



Half Yearly Monitoring Report of
Centre for Development Studies
On
Midday Meal Programme (MDM)
for the State of Kerala
Period: 1st October 2011 to 31st March 2012

Districts Covered

Ernakulam
Alappuzha
Idukki
Kannur
Kasaragod

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Preface

School lunch had been offered to poor children in the primary classes in different parts of India since 1925. However, not all but a limited number of poor children had benefited from the school lunch programme. In 1978 this programme covered about 13 million children. The coverage increased to 17 million in 1983. Further the scheme had no uniformity in organization and coverage in many states. In some states the programme was organized in a few districts only. The school lunch programme was initiated in Kerala in 1941. The scheme was introduced in all schools by 1961. Rice or wheat kanji was the lunch given to the children at noon in the school.

The present school lunch programme is called Midday Meal Programme (MDM) launched by the Government of India in all states. Under this programme, the entire cost of food grains supplied by the FCI, the cost of transportation of food grains from the godowns of FCI to the schools and the expenditure involved in management, monitoring and evaluation of the scheme are borne by the government of India. The other categories of expenditure like the cooking cost, honorarium to the cook-cum-helpers, construction of kitchen-cum-store rooms and the cost of kitchen devices, are shared between the centre and state governments at the rate of 90:10.

The implementation of the Midday Meal Programme (MDM) in Primary Education in Kerala is periodically evaluated by Centre for Development Studies (CDS), Thiruvananthapuram as assigned by the MHRD, New Delhi. The present MDM report is third in the series of MDM reports during the period 2010-12. This MDM report relates to the period of 1st October 2011 to 31st March 2012.

This report is based on the study of MDM along with the SSA in five districts, viz., Ernakulam, Alappuzha, Idukki, Kannur and Kasaragod. Field visits have been undertaken in these districts. The schools have been selected on random basis. This report consists of six sections. The general information about the study is given in the first section. Consolidated and summarized report of five districts is given in the second section. The reports relating to the five districts are given in the subsequent sections.

In conducting this study, I have received full cooperation and support from the Department of School Education, the Directorate of School Education and the Directorate of *Sarva Shiksha Abhiyan* in Kerala. In particular, I am grateful to Shri. M. Sivasankar, IAS, Secretary, General Education Department, Government of Kerala, Shri. A. Shajahan, IAS, Director of Public Instructions, Kerala and Dr.K.M. Ramanandan (Retd IAS), State Project Director, Directorate of *Sarva Shiksha Abhiyan*, Kerala. I am also grateful to the Deputy Directors of School Education in the five districts, viz., Ernakulam, Alappuzha, Idukki, Kannur and Kasaragod.

The staff including the Programme Officers in the District Project Offices has been very kind and cooperative. In particular I am thankful to the DPOs in the five districts. I am also thankful to the BPOs and Trainers in these districts who have been helpful to me in more than one ways.

Dr. C. Gasper
Nodal Officer for Monitoring
SSA and MDM in
Kerala & Lakshadweep for MHRD
Centre for Development Studies,
Thiruvananthapuram, Kerala – 695011

Half Yearly Monitoring Report of Centre for Development Studies on *Midday Meal Programme (MDM)* for the State of Kerala Period: 1st October 2011 to 31st March 2012

1. General Information

Sl. No.	Information	Details																														
	Period of the report	1st October 2011 to 31st March 2012																														
	No. of Districts allotted	Fourteen																														
	Name of Districts covered	Ernakulam, Alappuzha, Idukki, Kannur and Kasaragod																														
Month of visit to the Districts / Schools:																																
4.1	District 1. (Ernakulam):																															
	Date of visit to Schools in the district:	November, 2011																														
4.2	District 2. (Alappuzha):																															
	Date of visit to Schools in the district:	October, 2011																														
4.2	District 3. (Idukki):																															
	Date of visit to Schools in the district:	November, 2011																														
4.2	District 4. (Kannur):																															
	Date of visit to Schools in the district:	December, 2011																														
4.3	District 5. (Kasaragod):																															
	Date of visit to Schools in the district:	December, 2011																														
	Total number of elementary schools (primary and upper primary schools existing in each district)	<table border="1"> <thead> <tr> <th rowspan="2">S. No.</th> <th rowspan="2">District</th> <th colspan="2">Type of Schools</th> </tr> <tr> <th>PS</th> <th>UPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ernakulam</td> <td>779</td> <td>581</td> </tr> <tr> <td>2</td> <td>Alappuzha</td> <td>517</td> <td>438</td> </tr> <tr> <td>3</td> <td>Idukki</td> <td>354</td> <td>209</td> </tr> <tr> <td>4</td> <td>Kannur</td> <td>1139</td> <td>627</td> </tr> <tr> <td>5</td> <td>Kasaragod</td> <td>419</td> <td>326</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total</td> <td>3208</td> <td>2181</td> </tr> </tbody> </table>	S. No.	District	Type of Schools		PS	UPS	1	Ernakulam	779	581	2	Alappuzha	517	438	3	Idukki	354	209	4	Kannur	1139	627	5	Kasaragod	419	326	Total		3208	2181
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	Number of elementary schools monitored (primary and upper primary to be counted separately)	<table border="1"> <thead> <tr> <th rowspan="2">S. No.</th> <th rowspan="2">District</th> <th colspan="2">Type of Schools</th> </tr> <tr> <th>PS</th> <th>UPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ernakulam</td> <td>30</td> <td>22</td> </tr> <tr> <td>2</td> <td>Alappuzha</td> <td>29</td> <td>21</td> </tr> <tr> <td>3</td> <td>Idukki</td> <td>27</td> <td>26</td> </tr> <tr> <td>4</td> <td>Kannur</td> <td>35</td> <td>22</td> </tr> <tr> <td>5</td> <td>Kasaragod</td> <td>36</td> <td>18</td> </tr> <tr> <td colspan="2">Total</td> <td>157</td> <td>109</td> </tr> </tbody> </table>			S. No.	District	Type of Schools		PS	UPS	1	Ernakulam	30	22	2	Alappuzha	29	21	3	Idukki	27	26	4	Kannur	35	22	5	Kasaragod	36	18	Total		157	109
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Total		157	109																															
7.	Types of school visited																																	
a)	Special training centers (Residential)																																	
b)	Special training centers (Non Residential)																																	
c)	Schools in Urban Areas	90 schools																																
d)	School sanctioned with Civil Works	67																																
e)	School from NPEGEL Blocks	<i>NPEGEL schools not available</i>																																
f)	Schools having CWSN	146																																
g)	School covered under CAL programme	All schools visited come under CAL programme																																
h)	KGBVs	Not available in Kerala																																
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	93 schools																																
9.	Whether the draft report has been shared with the SPO : YES / NO	yes																																
10.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	Yes																																
11.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes																																
12.	Details regarding discussion held with state officials	Very frequent discussions with the state officials																																
13.	Selection Criteria for Schools	Random selection																																
14.	Items to be attached with the report:																																	
	List of Schools with DISE code visited by MI.	yes																																
	Copy of Office order, notification etc. discussed in the report.																																	
	District Summary of the school reports	Yes																																
	Any other relevant documents.																																	

12. Details regarding discussion held with state officials

The Education Secretary, the Director of School Education the SPD and the other officials in Kerala are highly motivated to raise the level of Primary Education to greater heights. In a number of times I had discussions with the officials of SSA at the state level, district level and at block level. These discussions have been highly helpful in identifying the issues in the implementation of MDM in the state.

