

Research Study
Social Audit of Mid Day Meal Scheme in
Union Territory of Chandigarh

Madan Mohan Singh
Sunil Agnihotri

Sponsored by
District Education Officer, Union Territory of Chandigarh



Centre for Research in Rural and Industrial Development (CRRiD)
Sector 19A, Madhya Marg, Chandigarh 160 019

May 2019

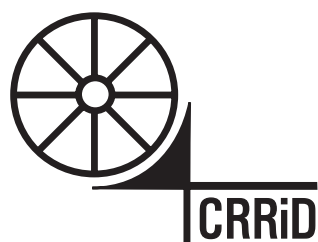
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List of Abbreviation

Abbreviation	Full Description
AIE	Alternative and Innovative Education
ARWSP	Accelerated Rural Water Supply Programme
CIHM	Chandigarh Institute of Hotel Management
CITCO	Chandigarh Industrial Tourism Corporation
CRRID	Centre for Research in Rural and Industrial Development
DEO	District Education Officer
DPI (S)	Director Public Instructions (Schools)
EGS	Employment Guarantee Scheme
FGD	Focus Group Discussion
GHS	Government High School
GMHS	Government Model High School
GMSSS	Government Model Senior Secondary School
GOI	Government of India
GPS	Government Primary School
GSSS	Government Senior Secondary School
IHM	Dr. Ambedkar Institute of Hotel Management, Nutrition and Catering
IHSDP	Integrated Housing, Slum Development Programme
MDM	Mid-Day Meal
MDMS	Mid-Day Meal Scheme
NP-NSPE	National Programme for Nutritional Support to Primary Education
NRHP	National Rural Health Programme
SSA	Sarva Siksha Abhiyan
UT	Union Territory
MANREGA	Mahatma Gandhi National Rural Employment Guarantee Scheme
NRLM	National Rural Livelihood Mission
DDUAY	Deen Dayal Upadhyay Antodya Yojna
PMAY	Pradhan Mantri Awas Yojna
NHM	National Health Mission

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Chapter-1 INTRODUCTION

Social Audit Process

In India, various development projects under various schemes to address food security, rural poverty, unemployment, health and education are implemented with the support from the Central Government of India. There are so many socio-psychological factors which have a larger impact on the success of these projects. The major factors contributing to the failure of the development projects are lack of community participation, lack of knowledge of stakeholders, lack of empowerment of local governance institutions with poor transparency and accountability provisions in delivering public services.

Social audit is 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.

It is a process of reviewing official records and determining whether state reported expenditures reflect the actual amount of money spent on the ground. 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 Audits 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 defined as those persons or organisations 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 works/programmes 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, ensures participation and culminates in accountability.

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.

Social Audit and Financial Audit

A major difference exists in the approach of social and financial audit. A conventional financial audit focuses on financial records and their scrutiny by an external auditor following financial accountancy principles, whereas the concept of Social audit is more comprehensive. Social audit refers to a process for measuring, understanding and improving the social performance of an activity or a programme. Social auditing is again distinct from evaluation in that it is an internally generated process by involving all stakeholders in the process. It measures social performance in order to achieve improvement as well as to report accurately on what has been done.

Financial audit is geared to determine the accuracy of financial or statistical statements or reports and the fairness of the facts present. It looks at compliance with policies, plan

procedures, laws, regulations, established objectives and efficient use of resources. On the contrary, Social audit examines performance of a department/programme vis-à-vis its stated core values in the light of community values and the distribution of benefits among different social groups reached through good governance principles. Social audit is an endeavour to strengthen the legitimacy of the state, as well as trust between the state and the civil society.

Social audit uses participatory techniques to involve all stakeholders in measuring, understanding, reporting and improving the social performance of an organisation or activity.

Stakeholders are at the centre of the concept of Social audit. The term "stakeholder" includes "all those who have an interest in the activity of the organisation, if the interest is not economic".

The key difference between development and social audit is that a social audit focuses on the neglected issue of social impacts, while a development audit has a broader focus including environment and economic issues, such as the efficiency of a project or programme.

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 are given below:

- *Multi-Perspective/Polyvocal*: 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.

Socio-cultural, administrative, legal and democratic settings form the foundation for operationalising of social audit and these are considered as the pillars of social audit. 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 features depict the principles of social audit and universal values.

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.

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.
- 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. Social auditing is concerned with the possible influence on the social quality of life instead of the economic quality of life. Social audit leads to a report on the social performance of a developmental activity or government policy.

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. Ministry of Human Development (MHRD) decided to carry out social audit of Mid Day Meal Scheme and 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.

Chapter-2

MANAGEMENT PERSPECTIVE

Background

Chandigarh has a long tradition of providing Mid-day Meal in its government and aided schools to primary classes. To begin with, it was milk followed by biscuits, soyabean Panjeri, fruit bread, soybean snacks, mathhis and recently freshly cooked meals both, wheat based and rice based.

During the financial year 2006-07, ready-to-eat food/cooked meal was introduced for primary classes (I-V) in 60 non-models and 4 model schools in Chandigarh under Mid-day-Meal Scheme, however, afterwards, the scheme was extended to cover the students of all the government and government aided schools from classes I-V. Presently, the scheme is being implemented in 123 such schools covering more than 57,000 students up to middle level classes. The total cost of providing Mid-day-Meal to all the students at middle level is estimated to be Rs. 6.50 crores in the financial year 2007-08, Total budget sanctioned by centre for 2015-16 was Rs 301.34 lakh and Rs 694.19 lakh was utilized. Apart from this U.T share as sanctioned for 2015-16 were Rs 532.00 lakh and whole is utilized. Similarly, for 2016-17 sanctioned centre shares were Rs 715.85 lakh out of which Rs 494.44 lakh was utilized. UT share sanctioned for 2016-17 was Rs 488.00 lakh and Rs 343.86 lakh utilized. Total proposed budget for 2017-18 as centre share was Rs 768.83 lakh and UT share was Rs 505.70 lakh, the major portion of which is being met out of the yearly budget of Chandigarh Administration. Central government provides the food-grains and shares of cooking.

