

**SECOND HALF YEARLY MONITORING
REPORT OF
CENTRE FOR DEVELOPMENT STUDIES
ON MID DAY MEALS IN SCHOOLS
DURING THE PERIOD OF
1st April, 2014 to 30th September, 2014**

Districts Monitored/Covered

1. Kannur
2. Idukki
3. Palakkad
4. Wayanad
5. Kozhicode



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

Thiruvananthapuram, Kerala

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FOREWORD

Centre for Development Studies, the Monitoring Institute in charge of monitoring all districts (fourteen) in Kerala state feels privileged to be one of the Monitoring Institutions across the country for broad based monitoring of SSA, RTE and MDM activities. This is the third half yearly report on Mid Day Meals (MDM) for the year 2013-15 and is based on the data collected from five districts in Kerala, viz., Kannur, Idukki, Palakkad, Wayanad and Kozhicode.

I hope the findings of the report would be helpful to both the Government of India and the Government of Kerala state to understand the functioning of and the achievements with regard to Mid Day Meals (MDM) in the state. The problems identified at the grass root level may be useful for initiating further interventions in the implementation of Mid Day Meals (MDM) in the state.

In this context I extend my hearty thanks to C. Gasper, Nodal Officer for monitoring Mid Day Meals (MDM) in Kerala and his team members who have rendered a good service by taking pains to visit the schools located in the most inaccessible areas and preparing the report in time. I am extremely thankful to the officers of the MDM Project at the state level and at the district level in the four districts for their unhesitating cooperation during the time of monitoring and supervision of various activities concerned with the implementation of Mid Day Meals (MDM) in the state.

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ACKNOWLEDGEMENT

I am thankful to the Additional Secretary (SE & L), the Director and the Deputy Secretary and the Under Secretary in the Department of Midday Meal Scheme, Ministry of Human Resource Development, Shastri Bhawan, New Delhi for providing us an opportunity and adequate funds in time to undertake the monitoring and supervision of the functioning of MDM in Kerala state.

In the process of monitoring the functioning of MDM in Kerala, the Directorate of School Education in Kerala state has been very supportive. In particular, I am very grateful to the Secretary to Government of Kerala, General Education Department and the Director of Public Instructions. I am thankful to the Deputy Directors of School Education in Kannur, Idukki, Palakkad, Wayanad and Kozhicode for being helpful to me during the time of my visit to the districts.

I am thankful to all head teachers and the teachers in the sample schools. They have very kindly responded to me and my team members. They have also been very helpful in contacting the students in the classrooms and the parents of the students. I am thankful to all who have cooperated with us in the monitoring and supervision work in the four districts in one way or the other.

I am grateful to Dr. Amit Shovon Ray, Director, CDS for his guidance and encouragement. I am thankful to Shri. P.Suresh Babu, Registrar, CDS and Shri.S.Suresh, Finance Officer, CDS for being generous, kind and helpful during the time of the project. I am thankful to the Project Associates, L. Anish Abiseik, B.E, M. Eugin Raj, MSW, K.J. Deeputty, M.A, T. Simon, MBA, G. Suthan Prakash, MSW, B.Ed. and R.Nithyan, MBA for taking sincere efforts in collecting, analysing and preparing the report well.

I am thankful to the Consultants, MDM, Ed.CIL (India) Limited, Technical Support Group, New Delhi for taking keen interest in my work of monitoring MDM in Kerala. They have been extremely helpful to me in many ways whenever I have approached them in person or over the phone. I am thankful to all of them. I am also thankful to the Project Manager (MDM), Ed.CIL (India) Limited, Technical Support Group, New Delhi for his supports and cooperation.

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General Information

1. Second Half Yearly Monitoring Report of Centre for Development Studies on Mid Day Meals (MDM) in Kerala during the period from 1st April, 2014 to 30th September, 2014.

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	Centre for Development Studies
2.	Period of the report	1 st April, 2014 to 30 th September, 2014
3.	No. of Districts allocated	five
4.	District names	Kannur, Idukki, Palakkad, Wayanad and Kozhicode
5.	Month of visit to the Districts /blocks (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	
	District 1 Kannur District	June, July,
	District 2 Idukki District	July, August,
	District 3 Palakkad district	August, September,
	District 4 Wayanad District	June,
	District 5 Kozhicode District	July
6.	MI selected the schools as per the criteria : Yes/No (Ref: As per the ToR 2013-15 point 4 (iii) under scale of work)	
	(i) Higher gender gap in enrolment	Yes
	(ii) Higher population of SC/ST students,	Yes
	(iii) Low retention rate and higher dropout rate	Yes
	(iv) The School has a minimum of three CWSN	Yes
	(v) The habitation where the school is located at has sizeable number of OOSC	Yes
	(vi) The habitations where the school is located at witnesses in bound and out bound seasonal migration,	Yes
	(vii) The ward/unit of planning where the school is located at is known to have sizeable number of urban deprived children	Yes
	(viii) The school is located in a forest or far flung area	Yes
	(ix) The habitation where the school is located at witnesses recurrent floods or some other natural calamity	Yes
	(x) Pupil Teacher Ratio (PTR) at school level	Yes
7.	Types of Schools visited as per the ToR 2013-15: Yes/No (Ref: As per the ToR 2013-15 point 4(iv) under scale of work)	
	(i) 8 schools from urban areas visited Yes/No	yes
	(ii) if yes write the number	
	(iii) 6 schools from Special Training Centers (3 residential and 3 non-residential) visited: Yes/ No	Not available in Kerala
	(iv) if yes write the number	
	(v) 2 schools from civil works sanctioned Yes/No	Yes
	(vi) if yes write the number	
	(vii) 2 schools from NPEGEL blocks Yes/No	Not available in Kerala
	(viii) if yes write the number	
	(ix) 3 schools from CWSN (priority to those having other than Orthopaedic Impairment (OI children) Yes/ No	Yes
	(x) if yes write the number	

	(xi) 3 schools from Computer Aided Learning (CAL) and KGBV scheme Yes/No (xii) if yes write the number	Yes
	(xiii) 3 schools from KGBV scheme Yes/No (xiv) if yes write the number	Not available in Kerala
8.	The selection of schools (for all the districts to be monitored) shall be done on the basis of the latest school report card generated through DISE, HHS data and consultation with the district SSA functionaries: Yes/No.	Yes
9.	Total number of elementary schools in each district allocated. Information is to be obtained from SPO/DPO office. (<i>Information is to be given for district wise i.e District 1, District 2, District 3 etc</i>)	
	District 1 Kannur District	607
	District 2 Idukki District	641
	District 3 Palakkad district	688
	District 4 Wayanad District	444
	District 5 Kozhicode District	
11.	Number of elementary schools (primary and upper primary) covered/monitored (<i>Information is to be given for district wise i.e District 1, District 2, District 3 etc</i>)	
	District 1 Kannur District	40
	District 2 Idukki District	40
	District 3 Palakkad district	40
	District 4 Wayanad District	40
	District 5 Kozhicode District	
12.	Number of elementary schools visited by Nodal Officer of the Monitoring Institute	
	District 1 Kannur District	12
	District 2 Idukki District	12
	District 3 Palakkad district	13
	District 4 Wayanad District	13
	District 5 Kozhicode District	
13.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office : YES / NO (<i>Ref: TOR 2013-15 point 5(ii) under Reports</i>)	Yes
14.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO. (<i>Ref: TOR 2013-15 point 5(iii & iv) under Reports</i>)	Yes
15.	Items to be attached with the report	
	a) List of Schools with DISE code visited by MI and list of schools visited by the Nodal Officer.- Annexure I	Yes
	b) Any other relevant documents (only circulars/Amendments/Notices) – Annexure II	

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ON MID DAY MEALS IN SCHOOLS
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Districts Monitored/Covered
1. Kannur



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

Thiruvananthapuram, Kerala

Monitoring the functioning of Mid Day Meals in schools in Kannur district

During 1st April, 2014 to 30th September, 2014

The empirical evidence relating to various aspects of implementation of Midday meals in the schools in Kannur district in Kerala is analysed and reported against each indicator below:

School level Analysis

To understand the functioning of midday meal scheme in this district, a sample of 40 schools had been drawn from the government and aided private schools in this district. The sample consisted of 28 LP schools and 12 UP schools. While 27 schools were from the rural area, 13 schools were from the urban area. Nine schools were government schools and 31 schools were private aided schools. All students studying in these schools hailed from households located around the LP and UP schools. Since the schools were very close to the houses of students, the students needed to walk to the schools without much difficulty.

Type of School	Rural	Urban	Total
Lower Primary	18	10	28
Upper Primary	9	3	12
Total	27	13	40

This is the case for all students in the government as well as the aided schools. On the whole all children could walk to the school and back without much difficulty. According to the teachers, students and the SMC members of sample schools, there was no natural or man-made barrier that poses any problem to children in reaching the school.

S.No.	Indicators
1.	<p data-bbox="292 394 687 427">Availability of food grains</p> <p data-bbox="292 461 1394 533">i) Whether buffer stock of food grains for one month is available at the school?</p> <p data-bbox="384 595 1394 667">All 40 schools visited in the district were found to maintain a buffer stock of food grains required for an additional month.</p> <p data-bbox="292 730 1394 801">ii) Whether food grains are delivered at the school in time by the lifting agency?</p> <p data-bbox="384 864 1394 1039">It was the head teachers in schools who went to the Maveli stores nearer to their schools and brought the food grains to the schools by themselves. The cost of transporting the food grains was reimbursed from the MDM grant. There was no other agency involved in lifting the food grains and delivering them at the schools.</p> <p data-bbox="292 1102 1394 1173">iii) If lifting agency is not delivering the food grains at school how the food grains is transported up to school level?</p> <p data-bbox="384 1236 1394 1308">In all schools, it was the head teachers who made arrangements for transporting the food grains to their respective schools.</p> <p data-bbox="292 1370 1394 1404">iv) Whether the food grains are of FAQ of Grade A quality?</p> <p data-bbox="384 1467 1394 1538">The rice, dhal and green grams used in cooking were said to have Grade A quality of FAQ.</p> <p data-bbox="292 1601 1394 1673">v) Whether food grains are released to school after adjusting the unspent balance of the previous month?</p> <p data-bbox="384 1736 1394 1865">The verification of records relating to monthly lifting of food grains and stock available as on the day of visit indicated that the food grains had been released to schools only after adjusting the unspent balance of the previous months in the case of all schools.</p>

S.No.	Indicators
2.	<p>Timely release of funds</p> <p>i) Whether State is releasing funds to District / block / school on regular basis in advance?</p> <p>Grant-in-advance was given to all schools in the district regularly to meet the cost of cooking. All schools had reported that they had received the advance at the beginning of the school year.</p> <p>ii) If not,</p> <p>a) Period of delay in releasing funds by State to district.</p> <p>There was no delay in releasing funds by State to Kollam district.</p> <p>b) Period of delay in releasing funds by District to block / schools.</p> <p>There was no delay in releasing the funds by district to the schools. All the 40 schools visited had said that they had received the MDM grant in advance.</p> <p>c) Period of delay in releasing funds by block to schools.</p> <p>There was no delay in releasing funds by the block to the schools for it was through e-transfer the fund was released by the state to the schools directly.</p> <p>iii) Any other observations:</p> <p>All schools were found to use the advance money received towards the cost of cooking.</p>
3.	<p>Availability of Cooking Cost</p> <p>i) Whether school / implementing agency has received the cooking cost in advance regularly?</p> <p>All schools had reported that the cooking cost was given in two instalments. The first instalment consisted of grant required for meeting the cooking cost for the period of first six month (June to December). It was given to the schools by the end of May. All schools in the district reopened by the beginning of June. The second</p>

S.No.	Indicators
	<p>instalment was given in the month of December.</p> <p>ii) Period of delay, if any, in receipt of cooking cost. There was no delay in the receipt of cooking cost.</p> <p>iii) In case of non-receipt of cooking cost how the meal is served? Head teachers in 40 schools said that there was no problem in getting the advance for cooking.</p> <p>iv) Mode of payment of cooking cost (Cash / cheque / e-transfer)? The cooking cost was paid to the schools through e-transfer.</p>
4.	<p>Availability of Cook-cum-helpers</p> <p>i) Who engaged Cook-cum-helpers at schools (Department / SMC / VEC / PRI / Self Help Group / NGO /Contractor)? The cook-cum-helpers were engaged by the SMC in the schools.</p> <p>ii) If cook-cum-helper is not engaged who cooks and serves the meal? Cooks and helpers were engaged to cook food in schools.</p> <p>iii) Is the number of cooks-cum-helpers engaged in the school as per GOI norms or as per State norms? It was according to the GOI norms that the number of cooks and helpers were engaged in the schools.</p> <p>iv) Honorarium paid to cooks cum helpers. The honorarium paid to the cooks and helpers was according to the government of India norms.</p> <p>v) Mode of payment to cook-cum-helpers?</p>

S.No.	Indicators
	<p>The cook and the helpers were given cheques for honorarium.</p> <p>vi) Are the remuneration paid to cooks cum helpers regularly?</p> <p>The cooks and the helpers said that they had been paid every month regularly.</p> <p>vii) Social Composition of cooks cum helpers? (SC/ST/OBC/Minority)</p> <p>About 81 per cent of the cooks and helpers were from the OBC and the remaining were from the SC and ST communities. Twenty-six per cent of the cooks were from the Muslim community.</p> <p>viii) Is there any training module for cook-cum-helpers?</p> <p>There was no training module for cook-cum-helpers.</p> <p>ix) Whether training has been provided to cook-cum-helpers?</p> <p>All cooks in the sample of 40 schools visited had not received training in cooking.</p> <p>x) In case the meal is prepared and transported by the Centralized kitchen / NGO, whether cook-cum-helpers have been engaged to serve the meal to the children at school level.</p> <p>There was no centralized kitchen in the district.</p> <p>xi) Whether health check-up of cook-cum-helpers has been done?</p> <p>When there was a medical check-up camp for students at school, the cook and the helpers were also given the check-up.</p>
5.	<p>Regularity in Serving Meal</p> <p>i) Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>All schools visited served hot cooked meal daily without any interruption.</p>

S.No.	Indicators																		
6.	<p>i) Display of Information under Right to Education Act, 2009 at the school level at prominent place</p> <p>a) Quantity and date of food grains received</p> <p style="padding-left: 40px;">This information was available in records, but not on the display.</p> <p>b) Balance quantity of food grains utilized during the month.</p> <p style="padding-left: 40px;">This information was available in records, but not on the display.</p> <p>c) Other ingredients purchased, utilized</p> <p style="padding-left: 40px;">This information was available in records, but not on the display.</p> <p>d) Number of children given MDM</p> <p style="padding-left: 40px;">This information was available in records, but not on the display.</p> <p>e) Daily menu</p> <p style="padding-left: 40px;">This information was available in records, but not on the display.</p> <p>ii) Display of MDM logo at prominent place preferably outside wall of the school.</p> <p style="padding-left: 40px;">MDM logo was pasted on the wall of the school buildings within the school campus and not outside the school campus.</p>																		
7.	<p>Trends</p> <table border="1" data-bbox="304 1700 1007 1937"> <thead> <tr> <th colspan="3" data-bbox="304 1700 1007 1738">Extent of variation</th> </tr> <tr> <th colspan="3" data-bbox="304 1738 1007 1771">(As per school records vis-à-vis Actual on the day of visit)</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 1771 363 1805">i</td> <td data-bbox="363 1771 887 1805">Enrolment</td> <td data-bbox="887 1771 1007 1805">7208</td> </tr> <tr> <td data-bbox="304 1805 363 1839">ii</td> <td data-bbox="363 1805 887 1839">No. of children present on the day of visit</td> <td data-bbox="887 1805 1007 1839">7105</td> </tr> <tr> <td data-bbox="304 1839 363 1872">iii</td> <td data-bbox="363 1839 887 1872">No. of children availing MDM as per MDM Register</td> <td data-bbox="887 1839 1007 1872">7086</td> </tr> <tr> <td data-bbox="304 1872 363 1937">iv</td> <td data-bbox="363 1872 887 1937">No. of children actually availing MDM on the day of visit as per head count</td> <td data-bbox="887 1872 1007 1937">7079</td> </tr> </tbody> </table>	Extent of variation			(As per school records vis-à-vis Actual on the day of visit)			i	Enrolment	7208	ii	No. of children present on the day of visit	7105	iii	No. of children availing MDM as per MDM Register	7086	iv	No. of children actually availing MDM on the day of visit as per head count	7079
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S.No.	Indicators
	<p>Ninety-nine per cent of the total number of students enrolled in the 40 schools was present on the day of visit to the schools. The percentage of children who availed MDM as per the register was 98.31 per cent out of total enrolment or 99.73 per cent of the students attended on the day of the visit to schools. The percentage of the children who availed MDM as per the head count on the day of the visit was 99.90 of students who availed MDM as per the MDM Register or 99.63 per cent of the students who attended the class on the day of the visit or 98.21 per cent of the total enrolment of students in the primary classes in 40 schools. On the whole, more than 98 per cent of the students in the primary classes avail midday meals in the schools.</p>
8.	<p>Social Equity</p> <p>i) What is the system of serving and seating arrangements for eating?</p> <p>It was very interesting to watch the students standing in line to receive the food from the teachers and student leaders. After getting their share, students sit along with their friends for dining on the veranda in the case of 21 schools and in the classrooms in the remaining schools (out of 40 schools). Some teachers were present at the point of distribution of food at the time of distribution of food. These teachers used to manage the students in line to receive the food. They also helped the cook and the helpers in distributing the food.</p> <p>ii) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>We had not observed any discrimination in terms of gender or caste or community in cooking or serving or seating in schools.</p> <p>iii) The name of the school where discrimination found of any kind may be mentioned in the main body of the report along with date of visit.</p> <p>Neither the students nor the teachers nor the cooks complained about discrimination at any point of time.</p> <p>iv) If any kind of social discrimination is found in the school, comments of the team may be given in the inspection register of the school.</p> <p>Fortunately there was no social discrimination in the schools visited.</p>

