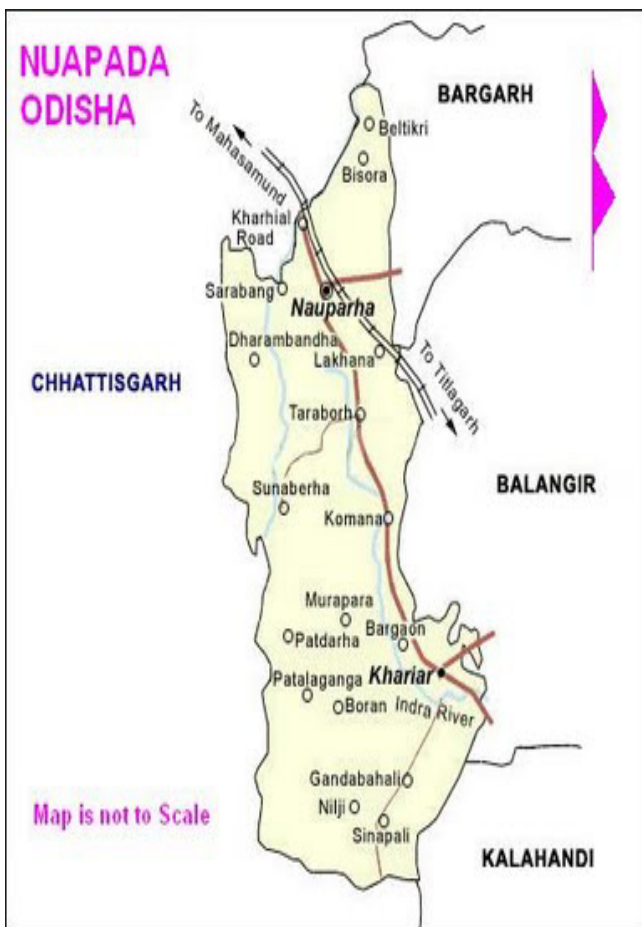




**A Report  
on  
Pilot Social Audit of Mid Day Meal Programme  
May, 2015**



**Submitted to: Secretary, School and Mass Education Department, Odisha**  
**Prepared by: Lokadrusti, At- Gadramunda, Po- Chindaguda, Via- Khariar,  
Dist.- Nuapada (Odisha)**

## **ACKNOWLEDGEMENT**

Lokadrusti has been assigned the project of “Pilot Social Audit of Mid Day Meal Programme in Nuapada district” by State Project Management Unit (MDM), School and Mass Education Department, Government of Odisha.

I am thankful to Secretary, School and Mass Education Department, Government of Odisha, for providing an opportunity to undertake this activity of social audit of MDM.

I acknowledge the support extended by the Director and state project management unit of MDM, Odisha from time to time. I am thankful to the District Education Officer, District Project Coordinator of Sarva Sikhya Abhiyan, Nuapada and Block Education Officer of Boden and Khariar block for their support and cooperation.

My heartfelt thanks to all the social audit resource persons, village volunteers, School Management Committee members, parents, students, cooks, Panchayatiraj representatives and Women Self Help Group members those helped in conducting the field visit, data collection, focused group discussions and village level meetings. I express all the headmasters and teachers in the visited schools for providing us with relevant information.

I am extremely thankful to the Lokadrusti team members to carry this project of social relevance and document the facts for public vigilance and to highlight the grass root level problems of MDM scheme to plan further necessary interventions.

**Abanimohan Panigrahi**

**Member Secretary, Lokadrusti**

## Preface

Primary school children (6-14 years) form about 20 per cent of the total population in India. Free and compulsory education up to the age of 14 years is the constitutional commitment. Now considerable improvement has been made in school enrolment but still many children remain out of school during school hours due to their engagement household jobs or child labour, seasonal migration with parents and lack of motivation in class room. In rural India and urban slums socio-economic status of parents is not so good to provide children healthy nutritional food and even a meal every day. Poor fooding habit and hygienic practices of people also hampers the growth of children.

National Programme of Nutritional Support to School Education, popularly known as the MID DAY MEAL SCHEME (MDM) was started in 1995 in an attempt to enhance enrolment, retention and attendance while simultaneously improving nutritional levels among children in schools, mainly with the following objectives:

- Improve the nutritional status of children in Government and Government aided schools.
- To encourage children from disadvantaged background to attend school regularly and help them to concentrate in school activities.
- To provide nutritional support to students in drought ridden areas throughout summer vacation.

The scheme was introduced primarily to protect the nutritional as well as the educational rights of the children. This is due to the fact that children are not able to concentrate in their studies with empty stomach and there is a need to focus upon the MDMS to overcome child's short term hunger. Thus, initiating this kind of meal programme, Government of India aimed at helping the children especially belong to the poor socio-economic background to attend school and to have at least MDM through which their education as well as food related issues could be tackled.

Therefore, MDMS is perceived as a major means to impart positive habits among the children and also in educating them on the importance of health, sanitation and socialization. The MDMS promises to provide each child one third of the daily nutrient requirement in the form of cooked meal to combat his/her food and nutritional deficiencies.

Significantly, the scheme was intended for the tribal areas of various states in the country where, the level of food insecurity and starvation is much higher and children are sold due to acute poverty of the parents. Nuapada district is schedule cast and schedule tribes dominated district and due to drought in every two years it is prone to hunger and migration. There were a series of examples of hunger deaths and sold children in the district.

The present social audit is to understand the MDMS management in Nuapada district. The major aims and objectives of the proposed social audit under MDM are;

- ▶ To ensure transparency in MDM schemes in the area
- ▶ To ensure larger accountability (downward / public accountability) in the MDM programme
- ▶ To ensure participation of community in each steps of decision making (Planning, Implementation, monitoring and evaluation) and
- ▶ To ensure Grievance Redressal Mechanism in MDM

This document on MDM social audit could help the readers and researchers to understand the management of MDM at grass root level. It could help to assess the impact upon the attendance and retention of children.

Abanimohan Panigrahi  
Member Secretary, Lokadrusti

## Summary

The present social audit has been conducted with a sample of 20 schools in Boden and Khariar block of Nuapada district. High concentration of SC & ST population, inaccessible areas, area prone to drought and distress migration and higher student absenteeism in school are the criteria for selection of the schools and villages. For the study data reveal from primary sources like interviews of parents, SMC members, children, cook cum helpers, head teachers and secondary sources by conducting extensive review of government orders, notifications, guidelines, school records and information.

For conducting the study survey questionnaires were developed by the resource persons from the organization with the help of Mr.Rajkishore Mishra from Right to food campaign, Odisha and with consultation to SPMU (MDM). Resource persons and village volunteers engaged in the present study were trained and oriented on MDMS and interview schedules. Resource persons are the local volunteers having experience of working in Lokadrusti and village volunteers are youths, women, PRIs and SMC members of the village. Individual interviews, focus group discussions with stake holders, verification of data & school records, consolidation of data and sharing of data and findings in village meetings were conducted. Before finalization of the report findings were shared in two separate public hearing at block level. Consultant from SPMU, DEO, ADEO, BEO, CRCCs, HMs, PRIs, SMC members, children and volunteers participated in the public hearing and present their views. Their views were incorporated and final report is presented in the following document. Key findings of the social audit are as follows:

- ❖ People look at MDM as a matter of right.
- ❖ They spontaneously send their children for taking MDM in the school
- ❖ They are satisfied with the regularity of MDM service in the far of hilly region totally infested by naxalism.
- ❖ People also help in transportation of MDM rice on head load.
- ❖ Drinking water is a serious problem in Nuapada district. High fluoride content in drinking water.
- ❖ Food grain supply at the school end is a difficult task because of geographical difficulty and lack of transport agent.
- ❖ Students in the tribal pockets need more quantity of rice
- ❖ Lack of hygiene and sanitation in the school.



## Acronyms

ABEO – Additional Block Education Officer  
ANM – Auxiliary Nursing Mother  
BEO – Block Education Officer  
CCH – Cook cum Helper  
CNUPS – Center Nodal Upper Primary School  
DEO – District Education Officer  
DPC – District Project Coordinator  
GP – Gram Panchayat  
HM – Head Master  
IEC – Information Education Communication  
ICDS – Integrated Child Development Project  
MDM – Mid-day meal  
MGNREGA – Mahatma Gandhi National Rural Employment Guarantee Act  
MHRD – Ministry of Human Resource Development  
MTA – Mother Teacher Association  
NCPCR – National Commission for Protection of Child Rights  
NUEPA – National University of Educational Planning and Administration  
NP-NSPE – National Programme – Nutritional Support to Primary Education  
OBC – Other Back Ward Caste  
PS – Primary School  
PUPS – Prakash Upper Primary School  
PTA – Parents Teacher Association  
PRI – Panchayatiraj Institution  
PDS – Public Distribution System  
PHC – Primary Health Center  
PMGSY – Prime Minister Gram Sadak Yojana  
RTE – Right to Education  
RP – Resource Person  
SPMU – State Project Management Unit  
SSA – Sarva Shiksha Abhiyan  
SC – Schedule Caste  
ST – Schedule Tribe  
SMC – School Management Committee  
SA – Social Audit  
UT – Union Territories  
UGHS – Up Graded High School  
UPS – Upper Primary School  
UGUPS – Up Graded Upper Primary School  
WSHG – Women Self Help Group

## CONTENTS

Acknowledgement.....	i
Preface.....	ii
Summary.....	iii
Acronyms.....	iv
Contents.....	

Sl.No.	Subjects	Page No
1.	Chapter-1 Introduction	VI
1.1	Social Audit process	
1.2	Principles of Social Audit	2
1.3	Features of Social Audit	2
1.4	Advantages of Social Audit	2
1.5	Social audit of Mid day Meal Scheme	3
2.	Chapter-2 Mid Day meal Scheme	4
2.1	History of Mid Day meal Scheme in India	4
2.2	Major objectives of MDMs	6
2.3	Engagement of Cook-cum- Helpers	7
2.4	Management, Monitoring and Evaluation	7
2.5	Provision of essential infrastructure	7
2.6	Monitoring mechanism for MDMs	7
2.6.1	Arrangements for local level monitoring	8
2.6.2	Display of information for Social auditing	8
2.6.3	Inspections by State Government officers	8
2.7.	Mid Day meal Scheme in Odisha	8
2.7.1.	Management structure of MDM in Odisha	9
2.7.2.	Monitoring & supervision	9
2.7.3.	School Health Programme	9
2.7.4.	Cooking cost and Tentative value of MDM	10
2.7.5.	Child Entitlement	10
2.7.6.	Weekly menu	11
2.7.7.	Components of MDM	11
2.7.8.	Innovative Practices of MDM	11
2.7.9.	Tasting the food before it is served	11
2.7.10.	MDM Pancha Niyam	11
3.	Chapter-3 Pilot Social Audit of Mid Day Meal Programme	12
3.1	Scope of Social Audit in Mid Day Meal Programme In Odisha	12
3.2	Aims and objective of social Audit in MDM Programme	12
3.3	Steps undertaken for conducting social audit	12
3.4	Assignment Taken up	13
3.5	Profile of Lokadrusti	13
3.6	State Profile	14
3.6.1.	Demography of Odisha	14
3.6.2.	Literacy rate of Odisha	15
3.7.	Elementary Education	15
3.7.1.	Category of Schools offering elementary education	15
3.7.2	Schools by management and category	16
3.7.3.	Enrollment	16
3.7.4.	Net Enrollment ratio	16
3.7.5.	Retention rate	16
3.7.6.	Dropout rate	16

Sl.No.	Subjects	Page No
3.7.7.	Nutrition status	16
3.8.	District Profile of Nuapada	17
3.8.1.	Demography of Nuapada	17
3.8.2.	Literacy rate of Nuapada District	18
3.8.3.	Enrollment	18
3.8.4.	Retention Rate	18
3.8.5.	Dropout rate	18
3.8.6.	Nutrition Status	18
4.	Chapter-4 Methodology	19
4.1.	Sampling	19
4.2.	Data sources	20
4.3.	Development of tools	21
4.4.	Contents covered in the tools	21
4.5.	Development of training module	22
4.6.	Training of resource person/ volunteers	23
4.7.	Contents covered in the training	23
4.8.	Social Audit process of School and community level	26
	Chapter-5 Findings of Social Audit	28
5.	Social Audit Findings	28
5.1.	Attendance Rate of the Children on the day of the visit	28
5.2.	Average attendance perday	28
5.2.1.	Attendance vis-avis consumption of MDM	29
5.3.	Infrastructure facilities	30
5.3.1.	Kitchenshed	30
5.3.2.	Drinking water facility	31
5.3.3.	Toilet	31
5.3.4.	Boundary wall	32
5.3.5.	MDM Serving space	33
5.3.6.	Special storage room	33
5.4.	Menu follow as per the state Norm	34
5.5.	Verification of regularity of serving meals	34
5.6.	Quality and quantity of food grains	35
5.7.	Facilities available in Kitchen shed	36
5.8.	Status of cooking equipments	37
5.9.	Hygiene and Sanitation	37
5.10.	Safe Cooking area	39
5.11.	Procurement of cooking items for MDM	41
5.12.	Cook cum Helper's honorarium	41
5.13.	IFA supplements and health checkups	41
5.14.	Maintenance of MDM records	42
5.15.	Awareness about MDM	42
5.16.	Prominently display of MDM information	43
5.17.	Submission of reports	43
5.18.	Inspection and monitoring	44
5.19.	Tasting of Meal	44
5.20.	Caste Discrimination	45
5.21.	Impact of MDM	47
5.22.	Focused Group Discussion	48
5.23.	Public hearing	48
5.24.	From the Horse's mouth	51
5.25.	Recommendations of Social Audit	53
5.26.	conclusion	54
5.27.	News Paper Clippings	55

Photographs of Social Audit Facilitation Team

Annexure 1 : Tools Developed

Annexure 2 : Agreement Mid-day meal social audit 2014

Annexure 3 : Participants signature (Public Hearings)

Annexure 4 : List of Village Volunteers

Annexure 5 : List of Social Auditors

Annexure 6 : Joint Photographs of Team Leader & Social Auditors

**TABLES :**

<b>TABLE NUMBER</b>	<b>SUBJECT</b>
1.	Child Entitlement
2.	Weekly menu
3.	Demography data of Odisha
4.	Literacy rate of Odisha
5.	Category of Schools offering elementary education
6.	Schools by management and category
7.	Enrollment
8.	Net enrollment ratio
9.	Demography of Nuapada
10.	Literacy rate of Nuapada district
11.	Enrollment of students
12.	List of Sample Schools
13.	Category of Schools undertaken for study
14.	Types of tools
15.	Attendance Rate of Children on the day of the visit
16.	Attendance Rate of Children ( Average per day)
17.	Attendance vis-à-vis consumption of MDM
18.	Toilets
19.	Boundary wall
20.	MDM serving space
21.	Special storage room
22.	Students satisfaction over quantity of food served.
23.	Parents satisfaction
24.	Status of storage container and storage area
25.	Storage safety
26.	Safety measures taken
27.	IFA supplements and health checkups
28.	Awareness about MDM
29.	Prominently display of MDM information
30.	Submission of report
31.	Inspection and Monitoring
32.	Tasting of meal
33.	Caste Discrimination
34.	SMCs observation on caste Discrimination
35.	Impact of MDM

**FIGURES:**

<b>FIGURE NUMBER</b>	<b>SUBJECT</b>
1.	Map of Odisha
2.	Map of Nuapada district
3.	Training of resource persons
4.	Training of resource persons
5.	Orientation to village volunteers
6.	A village volunteer recording school data.
7.	SA team taking interview of HM
8.	Temporary Kitchen shed in Kotamal PUPS
9.	Unhygienic surroundings of Tubewell in Khasbahal PUPS
10.	Unused and damaged condition of toilet in Mundagaon PS
11.	Partially constructed boundary wall in Banjibahal PS
12.	Children taking MDM sitting over the bench
13.	Stray animals found during serving meals
14.	Use of vegetables in dalma
15.	Students are eating MDM in Amera School
16.	Social auditors taking interview of students
17.	SMC members being interviewed by the social auditor
18.	Children are eating MDM
19.	Washing platform
20.	Storage of Dal
21.	Firewood and traditional chhulah being used for cooking MDM
22.	Used of traditional measurement instruments
23.	Interview of Parents
24.	Interview of CCH
25.	FGD with SMC members in Kotamal PUPS
26.	FGD with SMC members in Chacharabhata PUPS
27.	FGD with mother in Sardhapur village
28.	Guest on desk during public hearing
29.	Participants during public hearing at Boden Block
30.	DEO addressing participants during public hearing
31.	Consultant SPMU-MDM addressing participants during the public hearing
32.	DEO interacting with teachers during public hearing
33.	Secretary, Lokadrusti addressing participants during public hearing.
34.	Participants sharing their views
35.	SMC members sharing their views during public hearing
36.	Participants during public hearing at Khariar block
37.	News Paper Clippings

**INTRODUCTION**

**1.1 SOCIAL AUDIT PROCESS:**

In India, various development projects under various schemes to address food security, poverty, unemployment, health and education are implemented by the State Governments with the support Central Government. These developmental projects have substantial impact to improve the status of Indian citizens in health, education, employment, social empowerment etc. Factors like community participation, knowledge of stakeholders, empowerment of local governance institutions such as Gram Panchayat and people's institutions like School Management Committees have larger impact on the success of these projects. But poor community participation, poor state of knowledge about the projects among stakeholders coupled with poor transparency and accountability provisions in delivering public services resulted to poor level implementation and decrease impact of the projects in citizens and society.

Social audit is an independent evaluation of the performance of a programme as it relates to the attainment of its social goals. It is an instrument of social accountability of a program. In other words, Social audit may be defined as an in-depth scrutiny and analysis of the working of any public utility vis-a-vis its social relevance. Social auditing is a process that enables a programme to assess and demonstrate its social, economic and environmental benefits. It is a way of measuring the extent to which a programme lives up to the shared values and objectives it has committed itself to.

Social audit is a process in which, details of the resource, both financial and non-financial, used by public agencies for development initiatives are shared with the people, often through a public platform. Social audit allow people to enforce accountability and transparency, providing the ultimate users an opportunity to scrutinize development initiatives by being a part of that. It provides an assessment of the impact of developmental initiatives on nonfinancial objectives through systematic and regular monitoring based on the views of its stakeholders. Stakeholders include employees, clients, volunteers, funders, contractors, suppliers and the general public affected by the developmental programme. Stakeholders are defines as those persons or organizations who have an interest in, or who have invested resources in the programme.

Social audit is a democratic process that ensures public accountability of agencies through a systematic demand of information by the community in response to the program that have already been implemented by the government or other agencies for that particular area/community. Social audit is not only an audit of expenses or decisions but also covers the issues of equity and quality in programme implementation. It is an empowering process for the people to be informed regarding the plan, to participate in the process of implementation and make the implementing agency accountable for the work. Thus it helps maintain transparency and ensures participation.

In a Social Audit, the people and the Government jointly monitor the developmental programme. It brings on board the perceptions and knowledge of the people, involves people in the task of verification and also brings about much greater acceptability of the government.

Social auditing creates an impact upon governance. It values the voice of stakeholders, including marginalized/poor groups whose voices are rarely heard. Social auditing is taken up for the purpose of enhancing local governance, particularly for strengthening accountability and transparency in local bodies.

## 1.2. PRINCIPLES OF SOCIAL AUDIT:

The foremost principle of social audit is to achieve continuously improving performances relative to the chosen social objectives. Eight specific key principles have been identified from social auditing practices around the world.

- **Multi-Perspective:** Aim to reflect the views (voices) of all those people (stakeholders) involved with or affected by the organisation/department/ programme.
- **Comprehensive:** Aims to (eventually) report on all aspects of the organisation's/ programme work and performance.
- **Participatory:** Encourages participation of stakeholders and sharing of their values and views.
- **Multidirectional:** Stakeholders share and give feedback on multiple aspects.
- **Regular:** Aims to produce social accounts on a regular basis so that the concept and the practice become embedded in the culture of the programme covering all the activities.
- **Comparative:** Provides a means whereby a programme or organisation can compare its own performance each year and against appropriate external norms or benchmarks; and provide for comparisons to be made between programmes/ organisations doing similar work and reporting in similar fashion.
- **Verified:** Ensures that the social accounts are audited by a suitably experienced person or agency with no vested interest in the programme implementation.
- **Disclosed:** Ensures that the audited accounts are disclosed to stakeholders and the wider community in the interests of accountability and transparency.

The Social Audit process is intended as a means for social engagement, transparency and communication of information, leading to greater accountability of decision-makers, representatives, managers and officials. The underlying ideas are directly linked to concepts of democracy and participation. The application of social audit at the village level holds tremendous potential for contributing to good local governance and increased transparency and accountability of the local bodies. The following figure depicts the principles of social audit and universal values.

## 1.3. FEATURES OF SOCIAL AUDIT:

The features of social audit are discussed as follows:

- The areas for social audit include any activity which has a significant social impact, such as activities affecting environmental quality, consumerism, opportunities for women and children and other disadvantaged people in society.
- Normally, the social audit is that it can determine only what a developmental program or organisation is doing in social areas, not the amount of social good those results from these activities. It is a process audit rather than audit for results.
- Both quantitative and qualitative data are essential for social audit to evaluate the organisations/ developmental activities social performance.

## 1.4. ADVANTAGES OF SOCIAL AUDIT:

The advantages of social audit are discussed as follows:

- Trains the community on participatory local planning.
- Encourages local democracy.
- Encourages community participation.
- Benefits disadvantaged groups.
- Promotes collective decision making and sharing responsibilities.
- Develops human resources and social capital.

- Clarifications from the implementing agency about any decision-making, activity, scheme, income and expenditure incurred by the agency provide knowledge to policymakers of stakeholder trends and demands.
- It could be a useful tool to help policy makers to reshape their programmes in tune with people's expectations.
- To identify specific organizational improvement goals and highlights progress on their implementation and completeness.
- Access to documents relating to all development activities undertaken by the implementing agency or by any other government department lead to more transparency and accountability.

#### **1.5. SOCIAL AUDIT OF MID DAY MEAL SCHEME:**

The Mid-Day Meals scheme guidelines issued by the Government of India have included “social audit” as an integral part of the 12th Five Year Plan. Social Audit on Pilot basis was conducted in Andhra Pradesh with the help of Society for Social Audit, Accountability and Transparency (SSAAT), Hyderabad in the month of March 2013 in two districts of the State and very encouraging findings came out. The MHRD decided to carry out social audit of Mid Day Meal Scheme in will be conducted in 2 Districts of each of the 9 States with an aim to create citizens support groups at local level to monitor MDM and improve the MDM practices qualitatively.