13. Selection Criteria for Schools

The sample of schools selected was primarily with the purpose of monitoring SSA activities. While visiting the schools, the MDM activities were monitored along with the SSA activities. Since the educational achievement of the state is very good with almost hundred percent enrolment in Primary Education, almost zero percent dropout rate and high progression ratio from Primary Education to Secondary education, the monitoring may be expected to throw more light on evaluating the achievement of the state and comparing the achievement of the state with the achievement of the weaker sections of the society, particularly, the scheduled tribes, the scheduled castes, the Muslims and the fisher folk. The issues are also to be discussed in relation to the girls in these social groups. With this in mind, a survey has been conducted in five districts in the state. The survey has covered forty schools in each district. These schools have been selected on the basis of random sampling. Further these schools have been approached in a surprise manner so as to study the real situation.

Some of the schools in the sample are from coastal areas and some are from hilly areas. Many schools in the sample have CWSN children. Some of the schools in the sample do cater to the children from the migrant population and slums. Further CAL is found in all schools. No separate sampling is followed for the study of MDM. The functioning of MDM is studied along with the SSA programme in the schools visited.

Consolidated MDM Report for the districts of Ernakulam, Alappuzha, Idukki, Kannur and Kasaragod in Kerala for the period of 1st October 2011 to 31st March 2012

1. REGULARITY IN SERVING MEAL:

Hot cooked meals along with the extra items on special days are served to all students enrolled for MDM in all schools (Government and aided schools) in all working days without any interruption.

There has been interruption only at the beginning of the school year. The schools have commenced the MDM programme only after the official enrolment verification on the 6th working day in the school year. That is to say the MDM is served to children after about five days of reopening of the school. This was reported in the PAB meeting in March 2012. This is now corrected in the academic year 2012-13. MDM commences right from the first day.

2. TRENDS:

About 98 percent of the children enrolled in the schools have registered for MDM. There is not much variation between the number of children availing MDM as per MDM Register and the number of children actually availing MDM on the day of visit.

No centralized kitchen is available in the sample of schools considered for the study.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

There is no problem in getting the food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools.

The quality of food grains is reasonably good. The head teacher or the concerned teacher visits the *Maveli* store and selects the food grains and places order for the quantity required. The food grain is delivered at the school. However the school has to bear the transportation cost.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

The cooking cost is paid in installments. The schools receive the first installment in the month of August. That is to say the delay is about two months.

Many schools have PTA fund in bank. The feeding programme is managed without any disruption using the PTA fund.

5. SOCIAL EQUITY:

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. In most of the schools, the children collect the food from a particular place and sit on the school veranda in groups and dine. In a few schools, the food is observed to be served by the teachers in the class rooms.

6. VARIETY OF MENU:

Most of the schools have prepared weekly menu and follow it. The menu is available in the head teacher's office. The menu is prepared by the PTA in consultation with the VEC.

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

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Often the side dish is green gram cooked with condiments and coconut. Side dishes made of vegetables are also given in the menu. In addition, every child gets a cup of hot milk twice in a

week; every child gets a boiled egg twice in a week; and every child gets a banana once in a week. Children drink milk around 10.00 am.

Some schools have started vegetable gardens within their campus with the help of students.

8. QUALITY & QUANTITY OF MEAL:

The children are happy with the quality and quantity of the meal.

9. SUPPLEMENTARY:

Free health check-up is organized once in a year. The health personnel, including the doctor from the local PHC visits the school occasionally. But the children have not received any micronutrients (Iron, folic acid, vitamin-A dosage, etc.) and de-worming medicine from them. Health Cards are about to be introduced in the school.

10. STATUS OF COOKS:

The cooks and helpers appointed by the school prepare the food and distribute to the students. The cook and the helper engaged for the MDM are as per government norms. Only one cook-cum-helper is permissible if the enrolment for MDM in the school does not exceed 500. The cook-cum-helper gets ₹ 150 per working day if the enrolment for MDM in the school is 100 or less than that. When the enrolment exceeds 100, the cook-cum-helper gets an additional amount of ₹ 0.25 for every student exceeding 100 students. However the maximum remuneration that a cook-cum-helper can claim is limited to ₹ 200. It is learned from the cook-cum-helpers that they are paid regularly.

Most of the cooks and helpers are from backward classes; some of them are from scheduled classes and the remaining from the minority communities. Most of the cooks and helpers are women. Most of them are above 50 years of age.

11. INFRASTRUCTURE:

All schools, private aided or government, have some space for cooking and storing food grains and other articles. The facility is good; but it could be made better. Comparing to the facility available in the Private aided schools, the facility available in the government schools is not very good. On the other hand, all government schools have separate kitchen, although very old and they store the grains in a room in the school building.

All schools have potable water for cooking and drinking purposes. All schools have adequate utensils for cooking food. Only firewood is used in cooking in all schools. Very few schools have LPG gas that is used for boiling milk only.

In most of the schools, drinking water is kept in vessels in the classroom. The water kept in the classroom is either boiled water or purified water. In many schools, water purifiers are available.

16. SAFETY & HYGIENE:

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

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

17. COMMUNITY PARTICIPATION AND AWARENESS:

Community participation

Schools maintain good relation with the local government and the local community. They have Parents-Teachers Association (PTA) and the school management committee (SMC). The members of the Executive Body of the PTA visit the school

every day to monitor the all activities including MDM in the school. PTA members help the cook and the helper to cook and serve the food to the children. The parents also contribute to the MDM.

All schools have plates and tumblers for all children. These are said to be contributed by the Municipal Corporation or voluntary agencies.

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

Community's awareness about MDM

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

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

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

18. INSPECTION & SUPERVISION

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

19. IMPACT

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 95 percent at present. All students are present in many schools.

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

The MDM scheme is functioning very well and smoothly because of the involvement of the parents and the members of the VEC and PRI.

B. Any other issues relevant to MDM implementation

It will be difficult for one cook to manage the entire work. It will be good to appoint minimum of two persons in any school.

Considering the rise in the cost of living, wage rise and the amount of work to be done at the school, it will be fair to raise the remuneration for the cook and helper

All schools must be constantly encouraged to develop school gardens.

It should be ensured that the schools add sufficient amount of vegetables to the meals at least two days in a week.

The standard of the kitchen facilities needs to be raised up.

MDM Report for the district of Ernakulam in Kerala for the period of 1st October 2011 to 31st March 2012

1. REGULARITY IN SERVING MEAL:

Hot cooked meals along with the extra items on special days have been served to all students enrolled for MDM in all schools (Government and aided schools) in this district in all working days without any interruption.

There has been interruption only at the beginning of the school year. The schools have commenced the MDM programme only after the official enrolment verification on the 6th working day in the school year. That is to say the MDM is served to children after about five days of reopening of the school. This was reported in the PAB meeting in March 2012. This is now corrected in the academic year 2012-13. MDM commences right from the first day.

2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2955
ii.	No. of children opted for Mid Day Meal	2901
iii.	No. of children attending the school on the day of visit	2852
iv.	No. of children availing MDM as per MDM Register	2812
v.	No. of children actually availing MDM on the day of visit	2808
vi.	No. of children availed MDM on the previous day	2858

No centralized kitchen is available in the sample of schools considered for the study.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

It is learned from the Head Teachers that there is no problem in getting the food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools.

There is no complaint from the school management about the quality of food grains. The head teacher or the concerned teacher visits the *Maveli* store and selects the food grains and places order for the quantity required. The food grain is delivered at the school. However the school has to bear the transportation cost. The quality of the food grain is found to be good.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

The cooking cost is paid in installments. It is directly paid into the school account. The schools receive the first installment in the month of August. That is to say the delay is about two months.

The schools have PTA fund in bank. The feeding programme is managed without any disruption using the PTA fund. The cooking cost is e-transferred to the bank account of the school.

5. SOCIAL EQUITY:

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. In most of the schools, the children collect the food from a particular place and sit on the school veranda in groups and dine. In a few schools, the food is observed to be served by the teachers in the class rooms.

