



# PARIVAAR EDUCATION SOCIETY



**Bonogram, Bakrahat Road,**

**Kolkata-700104**

**West Bengal, India**

---

**PROPOSAL TO GIVING CIRCLE FOUNDATION  
FOR SEVA KUTIR PROJECT INMADHYA PRADESH  
FOR FY 2025-26**

---



## 1 ABOUT PARIVAAR

Parivaar is a humanitarian organization inspired by the spiritual and humanistic ideals of Sri Ramakrishna and Swami Vivekananda, with its chief institutions and projects based in West Bengal, Madhya Pradesh, Chhattisgarh and Jharkhand.

For the last 22 years, Parivaar has worked towards the total care and overall development of children who are highly vulnerable to exploitation, victimization and trafficking, including orphans, street children, abandoned children, and extremely impoverished children from tribal areas. It also conducts many more humanitarian activities for the destitute and uncared, including the elderly and shelterless.

In Bengal, Parivaar has two residential educational institutions – Parivaar Vivekananda Sevashrama for Boys and Parivaar Sarada Teertha for girls. With over 2100 resident children, these are West Bengal's largest free residential institutions for children from deprived and destitute backgrounds. Parivaar provides all opportunities for education and overall child development in a loving and caring atmosphere for boys and girls from early age of 5 till their higher education – i.e. university level graduation and/or employability programs.

Parivaar's Residential Institutions are seen as a model institution in the field of caretaking and overall development of vulnerable children. We have been the recipient of the 2011 National Award for Child Welfare from the President of India, the highest recognition by the Government of India.

In the year 2016, Parivaar began to expand to a new geography of Madhya Pradesh, purchasing 17 acres of land at the village Sandalpur in Dewas District. From 2017 onwards, it has set up 965 Seva Kutirs (Nutritional and educational Centers) for children in selected impoverished tribal pockets in 21 districts of Madhya Pradesh and one district of Chhattisgarh and Jharkhand each. They are in districts of Sheopur, Chhindwara, Betul, Dindori, Khandwa, Dewas, Sehore, Anuppur, Mandla, Shivpuri, Sidhi, Ratlam, Harda, Vidisha, Jhabua, Barwani, Alirajpur, Singrauli, Seoni, Khargone and Balaghat in Madhya Pradesh, Gaurela-Pendra-Marwahi in Chhattisgarh, and East Singbhum in Jharkhand.



Four residential institutions run for about 1600 children from impoverished tribal communities in 9 districts of Madhya Pradesh. These are expected to be scaled year after year.

From the year 2021, several health initiatives have also been started. These are

**(a) 94 free 24\*7 Ambulance Services** - 94 Ambulances operating in the tribal areas of 23 districts working 24\*7. Since June 2021, when this program was launched, these have served more than 3.41 lakh cases.

**(b) Vision Restoration Programme for poor and vulnerable elderly-** More than 7 Lakh persons served with general examination, medicines, and glasses in more than 6,900 eye camps organized in tribal and other rural areas since June 2021, when this program was launched. Out of this, more than 79 thousand persons operated for cataract and other eye ailments, and their vision has been fully restored. We have covered 36 districts in MP & 1 district each in Uttar Pradesh & Rajasthan under this program.

**(c) 46 Mobile Medical Clinics-** Running 46 Daily Mobile Medical Clinics with doctors in 2,398 remote and highly impoverished villages of 21 districts, which have treated and provided free medicines to more than 20 lakh persons since June 2021, when this program was launched. Patients with severity are taken to higher medical centres as far as AIIMS Delhi, Bhopal, Indore, Jabalpur, Nagpur, and Gwalior.

## 1.1 MISSION AND VISION

Our mission as well as vision is to bring about transformation in the lives of suffering humanity through earnest and rigorous humanitarian work - changing the lives of destitute and vulnerable children and youth, impoverished tribal communities, and poor and vulnerable elderly people - in a spirit of selfless service as emphasised by Swami Vivekananda. The driving motto is Shiv Jnane Jiva Seva (Service of Divine in Man) as taught by Sri Ramakrishna and Swami Vivekananda.

## 1.2 INSPIRATION AND ETHOS

The inspiration behind Parivaar's mission is the spiritual and humanistic teachings of Sri



Ramakrishna and Swami Vivekananda. The central theme of Parivaar is Swami Vivekananda's core teaching of 'Divinity of Man' and it is practically executed through 'Shiva Jnane Jiva Seva' (to serve the Divine in Man in a reverential spiritual attitude, in a spirit of worship) with core ideals being 'Tyaga' and 'Seva'.

### **1.3 THE FOUNDER**

In 2003 Vinayak Lohani, a 25 year old young alumnus of IIT Kharagpur and IIM Calcutta, having opted out of placements towards a lucrative corporate career, was driven by the inspiring exhortation of Swami Vivekananda of selfless service to those in suffering and make one's life one with them. This young man, Vinayak Lohani, thus inspired by spiritual and humanistic ideals of Ramakrishna-Vivekananda, resolved to devote his entire life for serving 'Divine in Man' as taught by Swami Vivekananda. He gave up the prospect of a highly lucrative corporate career by not taking any placement from IIM. Immediately after passing out of IIM in 2003, with just 3 children in a small rented building on the outskirts of Kolkata, he started Parivaar. But he had no resources. So in order to kickstart his mission, till the level of 15 children at Parivaar, he used to take some lectures for students appearing for Management entrance examinations and through that could meet the expenses of the set-up. Gradually, people began to be inspired by this dedicated service and started to support the initiative, and the number of children at Parivaar grew.

### **1.4 AWARDS AND HONORS**

Parivaar and its Founder, Vinayak Lohani, have received numerous awards and recognitions for their service.

