

**ANNUAL REPORT**  
**2015-2016**

**P**EOPLE'S  
**R**URAL  
**E**DUICATION  
**M**OVEMENT



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# PREM AT A GLANCE

## PREM (People's Rural Education Movement)

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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.

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).



Children enjoying a lot in the CBCD Demo Centres through action Songs and Dance

## PREM WORKS WITH



TRIBES



Dalits

## FISHERMEN COMMUNITY



## MARGINALISED FARMERS



## GOAL OF PREM

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

# PREM AT A GLANCE



## Our Vision

## Our Identity

## Mission Statement

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.

The mission of PREM is 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 Adivasi, Dalit, Fisher folk and other marginalized communities of India.

## PREM's Approach towards Development

PREM believes in values of social justice, equality, truth, freedom and the dignity of human life. Based on these values, PREM strives to sensitize, strengthen and organize people to make them self dependent and demand their legitimate rights. Strengthening people through awareness generation and making them conscious of social issues and social security measures. PREM's development approach ensures organization of people in the community, networking, unity and integrity.

PREM helps to build consensus in the operational villages and lay the framework for action. It provides practical knowledge such as mobilizing human resources, budgeting, saving and investing, monitoring and evaluating, documenting and reporting. PREM establishes the true sense of *Grama Swaraj*-Village Self-Rule in its operational areas. It creates grass-root leadership

for self governance in both scheduled and non-scheduled areas. It gives special importance to train the village leaders on different development approaches for the upliftment of the villages. It also creates general understanding among the people of the community on the development and creates a sense of hopefulness in the minds of people towards the path of progress.

PREM's programs always enforce on the education, livelihood, healthcare, governance, human rights, water and environment sanitation through implementing varied activities with a goal to mainstream the people of marginalized communities.

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 village and 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. Women SHGs are formed in the villages to improve their livelihood status and also to address their issues and of their community.

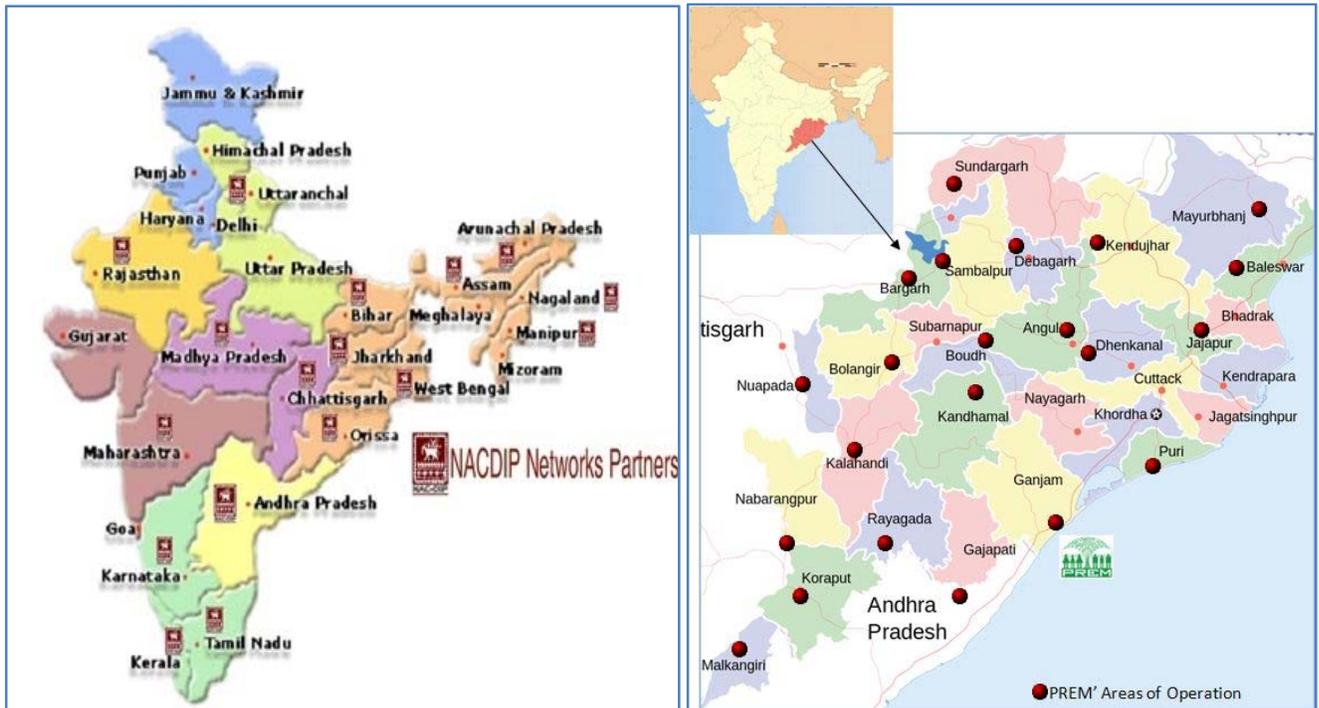
PREM's approach is to move individuals or groups from magical or naive consciousness to critical one through an action reflection process.



# PREM AT A GLANCE

## Where We Work

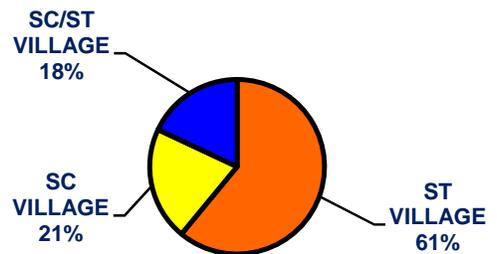
PREM is headquartered in Mandiapalli village, near the city of Berhampur in Ganjam district of Odisha. Our program areas include the districts of Ganjam, Gajapati, Kandhamal, Rayagada, Puri and Keonjhar. In the past we have implemented development programs in many other districts of southern and western 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.



### 4 Regions of NACDIP

1	2	3	4
<b>Eastern Region</b>	<b>Western Region</b>	<b>North-East Region</b>	<b>Southern Region</b>
1. Jharkhand 2. Bihar 3. West Bengal 4. Chhatisgarh 5. Madhya Pradesh 6. Odisha	7. Rajasthan 8. Gujarat 9. Maharastra	10. Assam 11. Arunachal Pradesh 12. Nagaland	13. Kerala 14. Tamilnadu 15. Karnataka 16. Andhra Pradesh

### PREM PROJECT AREA



# THE YEAR IN BRIEF

## A Note from PREM President's Desk.....

### *Dear friends.....*

*We are presenting PREM's Annual Report 2015-2016 to our friends, well wishers and the different agencies for supporting PREM.*

This year we have implemented multiple activities like, Education, health, Livelihood, Governance, Water and Environment Sanitation. We have spent a lot of time and resources for the implementation of approved policy of government of India which is Mother Tongue Based Multi-Lingual Early Childhood Education (MTMLECE). This was originally initiated as a pilot project of PREM and seeing this programme, government of Odisha accepted and issued a circular for implementation of the same in tribal areas of Odisha and later PREM together with other state level NGOs and Tribal organizations under the banner of NACDIP (National Advocacy Council for the Development of Indigenous People) lobbied and advocated this cause and as a result government of India approved the Early Childhood Education Policy including Mother Tongue Based Multi-Lingual Education as a part of it. This is a great victory for the tribal people of India. PREM is also very glad of piloting this model for the first time in India.



PREM in collaboration with Axis Bank Foundation started a project in the year 2011 which is known as project PREMA. We have succeeded to complete this project in 2016. This project was evaluated by Tata Institute of Social Sciences and they highly appreciated this project especially the professional education like, Nursing, Hotel Management, Computer Engineering, Diploma in Electronics, Manufacturing and Mechatronics. All the students completed their courses successfully and got the placements and working at different places and earning good income. The novel idea of model village with 10 components was highly appreciated by the evaluation team.

The women especially housewives more than 10636 are able to increase their family income from Rs.300/- monthly to Rs.4,500/- by the end of 5th year of the project PREMA. This is a remarkable increase in their income which helps poor families to have a sustainable income and help them to send their children for quality education and take care of their health.

Likewise there are many other projects also for education, support for livelihood and strengthening the SHGs which were initiated this year.

I thank all the communities who are part of this 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 and well-wishers who have been supporting us in different ways for the empowerment of the target communities.

**Dr. Jacob Thundyil**

## Strategic Objectives

**PREM's focus on the following objectives to achieve through its development initiatives in 2015-16 :**

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

## The Year 2015-2016 in Numbers

10636	Women from rural, marginalized communities who were trained in the Grihini program, an innovative livelihood program organized by PREM in partnership with Axis Bank Foundation targeting women for income generation, healthcare and empowerment.
21	Tribal girls completed Computer Software course at RCSM, Puri through PREMA project of PREM supported by Axis Bank Foundation.
48	Youth from tribal and other marginalized communities who completed a course in Hotel Management at SIMS of Hotel Management, Berhampur, with the support of Project PREMA.
7333	2-6 year old children who have attended preschool in the PREM's model Mother Tongue based Multilingual Early Childhood Education centers in Ganjam, Kondhmal and Rayagada district, a project in partnership with Bernard van Leer Foundation (BvLF), Netherlands.
427	Children from the Juang Adviasi tribe in Keonjhar district currently getting direct support of Mother Tongue based Multilingual Early Childhood Education through CBCD program of PREM, supported by BvLF.
19	Girls got placement at Tiripur, Tamilnadu after the successful completion of Industrial Sewing Machine Operation Training by the support of Axis Bank Foundation.
59	Children (girls and boys) successfully completed Advanced Agricultural Training in the centres at Chandragiri and Bhanjanagar and producing this certificate children getting govt. jobs without any problem.
104,000,000	Adivasi inhabitants of India (2011 census), targeted by National Advocacy Council for Development of Indigenous People (NAC-DIP), convened by PREM and supported by BvLF, to demand for the implementation of MT-MLE in all tribal areas of India.
42	Children comprising of 22 girls and 20 boys have received computer education at RCSM, Puri through SMILE Twin e-Learning Programme (STEP) and 20 students have got placements.
771	Tribal girls received residential schooling facility (426 ST girls of Gajapati district and 345 SC girl of Puri district) by the support of Plan India.

