

Second Half Yearly Monitoring Report of  
Centre for Development Studies on  
**MDM** for the State of **Kerala** for the  
period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

**DISTRICTS COVERED**

Kollam,  
Kottayam,  
Kozhikode and  
Thiruvananthapuram



# *Contents*

Section	Title	Page
	Preface	3
I	General information	5
II	MDM Summary report on four districts	7
III	Consolidated report on Kollam district	12
IV	Consolidated report on Kottayam district	21
V	Consolidated report on Kozhicode district	30
VI	Consolidated report on Thiruvananthapuram district	39

# Preface

The school lunch programme has been in operation in different parts of India since 1925. However its coverage has been limited. It has covered only a small portion of the poor children in several states. The total coverage has been about 13 million children in the country in 1978. This has increased to 17 million by the end of 1983. Further there has been no uniformity in organization of school lunch in most of the states. In some states the programme has been limited to certain districts. The school lunch programme has been initiated in Kerala in 1941. The operation of this scheme has spread to all schools by the year 1961-62. Under the scheme, rice or wheat kanji has been given to the children at noon.

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 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 second in the series of MDM reports during the period 2010-12. This MDM report relates to the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011.

This report is based on the study of MDM along with the SSA in four districts, viz., Kollam, Kottayam, Kozhikode and Thiruvananthapuram. Field visits have been undertaken in these districts. The schools have been selected on random basis. This report consists of five sections. The first section gives general information about the study. The second section presents a consolidated report on four districts. The subsequent sections put forth consolidated reports relating to each of the four districts considered for this study.

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 four districts, viz., Kollam, Kottayam, Kozhikode and Thiruvananthapuram.

All staff in the District Project Offices including the Programme Officers has been very kind and cooperative. In particular I am thankful to Smt. P. Gouri, DPO, Kozhikode District, Sri. Sridharan Nair, former DPO, Kollam District, Sri. Georgekutty, DPO(i/c), Kollam District, Smt. Mary Jothibai, DPO, Thiruvananthapuram District and Smt. K. Ambujakshi, DPO, Kottayam District. I am also thankful to the BPOs and Trainers in these districts who have been helpful to me in more than one ways. Some of them have accompanied me to the schools and home-based education centres. Some of them very patiently explained to me in detail the kind of works that the BRCs have done in recent years.

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

Second Half Yearly Monitoring Report of  
**Centre for Development Studies on**  
**MDM for the State of Kerala**  
for the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

**1. General Information**

Sl. No.	Information	Details			
1.	Period of the report	1 <sup>st</sup> April 2011 to 30 <sup>th</sup> Sept. 2011			
2.	No. of Districts allotted	Four			
3.	Districts' name	Kollam Kottayam, Kozhicode and Thiruvananthapuram			
4.	Month of visit to the Districts / Schools (Information is to be given district wise i.e District 1, District 2, District 3 etc)	Kollam = June, August Kottayam = July Kozhicode = September Thiruvananthapuram = June			
5.	Total number of elementary schools (primary (LP) and upper primary (UP) to be counted separately) in the Districts Covered by MI (Information is to be given district wise i.e Dist. 1, Dist. 2, Dist.3 etc.)		LP	UP	
		Kollam =	630	239	
		Kottayam =	641	198	
		Kozhicode =	1014	418	
		Thiruvananthapuram =	482	422	
6.	Number of elementary schools monitored (primary and upper primary to be counted separately) Information is to be given for district wise i.e Dist 1, Dist 2, District 3 etc)		LP	UP	
		Kollam =	22	18	
		Kottayam =	24	16	
		Kozhicode =	21	19	
		Thiruvananthapuram =	25	16	
7.	Types of school visited	The sample was randomly selected. Its distribution is as follows:			
		Kollam	Kottayam	Kozhicode	Thiruvananthapuram
a)	Special training centers (Residential)	Not applicable			
b)	Special training centers (Non Residential)	Not applicable			
c)	Schools in Urban Areas	15	17	16	12
d)	School sanctioned with Civil Works	28	18	32	26
e)	School from NPEGEL Blocks	Not applicable			
f)	Schools having CWSN	32	34	29	31
g)	School covered under CAL programme	40	40	40	40
h)	KGBVs	Not applicable			
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	20	24	26	22

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

The Education Secretary, 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 Primary Education in the state.

