



मध्याह्न भोजन योजना
Mid Day Meal Scheme

2nd Half Yearly Monitoring Report of MDM for the State of Karnataka

Period: 1st October, 2014 to 31st March, 2015

Districts Monitored

- 1. KOLAR**
- 2. SHIVAMOGGA**
- 3. BELGAUM**
- 4. BIDAR**
- 5. DAVANGERE**
- 6. DHARWAD**
- 7. GADAG**

**Institute for Social and Economic Change,
Nagarbhavi, Bangalore**

JULY 2015

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FOREWORD

INSTITUTE FOR SOCIAL AND ECONOMIC CHANGE, Bengaluru, Monitoring Institute in charge of monitoring seven districts of Karnataka feels privileged to be one of the Monitoring Institutions across the country for broad based monitoring of SSA –RTE and MDM activities.

This is the 2nd half yearly report for the year 2014-15 and is based on the data collected from seven districts Kolar, Shivamogga, Bidar, Belgaum, Gadag, Dharwad and Davanagere.

I hope the findings of the report would be helpful to both the Govt. of India and the Government of Karnataka to understand the grass root level problems as well as achievements and functioning of MDM in the State and to plan further necessary interventions.

In this context, I extend my hearty thanks to Dr. K S Umamani, Nodal Officer, Monitoring SSA-RTE and MDM, Dr. M Lingaraju and Dr. Indrajit Bairagya, team members who rendered a good service by taking pains to visit the schools located in the most inaccessible areas, analysing the data and preparing the report in time. I am extremely thankful to the authorities of the State office and the district offices for their unhesitating cooperation during the time of data collection.

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Our heartfelt thanks are due to the all the officials of SSA-RTE-MDM and Education Department who helped the team members in conducting field work and to all the headmasters and teachers in the schools, who provided us with relevant information.

We also thank all others who have cooperated in the Monitoring and Supervision of the work.

We are also thankful to Govt. of India Officials, Additional Secretary(SE&L), Director and Deputy Secretary, Under Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, Shastri Bhawan, C Wing, Room No. 405, New Delhi – 110001 for providing an opportunity to undertake monitoring activities of SSA-RTE-MDM and providing funds.

We are also thankful to Senior Consultant (Monitoring) SSA-MDM, EdCIL (India) Limited, Technical Support Group, Sarva Shiksha Abhiyan, Vijaya Building, 5th Floor, 17- Barakhamba Road, New Delhi-110001 looking after the Monitoring Institutions activities and their staff for continuous support and valuable guidance from time to time.

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मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

1. KOLAR

**Institute for Social and Economic Change,
Nagarbhavi, Bangalore**

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

Kolar District

The sample for Kolar District comprises of 40 schools with 2 Lower Primary Schools, 36 Upper Primary Schools and 2 KGBVs. The selection of sample schools has been done as per the guidelines provided by the MHRD/GOI. The present report refers to half-yearly monitoring for the period 1st October 2014 to 31st March 2015.

1. Regularity in Serving Meal

All the 38 schools in the sample serve hot cooked meal daily. These 38 schools are spread over six blocks, namely Bangarapet, KGF, Kolar, Malur, Mulubagilu and Srinivasapura. It is observed that there is regularity in serving mid-day meal in all these schools as per the guidelines issued by the department of education.

2. Trends

The mid-day meal scheme of Sarva Shiksha Abhiyan (SSA) extends the benefit of the scheme to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. However, an individual child is entitled to make an option to avail or not avail the facility. Thus, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

Sl. No	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	4062
2.	Number of children opted for MDM	3910 (96.3)
3.	Number of children attending the school on the day of visit	3436 (84.6)
4.	Number of children actually availing MDM on the day of visit	3438 (84.6)
5.	Number of children availed MDM on the previous day of visit	3074 (75.7)

The choice of availing mid-day meal is given to a child enrolled in a school. In fact, it is possible that parents may inform or indicate their choice depending on the procedure followed in the school. All the schools serving mid-day meal will record willingness of students to ensure the total number of beneficiaries. This is necessary to make an estimate of food grain requirement, proposed cost involved, the number of cooks and helpers needed to manage the scheme on everyday basis. It is found that the number of children opting mid-day meal varies from school to school. However, the general trend has been found to be favourably inclined to include most of the students. This is evident in Kolar as 96.3 per cent of the students enrolled have opted for mid-day meal.

The pattern of utilization of mid-day meal is closely associated with the number of children opting for the scheme. It is found that most of the students present on the day of visit by MI had availed mid-day meal (84.6 per cent). As a matter of fact, there were two students availing the mid-day meal additionally. This is possible if those two students may be siblings of the students or might not have attended morning session classes but had availed mid-day meal to attend the afternoon session. In contrast, the percentage of students availing mid-day meal on the previous day was relatively less with 75.7 per cent students. This kind of variation is a possibility on the basis of the pattern of attendance in the school. Another significant factor to be noted is that there are a sizable number of students not availing the benefit of the scheme due to their absence in attending school or for having opted out of the scheme.

3. Regularity in Delivering Food Grains to School

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that majority of the schools have been getting the supply of food grains on time. There have been instances of delay either by weeks or month. Generally, one month buffer stock of food grains is issued to all schools to ensure continuous supply of mid-day meal without interruption. The data collected by MI has indicated that there were a few schools getting food grains after the stock is exhausted. This kind of a situation has been managed by the head teacher by exploring the possibilities in the local community.

4. Regularity in Delivering Cooking Cost to School Level

The mid-day meal grant is released either through a cheque or e-transfer. This has been confirmed by all the sampled schools. All schools which are preparing mid-day meal in the school have confirmed that they are getting funds regularly without any delay. There are a few schools indicating the receipt of grants through demand draft. The grants received by the school are jointly managed by the head teacher and SDMC. The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register. It has been found that most of the schools not only maintained but also update MDM register regularly. Sometimes, the task of updating could be periodical and could also be prior to the scheduled SDMC meeting (Table-2).

ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.

Name of the Blocks	Maintained	Up-to-date	Total number of schools
Bangarpet	6	6	6
KGF	3	3	4
Kolar	9	10	11
Malur	5	5	5
Mulubagilu	5	6	6
Srinivaspura	6	3	6
Total	34	33	38

5. Social Equity

There is no visible social discrimination in serving mid-day meal. Some of the possible factors of discrimination like caste, gender or community have not influenced MDM at any stage in the process of its implementation. However, the students are served mid-day meal in all schools in some pattern or the other. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order as they take the meal. The data collected from 38 schools have different pattern in seating arrangement (Table-3). It has been observed that the students in upper primary classes tend to

follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Generally, the students of upper primary classes belong to pre-adolescent stage. Most parents would expect schools to maintain some sort of segregation between boys and girls though they do not have any reservation to admit them to co-educational higher primary schools.

Table-3: Seating arrangements of Students during MDM							
Name of the Blocks	Pattern in Seating arrangements of students						
	In small groups	In long rows	Girls and boys sit separately	Boys and girls sit in rows	All sit in a hall/ big class room	As per their own wish	Total
Bangarpet	0	1	1	0	0	4	6
KGF	0	1	0	0	1	2	4
Kolar	1	5	0	1	3	2	12
Malur	1	1	0	0	0	3	5
Mulubagilu	1	4	0	1	0	0	6
Srinivaspura	0	4	1	0	0	0	5
Total	3	16	2	2	4	11	38

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 38 schools of Kolar district indicates that the menu of MDM was displayed in 22 schools (see Table-4). There were 11 schools where the person in-charge of serving MDM was aware of the menu. The responses from the head teachers confirm that schools will have a pre-planned menu schedule for all the days of the week. Some of the schools which had not displayed the menu were of the opinion that the menu is pre-determined on a weekly basis and displaying it on the board may not serve any purpose.

Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalise menu.

Table-4: Display of MDM Menu			
Name of the Blocks	Yes	No	Total
Bangarpet	4	2	6
KGF	2	2	4
Kolar	9	2	11
Malur	1	4	5
Mulubagilu	3	3	6
Srinivaspura	4	2	6
Total	23	15	38

7. Variety in Menu

All schools serving mid-day meal have been instructed to provide healthy food by using locally grown vegetables, dhal, rice and wheat. The general menu in most of the schools includes rice and sambar from Monday to Friday. On Saturdays, schools give either Rice-bath or Rava-bath. In some schools, there could be items like rice, sambar or rasam and butter milk with the pattern recurring for weeks. One of the items which add to variety in menu is that most of the schools avoid using same vegetable on different days during a week. This has made most of the parents and children to consider the menu having some kind of variety. However, the routine items continue to make the beneficiaries to feel repetitive nature of the menu.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 38 schools has been consolidated by the MI in relation to the quantity of MDM supply to the students. The data indicates that only three schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is reported that most of the schools (35) had a higher rating where students were getting as much as they wanted which is termed as “Ample”. There were no complaints of insufficient quantity of mid-day meal being served to the students in any of the visited schools.

Table-5: Quantity of MDM			
Name of the Blocks	Quantity of food served		
	Adequate	Ample	Total
Bangarpet	6	0	6
KGF	3	1	4
Kolar	10	2	12
Malur	5	0	5
Mulubagilu	6	0	6
Srinivaspura	5	0	5
Total	35	3	38

Another important aspect of the mid-day meal is the quality of the food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally important. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. According to the guidelines of the department, a school is entitled to reject poor quality or sub-standard quality food grain if supplied. This has been done to maintain the quality of food prepared in the school. It is found that majority of the schools (23) have been serving good quality mid-day meal (Table-6). The remaining 15 schools have a relatively an average quality of food served to the children. While variation in the quality of food served is a possibility on some days for certain reasons beyond control from the school, it is necessary for schools to examine reasons. It is also necessary to provide the best possible quality food for all children on all days.

Table-6: Quality of MDM			
Name of the Blocks	Quality of food		
	Good	Average	Total
Bangarpete	4	2	6
KGF	3	1	4
Kolar	7	5	12
Malur	3	2	5
Mulubagilu	4	2	6
Srinivaspura	2	3	5
Total	23	15	38

9. Health Check-up in Schools

One of the prominent schemes associated with mid-day meals under Sarva Shiksha Abhiyan is to achieve total health of the children pursuing primary education. It is in this context, periodical health check-up of all children is made mandatory by the department. The department of health coordinates this programme through various measures. All the schools conduct health check-ups and maintain records relating to each child. The data collected from schools has indicates that health check-up to children is conducted in 37 schools with one school yet to conduct (at the time of data collection) as per schedule (Table-7). It is found that all the schools which have conducted health check-up have also maintained health records for each child (Table-8). The task of providing all this is handled by teachers, specially the class teachers. The IFS tablets are supplied once in 15 days, de-worming and Vitamin 'A' is given once in six months.

Name of the Blocks	Frequency			
	Yearly	Half-yearly	Not done*	Total
Bangarpet	5	1	0	6
KGF	4	0	0	4
Kolar	11	0	0	11
Malur	5	0	0	5
Mulubagilu	5	0	1	6
Srinivaspura	6	0	0	6
Total	36	1	1	38

* - At the time of collecting data

The data also indicates a similar pattern among the sampled schools across different blocks in the district. It is found that most of the schools (36) have conducted health check-up once in a year. This is not only obligatory but also essential as it would help school-going children be assured of minimum support for good health. It is an encouraging trend in assuring children of the required support in maintaining good health.

Table-8: Details of Health Records			
Name of the Blocks	Yes	No	Total
Bangarpete	6	0	6
KGF	4	0	4
Kolar	10	1	11
Malur	5	0	5
Mulubagilu	6	0	6
Srinivaspura	6	0	6
Total	37	1	38

The scheme of conducting health check-up does not end-up as a routine programme but as a comprehensive approach. This is done by providing the required micro-nutrients and other supplements like Vitamin ‘A’, Iron Folic Acid and De-worming Tablets. This scheme has been implemented in all the districts of Karnataka state. The data from Kolar district confirms the distribution of all these supplements in most of the schools (Table-9).

Table-9: Details about Distribution of Nutrients to Students				
Name of the Blocks	Vitamin “A”	Iron Folic Acid	De-worming	Number of Schools
Bangarpete	6	6	5	6
KGF	3	4	2	4
Kolar	10	10	7	11
Malur	4	4	4	5
Mulubagilu	4	6	3	6
Srinivaspura	5	6	4	6
Total	32	36	25	38

10. Status of Cooks

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome

prejudices and attitude of social distancing. All the schools make efforts to adhere to these norms. However, it has been observed that the social composition of the habitation/ village where school is located may not be able to get a person required to function as a cook or a helper. In such situations, school will have limited option in adhering to the norms. It is due to this reason, there may be certain amount of deviance in appointing cooks and helpers. However, most of the schools make choices on the basis of the availability of persons to perform the roles. The following table indicates the distribution and social composition of cooks and helpers in 38 schools:

Table-10: Social Composition of Cooks and Helpers			
Sl. No.	Category	Cooks	Helpers
1.	SC	12	13
2.	ST	5	6
3.	OBC	15	12
4.	Minority	14	14
5.	Others	3	0
Total		49*	45*

* - There are 11 additional Cooks and 7 Helpers.

The social composition of the inhabitants and willingness to accept the job by the designated caste group has invariably influenced the prevailing composition of cooks and helpers. Sometimes, the social composition of the inhabitants and willingness to accept the job by the designated caste groups has invariably influenced the prescribed composition of cooks and helpers. In spite of these difficulties, the composition in Kolar district is fairly distributed across blocks and various social groups needing representation (Table-10). One of the encouraging aspects of the composition is that Scheduled castes, Minorities and other backward caste members constitute a major share in the total. This is true for both cooks and helpers.

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicates that most of the schools have separate kitchen or a separate place to cook. The details are given in Table-11. It is found that majority of the schools (20) have pucca kitchen to prepare mid-day meal for children. There were two schools where separate kitchens were under construction. There were four schools indicating that they have not got the grants to construct kitchen. It is also found that there were 9 schools which are using class-room to cook food. Apart from all these categories, there were three schools preparing meal either in an open space or in a temporary structure.

Name of the Blocks	Status of Kitchens					Total
	Pucca kitchen	Under construction	Sanction Expected	Classroom is used as kitchen	Others*	
Bangarpet	3	0	1	1	1	6
KGF	3	0	0	1	0	4
Kolar	6	0	2	2	2	12
Malur	2	1	0	2	0	5
Mulubagilu	2	1	1	2	0	6
Srinivaspura	4	0	0	1	0	5
Total	20	2	4	9	3	38

* - One school is getting MDM supplied from the nearby school and other two schools are using unspecified place

12. Safety and Hygiene:

All the schools have been making the best possible effort to ensure hygiene in the place where mid-day meal is prepared and served. An assessment of the prevailing condition in the sampled schools has revealed that majority of the schools (Table-12) have been successful in maintaining hygienic condition in kitchen. It is also been observed that most of the schools also have provision of good ventilation in cooking place. There are 10 schools where the hygienic condition needs improvement.

Table-12: Hygiene in Kitchen			
Name of the Blocks	Maintenance of Kitchen-cum-store in Hygienic Condition		
	Yes	No	Total
Bangarpet	3	3	6
KGF	3	1	4
Kolar	10	2	12
Malur	4	1	5
Mulubagilu	4	2	6
Srinivaspura	4	1	5
Total	28	10	38

The data also indicates that there are some schools where the place available for cooking, sanitation in the surroundings and other supportive conditions are not satisfactory. This could be due to the resources available in the local community and facilities in the schools. It is likely that schools make attempts to develop and maintain facilities as and when they get the required support and financial assistance. Sometimes, the parents or non-governmental organizations or charitable persons have been found initiate non-funded requirements as contributions are likely to benefit children belonging to their own habitation.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates and tumblers and for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools confirms that majority of schools in all the blocks have provisioned to store water (Table-13).

Table-13: Water Storage for MDM			
Name of the Blocks	Availability of water		
	Yes	No	Total
Bangarpet	6	0	6
KGF	3	1	4
Kolar	11	1	12
Malur	5	0	5
Mulubagilu	4	2	6
Srinivaspura	4	1	5
Total	33	5	38

14. Utensils for cooking

The department provides funds to create assets like plates, vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community would have contributed the financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard.

15. Fuel for Cooking

In schools where food is prepared, the fuel used to prepare food is an important aspect to be examined. The data collected by MI indicates that most of the schools are using LPG. There are two schools using fire wood with one school using LPG and firewood depending on the supply of LPG (Table-14).It is found that supply of LPG if delayed, the schools make attempts to explore local resources as a time-gap arrangement.

Table-14: Type of fuel used			
Sl. No	Type of Fuel	Number of Schools	Percent
1	Firewood	2	5.3
2	Gas	35	92.1
3	Fire wood and gas	1	2.6
Total		38	100.0

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has been extended to children admitted to Private aided Primary schools. An attempt has been made to identify the sources of awareness about the programme among the members of SDMC. It is observed that the School / Students are the main source of awareness (Table-15). The second prominent source has been the Teachers. The third source is the friends and relatives. All the remaining sources have also contributed towards creating awareness among SMC members.

Table-15: Source of Awareness about the MDM Scheme		
Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/Magazine	19
2.	Radio	08
3.	Television	31
4.	Teacher	83
5.	Students/School	114
6.	Website	02
7.	Relatives/Friends	38
8.	Mothers/Community/PTA members	–
Total Respondents		135

* - Each respondent is entitled to indicate more than one source.

17. Participation of parents

As per the norm, the MDM is being monitored and supervised by the parents on most of the days. They take the initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents (interviewed by the MI team members) have either good or average level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The responses from parents have indicated that students are getting good quality and quantity of mid-day meal. A total of 135 parents have been interviewed to assess their participation. All the parents interviewed had awareness about the implementation of MDM programme. It was found that 91 parents had “Good” and 33 parents had “Satisfactory” level of awareness. It is found that there were 58 parents from 21 sampled schools stating that they have participated in the supervision and monitoring of mid-day meal programme. Further, it is also observed that parents in 15 of the 38 schools follow roster system to supervise MDM. This could be seen as an encouraging approach in monitoring and implementation of the scheme to achieve the desired results.

18. Participation of SMC members

The “School Development and Management Committee” is also known as “School Management Committee” (SDMC/SMC). It could be considered as a fulcrum on which all the SSA activities are carried out. It includes the Head Teacher, Teacher representative, local representatives and parent representatives. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation. In majority of the schools, SMC discussed MDM issues in their meeting either “all the time” or “most of the time”. There were 11 schools where MDM issues were discussed “sometimes” (Table-16). In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance.

Table-16: Discussion on MDM in SMC					
Name of the Blocks	Discussion of Issues relating to MDM in SMC meetings				
	All the Time	Most of the Times	Sometimes	No issues in MDM hence not discussed	Total
Bangarpet	1	1	4	0	6
KGF	3	1	0	0	4
Kolar	4	5	2	2	13
Malur	1	1	1	1	4
Mulubagilu	2	1	1	2	6
Srinivaspura	0	2	3	0	5
Total	11	11	11	5	38

One of direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit during the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency (Table-17). The most encouraging aspect is that majority of members visit once in a week.

Table-17: Frequency of visit by SMC members			
Sl. No.	Frequency of Visits	Number of schools	Percent
1.	Daily	6	15.8
2.	Weekly	16	42.1
3.	Monthly	5	13.2
4.	Occasional	11	29.9
Total		38	100.0

19. Inspection and Supervision

The MDM scheme has been supervised at the State, District, Block, Cluster and School level. There are many officials involved and assigned with this responsibility. There are both periodical and surprise inspections from most of these officials. On a daily basis, it is the SMC members or parents who supervise and inspect at the school level. The CRP, Assistant

Director of Taluk Panchayat (Akshara Dasoha) and CRC, BEO/BRC supervise most of the schools at least once in a month. The district officials like the Deputy Project Coordinator (SSA), Education Officer of Zilla Panchayat and other officials supervise and inspect as and when they visit schools. The officials at the State level also have their planned programme of supervision and inspection. The data collected from the sampled schools indicates that it is the Block Level and Cluster Level officials are making more frequent visits of supervision and monitoring than the District Level and State Level Officers. The details of visit by different officials are given in Table-18.

Table-18: Inspection and Supervision of MDM by Officials		
Sl. No.	Designation of the visiting Official of	Number* of schools visited
1.	CRP	10
2.	Akshara Dasoha Official	11
3.	BRP	9
4.	BEO	9
5.	Educational Coordinators	9
6.	BRC	6
7.	Deputy Project Coordinator	2
8.	DDPI	1
9.	DIET faculty	-

* The MI had undertaken data collection in the First Term of the academic year and the numbers of visits refer only to June to September 2014.

All officials from state level to CRC level visit the schools frequently for inspection and supervision of MDM. The schools get an opportunity to represent their grievances and get their problems solved with the help of concerned officials without any delay. As stated earlier, the SMC members and parents also visit schools at the time of serving mid-day meal in the school. It is true that the visits by the members may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level. Although the number of visits is important, it has to be accompanied by their support and guidance so that there is collective effort in achieving the desired goal of success in primary education.

In order to improve the impact of MDM, efforts could be made to strengthen its implementation. One of the areas of concern is to ensure that children need to get proper attention at the time of serving the meal. It is necessary for the concerned persons to be children friendly rather than serving the meal in a routine or mechanical way. All possible efforts to involve community in implementing mid-day meal will have to be made by the school as it would bring about qualitative benefits and impact. It is observed that all the sampled schools have come under inspection by at least one official.

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders (Table-10). Teachers, SMC members and Parents have expressed similar view by stating that MDM has improved enrolment, attendance and nutritional status of children in schools. The interviews with Head Teachers have been emphatic in identifying the areas of impact. Among 38 schools, most of the head teachers (Table-19) have confirmed positive impact on specific areas relating to children. The most significant areas of improvement are attendance and enrolment of children.

Table-19: Assessment of Impact by Head Teacher			
Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No
1.	Improved Enrolment	35	3
2.	Improved Attendance	37	2
3.	Improved Nutritional Status	33	5
4.	Retention of Students	34	4
5.	Social Harmony	32	6

Along with the positive outcomes, the MDM has also contributed in eliminating classroom hunger, improve general health condition of students and liveliness in class rooms. Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness & hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

KOLAR

TABLE 2:

MDM Register - Not Maintained
GHPS, Swarnakuppam
GHPS, Gulpet
GHPS, Maduvatti
GHPS, OM Mittur

MDM Register - Not Updated
GHPS, Swarnakuppam
GHPS, Maduvatti
GHPS, OM Mittur
GHPS, Gowdathagadda
GMHPS, Ronur

TABLE 4:

Menu Not Displayed
GHPS, Madderi
GHPS, Dyapasandra
GHPS, Hulimangala
GHPS, Swarnakuppam
Cook Knows but not displayed
GUHPS, Bangarapete
GUHPS Girls, Andersonpete
GHPS, Shillangere
GUHPS, Sundarapalya
GHPS, Pattalamma Extension
GHPS, Doddakallahalli
GHPS, Utthuru
GHPS, Anehalli
GHPS, OM Mittur
GMHPS, Ronur
GHPS, Immurakunte

TABLE 5:

Less Quantity of MDM
NIL
Note: The term less refers to the possible insufficient quantity supplied to an individual child. It is also used where children are given only one serve

TABLE 7:

Health Checkup - Not Done
GHPS, Muthanuru

TABLE 8:

Health Record Not Maintained
GHPS, Bellur

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 11: OTHERS – The term “Others” is used by the Investigators, if the school cannot be grouped under the given classification given in the schedule. One school is getting MDM supplied from the nearby school.

TABLE 12:

Hygiene in Kitchen needs Improvement
GUHPS, Bangarapete
GHPS, Mageri
GUHPS, Sundarapalya
GHPS, Swarnakuppam
GHPS, Gulpet
GULPS, Noornagar
GHPS, Dyapasandra
GHPS, Utthuru
GHPS, OM Mittur
GHPS, Alavatta

TABLE 13:

Water Storage Facility not Available
GHPS, Gulpet
GHPS, Kadaripura
GHPS, Gowdathagadda
GHPS, Swarnakuppam
GHPS, Anehalli
Note: The tables in SSA Report refer to source of water available and water testing for quality. The table 13 in MDM Report refers to water storage facility. The data in these tables are independent.

TABLE 14:

Type of fuel used - Firewood & Gas
GHPS, Swarnakuppam

Type of fuel used - Firewood
GHPS, Gulpet
GUHPS, Sundarapalya

TABLE 19:

Note: Cannot Say - The respondents were unsure of their assessment.