**MID DAY MEAL SCHEME****2.1. HISTORY OF MID DAY MEAL SCHEME IN INDIA:**

Mid Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. By 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve states.

- In 1995, the Indian Prime Minister Sh P.V. Narsimha Rao suggested that the scheme be implemented all over the country, and thus began the "*National Programme for Nutrition Support to Primary Education*". With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995 initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country.
- In 1995, the scheme was started with the aim of "the universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes". With these objectives, many Indian states started implementing the scheme in their respective states. But later it is found that until 2001 the MDMS was implemented neither in letter nor in spirit and was limited to providing dry rations.
- As in NP-NSPE, 1995 the cost of cooking was to be borne by the State Governments/UT administrations. Universalizing the scheme to all States proved difficult since many states were unable to provide adequate funding for meeting the cooking costs. Therefore most of the States resorted to distribution of food grains, rather than providing cooked mid day meals.
- After November 28, 2001, in its historic judgment the Supreme Court of India in the *right to food* case directed all states to provide *cooked meals* to all primary school children within six months with a minimum content of 300 calorie and 8-12 grams protein every day of school for a minimum of 200 days in every government and government aided primary schools. Thus, the MDMS have become a part of the daily routine across the country providing 120 million school children in their respective schools.
- It was further extended in 2002 to cover not only children in classes I -V of Government, Government aided and local body schools, but also children studying in EGS and AIE centres. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.
- In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/ AIE centres. In addition to free supply of food grains, the revised scheme provided Central Assistance for (a) Cooking cost @ Re 1 per child per

school day, (b) Transport subsidy was raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states, and Rs 75 per quintal for other states, (c) Management, monitoring and evaluation costs @ 2% of the cost of food grains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacation in drought affected areas.

- In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER States contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.
- In October 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme. From 2008-09 i.e w.e.f 1st April, 2008, the programme covers all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centres including Madarsa and Maqtabas supported under SSA of all areas across the country. The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child/school day.
- **From the year 2009 onwards the following changes have been made to improve the implementation of the scheme:-**
  - a) Food norms have been revised to ensure balanced and nutritious diet to children of upper primary group by increasing the quantity of pulses from 25 to 30 grams, vegetables from 65 to 75 grams and by decreasing the quantity of oil and fat from 10 grams to 7.5 grams.
  - b) Cooking cost (excluding the labour and administrative charges) has been revised from Rs.1.68 to Rs. 2.50 for primary and from Rs. 2.20 to Rs. 3.75 for upper primary children from 1.12.2009 to facilitate serving meal to eligible children in prescribed quantity and of good quality. The cooking cost for primary is Rs. 2.69 per child per day and Rs. 4.03 for upper primary children from 1.4.2010. The cooking cost will be revised prior approval of competent authority by 7.5% every financial year from 1.4.2011.
  - c) The honorarium for cooks and helpers was paid from the labour and other administrative charges of Rs.0.40 per child per day provided under the cooking cost. In many cases the honorarium was so little that it became very difficult to engage manpower for cooking the meal. A Separate component for Payment of honorarium @ Rs.1000 per month per cook- cum-helper was introduced from 1.12.2009. Honorarium at the above prescribed rate is being paid to cook-cum-helper. However, in some of the states the honorarium to cook-cum-helpers are being paid more than Rs.1000/- through their state fund. Following norms for engagement of cook-cum-helper have been made:
    - One cook- cum-helper for schools up to 25 students.
    - Two cooks-cum-helpers for schools with 26 to 100 students.
    - One additional cook-cum-helper for every addition of upto 100 students.

- d) A common unit cost of construction of kitchen shed @ Rs.60,000 for the whole country was impractical and also inadequate. Now the cost of construction of kitchen-cum-store will be determined on the basis of plinth area norm and State Schedule of Rates. The Department of School Education and Literacy vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 had prescribed 20 sq.mt. plinth area for schools having up to 100 children. For every additional up to 100 children additional 4 sq.mt plinth areas will be added. States/UTs have the flexibility to modify the Slab of 100 children depending upon the local condition.
- e) Due to difficult geographical terrain of the Special category States the transportation cost @ Rs.1.25 per quintal was not adequate to meet the actual cost of transportation of food grains from the FCI godowns to schools in these States. On the request of the North Eastern States the transportation assistance in the 11 Special Category States (Northern Eastern States, Himachal Pradesh, Jammu & Kashmir and Uttarakhand) have been made at par with the Public Distribution System (PDS) rates prevalent in these States with effect from 1.12.2009.
- f) The existing system of payment of cost of food grains to FCI from the Government of India is prone to delays and risk. Decentralization of payment of cost of food grains to the FCI at the district level from 1.4.2010 allowed officers at State and National levels to focus on detailed monitoring of the Scheme.

In all, 8.41 cr in Primary and 3.36 cr Upper Primary children i.e a total of 11.77 cr children were estimated to be benefited from MDM Scheme during 2009-10. 11.04 Crore children were covered under MDM Scheme during 2009-10. During 2010-11, 11.36 Cr children i.e 7.97 Cr. children in primary and 3.39 Cr. children in upper primary had been covered in 12.63 lakhs institutions. During 2011-12 total coverage of children against enrollment was 10.52 Crore (i.e. Primary-7.71 crore and Upper Primary 3.36 crore children). During 2012-13, 10.68 Cr. children (Elementary level) had been covered in 12.12 lakh Schools. 10.45 Cr. children were covered in 11.58 lakh Schools during 2013-14. (Source: <http://mdm.nic.in/>)

## **2.2. MAJOR OBJECTIVES OF MID DAY MEAL SCHEME (MDMS):**

The MDMS was started with two major objectives: firstly to enhance the child's nutrition level secondly to provide the basic education. Thus the MDMS was introduced basically to improve the overall development of the primary school children's education. Therefore, it has varied objectives like:

- To increase the nutritional level of the school going children
- To enhance the educational attainment of the children
- To retain the children in the school for a long period of time
- To promote participation in school activities
- To facilitate the healthy growth of children
- To Foster Social and gender Equality among students
- For cognitive, emotional and social development

Apart from the education, the nutritional aspects of MDMS have several dimensions including elimination of classroom hunger, the growth of school children's health. It is argued that if the children come every day to school they can eat nutritious meal regularly and therefore child starvation could be checked. This makes it possible not only to realize their intake of calories and proteins but also to provide nutritional supplements such as Iron and Iodine, which are required in many hilly regions. In this context, higher attendance in school provides opportunity to implement MDMS which enable children to have meals and to be physically and mentally fit.

### **2.3. ENGAGEMENT OF COOK-CUM-HELPERS:**

- A separate provision for payment of honorarium to cook-cum-helper @ Rs. 1000/- per month has been made. One cook-cum-helper may be engaged in a school having up to 25 students, two cooks-cum-helpers for schools having 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students.
- The expenditure towards the honorarium of cook-cum-helper is shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis.

### **2.4. MANAGEMENT, MONITORING AND EVALUATION (MME):**

To provide assistance to States/ UTs for Management, Monitoring & Evaluation (MME) at the rate of 1.8% of total assistance on (a) free food grains, (b) transport cost (c) cooking cost and (d) Honorarium to cook-cum-helpers. Another 0.2% of the above amount will be utilized at the Central Government for management, monitoring and evaluation.

### **2.5. PROVISION OF ESSENTIAL INFRASTRUCTURES:**

- **Kitchen Shed cum Store:** A grant of Rs. 60000/- given to the states for construction of Kitchen-cum-store. The cost of construction of Kitchen-cum-store is shared between the Centre and the NER States on 90:10 and with other States /UTs on 75:25 basis. The Department of School Education and Literacy vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 had prescribed 20 sq.mt plinth areas for schools having up to 100 children. For every additional up to 100 children additional 4 sq.mt plinth areas will be added. States/UTs have the flexibility to modify the slab of 100 children depending upon the local condition.
- **Kitchen Equipments:** Assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of Rs. 5,000 per school is provided for

a) Cooking devices (Stove, Chulha, etc)

b) Containers for storage of food grains and other ingredients

c) Utensils for cooking and serving.

d) Later on a grant for eating plates, spoons, glasses is also provided by the Central Govt. in 2012.

### **2.6. MONITORING MECHANISM FOR MID DAY MEAL SCHEME:**

The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid Day Meal Scheme. The monitoring mechanism includes the following:

### **2.6.1. ARRANGEMENTS FOR LOCAL LEVEL MONITORING:**

Representatives of Gram Panchayats/ Gram Sabha, members of SMCs, PTAs, SDMCs as well as Mothers' Committees are required to monitor on daily basis the

- regularity and wholesomeness of the mid day meal served to children,
- cleanliness in cooking and serving of the mid day meal,
- timeliness in procurement of good quality ingredients, fuel, etc,
- implementation of varied menu,
- social and gender equity.

### **2.6.2. DISPLAY OF INFORMATION FOR SOCIAL AUDITING:**

In order to ensure that there is transparency and accountability, all schools and centres where the programme is being implemented are required to display information. This includes information on:

- Quantity of food grains received, date of receipt.
- Quantity of food grains utilized
- Other ingredients purchased, utilized
- Number of children present and taken mid day meal.
- Daily Menu
- Roster of Community Members involved in the programme.

### **2.6.3. INSPECTIONS BY STATE GOVERNMENT OFFICERS:**

Officers of the State Government/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25 per cent of primary schools/ EGS & AIE centres are visited every quarter.

### **2.7. MID DAY MEAL SCHEME IN ODISHA**

In Odisha, the Mid-day Meal Programme was introduced in the year 1995 to provide cooked meal to Primary school children of all Government and Government aided Schools studying in Class I to V all over the state about 210 working days in a year. However, w.e.f. 1<sup>st</sup> July 2001, it was decided to provide cooked meal to the primary school children in all Govt. and Govt.-aided primary school children only in the rural areas of the 8 KBK districts (80 Blocks including 44 ITDA blocks) and in 74 ITDA blocks of the Non-KBK districts. Thus, cooked food under the MDM programme was being provided only in the KBK and the ITDA blocks. As regards the other districts of the state, dry ration, @3 kgs. Of rice per beneficiary per month was being supplied. During the year 2002-03, the cooked meal system under the MDM programme was extended to the primary school children in the backward district of Boudh w.e.f. 1<sup>st</sup> April, 2002. Thus, 157 blocks out of the 314 blocks in the state were covered under

the 'dry ration system' till 31<sup>st</sup> August, 2004. As per direction of the Hon'ble Supreme Court, cooked meal at noon time is being provided to all students of all the Govt./Govt.-aided Primary Schools, EGS & AIE Centers w.e.f. 1<sup>st</sup> September, 2004. Previously this programme was being implemented by the Department of Women and Child Development. It was transferred to the Department of School and Mass Education in w.e.f. 12.08.2011.

Presently, in Odisha, the hot cooked meal is served to the students of primary and upper primary classes in the lunch hour prepared in the school premises or from the centralized kitchen. The menu is decided at the state level for all the six days of a week and schools follow that menu. Currently Mid-Day-Meal Programme in Odisha covers 49,26,563 children in 35501 primary and 27139 upper primary government and government aided schools.

### **2.7.1. MANAGEMENT STRUCTURE OF MDM IN ODISHA:**

Mid Day Meal Scheme in the State is implemented under the overall supervision of The Secretary, School & Mass Education Department, Odisha. A separate Mid Day Meal Management Unit has been constituted at the State Level headed by a Director. At the district level office of the District Education Officer and at the block level office of the Block Education Officer implements and supervise the Mid Day Meal Scheme at the school level. In schools, a teacher is the incharge of whole MDM process and cook cum helpers are appointed in schools as per the strength of students.

### **2.7.2. MONITORING & SUPERVISION:**

- At school level, School Management Committees (SMC), and Mother Teacher Association (MTAs) have been involved in the process of supervising Mid-Day-Meal.
- District Education Officer and Block Education Officer supervise the Mid Day Meal in routine in the schools.
- Sub Divisional Magistrates, Tehsildars and Block Development Officers have been directed to check the quality of Mid Day Meal in all schools.

### **2.7.3. SCHOOL HEALTH PROGRAMME:**

School Health Program is envisaged as an important tool for the provision of preventive and curative health services to school age children. As per the objectives of Mid Day Meal Scheme, the school health programme with the help of National Rural Health Mission Authority includes:

- Screening of general health;
- Assessment of Anaemia/Nutritional status;
- Visual acuity, hearing problems & dental check up;
- Common skin conditions & heart problems;
- Physical disabilities, learning disorders & behavior problems;

- Basic medicine to be provided to take care of common ailments prevalent among young school going children;
- Referral Cards for priority services at District / Sub-District hospitals;
- Immunization as per national schedule;
- Micronutrient (Vitamin A & Iron Folic Acid) management;
- Weekly supervised distribution of Iron-Folate tablets coupled with education about the issue;
- Vitamin-A as per national schedule;
- De-worming as per national guidelines;
- Biannually supervised schedule and
- Capacity building of teachers and involved health personnel.

#### **2.7.4. COOKING COST AND NUTRITIVE VALUE OF MID-DAY MEAL:**

In addition to food grains, a mid day meal involves major input, viz. cost of cooking, which includes cost of ingredients, e.g. pulses, vegetables, cooking oil and condiments. The cooking cost is revised continuously as per the cost of raw material. The detail of cooking cost in 2014-15 is given below:-

##### **Per student/per day (Primary)**

Average ration cost : Rs. 5.55/-

Total Average Ration Cost of Primary Students : Rs. 4.21/-

Primary Calorific intake : 493.6 K.Calory

Primary Protein: 13.8 K.Calory

##### **Per student/per day (Upper Primary)**

Average ration cost : Rs. 7.43/-

Total Average Ration Cost of Upper Primary Students : Rs. 6.29/-

Upper Primary Calorific intake: 728.67 K.Calory

Upper Primary Protein: 20.5 K.Calory

#### **2.7.5. CHILD ENTITLEMENT: (Table-1)**

Sl.No	Items	Quantity per child/per day	
		Primary	Upper Primary
1	Food Grains	100 gms	150 gms
2	Pulses	20gms	30 gms
3	Vegetables	50 gms	75 gms
4	Oil & Fat	5 gms	7.5 gms
5	Egg	2 (weekly)	2 (weekly)
5	Salt & Condiments	As per need	As per need
	Protein	13.8	20.5
	Calorific intake	493.6	728.67

### 2.7.6. WEEKLY MENU: (Table-2)

Day	Menu	Quantity for I to V class children	Quantity for VI to VIII class children
Monday & Thursday	Rice , Dalma	100 gms. Rice, 25 gms. Dali, 5 gms. Oil & 50 gms. vegetables	150 gms. Rice, 30 gms. Dali, 7.5 gms. Oil & 100 gms. Vegetables
Tuesday & Friday	Rice , Soyabin curry	100 gms. Rice, 12 gms. Soyabadi, 5 gms. Oil & 100 gm. vegetables	150 gms. Rice, 25 gms. Soyabadi, 7.5 gms. Oil & 100 gms. Vegetables
Wednesday & Saturday	Rice, Egg curry	100 gms. Rice, 1 egg, 5 gms. Oil & egg curry of 20 gms. vegetables	150 gms. Rice, 1 no. egg, 7.5 gms. Oil & egg curry of 100 gms. vegetables

### 2.7.7. COMPONENTS OF MID-DAY MEAL:

- Provision of cooked food in MDM in all government and government assisted primary and upper primary school from class I to class VIII.
- Provision of food content 493.6 K.Calorie and 13.5 K.Calory protein per child at primary level and 728.67 K.Calorie and 20.5 K.Calory protein at Upper primary level along with other micro-nutrients. It is above of the Govt. of India norm of food content of 450 K.Calory and 12 K.Calory proteins per child at primary level and food content of 700 K.Calory and 20 K.Calory proteins at upper primary level.
- Provision of MDM in summer season (holidays) in drought prone Gram Panchayat, block and districts.
- Provision of Kitchen room, cooking materials and other requirements for managing MDM.

### 2.7.8. INNOVATIVE PRACTICES IN MID-DAY MEAL:

For the enrichment of better Mid-day Meal programme, different innovative practices are going on. They are Hand Wash Abhiyan, Multi Tap-Multi Cap water source, Mid-day meal observation register, selection of Sishu Khadya Mantri and Sishu Swasthya Mantri in school Child Cabinet, inclusive dinning etc. Promotion of kitchen garden, use of smokeless chulha, use of apron by cooks etc. are some best practices practiced in schools.

### 2.7.9. TASTING THE FOOD BEFORE IT IS SERVED:

The state Govt. has decided that, every day the cooked food is to be tasted/checked by two teachers and cook-cum-helper shall sign on the register maintained for the purpose on daily basis. The Govt. also circulated that, it is the Headmaster who will take personal diligence to supervise the quality, quantity, health & hygiene with regard to Mid-day Meal and be responsible for lapses.

### 2.7.10. MDM PANCHANIYAM:

By the order of the Odisha state Govt. five non-negotiable rules (MDM Panchaniyam) for Mid-day Meal is displayed on the wall of the school. The MDM Panchaniyams are:

- i) Safe, clean and hygienic ambience
- ii) Safe, nutritious and hygienic cooking and consumption
- iii) Hand wash before and after food
- iv) No gender/social discrimination
- v) Safe drinking water



**PILOT SOCIAL AUDIT OF MID DAY MEAL PROGRAMME**

**3.1. SCOPE OF SOCIAL AUDIT IN MID DAY MEAL PROGRAMME IN ODISHA:**

Mid Day Meal programme has bears a lot of importance in Odisha for its social backwardness and poverty of people. Malnutrition is rampant among the people and especially among the children. Large scale migration of children with their parents to brick lin further worsen the situation in western Odisha districts. In such a context proper implementation and people's participation in MDM programme has greater importance to achieve the aims and objectives of MDM.

As discussed earlier Social Audit is an empowering process for the people to be informed regarding the plan, to participate in the process of implementation and make the implementing agency accountable for the work. And it helps maintain transparency and ensures participation. Therefore social audit of Mid-Day Meal programme in Odisha bears much importance and has a larger scope.

**3.2. AIMS AND OBJECTIVES OF SOCIAL AUDIT IN MDM PROGRAMME:**

The major aims and objectives of the proposed social audit under MDM are;

- To ensure accountability and transparency in MDM schemes in the area
- To understand what extent the policies are being followed to run MDM uninterruptedly.
- To ensure participation of community in each steps of decision making (Planning, Implementation, monitoring and evaluation) and
- To ensure Grievance Redressal Mechanism in MDM

Apart from these broad objectives it is intended to create a pool of trained social auditors in the area at the same time create model social audits in the state.

**3.3. STEPS UNDERTAKEN FOR CONDUCTING SOCIAL AUDIT:**

Keeping into consideration the broad objectives of Social Audit and Central Guideline on Social Audit, steps undertaken for conducting social audit is mention below in detailed.

1. Agreement Signed between State Project Management Unit (SPMU), Mid-Day Meal, School & Mass Education Department and Lokadrusti to conduct social audit of MDM in Nuapada district.
2. Finalization of Samples viz; Blocks, Grampanchayats and Schools in consultation with SPMU, MDM.
3. Identification of resource persons to facilitate the process of social audit at school level.
4. Training programmes conducted for the resource persons by experts.
5. Development of tools (Interview Schedules & FGD questionnaire) for conducting social audit.
6. Coordination with state and district administration for conducting social audit.
7. Conducting village level meeting for awareness on MDM and selection of village level volunteers for conducting social audit.

8. Orientation of village level volunteers by resource persons.
9. Formation of a social audit team at school level.
10. Data collection from primary and secondary sources, interviews and focus group discussions with stakeholders.
11. Sharing on social audit and findings at village level meeting.
12. Presentation of social audit findings at public hearing for feedback and recommendations.
13. Reporting and submission of report.

### **3.4. ASSIGNMENT TAKEN UP:**

- **Tender Floating**

In order to conduct social audit of Mid-Day meal programme in Nuapada district of Odisha there was a notification and advertisement of SPMU. Lokadrusti got information from the advertisement. In this regard Lokadrusti apply for the conducting the social audit with relevant documents. Another two organization Adhikar from Patnagarh, Bolangir and Mass from Bargarh also applied for the same. Lokadrusti had a presentation at MDM Director in this regard and finally got approval to conduct the social audit.

- **Agreement signed**

An agreement has been signed on 6<sup>th</sup> May 2014 between State Project Management Unit (SPMU), School & Mass Education Department and Lokadrusti, Gadramunda, Nuapada, a non profitable voluntary organization registered under the society registration Act 1860 bearing registration No. KLD-322-39 of 1987-88 to conduct social audit of MDM in Nuapada district of Odisha.

### **3.5. PROFILE OF LOKADRUSTI:**

Lokadrusti evolved in the process of research on drought economy in the year 1987-88 and presently it works in five blocks of Nuapada district of odisha.

#### **Mission of Lokadrusti :**

To create an enabling environment for social change to empower the powerless, weaker sections, downtrodden.

#### **Vision of Lokadrusti :**

Based on the success of our approach in addressing the problems of the area of intervention we hope to make our operational region as one of the model areas in future. We aim at sustainable development keeping harmony with nature and environment, overall growth in education, health, art and culture.

#### **Interventions:**

- Lokadrusti has consistently been working to create an enabling environment for education in the operational villages and streamline education at the elementary level.
- Lokadrusti has utilized about 29% of its total funding on children education in last 25 years.

- Presently it has been working in 400 villages of Nuapada district on school governance and learning enrichment programme.
- Lokadrusti facilitates for implementation of Right to Education Act,2009.
- Lokadrusti has worked on the innovative education for tribal children, opening of Residential Care Centers to accommodate children of migrant families.
- Village youths are provided training on pedagogy & computer education for giving additional academic support to the school children out of school hours to ensure quality education.
- Conducted Concurrent social audit & post-facto social audit in Nuapada district with the support from NCPDR New-Delhi.
- Conducted national study on “Inclusion & exclusion of children at primary & upper primary schools in the state of Odisha”, funded by SSA, MHRD, GoI.
- Conducted national study on “Working conditions of Teachers of elementary & secondary level in odisha”, funded by NUEPA, MHRD, GoI.

### 3.6. STATE PROFILE:

Odisha rich in natural resources is situated in the eastern coast of India. It shares boundary with West Bengal in the east, Jharkhand in the north, Chhatisgarh in the west and Andhra Pradesh in the south. It has a long coastal line along the cost of Bay of Bengal.

