

TOWARDS A BRIGHTER TOMORROW



ANNUAL REPORT
2015-2016

NEW EDUCATION
GROUP – FOUNDATION
FOR INNOVATION AND
RESEARCH IN EDUCATION
–CELEBRATING A
GLORIOUS DECADE
OF TRANSFORMATION
THROUGH EDUCATION

CREDITS

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With each passing year we have grown and learnt to break the barriers of exclusion and shame.

Dr. Cherian Joseph
Chairperson

FROM THE CHAIRPERSON

Even as our country enters its 70th year of independence there are massive numbers of children across the vastness of our country who still are unable to access school despite considerable improvement through various state interventions. The overwhelming number of them are those whose ascribed identity is a demeaning obstacle to their participation. While we acknowledge in our political discourse that this is unacceptable for a modern democracy committed to equity, liberty and social justice, the process of change is excruciatingly slow.

Our statistics year after year reveal that the number of children from the marginalized communities entering primary school in the poorest areas of our country is still growing very slowly. The problem of retention still remains widespread. There are countless children who, for numerous reasons, do not continue their education and are forced to drop out of schools. Data reveals a declining graph of participation and completion as they reach higher classes. Further, the quality of the education received, the experience of discrimination, the inadequate and poor quality of infrastructure where these children learn, reflect a much deeper systemic failure. NEG-FIRE embarked on the endeavor to contribute its mite to the process of bringing children from the most marginalized and excluded from select geographies to the doors of education ten years back. With each passing year we have grown and learnt to break the barriers of exclusion and shame.

This Annual report captures the work that NEG-FIRE has pursued through 2015- 2016, the efforts made to revise our programme framework, to expand our work and reach more children, to build capacities of ourselves and our partners, and to raise resources for the demanding tasks we had committed to for the year. We acknowledge that the task is enormous, but we strive to make a difference for the children.

Close to nearly a century back Ambedkar had articulated that “ The object of primary education is to see that every child that enters the portals of a primary school does leave it only at a stage when it becomes literate and continues to be literate throughout the rest of his life.” At NEG-FIRE our work with the children of marginalized communities is being shaped by the assumption that just enabling the marginalized child to access primary education and to equip for learning in the mainstream through learning in their mother tongue is not sufficient. We and our partners are convinced that we need to accompany the process till the child completes school and is able

to access a livelihood skill. We are aware that this calls for more skills and resources.

However, as Ambedkar so firmly put it, to be able to enter the portals of a primary school is far from sufficient for empowerment. The child must continue to be literate throughout the rest of his life. We have taken this last year critical steps in this direction through our pilot projects with adolescent girls to enable them to look to new horizons of personal empowerment and to imbibe what would change their future as well as the future of those among those whom they live.

NEG-FIRE seeks to impact policy and action so that children of the marginalized will in the next decade break through to make their own informed choices and build vibrant and accomplished futures for themselves and the communities to which they belong. The darkness must end.

We look to the support and collaboration of all stakeholders to accomplish this daunting task. In collaboration and co creation is the strength that will change the world for our children from the marginalized and excluded. Walk with us.

FROM THE EXECUTIVE DIRECTOR

A world where each child has equal rights and opportunities – a world where each child has access to quality education – a world where the children from the marginalised communities of India are marginalised no more. This is the kind of world that we at NEG-FIRE dream of achieving. This is what we work towards, every day, from the past 10 years.

The year 2015-2016 marks a decade of NEG-FIRE's existence, a 10 year journey to achieve transformation through education for thousands of children from the most marginalised communities throughout India. There are policies, there are reforms and norms, there are resources – So why are still so many children far away from progression? Why are they still surrounded by deficiency, unawareness and illiteracy? NEG-FIRE has, over the years, worked hard to not just understand this gap but also to overcome it. Our innovative, customised and experiential programmes are designed in a way so as to cover all important phases of a child's life – school readiness, enrolment and retention in schools, education in mother tongue, integrating indigenous knowledge with academic knowledge, developing creativity, building essential life-skills, awareness and sensitisation of the families and the entire community, supplementary education and more. In the past year, as a step towards strengthening our programmes, we have revamped our programme model, developed a programme framework and strategies and indicators for the same.

We continue working with the teachers from government schools and anganwadi workers as essential actors of change. We have held numerous training programmes and capacity building workshops to strengthen their role and to enable them to assist the children through measures even beyond NEG-FIRE intervention.

This annual report also highlights our story with the communities and other agents of change beyond school life. Several Mother Groups (Mata Samitis) and School Management Committees (SMCs) have been revived and made functional, and the existing ones, strengthened. Awareness and sensitisation has been at the peak of NEG-FIRE's work with these 49 most marginalised communities. It is crucial for the families and other members of the village or the community to be aware of their rights and entitlements and the rising need for their children to get educated. The year 2015-2016 was a year of engagements – engagement with the Government, mostly at the state level; engagement with our valued partners to be swift in identifying issues and together taking immediate actions and developing new strategies to overcome them; engagement with the public to spread the word about the other lesser known side of the world and what is being done to bring about equity and access to education; and engagement with all other stakeholders to together work towards transforming the lives of these children.

There have been several stories of change from the field in the past year – stories of children overcoming all barriers to reach schools, stories of young women deciding to continue their education and learn basic life skills and those of communities taking extraordinary measures to ensure their children have a better tomorrow. They give us hope to continue doing what we do with an increased fervour, to continue our journey towards becoming an even more effective and innovative organisation.

Our story is ultimately the story of the thousands of children we have reached and serve every day. They are the face of a developed nation, of a vivid and vibrant future, of a world where each child is the maker of his own destiny.

Thank you to each of our supporters, our funders, our partners, our people at NEG-FIRE and most importantly the children of these marginalised areas for making these 10 years a success. Here's to many more years to come!



The year 2015-2016 marks a decade of NEG-FIRE's existence, a 10 year journey to achieve transformation through education for thousands of children from the most marginalised communities throughout India.

Mr. Vengatesh Krishna
Executive Director

CHAPTER 1

INTRODUCTION

WHO WE ARE

NEG-FIRE is a development organisation working towards transformation through education of millions of children from the marginalised communities across India by strategic and dynamic partnership with local NGOs and community groups.

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

Throughout our journey of 10 years, we have aimed to sensitise the communities of the ever-growing need to educate their children so they may have better lives and a brighter future. We work with 49 most marginalised communities – Scheduled Tribes, Scheduled Castes, Nomadic and de-notified tribes, minorities and OBCs – in the

most difficult and hard to reach locations across 10 states in India.

Even in places where children were already enrolled in schools, it was found that the learning levels were low, rate of drop-outs was high and transition from primary to upper primary schools was bare minimum. Also a prominent finding in almost all locations was the meagre number of girls going to schools.

These findings brought forth many questions. Why were these children not going to schools when they had the access to schools? Why was the drop-out rate so high? For the children already in schools, why were the learning levels so low?

We, along with our partners, then started working towards answering these questions and addressing them in a unique manner. It was essential to keep in mind that the children in question were not urban children, not even rural... these were the children from the most marginalised and remote areas of India. To work with these children we needed a different approach, a different thought process and a unique ideology. We needed a distinct perspective and a customised course of action.

Since the time of its inception in 2005, NEG-FIRE has been dedicated to the betterment and upliftment of marginalised children throughout India to access quality education in government pre-schools and elementary schools. There have been, since then, numerous programmes, activities and initiatives that we undertook to achieve our mission of transformation through education. Our numerous unique programmes have been designed keeping in mind various essential elements like age-groups, geographical locations, community environment, government partnerships and more.

Based on the past 10 years programme experiences of NEG-FIRE, partners and communities, we have embarked on a journey vvto create a logical framework that supports the planning, implementation, assessment and learning. Thus we strengthened our existing Programme Framework to highlight the essential elements that leads to the achievement of our goals.

HOW WE WORK

NEG-FIRE

We, at NEG-FIRE, work with children, community, government and partners to bring about change and transform the lives of children from the most marginalised communities.