## 13. Selection Criteria for Schools

Since the educational achievement of the state is very good with almost hundred percent enrolment in Primary Education, 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 four 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 most of the schools.

# MDM Summary Report for the districts of Kollam, Kottayam, Kozhicode and Thiruvananthapuram in Kerala for the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

## **1. REGULARITY IN SERVING MEAL:**

All schools have given hot cooked meal to their students without much interruption during the course of the last school academic year.

## **2. TRENDS:**

The extent of variation between the enrolment and the number of children opted for MDM, the extent of variation between the number of children attended school on the day of visit and the number of children actually availed meals and the extent of variation between the number of children availing MDM as per MDM register and the number of children availed MDM on the previous day are ignorable.

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 receive 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 good. 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. 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 PTA 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.

#### **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 school meal consists of cooked rice plus a curry plus a side dish. 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.

#### **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) and de-worming medicine from them. Further no school maintains Health Card for its children.

## **10. STATUS OF COOKS:**

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. It is learned from the cook-cum-helpers that they are paid regularly.

Most of the cook-cum-helpers are from backward classes; some of them are from scheduled classes and a few are from the minority communities. Most of the cook-cum-helpers is women.

## **11. INFRASTRUCTURE:**

No school has a pucca kitchen shed-cum-store. On the other hand, most of the schools have separate good kitchen 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.

## **16. SAFETY & HYGIENE:**

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. They are also instructed to conserve water.

## **17. COMMUNITY PARTICIPATION AND AWARENESS:**

### **Community participation**

All schools have good relation with the local government and the local community. The members of the Executive Body of the PTA (parent members) visit the school every day to monitor 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 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) 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) 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.

## **19. IMPACT**

After the introduction of MDM programme, there is improvement in the students' daily attendance. 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**

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. There are many other problems faced by the schools. It will be good to experiment centralized kitchen at the block level to find out whether it would be better than the present one.

# Consolidated MDM Report for the district of Kollam in Kerala for the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

## Introduction

Kollam district has a total area of about 2518 sq.kms which is spread over 83.7kms from north to south and 73.5kms east-west direction. It has a costal line of 37.3 kms. The total forest area in this district is 81428 hectares. Kollam has a rich range of high lands, valuable coastal area and beautiful plains in between. About 63 percent of the total land is low land and about 14 percent is high land. The remaining is the midland area. The highest place in Kollam district is Karimalai in Kadakkal which has a highest of 1759 mts. The major rivers in this district are Kallada and Ithikkara. The district has a tropical humid climate with an oppressive summer plentiful seasonal rainfall.

About 82% of the people are living in village areas and the remaining are in urban areas. Majority of the working community are in the field of agriculture. Density of population in the district is 1037. Per capital income is about 18426. The district has a prominent place in the field of agriculture. About 70% of the total work force is engaged in agriculture. Traditional industries, such as cashew, coir, handloom, clay and wood based industries in this district are facing a lot of challenges from the growth of modern industries. Kollam district rank first in the live stock wealth in the state. Dairy farming is fairly well developed. Kollam is an important maritime district of the state with a coast line of 37kms. Fishing has a prominent place in the economy of the district.

The district has 5 Taluks divided into 13 Blocks. There are 104 villages. Total number of Panchayaths is 71. There are 1226 panchayath wards. The district has a Corporation and 2 Municipalities. It is considered as one Educational Revenue District having 3 Educational Districts. There are 12 educational sub districts though there are 13 Blocks. This section summarizes the major findings of the study conducted in district of Kollam in Kerala during the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011.

