



Benevolent Organisation for Development, Health & Insight (BODHI)
Founding Patron: His Holiness XIV Dalai Lama

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**Evaluation of BODHI's health and education projects at SNEHA School
in Diyun, Changlang District, Arunachal Pradesh, India
by Mr Krishan Chakma, August 2011**

BODHI would like to thank Mr Krishan Chakma of the Society of Social Transformation and Environmental Protection (sSTEP) in Guwahati, India for travelling in August, 2011 to SNEHA's school in Diyun in the Changlang District of Arunachal Pradesh state, India to evaluate our health and education projects. Despite orders from the Central Government and Supreme Court of India, Chakmas and Hajongs are still marginalized on all sides, hence face major problems in health, education and livelihood, in addition to torture and harassment by police and officials.



Students and parents with Krish Chakma (in jeans) at Parents' Day

Health

The purpose of BODHI's health project is to address health-related needs in two communities not supported by the state government. We have provided de-worming medication and hepatitis B vaccines to the children and staff. The children are developing habits of cleanliness, which in turn help to reduce rates of diarrhoea and dysentery. Additionally, one teacher has been trained in health education and another sent for training in malaria prevention. Mr Pradipmoy Chakma received malaria prevention training at the Action Northeast Trust (The ANT) in Bongaigaon, Assam. Upon his return, he held a group workshop for the children. He now occasionally conducts classes to refresh the children's knowledge about the prevention of malaria.

The evaluation found that so far about 375 Chakma and Hajong children have benefited from the above.

The evaluation suggests that, in addition to teaching the students, Mr Pradipmoy Chakma could be given the responsibility of handling the Community Health Awareness Programme in which he has expertise. As school classes close by 3pm, the community programme could be held on a regular basis for two-three hours. He should be paid extra for doing this.

Project objectives

- * Health and Awareness Education for SNEHA school children, parents and people at large in SNEHA Schools and in seven surrounding villages as a part of preventive action
- * Improvement in the health status of the children in SNEHA School and surrounding areas
- * Health awareness among the people and active participation in primary health care and environmental improvement

BODHI's assistance

- * Education on diseases and preventive measure to school children
- * De-worming medication and Hepatitis B vaccination
- * Remuneration to teachers, health worker and school watchman
- * Improvement in school resources with almira, shelf, library books, musical instruments, sound system, guitar, tabla
- * Training on malaria, kindergarten, music, games and sport, photography & documentation



Chart preparation: students prepare health chart of seasonal diseases and happenings in the particular season as a part of their project activities. In the process, the students are grouped into different houses and are asked to make chart on different themes like season, disease, crops grown, thunder storm, pollution etc.

PROJECT WORK

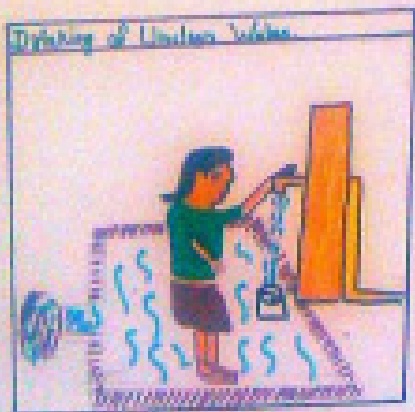
DIARRHOEA



Caused due to



WATER



How diarrhoea can be controlled
Diarrhoea can be controlled by doing some activity in which we should drink boiled water as we should properly control food & prevent contamination of food and eliminate and chlorination of drinking water.
We should keep our surroundings clean.

DIARRHOEA
Diarrhoea is a disease in which the stool is watery. Many people die because of diarrhoea. Certain bacteria and viruses cause diarrhoea. We should take care of our body by washing our hands regularly by using good quality soap and water. We should also take care of our surroundings to avoid the spread of these germs.

Submitted by Pooja Chandra
And
Shruti Sheel Jaiswal

Health chart on diarrhoea prepared by students as part of the health education curriculum. Teachers have students prepare charts regularly on an individual basis; group charts are done quarterly by dividing the students into houses as part of their project work.