To know the management perspective of Mid-day Meal Scheme in Chandigarh, a separate questionnaire was designed and canvassed to DPI (S) officials comprising of District Education Officer, Section Officer, Stores-in-charge and other officials connected with MDM scheme in a focus group discussion mode. These persons are mainly responsible for procurement of food-grains, distribution and overall implementation of MDM in Chandigarh. The questionnaire collected information on different aspects related to Mid-day Meal Scheme in Chandigarh including coverage of schools, budgetary provisions, type of meals served, details of institutions involved in

cooking the meals, type of infrastructure available/provided in the schools/cooking institutions, transportation aspects, record keeping and constitution of monitoring and supervisory committees at various levels, involvement of teachers/parents/voluntary agencies and others.

Coverage

Mid-day Meal (MDM) Scheme, cooked meals was launched in Chandigarh on a pilot basis in the month of January 2006 in only four schools but was extended to all the schools in the month of December 2006. Cooked and whole some meal was being provided as per scheduled programme in all the Government/Government Aided schools and Madras's as regularly without any interruptions. At present, the scheme covers 123 schools with an overall enrolment of 98754 students in all the schools up to middle level (Table-2.1) apart from these 81124 children covered under MDM.

**Table-2.1
Coverage of MDM Scheme in Chandigarh**

Type of institution	Number		Students Enrolment		Number of Meals ordered		Number of Meals served	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Government	120	123	99070	98754	45123	45276	76904	81124

Source; DPI(S), Chandigarh Administration, 2018

Budget

The Chandigarh Administration was spending approximately Rs. 1245.35 crores (2017-18) annually for providing the cooked meals, where as Rs. 906.37 crores were spent during 2016-17.

As described in the table-2.2 the department has following budgetary provisions for MDM schemes. In addition to the central assistance, Chandigarh Administration contributes significantly in the Mid-day Meal Scheme.

**Table-2.2
Yearly allocations and expenditures for MDM**

Budget allocated	2016-17	2017-18
Total Allocations	906.37	1245.35
Total Expenditure	906.37	1245.35
Central Assistance (in Rs. Lakhs)	418.37	669.35

Source; DPI(S), Chandigarh Administration, 2018

Central Assistance for cooking utensils and kitchen devices

Rs 669.35 lakhs central assistance was received during the year 2017- 18. UT Administration also extended its contribution of 576.00 lakhs.

Adequacy of budgetary provisions

The DPI(S) officials told that the overall budgetary provisions are adequate in terms of both the central assistance and UT's contribution.

Management structure of MDM Scheme

The cooking of food was being managed through three reputed cooking institutes namely Chandigarh Institute of Hotel Management and Catering Technology, Sector-42, Chandigarh, Dr. Ambedkar Institutes of Hotel Management, Catering and Nutrition, Sector-42, Chandigarh and Chandigarh Industrial and Tourism Development Corporation (CITCO), Sector-17. MDM in these institutes was supervised by the retired personnel engaged as inspectors/supervisors, also monitor the cooking and distribution of cooked meals and other procedures like quality, hygiene and other factors concerning the meals, on daily basis. Heads of school/Mid Day Meal incharge also monitor the same parameters on daily basis. Further, the actual unit cost of Mid Day Meal being paid to various institutions for cooked meals (wheat based and rice based) for primary and, upper primary classes. The programme managers felt that the cooking institutes along with the cluster based kitchens have qualified cooking staff, ensures complete hygiene, and storage of nutritional/calorie values per portion of food. The food from these institutions was transported to nearby schools.

Table-2.3
Details of Institutions and School based Cluster Kitchen

Details of institutions and school based cluster kitchen	Number of schools covered	Number of students catered	Actual Cost (In Rupees)	
			Primary	Upper primary
Hotel Shivalik View (CITCO),17	92	13000	7.20	9.17
CIHM, Sector- 42, Chandigarh	92	12000	8.94	8.94
AIHM, Sector- 42, Chandigarh	92	9000	7.20 (Rs.0.61 additional for nutri two days)	9.17 (Rs.0.72 additional for nutri two days)
GMSSS, Sector-10	3	2270	4.13	6.18
GMSSS, Sector-15	5	2518	4.13	6.18
GMSSS, Sector-26 (TM)	3	2469	4.13	6.18
GMSSS, Sector-44	3	2382	4.13	6.18
GMSSS, Sector-47	2	1687	4.13	6.18
GMHS, Sector-38	4	1799	4.13	6.18
GMHS, Sector-42	4	2927	4.13	6.18

Source: DPI(S), Chandigarh Administration, 2018

Who serves Food

The meals are served daily on all the working days. These were served by *cook-cum helpers* specially engaged for Mid-day- Meal programme in the schools wearing gloves and aprons in the presence of teachers. Teachers also taste the MDM in the class rooms before its distribution. Proper records, attendance registers, were maintained in the DPI office to know how many meals were consumed everyday and how many children actually ate the meals.

Chandigarh Administration has constituted numerous committees for monitoring the implementation of MDM.

Convergence of MDM and other Centrally Sponsored Schemes

One aim of Mid-day Meal Scheme was to have convergence of MDM and other centrally sponsored/UT sponsored Schemes of different Ministries/Departments such as the Ministry of Rural Development Mahatma Gandhi National Rural Employment Guarantee Scheme (MANREGA), National Rural Livelihood Mission, (NRLM) Deen Dayal Upadhyay Antodya Yojna, Ministry of Housing and Urban Poverty Alleviation (National Urban Livelihood Mission, (NULM), Pradhan Mantry Awas Yojna (PMAY), Ministry of HRD (Sarva Shiksha Abhiyan for New School Construction), Ministry of Health and Family Welfare such as National Health Mission (NHM). Convergence was noticed with Rastriya Bal Swasthya Karyakaram (School Health Programme) in which provision of micro-nutrients, de-worming medicine, iron and folic acid (WIFS). Apart from that 737 spectacles were given to children with refractive error by health department of Chandigarh administration since they adopted a centralized system and convergence.

