

**Terms of Reference for the Monitoring of Sarva Shiksha Abhiyan (SSA) Programme by
the Monitoring Institutes (2013-15)**

1. Objectives: -

- (i) Assessment and analysis of the implementation of the approved interventions and processes underlying these interventions at the habitation and school level keeping in view the overarching goals of these schemes and the provisions under RTE Act, 2009.
- (ii) Identification of the social, cultural, linguistic or other barriers coming in the way of successful implementation of the schematic interventions and attainment of these goals.

2. Scope of Work: -

The programmes to be covered are:-

- (i) Sarva Shiksha Abhiyan including National Programme for Education of Girls at Elementary Level and the Kasturba Gandhi Balika Vidyalaya Scheme.
- (ii) Mid-day meal scheme.

3. Duration of the ToR: -

This ToR will be in force for the period from 1st April, 2013 to 31st March, 2015.

4. Scale of work: -

- (i) The MI shall cover all the districts allotted to it during the period of two years and 40 Elementary schools in a block of 6 months in each of the districts to be covered during that period. It is obvious, therefore, that the MI will cover one fourth of the districts allotted to it in the every block of 6 months.
- (ii) If the MI is allotted state/UT having four or less than four districts, it must cover one district in every block of 6 months even if it means covering the same district in each of the four blocks.
- (iii) The MI shall select the schools to be visited, as far as possible, as per the following criteria: -
 - (a) Higher gender gap in enrolment,
 - (b) Higher proportion of SC/ST students,
 - (c) Low retention rate and higher drop-out rate
 - (d) The school has a minimum of three CWSN.
 - (e) The habitation where the school is located at has sizeable number of OoSC.
 - (f) The habitations where the school is located at witnesses in-bound and out-bound seasonal migration,
 - (g) The ward/unit of planning where the school is located at is known to have sizeable number of urban deprived children.
 - (h) The school is located in a forest or far flung area.
 - (i) The habitation where the school is located at witnesses recurrent floods or some other natural calamity.
 - (j) Pupil Teacher Ratio (PTR) at school level.
- (iv) The MIs shall also ensure that at least 8 out of 40 schools are from urban areas, 6 are with Special Training Centers (3 residential and 3 non-residential) attached to it, 2 have civil works sanctioned for them, 2 are from NPEGEL blocks 3 have a minimum of 3 CWSN (priority to those having other than OI children) and 3 each are covered under the Computer Aided Learning (CAL) and KGBV scheme.
- (v) The selection of schools shall be done on the basis of the latest school report card generated through DISE, HHS data and consultation with the district SSA functionaries.

The procedure and criteria adopted for the selection of schools shall form an essential part of the MI's report.

5. Reports:

- (i) The MI shall submit the draft reports pertaining to SSA in respect of the districts covered in a block of 6 months within one month of the last date of that block to the State Project Director, SSA.
- (ii) The State Project Director, SSA shall arrange for sharing of the draft report with the MI and district SSA/education department functionaries within 15 days of the receipt of the draft report and shall convey their comments thereon to the MI within 7 days of the meeting.
- (iii) The MI shall submit the final reports in respect of SSA within 15 days of receiving the comments of the SPD. If the meetings at the State Project Office are not held and their comments not received within the prescribed timeframe, MI shall not be required to wait any longer and shall go ahead with the finalization of report.
- (iv) The final reports shall be addressed to the SPD of SSA in the State/UT and copies of reports in respect of SSA be endorsed to the Sr. Consultant (Monitoring Institutes), Technical Support Group (TSG), Educational Consultants India Limited (Ed.CIL), 5th Floor, Vijaya Building, Barakhamba Road, New Delhi – 110001 (email: monitoringinstitution@gmail.com) and the Deputy Secretary, MHRD (email: virender.justa@nic.in) Under Secretaries in-charge of Monitoring Institutions in the Department of School Education & Literacy, Ministry of Human Resource Development, Shastri Bhawan, New Delhi–110001 (email: ssaee17@gmail.com).

