Establishing SHG/FPO enterprises to address malnutrition and provide rural livelihoods in Yadgir District, Karnataka

SCHOOL IEC PROGRAMME- IMPACT ASSESSMENT

Supported by Department of Science and Technology
Government of India
SCHOOL IEC PROGRAMME - Impact Assessment

BACKGROUND

Baseline and social survey for Yadgir District was completed in November 2022.

Some serious findings that emerged from the baseline requiring urgent attention are:

- 20% of mothers of children below 3 years (all migrant labourers) said that their infants did not consume any complementary food until they were about 2 years. The mothers said that whenever the infants were given something from the family food, mostly roti, dal, idli or ganji, they were not able to digest it and became ill. All the mothers were migrant workers and did not access any benefits from ICDS.
- About 57% of mothers of children under 3 years and 63.5% mothers of children between 3-5 years are illiterate.
- Among children aged 6-35 years, about 64.5% are either stunted, or wasted or underweight.
- The proportion of children (both boys and girls) under 3 years who are not stunted, not wasted or not underweight decreases as the age increases, implying that their nutritional status/health deteriorates as they grow older.
- Among children aged 3-5 years about 72.79% are either stunted or wasted or underweight.
- The proportion of children (both boys and girls) who are not stunted, not wasted and not underweight decreases as age increases, implying that the nutritional status/health of the children is deteriorating as they grow older.
- About 17.5% of adolescent girls and 7.2% of the adolescent boys (between 11-18 years) are illiterate. None of the girls have studied up to class 10, and about 20% of boys are in class 10.
- Overall, about 47.39% adolescent girls and 52.9% adolescent boys are severely underweight and 27.96% girls and 30.77% boys are moderately underweight.
- Consumption of fruits, vegetables, dairy products constitute a very small part of the daily diet.

SCHOOL IEC PROGRAMME

After detailed discussion with experts and local people, regarding how to influence the community towards dietary behaviour change, our field partner BAIF suggested that we could try and equip school children with information and awareness, and make them the key agents of change to influence mothers and families towards nutritive/affordable dietary diversification and behavior change.

We were also informed that some children come to school on an empty stomach because households believe that the child is getting a mid-day meal in school in any case.

We therefore created a simple but impactful film addressing this issue, “Healthy, Successful Students, Strong Nation” [https://lnkd.in/g6u87-aF](https://lnkd.in/g6u87-aF). A video on healthy affordable nutritive recipes was also created.
Programmes were held in 40 government high schools, for students between 12-16 years of age, covering the entire District, in which this film, and the video on healthy affordable nutritive recipes was shown to the students. Posters were also displayed and explained to them. Students were also asked to write a short essay about what they understood from the film. This was followed by counselling and a healthy snack.

**IMPACT ASSESSMENT OF SCHOOL IEC PROGRAMME**

Feedback on the programme was obtained from a sample of 152 stakeholders, (60 students, 60 parents and 32 teachers) from 40 schools in 37 villages covering all the 6 Taluks of Yadgir District.

55% of the students who provided feedback were girls and 45% were boys.

Feedback informs that the programme was very enthusiastically received by the students and teachers, officials and non-officials.

The parents from whom the feedback was collected belonged to different socio-economic groups and livelihoods - farmers, plastic merchants, tailors, contract workers, building construction workers, cooli workers, automobile workers, and carpenters.

This was a first of its kind programme being conducted in schools, which the teachers and staff found very useful.

**FINDINGS**

- 60% of students have made changes in their diet and food consumption, and many students have started eating sprouts and local fruits every day
- The major message received by the students is not to skip breakfast and eating meals at the right time and in the right quantity. Before the programme, 70% of children were eating breakfast every day. Now 100% were eating a morning meal before coming to school.
- The major message that the parents understood was to make sure that their child ate breakfast before leaving for school. They also found information on intergenerational cycle of malnutrition, anemia, hygiene, affordable nutritious food useful.
- Children are now asking their parents for a variety of fruits and vegetables. The most common vegetables and fruits available in the villages are green leafy vegetables, tomatoes, potatoes, brinjals, cucumbers, carrots, lady’s finger, bananas, papayas, pomegranates, fenugreek and dill leaves.
- All students found the cooking recipes helpful and simple to prepare. 50% students have tried to prepare recipes shown and the most tried recipe was chapatti roll and vegetable dal sambar.
- Parents who received the information about the programme have tried the recipe and provided the nutritious meal to children
• All students found the IEC materials very informative and students learned new information on intergenerational cycle of malnutrition, anemia, hygiene, affordable nutritious food.

