

Project ‘Developing a Culture of Sustainable Consumption and Lifestyle Through Promoting Organic Consumption and Production and Adopting Sustainable Consumption Practices by Engaging Consumers in the State of Rajasthan, India’ (ProScop)’

Synthesis Report

Organic Clubs & Gardens in Schools



A Green Smile Towards Nature and Healthy Food

Children and Organic Consumption

Changing Patterns of Food Habit

It is a fact now that our children are increasingly becoming overweight or obese. Certain sporadic surveys conducted in different parts of India over the past decade suggest that 2.9-14.3 percent of children in the country could be obese and 1.5-24 percent overweight. The problem has particularly assumed a public health concern in urban areas. In one of the studies, the result shows that 30 percent of children living in urban areas are obese or overweight.

In another study published in the Indian Journal of PublicHealth, experts say 33 percent of children studying in affluent schools are obese or overweight. Childhood obesity is a serious concern because children, who are overweight or obese, grow up to be overweight or obese adults. Besides, childhood obesity is a forerunner of metabolic syndromes, poor physical health, respiratory problems and non-communicable diseases (NCDs) like hypertension and glucose intolerance (type-II diabetes). NCDs typically occur later in life. Till three decades ago, they were not a paediatrician's concern. But they are now beginning to appear among children, the experts opine.

Why Organic Food is the Best for Children?

Considering this alarming obesity and changing food habits, consuming organic food, especially for children, is healthy. Even more, people are looking for where organic food is available. These foods are full of nutrients and free from harmful substances threatening life. Some things differ between organic and non-organic food.

Organic food contains many times more nutrients compared to non-organic food. Children need a lot of nutrients, such as vitamins and minerals, for maximum growth. Thus, the only way is to give them various organic food. Besides being loaded with nutrients, organic foods have a delicious taste that children will love.

Why the Need for Awareness among Children?

Looking at the above changing pattern of children's eating habits, there is a drastic need to shift towards organic and create awareness among children about the hazardous effects of chemical-based products and the benefits of organic farming and products. In rural areas, children can easily talk to their farmer parents about the hazardous effects of chemical agriculture and adopt organic farming.

The mid-day meal is provided to upper primary-level children in government schools under a government-sponsored scheme. If organic gardens are developed in these schools, and the vegetables are used for mid-day meals for the children, then we can address the children's

malnutrition problem. So, this particular issue is essential and was put on the main agenda of activities of the 2017-21 phase.

This unique activity started in the 2018-19 period to bring the campaign of organic farming to the level of children and to target them; schools are suited to be the best platform. To teach the culture of organic farming and consumption among children, school administrators established clubs of select school students, preferably higher, classes and created organic gardens on the school campus through them.

After the first successful phase last year, this activity has promoted enthusiasm among young consumers, who have proved themselves as young stakeholders in our intervention with whom we could inculcate a culture of sustainable consumption and contribute towards safe and sustainable food systems. Eighteen new school clubs and an equal number of organic gardens (two in each district) are the means of verification of this particular activity, along with synthesis reports, names of club members and media reports. Like two years back, the schools of Deoli in Sawai Madhopur and Mundia Ramsar in Jaipur have been repeated this year also as model schools.

Phase ProScop 2022-26

After approximately one decade, the project was divided into two parts, mainly ProOrganic and SCP, in which an ambitious target of model organic villages under the part Pro-organic was planned and organic gardens in the schools were the main activity in the first year of the phase. So it was decided to develop one organic garden in one selected block in each district. The details of selected schools and organic gardens are as follows.

List of Schools Targeted in the Year 2022-23

S.No.	District	Block	School name	Inception Meeting	Evaluation Meeting
1	Jaipur	Jhotwara	Govt. Sec. School, Haripura, GP Kalakh	27/7/2022	27/01/2023
2	Dausa	Lalsot	Govt. primary School, yagyashala, GP Khatwa	27/7/2022	22/12/2022
3	Sawai Madhopur	Bonli	Govt. Sr. Sec. School, Didwadi, GP Hindupura	22/7/2022	09/03/2023
4	Kota	Laadpura	Govt. Upper Primary School, Ghaghtana	8/9/2022	01/03/2023
5	Jhalawar	Jhalrapatan	Govt. Sr. Sec. School, Dungargav	17/8/2022	21/12/2022
6	Bhilwara	Mandalgarh	Govt. Sr. Sec. School, Dhakerkheri	10/8/2022	21/12/2022
7	Chittorgarh	Chittorgarh	Govt. Kastoorba Gandhi Residential School, Kewalpura	19/7/2022	20/02/2023

