

ANNUAL REPORT  
2019 - 2020

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# Transformation Through Education



NEW EDUCATION GROUP -  
FOUNDATION FOR INNOVATION AND  
RESEARCH IN EDUCATION





# OUR GOALS



Ensure coverage of all schools and AWCs in clusters and blocks



Ensure community ownership for education of their children



Ensure children acquire early childhood learning Skills



Enhance organizational capacities and nurture a culture of learning



Ensure marginalized communities continue to access quality educational services for their children beyond the project cycle

NEG-FIRE works with the most marginalised communities (Scheduled Tribes and Scheduled Castes) in the difficult and remote locations across the central and eastern regions of India. We believe in creating a collaborative and sustainable model for ensuring quality education to children – a system which includes combined efforts and initiatives from NEG-FIRE, local NGOs, government line departments, community groups, teachers, parents and many others involved in ensuring access to quality education for all children from the marginalised communities. We aim for a model that provides opportunity for the community members to suggest additional measures for enhancing the quality of education for their children. After a detailed assessment of external and internal contexts, NEG-FIRE developed five year strategy plan (2018-2023) for effective realisation of organisational goals. Subsequently, the five point dynamic goals were developed.



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C H A I R P E R S O N ' S   D E S K

Global pandemic has again divided education into haves and have-nots.



Fr. Raymond Ambroise  
Chairperson

Nobody can deny India’s multilayered pluralistic society needs a strong, discrimination-free, public education system incorporating a holistic vision of nurturing of minds. India has over 22 official languages yet class room learning transactions still mostly happen in either Hindi or the state language, alienating a majority of children who only understand and are comfortable in the language spoken at home. It still remains a challenge and which, has not received adequate attention from policy-makers.

Although universalization of education has gained momentum post Right to Education Act of 2009, however, our diverse society is far away from reaching the goal of discrimination free education for all. According to 2011 Census data, overall enrolment of Scheduled Caste and Scheduled Tribes children has increased to 43.93 million (growth of 37% from the previous census) and 22.44 million (growth of 37.92%), respectively. Enrolment of SC children to Primary Level has increased by 25.25% and for Upper Primary Level it has increased by 50.60% (NCERT). Similarly, enrolment of ST children to Primary Level has increased by 26.59% and for Upper Primary Level it has increased by 61.30% (NCERT).

Despite significant increases in literacy and enrolment rates, the overall low average literacy level of the country, and especially amongst socially disadvantaged groups of Scheduled Caste and Scheduled Tribe populations, continues to aggravate inequalities in educational capabilities between different groups. The vulnerabilities have further amplified by the unprecedented Covid-19 pandemic, virtually closing down all learning transactions for marginalized children since March 2020.

The chasm of learning between rural and urban India has never been wider, where urban infrastructure, affluence has allowed some form of

classroom transaction, the picture in villages remains grim. Global pandemic has again divided education into haves and have-nots. Rural households do not have access to a smart phones or computers, nor can they afford internet charges when livelihoods are at stake. It’s estimated about 9.12 crore Indian children are not receiving their mid-day meal during school closure. These meals served as an important safety measure, as economists estimate that 75% of poor families’ income is spent on food.

The impact of the pandemic on low-income countries such as ours will have devastating results where there are already low learning outcomes, high-dropout rates and less than low resilience to shocks. Long-term closure of a school due to temporary conversion of school buildings to rehabilitation centres, is resulting in a silent exclusion of children from learning. Distress migration in some cases can push the children back to labour markets and other bad practices such as child marriage and child trafficking. Hope Indian policy makers will soon be able to grapple with the challenge the nation faces with sensitive child centred philosophy. This remains to be seen. So far positive responses have emerged from very few states. NEG-FIRE has never been more ready to rise to this unforeseen challenge as we walk into Unlock 2.0 of the Indian saga.

In the meanwhile, our own pace has been well sustained in the last fiscal year. NEG-FIRE has taken commendable strides in consolidating its mandate to reach out to children from disadvantaged groups of Dalit and Musahar communities in the eight states of India. Our focus remains undeterred and resolute. Not only has NEG-FIRE been nominated in CM Advisory Committee of MP on Education, we have also become the Technical Resource Organization to support for MP government in replication of Mother Tongue Based Multilingual Education (MTB-MLE) in the state; we have co-created early childhood pedagogies for building discrimination free, inclusive schools across our region of operations. Do join us to reinstate a holistic, child centred, discrimination free education system in government schools of India at this crucial juncture.

LIST OF ACRONYMS

- AWC: Anganwadi Centre  
AWW: Anganwadi Worker  
BAC: Block Academic Coordinator  
BRC: Block Resource Coordinator  
CAC: Cluster Academic Coordinator  
CRC: Cluster Resource Coordinator  
CRCP: Child Rights Child Protection  
ECE: Early Childhood Education  
ICPS: Integrated Child Protection Scheme  
IE: Inclusive Education  
KRP: Key Resource Person  
MS: Mata Samiti  
MTB-MLE: Mother-Tongue Based Multi Lingual Education  
SDGs: Sustainable Development Goals  
SMC: School Management Committee  
TLM: Teaching Learning Material  
VEC: Village Education Committee

# FOREWORD

A country as diverse and complex as India is bound to have societal challenges. A strong public education system which is inclusive and serving the most marginalised in an indiscriminate way is the only way to maintain equity and harmony. Approximately 29% of India's population today comprise of children. 19% of all children are between the ages of 6 – 14 years. This is where we centre focus of our work.

We believe early education is the key differentiator for a child's holistic growth. However, early literacy teaching and Mother Tongue Based Multilingual Education (MTB-MLE) is not easy and often fraught with challenges in our diverse nation. Here NEG-FIRE plays a crucial catalytic role to develop an inclusive and resourceful roadmap for implementation of early childhood education. This can therefore, successfully bridge the gap between learners, communities and policy makers.

NEG-FIRE strives towards easy and inclusive access to quality early childhood education for children from vulnerable communities in remote locations of India. Our child centred policies push us to be innovative and constantly provide meaningful solutions in engaging communities to make the change sustainable. We are currently working in 8 states of India. Along with our partners in eight states, we were able to ensure enrolment of 14719 students in Primary Schools and 11437 children in Pre- Primary Schools.

We constantly develop new Teaching Learning Materials to improve classroom transactions. This year we developed TLM for MTB-MLE by monitoring, learning and meaningful engagement with communities we serve. Renowned subject experts engaged in MTB-MLE created and tested the new TLMs. It heartens me see the growing number of books available for children. In 2019-20 we have engaged more meaningfully with District Welfare Offices and Tribal Welfare Boards and built capacities by trainings on MTB-MLE pedagogies to

improve quality of class room transactions. 2536 Pre- Primary and Primary School teachers were trained by NEG-FIRE and its partners in 2019-20. On the front of inclusive education theme NEG-FIRE has successfully developed and tested teacher training manuals with inclusive approach for Mathematics to ensure equity in education and inclusion of scheduled caste children especially, children from the Musahar communities. Large scale teacher trainings were conducted in collaboration with Education Department, Government of Bihar to make the school and classroom environment truly inclusive in both, sense and spirit.

Communities we serve are the most underserved and excluded and yet instrumental in building our resolve to provide early childhood learning skills to each and every school going child. Their tremendous support in being a willing partner to realize our goals give us energy to do better each year. In 2019-20 we worked closely with the community institutions such as Anganwadi Workers, Key Resource Persons (Master Trainers), School Management Committees, Mata Samities and Edu- Volunteers.

Our partners Nature and Adivasi Mitra Welfare Society also made us proud when they were recognised by Samagra Shiksha Abhiyan (SSA, School Education Department) for successfully imparting MTB-MLE pedagogies in Visakhapatnam district. Further, I'm delighted to inform you that SSA has earmarked Rs. 40, 00,000 for development of primers in Savara, Kui, Konda Dora and Adivasi Odia. We've also identified 11 new partners in five states. The new partners also come with strong community presence, with

similar vision in education, and Child Rights & Child Protection. This would further enable us to build strong sustainable education structures at both block and cluster level. Scaling up of existing partners was also undertaken.

The govt. of MP has initiated the process to institutionalize pedagogy on MTB-MLE to replicate the same in 24 tribal districts. NEG-FIRE is also a Technical Resource Organization to support MP government in replication of MTB-MLE in the state. NEG-FIRE has been nominated as a member of MP State Resource Group on development of curriculum and pedagogy on tribal languages for school children. It gives me great pleasure to inform you that NEG-FIRE has been nominated in CM Advisory Committee of MP on Education. Thematic collaboration on education for social inclusion is also underway

with department of education, Magadh University, Bihar.