- *Padma Shri 2025*, awarded by the Hon. President of India at the Rashtrapati Bhavan.
- *National Award for Child Welfare 2011* presented by the Hon. President of India at the Rashtrapati Bhavan.
- *Sanskriti Award 2011*, country's premier award for young achievers in 2011 from the Former President of India Dr APJ Abdul Kalam.
- *Sri Sathya Sai Award* presented by the Vice President of India, Dr Venkaiya Naidu, in November 2018.
- *Madhya Pradesh Gaurav Samman* presented by the Hon. Governor and Chief Minister of Madhya Pradesh in November 2022.



- *Swami Rama Humanitarian Award 2015* presented by Hon. Chief Minister of Uttarakhand.
- *IIM Calcutta's Distinguished Alumnus Award* (one of the 9 recipients selected out of 8000 alumni of the institute in last 50 years) awarded in 2011 on occasion of Institute's Golden Jubilee
- *IIT Kharagpur's Distinguished Alumnus Award* awarded in 2014 - Youngest recipient in the history of the award.
- *CNN-IBN's Young Indian Leader of the Year Award* for 2012.
- *Swami Ranganathananda Memorial Humanitarian Award 2014* presented at the Ramakrishna Mission Institute of Culture Calcutta.
- *Mahaveer International Award for Medicine 2024* (Bhagwan Mahaveer Foundation) presented by the Union Minister for Labour.
- *Nivedita Samman 2019* presented by West Bengal Governor Shri Jagdeep Dhankar
- *Vivekananda Seva Samman 2016* presented by Hon. Governor, West Bengal
- *Bhaorao Deoras Sewa Samman 2015* presented at Lucknow by Hon Governor, Uttar Pradesh.
- *Special Award for Service among the Baiga tribal community* conferred by Union Minister Shri Phaggan Singh Kulaste in 2024.
  
- First position in *Bengal Chambers of Commerce & Industry's Social leadership Awards, 2022.*
- Second position in *Bengal Chambers of Commerce & Industry's Social Leadership Awards, 2023.*
- First position in *Bengal Chambers of Commerce & Industry's Social leadership Awards, 2024.*
  
- *Eastern India Leadership awards 2024* for outstanding work in the field of Education.
- *G.D. Shah Memorial Award 2024 for Education* by Bharat Chamber of Commerce presented by Hon. Union Minister for Coal and Mines.
- *Telegraph 'Special Honour'* conferred by Telegraph Education Foundation Calcutta in 2014
- *True Legends Award* presented by The Telegraph in April 2015.

## **1.5 ROLES WITH THE GOVERNMENT OF INDIA**

- Induction into Central Advisory Board of Education (CABE) (2015 onwards), the apex consultational forum in the Ministry of Human Resources Development, Government of India
- Induction into the National Committee for Promotion of Social and Economic Welfare constituted by the Ministry of Finance, Government of India (2014-2017).



- Inducted into the Management Committee and Governing Board of Childline India Foundation (2014 onwards), constituted by the Ministry of Women and Child Development which manages 24 hour child helpline services across nearly 500 districts in India.

## 1.6 GOVERNING BODY

Parivaar is registered in India as the PARIVAAR EDUCATION SOCIETY

1. **Shri. Vinayak Lohani** - Founder & President
2. **Shri. Kapil Bharadwaj** - Secretary, Chief of Operations, Parivaar
3. **Shri. Rahul Ganjiwale** - Treasurer, Senior Technology Professional
4. **Prof. Sougata Ray** - Professor and member Board of, Directors at IIM Calcutta
5. **Shri. Deepak Ahuja** - Senior Technology Professional
6. **Smt. Sreedevi Menon** - Senior Management Professional
7. **Smt. Shobha Pudukollu** - Philanthropist
8. **Shri. Siddharth Parmar** - CEO, Parivaar
9. **Smt. Sandhya Nag** - Chief, Girls Campus, Parivaar Bengal
10. **Shri. Raju Ram** - State Coordinator, Parivaar Bengal
11. **Shri. Aakash Jaiswal** - State Coordinator, Parivaar MP
12. **Dr. Ratnadeep Seal** - Chief, Impact Assessment, Research & Sectoral Studies
13. **Shri Pratik Dutta**, Chief Coordinator, Parivaar Bengal
14. **Shri Golu Skel**, State Coordinator, Parivaar MP

## 1.7 ADVISORY BOARD

1. **Shri. Pradeep Joshi** - Former Chairperson, UPSC & Current Chairperson, National Testing Agency
2. **Shri. KK Jhunjhunwala** - Senior Chartered Accountant
3. **Shri. Saurabh Mittal** – Entrepreneur
4. **Shri. Shyam Maheshwari** - Founder of NextInfinity Management, Singapore
5. **Shri. Akash Mohapatra** - Legal Co-head (Asia), Deutsche Bank, Singapore
6. **Smt. Ruchi Varshneya** - Senior Management, Professional, USA.



7. **Shri. Mamoon Akhtar** - Founder, Samaritan, Help Mission, Howrah
8. **Shri Shantnu Tandon**, Social entrepreneur

## **1.8 OUR STAFF – SEVAVRATEES**

Sevavrataees are a deeply committed group of people and have shown tremendous dedication to the spirit and values of Parivaar, many of whom have been with Parivaar through initial stages, become a deep part of the organization's history and traditions. We can therefore say each one of them is an essential piece of Parivaar, not only crucial in the present state of operations but critically important for the actualization of Parivaar's continued growth and future goals. It is only with such highly dedicated, capable, and long-term devoted workers that we are able to take a long-term view of what it means to change the course of life in India.



## 2. PARIVAAR SEVA KUTIR PROJECT IN MADHYA PRADESH: CONCEPT & STRUCTURE

In the year 2016, Parivaar began to expand to a new geography of Madhya Pradesh and since then it has set up 965 Seva Kutirs (Nutritional and Educational Centers) for children in selected impoverished tribal pockets in 21 districts of Madhya Pradesh and one district of Chhattisgarh and Jharkhand each, called ‘Sri Ramakrishna Vivekananda Seva Kutir’.

At these Kutirs more than 65 thousand children are receiving Strong Supplementary Education and Life-Skills.

