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29 MAY 2015

To,

Hon'ble Gaya Prasad
Director (MDM)
Ministry of Human Resources Development
Shastri Bhavan
New Delhi.

Sub :- Report on Social Audit of Mid-Day Meal Scheme
March 2015

Respected Sir,

I am submitting herewith the Report of Social Audit of Mid-Day Meal Scheme, held in March 2015 done by Indian Institute of Education, Pune.

Thanking you,

Yours faithfully,

M Palkar

(Mahesh Palkar)

Dy. Director

Directorate of Primary Education,
Maharashtra, Pune



**INDIAN INSTITUTE OF EDUCATION
CENTER FOR EDUCATIONAL STUDIES,
PUNE**



**Report
On
Social Audit of Mid-Day Meal Scheme
March 2015**



Acknowledgement

The Center for Educational Studies, Indian Institute of Education, has prepared this report in response to a request from the Ministry of Human Resource Development (MDM). The Institute acknowledges the support extended by its staff and resource personnel for this Social Audit of the Mid Day Meal Scheme. We are thankful to the Directorate, Primary Education, Pune, and Maharashtra for providing us an opportunity to conduct the Social Audit of Mid Day Meal Scheme in Maharashtra and document the facts.

Deepak P. Gaikwad
(Project Coordinator)

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*Operational Definitions:

MDMS: Mid Day Meal Scheme

DEO: District Education Officer

BEO: Block Education Officer

H. M.: Head Master

SMC: School Management Committee

CCH: Cooks-Cum Helpers

P. H.: Public Hearing

SAMDMS: Social Audit of Mid Day Meal Scheme

FGD: Focus Group Discussion

Chapter: 1 Introduction

1. Definition of Social Audit:

The question of the “public sphere” stands centre to the functioning of democratic societies along with the idea and practice of an “open society”. To ensure the smooth functioning of democratic institutions, social audit was introduced to study the functioning of all institutions run by the Government of India. It is said many a times that the process of social audit is a democratic process that involves the smooth flow of information. Public accountability of institutions and agencies through a detailed study of information stands at the core of the practice of social audit. It must be understood that social audit is not merely an economic audit of expenses. Instead social audit also covers the issues of equity and quality in programme implementation. As an organ of democratic societies, it is a process of empowering people for public information. The processes of implementation and make the implementing agency accountable for the work are also the main issues for social audit. The role of social audit is transparency, democratic participation of the public at large that culminates in accountability of schemes for the welfare of the people. Both the public at large and the government have to jointly monitor the project. It brings on board the perceptions and knowledge of the people, involves people in the task of verification and also brings about much greater acceptability of the government as an institution of democratic governance.

2. About the Indian Institute of Education (IIE), Pune.

The Indian Institute of Education, Pune is a nationally and internationally renowned institute founded by the legendary educationist Padma Bhushan J.P. Naik (1907-1981), humanist, freedom fighter, polymath, encyclopedic thinker and socialist educationist. Recognized by the UNESCO alongside Rabindranath Tagore and Mahatma Gandhi as three pioneering educationists, J.P. Naik is also known as an institution maker. After his death, the mission of the Indian Institute of Education was decolonization of knowledge with her praxis of challenging educational orthodoxy. Presently the institution is working on interdisciplinary aspects of social sciences. The two main principles of the Indian Institute of Education are “education for all” and “health for all”. The Indian Institute of Education considers education as a revolutionary endeavor. Its mottos are: (1) A revolution in life and a revolution in education have always to go together, because education is life, and (2) education has to be totally socialized and humanized where passion for the marginalized and the wretched of the earth remains its philosophical motif.

The Indian Institute of Education (IIE) is both a nationally and internationally acclaimed research institute supported by the Indian Council of Social Science Research (ICSSR), MHRD, New Delhi and the Government of Maharashtra. It was established in Bombay (now Mumbai) on 1st January 1948 by J.P.Naik, the main founder of the Institute, and along with the strong support of R.V. Parulekar, who became the first director of IIE. From 1948 to 1952-53, the Institute was affiliated to

Bombay University. The aim of the Institute at its inception was to provide facilities for teachers in Greater Bombay to study for post-graduate degrees such as the Master of Education, Doctorate in Education and to pursue independent research in education. In Bombay, Prof. R.V. Parulekar was replaced by Dr. V.V. Kamat as Director of the Indian Institute of Education. In 1976 Dr. Chitra Naik retired from the post of Director of Education, Maharashtra State and took reigns of the Indian Institute of Education where her philosophy of non-formal education and challenging educational orthodoxy became the leitmotifs of the institute. The Institute then shifted to Pune on condition that a centre of the Institute would be maintained in Bombay. When the Institute was shifted to Pune on 1st August, 1976, Dr. J.P. Naik, Dr. Chitra Naik, Prof. A.B. Shah, Prof. A.R. Kamat, Prof. D.A. Dabholkar, were the torch bearers of the institute.

Prior to this in 1976, the Government of India launched the National Adult Education Programme (NAEP) which included establishment of State Resource Centre for Non-formal Education for preparation of materials for literacy, advocacy, and organizing training of adult-education workers. Today the State Resource Centre and the Jan Shikshan Sanstha (earlier known as Shramik Vidyapeeth) are two such Institutes that were groomed initially by Indian Institute of Education and subsequently progressed as independent institute. Many more alternative models have been developed by the Indian Institute of Education and have been put into practice in the following four extension centers, viz., Vigyan Ashram, Pabal; Centre for Education and Development of Rural Women, Shivapur; G.D. Parikh Centre, Mumbai and J.P. Naik Centre for Education and Development, Pune.

The Indian Institute of Education today is based in Pune, Maharashtra, and is considered to be a premier institute of social sciences and humanities and is recognized to be as one of the leading academic centers in India, primarily working on issues related to education and developing societies. Based on the philosophy of education of J.P.Naik, its chief concern has been universal and compulsory education and the socio-economic development of the educationally backward communities. The Institute undertakes extensive research and publishes literature that emphasizes on the philosophy and sociology of education, post-colonial studies and possibilities of universal equity-based education, secularism, scientific and humanistic education, caste and minority studies, educational planning and management, theories of underdevelopment, cultural theory and education, policy-forms and excellence in education. Being an ICSSR affiliated institute, the IIE has so far conducted several research projects funded by national and international organizations viz., UNESCO, Ford Foundation, Government of India and the, Planning Commission. Apart from the above research initiatives, the Institute lays significant attention on teaching to nurture and develop social scientists that are able to approach the discipline of education from an interdisciplinary perspective. This is being carried out by two vigorous academic programmes: M.Phil and Ph.D in Education (Interdisciplinary). Another important contribution is extension activities wherein need-based capacity building programmes are conducted for stakeholders functioning in tribal, rural urban communities are

conducted through-out the year. Promoting Primary and Elementary Education (PROPEL) project of the Indian Institute of Education has received international acclaim and an UNESCO award in 1993 for developing a community-managed basic education model relevant for rural children, particularly girls in developing countries.

The Centre for Educational Studies is the think tank of the IIE. The academic faculty of the Centre for Educational Studies is involved in research programmes. The faculty apart from teaching also undertakes interdisciplinary research in education and social sciences and conducts a number of extension activities. The present faculty of this centre are:

1. **Prof. Murzban Jal - Professor & Director**
 2. **Prof. B.N. Kamble - Professor**
 3. **Prof. Manoj Kar - Professor**
 4. **Dr. Jyoti Bawane - Associate Professor**
 5. **Dr. Vikas Mane - Associate Professor**
 6. **Dr. Razia Patel - Associate Professor**
 7. **Dr. Vrushali Dehadray - Assistant Professor**
-

Chapter: 2 National Programme of Nutritional Support to Primary Education

Whilst “education for all” is a programmatic concern for democratic India, this dream, along with the programme of “health for all” has not been achieved. It was the judiciary that had to intervene in order that the concern of nutrition was made mandatory. Before 2001, government-assisted schools only gave what has been called “dry rations” (i.e. unCooked food) to students. This made it difficult to solve the problem of malnutrition of poor students. On 28 November 2001, in a landmark order, the Supreme Court of India gave a direction that made it mandatory for the State Governments to provide Cooked meals instead of dry rations to all government and government-assisted schools within six months. Today, with more than 100 million children covered, India’s Mid Day Meal Programme is by far the largest nutrition programme in the world.

1. The Mid- Day Meal Scheme: Genesis of the Scheme

Whilst the Mid Day Meal Scheme was launched to address the issue of nutrition to young population of India, it has also another role to play in modern India. Eating in public where food is shared has a revolutionary role in India that has the caste system of hierarchy and exclusion at the basis of its functioning. According to B.R. Ambedkar inter-dining was to be one of the main planks for the annihilation of the caste system in India. It is in the social space that one tries to locate the genesis of the Mid Day Meal Scheme. The Mid Day Meal Scheme in India since its inception had two roles to play: developing nutrition (which is a global concern) and the developing a democratic society based on equality. The genesis of mid-day meals goes back to colonial times. But its implementation and practice as a universal scheme was never realized. Its momentum emerged in April 2001, when the People’s Union for Civil Liberties (PUCI) intervened asking for the right to food to be implemented. A writ petition was filed by the PUCI in the Supreme Court. The Apex Court, in its judgment in Peoples Union for Civil Liberties vs. Union of India & Others Writ Petition (Civil) No.196 of 2001, declared that State Governments must implement the Mid Day Meal Scheme. In this judgment, every child was told to be provided in government and government-assisted primary schools with a prepared mid day meal. The minimum content was fixed at 300 calories and 8-12 gm of protein each day for a minimum of 200 days.

But the genesis of this lies far back. It was in 1925, when the Corporation of Madras introduced this scheme for school children. By 1990, more than fifteen states joined in this mission. The year 1995, that saw the launch of school feeding programme nationwide. The programme was implemented either with own resources or state resources in combination with international assistance. Another two states namely Andhra Pradesh and Rajasthan were implementing the programme entirely with international assistance. The question then arises: should the Indian nation be dependent on foreign agencies for implementing the Mid Day Meal Scheme? To balance the earlier concerns of a socialist welfare state and the political economy of globalization, the Public-Private Partnership (PPP) was introduced to help implement this scheme. According to current government thinking, NGOs are said to play an important role in the implementation of the Mid-Day Meal Scheme. The 2007-2008

budget of the central government had allocated about Rs. 7324 crore for the Mid Day Meal programme.¹ This however seems to be insufficient.

According to the *Ministry of Human Resource Development Report* (September, 2006):

The Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I-V of government, government aided and local body schools, but also children studying in centres run under the Education Guarantee Scheme (EGS) and Alternative and innovative Education (AIE) Scheme. Central Assistance under the scheme consisted of the following:

- (a) free supply of food grains @ 100 grams per child per school day, and*
- (b) subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.²*

In the National Programme of Nutritional Support to Primary Education (NP-NSPE), 1995 the cost of Cooking was to be borne by the State Governments/UT administrations. However universalizing and realizing the scheme to all states proved difficult since many states were unable to provide adequate funding for meeting the Cooking costs. Therefore most of the States resorted to distribution of food grains, rather than providing Cooked mid day meals. However to the Supreme Court order (Nov, 2001) directed State Governments to introduce Cooked mid-day meals within six months. The response was not good. Not all states were equally active in implementing these orders, and states which did so encountered significant problems along the way.