6. Terms of Payment: -

The Government of India (GOI) shall pay the MIs as per the costing detailed below: -

- (i) The MI shall **spend two full days for the visit to each of the schools** and be entitled to the payment of Rs. 3,000/- for each school. It shall also be entitled to the payment of Rs. 25,000/- for contingent expenditure per district for the whole period of two years.
- (ii) The MI shall be paid an amount of Rs. 15,000/- for the preparation of each of the half yearly reports.
- (iii) In addition, the MI shall be entitled to the payment of the cost of training of 5 field investigators per district for 5 days @ Rs. 200/- per person per day for each block of 6 months.
- (iv) The representatives of the MI undertaking the visits to the SPO/DPO/Field will be entitled to claim TA/DA as per the rules of the MI provided they do not avail the transport facility or hospitality of the SSA authorities. The TA/DA will be paid by the Monitoring Institute from the grants released by the Government of India and claimed as expenditure while seeking further release of grants. TA/DA claims will need to be submitted to the Project Manager (SSA), TSG in the prescribed format together with all related bills in original with a certificate that arrangements for transport and hospitality was not made by the SSA.
- (v) The details of the terms of payment by GOI will be as follows: -
 - a) The Government of India shall pay **75% of the entitled amount** to the MIs as first installment of the first year, so that the MI can start the monitoring work of the second 6 monthly block immediately after submitting the report for the first 6 monthly block.

- b) Balance of 25% of the entitled amount for the first year shall be paid to the MI only after expenditure to the tune of 75% of the amount released as first installment is incurred and the expenditure statement duly certified by the Finance Office/Registrar of the MI is furnished and the report for the first half yearly block is submitted.
- c) 75% of the entitled amount to the MIs as 1st installment of the second year of the project shall be paid subject to furnishing of both the half yearly report of the previous year and incurring of expenditure of at least 75% of the funds released during previous year. The unspent balance with MI for the first year of the project will be adjusted while releasing the first installment of second year.
- d) 2nd installment for the second year of the project shall be released only after the MIs furnish both the half yearly reports for the second year of the project.

7. Tasks of the MIs: -

The Monitoring Institution shall furnish an analytical report on the following aspects of the programme implementation based on the empirical evidence relating to the indicators given below: -

1. Access:

I. Physical Access:

- i. Name & category of the school visited and distance of the school from each of the habitations it is catering to.
- ii. If the children from habitations at a distance greater than what is prescribed for a neighborhood school are enrolled in the school, reasons thereof.
- iii. Presence of any natural or man-made barrier which, in the opinion of teachers, students or SMC members poses any problems to children in reaching the school.
- iv. Name and distance of the upper Primary school from the habitation, the school is located at.

II. Quality of Access:

- i. Number of classrooms in the school and student classroom ratio.
- ii. Is there proper lighting arrangements in the classrooms and these are properly ventilated?
- iii. How are the blackboards located in the classrooms?
- iv. Does the school have ramp with handrails? If yes, pl. comment on its quality.
- v. Does the school have separate toilet units for boys and girls and are these adequate for the children enrolled in the school? Whether the school has toilets for the needs of physically challenged children?
- vi. Do the toilet units have running water supply? If not, are they used and maintained properly?
- vii. Is the drinking water facility in running condition and do the children get safe drinking water or there are complaints of water being polluted or having higher iron, arsenic contents ?
- viii. Do the schools have a play ground?
- ix. Do the schools have a library? If yes, whether the books meet the requirement of the children.

III. Social Access:

- i. If the share of SC, ST, Muslim & Girl children in enrollment is proportionate to their share in population of the habitation/neighborhood, being catered to.
- ii. Is there any major variation in the pattern of attendance in respect of SC, ST, Muslim and Girl children.
- iii. Efforts made to remove the social, cultural, linguistic barriers at the level of teachers, peers, family and community members.

- iv. If any overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers is observed.

