

Madhya Pradesh

# Community Nutrition Garden Orientation, Technical and Operational Modalities

Manual - 2



**Manual for Trainers to conduct trainings on the  
Implementation of Community Nutrition Gardens (CNGs)**



**Published by:**

Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

**Registered offices:**

Bonn and Eschborn, Germany

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**Acknowledgements:**

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**Photo credits:**

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New Delhi, March 2023





# Abbreviations

<u>AE</u>	Assistant Engineer
<u>CEO</u>	Chief Executive Officer
<u>CLF</u>	Cluster Level Federation
<u>CNG</u>	Community Nutrition Garden
<u>CRP</u>	Community Resource Person
<u>CPT</u>	Cattle Proof Trench
<u>CSO</u>	Civil Society Organisation
<u>DDA</u>	Deputy Director of Agriculture
<u>DDH</u>	Deputy Director of Horticulture
<u>DPM</u>	District Program Manager
<u>DPR</u>	Detailed Project Report
<u>GP</u>	Gram Panchayat
<u>GRS</u>	Gram Rozgar Sevak
<u>KVK</u>	Krishi Vigyan Kendra
<u>Mate</u>	S/He is also a labourer who performs additional role to coordinate in work site in MGNREGA.
<u>MGNREGA</u>	Mahatma Gandhi National Rural Employment Guarantee Act
<u>MGNREGS</u>	Mahatma Gandhi National Rural Employment Guarantee Scheme
<u>NGO</u>	Non-Government Organisation
<u>N-PLA</u>	Nutrition- Participatory Learning and Action
<u>PO</u>	Programme Officer
<u>PHE</u>	Public Health Engineering
<u>SBC</u>	Social and Behaviour Change
<u>SRLM</u>	State Rural Livelihood Mission
<u>SGA</u>	Subgroup Activity
<u>SHG</u>	Self Help Group



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## INTRODUCTION

In 2019, the Indo-German Securing Nutrition, Enhancing Resilience (SENU) project by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in collaboration with MGNREGA & SRLM piloted 20 Community Nutrition Gardens (CNGs) in Sheopur and Chhatarpur districts, Madhya Pradesh, to improve the year-round availability and access of women and their families to nutritious and diverse food. Based on this successful pilot, MGNREGA decided to scale up this initiative across Madhya Pradesh with capacity building support of the GIZ SENU project.

This CNG trainer manual package was developed by the GIZ SENU project jointly with its implementation partner SRIJAN / Harsha Trust to ensure high quality and standardised training of involved stakeholders to develop and maintain climate resilient agroecological Community Nutrition Gardens that improve not only livelihoods of involved women and their families but also their dietary diversity.

**The “Manual for trainers to conduct trainings on the implementation of Community Nutrition Garden (CNGs)” package has been divided into three parts:**



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## PURPOSE

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The community nutrition garden training manual is a guide for a trainer (field executives or Community Resource Persons, CRPs), who is going to build capacity of stakeholders at various levels to enhance the understanding and implementation of community nutrition gardens.

The purpose of this manual is to guide trainers in delivering impactful, Social Behaviour Change driven trainings to community members mainly SHG women, field practitioners and community resource persons, around the setup of a Community Nutrition Garden and technical, as well as operational modalities of CNG.

**This CNG manual maps the followings:**

- ✓ The participants for a particular training session.
- ✓ Objective of the respective training session.
- ✓ It sets a time frame for the respective training session.
- ✓ It informs about the materials required for the training session.
- ✓ Provides reference of content for technical and operational modalities of CNG.
- ✓ It shares the methodology based on SBC.

This CNG manual provides a list of training sessions to implement community nutrition gardens end to end with a proposed training calendar (the calendar may vary from context to context, ref: Annexure).

This manual does not include technical details of agriculture and horticulture as there is a separate CNG Implementation Manual developed which the trainers can use if needed. The assumption is that the trainer would have basic technical knowledge on agriculture, horticulture and soil sciences, or the trainer will be delivering the orientations after going through the technical CNG implementation manual. The manual will refer the technical content per training session in bullet points and with reference to the CNG implementation manual for more details.



## Role of MGNREGA for CNGs

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MGNREGA plays a major role in successful and sustainable establishment of CNGs. The key roles and responsibilities of MGNREGA include:

**a) State Level (Key persons - Commissioner, MGNREGA and State CNG Coordinator)**

- ✓ Overall instructions and guidelines for establishing CNGs to the State
- ✓ Co-ordination with different departments
- ✓ Timely approval of CNG proposals
- ✓ Capacity building including trainings
- ✓ Awareness building among all stakeholders
- ✓ Monitoring

## **b) District Level (Key persons – District Collector, CEO Zila Panchayat and MGNREGA PO)**

- ✓ Formation of District CNG Coordination committee (refer section 5.1.1)
- ✓ Selection of site for the community nutrition garden as per the identified parameters (refer section 5.1.2 and 5.1.3)
- ✓ Site allotment process (refer section 5.1.5)
- ✓ Facilitate SHG selection through SRLM (refer section 5.1.8)
- ✓ Preparation of Detailed Project Report (DPR) with various convergence schemes, action plan etc. followed by approval of DPR (technical sanction and administrative sanction) from appropriate levels (refer section 5.1.6)
- ✓ Development of CNG as per the approved DPR
- ✓ Training and guidance to self-help group in the implementation of the schemes
- ✓ Timely payment of wages to SHG members
- ✓ Provide support to SHG members for developing and maintaining CNG which includes plantation, watering, fencing etc.
- ✓ Monitoring of CNGs (refer section 5.4)
- ✓ Awareness building among all stakeholders
- ✓ MGNREGA Program Officer has an important role in all the above-mentioned district level activities



## TIPS FOR TRAINERS

Take advantage of the following explanations and tips to make sure that your training flows smoothly:

This document will guide you on facilitating a training to SHG women and Government officials. There are 17 training sessions, and all are an individual stand-alone event. At least one day should be allocated for each training to prepare and conduct the session. Additional time may be required for meeting venue and gathering SHG members.

**You need to manage the available time well.** For example, by:

- paying attention to the time available for each session and its different sections
- keeping each session focused on the key learning points
- avoiding lengthy discussions
- when using group work, asking each group to appoint a timekeeper
- asking participants to arrive at the training venue at least 15 minutes in advance, to increase the chances that the training can start punctually
- asking the participants to return from breaks 5 minutes before the next session starts

**Remember what your role is:** You are not someone who is expected to teach the participants everything this training covers. Your task is to bring out the existing knowledge and skills that the different participants already have (so that everyone can learn from them) and to complement this with whatever is missing.

**To facilitate better learning,** ensure that each member participates in the training event. Each member may share her experience on food production practices.

To be effective in helping women SHGs adopt good food production practices in CNG, it is important that you have the following skills and **can apply them well:**

- understanding women SHG's needs and which practices can address these needs
- respecting women and ensuring that they respect us
- identifying and promoting so called 'small doable actions'
- using the right types of questions
- listening well to what women SHG members say
- facilitating a discussion among women
- verifying whether participants understood what we said
- giving a good talk
- doing an effective farm visit
- conducting field demonstrations



### Keeping the Energy Levels Up

If you sense that attention is fading, use some of the following tips:

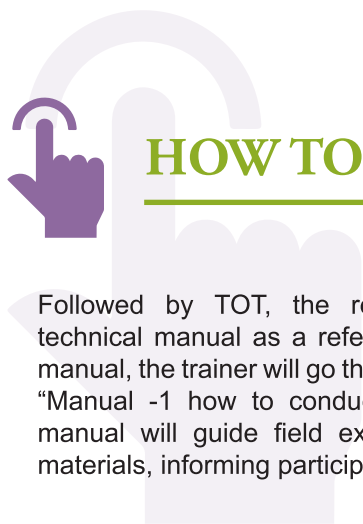
**Check yourself:** Are you talking too much? Are you leaving enough space for the participants?

**Check the room:** Is some fresh air or more light needed?

**Consider change:** If participants seem tired, consider starting a break earlier.

**Use an energiser:** Use culturally appropriate energisers that you are familiar with. If you do not know of any, you can try the physical exercise energizer: Ask the participants to stand up and to move for a few minutes – stretch their body in all directions, walk a bit, etc.





## HOW TO USE THIS TRAINING MANUAL

Followed by TOT, the respective field executives will go through this CNG operational and technical manual as a reference on how to impart the training. Before any orientation is listed in this manual, the trainer will go through the guidance and can prepare themselves with trainer behaviour change skills through “Manual -1 how to conduct trainings on the implementation of community Nutrition Garden”. This manual will guide field executives on preparatory works on imparting of a training like arranging materials, informing participants etc.

### Training details-

	Name of the training session		Duration
	Module 2: CNG Orientation		
	2.1 Governmental officials at district and sub-district level		4 Hours
	2.2 Visioning exercise of SHG around CNG		3.5 Hours
	Module 3: Technical and operational modalities		
	3.1 Administrative prerequisites for CNG implementation		2 Hours
	3.2 MGNREGA and other relevant schemes for CNG		2 Hours
	3.3 SHG: functioning, leadership development, role of SHG in CNG		4 Hours
	3.4 Land and SHG selection		2 Days
	3.5 Linking Food Production and Nutrition- Crop sheet		2.5 Hours
	3.6 Promotion of Food Production Practices		2.5 Hours
	3.7 Field preparation and low-cost fencing		2.5 Hours
	3.8 Plantation and Intercropping – space efficient solutions, crop rotation		3 Hours
	3.9 Soil and nutrient management- soil quality test, preparation and use of organic compost		5 Hours
	3.10 Disease and pest management- chemical free practices		3.5 Hours
	3.11 Quality seed- treatment, preservation, and seed bank		5 Hours
	3.12 Water management, smart irrigation and water harvesting		3.5 Hours
	3.13 Crop harvesting and Post Harvesting practices		3 Hours
	3.14 Produce Management among SHG members		2.5 Hours
	3.15 Monitoring of CNGs		3 Hours



**Note-** Each of the above 17 trainings is a single event and can be organised in different phases of crop production as per the crop calendar / need. The materials are described per session and can be found in the annex.



## QUALITY ASSURANCE OF TRAININGS

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The delivery of high-quality and standardised training is important. For that GIZ SENU project developed a quality-monitoring checklist that shall be used to help with strengthening the quality and impact of trainings delivered at the Community Nutrition Gardens (CNGs). The trainings focus on promoting effective food production and nutrition practices (among others, by reducing the barriers to their use). The checklist is meant to be used by the project staff who supervise and support the Field Executives/CRPs/trainers and other people who deliver the trainings. It focuses on the extent to which they use the “soft” skills that influence a training’s effectiveness. By understanding the key strengths and weaknesses in the way the trainings are delivered, the project can provide helpful support and in doing so maximize their effectiveness. (You find the checklist in the annex).



## REQUIRED MATERIALS

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**Below you can find a list of what needs to be prepared for the training:**

- A suitable site preferably the CNG site allowing participants to sit in circle
- Community training manual 1 & 2 printed for the trainer(s)
- Two flipchart pads
- At least one flipchart stand/ wall (to which a flipchart can be attached)
- The materials and flipcharts as listed in each module
- Adhesive tape to stick flipcharts on the wall
- Bin (locally arranged) for used flipcharts
- Markers (may be of different colours)
- Blank cards and sketch pen for subgroup activities
- Mobile phones or tablets capable of making video recordings (not mandatory)
- Refreshments for breaks (if required)

## MODULE 2: CNG ORIENTATION OF VARIOUS STAKEHOLDERS

### 2.1 Government officials at district and sub-district level



**Participants:** CNG related Government officials (Programme officer), AE, SRLM DPM, Horticulture DDH, Agriculture DDA and Subordinate, PHE and other related Departments



**Objective:** By the end of the training, participants will have,

- Visualized the CNG with work plan of all departments.
- Identified why a Co-ordination Committee is important for the implementation of a CNG.

