

# ANNUAL REPORT

2017-2018



## PEOPLE'S RURAL EDUCATION MOVEMENT



Mandiapalli, Rangailunda, BhanjaBihar,  
Berhampur, Ganjam District  
Odisha, India, Pin : 760007  
Phone: +91-680-234-3266  
Email: [preoffice@prem.org.in](mailto:preoffice@prem.org.in)  
Website: [www.prem.org.in](http://www.prem.org.in)





## Our Vision

Creation of a new social order in which the present unorganized and marginalized people have a say in decision making, where education creates awareness and develops skills and fosters the growth of talents, where culture is ever creative, where men and women are totally liberated from all dehumanizing and oppressive forces, and where the decisions of individuals and communities are based on the values of social justice, equality, truth, freedom and the dignity of human life.

## Our Mission

To support, empower and facilitate people's organizations for sustainable development in education, governance, health and livelihood; for access to knowledge, resources and innovation to achieve quality of life; and for mainstreaming gender equality, child rights, social inclusion and human rights for the Adivais, Dalits, Fisherfolk and other marginalized communities of India.

## Strategic Objectives

*PREM's focus on the following objectives to achieve through its development initiatives in 2017-18 :*

- ✦ Empowering marginalized rural masses, especially Adivasi, Dalits and fisher people groups.
- ✦ Facilitating education to all women, men, and children, especially early childhood education.
- ✦ Empowering adolescent girls in tribal areas.
- ✦ Promoting participation of women in self-help groups and decision-making processes.
- ✦ Defending the rights of children and their welfare.
- ✦ Motivating and organizing people towards sustainable livelihoods for self-reliance.
- ✦ Encouraging rural masses to participate in the democratic process and strengthening grassroots governance.
- ✦ Promoting and networking indigenous groups to empower them to achieve their rights.
- ✦ Implementing creative solutions and technological innovations in education, healthcare and livelihood.
- ✦ Facilitating clean water, sanitation and healthcare for every community.
- ✦ Preparing the people of the coastal area against natural disasters.

## GOAL OF PREM

**Asset to Assetless..... Power to Powerless.....**



# CONTENTS

Vision, Mission and Strategic Objectives of PREM	02
Message from the President	04
Foreword	05
PREM at a Glance	06
Mother tongue Based Multilingual Education for ECE	07-08
MTMLECE Training and Resource Centre	09-10
State Level Advocacy Campaign (OAM)	11
National Campaign on MTBMLECE-NACDIP	12
Development of Skill and Entrepreneurship for Women	13
Bal Bikash, Community Focused Child Development	14-15
Children Movement for Climate Justice	16
Promoting Sustainable Livelihood	17
Empowerment of Adolescent Girls through SHGs	18
Biju Kanya Ratna	19
Holistic Development of Children of Juang Community	20
Model Village Initiative	21
English Medium Education	22
Visual Journey of Field Programmes	23
Case Studies	24-25
Financial Summary	26-27
Governing Body Members	28
Meetings/Workshops-Events	29
Voice of visitors during their visit to MTMLECE NRTC	30
Acronyms	31
Our Partners	32



## Message from the President, PREM.....

**Dear Friends,**

It gives me immense pleasure to share the summary of programmes and activities of PREM for the year 2017-18 with our stakeholders including supporters, donors and well-wishers who extended their support, guidance, cooperation in our struggle to accomplish the Vision and Mission.



PREM has been working for last 35 years towards bringing change and impact in the lives of tribal and rural poor by focussing on eradication of extreme poverty and hunger, ensuring social justice and inclusion, people's participation in governance processes. The key thematic areas of PREM revolve around education, sustainable livelihoods, empowerment, community health, fostering participatory governance.

The Model on Mother Tongue Based Multi-Lingual Early Childhood Education (MTMLECE) which was developed and demonstrated successfully in tribal areas was acknowledged by both the State and Central Government and policies have been framed to spearhead the MTMLECE among the tribal children in the country.

The livelihood strategy focuses on household food and nutrition security, conservation of natural resources and expanding income-earning opportunities for the rural poor in general and the tribals in particular in a sustainable manner. This is achieved through empowering the people by increasing their knowledge base and capacitating them through skill building and facilitating access to resources.

The model village developed by PREM has become the centre of attraction for the Government and other agencies including the people of neighboring villages. People are changed and easily access the benefits from government schemes, MMR and IMR, school dropout has been reduced significantly. Children's interest towards education soared as they were taught in their own language. Empowering women and adolescent girls has been a major focus area and the project on empowering the tribal adolescent girls significantly.

Likewise there are many other projects also for education, support for livelihood and strengthening the SHGs which are initiated this year. In the back drop of funding constraints due to the changed policies of the donors, PREM has been exploring the opportunities to tap resources from the corporate sectors. People from diverse fields visited PREM interacted with the management and staff about the programmes, models and appreciated the uniqueness and innovative approaches of PREM.



I take this opportunity in extending my deep gratitude to the communities who are part of our journey and also thank to all the agencies supported for underprivileged people to improve their quality of life. I also thank the national government and state governments, friends, the staff and well-wishers who have been supporting us in different ways for the empowerment of the target communities and without their help it would have been difficult to make the achievements.

*Dr. Jacob Thundyil*  
President, PREM

## Foreword

PREM continue to engage to work among the indigenous people towards building sustainable communities. PREM, over its 35 years of its existence, has been sailing through good and bad times and has sustained the practice of sharing joys and sorrows with humbleness, shared values, collective wisdom dignity and integrity.

The activities of PREM have continuously changed and moved closer to the vision and mission, stated objectives and the strategies to combat and initiate People Centered Sustainable Development Processes, focussing on sustainable livelihood and would continue to do so in future.

Capacity building programmes initiated to cope with the emerging trends and the changing scenario of the impact and the onslaught of globalisation would be further addressed.

Having more than three decades of field intervention and initiatives, PREM needs to further strengthen the advocacy, lobbying along with social education.

PREM also envisages strengthening the capacity of the members of the Network it promoted in the areas of empowerment, alternative education process, sustainable practices and natural resource management, land management towards food and income security and alternative energy options.

In the context of availability of resources from corporate, under Corporate Social Responsibility provisions (CSR), for developmental activities, PREM will also make efforts to generate resources from ethical and genuine corporate for the development of the communities.

PREM will contribute its share in building smart villages in our project areas and our future vision is to support more and more marginalized communities through income generation programs, creating SHGs and also support to the mal-nourished children and mothers living in the inaccessible pockets.



Another important area where PREM will be engaged in extending solidarity and support to peoples movement for justice, networking, collaborate with civil society organizations for developing and replicating models lobbying and alliance building and work towards National and State policies that are favourable to the marginalized and demonstrate best practices of sustainable development and strive for building sustainable communities.



## PREM at a Glance

People's Rural Education Movement (PREM) is a secular, humanitarian, non-political and non-governmental organization working for the development of Adivasi (indigenous), Dalit, Fisherfolk and other marginalized communities of India for last 35 years. PREM is a registered voluntary organization under the Societies Registration Act of India. PREM is registered with the Credibility Alliance of NGOs in India. PREM is a Board Member of Voluntary Action Network of India (VANI), International Network of Alternative Financial Institutions (INAFI), and Council for Advancement of People's Action and Rural Technology (CAPART).

It started initially a grass root initiative to facilitate functional literacy, skill development and organizing the vulnerable communities and in the course of time it evolved into a movement to address the larger issues and has experimented various development programmes in the areas of education, child development and child rights, health, agro-forestry, income generation, micro-finance, water and sanitation, differentially abled, disaster preparedness, management, relief and is committed to facilitate the process of empowerment of the indigenous communities towards the establishment of self-governance, ownership and sustainable management of natural resources.

PREM has promoted several community based organizations through its Network members which later federated as platforms to address the issues and facilitated the formation of National Advocacy Council for Development of Indigenous Communities (NACDIP) to lobby and advocate the entitlements and rights of the indigenous communities in India.