• 60% of students have informed their parents about the programme, and explained to them the contents of the video and have been following these messages

• Parents and teachers felt the awareness programme was beneficial and informative. The recipes shown in the video are easy for students to make breakfast or a meal by themselves and consume it before coming to school

• Teachers reported that 60% of students who have followed the messages have improved health and are more active, have better concentration and participate in games.
# Kannada Questionnaire for Students

<table>
<thead>
<tr>
<th>Kannada</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>नाम</td>
<td>Name</td>
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<tr>
<td>कक्षा</td>
<td>Class</td>
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<tr>
<td>शहर</td>
<td>Town</td>
</tr>
<tr>
<td>विभाग</td>
<td>Department</td>
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<td>विभाग प्रमुख</td>
<td>Head of Department</td>
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<tr>
<td>महत्त्व</td>
<td>Importance</td>
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</tbody>
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1. होस्ते, मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी? होस्ते, किसी मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी? किसी मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी?

2. मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी? किसी मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी?

3. मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी? किसी मल्लिका, श्रीगंगापूर, नाबालिगिकूट में शेनकारी?
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
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<tbody>
<tr>
<td>4</td>
<td>ನಮೂ ಉನೆಯ ತಂಡಕ್ಕೆ, ಅವರ ನಿವಾಸ ತಂಡಕ್ಕೆ ಅನ್ನು ಸಹಿಸಿದರು ಅಂದರೆ ತಂಡಾಟು ಕಾರ್ಯಗಳು ತುಂಬುನೇರಿಸು?</td>
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<td>5</td>
<td>ಮಯಿಲಾರು ಮಹಿಳೆ ಸಾಮಾನ್ಯವಾಗಿಎಂದರೆ ನಮೂ ತಂಡಾಟು ಸಹಿಸುವು?</td>
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<td>6</td>
<td>ಮಯಿಲಾರು ಹೇಳಬಹುದು ನಿಯಮಗಳು ಕಂಡಿದ್ದರೆ ನಮೂ ತಂಡಾಟು ಸಹಿಸುವು?</td>
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<td>7</td>
<td>ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ಶಾಖೆ ಸಾಮಾನ್ಯವಾಗಿ ನಮೂ ತಂಡಾಟು ಸಹಿಸುವು? ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ಶಾಖೆ ಸಾಮಾನ್ಯವಾಗಿ ನಮೂ ತಂಡಾಟು ಸಹಿಸುವು?</td>
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<td>8</td>
<td>ತಮ್ಮ ಬರೆಸಿದ್ದಾರು ಹೆಚ್ಚು ನಮೂ ಸಾಮಾನ್ಯವಾಗಿ ಸಹಿಸುವು? ತಮ್ಮ ಬರೆಸಿದ್ದಾರು ಹೆಚ್ಚು ನಮೂ ಸಾಮಾನ್ಯವಾಗಿ ಸಹಿಸುವು?</td>
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<td>9</td>
<td>ನಮೂ ತಂಡಾಟು ನಮೂ ಕೃಷಿ ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ಸಹಿಸುವು? ಅನ್ನು ಹೇಳಬಹುದು, ಅನ್ನು ಹೇಳಬಹುದು. ಕೃಷಿ ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ನಮೂ ತಂಡಾಟು ಸಹಿಸುವು? ನಮೂ ತಂಡಾಟು ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ನಮೂ ತಂಡಾಟು ಸಹಿಸುವು?</td>
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<td>10</td>
<td>ನಮೂ ತಂಡಾಟು ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ? ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ?</td>
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</table>
| 11  | ನಮೂ ತಂಡಾಟು ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ನಮೂ ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ, ತಂಡಾಟು ಅಧ್ಯಾಪಿಸಿ?
English Questionnaire for Students

BAIF institute for Sustainable Livelihood and Development.

