

ANNUAL REPORT 2018-2019

Founded in 2005, New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) is a development organization registered under the Societies Registration Act 1860 and tax exempt under 80G of the Income Tax Act 1961.



OUR VISION

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

OUR MISSION

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

MESSAGE BY THE CHAIRPERSON

At the time of Independence, only fourteen percent of the population was literate and only one child out of three had been enrolled in primary schools. Hence the Founding Fathers wanted to achieve universal education in India but this mandate still needs to be realized. Amartya Sen, a well-known Indian economist and winner of Noble Prize says, "Education has major impact on economic development, on social equity, gender equity. In all kinds of ways, our lives are transformed by education and security". The development of any country will be based on the education of its citizens. Amartya Sen says, "South Korea at the end of the Second World War had a very low level of literacy. But suddenly, like in Japan, they determined to go in that direction. In 20 years' time, they had transformed themselves".

This is precisely what NEG-FIRE is contributing in collaboration with state Governments, communities, NGOs, teachers and volunteers. By bringing quality education with specific contextual pedagogies to the tribal and Dalit children, it is sowing the seeds of hope in the lives of people who have been largely neglected.

Our show piece achievement is the Mother Tongue based Multi-lingual education. It enables the Tribal children to be attracted to the school through their mother tongue and through it they learn the local regional language so that after a period of time they are well equipped to follow their education in their state language and develop their education capacities. But this involves a lot of intensive work with the respective state governments to achieve this.

NEG-FIRE has tried to live up to the expectation of its name, namely a Foundation for Innovation and Research in Education. I take this occasion for the hard and innovative contribution of the Staff of NEG-FIRE to realize this challenging task.

Fr. Raymond Ambroise

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

FOREWORD BY THE EXECUTIVE DIRECTOR

I believe that NEG-FIRE is a learning organization and as we move forward, with a wide range of experiences, we are shaping up with each of our successes and failures; adapting, improving and innovating. Last year, we had all of these, but we also achieved a new clarity and understanding which is certain to pave way for our upcoming scale-up plans.

Opportunity of working with the most marginalized communities in India gives NEG-FIRE a deep sense of purpose and also new challenges almost every day.

We believe that when people work with their own community, the impact is more sustainable and deeper. In the last year, we deepened our connections with the community institutions like the School Management Committees, the Mata Samities, the volunteers, the change vectors and the teachers.

Without the support and cooperation of the communities, we would not have been able to work on our mission of addressing inequalities, exclusionary practices in schools and help the marginalized people uplift themselves.

By providing in-depth training on contextual multilingual pedagogies to a cohort of 455 teachers and 25 Key Resource Persons in our intervention areas, we are impacting the lives of tribal children, changing the way they perceive learning and experience school life. The motivated and skilled teachers, most of whom belong to the communities we work with, have imbibed the values of inclusion and equality, which are being reflected in the classrooms.

In 2018-2019, we expanded our programs to two more tribal communities and strengthened our collaborations with state governments. We have further sharpened our skills for developing mother-tongue based multilingual books, curriculum development, teacher training and related activities, as we emerge as a resource organization in primary education. I can foresee very exciting times ahead for NEG-FIRE.

I feel very happy to present to you our Annual Report for 2018-2019. I take the opportunity to thank our Chairperson Fr. Raymond Ambrose, the members of the Governing Board, General Body and the Advisory Committee who have provided strategic guidance, motivation and support to us and our partners in realizing our mission. I would also like to thank our partners without whose support our journey would not be complete, and our donors – Misereor, Kindermissionswerk, Tata Trusts and Transform Rural India Foundation for their timely and generous support that has assisted us in implementation of our programs. My special thanks to each of my colleagues here at NEG-FIRE who have done their best in pursuit of our mission.

Vengatesh Krishna

Executive Director, National Education Group - Foundation for Innovation and Research in Education





CONTENTS

Introduction	9
Where we Work	10
Our Partners	11
Guiding Principles	13
Education Philosophy	14
Theory of Change	15
Strategic Goals and Priorities	16
Program Framework	17
Key Highlights of 2018-2019	18
We Work with	20
Work with Communities	21
Work with Teachers	25
Work with Children	31
Work with Government	35
Networking and Collaboration	36
Research and Documentation	37
Key Institutional Achievements	40
Familiarize Yourself with The Tribal Languages We Work with	42
Special Thanks to	47
Financials	51
List of Acronyms	56



INTRODUCTION

New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE) is a development organization that aims to transform the lives of marginalized children through quality education. Currently, NEG-FIRE is working with 21 local NGO partners in 20 districts in eight States of India. We, with our NGO partners, influence the educational processes in government schools and Anganwadis. Through our work, we aim to create greater levels of inclusion, increased learning outcomes and creation of an environment in schools which ensures quality education. We create a complete eco-system by supporting all the stakeholders, namely, communities, children, government, schools, teachers and local NGOs, to realize our goal.

Access to quality education, especially through government schools, can transform the lives of the children from marginalized communities. It can help them have higher hopes and dreams and the confidence to achieve them.

We work with children belonging to marginalized communities, whose challenges and struggles are unique, therefore it is a space where universal pedagogies cannot be applied. Apart from poverty and

low economic status, some of the challenges include social exclusion, caste hierarchy, outdated beliefs about limited learning capacities and lack of access to education, healthcare and absence of good employment opportunities.

After having understood the specific needs of children belonging to a particular community, taking in consideration their socio-economic conditions, culture, traditions and lifestyle, we have arrived at contextual pedagogies. Through a lot of trial and errors, piloting our programs across the country for years, we have continuously evolved our methodologies and processes. As an organization, we believe that we should always be open to embrace our mistakes and lessons and move forward in the right direction. The spirit of innovation is the main driving factor in all our programs. With the countless lessons learnt, we are currently at a stage where we are scaling-up our programs which have been supported by state governments.

By ensuring access to good quality of education, equity, inclusion and joyful learning environment in the classrooms, we are impacting the lives of children studying in government primary schools, with the aim that they will complete formal school education and become empowered and responsible citizens.



WHERE WE WORK



572
VILLAGES



20
DISTRICTS



08
STATES



598
PRIMARY SCHOOLS



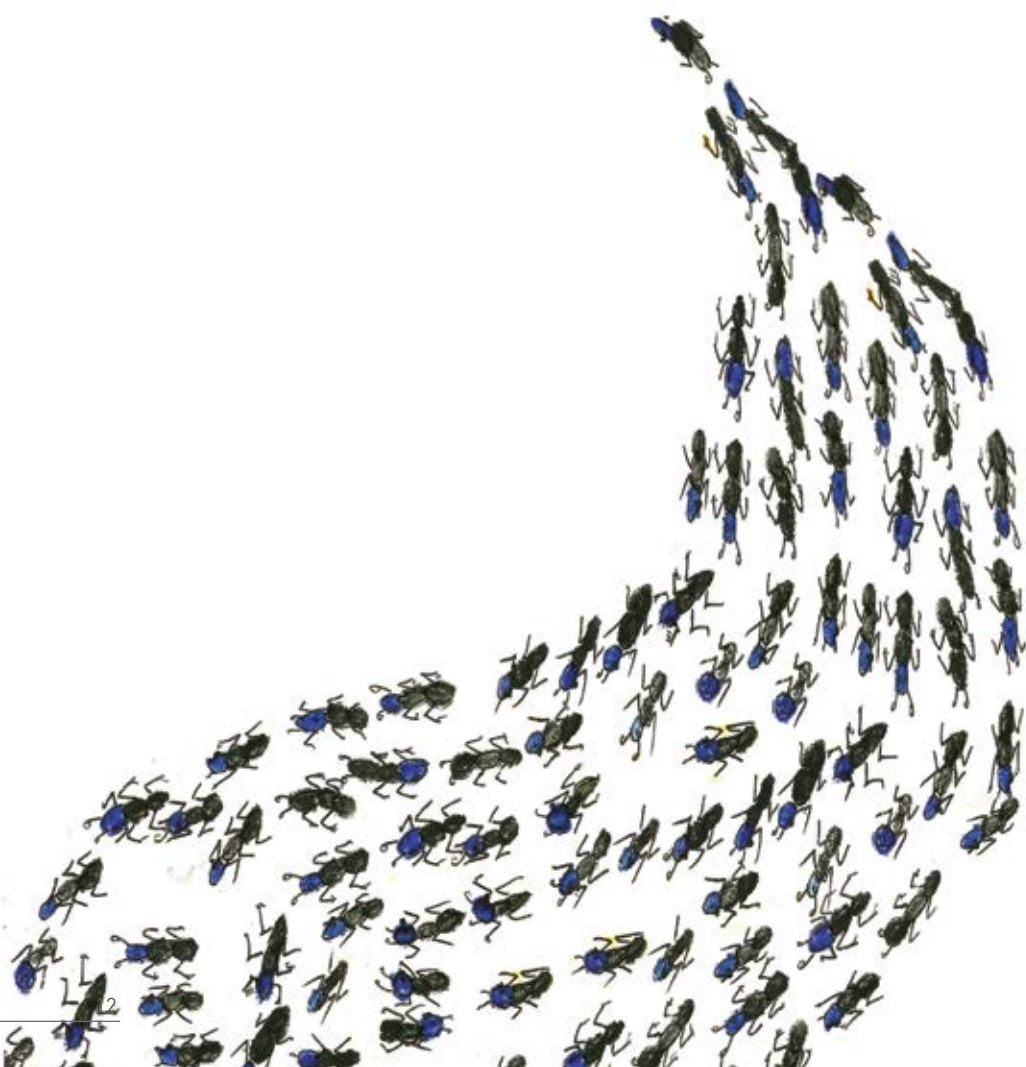
628
ANGANWADIS

OUR PARTNERS

Our work can be broadly divided into two themes: Multilingual Education and Inclusive Education. Our work with tribal communities is majorly on Mother tongue based- Multilingual Education theme and with Dalit and other marginalized communities; we work on the theme of Inclusive Education.

Sr No.	Partner NGOs	Theme	State	District
1	Adivasi Mitra Welfare Society	Multilingual Education	Andhra Pradesh	Vishakhapatnam
2	Catholic Diocesan of Jhabua	Multilingual Education	Madhya Pradesh	Jhabua
3	Centre for Social Equity and Inclusion	Inclusive Education	Bihar	Patna
4	Nature	Multilingual Education	Andhra Pradesh	Vishakhapatnam
5	South Orissa Voluntary Action	Multilingual Education	Odisha	Koraput
6	The Charitable Association for Rural Education and Development (READ)	Inclusive Education	Bihar	West Champaran
7	Bareilly Diocesan Social Service Centre	Inclusive Education	Uttar Pradesh	Pilibhit
8	Patna Jesuit Society - Prabhat	Inclusive Education	Bihar	Madhubani
9	Patna Jesuit Society - REAP	Inclusive Education	Bihar	Gaya
10	Purnea Social & Educational Society	Multilingual Education	Bihar	Katihar
11	Jabalpur Diocesan Social Service Society	Multilingual Education	Madhya Pradesh	Mandla & Dindori
12	Raipur Diocesan Social Welfare Society	Multilingual Education	Chhattisgarh	Khawardha
13	Roman Catholic Diocesan Social Service Society	Inclusive Education	Rajasthan	Ajmer

Sr No.	Partner NGOs	Theme	State	District
14	Sampurna Jivan Vikas Samiti	Multilingual Education	Rajasthan	Banswara
15	Shiv Shiksha Samiti	Inclusive Education	Rajasthan	Bundi
16	Vedic Society	Multilingual Education	Jharkhand	Latehar
17	Samarthan Centre for Development Support	Multilingual Education	Chhattisgarh	Rajnandgoan
18	Solidarity For Development Communities	Multilingual Education	Odisha	Gajapati
19	Jesuit Province Society	Multilingual Education	Andhra Pradesh	East Godavari
20	Lohardaga Gram Swarajya Sansthan	Multilingual Education	Jharkhand	Gumla
21	The Daughters of St. Annes	Multilingual Education	Jharkhand	Gumla





GUIDING PRINCIPLES

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

We work with the children from the marginalized communities.

We support children to continue formal school education for transformation.

We promote community and other stakeholders to lead the educational processes beyond project period.

We partner with the government to create replicable models for wider impact.