Programme Improvement Board

There was programme improvement board and committee consisting of DPI (S), District Education Officer (DEO), principals and dieticians to periodically review the situation. The meetings of this committee were held regularly in the year 2017-18. They monitor the required calorie and protein value of the MDM. Nutritional experts/dieticians were often consulted to ensure proper nutritive and hygiene value for MDM, and to periodically review the menu. Similarly, local councillors/municipal corporation was also

contributing in the MDM Scheme. The officials also agreed receiving support from the local community from time to time.

Role of Inspectors/Supervisors

There are 3 inspectors and 20 Supervisors who have been appointed especially to look after the MDM programme in Chandigarh. They play a vital role to oversee cooking activities being carried out in a hygienic way, quality of meals, transportation, and timely delivery of food, ensuring children get it on time and children consume the same.

Involvement of Non Government Organizations (NGOs)

Previously there was involvement of five Delhi, Mumbai and Chandigarh based Non Government Organisations (NGOs) in cooking the Mid-day-Meal from March 2008 to May 2013. However, after May 2013 none of the NGOs was engaged in Mid-day Meal by way of cooking or serving meals through centralized or school based cluster kitchens.

Whether MDM has been successful in meeting its objectives

When asked from the DEO officials about their perception whether MDM has been successful in meeting the basic objectives of the Scheme, i.e. to improve the overall enrolment and improvement in retention rates, the response was that the Scheme has been successful in improving these indicators. Moreover, the programme was of immense help in roping in, away from school children and in increasing enrolment. Similarly, community was also contributed in the form of Tithi Bhojan in which packed milk, sugar, refined oil and dry fruits etc were given by the people and teachers of the schools for preparation of kheer and halwa puri on the different events/occasions, like annual function, birthday, marriage, anniversary etc. The scheme has generally enhanced the overall nutrition of the children.

Administrative Problems

No apparent administrative problem was reportedly faced in implementation of the Scheme. However, there is no as such laboratory available in Chandigarh for testing the cooked food. As a result, nutritive value of cooked food is difficult to be ascertained. Further, cooked food was being got tested from the food laboratory once in a month by recognized labs for prescribed nutrition and presence of contaminants such as microbes, e-coli.

Chapter-3

METHODOLOGY, SAMPLING DESIGN, SCOPE AND COVERAGE

This chapter discusses the methodology, objectives, sampling procedures, and selection of schools, students, parents, teachers, organizers, cooks, helpers and other stakeholder of the programme.

Methodology

The study was carried out keeping in view the objectives of the Social Audit of Mid-Day-Meal scheme in the Union Territory of Chandigarh. The study was based on both primary as well as secondary data. Besides collecting the secondary data and information from the concerned government departments, the primary data and information collected through personal interviews from diverse stakeholders consisting of selected schools, parents, teachers, incharge of cluster kitchens in schools, social community-representatives, School Management Committee (SMC) members, and other community leaders/stakeholders and programme in charge.

Objectives of Social Audit of Mid Day Meal Scheme

The following were the main objectives of the present study

- To understand the Mid Day Meal Scheme, implementation structure, funds flow and role played by convergence departments
- To assess the implementation of Mid-Day-Meal schemes in the schools of UT Chandigarh in terms of clients expectations, beneficiary satisfaction, public perception, marking procedures and highlighting leakages (if any)
- To identify the barriers in the successful implementation of the Scheme as per the guidelines of Ministry of Human Resource.
- To understand the role played, and problems faced by Social Community School Management Committee (SMC) members, Parent Teachers Associations (PTA) members and other community leaders/stakeholders, in implementation of mid day meal scheme.
- To suggest the measures to further improve and strengthen the scheme so as to make it more goal oriented with the stated targets of the scheme

- To study the auditing procedure adopted in schools like display of important information, audit of mid day meal accounts, foodgrains and other cooking ingredients
- To summarise the problems/recommendations/ and suggestion given by students, teachers, cooking staff, parents, SMC members regarding mid day meal scheme

Sampling Procedure

The study envisages covering 18 government schools (non-model and model) one government aided school, and one madrasa. In this way, the total sample was 20 schools, where this study was conducted. These schools were selected randomly from the list of schools provided by the office of District Education Officer (DEO) office. The due representation was given to all types of schools in Chandigarh comprising model, non-model, rural, urban slum, government aided schools and madrasas. All the seven school based cluster kitchens preparing cooked meals under Mid-Day-Meal scheme were also covered. Apart from covering the cluster based kitchens schools, two hotel management institute and one hotel run by CITCO, providing the mid day meal to more than ninety schools were also covered (see table-3.1).

Further 10 students comprising of fifty percent girls from class 1st to 8th were randomly selected from each selected school for in depth interview, and their parents either mother or father were also contacted for interviews, majority of them were mothers, 26 teachers who were assigned the job of Mid Day Meal (MDM) in charge in their concerned schools, and 192 cook-cum-helpers, associated with preparing/distributing the meals to the children/schools in the selected schools. Seven organizers and seven cooks appointed in school based kitchen for Mid Day Meal (MDM).

In addition, a meeting of representatives of CRRID and officials from the District Education Officer, Chandigarh was conducted to finalize the modalities of the procedures to be adopted for the study and also to include suggestions made by the department, which were included in the study.

