

The Second Half Yearly Monitoring Report of
Centre for Development Studies on
MDM in Lakshadweep Union Territory
for the period of 1st April 2011 to 30th September 2011

DISTRICT COVERED
Lakshadweep



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Preface

The development of Primary Education is determined by various factors and processes. The most significant among them are the institutional factors which may otherwise be called the school and the school education related factors. They may include the infrastructural and other facilities available in the schools for effective transaction of education in the school. The teacher is next most important factor in school education. The educational qualification, training and experience of the teacher are the valuable teacher inputs that make teaching very effective in classroom. Having skills, educational qualification, training and experience are alone not enough for a teacher. The teacher has to be motivated constantly to actively involve in various activities in the classroom and outside the classroom so that the students' learning and their personality develop better.

A skilled and efficient teacher organizes various teaching-learning processes and evaluation in the classroom and outside very effectively. A teacher has necessarily to be concerned about the curricular activities. At the same time the teacher has to take efforts to involve the students in co-curricular and extra curricular activities so that the students attain all-round development of their personality. It is not enough that a school has better infrastructural and other facilities. It is all the more important that these facilities are put into maximum use by all teachers and all students in the school that the

achievement of the school is maximized. Teachers have to organize various teaching and learning processes for the concerned students at school and outside the school very effectively. Further, proper periodical evaluation of activities at the classroom and outside the classroom is very essential to ensure equitability in the participation of learning activities and the resultant educational achievement of all children belonging to various social and economic groups.

The community awareness programmes organized under SSA would be helpful in creating awareness about the importance of school education. They will also enable to build up better social understanding among different social groups that would positively influence the health of the learning among the poor. The SSA gives an opportunity for local community involvement in school management. This creates a sense of belongingness to the school among the minority communities and other weaker social groups. The social distance between the school and the minority communities get reduced. They are encouraged and enthused to enroll their children in the school. There is constant monitoring of educational achievement of all children by the parents and teachers. The frequent meetings of Class PTA (Class Parent Teacher Association) and Mother PTA (Mother Parent Teacher Association) strengthen parents' vigilance on educational achievement of the children. These meetings enable parents to understand the teaching-learning process in the school and as their child's standing.

The geographical features of the habitations are another kind of factors that check or facilitate the growth process of Primary Education. In the case of Lakshadweep, the islands are about 220 to 440kms away from the coast of mainland. Further they are spread over 800 kms. These geographical features create many hardships for communication and contact between the mainland and the islands and even among themselves. The organizers of various programmes under SSA are faced with innumerable number of problems. The islands are very small having a few thousand populations. The smallness of the islands as well as that of the community in each island has some positive as well as negative effects on the progress of primary education in the islands.

Lastly the characteristics of individual students influence the educational process very much. In reality some students are slow learners while others are fast learners. If both groups are put into one and the same environment of learning, the achievement of both will be affected drastically. Children also have physical or mental or emotional difficulties varying in levels and degrees. Children also have economic difficulties. Unless these difficulties are addressed, the learning process may not improve. The organizers of SSA and the teachers working in the schools in the islands alone would be able to understand the problems of the students. They with the cooperation of the parents and the community will be able to rebuild primary education in Lakshadweep.

The functioning of Midday Meal Programme (MDM) in Lakshadweep is periodically evaluated by Centre for Development Studies (CDS), Thiruvananthapuram as assigned by the MHRD, New Delhi. The present report is second in the series of reports during the period 2010-12. This report relates to the period of 1st April 2011 to 30th September 2011. There are ten inhabited islands in the Union Territory of Lakshadweep. There are Agatti, Amini, Andrott, Bitra, Chetlat, Kadmat, Kalpeni, Kavaratti, Kiltan and Minicoy. They are grouped into three BRCs: (i) **Amini BRC** consisting of Amini CRC, Chetlat CRC, Kadmat CRC and Kiltan CRC; (ii) **Andrott BRC** consisting of Andrott CRC, Kalpeni CRC and Minicoy CRC; and (iii) **Kavaratti BRC** consisting of Kavaratti CRC, Agatti CRC and Bitra CRC.

