

PAISA District Surveys

Mid Day Meals (2012)



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List of Abbreviations

AGM:	Assistant General Manager
AWP&B:	Annual Work Plans and Budgets
BEO:	Block Education Officer
BRCC:	Block Resource Centre Coordinator
BRP:	Block Resource Person
BSA:	Basic Shiksha Adhikari
BT:	Balance Transfer
CCH:	Cook-cum-Helper
CRCC:	Cluster Resource Centre Coordinator
DISE:	District Information Systems for Education
DoSEL:	Department of School Education and Literacy
FCI:	Food Corporation of India
FCS:	Food and Civil Supplies Department
FY:	Financial Year
GOI:	Government of India
HM:	Head Master
IVRS:	Interactive Voice Response System
MDM:	Mid Day Meal Scheme
MHRD:	Ministry of Human Resource Development
MIS:	Management Information Systems
MME:	Monitoring, Management and Evaluation
MPR:	Monthly Progress Report
OB:	Opening Balance
PAB:	Project Approval Board
PDS:	Public Distribution System
PS:	Primary School
QPR:	Quarterly Progress Report
RDPR:	Rural Development and Panchayati Raj
RO:	Release Order
RTE:	Right of Children to Free and Compulsory Education Act
RTI:	Right to Information Act
SFC:	State Food Corporation
SIO:	Store Issue Order
SMC:	School Management Committee
SSA:	Sarva Shiksha Abhiyan
TA:	Transport Allowance
UC:	Utilization Certificates
UPS:	Upper Primary School

I. Introduction

Do development funds reach India's poor? Back in the mid 1980s, the then Prime Minister Rajiv Gandhi famously guesstimated that, of every one rupee spent on development, only 15 paise reach the poor. 25 years on, and despite significant increases in development funds, the story remains largely unchanged. Administrative inefficiencies, poor targeting, high administrative costs and leakages characterise the implementation of almost every development programme in India. Consequently, only a small fraction of development resources are said to reach their final destination.

Although the problem is well-recognised, there is surprisingly little data or analysis in the public domain on how development funds travel through the system and how much, in fact, reaches its final destination. In the absence of such data, we have little understanding of the inefficiencies and bottlenecks in our public expenditure management system.

This study attempts to fill this gap in the context of the Mid Day Meal scheme (MDM). It employs a unique method to track fund flows and expenditures from their point of origin to their last point of expenditure developed by Accountability Initiative called PAISA.

This study employs a combination of primary survey work and secondary analysis of government documents, to track releases and expenditures of foodgrains and fund flows from Government of India (GOI) all the way down to the schools for the financial year 2011-12. The study is based on data collected from two districts each in Uttar Pradesh (Hardoi and Jaunpur) and Bihar (Nalanda and Purnea). The focus of this tracking effort is on three main MDM grants: foodgrains, cooking costs and honorarium paid to the cook-cum-helper (CCH).

The data collected through this tracking exercise suggests that all is not well with MDM implementation. For one, MDM is not served on all working days. Second, there are significant gaps between MDM consumption patterns reported in schools and consumption required by norms. Third, schools often report having fewer foodgrains in stock than required to serve MDM according to norms laid out by the government. Fourth, CCH payments are extremely slow and they receive their payments with an average delay of a minimum of two-three months. In Bihar the delays can be as long as six months. Through our efforts to track the flow of foodgrains, cooking costs and CCH funds we find that there are significant bottlenecks in the release of foodgrains and cooking costs at the district level.

Through a series of qualitative interviews with stakeholders in one district in each state, the PAISA study attempted to understand the nature of these bottlenecks in foodgrains and financial flows and the reasons behind these bottlenecks. These interviews suggest that poor record keeping, limited human resources, lack of information flows and coordination across all levels of government, and weak monitoring and grievance redress systems were the primary reasons for these delays in transfers. Resolving these problems requires a combination of improvements in financial book-keeping and accounting systems, strengthening real time monitoring and building human resource capacity at the district and block level.

The remaining sections of the report are divided as follows: Section II looks at the different components under MDM and a brief description of the planning and flow of funds and grains. Section III details the methodology used in the study. Section IV describes the main findings

across all levels (school, district, state) as well as across the different components. Finally, Section V concludes.

II. Unpacking Fund and Grain Flows in the Mid-Day Meal Scheme

The Mid-Day Meal scheme entitles all elementary schools in India to an annual quota of foodgrains (rice and wheat)¹ and finances. There are two types of financial grants given to schools. These are:

- i. Recurring Grants– Annual unconditional grants for the following activities:
 - Cooking cost or Conversion cost – monies for buying ingredients such as pulses, vegetables, cooking oil, condiments and fuel
 - Honorarium to cook-cum-helper (CCH) responsible for cooking the MDM

And,

- ii. Non-Recurring Grants– One time infrastructure grants for:
 - Kitchen devices – monies for buying utensils, storage containers etc
 - Construction of Kitchen sheds

Planning and budgeting systems for the MDM are based on school level consumption needs. Schools prepare estimations of the total annual requirement based on the number of students consuming MDM through the year and the number of working days on which MDM is expected to be served. This data is aggregated at the block, district level and state level. Based on this information, state governments prepare an Annual Work Plan and Budget (AWP&B). This AWP&B is submitted to the Project Approval Board (PAB) of the Ministry of Human Resource Development (MHRD) for review and approval. Allocations and release of funds by GOI are based on the PAB approved AWP&Bs.

The next section details the processes through which funds and grains flow through the administrative chain and arrive in schools.

II.A Process of fund flows: Cooking costs and Cook-cum-Helper

Government of India to State

GOI provides 75 percent of the total approved allocations for both recurring grants – cooking costs and CCH. The financial rules require that GOI release its annual financial share to the state government treasury in three to four instalments. The first instalment is split into two releases; a) an ad-hoc grant released in April. This grant cannot exceed more than 20 percent of the previous years' release. State governments are expected to provide GOI with information on unspent balances from previous years by June. Upon receipt of this information, the balance of the first instalment is released to states by July adjusted on the basis of the unspent balances

¹ Bihar only provides rice.

remaining with the state; b) A second instalment released by September/October. This instalment is based on the progress of expenditure incurred out of the first instalment and release by the state of its own share of resources; and c) the third and final instalment is released after receipt of utilization patterns up to the third quarter of the financial year. This instalment is usually released by January.

State government to District

Once funds reach the state treasury, state governments are expected to add their share to the pool of funds and release monies onwards to districts. These funds are released as per the different “heads of expenditure” – i.e. cooking cost and cook-cum-helper. These funds are released in quarterly instalments via electronic transfers to district bank accounts. MDM guidelines clearly specify that states are responsible for sending funds onwards to districts in a timely manner irrespective of receipt of funds from GOI.

Once funds reach district bank accounts, the district administration is tasked with transferring funds onward to schools. Two different processes are followed for transferring cooking costs and CCH funds. These are outlined below:

District to schools – Cooking Costs

Once funds arrive at districts, the district MDM authority is expected to forward funds to schools. Broadly, the quantum of funds sent to schools is determined on the basis of district level estimates of school needs identified in the annual work plan. These estimates are expected to adjust for opening balances (OB) available in schools. Schools receive funds via electronic transfer or cheque.

In Uttar Pradesh, funds are transferred to schools every quarter on the basis of school requirements articulated in the annual work plan for the district.

Bihar, on the other hand follows a need based system rooted in a Management Information System (MIS). The MIS system was introduced in February 2011 and is designed to enable direct transfers from the MDM directorate at the state level to schools. The transfer system is now designed to enable schools to maintain a three month buffer stock. The quantum of funds transferred is based on the following formula: 60% of enrolment * 60 working days * per-student cooking cost norm.²

The MIS system is designed to enable need based funds transfers to schools. Accordingly, a monthly financial report is generated on the 15th of every month. Banks are then instructed to replenish school accounts based on expenditure patterns.

District to schools – Cook-cum-Helper (CCH)

CCH funds are released from the district to schools based on the allocation received and the number of CCHs employed by schools in the district. Fund requirements are calculated block-wise and released directly to schools. These monies are transferred on a quarterly basis.

² 60 days are calculated using 20 working days per month into 3 months.

Once funds are credited into a school's account, headmasters are responsible for ensuring that the CCH is given her honorarium. The honorarium is usually paid via cheque.

II.B Process of grain flows

According to MDM Guidelines³, foodgrains are allocated bi-annually to states by the Department of School Education and Literacy (DoSeL), MHRD. These allocations are based on the number of students enrolled in schools and working days approved by the PAB for the previous year. Allocations are made separately for primary schools (Standard 1-5) and upper primary schools (Standard 6-8).

The first six monthly allocations are an ad-hoc transfer made in the first week of February of the previous financial year. The quantum of grain allotted is determined by the number of children and number of school working days approved by the PAB for the previous year.

The second and final allocation is made in the first week of August and is based on Utilization Certificates (UCs) sent by state governments detailing the quantity of foodgrains received and actually consumed at the school/cooking agency-level⁴ in the previous financial year. These UCs are to be submitted by states latest by 30 June.⁵ The second allocation is made after taking into account the unspent balance available with the state/UTs (both in terms of the balance from the previous year's allocation as well as the current allocation).

As the process of grain flow varies from state to state, the specific process in Uttar Pradesh and Bihar has been outlined below.

Uttar Pradesh

State to District

On receiving the foodgrain instalment from GOI, the state's MDM directorate prepares an allocation letter detailing the district-wise allocations of foodgrains, based on the number of students enrolled and the number of working days approved for that particular district. This allocation letter is sent quarterly to the Basic Shiksha Adhikari (BSA) – the district official in-charge of implementing MDM. A copy of the allocation letter is also sent by the MDM Directorate to the Food Corporation of India (FCI) regional office. On receiving this letter, the FCI regional office issues a Release Order to the FCI district office to release grains.

District to Schools

On receipt of the allocation letter, the district MDM Office prepares a school-wise allocation letter that details the quantum of grains to be distributed to schools. This letter is sent to the foodgrain lifting agencies. Uttar Pradesh has two lifting agencies: a) The State Food and Civil Supplies Department (FCS) that lifts grains for 14 divisions and, b) the State Food Corporation (SFC) that lift grains for the remaining four divisions. These agencies are responsible for approaching the FCI regional godown to lift grains from the district office.

³ MDM guidelines: http://mdm.nic.in/Files/Guidelines/4.Dec_of_FCI.pdf

⁴ In some states the cooking of the meal has been outsourced to NGOs who are then responsible for supplying cooked MDM to schools. In these cases, foodgrains would be supplied directly to the cooking agency of the NGO.

On receipt of the allocation letters, the two lifting agencies transport grains to the FCI district godown and onward to the SFC block godown. The quantum of grains lifted from the FCI regional godown is captured in the district MPR and QPR. Once the grains are taken to the SFC Block godown, the PDS store owner or kotedar is responsible for lifting grains needed at the school level. The school or Gram Pradhan in turn collects grains needed for the school. The quantum of grains lifted is based on school level consumption needs. All schools are expected to maintain a buffer stock for one month. A copy of the school-wise allocation letter is given to the Block Education Officer to verify grain-receipt at school level.

See Annexure IV for more details.

Bihar

State to district

Like in Uttar Pradesh, on receiving the foodgrain installment from GOI, the State's MDM directorate prepares an allocation letter detailing the district-wise allocations of foodgrain. These letters are prepared every quarter and sent to the FCI regional office and the MDM district In-charge (also known as MDM Prabhari) at the district MDM Office. On receipt of these letters, the FCI regional office then forwards these allocations to the FCI district office.⁶

District to Block

On receiving the allocation letter, the FCI district office sends a Release Order to the State Food Corporation (SFC) office at the district level. At the same time, the district MDM Office prepares block-wise allocation letters and forwards these on to the MDM-Block Resource Person (MDM-BRP). The Lifting in-charge or the Uttav Prabhari of the SFC has to send trucks to collect the grain from the FCI base depot. These trucks then deliver the grain to the SFC block godowns based on the allocations made by the district MDM authorities for each block.

Block to schools

To transport grains from the block godowns to schools, the Bihar government has hired local contractors or *Samvedaks*. In the absence of the *Samvedak*, the responsibility rests with the MDM-BRP.

The quantum and timing of grains to be lifted from the block godowns is based on Store Issue Orders (SIO) prepared by the SFC district office. The SIO's are sent onward to the district MDM office, the *Samvedak*/ MDM-BRP and the block SFC godown.

On lifting the grain, the *Samvedak* and MDM-BRP are responsible for acknowledging receipt of the grains on the SIO, which is forwarded on to the district office.⁷

⁶A single district office is usually responsible for 2-3 districts and is also called an area office.

⁷ At times however, the SIO is given to the MDM district officer before the grain is actually available in the godown. See Annexure V for more details.

In Nalanda, the amount lifted from each block godown, is aggregated at the district-level to record how much was lifted from FCI and recorded in the QPR. In Purnea, the QPR records the quantity that the SFC lifts from the FCI depot.

See Annexure V for more details.

In the next section, we will discuss the coverage and methodology of our study.

III. Coverage and Methodology for the PAISA study

This study tracked the flow of foodgrains, cooking costs and the honorarium for CCH from their first point of release (GOI) to their final point of receipt (schools). To do this, we adopted a combination of primary and secondary research methodologies. Secondary data sources were collected from government offices at all levels – GOI, state and district. Primary data was collected from schools through a random sample survey in all four districts. The survey was undertaken between July-August 2012.

In addition to survey data collected from schools, in February 2013, a series of qualitative interviews were conducted in eight schools in Nalanda and six schools in Hardoi to understand school level perspectives. To analyse school level variations, interviews were conducted in at least five schools that performed poorly with respect to; (a) days on which MDM was served and, (b) the amount of grain served as per norm. To get a comparative picture, at least one additional school, which had performed relatively better, was also visited in each district. These school level interviews were complemented by interviews of stakeholders at the community, block and district levels.

This section offers a detailed overview of the methodology adopted.

III.A Secondary Data

Before presenting the details of the data collected and analysed, it is important to mention that the secondary analysis was severely constrained by the poor quality of record keeping at the district level. Crucial financial documents such as Monthly Progress Reports (MPRs) and UCs were not available in some districts. Even when data was available, in many instances, records did not match (see Annexure II for details). All documents were accessed for the 2011-12 financial year.

GOI Analysis

There are two main sources of information for determining the total quantum of funds and foodgrains allocated to state government. These are:

- i. Annual Work Plans and Budgets (AWP&BS): The AWP&B documents provide information on the total annual allocations to states. These documents are accessible through the PAB meetings available on the MDM Portal (www.mdm.nic.in). Since the PAB minutes are revised frequently based on the supplementary plan, in order to obtain

the most updated figures, this study has used the PAB documents for the next year. For instance, PAB 2012-13 has been used to obtain approved figures for 2011-12.

- ii. The GOI letters/sanction orders: Information on the total amount of central assistance released to states or the quantity of foodgrains allotted to states is available through GOI letters/sanction orders. These letters/orders are also available on the MDM portal and were used to ascertain the quantum and timing of foodgrains and finances released to the two states studied.

State Analysis

At the state level, the two key sources of information were:-

- i. Quarterly Progress Reports (QPRs): These QPRs provide information on approved allocations for different grants; the total funds released or utilized or grains lifted and consumed by the state as a whole. These figures are thus an average across all districts and give an indicator of state performance. For this study, QPR's were collected directly from the MDM authorities in the state governments.
- ii. Sanction Orders: Like in GOI, at the state government level, sanction orders provide information on the quantum of foodgrains lifted and finances released, and the timing of these releases for specific districts. In Uttar Pradesh, sanction orders were available online from the Uttar Pradesh Mid-Day Meal Authority's website.⁸ In Bihar, physical copies were collected from the state offices.

District Analysis

There are a number of documents prepared at the district level including MPRs, Sanction Orders, UCs, Cashbooks, and Release Orders⁹ etc. Due to lack of standardisation across districts, different documents have been analysed at the district level. Even where more than one document was accessed, we found differing data reported and thus had to make assumptions on what the accurate figure was. Below are the details of the specific documents accessed in each state:

Hardoi and Jaunpur

- Monthly Progress Reports (MPR): Month-wise information on opening balances (OB), cooking costs released and utilized and foodgrains lifted and consumed was available in the MPR. Information regarding OB at the district level did not tally month-wise. The MPR was used only for information on the timing of release of cooking costs from district to schools and foodgrains lifted by the district. In Jaunpur, the MPR was only available till December 2011.
- Utilization Certificates (UCs): UCs are prepared at the end of the year for each component of MDM. District sources informed us that the UC is considered the most

⁸The only exception in Uttar Pradesh was the last quarter for 2011-12, where the information was requested directly from the Uttar Pradesh MDM Division.

⁹ Release Orders are sent from the Food Corporation of India to the district informing them of the quantity of rice and wheat to be released, including the date it should be released.

authentic expenditure document. We have thus used the OB and expenditure figures provided in the UC in our calculations.¹⁰

- Quarterly Progress Reports (QPRs): QPRs are meant to be an aggregation of MPRs. However differences were noted between figures reported in the MPR and the QPR. Since data on the release of funds for CCH was not available in the MPR, for this analysis QPR data was used. In Jaunpur, the QPR was available only for the first quarter.
- Release Orders (ROs): ROs give information on the data of release of grains from FCI regional office to FCI district office. These ROs were only available in Hardoi and were used to verify the data given in the MPR.

Nalanda and Purnea

- Monthly Progress Reports (MPRs): In Bihar, MPR was only available for Nalanda. However, since the MPR was incomplete,¹¹ it could not be used.
- Quarterly Progress Reports (QPRs): Estimates on the timing and quantum of foodgrain lifted by the districts was available in the district QPR for both Nalanda and Purnea. According to officials in both districts, this data is the most accurate approximation of the quantity of grain received by schools. QPR was also used for the release of funds for CCH.
- Utilization Certificates (UCs): In Bihar, UCs were not available for either district. Instead, Bihar has UCs only at the school-level that are submitted to the district office each month. These UCs were not available to our researchers.
- Sanction Orders: The quantum and timing of releases from district to schools for cooking costs were taken from sanction orders in Purnea. In Nalanda, this information was incomplete, as only undated soft copies of sanction orders were made available to our researchers.
- Cashbooks: In Nalanda, cashbooks were used as the closest possible approximation of actual release of cooking costs to schools.

III.B School Analysis

To understand the actual receipt of foodgrains and finances and ascertain information on the implementation of MDM at the school level, we undertook an extensive school based survey in all four districts. The survey questionnaire collected information on the number of days MDM was served (month-wise); number of students eating MDM (month-wise); monthly receipts and utilization of foodgrain; receipt, withdrawal and utilization of cooking cost; and receipt and withdrawal of funds meant for salary of the cook, kitchen shed and kitchen devices. In addition, information about enrolment and attendance of students, appointment and attendance of teachers and cook(s) and availability of basic infrastructure was also collected. See Annexure VI for the questionnaire.

¹⁰The total consumption reported in the MPR for foodgrains differed from the consumption data recorded in the UC. For this study, data from the UC has been used. The UC data also matched the total allocated by the state for the district.

¹¹ The FY 2011-12 MPRs for Nalanda did not include any data on foodgrains. Moreover, even for cooking costs, data in the MPR included unspent balances from previous years that were returned to the state government. These were booked as expenditures in the 2011-12 MPR and thus do not reflect an accurate picture of the 2011-12 allocations and releases.

Sampling Methodology

In each district, 110 to 115 schools were randomly selected from rural areas of the district. The sampling frame was the list of schools given in District Information System for Education (DISE) 2010-11. Schools without primary (1-5) or upper primary (6-8) sections were excluded. Private unaided and unregistered schools were also excluded from the sampling frame. The sample size was determined based on the following assumptions: a) relative error rate is 10 percent, b) confidence level is 95 percent, and c) non-response rate is 10 percent.¹² To ensure representativeness across the district, schools were sampled from each block of the respective district on the basis of the share of schools in that block as a fraction of total schools in that district.

The surveys were carried out in the last week of July and first week of August in all four districts, as detailed in the Table 1.

Table 1: Duration of field work

District	Duration
Nalanda	July 23- August 06
Purnea	July 23- August 24
Hardoi	July 23- August 07
Jaunpur	July 24- August 01

Survey Methodology

A team of two surveyors visited each school in the sample along with copies of permission letters from the state and district authorities. In the event that surveyors were not able to collect all the relevant information in one visit, they were instructed to revisit the school again. All surveyors were instructed to collect information by looking at relevant documents. Information on the receipt and consumption of grain and the utilization of cooking cost was obtained from MDM registers. Information on the receipt and withdrawal of cooking cost and CCH was obtained primarily from the bank passbooks, cash books and utilisation certificates. Month-wise enrolment figures for 2011-12 were taken from the school attendance registers. Where documents were not available or school officials refused to show the documents, the surveyors were instructed to take the signature and stamp of the school on an undertaking which specified that the school officials did not have or could not show the documents. These cases were few and far between.

¹² Relative error of 10 percent implies that the sample mean would be within 10 percent of the population mean. Non-response implies that the respondent in sampled unit refused to answer the questions.

IV. PAISA Findings

MDM requires that meals be provided to all enrolled students on every single working day of the month. To ensure that schools meet these requirements, the scheme mandates that the quantum of funds provided to schools be based on school level consumption patterns (enrolments, number of working days, number of meals served in previous months and so on). In addition, all schools are expected to maintain a buffer stock of foodgrains and cooking costs so that resources are available and meals can be provided throughout the year. School level consumption patterns are thus the primary determinant of the quantum and timing of foodgrain and financial flows through the administrative chain. Given this, we begin our discussion on the PAISA findings by reporting on the implementation patterns of the MDM in our study districts. The focus is on utilization patterns of MDM in these schools.

Next we report on foodgrain and cooking cost flows from the state governments to districts and onward to schools. Finally, we end the section with an analysis of fund flows and expenditures of the CCH.

All data analysed is for the 2011-12 financial year.

IV.A MDM Implementation at school level

Coverage of MDM scheme

On average, 60% of enrolled students receive MDM per day

MDM guidelines mandate that meals are served to all enrolled students. To maintain records of the number of meals served, all schools are expected to document the number of meals served every day in the MDM register. The PAISA survey data records that only 60% enrolled students receive MDMs on a given day.¹³

Significant gap in Bihar between the number of working days on which meals should be served and the number of days on which meals were actually served

MDM is expected to be provided on every working day of the school year irrespective of attendance. In drought stricken areas, additional allocations are made for serving MDM even during the summer holidays.

¹³It is, of course, likely that this gap arises from the fact that many enrolled students do not attend school regularly. While our survey was not designed to capture attendance data for the year, we did collect student attendance data on the day of the survey. We find that if attendance data is taken into consideration then the number of meals served, as recorded in the MDM register, is actually *higher* than the number of students who attend schools. For instance, in Hardoi, 48 percent of enrolled students attended schools on the day of the survey but overall, the district served meals to 62 percent of enrolled students. This suggests that school level data on the number of meals served could be inflated. Our survey was not designed to check for this.

Table 2: Number of enrolled students availing MDM, as recorded in the MDM register

District	% Meals served in a day/enrolled children (as per school register)
Hardoi	62
Jaunpur	65
Nalanda	62
Purnea	63

Data from the PAISA survey points to a significant gap between the number of approved working days on which schools were expected to serve meals and the number of days on which meals were actually served (see Table 3 below). In Nalanda and Purnea, there is more than a 40 day gap between the number of working days and the number of days on which MDM was served.

Schools in Uttar Pradesh perform far better on this indicator. There is a marginal 10 day gap between working days and the days on which meals are served.