(BISLD) Karnataka

Establishing SHG/FPO enterprises to address malnutrition and provide rural livelihood in Yadgir district.

Questionnaire for adolescents (Boys /Girls and their mothers) on Training Feedback /Impact

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Age</td>
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<tr>
<td>School</td>
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<tr>
<td>Class</td>
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<tr>
<td>Village</td>
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<tr>
<td>Parent Name</td>
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<tr>
<td>Taluk</td>
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<tr>
<td>Date</td>
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</tbody>
</table>

1. Have you attended the program? Have you seen all the videos? If yes which one did you relate the most with and why?

2. Have you made any changes in your diet after watching the videos? If yes, what are the changes?

3. What important message did you receive from the videos? Why is it important?

4. Name the vegetables, green leafy vegetables and fruits which you consume that are nutritious?

5. Did you think the cookery video was helpful?

6. Do you think that recipes are easy to prepare at your home?

7. Have you tried cooking them at home? Which one have you cooked? How did you feel after eating it?

8. Has School management shared recipe video clip with your parents?

9. Have such events been conducted in your school before? If yes, which one? If no, are such events needed? Was this the first time that such an event was conducted in your school.

10. What is your opinion? Did you find the posters useful? What new information did they give you?

11. Any other point you consider important to improve the program.
### Kannada Questionnaire for Parents

<table>
<thead>
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| 1. | ಮರಾಠಿಯಲ್ಲಿ ಸಂಸ್ಥಾನದ ಮೇಲೆ ಸತ್ಯವಾಹಿ ಸಂಶೋಧನೆ ಮಾಡುವುದು ಎಂಕೆ, ಮಾತೃ ಕಾಲದಲ್ಲಿ ಸಂಶೋಧನೆ ಮಾಡಲು ಕೆಲವು ಎಂಬುಡು ಎಂದೇ? |

| 2. | ಕೆಲವು ಸಂಸ್ಥಾನದಲ್ಲಿ, ರಾಷ್ಟ್ರದಲ್ಲಿ ಮಾತಕರಿಗೆ ಮಾತೃಕಾಪಟ್ಟಿಗಳ ವಿಸ್ತೀರ್ಣ ಮಾಡಲು ಸ್ಪಷ್ಟವಾಗಿ ಹೇಳಲಾಗಿದೆ. ಸಂಶೋಧನೆಯ ಮೇಲೆ ಸ್ಪಷ್ಟವಾಗಿ ಹೇಳಲಾಗಿದೆ? |

| 3. | ಮಾತೃಕಾಪಟ್ಟಿ ಮಾತೃಕಾಕಾರದ ಮಾತ್ರಾ ಸೇರಿಕೆಯನ್ನು ಸುಂದರವಾಗಿ ಎತ್ತರಿಸಬೇಕು. ಮಾತ್ರಾ ಸೇರಿಕೆಯನ್ನು ಸುಂದರವಾಗಿ ಎತ್ತರಿಸಬೇಕಿದ್ದರೆ, ಮಾತ್ರಾ ಸೇರಿಕೆಯನ್ನು ಮೂಲ ಪ್ರಾಂತಿಯ ಸೇರಿಕೆಯ ಸ್ಪುಟ್ಟಿಕಿಲು ವಿಸ್ತೀರ್ಣವನ್ನು ಕಡಿಮೆ ಮಾಡಬೇಕು? |

| 4. | ಸಂಶೋಧನೆಯ ಮೇಲೆ ಸತ್ಯವಾಹಿ ಸಂಶೋಧನೆಯು, ಸಂಶೋಧನೆಯ ಸಂಗ್ರಹಗಳ ಸಹಾಯವಿಲ್ಲದೆ? |

| 5. | ಸಂಶೋಧನೆಯು ಮಾತೃಕಾಪಟ್ಟಿಯ ಮೇಲೆ ಸತ್ಯವಾಹಿ ಸಂಶೋಧನೆಯು ಲಭ್ಯವಾದರೆ, ಸಂಶೋಧನೆಯು ಸಂಗ್ರಹಗಳ ಮೇಲೆ ಸತ್ಯವಾಹಿ ಸಂಶೋಧನೆಯು ಸುಂದರವಾಗಿ ಎತ್ತರಿಸಬೇಕು? |