Over the years it organized, facilitated and involved in a wide range of campaigns through its advocacy and lobby programmes which resulted in formulation of Panchayat Extension to Scheduled Areas Act (PESA) in 1992, conferred entitlements on land, water, forest and paved the way for self-governance, Scheduled Tribes and Traditional Forest Dwellers Rights Act, (FRA) in 2005 that conferred rights to the indigenous communities on the cultivated lands and also the National Policy on Childhood Care and Education (ECCE) in 2012 reflecting PREMs model of mother tongue based multi lingual early childhood education- children are encouraged to study in their mother tongue and subsequently the state, national and international language.

## Our Identity

Central to PREM's emblem is the tree which represents life and reflects PREM's mission to facilitate people to support life so that life may support people. The figures of the men and women, represent the people's organizations—the men, women, boys and girls—who come together to participate in the process of promoting life. Our role is to provide support and advocacy to the people's organizations so they can maintain sustainable and value-based development.

## PREM's Approach towards Development

PREM believes in values of social justice, equality, truth, freedom and the dignity of human life and based on these values, strives to sensitize, strengthen and organize people to make them self-dependent and demand their legitimate rights. PREM's development approach focus on organization of people in the community to build consensus, networking, unity and integrity and facilitates establishment of Village Self-Rule (GramaSwaraj) in its operational areas.

It promotes and develops grass-root leadership for Self Governance. Gender equality and child rights are the core values of PREM. It ensures the empowerment of women, girl children and their participation in development interventions at different levels. Skill up-gradation and capacity building programmes of PREM enriches their abilities and making them capable to handle any kind of issues and support their fellow people. SHGs are formed in the villages to improve livelihood status and also to address the issues of community. PREM's approach is to move individuals or groups from magical or naive consciousness to critical one through an action reflection process.

## Where We Work

PREM is headquartered in Mandiapalli village, near the city of Berhampur in Ganjam district of Odisha. Our program areas include the districts of Ganjam, Gajapati, Kandhamal, Rayagada, Puri and Keonjhar. In the past we have implemented development programs in many other districts of southern and western Odisha. Our state-level network of tribal organizations (Odisha Adivasi Manch) covers 22 districts of Odisha, and our national-level network NAC-DIP includes organizations working in 16 states of India.

## MOTHER TONGUE BASED MULTILINGUAL EARLY CHILDHOOD EDUCATION

Children perform better when they are taught in their mother tongue especially at the early childhood level and the culture and language of ethnic and minority communities should be the foundation of their early childhood education as they are naturally endowed with rich cultural knowledge and linguistic diversities. Odisha being a tribal dominated state has the distinct feature of linguistic diversity having 62 ethnic groups. To ensure equity and quality, empowering children with reading and writing skills, developing socio-economic status through literacy, and developing self-respect in tribal children and to demonstrate the potential of mother tongue, PREM has initiated mother tongue based multilingual early childhood education centres for tribal children of 0-6 years since 2007. These centres, supported by Bernard Van Leer Foundation (BvLF), generated interest towards education among the tribal children, increased enrollment in formal schools, reduced drop out, enhanced retention and promoted quality education. As of 2017 March, nearly 2000 children have been successfully transited from these centres to formal school and continue their study. The model demonstrated has started yielding results in terms of increasing enrollment, reduction in drop out and increased retention rate.



MTMLECE Demonstration Centre established by PREM in tribal areas



Children at CBCD Demo Center

To understand the efficacy of the mother tongue based multilingual education approach in enhancing cognitive achievements, an attempt was made to evaluate the performance of children, transited from the CBCD centres and the children oriented through Odia medium of instructions and presently studying in different grades in Central School, Berhampur and in the primary schools of the State Government. The Progress Report of last academic year (2015-16) of sampled children, in each category (transited from CBCD and ICDS centres), were analyzed for understanding the impact of mother tongue in children's achievement in higher grades. The comparative analysis has revealed that not only in

academic performance but also in life skills, work education, visual and performing arts, attitudes scientific and literacy skills, the children oriented through mother tongue based MLE performed better than others. The self-confidence and organization and leadership skills among the tribal children transited from the CBCD centres appeared excellent as per the report card of the children. Further, interactions with the school teachers at different points of time validated our findings that there is increased self-respect and self-confidence, increased interest in school, increased participation in learning of the children.

In pursuance of this successful outcome of this piloted initiative, Government has recognized the importance of the mother tongue based early childhood education and



Creative Activities by Children at CBCD Demo Center

replicated this mother tongue based multilingual early childhood education approach in the ICDS centres in the tribal areas and this efforts will go a long way in helping the tribal children not only to perform well in higher education but also develop self-confidence, self-esteem and their unique identity in a multi-cultural society. Besides, continuous lobby and advocacy for introduction of mother tongue based early child hood education enabled the government to formulate national Early Childhood Care and Education Policy incorporating MTMLECE.

In the backdrop of adoption of the policy for extending the mother tongue based early child education in Government ICDS centres in tribal areas, PREM changed its work strategy and now PREM is running 32 CBCD demonstration centres equipped with all context specific MTMLECE teaching and learning materials specially focusing on the child's psychology where there is no ICDS centre and working with 48 existing government ICDS centres and followings are some of the strategies adopted presently through this program to scale-up MT ML ECE model of PREM :



**Kitchen Garden by Children at CBCD Demo Center**

- Strengthening the Demo centres.
- Capacity Building Training and organizing exposure visit for the government ICDS teachers, additional teachers
- Sensitizing and strengthening the community people and their committees.
- Development of context specific ECE teaching learning materials.
- Strengthen the linkages with concerned government and non-government institutions.
- Following Context specific teaching and learning materials on MTMLECE have been developed by the Resource and Training Team of PREM during this period, which are kept in the resource and training centre at PREM head office

Following are the TLMs developed and used in CBCD :

Sl.	Title	Objective	Language	Target Readers
1	Letter (Alphabets) Matching	To make the children understand on letters in Odia language	Odia	Children
2.	Arranging Colour Cards	Knowledge on different colours and create different designs using the colour cards which develops the creative knowledge in the minds of young children	NA	Children
3.	Activity Guide Book	To support the ECE teachers in centre transaction	Odia	Children
4.	Song Book Updation	To support the ECE teachers in centre transaction	Local, Odia, Hindi & English	Children
5.	Guide Book for TLM use	To support the ECE teachers in centre transaction	Odia & English	Children
6.	Guide book for Home Visit	To support the ECE teachers in centre transaction	Odia	Teacher, Supervisor, Coordinator & Program staff
7.	Guide Book for the Teacher	To support the ECE teachers in centre transaction	Odia	Teacher
8.	Story Book	To support the ECE teachers in centre transaction	Local Language, Odia	Children
9.	Training Module	To support the ECE teachers in centre transaction	Odia & English	Teachers, Training Team
10.	Up dation of Curriculum Book	To support the ECE teachers in centre transaction	Odia & English	Teacher



**Children practicing drawings in their black board at CBCD Demo Centre**



**Village Level Parents Meeting to strengthen MTMLECE**



**Mothers Meeting for Effective Participation in MTMLECE Transaction Process**

## MT ML ECE RESOURCE & TRAINING CENTRE: with In-house Training Facility

Mother Tongue Based Multi-Lingual Early Childhood Education (MTMLECE) National Resource & Training Centre is one of the best assets of PREM, which is dedicated to the nation for the benefit of tribal and indigenous communities. The centre is established by PREM in view of sensitizing all the stake holders especially the staff of line departments like, ICDS Supervisors, Teachers, Workers, DSWO, CDPO, interested individuals of the state, national and international level, PREM has established a National Resource and Training Centre at Mandiapalli in the premises of PREM office. This is the first institution in India to impart training on Mother Tongue Based Multi-Lingual Early Childhood Education.

The Centre is equipped with all context specific teaching and learning materials appropriate to the Early Childhood Education. The interested organizations who deal with early childhood education are getting training by the experienced training team of PREM at this resource and training centre. Visitors from different states, national and international level frequently visit this National Resource and Training Centre (NRTC) to gain knowledge on the concept of Mother Tongue Based Multi-Lingual Early Childhood Education and appreciate the excellent work of PREM to mainstream tribal and indigenous communities of India.

### MTMLECE National Resource and Training Centre:

National Resource and Training Centre is established by PREM to bring more understanding among the different stakeholders on MT ML ECE and to enhance the skill and knowledge of existing ICDS workers in tribal areas of Odisha and India on the transaction of MT ML ECE.

