

**Monitoring Report on Implementation of MDM in the UT of Daman & Diu for
the period of 1st April 2011 to 30th September 2011
(District covered: Daman)**



Nodal Officer

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1. General Information

No.	Information	Details
1.	Name of the monitoring institute	The M. S. University of Baroda
2.	Period of the report	1 st April to 30 th September 2011
3.	Fund Released for the period	-
4.	No. of Districts allotted	1
5.	Districts' name	Daman
6.	Date of visit to the Districts / Schools	13 th to 25 th June, 2011 The Nodal Officer visited during 8 th to 9 th August.
7.	Total number of elementary schools (primary and upper primary to be counted separately) in the Districts	Primary: 34 Schools Upper Primary: 24 Schools
8.	Number of elementary schools monitored (primary and upper primary to be counted separately)	Primary: 19 Schools Upper Primary: 21 Schools
9.	Types of school visited	Out of total 40 visited schools there were 4 schools coming under the category of higher gender gap, 3 under the category of school with minimum 3 CWSN, 6 under civil work, 5 schools coming under the category of schools with drop out children, 4 schools coming under the category of schools having sizeable number of OoSC and which witness in-bound and out-bound seasonal migration, while all 21 middle schools were coming under the category of CAL schools.
a)	Special training centers (Residential)	N. A.
b)	Special training centers (Non Residential)	N. A.
c)	Schools in Urban Areas	N. A.
d)	School sanctioned with Civil Works	3
e)	School from NPEGEL Blocks	N. A.
f)	Schools having CWSN	12 (3 schools with criterion)

g)	School covered under CAL programme	All 21 Middle schools
h)	KGBVs	Nil
10.	Number of schools visited by Nodal Officer of the Monitoring Institute	10
11.	Whether the draft report has been shared with the SPO : YES / NO	Yes
12.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	
13.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes

Introduction:

In accordance with the constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE), and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Lok Jumbish (LJP) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme of Nutritional Support to Primary Education (MDM); District Primary Education Programme (DPEP).

The Scheme of SSA a national flagship programme, is being implemented in all districts of the country. The aim of SSA is to provide useful and relevant elementary education for all children in the 6-14 age groups by 2010. The scheme of SSA was launched in 2001. The goals of SSA are as follows:

- All 6-14 age children in school/EGS centre/Bridge Course by 2005.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.
- Focus on elementary education for satisfactory quality with emphasis on education for life.

The programme covers the entire country with special focus on educational needs of girls, scS/stS and other children in difficult circumstances. The programme seeks to open new schools in those places which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. A number of initiatives, including distribution of free textbooks, target these children under the programme. The SSA also seeks to provide computer education even in the rural areas.

Monitoring Institution:

Since quality is a major concern under the Sarva Shiksha Abhiyan, its monitoring is a priority. 41 Social Science Institutes of national stature have been given the work of Monitoring of Implementation of Sarva Shiksha Abhiyan (SSA) in States & UTs. In larger

States; more than one Institute have been assigned the task of Monitoring. These Monitoring Institutes (MIs) are required to make field visit and report on progress of SSA at the ground level every six months.

The MI is expected to cover 40 schools (Schools, STP centers, NPEGEL, KGBV) of the Districts allotted to them in a period of six months so that all districts are covered in a two-year period.

Methodology:

Research Method: Survey method of research was followed.

Population: All the government schools (there were 34 Primary and 24 Upper Primary (Middle) schools in the district), STP centers, KGBVs, and NPEGELs.

Sample: 40 government schools as per given criteria were visited. 19 Primary and 21 Middle schools visited. Out of total 40 visited schools there were 4 schools coming under the category of higher gender gap, 3 under the category of school with minimum 3 CWSN, 5 schools coming under the category of schools with drop out children, 4 schools coming under the category of schools having sizeable number of OoSC and which witness in-bound and out-bound seasonal migration, while all 21 middle schools were coming under the category of CAL schools.