PROJECT WORK

DISEASE CAUSE BY MICROORGANISM

Some Common Human Disease Caused by Microorganisms

Human Disease	Causative microorganism	Mode of Transmission	Preventive Measures (General)
Tuberculosis	Bacteria	Air	Keep the patient in loose sterile isolation keep the personal belongings of the patient away from those of the others. vaccination to be given at suitable age.
Measles	Virus	Air	
Chicken pox	Virus	Air/contact	
Polio	Virus	Air/Water	
Cholera	Bacteria	Water/Food	Maintain personal hygiene and good sanitary habits. Consume properly covered food and boiled drinking water. vaccination.
Typhoid	Bacteria	Water	
Hepatitis A	Virus	Water	Drink boiled drinking water. vaccination.
Malaria	Protozoa	Moquito	Use mosquito net and repellent. Spray insecticides and control breeding of mosquitoes by not allowing water to collect in the surroundings.

MICROORGANISM = The organism which we cannot see with our naked eye.

Microorganisms are classified into four major groups. these groups are bacteria, fungi, protozoa, viruses and algae.

BACTERIA

Spiral bacteria Rod-shaped bacteria

ALGAE

Spirogyra Chlorella

PROTOZOA

Amoeba Paramecium

FUNGI

Bread mould Mushroom

VIRES

Health chart on micro-organisms prepared by students as part of the health education curriculum

Achievements observed

- All the SNEHA school students who participated in the All India Matriculation Examination, 2011 achieved first-division results
- Improvement in school facilities with musical instrument, sound system, cupboard, and shelf for files and books
- Improvement in school library facilities with books
- Establishment of linkages with Assam based organization “The Action Northeast Trust” for malaria training
- Training of one teacher in malaria prevention

One of the major health issues confronting the Chakmas and Hajong, who are Buddhist and Hindu, is the lack of available services. Only one health centre with limited staff services hundreds of thousands of people. The common illnesses are seasonal in nature and include diarrhoea, dysentery, malaria, jaundice and viral fever. BODHI hopes to increase prevention awareness of these diseases, which is low in the general community. There is local evidence of children applying at home what they learn in school, for instance urging their families to wash their hands with soap after defecating.

Education

The main education-related issue facing Chakmas and Hajong is limited access to state government schools. Even if children attend the SNEHA school from kindergarten, they face state opposition in their efforts to access class eleven onwards.

Among the outcomes observed are two of major importance: development of understanding of the importance of girls’ education among the parents and enrolment of more girl children in the school.

There is no vocational element as such at the moment. The evaluator promised to link SNEHA to an organization for free training but for drop-out children initially which can be included in the school curriculum as well. Students from class 6 standard to 8th standards are fit to take vocational training as extra-curricular activities, which will not only enhance their skills but also enhance their CVs in future.



SNEHA teacher and students

Children upon finishing class 8th standards at SNEHA School, they either attend the lone government school in which Chakmas and Hajongs are given admission or go to Mahabodhi School, Diyun or move out of the state for higher education.

The evaluation also found that

- * Parents seemed to be satisfied with the performance of the school, as it is rated better than the other schools which have better facilities in Diyun in formal education.
- * Parents want the school to be upgraded.
- * SNEHA is a good project to work with especially in imparting formal education as the staffs are dedicated to their jobs and that brought a good result.
- * BODHI's salary support for teaching and other staff and for the Community Health Education Programme is necessary and should be continued for at least another year or two.

One teacher at the school is a professional, certified social worker with a university degree. He seems to be competent to run community programmes, programme planning and designing, implementation of programme, monitoring and evaluation, etc.

Major problem facing Chakmas and Hajong

The evaluation identified a third major problem facing Chakmas and Hajong in Diyun: the lack of an alternative livelihood to jhum cultivation. This, vegetable vending and small business are the main ways in which people earn their living. Land is scarce, so many are forced to work as daily labourers or jhum forest cultivators in neighbouring states. Limited livelihood options in turn affects health and education.