**Resource centre is a Learning centre as well as an Information Hub:** The resource centre would help to different stake holders of the state as well as India to understand what is Mother Tongue Based Multi Lingual Early Childhood Education, How we will include this in the present ICDS program, what would be the teaching and learning materials for transaction of the mother tongue based multilingual early childhood education in the existing ICDS centres of tribal areas, basic information about different tribal groups of states and India and it will also provide basic information about different existing government policies, schemes and services related to Early Childhood Care and Education (ECCE).

**Structure of Model ECCD-DEMO Centre:** In the resource centre there is a dummy structure of Model Mother Tongue Based Multilingual Early Childhood Education DEMO Centre. It is similar to the CBCD DEMO centre which we have developed in the villages.

**MT ML ECE TLM Corner:** MT ML ECE Teaching learning Materials is one of the key components of resource centre. Material development is one of the ongoing activities of the resource centre. There is a team in the resource centre who are fully associated with developing Teaching Learning Materials on MTMLECE for the CBCD centres. There are different kind of context specific teaching learning materials in the centres like, materials for cognitive development, Materials for language development, materials for physical development, materials for social development and materials for emotional development.

**Information & Communication Hub:** This is just like an information and communication hub. All type of information and communication materials related to Mother Tongue Based Multilingual Early Childhood Education are available in this resource centre.



MTMLECE National Resource & Training Centre



Inner Part of the MTMLECE Resource Centre

**Evidence based document-ation, Communication and Research Material:** Project will collect evidence based case studies/success stories from the field by the help of field level coordinators which will be used as evidence based documents to motivate the policy makers, community peoples and parents.

**National and International Visitors Visiting the MTMLECE Resource Centre :** National and International Visitors very often Visiting the MTMLECE Resource Centre to know about the MTMLECE concept and the context specific teaching learning materials prepared by using locally available materials and appreciating PREM and the resource team for their good work for strengthening MTMLECE all over India.

**Training Center :** Training is one of the key components of resource centre. PREM in association with Bernard Van Leer Foundation (BVLF) providing residential training in resource centre, to enhance the MT ML ECE transaction skills of different stakeholders like ICDS workers, preschool teachers, ECE supervisors and the persons who are working on Early Childhood Education. Phase wise training is provided in the centre and the maximum trainee strength is 30 persons in a batch which includes both in-house training and field level training. Whatever the learning the trainees will acquire in the in-house training are executed at field practically before children in the existing CBCD Demo centres run by PREM.

The training curriculum is designed in such a way that a layman can understand the concept of MTMLECE and the trainings conducted by the well experienced trainers. The curriculum includes the technique of using the teaching and learning materials for transaction of the mother tongue based multilingual early childhood education in the existing ICDS centres of tribal areas, basic information about different tribal groups of states and India and it will also provide basic information about different existing government policies, schemes and services related to Early Childhood Care and Education (ECCE). Resource materials like Local Songs, Stories, Riddles, Games & Pictures from the tribal communities were developed by the center teachers, center supervisors and training supervisors based on the culture, tradition and customs of tribals.

The following is the schedule of training/orientation offered under NRTC to different stake holders, concerned personnel of the ICDS department and interested individuals and individual organizations :

### Training /Orientation Offered Under the NRTC

Sl.	Name of the Training	Duration of the Training	Training/Orientation for persons
1.	Full-fledged MT ML ECE Transaction Training (Five days in the field with Demo classes)	15 days	New Anganwadi Teachers/ECE Teachers
2.	MTMLECE Transaction Training. (two days in the field with Demo classes)	7 days	Anganwadi Teachers/ECE Teachers
3.	Refresher Training on MT ML ECE (One day field visit as an exposure visit.	5 days	Anganwadi Teachers/ECE Teachers
4.	Orientation on MTMLECE & visit to Demo Centre	2 days	ICDS Supervisors/ ECE Supervisors
5.	Orientation on MTMLECE (One days orientation and resource centre visit and 2 <sup>nd</sup> day exposure visit to DEMO centre)	2 days	CDPO, DSWO, ECE Coordinators, Interested NGOs, INGOs, PRI Members



Govt. Officials visiting the MTMLECE Resource Centre



National & International Visitors visits the NRTC very frequently



Visit of PMU-MTMLE & Team

## STATE LEVEL ADVOCACY CAMPAIGNS ON MTMLECE: ODISHA ADIVASI MANCH (OAM)

Following the successful demonstration of the model on the mother tongue based early childhood education for the tribal children, PREM has been launching campaigns through Odisha Adivasi Manch(OAM), to replicate the model in other tribal areas and consistently lobbying with the Government to make necessary policy changes and focus on MTMLECE. The Odisha Adivasi Manch(OAM), a tribal peoples forum promoted by PREM, has been engaged in lobbying and advocating to implement quality mother tongue based multilingual early childhood education in all existing ICDS centers and all tribal hamlets of Odisha irrespective of number of children. OAM is directly working in 10 tribal districts covering 25 blocks and 3937 villages of Odisha and rest 12 districts through district level NGO networks.

Orientation programs were organized in the operational blocks of the project for sensitizing Anganwadi workers on promotion of Mother Tongue Based Multilingual Early Childhood Education programs in the existing ICDS centres. Participants including ICDS Supervisors, ICDS Workers, helpers and OAM activists present in these programs. The purpose of these orientation programs was to enhance the capacity of ICDS workers on transaction of MTMLECE in their respective centres.

Based on the strategic directions, the advocacy campaign program of OAM is continuing in 22 tribal dominated districts of Odisha. The OAM team meeting with State and District level administrative authorities and political parties frequently and highlight the issues of ICDS programs through submitting the memorandums and issue based reports of different districts. OAM also motivated the PRI members and ICDS authorities to visit the CBCD demo centres and resource centre of PREM make them understanding about the actual functionality of MT based Multi Lingual Early Childhood Education Centres.

By the continuous lobby and advocacy of OAM, the state government has sanctioned the construction of 696 new ICDS buildings, 97 existing ICDS building repair, safe drinking water facility for 395 ICDS centres, Toilet facility for 544 centres, kitchen for 6 centres and boundary wall for 3 ICDS centres in the operational areas of PREM since April 2013.

The representatives of OAM visit each Anganwadi centre of the operational villages on a regular basis and monitor the programmes of the centres and identify the issues of individual centres. The issues are being brought to the notice of concerned GP, block and district level authorities by the support of village committee members. As a result the government forced to address the issues on after another. OAM representatives regularly meets the micro to macro level government authorities, political representatives and other stakeholders and influencing them to strengthen the early childhood education and to implement MTMLECE in the tribal areas of Odisha in true spirit.

PREM and OAM played a vital role in scaling up the MTMLECE concept in tribal areas of Odisha and it is a landmark achievement of OAM that state government appreciated the approach and in process to implement it as per the demand of PREM and OAM.

**Advocacy by OAM :** The core team members of OAM met with Chief Secretary, Minister of WCD Department, Govt. of Odisha, WCD Secretary and Commissioner, Govt. of Odisha and discussed the supply of New Arunima in tribal languages. WCD Secretary cum Commissioner, Govt. of Odisha supplied all 10 language guide books to the Anganwadi centres periodically manner. Likewise the team met the Governor of Odisha and submitted a memorandum for the implementation of MTMLECE in true spirit and quality programs in Anganwadi centres in the tribal areas of Odisha. Governor read the memorandum in detail and promised to write a letter to the concerned department as soon as possible for the quality implementation of the government programs for Early Childhood Education Centers.



Review Meeting of OAM Team to strengthen the MTMLECE in tribal areas of Odisha



Submission of Memorandum to Sri. Surya Narayan Patro, Chairman, Sub Committee WCD Deptt., Govt. of Odisha



Village Level Meeting for strict implementation of MTMLECE

## SCALING UP OF THE MTMLECE IN INDIA BY NACDIP

The National Advocacy Council for Development of Indigenous People (NAC-DIP) is a country level network of CBOs/CSOs promoted by PREM to address the issues of the vulnerable and marginalized especially the Tribals, Dalits and Fishers since 2002 with support from its network partners and the other international non-government organizations. To promote and implement mother tongue based multilingual early childhood education in tribal areas of India in true spirit as per the National ECCE Policy, the campaigns launched by NACDIP builds understanding on importance of early childhood education among the stakeholders of inter and intra states, create demand for quality implementation, upgrade Mini-ICDS centers in to Main ICDS centers in tribal areas, opening of new ICDS centres in tribal hamlets irrespective of numbers of children and population, create opportunities for the tribal women as a centre facilitator in the Anganwadi centres.