Data Collection: Data was personally collected by MI by visiting each school. Best effort was made to make a surprise visit without informing the school authorities. All the information required in the tool was collected by checking the records, through critical observation, discussing with the teachers, asking children, parents if they were available. Data was also collected from the CRCCs and BRCCs, DPO and SPO. Continuous follow up was done to collect data from the DPO and SPO.

Data Analysis: The collected data was compiled and analyzed quantitatively and content analysis was done wherever required. Frequency and percentage was calculated. Data was also described wherever required.

Schedule:

1st June to 12th June: Staff members were called up for training.

12th June: 7 Field Investigators and the Research Associate left for Daman district.

13th to 15th June: Field Investigators were sent to different schools of Daman district for pilot study as a part of training.

16th to 25th June: Monitoring of Daman district was in progress.

26th to 27th June: Compilation work was completed.

8th to 9th August the Nodal Officer visited 10 schools in Daman district.

Introduction:

Daman was discovered in 1523 by Diogo-de-Melo, who was heading towards Ormuz but was caught in a violent storm and his boat was blown towards the coast of Daman. Soon after it was settled as a Portuguese colony and remained so for over 400 years. Daman was occupied by the [Portuguese](#) in 1531, and was formally ceded to [Portugal](#) in 1539 by the [Sultan of Gujarat](#). It remained a [Portuguese colonial possession](#) until it was [annexed by Indian forces on 19 December 1961](#). From 1961-87, it was a part of the union territory of [Goa, Daman and Diu](#). In 1987, it became a part of the newly formed [union territory of Daman and Diu](#). Daman district is one of the two districts of the [union territory of Daman and Diu](#) on the western coast of [India](#), surrounded by [Valsad District](#) of [Gujarat](#) state on the north, east and south and the Arabian Sea to the west. Daman lies at the mouth of the [Daman Ganga River](#). The Damanganga river divides the town into the Moti Daman in the south and the Nani Daman in the north rises from the Sahyadri hills. A larger fort was built in Motidaman in the 16th century to guard against the Mughals who ruled the area until the Portuguese arrived. It still stands today, most of it preserved in its original form. Daman, along with neighboring Vapi, Bilimora and Silvassa form an important manufacturing hub. A variety of products like pesticides, chemicals, fertilizers, toys, electronics, dyes, printing ink, windmills, plastics, etc. are manufactured here. People enjoy a modest quality of life here as Daman has a number of reputed hospitals, schools and other public institutions. Educated and well qualified people from all over India migrate here in search of work. Daman is well-connected to other parts of India primarily through NH-8. The neighboring city Vapi (located 12 kilometres (7.5 mi) from Daman) is connected to the Indian rail network.



The district has an area of 72 km², and a population of 113,949 (2001 census), which increased 83% between 1991 and 2001.


As of 2001 India census, Daman had a population of 35,743. Males constitute 53% of the population and females 47%. Daman has an average literacy rate of 76%, higher than the national average of 64.84%: male literacy is 81% and female literacy is 70%. In Daman, 12% of the population is under 6 years of age.

Most of the population in Daman consists of skilled and educated migrant workers (from all over India) who reside in Daman for a period of around 4 to 5 years. The local population consists of mostly fishermen called Tandels in Gujarati. The major part of the population is a mixture of Hindus, Muslims and Christians, with Hindus being dominant in number. There has never been any communal violence reported in this area.

