



**2<sup>ND</sup> HALF YEARLY MONITORING REPORT**

**OF**

**INDIAN INSTITUTE OF EDUCATION, PUNE**

**(MONITORING INSTITUTION)**

**ON**

**MID DAY MEAL SCHEME**

**FOR U.T. OF DADRA AND NAGAR HAVELI**

**PERIOD: 1<sup>ST</sup> APRIL, 2011 TO 30<sup>TH</sup> SEPTEMBER, 2011**

**DISTRICTS COVERED**

**1. DADRA AND NAGAR HAVELI**

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## **Acknowledgement**

The Union Territory of Dadra and Nagar Haveli comprising 72 villages including Silvassa and Amla, the Census Town, forms a single district and single Tashil Union Territory. This report has been prepared for the Union Territory of Dadra and Nagar Haveli reporting the progress of Mid-day-Meal programme in U.T. of Dadra Nagar Haveli up to September, 2011 during the year 2011-12. This report has been prepared on the basis of the data collected from 40 schools which have been selected on the basis of criteria given by the Govt. of India.

We are grateful to Shri Sanjay Goyal (IAS), Collector and Chairman of SSA of U.T. of Dadra and Nagar Haveli, Shri K.S. Chandrashekhar, Chief Executive Officer and State Project Director, Sarva Shiksha Abhiyan, Union Territory of Dadra and Nagar Haveli and Shri. Jayeshbhai Bhandari, District Education Officer (Academic) and many other officials and individuals at the district level who extended immense cooperation in the monitoring work.

Visits to the 40 sample schools in district were well planned and organized. Dr. Satish Patel, Coordinator BRC and respective CRCCs extended great cooperation with respect to the actual visits to the schools. The headmasters and the teachers at village level were very helpful.

We are grateful to the Honorable Chairman and the Honorable Member secretary, BoT, IIE for inspiring us to undertake this study and made valuable suggestions from time to time.

We thank all those who have helped us in this field study directly or indirectly. We are grateful all of them.

**Pune**  
**30 October, 2011**

**B.M. Naikare**  
**Nodal Officer of M.I**  
**&**  
**Coordinator SSA & MDM Monitoring**

**2<sup>nd</sup> Half Yearly Monitoring Report of INDIAN INSTITUTE OF EDUCATION, PUNE  
on MDM for U.T. of DADRA & NAGAR HAVELI for the period from 1<sup>st</sup> April, 2011  
to 30<sup>th</sup> September, 2011**

**Chapter 1: General Information**

<b>Sr.No.</b>	<b>Information</b>	<b>Details</b>
1.	Period of the report	1 <sup>st</sup> April, 2011 to 30 <sup>th</sup> September, 2011
2.	No. of Districts allotted	01
3.	District's name	Dadra and Nagar Haveli
4.	Month of visit to the Districts / Schools	(District 1) Dadra and Nagar Haveli 12-20 September 2011
5.	Total number of elementary schools (primary and upper primary to be counted separately) in the Districts covered by MI	(District 1) Dadra and Nagar Haveli Primary- 296 Upper Primary- 127
6.	Number of elementary schools monitored	(District 1) Dadra and Nagar Haveli Primary- 25 Upper Primary- 15
7.	<b>Types of school visited</b>	
a)	Special training centers (Residential)	U.T have not yet started
b)	Special training centers (Non Residential)	U.T have not yet started
c)	Schools in Urban areas	8
d)	School sanctioned with civil works in current year	0
e)	School from NPEGEL Blocks	NPEGEL Programme not applicable
f)	Schools having CWSN	10
g)	School covered under CAL programme	05
h)	KGBVs	00
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	No

10.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	awaited
11.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES/NO	No

## **12. Selection procedure for schools.**

As per the Terms of Reference for Monitoring of SSA and MDM Programme by the Monitoring Institutes (2010-12), the following procedure was carried out for the selection of 40 schools in the district.

The U.T. authorities (SPD) were approached by the monitoring institute and they were informed about the monitoring work assigned to the said institute. Similarly, the selection criteria fixed by the SSA and MDM authorities at the national level were communicated to them, along with the monitoring visit plan for the district. The U.T. authorities were requested to instruct the district authorities about the same and also to provide necessary information and arrangements. Accordingly the correspondence and discussion on telephone with DPO has been started. A detailed visit plan along with selection criteria of the schools had been sent well in advance to DPO.

To begin with the monitoring work, a meeting was organized at the district headquarters with the help of the district authorities to select the schools. This meeting was attended by the district authorities, BRC coordinator, CRCCs working at the district and block and field investigators. The objectives of monitoring visit and the selection criteria and tools were discussed. With the help of latest DISE data and HHS data, a list of the schools of the district was prepared by the BRC and CRCCs which fulfilled most of the criteria. The list of 40 schools and visit plan was discussed with the District Education Officer and finalized. Then school visit plan was prepared and followed by the monitoring visit to the urban schools.

At the end of the day, the Nodal Officer and investigators came together to share their experiences and difficulties they had in the process of data collection at the school. From the following day under the guidance and supervision of the Nodal Officer, the process of data collection of 40 schools regarding SSA and MDM was completed.

From the following day under the guidance and supervision of the Nodal Officer, the process of data collection of 40 schools regarding SSA and MDM was completed.

### **13. Selection Criteria for Schools**

As suggested in the ToR the selection of 40 schools to be visited was made on the basis of the given criteria.