**Time required:** 2 hours



**Materials to prepare:**

- Power point presentation of CNG which covers all the implementation steps from administrative perspective
- Roles and responsibilities Chart Matrix (Engagement Matrix)
- CNG process flow chart
- Chart paper
- ZOB cards
- Board



**Content:**

- Implementation manual for Community Nutrition Garden
  - Chapter 4: Stakeholders and their Roles and Responsibilities
  - Chapter 5: Steps of CNG implementation.
    - Chapter 5.1: Administrative steps.
    - Chapter 5.2: Implementation Steps.
  - Chapter 6.1.2: Capacity development of MGNREGA officials.
  - Chapter 6.1.1: Capacity development of SHG.



**Guidance:**

- Introduction of participants – Self Introduction and sharing of stories. Encourage the people to share one of their professional experiences when they were happy with their work **(20 Min)**
- Objective Sharing – Brief sharing about Objective and also share about the content **(10 mins)**
- Power point presentation sharing on the CNG, which could cover the CNG implementation steps (Annex) **(45 Min)**
- Open discussion -Invite all the members for queries and questions (listen to questions from all members and respond in a clear, specific manner) **(30 Min)**
- Break – **15 (Min)**



- Subgroup Activity – Make a group of 5-6 participants
- Leading Questions –What are the activities required in a CNG? Identify the actor / department to accomplish the activity. **(30 Min)**

Presentation in plenary 5 minutes for each group **(30 Min)**


The facilitator will consolidate it on chart paper or Board – **(15 min)**

Break – **(10 Min)**

- **Role and Responsibilities Chart Matrix** – Ask participants to write down the responsibilities in job cards and place the job cards in chart matrix under the respected departments. **(20 Min)**
- **Consolidate** – Participants will discuss and finalise the chart matrix. **(30 Min)**
- **Open Session** – How can we ensure the work in and progress of the CNGs? For supervision, a coordination committee concept will be introduced to coordinate the work. The committee will give impulses to achieve previously set goals. **(30 Min)**
- Vote of Thanks and Open session – **(15 Min)**
- **Feedback** – Participants will fill up the feedback form.

## 2.2. Visioning Exercise of SHG women around CNG

 **Participants:** SHG members, Community Resource Person (20 members; 1-2 SHGs)

-  **Objective:** By the end of the training, participants will have,
- Visualized a CNG with conceptual clarity.
  - Understood the profiles of the target community to start the CNG.
  - Described the food production practices in CNG.
  - Understood the need of nutritional diversity and contribution of CNG.

**Time required:** 3.5 hours

 **Materials to prepare:**

- Nutrition charts
- Visual presentations on CNG, nutrition, food groups
- CNG pictures/Cards
- Flip charts
- Sketch pens/crayons
- Sketch pens/crayons
- Action points matrix presentation

 **Guidance:**

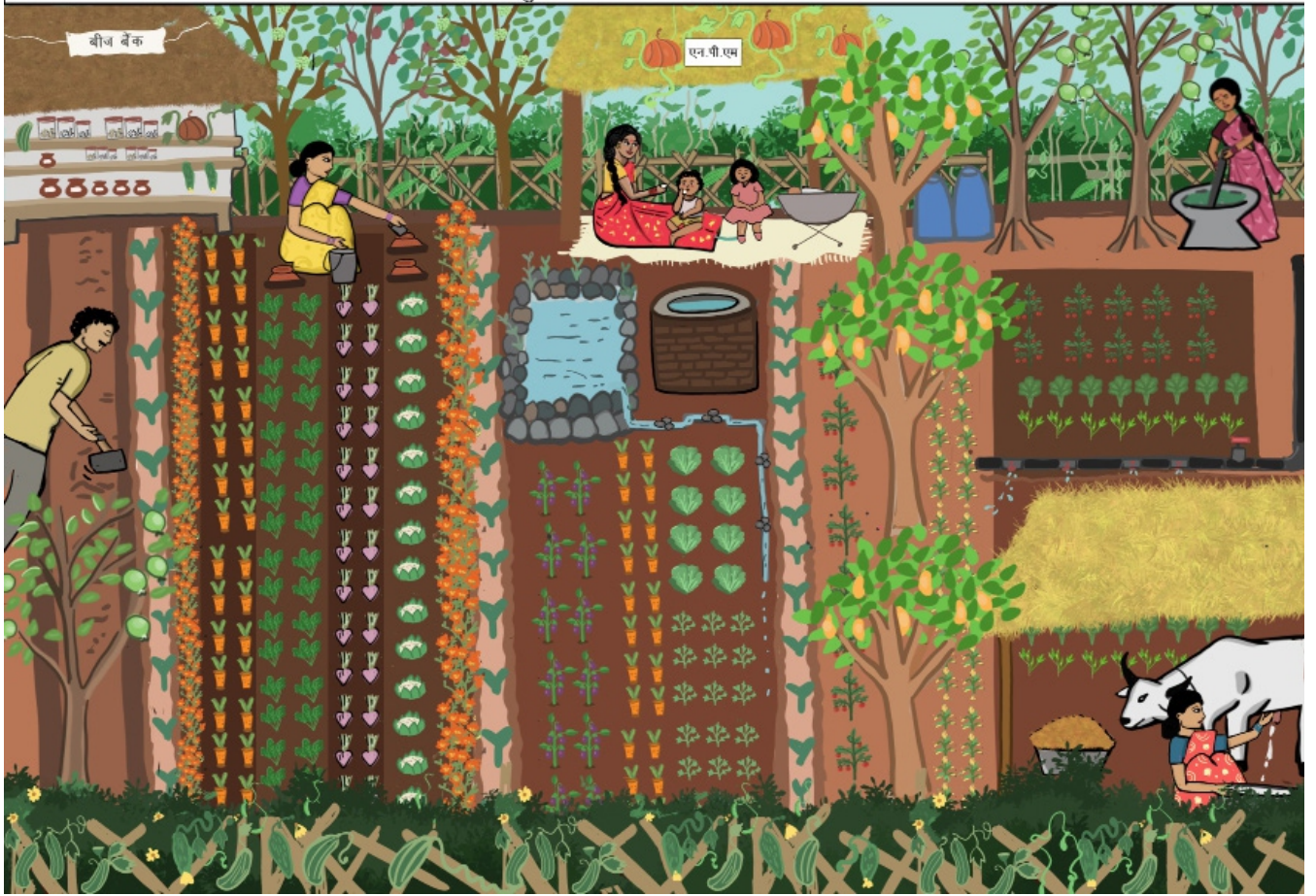
**Introduction of participants (5 min)**

- ① Ask participants to start with a song.
- ② Ask participants to introduce themselves in a pair. Each participant will share one good thing about her. Now ask participants to introduce her partner.

**Objective sharing** – The facilitator will share the objectives and also about the CNG briefly – **(10 Min)**



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**Individual exercise:** Using cards on envisioning their future in the context of CNG in the next 3 – 4 years **(15 Min)**.

**Ask participant to write or draw it.**

**This will be done on the following topics:**

- ① Ask participants what kind of nutritious food they feel they would like to eat?
- ② Ask participants the food production practice which must be done according to them?
- ③ Ask participants if there is income enhancement, what will they spend the enhanced income on?
- ④ Ask participants where do they see themselves as a result of access to better nutrition and additional income?

*They will be given cards where they will draw pictures. It is important not to influence them on what to draw but help them if they ask for guidance by giving different kinds of examples.*

Participants will share their vision with group and the facilitator will consolidate it in chart paper – **(45 Min)**

Each of these visions will be collected by the facilitator and s/he will divide them into the four different categories as mentioned above, and then articulate the vision in a chart paper, after discussing with the participant. These chart papers will be stored, so that later during an assessment the members can measure how much they have achieved of their vision.

Discussion on making the vision tangible (indicator) and listing down targeted points in steps – **(30 Min)**

This table is just suggestive. Somebody may have a vision which is completely different from those mentioned in the table.

SI	Topics	Articulated Vision	Making it tangible!
1.	What kind of nutritious food they feel they would like to eat.	Ex – I will have a choice of vegetables to cook from every meal. I love tomatoes and brinjal, and my children love baigan bharta, so my garden must have them.	Growing different vegetables like seasonal vegetables including cabbages, cauliflower, spinach as well as those vegetables like tomatoes and brinjal which families are fond of eating.
2.	Techniques and types of food production which must be done according to them	<p>Ex - I want healthy food which does not use harmful inputs and my family can safely eat.</p> <p>I should be able to grow them without needing any support from the men.</p> <p>I want access to water, so that my nutri garden can grow vegetables and fruits all around the year.</p>	<ul style="list-style-type: none"> <li>○ Using organic inputs like no chemical fertilisers, or pesticides.</li> <li>○ Raising a seedling nursery, so that mortality is reduced.</li> <li>○ Women's collective is strong, and they support each other.</li> <li>○ Help access irrigation from different sources and schemes.</li> </ul>



SI	Topics	Articulated Vision	Making it tangible!
3.	If there is income enhancement, what will they spend the enhanced income on?	Ex- if we grow a lot of vegetables and fruits, then we can have some surplus, which we can sell. I have been wanting to send some money to my parents, if I get that money, I will send some of it to my parents.	Strengthening the SHG and women's collectives, where the concept of women's ownership of assets (small and big) will be discussed, including the ability for women to choose how to spend the share of their income. <b>Maybe on:</b> <ul style="list-style-type: none"> <li>○ Education of children</li> <li>○ Reinforcing the familyhome</li> <li>○ Ensuring the whole family has nutritious food</li> </ul>
4.	Where do they see themselves as a result of access to better nutrition and additional income?	<p>I will no longer feel worried about my children and their health and I can even serve my husband the food he likes to eat. I will have a happy family.</p> <p>I always wanted to own a small shop where I could sell vegetables and fruits and my sister is a good tailor, and she can join me and start a tailoring unit.</p>	Explaining in SHG meetings how access to enough and better food will ensure better nutrition, prevent anaemia, stunting and other growth-related disorders particularly among children. Explaining the nutrient value of different kinds of food.

### Using picture cards making an ideal CNG; in a systematic step wise manner – (20 Min)

- The facilitator will provide each of the participants with a card (Ideal size – 11 inch x 7 inch) of white colour. He will also provide them pencils and either sketch pens or crayons to draw.
- Stickers of nutrition garden, vegetables, a house, children, a woman etc. can be given and they can choose the stickers of their choice and stick it on a paper or a wall.
- At the end of the exercise the facilitator will collect the cards and classify them based on the categories mentioned above. S/he can stick these stickers or pictures on the walls and can also then present a model of an ideal nutrition garden through a mixture of pictures and stickers. S/he can then look at all the models and identify the similarities and differences in the models and the new things that have emerged.

### Consolidation – (30 Min)

- ② Ask participants for any comments on the exercise.
- ② Ask participants to go through the wall of CNG (developed in last exercise). Ask participants for any change/addition. Update the wall.
- ② Ask participants to share their ideas on grounding their vision of CNG. The facilitator will record it on flipchart.
- ② Ask participants to identify action points / doables.

SI	Idea Of CNG	Action Points
1.		

### Action points – (60 Min)

Action points matrix presentation (which was ready to use and was brought to the meeting place along with other material)

**Feedback** – ask participants to mark on feedback flip chart.

## Module-3: TECHNICAL AND OPERATIONAL MODALITIES

### 3.1 Administrative Prerequisites For CNG Implementation



**Participants:** 1-2 SHG, CRP, GRS, Mate (Proximity)



**Objective:** By the end of the training, Participants will have,

- A broad understanding on the works to be done at the CNG level.
- Identified different steps of implementation and planning around them.
- Set a timeline of grounding CNG.

