

ANNUAL REPORT

July 2013 - June 2014

***Makino School of Continuing & Non-formal Education
Sam Higginbottom Institute of Agriculture, Technology & Sciences***



Prof. (Dr.) Teruo Miura, Dean

Makino School of Continuing & Non-formal Education

Sam Higginbottom Institute of Agriculture, Technology & Sciences

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Preface



Prof. (Dr.) Teruo Miura

Dean, Makino School of Continuing & Non-Formal Education (MSCNE)

Recently a new word “Sextiary Sector” is created by Japanese Professor Naraomi Imamura. This is a business management style in which primary producers deal with not only primary products but also their processing and marketing. It is not a totally new practice for entrepreneurs in business world but for small-scale farmers. It has much potential for the farmers to get more stable and higher income. At the same time, farmers require more effective leadership skills and more ability to tackle with different fields.

The concept of Sextiary Sector appears to share with MSCNE concept of sustainable agriculture. Because our school has stressed on a series of production, food processing and marketing that should be done by rural residents as much as possible. We believe that it generate more income for rural residents and foster their capacity building. It is true that in the traditional society like rural India, it is quite difficult for farmers to deal with cross fields of economic activities. Traditional value-system like caste system most probably impedes to put into practice of Sextiary Sector.

It is, therefore, important for us to nurture rural residents who can deal with such important business activities. It requires a lot of labor, time, and cooperation of our friends and supporters. But I do believe that the fruits of our labor are abundant.

“A grain of wheat remains no more than a single grain unless it is dropped into the ground and dies. If it does die, then it produces many grains. Whoever loves his own life will lose it; whoever hates his own life in this world will keep it for life eternal [John 12:24-25].”

As the bible passage tells us, MSCNE is a small school but we had made a great effort to nurture good seeds and good educational environment. This year, we are happy to say to give you a progress reports in terms of nurturing rural people in the fields of agricultural extension, schools, women and development, mother and child health, and management of SCSAD. As a result, many of the activities appear to be more self-reliantly organized and self-help.

It is our pleasure that we are able to continue doing our activities. It is owing to your prayer, assistance, concerns and, supports. On behalf of MSCNE, I would like to express our sincere gratitude to all of you.

God bless you all.

Acknowledgement



One year has come just like fresh and pleasant wind, blown with a lot of joy and hope for whatever seems to be possible to be for the improvement of our activities. When it comes to an end of the year, the fruit of our activities, whether it is failure or success, will be the step stone for the another coming year.

We are just grateful to have had another such a wonderful and meaningful year, while there were uncountable opportunities to reflect on our habitual actions which led us to reconsider other methods. As Makino School of Continuing & Non-Formal Education (MSCNE) always focuses on human resource development for rural development, this report emphasizes that each activity implemented by different department of MSCNE share the core goal; human resource development. Although nurturing the human resources in rural India and motivating rural farmers and residents are not easy tasks at all, MSCNE never lose the hope and joy of learning for contributing to the betterment of the rural society.

It is our great honor to publish this annual report for the year of 2013-2014. We would like to send our deep appreciation to our supporters including several faculties of SHIATS, Non-Governmental Organizations from all India and foreign countries, research institutions and funding agencies. Without the support and love of these people, our works would not have completed. Your further supports will be highly appreciated.

Ms. Eri Oki
Chief Editor, Program officer

<MOTTO>

***More Sustainable...
More Women's Participation...
More Education and Hope to
Children...***



**Makino School of Continuing & Non-formal Education
Sam Higginbottom Institute of Agriculture, Technology & Sciences**

Department of Agriculture and Rural Development



The Department of Agriculture and Rural Development has been implementing several training programs in MSCNE since 1960's in order to nurture rural leaders working for improving life in rural villages in India and Asian countries. Programs include 10 month academic and practical training program which is named "Special Course in Sustainable Agriculture & Development (SCSAD)" and Short Course Programs being held once or twice a year. From this year, the name of 10 month academic and practical training program has been changed adding "Development". This change largely focuses on the inclusion of several aspects of development in the learning curriculum of the program. Students of the program are from all over India, Japan and neighbouring countries such as Nepal and Myanmar who are working in the villages for rural extension work with NGOs.

■ **Special Course in Sustainable Agriculture and Development (SCSAD)**

■ **Short Course Program**

Through both SCSAD and Short Course Program, the Department provides as many opportunities as possible for participants to observe projects and activities of departments in MSCNE such as agriculture extension program, Mother and Child Health Project, rural

education program, etc., so that they are able to learn practical knowledge and skills which are based on our real experiences of development activities at grassroots level. The program participants may not only learn successful experiences but also seek solutions for some problems which occur in our projects. With emphasis on sustainable agriculture through organic farming, the Department strives to understand and analyse the rural issues and find the way for wellbeing of rural life and self-reliant community.

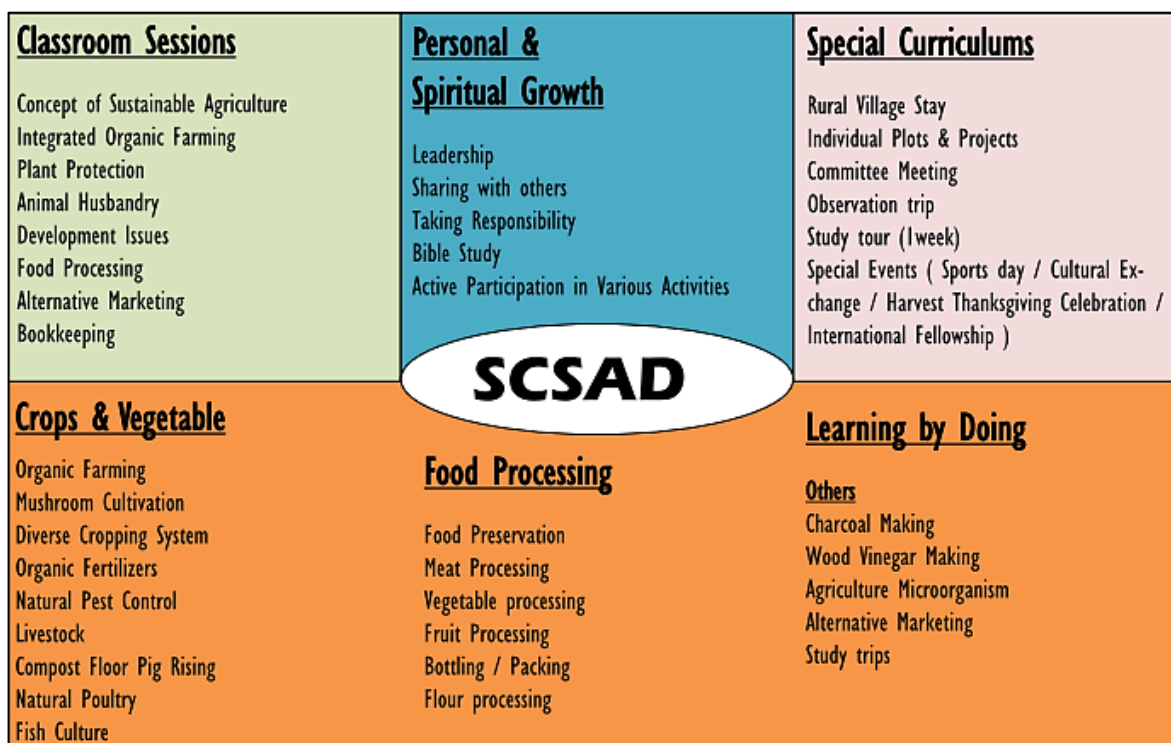
Head & Training Coordinator: Professor (Dr.) Teruo Miura

Assistant Training Coordinator: Ms. Eri Oki

Farm Manager: Mr. Santosh Kumar

Special Course in Sustainable Agriculture & Development (SCSAD)

Special course in Sustainable Agriculture and Development (SCSAD) is designed to enable young men and women from diverse rural development agencies to accomplish the task of training for their local communities in bringing sustainability through agricultural and social development.



Course goal ... To nurture rural leaders, both men and women who may better serve rural communities, small-scale farmers and marginalised women at grassroots level through the practice of sustainable agriculture and development

Course approach ... includes four different types of learning; “participatory”; “learning by doing”; “integrated”; and “sharing”. Participants are expected to take a part in classroom sessions and practical sessions, as well as to take part in various social events

Course curriculum ... we have applied four different learning sessions as indicated below; classroom session, personal & spiritual growth, special curriculums and learning by doing.



Special curriculum
(ASHA School Festival)



Sharing with others



Horticulture class



Learning by doing
(Soap making)

Our Activities in the Academic Year 2013-2014

Special Course in Sustainable Agriculture and Development (SCSAD) 2013-2014 commenced on 1st of July 2013 and closed on the 3rd of April 2014. Eight students have completed our 10 months academic and practical training program in Makino School of Continuing and Non-formal Education.