- (a) Higher gender gap in enrolment
- (b) Higher proportion of SC/ST students
- (c) Low retention and higher dropout rate
- (d) The school has a minimum of three CWSN
- (e) The habitation where the school is located at has sizeable number of out of school children
- (f) The habitations where the school is located at witnesses in-bound and out-bound seasonal migration
- (g) The ward/ unit of planning where the school is located at is known to have sizeable number of urban deprived children
- (h) The school is located in a forest or far flung area
- (i) The habitation where the school is located at witnesses recurrent floods or some other natural calamity
- (j) School covered under CAL Programme
- (k) School sanctioned with civil works in current year.
- (l) School from NPEGEL blocks.
- (m) KGBV

## Chapter 2

### District Summary of the School Report of MDM

#### A. At school level

<b>1.</b>	<b>REGULARITY IN SERVING MEAL:</b>
	All schools (100%) were daily serving hot cooked meal. No interruption of any type in any school was noticed.
<b>2.</b>	<b>TRENDS:</b>
	All children enrolled in the school were opted for the Mid-day Meal. No extent of variation was noticed between the numbers of children availing Mid-day Meal as per MDM register and actual number of children availed MDM on the day of visit.
<b>3.</b>	<b>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</b>
	All schools (100%) have received food grains regularly. The buffer stock of one month was maintained in 21 schools (52.5%). The quantity of food grains being supplied was as per the marked weight in all schools (100%). The food grains were delivered at the door step in 23 schools (57.5%). The quality of food grain was found to be good in all schools.
<b>4.</b>	<b>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</b>
	None of the schools had received cooking cost in advance. It was received after a gap of 3/4 months.
<b>5.</b>	<b>SOCIAL EQUITY:</b>
	No discrimination of any kind was observed in any school. In all schools, the Mid-day Meal is being served by the cook and the helper. The children sit or stood in queue, take meal and then sit in a row at school verandah. They recited a prayer and took the meal.
<b>6.</b>	<b>VARIETY OF MENU:</b>
	In 28 schools (70%), a weekly menu was displayed at a place easily noticeable to community.
<b>7.</b>	<b>VARIETY OF FOOD:</b>
	In all schools (100%) variety in the food preparation as given in the prescribed menu such as rice, dal and vegetables or khichadi were found. Seasonal green vegetables were found to be used in Mid-day Meal.
<b>8.</b>	<b>QUALITY &amp; QUANTITY OF MEAL :</b>
	In all schools (100%) quality of food was found to be good. In all schools (100%) the quantity of meal was found to be more than enough for a single child. In all

	schools (100%) the children were happy with what they were being served in their mid-day meal.
<b>9.</b>	<b>SUPPLEMENTARY:</b>
	All schools (100%) had maintained a Health Card for each child. Health check up was found to be conducted annually in all schools. Micronutrients and deworming medicines were given to all needy children. These medicines were annually given in all schools.
<b>10.</b>	<b>STATUS OF COOKS:</b>
	In all schools, a cook and helper appointed by the District Panchayat used to cook and serve the meals. U.T. of Dadra and Nagar Haveli had appointed one cook, one helper and one water boy on daily wages in all schools. Most of them were from ST community. The norms laid down by the Govt. of India are almost fulfilled. The U.T. of Dadra and Nagar Haveli has appointed one sweeper in each school for cleaning the toilets, classrooms and school premises which is an exemplary practice started by the UT. However the payment given to the cooks and helpers was found to be irregular.
<b>11.</b>	<b>INFRASTRUCTURE:</b>
	None of the schools visited have a separate Pucca Kitchen shed.
<b>12.</b>	<b>PUCCA KITCHEN:</b>
	Where the kitchen shed was not available, the food was cooked in the school verandah in 8 schools (20%), unutilized spare classroom in 20 schools (50%), vacant teachers' quarters in 4 schools, (10%), open yard in 7 schools (17.5%) and H.M. office in 1 school (P.S. Dapsa). The food grains were stored in classroom in 21 schools (52.5%), Headmaster's office in 6 schools (15%), vacant teachers' quarter in 4 schools (10%) and there was a separate store room in 9 schools (22.5%).
<b>13.</b>	<b>POTABLE WATER:</b>
	All schools had potable water for cooking and drinking.
<b>14.</b>	<b>UTENSILS:</b>
	All schools had adequate utensils for cooking. It was found that the administration of U.T. of Dadra and Nagar Haveli had provided plates for all children which is an exemplary practice.
<b>15.</b>	<b>FUEL:</b>
	L.P.G. was used as fuel to prepare the Mid-day Meal in all schools (100%).



<b>16.</b>	<b>SAFETY &amp; HYGIENE:</b>
	Out of 40 schools, in 19 schools (47.5%) general impression of environment and hygiene was good and in 20 schools (50%) it was fair. In most of the schools (90%) the food is prepared in spare classroom in school and verandah of the school or open yard. Safety measures needs to be taken care of
<b>17.</b>	<b>COMMUNITY PARTICIPATION AND AWARENESS*:</b>
	The VECs/PTAs/MTAs were supervising and monitoring the Mid day Meal programme. But the frequency of such supervision and monitoring was found to be inadequate. The overall participation or contribution made by parents, VECs, Panchayat and urban bodies in improving the quality of the meal was found to be poor in all schools. Very few parents/ community members found to be aware about the quantity of MDM per child at primary and upper primary level. They were also not fully aware about the entitlement of quantity and type of nutrients in MDM per child. Orientation of community in regard to MDM is necessary and the roster to be maintained by the community members for supervision of MDM.
<b>18.</b>	<b>INSPECTION &amp; SUPERVISION</b>
	In all schools the Mid-day Meal programme was inspected regularly either by the teachers or headmasters. It was also inspected once in a month by the cluster level officials.
<b>19.</b>	<b>IMPACT</b>
	It was reported that in 38 schools the Mid-day Meal programme had helped to improve enrollment and attendance of children. The children's well-being was also improved.