I feel very happy to present to you our Annual Report for 2019-2020. I take the opportunity to thank our Chairperson Fr. Raymond Ambroise, the members of the Governing Board, General Body and the Advisory Committee who have provided strategic guidance, motivation and support to us and our partners in realizing our mission. I would also like to thank our partners without whose support our journey would not be complete, and our donors – Misereor, Kindermissionswerk, Tata Trusts and Transform Rural India Foundation for their timely and generous support that has assisted us in implementation of our programs. I would also like to thank each one of my colleagues at NEG-FIRE who have done their best in pursuit of our mission.

**Sandeep Tirkey**  
Executive Director



# ABOUT NEG-FIRE

NEG-FIRE (New Education Group-Foundation for Innovation and Research in Education), founded in 2005, is a knowledge based development organization which aims at reshaping the lives of children from marginalized communities through inclusive education and strategic partnerships with local NGOs and state governments. At present, NEG-FIRE is working with 25 partner NGOs in 24 districts of eight states i.e. Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh. Our programme activities involve accessing inclusive quality education for children at government pre-schools and primary schools which, instils confidence to face the life challenges.

Realizing that education is a powerful driver for overall development and a strong instrument to minimize the socio-economic inequities, NEG-FIRE developed a demonstrative model to ensure the strong foundation of learning and growth for the disadvantaged children from the marginalized communities. This not only fosters a sense of belonging but also builds awareness of their rights and duties towards the family, society, and prepares them to be economically independent.

We build strategic partnership with local NGOs, state governments and involve community groups to improve the education system in government schools. We believe in co-creating a system which includes combined efforts and initiatives to bring about all-round development of children, located in geographically difficult areas that remain unreachable by 'Right to Education' initiative.



# OUR VISION

We aim 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.

## OUR 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 promote shared vision in our partnerships
- 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 collaborate with communities, NGOs and the government to promote the shared vision of transformation through education
- We partner with the government to create replicable models for wider impact

## OUR EDUCATION PHILOSOPHY

Our 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 capacities.

- 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

## PURPOSE

ENSURING

- Children from SC and ST communities will complete formal school education when they have:
- Access to quality and joyful learning opportunities
- Safe and inclusive environment that promotes learning in homes, communities and government schools

## OUTCOMES

RESULTING IN

- Access to education
- Community values children's education, are aware of educational rights, and actively participate in school and anganwadi management
- Quality Learning
- Pre and Primary school children acquire grade - appropriate learning levels (language and numeracy)
- Equity and Inclusion
- SC and ST children receive just and equal treatment in schools and anganwadis
- Joyful Learning
- Children from SC and ST communities have gained confidence and display positive outlook

## IMPACT

LEADING TO

- Say, Stay and Strive
- Children are interested to pursue and complete formal school education

## DESIRED CHANGE

- Empowered and responsible citizens

# PROGRAMME FRAMEWORK



## OUR MANDATE

We believe education is instrumental in the development of it's people, it's communities and the nation as a whole. It empowers and enables individuals to become independent, self-reliant and financially capable. There is a significant imbalance in the literacy rate of Schedule Castes (SCs) and Schedule Tribes (STs) communities as compared to the overall national literacy rate. Apart from poverty and low economic status, the SC, ST community continue to face challenges of social exclusion, caste hierarchy, low self-esteem due to historic negligence and subjugation. They often are deprived of basic access to healthcare, holistic education, employment and other rights. NEG-FIRE identified education as the key differentiator for the overall development of the society specially for indigenous and vulnerable communities.

According to the 2001 census, India's national literacy rate was 64.8% whereas the literacy rate of Schedule Tribes and Schedule Castes was 47.1 % and 54.7% respectively. NEG-FIRE thus aimed at the completion of formal school education of children from ST and SC communities by way of providing them access to quality and joyful learning opportunities; particularly safe and inclusive environment which promotes learning in homes, communities and government schools.

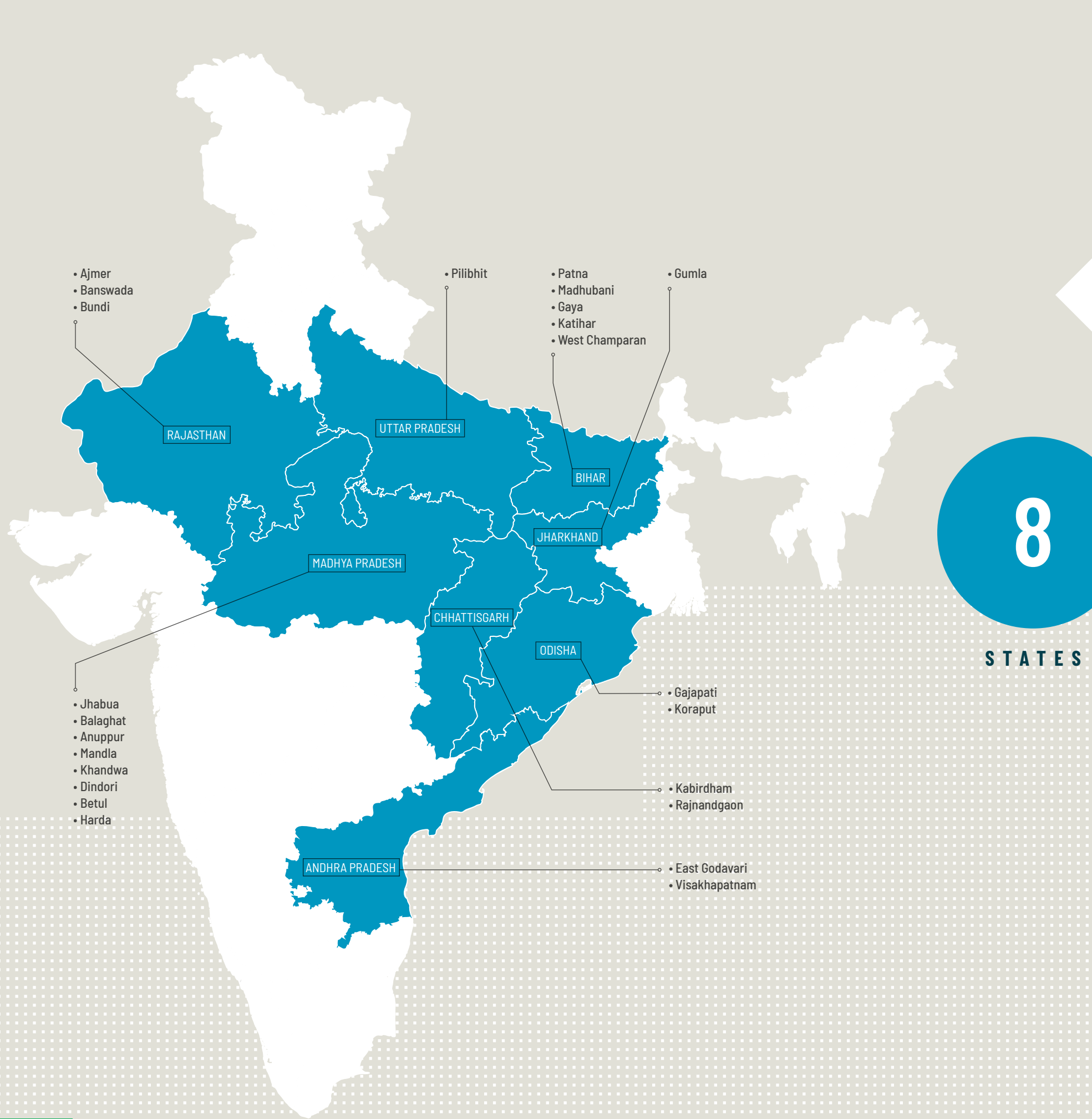
We aim at completion of formal school education  
of the children from ST and SC communities

## SDGS AND OUR WORK

The Agenda 2030 for Sustainable Development Goals acknowledge education as the key to holistic development of a child. Encapsulated in the Goal 4, the revised agenda aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. By aligning with the aim of Goal 4, we strove to provide access to quality early childhood education; equal opportunities of education for all, irrespective of gender and specially, for children in vulnerable conditions, to ensure literacy and numeracy for everyone. NEG-FIRE promotes sustainable lifestyle, a culture of non-violence, peace, instils confidence in an entertaining and safe learning environment. The ten sub-goals under Goal 4 are:

- SDG Target 4.1:** Free primary and secondary education
- SDG Target 4.2:** Equal access to quality pre-primary education
- SDG Target 4.3:** Equal access to affordable, technical, vocational and higher education
- SDG Target 4.4:** Increase the number of people with relevant skills for financial success
- SDG Target 4.5:** Eliminate all discrimination in education
- SDG Target 4.6:** Universal literacy and numeracy
- SDG Target 4.7:** Education for sustainable development and global citizenship
- SDG Target 4 A:** Build and upgrade inclusive and safe schools
- SDG Target 4 B:** Expand higher education scholarship for developing countries
- SDG Target 4 C:** Increase the supply of qualified teachers in developing countries





## OUR GEOGRAPHICAL COVERAGE



STATES



DISTRICTS



BLOCKS



VILLAGES

We work in 1032 villages of 24 districts in eight states with 26 partners who share our passion of transforming the lives of children through education.