Table-3.1
Sample Distribution of Social Audit of MDM Scheme in UT, Chandigarh

Name of the school	Category of Schools/Sample																Number of Organiser, Cook, Helpers/Ayas engaged for MDM in School		
	Model	Non - Model	GMSSS	GSSS	GMHS	GMS	GHS	GPS	Govt. Aided School	Madrssa	Parent/guardian		Student		No of Teachers assigned for MDM				
											Male	Female	Boys	Girls	Male	Female	Organiser	Cook	Help/Aya
Government Model High School, Sector-7	1	-	1	-	-	-	-	-	-	-	7	3	5	5	-	1	-	-	3
DAV Senior Secondary School, Sector-8	-	1	-	-	-	-	-	-	1	-	7	3	6	4	-	1	-	-	2
Government Model Senior Secondary School, Sector-10	1	-	1	-	-	-	-	-	-	-	2	8	5	5	-	1	1	1	25
Government Primary School, Sector-12	-	1	-	-	-	-	-	1	-	-	7	3	4	6	-	1	-	-	2
Government Model Senior Secondary School, Sector-15 C	1	-	1	-	-	-	-	-	-	-	6	4	4	6	1	-	1	1	20
Government Model High School, Sector-22 D	1	-	-	-	1	-	-	-	-	-	3	7	6	4	-	1	-	-	2
Government Model Senior Secondary School, Sector-26 Timber Market	1	-	1	-	-	-	-	-	-	-	3	7	5	5	-	1	1	1	21
Government Model High School, Sector-29	1	-	-	-	1	-	-	-	-	-	2	8	5	5	-	1	-	-	3
Government Model High School, Sector-38D	1	-	-	-	1	-	-	-	-	-	1	9	6	4	1	-	1	1	17

Government Model High School, 41 Badheri	1	-	-	-	1	-	-	-	-	-	1	9	6	4	1	-	-	-	7
Government Model High School, Sector-42	1	-	-	-	1	-	-	-	-	-	-	10	6	4	-	1	1	1	16
Government Model Senior Secondary School, Sector-44	1	-	1	-	-	-	-	-	-	-	3	7	4	6	-	1	1	1	15
Government Model Senior Secondary School, Sector-47	1	-	1	-	-	-	-	-	-	-	4	6	5	5	-	2	1	1	20
Government Model High School, Sector-53	1	-	-	-	1	-	-	-	-	-	7	3	5	5			-	-	7
Government High School, Indira Colony, Mani Majra	-	1	-	-	-	-	1	-	-	-	-	10	6	4	-	2	-	-	9
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	1	-	-	-	-	-	-	-	*	1	9	8	2	-	2	-	-	1
Government High School, Kajheri	-	1	-	-	-	-	1	-	-	-	5	5	5	5	-	2	-	-	6
Government Senior Secondary School, Khuda Ali Sher	-	1	-	1	-	-	-	-	-	-	-	10	5	5	2	-	-	-	6
Government Model Senior Secondary School, Sarangpur	1	-	1	-	-	-	-	-	-	-	2	8	6	4	-	2	-	-	5
Government Model School, 26 Bapu Dham	1	-	-	-	-	1	-	-	-	-	1	9	6	4	-	2	-	-	6
Total	14	6	7	1	6	1	2	1	1	1	62	138	108	92	5	21	7	7	193

Tools/Instruments for the Survey

Questionnaire

A set of five separate questionnaires was designed in consultation with the officials of District Education Officer (DEO), to record the views of the programme managers/mid day meal scheme in charge, teachers/schools, students and parents, school based cluster kitchens, members of community, School Management Committee, Parent Teachers Association and leaders of the area. The questionnaires were pre-tested before being administered for the study to improve the contents of the questionnaires. The study tools were designed keeping in view the stated targets of the Scheme.

Duration

The duration of the study was four months from the date of sanction of the project. Two field teams were constituted, comprising three investigators for covering the target stakeholders and conduct focused group discussions with the programme managers/ incharge of the scheme and, community representatives.

Training of Field Staff and Pretesting

After incorporating the comments and suggestions from the department, questionnaire was tested in the field outside the sample. A one-day training pertaining to the administration of the questionnaire was imparted to the field investigators at CRRID so that they could gather the right responses from the targeted respondents.

Field Survey

After the training, the investigators were allotted their respective areas. The field survey for the study was carried out during September to December, 2018.

Data Processing, Analysis and Report Writing

After the field survey was over, the data was checked in the office, processed and analyzed at CRRID using SPSS, the standard statistical software. The draft report is based on the interpretations and policy pointers that have emerged from the field data results. The Final Report would be submitted after incorporating the suggestions and comments of the District Education Officer (DEO), Union Territory Chandigarh

Outcome

Since the present study, Social Audit cover different aspects about the implementation of Mid-Day-Meal scheme in Chandigarh, it will have immense utility for all the stakeholders especially to the Education Department of the UT of Chandigarh to improve upon the scheme by addressing the issues and shortcomings identified in the study. This way, the study will be useful not only for the Union Territory of Chandigarh but also for other states to have better results from the implementation of the scheme with state specific modifications.

Chapter-4

PERSPECTIVE OF THE COOKING INSTITUTIONS AND CLUSTER BASED KITCHEN

Background

The national guidelines of the Mid-day Meal (MDM) Scheme state “in urban areas where a centralized kitchen set-up is possible for a cluster of schools, cooking may wherever appropriate, be undertaken in a centralized kitchen and cooked hot meals may then be transported under hygienic conditions through a reliable transport system to various schools. There may be one or more such nodal kitchens in urban areas, depending on the number of clusters, which they serve. Union Territory of Chandigarh, being a well planned compact city, has followed this system by entrusting the job of cooking the Mid-day Meals (MDMs) to three food accredited institutes in the city. These are;

- (i) Chandigarh Industrial Tourism Corporation (CITCO) at Hotel Shivalik View, Sector-17, Chandigarh,
- (ii) Chandigarh Institute of Hotel Management (CIHM), Sector-42, Chandigarh, and
- (iii) Dr. Ambedkar Institute of Hotel Management, Catering and Nutrition (IHM), Sector-42, Chandigarh.

These three institutions were chosen by Chandigarh Administration because of their association with government and in view of their professional reputation at local and regional level. Dr. Ambedkar Institute of Hotel Management (AIHM) is involved in cooking wheat-based meals; CITCO and Chandigarh Institute of Hotel Management (CIHM) are involved in cooking rice-based meals. Besides above cooking institutions, 7 School Based Cluster Kitchens are also being run in Government Model Senior Secondary School, Sectors-10, 15, 26, 44, 47 and Government Model High School, Sectors-38 and 42 to provide cooked food to 31 Schools.

These institutions are, however, not responsible for supply of the cooked meals to the respective schools, supply of cooked meal to the respective school is the responsibility of the office of the Director Public Instructions (Schools) DPI (S), Chandigarh Administration.