#### 3.6.1. DEMOGRAPHY:

##### Demography data of Odisha (Table-3)

No. of Households	96,37,820
Population	
Persons	4,19,74,218
Males	2,12,12,136
Females	2,07,62,082
Population of Scheduled Castes	
Persons	71,88,463
Males	36,17,808
Females	35,70,655
Proportion of SCs (%)	17.1
Population of Scheduled Tribes	
Persons	95,90,756
Males	47,27,732
Females	48,63,024
Proportion of STs (%)	22.8



Figure 1: MAP OF ODISHA

Odisha has a population of 4,19,74,218 persons from 96,37,820 households. Among them 2,12,12,136 (50.54%) are male and 2,07,62,082 (49.46%) are female. Female population is less than male population in Odisha. SC population is 71,88,463 (17.1%) and ST population is 95,90,756 (22.8%) in Odisha. Female population is less among SCs where as it is higher among the STs. Female population is 48,63,024 (50.70%) against male population of 47,27,732 (49.29%) among the schedule tribes.

**(Sources of Data : Census 2011)**

### 3.6.2. LITERACY RATE OF ODISHA: (Table-4)

Literates		Literacy Rates (age 7+)
Persons	2,67,42,595	72.9
Males	1,50,89,681	81.6
Females	1,16,52,914	64

Literacy rate of Odisha is only 72.9%. Among male it is 81.6 % and among female it is just 64%. Female literacy rate is 17.4% less than the male.

**(Sources of Data : Census 2011)**

### 3.7. ELEMENTARY EDUCATION: (Source - Status of Elementary and Secondary Education in Odisha 2014-15)

#### 3.7.1. CATEGORY OF SCHOOLS OFFERING ELEMENTARY EDUCATION: (Table-5)

Category of school	Primary only	Primary with upper primary	Primary with upper primary & secondary/High school	Upper Primary only	Upper primary with secondary/High school	Secondary/High school only
Class	I to V	I to VIII	I to X	VI to VIII	VI to X	VIII to X

Generally there are six types of school offering elementary education in Odisha. Primary school is offering education from class I to V, Primary with upper primary from class I to VIII, Primary with upper primary & secondary/High school from class I to X, Upper Primary only from VI to VIII, Upper primary with secondary/High school from VI to X and Secondary/High school only from class VIII to X. These schools has been managed by Department of Education, Tribal/Social Welfare Department, Local body, Private aided, Private unaided, Central Government, Un-Recognized and others.

### 3.7.2. SCHOOLS BY MANAGEMENT & CATEGORY: (Table-6)

CATEGORY/MANAGEMENT	Dept. of EDN	SSD	Local Body	AIDED	Pvt. Unaided	Others	Central Govt.	Unrecognized	Total
PRIMARY	34389	453	0	298	641	18	3	748	36550
UPPER PRIMARY	17773	840	0	1559	1476	34	13	802	22497
SECONDARY	4743	327	1	2892	1233	17	90	188	9491
TOTAL	56905	1620	1	4749	3350	69	106	1738	68538

### 3.7.3. ENROLLEMENT: (Table-7)

Enrollement of students		
Primary	Upper Primary	Total
4223628	2162855	6386483

A total of 63,86,483 students are enrolled in 59047 elementary schools. 42,23,628 students in 36550 Primary schools and 21,62,855 students in 22497 Upper Primary schools.

### 3.7.4. NET ENROLLEMENT RATIO: (Table-8)

Institutions	Gross Enrollment Ratio	Net Enrollment Ratio
Primary	92.74	91.01
Upper Primary	108.99	82.49
Total-	97.67	88.42

Net enrollment ratio in Primary schools is 91.01 % where as it is 82.49 % in Upper Primary schools.

### 3.7.5. RETENTION RATE:

As per status report of elementary and secondary education in Odisha 2014-15, transition rate from Primary to Upper Primary level is 91.06% in Odisha. Highest transition rate is 98.53% in Sonepur district and lowest is 70.30% in Malkanagiri district. There is 86.12% retention rate in Primary schools and 79.66% retention rate in Elementary level in Odisha. Puri district has the highest retention rate of 98.95% and Malkanagiri has the lowest of 49.59%.

### 3.7.6. DROPOUT RATE:

There was 1.63% dropout rate in Primary schools and 4.21% dropout rate in Upper Primary schools as per DISE 2014-15.

### 3.7.7. NUTRITION STATUS:

According to the National Family Health Survey (NFHS-3) done in the year 2005-06, children's nutritional status in India has improved slightly since NFHS-2 by some measures but not by all measures. Children under age three (The age group for which nutrition status data are available in NFHS-2) are less likely to be too short for their age today than they were seven years ago, which means chronic under nutrition is less widespread, but they are slightly more likely to be too thin for their height, which means acute under nutrition is still a major problem in India.

Under nutrition is particularly serious in rural areas, in the lower wealth quintiles, among scheduled tribes and scheduled castes, and among those with no education. More than two out of five women are too thin in Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, and Odisha. About 40% population of Odisha are SC and ST and only 72.9% are literate. As NFHS report indicates that under nutrition is serious among SC, ST and those with no education, under nutrition is a serious issue in Odisha.

### 3.8 District Profile of Nuapada

Nuapada district located in the western part of Odisha, lies between 20 degrees 0' N and 21 degrees 5' No latitudes and between 82 degrees 20' E and 82 degrees 40' E longitudes. Its boundaries extend in the north and west to Raipur district in Chattisgarh, Bargarh and Bolangir district of Odisha in the east and Kalahandi districts in the south. The district was created on 1st April 1993 by carving out of undivided Kalahandi district with an area of 3408 Sq KMs consisting of 653 nos. of revenue villages. The total no. of rural households is 1,52,210. The district is divided into 5 administrative blocks namely, Nuapada, Komna, Khariar, Boden and Sinapali. The main dialect spoken in Nuapada is Kosali, the western Orissa dialect. However, some part of the district is strongly influenced by Loria which is the main spoken language in the State of Chattisgarh. The dominant tribes in the district are: Gonds; Bhunjias; Chakotias; Dals; Kandha and Souras. The schedule castes are the Ghasis; Chamars; Satnamis; and Doms. Other backward castes are Praharias and Gouda etc.

#### 3.8.1. Demography of Nuapada (Table-9)

No. of Households	1,52,210
<b>Population</b>	
Persons	6,10,382
Males	3,01,962
Females	3,08,420
<b>Population of Scheduled Castes</b>	
Persons	82,159
Males	40,742
Females	41,417
Proportion of SCs (%)	13.5
<b>Population of Scheduled Tribes</b>	
Persons	2,06,327
Males	1,00,469
Females	1,05,858
Proportion of STs (%)	33.8



Figure 2 Map of Nuapada district

As per census 2011 Nuapada has a population of 6,10,382 persons from 1,52,210 households. Among them 3,01,962 (49.47%) are male and 3,08,420 (50.53%) are female. Female population is more than the male. Sex ratio of Nuapada district is 1021 which is higher than the state ratio of 979. SC population is 82,159 (13.5%) persons. Among SCs 40,742 (49.59%) are male and 41,417 (50.41%) are female. ST population is 2,06,327 (33.8%) persons. Among STs 1,00,469 (48.69%) are male and 1,05,858 (51.31%) are female. Female population is more both among SCs and STs.

### 3.8.2. Literacy rate of Nuapada district (Table-10)

Literates		Literacy Rates (age 7+)
Persons	2,99,383	57.3
Males	1,80,903	70.3
Females	1,18,480	44.8

Literacy rate of Nuapada district is only 57.3%. Among male it is 70.3 % and among female it is only 44.8%. Female literacy rate is less than the male.

### 3.8.3. ENROLLEMENT: (Table-11)

Enrollement of students		
Girls	Boys	Total
57169	59798	116967

A total of 1,16,967 students are enrolled in schools. Out of which 57169 are girls and 59798 are boys. Girls are 48.88% of the total enrollment.

### 3.8.4. RETENTION RATE:

As per status report of elementary and secondary education in Odisha 2014-15, transition rate from Primary to Upper Primary level was 84.33% in Nuapada district. It is less than the transition rate of 91.06% in the state. Retention rate at elementary level was 70.45%, which is also less than the state retention rate of 79.66%.

### 3.8.5. DROPOUT RATE:

There was 8.05% dropout rate in Primary schools and 10.93% dropout rate in Upper Primary schools in Nuapada district. It is much higher than the state dropout rate of 1.63% and 4.21% respectively.

### 3.8.6. NUTRITION STATUS:

According to the National Family Health Survey (NFHS-3) done in the year 2005-06, under nutrition is particularly serious in rural areas, in the lower wealth quintiles, among scheduled tribes and scheduled castes, and among those with no education. More than 90% populations of Nuapada district are stay in rural area. Above 47% population of Nuapada district are SC and ST and only 57.3% are literate. Female literacy rate is just 44.8%. It is indicated that under nutrition is a very serious issue in Nuapada district.

## METHODOLOGY

Methodology is a system of broad principles or rules from which specific methods or procedures may be derived to interpret a particular discipline. Methodology is the process used to collect information and data for the purpose of making decisions. It may include publication research, interviews, surveys and other research techniques, and could include both present and historical information. In this research study “interview schedules” used as tools to gather information and data.

### **4.1. SAMPLING:**

**4.1.1. Districts:** Nuapada district has been identified by State Government for the conduct of Social Audit. It is one of the most backward districts in Odisha and has high concentration of SC & ST population. The literacy percentage is 70.3% among male and 44.8% among female.

**4.1.2. Blocks :** Khariar and Boden blocks have been selected as sample blocks. These two blocks has high concentration of SC & STs population. These blocks are 70 K.M. and 100 K.M away from district head quarter Nuapada respectively.

**4.1.3. Panchyats:** Khasbahal and Ranimunda GP in Khariar block and Khaira and Sunapur GP in Boden block have been selected for conducting social audit. These GPs has a high concentration of SC & ST population, areas are inaccessible due to hills and nalas. These GPs are drought prone and prone to distress migration. Teacher absenteeism is high in schools. Also Khasbahal and Ranimunda GP in Khariar block and Khaira and Sunapur GP in Boden block share a common boundary. Thus a patch of area has been covered in social audit and it helps the social auditors for movement and conducting the audit process.

**4.1.4. Villages:** Villages having high concentration of SC & ST population has been selected for conducting MDM social audit. Villages have also higher level of school dropouts as many school going children migrated with their parents seasonally mainly to work in the brick klin.

### **4.1.5. Schools:**

5 schools from each sample GP has been selected as sample schools. These schools has high SC and ST students ratio. These schools are 10 to 15 K.M. away from the block head quarters.



### List of sample schools: (Table-12)

Samples	Details of Samples	Rational selection
District	Nuapada	SC & ST population concentrated district.
Blocks	Khariar, Boden	High concentration of SC & ST population and 70 to 100 K.M. away from district head quarter.
Panchayats	Khasbahal, Sardhapur, Khaira, Sunapur	These GPs has a high concentration of SC & ST population, areas are inaccessible due to hills and nalas, prone to drought and distress migration.
Schools- 1.	Khaira CNUPS	These schools has high SC and ST students ratio.
2.	Banjibahal PS	
3.	Amera PUPS	
4.	Daberi PUPS	
5.	Mundaga PS	
6.	Sunapur UGHS	These schools has high SC and ST students ratio.
7.	Mahulpadar PS	
8.	Sardhapur PS	
9.	Keshrajpur PUPS	
10.	Bagbahal PUPS	
11.	Khasbahal PUPS	These schools has high SC and ST students ratio.
12.	Khairbhadi PUPS	
13.	Artatranpur PUPS	
14.	Chacharabhata PUPS	
15.	Bankapur PUPS	
16.	Ranimunda UGUPS	These schools has high SC and ST students ratio.
17.	Kotamal PUPS	
18.	Palama PS	
19.	Mahulkot PUPS	
20.	Kampaniguma PUPS	

#### 4.1.6. Category of Schools undertaken for Study (Table-13)

Category of schools	No. of schools	Panchayats	Village
Primary Schools	05	03	05
Prakalpa Upper Primary Schools	12	04	12
Upper Primary Schools	01	01	01
Nodal Upper Primary Schools	01	01	01
Up Graded High Schools	01	01	01

#### 4.2. DATA SOURCES:

This study was completely relied on both the secondary and primary sources of data.

**Primary sources:** Primary data's were collected from parents, SMC members, children, cook-cum-helpers, teachers, Head Teachers and other stakeholders involved with the scheme by using the techniques like interviews, focus group discussions and observations.

**Secondary sources:** Secondary data's were collected by conducting extensive review of Government orders, Notifications, Guidelines, Different reports, school records, bills and vouchers, registers, etc. Different websites were being visited to access the information's about the data's on education, health, and demography etc. related information.

### 4.3. DEVELOPMENT OF TOOLS:

The questionnaires used for the survey were designed by the social audit volunteers with the help of Mr.Rajkishore Mishra from Right to food campaign, Odisha and with consultation to SPMU to suit the needs of scheme.

After extensive review about the existing policies, guidelines, notifications, Mid-Day Meal programme was conceptualized. Several internal meetings were conducted in order to develop the schedules, and checklists for conducting the study.

A set of six structured and semi structured schedules were designed to gather primary data from the schools and other stakeholders involved in the MDM.

Following table contains details of these tools. **(Table-14)**

Types of tools	Respondents	Level of organization	Total no. of tools
Schedule on school details	Head Master	School	20 (one for each school)
Schedule for students interview	Students	School	400 (20 students per school)
Schedule for interview of cook cum helper	Cook	School	20 (one cook per school)
Schedule for WSHG	WSHG President or Secretary	WSHG	20 (one WSHG member per school)
Schedule for SMC	SMC members	School	200 (10 SMC members per school)
Schedule for parents	Parents	School	600 (30 parents per school)
		<b>Total-</b>	<b>1260</b>

### 4.4. CONTENTS COVERED IN THE TOOLS:

**4.4.1. Schedule on school details:** This was a long and comprehensive schedule to collect information with regard to location, caste wise enrolment, caste/ qualification wise teachers in position, infrastructure such as boundary wall, kitchen-shed, water source, store-room etc. In addition to this there were also questions to gather information on various dimensions of MDM such a menu chart, quality and quantity of food grains used, stock verification, hygiene and sanitation related, fund flow etc. This tool also aimed at knowing the monitoring and evaluation aspect of MDM scheme and record keeping. Towards the end there was a segment with all close-ended questions to assess the impact of MDM with regard to increase in enrollment, girl enrollment, reduction in absenteeism etc. This tool also wanted to know the level of community participation and certain subtle issues like caste discrimination with regard to arrangement of children while serving MDM. The Head Master and the teachers were interviewed to fill up this schedule.

**4.4.2. Schedule for students interview:** This schedule was useful in collecting feedback and opinion of students who are the primary stakeholders of MDM programme. There were questions to know about the menu and quality of MDM, caste discrimination during MDM, complaint of illness after consuming food, drinking water provision etc. The last segment of this schedule was to get the views of students if MDM should continue or not. 20 number of students were interviewed in each school.

**4.4.3 Schedule for interview of cook- cum helper:** Apart from general information this schedule comprised important questions on cooking facilities, storage, preparation of food, food testing, distribution, caste discrimination etc. There were specific questions on hygiene aspects inside kitchen. They were also asked if teachers remain involved in the MDM scheme and who tests food before serving it to students. The response of the cook cum Helper is important because they are the persons cooking food and getting directly involved in the scheme.

**4.4.4. Schedule for WSHG:** Through this questionnaire the aspect of flow was inquired upon. The SHGs managing the MDM earlier were asked on the nature and status of fund flow and their security deposit. The other area was the infrastructure in the school for managing MDM and monitoring and supervision by the higher authorities responsible for MDM.

**4.4.5. Schedule for SMC:** The SMC members were asked about their role and responsibility on MDM, whether it is served regularly, whether teachers are involved or not and if infrastructure is sufficient for smooth management of MDM. Caste related issues were there in other questionnaires as well but in this the SMC members were categorically asked if higher caste children are not willing to take MDM with other children and the objections of their parents there of? In those schools where SMC is managing MDM they were asked regarding fund flow, monitoring and evaluation adherence to MDM menu and the steps for further improvement of MDM.

**4.4.6 Schedule for parents:** This schedule essentially aimed at deriving response from parents on the curiosity generated or not among children due to MDM to go to school and if they have inculcated good habits such as washing hands before meal or not. This also asked parents about their involvement with the scheme, their visit, supervision, testing of food etc. Parents were also asked about caste discrimination regarding this.

#### **4.5. Development of training module**

Training module was developed by Lokadrusti with consultation to SPMU and training facilitator Mr.Rajkishore Mishra, consultant of State Right to food campaign. Training module covered the agenda for volunteers training and arrangement of related materials and documents.

## 4.6 Training of Resource Persons/volunteers

A total of 15 resource persons (RPs) from Lokadrusti were brought together to carry out the Pilot Social Audit in Nuapada district. These resource persons had experience of concurrent social audit under the aegis of NCPCR as part of a pilot project in Nuapada district. They were also got training on Child Rights, Right to Education Act 2009 and had experience of working with School Management Committees. All these 15 resource persons were belongs to Nuapada district.

In order to familiarise them on the philosophy of social audit they were oriented. There was a short training of the RPs who would be involved in data collection and the data collection as well as verification process was carried out over a period of one month. Training of resource persons from Lokadrusti was held on dt.22.06.2014.

Mr Rajkishore Mishra consultant of State Right to food campaign facilitated the training process. Ms.Grace assist him during the training. Agenda of the training was as followed:

- Know about Mid-Day Meal scheme
- Know about social audit
- Group work on interview schedule
- Consolidation and way forward
- Interview schedule
- Plan for social audit

## 4.7. CONTENTS COVERED IN THE TRAINING:

### 4.7.1. A brief on Mid-Day meal (MDM)

A brief on MDM was shared among the participants covering the genesis, history, objectives, legal back up, components & management of MDM scheme. MDM had been introduced by the Madras Municipal Corporation in 1925. Towards 1980 it was implemented by 20 States throughout the country. Nutrition Support to Primary Education (NSPE) was started by the central government from 15<sup>th</sup> August 1995 and extended to all over India from 1<sup>st</sup> April 1997. In 28<sup>th</sup> April 2004 Supreme Court of India issue a guideline for MDM management. Supreme Court of India further revised the guideline in 4<sup>th</sup> September 2004 to provide cooked food and make provision of MDM in Summer season in drought prone year. As per Supreme Court guideline MDM was extended to class 8<sup>th</sup> in 2007. Decentralized procurement was introduced in 1<sup>st</sup> April 2011.



Figure-3 : Social audit resource persons are getting training from Mr.R.K.Mishra



Figure-4 : Group discussions among participants in the training

#### **4.7.2. Main objectives of MDM are:**

- To increase attendance and retention of children in school
- To promote girls' education
- To address class room hunger (Nutritional Security)
- To abolish Caste discrimination
- An economical support to poor family

#### **4.7.3. Supreme Court of India order in 28<sup>th</sup> April 2014 that:**

- MDM should not be kept close for any reason (Timely compliance of MDM at various levels)
- MDM should be free of cost
- SC & ST women should be given priority during selection of cook
- Provision of MDM in subsequent summer vacation in drought-prone village/Gram Panchayat/block.
- MDM should not be cooked under open sky
- Fixing the quality and quantity of food in MDM

Standard menu was adopted in Odisha from 2011.

#### **4.7.4. Five principles of MDM:**

- Safe, clean and hygienic ambience
- Safe, nutritious and hygienic consumption (cook and consumption)
- Hand wash before and after food
- No gender and caste discrimination
- Safe drinking water

#### **4.7.5. Norms for cook cum helper:**

1 to 25 students – 1 person

26 to 100 students – 2 persons

101 to 200 students – 3 persons

201 to 300 students – 4 persons

Then the role of School Management Committee and Parents Teacher Association was discussed briefly in MDM management.

#### **4.7.6. A brief on social audit:**

The concept of social audit started towards 1950s by the corporate sector. It became mandatory in MGNREGA. In 2002 Supreme Court orders that every scheme or programme for poor people should be audited.

### Goal and objective of social audit:

- Transparency
- Accountability (public accountability)
- Consultation and consent
- Participation
- Redressal mechanism
- Ensure proper implementation

Above all this has proved to be a most effective tool for awareness generation.

### Steps of social audit

1. Understanding of the programme
2. Collection of information
3. Discussion and decision to hold social audit in Gram Sabha
4. Formation of committee
5. Resolution in the Gram Sabha
6. Invitation letter to all including the implementing officials, independent persons
7. Environment building
  - a) Awareness drive
  - b) Use of IEC materials and tradition method
8. Training of committee members
9. Field verification of information
10. Consolidation of information and verification details
  - a) Status of the programme
  - b) Project wise presentation
  - c) Identification of testimonies
11. Public meeting presentation
12. Submission of social audit report
13. Follow up

After above discussions group work had been done on interview schedule and there was through discussions of interview schedule one by one.

Finally a plan of action prepared for conducting MDM social audit. It was decided to organize five groups of resource persons to conduct social audit. One group will consist of 3 resource persons and 7 village volunteers.

#### 3.11 Identification of Social Audit facilitators/village volunteers

Apart from 15 resource persons 140 village volunteers, 7 from each sample village were picked up for facilitating social audit



Figure-6: A village volunteer during recording school data in a format in Mahulpadar PUPS

process at village level. These 7 village volunteers consist of one member each from SMC, PTA, MTA, PRI, Youth, WSHG and community leaders. So, a school level audit team means 3 RPs from Lokadrusti and 7 village volunteers. In order to familiarise village volunteers on



Figure-5: Orientation to village volunteers by SA RPs

the philosophy of social audit they were oriented by the RPs from Lokadrusti at village level. They were trained on the process of data collection and verification process.

#### **4.8. SOCIAL AUDIT PROCESS AT SCHOOL AND COMMUNITY LEVEL:**

This pilot social audit is an attempt to replicate the best social audit practices in other parts of the country and to draw from both the implementing agency functionaries and the oversight bodies' suggestions for further improvement of the monitoring mechanism of Mid Day Meal so as to improve the quality of service in schools. This was accomplished as per the prescribed procedure in five phases.

The first step was to have clarity on the role played by different stakeholders involved in the mid day meal managed in the sample schools of Boden and Khariar Block. These stakeholders include the Head Masters, Assistant Teachers, Students, Parents, SHG Members, Cook, and Helper. In order to understand their role and responsibility separate tools for data collection as mention earlier were used.