S.No.	District	Block	School name	Inception Meeting	Evaluation Meeting
8	Pratapgarh	Pratapgarh	Govt. Sr. Sec. Schools, Kulmipura	18/7/2022	03/03/2023
9	Banswara	Banswara	Government Upper Primary School Palodara,	19/7/2022	11/01/2023
10	Udaipur	Sarada	Govt Primary School, Kevada Kala	10/9/2022	16/02/2023
11	Dungarpur	Aspur	Govt. Sr. Sec. School, Dhanela	17/8/2022	13/01/2023
12	Jodhpur	Osian	Govt. Upper Primary School, Kerla Nada	20/7/2022	28/02/2023

Methodology

- **Selection of Schools**

At the beginning of the year, all the district consultants were asked to select the schools with proper land availability, water facility, fencing and the willingness of the school's staff members to develop an organic garden. All the district consultants are advised to convince the school authorities about this initiative and later decide to form a club consisting of 20-25 senior school children.

- **Introductory Meetings**

Introductory meetings were organised in every school for the organic gardens. Under the guidance of the school principal, the school management in charge first developed a club and selected 30-35 children of senior classes, preferably from the science faculty. The project team, agricultural experts and district partners then held introductory meetings for club members and staff to develop school organic gardens. Children were taught how to do growing, weeding, seed sowing and caring for plants.

Meetings were organised in each school to sensitise and familiarise them with the practice of organic farming in the garden. Students were divided into different groups and assigned to work in the garden. Before that, school management designated a proper place for an organic garden.

- **Distribution of Inputs**

Required inputs for developing an organic garden, some garden tools such as a handhoe, weed remover, *khurpi*, water pipe, scissors etc. and seeds and plant saplings were distributed to schools. With the information gathered from technical sessions, field activities were done in the field by students as members of the club. Fencing of selected areas, where required, was done by the partners.

- **Evaluation Meetings**

During the latter part of activities, when the organic gardens started taking shape,

evaluation meetings in each school were organised. These meetings aimed to sort out any gardening-related issues with the club members and school authorities. For this, an evaluation format was developed to rank gardens. This process also evaluated the school's overall performance in maintaining the garden through appropriate scoring, according to the marks obtained during the evaluation.

- **Overall Evaluation of the Activity**

As reported in the above para, before the start of the meetings, an evaluation format was developed to rank the gardens. In every evaluation, team members discussed the betterment of gardens with teachers and students. The team first observed and checked the register of club members regarding the number of children participating in the gardening process daily. It was also noted how much time and how many school management committee members are giving in organic gardening along with students as observers.

The project team also viewed whether the area assigned for gardening was sufficient enough and proper for gardening purposes. Besides, the team also evaluated whether there are appropriate arrangements for watering the plants and whether the garden area requires adequate fencing to protect the plants from stray animals. The team also reviewed what plants have been grown in the garden within the evaluation.

In the assessment, it was observed that many schools preferred to grow vegetables and fewer fruit plants. Some schools have grown other plants besides vegetables and fruits.

As suggested, all the schools have displayed the organic garden information on the boundary walls of schools. Regarding the garden tool kit, all schools have purchased them before the start of gardening. The school authorities were asked to buy additional tools depending on their requirements and needs. The team members and subject experts provided sufficient and helpful knowledge for gardening, for which both the school management and the club members expressed their satisfaction.

Regarding the ratings, it was observed that on average, 4 to 5 ratings were given to schools which are either excellent or very good. A couple of schools scored less than 4, but later they were allowed to prove their performance by revisits to these schools.

Conclusion

The activity made an impact on the thinking of teachers and students. Where gardens have been developed successfully, and students have developed a taste for organic products, they are interested in growing and using organic products and vegetables. Government schools can take the initiative to adopt organic gardens in their schools. The activity will be continued in the coming years. This type of activity should be implemented in all government schools.