## Mid-Day Meal Scheme

### 1. REGULARITY IN SERVING MEAL:

All schools have given hot cooked meal to their students without much interruption during the course of the last school academic year. There has been interruption only at the beginning of that school year. The schools have commenced the MDM programme only after the official enrolment verification on the 6<sup>th</sup> 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. Similarly MDM is not served to children during the annual examinations at the end of the school year.

### 2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2357
ii.	No. of children opted for Mid Day Meal	2341
iii.	No. of children attending the school on the day of visit	2342
iv.	No. of children availing MDM as per MDM Register	2332
v.	No. of children actually availing MDM on the day of visit	2321
vi.	No. of children availed MDM on the previous day	2320

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

### **3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:**

All heads of the schools and other teachers have reported that the schools receive 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 Mavali 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 account of the PTA of the schools. 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 PTA 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.

All 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. Many schools have plantain trees near the kitchen. Some schools are cultivating tapioca in the school campus. The schools say that the yield from the garden is 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) 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 is as follows: about 64 percent of the cooks cum helpers are from backward classes; about 28 percent of them are from scheduled classes and the remaining from the minority communities. Almost 99 percent of the cook-cum-helpers is women and is above 50 years of age.

#### **11. INFRASTRUCTURE:**

No school has a pucca kitchen shed-cum-store. On the other hand, about 72 percent of the schools have separate good kitchen and they store the grains in a room in the school building. The remaining schools have temporary sheds for cooking. 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.

#### **16. SAFETY & HYGIENE:**

The cooking is quite safe and hygiene in all schools. However, about 35 percent of the schools have constructed the new toilets very close to the cooking shed. 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**

All schools have good relation with the local government and the local community. The parents of the children in the school are members of the Parents and Teachers Association (PTA). The executive body of PTA is 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.

## **The data comes from schools in Kollam District**

Govt. Primary School, Peringalam, Pattamthuruthu.  
Govt. High School, Panayil, Perinad  
Govt. Higher Secondary School, Panmanamanayil, Panmana.  
Govt. Higher Secondary School, Paravoor, South Paravoor.  
Govt. Vocational Higher Secondary School, Eravipuram, Thattamala.  
Govt. High School, Keralapuram, Chandranathoppe.  
Govt. High School, Chithara  
Govt.HSS, Ayyancoikkal, Koivila.  
Govt.High School, Azheekkal, Karunagappally  
CVKM High School, East Kallada  
St. Joseph's Primary School, Padappakara.  
SNV Girls UP School, Paravoor.  
Vimala Hridaya Girls High school, Pattathanam.  
Govt. High School, Oachira, Ochira  
Govt. Higher Secondary School, Pallimon  
Govt.High School, Bhoothakkulam.  
Govt.High School for Girls, Chavara, Karunagappally  
Govt. High School, Chirakkara.  
Govt. Higher Secondary School, Perinad, Chemmakkadu.  
High School, Peringalam, Pattamthuruthu,  
MSM Higher Secondary School, Chathinamkulam, Chandanathoppe  
Higher Secondary School, Chempakasserry, Bhoothakulam.  
Craven LMS High School, Kollam  
Govt. Higher Secondary School, Koickal, Kilikolloor.  
Govt. Higher Secondary School, Kulasekharapuram, Chandanathoppe.  
Govt. Higher Secondary School, Nedungolam, Chathannur  
MT Primary School, Kundara East.  
Govt. Primary School, Edathara, Pathirikkal  
MM Primary School, Uppoodu, East Kallada.  
Clappana SV HSS Clappana  
Govt. Primary School, Oachira.  
Govt. Primary School, Paravoor South Paravoor  
Govt. Primary School, Avaneeswaram, Kunnicode  
Govt. Primary School, Nedumpara, Kalduruttu  
TEM Primary School, Mylode.  
Govt. UP. School, Perinad, Chemmakkadu.  
Pattazhi HSS Pattazhi - 691 522  
Pooyappally HS Pooyappally - 691 537  
Govt. Primary School, Vakkanad, Kottarakkara  
Govt. Primary school, Achancovil, Pathanapuram  
Govt. U.P school, Anchal

# Consolidated Report for the districts of Kottayam in Kerala for the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

Kottayam district has a history in educational progress with the arrival of Christian missionaries in the 19<sup>th</sup> century. The foundation of Schools and colleges in the district was initiated by the Christian missionaries. The missionaries also started printing process in Kottayam. Now the district capital remains the printing capital of the state. All the famous News papers and publishing houses in the state have their officers here. The dailies like Malayala Manorama, Mathrubhumi, Kerala Kadumudi, Deepika and Deshabhimani are published from Kottayam. Further reputed publications like the Week and Bhashaposhini are also based at Kottayam.