The second step was to get information and understand the process and actual status of the programe by verifying different records being maintained with regard to MDM in the sample schools. In this context the following records/registers and aspects were verified:

- Minutes of the SMC meetings
- Resolution of the Gram Sabha approving the appointment of the Cook-cum-Helpers or the implementing agency as the case may be
- Stock Register of food grains
- MDM Registers
- MDM Pass Book
- Pass Book for CCH for payment of honorarium
- School attendance register
- Bills & Vouchers pertaining to supply and transportation of food grains and other food items
- Procedure for procuring MDM materials
- Capacity building trainings conducted for CCH and teachers
- Awareness programmes about MDM scheme
- Information related to convening of Monitoring and Vigilance Committee
- Testing of food samples by reputed institute
- Availability of emergency medical plan

The third step was to go to the community and discuss with the parents and children during door to door visit. This was an important step and the information and insights gathered from the first two steps were immensely helpful to speak to these stakeholders. During this phase focused group discussion were organized to carry forward the objectives of social audit and get crucial response and feedback from these stakeholders.

The fourth step was to arrange school level meetings where the views of PDS agents, supplier of food grain, PHC official, ANM, etc. were sought and recorded. The feedbacks already gathered during the first three stages were helpful and almost worked as the guiding principles to go ahead in this stage.

The last stage was to organize school level sharing meetings to share the findings of the whole exercise on social audit being conducted. It is said right from the beginning that social audit is not an exercise of finding fault, it is rather an act of bringing out the loopholes / lacunae in the scheme and to bring about a systematic reformation. This objective can be fulfilled only when the findings are shared and discussed. Hence the school level meetings were organized to share the findings and get the response / recommendation of all the stakeholders involved. Finally at the broader level public hearings were organized at block level where the district and block level officers were invited.

#### **Objectives of the pilot SA were to –**

- Understand the mid day meal scheme implementation structure, fund flow and role played by convergence departments.
- Search for 'best practices' in the implementation of these schemes
- Evaluate the impact of mid-day meal scheme with respect to the primary objectives of (a) Increase in school attendance, (b) improvement in socialization among castes, (c) addressing malnutrition & (d) empowerment of women through employment.
- Investigate the problems faced by mid day meal scheme, especially in relation to grain supply and food quality
- Comparing the service delivered by the women self help groups
- Understand the role played by SMC members, parents and the community at large in the spirit of RTE Act
- Involving SMC members from the identified schools in the Social Audit process to understand and whether there is a scope for replication in other places
- Formulates a model for the introduction of structured Social audit of Mid day meal scheme ( or rather comprehensive social audit of all the benefits / welfare programmes in the name of children i.e., from 0-14 years (for eg: ICDS, anganwadi, RTE, mid day meal)

All the social audit process was driven between 18<sup>th</sup> to 25<sup>th</sup> February 2015. Resource persons visited the schools with volunteers continuously for 3 days during the audit period.

On the 1<sup>st</sup> day visit the social audit team interacted with the Head Masters, Assistant Teachers, members of the Women SHG engaged in the MDM programme in the school and the Cook-cum-Helpers and filled up the respective schedules.

On the second day of the team took the views of students, met and interviewed the SMC members and the parents. On the third day some focused group discussions were held with the community and stakeholders. The data and findings were shared with the stakeholders in the school before the public hearing.



**Findings of Social Audit****5. SOCIAL AUDIT FINDINGS (VERIFICATION OF PRIMARY AND SECONDARY DATA ) :****5.1.1. Attendance Rate of the Children on the day of the visit (18.02.15 to 23.2.15) Vis-a-Vis Enrollment of children :****(Table-15)**

Block	GP	Enrollment			Attendance			% of Attendance against enrollment		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boden	Khaira	337	332	669	271	234	505	80.42	70.48	75.49
	Sunapur	397	383	780	277	281	558	69.77	73.37	71.54
	<b>Total</b>	<b>734</b>	<b>715</b>	<b>1449</b>	<b>548</b>	<b>515</b>	<b>1063</b>	<b>74.66</b>	<b>72.03</b>	<b>73.36</b>
Khariar	Khasbahal	300	266	566	253	211	464	84.33	79.32	81.98
	Ranimunga	483	427	910	339	294	633	70.19	68.85	69.56
	<b>Total</b>	<b>783</b>	<b>693</b>	<b>1476</b>	<b>592</b>	<b>505</b>	<b>1097</b>	<b>75.61</b>	<b>72.87</b>	<b>74.32</b>
	<b>Grand Total</b>	<b>1517</b>	<b>1408</b>	<b>2925</b>	<b>1140</b>	<b>1020</b>	<b>2160</b>	<b>75.15</b>	<b>72.44</b>	<b>73.85</b>

- 20 schools have been selected as sample schools from 2 blocks Boden and Khariar. Enrolment of students' from 20 sample schools is 2925 from which Boys enrolment is 1517 and Girls enrolment is 1408. It indicates that boys enrolment is higher than girls.
- There was 2160 (73.85%) students' attendance rate from which 75.15% of boys and 72.44% of girls attendance rate on the day of the visit of social audit team out of 2925 students enrolment in 20 schools of Boden & Khariar block. It shows the boy's attendance rate was high than girls attendance rate in total. If we see the GP situations, two different observations are found which girls attendance rate is 3.60 percentage points higher than the boys attendance in Sunapur GP of Boden block and in all other GP of Boden and Khariar block, boys attendance is high than girls attendance. So it reveals that participation level of girl's children is discouraging in Sunapur GP of Boden block which has to be looked in to.

**5.1.2. Average attendance per day****(Table-16)**

Block	GP	Attendance Rate on the day of visit			Average per day attendance	
		Boys	Girls	Total	1 <sup>st</sup> week	2 <sup>nd</sup> week
Boden	Khaira	80.42	70.48	75.49	596 (89.09)	604(90.28)
	Sunapur	69.77	73.37	71.54	586 (75.13)	585(75.00)
	<b>Total</b>	<b>74.66</b>	<b>72.03</b>	<b>73.36</b>	<b>1082 (81.57)</b>	<b>1189 (82.06)</b>
Khariar	Khasbahal	84.33	79.32	81.98	495 (87.46)	503 (88.87)
	Ranimunda	70.19	68.85	69.56	730 (80.22)	665 (73.08)
	<b>Total</b>	<b>75.61</b>	<b>72.87</b>	<b>74.32</b>	<b>1225 (82.99)</b>	<b>1168 (79.13)</b>
	<b>Grand Total</b>	<b>75.15</b>	<b>72.44</b>	<b>73.85</b>	<b>2407 (82.29)</b>	<b>2357 (80.58)</b>

- As per data collected from attendance register, average per day attendance of previous 2 weeks were recorded as 82.29% in 1<sup>st</sup> week and 80.58% in 2<sup>nd</sup> week.
- The data indicates that there was 8.44 % and 6.73% less attendance on the day of the visit from average per day attendance of previous two weeks respectively. This data generally question the actual attendance of previous two weeks and indicates towards manipulation of student's attendance in schools.



(Figure-7 SA team is taking interview of HM & collecting data from school Photo Artatranpur PUPS)

### 5.1.3. Attendance Vis-à-vis consumption of MDM:

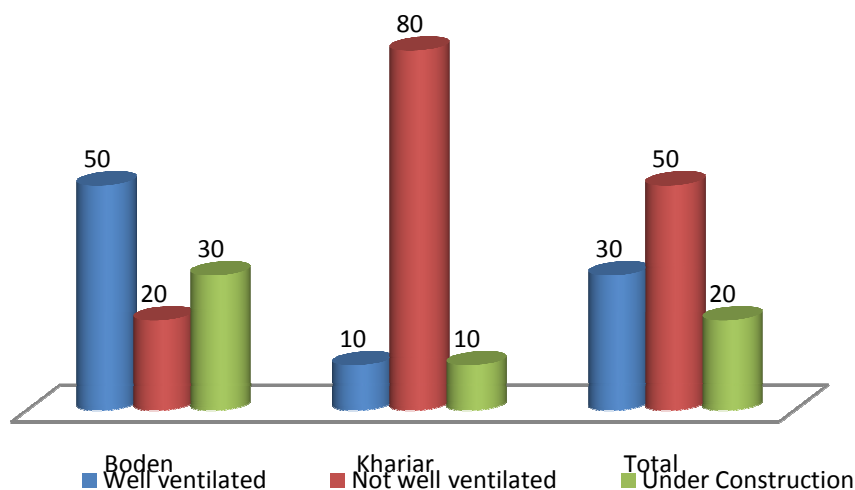
Name of the School	Date of visit for the purpose of MDM social audit	Attendance (Primary)	Attendance (U.P)	Rice (in Kg)	(Dal in Kg)	Egg (Number)	Soya(in Kg)	Vegetables( inkg)	Oil ( inkg)
Khaira CNUPS	18.2.2015	108	79	22.650	00	187	0	14.380	1.133
Banjibahal PS	24.2.2015	47	0	4.700	00	47	0.564	4.700	0.235
Amera PUPS	18.2.2015	95	60	18.500	00	155	0	7.900	0.895
Daberi PUPS	25.2.2015	53	16	7.700	00	69	0	4.780	0.385
Mundagaon PS	25.2.2015	47	0	4.700	00	47	0	1.410	0.235
Sunapur UGHS	20.2.2015	115	132	31.600	00	0	4.680	24.700	1.565
Mahulpadar PS	20.2.2015	35	0	3.500	00	0	0.420	1.00	0.175
Sardhapur PS	23.2.2015	74	0	7.600	1.900	0	0	7.00	0.152
Kesrajpur PUPS	23.2.2015	71	44	13.700	3.090	0	0	7.950	0.685
Bagbahal PUPS	24.2.2016	61	26	10	0	0	1.382	10.00	0.500
Khasbahal PUPS	18.2.2015	75	39	14.350	0	114	0	7.00	0.667
Khairbhadi PUPS	18.2.2015	34	12	5.200	0	46	0	4.200	0.240
Artatranpur PUPS	20.2.2015	24	23	5.850	0	0	0.863	3.740	0.292
Chacharabhata PUPS	25.2.2015	83	33	13.250	0	116	0	8.280	0.662
Bankapur PUPS	18.2.2015	93	48	16.500	0	141	0	10.380	0.825
Ranimunda UGUPS	20.2.2015	164	78	28.100	0	242	0	24.200	1.405
Kotamal PUPS	25.2.2015	161	67	26.300	0	228	0	22.800	5.830
Palma PS	23.2.2015	22	0	2.200	0.550	0	0	2.200	0.110
Mahulkot PUPS	21.2.2015	77	23	11.150	0	100	0	10.00	0.557
Kampaniguma PUPS	23.2.2015	25	16	4.900	1.105	0	0	1.585	0.245

- On the day of the visit it was found recorded in the consumption register as per the data mention above in the table.
- Fooding items consumes were matched with the proportion as per state norms as mentioned in the table.
- Though in some schools traditional measurement instruments were used but it was started that these instruments were matched with the weightage of modern measurement instruments.
- Social Audit team did not matched the instruments properly as they have no modern measurement instruments available with them at that time.

## 5.2. Infrastructure Facilities

### 5.2.1. Kitchen shed:

Status of Kitchen Shed (%)



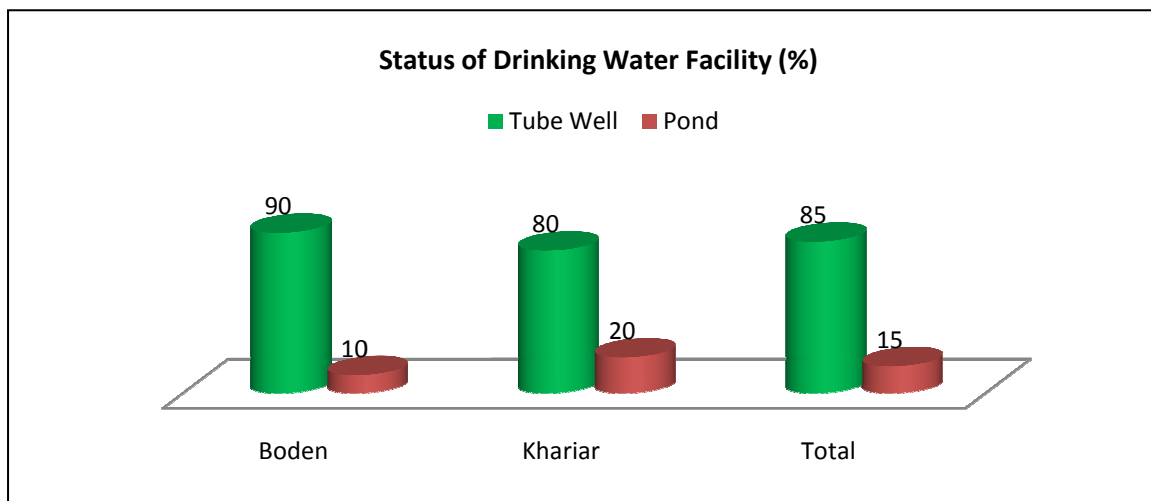
- Kitchen Sheds are available only in 16 Schools (80%) (7 schools from Boden Block and 9 schools in Khariar Block) and rest 20% of schools are in the stage of under construction.
- **Well ventilated (30%):** 6 Schools (5 schools from Boden Block and 1 school from Khariar block ) are well ventilated.
- **Not well ventilated (50%):** 2 schools from Boden Block (Sl. No 5, 8) and 8 schools of Khariar Block (Sl. No. 11, 12, 13, 14, 15, 18, 19, and 20) are not well ventilated.
- **Under Construction (20%):** Out of 4 schools, 3 schools (Sl No. 1, 3, 10) from Boden Block and Sl. 17 from Khariar block are in the stage of under construction. At this time, some schools like Kotamal PUPS and Khaira CNUPS where cooking has been done in temporary kitchen shed. Those kitchen shed are very unsafe, unhygienic and quite difficult to cook. Cook's said that many times they faced difficulties while cooking due to it and in some schools MDM has been prepared in the class rooms.
- In short, 14 schools (70%) having kitchen-shed which are in a difficult condition to prepare MDM. Necessary steps should be taken to ensure smoke free environment to prepare quality MDM in a safety and hygienic environment.



Figure-8: Temporary kitchen shed in Kotamal PUPS

In the public hearing SMCs were advised to make minor repairing to make the kitchen shed well ventilated and complete construction work has to be made where it is in the stage under construction

### 5.2.2. Drinking Water Facility:



- As regards to availability of sources drinking water, schools rely on two main sources i.e. Tube Well and ponds.
- 85% (17) schools depend on Tube well for both cooking and drinking purpose. During the survey it was reported that the water of all these tube wells have high percentage of fluoride contain which is very hazardous for health & Rest 15% (3) schools i.e. Bankapur PUPS, Kotamal PUPS, Amera PUPS depend on ponds.
- If we see the block situation, tube well percentage is higher in Boden block (10%) than Khariar where as in Khariar block, 10% more school than Boden rely on ponds which is very unsafe.
- In short, Safe drinking water is serious problem which impacts on MDM consumption rate as well as attendance rate on daily basis. So corrective needs to be taken to resolve the issue.
- Functional and advance filter facility is not available in any of the school.



Figure-9: Un hygienic surroundings of Tubewell in Khasbahal PUPS

### 5.2.3. Toilets:

Table-17

Toilets	Boden		Khariar		Total	
	No.	%	No.	%	No.	%
<b>Common toilets</b>						
Available	1	10.00		0.00	1	5.00
Damaged	1	10.00		0.00	1	5.00
<b>Separate toilets for boys and girls</b>						
Available not functional	7	70.00	7	70.00	14	70.00
Under Construction	1	10.00	3	30.00	4	20.00
<b>Total</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>

6. 70% (14) schools of two blocks (7 schools from each block i.e. Sl. No. 1, 2, 4, 6, 7, 8, 9, 11, 13, 14, 16, 17, 19 & 20 ) have the availability of Separate Toilets but those are dysfunctional, 20% of schools having the separate toilets which were under construction and rest 10 % of schools having common toilets. It is found that there is not any proper water connectivity to toilets, unavailability of disinfectants and hand washing liquid or soaps for hand washing and cleaning in toilet. It does not look sound when infrastructures are underutilized/under-construction/damaged. Necessary actions need to be taken to overcome the problems.



Figure-10: Un used and Damaged condition of Toilet in Mundagaon Primary School.

7. If we see the block scenario, Only Boden blocks have two common toilets viz; Amera PUPS and Mundaga PS. Out of two common toilets, one common toilet in Mundaga PS is in damaged condition and another common toilet is available but dysfunctional.
8. Four separate toilets (SL. No. 10 from Boden Block and Sl No. of Schools 12, 15 & 18 from Kariar Block) are in the stage of under construction.

**Note: Schools are identified and explained in terms of Sl. No wise and the detailed list of schools are discussed in the methodology section.**

#### 5.3.4. Boundary Wall:

(Table-18)

Boundary Wall	Boden		Khariar		Total	
	No.	%	No.	%	No.	%
Around the school	0	0.00	5	50.00	5	25.00
Barbed wire fencing	3	30.00	0	0.00	3	15.00
Partly fencing	3	30.00	3	30.00	6	30.00
No fencing	4	40.00	2	20.00	6	30.00
<b>Total</b>	<b>10</b>	<b>100.00</b>	<b>10</b>	<b>100.00</b>	<b>20</b>	<b>100.00</b>

- **Fully Fencing:** Only 5 (25%) schools of Khariar Block having boundary wall which is fully covered.
- **Partial Fencing:** 6 (30%) schools (3 schools from each blocks) having boundary wall which is partly covered. Sl Nos are 3, 9, 10, 11, 13, & 14.
- **Barbed wire fencing:** 3 schools (15%) of Boden Block (Sl No. 4, 6 & 8) having covered with barbed wire fencing. Barbed wire fencings are now in loose condition. So, it is seen that stray animals (dogs, bullocks etc.) are frequently got enter into the school campus even during the time of serving MDM meals.



Figure-11: Partially constructed boundary wall in Banji bahal Primary School.

- **No Fencing:** 6 schools (20%) (4 schools of Boden and 2 schools of Khariar) having no boundary wall at all. Schools Serial No. are Sl. No 1, 2, 5, 7, 18 and 20 from Khariar.
- It is found that boundary wall situation is in difficult condition as School boundary wall is a part of all weather friendly infrastructures as per RTE Act-2010. Any form of fencing may be green fencing, barbed fencing, and any other type fencing has to be made in the schools to create a hygienic ambience in school.

### 5.3.5. MDM Serving Space:

(Table-19)

(Table-19) Space for eating	Boden		Khariar		Total	
	No.	%	No.	%	No.	%
Yes	3	30.00	5	50.00	8	40.00
No	7	70.00	5	50.00	12	60.00
Total	10	100.00	10	100.00	20	100.00



Figure-12: Children taking MDM sitting over the bench in the class room in Ranimunda UGUPS



Figure-13: Stray animals(Dog)found during serving meals in Ranimunda UGUPS.

- Out of 20 schools, there is not any eating space in 12 schools (7 schools from Boden and 5 schools from Khariar). Those schools serial no. are Sl No. 1, 3, 5, 6, 7, 8, 9, 12, 14,15,16, 17). Children's are taking meal according to their suitability. Children take meals at their respective class rooms and sitting place or at open space available within school campus.
- In rest 8 schools food served either in school veranda or in class rooms.

### 5.3.6. Special Storage Room: (Table-20)

Storage room	Boden		Khariar		Total	
	No.	%	No.	%	No.	%
Yes	1	10.00	6	60.00	7	35.00
No	9	90.00	4	40.00	13	65.00
Total	10	100.00	10	100.00	20	100.00



- As regards to the storage room for food item, 13 schools (9 schools from Boden and 4 schools Khariar) Sl. No: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 16, & 20 having no storage facility. In those schools food items either kept in HM room or within class room.
- In 7 schools there are separate rooms' arrangements to store food items.

#### 5.4. Menu Follow as per the State Norm:

- All the schools follow menu in MDM specified by the department.

-During interaction with the children and SMC members, they were clearly talked about the menu chart. Even they explained the day wise menu chart.

#### 5.5. Verification of regularity of serving meals

- All 200 SMC members (10 members from each 20 schools) said that meals have been served to students regularly on school days.
- Besides that, 20 students each from 17 schools and 10 students each from 3 schools were also asked upon the regularity of serving meals. All of them also said that every day except holidays in a week hot cooked meals have been served in the school.
- All 370 students were also said that menu is same for few days in a week and they have been provided eggs twice in a week. Above description shows that hot cooked meals has been served to students regularly.
- Here it is important to note that due to strike of the teachers' association MDM was remained closed on dt.11.10.2014 for one day. The strike was done with prior notice to the administration by the association.



Figure 14: In Amera PUPS cook is cutting vegetables for use in dalma.



Figure-15: Students are eating MDM in Amera School.



Figure 16: Social auditors taking the interview of students in Amera PUPS

## 5.6. Quality & quantity of food grains

### 5.6.1. Head Masters view

- **Shortage of Rice in Rice Bag:** During social audit, Head Masters of 16 schools said about shortage of 3-4 kg rice in every gunny bags.
- **Rice Quality:** Head Masters viewed that all schools expressed satisfaction over the quality of rice supplied to schools. There were a few instances of finding black colored rice in some gunny bags during last one year.
- **Adulterated Dal:** There was some adulteration found in Dal at Mundagan PS of Boden block and rest other school express satisfaction over the quality of Dal.
- **Egg Quality:** Eggs were rotten in Banjibahal PS in Boden Block but no such cases were found in other school. It is reported during survey that HM has to bring 5-10 more eggs to school as some eggs were broken on the way of transportation and during boiling of eggs.  
*So the SMC members viewed that per day per child cooking cost @ Rs.4.04 in Primary school and @ Rs.6.03 in Upper Primary school is not sufficient to manage the cost of MDM. During the survey it is found that the rate of vegetables and fuel cost increases day by day and it is very difficult for managing the cost of cooking.*
- All schools said that in case of any shortfall of rice in school, they borrow rice from the Anganwadi Center or from nearby school.

### 5.6.2. School Management Committee's view

#### about quality of Rice

- Out of the **200 SMC members** asked upon the quality of rice, 6 persons (3%) said it is very good, 94 persons (47%) said good and 100 persons (50%) said average quality. No single person opined about the poor quality of rice.
- In case of any delay SMC members said that rice was borrowed from nearest AWC or nearest school and food are served to the children. In Bagbahal school 1.5 quintals rice has been borrowed from Maharajore PS but it was not returned (till date of social audit) as no additional rice was provided to the school till the date of social audit.