## Chapter 3

### HALF YEARLY MONITROING REPORT OF MDM

#### For District 1: U.T. of Dadra and Nagar Haveli

(i)	Period of the Report	01-04-2011 to 30-09-2011
(ii)	Date of visit to the District/Schools	12-09-2011 to 20-09-2011.

#### At school Level

<b>1.</b>	<b>REGULARITY IN SERVING MEAL:</b>				
	<b>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</b>				
	40 schools selected on the basis of criteria given by the Govt of India were visited during 12-20 September 2011. All schools were daily serving hot cooked meal. Though we had visited the schools in September 2011, the MDM record was examined since beginning of the academic year, i.e. 13 June 2011. No interruption was found in any school.				
	Table.1.1 Regularity in serving meal				
	Response	No. of schools	%		
	Yes	40	100		
	No	00	00		
<b>2.</b>	<b>TRENDS:</b>				
	<b>Extent of variation (As per school records vis-à-vis actual position/status on the day of visit)</b>				
	Sr No	Details	Boys	Girls	Total
	1.	Enrollment	4597	4492	9089
	2.	No of children opted for Mid-day-Meal	4597	4492	9089
	3.	No. of children attending the school on the day of visit	3941	3831	7772
	4.	No. of children availing MDM as Per MDM Register	3941	3831	7772
	5.	No. of children actually availing MDM on the day of visit	3941	3831	7772
	6.	No. of children availing MDM on the previous day	3967	3924	7891
	All children enrolled in the school were opted for the Mid-day-Meal. No extent of variation except two schools namely CPS Hindi and Gujarati medium school in Silvassa was noticed between the number of children availing MDM as per MDM				

	register and actual number of children availed Mid-day-Meal on the day of visit. 85.51 percent of children had taken MDM on the day of visit and 86.82 percent of children had taken MDM on the previous day.									
<b>3.</b>	<b>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</b>									
	<b>(i) Is school/implementing agency receiving food grains regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</b>									
	All schools (100%) received food grains regularly. Table.3.1 Delay in receiving food grains <table border="1"> <thead> <tr> <th>Response</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>00</td> <td>00</td> </tr> <tr> <td>No</td> <td>40</td> <td>100</td> </tr> </tbody> </table>	Response	No. of schools	%	Yes	00	00	No	40	100
Response	No. of schools	%								
Yes	00	00								
No	40	100								
	<b>(ii) Is buffer stock of one-month's requirement maintained?</b>									
	It was noticed that the buffer stock of one month was maintained in 21 schools (52.5%). No buffer stock of one month was found in remaining 19 schools (47.5%).  Table.3.2 Buffer stock maintenance <table border="1"> <thead> <tr> <th>Response</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>21</td> <td>52.5</td> </tr> <tr> <td>No</td> <td>19</td> <td>47.5</td> </tr> </tbody> </table>	Response	No. of schools	%	Yes	21	52.5	No	19	47.5
Response	No. of schools	%								
Yes	21	52.5								
No	19	47.5								
	<b>(iii) Is the quantity of food grain supplied was as per the marked/indicated weight?</b>									
	It was reported that the quantity of food grains being supplied was as per the indicated weight in all schools (100%).									
	<b>(iv) Is the food grain delivered at the school?</b>									
	It was reported that the food grains were delivered at the door in 23 schools (57.5%). Whereas food grains were not delivered at the school in 17 schools (42.5%) because there is no proper approach road to transport.									
	<b>(v) Is the quality of food grain good?</b>									
	The quality of food grain was found to be good in all schools.									