Profile of Participants

| Sl. No. | Name | Sex | Organisation | Position | State, Country |
|----------------|---------------------|------------|----------------------------|----------------------------------------|------------------------|
| 1 | Kenichiro Terada | M | Individual | Graduate from Ainou High School | Aichi, Japan |
| 2 | Sharmili Mawroh | F | Golden Bridge | Community development worker | Meghalaya, India |
| 3 | Ryohei Chiyojima | M | Individual | University student | Shizuoka, Japan |
| 4 | Dan Aung | M | Kachin Baptist Convention | Area Development Coordinator | Kachin state, Myanmar |
| 5 | Ekmenroy Nongrum | M | Bethany Society | Farm assistant | Meghalaya, India |
| 6 | Gaingamlung Phaomei | M | Rural Foundation | Office worker | Manipur, India |
| 7 | Salai Myint Maung | M | Rakhine Baptist Convention | General Secretary | Rakhine state, Myanmar |
| 8 | Lahpai Zau Bawk | M | Kachin Baptist Convention | Community Development Volunteer worker | Kachin state, Myanmar |

Activity Report

In the year 2013-14, SCSAD implemented its own program as shown in the table below.

| Major Program | Date |
|--------------------------------------------------------|-------------------------|
| Arrival of Participants | 1 July |
| Campus Cleaning & Opening Ceremony | 12 July |
| Allahabad City Tour | 13 July |
| MSCNE Sports Day | 2 August |
| Short Course Program on Integrated Rice & Duck farming | 19 – 25 August |
| Village visit (ASHA School, AOAC farmers) | 9 September |
| Mizarpur Organic Farming School Visit | 13 September |
| Delhi Study Tour | 20 – 22 September |
| Special Lecture by Dr. Yuka Makino on World Bank | 17 October |
| Special Lecture by Dr. Noda on Arsenic | 18 October |
| Village Stay and Rural Survey (Bargohna) | 25 – 27 October |
| Varanasi Study Tour | 10 – 12 November |
| Community Rice Harvesting | 18 November |
| AOAC Food Fair | 22 November |
| Reflection on first half of SCSAD | 5 December |
| Campus Cleaning & Advance Christmas Service | 13 December |
| Christmas Holiday | 14 December – 6 January |

Special Course in Sustainable Agriculture & Development (SCSAD)

| | |
|-----------------------------------------------------------------|------------------|
| Village visit (AOAC farmers) | 22 January |
| ASHA School Festival in Geenj | 31 January |
| Special Lecture by Mr. Koji Sato | 7 February |
| Village visit (Mother & Child Health Care Project) | 13 February |
| Harvest Thanksgiving Ceremony (Food & Health Symposium) | 21 – 22 February |
| Special Lecture by Ms. Yuko Murakami on effects of Indian spice | 1 March |
| Village Stay & Rural Survey (Maida) | 7 – 9 March |
| Picnic to waterfall | 30 March |
| Graduate Presentation | 1 April |
| SCSAD Graduation Ceremony | 3 April |

The following table shows the summary of time allocated to each subject and activities. More than one-third of the course was given for field-related activities, which has been stressed by SCSAD belief that “learning-by-doing is important for servant leadership”.

| SCSAD time allocation | | |
|----------------------------------------|-------|-------|
| Subject | Hours | % |
| Sustainable Agriculture | 45 | 4.3% |
| Development Issues | 36 | 3.5% |
| Mushroom culture (class & practice) | 88 | 8.5% |
| Poultry farming | 26 | 2.5% |
| Rural Management | 42 | 4.0% |
| English class | 25.5 | 2.5% |
| Soap making | 27 | 2.6% |
| Computer class | 27 | 2.6% |
| Screen printing | 18 | 1.7% |
| Rural health & nutrition | 6 | 0.6% |
| Farm work | 121 | 11.7% |
| Individual plot | 103.5 | 10.0% |
| Poultry farming (practical) | 13.5 | 1.3% |
| Food processing | 104 | 10.0% |
| Japanese rice | 40 | 3.9% |
| Soil sciences | 39 | 3.8% |
| Horticulture | 10.5 | 1.0% |
| Pig raising | 24 | 2.3% |
| Rice culture | 12 | 1.2% |
| Fish culture | 12 | 1.2% |
| Plant protection | 1.5 | 0.1% |
| Weekly planning | 44.5 | 4.3% |
| Events | 57 | 5.5% |
| Self-study | 18 | 1.7% |



| | | |
|----------------------------|--------------------|---------------|
| Observation trip | 33 | 3.2% |
| Special lecture | 63.5 | 6.1% |
| Total | 1037.5 | 100.0% |
| Holiday except for Sundays | 30 Days | |
| Study tour | 3days X 2 = 6 Days | |
| Village Stay | 3days X 2 = 6 Days | |



A. Field and Allied Activities

Emphasis on “learning and doing” is one of the MSCNE’s mottos. Understanding of farming requires a lot of practice, using one’s entire body. Field practice provides quick understanding of applicability and adoptability for students as well as local farmers. Besides, the learning method is applicable for students who are hard to communicate with others in English which is common language at MSCNE. Some of the main activities related to practical classes are listed below;

1. Individual plots



To provide opportunity of learning according to their interest, each of students were provided their own farm plot. They decided themselves what to plant and how to plant. As practical class allotted to the individual plot was much substantial compared with previous years, our MSCNE experimental farm witnessed the fruitful results. Harvested vegetables were also available for the students to cook their own dinner at our dining hall. Accordingly, the students were able to experience the whole process of production, processing and consuming.

2. Group plots



In group plots, the students are motivated to work together in a group of four, and maintain a certain size of plots where they grow seasonal crops. The aim of organizing group plot lies in its importance of planning and working together as a team for a common goal. The students learnt not only farming techniques, but also several aspects which are necessary for farm management such as problem solving, effective and efficient way of farming.

3. Building soil by organic fertilizers

MSCNE emphasized building up healthy soil, more focused on green manure, liquid fertilizers, and effective microorganisms. In our field, we applied sunhemp as green manure for rice growing in hot summer, liquid fertilizers mixing with cow and chicken manure, neem oil cake. This school year, we used more photosynthesis bacteria along cultured with fish heads and green mango. By this fertilization method, we were able to reduce amount of Bookish and compost.

4. Poultry and pig raising

As a part of their training, SCSAD students undertake the responsibilities of caring and managing poultry and piggery located in the hostel. They formulated feeds for broiler chicks, ducks and guinea fowls and with the left over from their mess and veggie waste from their farm plots fed the pigs.

5. Mushroom production

During 2012 and 2013, the Department suggested to make a new mushroom house with bricks in order to improve technologies and production of different variety of mushrooms. Although it tried to make it useful for the class for SCSAD, the harvested amount of mushroom for this year was not remarkable due to the flooding in the end of August 2013. It was a quite big loss for both of SCSAD students and the Department, but all of them got surely encouraged to improve their strategies of mushroom production.

B. Theoretical lectures

Given the need for core-information on various subjects for the understanding and practice of sustainable agriculture, the need for theoretical classes cannot be done away with. Keeping up-to-date technology and applying new knowledge to the work, theoretical lectures were given on various subjects to give maximum exposure and coverage and to equip them with wider skills concerning sustainable development and farming. Besides these, additional lectures and activities were given by special lecturers and experts from various fields including Mother and Child Care, Alternative Marketing, Computer Application etc.

The Name and Backgrounds of the Recourse Personnel for Each Subject

| | Subject | Lecturer name | Lecturer's background |
|-----------|-------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------|
| A. | Rural Development | | |
| 1 | Development Issue | Dr. Teruo Miura | Ph.D. in Development Sociology and Agriculture, Dean, MSCNE, SHIATS |
| 2 | Health and Nutrition | Ms. Jaya Tripathi | M.Sc. in Nutrition Science, Maternal & Child Health Care Project Coordinatorr, MSCNE, SHIATS |
| 3 | Rural Management | Ms. Eri Oki | M.Sc. in Rural Systems Management., Program Officer, MSCNE, SHIATS |
| B. | Agriculture | | |
| 4 | Sustainable Agriculture | Dr. Teruo. Miura | Ph.D. in Development Sociology and Agriculture, Dean, MSCNE, SHIATS |
| 5 | Rice and wheat Culture | Dr. Surendra Singh | Ph.D. in Agronomy , Department of Agronomy, SHIATS |
| 6 | Soil Science | Dr. Surendra Singh | Ph.D. in Agronomy, Department of Agronomy, SHIATS |
| 7 | Horticulture | Dr. Rajwada | Ph.D. in Horticulture, Department of Horticulture, SHIATS |
| 8 | Mushroom Cultivation | Mr. Santosh Kumar | Farm Manager, MSCNE, SHIATS |
| 9 | Plant Protection | Dr. Shobita Simon | Ph.D. in Plant Protection, Head, Department of Plant Protection, SHIATS |
| C. | Livestock | | |
| 10 | Animal Husbandry | Dr. P. Kumar Dr. Sarwendra | Ph.D., Department of Poultry production, SHIATS |
| 11 | Natural Poultry Farming | Mrs. Keiko Kawaguchi | M.Sc. in Ag. Edu., Director of Development Office, MSCNE, SHIATS |
| 12 | Fishery | Dr. Bipasha David | Ph.D., Fishery, Krish Vigyan Kendra |
| D | Income Generation | | |
| 13 | Food Processing & Food Preservation | Mr. Nitin Kumar | M.A., Income Generation Coordinator, MSCNE |
| E | Special Lectures | | |
| 14 | Mother and Child Care | Mrs. Takako Miura | Public Nurse and Midwife, Japan |
| 15 | English | Ms. Eri Oki | MSc. In Rural Systems Management, Program Officer, MSCNE, SHIATS |
| 16 | Basic computer Application | Mr. Surendra Pratap Singh | |
| 17 | Poultry Hatchery | Mr. Kazuhiko Takamaru | Inochi-to-tuchi-wo-mamorukai, Japan |

C. Special lectures

One of the strengths for our students in learning in SCSAD is that they can gain very updated information and knowledge on particular topics from experts in specific field of their learning through attending special lectures. We understand that organizing special lectures can offer the students an opportunity to widen their view. We believe that having a wide view is necessary for the rural leaders to be able to cope with several situations in the future. Below are some of these special lectures for the year 2013-2014.