S.No.	Indicators
9.	<p data-bbox="292 262 820 293">Convergence With Other Schemes</p> <p data-bbox="341 331 735 362">1) Sarva Shiksha Abhiyan</p> <p data-bbox="292 418 1394 488">When the SSA officials go to the schools for verifications, they do monitor the functioning of MDM in the schools.</p> <p data-bbox="341 526 783 557">2) School Health Programme</p> <p data-bbox="352 580 1161 611">i) Is there school Health Card maintained for each child?</p> <p data-bbox="387 627 1382 658">The head teachers said that the school health card was getting ready.</p> <p data-bbox="346 723 987 754">ii) What is the frequency of health check-up?</p> <p data-bbox="387 819 1278 851">The health check-up was conducted at schools once in a year.</p> <p data-bbox="339 916 1394 985">iii) Whether the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p data-bbox="387 1050 1394 1151">The head teachers and the other teachers said that the children were given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically.</p> <p data-bbox="336 1216 1211 1247">iv) Who administers these medicines and at what frequency?</p> <p data-bbox="387 1312 1394 1382">Once in a month the Health personals (mostly the nurses) from the PHC supplied these medicines.</p> <p data-bbox="346 1447 1394 1516">v) Whether height and weight record of the children is being indicated in the school health card.</p> <p data-bbox="387 1581 1394 1650">At the time of health check-up the height and weight of the students were measured and recorded.</p> <p data-bbox="336 1715 1134 1747">vi) Whether any referral during the period of monitoring.</p> <p data-bbox="387 1812 1139 1843">No referral had been observed in the schools visited.</p> <p data-bbox="330 1908 1302 1939">vii) Instances of medical emergency during the period of monitoring.</p> <p data-bbox="387 1955 1394 2024">We had not come across any medical emergency during this period of monitoring.</p>

S.No.	Indicators
	<p>viii) Availability of the first aid medical kit in the schools.</p> <p>Some schools had the first aid medical kit in their schools.</p> <p>ix) Dental and eye check-up included in the screening.</p> <p>Priority had been given to eye testing. Some schools had organised dental check up also.</p> <p>x) Distribution of spectacles to children suffering from refractive error.</p> <p>Spectacles were given to the students who suffered from refractive error.</p> <p>3) Drinking Water and Sanitation Programme</p> <p>i) Whether potable water is available for drinking purpose in convergence with Drinking Water and Sanitation Programmes.</p> <p>The drinking water was available in all the forty schools visited in the district. Many schools had received synthetic tanks for storing water above the building under the drinking water and sanitation programme.</p> <p>4) MPLAD / MLA Scheme</p> <p>No scheme was available for MDM in the schools visited.</p> <p>5) Any Other Department / Scheme</p> <p>No other scheme was available for MDM in the schools visited.</p>
10.	<p>Infrastructure</p> <p>1. Kitchen-cum-Store</p> <p>a) Is a pucca kitchen shed-cum-store</p> <p>i) Constructed and in use</p> <p>ii) Under which Scheme Kitchen-cum-store constructed - MDM/SSA/Others</p> <p>iii) Constructed but not in use (Reasons for not using)</p> <p>iv) Under construction</p> <p>v) Sanctioned, but construction not started</p>

S.No.	Indicators
	<p>vi) Not sanctioned</p> <p>The kitchen available in all 40 schools visited came into being under the SSA scheme. These kitchens were away from the classrooms. The store room (for MDM) in these schools is separate from the kitchen.</p> <p>b). In case the pucca kitchen-cum-store is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p> <p>The kitchen in the 40 schools visited was good; it was separated from the classrooms. The food articles were stored in a separate room nearer to the kitchen in many schools.</p> <p>c) Kitchen-cum-store in hygienic condition, properly ventilated and away from classrooms.</p> <p>In all schools visited, the kitchen looked neat and clean and well ventilated. The kitchen was away from classrooms.</p> <p>d) Whether MDM is being cooked by using firewood or LPG based cooking?</p> <p>MDM was cooked by firewood in all schools.</p> <p>e) Whether on any day there was interruption due to non-availability of firewood or LPG?</p> <p>The supply of MDM was not discontinued in any school for whatsoever reasons.</p> <p>2. Kitchen Devices</p> <p>i) Whether cooking utensils are available in the school?</p> <p>The cooks in the schools visited said that there were adequate cooking utensils for cooking and supply of MDM in schools.</p> <p>ii) Source of funding for cooking and serving utensils – Kitchen Devices fund / MME / Community contribution / others.</p>

S.No.	Indicators
	<p>All cooking and serving utensils available in all 40 schools were purchased by the SSA fund earlier. Very few schools had received additional contributions from the NGOs and some nationalized banks in the school locality.</p> <p>iii) Whether eating plates, etc are available in the school?</p> <p>Plates and tumblers were available for all children in all schools.</p> <p>iv) Source of funding for eating plates - MME / Community contribution / others?</p> <p>Plates and tumblers available in the schools were contributed by the Municipal corporation, NGOs and banks in the locality of the schools.</p> <p>3. Availability of storage bins</p> <p>i) Whether storage bins are available for food grains? If yes, what is the source of their procurement?</p> <p>No school had bins to store food grains in the school. The rice was kept in sacks only.</p> <p>4. Toilets in the school</p> <p>i) Is separate toilet for the boys and girls are available?</p> <p>Toilets were available for the boys and girls separately in all schools.</p> <p>ii) Are toilets usable?</p> <p>Water was available in the toilets and they were in usable condition.</p> <p>5. Availability of potable water</p> <p>i) Is Tap water / tube well / hand pump / well / Jet pump available?</p> <p>ii) Any other source</p> <p>The drinking water facility is available in all the 9 government and 31 private</p>

S.No.	Indicators																																																																																																																																																																																																						
	<p>aided schools. Sources of drinking water at schools differ from school to school. Seven out of 9 government schools and 21 out of 31 private aided schools use protected well water for supplying drinking water in the schools. The remaining schools use government supply of pipe water. In all schools water is available in the tap. Some schools keep drinking water in pots or silver vessels in the classrooms. The available drinking water is said to be safe. There are no complaints of water being polluted or having higher iron or arsenic contents.</p> <p style="text-align: center;">Table 9 Sources of drinking water in schools</p> <table border="1"> <thead> <tr> <th>Schools</th> <th>Tap water</th> <th>Well</th> <th>Bore well</th> <th>Hand pump</th> <th>Others</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td>2</td> <td>7</td> <td></td> <td></td> <td></td> <td>9</td> </tr> <tr> <td>Private aided</td> <td>10</td> <td>21</td> <td></td> <td></td> <td></td> <td>31</td> </tr> <tr> <td>Total</td> <td>12</td> <td>28</td> <td></td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table> <p>6. Availability of fire extinguishers</p> <p>Fire extinguisher was available in many schools.</p> <p>7. IT infrastructure available @ School level</p> <p>a) Number of computers available in the school (if any).</p> <p>All government schools (LP and UP schools) in the district had computers. The private aided schools also have computers in the school. Government schools have more computers than the private aided schools. On the whole, 27 out of 40 schools have less than 3 computers; four of 40 schools have 4 to 5 computers; 2 out of 40 schools have 6 to 10 computers; and the remaining have more than 10 computers. But unfortunately none of the computers in 6 out of 40 schools function.</p> <p style="text-align: center;">Table 21 Availability of computers in schools</p> <table border="1"> <thead> <tr> <th rowspan="2">Schools</th> <th colspan="10">Number of computers</th> <th rowspan="2">Total</th> </tr> <tr> <th>0</th> <th>1-3</th> <th>4-5</th> <th>6-10</th> <th>11-20</th> <th>21-30</th> <th>31-40</th> <th>41-50</th> <th>51-60</th> <th>> 60</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Government school</td> <td>LP</td> <td></td> <td>2</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>UP</td> <td></td> <td></td> <td></td> <td></td> <td>4</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td rowspan="2">Private aided</td> <td>LP</td> <td></td> <td>22</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> <tr> <td>UP</td> <td></td> <td>3</td> <td>2</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>7</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td>27</td> <td>4</td> <td>2</td> <td>6</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table> <p style="text-align: center;">Table 22 Number of computers functioning in schools</p> <table border="1"> <thead> <tr> <th rowspan="2">Schools</th> <th colspan="10">Number of computers functioning</th> <th rowspan="2">Total</th> </tr> <tr> <th>0</th> <th>1-5</th> <th>6-10</th> <th>11-15</th> <th>16-20</th> <th>21-25</th> <th>26-30</th> <th>31-40</th> <th>41-60</th> <th>> 60</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Government school</td> <td>LP</td> <td>1</td> <td>2</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>UP</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>3</td> <td></td> <td></td> <td>1</td> <td></td> <td>5</td> </tr> <tr> <td rowspan="2">Private aided</td> <td>LP</td> <td>4</td> <td>19</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> <tr> <td>UP</td> <td>1</td> <td>4</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>7</td> </tr> <tr> <td>Total</td> <td></td> <td>6</td> <td>25</td> <td>3</td> <td>2</td> <td>3</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table> <p>Since not all computers are functional in the schools throughout the year, all schools have to take efforts to ensure that all computers function</p>	Schools	Tap water	Well	Bore well	Hand pump	Others	Total	Government	2	7				9	Private aided	10	21				31	Total	12	28				40	Schools	Number of computers										Total	0	1-3	4-5	6-10	11-20	21-30	31-40	41-50	51-60	> 60	Government school	LP		2	1	1							4	UP					4		1				5	Private aided	LP		22	1	1							24	UP		3	2		2						7	Total			27	4	2	6		1				40	Schools	Number of computers functioning										Total	0	1-5	6-10	11-15	16-20	21-25	26-30	31-40	41-60	> 60	Government school	LP	1	2	1								4	UP					1	3			1		5	Private aided	LP	4	19	1								24	UP	1	4	1	1							7	Total		6	25	3	2	3			1			40
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S.No.	Indicators
	<p>throughout the year and thereby the students do get the benefit of investment in computers.</p> <p>b) Availability of internet connection (If any).</p> <p>Only 7 schools had internet connection.</p> <p>c) Using any IT / IT enabled services based solutions / services (like e-learning etc.) (if any)</p> <p>No such service was available in any school.</p>
11.	<p>Safety & Hygiene</p> <p>i) General Impression of the environment, safety and hygiene:</p> <p>The school environment was quite safe and it was kept hygienically.</p> <p>ii) Are children encouraged to wash hands before and after eating?</p> <p>All children were instructed to wash hands before and after eating. They did wash after eating.</p> <p>iii) Do the children take meals in an orderly manner?</p> <p>All children stand in line to get their food and sit in the veranda or classroom in small groups to have their lunch.</p> <p>iv) Conservation of water?</p> <p>Water was not washed.</p> <p>v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>The cooking process and the storage of firewood were quite safe in all schools.</p>

S.No.	Indicators
12.	<p>Community Participation</p> <p>i) Extent of participation by Parents / SMC / VEC / Panchayats / Urban bodies in daily supervision and monitoring.</p> <p>One or two parents visited the schools on the day of our visit to the schools. That person happened to be the PTA president or the one living near the school. Otherwise we had not seen anybody from the local governments monitoring or supervising the MDM at schools.</p> <p>ii) Is any roster of community members being maintained for supervision of the MDM? No roster was available.</p> <p>iii) Is there any social audit mechanism in the school? All schools conducted SMC meetings and the issues about the functioning of MDM and the like were discussed in the meetings. This served as the social audit mechanism in the schools.</p> <p>iv) Number of meetings of SMC held during the monitoring period. Four SMC meetings had been held.</p> <p>v) In how many of these meetings issues related to MDM were discussed? The issues relating to MDM were discussed in all meetings.</p>
13.	<p>Inspection & Supervision</p> <p>i) Is there any Inspection Register available at school level? Inspection Register was available at schools.</p> <p>ii) Whether school has received any funds under MME component? Fund from the MME component was distributed to all schools and asked to replace the old vessels, plates, tumblers and other utensils.</p> <p>iii) Whether State / District / Block level officers / officials inspecting the MDM Scheme? The functioning of MDM in schools was also inspected by the State, district and block level officers occasionally.</p>

S.No.	Indicators
	iv) The frequency of such inspections? Once in a month.
14.	Impact i) Has the mid day meal improved the enrolment, attendance, retention of children in school? The class teachers told us that the Mid day meals were helpful in attracting enrolment, improving daily attendance and strengthening retention of children particularly from the weaker sections of the society. ii) Whether mid day meal has helped in improvement of the social harmony? According to the class teachers, the Mid day meals had opened up a new opportunity for all children in the school to come together and interact with each other while enjoying the taste of one and the same food. <i>School Assembly</i> was conducted once in a week or on an important day, whereas the <i>Midday Meal Assembly</i> recurred every day. If well organised with the cooperation and collaboration of the members of SMC, teachers and students, this could nourish the spirit of understanding, cooperation and collaboration among the children of different social groups. Diverse social enmities may gradually get divorced from the society. iii) Whether mid day meal has helped in improvement of the nutritional status of the children? The teachers had said that the Mid day meals had been instrumental in improving the nutritional status of the children in schools. iv) Is there any other incidental benefit due to serving of meal in schools? The children were very active in the classroom and not many fell into sleeping. As such MDM helped to improve the learning of the children at the primary level.

S.No.	Indicators
15.	<p>Grievance Redressal Mechanism</p> <p>i) Is any grievance redressal mechanism in the district for MDMS?</p> <p>There was a monitoring mechanism at the district level under the chairmanship of the district collector.</p> <p>ii) Whether the district / block / school having any toll free number?</p> <p>The DPI had published a toll free number in its website.</p>
	<p>Monitoring of Centralized Kitchens</p> <p>There are no centralised kitchens in Kerala.</p>

List of Schools with DISE code visited by MI

SL No	School Code	School Name	Primary/Upper primary school
1	32020300205	GLPS Thalassery, Thalassery South, Kannur	Primary
2	32020300301	GM JBS Dharmadam, Kannur	Primary
3	32020300833	GLPS Kuniyil, Kodyeri, Thalassery South, Kannur	Primary
4	32020300201	GLPS Chettancoon, Thalassery South, Kannur	Primary
5	32020300303	Andalur JBS, Dharmadam, Thalassery South, Kannur	Primary
6	32020300304	Melur JBS, Dharmadam, Thalassery South, Kannur	Primary
7	32020300305	Melur North JBS, Dharmadam, Thalassery South, Kannur	Primary
8	32020300306	Palayad East JBS, Dharmadam, Thalassery South, Kannur	Primary
9	32020300307	Palayad Central JBS, Dharmadam, Thalassery South, Kannur	Primary
10	32020300308	Palayad West JBS, Dharmadam, Thalassery South, Kannur	Primary
11	32020300309	Thayyil Melur JBS, Dharmadam, Thalassery South, Kannur	Primary
12	32020300826	Punnol Mappila LPS, Kodyeri, Thalassery South, Kannur	Primary
13	32020300827	Kurichiyil LPS, Kodyeri, Thalassery South, Kannur	Primary
14	32020300830	Madolil Mappila LPS, Kodyeri, Thalassery South, Kannur	Primary
15	32020300831	Parimadam LPS, Kodyeri, Thalassery South, Kannur	Primary
16	32020300832	Alambath Mappila LPS, Kodyeri, Thalassery South, Kannur	Primary
17	32020300217	Keloth Valap LPS, Thalassery South, Kannur	Primary
18	32020300816	Poduvacherry West LPS, Kodyeri, Thalassery South, Kannur	Primary
19	32020300815	Paral LPS, Kodyeri, Thalassery South, Kannur	Primary
20	32020300814	Paral Mappila LPS, Kodyeri, Thalassery South, Kannur	Primary
21	32020300812	M Mappila LPS, Kodyeri, Thalassery South, Kannur	Primary
22	32020300811	West Moozhikkara LPS, Kodyeri, Thalassery, Kannur	Primary
23	32020300809	Kodiyer East JBS, Kodyeri, Thalassery South, Kannur	Primary
24	32020300806	Mohan Memorial LPS, Kodyeri, Thalassery, Kannur	Primary
25	32020300805	Anandoth LPS, Kodyeri, Thalassery South, Kannur	primary
26	32020300232	Vadikkal LPS, Thalassery (M), Thalassery South, Kannur	primary
27	32020300327	Khadimul Islam Nursery School, Thalassery South, Kannur	primary
28	32020300319	Daivathar Vidya Peedam, Dharmadam, Thalassery, Kannur	primary
29	32020300315	GHS Palayad, Dharmadam, Thalassery South, Kannur	Upper primary
30	32020300276	G Brennen HSS, Thalassery, Thalassery South, Kannur	Upper primary
31	32020300269	GGHS Thalassery, Thalassery South, Kannur	Upper primary
32	32020300251	GHS Koduvally, Thalassery South, Kannur	Upper primary
33	32020300317	DIET LAB School, Palayad, Thalassery South, Kannur	Upper primary
34	32020300293	St.Josephs HS Thalassery, Thalassery South, Kannur	Upper primary
35	32020300310	Andalur SBS, Dharmadam, Thalassery South, Kannur	Upper primary
36	32020300311	Dharmadam Basic UPS, Thalassery South, Kannur	Upper primary
37	32020300312	UPS, Dharmadam, Thalassery South, Kannur	Upper primary
38	32020300313	Melur East BUPs, Dharmadam, Thalassery South, Kannur	Upper primary
39	32020300314	Palayad Basic UPS, Dharmadam, Thalassery South, Kannur	Upper primary
40	32020300828	MMUP Newmahe, Kodyeri, Thalassery South, Kannur	Upper primary

**SECOND HALF YEARLY MONITORING
REPORT OF
CENTRE FOR DEVELOPMENT STUDIES
ON MID DAY MEALS IN SCHOOLS
DURING THE PERIOD OF
1st April, 2014 to 30th September, 2014**

Districts Monitored/Covered

2. Idukki



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

Thiruvananthapuram, Kerala

Monitoring the functioning of Mid Day Meals

in schools in Idukki district

During 1st April, 2014 to 30th September, 2014

The empirical evidence relating to various aspects of implementation of MDM in the schools in Idukki district in Kerala was analysed and reported against each indicator below:

School level Analysis

The sample for the study of SSA in the district consists of 30 LP schools and 10 UP schools. All the schools are from the rural area. Twelve schools are government schools and 28 schools are private aided schools. The average distance between the houses of the students enrolled in the LP schools and the LP schools/sections is less than one kilometre. Similarly, the average distance between the houses of the students enrolled in the UP schools and the UP schools/sections are about one kilometre in the district.

