

A PROJECT PHOTOBOOK

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PANChSHEEEL

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Photo Contributions

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PANChSHEEEL PROJECT



Foreword

India has the highest burden of undernutrition in the world, hosting 30% of the world's stunted children and nearly 50% of severely wasted children under the age of five. In order to achieve the global SDG targets, India and its high burden states must improve their picture of childhood nutrition. The profound impact of undernutrition on health, education and economic productivity are well known. Undernutrition contributes to almost half of the country's under-five mortality, through direct and indirect means. The World Bank has called the current landscape of childhood malnutrition "India's silent emergency." According to the National Family Health Survey-4 data, only 9.6% of children aged 6 to 23 months in India receive a nutritionally adequate diet. The rate of children receiving an adequate diet drops to 3.4% in Rajasthan and as low as 0.8% in one of its tribal districts, Banswara. Additional indicators of child health in Banswara further highlight the issue of undernutrition in children below 24 months of age, with low rates of exclusive breastfeeding up to 6 months (56%) and only 34% of newborns being breastfed within the first hour of life.

Funded by the Global Challenges Research Fund (GCRF) and Medical Research Council (MRC), AHRC, BBSRC, ESRC and NERC [grant number: MR/P024114/1], the PANChSHEEEL (Participatory Approach for Nutrition in Children: Strengthening Health Education Engineering and Environment Linkages) study was a collaboration between University College London (UCL), Save the Children, India, Jawaharlal Nehru University (JNU) and Indian Institute of Technology (IIT), Delhi. PANChSHEEEL was an interdisciplinary, cross sector study, designed to explore HEEE (Health, Education, Engineering and Environment) factors that influence Infant and Young Child Feeding (IYCF) practices and nutrition in India. The study aimed to develop a socio-culturally appropriate, tailored, innovative and integrated cross sector HEEE intervention package to address malnutrition by supporting optimal Infant and Young Child Feeding (IYCF) practices for children in rural India focussing primarily on the period of 6-24 months. The study also recognised the importance of mobilising and engaging all members of the village community and developed linkages between the Anganwadi centres and schools so that common messages and behaviour change activities could be delivered at household, village and policy level by considering MARKS (Lakhanpaul et al) – Motivation, Awareness Resources, Knowledge and Skills.

A picture says more than a thousand words - an old phrase with much truth in it. This book is an attempt to put forth the stories from the community, venturing into all those aspects that influence Infant and Young Child Feeding (IYCF) practices and nutrition and were delved into during the course of this study.

PANChSHEEEL gratefully acknowledges the input from our community champions and field team, which made this project possible. This work was supported by the Global Challenges Research Fund and funded by the MRC, AHRC, BBSRC, ESRC and NERC [grant number: MR/P024114/1].

Note: All pictures used in this book are purely representative of the quotes and do not feature the true respondents.



Visit our [website](#) for more information



Access the PANChSHEEEL film [here](#)



Background

PANChSHEEEL was a 5-phase formative study; Phase 1 focused on identifying and documenting the local practices with regard to feeding practices, sanitation, access to local resources (such as energy and water) and educational practices in relation to infants and young children aged 6-24 months. The existing Government of India (GOI) initiatives in the study sites were also mapped during Phase 1. Phase 2 involved extensive field work to identify the local challenges, drivers, resources, opportunities and needs for children in the first 6-24 months of life at individual, household, community and environmental level. Phases 3, 4 and 5 focused on the analysis and mapping of HEEE linkages, intervention design and implementation, as well as review and dissemination phases of this study.

The study was conducted in Banswara District in Rajasthan state in India. The District Banswara lies on the Mahi River basin with the river flowing from North to South. Access to water creates a natural division of the district into two zones, based on the agricultural processes – canal or command area and non-canal or non-command area. During the first PANChSHEEEL international study team meeting it was decided to confine the study area to one block from each zone. This natural division also reflected on the different agricultural patterns of these two zones; one being canal fed and the other being rain fed. The rationale is that the canal area may have better access to water for productive use, better agricultural output and, hence, less migration.

