



**1<sup>st</sup> HALF YEARLY MONITORING REPORT OF  
UNIVERSITY OF JAMMU  
(Monitoring Institution)**

**ON**

**MDM for the State of**

**JAMMU AND KASHMIR (JAMMU PROVINCE)**

**PERIOD: 1<sup>st</sup> October 2011 to 31<sup>st</sup> March 2012**

**District Covered**

**POONCH**

**1<sup>st</sup> Half Yearly Monitoring Report of Department of Life Long Learning, university of Jammu on SSA and MDM Scheme for the State of Jammu and Kashmir (Poonch District) for the period of 1<sup>st</sup> October 2011 to 31<sup>st</sup> March 2012.**

**1. General Information**

<b>S. No.</b>	<b>Subject</b>	<b>Details</b>
1.	Name of the monitoring institution	Department of Life Long Learning, University of Jammu.
2.	Period of the report	1 <sup>ST</sup> of October 2011 to 31 <sup>st</sup> March 2012.
3.	Funds Released for the period	Yes
4.	Number of Districts allotted	Two
5.	District's Name	Poonch
6.	Name of the habitations served by the schools in district.	Nangali, kosslia, Ajote, Gulpur, Khanter, Dhalera, Vanpat, Nabana, Bandishashi, Qazimorh ,Poonch City, Mohalla Pandita, Shankarnagar, Saral, Kankote, Babli, Banga, Duradulia, Uchal ,Tamrah, Limba, Barja, Gabera, Daradulian, kalaien, Bakarbolian, Kazian, Darzian, Chandok, Mangmar, lashmora, Ari, Chankah, Temple Mohalla, Kalai, Baglian, Uhhaal, Limba,Nagri, Khordinor, Channi, Shairshah, mankote , shazla, chhan, bhainch,Azad Mohalla Poonch, Deharian, Pouni, Derian, Bagnoo, shahpur,GMS-Mendher,Sakhi Maidan.

7.	Total number of elementary schools (Primary and Upper primary to be counted separately) in the District covered i.e Poonch	Primary: 18 Upper primary : 22
8.	<b>Type of schools visited.</b>	
9.	Primary School	18
a.	Upper primary school	22
b.	Upper primary schools with primary classes	-
c.	<b>NCLP Schools</b>	-
d)	<b>Schools sanctioned with kitchen cum stores</b>	7
e)	<b>Schools having Cook cum helpers engaged as per norm.</b>	40
f)	Number of schools visited by Nodal Officer of the Monitoring Institute.	5
11.	Whether the draft report has been shared with the Director of the nodal department implementing MDMS.	No
12.	After submission of the draft report to the Director of the nodal department implementing MDMS whether the MI has received any Observations from the Directorate :	Awaited

**Mid-Day Meal (MDM) Programme by the Monitoring Institutes (2010-12)-  
---Distt.- Poonch**

**A. At School Level**

<b>1.</b>	<b>REGULARITY IN SERVING MEAL:</b>	
	<ul style="list-style-type: none"> <li>In 90% of the schools, the MDM was served regularly; there are minor hiccups in continuity. These were because of the delay in availability of food grains. In some of the schools primarily those in the hilly areas and specifically those having one teacher only, the school need to be closed for a day or two as the teachers has to go to the CAPD(govt. department</li> </ul>	