This report is based on study of MDM in Kavaratti BRC. The nodal Officer of the Monitoring Institute has visited all schools functioning under Kavaratti CRC and Agatti CRC. He could not visit schools in Bitra Island due to inclement weather. There are nine habitations in Agatti Island that has about 7000 population. Kavaratti Island has 12 habitations and population is about 10000. Bitra Island has 3 habitations with 264 people.

In conducting this study, I have received full cooperation and support from the Department of School Education, the Directorate of School Education and the Directorate of *Sarva Shiksha Abhiyan* in Union Territory. In particular, I am grateful to

Mr.V.C. Panday, Secretary, Education Department, Government of Lakshadweep, Mr. A. Hamza, Director of School Education in Lakshadweep and State Project Director of *Sarva Shiksha Abhiyan* in Lakshadweep. Mr. C. Attakoya and Mrs. C.O.Safiyabi, the Project Officers of SSA and Mr. Muthu Koya, the Coordinator of Kavaratti BRC have been very kind and cooperative. The CRC Coordinators in Agatti and Kavaratti islands have taken pains to accompany me to the schools and Panchayat offices in Agatti and Kavaratti islands respectively. I am thankful to all of them.

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1. General Information

Sl. No.	Information	Details
1.	Period of the report	1 st April 2011 to 30 th Sept. 2011
2.	No. of Districts allotted	one
3.	Districts' name	Lakshadweep
4.	Month of visit to the Districts / Schools (Information is to be given district wise i.e District 1, District 2, District 3 etc)	Lakshadweep
5.	Total number of elementary schools (primary (LP) and upper primary (UP) to be counted separately) in the Districts Covered by MI (Information is to be given district wise i.e Dist. 1, Dist. 2, Dist.3 etc.)	Lakshadweep LP UP 23 10
6.	Number of elementary schools monitored (primary and upper primary to be counted separately) Information is to be given for district wise i.e Dist 1, Dist 2, District 3 etc)	Lakshadweep LP UP 7 6
7.	Types of school visited	All schools in Agatti and Kavaratti islands were visited
a)	Special training centers (Residential)	Not available
b)	Special training centers (Non Residential)	Not available
c)	Schools in Urban Areas	6
d)	School sanctioned with Civil Works	4
e)	School from NPEGEL Blocks	NPEGEL is not sanctioned for this UT
f)	Schools having CWSN	
g)	School covered under CAL programme	13
h)	KGBVs	KGBV is not sanctioned for this UT
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	13
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	Yes
11.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	

12. Details regarding discussion held with state officials

I have discussed with the Director of School Education and SPD, the Educational Officer and the Project Officers of SSA. These discussions have been highly helpful in identifying the issues in the implementation of Primary Education as well as MDM in the UT.

13. Selection Criteria for Schools

All schools in Agatti and Kavaratti islands have been considered as sample for the study.

Summary Report on *MDM* in Lakshadweep Union Territory for the period of 1st April 2011 to 30th September 2011

1. REGULARITY IN SERVING MEAL

All schools give hot cooked meal to their students without much interruption during the course of the academic year.

2. TRENDS

Almost all students enrolled in the school are taking part in school lunch. Centralized kitchen is not available in Lakshadweep.

3. DELIVERY OF FOOD GRAINS

Food grains are supplied to the schools regularly. There is no delay. Buffer stock is maintained by all schools. The quality of food grains is good.

4. COOKING COST

The payment of cooking cost to the schools is regular. The cook and the helper are appointed and paid by the government.

5. SOCIAL EQUITY

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school.

6. VARIETY OF MENU

The menu is available in all schools. It is prepared after consulting PTA and VEC. It provides for variety of food. Non-vegetarian food is also included in the menu.

8. QUALITY & QUANTITY OF MEAL

The quality and quantity of the meal are satisfactory.

9. SUPPLEMENTARY

The islands have difficulty in getting doctors for conducting health check-up in the schools. Health Card is said to be distributed very soon.

10. STATUS OF COOKS

The cooks and helpers are appointed by the government in the scale of pay equivalent to group D category. They are paid regularly. All of them are Muslims.