‘Ghatol’, a canal block, was purposively selected for two reasons; its proximity to the district headquarters and prior engagement of Save the Children India (SCI) in this block. ‘Kushalgarh’, a non-canal block, was selected as the second study block. Kushalgarh was chosen because it was the most economically vulnerable: employment being limited to rain-fed agriculture, which is viable for three to four months only leading to persistent outwards migration trends. The presence of a nutrition treatment centre at the Community Health Centre in Kushalgarh served as an additional indicator that nutrition of children in this block was poor. These two divergent blocks, therefore, provided an opportunity to capture the varying needs.

The following sections will provide an insight into the lives of the community residing in Ghatol and Kushalgarh, and help develop a deeper understanding of the proximate and larger determinants in a socio-ecological model, which necessarily entails a multi-sectoirationalization.

For further enquires please contact project principal investigator Professor Monica Lakhanpaul at m.lakhanpaul@ucl.ac.uk



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The past couple of years has been a personal journey for me. I feel blessed to have experienced new challenges, visited new places, shared personal stories and reflections with colleagues who became friends and with the amazing individuals who welcomed us so warmly from the villages in Banswara. I thank each and every one of them for believing in us and sharing this journey with us. We set ourselves a difficult task, realising no one person could achieve our goal alone. Yes, collaboration was key. However collaboration itself is a complex process requiring a few secret ingredients. We quickly realised what some of these were. We needed: trust, respect, patience, good communication and friendship, without friendship we could not get far. We also needed flexibility: if things were not going the way we wanted, we had to choose a new way and change direction. Finally, the most important was laughter. When something was going wrong and we really felt like crying, we held hands together, no matter how difficult things got and still managed to laugh at the end of it. We hope this book will provide a glimpse of the world we immersed ourselves into for the past two years and help to inspire others and remind ourselves of how much more there is to do.

Professor Monica Lakhanpaul

Can you inspire other people, because you've got something here that is very, very precious. Can you inspire other people to do likewise, to do the sort of thing you've been doing. And if I could take the privilege, could I ask all of us to express our appreciation of your team and the wonderful work that you've done and wish you every success and support for the future.

Professor Robert Chambers

As an engineer it was fascinating to see and learn about the wide ranging impact of lack of WASH (Water, Sanitation and Hygiene) and energy services on day to day lives of community and feeding practices through PANChSHEEEL. Working in multidisciplinary teams is challenging but yet so rewarding when you see the impact of your research on local communities and especially for women and children in this instance through tackling multiple challenges in a holistic manner.

Dr. Priti Parikh

This is an emotional moment for all of us as the project comes to a formal close. We took up HEEE/PANChSHEEEL almost as a mission, and put in countless days and hours. Each of us had somewhat different yet overlapping roles, indeed we played and performed as a team. We met as strangers and continue as friends; some members left at various points leaving behind a legacy of dedication, friendship and warmth. I take this occasion to warmly thank each of you for this enduring partnership and cherished every moment of it.

Professor Rajib Dasgupta

Working together within a multi-disciplinary team coming from different disciplines and with varied expertise has been an exciting and a humbling experience. What I appreciated the most about the team was the respect and importance given to the community perspectives and feedback received through the community researchers.

Dr. Rajesh Khanna

HEEE project has adopted a bottom up approach since the beginning of the research, problems related to IYCF have been identified in a collaborative manner with community and then a local context specific, culture sensitive intervention packages is developed through co-designing. HEEE Project is the best example of Participatory Research and Co-designing of intervention tools. I see a great relevance of the project findings to be used by the National Nutrition Mission in India.

Sanjay Sharma

We really liked the bottom-up approach of this research, which is not seen often in other studies. Identification of the problems of the community as well as the possible solutions to those problems, both were done by the community themselves. The community participated in each activity of the study!