# PROGRAM REVIEW

## PROMOTION OF MTMLECE THROUGH CBCD DEMO CENTRES

PREM in partnership with the Bernard van Leer Foundation (BvLF) implements various projects and campaigns for implementation of Mother Tongue based Multilingual Early Childhood Education (MTMLE) in tribal areas of Odisha and India.

Mother Tongue Based Multi-Lingual Early Childhood Education (MTMLECE) is one of the most vibrant approaches introduced by PREM in the year 2007 to strengthen the Early Childhood Education in tribal areas of Odisha. Initially PREM implemented this approach in tribal dominated villages of four districts of Odisha i.e. Ganjam, Gajapati, Kondhamala and Rayagada by establishing community based child development centres and also demonstrated the potential success of this approach in the existing government pre-school centres through providing holistic development support. Gradually PREM could bring the MTMLECE approach to limelight by organizing meetings to sensitize the people, PRI members, government machinery, intellectuals and lobbying with legislatures, policy makers, bureaucrats and political authorities for the implementation of this approach in tribal areas of Odisha in true spirit. As a result the MTMLECE became a policy by the state government and declared to introduce Mother Tongue Based Multilingual ECE in tribal pockets of the state and started a process to implement MTMLECE in 25000 AWCs. Likewise the MTMLECE concept is also incorporated in National ECCE Policy by continuous lobby and advocacy of PREM.

At present PREM has changed the strategy of its work and now PREM is running only 32 CBCD Demonstration centres where there are no ICDS centre and working with 48 existing government ICDS centres through this project by providing additional ECE teacher & teaching, learning materials to demonstrate the potential success of MTMLECE and to ensure the quality implementation of MTMLECE in existing

ICDS centres in Odisha. Project also focused how these centers will influence nearby Anganwadi centers, communities, local government and policy makers of the state to replicate these approaches in the existing Anganwadi centers of tribal areas of Odisha.

Through this project, 7703 Children have transitioned to formal primary schools and they are now studying in different classes since 2007. 80 Children of tribal areas have successfully transitioned to English Medium-Central Schools and 82 children successfully passed out the entrance examination for studying in government residential schools.

Through this project trainings and exposure visit were provided for ECE center Teachers, Anganwadi Workers, ECE Center Supervisors, Non Govt. Organization (NGOs), community leaders to strengthen the programme. Project has developed and supplied the context Specific Teaching Learning Materials to the demonstration centres as well as the Government Anganwadi centres. 30 CBCD demonstration centres have been constructed so far in its operational villages of the project with the constant guidance and contribution of the community. These centres are equip-ped with all context specific MTMLECE teaching and learning materials specially focusing on the child's psychology. The centres are maintained by the trained MTMLECE teachers. The children are enthusiastically continuing their education in a child friendly atmosphere.

At present the CBCD Demo project concentrates to influence the concerned officials, PRI Members, legislatures to visit the demonstration centres as well as the resource centre for gaining ample knowledge on the functionality of MTMLECE and effective

implementation of the approach at state & national levels.

The following are some of the strategies adopted presently through this program to scale-up MT ML ECE model of PREM:

- ✚ Strengthening the Demo centres.
- ✚ Capacity building training and exposure visit for the government ICDS teachers, additional teachers and CBCD demonstration centres.
- ✚ 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.

MTMLECE is one of the best models of PREM which is highly appreciated at the state, national and at international levels and needs support to replicate the concept in their areas.



Capacity Building Training to teachers on MTMLECE



Children of Demo Centres enjoying with Clay which Develop Creative Idea among them



MTMLECE Demo Centre, B Nuasahi, Goudagotha



Children are happily enjoying their studies in MTMLECE Demo Centre



# AN UNIQUE RESOURCE AND TRAINING CENTRE ON MTMLECE IN INDIA

## PREM's Endeavour towards the Implementation of MTMLECE in Tribal Areas of Odisha, India and scaling up the concept to national and international level :

PREM in partnership with the Bernard van Leer Foundation (BvLF) implements various projects and campaigns for implementation of Mother Tongue based Multilingual Early Childhood Education (MT-MLE) in tribal areas of Odisha. But by establishing MTMLECE Resource and Training Centre, PREM endeavoured to sensitize 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.

In 2010 this program was expanded to include the development of tribal context teaching/learning materials in two tribal languages—Kui and Saura—as well as training to teachers and sensitizing to parents, caregivers and community leaders.

In 2012 state- and national-level campaigns were undertaken by PREM's networking partners Odisha Adivasi Manch and NAC-DIP, with the goal of mainstreaming MT-MLE in all tribal areas of India.

In 2012, the District Collector of Keonjhar heard about the success of this program and requested the PREM-BvLF partnership to come and implement MT-MLE among the Juang tribal community of Banspal block of that district.

As a result of these projects and campaigns, the State Govt. of Odisha approved a policy to scale up PREM's preschool curriculum guidebook in 19 tribal languages and pledged to implement MT-MLE in 25,000 Anganwadi Centers in the state.

The National Government of India passed the National ECCE Policy of 2013 which included a mandate for MT-MLE in all preschools in tribal areas of India.

### Establishment of NRTC

Keeping 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. It is inaugurated by Shri Jual Oram, Minister of Tribal Affairs, Govt. of India on 19<sup>th</sup> August 2015.

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.

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.

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# AN UNIQUE RESOURCE AND TRAINING CENTRE ON MTMLECE IN 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.

## 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.

## 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.

## 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.



# SCALING UP OF THE MTMLECE TO 22 DISTRICTS IN ODISHA BY PREM IN ASSOCIATION WITH OAM THROUGH STATE LEVEL ADVOCACY CAMPAIGNS

PREM in association with Bernard Van Leer Foundation (BVLF), Netherlands started advocacy campaigns to scale up Mother Tongue Based Multi-Lingual Early Childhood Education all over the state of Odisha by the support of Odisha Adivasi Manch, a tribal people network since 2011. OAM inspired by the successful implementation of MTMLECE in tribal areas by PREM, The goal of OAM is "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."

Initially MTMLECE campaign was present in 10 districts of Odisha and later on it was extended to 22 districts of Odisha through the network NGOs of PREM. In these campaigns OAM with the technical support of PREM adopted many strategies at different level to influence the policy makers of the state. OAM pressurized the policy makers of government of Odisha to acknowledge PREM's Mother Tongue Based Multilingual Early Childhood Education approach. On 30<sup>th</sup> July 2012, Government of Odisha declared to scale up this approach in 25000 ICDS centres in tribal areas of Odisha.

At present, 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.

Odisha Primary Education Program Authority. (OPEPA), a state government apex body has prepared New Arunima-the Guide Book in 10 tribal languages modifying as per the tribal context. OAM and PREM were enlisted as core group members and experts to actualize the modification process in Arunima.

As per the need assessed by government, the new AWC buildings were placed at block level as demanded by the OAM activists and people of the communities and allocations were made from IAP, MGNREGA, BRGF, 13<sup>th</sup> Finance and other local schemes of government. In some tribal villages new ICDS building construction are going on and in some places buildings have already been constructed.

The people of OAM operation villages are sensitized to demand their rights before government officials and they are in process of submitting demand letters to Panchayat, Block and District level authorities for the construction of new ICDS centres, repair of ICDS centres, supply of safe drinking water, quality nutrition food and supply of New Arunima (the guidebook) in tribal languages, converting Mini ICDS centre to Main ICDS Centre, appointment of tribal girls, opening of new ICDS centres etc.

Government is slowly fulfilling the need based demands of people and in some places mini ICDS centers have been converted as main ICDS centers and some ICDS centres are equipped with safe drinking water, toilet facility and government is providing quality nutrition food support to the centres and in process to supply the Arunima the guide book in 10 tribal languages to the 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 552 new ICDS buildings, 71 existing ICDS building repair, safe drinking water facility for 368 ICDS centres, Toilet facility for 515 centres, kitchen for 6 centres and boundary wall for 2 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 Team at State Level :** A core team of OAM met with WCD Secretary and Commissioner, Govt. of Odisha on 21st September 2015 and discussed the supply of New Arunima in tribal languages. WCD Secretary cum Commissioner, Govt. of Odisha promised to supply 6 language Arunima books (Kui, Munda, Oraon, Juang, Koya and Kisan) by 30th September 2015 and rest books of 4 language by 30th October 2015 to centres. Likewise the team met the Governor of Odisha on 22nd September 2015 and submitted a memorandum regarding the supply of New Arunima in tribal languages to the Anganwadi centres in the tribal areas of Odisha. Governor read the memorandum in detail and promised to write a letter to the concerned department for the supply of New Arunima Books as soon as possible.



OAM Team met with the Governor of Odisha



Visit of PRI Members of Gajapati District to Talaghai Demo Centre



Visit of CDPO & Team of Daringbadi Block to MTMLECE NRTC



Memorandum submission to Chairman, WCD Standing Committee, Govt. of Odisha

# SCALING UP OF THE MTMLECE TO 16 STATES IN INDIA BY PREM IN ASSOCIATION WITH NAC-DIP THROUGH NATIONAL LEVEL ADVOCACY CAMPAIGNS

**PREM in association with Bernard Van Leer Foundation (BvLF), Netherlands started advocacy campaigns to scale up Mother Tongue Based Multi-Lingual Early Childhood Education all over India by the support of NACDIP.**

NACDIP with the technical support of PREM initiated this campaign in 10 states initially and later on NACDIP extended its campaign to 16 states of India. During the campaign NACDIP took many strategies and did massive lobby and advocacy campaign at different level to influence the policy makers of the government of India, then on 27th September, 2013 Government of India approved National ECCE policy focusing on introduction of mother tongue based multilingual early childhood education in the existing ICDS centres of tribal areas of India. This is a landmark achievement of PREM, BvLF, OAM and NACDIP in introducing MT ML ECE for tribal people of Odisha and in different states of India.