# OUR MILESTONES

## 2005

Transition from NEG to NEG-FIRE

## 2006

Developed 5 yrs strategic plan for 2006-10

## 2007

Launched Reading and Writing Improvement Programme (WRIP) for school dropouts

## 2008

Piloting the elimination of child labour programme in the quarry areas of Bundi, Rajasthan and initiation of inter-state strategy for border areas of Andhra Pradesh-Odisha and Madhya Pradesh-Chhattisgarh

## 2009

Launched Edu-leadership programme in Uttar Pradesh and fellowship programme in Chhattisgarh and Jharkhand; Fellowship programme was initiated for Nomadic Tribes (NT) and Denotified Tribes (DNT) in Maharashtra

## 2010

Started new program on education for children in naxal affected areas in Latehar district of Jharkhand and initiated work in two more inter-state border areas of Bihar-Jharkhand and Rajasthan-Gujarat

## 2011

Developed second 5 yrs strategic plan for 2012-2017 featuring five-fold role i.e. Facilitator; Resource Organization; Research and Development; Advocacy and Institution Building; Cultural Expression Curriculum.

## 2012

Developed bilingual books in Apdi-Sopdi for Bhil children of inter-state border areas of Rajasthan, Gujarat and Madhya Pradesh

## 2013

First workshop on MTB-MLE was organised in New Delhi for all the partners of border areas

## 2014

Received 'Platinum Certificate of Transparency' from Guidestar India, and NEG-FIRE came in the first list of credible NGOs selected by the National Foundation for Corporate Social Responsibility, Indian Institute of Corporate Affairs

## 2015

Awarded 'Best use of innovation in the education sector' at World CSR Congress; Developed a module on 11 steps methodology; 81 girls from the Mushahar community in Madhubani, Bihar passed the matriculation exam for the first time post independence

## 2016

Development of a Gender Manual to support partner organisations and community based structures in addressing gender-related norms and practices; Treasure House Process Document developed; Android based CMIS was initiated to monitor programmatic and organizational indicators from the intervention areas

## 2017

Signed MoU with Rajya Shiksha Kendra, Govt. of Madhya Pradesh on teachers' training in Mandla, Dindori and Khandwa; third 5 year Strategic Plan developed

## 2018

Developed digital library, named as First Language First, as a repository of MTB-MLE books; Revised Education for Social Inclusion Strategy for Musahar community in Bihar

## 2019-20

The government of MP initiated to replicate the pedagogy on MTB-MLE in 24 tribal districts; thematic collaboration on education for social inclusion with Department of Education, Magadh University, Bihar.





# KEY ACHIEVEMENTS

## 2019-2020



# 1,29,564

Children supported from the marginalized communities, 30,339 children of 3-5 yrs old and 99,225 children from 6-14 yrs old



# 1402

Primary school covered from 24 districts of eight states



# 1402

## Teachers were trained

Out of which 516 teachers were trained on MTB-MLE, 253 teachers were trained on Mathematics and 515 pre-school teachers were trained on ECE



## 199 Treasure Houses formed

across eight states in India. The community takes the ownership of allotting space, equipping and managing the Treasure Houses where children learn from each other and pursue various creative activities



# 509

### EDU VOLUNTEERS WERE PREPARED

to promote education and act as change agents in steering the education scenario at the village level



# 226

**Key Resource Persons (KRPs) were trained**, out of which 181 KRPs were trained on MTB-MLE, 12 KRPs were trained on Mathematics and 33 KRPs were trained on Early Childhood Education

► Eleven steps methodology is being practiced in 156 Anganwadi Centres which ensures that children are taught in a language they understand, using resources and material from their immediate surroundings

► 34 Cluster Resource Coordinators /Cluster Academic Coordinators were trained on classroom observation on the practices of MTB-MLE

► 59 MTB-MLE books were developed in 12 tribal languages which are also available in digital format on our website. It can be accessed by using the link: [flf.negfire.org/](https://flf.negfire.org/)

► Samagra Siksha Abhiyan of Andhra Pradesh government awarded a grant of Rs 40,00,000/- to NATURE and Adivasi Mitra Welfare Society for the preparation of MTB-MLE materials in four tribal languages (Savara, Kui, Konda Dora and Adivasi Odia)

► The Madhya Pradesh government processed to replicate the pedagogy on MTB-MLE in 24 tribal districts and NEG-FIRE is designated as Technical Resource Organization to support the MP government.

► Sandeep Tirkey, ED, NEG-FIRE was nominated in Chief Minister Advisory Committee of MP on Education

► Thematic collaboration developed with Magadh University, Bihar, Department of Education as an expert on education for social inclusion

► Developed the scale up model for South-East region and finalized the districts of intervention and communities in Andhra Pradesh and Odisha

► Our partner organizations are also increasingly evolving as Resource Agency for Mathematics as well as MTB-MLE

# OUR PROGRAMMES



been proved, when a child starts schooling with knowledge of 'mother tongue or home language' and teaching continues in the mother tongue, they learn faster. We also believe that a child has the capacity to learn multiple languages and when taught first in mother tongue, he/she transitions seamlessly from mother-tongue to other medium of instruction with minimum impediments.

**First Language First:** We have developed a digital library, named First Language First, for all the books in tribal languages that NEG-FIRE has so far published. The library has a stream of stories and poems in 12 languages for children belonging to tribal communities. The twelve languages are Korku, Baigani, Santhali, Gondi, Konda Dhoras, Kui, Adivasi Odia, Bhili, Poraja and Gadaba. The library comprises of more than 60 books. This repository of MTB-MLE books acts as a ready reference for teachers, students, academicians, linguists and others. These books can also be downloaded with this link - [https:// flf.negfire.org/](https://flf.negfire.org/)

### INCLUSIVE EDUCATION (IE)

Our Inclusive Education Programme for the underserved communities aims to reduce social inequities and discrimination which they face within the school and outside world. We have introduced the concept of social inclusion and class-neutrality in classrooms to uplift the social condition of the children who are otherwise left behind.

We encourage the culture of respect and sense of belonging for the children and provide an opportunity to learn about the individual differences and respect them. As a result, it further lessens the impact of harassment and bullying in the schools.

One of the major strategies to promote inclusion is the formation of Treasure Houses in villages where children are involved in numerous creative and cultural activities enable them to be acquainted

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

This unique form of pedagogy finds its roots in the belief that a child going to either pre-primary or primary school should be first taught in his/her mother tongue before they are introduced to the medium of instruction in schools, when different from their mother tongue. NEG-FIRE firmly believes that it is important for a child to acquire fluency in Mother Tongue which will facilitate support in learning other subjects. It has





with their culture, build their leadership skills and encourages individuality of each child. They can also do basic science experiments for their holistic growth. We introduced and promoted Khel Se Mel concept where we have witnessed social inclusion through games and sports. This action encourages each and every child to participate and enjoy both individually and collectively while not focusing on specifically winning or losing. Simultaneously, it also teaches them about the social equity, acceptance, equality of opportunity and respect.

Musahar community, known as the Dalit among the Dalits, mostly settled in Gaya, West Champaran, Madhubani districts and Dhanarua block of Patna, Bihar comes from a landless community and largely worked as bonded labourers. They face discrimination, un-touchability and exclusion on daily basis due to caste-based stigmas attached with them. Our Inclusive Education Programme brought about positive acceptance towards the community. We worked in the primary schools of Bihar to address the inclusion of the Musahar community.

EARLY CHILDHOOD EDUCATION (ECE)

We strongly believe that early childhood education lays the foundation of lifetime growth and development. We work with the AWCs ensuring that the children learn in their mother tongue, which

they are most comfortable with. We have an early childhood education intervention where we use 11 steps methodology. By using this methodology, we ensure that children accessing government AWCs in our intervention areas are taught in a language they understand using resources and materials from their immediate surroundings and culture. This process eventually readies them for primary schools. It comprises of pre-school classes, games, various arts and aesthetic activities for three year olds and continues till the age of five when they are ready to join primary schools.

**NEG-FIRE 11 Steps Methodology:** 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 & Indoor Games 10) Small Groups and 11) Closing Time.

CHILD RIGHTS CHILD PROTECTION (CRCP)

The ICPS was launched by the Ministry of Women and Child Development in 2009. The execution of the ICPS is done by the collaborative efforts of government and civil society organizations. The service delivery system has been classified into four levels i.e. national level, state level, district level and village or block level.

We are committed to build a protective and safe environment for the children in difficult situation. We have taken numerous initiatives to protect children's safety and their rights under the provisions of Integrated Child Protection Scheme (ICPS). We, together with our partners, are running 62 Child Protection Committees in Ajmer and Bundi districts of Rajasthan. Ajmer has six panchayat level Child Protection Committees and Bundi has 29 Child Protection Committees. Bundi finds six panchayat level and 21 village level Child Protection Committees. These committees ensure child rights and child protection issues in their respective panchayats and villages. We provide regular trainings for these committee members to sensitize them on their roles and responsibilities, awareness on child rights and child protection issues, intervention in child specific cases of violation of child rights and convergences with other departments and stakeholders to collectively address issues related to child rights and child protection.