We collaborate with communities, NGOs and the government to promote the shared vision of transformation through education.



OUR EDUCATION PHILOSOPHY

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

Every child has the capacity and potential to learn and acquire knowledge and become a better citizen.

Children come to an educational institution with a wealth of knowledge and experiences that assists in acquiring early learning concepts.

Each child learns differently and at their own pace, which has to be reflected in the teaching practices.

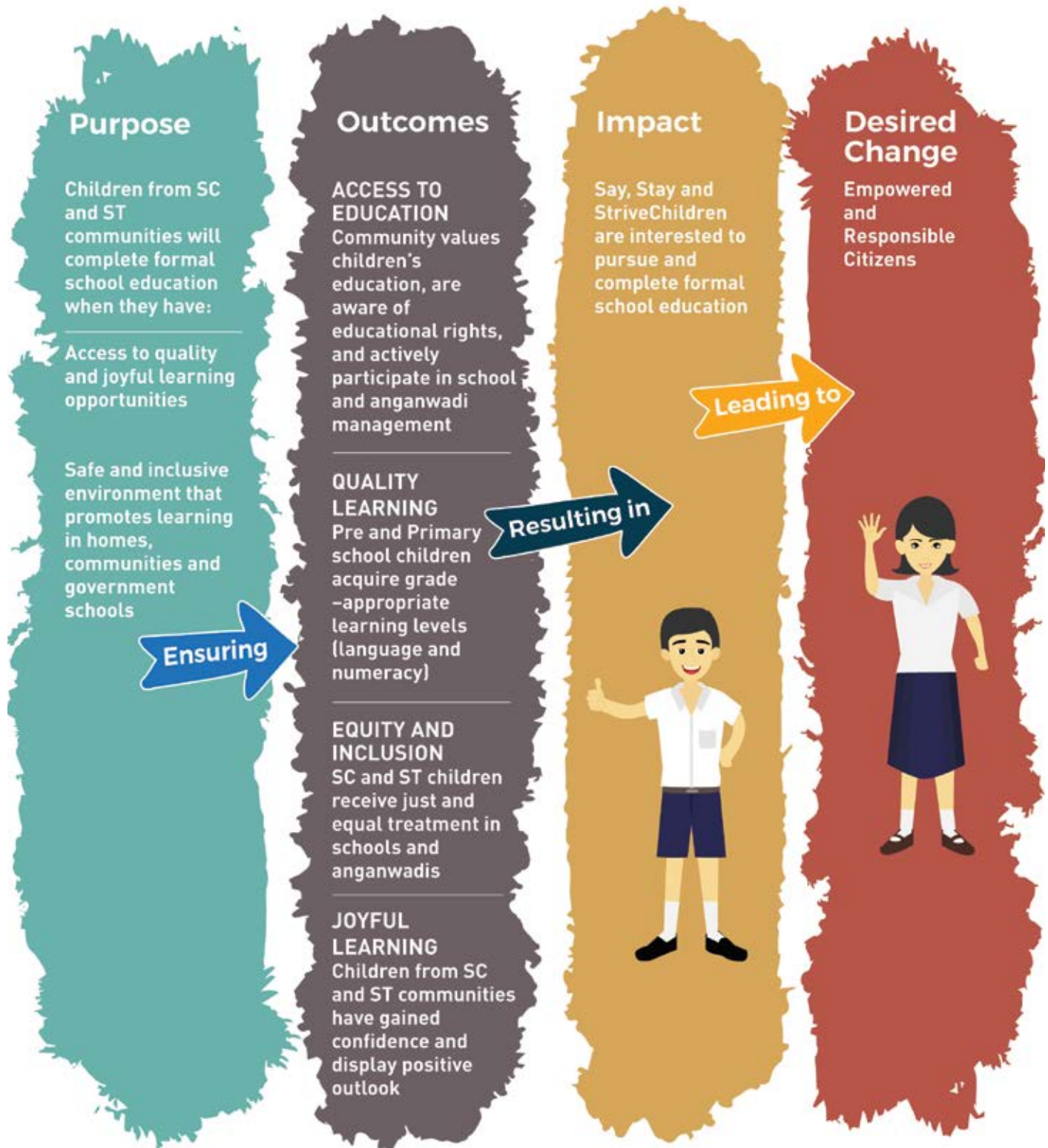
Children learn from each other through collaborative activities.

Children's fluency in mother-tongue supports the knowledge acquisition process.

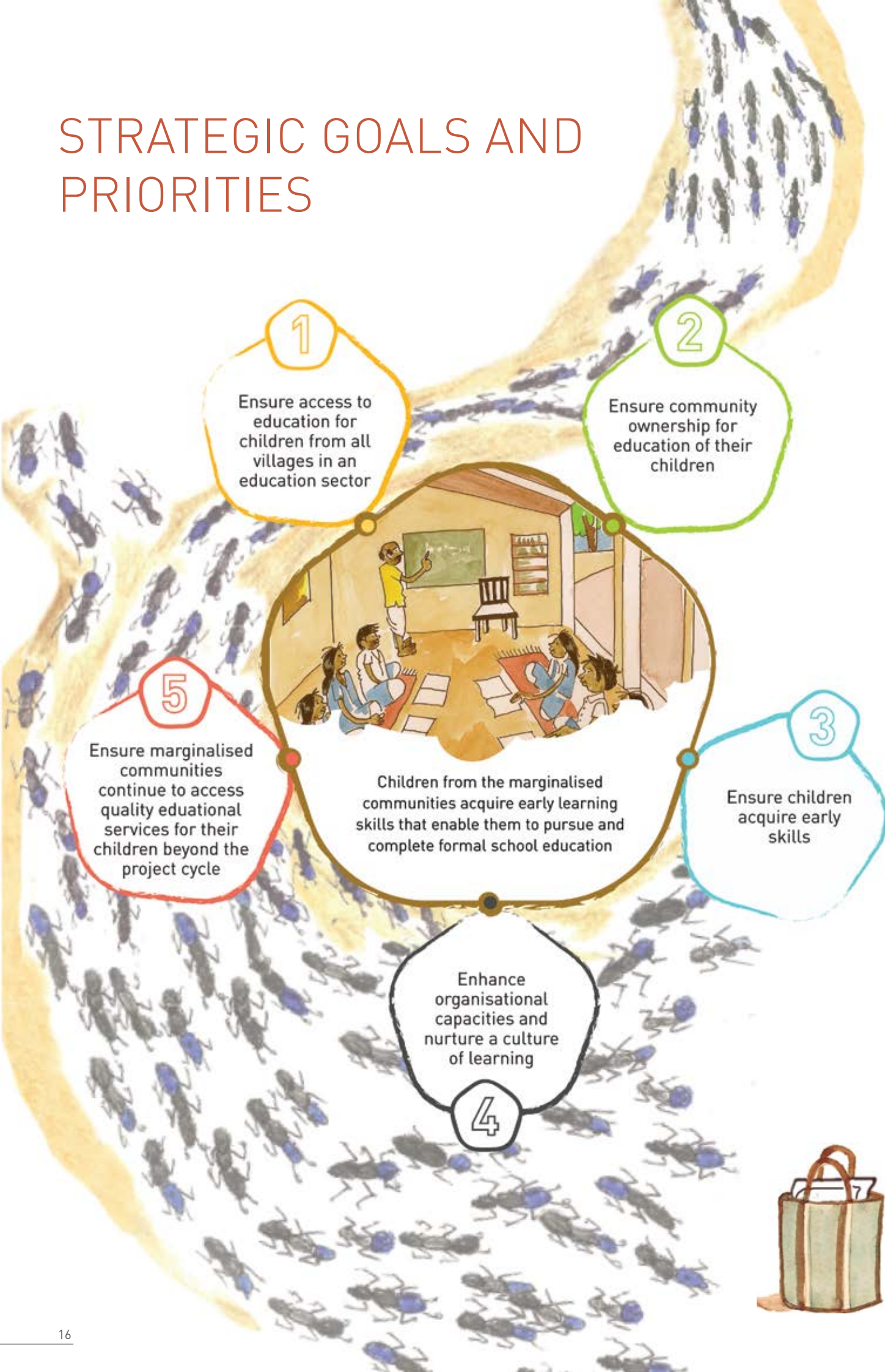
Teaching practices grounded in the child's culture and environment help to transit from the known to the unknown.

A learning atmosphere at home supported by parents and a child-friendly environment in the village impacts the child's learning ability.

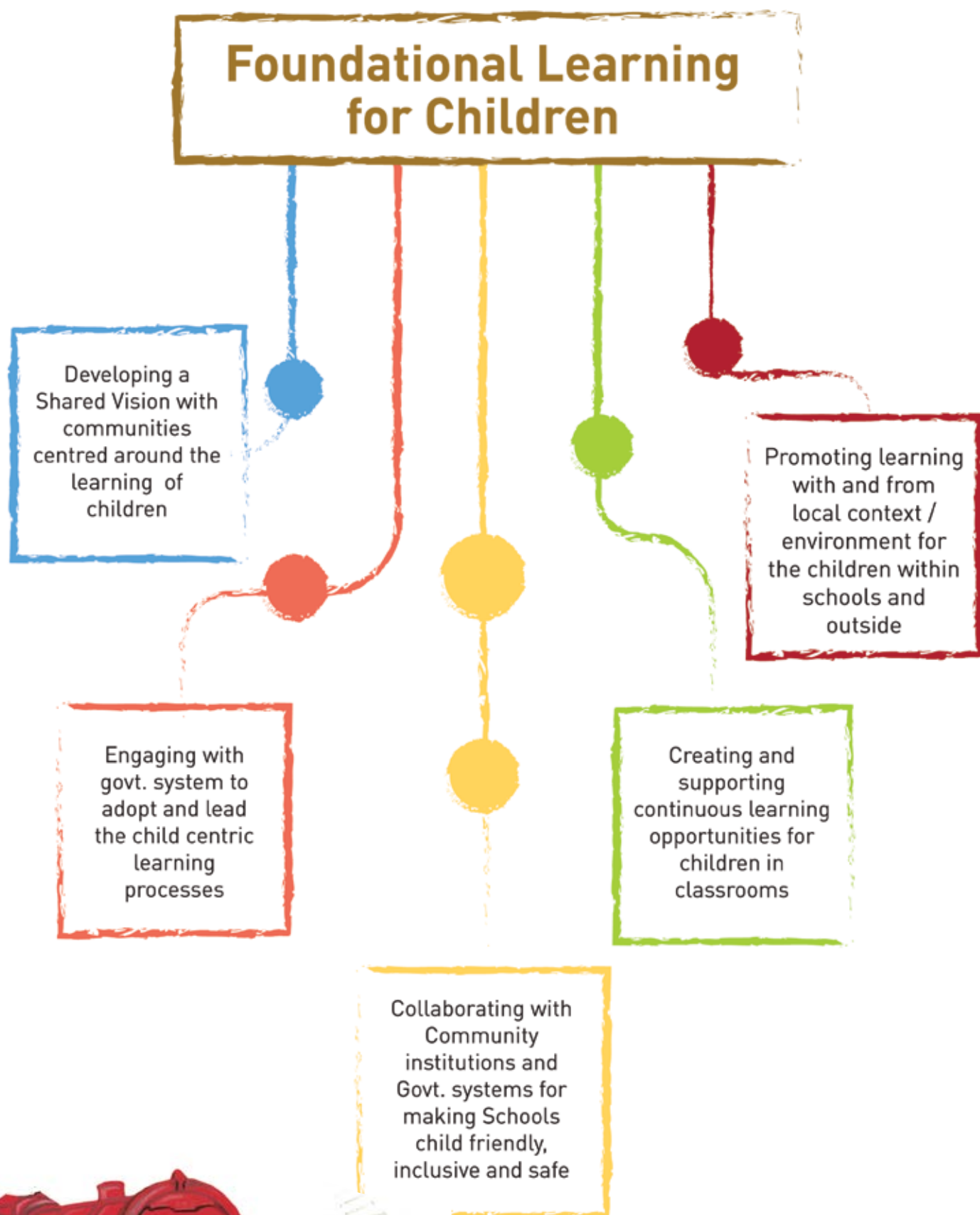
THEORY OF CHANGE



STRATEGIC GOALS AND PRIORITIES



PROGRAM FRAMEWORK



KEY HIGHLIGHTS OF 2018-2019

62,732

Primary school students from tribal, Dalit and other marginalized communities are accessing their rights and entitlements, with active support from 495 School Management Committees.

