES

States	ST	SC	OBC
Bihar	Santhal	Musahar	
Jharkhand	Santhal, Parahia, Oroan, Mundha, Chero		
Odisha	Gadaba, Paraja, londh	Dombo, Relli	Rana, Gaouro, Nukadora
AP	Kondedora, Kui, Paranga, Paraja, Nocadora, Dulia, Kotia, Bhakta, Kondh, Bagata	Balmiki, Kondu,	
MP	Gond, Baiga	Rathore, Dhoba	
Chhattisgarh	Baiga		
Rajasthan	Bhil, Meena, Regar, Meghwal, Meghwansi, Dholi, Bhat, Rebari, Banjara	Harijan, Jatav, Raiger, Bairwa, Mahawar, Kir, Jogi, Sapera, Sikligar, Maru-bhat	Gurjar
Gujarat	Bhil, Bhilala		
Delhi	Migrants		
Maharashtra	Korku Tribes		
UP		Muslims, Badhik, Nat, Musahar, Kewat, Nishad, Bawariya	Muslims

REFLECTIONS
2013-14

At NEG-FIRE we believe that every child has the right to quality education in an environment that is just, fair and equal. Our philosophy enshrines the following beliefs and principles:

- Every vulnerable and marginalised child has the capacity and potential to acquire knowledge and contribute to the society.
- Children come to school with a wealth of knowledge which can be built on.
- No two children learn in the same way, therefore it is essential to recognise each child's need and the way through which they can learn in their own pace and time.
- Provide children with space and opportunity for constructing their own knowledge and also, recognise that the process is as important as the outcome.
- Children also learn through their peers so collaborative activity is important.
- As the learning takes place in a socio-cultural environment, it becomes important to utilise the child's environment to develop skills of literacy and numeracy.
- Parents and community appropriate involvement is important in schools.
- School and community relationship is reciprocal.

Based on the above philosophy, NEG-FIRE works in seven thematic areas, reiterating the need for quality education to the most marginalised. In the following pages, we provide you the Reflections 2013-14 for each thematic area, showcasing how many villages, children, schools, AWC's NEG-FIRE has reached out to.

Empowerment of Musahar Community

Musahars, a scheduled caste found in the states of Bihar and Uttar Pradesh, are one of the most marginalised groups in India and have suffered discrimination for ages. Their overall literacy rate is merely three per cent. NEG-FIRE has been engaging with the Musahar community for over six years now, in the region of Madhubani, Bihar through partners. The basic aim is to create an irreversible and self-sustaining momentum for education and upward socio-economic mobility by empowering children from the Musahar community through education.

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
REAP	30	178	31	62*	3675	Rohtas	29	Bihar	43.00	Dec'12 – Mar'15
Prabhat	27	119	31	62*	8163	Madhubani	21		39.28	Dec'12 – Mar'15
IZAD	10	22	–	–	966	Patna	10		18.47	Apr'13 – Jun'14
READ	23	106	13	20*	2817	W. Champaran	24		36.77	Apr'12 – May'14
Total	**90**	**425**	**75**	**144**	**15621**		**84**		**137.52**	

*Anganwadi worker + helper

Elimination of Child Labour

This programme was conceptualised by NEG-FIRE to eliminate child labour through the medium of education.

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
CDJ	22	97	22	22	12807	Jhabua	22	MP	45.39	July'11 – June'14
Total	**22**	**97**	**22**	**22**	**12807**		**22**		**45.39**	

Inter-State Border Area Programme

In 2007, NEG-FIRE conducted a study to identify the issues and status of children in border areas. The study highlighted 10 border areas where children are at high risk. The incongruence between the medium of instruction and the mother tongue of the tribal community is a major deterrent in the education of children. The Interstate Border Area Programme is designed to address the language and other interstate issues of children located at interstate border area. Currently, NEG-FIRE is working on four interstate locations covering eight states and 210 villages.

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
PSES	14	59	9	18*	1977	Katihaar	22	Bihar	35.72	Dec'12 – Mar'15
Abhiyan	16	49	14	28*	1964	Sahibganj	20	Jharkhand	32.43	Dec'12 – Mar'15
Sova	35	74	29	29	2460	Koraput	40	Odisha	54.06	Jul'11 – June'14
SJVS	25	51	17	–	3634	Banswada	16	Rajasthan	22.49	Dec'10 – May'13
Nature	40	65	40	40	3264	Vishakhapatnan	60	AP	57.81	Jul' 11 – June'14
Samarpan							21	MP	47.76	Jan'14 – Dec'16
JDSSS							21	MP	48.25	Jan'14 – Dec'16
RDSWS	Baseline under process						10	Chhattisgarh	35.56	Mar'14 – Feb'17
Total	**130**	**298**	**109**	**115**	**13,299**		**210**		**334.08**	

*Anganwadi worker + helper

Case Study: Model School

An example of complete transformation was achieved in a school in Kandharpur village situated near Islamnagar, Badaun. This village comes under the catchment area of our NGO partner Kashi Samaj Shiksha Vikas Sansthan Shiksha Evam Mahila Jan Kalyan Samiti, Badaun. Earlier the school was in a deteriorating condition with garbage and water accumulated around the school premises. Also, the school had no boundary walls, garden or any functional toilets. But in July, when Ms. Kanchan Agrawal joined the school as a Head Teacher, she came in contact with ECM and other members of the Anuj Shiksha Ewam Mahila Jan Kalyan Samiti Sansthan. The NGO head then discussed the current situation of the school and ensured support for its improvement. With mutual understanding and support from the school staff, NGO staff and the community members of the school, today the school including its premises and sanitary conditions has improved. Further, teachers have started coming regularly and on time and most importantly, the learning levels of the children has also increased.