We Work with  
Children, Teachers,  
Communities and  
Governments



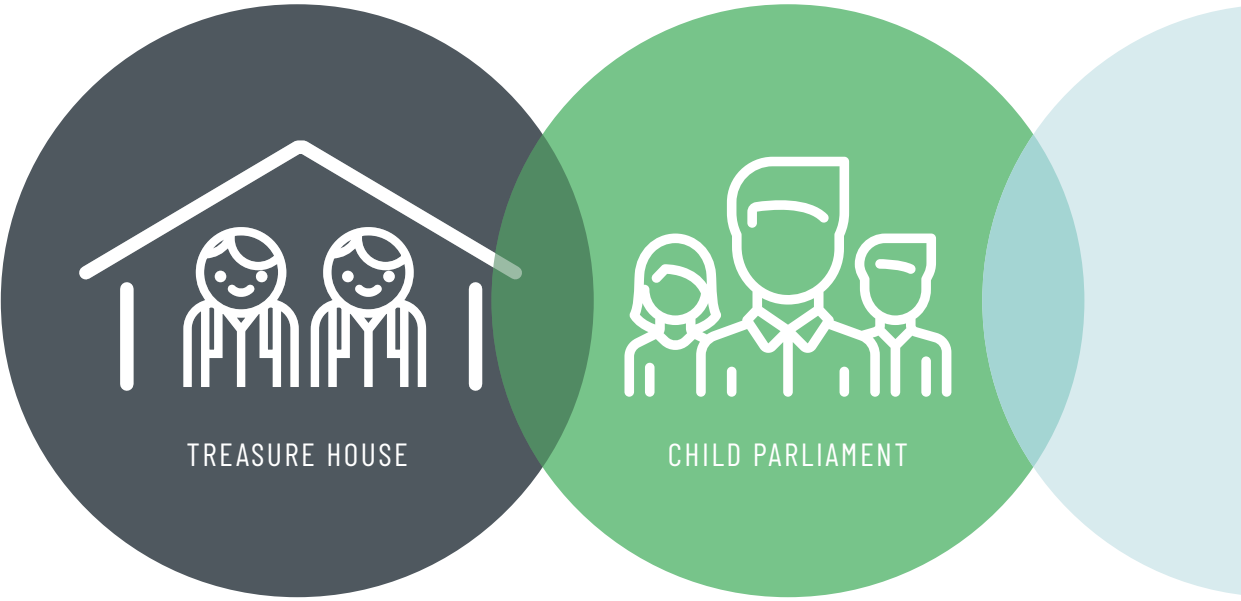
# WORKING WITH THE CHILDREN



## Our work in Numbers

129,564	›	Number of children covered
30339	›	Children from 3-5 yrs old (for Pre-primary)
99225	›	Children from 6-14 yrs old
74787	›	Children from Schedule Tribes
15380	›	Children from Schedule Castes
16430	›	Children from Other Backward Caste
1402	›	Number of Primary Schools covered
1134	›	Number of AWCs covered
28324	›	Children in AWCs
1402	›	Number of SMCs covered
260	›	Number of education Committees under PRIs

Access to quality education can change a child's life more so for the children from the marginalized communities. It can be the light they need to change the direction of their life. An environment that promotes education, in school and at homes, plays a crucial role in helping the child become interested in going to school, receive education and ultimately becoming empowered and independent.



## OUR APPROACH

### Treasure House

Treasure Houses are innovative, community based spaces to encourage learning beyond schools. It serves the purpose of providing a child-friendly, safe place to the children in the remotest of the areas where they can learn, be with other children, instil the values of diversity and self-belief. We have devised interesting and colourful activities to make joyful and fun learning. Some of the activities undertaken are story-telling, painting, khel se mel. The Treasure Houses also have flash cards, chart sheets, musical instruments, local artefacts, drawings, craft material too. Some of them have wooden boxes filled

with library books and playing materials. It awakens children's interests in various extra-curricular activities beyond their routine school curriculum. We are running 199 Treasure Houses across India.

### Child Parliament (Bal Sansad):

Child Parliament is a group of children (delegations), who meet every month and discuss the issues and concerns related to education, child protection, school management among others and find solutions for the same. The Parliament includes President, Vice President and Ministers for different categories such as food and nutrition, sports, health & cleanliness and cultural.

The delegation to the child parliament is selected in a democratic way by the children themselves. Apart from the Bal Sansad, we also have the provision of Bal Sabhas constituted on parliamentary concept. The Bal Sabhas hold a meeting every week. We are working with 338 child parliaments in the state of Madhya Pradesh and Rajasthan.

Bal Sansads and Bal Sabhas make children more responsible, boost their confidence and enhance their leadership skills. It also helps the children to get familiar with the children of other communities; their cultures and traditions.



# CO-CREATING WITH TEACHERS



## Our work in Numbers

1402	›	Number of teachers trained
440	›	Schools covered under through System Impact
7	›	Training Modules developed
14	›	Number of KRP groups formed
220	›	Number of KRPs trained
9	›	Number of Pre-School and Primary School teacher forum
59	›	MTB-MLE books developed

Teachers play an instrumental role in transforming a child's life. A well-trained and motivated teacher can help a child in not only performing well in school but also help them to become confident, enhance their creativity, nurture values of love, togetherness and acceptance.

Unfortunately in absence of skilled teachers, schools function in less than effective and efficient manner. This results in an increased number of drop-outs and low learning levels among children. Pre-service and in-service teacher training often fall short of equipping teachers with the skills and mindsets required to succeed in teaching children from different backgrounds and varying needs. For children belonging to marginalized communities and geographically remote areas, the role of teachers holds additional importance and value. The teachers need to teach in a child's mother-tongue, understand his/her local surroundings and incorporate them in classroom transactions for holistic learning.

To address the multi-faceted challenges revolving around government school teachers' way of teaching children from marginalized communities, we are actively working with teachers to create a cadre of motivated and skilled teachers who promote inclusive, child-friendly and joyful classrooms/schools that will help the children to achieve appropriate age and grade-specific learning outcomes.

### OUR APPROACH

#### Teachers are trained on:

- Language and literacy development approach
- Understanding the fundamentals of multi-lingual education, development and usage of locally relevant Teaching and Learning Materials (TLMs) and developing Academic plans that integrates the pedagogy and the TLMs to the state defined competencies.
- Building awareness on equity and to recognize and address the issues of social exclusion

We conducted numerous workshops and trainings for the government teachers on MTB-MLE and Mathematics across all the eight states. This year we conducted trainings of government teachers in Manihari Block of Katihar district, Bihar; Gumla district, Jharkhand and; Koraput district, Odisha; Khalwa, MP on MTB-MLE. We also conducted trainings of the teacher on Mathematics in Gaunaha, West Champaran, Bihar.

#### Key Resource Persons (KRPs) or Master Trainers' Training

To extend our reach to an increased number of teachers, we train Key Resource Persons or Master Trainers, chosen by the respective

government departments, who further provide training to more teachers. We use teacher training manuals to train them. We have trained 220 Key Resource Persons out of which 175 KRPs have been trained on MTB-MLE, 12 on Mathematics and 33 on Early Childhood Education (ECE).

#### Teachers Training Manual

We develop teachers training manuals which are used by the project co-ordinators, pre-primary and primary school teachers during the course of teachers training. We have developed seven training modules, which includes five on MTB-MLE and two on Mathematics.

#### Teaching Learning Materials (TLMs)

TLMs have a remarkable impact on enhancing the quality of the classroom activities and can help the children in grasping concepts faster and more efficiently. We build capacities of teachers

for creating age and grade specific appropriate TLMs using content from the local community's culture and practices.

Teachers are trained and given numerous demonstrations on usage of these TLMs and ways to incorporate them in their everyday classroom activities. 12 TLMs have been developed this year.

For mathematical learning, we use the methodologies which can create an inclusive and interactive learning environment in the classroom.

For this, we use local and conceptual resources which include sticks, stones, wooden shapes, bundle of sticks, colourful mud balls. We use them in counting, addition, subtraction and other mathematical lessons. All these resources are easily available to them.





# WORKING WITH THE COMMUNITIES



## Our work in Numbers

24	›	Number of communities from Schedule Tribes
9	›	Number of communities from Schedule Castes
74787	›	Children from Schedule Tribes covered
15380	›	Children from Schedule Castes covered
1134	›	Number of Mata Samitis
8874	›	Members of the Mata Samitis
1402	›	Number of School Management Committees (SMCs)
19294	›	Members of SMCs
260	›	Number of Education Committees (PRIs)
1514	›	Education Committee members
509	›	Number of Edu-Volunteers
199	›	Number of Treasure Houses
14	›	Number of SEC centres

We believe that the families and community members play a crucial role in paving the way for their child's future. It becomes even more important for them to play an active and participatory role for the holistic development of each child.