S.No	State	District	Total Kutirs	Number of Seva Kutir	Number of Shiksha Kutirs	Number of Study Centres
1	M.P	Sheopur	142	71	70	1
2	M.P	Chhindwara	100	0	67	33
3	M.P	Betul	79	20	48	8
4	M.P	Dindori	60	0	28	32
5	M.P	Khandwa	53	15	31	7
6	M.P	Dewas	45	0	23	22
7	M.P	Sehore	40	5	11	24
8	M.P	Anuppur	74	0	10	74
9	M.P	Mandla	30	0	27	3
10	M.P	Barwani	39	0	33	6
11	M.P	Sidhi	40	0	8	32
12	M.P	Shivpuri	28	0	28	0
13	M.P	Harda	38	0	10	28
14	M.P	Jhabua	30	0	30	0
15	M.P	Alirajpur	35	0	30	5
16	M.P	Ratlam	19	0	0	19
17	M.P	Vidisha	8	0	7	1
18	M.P	Balaghat	30	0	0	30



19	M.P.	Singrauli	25	0	0	25
20	M.P.	Seoni	2	0	0	2
21	M.P.	Khargone	2	0	0	2
22	CG	Gaurela- Pendra- Marwahi	30	0	0	30
23	JH	East Singhbhum	15	0	0	15
		<b>Total</b>	<b>965</b>	<b>107</b>	<b>455</b>	<b>403</b>

\*M.P. – Madhya Pradesh ; \*C.G. – Chhattisgarh ; \*JH - Jharkhand

### There are three categories of Seva Kutirs :

#### 1. Full Service Seva Kutirs:

In this format, along with two shifts of education and overall development, a morning breakfast and full evening dinner (roti, sabji, dal, rice) are given.

#### 2. Shiksha Kutirs :

In this format, along with two shifts of education and overall development, in both the shifts nutritious snacks are given.

#### 3. Study Centres :

This comprises two shifts of education and overall development along with nutritional snacks in one shift.

We are endeavouring to set up 1000 such centres by December '25, serving at least 75,000 children in some of the most impoverished tribal pockets of the state.

#### 2.1 The Problem

While the enrolment rate in government schools across the country in the age-group of 6 to 14 has increased to more than 97%, the learning outcomes in the specially deprived tribal pockets which are marked by first-generation learners have remained dismal as shown by many reports like the ASER (Annual Status of Education Report). Moreover, with government schools running for not more than 200 days, there is need for supplementing spaces for ensuring better



learning, socialization, development of world-view, and civic virtues coupled with value education, to the children as they grow up.

The reason for selecting tribal pockets of Madhya Pradesh, Chhattisgarh and Jharkhand is that here the problems of undernourishment and dismal learning levels among children from impoverished tribal communities are very acute. This is well established by various government and non-government reports.

The Government of India's National Family Health Survey-5 (conducted in 2019-21, available at [https://mohfw.gov.in/sites/default/files/NFHS-5\\_Phase-II\\_0.pdf](https://mohfw.gov.in/sites/default/files/NFHS-5_Phase-II_0.pdf)) showed dismal health conditions in Madhya Pradesh.

Some such indicators are highlighted below:

- Madhya Pradesh has an Infant Mortality Rate (IMR) of 41.3 per 1000 live births. Overall India's IMR is 35.2%.
- The under-5 Mortality Rate of Madhya Pradesh is 49.2 against the national average of 41.9.
- Madhya Pradesh has the 3rd highest number of anemic children in India. Anemia in MP is highest among tribals, the chief reason being poor diet.
- Only 29.3% of women have 10 or more years of schooling against the national average of 41%.

As far as education is concerned, the ASER 2022 Report underscores very low learning levels in rural Madhya Pradesh. Even within rural Madhya Pradesh, the areas where we have Seva Kutirs are at the bottom in terms of education and also other developmental parameters. Some of the key statistics showing indicators that raise great concern are:

- Only 35.6 % of Grade V students in rural Madhya Pradesh can read a Grade II-level Hindi text.
- 28.8 % of Grade II students cannot even read letters in Hindi.
- In Mathematics, only 19.1% of Grade V students can perform 'division' operations.
- Only 32.4% of children in Grade V can recognize numbers between 11-99.
- Only 13.8% of children in Grade V can read easy sentences in English.

(Source: Annual Status of Education Report (ASER), 2022, conducted by Pratham, available at <https://asercentre.org/asere-2022/> ).

## **2.2 An Overview of the Seva Kutir Field Areas**

The villages where we have opened Kutirs are inhabited by tribal communities, who are impoverished and at the bottom on almost all the socio-economic and education indicators. The areas are mostly hilly and have considerable forest cover, and land which is not very suitable for agriculture. Many areas there are marked by severe water scarcity. They are engaged in subsistence farming and daily wage labour and their annual family income ranges between Rs 30 to 60 thousand. They are also dependent upon the forests in myriad ways, and collect firewood for their own consumption, but also fruits, seeds,



leaves etc, selling much of it to local contractors. For instance, tendu leaves which are used for making bidis (cheap indigenous cigarettes) are collected by them. Similarly, mahua, chironji and other similar items are collected and sold.

As far as meals are concerned, there is no concept of breakfast (as understood by more privileged sections in the society) in these communities. If anyone, be it a child or an adult, is hungry, he / she would eat previous night's stale rotis with black tea (as milk is not available) or just the rotis itself. Milk and milk products like curd, ghee etc, are mostly unavailable. They do not have the capacity to rear cattle (especially cows and buffaloes) because of lack of grazable pastures.

A general meal would consist of rotis (of wheat, jwar, bajra etc). Apart from rotis, pulses and vegetables are not available often. One thing to note is that any meal would consist of only roti with either pulses or vegetables or at many times, or when both these are not available, chutney of chillies is used or the rotis are taken with fried onions. For vegetables in the rainy season, the communities depend on the forest and use certain naturally growing plants or shrubs (that do not require tending) as vegetables. The diet lacks protein, vitamins and minerals. Anaemia is rampant and there are some cases of sickle cell anemia as well, which is a deadly disease.