Table 3: Number of working days on which MDM was served

District	Total working days in 2011-12 ¹⁴	Average days on which MDM was served
Hardoi	223	218
Jaunpur	219	210
Nalanda	232	163
Purnea	239	169

Availability and utilization of foodgrains in schools

In 2011-12, the stock of foodgrains available in schools was far lower than that mandated by MDM norms. The gap was larger in Bihar than in Uttar Pradesh

In all four districts, schools received foodgrains in 4-7 instalments through the year. Schools in Nalanda and Purnea received about half of their year's supply by September, while schools in Hardoi reached the half way mark in October.¹⁵

To estimate the adequacy of foodgrains received, we compared the total quantum of grains available in schools through the year and the number of working days on which meals were expected to be served.¹⁶ As mentioned earlier, all schools are expected to maintain an OB of foodgrains. The quantum of food grains received by a school through the financial year is based on the grains currently stocked by the school or the opening balance at the time of foodgrain release. Thus any analysis of grain adequacy at the school level must account for both the OB at the start of the financial year and the total amount of grains received through the year.

Uttar Pradesh's MDM school registers do not record OB data. We thus restrict this analysis to Bihar's two districts, Nalanda and Purnea.

¹⁴Hardoi's data is based on MPRs for 2011-12. Jaunpur data is based on MPRs from April 2011-December 2011 (in absence of Jaunpur data for the last quarter, we assumed that Hardoi and Jaunpur had the same number of working days in this period and so Hardoi's MPR data was used for Jaunpur as well). For Nalanda and Purnea, QPRs were used.

¹⁵In the absence of complete data, similar analysis could not be undertaken for Jaunpur.

¹⁶The number of meals to be served is calculated on the basis of the total meals served/ total number of days on which MDM was given * total number of working days on which MDM should have been served.

Our findings (see Table 4 below) highlight that there are large gaps, particularly amongst primary schools, between the quantum of foodgrains a school ought to have in stock through the year and the grains actually available in schools.¹⁷ Our calculations are based on the per student norms determined by the MDM guidelines. For instance, while norms dictate that per student grain requirement in primary schools is 100 grams of rice/wheat; Nalanda primary schools annual foodgrain availability was 75 grams per student. Purnea's primary schools reported marginally higher grain availability at 82 grams per student.

Table 4: Quantum of foodgrains available in schools in Bihar

District	Per student foodgrain as per norm (gm.)		Per student foodgrain available (gm.)*	
	PS	UPS	PS	UPS
Nalanda	100	150	75	144
Purnea	100	150	82	124

As mentioned, since OB data at the school level was not available in the Uttar Pradesh districts, we could not analyze foodgrain availability in UP. However, in Hardoi, our researchers were able to access OB data at the district level. Using this data as a proxy for school level OB, we undertook a similar analysis of the quantum of grains available versus the quantum of grains required in order for Hardoi's schools to serve the MDM in accordance with the norms.¹⁸ As highlighted in Table 5, there is a gap between norms and foodgrains stocked at the school level. These numbers are, of course, approximations and should be treated as such. However, these results point to the fact that in both states, the overall grain available at the school level during FY 2011-12, was less than required as per norm.

Table 5: Quantum of foodgrains available in schools in Uttar Pradesh

District	Per student foodgrain as per norm (gm.)		Per student foodgrain received (gm.)*	
	PS	UPS	PS	UPS
Hardoi	100	150	92	138

In 2011-12, the gap in foodgrain availability in Bihar's schools was much higher in the first and second quarter of the financial year

To track foodgrain receipt patterns at the school level, we analysed the stock of food grains available in schools (total foodgrains received and opening balance) for each financial quarter. Since this analysis requires school level OB information, this section is restricted to Bihar.

As highlighted in Table 6, schools in Nalanda and Purnea go through large periods of the year without enough foodgrains in stock to serve MDM. This gap is particularly large in the first two quarters of the financial year suggesting that delays in foodgrain receipts from higher levels of

¹⁷Uttar Pradesh's school registers do not report on OBs.

¹⁸This measure is calculated using the following formula: total receipts of foodgrains per school as per our primary data divided by total number of meals served as per our primary data. To this figure we added the total OB as reported at the district level divided by the total number of meals served as per the district AWP&B.

the administration in the early months of the financial year could be a cause for this gap. In Nalanda, 61 percent schools in the first quarter and 75 percent in the second quarter had less grain available than needed to serve the MDM in accordance with the norms on all working days of the month. Foodgrain availability was marginally better in Purnea. 47 percent schools in the first quarter and 52 percent schools in the second quarter had fewer grains than needed.

Table 6: Percentage of schools with fewer grains available than needed: Nalanda and Purnea

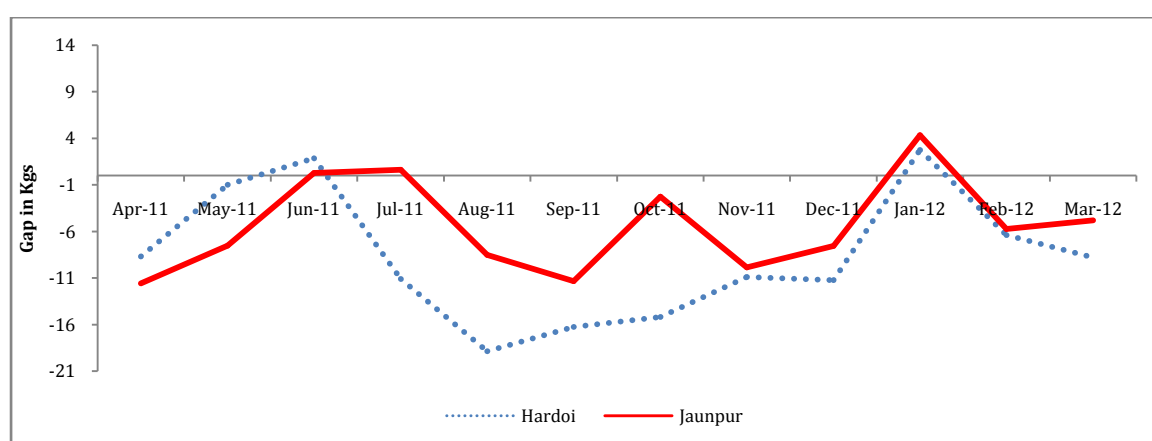
Financial Quarter	% of schools with grains available below requirement (Nalanda)	% of schools with grains available below requirement (Purnea)
Quarter 1	61	47
Quarter 2	75	52
Quarter 3	43	24
Quarter 4	36	36

In 2011-12, schools in Uttar Pradesh utilized far fewer foodgrains than specified by the norms

To estimate whether meals were served in accordance with the norms, we calculated the total consumption of grains as reported by schools and compared these with consumption norms. To give this data greater granularity and assess whether the results are driven by factors such as gaps in grain flow through the year, we broke these calculations down by month and report on trends through the financial year.

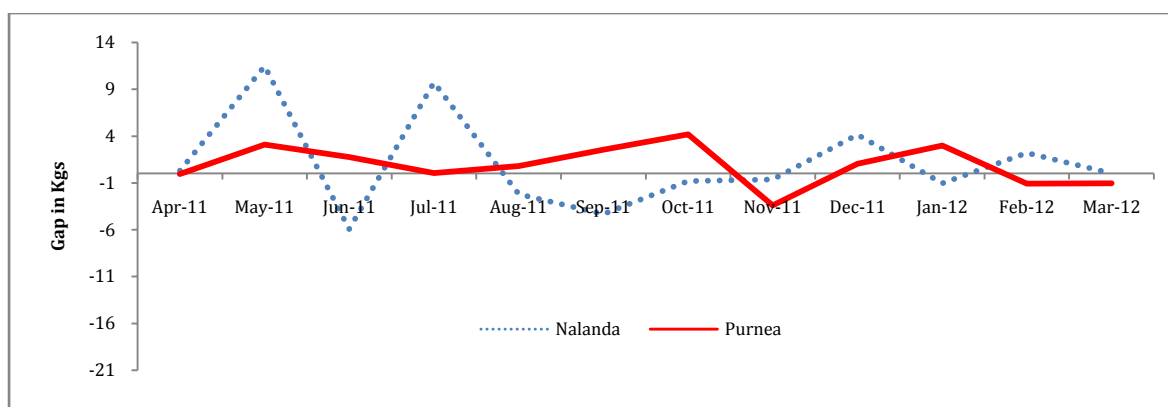
As highlighted in Graph 1 below, both Hardoi and Jaunpur consumption patterns at the school level are far below the expected norm. The important thing to note here is that the gap between consumption and norms is far greater in the months of July to September.

Graph 1: Uttar Pradesh: Gap between foodgrains actually utilized and expected utilization as per norm



Intriguingly, in Bihar, consumption patterns seem to be far above the stated norm. However, it is important to note that meals are not served regularly in Bihar (Graph 2). It is also likely that these gaps emerge on account of misreporting at the school level.

Graph 2: Bihar: Gap between foodgrains actually utilized and expected utilization as per norm



Receipt and utilization of cooking costs

Schools received the bulk of their annual receipts by December

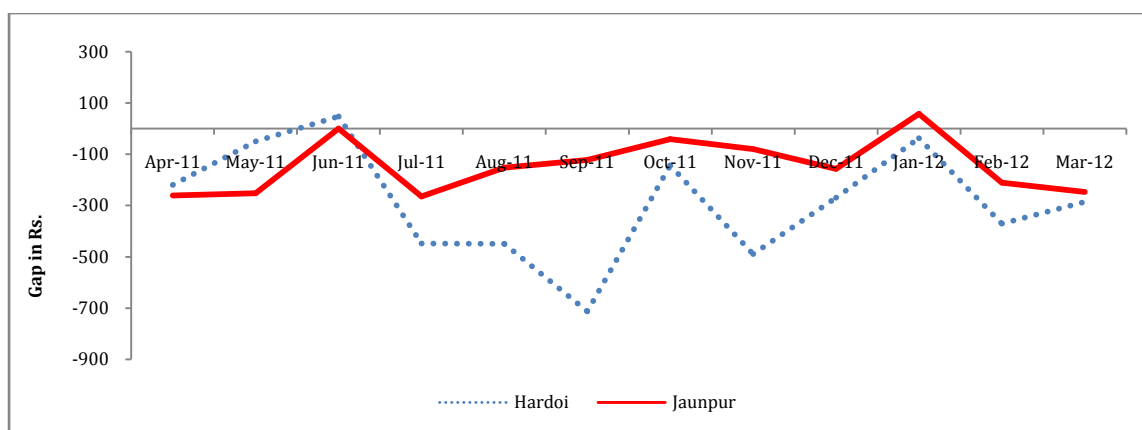
On average schools in all 4 districts received their cooking costs in 3 instalments. To assess the timing of receipts, the PAISA survey collected data on the dates on which the funds were received in school bank accounts.

Schools received the bulk of their cooking cost funds for the year 2011-12 by December. In Bihar, Nalanda's schools received 87 percent and Purnea's schools received 92 percent of their annual cooking cost funds by December. Cooking cost receipt was somewhat slower in Uttar Pradesh. By December, Hardoi's schools had received 60 percent and Jaunpur's schools had received 72 percent of their annual cooking cost funds. It is important to note that the data reported here is based on the total cooking cost received in the year (as a % of cooking costs released) and not the total cooking costs allotted to schools. In the absence of OB data it is difficult to determine whether schools received all the cooking costs they needed to serve MDM through the year. We attempt to answer this question indirectly by analysing utilization patterns for cooking costs at the school level.

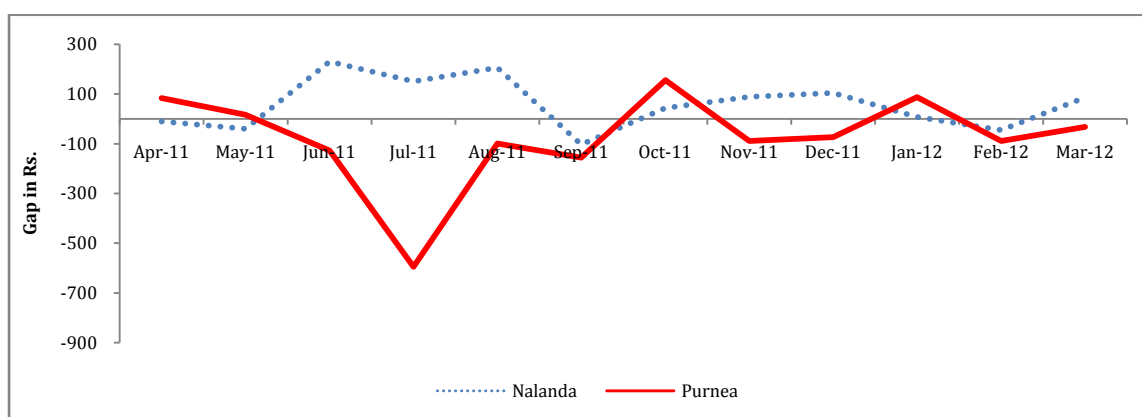
Schools in Uttar Pradesh utilize far fewer cooking costs than specified by norms

As highlighted in Graph 3, schools spent far lower quantities of their cooking cost than required by the norm. Jaunpur performs marginally better than Hardoi on this indicator. However, expenditure was still below the norm for most months.

Graph 3: Uttar Pradesh: Gap between actual cooking cost utilized and expected utilization by norm



Graph 4: Bihar: Gap between actual cooking cost utilized and expected utilization by norm



Utilization patterns in Bihar are very erratic. Nalanda's schools report utilizing cooking costs well above the norm while utilization patterns in Purnea's schools were below the norm for much of the year (see Graph 4) - with the largest gap seen in July. Interviews with officials point to possible reasons for these erratic patterns. First, the cooking cost norms changed in July 2011. This resulted in some administrative delays in adjusting budgetary allocations to meet the new norms. Thus schools may have received less than they needed while the administration adjusted to the requirements of the new norms. The second reason offered was poor quality record keeping at the school level.

Summary

Our school survey points to serious gaps in the implementation of MDM at the school level.

Our main findings are:

- MDM is not served regularly in schools. Schools in Bihar reported more than a 40 day gap between the numbers of working days and the number of days on which the MDM was served;
- Annual foodgrain stocks in schools were far lower than needed to serve MDM in accordance with the norms. This suggests that the annual release of foodgrains from

higher levels of the administration is not adequate to meet school needs and points to a planning gap.

- There are wide variations in foodgrain availability in schools through the financial year. In Bihar, the gap between foodgrains in stock and foodgrains needed to serve meals as per norms was sharpest in the first two quarters of the financial year. This points to delays in the process of foodgrain transfers and some bunching up of transfers toward the end of the financial year.
- Utilization patterns suggest that schools in all four districts do serve meals in accordance with MDM norms.

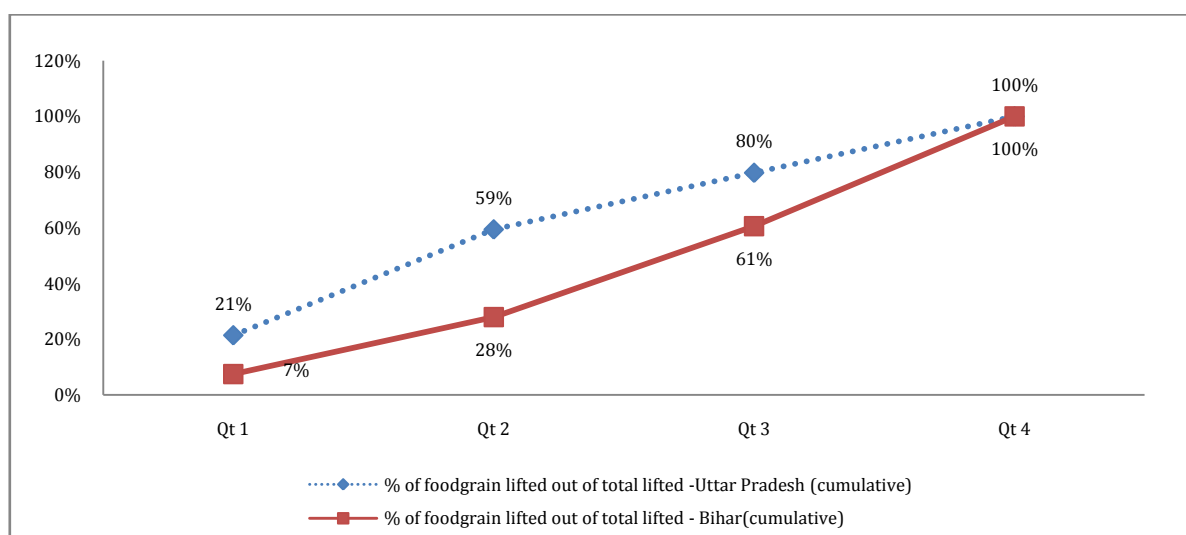
While data gaps and poor quality of record keeping at the school level makes it difficult to analyse and identify the extent to which the buffer stock is maintained, the fact that there are these large gaps between what a school should utilise as per norm and what it actually does, points to a more systemic problem – that of bottlenecks in the flow of foodgrain and cooking cost from higher levels of administration to schools. To understand the extent of the problem and identify the specific points in the system where these bottlenecks might lie, we tracked foodgrain and cooking cost fund flows from their release by GOI to schools. In the next section we report on our findings from this tracking exercise.

IV.B Foodgrains flows

GOI to states

Uttar Pradesh lifted 82 percent of its annual grain allotment while Bihar lifted 52 percent. Bihar's lifting patterns shows some bunching up toward the end of the financial year

Graph 5: Timing of foodgrains lifted by states



The first allotment to Uttar Pradesh and Bihar was made in March 2011, one month later than that stipulated by the MDM guidelines. The second allotment was made on time in September.

Overall, Uttar Pradesh lifted a total of 82 percent of its annual grain allotment, while Bihar lifted a much lower, 52 percent of its annual allotment. Low lifting of foodgrains as a proportion of the

annual allotment could be a consequence of the availability of a balance stock of foodgrains. This could not be verified because aggregate state level OB data was not available.

To assess the timing of foodgrain flows we analysed state level QPRs. According to the QPR, Uttar Pradesh lifted the bulk of its annual receipts by the 2nd Quarter of the financial year. Bihar on the other hand was slower and the bulk of the grain was lifted between Quarter 2 and Quarter 3. As mentioned in the previous section, the widest gap between requirement and availability of foodgrains in Bihar's schools was in the first two quarters of the financial year suggesting that there might well have been a greater need for foodgrains in these two districts during the first two quarters. It is possible therefore that, inefficiencies at the state level could be, in part, responsible for the implementation gaps at the school level.

States to Districts

There are three main steps in the process of lifting foodgrains. First, the State MDM Directorate makes quarterly allotments to districts on the quantum of foodgrains available for each respective district. Second, based on the requirements or the needs of the district, each district lifts the foodgrains from the regional FCI godown (at the state level). Third, foodgrains are transported from district godowns to block godowns and onwards to the individual schools.

Uttar Pradesh

State Allotments to Districts

Uttar Pradesh state government was fairly quick to release foodgrains to the districts

The closest approximation that we have to determining the timing of foodgrain release to the district is the date of issue of the allotment letter by the state MDM Directorate to the respective districts.

According to data recorded in allocation letters, in 2011-12, the state government was fairly quick to sanction the release of foodgrains. By the end of the second quarter of the financial year, the state government had sanctioned 70 percent of the annual allotment to Hardoi and 80 percent of the annual allotment released to Jaunpur.

Lifting of foodgrains by Districts

There were some delays in the districts lifting foodgrains allotted and releasing these grains onward to schools

In Uttar Pradesh, there are two main sources of information on foodgrain lifting patterns at the district level. These are: a) UCs which provide information on the total quantum of foodgrains lifted by the respective districts and, b) District MPRs which record the month-wise lifting of foodgrains from the regional FCI godown to the district godown. Data on lifting by the SFC and release of foodgrains to schools was not available. Conversations with district officials indicated that it is assumed that once grains have been lifted by the district, they are immediately transported onwards to schools. However, our qualitative interviews suggest that this process can take more than one month. Both Hardoi and Jaunpur lifted most of the grains that were allotted to them. As highlighted in Table 7 below, Hardoi lifted 100 percent of the total

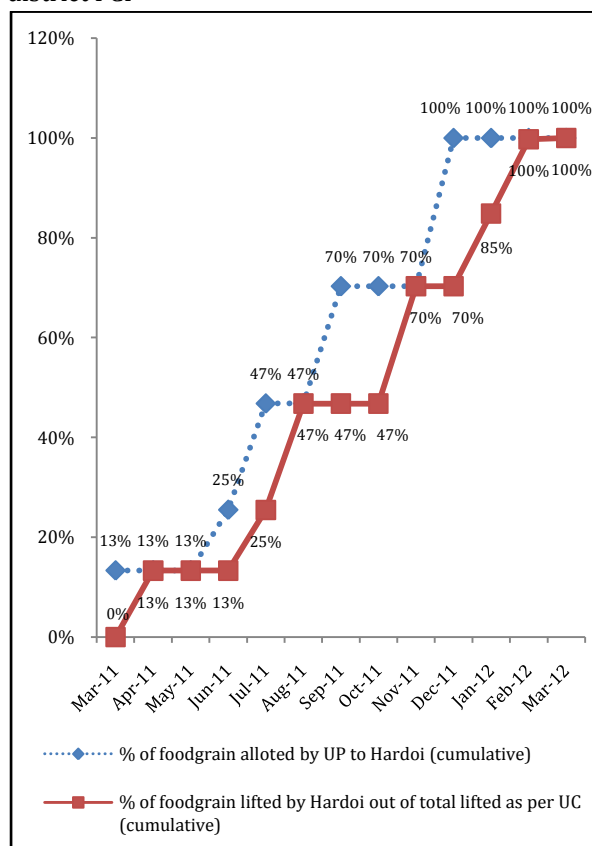
foodgrains allotted to it for FY 2011-12 while Jaunpur lifted 92 percent of the total allotted foodgrain.

Table 7: Foodgrains lifted out of total allotment

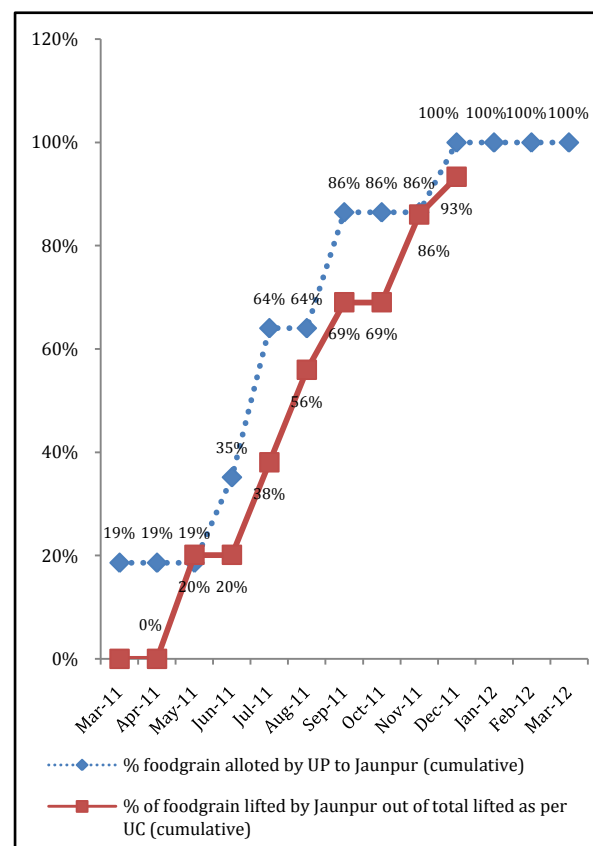
Foodgrains	Hardoi	Jaunpur
State allotted to district (GO)	7163.31	5024.25
District lifted (MPR)	7163.31	NA
District lifted (UC)	7163.31	4647.07

However, analysis of the MPRs in both districts points to some delays in the receipt of allocation letters from the state government and lifting of foodgrains by the district. Hardoi for instance, did not lift any foodgrains between August and October, and the resultant gap between foodgrains allocated to the district and foodgrains actually lifted was quite high in these months. In Jaunpur, the gap between foodgrains lifted and allocated was very large between June and August, and then again between September and October (see Graph 6 and 7). (Data for January – March was unavailable). Ideally, this delay could be explained by OB in schools or with the districts. However, given that our school data points to gaps in the quantum of foodgrains received and utilized in schools, it is likely that these delays are a consequence of inefficiencies in foodgrain lifting processes at the district level. We discuss the reasons for these delays in the summary section of this report.