**Time required:** 2 hours



**Materials to prepare:**

- Flip chart of CNG Implementation steps.



**Content:**

- Implementation manual for Community Nutrition Garden
  - Chapter 4: Stakeholders and their Roles and Responsibilities
  - Chapter 5.1: Steps of CNG Implementation. Administrative steps.



**Guidance:**

**Introduction** – Ask participants to introduce themselves and share one good thing about her/him- **(10 Min)**

**Objective Sharing** – Brief sharing about objective and also share about the sessions- **(10 Min)**

- Ask participants to recap their vision on CNGs. Discuss it using the vision flipchart that the group has prepared in last meeting.
- Introduce the planning exercise for different steps of implementing CNGs, the facilitator will take the help of the flip chart and start a discussion on administrative steps to implement CNGs
- The facilitator should share all the stapes and discuss the steps with participants.
- The facilitator address and invite all the query of the participants.
- Flip chart helps participants to plan the activities.
- This is a discussion mode session so the facilitator should stick on the flip chart.

**- (45 Min)**

**Session II** - This session is based on the planning of the CNG level by SHG Members

- Giving a chart paper to the SHG and they will prepare a chart of planning.
- Planning exercises cover all the implementation steps.



- Flip chart helps in the planning of critical steps.
- The facilitator should observe and help participant to break the activity or sub-task.
- Group will present and take feedback from other persons.

SI	Implementation Activity	Sub Activity Sub Task	Support Required	Responsible Person	TimeLine	Remark
	45 Minutes					

**Consolidation** – This planning exercise would stick at the SHG meeting place.

- The facilitator would charge the SHG members to achieve these activities within timeline framework. - (10 Min)



### 3.2 MGNREGA and Other Relevant Schemes for CNGs



**Participants:** 1-2 SHG, CRP, GRS, Mate (Proximity)



**Objective:** By the end of the training, Participants will have,

- Understood the role MGNREGA and other departmental schemes play in the implementation of a CNG.
- Identified the convergence opportunities in CNG.

**Time required:** 2 hours



**Materials to prepare:**

- Pocket book / spiral book of MGNREGA and other Department possible work list and details.



**Content:**

- Implementation manual for Community Nutrition Garden
  - Chapter 3: Roles and Responsibilities of MGNREGA in CNG.
  - Chapter 5.2.13: Convergence with schemes.



**Guidance:**

**Introduction** – Start with SHG song to introduce each other (maybe use an innovative way -with a game or role play, etc.)- **(10 Min)**

**Objective Sharing** – Brief sharing about objective and also share about the objective of the sessions- **(10 Min)**

**Session I** - (Basic assumption that all SHG members did a visioning exercise before this)

- Start with an open session – SHG members would share the kind of work in MGNREGA, the wage rate, and what is the relevance of Gram Sabha in MGNREGA work. (Experience about MGNREGA).





- Planning exercise for different steps, the facilitator will take the help of the Flip chart and start a discussion on this.
- The facilitator address and invite all the query of the participants.
- Going through the activity list of the MGNREGA - (30 Min)

**Session II** - This session is based on the understanding of the list of work covered under the MGNREGA/ Other relevant department (This session ties to the Visioning exercise).

- The facilitator starts with the layout of MGNREGA work like infrastructure development.
- Planning exercises cover all kinds of infrastructure detail at the CNG level.

Listing the infrastructure

- A) Fencing (CPT, Live fencing, etc)
  - B) Plantation
  - C) Irrigation source developement
  - D) Vermi-compost, NADEP etc.
  - E) Livestock Rearing
  - F) Seed availability
  - G) Nursery infrastructure development
  - H) Other kinds of support for desired activity from other institutions and CSO.
- Listing all kinds of activities on the chart paper to further the planning exercise.  
- (30 Min)

**Consolidation** – The listing of all kinds of work

The facilitator would charge the SHG members to approach different departments and plan around the activities - (10 Min)

### 3.3 SHG: Functioning, Leadership Development, Role Of SHG in CNG



**Participants:** CRP, Block functionaries, NGO staff, GP functionaries, CLF representatives



**Objective:** By the end of the training, participants will have,

- Understood the different parameters needed to describe the selection criteria of an SHG for CNG.
- Identified the role and responsibility of a SHG in implementation of a CNG.

**Time required:** 4 hours



**Materials to prepare:**

- Chart papers.
- Sketch pen and markers.
- Cards.
- Imagery of a CNG with marked domains.
- Balloons.



**Content:**

- Implementation manual for Community Nutrition Garden
  - Chapter 5.2.1: Orientation of SHG
  - Chapter 5.2.2: Work division among SHG Members.



## Guidance:

- Introduction session: Ask participants to introduce themselves.
- Objective sharing- The facilitator will share the objective.
- Individual exercise:
- ❓ Ask participants to reflect on a SHG near you or elsewhere who has done excellent either in a social or economic or in any domain and make note of the following:
  1. Name of the activity/domain
  2. What did you like about the group?
- ❓ Ask participants to share answers in the larger group. The facilitator will consolidate it on a flip chart.

Probable answers from the participants can be: Making profit out of an activity, unity and mutual understanding among the members, discipline in the group, regularity of meeting, availing different schemes by the members, coordination among the members and proper utilization of credit.

**Consolidation by The facilitator:** Defining an SHG having the above shared characteristics- A grade SHG (for format, refer implementation module) and bringing agreement among the participants to choose such an SHG for CNG management while putting emphasis on the following for proper management of the CNG:

1. Energy and motivation for the activity
2. Regular meeting and active SHG
3. Good financial management
4. Coordination and understanding among the members
5. The members should be small or marginal farmers
6. Some of the members should be literate
7. A group who has positive/successful experience

**Energiser:** Balloon game- make two subgroups, provide a balloon each to both the groups and set a target where the group members would bring their balloon.

Condition:

1. The participants cannot pass on the balloon to one another by touching.
  2. The balloon should not touch the ground
- Whichever group reaches the target first will win the game

**Learnings from the game:** coordinated effort of the members would be essential to reach the goal/target.

**Ground setting:** The facilitator will share the domains in a community nutri garden through flex or picture (whole imagery of a CNG covering domains: Infrastructure, crop management, nutrition, agency of women) and introduce the topic for SGA: Discuss on the roles and responsibilities of SHG in different domains. Subgroup activity: the groups will be divided into two subgroups where the participants will discuss the roles; responsibilities of SHG in the different domains and share in the larger group. The facilitator will consolidate.

## For reference: Roles and responsibilities of an SHG

- Close coordination with Gram panchayat for establishment of the CNG and develop different NREGS provisions in the CNG.
- Coordination with Agri and Horticultural department for seed and plant procurement as well as setting up of infrastructure like drip, mulching, sprinkler etc.
- Co-ordination with veterinary department to converge for activities under animal husbandry.
- Timely and efficient execution of different activities planned in CNG sites.
- Peer review, monitoring and providing appropriate support to the members.
- Facilitating regular payment to laborers working in CNG sites.

- Co-ordination with markets for input and output provisioning.
- Participate in different training and capacity building exercises around CNG.
- Review and monitor the impacts of interventions on the well-being of the members and their families.

**Consolidate-** The facilitator will consolidate.

**Feedback-** Participants will mark the feedback flip chart.

### 3.4 Land and SHG Selection



**Participants:** Field Executives and Community Resource Persons



**Objective:** By the end of the session, Field Executives and CRPs will learn the strategies needed to select both a suitable site for a CNG, as well as the appropriate SHG to work on it.

**Time required:** 2 days



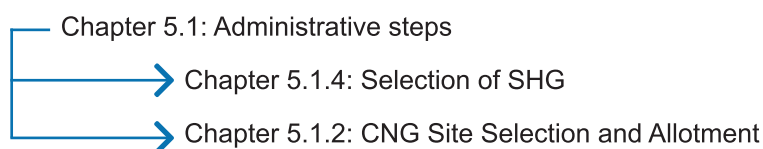
**Materials to prepare:**

- Flip chart on principles of SHG.
- White board and markers.
- Zob Cards.
- SHG & Land selection criteria checklist( see annex.)
- Posters and pictures on land criteria.
- Demo Soil health card.
- List of characteristics of both appropriate land and SHG.
- GIS data of CNGs.
- A success story of CNG around SHG and land selection and implementation by SHG members.
- CNG poster (Annex).
- Standard checklist on SHG and land selection for CNG.



**Content:**

Implementation manual for Community Nutrition Garden



**Guidance:**

- **Introduction of participants (15 Min)** – Participants will introduce themselves
- **Objective Sharing-** The facilitator will share the objective and the main points the participants need to take away from the session. **(10 Min)**

## Day 2 – 4 Hours

### Recapitulation of Day 1:

- ② Ask participants to recall and share the discussions on day 1.
  - Practical demonstration of the identification of suitable land for CNG and identification of a SHG of the DAY-1 learning by following all the procedure of SHG selection and CNG land selection by visiting field
  - Meeting with GP representatives and discussion with them about the CNG site, visiting sites, and verifying with the SHG and land selection checklist identified on training Day 1
  - Meeting with SHG members sharing with them about CNG and checking through checklist.
  - Consolidation- Ask participants to share their experience and clear doubts.
  - Feedback- Participants will mark the feedback flip chart.



### 3.5 Linking Food Production and Nutrition



**Note-** Assumption is that SHG members have gone through N-PLA 12 & 13 meetings.



**Participants:** SHG members, CRP (25-30 participants)



**Objective:**

- > The participants will be able to identify seven or more types of recommended seasonal, uncultivated, nutrient-rich foods during rainy season and dry season.
- > Participants will have a crop sheet for their CNG.

**Time required:** 2.5 hours



**Materials to prepare:**

- > Varieties of locally available nutritionally rich food.
- > Posters from NPLA module-malnutrition, food groups,
- > Individual picture or fresh of individual food items.