As far as education is concerned, children from tribal communities face a lot of hardships in accessing good quality education. Though there are primary schools in most villages, middle schools and high / higher secondary schools are only available in larger villages often located at a considerable distance. This leads to drop-outs or low attendance. The fact that an overwhelming percentage of children in these communities are first-generation learners makes their educational journey even more daunting. It is no surprise that the learning outcomes, as highlighted by various reports such as ASER report, are far behind the desired levels.

**Some distinguishing features of the districts where the Seva Kutirs have been set up are given below in brief:**

### **Sheopur and Shivpuri Districts**

The main tribal community in these districts is Sehariya community which is classified as a Particularly Vulnerable Tribal Group (PVTG). They have one of the lowest life expectancies in the entire country, and undernourishment among children is the worst in the whole of Madhya Pradesh.

We started Seva Kutirs in Sheopur district in July 2019 and in Shivpuri district in December 2021.

### **Dindori and Anuppur Districts**

The main tribal communities in these districts are the Baigas and Gonds. The Baigas also belong to the category of Particularly Vulnerable Tribal Group (PVTG). Baigas have been traditionally dependent upon the forests and they distinguish themselves from Gonds whom they call 'Kisans' meaning farmers. They do not engage in settled cultivation and traditionally used to practice shifting cultivation by slash and burn technique called 'Bewar'. They have special knowledge



of the medicinal values of herbs and other forest produce. Their simple houses are made up of mud. Early marriage is very common amongst them.

We started Seva Kutirs in Dindori district in March 2021 and in Anuppur district in July 2021.

### **Barwani and Alirajpur Districts**

The main tribal community in these two districts is Bhil. Alirajpur district has about 87% population from Bhil tribal community and the rural side is completely having tribal population. It has a literacy rate of 37% which is the lowest among all 700 or so districts in the country. The female literacy rate is even worse.

Barwani district also has similar conditions. We have started Kutirs in a particularly poverty stricken area of this district, called Shoolpani Jhadi. Difficult in access, this has Bhil tribes who are also spread over some bordering districts of Gujarat (Chhota Udaipur, Dahod, Rajpipla), Maharashtra (Nandurbar) and Rajasthan (Banswara).

We started Kutirs in Barwani in January 2024 and in Alirajpur in July 2024.

### **Chhindwara District**

The main tribal communities in this district are the Gonds and Bharias. Bharias also come under the 'Particularly Vulnerable Tribal Group' (PVTG). The interior tribal villages suffer from a hilly terrain posing a great obstacle to access towards various basic amenities. The areas of Tamia and Harrai blocks are marked by undernourishment of children, poor learning outcomes, and very low family incomes.

We started Seva Kutirs here in August 2019.

### **Betul and Khandwa Districts**

The main tribal communities in these two districts are Gond and Korku. Our Kutirs serve vast interior areas of these districts which have forest covers and hilly terrain, making accessibility a major issue.

We started Seva Kutirs in Khandwa in October 2020 and in Betul in August 2021.

We started Seva Kutirs in Dindori district in March 2021 and in Anuppur district in July 2021.

### **Mandla District**

The main tribal communities in this district are Gond and Baiga, the latter being a Particularly Vulnerable Tribal Group.

We started our first Kutir here in April 2018.



## **Sehore District**

Sehore district, though neighboring the state capital of Bhopal has many interior tribal villages that have conditions similar to those that exist in other tribal areas in Madhya Pradesh. The main tribes inhabiting these villages are Bhil, Bhilala, Gond, and Korku.

We started Seva Kutirs in this district in February 2018.

## **Dewas District**

Dewas town is an industrial town and is near to Indore. However, the district has some pockets of interior tribal villages quite far from the town and often in jungles, where tribal communities live and are generally impoverished. The main tribal communities in these villages are the Bhil, Bhilala, Gond and Korku.

We started our first Seva Kutir in this district in April 2017.

## **Jhabua and Ratlam Districts**

The main tribal community in these districts is Bhil.

We started Seva Kutirs in Jhabua in August 2022 and in Ratlam in October 2021.

## **Sidhi and Singrauli Districts**

The main tribal communities in the Kutir villages in these two districts are Gond and Baigas, the latter being a Particularly Vulnerable Tribal Group (PVTG). Kusmi block of Sidhi district where we have our Kutirs is particularly impoverished and a part of it comes under the Sanjay National Park.

In Singrauli district, we have Kutirs in Chitrangi Block.

We started Kutirs in Sidhi district in October 2021 and in Singrauli district in March 2025.

## **Harda District**

The main tribal communities in the Kutir villages are Gond and Korkus.

We started Seva Kutirs in this district in November 2021.

## **Vidisha District**

The Kutirs are mainly opened in villages where the Sehariya tribal community lives, which is a Particularity Vulnerable



Tribal Group (PVTG).

We started Seva Kutirs in this district in October 2020.

### **Balaghat District**

The main tribal communities are Baigas, a Particularly Vulnerable Tribal Group (PVTG) and Gonds. The villages in blocks of Paraswada, Birsa, and Baihar here are extremely impoverished.

We started Seva Kutirs in this district in October 2024.

### **Seoni District**

The main tribal communities are Gond. We started Seva Kutirs in this district in September 2025.

### **Gaurela-Pendra-Marwahi District**

This is a district in Chhattisgarh bordering Madhya Pradesh. The main tribal communities in these villages are Baiga (PVTG), Gond, and Agariya.

We started Seva Kutirs in this district in August 2024.

### **East Singhbhum District**

This is a district in Jharkhand. The main tribal communities in these villages are Santhal, Bhumij and Munda.

We started Seva Kutirs in this district in December 2024.

## **2.3 Seva Kutirs : Salient Design Features**

The Kutirs combine two key themes most crucial for children in interior rural areas in the country – undernourishment and education.

