

**1ST HALF YEARLY MONITORING REPORT
OF MID DAY MEAL
FOR THE STATE OF UTTARAKHAND**

FOR THE PERIOD OF

1ST OCTOBER, 2010 TO 31ST MARCH, 2011



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

District Covered :

Haridwar
Pauri
Uttarkashi



National Institute of Administrative Research
Lal Bahadur Shastri National Academy of Administration
Mussoorie – 248 179

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1. General Information

Sl. No.	Information	Details
1.	Period of the report	October, 2010 to March, 2011
2.	No. of Districts allotted	3
3.	Districts' name	Haridwar, Pauri, Uttarkashi
4.	Month of visit to the Districts / Schools (Information is to be given district wise i.e District 1, District 2, District 3 etc)	January, 2011 – Haridwar, February, 2011 – Pauri March, 2011 – Uttarkashi
5.	Total number of elementary schools (primary and upper primary to be counted separately) in the Districts Covered by MI (Information is to be given district wise i.e District 1, District 2, District 3 etc.)	
6.	Number of elementary schools monitored (primary and upper primary to be counted separately) Information is to be given for district wise i.e District 1, District 2, District 3 etc)	Haridwar – 25 Pry, 15 UPry Pauri – 23 Pry, 17 UPry Uttarkashi - 23 Pry, 17 UPry
7.	Types of school visited	
a)	Special training centers (Residential)	Yes
b)	Special training centers (Non Residential)	NA
c)	Schools in Urban Areas	Yes
d)	School sanctioned with Civil Works	Yes
e)	School from NPEGEL Blocks	Yes
f)	Schools having CWSN	Yes
g)	School covered under CAL programme	Yes
h)	KGBVs	Yes
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	10%
9.	Whether the draft report has been shared with the SPO : YES / NO	Yes
10.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	No
11.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes

12. Details regarding discussion held with state officials-Enclosed
13. Selection Criteria for Schools-As per instructions given by MHRD
14. **Items to be attached with the report:**
 - a) List of Schools with DISE code visited by MI.-Yes
 - b) Copy of Office order, notification etc. discussed in the report.
 - c) District Summary of the school reports.-Yes
 - d) Any other relevant documents.

Acknowledgements

Monitoring in a broader sense in the SSA framework has been defined as a continuous assessment of progress, diagnosis of weakness and strength and provision for introduction of remedial/corrective measures to improve the overall school infrastructure and thus to impart quality education. In Uttarakhand to assess and analyze the status and to verify process and procedures undertaken for implementation of SSA during field visits is not an easy task without the active support of various stakeholders concerned with elementary education.

I express my sincere thanks to Ms. Manisha Panwar, Secretary Education, Uttarakhand, Ms. Sowjanya, SPD, SSA Uttarakhand, for coordination and support in monitoring of SSA. My sincere thanks are due to Shri R.K. Kunwar, Addl. SPD, SSA Uttarakhand, for facilitating the process and coordination with NIAR.

My very special gratitude is due to the respondents, VEC members, teachers, students, parents especially mothers, District Programme Coordinators, BRCCs and CRCCs who helped during field visits and gathering information on the attributes relevant to the education sector as well supported the participatory sharing/learning approach.

I express my sincere thanks to Field Investigators and Mr. Ashok Dobhal, Researcher, for helping in monitoring work, and data collection. I would also like to express my special gratitude to all NIAR members.

My sincere thanks are also due to Shri Kush Verma, IAS, Director General, NIAR and Shri Alok Kumar, IAS, Director Research, NIAR for providing support to conduct the monitoring process.

I earnestly hope that this monitoring report will be helpful in improving the quality of educational entitlements to the children and ultimately facilitate the educational development in its real sense.

Monitoring Team

Executive Summary

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community ownership of the school system. It is in response to the demands for quality basic education all over the country. Besides it is also an attempt to provide an opportunity for improving human capabilities among to all children through provision of community – owned quality education in a Mission mode.