The district has a distinctive position in the economy of Kerala. The two main factors behind this unique position are the rubber and professional education. The two best products of Kerala highly demanded across the world are its manpower and rubber. These are produced best and most in this district.

Total area of the district is about 2203 sq.kms. Total forest area of the district is about 8141 hectares. The section summarizes the major findings of the study conducted in the district of Kottayam in Kerala during the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011.

## **Mid-Day Meal Scheme**

### **1. REGULARITY IN SERVING MEAL:**

There has been no interruption in providing hot cooked meal to all willing students in all schools during the course of the last school year. The only problem is that the

schools have commenced the MDM programme only after the official verification of school enrolment on the 6<sup>th</sup> working day of the school year. In other words, the MDM programme starts only after about five days of reopening of the school. Similarly MDM is not served to children during the annual examinations at the end of the school year.

## 2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2549
ii.	No. of children opted for Mid Day Meal	2501
iii.	No. of children attending the school on the day of visit	2492
iv.	No. of children availing MDM as per MDM Register	2472
v.	No. of children actually availing MDM on the day of visit	2469
vi.	No. of children availed MDM on the previous day	2470

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

## 3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL

The head teachers of the sample schools say that the schools receive food grains regularly. There is no delay in getting the food grains. All the schools visited in this district are found to maintain buffer stock of about one-month's requirement of food grains.

The schools are satisfied with the quality of food grains. They have no complaint about the quality of the food grains.

The head teacher or the concerned teacher visits the Mavali 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 transferred into the bank account of the PTA of the schools. It is observed that the schools in this district have received the first installment in the month of August this year. That is to say the delay is about two months.

All 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 PTA 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 suggestions and comments of the members of the VEC are also taken into consideration while giving final shape to the menu.

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.

The school lunch consists of cooked rice plus a curry plus a side dish. Cooked Rice is the major item in the school meal served every day. The curry may be dhal curry or rasam or curd curry. These are given on alternative days. 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. The balance of the boiled milk is kept for preparing curd for the next day.

All 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. Many schools have plantain trees near the kitchen. Some schools are cultivating tapioca in the school campus. The schools say that the yield from the garden is 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) 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 Kottayam district is as follows: about 52 percent of the cooks cum helpers are from backward classes; about 22 percent of them are from scheduled classes and the remaining from the minority communities. About 96 percent of the cook-cum-helpers is women. Their average age is 52 years.

#### **11. INFRASTRUCTURE:**

No school has a pucca kitchen shed-cum-store room. On the other hand, about 89 percent of the schools have separate good kitchen and they store the grains in a room in the school building. The remaining schools have temporary sheds for cooking. All schools have potable water for cooking and drinking purposes. All cooks have said that adequate utensils are available for cooking food. Some cooks have asked for a mixie or grinder. Only firewood is used in cooking in all schools. Some schools have LPG gas stove. Since it is small, it is used for boiling milk only.

#### **16. SAFETY & HYGIENE:**

The cooking is quite safe and hygiene in all schools. However, about 27 percent of the schools have constructed the new toilets very close to the cooking shed. The distance between the cooking shed and the toilets is just about 11 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**

All schools have good relation with the local government and the local community. The parents of the children in the school are members of the Parents and Teachers Association (PTA). The executive body of PTA is 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 presidents 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 AEOs and the noon meal officer from the office of the Deputy Director of school education in Kottayam district. Some of the visiting officials have recorded their observations. Some of these observations relate to repairing the kitchen shed.