<b>4.</b>	<b>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</b>																								
	<b>(i) Is school/implementing agency receiving cooking cost in advance regularly? If there is delay in delivering cooking cost, what is the extent of delay and reasons for it?</b>																								
	<p>None of the schools had received cooking cost in advance. It was received after a gap of 2/3 months. All schools reported that though the bills were submitted in time but due to administrative procedure it was delayed.</p> <p>Table.4.1. Delay in receiving cooking cost in advance</p> <table border="1"> <thead> <tr> <th>Response</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>40</td> <td>100</td> </tr> <tr> <td>No</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	Response	No. of schools	%	Yes	40	100	No	00	00															
Response	No. of schools	%																							
Yes	40	100																							
No	00	00																							
	<b>(ii) In case of delay, how school/implementing agency manages to ensure that there is no disruption in the feeding programme?</b>																								
	The school head master was purchasing things like vegetables from his own pocket or on credit from local shopkeeper and ensured the continuity of the feeding programme.																								
	<b>(iii) Is cooking cost paid by Cash or through banking channel?</b>																								
	<p>In all schools (100%) cooking cost was paid by cash.</p> <p>Table.4.2. Payment of cooking cost</p> <table border="1"> <thead> <tr> <th>Mode of payment</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Cash</td> <td>40</td> <td>100</td> </tr> <tr> <td>Bank</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	Mode of payment	No. of schools	%	Cash	40	100	Bank	00	00															
Mode of payment	No. of schools	%																							
Cash	40	100																							
Bank	00	00																							
<b>5.</b>	<b>SOCIAL EQUITY:</b>																								
	<b>i) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</b>																								
	<p>No discrimination of any kind was observed in any school. Most of the children and cooks and helpers were from S.T community. This could be the reason that we did not observe any discrimination.</p> <p>Table.5.1. Social Equity: Discrimination observed</p> <table border="1"> <thead> <tr> <th></th> <th>No of schools</th> <th>Yes</th> <th>%</th> <th>No</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Cooking</td> <td>40</td> <td>00</td> <td>00</td> <td>40</td> <td>100</td> </tr> <tr> <td>Serving</td> <td>40</td> <td>00</td> <td>00</td> <td>40</td> <td>100</td> </tr> <tr> <td>Sitting</td> <td>40</td> <td>00</td> <td>00</td> <td>40</td> <td>100</td> </tr> </tbody> </table>		No of schools	Yes	%	No	%	Cooking	40	00	00	40	100	Serving	40	00	00	40	100	Sitting	40	00	00	40	100
	No of schools	Yes	%	No	%																				
Cooking	40	00	00	40	100																				
Serving	40	00	00	40	100																				
Sitting	40	00	00	40	100																				

**ii) What is the system of serving and seating arrangements for eating?**

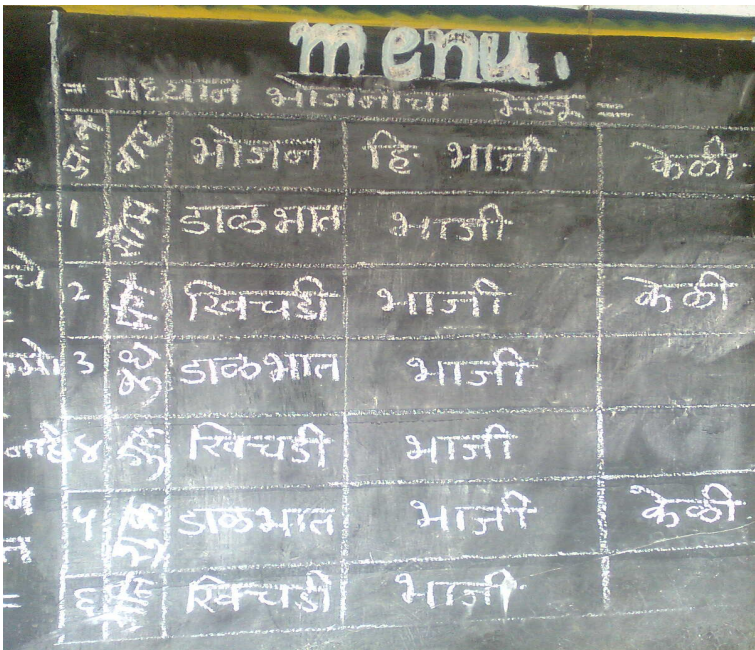
The students were used to stand in queue and take the meals. The children either sat or stood in queue to take meal and then children used to sit in a row at school verandah. Then they use to recite a prayer and take the meals.



MDM: Children used to stand in queue to take the meal



MDM: No discrimination observed

<b>6.</b>	<b>VARIETY OF MENU:</b>									
	<b>i) Has the school displayed its weekly menu at a place noticeable to community, and is it able to adhere to the menu displayed?</b>									
	<p>It was found that in 28 schools (70%) a weekly menu was displayed at a place noticeable to the community. Whereas in 12 schools (30%) a weekly menu was displayed in H.M. office.</p> <p>Table.6.1. Display of menu at a noticeable place</p> <table border="1"> <thead> <tr> <th>Response</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>28</td> <td>70</td> </tr> <tr> <td>No</td> <td>12</td> <td>30</td> </tr> </tbody> </table>  <p>A weekly menu displayed at a place noticeable to the community</p>	Response	No. of schools	%	Yes	28	70	No	12	30
Response	No. of schools	%								
Yes	28	70								
No	12	30								
	<b>ii) Who decides the menu?</b>									
	The District Panchayat had given prescribed menu to all schools.									
<b>7.</b>	<b>(i) Is there variety in the food served or is the same type of food served daily?</b>									
	In all schools (100%) variety in the food preparation as given in prescribed menu such as rice, dal and vegetables or khichadi was observed. Seasonal green vegetables were also found to be used in Mid-day Meal.									
	<b>(ii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</b>									
	It was noticed that the daily menu was rice preparation, dal and vegetables, as suggested in prescribed menu.									