Children in Conflict

Conflict and crisis has been one of the focus areas of NEG-FIRE's support for action and research. The need to address the trauma that children undergo and the low education levels in areas of conflict is recognised. NEG-FIRE has also extended support towards children and communities affected by communal violence, by providing psycho-social counselling to children, while experimenting with the emotional resilience curriculum in Gujarat. NEG-FIRE now plans to scale up this experiment to build emotional resilience of children for countering marginalisation in other locations.

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
VS	27	68	16	32*	7867	Latehaar	22	Jharkhand	44.28	Mar'14 – Mar'17
SFDC	18	41	26	26	1814	Gajpati	47	Odisha	43.04	Apr'13 – Mar'15
Total	**45**	**109**	**42**	**58**	**9681**		**69**		**87.32**	

*Anganwadi worker + helper

Early Childhood Care and Development Programme (ECCD)

The early period of a child's life (0-6 years) is critical and sensitive as it influences the future physical, intellectual and emotional development of the child. Therefore, children require high quality personal care and learning support during these early years. In keeping with its mandate of working with the most marginalised communities, NEG-FIRE places particular focus on children in the 0-6 year age group who belong to such marginalised communities. This is done through its Early Childhood Care and Development Programme (ECCD), which is a key for all its thematic areas.

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
MC	NA	NA	35	35	3000	Delhi	7 Wards	Delhi	37.53	Apr'13 – Mar'15
RDSS	24	23	15	15	2667	Raisen	20	MP	38.94	Jul'11 – Jun'14
SEII	NA	NA	27	27	594	Melghat	27	Maharashtra	36.42	Jan'11 – Jun'13
Total	**24**	**23**	**77**	**77**	**6261**		**54**		**112.89**	

Community Watch

ECCD Community Watch (CW) is a project where community members learn about their entitlements, monitor its delivery and hold relevant agencies responsible for efficiently providing the rightful entitlements for their children. They collect data on a monthly basis from the AWC, which is then uploaded into a web-based MIS, visible to all in the public domain. This provides an opportunity to policymakers and concerned government agencies to understand the implementation gaps towards ensuring the rights of citizens. The information collected is transparent, being a first-hand account of community members whose children benefit from Integrated Child Development Services (ICDS).

Arts and Aesthetics

NEG-FIRE experiments with the idea of arts and aesthetics for language learning and holistic education in schools. The idea draws from the National Curriculum Framework. This integrates various art forms with the curriculum, local art and craft, music and dance as pedagogy for language learning and other subjects, to make education more meaningful and creative and a vital step in retaining children in schools. The major component of the programme includes:

- Khel se Mel– Khel se Mel is an initiative to incorporate play as a medium of learning in school and outside.
- Kala ke Sang– This programme was initiated with the aim of developing the creative potential of children and exploring the possibilities of integrating art in the school routine.

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
AM	12	15	8	16*	1006	Vaizag	24	AP	30.17	Apr'12 – Sep'14
Samantar	14	83	20	40*	2363	Gangapur	15	Rajasthan	34.70	Dec'12 – Mar'15
Magic Bus	60	35	–	–	3186	Chandrapur	60	Maharashtra	30.62	Apr'12 – Dec'13
Total	**86**	**133**	**28**	**56**	**6555**		**99**		**95.49**	

*Anganwadi worker + helper

Edu-leadership Programme

This programme is an endeavour to create a cadre of local grassroots potential leaders to work in the field of education. These leaders or Edu-leaders will be the pivot of changing the education scenario in villages in the backward rural areas. It has been successfully implemented in four districts of Uttar Pradesh by NEG-FIRE and has been taken to other states by partner organisations.

50% Edu-leaders are women. They support education department to monitor ***"Sakshar Bharat Mission"*** (Andhra Pradesh)

Partners	Coverage								Funding Amount (in lakh)	Programme Period
	School	Teacher	AWC	AWW	Children	District	Village	State		
ASAMKS	13	34	20	33	3766	Budaun	12	UP	265.55	Apr'13 – Mar'16
Astitwa	8	24	15	30	1414	Muzaffarnagar	9			
KSSVS	12	43	17	17	2949	Budaun	12			
ROSAS	11	23	16	29	2181	Mahrajganj	9			
SMSSA	11	55	31	30	3160	Azamgarh	10			
SVANVKS	11	42	28	54	3588	Azamgarh	24			
SSK	18	78	21	30	2304	Muzaffarnagar	18			
SSS	9	29	22	22	2507	Mahrajganj	9			
Suchetna	42	113	40	73	3229	Pilibhit	25	UP	32.75	Apr'13 – Mar'15
Total	**135**	**441**	**210**	**318**	**25,098**		**128**		**298.3**	

In Jhabua, developed five model anganwadis through networking with government departments. 90% Anganwadi function regularly and 84% open on time.

Classroom appearance and teacher learning under ECCE of 26 Anganwadis in Ganajam district of Odisha improved drastically through trainings.

Developed child friendly TLM on math pedagogy, art and play material.

Developed bilingual materials for pre-school children in Bihar.

Cultural Expressions Curriculum

NEG-FIRE's Cultural Expressions Curriculum (CEC) project is an effort towards creating a holistic educational environment for Grade III, IV and V students of the marginalised Savara and Jatapo tribes of Vizianagaram District in Andhra Pradesh. These tribes belong to the Primitive Tribal Group (PTG) where the literacy rate is 34.50% (Savara) and 38.90% (Jatapo) as per the 2001 census. SSA and the Integrated Tribal Development Agency (ITDA) in Andhra Pradesh were the collaborators of the project. But after the bifurcation of the Andhra Pradesh state in January 2014, the department has decided to close schools from 3rd standard onwards and the children have been shifted to Ashram schools. So, the project had to wind up for the time being.