16,887

449 Mata Samities are actively working with Anganwadi teachers for creating joyful learning experiences for 16887 children.

9,717

Teachers and 25 Key Resource Persons are practicing contextual pedagogies in their respective primary schools, which is helping 9717 children from tribal communities develop proficiency in a second language, which is the medium of instruction.

20

BOOKS IN
KORKU LANGUAGE

NEG-FIRE has created a new set of 20 books in Korku language in collaboration with Korku community in Khandwa district of Madhya Pradesh, DIET and primary school teachers. The books are in alignment with state specified learning competencies of class 1 and 2. With this language addition, we now have books in 10 tribal and two regional languages.

28%

INCREASE
LEARNING
COMPETENCIES

An increase of 28% (17.3% to 46%) in learning competencies was recorded in class 1 and 2, in two districts of MP, covering 140 government primary schools, within an academic year. This indicates the effectiveness of our MTB-MLE program.

DIGITAL
LIBRARY

First Language First, a digital library for all the books in tribal languages that NEG-FIRE has developed till now, was launched. This repository of our MTB-MLE books is a ready reference for teachers, students, academicians, linguists and others with this link - <https://flf.negfire.org/> One can also download these books.

BEING A
RESOURCE
ORGANISATION

NEG-FIRE has taken up the role of being a resource organisation for primary education in the Transform Rural India Foundation consortium of six NGOs, working in Mission Antyodaya Blocks in Dindori district, Madhya Pradesh, which is funded by Tata Trusts.

MEMBER OF THEMATIC WORKING GROUP

NEG-FIRE has become a member of Thematic Working Group on MTB-MLE in the state of Andhra Pradesh, led by the State Commission for the Protection of Child Rights.

THREE MORE TRIBAL COMMUNITIES

We have started working with three more tribal communities - Oraon in Gumla district of Jharkhand, Khoya and Muria Gond communities in East Godavari district of Andhra Pradesh, to promote foundational learning competencies.

EXCLUSIONARY PRACTICES

To deepen our understanding of the on-going practices in schools of Bihar, we conducted a study called Exclusionary Practices in Schools, based on which we realigned our projects in Bihar. We have moved from working with Supplementary Education Centers to Primary Schools to address the issues that Musahar children face in the schools.

INNOVATIVE MATHEMATICS MODULE

In Bihar, we have developed an innovative Mathematics module with inclusion as its center theme, for children studying in grade 1 and 2, for the first time and it is being tested in 60 schools.

SCALE-UP

For scaling-up our MTB-MLE program in the state of Madhya Pradesh (six districts), we have raised about Rs. 8.5 crores and another sum of Rs. 8.58 crores for building institutional capacity, to be utilized in three years.



WE WORK WITH



COMMUNITIES



TEACHERS



CHILDREN



GOVERNMENT

WORK WITH COMMUNITIES

	2018-2019	2017-2018
VILLAGES	572	495
ACTIVE SCHOOL MANAGEMENT COMMITTEES	495	388
ACTIVE MATA SAMITIES	449	315
EDU-VOLUNTEERS	903	904

SMC MEMBERS TRAINED

1,615 FROM
361 SCHOOLS

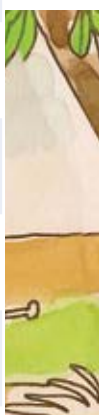
MS MEMBERS TRAINED

1,875 FROM
261 AWCs



TRIBAL COMMUNITIES WE WORK WITH

Tribal Language	Tribal Communities	Particularly Vulnerable Tribal Groups	Language Family
Gondi (Farsi)	Gonds, Koya, Muria Gond, Agariya, Panika and Bharia	No	Dravidian
Kui or Kuvi	Khond	Yes	Dravidian
Khondadora	Khondadora	No	Dravidian
Gadaba – Ollari	Gadaba	Yes	Dravidian
Paraja or Poraja	Paraja	No	Dravidian
Korku	Korku	No	Austro-Asiatic
Santhali	Santhal	No	Austro-Asiatic
Adivasi Odia	Bagata, Kotia, Valmiki, Kammara and Nookadora (Market Language)	No	Indo Aryan
Baigani	Baiga	Yes	Indo Aryan
Bhili (Bhagdi)	Bhil, Bhilala, Pataliya, Dhulia	No	Indo Aryan



We believe when parents and communities take ownership and engage extensively with schools and Anganwadis, it results in purpose and quality in classrooms. We collaborate with the existing community structures and also motivate them to create a cadre of Edu-volunteers. We are building communities' perspective on education and their role in shaping the lives of their children. Our engagement is planned in a comprehensive manner, which influence them to work by building an interface between communities and the education system. Our focus is to build strong community leadership so that they become a vital part of the sustainable development in education sector.

School Management Committee

As per the Right to Education Act and Integrated Child Development Services (ICDS) programs, it is compulsory for all government schools to have School Management Committees. This forum is meant to help teachers in managing and making better development plans for a school. As per state, total number of members in School Management Committee may differ. SMC is formed with about 75% of committee members from underprivileged sections; this may include students' parents. The rest 25% of the members can be local leaders, school teachers and student representatives. And, 50% of the total members have to be women.

We ensure that the SMC members understand their roles and responsibilities and facilitate school governance and smooth functioning of the same. By strengthening the SMCs, we make sure that each child realizes his/her educational rights and entitlements. Our objective, aligned with that of SMCs, is that there should be overall school development, regular attendance of teachers and students, infrastructural development and improved quality of education.

Mata Samiti/Mother Groups

As a part of a government program Integrated Child Development Services (ICDS), Mata Samities are formed for supporting Anganwadi Centres and taking care of the women of their respective communities.

A Mata Samiti has six to seven members, who are generally lactating women, pregnant women and adolescent girls. Their major responsibilities include supporting anganwadi teachers in effectively running Anganwadi Centres (AWC), influencing families to enroll their children at AWCs. The members of Mata Samities conduct monthly meetings with Anganwadi Teachers for the improvement of AWCs, developing strategies for children's growth, maintaining healthy food for the children, among others things.

We believe that the local women play a crucial role in the development of children and the community as a whole and at our intervention areas; we work with Mata Samities by training them on their roles and responsibilities. We first identify Mata Samiti members, conduct individual discussions with them, followed by regular village level meetings for their orientation and continuous support.

Child Protection Committee

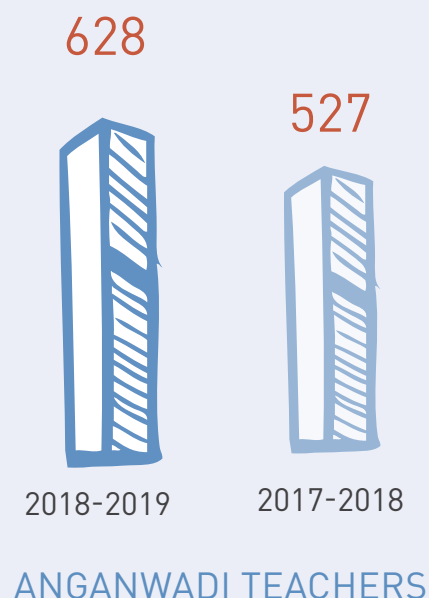
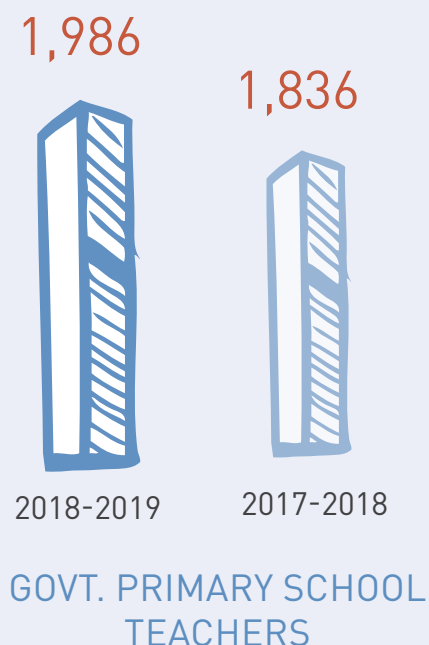
Child protection issues are mostly complex and need to be dealt with precision. Every village has to have a Child Protection Committee under the guidance of the village level elected representative (Head of the Gram Panchayat) to recommend and monitor the implementation of child protection services at the village level. The committee shall include two child representatives, a member of the District Child Protection Committee, anganwadi teachers, school teachers, auxiliary nurse midwives, as well as respected village members and civil society representatives. In strengthening the CPC, we ensure that the children are being brought up in a safe and comfortable environment, a space that provides a conducive environment for learning and growth.

Edu-Volunteers

In an attempt to reach every single family and all the children in our intervention areas, we have created a cadre of local volunteers; we call them Edu-Volunteers. Community members make excellent volunteers, because they are in touch with the education issues of their respective areas and are concerned about their community. They promote education and act as change agents in steering the education scenario at the village level, be it managing the Treasure Houses, running the supplementary centres or being role models for young girls and boys in their village. We equip them with knowledge of their roles and responsibilities; help them become leaders so that they can spearhead processes which build a nurturing environment of learning. We motivate them to take lead roles in initiating conversations at community platforms, taking actions and working together so that the plans can be successfully implemented.



WORK WITH TEACHERS



TEACHERS' TRAINING

1,127
GOVT. PRIMARY
SCHOOL TEACHERS

25
KEY RESOURCE
PERSONS (KRP)

383
ANGANWADI
TEACHERS

IN THE LAST ONE YEAR, WE HAVE TRAINED 1127 GOVERNMENT PRIMARY SCHOOL TEACHERS, OF WHICH **455 TEACHERS WERE TRAINED DIRECTLY BY NEG-FIRE IN COLLABORATION WITH GOVERNMENT, ON THE THEME OF MTB-MLE IN MANDLA AND DINDORI DISTRICTS OF MADHYA PRADESH.**

672 TEACHERS WERE TRAINED ON THE THEMES OF INCLUSIVE EDUCATION AND MTB-MLE PARTNER NGOs IN OUR INTERVENTION SCHOOLS IN THE FOLLOWING STATES:

STATE	NO. OF TEACHERS TRAINED
Andhra Pradesh	99
Bihar	214
Chhattisgarh	31
Jharkhand	85
Madhya Pradesh	67
Odisha	83
Rajasthan	93
Grand Total	672



We have also imparted training to Anganwadi Teachers on 11 Steps Methodology, which is a step-by-step plan to be followed by teachers to create a joyful learning environment and prepare children to take their first steps towards formal education.

STATE	AW TEACHERS TRAINED
Andhra Pradesh	56
Bihar	11
Chhattisgarh	32
Jharkhand	45
Madhya Pradesh	112
Odisha	37
Rajasthan	44
Uttar Pradesh	46
Grand Total	383



Key Resource Persons and Teachers' Training on MTB-MLE

Teachers' training on MTB-MLE pedagogies was one of the key highlights for us this year. With conducting extensive workshops for creating meticulous training modules to imparting the same in rigorous training sessions, we have achieved success and learnt many lessons in the long process.

This year, we have had four training sessions, in two phases. Two training sessions were for Key Resource Persons and two for government Primary School teachers.

Key Resource Persons, also known as Master Trainers are Primary School Teachers and few of our partner NGO's team members, who impart trainings to a larger set of government Primary School Teachers. For the purpose of extending

Our reach to an increased number of students via increased number of teachers, Block Resource Centres (BRC) and District Institute for Education and Training (DIET) have identified Key Resource Persons (KRP) for us, so that we can train them and they can further train the teachers and help them in classroom transactions.

Through these trainings we have been able to reach students across 262 schools in Mawai block, Mandala district and 187 schools in Samnapur block of Dindori district in Madhya Pradesh.

The first KRP training was conducted in April 2018 in Jabalpur. It was a four-day training session. Total 25 KRPs were trained, of which 11 KRPs belong to Mawai, 11 KRPs to Samnapur and three KRPs from our partner NGO JDSS's team members.