**Core Team Members of NACDIP discussing with the Chief Minister, Kerala for implementation of MTMLECE in tribal areas of Kerala**

During this year NACDIP team discussed with the Union cabinet ministers and the concerned officials of Rajasthan, Chhatisgarh, Kerala and Gujarat government to take measures to implement the mother tongue based multi lingual education in the tribal areas as per the National ECCE policy.

The NACDIP team met with Smt. Maneka Sanjay Gandhi, Union Cabinet Minister for Women & Child Development Government of India and submitted a memorandum regarding recommendations for strengthening of all Anganwadi Centers in the Tribal Areas for Young Children Progress with Mother Tongue Based Multi Lingual Education (MTMLE) under the



**NACDIP Team with Ms. Meneka Gandhi**



**NACDIP Core Team Meeting with NCPCR, at New Delhi**

National Early Childhood Care and Education (ECCE) policy through ICDS department.

NACDIP planned to expand the MTMLECE learning process in a wider level based on the success of Odisha model, and submitted a request to the National Commission for Protection of Child Rights (NCPCR) and had a discussion on the need for mother tongue based education to the tribal children in view with national ECCE policy. A meeting was organized at NCPCR office, New Delhi on 28th April 2016 where the NACDIP team talked about the importance of mother tongue based multi-lingual

education and its work related to MTMLECE in different states and presented details of successful models that are developed in Odisha by PREM-BvLF and also presented various TLM, books and documents developed. After a long time discussion, the NCPCR assured to extend the financial and technical support for the implementation of MTMLECE in tribal areas of different states in true spirit.



**National Level Consultation on Implementation of MTMLECE in tribal areas in True Spirit at Bhubaneswar**



**NACDIP Core Team Meeting with DGP, Kerala**



**NACDIP Core Team Meeting with Director, WCD Deptt. Govt. of Rajasthan**

## DEVELOPMENT OF SKILL & ENTREPRENEURSHIP AMONG WOMEN

PREM in partnership with Axis Bank Foundation(ABF) has completed the first Phase of its operation for five years between 2011-2016 one of its flagship development programmes 'Project PREMA' and launched the second phase for three years (2016-2019) to support 5000 women. 'Project PREMA', a skill development and economic empowerment programme of rural youth and women has been implemented in 515 villages in five districts of Odisha.

**Grihini** in Odia means 'housewife'. The core objective of the initiative is to organize rural women of marginalized communities in selected comparatively underdeveloped villages. The training strives to encourage and develop entrepreneurship spirit among the rural women to adopt small business such as backyard poultry, goat rearing, diary, individual kitchen gardening and management of cottage industries in group level. Grihini training is focused at economic development of families and communities in the project area. Economic empowerment helps the families to invest in education, health care and other better lifestyle options. Grihini programme is being implemented through a three day induction level instructional training module followed by handhold support for successful management of business plans, both at individual and group level. Through the programme the participants are trained in topics such as kitchen gardening, horticulture, advance agriculture techniques, livestock rearing, awareness on hygiene and health-care, spread of education, financial management, leadership and participation in local governance etc.

### Village youth were trained on advanced agriculture development

The trainees of Grihini Training encouraged for adopting business plans for income generation through individual entrepreneurship, they are also trained to gather benefit through participating in group or community level programmes such as SHG, plantation, fishery, grain bank etc. They are exposed to various welfare schemes of government such as BPL status, employment through MGNREGA, support for agriculture, education and health care, loan facilities from banks and food security law etc. Advanced agriculture training opportunities have been offered to 300 young farmers with leadership qualities in the last 5 years. 152 young farmers underwent training at Trissur in association with Kerala Agricultural University, 89 beneficiaries are trained in this discipline at Bhanjanagar in association with KrushiVigyan Kendra and Odisha University of Agricultural Technology and 59 young farmers got training at Chandragiri by the experienced resource persons. These trainees learned improved agriculture practice which they demonstrated at their native place and attracted the attention of their fellow farmers. Vocational trainings are being offered to adolescent girls through **AshaJyoti** program of project PREMA. Coaching facilities are being offered for school drop-out girls to appear secondary school examination and employment opportunities are also created for these girls such as, Industrial Sewing Machine Operation at textile firms outside the state are being facilitated for interested girls. 19 beneficiaries have been enrolled in this program.



Electronic Sewing Machine training to Tribal Adolescents



Nursing training to Tribal Adolescents



Agriculture training to Tribal Youth

## BAL BIKASH-CHILD FOCUSED COMMUNITY DEVELOPMENT

Since 2014, PREM has been implementing the Project on Child Focused Community Development with the support from Kindermothelfe(KNH) in 30 tribal villages in Daringibadi block in Kandhamal District and the major objectives of the programme are as follows

- To build the knowledge, skills and capacity of the tribal communities in areas of education, health, sustainable livelihood, Good Governance and child rights
- To promote people's organizations, SHGs and strengthen local bodies of governance to take ownership and decision making of their development through Self Help Approach (SHA)
- To promote the rights of children at all levels of the community and ensure that children realize their full potential with respect to their rights.

Various agricultural training helped women to apply the techniques in vegetable gardens, turmeric and paddy fields which resulted in increased production; fallow lands became cultivable and soil erosion got checked. Some women adopted mixed cropping at places. The technology has gathered momentum and spread across the region. Grain banks have grown ensuring food security of children and their families and have come to people's rescue in lean seasons when the latter have too little income to cater to the food need of families. Various educational programmes resulted in promotion of girl child education, mitigation of child marriage, reduction in migration/trafficking, child labour and increase in retention of children in schools. Children formed clubs in their respective villages and advocated at the block and district offices for provision of proportionate number of teachers, construction of toilets and infrastructure development in schools. These have been responded positively by the officials and remedial measures are on.



Children were encouraged to develop their talents and potentialities as well as do devote themselves to study so that they could make a better future for themselves. The day was one of jubilation for the children who not only unveiled their hidden talents but encouraged others to do so enjoying the day fully. There was mutual learning; children became outgoing/sociable to one another; a sort of rapport was built up among them. They became the harbingers/messengers of child rights to their peer groups in their respective villages. As many as 150 children took the advantage of the opportunity given to them and took part in the competitions and did their best to reveal the inner talents or rather to awaken the dormant potentialities. The best performances were staged during the function. Girls made speeches in English and Odia. There was comprehensive discussion on the Rights of the child and the CMCJ. The program provided ample opportunity to both the groups for mutual sharing, learning and encouragement. The program had greater impact upon the children and the parents who realized the issues of violation of these rights. Learning materials given to centers made the children's study easier. Increased understanding of lessons generated interest in study; it increased the rate of retention. In fact there was no drop out during the year. Moreover, hardly did the children suffer any water born disease on account of safe water carried to schools and tuition centers.