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**Note:** The content is in Kannada, a language primarily spoken in the Indian state of Karnataka. The questionnaire includes questions related to the conduct of research, the role of mothers in research, and the nature of research findings.
<table>
<thead>
<tr>
<th></th>
<th>ಸಮಾಧಾನಂ ಮಾಡುವ ವ್ಯವಹಾರ ಸ್ಥಳಕ್ಕೆ ಅನುಮೋದನೆ ನೀಡವುದು ಸಮರ್ಥನೆಯಾಗಿದೆ ಅನುಮಾನಿಸಬಹುದ್ದೆ?</th>
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<tr>
<td>7.</td>
<td>ಅನುಮಾನಿಸು, ನೀಡಿದ ಭಾರತೀಯ ಸರ್ಕಾರದ ಪ್ರಧಾನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಎಂದು ಹೇಳುವ ಲಿಸ್ಟ್ / ಸಲಹೆಗಳು ಸಮರ್ಥನೆಯಾಗಿ ವಶಮಾಡುವ ಪರಿಸ್ಥಿತಿಯೊಂದು?</td>
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<td>8.</td>
<td>ಸಮಾಧಾನಂ ನೀಡುತ್ತಿದ್ದ ಸಮಯದಲ್ಲಿ ಸಂಶೋಧನಾ ಸ್ಥಳದಿಂದಿಗೆ ಸಹಾಯಕೀಯ ಅನುಭವಗಳು, ಸಾಮಾಜಿಕವಾಗಿ ವಿವಿಧ ವ್ಯಕ್ತಿಗಳು ಕೇಂದ್ರದಿಂದ ಪ್ರತ್ಯೇಕ ಪರಿಶ್ರಮಗಳಿಗೆ ಸಹಾಯ ಸಮರ್ಥನೆಯಾಗಿದೆ?</td>
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</table>
# English Questionnaire for Parents

## Questionnaire for parents

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Son/Daughter name</th>
<th>Village</th>
<th>Taluk</th>
<th>Date</th>
</tr>
</thead>
</table>

1. Did your child inform you about the awareness program conducted at school?

2. If yes, what message did you receive from your child? Boys/Girls

3. Did your child show you the video or explain the gist of the two videos after attending the school programme? If Yes what is your opinion, and will you follow the advice in the videos?

4. Are your children asking for different food after the programme? Is there any change in or demand about diet by the children? Will you prepare these recipes shown in the video at home and provide to your children?

5. Do you think you should prepare different food as shown in the videos for children for their overall health and development? Have you made any changes in your daily diet?

6. Did your child consume breakfast every day before the program?

7. If not, then after knowing the importance of breakfast, are you giving him/her breakfast every day?

8. Did you feel that the activities conducted during the program were helpful for you and your child for improving mother health.
## Kannada Questionnaire for Teachers

मुख्य विषय: शिक्षणात्मक संसाधन व संसाधन तर्फाचा विषय

**SHG/FPO** कॉलेक्टिव्ह नेटवर्क, विकास केंद्र.

**सन्दर्भ व अंतर्दर्शनाचा**

<table>
<thead>
<tr>
<th>विषय</th>
<th>वर्ग</th>
<th>भाग</th>
<th>अड्डा</th>
<th>प्रशिक्षण</th>
</tr>
</thead>
</table>

1. **कैसे माफिकतून आपले माध्यमात्मक दावा मानावात?**

2. **माफिकतून उद्देश्यात. क्या तुम्ही आपल्या विकल्पांना भरती आणि माफिकतून संदर्भात आणि वार्ता केल्यास तुम्ही कसा विकल्प होता? क्या तुम्ही माफिकतून संदर्भात हस्ताक्षर करता होता?**