In the training, with the use of many real stories, the KRPs learnt about the culture, environment, experiences, knowledge, needs, interests, and challenges of the children belonging to Gond and Baiga tribal communities, as our intervention schools in this area have majority of children belonging to these two communities.

They were trained on MLE pedagogies which included the books that we have made in Gondi and Baigani and developing lesson plans for everyday in the classrooms.

Another important part of this training was that the KRPs were trained on the skills that are required to train teachers.

They were trained by a language and pedagogy expert Dr. Mahendra Kumar Mishra and NEG-FIRE's team members Sandeep, Jyoti, Vinesh and Smriti.

After this first KRP training, in the month of May 2018, we had our first teachers' training. 455 government primary school teachers were trained, in ten batches.

In this training, the KRPs had assisted NEG-FIRE's Jyoti and Vinesh, and Dr. Mishra in the process. The training included sessions on understanding the culture, environment, needs and challenges of the children belonging to Gond and Baiga communities; MLE pedagogies, making lesson plans for each day of the week.

The teachers were also oriented on their roles and responsibilities and deeply forming an understanding of how, in their roles as teachers, they can impact the lives of their students in a meaningful way.

In January 2019, we conducted the second round of KRP and teachers' training. It was attended by 12 KRPs and our partner NGO JDSS's three team members. The teachers' training was attended by 403 teachers.

This follow-up round of training was about learning from the KRPs and teachers about their experiences, challenges, observations and lessons, in the last six months, after their first training. They shared the gaps they

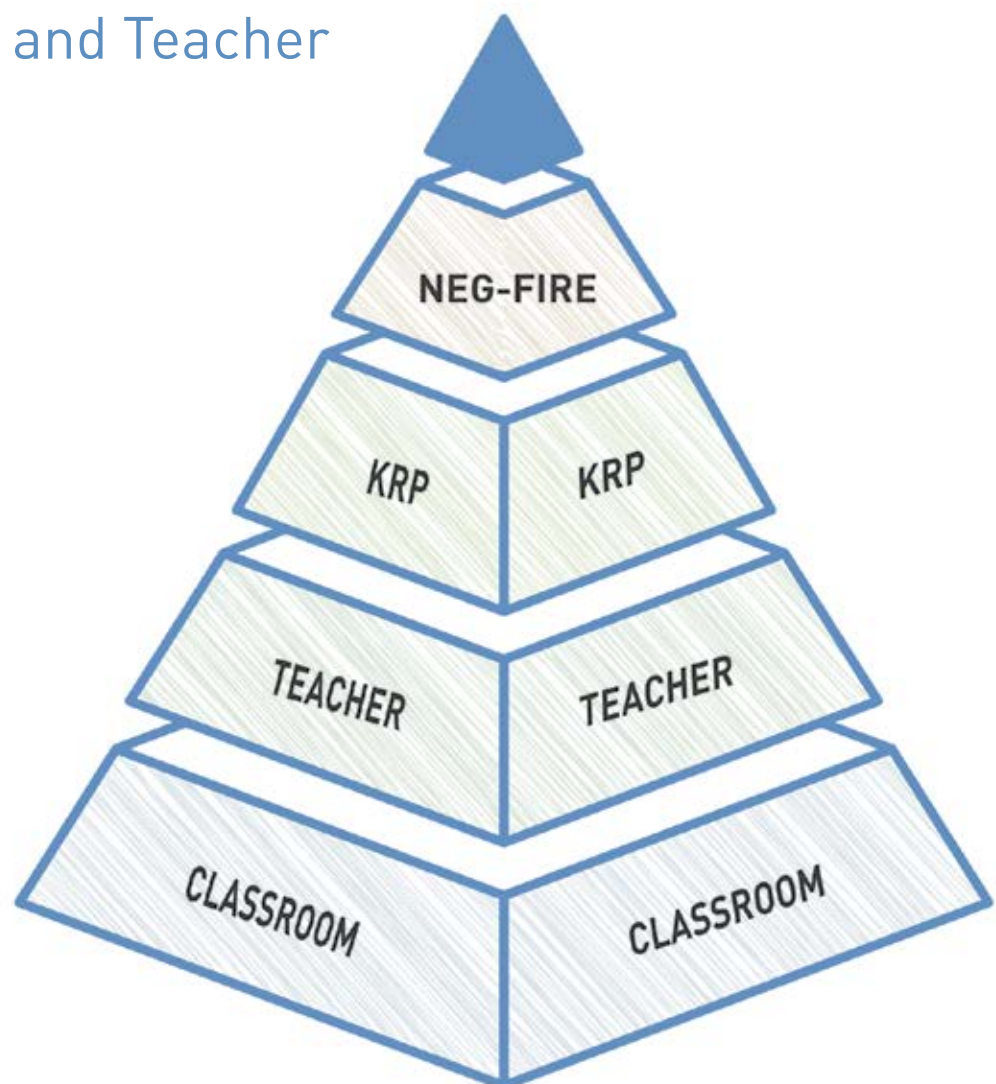
had identified during their time with the students in classrooms and discussed solutions for the same.

The teachers were elated to share the positive outcomes like reduced hesitation in children while participating in the classrooms, faster learning pace because of the contextual pedagogies in their mother-tongue.

In this round, discussions were held on the process of language acquisition in context of first language acquisition and then transiting to second language acquisition.

The trainers reiterated the pedagogies once again, motivated the teachers to perform their best and emphasized the importance of teachers in the lives of students.

Introduction of MTB-MLE pedagogies in classrooms through KRP and Teacher Training



Teacher Training Manuals

Three training manuals have been developed in the last year, one for the training of KRPs and two for the training of teachers.

The KRP Training Manual and Teachers' Training Manual- Part 1 are about the cultural background, lifestyle, unique environment, challenges, needs, interests of the children belonging to Baiga and Gond tribal communities. We believe that it is absolutely necessary for the teachers to know about the children, and more so in the case of tribal children as their learning process is entirely different from the children of other communities. They are brought up in a unique environment, witnessing their own traditions which may or may not be similar to that of other children in the class and teachers.

The manuals contain MLE pedagogies and the concepts behind them. While the Teacher Training Manual is for teacher's classroom transactions, the KRP training manual is for training the teachers.

The Teacher Training Manual- Part 2 is about the processes of classroom transactions and the skills that the teachers need to work with MLE pedagogies. It equips teachers with the knowledge that is required on daily basis in classrooms, which include making lesson plans for each day of the week, how to assess children's learning in the classrooms, among others. This manual also addresses the situation in which a teacher has to teach in single grade as well as multiple grades and teaching practices in that situation.

Classroom Observation Sheet

We made a Classroom Observation Sheet to understand how our MTB-MLE pedagogies were being implemented in class 1 and 2 and for identifying challenges during classroom processes. It is divided in two sections; one is for teachers with 11 questions and the other one for students, which has seven questions. In the months of July and August 2018, we piloted it in 90 schools in Mawai and Samnapur (Mandala and Dindori) and in September, after many changes, it got finalized and received approval from RSK, Madhya Pradesh.

One of our partner organizations, JDSSS, has used the sheet and successfully collected data from 90 Primary Schools from our intervention area.

Content and Curriculum Development

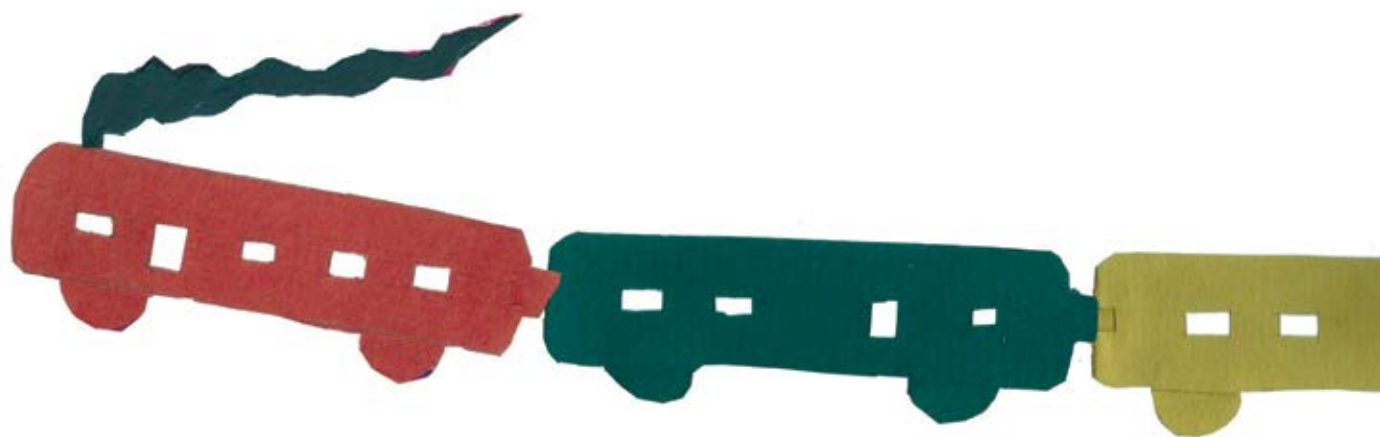
The **Mother-tongue based Multi-lingual** program seeks to increase meaningful access to primary education for marginalized children through the development and usage of mother tongue based education for transiting to medium of instruction. The project provides a workable model, incorporating training, material development and resource advocacy that can be adopted by government for implementation and up-scaling in other areas. The core project activities include content (books, primers) development, training teachers, broadening the literate environment through provision of local language materials, promoting parental and family involvement in children schooling, and strengthening government ability to provide quality education for marginalized children.

NEG-FIRE now has books in 10 tribal and two regional languages (Bhojpuri and Maithili), with the addition of new books in Korku language. Last year, we collaborated with Korku community in Khandwa district of Madhya Pradesh, DIET and teachers to develop a set of 20 books in Korku language, aligned with state specified learning competencies of class 1 and 2.

We also reprinted our books in Gondi and Baigani tribal languages. In Baigani, we have a set of 11 books, of which 4000 sets were re-printed. In Gondi, we have a set of three books and 7000 sets were reprinted.

WORK WITH CHILDREN

STATE	2018-2019	2017-2018
Total Number of Children	79,984	7,8142
Number of children at AWC	17,252	17,191
Number of children at Primary Schools	62,732	60,951
Number of Primary Schools	598	612
Number of AWCs	628	527
Supplementary Education Centers (Bihar and Andhra Pradesh)	67 With 1675 children	42 With 1036 children
Schools Practicing MTB-MLE	354	314



Early Childhood Education:

Early childhood is the most important and critical time for developing a strong foundation for a lifetime of growth and development.

We truly believe that early childhood education interventions have a remarkable impact on the child's life. We work with government Anganwadi Centres and ensure that the children are taught in a language that is their own, a language that they already understand, by using resources and materials from their immediate surroundings and culture.

We, with our partners, have developed an alternative model of inclusive, child-centred, community-based education within the mainstream education system itself. We pride ourselves on providing a developmentally appropriate curriculum which is underpinned by a "constructivist approach" through which children and Anganwadi Teachers are encouraged to formulate knowledge for themselves rather than rote learn.

Our intervention in Anganwadi Centres (AWCs) on pre-primary education covers all children of ages 3 to 5 years before they start their primary school and our 11 Steps Methodology in AWCs (pre-primary) helps a young child to take her/his first step towards formal education. This stage of education is to introduce children to a school-like environment. It comprises of pre-school classes, games, and various arts and aesthetic activities that continue for 3 years. This intervention is also called "school readiness" because in their next step, the children enter primary schools.