	<p>having branches mostly at Tehsil headquarter ) to collect the food grains.</p>	
<p><b>2.</b></p>	<p><b>TRENDS:</b></p>	
	<p><b>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>○ The institutional mechanism /arrangement is as such that there is no question of delivering the food grains at the school level ,in actual practice the school teacher( incharge of MDM ) has to go and collect the food grains from the respective department.</li> <li>○ There is a partial delay to have the food grains at school level and it occur, sometimes as the teacher incahrge himself has to go and collect the food grain from the CAPD.</li> <li>○ More or less the food grain for the one month has been found in the schools.</li> <li>○ The food grain supply in all the school is appropriate in term of the indicated weigh.</li> <li>○ As mentioned above, the food grain has not been delivered to the schools at all. Instead the school teacher has to collect the food grain from the CAPD (Govt.department mostly at Tehsil headquarter for the supply of the food items).</li> </ul>	
<p><b>3.</b></p>	<p><b>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</b></p> <ul style="list-style-type: none"> <li>○ In 80% Of the school, the cooking cost has not been received on time. There is no regularity in receiving the cooking cost. On average, 3-4 month gaps have been noticed for receiving the cooking cost.</li> <li>○ To manage such type of situation, the teachers cover the expenditure by their own pocket. Sometime they do it with the help of local shopkeepers.</li> <li>○ In 95% of the schools, the money received by banking channel</li> </ul>	
<p><b>4.</b></p>	<p><b>SOCIAL EQUITY:</b></p> <ul style="list-style-type: none"> <li>○ There is no visible discrimination in term of gender, caste or community while serving the food in the context of seating arrangement.</li> <li>○ The seating and serving arrangement for eating food is quite inclusive</li> </ul>	

	and similar for all.
<b>5.</b>	<p><b>VARIETY OF MENU:</b></p> <ul style="list-style-type: none"> <li>○ Almost all the school visited approx. 92% of the school the weekly menu card were displayed and is appropriately visible for those who visit the schools. In case of adhering to the menu displayed ,there are some structural /unavoidable issues need to be addressed like it is not possible for the teacher to have the all the items in the meal due to unavailability of certain item like fresh vegetables, wheat etc..</li> <li>○ As per the information collected from the teachers in the visited schools, the menu is given to us from the ZEO’s office.</li> <li>○ There is variety in the food served but the menu was not followed properly due the reasons mentioned above.</li> <li>○ As mentioned above, in all the schools the vegetable and wheat were not cooked as for the students.</li> </ul>
<b>6.</b>	<p><b>QUALITY &amp; QUANTITY OF MEAL :</b></p> <ul style="list-style-type: none"> <li>○ The feedback from the students was fine but again it needs to be relooked that how the students can decide the parameters to judge the quality of food. There is no complaint regarding quantity of food.</li> <li>○ In this regard, there must be some additional parameter to find out the perception/judgment of the students regarding quality/quantity served to the students.</li> </ul>
<b>7.</b>	<p><b>STATUS OF COOKS:</b></p> <ul style="list-style-type: none"> <li>○ The cooks in all the schools are appointed by the department of school education with the recommendation of the VEC.</li> <li>○ Yes, in all the schools, the Cooks engaged are as per the GOI guidelines.</li> <li>○ The remuneration of the cooks in the state is fixed at INR: 1000/ per month and the mode of payment is through the cheque.</li> <li>○ In term of the regularity of the payment, there is delay of 3-4 months in all the schools.</li> </ul> <p><b>Table-1. Social composition of the Cooks.</b></p>

<b>CATEGORY</b>	<b>Number</b>	<b>%AGE</b>
<b>SC</b>	1	2.5%
<b>ST</b>	11	27.5%
<b>OBC</b>	6	15%
<b>GENERAL</b>	22	55%

100% of the schools visited had the facility of cook/helper in the schools; remuneration paid to them was Rs. 1000 per month. In most of the schools (mentioned above), cooks/helpers belong to the General category where as some were SC/ST/OBC. Out of general category, most of the cooks are from Upper caste Muslim community. All the ST mentioned here are the Muslim(Gujjars).

## **8. INFRASTRUCTURE:**

**Table-2. Availability of kitchen shed-cum-store.**

<b>Category</b>	<b>No.</b>	<b>%age</b>
<b>YES</b>	26	65%
<b>NO</b>	14	35%

In nearly 65% of the schools visited the availability of kitchen shed was there in the schools whereas in 35% of the schools did not had the availability of Pacca kitchen shed-cum-store in the schools. Regular supervision of MDM was also conducted by DIET officials/ZRP/CRP.

### **From the report**

9. in those schools where the Pucca- kitchen shed is not available ,the food items is being stored in the classrooms and the food is being cooked mostly in open and in case of rainy/odd weather, it is being cooked inside the rooms.