An Achievement

Government Accrediting Organic Kitchen Gardens in Schools

The Government of India has also started recognising the efforts of involving school children by way of issuing an official circular of 'School Nutrition (Kitchen) Guidelines (S N G)' https://mhrd.gov.in/sites/upload_files/mhrd/files/SNG_Guidelines_0.pdf stating instructions and guidelines to all state-level governments for escalating this initiative of Organic Kitchen Gardens and Organic Clubs setups within schools within their respective states.

All these developments in the last two-three years have provided a base for all organic farmers of the state and set a direction for both organic and chemical farming farmers. CUTS perceives all these as positive developments within the project, which helps create an enabling environment and an excellent platform to work.

Evaluation Form Format

(Filled up by Project Monitoring Team)

1. Name of the Team Member:

2. Day and Date:

3. School (Government/Private):

4. School (Upper Primary/Secondary/Senior Secondary);

5. Gram Panchayat:, Block:

District:

6. Project Partner:

Number of Children in Club and Members of SMC (Check the Register)?

How much time is given by club members in the organic garden:

9. Area of Organic Garden:

Is the gardening system proper?

Is the water system in the garden appropriate?

Have the fruit plants been planted in the garden? If yes, which ones?

.....

Which vegetables are grown in the organic garden?

Have any other plants being planted in the garden other than vegetables and fruit? If yes, which ones?

Is the information board displayed in the organic garden?

Have you bought a tool kit for the organic garden, and what inputs are provided beside the tool kit?

Any plans/suggestions by the school administration for the future of organic gardens?

Based on the evaluation, how many points would you like to give to the organic garden?

5- Very Good

4- Good

3- Ordinary

2- Need improvement

1- Bad

Signature

Project team member of CUTS

Signature

Project Partner

Glimpses





Media Coverage

कुलमिपुरा स्कूल में बनेगा जैविक किचन गार्डन

प्रतापगढ़, बन्नीलाल धाकड़ राजपुर। धर्मोत्तर 18 जुलाई 2022 प्रो स्कॉप ऑर्गेनिक परियोजना के तहत राजकीय उच्च माध्यमिक विद्यालय कुलमी पुरा में ब्लॉक धर्मोत्तर जिला प्रतापगढ़ जैविक किचन गार्डन विकसित करने के लिए बालक बालिकाओं का समूह तैयार किया गया प्रोजेक्टर के माध्यम से जैविक खेती क्यों आवश्यक है इसके लिए राजीव जी जैविक खेती के माध्यम से जैविक खेती की जानकारी देने के लिए

घघटाना में किचन गार्डन व स्कूल क्लब एवं सामुदायिक बीज केंद्र की स्थापना हेतु साझा बैठक संपन्न

कोटा। कट्स इंटरनेशनल जयपुर एवं राम कृष्ण शिक्षण संस्थान भदना कोटा द्वारा (राजस्थान में उपभोक्ताओं की भागीदारी सुनिश्चित करने हेतु सतत उपभोग की गतिविधियों एवं जैविक उपभोग उत्पादन को बढ़ाते हुए जीवन शैली को संस्कृति का विकास करना) प्रोस्कॉप परियोजना के तहत ग्राम घघटाना ग्राम पंचायत मानसगौर, ब्लॉक लाडपुरा के राजकीय