CHILDREN



Improve reading, writing and numeracy skills



Enhance creativity and leadership

COMMUNITY



Sensitise about the educational rights and entitlements of children



Encourage family and community investment for education

GOVERNMENT



Engage for educational rights and entitlements of children

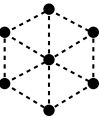


Enrich teaching learning practices in government schools and aganwadis

PARTNER



Co-create program models and demonstration



Strengthen organisational systems, processes and capacities

WHO WE WORK WITH



626
Schools



698
Anganwadi
Centres



1312
Teachers



1090
Edu-Volunteers



661
Mata Samitis



623
School Management
Committees

OUR REACH

CRCP-QUARRY*

RCDSSS	Ajmer
SJVS	Banswara

MB-MLE*

Disha	Dahod
-------	-------

ECE*

RDSSS	Raisen
-------	--------

INTEGRAL EDUCATION FOR ADOLESCENT GIRLS + MB-MLE

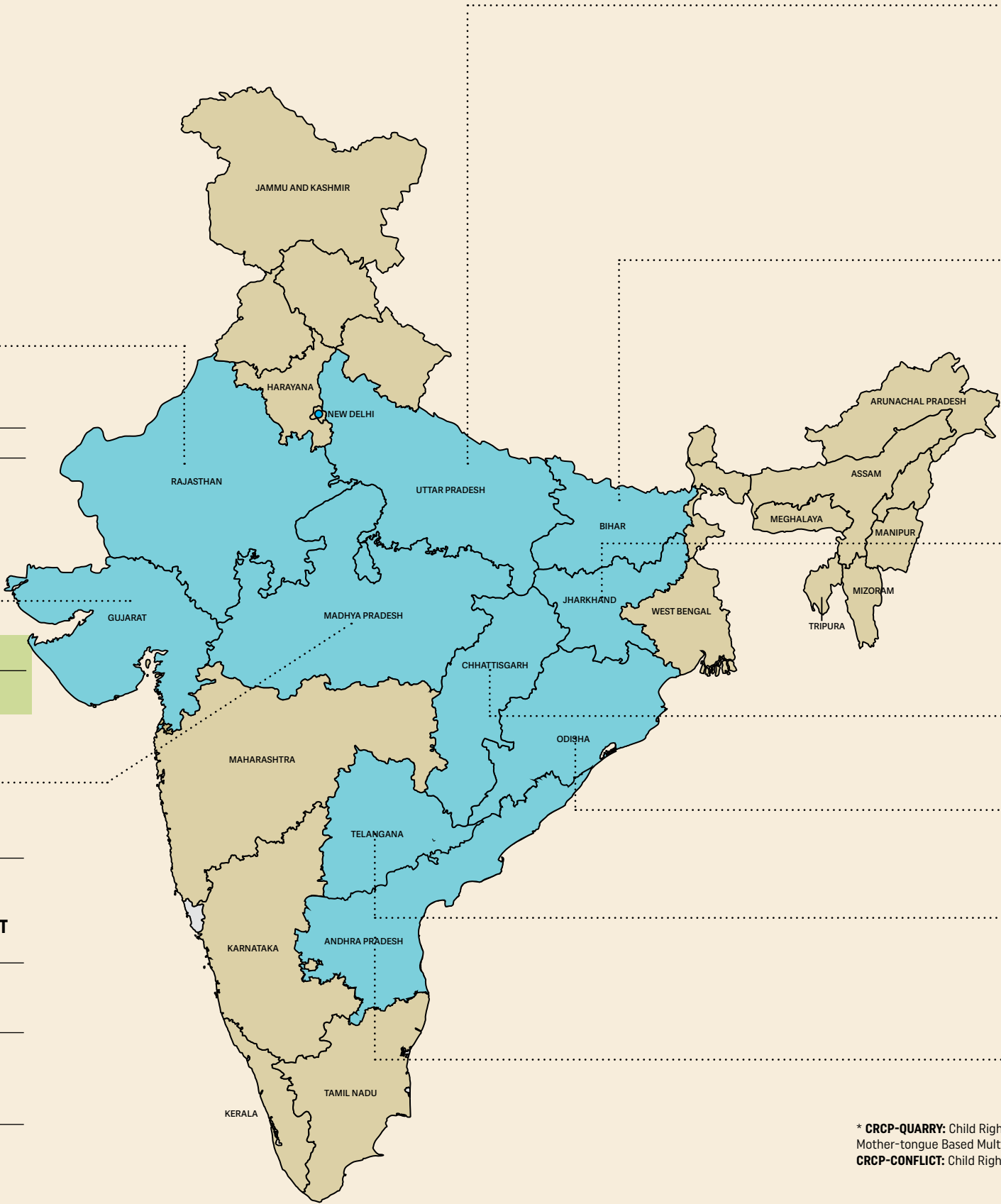
CDJ	Jhabua
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MB-MLE

SMVK	Dindori
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MB-MLE + INTEGRAL EDUCATION FOR ADOLESCENT GIRLS

JDSSS	Mandla
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* **CRCP-QUARRY**: Child Rights and Child Protection in Quarry areas; **MB-MLE**: Mother-tongue Based Multi Lingual Education; **ECE**: Early Childhood Education; **CRCP-CONFLICT**: Child Rights and Child Protection in Conflict areas.

INTEGRAL EDUCATION FOR ADOLOSCENT GIRLS

BDSSS	Pilibhit
ROSA Sansthan	Mahrajganj
Sristi Sewa Sansthan	Mahrajganj

SCHOOL IMPROVEMENT PROGRAMME

Aparajitha	Behraich
TLC	Behraich

INCLUSIVE EDUCATION
- for the most backward (Musahar) Community

CSEI	Patna
READ	Pashchim Champaran
PRABHAT	Madhubani
REAP	Rohtas + Gaya

MB-MLE

PSES	Katihaar
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CRCP-CONFLICT*

Vedic Society	Latehar
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MB-MLE

Abhiyaan	Sahebganj
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MB-MLE

RDSWS	Kawardha
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MB-MLE

SOVA	Koraput
SFDC	Gajapati

MB-MLE

Sadhna	Nizamabad
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MB-MLE

Adivasi Mitra	Visakhapatnam
Nature	Visakhapatnam



OUR PROGRAMMES

CHAPTER 2

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

All our programmes follow a two-way methodology wherein both NEG-FIRE and the respective partner organisation hold certain roles and responsibilities to ensure the successful implementation of the programme. The initial capacity building (of team members and partner organisations), creation of programme framework and plan, documentation throughout the life of the programme, development of training modules, creating visibility, providing resources for realisation of the programme, monitoring and evaluation through MIS, research and networking at the national level and identification of new potential donors for further implementing programme activities, and more, fall under NEG-FIRE's forte; and the subsequent on-field activities, interactions with the teachers and community members, trainings and capacity building of teachers and Anganwadi workers, advocacy with the concerned government officials at district and state level etc., are carried out by the partner organisations.

Also, envisaged in NEG-FIRE's 2012-2017 strategy plan are numerous organisational roles, out of which the following have been incorporated in the programme framework and strategies:

Facilitator - The facilitation role primarily focuses on the below mentioned:

- Establish value-based partnerships and build local capacities to conduct 'Learning Barrier analysis and develop results-based project plan'.
- Support partners to identify suitable talented staff members, build their capacities and ensure retention.
- Support partners to strengthen their organisational systems, processes and practices

that promote efficient project implementation, accountability and transparency.

- Facilitate partners to create long-term plans for promotion of education including diversification of funders and program sustainability.
- Co-create M&E system to assess progress, take-up corrections, conduct research and use for visibility and engagement with Government & other stakeholders.

Resource organisation - Being a resource group, the following have been incorporated in our programme framework:

- Create "Contextual Pedagogy" by engaging the children, community, teachers and other stakeholders.
- Develop 'Training manuals that support teachers to use supplementary materials and processes that promotes child participation and learning'.
- Support teachers to integrate innovative Teaching Learning Materials in their Academic plan.
- Lead Operational Research to test our hypothesis and theories for correction and validation.
- Lead documentation of program process, results and impact to engage with Government and other stakeholders.

Our programmes, thus are customised to incorporate all of the above elements so as to create a larger impact while also building upon the reading, writing, numeracy and creativity skills of the children in the most marginalised areas.

OUR PROGRAMME



MOTHER-TONGUE BASED MULTI LINGUAL EDUCATION (MB-MLE)



MAJOR ACHIEVEMENTS

- › 29,422 children are benefitting from the reading materials which have been produced in 9 tribal languages and are being used in 10 districts in 7 states.
- › More than 200 teachers have been trained to impart mother tongue based multi-lingual education in classrooms.
- › Five teacher resource groups have been formed who work as change makers and are leading the training processes in our intervention areas.
- › Our books have been co-branded by Rajya Shiksha Kendra, Government of Madhya Pradesh and Integrated Tribal Development Agency (ITDA), Govt. Of Andhra Pradesh.
- › 148 treasure houses are functional for promoting creativity and leadership among the children through arts, aesthetics and games.

For millions of tribal children throughout India whose languages are rendered powerless in a society where only one or few languages are used as medium of instruction, exclusion of mother tongues from social domains of education has serious consequences for their basic survival and well-being. With a huge number of tribal communities, speaking numerous tribal languages, it is quite striking that the tribal mother tongues are denied a place in formal school education, despite numerous constitutional and other policy related provisions which mandate education in mother tongues. When children’s mother tongues are left out of the classrooms it increases the damage to their chances of success in schools and life thereafter. The language barrier also comes with a content barrier since the daily life experiences and culture of tribal children are barely present in modern day text books and other

Neg-fire is presently working with 4 interstate border areas of madhya pradesh-chhattisgarh, andhra pradesh-orissa, rajasthan-gujarat and bihar-jharkhand, mainly inhabited by the tribal communities, to develop multi-lingual material in the mother tongue languages to overcome linguistic barriers for the tribal children in these locations. This flagship program is being implemented in 134 awcs and 151 government primary schools across 8 states in india. One of the important strategies under the mb-mle program is the development of contextualized pedagogies in tribal languages vis-à-vis the medium of instruction such that children in early grades are imparted education in their mother tongue in anganwadi centres and government schools and gradually transit to learn the concerned state language.

THE PROCESS
The process of developing language material in the mother tongue involved a multi-stage, multi-stakeholder approach adopted by the NEG-FIRE. In the first phase, language barrier analysis was conducted in the project intervention location where languages spoken by tribal communities were scouted, the barriers faced by these children in intervention schools were observed and the language know how of the teachers in those schools was assessed. In the second phase, members from the particular tribal communities and the teachers who knew the tribal language, language experts and partners’ staff members along with NEG-FIRE team together developed material in the particular tribal language by including world view of the tribal cultural contexts into the material, at the same time maintaining necessary skills mandated to be learnt by children as per the curriculum of the state. Subsequently, in the third phase, the language materials thus developed were shared with the cluster, block and district resource persons of the education department for their review and feedback. Based on the suggestions and feedback, the language materials were revised and shared with the concerned educational line department and approval was sought for printing and sharing with the teachers and children in the respective intervention schools. In the programmatic year of 2015–2016, a new set of MB-MLE material was developed in Bhili language in the state of Gujarat and Rajasthan following the above mentioned process. Thus the MB-MLE material in Bhili language is now added to the pool of language materials developed by NEG-FIRE, taking the total number of MB-MLE material to 9 tribal languages and their corresponding

➡ **TABLE 2.1 LIST OF MB-MLE MATERIAL DEVELOPED BY NEG-FIRE**

SL. NO	MB-MLE LANGUAGE MATERIAL	DISTRICT/STATE	PARTNER	YEAR OF DEVELOPMENT
1	Kui	Visakhapatnam /	Nature &	2014 – 2015
2	Adivasi Odiya	Andhra Pradesh	Adivasi Mitra	
3	Kondadora			
	Kui	Koraput/Odisha	SOVA	2014 – 2015
4	Gadaba			
5	Paraja or Poraja			
6	Baiga	Mandla & Dindori in	JDSSS & SMVK	2014 – 2015
	Baiga	Madhya Pradesh		
7	Santhali	Katihar/Bihar	PSES	2014 – 2015
	Santhali	Sahibganj/Jharkhand	Abhiyan	2014 – 2015
8	Bhojpuri	Sasaram/Bihar	PJS	2014 – 2015
9	Bhili	Dahod/Gujarat	Disha	2015 – 2016
	Bhili	Banswara/Rajasthan	SJVS	2015 – 2016

state language. The list of MB-MLE Material developed by NEG-FIRE is represented in the following table:
An essential strategy for the MB-MLE programme has been to build capacity of teachers and edu-leaders to use MLE material in the classrooms and also be able to measure the learning levels of children after the introduction of MLE in schools. NEG-FIRE also facilitated in organising an interstate partners’ meet in Kawardha district of Chhattisgarh state in February 2016. This meet was attended by staff members of partner organisations from Madhya Pradesh & Chhattisgarh, school teachers and Anganwadi workers. The entire team visited MLE schools, AWCs and shared their observations and learning on the development and usage of MLE materials in schools and AWCs. Further, field level issues,

community ownership of MB-MLE program and its effectiveness were discussed. This meet gave the necessary impetus and resulted in cross learning among team members of partner organisations, school teachers and Anganwadi workers on better usage of MLE material.
WORKING WITH THE TEACHERS
Through our support, our partners also assisted the teachers group in Mandla district of Madhya Pradesh in organizing a block level teacher’s mela (fair) to sensitize and create large scale awareness about MB-MLE, where 40 teachers along with the cluster resource coordinator, block resource coordinator and block education officer and community representatives participated. Various motivational activities were done in this mela so that the teachers understand the significance of mother tongue and about the process of smooth transition from mother tongue to medium of instruction. Songs/story narration in local language and quizzes were some interesting activities organised in the event which got teacher’s attention and were appreciated. The event created an opportunity for an open discussion on MB-MLE and provided confidence to the teachers to use the mother tongue in classroom. Similarly, trainings were also organised for more than 40 AWWs on the use of MLE in Mawai and Mangli clusters in Mandla district, based on the training on Early Childhood Education at Bhopal conducted by NEG-FIRE regional office in September 2015 and January 2016.