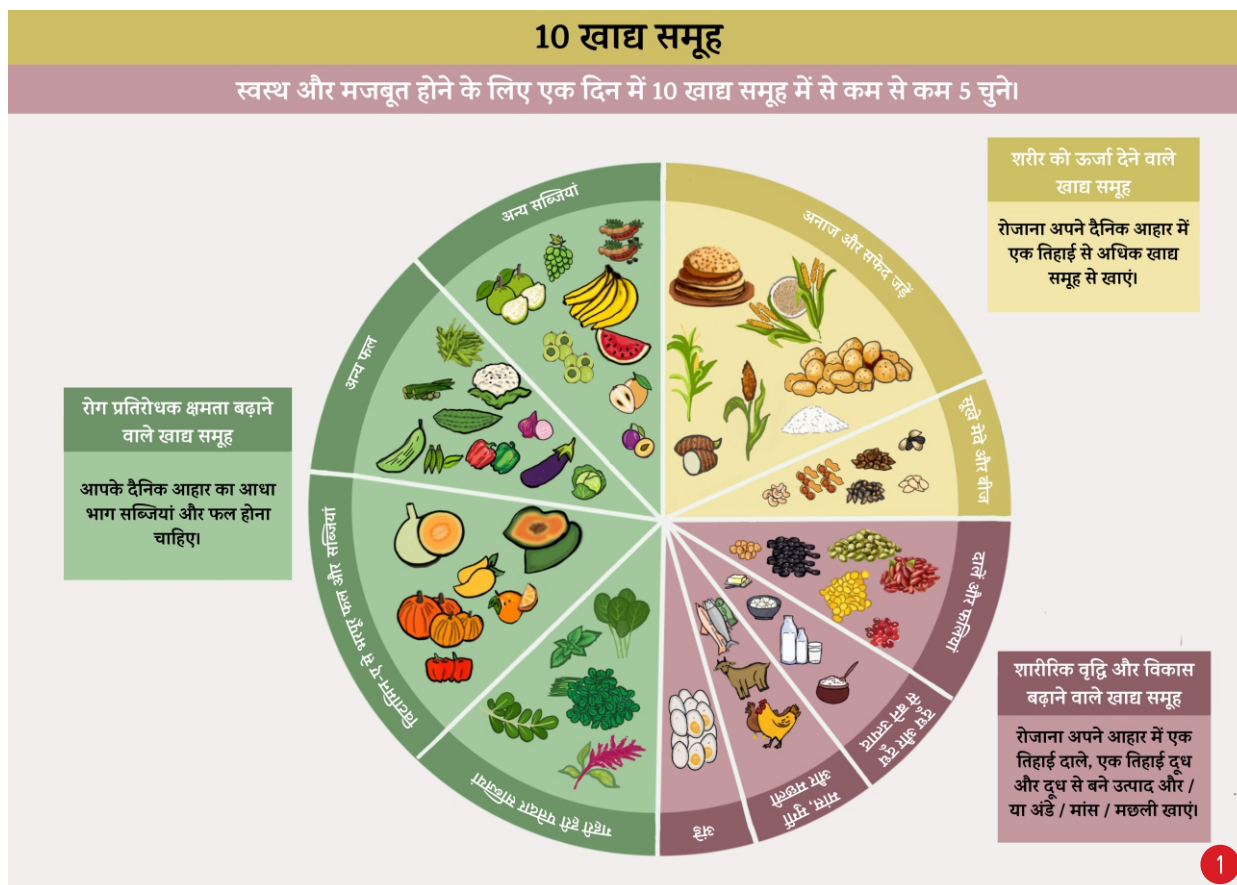


**Content:**

- > N-PLA Round 2 (Meeting number 12 and 13) modules
- > Implementation manual for Community Nutrition Garden



Chapter 2: Benefits from the Community Nutrition Garden



➤ Debriefing of Community Nutrition Gardens – **(15 Min.)**

- ② Ask participants what is their understanding of CNGs?
- ② Ask participants to share their experience on it. The facilitator will consolidate on flip charts. The facilitator will share of an ideal CNG showing a poster.

➤ Emphasizing on the importance of appropriate SHG (SHG of which members are active, interested, homogenous) and a suitable site for a successful CNG –**(30 Min)**

- Trainer will facilitate a discussion among participants and participants will share their opinions one by one.
- The facilitator will collect all those points in a chart paper and consolidate the ideas in sequence.

➤ Developing characteristics of a good SHG and an appropriate site for CNGs – **(50 Min)**

- Participants will break into two groups – one groups will work on identification of characteristics of good SHGs and another one on appropriate CNG site and stakeholders involved for agriculture, horticulture and INRM works.
- Individual groups will work on their topic, write down the points and present.
- Linking the presented points with the already brought material on principles of appropriate SHG and site for CNGs. Finalization of criteria.

**Break time: (10 Min)**

➤ Developing selection process for appropriate SHG and appropriate land for CNGs - **(30 Min)**

- ② Ask participants to break into two groups; one group will work on identification of a suitable SHG for CNG implementation and the other group will work on land identification for CNG.
- Both the groups will discuss and capture different stages and stakeholders involved in the selection process and their role.

For example, for a CNG site selection in a village, stakeholders will be village Sarpanch, Secretary, GRS, Patwari and the SHG members.

- Both the groups will be given with chart papers, zob cards and markers. They will write the process and stakeholders names in the zob cards and paste it on the chart papers.
- Each group will present their work. Another group will add.
- The facilitator will consolidate the points and share a standard checklist of identifying SHG and Land for CNG.
- Ask participants for any comment or clarification.

- ❓ Ask the participants to introduce themselves. The facilitator will share the objective.

(Assumption – Participants have gone through the N-PLA modules (round 2-meeting 12 and 13 specially) and food groups chart)

Session-1 Revision on the concept of various food groups using N-PLA cards.

Session-2 The participants will gather and bring available food products like rice, wheat, millets, vegetables, fruits, dairy products, oil, egg, meat, fish etc to the CNG site (The facilitator can keep picture cards). The facilitator will explain the different food groups and their functions. The facilitator will draw a plate dividing it into three parts based on food groups and ask the participants to place the products over the plate based on the discussion held on dietary diversity.



**Note-** 1. There are three broad food groups- “Go food” which provides energy (urjakarak ahar), “Grow food” (vridhikarak ahar) which helps in building tissues and “Protective food” (rakshak ahar) which boosts immunity.

“Go food” is depicted in white colour consisting of food producers like rice, maize, wheat, potato, banana etc. “Grow food” is depicted in yellow consisting of food products like pulses, meat, fish, egg, legumes etc. “Protective food” is depicted in green colour which consists of all kinds of vegetables and fruits.

The facilitator will make a revision of the Session-1 and Session-2 while building connections between malnutrition and the categories of food while explaining the necessities of consuming all three food categories and the possible repercussions of an imbalanced diet.

The participants will be provided with stones and leaves to mark the sources of different food items. The facilitator will ask the participants to place a stone, or a leaf based on the source of the product, stone indicates the crop that procured from market while leaf indicates the crop that available at village either by their own production or forest etc.

- ❓ Ask participants for any comment or to share their observation. The facilitator will consolidate.

Identification of lean period and way forward- The participants will be divided into three to four subgroups to map the availability of local food items on a monthly/seasonal basis.

**Group 1-** Energy giving food (carbohydrate)- Go food

**Group 2-** Body building food (protein)- Grow food

**Group 3-** Immunity boosting food (vitamin, minerals)- Protective food

- ❓ Ask each group to identify uncultivated and cultivated crops for rainy season and dry season.

- ❓ Ask groups to present. The facilitator will consolidate on flip chart.

- ❓ Now ask participants to Prioritize top seven types of crops that the participants grow in their CNG in rainy and dry season. Put them in a crop sheet.

- ❓ Ask participants to prioritize at least 4 types of crops that they will grow in homestead for consumption in rainy and dry season.

The facilitator will consolidate and ask participants for any change.

**Feedback:** Participants will mark the feedback flip chart

### 3.6 Promotion of Nutrition-Sensitive Food Production Practices



**Participants:** SHGs, CRPs (25-30 participants ; 2 SHGs)



**Objective:** By the end of the training, participants will have,

- Understood the scope of nutrition-sensitive food production practices possible in CNG.
- Identified the existing food production practices.
- Articulated the nutrition-sensitive food production practice they will introduce in CNG.

**Time required:** 2.5 hours



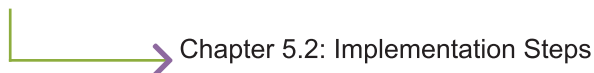
**Materials to prepare:**

- Flip chart
- Marker
- Cards (blank)
- Picture Cards of improved practices of food production practices.
- Pictorial flip book on agriculture practices.
- Feedback flip chart.



**Content:**

- Implementation manual for Community Nutrition Garden



**Guidance:**

- Introduction of Participants (15 Mins.):
  - ② Ask participants to introduce themselves starting with you. Each participant will share their name, SHG name and share her major livelihood.



**Note-** Probably all participants will be doing farming. So, farming or agriculture will come as the main livelihood option. There may come other options as well. Since the objective is food production so, we will go forward with agriculture as a livelihood.

**Objective sharing (10 Mins):** The facilitator will share the objective of the training. The facilitator will define the terms that are used. Here food referred to as agricultural produces by a farmer. It can be cereals, vegetables, fruits etc. In this program we will discuss on existing practices on crops that the farmers cultivate currently. Identify the gaps in production in terms of crop damage, less productivity and other factors shared by participants. Finally, the facilitator will share with the participants that today they will learn the improved practices the of food production for CNG SGA (30 mins). Ask participants to form a group of five members. Each group will sit in circle and sit at a good distance that they don't have any disturbances.

- ② **Task 1 (50 Mins.)-** Each group will be asked to identify the crops that they are cultivating or cultivated years ago and draw or write down on cards under millets, pulses, oil seeds, vegetables & fruits.



**Task 2 (15 Mins)**- In the same group participants will identify the existing food production practices and write these practices down on cards.

### Group presentation (30 mins)-

- ② Ask each group to present the task 1 and put the cards on flip charts.  
Followed by task 1, participants will present task 2 and the facilitator will put the cards on a flip chart.

The facilitator will put the cards around the following practices like-

- CNG members grow seven or more types of recommended seasonal, nutrient-rich vegetables / fruits / millets / pulses during the 1) rainy and 2) dry season
- CNG members grow (at home / their field) 4 or more types of seasonal, nutrient-rich vegetables / fruits for homestead consumption during the 1) rainy and 2) dry season \*
- CNG members use harvested crops for homestead consumption; only unused surpluses are sold
- CNG members grow promoted medicinal plants
- CNG members practice crop rotation
- CNG members request and follow-up on the results of soil quality tests
- CNG members produce and use organic compost
- CNG members grow crops following the practices recommended in provided 'Crop Sheets'
- CNG members use chemical free practices to control pests
- CNG members use quality seeds (incl. the use of seeds from seed banks)
- CNG members use recommended water retention, harvesting and smart irrigation methods
- CNG members with minimal space for growing crops use space-efficient solutions
- CNG members use low-cost fencing methods to protect crops from livestock
- CNG members follow recommended harvesting and post-harvesting practices

- ② Ask participants for any quick comments.

- ② Ask participants to share the main difficulties that they face relating to the practices. Record it.

Tell the participants that the CNG training will focus on addressing these difficulties. Please share the upcoming training plans to address the concern. The facilitator can prioritize the training programs as per the need of the participants.

**Feedback session (5 Mins)**- ask participants to mark on feedback flip chart.



### 3.7 Field Preparation



**Participants:** SHGs, CRPs (25-30 participants; 2 SHGs)



**Objective:** By the end of the training, participants will have,

- Outlined and explained the field preparation necessary in context of a CNG.
- Identified components of field preparation in context of CNG.
- Articulated practices on field preparation.

**Time required:** 3 hours



**Materials to prepare:**

- Flip chart
- Marker
- Cards (blank)
- Pictorial cards on green fencing and wind breaks.
- Feedback flip chart.



**Content:**

Implementation manual for Community Nutrition Garden



Chapter 5.2.4: Land preparation

- Cleaning and leveling the land.
- Fencing
- Wind breaks
- Building and infrastructures
- Pathways, irrigation, and drainage channels.



**Guidance:**

**Introduction (15 Min)** – The facilitator will ask participants to introduce themselves in the following manner like participants will share their name, SHG name and share a plant name that she connects with.

**Objective sharing (10 Min)** – The facilitator will share the objective to the participants and share that field preparation is essential for a good vegetative growth.

**Task-1 (15 Min)-**

- ② Ask participants to discuss on what is the meaning of land/field preparation to them? What practices do they follow to prepare a field? Participants will write one point each on card.SGA (20 Mins)-
- ② Ask participants to form a group of five members. Each group will sit in circle and sit at a good distance that they don't have any disturbances.

**Presentation and consolidation (40 Min)-**

Ask groups to present on task 1 and share on their thought on land and record in the flip chart.

Ask groups to present on task 2. Groups will share the importance of field preparation and the facilitator needs to consolidate on a chart paper.

Ask groups to place the cards on flipchart. The facilitator will read out the existing practices that the groups have identified. The facilitator will rearrange the cards in the following heads and discuss.

- > Cleaning the land.
  - An uncultivated fellow land may have weeds and bushes which need to be uprooted.
- > Levelling the land.
  - An undulating or sloppy land needs to be levelled for irrigation.
- > Fencing
  - Fencing needs to be done to protect the field from domestic animals (if free grazing is in practice). Live fencing as a sustainable method.
- > Wind breaks.
  - Tall trees, strong, quick growing and sufficiently dense and evergreen in nature to offer the maximum resistance to the wind.
- > Building infrastructures.
  - Infrastructures like compost pit, vermi-compost, nursery is essential in CNG. Cattle sheds, small organic product manufacturing unit, custom hiring centers can be a part of it.