Case Study: Voluntary work by SMC initiated through mobilisation by Edu-leaders

Due to the poor condition of a School building in Mohagaon Village, which was shared by both, Sarasdoli Panchayat Primary School and Anganwadi, the BEO ordered to stop classes, resulting in children being forced to sit in the open to study. Looking at the situation, the Edu-leaders called a meeting of SMC, Community Members and Teachers to discuss about the condition of the school building, while seeking the co-operation of the teachers for its repair. During this meeting

Mr. Ghanshyam Dhurve, In-charge of the school informed that Rs. 5000 was allotted for its repair, which was later given to the SMC, who offered voluntary labour for the school's repair. The timely involvement and mobilisation of Edu-leaders motivated the SMC members to offer voluntary work for a safe learning environment for the children.

RESEARCH AND DOCUMENTATION

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

1. **Mapping the Educational Status of the Muslim NT-DNT Community in Maharashtra:** The study was carried out by Razia Patel, Indian Institute of Education in Pune, Jalgon Nagar, Aurangabad districts of Maharashtra. The study was intended to collect data on the existence of the caste system among the NT/DNT Muslims. It identified the educational problems of NT/DNT Muslims and suggested actions for mainstreaming them.

2. **Dynamics of Schooling and Social Exclusion: A Case Study of Muslims in the Walled City of Delhi:** The study by Azra Razzack, Dr. K.R. Narayanan Centre for Dalit and Minorities Studies, Jamia Millia Islamia and Knowledge Awareness Research and Management (KARAM) highlights problems that Muslim children living in the walled city in Delhi face. Household work, noise and lack of study space have emerged as three most important factors, which Muslim children mentioned as disturbing their studies. It also explores and maps existing schools and their quality in terms of facilities offered.

3. **A Study on the Education Status of Musahar Children in Bihar:** Qualitative in nature and widely appreciated, the study by Annie Namala and Team explores the in-depth experiences of Musahar children, mothers, youth and activists to understand their opportunities and barriers in accessing their right to education. It also identifies different sub-groups within the Musahar communities, including gender differentials and develops differentiated understanding on their current access to education under RTE in Bihar.

4. **Taking forward the Rural Curriculum Design – Our Land Our Life:** NEG-FIRE supported research on developing a rural curriculum design by Nyla Coelho, Cerena Foundation that has received national and international attention. In the second phase, the research was field tested in Sevagram School in Wardha in Maharashtra.

5. **Mapping the Educational Status of Three of the Most Vulnerable Occupational NT-DNT Groups in Maharashtra:** Chandrakant Puri, Rajiv Gandhi Centre for Contemporary Studies, Mumbai University and The St. Xavier's College Society, Mumbai is carrying out this study. It covers nomadic mendicants and entertainer communities in Maharashtra and expects that the findings will help in strengthening the policy discourse on education of NT/ DNT children and also, design implementation programmes.

6. **Dalit Children's Literature:** By Swadhikar, Maharashtra, this exercise broadly involves collecting stories and poems about Dalit history, struggles and reform activities of the community, art and culture captured in fables and songs. Upon completion, two books (one on poems and the other on stories) on Dalit and the nomadic community will be brought out for documentation and engagement with the Government and other Stakeholders. This work is nearing completion.

7. **Bilingual Books for Children:** The need for developing multilingual material emerged from the interstate programme where focus was to bridge gap between medium of instruction and mother tongue so that children can interact and participate in the class more effectively. It is crucial to provide mother tongue based multilingual education (MLE) in early years as it has impact on children' s retention, their relationship with teachers and peers, and above all effects on children's classroom performance. This aims to make smooth transition in education from mother tongue in AWC to class III to school language. The process of developing material is inclusive and participatory where children, teachers, AWWs and community members are actively involved in the collection of text which includes songs, stories, riddles and play songs in tribal languages and convert it into illustration with the help of illustrators from the communities. The developed material will be disseminated at large scale and teachers will be trained on MLE and its utilisation in the classroom.

ENGAGEMENT WITH GOVERNMENT AND OTHER STAKEHOLDERS

1. Representation in government committees:
   - NEG-FIRE is a member of National Multilingual Education Resource Consortium (NMRC), JNU, New Delhi. It is a resource cum research facility to provide the required institutional level support and initiative for promotion of Multilingual Education (MLE) particularly for tribal children.
   - NEG-FIRE master trainers are selected as trainers for SMC's by Education Department at block and district levels in various places.
   - NEG-FIRE partner is a member of the committee constituted by District SSA to develop material in Santhali language in Jharkhand.
2. Initiated RTE forum in MP and brought key organisations at one platform, which is a difficult task.
3. Teacher forum was formed covering all 14 schools in Rajasthan, in which 45 teachers are members and 18 teachers are the executive members of the forum.
4. Acceptance of NEG-FIRE learning materials
   - Bilingual material developed in collaboration with DIET, SSA, ICDS, Tribal department and with community in four languages (Kui, Adivasi oriya, kondedora, baghata) is being utilised in 26 schools in AP.
   - SSA has accepted the word book and pictorial card, which is being used in all schools of Potangi Block in Koraput, Odisha.