Schools which have not recorded improvement - Enrollment
GHPS, Sugatur
GHPS, Aravapalya
GHPS, Shigehalli

Schools which have not recorded improvement - Attendance

GHPS, Dasarahosahalli

Schools which have not recorded improvement - Retention
--

GHPS, Chalaganahalli

GHPS, Marjenahalli

GHPS, Shigehalli

Cannot Say

GHPS, Shillangere

Schools which have not recorded improvement - Nutritional Status

GHPS, Chalaganahalli

GHPS, Dasarahosahalli

GHPS, Shigehalli

Cannot Say

GHPS, Shillangere

GHPS, OM Mittur

Schools which have not recorded improvement - Social Harmony

GHPS, Mageri

GHPS, Chalaganahalli

GHPS, Shigehalli

Cannot Say

GHPS, Muthanuru

GHPS, Madderi

GHPS, Shillangere

List of Schools with DISE code visited by MI

Annexure II

4 (b). List of Schools with DISE Code visited by MI (KOLAR)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	GHPS, Kodiramasandra	Kolar	HPS	29190718501	01-09-2014	
2.	GHPS, Shillangere	Kolar	HPS	29190730001	01-09-2014	
3.	GULPS, Shahinsha Mohalla	Kolar	LPS	29190737704	01 to 02-09-2014	√
4.	GHPS, Marjenahalli	Kolar	HPS	29190722905	02-09-2014	
5.	GULPS, Noornagar	Kolar	LPS	29190739001	03 to 04-09-2014	√
6.	GHPS, Sugatur	Kolar	HPS	29190731002	03 to 04-09-2014	
7.	GHPS, Maduvatti	Kolar	HPS	29190724001	03-09-2014	
8.	GHPS, Madderi	Kolar	HPS	29190730001	03-09-2014	
9.	GHPS, Gulpet	Kolar	HPS	29190736701	03 to 04-09-2014	
10.	GHPS, Bellur	Kolar	HPS	29190703801	01-09-2014	
11.	GUHPS, Nissar Nagar	Kolar	HPS	29190739403	07-09-2014	
12.	GMHPS, Ronur	Srinivasapura	HPS	29191227301	08-09-2014	
13.	GHPS, Alavatta	Srinivasapura	HPS	29191200901	08-09-2014	
14.	GHPS, Shigehalli	Srinivasapura	HPS	29191227801	08 to 09-09-2014	
15.	GHPS, Gowdathagadda	Srinivasapura	HPS	29191210601	08-09-2014	
16.	GHPS, Immurakunte	Srinivasapura	HPS	29191212501	08-09-2014	
17.	GHPS, Nakkalagudda	Srinivasapura	HPS	29191230502	08-09-2014	
18.	KGBV, Somayajahalli	Srinivasapura	KGBV			
19.	GHPS, Gangammanapalya	Bangarapete	HPS	29190237935	08-09-2014	
20.	GUHPS, Bangarapete	Bangarapete	HPS	29190237903	08-09-2014	
21.	GHPS, Dinnur	Bangarapete	HPS	29190209301	08 to 09-09-2014	
22.	GUHPS, Sundarapalya	Bangarapete	HPS	29190233202	08-09-2014	
23.	GHPS, Muthanuru	Bangarapete	HPS	29190226401	08-09-2014	
24.	GHPS, Mageri	Bangarapete	HPS	29190223801	08 to 09-09-2014	
25.	KGBV, Ramasagara	Bangarapete	KGBV			
26.	GUHPS Girls, Andersonpete	KGF	HPS	29191310506	08 to 11-09-2014	
27.	GHPS, Chalaganahalli	KGF	HPS	29191301601	11-09-2014	
28.	GHPS, Dasarahasahalli	KGF	HPS	29191312201	11-09-2014	
29.	GHPS, Swarnakuppam	KGF	HPS	29191310403	11-09-2014	
30.	GUHPS, Shivarapattana	Malur	HPS	29190929502	10-09-2014	
31.	GHPS, Dyapasandra	Malur	HPS	29190910301	10-09-2014	
32.	GHPS, Pattamma Extension	Malur	HPS	29190900110	10-09-2014	
33.	GHPS, Hulimangala	Malur	HPS	29190931001	10-09-2014	
34.	GHPS, Doddakallahalli	Malur	HPS	29190909301	10-09-2014	
35.	GHPS, Aravapalya	Mulabagilu	HPS	29191033402	11-09-2014	
36.	GHPS, Kadaripura	Mulabagilu	HPS	29191013901	11-09-2014	
37.	GHPS, Anehalli	Mulabagilu	HPS	29191000901	09-09-2014	
38.	GHPS, OM Mittur	Mulabagilu	HPS	29191024501	11-09-2014	
39.	GHPS, A K Palya	Mulabagilu	HPS	29191033410	11-09-2014	
40.	GHPS, Utthuru	Mulabagilu	HPS	29191031002	11-09-2014	



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

2. SHIVAMOGGA

**Institute for Social and Economic Change,
Nagarbhavi, Bangalore**

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

Shivamogga District

Shivamogga District had a sample of 40 schools with 5 Lower Primary Schools and 35 Higher Primary Schools. The sample does not have KGBVs. The selection of sample schools has been done as per the criteria outlined by the MHRD/GOI. The present report refers to half-yearly monitoring for the period 1st October 2014 to 31st March 2015.

1. Regularity in Serving Meal

All the 39 schools of the sample serve hot cooked meal daily. There is one school which is getting the supply from the nearby school. There is regularity in serving mid-day meal in all these schools as per the guidelines issued by the department of education.

2. Trends

The mid-day meal scheme of Sarva Shikshana Abhiyan (SSA) extends the benefit of the scheme to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. However, an individual child is entitled to make an option to avail or not avail the facility. It is in this context, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

The choice of availing mid-day meal is given to a child enrolled in a school. It is possible that parents may inform or indicate their choice depending on the procedure followed in the school. All the schools serving mid-day meal will record willingness of students to ensure the total number of beneficiaries. This is necessary to make an estimate of food grain requirement, proposed cost involved, the number of cooks and helpers needed to manage the scheme on everyday basis. It is found that the number of children opting mid-day meal

varies from school to school. The data from sampled schools is encouraging as 99.8 per cent have opted for MDM.

Table-1: Details about Mid-day meal Beneficiaries		
Sl. No.	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	4765
2.	Number of children opted for MDM	4755(99.8)
3.	Number of children attending the school on the day of visit	4321(90.7)
4.	Number of children actually availing MDM on the day of visit	4163(87.4)
5.	Number of children availed MDM on the previous day of visit	4211(88.4)

The pattern of utilization of mid-day meal is closely associated with the number of children opting for the scheme. There is variation in the number of students availing mid-day meal on the previous day and the day of visit. However, the variation has been marginal as the difference is one percent (Table-1). This kind of variation is a possibility on the basis of the pattern of attendance in the school. Another significant factor to be noted is that there are a few students not availing the benefit of the scheme due to their absence.

3. Regularity in Delivering Food Grains to Schools

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that majority of the schools (37) have been getting the supply of food grains on time. There was a slight delay either by one week or few weeks in two schools. The stock of food grains is supplied by adjusting the balance of food grains remaining with the schools. There were 13 schools having buffer stock with them.

4. Regularity in Delivering Cooking Cost to School Level

The mid-day meal grant is released either through a cheque or e-transfer. This has been confirmed by all the sampled schools. All schools which are preparing mid-day meal in the school have confirmed that they are getting funds regularly without any delay. There are a

few schools indicating the receipt of grants through demand draft. The grants received by the school are jointly managed by the head teacher and SDMC. The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register. It has been found that all the schools have maintained MDM register. The task of updating is done periodically by most of the schools (31). However, there were few schools which had not updated at the time of visit by the MI (Table-2).

ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.

Name of the Blocks	Maintained	Up-to-date	Total number of schools
Bhadravathi	5	2	6
Hosanagara	4	4	4
Sagara	5	5	5
Shikaripura	9	6	9
Shivamogga	7	6	7
Soraba	5	4	5
Thirthahalli	4	4	4
Total	39	31	40

5. Social Equity

Most of the schools have a higher ratio of children enrolled from different social groupings. It has been found that the majority of students enrolled include children belonging to SC, OBC and Minority groups. There are also children coming from ST and other caste background. The heterogeneity of social grouping has not created any visible social discrimination in serving mid-day meal.

It is also observed that there is no discrimination on the basis of caste, gender or community. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order as they take the meal. The data collected from 40 schools have different pattern in seating arrangement (Table-3). It has

been observed that the students in upper primary classes tend to follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Generally, the students of upper primary classes belong to pre-adolescent stage. Most parents would expect schools to maintain some sort of segregation between boys and girls though they do not have any reservation to admit them to co-educational higher primary schools.

Table-3: Seating arrangements of Students during MDM							
Name of Blocks	In small groups	In long rows	Girls and boys sit separately	Boys and girls sit in rows	All sit in a hall/ big class room	As per their own wish	Total
Bhadravathi	1	3	1	0	1	0	6
Hosanagara	0	3	1	0	0	0	4
Sagara	1	1	1	1	1	0	5
Shikaripura	1	5	3	0	0	0	9
Shivamogga	1	4	0	0	1	1	7
Soraba	0	3	0	0	2	0	5
Thirthahalli	0	3	0	1	0	0	4
Total	4	22	6	2	5	1	40

The above table indicates a predominant pattern where students sit in long rows as they are served meal. This arrangement is functionally convenient due to the reason that students not only collect food in row and consequently occupy a place in some order. There are other arrangements where children sit in smaller groups or as they desire depending up on space available in the school campus.

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 40 schools of Shivamogga district indicates that the menu of the MDM was displayed in 11 schools (Table-4). There were 26 schools where the person in-charge/ cooks were aware of the menu. However, it was not displayed. The responses from the head teachers confirm that schools will have a pre-planned

menu schedule for all the days of the week. Some of the schools which had not displayed the menu did not consider it as an obligation. Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalise menu. Sometimes, the cook is also involved in formulating weekly menu in the school.

Table-4: Display of MDM Menu				
Name of the Blocks	Yes	No	Cook knows/not displayed	Total
Bhadravathi	1	1	4	6
Hosanagara	1	0	3	4
Sagara	2	1	2	5
Shikaripura	2	0	7	9
Shivamogga	3	1	3	7
Soraba	1	0	4	5
Thirthahalli	1	0	3	4
Total	11	3	26	40

7. Variety in Menu

All schools serving mid-day meal have been using locally available vegetables, dhal, rice and wheat. The general menu in most of the schools includes rice and sambar from Monday to Friday. Sometimes, schools serve rasam along with curry or chatni. On Saturdays, schools give either Rice-bath or Rava-bath. One of the ways of adding variety to menu is by using different vegetables. It is stated that most of the schools avoid using same vegetable during a week. This has made most of the parents and children to consider the menu having some kind of variety. However, the routine items continue to make the beneficiaries to feel repetitive nature of the menu. It was also observed that schools make minor modification on certain days like National or local events or festivals to ensure that children get either an added item or a special item to add to variety. The responses from most SMC members (36 schools) have revealed that there is variety in food served to the children. While members from 14 schools

said that there is variety on most of the days, members from 22 schools stated that variety is there on some days.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 40 schools has been consolidated by the MI in relation to the quantity of MDM supply to the students. The data indicates that only two schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is reported that most of the schools (38) had a higher rating where students were getting as much as they wanted which is termed as “Ample”. There were no complaints of insufficient quantity of mid-day meal being served to the students in any of the visited schools.

Name of the Blocks	Adequate	Ample	Total
Bhadravathi	5	1	6
Hosanagara	4	0	4
Sagara	5	0	5
Shikaripura	9	0	9
Shivamogga	6	1	7
Soraba	5	0	5
Thirthahalli	4	0	4
Total	38	2	40

Another important aspect of the mid-day meal is the quality of the food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally important. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. According to the guidelines of the department, a school is entitled to reject poor quality or sub-standard quality food grains if supplied. This has been done to maintain the quality of food prepared in the school. It is found that majority of the schools (27) have been serving good quality of mid-day meal (Table-6). The remaining schools have a relatively an average quality of food served to the children. While variation in the quality of food served is a possibility on some days for

certain reasons beyond any control of the school, it is necessary for the school to examine reasons. It is also necessary to provide the best possible quality food for all children on all days.

Name of the Blocks	Good	Average	Total
Bhadravathi	4	2	6
Hosanagara	3	1	4
Sagara	3	2	5
Shikaripura	6	3	9
Shivamogga	5	2	7
Soraba	3	2	5
Thirthahalli	3	1	4
Total	27	13	40

9. Health Check-up in Schools

One of the major aspects associated with mid-day meal scheme is health check-up of children. The department of health coordinates this programme through its personnel. All the schools conduct health check-up and maintain records relating to each child. The data collected from schools has indicated that health check-up to children is conducted in 36 schools. These schools have conducted health check-up of children either once a year or half-yearly. The remaining schools are yet to conduct (at the time of data collection) as per the requirement (Table-7).

Name of the Blocks	Yearly	Half-yearly	Not done*	Total
Bhadravathi	5	0	1	6
Hosanagara	4	0	0	4
Sagara	4	0	1	5
Shikaripura	7	1	1	9
Shivamogga	4	2	1	7
Soraba	5	0	0	5
Thirthahalli	4	0	0	4
Total	33	3	4*	40

* - At the time of collecting data

The data also indicates a similar pattern among the sampled schools across different blocks in the district. It is found that most of the schools (33) have conducted health check-up once in a year. This is not only obligatory but also essential as it would help school-going children be assured of minimum support for good health. It is an encouraging trend in assuring school attending children all the required support in maintaining good health. All the schools conducting health check-up are expected to maintain health records of all children. Accordingly, it has been found that 35 schools confirming the maintenance of health records in Shivamogga district (Table-8).

Table-8: Details of Health Records in Schools			
Name of the Blocks	Yes	No	Total
Bhadravathi	6	0	6
Hosanagara	3	1	4
Sagara	5	0	5
Shikaripura	8	1	9
Shivamogga	5	2	7
Soraba	3	2	5
Thirthahalli	4	0	4
Total	34	6	40

The scheme of conducting health check-up does not end-up as a routine programme but as a comprehensive programme. This is done by providing the required micro-nutrients and other supplements like Vitamin Tablets, Iron-Folic Acid Tablets and De-worming Tablets. This scheme has been implemented in all the districts of Karnataka state. The data from Shivamogga district confirms the distribution of all these supplements in most of the schools (Table-9). The task of distributing is handled by teachers, specially the class teachers. The vitamin tablets are supplied once in 15 days and de-worming is given once in six months.

Name of the Blocks	Vitamin'A'	Iron Folic acid	De-worming	Number of Schools
Bhadravathi	6	6	6	6
Hosanagara	4	3	3	4
Sagara	5	5	4	5
Shikaripura	8	9	8	9
Shivamogga	7	6	6	7
Soraba	2	4	3	5
Thirthahalli	4	4	3	4
Total	36	37	33	40

10. Status of Cooks

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome prejudices and attitude of social distancing. All the schools make efforts to adhere to these norms. However, it has been observed that the social composition of the habitation/ village where school is located may not be able to get a person required to function as a cook or a helper. In such situations, school will have limited options in adhering to the norms. It is due to this reason, there may be certain amount of deviance in appointing cooks and helpers. However, most of the schools make choices on the basis of the availability of persons to perform the roles. The following table indicates the distribution and social composition of cooks and helpers in the sampled schools.

Sl. No.	Category	Cooks	Helpers
1.	SC	27	13
2.	ST	03	00
3.	OBC	17	21
4.	Minority	06	07
5.	Others	06	07
Total		59*	48*

* - There are 20 additional cooks and 9 Helpers who work in schools as per norms of SSA.

The social composition of the inhabitants and willingness to accept the job of cook/helper by the designated caste group will invariably influence the prevailing composition. In spite of these difficulties, the composition in Shivamogga district is fairly distributed across blocks (Table-10). One of the encouraging aspects of the composition is that Scheduled castes and other backward caste members constitute a major share in the total. This is true for both cooks and helpers

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicates that most of the schools have separate kitchen or a separate place to cook. The details are given in Table-11. It is found that majority of the schools (19) have pucca kitchen in schools to prepare mid-day meal for children. There were three schools where separate kitchens were under construction. There were another three schools indicating that they are expecting grants to construct kitchen. It is also found that there were 13 schools which are using class-room to cook food. The status of infrastructure in the district needs improvement.

Name of the Blocks	Pucca kitchen	Under construction	Sanction Expected	Classroom is used as kitchen	Others*	Total
Bhadravathi	2	1	0	3	0	6
Hosanagara	2	0	0	2	0	4
Sagara	3	0	0	1	1	5
Shikaripura	3	1	0	5	0	9
Shivamogga	4	0	1	1	1	7
Soraba	3	0	1	1	0	5
Thirthahalli	2	1	1	0	0	4
Total	19	3	3	13	2	40

* - Unspecified place in one school and another school gets supply from the nearby the school.

12. Safety and Hygiene:

The preparing and serving of mid-day meal need to be done in a healthy and hygienic environment. It is the responsibility of the school to establish hygiene in cooking place. An assessment of the prevailing conditions in the sampled schools has revealed that majority of the schools (Table-12) have been successful in maintaining hygienic condition in kitchen. It has also been observed that most of these schools (34) also have good ventilation in cooking place. The remaining schools need improvement in establishing hygiene.

Name of the Blocks	Yes	No	Total
Bhadravathi	5	1	6
Hosanagara	4	0	4
Sagara	5	0	5
Shikaripura	6	3	9
Shivamogga	6	1	7
Soraba	4	1	5
Thirthahalli	4	0	4
Total	34	6	40

It is found that the place of serving in 37 schools is clean and hygienic. Another aspect observed by the MI during the visit is ensuring cleanliness among children at the time of taking food. It has been found that there is the practice of guiding students to wash their hands as they bring their plates to collect food in 33 schools. This practice will help in achieving healthy habit among children.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates/tumblers and

for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools confirms that majority of schools (30) in all the blocks have provision to store water (Table-13).

Name of the Blocks	Yes	No	Total
Bhadravathi	6	0	6
Hosanagara	4	0	4
Sagara	5	0	5
Shikaripura	8	1	9
Shivamogga	7	0	7
Soraba	5	0	5
Thirthahalli	4	0	4
Total	39	1	40

14. Utensils for Cooking

The department provides funds to create assets like plates, vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community would have contributed the financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard. All the schools have vessels for cooking. They also have plates and tumblers needed for children for serving mid-day meal.

15. Fuel for Cooking

In schools where food is prepared (39 schools), the fuel used to prepare food is an important aspect to be examined. The data collected by MI indicates that all the schools are using LPG. There is one school in the sampled 40 schools which is getting mid-day meal served from the nearby the school (Table-14). It is found that supply of LPG, if delayed, the schools make attempts to explore local resources as a time-gap arrangement.

Sl. No.	Type of Fuel	Number of Schools	Per cent
1.	Firewood	0	0.0
2.	Gas	39	100.0
3.	Fire wood and gas	0	0.0
Total		39	100.0

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has been now extended to children admitted to Private aided Primary schools. An attempt has been made to identify the sources of awareness about the programme among the members of SDMC. It is observed that the School / Students (124) are the main source of awareness (Table-15). The second prominent source has been the Teachers (95). The third source is the friends and relatives (46). All the remaining sources have also contributed towards creating awareness among SMC members.

Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/ Magazine	45
2.	Radio	09
3.	Television	40
4.	Teacher	95
5.	Students/school	124
6.	Website	01
7.	Relatives/friends	46
8.	Mothers/Community/PTA members	–
Total Respondents		157

* - Each respondent is entitled to indicate more than one source.

17. Participation of parents

As per the norm, the MDM is being monitored and supervised by the parents on most of the days. They take the initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents (interviewed by the MI team members) have either good or average level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The responses from parents have indicated that students are getting good quality and quantity of mid-day meal. There were 8 schools with daily visits from parents, 20 schools with monthly visits and 11 schools with occasional visits by the parents. It is found that there were 58 parents from 21 sampled schools stating that they have participated in the supervision and monitoring of mid-day meal programme. Further, it is also observed that parents in 24 of the 40 schools follow roster system to supervise MDM. This could be seen as an encouraging approach in monitoring and implementation of the scheme to achieve the desired results.

18. Participation of SMC members

The School Development and Management Committee, is also known as School Management Committee (**SDMC/SMC**). It could be considered as a fulcrum on which all the SSA activities are carried out in a school. It includes the Head Teacher, Teacher representative and local representatives and parent representatives. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation. In majority of the schools, SMC discussed MDM issues in their meeting either “all the time” (14 schools) or “most of the time” (9 schools). There were 14 schools where MDM issues were discussed “sometimes” (Table-16). In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance.

Name of the Blocks	All the Time	Most of the Times	Sometimes	No issues in MDM hence not discussed	Total
Bhadravathi	2	2	1	1	6
Hosanagara	2	1	1	0	4
Sagara	0	2	3	0	5
Shikaripura	3	1	4	1	9
Shivamogga	2	1	3	1	7
Soraba	2	2	1	0	5
Thirthahalli	3	0	1	0	4
Total	14	9	14	3	40

One of the direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit during the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency (Table-17). The most encouraging aspect is that majority of members visit either daily or once in a week. There are a few who visit occasionally.

Sl. No.	Frequency of visits	Number of schools	Per cent
1.	Daily	16	43.2
2.	Weekly	08	21.6
3.	Monthly	05	13.5
4.	Occasional	08	21.6
Total		37	99.9

19. Inspection and Supervision

The MDM scheme has been supervised at the State, District, Block, Cluster and School level. There are many officials involved and assigned with this responsibility. There are both periodical and surprise inspections from most these officials. On a daily basis, it is the SMC members or parents who supervise and inspect at the school level. The CRP, Assistant Director of Taluk Panchayat (Akshara Dasoha) and CRC, BEO/BRC supervise most of the

schools at least once in a month. The district officials like the Deputy Project Coordinator (SSA), Education Officer of Zilla Panchayat and other officials supervise and inspect as and when they visit schools. The officials at the State level also have their planned programme of supervision and inspection. The data collected from the sampled schools indicates that it is the Block Level and Cluster Level officials making more frequent visits of supervision and monitoring than the District Level and State Level Officers. The details of visit by different officials are given in Table-18.

Sl. No.	Designation of the visiting Official of	Number of schools visited*
1.	CRP	26
2.	Akshara Dasoha Official	6
3.	BRP	5
4.	BEO	7
5.	Educational Coordinators	11
6.	BRC	3
7.	Deputy Project Coordinator	1
8.	DDPI	2
9.	DIET faculty	6

* - The number of visits refers only to June 2014 onwards

All officials from state level to CRC level visit the schools frequently for inspection and supervision of MDM. The schools get an opportunity to represent their grievances and get their problems solved with the help of concerned officials without any delay. As stated earlier, the SMC members and parents also visit schools at the time of serving mid-day meal in the school. It is true that the visits by these members may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level. These visits serve many purposes from the point of view of schools. Although the number of visits is important, it has to be accompanied by their support and guidance so that there is collective effort in achieving the desired goal of success in primary education.

In order to improve the impact of MDM, efforts could be made to strengthen its implementation. One of the areas of concern is to ensure that children need to get proper attention at the time of serving the meal. It is necessary for the concerned persons to be children friendly rather than serving the meal in a routine or mechanical way. All possible

efforts to involve community in implementing mid-day meal will have to be made by the school as it would bring about qualitative benefits and impact. It is observed that most of the sampled schools have come under inspection by at least one official.

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders, namely the Teachers, SMC members and Parents. There is consensus in their view that MDM has improved enrolment, attendance and nutritional status of children. According to the data collected from the Head Teacher, the impact has been found to be significant and positive. Among the 40 schools, most of the head teachers (Table-19) have confirmed the positive impact on specific areas relating to children. The most significant areas of improvement are attendance and retention of children in Shivamogga district.

Table-19: Assessment of Impact by Head Teacher			
Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No
1.	Improved Enrolment	35	5
2.	Improved Attendance	36	4
3.	Improved Nutritional Status	31	8*
4.	Retention of Students	36	4
5.	Social Harmony	33	7*

*A few were not sure of their assessment

Simultaneously, the data collected from 156 parents has also confirmed that mid-day meal has made impact on students' attendance (60), health (58) and regularity (14) in a significant way. Along with the positive outcomes, the MDM has also contributed in eliminating classroom hunger; improve general health condition of students and liveliness in class rooms. Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness and hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

SHIVAMOGGA

TABLE 2:

MDM Register - Not Maintained
UGHPS, Biliki Thanda

MDM Register - Not Updated
GHPS, Chunchinakoppa
GHPS, Balur
GHPS, Biliki
GHPS, Hallikere
GLPS, Malavagoppa Tanda
GHPS, Ponedahally
GHPS, Shriram Nagar
GKHPS, A K Colony, Seegebaagi
GLPS, Korakudu

TABLE 4:

Menu Not Displayed
GHPS, Hosanthe
GHPS, Dummalli
GHPS, Kalpanahalli

Cook Knows but not displayed
GHPS, Kunchenahalli
GHPS, Kumsi
Moulana Abdul Kalam Azad
GHPS, Shriram Nagar
GKLPS, Halehonnuru
GHPS, Hallikere
UGHPS, Biliki Thanda
GHPS, Aarasalu
GHPS, Barave
GHPBS, Hosanagara
GHPS, Halasinahalli
GHPS, M. Kuruvalli
GHPS, Hadigallu
GHPS, Javagatti
GHPS, Punedahally
GHPS, Mallapura
GHPS, Balur
GHPS, Biliki
GUHPS, Biliki
Deenabandu Vidyapeeta (Aided)
GHPGS, Thyagarthi
GHPS, Sannamane Extn.
GUHPS, Kanakeri
HPS, Ranganath, Soraba
GLPS, Kanakeri
GLPS, Korakudu

TABLE 5:

Ample Quantity of MDM
Note: The data in the column "Ample" and "Adequate" are interchanged. Corrections incorporated in the table.
Less Quantity of MDM
NIL

TABLE 7:

Health Checkup - Not Done
Moulana Abdul Kalam Azad
GHPS, Chunchinakoppa
GHPS, Vinobhanagar
GKLPS, Halehonnuru

TABLE 8:

Health Record Not Maintained
GHPS, Chunchinakoppa
GHPS, Aarasalu
GLPS, Malavagoppa Tanda
GLPS, Kanakeri
HPS, Ranganath, Soraba
Moulana Abdul Kalam Azad

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 11: OTHERS – The term “Others” is used by the Investigators, if the school cannot be grouped under the given classification given in the schedule. Unspecified place in one school and another school gets supply from the nearby the school.