### **11. Table-3.Existence of drinking water facility.**

<b>Category</b>	<b>No.</b>	<b>%age</b>
<b>Yes</b>	32	80%
<b>No</b>	8	20%

Out of total schools visited, more than 80% of the schools have permanent, safe and clean drinking water facility. The water availability is not necessarily by the PHE department but also managed by other natural sources like Bowli, Spring water and sometime are being managed from neighborhood.

**12.** Yes, in most of the schools the utensils are available for the cooking food.

**13.** 45% of the schools have LPG gas based cooking arrangement in the schools whereas rests of the schools almost 65% are based on firewood. It has also been noticed that the schools in the far off places mostly use the firewood whereas the schools in adjoining to the towns and roads are using the LPG gas for the cooking purpose.

#### **14 SAFETY & HYGIENE:**

- i. General Impression of the environment, safety and hygiene:
  - In 85% of the schools we found that the general environment ,safety and hygiene is appropriate whereas in rest of the schools, things are not workable to various reasons assigned to it like unavailability of space as required for the schools, location due to less land in the semi urban area, unavailability of toilets etc.
- ii. Are children encouraged to wash hands before and after eating
  - In almost all the schools, it has been informed and witnessed that the students are encouraged to wash their hands before and after the meal.
- iii. Do the children take meals in an orderly manner?
  - Where ever the team visited and as per the informal discussion with the students and teachers, it was conceived that the students do take the meal in orderly manner.
- iv. Conservation of water?
  - The issue of water is not even in all the schools, it is being tackled by different schools with different set of mechanism.
- v. Is the cooking process and storage of fuel safe, not posing any fire hazard?
  - Partly, the cooking process and the storage of fuel are safe but there is no clear cut guidelines barring fire extinguishers in the schools.

#### **15. COMMUNITY PARTICIPATION AND AWARENESS\*:**

- The participation of the parents/VECs/Panchayats/ Urban bodies in daily supervision, monitoring is not appropriate in the schools and their awareness regarding the system is also poor.
- There is no roaster available in the schools for the community members for the supervision of the MDM.
- In 90% of the schools, the community member is not aware of the quality of the food to be served in the schools. The system is being carried on the basis of the trust. Moreover, an additional facts has also been added to the system due to the RET schemes which the state of J&K has adopted for the school system of the state. As per the this system, the requirement for the schools has to be filled among the best educated in the village .and therefore,



the trust level among the local teacher and community is quite workable in these schools.

- In the context of the general awareness regarding the MDM we can say the community stands at the level average and good

-The source of the awareness regarding the MDM in the order of high to low as teachers, schools, villagers/friends/relatives, newspapers, television and radio.

**16. INSPECTION & SUPERVISION**

- In terms of inspection by the officials, there seems to be informal mutual understanding regarding the MDM as they understand some of the inconvenience faced by the teachers while running the MDM and the teacher also has the knowledge where the authority's support is concerned regarding MDM.

**17. IMPACT**

Has the mid day meal improved the enrollment, attendance of children in school, any improvement in general well being, nutritional status of the children (to be verified from school record, discussion with students, teachers and parents. Is there any other incidental benefit to the children and school due to serving of mid-day-meal by VEC, PRI members?

- The poor community members are now easily engaged in their work due to the supply of the MDM to their wards. MDM has certainly contain the dropout rate at the initial level but the moment the children attain an age of adulthood the parents (particularly of the far off places) prefer to engage their ward for some work either at home (for agriculture purpose) or outside the village to the immediate town/cities.

## **B. Any other issues relevant to MDM implementation**

MI may give a maximum 2 page note, on any other issues, relevant to MDM implementation, not covered above. Following are the inputs collected by the team regarding MDM in the district of Poonch. These are:

- There is fluctuation in term of payment of the cook in various schools. In the all the schools the payment is not coming before 3-4 months.
- The community participation not impressive in almost all the schools. There are various reasons as mentioned above, are responsible for partial participation.
- The quality and quantity parameter can't be addressed without making some structural change in the MDM schemes.
- It seems difficult to mark whether the change in the intake occur because of the MDM or not but at the outset, we can say that almost all the children in the various schools and their vicinity are attending the schools.
- Most of the schools have virtually become the centre for the lower caste people of their respective area.
- There are delays in term of supply of the food item s due to various reason assigned to it.