A separate questionnaire was canvassed to the management and staff at these institutions to record their role, responsibility and views about the implementation of ongoing MDM schemes in Chandigarh. The management/staff here include the respective heads and concerned supervisory staff of these institutions. In fact, these interviews were more of focused group discussions (FGDs) in nature than individual one-to-one interviews.

Table-4.1

Cooking Institution and school kitchen wise Number of Inspector/Organizer, Supervisor, Cooks and Helpers/Ayas engaged for MDM

Sr. No	Name of the Institute	Number of Inspector/Organizer, Supervisor, Cooks and Helpers/Ayas engaged for MDM											
		Inspector//Organizer			Supervisor			Cook			Helpers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	AIHM, Sector- 42, Chandigarh	1	-	1	6	-	6	4	-	4	60	-	60
2	CIHM, Sector- 42, Chandigarh	1	-	1	2	-	2	5	-	5	24	8	32
3	CITCO Hotel Shivalikview, Sector-17, Chandigarh	1	-	1	7	-	7	10	-	10	7	11	18
4	Government Model Senior Secondary School. 10	1	-	1	-	-	-	1	-	1	1	24	25
5	Government Model Senior Secondary School.15 C	-	1	1	-	-	-	1	-	1	-	20	20
6	Government Model Senior Secondary School.26 Timber Market	1	-	1	-	-	-	1	-	1	-	21	21
7	Government Model High School.38 D	1	-	1	-	-	-	1	-	1	-	17	17
8	Government Model High School.42	1	-	1	-	-	-	1	-	1	-	16	16
9	Government Model Senior Secondary School.44	1	-	1	-	-	-	1	-	1	-	15	15
10	Government Model Senior Secondary School.47	1	-	1	-	-	-	-	1	-	5	15	20
	Total	9	1	10	15	-	15	25	1	26	97	142	244

Availability of Cooking Infrastructure

Provision of essential infrastructure was an integral part of the MDM Scheme and it includes availability of kitchen-cum-store, adequate water supply for cooking, drinking and washing, cooking devices (stove, chulha, etc.), containers for storage of food-grains and other ingredients and utensils for cooking. Adequate funding was provided to all the three institutions and seven school based cluster kitchens by the Chandigarh Administration to procure the essential infrastructure for cooking. The space for kitchen-cum-store was provided by all these institutions within their premises (CITCO at Hotel Shivalik View, Sector-17, CIHM and IHM within their respective campuses in Sector-42) and school based cluster kitchens for cooking of MDM.

All the seven school based cluster kitchens stated to have adequate essential infrastructure for cooking which includes kitchen-cum-store, cooking devices, pest and moisture free containers, utensils for cooking, facilities for water supply for cooking, drinking and washing, facilities for light and ventilation, drainage and wastage disposal etc., but the three centralized kitchen institutions reported to have some constraints like shortage of space, for storage and difficulty being faced during the process of distribution as the goods carriers had to enter in the interiors of their premises which creates disturbance. At Hotel Shivalik View, the carriers were collecting containers from the basement where the food was prepared and it was not feasible for bigger carriers to lift food directly from the kitchen.

Management and Staff

The management of a particular institution/ kitchen plays an extremely important role since it is supposed to take appropriate decisions for diverse works and accomplish the same in a systematic and regulated manner. Similarly, role of cook becomes eminent in preparing the meal which is tasty, have right mixture of ingredients, hygienically prepared and contain maximum nutritive value.

The cooks involved in preparation of the cooking of meals may not have any formal educational qualifications but they are properly trained. Table- 4.1 gender wise details of manpower involved in MDM. It shows the total number of staff engaged in MDM Scheme in the three cooking institutions (centralised). Nutritional experts are also available within these centralized institutions, which resulted in a position to supervise and ensure the maintenance of hygiene conditions during cooking meals

as well as ensure nutritional values but in case of school based cluster kitchens no positive response is given by the concerned in charge in this regard. The helpers and other staff were engaged from time to time as per their requirement by the institutions and school based cluster kitchens.

Cooking Timings

All cooking institutions start cooking of meals around 2.30 a.m. and finish it by 10.00 a.m. so as to ensure that the meals are delivered to most of the schools by 10.30 a.m. In case of school kitchen the timing was around 6.00 am. Time of serving meal for morning was noticed between 10.00 am to 11.00 am and for evening was 1.00 pm to 2.00 pm.

Involvement of Women and Scheduled Castes

Central guidelines further provided that women cooks particularly belonging to scheduled castes be also involved in the cooking of Mid-day Meal to enhance gender participation and reduce caste prejudices. The interviews with the cooking institutions and school based kitchens reveal that there was no women cook in any of the three (centralized) institutions except in one cook was working in the school based cluster kitchens, however more women were involved in cleaning the rice, dal at the cooking institutions., it could not be ascertained from the FGDs with three institutions and school based kitchens that how many of the cooks belong to scheduled castes.

Payments to Cooks and Helpers

The payments are made directly to the cooks and other staff by concern institutes, following the Minimum Wages Act requirements as per the skill levels of the workers.

The actual visits to the three (centralized) cooking institutions indicate that the workforce required to cook the wheat-based meal (Chapati with Dal) is much more than the workforce required for preparing rice-based meals. In case of school kitchens the staffs is being paid according to the norms prescribed by MHRD. Apart from this total 793 Cook-cum-helpers (CCH) have been engaged, funds are e-transferred by the DEO to the Principals/Heads of the school in advance on monthly/quarterly basis as per strength of cook-cum-helpers engaged by them after getting the approval of competent authority. Principals/Heads of the schools remit the honorarium in the bank account of cook-cum-helpers on monthly basis.

Honorarium to cook-cum-helpers was being paid Rs.2622/- per month (Centre share Rs.1000/-, UT Share Rs.1622/-). This was noticed that all of the 793 Cook-cum-helpers have their account in the bank.