### **1. Village Community Provided Venue:**

The village community has to invite us and offer a venue free. Usually, it is somebody's house, Panchayat building, community hall, school in its non-functioning hours, or even a shed/godown. Thus we do not incur any infrastructure costs for this.

### **2. Morning and Evening Shifts:**



All Kutirs follow a 2-shift engagement with the children (from morning 7 to 10:30 and from 4 to 6:30).

In the morning shift breakfast, with seasonal fruits and milk is given, and either dinner (roti, sabzi, rice, and dal) or snacks is served in the evening shift.

During daytime, the children are sent to the local Government school so that a continued engagement is established with them. The Seva Kutirs are aimed at complementing government schooling and not act as a substitute. But it has much more emphasis and inputs both nutritionally as well as educationally.

### **3. Local Human Resources:**

To the extent possible we engage all local workforce (cooks, helpers are from the same village) and teachers from the same or nearby area.

### **4. Supervision Structure:**

The Kutirs in the same area are organised under one cluster which are supervised by a Cluster Coordinator. A district has a couple of District Anchors. Some districts like Sheopur which have a large number of Kutirs are divided into zones and have a zonal anchor.

### **5. Central Resource Team:**

Resource persons experienced in pedagogy, teacher training, and curriculum design ensure planning and uniform implementation across Kutirs. They also perform a continuous Impact Assessment of Kutirs to encourage constant improvement of the programs. Sports, Value Education, and Civic Virtues are also components of the Kutirs.

### **6. Community 'buy-in' in the Program:**

The program also involves Panchayats, ASHA and Anganwadi functionaries, and non Government bodies like Self Help Groups (SHGs) / community-based groups.

- Mobilizing action to get the benefit of government schemes: We continuously try to enlist all children and their families in various government schemes like Ayushman Bharat etc. There have been no insignificant number of children who have not had even basic documents like Adhar Card etc. which we help in getting furnished.
- Emphasis on Local Supply: To the extent possible, we are procuring vegetables, milk etc from local suppliers. We are encouraging the low-resource village communities to produce whatever is necessary for the Seva Kutirs locally.

## **2.4 Seva Kutirs : Execution**



## **Opening a New Kutir :**

Before opening a new Kutir, our District Leadership visits the village and conducts a village community meeting and meets Panchayat and local government functionaries. Once this is done, the Panchayat sends a letter, inviting the Parivaar team to set up the Kutir. The village community has to invite us and offer a venue free. Usually it is somebody's house (often a newly built cottage under the PM Awas Yojana), Panchayat building, community hall, school in its non-functioning hours, or even a shed / godown. Thus we do not incur any infrastructure costs for this.

A survey is conducted to register all children who are in the age group of 3 to 14. Typically, there are 40 to 120 registered children in every Kutir, as the size of the villages has a considerable degree of variance.

Following this, the set-up material is sent to the village and the Kutir begins functioning.

## **Manpower Deployment :**

All the Kutirs have been classified as per clusters. Each cluster roughly has 6 to 7 Kutirs and is supervised by a Cluster Coordinator (CC). The children are usually divided into 3 groups for ease of learning – Lower Primary (Pre-Primary to Grade 2); Primary (Grades 3 to 5), and Upper Primary (Grades 6 to 8). There are usually 2 to 3 teachers. However, this sometimes vary based on number of attending children and availability of teachers.

In Kutirs where meals are served, there are cooks and helpers too.

## **2.5 Educational Program at Seva Kutirs**

Design, Approach and Implementation:

### **1. Curriculum:**

Children between the ages of 3 and 14 years attend Seva Kutirs. Since the aim of the project is to enhance the learning outcomes of children and make them grade-ready, a baseline test is conducted to understand their present learning levels. On this basis, they are categorized into what we call Pre-Primary, Primary, and Upper Primary groups which correspond to students generally between ages 3-6, 6-10, and 10-14 years respectively. Once these three groups are formed, a year-long curriculum and syllabus are designed for each group, considering their present learning levels, and their textbooks. This mainly focuses on languages and Mathematics and also includes subjects such as social sciences and sciences.

### **2. Regular Trainings and Handholding of the Teachers:**

As our teachers are from the same or nearby villages and have gone through the same educational backgrounds, their capacities need to be developed. We have appointed Education Coordinators, who are experts in education. They regularly



train the teachers as well as handhold them on a regular basis. The cluster coordinators visit the Kutirs daily and handhold teachers there. Apart from this, several online and offline trainings are also provided by experts from partner organizations.

### **3. Educational Assessment:**

We try to plan internal educational assessments at a regular interval of 6-8 months at most of our Seva Kutirs. As this happened to be a mass assessment, it is done on simple Pratham's ASER Tool which tests basic language and arithmetic skills. The cluster coordinators along with the help of Kutir teachers do this assessment. The data is captured as discussed below:

#### **a. First Level:**

Baseline and Endline Assessment at Kutir by teachers/cluster coordinators

#### **b. Second Level:**

Compilation and analysis of data for a particular cluster by Cluster Coordinator

#### **c. Third Level:**

Compilation and analysis of data from all the clusters at district level by District & Education Coordinators

### **4. Educating Children and their Families on Basic Hygiene Practices:**

We ensure that the basic hygiene practices such as washing hands, taking a bath daily, brushing teeth, maintaining cleanliness in and around their houses etc are learnt by children in Seva Kutirs. Through regular community meetings, we try to ensure that these hygiene practices are also followed by students in their homes and their parents also follow these practices.

### **5. Games and other Co-Curricular Activities:**

Children at Seva Kutirs have various opportunities for their all-round development. Sports, Value Education, and Civic Virtues are also components of the Seva Kutirs. The children daily do prayers, yoga and exercises in the morning and get time to play in the evening. Some indoor and outdoor games, sports items like Ludo, Carrom, Badminton, Handball, etc are also provided at the Seva Kutirs. Bal Sabha is organized every week at our Kutirs where children express their thoughts, creativity, and skills by drawing, singing, dancing, acting, etc. Apart from these, special days like Vivekanand Jayanti, Republic Day, Children's Day etc are also celebrated with great joy at Seva Kutirs.