Case Study: An active SMC member

Ms. Reshamwati, an active SMC member from Rasoolpur Bilahari, district Badaun, participated in trainings at village level, organised by Kashi Samaj. She was motivated to take her role as an SMC member seriously; therefore she supports SMC president in regularisation of SMC meetings. She started visiting schools with other SMC members to monitor them and support teachers as well. During one such visit to a school, she observed low attendance and raised the issue during an SMC meeting. In the meeting SMC members decided that 2 members from each locality will identify children, who are not coming to school. They took efforts to bring the children to school. This has resulted in an improvement in attendance at school.

EVALUATION STUDIES

NEG-FIRE constantly monitors the projects. Besides, NEG-FIRE also conducts evaluation of the projects that have either been completed or are near completion. Such evaluations are primarily conducted by external consultants and subject experts. Following a five-fold criterion of ***relevance, efficiency, effectiveness, impact and sustainability***, the main objective of the evaluation studies is to understand:

- the changes brought in by a project,
- the challenges that emerged during its implementation, and
- accordingly, assess the future course of action.

Given below is a consolidated review of the evaluation reports of 28 NEG-FIRE projects, since 2007, broadly classified under 7 programme themes, namely, Interstate Border Area Programme, Empowerment of Musahar Community, Elimination of Child Labour, Early Childhood Care and Development, Edu-Leadership Programme, Children in Conflict and Cultural Expressions Curriculum, in terms of key strategies, implementation and challenges.

Themes	Interstate Border Area Programme	Empowerment of Musahar Community	Elimination of Child Labour	ECCE	Edu-Leadership Programme	Children in Conflict	Cultural Expressions Curriculum
No. of projects	6	3	7	3	5	3	1
Strategy	a) Develop/ provide multi-lingual material across project areas b) Train local leaders who will make the community aware of RTE c) Identify and ensure education of migrant children.	a) Establish community education centres to provide educational support for drop-out Musahar children b) Awareness generation and promotion of RTE among various stakeholders c) Employ community educational leaders and social mobilisers d) Provide remedial/ supplementary education to school going children.	a) Training and employing social mobilisers b) Community mobilisation and developing community based support system c) Establish short-term learning centres to provide remedial/ supplementary education to child labourers d) Activate/ strengthen AWCs.	a) Production and supply of ECE kits b) AWW training and information collection of AWCs and AWWs c) Formation and training of Block Level Resource Teams (BRTs).	a) Develop a cadre of voluntary Edu-Leaders in each village b) Capacity building of Edu-Leaders c) Employ paid Animators to support Edu-Leaders in their work at school and community levels d) Use sport as a medium for entry into education.	a) Form mother groups and create awareness around ECE Centres b) Build capacities of the Community Leaders on issues related to peace building, child rights, education, etc. c) Capacity building of AWW and monitoring of children's progress to ensure the quality of services of ECE centres d) Provide boarding support and psycho-social care to riot affected children.	a) Integration of local art forms in schools, particularly in teaching and learning processes b) Creation of a strong community-school nexus to make child education more meaningful and contextual c) Celebration of local culture to promote respect and dignity.

Contd...

Themes	Interstate Border Area Programme	Empowerment of Musahar Community	Elimination of Child Labour	ECCE	Edu-Leadership Programme	Children in Conflict	Cultural Expressions Curriculum
Implementation of the strategy	Strategies were effective as there is increased awareness among communities on educational entitlements. Bal Vikas Kendra's (BVK) are established and functional. Identification and ensuring education of migrant children is so far limited to children migrating with families alone. Project activities on engaging women are also not happening despite the fact that empowering women and eradication of gender bias in education are amongst the key strategies.	It has been well received by the community. Community Education Leaders trained in local CECs is very effective and increases the chances of long-term viability. Awareness generation increases community knowledge on RTE. Provision of remedial and/ supplementary education to school going children is an effective strategy, with high attendance rates and engagement with children.	Social mobilisers were generally knowledgeable about the education system and the opportunity for changes. Community mobilisation and development of community based support systems have been successful and participatory. Significant improvements relating to the functioning of AWCs in the project villages, though attendance at learning centres was not as high as expected.	ECE kit was duly produced and supplied by Centre for Learning Resources (CLR). AWWs trained to utilise low cost play materials and age appropriate play and language development materials. Capabilities and commitment of AWWs in conducting ECE programme in AWCs was improved. BRTs understanding on ECE have improved and they mentor AWWs through demonstration and discussion.	Edu-Leaders were highly effective and capacity building of Edu-leaders and SMCs were successful. Increased understanding of RTE, workshop on sports, games, art and exposure visits helped to develop passion to improve things. SMC have been formed and are functioning well.	Most of the AWC function very well with good effect on children's development, enrolment and continuation of further education. Teachers are trained and motivated. Also promoted child-centred activity based learning using low cost TLMs. Programme is successful as it has increased the awareness of community members about the importance of ECE. Children were also comfortable in living in hostels and found counselling helpful and supportive.	Children engaged in CEC activities such as celebrating and incorporating local culture through song and dance. Appreciation of local culture enhances the enthusiasm of parents, though the strategy to create a strong community-school model to make education for the child more meaningful and contextual has not been very successful.

Contd...