Figure-17: SMC members being interviewed by the Social auditor in Amera PUPS



### 5.6.3. Students and Parents Satisfaction over Quantity of Food Served (Table-21)

Block	Students Satisfaction									
	Sufficient in quantity				Students satisfied with the quality of the food provided at school					
	Yes		No		Yes		Need some change		Dissatisfied	
	No	%	No	%	No	%	No	%	No	%
Boden	185	50.00	5	1.35	152	41.08	38	10.27	0	0.00
Khariar	155	41.89	25	6.76	142	38.38	38	10.27	0	0.00
<b>Total</b>	<b>340</b>	<b>91.89</b>	<b>30</b>	<b>8.11</b>	<b>294</b>	<b>79.46</b>	<b>76</b>	<b>20.54</b>	<b>0</b>	<b>0.00</b>

(Table -22)

	Parents Satisfaction					
	Parents satisfied with the quality food provided at school					
	Yes		Need some change		Dissatisfied	
	No	%	No	%	No	%
Boden	222	37.63	78	13.22	0	0.00
Khariar	230	38.98	60	10.17	0	0.00
<b>Grand Total</b>	<b>452</b>	<b>76.61</b>	<b>138</b>	<b>23.39</b>	<b>0</b>	<b>0.00</b>

- Data shows that 340 students (92%) out of 370 students get satisfied over the quantity of food served.
- 294 students (79.45 %) and 452 Parents (76.61%) out of 590 satisfy over the quality of Food served in MDM at the school where as 76 students (20.54%) and 138 (23.39%) parents need some changes over quality of food.
- Most of the children and parents want the quantity of rice per child to be increased.

### 5.7. Facilities available in Kitchen Shed:

- During interview with the cook cum helper and observation of kitchen shed social audit team found that there is need for improvement of cleanliness in inside and outside kitchen shed in all 20 schools.
- There was no Multi-Tap & Multi-Cap for hand wash in any school.
- There was no space for utensils washing platform in any school.
- Drainage system is available in Kampaniguma PUPS and Bankapur PUPS in Khariar Block. Other 19 schools have no drainage system.



Figure 18: Children are serving meal in Amera PUPS



Figure 19: Cook use to wash utensils near tube well as washing platform do not available (Photo- Artatranpur PUPS)

- Firewood kept within kitchen shed in 9 schools (Sl No. 1, 3, 4, 5, 11, 12, 13, 16, 19) and in rest 11 schools firewood was kept outside the Kitchen room.
- **Well lightened and proper ventilation facility in kitchen shed is available only in 5 schools (Sl No. 4, 9, 11, 14, 20). No ventilation and lightening facility is available in rest of the schools.**

#### 5.8. Status of Cooking Equipments:

- Out of 20 schools, 15 schools have cooking devices and rests of the 5 schools (Sl. 3, 5, 7, 9 & 17) have not adequate cooking devices.
- Pressure cookers are available in all schools. Out of them, 7 schools (Sl. No- 2, 3, 5, 7, 9, 17, 19) are not using pressure cooker.
- No eating plates are available in Mundaga PS of Boden Block and Ranimunda UGUPS of Khariar Block. More number of eating plates are required in Sardhapur PS, Khasbahal PUPS and Kotamal PUPS.
- Tumblers are available only in 5 schools of each block. Tumblers are not available in rest 10 schools (Sl No, 2,3,4,7,8,11,12,13,19,20).
- Water Filters are available only in 12 schools but 3 schools (Sl. No. 3, 4, 18) are not using the filters. Rest 8 schools (Sl. No 5, 7, 8, 9, 12, 15, 16, 17) have not any water filter.
- 15 schools (Sl No. 1,2,3,5,8,9,11,12,13,14,15,16,17,18,20) out of 20 schools from both the blocks have demanded additional requirements of cooking equipments and other items like Spoon, Jhara, Apron, cooking devises, advanced filter, serving plates, standard serving spoon, kadei, Balti, Dkechhi, Gas Chullha etc.

#### 5.9. Hygiene & Sanitation

**5.9.1. Hand wash before & after taking meal.** Though all children wash their hands before and after meals but it is not safe. Because children do not use any liquid/soap for hand wash. In public hearing meeting, it was directed to utilize the funds received from Management, Monitoring and Evaluation (MME) and selling of gunny bags for using the liquid soap for hand washing.

#### 5.9.2. Status of storage container and storage area :

**(Table-23)**

Blocks	Clean & air tight storage container			Storage area free from rodents, pests, spider webs		
	Yes	No	Total	Yes	No	Total
Boden	8	2	10	8	2	10
Khariar	5	5	10	7	3	10
<b>Total</b>	<b>13 (65%)</b>	<b>7(35%)</b>	20 (100%)	<b>15 (75%)</b>	<b>5 (25%)</b>	20 (100%)

- **Availability of air tight Container:** 7 schools (35%) (SI No. 5, 7, 12, 15, 18, 19, 20) out of 20 schools have not found clean and air tight container for maintaining storage safety in MDM. Rice, Dal, Salt and some other ingredients were found kept in loose container or openly in some schools.
- **Cleanliness of Storage Area:** Storage area of 15 schools (75%) found free from rodents, pests, spider webs etc. In rest 5 schools (SI No. 8,9,12, 18,19) (25%) spider webs were found.
- No medicine, chemicals and disinfectant etc. were found in storage room in any of the schools.
- In all schools vegetables were washed after cutting of them. In public hearing it was advised to wash vegetables before cutting. Utensils were washed properly in all schools.



Figure 20 Storage of Dal in Polithyne bag in a school

### 5.9.3. Personal Hygiene of Cook cum helper

- Aprons have not been used by cook-cum-helper in any school.
- Cook-cum-helper wear suti sari in all schools except in Amera PUPS and Keshrajpur PUPS of Boden Block.
- Hair and nail of Cook-cum-helper found clean in all school except Khairbhadi PUPS and Mahulkot PUPS of Khariar Block.
- Cook-cum-helper are not taking pan or ghutka except Keasrajpur PUPS of Boden Block and Kampaniguma PUPS of Khariar Block.
- Cook-cum-helper in all school wash their hands either using surf or soap.
- So personal hygiene of Cook-cum-helper has to be given importance.

### 5.9.4. Mode and Process of Cooking

- Fire wood has been used as fuel for cooking in local made chulaha. These chullahs requires more firewood and create more smoke inside the kitchen. Smoke inside kitchen is a serious concern for Cook-cum-helper and this may adverse effect on Cook-cum-helper health. As per cook's remarks there were instances of headache and skin related issue.
- Regular cleaning of rice and dal has been made before cooking in all schools
- Rice and dal are properly washed and soaked before cooking in all school but vegetables were washed after cutting.



Figure 21: Firewood being used for cooking MDM. Use of traditional Chullah consumes more firewood and produces more smoke.

- Leafy vegetables are used in 11 schools where as in three schools, it is used for sometimes and in rest 6 schools (Sl No. 2, 6, 14, 15, 18, & 20), leafy vegetables are not used.
- Eggs tasted have been made in 16 schools only but 4 schools like Banjibahal PS, Mahulpadar PS, Keshrajpur PUPS and Bankapur PUPS have made egg tasting.

## 5.10. Safe Cooking Area

### 5.10.1. Storage Safety: (Table-24)

Indicators	Boden	Khariar	Total
<b>Air tight container</b>			
Yes	5	3	8
No	5	7	12
<b>super scribe the name in the container</b>			
Yes	1	1	2
No	9	9	18
<b>Agg /ISSI/FSSAI mark used</b>			
Yes	3	6	9
No	7	4	11
<b>Use of storage bins</b>			
Yes	5	6	11
No	5	4	9
<b>Put [S1]rice bags on the wood/stone/any other device, whole filled</b>			
Yes	1	1	2
No	9	9	18
Bare Floor without using Wood or stone	9	9	18
<b>For safety cleanliness of kitchen shed inside &amp; outside</b>			
No	3	3	6
Yes	7	7	14

- **Usage of Air tight Container:** Air tight containers were used only in 8 schools for keeping the cooking materials safely and in rest of the 12 schools (Sl No. 2,3,5,7,10,11,13,14,15,16,17,20) air tight containers were nor being used.
- The name of MDM has been superscribed in the air tight containers in Dabri PUPS and Khairbhadi PUPS. The rest 18 schools were not maintained this practice.
- **Agg/ISI/FSSAI mark food items** were used in 9 schools only where in rest 11 schools (Sl. No. 1, 2, 3, 5, 6, 7, 8, 12, 13, 14,19) were not being used Agg marked food items.
- **Storage bins** were available and used in 11 schools only and in rest 9 schools (Sl No. 3, 5, 7, 9, 10, 12, 15, 17, 20) there was not any storage bins.
- Rice bags were stored upon the stand of wood/stone in 2 schools (sl.no.1 & 14) only. In rest of the school rice bags were stored in bare floor without using any stand or bin.
- **Inside and outside of kitchen shed** were found cleaned in 14 schools and rest 6 schools (Sl No . 3, 7, 9, 15, 17, 19) were found unclean.



Figure 22: Traditional measurement instruments (Ada/Gidha) being used for measuring rice and dal.

### 5.10.2. Safety Measures Taken: (Table-25)

Indicators	Boden	Khariar	Total
<b>Not storing pesticides inside the room</b>			
Yes	10	10	20
No	0	0	0
<b>cleanliness of the store room</b>			
Yes	7	7	14
No	3	3	6
<b>Use of first aid box</b>			
Yes	8	5	13
No	2	5	7
<b>Fire Extinguisher</b>			
Yes	5	1	6
No	5	9	14
<b>Disposal pit</b>			
Yes	0	0	0
No	10	10	20
<b>No suspicious persons allowed in the kitchen shed</b>			
Yes	10	10	20
No	0	0	0
<b>No stray animals allowed during food serving</b>			
Yes	10	9	19
No	0	1	1

- **First aid box** has been using in 13 schools only. Rest of the 7 schools (Sl. No 2, 3, 12, 14, 15, 16, and 18) have not found first aid box.
- There was **availability fire extinguisher** in 6 six schools and rest of the 14 schools (Sl.No.1,4,5,7,10,11,12,13,14,15,16,17,18,20) have not found any fire extinguisher.
- **Disposal pits** are not found in any of the school which is a grey area for waste management which should be looked in to it.
- **Pesticides** were not found inside the kitchen room in any of the school.
- **Store rooms were found cleaned** in 14 schools and rest of the schools (sl no. 1, 7, 8, 12, 17, 20 ) were found unclean.
- During interaction with the cook-cum-helper and HM it was conformed that no **suspicious person** allowed in the kitchen shed
- During discussions it was said that sometimes some stray animals came inside the school but driven out from school campus. During serving meals dogs found within school campus in Ranimunda UGUPS.
- The SMC members demanded for complete pucca school boundary where there is no boundary wall.

### 5.11. Procurement of cooking items for MDM

- Ration for MDM has been purchased by only **HM in 17 schools**, where as in Khasbahal PUPS it has been purchased **by the HM and SMC members**, in Kotamal PUPS by **the SMC chairman** and in Ranimunda UGUPS **by the teacher**. During discussion with the SMC member it was found that there have been no participation of SMC member in purchasing and procuring of MDM items **from the market in 17 schools**. The HM also not discussed the expenditure on the items during monthly meeting.
- All CCHs were provided **rations and food grains by the HM** for cooking. As per cook-cum-helper remarks in Sardhapur PS, HM used to give ration to CCH for cooking as per the requirement first and then bring back some quantity of rice and Dal from her.
- Food grains were properly measured in 6 schools because of **availability of weighing machine**. In rest of the schools 14 schools (SI No. 2, 3,4,5,6,7,8,11,12,13,14,17,20) there is not any weighing machine for perfect measurement. They adopted traditional method for measurement.
- 7 schools purchased the ration **on daily basis** whereas 12 schools on **weekly basis** and only one school Bagbahal PUPS **on monthly basis**.

### 5.12. Cook cum helpers' honorarium

- **Total 48 Cook-cum-Helpers** were interviewed. There were 22 cook-cum-helpers from Boden Block and 26 CCHs from Khariar Block.
- **45 CCHs** are from female category and **3 CCHs** from male category. Social categories of CCHs are mainly from **OBCs (23) and STs (25)**. **STs** Percentage is slightly higher **than OBCs**.
- 44 CCHs belong to **BPL Category** and 4 CCHs are covered under **Antodaya Annapurna Yojana**.
- **4 CCHs age is more than 60 years**, 18 CCHs age is between 51 to 60 years and 26 CCHs are less than 50 and below.
- All 40 Cook-cum-Helpers were received honorarium @ Rs. 1000/ per month up to January, 2015 **where as only 8 CCHs were not received honorarium because they were newly engaged**.
- **Cook-cum-Helpers know the information about their honorarium from Bank, CRCC, & HM**. **4 CCHs received information from Banks, 14 CCHs from CRCCs, 23 CCHs from HMs**.
- **Regarding regular payment to CCHs**, 33 CCHs responded positive, 8 CCHs responded about irregular payment, and 8 CCHs did not respond.

### 5.13. IFA supplements and health checkups: (Table-26)

Indicators	Boden	Khariar	Total
<b>Frequency of visit of health workers/officials &amp; health check ups</b>			
Yes	6	4	10
No	4	6	10
<b>Administration of de-worming tablets</b>			
Yes	9	8	17
No	1	2	3
<b>IFA supplements</b>			
Yes	9	3	12
No	1	7	8



- **Health checkups** were conducted 50% of schools only on regular basis. Health checkups were not conducted in rest 10 schools (SL. No 4,5, 7, 10, 11, 12, 14, 18,19, 20).
- **De-worming tablet** were administered in 17 schools properly where as it was not administered in 3 School (Sl. No 5, 18, 20).
- **IFA supplements** were being given to children in 12 schools and it was not given in rest of the 8 schools (Sl. No – 2, 11, 12, 13, 15, 16, 18, 20). During interaction with the parents it is found that IFA tablets were not properly used by the children.
- During public hearing parents and SMC members were aware about the **IFA tablets consumption and its utility** for keeping good health of the children.

#### 5.14. Maintenance of MDM records

- It was found that all schools were maintained properly the **MDM Consumption register and MDM stock register**.
- **Observation/Complain/suggestion register** was not maintained in 9 schools (Sl. No 1, 2, 6, 8, 12, 13, 18, 19, 20) and other schools are maintained properly.
- **SMC resolution register maintained in 17 schools** and it was not shown in Amera PUPS, Sardhapur PS & Kotamal PUPS.
- **MDM Food Tasting Register** found in 17 schools and not shown to Social Audit Team in Sardhapur PS, Khairbhadi PUPS and Palma PS.
- **Voucher and Guard File and Cash Book** was maintained in 17 schools but it was not shown to SA team in 3 schools like: Amera PUPS, Mahulpadar PS and Sardhapur PS.

#### 5.15. Awareness about MDM

(Table-27)

Indicators	Boden	Khariar	Total	%
Visit to schools for serving quality MDM including egg inclusion in menu	77	117	194	32.88
Inspecting by any authority MDM (Panchayat/SMC/ABEO/CRCC/DEO/BDO)	114	151	265	44.92
The standard menu and funds provided by the government	55	75	130	22.03
Need of change of Menu	25	23	48	8.14
Tasting of MDM	19	21	40	6.78

- Out of interview of 590 parents, **194 parents (33%)** said that they have visited the school some times to see the quality of food including eggs distribution being served to the students.
- 265 parents (45%) responded about the inspections of MDM by SMCs and CRCC
- 130 (22%) parents responded about their awareness on standard menu specified by the government and but have no knowledge about the fund provided for it.



Figure-23: SA team member is taking individual interview of a parent in Artatranpur village.

- 48 parents (8%) said that quantity of rice per child need to be increased and there should be the provision of banana and seasonal fruits for vegetarian children.
- 7% parents tasted the Mid-Day Meal.

#### 5.16. Prominently Display of MDM information: (Table-28)

Indicators	Boden	Khariar	Total
<b>Menu chart</b>			
Yes	10	10	20
<b>MDM logo</b>			
Yes	10	10	20
<b>Emergency contact number</b>			
Yes	8	4	12
No	2	6	8
<b>MDM Panchaniyam</b>			
Yes	10	10	20
<b>Student helpline number</b>			
Yes	10	10	20
<b>RTE information</b>			
Yes	5	1	6
No	5	9	14

- **MDM menu chart, MDM logo, MDM Panchaniyama and student help line number** were displayed prominently in all 20 schools.
- **Emergency contact numbers** are displayed in 12 schools but it is not available in rest of the 8 schools (Sl. No. 6, 7, 12, 13, 15, 16, 18, 19).
- **As per RTE norms, Child entitlements related information** was displayed in only 6 schools (display of quantity of food grain per child and daily consumption quantity etc. but it was not displayed in rest of the 14 schools (Sl. No- 1, 5, 7, 8, 10, 11, 112, 13, 14, 15, 16, 17, 18, 20)

#### 5.17. Submission of reports (Table-29)

	Boden	Khariar	Total
<b>Monthly report</b>			
Yes	7	8	15
No	3	2	5
<b>Monthly grading system format</b>			
Yes	4	3	7
No	6	7	13
<b>Monthly IFA consumption report</b>			
Yes	7	4	11
No	3	6	9

- Regarding Monthly submission of reports, 15 schools showed the submission of monthly reports and rest 5 schools (Sl. 6,7, 9, 17, 18) did not show the reports.
- 7 schools showed the submission of monthly grading system report but rest 13 schools (Sl. No 3, 5, 6, 7, 8, 9, 17, 13, 14, 15, 16, 17, & 18) did not show the reports.



- 11 schools submitted the IFA consumption report and rest 9 schools (Sl. No – 3, 6, 10, 12, 14, 17, 18) did not show the said report.
- Those schools did not have above reports said that though they have submitted the reports but did not have kept copies with them.

#### 5.18. Inspection & Monitoring (Table-30)

Indicators	Boden	Khariar	Grand Total
<b>CRCC</b>			
Yes	8	10	18
No	2		2
<b>ABEO</b>			
Yes	7	7	14
No	3	3	6
<b>BEO</b>			
Yes	5		5
No	5	10	15
<b>DPC</b>			
No	10	10	20
<b>DEO</b>			
Yes	1		1
No	9	10	19
<b>NGO/PRI/Any other</b>			
Yes	2	2	4
No	8	8	16

- During Social Audit it was found that 18 schools except Khaira CNUPS and Sunapur UGHS were inspected by the CRCCs.
- ABEOs inspected to 14 schools
- BEOs inspected to 5 schools,
- DPC had not inspected to any school,
- DEO inspected to only Sunapur UGHS
- PRI members, NGOs and others inspected to 4 schools only.

#### 5.19. Tasting of meal

(Table-31)

Indicators	Boden	Khariar	Grand Total
<b>Food tasted before serving MDM to students</b>			
Yes	10	10	20
<b>Register maintained by schools</b>			
Yes	3	5	8
No	7	5	12
<b>Full meal/half meal tasted by CCH and Teacher</b>			
CCH	1	1	2
Teacher/CCH	4	1	5
Teacher	5	8	13
<b>Roster maintained by school for SMC/Parents</b>			
Yes	1		1
No	9	10	19

- All schools tasted the MDM before serving the meal.
- Food tasting register was maintained in 8 schools and no register was maintained in other 11 schools (Sl. No – 2, 3, 4, 7, 8, 9, 10, 12, 15, 17, 18, 19)
- Full or half meal was tasted by CCH in 2 schools, teacher and CCH in 5 schools and only teacher by 13 schools.
- Roaster maintained for SMC/Parents was in one school i.e. Khaira NUPS and no roaster was maintained in 19 schools.
- It is important to note here that in all schools meal has been tasted just before serving the meals. Therefore in the public hearing SMCs were advised to test the meal before half an hour of serving the meals.



Figure-24: SA team member is taking interview of CCH in Kotamal PUPS.

## 5.20. Caste Discrimination (Table-32)

Indicators	Boden	Khariar	Total
<b>Sitting arrangement during distribution of food</b>			
All children sitting together	10	10	20
<b>Number of children not taking MDM</b>			
Keshrajpur PUPS	1		1
Bankapur PUPS		18	18
<b>Have some upper-caste parents ever objected to their children sharing a meal with children of other castes in schools</b>			
No	10	10	20

- In all 20 schools, children of all caste sit together and eat Mid- Day Meal in groups but boys and girls sit separately as they feel comfortable.
- *A girl child Anita Deep (13years) of Keshrajpur PUPS and 18 children from Bankapur PUPS do not take MDM in the school because they preferred to have lunch in their home as they do not like the food of MDM.*
- In any school no upper-caste parents have ever objected to their children to sit together and eat meal with children of other castes.

### 5.20.1. SMCs observation on Caste Discrimination

(Table-33)

Indicators	Boden	Khariar	Total
<b>Meal sharing</b>			
Yes	0	0	0
No	100	100	200
<b>Unhappiness sharing meal with children of other castes</b>			
Yes	0	0	0
No	100	100	200
<b>Issue in the Panchayat regarding community eating</b>			
Yes	0	0	0
No	100	100	200
<b>Separate Water arrangement For different Castes</b>			
Yes	0	0	0
No	100	100	200

- All 200 members said that there was no issue in the panchayat regarding community eating.
- All of them also denied upon any separate water arrangement for different castes in the school.

## 5.21. Impact of MDM

(Table-34)

Indicators	Boden	Khariar	Total
<b>Increase in pupil enrollment</b>			
Yes	10	9	19
No		1	1
<b>Increase in girl child enrollment</b>			
Yes	10	8	18
No		2	2
<b>Reduce in pupil absenteeism</b>			
No	10	10	20
<b>Interest level of pupil in studies increased after the introduction of MDM</b>			
Increase	9	7	16
No Increase	1	3	4
<b>Arrangement for plates. tiffin boxes</b>			
Provided by school	8	9	17
Arranged by pupils	2	1	3
<b>Has there any opposition to the MDM in the village</b>			
No	10	10	20
<b>Do you think MDM should continue in school</b>			
Yes	10	10	20

- During interview with HM all schools said that MDM helped in increase of pupil enrollment in schools except Palama School.
- Girls' enrollment also increases in school. It was further verified with the school register and in most of the school found correct.
- During focused group discussions it was observed that MDM is one most important cause of reducing absenteeism in schools. However on the day of the visit of SA team only 74 % attendance was there in these schools. It implies that there is need for generating awareness among the parents for education of Students.
- During interviews HM of 16 schools said that MDM has helped a lot to increase the interest level of pupil in studies. HM of Sardhapur PS, Khasbahal PUPS, Artatranpur PUPS and Bankapur PUPS said that it is same as earlier.



Figure 26: SA team members are discussing with SMC members in Chacharabhata PUPS.

- During social audit it was found that plates has been purchased and provided to children in 17 schools. Plates were not provided to children in Mundaga PS, Sardhapur PS and Ranimunda UGUPS. Children were found bringing plates from their homes.
- In every school there was no opposition to MDM in the villages ever and everybody wants MDM to continue further.