TABLE 12:

Hygiene in Kitchen needs Improvement
GHPS, Kalpanahalli
GUHPS, Biliki
GHPS, Biliki
GHPS, Javagatti
GLPS, Gadikoppa Camp
GUHPS, Kanakeri

TABLE 13:

Water Storage Facility not Available
GHPS, Mallapura
Note: Data in the table is modified and corrected version will be given in the report.

TABLE 14:

Fuel Used
Note: Among the 40 schools, 39 are using LPG and one school (GHPS, Mallapura) is getting MDM supplied from the nearby school.

TABLE 19:

Schools which have not recorded improvement - Enrollment
GHPS, Kalpanahalli
UGHPS, Biliki Thanda
GHPS, Javagatti
Moulana Abdul Kalam Azad
GHPS, M. Kuruvalli

Schools which have not recorded improvement - Attendance

GHPS, Javagatti

Moulana Abdul Kalam Azad

GHPS, Shriram Nagar

GHPS, Mallapura

Schools which have not recorded improvement - Retention

GHPS, Mallapura

GHPS, Javagatti

GHPS, Shriram Nagar

GHPS, Thyagarthi

Schools which have not recorded improvement - Nutritional Status

GHPS, Mallapura

GHPS, Javagatti

GHPS, Shriram Nagar

GHPS, Thyagarthi

UGHPS, Biliki Thanda

GHPS, Barave

GHPS, Vinobhanagar

GHPS, Chunchinakoppa

Schools which have not recorded improvement - Social Harmony

GHPS, Javagatti

GHPS, Thyagarthi

GHPS, Chunchinakoppa

GHPS, Barave

UGHPS, Biliki Thanda

GHPS, Hosanthe

GHPS, Ponedahally

List of Schools with DISE code visited by MI

Annexure II

4 (b). List of Schools with DISE Code visited by MI (SHIVAMOGGA)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	GHPS, Kunchenahalli	Shivamogga	HPS	29150511902	15 to 16-09-2014	
2.	GHPS, Dummalli	Shivamogga	HPS	29150519001	15 to 16-09-2014	
3.	GHPS, Malavagoppa	Shivamogga	HPS	29150522702	15-09-2014	
4.	GLPS, Gadikoppa Camp	Shivamogga	LPS	29150523901	15-09-2014	
5.	GLPS, Malavagoppa Tanda	Shivamogga	LPS	29150540201	15-09-2014	
6.	GHPS, Kumsi	Shivamogga	HPS	29150501206	14 to 15-09-2014	
7.	Moulana Abdul Kalam Azad	Shivamogga	HPS	29150525123	15 to 16-09-2014	
8.	GHPS, Shriram Nagar	Bhadravathi	HPS	29150127201	15 to 16-09-2014	
9.	GHPS, Kalpanahalli	Bhadravathi	HPS	29150106401	15 to 16-09-2014	
10.	GKLPs, Halehonuru	Bhadravathi	LPS	29150102514	15 to 16-09-2014	
11.	GHPS, Hallikere	Bhadravathi	HPS	29150106201	15-09-2014	
12.	UGHPS, Biliki Thanda	Bhadravathi	HPS	29150124302	15 to 16-09-2014	
13.	GKHPS, A K Colony, Seegebaagi	Bhadravathi	HPS	29150116402	15-09-2014	
14.	GHPS, Aarasalu	Hosanagar	HPS	29150210501	17-09-2014	
15.	GHPS, Barave	Hosanagar	HPS	29150210101	17-09-2014	
16.	GHPGS, Hosanagar	Hosanagar	HPS	29150223406	17-09-2014	
17.	GHPBS, Hosanagara	Hosanagar	HPS	29150223401	17-09-2014	
18.	GHPS, Halasinahalli	Thirthahalli	HPS	29150737101	18 to 19-09-2014	
19.	GHPMS, Melilge	Thirthahalli	HPS	29150718501	18-09-2014	
20.	GHPS, M. Kuruvalli	Thirthahalli	HPS	29150717302	18 to 19-09-2014	
21.	GHPS, Hadigallu	Thirthahalli	HPS	29150702001	18 to 19-09-2014	
22.	GHPS, Javagatti	Shikaripura	HPS	29150424402	18 to 19-09-2014	
23.	GHPS, Mandrikoppa, Vaddagere	Shikaripura	HPS	29150405602	18 to 19-09-2014	
24.	GHPS, Ponedahally	Shikaripura	HPS	29150408302	18-09-2014	
25.	GHPS, Mallapura	Shikaripura	HPS	29150409801	18 to 19-09-2014	
26.	GHPS, Chunchinakoppa	Shikaripura	HPS	29150410701	19 to 20-09-2014	
27.	GHPS, Balur	Shikaripura	HPS	29150414001	18 to 19-09-2014	
28.	GHPS, Biliki	Shikaripura	HPS	29150401801	19 to 20-09-2014	
29.	GUHPS, Biliki	Shikaripura	HPS	29150401802	18-09-2014	
30.	Deenabandu Vidyapeeta (Aided)	Shikaripura	HPS	29150426503	18-09-2014	
31.	GHPS, Hosanthe	Sagara	HPS	29150313501	22-09-2014	
32.	GHPGS, Thyagarthi	Sagara	HPS	29150313605	22 to 23-09-2014	
33.	GHPS, Shredar Nagar	Sagara	HPS	29150329702	22-09-2014	
34.	GHPS, Vinobhanagar	Sagara	HPS	29150329702	22 to 23-09-2014	
35.	GHPS, Sannamane Extn.	Sagara	HPS	29150328701	22 to 23-09-2014	
36.	GUHPS, Kanakeri	Soraba	HPS	280060022002	22-09-2014	
37.	HPS, Ranganath, Soraba	Soraba	HPS	29150631207	22-09-2014	
38.	GLPS, Kanakeri	Soraba	LPS	291506312015	22-09-2014	
39.	GHPS, PWD Colony	Soraba	HPS	29150631204	22-09-2014	
40.	GLPS, Korakudu	Soraba	LPS	29150611602	22 -09-2014	



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

3. BELGAUM

Institute for Social and Economic Change,
Nagarbhavi, Bangalore

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

Belgaum District

Belgaum District had a sample of 40 schools with 5 Lower Primary Schools, 33 Higher Primary Schools and 2 KGBVs. The selection of sample schools has been done as per the criteria outlined by the MHRD/GoI. The present report refers to half-yearly monitoring for the period 1st October, 2014 to 31st March, 2015.

1. Regularity in Serving Meal

All the 38 schools in the sample serve hot cooked meal daily. There is regularity in serving mid-day meal in all these schools as per the guidelines issued by the department of education. It is found that 29 schools are serving the meal prepared in the school. There are 9 schools getting the meal supplied through a centralized kitchen managed by a non-governmental organization (*Samrudhi Seva Samsthe*, Belgaum).

2. Trends

The mid-day meal scheme of Sarva Shikshana Abhiyan (SSA) extends the benefit of the scheme to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. The aided schools have also been given the benefit. However, an individual child is entitled to make an option to avail or not avail the facility. It is in this context, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

It is found that the number of children opting mid-day meal varies from school to school. The data from sampled schools is encouraging as 96.5 per cent have opted for MDM. The total number of students enrolled in 38 schools (8922) is taken as the basis for comparison. The pattern of utilization of mid-day meal is closely associated with the number of children opting for the scheme (8608). There is variation in the number of students availing mid-day meal on the previous day and on the day of visit. The variation has been marginal as the difference is

one per cent (Table-1). This kind of variation is a possibility on the basis of the pattern of attendance in the school. Another significant factor to be noted is that there are a few students not availing the benefit of the scheme due to their absence. The extent of utilization of MDM is encouraging.

Sl. No.	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	8922
2.	Number of children opted for MDM	8608 (96.5)
3.	Number of children attending the school on the day of visit	7376 (82.7)
4.	Number of children actually availing MDM on the day of visit	7375 (82.7)
5.	Number of children availed MDM on the previous day of visit	7288 (81.7)

3. Regularity in Delivering Food Grains to Schools

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that all the schools (29) have been getting the supply of food grains on time with 24 schools getting in advance. The stock of food grains is supplied by adjusting the balance of food grains remaining with the schools. There were 26 schools having a buffer stock with them. It is also necessary to note that schools are not only entitled to get buffer stock but also insist on quality food grains. If the food grain supplied does not fulfill the requirement of the standard specified, schools can ask for exchange.

4. Regularity in Delivering Cooking Cost to School Level

The mid-day meal grant is released either through e-transfer. This has been confirmed by most of the sampled schools. Majority of the schools (22) which are preparing mid-day meal in the school have confirmed that they are getting cooking cost advance regularly. There are a few schools indicating the receipt of grants with a delay of few weeks. The grants received by the school are jointly managed by the head teacher and SDMC. The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register. It has been found that all the schools have maintained MDM

register (37). The task of updating is done periodically by most of the schools (34). However, there were few schools which had not updated at the time of visit by the MI (Table-2).

5. Social Equity

Most of the schools have a higher ratio of children enrolled from different social groupings. It has been found that the majority of students enrolled include children belonging to ST, OBC and Minority groups. There are also children coming from SC and other caste background. The heterogeneity of social grouping has not created any visible social discrimination in serving mid-day meal. It is also observed that there is no discrimination on the basis of caste, gender or community. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order as they take the meal.

ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.

Table-2: MDM Register			
Name of the Blocks	Maintained	Up-to-date	Total number of schools
Bailahongala	6	5	6
Belgaum City	8	7	9
Belgaum Rural	11	11	11
Khanapur	4	4	4
Ramdurg	4	4	4
Soundatti	4	3	4
Total	37	34	38

The data collected from 38 schools has different pattern in seating arrangement (Table-3). It has been observed that the students in upper primary classes tend to follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Generally, the students of upper primary classes belong to pre-adolescent stage. Most parents would expect schools to maintain some kind of segregation between boys and girls though

they do not have any reservation to admit them to co-educational higher primary schools. The data in the table indicates a predominant pattern where students sit in long rows (21 schools) as they are served meal. This arrangement is functionally convenient due to the reason that students not only collect food in row and consequently occupy a place in some order. The other arrangements where children sit in smaller groups or as they desire depending upon space available in the school campus.

Name of Blocks	In small groups	In long rows	Girls and boys sit separately	Boys and girls sit in rows	All sit in a hall/ big class room	As per their own wish	Total
Bailahongala	2	3	0	0	0	1	6
Belgaum City	1	4	0	0	1	3	9
Belgaum Rural	0	7	3	1	0	0	11
Khanapur	0	1	0	1	2	0	4
Ramdurg	0	3	1	0	0	0	4
Soundatti	0	3	0	0	0	1	4
Total	3	21	4	2	3	5	38

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 38 schools of Belgaum district indicates that the menu of the MDM was displayed in 16 schools (Table-4). There were 17 schools where the person in-charge/cooks were aware of the menu. However, it was not displayed. The responses from the head teachers confirm that schools will have a pre-planned menu schedule for all the days of the week. Some of the schools which had not displayed the menu did not consider it as an obligation.

Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalise menu. Sometimes, the cook is also involved in formulating weekly menu in the school. The centralized Kitchens managed by non-governmental organisation which is supplying MDM to as many as 9

schools in Belgaum also follow the specifications of the department in formulating menu and maintaining variety in the menu.

Table-4: Display of MDM Menu				
Name of the Blocks	Yes	No	Cook knows/ not displayed	Total
Bailahongala	3	1	2	6
Belgaum City	2	1	6	9
Belgaum Rural	8	2	1	11
Khanapur	1	0	3	4
Ramdurg	1	1	2	4
Soundatti	1	0	3	4
Total	16	5	17*	38

* - Includes 9 schools getting MDM through Centralized Kitchen

7. Variety in Menu

Most of the schools serving mid-day meal have been using locally available vegetables, dhal, rice and wheat. The general menu in most of the schools includes rice and sambar from Monday to Friday. Sometimes, schools serve rasam along with cury or chatni. On Saturdays, schools give either Rice-bath or Rava-bath. One of the ways of adding variety to menu is by using different vegetables. It is stated that most of the schools avoid using same vegetable during a week. This has made most of the parents and children to consider the menu having some kind of variety. However, the routine items continue to make the beneficiaries to feel repetitive nature of the menu. It was also observed that schools make minor modification on certain days like National or local events or festivals to ensure that children get either an added item or a special item to add to variety. The responses from most SMC members (33 schools) have revealed that there is variety in food served to the children. While members from 4 schools said that there is variety in the everyday menu, members from 27 schools stated that variety is there on some days.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 38 schools has been consolidated by the MI in relation to the quantity of MDM supply to the students. The data indicates that 33 schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is reported that a few of the schools (4) had a higher rating where students were getting as much as they wanted which is termed as “Ample”. There was one school where children could have been allowed to collect more if they found it necessary.

Name of the Blocks	Quantity of food served			
	Adequate	Ample	Less	Total
Bailahongala	4	1	1	6
Belgaum City	9	0	0	9
Belgaum Rural	10	1	0	11
Khanapur	4	0	0	4
Ramdurg	3	1	0	4
Soundatti	3	1	0	4
Total	33	4	1	38

Another important aspect of the mid-day meal is the quality of the food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally important. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. According to the guidelines of the department, a school is entitled to reject poor quality or sub-standard quality food grain if supplied. This has been done to maintain the quality of food prepared in the school. It is found that majority of the schools (20) have been serving good quality of mid-day meal (Table-6). The remaining schools have a relatively an average quality of food (15 schools)

served to the children. There were 3 schools where the quality of food served is rated as poor.

While variation in the quality of food served is a possibility on some days for certain reasons beyond any control of the school, it is necessary for the school to examine reasons. It is also necessary to provide the best possible quality food for all children on all days.

Table-6: Quality of MDM				
Name of the Blocks	Good	Average	Poor	Total
Bailhongal	2	4	0	6
Belgaum City	2	5	2	9
Belgaum Rural	7	4	0	11
Khanapur	3	1	0	4
Ramdurg	3	0	1	4
Soundatti	3	1	0	4
Total	20	15	3	38

9. Health Check-up in Schools

One of the major aspects associated with mid-day meal scheme is health check-up of children. The department of health and family welfare coordinates this programme through its personnel. All the schools conduct health check-up and maintain records relating to each child. The data collected from schools has indicated that health check-up to children is conducted in 32 schools. These schools have conducted health check-up of children either once a year or half-yearly. The remaining schools are yet to conduct (at the time of data collection) as per the requirement (Table-7).

All the schools conducting health check-up are expected to maintain health records of all children. Accordingly, it has been found that 32 schools confirming the maintenance of health records in Belgaum district (Table-8). The scheme of conducting health check-up does not end-up as a routine programme but as a comprehensive programme. This is done by providing the required micro-nutrients and other supplements like Vitamin Tablets, Iron Folic

Acid Tablets and De-warming Tablets. This scheme has been implemented in all the districts of Karnataka state.

Table-7: Details of Health Check-up in Schools				
Name of the Blocks	Frequency			
	Yearly	Half-yearly	Not done*	Total
Bailahongala	4	0	2	6
Belgaum City	9	0	0	9
Belgaum Rural	6	1	4	11
Khanapur	4	0	0	4
Ramdurg	4	0	0	4
Soundatti	4	0	0	4
Total	31	1	6	38

* - At the time of collecting data

Table-8: Details of Health Records			
Name of the Blocks	Yes	No	Total
Bailahongala	5	1	6
Belgaum City	9	0	9
Belgaum Rural	6	5	11
Khanapur	4	0	4
Ramdurg	4	0	4
Soundatti	4	0	4
Total	32	6	38

The data from Belgaum district confirms the distribution of all these supplements in majority of the schools (Table-9). The task of providing supplements is handled by teachers, specially the class teachers. The vitamin tablets are supplied once in a week or 15 days and de-

worming is given once in six months. It is evident from the data that there is need to improve the number of schools being covered.

Table-9: Details about Distribution of Nutrients to Students				
Name of the Blocks	Nutrition Supplements			
	Vitamins	Iron Folic acid	De-worming	Number of Schools
Bailahongala	5	6	4	6
Belgaum City	4	5	4	9
Belgaum Rural	8	10	4	11
Khanapur	2	3	1	4
Ramdurg	3	3	2	4
Soundatti	1	2	2	4
Total	23	29	17	38

10. Status of Cooks

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome prejudices and attitude of social distancing. All the schools make efforts to adhere to these norms. However, it has been observed that the social composition of the habitation/ village where school is located may not be able to get a person required to function as a cook or a helper. In such situations, school will have limited options in adhering to the norms. It is due to this reason there may be certain amount of deviance in appointing cooks and helpers. However, most of the schools make choices on the basis of the availability of persons to perform the roles. The following table indicates the distribution and social composition of cooks and helpers in 38 schools.

The social composition of the inhabitants and willingness to accept the job of cook/helper by the designated caste group will invariably influence the prevailing composition. In spite of these difficulties, the composition in Belgaum district is fairly distributed across different social groups (Table-10). One of the encouraging aspects of the composition of cooks is that the Scheduled castes and other backward caste members constitute a major share in the total.

In case of helpers, the minority and SC members constitute the major share. This is socially an encouraging trend.

Sl. No.	Category	Cooks	Helpers
1.	SC	11	16
2.	ST	10	14
3.	OBC	16	11
4.	Minority	9	23
5.	Others	06	07
Total		52	71

Note: There are 23 additional cooks and 42 Helpers who work in schools as per norms of SSA.

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicates that most of the schools have separate kitchen or a separate place to cook. The details are given in Table-11. It is found that 13 schools have pucca kitchen and 15 schools are using class room to prepare mid-day meal for children. Among the 38 schools, 9 schools are getting MDM supplied by Centralized Kitchen.

Name of the Blocks	Pucca kitchen	Classroom is used as kitchen	Others	Total
Bailahongala	1	3	0	4
Belgaum City	8	0	1	9
Belgaum Rural	2	7	0	9
Khanapur	2	1	0	3
Ramdurg	0	1	0	1
Soundatti	0	3	0	3
Total	13	15	1	29

Note: Among 38 schools, 9 schools are getting MDM through Centralized Kitchen

12. Safety and Hygiene:

The preparing and serving of mid-day meal need to be done in a healthy and hygienic environment. It is the responsibility of the school to establish hygiene in cooking place. An assessment of the prevailing conditions in the sampled schools has revealed that majority of the schools (Table-12) have been successful in maintaining hygienic condition in kitchen (16 schools). It is also been observed that majority of the schools (23 of 29 schools) also have provision of good ventilation in cooking place. The remaining schools need improvement in establishing hygiene.

Name of the Blocks	Maintenance of Kitchen-cum-store in Hygienic Condition		
	Yes	No*	Total
Bailahongala	4	2	6
Belgaum City	0	0	0
Belgaum Rural	7	4	11
Khanapur	2	2	4
Ramdurg	1	3	4
Soundatti	2	2	4
Total	16	13	29*

* - Among 38 schools, 9 schools are getting MDM through Centralized Kitchen

It is found that the place of serving in 16 schools is clean and hygienic. Another aspects observed by the MI during the visit is ensuring cleanliness among children at the time of taking food. It has been found most of the schools guide the students to wash their hands as they bring their plates to collect food. This practice has helped in achieving healthy habit among children.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates and tumblers

and for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools confirms that majority of schools (28) in all the blocks have provisioned to store water (Table-13).

Table-13: Water Storage for MDM Availability of Water			
Name of the Blocks	Yes	No	Total
Bailahongala	6	0	6
Belgaum City	5	4	9
Belgaum Rural	8	3	11
Khanapur	4	0	4
Ramdurg	4	0	4
Soundatti	4	0	4
Total	31	7	38

14. Utensils for Cooking

The department provides funds to create assets like plates, vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community would have contributed the financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard. All the schools have vessels for cooking. They also have plates and tumblers needed for children for serving mid-day meal. In Belgaum, 23 schools have got kitchen devices fund for buying cooking and serving vessels

15. Fuel for Cooking

In schools where food is prepared (29 schools), the fuel used to prepare food is an important aspect to be examined. The data collected by MI indicates that all the schools are using LPG. There are 9 schools getting mid-day meal served from the Centralized Kitchen (Table-14). It is found that supply of LPG, if delayed, the schools make attempts to explore local resources as a stop-gap arrangement.

Table-14: Type of fuel used			
Sl. No.	Type of Fuel	Number of Schools*	Per cent
1.	Firewood	0	0
2.	Gas	29	100
3.	Fire wood and gas	0	0
Total		29	100

* - Since 9 of 38 schools are getting MDM through Centralized Kitchen, the remaining schools will be 29.

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has been now extended to children admitted to Private aided Primary schools. An attempt has been made to identify the sources of awareness about the programme among the members of SDMC. It is observed that the School/Students attending (117) are the main source of awareness (Table-15). The second prominent source has been the Teachers (78). The third source is the friends and relatives (64). The remaining sources have not been significant with an exception of Newspapers (21).

Table-15: Source of Awareness about the MDM Scheme		
Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/ Magazine	21
2.	Radio	0
3.	Television	0
4.	Teacher	78
5.	Students/school	117
6.	Website	0
7.	Relatives/friends/villagers	64
8.	Others	4
Total Respondents		148

* - Each respondent is entitled to indicate more than one source.

17. Participation of parents

As per the norm, the MDM is being monitored and supervised by the parents on most of the days. They take the initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents have either “fair” (14 schools) or “good” (18 schools) level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The responses from parents have indicated that students are getting good quality and quantity of mid-day meal. There were 7 schools with daily visits, 12 schools with few days a week, 10 schools with once in a week and 4 schools with occasional visits by the parents. Further, it is also observed that parents in 21 of the 38 schools follow roster system to supervise MDM. This could be seen as an encouraging approach in monitoring and implementation of the scheme to achieve the desired results.

18. Participation of SMC members

The School Development and Management Committee is also known as School Management Committee (SDMC/SMC). It could be considered as a fulcrum on which all the SSA activities are carried out in a school. It includes the Head Teacher, Teacher representative and local representatives and parent representatives. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation. It is found that SMC discussed MDM issues in their meeting either “all the time” (3 schools) or “most of the time” (13 schools). There were 20 schools where MDM issues were discussed “sometimes” (Table-16). In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance.

One of the direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit at the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency

(Table-17). The most encouraging aspect is that majority of members visit either daily (11 schools) or once in a week (16 schools).

Table-16: Discussion on MDM in SMC				
Name of the Blocks	Discussion of Issues relating to MDM in SMC meetings			
	All the Time	Most of the Times	Sometimes	No issues in MDM hence not discussed
Bailahongala	0	3	3	0
Belgaum City	0	3	5	1
Belgaum Rural	2	3	6	0
Khanapur	0	2	2	0
Ramdurg	0	1	3	0
Soundatti	1	1	1	1
Total	3	13	20	2

Table-17: Frequency of visit by SMC members			
Sl. No.	Frequency of visits	Number of schools	Per cent
1.	Daily	11	33.3
2.	Weekly	16	48.5
3.	Monthly	4	12.1
4.	Occasional	2	6.1
Total		33	100

19. Inspection and Supervision

The MDM scheme has been supervised at the State, District, Block, Cluster and School level. There are many officials involved and assigned with this responsibility. There are both periodical and surprise inspections from most of these officials. On a daily basis, it is the SMC members or parents who supervise and inspect at the school level. The CRP, Assistant Director of Taluk Panchayat (Akshara Dasoha) and CRC, BEO/BRC supervise most of the schools at least once in a month. The district officials like the Deputy Project Coordinator

(SSA), Education Officer of Zilla Panchayat and other officials supervise and inspect as and when they visit schools. The officials at the State level also have their planned programme of supervision and inspection. The data collected from the sampled schools indicates that it is the Block Level and Cluster Level officials making more frequent visits of supervision and monitoring than the District Level and State Level Officers. The details of visit by different officials are given in Table-18.

All officials from state level to CRC level visit the schools frequently for inspection and supervision of MDM. The schools get an opportunity to represent their grievances and get their problems solved with the help of concerned officials without any delay. As stated earlier, the SMC members and parents also visit schools at the time of serving mid-day meal in the school. It is true that the visits by these members may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level.

Table-18: Inspection and Supervision of MDM by Officials		
Sl. No.	Designation of the visiting Official of	Number of schools visited*
1.	CRP	40
2.	Akshara Dasoha Official	14
3.	BRP	20
4.	BEO	20
5.	Educational Coordinators	12
6.	BRC	10
7.	Deputy Project Coordinator	2
8.	DDPI	5
9.	DIET Faculty	7

* - The MI had undertaken data collection in the First Term of the academic year and the number of visits refers from to June, 2014 onwards

In order to improve the impact of MDM, efforts could be made to strengthen its implementation. One of the areas of concern is to ensure that children need to get proper attention at the time of serving the meal. It is necessary for the concerned persons to be

children friendly rather than serving the meal in a routine or mechanical way. All possible efforts to involve community in implementing mid-day meal will have to be made by the school as it would bring about qualitative benefits and impact. It is observed that most of the sampled schools have come under inspection by at least one official.

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders, namely the Teachers, SMC members and Parents. There is consensus in their view that MDM has improved attendance, enrolment and nutritional status of children in schools. According to the data collected from the Head, the impact has been found to be significant and positive. Among the 38 schools, most of the head teachers (Table-19) have confirmed the positive impact on specific areas relating to children. The most significant areas of improvement are attendance and enrolment of children in Belgaum district.