Themes	Interstate Border Area Programme	Empowerment of Musahar Community	Elimination of Child Labour	ECCE	Edu-Leadership Programme	Children in Conflict	Cultural Expressions Curriculum
Challenges	Huge variations in language and dialects across relatively small surface areas, multilingual material cannot be universally used in the interstate areas. Project strategies and associated activities in certain projects are too ambitious due to time lines, human resources and inexperienced and untrained implementation staff. Timings and location of trainings and capacity building activities need reconsideration as it motivates communities which ensures success of the programme.	No coordination or meaningful interaction between schools and CECs. Engagement with staff, teachers, PRI members and community representatives on rights of children under RTE is rather limited, thus undermining capacity development efforts. Engagement with all mothers, with or without SHG membership, must also happen if CECs are to be universally accessible.	Ability of social mobilisers for autonomous action and to provide leadership in the villages was limited. More attention must be paid to attendance at learning centres besides enrolment. No data available on children who are out of school due to household chores. Time span of the project is too short to see absolute elimination of child labour.	Frequent visits of BRTs didn't take place due to the remoteness of the project areas. AWCs are situated in very remote places in the forest.	Projects covered a large geographical area that requires a lot of travel for supervisory and mentoring staff. Limited level of capacity building of teachers due to the unavailability of resource persons for specific subject training. Project responsibility largely rests with paid Animators than with Edu-Leaders, which affects the long-term sustainability. Practice of sports sessions being made available only to NT/ DNT children needs to be reconsidered. Also regular/ systematic analysis is required to establish children's achievement and progress.	Mother's groups are yet to be fully empowered to take the process forward. This is due to cultural factors that constrain women's decision making abilities. Sustainability of AWC is also a concern, as the mobilisation of community leaders is a big challenge. Since there is no baseline on children's psycho-social wellbeing prior to counselling, it is difficult to identify changes.	CEC activities are taking place in isolation in majority of the schools. Teachers and key stakeholders do not fully understand the CEC concept either. Ready-made lesson plans need to be made available. More engagement, cooperation and coordination must also happen among the community and schools.

CAPACITY BUILDING OF STAFF & PARTNERS

Capacity Building of Partners

Building capacities of partners is one of the primary focus of NEG-FIRE. Our past engagement with the partners proved that there is a pressing need to enhance the understanding and perspective of partners on pedagogy. Therefore, to transact the curriculum in a child centric manner with clear perspective building and practical knowledge development of language and math teaching and learning, NEG-FIRE organised pedagogy training for partners. The training was aimed to develop a pool of resource persons on math, language teaching and learning.

Two well-known experienced and credible organisations, Navnirmiti for maths and Muktangan for language, facilitated the process. They trained 30 project staff of 22 partner organisations on innovative methods of teaching complex mathematic topics in a very simple manner. It was done through lots of material to make abstract mathematical concept into concrete ones. On the other hand, ECCD pedagogy covered the management of actual classroom scenario and different methods of teaching. Four partners from Rajasthan, AP, Odisha and Bihar collectively conducted training for their project staff and AWWs. But it is felt that more intensive training on the subject and themes are required to get the anticipated results.

The project staff were divided into two groups, formed based on regional representation and their interest on the issue. A group compromising 14 people went through math pedagogy training.

Through 48 programmes,

***879 Mata Samiti members** were trained on child care and school preparedness.*

***555 SMC members** received 15 training on roles and responsibilities under RTE.*

***216 AWW** received training on school preparedness.*

***661 Edu-volunteers** were identified and trained on RTE and school preparedness*

FOCUS FOR THE NEXT 3 YEARS...
WAY FORWARD

Focus for the next 3 years

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

- Ensuring sustainability of the intervention by enhancing the capacity of the community participation through MCs and SMCs so that they will be able to raise and intervene in the school and AWC whenever required.
- Reaching out and bringing changes in the life of most marginalised children through reducing the number of out of school children in the intervention areas and ensuring quality education with supplementary educational support, while using art and sports as medium to enhance the interest of the child.
- Mapping out of the most vulnerable communities and their educational issues such as Musahar, NT/DNT, Tribals, Muslims, child labours and other marginalised communities in 12 states for further intervention. Focus will be on girl child.
- Capacity building of various stakeholders – partners, teachers, AWW, PRI members, and community members – parents and youth, on social inclusion, RTI, RTE, ICDS, vocational skills and life skills, etc.
- Strengthen the capacity of NEG-FIRE on multi-lingual and math education through trainings and promotion of the same in all the required areas.
- Enhance the visibility of NEG-FIRE at all the intervention states and at national level through effectively showcasing and disseminating our work, taking leadership in network engagement and strengthening debates through research studies.

By 2017 NEG-FIRE will reach out to

- At least 80% children of 0-5 years and 6-14 years (with a focus on most marginalised and girl child) receive their entitlements under ICDS and RTE in all the intervention areas.
- At least 80% children of 6-14 years will attend school with supplementary support to move ahead in learning.
- At least 2000 adolescents (15-18 year age group with a focus on girls) acquire life, soft and vocational skills.
- All the intervention villages have functioning MCs and SMCs.
- Develop the capacity of at least one NGO per state as a resource centre:
  - To engage with the Government and other Stakeholders
  - To provide and manage technical support requirements of other partners to ensure quality education for the children from marginalised communities
  - As a model NGO in terms of governance, intervention, innovations, sustainability and good MIS system, etc.
- Strengthen the cadre of edu-leaders (youth, women, children, and government teachers from marginalised communities across 12 states) by integrating life-skills and career guidance support.
- The issues and demand for provision of space for inclusion of children's educational and socio emotional needs in the National Resettlement and Rehabilitation Bill/Act is considered by the Government.
- Web based MIS systems will be in place across 12 operational states for tracking progress on ECCE and RTE, helping in improved practices.