NACDIP was inspired by the successful implementation of MTMLECE in tribal areas of Odisha through advocacy campaigns by Odisha Adivasi Manch and introduced this concept in 16 states of India. These states have been divided in to 4 regions, the Eastern Zone comprises of Jharkhand, Bihar, West Bengal, Chhatisgarh, Madhya Pradesh and Odisha. Western Zone comprises of Rajasthan, Gujarat and Maharashtra. The Southern Zone comprises of Kerala, Karnataka, Tamilnadu and Andhra Pradesh, the North Zone comprises of Assam, Arunachal Pradesh and Nagaland.

## ACTIVITY HIGHLIGHTS :

### Meeting with NCPCR New Delhi:

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) to extend their support in the implementation process of MTMLECE. The NACDIP team met with Ms. Sruti Kacker, Hon'ble Chairperson, NCPCR on 19th April 2016 and met Shri. Priyank Kanoongo, Member of NCPCR, Shri. Paresh of NCPCR and Sri.K.Chitti Babu on 20th April 2016 at NCPCR office, New Delhi. During the meetings they had a discussion on the need for mother tongue based education to the tribal children in view with national ECCE policy. NCPCR expressed its interest to work together with NACDIP for the development and rights of the young children of India.

### The Regional Conference on Implementation of National Policy on Early Childhood Care & Education (ECCE)

was organized at S.V. University, Tirupati on 20th and 21st May 2015 ensuring the rights of the Tribal Children to have Mother Tongue based Multi-Lingual Early Childhood Education (MTMLE) as per the direction of the National ECCE Policy in tribal areas through all Anganwadi Centres in collaboration with local peoples' participation. Representatives from different states including Andhra Pradesh, Telangana, Tamilnadu, Puducherry, Kerala, Karnataka, Odisha were actively participated in this conference. The participants understood the importance of early child childhood, early childhood education and mother tongue based early childhood education in tribal areas of India. Press meet was organized during this program where the importance of MTMLECE and its significance of implementing in tribal areas are discussed and all these reports are highlighted in print and electronic media.

### Advocacy Campaigns by NACDIP Team at Madhya Pradesh State :

Madhya Pradesh team of NACDIP forum visited the state ICDS department and submitted memorandum to the State Director, ICDS. The meeting was regarding implementation of ECCE policy and Mother Tongue based Multi Lingual ECE approach in tribal areas of the state. The team also shared the experiences of Odisha and the model developed by PREM-BvLF and presented different print materials related to this approach. After the discussions the Director was very happy for the efforts of NACDIP. He also promised to implement the Section 5.2.4 of the National ECCE policy in the state.

### Advocacy Campaigns by NACDIP Team at Kerala State :

On behalf of the NACDIP network, the south India team are regularly have follow up with the Kerala State through Ministry of Social Justice and ICDS department for taking further steps in implementing the ECCE policy properly in all tribal areas in view with MTMLE approach.

In continuation of that process, a team of people from ICDS department expressed their interest to have an exposure trip to Odisha and to see the National Resource and Training Center (NRTC) on Mother Tongue based Multi-lingual Education at PREM office and also make direct visits to the community based MTMLE DEMO centers of PREM. In this regard the south India team—Mr. Jose and Dr. Krishnan—regularly have monitored this with ICDS department and both of them made efforts and met directly the ICDS officer at Kalpetta in Wayanad and finally a team was selected from Kerala state and finalised for visiting Odisha to visits MTMLE centers of PREM/NACDIP centers from 23rd to 25th of November 2015.

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Media Workshop organized during Regional Conference on Implementation of National Policy on Early Childhood Care & Education (ECCE) at S.V. University, Tirupati



NACDIP Team from different states in Regional Conference on Implementation of National Policy on Early Childhood Care & Education at S.V. University, Tirupati



Visit of ICDS Department of Wayanad District of Kerala to NRTC, Mandiapalli, Berhampur

# SCALING UP OF THE MTMLECE TO 16 STATES IN INDIA

## BY NAC-DIP

### Advocacy of NACDIP in different States :

The NACDIP team visited various District Collectorate of Mysore (Karnataka), Nellore (AP State), Chittoor (AP State), Waynad (Kerala), Vellore (TN), Kanchipuram (TN), Erode (TN) and discussed with ICDS officers for the implementation of National ECCE policy in true spirit. The team also discussed regarding the importance of Mother Tongue based Multi-Lingual Early Childhood Education in tribal areas, and strict implementation of National ECCE policy for in early childhood education centres.

### Advocacy Campaigns of NACDIP at Kerala State :

In the month of July 2015, the NACDIP team met with District Administration, Waynad district and discussed regarding the importance of the national ECCE policy, and need for implementation of MTMLE classes in the Anganwadi Centers in Tribal Areas. The District Government has taken steps to implement MTMLECE for 3 tribal languages along with state and national language with the all facilities of ICDS programme in the Anganwadi Centres in tribal areas of Waynad District of Kerala. The ICDS and Childline department have shown interest in promotion of rights and development of the tribal children.

During 10-11 August 2015, the South India NACDIP team headed by Dr. Jacob Thundyil and Dr. K.Krishnan met with the State Project Director ICDS, Kerala at Thiruvananthapuram for the implementation of MTMLECE in tribal areas of Kerala state. The team met with the State Project Director of ICDS, Mr. Venu and interacted regarding the implementation of mother tongue based multi lingual early childhood education in tribal

areas of the state as per the national ECCE policy for the sustainable development of tribal children to compete with the globalized world. After this meeting the Project Director, ICDS assured to have a discussion with the District Project Officer, Ms.Chithralekha to implement MTMLECE in the Anganwadi Centers in panchayats of Waynad District. In this regard he requested NACDIP to cooperate the District Administration.

### Advocacy Campaign of NACDIP at Telengana State :

Adivasi people under the leadership of C.Kottaish of Chittoor district was able to meet the District Project Officer and submit their demands. They expressed their willingness to cooperate NACDIP team for the promotion of MTMLECE in Anganwadi Centers. Similar process took place in the Nalgonda district of Telangana state and the NACDIP team of Telangana state visited their district headquarters and ECCE Telugu translated version of the policy was submitted to the concerned officials and requested the ICDS officers for the implementation of MTMLECE in Anganwadi centres located in tribal areas of the state as per the national ECCE policy. In this context, the team with the pictures of the exposure visit to CBCD centres run by PREM in Odisha state, interacted with the concerned minister.

### Advocacy Campaign of NACDIP at Andhra Pradesh State :

Adivasi people under the leadership of C.Kottaish of Chittoor district was able to meet the District Project Officer and submit their demands and express their willingness to cooperate with NACDIP team for the promotion of MTMLECE in Anganwadi Centers. Similar process

took place in the Nalgonda district of Telangana state and the NACDIP team of Telangana state visited their district headquarters and ECCE Telugu translated version of the policy was submitted to the concerned officials and requested the ICDS officers for the implementation of MTMLECE in Anganwadi centres located in tribal areas of the states as per the national ECCE policy. In this context, the team visualized the pictures of the exposure visit to CBCD centres run by PREM in Odisha state.

### Experimenting MTMLECE in existing ICDS centres in Tamilnadu State :

The South India team visited Suisaipuram, Puliyakombai, Ghandhi Nagar, Mottur, Maniyarakuppam. During the visits it was found that MTMLECE approach has been adopted in 10 Anganwadi centers of Erode and Coimbatore districts of Tamilnadu state. In these centers the children are learning their tribal language, local language and English language through different activities, stories, cultural play, action songs.

The community also is taking interest and they are getting themselves involved in this process voluntarily. Further, they met block level ICDS official and highlighted different existing issues before them. They requested them to improve the quality of Anganwadi center performance with education and nutrition for the tribal children promotion. Dr. Krishnan, Mr.Balan, Mr.Mani, Ms.Vasanthi were together involved in this visit along with the tribal leaders.

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Memorandum submission to the Director of Women's Development and Child Welfare/ICDS Department of the Telangana State



Memorandum submission to Shri. Subramaniam, Hon'ble Minister for SC/ST development at Chennai



Experimenting MTMLECE in the Existing ICDS centres in Tamilnadu State

# SCALING UP OF THE MTMLECE TO 16 STATES IN INDIA

## BY NAC-DIP

### State-level seminar with Tamilnadu Government on Tribal Sub-Plan and Schemes for the socio-economic, educational development of the Scheduled Tribe Communities

On behalf of the civil society organizations including Social Watch groups, NACDIP, ASC, State Planning Commission along with Tribal Welfare Department, a state level seminar was organized at Chennai during 29<sup>th</sup> and 30<sup>th</sup> November 2015 at State Planning Commission seminar hall in Chepauk-Chennai. The objective of the program was to discuss the tribal sub-plan and effective programmes for the tribal peoples development.

NACDIP team members and Government officers including Smt. Shantha Sheela Nair, IAS, Vice-Chairman of the State Planning Commission, Dr.Christudass Gandhi, IAS, Former Additional Chief Secretary of Tamil Nadu Govt, Dr.Archana Kalyani, IFS, Director of Tribal Development, Ms.Jayashree Muralidharan, IAS, Registrar of Cooperative Societies of the State Government, Member Secretary of the State Planning Commission, Joint Director of the Educational and Social Welfare Department and other government officers were the important guests present in the program. NACDIP Team presented the ECCE policy to the Commissioner, Secretary, Director of the Tamilnadu Government and talked about the importance of the tribal languages, identity, culture and educational status and need for the MTMLE education to reach the proper development of the scheduled tribe communities.