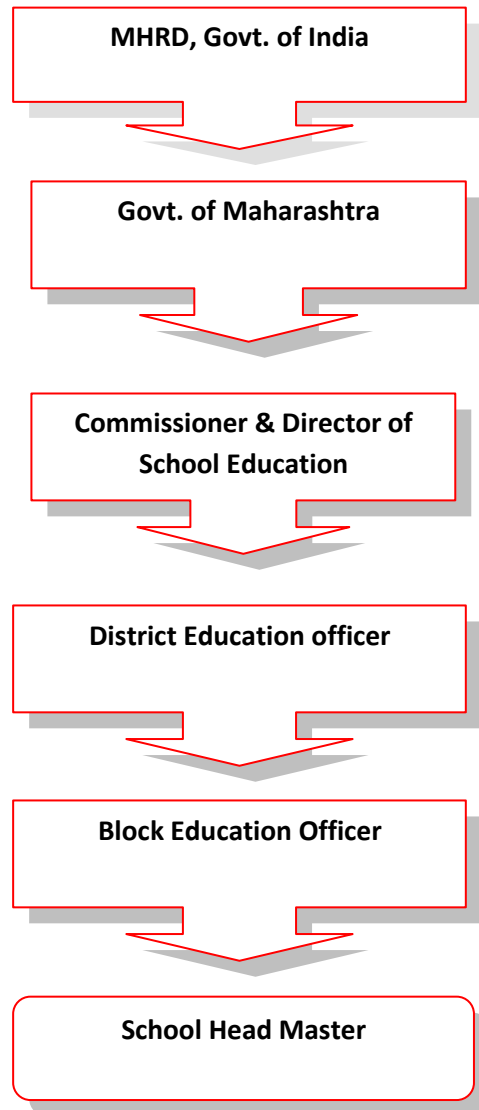
2. Action initiated by the Central Government

It took a long time for the central government to respond to the fiscal constraints the states faced in providing mid day meals. However, in 2003, Planning Commission of India asked the states to earmark a minimum of 15% of Additional Central Assistance (ACA) under a central government scheme (PMGY) for the financial requirements of converting grains into Cooked meals.

¹ Satish Y. Deodhar*, Sweta Mahandiratta, K.V. Ramani, and Dileep Mavalankar And Sandip Ghosh, and Vincent Braganza, 'AN EVALUATION OF MID DAY MEAL SCHEME', in *JOURNAL OF INDIAN SCHOOL OF POLITICAL ECONOMY*, Jan-Dec. 2010.

² See *Ministry of Human Resource Development Report* (September, 2006).

Management Structure of MDM Scheme in Maharashtra



Chapter: 3 Methodologies

1) Objective of Social Audit of Mid- Day Meal Scheme:

1. Assessment and analysis of the implementation of MDM scheme at School level in 2 districts. (Pune & Latur).
2. To identify the barriers in successful implementation of the MDM scheme as per guidelines of MHRD.
3. To search findings and recommendation for the purpose of the implementation of MDM scheme
4. To understand the reality of MDMS: implementation structure, fund flow, role of convergence department.
5. To perceive advantages of MDMS on children, society at large, particularly dalit students.
6. To study impact of MDMS on School Community on the basis of Gender, Caste and Economy.
7. To find the best practice or way for the implementation of MDMS.
8. To enquire into the problem faced by MDMS and implementation of MDMS.
9. To investigate the relation between grain supply and food quality.
10. To understand the role played by School Community (SMC, Parents, Teachers, Others) in the functioning of the MDM.

2) Area and Scope of the Social Audit of Mid- Day Meal Scheme:

The two districts analyzed are Pune and Latur, We have selected two Blocks from each district and we selected 10 schools from each block by using simple random sampling method. From Pune_district Khed & Shirur blocks were selected for this study.

Table: 1

Title:- Social Audit of Mid-day Meal Scheme District: - Pune, Block: - Khed
Total cluster of Khed block= 36/5=7.2 our sample cluster is 2,9,16,23,30

| Sr. No. | Cluster No. | Cluster | Total school | Sample School No. | Village | Name of the School | No of Student |
|---------|-------------|---------------|--------------|-------------------|---------------|----------------------------|---------------|
| 1 | 2 | Akkarwadi | 9/2=4.5 (4) | 3 | Butewadi | ZPPS | 111 |
| 2 | | | 3,7 | 7 | Padali | ZPPS | 24 |
| 3 | 9 | Gulani | 7/2=3.5 (3) | 2 | Gadawadi | ZPPS | 64 |
| 4 | | | 2,5 | 5 | Jaulake Khurd | ZPPS | 92 |
| 5 | 16 | Kude (Budruk) | 10/2=5 | 2 | Kharpud | ZPPS | |
| 6 | | | 2,7 | 7 | Parsul | ZPPS | |
| 7 | 23 | Palu | 6/2=3 | 1 | Ahire | ZPPS | 29 |
| 8 | | | 1,4 | 4 | Palu | Mamasaheb Mahol P/S / ZPPS | 139/82 |
| 9 | 30 | Shinde | 8/2=4 | 3 | Karanjhire | ZPPS Karanjhire | 151 |
| 10 | | | 3,7 | 7 | Shinde | ZPPS | 161 |

Table: 2

Title:- Social Audit of Mid-day Meal Scheme Mapping of the districts District: - Pune, Block: - Shirur

Total cluster of Shirur block= 27/5=5.4 (5) our sample cluster is 4,9,14,19,24

| Sr. No. | Cluster No. | Cluster | Total school | Sample School No. | Village | Name of the School | No of Student |
|---------|-------------|---------------|--------------|-------------------|-------------------|------------------------------|---------------|
| 1 | 4 | Karandi | 4/2=2 | 1 | Karandi | ZPPS | 265 |
| 2 | | | 1,3 | 3 | Vadhu Budruk | ZPPS | 314 |
| 3 | 9 | Koregav Bhima | 5/2=2.5(2) | 2 | Darekarwadi | ZPPS | 152 |
| 4 | | | 2,4 | 4 | Koregav Bhima | ZPPS | 424 |
| 5 | 14 | Nirvee | 7/2=3.5 (3) | 2 | Dhumalwadi | ZPPS | 22 |
| 6 | | | 2,5 | 5 | Nirvee | T.K.S. V. Private /ZPPS | 292/97 |
| 7 | 19 | Shikrapur | 8/2=4 | 4 | Jategaon Khurd | ZPPS | 198 |
| 8 | | | 4,8 | 8 | Shikrapur | ZPPS Koyli Punarvasan | 463 |
| 9 | 24 | Tandali | 3/2=1.5 (1) | 1 | Bhabhulsar Budurk | ZPPS | 101 |
| 10 | | | | 3 | Tandali | New Eng School Private/ ZPPS | 142/90 |

Table: 3

Title:- Social Audit of Mid-day Meal Scheme District: -Latur, Block: - Ahmadpur Total cluster of Ahmadpur block= 14/5=2.8 our sample cluster is 1,4,7,10,13

| Sr. no | Cluster No. | Cluster | Total school | Sample School No. | Village | Name of the School | No of Student |
|--------|-------------|---------------|-----------------|-------------------|---------------|-----------------------------|---------------|
| 1 | 1 | Ahmadpur | 12/2=6 | 3 | Kalegav | ZPPS | 113 |
| 2 | | Ahmadpur | 3,9 | 9 | Shenkud | ZPPS | 62 |
| 3 | 4 | Gangahipparga | 11/2=5.5 (6) | 2 | Gangahipparga | Bali Raja V Private or ZPPS | 85/175 |
| 4 | | Gangahipparga | 2,6 | 8 | Sumthana | ZPPS | 133 |
| 5 | 7 | Kumtha | 9/2=4.5 | 3 | Gadewadi | ZPPS | 65 |
| 6 | | Kumtha | 3,8 | 8 | Shivankhed | ZPPS | 389 |
| 7 | 10 | Satala | 9/2=4.5 | 2 | Dagadwadi | ZPPS | 60 |
| 8 | | Satala | 2,7 | 7 | Mohegan | ZPPS | 122 |
| 9 | 13 | Todaga | 14/2=4 | 4 | Javalga | ZPPS | 21 |
| 10 | | Todaga | 4,11 | 11 | Shindgi Khurd | ZPPS | 139 |

Table: 4

Title:- Social Audit of Mid-day Meal Scheme District: -Latur, Block: - Udgir Total cluster of UDGIR block= 13/5=2.6 our sample cluster is 1,4,7,10,13.

| Sr. No | Cluster No. | Cluster | Total school | Sample School No. | Village | Name of the School | No of Student |
|--------|-------------|---------------|--------------|-------------------|-------------|-----------------------------------|---------------|
| 1 | 1 | Awalkonda | 10/2=5 | 3 | Manjari | ZPPS | 30 |
| 2 | | | 3,8 | 8 | Pimpri | ZPPS | 250 |
| 3 | 4 | Karadkhed | 16/2=8 | 5 | Boyaciwadi | ZPPS | 32 |
| 4 | | | 5,13 | 13 | Lohara | Dr.Radhakrushana P.S Private | 219 |
| 5 | 7 | Shanbhu | 9/2=4.5 | 2 | Gangapur | ZPPS | 48 |
| 6 | | | 2,7 | 7 | Mahadevwadi | ZPPS | 13 |
| 7 | 10 | Udgir Marathi | 15/2=7.5 | 6 | Dhotrewadi | ZPPS | 43 |
| 8 | | | 6,14 | 14 | Udgir | Sanjay Ghandi Marathi P.S Private | 278 |
| 9 | 13 | Wadawana | 10/2=5 | 3 | Dangewadi | ZPPS | 28 |
| 10 | | | 3,8 | 8 | Umruga | ZPPS | 30 |

1.3) Data Source:

The data was collected from two sources, Primary and Secondary.

i) Primary data:

Primary data collection held through questionnaires, ethnographic observations, interviews and group discussion with Parents, Teachers, Students, Members of School Management Community, Cooking Staff and other who involved in this MDMS.

ii) Secondary data:

Relevant secondary data like the Government Guideline of the Social Audit of Mid-Day Meal Scheme, school records, school register, etc, were collected from State Head Quarter (MDM Section, State Head Quarter), DEO Office (District Head Quarters), BEO Office (Mandal HQ), Cooking agency and school.

1.4) Area Coverage:

Under this project we selected two given districts of Maharashtra.

Method of collection of data: Primary and Secondary -Qualitative as well as quantitative

1.5) Questionnaires:

Structured as well as semi structured interview has been used in this study.

1.6) Sample Size:

The total sample size is 1034. Two districts (four blocks two block from each district) were selected for this SAOMDMS. We selected 40 Schools. The selection of schools was done on the basis of the latest school report card generated through SEMIS data by simple random sample method from 4 block of district which is given by State Office on the basis of lower performance in MDM scheme. 10 schools were covered from each block (10x4=40). We selected 10 students and 10 parents for Interview in each School. We used the purposive sample method (764).

We had interviewed the Members of SMC. We selected 6 members from each school (191), and Head Masters and Cooks of each one (40x2=80) by using Purposive Sampling Method.

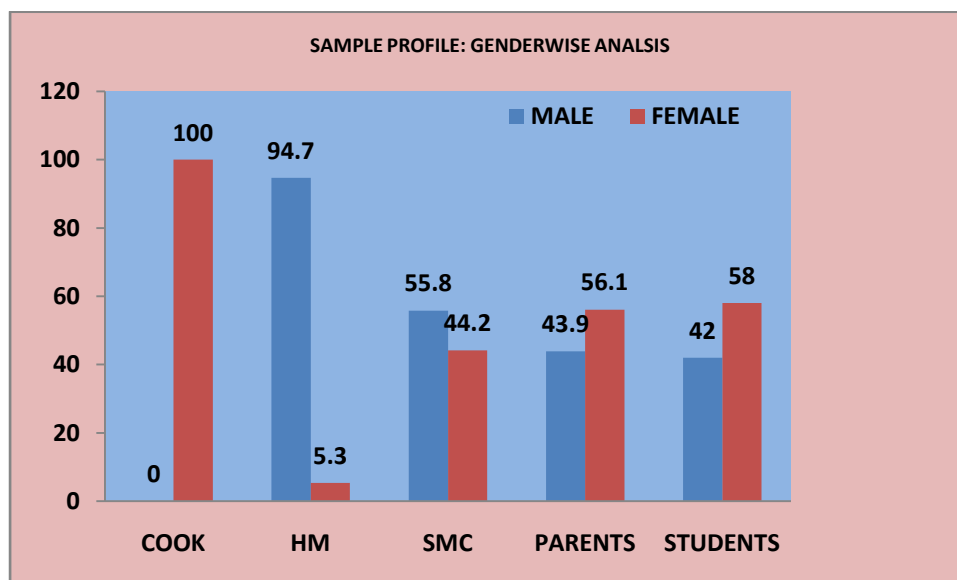
Table: 1

| Sr. No | Sample name | Method of Sample Selection | Sample Size | Remark |
|--------|---|--------------------------------------|-------------|--------|
| 1 | Two Districts | Purposive Sampling Method /Technique | --- | 2 |
| 2 | Four Blocks | Purposive Sampling Method /Technique | | 4 |
| 3 | 40 Schools (10 School From Each Block) | Purposive Sampling Method /Technique | ----- | 40 |
| 4 | 10Students from each School 10x40 | Stratified Random Sampling Method | 398 | |
| 5 | 10 Parents from each School 10x40 | Stratified Random Sampling Method | 366 | |
| 6 | Head Master (1 of each School) | Purposive Sampling Method | 039 | |
| 7 | Cooks. (1 of each School) | Purposive Sampling Method | 040 | |
| 8 | SMC Members (6 of each School)40x6 | Purposive Sampling Method | 191 | |
| | | TOTAL | 1034 | |

*School is Selected by random selections & located in all types of area.