FINANCIAL REPORTS

Vishal R. Gupta & Co.
Chartered Accountants

AUDIT REPORT

We have audited the attached Balance Sheet of New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) as at 31st March 2014 and also the Income and Expenditure Account for the year ended on that date, annexed thereto. These financial statements are the responsibility of the Management of the Society. Our responsibility is to express an opinion on these financial statements based on our audit.

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

We report that

a. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
b. In our opinion proper books of account as required by law have been kept by the organization so far as appears from our examination of the books.
c. The Balance Sheet and the Income and Expenditure dealt with by this report are in agreement with the books of account.
d. In our opinion and to the best of our information and according to the explanations given to us, the said accounts, read together with notes thereon give a true and fair view in conformity with the accounting principles generally accepted in India:
i) In the case of the Balance Sheet, of the state of affairs of the Society as at 31st March 2014;
ii) In the case of the Income and Expenditure account, of the surplus for the year ended on that date.

For Vishal R Gupta & Co
Chartered Accountants

Vishal Gupta
Chartered Accountant

Place: New Delhi
Date: 02/07/2014

C/o Dr. R.P. GUPTA, KATRA BAZAR, SHIKOHPURA, DISTT. – FARIDABAD (U.P.)
PHONE: 01676-234422 MOBILE: +91 9811252645 Email: vishalrgupta@rediffmail.com

New Education Group - Foundation For Innovation and Research in Education

Balance Sheet as at 31st March 2014

Particulars	Schedule No.	FCRA	Local	Total As at 31/03/2014 (Rs.)	As at 31/03/2013 (Rs.)
SOURCES OF FUNDS					
Reserves & Funds	1	18,74,450	2,44,203	21,18,653	19,83,109
Program Balances	2	147,44,785	22,94,312	170,39,097	173,37,703
Total		**166,19,235**	**25,38,515**	**191,57,750**	**193,20,811**
APPLICATION OF FUNDS					
Fixed Assets					
Gross Block	3	49,10,228	5,82,207	54,92,433	48,49,082
Less: Depreciation		30,35,778	3,78,669	34,14,446	28,74,973
Net Block		18,74,450	2,03,538	20,77,987	19,74,109
Investments (FD)			17,50,000	17,50,000	-
Current Assets & Advances					
Cash & Bank Balances	4	113,50,553	4,31,676	118,22,229	90,12,786
Advances	5	35,69,644	2,54,007	38,43,651	92,16,574
		149,80,197	6,85,683	156,65,880	182,29,360
Less: Current Liabilities & Provisions	6	2,35,412	1,00,706	3,36,118	8,82,657
Net Current Assets		147,44,785	5,84,977	153,29,762	173,46,703
Total		**166,19,235**	**25,38,515**	**191,57,750**	**193,20,811**
Significant Accounting Policies & Notes to Accounts	10				

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

For & on Behalf of Management

Vengatesh Krishna Sundaram
Executive Director

S P Selvi
Treasurer

Place: New Delhi
Date: 02/07/2014

As per our report of even date annexed

For Vishal R Gupta & Co.
Chartered Accountants

Vishal Gupta
(Proprietor)
M. No.- 502686

New Education Group - Foundation For Innovation and Research in Education

Income and Expenditure Account for the Year Ended 31st March 2014

Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2014 (Rs.)	For the Year Ended 31/03/2013 (Rs.)
INCOME					
Programme Fund Allocated		605,19,150	87,32,911	692,52,061	577,83,372
Total		**605,19,150**	**87,32,911**	**692,52,061**	**577,83,372**
EXPENDITURE					
Continuation of the Nalanda Education Programme in India	7	563,61,227	-	563,61,227	498,90,116
Project Expenses- SDTT	8		81,04,664	81,04,664	38,00,444
Administration Expenses	9	36,62,494	5,84,194	42,46,688	37,79,897
Depreciation	3	4,95,429	44,053	5,39,472	3,12,920
Total					
Total		**605,19,150**	**87,32,911**	**692,52,061**	**577,83,372**
Significant Accounting Policies & Notes to Accounts	10				

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

For & on Behalf of Management

Vengatesh Krishna Sundaram
Executive Director

S P Selvi
Treasurer

Place: New Delhi
Date: 02/07/2014

As per our report of even date annexed

For Vishal R Gupta & Co.
Chartered Accountants

Vishal Gupta
(Proprietor)
M. No.- 502686

LIST OF GOVERNING BOARD & GENERAL BODY MEMBERS 2013-2014

Governing Board Members

1. Dr. Cherian Joseph, Chairperson, Individual Member
2. Dr. Ranjana Srivastava, Vice-Chairperson, Individual Member
3. Ms. S.P. Selvi, Treasurer, Individual Member
4. Most Rev. Dr. Francis Kallarakal
   Archbishop of Verapoly, CBCI Representative, Institutional Member
5. Bro. Placid Henriques, CRI Representative, Institutional Member
6. Dr. Rudolf C. Heredia, Individual Member
7. Dr. Prakash Louis, Patna Jesuit Educational Society (PJES) Representative, Institutional Member
8. Ms. Marita Ishwaran, Ex-officio Secretary & Executive Director (up to January 2014)
9. Mr. Vengatesh Krishna, Ex-officio Secretary & Executive Director (from January 2014)
10. Mr. Martin Macwan, Chairperson, Individual Member (up to July 2013)
11. Most Rev. Joseph Augustine Charanakunnel, Archbishop of Raipur (Retd.) CBCI Representative, Institutional Member, (up to June 2013)
12. Fr. John Ariapilly, CRI Representative,Institutional Member (up to July 2013)
13. Sr. Karuna Maniyattu, CRI Representative, Institutional Member (up to August 2013)