### Meeting with the Self-Help Group members of the Adivasi community and increasing their participation and active role in Anganwadi Centers

: On 5<sup>th</sup> November 2015 tribal women's self-help group meeting was organized at Asanoor area. Women leaders from tribal areas participated in the meeting. During this meeting the major topics discussed were role of adivasi women in promotion of the Anganwadi Centres, the cultural-based value centers, multi-skill learning units for the best of their children, importance of the tribal languages and ECCE section on MTMLE. Women leaders expressed the activities of Anganwadi centers that are situated in their respective villages and how the teaching process is going on. It was a useful meeting to increase community participation to strengthen the ICDS programme.

### Community based awareness programmes on MTMLECE in the Tribal Village on tribal children education and role of Anganwadi centers for child right promotion :

Community based awareness meeting on MTMLE was organised on 15<sup>th</sup> November 2015 at Janakipuram with the participation of tribal villagers. During this meeting the team emphasised the active role of the Tribal community in strengthening of the Anganwadi centers and involvement of the teachers to create opportunity for the tribal children to learn many languages, so that they are able to overcome the challenges and gain confidence for competing with the non-tribal community for empowerment with sustainable development. The team also visited

nearby Anganwadi centers, which was not functioning for various reasons.

### Memorandum Submission to Deputy Collector, Thiruannamalai demanding for implementation of MTMLECE in the existing Anganwadis & submission of ECCE policy in regional language.

On behalf of the tribal network, a team of NACDIP met the Deputy Collector, Thiruannamalai and submitted demands for implementing the MTMLE in all Anganwadi centers of Jawadhu Hills which is part of Polur division in Thiruannamalai and the team continuously following this work with the support of the tribal leaders. Again on 23<sup>rd</sup> November at the Collector's office during the district level review meeting on tribal development programmes, the team raised the issue of implementation of the ECCE policy . In the meeting the ICDS officers of different districts also present in the meeting. After that the district level officers communicated to the block level coordinators to implement the ECCE day as per the provision of the WCD department guidelines.

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**Memorandum Submission by the Tribal Leaders to Dy. Collector, Thiruannamalai demanding on the implementation of MTMLECE in the existing Anganwadis**



**State-level seminar with Tamilnadu Government on Tribal Sub-Plan and Schemes for the socio-economic, educational development of the Scheduled Tribe Communities**



**Self Help Group Members of Asanoor decided to monitor the Anganwadi Centres for the effective implementation of ICDS Program in their areas**



**Community based awareness programmes in the Tribal Villages on MTMLECE**

# SCALING UP OF THE MTMLECE TO 16 STATES IN INDIA

## BY NAC-DIP

### National level workshop on implementation of mother tongue based Multilingual ECE in tribal areas of India in true spirit and other policies for Tribals

During 17th and 18th December 2015, NACDIP organised a national level workshop on implementation of mother tongue based Multilingual ECE in tribal areas of India in true spirit and other policies for tribals at New Delhi, with the active participation 40 representatives 10 states. This program was very successful with the participation of Ministers of MOTA, MOLE with concerned officers along the leadership of Dr.Jacob Thundyil, the National Convenor of NACDIP and President of PREM.

On 17th December 2015, NACDIP team and the tribal leaders of different states met with Sri. Jual Oram, Hon'ble Minister of Tribal Affairs, Government of India at New Delhi. The team submitted a memorandum to the minister as well as a copy of the memorandum to the Prime Minister through him for the implementation of Mother Tongue Based Multilingual Early Childhood Education in Tribal areas of India as per the National ECCE Policy, 2013. Some of the critical needs were underlined in the memorandum for implementation of mother tongue based multilingual early childhood education and also stressed the need for effective enforcement of the PESA Act 1996 and FRA Act 2006 for the advancement of traditional and customary rights over the sustainable livelihoods and forest products as well as chance for the advancement of the traditional culture and languages of the tribal communities. The Tribal Minister was very positive and carefully listened all the speech of the leaders

from south, north, central and east parts of India and accepted all recommendations & memorandums. The Minister was very positive and expressed his acceptance of understanding the needs of tribal children of India. He also addressed to the gathering with positive reply towards the requirements and needs of the tribal people. He agreed to take up the matter of MTMLE in all tribal areas with the coordination of ICDS department through Women and Child Development (WCD) ministry. Then he also explained the utilization of Tribal Research Centres (TRC) for revitalization of tribal culture, languages, and all possible steps for strengthening of such languages through MTMLECE.

On behalf of the NACDIP, a team with the leadership of Dr.K.Krishnan along with other leaders met Shri.Bandaru Dattareya, Hon'ble Minister of Labour and Employment (MOLE), Govt. of India at Shram Shakti Bhawan on 18th December 2015. During this meeting the NACDIP team members discussed about the issues of tribals, unorganized labourers, migration, displacement, lack of education and the huge gap between tribals and the non-tribals and reasons for non-implementation of different laws and policies including the ECCE policy. The team presented a memorandum which was expressing the need for proper schools with Anganwadi centres in every tribal hamlet, prevention of marginalization and immediate need for encouraging, ensuring effective implementation of the MTMLE in all tribal areas. The Minister listened with great interest and extended all his cooperation and support to fulfill the needs of the vulnerable tribal people.

### State level youth workshop on MTMLECE and implementation of national ECCE policy at Karnataka State

**State :** NACDIP team of Karnataka state along with Tribal joint action Karnataka, Peoples movement in Karnataka organized a state level youth workshop on MTMLECE and implementation of national ECCE policy on 27th January 2016.

Dr. Shrikanth, Tribal Joint Action Karnataka gave importance on the primitive tribes of Karnataka and their own mother tongue like Jenunudi, Bettanudi, and Koraganudi. He also shared the study of Institute of Indian Languages Mysore University on Jenunudi and Soliga dhani languages and printing of books in their own languages in Kannada script which is not recognized by the education department of Karnataka to include in the syllabus. Hence advocacy is going on in this regard. He encouraged the youth groups to take responsibility together with community members, tribal mass moments and NGOs to implement MTMLE in Karnataka state in true spirit. He also appreciated NACDIP's efforts in bringing ECCE policy and promotion of MT-MLE in different states of India. He also appreciated the advocacy campaign of NACDIP in promoting MTMLE. The other state conveners put much emphasis on the importance to the tribal culture, tradition and language. It was very good platform to discuss about the situation of tribals and decided to make pressure on women and child development departments to implementation ECCE policy in true spirit in all the Anganwadi centres.



National Level Workshop at New Delhi for the implementation of MTMLECE in true spirit

Shri Jual Oram, Hon'ble Tribal Minister, Govt. of India receiving memorandum from Tribal Leaders

Shri Bandaru Dattareya, Hon'ble Minister of Labour and Employment (MOLE), Govt. of India receiving memorandum from NACDIP Team

# Create an Enabling Environment for Juang children for their holistic development in Keonjhar

PREM always strives for the development of marginalized communities living in inaccessible locations- Tribals in different corners of India. 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 in Keonjhar district in collaboration with Bernard Van Leer Foundation and with the support of Keonjhar district administration and JDA. Initially PREM started the Juang project in 35 tribal villages of Bansapal block of Keonjhar district covering 2034 households (8666 Population) since October 2012. The project has been designed to work in six domains for the integrated development of the young Juang children and their communities.

The broad objective of the project is to create an enabling environment for JUANG children for their holistic development by providing mother tongue based multilingual ECE, health, nutrition facilities at the community level and strengthen to Juang communities to access and manage health, education and livelihood services at the community level for their integrated development.

To achieve its objective, PREM has been working directly and in association with district administration for implementation of development programs to uplift Juang communities focusing on the young children. The following are some of the highlighted activities of PREM for the development of Juang children and their communities :

- 427 children of age 3 to 6 years are enjoying their childhood, learning through different activities in mother tongue based multi lingual early

childhood education approach in a joyful atmosphere in 16 Anganwadi centres.

- 398 children transited from Anganwadi centre and continuing studies successfully in the nearest primary schools.
- PREM Constructed 49 pucca houses for the tribal people at Kapatadiha village of Basapal block and handed over to 49 Juang families.
- PREM promoted village pharmacy with medicine depot in 15 inaccessible villages of Keonjhar district for immediate support to the people with ailment at their door step.
- PREM has donated an Ambulance to JDA to carry emergency patients of remote areas to nearest CHC or PHC.
- Kitchen garden not only supplementing nutrition among the children and women in Juang families and also increasing family income to live a decent life.
- Grain bank became a culture among the Juang families which they smoothly managing by their village committees.
- SHGs in all the PREM's operational villages are strengthened and maintaining thrift and credit business smoothly and maintaining records.
- 2448 mothers are sensitized on home based care, regular health check up and immunization of the children, adolescent and pregnant women.
- 3243 pregnant mothers and child bearing mothers received knowledge on different health aspects in the VHND camps.
- 55 pregnant mothers and 1 seriously ill child were referred to the local CHC, PHC and District headquarters hospital for the institutional delivery.
- 153 pregnant mothers and 282

children from 18 villages were immunized.

- 49 adolescents and women of Juang communities got self employment training program.

Besides, PREM providing social security services to the Juang communities in collaboration with district administration and JDA.

People of the Juang communities in the operational villages of PREM are sensitized on government supports for health, education and other aspects through monthly village meetings, home visits and in different training camps, as a result people demanding their need based supports from government.

Project empowers Juang women and youth through different training and workshops to raise their voice and fight for their legitimate rights.



Ambulance provided by PREM to carry the pregnant and seriously ill patients to CHCs/PHCs



Self employment training camps for adolescents and mothers of Juang communities



Young Juang children learning in joyful atmosphere in MTLECC centres of PREM



PREM provided Pucca houses to 49 Juang families in Kapatadiha village in Baragada GP



Grain Bank supports the poor Juang Families



Kitchen Garden supports livelihood of Juang families

# PREMA-An Innovative Program of Skill & Entrepreneurship Development Focused on Women

'Project PREMA' is an innovative programme of skill training and entrepreneurship development focused on marginalized sections of the society, mostly women of scheduled tribe, scheduled caste and fisher folk. It is a joint venture of Peoples Rural Education Movement (PREM) and AXIS Bank Foundation, a Corporate Social Responsibility initiative of AXIS Bank, one of the leading private banking organizations of India.