<b>8.</b>	<b>QUALITY &amp; QUANTITY OF MEAL :</b>												
	<b>Feedback from children on</b>												
	<b>a) Quality of meal:</b>												
	In 37 schools (92.5%) quality of food was found to be good. Table.8.1. Quality of meal (% of schools)												
	<table border="1"> <thead> <tr> <th></th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Good</td> <td>37</td> <td>92.5</td> </tr> <tr> <td>Average</td> <td>03</td> <td>7.5</td> </tr> <tr> <td>Poor</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		No. of schools	%	Good	37	92.5	Average	03	7.5	Poor	00	00
	No. of schools	%											
Good	37	92.5											
Average	03	7.5											
Poor	00	00											
	<b>b) Quantity of meal:</b>												
	In all schools (100%) the quantity of meal was found to be more than enough for all children. Table.8.2. Quantity of meal (% of schools)												
	<table border="1"> <thead> <tr> <th></th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Enough</td> <td>40</td> <td>100</td> </tr> <tr> <td>less</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		No. of schools	%	Enough	40	100	less	00	00			
	No. of schools	%											
Enough	40	100											
less	00	00											
	<b>c) {If children were not happy, please give reasons and suggestions to improve.}</b>												
	In all schools (100%) the children were happy with what they were being served in their mid-day meal.												
<b>9.</b>	<b>SUPPLEMENTARY:</b>												
	<b>(i) Is there school Health Card maintained for each child?</b>												
	All schools (100%) had maintained a Health Identity Card for each child.  Table.9.1. Availability of Health card												
	<table border="1"> <thead> <tr> <th>Response</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>40</td> <td>100</td> </tr> <tr> <td>No</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	Response	No. of schools	%	Yes	40	100	No	00	00			
Response	No. of schools	%											
Yes	40	100											
No	00	00											
	<b>(ii) What is the frequency of health check-up?</b>												
	The annual health check up was found to be conducted in all schools.												
	<b>(iii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</b>												
	Out of 40 schools in 22 schools (55%) micronutrients and deworming medicines were given to the needy children.												

	<b>(iv) Who administers these medicines and at what frequency?</b>																														
	In all schools (100%) Medical and Public Health Department of Zilla Panchayat, Shri Vinoba Bhave Civil Hospital, Silvassa had supplied these medicines. The frequency of such medicines given was found to be once in a year in all schools.																														
<b>10.</b>	<b>STATUS OF COOKS:</b>																														
	<b>(i) Who cooks and serves the meal? (Cook cum helper appointed by the Department/VEC/PRI/Self Help Group/ NGO/Contractor)</b>																														
	In all schools a cook and helper selected by the SMC and appointed by the District Panchayat and SMC were cooking and serving the meal.																														
	<b>(ii) Is the number of cooks and helpers engaged in the school as per GOI norms?</b>																														
	It was noticed, in all schools District Panchayat had appointed one cook, one helper and one waterman on daily wages. The norms laid down by the Govt of India were yet not being implemented by the U.T. But in all school at present three persons were engaged for this purpose. All schools reported that they had adequate cooks and helpers to meet the requirement.																														
	<b>(iii) What is remuneration paid to cooks cum helpers and mode of payment?</b>																														
	In all schools cook, helper and waterman were appointed by District Panchayat on daily wages. The cook was paid Rs.80.30, helper Rs.73.80 and waterman Rs.73.80 as part-time wages. The mode of payment was cash.																														
	<b>(iv) Is the remuneration paid to cooks cum helpers regularly?</b>																														
	The payment given to the cooks and helpers was found to be delayed by 15-20 days in every month.																														
	<b>(v) Specify the social Composition of cooks cum helpers? (SC/ST/OBC/Minority)</b>																														
	25 men and 55 women were appointed as a cook and helper in 40 schools. Almost in all schools, cooks cum helpers were from S.T. community. Only 6 were from other communities.																														
	Table.10.1.Social composition of cooks, helpers (% of schools)																														
	<table border="1"> <thead> <tr> <th rowspan="2">Gender</th> <th rowspan="2">N</th> <th colspan="6">Category</th> </tr> <tr> <th>SC</th> <th>ST</th> <th>OBC</th> <th>VJNT</th> <th>Minority</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>63</td> <td>00</td> <td>90.48</td> <td>00</td> <td>00</td> <td>00</td> <td>9.52</td> </tr> <tr> <td>Male</td> <td>25</td> <td>00</td> <td>100</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	Gender	N	Category						SC	ST	OBC	VJNT	Minority	Other	Female	63	00	90.48	00	00	00	9.52	Male	25	00	100	00	00	00	00
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Female	63	00	90.48	00	00	00	9.52																								
Male	25	00	100	00	00	00	00																								



<b>11.</b>	<b>INFRASTRUCTURE:</b>									
	<b>Is a pucca kitchen shed-cum-store:</b>									
	<b>i) Constructed and in use</b>									
	None of the schools visited had a separate Pucca Kitchen shed. Table.11.1. Availability of pucca kitchen shed									
	<table border="1"> <thead> <tr> <th>Response</th> <th>No. of schools</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>00</td> <td>00</td> </tr> <tr> <td>No</td> <td>40</td> <td>100</td> </tr> </tbody> </table>	Response	No. of schools	%	Yes	00	00	No	40	100
Response	No. of schools	%								
Yes	00	00								
No	40	100								
	<b>ii) Scheme under which Kitchen sheds constructed -MDM/SSA/Others</b>									
	No such case was found.									
	<b>iii) Constructed but not in use (Reasons for not using)</b>									
	No such case was found.									
	<b>iv) Under construction</b>									
	No such case was found									
	<b>v) Sanctioned, but construction not started</b>									
	No such case was found.									
	<b>vi) Not sanctioned</b>									
	None of the school had been sanctioned pucca kitchen shed cum-store.									
	<b>vii) Any other (specify)</b>									
	None.									
<b>12.</b>	<b>In case the pucca kitchen shed is not available, where is the food being cooked and where are the food grains / other ingredients being stored.</b>									
	It was found that where a separate kitchen shed was not available the food was cooked in the school verandah in 8 schools (20%), unutilized spare classroom in 20 schools (50%), vacant teachers' quarters in 4 schools (10%) and open yard in 7 schools (17.5%). A large no of schools lacked storage place for food items. We have observed that the food grains were stored in the classroom in 21 schools (52.5%), Headmaster's office in 6 schools (15%), vacant teachers' quarter in 4 schools and there was separate store in 9 schools (22.5%).									
<b>13.</b>	<b>Whether potable water is available for cooking and drinking purpose?</b>									
	All schools (100%) had potable water for cooking and drinking.									
<b>14.</b>	<b>Whether utensils are available for cooking food? If, available is it adequate?</b>									
	All schools had an adequate utensil for cooking. It was found, the District Panchayat of U.T. of Dadra and Nagar Haveli had provided plates to all children which is an exemplary.									