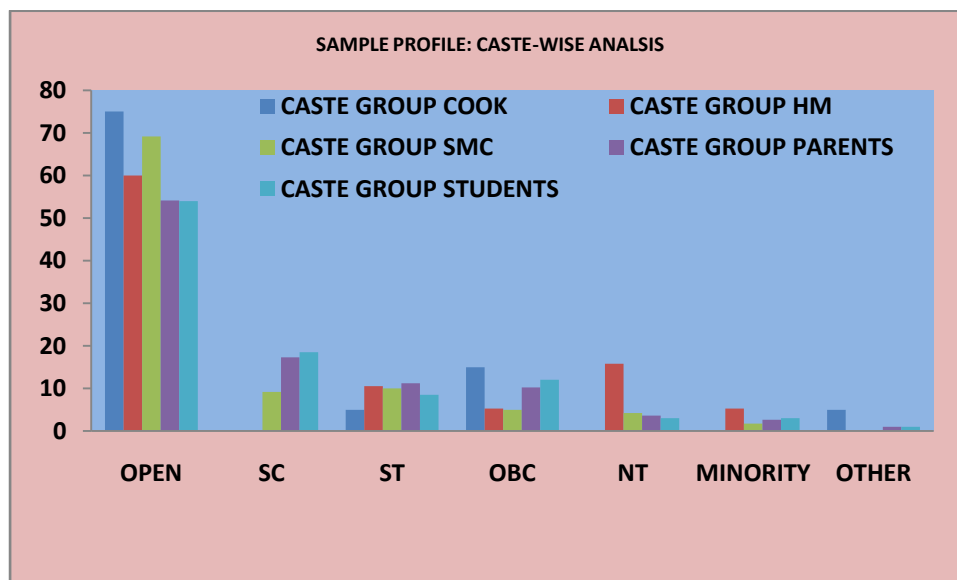
Chapter 4: Analytic Approach of SAMDM, Pune District

FIGURE: 1 SAMPLE PROFILE: GENDERWISE ANALYSIS



In the data, all Cooks are female. 94.7 % are Male Head Masters (H.M.s) and 5.3 % are Female HMs. 55.8 % are male and 56.1 are female parents in the data. From Pune district we interacted with 42 % boys and 58 % girl students (Figure 1).

FIGURE: 2 SAMPLE PROFILE: CASTE-WISE ANALYSIS



(According to figure: 2) among the Cooks 75 % are from the open category, 5 % from ST, 15 % OBC, 5 % from other caste groups. No Cooks were found from the SC category.

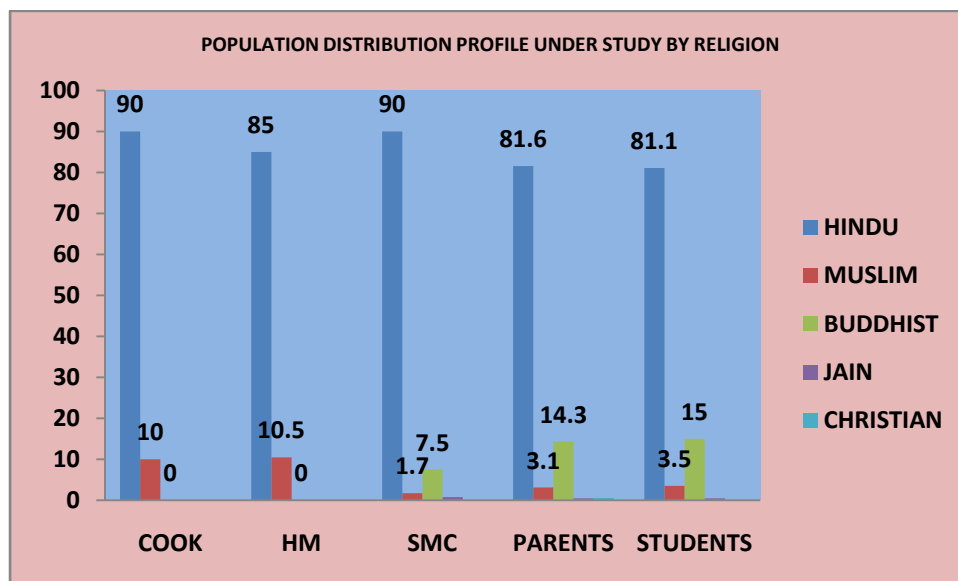
Head Master: HMs from open category are 60 %, ST are 10.5 %, OBC are 5.3 %, NT are 15.8 % and from minority groups 5.3 %. **No SC person was found in this HM section.**

SMC Members: In this study 69.2% from open category and 9.2% from SC, ST 10 %, OBC are 5%, NT are 4.2%, Minority are 5.3% and from other are 1.7%.

Parents: 54.1 % parents are from open category, 17.3 % from SC, ST are 11.2, OBC are 10.2, NT are 3.6 and 2.6 % were found from minority, whilst 1 % from other caste groups.

We also take care of representation of Caste in the study. In the data, 54 % students are from open category, Scheduled Caste are 18.5 %, Scheduled Tribes are 8.5, OBC are 12 %, whilst Nomadic Tribes 3 % and Minority 3 %.

FIGURE:3 POPULATION DISTRIBUTION PROFILE UNDER STUDY BY RELIGION



Cooks: 90 % Hindu Cooks were found in the data whilst 10 % are Muslim.

Head Masters: 85 % HM are Hindu whilst 10.5 % are Muslim HM in the data.

SMC: In this study we found 90 % Hindu, 1.7 % Muslim, 7.5 % Buddhist and Jain are 0.8 % SMC members from Pune district.

Parents: 81.6 % parents belong to Hindu religion and 3.1 % from Muslim and 14.3 % from Buddhist. Jain and Christian SMC members are 0.5 %.

Students: 81.1% students are belongs to Hindu religion, 3.5 % Muslim and Buddhist represent 15 % whilst 0.5 % are Jain students from Pune district. (Figure: 3)

FIGURE: 4 DOES THE SCHOOL PROVIDE MID-DAY MEAL DAY MEAL TO STUDENTS REGULARLY? (GENDERWISE MALE)

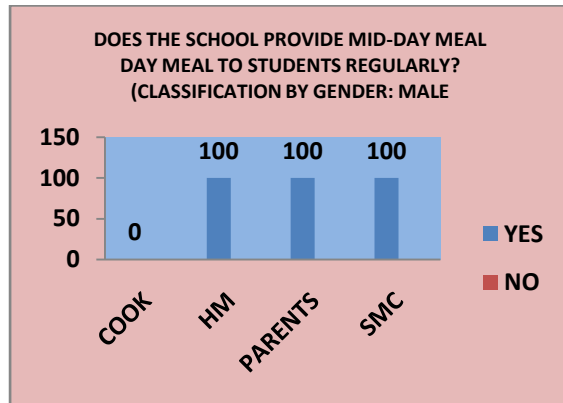
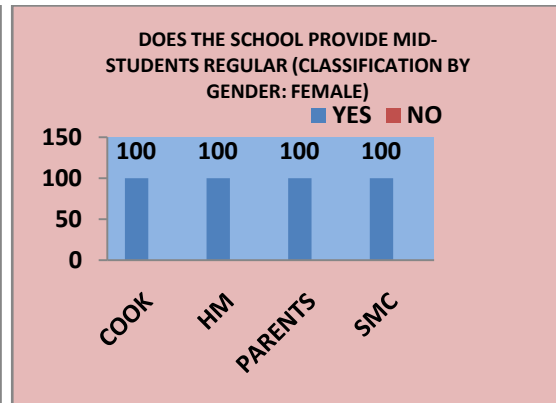


FIGURE: 5 DOES THE SCHOOL PROVIDE MID-STUDENTS REGULAR (GENDERWISE FEMALE)



Among Cooks all are female in the data in Pune district; we could not find any male person. HMs, Parents and SMC (all male respondents) said that schools provided MDM regularly in the school. (Figure: 4)

From the above graph we can conclude that there is no gender disparity as per MDM provided by schools.

FIGURE:6. TYPE OF SCHOOL COVERED UNDER STUDY

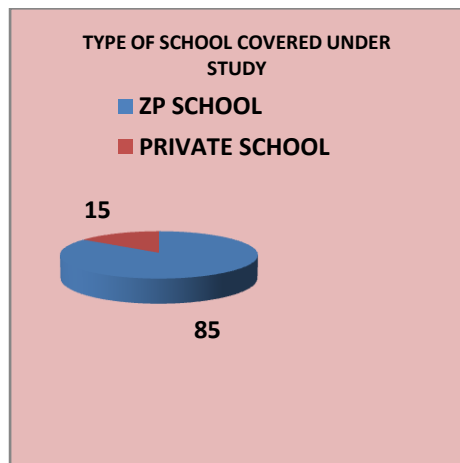
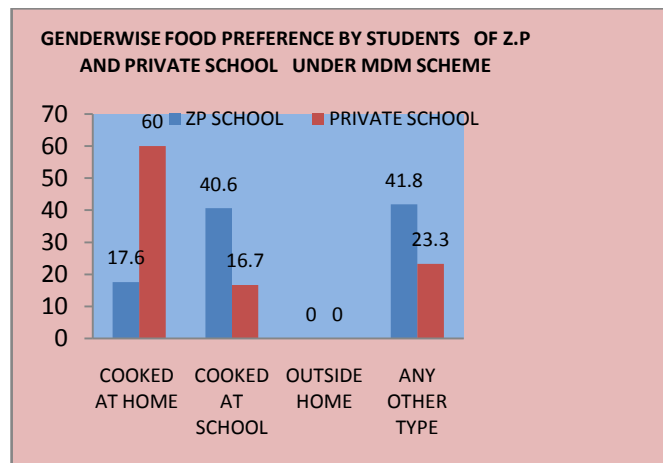


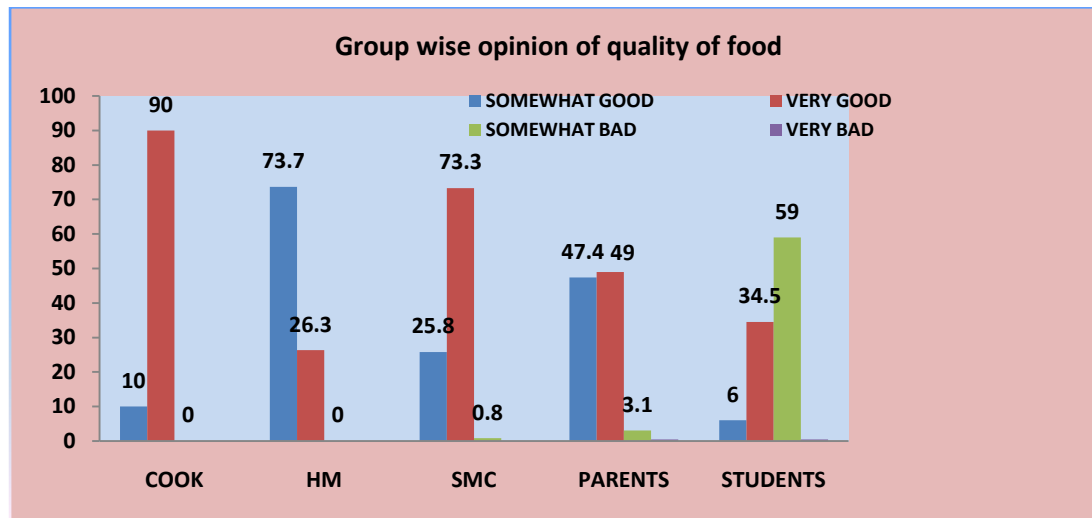
FIGURE:7 GENDERWISE FOOD PREFERENCE BY STUDENTS OF Z.P AND PRIVATE SCHOOL UNDER MDM SCHEME