6. VARIETY OF MENU:

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

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

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Often the side dish is green gram cooked with condiments and coconut. Side dishes made of vegetables are also given in the menu. In addition, every child gets a cup of hot milk twice in a week; every child gets a boiled egg twice in a week; and every child gets a banana once in a week. Children drink milk around 10.00 am. Balance in the boiled milk is kept for preparing curd for the next day. In a few schools, milk is given to children at about 3.00 p.m.

Some schools have started vegetable gardens within their campus with the help of students. Some amount of the school grant is allocated for developing garden in the school campus. Some schools have plantain trees near the kitchen. Some schools are cultivating tapioca in the school campus. The yield from the garden is reportedly used for the students only. It may be hoped that as days pass by, these gardens must be able to supply the required quantity of vegetable to the school.

8. QUALITY & QUANTITY OF MEAL:

On the whole the children are happy with the quality and quantity of the meal. Some schools have opined that the present quantity of rice is not required. Particularly girls do not eat that much. It is also observed that the children do waste food.

9. SUPPLEMENTARY:

Free health check-up is organized once in a year. The health personnel, including the doctor from the local PHC visits the school occasionally. But the children have

not received any micronutrients (Iron, folic acid, vitamin-A dosage, etc.) and de-worming medicine from them. Further no school maintains Health Card for its children.

10. STATUS OF COOKS:

Almost in all schools, it is the cooks and helpers appointed by the school who cook and serve the meals. The cook and the helper engaged for the MDM are as per government norms. Only one cook-cum-helper is permissible if the enrolment for MDM in the school does not exceed 500. The cook-cum-helper gets ₹ 150 per working day if the enrolment for MDM in the school is 100 or less than that. When the enrolment exceeds 100, the cook-cum-helper gets an additional amount of ₹ 0.25 for every student exceeding 100 students. However the maximum remuneration that a cook-cum-helper can claim is limited to ₹ 200. It is learned from the cook-cum-helpers that they are paid regularly.

The social composition of cook-cum-helpers in the schools visited is as follows: about 72 percent of the cooks cum helpers are from backward classes; about 18 percent of them are from scheduled classes and the remaining from the minority communities. Almost 89 percent of the cook-cum-helpers is women. All are above 50 years of age.

11. INFRASTRUCTURE:

All schools, private aided or government, have some space for cooking and storing food grains and other articles. The facility is good; but it could be made better. About 84 per cent of the Private aided schools have pucca kitchen shed; in many cases, the store is also near the kitchen; and the facility for storing the food grains and the other items is comparatively good. Comparing to the facility available in the Private aided schools, the facility available in the government schools is not very good.

On the other hand, all government schools have separate kitchen, although very old and they store the grains in a room in the school building. In the case of 35 percent

of such schools, the kitchen shed is not spacious enough for cooking and keeping the cooked items; and further they are very dark and require whitewashing.

All schools have potable water for cooking and drinking purposes. All schools have adequate utensils for cooking food. Only firewood is used in cooking in all schools. Very few schools have LPG gas that is used for boiling milk only.

In most of the schools, drinking water is kept in vessels in the classroom. The water kept in the classroom is either boiled water or purified water. In many schools, water purifiers are available.

16. SAFETY & HYGIENE:

The cooking is quite safe and hygiene in all schools. In a few schools, for want of space, newly sanctioned toilets are located very close to the cooking sheds. The distance between the cooking shed and the toilets is just about 12 feet.

The cooking shed is situated slightly away from the classrooms. Thus the cooking process and storage of fuel are safe and not posing any fire hazard in any school.

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

17. COMMUNITY PARTICIPATION AND AWARENESS:

Community participation

Almost all schools apparently maintain good relation with the local government and the local community. The parents of the children in the school are members of the Parents-Teachers Association (PTA)s the school management committee (SMC). There is an understanding among the members of the Executive Body of the PTA that one or two members (parent members) visit the school every day to monitor the all activities including MDM in the school. In many schools, the PTA members (parent members) are found to help the cook-cum-helper to cook and serve the food

to the children. The parents also contribute green vegetables and pickles for the MDM programme.

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

All schools visited have plates and tumblers for all children in the school. These are said to be contributed by the Municipal Corporation or village panchayats or scheduled banks.

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

Community's awareness about MDM

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

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

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

18. INSPECTION & SUPERVISION

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

19. IMPACT

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 95 percent at present. All students are present in many schools.

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

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

B. Any other issues relevant to MDM implementation

MI may give a maximum 2 page note, on any other issues, relevant to MDM implementation, not covered above.

There is need to reconsider the remuneration for the cooks taking into account the wage rate prevalent in the state. It will be fair to say that the amount of work that a cook does in a small school is much higher than the amount of wage that he/she gets.

In reality not many schools add sufficient amount of vegetables to the school meals. Many schools do not have standard kitchen facilities. To build individual standard kitchen facility for every school, a lot of money will be required. There are many other problems faced by the schools. Probably in such a situation, it will be good to experiment centralized kitchen at the block level to find out whether it would be better than the present one.

Sample schools in Ernakulam district

32080300544 GHS Panampilly Nagar, Kochi-36,
32080300503 Girinagar LPS Kadavanthara, Cochin.
32080300512 St. Albert's HSS Ernakulam, Cochin
32080300522 St. John's LPS Elamkulam, Cochin
32080301508 St. John's LPS Konthuruthy, Elamkulam, Cochin
32080301507 St. Mary's UPS Thevara, Cochin
32080301506 St. Thomas GHS Perumanur, Cochin
32080300106 GLPS Chittoor, Cheranelloor
32080301201 Desa bendhu school, Cheppanam, Cochin
32080301306 GPLPS Udayathumvathil, Kumbalam, Cochin.
32080301307 Panangad VHSS Kumbalam, Cochin
32080301304 RPMHS Kumbalam, Cochin
32080300502 Gbts LPS Edappally, Cochin
32080300501 GUPS Edappally Cochin
32080300514 Hijeps Ernakkulam Cochin
32080300519 Little flower UPS Kalloor Cochin
32080300518 Sharafhl Islam UPS Kalloor, Cochin
32080300517 St. Raphael's LPS Palarivattom Cochin cor
32080300602 GHSS Vennala Edappally
32080300604 GHSS Edappally Edappally
32080300601 GVHSS N Edappally Edappally
32080300511 St.Mary's CGLPS Ernakulam, Cochin
32080300508 St. Teresa's CGLPS Ernakulam, Cochin
32080301501 KPLPS Perumannoor, Elamkulam
32080301509 SHHS Thevara, Elamkulam
32080301101 Thattazham LPS Vaduthala, Vaduthaka, Cochin
32080300104 Al-frookhia HS Cheranelloor, Cheranelloor
32080300103 LFLPS Cheranelloor, Cochin
32080300102 LFUPS Cheranelloor, Cochin
32080300301 St. Francis UPS Pizhala, Kadamakudy
32080300401 St. Joseph LPS Moolampilly, Moolampilly
32080300603 Pius GHS Edappally Edappally
32080300537 Darul uloom HSS Ernakkulam Cochin
32080300527 Infant Jesus UPS Vaduthala, Cochin
32080300526 St. Antony's LPS Vaduthala Cochin corporation
32080300523 St. Peter's LPS Vaduthala Cochin corporation
32080300801 HSS of Jesus Kothad, Kothad
32080300901 LMCCCHSG Ernakulam Pachalam
32080300101 St. Mary's LPS W Cheranelloor Cheranelloor
32080300538 GGLPS Ernakkulam Cochin corporation

MDM Report for the district of Alappuzha in Kerala for the period of 1st October 2011 to 31st March 2012

1. REGULARITY IN SERVING MEAL:

All Government and Private aided schools provide hot cooked meals along with the extra items on special days to all students enrolled for MDM in the school. The MDM is organized in this district in all working days without any interruption.