Communities we serve are our most important stakeholders. We connect with them on various levels to sensitize and mobilize their participation in providing educational rights and entitlements of children and support the proper functioning of schools and AWCs. We have worked with 74787 children from Schedule Tribes, 15380 children from Schedule Caste and 16430 from Other Backward Castes.

### OUR APPROACH

#### School Management Committee

The government schools are obligated to have School Management Committee. 75% of the committee members are from underprivileged section, including the children's parents. The remaining 25% members are local leaders, school teachers and students' representative. 50% of all the members are women. SMCs help teachers in managing schools and develop an uplifting plan for execution of Right to Education and Integrated Child Development Scheme programs.

We equip the SMC members with the understanding and knowledge of their roles and responsibilities. They ensure the overall school development, regular attendance of students and teachers, infrastructure development and improvement towards quality education.

#### Mata Samiti/ Mother's Committee

Mata Samitis were formed under Integrated Child Development Services (ICDS), a Government of India initiative to support the anganwadi workers and the women of their respective villages. A Mata Samiti comprises of six to seven members, who are generally lactating mothers, pregnant women and adolescent girls. Their key roles include supporting the anganwadi teachers in running the AWCs effectively, encouraging the families to enrol their children in the AWCs. The members organise a monthly meeting with the anganwadi teachers to discuss issues of improvement of AWCs, strategies for children's growth, maintaining nutrition and other relevant issues.

Our process to enlist the Mata Samiti members includes the following - identifying the members, followed by individual

discussions and regular village meetings for their orientation and continuous support. We have formed 1134 Mata Samitis and there are 8834 Mata Samiti members.

#### Village Education Committee

We work with VEC which is a regulatory body ensuring community participation in smooth functioning of the school. They are formed under District Primary Education Programme (DPEP). There are 6-14 members in the committee who are selected by the Gram Sabha. 50% of the members must be the women and the remaining will be the representatives from the marginalized communities. Its primary responsibility is to create a bridge between the community and the school. The VEC also ensures that every child attends school and completes primary education.

#### Edu-Volunteers

We believe that community volunteers will make greater impact as they relate to the children more closely than the external volunteers. They also realize that the future of the community lies with their children's future. Hence, NEG-FIRE created a cadre of local volunteers and named as Edu-Volunteers. They promote education and act as change agents in steering the education scenario at the village level, be it managing Treasure Houses, running Supplementary Centres, or being role models to other boys and girls in the villages. 509 Edu-Volunteers are inspiring others to acknowledge the importance of education.

#### Community Forum

Community Forum is an initiative to make the people to address the issues and problems of the community. It provides a platform where the consulting members can raise up

issues and share their ideas, opinions and act on the solutions together. The forum comprises of 10-15 members. They look after the issues of social justice, Right to Education, Right to Information, community awareness among others. NEG-FIRE has formed many Community Forums such as Akil Baisi, Dasrath Maajhi Federation, Dina Bhadri Community Federation, Akil Akhara in various districts of Bihar.

#### Block Resource Coordinator, Block Academic Coordinator, Cluster Resource Coordinator, Cluster Academic Coordinator

The smallest unit of the system is school followed by cluster, block and district. There are two Academic Coordinators and one Resource Coordinator in each unit. In order to provide academic support to the teachers and the administrative support in the management of school on a regular basis, we also work with the Block Resource Coordinator, Block Academic Coordinator, Cluster Resource Coordinator and Cluster Academic Coordinator.

### WE WORK WITH

DISTRICT

BLOCK

CLUSTER

SCHOOL



# ENGAGING WITH THE GOVERNMENT

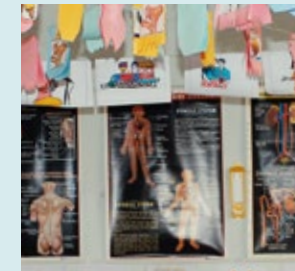


**W**e work with the government line departments in bringing about transformation through education. So, the engagement and collaboration with the government education departments underlines all our programmes and strategies.

We are always working towards developing new partnerships and strengthening existing partnerships with government structures so that they integrate our child-centric and joyful pedagogies in schools and AWCs.

We are engaged with the state governments on various fronts. This year our Executive Director, Mr. Sandeep Tirkey was nominated in the Chief Minister's Advisory Committee of Madhya Pradesh on Education. The Madhya Pradesh government has processed to replicate pedagogy on MTB-MLE in 24 tribal districts and NEG-FIRE is designated as Technical Resource Organization to support the MP government. We have also collaborated with the Department of Education, Magadh University, Bihar, on education for social inclusion. Samagra Shiksha Abhiyan from the government of Andhra Pradesh has awarded grant of INR 40,00,000 to our partners- Nature and Adivasi Mitra Welfare Society for the preparation of MTB-MLE materials in tribal languages namely, Savara, Kui, Konda Dora and Adivasi Odia.

# STORIES OF CHANGE



## TEACHING SCIENCE THROUGH INNOVATIVE LABS

**M**r. Simhachalam, a teacher in Mettavalasa Primary School in Dumbriguda mandal of Visakhapatnam district, uses Science Lab for the children from prep to class V. The lab has an array of Science aids such as know your body, circulatory system, solar system among others. Mr.Simhachalam conducts classrooms activities in mother tongue and has drawn analogy of the surrounding environment so that children relate to their own context, instil curiosity and inquisitiveness towards the discipline of science. There are all together 15 Science labs in two mandals. This innovation is an addition to MTB-MLE classroom transactions on language using MTB-MLE books. NEG-FIIRE is considering replicating the same in other project intervention areas in future.

## CLUSTER EDUCATION CENTRE CHANGES THE LIVES OF CHILDREN FROM MUSAHAR COMMUNITY

**T**his story of change is from the small hamlet of Laxmi Sagar of Bhauara panchayat in Pandaul block of Madhubani district, Bihar. Aiming to support a minimum of 200 children from Musahar community, our partner organization Prabhat and the community institution 'Dina Bhadri' took initiative to support the educational need of the children and set up five cluster educational centres to provide quality education to the children and put a cap in the number of dropouts. Now, the cluster education centre has 107 students from class I to class X. The children are provided support with the inclusive education practices in Mathematics and other subjects. The community contributes INR 50 for each student. Monthly meetings are also organized between parents and the volunteers to discuss the improvement in learning levels of the children.



## KHUSHI RECEIVES INTERNATIONAL CHILDREN'S PEACE PRIZE AND GARIMA AWARD

**A**s the name says, Khushi Chauhan has been a reason to bring happiness in the lives of many girls. Hailing from a small hamlet named Dabi of Bundi district, Rajasthan, she was expected to quit her education after completing primary school like many other girls. Reluctant to do so, she along with her friends and the Field Associate of Shiv Shiksha Samiti, Ranoli, tried to convince her father to allow her to study further. Later, Khushi and her headmaster Mr. Babulal intervened in the community meeting and the community declared that girls can study beyond primary level.

The struggle to study further didn't stop there. When she was in class VI, her grandmother decided to get her married. After failing several attempts to convince her grandmother against the marriage, she finally approached her school's Child Parliament (Bal Sansad) and Village Level Child Protection Committee (VLCPC). The Bal Sansad and VLCPC's dialogue with her family and the pressure from various groups resulted in calling off her marriage. She further stopped the child marriage of her four friends after advocating against it with the community members.

Adding feathers to her cap, she was nominated for International Children's Peace Prize. Of late, she was again awarded with 'Garima Award' by Mahila Adhikarita Vibhag, Rajasthan for her great efforts for girls' education.



# COMMUNITIES WE WORK WITH



## COMMUNITIES FROM SCHEDULED CASTE

### 1) Bhuiya Community

Total Population: 716,269; Literacy Rate: 32.3%

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

NEG-FIRE Intervention Presence: Gaya district of Bihar

### 2) Kanjar Community

Total Population: 2760; Literacy Rate: 26.8%

Kanjar is a traditionally nomadic ethnic group found in North India and Pakistan. The community is also known by the names of Marwari Kumar and Banchra. The Kanjars speak the Kanjari language and almost all also speak Punjabi and Urdu. The traditional occupation of the Kanjar was hunting, but over time, many took to agriculture. They still depend on the forest, extracting roots of the khas grass and collecting reeds from river banks. The community is involved in tanning, from which musical instruments such as drums are made and sold. Many urban Kanjar are now wage labourers and are involved in rickshaw pulling.