### **ANNEXTURE**

#### **MONITORING TEAM**

**1. Dr. Poonam Dhawan** **Nodal Director**

**Monitoring Team Members**

**2. Dr. Kavita Suri**

**3. Dr. Pallavi Sachdeva**

**4. Dr. Bharti Prabhakar**

**5. Dr. Sandeep Singh**

## **Name of the investigators**

- 1. Laxmi Narayan**
- 2. Anish Sharma**
- 3. Fiaz Ahmed**
- 4. Shafiq Ahmed Mughal**
- 5. Kuldeep Sharma**

## **UDHAMPUR**

1<sup>st</sup> Half Yearly Monitoring Report of Department of Lifelong Learning, University of Jammu (Monitoring Institution) on SSA and MDM for the State/UT of Jammu & Kashmir (District-Udhampur) for the period of 1<sup>st</sup> October 2011 to 31<sup>st</sup> March 2012

### **1. General Information**

<b>S. No.</b>	<b>Information</b>	<b>Details</b>
1.	Name of the monitoring institute	Department of Lifelong Learning, Jammu university
2.	Period of the report	Ist of Oct. 2011 to 31 <sup>st</sup> of March,2012.
3.	Fund Released for the period	Yes
4.	No. of Districts allotted	Two
5.	Districts' name	Udhampur
6.	Date of visit to the Districts / Schools	5 <sup>th</sup> of Dec., 2011 to 20 <sup>th</sup> of Dec., 2011

7.	Total number of elementary schools (primary and upper primary to be counted separately) in the Districts Covered by MI	PS	11
		UPS	29
8.	Types of school visited		
a)	Special training centers (Residential)	-	
b)	Special training centers (Non Residential)	-	
c)	Schools in Urban Areas	9	
d)	School sanctioned with Civil Works	15	
e)	School from NPEGEL Blocks	1	
f)	Schools having CWSN	11	
g)	School covered under CAL programme	7	
h)	KGBVs	3	
10.	Number of schools visited by Nodal Officer of the Monitoring Institute	10	
11.	Whether the draft report has been shared with the SPO : YES / NO	No	
12.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	N.A.	
13.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	No	

14. Selection Criteria for Schools : Random sampling

**Mid-Day Meal Programmes by the Monitoring Institutes (2010-12)----**  
**Distt.- Poonch**

**A. At School Level**

<b>10.</b>	<b>REGULARITY IN SERVING MEAL:</b> <ul style="list-style-type: none"><li>• In 95% of the schools, the MDM was served regularly but it has not worked in few cases. These were because of the delay in availability of food grains. In some of the schools primarily those in the hilly areas the school need to be closed for a day or two as the teachers has to got to the collect the food grains.</li></ul>	
<b>11.</b>	<b>TRENDS:</b> <b>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</b> <ul style="list-style-type: none"><li>○ The delay in the delivery of the food occurs in the far off places of the district. Moreover, there is no arrangement as such for delivering the food items to the school ,the teachers of the schools are supposed to collect the food grains from the CAPD (department for supply of food items in the state).</li><li>○ More or less the food grain for the one month has been found in the schools.</li><li>○ The food grain supply in all the school is appropriate in term of the indicated weigh.</li><li>○ No, the food grain has been not delivered to the schools on time. Instead the school teacher has to collect the food grain form the tehsil ration supply store (CAPD).</li></ul>	
<b>12.</b>	<b>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</b> <ul style="list-style-type: none"><li>○ In 80% Of the school, the cooking cost has not been received on time. There is no regularity in receiving the cooking cost,</li></ul>	