The interruption takes place only at the beginning of the school year. The schools commence the MDM programme only after the official enrolment verification on the 6th working day in the school year. That is to say the MDM is served to children after about five days of reopening of the school. This was reported in the PAB meeting in March 2012. This is now corrected in the academic year 2012-13. MDM commences right from the first day.

2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2512
ii.	No. of children opted for Mid Day Meal	2501
iii.	No. of children attending the school on the day of visit	2464
iv.	No. of children availing MDM as per MDM Register	2401
v.	No. of children actually availing MDM on the day of visit	2396
vi.	No. of children availed MDM on the previous day	2430

No centralized kitchen is available in the sample of schools considered for the study.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

According to the Head Teachers and other teachers that there is no problem in getting the food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools.

There is no complaint from the school management about the quality of food grains. The head teacher or the concerned teacher visits the *Maveli* store and selects the food grains and places order for the quantity required. The food grain is delivered at the school. However the school has to bear the transportation cost. The quality of the food grain is found to be good.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

The schools receive the cooking cost in two installments. The schools get the cheque for the first installment in the month of July. That is to say the delay is about a month.

The PTA in the school has an account in the bank. The feeding programme is managed without any disruption using the PTA fund.

5. SOCIAL EQUITY:

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. In most of the schools, the children collect the food from a particular place and sit on the school veranda in groups and dine. In a few schools, the food is observed to be served by the teachers in the class rooms.

6. VARIETY OF MENU:

A weekly menu of MDM given to children is available in the schools. The head teachers have said that they follow the menu. The menu is available in the head

teacher's office. After a discussion with the PTA and VEC, the menu is said to be prepared.

From the menu it becomes clear that there is variety in the school lunch programme. The MDM menu for a week shows that type of food given to children under the school lunch programme differs from day to day.

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Often the side dish is green gram cooked with condiments and coconut. Side dishes made of vegetables are also given in the menu. In addition, every child gets a cup of hot milk twice in a week; every child gets a boiled egg twice in a week; and every child gets a banana once in a week. Children drink milk around 10.00 am. Balance in the boiled milk is kept for preparing curd for the next day. In a few schools, milk is given to children at about 3.00 p.m.

Small vegetable gardens are found within the campus of the UP schools. It is said that these gardens are maintained with the help of students in sixth and seventh classes. The schools found it feasible to begin vegetable garden in small scale, because some amount of the school grant is earmarked for developing kitchen garden in the school campus. Some schools have plantain trees near the kitchen. Some schools cultivate tapioca in the school campus. The yield from the garden is reportedly used for the students only. It may be hoped that as days pass by, these gardens must be able to supply the required quantity of vegetable to the school.

8. QUALITY & QUANTITY OF MEAL:

When enquired, many children have responded that they are happy with the quality of the food. It is also observed that some of the children do not eat the given food completely and waste a little. Some teachers are of the opinion that the present quantity of rice given to children, particularly girls, is slightly more than what they can eat in lunch.

9. SUPPLEMENTARY:

Many head teachers say that they have arranged for free health check-up for their students in their school with the help of the doctors and health personnel from the nearby hospitals once in a year. Besides, the health personnel, including the doctor from the local PHC visit the school occasionally. But the children have not received any micronutrients (Iron, folic acid, vitamin-A dosage, etc.) and de-worming medicine from them. Further no school maintains Health Card for its children.

10. STATUS OF COOKS:

Almost in all schools, it is the cook and helper appointed by the school who cook and serve the meals. The cook and the helper engaged for the MDM are as per government norms. Only one cook-cum-helper is permissible if the enrolment for MDM in the school does not exceed 500. The cook-cum-helper gets ₹ 150 per working day if the enrolment for MDM in the school is 100 or less than that. When the enrolment exceeds 100, the cook-cum-helper gets an additional amount of ₹ 0.25 for every student exceeding 100 students. However the maximum remuneration that a cook-cum-helper can claim is limited to ₹ 200. It is learned from the cook-cum-helpers that they are paid regularly.

Most of the cooks and helpers (about 91 percent) are females. They are well above the age of 50. About 69 percent of these cooks and helpers belong to backward classes; about 22 percent of them are from scheduled classes and the remaining from the minority communities. This is the social composition of cook-cum-helpers in the schools visited.

11. INFRASTRUCTURE:

Invariably all schools, whether private aided or government, have a permanent shed, detached from the main school building, where the cooking is done and the utensils are stored. The facility is good; but its standard could be raised further particularly in the case of government schools.

About 86 per cent of the Private aided schools have pucca kitchen shed; and the remaining schools have kitchen sheds which are not bad. In many cases, the store is also near the kitchen; and the facility for storing the food grains and the other items is reasonably good. The kitchen is bright enough, even though it is not adequately spacious in some cases; and the surrounding area is neat and clean.

In the case of government schools, separate kitchen is available in all schools. Understandably many of them are very old. Some of the head teachers have said that they are in the process of getting a new kitchen shed. It will be very good to have a new kitchen structure in many cases. It will be suffice, at least in some cases, to do some works in the existing kitchen sheds in terms of repairing, painting and whitewashing. In most of the government schools, the food grains are stored in a room in the school building. This does not affect the regular activities of the school. In the case of 21 percent of government schools, the kitchen shed is not spacious enough for cooking and keeping the cooked items; and further they are very dark and require whitewashing.

Potable water is available in all schools for cooking and drinking purposes. At least in three schools, the cooks have said that the cooking utensils are very old and are to be replaced; have also asked for a few more vessels for serving the cooked food.

Almost all schools are found to use firewood for cooking. Very few schools have LPG gas connection that is used for boiling milk only.

In most of the schools, drinking water is kept in vessels in the classroom. The water kept in the classroom is either boiled or purified water. In many schools, water purifiers are available.

16. SAFETY & HYGIENE:

The cooking shed is detached from the main school building. The cooking is quite safe and hygiene in all schools. In a few schools, for want of space, newly sanctioned toilets are located very close to the cooking sheds. The distance between the cooking shed and the toilets is a few feet only.

The cooking shed is situated slightly away from the classrooms. Thus the cooking process and storage of fuel are safe and not posing any fire hazard in any school.

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

17. COMMUNITY PARTICIPATION AND AWARENESS:

Community participation

There is good relation between the new house and local government and the local community. The parents of the children in the school are members of the Parents-Teachers Association (PTA) and the school management committee (SMC). There is an understanding among the members of the Executive Body of the PTA that one or two members (parent members) visit the school every day to monitor the all activities including MDM in the school. In many schools, the PTA members (parent members) are found to help the cook-cum-helper to cook and serve the food to the children. The parents also contribute green vegetables and pickles for the MDM programme.

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

All schools visited have plates and tumblers for all children in the school. These are said to be contributed by the Municipal Corporation or village panchayats or scheduled banks.

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

Community's awareness about MDM

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

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

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

18. INSPECTION & SUPERVISION

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

19. IMPACT

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 95 percent at present. All students are present in many schools.

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

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

B. Any other issues relevant to MDM implementation

The remuneration for the cooks and helpers may be raised. In many schools, the cook and helpers remain in the schools until evening. They boil the milk and the children get a hot milk in the evening.

Encourage the schools to add more vegetables to the school meals. The kitchen and store rooms may be whitewashed and make bright.