3. District Level Half Yearly Monitoring Report on MDM

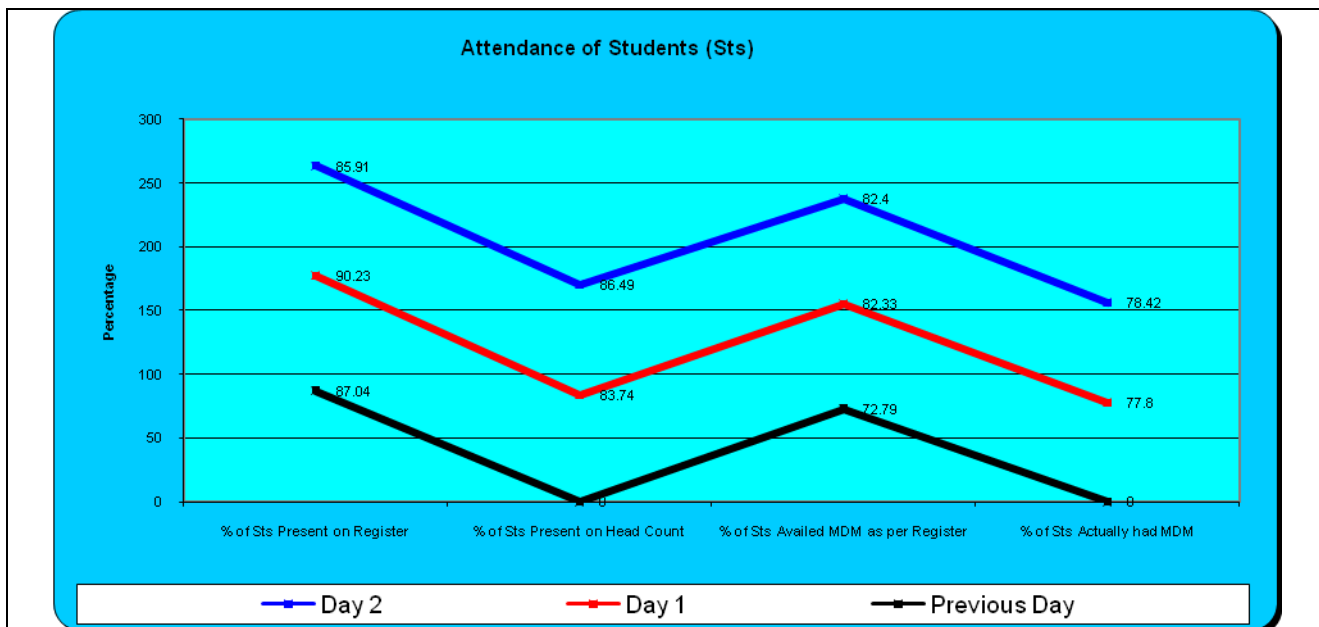
3.1	Name of the District	Daman
3.2	Date of visit to the District/EGS/Schools	Visit made by the Research Associate & Field Investigators during 15 th to 25 th June. Visit made by the Nodal Officer to 10 schools during 8th to 9th August.
3.3	Number of Schools Visited	There were total 58 schools in Daman district from which 40 were visited.

1. Regularity in supply of hot cooked meal:

a) Regularity in Serving MDM	
i. Percentage of Schools serving hot cooked meal regularly.	The MDM was prepared in the school. Hot MDM was served in all the 40 schools on both the days of visit. The MDM was served on time in all the schools. As reported by the teachers nutri candy was not given to children.
 <p>Good quality MDM served</p>	
ii. If hot cooked meal is not served regularly, reasons thereof.	N.A.
iii. Is there any prescribed norm for consideration for irregularity -in serving MDM	N.A.
iv. Quality and quantity of meal in the opinion of teachers, students or SMC members and any problems to children in serving MDM.	The quality of MDM was good in all the school. All the students were served the meal as many times they wished to have. However; there was problem of space in most schools. The children used to stand and have, or take meal in the classroom.