2. Intervention for out of school children:

- i. No. of children not enrolled in the school as seen from the VER /WER (gender and social category-wise and age group-wise – 6 -10 years and 11-14 years).
- ii. When was the VER / WER last updated and how frequently is it reviewed and updated?
- iii. No. of children who dropped out from the school. Please comment on the system for identifying a child as a dropout.
- iv. Efforts made, if any, to bring them back to school.
- v. Whether school submitted report on drop outs on monthly, quarterly or half-yearly or annual basis to the higher authorities?
- vi. Did any child leave school because of seasonal migration of the family. If yes, number of children having left school?
- vii. Were children of seasonal migrant families held back in the school through seasonal hostels or some other intervention?
- viii. If no such arrangement was made, whether migration/ transfer certificate issued to them by the school.
- ix. Had any special training intervention been started for the OoSC? If yes, please give details covering following points: -
 - Nature of special training (residential or non-residential)
 - Imparted through regular teachers or Education Volunteers
 - No. of children enrolled and found present on the day of visit
 - Duration of training received by the EVs.
 - TLMs provided to the children.
 - Learning achievement level of the children and if possible, the efforts made to mainstream them within the given time frame.
 - Whether the fund for honorarium and other expenses were received in time.

3. Quality: -

I. Enabling conditions: -

- i. Number of teachers (Male & Female), PTR and teachers' vacancies at school level. Please provide the list of schools having adverse PTR.
- ii. Are teachers available for each class and for teaching Science, Mathematics and languages? (in case of upper primary school). Please provide the list of schools, where vacancy of subject-wise teacher exists.
- iii. No. of untrained teachers, school-wise list may be provided.
- iv. Details of the training received during this year (CRC level, BRC level, induction level or 60 days training – residential or non-residential).
- v. Whether text books were received in time i.e., before the commencement of academic session for all the subjects and all mediums of instruction.
- vi. Whether all grants viz. school grant, maintenance grant and TLM grant were received in time.

II. Teaching Learning Process: -

- i. Teachers' understanding of the constructivist approach to teaching learning process.
- ii. Involvement of children in teaching learning process.
- iii. Whether the method of Comprehensive and Continuous Evaluation (CCE) was being followed in the school.

- iv. Whether onsite academic supports was being provided to teachers through BRCs/CRCs.
- v. Give your comments on the classroom management with reference to:–
 - Whether children are made to sit in small groups.
 - Whether groups are formed of children from the same class or with children from different classes.
 - Whether children from disadvantaged groups and children with disabilities sit separately and on the back benches.
 - Whether children have any role in the management of classrooms.

III. Computer Aided Learning (CAL): -

- i. The status of upkeep and maintenance of the Computers & other accessories provided under CAL.
- ii. Whether activity based digital content/ teaching learning materials are used as supplementary materials to the course materials OR are integrated with the teaching learning process as part of the classroom transaction.
- iii. Whether the subject teachers who have been provided with training on use of CAL resources are comfortable on use of CAL resources & equipments.
- iv. Whether the activities are regularly monitored & support is provided by the state?

4. Girls Education, NPEGEL & KGBV: -

- i. Gender gap in enrolment, attendance and learning achievement and reasons thereof.
- ii. Efforts made to address the gender gap – at the levels of mindset and removing the physical barriers.
- iii. Participation level of girls in classroom processes and co-curricular activities.
- iv. Involvement of community and parents in the management of KGBVs.
- v. Capacity building of teachers – training, periodic review meetings and academic support by district, block and clusters level functionaries.
- vi. Quality and adequacy of facilities available.
- vii. Describe the detailed observations for the KGBV visited.

5. Inclusive Education: -

I. In the classroom: -

- i. Sitting arrangement for the CWSN.
- ii. Participation level of the CWSN in classroom processes and efforts made to optimize it.
- iii. Peer interaction with CWSN: Friendly, Neutral or Taunting/teasing/bullying.
- iv. Type of peer support observed.
- v. Teacher's behaviour towards CWSN.
- vi. Whether the teachers have appropriate kind of TLMs for CWSNs?
- vii. Is the evaluation process tailored to their needs?

II. From the Teachers: -

- i. Training received and confidence level of the teacher to handle classrooms with CWSN.
- ii. Whether the Individualized Educational Plan (IEPs) has been prepared for CWSN?
- iii. On-site academic support by the Resource Teachers – frequency of visits, time spent by the resource teachers in the school and nature of support provided.

- iv. Nature and frequency of interaction with the parents of the CWSN.
- v. What is the additional support or facilities required?