- ② Ask participants to discuss on the above said aspects if it has not come up in previous discussion. Use cards to capture the points as shared by larger group and put in the flip chart.

**Explain-** Green fencing, wind breaks with pictorial card. For fencing and wind breaks ask participants to identify local plants /trees.

Ask participants to go through the flip chart and share their comments on it.

**Break-** (10 Min)

**Field visit-** (45 Min)

- ② Ask participants to visit a nearby field and come up with a field preparation plan for that site. Participants will come back after 30 mins. Ask participants to share on how the field can be prepared. Facilitator will rearrange the cards on flipchart.



**Note-** The field can be the identified site of CNG or in the same nature of it.

**Conclusion – (15 Min):** The facilitator will conclude the standard field preparation practice inclusion of above shared components.

**Feedback (5 Min)-** Ask participants to mark on feedback flip chart.

### 3.8 Plantation and Intercropping-Space Efficient Solutions, Crop Rotation



**Participants:** SHGs, CRPs (25-30 participants ; 2 SHGs)



**Objective:** By the end of the training, participants will have,

- > Understood the use of plantation, intercropping, and crop rotation.



- Understood plantation process and need of intercropping and crop rotation.
- Identified crop list for intercropping and crop rotation.

**Time required:** 5 hours



### Materials to prepare:

- Flip chart
- Marker
- Cards (blank)
- Pictorial flip chart on plantation process.
- Feedback flip chart.



### Content:

Implementation manual for Community Nutrition Garden

- Chapter 5.2.10: Plantation and Nursery Management.
- Chapter 5.2.11: Intercropping of vegetable crops for year-round production.



### Guidance:

**Introduction (15 min)** – The facilitator will ask participants to introduce themselves in the following manner and the participants will share their name, SHG name and share a fruit plant name that she connects with.

#### वृक्षारोपण के चरण







**Objective sharing (10 mins.)** – The objective of this orientation is to learn the standard practice of fruit tree planation, intercropping in plantation area and management

**Session 1 (60 mins):** In this session the participants will learn about the plantation process.

- ② Ask the participants to share the fruit plants that they use to grow in field or homestead.
- ② Ask participants to share the nutritious plants that they want to grow in their CNG. The facilitator will capture it in flip chart.

**SGA (20 mins.)-**

- ② Ask the participants about the process that they follow to plant a fruit tree (emphasis will be on as detail as possible) in a group of 5 members. Participants will record it on flip chart.
- ② Ask participants to present and the facilitator will write the steps on a card and put them on a flipchart. (30 mins.)



Explain with picture card- the following steps for plantation are :

- > Pit digging
- > Pit filling
- > Planting and caring
- > Stacking
- > Mulching
- > Fencing

### **Break (10 Min)**

**On field exercise (60 Mins.)-** Demonstrate a pit digging, pit filling, planting, stacking, and mulching. Participants will do the work as per the guidance of the facilitator.

- ⊕ Ask participants to share their comments.

### **Feedback (5 Mins)-**

- ⊕ Ask participants to mark on the feedback flip chart practices of natural farming.

### **Lunch break (60 Min)**

**Session-2 (120 Min):** In this session participants will learn the intercropping methodology and crop rotation.

- ⊕ Ask participants on what is intercropping? Observed intercropping in any nearby farms?
- ⊕ Ask participants to share their observations. The facilitator will record it on flip chart. SGA (20
- ⊕ Ask participants to break into groups of 5 members. Participants will discuss and write down the names of the seasonal crops on cards.
- ⊕ Ask the group to put their cards on flip chart season wise. One participant will read out the names of seasonal crops.
- ⊕ Ask the whole group to add or change any crop for their CNG. The facilitator will rearrange and show the final flip chart.

**Explain (30 min)-** There are three broad principals, like with pictorial flip chart-

- Same families of crop should not be put together. For example, there would be another crop like pea between tomato and chili.
- Crops will be chosen around nutrient depositor and extractor like peas with brinjal.
- Crop layering for optimum utilization of land, optimum utilization of water and controlling weeds.

**On field demonstration (30 min)-** Seed sowing demonstration for intercropping will be done in the same CNG site in a raised bed of 3'x10' (prepared beforehand).

- ⊕ Ask participants for any comment.
- ⊕ Ask participants to list the crops that they will grow in their CNG in intercropping method. Facilitator will record it on card and put on flip chart in proposed.
- ⊕ Ask participants for any change.combination. (30 min)
- ⊕ Ask participants about crop rotation? Discuss it.

**Explain –** Crop rotation.

- ⊕ Ask participants to identify seasonal crops for their CNG I the principle of crop rotation. Record it.
- ⊕ Ask participants for comments.

**Conclusion-** The facilitator will conclude the discussion and paraphrase the list of crops for the CNG.


### **Feedback (5 min)-**

- ⊕ Ask participants to mark on the feedback flip chart.



### 3.9 Soil and Nutrition Management

 **Participants:** SHGs, CRPs (25-30 participants; 2 SHGs)

 **Objective:** By the end of the training, Participants will have,

- Understood the need for soil and nutrition management.
- Understood the practices necessary for soil and nutrition management.
- Practiced preparing and using organic compost.

**Time required:** 3.5 hours

 **Materials to prepare:**

- Flip chart
- Marker
- Cards (blank)
- Feedback flip chart.
- Material to prepare organic products.
- Crop nutrition flip chart.

 **Content:**

- Implementation manual for Community Nutrition Garden
  - Chapter 5.2.5: Soil and Water Management.
  - Chapter 5.2.7: Manure and Fertilizer Management.



मृदा स्वास्थ्य एवं पोषक तत्व प्रबंधन





**Day-1**

**Introduction (15 min)** Facilitator will ask participants to introduce themselves in the following manner: Participants will share their name, SHG name and share a management practice that she does in her regular life.

**Objective sharing (10 min)** – The facilitator will share the objective of the training.

- (Presentation and discussion about some facts on soil (its formation, type of soil, use etc.) followed by facilitating discussion to answer the question of “is soil living or non-living”. During this discussion, points which are in favour to living and non-living need to right on chart and consolidate things towards “soil is living thing” - **(20 Min)**
- Discussion with participants about what are parameters of good soil health and what should be put in charts and linked with already decided soil health parameters, the facilitator should use sample of healthy and unhealthy soil. **(15 Min)**
- As a next topic we will do a group exercise with 3 groups about different activities or work to improve and maintain soil health. Group will discuss points and share after the discussion with other participants and the facilitator will consolidate all points and at the end finalize a list of different activities which helps to improve soil health. During the discussion the facilitator also asked about different materials or manure or bio-formulations which may be used while performing listed activities. Use of manure samples **-(45 Min)**
- Energizer- **(15 Min)** Ask participants to take soil under a tree in one hand and dead soil from the field where chemical use is high in other hand. Now ask the participants to share the difference. This way participants will get the difference of alive and dead soil.



**Note-** Difference can be identified by smell, by touch, or by observation.

- ? Ask participants to share the formulas that they use traditionally. The facilitator will record it on flip charts. Sharing and discussion about the method of preparation of different formulations and manure by using flex and presentation and sharing an experience of participants which was used earlier also. After that discussion one formulation should be prepared as hand on practice by participants. **(60 Min)**
- ? Ask participants to discuss availing products for community nutrition garden. The facilitator will record on flip chart. **(15 Min)**
  - > **Explain** – The facilitator will share the concept on Organic unit in CNG.
- ? Ask participants to share their opinion.
  - > **Conclusion-** CNG will have an organic unit in CNG.
- ? Ask Participants how do they know about the soil quality? Discuss it. **(20 Min)**
  - > **Explain** – Soil quality can be tested in Agriculture department and KVK with a minimum cost.

### 3.10 Natural Disease and Pest Management



**Participants:** SHGs, CRPs (25-30 participants; 2 SHGs)







**Objective:** By the end of the training, participants will have,

- > Understood the origins of crop disease and pests.
- > Identified disease and pests for the crops in CNG.
- > Described the precaution and curative measures for crop disease and pest attack.

**Time required:** 5 hours



**Note-** This training should start early in the day as pest are identified easily at early morning or after sunset.



**Materials to prepare:**

- > Flip chart
- > Marker
- > Cards (blank)
- > Feedback flip chart.
- > Pictorial flip book on crop disease and pest.



**Content:**

Implementation manual for Community Nutrition Garden

→ Chapter 5.2.8: Plant Protection Management



**Guidance:**

**Introduction (15 Mins.)** – The facilitator will ask participants to introduce themselves.

**Objective sharing (10 Mins.)**– The facilitator will share the objective.





(60 Mins): Participants will visit a nearby farm and collect samples of crop diseases and various pests.

### Break (30 Min)

- ? Ask participants to share their experience of various disease and pest attacks. Facilitator will consolidate on flip chart under disease and pest heads. Explain (60 mins) with pictorial flip book – crop disease pest.
- ? (30 mins) Ask participants to lay out samples on a table. Now ask participant to identify the disease or pest. Capture these on the flip chart under disease and pest category.

### Break (10 Min)

#### Practical session (60 Min) –

- Demonstrate Handikhata, Agneyastra, Nimbastra.
- Demonstrate various traps.

### Break (10 Min).

- ? Ask participants to consolidate the process of preparing organic medicines for plants.

#### Feedback (5 Min)-

- ? Ask participants to mark on the feedback flip chart.





### 3.11 Quality Seed-Treatment and Preservation



**Participants:** 1-2 SHG, CRP (20-30 participants)



**Objective:** By the end of the training, participants will have,

- Understood what quality seeds are in the context of CNG.
- Described the need to use quality seed and seed treatment and seed preservation.
- Identified the process of seed treatment and seed preservation.
- Articulated the concept of a seed bank.

**Time required:** 3.5 hours

#### बीजामृत बनाने एवं बीजोपचार की विधि





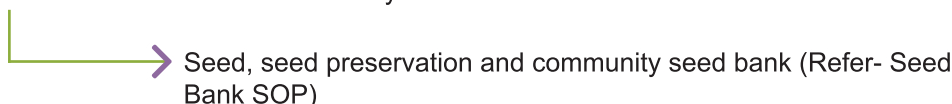
## Materials to prepare:

- Sample of seed and grains of 2-3 crops.
- Raw material for preparation of one Bio Formulation.
- Sample of already prepared Beejamrut for seed treatment.
- Charts and markers.
- Cards.
- Sample soil test report.



## Content:

Implementation Manual of Community Nutrition Garden.