Type of School	Rural	Urban	Total
Lower Primary	30		30
Upper Primary	10		10
Total	40		40

Type of School	Government school	Private Aided	Total
Lower Primary	5	25	30
Upper Primary	7	3	10
Total	12	28	40

Most of the students attending the schools were from the nearby surroundings of the schools.

S.No.	Indicators
1.	<p>Availability of food grains</p> <p>i) Whether buffer stock of food grains for one month is available at the school? Buffer stock of food grains for one month was available in all 40 schools visited.</p> <p>ii) Whether food grains are delivered at the school in time by the lifting agency? It was the head teachers who went to the Maveli stores and brought the food grains to the schools by themselves. There was no other agency involved in lifting the food grains and delivering them at the school.</p> <p>iii) If lifting agency is not delivering the food grains at school how the food grains is transported up to school level? In all schools, it was the head teacher who made arrangement for transporting the food grains to the schools.</p> <p>iv) Whether the food grains are of FAQ of Grade A quality? The rice, dhal and green grams used in cooking were said to be of Grade A quality of FAQ.</p> <p>v) Whether food grains are released to school after adjusting the unspent balance of the previous month? Only after adjusting the unspent balance of the previous month, rice was released to schools in all case.</p>
2.	<p>Timely release of funds</p> <p>i) Whether State is releasing funds to District / block / school on regular basis in advance? Grant in advance was given to schools regularly to meet the cost of cooking. All schools reported that they had received the advance at the beginning of the school year.</p> <p>ii) If not,</p>

	<p>a) Period of delay in releasing funds by State to district.</p> <p>There was no delay in releasing funds by State to district.</p> <p>b) Period of delay in releasing funds by District to block / schools.</p> <p>There was no delay in releasing funds by district to the schools.</p> <p>c) Period of delay in releasing funds by block to schools.</p> <p>There was no delay in releasing funds by the block to the schools for it is through e-transfer the fund is released by the state to blocks and then to the schools.</p> <p>iii) Any other observations:</p> <p>All schools used the advance money received towards the cost of cooking.</p>
3.	<p>Availability of Cooking Cost</p> <p>i) Whether school / implementing agency has received the cooking cost in advance regularly?</p> <p>All schools reported that the cooking cost was given in two instalments. The first instalment consisted of grant required for meeting the cooking cost for the first six month period. It was given to the schools by the end of May. The schools reopened by the first working day of June.</p> <p>ii) Period of delay, if any, in receipt of cooking cost.</p> <p>No school had reported delay in the receipt of cooking cost.</p> <p>iii) In case of non-receipt of cooking cost how the meal is served?</p> <p>All schools got the advance for cooking. There was no problem.</p> <p>iv) Mode of payment of cooking cost (Cash / cheque / e-transfer)?</p> <p>The cooking cost was paid through e-transfer.</p>
4.	<p>Availability of Cook-cum-helpers</p> <p>i) Who engaged Cook-cum-helpers at schools (Department / SMC / VEC /</p>

PRI / Self Help Group / NGO /Contractor)?

The cook-cum-helpers were engaged by the SMC in the schools.

ii) If cook-cum-helper is not engaged who cooks and serves the meal?

Only the SMC engaged cook and helper cooked food in schools.

iii) Is the number of cooks-cum-helpers engaged in the school as per GOI norms or as per State norms?

The norms of the government of India were followed in engaging the number of cooks and helpers for all schools.

iv) Honorarium paid to cooks cum helpers.

The honorarium paid to the cooks and helpers was according to the norms of the state government.

iv) Mode of payment to cook-cum-helpers?

Cheques were given to the cooks and helpers for honorarium.

iv) Are the remuneration paid to cooks cum helpers regularly?

The cook and the helpers had said that they had received their payment regularly.

v) Social Composition of cooks cum helpers? (SC/ST/OBC/Minority)

About 91 per cent of the cooks and helpers were from the OBC and the remaining are from the SC and ST communities. Six cooks were from the Muslim community.

vi) Is there any training module for cook-cum-helpers?

No training module for cook-cum-helpers was available in schools.

vii) Whether training has been provided to cook-cum-helpers?

	<p>The cooks and the helpers in the sample schools visited had not been given any training for cooking.</p> <p>viii) In case the meal is prepared and transported by the Centralized kitchen / NGO, whether cook-cum-helpers have been engaged to serve the meal to the children at school level.</p> <p>There was no centralized kitchen in Kerala.</p> <p>ix) Whether health check-up of cook-cum-helpers has been done?</p> <p>The cook and the helpers were given the check-up at the time of conducting Medical Check for the students at schools.</p>
5.	<p>Regularity in Serving Meal</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Hot cooked meal was served in all schools without any interruption.</p>
6.	<p>i) Display of Information under Right to Education Act, 2009 at the school level at prominent place</p> <p>a) Quantity and date of food grains received</p> <p>The data relating to the quantity and the date of food grains received by the schools was available in records; but not displayed on the notice board.</p> <p>b) Balance quantity of food grains utilized during the month.</p> <p>Though not displayed on the walls, the balance quantity of food grains used was recorded in the register.</p> <p>c) Other ingredients purchased, utilized</p> <p>This information was available in records, but not on the display.</p>

	<p>d) Number of children given MDM</p> <p>This information was available in records, but not on the display.</p> <p>e) Daily menu</p> <p>The SMC in the schools actually prepared the menu and followed it. But the menu was not displayed on the notice board or the school wall.</p> <p>ii) Display of MDM logo at prominent place preferably outside wall of the school.</p> <p>MDM logo was pasted on the wall of the school buildings within the school campus and not outside the school campus.</p>																		
7.	<p>Trends</p> <table border="1" data-bbox="312 976 1203 1290"> <thead> <tr> <th colspan="3">Extent of variation</th> </tr> <tr> <th colspan="3">(As per school records vis-à-vis Actual on the day of visit)</th> </tr> </thead> <tbody> <tr> <td>i</td> <td>Enrolment</td> <td>5437</td> </tr> <tr> <td>ii</td> <td>No. of children present on the day of visit</td> <td>5332</td> </tr> <tr> <td>iii</td> <td>No. of children availing MDM as per MDM Register</td> <td>5302</td> </tr> <tr> <td>iv</td> <td>No. of children actually availing MDM on the day of visit as per head count</td> <td>5291</td> </tr> </tbody> </table> <p>Ninety-eight per cent of the total number of students enrolled in the 40 schools was present on the day of visit to the schools. The percentage of children who availed MDM as per the register is 97.52 per cent out of total enrolment or 99.62 per cent of the students attended on the day of the visit to schools. The percentage of the children who availed MDM as per the head count on the day of the visit was 99.79 of students who availed MDM as per the MDM Register or 99.42 per cent of the students who attended classes on the day of the visit or 97.31 per cent of the total students enrolled in the primary classes in 40 schools.</p>	Extent of variation			(As per school records vis-à-vis Actual on the day of visit)			i	Enrolment	5437	ii	No. of children present on the day of visit	5332	iii	No. of children availing MDM as per MDM Register	5302	iv	No. of children actually availing MDM on the day of visit as per head count	5291
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iv	No. of children actually availing MDM on the day of visit as per head count	5291																	
8.	<p>Social Equity</p> <p>i) What is the system of serving and seating arrangements for eating?</p> <p>In all schools, the cook and the helper (if there is one) served the food near the cooking shed; some of the teachers helped them; the students stood in line to receive the food. After getting their share, students sat along with their friends on the verandas in 33 schools; and in the remaining schools, the students sat in the classrooms for dining.</p>																		

	<p>ii) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>There was no discrimination in terms of gender or caste or community in cooking or serving or seating in schools.</p> <p>iii) The name of the school where discrimination found of any kind may be mentioned in the main body of the report along with date of visit.</p> <p>Discrimination was not found in any school.</p> <p>iv) If any kind of social discrimination is found in the school, comments of the team may be given in the inspection register of the school.</p> <p>There was no social discrimination in the schools.</p>
9.	<p>Convergence With Other Schemes</p> <p>1) Sarva Shiksha Abhiyan</p> <p>The SSA at BRCs organised the medical camps. The SSA officials also supervised MDM at the schools. Thus there was convergence with SSA.</p> <p>2) School Health Programme</p> <p>i) Is there school Health Card maintained for each child?</p> <p>The school health card was in preparation.</p> <p>ii) What is the frequency of health check-up?</p> <p>Once in a year.</p> <p>iii) Whether the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>The head teachers in all schools said that the children were given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically.</p> <p>iv) Who administers these medicines and at what frequency?</p>

Health personals from the PHC supplied these medicines once in a month.

v) Whether height and weight record of the children is being indicated in the school health card.

The height and weight of the students were also said to be recorded during the medical check-ups.

vi) Whether any referral during the period of monitoring.

No referral was observed during the period of monitoring.

vii) Instances of medical emergency during the period of monitoring.

We had not come across any medical emergency during the period of monitoring.

viii) Availability of the first aid medical kit in the schools.

Some schools said that they had the first aid medical kit in their schools

ix) Dental and eye check-up included in the screening.

Eye testing and dental check up were also done.

x) Distribution of spectacles to children suffering from refractive error.

Spectacles were arranged for the students suffering from refractive error.

2. Drinking Water and Sanitation Programme

i) Whether potable water is available for drinking purpose in convergence with Drinking Water and Sanitation Programmes.

Drinking water facility was available in all schools. Some schools had received synthetic tanks for storing drinking water under the *Drinking water and sanitation programme*.

	<p>3. MPLAD / MLA Scheme No such schemes</p> <p>4. Any Other Department / Scheme. Nothing.</p>
10.	<p>Infrastructure</p> <p>1. Kitchen-cum-Store</p> <p>a) Is a pucca kitchen shed-cum-store</p> <p>vii) Constructed and in use</p> <p>viii) Under which Scheme Kitchen-cum-store constructed - MDM/SSA/Others</p> <p>ix) Constructed but not in use (Reasons for not using)</p> <p>x) Under construction</p> <p>xi) Sanctioned, but construction not started</p> <p>xii) Not sanctioned</p> <p>All schools had kitchens that were constructed under SSA scheme earlier. Their store room was separate from the kitchen.</p> <p>b) In case the pucca kitchen-cum-store is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored?</p> <p>Food grains were stored in separate store rooms slightly away from the kitchens.</p> <p>c) Kitchen-cum-store in hygienic condition, properly ventilated and away from classrooms.</p> <p>The kitchen atmosphere was in hygienic condition; it was properly ventilated and situated away from classrooms.</p> <p>d) Whether MDM is being cooked by using firewood or LPG based cooking?</p> <p>MDM was cooked using firewood in all schools.</p> <p>e) Whether on any day there was interruption due to non-availability of firewood or LPG?</p>

There was no interruption in MDM in any school visited.

2. Kitchen Devices

- v) Whether cooking utensil are available in the school?

Adequate cooking utensils were available in all 40 schools.

- vi) Source of funding for cooking and serving utensils – Kitchen Devices fund / MME / Community contribution / others.

All 40 schools had all the utensils required for cooking and serving. All these utensils were purchased by the SSA fund earlier. Very few schools had received additional contributions from the NGOs and some nationalized banks in the school locality.

- vii) Whether eating plates, etc are available in the school?

Plates and tumblers were available for all children in all schools.

- viii) Source of funding for eating plates - MME / Community contribution / others?

Plates and tumblers available in the schools were contributed by the Municipal corporations, NGOs and banks in the locality of the schools.

3. Availability of storage bins

- ii) Whether storage bins are available for food grains? If yes, what is the source of their procurement?

No school had bins to store food grains in the school.

8. Toilets in the school

- i) Is separate toilet for the boys and girls are available?

Separate toilet for the boys and girls were available in all schools.

- ii) Are toilets usable?

Water was available in the toilets and they were in usable condition.

9. Availability of potable water

- i) Is Tap water / tube well / hand pump / Well / Jet pump available?
- ii) Any other source

Drinking water facilities are available in all 40 schools. However, the sources of drinking water differ from school to school. Eleven out of 12 government schools have tap water facility for supplying drinking water in the schools; and the remaining one school has protected well for supplying drinking water in the school.

Nine out of 28 private aided schools have tap water facility for supplying drinking water in the schools; and the remaining nineteen schools have protected wells for supplying drinking water in their schools. In addition, some schools keep drinking water in pots in the classrooms. The available drinking water is said to be safe. There are no complaints of water being polluted or having higher iron or arsenic contents.

Schools	Tap water	Well	Bore well	Hand pump	Others	Total
Government	11	1				12
Private aided	9	19				28
Total	20	20				40

10. Availability of fire extinguishers

Fire extinguisher was available in many schools.

11. IT infrastructure available @ School level

- i) Number of computers available in the school (if any).

All the 40 schools in Idukki district have at least one computer. Out of 40 schools, 20 schools have computers less than 3; another 11 schools have 4 to 5 computers; and 9 schools have more than 5 computers.

Schools	Number of computers										Total
	0	1-3	4-5	6-10	11-20	21-30	31-40	41-50	51-60	> 60	
Government school	LP		3	1		1					5
	UP			1	1	2	3				7
Private aided	LP		17	8							25
	UP			1	1	1					3
Total			20	11	2	4	3				40

- ii) Availability of internet connection (If any).

Only 4 schools had internet connection.

- iii) Using any IT / IT enabled services based solutions / services (like e-

	<p>learning etc.) (if any)</p> <p>No such services were in any school.</p>
11.	<p>Safety & Hygiene</p> <p>i) General Impression of the environment, Safety and hygiene:</p> <p>The school environment was quite safe and it was kept hygienically well.</p> <p>ii) Are children encouraged to wash hands before and after eating?</p> <p>All children were instructed to wash hands before and after eating.</p> <p>iii) Do the children take meals in an orderly manner?</p> <p>All children stood in line to get their food and sat in the veranda or classroom in small groups to have their lunch.</p> <p>iv) Conservation of water?</p> <p>We had not observed anyone wasting water while washing their plates and tumblers.</p> <p>v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>The cooking process and the storage of firewood were quite safe in all schools.</p>
12.	<p>Community Participation</p> <p>i) Extent of participation by Parents / SMC / VEC / Panchayats / Urban bodies in daily supervision and monitoring.</p> <p>One or two parents visited the schools on the day of our visit to the school. That person happened to be the PTA president or the one living near the school. Otherwise we had not seen anybody from the local governments monitoring or supervising the MDM at schools.</p> <p>ii) Is any roster of community members being maintained for supervision of the MDM?</p>

	<p>No roster was available.</p> <p>iii) Is there any social audit mechanism in the school? There was social audit mechanism in the school.</p> <p>vi) Number of meetings of SMC held during the monitoring period. Four SMC meetings had been held.</p> <p>v) How many of these meetings issues related to MDM were discussed? MDM was discussed in all meetings.</p>
13.	<p>Inspection & Supervision</p> <p>i) Is there any Inspection Register available at school level? All the 40 schools had inspection register.</p> <p>ii) Whether school has received any funds under MME component? The schools had received fund under MME component for buying new vessels and maintaining the kitchen.</p> <p>iii) Whether State / District / Block level officers / officials inspecting the MDM Scheme? State, district and block level officers had inspected the functioning of MDM in schools.</p> <p>iv) The frequency of such inspections? Once in a month.</p>
14.	<p>Impact</p> <p>i) Has the mid day meal improved the enrolment, attendance, retention of children in school? Mid day meal was said to have improved the enrolment, daily attendance and retention of children in schools.</p> <p>ii) Whether mid day meal has helped in improvement of the social harmony?</p>

	<p>Mid day meal was also said to have helped to improve the social harmony.</p> <p>iii) Whether mid day meal has helped in improvement of the nutritional status of the children?</p> <p>Mid day meal had helped to improve the nutritional status of the children in schools.</p> <p>iv) Is there any other incidental benefit due to serving of meal in schools?</p> <p>MDM had also helped to improve the learning of the children at the primary level.</p>
15.	<p>Grievance Redressal Mechanism</p> <p>i) Is any grievance redressal mechanism in the district for MDMS?</p> <p>There was a monitoring mechanism at the district level under the chairmanship of the district collector.</p> <p>ii) Whether the district / block / school having any toll free number?</p> <p>The DPI had published a toll free number in its website.</p>
	<p>Monitoring of Centralized Kitchens There are no centralised kitchens in the district.</p>