We have taken support of a number of entities in ensuring high effectiveness of this program. Some such entities are :



## **1. Nucleus Software Foundation (NSF)**

### **a. Regular Training:**

Nucleus Software Foundation ([www.nucleussoftware.com](http://www.nucleussoftware.com)) is helping Parivaar by providing regular training by subject experts to Kutir teachers, cluster coordinators, and education anchors for foundational literacy in Maths and English. Subject Experts from NSF provide physical training to the education coordinators every quarter and monthly online training to the teachers, cluster coordinators, and education coordinators.

### **b. Workbooks for Students:**

NSF has also provided workbooks for students of around 800 Kutirs across 21 districts.

### **c. Saat Seedhi Program:**

English expert from the NSF team has developed and shared with us a mobile application that helps teachers and other coordinators track students' activity and learning stages for the English language in a single place. Saat Seedhi (सात-सीढ़ी) is a comprehensive foundational English program that has 7 stages of learning basic concepts of English. The app allows teachers to add students' data to it, mark their progress, and manage data easily. This platform lets the cluster and district coordinators monitor the progress of students at different levels as well as identify teachers' performance through it.

### **d. Continuous Assessment:**

1. Maths: The children up to grade 5 are provided with personal workbooks as per their learning levels. A worksheet is divided into different topics and these topics are further divided into sub-topics. Pre and Post Tests are planned for each topic in Maths.

A child has to go through a test before starting a new topic (Pre-Test) and has to again solve a test after the topic has been taught by the teacher and practiced by the child (Post-Test).

2. English: The children up to grade 5 are provided with personal learning books and workbooks as per their learning levels. The children practice through these books and their progress is marked on the Saat Seedhi App.

There is also an assessment of Seva Kutir teachers. The Education Coordinators conduct the tests and upload the marks on the Saat Seedhi app.

## **2. Naraindas Morbai Budhrani Trust:**

### **Value Education Program:**



NMBT's ([www.nmbtmumbai.org](http://www.nmbtmumbai.org)) Value Education Program is designed to inculcate good citizenship values among the students along with the core academic teachings. Its Value Education module has 15 lessons to be taught to the students through stories and interesting activities. This is being taught to the students of Primary and Upper Primary groups on a weekly basis. Trainers from the Trust visit at regular intervals to facilitate training sessions for teachers in these districts.

### **3. Self Reliant India**

Self Reliant India (SRI, [www.srindia.org](http://www.srindia.org)) shares its expertise with Parivaar to help the Seva Kutir children get admission to the special government residential schools - the Jawahar Navodaya Vidyalayas (JNVs), Eklavya Vidyalayas etc. Seva Kutir teachers and education coordinators of Parivaar are trained to prepare the children in class-5th for the Selection Tests for these schools. These teachers and education coordinators receive online as well as offline training based on the curriculum and module created by SRI. Notes and other study materials are provided to the child and periodic tests are organized. SRI has also developed an app where the scores of regular tests are updated then the progress is analysed for better output.

### **4. TIFO**

We have collaborated with TIFO which is supporting Parivaar's leadership team in strengthening and streamlining the education function of Seva Kutir project. The focus is on creating a framework to simplify the data, developing a uniform assessment mechanism and a focused approach towards internal capacity building. A well-defined process has been developed to create an internal team of Key Resource Persons (KRPs).

### **5. Ek Kadam Aage Foundation**

We have collaborated with Ek Kadam Aage Foundation to enhance Mathematical proficiency for class 4th and 5th non-remedial students and provide a comprehensive Hindi language curriculum for pre-class to class 5 at our Seva Kutirs. The phase-wise rollout of the program will cater to the foundational and advanced learning needs of students from pre-class to class 5th. A few copies of the books related to the program are also provided at all the targeted Seva Kutirs.

## **2.6 Impact and Achievement**

### **1. Parivaar Seva Kutir Children's Selection into Special Residential Schools in Class 6**

A total of 1,025 children from our Seva Kutirs have been selected for Eklavya, Kanya Shiksha Parisars and Jawahar Navodaya Vidyalayas. 1018 children have been selected at Grade 6 level and 7 in Grade 9.

A year-wise comparison for Grade 6 selections is given below.

<b>Parivaar Seva Kutir Children's Selection into Special Residential Schools in Class-6</b>
---



School Category	Academic Year 2022-23			Academic Year 2023-24			Academic Year 2024-25			Academic Year 2025-26		
	Boys	Girls	Total									
Jawahar Navodaya Vidyalaya (JNV)	8	5	13	12	3	15	38	9	47	45	11	56
Madhya Pradesh Special Residential Schools	56	180	236	93	166	259	250	532	782	207	755	962
<b>Total</b>	<b>64</b>	<b>185</b>	<b>249</b>	<b>105</b>	<b>169</b>	<b>274</b>	<b>288</b>	<b>541</b>	<b>829</b>	<b>252</b>	<b>766</b>	<b>1018</b>



**Stupendous Success in Eklavya, Navodaya and other Special Residential School Entrance Exams for Grade 6 from Parivaar Seva Kutirs in Madhya Pradesh in the Year 2025**



**Eklavya/Model School/Kanya Shiksha Parisar Admission**

**962**  
**Total selected students**

**700**      **262**  
**Girls**      **Boys**

**Jawahar Navodaya Vidyalaya Admission**

**56**  
**Total selected students**

**11**      **45**  
**Girls**      **Boys**

The government spends an amount of Rs 1 lakh to 1.25 lakhs on each student per year. Therefore, each year for the coming 7 years of their school education (grade 6 to grade 12) each year 7 to 8 crores will be spent. Thus for the next seven years a cumulative amount in excess of Rs 100 Cr will be harnessed from the government's allocated budget on this scheme for these children.