<b>15.</b>	<b>What is the kind of fuel used? (Gas based/firewood etc.)</b>																																		
	In all schools (100%) L.P.G. was used as fuel to prepare the Mid-day Meal.																																		
<b>16.</b>	<b>SAFETY &amp; HYGIENE:</b>																																		
	<b>i. General Impression of the environment, safety and hygiene:</b>																																		
	Out of 40 schools, in 18 schools (45%) general impression about the safety and hygiene was good and in 8 schools it was fair. But in most of the schools, the food was prepared in spare classroom, however safety measures needs to be attended.																																		
	<b>ii. Are children encouraged to wash hands before and after eating</b>																																		
	It was observed that in all schools, students were encouraged to wash their hands before and after eating food.																																		
	<b>iii. Do the children take meals in an orderly manner?</b>																																		
	It was observed that in all schools, the children were taking meals in a disciplined manner.																																		
	<b>iv. Conservation of water?</b>																																		
	It was observed that almost in all schools (100%) the children were encouraged to use water carefully while washing hands and dishes.																																		
	<b>v. Is the cooking process and storage of fuel safe, not posing any fire hazard?</b>																																		
	No separate kitchen shed was found in any school. At present cooking process and storage system of fuel was found to be safe, not posing any fire hazard. But it is indispensable that every school have a spacious kitchen and dining room.																																		
<b>17.</b>	<b>COMMUNITY PARTICIPATION AND AWARENESS:</b>																																		
	<b>i) Extent of participation by Parents / VECs / Panchayats / Urban bodies in daily supervision, monitoring, participation.</b>																																		
	Daily supervision and monitoring of MDM by the parents and SMCs was found almost missing. Further it was noticed that in U.T. of Dadra and Nagar Haveli population of S.T. community is more than half of the total population and whole day they are busy in field or daily chores. The overall participation or contribution made by parents, VECs, Panchayats and urban bodies to improve quality of the meal was found poor in all schools.																																		
	Table.17.1. Extent of parent/community participation (% schools)																																		
	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Parents</th> <th colspan="3">SMC/ community</th> </tr> <tr> <th>Good</th> <th>Fair</th> <th>Poor</th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Daily supervision</td> <td>00</td> <td>25</td> <td>75</td> <td>00</td> <td>25</td> <td>75</td> </tr> <tr> <td>Daily monitoring</td> <td>00</td> <td>25</td> <td>75</td> <td>7.5</td> <td>22.5</td> <td>70</td> </tr> <tr> <td>Daily participation</td> <td>00</td> <td>7.5</td> <td>92.5</td> <td>00</td> <td>7.5</td> <td>92.5</td> </tr> </tbody> </table>		Parents			SMC/ community			Good	Fair	Poor	Good	Fair	Poor	Daily supervision	00	25	75	00	25	75	Daily monitoring	00	25	75	7.5	22.5	70	Daily participation	00	7.5	92.5	00	7.5	92.5
	Parents			SMC/ community																															
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Daily monitoring	00	25	75	7.5	22.5	70																													
Daily participation	00	7.5	92.5	00	7.5	92.5																													