### **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 94 percent at present.

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.

With the cooperation and active involvement of the parents and the members of the VEC and PRI, the MDM scheme is functioning very well and smoothly.

**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.

*The sample of Schools for the study in Kottayam District:*

Govt. LPS, Changanacherry, Changanacherry P.O.  
Govt. LPS Malakunnam P.O. Kurichy Madappally,  
Govt. U.P School, Madappally Madappally P.O.  
B.T.K. High School, Fathimapuram, Fathimapuram P.O.  
Govt. UP School, K.S. Mangalam, Kulasekharamangalam P.O.  
Govt. H.W. UPSchool, Nerekadavu, Udayanapuram P.O.  
Govt. UP School, Eravinellur P.O.  
Govt. LP. School, Kuzhimattom, Kuzhimattom P.O.  
Govt. High School, Nattakom, Nattakom P.O.  
B.T.K. High School, Fathimapuram, Fathimapuram P.O.  
Govt. UP School, K.S. Mangalam, Kulasekharamangalam P.O.  
Govt. H.W. UPSchool, Nerekadavu, Udayanapuram P.O.  
B.T.K. LP. School, Fathimapuram, Fathimapuram P.O.  
L.P. School, Elamkavu, Ithithanam, Malakunnam P.O.  
S.A.L.P.School, Kanichukulam, Mammoodu P.O.  
Govt. LP.School, Parampuzha, Parampuzha P.O.  
Govt. LP. Boys School, Kidangoor, Kidangoor P.O.  
Govt. UP Girls' School, Kidangoor South P.O.  
Govt. UP. School, Onamthuruth P.O.  
Govt. High School, Pirayar, Kidangoor P.O.  
Govt. H.W. High School, Polassery, Vaikom P.O.  
Govt. LPS Marangad, Pariyaram P.O.  
Govt. LP School, Thrikodithanam, Thrikodithanam P.O.  
Government School, Vakathanam, Vakathanam P.O.  
Govt. UP School, Kadamanchira, Thrikodithanam P.O.  
Govt. LPS Kurumpandom, Perumpanachi P.O.  
Govt. High School, Sreekantamangalam, Sreekantamangalam P.O.  
St. Sebastian's LP.School, Chanjodi, Kottamuri P.O. Changanacherry  
J.M. LP. School Changanacherry, Changanacherry P.O.  
Govt. High School, T.V. Puram, T.V. Puram P.O.  
Govt. M. LPS, Paippad, Pallikachirakavala P.O.  
Govt. H.W. LP School, Thottakkad, Umpidy P.O.  
Govt. LPS Kollad, Kollad P.O.  
Govt. Town UPS Kottayam P.O.  
LP.School, Malakunnam P.O.  
C.M.S. L.P. School, Kadamury, Vakathanam P.O.  
St. Sebastian's L.P. School, Chanjodi, Kottamuri P.O.  
J.M. L.P.School, Changanacherry, Changanacherry P.O.  
St. James UPSchool Changanacherry P.O.  
C.M.S. LP. School, Ezhuvanathanam, Umpidy P.O.

# Consolidated MDM Report for the district of Kozhikode in Kerala for the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

## **Introduction**

This section discusses findings of the study conducted in Kozhikode. The district has three distinct regions – the Sandy belt, the rocky highlands formed by the hilly portion of the Western Ghats and laterite midland. The total area of the district is 2344 Sq.kms. The coastal length of the district is about 80 kms. While the highland region accounts for about 30 per cent, the low land region accounts for about 16 per cent of the total area. The district has one City Corporation, two municipalities, three taluks and 117 villages.

## **Mid-Day Meal Scheme**

### **1. REGULARITY IN SERVING MEAL:**

All schools have given hot cooked meal to their students without much interruption during the course of the last school academic year. There has been interruption only at the beginning of that school year. The schools have commenced the MDM programme only after the official enrolment verification on the 6<sup>th</sup> 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. Similarly MDM is not served to children during the annual examinations at the end of the school year.