Sample schools in Alappuzha district

32110100803 Govt Mohammadan's HS LPS, Alappuzha
32110100802 Govt Mohammadan's HSS for girls, Alappuzha
32110100107 SNVLPS Thumpoly , Aryad, Alappuzha
32110100302 Ed LPS Pallathuruthy, Mullakkal, Alappuzha
32110100307 Govt Sdv JBS Alappuzha
32110100109 Cms LPS Kommady, Alappuzha
32110100113 Compound cms LPS Alappuzha, Aryad South
32110100812 St. Joseph's LPGS Alappuzha, Alappuzha west
32110100904 Govt UPS Kalarkod, Pazhaveed
32110101102 Carmal academy HSS Alappuzha, Alappuzha South
32110100114 Govt HS LPS Aryad, Aryad South
32110100501 Govt UPS Aryad north, Komalapuram
32110100104 SDVHS for girls Alappuzha, Aryad South
32110100101 SDVHSS Alappuzha, Aryad
32110100502 Govt vvsd LPS South Aryad Komalapuram
32110100108 Govt JBS Polabhagom, Aryad South Alappuzha
32110100102 Kidangamparampu LPS, Aryad South
32110100809 Ymma LPS Alappuzha, Alappuzha west
32110100304 Mullakkal cms LPS Alappuzha, Mullakkal
32110100813 Govt girls HS LPS school Alappuzha, Alappuzha west
32110100810 Govt HSS for girls Alappuzha, Alappuzha west
32110100805 Govt Mohammadan's BHSS Alappuzha, Alappuzha west
32110100105 Govt VHSS Aryad, Aryad South
32110100901 HSS Thiruvampady, Pazhaveed
32110100503 Lutheran HS south Aryad, Komalapuram
32110100706 Govt cyma UPS Punnapra , Alappuzha
32110100602 Punthottam St. Joseph's LPS Paravur, Alappuzha
32110100604 St. Mary's English medium LPS Paravur
32110100601 St. Lurde Mary UPS Vadakkal, Alappuzha
32110100902 Govt LPS Kalarkod Pazhaveed
32110100801 St. Sebastian LPS Alappuzha west
32110100808 Tkmm LPS, Vadakkal, Alappuzha
32110100106 Govt town LPS Alappuzha, Aryad South
32110100110 Govt UPS Punthoppilbhagom, Aryad South
32110100702 Beach LPS Punnapra, Punnapra
32110100111 Holy family LPS Thathampally, Aryad South
32110100115 Mam UPS Alappuzha, Aryad South
32110100116 Matha senior secondary school, Aryad South
32110100112 Olf LPS Vellappally, Aryad South Alappuzha
32110100903 Govt UPS Thiruvampady, Pazhaveed

MDM Report for the district of Idukki in Kerala for the period of 1st October 2011 to 31st March 2012

1. REGULARITY IN SERVING MEAL:

All Government and Private aided schools provide hot cooked meals along with the extra items on special days to all students enrolled for MDM in the school. The MDM is organized in this district in all working days without any interruption.

The interruption takes place only at the beginning of the school year. The schools commence the MDM programme only after the official enrolment verification on the 6th working day in the school year. That is to say the MDM is served to children after about five days of reopening of the school. This was reported in the PAB meeting in March 2012. This is now corrected in the academic year 2012-13. MDM commences right from the first day.

2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2732
ii.	No. of children opted for Mid Day Meal	2681
iii.	No. of children attending the school on the day of visit	2642
iv.	No. of children availing MDM as per MDM Register	2601
v.	No. of children actually availing MDM on the day of visit	2598
vi.	No. of children availed MDM on the previous day	2599

No centralized kitchen is available in the sample of schools considered for the study.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

According to the Head Teachers and other teachers that there is no problem in getting the food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools.

There is no complaint from the school management about the quality of food grains. The head teacher or the concerned teacher visits the *Maveli* store and selects the food grains and places order for the quantity required. The food grain is delivered at the school. However the school has to bear the transportation cost. The quality of the food grain is found to be good.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

The schools receive the cooking cost in two installments. The schools get the cheque for the first installment in the month of July. That is to say the delay is about a month.

The PTA in the school has an account in the bank. The feeding programme is managed without any disruption using the PTA fund.

5. SOCIAL EQUITY:

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. In most of the schools, the children collect the food from a particular place and sit on the school veranda in groups and dine. In a few schools, the food is observed to be served by the teachers in the class rooms.

6. VARIETY OF MENU:

A weekly menu of MDM given to children is available in the schools. The head teachers have said that they follow the menu. The menu is available in the head

teacher's office. After a discussion with the PTA and VEC, the menu is said to be prepared.

From the menu it becomes clear that there is variety in the school lunch programme. The MDM menu for a week shows that type of food given to children under the school lunch programme differs from day to day.

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Often the side dish is green gram cooked with condiments and coconut. Side dishes made of vegetables are also given in the menu. In addition, every child gets a cup of hot milk twice in a week; every child gets a boiled egg twice in a week; and every child gets a banana once in a week. Children drink milk around 10.00 am. Balance in the boiled milk is kept for preparing curd for the next day. In a few schools, milk is given to children at about 3.00 p.m.

Small vegetable gardens are found within the campus of the UP schools. It is said that these gardens are maintained with the help of students in sixth and seventh classes. The schools found it feasible to begin vegetable garden in small scale, because some amount of the school grant is earmarked for developing kitchen garden in the school campus. Some schools have plantain trees near the kitchen. Some schools cultivate tapioca in the school campus. The yield from the garden is reportedly used for the students only. It may be hoped that as days pass by, these gardens must be able to supply the required quantity of vegetable to the school.

8. QUALITY & QUANTITY OF MEAL:

When enquired, many children have responded that they are happy with the quality of the food. It is also observed that some of the children do not eat the given food completely and waste a little. Some teachers are of the opinion that the present quantity of rice given to children, particularly girls, is slightly more than what they can eat in lunch.

9. SUPPLEMENTARY:

Many head teachers say that they have arranged for free health check-up for their students in their school with the help of the doctors and health personnel from the nearby hospitals once in a year. Besides, the health personnel, including the doctor from the local PHC visit the school occasionally. But the children have not received any micronutrients (Iron, folic acid, vitamin-A dosage, etc.) and de-worming medicine from them. Further no school maintains Health Card for its children.

10. STATUS OF COOKS:

All schools have cook and helpers appointed by the school as per government norms; they cook and serve the meals to all children. Only one cook-cum-helper is permissible if the enrolment for MDM in the school does not exceed 500. The cook-cum-helper gets ₹ 150 per working day if the enrolment for MDM in the school is 100 or less than that. When the enrolment exceeds 100, the cook-cum-helper gets an additional amount of ₹ 0.25 for every student exceeding 100 students. However the maximum remuneration that a cook-cum-helper can claim is limited to ₹ 200. It is learned from the cook-cum-helpers that they are paid regularly.

Most of the cooks and helpers (about 87 percent) are females. They are well above the age of 50. About 71 percent of these cooks and helpers belong to backward classes; about 24 percent of them are from scheduled classes and the remaining from the minority communities. This is the social composition of cook-cum-helpers in the schools visited.

11. INFRASTRUCTURE:

Invariably all schools, whether private aided or government, have a permanent shed, detached from the main school building, where the cooking is done and the utensils are stored. The facility is good; but its standard could be raised further particularly in the case of government schools.

About 88 per cent of the Private aided schools have pucca kitchen shed; and the remaining schools have kitchen sheds which are not bad. In many cases, the store

is also near the kitchen; and the facility for storing the food grains and the other items is reasonably good. The kitchen is bright enough, even though it is not adequately spacious in some cases; and the surrounding area is neat and clean.

In the case of government schools, separate kitchen is available in all schools. Understandably many of them are very old. Some of the head teachers have said that they are in the process of getting a new kitchen shed. It will be very good to have a new kitchen structure in many cases. It will be suffice, at least in some cases, to do some works in the existing kitchen sheds in terms of repairing, painting and whitewashing. In most of the government schools, the food grains are stored in a room in the school building. This does not affect the regular activities of the school. In the case of 26 percent of government schools, the kitchen shed is not spacious enough for cooking and keeping the cooked items; and further they are very dark and require whitewashing.