Community Researcher

Through training at regular intervals, they gave us a lot of interesting new information, that we were unaware of. There was a constant connect with the community.

Community Champion

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NOTE
The pictures and
quotes throughout
the book are
mutually exclusive.

Edited by
Dr. Kartik Sharma
Claudia Chow



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feeding practices

“When the child starts crying after birth, then the breast milk is produced and mother is ready to breastfeed the child.”

Mother, Kushalgarh

“Breastfeeding totally depends on the mother’s ability to produce milk. If childbirth has taken place in the evening, then mothers can produce breast milk and breastfeed only after 12’o clock in the midnight”

Mother, Ghatol

“In the first half of the day we get only three-four hours and in between we get only around 15 minutes to care for the child.”

Mother, Kushalgarh

“When the child starts to cry, the mother comes to breastfeed them.”

Grandmother, Ghatol

“We do face problems in feeding the breast milk to the child in the beginning, but in the later stage as the child grows, the difficulties reduce.”

Mother, Ghatol

“In the summer season the child becomes thirsty, so water is given to the child. We also recommend mothers to give water sometimes.”

AWW, Ghatol





complementary feeding

“Almost all mothers introduce semi-solid food (upari ahar) from the seventh month. We counsel the mothers that this is important for proper growth of the child.”

AWW, Ghatol

“After 6 months child starts drinking milk (dairy). We also give Rab (grounded maize porridge), biscuits dipped in water and sometimes daal ka pani. We know what to give and what not to give to the child. AWW also tells us about this. We are the ones who take care of all things related to the child like cooking and feeding.”

Mother, Ghatol

“In our village, in AWC the poshahar is distributed every 8 days. Mothers take the poshahar and give to the child after preparing it. After 6 months, the poshahar should be given in a small quantity in the morning. Initially very small quantity and then increase little more amount and feed the child accordingly.”

AWW, Ghatol

“The AWW tells us to boil the poshahar in water and add sugar to it. We give only small quantity, but do not measure. We also feed the children with our fingers, so cannot say how much the child actually eats. Sometimes if there is left over, the older children of 3 years and above also eat the Take Home Ration.”

Mother, Kushalgarh



feeding during illness

“When the child is sick, he does not eat anything, not even fruits. He just wants mother’s milk. Mothers do not have time, so they cannot give adequate attention to take care of the child, because of which the child gets sick.”

AWW, Kushalgarh



mothers at work

“The mother cannot sit at home taking care of the child,
who will look after the animals, get water, and cook?
They also have to do agricultural work.”
Grandmother, Kushalgarh







“

Most people do agriculture. From all homes, both male and female take part in agricultural activities. Men play an important role of sowing and harvesting while women do the rest. Women are engaged in agriculture all year round.”

School Teacher, Kushalgarh

“Taking care of the animals is the work of women because they stay in the house. They are ones who clean the shed and give the animals fodder and water.”

Mother, Ghatol

“When the child is very young below 6 months, we do not go far distances for work. Therefore we can come to the child whenever required.”

Mother, Ghatol

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“Men bring things, only when we ask to purchase them for home. Father brings ration for home. If they bring things then it is fine, and if not then it is little bit difficult for us.” *Mother, Kushalgarh*

“Men go to work in Gujarat and Madhya Pradesh to work in construction sites and as wage labourers during the lean seasons as well as after sowing. They go for two to three months and come back again during harvesting season. Their wives also go with them. School-going children are left behind with their grandparents.”

Ward Panch, Kushalgarh





“When my daughter-in-law works outside, then we grandmothers take care of the child. Like when the child is crying and we have to feed them, we sit and keep them in our lap and make them comfortable. We keep an eye on the child and their activity.”

Grandmother, Ghatol



“If there is no grandmother, mother will give her child to the sister-in-law (elder brother’s wife).”