National Institute of Administrative Research, LBSNAA, Mussoorie, has been assisting Ministry of Human Resource Development, Govt. of India and functioning as the monitoring institution for the Sarva Shiksha Abhiyan in the state of Uttarakhand over the last six years. Monitoring and Supervision are an integral part of any programme and should be treated as a means to improve the quality and performance of that programme in a holistic manner. It must be transparent and dynamic. It is also true that quality performance is interlinked with proper monitoring and Supervision.

As per the M.H.R.D guidelines, the monitoring activity was carried out in four phases and forty schools under Government elementary educational institutions (Primary/Upper Primary/AIE/EGS) were covered in each district. Nearly twenty five percent of the task was carried out in every six months. There are thirteen Districts in Uttarakhand, however, for 1st phase of monitoring (October, 2010 to March, 2010); NIAR selected three districts namely Haridwar, Pauri, and Uttarkashi from Garhwal region. As per ToR 40 schools were selected from each district. The schools were selected by Stratified random sampling and by purposive sampling as well for coverage of special issues like CALP (Computer Aided Learning Programme) and CWSN (Children with Special Needs) (Table 1.1).

Objectives of the Monitoring

The report has been prepared based on the following objectives as specified by the ministry.

- To assess the progress of implementation of approved plans at district level and state level.
- To check the progress in achievement of some key outcome indicators of SSA programme.
- To verify process and procedures undertaken for implementation of SSA.

Scope of Monitoring

The report is based on the coverage of the activities of four programmes.

- Sarva Shiksha Abhiyan programme
- National Programme for Education of Girls at Elementary Level (NPEGEL)
- Kasturaba Gandhi Balika Vidyalaya Scheme
- Mid Day Meal

Mid Day Meal :

- Mid Day Meal was served in all visited schools on the day of visit.
- In 40% of sampled schools in hilly districts like Pauri and Uttarkashi did not have been portable water facility in their schools premises.
- Buffer stock of one month of rice was not maintained in about 40% schools. On the other hand in some of the schools had more than required food grains in their stock.
- The grant in transferred to the joint account of head teacher and president of the conserved SMC. Although 70% of the visited schools do not have proper kitchen sheds.

Consolidated Monitoring Report for the districts of Haridwar, Pauri and Uttarkashi

While meticulous planning of any programme is an essential core step for its success, a close and careful monitoring on the entire course of its implementation assures its effective and efficient enforcement. In MDMS, monitoring of programme implementation is assigned a special significance.

There are thirteen Districts in Uttarakhand, however, for 1st phase of monitoring (October, 2010 to March, 2010); NIAR has selected three districts namely Haridwar, Pauri, and Uttarkashi from Garhwal region for the first phase of monitoring. In terms of topography, Haridwar is in the plains and Pauri and Uttarkashi are in the mountainous regions of the state. The population density of the plains is higher than the rest of the state and economic activities fairly diversified. The social structure of the region is also a bit different than the mountainous regions as there is considerable presence of minorities like Muslims and Sikhs along with OBCs. All these factors were given due consideration in the research design of the study.

The mountainous region of the state exhibit ruggedness of terrain and entails a harsh condition of life for the local population. Subsistence agriculture is found to be the predominant occupation of people living here. Tourism and pilgrim activities are confined to certain places whereas industrial activities are conspicuously absent. The infrastructural facilities in this region are not well developed. Large number of villages is not connected with vehicular road too. Population density in this region is relatively low as villages are scattered and sparsely populated. The low population size of villages poses formidable obstacle in provision of social facilities. Moreover, any attempt to locate facilities at centrally located places also does not provide any solution. These factors have their decisive impact in provision of all social facilities, may it be a primary school or any other specialized facility. Keeping these factors into consideration one districts each from both the regions i.e. Garhwal and Kumaon were selected.

As per ToR 40 schools are to be selected from each district. Schools are selected by Stratified random sampling (Table 1.1).