<p>i. Number of children enrolled in schools</p>	<p>The total number of students enrolled in 40 schools was 5241 (2734+2507). The total number of children present on record on previous day was 4562 (2261+2301) (i.e.; 87.04%). The total number of children present on record on day 1 was 4729 (2570+2154) (i.e.; 90.23%), while that present on head count was 4389 (2288+2101) (i.e.; 83.74%). The total number of children present on record on day 2 was 4503 (2342+2161) (i.e.; 85.91%), while that present on head count was 4533 (2254+2279) (i.e.; 86.49%). The total number of children present after MDM on day 1 was 4389 (2288+2101), while on day 2 was 4533 (2254+2279) which was exactly same as that of head count before MDM.</p>
<p>ii. Number of children availed MDM as per MDM register</p>	<p>The MDM register was available in all schools. The total number of students availed MDM as per MDM register on one day before the day of visit were 3815 (i.e.; 72.79%), on day 1 of visit were 4315 (i.e.; 82.33%), while that on day 2 of visit were 4319 (i.e.; 82.40%). However; the total number of children opted for MDM on day 1 was 4376, while that on day 2 was 4425.</p>
<p>iii. Number of children availed MDM on the day of visit</p>	<p>Total number of children actually availed MDM on day 1 of visit were 4078 (i.e.; 77.80%), while that on day 2 of visit were 4110 (i.e.; 78.42%).</p>
<p>iv. Number of children availed MDM on the previous day of visit</p>	<p>The total number of students availed MDM as per MDM register on one day before the day of visit was 3815 (i.e.; 72.79%).</p>



2. Regularity in supply of Food grain:

<p>(i) Is school/implementing agency receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	<p>All schools received food grain regularly. For the current month it was yet to be distributed, as the schools had just re-opened after the summer vacation. However; previous year's stock was maintained in the schools.</p>
<p>ii. Is the quality of food grain FAQ?</p>	<p>The quality of food grains was good in all the schools.</p>



Good quality of food grains, pulses, condiments and fruits

iii. Is buffer stock of one-month's requirement maintained?

Buffer stock of one-month's requirement was maintained in all schools.



Stock for MDM

iv. Is the food grains delivered at the school?

The food grains were delivered at all the schools. The vegetables and fruits were also delivered daily in all the schools.



Fruits delivered at the schools

3. Payment of Cost of food grain to FCI:

The cooking materials were provided at the schools.

a) Enabling conditions: -	
i. Is payment of cost of food grain to FCI made monthly? Which the stipulated time?	-
ii. Has payment of cost of food grain to FCI made for the previous month?	-
iii. Reasons for irregular payment, if any	N.A.

4. Regularity in Delivering Cooking Cost at the school level:

The cooking materials were provided at the schools.

i. Number of schools /implementing agency receiving cooking cost in advance regularly?	-
ii. If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	There was a delay in delivering the cooking materials for two weeks as the schools had just re open after the summer vacation
iii. In case of delay, how school/ implementing agency manages to ensure that there is no disruption in the feeding programme?	The schools managed with the available stock of rice, beans and pulses.
iv. Is cooking cost paid by Cash or through banking channel?	N. A.

5. Social Equity:

a) In the classroom:	
i. Sitting arrangement for the children during serving of MDM.	The seating arrangement was together, in small groups. The seating arrangement was in