## Major Achievements of the Project (2017-2018)

- Women's SHGs: 128 members of 11 SHGs financed were followed up; 100% of the animals purchased by members was immunized and 50% insured; the women's goals were reset during the year. Additionally 15 SHGs were taken through the SHA process.
- 70 women farmers received training on organic farming.
- 30 SHGs maintained their grain banks.
- 1450 families received 15000 fruit bearing seedlings, 1200 families obtained seeds for kitchen garden.
- 30 ASHA (Accredited Social Health Activists) workers and 10 ECE teachers obtained training in provisions in Primary/Community Health Centers.
- 365 women participated in the celebration of Orange Day which sensitized them on violence and women discrimination.
- 421 children received treatment on various illnesses through health camps. organized by the project.
- 280 children were trained in child rights
- 150 children participated in the children's day observation-
- 280 children attended the Annual Meet of children.-
- 150 young men and women participated in the HIV/AIDS' day observation.-
- 617 children were given tuition and 193 children were educated through 10 ECE centers.
- 35 Project staff were oriented on SHA
- 30 Tuition teachers were trained on the pedagogy of the Adivasi Children of Kandhamal district
- 10 ECE Teachers were trained in Mother Tongue Based Multi-Lingual Early Childhood Education Process



## Children Movement for Climate Justice -CMCJ

The 'Children Movement for Climate Justice(CMCJ)'; a 'children owned and led campaign on ecological justice' to be obtained for children. With the financial assistance of KNH, Germany, the movement set out as a youth club in Tamilnadu in the year 2008 and has spread into 4 southern states of India, namely, Odisha, Andhra Pradesh, Tamilnadu and Karnataka. Many activities have been visualized since its inception to mitigate the issue of climate change, to create an adaptive environment of relief from issues and lobby and advocacy for healthy ecology/environment for children. PREM has been entrusted with the responsibility of coordinating the Odisha Chapter of CMCJ. This year programmes were organized to educate children on the four baskets of rights, namely, right to survival, development, protection and participation. Exposure visit was conducted. An Andhra team of CMCJ young boys and girls from CEFHA operational area in A.P. team attended the Annual Meet of children held on the 11<sup>th</sup> of January, 2017 at Dandimaha Training and Resource center of PREM. 270 children of both the sexes from the program communities participated in the program. The resource person dealt with child protection issues especially of girl children citing vivid examples of them from Girls 'scenario in Odisha. The girls were stimulated to form children's clubs in the villages and strengthen the existing groups for lobby and advocacy towards environmental and climatic justice. The participants were resolute not to marry before the permissible age and maturity in all respects. Keeping environment clean and plantation of trees were the added subjects of discussion in the training. The children were oriented on the issues like child marriage, girl child trafficking, environment degradation etc and strategies to address them. The members of CMCJ are also participating in the national and international conferences on climate change to voice their concern.



came to PREM for an exposure to its CMCJ activities. The



## PROMOTING SUSTAINABLE LIVELIHOODS THROUGH TRANSFORMATIVE FINANCIAL INCLUSION (TU-METLIFE FI-PREM)

Promoting Sustainable Livelihoods through Transformative Financial Inclusion is a project supported by MetLife –foundation since July, 2015. The basic objective of the project is to educate Ultra-poor and very poor women on the significance of savings, Self-Help groups, opening bank account, investing in different income generation activities, different insurance and pension schemes. All these are to meet the future needs of different kinds at different stages and points of time leading to a happy and secured life all through even during old age and risk situations. The major task is done by some trained Active women taken from SHGs. Financial planning, savings, investment, insurance and credit are the main mantras of the project. The achievement during the reporting year included selection of 24 Active women and their capacity building and educating 6000 women on the project objectives and subject matters. Results are as follows:

- No. of women educated on Financial inclusion: 6000
- No. of SHGs formed and linked to Banks: 476
- No. of women who opened accounts in local banks:4368
- No. of women who invested in insurance: 1091



Capacity Building Programme on Financial Inclusion

## EMPOWERING TRIBAL ADOLESCENT GIRLS THROUGH SHGS

PREM with the support from United Nations People's Fund for Population Activities (UNFPA) has been implementing the project Empowering the tribal adolescent girls, in the age group of 10 -19 years, through SHGs in 19 Panchayats covering 201 revenue villages of Gumma Block of Odisha since mid-July, 2015. The project aims at empowerment of Adivasi Adolescent Girls through health, social and economic asset creation amongst them by means of enhanced opportunities for Sexual and Reproductive Health (SRH) related information and services, out-of-school girls' continuation in education, life/vocational skill building and thus gradually leading to the realization of their aspirations and impacting eradication of child marriage. Through this process the project covering 8000 tribal adolescent girls. A baseline survey was carried out prior to the implementation of the project to understand the ground realities and strategize the action plan.

PREM has established Community Resource and Training Centres in the selected 5 Panchayats of Gumma Block, namely, 1. Regidi 2.Bhubuni 3.Gumma 4. Jeewa 5. Gaiba. These centres are equipped with computer system and internet facilities where adolescent girls are trained to operate these systems. Regular classes are conducted in these centers. The community resource centre also helps the community in providing vital information pertaining to education, health, organization of Self Help Groups etc.

PREM has succeeded in building an enabling environment, at the outset, to expedite the progress of the program by holding a block level introductory-cum-launching workshop for the normally linked key stake holders, covering mostly the district/block line departmental officials and the representatives in the PRIs. The workshop brought out an overwhelming resolution, unanimously passed by the representatives, upholding the project's initiatives as commendable; it accords an amiable welcome to the project and assures of PRIs' commitment of cordial cooperation to the project's implementation. Subsequently, similar block level workshops have been organized where 324 ICDs workers and 100 ASHA workers participated. The workshops ended up with the same anticipated assenting voice of unwavering promise made by the workers to contribute their bit, remaining within the frame work of their functions and services, with all honesty and selflessness, to the shaping of the lives and future of the adolescent girls.



Sensitization to AWWs/Supervisors/CDPO: 224 Anganwadi Workers including other ICDS officials were sensitized on the project goal, objectives, activities and their roles and responsibilities. 62 ASHA Workers of Gumma block were oriented on the project objectives and activities. This program will definitely support the project objectives especially in promoting reproductive and sexual health education among the adolescent girls.



ASHG Meeting of Adolescent Girls



Computer Trained Adolescent Tribal



Self-defense training to Tribal Adolescents

## BIJU KANYARATNA YOJANA

United Nations Population Fund (UNFPA) has partnered with the Department of Women and Child Development, Government of Odisha in strengthening implementation of “Biju Kanya Ratna Yojana” through its partner NGO Peoples Rural Education Movement, Berhampur. The programme focuses on addressing discriminatory practices against girls and women such as gender biased sex selection, child marriage, girls drop out and promoting value of girl child and women empowerment in selected three districts of Odisha having low Child Sex Ratio such as Dhenkanal, Angul and Ganjam.



Dr. Jacob Thundyil, President, PREM highlighting the impact of the programmes on the community

This year efforts were made by PREM to focus on facilitating the Women and Child Development Department, Government of Odisha in rolling out the Biju Kanya Ratna programme for addressing declining sex ratio and promoting the value of girl and piloting formation of adolescent girls clubs and initiating community action to address gender. District Task Force (DTF) in the districts under the chairpersonship of the District Collector were formed, with continued advocacy and facilitation support a whatsapp group developed which helped in quick decisions and smooth implementation of Biju Kanya Ratna Yojana, rallies, torch march were organized on International Women’s Day where members of women Self Help Groups, Anganwadi Workers, ASHAs participated.



## HOLISTIC DEVELOPMENT OF CHILDREN OF JUANG COMMUNITIES

Despite several policies, provisions and programmes for the development of Juang, a PVTG (Primitive Vulnerable Tribal Group-PVTG) communities found in Bansapal Block of Keonjhar District, a high proportion of Juang children are deprived of quality early childhood and primary education, quality health supports and livelihood opportunities which endangers their existence. PREM always strives for the development of marginalized and vulnerable communities living in inaccessible locations. Juang community is one of the most vulnerable tribes in Keonjhar district. Keeping in view of the situation of the Juang communities, PREM initiated a project on Holistic Development of Children of Juang Communities covering 35 villages covering 2034 households (8666 Population) since October 2012 in Bansapal block of Keonjhar district in collaboration with Bernard Van Leer Foundation. The broad objective of the project is to create an enabling environment for JUANG children for their holistic development by providing mother tongue based



**Juang Children are enjoying their Early Childhood Education based on their mother tongue in Anganwadi Centres**

multilingual ECE, health, nutrition facilities at the community level and strengthen the Juang communities to access and manage health, education and livelihood services at the community level. The project also involves different stake

holders like, children, youth, women, different development committees, members of the Juang Farmer's Cooperative Society at grass root level and create a linkage with the Panchayat, Block and District level administrative and departmental officials.