Graph 6: Grain allocated by Uttar Pradesh government to Hardoi and grains collected by Hardoi district FCI



Graph 7: Grain allocated by Uttar Pradesh government to Jaunpur and grains collected by Jaunpur district FCI



Bihar

State to District

Bihar state government was fairly quick to sanction foodgrains to the districts (see Graph 8)

As with Uttar Pradesh, the allocation letter was analyzed to determine the timing of foodgrain released to districts.

Our analysis of state level allotment letters suggests that the state is relatively quick to release the foodgrain allotment for the year. By the second quarter of the financial year, allocation letters had been issued for over 70 percent of the foodgrain allotted for both districts.

Lifting by District

Before going into the findings, it is important to note that there are many discrepancies amongst the different data sources on allocation, receipt, lifting and utilization of foodgrains in the two districts. The QPRs record information on the grains lifted by the district godown and transported to the SFC block godown. In this sense, records in Bihar offer more detailed information on foodgrain flows than those available in Uttar Pradesh.

Table 8: Quantum of foodgrains lifted by districts

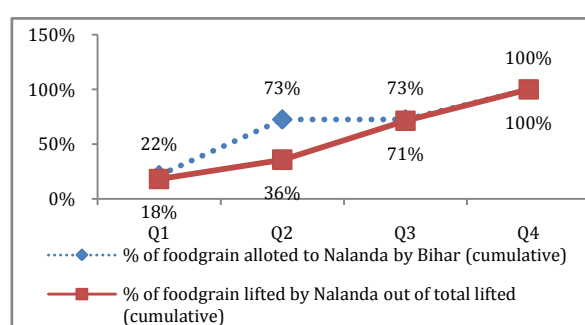
Foodgrains	Nalanda	Purnea
State released to district (GO)	6330.53	7845.38
District released (QPR)	6056.796	7749.498

Overall, both Nalanda and Purnea lifted the bulk of foodgrains released to them through the year: Nalanda lifted 96 percent and Purnea lifted 99 percent of their annual allocation.

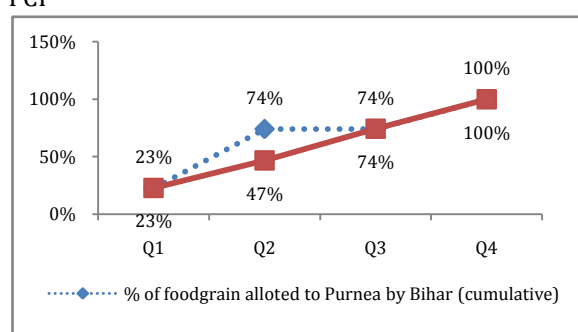
There are however, significant delays in the districts lifting foodgrains, particularly in some months of the year.

As highlighted in Graphs 8 and 9 below, Nalanda had lifted 36 percent of foodgrains by the end of the second quarter and Purnea had lifted 47 percent. However, both had at least 38 percent more foodgrains allotted to them by the state. Part of the reason was the fact that states had allotted foodgrains for Quarter 3 at the end of Quarter 2. However, districts only lifted foodgrains in Quarter 3 based on grain need and availability in the district.

Graph 8: Grain allotted by Bihar government to Nalanda and grain collected by Nalanda from district FCI



Graph 9: Grain allotted by Bihar government to Purnea and grain collected by Purnea from district FCI



Summary and Analysis

Our analysis of foodgrain flows highlights that the foodgrain flow management suffers from several inefficiencies:

- Poor record keeping: records to monitor foodgrain flows are poorly maintained. Our study team found many inconsistencies in data recorded in different monitoring reports. Information on key data points such as opening balances are not recorded. In districts where opening balance data was available, the fund releases from these opening balances was not captured. Most crucially, the district administration does not have a system to capture the actual lifting of foodgrains by the school.
- Gaps between foodgrains allotted and actually lifted: This was sharpest in Bihar where the state only lifted 51% of its annual allocation.
- Bunching up of grain releases toward the last two quarters of the financial year: In all four districts we found that districts were slow to lift grains in the first two quarters of the financial year resulting in a large gap between grains released and grains available at the district level

When compared with school level foodgrain receipt data, we find some evidence that these delays in lifting at the school level have repercussions on grain availability in schools. For instance in Bihar, school level data points to large gaps between foodgrain stocks available in schools and foodgrains needed to serve MDM in accordance with the norms in the first two quarters of the financial year. This is also a period when districts are slow to lift foodgrains. It is thus likely that delays in lifting at the district level have direct repercussions on school level foodgrain availability. We also find some evidence of delays in foodgrains actually reaching schools, even after the district lifts grains. For instance, Bihar's districts lifted the bulk of their foodgrain allotment between September and December 2011. However, schools in both districts had received more than half their annual supply of foodgrains by September/October, suggesting that much of what was lifted by districts was not transferred on to school. For instance, Bihar's districts lifted the bulk of their foodgrain allotment between September and December 2011. However, schools in both districts had received more than half their annual supply of foodgrains by September/October, suggesting that much of what was lifted by districts was not transferred on to schools.

Reasons for foodgrain delivery bottlenecks

What explains these large delays in lifting foodgrains and transporting them to schools? Our qualitative interviews revealed a number of bottlenecks and inefficiencies in the delivery process that cause these delays. These include delays in foodgrains reaching the district godowns, transportation hiccups at the FCI level, and rationing that takes place between the Public Distribution System (PDS) process and the MDM processes (See Box 1 for a detailed case study of bottlenecks identified in Nalanda).

Poor quality record-keeping exacerbates the problem. Since the allotment and lifting of foodgrains is meant to be determined by the needs at the school level, it is essential to know the availability of balance stock of grains at every level. However, as mentioned, in Uttar Pradesh and Bihar OB data was not available in its entirety. As a result, at any given point of time it is

impossible to ascertain the actual requirement of foodgrains. This makes it difficult to pinpoint the extent of leakage or pilferage at different levels.

Record-keeping apart, our qualitative work highlighted the following issues that contribute to inefficiency in foodgrain flows in MDM:

- **Lack of transparent monitoring systems:** This is best illustrated in the fact that there are no systems to weigh foodgrain sacks as they make their way through the delivery chain to schools. Foodgrains are packed at the FCI mills in bags of 50 kgs each. These bags are never weighed after they leave the mills. In interviews with block and school level officials we discovered that it is standard practice for schools in all districts to receive anywhere between 5-8 kgs less for every 50 kg bag of foodgrains. In the absence of adequate weighing facilities at the local godowns, PDS shop and schools, it is difficult to pinpoint the specific link in the system at which the problem occurs.
- **Poor management for grain storage:** In Hardoi, many respondents claimed grain pilferage and theft due to poor storage facilities can result in schools receiving fewer grains than needed to serve as per the norm. To deal with poor storage facilities, many schools store grains in the local *Pradhan* (village Panchayat President) or the CCHs home. Schools collect stock from the storage facility on a need basis and there was no formal system for measuring or recording the quantum of grain collected from the storage facilities. Many respondents suggested that they received somewhere between 4-5 kg less grain per 50 kg sack of grain allocated.
- **Weak staff capacity:** An oft-repeated issue that emerged in interviews with stakeholders at the district level was the lack of adequate staff. Uttar Pradesh, for instance does not have dedicated staff for implementing and monitoring MDM at the block level. District officials argued that this was an important reason why they were unable to adequately track the flow of grains and the OB at the school level. Thus they were unable to identify inefficiencies and bottlenecks in the process. In Bihar, interviews highlighted that the block level SFCs were understaffed, resulting in many delays for local contractors to lift foodgrains and deliver them to schools.

Box 1: Delays in grain delivery case study of Nalanda

Through our qualitative work, we identified a number of issues that could stall the final delivery of grain to the schools, even after the Release Order (RO) has been issued.

Bottlenecks at the FCI depot: The first bottleneck is the availability of foodgrains at the FCI depot. In interviews with the SFC manager, we discovered that grain is not always available at the FCI depot, due to delays in arrival from Punjab and Chhattisgarh.. The local transportation economy further adds to delays. In 2012-13, the Nalanda FCI depot had to be temporarily closed down. In the interim, to provide grains for MDM, the district SFC was assigned to a neighbouring FCI godown. This depot was already handling the grains for three districts and with the addition of Nalanda, it became greatly overburdened. Thus, the SFC trucks were not always able to collect the allocated amount of grain. Added to this, the local truckers unions in the new depot demanded a *rangdaari* tax (protection tax) to allow transport of grain. As a result the district SFC found himself locked in negotiations which delayed the transportation of foodgrains. In another instance, the trucks, which were sent to collect the grain, were reassigned by an official of Patna district for other work.

Bottlenecks at the Block godowns: To compensate for such delays, the SFC would unofficially make adjustments at the block godowns by using the grain for the Targeted Public Distribution Scheme (TPDS) for MDM. In the SFC's parlance, this is known as "balance transfer," or BT. This is done because the state government has issued orders to the FCI to prioritise MDM grains. Shortage of foodgrains creates distortions at the local level as PDS dealers try to negotiate and pressurize the block godown to prioritise their grains over the MDM! In one instance, the *Samvedak* interviewed claimed he reached the godown and found the MDM grain being taken by the PDS dealers. The *Samvedak* had to call the SFC district manager, to correct the situation. Resolving this matter usually takes a long while resulting in delays in grains reaching schools. The severe lack of manpower in the SFC further complicates matters. For instance, there are ten block godowns, each of which is required to have an Assistant General Manager (AGM); however currently, there are only three officials in charge of all ten godowns. Despite having a schedule of days when each godown would be open, the lack of adequate human resources makes it harder for the AGMs to manage the grain collection. According to the rules, the *Samvedaks* receive a Store Issue Order (SIO) which allows him to collect grain from the block godowns. Technically, the SIO is drawn up after the foodgrains have reached the block godown. During interviews, we came across instances where a *Samvedak* reached the block godowns with the SIO but there were no grains to be found. This resulted in a lot of wastage as the *Samvedaks* rents trucks for transportation. Added to this, the local labour economy can make it difficult for the *Samvedaks* to transfer grains in a timely manner. According to *Samvedaks* interviewed, labour unions at the godowns have a monopoly over the labour market linked to the block. These unions often prevent them from bringing in their own labour and instead charge higher than market rates for the use of their time. Negotiations with these unions can cause delays in transporting grains.

Bottlenecks in final delivery to schools: Finally, the fact that block godowns open late in the day (around 11 am-12 pm, according to MDM authorities and *Samvedak interviewed*) poses problems for *Samvedaks*, who are not only required to deliver the grain on the same day that they lift it, but also inform the district MDM authorities and the MDM Directorate in Patna of the same. The SFC district administration and AGM, however, claim that the godowns are open by 10:30 am and that it is the *Samvedaks* who arrive late to lift grain.

Delays in lifting grain from the godown on a given day imply that the *Samvedak* is often forced to deliver late into the evening. He usually requests the teachers to stay in their schools on such a day; however some teachers leave before the grain arrives and thus the *Samvedak* is forced to either take back the grain or leave it at a neighbouring school. The *Samvedak* also said that it is difficult to deliver grains to schools in the interior areas as the trucks and tractors cannot reach these places. Thus, in such cases, local labour is required to carry the grain and they demand a high price. The problem is particularly acute in the monsoon season.

IV.C Cooking cost fund flows

GOI to states

GOI released just over half the annual fund approved to Uttar Pradesh by July 2011. Bihar received 47 percent of the annual allocation by July

As mentioned earlier, all recurring funds including cooking costs and salaries for CCH are shared between GOI and states in a 75:25 ratio. At the GOI level, there is no demarcation of the component for which funds are released. Instead, GOI releases its entire share for MDM in three to four instalments, based on the total approved in the AWP&B.

In FY 2011-12, GOI released 89 percent of the approved share for Uttar Pradesh and only 72 percent for Bihar. According to GOI records, this gap between approved allocation and actual releases in Bihar was a result of a large OB amounting to Rs. 14931.51 lakhs at the state level.

The timing of fund releases by GOI was even throughout the year, though there were some minor initial delays. GOI released 26 percent of its share for Uttar Pradesh and 25 percent for Bihar as an ad-hoc grant in May, one month later than that stipulated in the guidelines. By June, GOI had released 58 percent of the approved share for Uttar Pradesh and 47 percent for Bihar had been released by July.

Interviews with state officials revealed that these minor delays in receipt of GOI's share are common and can cause subsequent delays at the state level. States however are expected to deal with delays by releasing the centre's share from its own exchequer and adjusting it at a later stage.

Release of State Share

The Uttar Pradesh government released its share of cooking costs as soon as it received its instalments from GOI. Bihar, on the other hand, was much slower in releasing its share. While the first instalment was released by the state government in August, immediately after the release of GOI's first instalment, there was a delay in the release of the state share for subsequent instalments. For instance, while GOI released funds in November and in January, the state share was only released in February.

Uttar Pradesh

State Government to districts

The state government was fairly quick to release cooking cost funds to schools in Hardoi and Jaunpur

According to Sanction Orders, Hardoi received half of its annual allocation by September 2011. Releases to Jaunpur were even faster. 52 percent of the annual allocation was released by July 2011 and 88 percent was released by December 2011.

District to schools

Releases of cooking costs from districts to schools was very slow

Hardoi to Schools

Before examining the details of flow of cooking costs it is important to note that the study team found many discrepancies in the different data sources that report on cooking costs in the district. The MPR recorded a total release of Rs. 1312.97 lakhs in 2011-12 while the UC (which is the key expenditure document at the district) recorded a total release of Rs. 1787.63 lakhs for the year (see Table 9). For analysis purposes we have used the UC release data as the final figure of total releases. Based on our calculations, the MPR reported on release for only 73% of the total district releases in the year.

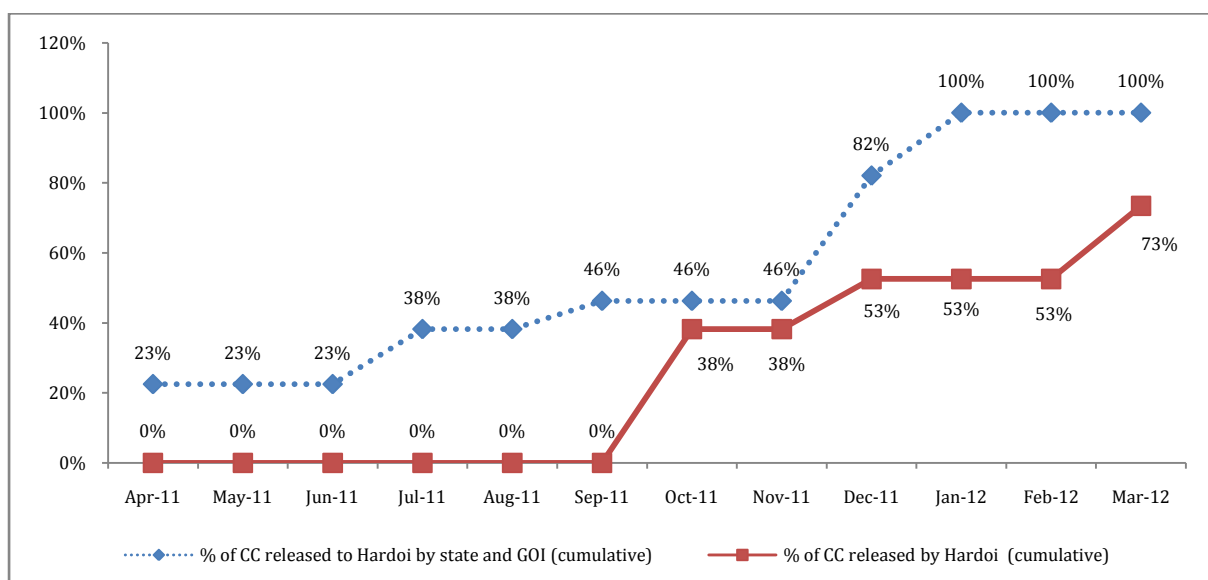
Unlike the GOI and state releases, the flow of money from Hardoi to schools is slow. Monthly release data points to a significant bunching up of annual releases in the second half of the financial year.

Table 9: Cooking cost release records for Hardoi

Cooking cost	Hardoi
State released to district (GO)	1787.64
District released (MPR)	1312.97
District released (UC)	1787.63

According to the MPR, Hardoi received three instalments of cooking costs in 2011-12. No funds were released by the district till October despite the fact that the state governments had already released 23 percent of the total annual release to Hardoi by April (See Graph 10). The first instalment of Rs. 683.37 lakhs was released by Hardoi in October amounting to 38 percent of the total annual release recorded in the UC. The second instalment of 15 percent of the total releases was issued in December and the final instalment was released in March 2012.

Graph 10: Cooking cost released from Uttar Pradesh government to Hardoi and released from Hardoi to schools



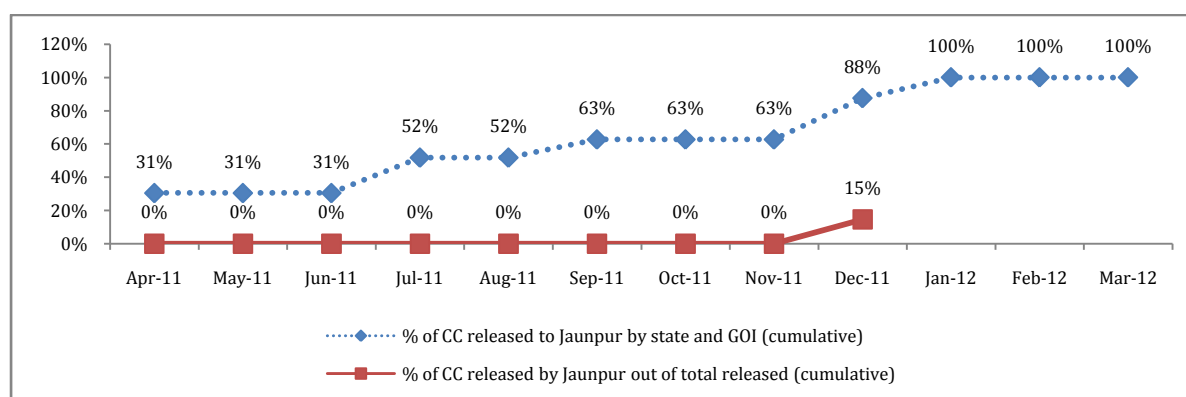
Jaunpur to Schools

Like Hardoi, district releases from Jaunpur to schools were slow (see Table 10 for details on the quantum of funds released according to different documents). No funds were released to schools till December 2011, when a total of 15 percent of the annual release was released by the district. (See Graph 11) The MPR data beyond December was not available.

Table 10: Cooking cost release records for Jaunpur

Cooking cost	Jaunpur
State released to district (GO)	1256.45
District released (MPR)	NA
District released (UC)	1256.45

Graph 11: Cooking cost released from Uttar Pradesh government to Jaunpur and released from Jaunpur to schools



What accounts for these slow releases? As mentioned previously, the quantum of releases to schools is based on OBs available at the school level. It is thus possible that while the district MPR records release of funds only by the end of the second quarter, schools are being released funds from the districts OBs. Like with MPRs for foodgrains, the release and expenditure details of OB records are not reflected in the MPR. Officials claimed that this information is recorded in unofficial documents. These documents were not shared with our researchers.

However our analysis suggests that high OBs at the school level is not an adequate explanation for these long delays in releasing funds.

To explain, in 2011-12, Jaunpur had a large OB of Rs. 760.89 lakhs at the start of the FY 2011-12. Expenditure data suggests that all the OB money was spent by September 2011: total school expenditure by September was Rs. 92.99 lakhs in excess of the OB amount at the start of the financial year. Yet, no funds from the 2011-12 allotment quota were released to schools till November. In December, according to the MPR, a total of Rs. 184.79 lakhs was released to schools but total expenditure until December exceeded the release and OB amount by Rs. 537.20 lakhs, suggesting that schools were running on deficit accounts that were adjusted at a later stage.

During our qualitative surveys we came across a set of problems that schools and district administrations encounter in transferring cooking costs which could account for some of the delays found in the financial records. We discuss some of these issues in the summary section.

Bihar

State government to districts

State government releases to Nalanda and Purnea were slow

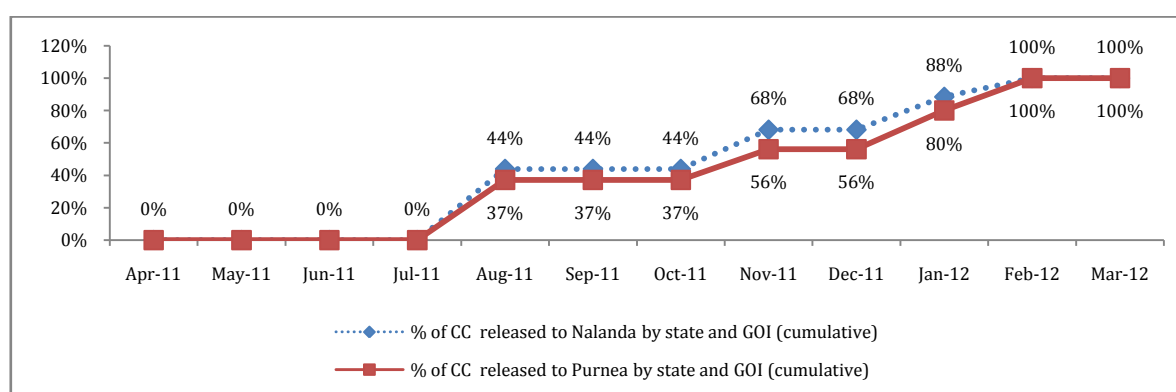
Unlike Uttar Pradesh, the state government of Bihar's releases to Nalanda were slow. No money was released till August 2011. However, after August, fund releases were relatively smooth and by January, 88 percent of the cooking cost was released. (See Graph 12)

Releases to Purnea followed a similar pattern. The first tranche of money (37 percent of total annual release) was released by the state government in August. Between August and December, another 19 percent of the annual release had been released to Purnea. The remaining releases came at a regular pace between January and March 2012.

Districts to Schools

District releases to schools were slow

Graph 12: Cooking cost released from Bihar government to Nalanda and Purnea districts



Nalanda to schools

To analyse the timing of fund releases to schools, we used release data recorded in the district's cash book (see Table 11 for details of the quantum of funds released recorded in different documents).¹⁹

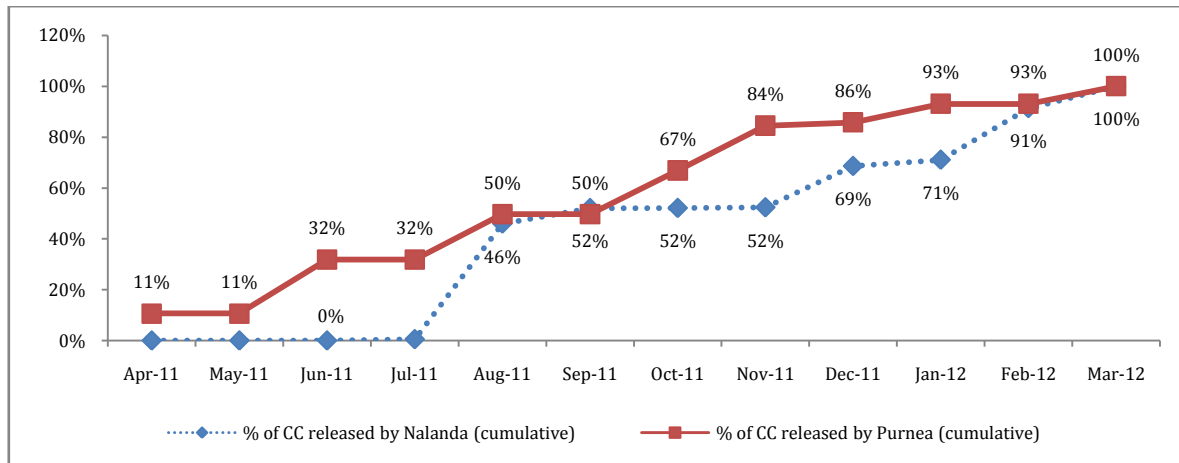
Table 11: Cooking cost release records for Nalanda

Cooking cost	Nalanda
State released to district (GO)	1814.32
District released (MPR)	2206.81
District released (QPR)	2204.78
District released (cashbook)	1116.84

¹⁹We used the cashbook because the sanction orders received from the Nalanda office were incomplete. As noted earlier, the MPRs recorded data on funds returned to the state treasury from previous years and thus did not reflect an accurate picture of the year for which funds were being tracked. In addition, local officials vouched for the veracity of the cash book and suggested that we use the cashbook over other documents to track funds.