Three rounds of consultation were held with the partner organisations (Nature & SOVA) in Andhra Pradesh – Odisha cluster by NEG–FIRE team involving the team members of the partner organisations, government teachers of MLE schools, Anganwadi workers and teacher educators such as Cluster Resource Person (CRP), Block Resource Persons (BRP) and District Resource Persons (DRP). The objective of these consultations was to review the MB–MLE Materials developed so far in the cluster in 6 tribal languages and gauging the same with government school curriculum standards such that our materials were in tune with that of the government standards. Also an academic calendar was developed with the above mentioned stakeholders for better adoption of our MB–MLE materials in classroom teaching and learning process.

WORKING WITH THE COMMUNITY

Moreover, keeping in view the sustainability of the project, community based organisations such as School Management Committees (SMCs) of MB–MLE Schools, Mata Samiti’s of Anganwadi Centres and Gram Sabha’s of Panchayati Raj Institutions (PRIs) in these regions were involved in MB–MLE program at various levels. Initially, representatives of the communities were involved in developing language materials such that the local world views were represented. Further, SMCs and Mata Samiti’s and Gram Sabha’s were strengthened such that they take up school and AWCs level issues and see to it that they comply with Right To Education (RTE) norms and AWCs standards and resolve the same. Thus, so far, out of a total of 151 schools, 13 schools are fulfilling all the RTE norms, followed by 94 schools in which majority of the norms are being met and 44 schools in which less than 50% of the norms mandated under RTE act 2009 are being fulfilled. Similarly, out of a total of 134 AWCs, 48 AWCs are fulfilling all the standards mandated by Integrated Child Development Services (ICDS), followed by 75 AWCs which are almost complying with majority of standards of ICDS, and only 11 AWCs which are below 50 % of the standards mandated by ICDS.

WORKING WITH THE GOVERNMENT

Noteworthy efforts have also been made to collaborate with government officials (SSA, DIET, SCERT etc.) to replicate and scale up the MB–MLE programme in more government schools in nearby areas. NEG–FIRE in collaboration with the Rajya Siksha Kendra (School Education Department of Madhya Pradesh) and UNICEF held a consultative meeting with the MB–MLE project partners in Mandhya Pradesh in October 2015 in Bhopal and reviewed the MB–MLE material developed by NEG–FIRE and assessed the benefits in terms of the learning levels achieved by the children in intervention schools in Dindori and Mandla district. Consultations are in progress between the Rajya Siksha Kendra (School Education Department of Madhya Pradesh) and NEG–FIRE to implement the MB–MLE program in all the tribal districts of Madhya Pradesh.

WHAT WE ACCOMPLISHED SO FAR

The outcome of MB–MLE program is reflected in the increasing learning outcomes of children. Annual Status of Education Report (ASER) tests, measuring the language and numeracy skills of the children attending MLE schools, were conducted with the 1st, 3rd and 5th standard students in the concerned state languages in the respective states where the program is being implemented. A total of 130 students in each standard were tested in reading and numeracy skills. Based on the results, it was found that 46 children in 5th standard were able to read stories in medium of instruction indicating the effectiveness of MB–MLE programme. Another 54 students are proficient in reading paragraphs. Similarly, 48 children have numeracy skills where they are able to perform division and multiplication with ease, another 36 students are able to perform subtraction and are attaining acceptable learning levels in numeracy skills.



Located in the Pukali village in Koraput in Odisha, this residential school is a primary and elementary school serving to around 250 children. A key speciality of this school is its multi-lingual multi-grade form of education.

STORY OF CHANGE

Bridging the language gap

Language becomes a huge barrier to education in schools where the medium in which the children are taught is different from the child’s native language. One school which is trying hard to eliminate this barrier is the Pukali ashram school. Located in the Pukali village in Koraput in Odisha, this residential school is a primary and elementary school serving to around 250 children. A key speciality of this school is its multi–lingual multi–grade form of education. 3 teachers for 7 grades and 250 students calls these teachers to

take extreme measures to ensure proper education of all of these students. The classes that are clubbed together are 1 and 2; classes 3, 4 and 5; and classes 6 and 7. The teachers have been trained to carry out the multi–lingual multi–grade education feature effectively.

This school has great innovative and unique approaches to teaching which help in reducing the drop–out rate of the children and successful transition of these children to high school. The children are taught language, maths and science along with games, art and other creative forms of learning. The WRIP (Writing and Reading Improvement Programme) is used as an effective tool in ensuring proper education of the children wherein alphabet cards, word cards and stories, in the childrens’ native language, are used to enhance the reading and writing skills of children. The school also has a well–equipped science lab and provides mid–day meal to all the children. It is noteworthy to see the discipline, eagerness to learn, class participation and high learning levels of the children in the Pukali ashram school – each of them doing their best to have a chance at a life of equal opportunities and proper education.



OUR PROGRAMME



INCLUSIVE EDUCATION FOR THE MOST BACKWARD COMMUNITY



MAJOR ACHIEVEMENTS

- › 15,621 children are the first generational learners from the Musahar Community in Bihar to now have been access to inclusive and quality education.
- › For the first time in the entire Musahar community in Madhubani in Bihar, 81 girls not only appeared for class tenth exams but also passed the exam in a glorious manner.
- › A training module has been developed for teachers to address the discrimination and exclusion issues present in schools.
- › A hand book for the teachers and edu-volunteers on Khel se Mel – Inclusion through play has been developed.
- › Residential coaching classes for the drop-out girls to help them in successfully completing their class x exams were organised.

The increasing number of learners from diverse backgrounds entering elementary classrooms has reinforced the importance of making schools more inclusive. With a greater variation in the talents, social, cultural, economic and political backgrounds of the learners, the elementary class-room in India faces a challenge to use this diversity constructively in order to democratize the teaching-learning processes and practices, and achieve the larger goals of social justice.

In this context the agenda of “inclusive education” has gained importance. There has been a further impetus with the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The implementation of this Act will be considered successful only if it addresses the issue of making the children of marginalized communities “visible” within the four walls of the classroom.

NEG-FIRE being a development organisation working the most marginalized communities started its intervention to educate the children of the Musahar community in 5 districts of Bihar. The outreach of the programme is represented in table 2.1.

THE PROCESS

NEG-Fire has facilitated in creating CLAY (Community Leadership and Youth) model to promote Right to Education to Musahar Children of Bihar. Currently there are 8 CLAY centres in Patna district of Bihar. These centres have conducted training of SMC members from Musahar communities to understand the need and capacity of SMC members coming from Musahar habitations. A CLAY fellow is in charge of the centre and performs the role of teaching and enrolling children. Library support is also provided in these centres.

Another important strategy of the programme is in the promotion of Bal Sansad. In all schools, Bal Sansad has been activated with inclusion of two portfolios of Manjhi children i.e. Social Justice Minister and Deputy Social Justice minister. All together we are working with 252 children of Bal

sansad to promote human rights education in schools.

One of the important strategies of the project across all the villages working on inclusive education in Bihar is the promotion of Treasure houses. It is here in these treasure houses, that Khel Se Mel activities are being conducted, in which children learn values while also having fun. Through this method children learn the meaning of inclusion, equity, equality, affinity and become sensitive towards each other. Children explore and polish their talents and perform on various programs organised within the centre. In almost all the musahar tolas in the intervention areas Khel se Mel is actively being promoted. Realizing the effectiveness of the intervention, NEG-FIRE has also released a publication on Khel Se Mel.

WORKING WITH THE TEACHERS

Large scale enrolment and literacy campaign was done in all the Musahar tolas which includes rallies and Nukkad (Street plays) in collaboration with Govt. school staff, PRI members, students and youth group members. Further, puppet shows focusing on regularizing children’s attendance, building understanding of discrimination among teachers and sensitizing teachers towards discrimination free behavior with children. A total of 4650 participants were sensitized thought the campaign.

Anganwadi Workers strengthening and promoting Mythili language in Anganwadi centres is especially a noteworthy achievement of the programme which has emphasized mother tongue education in pre-schools. Similarly, Bhojpuri is promoted in Rohtas district in Bihar. Primers have been distributed in Mythili and Bhojpuri’s in these areas.

WORKING WITH THE COMMUNITY

Another strategy of NEG-FIRE in the intervention areas is in organizing Shiksha Samvad (Social Audits on Education) which reaches out to more than 200 communities members (including SMC members, Mata Samiti’s, PRI members and parents) through 12 Siksha Samvad in all the areas.



Film show on Manjhi – the mountain man, short stories of CLAY fellows, attendance, clay learning centre, teacher’s attendance, teaching quality, child labour, drop out due to harvesting etc., was discussed with community and community based strategies were also evolved. Issue of child marriage in the area was also raised in the siksha samvad and efforts were made to make the communities aware on the hindered impact of child marriage on childrens’ educational development.

WHAT WE ACCOMPLISHED SO FAR

An important achievement of the programme can be seen in the increasing number of schools complying with RTE norms.

One can see that in the previous year there were 33 % of schools who complied with less than 50% of the norms mandated by RTE Act 2009 whereas, in the year 2015-16 the number of schools that comply with less than 50% of the norms mandated by the act has fallen down to just 5%. While in comparison to the previous year (60%) there is an increase in the percentage of schools which comply with majority of norms mandated by RTE act in current programmatic year (73%). Also, an increase in percent of schools complying with all the norms mandated by RTE is noted in the current year

➔ TABLE 2.1 OUTREACH ACTIVITY

STATE	PARTNER	DISTRICT	NO. OF SCHOOLS	NO. OF TEACHERS	AWCS	NO. OF AWWS	NO. OF CHILDREN	NUMBER OF VILLAGES
Bihar	Prabhat	Madhubani	61	365	37	37	3942	45
	REAP	Rohtas	30	215	31	31	612	29
	REAP	Gaya	10	30	10	10	183	20
		Paschim Champaran	22	45	17	17	1389	24
	CSEI	Patna	20	30	NA	NA	733	10
	Total		143	685	95	95	6859	128

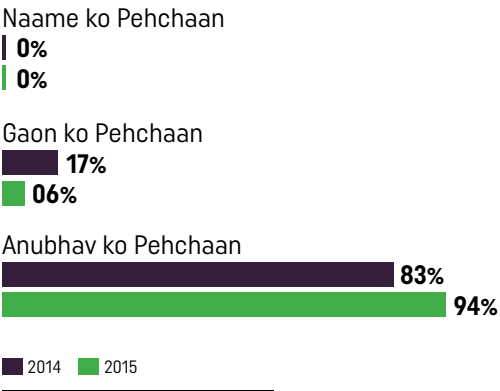


Figure 1.1: Comparative Learning Levels of Children in Reading Skills among Musahar Children in Bihar

(31%) in comparison to the 13% of the previous programmatic year.