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 planning to launch Second Phase for three years stretching between 2016-2019 to support 5000 women.

'Project PREMA', a skill development and economic empowerment programme of rural youth and women was implemented in 515 villages in five districts of Odisha. In the First Phase 10,636 women undertook *Grihini* and 536 adolescent girls participated in AshaJyoti training. A total number of 300 youth were engaged in farming underwent Advanced Agriculture training. While 28 completed 3 year Engineering Diploma Course in Electronics, another 51 completed 3.6 years course in Nursing. Apart 200 candidates completed Hospitality Management, 180 in Computer Hardware, 380 in Computer Software, 142 in Driving and 10 young women have been provided training on Handicraft using dried Kewda Leaves.

*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, dairy, 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. 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 Krushi Vigyan Kendra and Odisha University of Agricultural Technology and 59 young farmers got training at Chandragiri by the experienced resource persons. These trainees learn 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 *Asha Jyoti* 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.

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Tailoring Training through Asha Jyoti Program of Project PREMA



## Enrollment of Students in Different Programs through Project PREMA

Name of the Programs	2011-2015	2015-16	Total
Degree in Hotel Management	16	-	16
Diploma in Hotel Management	164	20	184
Engineering Diploma	28	-	28
Nursing	51	-	51
Computer Hardware	162	18	180
Computer Software	368	12	380
Driving	142	-	142
Kewda Leaf Production	10	-	10
Advanced Agriculture	241	59	300
AshaJyoti	404	132	536
Grihini	9,136	1,500	10,636
<b>TOTAL</b>	<b>10,722</b>	<b>1,741</b>	<b>12,463</b>



# Model Village Initiatives

PREM in association with Missio International, Germany initiated this Model Village program to ensure 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. Besides, the model village concept brings transformation among the people from magical or naive consciousness to critical.

Model village initiative is one of the highlighted programmes of PREM, which is spread over 40 villages of four blocks of Gajapati district such as Gumma, Mohana, Rayagada and Nuagada and at Goudagottha GP of Surada block in Ganjam district. Through this program PREM creates not only the model village but the model people. Grihini, AshaJyoti and Advanced Agriculture Training programs of PREM encouraged the villagers of PREM operational areas to build toilets for each family, open the savings accounts at banks, actively participate in local governance and eventually build up a model village. PREM through its Gruhini training empowers women in the community providing ample scope to create entrepreneurship development opportunities in their communities. Such entrepreneurs are motivated to act as change agents to create clean 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.

It is evident that, the people of the model villages are advocating for their legitimate rights before government and

other authorities. Slowly the age-old traditions and blind beliefs are eliminated from these communities day by day and they are main-streaming themselves. They become keen in the selection of their representatives for three tier Panchayatraj system. In the last election they have elected women candidates of their community as their representatives, who got sensitized through Gruhini training of PREMA project. It is clearly evident that people became conscious in selection of right person for the development of their communities. It ensures governance and ownership of development initiatives of community people for sustainability.

People of these communities became sensitized for community based care of children, education of children, access to pure drinking water, clean and beautiful toilets and smokeless kitchen and litigation, violence, alcohol and tobacco free community and to access government schemes and support services. The model village project has fixed some commandments for development of a village through ensuring the following developments in the community :

- 100% Housing,
- 100% Toilets,
- 100% Literacy,
- 100% Smokeless Kitchen,
- 100% Safe Drinking Water Facilities,
- No Alcohol,
- 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

The village GUDANG GORJANG, Gumma block of Gajapati District, Odisha has been successfully following the above commandments and the village is considered as a model village by the cooperation and support of the village people. 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 MITMLECE. The visitors of the district, state and outside state are appreciating the process of management based on the commandments.

Ensuring 100% community based care of children, literacy, pure drinking water, clean and beautiful toilets and smokeless kitchen, children play ground, litigation free, violence free, alcohol free and tobacco free, Gudang Gorjang remains a smart (model) village because the inhabitants are smart simple, hospitable, caring and sharing (ENTRA) and live in the unity (AMPJU) among themselves and with the nature.

The model village initiative definitely create insight among the people of neighbouring villages and they will try to replicate this model initiative in their villages.



# Scholarship & allied support to the education of children from deprived communities

PREM and Plan International (India) have had long-standing collaborative multifaceted interventions along all domains of human life such as health, education, livelihood, habitat, water and environmental sanitation(WES), rights of the child, children's participation in governance, gender equity and so on. The PREM-Plan project, as is the joint effort called, has children at the heart of everything that it did and that it does. Otherwise, it deploys a 'Child Centred Community Development' Approach. The project has been working with the weaker sections of the society, namely, the SC, ST, Fisher and other poor communities that have suffered social, economic and political exclusion for centuries.

The period between 1996 and 2012 witnessed a mega project that reached out to more than fifty thousand children with formal education, professional and vocational courses and English medium schooling. Acres of land had cash crops. Shrimp farming and pisciculture, animal husbandry, vegetable cultivation and entrepreneurship of varied sorts by women's SHGs got boosted up. Care of expectant and lactating mothers, home based care of infants, early childhood education, consolidation of school cabinets and girl children's associations (Meena Manch) and gender sensitization arrested abundant attention and encouragement. Eco-san toilets, separate toilet blocks with running water facilities in selected schools for both boys and girls, and water harvesting structures constituted the WES interventions. Orientation on child rights and child protection followed by formation/activation of children's clubs, youth associations and the campaign on BIAAG (Because I Am A Girl Child) inter alia formed part of the movement towards the realization of child rights.



Children completed Secondary Education

Within the last three years, PREM in collaboration with Plan India is involved in a scholarship project for the secondary education of children from the deprived communities. 952 girls and 179 boys have been supported under the project. Inaccessibility and unsafe journey to schools in Gajapati district accounted for hostel/residential support to 452 girls and 179 boys from the district. And hostel has so far proved to have been the best learning hub for children from interior, forest and hilly areas. 500 girls of Scheduled caste and fisher communities from Puri district obtained financial support for coaching, which has today been inevitable to gain class appropriate competency. This is in view of the fact that the standard of education in rural schools is far below average quality. Consequently education today has been coaching driven as it were.

The project has several linked activities of much significance and bearing upon the children. The activities like training of teachers on the updates in 3 critical subjects such as Science, Mathematics and English, 8 days' long exercise in unit tests and remedial/clarification sessions and provision of test papers containing probable questions did contribute to children's learning. Training on Adolescent's Reproductive and Sexual Health and Career Counselling are part of the project outline and have effected brain storming, self-introspection, maturity in thought and behavior, prevention of early sex and marriage and opting out career of their own interest, desire and capacity and advancement in studies. Meetings of School Management and Development Committees are held in order to build critical awareness on the structure, roles and responsibilities, the schemes/facilities meant for schools so that inclusion, availability and accessibility to schools, quality



Alumni Meet of Children

education, positive discipline, and above all, caste, class and gender equity are in place in the field of education. There is a provision of science lab in model schools to make the study of science subjects easier to understand.

## ALUMNI MEET

District wise Alumni meet of the children supported from both Gajapati and Puri districts have already taken place at St.Vincent's Retreat House, Gopalpur-on-Sea on the 14th & 15th of July, 2015. 400 selected children from among the total 1131 did participate in it. It was a joyful ending of project for the children. They sang, danced and made merry. Besides it was an opportunity of project evaluation. 12 high ranking children gave testimonies on the project's interventions as having helped them and their friends progress in studies, perform better in exams and build their lives and career but for which things like failure in exam, dropping out of schools, early marriage, distress migration and struggle amidst exploitation would have been their lot. DR. Jacob, Thundyil, president, PREM, Dr.Chacko Paruvanani, Secretary, PREM and Mr. Arun Chand Dash, a retired head master, inter alia, motivated children, through their inspiring speeches and interaction, to be integrated personalities, with systematically built careers, lofty ideals, and humanitarian attitude in helping others the way they had been helped.

Plan International/ Plan India had provided a good deal of support and cooperation for marginalized communities in inaccessible pockets focusing on the integral development of children for a longer period which is noteworthy.



Training to the Children on ARSH

# Kendriya Vidyalaya education for Children of Marginalized Communities of Odisha

*“Support for quality education will certainly enable the children to compete with the rest in the globalised world”.*

PREM in collaboration with Tribal Development Department, Govt. of Odisha and district administration run a ST and SC hostel at Ambapua, Berhampur since 2007. Being inspired by the experience and achievement of PREM in the field of education the then District Collector & District Magistrate, Ganjam, Mr. Kartikeya Pandian, IAS initiated a pilot project for supporting 39 children for English medium Education in the central school and other English medium schools by staying in PREM managed hostel during 2007-2008. The district administration appreciated on the improvement of children in education and extracurricular activities and entrusted PREM to manage more and more children in the hostel. In 2010 a newly constructed building was inaugurated and handed over by Honourable Chief Minister Sri Naveen Patnaik to run the ST and SC hostel at Ambapua, Berhampur. This is the first hostel in Odisha for the scheduled tribe and scheduled caste children who are continuing their education in the central school.

Since 2007, a total of 1116 ST and SC children benefitted from this program. They are continuing their education in English Medium Education by staying in this hostel under the close guidance of PREM.

At present 260 SC and ST children (95 boys and 165 girls) of Ganjam district in the hostel and studying at Central school and other English medium schools. The children are between the standard of one to standard Ten.

Besides their schooling in the hostel, the children are getting facilities like, study materials, dress materials, tuition

facility, spoken English course, computer education, get regular health check ups, opportunity for co-curricular activities, nutritious food and care etc. in the hostel. 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 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 warden.