The release pattern from Nalanda district to schools was somewhat similar to the state governments. A very small amount of money was released till August 2011. After which the district steadily released money onward to schools.

Graph 13: Cooking cost released from Nalanda and Purnea to schools



Purnea to Schools

Purnea performed somewhat better than Nalanda.

11 percent of the total annual releases from Purnea to schools were sent in April (see Graph 13). Releases gathered pace in the second and third quarters; by December, 86 percent of the total annual releases had been made to schools.

Table 12: Cooking cost release records from Purnea

Cooking cost	Purnea
State released to district (GO)	2673.13
District released (MPR)	NA
District released (UC)	NA
District released (QPR)	2681.86
District released (cashbook)	NA
District released (GO)	2175.57

Summary and Analysis

Our analysis of cooking costs highlights the several inefficiencies that plague the cooking cost transfer system. Our main findings are:

- **Poor quality record keeping:** This is a recurring theme in all our analysis. For cooking costs records we found many data mismatches in different account books. Moreover, just like with foodgrains, critical information such as details on fund release and expenditure on opening balances was missing from records. Crucially, this data does not capture actual expenditure in schools.

- **Long delays in district releasing food grains to schools:** Jaunpur for instance, had only released 15 percent of its total annual release in December 2011. Hardoi, while performing marginally better than Jaunpur only began releasing cooking costs in October 2011. A comparison between OB data and expenditure trends suggests that these delays were not due to large OBs and in fact resulted in negative balances for some parts of the financial year.

When we correlate district level release data with our data on schools' receipt of cooking cost funds, we find that even when grants are released, there are delays between release and actual receipt at the school level. In Nalanda for instance, 90 percent schools in our sample reported receiving some cooking costs in April 2011. This however, is not reflected in the district's annual releases, which were almost negligible until August. Upon investigation, we found that funds received by schools in April, were released by the district in March of the previous financial year, as an advance for the first three months of the new financial year. These funds took over a month to reach school accounts. Banking delays were cited as the reason for this. We also find in Bihar, that while most schools received the bulk of their annual receipts by December, district releases only gathered pace toward the last two quarters of the financial year (See Graph13). This suggests that there are gaps in timing between what districts report as releases in the MPR and when schools actually receive monies for cooking costs. It is important to note, that the delays between fund releases from the district and fund receipts in schools are longer in Uttar Pradesh than in Bihar.

What explains these delays? Through qualitative interviews with officials we identified a number of reasons for these delays. These include:

- **Weak Management – no system to handle transitions:** Periodic delays in cooking cost transferred to the schools can largely be attributed to weak management at the district level. In Hardoi, for instance, money that was initially meant to be released for February and March 2011 was not released in that financial year. The reason cited by district level officials was the transfer of the incumbent who was responsible for signing the cheques. This hints at the lack of streamlined processes related to transfer of information and responsibilities among administrative staff. After all, transfers are a common occurrence in the Indian bureaucracy yet the local administration does not have a management system that can deal with these problems. During interviews with school HMs, we heard similar stories. Schools have no formal processes for ensuring handover of all financial documents when HMs are transferred. In most cases, it comes down to the understanding that the incumbent has with his/her predecessor. For example in one school in Nalanda, we found an instance of a very smooth transition, with detailed information of each grant and materials being handed over to the new incumbent. The entire process took about three to five days. In contrast, in another school, the transition period was marked with disputes amongst teachers and the SMC secretary over financial details. Thus, detailed information was not shared with the new incumbent and as a result, MDM was closed for a long period of time. In Hardoi, the study team interviewed an HM who had trouble interpreting financial records because he said his predecessor had filled in the register incorrectly and had written over entries making it hard to read. In the absence of a formal handover system, he had no means of fixing the problem and this led to delays in accessing funds for MDM.

- **Weak Management – banking system delays:** Incorrect details on school bank accounts and delays in banks crediting school bank accounts were two commonly cited reasons for delays in cooking costs reaching schools. These reasons point to the absence of any coordination mechanisms between local bank branches and the district administration.
- **Weak administration – limited staff:** Another oft-repeated cause for delays in transferring funds from the district to schools is insufficient staff. Most officials interviewed argued that there simply did not have enough staff at their disposal to verify records collected from schools, issue sanction orders and monitor fund receipts at the school level.
- **Weak monitoring and improper record keeping:** As with foodgrains, lack of proper records on the exact amount of OB available at district and school level severely undermines accountability. While allotments ought to be made based on quarterly analysis of requirements at the different levels, without proper data, these requirements are mere estimates. Similarly, districts release money from OB available with them, without documenting these releases in their MPRs.
- **Weak information flows at the school level:** During field work, the PAISA team discovered that there are large information deficits at the school level about the timing and quantum of cooking costs that schools receive. This information is usually passed down informally during meetings with block officials – these are less frequent in Uttar Pradesh than in Bihar. In Nalanda, the district MDM authority shares block-wise lists with each BRP, detailing how much cooking cost was released to each school. Rather than passing this information on to schools, the BRP displays the list in a public space at the Block Resource Centre, where HMs can come and check for their school. Since HMs do not visit the BRC regularly, they often do not receive this information on time. There is no formal system to inform HM's once the cooking cost money has been credited to school accounts. HMs in both states reported calling up peers in the block, inquiring at the block office or visiting the bank to seek information on the dates on which cooking cost funds are credited to their accounts.

Box 2: How do schools cope when there are delays in cooking cost receipts?

During interviews with HMs in Hardoi, many revealed that they cope by running credit tabs with the local ration store. The stores are reimbursed every time schools receive a tranche of their cooking cost funds and accounts are “adjusted”. This inevitably compromises accountability. When the arrears increase above the informal arrangement made with the store, schools stop serving meals or reduce borrowing from the stores thus compromising the quality or the quantity of the meals served. In Nalanda, officials noted that allowing HMs to spend their own funds to run MDM in times of shortfall led to a rise in spurious claims of reimbursement. Consequently, in 2011-12 HMs were instructed not to use their own funds.

IV.D Cook-cum-Helper (CCH) fund flows

CCHs are hired at the school level and are responsible for cooking the MDM. According to GOI norms; there should be one CCH for every 25 enrolled students. Funds for CCH are shared between GOI and state governments in a ratio of 75:25. An amount of Rs. 1,000 per month is to be paid as honorarium for CCH for 10 months in the year.

Our analysis of actual receipt of CCHs salaries at the school level points to severe delays. Most CCHs report an average delay of at least two months in receiving their salaries.

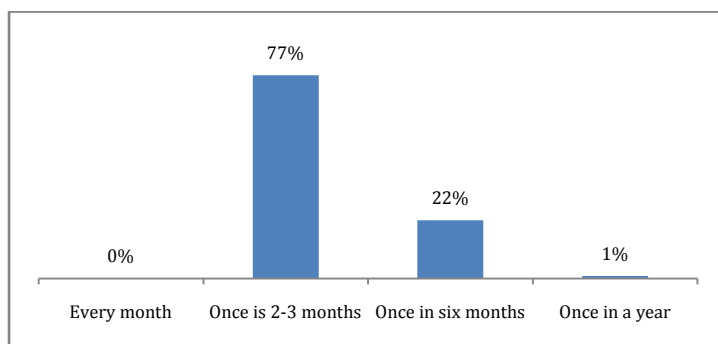
Quantum and timing of CCH salary payment

Hardoi

77 percent CCHs receive their monthly salary once in 2-3 month

According to data collected through the school survey, the average salary received by the CCH between April 2011 and May 2012 was Rs. 6,600.²⁰ This suggests that a large portion of the payment for 2011-12 was not received during the same financial year and in all likelihood spilled over into the next financial year. This is further substantiated by the finding that payments to CCH's are made erratically. In 2011-12, 77 percent CCHs reported receiving their honorarium at least once in three months.

Graph 14: Frequency of receiving honorarium by cooks, Hardoi



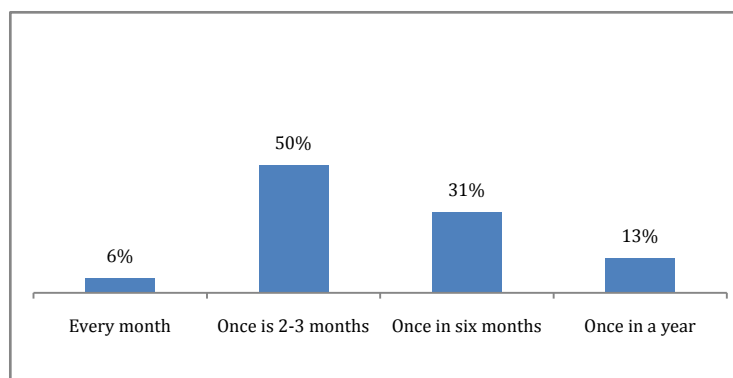
Jaunpur

Jaunpur had the largest share of CCH who were paid once a year

Like in Hardoi, the average salary withdrawn per cook in Jaunpur was substantially less than the guidelines stipulate. On average, the CCH received Rs. 5,943 between April 2012 and May 2012. In Jaunpur too, CCH payments were erratic. 56 percent CCH in Jaunpur were paid at least once in three months and 31 percent CCH were paid once in six months. Among all four districts, Jaunpur had the largest share of CCH (13 percent) who were paid only once a year.

²⁰As salary receipt is delayed on average by 2-3 months, we have considered receipts between April 2011–May 2012.

Graph 15: Frequency of receiving honorarium by cooks, Jaunpur



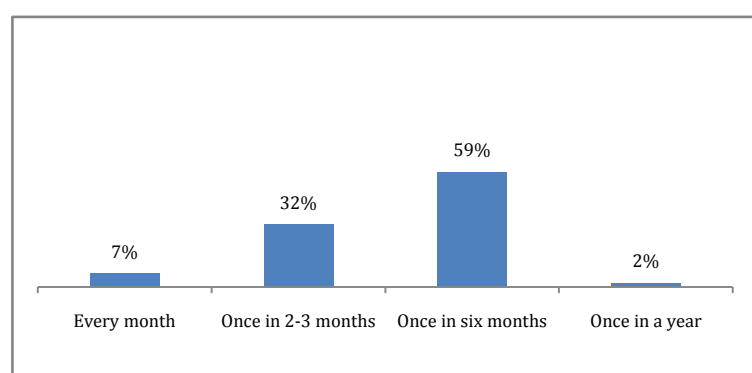
Nalanda

59% CCH were paid once in 6 months

The average salary withdrawn per CCH in Nalanda was substantially higher than the Uttar Pradesh districts and higher than even the guideline stipulated amount. Between April 2011 and May 2012, the average salary received by CCHs in Nalanda was Rs. 14752. This could be due to previous financial year's (2010-11) funds arriving in school bank in 2011-12.

Like in Uttar Pradesh, the honorarium payments to CCH were erratic. In Nalanda, 39 percent CCH were paid at least once three months and 59 percent CCH in Nalanda were paid once in six months.

Graph 16: Frequency of receiving honorarium by cooks, Nalanda



Purnea

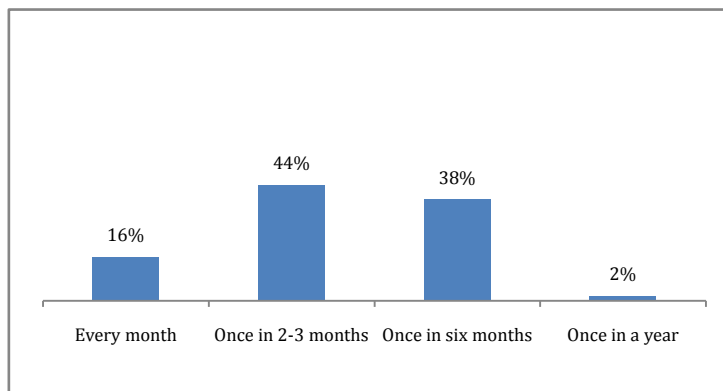
38% CCH received their salaries once in 6 months

In Purnea on average, CCH received a total salary of Rs. 12,300 between April 2011 and May 2012. Just as we found in Nalanda, it is likely that this is on account of spill over funds from the previous financial year. Salaries to CCH were erratic, although marginally better than in

Nalanda. 60 percent CCHs received their salary at least once in three months and 38 percent CCHs received their salary once every six months in 2011-12.

These findings suggest there are delays in the payment of honorarium for CCH at the school level. In order to understand the reasons for these delays and the specific bottlenecks, we tracked fund flows and releases from states and districts to schools. We report on findings from this tracking exercise in the next section.

Graph 17: Frequency of receiving honorarium by cooks, Purnea



State to district and onward to schools

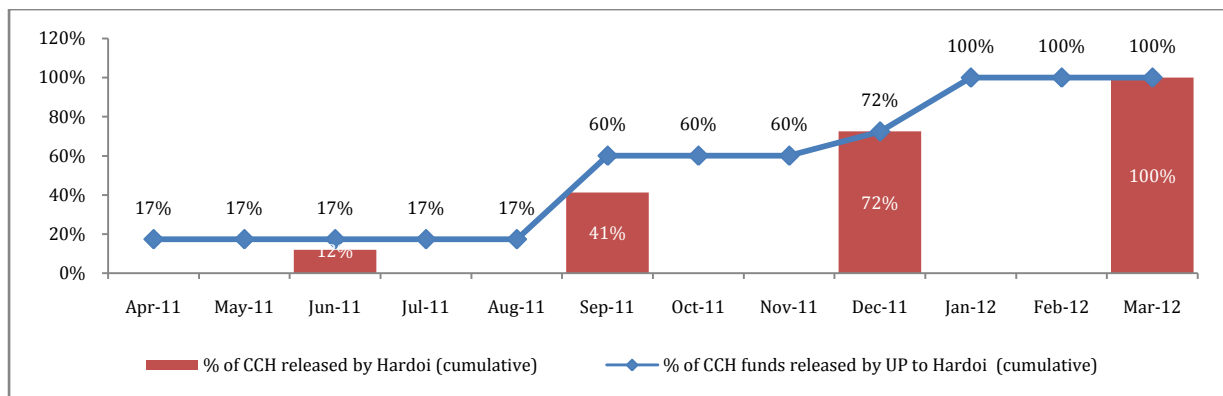
Hardoi and Jaunpur

State releases for CCH honorarium to Hardoi had a slow start – only 17% funds were released at the end of the second quarter. Jaunpur did not release any funds to schools between July and December 2011

State releases to Hardoi were slow. Only 17 percent was released till September after which as much as 43 percent of the annual releases were released in the month of October. The district releases were somewhat smoother. According to the district's QPRs, Hardoi released funds in four instalments starting from June 2011. By January, 72 percent of the annual released had been released.

In Jaunpur, data was not available for the first two months of the financial year and the last quarter of the financial year. Of the MPR and QPR data available, Jaunpur records indicated that there were no releases between July and December 2011.

Graph 18: CCH honorarium released from Uttar Pradesh government to Hardoi and released from Hardoi to schools

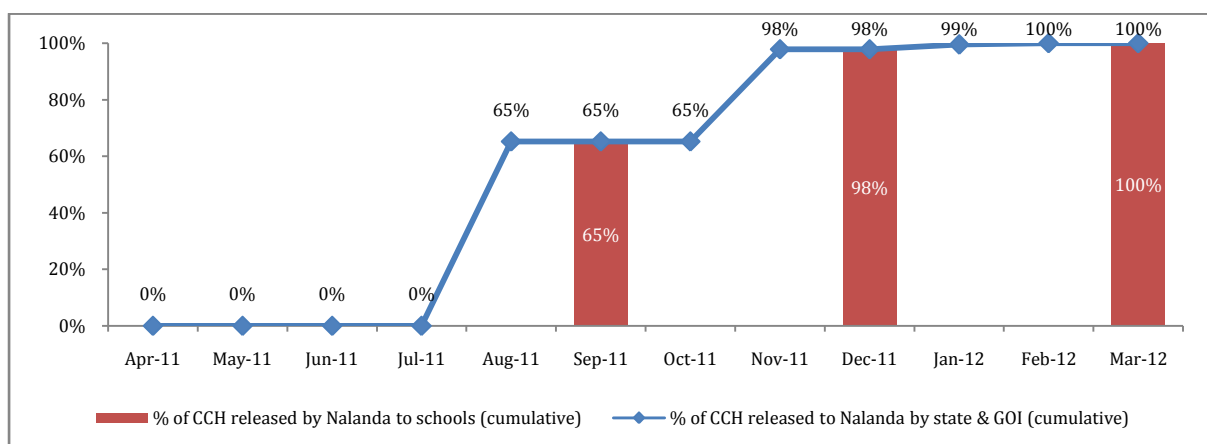


Nalanda

No funds from the state government were released till August. This had a knock on effect at the district level.

In FY 2011-12, Bihar released Rs. 514.06 lakhs to Nalanda according to Sanction Orders.²¹ The QPR records that the district released Rs. 514.99 lakhs onward to schools. No funds were released by the district in the first quarter. 65 percent of the funds were released in August.

Graph 19: CCH honorarium released from Bihar government to Nalanda and released from Nalanda to schools



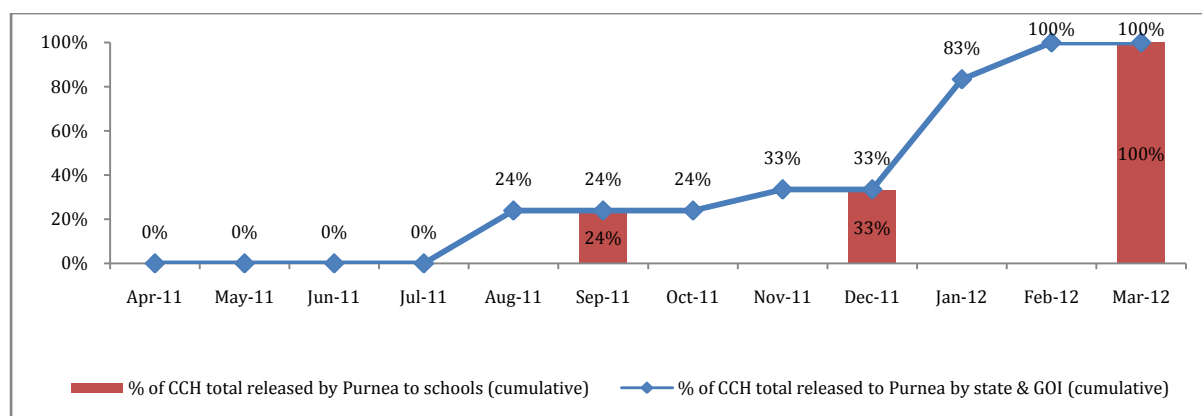
Purnea

Bihar released Rs. 459.07 lakhs to Purnea according to Sanction Orders. The QPR records the same figure (Rs. 459.07 lakhs) as the amount released onward to schools. The timing of releases was erratic. No money was released in the first quarter; between the second and third quarter only 33 percent was released, and the bulk of funds – 67 percent – was released in the fourth quarter.²²

Graph 20: CCH honorarium released from Bihar Government to Purnea and released from Purnea to schools

²¹Nalanda's MPR records the amount of CCH honorarium received in FY 2011-12 as Rs. 515.71 lakhs.

²² District level month-wise data was not available for CCH honorarium in Purnea



Summary

Our findings clearly highlight that CCH finances are under prioritised in both states. Both the state governments and districts are very slow to release CCH money and CCH payments are very erratic. In Uttar Pradesh, the average time taken to pay CCH in 2011-12 was three months. In Nalanda, the delay was as large as six months. Given these delays in the transfer of CCH honorarium from district to schools, HMs usually provide an advance to the cooks and are reimbursed once the salary arrives in the schools' accounts.

In recognition of this problem, the Uttar Pradesh government, in 2013-14, has planned to track the receipt of CCH honorarium by placing a call to the CCH or a nominated member of their family every month.

V. Monitoring and Grievance Redress Policies

Why do the problems related to delays and inefficiencies in fund and foodgrain flow in MDM proliferate undetected? During field work we attempted to answer this question by tracking the functioning of the MDM monitoring system in two districts – Hardoi and Nalanda. In this section, we report on our findings from this tracking exercise.

Our field work pointed to three key weaknesses in the current monitoring system for MDM.

- 1) Monitoring officers lack the capacity and/or incentive to monitor
- 2) Grievance redress system does not work
- 3) Community level monitors have been unable to address problems in the school

According to the revised National Programme of Nutritional Support to Primary Education, 2006 Guidelines, the MDM Scheme should be monitored through a “4-tier institutional mechanism” of Steering-cum-Monitoring Committees at the National, State, District and Block levels to ensure that foodgrain and cooking costs are reaching the school and the meal is being served as per norm.²³ In addition, the School Management Committee (SMC) is responsible for monitoring the school at the local level and external monitoring institutions are responsible for evaluating the scheme in each state.

However, our field work pointed to several factors that weaken the monitoring and redress system. These include:

Heavy workload at the block level: In Nalanda, while the norms stipulate that MDM-BRPs are to visit at least 30 schools a month, interviews revealed that this is not always possible due to the paucity of time and work-overload.²⁴ Thus, schools from where complaints have been registered are given priority for visits, and given time, BRPs visit other schools that fall enroute. Uttar Pradesh does not have any dedicated MDM monitoring staff. Monitoring is the responsibility of the BEO and ABRC. However, a heavy work load means that BEOs and ABRCs are unable to monitor MDM effectively. For these officials, monitoring teaching-learning activities and school infrastructure requirements, was priority. In fact, block level officials stressed the need for separate staff at the block to monitor MDM.

- **Process inefficiencies:** such as delays in payment of travel allowances exacerbate the problem. During interviews, the study team came across CRCCs who chose to make phone calls rather than actually visit schools to collect reports because they had not received their travel allowance on time. This could seriously compromise the quality of record-keeping at the school-level as the CRCC is the first-point contact to verify and resolve errors in school records.
- **Incomplete feedback loops:** Another factor that contributes to weak monitoring is the absence of any feedback loops. During interviews, ABRCs and CRCCs reported that they never receive any feedback on the impact and results of the monitoring reports they filed. In fact we found this to be the case across all levels of the administration. The lack

²³ Mid-Day Meal Scheme, Ministry of Human Resource Development, <http://mdm.nic.in/>. Last accessed 28.04.13.

²⁴ After accounting for the time taken up by meetings, data-entry and holidays, BRCs have about 9-10 days for monitoring visits.

of regular feedback has served to demotivate frontline monitors as they are unable to answer queries and see results of their work.