III. From the Parents: -

- i. Nature of disability of the child and counseling received by them to tackle that.
- ii. Whether the child had attended any medical assessment camp, was diagnosed to be in need of some assistive device, supplied the assistive device and issued a disability certificate.
- iii. Whether the assistive device is in a working condition or in need of repair/replacement.
- iv. In case of a child under Home Based Education (HBE), the frequency of visits by the Resource Teacher and care giver and time spent with the child.

6. Civil Works: -

- i. Whether SMC members have been provided training for implementing civil works (minimum 2 to 3 times training during the construction period).
- ii. Whether the community manual, design drawings are available with the SMC or within the school premises.
- iii. Whether the separate accounts for civil works are being maintained on daily basis and details available on transparency board installed in the school premises for the purpose.
- iv. Number of times, the technical persons visited the construction site and whether there is any authentication done or instructions given (visits should be at the time of construction foundation level, plinth level, lintel level, roof level, flooring and finishing level).
- v. Whether daily cement account is being maintained and is authenticated by Technical persons.
- vi. Whether the MOU is being signed between the SSA authorities and SMC before release of funds.
- vii. Any good practices in civil works which can be replicated in other places/in other States.

7. Community Mobilization: -

- i. Whether SMCs have been constituted in schools, as mandated by the RTE Act, 2009.
- ii. Familiarity level of the SMC members with their roles and responsibilities as notified by the State Government.
- iii. Familiarity of the SMC members with the Data Capture Format, school report card and VER / WER.
- iv. Familiarity of the SMC members with the guidelines regarding School Development Plan and training received by them in this regard.
- v. Frequency of SMC's meetings held and issues discussed.
- vi. Role of SMCs members in monitoring teacher's and student's attendance and importance given to their feedback.
- vii. Contribution made by the community for the upliftment of school or educational scenario of the habitation.

8. MIS: -

- i. Whether the school supplied data under DISE? If yes, does the school have a copy of the filled-in Data Capture Format (DCF)?

- ii. Whether any training on filling up of DCF was provided to the teacher/head teacher?
- iii. Whether the CRC coordinator/headmaster conducted the Jan-Vaachan (as a measure of social audit) of DISE data reported in the DCF? If yes, what was the date of Jan-Vaachan?
- iv. Whether the school received the printed copy of the School Report Cards? If yes, is it being displayed at the notice board or kept in the file?
- v. Whether the DCF/School report card is available with the school? Does it match with the actual position in the school?
- vi. Whether the schools records are being maintained and updated regularly?

9. Financial Management: -

- i. Whether the financial records and registers are maintained as per SSA financial manual.
- ii. Mode of transfer of fund to the SMC from the state or district levels. The system of fund flow (whether through cheque, draft, E-transfer) and time take to transfer the funds in the account of SMC.
- iii. Type of funds/grants received and the month of receipt.
- iv. System for the drawl of fund from the SMC account.
- v. If the proposals for expenditure and expenditure statements are being shared with the community members. If yes, is there any instance of community expressing objection/reservation about any transaction?
- vi. Whether the SMC is covered by audit. If yes, has the audit observations been shared with the community.
- vii. Any instance of community mobilizing resources for the school.

Mid Day Meal Scheme

10. Mid Day Meal Scheme

The Monitoring Institutes would send their reports to the Director, Mid Day Meal Scheme of the respective Government at the draft level and after discussion finalize their report. The Director, Mid Day Meal Scheme of the State Government on receipt of the draft report would give his / her comments within 15 days. If the MIs receives no comments in this period the report will be treated as final. The Monitoring Institute shall thereafter be send the report to the Principal Secretary / Secretary of the Nodal Department and Director, Mid Day Meal Scheme of the State / UT with a copy to Director, Mid Day Meal, Government of India.