Table 1.1
Distribution of Selected Schools

District	Block	No. of Schools covered
Haridwar	Narsan	13
	Bahadarabad	12
	Roorkee	15
	Total	40
Pauri	Pabau	8
	Dugadda	11
	Pauri	13
	Khirsu	7
	Thalisain	1
	Total	40
Uttarkashi	Chinyalisaur	4
	Naugaon	11
	Purola	9
	Bhatwari	12
	Dunda	4
Grand Total		40

District Haridwar

1	<p><u>REGULARITY IN SERVING MEAL:</u></p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>All visited schools were serving hot cooked mid day meal to all the students present in the school.</p>																				
2	<p><u>TRENDS:</u></p> <table border="1" data-bbox="225 719 1007 1350"> <thead> <tr> <th>No.</th> <th>Details</th> <th>Day previous to date of visit</th> <th>On the day of visit</th> </tr> </thead> <tbody> <tr> <td>i.</td> <td>Enrollment</td> <td>100 %</td> <td>Same as previous day</td> </tr> <tr> <td>ii.</td> <td>No. of children attending the school on the day of visit</td> <td>71% children were present</td> <td>66% children were present</td> </tr> <tr> <td>iii.</td> <td>No. of children availing MDM as per MDM Register</td> <td>71% children</td> <td>66% children</td> </tr> <tr> <td>v.</td> <td>No. of children actually availing MDM on the day of visit</td> <td>71% children</td> <td>66% children</td> </tr> </tbody> </table>	No.	Details	Day previous to date of visit	On the day of visit	i.	Enrollment	100 %	Same as previous day	ii.	No. of children attending the school on the day of visit	71% children were present	66% children were present	iii.	No. of children availing MDM as per MDM Register	71% children	66% children	v.	No. of children actually availing MDM on the day of visit	71% children	66% children
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3	<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>All the schools are receiving food grain regularly barring occasional delay of 7-10 days, for which the schools manages to borrow foodgrains from the nearby schools.</p> <p>Is buffer stock of one-month's requirement is maintained?</p> <p>Buffer stock was maintained in 80% of the visited schools.</p> <p>Is the food grains delivered at the school?</p>																				

	Yes, foodgrains were delivered at the school doorsteps in all the visited schools.
4	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u>
	(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?
	All the sampled schools have received cooking cost in advance most of the times.
	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?
	Although no delay in receipt of cooking cost was reported, however if such situation occurs the teachers manage it on credit basis from local ration shopkeeper or from their own pocket. Is cooking cost paid by Cash or through banking channel?
Through banking channel (by cheque).	
5	<u>SOCIAL EQUITY:</u>
	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements? There was no discrimination noticed among all the sample schools visited by MI in cooking serving of sitting arrangements while preparing and eating of mid day meal.
6	<u>VARIETY OF MENU:</u>
	Has the school displayed its weekly menu, and is it able to adhere to the menu displayed? Menu was displayed in 95% of the visited schools on the notice board or wall and it was adhere to in all the schools.
7	(i) Is there variety in the food served or is the same food served daily?
	Generally the schools serve rice and pulse everyday but a little variety in serving food was noticed in all the visited schools.
	Dose the daily menu include rice / wheat preparation, dal and vegetables? Rice, Dal and sometimes vegetables are included in daily menu.

8	<u>QUALITY & QUANTITY OF MEAL:</u>
	Feedback from children on
	a) Quality of meal:
	The overall quality of meal was generally good in all the visited school, barring few instances where the Dal was a bit more watery.
	b) Quantity of meal:
Quantity of mid day meal was noticed sufficient	
c){If children were not happy Please give reasons and suggestions to improve.}	
Children were quite happy with the quality and quantity of food.	
9	<u>SUPPLEMENTARY:</u>
	(i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?
	Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine were distributed in only 2 schools.
	Who administers these medicines and at what frequency?
	Nearest Govt. doctor or ANM. Administers them half yearly
Is there school Health Card maintained for each child?	
School health cards were maintained in 50% schools.	
10	<u>STATUS OF COOKS:</u>
	(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)
	Cook cum helpers engaged by department and SMC serve the meals.
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?
	Yes, the cook cum helpers were adequate to meet the requirement of the school.
(iii)What is remuneration paid to cooks/helpers?	