### Achievements (2016-17)

- 482 children in the age group of 3 to 6 years are getting mother tongue based multilingual early childhood education and enjoying their early childhood education in a joyful atmosphere in 16 Anganwadi centres.
- After completing 3 years of mother tongue based multi lingual early childhood education a total of 115 children (Male-56, Female-51) have successfully transited to the nearest primary school or residential schools to get primary education.
- A total 107 (Male-57, Female-50) children under the age group of 3 to 4 year have been newly enrolled in the 16 ICDS centres where the project provided additional teachers and the children will continue Mother tongue based Multi lingual Early Childhood education in these centres.



**Health awareness programme & Health Card Distribution to Juang Families**



**Health Awareness and checkups to mothers in VHND Camps**



**Paddy Collection during harvest season for Grain Bank**

## MODEL VILLAGE INITIATIVES

PREM in association with Missio International, Germany has initiated Model Village Programme to facilitate overall development of the community by the active participation and ownership of the community. The project intends to form a model village with a model vision, micro-plan and a model Gram Sabha and covers 40 villages in four blocks of Gajapati district such as Gumma, Mohana, Rayagada and Nuagada and at Goudagotha GP of Surada block in Ganjam district. In the model villages, PREM through its Gruhini training, AshaJyoti, Advanced Agricultural Training, empowers women and provide scope for entrepreneurship development and the entrepreneurs are motivated to act as change agents to clean the environment, send children to schools, adopt health care practices, operate savings bank accounts and participate in local governance etc. Their collective efforts are translated into building-up model villages.

People of the model villages set the example by advocating their legitimate rights before government and other authorities. They have started raising questions about the irregularities and corruptions. Promotion and realization of scientific temper among the communities has resulted in reduction of blind belief and witch craft. IMR and MMR is reduced due to their inclination to avail health facilities and institutional delivery. People of these communities have become sensitized on community based care of children, education of children, clean drinking water, clean and beautiful toilets and smokeless kitchen and litigation, violence, alcohol and tobacco free community and participation in government schemes .

### Features of model village:

- 100% Housing,
- 100% Toilets,
- 100% Literacy,
- 100% Smokeless Kitchen,
- 100% Safe Drinking Water Facilities,
- Alcohol Free & Litigation Free Villages,
- Food Security for 12 months
- Sustainable Income
- Access to government schemes and programs
- 100% admission and retention in ICDS centre and School
- 100% immunization and health facilities



Model MTMLECE Anganwadi Centre at Gudang Gorjang

The village GUDANG GORJANG in Gumma block of Gajapati District, Odisha has been successfully following the above commandments and the village is considered as a model village. People became organized and regularly maintain cleanliness and hygiene as per village committee decisions. The people of this village became very keen for education and hence they have established a Mother Tongue Based Early Childhood Education Centre and all the context specific teaching and learning materials are provided by PREM and the teacher of this centre got training on the transaction process of MTMLECE. The model village inspires the neighbor villages to replicate this model initiative in their villages.



Landscape view of the model village Gudang Gorjang in Gajapati district of Odisha



Model Volley Ball Team of Gudang Gorjang village



Cocoanut Plants distribution in Gudang Gorjang village

## ENGLISH MEDIUM EDUCATION FOR MARGINALISED CHILDREN

With the objective of providing quality education to the potential children of the marginalized communities to enable them to compete with the mainstream children PREM has been facilitating education of tribal children in English Medium Schools in Berhampur with the support from the Tribal Development Department, Govt. of Odisha. Government Hostels where the children stay and study are coordinated and maintained by PREM. Since 2007, a total of 1116 ST and SC children benefitted from this program and are continuing their education in English Medium Education by staying in this hostel under the close guidance of PREM.

In the current academic year 260 SC and ST children (95 boys and 165 girls) are studying at Central school and other English medium schools. Besides their accommodations, the children are supported with study materials, dress materials, tutorial support, spoken English course, computer education, regular health check-ups, opportunity for co-curricular activities, nutritious food and care etc. Again the children gets the opportunity for co-curricular activities like, different indoor and outdoor games, dance, song, art & craft, debate, sports, storytelling, one act play, classical, modern dances and songs, playing Casio, drum



Children of indigenous communities studying in Central School, Berhampur

and harmonium which increases the confidence level of the children and also develop their inner potentialities. By this way, children are developing very well in this homely environment and under the surveillance of experienced teachers, care takers and the warden.



Performance appreciated by the CM, Odisha



Children at Central School, Golabandha



Children excellence in different Co-curricular Activities



Children staying happily in the government provided hostel with all sorts of support

## VISUAL JOURNEY OF FIELD PROGRAMMES



### From Top left to Right: (Pictures Say Something)

**1<sup>st</sup> Line :** CBCD child creating models by using coloured pebbles; Tribal Girls completed B.Sc. Nursing in reputed institutions; Towards digital literacy- Adolescent tribal Girls learning Computer;

**2<sup>nd</sup> Line :** Driving Training changed the life of youths in the villages; Tribal youth successfully engaged in star hotel after completing hotel management course, Self-defense Training to adolescent Girls;

**3<sup>rd</sup> Line :** Personal Hygiene practice to the Children in the CBCD centre; Empowerment of Tribal house wives through Grihini Training; Training to ASHA and village coordinators,

**4<sup>th</sup> Line :** Agriculture Development Support, Women Skill Training on two wheeler repair by TVS Company; Children Health checkup in Bansapal village in Keonjhar District

## CASE STUDIES

### Increased income helped sending my children to schools

“Before undertaking Grihini trainings I had no personal income. The family had hard times in financial management. With implementation of multiple business plans, I could earn a decent income which is helpful to take care of the expenses of higher education for two of my sons. On the other hand collective efforts of the villagers in the post-training period resulted in community development.” Says Mrs Madhuri Jena.

Mrs Madhuri Jena (38) belongs to a fishermen family in Jadupur Village under Arakhakuda Gram Panchayat of Puri District in Odisha. Her husband Surendra Jena earns a living by fishing in Chilika, a salt-water lake in the Bay of Bengal. She has 3 sons. While the eldest one drives Auto Rickshaw, the younger two sons go to college for final year graduate studies. She continued to be a home maker till participated in Grihini training organised by ‘Project PREMA’ during 2013. She was finding it to be extremely difficult to manage the family finance with limited income.

As a part of Grihini training program of PREM-Axis Bank Foundation PREMA project, when Madhuri was asked to select a small business to supplement to family income, she preferred to operate a cloth shop. She also opted for a business of locally available Casurina wood in



addition to backyard poultry. She acknowledges that Grihini training encouraged her and the participants to engage themselves in the community development through formation of Self Help Group Women of Jadupur Village monitor the working of local Anganwadi centre could achieve setting up of a bore-well for availability of safe drinking water through government funding, initiated sanitation improvement and campaigned for prohibition in the village. Members of the SHG motivate the villagers to clean the surroundings twice a month and repeatedly meet the government officials in

connection with implementation of state sponsored development programmes. Madhuri's personal income now adds to the family corpus. While her husband earns around Rs.5,000 per month from fishing, her cloth shop generates Rs.8,000 and wood business generates Rs.8,000 profit monthly aggregating annual family income to Rs.2,52,000. These days Madhuri could able to save money regularly in the local bank after meeting the expenses in the family front

### Barsha, a Model for Adolescent Girls

“Thank you madam; you opened up my eyes. God saved my daughter and my family. She would be in distress if I give her in marriage. I wish my daughter's development and future happiness “, says Geetanjali Karada, Barsha's mother to Sanjukta Tripathy, Project Manager, PREM. Barsha Karada, a 15 years old girl, is the third daughter of Geetanjali and Niraj Karada living at the Christian street, Gaiba village of Gaiba Panchayat under Gumma block, Gajapati district. Barsha has passed matriculation. She is a good singer and is always cheerful. She regularly attended the meetings of the Adolescent Girls' Self Help Group (ASHG) and sometimes visited the AGCRC (Adolescent Girls' Community Resource Center), based at Brushava. The meetings and the AGCRC impacted her such a way that she got resolute not to marry until she was 18 years of age. Nonetheless, there came a proposal for her marriage to an educated boy with considerable income.