ASHA, Ghatol

livestock

"Most houses keep goats, some also have cows. Buffaloes are very less in the village. Not all of these animals give milk. Milk from goat is used for consumption at home only. Cow and buffalo milk is used for making ghee. Few families also sell it. They do not feed milk to their children."

Ward Panch, Ghatol





“Only those who have goats at home, give milk to their children regularly, at least once a day. They also dip the roti in milk. The others have to buy milk and that depends on availability of milk in the village as well as money.”
Grandmother, Kushalgarh



going to the market

“Every day one or the other member of the household goes to the market. There are many markets. The nearest one is 5 kms.”

Mother, Ghatol





“Children like biscuits and so it is easy to feed them. We give them one biscuit and they keep eating more. We do not have to feed them.”
Grandmother, Kushalgarh



“Market is almost 20kms away from this village, so people go there rarely. There is only one vehicle, which goes in the morning and comes back in the evening. People only go when it is very necessary.” *School Teacher, Kushalgarh*

“Fruits are not very common in daily diet. Only when the parents go to the market they get fruits. There is availability of local fruits which are not too good for children, like tamarind and jujube berries.” *Teacher, Kushalgarh*



“Everybody gets 20kgs of wheat per month. The ration shops work very well.”
Ward Panch Ghatol, Kushalgarh

going to school

“The AWC is in the school premise, so we can always keep a check whether children are getting their meals. The AWW and the other staff also come in time and regularly open the centre.”
School Teacher, Kushalgarh