3. **माफिकतून संदर्भात हस्ताक्षर करताना तुम्ही कसा समजता आहात? क्या आपल्या विकल्पांना संदर्भात हस्ताक्षर करता होता? अथवा हस्ताक्षर करतात?**
4. ಭಾಷೆಯ ಉಪಯೋಗಿಸಿದ್ದರೆ, ಕೆಲವು ಸ್ಥಳ್ಯ-ಸ್ತ್ರೀಗಳಿಗ್ಳಿಗೆ ನಮೂನೆ ಕೊಟ್ಟದು ನಮೂನೆಗಳಿಗೆ ಮತ್ತು ಸ್ಥಳ್ಯಗಳನ್ನು ಬಾಯಿಸಿದ್ದರೆ, ಸಾಧ್ಯವಾದಾಗ ತೀರ್ಥವಾದೆಂದರೆ ಸಾಕ್ಷಿಪಟ್ಟಿರುತ್ತದೆ? ಕೆಲವು ಸ್ಥಳ್ಯಗಳಿಗೆ ನಮೂನೆಗಳು ಮತ್ತು ಸ್ಥಳ್ಯಗಳು ನಮೂನೆಗಳು ತೀರ್ಥವಾದಾಗ ತೀರ್ಥವಾದೆಂದರೆ ಸಾಕ್ಷಿಪಟ್ಟಿರುತ್ತದೆ?

5. ಮನೋರಂಭಪಡಿಸುವ ಸ್ಥಳ, ಸಚಿವ, ವಾಸ್ತವ ಸ್ಥಳಗಳಿಗೆ ಸವುರಿಯಿಂದ ಉಪಯೋಗಿತ್ತು ಭವಾನಿಯನ್ನು ಪ್ರತ್ಯೇಕಿಸಿದದ್ದು ಎಂದು ಕಲಿಪಿಸುತ್ತದೆ?

6. ಸಾಮಾನ್ಯ ಸ್ಥಳಗಳು ಸೇರಿದ್ದರೆ ಕೆಲವು ಸಾಮಾನ್ಯ ಸ್ಥಳಗಳು ಸಹಾಯಿಸುತ್ತದೆ? ಕೆಲವು ಸಾಮಾನ್ಯ ಸ್ಥಳಗಳು ಸಹಾಯಿಸುತ್ತದೆ? ನಮೂನೆಗಳು ಸಹಾಯಿಸುತ್ತದೆ?

7. ಮೇಲೆ ಪ್ರಖ್ಯಾತವಾದ ಸ್ಥಳಗಳಿಗೆ ಮಾರ್ಟನ್ತು. IEC ಮರುದು ಸಮರೂಹವನ್ನು ಹಾಗು ರಚಿಸುತ್ತದೆ ಎಂದು ಕಲಿಪಿಸಿದದ್ದು ಎಂದು ಕಲಿಪಿಸಿದದ್ದು? ಕೆಲಗಿಂತ ಎಂದು?

8. ಮರುದುಪಡಿಸುವ ಸ್ಥಳಗಳಿಗೆ ಸೇರಿದ್ದರು ನಿರ್ದೇಶಣೆಗಳಿಗೆ ಮಾರುತು. ಮೇಲೆ ಪ್ರಖ್ಯಾತವಾದ ಸ್ಥಳಗಳಿಗೆ ಮರುದು ಸಂಸ್ಥೆಯಲ್ಲಿ ಮರುದುಗಾತ್ರದ ಸಮಸ್ಯೆಗಳಿಗೆ ಮರುದುಗಾತ್ರದ. 

# English Questionnaire for Teachers

**BAIF institute for Sustainable Livelihood and Development. (BISLD) Karnataka**

Establishing SHG/FPO enterprises to address malnutrition and provide rural livelihood in Yadgir district.