## Guidance:

**Introduction** of participants by sharing their name, SHG and any seed that she cultivates and objective sharing- **(10 Min)**

**Objective sharing-** The facilitator will share the objective. - **(10 Mins)**

- Facilitate discussion about seed and its importance in food production by using interactive sessions with participants and asking the right questions. During this discussion the facilitators should ask some volunteers to demonstrate the differences between a grain and a seed (which are already with the facilitator) to identify seed and grain and ask them what parameters they using to differentiate both. As consolidation of parameters, the facilitator should develop characteristics of quality seed. After finalization of characteristics, the facilitator should brief about different types of seed (breeder, foundation, hybrid, truthful, tradition etc.) by presentation of 1-2 slides and their utilization and differences. **(30 Min)**
- After seed finalization, the facilitator should ask participants to split in two groups and ask them to exercise about how to select and produce seed from the crop and another group about how to save and store seed for next season. Both groups will present their findings and the facilitator should consolidate points and confirm all points with participants and add other points that came from other group members. Explain the concept of community seed bank. **(30 Min)**

### Break : (30 min)

- In this session the facilitator should facilitate participants and discuss what are major activities performed before sowing. These are activities which are performed in between Storage to Sowing (Cleaning, grading, Germination test and Seed treatment). If activities did not come through discussion then the facilitator must use a printed flex of these activities to confirm from participants. Each activity should be discussed by a group of members about how they do it and what material is required. Group will use cards to put down steps to perform the discussed activity the material/ machine needed and paste on common places. After that the group will put their activities down and then the facilitators will confirm all steps with participants and add or delete which will be confirmed by most
- Hands on practice of one or two activities like seed treatment by Beejamrut and Germination test etc by participants in guidance from facilitator. **(20 Min)**
- Revision of all day learnings putting the different materials in perspective and ask few of participants to share their learnings, the facilitator will add, if anything missed. - **(10 Min)**

**Feedback** – Participants will mark the feedback flip chart. – **(10 min)**



### 3.12 Water Management, Smart Irrigation Techniques and Rainwater Harvesting

---



**Participants:** SHG members, CRP



**Objective:** By the end of the training, participants will have,

- > Understood the scope of water management.
- > Described the need of smart irrigation techniques in concept of optimum use of water.
- > Identified various methods of water conservation and about irrigation infrastructures.

**Time required:** 3 hours



**Materials to prepare:**

- > Chart paper
- > pen, marker
- > marble
- > flex/ flip charts on INRM structure
- > flex- costing of irrigation structures



**Content:**

Implementation manual for Community Nutrition Garden

Chapter 5.2.6: Irrigation management at CNG

- Surface irrigation system
- Micro irrigation system
- Pitcher Irrigation





## Guidance:

**Introduction-**  
? Ask participants to introduce themselves.

**Objective sharing-** The facilitator will share the objective.

**Importance of conservation-** The facilitator will bring marbles, place them on a spot and ask all the participants to collect as many marbles as possible and announce that the participant with the highest number of marbles will win the game. After the game, the facilitator will ask the participants to reflect on the process and result of the game. The facilitator will consolidate the reflections and responses of the participants.

**Note-** The facilitator will compare the marbles with resources as water and emphasize to trigger limited resources available, unequal distribution based on power including gender, rise in conflict within community due to the limitation. Considering the above three conditions, the facilitator will explain that conservation and judicious use of the water is the only solution to avoid such a situation.

**Methods of water conservation –SGA:** the participants will be divided into three groups where they will discuss on all the following three points-

- Methods to reduce surface water run off.
- Methods of rainwater storage for further use.





- Methods of water recharge for the future in their own CNG.

The facilitator will consolidate, add, and explain different methods for execution on the three pointers.



**Note-** Possible interventions can be contours, farm bunding, 30\*40 structures, CPT, Jalkund, farm pond, plantation, gabion, boulder check, stone bunding, percolation tank etc.

- ❓ **Ask the participants on three domains:** micro irrigation structures already in practice in the village or local area, new micro irrigation structures available in the market, importance of irrigation structures.

Introducing micro irrigation system through videos which also include benefits of each technique, suitability of crops and tentative cost involved in per unit.

- Trickle/ Drip irrigation system.
- Low pressure drip irrigation system.
- Pitcher irrigation.

#### **Action points finalization-**

- ❓ Ask participants what method they will use in their CNG?
- ❓ Ask Participants how they will do this? Do they need to share the responsibilities?



**Note-** Departmental linkages can be a part that will be led by few members. Participants may like to discuss on tentative cost and possibilities to avail. And participants will have to set a time-line.

**Feedback** – Participants will mark on feedback flip charts.

### **3.13 Crop Harvesting and Post Harvesting Practices**



**Participants:** SHG members and CRPs



**Objective:** By the end of the training, participants will have,

- Understood when and how crop harvesting happens.
- Described the practices on crop harvesting.
- Identified the post harvesting practice.

**Time required:** 2.5 hours



**Materials to prepare:**

- Reading material on post-harvest management methods.
- Chart papers
- Flip charts
- Videos and photographs and material on indigenous methods of post-harvest management practices presentation.
- Printed Images of different vegetables grown in the CNG or in the area.



## Content:

Implementation manual for Community Nutrition Garden

Chapter 5.3: Produce Management

→ Chapter 5.3.1: Harvesting and Post-Harvest Management.



## Guidance:

**Introduction-** participants will introduce themselves and about their produce details such as crop name – **(10 Min)**

**Objective sharing-** The Facilitator will share the objective. - **(10 Min)**



Ask participants what practices do they follow in post-harvest process for vegetables and fruits? The Facilitator will consolidate on a flip chart may be crop wise. -**(30 Min)**

**Explain** - sorting, grading, drying, storing, food processing etc. through presentation and discussion Listing down the vegetables' produce and their existing post-harvest practices – **(35 Min)**

- Asking participants the names of vegetables and pasting the image of vegetables on the wall/ board.
- After listing all the vegetables, participants will break into groups of 4 or 5 people in each group.
- Each group will be given 4 – 5 crops of same family to list down its postharvest management practices – participants will get images of vegetables and different size cards and they will list down on respective vegetables post management practices.
- Once the groups complete the task, they will paste the vegetable images and cards on the board.
- The facilitator will ask the participants to add if any practice is missed in any of the vegetables' listed post management practices
- The facilitator will again ask the group to identify common practices among all the vegetables post management practices.





Different barriers and enablers in practicing the above-mentioned postharvest management practices – **(30 Min)**

- Explaining the terms barrier and enabler to the participants.
- Asking the participants to share barriers and enablers of every individual common practice of PHM and one of the participants will assist the facilitator in writing them on the board / chart.

Presentation by the facilitator on different technological methods of PHM such as cleaning, washing, solar drier, soil storage, food processing such as pickles, ketchups, etc. – **(20 Min)**

Identification of possible practices which can be adopted.

Conclusion of the session by summarizing the training and asking the participants how they bring in different improved methods into practice. – **(10 Min)**

**Feedback-**



### 3.14 Produce Management among SHG Members (Including Surplus Management with AWC, Schools and Market Linkages)

---



**Participants:** SHG members and CRPs (25-30 participants)



**Objective:** By the end of the training, participants will have,

- Described the mechanism of produce management among SHG members.
- Practiced a system of produce management among themselves.

**Time required:** 3 hours



**Materials to prepare:**

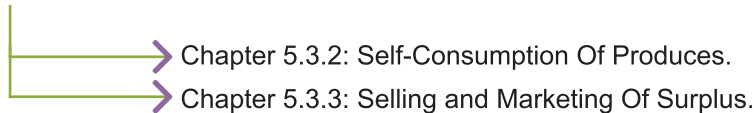
- Reading material on vegetables marketing and value chain linkages.
- Chart papers
- Flip charts
- Printed Images of different vegetables grown in the CNG or in the area.
- Three types of sample foods for roleplay.



**Content:**

Implementation manual for Community Nutrition Garden

Chapter 5.3: Produce Management



**Guidance:**

**Introduction of participants – (10 Min)**

**Sensitization towards nutrition requirements of families and village children – (20 Min)**

- Discussion with participants on NPLA meetings 2 & 3 and refresh learning and emphasize the need of nutritious food. Usage of NPLA training material which was used in the 2 nd and 3 rd meetings.
- The participants discuss on how the CNG will ensure the nutrition need of member families, other families in need, and children of the village particularly. Ideas shared by the participants will be collected and noted down in a chart paper and consolidated.

**Discussion on produce management practices such as self-consumption and selling the surplus at market. – 45 min**

- Open discussion on season wise consumption of vegetables in daily diet facilitated by the trainer for example...
- Calculating actual daily requirement of vegetables from the above data and checking whether the family is consuming optimum quantity of vegetables or not. If not, then allocating it and finalizing the surplus volume through discussion.
- After reduction of the above, bifurcating the quantity of produce to be taken to the market to sell and for food processing.



Ask participants how do they distribute the produces among themselves? The facilitator will record it on flip charts.





**Note-** Probably all can say of equal distribution.

- ② Ask participants what if the family size is different? Discuss on it. The facilitator will record it on flip chart.
- ② Ask participants on their opinion, if a family have adolescent girl and/or pregnant mother and/or lactating mother. What will be the distribution pattern then?

**Explain-** The facilitator will explain the daily requirement of a person and trigger the group to think of in that line. Record opinion from the group on flip chart.



**Note-** Produce need to be distributed among family members based on family size thus all can get nutritious food. Families having adolescent girl and/or pregnant mother and/or lactating mother will be the priority.

Priority of supply and sale of surplus produce in consideration of nutrition requirement of community and financial requirement of SHG members – **(45 Min)**

- Out of all the participants four volunteers will stand up and play a roleplay.
- Roles are Farmer/ CNG member, School and Anganwadi, Large buyer, village households.
- Farmers (can be six in three groups) will go and supply her produce (sample food material e.g., Biscuits/ tomato etc.) among the school/ Anganwadi, large buyer and village households on her own understanding and priority.
- Quantity of supply to each of the above buyers is up to the farmer and the facilitator will not guide or influence her.
- After one round of the above, another two women from the participants also play the role of a farmer.
- After three rounds, except the women who played the role of farmers others will be asked to sit. Now, farmers will be asked to share one by one how and why they prioritize buyers and selling quantity. And it will be noted down on a chart paper.
- Once three farmers will share their opinions, the group will finalize the priorities of the buyers and supply quantity.
- Consolidation of the entire discussion.

### Tea Break – (10 Min)

Role distribution and Action plan – **(30 Min)**

- The facilitator will facilitate the group to discuss.
  - Materials required for market and sell, cost involved, fund mobilization
  - Listing different buyers and responsible persons from the group who will approach these buyers and market the produce.
- One or two from among the group will present the discussed points.

Conclusion and feedback – **(10 min)**

The facilitator will consolidate and ask participants to mark on feedback flip chart.

### 3.15 Monitoring of CNGs



**Participants:** Field executives and Community Resource Persons



**Objective:** By the end of the training, participants will have,

- > Understood the scope of duties needed in CNG monitoring.
- > Described the need of CNG monitoring.
- > Identified the methodology on CNG monitoring.

**Time required:** 4 hours



**Materials to prepare:**

- > Baseline format.
- > Regular Data collection formats.
- > Registers
- > Smartphone
- > I monitor app
- > Note cam app
- > Attendance sheet



**Content:**

Implementation manual for Community Nutrition Garden



**Guidance:**

**Introduction of the participants – (10 Min)**

**Objective sharing-** The facilitator will share the objective.

Facilitator will throw an open discussion on importance of monitoring and evaluation and its importance where participants will share about their opinions. The facilitator will collect all these opinions on a flip chart. Discussion will also include the consequences of poor monitoring. – **(30 Min)**

Baseline format presentation and discussion – **(45 Min)**

Regular data collection of different CNG activities – **(30 Min)**

Tea Break – **(10 Min)**

I monitor app installation, learning usage of data entry using dummy data – **1.30 Hr.**



**Note-** Cam and smartphone usage for photos and monitoring – **(15 Min)**

**Feedback-** Participants will mark the feedback flip charts.



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










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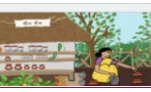


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



































































































































































































































































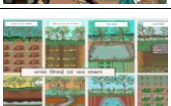

















































































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Self-Reliant Initiatives through Joint Action

hashta trust

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## Checklist for Supervising the Quality of CNG Trainings

Date: . . . . . / . . . . . / . . . . .

Number of female participants: . . . . .

Number of male participants: . . . . .

State: . . . . . District: . . . . . Village: . . . . .

Name of CNG: . . . . . Name of Supervisor: . . . . .

Organization of the Supervisor: . . . . .