Table-19: Assessment of Impact by Head Teacher			
Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No
1.	Improved Enrolment	37	1
2.	Improved Attendance	38	0
3.	Improved Nutritional Status	29	9
4.	Retention of Students	35	3
5.	Social Harmony	27	11

Simultaneously, the data collected from 147 parents has also confirmed that mid-day meal has made an impact on students' health (84), interest in attending school (32) and regularity (19) in a significant way. Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness and hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

BELGAUM

TABLE 2:

MDM Register - Not Maintained
KHPS, No.33, Vantamuri Colony
MDM Register - Not Updated
KHPS, No.33, Vantamuri Colony
UHBS, Kittur
UHPBS, Munavalli *
KHPS (Aided), St. Josephs Camp *
Note : * No Response

TABLE 4:

Menu Not Displayed
UHBS, Kittur
KHPS, Channamma Nagar
UHPBS, Hirebagewadi
KHPS, Tumaraguddi
KHPS, Ujjinakoppa
Cook Knows but not displayed
KHPS, Vijaynagar, Hindalga
KHPS, Mutenatti
Urdu HS (Aided), Islamia Camp
UHPS (Aided), All. Amin Fort
KHPS (Aided), St. Josephs Camp
UHPBS, New Gandhi Nagar
KHPS, No. 24, Mahanteshnagar
UHBS, MK, Hubli
KHPS, Marikatti
MHPS, Toppinkatti
MHPS, Nagurde
MHPS, Halakarni
KLPS, Vittalapeth Kilabnur
KHPS, Kunnal
KHPGS, Mallur
KLPS, Janta Colony, Gorabal
UHPBS, Munavalli
Note : This list includes 9 schools getting MDM from Centralized Kitchens

TABLE 6:

Less Quantity of MDM
KHPBS, Devalapur
Note: The term less refers to the possible insufficient quantity supplied to an individual child. It is also used where children are given only one serve

TABLE 7:

Health Checkup - Not Done
KHPS (Aided), Santibastwad
Data Not Available
UHPGS, No. 2, Bailhongal
KHPBS, Devalapur
KHPS, Tumaraguddi
KLPS, Halbhavi
KHPS, Desur
KHPS (Aided), Santibastwad

TABLE 8:

Health Record Not Maintained
KLPS, Halbhavi
KHPS, Desur
KHPS, Tumaraguddi
KHPS (Aided), Santibastwad
Data Not Available
UHPS, Balekundri BK
KHPBS, Devalapur

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 11: OTHERS –The term “Others” is used by the Investigators, if the school cannot be grouped under given classifications.

TABLE 12:

Hygiene in Kitchen needs Improvement *
KLPS Badas KH
KHPS, Vijaynagar, Hindalga
UHPBS, Hirebagewadi
KHPS, Tumaraguddi
KHPS, Mutenatti
MHPS, No. 13, Basvangalli Sha
KHPS, Channamma Nagar
KHPS, No.33, Vantamuri Colony
Urdu HS (Aided), Islamia Camp
UHPS (Aided), All. Amin Fort
KHPS (Aided), St. Josephs Camp
UHPBS, New Gandhi Nagar
KHPS, No. 24, Mahanteshnagar
UHBS, MK, Hubli
UHBS, Kittur
MHPS, Toppinkatti
MHPS, Halakarni
KLPS, Vittalapeth Kilabnur
KHPS, Kunnal
KHPS, Ujjinakoppa
KHPGS, Mallur
KHPS (Aided), OKCHPS, Soundatti
Note: List includes 9 schools getting MDM from Centralized Kitchens.

TABLE 13:

Water Storage Facility not Available
Urdu HS (Aided), Islamia Camp
KLPS, Halbhavi
KHPS, Hangare
KLPS Badas KH
KHPS, No.33, Vantamuri Colony
MHPS, No. 13, Basvangalli Sha
UHPS (Aided), All. Amin Fort

TABLE 15: No school is using firewood.

TABLE 19:

Schools which have not recorded improvement - Enrollment
Urdu HS (Aided), Islamia Camp

Schools which have not recorded improvement - Retention
KHPS, Marikatti
UHPS (Aided), All. Amin Fort
KLPS, Vittalapeth Kilabnur

Schools which have not recorded improvement - Nutritional Status
Urdu HS (Aided), Islamia Camp
KHPS, Marikatti
KHPBS, Devalapur
KHPS (Aided), St. Josephs Camp
UHPS (Aided), All. Amin Fort
KHPS, Tumaraguddi
MHPS, Nagurde
KHPS, Kunnal
UHPBS, Munavalli

Schools which have not recorded improvement - Social Harmony
KHPS (Aided), St. Josephs Camp
KHPS, Kunnal
MHPS, Nagurde
KLPS, Vittalapeth Kilabnur
KHPS, Marikatti
KHPBS, Devalapur
UHPBS, Munavalli
UHPS (Aided), All. Amin Fort
KHPS, Channamma Nagar
UHPBS, Hirebagewadi
KHPS, Tumaraguddi

List of Schools with DISE code visited by MI

Annexure II

4 (b). List of Schools with DISE code visited by MI (BELGAUM)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	KHPS, Hangare	Belgaum Rural	HPS	29010404302	29-12-2014	
2.	KLPS Badas KH	Belgaum Rural	LPS	29010401102	29-12-2014	
3.	KHPS, Vijaynagar, Hindalga	Belgaum Rural	HPS	29010404605	29-12-2014	
4.	KLPS, Halbhavi	Belgaum Rural	LPS	29010404401	29-12-2014	
5.	KHPS, Gojage	Belgaum Rural	HPS	29010403702	29-12-2014	
6.	UHPS, Balekundri BK	Belgaum Rural	HPS	29010401808	29-12-2014	
7.	UHPBS, Hirebagewadi	Belgaum Rural	HPS	29010404503	29-12-2014	
8.	KHPS, Tumaraguddi	Belgaum Rural	HPS	29010411501	29-12-2014	
9.	KHPS, Kardiguddi	Belgaum Rural	HPS	29010405601	31-12-2014	
10.	KHPS, Desur	Belgaum Rural	HPS	29010403402	31-12-2014	
11.	KHPS (Aided), Santibastwad	Belgaum Rural	HPS	29010410303	31-12-2014	
12.	KHPS, Mutenatti	Belgaum City	HPS	29010305502	31-12-2014	
13.	MHPS, No. 13, Basvangalli Sha	Belgaum City	HPS	29010301901	31-12-2014	
14.	KHPS, Channamma Nagar	Belgaum City	HPS	29010300203	31-12-2014	
15.	KHPS, No.33, Vantamuri Colony	Belgaum City	HPS	29010305302	31-12-2014	
16.	Urdu HS (Aided), Islamia Camp	Belgaum City	LPS	29010305911	31-12-2014	
17.	UHPS (Aided), All. Amin Fort	Belgaum City	HPS	29010306004	02-01-2015	
18.	KHPS (Aided), St. Josephs Camp	Belgaum City	HPS	29010305903	02-01-2015	
19.	UHPBS, New Gandhi Nagar	Belgaum City	HPS	29010305204	02-01-2015	
20.	KHPS, No. 24, Mahanteshnagar	Belgaum City	HPS	29010305301	02-01-2015	
21.	KHPS, Wakkund	Bailhongal	HPS	29010212305	03-01-2015	
22.	UHBS, MK, Hubli	Bailhongal	HPS	29010207903	03-01-2015	
23.	KHPBS, Devalapur	Bailhongal	HPS	29010202701	03-01-2015	
24.	UHBS, Kittur	Bailhongal	HPS	29010206707	03-01-2015	
25.	KHPS, Marikatti	Bailhongal	HPS	29010208201	03-01-2015	
26.	UHPS, No. 2, Bailhongal	Bailhongal	HPS	29010200760	03-01-2015	
27.	UHPBS, Khanapur	Khanapur	HPS	29010813404	06-01-2015	
28.	MHPS, Toppinkatti	Khanapur	HPS	29010820001	06-01-2015	
29.	MHPS, Nagurde	Khanapur	HPS	29010816101	06-01-2015	
30.	MHPS, Halakarni	Khanapur	HPS	29010808401	06-01-2015	
31.	KLPS, Vittalapeth Kilabnur	Ramdurg	LPS	29011105713	07-01-2015	
32.	KHPS, Hulkund	Ramdurg	HPS	29011104001	07-01-2015	
33.	KHPS, Kunnal	Ramdurg	HPS	29011105801	07-01-2015	
34.	KHPS, Ujjinakoppa	Ramdurg	HPS	29011110201	07-01-2015	
35.	KGBV, Katakol	Ramdurg	KGBV	29011105014	07-01-2015	
36.	KHPGS, Mallur	Soundatti	HPS	29011206803	08-01-2015	√
37.	KLPS, Janta Colony, Gorabal	Soundatti	LPS	29011202502	08-01-2015	√
38.	UHPBS, Munavalli	Soundatti	HPS	29011208004	08-01-2015	
39.	KHPS (Aided), OKCHPS, Soundatti	Soundatti	HPS	29011208612	08-01-2015	√
40.	KGBV, Ugaragol	Soundatti	KGBV	29011210107	08-01-2015	√



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

4. BIDAR

**Institute for Social and Economic Change,
Nagarbhavi, Bangalore**

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

Bidar District

The Bidar District had a sample of 40 schools with 7 Lower Primary Schools, 31 Upper Primary Schools and 2 KGBVs. The selection of sample schools has been done as per the criteria outlined by the MHRD/GoI. The present report refers to half-yearly monitoring for the period 1st October 2014 to 31st March 2015.

1. Regularity in Serving Meal

All the 38 schools of the sample serve hot cooked meal daily. These 38 schools are spread over five blocks, namely Aurad, Balki, Basava Kalyana, Bidar and Humnabad. There is regularity in serving mid-day meal in 36 schools as per the guidelines issued by the department of education. There are two schools where MDM was not served at the time of visit. While in one school it was not served this academic year, in another school MDM is interrupted due to non- supply/ delayed supply of food grains.

2. Trends

The mid-day meal scheme of *Sarva Shiksha Abhiyan (SSA)* extends the benefit of the scheme to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. However, an individual child is entitled to make an option to avail or not avail the facility. It is in this context, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

The choice of availing mid-day meal is given to a child enrolled in a school. It is possible that parents may inform or indicate their choice depending on the procedure followed in the school. All the schools serving mid-day meal will record willingness of students to ensure the total number of beneficiaries. This is necessary to make an estimate of food grain

requirement, proposed cost involved, the number of cooks and helpers needed to manage the scheme on everyday basis. It is found that the number of children opting mid-day meal varies from school to school. However, the general trend has been found to be favourably inclined to include most of the students. This is evident in Bidar as 95.8 per cent of the students enrolled have opted for mid-day meal.

Sl. No.	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	7361
2.	Number of children opted for MDM	7049 (95.8)
3.	Number of children attending the school on the day of visit	4546 (61.8)
4.	Number of children actually availing MDM on the day of visit	4503 (61.2)
5.	Number of children availed MDM on the previous day of visit	4667 (63.4)

The pattern of utilization of mid-day meal is closely associated with the number of children opting for the scheme. It is found that most of the students present on the day of visit by MI had availed mid-day meal (61.2 per cent). In terms of children enrolled in the sampled schools, the proportion of them having mid-day meal is relatively low. This trend is also true in terms of the proportion of students availing MDM. However, the proportion of students having MDM on the previous day of visit is relatively higher. This kind of variation is a possibility on the basis of the pattern of attendance in the school. The gap seems to be in terms the number of children enrolled and the number of children attending rather than any other reason. The proportion absentee in relation to enrolment seems to be high. This is a matter of concern.

3. Regularity in Delivering Food Grains to School

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that majority of the schools (34) have been getting the supply of food grains on time. There have been instances of delay either by weeks or month. Generally, one month buffer stock of food grains (26 schools) is issued to all schools to ensure continuous

supply of mid-day meal without interruption. The data collected by MI has indicated that there were schools (30) getting food grains after adjusting the unspent stock.

4. Regularity in Delivering Cooking Cost to School Level

The mid-day meal grant is released either through a cheque or e-transfer. This has been confirmed by all the sampled schools. Most of the schools (35 schools) which are preparing mid-day meal in the school have confirmed that they are getting funds regularly without any delay. There are a few schools indicating delay as about 1-2 weeks (20 schools) and about a month by 10 schools. The grants received by the school are jointly managed by the head teacher and SDMC. The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register. It has been found that most of the schools not only maintained (32 schools) but also updated MDM registers (22 schools) regularly. Sometimes, the task of updating could be periodical and could also be prior to the scheduled SDMC meeting (Table-2).

ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.

Name of the Blocks	Maintained	Up-to-date	Total number of schools
Aurad	5	5	5
Balki	7	4	7
Basava Kalyana	5	4	7
Bidar	8	5	9
Humnabad	7	4	10
Total	32	22	38

5. Social Equity

There is no visible social discrimination in serving mid-day meal. Some of the possible factors of discrimination like caste, gender or community have not influenced MDM at any stage in the process of its implementation. However, the students are served mid-day meal in all schools in some pattern or the other. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order

as they take the meal. The data collected from 38 schools have different pattern in seating arrangement (Table-3). It has been observed that the students in upper primary classes tend to follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Generally, the students of upper primary classes belong to pre-adolescent stage. Most parents would expect schools to maintain some sort of segregation between boys and girls though they do not have any reservation to admit them to co-educational higher primary schools. The predominant pattern of seating is that the students sit in long rows (20 schools).

Name of the Blocks	In small groups	In long rows	Girls and boys sit separately	As per their own wish	Total
Aurad	0	4	0	1	5
Balki	1	2	1	3	7
Basava Kalyana	0	6	0	1	7
Bidar	2	4	1	2	9
Humnabad	1	4	4	1	10
Total	4	20	6	8	38

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 38 sampled schools of Bidar district indicates that the menu of the MDM was displayed in 16 schools (Table-4). There were 12 schools where the person in-charge of serving MDM was aware of the menu. The responses from the head teachers confirm that schools will have a pre-planned menu schedule for all the days of the week. Some of the schools which had not displayed the menu were of the opinion that the menu is pre-determined on a weekly basis and displaying it on the board may not serve any purpose.

Table-4: Display of MDM Menu				
Name of the Blocks	Yes	No	No menu displayed but cook knows	Total
Aurad	2	1	2	5
Balki	2	3	2	7
Basava Kalyana	4	2	1	7
Bidar	4	1	4	9
Humnabad	4	3	3	10
Total	16	10	12	38

Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalize menu.

7. Variety in Menu

All schools serving mid-day meal have been instructed to provide healthy food by using locally grown vegetables, dhal, rice and wheat. The general menu in most of the schools includes rice and *sambar* from Monday to Friday. On Saturdays, schools give either *Rice-bath* or *Upma*. In some schools, there could be items like rice, *sambar* or *rasam* and butter milk with the pattern recurring for weeks. One of the items which add to variety in menu is the different vegetables used on different days. It is stated that most of the schools avoid using same vegetable during a week. This has made most of the parents and children to consider the menu having some kind of variety. However, the routine items continue to make the beneficiaries to feel that the menu is repetitive nature. Some schools have also reported that a special item is served on a day of importance with a sweet like *Kesari bath*.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 38 schools has been consolidated by the MI in relation to the quantity of MDM served to the students.

The data indicates that 34 schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is also reported that one school had a higher rating where students were getting as much as they wanted which is termed as “Ample”. There were no complaints of insufficient quantity of mid-day meal being served to the students in any of the visited schools.

Table-5: Quantity of MDM				
Name of the Blocks	Quantity of food served			
	Adequate	Ample	NA	Total number of schools
Aurad	5	0	0	5
Balki	7	0	0	7
Basava Kalyana	5	1	1	7
Bidar	9	0	0	9
Humnabad	8	0	2	10
Total	34	1	3	38

Another important aspect of the mid-day meal is the quality of the food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally significant. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. According to the guidelines of the department, a school is entitled to reject poor quality or sub-standard quality food grain if supplied. This has been done to maintain the quality of food prepared in the school. It is found that majority of the schools (21) have been serving “average” quality of mid-day meal and “good” quality in 14 schools (Table-6). While variation in the quality of food served is a possibility on some days for certain reasons beyond any control from the school, it is necessary for the school to examine reasons. It is also necessary to provide the best possible quality food for all children, on all days.

Table-6: Quality of MDM					
Name of the Blocks	Quality of food				
	Good	Average	Poor	NA	Total
Aurad	0	4	1	0	5
Balki	3	4	0	0	7
Basava Kalyana	3	3	0	1	7
Bidar	4	5	0	0	9
Humnabad	4	5	0	1	10
Total	14	21	1	2	38

9. Health Check-up in Schools

The department of health conducts health check up programme in schools. The schools conducting health check-up maintain records relating to each child. The data collected from schools has indicated that health check –up for children was conducted in 27 schools. There are 10 schools which are yet to conduct (at the time of data collection) as per schedule (Table-7). It is found that all the schools which have conducted health check-up have also maintained health records for each child (Table-8). The task of providing all this is handled by teachers, specially the class teachers. The vitamin tablets are supplied once in 6 months and de-worming is given once in six months.

Table-7: Details of Health Check-up in Schools				
Name of the Blocks	Frequency			
	Yearly	Half-yearly	Not done*	Total
Aurad	3	0	2	5
Balki	7	0	0	7
Basava Kalyana	4	0	3	7
Bidar	6	1	2	9
Humnabad	7	0	3	10
Total	27	1	10	38

* - At the time of collecting data

The data also indicates a similar pattern among the sampled schools across different blocks in the district. It is found that majority of the schools (27) have conducted health check-up once in a year. This is not only obligatory but also essential as it would help school-going children be assured of minimum support for good health. It is an encouraging trend in assuring school attending children of the required support in maintaining good health.

Table-8: Details of Health Records in Schools				
Name of the Blocks	Yes	No*	NA	Total
Aurad	3	0	2	5
Balki	4	2	1	7
Basava Kalyana	4	0	3	7
Bidar	6	1	2	9
Humnabad	3	6	1	10
Total	20	9	9	38

* - At the time of collecting data

The scheme of conducting health check-up does not end-up as a routine programme but as a comprehensive approach. This is done by providing the required micro-nutrients and other supplements like Vitamin Tablets, Iron Folic Acid Tablets (WIFS) and De-worming Tablets. This scheme has been implemented in all the districts of Karnataka state. The data from Bidar district confirms the distribution of all these supplements in majority of the schools (Table-9). However, schools have their own schedule to distribute these supplements. The general practice has been to distribute nutrients once in a week and to give De-worming and Vitamin 'A' tablets once in 6 months. The extent of utilization in this district is relatively low. It needs improvement.

Table-9: Details about Distribution of Nutrients to Students				
Name of the Blocks	Nutrition Supplements			
	Vitamins	Iron Folic Acid	De-worming	Number of Schools
Aurad	4	4	2	5
Balki	4	5	3	7
Basava Kalyana	3	4	2	7
Bidar	4	6	4	9
Humnabad	6	6	4	10
Total	21	25	15	38

10. Status of Cooks

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome prejudices and attitude of social distancing. All the schools make efforts to adhere to the norms. However, it has been observed that the social composition of the habitation/ village where school is located may not be able to get a person required to function as a cook or a helper. It is due to this reason there may be certain amount of deviance in appointing cooks and helpers. Most of the schools make choices on the basis of the availability of persons to perform the roles. The following table indicates the distribution and social composition of cooks and helpers in 38 schools.

Table-10: Social Composition of Cooks and Helpers			
Sl. No.	Category	Cooks	Helpers
1.	SC	17	23
2.	ST	10	19
3.	OBC	11	16
4.	Minority	13	20
5.	Others	3	6
Total		54*	84*

* - There are additional Cooks and Helpers on the basis of enrolment and number of students opting for MDM.

The social composition of the inhabitants and willingness to accept the job by the designated caste group has invariably influenced the prevailing composition of cooks and helpers, to some extent. In spite of these difficulties, the composition in Bidar district is fairly distributed across blocks and various social groups needing representation (Table-10). One of the encouraging aspects of the composition is that SC, ST and minority members constitute a major share in the total. This is true for both cooks and helpers.

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicate that majority of the schools have separate kitchen or a separate place to cook. The details are given in Table-11. It is found that many schools (11) have pucca kitchen in schools and majority of the schools (15) use class room to prepare mid-day meal for children. There was one school where separate kitchen was under construction. There were 3 schools indicating that they have not got the grants to construct kitchen. The status of kitchen in this district needs attention.

Table-11: Details about Kitchen in Schools						
Name of the Blocks	Status of Kitchens					
	Pucca kitchen	Under construction	Sanction Expected	Classroom is used as kitchen	Others*	Total
Aurad	1	2	0	1	1	5
Balki	2	0	0	5	0	7
Basava Kalyana	4	1	1	0	1	7
Bidar	1	0	1	6	1	9
Humnabad	3	1	1	3	2	10
Total	11	4	3	15	5	38

* - Unspecified place

12. Safety and Hygiene:

Most of the schools have been making the best possible effort to ensure hygiene in the place where mid-day meal is prepared and served. An assessment of the prevailing condition in the

sampled schools has revealed that only 8 schools (Table-12) have good hygienic condition in kitchen. It is also observed that 18 of 38 schools have good ventilation in cooking place. The remaining schools need improvement.

Table-12: Hygiene in Kitchen			
Name of the Blocks	Maintenance of Kitchen-cum-store in Hygienic Condition		
	Yes	No	Total
Aurad	0	5	5
Balki	2	5	7
Basava Kalyana	1	6	7
Bidar	1	8	9
Humnabad	4	6	10
Total	8	30	38

The data also indicates that there are some schools with limited space available for cooking and sanitation in the surroundings. The supportive conditions are not satisfactory. This could be due to the resources available in the local community and facilities available in the school. It is likely that schools could make attempts to develop and maintain facilities as and when they get the required support and financial assistance. Sometimes, the parents or non-governmental organizations or charitable persons have been found to take initiative in non-funded requirements as such efforts are likely to benefit children belonging to their own habitation.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates/ tumblers and for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools confirms that most of the schools (34) in all the blocks have provision to store water (Table-13). In a way, this could be considered as a supportive condition in improving hygiene in the place where mid-day meal is prepared and served.

Table-13: Water Storage for MDM			
Name of the Blocks	Availability of Water Storage Facility		
	Yes	No	Total
Aurad	5	0	5
Balki	6	1	7
Basava Kalyana	7	0	7
Bidar	7	2	9
Humnabad	9	1	10
Total	34	4	38

14. Utensils for cooking

The department provides funds to create assets like plates, vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community would have contributed the financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard. The data has confirmed that all 38 schools have the required cooking utensils to prepare food.

15. Fuel for Cooking

In schools where food is prepared, the fuel used is an important aspect to be examined. The data collected by MI indicates that majority of the schools (24) are using LPG. There are 9 schools using fire wood with 3 schools using LPG and firewood depending on the supply of LPG (Table-14). It is found that supply of LPG, if delayed, the schools make attempts to explore local resources as a time-gap arrangement or use firewood.

Table-14: Type of fuel used			
Sl. No.	Type of Fuel	Number of Schools	Percent
1.	Firewood	9	23.7
2.	Gas	24	63.2
3.	Fire wood and gas	3	7.9
4.	Not Applicable	2	5.2
Total		38	100.0

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has now been extended to children admitted to Private aided Primary schools. An attempt has been made to identify the source of awareness about the programme among the members of SDMC. There were 146 respondents indicating one or more of sources which had created awareness about MDM. It is observed that the School / Students are the main source of awareness (Table-15). The second prominent source has been the Teachers. The third source is the friends and relatives. All the remaining sources have also contributed towards creating awareness among SMC members.

17. Participation of parents

Most of the parents take initiative to participate in the implementation of MDM in schools. They take initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents (interviewed by the MI team members) have either “good” or “average” level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The responses from parents have indicated that students are getting good quality and quantity of mid-day meal. A total of 135 parents have been interviewed to assess their participation. All the parents interviewed had awareness about the implementation of MDM programme. Further, it is also observed that 35 parents were aware of the display of menu in the school. There were 12 parents of the schools where the roster system to supervise

MDM was prevailing. This could be seen as an encouraging approach in monitoring and implementation of the scheme to achieve the desired results.

Table-15: Source of Awareness about the MDM Scheme		
Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/ Magazine	08
2.	Radio	05
3.	Television	33
4	Teacher	62
5	Students/school	111
6	Website	02
7	Relatives/friends	50
8	Mothers/Community/PTA members	00
Total Respondents		146

* - Each respondent is entitled to indicate more than one source.

18. Participation of SMC members

The School Development and Management Committee is also known as School Management Committee (SDMC/SMC). It includes the Head Teacher, Teacher representative, local representative and Parents. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation (Table-16). In majority of the schools, SMC discussed MDM issues in their meeting “sometimes” (11 schools), “all the time” (5 schools) or “most of the time” (4 schools). In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance.

Table-16: Discussion on MDM in SMC					
Name of the Blocks	Discussion of Issues relating to MDM in SMC meetings				
	All the Time	Most of the Times	Sometimes	NA	Total
Aurad	1	0	2	2	5
Balki	1	0	2	4	7
Basava Kalyana	0	1	4	2	7
Bidar	0	2	3	4	9
Humnabad	3	1	0	6	10
Total	5	4	11	18	38

One of the direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit during the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency (Table-17). The most encouraging aspect is that majority of members visit either daily or once in a week.

Table-17: Frequency of visit by SMC members			
Sl. No.	Frequency of visits	Number of schools*	Percent
1.	Daily	06	31.6
2.	Weekly	07	36.8
3.	Monthly	01	5.3
4.	Occasionally	05	26.3
Total		19	100

* - The MI had conducted Focus group discussion with SMC members in 19 schools to assess their participation and involvement.

19. Inspection and Supervision

All officials from state level to CRC level visit the schools frequently for inspection and supervision of MDM. The details of visit by different officials are given in Table-18. The schools get an opportunity to represent their grievances and get their problems solved with the help of concerned officials without any delay. As stated earlier, The SMC members and parents also visit schools at the time of serving mid-day meal in the school. It is true that the visits by these members may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level. These visits serve many purposes from the point of view of schools. Although the number of visits is important, it has to be accompanied by their support and guidance so that there is collective effort in achieving the desired goal of success in primary education.