The proposal was considered as an opportunity by the parents. The parents planned to give her marriage along with her immediate elder sister. They advanced in fixing date for her marriage without her consent. Barsha was not very enthusiastic about it. She was in utter bewilderment as to how to encounter the issue. It occurred to her that she should share the matter with some of her friends in the ASHG in the village and she did it. The friends passed on the message to Anusuya Pani, the Panchayat coordinator, Gaiba Panchayat of PREM-UNFPA project. Anusuya visited the family and enquired about it if it was a fact. When the girl's parents affirmed the matter, she explained the demerits of early marriage. She reminded them of the legal age for marriage and stressed that be given to Barsha to achieve full physical, emotional and mental maturity until at least the permissible age reached.



This did not convince them much as they found it wise to conduct the two marriages before they find their daughters entangled with any sort of defamation or ugly situation. Anusuya was in a fix and she reported the matter during the staff review meeting. Ms. Sanjukta Tripathy and her colleagues along with Anusuya visited the family once again. They discussed not only the disadvantages of early marriage but also on the legal implications which could adversely affect the family. Besides they talked on the skills that could help Barsha earn some income to be self reliant before marriage so that it would help her to remain happy all through her marital life. The discussion brought about realization in the parents of their mistake. Barsha's marriage was cancelled to every one's happiness and the parents carried out the marriage of only the second daughter because she was of age. Now Barsha is very happy and is one of the active members of the ASHG.

### Thanks to PREM.... It helped us in setting our goals

Inspired by the business plan its staff facilitated, we did go for brick making and have been



financially benefitted', says Sarada Pradhan, president, Dandaraha SHG of suganketa village of Daringbadi block. Dandaraha is an SHG formed of 13 tribal women of Suganketa village of Daringbadi block. This SHG has formed in the year 2016. The group has opened a bank account in a local bank of the block. The group has maintained friendly relationship among the members. This helped them to visualize a brick business during the planning meeting. Initially the members of the group collected Rs.1000/-

each and took a small tract of land on lease and made 15,000 bricks. All the members of the group were involved in the labor necessary for the work and invested Rs.7800/-. Some of the bricks were used towards the toilet construction in the members' houses in the village. Besides, the group sold rest of the brick for Rs.45000/- The group had a good profit. Out of the share each of the members gained enough money and was able to save Rs.100/- per month. "The attempt has further opened up our eyes. We would continue some such business and develop our families", adds the secretary of the group. The group members expressed their happiness and gratitude to PREM for the support and encouragement.





PEOPLE'S RURAL EDUCATION MOVEMENT: BERHAMPUR:GANJAM DIST.: ODISHA  
CONSOLIDATED RECEIPTS AND PAYMENTS ACCOUNT OF FOREIGN CONTRIBUTIONS AND  
GENERAL ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2017

RECEIPTS	AMOUNT(₹)	PAYMENTS	AMOUNT(₹)
<b>OPENING BALANCES:</b>		<b>UTILIZATION:</b>	
F.C. Account	17,810,159.36	F.C. A/c. (As per R&P)	54,560,972.75
General Account:	<u>1,136,197.47</u>	General A/c.: (As per R & P)	<u>15,985,591.48</u>
	18,946,356.83	Other General A/c Expenses	2,147,387.24
<b>RECEIPTS:</b>			
F.C. Account	45,971,459.63		
General Account	<u>17,143,335.00</u>		
	63,114,794.63		
Other General A/c Income	2,105,026.15		
LIC Receipt (General A/c.)	80,386.57		
<b>BANK INTEREST:</b>			
F.C. Account	646,074.95		
General Account	<u>116,108.64</u>		
	762,183.59		
Investment Net(General A/c)	712,407.41		
		<b>CLOSING BALANCES:</b>	
		F.C. Account	9,866,721.19
		General Account	<u>3,160,482.52</u>
			13,027,203.71
<b>TOTAL ₹</b>	<b>85,721,155.18</b>	<b>TOTAL ₹</b>	<b>85,721,155.18</b>

(JACOB THUNDYIL)  
President  
**PREM**  
Berhampur (Gm.)

As per our report attached,  
for PINTO M.P. & ASSOCIATES  
Chartered Accountants.  
Firm Regn. No. 006002N  
(MARTIN F. PINTO F.C.A.)  
Partner  
Membership No. 085006



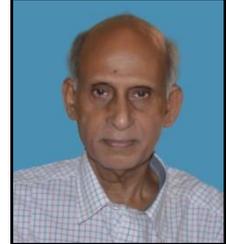
21 JUL 2017

## GOVERNING BODY OF PREM

**Dr. Dr. Jacob Thundyil, President & Co-founder of PREM:** Dr. Thundyil is the President and co-founder of PREM. He is the Governing Board Member of International Network of Alternative Financial Institutions (INAFI). He was the Board Member of Council for Advancement of People's Action & Rural Technology (CAPART) and one of the founder members of Voluntary Action Network of India (VANI). He is also the convener of National Advocacy Council for Development of Indigenous Communities (NACDIP)



**Dr. Chacko Paruvanany, Secretary-cum-Treasurer & Co-founder of PREM.** Dr. Chacko worked in Germany and experienced in mass communication and community health



**Mr. M. Nageswara Rao, Joint Secretary :** Mr. Rao, an Advocate by profession, has been providing legal aid to the poor and marginalized communities for asserting their constitutional rights. He has rich experience in dealing with cases relating to human rights, especially the tribals. He is also associated with several organisations as legal Advisor



**Ms. Minoti Padhi, Member :** She is involved in organizing tribal communities, mobilizing women to form Self Help Groups and leadership building on gender discrimination, income generation through value addition of local product. Presently Ms Padhi is working as Secretary of Institute for Women's Development (IWD)



**Ms. A. Padma Raju, Member :** A social worker engaged in the empowerment of tribals in southern districts of Odisha. She is currently working as Secretary of Centre for Community Development (CCD), Paralakhemundi, Gajapati



**Ms. Geeta Devi, Member :** Being a human right defender and legal practitioner, Ms Geeta is involved in providing legal support to the victims of atrocities, discrimination, human right violation, domestic violence, child abuse. She also works for the promotion and protection of children and women rights.



**Ms. V Satyabati, Member :** Ms. Satyabati, a social worker specialized in addressing the health related issues of the women and children and now engaged in providing eye care service to the people. She heads an organization namely Jana Jaqarana





## National Events, Meetings, Trainings, Workshops (2016-17)

**19th and 20th April 2016** : Dr. Jacob Thundyil, National Convener, NACDIP and Dr. K. Krishnan, South India Convener, NACDIP met Ms. Stuti Kacker, Hon'ble Chairperson, NCPCR, Shri. Priyank Kanoongo, Member of NCPCR, Shri. Paresh of NCPCR and Sri. K. Chitti Babu at NCPCR office, New Delhi. During the meetings they had a discussion on the need for mother tongue based education for the tribal children as per the national ECCE Policy

**20th April 2016** : Dr. Jacob Thundyil, National Convener, NACDIP along with the representatives of NACDIP discussed and submitted memorandum to Shri. Jual Oram, Hon'ble Union Minister of Tribal Affairs, Govt. of India at New Delhi and discussed the status of implementation of MTMLECE in tribal areas of India.

**28th April 2016** : A follow up meeting was organized at NCPCR in which Dr. K. Krishnan, Mr. Sudhir Digal, Mr. Srinivasulu and Mr. Aswhani Paliwal attended on behalf of NACDIP. Along with the core team 17 members including Shri. Paresh Sha, Shri. Chitti Babu, Ms. Madhu Lika, Dr. Ved Prakash, Shri. Dushyant Mehar, Shri. Avesh, Shri. Sanjay Mishra participated in it.

**30th May 2016** NACDIP team got an opportunity to participate in a meeting of Social Welfare and Tribal Development Department which was organized at Telangana. More than 50 Govt. officers and NGO leaders were present in the meeting. It focused on RTE and Tribal Development. In the meeting the team presented the importance of MTMLECE and shared the success of the Odisha model

**August 2016** : NACDIP team consisting of Dr. Jacob Thundyil, National Convener, NACDIP, Dr. K. Krishnan, National Coordinator, NACDIP, Ms. Bidulata Huika, State Coordinator Odisha, Mr. Badal Tah, Convener, Odisha, Mr. Sudhir Digal, Program Manager, PREM got an opportunity to meet the Chief Minister, Kerala regarding implementation of MTMLECE in tribal areas of Kerala state

**2nd September 2016** : 6 representatives from NACDIP attended the workshop on tribal affairs organized by National Human Rights Commission.