List of Schools visited by MI in Idukki district

SL No	School Code	School Name	Primary/Upper primary school
1	32090400204	GLPS Devikulam, KDH (Munnar), Munnar, Idukki	Primary
2	32090400202	GATPS Munnar, KDH (Munnar), Munnar, Idukki	Primary
3	32090400603	LPS Viripara, Mankulam, Munnar, Idukki	Primary
4	32090400602	LPS Kozhiyalakudy, Mankulam, Munnar, Idukki	Primary
5	32090400401	GTLPS Champakkad, Keezhanthoor, Munnar, Idukki	Primary
6	32090400307	LPS Nakkuppatty, Kanthalloor, Munnar, Idukki	Primary
7	32090400306	LPS Chempettikudy, Kanthalloor, Munnar, Idukki	Primary
8	32090400701	GLPS Marayoor, Marayoor, Munnar, Idukki	Primary
9	32090400716	LPS Nellipettykudy, Marayoor, Munnar, Idukki	Primary
10	32090400715	LPS Karpoorakudy, Marayoor, Munnar, Idukki	Primary
11	32090400712	LPS Eruttalakudy, Marayoor, Munnar, Idukki	Primary
12	32090400711	LPS Indiracolony, Marayoor, Munnar, Idukki	Primary
13	32090400710	LPS Cheruvadukudy, Marayoor, Munnar, Idukki	Primary
14	32090400301	ALPS Kanthalloor, Kanthalloor, Munnar, Idukki	primary
15	32090400230	ALPS Silentvalley, KDH (Munnar), Munnar, Idukki	primary
16	32090400229	ALPS Nymakad, KDH (Munnar), Munnar, Idukki	primary
17	32090400227	ALPS Rajamallay, KDH (Munnar), Munnar, Idukki	primary
18	32090400226	ALPS Devikulam, KDH (Munnar), Munnar, Idukki	primary
19	32090400225	ALPS Gundumallay, KDH (Munnar), Munnar, Idukk	primary
22	32090400222	ALPS Gunderale, KDH (Munnar), Munnar, Idukki	primary
21	32090400210	ALPS Thenmallay, KDH (Munnar), Munnar, Idukki	primary
22	32090400221	ALPS Grahamsland, KDH (Munnar), Munnar, Idukki	primary
23	32090400220	ALPS Kundaly, KDH (Munnar), Munnar, Idukki	primary
24	32090400217	ALPS Nettigudi, KDH (Munnar), Munnar, Idukki	primary
25	32090400215	ALPS Periyavurai, KDH (Munnar), Munnar, Idukki	primary
26	32090400213	ALPS Chundavurrai, KDH (Munnar), Munnar, Idukki	primary
27	32090400212	ALPS Luckham, KDH (Munnar), Munnar, Idukki	primary
28	32090400208	ALPS Madupatty, KDH (Munnar), Munnar, Idukki	primary
29	32090400207	ALPS Kadalar, KDH (Munnar), Munnar, Idukki	primary
30	32090400706	LPS Marayoor, Marayoor, Munnar, Idukki	primary
31	32090400249	GUPS Kanniamallai, KDH (Munnar), Munnar, Idukki	Upper primary
32	32090400244	GHSS Devikulam, KDH (Munnar), Munnar, Idukki	Upper primary
33	32090400240	GHS Southuparai, KDH (Munnar), Munnar, Idukki	Upper primary
34	32090400241	GUPS Kallaar, KDH (Munnar), Munnar, Idukki	Upper primary
35	32090400237	GHS Vagavarrai, KDH (Munnar), Munnar, Idukki	Upper primary
36	32090400234	GHS Guderale, KDH (Munnar), Munnar, Idukki	Upper primary
37	32090400233	GHS Chinduvarai, KDH (Munnar), Munnar, Idukki	Upper primary
38	32090400703	SM UPS Marayoor, Marayoor, Munnar, Idukki	Upper primary
39	32090400304	SH HS Kanthalloor, Kanthalloor, Munnar, Idukki	Upper primary
40	32090400201	LF GHS Munnar, KDH (Munnar), Munnar, Idukki	Upper primary

**SECOND HALF YEARLY MONITORING
REPORT OF
CENTRE FOR DEVELOPMENT STUDIES
ON MID DAY MEALS IN SCHOOLS
DURING THE PERIOD OF
1st April, 2014 to 30th September, 2014**

Districts Monitored/Covered

3. Palakkad



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

Thiruvananthapuram, Kerala

Monitoring the functioning of Mid Day Meals in schools in Palakkad district

During 1st April, 2014 to 30th September, 2014

The empirical evidence relating to various aspects of implementation of MDM in the schools in Palakkad district in Kerala is analysed and reported against each indicator below:

School level Analysis

The sample for the study of SSA in the district consists of 24 LP schools and 16 UP schools. Twenty-eight schools are from the rural area and 12 schools are from the urban area. Eleven schools are government schools and 29 schools are private aided schools. The average distance between the houses of the students enrolled in the LP schools and the LP schools/sections is less than one kilometre. Similarly, the average distance between the houses of the students enrolled in the UP schools and the UP schools/sections are about one kilometre.

Type of School	Rural	Urban	Total
Lower Primary	19	5	24
Upper Primary	9	7	16
Total	28	12	40

Type of School	Government	Private aided	Total
Lower Primary	7	22	29
Upper Primary	4	7	11
Total	11	29	40

S.No.	Indicators
1.	<p>Availability of food grains</p> <p>i) Whether buffer stock of food grains for one month is available at the school?</p> <p>All 40 schools maintained buffer stock of food grains for one month.</p> <p>ii) Whether food grains are delivered at the school in time by the lifting agency?</p> <p>It was the head teachers who made arrangements for procuring the food grains from the Maveli stores. There was no other agency involved in lifting the food grains and delivering them at the school.</p> <p>iii) If lifting agency is not delivering the food grains at school how the food grains is transported up to school level?</p> <p>In all schools, it was the head teachers who made arrangement for transporting the food grains to the schools.</p> <p>iv) Whether the food grains are of FAQ of Grade A quality?</p> <p>The rice, dhall and green grams used in cooking were of Grade A quality of FAQ.</p> <p>v) Whether food grains are released to school after adjusting the unspent balance of the previous month?</p> <p>The rice was released to school after adjusting the unspent balance of the previous month in the case of all schools.</p>
2.	<p>Timely release of funds</p> <p>i) Whether State is releasing funds to District / block / school on regular basis in advance?</p> <p>Grant in advance was given to schools regularly to meet the cost of cooking. All schools reported that they had received the advance at the beginning of the school year.</p> <p>ii) If not,</p>

S.No.	Indicators
	<p>a) Period of delay in releasing funds by State to district.</p> <p>There was no delay in releasing funds by State to district.</p> <p>b) Period of delay in releasing funds by District to block / schools.</p> <p>There was no delay in releasing funds by district to the schools.</p> <p>c) Period of delay in releasing funds by block to schools.</p> <p>There was no delay in releasing funds by the block to the schools for it was through e-transfer the fund was released by the state to blocks and then to the schools.</p> <p>iii) Any other observations:</p> <p>All schools were found to use the advance money received towards the cost of cooking.</p>
3.	<p>Availability of Cooking Cost</p> <p>i) Whether school / implementing agency has received the cooking cost in advance regularly?</p> <p>All schools had reported that the cooking cost was given in two instalments. The first instalment consisted of grant required for meeting the cooking cost for the first six month period. It was given to the schools by the end of May. The schools started by the first of June every year. The second instalment was given in the month of December.</p> <p>ii) Period of delay, if any, in receipt of cooking cost.</p> <p>As such, there was no delay in the receipt of cooking cost.</p> <p>iii) In case of non-receipt of cooking cost how the meal is served?</p> <p>All schools reported that there was no problem in getting the advance for cooking.</p> <p>iv) Mode of payment of cooking cost (Cash / cheque / e-transfer)?</p>

S.No.	Indicators
	<p>The cooking cost was paid through e-transfer.</p>
4.	<p>Availability of Cook-cum-helpers</p> <p>i) Who engaged Cook-cum-helpers at schools (Department / SMC / VEC / PRI / Self Help Group / NGO /Contractor)?</p> <p>The cook-cum-helpers were engaged by the SMC in the schools.</p> <p>ii) If cook-cum-helper is not engaged who cooks and serves the meal?</p> <p>It was the cook-cum-helpers who were engaged by the schools did the work of cooking and serving.</p> <p>iii) Is the number of cooks-cum-helpers engaged in the school as per GOI norms or as per State norms?</p> <p>It was according to the GOI norms that the number of cooks and helpers were engaged in the schools.</p> <p>iv) Honorarium paid to cooks cum helpers.</p> <p>The honorarium paid to the cooks and helpers were according to the government of India norms.</p> <p>v) Mode of payment to cook-cum-helpers?</p> <p>The cook and the helpers were given cheques for honorarium.</p> <p>vi) Are the remuneration paid to cooks cum helpers regularly?</p> <p>The cook and the helpers were paid regularly.</p> <p>vii) Social Composition of cooks cum helpers? (SC/ST/OBC/Minority)</p> <p>About 73 per cent of the cooks and helpers were from the OBC and the remaining were from the SC and ST communities. Eleven cooks were from the Muslim community.</p>

S.No.	Indicators
	<p>viii) Is there any training module for cook-cum-helpers?</p> <p>There were no training modules for cook-cum-helpers.</p> <p>ix) Whether training has been provided to cook-cum-helpers?</p> <p>No cook in the sample schools visited had said that he/she had received training in cooking.</p> <p>x) In case the meal is prepared and transported by the Centralized kitchen / NGO, whether cook-cum-helpers have been engaged to serve the meal to the children at school level.</p> <p>There was no centralized kitchen in Kerala.</p> <p>xi) Whether health check-up of cook-cum-helpers has been done?</p> <p>When the medical check-up camp was conducted at school for students, the cook and the helpers were also given the check-up.</p>
5.	<p>Regularity in Serving Meal</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>All schools visited had served hot cooked meal daily without any interruption.</p>
6.	<p>i) Display of Information under Right to Education Act, 2009 at the school level at prominent place</p> <p>a) Quantity and date of food grains received</p> <p>This information was available in records, but not on the display.</p> <p>b) Balance quantity of food grains utilized during the month.</p> <p>This information was available in records, but not on the display.</p>

S.No.	Indicators																		
	<p>c) Other ingredients purchased, utilized</p> <p>This information was available in records, but not on the display.</p> <p>d) Number of children given MDM</p> <p>This information was available in records, but not on the display.</p> <p>f) Daily menu</p> <p>This information was available in records, but not on the display.</p> <p>ii) Display of MDM logo at prominent place preferably outside wall of the school.</p> <p>MDM logo was visible in all the 40 schools in the district.</p>																		
7.	<p>Trends</p> <table border="1" data-bbox="347 1167 1203 1413"> <thead> <tr> <th colspan="3" data-bbox="347 1167 1203 1211">Extent of variation</th> </tr> <tr> <th colspan="3" data-bbox="347 1211 1203 1245">(As per school records vis-à-vis Actual on the day of visit)</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 1245 408 1279">i</td> <td data-bbox="408 1245 1098 1279">Enrolment</td> <td data-bbox="1098 1245 1203 1279">8151</td> </tr> <tr> <td data-bbox="347 1279 408 1312">ii</td> <td data-bbox="408 1279 1098 1312">No. of children present on the day of visit</td> <td data-bbox="1098 1279 1203 1312">8090</td> </tr> <tr> <td data-bbox="347 1312 408 1346">iii</td> <td data-bbox="408 1312 1098 1346">No. of children availing MDM as per MDM Register</td> <td data-bbox="1098 1312 1203 1346">8091</td> </tr> <tr> <td data-bbox="347 1346 408 1413">iv</td> <td data-bbox="408 1346 1098 1413">No. of children actually availing MDM on the day of visit as per head count</td> <td data-bbox="1098 1346 1203 1413">8088</td> </tr> </tbody> </table> <p>About 99.31 per cent of the total number of students enrolled in the 40 schools was present on the day of visit to the schools. The percentage of children who availed MDM as per the register was 99.26 per cent out of total enrolment or 99.95 per cent of the students attended on the day of the visit to schools. The percentage of the children who availed MDM as per the head count on the day of the visit was 99.96 of students who availed MDM as per the MDM Register or 99.81 per cent of the students present on the day of the visit or 99.27 per cent of total enrolment in the schools. In short, more than 99 per cent of the students in primary classes availed midday meals from the MDM programme.</p>	Extent of variation			(As per school records vis-à-vis Actual on the day of visit)			i	Enrolment	8151	ii	No. of children present on the day of visit	8090	iii	No. of children availing MDM as per MDM Register	8091	iv	No. of children actually availing MDM on the day of visit as per head count	8088
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S.No.	Indicators
8.	<p>Social Equity</p> <p>i) What is the system of serving and seating arrangements for eating?</p> <p>After cooking the meals the cook and the helpers distributed the cooked food to the students who stood in line. After getting the food, the students sat on the benches in classroom and dined.</p> <p>ii) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>There was no discrimination in terms of gender or caste or community in cooking or serving or seating in schools.</p> <p>iii) The name of the school where discrimination found of any kind may be mentioned in the main body of the report along with date of visit.</p> <p>No school had been identified to practice discrimination.</p> <p>iv) If any kind of social discrimination is found in the school, comments of the team may be given in the inspection register of the school.</p> <p>There was no social discrimination in the schools.</p>
9.	<p>Convergence With Other Schemes</p> <p>1. Sarva Shiksha Abhiyan Many programmes are jointed done by MDM and SSA officials.</p> <p>2. School Health Programme</p> <p>i) Is there school Health Card maintained for each child?</p> <p>The school health cards were getting ready.</p> <p>ii) What is the frequency of health check-up?</p> <p>Once in a year.</p> <p>iii) Whether the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p>

S.No.	Indicators
	<p>The students were given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically.</p> <p>iv) Who administers these medicines and at what frequency?</p> <p>The PHC staff gave these medicines to the students once in a month.</p> <p>v) Whether height and weight record of the children is being indicated in the school health card.</p> <p>When the medical camp is conducted, the height and weight of the students were also recorded.</p> <p>vi) Whether any referral during the period of monitoring.</p> <p>No referral had been observed.</p> <p>vii) Instances of medical emergency during the period of monitoring.</p> <p>During the period of monitoring, there was no medical emergency.</p> <p>viii) Availability of the first aid medical kit in the schools.</p> <p>The first aid medical kit was available in the schools.</p> <p>ix) Dental and eye check-up included in the screening.</p> <p>Dental and eye check-up were also organised in the medical camps.</p> <p>x) Distribution of spectacles to children suffering from refractive error.</p> <p>Spectacles had been arranged for the students suffering from refractive error.</p>

S.No.	Indicators
	<p>2. Drinking Water and Sanitation Programme</p> <p>i) Whether potable water is available for drinking purpose in convergence with Drinking Water and Sanitation Programmes.</p> <p>The sample of 40 schools had drinking water facility. The Drinking Water and Sanitation Programme was also helpful in this regard.</p> <p>3. MPLAD / MLA Scheme</p> <p>MLA fund was used for cleaning the wells.</p> <p>4. Any Other Department / Scheme.</p>
10.	<p>Infrastructure</p> <p>1. Kitchen-cum-Store</p> <p>a) Is a pucca kitchen shed-cum-store</p> <p>i) Constructed and in use</p> <p>ii) Under which Scheme Kitchen-cum-store constructed - MDM/SSA/Others</p> <p>iii) Constructed but not in use (Reasons for not using)</p> <p>iv) Under construction</p> <p>v) Sanctioned, but construction not started</p> <p>vi) Not sanctioned</p> <p>All 40 schools have kitchen constructed under SSA scheme. Their store room is separate from the kitchen. Some schools received maintenance fund from the government for repairing the kitchen sheds.</p> <p>b). In case the pucca kitchen-cum-store is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p> <p>Kitchen is available separately from the store room.</p> <p>c) Kitchen-cum-store in hygienic condition, properly ventilated and away from classrooms.</p> <p>Kitchen was in hygienic condition; it had good ventilation and was away from classrooms.</p>

S.No.	Indicators
	<p>d) Whether MDM is being cooked by using firewood or LPG based cooking?</p> <p>Firewood was used in cooking MDM in all schools. LPG connection was available in some schools; but it was used for boiling milk only.</p> <p>e) Whether on any day there was interruption due to non-availability of firewood or LPG?</p> <p>There was no interruption in MDM in any school visited.</p> <p>2. Kitchen Devices</p> <p>i) Whether cooking utensil are available in the school?</p> <p>All 40 schools had sufficient number of cooking and supplying utensils.</p> <p>ii) Source of funding for cooking and serving utensils – Kitchen Devices fund / MME / Community contribution / others.</p> <p>All 40 schools had purchased the cooking and serving utensils using the SSA fund earlier. Besides some schools got additional contributions from the NGOs and some nationalized banks in the school locality.</p> <p>iii) Whether eating plates, etc are available in the school?</p> <p>Plates and tumblers were available for all children in all schools.</p> <p>iv) Source of funding for eating plates - MME / Community contribution / others?</p> <p>Plates and tumblers available in the schools were contributed by the Municipal corporations, NGOs and banks in the locality of the schools.</p> <p>3. Availability of storage bins</p> <p>i) Whether storage bins are available for food grains? If yes, what is</p>