Potable water is available in all schools for cooking and drinking purposes. At least in three schools, the cooks have said that the cooking utensils are very old and are to be replaced; have also asked for a few more vessels for serving the cooked food.

Almost all schools are found to use firewood for cooking. Very few schools have LPG gas connection that is used for boiling milk only.

In most of the schools, drinking water is kept in vessels in the classroom. The water kept in the classroom is either boiled or purified water. In many schools, water purifiers are available.

16. SAFETY & HYGIENE:

The cooking shed is somewhat away from the main school building. The cooking is quite safe and hygiene in all schools. In a few schools the toilets are located relatively closer to the cooking shed. The cooking shed is situated slightly away from the classrooms. Thus the cooking process and storage of fuel are safe and not posing any fire hazard in any school.

The children are encouraged to wash hands before and after eating. The children stand in line to collect the food. After collecting the food, most of the children sit in an orderly manner in small groups. They don't seem to waste water.

17. COMMUNITY PARTICIPATION AND AWARENESS:

Community participation

Almost all schools apparently maintain good relation with the local government and the local community. The parents of the children in the school are members of the Parents-Teachers Association (PTAs) the school management committee (SMC). There is an understanding among the members of the Executive Body of the PTA that one or two members (parent members) visit the school every day to monitor the all activities including MDM in the school. In many schools, the PTA members (parent members) are found to help the cook-cum-helper to cook and serve the food to the children. The parents also contribute green vegetables and pickles for the MDM programme.

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

All schools visited have plates and tumblers for all children in the school. These are said to be contributed by the Municipal Corporation or village panchayats or scheduled banks.

Visitors' diary is available in all schools; visitors record their visits in the diary. But no specific roster is available in the school for recording the supervision of MDM by the members of the local community.

Community's awareness about MDM

The parents, members of the Village Education Committees and the Local Self Governments (Panchayats and Municipalities) whom we have interviewed have full

knowledge about the quality and quantity of MDM per child at Primary and Upper Primary levels. They have said that the quality and quantity of MDM per child at Primary and Upper Primary levels are good.

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

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

18. INSPECTION & SUPERVISION

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

19. IMPACT

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 95 percent at present. All students are present in many schools.

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

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

B. Any other issues relevant to MDM implementation

The cook and the helpers expect a revision in their remuneration considering rise in the general wage rate in the state. It will be fair to say that the amount of work that a single cook does in a small school is much higher than the amount of wage that he/she gets.

Schools may be encouraged to add more vegetables to the school meals. Many schools do not have standard kitchen facilities. Efforts may be taken to standardize the kitchen facility for every school.

Sample of schools in Idukki district

32090700710 Assg UPS Arikuzha, Manakkadu, Idukki district
32090700702 GLPS Arikuzha, Manakkadu, Idukki district
32090700706 LF LPS Chittoor, Manakkadu,
32090700709 NSS GLPS Chittoor, Manakkadu
32090700701 Sm UPS Mediasala, Manakkadu
32090700705 St LPS Koladi, Manakkadu, Idukki district
32090700203 GLPS Edavetty, Karikkode
32090700201 GUPS Thondikuzha, Karikkode
32090700204 Mm LPS Meemmutty, Karikkode,
32090700202 Sg UPS Kallanckal, Karikkode
32090700403 GLPS Karimkunnam, Idukki
32090700405 SA HSS Karimkunnam, Idukki
32090700401 Sp UPS Thattarathatta, Karimkunnam
32090701006 Nss GLPS Manakkadu, Thodupuzha
32090701004 Sj UPS Chunkom, Thodupuzha
32090701008 SS UPS Thodupuzha, Thodupuzha
32090701021 SSHS Thodupuzha, Idukki
32090700602 GLPS Kaloore, Kumaramangalam
32090700603 GLPS Kumaramangalam, Idukki
32090700606 Mkmm HSS, Kumaramangalam, Kumaramangalam
32090700604 PLPS Perumpillichira, Kumaramangalam
32090700607 Sj UPS Perumpillichira, Idukki
32090700609 SRHS Paynkulam, Kumaramangalam
32090700601SS UPS Ezhalloor, Kumaramangalam
32090700608 STUPS Paynkulam, Kumaramangalam
32090700902 GLPS Purappuzha, Purappuzha
32090700901 Sa HS Kuninji Purappuzha
32090700904 Sa LPS Vengalloor, Purappuzha
32090700905 SSHS Purappuzha, Purappuzha
32090700205 SGHS Kallanikkal, Karikkode
32090701009 Btm LPLS Kumbamkallu, Thodupuzha
32090701019 De Paul HS Thodupuzha, Thodupuzha
32090701014 De Paul pub school HS Thodupuzha, Idukki
32090701002 Det lab UPS Thodupuzha, Thodupuzha
32090701001 GHSS Thodupuzha, Thodupuzha
32090701003 GUPS Kanjiramattom, Thodupuzha
32090701020 GVHSS Thosupuzha, Thodupuzha
32090701017 Jai Ram HS Thodupuzha, Thodupuzha
32090701018 Santhi Nikethan LPS Manakkad, Thodupuzha
32090701015 Saraswathy LPS Thodupuzha, Thodupuzha
32090701010 Sg UPS Muthalakkodam, Idukki
32090701022 SGHS Muthalakkodam, Thodupuzha

MDM Report for the district of Kannur in Kerala for the period of 1st October 2011 to 31st March 2012

1. REGULARITY IN SERVING MEAL:

Hot cooked meals along with the extra items on special days have been served to all students enrolled for MDM in all schools (Government and aided schools) in this district in all working days without any interruption.

There has been interruption only at the beginning of the school year. The schools have commenced the MDM programme only after the official enrolment verification on the 6th working day in the school year. That is to say the MDM is served to children after about five days of reopening of the school. This was reported in the PAB meeting in March 2012. This is now corrected in the academic year 2012-13. MDM commences right from the first day.

2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2215
ii.	No. of children opted for Mid Day Meal	2171
iii.	No. of children attending the school on the day of visit	2152
iv.	No. of children availing MDM as per MDM Register	2150
v.	No. of children actually availing MDM on the day of visit	2148
vi.	No. of children availed MDM on the previous day	2158

No centralized kitchen is available in the sample of schools considered for the study.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

It is learned from the Head Teachers that there is no problem in getting the food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools.

There is no complaint from the school management about the quality of food grains. The head teacher or the concerned teacher visits the *Maveli* store and selects the food grains and places order for the quantity required. The food grain is delivered at the school. However the school has to bear the transportation cost. The quality of the food grain is found to be good.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

The cooking cost is paid in installments. It is directly paid into the school account. The schools receive the first installment in the month of August. That is to say the delay is about two months.

The schools have PTA fund in bank. The feeding programme is managed without any disruption using the PTA fund. The cooking cost is e-transferred to the bank account of the school.

5. SOCIAL EQUITY:

No school is found to discriminate their students on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. In many schools, the children collect the food from a particular place and sit on the school veranda in groups and dine. In a few schools, the food is observed to be served by the teachers in the class rooms.

6. VARIETY OF MENU:

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

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

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Often the side dish is green gram cooked with condiments and coconut. Side dishes made of vegetables are also given in the menu. In addition, every child gets a cup of hot milk twice in a week; every child gets a boiled egg twice in a week; and every child gets a banana once in a week. Children drink milk around 10.00 am. Balance in the boiled milk is kept for preparing curd for the next day. In a few schools, milk is given to children at about 3.00 p.m.

Some schools have started vegetable gardens within their campus with the help of students. Some amount of the school grant is allocated for developing garden in the school campus. Some schools have plantain trees near the kitchen. Some schools are cultivating tapioca in the school campus. The yield from the garden is reportedly used for the students only. It may be hoped that as days pass by, these gardens must be able to supply the required quantity of vegetable to the school.