General Body Members

1. Most Rev. Dr. Joshua Mar Ignathios
   Bishop of Mavelikara, CBCI representative, Institutional Member
2. Dr. I. Devasahayam, Individual Member
3. Mr. Lourdes Peter Baptista, Individual Member
4. Dr. Charles Irudayam, Individual Member
5. Dr. S.M. Haider Rizvi, Individual Member
6. Dr. Asha Singh, Individual Member
7. Dr. Joseph Bara, Individual Member
8. Sr. Sudha Varghese, Individual Member
9. Prof. K. Sujatha, Individual Member
10. Ms. Meenu Venkateswaran, Individual Member
11. Ms. Meenu Chawla, Individual Member
12. Mr. Dayaram, Individual Member (up to July 2013)
13. Mr. John Samuel, Individual Member (up to July 2013)
14. Prof. S. Japhet, Individual Member (up to July 2013)

LIST OF PARTNERS

Empowerment of Musahar Children

1. **Patna Jesuit Society**
   Person In-Charge: Father Jose Vadassery, S.J.
   St. Xavier's, West Gandhi Maidan, Patna, Bihar-800 001
2. **IZAD**
   Person In-Charge: Akhtari Begam
   T.C.I Complex, Janak Kishore Road,
   Kadamkuan, Patna, Bihar-800 003
3. **READ**
   Person In-Charge: Father Siji Varghese, S.J.
   The Charitable Association for Rural Education and Development (READ) C/o K.R. High School, Bettiah, Bihar-845 438

Interstate Border Area Programme

1. **Purnea Social and Educational Society**
   Person In-Charge: Father Francis Tirkey
   Social Service Centre, St. Peter's Cathedral, Purnea, Bihar-854 301
2. **Abhiyan**
   Person In-charge: Chandrabhushan
   Habibpur, Pipe Road, New Main Drain, At/P.O.-Sahibganj
   District-Sahibganj, Jharkhand
3. **Sova (South Orissa Voluntary Action)**
   Person In-Charge: Sanjit Patnaik
   Rangabalikumbha Road, P.O. Box No.-25, P.O./ District-Koraput
   Odisha-764 020
4. **NATURE**
   Person In-Charge: S. Balaraju
   D. NO. 38-37-38/2, Bhaskar Gardens, Marripalem
   Visakhapatnam, Andhra Pradesh-530 018
5. **Samarpan Mahila Vikas Kendra**
   Person In-Charge: Preeti Patel
   Near Mountfort School, Rajiv Colony, Mandla District
   Madhya Pradesh
6. **JDSSS (Jabalpur Diocessan Social Service Society)**
   Person In-Charge: Father George T.
   Sneh Sadan Campus, 599, South Civil Lines
   Jabalpur, Madhya Pradesh-482 001

7. **RDSWS (Raipur Diocesan Social Welfare Society)**
   Person In-Charge: Father Joseph Raj
   Seva Sadan, Tatibandh, District-Raipur, Chhattisgarh-492 099
8. **Sampoorna Jivan Vikas Samiti**
   Person In-Charge: Father Marcus Garacia
   Paul's School Campus, Thikaria, Banswara, Rajasthan-327 001

Children in Conflict

1. **Vedic Society (Voluntary Education Development and Integrated Cultural Society)**
   Person In-Charge: Chandrashekhar Singh
   Mako P.O. & District-Latehar, Jharkhand-829 206
2. **Solidarity For Developing Communities (SFDC)**
   Person In-Charge: Bijayananda Singh
   Hillpatna, Bada Sahi, Berhampur, Odisha-760 005

Early Childhood and Development Programme (ECCD)

1. **Mobile Crèches**
   Person In-Charge: Mridula Bajaj
   DIZ Area, Raja Bazaar, Sector IV, Near Gole Market
   New Delhi-110 001
2. **Rural Development Service Society (RDSS)**
   Person In-Charge: Father John
   Pushpa Social Centre, Silwani, Raisen District
   Madhya Pradesh-464 886
3. **The Society For Educational Improvement and Innovation**
   Person In-Charge: Chittaranjan Kaur,
   8 Deccan College Road, Yerawada, Pune, Maharashtra-411 006

Arts and Aesthetics

1. **Adivasi Mitra**
   Person In-Charge: K. Manmadharao
   Adivasi Mitra Welfare Society, ITDA Quarter, C-24, Paderu
   Visakhapatnam, Andhra Pradesh
2. **Samantar Sansthan**
   Person In-Charge: Rajaram Bhadu,
   71/17, Shyopur Road, Pratap Nagar, Jaipur, Rajasthan-302 033
3. **Magic Bus India Foundation**
   Person In-Charge: Devdutta Deshpande
   Todi Estate, Room No. 5, A Wing 2nd Floor,
   Sun Mills Compound, Lower Parel(W), Maharashtra

Elimination of Child Labour

1. **Catholic Diocese of Jhabua**
   Person In-Charge: Father Thomas
   Bishop's House, Meghnagar, District-Jhabua,
   Madhya Pradesh-457 777

Edu-Leadership Programme

1. **Anuj Shiksha Awam Mahila Kalyan Samiti**
   Person In-Charge: Suraj Singh
   Village-Mankula, P.O.-Bilari, Moradabad, UP
2. **Astitwa Samajik Sangthan**
   Person In-Charge: Rehana Adib
   Mohalla Jaataan, Kasba Purkaji, District-Muzaffarnagar, UP
3. **Kashi Samaj Siksha Vikas Sansthan**
   Person In-Charge: Meena Singh
   A-42, Awas Vikash, Badaun, UP