1. Integrated Rice & Duck Farming by Dr. Takao Furuno

Short Course Program on Integrated Duck & Rice Farming was held from 19th to 25th August 2013, and SCSAD students also attended all theoretical lectures and farm practice to release ducklings. As being mentioned the details of the program in the next session, the program was a full of learning ranged from practical lessons that Dr. Furuno have experienced from his own trials on the farm so far, duck meat processing techniques demonstrated by Mrs. Furuno and theoretical knowledge on benefits of duck if utilized in rice cultivation.



← Dr. Furuno talked to SCSAD students to distinguish weeds and rice plants

↓ Mrs. Furuno demonstrated duck meat processing to the students



↓ Classroom lectures on artificial incubation of duck egg



2. Lecture on Arsenic by Dr. Noda



Dr. Noda from Rakunou Gakuen University who have visited our school once in 2012, have been involved in the research on impacts of arsenic on environment and human life. He stayed at MSCNE for several days in October 2013 and conducted scientific investigation in Allahabad villages to identify any threat from arsenic water taken from the near river. After having completed all investigation, we were lucky enough to hear some findings of the investigation from Dr.

Noda. In addition to Arsenic, Dr. Noda also introduced some of diseases which may be resulted from harmful materials which human beings dispose into the natural environment. Furthermore, SCSAD students were also able to listen from Dr. Noda about Rakunou Gakuen University which is one of several Japanese agriculture Universities.

D. Events and others



The course also made much effort to provide an opportunity to explore Indian culture, social issues and diverse religious characteristics outside the campus. One of the opportunities is village stay organized twice during the year 2013-2014. Another opportunity is Study Tour, in which the students are able to visit some major places for cultural diversity and religious values.

Short Course Program

The Department of Agriculture and Rural Development organized Short Course Program from 19th to 25th August 2013. The topic for the Short Course Program was Integrated Rice & Duck Farming. We invited Dr. Takao Furuno who is well-known as a pioneer for Integrated Rice & Duck Farming in all over the world. Mrs. Kumiko Furuno also accompanied with Dr. Furuno and gave us a very meaningful lecture on knowledge and techniques of duck egg artificial incubation. Although the Department had already released ducklings into the rice field of MSCNE's experimental farm since 2012, we never had any opportunities to learn its systems and benefits.

Integrated Rice & Duck Farming



In June, cute duck chicks are swimming through in the rice field brown by the breeze of early summer. Rice plants are still small. Ducks could have swum in the rice field by pushing down the rice plants. But instead of doing so, they slip though between the plants. It is wonderful. Ducks look very pleased. They eat weeds, insect pests of rice plant and even the seeds of weed in the mud. But, they never eat foliage of rice plant.

The method that rice is cultivated by ducks being released into the rice field is different from normal rice cultivation. By using this method, rice and ducks are produced at the same time. It is called Integrated Rice and Duck Farming. It is such a long name for the farming method, but it is very important to know the meaning of the name as the name explains all. In short, you can only produce rice in the rice field by normal rice cultivation, but Integrated Rice & Duck Farming enables to produce both rice and side meal (duck meat) in the rice field. In other words, by using this farming method, people are engaged in rice cultivation and animal husbandry. It is said that there are three functions of stock raising. Firstly, it aims to breed and raise livestock for producing eggs and edible meat. Secondly, it aims to collect faces from animals for applying it on the field. Thirdly, it aims to use for ploughing the field. Duck is engaged in all these functions! In the case of duck, they do not plough the field with a spade like cattle and horses do. However, ducks just swim freely, eat all those pests, rest and play around in the rice field in which the water is spread. As a result, the rice plants are grown. Ducks are comfortably ploughing.

The lecture for the Short Course Program is Dr. Takao Furuno. He was born in 1950 as an eldest son of a farmer in Fukuoka, Japan, and started organic farming after completion of degree in Agriculture in University of Kyusyu. He has implemented Integrated Rice & Duck Farming in 1988 onward, and its techniques have been spread over the world centred in Asian countries. In 2000, Dr. Furuno was selected the social entrepreneur of the year by Schwab Foundation. In 2007 Dr. Furuno acquired PhD from University of Kyusyu. In 2009, he also appeared in the movie directed by Jean-Paul Jaud, "The voice of our children". He has published a large number of books both in Japanese and English.



Dr. Furuno explaining to seminar participants the importance of first bathing for duckling before releasing them into the rice field



Short Course Program participants at MSCNE experimental farm when we first released ducklings into the rice field

Objectives of the Short Course Program

- To obtain the knowledge related to effects of utilizing duckling in the rice field
- To gain practical knowledge and skills for releasing duckling in the rice field
- To learn practical skills for artificial incubation of duck eggs

Profile of Short Course Participants (August 2014)

| s/n | Participant Name | Organisation name | State |
|-----|-----------------------------------|------------------------------------------------------------|-----------------|
| 1 | Ashutosh Semwal | Mussoorie Gramin Vikas Samiti | Uttarakhand |
| 2 | T. Geetha Jebarathnam Kuttibai | Annamalai University | Tamil Nadu |
| 3 | Narayan | Individual farmer | Orissa |
| 4 | Barat | Individual farmer | Orissa |
| 5 | Gaingamlung Phaomei | Rural Foundation | Manipur |
| 6 | Ekmenroy Nongrum | Bethany Society | Meghalaya |
| 7 | Sharmili Mawroh | Golden Bridge | Meghalaya |
| 8 | Ryohei Chiyojima | Individual, University student | Shizuoka, Japan |
| 9 | Kenichiro Terada | Individual | Aichi, Japan |
| 10 | Lahpai Zau Bawk | Kachin Baptist Convention | Kachin, Myanmar |
| 11 | Dan Aung | Kachin Baptist Convention | Kachin, Myanmar |
| 12 | Shun Sato | Individual, University student | Tokyo, Japan |
| 13 | Santosh Kumar | Makino School of Continuing & Non-formal Education (MSCNE) | Uttar Pradesh |
| 14 | Bhagirathi | Makino School of Continuing & Non-formal Education (MSCNE) | Uttar Pradesh |
| 15 | Shivakant | Makino School of Continuing & Non-formal Education (MSCNE) | Uttar Pradesh |
| 16 | Ramashankar | Makino School of Continuing & Non-formal Education (MSCNE) | Uttar Pradesh |
| 17 | Jagdish Kumar | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |
| 18 | Bajrangi Bind | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |
| 19 | Mitresh | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |
| 20 | Brijesh | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |
| 21 | Ram Murat | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |
| 22 | Indra Jeet | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |
| 23 | Ram Milan | Allahabad Organic Agriculture Cooperative (AOAC) | Uttar Pradesh |

Department of Rural Women's Development



It is not long before the involvement of women in development process became one of the most important key for village community development. Historically, women have performed vital roles in several scenes including home, hospitals and economy. Meanwhile, the status of education, social status, health, and economic status of those women significantly contribute to good impact on those scenes. Our Department has worked for rural women based on this principle. We focus on women's

empowerment through forming SHGs for loan saving, income generation activities and tailoring school.

However, it is still not unusual to observe strong discrimination against women and female children in the villages of Allahabad, which was indicated by lower school enrolment, health status as well as economic status. Therefore, the Department of Rural Women's Development aims to empower rural women of those lower castes, small farmers, and economically marginalized by applying effective approaches.

■ *Community Organizing (SHG / Tailoring School)*

| | |
|-----------------------------|----------------------------|
| <i>Head:</i> | <i>Ms. Keiko Kawaguchi</i> |
| <i>Assistant Professor:</i> | <i>Ms. Himanshu Arya</i> |
| <i>Assistant:</i> | <i>Mr. Manjeet Kumar</i> |

Community Organizing –SHG / Tailoring School

Community Organizing Program aims nurturing human resources in rural area, especially by empowering rural women socially and economically through providing guidance and trainings to Self-Help Groups (SHGs), and through delivering the technical trainings in Tailoring School, so that they will be able to be exposed to new learning opportunities and make wise decisions for themselves, their families and community. It is our final goal to encourage the rural women to utilize those learnt skills for social and economic development with self-help attitude among SHG members and micro-finance activities.