- **Lack of grievance redressal systems:** Monitoring is further weakened by the lack of effective redress. Interviews with HMs showed that they did not always approach officials, when they faced a shortage of grain or rice. Even when complains were made, they were not recorded and officials asked them to “adjust” to their circumstances and ensure that the scheme continued working. Officials in turn felt that they lacked the capacity to change things at the school level, or forward complain to higher-level authorities. To illustrate, in Nalanda, in 2011, some schools ran out of grain. The HMs registered a verbal complaint either through the telephone or during monthly meetings with the MDM-BRP and *samvedak* and were told by the authorities that grains would reach them in two-three days. However, in most cases, the grain did not arrive, and the HM had to call and follow up repeatedly. Such instances are a common occurrence and have served to disempower and demotivate HMs.
- **Lack of information:** Inadequate information on the processes involved in making complaints adds to the problem. In Nalanda, despite the existence of grievance redress systems at the district and state levels, HMs did not know whom to forward their complaints to, when they were not resolved at the block level (i.e. by the MDM-BRP).
- **Weak SMCs:** During field work we found that in most schools the SMC’s role does not extend beyond the requisite signing of cheques or cursory monitoring of MDM preparation. Moreover, several HMs and teachers interviewed did not consider SMC members to be monitors, nor did they consider their visits to the school to be ‘monitoring’ visits. In one school in Hardoi, when the SMC President complained to the HM and the *Pradhan* about the poor quality of meals, the HM told him that he had no right to ask questions.

SMC members interviewed in Hardoi cited the lack of adequate training as a reason for the reduced involvement of SMC’s as monitors. The quality and veracity of reports on training conducted with SMC members was found to be questionable in Nalanda. For example, an HM in Nalanda reported that he and the SMC members were only asked to come for one day, but were asked by the CRCC to sign for a two-day training. While the HM in question said he refused to sign the attendance sheet himself, he admitted that other HMs and SMC members signed the record for both days.

In some cases in Nalanda, disputes between active SMCs and HMs or teachers adversely affected the scheme. In one school, due to the SMC’s allegations of misappropriation of funds, two consecutive acting HMs were suspended. One HM had then registered a case against the SMC Secretary. This resulted in stalling the MDM delivery in the school for two months.

VI. Conclusion and Recommendations

This PAISA survey is a unique attempt to track funds and grain flows in the MDM scheme. Data collected through the PAISA survey points to an all too familiar tale of inefficiency in fund flows and resultant poor quality implementation of MDM in schools. These inefficiencies are largely a consequence of administrative constraints at the district level – inadequate staff, weak monitoring systems, lack of information channels feeding information back from schools to districts on a regular basis. Given that MDM is designed as a bottom up approach, the information loop on needs at the school/district level is an essential component of release of the next instalment. These problems are exacerbated by the fact the quality of record keeping at the school and the district level is extremely poor. Not only does this make fund tracking efforts such as this PAISA study very difficult to undertake, it also makes it near impossible to identify bottlenecks and push for solutions.

This PAISA study points to the following key areas of reform:

Improved Record Keeping

The first step toward improving the quality of the MDM transfer system is the improvement of record keeping at all levels of government. While giving specific recommendations on how this might be achieved is beyond the scope of this research, there are certain general principles that ought to be followed.

Uniform record keeping formats: MHRD should develop uniform accounting and reporting formats for all levels of government, including the school level. These formats should be applicable across all state governments. As we have mentioned throughout this study, the primary weakness with record-keeping in the current MDM system is that states follow different formats and many of these do not capture critical information necessary to ensure transparency. For instance, school level MDM registers in Uttar Pradesh do not capture foodgrain OB. District level documents report on OB at their levels. Importantly, in Uttar Pradesh, district level records do not capture actual releases of OB through the year. In Bihar, while school level MDM registers capture OB data, the district level documents do not have a column for reporting on OB. Fixing these discrepancies across states and ensuring that record keeping is both uniform and designed to capture critical information is the first and most necessary step toward improving record keeping and strengthening transparency in MDM.

Streamlining reporting procedures: Related, all reporting procedures should be streamlined so that relevant reporting formats are appropriately updated. To explain, one of the biggest problems encountered by the study team when tracking releases and expenditures at the district level was that data on transfers was recorded in multiple documents and often figures would not match. While some of this is a consequence of poor record keeping, another reason offered by officials is that adjustments are made in different documents through the financial year. So for instance, when the QPR is prepared, the data is adjusted, based on new information collected from schools. However, these same adjustment are not made in the MPR and as a result, MPR data does not match the QPR data. These differences in data make it very difficult to track financial flows. This also makes it difficult to hold officials accountable for data presented in any particular document and increases the scope of leakages. There is therefore an urgent

need to streamline the reporting process so that only one set of documents is prepared and that the MDM authorities at the district level can be held accountable for data presented.

Real time MIS: The bed rock of a strong record keeping and accounting system is real time management information systems based on end to end computerization. The MDM scheme is well placed to introduce a real time financial MIS system because of the current effort to build an Integrated Voice Recognition System (IVRS) in many states. In fact both study states have been pioneers in this regard – Uttar Pradesh was the first state experiment with the IVRS. Bihar introduced the IVRS in 2012. Currently, the IVRS is designed to capture school level data on meal served in real time. However, from the point of view of strengthening financial transparency, the challenge going forward will lie in linking the IVRS to a financial management MIS that enables tracking of funds in real time²⁵. Key data that the MIS must capture should include:

- Timing and quantum of foodgrains and cooking costs received and utilized; timing of receipt and payment of cooks salary; opening and closing balance
- All MPRs, QPRs and UCs
- All critical foodgrain related information including ROs and SIOs prepared by the FCI management system.

It is important to note that in late 2011, the Government of Bihar had introduced an MIS system that collated monthly financial data. This is an important step forward but falls short of being a real time MIS system.

To ensure transparency the MIS system must be made public. The Government of Bihar has recently taken steps to make IVRS data available in the public domain. This system must be followed for all other levels of administration.

Training: An oft repeated reason for poor quality record keeping by officers at the local administration level was lack of training. Officials repeatedly claimed that they had not received adequate training on financial management and record keeping practices. At the school level, the training has largely been restricted to HMs. However, in practice, the study team found that records were being maintained by teachers other than HMs who had no training or understanding of how to fill MDM registers. Filling this training need is an urgent requirement.

Streamlining the fund-transfer system

Creating a just in time transfer system: A real time MIS can also act as a foundation for ensuring 'just in time' fund and food grain transfers to schools. A just in time transfer system is a system where funds are automatically replenished to a local implementation agency as soon as a replenishment trigger (balance in a bank account dipping to 50 percent for instance) is activated within the MIS system. This study has highlighted the large gaps in fund and grain receipts at the school level. As mentioned, one of the primary reasons for these gaps to proliferate unchecked is the absence of an information system that enables real time tracking of fund and grain consumption at the school level. Thus funds and grains are released every quarter based on targets set at the start of the financial year and if schools consumption pattern changes, there is no formal mechanism by which this can be identified and resolved. A just in

²⁵ For details of how such a system can be developed please see Report of Technical Advisory Group for Unique Projects, Government of India, 2011

time fund transfer system will address this problem. Bihar, through its monthly MIS system has moved closer toward a just in time payment system through monthly monitoring reports. Anecdotal evidence suggests that this has made a significant difference to the availability of foodgrains and cooking costs in schools. It is advisable therefore that other states adopt a similar payment system.

Introducing a penalty system in case of delays in fund transfers: A real time MIS system will enable effective monitoring of the process of fund flows and allow states and GOI to identify the specific levels of administration at which the bottlenecks occur. To incentivise speedy fund and grain flows to schools, state government could introduce a penalty system for delays exceeding 15 days from the date of fund receipt at any one particular level of administration.

Direct transfers for cooking costs and honorarium to CCH: In states with strong core banking networks, all salaries for CCH could be transferred directly in to CCH bank account thus curbing delays in payments that arise at the school level. A similar approach can be followed for cooking cost disbursements.

Streamlining foodgrains management

Ensuring direct delivery of foodgrains to schools: States like Gujarat and Tamil Nadu have delinked the foodgrain delivery system for MDM from the PDS structure and built in systems for doorstep delivery of foodgrains to schools. Evidence from these states suggests that direct delivery can increase the efficiency and timeliness of grain receipts. However, experience from Bihar which has recently transitioned to a direct delivery system suggests that this transition has to be managed efficiently. For instance, systems should be put in place to regulate the payment rates for transportation and labour costs to avoid “informal” taxes being paid (as mentioned in the discussion on foodgrain flows local contractors in Bihar have to pay a “rangadri tax” or protection tax) and inflated labour payments. One way of doing this is for the district administration to widely publicise transport and labour rates through local newspapers thereby increasing the bargaining power of the contractor tasked with transporting grains from the godowns to schools.

Streamlining record keeping at the last-mile of food grain delivery: As mentioned, in the current system for foodgrain delivery management there is no mechanism to actually capture the transfer of foodgrains from the block level to schools. As mentioned previously, in Uttar Pradesh, the district level MPRs only record lifting of foodgrains from the FCI godown to the district. Data on when the PDS store owner lifts the foodgrains and when the school collects it is available at the PDS store. However, this is never actually collated at any higher level of government. Record keeping systems thus need to be developed to ensure that this last mile delivery is captured. This will be possible only through end to end computerisation of records where foodgrain management is linked to the MDM MIS.

Strengthen staff availability for MDM at the district and block level

A common complaint amongst MDM officials interviewed in this study was the lack of adequate staff. In Uttar Pradesh, there is no dedicated MDM staff at the block level (these responsibilities have been given to elementary education staff who manage education specific programs and for whom MDM is not always a priority). High staff vacancies are another problem. In many cases, transfer of staff and resultant vacancies in key positions has resulted in delays in signing off on

key financial documents. Increasing MDM staff capacity and building systems to deal with vacancies is critical to streamlining the transfer system.

Strengthening information flows to schools and improving grievance redress systems

Information networks: At present there are no formal mechanisms by which HMs (and the community) can receive information on fund transfers and follow up on complaints registered. This, as noted in the study is an important reason for delays in expenditure and problems at the school level proliferating unchecked. Technology can be drawn effectively to resolve these information gaps. For instance, SMS's can be sent to all HMs with details on fund and foodgrain movement. This has been tried out in Chhattisgarh as part of the state government's effort to reform the PDS system. The MHRD could study the Chhattisgarh experiment and replicate this in the MDM scheme.

Internal grievance redressal systems: In the present delivery structure, there are no formal systems by which school HMs can lodge complaints in the event of delays in receipt of funds and grains and seek redress. As pointed out in the study, the absence of such systems has disempowered HMs and also create perverse incentives not to address delays. In the absence of such systems, HMs also feels no sense of responsibility to try and address the problem and the default action is to stop serving meals or to serve meals that are below the norm requirement. Building a formal system for HMs to lodge complaints in the event of delays, and making these systems public will go a long way in addressing these problems. Like with information gaps, technology can be used to address this gap. For instance, a special helpline number could be created for HMs to record issues emerging in their schools. The specific grievance could then be recorded in to the IVRS data base along with details on the specific official responsible for resolving this grievance. A tracking system can also be introduced to enable HMs to track progress on their grievance.

Community mobilisation

The RTE, through its mandate to create SMCs, provides an important platform to mobilise community participation in monitoring MDM. To leverage this platform, a comprehensive capacity building module must be developed in partnership with SSA²⁶. The capacity building module must be provided to all executive committee members of the SMC on a bi-annual basis. It might be useful to organise separate MDM training sessions outside of the regular SMC sessions. Training session must be undertaken at the cluster level and each training session must not have more than 20 SMC members being trained at any one time. Key areas covered during the capacity building sessions must include:

- Implementation and management procedures for MDM (roles and responsibilities, fund flow system, procurement process)
- Awareness about citizen charters and key information provided in them
- Key entitlements under MDM scheme
- Developing a monitoring strategy for MDM. This should include:

²⁶ SSA is responsible for organising SMC trainings and developing training manuals.

- How to read and understand key MDM registers (financial, physical verification registers, bank account pass book and cash book)
 - How to read attendance registers and match attendance registers with MDM registers
 - How to read and understand transparency boards
 - How to develop a monitoring strategy (For instance, SMC members could be encouraged to identify MDM monitors in the SMC, create monitoring sheets that the monitor can fill up after monitoring visits, consolidate monitoring sheets and read them out during the SMC meeting)
- Grievance redressal. This should include a module on how to register a complaint and how to use mechanisms like filing RTI to monitor progress on the complaint.

In addition, to classroom trainings, steps can be taken to use technology to provide 'real time' support to SMC members. This can be done by setting up a centralised call centre or help line with a toll free number in to which SMC members can call in with specific queries. To provide local support to the SMC, the community mobiliser/resource person can initiate a campaign to identify and train volunteers (educated youth in the village) volunteers in every school to provide support to the SMC.

In addition to training SMC members, MDM departments could develop links with Rural Development and Panchayati Raj departments (RDPR) at the state level and introduce an MDM training module in the Panchayat trainings that are undertaken by RDPR departments.

MDM Panchayat/School innovation fund

Apart from traditional methods of MDM capacity building, states should be encouraged to develop their own state specific innovations to engage communities and develop a community stake in MDM. One way of incentivising innovative capacity building efforts could be through the creation of a Panchayat/ school innovation fund (this has been tried out in many schemes like sanitation where the department of rural sanitation started the Nirmal Gram Puruskar) for states and Panchayats. To access this innovation fund, SMCs/ Panchayats could be encouraged to develop their own menu's (keeping in mind the nutrition requirements) and a prize could be awarded to the most innovative menu. Other prizes could include awards for transparency measures and awards to SMCs for effective monitoring.

Annexure I: Norms of Various Components of MDM Scheme

Name of the Grant/Component	Source of funding	Type of Grant	Amount and Norm	Level of Analysis
Foodgrains	100 percent central assistance	Recurring component	Foodgrains consisting of wheat and rice are provided to schools. For Primary Schools (1-5), 100 grams are provided, while for Upper Primary (6-8), 150 grams are provided	School District State
Cooking cost/Conversion cost	Shared between centre and state in a 75:25 ratio	Recurring grants	The amount varies by type of school and state. In Uttar Pradesh, in 2011-12, the norm was Rs. 2.89 for Primary Schools and 4.33 for Upper Primary Schools. In Bihar, the norms were 2.92 and 4.33 respectively.	School District State
Honorarium to CCH	Shared between centre and state in a 75:25 ratio	Recurring grants	Rs. 1000 per month. The number of CCH to be hired is dependent on the school enrolment. For example: 1 CCH for 1-25 students, 2 CCHs for 26-100 students and thereafter an additional CCH per 100 students.	School District State
Kitchen Device	100 percent central assistance	Non-Recurring	Rs. 5000 is given to a school as a one-time grant for purchase of utensils, gas stove with connection, storage bins, plates etc.	School District
Kitchen shed cum store	100 percent central assistance	Non-Recurring	As per a GO dated 31 December 2009, grants for Kitchen shed cum store are calculated at the state level on the basis of plinth area norm and each States Schedule of Rates.	School District
Management Monitoring and Evaluation (MME)	100 percent central assistance	Recurring	MME is provided to each state at the rate of 1.8 percent of total assistance on (a) free	District State

			foodgrains, (b) transport cost (c) cooking cost and (d) honorarium to CCH. 50 percent of the MME funds are for school-level expenses and 50 percent for overall Management, Monitoring and Evaluation of the scheme	
Transport Allowance (TA)	100 percent central assistance	Recurring	Rs. 750 per metric tonne is given for transporting the foodgrains to the godowns	District State

Annexure II: Data Gaps

Records available at the district-Level

At the district-level, secondary data was analysed from several sources. As much analysis as possible was attempted of data obtained from the district MPR but there were several lacunae in the quality of record-keeping at the district-level. The various data sources used and the gaps found are summarised in the tables below.

Uttar Pradesh

Documents a district ought to have for FY 2011-12	Availability in Hardoi	Availability in Jaunpur
Sanction Orders from State to district	Available	Available
District Monthly Progress Reports (MPR)	Available, but incomplete. MPRs do not contain data for CCH	Available, but incomplete. Only from April to December 2011. MPRs for April & May 2011 did not have data on CCH, as hard drive crashed. District office could not locate hard copies
District Quarterly Progress Reports (QPR)	Available	Only for Quarter 1 as hard drive crashed. District office could not locate hard copies
Utilization Certificates (UC)	Available	Available
Release Orders from District to FCI	Available	Not available
IVRS data	Information not provided as the official had an invalid password.	Not available
MDM Audit report	Does not exist	Does not exist
Sanction Orders from District to block/school	Soft copies unavailable. Data overwritten.	Information was not provided

Bihar

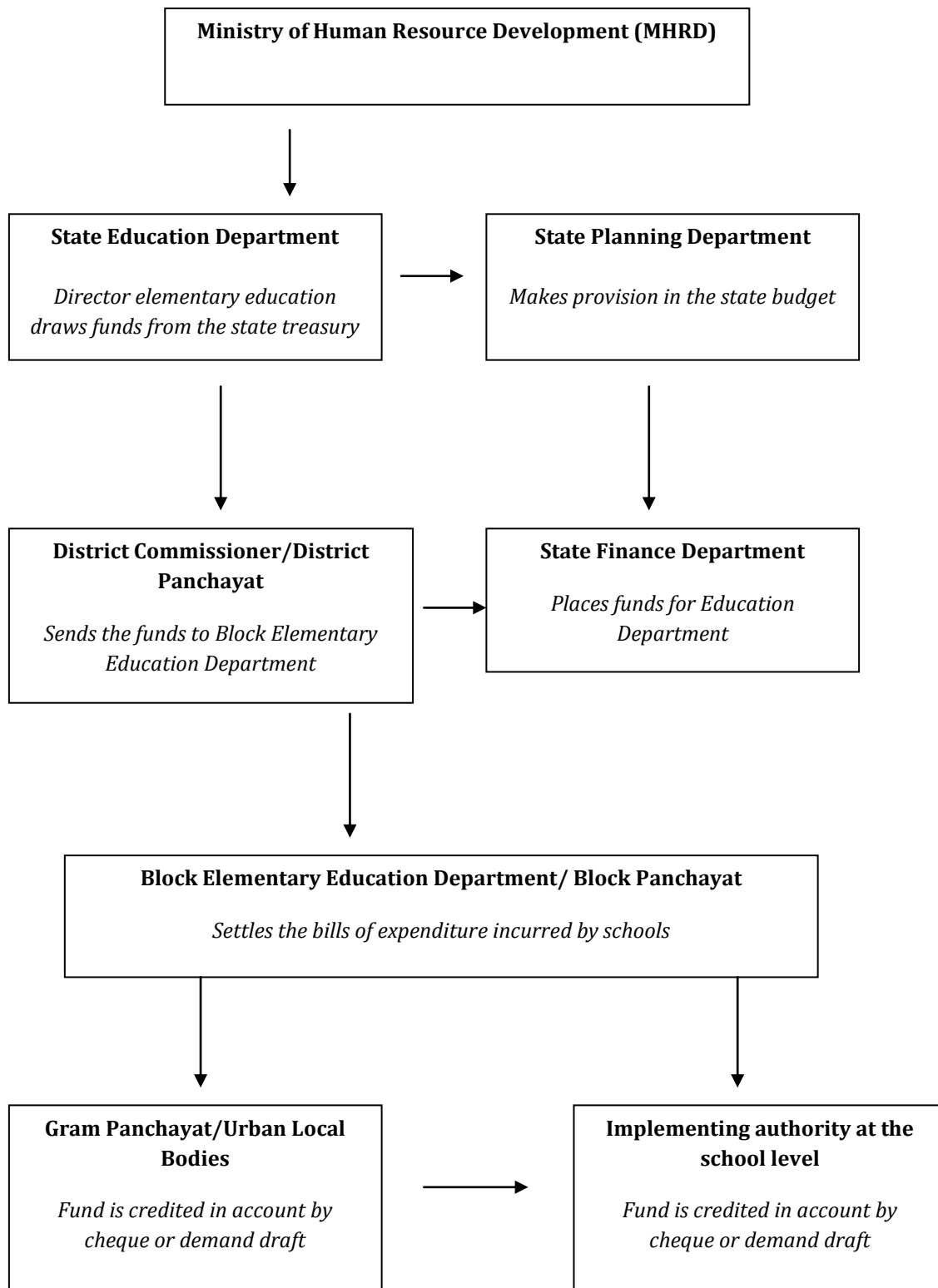
Documents a district ought to have for FY 2011-12	Availability in Nalanda	Availability in Purnea
Sanction orders from State to district	Available	Available
District Monthly Progress Reports (MPR)	Available but incomplete. Monthly Financial Progress Reports are available that do not have coverage & foodgrain data.	Not available. Accessed reports from monthly meetings with District Magistrate. For months of September –November 2011 and February-March 2012, only summary reports are available. Data for several months is repeated and tables in several months are for months other than those under consideration.
District Quarterly Progress Reports (QPR)	Available	Available
Utilization Certificates (UC)	Not available	Not available
IVRS data	Not provided	Not available
MDM Audit report	Does not exist for FY 2011-12. Previous year's report made available.	Does not exist for FY 2011-12. Previous year's (2006-10) report made available.
Sanction Orders for cooking costs	Unsigned soft copies made available for Cooking Cost, without dates or letter numbers. Uncollated lists of releases to schools in various blocks provided. These did not cover total releases to schools for the year.	Available
Sanction Orders for foodgrains from District to block/school	Available	Available
Cashbook	Used as source for cooking cost releases from district to schools. Poorly maintained MME data also obtained	MME data obtained for cashbook for 2011-12

Records available at the school level

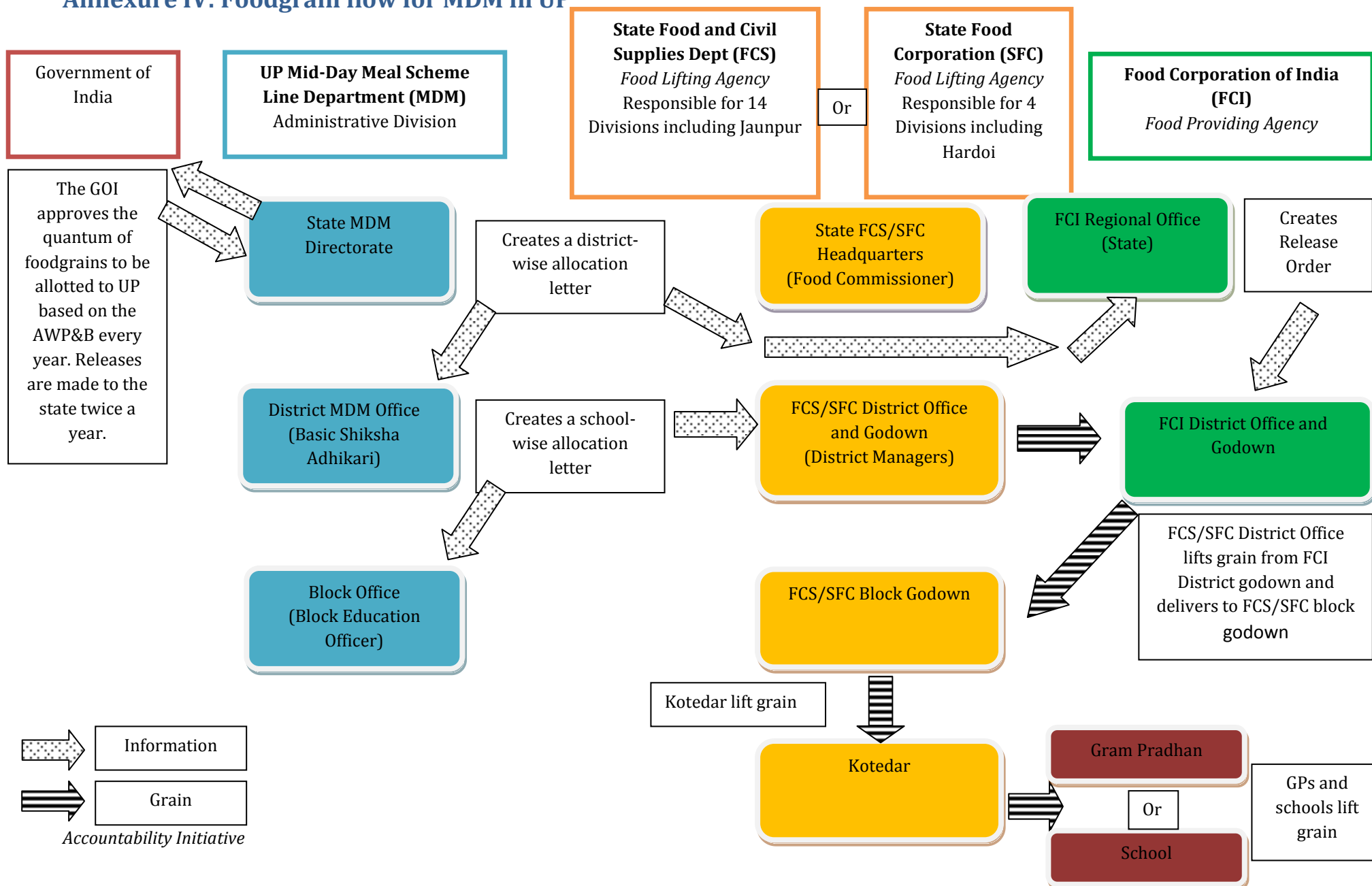
At the school level, data for analysing utilization of foodgrains and attendance was obtained from the MDM register. Data for analysing receipt and expenditure of cooking cost was obtained from passbooks and cashbooks. The lacunae in school level data are described in the table below.