Under this study, we have covered 15 % Private and 85% Z.P schools of Pune district. This graph shows 40.6 % students from ZP schools preferred to eat outside food mostly. But surprisingly 60 % of students from private schools preferred homemade food. (Figure: 9). **Every school provides food to students on time (1:00 pm-1:00 pm) but most of students get hungry before noon. Therefore school should give Purak Aahar to students in short break of the school (12.00 pm)**

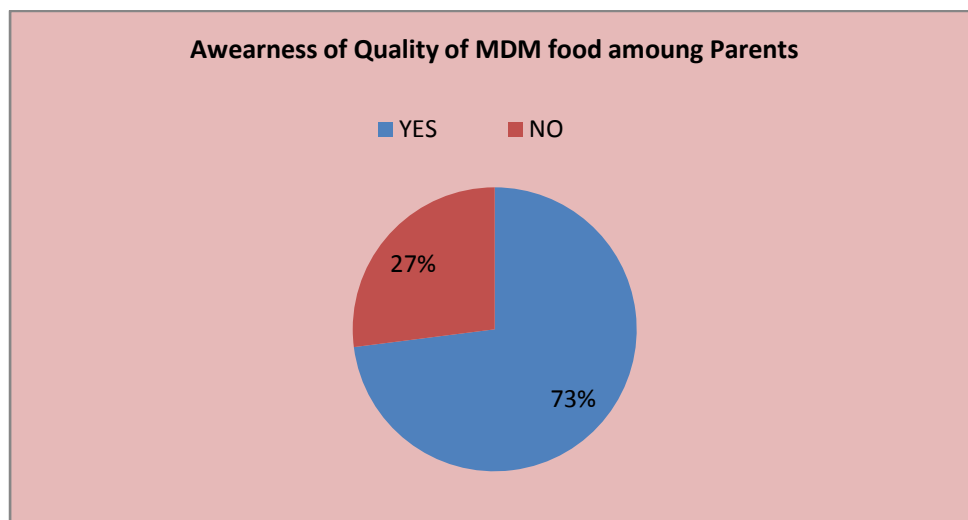
Analysis of Food Quality

FIGURE: 8 GROUPWISE OPINION OF QUALITY OF FOOD



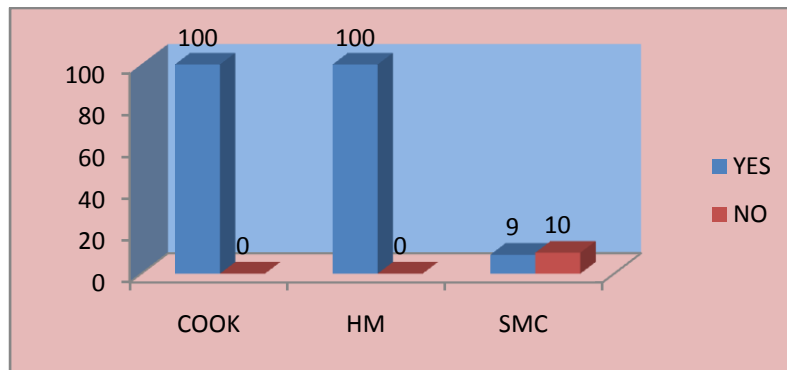
From the above Figure No.13 the satisfaction level (90 %) of quality of food is high according to Cooks but quality is somewhat bad according to 58% students of the school. In this case only 2.5 % students are complaining to his or her Parent, but not to Teachers, HMs and Cooks. There is requirement of strong complaint registered mechanism at school level so that students can register complaints easily without any difficulties.

FIGURE:9 AWARENESS OF QUALITY OF MDM FOOD AT SCHOOL:



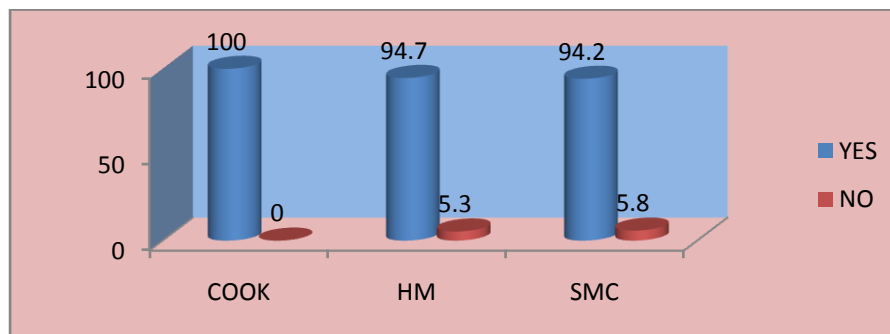
When we asked Parents regarding quality, quantity and timing of MDM food provided by school, 73 % parents of the students inquire regularly at school and 27 % parents do not to inquire (mainly due their personal reasons, e.g. busy in field, no time to inquire).

FIGURE: 10 FOODS TASTED: BY COOKS, HMS AND SMC MEMBERS



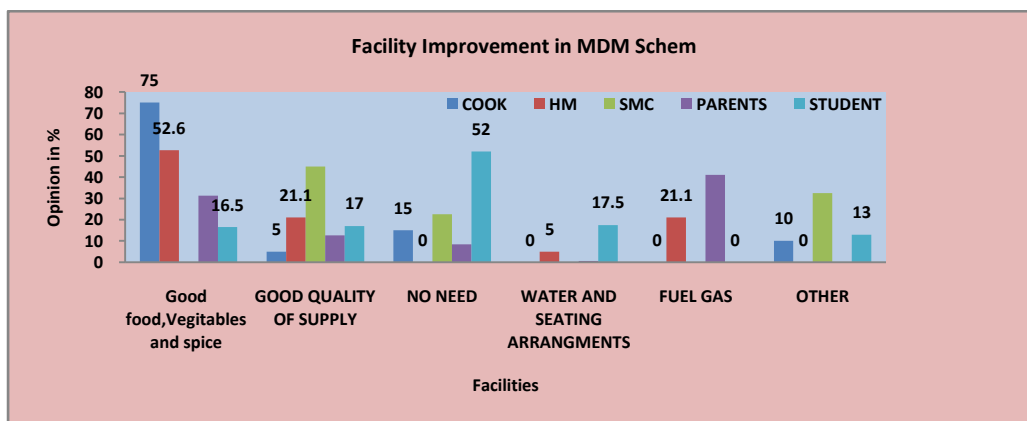
All Cooks, HMs and 90% SMC members tasted the food before to serving students.

FIGURE: 11 IMPACT OF MDM SCHEME ON ATTENDANCE OF STUDENT



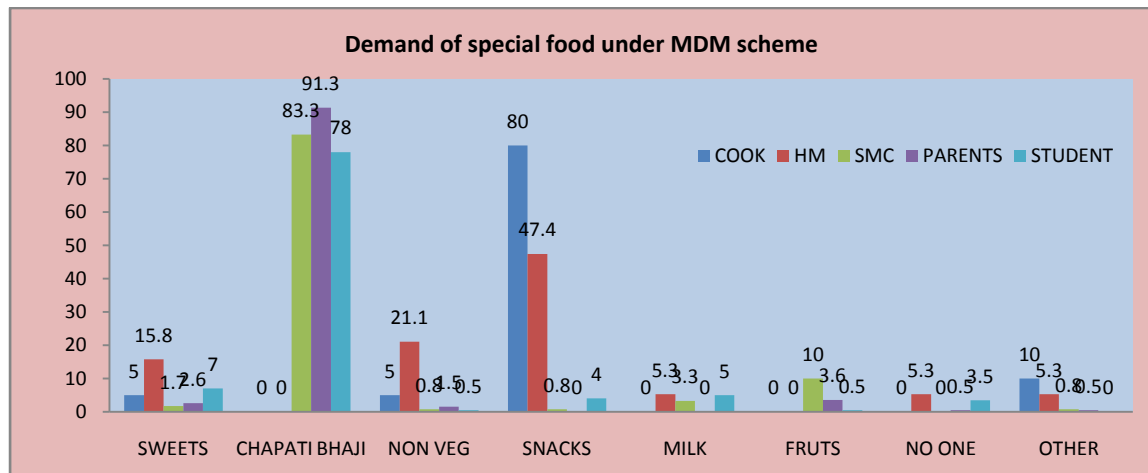
According to Cooks, HMs, SMCs members, there is positive impact on attendance of the students and MDM food. This scheme is playing an important role to increase student enrollment ratio of the students in schools.

FIGURE: 12 FACILITIES IMPROVEMENT AT SCHOOL



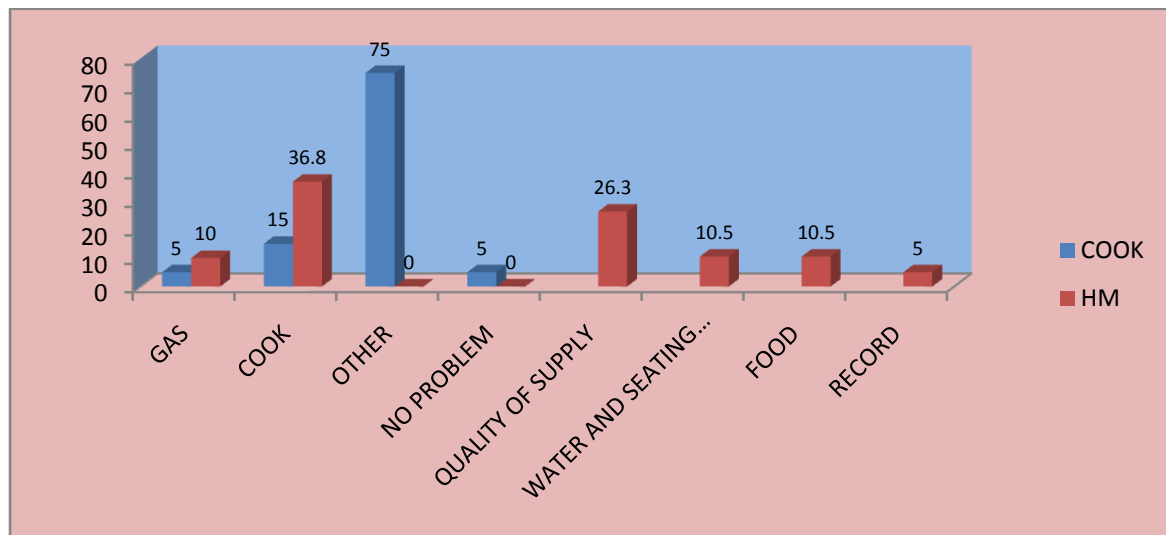
From the above figure there is scope to improve the basic facilities available at school like drinking water, adequate seating space, fuel (LPG), quality of spices, fresh and sufficient vegetables and quality of grains given by service providers, etc. 75 % Cooks, 52.6 % HMs, 31.3 % Parents and 16.5 % Students are not happy with the service facilities existing at school.