S.No.	Indicators																												
	<p>the source of their procurement?</p> <p>Bins were not available for store food grains.</p> <p>4. Toilets in the school</p> <p>i) Is separate toilet for the boys and girls are available?</p> <p>Boys and girls were given separate toilets in all schools.</p> <p>ii) Are toilets usable?</p> <p>Water is available in the toilets and they were in usable condition.</p> <p>5. Availability of potable water</p> <p>i) Is Tap water / tube well / hand pump / Well / Jet pump available?</p> <p>ii) Any other source</p> <p>The available drinking water is said to be safe in all schools. There are no complaints of water being polluted or having higher iron or arsenic contents. The schools get drinking water from different sources.</p> <p>Five out of 11 government schools get water from the government water supply and the remaining 6 schools use protected wells for supplying drinking water in the schools. In all schools water is available in the taps. Some schools keep drinking water in pots or silver vessels in the classrooms.</p> <table border="1" data-bbox="336 1391 971 1547"> <caption>Table 8 Drinking water availability in schools</caption> <thead> <tr> <th rowspan="2">Schools</th> <th colspan="4">Sources of drinking water in schools</th> <th rowspan="2">Total</th> </tr> <tr> <th>Tap water</th> <th>Well</th> <th>Bore well</th> <th>Hand pump</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td>5</td> <td>6</td> <td></td> <td></td> <td>11</td> </tr> <tr> <td>Private aided</td> <td>13</td> <td>15</td> <td>1</td> <td></td> <td>29</td> </tr> <tr> <td>Total</td> <td>18</td> <td>21</td> <td>1</td> <td></td> <td>40</td> </tr> </tbody> </table> <p>Thirteen out of 29 private aided schools get water from the government water supply, 15 out of 29 private aided schools have their own wells and the remaining one school has bore well for drawing drinking water for the school children. In all these schools water is available in the taps.</p> <p>6. Availability of fire extinguishers</p> <p>Fire extinguisher was available in many schools.</p>	Schools	Sources of drinking water in schools				Total	Tap water	Well	Bore well	Hand pump	Government	5	6			11	Private aided	13	15	1		29	Total	18	21	1		40
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S.No.	Indicators																																																																																	
	<p data-bbox="343 257 1008 291">7. IT infrastructure available @ School level</p> <p data-bbox="295 331 1082 365">a) Number of computers available in the school (if any).</p> <p data-bbox="295 405 1394 584">Seventeen out of 40 schools had one computer. Twelve out of 40 schools had 2 to 3 computers and the remaining 11 schools had more than 4 computers. The following table described the availability of computers in schools. But unfortunately not all the available computers were working in the schools. In 34 out of 40 schools at least one computer was operational.</p> <p data-bbox="411 696 911 730" style="text-align: center;">Availability of computers in schools</p> <table border="1" data-bbox="344 730 999 904"> <thead> <tr> <th rowspan="2">Schools</th> <th colspan="7">Number of computers</th> <th rowspan="2">Total</th> </tr> <tr> <th>0</th> <th>1</th> <th>2-3</th> <th>4-5</th> <th>6-10</th> <th>11-15</th> <th>16-20</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td></td> <td>8</td> <td>9</td> <td>1</td> <td>2</td> <td>2</td> <td>3</td> <td>25</td> </tr> <tr> <td>Private Aided</td> <td></td> <td>9</td> <td>3</td> <td>1</td> <td>2</td> <td></td> <td></td> <td>15</td> </tr> <tr> <td>Total</td> <td></td> <td>17</td> <td>12</td> <td>2</td> <td>4</td> <td>2</td> <td>3</td> <td>40</td> </tr> </tbody> </table> <p data-bbox="343 981 948 1014" style="text-align: center;">Number of computers functional in schools</p> <table border="1" data-bbox="344 1014 940 1189"> <thead> <tr> <th rowspan="2">Schools</th> <th colspan="6">Number of computers functioning</th> <th rowspan="2">Total</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>6</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td></td> <td>24</td> <td>1</td> <td></td> <td></td> <td>1</td> <td>26</td> </tr> <tr> <td>Private Aided</td> <td></td> <td>10</td> <td>1</td> <td>1</td> <td>2</td> <td></td> <td>14</td> </tr> <tr> <td>Total</td> <td></td> <td>34</td> <td>2</td> <td>1</td> <td>2</td> <td>1</td> <td>40</td> </tr> </tbody> </table> <p data-bbox="391 1279 1015 1312">b) Availability of internet connection (If any).</p> <p data-bbox="391 1373 1334 1406">The schools visited in this district did not have internet connection.</p> <p data-bbox="391 1467 1394 1541">c) Using any IT / IT enabled services based solutions / services (like e-learning etc.) (if any)</p> <p data-bbox="391 1552 1011 1585">No such services were found in any school.</p>	Schools	Number of computers							Total	0	1	2-3	4-5	6-10	11-15	16-20	Government		8	9	1	2	2	3	25	Private Aided		9	3	1	2			15	Total		17	12	2	4	2	3	40	Schools	Number of computers functioning						Total	0	1	2	3	6	9	Government		24	1			1	26	Private Aided		10	1	1	2		14	Total		34	2	1	2	1	40
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11.	<p data-bbox="295 1628 560 1662">Safety & Hygiene</p> <p data-bbox="391 1700 1278 1733">i) General Impression of the environment, Safety and hygiene:</p> <p data-bbox="391 1794 1326 1827">The school environment was quite safe and it is kept hygienically.</p> <p data-bbox="391 1888 1342 1921">ii) Are children encouraged to wash hands before and after eating?</p> <p data-bbox="391 1982 1334 2016">All children were instructed to wash hands before and after eating.</p>																																																																																	

S.No.	Indicators
	<p>iii) Do the children take meals in an orderly manner?</p> <p>All children stood in line to get their food and sat in the verandas or classrooms in small groups to have their lunch.</p> <p>iv) Conservation of water?</p> <p>We have not observed anyone wasting water while washing their plates and tumblers.</p> <p>v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>The cooking process and the storage of firewood are quite safe in all schools.</p>
12.	<p>Community Participation</p> <p>i) Extent of participation by Parents / SMC / VEC / Panchayats / Urban bodies in daily supervision and monitoring.</p> <p>We were told that there were officials from the local governments who monitored the MDM at schools. The PTA president and some of the members of the SMC residing in the vicinity of the schools visited the schools often.</p> <p>ii) Is any roster of community members being maintained for supervision of the MDM?</p> <p>There was no roster in the schools.</p> <p>iii) Is there any social audit mechanism in the school?</p> <p>The MDM menu and the issues related to distribution of MDM were discussed in the SMC meetings.</p> <p>iv) Number of meetings of SMC held during the monitoring period.</p> <p>We have observed that there were 5 SMC meetings held during the monitoring period.</p> <p>v) In how many of these meetings issues related to MDM were</p>

S.No.	Indicators
	<p>discussed? MDM was discussed in all meetings.</p>
13.	<p>Inspection & Supervision</p> <p>i) Is there any Inspection Register available at school level?</p> <p>Inspection Register was available at schools.</p> <p>ii) Whether school has received any funds under MME component?</p> <p>The schools visited had received grants under MME component. They used the grants for the purpose of buying necessary utensils and repairing the cooking shed.</p> <p>iii) Whether State / District / Block level officers / officials inspecting the MDM Scheme?</p> <p>State, district and block level officers had inspected the functioning of MDM in schools.</p> <p>iv) The frequency of such inspections?</p> <p>Once in a month.</p>
14.	<p>Impact</p> <p>i) Has the mid day meal improved the enrolment, attendance, retention of children in school?</p> <p>Mid day meal was said to have improved the enrolment, daily attendance and retention of children in schools.</p> <p>ii) Whether mid day meal has helped in improvement of the social harmony?</p> <p>Mid day meal was also said to have helped to improve the social harmony.</p> <p>iii) Whether mid day meal has helped in improvement of the nutritional</p>

S.No.	Indicators
	<p>status of the children?</p> <p>Mid day meal had helped to improve the nutritional status of the children in schools.</p> <p>iv) Is there any other incidental benefit due to serving of meal in schools?</p> <p>MDM had also helped to improve the learning of the children at the primary level.</p>
15	<p>Grievance Redressal Mechanism</p> <p>i) Is any grievance redressal mechanism in the district for MDMS?</p> <p>There was a monitoring mechanism at the district level under the chairmanship of the district collector.</p> <p>ii) Whether the district / block / school having any toll free number?</p> <p>The DPI had published a toll free number in its website.</p>
	<p>Monitoring of Centralized Kitchens</p> <p>There were no centralised kitchens in the district.</p>

List of Schools visited by MI in Palakkad district

Sl. No	School Code	School Name	Primary/Upper Primary school
1	32061200108	GMUPS Paruhipra, Shoranur, Palakkad	Upper Primary
2	32061200219	GHSS Marayamangalam, Nellaya, Shoranur, Palakkad	Upper Primary
3	32061200215	Barath LPS Nellaya, Nellaya , Shoranur, Palakkad	Primary
4	32061200201	AMLPS Moloor north, Nellaya, Shoranur, Palakkad	Primary
5	32061200222	AMLPS Moloor south, Nellaya, Shoranur, Palakkad	Primary
6	32061200204	AMLPS Marayamangalam, Nellaya, Shoranur, Palakkad	Primary
7	32061200207	AMLPS Irimbalasseri, Nellaya, Shoranur, Palakkad	Primary
8	32061200704	OALPS Vallapuzha, Vallapuzha ,Shoranur, Palakkad	Primary
9	32061200709	GUPS Vallapuzha ,Shoranur, Palakkad	Upper Primary
10	32061200120	GHS, Ariyanchira, Shoranur, Palakkad	Upper Primary
11	32061200601	GLPS, Vadanamkurissi, Shoranur, Palakkad	Primary
12	32061200605	GLPS, Kalladipatta, Shoranur, Palakkad	Primary
13	32061200712	GLPS, Cherukode, Shoranur, Palakkad	Primary
14	32061200607	GHSS, Vadavanamkurussi, Shoranur, Palakkad	Primary
15	32061200117	GHS, Shoranur, Palakkad	Primary
16	32061200219	GHSS, Maryamangalam, Shoranur, Palakkad	Primary
17	32061200712	GLPS Cherukode, Shoranur, Palakkad	Primary
18	32061200701	AMLPS Kuruvattur, Vallapuzha ,Shoranur, Palakkad	Primary
19	32061200206	ALPS Marayamangalam north, Shoranur, Palakkad	Primary
20	32061200209	ALPS Ezhuvanthala east, Nellaya, Shoranur, Palakkad	Primary
21	32061200609	ALPS Maruthur, Ongallur 1, Shoranur, Palakkad	Primary
22	32061200304	ALPS Pulliyamkunnu, Chalavara, Shoranur, Palakkad	Primary
23	32061200223	AMLPS Ezhuvanthala west, Nellaya, Shoranur, Palakkad	Primary
24	32061200205	AMLPS Ezhuvanthala east, Shoranur, Palakkad	Primary
25	32061200203	ADLPS Ezhuvanthala , Nellaya, Shoranur, Palakkad	Primary
26	32061200202	ALPS Marayamangalam south, Shoranur, Palakkad	Primary
27	32061200113	ALPS Vadekkekara, Shoranur 1, Shoranur, Palakkad	Primary
28	32061200102	ALPS Mundamuka, Shoranur 1, Shoranur, Palakkad	Primary
29	32061200101	ALPS Kulappuly, Shoranur 1, Shoranur, Palakkad	Primary
30	32061200306	ALPS Kayiliyad, Chalavara, Shoranur, Palakkad	Primary
31	32061200308	ALPS Mundakottukurussi, Chalavara, Shoranur, Palakkad	Primary
32	32061200104	ALPS Karakkad, Shoranur 1, Shoranur, Palakkad	Primary
33	32061200210	National LPS Marayamangalam , Shoranur, Palakkad	Primary
34	32061200214	AUPS Elumbulassery, Nellaya, Shoranur, Palakkad	Upper Primary
35	32061200309	AUPS Chalavara, Chalavara , Shoranur, Palakkad	Upper Primary
36	32061200307	KVUPS Kayiliyad, Chalavara, Shoranur, Palakkad	Upper Primary
37	32061200305	AMUPS Mundakottukurussi, Shoranur, Palakkad	Upper Primary
38	32061200110	AUPS Kulappully, Shoranur 1, Shoranur, Palakkad	Upper Primary
39	32061200112	AUPS Kavalappara, Shoranur 1, Shoranur, Palakkad	Upper Primary
40	32061200115	AUPS Shoranur, Shoranur 1, Shoranur, Palakkad	Upper Primary

**SECOND HALF YEARLY MONITORING
REPORT OF
CENTRE FOR DEVELOPMENT STUDIES
ON MID DAY MEALS IN SCHOOLS
DURING THE PERIOD OF
1st April, 2014 to 30th September, 2014**

Districts Monitored/Covered
4. Wayanad



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

Thiruvananthapuram, Kerala

Monitoring the functioning of Mid Day Meals in schools in Wayanad district

During 1st April, 2014 to 30th September, 2014

The empirical evidence relating to various aspects of implementation of MDM in the schools in Wayanad district in Kerala is analysed and reported against each indicator below: -

School level Analysis

The sample for the study of SSA in the district consists of 24 LP schools and 16 UP schools. Of the 40 schools selected for the study, 31 schools are from the rural area and the remaining 9 are from the urban area. Twenty-five schools are government schools and the remaining 15 schools are private aided schools. The average distance between the houses of the students enrolled in the LP schools and the LP schools/sections is less than one kilometre. Similarly, the average distance between the houses of the students enrolled in the UP schools and the UP schools/sections are about one kilometre.

Type of School	Rural	Urban	Total
Lower Primary	20	4	24
Upper Primary	11	5	16
Total	31	9	40

Type of School	Government school	Private aided	Total
Lower Primary	17	7	24
Upper Primary	8	8	16
Total	25	15	40

S.No.	Indicators
1.	<p>Availability of food grains</p> <p>i) Whether buffer stock of food grains for one month is available at the school?</p> <p>All 40 schools visited in the district were found to maintain a buffer stock of food grains required for an additional month.</p> <p>ii) Whether food grains are delivered at the school in time by the lifting agency?</p> <p>The food grains were collected by the head teachers from the Maveli stores nearer to their schools and brought the food grains to the schools by themselves. The cost of transporting the food grains was reimbursed from the MDM grant. There was no other agency involved in lifting the food grains and delivering them at the schools.</p> <p>iii) If lifting agency is not delivering the food grains at school how the food grains is transported up to school level?</p> <p>In all schools, it was the head teachers who made arrangements for transporting the food grains to their respective schools.</p> <p>iv) Whether the food grains are of FAQ of Grade A quality?</p> <p>The rice, dhal and green grams used in cooking were said to have Grade A quality of FAQ.</p> <p>v) Whether food grains are released to school after adjusting the unspent balance of the previous month?</p> <p>The verification of records relating to monthly lifting of food grains and stock available as on the day of visit indicated that the food grains had been released to schools only after adjusting the unspent balance of the previous months in the case of all schools.</p>
2.	<p>Timely release of funds</p> <p>i) Whether State is releasing funds to District / block / school on regular basis in advance?</p> <p>Grant-in-advance was given to all schools in the district regularly to meet the cost of cooking. All schools had reported that they had received the</p>

S.No.	Indicators
	<p>advance at the beginning of the school year.</p> <p>ii) If not,</p> <p>a) Period of delay in releasing funds by State to district.</p> <p>There was no delay in releasing funds by State to the district.</p> <p>b) Period of delay in releasing funds by District to block / schools.</p> <p>There was no delay in releasing the funds by district to the schools. All the 40 schools visited had said that they had received the MDM grant in advance.</p> <p>c) Period of delay in releasing funds by block to schools.</p> <p>There was no delay in releasing funds by the block to the schools for it was through e-transfer the fund was released by the state to the schools directly.</p> <p>iii) Any other observations:</p> <p>All schools were found to use the advance money received towards the cost of cooking.</p>
3.	<p>Availability of Cooking Cost</p> <p>i) Whether school / implementing agency has received the cooking cost in advance regularly?</p> <p>All schools had reported that the cooking cost was given in two instalments. The first instalment consisted of grant required for meeting the cooking cost for the period of first six month (June to December). It was given to the schools by the end of May. All schools in the district reopened by the beginning of June. The second instalment is given in the month of December.</p> <p>ii) Period of delay, if any, in receipt of cooking cost.</p> <p>The cooking cost was received very promptly.</p> <p>iii) In case of non-receipt of cooking cost how the meal is served?</p>

S.No.	Indicators
	<p>All schools did not find any problem in getting the advance for cooking.</p> <p>iv) Mode of payment of cooking cost (Cash / cheque / e-transfer)?</p> <p>The cooking cost was electronically transferred to the bank account of schools.</p>
4.	<p>Availability of Cook-cum-helpers</p> <p>i) Who engaged Cook-cum-helpers at schools (Department / SMC/ VEC/ PRI / Self Help Group / NGO /Contractor)?</p> <p>The cook-cum-helpers were engaged by the SMC in the schools.</p> <p>ii) If cook-cum-helper is not engaged who cooks and serves the meal?</p> <p>Cooks and helpers were engaged to cook food in schools.</p> <p>iii) Is the number of cooks-cum-helpers engaged in the school as per GOI norms or as per State norms?</p> <p>It was according to the GOI norms that the number of cooks and helpers were engaged in the schools.</p> <p>iv) Honorarium paid to cooks cum helpers.</p> <p>The honorarium paid to the cooks and helpers was according to the government of India norms.</p> <p>v) Mode of payment to cook-cum-helpers?</p> <p>The cook and the helpers were given cheques for honorarium.</p> <p>vi) Are the remuneration paid to cooks cum helpers regularly?</p> <p>The cooks and the helpers received their payments every month regularly.</p>

S.No.	Indicators
	<p>vii) Social Composition of cooks cum helpers? (SC/ST/OBC/Minority)</p> <p>About 81 per cent of the cooks and helpers were from the OBC and the remaining are from the SC and ST communities. Twenty-six per cent of the cooks were from the Muslim community.</p> <p>viii) Is there any training module for cook-cum-helpers?</p> <p>There was no training module for cook-cum-helpers.</p> <p>ix) Whether training has been provided to cook-cum-helpers?</p> <p>All cooks in the sample of 40 schools visited had not received training in cooking.</p> <p>x) In case the meal is prepared and transported by the Centralized kitchen / NGO, whether cook-cum-helpers have been engaged to serve the meal to the children at school level.</p> <p>The MDM was prepared at the school levels. No agency was engaged for centralized kitchen in district.</p> <p>xi) Whether health check-up of cook-cum-helpers has been done?</p> <p>The cook and the helpers were asked to go for medical check-up periodically.</p>
5.	<p>Regularity in Serving Meal</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Hot cooked meal was given to all willing children at every noon without any interruption.</p>
6.	<p>i) Display of Information under Right to Education Act, 2009 at the school level at prominent place</p> <p>a) Quantity and date of food grains received</p> <p>The quantity and date of getting the food grains were written in the</p>