1. At school level

| S.No. | Indicators | Source of Information |
|-------|--|---|
| 1. | <p><u>Availability of foodgrains</u></p> <p>i) Whether buffer stock of foodgrains for one month is available at the school?</p> <p>ii) Whether foodgrains is delivered in school in time by the lifting agency?</p> <p>iii) If lifting agency is not delivering the foodgrains at school how the foodgrains is transported upto school level?</p> <p>iv) Whether the foodgrains is of FAQ of Grade A quality?</p> <p>v) Whether foodgrains is released to school after adjusting the unspent balance of the previous month?</p> | School level registers, MDM Registers, Head Teacher, School level MDM functionaries. SHG/ implementing agency |
| 2. | <p><u>Timely release of funds</u></p> <p>i) Whether State is releasing funds to District / block / school on regular basis in advance? If not,</p> <p>a) Period of delay in releasing funds by State to district.</p> <p>b) Period of delay in releasing funds by District to block / schools.</p> <p>c) Period of delay in releasing funds by block to schools.</p> <p>ii) Any other observations.</p> | Records / observation / interaction with teachers and any other person. |
| 3. | <p><u>Availability of Cooking Cost</u></p> <p>i) Whether school / implementing agency has receiving cooking cost in advance regularly?</p> <p>ii) Period of delay, if any, in receipt of cooking cost.</p> <p>iii) In case of non-receipt of cooking cost how the meal is served?</p> <p>iv) Mode of payment of cooking cost (Cash / cheque / e-transfer)?</p> | School level registers, MDM Registers, Head Teacher, School level MDM functionaries. SHG/ implementing agency |

| S.No. | Indicators | Source of Information |
|-------|--|--|
| 4. | <p><u>Availability of Cook-cum-helpers</u></p> <ul style="list-style-type: none"> i) Who engaged Cook-cum-helpers at schools (Department / SMC / VEC / PRI / Self Help Group / NGO /Contractor)? ii) If cook-cum-helper is not engaged who cooks and serves the meal? iii) Is the number of cooks-cum-helpers engaged in the school as per GOI norms or as per State norms? iv) Honorarium paid to cooks cum helpers. v) Mode of payment to cook-cum-helpers? vi) Are the remuneration paid to cooks cum helpers regularly? vii) Social Composition of cooks cum helpers? (SC/ST/OBC/Minority) viii) Is there any training module for cook-cum-helpers? ix) Whether training has been provided to cook-cum-helpers? x) In case the meal is prepared and transported by the Centralized kitchen / NGO, whether cook-cum-helpers have been engaged to serve the meal to the children at school level. xi) Whether health check-up of cook-cum-helpers has been done? | <p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks-cum-helpers.</p> |
| 5. | <p><u>Regularity in Serving Meal</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> | <p>Students, Teachers & Parents, and MDM register</p> |
| 6. | <p><u>Quality &Quantity of Meal</u> Feedback from children on</p> <ul style="list-style-type: none"> i) Quality of meal ii) Quantity of meal iii) Quantity of pulses used in the meal per child. iv) Quantity of green leafy vegetables used in the meal per child. v) Whether double fortified salt is used? vi) Acceptance of the meal amongst the children. vii) Method / Standard gadgets / equipment for measuring the quantity of food to be cooked and served. <p>{Please give reasons and suggestions to improve, if children were not happy.}</p> | <p>Observations of Investigation during MDM service</p> |
| 7. | <p><u>Variety of Menu</u></p> <ul style="list-style-type: none"> i) Who decides the menu? ii) Whether weekly menu is displayed at a prominent place noticeable to community, | <p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat</p> |

| S.No. | Indicators | Source of Information |
|-------|--|---|
| | iii) Is the menu being followed uniformly? iv) Whether menu includes locally available ingredients? v) Whether menu provides required nutritional and calorific value per child? | members and cooks. Obtain a copy of menu. |
| 8. | i) <u>Display of Information under Right to Education Act, 2009 at the school level at prominent place</u> a) Quantity and date of foodgrains received b) Balance quantity of foodgrains utilized during the month. c) Other ingredients purchased, utilized d) Number of children given MDM e) Daily menu ii) <u>Display of MDM logo at prominent place preferably outside wall of the school.</u> | Observation / interaction with teacher, children, community members. |
| 9. | <u>Trends</u> Extent of variation (As per school records vis-à-vis Actual on the day of visit). i) Enrolment ii) No. of children present on the day of the visit. iii) No. of children availing MDM as per MDM Register. iv) No. of children actually availing MDM on the day of visit as per head count. | School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team. In case of centralized kitchen the no. of school served by it. Time taken in supply of hot cooked mid day meal from centralized kitchen. |
| 10. | <u>Social Equity</u> i) What is the system of serving and seating arrangements for eating? ii) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements? iii) The name of the school where discrimination found of any kind may be mentioned in the main body of the report along with date of visit. iv) If any kind of social discrimination is found in the school, comments of the team may be given in the inspection register of the school. | Observations / interaction with the children, parents and community members. |
| 11. | <u>Convergence With Other Schemes</u> 1. SarvaShikshaAbhiyan 2. School Health Programme i) Is there school Health Card maintained for each child? ii) What is the frequency of health check-up? | Teachers, Students, School Record/ School health card |