In order to improve the impact of MDM, efforts could be made to strengthen its implementation. One of the areas of concern is to ensure that children need to get proper attention at the time of serving the meal. It is necessary for the concerned persons to be children friendly rather than serving the meal in a routine or mechanical way. All possible efforts to involve community in implementing mid-day meal will have to be made by the school as it would bring about qualitative benefits and impact. It is observed that all the sampled schools have come under inspection by at least one official.

Sl. No.	Designation of the visiting Official of	Number* of schools visited
1.	CRP	16
2.	Akshara Dasoha Official	5
3.	BRP	8
4.	BEO	7
5.	Educational Coordinators	7
6.	BRC	9
7.	Deputy Project Coordinator	1
8.	DDPI	5
9.	DIET faculty	2

* - The numbers of visits refer only till the time of visit by MI.

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders. Teachers, SMC members and Parents have uniformly expressed the view that MDM has improved enrolment, attendance and nutritional status of children in schools. The interviews with Head Teachers have been emphatic in identifying the areas of impact. Among the 38 schools, most of the head teachers (Table-19) have confirmed the positive impact on specific areas relating to children. The most significant areas of improvement are attendance, retention and enrolment of children.

Table-19: Assessment of Impact by Head Teacher			
Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No*
1.	Improved Enrolment	35	3
2.	Improved Attendance	34	4
3.	Improved Nutritional Status	29	7
4.	Retention of Students	32	6
5.	Social Harmony	31	7

* - Includes many respondents who were not sure of their assessment about the impact decisively.

Along with the positive outcomes, the MDM has also contributed in eliminating classroom hunger, improve general health condition of students and liveliness in class rooms. Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness and hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

BIDAR

TABLE 2:

MDM Register - Not Maintained
GHPS, Bambalgi
GHPS, Ilhaol
GHPS, Islampur
GUHPS, Dubalgundi
GLPS, Baswa Nagar, Kandgol
GHPS, Humnabad
MDM Register - Not Updated
GHPS, Bambalgi
GHPS, Ilhaol
GHPS, Islampur
GUHPS, Dubalgundi
GLPS, Baswa Nagar, Kandgol
GHPS, Humnabad
GHPS, Masimadu
GUHPS, KH. Chincholli
GMPS, Khatak, Chincholi
GHPS, Ramtirth (K)
GHPS, Janwada
GHPS, Sindool
GMPS, Bagdal
GHPS, Sultanabad
GLPS, Malkapur Wadi
GMPS, Kankatta

TABLE 4:

Menu Not Displayed
GHPS, Naganpalli
GLPS, Mirzapur (K)
GHPS, Masimadu
GUHPS, KH. Chincholli
GHPS, Bheemnagar, Bhalki
GGHPS, Rajeshwar
GMPS, Kankatta
GHPS, Sultanabad
GHPS, Hallikhed (K)
GHPS, Humnabad
Cook Knows but not displayed
GHPS, Janwada
GMPS, Bagdal
GHPS, Sindool
Al-Badar Arabic School, Chidri Road (Aided)
GLPS, Indiranagar Thanda
GMPS, Khatak, Chincholi
GHPS, Tadola
Al-Ameen UHPS, Halliked (Aided)
Al-Ameen UHPS, Chitaguppa (Aided)
GLPS, Baswa Nagar, Kandgol
GUHPS, Santhpur
GUHPS, Bhalki

TABLE 6:

Ample Quantity of MDM
GHPS, Ilhaol
GMPS, Kankatta

Less Quantity of MDM
GHPS, Koudiyal (R)
Note 1: The term less refers to the possible insufficient quantity supplied to an individual child. It is also used where children are given only one serve
Note 2: Modified table will be incorporated in the final report.

TABLE 7:

Health Checkup - Not Done
GUHPS, Dubalgundi
GUHPS, Santhpur
GHPS, Ilhaol
GULPS, Manhalli Darga
Al-Ameen UHPS, Chitaguppa (Aided)
GHPS, Humnabad
GHPS, Ramtirth (K)
GLPS, Ambedkar Colony, Narayanapur
Al-Badar Arabic School, Chidri Road (Aided)
GLPS, Khureshi Galli Nirna

TABLE 8:

Health Record Not Maintained
GUHPS, Dubalgundi
GUHPS, Santhpur
GHPS, Ilhaol
GULPS, Manhalli Darga
Al-Ameen UHPS, Chitaguppa (Aided)
GHPS, Humnabad
GHPS, Ramtirth (K)
GLPS, Ambedkar Colony, Narayanapur
Al-Badar Arabic School, Chidri Road (Aided)
GLPS, Khureshi Galli Nirna
Health Record - Unsure Answers from Respondents
GHPS, Dupathmahagaon
GUHPS, Bhalki
GHPS, Bambalgi
GHPS, Bheemnagar, Bhalki
GUHPS, KH. Chincholli
Al-Ameen UHPS, Halliked (Aided)
GHPS, Sultanabad
GLPS, Malkapur Wadi

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 11: OTHERS – There are five schools under this category which refer to schools not providing MDM (2 schools) and unspecified place (3 schools). The term “Others” is used by the Investigators, if the school cannot be grouped under given classifications.

TABLE 12:

Hygiene in Kitchen needs Improvement
GUHPS, Kamathana
GHPS, Janwada
GHPS, Naubad
GLPS, Mirzapur (K)
GHPS, Bambalgi
GMPS, Bagdal
GHPS, Sindool
Al-Badar Arabic School, Chidri Road (Aided)
GHPS, Dupathmahagaon
Indira Convent HPS Aurad (B) Pvt (Aided)
GUHPS, Santhpur
GLPS, Indiranagar Thanda
GHPS, Naganpalli
National HPS, Balki (Pvt. Aided)
GHPS, Masimadu
GMPS, Khatak, Chincholi
GUHPS, KH. Chincholli
GHPS, Bheemnagar, Bhalki
GGHPS, Rajeshwar
GHPS, Ilhaol
GHPS, Islampur
GHPS, Koudiyal (R)
GHPS, Tadola
GLPS, Ambedkar Colony, Narayanapur
GLPS, Khureshi Galli Nirna
GLPS, Baswa Nagar, Kandgol
GMPS, Kankatta
GHPS, Sultanabad
GHPS, Hallikhed (K)
GHPS, Humnabad

TABLE 13:

Water Storage Facility not Available
GHPS, Halbarga
GHPS, Sindool
GLPS, Mirzapur (K)
GMPS, Kankatta
Note: The tables in SSA Report refer to source of water available and water testing for quality. The table 13 in MDM Report refers to water storage facility. The data in these tables are independent.

TABLE 15:

Type of fuel used - Firewood & Gas
National HPS, Balki (Pvt. Aided)
Al-Badar Arabic School, Chidri Road (Aided)
GULPS, Manhalli Darga

Type of fuel used - Firewood
GHPS, Dupathmahagaon
Indira Convent HPS Aurad (B) Pvt (Aided)
GUHPS, Santhpur
GLPS, Indiranagar Thanda
GHPS, Naganpalli
GUHPS, KH. Chincholli
GMPS, Khatak, Chincholi
GUHPS, Bhalki
Al-Ameen UHPS, Chitaguppa (Aided)

Note : There are two schools where MDM is not provided.
GHPS, Ilhaol
GMPS, Kankatta

Table-19: Assessment of Impact by Head Teacher (Modified Table)			
Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No*
1.	Improved Enrolment	35	3
2.	Improved Attendance	34	4
3.	Improved Nutritional Status	29	7
4.	Retention of Students	32	6
5.	Social Harmony	31	7

* - Includes many respondents who were not sure of their assessment about the impact decisively.

TABLE 19:

Schools which have not recorded improvement - Enrollment
GMPS, Khatak, Chincholi
GHPS, Bambalgi
GHPS, Janwada

Schools which have not recorded improvement - Attendance
GHPS, Bambalgi
GUHPS, Santhpur
GHPS, Ramtirth (K)
GHPS, Janwada

Schools which have not recorded improvement - Retention
GHPS, Bambalgi
GHPS, Naganpalli
GUHPS, Santhpur
GHPS, Masimadu
GHPS, Bheemnagar
Al-Badar Arabic School, Chidri Road (Aided)

Schools which have not recorded improvement - Nutritional Status
GUHPS, Santhpur
GMPS, Khatak, Chincholi
GHPS, Ramtirth (K)
GHPS, Bambalgi
GHPS, Janwada
Al-Badar Arabic School, Chidri Road (Aided)
GHPS, Sindool
GMPS, Kankatta
GHPS, Naganpalli

Schools which have not recorded improvement - Social Harmony
GHPS, Naganpalli
GMPS, Kankatta
Al-Badar Arabic School, Chidri Road (Aided)
GHPS, Sindool
GHPS, Janwada
GHPS, Bambalgi
GHPS, Masimadu

List of Schools with DISE code visited by MI

Annexure II

4 (b). List of Schools with DISE code visited by MI (BIDAR)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	GUHPS, Kamathana	Bidar	HPS	29050406508	16-12-2014	
2.	GHPS, Janwada	Bidar	HPS	29050405701	16-12-2014	
3.	GHPS, Naubad	Bidar	HPS	29050416802	16-12-2014	√
4.	GLPS, Mirzapur (K)	Bidar	LPS	29050408501	16-12-2014	
5.	GHPS, Bambalgi	Bidar	HPS	29050401602	17-12-2014	
6.	GULPS, Manhalli Darga	Bidar	LPS	29050408712	17-12-2014	
7.	GMPS, Bagdal	Bidar	HPS	29050401101	17-12-2014	
8.	GHPS, Sindool	Bidar	HPS	29050412001	17-12-2014	
9.	KGBV, Kapalapur (W)	Bidar	KGBV	29050413953	17-12-2014	
10.	Al-Badar Arabic School, Chidri Road (Aided)	Bidar	HPS	29050417411	18-12-2014	
11.	GHPS, Dupathmahagaon	Aurad	HPS	29050103801	18-12-2014	√
12.	Indira Convent HPS Aurad (B) Pvt (Aided)	Aurad	HPS	29050120403	18-12-2014	
13.	GUHPS, Santhpur	Aurad	HPS	29050100145	18-12-2014	√
14.	GLPS, Indiranagar Thanda	Aurad	LPS	29050121102	18-12-2014	
15.	GHPS, Naganpalli	Aurad	HPS	29050111901	18-12-2014	
16.	KGBV, Aurad	Aurad	KGBV	29050100136	19-12-2014	
17.	National HPS, Balki (Pvt. Aided)	Bhalki	HPS	29050301009	22-12-2014	√
18.	GHPS, Masimadu	Bhalki	HPS	29050309401	22-12-2014	√
19.	GMPS, Khatak, Chincholi	Bhalki	HPS	29050307001	22-12-2014	
20.	GHPS, Halbarga	Bhalki	HPS	29050304301	22-12-2014	√
21.	GUHPS, KH. Chincholli	Bhalki	HPS	29050307003	22-12-2014	
22.	GUHPS, Bhalki	Bhalki	HPS	29050301403	22-12-2014	√
23.	GHPS, Bheemnagar, Bhalki	Bhalki	HPS	29050301406	22-12-2014	√
24.	GGHPS, Rajeshwar	Basavakalyan	HPS	29050213301	24-12-2014	
25.	GHPS, Ilhaol	Basavakalyan	HPS	29050213301	24-12-2014	
26.	GHPS, Islampur	Basavakalyan	HPS	29050207601	24-12-2014	
27.	GHPS, Koudiyal (R)	Basavakalyan	HPS	29050210101	24-12-2014	
28.	GHPS, Tadola	Basavakalyan	HPS	29050215001	24-12-2014	
29.	GHPS, Ramtirth (K)	Basavakalyan	HPS	29050214802	24-12-2014	
30.	GLPS, Ambedkar Colony, Narayanapur	Basavakalyan	LPS	29050212013	24-12-2014	
31.	GUHPS, Dubalgundi	Humnabad	HPS	29050502309	26-12-2014	√
32.	Al-Ameen UHPS, Halliked (Aided)	Humnabad	HPS	29050502807	26-12-2014	√
33.	Al-Ameen UHPS, Chitaguppa (Aided)	Humnabad	HPS	29050501826	26-12-2014	
34.	GLPS, Khureshi Galli Nirna	Humnabad	LPS	29050506915	26-12-2014	
35.	GLPS, Baswa Nagar, Kandgol	Humnabad	LPS	29050504202	26-12-2014	
36.	GMPS, Kankatta	Humnabad	HPS	29050504301	26-12-2014	√
37.	GHPS, Sultanabad	Humnabad	HPS	29050508001	26-12-2014	√
38.	GHPS, Hallikhed (K)	Humnabad	HPS	29050502901	26-12-2014	
39.	GLPS, Malkapur Wadi	Humnabad	LPS	29050505301	26-12-2014	√
40.	GHPS, Humnabad	Humnabad	HPS	29050503501	26-12-2014	



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

5. DAVANAGERE

Institute for Social and Economic Change,
Nagarbhavi, Bangalore

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

Davanagere District

Davanagere District had a sample of 40 schools with 4 Lower Primary Schools, 34 Higher Primary Schools and 2 KGBVs. The selection of sample schools has been done as per the criteria outlined by the MHRD/GoI. The present report on MDM refers to half-yearly monitoring period from 1st October 2014 to 31st March 2015.

1. Regularity in Serving Meal

All the 38 schools of the sample serve hot cooked meal daily. There is regularity in serving mid-day meal in all these schools as per the guidelines issued by the department of education.

2. Trends

The mid-day meal scheme of Sarva Shikshana Abhiyan (SSA) extends the benefit to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. The aided schools have also been given the benefit. However, an individual child is entitled to make an option to avail or not avail the facility. It is in this context, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

It is found that the number of children opting mid-day meal varies from school to school. The data from sampled schools is encouraging as 99.9 percent have opted for MDM. The total number of students enrolled in 38 schools (5919) is taken as the basis for comparison. The pattern of utilization of mid-day meal is closely associated with the number of children opting for the scheme (5911). There is variation in the number of students availing mid-day meal on the previous day (75.1 percent) and on the day of visit (76.2 percent). The variation has been marginal as the difference is one percent (Table-1). This kind of variation is a possibility on the basis of the pattern of attendance in the school. Another significant factor to be noted is

that there are a few students not availing the benefit of the scheme due to their absence. The extent of utilization of MDM is encouraging.

Table-1: Details about Mid-day meal Beneficiaries		
Sl. No	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	5919
2.	Number of children opted for MDM	5911 (99.9)
3.	Number of children attending the school on the day of visit	4932 (83.3)
4.	Number of children actually availing MDM on the day of visit	4511 (76.2)
5.	Number of children availed MDM on the previous day of visit	4446 (75.1)

3. Regularity in Delivering Food Grains to Schools

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that all the schools (38) have been getting the supply of food grains on time. The stock of food grains is supplied by adjusting the balance of food grains remaining with the schools. There were 29 schools having a buffer stock with them. It is also necessary to note that schools are not only entitled to get buffer stock but also insist on quality food grains. If the food grain supplied does not fulfill the requirement of the standard specified, schools can ask for exchange.

4. Regularity in Delivering Cooking Cost to Schools

The mid-day meal grant is released either through e-transfer. This has been confirmed by most of the sampled schools. Majority of the schools (26) which are preparing mid-day meal in the school have confirmed that they are getting cooking cost advance regularly. There are a few schools indicating the receipt of grants with a delay of few weeks. The grants received by the school are jointly managed by the head teacher and SDMC.

The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register (Table-2). It has been found that all the

schools have maintained MDM register (38). The task of updating is done periodically by most of the schools (34).

ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.

Table-2: MDM Register			
Name of the Blocks	Maintained	Up-to-date	Total number of schools
Channagiri	8	7	8
Davanagere (N)	5	5	5
Davanagere (S)	5	4	5
Harapanahalli	8	7	8
Harihara	4	4	4
Honnali	4	4	4
Jagalur	4	3	4
Total	38	34	38

5. Social Equity

Most of the schools have a higher ratio of children enrolled from different social groupings. It has been found that the majority of students enrolled include children belonging to OBCs, Minority and SC groups. The heterogeneity of social grouping has not created any visible social discrimination in serving mid-day meal. It is also observed that there is no discrimination on the basis of caste, gender or community. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order as they take the meal.

The data collected from 38 schools has different pattern in seating arrangement (Table-3). It has been observed that the students in upper primary classes tend to follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Generally, the students of upper primary classes belong to pre-adolescent stage. Most parents would expect schools to maintain some kind of segregation between boys and girls though

they do not have any reservation to admit them to co-educational higher primary schools. The data in the table indicates a predominant pattern where students sit in long rows as they are served meal. This arrangement is functionally convenient due to the reason that students not only collect food in row and consequently occupy a place in some order. The other arrangements where children sit in smaller groups or as they desire depending up on space available in the school campus.

Table-3: Seating arrangements of Students during MDM					
Name of Blocks	Pattern in Seating arrangements of students				
	In small groups	In long rows	All sit in a hall/big class room	As per their own wish	Total
Channagiri	2	6	0	0	8
Davanagere (N)	0	2	1	2	5
Davanagere (S)	0	4	0	1	5
Harapanahalli	2	4	2	0	8
Harihara	0	3	0	1	4
Honnali	0	4	0	0	4
Jagalur	0	4	0	0	4
Total	4	27	3	4	38

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 38 schools of Davanagere district indicates that the menu of the MDM was displayed in 31 schools (Table-4). There were 4 schools where the person in-charge/ cooks were aware of the menu. However, it was not displayed. The responses from the head teachers confirm that schools will have a pre-planned menu schedule for all the days of the week. Some of the schools which had not displayed the menu did not consider it as an obligation.

Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalise menu. Sometimes, the cook is also involved in formulating weekly menu in the school. The general pattern of menu like rice-sambar, rice bath and rava bath on Saturdays is followed by most of the days.

Table-4: Display of MDM Menu				
Name of the Blocks	Yes	No	Cook knows/not displayed	Total
Channagiri	6	0	2	8
Davanagere (N)	5	0	0	5
Davanagere (S)	3	1	1	5
Harapanahalli	5	2	1	8
Harihara	4	0	0	4
Honnali	4	0	0	4
Jagalur	4	0	0	4
Total	31	3	4	38

7. Variety in Menu

Most of the schools serving mid-day meal have been using locally available vegetables, dhal, rice and wheat. The general menu in most of the schools includes rice and sambar from Monday to Friday. Sometimes, schools serve rasam along with cury or chatni. On Saturdays, schools give either Rice-bath or Rava-bath. One of the ways of adding variety to menu is by using different vegetables. It is stated that most of the schools avoid using same vegetable during a week. This has made most of the parents and children to consider the menu having some kind of variety. However, the routine items continue to make the beneficiaries to feel repetitive nature of the menu. It was also observed that schools make minor modification on certain days like National or local events or festivals to ensure that children get either an added item or a special item to add to variety. The responses from most SMC members (32 schools) have revealed that there is variety in food served to the children.

Further, members from 10 schools said that there is variety in the everyday menu, members from 22 schools stated that variety is there on some days.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 38 schools has been consolidated by the MI in relation to the quantity of MDM supply to the students. The data indicates that 35 schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is reported that a few of the schools (2) had a higher rating where students were getting as much as they wanted which is termed as “Ample”. There was one school where children could have been allowed to collect more if they found it necessary.

Table-5: Quantity of MDM				
Name of the Blocks	Quantity of food served			
	Adequate	Ample	Less	Total
Channagiri	8	0	0	8
Davanagere (N)	4	0	1	5
Davanagere (S)	5	0	0	5
Harapanahalli	8	0	0	8
Harihara	4	0	0	4
Honnali	4	0	0	4
Jagalur	3	1	0	4
Total	36	1	1	38

Another important aspect of the mid-day meal is the quality of the food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally important. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. According to the guidelines of the department, a school is entitled to reject poor quality or sub-standard quality food grain if supplied. This has been done to maintain the quality of food prepared in the school. It is

found that majority of the schools (20) have been serving good quality of mid-day meal (Table-6). The remaining schools have a relatively an average quality of food (16 schools) served to the children. There were 2 schools where the quality of food served is rated as poor. While variation in the quality of food served is a possibility on some days for certain reasons beyond any control of the school, it is necessary for the school to examine reasons. It is also necessary to provide the best possible quality food for all children on all days.

Table-6: Quality of MDM				
Name of the Blocks	Quality of food			
	Good	Average	Poor	Total
Channagiri	3	5	0	8
Davanagere (N)	2	3	0	5
Davanagere (S)	3	1	1	5
Harapanahalli	4	4	0	8
Harihara	3	0	1	4
Honnali	2	2	0	4
Jagalur	3	1	0	4
Total	20	16	2	38

9. Health Check-up in Schools

One of the major aspects associated with mid-day meal scheme is health check-up of children. The department of health coordinates this programme through its personnel. All the schools conduct health check-up and maintain records relating to each child.

The data collected from schools has indicated that health check-up to children is conducted in 38 schools. Most of the schools (34) have conducted health check-up of children once a year. The remaining schools are yet to conduct (at the time of data collection) as per the requirement (Table-7).

All the schools conducting health check-up are expected to maintain health records of all children. Accordingly, it has been found that 32 schools confirming the maintenance of health records in Davanagere district (Table-8). The scheme of conducting health check-up

does not end-up as a routine programme but as a comprehensive programme. This is done by providing the required micro-nutrients and other supplements like Vitamin Tablets, Iron Folic Acid Tables and De-worming tablets. This scheme has been implemented in all the districts of Karnataka state.

Name of the Blocks	Frequency			
	Yearly	Half-yearly	Not done*	Total
Channagiri	7	0	1	8
Davanagere (N)	5	0	0	5
Davanagere (S)	5	0	0	5
Harapanahalli	8	0	0	8
Harihara	3	0	1	4
Honnali	4	0	0	4
Jagalur	2	0	2	4
Total	34	0	4	38

* - At the time of collecting data

Name of the Blocks	Yes	No	Total
Channagiri	7	1	8
Davanagere (N)	4	1	5
Davanagere (S)	5	0	5
Harapanahalli	7	1	8
Harihara	3	1	4
Honnali	3	1	4
Jagalur	3	1	4
Total	32	6	38

The data from Davanagere district confirms the distribution of all these supplements in most of the schools (Table-9). The task of providing supplements is handled by teachers, specially

the class teachers. The vitamin tablets are supplied once in a week or 15 days and de-worming is given once in six months. There is also the system of a particular teacher being in-charge of distribution to a designated class. The data indicates variation in the number of schools depending upon the supply of specified items to the schools. The extent of distribution of the supplements is significant.

Table-9: Details about Distribution of Nutrients to Students				
Name of the Blocks	Nutrition Supplements			
	Vitamins	Iron Folic acid	De-worming	Number of Schools
Channagiri	5	6	4	8
Davanagere (N)	4	5	4	5
Davanagere (S)	2	4	3	5
Harapanahalli	5	8	6	8
Harihara	4	4	4	4
Honnali	3	4	4	4
Jagalur	4	4	4	4
Total	27	35	29	38

10. Status of Cooks

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome prejudices and attitude of social distancing. All the schools make efforts to adhere to these norms. However, it has been observed that the social composition of the habitation/ village where school is located may not be able to get a person required to function as a cook or a helper. In such situations, school will have limited options in adhering to the norms. It is due to this reason, there may be certain amount of deviation in conforming to the norms. However, most of the schools make choices on the basis of the availability of persons to perform roles. The following table indicates the distribution and social composition of cooks and helpers in 38 schools.

The social composition of the inhabitants and willingness to accept the job of cook/helper by the designated caste group will invariably influence the prevailing composition. In spite of these difficulties, the composition in Davanagere district is fairly distributed across different

social groups (Table-10). One of the encouraging aspects of the composition is that Scheduled castes, minorities and other backward caste members constitute a major share in the total of cooks and helpers. It is socially an encouraging trend.

Sl. No.	Category	Cooks	Helpers
1.	SC	13	24
2.	ST	8	8
3.	OBC	10	13
4.	Minority	6	15
5.	Others	9	8
Total		46	68

Note: There are 8 additional Cooks and 30 Helpers.

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicates that most of the schools have separate kitchen or a separate place to cook. The details are given in Table-11. It is found that many of the schools (10) have pucca kitchen and majority of the schools (21) are using class rooms to prepare food. There were five schools indicating that they are expecting grants to construct kitchen.

Name of the Blocks	Pucca kitchen	Sanction Expected	Classroom is used as kitchen	Others*	Total
Channagiri	2	1	5	0	8
Davanagere (N)	0	1	4	0	5
Davanagere (S)	2	0	1	2	5
Harapanahalli	2	1	5	0	8
Harihara	2	0	2	0	4
Honnali	1	1	2	0	4
Jagalur	1	1	2	0	4
Total	10	5	21	2	38

Note: * - One school is getting supply from the nearby school.

12. Safety and Hygiene:

The preparing and serving of mid-day meal need to be done in a healthy and hygienic environment. It is the responsibility of the school to establish hygiene in cooking place. An assessment of the prevailing conditions in the sampled schools has revealed that majority of the schools (Table-12) have been successful in maintaining hygienic condition in kitchen (30 schools). It is also been observed that majority of the schools (25 of 38 schools) also have provision of good ventilation in cooking place. The remaining schools need improvement in establishing hygiene.