	<p><b>ii) Is any roster being maintained by the community members for supervision of the MDM?</b></p>																		
	<p>It was found that out of 40 schools, in 11 schools (27.5%) roster was being maintained by the community members for supervision of MDM but very few of them use to come in school and supervise MDM.</p>																		
	<p><b>iii) Are the parents/community members aware about the following :</b></p>																		
	<p><b>a) Quantity of MDM per child at Primary &amp; upper primary : (1,2,3,4,5)</b></p>																		
	<p>Most of the S.T. parents and community members were found, only literate however very few parents/ community members found to be aware about the quantity of MDM per child at primary and upper primary level. They need to be oriented and mobilized to participate in the school activities.</p> <p>Table.17.3 (a) Community awareness: Quantity of MDM per child</p> <table border="1" data-bbox="378 804 1166 968"> <thead> <tr> <th></th> <th>Poor</th> <th>Satisfactory</th> <th>Good</th> <th>V. good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>At primary</td> <td>1 (2.5%)</td> <td>25 (62.5%)</td> <td>9 (22.5%)</td> <td>5 (12.5%)</td> <td>00</td> </tr> <tr> <td>At upper primary</td> <td>1 (6.67%)</td> <td>10 (66.67%)</td> <td>2 (13.33%)</td> <td>2 (13.33%)</td> <td>00</td> </tr> </tbody> </table>		Poor	Satisfactory	Good	V. good	Excellent	At primary	1 (2.5%)	25 (62.5%)	9 (22.5%)	5 (12.5%)	00	At upper primary	1 (6.67%)	10 (66.67%)	2 (13.33%)	2 (13.33%)	00
	Poor	Satisfactory	Good	V. good	Excellent														
At primary	1 (2.5%)	25 (62.5%)	9 (22.5%)	5 (12.5%)	00														
At upper primary	1 (6.67%)	10 (66.67%)	2 (13.33%)	2 (13.33%)	00														
	<p><b>b) Entitlement of quantity and types of nutrients in MDM per child as supplied in the menu :</b></p>																		
	<p>We had interaction with the parents /community members about entitlement of quantity and nutrients in MDM per child. It was found that they were totally unaware about such things.</p> <p>Table.17.3 (b) Community awareness: Entitlement of quantity and types of nutrients per child</p> <table border="1" data-bbox="378 1367 1166 1598"> <thead> <tr> <th></th> <th>Poor</th> <th>Satisfactory</th> <th>Good</th> <th>V. good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>At primary</td> <td>1 (2.5%)</td> <td>25 (62.5%)</td> <td>9 (22.5%)</td> <td>5 (12.5%)</td> <td>00</td> </tr> <tr> <td>At upper primary</td> <td>00</td> <td>14 (93.33%)</td> <td>1 (6.67%)</td> <td>00</td> <td>00</td> </tr> </tbody> </table>		Poor	Satisfactory	Good	V. good	Excellent	At primary	1 (2.5%)	25 (62.5%)	9 (22.5%)	5 (12.5%)	00	At upper primary	00	14 (93.33%)	1 (6.67%)	00	00
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At primary	1 (2.5%)	25 (62.5%)	9 (22.5%)	5 (12.5%)	00														
At upper primary	00	14 (93.33%)	1 (6.67%)	00	00														

**iv) Source of awareness about the MDM scheme :**

It was noticed that the source of awareness of parents and community members regarding MDM scheme was mostly their children and teachers.

Table.17.4 MDM: sources of awareness (% of schools)

Sr. No	Source	Yes	%	No	%
1	Newspaper/ Magazine	00	00	40	100
2	Villagers/Friends/Relatives	4	10	36	90
3	Teacher	36	90	4	10
4	School (where the child is studying)	34	85	6	15
5	Radio	00	00	40	100
6	Television	00	00	40	100
7	Website	00	00	40	100
8	Any other	00	00	40	100



Community Awareness: Requires orientation

<b>18. INSPECTION &amp; SUPERVISION</b>																														
<b>i) Has the mid day meal programme been inspected by any state / district / block level officers/officials?</b>																														
<p>In all schools the Mid-day Meal programme was inspected regularly either by the teachers or headmasters. In 30 schools (75%) it was inspected by the cluster level officials. In 12 schools it was inspected by the Additional Educational Officer. In 17 schools it was also inspected by the District level officials.</p> <p>Table.18.1 MDM: Inspection and supervision</p> <table border="1"> <thead> <tr> <th>Sr. No</th> <th></th> <th>Yes</th> <th>%</th> <th>No</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>State level officers/officials</td> <td>00</td> <td>00</td> <td>40</td> <td>100</td> </tr> <tr> <td>2</td> <td>District level officers/officials</td> <td>16</td> <td>40</td> <td>24</td> <td>60</td> </tr> <tr> <td>3</td> <td>Block level officers/officials</td> <td>17</td> <td>42.5</td> <td>23</td> <td>57.5</td> </tr> <tr> <td>4</td> <td>Cluster level officers/officials</td> <td>30</td> <td>75</td> <td>10</td> <td>25</td> </tr> </tbody> </table>	Sr. No		Yes	%	No	%	1	State level officers/officials	00	00	40	100	2	District level officers/officials	16	40	24	60	3	Block level officers/officials	17	42.5	23	57.5	4	Cluster level officers/officials	30	75	10	25
Sr. No		Yes	%	No	%																									
1	State level officers/officials	00	00	40	100																									
2	District level officers/officials	16	40	24	60																									
3	Block level officers/officials	17	42.5	23	57.5																									
4	Cluster level officers/officials	30	75	10	25																									
<b>ii) The frequency of such inspections?</b>																														
The frequency of such inspections was found once in a month by the cluster level officials.																														
<b>iii) Remarks made by the visiting of officers? if any?</b>																														
The most common remark was "according to the menu, food was prepared and served". No particular suggestions were made to improve the quality or no evidence was found that the visited officers had tested the food.																														
<b>19. IMPACT</b>																														
<b>Has the mid day meal improved the enrollment, attendance of children in school, any improvement in general well being, nutritional status of the children (to be verified from school record, discussion with students, teachers and parents. Is there any other incidental benefit to the children and school due to serving of mid-day-meal by VEC, PRI members?</b>																														
It was reported that in 15 schools (37.5%) the Mid-day Meal programme had helped to improve the enrollment and in 38 schools (95%) it has helped to improve attendance of children and it is a unique contribution of MDM for enduring learning. It was also reported that MDM has helped to improve general well being and nutritional status of the child. But no such type of record was maintained by the schools or health department.																														