4. **ROSA Sansthan**
   Person In-Charge: Mustaque Ahmad
   Village-Kakrmatta, Near Adersh Bal Vidyalya
   P.O.- DLW, District-Varanasi, UP
5. **Saket Mahila Smajothan Shilp Awam**
   Person In-Charge: Amarnath Sharma
   Village-Bharthahi, P.O.-Samenda, District-Azamgarh, UP
6. **Sharmik Varg Awam Nirbal Varg Vikas Sansthan**
   Person In-Charge: Indradev Rai
   Patwadh kautuk Bilariyaganj, Azamgarh, UP
7. **Shramik Sewa Kendra**
   Person In-Charge: P.S. Malik
   711-A, Dayanand Nagar, Shamli, District-Shamli, Muzaffarnagar, UP
8. **Sristi Sewa Sansthan**
   Person In-Charge: Sunil Kumar Pandey
   Hanumangarhi, Cinema Road, P.O./District-Maharajganj, UP
9. **Bareilly Diocesan Social Service Centre (Suchetna)**
   Person In-charge: Father Peter Malithara
   C/o Suchetna Social Service Centre, Fonseca Estate, Kathgodam
   Nainital, Uttarakhand-263 126

Case Study: Cultural Corner – A space for self-expression and creativity

Cultural corner is a place built and owned by the community where children get an opportunity to explore their creativity through art, music and sports. In Patpara village of Mandala in Madhya Pradesh, this concept was shared with the community, PRI and SMC members, where the community members provided space and developed it. After School, children come to this dedicated space and are engaged in developing art pieces. Beside this, volunteers from the community conduct music classes for the children. Being amongst the successful interventions, more cultural corners were developed in Mohgaon, Bilgaon, Sunehra, Amwar, Saaras Doli and Patpara of Mandala district in MP. Through the cultural corners, children have become more receptive about learning the curriculum.

LIST OF STAFF

1. Marita Ishwaran, Executive Director (up to January 2014)
2. Vengatesh Krishna, Executive Director (from January 2014)
3. Nivrita Durgavanshi, Programme Manager, Central Region (Bhopal)
4. Manna Biswas, Monitoring & Evaluation, Manager
5. Sandeep Tirkey, Programme Manager, Northern Region (Delhi)
6. Shilpa Hemrajani, Manager-HR & Administration
7. Mamta Dubey, Project Coordinator, Edu-Leadership Project (Lucknow)
8. Baliram Balsaraf, Programme Coordinator, Central Region (Bhopal)
9. Aziel Flona Marques, Academic Coordinator, Edu-Leadership Project (Lucknow)
10. Uma Shankar Pandey, MIS & Monitoring Coordinator, Edu-Leadership Project (Lucknow)
11. Asha Gosain, Grants & Contract Officer
12. Aldo James Vaz, Admin & HR Officer
13. Chetanya Raj Singh, Accounts Officer
14. Salahuddin Khan, Field Supervising Officer, Edu-Leadership Project (Lucknow)
15. Shailendra Kumar Awasthi, Field Supervising Officer, Edu-Leadership Project (Lucknow)
16. Mariamma Daniel, Executive Associate
17. Dinesh, Admin Assistant, Central Region (Bhopal)

18. Chandan Bisht Singh, Office Assistant, Edu-Leadership Project (Lucknow)
19. Yogesh Kumar, Accounts and Administration Assistant, Edu-Leadership Project (Lucknow)
20. Umed Singh, Logistics & Office Assistant
21. Alibicia Kullu, House Keeping
22. Mahendra Rajaram, Consultant Programme (up to May 2014)
23. Balaji Govindarajan, Finance Manager (up to May 2013)
24. Shilpshikha Singh, Research Manager (up to October 2013)
25. Rakesh Kumar Sharma, Finance Manager (up to March 2014)
26. Ragini Letitia Singh, Documentation & Communication Coordinator (up to December 2013)
27. Chander Mohan, Admin & HR Officer (up to January 2014)

Rajasthan Child Labour Project (Till 30 January 2014)

1. Akshat Thakur, Project Coordinator
2. Rajesh Kumar Malli, Project Associate
3. Ramesh Gujjar, Project Associate
4. Govind Singh, Project Associate
5. Ram Singh, Project Associate

Cultural Expressions Curriculum, Andhra Pradesh (Till 30 January 2014)

1. Soumitra Pramanik, Project Coordinator
2. B. Jagannadharao, Documentation and MIS Officer
3. N. Ganesh, Accounts & Admin Assistant

LIST OF ACRONYMS

AWC : Anganwadi Centre

AWW : Anganwadi Worker

CBO : Community-based Organization

CEC : Cultural Expressions Curriculum

CLR : Centre for Learning Resources

CSO : Civil Society Organization

DIET : District Institute of Education and Training

NT/DNT : Notified and Denotified Tribes

ECCD : Early Childhood Care and Development

ECE : Early Childhood Education

ICDS : Integrated Child Development Services

ITDA : Integrated Tribal Development Agency

MIS : Management Information System

MLE : Multilingual Education

MS : Mata Samiti

NGO : Non-Governmental Organization

OBC : Other Backward Caste

PRI : Panchayati Raj Institution

PTA : Parents Teacher Association

PTG : Primitive Tribal Group

RTE : Right to Education

RTI : Right to Information

SC : Scheduled Caste

SMC : School Management Committee

SSA : Sarva Shiksha Abhyaan

ST : Scheduled Tribe

TA : Technical Assistance

TLM : Teaching Learning Material

VEC : Village Education Committee

OUR DONORS

MISEREOR
IHR HILFSWERK

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