8. QUALITY & QUANTITY OF MEAL:

On the whole the children are happy with the quality and quantity of the meal. Some schools have opined that the present quantity of rice is not required. Particularly girls do not eat that much. It is also observed that the children do waste food.

8. SUPPLEMENTARY:

Free health check-up is organized once in a year. The health personnel, including the doctor from the local PHC visits the school occasionally. But the children have not received any micronutrients (Iron, folic acid, vitamin-A dosage, etc.) and de-worming medicine from them. Further no school maintains Health Card for its children.

10. STATUS OF COOKS:

The cooks and helpers appointed by the school who cook and serve the meals. The cook and the helper engaged for the MDM are as per government norms. Only one cook-cum-helper is permissible if the enrolment for MDM in the school does not exceed 500. The cook-cum-helper gets ₹ 150 per working day if the enrolment for MDM in the school is 100 or less than that. When the enrolment exceeds 100, the cook-cum-helper gets an additional amount of ₹ 0.25 for every student exceeding 100 students. However the maximum remuneration that a cook-cum-helper can claim is limited to ₹ 200. It is learned from the cook-cum-helpers that they are paid regularly.

The social composition of cook-cum-helpers in the schools visited is as follows: about 78 percent of the cooks cum helpers are from backward classes; about 14 percent of them are from scheduled classes and the remaining from the minority communities. Almost 89 percent of the cook-cum-helpers is women. All are above 50 years of age.

11. INFRASTRUCTURE:

All schools, private aided or government, have some space for cooking and storing food grains and other articles. The facility is good; but it could be made better. About 84 per cent of the Private aided schools have pucca kitchen shed; in many cases, the store is also near the kitchen; and the facility for storing the food grains and the other items is comparatively good.

On the other hand, all government schools have separate kitchen, although very old and they store the grains in a room in the school building. In the case of 35 percent of such schools, the kitchen shed is not spacious enough for cooking and keeping the cooked items; and further they are very dark and require whitewashing.

All schools have potable water for cooking and drinking purposes. All schools have adequate utensils for cooking food. Only firewood is used in cooking in all schools. Very few schools have LPG gas that is used for boiling milk only.

In most of the schools, drinking water is kept in vessels in the classroom. The water kept in the classroom is either boiled water or purified water. In many schools, water purifiers are available.

16. SAFETY & HYGIENE:

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

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

17. COMMUNITY PARTICIPATION AND AWARENESS:

Community participation

The officials from the local government and the leaders of the local community visit the school. Parent-Teacher Associations (PTAs) the school management committees (SMCs) are functioning in the schools. One or two members of the Executive Body of the PTA visit the school every day to monitor the all activities including MDM in the school. Sometimes, the PTA members help the cook-cum-helper to cook and serve the food to the children. Some parents contribute green vegetables and pickles for the MDM programme.

All schools visited have plates and tumblers for all children in the school. These are said to be contributed by the Municipal Corporation or village panchayats or scheduled banks.

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

Community's awareness about MDM

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

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

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

18. INSPECTION & SUPERVISION

It is seen from the school records that the mid day meal programme is inspected by the officials like the AEOs and Noon Meal officers in the district. Some of the visiting officials have recorded their observations. Some of these observations relate to the menu.

19. **IMPACT**

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 95 percent at present. All students are present in many schools.

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

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

B. Any other issues relevant to MDM implementation

Many schools have to encourage their children to develop and maintain gardens in their schools. For this will help the school to add sufficient amount of vegetables to the school meals.

Many schools may be given maintenance grants to whitewash the kitchen sheds and stores

Sample schools in Kannur district

32020100416 St. Antony's UPS, Kannur
32020100432 St. Teresa HS, Kannur, Kannur
32020100442 Ursulin model UPS, Kannur Mar
32020100208 Chala east LPS, Chembilode, Kannur
32020100207 LPS, Chembilode, Kannur
32020100201 UPS, Chembilode, Kannur
32020100211 Iriveri east LPS, Kannur
32020100212 Iriveri west LPS, Kannur
32020100214 Kanaynnur LPS, Chembilode
32020100216 Koyyod central LPS, Koyyod
32020100202 Koyyod M UPS, Koyyod
32020100203 UPS, Mowanchery, Chembilode
32020100204 Muthukutty LPS, Muthukutty, Kannur
32020100205 Thannada c UPS, Chembilode
32020100222 Thannada east LPS, Thannada, Kannur
32020100412 Bemp UPS Kannur
32020100425 Chovva high school, Kannur
32020100439 Deenul islamshbha HSS, Kannur
32020100437 G V HS Kannur, Kannur
32020100422 GHS girls Kannur, Kannur
32020100408 GLPS Kannoorkara, Kannur
32020100440 Govt city HSS Kannur
32020100429 Gttimen Kannur, Kannur
32020100401 GUPS Kanathur, Kannur
32020100405 GUPS Neerchal, Kannur
32020100438 Madrssa ma adaniya LPS Kannur
32020100105 Aichur central LPS, Munderi
32020100101 Aichur west LPS, Munderi
32020100108 Kanhirode central LPS, Kannur
32020100103 Kanhirode UPS, Kanhirode Munderi
32020100109 Mansha ul uloom LPS, Munderi
32020100111 Munderi east LPS, Munderi
32020100112 Navakerala LPS, Munderi
32020100114 Thalamunda LPS, Munderi, Kannur
32020100313 Chm high school, Elayavoor, Kannur
32020100303 Edachovva UPS, Elayavoor, Kannur
32020100308 Elayavoor central LPS, Elayavoor,
32020100310 Elayavoor south LPS Elayavoor, Kannur
32020100304 Elayavoor UPS, Elayavoor, Kannur
32020100301 GLPS, Chovva Elayavoor, Kannur

MDM Report for the district of Kasaragod in Kerala for the period of 1st October 2011 to 31st March 2012

1. REGULARITY IN SERVING MEAL:

All Government and Private aided schools provide hot cooked meals along with the extra items on special days to all students enrolled for MDM in the school. The MDM is organized in this district in all working days without any interruption.

The interruption takes place only at the beginning of the school year. The schools commence the MDM programme only after the official enrolment verification on the 6th working day in the school year. That is to say the MDM is served to children after about five days of reopening of the school. This was reported in the PAB meeting in March 2012. This is now corrected in the academic year 2012-13. MDM commences right from the first day.

2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2499
ii.	No. of children opted for Mid Day Meal	2481
iii.	No. of children attending the school on the day of visit	2474
iv.	No. of children availing MDM as per MDM Register	2475
v.	No. of children actually availing MDM on the day of visit	2469
vi.	No. of children availed MDM on the previous day	2473

No centralized kitchen is available in the sample of schools considered for the study.

3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

All schools in this district have no problem in getting the food grains regularly. There is no delay in getting the food grains. Buffer stock of about one-month's requirement of food grains is maintained by all schools in this district.

There is no complaint from the school management about the quality of food grains. The head teacher or the concerned teacher visits the *Maveli* store and selects the food grains and places order for the quantity required. The food grain is delivered at the school. However the school has to bear the transportation cost. The quality of the food grain is found to be good.

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

The schools receive the cooking cost in two installments. The schools get the cheque for the first installment in the beginning of August. That is to say the delay is about a month.

The PTA in the school has an account in the bank. The feeding programme is managed without any disruption using the PTA fund.

5. SOCIAL EQUITY:

There is no discrimination on the basis of gender or caste or community in cooking or serving or seating arrangements in the school. In most of the schools, the children collect the food from a particular place and sit on the school veranda or classrooms in groups and dine.

6. VARIETY OF MENU:

A weekly menu of MDM given to children is available in the schools. The head teachers have said that they follow the menu. The menu is available in the head

teacher's office. It is prepared by the PTA and then they consult VEC and finalise the menu.