In the academic year (2015-16), 13 children secured 'A+' grade, 38 children 'A' grade and rest 68 children scored percentage between 50 to 70 in primary standard and in secondary standard 4 children secured A1 grade, 4 children A2 grade and rest 92 children scored percentage between 50 to 60. 42 children were awarded for their outstanding performances in the school level competitions in Central School.

Besides their academic performance the hostel children are also very keen in other co-curricular activities. 40 children of the hostel got the opportunity to participate in district, state and national level Athletics, Taekwondo, Kabadi and Khoko competitions and awarded for their wonderful performances.

Mr. Samir Baliarsingh has got 9 prizes for his outstanding performance in district, region and national level Athletics competition for 100-800 meters running race, shot put and long jump and Laxmi Mallik has got 6 prizes for her outstanding performance in regional and national level for 100 to 200 meter race, Shot Put and Kabadi. Children of the hostel also gets the opportunity to participate in different platforms for their performance. National and international visitors from

different places pay visit to the hostel, interact with the children and appreciate the performances of the children and management.

## Co-Curricular Activities :

This year also most of the students had participated in various intra-school level co-curricular activities like Rangoli, forgery, music, dance, drawing, poem recitation, story writing, group song, solo song, Hindi Calligraphy, House Board Decoration, puppet competition, cut and paste and cubs and bulls. This academic year has witnessed numerous prize winners in different intra-school level competitions, compared to previous year. Most of the children, got more than 6 to 8 awards in this academic session.

It would be very difficult for the poor tribal children from marginalized communities to show their potentials before anyone. Central School is giving exposures to the hostel children to show their talents and their success not only is bringing happy among the children, but it is the pride for Central School, District Administration, PREM organization, their family and friends as well.



Central School Children from Adivasi Hostel



Excellence of Hostel Children in School, State & Inter-State Level Competitions



Music & Song Training to hostel children



Dance Training to hostel children



Computer Training to the children, passed through CBCD Centres

# Skill Development of Youth Through SMILE Twin e-Learning Programme (STeP)

## An Overview

The rural villages of Odisha are deprived of all government provisions and supports due to various reasons which force the people to lead a miserable life with abstract poverty and ignorance. In spite of different schemes of government, less number of children from rural areas gets opportunity of higher studies and has the knowledge on technical skills, which limits them to compete with the main stream society. The culture of silence is still prevailing in these people due to lack of updated social, political and economical knowhow. Since generations, they live under the clutches of so called upper society.

PREM in collaboration with SMILE Foundation has taken up a national level program which trains the urban underprivileged adolescent youth in English proficiency, basic computer and soft skills for enhancing their prospects of employment in the fast expanding retail, hospitality and BPO sectors called SMILE Twin E-learning Programme (STeP).

The objective of the project is to improve the living condition and the well being of the significant number of the under privilege community. The project is being implemented in Konark, Brahmagiri, Satapada and Krushna Prasad areas of Puri district. This program has provided training in the field of computer skills and English languages. Besides training and orientation programs also carried out in the field of basic management including retails sales management, personality development, career opportunities and counselling, team work and leadership quality development, gender issues, reproductive and sexual health, HIV/AIDS, life skill training and busy accounting etc. These programs are carried out successfully since last five years. Based on the performance of the youth the project has extended for more time period and more emphasis has been given on extensive training programs on the subject of basic computer training

and basic communication skill in English. PREM has taken different steps for proper implementation of this program STeP as per the guidelines and design of SMILE Foundation to achieve the objective. The youth are successfully completing the course through this project and getting good jobs for their sustainable livelihood. This is also strengthening their communities and building a better future for them. Under STeP program 42 students comprising of 22 girls and 20 boys have received training and out of them 20 students have got placement in the year 2015-2016.



Skill Development Training to the adolescent girls through STeP



Computer Training to the adolescent girls through STeP

# Child Focused Community Development at Kondhmal by KNH, Germany

## An Overview

PREM in collaboration with KNH (Kindernothilfe) implementing the project "Bal Vikas Child Focused Community Development" since 2014 which aims to develop sustainable education, livelihood, food security, community-managed healthcare, self-help groups and child rights and advocacy in 30 tribal villages in Daringbadi block of Kandhamal district, Odisha state, India.

The project has been addressing the existing problems of poverty, deprivation and marginalization faced by these communities by building the knowledge, skills and capacity of the people to govern their own development; by promoting and strengthening people's organizations; by developing and promoting access to quality education from pre-school to secondary school, health, livelihood, income and food security; and by focusing on children and child rights in implementing all community-based activities.

This project is impacting nearly 1200 households in improving access to and awareness of healthcare, education, livelihood and child rights. Through this project communities accessing primary health services. Malaria, diarrhoea and anaemia are addressed at community level. Children accessing quality education and communities are aware of the importance of education and ensuring that children are enrolled in school. Women's self-help groups and community-based organizations are in process of ensuring governance and ownership of development initiatives for sustainability. The members of Self Help Groups are empowered in the areas of economic, social & political

through the SHA approach of KNH. This approach also ensures the community development by achieving economic, social and political goals set by the groups. All members of communities will engage together in ensuring an improved quality of life for themselves and their children.

The following initiatives have been undertaken by PREM-KNH project in the operational villages in Daringbadi block.

- ✚ 17 tuition centres have been opened where 380 primary school children are getting tuition support to develop their standard of education.
- ✚ Capacity Building Training to the Tuition Teachers on the teaching methodology
- ✚ 5 toilets have been constructed at Dolabadi, Basabadi, Kilabadi, Suganiketa and Saruma Anganwadi Centre to maintain water and environment sanitation
- ✚ Additional Support of Rs.1500/- is provided to the Individual families to construct Individual Household Toilets at Saruma and Suganiketa to ensure 100% environment sanitation and use
- ✚ Capacity building training to the additional MTMLECE teachers of Anganwadi Centres on class room transaction, preparation and use of context specific TLM & teaching methodology
- ✚ 178 SHG Mothers got Training on Good Goal Setting and Self Assessment with a view to promote SHGs in the operational villages
- ✚ Revolving fund amounting Rs.32,000/- support provided to each SHG for new business plan among the members. SHG members already started diary, goat rearing and opened petty shops.
- ✚ Revolving fund support to the needy families for opening of petty shops in the village
- ✚ Promoting Community Grain Bank: Distributed 390 quintal of Paddy

among the 30 villages to promote Community Grain Bank and food security during lean period

- ✚ Seeds distributed to 1400 families for the promotion of kitchen garden in the operational villages which will supplement nutrition.
- ✚ 1400 fruit bearing saplings have been distributed in the operational villages which will be supplemented their livelihood
- ✚ Village level meetings organized and people sensitized on child right, child protection and government schemes and provisions allotted to them.
- ✚ Orientation to children on child right, child protection and constitutional provisions to assert their rights with a view to empower the children to fight for their rights & Child Protection Committees formed
- ✚ Children of 4 GPs empowered and submitted memorandum to the BDO demanding for quality education and infrastructure development in schools in Daringbadi Block.
- ✚ 30 Youth Farmers got Training on Organic Farming and advanced agriculture techniques, which will support them to develop their agriculture process.
- ✚ International Women's Day celebrated at Daringbadi where the women of the operational villages went on a rally and submitted a memorandum to the block administration to control women atrocities in the block

Besides, above interventions, PREM has been providing professional education support like, Nursing to the adolescent girls of the Daringbadi block of Kandhamal district.

Tribals are the social victims in the world history because of their innocence and PREM's endeavour towards empowerment of tribal people through this project will definitely bring transformation among them.



Orientation to children on child right, child protection and constitutional provisions to assert their rights



Promotion of Community Grain Bank for food security



Business Plan by Revolving Fund Support



Seed Distributed to promote Kitchen Garden

# Empowering Tribal Adolescent Girls Through SHGs

## An Overview

PREM in collaboration with United Nations People's Fund (UNFPA), Bhubaneswar, Odisha has launched an expeditious 'Action for the Adolescent Girls' in tribal areas of Odisha, in mid-July, 2015. PREM initiated this program in 19 Panchayats covering 201 revenue villages of Gumma Block of Gajapati district, Odisha, under the project entitled, "Empowering the tribal adolescent girls through SHGs".

The project Goal, as connoted by its title, is the 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.

Manifold activities have been undertaken to achieve the goal and the objectives of the project. The project Staff training was conducted and a survey for line listing of adolescent girls was done to know the situation of adolescents in the age range of 10 to 19 years in the operational blocks. The survey has revealed that as many as 7136 adolescent girls exist in the block. 6799 of them are unmarried and 337, married. 3251 are the ones between 10 and 14 years of age and 3885, between 15 and 19, the period/ juncture of high risk (teenage pregnancy, STIs/HIV etc). 5394 of the adolescent girls are literate including 1499 that have gone up to 5th standard, and not beyond, with nominal learning equivalent to functional illiteracy.

Girls within 6<sup>th</sup> to 10<sup>th</sup> standards are 3230 and those in the college are only 665. The illiterate girls counts 1742, the drop outs 1636 and those who are continuing 3758. Of the total number, 5915 belong to ST, 236, to SC, 856, to OBC and 129, to general caste communities. The girls from BPL families are 3780. Above the Poverty Line which counts 3291; 96 families remain yet to determine formally their economic status is struggling for existence amidst abject poverty. 1872 girls have personal bank accounts and the rest (5264) have no account of their own. While 1661 have engaged in some kind of work, 5474 have no work whatsoever. 286 girls have undergone vocational trainings (one in ANM, 41 in computer application, 4 in nursing and 240 in tailoring) and 6842 have not received any such training at all.

### Establishment of Adolescent Girls Community Resource Centres (AGCRC)

PREM has established Community Resource and Training Centres in the selected 5 Panchayats of Gumma Block in pilot basis, namely, 1. Regidi 2. Bhubuni 3. Gumma 4. Jeewa 5. Gaiba. It is for the first time in Odisha, this kind of centres established in Gumma block to provide computer education with internet facility and empower the tribal adolescent girls through imparting skill development trainings. These centres are equipped with computer system with internet facilities where adolescent girls will be trained to operate these systems. Regular classes will be conducted in these centers. Information regarding education, health, organization of Self Help Groups will be provided through these centres.