केरला नाडा में बनेगा जैविक किचन गार्डन



कुलमीपुरा स्कूल में बनेगा जैविक किचन गार्डन



डुंगर गांव विद्यालय में जैविक उद्यान का किया अवलोकन

निहाल दैनिक समाचार
22 दिसम्बर 2022

रिपोर्टर कालूराम कुमावत बनाकिया खुर्द सामाजिक विकास संस्थान एवं कट्स इंटरनेशनल जयपुर के द्वारा प्रो ऑर्गेनिक परियोजना के तहत विकसित किए गए जैविक गार्डन का अवलोकन किया गया। कट्स जयपुर से पधारे राजदीप पारीक ने जैविक उद्यान के अवलोकन के दौरान बताया कि विद्यालय में जैविक उद्यान विकसित करने का उद्देश्य बच्चों में जैविक खेती के प्रति सोच विकसित करना है, जिससे बच्चे विद्यालय में करके सीखेंगे और उसके फायदे अपने परिवार वालों को बताएंगे। जिससे उनके माता पिता भी खेती में इस विधि को अपनाएंगे। दूसरा मुख्य उद्देश्य उस जैविक उद्यान से उत्पादित सब्जियों को मिड डे मील में शामिल करना है जिससे बच्चों को रासायनिक और जैविक उत्पादों के स्वाद के बारे जानकारी मिलेगी सामाजिक विकास संस्थान के नाथू राम चौधरी ने बताया कि उक्त पंचवर्षीय योजना के अंतर्गत झालावाड़ जिले की दो पंचायत समितियों की चार



पंचायतों में काम किया जाएगा और दो आदर्श जैविक गांव विकसित किए जायेंगे।

स्कूल में जैविक किचन गार्डन से बच्चों को करेंगे प्रेरित



स्मार्ट हलचल। वीगोद

कट्स संस्थान द्वारा स्वीकृत

बच्चों प्रेरणा लेकर अपने माता पिता

आनों को जैविक करने के प्रेरित

उच्च प्राथमिक विद्यालय घघटाना में जैविक उद्यान मूल्यांकन बैठक संपन्न

हेडलाइन न्यूज़। कोटा

रामकृष्ण शिक्षण संस्थान भदना कोटा एवं कट्स इंटरनेशनल जयपुर के संयुक्त तत्वाधान में स्वीडिश सोसायटी फॉर नैचर कंजर्वेशन (एस एस एन सी) के सहयोग से संचालित राजस्थान में उपभोक्ताओं की भागीदारी सुनिश्चित करते हुए सतत उपभोग की गतिविधियों एवम जैविक उपभोग व उत्पादन को बढ़ाते हुए जीवनशैली संस्कृति का विकास करना (प्रो स्कॉप) परियोजना के अंतर्गत कोटा जिले में चयनित मांडल विलेज के राजकीय उच्च प्राथमिक विद्यालय घघटाना, ब्लॉक लाडपुरा में विकसित किये गये जैविक उद्यान मूल्यांकन बैठक आयोजित की गयी। जिसमें संस्था सचिव व जिला समन्वयक युधिष्ठिर चानसी ने



परियोजना का परिचय एवम आगामी वर्षों में आयोजित कि जाने वाली गतिविधियों की जानकारी देते हुये सर्वप्रथम एक दिव् पुर्व विद्यालय को ब्लॉक स्तर पर सम्मानित होने पर संस्था एवं कट्स की ओर से प्रधानाध्यापिका श्री मती मनोजकंवर को बधाई दी। बैठक में मुख्य अतिथि विगुल कुमार जैन सेवानिवृत्त उप मुख्य अभियंता थर्मल ने कहा कि विद्यालय के बच्चों द्वारा जो जैविक उद्यान विकसित किया है उससे निश्चित रूप से आगामी पीढ़ी में जैविक के प्रति सोच को

बढ़ावा मिलेगा विद्यालय परिवार का इसमें सबसे बड़ा सहयोग रहा है। एस एस सी के अध्यक्ष धनराज सैनी ने कहा की मेरे द्वारा व सभी ग्रामवासियों का इस गतिविधि को बढ़ाने में सदैव सहयोग रहेगा। श्रीमती मनोजकंवर प्रधानाध्यापिका ने बताया कि जैविक उद्यान को विकसित करने के लिये क्लास वाईजर रूप बनाये गये है। कार्यक्रम का संचालन अध्यापकदुर्गा शंकर यादव द्वारा किया गया। कार्यक्रम में अध्यापिका संतोष कुमारी, रेखा कुमारी, विद्या कुमारी लालवानी, मिथला मीणा आदि कि सहभागीता व सराहनीय सहयोग रहा। अंत में शाला प्रधान श्रीमती मनोजकंवर द्वारा कट्स इंटरनेशनल जयपुर व रामकृष्ण शिक्षण संस्थान का आभार व्यक्त किया।

बच्चों को से राजीव की करने के बच्चों को देकर भी

क महेन्द्र विकास अजमेरा किए।