	The cooks are paid Rs. 1000/- per month.
	(iv).Are the remuneration paid to cooks/helpers regularly?
	The cook cum helpers in all the visited schools informed that they were receiving the honorarium regularly.
	(v) Social Composition of cooks /helpers? (SC/ST/OBC/Minority)
	Cook cum helpers in most of the schools were belonged to SC and OBC category.
11	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned</p> <p>Any other (specify)</p> <p>Pucca kitchen cum store were available in 55% of the visited schools, kachcha kitchen sheds were available in 30% of the visited schools.</p>
12	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p> <p>In the sample schools where pucca kitchen is not available food is cooked either in open space in verandah and food grains/other ingredients are stored in a temporary kitchen cum shed provided by state govt. or in the head teachers office.</p>
13	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>Yes, adequate kitchen devices were available in all the visited schools.</p>
14	<p>Whether utensils used for cooking food are adequate?</p> <p>Yes, adequate cooking utensils were available in all the visited schools.</p>
15	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p> <p>LPG was used in 15% visited schools and in rest of the schools firewood was used for preparing mid day meal.</p>

16	<p><u>SAFETY & HYGIENE:</u></p> <p>General Impression of the environment, Safety and hygiene: During the visit it was noticed that only 60% of the visited school were fulfilling the indicator of cooking and serving the food in neat, hygienic as well as safe conditions.</p> <p>ii. Are children encouraged to wash hands before and after eating</p> <p>Children were encouraged to wash hands before and after eating in 90% of the visited schools.</p> <p>iii. Do the children partake meals in an orderly manner?</p> <p>Yes, children in most of the visited schools were taking mid day meal in orderly manner.</p> <p>iv. Conservation of water?</p> <p>Efforts were made in all the schools to conserve water and teachers encourage students to save water.</p> <p>Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>In about 70% of the visited schools visited MI found that the cooking process and fuel storage was and safe was not posing fire hazard. However, in 30% of the visited schools it was not safe as the meals were either cooked in open or the makeshift kitchen was so small and very near to the classrooms and there is strong need for safe storage of fuel alongwith cooking ingredients.</p>
17	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p> <p>There was good community participation noticed in about 50% of the visited schools, however in almost half of the visited schools the community participation requires strengthening.</p>
18	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p> <p>All the visited schools were inspected by the block level officials mainly by CRC and BRCs.</p>
19	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p> <p>There is no doubt that MDM is helping in increasing the enrollment and attendance of the children. Besides this it also bridges the gap and results in bringing about social justice because children belonging to different castes enjoy taking MDM collectively in a place which sets aside the feeling of discrimination.</p>

District : Pauri

1	<u>REGULARITY IN SERVING MEAL:</u>			
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>All visited schools were serving hot cooked mid day meal to all the students present in the school.</p>			
2	<u>TRENDS:</u>			
	No.	Details	Day previous to date of visit	On the day of visit
	v.	Enrollment	100 %	Same as previous day
	vi.	No. of children attending the school on the day of visit	86% children were present	85% children were present
	ii.	No. of children availing MDM as per MDM Register	86% children	85% children
ii.	No. of children actually availing MDM on the day of visit	86% children	85% children	
3	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>			
	<p>Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p> <p>95% of the visited schools are receiving food grain regularly.</p>			
	<p>Is buffer stock of one-month's requirement is maintained?</p> <p>Buffer stock was maintained in 83% of the visited schools.</p>			
	<p>Is the food grains delivered at the school?</p>			