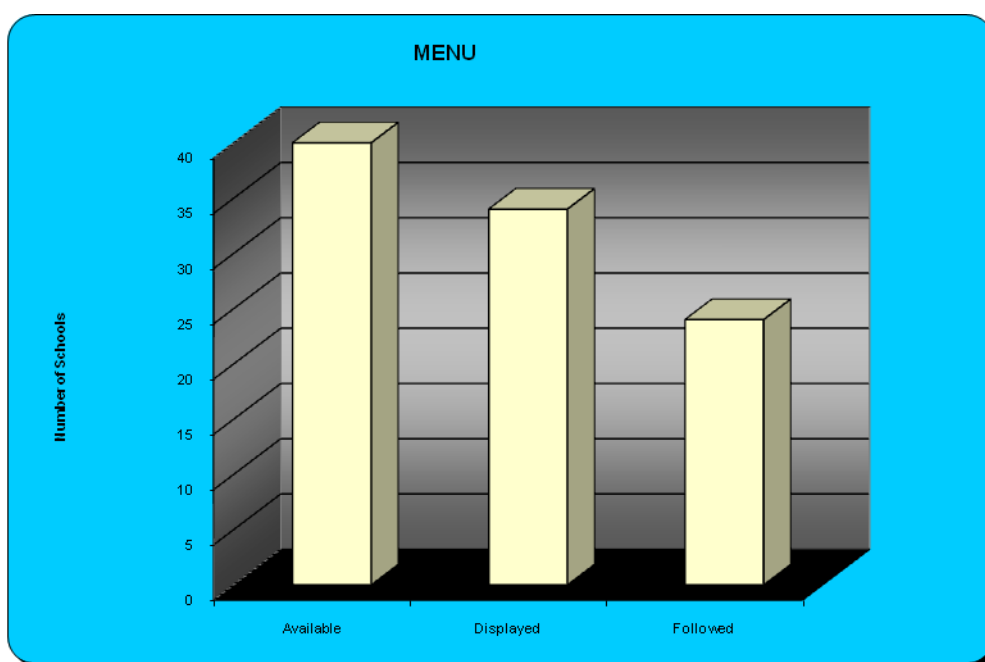
Seating and Serving arrangement

ii. Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangement?

6. Menu:

i. Number of schools where menu is displayed on the wall and noticeable

The menu was available in all the schools. The menu was displayed in 34 schools. In 24 schools the MDM was prepared as per the menu.



ii. Who decides the menu	The menu was decided by the MDM Collector.
iii. Does daily menu includes rice/wheat, pulses (dal) and vegetable	Yes, the daily menu included rice/wheat, pulses (dal) and green vegetable. The daily menu also included seasonal fruits like; banana. During the period of monitoring banana was served on alternate days. Following table depicts the weekly menu:

DAY	MENU
MONDAY	Rice + Dal + Potato-Tomato-Onion Sabji
TUESDAY	Khichdi + Sprouted Chana Sabji
WEDNESDAY	Mix Veg. Pulao (Vatana, Gajar,Carli Flower,Carrot, frenchbean) + salad (cabbage, onion,tomato)
THURSDAY	Rice + Duddhi-Chanada Sabji
FRIDAY	Rice + Dal + Sprouted Mong Sabji
SATURDAY	Lapsi + Potato-brinjal-tomato Sabji Potato Poha

DAY	ITEMS
MON	KHICHDI
TUE	DAL-RICE
WED	KHICHDI / VEGE
THU	DAL RICE
FRI	KHICHDI/VEGE
SAT	LAPSI

INF.-YEAR - 2010-11



Menu displayed on the notice board. MDM served as per the menu. Fruits served in the MDM.

iv. Number of schools where variety of foods is served daily	In all schools there was variety in the served meal.
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Green vegetables in MDM. Salad served in MDM

v. Number of schools where same food is served daily	No
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7. Community Mobilization:

i. Familiarity level of the SMC members with their roles and responsibilities and eligibility and entitlement of children as notified by the State Government.	-
ii. Number of schools where there is a roaster of parents for daily monitoring and supervision of MDMS	In 14 schools the roaster was maintained for monitoring and supervision of MDM by the parents.
iii. Number of members received training regarding MDMS and its monitoring	No
iv. Frequency of SMCs meetings held and issues related to MDMS discussed.	During the previous year; in 4 schools (School no. 12, 13, 29, 30; i.e.; GPS and GMS Bharwadfalia, GPS Khariwadi and GPS Kharawad) it was reported that the SMC meetings were held to discuss about MDM.
v. Frequency monitoring and cooking and serving MDMS by SMC members	For the previous academic year; in 2 schools (School no. 12, 30) it was reported that the meetings were held once in a year, while in 2 schools (School no. 13, 29) it was held once in 2 months. It was reported by the SMC members that meetings were held on stock and quality of MDM.
vi. Contribution made by the community for MDMS	-
vi. Extent of participation by SMC/PTA/MTA/PRI/Urban local bodies	The extent of participation by SMC was reported to be good in these schools.