FIGURE: 13 DEMAND OF SPECIAL FOOD UNDER MDM SCHEME



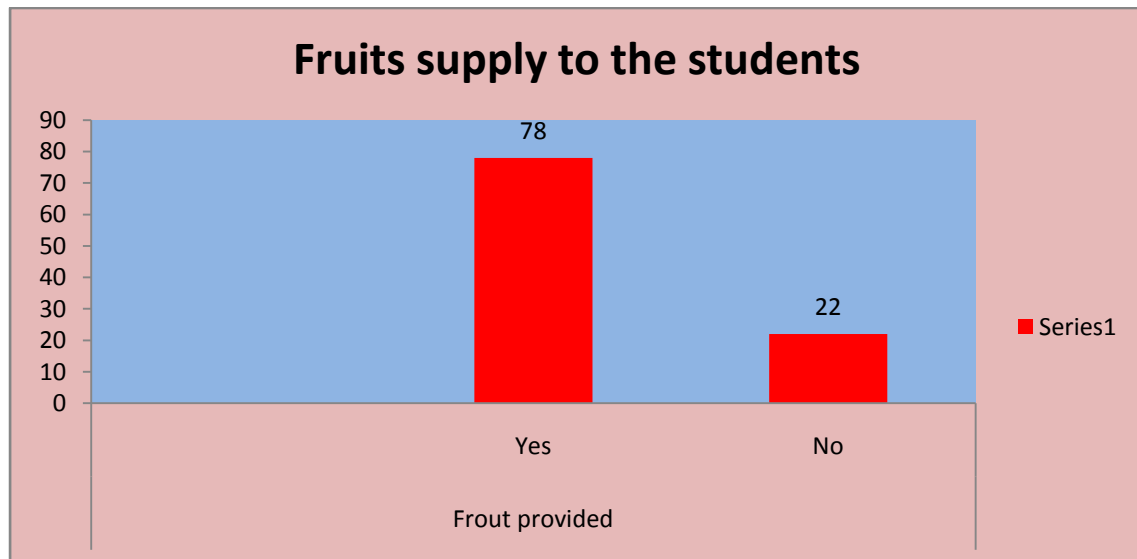
From the above figure, we can conclude that Parents, Students and SMC Members are demanding Chapati-Bhaji for students mostly. We found that HMs and Cooks are interested to serve Snacks to students instead of Chapati Bhaji.

FIGURE: 14 PROBLEMS FACING AT SCHOOL LEVEL



There is human resources crisis like Cooks availability, Gas (LPG) availability on time and regular supply of Gas. In other category we have included incentives or honorarium to Cooks which we found are not getting on time at the end of the month. There is need to provide regular clean drinking water to every school. There is also no arrangement for separate spacious rooms in the schools. Under this scheme there is need to improve quality of grains (Rice, all types of Dals and Spices).

FIGURE: 15 FRUITS SUPPLY TO THE STUDENTS



From the above figure, it is clear that 22 % students are getting fruits in the school and remaining 78% students are not getting fruits. They hope to get fruits regularly.

Distribution of honorarium to Cooks

There is variation found in the distribution of honorarium in the schools. 95 % schools giving honorarium at the rate of Rs.1000 and remaining 5 % schools paying honorarium to Cooks at the rate of Rs. 2000 per month. This honorarium is not getting on time, 95 % Cooks have requested for the release of their honorarium on time.

FIGURE: 16 INCENTIVE OF COOKS

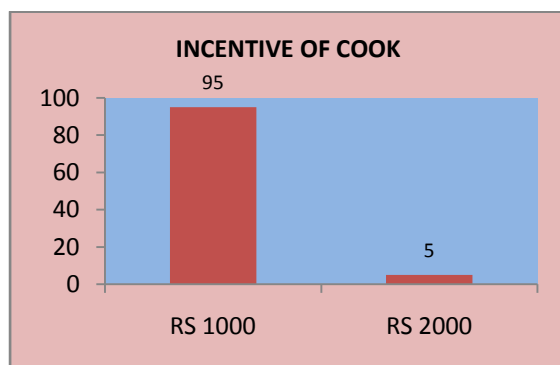
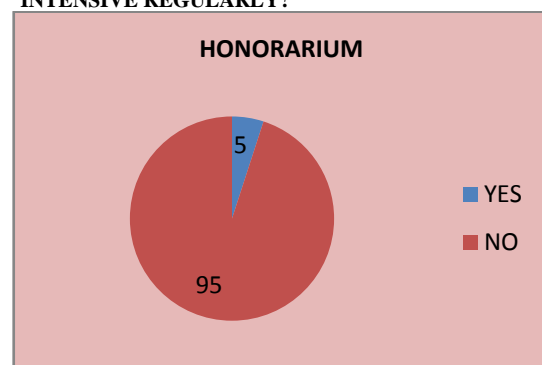


FIGURE: 17 ARE THE COOKS GETTING INTENSIVE REGULARLY?



Chapter 5: Focus Group Discussion with School Community and Observation with Photographs in Pune District

1) FOCUS GROUP DISCUSSION:



Project staff is conducting FGD Meeting with SMCs Members, Teachers, Parents, Cooks etc

KEY FINDINGS FROM FGD IN PUNE DISTRICT (ALL 20 SCHOOLS)

- A) SMC Members and H.M Spoke about 1) Cooks unavailability 2) Delay in Grants-in-aid 3) No Separate Storage of grains.
- B) CCH spoke about 1) less and irregular incentive to Cooks, 2) Fuel unavailability and delay in bills.
- C) Parents spoke about:1) Need to improve quality of food 2) food contents: Milk, Sweet Items, Chapati Bhaji are needed at least once in a week.

2) QUALITY IMPROVEMENT OF GRAINS PROVIDED UNDER MDM SCHEME

The quality of grains is important to make tasty and healthy food. We observed in all 20 schools found low quality of grains showing in below pictures



(Grains Quality)



3) Available Facilities in the Schools

Table No.1. List of available facilities

| Sr. No. | School Name | Kitchen Shed | Drinking Water) | Seating arrangement | Storage Status |
|--------------|---|---------------------|----------------------|----------------------|---------------------|
| 1 | Butewadi ZPPS, Khed,Pune | Y | N | N | N |
| 2 | Padali, ZPPS, Khed,Pune | Y | Y | N | N |
| 3 | Gadakwadi ,ZPPS Khed,Pune | Y | N | N | N |
| 4 | Jaulake KhurdZPPS, Khed,Pune | Y | N | N | N |
| 5 | Kharpud, ZPPS, Khed,Pune | Y | N | Y | N |
| 6 | Parsul, ZPPS, Khed,Pune | Y | N | Y | N |
| 7 | Ahire, ZPPS, Khed,Pune | Y | Y | Y | N |
| 8 | Palu, Mamasahab Mohal Private School, Khed,Pune | Y | N | N | N |
| 9 | Karanjhire, ZPPS, Khed,Pune | Y | N | N | N |
| 10 | Shinde, ZPPS, Khed,Pune | Y | N | N | N |
| 11 | Karandi, ZPPS, Shirur, Pune | Y | N | Y | N |
| 12 | Vadhu Budruk, ZPPS, Shirur, Pune | Y | Y | N | N |
| 13 | Darekarwadi, ZPPS, Shirur, Pune | Y | Y | Y | N |
| 14 | Koregav Bhima, ZPPS, Shirur, Pune | Y | Y | N | N |
| 15 | Dhumalwadi, ZPPS, Shirur, Pune | Y | N | N | N |
| 16 | Nirvee, ZPPS, Shirur, Pune | Y | Y | N | N |
| 17 | Jategaon Khurd, ZPPS, Shirur, Pune | Y | Y | Y | N |
| 18 | Shikrapur , ZPPS, Shirur, Pune | Y | Y | N | N |
| 19 | Bhabhulsar Budurk, ZPPS, Shirur, Pune | Y | Y | Y | N |
| 20 | Tandali, ZPPS, Shirur, Pune | Y | Y | Y | N |
| Total | 20 schools | Y=20 N=0 | Y=10 N=10 | Y =8 N=12 | N=20 Y=0 |

Note: Y: Available, N: Not Available

1) KITCHEN SHED

During our field visit, we found kitchen sheds in all 20 schools. These kitchen sheds are not having adequate space for Cooking. Sufficient area is required so that Cooks can manage all these daily activities properly. Some of the schools don't have Gas facility for Cooking so foods have to Cooks on Chulha. **Therefore Government should provide Gas cylinders on the basis of subsidy to all schools.**



(Kitchen shed- cement concrete)



(Kitchen shed- shelter)

2) STORAGE

Storage is a very important factor in every school. The stock of grains has to be kept in store room: Store rooms should be spacious and clean so that grains can be stored for long time, **but separate store rooms are not available in all 20 schools. Therefore they have to keep grains in their offices or classrooms.**



(Grains stored in classrooms)



(Grains stored in school office)

3) SEATING ARRANGEMENT

Seating arrangement is very important in implementation of MDMs and it's depending on strength of students in the school. There is no single school having separate seating arrangement for students for eating. Out of 20 schools, 8 schools have to use empty space (Verandah) behind class room for eating. Remaining 12 schools are using class room for eating MDM.



(Students eating in school verandah)



(Students eating on School ground)

4) REGULAR DRINKING WATER FACILITY AT SCHOOL

During our school survey, we found 50% schools having regular drinking facility in their school. Other than remaining 50% schools are using another drinking water source like hand pump, wells and tube wells. Some of the schools don't have any drinking water facility, so they have to bring drinking water from the villagers nearby their schools.



(Drinking water facility at school)



(Drinking water facility at school)

Chapter 6: Public Hearing in Pune District

*Key findings in public hearing meeting of Pune District.

On 18-02-2015 a Public Hearing was held at Pune district, New Zilla Parishad Hall. Around 400 Parents, School Mangement Community Members and CCH attended the meeting. All 20 schools HMs were present. The Deputy Director, Primary Education, MDM (Maharashtra), The Desk Officer School Education and Sports Department, Mantralay Mumbai, The Director Indian Institute of Education, Pune, DEO, all Cluster officers and BEO presided over PH.

Head Masters, Parents, SMCs and CCHs spoke at the PH. Issues about rice quality, delay payment, insufficient funds were raised during PH. Grievances were recorded. Cluster Heads and HMs argued that the school should be free from this MDMS. They said that separate agencies should be appointed for implementation of MDMS. Other HMs said that the Government should give all rights to Head Masters to buy grains under this scheme. Other HMs said that the MDM scheme must be agent free. Everyone said that the MDM scheme is important for poor and tribal students. Some HMs demanded Central Kitchen Shed, which should be controlled and monitored by using latest technology (ICT). The Parents and SMC members suggested that Chapati Bhaji be provided at least once in a week. Cooks demanded regular Gas supply in the schools.



(Public Hearing in Pune District at Z.P.Pune)



(Public Hearing in Pune District at Z.P.Pune)

Chapter 7: Social Audit Findings in Pune District

5.1 IMPLEMENTATION PROBLEMS OF MDM

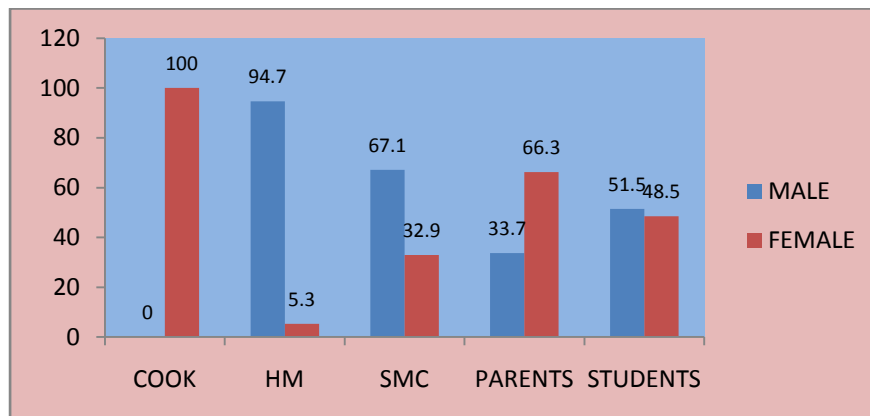
- 1) School gets inadequate quality of rice.
- 2) There are problems of getting cooks because insufficient and irregular incentive.
- 3) Incentive of Cooks is inadequate and irregular.
- 4) Fuel supply is generally inadequate and irregular.
- 5) Food grains are not available on time.
- 6) Quality of food grains is poor.
- 7) Problem in storage of food grains.
- 8) Delay in Grants-in-Aid.
- 9) Kitchen shed has but problem in size, ventilation and security, though these kitchen sheds generally are available.
- 10) Overload work on teachers for record keeping.
- 11) Water unavailability.
- 12) Repeated menu.
- 13) Improper sitting arrangements for students

5.2 RECOMMENDATION/SUGGESTIONS

- 1) Government should raise their Grants-in-Aid for this scheme.
- 2) Food grains, spices, oil should be of better quality.
- 3) Food grains should be providing on time.
- 4) Gas Cylinder should be providing by Government at concessional prices.
- 5) Kitchen shed should be concretized and have adequate ventilation.
- 6) Some kind of variety in menu of MDM is needed.
- 7) Records of this scheme should be minimized.
- 8) Enough space to store food grains should be provided.
- 9) Enough space for seating of the students to eat meal should be provided.
- 10) Breakfast should be provided in this scheme.
- 11) Weighing machines should be provided to schools.