Procurement of Food-Grains

The institutes and school based kitchen reported to procure the rice from Food Corporation of India (FCI) godowns, rice from Education Department, and the food grains was being lifted on monthly basis. The management of food grains was monitored and supervised by the committee of members consisting of District Education Officer, Director Health Services, District Food and Supply Officer, representative of FCI and Principal of Government Senior Secondary Schools. Food-grains (wheat & rice) were transported by trucks from FCI godowns located in and around Chandigarh to departments stores locating in some selected schools . Wheat was further supplied from to the miller for processing/grinding as per requirement of Atta. Atta was lifted from miller's for delivery to cooking institutes on weekly basis and rice was lifted from store to cooking institutes on weekly basis and managed smoothly. All the three (centralized) institutions and school based cluster kitchens reported to have received the food-grains in sufficient quantities as per their requirements (100 gms of wheat-flour per child/day and 100 gms of rice per child/day).

Quality of Food Grains

Discussions with all the (centralized) cooking institutions and school based kitchens revealed that quality of food-grains received from Food Corporation of India (FCI) was not satisfactory sometimes. While both the rice cooking institutions reported to have received rice with high moisture content particularly during the rainy season, in addition to this they also reported that the rice requires lot of cleaning, contains broken pieces, and are of different types. As a result, rice does not puff equally on cooking and a part of it remains uncooked. Consequently, sometimes the rice remains uncooked or sometimes they form a bunch and do not separate from each other. When asked about whom to report in case the food grains supplied was of poor quality, they said that they have verbally communicated to the representatives of the DPI (S).

Procurement of Other Ingredients

Discussions with all the (centralized) cooking institutions and school based kitchens revealed that concerned institutes procure cooking ingredients at their own level. Other ingredients such as lentils (dal), spices, cooking oil, vegetables like potato, onions, garlic, ginger etc. are procured through tender. Sometimes these ingredients especially vegetables are procured from the open market by the school based cluster kitchens. It is important that the salt used should only be iodised/double fortified (iron and iodine). All the three (centralized) cooking institutions and seven school based cluster kitchens were found using only iodised salt (Tata brand).

All the cooking institutes/Kitchens Heads have assured use to ensure the quality of pulses edible oils and condiments of Agmark for cooking Mid Day Meal. Air tight Jars/Containers were being used for safe storage of ingredients and condiments by the cooking institutes.

The cost of the cooked meals has been so devised that it includes the cost of cooking ingredients in the cooking cost. Since, it is the sole responsibility of the cooking institutions to procure these other ingredients, all cooking institutions and school based cluster kitchens reported to have procured sufficient quantity of these ingredients.

Maintaining Buffer Stock of Different Items

The cooking institutions reported that buffer stock of different items including food grains and other ingredients at all the cooking institutions. None of the cooking institute and school based cluster kitchens felt any inadequacy in buffer stock of any item for MDM during the preceding month on the day of survey.

Procurement of Kitchen Devices/Utensils

Funds for kitchen devices for MDM available with the Chandigarh Administration are being utilized by these cooking institutes and school based cluster kitchens. Kitchen devices/utensils were procured through tender system quotation system adopted to procure the same.

Payments towards Cost of Cooking and other Ingredients

In addition to the supply of food-grains to these cooking institutions, Chandigarh Administration through DPI (S) was paying Rs.8.94 to IHM (both primary & upper primary) and Rs.7.20 up to primary and Rs 9.17 for upper primary each to the CIHM

and CITCO towards the per meal cost of cooking and other ingredients. The major components of the cooking cost are the fuel (LPG in case of all the three centralized cooking institution) and the manpower involved in cooking the food.

As stated earlier, the manpower and gas requirements for cooking wheat-based meals are much more than the rice-based meals; IHM was paid at the rate higher than the CIHM and CITCO. The consumption of gas on daily basis is almost double at IHM than the CIHM and CITCO and similarly the manpower requirement at IHM was more than double as compared to CIHM and five times as compared to CITCO. These (centralized) institutions are reimbursed after submission of the relevant bills on a regular basis (usually fortnightly). All the three (centralized) institutions and school based cluster kitchens were providing Utilization Certificate (U/C) for the food-grains they received through DPI (S)/DEO.

Storage Facilities

The CIHM and IHM and school based cluster kitchens have separate storage facilities for food-grains and other ingredients for MDM, meeting all the hygiene and cleanliness norms, the CITCO had separate storage facility for the food-grains for MDM, but other ingredients are stored in the same store as being used for all other cooking purposes of CITCO Shivalik View Hotel.

In case of Cluster based kitchens food grain stock was stored in 4 schools at Government High School, Sector-19,30 and 35, Government Model High School, Sector-22.

Assessment of Nutritive Value of MDM

The calorific value of protein are ensured through estimation only by all the three cooking institution or also by the school based institution (estimation based on 100 gms of rice or wheat-four and 40 gms of pulses). All the three (centralized) institutions and school based cluster kitchens informed that there was no testing laboratory or system to assess the exact nutritive value of the cooked Mid-Day-Meal.

Involvement of Nutritional Experts

Chandigarh Institute of Hotel Management was taking regular advice of the Dietician engaged by DPI (S) as nutritional expert to maintain the quality and nutritive value of food prepared under MDM and also for planning and evaluation of the menus told the faculty member in-charge of MDM, whereas Institute Hotel Management, itself

has expertise in Nutrition and they do not require the services of any outside expert. The CITCO does not involve or take services of any expert for the purpose. Further, it was reported by the school based cluster kitchens that they do not have any nutritional experts.

Weekly Menu

The menu was being decided/fixed at the level of Education Secretary. Further the weekly menu was planned in the committee constituted of the principal, the in-charge MDM, the chef, representative of DPI(S) and the Nutritional expert by the CIHM as per the guidelines received from the DPI(S). The committee meets once a month.

None of the three (centralized) institutions were displaying the weekly menu, since they are themselves not delivering food in these schools. But the weekly menu was displayed in all the school based cluster kitchens. Weekly food schedule, however, did not contain any item containing eggs or fruits/milk/any other items for MDM.