NEG-FIRE Intervention Presence: Madhubani district of Bihar

### 3) Musahar Community

Total Population: 27,25,114; Literacy Rate: 29.0%

The Musahars are a Scheduled Caste community, populating the states of Bihar

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

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

## COMMUNITIES FROM SCHEDULED TRIBE

### 1) Agariya Tribe

Total Population in MP: 41,243 & in Chhattisgarh: 67,196; Literacy Rate in MP: 43.9% & in Chhattisgarh: 47%

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

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

### 2) Bagata Tribe

Total Population: 133,427 and Literacy Rate: 51.2%

Considered as one of the aboriginal tribes, the Bagataare, a Scheduled Tribe of India inhabit state of Odisha and Andhra Pradesh. They are also called Bagatha, Bagat, Bagodi, Bogad or Bhakta. They work as farmers to earn a living. Their main language is Telugu and their local dialect is Adivasi Odiya.

### 3) Baiga Tribe

Total Population: 552,495 and Literacy Rate in MP: 47.2% and in Chhattisgarh: 40.6%

The Baiga Tribe are forest dwelling aboriginals found in Chhattisgarh, Jharkhand, Madhya

Pradesh, Odisha, Maharashtra, Uttar Pradesh, Bihar, West Bengal. Tattooing forms an integral part of their culture, they live a semi nomadic life along with practicing shifting cultivation as they worship Mother Earth.

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

### 4) Bharia Tribe

Total Population: 193,230 and Literacy Rate: 47.9%

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

NEG-FIRE Intervention Presence: Dindori and Mandla districts of MP

### 5) Bhil Tribe

Total Population: 1,70,71,049 and Literacy Rate in Rajasthan: 44.6%; in Gujarat: 59.8% and in MP: 42.2%

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

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

### 6) Dhulia Tribe

Total Population: 665 and Literacy Rate: 55.3%

NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh



7) Gadaba Tribe (PVTG)

Total Population: 84,689 and Literacy Rate: 39.3%

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

NEG-FIRE Intervention Presence: Koraput in Odisha

8) Gond Tribe

Total Population: 132,56,928 and Literacy Rate: 60.1% in MP and 56.7% in Chhattisgarh

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

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

9) Kammara Tribe

Total Population: 54,163 and Literacy Rate: 53.7%

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



NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh

10) Kharwar tribe

Total Population: 248,974 and Literacy Rate: 56.4%

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

NEG-FIRE Intervention Presence: Latehar district in Jharkhand

11) Kondh Tribe (PVTG)

Total Population: 16,28,501 and Literacy Rate: 46.9% in Odisha and 29.7% in Andhra Pradesh

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

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

12) Konda Dora Tribe (PVTG)

Total Population: 2,11,089 and Literacy Rate: 45.8%

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

NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh.

13) Korku Tribe

Total Population: 730,847 and Literacy Rate: 49.9%

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

NEG-FIRE Intervention Presence: Khandwa district of MP

14) Kotia Tribe

Total Population: 45,665 and Literacy Rate: 36%

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

Kotia work in agriculture and also work as labourers.

NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh

15) Koya Tribe

Total Population: 59,739 and Literacy Rate: 53.7%

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

NEG-FIRE Intervention Presence: Godavari district of AP

16) Munda Tribe

Total Population: 12,29,221 and Literacy Rate: 62.6%

Munda tribe are an adivasi ethnic group of India. They speak the Mundari language, which belongs to the Munda subgroup of Austroasiatic languages. The Munda are concentrated in the states of Jharkhand. Nomadic hunters in the Indian tribal belt, they became farmers and were also employed in basket work and weaving.

NEG-FIRE intervention Presence: Latehar district of Jharkhand

17) Nooka Dhora Tribe

Total Population: 42,420 and Literacy Rate: 36%

Nooka Dhora are one among the generic tribes inhabiting the agency tracts of Visakhapatnam district of AP. They are mostly Telugu speaking tribal community living harmoniously with Khond and Khonda Dora tribal communities.

NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh

18) Oran Tribe

Total Population: 36,82,992 and Literacy Rate: 67%

One of the most progressive tribes of India,

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

NEG-FIRE Intervention Presence: Latehar district in Jharkhand

19) Panika Tribe

Total Population: 97,767 and Literacy Rate: 63%

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

NEG-FIRE Intervention Presence: Dindori and Mandla districts of MP

20) Paraja Tribe (PVTG)

Total Population: 374,628 and Literacy Rate: 34.9%

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

NEG-FIRE Intervention Presence: Koraput in Odisha

21) Parhaiya Tribe

Total Population: 25,585 and Literacy Rate: 33.1%

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

NEG-FIRE Intervention Presence: Latehar district in Jharkhand

22) Saora of Savara (PVTG)

Total Population: 5,34,751 and Literacy Rate: 55%

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

NEG-FIRE Intervention Presence: Gajapati district of Odisha

23) Santhal Tribe

Total Population: 65,70,807 and Literacy Rate in Bihar: 43.1% and in Jharkhand: 50.8%

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

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

24) Valmiki Tribe

Total Population: 70,513 and Literacy Rate: 67%

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

NEG-FIRE Intervention Presence: Visakhapatnam in Andhra Pradesh





## AWARDS AND RECOGNITION

- 1) Certificate on Best Use of Social Innovation and Research in Education by World CSR Congress
- 2) Certificate of Empanelment with the National CSR Hub at Tata Institute of Social Sciences
- 3) Certificate of 'Credible Implementing Agency' by Indian Institute of Corporate Affairs
- 4) MoU with Rajya Shiksha Kendra (RSK), Government of Madhya Pradesh

## OUR PARTNERS

PARTNER ORGANIZATION	REGION	DISTRICT	STATE
Adivasimitra Welfare Society	South-East	Visakhapatnam	Andhra Pradesh
Jesuit Province Society	South-East	E. Godavari	Andhra Pradesh
Nature	South-East	Visakhapatnam	Andhra Pradesh
Solidarity for Development Communities	South-East	Gajapati	Odisha
South Orissa Voluntary Action	South-East	Koraput	Odisha
Catholic Diocese of Jhabua	Central	Jhabua	Madhya Pradesh
Community Development Centre	Central	Balaghat	Madhya Pradesh
Holistic Action Research and Development	Central	Annupur	Madhya Pradesh
Jabalpur Diocesan Social Service Society	Central	Mandla	Madhya Pradesh
Khanwda Diocesan Social Service	Central	Khandwa	Madhya Pradesh
Pradeepan	Central	Betul	Madhya Pradesh
Raipur Diocesan Social Welfare Society	Central	Khabhirdham	Chhattisgarh
Roman Catholic Diocesan Social Service Society	Central	Ajmer	Rajasthan
Samarthan	Central	Rajnandgaon	Chhattisgarh
SampurnaJivanVikasSamiti	Central	Banswada	Rajasthan
Shiv ShikshaSamitiRanoli	Central	Bundi	Rajasthan
Synergy Sansthan	Central	Harda	Madhya Pradesh
Bareilly Diocesan Social Service Centre	North	Pilibhit	Uttar Pradesh
Dalit VikasAbhiyanSamiti	North	Gaya	Bihar
Lohardaga Gram SwarajyaSansthan	North	Gumal	Jharkhand
Lokmadhyam	North	Patna	Bihar
Patna Jesuit Society (Prabhat)	North	Madhubani	Bihar
Patna Jesuit Society (REAP)	North	Gaya	Bihar
Purnea Social and Educational Society	North	Katihar	Bihar
The Charitable Association for Rural Education and Development (READ)	North	West Champaran	Bihar
The Daughters of St. Annes	North	Gumla	Jharkhand

# SPECIAL THANKS TO

## GOVERNING BOARD MEMBERS

Raymond Ambroise, Chairperson  
Mala Khullar, Vice-Chairperson  
Basavaraj I. Hebbal, Treasurer  
Pius Thomas D'Souza, Member  
Rekha Abel, Member  
Inigo Joachim, Member  
Shantha Sinha, Member  
Abraham Kadliyil Abraham, Member  
Sandeep Tirkey, Executive Director, Ex-Officio Secretary

## GENERAL BODY MEMBERS

Elias Gonsalves, Member  
P.V. Krishna Rao, Member  
Sachi Kumari, Member  
Achyut Das, Member  
V.K. Swamy, Member  
Ashok Kumar Agarwal, Member

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Basavaraj I. Hebbal,Convener and Treasurer, Governing Board  
Dinesh Kothari, Finance Manager & Ex-Officio Secretary  
Salil Kumar, External Expert  
Sandeep Tirkey, ED & Ex-Officio Secretary

## HUMAN RESOURCE COMMITTEE MEMBERS:

Shantha Sinha, Governing Body Member  
Sincy Joseph, HR & Admin Manager, Ex-Officio Secretary  
Sandeep Tirkey, ED & Ex-Officio Secretary  
Meenu Venkateshwaran, External Expert

## CHILD RIGHTS, PROTECTION AND SAFEGUARDING POLICY (CRPSP) MEMBERS

Rekha Abel, Convener & Governing Board Member  
Sachi Kumari, General Body Member  
Prakash Louis, External Expert  
Asha Singh, External Expert  
V. Janardhan Rao, External Expert  
Sandeep Tirkey, ED & Ex-Officio Secretary  
Sincy Joseph, HR & Admin Manager