**Questionnaire for School Teachers on Awareness Training**

**Feedback /Impact**

<table>
<thead>
<tr>
<th>Name of the school</th>
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<tbody>
<tr>
<td>Name of the teacher /Principal</td>
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<tr>
<td>Location</td>
<td></td>
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<tr>
<td>Taluk</td>
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</tr>
<tr>
<td>District</td>
<td></td>
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<tr>
<td>Date of event</td>
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1. **Since how many years you are working in the school?**

2. **What is your opinion on the event on awareness on consuming healthy and nutritious food organized in your school through video show, demonstration and IEC with essay writing competition etc.**

3. **Do you think such events should be conducted on regular basis to create awareness among students and parents? If yes, why and what is the frequency you suggest?**

4. **Have you seen the video Healthy Successful Students, Strong Nation-Auro Centre for Public Nutrition. Did you find it and the cookery video helpful? If so how.**

5. **Do you observe any changes in students diets, energy and concentration levels after the programme?**

6. **Do you have space and water to grow vegetables in the school premises? If yes, would you like to do so?**

7. **Do you think IEC material explained during awareness event was helpful.? If so, how**

8. **Do you have any innovative ideas to improve health and development of children in Aspirational dist. like Yadgir.**
Photos from the Field

Parent’s Filling the questionnaires

Student’s Filling the questionnaires

Teacher’s Filling the questionnaires
IEC Materials - Posters

Intergenerational Cycle of Malnutrition

Why are many babies in your village born so small and underweight?
- They are not born underweight
- Maternal malnutrition
- Mother lost gained weight too fast during pregnancy
- Multiple pregnancies
- Malnourished mother has lack of vitamins, minerals, and iron
- Breast feeding is not adequate for proper nutrition
- Infants often malnourished or stunted
- Poor mother-child health care
- Poor infant nutrition

Why does an underweight baby grow to be an underweight child?
- Baby's growth slow down due to lack of proper nutrition
- When a child is malnourished or stunted, their growth and development become slower and weaker
- Children who are underweight are at risk of developing health problems later in life
- Inadequate food intake leads to malnutrition

Why does a weak underweight adolescent girl become a malnourished overweight woman?
- Adolescent girls are very vulnerable
- Lack of iron, vitamins, and minerals
- Poor eating habits
- Lack of physical activity
- Lack of knowledge about nutrition
- Poor sanitation and hygiene

Healthy Food: locally available, low cost nutritious foods that will make you stronger & healthier

Empowering Women Self Help Groups to Strengthening Families, Communities & Society.

How do we change our behavior to make the girl child healthier and better nourished?

As an infant...
- Give breast milk
- Give light, cooked, low fat food
- Give cooked food
- Give cooked food

As she grows...
- Increase the quantity of food with age
- Give cooked food
- Give cooked food
- Give cooked food

Do not discriminate against your girl child.
- Give girls and boys equal amount of food
- Give girls and boys equal amount of food
- Give girls and boys equal amount of food
- Give girls and boys equal amount of food

If the mother is healthy then the next generation will also be healthy.

The mother gives the best food to children.
What are the NUTRITIOUS FOODS that you must give your family?

- **6 MONTHS**
  - Food is given to the child along with the mother's milk.
  - Include fruits, vegetables, and pulses in the diet.

- **6 MONTHS TO 1 YEAR**
  - Food is given to the child along with the mother's milk.
  - Include fruits, vegetables, and pulses in the diet.

- **AFTER 1 YEAR**
  - Food is given to the child along with the mother's milk.
  - Include fruits, vegetables, and pulses in the diet.

Nutrition for Adolescent girls and boys

- They should consume additional nutritious food because this is the period of high growth spurt.
- Girls should consume nutritious foods to prevent anemia.

> HOW CAN YOUR FAMILY IMPROVE ITS DIETARY PRACTICE?
> - Explain the importance of nutritious food.
- Promote understanding of the importance of nutritious food.

Locally available, low-cost nutritious foods

- Pulses
- Green leafy vegetables
- Berries
- Whole grains
- Fruits
- Nuts
- Yogurt
- Fish
- Eggs

Empowering Women Self Help Groups to Strengthening Families, Communities & Society.