Other recommendations

The evaluation recommends that

* Community health awareness & community action programme is yet to make its beginning as per the project objectives 1&3. This is very important for improving health status of two communities as most of the common diseases occur due to lack of awareness about preventive measures and habits that lead to illnesses.

* The qualification & expertise of the social work graduate recruited for community programme must be utilised for an effective community health awareness programme. He is currently working only as a school teacher.

Outcomes observed

Development of health awareness & habits of cleanliness among the children in the school

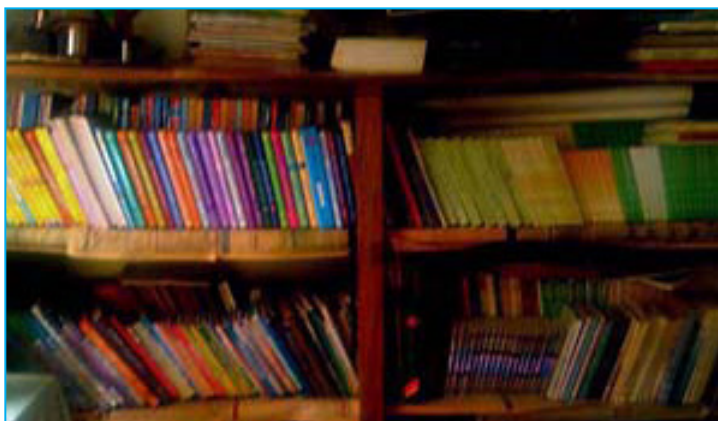
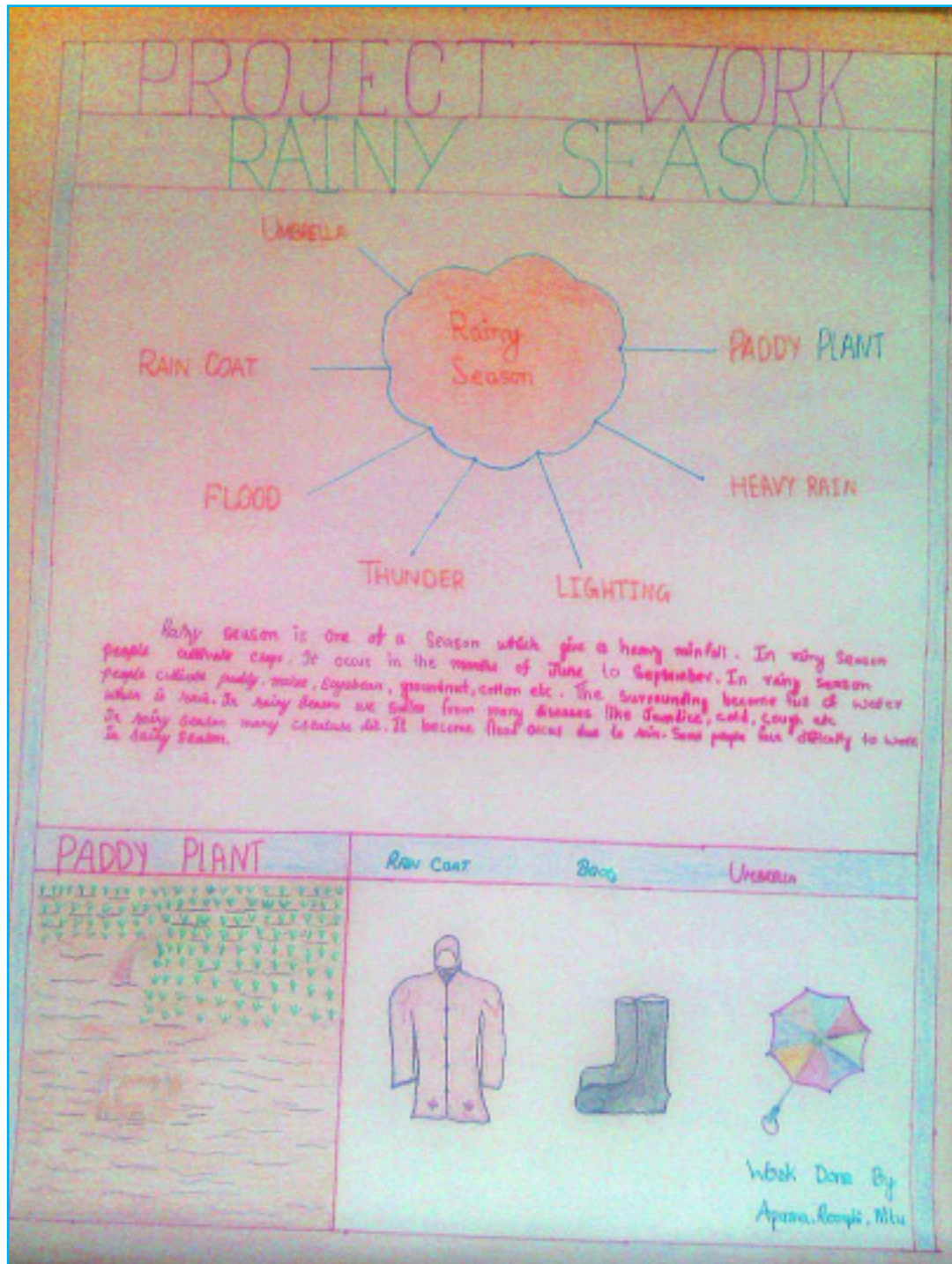
Reduction of occurrence of some common diseases like diarrhoea, dysentery among the students of SNEHA School