11. INFRASTRUCTURE

Many kitchens are very old and require maintenance. All schools have potable water. Cooking utensils are adequate. Sufficient plates and tumblers are available. Only firewood is used in cooking.

12. SAFETY & HYGIENE

The cooking is quite safe and hygiene in all schools. Fire extinguishers are available. The children wash hands before and after eating and conserve water too. Distribution of food and dining are done in an orderly manner.

13. COMMUNITY PARTICIPATION AND AWARENESS

The relationship between the school and the Local Governments and the local community is excellent. The parents visit the school regularly and monitor MDM. They support the cook and the helper. The members of Local Governments also monitor MDM. However there is no specific roster for recording the supervision of MDM by the community members.

The parents, the members of the Village Education Committees and the Local Self Governments have full knowledge about the quality and quantity of MDM per child at Primary and Upper Primary levels. They have gathered awareness and knowledge about the implementation of the MDM programme from other villagers, relatives, teachers and schools. According to them the entitlement of quantity and types of nutrients in MDM per child as supplied in the menu is good.

14. INSPECTION & SUPERVISION

MDM programme is inspected by the concerned officials from islands. Some of the visiting officials have recorded their observations.

15. IMPACT

MDM has improved students' daily attendance. It has improved the nutritional status of the children. The MDM scheme is functioning very well and smoothly because of the involvement of the parents and the members of the VEC and PRI.

B. Any other issues relevant to MDM implementation

With the support of the UT government and local governments, the MDM is functioning well in Lakshadweep. Schools request for grinder or Mixie for kitchen purpose. Some schools have requested for freezers. Some schools have asked for construction of dining halls which is particularly required during the monsoons.

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1. REGULARITY IN SERVING MEAL:

All schools have given hot cooked meal to their students without much interruption during the course of the last academic year (June, 2010 to March, 2011).

2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2815
ii.	No. of children opted for Mid Day Meal	2815
iii.	No. of children attending the school on the day of visit	2806
iv.	No. of children availing MDM as per MDM Register	2806
v.	No. of children actually availing MDM on the day of visit	2802
vi.	No. of children availed MDM on the previous day	2804

Centralized kitchen is not available in Lakshadweep.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL

All heads of the schools and other teachers have reported that the schools receive food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools.

There is no complaint from the school management about the quality of food grains. The quality is good. However they have one complaint that the food grains given to households in the islands are of first grade quality; whereas the food grains supplied to schools under the MDM programme is of second grade quality. It is very much important that the quality of food grains given in the schools should be raised to the level of the quality of food grains available to the households in the islands.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL

There is no problem in the payment of cooking cost to the schools. The cook and the helper are appointed by the government and are paid by the government.

5. SOCIAL EQUITY

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. The reason is that all the people belong to one and the same community – the Muslims.

In most of the schools, the children collect the food from a particular place and sit on the school veranda in groups and dine. Dining hall is available in some schools, where the food is distributed and the children dine there. In some schools, the children themselves manage food distribution and cleaning the veranda or the class room where they dine. All teachers extend full cooperation to the programme.

6. VARIETY OF MENU

All schools have prepared weekly menu and follow it. The menu is available in the head teacher's office. The menu is said to be prepared at the first meeting of the PTA. The menu gets a final shape in consultation with the VEC.

The school lunch programme provides for variety. The MDM menu for a week shows that the type of food given to children under the school lunch programme differs from day to day.

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Condiments and coconuts are used in the preparation of side dishes and curry. Vegetables are also given in the menu. Non-vegetarian items are also given in the menu. The schools find it difficult to follow the menu very strictly. Everything comes from the mainland. So the menu gets changed according to the availability of products in the islands.

8. QUALITY & QUANTITY OF MEAL

On the whole the children are happy with the quality and quantity of the meal. Not much food is wasted.

9. SUPPLEMENTARY

The islands have difficulty in getting doctors for conducting health check-up in the schools. Health Card is said to be distributed very soon.

10. STATUS OF COOKS

The cooks and helpers are appointed by the government in the scale of pay equivalent to group D category (₹ 5200-20200, grade pay: ₹1800; total emoluments ₹ 14000

approximately). It is learned from the cook-cum-helpers that they are paid regularly. All cooks and helpers are Muslims.