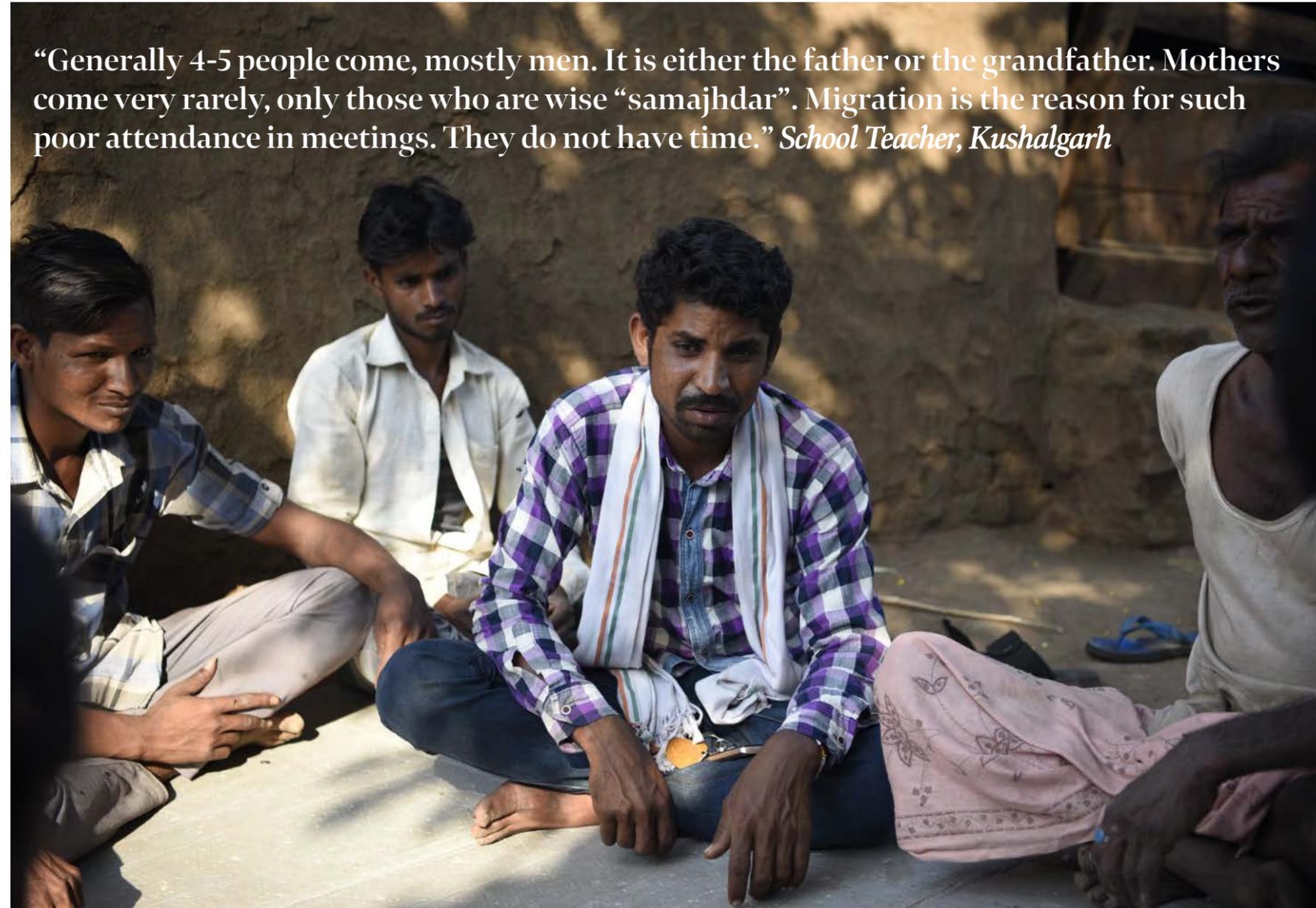


“There are no children who are not enrolled in school. All children above 5 years come to school. The parents send them to the government school only. There are no private schools in this village or in the nearby villages.”
School Teacher, Kushalgarh





“Very few people attend this meeting. We send invitations to all, only 30-40% come. Fathers mostly attend the meetings. Mothers are busy and also not educated.”
School Teacher, Ghatol



“Generally 4-5 people come, mostly men. It is either the father or the grandfather. Mothers come very rarely, only those who are wise “samajhdar”. Migration is the reason for such poor attendance in meetings. They do not have time.” *School Teacher, Kushalgarh*

Children mostly miss school when there is harvesting season. Sometimes the entire family gets busy so there is no one to send the child to school. The girls also miss school when they have to take care of their little siblings, but rarely. Boys are naughty; they just do not come to school. Parents are do not give so much attention.”
School Teacher, Ghatol



“Homework is mostly done at school. Few children do it at home, if they have an elder sibling. Only on rare occasions, they get support of their father, even if he is educated. The mother is not educated, so she cannot be of much help. But it is because of the mother that the child sits down to study; otherwise he or she would be playing all day.”

School Teacher, Ghatol

“Most children stay with the grandparents. They do not have any environment for studying at home. Homework is done at schools.”

School Teacher, Kushalgarh



“Yes, we provide food to children regularly. It is cooked in the school’s kitchen. The food includes chapati and dal (pulses), kh-ichdi and once a week fruit is also given. The food that they get in schools is better than what they get at home. Dal is not cooked in the homes every day. Fruit is also an attraction among kids.” *School Teacher, Kushalgarh*

“I have seen food being served in schools regularly. Sometimes I go to check the quality also.” *Ward Panch, Ghatol*

mid-day meals





play

“Playing is very necessary for the holistic development of children. We devote the last period each day for that. The children play among themselves. There is no equipment to play with. Sometime the Physical Education Teacher train the children. Lady Teachers also play with girls when they get some time.”

School Teacher, Ghatol





“We say papa, kaka and the baby learns to speak. Play is important for developing the speech.” *Grandmother, Kushalgarh*



“We buy toys and also make some using old and broken materials lying in the house.”