This quality-monitoring checklist was developed by GIZ's SENU project to help with strengthening the quality and impact of trainings delivered at the Community Nutrition Gardens (CNGs). The trainings focus on promoting effective food production and nutrition practices (among others, by reducing the barriers to their use). The checklist is meant to be used by the project staff who supervise and support the Field Executives and other people who deliver the trainings. It focuses on the extent to which they use the "soft" skills that influence a training's effectiveness. By understanding the key strengths and weaknesses in the way the trainings are delivered, the project can provide helpful support and in doing so maximize their effectiveness.

**Guidance on the use of this checklist:** While observing the training, do not talk to him/her and do not correct any mistakes s/he makes. Fill out this form only. When the interview is over, find a private place and provide feedback using the following steps:

- ❓ Ask the trainer what s/he thinks about how well s/he performed observe and record the following.
  - Appreciate the things s/he did well by saying "I liked that ...".
  - Provide practical suggestions on what s/he could improve and how, by starting with "How about if you ...?" or "What if ...?" (i.e., provide advice, not criticism)

**Remember:** the purpose of the supervision is not to judge the trainers but to help them improve the quality of the work they are doing.



### OBSERVE AND RECORD THE FOLLOWING:

		YES	PARTIALLY	NO	N/A
1	Did the trainer clearly explain the purpose of the training?	YES	PARTIALLY	NO	N/A
2	Did the trainer clearly explain how the training topic relates to the participants' needs?	YES	PARTIALLY	NO	N/A
3	Did the trainer ask the participants about their opinions about / experience with the topic?	YES	PARTIALLY	NO	N/A
4	Did the trainer try to understand what „barriers“to adopting a promoted practice the participants face?	YES	PARTIALLY	NO	N/A
5	Did the trainer listen <b>carefully</b> to what the participants said?	YES	PARTIALLY	NO	N/A
6	Did the trainer build upon the participants' existing knowledge and experience?	YES	PARTIALLY	NO	N/A
7	Did the trainer ask the participants for their solutions before s/he introduced a new solution?	YES	PARTIALLY	NO	N/A
8	Did the trainer provide information and advice that is technically correct?	YES	PARTIALLY	NO	N/A
9	Did the trainer demonstrate to the participants any skills that s/he was promoting?	YES	PARTIALLY	NO	N/A
10	Did the trainer let the participants practice the skills s/he was promoting?	YES	PARTIALLY	NO	N/A
11	Did the trainer keep verifying that people understand the main points using <b>open-ended</b> questions?	YES	PARTIALLY	NO	N/A
12	Did the trainer give participants adequate time to answer any questions s/he asked?	YES	PARTIALLY	NO	N/A
13	Did the trainer <b>actively</b> encourage discussion amongst participants?	YES	PARTIALLY	NO	N/A
14	Did the trainer prevent the discussion being dominated by 1 or 2 people?	YES	PARTIALLY	NO	N/A
15	Did the trainer avoid talking to specific people only?	YES	PARTIALLY	NO	N/A
16	Did the trainer encourage more timid participants to speak / participate?	YES	PARTIALLY	NO	N/A
17	Did the trainer speak in a way that was easy to understand for the participants?	YES	PARTIALLY	NO	N/A
18	Did the trainer talk to participants in a polite and respectful way?	YES	PARTIALLY	NO	N/A
19	At the end of the training, did the trainer ask the participants to summarize what did they learn and how will they use it?	YES	PARTIALLY	NO	N/A
20	At the end of the training, did the trainer agree with the participants on a follow-up action? (e.g. a "small doable action")	YES	PARTIALLY	NO	N/A

### Suggestions for improvement that were provided to the trainer:

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### Feedback Form

Please openly share with us your experience of the training. It will help us improve the next trainings. Whatever you write is anonymous.

#### **1. In your opinion, how useful was the training?**

- ☐ very useful
- ☐ quite useful
- ☐ only a little bit useful
- ☐ not very useful

#### **2. What did you like the most about the training?**

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3. What could we do to make the training even more useful?

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4. What other comments or suggestions do you have?

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## Feedback Flip chart -

(Tick the appropriate face)

1. How well was the session facilitated?



2. To what extent did you enjoy participating in the training?



2. 3. How motivated do you feel to work with Community Nutrition Garden?



## Roles and responsibilities chart matrix-

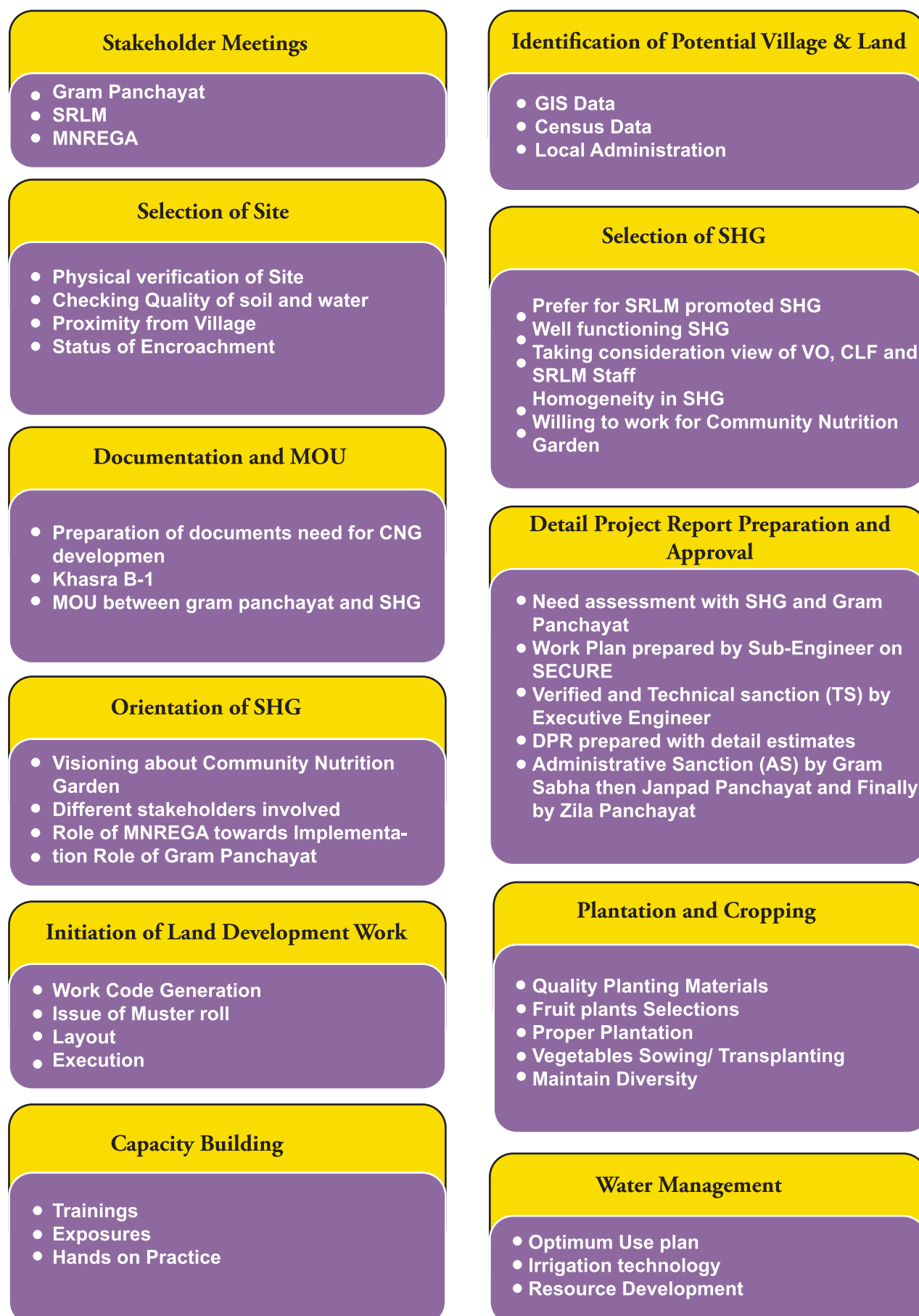
SI	Name of the Department	Roles in Implementation of CNG	Name of the Scheme	Responsible person in Block level	Responsible person in District level
1.					
2.					
3.					
4.					
5.					
6.					
7.					

## Nutrition and Food groups-

Ref: FANTA Guideline



## CNG Process flow chart:



## SHG Selection Criteria

- The SHG should have members from homogeneous group in respect of caste, class, and socio-economy. Any SHG with heterogeneous membership will not be considered to implement CNG. It may not be benefitting all the members of that SHG members equally.
- The SHG should have all four pillars at some extent like
  - Regular meeting
  - Regular saving
  - Internal lending &
  - Members having discussion other than S&C
- The respective SHG should have a regular meeting. At least 50% of meeting regularity will be considered for selecting a SHG for CNG
- The SHG should be enlisted in SRLM. The assumption is that a SHG under SRLM must have gone through some orientation on SHG concept, operation, bookkeeping and linkages.
- The SHG should be a grade A or B in SRLM grading. SHGs other than that should not be considered for CNG.
- SHG should be linked with Bank. The SHG will have a bank passbook.
- The SHG or any member of that SHG should not be a defaulter.
- Preference should be given to one year or more than one year of aged SHG. During this one year of time SHG will have gone through its forming, storming, and norming phases. This SHG is more sustainable.
- SHG having landless membership will be in priority.
- SHG from the pocket where malnutrition is high will be in priority.
- Preference should be given to a SHG that triggered or grounded at least one activity collectively may be in livelihood promotion activity, social work etc.
- SHG having multiple membership should not be considered for CNG.
- If SHGs of an area does not meet the above criteria, new SHG can be formed.

## CNG Land Selection Criteria

- Community Nutrition Garden under SENU program will be grounded in government land. Individual land or encroached land (disputed or not available for community purpose) should not be selected for CNG.
- Land for CNG will be finalized only with consultation of Tahsildar, PRI members and villagers in PRI and village meeting. Proper resolution and NOCs are considered to finalize a plot for CNG.
- The identified government land must be in reach of respective SHG members, the implementer and consumer for that nutrition garden. Thus, the SHG members can take proper care for her nutrition garden, ensure POPs, harvest regularly for consumption through regular field visit.
- The land for CNG must be easily accessible in terms of physically and socially to the SHG members.
- The land should have an irrigation infrastructure nearby or there should be opportunity to create irrigation infrastructure. Otherwise, the land is considering as not suitable for CNG.
- Not more than 5 % slope is considered for CNG.
- Lowlands or water logging areas will not be considering for CNG. It will damage standing crops. Only medium upland or uplands will be choosing for CNG whereas, immediate low land can be considering for creation of irrigation infrastructure like dug well, farm pond.
- The soil quality of the land should be checked for finalizing the land for CNG. The land should have at least 6 inches of soil depth and diggable up to 2 feet for plantation. The land may be fertile or can be developed through land development. Otherwise, it should not be considered for CNG.