	<ul style="list-style-type: none"> <li>○ To manage such type of situation the teachers cover the expenditure by their own pocket and sometime they do it with the help of the local shopkeepers.</li> <li>○ In 95% of the schools, the money received is by banking channel</li> </ul>
<b>13.</b>	<p><b>SOCIAL EQUITY:</b></p> <ul style="list-style-type: none"> <li>○ There is no visible discrimination in term of gender, caste or community while serving the food in the context of seating arrangement.</li> <li>○ The seating and serving arrangement for eating food is quite inclusive and is similar for all.</li> </ul>
<b>14.</b>	<p><b>VARIETY OF MENU:</b></p> <ul style="list-style-type: none"> <li>○ Almost all the school visited approx. 95% of the school the weekly menu card were displayed and is appropriately visible for those who visit the schools. In case of adhering to the menu displayed ,there are some structural /unavoidable issues need to be addressed like it is not possible for the teacher to have the all the items in the food due to unavailability of certain item like fresh vegetables, wheat etc..</li> <li>○ As per the information collected from the teachers in the visited schools, the menu is given to us from the ZEO's office.</li> <li>○ There is variety in the food served but the menu was not followed properly due the reasons mentioned above. It goes with availability of the food items and the convenience of the teacher.</li> <li>○ As mentioned above, in all the schools the vegetable and wheat were not cooked to serve the students. It is mainly the rice which is being supplied or taken from the supply store.</li> </ul>
<b>15.</b>	<p><b>QUALITY &amp; QUANTITY OF MEAL :</b></p> <ul style="list-style-type: none"> <li>○ The quantity can be quantified and has been noticed as appropriate in the MDM. whereas the issue of quality is concerned ,it needs detailed/ separate set of questions to make out where the quality stands in case of MDM.</li> <li>○ Moreover, for the quality parameters you need someone who must know or to have the guidelines or should have the comparative</li> </ul>

understanding to figure out the quality issues to the fore front. Both these parameter is missing and it is therefore, difficult to find out the quality issues involved in the MDM.

- In this regard, there must be some new parameter to find out the perception/judgment of the students regarding quality/quantity served to the students.

**16. STATUS OF COOKS:**

- The cooks in all the schools are appointed by the department of school education with the recommendation of the VEC.
- Yes, in all the schools, the Cooks engaged are as per the GOI guidelines.
- The remuneration of the cooks in the state is fixed at INR: 1000/ per month and the mode of payment is through the cheque.
- In term of the regularity of the payment, there is delay of 3-4 months in all the schools.

Table-1

**Status of Cooks.**

CATEGORY	NO.	%AGE
SC	3	7.5%
ST	8	20%
GEN	10	25%
OBC	19	47.5%

100% of the schools had the facility of cook/helper in the schools. In almost 90% of the cooks are female. the remuneration paid to them was 1000 Rs/month. Most of the cook/helpers belong to the OBC category followed by GEN/ST/SC.

**17. INFRASTRUCTURE:**

**Availability of kitchen shed-cum-store**

Category	NO.	%AGE
YES	25	62.5%
NO	15	37.5%

62.5% of the schools visited had the availability of kitchen shed in the schools whereas 37.5% of the schools do not had the availability of pucca kitchen shed-cum-store in the schools in the district. Regular supervision of MDM was conducted by DIET officials/ZRP/CRP appointed by the department at block level and cluster level.

**10.** in those schools where the Pucca- kichen shed is not available ,the food items is being stored in the classrooms and the food is being cooked mostly in open and in case of rainy/odd weather, it is being cooked inside the rooms.

**11. Table-2. Existence of drinking water facility.**

Category	No.	%age
Yes	28	70%
No	12	30%

Drinking water facility is available in 70 percent visited schools, where as 30 percent of the schools drinking water is being carried from the distance of about 300 to 400 mtrs.

Out of total schools visited, more than 80% of the schools have permanent, safe and clean drinking water facility. The water availability is not necessarily by the PHE department but also managed by other natural sources like Bowli, Spring water and sometime is being managed from neighborhood.

**12.** Yes, in almost all the schools, the utensils are available for the cooking food. Though in few cases, it has been found that the utensils are not in proper /workable condition.



**13.** In 65% of the schools, the firewood is still the source of cooking food and these schools are found mostly in the far off places. It has also been informed by majority of the teachers that this arrangement is better for us than the LPG gas and they justified their stand by a position that to get the LPG Cylinder, we have to go at least to tehsil Headquarter which is costly and time consuming part of our job.