11. INFRASTRUCTURE

About 78 percent of the schools have separate good kitchen and they store the grains in a room in the school building. The remaining schools have temporary sheds for cooking. Many kitchens are very old and require maintenance.

All schools have potable water for cooking and drinking purposes. All schools have adequate utensils for cooking food. All schools have plates and tumblers for all children. Only firewood is used in cooking in all schools.

12. SAFETY & HYGIENE

The cooking is quite safe and hygiene in all schools. The cooking shed is situated slightly away from the classrooms. Thus the cooking process and storage of fuel are safe and not posing any fire hazard in any school. Fire extinguishers are available in the schools.

The children are encouraged to wash hands before and after eating. The children stand in line to collect the food. After collecting the food, they sit in the school veranda in groups and take meals in an orderly manner. They are also instructed to conserve water.

13. COMMUNITY PARTICIPATION AND AWARENESS

Community participation

All are Muslims and the schools have good relation with the local government and the local community. The parents of the children in the school are members of the Parents and Teachers Association (PTA). The executive body of PTA is the school

management committee (SMC). The members of the Executive Body of the PTA (parent members) visit the school every day to monitor all activities including MDM in the school. In many schools, the PTA members are found to help the cook-cum-helper to cook and serve the food to the children.

The Panchayat President happens to be president of the PTA in many rural schools. The PTA presidents visit the school many times. On the day of surprise visit to the schools, the PTA presidents are seen in many schools.

All schools visited have plates and tumblers for all children in the school. These are provided by the government.

All schools maintain a visitors' diary to record the visit of all visitors. But they don't have a specific roster for recording the supervision of MDM by the community members.

Community's awareness about MDM

The parents, members of the Village Education Committees and the Local Self Governments whom we have interviewed have full knowledge about the quality and quantity of MDM per child at Primary and Upper Primary levels. They have said that the quality and quantity of MDM per child at Primary and Upper Primary levels are good.

They have also said that the entitlement of quantity and types of nutrients in MDM per child at the Primary and Upper Primary levels as supplied in the menu is good. The parents, the members of the Village Education Committees and the Local Self Governments whom we have interviewed are well aware of the implementation of the MDM programme at the Primary and Upper Primary schools.

The community members (parents, members of the Village Education Committees and the Local Self Governments) have gathered awareness and knowledge about the implementation of the MDM programme at the Primary and Upper Primary schools from other villagers, relatives, teachers and school.

14. INSPECTION & SUPERVISION

It is seen from the school records that the mid day meal programme is inspected by the concerned officials from islands. Some of the visiting officials have recorded their observations. Some of these observations relate to availability of utensils in the school.

15. IMPACT

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 96 percent at present. All students are present in many schools.

There is improvement in the nutritional status of the children. As a result children are alert in the classroom. They do the class works well. They very interestingly participate in all activities in the schools.

There is no exaggeration to say that the MDM scheme is functioning very well and smoothly because of the involvement of the parents and the members of the VEC and PRI.

B. Any other issues relevant to MDM implementation

With the support of the UT government and local governments, the MDM is functioning well in Lakshadweep. Many schools request for grinder or Mixie for kitchen purposes. Some schools have requested for freezers. Since supply from the mainland is not very regular and particularly during monsoon seasons, freezers are helpful for storing highly perishable ones. Since the classrooms are very few and size of them is very small, the schools find it extremely difficult to arrange the distribution of food particularly during the monsoons. Hence some schools feel that construction of dining halls in the schools would be highly helpful for better functioning of MDM mainly during the long monsoon seasons in the islands. Further many schools are in need of better and more number of toilets.

The following are the schools visited:

Junior Basic School (North), Agatti,
Junior Basic School (South), Agatti,
Junior Basic School (Centre), Agatti,
Senior Basic School, Agatti,
Girls Senior Secondary School Agatti,
Junior Basic School (North), Kavaratti,
Junior Basic School (East), Kavaratti,
Senior Basic School, Kavaratti,
Government Girls' High School, Kavaratti and
Girls' Senior Secondary School, Kavaratti.