	Foodgrains were delivered at the school doorsteps in 70% visited schools in rest of the schools the foodgrains were to be carried from the PDS shop.
4	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u>
	(iii) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?
	All the sampled schools have received cooking cost in advance most of the times.
	(iv) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?
	Although no delay in receipt of cooking cost was reported, however if such situation occurs the teachers manage it on credit basis from local ration shopkeeper or from their own pocket.
	Is cooking cost paid by Cash or through banking channel?
	Through banking channel (by cheque).
5	<u>SOCIAL EQUITY:</u>
	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?
	There was no discrimination noticed among all the sample schools visited by MI.
6	<u>VARIETY OF MENU:</u>
	Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?
	Menu was displayed in 90% of the visited schools on the notice board or wall and it was adhere to in all the schools.
7	(ii) Is there variety in the food served or is the same food served daily?
	Generally the schools serve rice and pulse everyday but a little variety like khichdi, pulao, and addition of green vegetables in serving food was noticed in all the visited schools.
	Dose the daily menu include rice / wheat preparation, dal and vegetables?
	Rice, Dal and sometimes vegetables are included in daily menu.

8	<p><u>QUALITY & QUANTITY OF MEAL:</u></p> <p>Feedback from children on</p> <p>c) Quality of meal:</p> <hr/> <p>The overall quality of meal was generally good in all the visited school.</p> <p>d) Quantity of meal:</p> <hr/> <p>Quantity of mid day meal was noticed sufficient</p> <p>c) If children were not happy Please give reasons and suggestions to improve.</p> <hr/> <p>Children were quite happy with the quality and quantity of food in all the visited schools.</p>
9	<p><u>SUPPLEMENTARY:</u></p> <p>(ii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <hr/> <p>Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine were distributed in only 37% schools.</p> <p>Who administers these medicines and at what frequency?</p> <hr/> <p>Nearest Govt. doctor or ANM. Administers them half yearly.</p> <p>Is there school Health Card maintained for each child?</p> <hr/> <p>School health cards were maintained in 50% schools.</p>
10	<p><u>STATUS OF COOKS:</u></p> <p>(ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p> <hr/> <p>Cook cum helpers engaged by department and SMC serve the meals.</p> <p>(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?</p>

	<p>Yes, the cook cum helpers were adequate to meet the requirement of the school.</p>
	<p>(iii)What is remuneration paid to cooks/helpers?</p>
	<p>The cooks are paid Rs. 1000/- per month.</p>
	<p>(iv).Are the remuneration paid to cooks/helpers regularly?</p>
	<p>The cook cum helpers in all the visited schools informed that they were receiving the honorarium regularly.</p>
	<p>(v) Social Composition of cooks /helpers? (SC/ST/OBC/Minority)</p>
	<p>Cook cum helpers in most of the schools were belonged to SC and OBC category.</p>
11	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned</p> <p>Any other (specify)</p> <p>Pucca kitchen cum store were available in 50% of the visited schools, kachcha kitchen sheds were available in 20% of the visited schools.</p>
12	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p>

	In the sample schools where pucca kitchen is not available food is cooked either in open space in verandah and food grains/other ingredients are stored in a temporary kitchen cum shed provided by state govt. or in the head teachers office.
13	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>Yes, adequate kitchen devices were available in all the visited schools.</p>
14	<p>Whether utensils used for cooking food are adequate?</p> <p>Yes the cooking utensils were available in adequate number with the visited schools.</p>
15	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p> <p>LPG was used in 10% visited schools and in rest of the schools firewood was used for preparing mid day meal.</p>
16	<p><u>SAFETY & HYGIENE:</u></p> <p>General Impression of the environment, Safety and hygiene:</p> <p>During the visit it was noticed that only 50% of the visited school were fulfilling the indicator of cooking and serving the food in neat, hygienic as well as safe conditions.</p> <p>Are children encouraged to wash hands before and after eating</p> <p>Children were encouraged to wash hands before and after eating in all of the visited schools.</p> <p>Do the children partake meals in an orderly manner?</p> <p>Yes, children in most of the visited schools were taking mid day meal in orderly manner.</p> <p>iv. Conservation of water?</p>