Chapter 8: Analytic Approach of SAMDM in Latur District

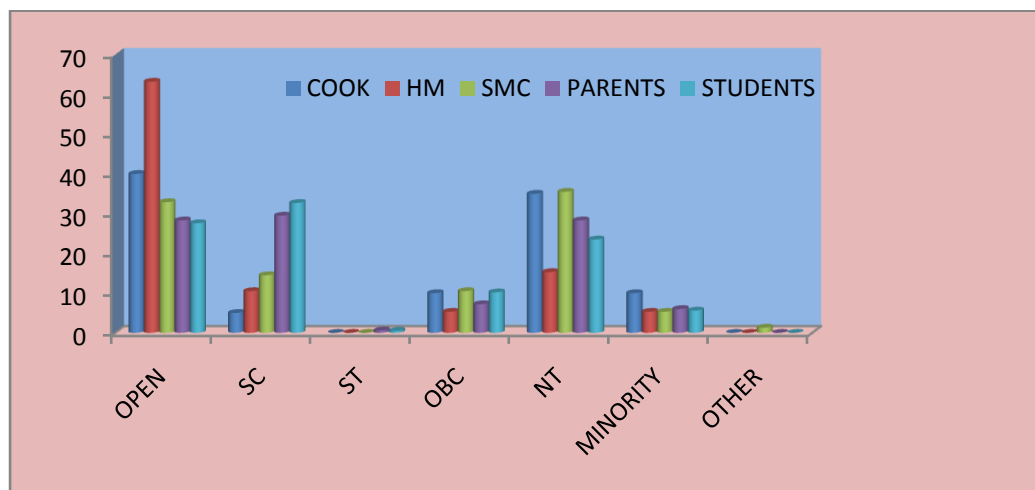
FIGURE: 1 SAMPLE PROFILE: GENDERWISE ANALYSIS



Among Cooks all are female, 94.7 % Male and 5.3 % Female Head Masters are found in the data. Among SMC: In this study we have interacted with 67.1% men and 32.9% women members to find out larger issues of Mid Day Meal. 33.7 % Male and 66.3 % female parents are found in the data.

Student: We interacted with 51.5% boys and 48.5% girls from Latur district.

FIGURE: 2 SAMPLE PROFILE: CASTE-WISE ANALYSIS



From figure no.2, out of all target groups, we can say that 40 % Cooks are from open category, 5 % from SC, 10% OBC, 35 % from NT and 5.3% from Minority were found in the data.

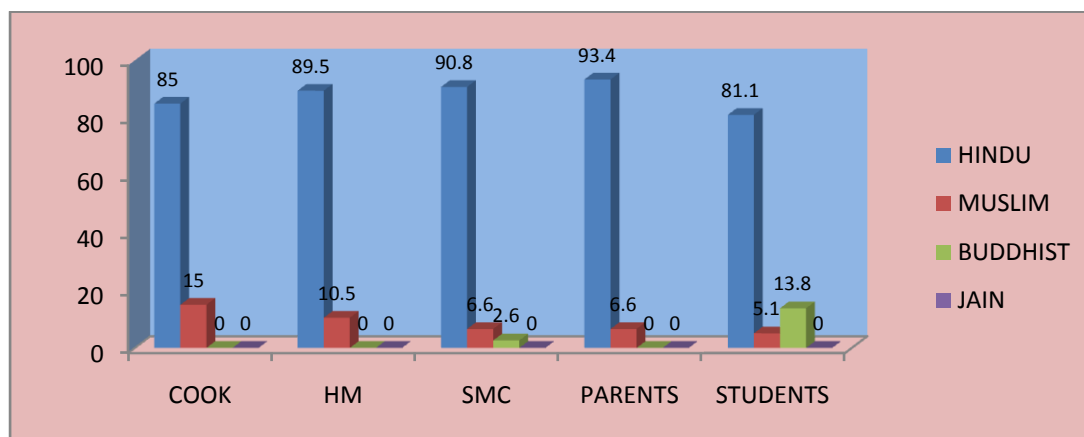
Head Master: the total population of HM distributed as 63.2 % from Open category 10.5 % from SC, 5.3 % from OBC and 15.3 % from NT. Remaining 5.3 % are from Minority.

SMC Members: among SMC members of the schools, distributed 32.9 % are from Open Category, 14.5% from SC., 10.5 % from OBC, 35.5 % from NT, remaining 5.3% from Minority and 1.3 % from Other Category.

Parents: There are 28.3 % Parents from Open Category, 29.5 % from SC, 0.6% ST, 7.2% OBC, 28.3 % from NT. Remaining 6 % are from Minority.

We also take care of fair representation of Caste in the study. In the data, 27.6% students are from Open Category, SC are 32.7%, ST are 0.5%, OBC are 10.2%, NT are 23.5% and Minority are 5.6%. This graph shows that, more beneficiaries from NTs are found in Latur district.

FIGURE: 3 POPULATION DISTRIBUTION PROFILE UNDER STUDY BY RELIGION



85 % Hindu Cooks are found in the data, 15% are Muslim. 89.5 % HMs and 10.5 % Muslim HMs are found in the data. SMC: In this study we interviewed 90.8% Hindu SMC Members, Muslim 6.6% and Buddhist 2.6% SMC Members from Latur district.

93.4 % Parents are belongs to Hindu religion and 6.6 % from Muslim and 2.6 % from Buddhist. Students: 81.1% students are representing Hindu religion, 5.1 % Muslim and Buddhist/Neo-Buddhist represent 13.8%

FIGURE: 4 DOES THE SCHOOL PROVIDE MID-DAY MEAL TO STUDENTS REGULARLY? (GENDERWISE MALE)

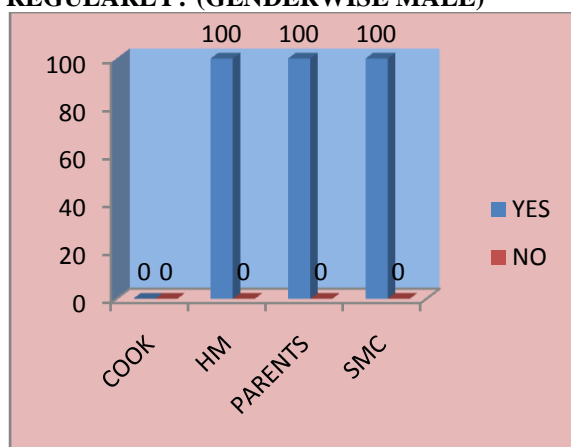
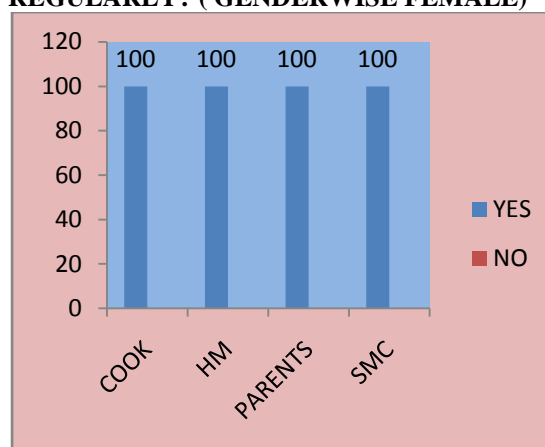
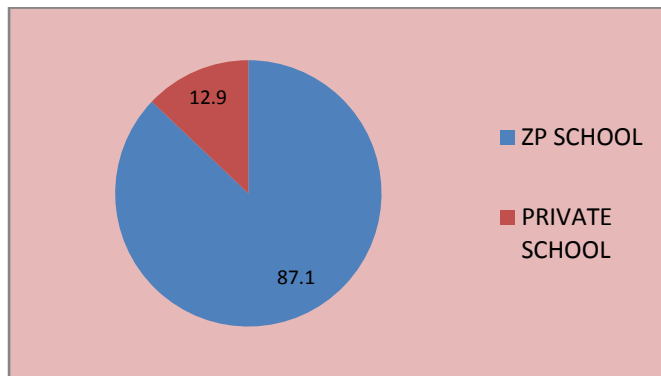


FIGURE: 5 DOES THE SCHOOL PROVIDE MID-DAY MEAL TO STUDENTS REGULARLY? (GENDERWISE FEMALE)



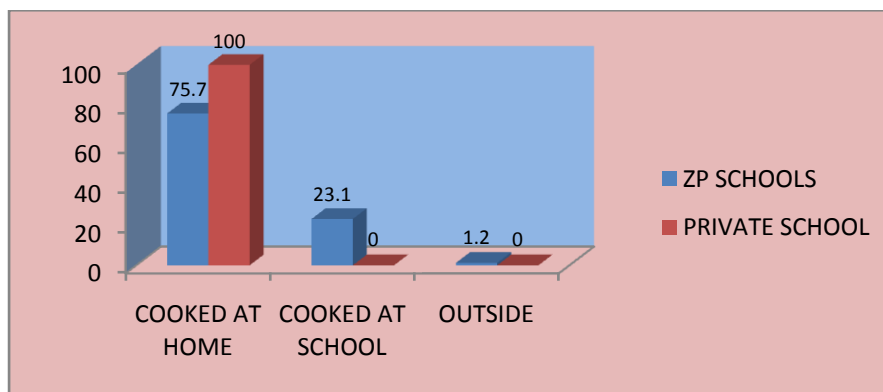
Among Cooks there is not a single male in the data. We have found all women Cooks in Latur district. HMs, Parents and SMC members (all male respondents) said that school provided MDM regularly in the school. (Figure: 4)

Figure: 6 TYPE OF SCHOOL COVERED UNDER STUDY



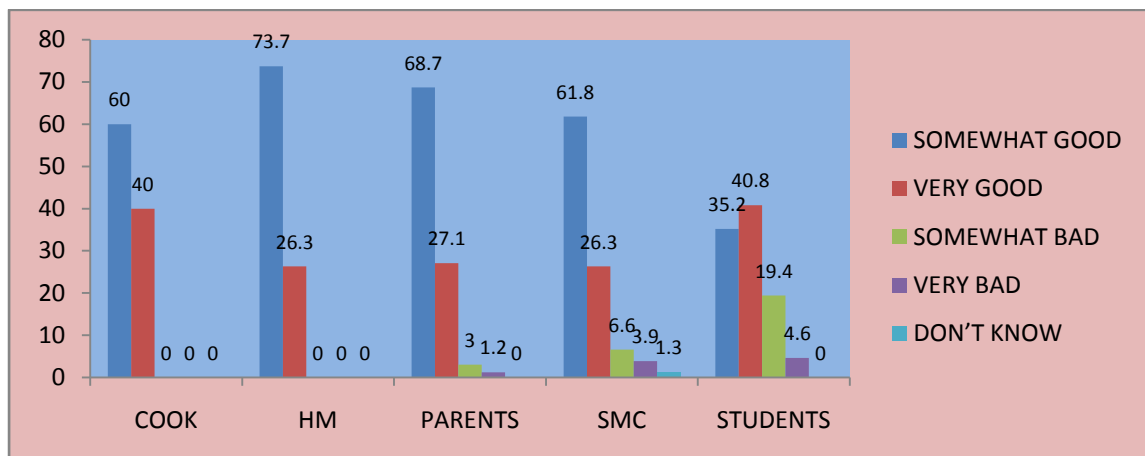
Under this study, we have covered 13 % Private and 87 % Z.P schools from Latur district.