### 5.22. Focused Group Discussion



Figure 27: FGD with mothers in Sardhapur village

The audit team also conducted focused group discussions in different localities within the audited area. There were about 20 such group discussions organized with different stakeholders like SMC members, students, parents and women self help group members etc. It was attempted to capture the quality feedbacks from all stakeholders about the individual issues discussed concerning effective implementation of Mid-Day Meal.

### 5.21. Public Hearing



Figure 28: Guest on desk during public hearing



Figure 29: Participants during public hearing



Figure 30: Dr.Pramod Kumar Panda, DEO Nuapada addressing the participants during public hearing



Figure 31: Mr.Diptansu Bhusan Pati, consultant SPMU-MDM addressing participants during the public hearing





**Figure 32: DEO interacting with teachers during the public hearing at Khaira of Boden block**



**Figure 33: Mr. Abanimohan Panigrahi, Secretary Lokadrusti addressing participants during the public hearing**



**Figure 34: Participants sharing their views during public hearing**



**Figure 35: SMC member sharing their views during public hearing**



**Figure 36: SMC members sharing their views during public hearing**



**Figure 37: Participants of Public hearing at Ranimunda village of Khariar block**

Public hearings were held on dt.17.03.2015 and dt.18.03.2015 at Khaira village of Boden block and Ranimunda village of Khariar block respectively. The meetings were headed by Dr.Pramod Kumar Panda, DEO, Nuapada. Mr.Abanimohan Panigrahi, Member Secretary of Lokadrusti, Mr.Diptansu Bhusan Pati, Consultant (Research & Evaluation) SPMU-MDM, Mr.Surajit Patnaik, Consultant (Nutrition and Convergence) SPMU-MDM, Mr.Adikanda Das, DPC, SSA, Nuapada are among the participants. Mrs.Jarmani Majhi Sarapanch of Khaira GP attained the hearing at Khaira and Mrs.Niharika Behera, Chairman, Panchayat Samiti, Khariar attained the public hearing at Ranimunda.

In both the meeting Social Audit resource persons, village volunteers, members from SMCs, parents, HMs and CRCCs were participated. Mr.Bhubaneswar Rout social audit team leader presented the report in public hearing and he was assisted by Mr.Himanshu Kumar Panda and Mr.Parmeswar Sabar from Lokadrusti. Participants registration sheet is attached in annexure. In the hearing finding from social audit were shared and feedback were taken from the participants.

Initially the meeting was started with a warm welcome and introduction of the guest on desk by Mr.B.Rout SA team leader. Then Mr.Abani mohan Panigrahi gave a brief introduction of social audit and its objectives. Then there was a presentation of findings through slide show by LCD presentation. This was followed by a discussion on issues identified one by one. The discussion was facilitated by DEO, Nuapada and Mr.Diptansu. Here feedbacks of different stakeholders were taken. HMs, SMC members, cooks and students were asked to express their views upon various issues and audit report has been verified. Their feedback and recommendations were incorporated in the findings. This discussions were also covers the advice of DEO and DPC to SMCs for necessary improvement on different issues like the issue of well ventilation of kitchen shed, maintenance of hygiene, administration of de-worming tablets and IFA supplements etc. There were many useful instructions from them to the social audit team for improving the report. Many times Mr.Diptansu and Mr.Sujit elaborately discussed upon some best practices to improve the standard of MDM like MTMC for hand washing, usefulness of kitchen garden, serving of boiled egg only to children, usefulness of maintaining transparency in expenditure on MDM etc. Mr.Panigrahi express his deep concern over children not coming to school regularly inspite of provisions like free admission into classes, provision of MDM, uniforms and books etc. from government. He stress upon regular meeting of SMC and participation of every member in the SMC in monthly meetings. Every person present in the hearing admitted for a continuous dialogue between the parents, SMC and officials for overall improvement in the school.

**Some major decisions taken in the hearing and advice to the SMCs are as follows:**

- To make toilets functional and special attention for use of toilets by girls children.
- To make provision of green fencing where boundary wall is not available.
- To make kitchenshed well ventilated by appropriate repairing work. Completion of kitchenshed where construction work is on progress. It was advised to take necessary action for drainage of kitchen waste water and make disposal pit for waste materials.
- To take care for sitting arrangement and cleanliness of children while taking MDM.
- Administration will take care to provide weighing machine to weight the food grains properly. The HM would take care of weighting while giving rice from the stock and properly enter in the stock register. Rice borrowed from nearby AWC or school to be entered in the stock register for transparency and verification.

- To take care for low cost multi cap and multi tap arrangement for hand washing.
- To arrange liquid shop for hand wash by using gunny bags disposal money.
- Display of RTE information related to MDM for transparency and brings it into public domain. Expenditure and amount received should be properly discussed in the monthly meeting of SMC to ensure transparency and accountability.
- MDM fund should be withdrawn as per the monthly needs and it should be passed in SMC meeting. And resolution should be maintain in register. The cash book and ledger, stock book, voucher file, equation file to be maintained in each school. This will increase the transparency and participation of different stakeholders.
- SMCs are advised to take care of apron used by the CCH and maintenance of hygiene.
- SMC should take care of motivating the long absentee and frequently absentee children to increase the daily attendance of children in school. The issue of absenteeism and attendance of children should be discussed in the monthly meeting.
- To weight rice bags while receiving them at school points.
- Advice not to receive any gunny bags from dealer if it found less weight or found the rice discolored, adulterated or smelling etc.
- Ensuring supply of adequate stock of rice to avoid any shortfall at school level.
- To take care of using clean and air tight storage container to keep all food grains and cooking items.
- Advice to test cooked food half an hour before serving to children by the cooks, HM & SMC members. Advice to record testing report on daily basis.
- As tube well water contains fluoride SMC should motivated parents and children to bring boiled and cool water to school to drink. Also SMC should take care for arranging water filters at school level.
- SMC should take care to arrange health checkups of children on monthly/quarterly basis and de-worming tablets & IFA supplements to be given to children as per the provision and instruction of health workers.
- SMCs to take care of caste issues in the village and children in school should be motivated to sit together and eat together.
- To make arrangement of serving plates for children in the school where it is not in appropriate quantity.
- To follow the best practices book provided by the SPMU to all schools. The contains of the book should be shared among the SMC members in monthly meeting.

#### **5.24. From the Horse's Mouth**

- Dr.Pramod Kumar Panda, DEO, Nuapada: MDM is a key element in school management. It has a lot of contribution towards bringing the children into school net. It is not only contributing towards enrollment of children but also impacting the life of children by contributing for their nutritional enrichment. Everybody, those are one or the other way is involve with MDM should always be careful to give ultimate benefit of the program to the children.



- Mr.Ganesh Kishan, BEO, Boden: Everybody can accept that MDM is benefiting our children a lot. SMC, HM and cook those are involved in preparation and management of MDM at school level and those involved with the process from outside should not feel it as a burden upon them. Things those are helping our children to grow well and learn well are always respectable for us.
- Mr.Rajesh Prasad Bankira, BEO, Khariar : Head Masters and cooks should always think all children in the school as their own children. We should always be careful of taking care of children in school as we are taking care of our own children in home. Transparency in MDM management and flow of information to every parent would help to manage MDM smoothly and made more fruitful.

#### **SMC members**

- Mrs.Lochani Majhi, Vice-president, SMC, Sunapur UGHS: In my village I see children going to school with great passion and enthusiasm. I can say that MDM has a lot of contribution in attracting children towards school. Sometimes we see some parents engaging their children in house hold work. It should not be happen. There is need of keeping transparency in management of MDM. SMC members should be given the responsibility of purchasing goods and look after the preparation and serving of MDM.
- Mrs.Padma Hans, SMC member, PUPS, Bagbahal: Children are coming to school every day to get a good food in MDM. I feel good when I found my child coming happily from school in the afternoon having lunch. MDM should be provided to children in holiday also.
- Majhia Majhi, HM, CNUPS, Khaira: Many times teachers has to face harassment due to MDM. Parents should be sympathetic towards the teacher and helpful in managing MDM. It would be better if SMC members or any other agency will manage MDM and we should help them in it.

#### **Students**

- Kumari Menaka Nag, Class-VII, PUPS, Amera: Every day I came to school with my friends. I take MDM in school. Egg was given to children on Wednesday and Saturday. I and some of my friends do not eat egg. We were provided dalma against it. I would like to request to provide us any fruit items instead of egg.
- Sashibhusan Dandasena, student, CNUPS, Khaira: Quantity of rice should be increase in MDM. It is not provided sufficient to us. When we ask for rice twice we were dined and said that there is no more rice.
- Kumari Anjana Majhi, class-V, PS, Mundaga: I like to eat food in the school. We should be provided four eggs in a week.
- Menketan Majhi, class-VI, PUPS, Keshrajpur: I got a full meal in school every day and I like it. Every day my mother asks me about my lunch at school.
- Jogindra Punji, Class-VI, PUPS, Dabri: I came to school every day for MDM. I eat MDM, read in school and play with my friends in the afternoon. On holidays I used to go to field and help my parents in agricultural work.

### **Cook cum Helper**

- Jamuna Rout, CCH, PUPS, Kotamal: I like to cook and serve to children in the school. I feel happy with it. Our school has many children. There are also four cooks in our school. But we have no sufficient cooking instruments. We should be provided with adequate materials to cook and serve.
- Nabina Majhi, CCH, PUPS Mahulpadar: Children are like god and serving meals to them is like feeding to the god. We equally distributed rice to children. Many times children ask me for more rice but there were no more rice at us. We used Gidha (traditional measurement) to measure rice.
- Jayanti Sabar, CCH, PUPS, Khasbahal: I am a widow and cooking MDM in school is the only source for me to run my family and feed my three children. I feel happy to cook and serve children. Kitchen shed in our school is too small to cook and sometimes we feel unhealthy due to smoke inside it.

### **Parents**

- Arakita Hans, parent, PUPS Amera: There should be adequate drinking water facilities in school. As tube contaminated fluoride, there should be provision of good quality filter for school.
- Laxman Bhoi, parent, PUPS Keshrajpur: Stock and expenditure need to be discussed in the SMC meeting. There is need of maintaining transparency in MDM.
- Mrs.Mathura Jagat, parent, PS, Banjibahal: Quantity of rice should be increase per child in MDM. Everybody should be careful not to discriminate SC children during serving meals to children.

### **5.25. Recommendations of Social Audit**

Social Audit team would like to recommend following few points for further action.

- Organization trainings on MDM management for Cook cum helpers, SMC members and Head master those are directly engagement in the programme at ground level.
- Organization of concurrent social audit of MDM in every month at school level with the involvement of SMC and parents and it should be chaired by the Sarapanch/Naib Sarapanch of respective Gram Panchayat. Gram Panchayat is the local authority of schools for listening grievances as per the RTE norms. So the involvement of Panchayat will help smooth running of MDM in the school.
- As per discussions with the CCH, SMC and HM the present provision of MDM cost Rs.4.05 per child at primary level and Rs.6.03 at upper primary level is not appropriate with the present cost of food items (such as one egg cost Rs.5.00, 25 gms. dal Rs.2.00 , 5 gms. Oil Rs.0.40, 50 gms. Rs.1.00 excluding fuel wood, vegetables and other ingredients). As the whole expenditure are done by the HM in advance, they faced a lot of difficulties in managing the same. Therefore HM are reluctant to manage the MDM cost. Therefore SA team would recommend to give the arrangement responsibilities of food items to any other person among the parents in the SMC.
- To reduce the smoke and fire wood smokeless chullah to be used in kitchenshed so that smoke and fire wood will be reduced to a greater extend.

- At the time of discussions it was found that the HM is fully involved in managing MDM and he/she hardly get any time for focusing on education of children. Where there is two teachers school like Banjibahal PS, Mundaga PS, Mahulpadar PS, Khairbhadi PUPS, Artatranpur PUPS and Palama PS the HM found more difficulties in managing MDM and running of different classes. In this regard social audit team suggested to request the SMC to run the MDM by appointing WSHG. There should be MoU between SMC and WSHG. This will reduce the direct involvement of HM in managing MDM.
  - Kitchen garden should be promoted in the schools by using waste water of kitchen and hand washing and washing of utensils.
  - A MDM evaluation board/suggestion box should be introduced in each school for evaluating the quality and quantity of MDM by different stakeholder including children. This should be monthly supervised by the CRCC and maintain in a register. Again this register should be verified by standing committee on education in each Gram Panchayat.
  - SA team also recommend for Sikhya Sambad on monthly basis at GP level and quarterly basis at block level and half yearly basis at district level to address the issue of MDM and other education and school related issues. Sikhya Sambad is a system suggested by honorable NCPCR, New Delhi for holding regular dialogue between government officials and civil society on the implementation of Right to Education Act. An agenda of MDM can be incorporated in Sikhya Sambad. The letter of honorable Chairperson NCPCR, New Delhi (D.O. No. 35/04/2011- NCPCR/24387 dt.03.07.2012) addressed to Chief Secretary government of Odisha suggested for organizing Sikhya Sambad at block, district and state headquarter.
  - Social Audit team would strongly recommend for preparation of School Development Plan of every school with active involvement of parents and community. This would help in preparing a database, creating general awareness, consolidating the requirement at cluster, block and district level about the requirement of schools. Community involvement would help the community to know their school better and promote community engagement to address the issues like health care and hygiene, building child friendly environment in school as well as in village, address the issues of caste and gender discrimination and tie up relationship between parents and teachers. This will support implementation of MDM scheme more fruit full.
- 5.26. **Conclusion:** Though a small sample size was taken for the present pilot social audit it has had a lot of repercussion on the entire scheme. At least in those twenty schools all the stakeholders knew their role and responsibility which they were not aware of. Earlier the parents, SMC members used to criticize only and did not know their responsibility to strengthen the scheme. More importantly this social audit brought all the stakeholders together, including the BEO, DEO etc. The public hearing was the right platform to see the scheme; its strength and weakness and liberate ourselves from the complacency; intended or unintended. This means we become open and do the needful to remove the loopholes to make the MDM scheme more effective.

5.27. News paper clippings on public hearing on MDM social audit in Prameya Odia daily on dt.18.03.2015 & dt.22.03.2015.

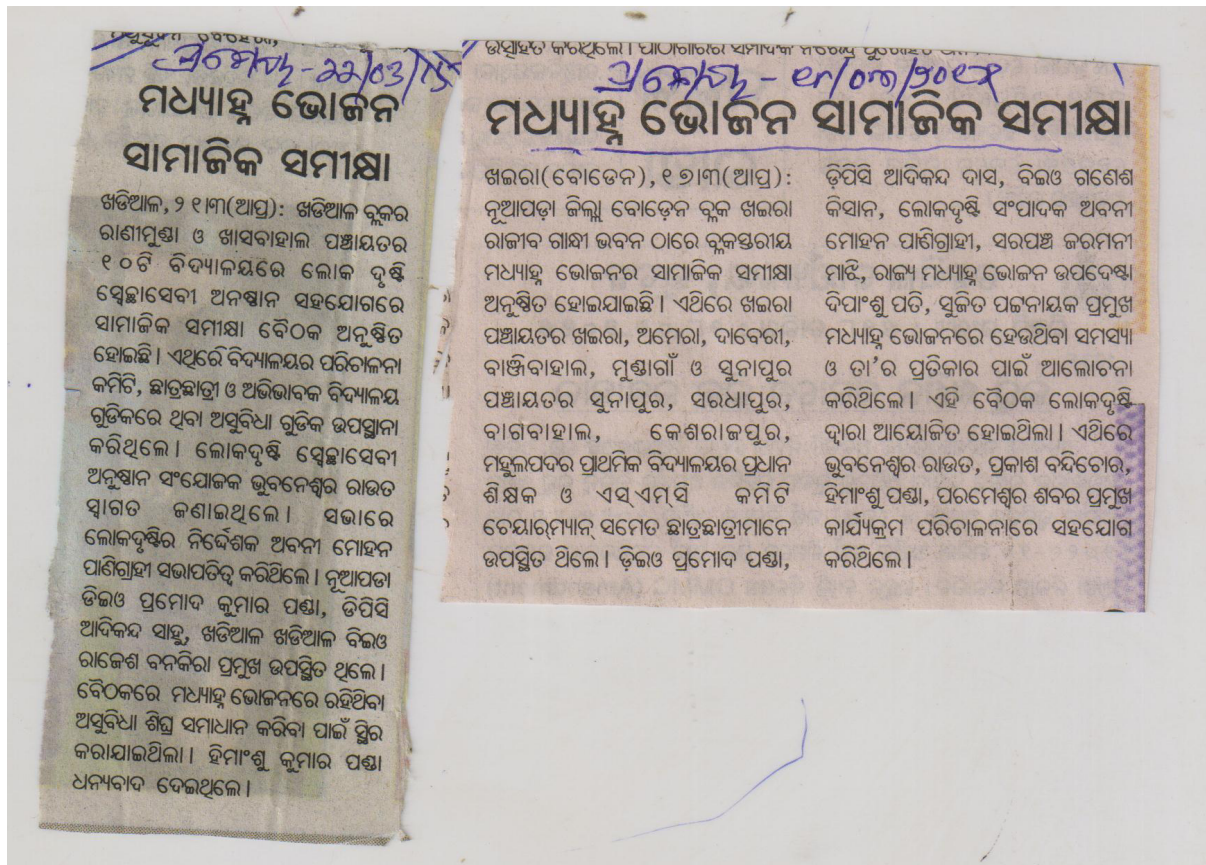


Figure 37 News Paper Clippings

**Annexure -1.1****MID DAY MEAL Pilot Social Audit****School Details**

(to be asked from the Teacher/Head master except question no. 7, 10, 11, 18, 19, 20 & 38, to be filled as per the observation of investigator)

Date:	Name of the investigator(s)/group no.									
Name of the village:										
Panchayat :	Block:									
<b>I. GENERAL INFORMATION</b>										
1. Name of the School : Year of establishment:										
2. Level of School:                   (1) Primary                   (2) Upper Primary                   (3) High										
3. Who do manages the MDM in the school?                   (1) SMC   (2) WSHG   (3) Teacher										
Contact details of the Principal and the teacher in charge of MDM										
3 .a. Write in details the name of the teacher who supervises the functioning of MDM?										
3. b. In the absence of MDM in charge teacher, who do manages in MDM?										
<b>II. Enrolment of the children on the day of visit</b>										
4. Enrolment:										
Class	ST		SC		OBC		General		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I										
II										
III										
IV										
V										
VI										
VII										
VIII										
5. Detail of Teachers:										
Name of Teacher			Sex	Caste	Qualification	Designatio n / Type	Duration in school			
6. Investigator, kindly check for the following infrastructure facilities:										
(1) Separate (boys/girls) functional toilet:										
(2) School Boundary										

- (3) Well ventilated Kitchen shed
- (4) Water Source
- (5) Sufficient space where children can sit and eat
- (6) Storage room for food items

Items	Number	Condition	Remarks
Weighing machine			
Storage bin for rice			
Storage bin for dal			
Other storage bins (specify)			
Pressure cooker			
Vessels			
Cooking spoons			
Water filter			
Water container			
Serving plates			
Serving spoons (standard)			
Sitting mats			
Space for hand wash			
Hygiene kit / hand wash			
First Aid Kit			
Fire Extinguisher			

7. How you dispose Gunny bags and who decides the mode of disposal?

8. If sold, at what rate and how the money is utilized?

### III. MID DAY MEAL PROGRAMME

9. Are the following displayed in the school premises: (yes/no)

- (1) MDM Menu Chart
- (2) MDM logo
- (3) Emergency Contact Numbers
- (4) MDM Panchaniyam
- (5) Student Helpline no
- (6) Others (specify)- RTE informations

10. Is the Menu, followed thoroughly?

- (1) Yes
- (2) No

(3) If no, reason-

#### IV. QUALITY AND QUANTITY OF FOOD GRAINS

11. Has the following ever happened in the **past one year**

- (1) Quantity of Rice less in the gunny bag
- (2) Rice was discolored, adulterated, bad quality and smelling etc.
- (3) *Dal* was adulterated
- (4) Eggs were rotten

12. Do you perform the water test for eggs

(Good quality eggs sink in water, rotten eggs do not)

13. How would you describe the quality of the rice received for the MDM?

- (1) Very Good                      (2) Good                      (3) Average
- (4) Poor                              (5) Very poor                      (6) NR

14. What is this school's **monthly** rice entitlement for the provision of MDM?

15. What is the quantity actually received in an **average month**?

Last stock received: \_\_\_\_\_ Qtls \_\_\_\_\_ date

Stock during your visit: \_\_\_\_\_ Qtls \_\_\_\_\_ date

Does the transporting agent home deliver the rice?

16. In case of a shortfall, what is done?

- (1) Food served only on some days of the week
- (2) Quantity of food per child is reduced
- (3) Food served only until the stocks last
- (4) Borrowed from AWC/school/ Panchayat

17. a. How often borrowed and mode of the repayment.