Project Purposes

- To build self-confidence of the individuals among rural women
- To create a good learning environment for them so that the individuals have the opportunity to learn
- To provide them with awareness and understanding of issues on village politics, gender equality, marriage and poverty through seminars and classes
- To nurture the leaders among SHGs for self-management
- To promote income generating skills along with micro-finance program

Activity Report

1. Tailoring School

The department has been implementing Tailoring School Project in four villages, namely Haldi, Kanjasa, Barghona and Maida. Each village has its own center where students can learn how to stitch. Since we started using the building of Maida center for the meeting office for Rural Health Project, the tailoring school was closed in Maida village during 2013 – 2014. Our department worked at the grassroots level, while giving the responsibility of student attendance checking and stitching machine maintenance to all tailoring teachers, and retaining the role of supervision and reporting any concerns to the program officer (=Department). Divided into two courses in a year, the school offered basic and advance course. However, the second half of the tailoring course, which is advance course, was offered tailoring teachers' training for the tailoring teachers who taught at the centers and those who already passed the basic course exam.

List of Tailoring Classes and the number of students in 3 villages (2013-2014)

| s/no. | Village | Total number of students | | Teachers /Assistant | |
|-------|--------------|--------------------------|---------------------------------------|---------------------|---------------------------------------------|
| | | Basic Course (Sep-Jan) | Advance Course (March-April in MSCNE) | Basic Course | Advance Course |
| 1 | Haldi | 28 | 7 | Ruma Nishad | Mr. Suresh Chandra Dixit/ Ms. Salma Bano |
| 2 | Maida | / | 2 | / | |
| 3 | Kanjasa | 28 | 3 | Urmila Nishad | |
| 4 | Barghona | 26 | 0 | Akansha Patel | |
| | Total | 82 | 12 | | |

Bath Salt Bag making



↑ Bath salt bag sold by AOAC



↑ 4 teachers and 2 students who joined the bath salt bag making this time in 2013

The bath salt is one of the products which are developed and packed by the rural villagers while the Department of Rural Community Development has given the related guidance and training for the villagers. The bag which is used for the bath salt packing is actually made by the tailoring school teachers and some number of selected students from Allahabad villages.

In addition to all four teachers who had taught in each center in the previous years, two selected students also joined the bath salt bag making. All of the ladies stayed in MSCNE during the Bath Salt Bag making, and it took about three weeks to finish making all the bags which can be marketable. By observing the first bags they made, it was quite obvious that all bags were very different in size and a margin one another. The bag making was a very challenging one since there was no clear description of bag size known by anyone, and each one of the students and teachers were so overconfident that there is nothing wrong about their measurement or cutting. Thus, to make all the Bath Salt Bag standardize, project coordinator Ms. Himanshu Arya and Japanese intern Ms. Kaori Wakuizumi who were in charge of supervision of the Bath Salt Bag making gave a clear description of the bag size both for pre- and post-stitching. Though teachers and students found it somehow difficult to follow it, eventually they produced the necessary amount of bags.

Evaluation of Basic Course



After the termination of the basic tailoring course, the Department organized the exam for the basic class students. The exam was held in each center of the tailoring school; Barghona; Kanjasa; and Haldi in January.

Teachers should instruct their student to make clothes which are standard sized as small, medium and large size. This standardization makes students learn easily to know what the differences are between those sizes. Besides, teachers are also able to check the clothes according to those sizes.

Examining the class equipment, no center has a mirror for fitting. Only a few students are doing fitting with a mirror. By doing fitting, students are able to overview the body line and length of the clothes. Although there are scales provided to each center, they have not been used. Scaling, marking and cutting following the draft line are the most important elements for cloth making. If the scale is not used, it causes the finished clothes unfit to the designed size. Teachers should be trained well enough to be able to teach students how to use the scale properly and its importance for the cloth making.



The Department also found out from the survey that many students who were taught in the basic class, were willing to learn more about tailoring and cloth making, especially designing. However, considering the findings from the exam evaluation, we believe that it is inevitable firstly, to train the tailoring teachers who are skillful at the basic level such as scaling and marking, and thoughtful in delivering an efficient and effective class in the future.

Advance Course/Tailoring Teachers' training



After the evaluation of the basic course in January, the Department discussed the importance of presence of skillful and efficient teachers at all centers, especially who are well-learned and trained for the basic techniques and skills of stitching. It is because we discovered that even teachers did not possess the foundation of stitching skills such as measuring, lining and cutting. Furthermore, the origin of tailoring teachers always centralizes at a certain village. As a result, it may lead to the uneven distribution of skills and knowledge and it is difficult to nurture as many young ladies as possible in each village. Therefore, the

Department decided to implement the long-term Teachers' training as Advance course from March to April 2014. Two tailors have been hired as an instructor for the Advance course, Mr. Suresh Chandra Dixit and Ms. Salma Bano.



The Department also conducted survey in villages for selecting students. Basically, the students who have already learnt in the basic course were preferable. Most importantly, the training was implemented in MSCNE campus and the students were requested to stay in the campus and can only go home during weekend and holiday. The Department believed that it was influential for them to stay and interact with SCSAD students, different cultures and languages here in MSCNE while learning the stitching skills. We expected that through

staying in MSCNE for tailoring teachers' training, the young ladies would experience and encounter new sceneries other than rural Allahabad, so that they can share the experience with other villagers and influence them after they go back to their own village. Eventually, twelve students have completed the Advance course on 12th of April, and they are entitled to make ASHA School uniforms on 12th April onward.

ASHA School Uniform Making

Uniform making work has always been very challenging to all students and even tailoring teachers from villages. This year, however, six out of twelve students and teachers who have already completed the advance course were in charge of ASHA School uniform making. Furthermore, two tailors Mr. Suresh Chandra Dixit and Ms. Salma Bano who trained in advance course also gave an instruction for the students. The uniform making was conducted from 12th April to 10th June 2014.

| s/no. | Item | Size | | | Total |
|-------|---------------------|-------|--------|-------|-------|
| | | SMALL | MEDIUM | LARGE | |
| 1 | Skirt | 86 | 60 | 69 | 215 |
| 2 | Salwar Kurta | NIL | NIL | 70 | 70 |
| 3 | Pants (Half) | 62 | 20 | 17 | 99 |
| 4 | Pants (Full) | NIL | 105 | 120 | 225 |
| 5 | Shirt (Half sleeve) | 85 | 87 | NIL | 172 |
| 6 | Shirt (Full sleeve) | NIL | 213 | 117 | 330 |

- Total sets of uniform were 550 which will be distributed to ASHA School students in the middle of July and extra was 39.

Department of Rural Community Development



In the current world where global economy changes drastically in a short period, agrarian communities are largely affected especially in a country like India where the rural infrastructure and service are fragile. The gap of living standard between city and rural area has also remained huge. Access to quality education is still limited in village area.

For a past few decades, the Department has been working for delivering trainings on organic farming methods for the rural farmers in Allahabad through

Sustainable Development Training Centre located in our school campus. It had focused more on the production aspect. However, now we may have to start focusing on the processing and marketing aspect of, for example, in what way those organic products are processed and sold.

It is very hard to motivate rural farmers to work in the food processing section, nor for the marketing section from the beginning. Likewise, village people are still afraid of organic farming even though we have had successful experiences. Nonetheless, we believe that our work gradually contributes towards the enhancement of self-reliance and self-help of marginalized small-scale farming community, leading to overall well-being of the village community as a whole.

■ *Sustainable Agriculture Extension and Income Generation*

- Promotion of sustainable organic vegetable farming method with integration of small-scale natural poultry raising
- Building capacity to produce quality and hygienic processed food
- Establishing system and developing capacity of village people, group, and organizations in marketing of organic and healthy products as well as high-value exotic vegetables
- Nurturing future village community leaders at grassroots level through providing quality primary educational environment with local resources.

■ *Rural Education*

Head:

Ms. Nitin Kumar

Assistant Professor:

Mr. Bajrangi Bind

Assistant:

Mr. Surendra Pratap Singh

Sustainable Agriculture Extension and Income Generation

It is our overall goal that village people become capable to retain themselves and develop their independent organization such as Allahabad Organic Agriculture Cooperative (AOAC). The Department aims to make vulnerable village communities enhanced and strong enough to sustain themselves in the future.

Activity Report

In the Year 2013-2014, the Department continued working with rural farmers, women, youths and children who reside in 30 villages of Jasra, Chaka and Kaundyala Block, Yamna par region, Allahabad. We have been working for promoting organic farming methods in various kinds of agriculture products such as rice, vegetables, poultry/duck farming and mushroom cultivation. It is important to work closely with AOAC and other departments of the school such as Department of Rural Women Development (MSCNE) and Department of Agriculture and Rural Development (MSCNE).

Japonica Rice Cultivation Seminars

In the year 2013-2014, the Department carried out the Japonica rice cultivation project which was hintroduced four years ago. The Department has been advising AOAC and MSCNE farm staff to cooperate together in promoting and developing effective Japonica rice cultivation in village area in Allahabad. MSCNE farm staff has been involved in the project in terms of delivering technical training to the farmers through seminars and supervising rice cultivation activities in the villages. Meanwhile, AOAC staff is in charge of disseminating the information about the seminars to the farmers, organizing trainings and seminars and planning cultivation schedule with the support from field staff.