FIGURE: 7 GENDERWISE FOOD PREFERENCES BY STUDENT OF Z.P AND PRIVATE SCHOOL UNDER MDM SCHEME



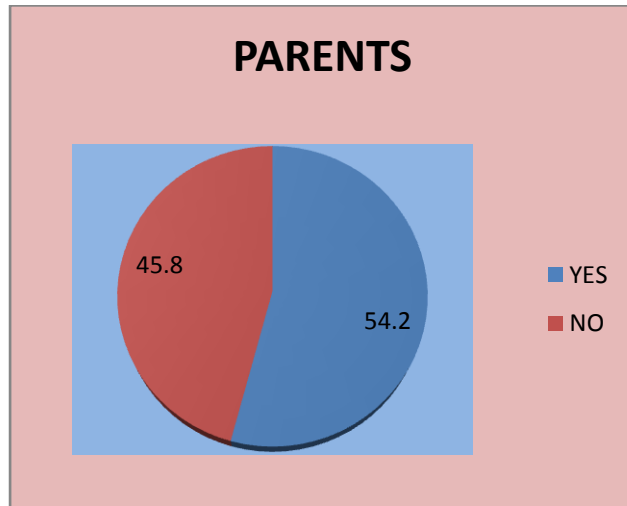
This graph shows that 23.1 % students from ZP schools preferred school-Cooked food. But surprisingly 75.7 % students from ZP schools preferred homemade food. If we look at figures from private schools it is 100 %.(Figure: 8). **Every school provides food to students on time (1:00 pm- 1:30 pm) but most of students get hungry before noon. Therefore school should give Purak Aahar to students in short break of the school (12.00 pm).**

FIGURE: 8 GROUP WISE OPINION OF QUALITY OF FOOD



From the above Figure No.13 the satisfaction level (40 %) of quality of food is high according to Cooks, but quality is somewhat bad according to 19 % students. In this case only 3 % students are complaining to his or her Parents and Teachers, but not to HMs and Cooks. A strong complaint registered mechanism at school level is required so that students can register complaints easily without any difficulties.

FIGURE:9 AWARENESS OF QUALITY OF MDM FOOD AT SCHOOL:



When we asked parents regarding quality, quantity and timing of MDM food provided by schools, 54 % parents of the students inquired regularly in school and 46 % parents did not inquire due their personal reasons (like being busy with their everyday activity).

FIGURE: 10. FOODS TASTED: BY COOKS, HM AND SMC

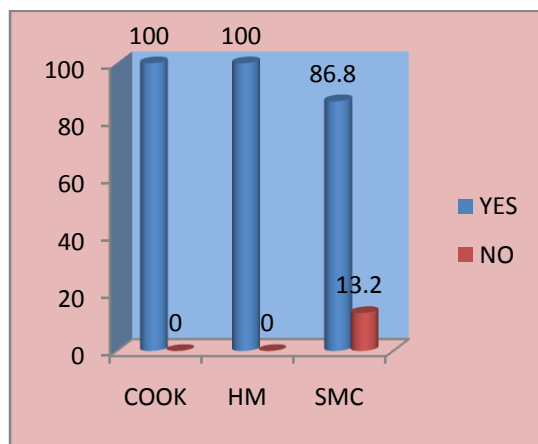
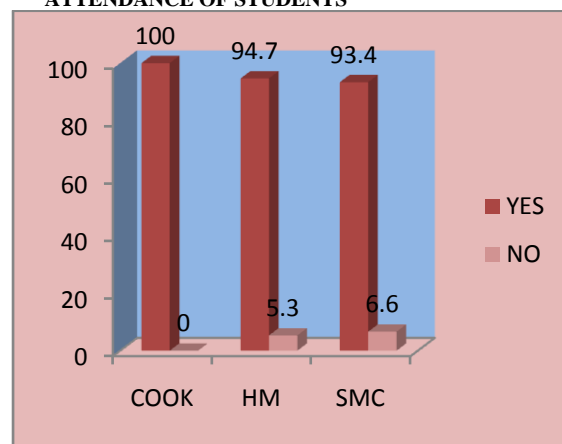
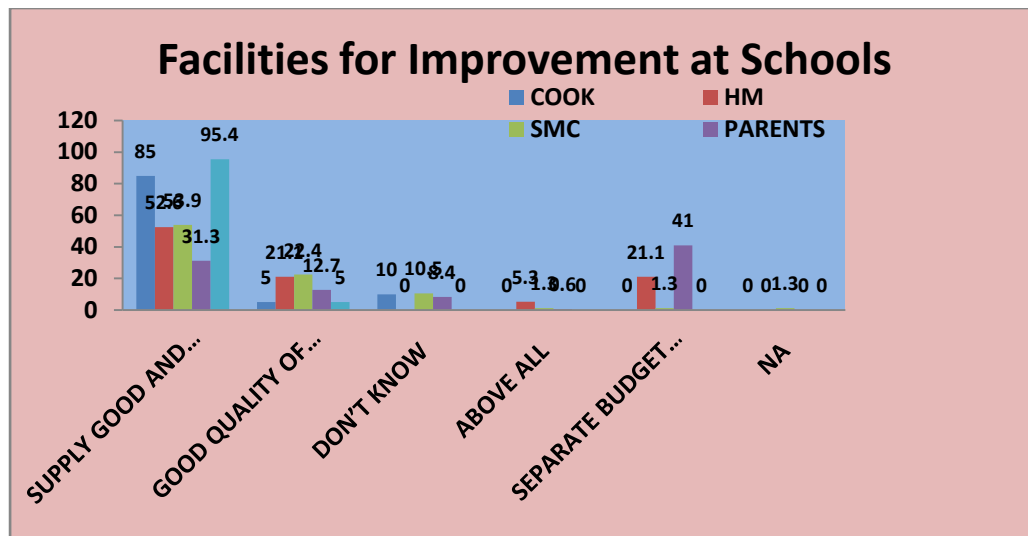


FIGURE: 11 IMPACT OF MDM SCHEME ON ATTENDANCE OF STUDENTS



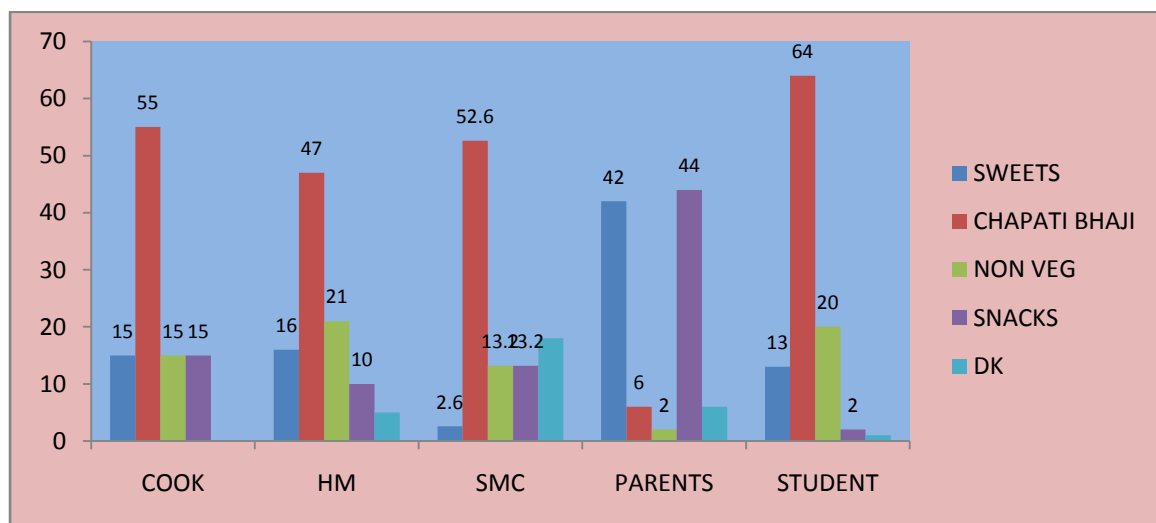
All Cooks, HMs and 87 % of SMC members tasted the food before serving to students. According to Cooks, HMs, SMC members, there is a positive impact on attendance of the students with the MDM scheme. This scheme is playing an important role in increasing student's enrollment ratio.

FIGURE: 12 FACILITIES IMPROVEMENT AT SCHOOL



From the above figure there is scope to improve basic facilities available at schools like drinking water, adequate seating space, fuel (LPG), quality of spices, fresh and sufficient vegetables and quality of grains given by service providers etc. 85 % Cooks, 25 % HMs, 41% Parents and 95 % Students are not happy with the service facilities exiting at school like quality of Grains, Vegetables and Spices.

FIGURE: 13. DEMAND OF SPECIAL FOOD UNDER MDM SCHEME



From the above figure, we can conclude that some Parents, Students and SMC members are demanding Chapati-Bhaji for students mostly. The content of special food is vegetarian. Chapati Bhaji and sweets (Jalebi and Gulab Jamun).

When we asked Cooks and Head Masters about the problems to implement MDM scheme, they said that the major problem is that food is not provided. According to 15% Cooks and 26% HMs having a same problem into functioning of MDM Scheme. There is general problem in Gas connection setup at school. According to HMs there are major problem of drinking water supply at schools.

FIGURE: 14 PROBLEMS FACING AT SCHOOL LEVEL

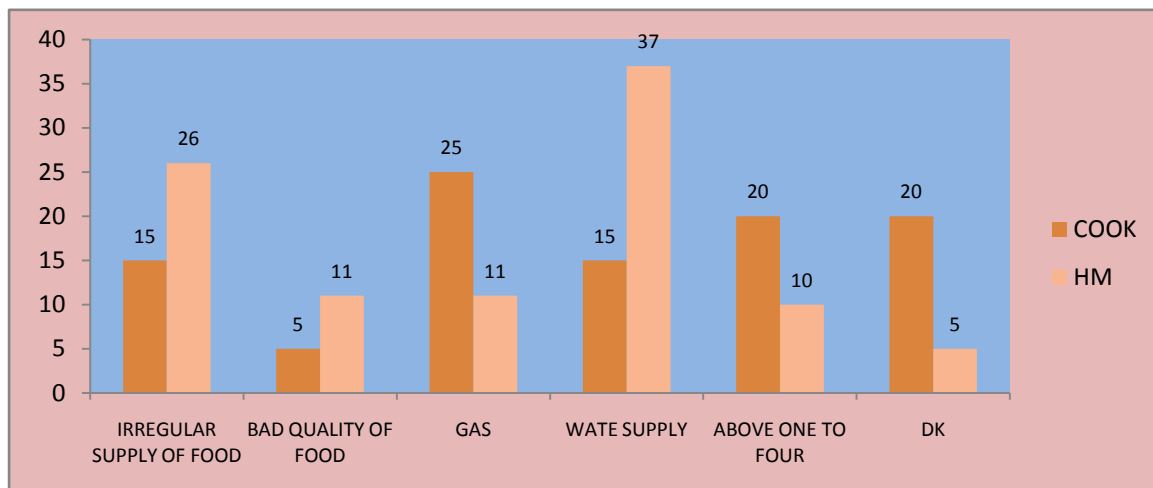
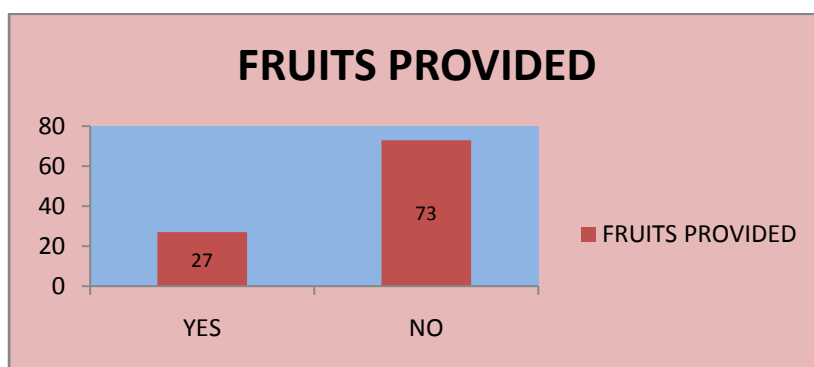


FIGURE: 15. OPINION ABOUT SUPPLY OF FRUITS UNDER MDM SCHEME AT SCHOOL.