Name of the Blocks	Yes	No	Total
Channagiri	5	3	8
Davanagere (N)	4	1	5
Davanagere (S)	4	1	5
Harapanahalli	6	2	8
Harihara	3	1	4
Honnali	4	0	4
Jagalur	4	0	4
Total	30	8	38

It is found that the place of serving in 36 schools is clean and hygienic. Another aspects observed by the MI during the visit is ensuring cleanliness among children at the time of taking food. It has been found most of the schools (34) guide the students to wash their hands as they bring their plates to collect food. This practice has helped in achieving cleanliness and developing healthy habit among children.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates and tumblers

and for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools confirms that majority of schools (31) have provisioned to store water (Table-13).

Table-13: Water Storage for MDM			
Name of the Blocks	Availability of water		
	Yes	No	Total
Channagiri	8	0	8
Davanagere (N)	5	0	5
Davanagere (S)	3	2	5
Harapanahalli	8	0	8
Harihara	4	0	4
Honnali	4	0	4
Jagalur	3	1	4
Total	35	3	38

14. Utensils for Cooking

The department provides funds to create assets like plates, cooking vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community would have contributed the financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard. All the schools have vessels for cooking. They also have plates and tumblers needed for children for serving mid-day meal. In Davanagere, 37 schools have got equipped with kitchen utensils.

15. Fuel for Cooking

In schools where food is prepared (38 schools), the fuel used to prepare food is an important aspect to be examined. The data collected by MI indicates that most of the schools (37) are using LPG. There is one school using firewood to prepare mid-day meal (Table-14).

Table-14: Type of fuel used			
Sl. No.	Type of Fuel	Number of Schools	Percent
1.	Firewood	01	2.6
2.	Gas	37	97.4
Total		38	100.0

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has been now extended to children admitted to Private aided Primary schools.

Table-15: Source of Awareness about the MDM Scheme		
Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/ Magazine	31
2.	Radio	6
3.	Television	52
4.	Teacher	76
5.	Students/school	119
6.	Website	0
7.	Relatives/friends/villagers	107
8.	Others	6
Total Respondents		147

* - Each respondent is entitled to indicate more than one source.

An attempt has been made to identify the sources of awareness about the programme among the members of SDMC. It is observed that the School / Students attending (119) are the main source of awareness (Table-15). The second prominent source has been the Friends and relatives (107). The third source is the Teachers (76). Among other sources, television has been considered by 52 respondents as the source of information.

17. Participation of parents

As per the norm, the MDM is being monitored and supervised by the parents on most of the days. They take the initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents have “fair” (11 schools) and “good” (20 schools) level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The responses from parents have indicated that students are getting good quality and quantity of mid-day meal. There were 13 schools with daily visits, 14 schools with few days a week, 4 schools with once in a week and 2 schools with occasional visits by the parents.

18. Participation of SMC members

The School Development and Management Committee is also known as School Management Committee (SDMC/SMC). It could be considered as a fulcrum on which all the SSA activities are carried out in a school. It includes the Head Teacher, Teacher representative and local representatives and parent representatives. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation. It is found that SMC discussed MDM issues in their meeting either “all the time” (16 schools) or “most of the time” (11 schools). There were 7 schools where MDM issues were discussed “sometimes” (Table-16). In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance.

Name of the Blocks	All the Time	Most of the Times	Sometimes	No issues in MDM hence not discussed
Channagiri	5	2	1	0
Davanagere (N)	2	1	2	0
Davanagere (S)	3	0	1	1
Harapanahalli	2	3	1	2
Harihara	2	2	0	0
Honnali	1	1	1	1
Jagalur	1	2	1	0
Total	16	11	7	4

One of the direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit during the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency (Table-17). The most encouraging aspect is that majority of members visit either daily (15 schools) or once in a week (17 schools).

Sl.No	Frequency of visits	Number of schools	Percent
1.	Daily	15	44.1
2.	Weekly	17	50.0
3.	Monthly	0	0
4.	Occasionally	2	5.9
Total		34	100

19. Inspection and Supervision

The MDM scheme has been supervised at the State, District, Block, Cluster and School level. There are many officials involved and assigned with this responsibility. There are both periodical and surprise inspections from most these officials. On a daily basis, it is the SMC

members or parents who supervise and inspect at the school level. The CRP, Assistant Director of Taluk Panchayat (Akshara Dasoha) and CRC, BEO/BRC supervise most of the schools at least once in a month. The data collected from the sampled schools indicates that it is the Block Level and Cluster Level officials making more frequent visits of supervision and monitoring. The details of visit by different officials are given in Table-18.

All officials from state level to CRC level visit the schools frequently for inspection and supervision of MDM. The schools get an opportunity to represent their grievances and get their problems solved with the help of concerned officials without any delay. As stated earlier, the SMC members and parents also visit schools at the time of serving mid-day meal in the school. It is true that the visits by these members may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level.

In order to improve the impact of MDM, efforts could be made to strengthen its implementation. One of the areas of concern is to ensure that children need to get proper attention at the time of serving the meal. It is necessary for the concerned persons to be children friendly rather than serving the meal in a routine or mechanical way. All possible efforts to involve community in implementing mid-day meal will have to be made by the school as it would bring about qualitative benefits and impact.

Sl. No.	Designation of the visiting Official of	Number of schools visited*
1.	CRP	35
2.	Akshara Dasoha Official	04
3.	BRP	22
4.	BEO	17
5.	Educational Coordinators	23
6.	BRC	18
7.	Deputy Project Coordinator	02
8.	DDPI	05
9.	DIET faculty	06

* - The number of visits refers only to June 2014 onwards

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders, namely the Teachers, SMC members and Parents. There is consensus in their view that MDM has improved attendance, enrolment and nutritional status of children in schools. According to the data collected from the Head, the impact has been found to be significant and positive. Among the 38 schools, most of the head teachers (Table-19) have confirmed the positive impact on specific areas relating to children. The most significant areas of improvement are attendance and enrolment of children in Davanagere district.

Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No
1.	Improved Enrolment	34	4
2.	Improved Attendance	36	2
3.	Improved Nutritional Status	31	7*
4.	Retention of Students	33	5*
5.	Social Harmony	32	6

* - Few Head Teachers were not sure of their response

Simultaneously, the data collected from 147 parents has confirmed that mid-day meal has made an impact on students' health (47), enjoys attending school (65) and regularity (25) in a significant way. Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness & hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

DAVANAGERE

TABLE 2:

MDM Register - Not Maintained
NIL

MDM Register - Not Updated
GHPS, Kakanur
GHPS, Sri Rama Nagar-DVG
GHPS, Honnenahalli
GHPS, Bharamasamudra

TABLE 4:

Menu Not Displayed
GHPS, Bapuji Nagara
GHPS, Machihalli Thanda
HPS Anjum Kan & Urdu-DVG (Aided)
Cook Knows but not displayed
GHPS, Gedlahatti
GHPS, Pamenahalli
GUHPS, Kunchooru

TABLE 5:

Less Quantity of MDM
Gurubasamma VC HPS (K) NRRDD
Note : The term less refers to the possible insufficient quantity supplied to an individual child. It is also used where children are given only one serve

TABLE 7:

Health Checkup - Not Done
GLPS, Dodderikatte
GHPS, Halivana
GHPS, Aiyyanahalli
GHPS, Bangarakkanagudda

TABLE 8:

Health Record Not Maintained
GLPS, Erehalli
GHPS, Bharath Colony
GHPS, Bapuji Nagara
GHPS, Halivana
GHPS, Hirematta
GHPS, Bangarakkanagudda

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 11: OTHERS –The term “Others” is used by the Investigators, if the school cannot be grouped under given classifications. (One school is getting supply from neighboring school).

TABLE 12:

Hygiene in Kitchen needs Improvement
GHPS, Chikkaganguru
GLPS, Dodderikatte
GLPS, Erehalli
GHPS, Bharath Colony
GHPS, Bapuji Nagara
GHPS, Machihalli Thanda
GHPS, Halivana
HPS Anjum Kan & Urdu-DVG (Aided)

TABLE 13:

Water Storage Facility not Available
GHPS, Sri Rama Nagar-DVG
HPS Anjum Kan & Urdu-DVG (Aided)
GHPS, Bidarakere

Table-13: Water Storage for MDM (Modified)			
Name of the Blocks	Availability of water		
	Yes	No	Total
Channagiri	8	0	8
Davanagere (N)	5	0	5
Davanagere (S)	3	2	5
Harapanahalli	8	0	8
Harihara	4	0	4
Honnali	4	0	4
Jagalur	3	1	4
Total	35	3	38

TABLE 14:

Firewood
GULPS, Bethur Road, Ward No.12

TABLE 19:

Schools which have not recorded improvement - Enrollment
GHPS, Gedlahatti
GUHPS, Kunchooru
GHPS, Guddehalli
GHPS, Kenchikoppa

Schools which have not recorded improvement - Attendance
GUHPS, Kunchooru
GHPS, Guddehalli

Schools which have not recorded improvement - Retention
GUHPS, Kunchooru
GHPS, Guddehalli
GHPS, Bangarakkanagudda
Cannot Say
GLPS, Dodderikatte
GHPS, Halivana

Schools which have not recorded improvement - Nutritional Status
GUHPS, Kunchooru
GHPS, Guddehalli
GHPS, Chikkaganguru
GULPS, Bethur Road, Ward No.12
GULPS, Yallammanagar-DVG
GHPS, Machihalli Thanda
Cannot Say
GLPS, Dodderikatte

Schools which have not recorded improvement - Social Harmony
GHPS, Chikkaganguru
GULPS, Bethur Road, Ward No.12
GULPS, Yallammanagar-DVG
GHPS, Machihalli Thanda
GUHPS, Kunchooru
GHPS, Guddehalli

List of Schools with DISE code visited by MI

Annexure II

4 (b). List of Schools with DISE code visited by MI (DAVANAGERE)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	GHPS, Chikkaganguru	Channagiri	HPS	29140104001	09 to 10-02-2015	√
2.	GLPS, Dodderikatte	Channagiri	LPS	29140105601	09 to 10-02-2015	
3.	GLPS, Erehalli	Channagiri	LPS	29140106101	09-02-2015	√
4.	GHPS, Gedlahatti	Channagiri	HPS	29140107001	09 to 10-02-2015	
5.	GHPS, Gullehalli	Channagiri	HPS	29140107501	09 to 10-02-2015	
6.	GHPS, Hebbalagere	Channagiri	HPS	29140108801	09 to 10-02-2015	√
7.	GHPS, Honnanayakanahalli	Channagiri	HPS	29140109401	09 to 10-02-2015	
8.	GHPS, Kakanur	Channagiri	HPS	29140110901	09 to 10-02-2015	√
9.	KKGBV, Nalluru	Channagiri	KKGBV		10-02-2015	
10.	GHPS, Machihalli Thanda	Harapanahalli	HPS	29140705007	11 to 12-02-2015	
11.	GLPS, Animegalathanda (Upgraded)	Harapanahalli	HPS	29140707301	11 to 12-02-2015	
12.	GHPS, Thavadur Thanda	Harapanahalli	HPS	29140707904	11 to 12-02-2015	
13.	GHPS, Yaraballi	Harapanahalli	HPS	29140707905	11 to 12-02-2015	
14.	GHPS, Bapuji Nagara	Harapanahalli	HPS	29140708204	11 to 12-02-2015	
15.	GHPS, Honnenahalli	Harapanahalli	HPS	29140702502	11 to 12-02-2015	
16.	GUHPS, Kunchooru	Harapanahalli	HPS	29140704704	11 to 12-02-2015	
17.	GUHPS, Upgraded HS, Banagere	Harapanahalli	HPS	29140709901	11 to 12-02-2015	
18.	KGBV, Telagi	Harapanahalli	KGBV		12-02-2015	
19.	GHPS, Aiyyanahalli	Jagalur	HPS	29140600201	13-02-2015	
20.	GHPS, Bangarakkanagudda	Jagalur	HPS	29140600901	13-02-2015	
21.	GHPS, Bharamasamudra	Jagalur	HPS	29140601601	13-02-2015	
22.	GHPS, Bidarakere	Jagalur	HPS	29140601702	13-02-2015	
23.	GHPS, Kenchikoppa	Honnali	HPS	29140501401	14-02-2015	
24.	GHPS, Kathige	Honnali	HPS	29140501801	14-02-2015	
25.	GHPS, Guddehalli	Honnali	HPS	29140512801	14-02-2015	
26.	GHPS, Hirematta	Honnali	HPS	29140514001	14-02-2015	
27.	GHPS, Guldahalli	Harihara	HPS	29140402301	16 to 18-02-2015	
28.	GHPS, Vinobhanagar	Harihara	HPS	29140408405	16 to 18-02-2015	
29.	GHPS, Budihal	Harihara	HPS	29140400701	16 to 18-02-2015	
30.	GHPS, Halivana	Harihara	HPS	29140402701	16 to 18-02-2015	
31.	GULPS, Yallammanagar-DVG	Davanagere (S)	LPS	29140308415	16 to 18-02-2015	
32.	GHPS, Sri Rama Nagar-DVG	Davanagere (S)	HPS	29140308904	16 to 18-02-2015	
33.	HPS Anjum Kan & Urdu-DVG (Aided)	Davanagere (S)	HPS	29140308806	16 to 18-02-2015	
34.	GHPS, Pamenahalli	Davanagere (S)	HPS	29140302401	16 to 18-02-2015	
35.	GHPS, Goniwada Camp	Davanagere (S)	HPS	29140306102	19 to 20-02-2015	
36.	GUHPS, SSM, Ward No.4	Davanagere (N)	HPS	29140208614	19 to 20-02-2015	
37.	GUHPS, Jalinagar, Ward No.11	Davanagere (N)	HPS	29140209912	19 to 20-02-2015	
38.	GULPS, Bethur Road, Ward No.12	Davanagere (N)	LPS	29140207821	19 to 20-02-2015	
39.	Gurubasamma VC HPS (K) NRRDD	Davanagere (N)	HPS	29140208217	19 to 20-02-2015	
40.	GHPS, Bharath Colony	Davanagere (N)	HPS	29140208106	19 to 20-02-2015	



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

6. DHARWAD

Institute for Social and Economic Change,
Nagarbhavi, Bangalore

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

DHARWAD DISTRICT

Dharwad District had a sample of 40 schools with 11 Lower Primary Schools and 27 Higher Primary Schools 2 KGBVs. The selection of sample schools has been done as per the criteria outlined by the MHRD/GoI. The present report refers to half-yearly monitoring for the period 1st October 2014 to 31st March 2015.

1. Regularity in Serving Meal

All the 38 schools of the sample serve hot cooked meal daily. There is regularity in serving mid-day meal in all these schools as per the guidelines issued by the department of education. It is found that all the 38 schools are serving the meal prepared and supplied by centralized kitchens. There are two prominent non-governmental organizations involved in this task.

2. Trends

The mid-day meal scheme of Sarva Shikshana Abhiyan (SSA) extends the benefit of the scheme to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. The aided schools have also been given the benefit. However, an individual child is entitled to make an option to avail or not avail the facility. It is in this context, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

It is found that the number of children opting mid-day meal varies from school to school. The data from sampled schools is encouraging as 99.8 percent have opted for MDM. The total number of students enrolled in 38 schools (6587) is taken as the basis for comparison. The pattern of utilization of mid-day meal is closely associated with the number of children opting for the scheme (6577). There is variation in the number of students availing mid-day meal on the previous day and on the day of visit. The variation has been marginal as the difference is around two percent (Table-1). This kind of variation is a possibility on the basis of the pattern of attendance in the school. Another significant factor to be noted is that there are a few

students not availing the benefit of the scheme due to their absence. The extent of utilization of MDM is significantly high with most of the children opted have been availing the benefit.

Table-1: Details about Mid-day meal Beneficiaries		
Sl. No	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	6587
2.	Number of children opted for MDM	6577 (99.8)
3.	Number of children attending the school on the day of visit	5618 (85.3)
4.	Number of children actually availing MDM on the day of visit	5575 (84.6)
5.	Number of children availed MDM on the previous day of visit	5668 (86.1)

3. Regularity in Delivering Food Grains to Schools

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that the supply of food grain is not applicable as all the sampled schools are getting MDM from centralized kitchens.

4. Regularity in Delivering Cooking Cost to Schools

The grants received by the school are jointly managed by the head teacher and SDMC. The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register. Although cooking cost is not released as the schools are getting MDM supplied by Centralized Kitchens, there is the requirement of funds like payment to be made for helpers, expenses relating to serving of food in the school and other related expenditure. It has been found that all the schools have maintained MDM register (26). The task of updating is done periodically by most of the schools (12). However, there is need to improve documentation of financial transactions (Table-2).

<p>ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.</p>
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Table-2: MDM Register			
Name of the Blocks	Maintained	Up-to-date	Total number of schools
Dharwad City	4	0	4
Dharwad Rural	5	2	7
Hubli City	1	4	5
Hubli Rural	5	2	7
Kalghatgi	3	2	5
Kundagol	5	0	5
Navalgund	3	2	5
Total	26	12	38

5. Social Equity

Most of the schools have a higher ratio of children enrolled from different social groupings. It has been found that the majority of students enrolled in Dharwad include children belonging to SC, OBC and Minority groups. There are also children coming from ST and other caste background. The heterogeneity of social grouping has not created any visible social discrimination in serving mid-day meal. It is also observed that there is no discrimination on the basis of caste, gender or community. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order as they take the meal.

The data collected from 38 schools has different pattern in seating arrangement (Table-3). It has been observed that the students in upper primary classes tend to follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Most parents would expect schools to maintain some kind of segregation between boys and girls though they do not have any reservation to admit them to co-educational higher primary schools. The data in the table indicates a predominant pattern where students sit in long rows as they are served meal. This arrangement is functionally convenient due to the reason that students not only collect food in row and consequently occupy a place in some order. The other arrangements where children sit in smaller groups or as they desire depending up on space available in the school campus.

Table-3: Seating Arrangements of Students during MDM						
Name of Blocks	Pattern in Seating arrangements of students					
	In small groups	In long rows	Girls and boys sit separately	All sit in a hall/ big class room	As per their own wish	Total
Dharwad City	0	2	1	0	1	4
Dharwad Rural	1	5	0	0	1	7
Hubli City	0	4	0	0	1	5
Hubli Rural	0	2	2	1	2	7
Kalghatgi	0	3	1	1	0	5
Kundagol	1	3	0	1	0	5
Navalgund	0	4	0	0	1	5
Total	2	23	4	3	6	38

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 38 schools of Dharwad district indicates that the menu of the MDM was displayed in 5 schools (Table-4). There were 14 schools where the person in-charge/ cooks were aware of the menu. However, it was not displayed. The responses from the head teachers confirm that schools will have a pre-planned menu schedule for all the days of the week. Some of the schools which had not displayed the menu did not consider it as an obligation.

Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalise menu. Sometimes, the cook is also involved in formulating weekly menu in the school. The centralized Kitchens managed by non-governmental organizations also follow the specifications of the department in formulating menu and maintaining variety in the menu.

Table-4: Display of MDM Menu				
Name of the Blocks	Yes	Cook knows/not displayed	No	Total
Dharwad City	0	1	3	4
Dharwad Rural	1	4	2	7
Hubli City	1	3	1	5
Hubli Rural	2	2	3	7
Kalghatgi	0	2	3	5
Kundagol	0	0	5	5
Navalgund	1	2	2	5
Total	5	14	19	38

7. Variety in Menu

The Centralized Kitchens serving mid-day meal have been using vegetables, dhal, rice and wheat as per the guidelines. The general menu includes rice and sambar from Monday to Friday. On Saturdays, Rice-bath or Rava-bath is supplied. One of the ways of adding variety to menu is by using different vegetables. However, the routine items continue to make the beneficiaries to feel repetitive nature of the menu. The responses from SMC members indicate (35 schools) details about variety in the food served to the children. While members from 4 schools said that there is variety in the everyday menu, members from 28 schools stated that variety is there on some days. The remaining members were not sure of their responses.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 38 schools has been consolidated by the MI in relation to the quantity of MDM served to the students. The data indicates that 29 schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is reported that a few of the schools (4) had a higher rating where students were getting as much as they wanted which is termed as “Ample”. It is also found in

5 schools, the quantity served has been termed as “less”. This could be in terms of the way allotted quantity is served to all children and a few may need little extra than others.

Table-5: Quantity of MDM				
Name of the Blocks	Quantity of food served			
	Adequate	Ample	Less	Total
Dharwad City	2	1	1	4
Dharwad Rural	6	1	0	7
Hubli City	2	1	2	5
Hubli Rural	6	0	1	7
Kalghatgi	5	0	0	5
Kundagol	5	0	0	5
Navalgund	3	1	1	5
Total	29	4	5	38

Another important aspect of the mid-day meal is the quality of the food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally important. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. It is found that majority of the schools (18) have been served “average” quality mid-day meal (Table-6). The remaining schools have a relatively” good” quality of food (16 schools) served to the children and in 2 schools, the quality of food served is rated as “poor.” All this indicates that there is scope for improving the quality of mid-day meal.

While variation in the quality of food served is a possibility on some days for certain reasons beyond any control, it is necessary for the centralized kitchens to examine reasons. It is also necessary to provide the best possible quality food for all children on all days.

Table-6: Quality of MDM				
Name of the Blocks	Quality of food			
	Good	Average	Poor	Total
Dharwad City	1	2	1	4
Dharwad Rural	4	3	0	7
Hubli City	1	3	1	5
Hubli Rural	3	4	0	7
Kalghatgi	3	2	0	5
Kundagol	2	3	0	5
Navalgund	2	1	2	5
Total	16	18	4	38

9. Health Check-up in Schools

One of the major aspects associated with mid-day meal scheme is the health check-up of children. The department of health coordinates this programme through its personnel. All the schools conduct health check-up and maintain records relating to each child. The data collected from schools has indicated that health check-up to children is conducted in 36 schools. These schools have conducted health check-up of children once a year (Table-7). There are two schools where health check-up has not been done at the time of visit by MI.

Table-7: Details of Health Check-up in Schools (Frequency)			
Name of the Blocks	Yearly	Not done*	Total
Dharwad City	4	0	4
Dharwad Rural	7	0	7
Hubli City	4	1	5
Hubli Rural	7	0	7
Kalghatgi	5	0	5
Kundagol	5	0	5
Navalgund	4	1	5
Total	36	2	38

* - At the time of collecting data

All the schools conducting health check-up are expected to maintain health records of all children. Accordingly, it has been found that 34 schools confirming the maintenance of health records in Dharwad district (Table-8). The scheme of conducting health check-up does not end-up as a routine programme but as a comprehensive event. This is done by providing the required micro-nutrients and other supplements like Vitamin tablets, Iron Folic Acid tablets and De-worming tablets. This scheme has been implemented in all the districts of Karnataka state.

Name of the Blocks	Yes	No	Total
Dharwad City	4	0	4
Dharwad Rural	7	0	7
Hubli City	3	2	5
Hubli Rural	7	0	7
Kalghatgi	5	0	5
Kundagol	5	0	5
Navalgund	3	2	5
Total	34	4	38

The data from Dharwad district confirms the distribution of all these supplements in most of the schools (Table-9). The task of providing supplements is handled by teachers, specially the class teachers. The vitamin tablets are supplied once in a week or 15 days and de-worming is given once in six months. It could be observed that the distribution of nutrition supplements has not been given due importance. This requires additional effort and special attention.

Name of the Blocks	Vitamins	Iron Folic acid	De-worming	Number of Schools
Dharwad City	1	1	1	4
Dharwad Rural	3	5	3	7
Hubli City	2	2	2	5
Hubli Rural	4	6	0	7
Kalghatgi	2	4	2	5
Kundagol	2	3	2	5
Navalgund	3	4	3	5
Total	17	25	13	38

10. Status of Cooks and Helpers

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome prejudices and attitude of social distancing. All the schools make efforts to adhere to these norms. In case of Dharwad district, many schools are getting MDM supplied by non-governmental organizations. This is true of the sampled schools visited by the MI. There are no cooks in 38 sampled schools, but they have helpers appointed to serve MDM to children. The social composition of the inhabitants and willingness to accept the job of helper by the designated caste group will invariably influence the prevailing composition. In spite of these difficulties, the composition in Dharwad district is fairly distributed across different social groups (Table-10). One of the encouraging aspects of the composition is that Scheduled castes, Minorities and Other Backward Caste members constitute a major share in the total. It is socially an encouraging trend.

Sl. No.	Category	Cooks	Helpers
1.	SC	0	30
2.	ST	0	9
3.	OBC	0	27
4.	Minority	0	23
5.	Others	0	3
Total		0	92

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicates that most of the schools have separate kitchen or a separate space to cook. In Dharwad district, two centralized Kitchens are supplying MDM to all the 38 sampled schools. The rating of status of kitchen by MI on various aspects is given in Table-11 and Table-12.

Table-11: Details about Kitchen - Akshay Patra Foundation											
Area of working	Adequate Space		Cleanliness			Dryness		Proper Light		Sufficient Ventilation	
	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Receiving food grains	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Storing	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Preparation for cooking	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Cooking	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Food assembly for distribution	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Washing	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good

Note: Applicable items have been underlined in bold letters.

Table-12: Details about Kitchen - Adama Chetana Foundation											
Area of working	Adequate Space		Cleanliness			Dryness		Proper Light		Sufficient Ventilation	
	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Receiving food grains	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Storing	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Preparation for cooking	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Cooking	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Food assembly for distribution	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good
Washing	Yes	No	Poor	Fair	Good	Yes	No	Yes	No	Poor	Good

Note: Applicable items have been underlined in bold letters.

The status of centralized kitchens could be assessed in terms of infrastructure and facilities available. It is found that there is variation in the infrastructure as indicated through rating of various aspects (Table-11 and Table-12). While each NGO claims its efficiency and quality, there is variation in the quality of MDM supplied by the two centralized kitchens. The centralized kitchen managed by Adama Chetana foundation requires improvement in terms of its infrastructure and quality of food supplied.