### **Selection into Eklavya and Special Residential Schools**

We have been continuously working on the vertical integration of the Seva Kutir Program. Apart from admitting Seva Kutir students to our own residential institutions, we also try to get Seva Kutir children admitted to Government residential Institutions. Awareness and special attention in the form of extra classes or additional syllabus is paid to the students who are eligible to get admitted to these schools.

The details of such schools and data of the selected students to these are given below :

#### **1. Eklavya Model Residential Schools (EMRS)**



Eklavyas are the residential schools set up by Govt of India to impart quality education to Scheduled Tribe children in remote areas. The schools are set up at block level and cater to students from class VI to XII. The admissions to these schools are made through an entrance test in class VI. These schools follow syllabus either of CBSE or State Education Boards. There are 63 functional Eklavya Schools in Madhya Pradesh.

In the examination conducted in 2025, 393 children, including 223 girls have managed to be selected in EMRS.

## **2. Kanya Shiksha Parisar (KSP)**

Kanya Shiksha Parisars are the residential schools set up by Government of India for girls from Scheduled Tribes. The schools are set up at block levels and cater to students from class VI to XII. The admissions to these schools are made through an entrance test in class VI and in class IX for vacant seats. These schools follow syllabus either of CBSE or State Education Boards. There are 82 KSPs in Madhya Pradesh.

In the examination conducted in 2025, 532 girls have managed to get enrolled in KSP's.

## **3. Jawahar Navodaya Vidyalaya (JNV)**

Navodaya Vidyalayas are residential and Co-Ed schools run by Navodaya Vidyalaya Samiti, an autonomous organization under MoE, India. These schools provide education to the children of rural areas regardless of their social status.

The schools are set up at district levels and cater to students from class VI to XII. The admissions to these schools are made through an entrance test in class VI, entrance test in class IX for vacant seats and based on merit in class X for class XI.

In the examination conducted in 2025, a total of 57 students, including 11 girls and 45 Boys from Parivaar Seva Kutirs have been enrolled in these JNVs for the session 2025-26.

Other groups in our Seva Kutirs which are undergoing bridging and remedial learning to reach age and grade- appropriate competence are also showing encouraging results as demonstrated by the following data points :

26,800 children promoted to higher levels in English program between April'24 and March'25.

The percentage of children requiring remedial program in Mathematics during FY 2024-25 reduced to 46% from 63% in FY 2023-24.

The efficacy of bridging and remedial learning intervention creates the platform for continued success in higher grades, minimal drop out after Grade 8, and selection into Special Residential Schools through successfully competing in their entrance examination.



## **Parivaar launches Seva Kutirs in Chhattisgarh and Jharkhand**

We have started 30 Seva Kutirs in tribal pockets in the district of Gaurela-Pendra-Marwahi in Chhattisgarh in FY 24-25. This district borders our existing work area in Anuppur (where the origin of Narmada, Amarkantak is located) district in Madhya Pradesh.

We have also started 15 Seva Kutirs in highly impoverished tribal villages of East Singhbhum district of Jharkhand in FY 24-25. At present this is overseen by our Bengal Field Leadership.

## **Tobacco De-Addiction Effort among Young Children**

While the problem of tobacco consumption among adults and even teenagers is commonly prevalent in most areas of MP, it came as a shock to us to find children as young as 5 years old (both girls and boys) addicted to tobacco consumption (they call it *pudiyā*) in villages of Karahal block of Sheopur district. In some villages nearly half of the children above 5 years were taking tobacco. It would be worthwhile to point out here that the Karahal block is among the worst areas in the entire Madhya Pradesh in terms of general deprivation and poverty and also one of the worst areas in the entire country when it comes to child malnourishment and other health and education indicators.

As soon as we found out the problem of rampant tobacco consumption among children, our District team started taking sessions with children and their parents to sensitize them about the disastrous effects of this addiction. We found out that in most cases, parents knew about this and were just careless about it. However, our efforts during the last few years have started yielding good results. Most of the young children (5 to 10 years bracket) in the villages have left the habit, though we haven't had full success with the older children (10-16) yet, though a good percentage of them are leaving the habit.

The problem, though to a much lesser extent also exists in other districts where our Kutirs are located, and we are also making efforts there in this direction.

Some of the important components of the de-addiction initiative are listed below:

1. Listing of all such children who are addicted to tobacco or alcohol consumption.
2. 10 minutes session in all Seva Kutirs by the teachers on the ill-effects of tobacco addiction at a regular frequency.

## **2.7 OBJECTIVES**

The Seva Kutir Project has the following key objectives:

- To improve the learning outcomes of children so that they achieve their Grade-level educational knowledge and skills.



- To make a meaningful impact on the overall socio-economic conditions of these extremely poor and deprived villages – enhancing their incomes, facilitating access to social security benefits through awareness and empowerment.
- Promoting equality across genders, castes, and classes
- To prepare children for selection into Government post-primary residential educational institutions.

### **Our Seva Kutir objectives also address several Sustainable Development Goals (SDGs)**

#### **Directly Address**

Goal 2: Zero Hunger Goal 4: Quality Education

#### **Indirectly Address**

Goal 1: No Poverty

Goal 3: Good Health & Wellbeing Goal 5: Gender Equality

Goal 10: Reduced Inequality

**These also address the key objectives of the CSR provisions of the Companies Act.** Parivaar's work is directly covered in Clauses (i) & (ii) of Schedule VII of the Companies Act, which deals with CSR. Clause (i) eradicating hunger, poverty, and malnutrition, and Clause (ii) promoting education, including special education and employment-enhancing vocational skills, especially among children, women, the elderly, and the differently abled and livelihood enhancement projects.