The table in the next page is the detail of our Japonica rice cultivation seminars for the year 2013-2014. This year, the Department made much effort to get as many farmers as possible involved in Integrated Duck & Rice farming. The farming method has been practiced only in MSCNE experimental farm so far. However, since we organized the seminar related to this farming method, inviting Dr. Furuno from Japan, with AOAC staff and MSCNE farm staff, the Department encouraged Allahabad farmers to attend the seminar. Not only the farmers, but also AOAC staff and MSCNE farm staff participated in the seminar on Integrated Duck & Rice Farming, in order to deepen the knowledge and techniques on the farming method. The Department was able to provide the dynamic learning environment for both farmers and staff through actually giving an opportunity to give it a go for the new farming method, while AOAC sold ducklings and encroaching nets to the farmers at the cheapest price.

Thus, all the seminars and evaluation were provided with practical and participatory method instead of just theoretical classes under the technical guidance of Mr. Santosh Kumar, Farm Manager of MSCNE, and Mr. Bajrangji and Mr. Jagdish Kumar, AOAC extension workers. In such learning environment, the farmer who has applied chicken manure in his rice field, successfully reduced the occurrence of disease on rice plants and increased his crop yield, introduced and shared his experience to other farmers.



The List of Seminar on Japonica Rice Cultivation in the Year 2013-2014

| S. No. | Date | Activities | No. of farmers attended | Involved staff | Place |
|--------|----------------------------------------------|-------------------------------------------|-------------------------|---------------------|----------------------------|
| 1 | 22 nd July | Japanese rice seeds treatment training | 5 participants | AOAC and Farm staff | MSCNE farm |
| 2 | 19 th Aug to 25 th Aug | Seminar on Integrated Duck & Rice Farming | 15 participants | AOAC and Farm staff | MSCNE/ MSCNE farm/ Village |
| 3 | 7 th Nov | Japonica rice seeds treatment training | 11 participants | AOAC and Farm staff | MSCNE farm |
| 4 | 8 th Nov | Japonica rice seeds treatment training | 4 participants | AOAC and farm staff | MSCNE farm |
| 5 | 9 th Nov | Japonica rice seeds sowing training | 7 participants | AOAC and farm staff | MSCNE farm |
| 6 | 11 th Nov | Japonica rice seeds sowing training | 12 participants | AOAC and farm staff | MSCNE farm |
| 7 | 13 th Nov | Japonica rice seeds sowing training | 7 participants | AOAC and farm staff | MSCNE farm |
| 8 | 7 th March | Mid-term evaluation seminar | 20 participants | AOAC and farm staff | MSCNE farm |
| 9 | 15-31 May | Rice Harvesting & threshing work | | AOAC and farm staff | Villages/ MSCNE |

Advising Agricultural Cooperative Management

The Department has also been supervising the management and administration of Allahabad Organic Agriculture Cooperative (AOAC) run by local people from Allahabad city and rural farmers from Allahabad villages. We provide guidance and advice to the staff and members of AOAC in food processing, Japonica rice production, AOAC shop management, accounting and marketing. Although currently over 30 farmers have been registered as a member of AOAC, it still needs consolidate guidance and assistance from the Department. The Department, however, set a target that the management of the cooperative is to be controlled by Allahabad rural farmers in the future.



In February 2014, the Department organized Chennai study trip in order to observe marketing strategies of organic products. The President of AOAC, extension worker and MSCNE farm manager were invited to the trip. The group visited several organic and natural shops located in the surrounding area of Chennai City, which had been working very closely with local farmers. It was a meaningful visit for our Department the trip could provide the opportunity for staff of AOAC and MSCNE

farm to witness the needs of consumers and the learning from the trip could be useful for the Department in assisting AOAC in marketing strategies.

Japonica Rice Production

As noted in the previous page, the Department connected with AOAC and Department of Agricultural and Rural Development (MSCNE) in delivering agricultural development training for the farmers in the project villages. In Japonica rice production project, our Department often advised AOAC to be able to efficiently lead and coordinate the entire procedure from technical training, production, post-harvest

process and marketing. As a result, we could harvest two times in June and November and have been able to produce a huge amount of rice this year. Allahabad farmers, SCSA students and SHIATS agronomy department produced Japonica rice. 38 farmers were from different villages of Allahabad, mainly Asarwai, Barethiya, Baroli, Sitaramkapura, Kanjasa, Khadiyan, Thanthanwa, Jari, Peprahtha, Bhichkuri, Maida, Badgohna and Balpur.

Marketing activities – Delhi Japanese Summer Festival and Food Fair



Delhi Japanese Summer Festival has become one of the main marketing events for AOAC. It is planned and held by Japanese association based on Delhi and the surrounding area. The festival has been one of the important venues for us to communicate with customers and build a relationship of mutual trust with our customers. This year, the festival was organised on 21st September 2013 at Japanese School located in Delhi. In addition to already existed menus, the Department also suggested to add some more items,

processed duck meat dishes which were introduced by Mrs. Kumiko Furuno in the Seminar on Integrated Duck & Rice Farming. The SCSAD students who have learnt the recipe of those dishes joined the marketing at the festival this year.



During the year 2013-2014, Food Fair was held twice on 22nd November 2013 and 21st - 22nd February 2014 in MSCNE ground. At the first food fair, SCSAD students also cooperated together in preparation for the food fair and the sale of the products. Besides, Village Health Volunteers (VHVs) from the Department of Environment and Community Health prepared and sold Pani Puri with Moringa powder and Paapdi Chaat with Molokheiya by displaying information posters which explain benefits of Moringa for our health. The second Food Fair was held during Harvest

Thanksgiving Celebration in February 2014, in which MSCNE organised the Symposium titled “Food and Health”, and there were many participants from Allahabad villages and Japan as well. However, AOAC staff was independent enough to plan and manage the event on their own. This experience shall give confidence to them in the future. Since, it was unfortunately raining on the second day of Food Fair, the food stalls had to be moved inside the school building. Although the number of customers was less than usual, all participants enjoyed the AOAC foods.

Rural Education

The Department has also worked for discovering and nurturing human resources in rural villages in a long span, through supporting to offer learning opportunities for village children, especially whose family is categorized into low income family. The Department offered advices and guidance to all teachers of ASHA Schools managed under ASSS in providing unique and high quality education for the village children. This year, the Department aimed to motivate each ASHA School and ASSS management independent, so that each school manages itself in the future without any financial support.



Project Purposes

- To nurture human resources in rural villages to establish an entity to independently manage rural education.
- To develop the capacity of the teachers of small rural schools
- To ultimately increase awareness for importance of education among community adults

Activity Report



This year, there were lots of improvement and changes in ASHA School management system. The Department has enhanced to give the responsibility of school management directly to ASHA Smile Siksha Samiti (ASSS) since the middle of 2012. Teachers of each ASHA school became a member of ASSS and were also given responsibility to smoothly manage the school in accordance with the policy and structure of ASSS. Under the guidance of

ASSS, each school is responsible for checking students' attendance, cash book management and school infrastructure maintenance. However, it was still a difficult task for ASSS members to smoothly come to an agreement for running ASSS unitedly. It may be because the ASSS is composed of three different schools which embrace different motives and interests. In the situation like this, the Department always intervened in the meeting and gave an advice in the process of decision making or supported them in setting common goals within the ASSS. Furthermore, the Department also worked for three ASHA schools in enhancing the quality of teaching through organizing teachers' trainings, organizing community meetings with parents in the villages, connecting with more resource persons and providing better and quality educational materials for the schools.

After the initiation of the new system, some teachers are not willing to teach without any fixed salary. Some schools are not capable to increase the number of students since they lost motivation. Our Department, therefore, only focused on assisting the schools which are managed by enthusiastic and prominent teachers. As shown in the list below, in the year 2013 – 2014, the number of schools under this project decreased from four to three compared to the last academic year.

Profile of each ASHA school

List of the number of schools and students in the year 2013 – 2014

| Maida school | Total no. of students | Class | | | | |
|--------------|-----------------------|-----------|-----------|-----------|-----------|-----------|
| | | L/KG | U/KG | I | II | III |
| Boys | 50 | 21 | 10 | 7 | 4 | 8 |
| Girls | 59 | 23 | 8 | 5 | 16 | 7 |
| Total | 109 | 44 | 18 | 12 | 20 | 15 |

| Kanjasa school | Total no. of students | Class | | | | | | |
|----------------|-----------------------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| | | L/KG | U/KG | I | II | III | IV | V |
| Boys | 70 | 17 | 18 | 11 | 9 | 6 | 7 | 2 |
| Girls | 60 | 27 | 9 | 7 | 7 | 7 | 1 | 2 |
| Total | 130 | 44 | 27 | 18 | 16 | 13 | 8 | 4 |

| Geenj School | Total no. of students | Class | | | | | | | | | | |
|--------------|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | L/KG | U/KG | I | II | III | IV | V | VI | VII | VIII | VIII |
| Boys | 291 | 15 | 19 | 22 | 27 | 32 | 44 | 41 | 38 | 24 | 11 | 18 |
| Girls | 182 | 14 | 16 | 14 | 29 | 16 | 21 | 21 | 15 | 12 | 8 | 16 |
| Total | 473 | 29 | 35 | 36 | 56 | 48 | 65 | 62 | 53 | 36 | 19 | 34 |