From the above graph, it is clear that 73% Students are not getting fruits under MDM Scheme. Remaining 27% Students are getting fruits under MDM Scheme.

FIGURE: 16 HONORARIUM OF COOKS

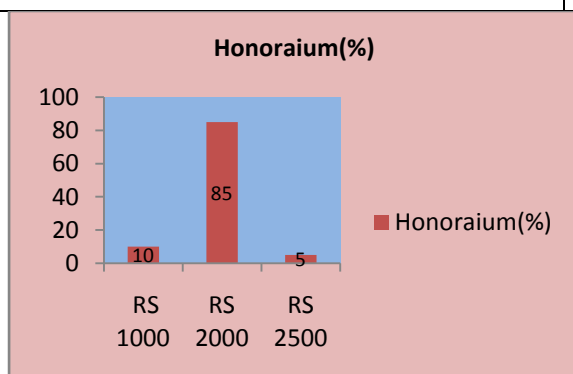
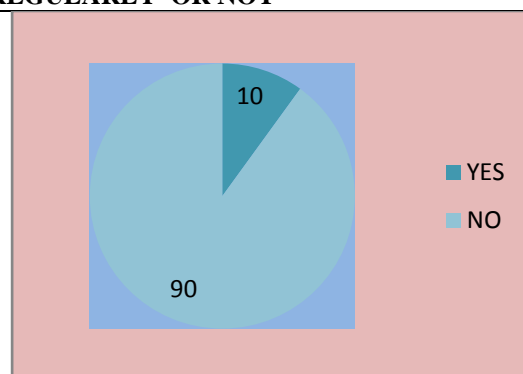


FIGURE: 17 COOKS GOT HONORARIUM REGULARLY OR NOT



If we look at above figure we can say that 85 % Cooks get only Rs. 2000 per month as a honorarium by the school managements and surprisingly 90 % Cooks do not get honorarium regularly.

Chapter 9: Focus Group Discussion (FDG) with School Community and Ethnographical Observation with Photographs in Latur District

A) Focus Group Discussion:

We conducted focus group discussion in all 20 schools in Latur district (Ahamadpur and Udgir Block) with Parents, Head Masters, Members of School Management Community and Cooks Cum Helpers.



(Project Staff conducted FGD in all 20 Schools in Latur District)

*The key Points from FGD.

- A) SMC Members and H.Ms spoke about 1) Cooks unavailability 2) Delay in Grants-in-Aid. 3) Problem of storage of food grains.
- B) CCH spoke about: 1) inadequate and irregular incentive 2) Inadequate, irregular and insufficient availability of fuel.
- C) Parents spoke about 1) Poor quality of food 2) MDMs should provide Milk, Sweet Items, Chapati Bhaji, Non-Veg (chicken), egg once in a week.
- D) HMs, SMC Members, Students, Parents, CCH spoke and argued that school timing must be 9 am to 12 pm and 2 pm to 4 pm and Purak Aahar should be provide daily at 12 pm (in the Short Break) because the students get hungry usually between 11:30 am to 12:30 pm.

A) Observation:**B) Table: Kitchen Shed, Drinking Water, Seating Arrangement, Storage Status.**

| Sr. No. | School Name | 1) | 2) | 3) | 4) |
|---------|---|----------------|----------------|----------------|----------------|
| 1 | Kalegav, ZPPS, Ahmadpur, Latur | Y | N | N | N |
| 2 | Shenkud, ZPPS, Ahmadpur, Latur | Y | N | N | Y |
| 3 | Gangahipparga, Baliraja Private School, Ahmadpur, Latur | Y | N | N | N |
| 4 | Sumthana, ZPPS, Ahmadpur, Latur | Y | Y | Y | N |
| 5 | Gadewadi, ZPPS, Ahmadpur, Latur | Y | N | Y | N |
| 6 | Shivankhed, ZPPS, Ahmadpur, Latur | Y | Y | Y | Y |
| 7 | Dagadwadi, ZPPS, Ahmadpur, Latur | Y | Y | Y | N |
| 8 | Mohegan, ZPPS, Ahmadpur, Latur | Y | Y | Y | N |
| 9 | Javalga, ZPPS, Ahmadpur, Latur | N | N | Y | N |
| 10 | Shindgi Khurd, ZPPS, Ahmadpur, Latur | Y | Y | Y | N |
| 11 | Manjari, ZPPS, Udgir, Latur | Y | N | Y | N |
| 12 | Pimpari, ZPPS, Udgir, Latur | Y | Y | N | N |
| 13 | Boyaciwadi, ZPPS, Udgir, Latur | N | N | Y | N |
| 14 | Lohara, Radhakrushana, Private, School, Udgir, Latur | N | N | N | N |
| 15 | Gangapur, ZPPS, Udgir, Latur | Y | N | Y | N |
| 16 | Mahadevwadi, ZPPS, Udgir, Latur | Y | N | Y | N |
| 17 | Dhotrewadi, ZPPS, Udgir, Latur | Y | Y | Y | N |
| 18 | Udgir, Sanjay Gandhi Private school, Udgir, Latur | N | N | N | N |
| 19 | Dangewadi, ZPPS, Udgir, Latur | Y | N | Y | N |
| 20 | Umruga, ZPPS, Udgir, Latur | Y | N | N | N |
| Total | 20 schools | 16 Y 4 N | 7 Y 13 N | 13 Y 7 N | 2 Y 18 N |

*Y: Available *N: Not Available

Note: 1)Availability of Kitchen Shed

2)Availability of Drinking Water

3)Availability of Seating Arrangement in MDM

4)Availability of Storage

1) Kitchen Shed:

In 16 schools out of 20 schools, there were kitchen sheds available. These, however were of very poor quality. Important items are not provided Gas cylinders are not available at all. So all CCH Cooked on (Chulha:) natural sources. These also limitations to using kitchen sheds. Subsidized Gas Cylinder must be provided to every school. (See below picture)



(Picture : 1 Foods Cookssed on CHULHA)



(Picture : 2 Foods Cookssed on CHULHA)



(Picture : 3 Foods Cookssed in OPEN PIACE)



(Picture :4 Kitchen Shed available but not in use)

2) Storage

Storage is a very common factor in every school. Supply quota of food is needed to store food. But separate rooms are available only in 2 schools out of 20 schools. Therefore the schools store supply in class room and offices. (See below picture)



(Picture: 1 Vegetables stored in open)



(Picture: 2 supplied grains stored in classroom)

3) Seating-arrangement

Seating arrangement is very important in implementation of MDMS. Not even one school has separate seating arrangement for eating MDM. 13 schools out of 20 schools used (verandah) or empty places behind class rooms, 7 schools out of 20 schools used class rooms for eating MDM. (See below picture)



(Picture: 1 Student eating in *classroom*) (Picture: 2-- in *verandah*) (Picture: 3 --in *school ground*)

4) Food Supply Quality

Supply of raw material for cooking food quality is very important to cook tasty and quality food. In all 20 schools supply of raw material quality is very poor, especially chilly power and kanda lasun masala. (See below picture).



(Picture 1: Masala)



(Picture 2: Rice)



(Picture 3: Masur Dal)



(Picture 4: Tur Dal)

5) Permanent Drinking Water Supply:

Only 7 schools have permanent drinking water source. Other 13 schools out of 20 schools struggle for drinking water, they adjust from handpump or other sources. (See below picture)



(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)

Chapter 10: Public Hearing in Latur District

***Key findings in public hearing meeting at Latur District.**

On 20-02-2015 a Public Hearing was held at Latur District, Zilla Parishad Hall. Around 150 Parents, School Management Community Members and CCHs attended the meeting. HMs from all 20 schools were present. Deputy Director, Primary Education, MDM (Maharashtra), DEO, all Cluster Officers and BEOs presided over PH.

Head Masters, Parents, SMC members and CCHs spoke at the PH. Issues about rice quality, delay payment, insufficient funds were raised during PH. Grievances were recorded. The HMs argued that the supply food grains should be supplied every month, and not once in three month of the grains destroyed, due to the bad storage facility. There was also demand of good quality chilly power. It was also said that MDMS should be providing Chapati Bhaji once in a week. The CCH focused on fuel (Gas) problem).



(Picture:1 Head Master spoke in Public Hearing)



(Picture:2 CCH spoke in Public Hearing)

Chapter 11: Social Audit Findings in Latur District

11.1 Implementation Problems of MDM

- 1) School gets inadequate quantity of rice.
- 2) Incentive of Cooks-- inadequate and irregular.
- 3) Fuel- unavailability, inadequacy and irregularity.
- 4) Food grains are not available in time.
- 5) Poor quality of food grains.
- 6) Problem in storage of food grains.
- 7) Delay in Grants-in-Aid.
- 8) Kitchen shed-- unavailability.
- 9) Overload for teachers thus unable to keep proper records.
- 10) Water-- unavailability.
- 11) Repeated Menu.
- 12) Availability of proper sitting arrangements for students.
- 13) MDMS time of does not match the needs of students.

11.2 Recommendation / Suggestions

- 1) Government should raise their Grants-in-Aid for this scheme.
 - 2) Food grains, spices, oil should be of better quality.
 - 3) Food grains should be provided in time.
 - 4) Gas cylinder should be provided by government at concessional prices.
 - 5) Kitchen shed should be concretized having adequate ventilation.
 - 6) Some kind of differentiation in menu of MDM is needed.
 - 7) There should be sufficient space to store food grains.
 - 8) There should be sufficient space for seating students to eat meals.
 - 9) Breakfast should be provided in this scheme.
 - 10) Weighing machines should be provided to school.
 - 11) Incentive of Cooks should be maximized and payment should be done in due course of time.
 - 12) There should be allocation of separate fund for water and Purak Ahhar
 - 13) People's participation should be increased.
 - 14) Purak Aahar must be provided daily.
 - 15) Training workshop needed for Head Master, Cooks and SMC Members.
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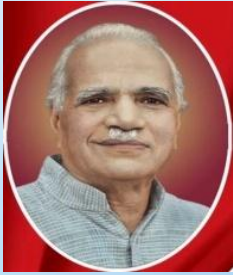
**Names of the SAMDM Resource Persons who participated in the
Social Audit of MDMS**

| Sr. No. | Post | Name |
|---------|--------------------------------|--------------------------------------|
| 1 | Project Director (Head) | Prof. Murzban Jal, Director, CES,IIE |
| 2 | Project Coordinator | Deepak Gaikwad, |
| 3 | Research Assistant | Rajkumar Wale |
| 4 | Research Investigator-1 | Shankar Kshirsagar |
| 5 | Research Investigator-2 | Sudhakar Baisane |
| 6 | Research Investigator-3 | Nagnath Adsule |
| 7 | Research Investigator-4 | Sudhir Karamale |
| 8 | Statistical Assistant, CES,IIE | Madan Dalvi |



Sitting R to L: Deepak P. Gaikwad (Project Coordinator), Prof. Manoj Kar (Faculty CES, IIE), Prof. Murzban Jal (Project Head & Director, CES, IIE), Madan Dalvi (Statistical Assistant, CES, IIE)

Standing L to R: Sudhir Karamale (Field Investigator), Parmeswar Jadhva (Project Staff, IIE), Nagnath Adsule (Field Investigator), Rajkumar Wale (Research Assistant)



Indian Institute of Education Pune



The Indian Institute of Education, Pune is a nationally and internationally renowned institute founded by the legendary educationist Padma Bhushan J.P. Naik (1907-1981), humanist, freedom fighter, polymath, encyclopedic thinker and socialist educationist. Recognized by the UNESCO alongside Rabindranath Tagore and Mahatma Gandhi as three pioneering educationists, J.P. Naik is also known as an institution maker. After his death, the mission of the Indian Institute of Education was taken by his wife Padma Shri Dr. Chitra Naik (1918-2010) who continued his philosophy of decolonization of knowledge with her praxis of challenging educational orthodoxy. Presently the institution is working on interdisciplinary aspects of social sciences. Health studies, minority studies, tribal studies and studies in inclusive education are the leitmotifs of teaching, research and pedagogy at the Indian Institute of Education.

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Social Audit of Mid Day Meal
Scheme

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