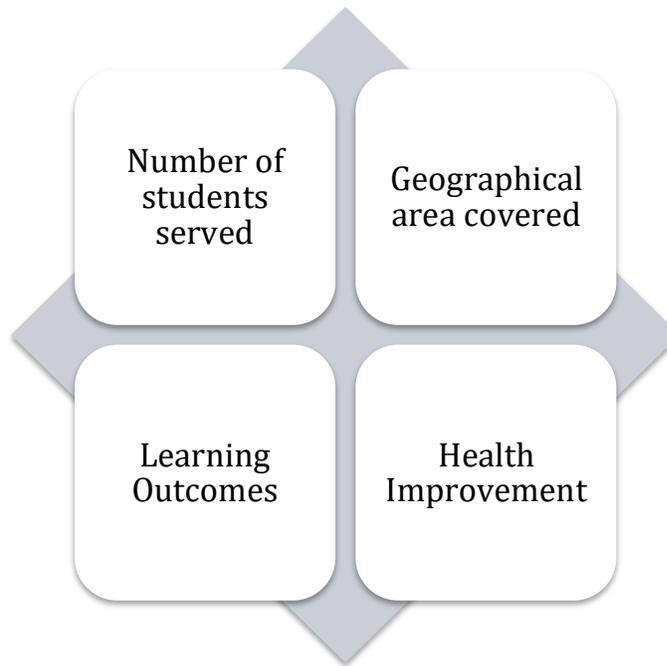
## **2.8 MONITORING & EVALUATION**

The success of the project will be measured primarily on the following matrices along with the other points mentioned below

1. **Number of children served-** How many children are we serving?
2. **Geographical area covered-** How many districts and villages are we serving?
3. **Learning Outcomes-** what is the improvement in learning, measured on ASER/ Nipun Bharat and other parameters?

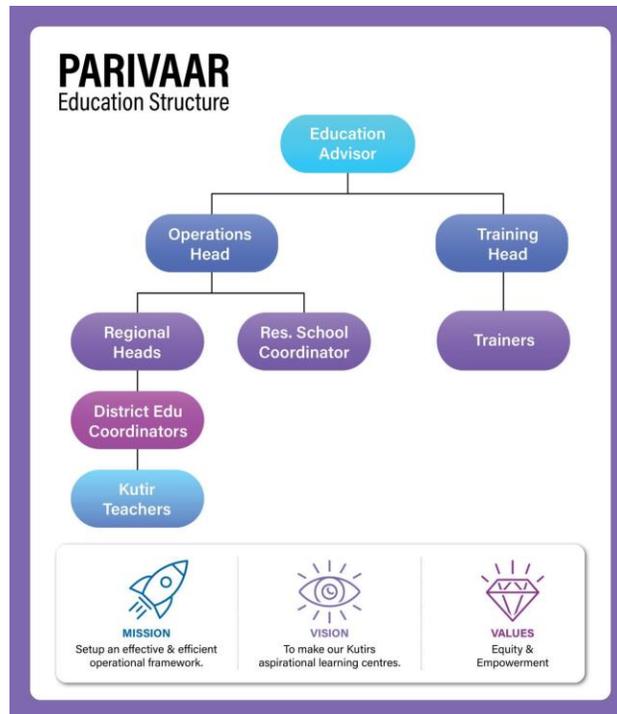


4. **Social Behaviour:** Confidence level and communication skills of children
5. **Health Improvement:** through qualitative data.



Project will also be evaluated on the following points:

- a) Increase in the enrolment of the students
- b) Confidence and personality improvement of students
- c) Course Grades – Improvement in academics
- d) Interviews – Personal interview for feedback
- e) Self-evaluations, such as student self-ratings of learning
- f) Benefit in higher education or jobs- How many students getting enrol in higher education.



On-field monitoring is done by the District Leadership team along with Cluster Coordinators, who visit the Kutirs and see that all the functions are being carried out as per the plan.

## 2.9 PROJECT OUTCOMES

The impact and success of the project will be assessed on the basis of achievement of particular outcomes, some of which are quantitative and others qualitative, as described below:

- (i) Percentage of children passing the ASER/NIPUN Bharat test of basic language and mathematics skills
- (ii) Percentage of children being Grade 1 ready at the time of admission to schools.
- (iii) No. of children having access to learning resources/libraries, etc.
- (iv) Children adopting hygienic practices such as brushing teeth/handwashing, etc.
- (v) Children free from any addiction, such as tobacco, etc.
- (vi) No. of children getting selected in government residential schools such as Navodaya, Eklavya Vidyalayas, etc.

## 2.10 SUSTAINABILITY & EXIT MECHANISM

Seva Kutir Project is a long-term project. It takes several years to provide a good education to



children so that they become well educated and complete schooling, and achieve employable skills. The tribal areas in which Seva Kutirs are functional are the most backward areas in terms of development indicators in the entire Madhya Pradesh, and among the top worst areas in the entire country. The health and educational status of children require a long-term effort to lift them out of the cycle of poverty and backwardness.

However, if at any time in the future Parivaar decides to exit from the villages, it would have created self-sustaining structures and processes to continue the good work. Our Seva Kutir program prepares and builds the capacity of young persons from these villages in teaching and pedagogy. All the teachers are from the same or nearby villages. The training that they receive, the work experience that they get, builds their skills, knowledge, and capacities, which will always be useful for these villages. The Project builds the educational and nutritional knowledge and capacities of the village community, who can sustain the project even if we withdraw our support and exit from this space.

\



### 3. Proposal for Supporting the Seva Kutir Project for FY 2025-26

We are very grateful to Giving Circle Foundation for supporting the Seva Kutir Project last year.

For the current Financial Year, we request that the support be continued. We are requesting support for Shiksha Kutirs, where we provide supplementary education in morning and evening shifts, together with morning breakfast and evening snacks. **The annual budget break-up of 1 Shiksha Kutir is given below.**

Budget break-up is given below:

S.No.	Budget Head	Amount (in Rs)	Amount (in USD) (@Rs88.76/USD)
1	Fooding costs (groceries, milk, fruits and gas)	1,33,000	1,498
2	Remuneration for Teachers, Cooks, Cluster Supervisors, central resource team	2,90,000	3,267
3	Stationary and other goods (sports equipments, clothes, medicines etc) & miscellaneous expenses	55,000	620
<b>Total Amount for 1 Shiksha Kutir for 1 year</b>		<b>4,78,000</b>	<b>5,385</b>