12a. Safety and Hygiene

The task of preparing and serving of mid-day meal needs to be done in a healthy and hygienic environment. It is found that the place of serving in 35 schools is clean and hygienic. Another aspect observed by the MI during the visit is ensuring cleanliness among children at the time

of taking food. It has been found that all the schools (38 schools) guide students to wash their hands before and after taking food. This practice has helped in achieving healthy habit and discipline among children.

12b. Organizational Profile of Centralized Kitchens

1. The Akshaya Patra Foundation is situated in Dharwad. It is a non-governmental organisation preparing and serving MDM to as many as 792 schools in the district with an estimate of 1,42,538 children being covered. This centralized kitchen has been built in an area of 3.50 acre land. It has equipped itself with all the needed machinery for preparing food. There is adequate space for storing, preparing and cooking food. There is proper ventilation, sunlight and cleanliness in the kitchen. The bore well provides water facility. The preparation of all food items is done under hygienic conditions with proper supervision. There are about 350 workers in entire unit. There are 150 cooks and 70 helpers. All the workers are provided with washed uniforms. There is scheme to wash vessels before using for preparation and packing of food in steel vessels. The kitchen waste disposal has separate provisions. If there is any extra food left on any day after supplying to schools, it is used by the staff in-charge of kitchen.

The staff in this centralized kitchen consists of cooks, assistants, helpers, drivers, house-keepers and supervisors. There are also junior executives and department heads to monitor preparation, distribution and maintenance of the entire process. The infrastructure is well organised and they use vegetables as per the norms of SSA. The newly proposed norm to restrict supply from centralized kitchen to 20 kms radius is not favoured by the NGO as it would reduce the number of schools and the cost of preparing quality food may be affected due to increase in the cost.

2. Adanya Chetana Foundation is a non-governmental organisation with its Centralized Kitchen located in the extension area of Hubli. It has an area of 9 guntas. It is catering to schools located in Dharwad and Haveri area covering about 63,000 children. It has sufficient space for cooking and preparation. The structure of the kitchen area could be improved in terms of ventilation, cleanliness and space available for other purposes. There is bore well providing water required for preparing food. The unit has the practice where the staff is expected to wear uniform and headgears while working in the kitchen.

There are about 100 workers performing different tasks in the unit. The staff appointed by this organisation includes 41 cooks, 21 helpers. This kitchen supplies MDM to 313 schools. The status of this kitchen indicates that it requires improvement in certain respects.

Although, it started functioning from 2004, the facilities and infrastructure has not been consolidated. Further improvement is possible in providing quality mid-day meal to children. The observation by the MI also indicates that there is need to improve both the infrastructure and facilities in the place of cooking.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates and tumblers and for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools indicates that there are 16 schools confirming storage. The remaining schools have not indicated storage as they do not cook food (Table-13).

Name of the Blocks	Availability of water			
	Yes	No	NA	Total
Dharwad City	1	1	2	4
Dharwad Rural	3	0	4	7
Hubli City	2	1	2	5
Hubli Rural	5	1	1	7
Kalghatgi	2	2	1	5
Kundagol	1	1	3	5
Navalgund	2	0	3	5
Total	16	6	16	38

14. Utensils for Cooking

The department provides funds to create assets like plates, vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community have contributed either financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard. In Dharwad, all the sampled schools are getting MDM from Non-Governmental (Centralized Kitchens) organizations, the need for schools to be equipped with utensils is not examined.

15. Fuel for Cooking

In schools where food is prepared, the fuel used to prepare food is an important aspect to be examined. In view of MDM being supplied by Centralized Kitchens, the use of fuel by the schools is not examined for this district.

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has been now extended to children admitted in Private aided Primary schools. An attempt has been made to identify the sources of awareness about the programme among the members of SDMC. It is observed that the School /Students attending (135) are the main source of awareness (Table-14). The second prominent source has been the Teachers (82). The third source is the friends and relatives (49). The remaining sources have been Newspapers (22) and television (19). Other sources have not been significant.

17. Participation of parents

As per the norm, the MDM is being monitored and supervised by the parents on most of the days. They take the initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents have either “fair” (18 schools) or “good” (16 schools) level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The

responses from parents have indicated that students are getting good quality and quantity of mid-day meal. It is observed that parents are involved in the supervision of MDM. There were 8 schools with daily visits, 15 schools with few days a week, 8 schools with once in a week and one school with occasional visits by the parents. Further, it is also observed that parents in 6 of the 38 schools follow roster system to supervise MDM. This could be seen as an encouraging approach in monitoring and implementation of the scheme to achieve the desired results.

Table-14: Source of Awareness about the MDM Scheme		
Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/ Magazine	22
2.	Radio	0
3.	Television	19
4	Teachers	82
5	Students/school	135
6	Website	0
7	Relatives/friends/villagers	49
8	Others	0
Total Respondents		149

* - Each respondent is entitled to indicate more than one source.

18. Participation of SMC members

The School Development and Management Committee is also known as School Management Committee (SDMC/SMC). It could be considered as a fulcrum on which all the SSA activities are carried out in a school. It includes the Head Teacher, Teacher representative, local representatives and parent representatives. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation. It is found that SMC discussed MDM issues in their meeting either “all the time” (7 schools) or “most of the

time” (3 schools). There are 18 schools where MDM issues were discussed “sometimes” (see Table-15). In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance by the SMC.

Name of the Blocks	All the Time	Most of the Times	Some times	No issues in MDM hence not discussed	NA*
Dharwad City	0	0	1	2	1
Dharwad Rural	1	0	5	0	1
Hubli City	1	0	3	0	1
Hubli Rural	2	1	3	0	1
Kalghatgi	1	0	2	1	1
Kundagol	1	1	3	0	0
Navalgund	1	1	1	0	2
Total	7	3	18	3	7

* - Members were unsure of their response

One of the direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit during the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency (Table-16). The most encouraging aspect is that majority of members visit either daily (7 schools) or once in a week (22 schools). However, occasional visits by SMC members have been prevalent in 8 schools.

Sl. No	Frequency of Visits	Number of Schools	Percent
1.	Daily	7	18.4
2.	Weekly	22	57.9
3.	Monthly	1	2.6
4.	Occasional	8	21.1
Total		38	100.0

19. Inspection and Supervision

The MDM scheme has been supervised by the officials at the State, District, Block, Cluster and School level. There are both periodical and surprise inspections from most these officials. On a daily basis, it is the SMC members or parents who supervise and inspect at the school level. The CRP, Assistant Director of Taluk Panchayat (Akshara Dasoha) and CRC, BEO/BRC supervise most of the schools at least once in a month. The officials at the State level also have their planned programme of supervision and inspection.

Sl. No.	Designation of the visiting Official of	Number of schools visited*
1.	CRP	17
2.	Akshara Dasoha Official	06
3.	BRP	12
4.	BEO	20
5.	Educational Coordinators	11
6.	BRC	06
7.	Deputy Project Coordinator	01
8.	DDPI	02
9.	DIET faculty	11

* - The number of visits refers to June 2014 onwards.

The data collected from the sampled schools indicates that it is the Block Level and Cluster Level officials making more frequent visits of supervision and monitoring than the District Level and State Level Officers. The details of visit by different officials are given in Table-17. The most prominent among them are the CRP, BEO and BRP. It is true that the visits by these officials may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level.

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders, namely the Teachers, SMC members and Parents. There is consensus in their view that MDM has improved attendance, enrolment and nutritional status of children in schools. According to the data collected from the Head Teachers, the impact has been found to be significant and positive. Among the 38 schools, most of the head teachers (Table-18) have confirmed the positive impact on specific areas relating to children. The most significant areas of improvement are attendance and enrolment of children in Dharwad district.

Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No
1.	Improved Enrolment	35	3
2.	Improved Attendance	35	3
3.	Improved Nutritional Status	30	8
4.	Retention of Students	33	5
5.	Social Harmony	27	11*

* - Few respondents were unsure of their assessment

Simultaneously, the data collected from 149 parents has confirmed that mid-day meal has made an impact on students' health (86), interest in attending school (39) and regularity (13). Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness and hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

DHARWAD

TABLE 2:

MDM Register - Not Maintained
HPUBS, Annigeri-RMS Upgraded
LPS, No. 6, Annigeri
LPS H, Hindasageri
HPUS, Mishrikoti
HPUBS, Aralikatti-RMSA Upgraded
HPUBS, Chebbi
HPKBS, Chamundeshwari Nagar
LPS, Heggeri Halehubli
HPS, Nava Ayodhya Nagar Halehubli
KES Kan/Telugu PS, Mantur Road
LPS, Nayakanahulikatti
HPS, Kotur

MDM Register - Not Updated
HPUBS, Annigeri-RMS Upgraded
HPS, No. 2, Shelavadi
LPS, No. 6, Annigeri
HPS, Shanawad
HPS LT, Devikoppa
LPS H, Hindasageri
HPUS, Mishrikoti
HPKBS, Chamundeshwari Nagar
HPS, Nava Ayodhya Nagar Halehubli
KES Kan/Telugu PS, Mantur Road
GLPS, Chabbi
HPUBS, Aralikatti-RMSA Upgraded
LPS, Nayakanahulikatti
HPS, Kotur

TABLE 4:

Menu Not Displayed
HPS, No. 2, Shelavadi
HPS LT, Devikoppa
HPS, Devikoppa
HPUBS, Saunshi
LPS, Kundagol
LPS, Heggeri Halehubli
LPS, DPEP, Kusugal
HPS, Nuggikeri
HPUS, No.3, Kantigalli, Dharwad
HPUBS, Annigeri-RMS Upgraded
HPUS, Mishrikoti
HPS, Benakanahalli
HPS, Hosahalli
LPS, Kundagol
LPS, Tadakod (DPEP)
HPS, Gangiwal
MPS, Adaragunchi
HPS, Kotur
HPS, Danu Nagar DHD
Cook Knows but not displayed
LPS, No. 6, Annigeri
HPS, Shanawad
LPS, Machapur LT
LPS H, Hindasageri
HPS, Nava Ayodhya Nagar Halehubli
KES Kan/Telugu PS, Mantur Road
GLPS, Chabbi
LPS, H K Madanabhavi
HPS, Venkatapur
LPS, Siddar Colony Venkatapur
HPS, A. Timmasagar
HPS, Tirumalakoppa
HPS, Kanavihonnapur
BASEL MISSION PS, Dharwad

TABLE 5:

Less Quantity of MDM
HPUBS, Annigeri-RMS Upgraded
LPS, No. 6, Annigeri
KES Kan/Telugu PS, Mantur Road
GLPS, Chabbi
HPS, Tirumalakoppa
Note : The term less refers to the possible insufficient quantity supplied to an individual child. It is also used where children are given only one serve

TABLE 7:

Health Checkup - Not Done
HPS, Shanawad
GLPS, Chabbi
Data Not Available
HPS, Shanawad
GLPS, Chabbi
LPS, Heggeri Halehubli
KES Kan/Telugu PS, Mantur Road

TABLE 8:

Health Record Not Maintained
HPS, Shanawad
GLPS, Chabbi
LPS, Heggeri Halehubli
KES Kan/Telugu PS, Mantur Road

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 12: All the schools in this district are getting MDM from Centralized Kitchen. The data relating to Hygiene is indicated in Table 12.

TABLE 13:

Water Storage Facility not Available
HPS LT, Devikoppa
HPS, Devikoppa
HPUBS, Kundagol
KES Kan/Telugu PS, Mantur Road
HPUBS, Chebbi
HPUS, No.3, Kantigalli, Dharwad
HPUBS, Annigeri-RMS Upgraded
HPS, Gobbaragumpi
HPS, Shanawad
LPS, Machapur LT
HPUBS, Saunshi
HPS, Hosahalli
LPS, Kundagol
HPKBS, Chamundeshwari Nagar
LPS, H K Madanabhavi
MPS, Adaragunchi
HPS, Kanavihonnapur
LPS, Nayakanahulikatti
HPS, Kotur
HPS, Nuggikeri
HPS, Danu Nagar DHD
HPS, Benakanahalli

TABLE 18:

Note: Cannot Say - The respondents were unsure of their assessment.

Schools which have not recorded improvement - Enrollment
BASEL MISSION PS, Dharwad
KES Kan/Telugu PS, Mantur Road
Cannot Say
GLPS, Chabbi

Schools which have not recorded improvement - Attendance
BASEL MISSION PS, Dharwad
KES Kan/Telugu PS, Mantur Road
Cannot Say
GLPS, Chabbi

Schools which have not recorded improvement - Retention
BASEL MISSION PS, Dharwad
GLPS, Chabbi
LPS, Nayakanahulikatti
Cannot Say
HPS, Shanawad
HPUBS, Aralikatti

Schools which have not recorded improvement - Nutritional Status
BASEL MISSION PS, Dharwad
KES Kan/Telugu PS, Mantur Road
LPS, DPEP, Kusugal
HPUS, No.3, Kantigalli, Dharwad
HPS, Devikoppa
LPS H, Hindasageri
LPS, No. 6, Annigeri
Cannot Say
GLPS, Chabbi

Schools which have not recorded improvement - Social Harmony
BASEL MISSION PS, Dharwad
KES Kan/Telugu PS, Mantur Road
LPS, DPEP, Kusugal
HPUS, No.3, Kantigalli, Dharwad
HPS, Devikoppa
LPS H, Hindasageri
LPS, No. 6, Annigeri
LPS, H K Madanabhavi
HPS, Shanawad
Cannot Say
GLPS, Chabbi
HPUBS, Aralikatti

List of Schools with DISE code visited by MI

Annexure II

4 (b). List of Schools with DISE code visited by MI (DHARWAD)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	HPUBS, Annigeri-RMS Upgraded	Navalgund	HPS	29090505910	12 to 13-01-2015	
2.	HPS, No. 2, Shelavadi	Navalgund	HPS	29090504803	12 to 13-01-2015	
3.	HPS, Gobbaragumpi	Navalgund	HPS	29090500402	12 to 13-01-2015	
4.	LPS, No. 6, Annigeri	Navalgund	LPS	29090505903	12 to 13-01-2015	
5.	HPS, Shanawad	Navalgund	HPS	29090504701	12 to 13-01-2015	
6.	LPS, Machapur LT	Kalghatagi	LPS	29090309201	12 to 13-01-2015	
7.	HPS LT, Devikoppa	Kalghatagi	HPS	29090302102	12 to 13-01-2015	
8.	HPS, Devikoppa	Kalghatagi	HPS	29090302103	12 to 13-01-2015	
9.	KGBV, Ganjigatti	Kalghatagi	KGBV		12 to 13-01-2015	
10.	LPS H, Hindasageri	Kalghatagi	LPS	29090303702	14 to 16-01-2015	
11.	HPUS, Mishrikoti	Kalghatagi	HPS	29090305804	14 to 16-01-2015	
12.	HPUBS, Kundagol	Kundagol	HPS	29090405805	14 to 16-01-2015	
13.	HPUBS, Saunshi	Kundagol	HPS	29090404904	14 to 16-01-2015	
14.	HPS, Benakanahalli	Kundagol	HPS	29090400501	14 to 16-01-2015	
15.	HPS, Hosahalli	Kundagol	HPS	29090402601	14 to 16-01-2015	
16.	LPS, Kundagol	Kundagol	LPS	29090405801	14 to 16-01-2015	
17.	HPKBS, Chamundeshwari Nagar	Hubli City	HPS	29090602810	17 to 19-01-2015	√
18.	LPS, Heggeri Halehubli	Hubli City	LPS	29090604111	17 to 19-01-2015	√
19.	HPS, Nava Ayodhya Nagar Halehubli	Hubli City	HPS	29090606202	17 to 19-01-2015	√
20.	KES Kan/Telugu PS, Mantur Road	Hubli City	HPS	29090605005	17 to 19-01-2015	
21.	GLPS, Chabbi	Hubli City	LPS	29090606304	17 to 19-01-2015	√
22.	LPS, H K Madanabhavi	Dharwad Rural	LPS	29090107502	17 to 19-01-2015	√
23.	LPS, Tadakod (DPEP)	Dharwad Rural	LPS	29090110204	17 to 19-01-2015	√
24.	HPS, Venkatapur	Dharwad Rural	HPS	29090111002	17 to 19-01-2015	√
25.	LPS, Siddar Colony Venkatapur	Dharwad Rural	LPS	29090111004	17 to 19-01-2015	√
26.	KGBV, Alnavar	Dharwad Rural	KGBV		20-01-2015	
27.	HPUBS, Aralikatti-RMSA Upgraded	Hubli Rural	HPS	29090200505	20 to 21-01-2015	
28.	HPUBS, Chebbi	Hubli Rural	HPS	29090201503	20 to 21-01-2015	
29.	HPS, Gangiwal	Hubli Rural	HPS	29090201701	20 to 21-01-2015	
30.	HPS, A. Timmasagar	Hubli Rural	HPS	29090200101	20 to 21-01-2015	
31.	MPS, Adaragunchi	Hubli Rural	HPS	29090200201	20 to 21-01-2015	
32.	HPS, Tirumalakoppa	Hubli Rural	HPS	29090204901	20 to 21-01-2015	
33.	LPS, DPEP, Kusugal	Hubli Rural	LPS	29090203204	20 to 21-01-2015	
34.	HPS, Kanavihonnapur	Dharwad Rural	HPS	29090105601	22 to 23-01-2015	
35.	LPS, Nayakanahulikatti	Dharwad Rural	LPS	29090109001	22 to 23-01-2015	
36.	HPS, Kotur	Dharwad Rural	HPS	29090106402	22 to 23-01-2015	√
37.	BASEL MISSION PS, Dharwad	Dharwad City	HPS	29090701504	22 to 23-01-2015	
38.	HPS, Nuggikeri	Dharwad City	HPS	29090701812	22 to 23-01-2015	
39.	HPS, Danu Nagar DHD	Dharwad City	HPS	29090701807	22 to 23-01-2015	
40.	HPUS, No.3, Kantigalli, Dharwad	Dharwad City	HPS	29090700603	22 to 23-01-2015	



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM- Karnataka

2nd Half Yearly Monitoring Report of
Period: 1st October, 2014 to 31st March, 2015
District Monitored/Covered

7. GADAG

Institute for Social and Economic Change,
Nagarbhavi, Bangalore

July 2015

Institute for Social and Economic Change, Bangalore

District Level Half Yearly Monitoring Report (MDM)

Gadag District

The sample for Gadag District comprises of 40 schools with 9 Lower Primary Schools and 29 Higher Primary Schools and 2 KGBVs. The selection of sample schools has been done as per the criteria outlined by the MHRD/GoI. The present report refers to half-yearly monitoring for the period 1st October 2014 to 31st March 2015.

1. Regularity in Serving Meal

All the 38 schools of the sample serve hot cooked meal daily. It is observed that there is regularity in serving mid-day meal in all these schools as per the guidelines issued by the department of education. It is also found that 34 schools are serving the meal prepared in the school with one higher primary school getting MDM supplied by the Lower Primary School located in the same premises. There are 2 schools getting the meal supplied through a centralized kitchen and one school getting the supply from a local trust. One school is not serving mid-day meal at the time of data collection.

2. Trends

The mid-day meal scheme of Sarva Shikshana Abhiyan (SSA) extends the benefit of the scheme to all the enrolled students. This is applicable to lower primary and upper primary schools identified and approved by the department of education. The aided schools have also been given the benefit. However, an individual child is entitled to make an option to avail or not to avail the facility. Therefore, data has been collected about the number of students availing mid-day meal and the actual number of students taking meal during the days of visit (Table-1).

It is found that the number of children opting mid-day meal varies from school to school. The data from sampled schools is encouraging as 96.01 percent have opted for MDM. The total number of students enrolled in 38 schools (8012) is taken as the basis for comparison. The pattern of utilization of mid-day meal is closely associated with the number of children opting

for the scheme (7692). There is variation in the number of students availing mid-day meal on the previous day and on the day of visit. The variation has been marginal as the difference is around one percent (Table-1). This kind of variation is a possibility on the basis of the pattern of attendance in the school. Another significant factor to be noted is that there are a few students not availing the benefit of the scheme due to their absence. However, the extent of utilization of MDM could be improved if the number of students attending classes improves.

Table-1: Details about Mid-day meal Beneficiaries		
Sl. No	Pattern in Availing Mid-day Meal	Number of Students
1.	Number of children enrolled in schools	8012
2.	Number of children opted for MDM	7692 (96.01)
3.	Number of children attending the school on the day of visit	5695 (71.1)
4.	Number of children actually availing MDM on the day of visit	5648 (70.5)
5.	Number of children availed MDM on the previous day of visit	5610(70.01)

3. Regularity in Delivering Food Grains to Schools

Food grains are supplied to school through the outlets of Food Corporation of India (FCI). There are guidelines to the FCI with regard to supplying food grains to schools. The data collected has indicated that all the schools (33) have been getting the supply of food grains on time. The stock of food grains is supplied by adjusting the balance of food grains remaining with the schools. There were 32 schools having a buffer stock with them. It is also necessary to note that schools are not only entitled to get buffer stock but also insist on quality food grains. If the food grain supplied does not fulfill the requirement of the standard specified, schools can ask for exchange.

4. Regularity in Delivering Cooking Cost to School Level

The mid-day meal grant is released either through e-transfer or cheque. This has been confirmed by most of the sampled schools. Most of the schools (29) which are preparing mid-day meal in the school have confirmed that they are getting cooking cost advance regularly. There are a few schools indicating the receipt of grants with a delay of few weeks.

The grants received by the school are jointly managed by the head teacher and SDMC. The head teacher or the teacher in-charge of mid-day meal scheme maintain and update all the details of receipts and expenditure in a register. It has been found that all the schools have maintained MDM register (37). The task of updating is done periodically by most of the schools (28). However, there were few schools which had not updated at the time of visit by the MI (Table-2).

ANNEXURE PROVIDES THE LIST OF SCHOOLS WHICH DO NOT HAVE FACILITIES WHICH ARE DOCUMENTED IN THE FOLLOWING TABLES.

Table-2: MDM Register			
Name of the Blocks	Maintained	Up-to-date	Total number of schools
Gadag City	6	4	6
Gadag Rural	8	6	8
Mundargi	6	3	6
Naragunda	2	2	3
Ron	8	8	8
Shirhatti	7	5	7
Total	37*	28	38

* - One school is not serving MDM at the time of MI visit.

5. Social Equity

Most of the schools have a higher ratio of children enrolled from different social groupings. It has been found that the majority of students enrolled in Gadag include girls, children belonging OBC and SC groups. There are also children belonging to ST and minority groups. The heterogeneity of social grouping has not created any visible social discrimination in serving mid-day meal. It is also observed that there is no discrimination on the basis of caste, gender or community. Each school evolves its own functionally convenient method of serving the meal. Simultaneously, students also arrange themselves in some order as they take the meal.

The data collected from 38 schools has different pattern in seating arrangement (Table-3). It has been observed that the students in upper primary classes tend to follow a pattern where girls and boys sit separately. This pattern may get evolved in the context of their age-group. Most parents would expect schools to maintain some kind of segregation between boys and girls though they do not have any reservation to admit them to co-educational higher primary schools. The data in the table indicates a predominant pattern where students sit in long rows (24 schools) as they are served meal. This arrangement is functionally convenient due to the reason that students not only collect food in row and consequently occupy a place in some order. The other arrangements where children sit in smaller groups or as they desire depending up on space available in the school campus.

Table-3: Seating Arrangements of Students during MDM							
Name of Blocks	Pattern in Seating arrangements of students						
	In small groups	In long rows	Girls and boys sit separately	All sit in a hall/ big class room	As per their own wish	NA	Total
Gadag City	2	2	0	0	1	1	6
Gadag Rural	0	6	1	1	0	0	8
Mundargi	0	4	0	2	0	0	6
Naragunda	0	2	0	0	0	1	3
Ron	1	5	0	0	1	1	8
Shirhatti	0	5	0	2	0	0	7
Total	3	24	1	5	2	3	38

6. Menu

The guidelines issued by the MDM scheme have specifications relating to menu. Every school is expected to evolve and maintain menu details on a weekly basis. It is also expected to incorporate variety in the menu. The data collected from 38 schools of Gadag district indicates that the menu of the MDM was displayed in 23 schools (Table-4). There were 9 schools where the person in-charge/ cooks were aware of the menu However, it was not displayed. The responses from the head teachers confirm that schools will have a pre-planned menu schedule for all the days of the week. Some of the schools which had not displayed the menu did not consider it as an obligation.

Generally, the head teachers have been found to formulate the menu. It is also true that head teachers consult the president or active members of SMC to finalise menu. Sometimes, the cook is also involved in formulating weekly menu in the school. The centralized Kitchens managed by non-governmental organizations which are supplying MDM to as many as 3 schools in Gadag also follow the specifications of the department in formulating menu and maintaining variety in the menu.

Table-4: Display of MDM Menu					
Name of the Blocks	Yes	No	Cook knows/ not displayed	NA	Total
Gadag City	2	0	2	2	6
Gadag Rural	5	1	2	0	8
Mundargi	2	0	4	0	6
Naragunda	2	0	0	1	3
Ron	6	1	1	0	8
Shirhatti	6	1	0	0	7
Total	23	3*	9	3*	38

* - Includes schools getting MDM through Centralized Kitchen/ served by other school

7. Variety in Menu

Most of the schools serving mid-day meal have been using locally available vegetables, dhal, rice and wheat. The general menu in most of the schools includes rice and sambar from Monday to Friday. Sometimes, schools serve rasam along with curry or chatni. On Saturdays, schools give either Rice-bath or Rava-bath. One of the ways of adding variety to menu is by using different vegetables. It is stated that most of the schools avoid using same vegetable during a week. This has made most of the parents and children to consider the menu having some kind of variety. However, the routine items continue to make the beneficiaries to feel repetitive nature of the menu. It was also observed that schools make minor modification on certain days like National or local events or festivals to ensure that children get either an added item or a special item to add to variety. The responses from most SMC members (30 schools) have revealed that there is variety in food served to the children. While members from 4 schools said that there is variety in the everyday menu, members from 22 schools stated that variety is there on some days.