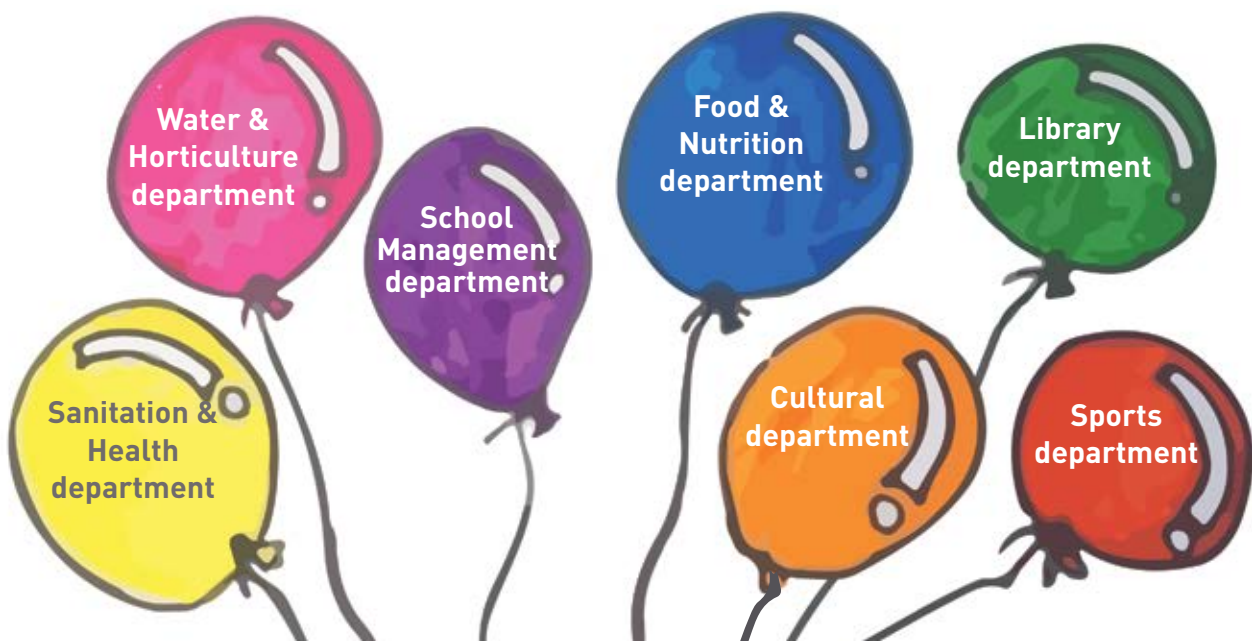
Child Parliament

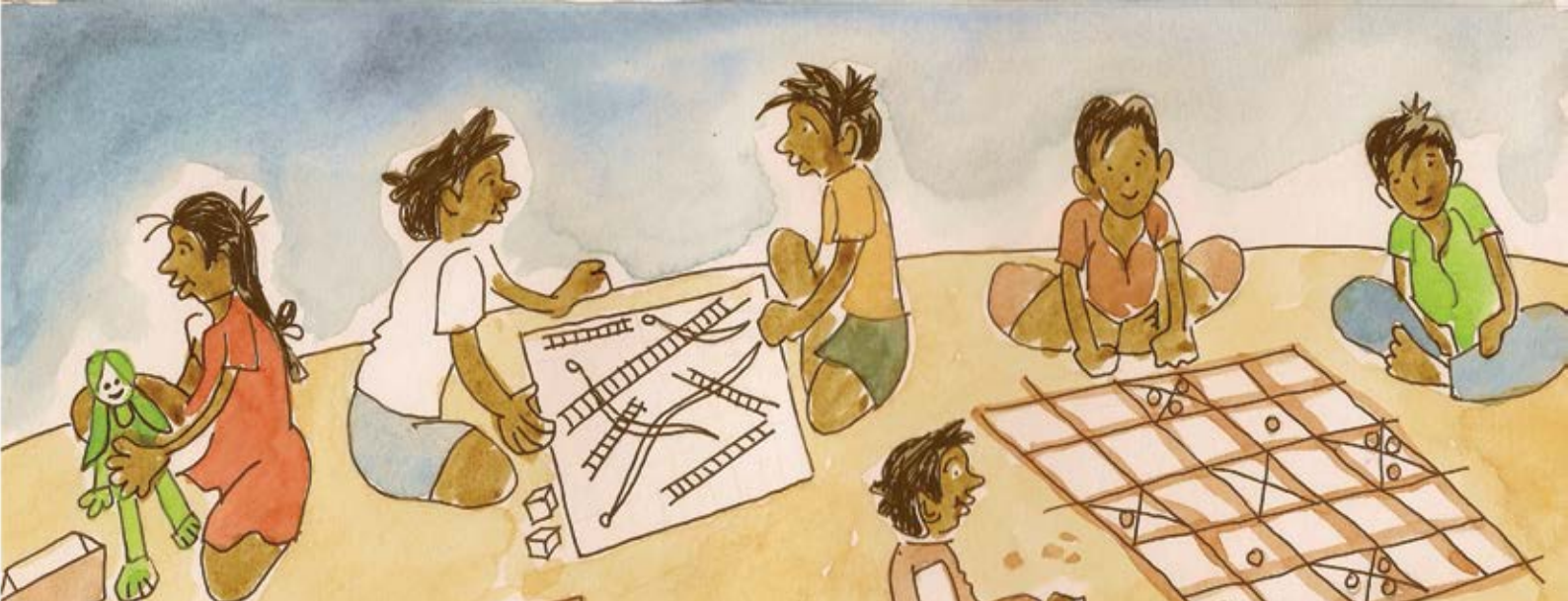
For the success of the democratic system, it is important that citizens are reflective, capable of participation in decisions, and aware of their rights and duties. We believe in children's own experience and knowledge. The more freedom to express their thoughts, the greater will be their expression and participation is reflected.

Child Parliament plays an important role in providing a forum for children's expression. Through this, children become familiar with the formation and operation of democratic system.

It is a group of children who are elected unanimously by their classmates through democratic process. And the main objectives of forming a Child Parliament are to create an understanding of democratic processes in children, developing leadership and decision-making capabilities in children, developing a sense of self-confidence and responsibility and ensuring the participation of children in school activities and decision making process.

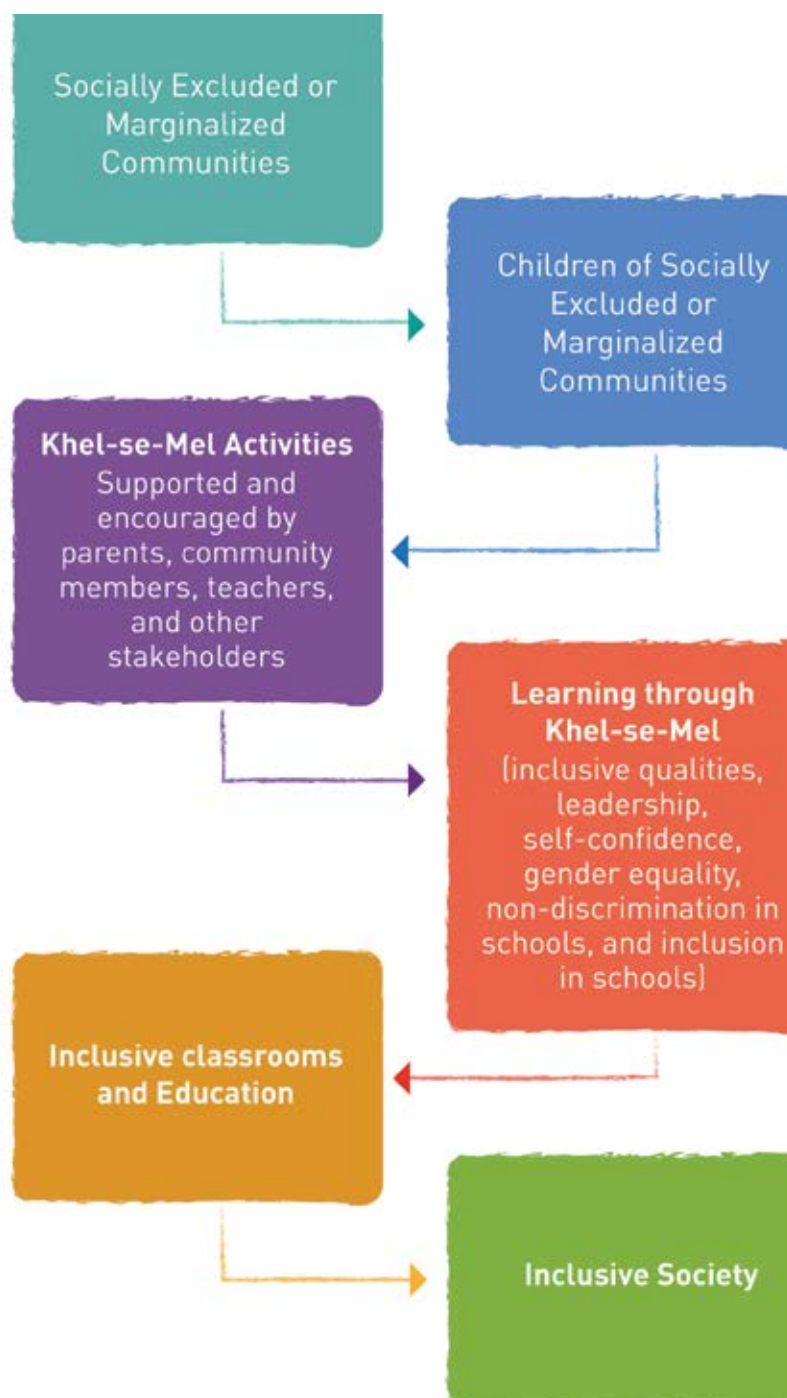
Once the parliament is formed, it is responsible for creation and taking care of the Sports Department, Water and Horticulture Department, Sanitation and Health Department, School Management Department, Food and nutrition department, Library Department and Cultural Department.





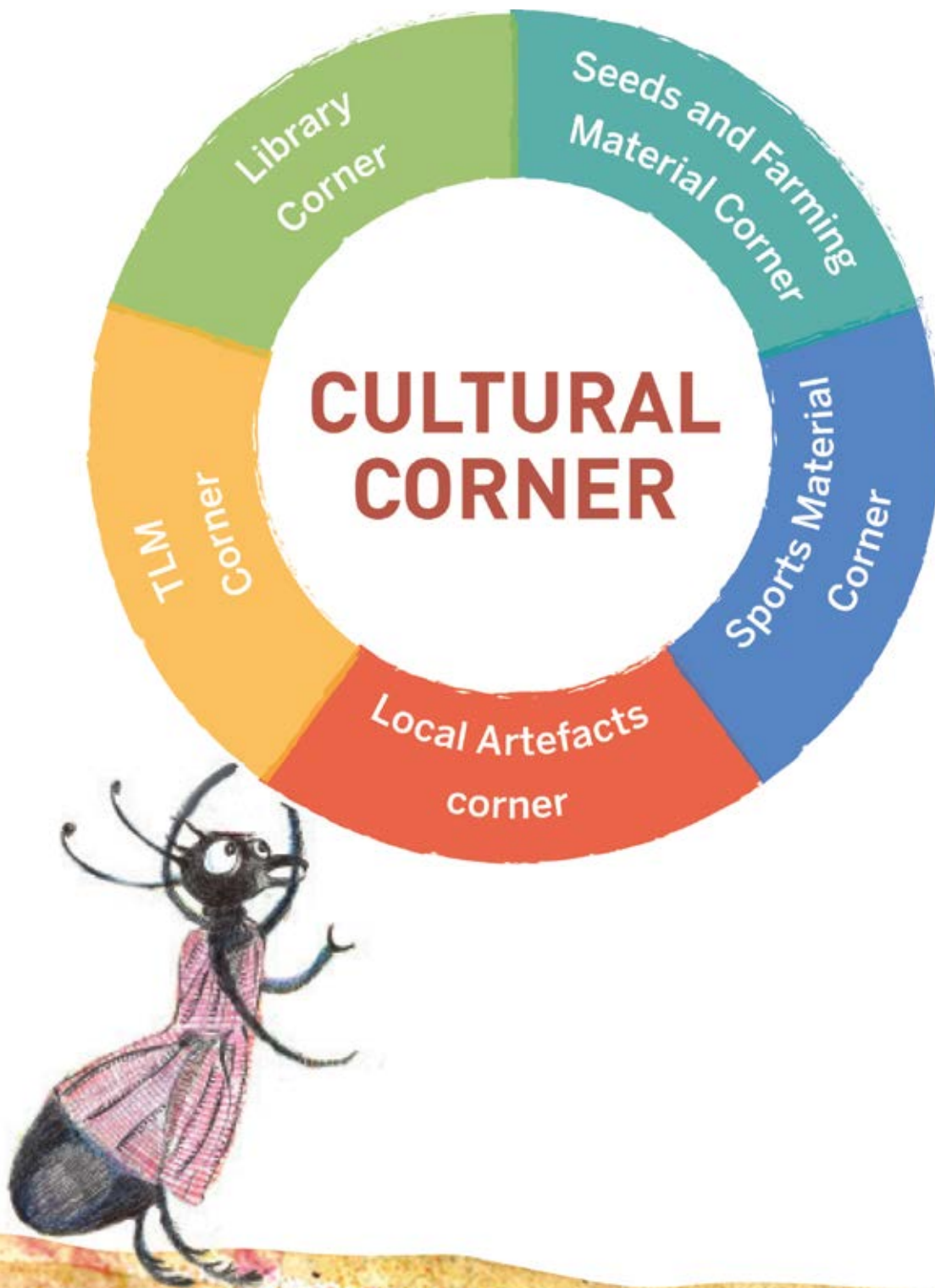
Khel-se-Mel

Khel-se-Mel is a concept based on 'social inclusion through play.' Here 'Khel' stands for all those activities which are entertaining and not competitive. Apart from this, every activity in this concept is a team activity where each and every person participates to play only and not to win or lose. Secondly, social inclusion is the core, or say, main objective of Khel-se-Mel activities. Social inclusion means the actions and the social processes which adopt equality in society, equal access to goods and services, and people and groups in the development can participate without any discrimination. Social inclusion involves many aspects. For example - basic needs of people, education, health, livelihood opportunities, human rights, gender justice, political participation, social equality, cultural freedom, etc. On the other hand, social exclusion impacts the children more in terms of drop-outs from schools, discrimination in schools, which affects the learning ability and causes inferiority complex and other similar issues.