## RESOURCE PLANNING & MOBILIZATION COMMITTEE MEMBERS

Raymond Ambroise, Convener & Chairperson, Governing Board  
Suresh Rao, External Expert  
Sandeep Tirkey, ED & Ex-Officio Secretary

## PROCESS APPROVAL COMMITTEE MEMBERS

Prakash Louis, Convener  
Rekha Abel, Governing Board Member  
Asha Singh, External Expert  
V. Janardhan Rao, External Expert  
Sandeep Tirkey, ED & Ex-Officio Secretary  
Shailendra Awale, External Expert

## INTERNAL COMPLAINTS COMMITTEE MEMBERS

Smriti Mishra, Presiding Officer, NEG-FIRE staff representative  
Sr. Tresa Paul, External Member  
Nandita Bhatla, External Expert  
Rakesh Kumar Singh, Member, NEG-FIRE  
Baliram Balsaraf, Member, NEG-FIRE

# OUR TEAM



### Standing (from left to right):

Baldev Singh Nadiya, Raj Kumar Minj, Shruti Jain, Sangeeta Joshi, Vinesh Meshram, Jyoti Chandel, Moumita Sarkar, Amitabh Bhusan, Raj Kumar, Rakesh Kumar Singh, Shailendra Awasthi, Umed Singh, Chandan Padwar, Vimla Ekka, Puhup Singh, Baliram Balsaraf, Sameer Kaser, Birjhu Varkhade, Ravala Vijay Kiran, Sincy Joseph, Dinesh Madrosiya, Sandeep Mishra

### Sitting (from left to right):

Dr. Asha Singh, Dr. Mala Khullar, Basavaraj I. Hebbal, Mr. SandeepTirkey, Mr. Vengatesh Krishna, Fr. Raymond Ambroise, Dr.Prakash Louis, Abraham Kadliyil Abraham, Mehjabeen Ansari



Smriti Mishra



Poonam Verma



Dinesh Kothari



Sailendra Vikash Samal



# FINANCIAL STATEMENTS



**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, 2020 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:

- in the case of the Balance Sheet, of the state of affairs of the Society as at 31<sup>st</sup> March 2020; and
- 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 Ethics. 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:

- 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;
- In our opinion proper books of account have been kept by the Society so far as appears from our examination of those books; and
- 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: 22-07-2020



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

*(Handwritten signature)*

**M.S. BALACHANDRAN**  
Partner (M. No: 024282)  
UDIN: 20024282AAAADS3168



## New Education Group - Foundation For Innovation and Research in Education

## Balance Sheet (Consolidated) as at 31st March 2020

(Figures in Rupees)

Particulars	Schedule No.	Foreign Contribution	Local	31-03-2020	31-03-2019
<b>SOURCES OF FUNDS</b>					
Reserves & Funds	1	25,89,413	8,69,395	34,58,808	37,49,480
Program Balances	2	2,37,61,374	1,85,704	2,39,47,078	1,10,33,334
Current Liabilities & Provisions	3	9,14,649	1,39,237	10,53,886	34,208
<b>Total</b>		<b>2,72,65,436</b>	<b>11,94,336</b>	<b>2,84,59,772</b>	<b>1,48,17,022</b>
<b>APPLICATION OF FUNDS</b>					
<b>Fixed Assets</b>					
Gross Block	4	82,30,138	7,88,109	90,18,247	87,41,652
Less: Depreciation		56,66,827	6,16,115	62,82,942	56,98,316
<b>Net Block</b>		<b>25,63,311</b>	<b>1,71,994</b>	<b>27,35,305</b>	<b>30,43,336</b>
<b>Current Assets &amp; Advances</b>					
Cash & Bank Balances	5	2,10,88,843	8,89,609	2,19,78,452	1,03,51,676
Advances	6	36,13,282	1,32,733	37,46,015	14,22,010
<b>Sub Total</b>		<b>2,47,02,125</b>	<b>10,22,342</b>	<b>2,57,24,467</b>	<b>1,17,73,686</b>
<b>Total</b>		<b>2,72,65,436</b>	<b>11,94,336</b>	<b>2,84,59,772</b>	<b>1,48,17,022</b>

Significant Accounting Policies &amp; Notes to Accounts 10

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

For &amp; on Behalf of NEG-FIRE

As per our report of even date annexed

For V. Sankar Aiyar & Co.  
Chartered Accountants  
FRN: 109208WM.S. Balachandran  
Partner  
M.No. 024282  
UDIN: 20024282AAAADS3168


Sandeep Tirkey  
Executive Director



Basavaraj I Hebbal  
Treasurer

Place: New Delhi  
Date: 22-07-2020

## New Education Group - Foundation For Innovation and Research in Education

## Receipts and Payments Account (Consolidated) for the Year Ended 31st March 2020

(Figures in Rupees)

Particulars	Schedule No.	Foreign Contribution	Local	31-03-2020	31-03-2019
<b>Opening Balance</b>					
Current liabilities and Provisions	3	30,076	4,132	34,208	94,399
Cash & Bank Balances	5	97,21,785	6,29,891	1,03,51,676	32,56,435
Advance and Prepaid Expenses	5	13,50,115	71,895	14,22,010	22,23,915
<b>Sub - Total</b>		<b>1,10,41,824</b>	<b>6,97,654</b>	<b>1,17,39,478</b>	<b>53,85,951</b>
<b>Receipts</b>					
Contribution to Projects	2	9,22,53,322	28,32,194	9,50,85,516	8,37,51,067
Interest	1 & 2	14,13,475	38,505	14,51,980	8,05,104
Other receipts	1	-	-	-	9,605
<b>Sub - Total</b>		<b>9,36,66,797</b>	<b>28,70,699</b>	<b>9,65,37,496</b>	<b>8,45,65,776</b>
<b>Total</b>		<b>10,47,08,621</b>	<b>35,68,353</b>	<b>10,82,76,974</b>	<b>8,99,51,727</b>
<b>Payments</b>					
Misereor Project Expenses	7	5,91,68,978	-	5,91,68,978	5,24,34,689
Misereor Project Capacity Building grant expenses	8	2,14,75,572	-	2,14,75,572	2,38,92,407
Misereor - Additions to Fixed Assets	4	2,76,595	-	2,76,595	3,11,024
Transforming Rural India Foundation (TRIF)		-	26,77,911	26,77,911	14,08,245
TRIF (Addition to Fixed Assets)		-	-	-	1,63,650
Other Expenses	1	-	7,337	7,337	2,234
<b>Sub - Total</b>		<b>8,09,21,145</b>	<b>26,85,248</b>	<b>8,36,06,393</b>	<b>7,82,12,249</b>
<b>Closing Balances</b>					
Current liabilities and Provisions	3	9,14,649	1,39,237	10,53,886	34,208
Cash & Bank Balances	5	2,10,88,843	8,89,609	2,19,78,452	1,03,51,676
Advance and Prepaid Expenses	5	36,13,282	1,32,733	37,46,015	14,22,010
<b>Sub - Total</b>		<b>2,37,87,476</b>	<b>8,83,105</b>	<b>2,46,70,581</b>	<b>1,17,39,478</b>
<b>Total</b>		<b>10,47,08,621</b>	<b>35,68,353</b>	<b>10,82,76,974</b>	<b>8,99,51,727</b>

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

For &amp; on Behalf of NEG-FIRE

As per our report of even date annexed

For V. Sankar Aiyar & Co.  
Chartered  
FRN: 109208WM.S. Balachandran  
Partner  
M.No. 024282  
UDIN: 20024282AAAADS3168


Sandeep Tirkey  
Executive Director



Basavaraj I Hebbal  
Treasurer

Place: New Delhi  
Date: 22-07-2020



New Education Group - Foundation For Innovation and Research in Education

Income and Expenditure Account (Consolidated) for the Year Ended 31st March 2020

(Figures in Rupees)

Particulars	Schedule No.	Foreign Contribution	Local	31-03-2020	31-03-2019
<b>INCOME</b>					
Funds Allocated		8,11,62,895	27,44,192	8,39,07,087	7,83,31,226
(to the extent of funds expenditure incurred out of the same)					
Other Receipts (unallocated)		-	24,696	24,696	50,827
<b>Total</b>		<b>8,11,62,895</b>	<b>27,68,888</b>	<b>8,39,31,783</b>	<b>7,83,82,053</b>
<b>EXPENDITURE</b>					
Misereor Project Expenses	7	5,91,68,978	-	5,91,68,978	5,24,34,689
Misereor Project Capacity Building grant expenses	8	2,14,75,572	-	2,14,75,572	2,38,92,407
<b>Project Expenses</b>	<b>9</b>				
Transforming Rural India Foundation		-	25,87,480	25,87,480	13,68,463
<b>Administrative Expenses</b>	<b>9</b>				
Transforming Rural India Foundation			90,431	90,431	39,783
Other Expenses		-	7,337	7,337	2,234
Depreciation		5,18,345	66,281	5,84,626	5,95,884
<b>Total Expenditure</b>		<b>8,11,62,895</b>	<b>27,51,529</b>	<b>8,39,14,424</b>	<b>7,83,33,460</b>
Excess of income over expenditure transferred to General Reserve		-	17,359	17,359	48,593
<b>Total</b>		<b>8,11,62,895</b>	<b>27,68,888</b>	<b>8,39,31,783</b>	<b>7,83,82,053</b>