	<p>Efforts were made in all the schools to conserve water and teachers encourage students to save water.</p> <p>Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>In about 60% of the visited schools visited MI found that the cooking process and fuel storage was safe was not posing fire hazard. However, in 40% of the visited schools it was not safe as the meals were either cooked in open or the makeshift kitchen was so small and very near to the classrooms and there is strong need for safe storage of fuel alongwith cooking ingredients.</p>
17	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p> <p>There was good community participation noticed in about 73% of the visited schools, however in almost haft of the visited schools the community participation requires strengthening.</p>
18	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p> <p>All the visited schools were inspected by the block level officials mainly by CRC and BRCs.</p>
19	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p> <p>There is no doubt that MDM is helping in increasing the enrollment and attendance of the children. Besides this it also bridges the gap and results in bringing about social justice because children belonging to different castes enjoy taking MDM collectively in a place which sets aside the feeling of discrimination.</p>

District : Uttarkashi

1	<u>REGULARITY IN SERVING MEAL:</u>			
	<p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>All visited schools were serving hot cooked mid day meal to all the students present in the school.</p>			
2	<u>TRENDS:</u>			
	No.	Details	Day previous to date of visit	On the day of visit
	x.	Enrollment	100 %	Same as previous day
	x.	No. of children attending the school on the day of visit	74% children were present	75% children were present
	ki.	No. of children availing MDM as per MDM Register	74% children	75% children
	ii.	No. of children actually availing MDM on the day of visit	73% children	75% children
3	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>			
	Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?			
	90% of the visited schools are receiving food grain regularly.			
	Is buffer stock of one-month's requirement is maintained?			
	Buffer stock was maintained in 80% of the visited schools.			
Is the food grains delivered at the school?				

	Foodgrains were delivered at the school doorsteps in 70% visited schools in rest of the schools the foodgrains were to be carried from the PDS shop.
4	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u>
	(v) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?
	All the sampled schools have received cooking cost in advance most of the times.
	(vi) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?
	Although no delay in receipt of cooking cost was reported, however if such situation occurs the teachers manage it on credit basis from local ration shopkeeper or from their own pocket.
	Is cooking cost paid by Cash or through banking channel?
	Through banking channel (by cheque).
5	<u>SOCIAL EQUITY:</u>
	Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?
	There was no discrimination noticed among all the sample schools visited by MI.
6	<u>VARIETY OF MENU:</u>
	Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?
	Menu was displayed in 90% of the visited schools on the notice board or wall and it was adhere to in all the schools.
7	(iii) Is there variety in the food served or is the same food served daily?
	Generally the schools serve rice and pulse everyday but a little variety in serving food was noticed in all the visited schools.
	Dose the daily menu include rice / wheat preparation, dal and vegetables?
	Rice, Dal and sometimes vegetables are included in daily menu.

8	<u>QUALITY & QUANTITY OF MEAL:</u>
	Feedback from children on
	e) Quality of meal:
	The overall quality of meal was generally good in all the visited school.
	f) Quantity of meal:
	Quantity of mid day meal was noticed sufficient
9	<u>SUPPLEMENTARY:</u>
	(iii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?
	Micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine were distributed in 70% of the visited schools.
	Who administers these medicines and at what frequency?
	Nearest Govt. doctor or ANM. Administers them half yearly
	Is there school Health Card maintained for each child?
10	<u>STATUS OF COOKS:</u>
	(iii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)
	Cook cum helpers engaged by department and SMC serve the meals.
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?
	Yes, the cook cum helpers were adequate to meet the requirement of the school.
	<u>(iii)What is remuneration paid to cooks/helpers?</u>