CNG Features	Type 1 (area would be 1 ha or more)	Type 2 (area would be less than 1 ha)
	e.g., community land, forest land etc.	e.g., premises of Anganwadi Centers, Schools, Panchayat Bhavan, private land on lease etc.
<b>SOIL FERTILITY MANAGEMENT</b>		
Soil Testing	✓	✓
Green Manuring	✓	✓
Vermicomposting	✓	✓
Zero tillage	✓	
<b>LANDSCAPING</b>		
Polyhouse	✓	
Raised Bed for vegetable production	✓	✓
Farm Pond	✓	
In-situ WHS	✓	✓
Trellis	✓	✓
Herbal Garden	✓	✓
Live Fence (solar fence if possible)	✓	✓
<b>MOISTURE CONSERVATION</b>		
Cover Crops	✓	✓
Mulching	✓	✓
SMART Irrigation	✓	✓
<b>CROP HUSBANDRY</b>		
Vegetable (seasonal, perennial etc.)	✓	✓
Fruit Tree Plantation	✓	✓
Intercropping	✓	✓
Millet Production	✓	
<b>COMMUNITY SEED BANK</b>	✓	✓
<b>APIARY DEVELOPMENT</b>	✓	

## CNG Profile-

Per CNG Information tracking format:

### Date of data collection:

### Name of District Coordinator or Field Executive who facilitates the meeting:

Number of participants: women: . . . . . men: . . . . . children below 2 years of age:

#### **A. CNG Location & General Details:**

- > Name of the village, block, and panchayat:
- > CNG site Land area in Acre:
- > Khasra No. of Plot:
- > Current Land use as per govt Record:
- > Latitude:
- > Longitude:
- > Elevation:
- > Type of Landform: Plain/Undulated
- > Slope characteristics of the landform: details to be incorporated in the layout
- > Any already established trees: tamarind/ neem/ber etc.
- > Any other established structure: fencing etc.
- > Lay out

#### **B. Details on Soil Characteristics**

- > Soil type-
- > Soil depth-
- > Land Slope (approximately)-
- > Soil surface characteristics: Gravelly / Stony
- > Land preparation requirements: Levelling / contour bunding etc.
- > For other details- Soil testing report needed

#### **C. Details on Water Source and Water Storage structures:**

##### **1. Open well:**

- > Depth and water available duration
- > Whether it is established by Government departments and shared with other farmers
- > Quality of the Water: Good/Saline/Alkaline

##### **2. Bore well:**

- > Depth and water available duration
- > Quality of the Water: Good/Saline/Alkaline

##### **3. Open Pond structures if any: Whether it can be directly put in use / requires deepening**

##### **4. Any nearby drainage sources close to CNG**

##### **5. Any other source for water**

##### **6. Summer month water availability: how many days it will sustain for irrigation**

##### **7. What will be the cost of 5000 litres of water or tank for irrigating perennial crops during summer season**

#### **D. Details on SHG / PG Group:**

- > Name of SHG/ PG
- > No. of enrolled Women

➤ Total family size for all Members-

Age Group	Women	Men	Total
More than 60 yrs. (old Age)			
Adult from 14 to 59 yrs.			
Children Below 14 yrs.			
Total			

➤ Land area and income from their own agricultural land

Name of SHG member	No. of Family Members	Own agriculture land (Acre)	Average annual income (Rs.)

➤ Nutritional situation of that group:

- How many meals did you consume yesterday? (try to get answers especially from women in age group 15-49 years)
- What did your meals yesterday consist of (in terms of food groups)?
- How many meals did your child (below 2 years of age) consume yesterday?
- What did you/other household members feed your child (below 2 years of age) yesterday?

- If nutrition garden / backyard is maintained by any SHG family: if yes, vegetables or fruits available/ cultivated in nutrition garden
- Whether any source of water available of Kitchen Garden during peak summer months (March to May), if not, how do they manage
- Summer months income and work details
- Livestock details available from selected SHG (Cow/Buffalo/Goat/Poultry): in terms of Number
- Source of organic manure (in terms of quantity available from SHG), if not available, Cost of Farmyard Manure per ton
- Whether they are working in MGNREGA, if Yes, how many days they are working



**(Other information which can be collected only one time through secondary data and FGD)**

**A. Climatic Parameters:**

- Total Rainfall:
- Rainfall during Kharif season (June to September)
- Rainfall during the Rabi Season (October to January)
- Maximum and minimum temperature for each season: Kharif /Rabi (Winter) and Summer

**B. Crop and Nutrition Detail:**

- Crop Grown in area including Vegetables also
  - a. Kharif Season-
  - b. Rabi Season-
  - c. Zayad Season-
- Details on their food habits:
  - a. What foods are you consuming during:
    - 1. Karif (monsoon, June to October):
    - 2. Rabi (November to March):
    - 3. Summer (April to June):
- Food preferences / Choice:
  - a. Which are your favourite foods during:
    - 1. Karif (monsoon, June to October):
    - 2. Rabi (November to March):
    - 3. Summer (April to June):
  - b. Can you consume them?
- Any possibility of introduction of underutilized crops in CNG like moringa etc:
  - a. Which uncultivated / forest foods are you consuming during:
    - 1. Karif (monsoon, June to October):
    - 2. Rabi (November to March):
    - 3. Summer (April to June):



## Schemes Of Various Departments.

Activity		Department	Scheme
1.	Land development in Community Nutrition garden	MORD	MGNREGS
2.	30' x 40' model	MORD	MGNREGS
3.	Green fencing	MORD	MGNREGS
4.	NIRMAL NEER	MORD	MGNREGS
5.	DEVARANYA SCHEME-AYUSH	MORD	MGNREGS
6.	Fruit tree plantation with Drip irrigation (low density) in Community Nutrition garden (CNG)	Department of Horticulture	PHAL KSHETRA VISTAR
7.	Vegetable and tuber cultivation in community nutrition garden (CNG)	Department of Horticulture	SABZI KSHETRA VISTAR
8.	Vegetable nursery unit with shade net structure in Community Nutrition garden (CNG) - 200 square meter	Department of Horticulture	SANRAKSHIT KHETI
9.	Demonstration of pulses and cereals	Department of Agriculture	अन्नपुर्णा योजना एवं सूरजधारा योजना (seed production and seed preservation)

Activity		Department	Scheme
10.	Compost and organic medicine unit	MORD	MGNREGS
11.	Irrigation infrastructure with drip in vegetable cultivation in 0.3 Ha.	Department of Agriculture	नलकूप खनन योजना एवं राज्य माइक्रोइरीगेशन मिशन
12.	Communication pathway		
13.	Availing women friendly farm tools like 3 weeders (or 1 power weeder) and 2 battery sprayers (or 1 power sprayer) in each CNG	Department of Horticulture	UDYANIKI KE VIKAS HETU YANTRIKARAN KO BADAWA DENE KI YOJNA
14.	Capacity building of farmers on mixed cropping, natural farming	Department of Horticulture	KRISHAK PRASHIKSHAN TATHA BHRAMAN KARYAKRAM
15.	Knowledge dissemination of practices adopted in Community nutrition garden	Department of Horticulture	PRADARSHANI MELA PRACHAR PRASAR YOJNA
16.	Soil testing and soil health card in for each CNG site	Department of Agriculture	मृदा परीक्षण और मृदा स्वास्थ्य पत्रक

## Sample soil test report

वर्ष- 2022-23			
किसान एवं मृदा नमूना विवरण			
रजिस्ट्रेशन नं.	546	ग्रिड नं.	0
किसान का नाम	जगदीश		
पिता / पति का नाम	अश्वराम करजले		
जाति	कुमठा	वि. खण्ड पधाना	
ग्राम	544/6		
खसरा नं.	0.66		
खेत का क्षेत्रफल	0		
भूमि			

मृदा परीक्षण परिणाम				
क्र.	पैरामीटर	परिणाम	ईकाई	आकलन
1	पी.एच. (pH)	7.1		सामान्य
2	ई.सी. (EC)	0.39	मि. मो. / से.मी.	सामान्य
3	जैविक कार्बन (OC)	0.35	प्रतिशत	निम्न
4	उपलब्ध नाइट्रोजन (N)	350	कि.ग्रा./हे.	मध्यम
5	उपलब्ध फास्फोरस (P)	16.00	कि.ग्रा./हे.	मध्यम
6	उपलब्ध पोटैशियम (K)	425	कि.ग्रा./हे.	उच्च
7	उपलब्ध सल्फर (S)	16.20	पी.पी.एम.	पर्याप्त
8	उपलब्ध जिंक (Zn)	0.40	पी.पी.एम.	कम
9	उपलब्ध आयरन (Fe)	17.80	पी.पी.एम.	पर्याप्त
10	उपलब्ध मैंगनीज (Mn)	12.30	पी.पी.एम.	पर्याप्त
11	उपलब्ध कॉपर (Cu)	6.70	पी.पी.एम.	पर्याप्त
12	उपलब्ध बोरान (B)	0.80	पी.पी.एम.	पर्याप्त

सन्दर्भ उपज के लिये उर्वरक सिफारिशें (जैविक खाद के साथ)							
क्र.	फसल	उर्वरक संयोजन - 1		उर्वरक संयोजन - 2			
		गुरिया	सिमत सुपर फास्फेट	पोटाश	डी.ए.पी.	गुरिया	पोटाश
1	सोयाबीन	45	375	25			
2	शकर मक्का	260	375	90			
3	मैहू	260	375	40			
4	गन्ना	220	375	125			
5	चना	45	375	25			
6	अरबी	175	315	125			

द्वितीयक एवं सूक्ष्म पोषक तत्वों संबंधी सिफारिशें				
क्र.	पैरामीटर	मृदा अनुप्रयोग संबंधी सिफारिशें	अनुपात	
1	सल्फर (S)	सल्फर	25 कि.ग्रा./हे. नहीं	
2	जिंक (Zn)	जिंक सल्फेट (21%)	25 कि.ग्रा./हे. हाँ	
3	आयरन (Fe)	फेरस सल्फेट (19%)	50 कि.ग्रा./हे. नहीं	
4	मैंगनीज (Mn)	मैंगनीज सल्फेट (30.5%)	10 कि.ग्रा./हे. नहीं	
5	कॉपर (Cu)	कॉपर सल्फेट (24%)	10 कि.ग्रा./हे. नहीं	
6	बोरान (B)	बोरिक्स (10.5%)	10 कि.ग्रा./हे. नहीं	





















सामान्य सिफारिशें				
क्र.	पैरामीटर	मृदा अनुप्रयोग संबंधी सिफारिशें	अनुपात	
1	जैविक खाद	गोबर खाद	20 टन/हे. हाँ	
2	खेत उर्वरक	पी.एस.बी. - 3 कि.ग्रा./हे.	हाँ	
3	राईजोबियम	5 ग्राम प्रतिकिलो बीज (सोयाबीन, चना, मूंग)	हाँ	
4	एक्जेटोबेक्टर	5 ग्राम प्रतिकिलो बीज (मैहू, मक्का, ज्वार)	हाँ	
5	घुना/जिप्सम			

स्वस्थ मृदा		स्वस्थ जीवन	
सहायक मिट्टी परीक्षण अधिकारी	खण्डवा जिला पूर्व निमाड		



# Different INRM Structures

 <p>Farm Pond</p>	 <p>Dug well</p>	 <p>5% model</p>	 <p>5% Model</p>		
 <p>Bunding</p>	 <p>30x40 model</p>	 <p>Trench</p>	 <p>Loose boulder structure</p>		
 <p>Goat shed</p>	 <p>Poultry shed</p>	 <p>Cow shed</p>	 <p>Vermi compost</p>	 <p>Nadep</p>	 <p>Azola tank</p>
 <p>TCB</p>	 <p>Check dam</p>	 <p>Farm pond excavation</p>	 <p>Earthen canal</p>	 <p>Contour trench</p>	



## References:

- Implementation Manual for Community Nutrition Garden
- SENU SBC project strategy ( <https://snrd-asia.org/wp-content/uploads/2022/11/SENU-SBC-Strategy.pdf>)
- Agents of Agricultural Change by Petr Schmied (Strengthening the Behaviour Change Skills of Agricultural Extension Staff and Volunteers | Behaviour Change)
- Poshan Siksha Marg Darshika – Round 2 by WHH & GIZ (<https://snrd-asia.org/wp-content/uploads/2023/01/SENU-NPLA-Round-02-Module-Hindi.pdf>)
- Samudayik Posan Vatika handbook by Harsha Trust
- Community Nutrition Garden: Nutrition Security by Subrata Rana
- FANTA ||| Food and Nutrition Technical Assistance by Food and Agriculture Organizations of the United States.
- Seed Banks Manual by Srijan





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