Cultural Corners

Complete self-realization is one of the aims of education and as we know that all the knowledge which does not come from one's history, origin and culture is not enough for self-realization. So, it is very necessary to create a place, whether in schools or in any community place, where children can orient themselves with their own history, culture, and language. It is also necessary to make children creative, confident and collaborative and hence a corner/place should be there in schools which facilitate the children for self-exploration and experimentation. This place also encourages children to work and learn together. Cultural Corners are the platform for performance of multiple activities, involving children, which are essential for instilling and improving creativity, leadership qualities, and inter-personal communication skill, knowledge of local culture and tradition and ability for self- exploration.





WORK WITH GOVERNMENT

We work with government for bringing transformation in a sustainable manner. Therefore, engagement with government education departments underlines all our programs and strategies. We are always looking out for opportunities to collaborate with government structures and strengthening the existing ones.

This year, in further deepening our work with tribal communities, we are very glad to have received permission by the education department of Manihari block of Katihar district in Bihar, to train 75 government teachers on our MTB-MLE approach in Santhali language. These teachers will impact the schools with significant number of children belonging to Santhal community.

In one of our intervention areas, Pilibhit, Uttar Pradesh, 11 Steps Methodology for Anganwadi Centres has been recognized and supported by District Women and Child Development Department. They are cooperating with our partner organization in the area to strengthen learning in Anganwadi Centres using 11 Steps Methodology.

In Bhopal, Madhya Pradesh, in collaboration with Rajya Shiksha Kendra, we have trained 455 teachers from two tribal districts on MLE pedagogies. The teachers are using them in their classroom transactions in their respective schools. We have also received approval from School Education Department of Koraput, Odisha, to conduct block level teachers' training on our MTB-MLE pedagogies in Kui, Gadaba and Poraja tribal languages.

NETWORKING AND COLLABORATION

It is very important for NEG-FIRE to network and collaborate for promoting quality and inclusive education for all. We have continued to engage with National Right to Education (RTE) Forum, National Coalition for Education (NCE) and other national and state networks and actively participated in a number of advocacy and networking activities during the reporting period. This included, among others, participation in Core Group Meeting on RTE Forum Score Card and Campaign Materials on November 2018, launch of the Joint National Campaign of RTE Forum with CACL & ECD Alliance on Right to Education for All Children (Birth to 18 years), interaction with Parliamentarians and political parties to discuss Education Manifesto, Social Media Strategy Meeting, Preparatory Meeting for National Stocktaking Convention, RTE Forum National Council Meeting and several other National RTE Forum Core Group Meetings.

RTE Forum National Council Meeting

NEG-FIRE co-organized the RTE Forum National Council Meeting on 18th and 19th December 2018 in New Delhi. It was an occasion to share the experiences and challenges of various State RTE Forums across the country, and plan for the networking agenda / activities for the next 6 months in the face of the upcoming challenges. It also discussed the advocacy strategy for the upcoming General Elections in 2019, which included among others, finalization of the agenda for a joint national campaign of RTE Forum with Campaign against Child Labour (CACL) and ECD Alliance.

The 9th National Stocktaking Convention of RTE Forum

The 9th National Stocktaking Convention of RTE Forum was organized on March 13, 2018 at Constitution Club, in Delhi with participation and gathering of like-minded people from diverse backgrounds. In the backdrop of the upcoming General Elections in 2019 and completion of a decade of implementation of the RTE Act; the event, addressed by the Chief Guest, Prof. Narendra Jadhav, Member of Parliament, Former VC Pune University, had a lively discussion on a national action plan for the coming year and launch of a campaign to make education a political issue in the coming election. Representatives of NEG-FIRE's partner organisations and core group member(s) of Madhya Pradesh RTE Forum had also participated in the convention.

State Commission for the Protection of Child Rights (SCPCR)

We attended the Preparatory consultation with INGOs organized by Andhra Pradesh State Commission for the Protection of Child Rights on AP Child Policy for Children and shared our thematic focus in the state and also put forward our expectations from the commission. Representatives of Action Aid, Plan India, CRY, Terre des homes, World Vision, Care and Share and Christian Child Fund Canada were among the other participants and shared their focus areas in Andhra Pradesh and their own expectations from the SCPCR. We have also communicated that NEG-FIRE would like to take lead on the Thematic Working Group on MTB-MLE in the state, for which the commission and other INGOs showed their willingness. This was a meaningful opportunity for us as we are looking to scale-up our MTB-MLE program in the state, and AP SCPCR would act as an advocacy forum for us to put across our mandate with negotiations with the relevant government institutions.

Children's Manifesto for Elections

In the state of Andhra Pradesh, we had prepared and presented Children's manifesto to the political parties during the District Level Interface with the support of Andhra Pradesh Alliance of Child Rights & UNICEF, for including our demands in their respective election manifestos. One of the demands was the adoption of Mother Tongue Based-Multilingual Education pedagogy (MTB-MLE) approach and its implementation in pre-school and 1st and 2nd classes in Primary Schools in Tribal Areas of Andhra Pradesh (Local Tribal Dialects: Adivasi Odiya, Kui, Kondabharathi, Savara, Jathapu and Koya).



RESEARCH AND DOCUMENTATION

Study on Exclusionary Practices in Primary Schools in Bihar

The main objective of this in-house study was to identify the prevalence of exclusion and discrimination in classrooms and practices and processes in which they manifest in school and thereby deny children from marginalised community access to equal opportunities, including dignity and social respect within schools. It was an exploratory study using primarily qualitative and interpretative methods to capture experiences of key informants (Class-IV and V children, teachers, parents/ community members, and Govt. officials). Data was collected from thirty government schools from three districts / blocks of Bihar – Patna (Dhanarua), West Champaran (Gaunaha), and Madhubani (Pandaul).

The findings point out that despite significant changes in society and in schools, there is continued occurrence of subtle and no-so-subtle forms of exclusion and discrimination in school activities, teaching-learning practices, peer interaction, and in serving of mid-day meals. Teachers' attitude and perceptions about disadvantaged children, seating arrangements in classrooms, and poor engagement of School Management Committees (SMCs), especially from the most socially disadvantaged communities, in school processes also contribute to this disturbing situation.

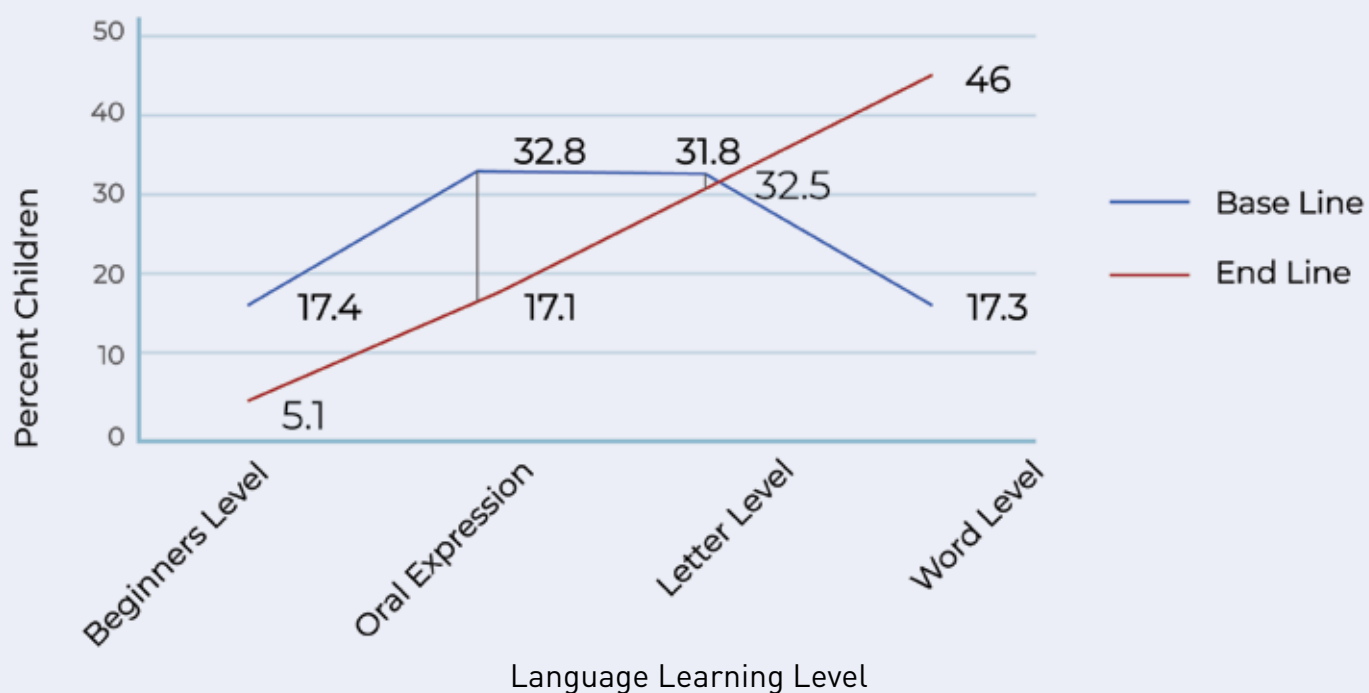
Measuring schools and their performance in terms of inclusionary practices, the study offers valuable suggestions to promote non-discrimination and inclusion in schools and classrooms. Since teachers are central to any transformation that we want to see in the schools and classrooms, teachers' training, both at pre-service and in-service levels, must essentially have a committed module on inclusion and equity, it suggests. Other recommendations include enhancing community ownership of schools, making school curriculum more inclusive, promoting bonding among children across caste through school based forums, and ensuring adequate infrastructure to schools.

Baseline Learning Assessment at Mandla and Dindori

As part of our intervention in Madhya Pradesh with Rajya Shiksha Kendra, Govt. of Madhya Pradesh, to promote Mother Tongue-based Multilingual Education (MTB-MLE) among tribal children, a baseline assessment of basic learning competencies of Class-1 and 2 children was conducted in August-September 2018. Data was collected from 140 government primary schools – 80 from Mawai block of Mandla district and 60 from Samnapur block of Dindori district, involving a representative sample of around 1733 children – 716 from Samnapur and 1017 from Mawai.

Baseline data suggested that in Class-1, the majority of children at Samnapur (37.8%) were at Oral Expression Level only, followed by nearly 28% at the Beginner's or Nothing Level. Only 30.2% and 4% of Class-1 children at Samnapur were at Letter Level and Simple Words Level, respectively. More or less, the same trend existed for Class-1 children at Mawai also, where the proportion of children at Simple Words Level was even less, at 2.7%. The situation in Class-2 was comparatively better. There were very few children at the Beginner's or Nothing Level, both at Samnapur and Mawai. As against 38.1% and 24% of Class-2 children at Samnapur being at Letter Level and Simple Words Level, respectively, the corresponding figures for Mawai was 37% and 33.6 %. Basic competency of children by gender also showed lower learning outcomes, both for girls and boys.