- L/KG --- Lower Kindergarten, U/KG --- Upper Kindergarten

Monthly Teachers Meeting

Monthly teachers meetings were held under the guidance of a respective leader (member of ASHA Smile Sikha Samiti (ASSS)) in each meeting and supervised by Ms. Himanshu Arya, Program coordinator. There were sixteen teachers in total who have worked as ASHA School teachers during the year 2013-2014, and most of them regularly attended the meeting. The teachers meeting provided communication of monthly plan, educational events, parents and teachers meeting schedule, and discussions for common issues such as children and teachers attendances, needs for educational materials and building repairing. The meeting also provided the opportunities for teachers to speak out and discuss educational and managerial problems faced by teachers in daily work. Compared with the last year when a large number of members complained about the shift from Salary system to Scholarship system in every meeting in 2012, the main topic in the monthly teachers meeting for the year of 2013-2014 was ASHA school registration procedure. Mr. Vijay Chaudhary, who is a representative of ASSS and a former teacher at Geenj ASHA School, constantly sought for information for school registration and persuaded teachers to corporate together, so that they can finally manage their own school. After all the meeting and discussion amongst teachers, many of them gradually understood the meaning and importance of self-reliance and independence.

| S/n | Village | No. of Male teacher | No. of female teacher | Total number of teacher |
|-----|--------------|---------------------|-----------------------|-------------------------|
| 1 | Maida | 0 | 3 | 3 |
| 2 | Kanjasa | 2 | 1 | 3 |
| 3 | Geenj | 9 | 1 | 10 |
| | Total | 11 | 5 | 16 |



Profile of ASHA School teachers

Teachers' Trainings



Several teachers' trainings were held in MSCNE during the year 2013-2014 in order to improve the delivery of the lecture at ASHA School. Since the training always focuses on theoretical and definitive aspects of school teaching, the Department tried to shift this tendency to connect the learning of training with school curriculum.

The first teachers' training was held in accordance with MSCNE staff training in MSCNE. Selected ASHA School teachers participated in English class and music class as well. The Second teachers' training organized in December for three days from 6th to 8th December 2013, in which all the ASHA School teachers participated. While staying in MSCNE for three days, the teachers had several trainings for School Festival which was held in January 2014. The trainings include cooking class, computer class, financial management, program management class and science exhibition preparation.

Educational programs

➤ Girls Camp

Access to education for girls is still limited in India. It is not a different story in rural Allahabad. There are many gender-related issues which we need to tackle with for a long term. The Department believes that incorporating those issues into ASHA school curriculum is the most effective way to do so.

ASHA School Girls Camp was organized by the Department in MSCNE from 17th to 18th September 2013. Approximately twenty girl students stayed in MSCNE for two days with all female ASHA School teachers. The girls' camp contained the lecture by Mrs. Takako Miura (Public nurse/Midwife) on adolescence education, healthy cooking using Moringa powder with Rural Health Project team and stitching class by tailoring school teachers. All students participated in morning farm work with SCSAD students. Furthermore, everyone was so active that they also played football or had a very fun dance evening with action song with SCSAD students after all classes finished.

By staying at MSCNE where many people live together sharing different cultures and background, ASHA school students also had many opportunities to encounter those different values which they cannot experience in their own village.

➤ General Knowledge and Art Competition

ASSS and ASHA School teachers organized the educational program of General Knowledge (GK) and Art Competition on 26th September 2013. In the morning, the General Knowledge Test was held at each ASHA School in three villages of Geenj, Maida and Kanjasa. After the test, selected students gathered in the inner garden of Anand Bhawan for Art Competition. The paper for General Knowledge test was



prepared by ASHA school teachers and the Art Competition was organized by Ms. Himanshu Arya. Using colorful crayons, the students drew while following certain themes, which were decided and given according to the grade. On ASHA School Festival which is mentioned in the next section, the awards were provided to the children who gained highest marks for General Knowledge test, as well as the excellent painters in front of all the ASHA School students and teachers. The students were encouraged to develop their knowledge and artistic skills through this program.

➤ ASHA School Festival

“How can we propagate the importance of school education to a large number of village people?” In order to answer to this question, ASHA School teachers decided to organize their own School Festival for disseminating the importance of education to village people. Our Department guided the teachers of ASHA Smile Siksha Samiti (ASSS) in managing ASHA School Festival. The festival was held in the village of Geenj on 31st January 2014. All the students from three schools gathered in the inner ground of Geenj ASHA School.

Preparation for the School Festival begins as early as November. Students have to think of what they want to do. It was not uncommon at lunch time and after school, to find students practicing dance routines and singing outside the classroom. One day before the festival, educational rally was organized by Geenj ASHA School to make the village people aware of the festival. The main aim to organize an educational rally was as follows;

- To develop students’ ability to create awareness in their society
- To develop students’ ability on how to work in a team and cooperate together and be united
- To learn moral values and cope up with issues

On the day of festival, 31st of January, students transformed their classroom into funfair-look attractions. Some prepared pictures on chalkboards, make posters and tinsel. The festival program started with welcome speech by Mr. Dharmendra Choudhary, principle of Geenj ASHA School, which was followed by several performances by ASHA school students and SCSAD students, and educational lectures by Village Health Volunteers.

| Timing | Program | Responsible staff/persons |
|---------------|---------------------------------------|------------------------------------------|
| 9:30-9:40am | Prayer | All teachers and students |
| 10:00am | Opening Ceremony | Participants & committee members |
| 10:00-10:20am | Dance Program | Represented students from 3 ASHA schools |
| 10:30am | Prize distribution | Dr. Miura & Ms. Kawaguchi |
| 11:00-11:15am | Lecture by VHVs on health and hygiene | Respective Health team |
| 11:30am | Science exhibition | ASHA school teachers & students |
| 11:30-12:00pm | Parents question round | Parents & staff |
| 12:30-14:30pm | Lunch | Teachers, students & participants |
| 14:30-14:40pm | Village Pradhan speech | Village Pradhan |
| 14:40-14:50pm | Chief guest speech | Dr. Miura |
| 14:50-15:00pm | Thanks giving | Mr. Dharmendra Choudhary |

Department of Environment & Community Health



■ *Rural Community Health Care*

Head: Mrs. Takako Miura
Project coordinator: Ms. Jaya Tripathi
Project Assistant: Mr. Shivmurat, Ms. Him Kumari Gurung

Rural Community Health Care



JICA Partners Project which had been implemented from 1st of July 2009 for three years terminated in July 2012. However, even after the termination of JICA Partners Project, the Department still constantly worked in villages with the coordination of 29 trained village health volunteers.

Just like the previous years, the Department supported and supervised activities such as Health Gathering, Kitchen Garden promotion, Weight measuring (Growth Monitoring), Healthy cooking class, etc. organized by selected Village Health Supervisors (VHSs), Village Health Volunteers (VHVs) and Assistants (VHAs). Furthermore, in order to penetrate good and beneficial health practice in the villages, we strongly consider that it is inevitable to collaborate with Government Health institution and its workers. It is very important to make goals of our project and the ones of Government's is the same, so that we can make "impossible" possible by taking our hands together, and do not need to see one another as an enemy.



Village Health Volunteer (VHV)

Village Health Volunteers (VHVs) are village women who implement health programs in their respected villages in order to improve health status of village mothers and children and to further improve the village well-being as a whole. They hold a vital role for this project in the villages as they act as a bridge between the village, MSCNE and government schemes. This year, VHVs were structured in order to function as an independent organization. Among VHVs, Supervisors and Leaders were selected to direct and nurture VHVs.

Furthermore, Assistants were appointed among young village women whose generation is better at reading and writing. The more popular the activities are getting in the villages, the more numbers of women voluntarily approached to MSCNE to involve in our grassroots health program.

Project Purpose

- To build effective and cooperative relationship with Government Health Workers at district, block and village levels, so that health & medical care initiatives advocated both by governments and MSCNE smoothly penetrate into rural area, in order to improve the health condition in villages.
- To successfully extend our project of 'Improvement of Rural Nutrition and Mother and Child Health Care' into several villages in Shankargarh under JICA Partnership Program (JPP) funded by Japan International Cooperation Agency (JICA).
- To conduct a series of survey by VHVs and VHAs during the implementation of JICA Partnership Program (JPP).
- To nurture new Village Health Volunteers (VHVs) and Assistants (VHAs) from new project villages of Shankargarh block through seminars and trainings during JPP.