Development of understanding of the importance of girls' education among the parents

Enrolment of more girl children into the school



Drawing Competition among class II standard students



Library books, musical instruments



Students learn dancing

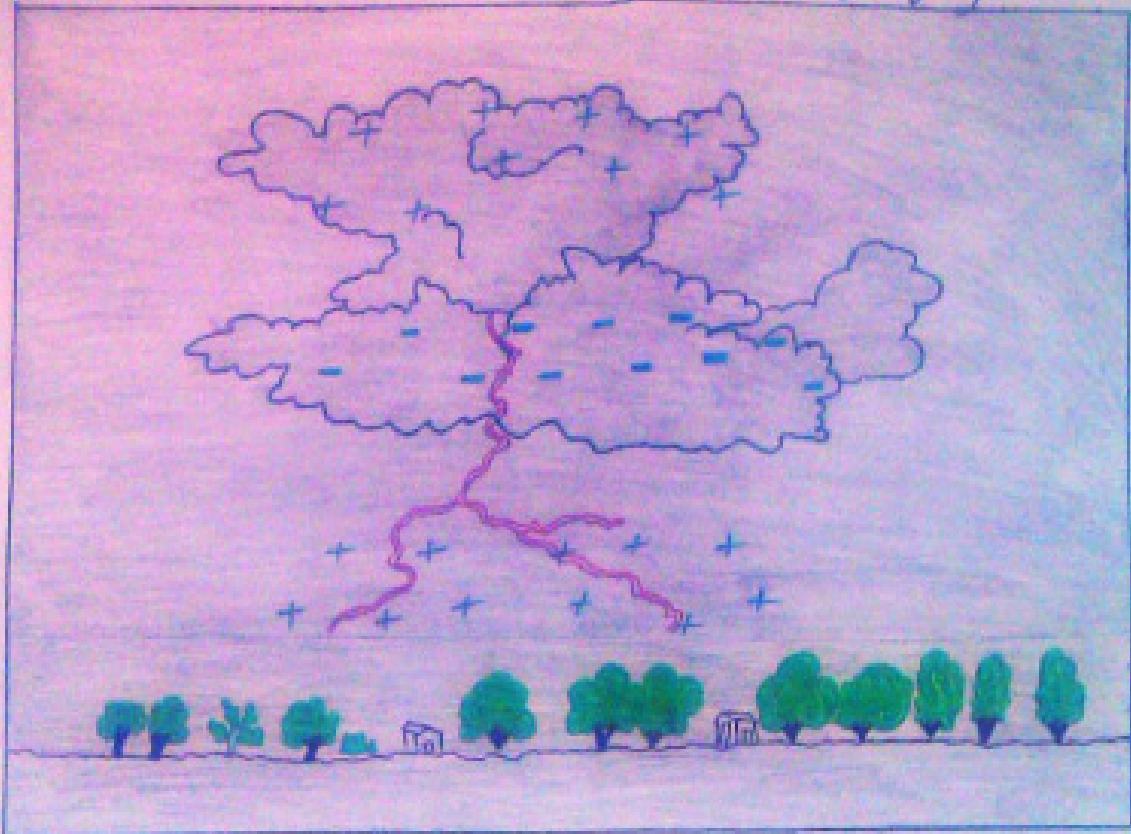


SNEHA children with Mr Krish Chakma

PROJECT WORK

The Story of Lightning

(Accumulation of charges leading to lightning.)



The Story of lightning

It is not possible to explain lightning in terms of the charges produced by rubbing. You learned in class VII that during the development of a thunderstorm, the air currents move upward while water droplets move downward. These vigorous movements cause separation of charges. By a process, not yet completely understood, the positive charges collect near the upper edges of the clouds and the negative charges accumulate near the lower edges. There is accumulation of positive charges near the ground also. When the magnitude of the accumulated charges becomes very large, the air which is normally a poor conductor of electricity, is no longer able to resist their flow.

Work Done by:

2011/08/04 12:23

Arjun Gopal Gaur
And Nirvan Chandra

Appendix I. What does this mean for BODHI?

General evaluation

BODHI is always looking for ways to be of more benefit to our local partners and hence the communities they serve. The evaluation of the 2011 report on the SNEHA school in Diyun, Changlang District, Arunachal Pradesh, India has been helpful.

The evaluation stresses that our local partners are lacking in much knowledge and many skills. This is congruent with BODHI's philosophy of identifying grassroots local partners who perhaps have had no previous exposure to overseas aid. Improving their capacity will help BODHI to achieve its objectives.