Mother, Ghatol

“We also want the children to play. It is very important, but there is no playground in the school, no equipment. Parents sometime question us why we play games; school is for studying not play-ing.” *School Teacher, Kushalgarh*

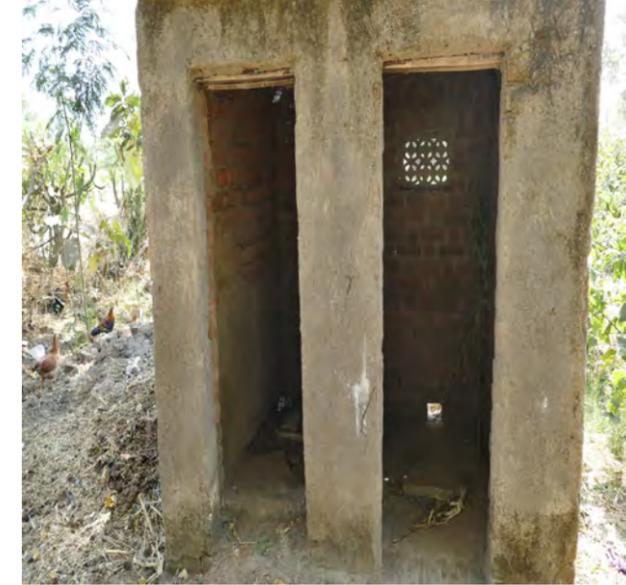


sanitation



“Toilets have been constructed in every households but not everyone is using it. Elder members prefer open defecation.” *AWW, Ghatol*

“Few families have constructed the toilets and very few members use it due to scarcity of water.”
ANM, Kushalgarh



“We tell the students about good hygiene practices like handwashing, taking a bath every day, cutting nails. They then go and tell their family. Spreading messages through children are very effective.” *School Teacher, Ghatol*

“Generally we make the children sit in the open places close to the home. If the child is too small to sit, he defecates in the clothes. We throw the faeces in the open fields.” *Mother, Ghatol*

use of cooking fuel

Most households in the village use firewood that they get from the adjoining jungle and also cow dung cakes (gobar ke uple). This is free so they prefer it. Most people here do not have money in hand and gas connection requires cash.”

Teacher, Kushalgarh

“Here mostly people use dried agricultural waste as cooking fuel. Earlier there used to be other sources like trees and bushes, but not anymore. All the land is converted for agriculture.”

Ward Panch, Kushalgarh





“Households that have received gas connection cook on stoves, but only tea and some-times vegetables, for other things they still use firewood. Some of the households have not got gas connection and some are not will-ing to take because they do not have money.” *AWW, Ghatol*

“Around 20 percent households use gas stove. Here people prepare meals from the maize or makke ki roti, which takes much longer time to be prepared or cooked. Therefore, they pre-fer chulha over the gas stove.” *ANM, Kushalgarh*



vaccinations

“We organise vaccination on every first Monday in this Anganwadi. I make the due list and get the vaccines from the PHC according to that list, so there is no shortage of vaccines. The community also cooperates in vaccination. ASHA goes to call them and they come.”
ANM, Ghatol

“We all support the ANM during vaccination. AWW takes the weight; I go to call the mothers. Sometimes I have to go two three times. However, all women come with their child. Those who are not in the village on that day, I tell them to go to the SC on Friday.”
ASHA, Kushalgarh

“We take the weight of the child who comes for vaccination. Sometimes, the mothers do not get the card when they come for vaccination, so weight cannot be recorded in the mamta card.” *AWW, Ghatol*

“We take weight, but currently the weight machine is not working. If we see a thin child we use the MUAC tape. From that we get to know if the child is malnourished.” *AWW, Kushalgarh*

“Anganwadi worker does not weigh our child regularly. This may be due to the broken weighing machine. Sometimes she uses a tape to measure.” *Mother, Kushalgarh*