**Block Level Workshop :** 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

219 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.



Computer Education for Adolescents



at Ragidi or



& ASHA



## The Future of PREM

*PREM (People's Rural Education Movement) has successfully completed its 34 years of development interventions in Odisha and other states of India this year.*

*If we look back this organisation mostly works as a facilitating and training team for the upliftment of the marginalised communities in 22 districts of Odisha and through advocacy and lobby other 16 states of India.*

*The focus areas in future will be coordination of different People's Organisation (PO) among Tribals, Dalits, Fisher people and marginalised farmers for asserting their rights, which are provided in the constitution of India.*

*We also will be collaborating with corporate sectors who strictly follow the business ethics and use their Corporate Social Responsibility (CSR) projects for the development of the communities, who deserve support for education, health and livelihood. We also will see to it that the communities do not get marginalised. We also will look for collaboration with likeminded Civil Society Organisations with in the State, Nation and abroad. If opportunities are given we will collaborate with the State and Central Govt. to create development models in the field of education, health, livelihood and governance as we have done in the past.*

*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.*

*We thank all the agencies and individuals and Govt. and Corporate Sectors who support us for improving the quality of life of the marginalised people with whom PREM worked for last 34 years.*

# APPENDIXES

## Case Studies

### Case Study-1 :

#### CASE STUDY OF A BRIGHT STUDENT UNDERGONE THROUGH CBCD

*“I am very happy to be a student of Nabadaya Bidyalaya where many good scholars are only getting seats. I am proud and grateful to PREM for their support as well as thankful to my favourite teacher Ebani Sabar and other associates to the preschool programme.” Expressed by Manju sabar.*

Padamar is a tribal dominated village of chinasari Gam Panchayat of Rayagada district situated in a hilly area and 25 km away from Gunupur block head quarter. The government primary school and AWC is far away from the village. As a result no one in the village before PREMs intervention is enrolled even in High School, so the level of education is abysmal. PREM has started preschool education programme in the village in year 2007. All 2 to 5 yr children got the opportunity to attend the preschool centre. Manju Sabar is one of them. Father Sobano Sabar and mother Ananti Sabar both are illiterate and they depend on shifting cultivation and worked as agriculture labour for their livelihood. Manju's parents motivated by the PREM's staff and sent their child Manju regularly to the pre-school centre.



Manju participated actively in all activities in the centre like other children. She was also closely guided by the preschool teacher EboniS. After successful completion of preschool education, she appeared an entrance examination for Sebasrama Bidyalaya (Residential School) and selected. She is continuing her primary education at Sebasrama Bidyalaya now. She was doing well in her studies in class 5th and shortlisted to appear the entrance examination of Navodaya Bidyalaya and also selected for their further studies. Now she is continuing her studies in class 7th at Nabadaya Bidyalaya at the district head quarter of Rayagada. She is performing well in her studies. While she comes to her home in the vacations, she never forget to come to the centre and doing some activities with the children in the centre. The parents are very happy with on the performance of their child. She is an inspiration for not only the children but also the parents of the village.



## Case Study-2 :

***“As a woman I am confident to-day, I do not have to depend on income of my husband. Adoption of multiple income generation activities managed from comforts of my own home yields enough money to run the family and save money in the bank for future needs.” Said Mrs. Anwari Biwi belongs to a poor Muslim Family.***

Ms. Anwari Biwi (30 years) belongs to a poor Muslim family in Gopinathpur under Arkhakuda Gram Panchyat of Puri District in Odisha. She lives with her husband Akatar Khan, a bus driver, three children and mother-in-law, an old women suffering from paralyses.

**Before Axis Bank Foundation (ABF) Intervention:** Anwari had a tough time in managing her family finance with single source of her husband’s low salary. She was confined to her home as the traditional Muslim culture in rural Odisha did not allow the women to move freely outside. Her mother-in-law needed regular medication and intensive care as she is bed-ridden. At times Anwari contemplated to find out a way to get out of the vicious circle of financial trouble, but there was no escape. The Self Help Group in the village was defunct.

**Initiation of ABF Intervention:** ‘Project PREMA’ organised a Grihini training at Gopinathpur in March 2013. Anwari was selected as a trainee to participate in the 17 day long programme of financial empowerment of women. In course of the training along with 49 other participants of the village women, she was encouraged to adopt business plans. She opted to open a petty shop. She also began backyard dairy and poultry.



**Implementation Process:** Anwari gathered a loan of Rs.5,000 from her father and purchased 20 chicks to start a backyard poultry. With income generated from poultry she could able to purchase cows. The petty shop at the front of her house attracted stream of customers from the locality for purchase of daily consumables. She also started vegetable cultivation in the kitchen garden. ‘Project PREMA’ officials supplied seed packets and organised training sessions for preparation of organic manure and pesticides. Anwari participated in all these income generation activities with full enthusiasm.



**Present Situation:** Anwari’s petty shop generates monthly profit of about Rs.15,000. She has 2 Cows and 2 Calfs. She collects 8 litters of milk per day and sells at Rs.40 per litter to the local milk producers’ society. Her income from the petty shop accounts Rs.1,80,000 and from diary Rs.80,000 per annum. After consumption of vegetables harvested in the kitchen garden, she sells the vegetables to the local trader and gets Rs.8,000 per annum. Her income from selling coconuts amounts to Rs.4,800 per annum. Thus her annual income accounts for a total of Rs. 2,76,800 from multiple sources of business activities. As a result her economic condition and life style has been changed.

After the Grihini training, the defunct SHG in the village started functioning. Anwari joined the SHG. The members of the SHG started participating in development programmes of the community. They attended Palli Sabha and Gram Sabha meetings. Their visits to the government offices for implementation of development programmes have yielded results.

## Case Study-3 :

*“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.” expressed by Ms. Madhuri Jena, 38 years belongs to Fishermen Community.*

**Before ABF Intervention :** Ms. Madhuri Jena (38) belongs to a fishermen family in Jadupur Village under Arakhakuda Gram Panchyat 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.



**Initiation of ABF Intervention:** As a part of Grihini training 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.

**Implementation Process:** Ms. Madhuri acknowledges that Grihini training encouraged 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.



**Present Situation:** Ms. 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 Mrs Madhiri could able to save money regularly in the local bank after meeting the expenses in the family front.

## Case Study-4 :

*“I feel proud being an active member of Maa Saraswati Self Help Group of our village. ‘Project PREMA’s Grihini training proved to be a turning point in my life. My participation of 17 days in the training and weekly handholding support by the project taught me how to earn a sustainable livelihood. My engagement in multiple business activities resulted in overcoming financial difficulties for my entire family.” Said Ms.Panchali Nayak, 35 years.*

**Ms. Panchali Nayak** lives with her family comprising of husband, a son, a daughter and father-in-law at Balachandrapur village under Satapada Gram Panchayat of Puri District in Odisha.

**Before ABF Intervention:** Panchali’s husband Pabitra Mohan Nayak has completed moderate education, but remained unemployed till the date. Her children go to school. While the eldest girl studies in 7th Class, younger son studies in 4th class. Her father-in-law is old and has no income of his own from any source. Panchali’s family was living in the merger income from coconut and banana plantation in the backyard and a kind of oil seed (Polang) business.



**Initiation of ABF Intervention:** Panchali was selected to participate in Grihini training during 2014 organised by ‘Project PREMA’. She was encouraged to implement a business plan to generate income during the course of training. She discussed about various possibilities for sustainable income with the fellow trainees and the trainers. She joined ‘Maa Saraswati Self Help Group’ with a total membership of 11 women. Initially they paid Rs.50 towards monthly membership which was enhanced to Rs.100 from January 2016. The Group is running successfully for past two years, but they are yet to receive governmental subsidy. Each member of the Group saves Rs.500 per month in the bank on regular basis.



**Implementation Process:** Panchali opted for establishing a flour mill. She deposited her gold jewellery at the bank to procure a loan of Rs.1,00,000 for purchase of the machinery. Since there is no other flour mill in the locality, her business is running fairly well. Apart from milling flour for customers, she also produces flour for sale in the market. Her husband helps her to run the business. Panchali also engages herself in tailoring and backyard poultry farming. ‘Project PREMA’ helped her for undergoing training for flour mill operation, tailoring and poultry farming.



**Present Situation:** Panchali’s annual income exceeded Rs.5,20,000 during the financial year 2015-16. While she records an average income of Rs.15,000 per month from the flour mill business, she earns Rs.5,000 from tailoring, Rs.10,000 from sale of poultry birds, Rs.6,000 from sale of eggs and Rs.10,000 from sale of coconut and banana per month.

Panchali’s financial condition has changed dramatically during past two years after being involved as a beneficiary of ‘Project PREMA’. Her business activities not only created space for her husband for engagement, but income from her business initiatives turned to create financial security for 6 members of her family.