#### V. HYGIENE AND SANITATION

18. Do the children wash their hands before and after eating MDM

19. **Kindly check the storage area** (if there is no storage area, ask for the place where food items are kept)

<p>(1) Are storage containers for <i>dal</i>, soya, oil, clean and air tight?</p> <p>(2) Is the storage area free from rodents, pests, spider webs?</p> <p>(3) Is there any medicine, chemical, disinfectant in the storage house?</p> <p>(4) Are the vegetables and utensils washed properly (if possible personally see, otherwise ask the cook-cum-helper</p>
<p><b>20. Is the food taste-checked by two teachers and the cook-cum-helper before distribution?</b></p>
<p>21. Does the Teacher/SMC/PTA member taste check the food?</p> <p>a. Whether food tasted and recoreded in the register daily</p>
<p>22. If there is a source of drinking water on school premises, what is it?</p> <p>(1) Hand Pump    (2) Tap                    (3) Well                    (4) Tank(5) Other (please specify)</p>
<p>23. If water is brought in <i>matkas</i>, buckets, etc., who brings it?</p> <p>(1) Someone who is paid for it                    (2) Children    (3) Teacher    (4) Other (please specify)(5) Not applicable</p>
<p>24. Do you feel that the drinking-water arrangements are adequate and safe?</p>
<p>25. Since the beginning of this <b>academic year</b>, have there been any cases of children falling ill after consuming the mid-day meal?</p> <p>(1) Yes                    (2) No                    (3) NR</p>
<p>26. If yes, how often has this happened?</p> <p>(1) Almost every day                    (2) Many times                    (3) A few times</p> <p>(4) Only once or twice                    (5) Not applicable</p>
<p>27. What is the nature of ill health after consuming the MDM? Please describe.</p>
<p>28. whether Health card (sathi) is issued ?</p> <p>28. a. Frequency of visit of Health workers/officials and health checkups.</p>
<p>29. Administration of deworming Tablets</p>



30. Are IFA Supplementments being given?.			
a. How many children for referral			
b. How many children were provided spectacles			
<b>VI. EMERGENCY CONDITION</b>			
31. What procedures are followed/would be followed in an emergency condition, like food poisoning?			
<b>VII. Fund Flow: MDM account (HM plus SMC president/ SHG president)</b>			
Bank:		Name of village/ town:	Distance from school:
Account Number:			
Account holders detail:phone no if any			
<b>Name</b>	<b>Designation</b>		<b>Remarks</b>
Last six fund transfer (as entered in the Pass Book)			
<b>Date</b>	<b>Amount received</b>	<b>Date</b>	<b>Amount received</b>
32.What are the problems they face during transaction of the money and relating to fund flow?			
<b>VIII. DECENTRALISED PROCUREMENT</b>			
33.How and when the food items are procured?			
34.Are there any specific problems in the procurement of grain and other cooking material? Describe in detail.			
<b>IX. MONITORING AND EVALUATION</b>			
35. Since the beginning of this <b>academic year</b> , has the MDM been inspected by any officials from the government? (1)Yes                      (2) No                      (3) NR			
36. Who monitors the MDM at school level? (Choose multiple options) (1) Government Officials(CRCC, ABEO, BRCC, BEO, DPC, DEO)  (2) Panchayat Representatives                      (3)SMC member                      (4) others (specify)			
37. Are you being called by ABEO for review meeting once a month?			
<b>X.RECORD KEEPING</b>			
38. Maintenance of MDM Records			

Type of register	Availability (yes/no)	Maintenance of records (v.good / good /moderate/ poor)	Checked by officials (yes/no)		
MDM consumption register					
MDM Stock Register					
Observation/complaint/suggestion register					
Resolution register					
MDM Food tasting register					
Voucher file					
Cash Book					
<b>39. MME</b>					
<b>MME approved</b>	<b>MME received</b>	<b>Date of receipt of funds</b>	<b>MME Utilized</b>	<b>Balance available</b>	<b>Remarks</b>
<b>40. Submission of reports</b>					
Reports	In time submitted (Yes/No)	Time of submission	Submitted to whom	If late submitted /No submission, explain	
Submission of Quarterly Progress Report					
Submission of Monthly Progress Report					
Monthly grading System Format					
Monthly IFA Consumption Report					
<b>41. Inspection and Monitoring</b>					
Officers visited top schools	Date of visit		Any observation		
CRCC					
ABEO					
BEO					
DPC					
DEO					
NGOs/PRI/ Any other					
<b>XI. IMPACT OF MDM</b>					
42. In your perception, has there been any increase in pupil enrollment due to MDM?					
43. In your perception, has there been any increase in girl child enrollment due to MDM?					

44. In your perception, has there been any reduction in pupil absenteeism due to MDM?
45. How would you rate the interest level of pupils in studies after the introduction of MDM? (1) More interested      (2) Less interested      (3) Same as      (4) Can't say (5) NR
<b>XII. COMMUNITY PARTICIPATION</b>
46. What are the measures being taken by the school for insuring larger community participation? Any donation or contribution
47. Whether Birthday of Students are celebrated as per the guidelines ?
<b>XIII. CASTE ISSUE</b>
48. When food is distributed, what is the sitting arrangement? (1) Boys and girls separately (2) Children of different grades separately (3) Children of different castes separately (4) All children together (5) Other (specify)
49. How many children in the school are not taking MDM (they take food at home during break) (please talk to students and write your remarks/ with details)
50. Have some upper-caste parents ever objected to their children sharing a meal with children of other castes? (1) Yes      (2) No      (3) NR
51. If yes, do you feel that the problem has now been resolved? (1) Yes      (2) No      (3) Not Applicable
52. If it has been resolved, then how? (1) Separate sitting/eating arrangements for children of different castes (2) Lower caste children not being served MDM (3) Upper caste children don't take part in the MDM

<p>(4) Separate cooking for different castes</p> <p>(5) Any other (please describe)</p> <p>(6) Not Applicable</p>
<p>53. If it has not been resolved, then do you feel it can be resolved?</p> <p>(1) Yes                      (2) No                      (3) Not Applicable</p>
<p>54. If yes, how? (Please describe)</p>
<p>55. If no, why? (Please explain)</p>
<p>56. Have upper-caste children themselves ever expressed unhappiness about sharing a meal with children of other castes? (1) Yes                      (2) No                      (3) NR</p>
<p>57. What is the arrangement for plates/Tiffin boxes?</p> <p>(1) Plates provided by school</p> <p>(2) Other arrangement (e.g. leaves plate) made by the school</p> <p>(3) Plates or leaves plates brought from home</p> <p>(4) Any other</p>
<p>58. What is the arrangement for water? (Kindly cross-verify)</p> <ol style="list-style-type: none"> <li>1. There is a source of drinking water on school premises</li> <li>2. Drinking water is brought in matkas buckets etc. from nearest source</li> <li>3. Children go to nearest source</li> <li>4. Other (please specify)</li> <li>5. No arrangement at all</li> </ol>
<p>59. Has there been any opposition to the MDM in this village?</p> <p>(1) Yes                      (2) No                      (3) NR</p>
<p>60. If yes, from whom? Please describe.</p>
<p>61. Do you think the MDM should continue in school?</p> <p>(1) Yes                      (2) No                      (3) NR</p>
<p>62. In your perception, what are the positive changes that MDM has made to schooling, if any?</p>
<p>63. In your perception, what are the negative changes that MDM has made to schooling, if any?</p>

64. Please tell us any suggestions you may have regarding the MDM. What more can be done to make the programme more effective and smooth.

**Investigator remarks-**

**XIV. Enrolment in 2012**

Class	ST		SC		OBC		General		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I										
II										
III										
IV										
V										
VI										
VII										
VIII										

**XV. Enrolment in 2013**

Class	ST		SC		OBC		General		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I										
II										
III										
IV										
V										
VI										
VII										
VIII										

**XVI. ATTENDANCE**

Class	Boys	Girls	Total
I			
II			
III			
IV			
V			
VI			
VII			
VIII			
<b>Total</b>			

**MDM Attendance in last 2 weeks**

**Week – 1**

Class	Date	Date	Date	Date	Date	Date
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
<b>Total</b>						

**Week – 2**

Class	Date	Date	Date	Date	Date	Date
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
<b>Total</b>						

## Comments

### Organize the questionnaire

- General Information
  - Head master/MDM in charge name
  - Contact information
  - On the day of visit, attendance rate of students
  - Foods prepared for how many children
  - Is there any difference between attendance of children & MDM prepared?
  - If any children not taking MDM, how many children are there?
  - & why those children not taking MDM?
  - If anything alternative food given to them
- MDM Management
  - MDM managed by SHG, SMC/CLUB
  - Responsibilities of teacher in MDM
  - Support of SMC/SHG/Club
  - Procurement quality condiments & oils on daily basis or weekly basis
  - Oils or condiments used sealed pack **ISI,BSI MARK/ISI MARK**
  - Vegetables purchased on daily basis or weekly basis
  - Procurement of vegetable or condiments by whom
  - Procurement of eggs on daily basis or weekly basis
  - Egg testing before cooking
  - Washing vegetables before cutting
  - Soaking the rice before cooking
  - Whether rice are properly washed
  - Engagement of CCH
  - Regularity of CCH
  - Personnel hygiene of CCH
- Financial Management

- Buffer stock of Foodgrains (whether foodgrains or funds available in a school for 2 months advance)
- Consumption and expenditure analysis of one year (Food grains and funds)
  - Children attended – MDM taken – quantity of foodgarins used – money expensed
  - Observations specify
- Allotment and balance position
  - Date of receipt – quantity of Foodgrains received – Opening balance – Amount consumed - remarks
- Funds received and utilisation
- Infrastructure
 

Checking all the items available or not

  - Kitchen shed
  - Estimate
  - Present cooking place
  - Hygienic conditions of Kitchen place
  - Storage safety adopted or not
  - Food serving condiments
  - Utensils and Kitchen equipments available
  - Facility of multi-tap and multi cap
  - Hand washing facility
- Wall painting
- Available of government of circulars, notifications,
- Availability of MDM protocol, & MDM contingency plan
- Opinion and suggestions for improvement of MDM

## **Annexure 1.2**



# **GENERAL INFORMATION SHEET**

## **COOK-CUM- HELPER – QUESTIONNAIRE**

- Date of Visit \_\_\_\_\_  
:
- Name of the School : \_\_\_\_\_
- Name of the Village : \_\_\_\_\_
- Panchayat \_\_\_\_\_  
:

### **Section A: Personal Information**

Sl. No	Name	Age	Sex Male/Female	Caste General/OBC /SC/ST/Minority	Education Qualification	Whether she belongs to BPL /APL/ AAY/ PLO	Resides in adjacent Villages /near by village/any other place

### **Section B. Family Information**

Sl. No.	Name of CCH	Heads of Your Family	Total Members in your family, specify the members (husband, father in law, Mother in law, son, daughter etc.)	School going children & specify their study • Son • Daughter	Earning Members in your family, specify	Main Source of Living

## Section C: Engagement Related

Sl. No	Name	Date of Engagement	Engaged by SMC/SHG/Any other	Honorarium Paid	Honorarium Paid up to which Month	Who informed you about honorarium	If any problem found of getting honorarium

## INDIVIDUAL SHEET

### Section – D: Mid-Day Meal Management

- General & Personal information
  
- Engagement related
  - Engagement
  - Honorarium
  - Procedure of appointment
  - Alternative arrangement in the absence of individual CCH
- Type of Involvement of CCH in MDM –
  - Cook/
  - Cleaning inside kitchen and MDM distribution place
  - Up-keep the safety storage
  - Washing room, utensils,
  - MDM distribution/any other activity
- Available Facilities for Cooking
  - Kitchen shed
  - Cooking devices
  - Use of Pressure Cooker
  - Eating Plates
  - Tumbler
  - Advanced Filter
  - Anything required
- Mid-day meal management
  - Data Receipt
    - Collection of attendance data from HMs
    - Collection data from teacher
    - Average children taking food on daily basis
  
  - Procurement

- Rations purchased by whom
  - Collection of rations and food grains from teacher
  - Properly weight the food grains
  - Availability of measurement instrument
  - Whether it is purchased on daily basis/weekly basis/monthly basis
  - Adequate supply of rations and foodgrains by teacher
  - Quality of products used by CCH
- **Safety Storage**
  - Air tight container,
  - superscribe the name in the container ,
  - Agg mark used,
  - use of storage bins,
  - put up the rice bags on the wood/stone, whole filled )
  - For safety Cleanliness of kitchen shed inside & outside
  - Not storing pesticides inside the room
  - Cleanness of the store room
- **Kinds of Support from SHG/Teacher/SMC**
  - SHG
  - Teacher
  - SMC
- **Food Preparation process**
  - Mode of cooking
  - Fuel arrangement
  - Regular cleaning of rice, Dal
  - Proper washing & soaking the rice, dal & vegetables before cooking
  - Whether leafy vegetables used
  - Egg testing
- **Personal hygiene**
  - Aporns used
  - Wear suti saree
  - Hair, nail clean
  - Not use pan, ghutka
  - Use of water
  - Hand washing
- **Food Tasting**
  - Food tasted
  - Register maintained
  - Full meal/half meal taken by whom
  - Roster maintained for SMC/Parents
- **MDM distribution**
  - Any mats available for seating of the children
  - Cleanliness of floor before serving
  - Washing the utensils
  - Promoting to the students for hand washing before and after
  - Distribute in queue form/distribute one by one in a disciplined Manner
  - Whether teachers provide support
- **Food Preferences**
  - Following the Standard Menu
  - General Food Preferences of the children
  - Children attends more on which day
- **Social discrimination**
  - Seating Arrangements
  - Any discrimination found

- Any steps taken
- Safety Measures Taken
  - Use of First Aid Box
  - Oxygen gas
  - Disposal pit
  - No suspicious persons allowed in the kitchen shed
  - No stray animals allowed during food serving
- Problems faced

II. Mid-Day Meal Program	
1.	If it is cooked in outside, what is the problem? Elaborate
2.	<p>Availability of Kitchen shed , How is the kitchen space?</p> <ul style="list-style-type: none"> <li>• Inside and outside Cleanliness</li> <li>• MTMC For Hand Wash AbhiyanSpace for Utensil Washing Platform</li> <li>• Drainage System</li> <li>• Keep away Firewood from Kitchen</li> <li>• Well Lightened and proper ventilation facility</li> </ul>
3.	<p>Where is the Food grain stored?</p> <ol style="list-style-type: none"> <li>1. School (classrooms, office or veranda)</li> <li>2. Storage shed in school Premises</li> <li>3. Storage shed elsewhere in the village</li> <li>4. Sarpanch's house</li> <li>5. Teacher's house</li> <li>6. Cook's house</li> <li>8. Other (specify)</li> </ol>
4.	<p>What fuel is used for cooking?</p> <ol style="list-style-type: none"> <li>1. Firewood</li> <li>2. Kerosene</li> <li>3. LPG Gas</li> <li>4. Other (specify)</li> </ol>
5.	<p>Who Arranges the fuel to prepare MDM? Describe how it is arranged?</p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Teacher</li> <li>3. Community</li> </ol>

6.	<p>Does the school have enough cooking devices and utensils to cook the food for students?</p> <ul style="list-style-type: none"> <li>• Decks</li> <li>• Kadei</li> <li>• Spoons</li> <li>• Balti</li> <li>• Pressure Cooker</li> <li>• Tumbler</li> <li>• 100% serving plates</li> </ul>
<b>III. Health, Sanitation and Hygiene (investigators observe following points themselves)</b>	
7.	<ol style="list-style-type: none"> <li>1. Is she wearing apron?</li> <li>2. Are finger nails of CCH clipped?</li> <li>3. Does she wash hand before cooking?</li> <li>4. Is she chewing tobacco / pan / khaini / gudakhu while cooking?</li> <li>5. Is the cooking place and washing area found to be neat and clean during your visit?</li> <li>6. Observe the process of cooking:</li> <li>7. Washing utensils properly?</li> <li>8. Preparing food items in clean environment?</li> <li>9. How is the drainage system?</li> <li>10. Health of CCH?</li> <li>11. Food consumption by teachers? (post MDM )</li> </ol>
<b>IV. Process of cooking the MDM</b>	
8.	<p>Does the student(s) help you during the process of cooking?</p> <ol style="list-style-type: none"> <li>1. Help to fetch water for cooking</li> <li>2. Help in cutting vegetables</li> <li>3. Cleaning the dining space (before and after food)</li> <li>4. Washing utensils</li> <li>5. Others</li> </ol>

9.	<p>How do you decide what to cook? (tick more than one if necessary)</p> <p><u>Follow the:</u></p> <ol style="list-style-type: none"> <li>1. Standard menu chart</li> <li>2. Follow the headmaster's Instructions</li> <li>3. Follow the SMC / SHG Instructions</li> <li>4. Decide oneself</li> <li>5. Other(specify)</li> </ol>
10.	<p>Do you cook the same amount every day?</p> <p>1. Yes                      2. No                      3. NR</p>
11.	<p>If yes, then what is the quantity?</p>
12	<p>If no, then describe how the amount is decided?</p>
13.	<p>How often does it happen that some food is leftover after the children have eaten?</p> <p>1. Every day      2. Most of the days      3. Few days      4. Never</p>
14.	<p>What is done with the food that may be leftover on a particular day? (tick more than one if necessary)</p> <ol style="list-style-type: none"> <li>1. Thrown away</li> <li>2. Distributed among Children</li> <li>3. Given to destitute Children in the village(non primary)</li> <li>4. Taken away by the cook</li> <li>5. Taken away by the Teachers</li> <li>6. Other(specify)</li> </ol>
15.	<p>How often does it happen that food is short?</p>

	<p>1. Never                                  2. Rarely                                  3. From time to time</p> <p>4. Frequently                              5. More or less everyday              6. NR</p>
16.	What is done when food is short?
17.	<p>Have any helpers been appointed to help you prepare and serve the meal?</p> <p>1. Yes    2. No    3. NR</p>
18.	<p>Is this enough, or do you feel that more helpers are needed?</p> <p>1. Enough                                  2. More needed                                  3. NR</p>
19.	<p>Is there an organizer (other than the teacher) who administers the cooking process and takes care of kitchen accounts?</p> <p>1. Yes    2. No    3. NR</p>
20.	<p>Are teachers involved in the cooking process?</p> <p>1. Yes    2. No    3. NR</p>
21.	<p>If yes, in what way? (Tick more than one if necessary)</p> <p>1. Cooking    5. Serving the food</p> <p>2. Cutting vegetables    6. Other(specify)</p> <p>3. Collecting firewood    7. NR</p> <p>4. Cleaning dishes</p>
22.	<p>Are students involved in the cooking process? (Tick more than one if necessary)</p> <p>1. Cooking    5. Serving the food</p> <p>2. Cutting vegetables    6. Fetching water</p> <p>3. Collecting firewood    7. Other(specify)</p> <p>4. Cleaning dishes    8. NR</p>

**V. Cook –cum Helper Engagement & Honorarium**

23.	In your perception, what was the main reason for your selection as the cook here?
24.	In your perception, who has played the most important role in your selection as the cook?
25.	What is your monthly remuneration?
26.	Is any remuneration due to you at the moment?  1. 2. 3.  <i>(Please check the bank pass book of CCH and fill up the following table)</i>

1.		2.		3.	
Date	Amount	Date	Amount	Date	Amount

**VI. Problems with the MDM**

27.	Do they think that MDM should continue?  1. Yes                          2. No                          3. NR
28.	If not, why not? Please explain.
29.	Who taste the meal before serving it to students?
30.	What are the main problems that you face in cooking and serving MDM? Please describe in detail.



Investigator's Comments:

**Annexure 1.3**

**MID DAY MEAL SOCIAL AUDIT**  
**School Management Committee (SMC) QUESTIONNAIRE**

Date:		Name of investigator:			
Name of village:		Panchayat:			
<b>I. GENERAL INFORMATION</b>					
1. Name of the Respondent:		Name of the school:			
2. Designation in the SMC:					
<b>II. CONSTITUTION OF THE SMC</b>					
3. How many members are there in the SMC?					
4. Composition of SMC					
S. N	Name	Age	Sex	Caste	Designation
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

5. Period of Functioning in MDM?

**III. GENERAL QUESTIONS ON MDM PROGRAM**

5. Is any family member beneficiary of MDM scheme?

6. Do they take MDM?

If no, why

7. How often the SMC members go for inspection of the Schools

- (1) Every day (except holidays)
- (2) Most of the days
- (3) Occasionally
- (4) Not at all
- (5) NR

8. What are the specific functions of the SMC with respect to the MDM?

9. Whether the MDM is served to the students regularly?

- (1) Regular
- (2) often
- (3) sometimes
- (4) Never

10. Does the teacher come to school regularly?

11. Who manages the MDM in the school?

- (1) Teacher
- (2) SHG
- (3) SMC
- (4) Others (specify)

12. What is the involvement of the teachers in the MDM management?

- (1) Management of food supply and funds
- (2) Tasting of food
- (3) ensuring hygiene
- (4) Supervision
- (5) others (specify)

13. Do you feel the infrastructure of the school is sufficient to manage MDM?

(1) sufficient

(2) need some change

(3) insufficient

14. Do you keep record of the money being spent on the MDM on a regular basis?

(1) Yes

(2) No

#### **IV. CASTE DISCRIMINATION**

15. Have some upper-caste parents ever objected to their children sharing a meal with children of other castes?

(1). Yes

(2) No

(3) NR

16. If yes how has it been resolved? ( encircle more than one if necessary)

(1) Separate sitting/eating arrangements for children of different castes.

(2) Lower caste children not being served MDM

(3) Upper caste children don't take part in the MDM.

(4) Separate cooking for different castes.

(5) Any other (please describe)

17. If it has not been resolved, do you feel it can be resolved?

(1). Yes

(2) No

(3) Not applicable

18. If it cannot be resolved, why? (Please explain)

19. Have upper-caste children themselves ever expressed unhappiness about sharing a meal with children other castes?

(1). Yes

(2) No

(3) NR

20. Has there been an issue in the Panchayat regarding community eating?

(1). Yes            (2) No            (3) NR

21. What was the resolution in the Panchayat?

22. Are there separate water arrangements for different castes?

(1). Yes            (2) No            (3) NR

23. What do you suggest for improvement of the MDM in your school?

**V. IF SMC IS MANAGING THE MDM**

24. Since how long SMC has been managing the MDM?

25. Who decided that SMC would manage the MDM?

26. Do you get money regularly for managing the MDM?

27. In case of delay in getting fund how do you manage MDM?

28. Where do you purchase all the items?

**VI. MONITERING AND EVALUATION**

29. Do the rice reach the school in time?

29.a. Whether rice is delivered in the presence of SMC member ?

30. What is the quality of rice?  
 (1) Very Good                    (2) Good                    (3) Average   (4) Poor                    (5) Very poor  
 (6) NR

31. In case of delay in getting rice, how do you manage?  
 (1) Food served only on some days of the week  
 (2) Quantity of food per child is reduced  
 (3) Food served only until the stocks last  
 (4) Borrowed from AWC/school/ Panchayat

32. is MDM followed as per the menu?  
 (1) Regular                    (2) often                    (3) sometimes                    (4) Never

33. How many students eat regularly? ( weekly average)  
  
 33.a. Are there some students not taking MDM in school?

34. Do any official visit the school to supervise and monitor MDM? How often in a month?  
 34. a. Are the SMC members invited during the inspection by officials?