S.No.	Indicators																		
	<p>records. But they are not displayed on the wall of the schools.</p> <p>b) Balance quantity of food grains utilized during the month.</p> <p>The information about the balance quantity of food grains was available in records, but not on the display.</p> <p>c) Other ingredients purchased, utilized</p> <p>The information about the kind of other ingredients purchased and utilized were also available in records; but not on the display.</p> <p>d) Number of children given MDM</p> <p>The information about number of children availing MDM every day was also given in the records; but not on the display.</p> <p>e) Daily menu</p> <p>All schools did have the daily MDM menu; but did not display it on the walls.</p> <p>ii) Display of MDM logo at prominent place preferably outside wall of the school.</p> <p>MDM logo was pasted on the wall of the school buildings within the school campus and not outside the school campus.</p>																		
7.	<p>Trends</p> <table border="1" data-bbox="312 1547 1011 1783"> <thead> <tr> <th colspan="3">Extent of variation</th> </tr> <tr> <th colspan="3">(As per school records vis-à-vis Actual on the day of visit)</th> </tr> </thead> <tbody> <tr> <td>i</td> <td>Enrolment</td> <td>4997</td> </tr> <tr> <td>ii</td> <td>No. of children present on the day of visit</td> <td>4982</td> </tr> <tr> <td>iii</td> <td>No. of children availing MDM as per MDM Register</td> <td>4973</td> </tr> <tr> <td>iv</td> <td>No. of children actually availing MDM on the day of visit as per head count</td> <td>4969</td> </tr> </tbody> </table> <p>In the 40 schools visited, almost all children (99.70 per cent of enrolment) were present on the day of visit to the schools. The percentage of children who availed MDM as per the register was 99.52 per cent out of total enrolment or 99.82 per cent of the students attended on the day of the visit to schools. The percentage of the children who availed MDM as per the</p>	Extent of variation			(As per school records vis-à-vis Actual on the day of visit)			i	Enrolment	4997	ii	No. of children present on the day of visit	4982	iii	No. of children availing MDM as per MDM Register	4973	iv	No. of children actually availing MDM on the day of visit as per head count	4969
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S.No.	Indicators
	<p>head count on the day of the visit was 99.92 of students who availed MDM as per the MDM Register or 99.74 per cent of the students who attended on the day of the visit or 99.44 per cent of the total enrolment. In other words, there was an overwhelming attendance for the school lunch programmes in this district.</p>
8.	<p>Social Equity</p> <p>i) What is the system of serving and seating arrangements for eating?</p> <p>In all schools visited, the students were found to sit on the verandas and classrooms with plates and tumblers. The cook, the helper, some teachers and student-leaders distributed the food and water to them.</p> <p>ii) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p>We had not heard any communal or gender grievances from the cooks or students or teachers.</p> <p>iii) The name of the school where discrimination found of any kind may be mentioned in the main body of the report along with date of visit.</p> <p>We had not seen or heard from the students, teachers and cooks about discrimination at any point of time.</p> <p>iv) If any kind of social discrimination is found in the school, comments of the team may be given in the inspection register of the school.</p> <p>No social discrimination in the schools visited in this district.</p>
9.	<p>Convergence With Other Schemes</p> <p>1. Sarva Shiksha Abhiyan</p> <p>There is good understanding among the SSA and the MDM superisers. The SSA officials go to the schools for SSA monitoring also monitor the functioning of MDM in the schools.</p> <p>2.School Health Programme</p>

S.No.	Indicators
	<p>i) Is there school Health Card maintained for each child?</p> <p>We were told that the school health card was in the process.</p> <p>ii) What is the frequency of health check-up?</p> <p>The medical check-up was conducted at schools once in a year.</p> <p>iii) Whether the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>The micronutrients like the Iron, folic acid, vitamin – A dosages and de-worming medicines were given to all children periodically.</p> <p>iv) Who administers these medicines and at what frequency?</p> <p>Health personals (mostly the nurses) from the PHC supplied these medicines once in a fortnight.</p> <p>v) Whether height and weight record of the children is being indicated in the school health card.</p> <p>At the time of health check-up the height and weight of the students were measured and recorded.</p> <p>vi) Whether any referral during the period of monitoring.</p> <p>There was no referral in the schools visited.</p> <p>vii) Instances of medical emergency during the period of monitoring.</p> <p>There was no medical emergency during this period of monitoring.</p> <p>viii) Availability of the first aid medical kit in the schools.</p> <p>Some schools had the first aid medical kit in their schools.</p> <p>ix) Dental and eye check-up included in the screening.</p>

S.No.	Indicators
	<p>Priority had been given to eye testing. Some schools had organised dental check up also.</p> <p>x) Distribution of spectacles to children suffering from refractive error.</p> <p>Spectacles were given to the students who suffered from refractive error.</p> <p>3. Drinking Water and Sanitation Programme</p> <p>i) Whether potable water is available for drinking purpose in convergence with Drinking Water and Sanitation Programmes.</p> <p>All forty schools visited had the drinking water facility. Many schools had received synthetic tanks for storing water above the building under the drinking water and sanitation programme.</p> <p>4.MPLAD / MLA Scheme</p> <p>MPLAD or MLA Scheme was available for MDM in the schools visited.</p> <p>5. Any Other Department / Scheme.</p> <p>No other scheme was available for MDM in the schools visited.</p>
10.	<p>Infrastructure</p> <p>1. Kitchen-cum-Store</p> <p>a) Is a pucca kitchen shed-cum-store</p> <p>i) Constructed and in use</p> <p>ii) Under which Scheme Kitchen-cum-store constructed - MDM/SSA/Others</p> <p>iii) Constructed but not in use (Reasons for not using)</p> <p>iv) Under construction</p> <p>v) Sanctioned, but construction not started</p> <p>vi) Not sanctioned</p> <p>Good kitchen facility was available in all 40 schools visited. These kitchens were away from the classrooms. The store room (for MDM) in these schools is separate from the kitchen.</p>

S.No.	Indicators
	<p>b) In case the pucca kitchen-cum-store is not available, where is the food being cooked and where the food grains /other ingredients are being stored?</p> <p>The kitchen was good in the 40 schools visited; it was separated from the classrooms. The food articles were stored in a separate room nearer to the kitchen in many schools.</p> <p>c) Kitchen-cum-store in hygienic condition, properly ventilated and away from classrooms.</p> <p>In all schools visited, the kitchen looked neat and clean and well ventilated. The kitchen was away from classrooms.</p> <p>d) Whether MDM is being cooked by using firewood or LPG based cooking?</p> <p>MDM is cooked by firewood in all schools.</p> <p>e) Whether on any day there was interruption due to non-availability of firewood or LPG?</p> <p>There was no interruption in the supply of MDM in any school visited for want of firewood.</p> <p>2. Kitchen Devices</p> <p>i) Whether cooking utensils are available in the school?</p> <p>The cooks in the schools visited said that there were adequate cooking utensils for cooking and supply of MDM in schools.</p> <p>ii) Source of funding for cooking and serving utensils – Kitchen Devices fund / MME / Community contribution / others.</p> <p>All cooking and serving utensils available in all 40 schools were purchased by the SSA fund earlier. Very few schools had received additional contributions from the NGOs and some nationalized banks in the school locality.</p> <p>iii) Whether eating plates, etc are available in the school?</p>

S.No.	Indicators
	<p>Plates and tumblers were available for all children in all schools.</p> <p>iv) Source of funding for eating plates - MME / Community contribution / others?</p> <p>Plates and tumblers available in the schools were contributed by the Municipal corporation, NGOs and banks in the locality of the schools.</p> <p>3. Availability of storage bins</p> <p>i) Whether storage bins are available for food grains? If yes, what is the source of their procurement?</p> <p>No school had bins to store food grains in the school. The rice was kept in sacks only.</p> <p>4. Toilets in the school</p> <p>i) Is separate toilet for the boys and girls are available?</p> <p>Toilets were available for the boys and girls separately in all schools.</p> <p>ii) Are toilets usable?</p> <p>Water was available in the toilets and they were in usable condition.</p> <p>5. Availability of potable water</p> <p>i) Is Tap water / tube well / hand pump / Well / Jet pump available?</p> <p>ii) Any other source</p> <p>In all schools safe drinking water is available. Water is available in taps. Some schools keep drinking water in pots or silver vessels in the classrooms. The sources of drinking water at schools differ from school to school. Twenty-one out of 25 government schools and 12 out of 15 private aided schools use protected wells for drinking water. Four out of 25 government schools and 3 out of 15 private aided schools draw their drinking water from the piped water supply of the local governments. The available drinking water is said to be safe. There are no complaints of water being polluted or having higher iron or arsenic contents.</p>

S.No.	Indicators																																																																																																																																					
	<table border="1" data-bbox="300 293 970 450"> <thead> <tr> <th colspan="6">Table 8 Drinking water availability in schools</th> </tr> <tr> <th rowspan="2">Schools</th> <th colspan="4">Sources of drinking water in schools</th> <th rowspan="2">Total</th> </tr> <tr> <th>Tap water</th> <th>Well</th> <th>Bore well</th> <th>Hand pump</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td>4</td> <td>21</td> <td></td> <td></td> <td>25</td> </tr> <tr> <td>Private aided</td> <td>3</td> <td>12</td> <td></td> <td></td> <td>15</td> </tr> <tr> <td>Total</td> <td>7</td> <td>33</td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table> <p data-bbox="344 488 866 521">6. Availability of fire extinguishers</p> <p data-bbox="344 562 1031 595">Fire extinguisher was available in many schools.</p> <p data-bbox="344 636 1007 669">7. IT infrastructure available @ School level</p> <p data-bbox="392 710 1177 743">a) Number of computers available in the school (if any).</p> <p data-bbox="300 792 1390 972">Three out of 17 government LP schools and one out of 7 private aided LP school do not have computers. Among the 17 government LP schools, 9 schools have less than three computers and 5 schools have 4 to 5 computers. Among the 8 government UP schools, 4 schools have less than 3 computers and another 4 schools have 4 to 10 computers.</p> <table border="1" data-bbox="300 1010 1209 1249"> <thead> <tr> <th colspan="13">Table 22 Availability of computers in schools</th> </tr> <tr> <th rowspan="2">Schools</th> <th rowspan="2"></th> <th colspan="10">Number of computers</th> <th rowspan="2">Total</th> </tr> <tr> <th>0</th> <th>1-3</th> <th>4-5</th> <th>6-10</th> <th>11-20</th> <th>21-30</th> <th>31-40</th> <th>41-50</th> <th>51-60</th> <th>Above 61</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Government</td> <td>LP</td> <td>3</td> <td>9</td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>UP</td> <td></td> <td>4</td> <td>3</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>8</td> </tr> <tr> <td rowspan="2">Private aided</td> <td>LP</td> <td>1</td> <td>3</td> <td>2</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>7</td> </tr> <tr> <td>UP</td> <td></td> <td>1</td> <td>3</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>Total</td> <td></td> <td>4</td> <td>17</td> <td>13</td> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table> <p data-bbox="300 1308 1390 1453">Among the 7 private aided LP schools, 3 schools have less than three computers and another 3 schools have 4 to 10 computers. Among the private aided UP schools, one school has less than 3 computers and 7 schools have 4 to 10 computers.</p> <p data-bbox="392 1520 1015 1554">b) Availability of internet connection (If any).</p> <p data-bbox="392 1617 954 1650">Only 5 schools had internet connection.</p> <p data-bbox="392 1713 1390 1780">c) Using any IT / IT enabled services based solutions / services (like e-learning etc.) (if any)</p> <p data-bbox="392 1843 1027 1877">No such service was available in any school.</p>	Table 8 Drinking water availability in schools						Schools	Sources of drinking water in schools				Total	Tap water	Well	Bore well	Hand pump	Government	4	21			25	Private aided	3	12			15	Total	7	33			40	Table 22 Availability of computers in schools													Schools		Number of computers										Total	0	1-3	4-5	6-10	11-20	21-30	31-40	41-50	51-60	Above 61	Government	LP	3	9	5								17	UP		4	3	1							8	Private aided	LP	1	3	2	1							7	UP		1	3	4							8	Total		4	17	13	6							40
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S.No.	Indicators
11.	<p>Safety & Hygiene</p> <p>i) General Impression of the environment, Safety and hygiene:</p> <p>The school environment was quite safe and it was kept hygienically.</p> <p>ii) Are children encouraged to wash hands before and after eating?</p> <p>All children were instructed to wash hands before and after eating. They did wash after eating.</p> <p>iii) Do the children take meals in an orderly manner?</p> <p>All children stand in line to get their food and sit in the verandah or classroom in small groups to have their lunch.</p> <p>iv) Conservation of water?</p> <p>We had not observed anyone wasting water while washing their plates and tumblers.</p> <p>v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>The cooking process and the storage of firewood were quite safe in all schools.</p>
12.	<p>Community Participation</p> <p>i) Extent of participation by Parents / SMC / VEC / Panchayats / Urban bodies in daily supervision and monitoring.</p> <p>One or two parents visited the schools on the day of our visit to the schools. That person happened to be the PTA president or the one living near the school. Otherwise we had not seen anybody from the local governments monitoring or supervising the MDM at schools.</p> <p>ii) Is any roster of community members being maintained for supervision of the MDM?</p> <p>No roster was available.</p>

S.No.	Indicators
	<p>iii) Is there any social audit mechanism in the school? All schools conducted SMC meetings and the issues about the functioning of MDM and the like were discussed in the meetings. This served as the social audit mechanism in the schools.</p> <p>iv) Number of meetings of SMC held during the monitoring period. Four SMC meetings have been held.</p> <p>v) In how many of these meetings issues related to MDM were discussed? The issues relating to MDM were discussed in all meetings.</p>
13.	<p>Inspection & Supervision</p> <p>i) Is there any Inspection Register available at school level? Inspection Register was available at schools.</p> <p>ii) Whether school has received any funds under MME component? The schools received fund under MME component and spend on maintaining store room and the kitchen.</p> <p>iii) Whether State / District / Block level officers / officials inspecting the MDM Scheme? State, district and block level officers inspected the functioning of MDM in schools.</p> <p>iv) The frequency of such inspections? Once in a month.</p>
14.	<p>Impact</p> <p>i) Has the mid day meal improved the enrolment, attendance, retention of children in school? According to the class teachers, the Mid day meals were helpful in attracting enrolment, improving daily attendance and strengthening retention of children particularly from the weaker sections of the society.</p>

S.No.	Indicators
	<p>ii) Whether mid day meal has helped in improvement of the social harmony?</p> <p>According to the class teachers, the Mid day meals had opened up a new opportunity for all children in the school to come together and interact with each other while enjoying the taste of one and the same food.</p> <p>iii) Whether mid day meal has helped in improvement of the nutritional status of the children?</p> <p>The teachers had said that the Mid day meals had been instrumental in improving the nutritional status of the children in schools.</p> <p>iv) Is there any other incidental benefit due to serving of meal in schools?</p> <p>The children were very active in the classroom and not many fell into sleeping. As such MDM helped to improve the learning of the children at the primary level.</p>
15.	<p>Grievance Redressal Mechanism</p> <p>i) Is any grievance redressal mechanism in the district for MDMS?</p> <p>There was a monitoring and grievance redressal mechanism at the district level under the chairmanship of the district collector.</p> <p>ii) Whether the district / block / school having any toll free number?</p> <p>The DPI had published a toll free number in its website.</p>
	<p>Monitoring of Centralized Kitchens There were no centralised kitchens in Kerala.</p>