## 2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2789
ii.	No. of children opted for Mid Day Meal	2739
iii.	No. of children attending the school on the day of visit	2711
iv.	No. of children availing MDM as per MDM Register	2708
v.	No. of children actually availing MDM on the day of visit	2699
vi.	No. of children availed MDM on the previous day	2704

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

## 3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

All heads of the schools and other teachers have reported that the schools receive 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 about the quality of food grains. The head teacher or the concerned teacher visits the Mavali 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 account of the PTA of the schools. 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 PTA 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 given on alternative days. 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.

All 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. Many schools have plantain trees near the kitchen. Some schools



are cultivating tapioca in the school campus. The schools say that the yield from the garden is 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) 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 is as follows: about 69 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. More than 75 percent of the cook-cum-helpers is women. They are above 50 years of age.

#### **11. INFRASTRUCTURE:**

Two schools have pucca kitchen-cum-store room. In the other cases, about 91 percent of the schools have separate good kitchen. But they store the grains in a room in the school building. The remaining schools have temporary sheds for cooking. All schools have potable water for cooking and drinking purposes. All schools have adequate utensils for cooking food. Firewood is the main fuel used in cooking. In addition, some schools have LPG gas stove. This is used for boiling milk only.

#### **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. Fire extinguisher is available in many schools.

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 have good relation with the local government and the local community. The parents of the children in the school are members of the Parents and Teachers Association (PTA). The executive body of PTA is 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. Further, the gas connection and the gas stove are contributed by the village panchayats.

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**

Since the SSA has conducted many awareness programmes for the parents, the community leaders and the members of Local Governments, the community around the school are fully aware of all activities going on in the school. The parents, the members of the Village Education Committees and the members of Local Self Governments (Panchayats and Municipalities) whom we have contacted 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 has been inspected by the AEOs and the Noon Meal Officers at the district level. Some of the visiting officials have recorded their observations. Some of these observations relate to appreciation of the quality of the food given in the school.

## **19. IMPACT**

After the introduction of MDM programme, there is remarkable improvement in the students' daily attendance. The students are regular in attendance. Only for valid reasons they are absent from the school. This is what we have learned from the teachers.

The fact that more than 90 percent of the students take food from the school means that the quality of the food at school is high. There is improvement in the nutritional status of the children. As a result children are alert and listen to teaching in the class. They do the class works well. They participate in all activities in the schools with interest.

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 of schools for the study in Kozhicode

Govt. Lower Primary School, East Nadakavu, Kozhicode  
Govt. Upper Primary School, East Nadakavu, Kozhicode  
Govt. Lower Primary School, Vellayil West, Kozhicode  
Govt. Upper Primary School, Vellayil West, Kozhicode  
Govt. Lower Primary School, Civil Station, Kozhicode  
Govt. Upper Primary School, Civil Station, Kozhicode  
MCC Lower Primary School, Kozhicode  
MCC Upper Primary School, Kozhicode  
Govt. Lower Primary School, Westhill, Kozhicode  
Govt. Upper Primary School, Westhill, Kozhicode  
Govt. Muslims' Lower Primary School, Puthiyangadi, Kozhicode  
Govt. Muslims' Upper Primary School, Puthiyangadi, Kozhicode  
Govt. Lower Primary School, Karaparamba, Kozhicode  
Govt. Upper Primary School, Karaparamba, Kozhicode  
Govt. Lower Primary School, Chevayur, Kozhicode  
Aided Lower Primary School, Malaparamba, Kozhicode  
Govt. Upper Primary School, Westhill, Kozhicode  
Govt. Lower Primary School, Westhill, Kozhicode  
Govt. Upper Primary School, Westhill, Kozhicode  
Srirama Krishna Lower Primary School, Panniyankara, Kozhicode  
Govt. Lower Primary School, Thiruvananthapuram, Kozhicode.  
Govt. Upper Primary School, Thiruvananthapuram, Kozhicode.  
Christuraja Aided Lower Primary school, Malaparamba, Kozhicode.  
Aided Lower Primary School, Malaparamba, Kozhicode.  
Aided Upper Primary School, Malaparamba, Kozhicode.  
Medical College Campus Govt. Lower Primary School, Kozhicode  
Medical College Campus Govt. Upper Primary School, Kozhicode  
Chevayur Aided Lower Primary School, Kozhicode  
Chevayur Aided Upper Primary School, Kozhicode  
KCMA Aided Lower Primary School, Kozhicode  
KCMA Aided Upper Primary School, Kozhicode  
Chevayur Aided Lower Primary School, Kozhicode  
JDT Islam Lower Primary School, Kotooli, Kozhicode  
JDT Islam Upper Primary School, Kotooli, Kozhicode  
Aided Muslim Lower Primary School, Balussery, Kozhicode  
Aided Muslim Upper Primary School, Balussery, Kozhicode  
Eramangalam Aided U.P.School, Eramangalam, Kozhicode  
Govt. Girls Upper Primary school, Balussery, Kozhicode  
Govt. Upper Primary School, Kokkallur, Kozhicode  
Govt. Lower Primary School, Balussery, Kozhicode