Baseline results would serve as important pointers against which the outcome of Mother Tongue-based Multilingual Education (MTB-MLE) and implementation of MTB-MLE processes in classrooms could be tested for improved basic learning competencies of children in future.



Comparative Picture of Learning Levels of Children in Language Skills among children in class in Class 1 & 2



KEY INSTITUTIONAL ACHIEVEMENTS

Capacity Building

- The communication team had organised a brief capacity building session for our partner staff in Jhabua, Madhya Pradesh, on writing case studies and stories of change and best practices from the field. Templates in Hindi and English were made for both and distributed to NEG-FIRE staff and all partners with guidelines on usage of the templates. These templates will be extremely useful during compilation of reports and other documents.
- Our Academic team spearheaded a Content Development workshop to develop material and modules in one more tribal language – Korku, in Madhya Pradesh. This process not only helped the team in deepening their holistic understanding of the Korku tribal community – their socio-cultural context; but also enhanced team members' skills in developing contextual material for language pedagogy.
- Senior staff have been involved in iterative internal brainstorming session deliberating on issues as Organizational Growth, Scale-up plans, Operational Plans, assessing Capacities, Financial and Resources and its proper allocation to program themes in intervening states. It helped with bringing a shared understanding among senior colleagues on the larger meaning of the organisation, and has a greater connect with the mission as we aspire towards our growth. Internal leadership capacity building has been the by-product of these processes. Some of the senior leaders demonstrate optimistic position of NEG-FIRE's work and others have started taking up more leadership responsibilities in their specific roles.
- Annual Staff Meeting was held in the month of October, 2018. The 3-days workshop focused on reflection and clarification on our personal values and organisational values; its impact on our choices and decisions we make in our roles, and explore the ways of aligning our personal values with organizational values.

Governance

The Good Governance Policies (GGP) of NEG-FIRE which was developed in 2010-2011, undergone a review. A review team was formed to undertake this process. Multiple review processes were carried out from April 2018 onwards. It included iterative deliberations, discussions with HR and Finance Committees External domain experts, NEG's Legal and Finance Advisors. Four Separate documents have been developed, as an outcome to this, which are –

- Human Resource Manual is intended to be the primary reference document for communicating and interpreting human resource policies and procedures. This also includes important Institutional Policies that will guide us to uphold our values in our work and conduct.
- The Administration Manual describes the administrative processes and procedures used by NEG-FIRE; serve as an operational guide for delivering effective administrative services.
- Finance Manual describes the financial policies and procedures of NEG-FIRE; and details the internal controls and specific methods to safeguard NEG-FIRE's assets, check the accuracy and reliability of recorded accounting data and promote efficiency and transparency in accounting operations.
- Governance Guidelines provides detailed interpretation to the Memorandum of Association (MoA) and serve as a reference document for the members of the General Body, Governing Board, Advisory Committees and the Executive Director of NEG-FIRE with regard to governance of the society.

This year we launched a digital library for all the books in tribal languages that NEG-FIRE has developed till now. This repository of our MTB-MLE books is a ready reference for teachers, students, academicians, linguists and others with the link. One can also download these books.



A snapshot of our digital library First Language First. Here is the link:

<https://flf.negfire.org/>

FAMILIARIZE YOURSELF WITH THE TRIBAL LANGUAGES WE WORK WITH

Baigani

Baigani language falls into the category of an endangered language. It is the native language of the Biaga tribe, who are forest dwelling aboriginals living a semi nomadic life, found in Madhya Pradesh. They come under Particularly Vulnerable Tribal Group category.

According to the 1961 census reports, their mother tongue is considered Baiganiboli, a dialect of Chhattisgarhi language belonging to the Central group of Indo Aryan languages. It is speculated that the Baiga Tribe ancestors spoke an Austroasiatic Language which steadily transformed into a different form of Chhattisgarhi, heavily influenced by Gond as well as Western Hindi.

In the words of Verrier Elwin- a British-born anthropologist, ethnologist and tribal activist (1944) Baigani is now recognized as a corrupt form of Chhattisgarhi, however it was once supposed to be a real language with a large number of speakers.

ACCORDING TO CENSUS 2011

5,55,495-

Baigani Speakers in India

LITERACY RATE

47.2% MP &

40.6% Chhattisgarh

LANGUAGE FAMILY

Central group of Indo Aryan languages

Gondi

The Gonds constitute one of the largest tribes in India. They are majorly found in the state of Madhya Pradesh, concentrating in the Satpura Plateau, where Gondi is spoken under a western influence, and in the district of Mandla, where the Gonds have adopted the local dialect of Hindi. It is a Dravidian Language.

Further, Bastar, is the home of three important Gond groups, namely, the Murias, the Hill Marias, and the so-called Bison horn Marias, all of whom speak Gondi dialects.

The states of Maharashtra and Andhra Pradesh also contain substantial Gond populations, and the majority of these have traditionally been described as Raj Gonds, who call themselves Koitur, a word common to most Gondi dialects.

Literacy Rate-

60.1% MP &

56.7% Chhattisgarh

Santhali

Santhals are the third largest tribe in India, concentrated in the states of West Bengal, Bihar, Odisha, Jharkhand and Assam, and the language used by them is called as Santhali.

The Santhali Language is part of the Austroasiatic family, distantly related to Vietnamese and Khmer. It is closely related to Mundri as well as Ho, Korku, Savara and Gadaba, languages spoken by smaller tribes, apart from Santhali they also speak Bengali, Oriya and Hindi.

The Santhals have been the most tenacious of their language, retaining it to the fullest.

The relationship of the Santhals with the more racially allied tribes is cultural as well as linguistic. Due to the close proximity of their dwelling area, the likelihood of a common origin is inevitable.

LITERACY RATE

43.1% Bihar &
50.8% Jharkhand

LANGUAGE FAMILY

Austroasiatic

Bhili

Bhili is the principle language of the Bhil tribes, belonging to the Indo-Aryan family; spoken in western parts of India including parts of Rajasthan, Gujarat, Madhya Pradesh and Maharashtra.

It is mainly derived from Gujarati-influenced by Marwari and Marathi.

Bhili contains a number of non-Aryan words, some of which appear to come from the Mundari, and others from the Dravidian languages. The territory occupied by the language is quite extensive, leading to a difference in dialects throughout the country, for example towards the north and the east it gradually merges into varied forms of Rajasthani; whereas in the west and the south the influence of Gujarati and Marathi gradually increases. Towards the east of the country it gradually approaches Khandesi.

However still, Bhili of Mahikantha (Present day Banaskanta, Dahod districts in Gujarat) is considered the standard dialect from where one can see the ramifications in all directions.

There are a total of 36 dialects which have been classified under Bhili language. Important among them are Bhilala mainly returned from Madhya Pradesh, Bhilodi mainly returned from Gujarat and Wagdi mostly returned from Rajasthan.

ACCORDING TO THE CENSUS 2011,

32,06,533 –
Bhil/Bhilodi Speakers in
India.

LITERACY RATE

44.6% Rajasthan
59.8% Gujrat &
42.2% MP

LANGUAGE FAMILY

Indo-Aryan

Gadaba

Constituting one of the Particularly Vulnerable Tribal Groups (PVTGs), The Gadaba Tribe dwell in Odisha and in the bordering areas of Andhra Pradesh.

The community can be sectioned into two- Gutob-Gadaba and Dravidian Gadaba.

Munda language of the Austric Family is spoken by the former whereas the latter group speaks Dravidian languages like Kondēkōr and Ollari.

The dialect spoken in Koraput is known as Ollari Gadaba and the one spoken in Andhra Pradesh is called as Kondēkōr Gadaba. The Ollari Gadaba is also known as Ollar, Ollaro, Hallari, Allar, and Hollar Gadbas. Ollari speakers live in the Lamtaput, Nandapur and Pottangi blocks under the Jeypur sub-division of Koraput District.

ACCORDING TO CENSUS 2011

40,976

Gadaba Speakers in India

LITERACY RATE

39.3%

LANGUAGE FAMILY

**Austric Family and
Dravidian**

Paroja/ Parja/ Paraja

Paraja Tribe constitute as one of the main Scheduled Tribes (ST) in Odisha, inhabiting the hills and the valleys of Southern Odisha with the largest population dwelling in Koraput District followed by Nabrangpur, Malkangiri, Kalahandi and Rayagada Districts.

Paroja, a local Odia term commonly pronounced as Paraja, Parja or Poroja is derived from a Sanskrit word-Praja, meaning common people.

Their mother tongue Parji is a form of Gondi belonging to the Dravidian Family which varies according to locality influenced by the local tongues like Odia or Telugu.

However, most of them living in undivided Koraput district speak the regional language called "Desia".

ACCORDING TO CENSUS 2011

52,349

Parji speaking people in India.

LITERACY RATE

34.9%

LANGUAGE FAMILY

Dravidian

Kui/Kuvi

Kui language is spoken by Kond Community, which is a Particularly Vulnerable Tribal Group.

They inhabit the Mountainous country side that lies between the river Mahanadi in Odisha and the North West corner of the Vishakhapatnam District of Andhra Pradesh.

It is one of the lesser languages of the Greater Dravidian Group with a close knit kinship to Telugu as well as preserving its grammar which is a Dravidian Formation mostly unaffected by Sanskrit.

ACCORDING TO CENSUS 2011

9,41,448

Kui speakers in India.

LITERACY RATE

46.9% Odisha &

29.7% AP

LANGUAGE FAMILY

**Greater Dravidian
Group**

Kondadora

People belonging to Konda-Dora tribe majorly live in the districts of Vizianagaram, Srikakulam and East Godavari in Andhra Pradesh. Their language Konda, also known as KondaDora, is one of the Dravidian Languages spoken in India. Their original mother tongue is Kubi / Konda, a nonliterary central Dravidian language closely akin to Kui and Kuvi

Etymologically, the term Konda denotes hill and dora, the lord. The term 'dora' is an honorific title which appears to be broad and classificatory, as many Dravidian speaking communities suffix it after their name to identify themselves with pride.

Presently, the language is undergoing a transformation under the influence of local lingua francas - Telegu and Odia.

The younger generation of the tribe have discontinued the use of their mother tongue Kubi/ Konda and now speak 'Telugu'- another Dravidian language, mixed with broken 'Odia' for which the neighbouring communities call them as Telugu Dora/ Telenga Dora/ Telega Dora or Dora, etc. making them bi-lingual and well versed in Telugu and Odia.

ACCORDING TO CENSUS 2011

60,699

Konda speakers in the India.

LITERACY RATE

45.8%

LANGUAGE FAMILY

Dravidian Language

Korku

Korku, a tribal community, is mostly concentrated in Central India. They belong to the Austro-Asiatic group of people. The people belonging to Korku tribal community are by far the most western situated of all Austro-Asians, they belong to the Munda group of people who largely reside in Eastern India and Myanmar.

They speak Korku language, which is part of the Austroasiatic language family. Currently, the Korku language is considered as an endangered language.

The Korkus derive their name from the combination of the word 'koru', meaning 'man', and 'ku', which makes it plural, meaning 'tribal men'.

ACCORDING TO CENSUS 2011

7,27,133

Korku language speakers in India.

LITERACY RATE

49.9%

LANGUAGE FAMILY

**Austroasiatic
language family**

Adivasi Odia

Adivasi Odia is known as a mixed or a market language which came into existence for inter-tribal communication in the Agency Area of Visakhapatnam District.

Other names for Adivasi Oriya are Kotia Oriya, Kotiya, Adivasi Oriya and Tribal Oriya.

The lingua franca of all tribal groups of the region can speak Adivasi Oriya, but for two tribal groups, it is the mother tongue, and for another six groups, it has become their mother tongue through loss of their own language (Goudu, Mukha Dora, Bagata, Valmiki, Kutia). Adivasi Oriya is related to Oriya, the official language of the neighboring state of Orissa.