	The cooks are paid Rs. 1000/- per month.
	(iv).Are the remuneration paid to cooks/helpers regularly?
	The cook cum helpers in all the visited schools informed that they were receiving the honorarium regularly.
	(v) Social Composition of cooks /helpers? (SC/ST/OBC/Minority)
	Cook cum helpers in most of the schools were belonged to SC and OBC category.
11	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(k) Constructed and in use (l) Constructed but not in use under (m)Under construction (n) Sanctioned, but constructed not started (o) Not sanctioned</p> <p>Any other (specify)</p> <p>Pucca kitchen cum store were available in 68% of the visited schools, kachcha kitchen sheds were available in 15% of the visited schools.</p>
12	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p> <p>In the sample schools where pucca kitchen is not available food is cooked either in open space in verandah and food grains/other ingredients are stored in a temporary kitchen cum shed provided by state govt. or in the head teachers office.</p>
13	<p>Whether potable water is available for cooking and drinking purpose?</p> <p>Yes, adequate kitchen devices were available in all the visited schools.</p>
14	<p>Whether utensils used for cooking food are adequate?</p> <p>Yes</p>

15	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p> <p>LPG was used in 53% visited schools and in rest of the schools firewood was used for preparing mid day meal.</p>
16	<p><u>SAFETY & HYGIENE:</u></p> <p>General Impression of the environment, Safety and hygiene:</p> <p>During the visit it was noticed that 80% of the visited school were fulfilling the indicator of cooking and serving the food in neat, hygienic as well as safe conditions.</p> <p>ii. Are children encouraged to wash hands before and after eating</p> <p>Children were encouraged to wash hands before and after eating in all of the visited schools.</p> <p>iii. Do the children partake meals in an orderly manner?</p> <p>Yes, children in most of the visited schools were taking mid day meal in orderly manner.</p> <p>iv. Conservation of water?</p> <p>Efforts were made in all the schools to conserve water and teachers encourage students to save water.</p> <p>Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>In about 80% of the visited schools visited MI found that the cooking process and fuel storage was and safe was not posing fire hazard. However, in 15% of the visited schools it was not safe as the meals were either cooked in open or the makeshift kitchen was so small and very near to the classrooms and there is strong need for safe storage of fuel alongwith cooking ingredients.</p>
17	<p>COMMUNITY PARTICIPATION:</p> <p>Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation</p> <p>There was good community participation noticed in about 60% of the visited schools, however in almost half of the visited schools the community participation requires strengthening. The community/parents are not fully aware about the quantity and entitlements of the nutrients in mid day meal in almost 80% cases.</p>
18	<p>INSPECTION & SUPERVISION</p> <p>Has the mid day meal programme been inspected by any state/district/block level officers/officials?</p> <p>All the visited schools were inspected by the block level officials mainly by CRC and BRCs.</p>

19	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p>
	<p>There is no doubt that MDM is helping in increasing the enrollment and attendance of the children. Besides this it also bridges the gap and results in bringing about social justice because children belonging to different castes enjoy taking MDM collectively in a place which sets aside the feeling of discrimination.</p>

List of schools visited

District : Haridwar

Block : Narsan – 1

1. Block : Narsan	
S.No	School Name
1.	Primary School Manglour- No. 11
2.	Upper Primary School Mudlana
3.	Primary School Mamakhedi
4.	Primary School No. 12 Mangalore
5.	Upper Primary School Uddalhedi
6.	Primary School Uddalhedi
7.	Upper primary school Boodpurjatt
8.	Primary school Baswakheri
9.	Upper Primary school Jainpur, Jhanjheri
10.	Primary school Mandawali
11.	NRBC – Durga Brickfield, Jainpur
12.	NRBC, Tringa Brick field
13.	KGBV – Harjoli Jatt, Narsan
2. Block : Bahadrabad	
14.	Upper Primary School Bahowapur Chamral
15.	Upper Primary School Jasodarpur
16.	Primary School Jasodarpur
17.	Upper Primary School Rawali Mahadud
18.	Primary School Ranipur Mazra
19.	Upper Primary School Ranimazra
20.	Primary School No. 10 – Jwalapur (U)
21.	Primary School Rawali Madud No. – 1
22.	Primary School No. 8 (U)
23.	Primary School No. 5
24.	Primary School No. 7
25.	KGBV – Ranimazra
3. Block : Roorkee	
26.	Upper Primary School Hathyerthal
27.	Primary School Nuzumpur Paniyali
28.	Primary School Harzoli Jojha
29.	Primary School Bahadurputsaini
30.	Upper Primary School Rahamatpur
31.	Primary School Rahamatpur
32.	Upper Primary School Daulatpur
33.	Upper Primary School Lohardevasekh