Documents in schools	Availability at the School level			
	Hardoi	Jaunpur	Nalanda	Purnea
MDM Register	Not available in 7% cases. No data on opening balance.	Not available in 7.3% cases. No data on opening balance	Not available in 14% of cases.	Not available in 1% of cases
Passbooks	Not available in 12% of cases	Not available in 15% of cases	Not available in 16% of cases	Not available in 11% of cases
Cashbook	Available	Available	Available but poorly maintained	Available but poorly maintained

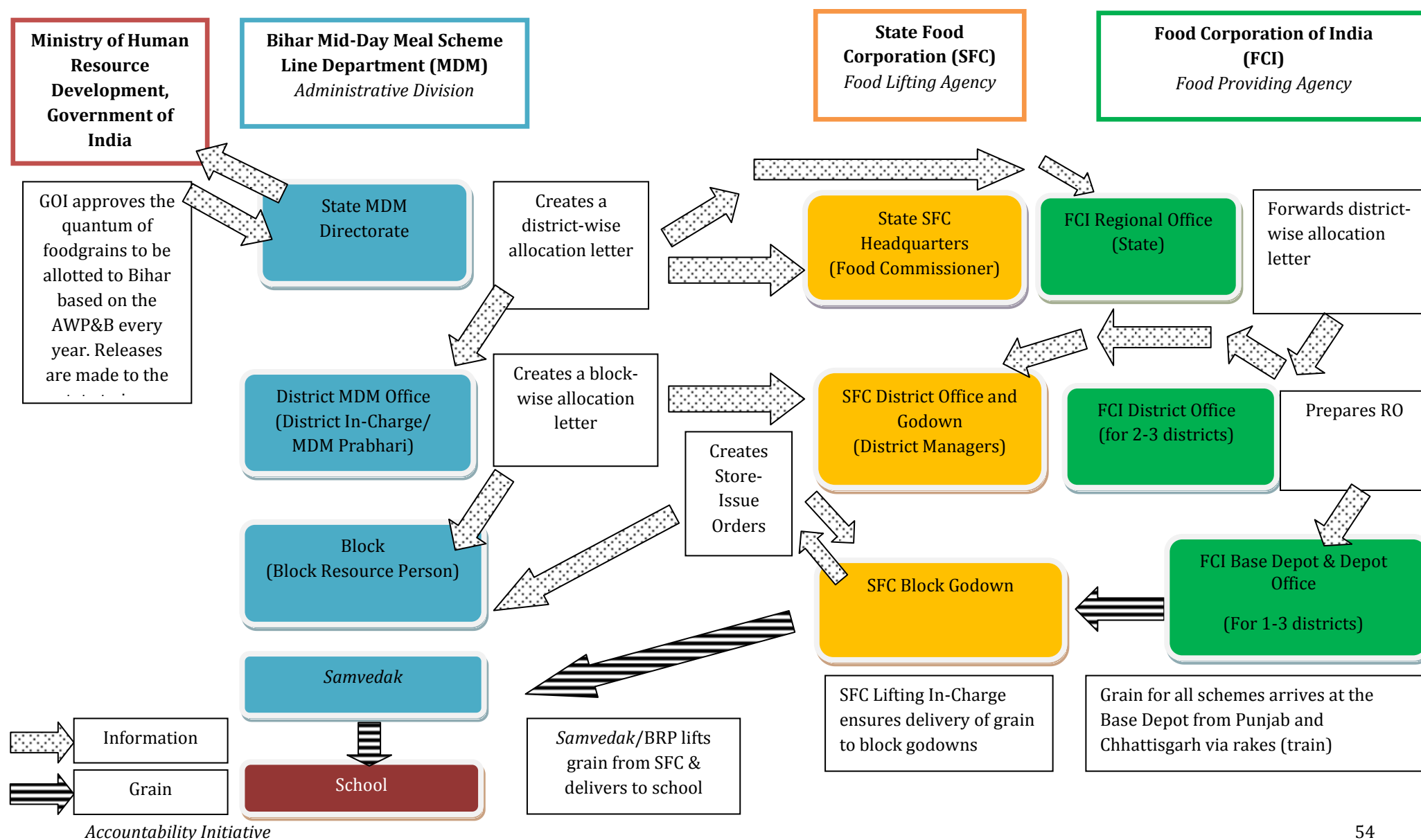
Annexure III: Flow of Funds for MDM



Annexure IV: Foodgrain flow for MDM in UP



Annexure V: Foodgrain flow for MDM in Bihar



Annexure VI: PAISA: Cooked Mid-Day Meal Scheme questionnaire 2012



PAISA: COOKED MID-DAY MEAL SCHEME 2012

पैसा सर्वेक्षण : मध्याह्न भोजन की योजना 2012

निर्देश: अगर अंग्रेजी में भर रहे हैं तो साफ एवं बड़े अक्षरों में लिखें।

राज्य		ज़िला		प्रखंड		ग्राम पंचायत	
X10		Lolly		डाइस/स्कूल कोड	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
Lolly का प्रकार	<input type="radio"/> कक्षा 1-5 <input type="radio"/> कक्षा 6-8	<input type="radio"/> कक्षा 1-8 <input type="radio"/> अन्य, स्पष्ट करें	क्या हर मौसम में सड़क के द्वारा गाँव तक पहुँचा जा सकता है ?	<input type="radio"/> हाँ <input type="radio"/> नहीं	क्या स्कूल में बाल वर्ग या आंगनवाड़ी है?		<input type="radio"/> हाँ <input type="radio"/> नहीं
सर्वेयर 1 का नाम		सर्वेयर 1 का ID नं.		सर्वेयर 01 हस्ताक्षर-1			
सर्वेयर 2 का नाम		सर्वेयर 2 का ID नं.		सर्वेयर 02 हस्ताक्षर-2			
सर्वेयर द्वारा MT को जमा करने की तारीख	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / 2012 (दिनांक/महीना/ वर्ष)	क्या MT ने प्रश्नावली की जांच कर ली है?	<input type="radio"/> हाँ <input type="radio"/> नहीं	MT का नाम		MT 01 हस्ताक्षर	
MT से ज़िला समन्वयक को जमा करने की तारीख	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / 2012 (दिनांक/महीना/ वर्ष)	क्या ज़िला समन्वयक ने प्रश्नावली की जांच कर लिया है?	<input type="radio"/> हाँ <input type="radio"/> नहीं	ज़िला समन्वयक 02 नाम		ज़िला समन्वयक 02 हस्ताक्षर	

प्रधानाध्यापक का नाम		प्रधानाध्यापक का संपर्क नंबर		प्रधानाध्यापक का हस्ताक्षर		स्कूल की मोहर	
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भाग— 2 निरीक्षण पर आधारित

प्रश्नावली का यह निरीक्षण पर आधारित भाग सर्वेयर द्वारा निरीक्षण करने पर ही भरा जाना है / किसी भी शिक्षक / अन्य कर्मचारी / रसोईया से प्रश्न नहीं पूछने हैं।

I बच्चों की उपस्थिति (उपस्थिति सुबह 9 बजे के बाद ही ले)

कक्षा	गिनती द्वारा उपस्थिति (अगर कई सेक्शन / वर्ग हैं तो कुल संख्या लिखें)
कक्षा 1	
कक्षा 2	
कक्षा 3	
कक्षा 4	
कक्षा 5	
कक्षा 6	
कक्षा 7	
कक्षा 8	
कुल	

II. शिक्षक, रसोईया, सहायक, सूचना

S. No.	कुल	उपस्थिति (गिनती द्वारा)
2.1	शिक्षकों की संख्या (HM सहित ; बाल वर्ग, आंगनवाड़ी के शिक्षकों को छोड़कर)	
2.2	रसोईयों की संख्या	
2.3	सहायक की संख्या (अगर कोई अलग सहायक न हो तो '00' लिखें)	

III. पारदर्शिता के बारे में प्रश्न (वर्ष 2012-13 की जानकारी लें)

3.1.1	क्या मध्याह्न भोजन का मेनू दर्शाने के लिए कोई बोर्ड है?	<input type="radio"/> हाँ <input type="radio"/> नहीं
3.1.2	अगर हाँ तो क्या बोर्ड सार्वजनिक स्थान पर है? (अगर नहीं है तो लागू नहीं पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
3.1.3	अगर हाँ तो क्या बोर्ड पर 2012-13 की सूचना है? (अगर नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
3.2.1	जितने बच्चों को MDM मिल रहा है क्या उसे दर्शाने का कोई बोर्ड है?	<input type="radio"/> हाँ <input type="radio"/> नहीं
3.2.2	क्या बोर्ड सार्वजनिक स्थान पर है? (अगर नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
3.2.3	क्या बोर्ड पर उस दिन तक की सूचना है? (अगर नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं

IV. Lolly में रसोई की सुविधा

4.1	क्या स्कूल में रसोई या एकत्रित रसोई-और-भंडार घर है?	<input type="radio"/> हाँ <input type="radio"/> नहीं
4.2	खाना कहाँ पकाया जाता है?	<input type="radio"/> स्कूल के परिसर के अन्दर <input type="radio"/> स्कूल के परिसर के बाहर
4.3	अनाज कहाँ पर रखा जाता है (अगर स्कूल में नहीं है तो कृपया पधनाचार्य / शिक्षक से पूछें कि कहाँ हैंद्व)	<input type="radio"/> स्कूल में स्थित रसोईघर <input type="radio"/> स्कूल में स्थित भंडार घर <input type="radio"/> स्कूल में कहीं और (जैसे, कक्षा, आफिस या बरामदा, आदि) <input type="radio"/> मुखिया / प्रधान के घर में <input type="radio"/> शिक्षक / HM / रसोईया का घर <input type="radio"/> राशन की दूकान / गांव में उचित दर की दुकान <input type="radio"/> अन्य कोई, स्पष्ट करें _____

V. बुनियादी सुविधाये

5.1.1	क्या विद्यार्थियों के लिए शौचालय है?	<input type="radio"/> हाँ <input type="radio"/> नहीं
5.1.2	क्या उस पर ताला लगा हुआ है? (अगर नहीं है तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
5.1.3	क्या वह इस्तेमाल के लायक है? (क्या बच्चे इस्तेमाल कर रहे हैं, अगर ताला लगा हुआ है तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
5.2.1	क्या लड़कियों के लिए अलग से शौचालय है? (अगर विद्यार्थियों वेफ लिए शौचालय नहीं है, तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
5.2.2	क्या उस पर ताला लगा हुआ है? (अगर शौचालय नहीं है तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
5.2.3	क्या वह इस्तेमाल के लायक है? (क्या लड़कियां इस्तेमाल कर रही हैं? ; अगर शौचालय नहीं है या ताला लगा हुआ है तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
5.3.1	क्या स्कूल में पीने के पानी के लिए कोई हैंडपंप या नल है? (अगर नहीं है तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं
5.3.2	यदि हाँ, तो क्या आप उसका पानी पी सकते हो? (अगर कोई हैंडपंप या नल नहीं है तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
5.3.3	अगर हैंडपंप या नल नहीं है / उसका पानी नहीं पी सकते तो क्या आपने पीने के पानी की अन्य सुविधा देखी? (अगर हैंडपंप या नल है / उसका पानी पी सकते हैं तो कृपया "लागू नहीं" पर चिन्ह लगाए)	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> लागू नहीं

टिप्पणी

समाप्ति समय: : घंटे

24 घंटों के फॉर्मेट में समय भरिये

भाग — 1

खण्ड A: प्रधानाध्यापक 01 लिए प्रश्न

प्रारंभ समय: □□:□□ घंटे

24 घंटों के फॉर्मेट में समय भरिये

निर्देश : कृपया HM/वर्तमान MDM इंचार्ज से पूछें, अगर दोनों उपलब्ध नहीं हों तो सबसे वरिष्ठ अध्यापक से पूछें। सिर्फ उत्तरदाता के सामने ही चिन्ह लगाएं और उनके इस स्कूल में नियुक्ति की तिथि लिखें।

<input type="radio"/> HM/प्रभारी नियुक्ति की तारीख □□ / □□ / □□□□ (दिनांक / महीना / साल)	<input type="radio"/> MDM इंचार्ज नियुक्ति की तारीख □□ / □□ / □□□□ (दिनांक / महीना / साल)	<input type="radio"/> वरिष्ठ अध्यापक नियुक्ति की तारीख □□ / □□ / □□□□ (दिनांक / महीना / साल)
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1.A. II. बच्चों का नामांकन

1.A.I नियुक्त कर्मचारी

क्रमांक	प्रकार	नियुक्त नं.
1.	HM	
2.	प्रभारी	
3.	नियमित शिक्षक	
4.	कॉन्ट्रैक्ट शिक्षक	
5.	अन्य शिक्षक	
6.	रसोईये	
7.	सहायक	

कक्षा	रजिस्टर से नामांकन	
	2011-12 अगर रजिस्टर नहीं है तो यहाँ पर चिन्ह लगाएं ○	2012-13 अगर रजिस्टर नहीं है तो यहाँ पर चिन्ह लगाएं ○
कक्षा-1		
कक्षा-2		
कक्षा-3		
कक्षा-4		
कक्षा-5		
कक्षा-6		
कक्षा-7		
कक्षा-8		
कुल		

1.A.III मध्याह्न भोजन की जानकारी

1.	क्या आपके स्कूल में मध्याह्न भोजन दिया जाता है?	<input type="radio"/> हाँ <input type="radio"/> नहीं				
अगर मध्याह्न भोजन नहीं दिया जाता है तो यह सेक्शन छोड़ दें और केवल "लागू नहीं" पर चिन्ह लगाएं <input type="radio"/> लागू नहीं						
2.	मध्याह्न भोजन उपलब्ध कराने की जिम्मेदारी किसकी है?	<input type="radio"/> स्कूल / विद्यालय शिक्षा समिति / <input type="radio"/> पंचायत विद्यालय प्रबंध समिति <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> गैर सरकारी संस्था <input type="radio"/> महिला समाख्या / SHG				
3.	मध्याह्न भोजन के अंतर्गत क्या दिया जाता है?	<input type="radio"/> सुखा राशन, जैसे अनाज, बिस्कुट वगैराह <input type="radio"/> पका हुआ खाना				
4.	स्कूल में मध्याह्न भोजन कब-कब दिया जाता है?	<input type="radio"/> गज लगभग 01 दिन <input type="radio"/> गजस में एक बार <input type="radio"/> एक दिन छोड़कर एक दिन <input type="radio"/> कभी नहीं <input type="radio"/> गजस में दो बार				
5.	किस समय से विद्यार्थियों को खाना देना शुरू किया जाता है?	<input type="radio"/> 9:00 - 9:30am <input type="radio"/> 12:00-12:30pm <input type="radio"/> 9.30am -10:00am <input type="radio"/> 12.30-1:00pm <input type="radio"/> 10:00-10:30am <input type="radio"/> 1:00-1:30pm <input type="radio"/> 10.30 -11:00am <input type="radio"/> 1.30-2:00pm <input type="radio"/> 11:00-11.30am <input type="radio"/> 2:00-2:30pm <input type="radio"/> 11.30-12:00pm <input type="radio"/> After 2:30pm				
6.	स्कूल कर्मचारियों में से वर्तमान में मध्याह्न भोजन देने की जिम्मेदारी किसकी है?	<input type="radio"/> HM <input type="radio"/> रसोईया <input type="radio"/> MDM इंचार्ज <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> वरिष्ठ शिक्षक <input type="radio"/> वरिष्ठ छात्र				
7.	वर्तमान में मध्याह्न भोजन रजिस्टर की देखभाल की जिम्मेदारी स्कूल में किसकी है ?	<input type="radio"/> HM <input type="radio"/> ग्राम पंचायत <input type="radio"/> MDM इंचार्ज <input type="radio"/> VU; कोई ग्राम वासी <input type="radio"/> वरिष्ठ शिक्षक <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> विद्यालय शिक्षा समिति / विद्यालय प्रबंध समिति के सदस्य				
8.	पिछले साल (2011-12 में) हर बच्चे के लिए नियम के अनुसार कितना अनाज तय था?	PS _____ ग्राम		UPS _____ ग्राम		
9.	स्कूल के लिए पिछले साल (2011-12 में) नियम के अनुसार कितना अनाज तय था? (क्विंटल में लिखें; 1 क्विंटल = 100 किलोग्राम)	PS	चावल	<input type="text"/>	गेहूँ	<input type="text"/>
		UPS	चावल	<input type="text"/>	गेहूँ	<input type="text"/>

[k. M B % Lolly i / ukoyh (HM/MDM bpkTz o l fy,)

ifroknh: ☐ HM/प्रभारी ☐ MDM इनचार्ज ☐ वरिष्ठ या अन्य शिक्षक

fun& k % vxj Lolly 1-5 gS तो Lolly /वर्ग 6-8 ea 'लागू ugha' पर चिन्ह लगाएं/ vxj Lolly /वर्ग 6-8 gS तो स्कूल 1-5ea 'लागू ugha' पर चिन्ह लगाएं/ अगर स्कूल 1-8 है तो दोनों कॉलम भरें/

		vukt	
		Lolly /वर्ग (1-5) <input type="radio"/> ylxii ugha	Lolly /वर्ग (6-8) <input type="radio"/> ylxii ugha
1.	खाद्य निगम (एफ०सी०आई०) से अनाज की मांग कौन करता है? (अगर इस प्रकार को कोई प्रक्रिया नहीं है तो "लागू नहीं" पर चिन्ह लगाएं)	<input type="radio"/> HM <input type="radio"/> अन्य शिक्षक <input type="radio"/> रसोईया <input type="radio"/> fo ky; i c/u l fefr <input type="radio"/> ylxii ugha	<input type="radio"/> मुखिया / प्रधान / ग्राम पंचायत सदस्य <input type="radio"/> vll;] स्पष्ट करें : <input type="radio"/> ylxii ugha
2.	आप/मुखिया/प्रधान अनाज की मांग कैसे करते हैं?	<input type="radio"/> पत्र <input type="radio"/> मौखिक	<input type="radio"/> मुखिया / प्रधान / ग्राम पंचायत सदस्य <input type="radio"/> vll;] स्पष्ट करें <input type="radio"/> ylxii ugha
3.	किससे मांग करते हैं ?	<input type="radio"/> राशन की दुकान /dk\nkj <input type="radio"/> fo ky; i c/u l fefr <input type="radio"/> प्रखंड अधिकारी	<input type="radio"/> जिला अधिकारी <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> ylxii ugha
4.	मांग करने और अनाज के पहुँचने में कितना समय लगता है?	<input type="radio"/> एक दिन <input type="radio"/> एक सप्ताह <input type="radio"/> 2 सप्ताह	<input type="radio"/> 2-4 सप्ताह <input type="radio"/> एक महीने से अधिक <input type="radio"/> ylxii ugha
5.	वित्तीय वर्ष 2011-12 में Lolly को vukt o l s मिला?	<input type="radio"/> Lolly ea igpk; k गया <input type="radio"/> Lolly }kjk yk; k गया	<input type="radio"/> एक दिन <input type="radio"/> एक सप्ताह <input type="radio"/> 2 सप्ताह
6.	vxj Lolly rd igpk; k गया था rls किसने पहुंचाया था ? (2011-12 में जो भी पर्याय लागू थे उन सब पर चिन्ह लगाएँ/ अगर स्कूल ने अनाज खुद लाया गया था, तो "लागू नहीं" पर चिन्ह लगाएं और अगले प्रश्न पर जाएँ)	<input type="radio"/> FCI (खाद्य निगम) के कर्मचारी <input type="radio"/> FCI (खाद्य निगम) के Bo\nkj <input type="radio"/> i pk; r <input type="radio"/> राशन की दुकान / dk\nkj	<input type="radio"/> Lolly ea igpk; k गया <input type="radio"/> Lolly }kjk yk; k गया
7.	vxj अनाज Lolly }kjk yk; k गया rls dgla से लाया गया\	<input type="radio"/> FCI (खाद्य निगम) के कर्मचारी <input type="radio"/> fo ky; i c/u l fefr <input type="radio"/> लागू नहीं	<input type="radio"/> FCI (खाद्य निगम) के कर्मचारी <input type="radio"/> fo ky; i c/u l fefr <input type="radio"/> लागू नहीं