# Consolidated MDM Report for the district of Thiruvananthapuram in Kerala for the period of 1<sup>st</sup> April 2011 to 30<sup>th</sup> September 2011

Thiruvananthapuram is one of the thickly populated districts of Kerala. The people of the district are diverse in caste, religion, belief and language. The district stands second in the density of population among the districts of Kerala. Total land area of the district is 2192 Sq.km. There are three natural divisions in the district: the highland, the midland and lowland. The densely populated lowland is covered with coconut palms bordering the sea cost. The middle land with valleys, hills and plain leads to the forest clad uplands. Higher elevation of the district has plantations of pepper, rubber, ginger, etc.

There are four taluks and 115 Revenue Villages. The number of Gramapanchayaths is 78. There are 4 Educational Districts and 12 Educational Sub-Districts. The district comprises of several tribal settlements. The tribal settlements are situated in the North Eastern side of the district. The district has a long coastal belt. The people of the coastal area belonged to the fishermen community. The problem of the coastal belt is not access but social backwardness and restrictions. This section discusses the major findings of the study conducted in Thiruvananthapuram district in Kerala.

## **Mid-Day Meal Scheme**

### **1. REGULARITY IN SERVING MEAL:**

All schools have given hot cooked meal to their students without much interruption during the course of the last school academic year. There has been interruption only

at the beginning of that school year. The schools have commenced the MDM programme only after the official enrolment verification on the 6<sup>th</sup> 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. Similarly MDM is not served to children during the annual examinations at the end of the school year.

## 2. TRENDS:

Extent of variation

No.	Details	children
i.	Enrollment	2632
ii.	No. of children opted for Mid Day Meal	2619
iii.	No. of children attending the school on the day of visit	2621
iv.	No. of children availing MDM as per MDM Register	2614
v.	No. of children actually availing MDM on the day of visit	2609
vi.	No. of children availed MDM on the previous day	2611

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

## 3. REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:

All heads of the schools and other teachers have reported that the schools receive 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 Mavali 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 account of the PTA of the schools. 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 PTA 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.

The school meal consists of cooked rice plus a curry plus a side dish. Cooked Rice is the major item in the school meal served every day. Besides, dhal curry, rasam and curd curry are given on alternative days. The side dish is prepared with vegetables, 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.

All 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. Many schools have plantain trees near the kitchen. Some schools are cultivating tapioca in the school campus. The schools say that the yield from the garden is 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) and de-worming medicine from them. Further no school maintains Health Card for its children.

#### **10. STATUS OF COOKS:**

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 is as follows: about 64 percent of the cooks cum helpers are from backward classes; about 28 percent of them are from scheduled classes and the remaining from the minority communities. Almost 99 percent of the cook-cum-helpers is women and is above 50 years of age.

#### **11. INFRASTRUCTURE:**

No school has a pucca kitchen shed-cum-store. On the other hand, about 72 percent of the schools have separate good kitchen and they store the grains in a room in the school building. The remaining schools have temporary sheds for cooking. 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.