To increase our effectiveness, BODHI is appointing Mr Krishan Chakma as Programme Coordinator/Director BODHI South Asia for a one-year trial. The physical presence of a BODHI representative will not only bridge the gaps that have been identified in communication and project implementation but also will give our local partners more confidence through enhancing their knowledge, skills and personal interaction.

BODHI aims to increase effectiveness in a cost-effective way. A BODHI representative will be very useful, for both our partners and ourselves. But of course there is a cost. We will pay Mr Chakma a part-time salary commensurate with his education and experience.

BODHI will also be able to explore and identify genuine and committed partners for possible future partnership to expand its work and presence.

Appendix II. Health education curriculum of SNEHA school in Diyun, Changlang District Arunachal Pradesh,

The goal of this health education programme is to bring overall health awareness for helping to inculcate desired habits and attitudes towards health, SNEHA School shall use this course and curriculum

I. Health Education activities at the Pre-Primary stages

Personal Hygiene

- Chorus action songs on principal health practices.
- Weekly group checking of personal cleanliness among students.
- Using clean combs.
- Practicing the habit of regular bowel movement.
- Washing hands after each toilet and before meals.
- Not walking bare footed in the toilet to avoid worm infection.
- Taking daily bath.
- Cleaning teeth in the morning, before going to bed and after eating.
- Wearing clean clothes.
- Washing under-garments every day.

Environmental Hygiene

- Not throwing garbage here and there and guiding others not to do so in the school or the home environment.
 - Avoiding indiscriminate urination, defecation and spitting and advising others against doing so.
- Always using only urinals and sanitary toilets.
- Drinking only safe water and helping to keep drinking water clean and safe.
 - Participating in cleanliness campaigns.