Testing the Food

At the time of receipt of MDM from the centralized kitchens, teacher in charge MDM and SMC members check the taste and quality before distribution to the students. A register has also been maintained by the concerned teacher to record about the same at each school.

The food was tasted before actually sending it to the schools in all the institutions by in-charge MDM, supervisors of the DPI (S) or other officials present. The CIHM and IHM also take sample to be tested by the principals of the institutes. Similar was the case in school based cluster kitchens. Cooked food was being got tested from the food laboratory once in a month. Two recognized Labs have been engaged for testing of Meals.

Transportation of Food

For the smooth functioning of MDM scheme, there is proposal to hire a non AC Taxi during this year for inspections of Centralized/School based kitchens and other related requirements of MDM scheme. A provision of Rs.2.80 Lac is being made in the budget of 2017-18.

The cooking institutions are not responsible for transporting the food to the schools. It is the responsibility of the office of DPI (S) to transport the cooked MDM to the schools from these institutions, whereas, the school based cluster kitchens had been sending their own transport, either individually or 2-3 schools collectively to distribute the food from these institutions. The mode of transport was mainly, tempo, tempo, jeep etc. The mini-trucks were introduced from February 2008 to transport the food from three (centralized) cooking institutes and from to the cluster based school kitchens. Each mini - truck carries food for 6-7 schools, which is delivered to respective schools. The practice of bringing the food by the schools earlier in their own transport is not followed now.

Although all the centralized cooking institutes and school based cluster kitchens are satisfied with the current mode of transportation, i.e. mini-trucks, however, they suggested that one vehicle should not carry food for more than three schools since there was a lot of time difference between the delivery of food to the first school and the last school. As a result, food may get cold and also there was a fear of contamination. In the opinion of respondents of other two institutions the current mode of transport viz; tempo etc. was not satisfactory because the chances of contamination and pilferages are high as reported during FGDs with the representatives of the cooking institutions. The MDM food was prepared and delivered in the basement of the Hotel Shivalik view (CITCO), a lot of problems were being faced.

The main suggestion which came out during the discussions with the officials of three (centralized) cooking institutions and school based cluster kitchens was to introduce motorized covered vans as a means of transportation from these institutions to the schools. One such motorized van should not carry food for more than 2-3 schools.

Hygiene during the Transportation

Ensuring hygiene during transportation was a great challenge for success of any centralized cooking system, which is in practice at Union Territory of Chandigarh. It has already been stated that transportation is not the responsibility of cooking institutions. However, all the cooking institutes reported to ensure hygiene during the

transportation of meals to the schools. The hygienic transportation of the food was ensured at cooking institutes as the mini-trucks, which were introduced, are regularly checked for cleanliness by the supervisory staff deputed by the DPI (S). As far as, the all the cooking institutes are concerned, supervisors have been deputed by the DPI (S) to accompany the trucks.

In case of cluster kitchen Heads of schools also monitor the same parameters on daily basis. Wherever there was report of excess/shortage/unhygienic conditions, the same was redressed immediately in co-ordination with cooking institutes.

Pilferage and Contamination during the Transportation

There was no chance of pilferages and contamination of food during the transportation in current modes. This has been reported by all the three (centralized) cooking institutes and seven school based kitchens the chances for pilferages and contamination was limited. However, all institutions agree that there was a chance of spillage during the transportation.

Role of Inspectors/Supervisors

The supervisors have been assigned virtually every responsibility from procurement of food-grains, checking and taking samples of the raw material other than food-grains from the cooking institutions, monitor hygiene level at every stage, check quality and quantity of food supplied to the schools, check pilferage/wastage during transportation, ensure that meals reach the schools in time and are distributed hygienically to the students, return of utensils thoroughly cleaned to the cooking institutions, send daily report to District Education Officer (DEO) for further submission to the DPI (S). On actual monitoring, supervisors were seen performing many of these duties. They were found concentrating more on transportation of meals from cooking institutions to the schools.

Further department has engaged one inspector for each kitchen for monitoring the cooking of MDM 20 Supervisors MDM are engaged who go with the mini trucks to ensure hygienic delivery of cooked meals in the schools. The MDM was handed over to the teacher in charge of MDM in the school who check and taste the quantity and quality.

Special Field Observations by the Study Team

Cleanliness

The study found that food was being cooked in a neat, clean and hygienic environment at the entire cooking institutes and school based kitchens with most staff using aprons, gloves and caps. Majority of the cooking institute have allocated separate spaces for washing the cooking utensils (patilas, buckets, etc.).

Storage Facilities

All the surveyed (centralized) cooking institutes and seven school based kitchen had a separate store for keeping food-grains and other ingredients used for cooking of MDM. The storage facilities are properly ventilated with adequate lighting. The women engaged for cleaning of rice/dal were found to be sitting on a separate place, which was properly clean and managed in a professional manner. Air tight containers/bins for storing the food-grains and other ingredients were not being used in any of the institutions, however, they were found to be stored in original packing by the companies/FCI supplying the material. To avoid infestation during the storage it was found that the stored material was properly stacked in majority of the cooking institutes, the rice sacks were lying in one open corner.

Preparation of Food Items

All the cooking institutions and school based kitchen were using Gas Stoves to prepare the meals. The respondents at the time of survey informed the team that they use the raw material as per demand were supposed to serve on that day. The field team enquired the quantity of all the ingredients used on the day of visit as well as how many meals were prepared.

Salt

All the cooking institutions and school based kitchen were using Tata iodised salt. Iodised salt loses its intrinsic value of mixed before or in between the coking, it should always be mixed after the cooking. The salt was being mixed at the time of cooking in all the institutions.

After the cooking activities are over, all utensils are properly cleaned and cooking place thoroughly washed in all the cooking institutions.

Chapter-5

PRECEPTIONS OF THE TEACHERS

The revised central government guidelines point out that the teachers should not be assigned responsibilities that will impede or interfere with teaching learning. Teachers should be involved in ensuring (a) good quality, wholesome food is served to children (b) the actual serving and eating was undertaken in a spirit of togetherness, under hygienic conditions and in an orderly manner so that the entire process was completed in 30-40 minutes. It should, however, be ensured that the food prepared was tasted by 2-3 adults including one teacher before it was served to children.