	(2011-12 में जो भी पर्याय लागू थे उन सब पर चिन्ह लगाएँ / अगर स्कूल तक अनाज पहुंचाया गया तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> FCI (खाद्य निगम) के Bank <input type="radio"/> ipk; r <input type="radio"/> राशन की दुकान / dk/nkj	<input type="radio"/> FCI (खाद्य निगम) के Bank <input type="radio"/> ipk; r <input type="radio"/> राशन की दुकान / dk/nkj
8.	अगर स्कूल द्वारा अनाज लाया गया था, तो कौन लाता था ?	<input type="radio"/> HM <input type="radio"/> अध्यापक <input type="radio"/> MDM इंचार्ज <input type="radio"/> रसोईया <input type="radio"/> fo ky; iɔ/u l fefr	<input type="radio"/> मुखिया/प्रधान/ग्राम पंचायत सदस्य <input type="radio"/> ykx ugha <input type="radio"/> vl;] Li "V dja <input type="radio"/> fo ky; iɔ/u l fefr
9.	Lolly l s vukt ol Hkmkj dh njjh fdruh थी? (किलोमीटर में)	<input type="radio"/> 0-2 कि॰मि॰ <input type="radio"/> 2-5 कि॰मि॰ <input type="radio"/> 5-10 कि॰मि॰ <input type="radio"/> 10-15 कि॰मि॰	<input type="radio"/> 15-20 कि॰मि॰ <input type="radio"/> 20 कि॰मि॰। ज्यादा
10.	vukt dc&dc vkrk था \	<input type="radio"/> gj eghus <input type="radio"/> gj 2&3 eghus ea	<input type="radio"/> 6 eghus ea <input type="radio"/> l ky ea , d ckj
11.	स्टॉक रजिस्टर/इन्वेन्ट्री रिकार्ड कहाँ रखे tkrs g\$ (vxj LVkd रजिस्टर ugha g\$ rls 'ykx ugha' पर चिन्ह लगाएं)	<input type="radio"/> Lolly ea <input type="radio"/> HM ol ?kj पर <input type="radio"/> f'k{kd ol ?kj ij <input type="radio"/> ग्राम ipk; r/मुखिया/प्रधान के घर पर <input type="radio"/> fo ky; iɔ/u l fefr के अध्यक्ष ol घर पर <input type="radio"/> j l kbz s ol ikl <input type="radio"/> vl;] Li "V dja : <input type="radio"/> ykx ugha	<input type="radio"/> Lolly ea <input type="radio"/> HM ol ?kj पर <input type="radio"/> f'k{kd ol ?kj ij <input type="radio"/> ग्राम ipk; r/मुखिया/प्रधान के घर पर <input type="radio"/> fo ky; iɔ/u l fefr के अध्यक्ष ol घर पर <input type="radio"/> j l kbz s ol ikl <input type="radio"/> vl;] Li "V dja : <input type="radio"/> ykx ugha
12.	LVkd jftLVj dks viMV dk djrk g\$	<input type="radio"/> HM <input type="radio"/> f'k{kd <input type="radio"/> रसोईया <input type="radio"/> fo ky; iɔ/u l fefr <input type="radio"/> मुखिया/प्रधान/ग्राम पंचायत के अन्य सदस्य <input type="radio"/> vl;] Li "V करें: <input type="radio"/> ykx ugha	<input type="radio"/> HM <input type="radio"/> f'k{kd <input type="radio"/> रसोईया <input type="radio"/> fo ky; iɔ/u l fefr <input type="radio"/> मुखिया/प्रधान/ग्राम पंचायत के अन्य सदस्य <input type="radio"/> vl;] Li "V करें: <input type="radio"/> ykx ugha
13.	D;k Lolly ij igpus ij vukt तोला tkrr था?	<input type="radio"/> हाँ <input type="radio"/> ugha	<input type="radio"/> gk <input type="radio"/> ugha

i dk; k gqvk dk Hkkstu			
		स्कूल/वर्ग (1&5) <input type="radio"/> ykxw ugha	स्कूल/वर्ग (6&8) <input type="radio"/> ykxw ugha
14.	वित्तीय वर्ष 2011&12 ea i dk; k gqvk [kkuk कितनी बार de i Mk Fkk\	<input type="radio"/> gj eghus <input type="radio"/> gj 2&3 eghus ea <input type="radio"/> gj NBs eghus ea	<input type="radio"/> I ky ea , d ckj <input type="radio"/> 2011-12 में कभी नहीं <input type="radio"/> i rk ugha
15	i dkr gq eè; kgu Hkkstu में कमी i M+us dk D; k dkj .k Fkk\ (di ; k tks Hkh dkj .k gS i Hkh fpflgr dja / अगर कम नहीं पड़ा तो “लागू नहीं” पर चिन्ह लगाएं)	<input type="radio"/> स्कूल के पास पर्याप्त vukt नहीं था <input type="radio"/> HkMkj ea vukt i M+x; k <input type="radio"/> vi us fgLI s ea i s vk\$ka dks Hkh nsuk i Mk (t\$ s i kFkfed fo ky; /ckyoxl vkfn, को) <input type="radio"/> ईंधन i ; klr ugha Fkk <input type="radio"/> vU; i kexh (दाल, मसाले, सब्जी, तेल इत्यादि) dh deh Fkh <input type="radio"/> vU; Li "V dja <input type="radio"/> ykxw ugha	<input type="radio"/> स्कूल के पास पर्याप्त vukt नहीं था <input type="radio"/> HkMkj ea vukt i M+x; k <input type="radio"/> vi us fgLI s ea i s vk\$ka dks Hkh nsuk i Mk (t\$ s i kFkfed fo ky; /ckyoxl vkfn, को) <input type="radio"/> ईंधन i ; klr ugha Fkk <input type="radio"/> vU; i kexh (दाल, मसाले, सब्जी, तेल इत्यादि) dh deh Fkh <input type="radio"/> vU; Li "V dja <input type="radio"/> ykxw ugha
16.	मध्याह्न भोजन कम i M+us i j vki us D; k fd; k? (di ; k tks Hkh ykxw gS ml s fpflgr dja / अगर कम नहीं पड़ा तो “लागू नहीं” पर चिन्ह लगाएं)	<input type="radio"/> oqN ugha <input type="radio"/> शिक्षक ; kxnku <input type="radio"/> समुदाय की मदद ली /योगदान लिया <input type="radio"/> i pk; r dh enn yh/योगदान लिया	<input type="radio"/> f' kdk; r dh <input type="radio"/> vU;] Li "V dja <input type="radio"/> ykxw ugha

		स्कूल/वर्ग (1-5) <input type="radio"/> ykxw ugha	स्कूल/वर्ग (6-8) <input type="radio"/> ykxw ugha
17.	vxj vki us f'kdk; r की तो किसके पास शिकायत की \	<input type="radio"/> jk'ku की nplku/कोटेदार <input type="radio"/> FCI (खाद्य निगम) के कर्मचारी <input type="radio"/> FCI (खाद्य निगम) के Boshkj <input type="radio"/> o ky; iɔʌ/u l fefr <input type="radio"/> संकुल अधिकारी (CRC) <input type="radio"/> प्रखंड/ब्लाक अधिकारी <input type="radio"/> ज़िला vkwi 01	<input type="radio"/> मुखिया/प्रधान/iplk; r कार्यालय <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं
18.	D; k fo ky; iɔʌ/u l fefr, eè; kgu Hkktu oH मामलों से जुड़ी हुई थी? (वित्तीय वर्ष 2011-12 में)	<input type="radio"/> gka <input type="radio"/> ugha <input type="radio"/> i rk ugha	<input type="radio"/> मुखिया/प्रधान/iplk; r कार्यालय <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं
19.	; fn gkq rks fdl rjg से ? (di ; k tks Hkh ykxw gS ml s fpflgr dja / अगर समिति जुडी नहीं है तो "लागू नहीं" पर चिन्ह लगाएं)	<input type="radio"/> भोजन क्या बनाएँ, यह तय करना <input type="radio"/> अनाज स्कूल में लाना <input type="radio"/> अन्य सामग्री की खरीद (तेल, सब्जी इत्यादि) <input type="radio"/> मध्याह्न भोजन बनाना <input type="radio"/> मध्याह्न भोजन का वितरण	<input type="radio"/> अनुदान से सम्बंधित मामले <input type="radio"/> निगरानी <input type="radio"/> vU;] स्पष्ट करें a <input type="radio"/> ykxw ugha
20.	D; k पंचायत, eè; kgu Hkktu oH मामलों से जुड़ी हुई थी? (वित्तीय वर्ष 2011-12)	<input type="radio"/> gka <input type="radio"/> ugha <input type="radio"/> i rk ugha	<input type="radio"/> मुखिया/प्रधान/iplk; r कार्यालय <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं
21.	; fn gkq rks fdl rjg 1 (di ; k tks Hkh ykxw gS ml s fpflgr dja / अगर पंचायत जुडी नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> भोजन क्या बनाएँ, यह तय करना <input type="radio"/> अनाज स्कूल में लाना <input type="radio"/> अन्य सामग्री की खरीद (तेल, सब्जी इत्यादि) <input type="radio"/> मध्याह्न भोजन बनाना <input type="radio"/> मध्याह्न भोजन का वितरण	<input type="radio"/> अनुदान से सम्बंधित मामले <input type="radio"/> निगरानी <input type="radio"/> vU;] स्पष्ट करें a <input type="radio"/> ykxw ugha

22.	वित्तीय वर्ष 2011&2012 में निम्न विधि के अनुसार	संकुल	ब्लॉक	ज़िला
		<input type="radio"/> गज एघुस <input type="radio"/> गज 2&3 एघुस <input type="radio"/> गज 6 एघुस <input type="radio"/> लकड़ी, दलहन <input type="radio"/> 2011-12 में दलहन	<input type="radio"/> गज एघुस <input type="radio"/> गज 2&3 एघुस <input type="radio"/> गज 6 एघुस <input type="radio"/> लकड़ी, दलहन <input type="radio"/> 2011-12 में दलहन	<input type="radio"/> गज एघुस <input type="radio"/> गज 2&3 एघुस <input type="radio"/> गज 6 एघुस <input type="radio"/> लकड़ी, दलहन <input type="radio"/> 2011-12 में दलहन
23.	2011&2012 में परिवर्तन लागत/कन्वर्जन कॉस्ट) नियम के अनुसार प्राप्त हुई?	<input type="radio"/> गज <input type="radio"/> उगा	<input type="radio"/> गज <input type="radio"/> उगा	<input type="radio"/> गज <input type="radio"/> उगा
24.	अगर नहीं, तो कितनी बार परिवर्तन लागत का अनुदान कम पड़ा? (अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> हर 15 दिन <input type="radio"/> गज एघुस <input type="radio"/> गज 2&3 एघुस	<input type="radio"/> गज 6 एघुस <input type="radio"/> लकड़ी, दलहन <input type="radio"/> यकृत	<input type="radio"/> हर 15 दिन <input type="radio"/> गज एघुस <input type="radio"/> गज 2&3 एघुस
25.	परिवर्तन लागत कम पड़ी, महसूस हुई \ (दि; क तलक यकृत गमल सफलता दर / अगर कम नहीं पड़ी तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> नक <input type="radio"/> लकड़ी; का <input type="radio"/> रय	<input type="radio"/> एल कस <input type="radio"/> ईधन, लकड़ी सहित <input type="radio"/> लागू नहीं	<input type="radio"/> नक <input type="radio"/> लकड़ी; का <input type="radio"/> रय
26.	2011-12 में परिवर्तन लागत नियम के हिसाब से कम थी तो आपने मध्याह्न भोजन कैसे जारी रखा? (दि; क तलक यकृत गमल सफलता दर)	<input type="radio"/> लकड़ी, दलहन के लिए <input type="radio"/> अपने या शिक्षकों के खर्च के पैसों से <input type="radio"/> समुदाय के योगदान से <input type="radio"/> लकड़ी, दलहन के योगदान से	<input type="radio"/> लकड़ी, दलहन के लिए <input type="radio"/> तब तक मध्याह्न भोजन जारी करके <input type="radio"/> स्पष्ट करें <input type="radio"/> लागू नहीं	<input type="radio"/> लकड़ी, दलहन के लिए <input type="radio"/> तब तक मध्याह्न भोजन जारी करके <input type="radio"/> स्पष्ट करें <input type="radio"/> लागू नहीं

[k.M C% LoHy Lrj ij vukt की जानकारी (l u-2011&2012 o MDM jftLVj/ उपयोगिता प्रमाण पत्र l s)
 fun% k% vxj fd l h eghus स्कूल/वर्ग (1-5) या स्कूल/वर्ग (1-8) की जानकारी , d l kFk दी गयी है rks ml s स्कूल/ वर्ग (1-5) o fy; s fn; s [klus ea fy [ks और उन महीनों पर नीचे दिए खानों में चिन्ह लगाएं /
 vxj स्कूल/वर्ग (1-5) ugha gS rks उसके सामने **yKxw ugha** पर fpllg लगाएं, और अगर स्कूल/ वर्ग (6-8) नहीं है तो उसके सामने **yKxw ugha** पर fpllg लगाएं/ अगर स्कूल/ वर्ग (1-8) है, तो दोनों कालम भरें/ vxj
 jftLVj ugha gYHM ugha fn[krs rks उनसे इस खण्ड के अंत में हस्ताक्षर लें /

<input type="radio"/> l c महीने	<input type="radio"/> vi&y	<input type="radio"/> ebl	<input type="radio"/> tu	<input type="radio"/> ty/kbl	<input type="radio"/> vxLr	<input type="radio"/> fl rEcj	<input type="radio"/> vDVicj	<input type="radio"/> uoEcj	<input type="radio"/> fnl ecj	<input type="radio"/> tuojh	<input type="radio"/> i lj ojh	<input type="radio"/> ekpl
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	pkoy													
	स्कूल/वर्ग (1&5) <input type="radio"/> लागू ugha							स्कूल/वर्ग (6-8) <input type="radio"/> लागू ugha						
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>LVkd jftLVj पिछली बार भरा गया था, वह rkjh[k लिखें (fnukd eghuk ky)</div>							<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>LVkd jftLVj पिछली बार भरा गया था, वह rkjh[k लिखें (fnukd eghuk ky)</div>						
eghuk	बच्चों का नामांकन	fi Nys eghus dk cpl चावल (fdxt- e)	प्राप्त चावल (fdxt- e)	mi ; lx ea लाया गया चावल (fdxt-में)	fdrus fnu मध्याहन भोजन fn; k x; k	fdrus cPpha ने eghus ea मध्याहन भोजन fy; k	fdruk pkoy de पड़ा (किलोग्राम में)? vxj de ugh पड़ा rks **yxlx ugha* ij fpllg yxk; ij vxj irk ugha rks *irk ugha ij fpllg yxk; a	बच्चों का नामांकन	fi Nys eghus dk cpl चावल (fdxt- e)	प्राप्त चावल (fdxt- e)	mi ; lx ea लाया गया चावल (fdxt-में)	fdrus fnu मध्याहन भोजन fn; k x; k	fdrus cPpha ने eghus ea मध्याहन भोजन fy; k	fdruk pkoy de पड़ा (किलोग्राम में)? vxj de ugh पड़ा rks **yxlx ugha* ij fpllg yxk; ij vxj irk ugha rks *irk ugha ij fpllg yxk; a
vi&y 2011	<div><input type="radio"/> जानकारी नहीं</div>	<div><input type="radio"/> जानकारी नहीं</div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div><input type="radio"/> yxlx ugha</div><div><input type="radio"/> irk ugha</div></div>	<div><input type="radio"/> जानकारी नहीं</div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div><input type="radio"/> yxlx ugha</div><div><input type="radio"/> irk ugha</div></div>
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tu 2011	<div><input type="radio"/> जानकारी नहीं</div>	<div><input type="radio"/> जानकारी नहीं</div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div><input type="radio"/> yxlx ugha</div><div><input type="radio"/> irk ugha</div></div>	<div><input type="radio"/> जानकारी नहीं</div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div>-----</div><div><input type="radio"/> जानकारी नहीं</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div><input type="radio"/> yxlx ugha</div><div><input type="radio"/> irk ugha</div></div>

pkoy (tkjh)														
eghuk	बच्चों का नामांकन	fi Nys eghus dk cpl चावल (fdxt- e)	प्राप्त चावल (fdxt- e)	mi ; lx e लाया गया चावल (fdxt-में)	fdrus fnu मध्याह्न भोजन fn; k x; k	fdrus cPplने eghus e मध्याह्न भोजन fy; k	fdruk ploy de पड़ा (किलोग्राम में)? vxj de ugh पड़ा rks **yxx ugh* ij fpllg yxk; ij vxj i rk ugha rks *i rk ugh a ij fpllg yxk; a	बच्चों का नामांकन	fi Nys eghus dk cpl चावल (fdxt- e)	प्राप्त चावल (fdxt- e)	mi ; lx e लाया गया चावल (fdxt-में)	fdrus fnu मध्याह्न भोजन fn; k x; k	fdrus cPplने eghus e मध्याह्न भोजन fy; k	fdruk ploy de पड़ा (किलोग्राम में)? vxj de ugh पड़ा rks **yxx ugh* ij fpllg yxk; ij vxj i rk ugha rks *i rk ugha ij fpllg yxk; a
tykbl 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha
vxLr 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha
fl rEcj 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha
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uoEcj 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> yxx ugha <input type="radio"/> i rk ugha
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pkoy (tkjh)														
eghuk	बच्चों का नामांकन	fi Nys eghus dk cpl चावल (fdxt- e)	प्राप्त चावल (fdxt- e)	mi ; lx e लाया गया चावल (fdxt-में)	fdrus fnu मध्याह्न भोजन fn; k x; k	fdrus cPplने eghus e मध्याह्न भोजन fy; k	fdruk pkoy de पडा (किलोग्राम में)? vxj de ugh पडा rks **ykw ugh* ij fpllg yxk; vxj i rk ugha rks *i rk ugha ij fpllg yxk; a	बच्चों का नामांकन	fi Nys eghus dk cpl चावल (fdxt- e)	प्राप्त चावल (fdxt- e)	mi ; lx e लाया गया चावल (fdxt-में)	fdrus fnu मध्याह्न भोजन fn; k x; k	fdrus cPplने eghus e मध्याह्न भोजन fy; k	fdruk pkoy de पडा (किलोग्राम में)? vxj de ugh पडा rks **ykw ugh* ij fpllg yxk; vxj i rk ugha rks *i rk ugha ij fpllg yxk; a
tuojh 2012	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> ykw ugha <input type="radio"/> i rk ugha	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> ykw ugha <input type="radio"/> i rk ugha
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ekpl 2012	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> ykw ugha <input type="radio"/> i rk ugha	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="radio"/> ykw ugha <input type="radio"/> i rk ugha

vxj **HM रजिस्टर** fn[kkus l s blldkj dja ; k **रजिस्टर नहीं** gks, rks mlga नीचे दिए fo/ku i j मोहर लगाने और gLrk{kj djus को dga :

e l fpr djrk/करती हूँ कि स्कूल में 2011-12 का MDM jftLVj ugha g/ MDM jftLVj ugha fn[kk; ks	HM का uke	हस्ताक्षर	Lolly dli ekgj
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funl k% vxj fdl h eghus स्कूल/वर्ग (1-5) या स्कूल/वर्ग (1-8) की जानकारी , d l kfk दी गयी है rks ml s स्कूल/ वर्ग (1-5) o d fy; s fn; s [kkus ea fy[ks और उन महीनों पर नीचे दिए खानों में चिन्ह लगाएं / vxj स्कूल/वर्ग (1-5) ugha g s rks उसके सामने **y kx ugha** पर fpllg लगाएं, और अगर स्कूल/ वर्ग (6-8) नहीं है तो उसके सामने **y kx ugha** पर fpllg लगाएं/ अगर स्कूल/ वर्ग (1-8) है, तो दोनों कालम भरें/ अगर इस ज़िले में गेहूँ बिलकुल भी नहीं दिया जाता, तो गेहूँ के सामने “लागू नहीं” पर चिन्ह लगाएं / vxj jftLVj ugha g/HM ugha fn[kkrs rks उनसे इस खण्ड के अंत में हस्ताक्षर लें /

<input type="radio"/> lc महीने	<input type="radio"/> vi&y	<input type="radio"/> ebl	<input type="radio"/> tu	<input type="radio"/> tykbl	<input type="radio"/> vxLr	<input type="radio"/> fl rEcj	<input type="radio"/> vDVicj	<input type="radio"/> uoEcj	<input type="radio"/> fnl ecj	<input type="radio"/> tuojh	<input type="radio"/> i ljojh	<input type="radio"/> ekpl
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गेहूँ <input type="radio"/> y kx ugha			
Ldny /oxl (1&5) <input type="radio"/> y kx ugha		Ldny /oxl (6-8) <input type="radio"/> y kx ugha	
<div>□□/□□/□□□□</div> LVkd jftLVj पिछली बार भरा वह rkjh[k (fnuk d eghuk e ky)		<div>□□/□□/□□□□</div> LVkd jftLVj पिछली बार भरा वह rkjh[k (fnuk d eghuk e ky)	
eghuk	प्राप्त गेहूँ (fdxt- e)	mi ; kx ea लाया गया गेहूँ (fdxt-में)	fdruk गेहूँ de पडा (किलोग्राम में)? vxj de ugh पडा rks **y kx ugha** dks fpllg dj j vxj i rk ugha rks *i rk ugha ij fpllg yxk; a
vi&y 2011	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
eb l 2011	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
tu 2011	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
tykbl 2011	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> जानकारी नहीं	<div>□□□□</div> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha

गेहूँ (जारी)

eghuk	प्राप्त गेहूँ (fdxt- e)	mi ; lx e लाया गया गेहूँ (fdxt-में)	fdruk गेहूँ de पड़ा (किलोग्राम में)? vxj de ugh पड़ा rks **y kx ugha* dks fpllg djij vxj i rk ugha rks *i rk ugha ij fpllg yxk; a	प्राप्त गेहूँ (fdxt- e)	mi ; lx e लाया गया गेहूँ (fdxt- में)	fdruk गेहूँ de पड़ा (किलोग्राम में)? vxj de ugh पड़ा rks **y kx ugha* dks fpllg djij vxj i rk ugha rks *i rk ugha ij fpllg yxk; a
vxLr 2011	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
fl rEcj 2011	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
vDncj 2011	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
uoEcj 2011	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
fnl Ecj 2011	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
tuojh 2012	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
i Qjojh 2012	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha
ekpl 2012	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha	<input type="checkbox"/> जानकारी नहीं	<input type="checkbox"/> जानकारी नहीं	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="radio"/> y kx ugha <input type="radio"/> i rk ugha

vxj **HM** रजिस्टर fn[kkus l s blldkj djaa ; k रजिस्टर नहीं gks rks mlga नीचे दिए fo/ku ij मोहर लगाने और gLrk{kj djuus को dga :

es l fpr djrk/करती हूँ कि स्कूल में 2011-12 का MDM jftLVj ugha gY MDM jftLVj ugha fn[kk; ks	HM का uke	हस्ताक्षर	Lolly dh ekgj
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टिप्पणी

खण्ड D: परिवर्तन लगत (दाल, सब्जी, चना, तेल, मसाले, इंधन - MDM रजिस्टर भे

I u-2011&12 es 1-5 oxl के लिए ifr Nk-k परिवर्तन ykxr कितनी थी? # _____ I u-2011&12 es 6-8 वर्ग के लिए ifr Nk-k परिवर्तन ykxr कितनी थी? # _____

fun&K% vxj fdl h eghus स्कूल/वर्ग (1-5) या स्कूल/वर्ग (1-8) की जानकारी , d l kFk दी गयी है rks ml s स्कूल/ वर्ग (1-5) oB fy; s fn; s [kkus ea fy [ks और उन महीनों पर नीचे दिए खानों में चिन्ह लगाएं / vxj स्कूल/वर्ग (1-5) ugha gS rks उसके सामने **yxw ugha** पर fplg लगाएं, और अगर स्कूल/ वर्ग (6-8) नहीं है तो उसके सामने **yxw ugha** पर fplg लगाएं / अगर स्कूल/ वर्ग (1-8) है, तो दोनों कालम भरें / vxj jftLVj ugha gYHM ugha fn[kkrs rks उनसे इस खण्ड के अंत में हस्ताक्षर लें /

<input type="radio"/> Ic महीने	<input type="radio"/> vi&y	<input type="radio"/> ebl	<input type="radio"/> tu	<input type="radio"/> tykbZ	<input type="radio"/> vxLr	<input type="radio"/> fl rEcj	<input type="radio"/> अक्तूबर	<input type="radio"/> uoEcj	<input type="radio"/> fnl &j	<input type="radio"/> tuoJh	<input type="radio"/> iOjoh	<input type="radio"/> ekpZ
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eghuk	परिवर्तन लागत का विनियोग (#-)	
	Ldny/oxl (1&5) <input type="radio"/> yxw ugha	Ldny/oxl (6&8) <input type="radio"/> yxw ugha
vi&y 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
ebl 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
tu 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
tykbZ 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
vxLr 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
fl rEcj 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
vDrncj 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
uoEcj 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
fnl &j 2011	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
tuoJh 2012	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
iOjoh 2012	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं
ekpZ 2012	<input type="radio"/> जानकारी नहीं	<input type="radio"/> जानकारी नहीं

vxj HM रजिस्टर fn[kkus l s blldkj djaa ; k रजिस्टर नहीं gks rks mlga नीचे दिए fo/ku ij मोहर लगाने और gLrk{kj djus को dga :

ea l fpr djrk/करती हूँ कि स्कूल में 2011-12 का MDM jftLVj ugha gY MDM jftLVj ugha fn[kk; &s	HM का uke	हस्ताक्षर	Ldny dh ekgy
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E1. मध्याह्न भोजन cucus ds fy, jkf'k (ifjorlu ykxr) - पासबुक से - स्कूल/वर्ग (1-5) के लिए (अगर स्कूल/वर्ग (6-8) है तो यहाँ पर चिन्ह लगाएं ○)

निर्देश: vxj पासबुक ugha gYHM ugha fn[kkrs rks उनसे इस खण्ड के अंत में हस्ताक्षर लें।