List of Schools visited by MI in Wayanad district

SL. No	School Code	School Name	Primary/ Upper Primary
1	32030100503	Panchayath LPS Panavally, Mananthavady, Wayanad	Primary
2	32030100813	GLPS Palvelicham, Thrissilery, Mananthavady, Wayanad	Primary
3	32030100309	GLPS Kuppathode, Panamaram, Mananthavady, Wayanad	Primary
4	32030100404	GLPS Porur, Thavinhal, Mananthavady, Wayanad	Primary
5	32030100602	GLPS Korome, Thondarnadu, Mananthavady, Wayanad	Primary
6	32030100106	GLPS Chembilode, Edavaka, Mananthavady, Wayanad	Primary
7	32030100502	GLPS Aranappara, Thirunelli, Mananthavady, Wayanad	Primary
8	32030100606	GLPS Karimbil, Thondarnadu, Mananthavady, Wayanad	Primary
9	32030101403	GLPS Palukunnu, Anjukunnu, Mananthavady, Wayanad	Primary
10	32030100103	GLPS Pallikkal, Edavaka, Mananthavady, Wayanad	Primary
11	32030101202	GLPS Pingatteri, Nallooradu, Mananthavady, Wayanad	Primary
12	32030100307	GLPS Panamaram, Panamaram, Mananthavady, Wayanad	Primary
13	32030101401	GLPS Vilambukandam, Anjukunnu, Mananthavady, Wayanad	Primary
14	32030100812	GLPS Edayoorkunnu, Thrissilery, Mananthavady, Wayanad	Primary
15	32030101301	GLPS Kaithakkal, Cherukattoor, Mananthavady, Wayanad	Primary
16	32030100509	GLPS Chekady, Thirunelli, Mananthavady, Wayanad	Primary
17	32030100901	GLPS Kurukkanmoola, Payyampally, Mananthavady, Wayanad	Primary
18	32030100301	GHSS Neervaram, Panamaram, Mananthavady, Wayanad	Upper Primary
19	32030100603	GHSS Kunhome, Thondarnadu, Mananthavady, Wayanad	Upper Primary
20	32030100810	GHSS Kartikulam, Thrissilery, Mananthavady, Wayanad	Upper Primary
21	32030100811	GHSS Thrissilery, Thrissilery, Mananthavady, Wayanad	Upper Primary
22	32030100321	GHSS Panamaram, Panamaram, Mananthavady, Wayanad	Upper Primary
23	32030100814	GUPS Bavali, Thrissilery, Mananthavady, Wayanad	Upper Primary
24	32030100515	GHS Tholpetty, Thirunelli, Mananthavady, Wayanad	Upper Primary
25	32030100511	Govt. Ashram school Thirunelli, Mananthavady, Wayanad	Upper Primary
26	32030100311	St. Thomas LPS Arinchemala, Mananthavady, Wayanad	Primary
27	32030100206	St. Martin's LPS Ondayangadi, Mananthavady, Wayanad	Primary
28	32030100809	Assissi LPS Cheloor, Thrissilery, Mananthavady, Wayanad	Primary
29	32030100114	PRMLPS Pandikkadavu, Edavaka, Mananthavady, Wayanad	Primary
30	32030100504	Calps Tholpetty, Thirunelli, Mananthavady, Wayanad	Primary
31	32030100508	DCMLPS Thirunelli, Thirunelli, Mananthavady, Wayanad	Primary
32	32030101206	St. Pauls LPS Puthiyidamkunnu, Mananthavady, Wayanad	Primary
33	32030100401	St. Thomas UPS Thavinhal, Mananthavady, Wayanad	Upper Primary
34	32030100501	SAUPS Thirunelli, Thirunelli, Mananthavady, Wayanad	Upper Primary
35	32030100102	ANMUPS Edavaka, Edavaka, Mananthavady, Wayanad	Upper Primary
36	32030100607	AUPS Kunhome, Thondarnadu, Mananthavady, Wayanad	Upper Primary
37	32030100111	St. Josephs UPS Kallody, Edavaka, Mananthavady, Wayanad	Upper Primary
38	32030100135	Veera Pazhassi Mandiram Thonichal, Mananthavady, Wayanad	Upper Primary
39	32030101302	St. Joseph's school Cherukattoor, Mananthavady, Wayanad	Upper Primary
40	32030100613	Holiface school Makkiyad, Mananthavady, Wayanad	Upper Primary

**SECOND HALF YEARLY MONITORING
REPORT OF
CENTRE FOR DEVELOPMENT STUDIES
ON MID DAY MEALS IN SCHOOLS
DURING THE PERIOD OF
1st April, 2014 to 30th September, 2014**

Districts Monitored/Covered
5. Kozhicode



**मध्याह्न भोजन योजना
Mid Day Meal Scheme**

Thiruvananthapuram, Kerala

Monitoring the functioning of Mid Day Meals in schools in Kozhicode district

During 1st April, 2014 to 30th September, 2014

The empirical evidence relating to various aspects of implementation of MDM in the schools in Kozhicode district in Kerala is analysed and reported against each indicator below: -

School level Analysis

The sample for the study of SSA in the district consists of 28 LP schools and 12 UP schools. Thirty-two schools are from the rural area and 8 schools are from the urban area. Ten schools are government schools and 30 schools are private aided schools. The average distance between the houses of the students enrolled in the LP schools and the LP schools/sections is less than one kilometre. Similarly, the average distance between the houses of the students enrolled in the UP schools and the UP schools/sections are about one kilometre.

Type of School	Rural	Urban	Total
Lower Primary	23	5	28
Upper Primary	9	3	12
Total	32	8	40

Type of School	Government school	Private aided	Total
Lower Primary	5	23	28
Upper Primary	5	7	12
Total	10	30	40

S.No.	Indicators
1.	<p data-bbox="296 320 691 353">Availability of food grains</p> <p data-bbox="336 394 1394 461">i) Whether buffer stock of food grains for one month is available at the school?</p> <p data-bbox="336 524 1394 591">All 40 schools visited in the district were found to maintain a buffer stock of food grains required for an additional month.</p> <p data-bbox="336 654 1394 721">ii) Whether food grains are delivered at the school in time by the lifting agency?</p> <p data-bbox="336 784 1394 963">The food grains were collected by the head teachers from the Maveli stores nearer to their schools and brought the food grains to the schools by themselves. The cost of transporting the food grains was reimbursed from the MDM grant. There was no other agency involved in lifting the food grains and delivering them at the schools.</p> <p data-bbox="336 1025 1394 1093">iii) If lifting agency is not delivering the food grains at school how the food grains is transported up to school level?</p> <p data-bbox="336 1155 1394 1223">Food grains were arranged for transportation to schools by the head teachers.</p> <p data-bbox="336 1285 1174 1319">iv) Whether the food grains are of FAQ of Grade A quality?</p> <p data-bbox="336 1382 1249 1415">The rice, dhal and green grams were of Grade A quality of FAQ.</p> <p data-bbox="336 1478 1394 1545">v) Whether food grains are released to school after adjusting the unspent balance of the previous month?</p> <p data-bbox="336 1608 1394 1753">The verification of records relating to monthly lifting of food grains and stock available as on the day of visit indicated that the food grains had been released to schools only after adjusting the unspent balance of the previous months in the case of all schools.</p>

S.No.	Indicators
2.	<p>Timely release of funds</p> <p>i) Whether State is releasing funds to District / block / school on regular basis in advance?</p> <p>Grant-in-advance was given to all schools in the district regularly to meet the cost of cooking. All schools had reported that they had received the advance at the beginning of the school year.</p> <p>ii) If not,</p> <p>a) Period of delay in releasing funds by State to district.</p> <p>There was no delay in releasing funds by State to this district.</p> <p>b) Period of delay in releasing funds by District to block / schools.</p> <p>There was no delay in releasing the funds by district to the schools. All the 40 schools visited had said that they had received the MDM grant in advance.</p> <p>c) Period of delay in releasing funds by block to schools.</p> <p>There was no delay in releasing funds by the block to the schools for it was through e-transfer the fund was released by the state to the schools directly.</p> <p>iii) Any other observations:</p> <p>All schools were found to use the advance money received towards the cost of cooking.</p>
3.	<p>Availability of Cooking Cost</p> <p>i) Whether school / implementing agency has received the cooking cost in advance regularly?</p> <p>All schools received the cooking cost was given in two instalments. The first instalment consisted of grant required for meeting the cooking cost for the period of first six month (June to December). It was given to the schools by the end of May. All schools in the district reopened by the beginning of June. The second instalment is given in the month of December.</p>

S.No.	Indicators
	<p>ii) Period of delay, if any, in receipt of cooking cost.</p> <p>The cooking cost was received very promptly.</p> <p>iii) In case of non-receipt of cooking cost how the meal is served?</p> <p>All schools did not find any problem in getting the advance for cooking.</p> <p>iv) Mode of payment of cooking cost (Cash / cheque / e-transfer)?</p> <p>The cooking cost was electronically transferred to the bank account of schools.</p>
4.	<p>Availability of Cook-cum-helpers</p> <p>i) Who engaged Cook-cum-helpers at schools (Department / SMC/ VEC/ PRI / Self Help Group / NGO /Contractor)?</p> <p>The cook-cum-helpers were engaged by the SMC in the schools.</p> <p>ii) If cook-cum-helper is not engaged who cooks and serves the meal?</p> <p>It was only cooks and helpers who cooked food in schools.</p> <p>iii) Is the number of cooks-cum-helpers engaged in the school as per GOI norms or as per State norms?</p> <p>It was according to the GOI norms that the number of cooks and helpers were engaged in the schools.</p> <p>iv) Honorarium paid to cooks cum helpers.</p> <p>The norms of government of India were followed in paying the honorarium to the cooks and helpers.</p> <p>v) Mode of payment to cook-cum-helpers?</p> <p>It was through cheques that the honorarium was given to cooks and helpers.</p>

S.No.	Indicators
	<p>vi) Are the remuneration paid to cooks cum helpers regularly?</p> <p>The cooks and the helpers received their payments every month regularly.</p> <p>vii) Social Composition of cooks cum helpers? (SC/ST/OBC/Minority)</p> <p>About 79 per cent of the cooks and helpers were from the OBC and the remaining are from the SC and ST communities. Twenty-one per cent of the cooks were from the Muslim community.</p> <p>viii) Is there any training module for cook-cum-helpers?</p> <p>There was no formal training module for cook-cum-helpers.</p> <p>ix) Whether training has been provided to cook-cum-helpers?</p> <p>All cooks in the sample of 40 schools visited had not received training in cooking.</p> <p>x) In case the meal is prepared and transported by the Centralized kitchen / NGO, whether cook-cum-helpers have been engaged to serve the meal to the children at school level.</p> <p>The MDM was prepared at the school levels. No agency was engaged for centralized kitchen in district.</p> <p>xi) Whether health check-up of cook-cum-helpers has been done?</p> <p>The cook and the helpers were asked to go for medical check-up periodically.</p>
5.	<p>Regularity in Serving Meal</p> <p>Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Hot cooked meal was given to all willing children at every noon without any interruption.</p>

S.No.	Indicators
6.	<p>i) Display of Information under Right to Education Act, 2009 at the school level at prominent place</p> <p>a) Quantity and date of food grains received</p> <p>The quantity and date of getting the food grains were written in the records. But they are not displayed on the wall of the schools.</p> <p>b) Balance quantity of food grains utilized during the month.</p> <p>The information about the balance quantity of food grains was available in records, but not on the display.</p> <p>c) Other ingredients purchased, utilized</p> <p>The information about the kind of other ingredients purchased and utilized were also available in records; but not on the display.</p> <p>d) Number of children given MDM</p> <p>The information about number of children availing MDM every day was also given in the records; but not on the display.</p> <p>e) Daily menu</p> <p>Weekly MDM menu is available at the schools; but not displayed it on the walls.</p> <p>ii) Display of MDM logo at prominent place preferably outside wall of the school.</p> <p>MDM logo was pasted on the wall of the school buildings within the school campus and not outside the school campus.</p>

S.No.	Indicators																		
7.	<p data-bbox="296 262 405 293">Trends</p> <table border="1" data-bbox="312 331 1011 564"> <thead> <tr> <th colspan="3" data-bbox="312 331 1011 362">Extent of variation</th> </tr> <tr> <th colspan="3" data-bbox="312 362 1011 394">(As per school records vis-à-vis Actual on the day of visit)</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 394 363 425">i</td> <td data-bbox="363 394 890 425">Enrolment</td> <td data-bbox="890 394 1011 425">6701</td> </tr> <tr> <td data-bbox="312 425 363 456">ii</td> <td data-bbox="363 425 890 456">No. of children present on the day of visit</td> <td data-bbox="890 425 1011 456">6604</td> </tr> <tr> <td data-bbox="312 456 363 488">iii</td> <td data-bbox="363 456 890 488">No. of children availing MDM as per MDM Register</td> <td data-bbox="890 456 1011 488">6570</td> </tr> <tr> <td data-bbox="312 488 363 564">iv</td> <td data-bbox="363 488 890 564">No. of children actually availing MDM on the day of visit as per head count</td> <td data-bbox="890 488 1011 564">6561</td> </tr> </tbody> </table> <p data-bbox="296 640 1394 1003">More than 98 per cent of enrolled children were present on the day of visit to the 40 schools. The percentage of children who availed MDM as per the register was 98 per cent out of total enrolment or 99.48 per cent of the students attended on the day of the visit to schools. The percentage of the children who availed MDM as per the head count on the day of the visit was 99.86 per cent of students who availed MDM as per the MDM Register or 99.35 per cent of the students who attended on the day of the visit or 97.91 per cent of the total enrolment in the primary classes of 40 schools. In other words, more than 98 per cent of the students in the primary classes participated in the school lunch programmes in this district.</p>	Extent of variation			(As per school records vis-à-vis Actual on the day of visit)			i	Enrolment	6701	ii	No. of children present on the day of visit	6604	iii	No. of children availing MDM as per MDM Register	6570	iv	No. of children actually availing MDM on the day of visit as per head count	6561
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8.	<p data-bbox="296 1050 501 1081">Social Equity</p> <p data-bbox="392 1122 1382 1153">i) What is the system of serving and seating arrangements for eating?</p> <p data-bbox="392 1216 1394 1319">In all schools visited, the students were found to sit on the verandas and classrooms with plates and tumblers. The cook, the helper, some teachers and student-leaders distributed the food and water to them.</p> <p data-bbox="392 1382 1394 1453">ii) Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p> <p data-bbox="392 1516 1394 1588">We had not heard any communal or gender grievances from the cooks or students or teachers.</p> <p data-bbox="392 1650 1394 1753">iii) The name of the school where discrimination found of any kind may be mentioned in the main body of the report along with date of visit.</p> <p data-bbox="392 1816 1394 1888">We had not seen or heard from the students, teachers and cooks about discrimination at any point of time.</p> <p data-bbox="392 1995 1394 2027">iv) If any kind of social discrimination is found in the school,</p>																		

S.No.	Indicators
	<p>comments of the team may be given in the inspection register of the school.</p> <p>No social discrimination in the schools visited in this district.</p>
9.	<p>Convergence With Other Schemes</p> <p>1. Sarva Shiksha Abhiyan</p> <p>There was good understanding among the SSA and the MDM supervisors. The SSA officials go to the schools for SSA monitoring also monitor the functioning of MDM in the schools.</p> <p>2.School Health Programme</p> <p>i) Is there school Health Card maintained for each child?</p> <p>The school health card was in the process.</p> <p>ii) What is the frequency of health check-up?</p> <p>The medical check-up was conducted at schools once in a year.</p> <p>iii) Whether the children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</p> <p>The micronutrients like the Iron, folic acid, vitamin – A dosages and de-worming medicines were given to all children periodically.</p> <p>iv) Who administers these medicines and at what frequency?</p> <p>Health personals (mostly the nurses) from the PHC supplied these medicines once in a fortnight.</p> <p>v) Whether height and weight record of the children is being indicated in the school health card.</p> <p>At the time of health check-up the height and weight of the students were measured and recorded.</p> <p>vi) Whether any referral during the period of monitoring.</p>

S.No.	Indicators
	<p>There was no referral in the schools visited.</p> <p>vii) Instances of medical emergency during the period of monitoring.</p> <p>There was no medical emergency during this period of monitoring.</p> <p>viii) Availability of the first aid medical kit in the schools.</p> <p>Some schools had the first aid medical kit in their schools.</p> <p>ix) Dental and eye check-up included in the screening.</p> <p>Priority had been given to eye testing. Some schools had organised dental check up also.</p> <p>x) Distribution of spectacles to children suffering from refractive error.</p> <p>Spectacles were given to the students who suffered from refractive error.</p> <p>3. Drinking Water and Sanitation Programme</p> <p>i) Whether potable water is available for drinking purpose in convergence with Drinking Water and Sanitation Programmes.</p> <p>All forty schools visited had the drinking water facility. Many schools had received synthetic tanks for storing water above the building under the drinking water and sanitation programme.</p> <p>4.MPLAD / MLA Scheme</p> <p>No scheme was available for MDM in the schools visited.</p> <p>5. Any Other Department / Scheme.</p> <p>No other scheme was available for MDM in the schools visited.</p>

S.No.	Indicators
10.	<p>Infrastructure</p> <p>1. Kitchen-cum-Store</p> <p>a) Is a pucca kitchen shed-cum-store</p> <ul style="list-style-type: none"> i) Constructed and in use ii) Under which Scheme Kitchen-cum-store constructed - MDM/SSA/Others iii) Constructed but not in use (Reasons for not using) iv) Under construction v) Sanctioned, but construction not started vi) Not sanctioned <p>All 40 schools had kitchen constructed under the SSA scheme. These kitchens were away from the classrooms. The store room (for MDM) in these schools is separate from the kitchen.</p> <p>b) In case the pucca kitchen-cum-store is not available, where is the food being cooked and where the foodgrains /other ingredients are being stored?</p> <p>The kitchen in the 40 schools visited was good; it was separated from the classrooms. The food articles were stored in a separate room nearer to the kitchen in many schools.</p> <p>c) Kitchen-cum-store in hygienic condition, properly ventilated and away from classrooms.</p> <p>The kitchen looked neat and clean; and it was well ventilated. The kitchen was away from classrooms.</p> <p>d) Whether MDM is being cooked by using firewood or LPG based cooking?</p> <p>Firewood was used in cooking midday meals in all schools.</p> <p>e) Whether on any day there was interruption due to non-availability of firewood or LPG?</p> <p>There was no interruption in the supply of MDM in any school visited for want of firewood or any other cause.</p>

S.No.	Indicators
	<p>2. Kitchen Devices</p> <p>i) Whether cooking utensils are available in the school?</p> <p>The cooks in the schools visited said that there were adequate cooking utensils for cooking and supply of MDM in schools.</p> <p>ii) Source of funding for cooking and serving utensils – Kitchen Devices fund / MME / Community contribution / others.</p> <p>All cooking and serving utensils were purchased using the SSA fund earlier. Very few schools had received additional contributions from the NGOs and some nationalized banks in the school locality.</p> <p>iii) Whether eating plates, etc are available in the school?</p> <p>Plates and tumblers were available for all children in all schools.</p> <p>iv) Source of funding for eating plates - MME / Community contribution / others?</p> <p>Plates and tumblers available in the schools were contributed by the Municipal corporation, NGOs and banks in the locality of the schools.</p> <p>3. Availability of storage bins</p> <p>i) Whether storage bins are available for food grains? If yes, what is the source of their procurement?</p> <p>No school had bins to store food grains in the school. The rice was kept in sacks only.</p> <p>4. Toilets in the school</p> <p>i) Is separate toilet for the boys and girls are available?</p> <p>Toilets were available for the boys and girls separately in all schools.</p> <p>ii) Are toilets usable?</p>