34.	Primary School Puhana
35.	Primary School Paniyala Ist
36.	Primary School No. 16 (U)
37.	Primary School No. 12 (U)
38.	Primary School No. 5 (U)
39.	Primary School Saliyar, Salhapur
40.	Upper Primary School Madhupur, Hazratpur

District : Pauri - 1

Block : Pabou	
Sl. No.	Name of school
1.	Primary School Paali Chopra
2.	Primary School Bhattigaon
3.	Upper Primary School Bhattigaon
4.	UPS Sarna
5.	Primary School Papartoli
6.	Primary School Simkhet
7.	Primary School Sarna
8.	Primary School Dhikwali
Block : Duggada - 2	
9	Primary School Kumbi Chour
10.	Primary School Kodaridhang
11.	Upper Primary School Kashirampur
12.	Primary School Paniyali, Kashirampur
13.	Upper Primary School Kodaridhang
14.	Upper Primary School Boys Kotdwar – Urban
15.	Primary School Rohini
16.	Upper Primary School Devikhal
17.	Upper Primary School Girls, Kodwar – Urban
Block : Pauri – 3	
18.	Upper Primary School Gumai
19.	Primary School Barngaon Malla
20.	Upper Primary School Barngaon Malla
21.	Primary School Gumai
22.	Primary School No. 16 (Urban)
23.	Primary School No. 3 (Girls) – Urban
24.	Upper Primary School No. 11 – Urban
25.	Upper Primary School Chandola Rai
26.	Primary School Ujyari
27.	Upper Primary School Nankot
28.	Upper Primary School Balori
29.	Primary School Lavali
30.	Primary School Nankot
Block : Khirsu – 4	
31.	Upper Primary School Bhatoli
32.	Primary School Mhailchouli
33.	Primary School Khirshu
34.	Upper Primary School Kathuli
35.	Upper Primary School Dattakhait
36.	Primary School Kothagi
37.	Primary School Bhatoli
Block : Duggada - 2	
38	Primary NO. – 2
39	Primary No. 4

District : Uttarkashi - 3

Block : Chinyalisaur	
S.No.	School Name
1.	Upper Primary School - Tuliyaada
2.	Upper Primary School Dharsu
3.	Primary School Than Badaithi
4.	Upper Primary School Barethi
Block : Naugaon	
5.	Primary School Muradi
6.	Upper Primary School Bajladi
7.	Upper Primary School Tunalka
8.	Primary School Tunalka
9.	Adarsh Vidhyalaya Barkot
10.	Primary School Upradi - Urban
11.	Primary School Badkot
12.	Primary School Krishna
13.	Upper Primary School Muradi (girls)
14.	Primary School Pamaodi
15.	Primary School Bajlari
Block : Purola	
16.	Upper Primary School Chibula
17.	Primary School Chibula
18.	Upper Primary School Sunali
19.	Primary School Sunali
20.	Primary School Gudanda
21.	Upper Primary School Kandiyalgaon
22.	Primary School Kandkylgaon
23.	Upper Primary School Chandali
Block : Bhatwari	
24.	Upper Primary School Dhanpur
25.	Primary School Thalan
26.	Primary School Alaith
27.	Primary School Daang
28.	Upper Primary School Daang
29.	Upper primary school Banga
30.	Primary School Bonga
31.	Upper Primary School Girls Gyansu – Urban
32.	Primary School Gyansu Naveen - Urban
33.	Upper Primary School Laksheswar - Urban
34.	Primary School Birlagali – Urban
35.	Primary School Laksheswer – Urban
Block : Purola	
36.	Primary School Khablisera
Block : Dunda	
37.	Primary School Bhalsi
38.	Upper Primary School Bhalsi
39.	Upper Primary School Bhakda Dhanari
40.	Primary School Hitadu