Food Sanitation and Hygiene

- Avoiding the use of exposed food stuffs or those that may have fallen on the floor
- Not buying or eating cut fruits or vegetables
- Cleaning hands before eating and cleaning the mouth after eating
- Maintaining regular eating habits, no hurry, no overrating and cheerfulness at meal times
- Using fruits and vegetables after washing
- Not wasting food
- Using clean utensils

Exercise Rest and Sleep

- Maintaining regular timings for going to bed and for waking up (9 hours sleep per day).
- Following correct postures for sitting, standing, walking and reading.
- Taking part in games
- Taking rest when tired.
- Sleeping in well ventilated places, wearing loose garments and not covering face while sleeping.
- Developing hobbies for using pleasure and growth.

Immunization

- Practicing safety rules in the home, school, playfields and roads.
- Reporting injuries to elders without delay.
- Willingly accepting and motivating others to accept immunizations arranged in the school.

- Taking precautions for avoiding infections.
- Gathering information about immunization and actively participating in the immunization programmes in the school and the community.

Safety and First Aid

- Avoiding playing with harmful animals.
- Staying at safe distances from fire, river, well, ponds and other water sources.
- Walking on safer side of the road, street or lane.
- Avoiding playing on or near the roads or near water sources.
- Not playing with electrical gadgets.
- Not playing with sharp instruments like knives, scissors, blades, broken glass pieces, etc.
- Following necessary and desirable safety practices while running, throwing, jumping, etc.
- Notify accidents to nearby adults and giving a helping hand to the injured.
- Developing improvised First Aid Kits and using the same when needed.
- Learning to care for the sick, to prepare beds, to keep medicines labeled, to dispose waste, to keep the environment neat and tidy.

Ailments, Precaution and Medication

- Learning about the bad effects of bad habits and addictions.
- Developing an anti-smoking attitude.
- Participating in skits and role plays on health themes like dangers of self medication.
- Purchasing medicines only from authorized chemists.
- Examining food stuffs for adulteration and avoiding the use of adulterated products.

II. Health Education at the Upper Primary Stage (Actions and Precautions)

Personal Health

- Protecting fingers from dirty fingers and insects.
- Keeping off from sharp objects.
- Protecting teeth through regular cleaning and not biting hard objects.
- Inculcating desirable health habits.
- Developing a health code for oneself.
- Relating good health practices and good health.
- Practicing genital hygiene.
- Observing principles of personal hygiene.

Environmental Hygiene

- Developing and understanding of the importance of fresh air, light and ventilation.
- Understanding health hazards and taking precautions against them.
- Keeping the surrounding clean.
- Learning about health related functions of Village Panchayats, District Boards, Municipal Boards/Corporations, etc.
- Observing and applying health rules in camps, fairs and festivals.
- Participating in environmental sanitation programmes.
- Educating the community in finding solutions to sanitation problems.

Growth and Development

- Taking anthropometric measurements like height, weight, chest measurements (normal and expanded) periodically and keeping a record of the same for monitoring the pace of growth.
- Developing a proper attitude towards ones growth- rapid or slow.
- Practicing health habits conducive to growth like proper rest, proper exercise proper nutrition,

cleanliness and immunization.

- Developing an understanding about rapid growth during adolescence and physical characteristics of boys and girls.
- Developing a desirable attitude towards the maturing process.
- Taking advantage of opportunities for medical check-ups for assessing ones health status and growth.

Food and Nutrition

- Developing health habits about using foods for keeping healthy.
- Developing a habit for not wasting food.
- Observing the practices for keeping the dining place and utensils clean.
- Assuming responsibilities of cooking and serving food in a hygienic manner in camps and during excursions.
- Organizing a health corner in the school for displaying nutrition value of different food items including seasonal fruits and vegetables.
- Preparing scrap books of nutrition related pictures.
- Developing balanced diet charts in terms of local food items.