SPEAKERS

about

250,000, with

100,000 to

120,000

living in Andhra Pradesh



SPECIAL THANKS TO

GOVERNING BOARD MEMBERS

Raymond Ambroise, Chairperson
Meenu Venkateswaran, Vice-Chairperson
Basavaraj I Hebbal , Treasurer (from July 2018)
Victor Henry Thakur
Inigo Joachim
Laurence Abraham
Rekha Abel
Avenash Datta
S.P. Selvi, Treasurer, (up to July 2018)
Vengatesh Krishna,
Executive Director& ex-officio Secretary

FINANCE COMMITTEE (FC)

Basavaraj Hebbal, Convenor and Treasurer
Prasenjit Banerjee, General Body Member
Meenu Chawla, External Expert
Vengatesh Krishna, Executive Director
Sailendra Samal, Finance Manager &
ex-officio Secretary

RESOURCE PLANNING AND MOBILIZATION COMMITTEE (RPM)

Raymond Ambroise, Chairperson and Convenor
Meenu Venkateswaran
Avenash Datta
Suresh Rao, Expert Member
Vengatesh Krishna, Executive Director &
ex-officio Secretary

GENERAL BODY MEMBERS

Shantha Sinha
Pius Thomas D'Souza
MeenuChawla
AnirbanGhose
P.V. Krishna Rao
Mala Khullar
Prasenjit Banerjee
SachiKumari
Achyut Das

HUMAN RESOURCE COMMITTEE (HRC)

Vengatesh Krishna, Convenor
Shantha Sinha, Governing Board Member
Cherian Joseph, Expert Member
Sincy Joseph, HR & Admin Manager &
ex-officio Secretary

PROCESS APPROVAL COMMITTEE (PAC)

Prakash Louis, Convener
Rekha Abel, Governing Board Member
Asha Singh, Expert member
Vunnava Janardhan Rao, Expert Member
Vengatesh Krishna, Executive Director
Sandeep Tirkey, Head of Program &
ex-officio Secretary

CHILD PROTECTION COMMITTEE (CPC)

Rekha Abel, Governing Board Member and Convener

Sachi Kumari, General Body Member

Prakash Louis, Expert Member

Asha Singh, Expert Member

Janardhan Rao, Expert Member

Vengatesh Krishna, Executive Director

Sincy Joseph, HR and Admin Manager

Sandeep Tirkey, Head of Program & ex-officio Secretary

INTERNAL COMPLAINTS COMMITTEE (ICC)

Smriti Mishra, Presiding Officer

Tresa Paul, Expert Member – Legal

Nandita Bhatla, Expert Member

Rakesh Kumar Singh, Internal Member

Baliram Balsaraf, Internal Member

THOSE WHO MAKE IT WORK



FINANCIAL REPORT 2018-19



V. SANKAR AIYAR & CO.

CHARTERED ACCOUNTANTS

Flat No.202 & 301, Satyam Cinema Complex

Ranjit Nagar Community Centre, New Delhi – 110008

Tel.(011) 25702691, 25704639; e-mail: newdelhi@vsa.co.in

Independent Auditors' Report

TO THE MEMBERS OF NEW EDUCATION GROUP - FOUNDATION FOR INNOVATION AND RESEARCH IN EDUCATION

1. Opinion

We have audited the financial statements of **NEW EDUCATION GROUP - FOUNDATION FOR INNOVATION AND RESEARCH IN EDUCATION** ("Society"), which comprise the Balance Sheet as at March 31, 2019 and the statement of Income and Expenditure Account for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

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:

- i) in the case of the Balance Sheet, of the state of affairs of the Society as at 31st March 2019; and
- ii) in the case of the Income and Expenditure Account, of the surplus for the year ended on that date.

2. Basis for Opinion

We conducted our audit in accordance with the Standards on Auditing (SAs) issued by ICAI. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the Code of Ethics issued by Institute of Chartered Accountants of India (ICAI) together with the ethical requirements that are relevant to our audit of financial statements under the Act, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the Code of Ethic. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

3. Responsibilities of management 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 accounting principles generally accepted in India, including the accounting standards issued by ICAI, to the extent applicable. This responsibility also includes maintenance of adequate accounting records in accordance with the provisions of the Act for safeguarding of the assets of the Society and for preventing and detecting frauds and other irregularities; selection and application of appropriate implementation and maintenance of 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 statement that give a true and fair view and are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Management is responsible for overseeing the Society's financial reporting process.

4. Auditors' responsibility for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatement can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.



As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

5. Other matters

We report that:

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

Place: NEW DELHI
Dated: 19-July-2019

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

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



New Education Group - Foundation For Innovation and Research in Education

Balance Sheet (Consolidated) as at 31st March 2019

Particulars	Schedule No.	FCRA	Local	Total As at 31/03/2019 (Rs.)	Total As at 31/03/2018 (Rs.)
SOURCES OF FUNDS					
Reserves & Funds	1	28,31,163	9,18,317	37,49,480	38,47,713
Program Balances	2	1,10,15,722	17,612	1,10,33,334	47,28,400
Current Liabilities & Provisions	3	30,076	4,132	34,208	94,398
Total		1,38,76,961	9,40,061	1,48,17,022	86,70,511
APPLICATION OF FUNDS					
Fixed Assets					
Gross Block	4	79,53,543	7,88,109	87,41,652	83,41,617
Less: Depreciation		51,48,482	5,49,834	56,98,316	51,51,455
Net Block		28,05,061	2,38,275	30,43,336	31,90,162
Investments in FDR's with Canara Bank					
		-		-	
Current Assets & Advances					
Cash & Bank Balances	5	97,21,785	6,29,891	1,03,51,676	32,56,434
Advances	6	13,50,115	71,895	14,22,010	22,23,915
		1,10,71,900	7,01,786	1,17,73,686	54,80,349
Total		1,38,76,961	9,40,061	1,48,17,022	86,70,511

Significant Accounting Policies & Notes to Accounts

10

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


For & on Behalf of NEG-FIRE

As per our report of even date annexed


Vengatesh Krishna Sundaram
Executive Director




Basavaraj I Hebbal
Treasurer

For V. Sankar Aiyar & Co.,
Chartered Accountants
FRN: 109208W

M.S. Balachandran
Partner
M.No. 024282

Place: New Delhi
Date: 19.7.2019



New Education Group - Foundation For Innovation and Research in Education

Receipts and Payments Account (Consolidated) for the Year Ended 31st March 2019

Particulars	Schedule	For the Year Ended 31/03/2019			For the Year Ended 31/03/2018		
	No.	FCRA	Local	(Rs.)	FCRA	Local	(Rs.)
Opening Balance							
Current liabilities and Provisions	3	5,022	89,377	94,399	5,14,664	1,38,700	6,53,364
Cash	5	16,028	-	16,028	8,991	3,606	12,597
Bank	5	25,51,796	6,88,611	32,40,407	68,24,541	18,74,195	86,98,736
FDR with Bank	5	-	-	-	-	21,445	21,445
Advance and Prepaid Expenses	6	21,82,096	41,819	22,23,915	58,54,084	1,22,019	59,76,103
Sub - Total		47,44,898	6,41,053	53,85,951	1,21,72,952	18,82,565	1,40,55,517
Receipts							
Contribution to Projects		8,21,77,817	15,73,250	8,37,51,067	6,57,96,262	-	6,57,96,262
Other receipts		9,605	-	9,605	-	-	-
Interest		7,47,624	57,480	8,05,104	4,77,766	61,634	5,39,400
Sub - Total		8,29,35,046	16,30,730	8,45,65,776	6,62,74,028	61,634	6,63,35,662
Total		8,76,79,944	22,71,783	8,99,51,727	7,84,46,980	19,44,199	8,03,91,179
Payments							
Misereor Project Expenses	7	5,24,34,689	-	5,24,34,689	4,99,94,856	-	4,99,94,856
Misereor Project Capacity Building grant expenses	8	2,38,92,407	-	2,38,92,407	2,32,71,790	-	2,32,71,790
Misereor - Additions to Fixed Assets	4	3,11,024	-	3,11,024	4,35,436	-	4,35,436
Project Expenses							
Sir Dorabji Tata Trust	2	-	-	-	-	10,12,256	10,12,256
Tata Power Community Development Trust In India - II	2	-	-	-	-	2,60,803	2,60,803
Transforming Rural India Foundation		-	14,08,246	14,08,246	-	-	-
Transforming Rural India Foundation (Addition to Fixed Assets)		-	1,63,650	1,63,650	-	-	-
Expenses from General Reserve	1	-	2,234	2,234	-	320	320
Grant Returned						29,767	29,767
Sub - Total		7,66,38,120	15,74,130	7,82,12,250	7,37,02,082	13,03,146	7,50,05,228
Closing Balances							
Current liabilities and Provisions	3	30,076	4,132	34,208	5,022	89,377	94,399
Cash	5	-	-	-	16,028	-	16,028
Bank	5	97,21,785	6,29,891	1,03,51,676	25,51,796	6,88,611	32,40,407
Advance and Prepaid Expenses	6	13,50,115	71,894	14,22,009	21,82,096	41,819	22,23,915
Sub - Total		1,10,41,824	6,97,653	1,17,39,477	47,44,898	6,41,053	53,85,951
Total		8,76,79,944	22,71,783	8,99,51,727	7,84,46,980	19,44,199	8,03,91,179


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

For & on Behalf of NEG-FIRE

As per our report of even date annexed


Vengatesh Krishna Sundaram
Executive Director


Basavaraj I Hebbal
Treasurer

For V. Sankar Aiyar & Co.
Chartered Accountants
FRN: 109208W

M.S. Balachandran
Partner
M.No. 024282

Place: New Delhi
Date: 19.07.2019



New Education Group - Foundation For Innovation and Research in Education

Income and Expenditure Account (Consolidated) for the Year Ended 31st March 2019

Particulars	Schedule No.	FCRA	Local	For the Year Ended 31/03/2019 (Rs.)	For the Year Ended 31/03/2018 (Rs.)
INCOME					
Funds Allocated (to the extent of funds expenditure incurred out of the same)		76,874,084	1,459,376	78,333,460	75,308,551
Other Receipts (unallocated)		9,605	41,222	50,827	48,350
Total		76,883,689	1,500,598	78,384,287	75,356,901
EXPENDITURE					
Misereor Project Expenses	7	52,434,689	-	52,434,689	49,994,856
Misereor Project Capacity Building grant expenses	8	23,892,407	-	23,892,407	23,271,790
Project Expenses	9				
Sir Dorabji Tata Trust		-	-	-	814,716
Transforming Rural India Foundation		-	1,368,463	1,368,463	-
Tata Power Community Development Trust In India - II		-	-	-	260,803
Administrative Expenses	9				
Sir Dorabji Tata Trust		-	-	-	197,540
Transforming Rural India Foundation		-	39,783	39,783	-
Expenses from General Reserve		-	2,234	2,234	320
Depreciation		546,988	48,896	595,884	768,526
Total Expenditure		76,874,084	1,459,376	78,333,460	75,308,551
Excess of income over expenditure transferred to General Reserve		9,605	41,222	50,827	48,350
Total		76,883,689	1,500,598	78,384,287	75,356,901
Significant Accounting Policies & Notes to Accounts	10				

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

For & on Behalf of NEG-FIRE

As per our report of even date

Vengatesh Krishna Sundaram
Executive Director

Basavaraj I Hebbal
Treasurer

For V. Sankar Aiyar & Co.
Chartered Accountants
FRN: 109208W

M.S. Balachandran
Partner
M.No. 024282

Place: New Delhi
Date: 19.07.2019





LIST OF ACRONYMS

SMC – School Management Committee

MS – Mata Samiti

AW – Anganwadi

TLM - Teaching Learning Material

MTB-MLE – Mother-tongue based Multi Lingual Education

KRP – Key Resource Person

DIET - District Institute of Education and Training

RSK - Rajya Siksha Kendra



New Education Group - Foundation for Innovation and
Research in Education (NEG-FIRE)
New Delhi, 2019

Illustrations are taken from books
created by NEG-FIRE-<https://flf.negfire.org/>

Report Design - studiobrahma.in



A1 3rd Floor, Sarvodya Enclave,
New Delhi - 110017

Phone : (011) 26526570

Email : info@negfire.org

Website : <https://www.negfire.org>
<https://flf.negfire.org>

Find us on Facebook and Twitter: @NegFire
and on Instagram: @negfire_