Activities Report

Under the project, following activities were conducted:

- Conducting Health Gatherings in selected villages in every month by the health leaders, VHVs and VHAs with selected topic of mothers and child care and about breastfeeding.
- Growth Monitoring Program:
 1. Conducting Growth Chart Recording every month. Show their growth on the chart and had given information and advice.
 2. Visited mothers if their child has problems like malnutrition (pot belly or underweight), less feeding has been recorded about the contents in the formatted sheet and MCH (Mother-and-Child Health) book.
- Maintaining pregnant women, infant and young child record by doing home to home visits.
 1. Giving information and advice for maternal health and record it in the prescribed formats.
 2. Giving information about JSY scheme and other Govt. related schemes.
 3. Motivating pregnant women's family for support.
- Conducted Kitchen Gardening Programs in the villages, so that they can get green vegetables more easily for improving their cooking practices with green vegetables and get more nutrition.
- Maintained the relationship with govt. health worker and doctors, and negotiate them time to time to provide the efficient health services.
- Conducting Healthy Cooking in the new project area of both Shankargarh and Jasra block, so that
 1. The capacity of VHVs and VHAs for community development will increase
 2. Village women will get familiar to the use of green leafy vegetables in home cooking.
- Recruiting new VHAs from the new project area of Shankargarh and Jasra block
 1. Organizing introduction meeting with Village head (Pradhana), village people, children, etc. in the new project area
 2. Nurturing the new VHAs by already trained VHVs from the previous projects

Health Gathering

Health Gathering was organized every month although certain VHVs and VHAs could not attend due to their dual role as a survey interviewer in several villages at the end of March 2014 (please refer the later section). The below is the list of Health Gathering topic which was introduced every month by VHVs and VHAs in their responsible working villages.

The List of Health Gatherings Conducted in Villages by VHVs and VHAs

| S. No. | Month | Topics | No. of Village | | | No. of Attendance | | |
|--------|-----------|-------------------------------------------------------------------------------------------------------------------------------------|----------------|------------|-------------|-------------------|------------|-------------|
| | | | Karemua | Chench | | Karemua | Chench | |
| 1 | July | Complementary feeding | 5 | | | 545 | | |
| 2 | August | Water-borne diseases and & prevention | 5 | | | 610 | | |
| 3 | September | How to make baby's favorite complementary food & How to make Chench & Moringa powder | 5 | | | 559 | | |
| 4 | October | Importance of Mother's first yellow milk: Colostrum | 4 | 4 | | 455 | 412 | |
| 5 | November | How to prepare Kitchen Garden | 4 | 4 | | 353 | 290 | |
| 6 | December | How to prevent from Pneumonia & cold by preparing hot meals, how to prepare Moringa powder and how to use it in preparing hot meals | 4 | 4 | | 363 | 274 | |
| 7 | January | Immunization: Good for your babies | 4 | 4 | | 396 | 315 | |
| 8 | February | Breastfeeding: how to make more breast milk for your babies | 4 | 4 | | 503 | 349 | |
| 9 | March | How to prepare baby's favorite complementary food | 4 | 4 | | 430 | 320 | |
| 10 | April | How to plant Moringa seeds, Plant and its benefits | Kare mua | Chen ch | Mori nga | Kare mua | Chen ch | Mori nga |
| | | | 4 | 3 | 2 | 651 | 299 | 151 |
| 11 | May | "Lactic Amenorrhea Method (LAM)" | 4 | 3 | 2 | 431 | 162 | 144 |
| 12 | June | Holiday | | | | | | |

- "Karemua", "Chench" and "Moringa" stand for the name of groups which consist of VHVs and VHAs.
- From July to September 2013, Chench group worked in Geenj, Chamu and Raypura in Jasra block, and Karemua group worked in Zorvat and Dhara in Shankargarh block.
- From October 2013 to March 2014, Karemua group worked in Dhara, Amreha, Parwejawad and Chidi. Chench group worked in Chamu, Raypura, Jharkori and Bajaddi.
- From April 2014 onward, although Karemura group has been working in the same villages, Chench group has been working in Chamu, Jharkori and Bajaddi and Moringa group started working in Raypura and Patel Nagar.

Kitchen Gardening Program

The Department has also promoted Kitchen Garden Program for village women to grow as much green vegetable as possible just in a small plot outside their house. With the help of VHVs and VHAs, the Department provided plants of Chench and Karemua for village women in respective project villages (Chamu, Dhara, Geenj, Raypura, Zorwat). Approximately, ten women from each village received the plants but it was observed that a few women were carefully doing kitchen gardening. The reasons for unsuccessful achievement in kitchen gardening program were that plants got spoiled because of animals, excess of water, drought etc.

The Summarized List of Kitchen Gardening programs in July (left) and August (right) 2013

| Total number of Grower In July month | | | | | S No. | Name of Village | Total No. of woman | Plant Name | |
|--------------------------------------|-----------------|--------------------|-----------|-----------|--------------|-----------------|--------------------|------------|-----------|
| S. No. | Name of Village | Total No. of woman | Chench | Karemua | | | | Chench | Karemua |
| 1 | Chamu | 12 | 7 | 4 | 1 | Chamu | 12 | 6 | 5 |
| 2 | Dhara | 10 | 4 | 4 | 2 | Dhara | 10 | 7 | 7 |
| 3 | Geenj | 11 | 3 | 3 | 3 | Geenj | 11 | 6 | 4 |
| 4 | Raypura | 10 | 6 | 4 | 4 | Raypura | 10 | 3 | 4 |
| 5 | Zorwat | 10 | 2 | 5 | 5 | Zorwat | 10 | 3 | 5 |
| Total | | 53 | 22 | 20 | Total | | 53 | 25 | 25 |

From October 2013 to February 2014, VHVs and VHAs worked in eight project villages, and they provided seeds of Spinach, Amaranthus, Coriander and plants of tomatoes for 120 village women in 8 project villages in November 2013. VHVs and VHAs also gave them instruction and guidance on kitchen gardening.

The Summary of Kitchen Gardening programs in January 2014

| Vegetable | No. of women | Amaranthus | Coriander | Tomato | Spinach | Flower |
|--------------|--------------|------------|------------|-----------|-----------|----------|
| Village | | | | | | |
| Chamu | 23 | 9 | 23 | 14 | 23 | 0 |
| Raypura | 15 | 2 | 10 | 10 | 4 | 0 |
| Bajaddi | 17 | 0 | 15 | 5 | 15 | 0 |
| Jarkhori | 15 | 9 | 12 | 11 | 12 | 0 |
| Amreha | 13 | 3 | 11 | 0 | 12 | 0 |
| Chidi | 18 | 2 | 15 | 11 | 10 | 5 |
| Parwejabad | 15 | 5 | 10 | 7 | 8 | 0 |
| Dhara | 12 | 0 | 7 | 6 | 2 | 0 |
| Total | 128 | 30 | 103 | 64 | 86 | 5 |



Healthy Cooking Classes



VHVs and VHAs provided Healthy Cooking classes for village women with the help of the Department every year. Although green leafy vegetables contain a huge amount of iron, various vitamins and fiber, village people are hesitated to eat the vegetables as they consider those vegetables as grass for livestock, or they do not really know the recipe using those vegetables. We also assume that if village children like meals with green leafy vegetables, a mother in law also allows her daughter in law to cook green leafy vegetables, which easily makes the whole family eat the green leafy vegetables. Thus, not only organizing kitchen garden, but also the Department tried to promote actual consumption of green leafy vegetables by demonstrating how those vegetables can be cooked.

The List of Healthy Cooking Classes at Villages

| Date | Village | No. of Attendants | | | | Total | VHVS & VHVAS | VHVL & VHVSA | VHA & VHAC | MSCNE |
|----------|---------|-------------------|----|----|----|-------|--------------|--------------------|---------------------------------------|------------------|
| | | F | M | G | C | | | | | |
| 3/10/13 | Chamu | 25 | 5 | 9 | 40 | 79 | Shyama Pooja | Urmila Anita | Shyama, Bitola, Sursati, Shalu, Jyoti | Takako Jaya Shiv |
| 21/10/13 | Raypura | 35 | 7 | 15 | 40 | 87 | Shyama | Anita Urmila | Bitola, Manju Shyama, Jyoti | Prakash |
| 22/10/13 | Dhara | 24 | 11 | 8 | 45 | 88 | Savitri | Phoolkali Priyanka | Arti Rajni Sangita | Jaya |

Note: F- Female, M- Male, G- Girls, C- Children

| Date | Village | No. of Attendants | | | | Total | VHVS & VHVAS | VHVL & VHVSA | VHA & VHAC | Govt. Staff | MSCNE |
|--------------|------------|-------------------|---|----|----|-------|-------------------|-----------------------------|----------------------|----------------|--------------------------|
| | | F | M | G | C | | | | | | |
| 06/1/14 | Jharkori | 25 | 2 | 8 | 50 | 85 | Shyama, Pooja | Seeta, Vimla, Pramila | Suman Priyanka | - | Jaya, Him Shiv |
| 09/1/14 | Bajaddi | 26 | 1 | 9 | 40 | 76 | Shyama, Pooja | Vimla, Seeta, Pramila | Poonam, Manju, Rekha | - | Jaya, Him, Shiv, Prakash |
| 13/1/14 | Chidi | 32 | 1 | 3 | 40 | 76 | ShyamKali Savitri | Mamta, Sunita, Gayatri | Annu, Usha, Neha | - | Jaya, Him, Prakash |
| 16/1/14 | Amreha | 23 | 5 | 12 | 28 | 68 | ShyamKali Savitri | Pushpa, Phoolkali, Priyanka | Uma Rekha | ASHA - Sumitra | Him, Mitsu, Prakash |
| 22/1/14 | Parwejabad | 32 | 0 | 7 | 33 | 72 | ShyamKali Savitri | Sunita Mamta Gayatri | Poonam Manisha | - | Jaya Him Shiv |
| TOTAL | | | | | | | | | | 377 | |

In October 2013, the Department organized the first healthy cooking in three villages; namely Chamu, Raypura and Dhara. Besides, the second healthy cooking was held in five villages in January 2014; Amreha, Chidi, Parwejabad, Bajaddi and Jharkori.