From the menu it becomes clear that there is variety in the school lunch programme. The MDM menu for a week shows that type of food given to children under the school lunch programme differs from day to day.

Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are alternatively given. Often the side dish is green gram cooked with condiments and coconut. Side dishes made of vegetables are also given in the menu. In addition, every child gets a cup of hot milk twice in a week; every child gets a boiled egg twice in a week; and every child gets a banana once in a week. Children drink milk around 10.00 am. Balance in the boiled milk is kept for preparing curd for the next day.

Many UP schools are in the process of developing kitchen gardens in their campus. The students particularly in the sixth and the seventh classes are assigned with the task of gardening. The schools find it feasible to begin vegetable garden in small scale, because some amount of the school grant is earmarked for developing kitchen garden in the school campus. The yield from the garden is reportedly used for the students only.

8. QUALITY & QUANTITY OF MEAL:

All children are happy with the quality of the food. Children are given food according to their demand; and they are instructed to express their demand for food as they like to have. This is the best way of avoiding wastage of food.

9. SUPPLEMENTARY:

Free health check-up is regularly arranged for the students with the help of the doctors and health personnel from the nearby hospitals once in a year. The health personnel, including the doctor from the local PHC also visit the school occasionally. But the teachers have no knowledge of distributing any micronutrients (Iron, folic

acid, vitamin-A dosage, etc.) and de-worming medicine to the children. The teachers say that the Health Card for its children is getting ready.

10. STATUS OF COOKS:

All schools have appointed cook and helper to serve the meals. The cook and the helper engaged for the MDM are as per government norms. Only one cook-cum-helper is permissible if the enrolment for MDM in the school does not exceed 500. The cook-cum-helper gets ₹ 150 per working day if the enrolment for MDM in the school is 100 or less than that. When the enrolment exceeds 100, the cook-cum-helper gets an additional amount of ₹ 0.25 for every student exceeding 100 students. However the maximum remuneration that a cook-cum-helper can claim is limited to ₹ 200. It is learned from the cook-cum-helpers that they are paid regularly.

Most of the cooks and helpers (about 77 percent) are females. They are well above the age of 50. About 43 percent of these cooks and helpers belong to backward classes; about 38 percent of them are from scheduled classes and the remaining from the minority communities. This is the social composition of cook-cum-helpers in the schools visited.

11. INFRASTRUCTURE:

Invariably all schools, whether private aided or government, have a permanent shed, detached from the main school building, where the cooking is done and the utensils are stored. The facility is good; but its standard could be raised further particularly in the case of government schools.

About 88 per cent of the Private aided schools have pucca kitchen shed; and the remaining schools have kitchen sheds which are not bad. In many cases, the store is also near the kitchen; and the facility for storing the food grains and the other items is reasonably good. The kitchen is bright enough, even though it is not adequately spacious in some cases; and the surrounding area is neat and clean.

In the case of government schools, separate kitchen is available in all schools. Understandably many of them are very old. Some of the head teachers have said

that they are in the process of getting a new kitchen shed. It will be very good to have a new kitchen structure in many cases. It will be suffice, at least in some cases, to do some works in the existing kitchen sheds in terms of repairing, painting and whitewashing. In most of the government schools, the food grains are stored in a room in the school building. This does not affect the regular activities of the school. In the case of 26 percent of government schools, the kitchen shed is not spacious enough for cooking and keeping the cooked items; and further they are very dark and require whitewashing.

Potable water is available in all schools for cooking and drinking purposes. At least in three schools, the cooks have said that the cooking utensils are very old and are to be replaced; have also asked for a few more vessels for serving the cooked food.

Almost all schools are found to use firewood for cooking. Very few schools have LPG gas connection that is used for boiling milk only.

In most of the schools, drinking water is kept in vessels in the classroom. The water kept in the classroom is either boiled or purified water. In many schools, water purifiers are available.

16. SAFETY & HYGIENE:

The cooking shed is adetached from the main school building. The cooking is quite safe and hygiene in all schools. In a few schools, for want of space, newly sanctioned toilets are located very close to the cooking sheds. The distance between the cooking shed and the toilets is a few feets only.

The cooking shed is situated slightly away from the classrooms. Thus the cooking process and storage of fuel are safe and not posing any fire hazard in any school.

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

17. COMMUNITY PARTICIPATION AND AWARENESS:

Community participation

All schools maintain good relation with the local government and the local community. The parents of the children in the school are members of the Parents-Teachers Association (PTA) the school management committee (SMC). There is an understanding among the members of the Executive Body of the PTA that one or two members (parent members) visit the school every day to monitor the all activities including MDM in the school. In many schools, the PTA members (parent members) are found to help the cook-cum-helper to cook and serve the food to the children.

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

All schools visited have plates and tumblers for all children in the school. These are said to be contributed by the Municipal Corporation or village panchayats or scheduled banks.

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

Community's awareness about MDM

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

They have also said that the entitlement of quantity and types of nutrients in MDM per child at the Primary and Upper Primary levels as supplied in the menu is good. The parents, members of the Village Education Committees and the Local Self

Governments (Panchayats and Municipalities) whom we have interviewed are well aware of the implementation of the MDM programme at the Primary and Upper Primary schools.

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

18. INSPECTION & SUPERVISION

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

19. IMPACT

After the introduction of MDM programme, there is improvement in the students' daily attendance. The percentage of students' daily attendance is more than 95 percent at present. All students are present in many schools.

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

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

B. Any other issues relevant to MDM implementation

There is need to reconsider the remuneration for the cooks taking into account the wage rate prevalent in the state. It will be fair to say that the amount of work that a

cook does in a small school is much higher than the amount of wage that he/she gets.

In reality not many schools add sufficient amount of vegetables to the school meals. Many schools do not have standard kitchen facilities.

Sample schools in Kasargod district

32010300303 GLPS Kollampadi, Kasaragod
32010300205 GHS Palta, Madhur
32010300718 GHS Kundamkuzhi, Bedadka
32010300719 GLPS Bedadka, new Bedadka
3201030803 GLPS Manemoola, Kuttikole
32010300614 GLPS Bavikara, Muliyar
32010300201 GLPS Kudulu, Madhur
32010300204 GUPSGUPS Hedayath nagar, Madhu
32010300503 GLPS Chandragiri, Chemnad
32010300706 GLPS Tharanthatadka, Bedadka
32010300809 AUP school Karivedakam, Kuttikole
32010300202 GJBS Madhur, Madhur
32010300203 GWLPS Shiribagilu, Madhur
32010300716 AUPS Munnad, Bedadka
32010300313 AUPS Badera, Kasaragod
32010300506 GLPS Perumbala, Chemnad
32010300301 GLPS Anangoor, Kasaragod
32010300804 GHS Bandadka, Kuttikole
32010300806 GHS Bethurpara, Kuttikole
32010300604 CRALPS Bepu Muliyar
32010300101 GLPS Kambar Mogral puthur
32010300808 AUPSN Kuttikole, Kuttikole
32010300518 Chacha UP school, Chemnad
32010300416 Ma UPS Kallakatta, Chengala
32010300413 Tihs Naimarmoola, Chengala
32010300315 AUPS Thuruthi, Kasaragod
32010300102 GLPS Kavugoli Mogral puthur
32010300610 AUPS Bovikana Muliyar
32010300403 IIALPS Chengala Chengala
32010300406 Bahma LPS Panarkulam, Chengala
32010300724 GLPS Kunduchi, Bedadka
32010300411 GHS Edneer, Chengala
32010300401 GLPS Eruthumkadav Chengala
32010300810 Alpa Mariapuram Kuttikole
32010300807 ALPS Bethurpara, Kuttikole
32010300105 GHS Mogral puthur Kasaragod