35. Do the SMC member taste the MDM food on daily basis?  
 (1) Yes                    (2) No

36. School Health Programme

Date of last visit by doctor / health worker	Number of children received				Availability & maintenance of Health Card
	Health Check up	IFA Tablet	De-worming Tablets	Spectacles	

37. What would be your suggestions for improving management of MDM?

38. When is the SMC day / Madhyan Bhojan Sahyog Divas celebrated :

**VII. COMMUNITY PARTICIPATION**

**SMC Meeting Details:**

<b>Date of SMC Meeting during last six months</b>	<b>Agenda discussed about MDM</b>	<b>Action Taken</b>

Remarks:

**Annexure 1.4**

**MID DAY MEAL**

**“STUDENT” Interview Schedule (for Upper-Primary School Student, VI to VIII)**

<b>Date:</b>		<b>Name of the Investigator(s)/Group:</b>	
Name of School:			
Name of Village:		Panchayat-	
<b>I. GENERAL INFORMATION</b>			
1.	Name of the Student:	Age-	Sex-
2.	Name of School:		
3.	Member of child cabinet in school, specify the post:		
4.	Caste/ Community Name:		
5.	Category:      1. SC    2. ST    3. OBC    4. General    5. Others (Specify)		

**II. MID DAY MEAL PROGRAMME**

6.	Do you take MDM at school?      1. Yes      2. No
7.	Do they take breakfast before going to school? 1. Regularly    2. Often    3. Sometime    4. Never
8.	How many days in a week are cooked meals being served in the school? 1. Every day [except holidays]      2. Most days [Except Saturday& Sunday] 3. A few days [2-3 days]      4. Not at all
9.	Is the hot cooked meal served?      1. Yes      2. No
10.	Is the menu same every day? (1) Every day      (2) Most of the days      (3) Few days      (4) Never  What is the substitute given-
11.	Are you provided with eggs two times a week?      1. Yes      2. No
12.	Is the meal sufficient in quantity?      1. Yes      2. No
13.	Has MDM raised your interest in going to School?      1. Yes      2. No      3. NR
14.	Have you ever felt stomachache or unwell after eating the mid-day meal at school? 1. Yes      2. No      3. NR

15.	If yes, approximately how often has this happened in last one year? (Specify)
16.	Are you satisfied with the quality of the food provided at school? 1. Satisfied                      2. Need Some changes                      3. Dissatisfied
17.	If you are member of either "child cabinet and/or meena manch" , What is your role regarding MDM?

### III. HEALTH AND HYGIENE

18.	Are you provided following health facilities? (Yes/No) 1. IFA 2. De-worming 3. Health card and spectacles 4. Regular health check up
19.	Since the beginning of this <b>academic year</b> , have you ever fall ill after consuming the mid-day meal? (1) Yes                      (2) No                      (3) NR Nature of illness (describe):
20.	Are there any complaints of stomachache or felt unwell after eating the mid-day meal at school? (1) Yes                      (2) No                      (3) NR What action school authorites took
21.	Do you wash your hands before eating MDM (1) Yes                      (2) No                      (3) NR
22.	Do you share common meal with children of different castes at school? 1. Yes                      2. No                      3. NR
23.	Do you feel that you have ever experienced any caste based discrimination at school, at the time of the mid-day meal? 1. Yes                      2. No                      3. NR



24.	<p>Work related information:</p> <ol style="list-style-type: none"> <li>1. Do you help in cooking food? (Yes/ No)</li> <li>2. Do you help in fetching water for MDM? (Yes/ No)</li> <li>3. Do you help in cleaning the utensils? (Yes/ No)</li> <li>4. Do you help in cutting the vegetables? (Yes/ No)</li> <li>5. Do you help in serving food or any other way? (Yes/ No), specify-</li> </ol>
25.	<p>Who serves food?</p> <p>1. Children      2. Cook      3. Teacher      4. All of them together</p>

IV. CASTE DISCRIMINATION:

#### IV. INFRASTRUCTURE

26.	<p>What is the arrangement for Plates/Tiffin boxes?</p> <ol style="list-style-type: none"><li>1. Plates provided by school</li><li>2. Other arrangement (e.g. leaves plates) made by the school</li><li><b>3. Plates or leaves plates brought from home</b></li><li><b>4. Children just improvise (e.g. tear paper from their notebooks)</b></li><li><b>5. Any other</b></li></ol>
27.	<p>What is the arrangement for water?</p> <ol style="list-style-type: none"><li>1. There is a source of drinking water in the school premises</li><li>2. Drinking water is brought in <i>matkas</i> from the nearest source</li><li>3. Children go to the nearest source</li><li>4. Other( please specify)</li><li>5. No arrangement at all</li></ol>
28.	<p>Do you think that the provision of a MDM at school should be continued?</p> <p>1. Continued          2. Discontinued          3. NR</p> <p>Give reasons-</p>
29.	<p>Please tell us any suggestions you may have about the mid-day meal. What new changes they want</p>
	<p>Investigators Remarks</p>

## Annexure 1.5

### MID DAY MEAL SURVEY

#### PARENTS' Interview Schedule (for Primary School Students, class I to V)

<b>Date:</b>		<b>Name of the Investigator(s):</b>	
Name of Village:		Panchayat/Block-	
<b>I. General Information</b>			
1	Name of the Respondent	Age	Sex
2.	Are you a member of- SMC/PTA/ MTA /SHG/Janch committee/PRI/ any other		
3	Occupation-		
4	Ration card type- 1.APL 2. BPL 3. Antyodaya 4. PLO 5. None		
5.	Marital Status: 1. Married 2. Unmarried 3. Separated 4. Divorced 5. Deserted 6. Widowed		
6.	Category: 1. SC 2. ST 3.OBC 4. General 5. Muslim 6. Others (specify)		
7.	Sub Caste:		
8.	How many school going children do you have?	Boys-	Girls-
9.	Do they visit school regularly? 1. Regularly 2. Often 3. Sometime 4. Never If not (for option 2, 3 and 4), then why?		
10.	Do they taste MDM at the school? 1. Regularly 2. Often 3. Sometime 4. Never		
11.	Do children take breakfast before going to school? 1. Regularly 2. Often 3. Sometime 4. Never		
12.	Do the children eat food right after MDM at home also? 1. yes 2. No		

13.	Do your children like to go to school? <span style="float: right;">1. Yes    2. No</span>
14.	Do you send your children to school because meals are provided?  <b>Awareness Related questions to be asked</b>

*II. Management of Mid-day Meal Programme*

15.	<ul style="list-style-type: none"> <li>- MDM Managed by-</li> <li>- Properly MDM functioning</li> <li>- Every children taking MDM</li> <li>- Sufficient food with quality food provided</li> <li>- Whether foods tasty</li> <li>- Whether SMC/any other supports to the management of MDM</li> <li>- Whether CCHs are regular in their work</li> <li>- Quality of condiments or materials used</li> <li>- Egg testing before cooking</li> <li>- Cleanliness of ambience, cooking, &amp; serving area</li> <li>- No. of times of visits to school</li> <li>- Particular observations</li> <li>- Action taken</li> <li>- Cleaning of food items before cooking</li> <li>- Any corruption</li> <li>- Any interruption of MDM</li> <li>- CASTE DISCRIMINATION</li> <li>- HEALTH REPORT CARD</li> <li>- OPINION &amp; SUGGESTION</li> </ul>
-----	--

16.	Do you feel that your children are looking forward to the mid-day meal?  1. Yes                      2. No Reason:
17.	Do your children wash hands before and after meal?  1. Regularly      2. Often      3. Sometime      4. Never
18.	Are there any complaints of stomachache or felt unwell after eating the mid-day meal at school? 1. Yes                      2. No                      3. NR
19.	If yes, how often?  1. Almost every day                      2. Many times 3. A few times                                      4. Only once or twice                      5. Not Applicable
20.	Have you ever attended any programme/meeting at school/ panchayat/ village level related to MDM (give details)?If yes ,What kind of discussion was made taking on MDM.

### III. Caste Discrimination:

21.	Do you have any objections to children of different castes sharing a common meal at school?  1. Yes                      2. No                      3. NR
22.	Do you feel that your children have ever experienced caste discrimination at school, at the time of the mid-day meal?  1. Yes                      2. No                      3. NR
23.	What is the sitting arrangement during the MDM in school?  1. Boys and girls separately 2. Children of different classes separately 3. Children of different castes separately 4. All children together 5. Other (specify) 6. NR

### IV. Health (mention Yes or No)

24.	Name of Child	IFA	Deworming	Health card	Health check up/spectacles

#### V. Opinion and Suggestions:

25.	Do you ever visit the school to see the quality of food being served to the students? Whether eggs are supplied
26.	Are you aware of any other authority inspecting MDM? (panchayat/ SMC/ BEO/ ABEO/CRCC/DEO /BDO)
27.	Are you aware about the Standard Menu and funds provided by the Government?
28.	Do you want any changes in the MDM Menu? Specify.
29.	Have you ever tasted MDM? (1) Yes (2) No
30.	How do you compare MDM with home cooked food? 1. Better 2. Same 3. Worse
31.	Is the amount of MDM food served at school sufficient? 1. More than enough 2. Enough 3. Doable 4. Not sufficient
32.	Do your children are made to work at school- 6. Do they help in cooking food? (Yes/ No) 7. Do they help in fetching water for MDM? (Yes/ No) 8. Do they help in cleaning the utensils? (Yes/ No) 9. Do they help in cutting the vegetables? (Yes/ No) 10. Do they help in any other way? (Yes/ No), specify-

33.	<p>Do you think that the provision of a MDM at school should be continued?</p> <p>1. Yes      2. No      3. NR</p> <p>Please specify reason for your answer-</p>

**VI. School going children details:**

S. No.	Name	Relationship with the respondent	Age	Gender	Class	Remarks
1						
2						
3						
4						

Investigators Remarks

## Comments

- General Information

- Details about person (Name, age, sex, members, in any committee, Occupation, Educational qualification)

- Details about Children (Name, age, sex, specify class in which he/she is studying)
    - School going regularly/irregularly
    - Reason of irregularity
    - Students going to school with food or without food
    - Kind of food taken before going to school

- Mid-Day Meal Management

- Idea of Mid-day meal menu
  - Whether menu need to change or not
  - Children entitlement
  - MDM managed by SMC/SHG/Youth Club
  - Management of MDM functioning properly or not
  - Any complains about the management of MDM.
  - Regularity of MDM
  - If any interruption in last 6 months
  - Reasons of interruption of MDM
  - Any action taken/ what is the respond of teacher?
  - Quality of rice given
  - Quality of curry prepared
  - Kind of Food items item used in school (BIS/SIS/FSSAI Mark)
  - Distribution of Food in a hygienic manner
  - Eating plates available
  - Food Tasting
  - Health check up
  - Opinion about MDM Functionning



Annexure 1.6

**MID DAY MEAL**  
**Women Self Help Group (WSHG) Interview Schedule**

Date:			Name of investigator:		
Name of village:			Panchayat:		
<b>I. GENERAL INFORMATION</b>					
1. Name of the Respondent:					
2. Name of the WSHG:					
3. Year of Establishment:					
3. DESIGNATION IN THE SHG:					
<b>II.COMPOSITION OF THE SHG</b>					
SR.	NAME	SEX	AGE	CASTE	Designation
3. How many members are there in the SHG?					
4. Did you get your money against running MDM regularly?					
(if yes/no reason there of)					
4.a. How much money is pending towards your payment of MDM.					
<b>III. GENERAL QUESTIONS ON MDM PROGRAM</b>					
5. How long you managed the MDM in the school?					

**6. Whether the MDM is served to the students regularly?**

**7. Did you pay anything (security money) for managing the MDM?  
(please write the amount and where deposited)**

**8. Did you get your security deposit back.**

**9. What you do in case of delay in getting the money?**

**10. Do you feel the infrastructure of the school is sufficient to manage MDM?**

**11. Do you keep record of the money being spent on the MDM on a regular basis?**

**12. Do anyone from outside ever visit to inspect MDM?  
(Name and Frequency)**

**13. Do the teacher and SMC member taste the food before it is being served to children?**

**V. SUGGESTIONS**

**21. What do you suggest for improvement of the MDM in the school?**

**22. Remarks**

**Annexure 4 (List of Volunteers)**

SI No	Name of the Volunteer	Sex	Village	Block	Designation
1	Baidanath Nag	M	Banjibahal	Boden	SMC President
2	Sadhu Nag	M	Banjibahal	Boden	PTA
3	Debaki Bag	F	Banjibahal	Boden	MTA
4	Topsing Bag	M	Banjibahal	Boden	Student
5	Damburu Nag	M	Banjibahal	Boden	PRI
6	JasodaNag	F	Banjibahal	Boden	SHG
7	Sankar Nag	M	Banjibahal	Boden	Youth
8	Lingaraj Majhi	M	Khaira	Boden	SMC President
9	Dharmasing Kanar	M	Khaira	Boden	PTA
10	Agarbati Dal	F	Khaira	Boden	MTA
11	Chandramani Dandasena	M	Khaira	Boden	PRI
12	Basanta Majhi	M	Khaira	Boden	Student
13	Rohit duria	M	Khaira	Boden	Youth
14	Sila Dandasena	F	Khaira	Boden	SHG
15	Renuka Hans	F	Amera	Boden	PRI
16	Radha Bibhar	F	Amera	Boden	SHG
17	Siba Hans	M	Amera	Boden	Community
18	Baishnab Bibhar	M	Amera	Boden	SMC
19	Basanta Hans	M	Amera	Boden	Youth
20	Hrusikesh Hans	M	Amera	Boden	PTA
21	Geetanjali Bibhar	F	Amera	Boden	MTA
22	Chandra Bhoi	F	Mundgoan	Boden	SMC
23	Bhumisuta Bhoi	F	Mundgoan	Boden	SHG
24	Siba Kathar	M	Mundgoan	Boden	PTA
25	Pune dhankar	F	Mundgoan	Boden	MTA
26	Jayakumar Bhoi	M	Mundgoan	Boden	PRI
27	Sahadev Bhoi	M	Mundgoan	Boden	Community
28	Purundar Bhoi	M	Mundgoan	Boden	Youth
29	Narasingh Dal	M	Keshraipur	Boden	SMC
30	Mahendra dal	M	Keshraipur	Boden	PRI
31	Dropadi Majhi	F	Keshraipur	Boden	MTA
32	Dinabandhu Majh	M	Keshraipur	Boden	PTA
33	Kuntala Majhi	F	Keshraipur	Boden	SHG
34	Basudev Majhi	M	Keshraipur	Boden	Youth
35	Narfula Majhi	F	Keshraipur	Boden	Community
36	Nabaghana Majhi	M	Mahulpadar	Boden	PRI
37	Premlal Majhi	M	Mahulpadar	Boden	SMC
38	Champa Jagat	F	Mahulpadar	Boden	MTA
39	JagaMajhi	M	Mahulpadar	Boden	PTA
40	Kumari Majhi	F	Mahulpadar	Boden	SHG
41	Padamanabh Majhi	M	Mahulpadar	Boden	Community
42	Gobardhan Majhi	M	Mahulpadar	Boden	Youth
43	Barun Hans	M	Saradhapur	Boden	SMC President
44	Gita Jagat	F	Saradhapur	Boden	MTA
45	Thakur Bag	M	Saradhapur	Boden	PTA
46	Thabiram Ada	M	Saradhapur	Boden	PRI

47	Dagreswar Majhi	M	Saradhapur	Boden	Student
48	Dambrudhar Jagat	M	Saradhapur	Boden	Youth
49	Nuadei Majhi	F	Saradhapur	Boden	SHG
50	Sachindra Majhi	M	Sunapur	Boden	SMC President
51	Lochani Majhi	F	Sunapur	Boden	PRI
52	Baikuntha Majhi	M	Sunapur	Boden	Student
53	Binod Majhi	M	Sunapur	Boden	PTA
54	Kabita Majhi	F	Sunapur	Boden	MTA
55	Sarita Majhi	F	Sunapur	Boden	SHG
56	Ganesh Majhi	M	Sunapur	Boden	Youth
57	Nilamani Hans	M	Dabiri	Boden	SMC President
58	Tunaram Salma	M	Dabiri	Boden	Community
59	Basanti Hans	F	Dabiri	Boden	SHG
60	Lochan Hans	M	Dabiri	Boden	PTA
61	Bhanumati Hans	F	Dabiri	Boden	MTA
62	Sabetri Majhi	F	Dabiri	Boden	PRI
63	Tripal Herna	M	Dabiri	Boden	Youth
64	Debsingh Majhi	M	Bagbahal	Boden	SMC President
65	Bharat Majhi	M	Bagbahal	Boden	Community
66	Susila Hati	F	Bagbahal	Boden	MTA
67	Ranjita Duria	F	Bagbahal	Boden	PTA
68	Saibani Duria	F	Bagbahal	Boden	SHG
69	Kanaka Majhi	F	Bagbahal	Boden	PRI
70	Mahendra Rout	M	Bagbahal	Boden	Youth
71	Bhagarathi Tandi	M	Chacharabhata	Khariar	SMC
72	Rohita Tandi	M	Chacharabhata	Khariar	PRI
73	Dropadi Bandichhor	F	Chacharabhata	Khariar	MTA
74	Geetanjali Nial	F	Chacharabhata	Khariar	SHG
75	Labanya Tahani	M	Chacharabhata	Khariar	Youth
76	Mangal Nag	M	Chacharabhata	Khariar	PTA
77	Sobha Chandi	M	Chacharabhata	Khariar	Community
78	Tukaram Hial	M	Ranimunda	Khariar	SMC
79	Parameswar Hati	M	Ranimunda	Khariar	PRI
80	Sarita Nag	F	Ranimunda	Khariar	SHG
81	Churan Kata	M	Ranimunda	Khariar	MTA
82	Hemanta Nial	M	Ranimunda	Khariar	Youth
83	Sindra Nial	F	Ranimunda	Khariar	PTA
84	Harabansi Kata	F	Ranimunda	Khariar	Community
85	Kanucharan Behera	M	Bakapur	Khariar	SMC
86	Dholakrushna Behera	M	Bakapur	Khariar	PRI
87	Sebani Bhoi	F	Bakapur	Khariar	SHG
88	Bengali Behera	F	Bakapur	Khariar	MTA
89	Bailochan Behera	M	Bakapur	Khariar	Youth
90	Ananta pr Behera	M	Bakapur	Khariar	PTA
91	Basanta Behera	M	Bakapur	Khariar	Community
92	Rohit Hati	M	Palma	Khariar	SMC
93	Laxmikanti Baghel	M	Palma	Khariar	MTA
94	Bhumisuta Bhoi	F	Palma	Khariar	SHG
95	Trinath Kharsel	M	Palma	Khariar	PTA
96	Bhumikanta Majhi	M	Palma	Khariar	Youth
97	Gangadhar Bhoi	M	Palma	Khariar	PRI

98	Rupdhar Majhi	M	Palma	Khariar	SMC
99	Jogendra Majhi	M	Khairbhadi	Khariar	PRI
100	Mandhar Majhi	M	Khairbhadi	Khariar	SMC President
101	Chandra Sekhar Tahni	M	Khairbhadi	Khariar	Youth
102	Gouranga Hans	M	Khairbhadi	Khariar	PTA
103	Nuadei Sabar	F	Khairbhadi	Khariar	SHG
104	Ketaki Jani	F	Khairbhadi	Khariar	MTA
105	Balek Tahani	M	Khairbhadi	Khariar	Community
106	Jayanti Sabar	F	Mahulkot	Khariar	SMC President
107	Sujan Majhi	M	Mahulkot	Khariar	PRI
108	Tulasi Sabar	F	Mahulkot	Khariar	Youth
109	Jasoda Sabar	F	Mahulkot	Khariar	SHG
110	Jambubati Sabar	F	Mahulkot	Khariar	MTA
111	Ramesh Naik	M	Mahulkot	Khariar	PTA
112	Bhubana Sabar	M	Mahulkot	Khariar	Community
113	Ramesh Patel	M	Khasbahal	Khariar	Youth
114	Urmila Chhatria	F	Khasbahal	Khariar	SHG
115	Dalimba Bag	F	Khasbahal	Khariar	MTA
116	Bholanath Sabar	M	Khasbahal	Khariar	SMC
117	Ganseh Jal	M	Khasbahal	Khariar	PTA
118	Arjun Patel	M	Khasbahal	Khariar	PRI
119	Tapimani Jagat	M	Khasbahal	Khariar	Community
120	Chandramani Bag	M	Artatranpur	Khariar	Youth
121	Manjula Hans	F	Artatranpur	Khariar	SHG
122	Pankey Hans	M	Artatranpur	Khariar	MTA
123	Raghava Hans	M	Artatranpur	Khariar	SMC
124	Prafulla Bag	M	Artatranpur	Khariar	PRI
125	Pustam Hans	M	Artatranpur	Khariar	PTA
126	Dinabandhu Bandichhor	M	Artatranpur	Khariar	Community
127	Bhaja Majhi	M	Kampaniguma	Khariar	Youth
128	Debaki Majhi	F	Kampaniguma	Khariar	SHG
129	Jhhama Majhi	F	Kampaniguma	Khariar	MTA
130	Niranjan Majhi	M	Kampaniguma	Khariar	SMC
131	Parameswar Hati	M	Kampaniguma	Khariar	PRI
132	Ramachandra Majhi	M	Kampaniguma	Khariar	PTA
133	Karuan Majhi	F	Kampaniguma	Khariar	Community
134	Narayan Ketaki	M	Kotamal	Khariar	SMC
135	Lalita Ketaki	F	Kotamal	Khariar	MTA
136	Satya Kata	M	Kotamal	Khariar	PTA
137	Ramsingh Majhi	M	Kotamal	Khariar	PRI
138	Pramila Sabar	F	Kotamal	Khariar	SHG
139	Teju Sabar	M	Kotamal	Khariar	Youth
140	Kishan Nag	M	Kotamal	Khariar	Community

**Annexure -5 (List of Social Auditors )**

Sl.no.	Name of volunteers	Sex	Responsibility
1	Bibhuti Salama,	M	Social Auditor
2	Ms.Chandrika Bisi	F	Social Auditor
3	Debananda Naik	M	Social Auditor
4	Abhiram Majhi	M	Social Auditor
5	Sadasiba Nag	M	Social Auditor
6	Debsan Sabar	M	Social Auditor
7	Dambaru Nial	M	Social Auditor
8	Rajesh Routray	M	Social Auditor
9	Jaya Gahir	M	Social Auditor
10	Bijudas Mahananda	M	Social Auditor
11	Ms.Sima Darji	F	Social Auditor
12	Dhruba Rout	M	Social Auditor
13	Tularam Hati	M	Social Auditor
14	Ratharam Sunani	M	Social Auditor
15	Chandra Mali	M	Social Auditor
16	Rajkishor Mishra	M	Consultant
17	Ms.Grace	F	Asst. Consultant
18	Bhubaneswar Rout	M	Team Leader
19	Himanshu kumar Panda	M	Documentation Asst.
20	Parameswar Sabar	M	Field Coordinator
21	Ms.Manshi Badtiya	F	Field Asst.
22	Prakash Bandichhor	M	Field Asst.





(A Forum Mirroring People's Mind)

**Prepared by: Lokadrusti, At- Gadramunda, Po- Chindaguda, Via- Khariar,  
Dist.- Nuapada (Odisha)**