| S.No. | Indicators | Source of Information |
|-------|--|--|
| | <ul style="list-style-type: none"> iii) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically? iv) Who administers these medicines and at what frequency? v) Whether height and weight record of the children is being indicated in the school health card. vi) Whether any referral during the period of monitoring. vii) Instances of medical emergency during the period of monitoring. viii) Availability of the first aid medical kit in the schools. ix) Dental and eye check-up included in the screening. x) Distribution of spectacles to children suffering from refractive error. <p>2. Drinking Water and Sanitation Programme</p> <ul style="list-style-type: none"> i) Whether potable water is available for drinking purpose in convergence with Drinking Water and Sanitation Programme. <p>3. MPLAD / MLA Scheme</p> <p>4. Any Other Department / Scheme.</p> | |
| 12. | <p><u>Infrastructure</u></p> <p>1. Kitchen-cum-Store</p> <ul style="list-style-type: none"> a) Is a pucca kitchen shed-cum-store <ul style="list-style-type: none"> i) Constructed and in use ii) Under which Scheme Kitchen-cum-store constructed -MDM/SSA/Others iii) Constructed but not in use (Reasons for not using) iv) Under construction v) Sanctioned, but construction not started vi) Not sanctioned b). In case the pucca kitchen-cum-store is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored? c) Kitchen-cum-store in hygienic condition, properly ventilated and away from classrooms. d) Whether MDM is being cooked by using firewood or LPG based cooking? e) Whether on any day there was interruption due to non-availability of firewood or LPG? | School records, discussion with head teacher, teacher, VEC, Gram Panchayatmembers. |

| S.No. | Indicators | Source of Information |
|-------|---|---|
| | <p><u>2. Kitchen Devices</u></p> <ul style="list-style-type: none"> i) Whether cooking utensils are available in the school ? ii) Source of funding for cooking and serving utensils – Kitchen Devices fund / MME / Community contribution / others. iii) Whether eating plates etc are available in the school? iv) Source of funding for eating plates - MME / Community contribution / others? <p><u>3. Availability of storage bins</u></p> <ul style="list-style-type: none"> i) Whether storage bins are available for foodgrains? If yes, what is the source of their procurement? <p><u>4. Toilets in the school</u></p> <ul style="list-style-type: none"> i) Is separate toilet for the boys and girls are available? ii) Are toilets usable? <p><u>5. Availability of potable water</u></p> <ul style="list-style-type: none"> i) Is Tap water / tube well / hand pump / Well / Jet pump available? ii) Any other source <p><u>6. Availability of fire extinguishers</u></p> <p><u>7. IT infrastructure available @ School level</u></p> <ul style="list-style-type: none"> a) Number of computers available in the school (if any). b) Availability of internet connection (If any). c) Using any IT / IT enabled services based solutions / services (like e-learning etc.) (if any) | |
| 13. | <p><u>Safety & Hygiene:</u></p> <ul style="list-style-type: none"> i) General Impression of the environment, Safety and hygiene: ii) Are children encouraged to wash hands before and after eating iii) Do the children take meals in an orderly manner? iv) Conservation of water? v) Is the cooking process and storage of fuel safe, not posing any fire hazard? | Observation / interaction |
| 14. | <p><u>Community Participation</u></p> <ul style="list-style-type: none"> i) Extent of participation by Parents / SMC / VEC / Panchayats / Urban bodies in daily supervision and monitoring. ii) Is any roster of community members being maintained for supervision of the MDM? | Discussion with head teacher, teacher, Parents, VEC, Gram Panchayat members |