S.No.	Indicators																																																																																																																		
	<p data-bbox="440 259 1394 327">Water was available in the toilets and they were in usable condition.</p> <p data-bbox="344 405 807 439">5. Availability of potable water</p> <p data-bbox="440 479 1394 562">i) Is Tap water / tube well / hand pump / Well / Jet pump available? ii) Any other source</p> <p data-bbox="440 622 1394 909">All schools have facility for the supply of drinking water. The available drinking water is said to be safe. There are no complaints of water being polluted or having higher iron or arsenic contents. Sources of drinking water at schools differ from school to school. Out of 10 government schools, 4 schools have tap water and 6 schools have well water. In all schools water is available in the tap. Some schools keep drinking water in pots or silver vessels in the classrooms.</p> <table border="1" data-bbox="421 954 1011 1115"> <caption data-bbox="544 958 890 981">Table 7 Drinking water availability in schools</caption> <thead> <tr> <th rowspan="2">Schools</th> <th colspan="4">Sources of drinking water in schools</th> <th rowspan="2">Total</th> </tr> <tr> <th>Tap water</th> <th>Well</th> <th>Bore well</th> <th>Hand pump</th> </tr> </thead> <tbody> <tr> <td>Government</td> <td>4</td> <td>6</td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>Private aided</td> <td>12</td> <td>18</td> <td></td> <td></td> <td>30</td> </tr> <tr> <td>Total</td> <td>16</td> <td>24</td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table> <p data-bbox="344 1149 868 1182">6. Availability of fire extinguishers</p> <p data-bbox="344 1223 1034 1256">Fire extinguisher was available in many schools.</p> <p data-bbox="344 1294 1008 1328">7. IT infrastructure available @ School level</p> <p data-bbox="392 1368 1181 1402">a) Number of computers available in the school (if any).</p> <p data-bbox="392 1462 1394 1641">Of the 5 government LP schools, 4 schools have 1 to 3 computers; and one school has more than 6 computers. Of the 5 government UP schools, 2 schools have 1 to 3 computers; one school has 8 computers and another two schools have more than 20 computers.</p> <table border="1" data-bbox="389 1686 1299 1921"> <caption data-bbox="675 1691 1018 1713">Table 20 Availability of computers in schools</caption> <thead> <tr> <th rowspan="2">Schools</th> <th rowspan="2"></th> <th colspan="10">Number of computers</th> <th rowspan="2">Total</th> </tr> <tr> <th>0</th> <th>1-3</th> <th>4-5</th> <th>6-10</th> <th>11-20</th> <th>21-30</th> <th>31-40</th> <th>41-50</th> <th>51-60</th> <th>Above 61</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Government</td> <td>LP</td> <td></td> <td>4</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>UP</td> <td></td> <td>2</td> <td></td> <td>1</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td rowspan="2">Private aided</td> <td>LP</td> <td>1</td> <td>18</td> <td>3</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>23</td> </tr> <tr> <td>UP</td> <td></td> <td>2</td> <td>3</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>7</td> </tr> <tr> <td>Total</td> <td></td> <td>1</td> <td>26</td> <td>6</td> <td>5</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table>	Schools	Sources of drinking water in schools				Total	Tap water	Well	Bore well	Hand pump	Government	4	6			10	Private aided	12	18			30	Total	16	24			40	Schools		Number of computers										Total	0	1-3	4-5	6-10	11-20	21-30	31-40	41-50	51-60	Above 61	Government	LP		4		1							5	UP		2		1		2					5	Private aided	LP	1	18	3	1							23	UP		2	3	2							7	Total		1	26	6	5		2					40
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S.No.	Indicators																																																																																																				
	<p data-bbox="391 304 1391 483">Out of the 23 private aided LP schools, 18 schools have 1 to 3 computers; and 4 schools have 5 to 10 computers. There is no computer in one out of 23 schools. Of the 7 private aided UP schools, 5 schools have less than 5 computers and two schools have more than 5 computers.</p> <table border="1" data-bbox="424 557 1262 808"> <caption data-bbox="635 562 1053 584">Table 21 Number of computers functioning in schools</caption> <thead> <tr> <th data-bbox="424 584 536 622" rowspan="2">Schools</th> <th colspan="10" data-bbox="767 591 1031 613">Number of computers functioning</th> <th data-bbox="1198 591 1254 613" rowspan="2">Total</th> </tr> <tr> <th data-bbox="600 622 616 645">0</th> <th data-bbox="639 622 679 645">1-5</th> <th data-bbox="687 622 743 645">6-10</th> <th data-bbox="751 622 807 645">11-15</th> <th data-bbox="815 622 871 645">16-20</th> <th data-bbox="879 622 935 645">21-25</th> <th data-bbox="943 622 999 645">26-30</th> <th data-bbox="1007 622 1062 645">31-40</th> <th data-bbox="1070 622 1126 645">41-60</th> <th data-bbox="1134 622 1190 645">Above 61</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 674 536 696" rowspan="2">Government</td> <td data-bbox="536 674 576 696">LP</td> <td data-bbox="576 674 616 696"></td> <td data-bbox="616 674 655 696">5</td> <td data-bbox="655 674 695 696"></td> <td data-bbox="695 674 735 696"></td> <td data-bbox="735 674 775 696"></td> <td data-bbox="775 674 815 696"></td> <td data-bbox="815 674 855 696"></td> <td data-bbox="855 674 895 696"></td> <td data-bbox="895 674 935 696"></td> <td data-bbox="935 674 975 696"></td> <td data-bbox="975 674 1015 696"></td> <td data-bbox="1015 674 1054 696"></td> <td data-bbox="1054 674 1094 696"></td> <td data-bbox="1094 674 1134 696">5</td> </tr> <tr> <td data-bbox="536 696 576 719">UP</td> <td data-bbox="576 696 616 719">2</td> <td data-bbox="616 696 655 719"></td> <td data-bbox="655 696 695 719">1</td> <td data-bbox="695 696 735 719">1</td> <td data-bbox="735 696 775 719"></td> <td data-bbox="775 696 815 719"></td> <td data-bbox="815 696 855 719">1</td> <td data-bbox="855 696 895 719"></td> <td data-bbox="895 696 935 719"></td> <td data-bbox="935 696 975 719"></td> <td data-bbox="975 696 1015 719"></td> <td data-bbox="1015 696 1054 719"></td> <td data-bbox="1054 696 1094 719"></td> <td data-bbox="1094 696 1134 719">5</td> </tr> <tr> <td data-bbox="424 719 536 741" rowspan="2">Private aided</td> <td data-bbox="536 719 576 741">LP</td> <td data-bbox="576 719 616 741">4</td> <td data-bbox="616 719 655 741">19</td> <td data-bbox="655 719 695 741"></td> <td data-bbox="695 719 735 741"></td> <td data-bbox="735 719 775 741"></td> <td data-bbox="775 719 815 741"></td> <td data-bbox="815 719 855 741"></td> <td data-bbox="855 719 895 741"></td> <td data-bbox="895 719 935 741"></td> <td data-bbox="935 719 975 741"></td> <td data-bbox="975 719 1015 741"></td> <td data-bbox="1015 719 1054 741"></td> <td data-bbox="1054 719 1094 741"></td> <td data-bbox="1094 719 1134 741">23</td> </tr> <tr> <td data-bbox="536 741 576 763">UP</td> <td data-bbox="576 741 616 763">1</td> <td data-bbox="616 741 655 763">3</td> <td data-bbox="655 741 695 763">3</td> <td data-bbox="695 741 735 763"></td> <td data-bbox="735 741 775 763"></td> <td data-bbox="775 741 815 763"></td> <td data-bbox="815 741 855 763"></td> <td data-bbox="855 741 895 763"></td> <td data-bbox="895 741 935 763"></td> <td data-bbox="935 741 975 763"></td> <td data-bbox="975 741 1015 763"></td> <td data-bbox="1015 741 1054 763"></td> <td data-bbox="1054 741 1094 763"></td> <td data-bbox="1094 741 1134 763">7</td> </tr> <tr> <td data-bbox="424 763 536 786">Total</td> <td data-bbox="536 763 576 786"></td> <td data-bbox="576 763 616 786">7</td> <td data-bbox="616 763 655 786">27</td> <td data-bbox="655 763 695 786">4</td> <td data-bbox="695 763 735 786">1</td> <td data-bbox="735 763 775 786"></td> <td data-bbox="775 763 815 786">1</td> <td data-bbox="815 763 855 786"></td> <td data-bbox="855 763 895 786"></td> <td data-bbox="895 763 935 786"></td> <td data-bbox="935 763 975 786"></td> <td data-bbox="975 763 1015 786"></td> <td data-bbox="1015 763 1054 786"></td> <td data-bbox="1054 763 1094 786"></td> <td data-bbox="1094 763 1134 786">40</td> </tr> </tbody> </table> <p data-bbox="296 860 1391 1077">Out of 40 schools, one school does not have a computer. In 6 out of 40 schools, computers are available but none of them works. Since not all computers are functional in the schools – government as well as private aided and private unaided schools throughout the year, all schools have to take efforts to ensure that all computers function throughout the year and thereby the students do get the benefit of investment in computers.</p> <p data-bbox="391 1115 1015 1151">b) Availability of internet connection (If any).</p> <p data-bbox="391 1211 956 1247">Only 5 schools had internet connection.</p> <p data-bbox="391 1308 1391 1379">c) Using any IT / IT enabled services based solutions / services (like e-learning etc.) (if any)</p> <p data-bbox="391 1440 1031 1476">No such service was available in any school.</p>	Schools	Number of computers functioning										Total	0	1-5	6-10	11-15	16-20	21-25	26-30	31-40	41-60	Above 61	Government	LP		5												5	UP	2		1	1			1							5	Private aided	LP	4	19												23	UP	1	3	3											7	Total		7	27	4	1		1								40
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11.	<p data-bbox="296 1552 560 1588">Safety & Hygiene</p> <p data-bbox="391 1626 1278 1662">i) General Impression of the environment, Safety and hygiene:</p> <p data-bbox="391 1722 1358 1758">The school environment was quite safe and it was kept hygienically.</p> <p data-bbox="391 1818 1342 1854">ii) Are children encouraged to wash hands before and after eating?</p> <p data-bbox="391 1915 1391 1986">All children were instructed to wash hands before and after eating. They did wash after eating.</p>																																																																																																				

S.No.	Indicators
	<p>iii) Do the children take meals in an orderly manner?</p> <p>All children stand in line to get their food and sit in the verandah or classroom in small groups to have their lunch.</p> <p>iv) Conservation of water?</p> <p>We had not observed anyone wasting water while washing their plates and tumblers.</p> <p>v) Is the cooking process and storage of fuel safe, not posing any fire hazard?</p> <p>The firewood was properly stored and the cooking process was quite safe in all schools.</p>
12.	<p>Community Participation</p> <p>i) Extent of participation by Parents / SMC / VEC / Panchayats / Urban bodies in daily supervision and monitoring.</p> <p>Some parents were seen in the schools on the day of our visit to the schools. They happened to be the PTA president or the ones living near the school. We had seen officials the local governments monitoring and supervising the MDM at schools.</p> <p>ii) Is any roster of community members being maintained for supervision of the MDM?</p> <p>No roster was available.</p> <p>iii) Is there any social audit mechanism in the school?</p> <p>SMC meetings were held in all schools and the issues about the functioning of MDM and the like were discussed in the meetings. This served as the social audit mechanism in the schools.</p> <p>iv) Number of meetings of SMC held during the monitoring period.</p> <p>Three SMC meetings have been held.</p>

S.No.	Indicators
	<p>v) In how many of these meetings issues related to MDM were discussed?</p> <p>In all meetings, the issues relating to MDM were discussed</p>
13.	<p>Inspection & Supervision</p> <p>i) Is there any Inspection Register available at school level?</p> <p>Inspection Register was available at schools.</p> <p>ii) Whether school has received any funds under MME component?</p> <p>The schools received money from the MME component and bought new plates and tumblers and utensils and replaced the old ones.</p> <p>iii) Whether State / District / Block level officers / officials inspecting the MDM Scheme?</p> <p>State, district and block level officers inspected the functioning of MDM in schools.</p> <p>iv) The frequency of such inspections?</p> <p>Once in a month.</p>
14.	<p>Impact</p> <p>i) Has the mid day meal improved the enrolment, attendance, retention of children in school?</p> <p>According to the class teachers, the Mid day meals were helpful in attracting enrolment, improving daily attendance and strengthening retention of children particularly from the weaker sections of the society.</p> <p>ii) Whether mid day meal has helped in improvement of the social harmony?</p> <p>According to the class teachers, the Mid day meals had opened up a new opportunity for all children in the school to come together and interact with each other while enjoying the taste of one and the same food.</p>

S.No.	Indicators
	<p>iii) Whether mid day meal has helped in improvement of the nutritional status of the children?</p> <p>The teachers had said that the Mid day meals had been instrumental in improving the nutritional status of the children in schools.</p> <p>iv) Is there any other incidental benefit due to serving of meal in schools?</p> <p>The children were very active in the classroom and not many fell into sleeping. As such MDM helped to improve the learning of the children at the primary level.</p>
15.	<p>Grievance Redressal Mechanism</p> <p>i) Is any grievance redressal mechanism in the district for MDMS?</p> <p>There was a monitoring mechanism at the district level under the chairmanship of the district collector.</p> <p>ii) Whether the district / block / school having any toll free number?</p> <p>The DPI had published a toll free number in its website.</p>
	<p>Monitoring of Centralized Kitchens There were no centralised kitchens in Kerala.</p>

List of Schools visited by MI in Kozhicode district

SL. No	School Code	School Name	Primary/Upper Primary school
1	32041300110	G M J B S Onchiyam, Onchiyam, Vatakara, Kozhikode	Primary
2	32041300317	GLPS Muttungal, Chorode, Vatakara, Kozhikode	Primary
3	32041300116	G F L P S Madakkara, Onchiyam, Vatakara, Kozhikode	Primary
4	32041300315	GFLPS Kuriyadi, Chorode, Vatakara, Kozhikode	Primary
5	32041300101	Govt. fisheries LPS, Onchiyam, Vatakara, Kozhikode	Primary
6	32041300103	Govt. UPS Onchiyam, Onchiyam, Vatakara, Kozhikode	Upper Primary
7	32041300113	G.V.H.S.S Madapally, Onchiyam, Vatakara, Kozhikode	Higher secondary
8	32041300311	G.G.H.S.S Madapally, Onchiyam, Vatakara, Kozhikode	Higher secondary
9	32041300609	Cheenamveed Mopla J.B, Nadakkuthazha, Vatakara, Kozhikode	Primary
10	32041300505	Moorad MLP, Vatakara, Vatakara, Kozhikode	Primary
11	32041300312	Muttungal VDLPS, Chorode, Vatakara, Kozhikode	Primary
12	32041300115	Karakkad A. V. S.L.P, Onchiyam, Vatakara, Kozhikode	Primary
13	32041300104	Onchiyam L.P, Onchiyam, Vatakara, Kozhikode	Primary
14	32041300313	Muttungal LPS, Chorode, Vatakara, Kozhikode	Primary
15	32041300108	Chalil Kannoorkara LPS, Onchiyam, Vatakara, Kozhikode	Primary
16	32041300524	Mukachery Bha Gam JBS, Vatakara, Vatakara, Kozhikode	Primary
17	32041300304	Chennamangalam LPS, Chorode, Vatakara, Kozhikode	Primary
18	32041300503	Pakkayil JBS, Vatakara, Vatakara, Kozhikode	Primary
19	32041300523	MUM JBS, Vatakara, Vatakara, Kozhikode	Primary
20	32041300520	Purankara Mappila JBS, Vatakara, Vatakara, Kozhikode	Primary
21	32041300314	Vaikkilasseril MLPS, Chorode, Vatakara, Kozhikode	Primary
22	32041300522	Thazhappalli Bhagam JBS, Vatakara, Vatakara, Kozhikode	Primary
23	32041300309	Erapuram Mopla LPS, Chorode, Vatakara, Kozhikode	Primary
24	32041300109	Karakkad MLPS, Onchiyam, Vatakara, Kozhikode	Primary
25	32041300106	Vellikulangara LPS, Onchiyam, Vatakara, Kozhikode	Primary
26	32041300303	Varissiakkuni Mopla LPS, Chorode, Vatakara, Kozhikode	Primary
27	32041300521	Mukkolabhagam JBS, Vatakara, Vatakara, Kozhikode	Primary
28	32041300527	Purankara JBS, Vatakara, Vatakara, Kozhikode	Primary
29	32041300610	BEMLP school Moorad, Nadakkuthazha, Vatakara, Kozhikode	Primary
30	32041300112	Onchiyam Dharma LPS, Onchiyam, Vatakara, Kozhikode	Primary
31	32041300105	Kannoorkara LP, Onchiyam, Vatakara, Kozhikode	Primary
32	32041300511	Cheenamveedu UPS, Vatakara, Vatakara, Kozhikode	Upper Primary
33	32041300305	Muttungal south UPS, Chorode, Vatakara, Kozhikode	Upper Primary
34	32041300301	Vaikkilasseril UPS, Chorode, Vatakara, Kozhikode	Upper Primary
35	32041300302	Varissiakkuni UPS, Chorode, Vatakara, Kozhikode	Upper Primary
36	32041300310	Kurikkilad LPS, Chorode, Vatakara, Kozhikode	Upper Primary
37	32041300316	KAM UPS Chorode, Chorode Vatakara, Kozhikode	Upper Primary
38	32041300613	Puthuppanam north S.B.S, Nadakkuthazha, Vatakara, Kozhikode	Upper Primary
39	32041300152	Buds school Onchiyam, Onchiyam, Vatakara, Kozhikode	High school
40	32041300324	Buds school Chorode, Chorode, Vatakara, Kozhikode	High school