E1A vupku i kflr			E.1B vupku fudkl h		
Lolly /वर्ग (1&5)			Lolly / वर्ग (1-5)		
fdLr la	प्राप्ति की तिथि (i kl cpl से)	iklr jde (#) (i kl cpl l)	fdLr la	i s k fudkyus dh frffk (i kl cpl से)	fudkl h jde (#) (i kl cpl l)
1	___/___/20__		1	___/___/20__	
2	___/___/20__		2	___/___/20__	
3	___/___/20__		3	___/___/20__	
4	___/___/20__		4	___/___/20__	
5	___/___/20__		5	___/___/20__	
6	___/___/20__		6	___/___/20__	
7	___/___/20__		7	___/___/20__	
8	___/___/20__		8	___/___/20__	
9	___/___/20__		9	___/___/20__	
10	___/___/20__		10	___/___/20__	
11	___/___/20__		11	___/___/20__	
12	___/___/20__		12	___/___/20__	
13	___/___/20__		13	___/___/20__	
14	___/___/20__		14	___/___/20__	
16	___/___/20__		16	___/___/20__	
17	___/___/20__		17	___/___/20__	
18	___/___/20__		18	___/___/20__	

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E2 मध्यह्न भोजन बनाने के लिए राशि @ i f j o r l u y k x r - स्कूल/वर्ग (6-8) (अगर स्कूल/वर्ग (6-8) है तो यहाँ पर चिन्ह लगाएं) ○

E.2.A vupku i k l r		
स्कूल/वर्ग (6-8)		
fdLr l a	प्राप्ति की तिथि (i k l c p से)	i k l r j d e (#) (i k l c p l)
1	__/_/__/20__	
2	__/_/__/20__	
3	__/_/__/20__	
4	__/_/__/20__	
5	__/_/__/20__	
6	__/_/__/20__	
7	__/_/__/20__	
8	__/_/__/20__	
9	__/_/__/20__	
10	__/_/__/20__	
11	__/_/__/20__	
12	__/_/__/20__	
13	__/_/__/20__	
14	__/_/__/20__	
16	__/_/__/20__	

E.2.B vupku fudkl h		
स्कूल/वर्ग (6-8)		
fdLr l a	i f j k fudkyus dh frffk (i k l c p से)	fudkl h j d e (#) (i k l c p l)
1	__/_/__/20__	
2	__/_/__/20__	
3	__/_/__/20__	
4	__/_/__/20__	
5	__/_/__/20__	
6	__/_/__/20__	
7	__/_/__/20__	
8	__/_/__/20__	
9	__/_/__/20__	
10	__/_/__/20__	
11	__/_/__/20__	
12	__/_/__/20__	
13	__/_/__/20__	
14	__/_/__/20__	

fVli . kh

E.3 बैंक के मध्याह्न भोजन खाते से जुड़ी जानकारी

		स्कूल/वर्ग (1-5)	स्कूल/वर्ग (6-8)
1.	2011&2012 का MDM की शुरुआत की तिथि क्या है - मलिका के लिए बताएं। <i>(अंग्रेजी में लिखते समय बड़े अक्षरों में लिखें)</i>		
2.	D; k वित्तीय वर्ष 2011&2012 का मध्याह्न भोजन के लिए एक व्यय की जानकारी दें।	<input type="radio"/> गला <input type="radio"/> उगा	<input type="radio"/> गला <input type="radio"/> उगा
3.	vxx मध्याह्न भोजन की व्यय की जानकारी दें; क मलिका के लिए। (vxx व्यय की जानकारी दें। यदि यहाँ नहीं है तो जवाब दें।)	<input type="radio"/> गला <input type="radio"/> उगा <input type="radio"/> यहाँ नहीं है	<input type="radio"/> गला <input type="radio"/> उगा <input type="radio"/> यहाँ नहीं है
4.	बैंक की स्कूल से दूरी (किलोमीटर में)	<input type="radio"/> 0-2 कि०मी० <input type="radio"/> 2-5 कि०मी० <input type="radio"/> 5-7 कि०मी० <input type="radio"/> 7-10 कि०मी० <input type="radio"/> 10 कि०मी० से अधिक	<input type="radio"/> 0-2 कि०मी० <input type="radio"/> 2-5 कि०मी० <input type="radio"/> 5-7 कि०मी० <input type="radio"/> 7-10 कि०मी० <input type="radio"/> 10 कि०मी० से अधिक
5.	मलिका की आयु क्या है? (कृपया दिनांक/महीना/साल के रूप में भरें)	___/___/20__	___/___/20__

F1 j l kb; s ka vetan (2011-12) (अगर स्कूल में रसोइया नियुक्त नहीं है तो यहाँ चिन्ह लगाएं ○)

j l kb; s ds oru dh प्राप्ति		
fdLr l a	प्राप्ति की तिथि (ikl cpd से)	iklr jde (#) (ikl cpd l)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6	___/___/20__	
7	___/___/20__	
8	___/___/20__	
9	___/___/20__	
10	___/___/20__	

j l kb; s ds oru dh fudkl h		
fdLr l a	प्राप्ति की तिथि (ikl cpd से)	iklr jde (#) (ikl cpd l)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6	___/___/20__	
7	___/___/20__	
8	___/___/20__	
9	___/___/20__	
10	___/___/20__	

fVli . kh

F2 l gk; d ds oru (2011&12) (अगर स्कूल में सहायक नियुक्त नहीं है तो यहाँ चिन्ह लगाएं ○)

l gk; d ds oru dh प्राप्ति		
fdLr l a	प्राप्ति की तिथि (ikl cpd से)	iklr jde (#) (ikl cpd l)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6	___/___/20__	
7	___/___/20__	
8	___/___/20__	

l gk; d ds oru dh fudkl h		
fdLr l a	प्राप्ति की तिथि (ikl cpd से)	iklr jde (#) (ikl cpd l)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6	___/___/20__	
7	___/___/20__	
8	___/___/20__	

F3 बर्तन इत्यादि के लिए अनुदान (2011-12)

D; k vki dks vi\$y 2011 से मार्च 2012 के बीच jI kbZ o\$ crZka इत्यादि o\$ fy; s vuqku feyk Fkk ? ☐ हाँ ☐ नहीं

(vxj 2011&12 ea vuqku ugha feyk rks टेबल में "लागू नहीं" पर चिन्ह लगाएं; अगर अनुदान कभी नहीं मिला तो यहाँ पर चिन्ह लगाएँ ☐)

अगर 2011-12 में अनुदान नहीं मिला तो vuqku iklr dh dh vk[kjh rkjh[k D; k Fkh __/__/__ __ __

jI kbZ o\$ crZka o\$ fy; vuqku dh प्राप्ति <input type="radio"/> लागू नहीं		
fdLr Ia	प्राप्ति की तिथि (ikl cp से)	iklr jde (#) (ikl cp I)
1	ikl cp ea rkjh[k __/__/20__	
2	__/__/20__	
3	__/__/20__	

jI kbZ o\$ crZka o\$ fy; s fudkyh xbl jde <input type="radio"/> लागू नहीं		
fdLr Ia	प्राप्ति की तिथि (ikl cp से)	iklr jde (#) (ikl cp I)
1	ikl cp ea rkjh[k __/__/20__	
2	__/__/20__	
3	__/__/20__	

fVli . kh

F4 jI kbZkj oI fy, vupku (2011&12)

D; k vki dks vi s; 2011 से मार्च 2012 के बीच jI kbZ घर बनाने oI fy; s vupku feyk Fkk ? ☐ हाँ ☐ नहीं

(vxj 2011&12 ea vupku ugha feyk rks टेबल में "लागू नहीं" पर चिन्ह लगाएं; अगर अनुदान कभी नहीं मिला तो यहाँ पर चिन्ह लगाएं ☐)

अगर 2011-12 में अनुदान नहीं मिला तो vupku i klr dh vk[kjh rkjh[k D; k Fkh (दिनांक/महीना/साल) ___/___/___

jI kbZ ?kj बनने के तारीख : 'kq djus dh rkjh[k (दिनांक/महीना/साल) ___/___/___ l ekr gkus dh frffk (दिनांक/महीना/साल) ___/___/___

अगर रसोई घर कभी नहीं बना तो यहाँ पर चिन्ह लगाएं ☐

jI kbZkj oI vupku dh प्राप्ति		
fdLr l a	प्राप्ति की तिथि (i kI op से)	i klr jde (#) (i kI op l s)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6/	___/___/20__	

jI kbZkj oI vupku की निकासी		
fdLr l a	प्राप्ति की तिथि (i kI op से)	i klr jde (#) (i kI op l s)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6	___/___/20__	

vxj HM रजिस्टर fn[kkus l s blldkj dja ; k रजिस्टर नहीं gks rks mlga नीचे दिए fo/ku i j मोहर लगाने और gLrk[kj djus ko dga :

eI l fpr djrk/करती हूँ कि स्कूल में 2011-12 का MDM jftLVj ugha gY MDM jftLVj ugha fn[kk; s	HM का uke	हस्ताक्षर	Lohy dh ekj
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भाग - 3

jl kb; s ol fy; s i z ukoyh (jl kb; s ol fy, i z u vx) रसोईया ekstin u gks rks e[(याध्यापक से पूछे)

i froknh: ○ रसोईया ○ सहायक ○ ed याध्यापक

fun7k % vxj , d l s T; knk j l kb; s @ gk; d gks rks fd l h , d dks pu8 A

1.	आप खाना बनाना कितने बजे शुरू करते हैं?	<input type="radio"/> 5:00-5:30 am <input type="radio"/> 9:00-9:30 am <input type="radio"/> 5:30-6:00am <input type="radio"/> 9:30-10.00 am <input type="radio"/> 6:00-6:30 am <input type="radio"/> 10.00-10:30 am <input type="radio"/> 6:30-7:00am <input type="radio"/> 10.30-11.00 am <input type="radio"/> 7:00-7:30 am <input type="radio"/> 11.00-11:30 am <input type="radio"/> 7:30-8:00 am <input type="radio"/> 11:30-12.00 am <input type="radio"/> 8:00-8:30 am <input type="radio"/> 12.00-12:30 am <input type="radio"/> 8:30-9:00 am <input type="radio"/> 12:30 के बाद
2.	<p>[kkuk cukus oñ fy, dks l s bā/ u dk mi ; ks gkrk gñ</p> <p>(जो लागू हैं उन सभी पर चिन्ह लगाएं)</p>	<input type="radio"/> /q/ka jfgr pñgk <input type="radio"/> ydMñ <input type="radio"/> xksjemi ykxks Bk <input type="radio"/> feVñ dk ry <input type="radio"/> xñ <input type="radio"/> vñ;] crk, a _____
3.	D; k Loñy ea [kkuk i dkus oñ fy, पर्याप्त crñ gñ	<input type="radio"/> हाँ <input type="radio"/> ugha
4.	D; k Loñy ea [kkuk i jkñ us oñ fy, i; kñr crñ gñ (tñ s dMññ _ lyñ vñfn)	<input type="radio"/> हाँ <input type="radio"/> ugha
5.	D; k Loñy ea vñkt o nñ jñ सामग्री Hkjñdj j[kus oñ fy, i; kñr crñ gñ	<input type="radio"/> हाँ <input type="radio"/> ugha
6.	<p>Fkkfy; ka ds fy, dk D; k bñtke gñ</p> <p>(जो लागू हैं उन सभी पर चिन्ह लगाएं)</p>	<input type="radio"/> lyñ/ a o nñ jñ phñtñ Loñy l s nñ tkrñ gñ <input type="radio"/> lyñ/ a o nñ jñ phñtñ ?kj l s ykrs gñ <input type="radio"/> cPps [kp tñkM djrs gñ (tñ s dkiñ ea l s ist i dkMñrs gñ ; k nñ js cPpka l s fey&ckñ/ dj yrs gñ <input type="radio"/> vñ;] Li "V dñ

fVli . kh

7.	रसोइये dks हर eghus हाथ में कितना oru मिलता है?	#
8.	j l kb; s dks oru dc&dc feyrk g\	<input type="radio"/> gj eghus <input type="radio"/> gj 6 eghus ea <input type="radio"/> gj 2&3 eghus ea <input type="radio"/> l ky ea , d ckj
9.	रसोइये को पिछला वेतन कब मिला था ? (उसकी तिथि (fnukl@eghuk o"l) के रूप में लिखें)	__ / __ / 20__
10.	D; k रसोइया को 2011-12 में कोई ट्रेनिंग दी गई थी\	<input type="radio"/> gla <input type="radio"/> ugha
11.	vxj glq rls o\y fdrus fnu के लिए\ (अगर ट्रेनिंग नहीं मिली तो "लागू नहीं" पर चिन्ह लगाएं)	<input type="radio"/> लागू नहीं
12.	l gk; d dks हर eghus हाथ में कितना oru मिलता है? (अगर सहायक नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	# <input type="radio"/> लागू नहीं
13.	l gk; d dks oru dc&dc feyrk g\ (अगर सहायक नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> gj eghus <input type="radio"/> gj 6 eghus ea <input type="radio"/> gj 2&3 eghus ea <input type="radio"/> l ky ea , d ckj
14.	l gk; d को पिछला वेतन कब मिला था ? (उसकी तिथि (fnukl@eghuk o"l) के रूप में लिखें / अगर सहायक नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं /)	__ / __ / 20__ <input type="radio"/> लागू नहीं
15.	D; k l gk; d dks 2011&12 में कोई ट्रेनिंग दी गई थी\ (अगर सहायक नहीं है तो 'लागू नहीं' पर चिन्ह लगाएं)	<input type="radio"/> gla <input type="radio"/> ugha <input type="radio"/> लागू नहीं
16.	vxj glq rls o\y fdrus fnu के लिए\ (अगर ट्रेनिंग नहीं मिली / सहायक नहीं है तो "लागू नहीं" पर चिन्ह लगाएं /)	<input type="radio"/> लागू नहीं

भाग 4% Lohy i t ukoyh (HM/MDM b p k t l o l f y ,) जहाँ पर मध्याह्न भोजन स्कूल में नहीं पकाया जाता बल्कि स्कूल को पहुँचाया जाता है

1.	bl Lohy ea d k l i h l k Fkk 2011-12 में मध्याह्न Hkstu idk dj nrh थी \ (uke) (अगर अंग्रेजी में लिख रहे हैं तो कृपया बड़े अक्षरों में सफ़ाई से लिखें)	
2.	fdl l e; [kkuk स्कूल में पहुँचाया जाता था ?	<input type="radio"/> 7:00 – 7:30am <input type="radio"/> 7.30am -8:00am <input type="radio"/> 8.00-8.30am <input type="radio"/> 8.30am-9:00am <input type="radio"/> 9:00-9:30pm <input type="radio"/> 9.30-10:00pm <input type="radio"/> 10:00-10:30am <input type="radio"/> 10.30 -11:00am <input type="radio"/> 11:00-11.30am <input type="radio"/> 11.30-12:00pm <input type="radio"/> 12:00:12.30pm <input type="radio"/> 12.30-1:00pm <input type="radio"/> 1:00-1:30pm <input type="radio"/> 1.30-2:00pm
3.	D; k मध्याह्न Hkstu ges k k मेनू o l fgl kc l s दिया जाता था \ (अगर जवाब “कभी-कभी” हो, तो “नहीं” पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> ugha
4.	क्या मध्याह्न Hkstu ck l us l s i g y s v k i ; k v l ; f ' k { k d हमेशा m l s p [k r s थे \ (अगर हमेशा नहीं तो “नहीं” पर चिन्ह लगाएं / अगर जवाब कभी कभी हो, तो नहीं पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> ugha
5.	D; k 2011&12 ea भोजन की मात्रा l Hk k c P p k d s f y , हमेशा पर्याप्त होती थी \ (अगर हमेशा नहीं तो “नहीं” पर चिन्ह लगाएं / अगर जवाब कभी कभी हो, तो नहीं पर चिन्ह लगाएं)	<input type="radio"/> हाँ <input type="radio"/> ugha
6.	D; k v k i u s 2011&12 ea कभी [kkuk ok f i l f d ; k F k k \	<input type="radio"/> हाँ <input type="radio"/> ugha
7.	v x j g l k r l s , d k 2011&12 ea कितनी बार हुआ था ? (; f n u g h a g p / k r l s “y l x u u g h ” i j f p l l g y x k , a)	<input type="radio"/> e g h u a e a , d c k j <input type="radio"/> 2&3 e g h u s e a , d c k j <input type="radio"/> 6 e g h u s e a , d c k j <input type="radio"/> l k y e a , d c k j <input type="radio"/> y l x u u g h a
8.	यदि हाँ, r l s ऐसे D; k हुआ था? (v x j , d k u g h a g p / k r l s “y l x u u g h ” i j f p l l g y x k , a / जितने लागू हैं उन सभी पर चिन्ह लगाएं)	<input type="radio"/> [kkuk [k j k c g l s x ; k F k k <input type="radio"/> [kkuk d e i d k g p / k F k k <input type="radio"/> [kkuk L o k n g h u F k k <input type="radio"/> खाना बहुत ज्यादा मसालेदार था <input type="radio"/> v l ;] L i " V d j a <hr/> <input type="radio"/> लागू ugha
9.	D; k v k i u s 2011&12 ea [kkus d h गुणवत्ता ; k e k - k k o l c k j s e a f ' k d k ; r d h थी?	<input type="radio"/> g l a <input type="radio"/> u g h a

टिप्पणी

10.	<p>; fn gkq rls vki us किससे f'kdk; r dh Fkh\</p> <p>(जितने लागू हैं उन सभी पर चिन्ह लगाएं अगर शिकायत नहीं की तो “लागू नहीं” पर चिन्ह लगाएं/)</p>	<p><input type="radio"/> संस्था द्वारा चलाए tk jgs dnh; j l kb?kj</p> <p><input type="radio"/> l LFkk dk ftyk @ jkT; मुख्यालय</p> <p><input type="radio"/> संकुल l ello; d l s</p> <p><input type="radio"/> i z[kM vf/dkfj; ka l s</p> <p><input type="radio"/> ftyk vf/dkfj; ka l s</p> <p><input type="radio"/> i pk; r</p> <p><input type="radio"/> fo ky; प्रबंधन l fefr @ fo ky; f'k{k l fefr</p> <p><input type="radio"/> vl; j Li"V dja</p> <p><input type="radio"/> लागू नहीं</p>
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Ldny l s fudyus l s igys vfire ea Hkj

1. सर्वेक्षण dh rkjh[k			
Hkx/1		Hkx/ 2	
2-1-1- frffk% (frffk%eghuk% ky)		vxj nil jh Hkx/ u gks rks "yxxii ugha" पर चिन्ह लगाएं <input type="radio"/> लागू नहीं	
2.1.2 Hkx/ dk l e; % <input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> (24 ?k/s o% i okjeb/ e%)		2-2-1- frffk% (frffk%eghuk% ky)	
2.1.3 D; k igyh Hkx/ ds n%sku मध्याह्न भोजन fn; k x; k Fkk\ <input type="radio"/> gla <input type="radio"/> ugha		2.2.2 Hkx/ dk l e; % <input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> (24 ?k/s o% i okjeb/ e%)	
2.2.3 D; k nil jh Hkx/ ds n%sku मध्याह्न Hkxstu fn; k x; k Fkk\ <input type="radio"/> gla <input type="radio"/> ugha		2.1.3 D; k igyh Hkx/ ds n%sku मध्याह्न भोजन fn; k x; k Fkk\ <input type="radio"/> gla <input type="radio"/> ugha	
2. भेंट o% fnu मध्याह्न Hkxstu D; ka ugha fn; k x; k ? (यह सवाल HM/MDM-इंचार्ज से पूछें / जितने विकल्प लागू हों, उन सभी पर चिन्ह लगाएं)		2. भेंट o% fnu मध्याह्न Hkxstu D; ka ugha fn; k x; k ? (यह सवाल HM/MDM-इंचार्ज से पूछें / जितने विकल्प लागू हों, उन सभी पर चिन्ह लगाएं)	
<input type="radio"/> मध्याह्न Hkxstu Lo%y ea dHkh ugha fn; k जाता <input type="radio"/> yxxii ugha <input type="radio"/> NGO us [kkuk ugha fn; k Fkk <input type="radio"/> vukt i; klr ugha Fkk <input type="radio"/> सब्जियां, दालें, ईंधन पर्याप्त नहीं था <input type="radio"/> j l kbz k नहीं आया था <input type="radio"/> मध्याह्न Hkxstu ftu f'k(kd ds i Hkj ea g% ogvu% fLFkr थे <input type="radio"/> l jdkj से [kkuk cukus dh jkr'k (ifjor% ylxr का i% k) ugha आया है <input type="radio"/> cPps ugha [kk% i n ugha djrs <input type="radio"/> बच्चों की उपस्थिति कम थी <input type="radio"/> v% ; j Li "V dj%		<input type="radio"/> मध्याह्न Hkxstu Lo%y ea dHkh ugha fn; k जाता <input type="radio"/> yxxii ugha <input type="radio"/> NGO us [kkuk ugha fn; k Fkk <input type="radio"/> vukt i; klr ugha Fkk <input type="radio"/> सब्जियां, दालें, ईंधन i; klr ugha Fkk <input type="radio"/> j l kbz k नहीं आया था <input type="radio"/> मध्याह्न Hkxstu ftu f'k(kd ds i Hkj ea g% og vu% fLFkr थे <input type="radio"/> l jdkj से [kkuk cukus dh jkr'k (ifjor% ylxr का i% k) ugha आया है <input type="radio"/> cPps ugha [kk% i n ugha djrs <input type="radio"/> बच्चों की उपस्थिति कम थी <input type="radio"/> v% ; j Li "V dj%	
3. क्या किसी अध्यापक ने भोजन खाया था?		3. क्या किसी अध्यापक ने भोजन खाया था?	
<input type="radio"/> हाँ <input type="radio"/> ugh <input type="radio"/> पता नहीं		<input type="radio"/> हाँ <input type="radio"/> ugh <input type="radio"/> पता नहीं	
4. जानकारी भरने के लिए आपने कौन-कौनसे दस्तावेज देखे? (जो लागू हैं उन सब पर चिन्ह लगाएं)		4. जानकारी भरने के लिए आपने कौन-कौनसे दस्तावेज देखे? (जो लागू हैं उन सब पर चिन्ह लगाएं)	
<input type="radio"/> पास बुक <input type="radio"/> स्टॉक रजिस्टर <input type="radio"/> e% ; kgu Hkxstu रजिस्टर		<input type="radio"/> पास बुक <input type="radio"/> स्टॉक रजिस्टर <input type="radio"/> e% ; kgu Hkxstu रजिस्टर	
<input type="radio"/> उपस्थिति का रजिस्टर <input type="radio"/> उपयोगिता प्रमाण पत्र <input type="radio"/> v% ; j Li "V dj%		<input type="radio"/> उपस्थिति का रजिस्टर <input type="radio"/> उपयोगिता प्रमाण पत्र <input type="radio"/> v% ; j Li "V dj%	
5. समाप्ति का समय		5. समाप्ति का समय	
<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> ?k/s (24 ?k/s o% i okjeb/ e%)		<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> ?k/s (24 ?k/s o% i okjeb/ e%)	

fnu o% vr e% यह भाग fujh{k.k और jftLVj o% vk/kj ij भरे

1.	D; k [kkuk fnu o% मीनू o% अनुसार cuk Fkk? (निरिक्षण करें)	<input type="radio"/> हाँ <input type="radio"/> ugha	
2.	fdrus cPp% us e% ; kgu Hkxstu [kk; k (e% ; kgu Hkxstu jftLVj l %)	vkt	dy

3.	D; k mi fLFkr jftLVj o e% ; kgu Hkxstu jftLVj ea v% rj g% (n%uka jftLVj dh rgyuk dj%)	vkt		dy	
		<input type="radio"/> हाँ		<input type="radio"/> ugha	
		<input type="radio"/> हाँ		<input type="radio"/> ugha	