Before organizing healthy cooking in those villages, VHVs had learnt and prepared nutritious chapattis and mixed vegetables incorporating Chench and Moringa powder in MSCNE, so that they would be able to demonstrate the cooking to village women confidently. On the day of healthy cooking, village women also helped VHVs and tasted food which was prepared.

The children and young girls also tasted the food. They all praised the works of VHVs to make them learnt the recipe.

Healthy cooking class was conducted where VHVs and VHAs have been working. The Department provided all kitchen materials including cooker, gas, utensils, food ingredients, spices, paper plates. Four villages where the healthy cooking had not yet been organized were selected.



Growth monitoring program

| Month of activity | No. of village covered | No of babies weighted (less than 24 months) |
|-------------------|------------------------|---------------------------------------------|
| July 2013 | 5 | 92 |
| August 2013 | 5 | 132 |
| September 2013 | 5 | 137 |
| October 2013 | 8 | 151 |
| November 2013 | 8 | 115 |
| December 2013 | 8 | 182 |
| January 2014 | 8 | 163 |
| February 2014 | 8 | 187 |
| March 2014 | 8 | 147 |
| April 2014 | 9 | 159 |
| May 2014 | 9 | 135 |



The Department has advocated the importance of regular check on the weight of the baby though VHVs who conduct Growth Monitoring program every Wednesday and Saturday. On Wednesday, there is the vaccination program by ANM (government health workers) in the villages of Allahabad. We always keep in mind to co-work with government workers, since our project is resonant with the one of government's. Like the picture at the left, just next to the VHVs measuring the weight of the baby, a government worker applies vaccination.

Details of growth monitoring activity from July 2013 to May 2014

Home to Home Visit

Under this activity, VHVs and VHAs individually visited and counseled with pregnant ladies, lactating mothers and those who have child (or children) under two years of age.

This activity aims to sustain awareness and practices taught in Health Gatherings at the household level, and to make mothers and family realize that they are supported individually. VHVs and VHAs required to advise to mothers or pregnant women necessary information such as family planning, importance and advantages of breastfeeding, nutritious food and balanced diet during pregnancy, infant vaccination, and any concern during pregnancy. Sometimes, VHVs measured the weight of a baby at the time of home to home visit, in case mothers were so busy that they could not attend Growth Monitoring program being held with ANM (government health worker). Besides, VHVs and VHAs kindly gave some advice for their family members to improve health condition of women and children.

Since the topics to be shared with mothers and women in home to home visit are not always fixed and differ from one mother to another, home to home visit requires wide knowledge of health, advanced skills of consultation and active listening by VHVs and VHAs. Thus, it is highly recommended to visit each house with the group of VHV leaders and assistants.



| Month of Activity | No. of village covered | Pregnant mothers | | Lactating mothers | | Total | |
|-------------------|------------------------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|
| | | 1 st visit | Follow-up | 1 st visit | Follow-up | 1 st visit | Follow-up |
| July 2013 | 5 | 36 | 13 | 26 | 63 | 62 | 76 |
| August 2013 | 5 | 14 | 21 | 19 | 71 | 33 | 112 |
| September 2013 | 5 | 1 | 23 | 12 | 70 | 13 | 93 |
| October 2013 | 8 | 22 | 13 | 48 | 34 | 70 | 47 |
| November 2013 | 8 | 8 | 9 | 31 | 72 | 39 | 81 |
| December 2013 | 8 | 12 | 12 | 18 | 78 | 30 | 90 |
| January 2014 | 8 | 5 | 15 | 15 | 85 | 20 | 100 |
| February 2014 | 8 | 7 | 11 | 16 | 84 | 23 | 95 |
| March 2014 | 8 | 9 | 12 | 31 | 79 | 40 | 91 |
| April 2014 | 9 | 17 | 13 | 16 | 82 | 33 | 95 |
| May 2014 | 9 | 6 | 21 | 13 | 89 | 19 | 110 |

Details of home to home visit activity from July 2013 to May 2014

Recruiting New Village Health Assistants and trainings

Since the Department had launched new Maternal and Child Health Care (MCHC) with JICA Partners Project (JPP) for another 5 years in January 2013, the project villages were also updated. The Department expanded into Shankargarh block, which is more far distance from our Department and other villages in Jasra block where our prior project has been implemented. We focus that the new project is to be progressed through the cooperation between Village Health Volunteers (VHVs) and Village Health Assistants (VHAs) and government health agencies and staff. When the Department began to launch the project in new villages, recruiting young women for the new Village Health Assistant from their own village was the most important thing to do, in order to easily motivate village women and disseminate new information through health gathering.

During the year from 2013 to 2014, the Department organized trainings for VHVs in order to motivate each VHV and enhance the development of knowledge and skills in working for Mother & Child Health Care in the villages. The first training held from 25th to 27th September 2013 in MSCNE. It aims to train 11 new VHAs who had been selected from several villages of Shankargarh block back in March 2013.

The second training was organized in MSCNE, which VHA candidate training. The candidates were recruited from Amreha, Parwejabad, Chidi, Jharkori and Patel Nagar where introduction meeting was held in September 2013 and March 2014. In this VHA candidate training, 14 new VHA were selected according to the exam result on basic calculation and measuring of weight.

New VHA training schedule in September 2013

| Date | Time | Activity |
|----------|-----------------|---------------------------------------------------------------|
| 25/09/13 | 10:00 AM | Reading Test |
| | 11:00 AM | Lecture on Breastfeeding by Mrs. Takako Miura |
| | 1:30 PM | Math Test |
| 26/09/13 | 2:00 PM | Lecture on Breastfeeding continued |
| | 6:30 AM | Laughter Yoga |
| | 7:30 AM | Kitchen Garden Class |
| | 9:30 AM | Lecture on Importance of Moringa by Mrs. Takako Miura |
| | 11:00 AM | Breastfeeding, Complementary Feeding & Nutrition Test |
| | 1:30 PM | Lecture on Basic Nutrition by Ms. Jaya Tripathi |
| | 2:00 PM | How to monitor growth; Training |
| 27/09/13 | 3:00 PM | Test Result Declaration |
| | 4:00 PM | Visit to Horticulture Department |
| | 6:30 AM | Laughter Yoga |
| | 7:30 AM | Kitchen Gardening |
| | 9:30 AM | Healthy Cooking Class |
| | 1:30 PM | Discussion about Schedule & Gathering Topic for October Month |
| | 2:30 PM | Teaching Aid Making |
| 4:30 PM | End of Training | |



Follow-up survey

It has already been one year past since the Department conducted the baseline survey in the proposed new project villages in Shankargarh and Jasra block in September and November 2012. The rural community health-related activities have been going on in 9 villages so far. Thus, it was the concern of the Department how the situation in project villages changed compared with the survey results since it started working in the villages from February 2013. Thus, follow-up survey was conducted in 3 villages of Chamu (Jasra), Dhara (Shankargarh) and Rayapura (Jasra) by VHVs and VHAs under the guidance of the Department.



Before going to the villages and undertaking the survey, the Department first organized the training for VHVs and VHAs to smoothly conduct the survey. The training contains the lecture in which the overview of the survey questionnaire is introduced by Mrs. Takako Miura. The lecture was followed by the role playing in which all VHVs and VHAs got a role of one of an interviewee, interviewer and recorder. By participating in the role playing where others are also able to comment on their performance, VHVs and VHAs can understand the appropriate way of communication and recording.



Since the same survey questionnaire was used as in the baseline survey which was conducted in 2012, some VHVs and VHAs had already got familiar with the questionnaire. However, for newly selected VHAs who joined the training for the survey, it was a very new learning for them.



Eventually, the follow-up survey was undertaken in Raypura on 19th, Dhara on 24th and Chamu on 31st March 2014. VHVs and VHAs collected 17 samples from Raypura, 31 samples from Dhara and 37 samples from Chamu. Findings from the survey were remarkable although the Department still needs to analyze the data which was collected. Thus, the strategy and approach of health activities can be modified according to the result of the survey.

“Moringa Tree at Each Home” Campaign



Moringa is what Rural Community Health Care team has been working to promote in the projects villages from September 2013. It is native to India and the evergreen tree widely spread in tropical regions such as in Asia, Africa and South America. To our surprise, nutritional values of Moringa leaves are much more than other green vegetables. Besides, the leaves lower blood pressure



or sugar level. It is planted by the roadside as a street tree which is available at any time. Although it is a blessing in front of our eye, apparently average Indian people seem to have not obtained the valuable information about Moringa.



While VHVs and VHAs have actively learnt these surprising facts of nutritional values of Moringa and gave Healthy Cooking demonstration using Moringa powder, the Department also did lots of research and explored the plantation method for Moringa tree. Finally, the Department declared to launch the new activity called “Moringa Tree at Each Home” campaign in March, in which VHAs would be responsible to plant and take care of the Moringa at their own home, so that they can influence others in the neighborhood.