NEG-FIRE also evolved a strategy in collaboration with our partner Centre for Social Equity and Inclusion (CSEI) in Bihar known as Learning Improvement Programme for Equity (LIPE) to address learning improvement of Musahar children. In this process, we have included 233 school going children to assess their learning level using ASER tool and categorised them into 3 group i.e. i) Naam ko Pehchaan – children who are not able to read/write letters in Hindi ii) Gaon ko Pehchaan – children who are not able to read/write words iii) Anubhav ko Pehchaan – children who are not able to read/write sentences. Entire processes are being led by CLAY fellows with support from coordinators. The outcome of the intervention can be seen in learning levels of children which is represented in the following graph.

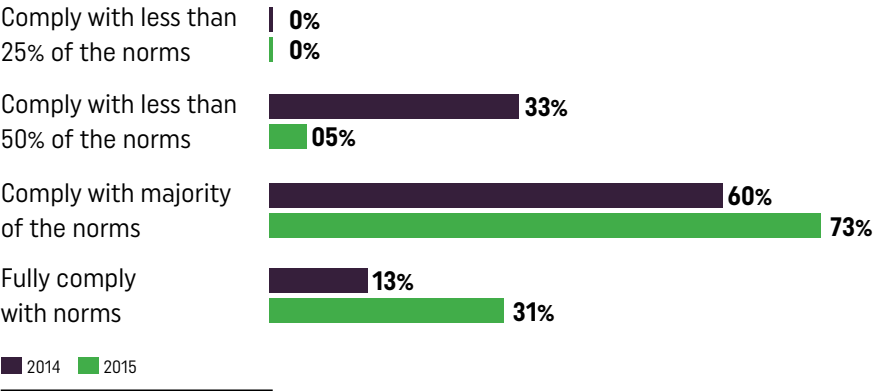


Figure 1.1: Comparative Learning Levels of Children in Reading Skills among Musahar Children in Bihar



These children possess a commendable amount of indigenous knowledge, imagine the wonders they could do if this knowledge is integrated with academic knowledge.

STORY OF CHANGE

Breaking the shackles

Lack of basic amenities and the unfortunate discrimination that many of our communities and areas still suffer from, cause irreparable harm to the children of these communities and the entire village at large.

The Musahar community of Bihar has been in a cocoon surrounded by social and political discrimination from many years. Discrimination not only from other bigger cities and communities, but also from villages a few kilometres away! With no schools or anganwadis in the area, the children of the Barwa village in West Champaran, Bihar, have been living a secluded life unaware of the life beyond the village, unaware of the life of being an educated child. These children possess a commendable amount of indigenous knowledge, imagine the wonders they could do if this knowledge is integrated with academic knowledge.

11 year old Neha, after being a victim of untouchability and discrimination not just by fellow students but also from the teacher at her school 2 hours away from Barwa, had to drop out of school soon after class 5. She was then a stay at home child assisting her mother to the nearby forest to collect firewood. She wanted to study, she wanted to learn more...she did not want her story to end so soon.

Jan Shiksha Bhavan (READ) along with NEG-FIRE realised the need to work for inclusive quality education of the Musahars of Barwa. Through NEG-FIRE's support READ started a Supplementary Education Centre (SEC) in the village. The SEC centre provides education to the school drop-outs, provides extra classes to strengthen

the academic knowledge of children and helps them in re-enrolling to schools and perform better. Through the SEC, the mothers group was formed and regular discussions, street play and meetings with the Tola Sewak were organised to sensitise the community towards sending their children to schools and the teachers to become sensitive about such prevalent issues.

Neha, unlike other children, would never attend the classes being held at the SEC but was often spotted watching and listening to whatever was being taught from a distance. The project coordinator, after looking into Neha's case, found out that there was strong restriction from her family towards her receiving further education. Numerous requests and discussions later, her family agreed. They finally realised it was essential for her to get educated and to have a normal childhood. They realised she had immense potential.

2 years later, Neha is currently in class 7 in a middle school in Chamar Digga, Badhgaon, and also attends the SEC regularly. She ensures that she brings along as many children as possible on her way to the centre and the school. Now a leader of the kishori group, she conducts meetings regularly with the adolescent girls and has also helped 8 other Musahar children to get enrolled in her school. Neha, who wants to become a teacher, is also a regular at any meetings held regarding child protection, education and health and sanitation. She also takes efforts to educate others about the same.

When was the last time that you met such a powerful 14 year old girl?

OUR PROGRAMME



INTEGRAL EDUCATION FOR ADOLESCENT GIRLS



MAJOR ACHIEVEMENTS

- › A contextualized 48 hour life skills curriculum has been developed to help the adolescent girls to take positive actions and improve their coping skills of stress and problem solving ability.
- › 1567 adolescent girls have also been empowered on their skills in computer education in 17 Avishkar centres.
- › 32 adolescent girls' groups have been formed which meet regularly to build a supportive environment to its members to boost self-confidence, strengthen interpersonal relationships and cope more effectively with daily stress.
- › 32 girls, who have undergone training in Avishkar centres, have become the Gender Champions and are providing support to the centre coordinators, facilitating Kishori groups in their villages and mobilizing adolescent girls to join Avishkar centres.
- › 17 centre management committees have been formed who regularly review the functioning of the centres, effectiveness of the trainings and take decisions for centre improvement.

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

Therefore, a study was conducted in 2015 to assess the educational status of Adolescent Girls in Maharajganj district in Uttar Pradesh. Based on the findings of the study, NEG-FIRE in April 2015 initiated a pilot project for a period of 11 months to reach out to adolescent age group children building their capacities so that they take informed decisions and actively participate in the development of their communities.

THE PROCESS

The Centers were established primarily as a learning and resource center to cater to the following:

1. **Creating an access to learning and development opportunities for adolescent girls through**
 - Life skills training to create an agency among girls, so that they are enable to make their life decision.
 - Basic Computer training to leverage the interest of

The project is being implemented in 2 tribal districts (Mandla & Jabalpur) of Madhya Pradesh and 2 most-backward districts (Maharajganj & Azamgarh) of Eastern Uttar Pradesh through establishing Avishkar Centers (Centres for Co-Creation and Learning) and facilitate in imparting life skill education training, basic computer skills training, and career guidance.



the girls to connect with the wider world and provide access to the knowledge, awareness and explore various opportunities that may exist for girls.

- Career guidance to help girls to identify livelihood options that they can avail and provide support to pursue identified livelihood options.

2. Social networks for girls:

- Avishkar center will be development as a “safe space” for girls where they have an opportunity to learn by connecting, sharing and observing their peers.
- In addition, peer networks will teach girls how to resolve conflict, deal with setbacks and become more accepting of others.
- Reduction of risk and vulnerability and creating a gender-sensitive, safe and enabling space for girls in the community through a dialogue with boys and men, create role models, mentors and champions for girls.

Another important strategy of the project is to promote gender champions from among those who have undergone training in our Avishkar centres. These gender champions have now become the rallying points for mobilizing adolescent girls in the villages to join Avishkar centres. Further, these gender champions have emerged as facilitators, taking some sessions at their respective centers and extending facilitation support as well.

An outcome of the project was in the initiation of the creation of the modules on life skills and Computer education. The basic module on LSE included the following:

Based on the findings of the evaluation the module will be finalized and published in the forthcoming year.

WORKING WITH THE COMMUNITY

Centre management committees (CMC) in UP were formed by parents and community leaders and they are very active in few centres. Community members have provided accommodation for one Mohanapur centre for free. While in MP CMCs was

➔ TABLE 2.1 OUTREACH ACTIVITY

MODULE	CONTENT
Module 1 Self Awareness	Need and importance of knowing self, various aspects of personalities - open, blind, masked, closed. Identifying strengths and weakness and learning to strengthen strengths and weaken weaknesses.
Module 2 Effective Communication	Concept of effective communication; process; elements of effective communication. Importance of non-verbal communication; body language and eye contact.
Module 3 Interpersonal Relationships	Development and stages of Interpersonal Relationship; Elements for sustaining interpersonal relationship; importance of trust in relationship; termination of any interpersonal relationship; Gender Role in interpersonal relationship.
Module 4 Decision Making & Problem Solving	Relationship between decision making and problem solving; need of decision making; steps of decision making.
Module 5 Adolescents' Health	Meaning of health; indicators of a healthy and a diseased person; challenges of health for a young man and woman. Relationship of Health and hygiene; Indicators of entering in adolescent age of a girl and a boy - emotional, physical, and social change. Role of food and nutrition for adolescent girl; Menstruation – its importance in woman's life; Reproductive health; need of personal hygiene and cleanliness in menstruation; myths around menstruation and demystifying it.

formed by involving ASHA, Anganwadi worker, ANM and parents and sarpanch of the village. In comparison CMC were more functional in MP than that of UP where they held regular meetings and discussed on the maintenance of the centre.

WHAT WE ACCOMPLISHED SO FAR

In Uttar Pradesh, close to 1250 girls and 317 in MP have been directly benefited by attending the center-based training in the 3 batches being run

since August 2015 in 10 Avishkar centers. Further; there are 74 Kishori groups with an average size of 10-15 members.

"A strong woman stands up for herself. A stronger woman stands up for everyone else too"

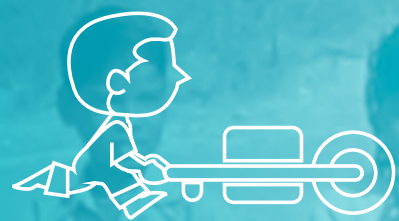
STORY OF CHANGE

The iron women of Tondalpur



3 years ago Savitri and Tulsi, from Tondalpur village in Pillibhit, Uttar Pradesh, decided to be the ‘stronger’ kind. Having completed their class tenth exams, both were asked to discontinue their education and get married instead, as per the usual norms of the village. This was not the future that these 2 strong young women wanted for themselves. This is where NEG-FIRE long with its partner Suchetna intervened. After regular discussions and requests with the families, Savitri and Tulsi were allowed to continue their education. Today, they have both completed their secondary education and are midway

through their diploma in basic computer skills. They have also enrolled themselves in graduate courses through correspondence. They have since then, formed a bal group in the primary school, 2 kishori groups, 2 tailoring centres, treasure houses and have also helped 8 girls in getting enrolled in primary and secondary schools. Beyond these, they have also taken commendable efforts towards ensuring that there are proper roads to reach schools and have also made the Mata Samiti groups functional. These groups, along with Savitri and Tulsi now meet on a regular basis to monitor and ensure the safety and health issues of the adolescent girls, children and pregnant and lactating mothers. These 2 women are also the contact persons of the authorities in that area for issues relating to women and girls. Savitri and Tulsi have not just made their future secure, but also brightened the tomorrow of so many other girls in and around the village.