| S.No. | Indicators | Source of Information |
|-------|---|--|
| | iii) Is there any social audit mechanism in the school? iv) Number of meetings of SMC held during the monitoring period. v) In how many of these meetings issues related to MDM were discussed? | |
| 15. | Inspection & Supervision i) Is there any Inspection Register available at school level? ii) Whether school has received any funds under MME component? iii) Whether State / District / Block level officers / officials inspecting the MDM Scheme? iv) The frequency of such inspections? | School records, discussion with head teacher, teachers, VEC, Gram Panchayat members |
| 16. | Impact i) Has the mid day meal improved the enrollment, attendance, retention of children in school? ii) Whether mid day meal has helped in improvement of the social harmony? iii) Whether mid day meal has helped in improvement of the nutritional status of the children? iv) Is there any other incidental benefit due to serving of meal in schools? | School records, discussion with head teacher, teachers, students, VEC / SMC, Gram Panchayat members. |
| 17. | Grievance Redressal Mechanism i) Is any grievance redressal mechanism in the district for MDMS? ii) Whether the district / block / school having any toll free number? | Observation / interaction with teacher, children, parents and community members. |

2. Monitoring of Centralized Kitchens

The Centralized kitchens are covering more than 90 lakh children across the country so it is essential to monitor the performance of the Centralized kitchen also on the above mentioned lines of Terms of Reference. The Monitoring of the Centralized kitchen is the need of the time. Thus, MIs shall monitor the functioning, engagement of cook-cum-helpers, quality of the material being used, manner of transporting food from kitchen to school, serving of the meal to the children, personal hygiene, kitchen waste disposal etc. The format for monitoring of the Centralized kitchen is given at **Annexure-I**.

3. Any other issues relevant to implementation of Mid Day Meal Scheme

**Proforma for Centralized kitchen
(Two to be covered in a report)**

- a) **Date of visit:**
- b) **Name:**
- c) **Address:**
- d) **MDM supply started:**
- e) **Total no. of schools catering to:**
- f) **Total no. of children catering to:**
- g) **Approximate kitchen area:**
- h) **Location of the kitchen**
- i) **Surroundings:**
- j) **Accessibility**

INFRA STRUCTURAL FACILITIES

| .N. | Area of working + | Adequate space | Cleanliness* | Dryness | Well lit | Ventilation |
|-----|-------------------------------------|----------------|--------------|---------|----------|-------------|
| | Receiving Food grains/Food articles | | | | | |
| | Storing | | | | | |
| | Pre-preparation | | | | | |
| | Cooking | | | | | |
| | Food assembly/serving | | | | | |
| | Washing | | | | | |

Cleanliness with respect to pest and rodent infestation cracks /crevices, flies/vermin's, dust/webs. +To be rated on 3 point scale

- 1. Poor
- 2. Fair
- 3. Good

2. PROCUREMENT AND STORAGE OF FOOD ITEMS

Key: Daily-1 Weekly-2 Fortnightly-3 Monthly-4
2(a)

| S.N | Raw materials | Quantity (kg) Purchased at one time | How often | Containers/Bag used for storage | | | | |
|-----|---------------|-------------------------------------|-----------|---------------------------------|---------|------------|-----------|-------------------|
| | | | | Metal | Plastic | Gunny Bags | | Any Other Specify |
| | | | | | | Jute | Laminated | |
| 1 | Cereals | | | | | | | |
| 2 | Pulses | | | | | | | |
| 3 | Vegetable | | | | | | | |
| 4 | Spices | | | | | | | |

| | | | | | | | | |
|---|-------------------|--|--|--|--|--|--|--|
| 5 | Fats and oils | | | | | | | |
| 6 | Any other specify | | | | | | | |

3 (a) Do you check for the following parameters of quality in the raw ingredients?

- 1. Stones
- 2. Insects
- 3. Over ripeness
- 4. Bad odour
- 5. Any other (specify)

3 (b) where are the containers /bags containing raw ingredients placed?