# APPRECIATION OF VISITORS

## DURING THEIR VISIT TO MTMLECE RESOURCE CENTRE OF PREM

Shri Surya Narayana Patro, MLA, Former Minister, Govt. of Odisha on 3rd January 2016. He expressed as, *"I am very happy to see the MTMLECE Resource Centre and Training centre. This is an inspiration for the small children."*



Mr. B. Srinivasulu, Telengana State visited with NACDIP team members on 14<sup>th</sup> January 2016 and expressed his appreciation as, *"You are doing great work for children with vulnerability. It is a great thing."*

Mr. Welberg and his wife from The Netherlands on 4<sup>th</sup> November 2015 and he expressed as, *"We are very impressed by the creativity of creating the tools for use, and the understanding how to develop the child's mind of young children. In Europe we can learn from it."*



Mr. Carl Everett, Germany visited on 20<sup>th</sup> January 2016 and expressed as, *"fascinating and constructive visit. A wealth of great ideas. I wish PREM the very best."*

"A

Mr. P. Mishra, IRS, Deputy Commissioner of Income Tax, Bhubaneswar on 11<sup>th</sup> April 2015 and expressed his happiness as, *"I am delighted to see the excellent work done by PREM Resource Centre in educating tribal students and bringing them in the mainstream. I wish them all success."*



Shri Jual Oram, Tribal Affairs Minister, Govt. of India on 19<sup>th</sup> July 2015 and expressed his feedbacks as, *"I visited the resource centre. It is equipped with high level materials, which are very useful for the education of children."*

Mr. R.P. Singh, IAS, Director, WCD Department visited on 24<sup>th</sup> October 2015 and he expressed, *"Visited the centre today. I am very happy to see the initiatives taken by the organization in the field of early childhood education for tribal children. The materials for learning have been developed with lot of effort and will be very useful for early learners. I wish the organization all the very best for their future endeavours."*



Dr. Debadutta Das, Justice, Ombudsman, UNCRC, Newyork, USA on 2nd December 2015 and he expressed as, *“Good to see the innovative ideas for the children of tribal areas. Efforts are appropriate as per present requirement. Needs development analyzing the feedback received from field. Wish for a good, best”.*



Ms. Sumita Singh, Ambedkar University, New Delhi on 21<sup>st</sup> August 2015 and expressed her happiness as, *“I see centres be use of the funds of knowledge, generated in the materials. Need to develop Big Books.”*

Ms. Chithralekha Premachandran, Program Officer together with CDPO, Anganwadi Supervisors and Workers of Wayanad District of Kerala State visited on 29<sup>th</sup> February 2016 and she gave her feedback as, *“We the team from Kerala, ICDS functionaries are inspired by the activities designed and exhibited here in the resource centre. Though some of the preschool materials are using by the ICDS team in Kerala, still we find some of the innovative ideas in materials and useful details that can be incorporated in registers used in Anganwadis. Best wishes for PREM team lead by Dr. Jacob Thundyil and team. Thank you all.”*



Fr. Mathew CM of Taiwan visited on 15<sup>th</sup> January 2016 and he expressed his appreciations as, *“I have visited the centre of MTMLECE and it is a great. Wish you all the best.”*

Mr. Kiran Jena, Program Manager, BvLF, Bhubaneswar visited together with Ms. Dharitri Pattnaik, India Representative, BvLF on 31<sup>st</sup> March 2016 and he expressed his happiness as, *“It’s good. Hope, children must learn very well using these context specific teaching and learning materials. Also hope it will certainly help to develop the future of children by the joint endeavour of BvLF and PREM.”*



Mr. Sudhakar Sadasya, DSW, Ganjam District Visited on 23rd February 2016 and he expressed his happiness as, *“Really glad to visit the organization. Very innovative and modern ideas developed for quality education learning. Hope for the best. Wish the organization a very bright future.”*

# Media Coverage- News Clips



Memorandum submitted by Odisha Adivasi Manch Team of Ganjam District for implementation of MTMLECE in tribal areas of Odisha in true spirit



Importance of MTMLECE in tribal areas of Odisha is discussed in the International Language Day organized by OAM



A workshop was organized by OAM, demanding the constitutional and legal rights and dignity of the Tribals



Development activities are assessed in the village meeting organized at Pilheri village of Daringbadi GP



Demand for the appointment of Kui & Soura language teacher in tribal blocks of Khallikote and Beguniapada, Ganjam Dist.



Tribal villages where there is no ICDS & Primary School start a mass movement told in the Press Meet



# Photo Gallery

1. DEMONSTRATION CENTRE ON MT ML ECE

32 CBCD DEMO CENTRES



# Photo Gallery



## List of Abbreviations

<b>ABF</b>	Axis Bank Foundation (India)
<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 (Netherlands)
<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 (Germany)
<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>NTTF</b>	Nettur Technical Training Foundation
<b>OAM</b>	Odisha Adivasi Manch
<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

# PREM Governing Body

## **Dr. Jacob Thundyil**

President & Co-founder of PREM

## **Dr. Chacko Paruvanany**

Secretary-cum-Treasurer & Co-founder of PREM

## **Mr. M. Nageswara Rao**

Joint Secretary of PREM & Advocate

## **Ms. Minoti Padhi**

Secretary of Institute for Women's Development (IWD) in Berhampur, Ganjam, Odisha

## **Ms. A. Padma Raju**

Social Worker & Secretary of Centre for Community Development (CCD) in Paralakhemundi, Gajapati, Odisha

## **Ms. Geeta Devi**

Development Worker & Human Rights Advocate, Berhampur, Ganjam, Odisha

## **Ms. V Satyabati**

Social Worker & Secretary of Janajagan NGO in Berhampur, Ganjam, Odisha

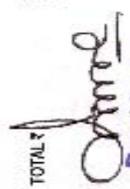
## Funding Partners 2015-2016

PROGRAM	FUNDING PARTNER
Project PREMA	Axis Bank Foundation Axis House, Wadia International Centre Pandurang Budhkar Marg, Warli, Mumbai-400025
Mother Tongue based Multilingual Early Childhood Education; Sustainable Livelihoods; Berhampur Slums Development Project	Bernard van Leer Foundation (BvLF) PO Box 82334, 2508, EH The Hague, The Netherlands
Child Centered Community Development	Plan India E-12 Kailash Colony, New Delhi 110048
Child Focused Community Development	Kindernothilfe (KNH) Germany
Kinder Garten Support	Missio International, Germany
SMILE Twin e-Learning Program	Smile Foundation India V-11, Level 1, Green Park Extension New Delhi 110016
Kendriya Vidyalaya Education RKVY, NFSM & ATMA	Government of Odisha
Empowering Tribal Adolescent Girls through SHGs	United Nations Population Fund (UNFPA), Government of Odisha, Bhubaneswar

# Consolidated Financial Statements From Audit Report of 2015-2016

**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, 2016**

RECEIPTS	AMOUNT (₹)	PAYMENTS	AMOUNT (₹)
<b>OPENING BALANCES:</b>		<b>UTILIZATION:</b>	
F.C. Account	17,810,159.36	F.C. Ac. (As per R&P)	54,560,972.75
General Account	<u>2,929,650.60</u>	General Ac. (As per R & P)	<u>15,660,904.77</u>
		Other General Ac. Expenses	2,016,601.89
<b>RECEIPTS:</b>			
F.C. Account	45,871,459.83		
General Account	<u>13,899,380.00</u>		
Other General Ac. Income	1,160,597.38		
<b>BANK INTEREST:</b>		<b>CLOSING BALANCES:</b>	
F.C. Account	646,074.95	F.C. Account	9,866,721.19
General Account	<u>18,720.21</u>	General Account	<u>1,136,187.47</u>
Investment Net(General Ac.)			
<b>TOTAL ₹</b>	<u><u>83,261,477.87</u></u>	<b>TOTAL ₹</b>	<u><u>83,261,477.87</u></u>

  
**President**  
**PREM**  
**PEOPLE'S RURAL EDUCATION MOVEMENT (G.M.)**  
 President

  
 45 per cent report attached for PINTO M.P. & ASSOCIATES Chartered Accountants Firm Regd. No. 0060014 (MARTIN P. PINTO F.C.A.) Partner Membership No. 085006

- 1 JUL 2016

# Consolidated Financial Statements From Audit Report of 2015-2016

RECEIPTS		PAYMENTS	
AMOUNT (₹)		AMOUNT (₹)	
<b>PEOPLE'S RURAL EDUCATION MOVEMENT (PREM), BERHAMPUR, GANJAM DIST., ODISHA</b>			
<b>CONSOLIDATED RECEIPTS AND PAYMENTS ACCOUNT OF FOREIGN CONTRIBUTIONS FOR THE YEAR ENDED 31ST MARCH, 2016</b>			
<b>OPENING BALANCES:</b>			
Andhra Bank-14376 (Main Account)	14,637,067.50	<b>UTILIZATION:</b>	
Indian Bank - 6054351340	7,707.74	Plan India	2,576,087.00
Axis Bank-9110100005670325	1,139,273.00	Bernard van Leer Foundation	33,134,446.25
Axis Bank - 84740	30,632.21	Smile Foundation	66,250.00
Karur Vysya Bank	1,531,780.88	Kindernothilfe .ev, Germany	4,430,311.00
Indian Overseas Bank-1001	434,018.03	Axis Bank Foundation-PREMA	11,902,518.00
Advances & Imprest	29,000.00	Mission International , Germany	1,400,370.00
	<u>17,810,159.36</u>	Miscellaneous	1,050,790.50
			<u>54,560,972.75</u>
<b>RECEIPTS:</b>			
Plan India	565,000.00		
Bernard van Leer Foundation	25,614,430.44		
Smile Foundation	66,250.00		
Kindernothilfe .ev, Germany	4,865,853.00		
Axis Bank Foundation-PREMA	13,130,995.00		
Mission International , Germany	1,454,177.00		
Miscellaneous	274,754.19		
Bank interest			
	<u>45,871,459.63</u>		
		<b>CLOSING BALANCE:</b>	
	646,074.95	Andhra Bank 14376 (Ma in Account)	8,111,847.79
		Indian Bank - 6054351340	8,101.74
		Axis Bank-9110100005650325	44,655.83
		Axis Bank - 84740	
		Karur Vysya Bank	1,116,164.80
		Andhra Bank -79751	534,852.00
		Indian Overseas Bank-1001	359.03
		Advances & Imprest	56,740.00
			<u>9,866,771.19</u>
<b>TOTAL ₹</b>	<u>64,427,693.94</u>	<b>TOTAL ₹</b>	<u>64,427,693.94</u>

As per our report attached for PINTO M.P. & ASSOCIATES Chartered Accountants Firm Regd. No. 0060029 (MARJUN P. PINTO F.C.A.) Partner Membership No. 085606

(JACOB THUNDYIL) President PREM Berhampur (Gm.)

- 1 JUL 2016