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

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



M.S. Balachandran  
Partner  
M.No. 024282  
UDIN: 20024282AAAADS3168

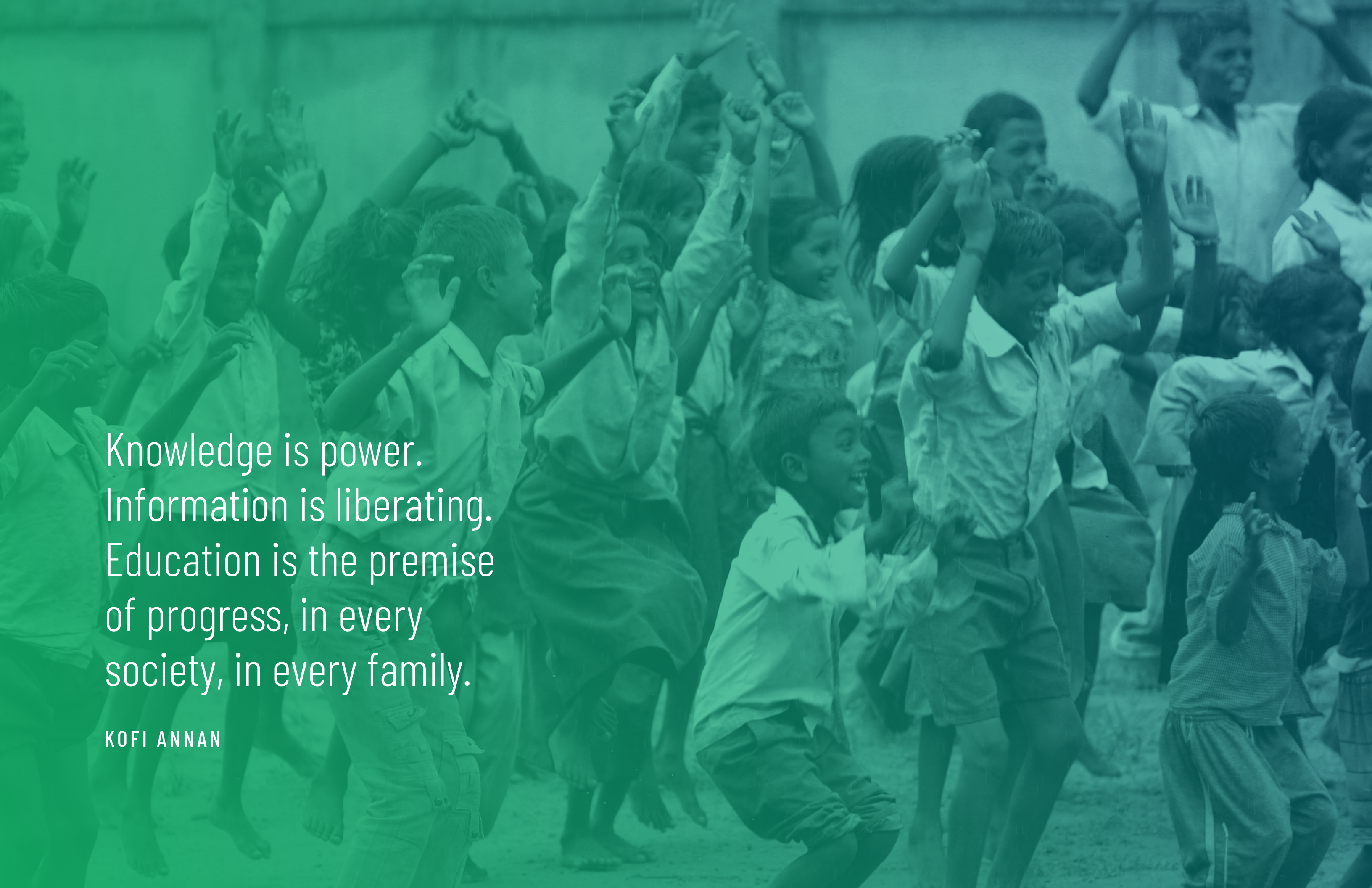
  
Sandeep Tirkey  
Executive Director

  
Basavaraj I Hebbal  
Treasurer

Place: New Delhi  
Date: 22-07-2020



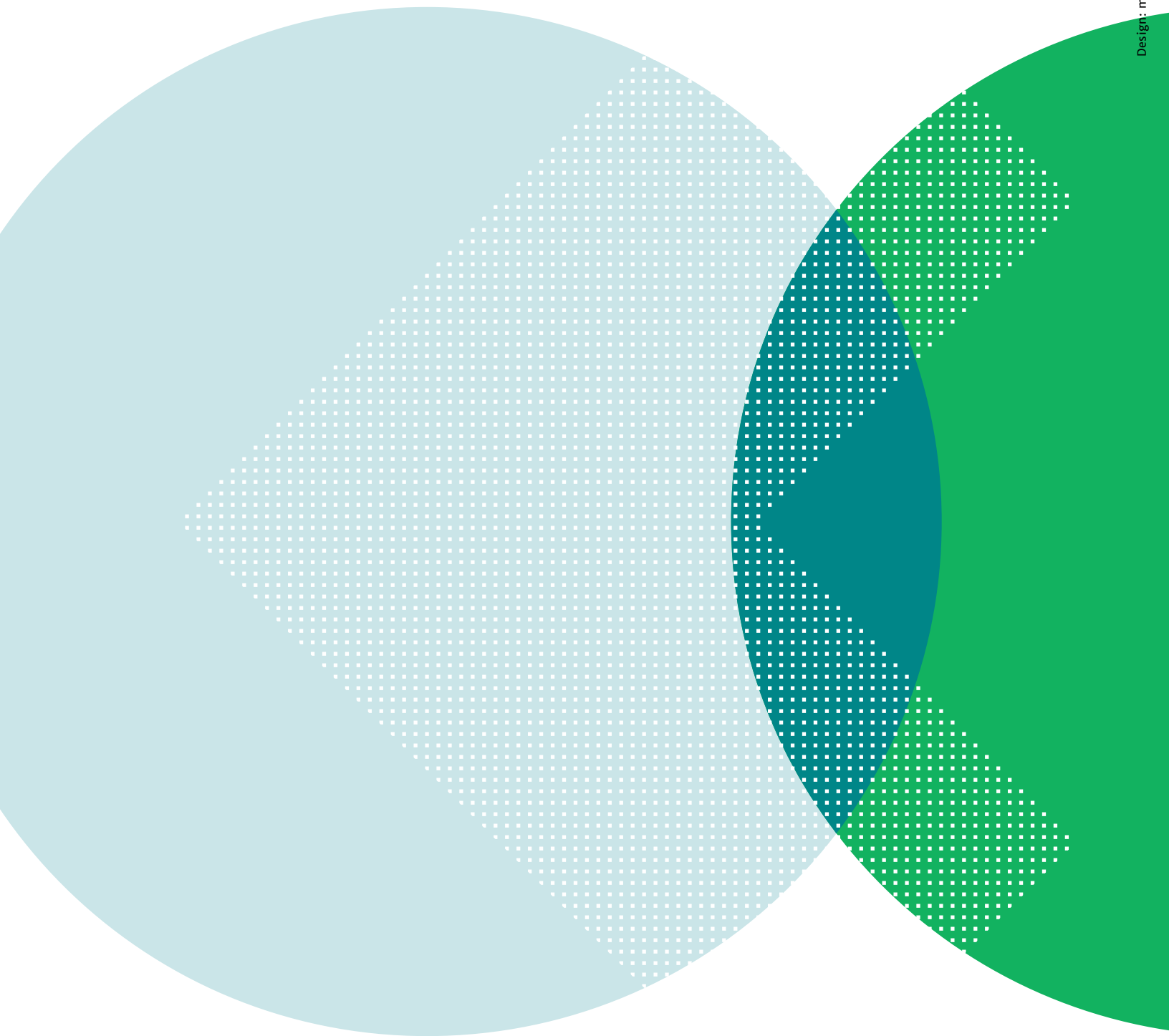




Knowledge is power.  
Information is liberating.  
Education is the premise  
of progress, in every  
society, in every family.

KOFI ANNAN





NEW EDUCATION GROUP

FOUNDATION FOR INNOVATION AND RESEARCH IN EDUCATION

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