- 1 On a raised platform
- 2 Floors
- 3 Any others (specify)

4. Water: Source, Availability, Storage

- 4 (a) Source of water
- 1. Tap 2. Bore Well 3. Pump

4(f) Are water-storing utensils covered? Y/N

5(e) Are all food items washed before preparation? Y/N

6. PREPARATION

6 (a) What are the food items cooked on the day of the visit? Y/N

6(b) what is the fuel used for cooking?

- 1. LPG
- 2. Any other specify

6(d) Are prepared food items kept covered? Y/N

6(e) What is the time lapse between preparation and packing?

| | |
|-----------------------|--|
| 1 hour | |
| 2 hours | |
| 3 hours | |
| More than three hours | |

6(f) How is the food packed?

- 1. Cartons
- 2. Tiffin carrier
- 3. Patilas
- 4. Steel drums
- 5. Aluminum drums
- 6. Steel dols
- 7. Sacks

- 8. Basket
- 9. Patila/basket lined with newspaper
- 10. Any other (specify)

6(g) Is the packaging material clean?

Y/N

7. MANAGEMENT OF THE LEFTOVER FOOD

What the suppliers do with the food left uneaten by children of different schools?

- 1. Consumed by suppliers
- 2. Packed and taken home by cooks/handler
- 3. Thrown away
- 4. Distributed among the poor in the nearby slums

| |
|--|
| |
| |
| |

8. DISHWASHING

8 Utensils are cleaned with

- 1. Only water
- 2. Water+ Detergent/soap
- 3. Scrubber+ detergent/soap +water
- 4. Any other (specify)

9. ORGANIZATION CHART

| Employees | Number (n) |
|--|------------|
| 1.Kitchen-in-charge | |
| 2. Store-in-charge | |
| 3. Purchase-in-charge | |
| 4. Head cook | |
| 5. Cooks | |
| 6. Helpers for serving at the school level | |
| 7. Handlers and distributors | |
| 8. Cleaners/sweepers | |
| 9. Any other | |
| 10. Total | |

10. PERSONAL HYGIENE PRACTICES

KEY- 0-N.A

1-NO

2-YES

3- not observed

| | | FOOD HANDLER |
|---|--|--------------|
| 1 | Cleanliness of uniforms | |
| 2 | Wearing headgears | |
| 3 | Well groomed | |
| 4 | Fingernails short and clean | |
| 5 | Suffering from cold, cough, sore throat, vomiting, diarrhea, boils, cuts, or any other skin disease. | |

- 10 (b) Do they have any toilet facility? Y/N
- 10 (c) Do they carry gloves while handling food? Y/N
- 10 (e) Do you observe any unhygienic practices followed by the food handlers? Y/N

if yes, specify

11. KITCHEN WASTE DISPOSAL

| | | |
|---|---|-----|
| 1 | Garbage bins provided? | Y/N |
| 2 | Are garbage bins equipped with lids? | Y/N |
| 3 | Is garbage lying around in vicinity? | Y/N |
| 4 | Are garbage bins cleaned well after they are emptied? | Y/N |
| 5 | Is garbage removed from premises at frequent intervals? | Y/N |

12. FOOD TRANSPORTATION

12(a) Mode of transporting the food

| | | |
|---|----------------------------------|--|
| 1 | Car | |
| 2 | Matador | |
| 3 | Van | |
| 4 | Refrigerated/ Insulated vehicles | |

12(b) Are the food containers kept in the vehicle covered properly? Y/N

12(c) Is food compartment of the vehicle clean and dry? Y/N

12(d) Does any person accompany the packed food in the vehicle? Y/N

13. FOOD EVALUATION

Key- Poor-1 Fair-2 Good-3

| S.N | Sensory evaluation | Rating |
|-----|-----------------------|--------|
| a) | Appearance | |
| b) | Taste | |
| c) | Smell | |
| d) | Texture | |
| e) | Overall Acceptability | |

Procurement of pulses and condiments

1. Packed spices with Agmark seal
2. Unfastened packets
3. Double fortified salt (Iron and iodine)