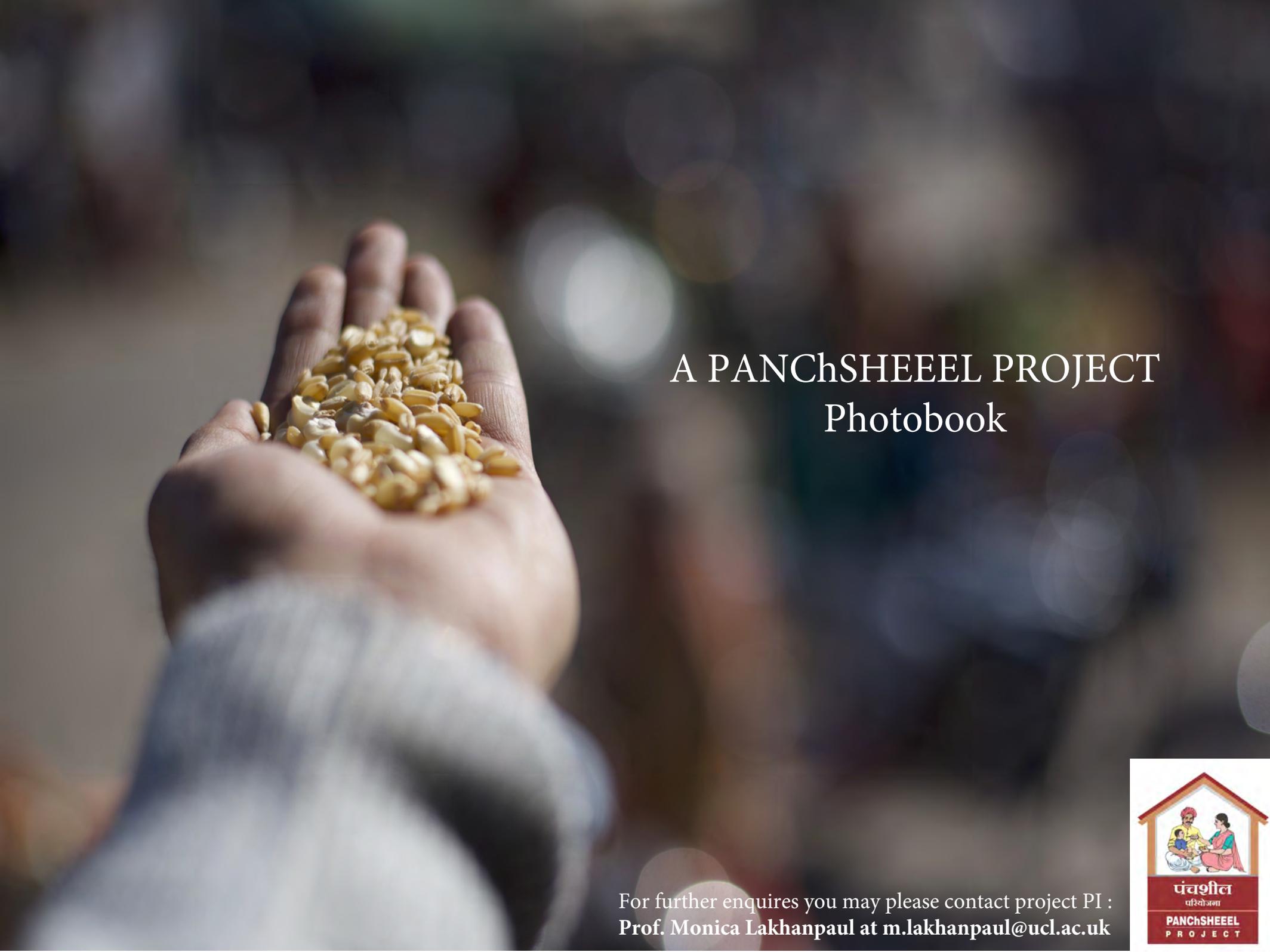
growth monitoring





PANChSHEEEL PROJECT





A PANCHEEEL PROJECT
Photobook

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