CHILD RIGHTS AND CHILD PROTECTION IN QUARRY AREAS



MAJOR ACHIEVEMENTS

- › Of the 690 child labourers identified, 595 have stopped working in the quarry area and have been mainstreamed to the nearby government schools.
- › > The project has now successfully phased over from Sasarm district and moved over to Gaya.
- › > A group of mine owners association was formed in Rajasthan who have passed a resolution to not employ any child laborers in their areas and the mines have now been declared child-labour free.
- › > It was also decided that the mining area will be a blasting-free zone during the school hours.
- › > Village level Child Protection Committees have been formed to create a community safety net mechanism for protection of the rights of the children.

According to a report, “Children in India-2012” released by Union ministry of statistics and programme implementation there has been considerable increase in the number of child labourers in the state. The total figure stands around at 13 lakhs. Further, Rajasthan accounts for nearly 10% of the total child labour in the country in the age group of 5-14 years. The state stands third after UP and Andhra Pradesh as far as child labour is concerned.

Most child workers in mines and quarries do not go to schools, while some do so erratically – hampering their education and ultimately reinforcing the cycle of poverty. Parents are unaware of the immediate risks and long-term disadvantages of their children employed in mines, more so because they are preoccupied with day-to-day survival means. Education is critical to the issue of child labour because the window of opportunity that children of these families have is very small. As stated earlier, they often begin working by the age of 6 or 7 years old, and are working like adults within a few years. They therefore face a life of hardship from a very young age. They are subjected to hazardous travel between villages and quarry sites, and a life of severe deprivation at quarry sites. Girl children endure even more deprivations than boys. In the villages, these children find acceptance neither in schools nor in the larger community, and are constantly viewed as outsiders. Furthermore, because of the nature of their parents’ labour patterns, these children are difficult to trace, and are therefore easily left out of the standard systemic interventions of the education system.

THE PROCESS

As part of the programme, NEG-FIRE facilitated the formation of Child Protection Committees (CPCs) in every operational village in both Bundi and Ajmer districts of Rajasthan. Each CPC was formed under the Chairpersonship of the village level elected representative to the Gram Panchayat to recommend and monitor the implementation of child protection services at the village level. Further, care was taken to include two child

representatives, anganwadi workers, school teachers, ANM as well as few elected village elders. Thus 41 CPCs were formed and strengthened to promote child rights and child protection in the villages.

Child protection issues are complex and initiating discussion on the same becomes especially difficult when these issues are not recognised as concerns. Therefore, NEG-FIRE organised two rounds of training in Rajasthan in which 162 CPC members participated. Subsequently, all other members were trained on the following aspects:

- Roles and responsibilities of each and every member of CPC
- Awareness creation on child rights and child protection issues
- Intervention in specific cases of violation of child rights
- Convergences with other departments and stakeholders to collectively address issues related to child rights and child protection

For CPCs to become an integral part of a comprehensive child protection system as a primary prevention mechanism, they have to remain in sync with both secondary and tertiary structures – not only other existing village groups and committees such as MNREGA (Mahatma Gandhi National Rural Employment Guarantee Act), School Management Committees, Mata Samiti’s but also with the PRIs, JJA (Juvenile Justice Act) and Integrated Child Protection Scheme (ICPS) officials at the block and district level. Therefore, the programme is strengthening the Village Education Committees (VEC) of 6 Gram Panchayats to provide an interface between CPCs and VECs.

Another integral strategy designed by NEG-FIRE for the Child Rights and Child Protection programme in quarry areas of Rajasthan has been to create child friendly spaces for learning, also known as Child Resource Centres (CRCs). 54 CRCs have been established in the intervention villages where village communities have been provided with space to run these centres. Numerous activities such as peer learning, reading non scholastic books

Based on the successful pilot conducted for the education of the children of the quarry workers in Bundi district, NEG-FIRE, initiated its Child Rights and Child Protection programme in Bundi and Ajmer districts of Rajasthan. The project reaches out to 12134 children in the age group 3-14 years spreading across 43 villages, 52 Anganwadi Centres and 54 schools.

in the library and sports activities, besides our partners' staff creating awareness on child rights and child protection, take place in these CRCs. The average number of children attending CRCs in all villages is around 467.

WORKING WITH THE TEACHERS

An important strategy of this programme is also building the capacities of the teachers on issues of child rights and child protection in the intervention schools, as some of these teachers are also members of the village level CPCs. As of now, 35 teachers and 8 staff members have received intensive training on Child Rights and Child Protection given by the team members of NEG-FIRE along with the resource organisation Samantar in Sawai Madhopur.

WORKING WITH THE COMMUNITY

Steps have also been taken to strengthen the SMCs and to increase awareness on issues of child rights and child protection in schools besides regular school governance issues. Monthly SMC meetings are being held regularly to monitor the impact of the SMCs and nearly 535 SMC members have participated in meetings in 54 schools. Recognising their role and responsibility on issues of school management and governance, SMC members have taken up and also resolved, numerous issues related to child rights and child protection such as the issue of encroachment of school premises by the community in Gopalpura in Bundi district, discrimination practices towards SC and ST children in Thadi School in Bundi district, ensuring the regularity of mid-day meals in Devgarh primary school in Bundi district and many more.

Due to the better functioning of SMCs, schools complying with Right to Education (RTE) norms have commendably increased in the programmatic year. Out of a total of 54 schools in the project area in Rajasthan, 32 schools are now complying with all the norms mandated under the RTE Act 2009, another 18 schools are complying with the majority of the norms. And only 6 schools are only complying with less than 50% of the norms mandated.

Similarly, Mata Samiti's have also been strengthened in such a way that they now have recognised their roles and responsibilities and aim to ensure that the AWCs are functioning as per the standards mandated by ICDS. As a result, out of the 50 AWCs in the project area, 28 AWCs are fulfilling all the standards mandated by ICDS followed by 17 AWCs which are fulfilling majority of the standards and are providing all essential features of pre-school education.

WORKING WITH THE GOVERNMENT

Moreover, a district level convergence meeting on "Status of children in stone quarry area and role of departments to prevent children from child labour" was organised by NEG-FIRE in association with Shiv Shiksha Samiti Ranoli, Tonk (SSSR) at the Integrated Child Development Service Department, Bundi in October 2015. Around 60 stakeholders including members of child welfare committee, members of juvenile justice board, block education officer, district education officer, child development project officer, Field Associate, Sarpanch from respective Gram Panchayat, Women and children, representative of NGOs came together to share the issues related to child rights and child protection and how to address the same collectively.

In December 2015, NEG-FIRE and its partner organisation also organised a stakeholder meeting with 7 sand stone quarry owners as a result of which, the owners of the mines pledged not to conduct mining activities during school timings and not to employ children in quarrying activities.

WHAT WE ACCOMPLISHED SO FAR

Outcome of the project, is witnessed in the learning levels of children in intervention schools where assessment of children in 1st, 3rd and 5th standard was conducted on a sample basis where 50 children in each standard was chosen. Reading skills observed among class 5 standard children shows that 24 children are able to read stories with ease. Another 23 children are able to read and comprehend short paragraphs with ease. Similarly, 23 children of 5th standard are able to do maths

With 100 percent enrolment in all schools in the block area, Sasaram in Bihar is a commendable example of efforts of eradicating child labour.

STORY OF CHANGE

Bidding adieu to child labour

With 100 percent enrolment in all schools in the block area, Sasaram in Bihar is a commendable example of efforts of eradicating child labour. With concerted efforts through various project interventions supported by NEG-FIRE, of the 690 child labourers identified, 595 have stopped working in the quarry area and have been mainstreamed to the nearby government schools.

The project 'Badhte Kadam – Empowerment to new frontier, Support and Synchronise the sustainability of Dalit Education' which is a part of the bigger 'Child Rights and Child Protection

in Quarry areas' programme, aimed at a complete eradication of child labour using RTE, and to ensure not only enrolment and retention but qualitative education for the Dalit, Tribal and Muslim children, victims of social and economic deprivation and religious exclusion in all 29 villages in the stone quarry area in Sasaram block, Rohtas district in Bihar within a span of 8 years (2008-2015). The essence of this project goes beyond the stated target of removing a certain number of children from deeply hazardous and exploitative labour in the stone quarries of Sasaram, and to send them to school. The project

sought to eliminate child labour within the project area for all time to come using realistic approaches that would enable the children to come to school such as using local animators and resources, continuous capacity building of project staff and volunteers, identification and use of spaces within the schools, capacity building of parents and guardians, engagement with the administration, use of local folk media and more.

The intervention covered 30 schools and 31 Anganwadi centres that spread over 8 Panchayats and 29 villages. In the period between 2008 to 2016, 82% had been mainstreamed in schools, 58% were back in school and continuing their education, and 47% had been enrolled and remained in the system.



OUR PROGRAMME



CHILD RIGHTS AND CHILD PROTECTION IN CONFLICT AREAS



MAJOR ACHIEVEMENTS

- › A peace module has been developed and tested in 15 schools to help the children in understanding the importance of peace and harmony in the classes.
- › Teachers of Latehar and Gajapati have been trained to provide psycho-emotional support to the children in conflict.
- › A peer group of children from higher classes has been developed in Latehar to give support to the younger children during the period of conflict such as assisting them to schools and back to homes during the time of cross-firing and more.
- › 27 Child Cabinets (or Bal Sansad) have been formed and capacitated to ensure child participation in school development process and to address the grievances of the children in conflict.

Conflict and Crisis has been one of the key areas of NEG-FIRE’s action and research. The need to address the trauma that children undergo and the low education levels in areas of conflict was recognized. Therefore, NEG-FIRE is supporting Child Rights and Child Protection Programme in the conflict areas in Latehar district of Jharkhand and Gajapati district of Odisha. The nature of conflict differs from one region to another. In the case of Latehar district, conflict situation is caused

by the prolonged struggle between left wing extremists and the state forces. In the Latehar block of Latehar District in Jharkhand, NEG-FIRE is working with 22 villages covering 7867 children in the age group of 3 – 18 years spanning across 27 schools and 16 Aanganwadi Centres. The project is also covering 65 teachers and 32 anganwadi workers and helpers.