<b>B.</b>	<p data-bbox="375 142 1068 176"><b>Any other issues relevant to MDM implementation</b></p> <p data-bbox="375 197 1344 275"><b>MI may give a maximum 2 page note, on any other issues, relevant to MDM implementation, not covered above.</b></p> <p data-bbox="375 296 1395 877">Discussion with the district and school functionaries revealed that U.T. of Dadra and Nagar Haveli has decided to provide Mid-Day Meal through a centralize kitchen. It was reported that the administrative procedure was completed and Nimit Foundation, a registered trust from Valsad has been appointed for this task. It was seen from the school records that the contractor had started to supply food grains, split pulses and condiments etc and also the contractor had paid a lump-sum amount as an advance in July and August 2011 for purchasing vegetables and fruit like banana etc, to central schools. Then the central school had distributed it within the cluster schools. But no actual cooking cost or expenditure has been paid up to MIs visit in September 2011. It was found that head of the school is purchasing vegetables from his own pocket and no fruit like banana had been given to the children for the last 2/3 months.</p> <p data-bbox="375 894 1395 1121">It was found that the schools located at the far flung area and have no approach road facility to reach have to collect the food grains and other materials from the central school or the school nearby. In such cases they have to pay the transport or labour charges from their own pocket. Though they receive the transport and labour charges, it has been never sent in time.</p> <p data-bbox="375 1138 1395 1365">Though the centralized cooked food supply system had been sanctioned, at present the contractor had only supplied the food grains, split pulses and condiments etc. But supply of cooked food has not yet started. It was seen that the cooks/helpers appointed by the District Panchayt were cooking and serving Mid-day Meal at the school level.</p> <p data-bbox="375 1381 1395 1566">Though U.T. of Dadra and Nagar Haveli has appointed 1 cook, 1 helper, 1 waterman and 1 sweeper in each school, even then new norms concerning cook- pupil ratio and honorarium have been not followed regarding the cooks and helpers. They were appointed on daily wages.</p> <p data-bbox="375 1583 1395 1913">U.T. of Dadra and Nagar Haveli had provided a lots of infrastructural facilities to the school which are praiseworthy. But most of the schools do not have the kitchen shed cum-store and dining room. At present in most of the schools the food is prepared in spare classroom and served in school verandah or in classroom. It looked unsafe and unhygienic. This needs to be taken care of mostly in urban schools e.g. CPS Silvassa where same building was used by the Marathi, Gujarati and Hindi medium school, having about 1000 enrollment in each medium.</p>
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The children from all sections of the society were enrolled in the urban school. It was reported and seen during the school visit that children belonging to the upper strata of the society did not take Mid-Day Meal. In such cases school attendance register and the MDM distribution register did not reflect the same kind of attendance pattern of children.

Further it was noticed that the food grains were supplied according to the total enrollment of children in a particular school. In such cases, it was observed, that higher authorities were closely monitoring the MDM programme and their efforts to save the wastage are appreciable. The district authority has given the instructions to such schools to maintain the MDM distribution register according to attendance and actual number of beneficiaries on the respective day and saved food grains on a given day would be utilized for the next day.

**School list with DISE code and Criteria**  
**District: U.T. Of Dadra and Nagar Haveli**

<b>Sr.No</b>	<b>Name of the school/ Village</b>	<b>DISE Code</b>	<b>Selection Criteria</b>
1	P.S. Tinoda	26010103801	b
2	P.S. Bindrabin	26010103701	d
3	P.S. Kala	26010105701	c, d
4	P.S. Kherdi	26010105902	d
5	P.S. Khadipada kherdi	26010105906	a, h
6	P.S. Agriwad	26010107302	b
7	C.P.S. Dadra	26010100401	g
8	P.S. Khadipada Dapasa	26010102901	a
9	P.S. Chikhli Janathiapada	26010102903	b
10	P.S. Shingadpada	26010102905	d, h
11	P.S. Khoripada	26010104802	b, k
12	P.S. Karchond	26010105201	b
13	C.P.S. Khanvel (Gujarati)	26010103901	j, g, a
14	P.S. Rudana	26010106301	b
15	P.S. Goratpada	26010104101	g
16	P.S. Upala-medha	26010104402	n
17	P.S. Kilvani Patelpada	26010101002	a
18	P.S. Khoripada kilvani	26010102003	d, b
19	P.S. Parsipada	26010101106	d, h
20	P.S. Talavpada	26010100506	j, h
21	P.S. Khedpa	26010107001	b
22	P.S. Akharmal	26010106401	e
23	P.S. Margachimal	26010106405	h
24	C. P.S. Mandoni	26010106501	j, d, k
25	P.S. Koyafaliya	26010101301	b
26	P.S. Dhapsa	26010101403	d
27	C. P.S. Naroli	26010101401	J
28	P.S. Parespada	26010102802	h
29	P.S. Bhoyapada	26010102106	d, g
30	P.S. Chokipada	26010102104	k
31	C. P.S. Randha	26010100801	g, b, j
32	P.S. Borsapada Bonta	26010100902	h
33	P.S. Kanbipada	26010100904	h
34	P.S. Khoripada Randha	26010100906	k
35	P.S. Tokarkhada	26010107316	d, g, a
36	P.S. Bhurkudfalia	26010107303	b
37	P.S. Kamlifalia	26010107305	b
38	P.S. Patelfalia	26010107306	d, g, b
39	C.P.S. Silvassa (Gujarati)	26010107310	g
40	C. P.S. Silvassa (Hindi)	26010107311	g