8. Quantity and Quality of Meal

The responses from the students, head teachers and observation by MI team members have indicated details relating to the quality and quantity of food. The rating for all the 38 schools has been consolidated by the MI in relation to the quantity of MDM supply to the students. The data indicates that 33 schools had “Adequate” rating which could be termed as “sufficient” (Table-5). It is reported that a few of the schools (2) had a higher rating where students were getting as much as they wanted which is termed as “Ample”.

Name of the Blocks	Quantity of food served				
	Adequate	Ample	Less	NA	Total
Gadag City	5	0	0	0	5
Gadag Rural	7	1	0	0	8
Mundargi	6	0	0	0	6
Naragunda	2	0	0	1	3
Ron	6	1	0	1	8
Shirhatti	7	0	1	0	8
Total	33	2	1	2	38

Another important aspect of the mid-day meal is the quality of food served to the children. Although the quantity of food served to the children is important, the quality of food served is equally important. The quality of food promotes good health among children. Some of the simple measures in providing quality food are by way of using quality food grains, vegetables and other items in the preparation of food. According to the guidelines of the department, a school is entitled to reject poor quality or sub-standard quality food grain if supplied. This has been done to maintain the quality of food prepared in the school. It is found that majority of the schools (22) have been serving “good” quality of mid-day meal (Table-6). The remaining schools have a relatively an “average” quality of food (12 schools) served to the children. There were 2 schools where the quality of food served could be rated as “poor”.

Name of the Blocks	Good	Average	Poor	NA	Total
Gadag City	3	3	0	0	6
Gadag Rural	5	2	1	0	8
Mundargi	2	3	1	0	6
Naragunda	2	0	0	1	3
Ron	6	1	0	1	8
Shirhatti	4	3	0	0	7
Total	22	12	2	2	38

While variation in the quality of food served is a possibility on some days for certain reasons beyond any control of the school, it is necessary for the school to examine reasons. It is also necessary to provide the best possible quality food for all children on all days.

9. Health Check-up in Schools

One of the major aspects associated with mid-day meal scheme is health check-up of children. The department of health coordinates this programme through its personnel. All the schools conduct health check-up and maintain records relating to each child. The data collected from schools has indicated that health check-up to children is conducted in 37 schools. These schools have conducted health check-up of children once a year. One school is yet to conduct health check-up (at the time of data collection) as per the requirement (Table-7).

Name of the Blocks	Yearly	Not done*	Total
Gadag City	6	0	6
Gadag Rural	8	0	8
Mundargi	5	1	6
Naragunda	3	0	3
Ron	8	0	8
Shirhatti	7	0	7
Total	37	1	38

* - At the time of collecting data

All the schools conducting health check-up are expected to maintain health records of all children. Accordingly, it has been found that 35 schools confirming the maintenance of health records in Gadag district (Table-8). This is an encouraging trend. However, the scheme of conducting health check-up does not end-up as a routine programme but as a comprehensive event. This is done by providing the required micro-nutrients and other supplements like Vitamin Tablets, Iron Folic Acid Tables and De-worming Tablets. The task of providing supplements is handled by teachers, specially the class teachers. The vitamin tablets are supplied once in a week or 15 days and de-worming is given once in six months.

Name of the Blocks	Yes	No	Total
Gadag City	6	0	6
Gadag Rural	7	1	8
Mundargi	6	0	6
Naragunda	2	1	3
Ron	7	1	8
Shirhatti	7	0	7
Total	35	3	38

The data from Gadag district confirms the distribution of all these supplements in schools. The extent of supply is relatively low in the sampled schools (Table-9). This needs to be improved.

Name of the Blocks	Vitamins	Iron Folic acid	De-worming	Number of Schools
Gadag City	2	1	1	6
Gadag Rural	3	3	2	8
Mundargi	3	5	3	6
Naragunda	0	0	0	3
Ron	3	5	3	8
Shirhatti	3	2	2	7
Total	14	16	11	38

10. Status of Cooks

The MDM guidelines specify the social composition of cooks and helpers to be appointed by a school. This has been done to avoid social discrimination and to help children to overcome prejudices and attitude of social distancing. All the schools make efforts to adhere to these norms. However, it has been observed that the social composition of the habitation/ village where school is located may not be able to get a person required to function as a cook or a helper. In such situations, school will have limited options in adhering to the norms. It is due to this reason; there may be certain amount of deviance in appointing cooks and helpers. However, most of the schools make choices on the basis of the availability of persons to perform the roles. The following table indicates the distribution and social composition of cooks and helpers in 37 schools.

Table-10: Social Composition of Cooks and Helpers			
Sl. No.	Category	Cooks	Helpers
1.	SC	11	20
2.	ST	10	13
3.	OBC	25	18
4.	Minority	2	9
5.	Others	1	1
Total		49	61

Note: There are 23 additional cooks and 42 Helpers who work in schools as per norms of SSA.

The social composition of the inhabitants and willingness to accept the job of cook/helper by the designated caste group will invariably influence the prevailing composition. In spite of these difficulties, the composition in Gadag district is fairly distributed across different social groups (Table-10). One of the encouraging aspects of the composition is that Scheduled castes scheduled tribes, and other backward caste members constitute a major share in the total. This is true for both cooks and helpers. It is socially an encouraging trend.

11. Infrastructure

The infrastructure needed to provide mid-day meal in the school includes place to cook food, availability of water, fuel and vessels. The data relating to these items indicates that most of the schools have separate kitchen or a separate place to cook. The details are given in Table-11. It is found that one school has pucca kitchen. There were 7 schools expecting sanction of funds for constructing separate kitchen. There are allotted classrooms to be used as kitchen in 19 schools. Among the 37 schools, 3 schools are getting MDM supplied by Centralized Kitchen. There is one school getting the MDM supplied by the neighbouring school.

Name of the Blocks	Pucca kitchen	Sanction* Expected	Classroom is used as kitchen	Others*	NA	Total
Gadag City	0	1	3	1	1	6
Gadag Rural	1	2	4	0	1	8
Mundargi	0	1	3	1	1	6
Naragunda	0	0	1	0	2	3
Ron	0	2	3	0	3	8
Shirhatti	0	1	5	0	1	7
Total	1	7	19	2	9	38

* - Includes schools getting MDM through Centralized Kitchen

12. Safety and Hygiene

The task of preparing and serving of mid-day meal needs to be done in a healthy and hygienic environment. It is the responsibility of the school to establish hygiene in cooking place. An assessment of the prevailing conditions in the sampled schools has revealed that majority of the schools (26 schools) have been successful in maintaining hygienic condition in kitchen (Table-12). It is also found that majority of the schools (28 of 33 schools) also have good ventilation in cooking place. The remaining schools need improvement in establishing hygiene.

Name of the Blocks	Yes	No	NA	Total
Gadag City	4	0	2	6
Gadag Rural	6	2	0	8
Mundargi	4	2	0	6
Naragunda	1	1	1	3
Ron	6	2	0	8
Shirhatti	5	2	0	7
Total	26	9	3*	38

* - Includes schools getting MDM through Centralized Kitchen

The data indicates that the place of serving in 35 schools is clean and hygienic. Another aspect observed by the MI during the visit is ensuring cleanliness among children at the time of taking food. It has been found that most of the schools (32 schools) guide students to wash their hands before and after taking food. This practice has helped in achieving healthy habit among children.

13. Conservation of Water

Although schools make efforts to provide pure and safe drinking water to all the children, storage of water for mid-day meal is equally important. This is necessary as children taking mid-day meal need water to wash their hands before eating food, to wash plates and tumblers and for drinking. This is managed by the teacher in-charge with guidelines to avoid wastage of water. The data from sampled schools confirms that majority of schools (32) in all the blocks have provisioned to store water (Table-13).

Name of the Blocks	Yes	No	NA	Total
Gadag City	4	0	2	6
Gadag Rural	8	0	0	8
Mundargi	6	0	0	6
Naragunda	2	0	1	3
Ron	6	1	1	8
Shirhatti	6	1	0	7
Total	32	2	4	38

14. Utensils for Cooking

The department provides funds to create assets like plates, vessels and tumblers. In some schools, there is the practice of children being asked to bring their plate from home. There are also schools where some donors or the community would have contributed the financial assistance or donated vessels, plates and tumblers. There are few instances of local non-governmental agencies making contribution in this regard. All the schools have vessels for cooking. They also have plates and tumblers needed for children for serving mid-day meal. In Gadag, 19 schools have got kitchen devices fund and 12 schools have got Akshara Dasoha Nidhi for buying cooking and serving vessels.

15. Fuel for Cooking

In schools where food is prepared (34 schools), the fuel used to prepare food is an important aspect to be examined. The data collected by MI indicates that 32 schools are using LPG. There is one school using firewood and another school using kerosene stove (Table-14).

Sl. No	Type of Fuel	Number of Schools*	Percent
1.	Firewood	01	2.6
2.	LPG	32	84.2
3.	Not Applicable	05	13.2
Total		38	100.0

16. Source of Awareness

The MDM programme is well known among the households which send their children to primary schools. This is particularly true of parents who admit their children to Government schools. In Karnataka State, the scheme has been now extended to children admitted to Private.

Table-15: Source of Awareness about the MDM Scheme		
Sl. No.	Particulars	No. of Respondents*
1.	Newspaper/ Magazine	31
2.	Radio	04
3.	Television	35
4	Teacher	79
5	Students/school	124
6	Website	01
7	Relatives/friends/villagers	53
8	Others	00
Total Respondents		149

* - Each respondent is entitled to indicate more than one source.

Aided Primary schools. An attempt has been made to identify the sources of awareness about the programme among the members of SDMC. It is observed that the School/Students attending (124) are the main source of awareness (Table-15). The second prominent source has been the Teachers (79). The third source is the friends and relatives (53). The remaining sources have been television (35) and Newspapers (31). Other sources have not been significant.

17. Participation of parents

As per the norm, the MDM is being monitored and supervised by the parents on most of the days. They take the initiative as their children will be the beneficiaries. The data collected from parents has confirmed that most of the parents have either “fair” (6 schools) or “good” (20 schools) level of awareness about the MDM programme. Similar trend also prevails with regard to arrangements of mid-day meal in terms of both awareness and participation. The responses from parents have indicated that students are getting good quality and quantity of mid-day meal. There were 11 schools with daily visits, 8 schools with few days a week, 7 schools with once in a week and one school with occasional visits by the parents. Further, it is also observed that parents in 7 of the 38 schools follow roster system to supervise MDM. This could be seen as an encouraging approach in monitoring and implementation of the scheme to achieve the desired results.

18. Participation of SMC members

The School Development and Management Committee is also known as School Management Committee (SDMC/SMC). It could be considered as a fulcrum on which all the SSA activities are carried out in a school. It includes the Head Teacher, Teacher representative and local representatives and parent representatives. Most of these members will invariably be aware of primary education and its importance. While all the members will be aware of all aspects of MDM programme, their participation needs to be examined. In this context, data has been collected to assess the participation of SMC. It is found that the regular SMC meetings discuss various issues including MDM. The extent of discussion about MDM varied from school to school on the basis of issues concerning its implementation (Table-16). It is found that SMC discussed MDM issues in their meeting either “all the time” (15 schools) or “most of the time” (9 schools). There were 9 schools where MDM issues were discussed “sometimes”. In other words, implementation and solving problems relating to mid-day meal scheme has been given due importance.

Name of the Blocks	All the Time	Most of the Times	Sometimes	No issues in MDM hence not discussed
Gadag City	1	2	2	1
Gadag Rural	4	2	2	0
Mundargi	2	2	1	1
Naragunda	2	0	0	1
Ron	4	1	2	1
Shirhatti	2	2	2	1
Total	15	9	9	5

One of the direct indicators of involvement of SMC and its members in MDM programme is in terms of the frequency of visits by the members to the school. Apart from direct participation in the supervision of school activities, their visit during the time of mid-day meal serving is qualitatively distinct. It is observed that SMC members visit schools in varied frequency (Table-17). The most encouraging aspect is that majority of members visit either

daily (9 schools) or once a week (11 schools). However, occasional visits by SMC members have been most conspicuous (14 schools).

Table-17: Frequency of visit by SMC members			
Sl. No.	Frequency of visits	Number of schools	Percent
1.	Daily	09	23.7
2.	Weekly	11	28.9
3.	Monthly	04	10.5
4.	Occasional	14	36.8
Total		38	100.0

19. Inspection and Supervision

The MDM scheme has been supervised at the State, District, Block, Cluster and School level. There are many officials involved and assigned with this responsibility. There are both periodical and surprise inspections from most of these officials. On a daily basis, it is the SMC members or parents who supervise and inspect at the school level. The CRP, Assistant Director of Taluk Panchayat (Akshara Dasoha) and CRC, BEO/BRC supervise most of the schools at least once in a month. The district officials like the Deputy Project Coordinator (SSA), Education Officer of Zilla Panchayat and other officials supervise and inspect as and when they visit schools. The officials at the State level also have their planned programme of supervision and inspection. The data collected from the sampled schools indicates that it is the Block Level and Cluster Level officials making more frequent visits of supervision and monitoring than the District Level and State Level Officers. The details of visit by different officials are given in Table-18.

All officials from state level to CRC level visit the schools frequently for inspection and supervision of MDM. The schools get an opportunity to represent their grievances and get their problems solved with the help of concerned officials without any delay. As stated earlier, the SMC members and parents also visit schools at the time of serving mid-day meal

in the school. It is true that the visits by these members may not amount to inspection, but such visits will have qualitative impact on the implementation of the programme at the school level.

Table-18: Inspection and Supervision of MDM by Officials		
Sl. No.	Designation of the visiting Official of	Number of schools visited*
1.	CRP	20
2.	Akshara Dasoha Official	5
3.	BRP	8
4.	BEO	5
5.	Educational Coordinators	7
6.	BRC	8
7.	Deputy Project Coordinator	3
8.	DDPI	9
9.	DIET faculty	12

* - The number of visits refers to June 2014 onwards.

In order to improve the impact of MDM, efforts could be made to strengthen its implementation. One of the areas of concern is to ensure that children need to get proper attention at the time of serving the meal. It is necessary for the concerned persons to be children friendly rather than serving the meal in a routine or mechanical way. All possible efforts to involve community in implementing mid-day meal will have to be made by the school as it would bring about qualitative benefits and impact. It is observed that most of the sampled schools have come under inspection by at least one official.

20. Impact

The mid-day meal scheme has been found to have made impact in many ways as reported by different stakeholders, namely the Teachers, SMC members and Parents. There is consensus

in their view that MDM has improved attendance, enrolment and nutritional status of children in schools. According to the data collected from the Head, the impact has been found to be significant and positive. Among the 38 schools, most of the head teachers (Table-19) have confirmed the positive impact on specific areas relating to children. The most significant areas of improvement are attendance and enrolment of children in Gadag district.

Table-19: Assessment of Impact by Head Teacher			
Sl. No.	Particulars	Number of schools confirming improvement	
		Yes	No*
1.	Improved Enrolment	34	04
2.	Improved Attendance	35	03
3.	Improved Nutritional Status	28	10
4.	Retention of Students	30	08
5.	Social Harmony	30	08

Note: * - Some of the respondents were undecided about the improvement level.

Simultaneously, the data collected from 149 parents has confirmed that mid-day meal has made an impact on students' health (56), children enjoy attending school (45) and regularity (26) in a significant way. Another striking impact is in terms of promoting certain good habits of discipline, orderliness, physical cleanliness and hygiene among children. There is also scope for improved opportunities for interaction and healthy socialization.

ANNEXURE - I

GADAG

TABLE 2:

MDM Register - Not Maintained
NHPS, Naragund (Aided)
MDM Register - Not Updated
GHPS, No. 6, Gadag
GLPS, No.20, Nandiswar Nagar
GHPS, Bentur
GHPS, Shagoti
GHPS, Budihal
GHPS, Sevalalnagar (Bidnal L.T)
GLPS (DPEP) Doni
NHPS, Naragund (Aided)
MVS, HPS, Belehosur (Aided)
GHPUS, No.2, Laxmeshwar

TABLE 4:

Menu Not Displayed
GLPS, No.20, Nandiswar Nagar
GHPS, No. 6, Gadag
GLPS, Naregal
GLPUS, Hombal (Upgraded)
SS Vivekanand School (Aided)
J A High School (Aided)
GLPS, Maruthinagar (Muradi T)
GLPS (DPEP) Doni
GHPS, Sevalalnagar (Bidnal L.T)
Not Applicable
Schools not Providing MDM
NHPS, Naragund (Aided)
GHPS, Karamadi
MDM Supply from neighbouring School
GHPUS, No. 2, Betageri
MDM Supplied by NGO (HECECS)
HCES Primary School, Betgeri (Aided)
MDM Supplied by Centralized Kitchen
GHPS, Gavarwad
GHPS, Yattinahalli

TABLE 5:

Less Quantity of MDM
GHPUS, No.2, Laxmeshwar
Not Applicable
(MDM not provided)
NHPS, Naragund (Aided)
GHPS, Karamadi

TABLE 7:

Health Checkup - Not Done
GLPS, Maruthinagar (Muradi T)

TABLE 8:

Health Record Not Maintained
SS Vivekanand School (Aided)
GHPS, Karamadi
NHPS, Naragund (Aided)

TABLE 10: The number of Cooks and Helpers are more than the number of schools. The number of Cooks and Helpers are likely to be more than one on the basis of number of students enrolled in a given school.

TABLE 11: OTHERS –The term “Others” is used by the Investigators, if the school cannot be grouped under the given classification given in the schedule. It includes MDM supplied by centralized kitchen, NGO, neighbouring school and schools are not providing MDM.

TABLE 12:

Hygiene in Kitchen needs Improvement
GHPS, Surkod
GHPS, Gogeri
GLPS, Naregal
GHPUS, No.2, Laxmeshwar
GLPS, Suvarnagiri
GLPUS, Hombal
GLPS, Kurtakoti
GLPS, Maruthinagar (Muradi T)
GLPS (DPEP) Doni
Not Applicable
(Supplied by Centralized Kitchen/NGO)
GHPS, Gavarwad
GHPS, Yattinahalli
HCES Primary School, Betgeri (Aided)

TABLE 13:

Water Storage Facility not Available
GHPS, Sarjapur
GHPS, Kundralli
HCES Primary School, Betgeri (Aided)
GHPUBS, No.2, Betageri
GHPS, Karamadi
NHPS, Naragund (Aided)
Note: The tables in SSA Report refer to source of water available and water testing for quality. The table 13 in MDM Report refers to water storage facility. The data in these tables are independent.

TABLE 14:

Schools using Firewood
GLPS, Naregal

Not Applicable
(MDM not provided)
NHPS, Naragund (Aided)
GHPS, Karamadi
(MDM supplied by Centralized Kitchen)
GHPS, Gavarwad
GHPS, Yattinahalli
(MDM supplied by neighbouring School)
GHPUBS, No.2, Betageri

TABLE 19:

Schools which have not recorded improvement - Enrollment
GLPUS, Hombal (Upgraded)
GHPUS, No.2, Laxmeshwar
NHPS, Naragund (Aided)
HCES Primary School, Betgeri (Aided)

Schools which have not recorded improvement - Attendance
GLPUS, Hombal (Upgraded)
GHPUS, No.2, Laxmeshwar
NHPS, Naragund (Aided)

Schools which have not recorded improvement - Retention
GLPUS, Hombal (Upgraded)
GHPUS, No.2, Laxmeshwar
GLPS (DPEP) Doni
GHPS, Surkod
GLPS, Suvarnagiri
GHPUBS, No.2, Betageri
NHPS, Naragund (Aided)
HCES Primary School, Betgeri (Aided)

Schools which have not recorded improvement - Nutritional Status
GLPUS, Hombal (Upgraded)
GHPUS, No.2, Laxmeshwar
GLPS (DPEP) Doni
GHPS, Surkod
GLPS, Suvarnagiri
NHPS, Naragund (Aided)
HCES Primary School, Betgeri (Aided)
GLPS, Brahmanandpur (B.T)
GHPS, Budihal
GHPS, Gogeri

Schools which have not recorded improvement - Social Harmony
GHPUBS, No.2, Betageri
GLPS, Naregal
GLPUS, Hombal (Upgraded)
GLPS, Brahmanandpur (B.T)
GHPS, Budihal
GHPUS, No.2, Laxmeshwar
NHPS, Naragund (Aided)
HCES Primary School, Betgeri (Aided)

List of Schools with DISE code visited by MI

Annexure II

4 (b) List of Schools with DISE code visited by MI (GADAG)

Sl. No.	Name of the school including block name	Primary/ Upper Primary School	DISE Code	Date of the visit of the school	Please tick (√) the school where the nodal officer has visited	
1.	GLPS, No.20, Nandiswar Nagar	Gadag City	LPS	29080100110	27 to 28-01-2015	
2.	GHPUBS, No.2, Betageri	Gadag City	HPS	29080100401	27 to 28-01-2015	
3.	GHPS, No. 6, Betageri	Gadag City	HPS	29080100701	27 to 28-01-2015	
4.	GHPS, No. 6, Gadag	Gadag City	HPS	29080103402	27 to 28-01-2015	
5.	GHPKBS, No. 18, Gadag Ramanagar	Gadag City	HPS	29080103501	27 to 28-01-2015	
6.	GHPUS, Konnur	Naragund	HPS	29080301901	27 to 28-01-2015	
7.	GHPS, Surkod	Naragund	HPS	29080303002	27 to 28-01-2015	
8.	NHPS, Naragund (Aided)	Naragund	HPS	29080303112	27 to 28-01-2015	
9.	GHPS, Benahal	Ron	HPS	29080401201	29 to 30-01-2015	
10.	GHPS, Karamadi	Ron	HPS	29080401701	29 to 30-01-2015	
11.	GHPUS, Ron	Ron	HPS	29080409801	29 to 30-01-2015	
12.	GHPS, Unachageri (Gaj.Gad)	Ron	HPS	29080409909	29 to 30-01-2015	
13.	GMPS, No. 1, Gajendragad	Ron	HPS	29080409901	29 to 30-01-2015	
14.	GHPS, Sarjapur	Ron	HPS	29080403301	29 to 30-01-2015	
15.	GHPS, Gogeri	Ron	HPS	29080409001	29 to 30-01-2015	
16.	GLPS, Naregal	Ron	LPS	29080410021	29 to 30-01-2015	
17.	KGBV, Sudi	Ron	KGBV	29080406305	30-01-2015	
18.	HCES Primary School, Betgeri (Aided)	Gadag City	HPS	29080102802	31-01-2015 to 02-02-2015	
19.	MVS, HPS, Belehosur (Aided)	Shirhatti	HPS	29080503209	31-01-2015 to 02-02-2015	
20.	GHPS, Kadakol	Shirhatti	HPS	29080504001	31-01-2015 to 02-02-2015	
21.	GHPUS, No.2, Laxmeshwar	Shirhatti	HPS	29080507307	31-01-2015 to 02-02-2015	
22.	GLPS, Chabbi Tande	Shirhatti	LPS	29080504402	31-01-2015 to 02-02-2015	
23.	GHPS, Yattinahalli	Shirhatti	HPS	29080500201	31-01-2015 to 02-02-2015	
24.	GHPS, Kundralli	Shirhatti	HPS	29080500901	31-01-2015 to 02-02-2015	
25.	GLPS, Suvarnagiri	Shirhatti	LPS	29080503101	31-01-2015 to 02-02-2015	
26.	GLPS, Janata Colony	Gadag Rural	LPS	29080600402	03 to 04-02-2015	
27.	GHPS, Gavarwad	Gadag Rural	HPS	29080600501	03 to 04-02-2015	
28.	GLPUS, Hombal (Upgraded)	Gadag Rural	HPS	29080600701	03 to 04-02-2015	
29.	GLPS, Brahmanandpur (B.T)	Gadag Rural	HPS	29080604301	03 to 04-02-2015	
30.	GHPS, Shagoti	Gadag Rural	HPS	29080601201	03 to 04-02-2015	
31.	SS Vivekanand School (Aided)	Gadag Rural	HPS	29080603105	03 to 04-02-2015	
32.	GLPS, Kurtakoti	Gadag Rural	LPS	29080603901	03 to 04-02-2015	
33.	GHPS, Bentur	Gadag Rural	HPS	29080600101	03 to 04-02-2015	
34.	J A High School (Aided)	Mundaragi	HPS	29080205512	05 to 06-02-2015	
35.	GLPS, Maruthinagar (Muradi T)	Mundaragi	LPS	29080202501	05 to 06-02-2015	
36.	GLPS (DPEP) Doni	Mundaragi	LPS	29080201401	05 to 06-02-2015	
37.	GHPS, Chikkawaddatti	Mundaragi	HPS	29080202201	05 to 06-02-2015	
38.	GHPS, Budihal	Mundaragi	HPS	29080203301	05 to 06-02-2015	
39.	GHPS, Sevalalnagar (Bidnal L.T)	Mundaragi	HPS	29080203701	05 to 06-02-2015	
40.	KGBV, Dambal	Mundaragi	KGBV	29080200703	05 to 06-02-2015	