In Mohana block of Gajapati district in Odisha, inhabited by tribal Christians, Hindu tribes,

Scheduled Caste Hindus and Scheduled Caste Christians, conflict and violence in the name of religious identity is predominant. NEG-FIRE is working in 15 villages of this block covering 3000 children in the age group of 3-14 years spanning across 15 Anganwadi Centres and 15 schools.

Owing to the varying nature of conflict, different strategies have been designed by NEG-FIRE to provide physical, psychosocial and cognitive protection to children. Re-establishing

education in the communities and the entire system can have an important stabilising effect – it serves as a peace dividend in areas emerging from conflict and also provides an essential foundation for the realisation of many other development goals.

THE PROCESS

One of the important strategies designed by NEG-FIRE for achieving the programme objective of promoting quality education in these conflict areas is by developing contextualised pedagogies suiting the region. Thus an ‘Education for peace’ module was developed with the support of teachers, anganwadi workers and communities for standards 1-5. Subsequently, two workshops with resource persons and Cluster Resource Centre Coordinators were conducted and the pedagogy module was fine-tuned by incorporating some feedback. After the development of the module, approval was sought from the line departments for pilot testing the module and reviewing the module collectively by involving the concerned government officials to finalise the peace pedagogy module. The module is of two parts – classroom lesson oriented and extracurricular activities oriented to inculcate values in education for peace.

The newly developed module is now being classroom tested jointly with the teachers. Adequate care has been taken to develop child friendly learning practices instead of traditional methods of classroom based rote learning. The lessons of the class have been made to fit the ‘education for peace’ pedagogy module. The children are divided into small groups and learn through interactive sessions. In order to further provide support to the teachers field staff conduct demonstration classes at least 3 periods daily for three days in a week. Thus a total of 187 classes were conducted by the field staff.

WORKING WITH THE COMMUNITY

Another important strategy of the programme designed by NEG-FIRE is to promote and strengthen school cabinets. 15 School Cabinets



have been formed and being strengthened for implementing Education for Peace. A peace portfolio has been created in all schools to take care of all peace related issues. NEG-FIRE further facilitated the development of the School Cabinet protocol with the school teachers, School Management Committee (SMC) and members of the School Cabinet. During the reporting period the school cabinet has met for more than 20 times for discussions with the SMC and teachers regarding school issues strictly as per the rules laid in the protocol.

In addition to the school cabinets, child clubs were promoted in every village. 90 child club meetings were conducted in which 600 children participated in the programmatic year. The child clubs were strengthened and empowered in such a way that they conduct ‘Children hearing days’ in which children’s issues were discussed and corrective actions taken by bringing to the notice of the school authorities and SMC. During the programmatic year the school cabinets in different schools have conducted 32 hearing days of student’s difficulty in the school. Common agendas like environment cleanliness, Khel se Mel or Play for Peace activities, quality of Mid-day meal etc.



were discussed and the status was conveyed to the head master and the SMC president. All the 15 schools are giving due importance to Khel se Mel activities by conducting them once a week.

72 Community Meetings were conducted, where 2,302 people took part and discussed issues related to proper functioning of schools and Anganwadi. They were also encouraged to raise school and Anganwadi related issues in the Gram Sabha / Panchayat meetings. Due to the interventions with SMCs and their functioning in relation to school governance, 7 schools are now fully RTE compliant and 19 schools are almost compliant with regards to the norms under RTE. Similarly, out of 16 AWCs, 14 now fully follow the standards mandated by ICDS.

In the left wing extremist’s areas of Latehar district in Jharkhand, NEG-FIRE designed different strategies suiting the need of the area. Much emphasis has also been given to arts and aesthetics as a tool to minimising the ill effects of conflict though which is being held in 16 Treasure houses where 300 children are regularly attending. An art and painting workshop was organised in December 2015 in the area in which 63 children participated. Sessions were conducted on clay modelling, paper rolling, painting, and modelling on thermocol, wall painting and on singing. Besides exhibiting their crafts and artefacts, prizes were distributed to the children too who participated in the workshop. This program helped the children in building self-confidence and also motivated them in attending regular classes. Apart from these, supplementary education is also provided.

WHAT WE ACCOMPLISHED SO FAR
All these above mentioned interventions have had a remarkable effect on the learning levels of children. A sample of 27 children in 5th standard was assessed in reading and numeracy skills. Out of 27 children, 18 were able to read stories with ease and 7 children were able to read paragraphs. Similarly, 16 children were able to do simple multiplication and division and another 10 children can perform subtractions and only one child can perform simple additions.

Extreme conflict and difficult geographical terrain can at times act as a strong barrier towards the development of a village and the betterment of its people.

STORY OF CHANGE

A light in the midst of conflict

Extreme conflict and difficult geographical terrain can at times act as a strong barrier towards the development of a village and the betterment of its people. This in turn has adverse effects on numerous essential services including education and general standards of living.

Home to 22 tribal families, the lonely village of Bhokakhera in the Latehar district of Jharkhand is unfortunately one such village. The village currently has only 1 primary school with 1 para teacher from a nearby village. Initially, this already sanctioned school, could not get constructed because of the lack of roads and transport facilities. This instead saw the village people rising so efficiently to overcome the issue – they themselves, with support from NEG-FIRE and our partner working in the area – Vedic Society, started carrying the raw materials to the site of the to-be-constructed school. As a result, now there is a fully functional primary school in the village. Unfortunately there is no provision of facilities for children who want to study further. Fear of extremist groups prevents the families from sending their children to schools located outside the village.

3 children from Bhokhakhera one fine day decided to change the course of their life. After continuous requests to their respective families and numerous intervention by Vedic Society and NEG-



FIRE, Prakash, Sawan and Christina, were finally allowed to go to a school 2 hours away from the village to continue their secondary education. This however, meant crossing hills and climbing trees and bushes for 2 hours every morning and 2 hours in the afternoon to cover the distance between the school and the village. They continue to do so till today and have motivated other children and their families as well to do the same.

Prakash, Sawan and Christina, along with the entire Bhokhakhera are now on their way to have a brighter future. They are a great example of immense strength and will power and have undoubtedly changed their lives and the lives of many others.

OUR PROGRAMME



EARLY CHILDHOOD EDUCATION



MAJOR ACHIEVEMENTS

- › A module on 11 step pedagogy has been developed to guide the Anganwadi workers for better functioning of the Anganwadi centre.
- › 6261 children from the age group 3-6 years, are now school-ready and have been enrolled in primary schools and are receiving proper education.
- › 20 anganwadi workers have been trained and a resource group has been formed to train the other anganwadi workers as well.
- › 10 model anganwadis have been formed in Silwani block in Raisen district of M.P which are now being adopted and replicated in other villages by the Women and Child Department of Govt. of M.P.

Widely defined as the period from birth to age six (and often extended until eight to account for the transition into primary school), early childhood serves as the foundation for a lifetime of growth and development.

Therefore, early childhood educational interventions will have a strong remarkable impact on the first generation learners who are less likely to gain exposure to essential educational experiences in their home environment. For this reason, Early Childhood Education (ECE) must be considered the ultimate starting point to level the field for the poorest and most marginalised children.

NEG-FIRE is working with 562 Anganwadi Centres across 24 districts in 9 states of India. An important strategy for intervention in ECE is developing contextual pedagogy for children in the age group of 3-6 years.

THE PROCESS

NEG-FIRE has imparted training to AWWs on organising a pre-school education component in the AWC through the concept known as ‘learning circles’. A day in an AWC is divided into 11 learning circle or methods through which all the required skills are imparted to children. The 11 method learning circles are as follows: 1) Open Circle, 2) Show & Tell, 3) Planning time, 4) Working Time, 5) Story Time, 6)Cleaning Time, 7) Recall, 8) Snack time, 9) Outdoor and Indoor games, 10) Small groups and 11) Closing time.

WORKING WITH THE TEACHERS AND THE COMMUNITY

To make our interventions / approach more focused and systematic, we have developed and disseminated a primer on proper functioning of Anganwadi Centres. This is to further help and guide the field staff, AWWs, Mothers Committee members, panchayat members and community representatives towards ensuring improved services of Anganwadi centres in the intervention areas. During the period 3500 copies of ICDS primers were published. We have

disseminated 1800 copies of ICDS primers among partner organisations, government officials, teachers, AWWs, Mata Samities members, PRI representatives and community representatives in the project area.

As a strategy, NEG-FIRE intends to strengthen the Mata Samitis or Mothers Committees associated with AWCs to be aware of their and their children’s rights and entitlements concerning education, health and nutrition. As a result, by the end of March 2016, out of a total of 250 AWCs where regular data is collected through our Computer based MIS (CMIS), 242 Mata Samiti’ have been formed or revived and are functioning on a regular basis.

WHAT WE ACCOMPLISHED SO FAR

These committees are actively participating in regular monthly meetings, participating in VHND, monitoring regular conduction of preschool classes, nutritional support to the children attending anganwadi centres and also overseeing that the centres are being run as per the standards mandated by the Ministry of Women and Child Development. 51 % of the AWCs are complying with all the standards mandated by the Ministry of Women and Child Development. Further, 43 % of the AWCs are complying with majority of standards mandated. Only 6 % of the AWCs are complying with less than 50 % of the standards mandated by the Ministry.

Catering to the needs of 23 children, the anganwadi centre in the Thuria village of Koraput district in Odisha, is a unique example of exemplary ECE activities and learning.

STORY OF CHANGE

The first steps towards a resilient tomorrow



NEG-FIRE and our partner SOVA, work for Early Childhood Education (ECE) as one of our key programmes, wherein we aim towards making the Anganwadi centres, formed by the State Government, functional and more effective. The initial few years of a child’s life are undoubtedly the most crucial and sensitive years – they form the basis of a successful and sustainable life ahead. It is therefore essential to work towards holistic development (educational, psychological, emotional and social) of children in the age group of 3-6 years. However, NEG-FIRE solely works for children from the most marginalised communities throughout India and it is crucial to keep in mind that children from these areas are different from urban or even rural children. A different, unique approach is thus needed to reach out to and educate these children.

Catering to the needs of 23 children, the anganwadi centre in the Thuria village of

Koraput district in Odisha, is a unique example of exemplary ECE activities and learning. What makes it extraordinary is the fact that the children are imparted learning in their own mother tongue. From the alphabets to numbers and stories – everything is in the child’s regional language. It is an activity based Teaching Learning Method (TLM) where the emphasis is on numerous important activities such as action songs, role-plays, stories, poems, art and play. Together all of these activities, mixed with usage of local language and local culture, contribute to an experiential learning for overall development of the children. The anganwadi centre has one anganwadi worker, popularly known as ‘didi’ and a helper to assist in the day to day activities. This anganwadi uses simple but innovative methods of teaching to ensure that all children successfully transition to primary schools. They have their own simple achievements such as a strong sense of unity, sharing and togetherness, being responsible for their own belongings, keeping the anganwadi clean, respecting their ‘didi’, placing the toys and coloring books, after play time is over, back in the original position and greeting whoever comes in with a warm welcome!