8. MIS

i. Number of schools where MDM register is in place and maintained	MDM register was maintained in all 40 schools.
ii. Whether any training on maintaining MDM information is imparted to the teacher/head teacher?	No
iii. What is Mechanism of flow of Information from school to district and onwards	-
iv. What is the prevalent MIS System?	-
v. What is the interval of furnishing information from School to Block and onwards?	-

9. Financial Management:

It was managed by the district.

i. Nature of financial records and registers maintained at the implementing agency level.	N. A.
ii. Mode of transfer of fund to the implementing agency level from the state or district levels.	N. A.
iii. Type of account maintained and System for the withdrawal of fund from the SMC/VEC account.	N. A.
iv. If the proposals for expenditure and expenditure statements are shared with the community. If yes, is there any instance of community expressing objection/reservation about any transaction?	N. A.

10. School Health Programme

i. Who Number of schools where school Health Card maintained for each child? administrators these medicines and at what frequency where MDM register is in place and maintained	The school health cards were maintained for each child in all schools.
ii. What is the frequency of health check-up?	As reported by the school authorities; in 20 schools the medicines were administered twice in a year, in 9 schools it was administered once in a year, in 4 schools it was reported that it was administered thrice in a year, in 3 schools it was reported that the frequency of health check up was four times in a year, in 2 schools it was 2 times in a month, in 1 school it was 3-4 times in a month, while in 1 school it was reported that it was not certain.
iii. Number of children given Vitamin A	In 33 schools it was reported that the children were given micro nutrients.
iv. Number of children given IFA Tablets	In 33 schools it was reported that the children were given micro nutrients.
v. Number of children given de-worming tablets.	In 33 schools it was reported that the children were given micro nutrients.
vi. Who administers these medicines?	The nearby PHC and the medical team send by SSA used to administer the medicines.
vii. Number of school where iodized salt is used	
viii. Number of schools where children wash their hand before and after eating	In 36 schools [except in School no. 16, 17, 25, 30; i.e.; GPS and GMS Kathiria, GMS Nani Daman (E), GPS Kharawad] the children washed their hands before and after having meal.



Students washing hands before and after MDM.