**14 SAFETY & HYGIENE:**

- vi. General Impression of the environment, safety and hygiene:
- In 80% of the schools we found that the general environment ,safety and hygiene is appropriate whereas in rest of the schools, things are not workable to various reasons assigned to it like unavailability of space as required for the schools, location due to shortage of land particularly in the semi urban area, unavailability of toilets etc.
- vii. Are children encouraged to wash hands before and after eating
- In almost all the schools, it was informed/witnessed that the students are encouraged to wash their hands before and after the meal.
- viii. Do the children take meals in an orderly manner?
- Where ever the team visited and as per the informal discussion with the students and the teachers it can considered that the students do take the meal in orderly manner.
- ix. Is the cooking process and storage of fuel safe, not posing any fire hazard?
- Generally, the cooking process and the storage of fuel are safe. It has also been found that there are fire extinguishers provided to the schools.

**15. COMMUNITY PARTICIPATION AND AWARENESS\*:**

- The participation of the parents is not appropriate in the schools and their awareness regarding the system and the SSA scheme is also poor. .
- There is no roaster available in the schools for the community members for supervision of the MDM.
- In majority of the schools, the community members are not aware of

the quality of the food to be served in the schools. The system is being carried on the basis of the trust. Moreover, an additional facts has also been added to the system due to RET(Rehbar-e-Taleem) schemes which the state of J&K has adopted for the appointment of the teachers in the schools. As per the this system, the requirement of the schools has to be filled among the best educated in the village and therefore you will have the local teachers for the local students and as a consequence, this scheme has generated a sense of trust among the community members and the teachers which reflect in the daily working of the schools. Though on the other hand it has minimized the participation of the community in the school working particularly in the case of SSA scheme.

- In the context of the general awareness regarding the MDM we can say the community stands at the level average and good.
- The source of the awareness regarding the MDM is in the sequence high and low in the following g order. These are: teachers, through schools, villagers/friends/relatives, newspapers, television and radio.

**16. INSPECTION & SUPERVISION**

- In term of inspection by the officials is concerned, it is being done by the CRP's, ZRP's and the higher official. There is no even/ regular mechanism for the inspection and supervision. In far off places , it is not possible to meet the transportation cost of the food grains ,therefore to manage it ,they adjust the cost by slightly reducing the quantity of the food to be provided to the students in their meal

**17. IMPACT**

Has the mid day meal improved the enrollment, attendance of children in school, any improvement in general well being, nutritional status of the children (to be verified from school record, discussion with students, teachers and parents. Is there any other incidental benefit to the children and school due to serving of mid-day-meal by VEC, PRI members?

- The poor community members are now easily engaged in their work due to the supply of the MDM to their wards. MDM has certainly contain the dropout rate at the initial level but the moment the children attain an age of adulthood the parents prefer to engage their ward for

some earning work.
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**B. Any other issues relevant to MDM implementation**

MI may give a maximum 2 page note, on any other issues, relevant to MDM implementation, not covered above. Following are few of the inputs collected by the team regarding MDM in the district of Poonch. These are:

- There is fluctuation in term of payment of the cook in various schools. In all the schools, the payments are not coming before 3-4 months.
- The community participation is not impressive in majority of the schools. There are various reasons as mentioned above, are responsible for partial participation.
- The quality parameter can't be addressed without having some detail procedure for capturing the information at ground level.
- It seems difficult to mark whether the changes in the intake or dropout occur because of the MDM or not. Generally, we can say that almost all the children of their vicinity are attending the schools.
- In order to enhance the students intake or in other words to reduce the dropout rate, there is need to adopt some additional parameter to the scheme of MDM.

**ANNEXTURE**

**MONITORING TEAM**

- 6. Dr. Poonam Dhawan     Director**  
**7. Dr. Priyanka Sharma     Nodal Officer**

**Monitoring Team Members**

- 8. Dr. Kavita Suri**  
**9. Dr. Pallavi Sachdeva**  
**10. Dr. Bharti Prabhakar**  
**11. Dr. Sandeep Singh**

**Name of the investigators**

**6. Laxmi Narayan**

**7. Arun**

**8. Aneesh Sharma**

**9. Jaswant Singh**

**10. Arvind Kumar**

**11. Gopal Sharma**