Disease Control

- Developing an understanding about communicable and non-communicable diseases.
- Learning about causation and transmission of diseases.
- Keeping ones immunization up-to-date.
- Participation in health education measures for common diseases like cholera, leprosy, and malaria.
- Following desirable health practices of nutrition, rest, sleep and exercise for protection from disease and educating others about them.

Ailments, Precautions and Medication

- Developing an understanding of different systems of medicine.
- Developing an understanding about dangers of self medication.
- Collecting information and pictures about ill effects of the use of tobacco (smoking, chewing and snuffing), drinking alcohol, narcotics, drugs, and educating others about them.

Safety, First-aid and Home Nursing

- Developing an understanding of cause and effect relationship in case accidents.
- Applying principles of home safety, road safety and safe driving in day to day life.
- Learning and applying the principles of first aid in case of burns, cuts, bites, bruises, fractures, drowning etc.
- Following desirable procedures for the care of the sick.
- Developing skills in the handling electrical and fire equipment.
- Developing the skill of applying first aid principles in bandaging, care of the injured, stopping bleeding artificial respiration and care of the unconscious.
- Observing safely measures in cycling, walking, swimming, handling sharp instruments, machines, adventure activities climbing hills and trees, flying a kite, climbing stairs etc.
- Developing and displaying a check-list of different steps of first aid in case of common mishaps like burning, drowning, fainting bleeding, poisoning, snake-bite etc.
- Participating in Civil Defense activities.
- Developing the skills of providing first aid on-the-spot for athletic injuries.

III. Health Education at the Secondary Stage (Actions and Cautions)

Personal Health

- Formulation of the concept and nature of health and identification of the various facets of health.

- Identification of the dangers to health.
- Listing community and personal health practices desirable to be followed and the undesirable ones.
- Educating others in desirable health practices.
- Undertaking regular medical check-ups.
- Recognizing signs and symptoms of diseases and carrying out practices for preventing them.
- Developing an understanding of sexually transmitted diseases and ways of preventing them.

Environmental Health

- Participating in environmental sanitation programmes and educating others about the maintenance of environmental sanitation.
- Helping the community in solving its sanitation problems.
- Assisting in the creation of healthy environmental conditions in the school.
- Helping in keeping air, water, clean and unpolluted.
- Organizing Environmental Health programmes.
- Using water for drinking and cooking from safe sources, and protecting water sources from pollution.

Growth and Development

- Identifying students suffering from under and over nutrition.
- Selecting locally available energy giving and protective food stuffs.
- Identifying factors influencing the nutritional status of an individual.
- Participating in the Nutrition Education Programmes of the school and the community.
- Observing the food habits of others and educating them in the adoption of balanced diets.
- Following healthy cooking practices so that nutrients are not lost in the process of cooking.
- Developing skills of food preservation and conservation.

Control of Diseases

- Collecting information about why certain diseases occur in certain seasons and seasons and sharing the same with others.
- Cooperating in the implementation of Health Programmes of prevention and eradication of various diseases.
- Classifying various diseases on the basis of the mode of their spread.
- Practicing health habits which promote long and healthy life.
- Playing an active role in educating the people in times of natural calamities.

Ailments, Precautions and Medication

- Cooperating in the enforcement of laws relating to prescription, purchase and use of medicines.
- Educating people about various products and services which are not harmful to health.
- Differentiating between harmful and useful effects of certain practices related to health.
- Developing an attitude about not using drugs.

First Aid, Safety, Home Nursing and Civil Defense

- Practising safety rules at all times in all places and situations.
- Providing assistance in the care of the sick in school, camps, home and the community.
- Observing and practicing nursing procedures adopted in nearby hospitals.
- Preparing charts about different types of athletic injuries, their causes and prevention.
- Making a survey of various causes and conditions of athletic injuries.
- Developing a code of safety for prevention of accidents.