CHAPTER 3

KEY INSTITUTIONAL ACHIEVEMENTS

GOVERNANCE AND POLICIES:

- › Following the board approval, we have now upgraded our Lucknow project office into a Northern regional office that supports partners in U.P, Bihar and Jharkhand.
- › Policies and practices -To strengthen our systems and process, we have developed some new policies and revamped some existing ones. Information for few is given below: Policy on Sexual Harassment of Women at Workplace - NEG-FIRE has developed a Policy on Sexual Harassment of Women at Workplace in line with the Laws. This will uphold women staff's right to protection against Sexual Harassment. To this effect, an Internal Complaints Committee (ICC) has been formed which can be approached by all staff members. Conflict of Interest - Any staff member must not allow any other interest, personal or private, to influence the management of the resources and the decision making process, which s/he undertakes on behalf of the organization. The interests of the organisation must therefore take priority over all other interests.

Information for few is given below:

Policy on Sexual Harassment of Women at Workplace - NEG-FIRE is committed to providing a safe and respectful workspace and environment for all staff members and others. We have developed Policy on Sexual Harassment of Women at

Workplace in line with the Laws. This will uphold women staff's right to protection against Sexual Harassment. We have also evolved mechanisms for the prevention, prohibition and redressal of sexual harassment of women at workplace within the jurisdiction of NEG-FIRE. To this effect, an Internal Complaints Committee (ICC) has been formed which can be approached by all staff members.

Conflict of Interest - Any staff member must not allow any other interest, personal or private, to influence the management of the resources and the decision making process, which s/he undertakes on behalf of the organization. The interests of the organisation must therefore take priority over all other interests.

ORGANISATIONAL VISIBILITY AND RESOURCE MOBILISATION:

- › We have developed a Resource Planning & Mobilization strategy based on the thematic priorities, having established the need and significance of a program oriented resource mobilization strategy.
- › We recruited a Resource Planning & Mobilization Specialist for diversifying our funding sources and establishing new partnerships with international donors, Corporates and HNIs.
- › We established a new funding partnership with Powerlinks Transmission Limited - A venture of TATA Power and Powergrid.
- › We have upgraded to a new user-friendly and creative website and are now also active on social media such as Facebook, LinkedIn and Twitter.

CAPACITY BUILDING:

- › A two-day workshop on Gender sensitization of partners to address/recognize the gender related issues in projects, organisations and communities, was held. This workshop, held in two locations in Bhopal and Lucknow, was also attended by the NEG-FIRE staff.
- › A training on Early Childhood Education and 11 step pedagogy for Anganwadi centres was held

in Bhopal in two phases for the partners in the central region.

- › A workshop on developing lesson plans and academic calendars on Multi-lingual education was held in Araku. This workshop was organised in 3 phases.
- › A 4 day workshop, in 2 phases, was held for NEG-FIRE staff to brainstorm towards strengthening the programme framework and result-based management. An induction programme for new staff members was also held.

ALLIANCE BUILDING AND NETWORKING:

As part of its networking and collaborating efforts, NEG-FIRE continued engaging with National RTE Forum and actively participated in a number of advocacy and networking activities during the reporting period.

- › RTE Forum National Council Meeting - As a core group member, NEG-FIRE supported the National RTE Forum by organising its National Council Meeting on 7th and 8th January 2016 in New Delhi. Introducing the agenda of the meeting, Vengatesh Krishna, ED, NEG-FIRE, welcomed the participants during the inaugural session, and set the context for the entire event. Over the two days, the meeting discussed a wide range of important issues - starting from the looking threats of privatisation & commercialisation of education and impact of WTO processes on education to status & challenges of higher education, New Education Policy initiatives of the central Government and non-compliance of RTE Act.
- › State Level MP-RTE Forum Consultation - The State level MP-RTE Forum Consultation was organised in Bhopal on March 16-17, 2016 with involvement of around 20 NGOs and 130 participants (comprising mostly SMC members, panchayat members, and Govt. & NGO representatives) from 25 districts of MP. The programme mainly consisted of sharing of successes/challenges by SMC members issues such as processes of SMC formation, quality education, infrastructure, and strategies for

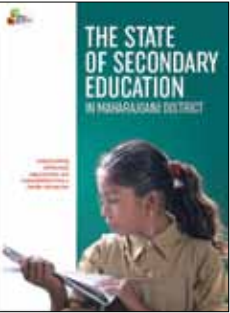
future growth. The second day was spent on formation of a state level SMC Collective. The objective was to run a full-fledged campaign to strengthen SMCs and schools throughout the state, with specific roles and responsibilities to lead NGOs in various clusters.

- › National Stock Taking Convention of RTE Forum - The 6th National Stocktaking Convention of RTE Forum was organised on March 21, 2016 in Delhi with participation and gathering of like-minded people from different walks of life. Around 30 representatives of NEG-FIRE's partner organisations from central region (CDJ, RDSS, JDSS, SMVK, SJVS and RSDWS) and core group members of MP RTE Forum also participated in the Convention. The Convention was inaugurated by the Vice President of India Sri Hamid Ansari. Emphasising the importance of education towards nation building, he raised some critical issues and explained the way forward for making RTE a reality.

CERTIFICATION AND RECOGNITION:

- › Best use of innovation in the education sector - World CSR Congress
- › Certification of validation - Charities Aid Foundation
- › Certificate of empanelment - National CSR Hub, Tata Institute of Social Sciences
- › Credible Implementing Agency - Indian Institute of Corporate Affairs, Ministry of Corporate Affairs, Government of India

RESEARCH AND PUBLICATIONS:



THE STATE OF SECONDARY EDUCATION IN MAHARAJGANJ DISTRICT - Understanding differential opportunities and vulnerabilities from a gender perspective
The report highlights essential elements related

to secondary education in 3 blocks in Maharajganj in Uttar Pradesh, India, through a gender outlook. Considering that secondary education holds immense potential to contribute to a community and the country’s economic growth, it becomes imperative for both girls and boys to have access to secondary education and thus be instrumental to the sustainable development of their community and the country at large.



THE CONFLICT AND EDUCATION TANGLE – A Study On Conflict And Education In Gajapati District Of Odisha
The report aims at highlighting the adverse effects that conflict (personal, societal or communal) can have on education and holistic development of children

from marginalized communities and recommends measures to prevent this from occurring or mitigating the adverse effects already being caused. This report can be helpful for individuals and organisations working either in the Gajapati District or working towards providing education to the children from the marginalised communities.



IMPROVING ACCESS TO QUALITY EDUCATION FOR THE NOMADIC MENDICANT AND ENTERTAINER TRIBES – Status, opportunities and challenges
This report presents findings and analyses from a research study commissioned by NEG-FIRE to identify the opportunities and

challenges to education faced by the Nomadic Tribes and Denotified Tribes in the State of Maharashtra. Focusing particularly on the nomadic mendicants and entertainers found in the Latur and Solapur districts, it draws upon their socio-economic status, livelihood choices, migration patterns, awareness levels and attitudes towards education, in order to lay the foundation for a comprehensive intervention aimed at improving the educational attainments of their children.



KHEL SE MEL – Social inclusion through play
This report is an attempt to document play(s) or Khel Se Mel (KSM) activities, which are an important component of the majority of its programmes, and help to promote socially inclusive practices among

young children through the medium of plays. The purpose of documentation is to develop a single compact document in the form of an easy-to-use handbook for the benefits of teachers, trainers and development practitioners who are working in the domain of education at the grassroots. The documented activities have been presented in the same manner as they are performed by children.

- › A Primer on Integrated Child Protection Scheme was developed which gives a brief look into what ICPS is and the highlights of the various components of the scheme.
- › A Gender guidebook is being prepared for partners and community members.
- › A teachers training manual on language was developed.
- › Initiation of the Life Skill Education Manual.

CHAPTER 4

SPECIAL THANKS TO

OUR FUNDERS



TATA TRUSTS

SIR DORABJI TATA TRUST • SIR RATAN TATA TRUST
JAMSETJI TATA TRUST • N.R. TATA TRUST • J.R.D. TATA TRUST



OUR PARTNERS

- | | |
|---|---|
| › Jabalpur Diocessan Social Service Society | › Catholic Diocese Of Jhabua |
| › Samarpan Mahila Vikas Kendra | › Adivasi Mitra Welfare Society |
| › Voluntary Education Development And Integrated Cultural Society (Vedic Society) | › Abhiyan |
| › Raipur Diocesan Social Welfare Society | › Patna Jesuit Society |
| › Disha Trust | › Purnea Social And Educational Society |
| › Roman Catholic Diocesan Social Service Society, | › Sadhana |
| › Sampurna Jeevan Vikas Samiti | › Solidarity For Developing Communities (Sfdc) |
| › Shiv Shiksha Samity Ranauli | › Bareilly Diocesan Social Service Centre |
| › Centre For Social Equity And Inclusion | › Samantar Sansthan |
| › The Charitable Association For Rural Education And Development (Read) | › Shramik Seva Kendra |
| › South Orissa Voluntary Action (Sova) | › Astitwa Samajik Sangthan |
| › Nature | › Kashi Samaj Shiksha Vikas Sansathan |
| › Rural Development Service Society | › Anuj Shiksha Awam Mahila Kalyan Samiti |
| | › Sharmik Varg Awam Nirbal Varg Vikash Sansthan |
| | › Saket Mahila Smajothan Shilp Awam |

- Garamodyog Sansthan
- › Srishti Seva Sansthan
 - › ROSA

GOVERNING BOARD MEMBERS

- › **Dr. Cherian Joseph**,
Chairperson, Individual member
- › **Ms. Meenu Venkateswaran**,
Vice–Chairperson, Individual member
- › **Ms. S.P. Selvi**,
Treasurer, Individual member
- › **Most Rev. Dr. Joshua Mar Ignathios**,
Bishop of Mavelikara, CBCI Representative,
Institutional member
- › **Sister Sicily Chittilappilly JMJ**,
CRI Representative, Institutional member
- › **Br. Laurence Abraham CMSF**,
CRI Representative, Institutional member
- › **Dr. Rudolf C. Heredia**,
Individual member
- › **Mr. Vengatesh Krishna Sundaram**,
Ex–officio Secretary & Executive Director