**21st and 22nd September 2016** : The core team of NADIP comprising of National Convener Dr. Jacob Thundyil, State convener Mr. Mehendilal, Mr. Ramdulal, Member, Sri Charles, Member, Sri Dinesh Kumar Ashok Sahu together visited Raipur, Chhatisgarh state

**19th October 2016** : the NACDIP core team met and discussed on implementation of ECE in the tribal areas with the Dr. Samit Sharma, Director cum Joint Secretary, WCD department, Rajasthan state

**21st October 2016**, the NACDIP core team met with the Commissioner, WCD department, Gujarat state at his office. During the meeting the team explained the NACDIP's intervention in implementing MTMLECE in tribal areas of India

**3rd-5th November** : National Advocacy Council for Development of Indigenous People (NACDIP) organized a 3 days National consultation on implementation of MTMLECE in tribal areas at Bhubaneswar. The main objective of the program was to review the advocacy work on MTMLECE implementation.

**8th November 2016**: The NACDIP core team along with Dr. K. Krishnan, prominent legal activist Shri. Silveri Srishailam (Telangana), Advocate Smt. Elby Mathew (Kerala), Advocate Mr. Brundhadar (Andhra Pradesh) and advocate Ms. Ammu Venugopal (Tamilnadu) followed the delegation of 10 States got an opportunity to meet Ms. Maneka Gandhi, Minister, WCD, Govt of India

**24th November 2016** : A TLM development workshop was organized in NRTC, PREM. In this program around 50 participants including Program Manager, PMU, State Training Coordinator, WCD department Odisha, CDPOs, anganwadi supervisors, anganwadi workers, team members from DISHA and KISS and PREM team participated in the program. The main objective of the program was to identify best context specific TLMs for successful implementation MTMLECE. In this workshop different TLMs were presented .

**January, 2017** : The core team of NACDIP got an opportunity to meet Ms. Shailaja, Minister, Kerala and discussed the nutrition portion for the tribal young childrens



## VOICE OF VISITORS DURING THEIR VISIT TO MTMLECE NRTC

"Variety of activities are very impressive and very beneficial to the children. I am sure it would be interesting to see if you could incorporate group work and for problem solving activities. Wonderful centre ! Resourceful creative ! *Ms. Elizabeth Bahret, Virginia Tech, USA*

"A wonderful experience for me, Exciting ideas[ thought provoking concepts for child education to follow. I wish best of luck- *Dr. P. C. Thomas*

"A great idea for the overall development of a child and making studies interesting for a child from the root level".-*Mr. Ch. Animes Prusty, Internship student, Symbiosis University, New Delhi*

"It was very nice to see all different work done behind educating the children and developing the senses by using materials around their surrounding, Best Wishes" -*Mr. Eugene Culas, Voice of Dalit International (VODI), London, UK.*

"It is good to see more innovative things for children to learn more things and improve stalls of different hand made things. I hope it will teach to all the children and all the place, All the Best"-*Ms. Deepika, National Coordinator, CMCJ*

"Really exciting to come across all the process that have been exhibited in the NRTC to promote MTMLECE in the state and as well as country. Thanks to PREM, for supporting us in exposure ".  
*The PMU-MTELP+ Team, Bhubaneswar*

"Very informative, lot of learning "An extremely enthusiastic team that is very keen to grow and learn. Most of the materials are very innovative and also multiple use. Best wishes to the entire PREM team and hope they continue to make a positive- *Mr. Albert Rosario and Mr. Shantanu Talupdar, Trickle Up*

"The work in the centre is done very systematically. I will share my impressions to all the sponsors in Germany".-*Mrs. Ursula Herold, Sponsor, Germany*

"I really enjoyed visiting your centre and I think the material you are using is very good and promotes good learning an I like teachers and parents can build their own materials. Keep on the good work"- *Ms.Ciecillia Vaca Janes, Programme Director, BvLF*

"It is a great effort to uplift the all round human development of the marginalized child" -  
*Mr. D. K. Manavalan, Retd IAS, Trustee- National Youth Hostel Trust*

"The visit to the Resource Centre showed that simple techniques can be used to provide good platforms to the children for learning, very innovative"- *Mr. Jacob Ninan, Deputy CEO, AXIS Bank Foundation*

"We are very happy for the wonderful work you do for the children. May god bless you all. we wish god's blessing from our heart. We are happy that God has bestowed upon us so much love in during these days- *Mrs. and Mr. Constantin, Sponsor from Germany*



## ACRONYMS

<b>ABF</b>	Axis Bank Foundation )
<b>ARSH</b>	Adolescent Reproductive Sexual Health
<b>AWW</b>	Anganwadi Worker
<b>BDO</b>	Block Development Officer
<b>BPL</b>	Below Poverty Line
<b>BvLF</b>	Bernard van Leer Foundation
<b>CBCD</b>	Child Based Community Development
<b>CSR</b>	Corporate Social Responsibility
<b>ECCE</b>	Early Childhood Care and Education
<b>ECE</b>	Early Childhood Education
<b>FRA</b>	Forest Rights Act
<b>GP</b>	Gram Panchayat
<b>ICDS</b>	Integrated Child Development Scheme
<b>KNH</b>	Kinder Not Hilfe
<b>MGNREGS</b>	Mahatma Gandhi National Rural Employment Guarantee Scheme
<b>MOLE</b>	Minister of Labour and Employment
<b>MT-MLECE</b>	Mother Tongue based Multilingual (Early Childhood) Education
<b>NAC-DIP</b>	National Advocacy Council for Development of Indigenous People
<b>NCPCR</b>	National Commission for Protection of Child Rights
<b>NRTC</b>	National Resource Training Centre
<b>NTTF</b>	Nettur Technical Training Foundation
<b>OAM</b>	OdishaAdivasiManch
<b>PESA</b>	Panchayatraj Extension to Scheduled Areas (Act)
<b>PRI</b>	Panchayat Raj Institution
<b>RTE</b>	Right to Education (Act)
<b>RTI</b>	Right to Information (Act)
<b>SHA</b>	Self Help Group Approach
<b>SHG</b>	Self Help Group
<b>STeP</b>	Smile Twin e-Learning Programme
<b>VDC</b>	Village Development Committee



## OUR PARTNERS

The Partners, Donors and the Organization, supporting the activities of PREM, have always enabled us to expand our programs and impact over an ever increasing rural population. Partnership has added values and strengthened our interventions. We are extremely grateful to the partners who supported to make our vision into reality. We would also like to thank all the individual donors of PREM.

PROGRAM/PROJECTS	FUNDING PARTNER
<b>Project PREMA</b>	<b>Axis Bank Foundation</b> <b>Axis House, Wadia International Centre</b> <b>Pandurang Budhkar Marg, Warli,</b> <b>Mumbai-400025</b>
<b>Mother Tongue based</b> <b>Multilingual Early Childhood</b> <b>Education; Sustainable</b> <b>Livelihoods; Berhampur</b> <b>Slums Development Project</b>	<b>Bernard van Leer Foundation (BvLF)</b> <b>PO Box 82334, 2508, EH</b> <b>The Hague, The Netherlands</b>
<b>Child Focused</b> <b>Community Development</b>	<b>Kindernothilfe (KNH)</b> <b>Germany</b>
<b>Kinder Garten Support</b>	<b>Missio International, Germany</b>
<b>Kendriya Vidyalaya</b> <b>Education</b>	<b>SC &amp;ST DEPTT., Government of Odisha</b>
<b>Empowering Tribal</b> <b>Adolescent Girls through</b> <b>SHGs</b>	<b>United Nations Population Fund (UNFPA),</b> <b>Government of Odisha, Bhubaneswar</b>
<b>Ultra Poor Women</b> <b>Capacity Building</b>	<b>TrickleUp/Metlife Foundation, USA</b>
<b>Vocational Training for</b> <b>Rural Youth</b>	<b>Arpan Foundation, USA</b>
<b>Children Movement for</b> <b>Climate Justice-CMCJ</b>	<b>Resource Centre for Participatory</b> <b>Development &amp; Studies, Madurai</b>