11. Status of Cook cum Helpers

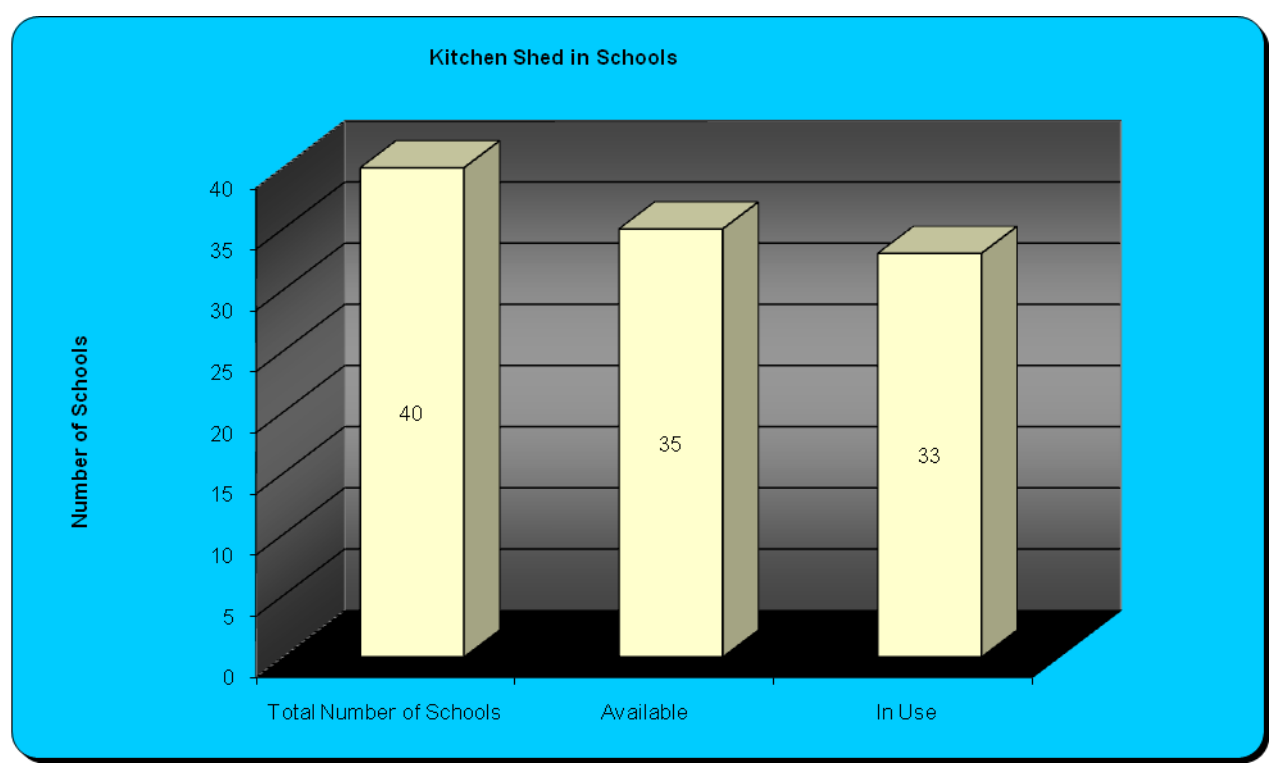
i. Number of school where cook cum helpers are engaged as per the norm of GOI or State Govt.	Yes
ii. Who engages cook cum helpers in these schools	The cooks cum helpers were appointed by the District Project Office.
iii. Number of schools served by centralized kitchen	No.
iv. Number of schools where SHG is involved	No
v. What is remuneration paid to Cook cum helpers, mode of payment and intervals of payment?	It was 1000 rupees fixed remuneration. The remuneration was not paid regularly. During interaction with the cook cum helpers, they all complained about the remuneration which was unsatisfactory, paid in installment and irregular in payment. The mode of the payment was through bank.
vi. Social Composition of cooks cum helpers? (SC/ST/OBC/Minority/others)	There were total 87 cook cum helper in 40 schools. 24 belonged to ST caste, 2 to general category, while 61 were OBC.



The cook cum helpers. The Nodal interacting with the cook cum helpers in GMS Kathiria

12. Infrastructure

<p>i. Number of school where pucca Kitchen cum Stores is available and in use</p>	<p>In 35 schools the pucca kitchen shed was available and in use. In rest 5 schools the MDM was cooked in other spare classrooms. Out of these 5 schools; in 2 schools (Dhabel GPS & GMS running in same building at different shifts) there was a MDM shed but it was not utilized since many years due to the improper location of it. In 1 school (School no. 37, Dunetha GMS) the kitchen shed was in use however; it needed repair as the roof and the floor both were in wrecked condition. The food grains were stored in kitchen shed, spare classrooms and headmaster's office.</p>
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<p>ii. Number of schools where pucca kitchen cum store is not available</p>	<p>No</p>
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Other facilities like mixer grinder, and storage utensils.



13. Staffing

i. Number of staff engaged at district level for management and monitoring of MDMS	-
ii. Number of staff engaged at block level for management and monitoring of MDMS	-
iii. Is there any district level task force constituted	-

14. Monitoring

i. How many district level steering cum monitoring committee meeting held in current financial year	Yes. The monitoring was regular it varied from schools to schools. It was 1-8 times in a year.
ii. How many state level steering cum monitoring committee meeting held in the current financial year	By DPO and the ADEI.

Positive points:

1. All children had the meal and liked the taste.
2. Both quality and quantity of MDM was good.
3. Seasonal fruits served to children.
4. Children usually not involved in serving the meal.
5. There was active involvement of teachers in monitoring the MDM programme especially observed in Primary schools.