GENERAL BODY MEMBERS

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Archbishop of Raipur, CBCI Representative,
Institutional member
- › **Mr. Lourdes Peter Baptista**, Individual member
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- › **Dr. Joseph Bara**, Individual member
- › **Sr. Sudha Varghese**, Individual member
- › **Prof. K. Sujatha**, Individual member
- › **Ms. Meenu Chawla**, Individual member
- › **Fr. Raymond Ambroise**, Individual member
- › **Mr. Adrian Almeida**, Individual member
- › **Mr. Anirban Ghose**, Individual member
- › **Dr. Rekha Abel**, Individual member
- › **Mr. P.V. Krishna Rao**, Individual member

COMMITTEE MEMBERS

FINANCE COMMITTEE MEMBERS

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

HR COMMITTEE MEMBERS

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- › **Mr. Manoj Mathew**, Member
- › **Mr. Vengatesh Krishna**, Executive Director

PROCESS APPROVAL COMMITTEE MEMBERS

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- › **Dr. Asha Singh**, Member
- › **Mr. Vengatesh Krishna**, Executive Director

RESOURCE PLANNING AND MOBILIZATION COMMITTEE (RPM)

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- › **Ms. Meenu Venkateswaran**, Vice Chairperson
- › **Fr. Raymond Ambroise**, Member
- › **Mr. Suresh Rao**, Member
- › **Mr. Vengatesh Krishna**, Executive Director

INTERNAL COMPLAINTS COMMITTEE

- › **Ms Mamta Dubey**, Presiding Officer
NEG–FIRE staff representative
- › **Dr. Mala Khullar**, Member and Gender Expert
– External
- › **Sr. Mary Scaria**, Member and Legal Expert
– External
- › **Dr. Cherian Joseph**, Member and Chairperson
- › **Mr. Vengatesh Krishna**, Member and
NEG–FIRE staff representative

CHAPTER 5

FINANCIALS



V. SANKAR AIYAR & CO.
CHARTERED ACCOUNTANTS
Flat No.202 & 301, Satyam Cinema Complex
Ranjit Nagar Community Centre, New Delhi – 110008
Tel (011) 26702691, 26704639; e-mail: newdelhi@vsa.co.in

INDEPENDENT AUDITOR'S REPORT

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

Report on Financial Statements

We have audited the accompanying financial statements of **NATIONAL EDUCATION GROUP – FOUNDATION FOR INNOVATION AND RESEARCH IN EDUCATION (NEG FIRE)**, (“the Society”) which comprise the Balance Sheet as at 31st March 2016 and the Income and Expenditure Account for the year then ended and a summary of significant accounting policies and other explanatory information.

Management’s Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

- a) in the case of the Balance Sheet, of the state of affairs of the Society as at 31st March 2016; and
- b) in the case of the Income and Expenditure Account, of the surplus/deficit for the year ended on that date;

Other Matters

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

Place: NEW DEHI
Dated: 16/07/2016

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

M.S. Balachandran

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



New Education Group - Foundation For Innovation and Research in Education					
Balance Sheet (Consolidated) as at 31st March 2016					
Particulars	Schedule No.	FCRA	Local	Total As at 31/03/2016 (Rs.)	Total As at 31/03/2015 (Rs.)
SOURCES OF FUNDS					
Reserves & Funds	1	26,16,592	2,28,085	28,44,677	25,55,091
Program Balances	2	52,54,020	38,64,650	91,18,670	78,34,209
Current Liabilities & Provisions	3	2,47,610	43,791	2,91,401	1,50,694
Total		81,18,222	41,36,526	1,22,54,748	1,05,39,994
APPLICATION OF FUNDS					
Fixed Assets					
Gross Block	4	54,94,730	6,24,459	61,19,189	59,57,155
Less: Depreciation		31,93,963	4,56,993	36,50,956	34,74,389
Net Block		23,00,767	1,67,466	24,68,233	24,82,766
Investments in FDR's with Canara Bank		-	-	-	10,00,000
Current Assets & Advances					
Cash & Bank Balances	5	1,02,108	38,00,388	39,02,496	37,43,761
Advances	6	57,15,347	1,68,672	58,84,019	33,13,467
		58,17,455	39,69,060	97,86,515	70,57,228
Total		81,18,222	41,36,526	1,22,54,748	1,05,39,994
Significant Accounting Policies & Notes to Accounts 9					
Note: Previous Year's figures have been reclassified wherever necessary.					
For & on Behalf of Management			As per our report of even date annexed		
<i>K. Anup</i>		<i>S. P. Selvi</i>		For V. Sankar Aiyar & Co.	
Vengatesh Krishna Sundaram		S P Selvi		Chartered Accountants	
Executive Director		Treasurer		FRN: 109208W	
Place: New Delhi		<i>M.S. Balachandran</i>		M.S. Balachandran	
Date: 16/7/2016				Partner	
				M.No. 024282	

New Education Group - Foundation For Innovation and Research in Education						
Receipts and Payments Account (Consolidated) for the Year Ended 31st March 2016						
Particulars	FCRA	Local	For the Year Ended 31/03/2016 (Rs.)	FCRA	Local	For the Year Ended 31/03/2015 (Rs.)
Opening Balance						
Cash	47,295	6,132	53,427	14,592	13,803	28,395
Bank	27,55,280	9,35,054	36,90,334	1,13,75,962	4,17,873	1,17,93,835
FDR with Bank	-	10,00,000	10,00,000	-	17,50,000	17,50,000
Sub - Total	28,02,575	19,41,186	47,43,761	1,13,90,554	21,81,676	1,35,72,230
Receipts						
Contribution to Projects	7,66,85,566	70,34,000	8,37,19,566	6,04,72,872	1,19,35,000	7,24,07,872
Donation/Misc. Income	-	10,600	10,600	12,000	12,000	24,000
Interest	6,53,138	1,76,991	8,30,129	6,03,204	2,62,580	8,65,784
Safe proceeds of old Vehicle	3,00,000	-	3,00,000	-	-	-
Sub - Total	7,76,38,703	72,21,591	8,48,60,294	6,10,88,076	1,22,09,580	7,32,97,656
Total	8,04,41,278	91,62,777	8,96,04,055	7,24,78,630	1,43,91,256	8,68,69,886
Payments						
SDTT Project Expenses	-	29,86,197	29,86,197	-	1,16,07,030	1,16,07,030
Misereor Project Expenses	5,83,78,975	-	5,83,78,975	5,13,53,092	-	5,13,53,092
SDTT Project - Administrative Expenses	-	23,63,976	23,63,976	-	8,00,788	8,00,788
Misereor - Administrative expenses	2,02,72,399	-	2,02,72,399	1,71,93,253	-	1,71,93,253
Misereor - Advance for Vehicle	6,56,067	-	6,56,067	-	-	-
Misereor - Additions to Fixed Assets	10,31,730	-	10,31,730	11,29,710	-	11,29,710
SDTT - Additions to Fixed Assets	-	-	-	-	42,252	42,252
NEG FIRE - Administrative expenses	-	12,216	12,216	-	-	-
Sub - Total	8,03,39,170	53,62,389	8,57,01,559	6,96,76,055	1,24,50,070	8,21,26,125
Closing Balances						
Cash	11,391	614	12,005	47,295	6,132	53,427
Bank	90,717	37,99,774	38,90,491	27,55,280	9,35,054	36,90,334
Investments	-	-	-	-	10,00,000	10,00,000
Sub - Total	1,02,108	38,00,388	39,02,496	28,02,575	19,41,186	47,43,761
Total	8,04,41,278	91,62,777	8,96,04,055	7,24,78,630	1,43,91,256	8,68,69,886
Note: Previous Year's figures have been reclassified wherever necessary.						
For & on Behalf of Management			As per our report of even date annexed			
			For V. Sankar Aiyar & Co. Chartered Accountants FRN: 109208W			
Vengatesh Krishna Sundaram Executive Director			M.S. Balachandran Partner M.No. 024282			
Place: New Delhi Date: 16/07/2016						

New Education Group - Foundation For Innovation and Research in Education					
Income and Expenditure Account (Consolidated) for the Year Ended 31st March 2016					
Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2016 (Rs.)	For the Year Ended 31/03/2015 (Rs.)
INCOME					
Funds Allocated		7,73,91,710	56,05,550	8,29,97,260	8,13,35,047
Total		7,73,91,710	56,05,550	8,29,97,260	8,13,35,047
EXPENDITURE					
Misereor Project Expenses	7	5,64,97,897	-	5,64,97,897	5,18,82,312
SDTT Project Expenses	7	-	32,09,021	32,09,021	85,89,916
Misereor - Administrative expenses	8	2,01,37,998	-	2,01,37,998	1,71,43,344
SDTT Project - Administrative Expenses	8	-	23,63,976	23,63,976	36,59,530
Depreciation	4	7,55,816	32,553	7,88,369	59,945
Total		7,73,91,710	56,05,550	8,29,97,260	8,13,35,047
Significant Accounting Policies & Notes to Accounts	9				
Note: Previous Year's figures have been reclassified wherever necessary.					
For & on Behalf of Management			As per our report of even date		
			For V. Sankar Aiyar & Co. Chartered Accountants FRN: 109208W		
Vengatesh Krishna Sundaram Executive Director			M.S. Balachandran Partner M.No. 024282		
Place: New Delhi Date: 16/07/2016					

CHAPTER 6

THOSE WHO MAKE
IT HAPPEN



CORE TEAM

We are a team of 30 professionals, working in 3 state Offices, driven towards the upliftment of children from marginalised communities in India through the provision of quality education. We find our strength in our staff.

ALSO IN THE TEAM



Mr.Raj Kumar



Mr.Ravala Vijay Kiran



Sharda Singh




Sharon Ferdinands



Shyam Sundar Mallick

- › Neha Chettri
- › Resmi Bhaskaran
- › Mahindhar Sharma
- › Manna Biswas

From Left: Yogesh Kumar, Uma Shankar Pandey, Rakesh Kumar Singh, Dr. Cherian Joseph, Vengatesh Krishna, Salahuddin Khan, Vineet Gupta, Chetanya Raj Singh, Deepak Balan, Shailendra Kumar Awasthi, Nivrita Durgvanshi, Mamta Dubey, Mariamma Daniel, Sreeja Chatterjee, Aldo James Vaz, Albicia Kullu, Asha Gosain, Shilpa Hemrajani, Garima Goswami, Sonal Jain, Chandan Singh Bisht, Dinesh Madrosiya, Sandeep Tirkey.



"ONE CHILD, ONE TEACHER,
ONE BOOK, AND ONE PEN
CAN CHANGE THE WORLD"

MALALA YOUSAFZAI



New Education Group
Foundation for Innovation and Research in Education
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New Delhi- 110017
Telefax: +91 11 26526570
Email: info@negfire.org