#### **16. SAFETY & HYGIENE:**

The cooking is quite safe and hygiene in all schools. However, about 35 percent of the schools have constructed the new toilets very close to the cooking shed. 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**

All schools have good relation with the local government and the local community. The parents of the children in the school are members of the Parents and Teachers Association (PTA). The executive body of PTA is 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 of schools for the study in Thiruvananthapuram

St. Mary's L.P.S., Paruthiyoor, Pozhiyoor (P.O), Trivandrum Dist.  
St. Mathew's High School, Kollemcode, Pozhiyoor (P.O)., Trivandrum Dist  
Lower Primary School, Mooverikkara, Prassala, Trivandrum District.  
Government Lower Primary School, Inchivila, Parassala, Trivandrum Dist.  
Gandhi Memorial Upper Primary School Kulathoor, Plamoottukada, Trivandrum Dist.  
Vimalahridaya Higher Secondary School, Uchakkada, Trivandrum District.  
Upper Primary School, Karacode, Karode, Parassala Trivandrum District.  
Government Lower Primary School, Nalloorvattam, Plamoottukkada, Trivandrum District.  
Government Lower Primary School, Ayinkamam, Parassala, Trivandrum District.  
Government Lower Primary School for Girls, Parassala, Trivandrum District.  
Government HW Lower Primary School, Devapuram, Near Poovar Check Post, Trivandrum District.  
B.M. Lower Primary School, Valiavila, Parassala, Trivandrum District.  
Government Upper Primary School, Manchavilakom, Trivandrum District.  
NKM.Government Boys High School, Dhanuvachapuram, Poovar, Trivandrum District  
Government High School, Kulathoor, Plamoottukkada, Trivandrum District.  
LMS Lower Primary School, Anchumarankala, Parassala, Trivandrum District.  
Vimalahridaya Lower Primary School, Uchakkada, Parassala, Trivandrum District.  
Government Upper Primary School, Kunnathukal, Karakonam, Trivandrum District.  
Government Lower Primary School, Erichalloor, Plamoottukkada, Trivandrum District.  
Government Vocational & Higher Secondary School , Parassala, Trivandrum District.  
Government Lower Primary School for Girls, Parassala, Trivandrum District.  
Government Lower Primary School, Alathottam, Parassala, Trivandrum District.  
Government Lower Primary School, Parasuvaikal, Parassala, Trivandrum District.  
R.C. Lower Primary School, Uchakkada, Parassala, Trivandrum District.  
Salvation Army Lower Primary School, Kurumkutti, Parassala, Trivandrum District.  
Government KV HS Ayira, Parassala, Trivandrum District  
GOVERNMENT Lower Primary School, Kulathoor, Trivandrum District  
LMS UPPER PRIMARY SCHOOL Parasuvaikal, Parassala, Trivandrum District.  
LMS Lower Primary School, Poovathur, Parassala, Trivandrum District.  
SAMUEL L.M.S. L.P.SCHOOL - Cheruvarakonam, Trivandrum District.  
L.M.S L.P.SCHOOL.- Uchakkada, Parassala, Trivandrum District  
LMS Upper Primary School, Kottukonamm, Parassala, Trivandrum District.  
Government Upper Primary School, Pozhiyoor, Trivandrum District.  
SAMUEL L.M.S. Govt. Higher Secondary School, Cheruvarakonam, Trivandrum District.  
LMS Lower Primary School, Embliconam, Trivandrum District.  
LMS Lower Primary School, Plugal, Parrassala, Trivandrum District.  
L.M.S. TAMIL Govt. Higher Secondary School, Cheruvarakonam, Trivandrum District.  
HMS Lower Primary School, Karacode, Karode, Parassala, Trivandrum District  
St. Joseph's Upper Primary School Pottailkada, Plamoottukkada, Trivandrum Dist.  
Government Girl's High School, Dhanuvachapuram, Udayamkulamgara. Trivandrum Dist.