Profile of Teachers Monitoring MDM Programme in Schools

The information at the school level was obtained from the Teacher-in-charge (MDM) in the respective schools. The background characteristics a majority (80%) teachers interviewed were post graduate, 75 percent females, between 29 to 56 years of age. None of the school teacher interviewed was a member of any of the committee concerning MDM at the directorate level. See Table-5.1

Infrastructure Storage Enrolment and number of meals served and adequacy of quantity received

Table-5.2 shows that most schools reporting separate storage facility for cooked MDM also reported to have adequate lighting, proper ventilation and meet cleanliness requirement and all hygienic specification. The kitchen shed were well built in all the cluster kitchen schools. In all the visited cluster kitchen schools, there was excellent cleanliness in the kitchen sheds. Cooking utensils and serving plates were available in all schools. Measuring instruments were available in all of the schools, table also reflects the enrolment ratios and number of meals served in the selected schools during the field survey, there was no difference in the number of meals expected to be served and actually received by the schools. When concerned teachers were asked whether the quantity of MDM supplied meet the requirements of quantity needed, different schools responded differently. Majority of teachers stated that quantity supplied was equal to their requirement, no school reported that the receipt of surplus meals, whenever the food became surplus and it was reportedly distributed among students of higher classes. All the surveyed schools

reported regularity in supply of meals since the scheme was being implemented in the respective schools.

Observations regarding the Place of Storage and Cleanliness in the Schools

Clusters based school gets Atta (wheat Flour) and rice in gunny bags of 50 kg each on monthly basis at the school door step as per the number of students. Majority of teachers reported that the weight of wheat/rice bags was accurate as mentioned on the gunny bags. As far as the quality of atta and rice was concerned, It was found to be good in all cluster kitchens, the food grain was also available in sufficient quantity. There was no shortage of food grains reported by the teachers associated with MDM scheme. It was verified from the records that the food grain consumption was recorded in the record book in all the schools and in large the weight of the balance food grains matched to the records. The food grains are stored in iron/ plastic bins/containers in schools. None of the school reported non availability of bins. See Table-5.3 and 5.3-A

Type of Food, Quality & Quantity, Menu and Display of Information as per MDM Provision

Schools were receiving the meals (both wheat-based and rice-based) everyday, with varying individual tastes and food preferences, it was difficult question to assess what type of food was preferred or not preferred by the students. It was pointed out by most of teachers that students invariably preferred Karhi Pakora but avoided certain types of foods such as certain types of dals (lentils), Khichri, Vegetables like brinjal, pumpkin and other gourd family, etc. The schools received a different menu every day. The menu was displayed in all schools but in some visited schools it was displayed either inside the kitchen shed or on a place which was not easily visible to students and community members. The emergency contact numbers and the grievance redressal number were displayed in all of the visited schools for MDM. see Tables-5.4, 5.4-A and 5.4-B

Transportation

Hygienic transportation of the cooked meals from the cooking institutions to all the schools was a gigantic task and was extremely vital component for successful implementation of MDM in a centralized as well as in the cluster kitchen system model as adopted in Chandigarh. A proper care was required during the

transportation so that the food reaches the schools in desired quantity and without contamination.

There were at present different systems in operation for transportation of cooked food from cooking facilities to the schools. One, the food was transported by the office of DPI (S) in the schools in mini-trucks, and the other was cluster based kitchen supply delivery of food from the kitchen sheds. A majority of school surveyed stated that they are governed by both the means. All schools stated that the food was supplied daily in their school. School with kitchen shed stated that they have to bring the food daily from the kitchen shed within the campus. Mechanized transportation has been introduced to ensure timely delivery of hot meals in Schools. See Table-5.5

Mode of Transport, delivery of MDM food

As stated earlier, schools were supplied cooked meals directly on certain days of the week in tempo/mini-trucks. All schools informed that someone from the (centralized) cooking institute and school based kitchens accompanies the carrier to deliver food, to schools. See Table-5.6

Contamination, alternative mode of transportation

None of the surveyed teacher reported for the felt a fear of contamination of food during the current mode of transportation. Some of the teachers were not satisfied with the current mode of transportation. They felt that there was a fear of contamination of food during transportation especially in the rainy season. They suggested hiring of tempos/mini-trucks which could properly cover the food as alternative modes of transportation. It was also suggested that one vehicle should not carry food for more than three schools.

Pattern of Sitting Distribution and Mode of Serving MDM

Distribution of hot cooked Mid-day Meal is one major priority of the MDM programme. It was required that at the time of eating, children should have neat and clean utensils, they sit and enjoy their meals in a cordial, gender friendly manner without any class and caste barriers. Further, they were supposed to be served the meals while sitting in pattern. During the survey, it was seen that mostly cook-cum-helpers distribute the meals but without following the stated pattern. In some schools

students were invariably forming the queues to take the MDM. Teachers also taste the MDM in the class rooms before its distribution. See Tables-5.7 and 5.7-A

Utensils for MDM

All the selected respondents said that they have adequate number of utensils in the school for food procurement, storage and distribution, majority of the schools said that they use all the utensils daily, only few among the visited school denied using all types of utensils daily. At least 70 percent schools denied using glasses and spoons and 50 percent denied using the plates provided to them by office of DPI(S) for using during serving of MDM.

All teachers reported that they ensure that utensils were cleaned thoroughly before meals being served to students. Here one thing was worth pointing out that most surveyed schools did not possess adequate plates for serving the meals to the students. As a result, students were supposed to bring tiffin boxes from home. See Table-5.8

Quality of MDM rating by the Teachers

About the rating of Mid-day Meal in the schools, a majority 13 teachers (65%) claimed that the food supplied was of good quality. However, no teacher rated the food being served either as excellent or poor. See Table-5.9

Awareness, Role of SMCs and Parents in MDM scheme

Constitution of school level MDM Committee, Members of the school level committee as per the National guidelines issued by the NP-NSPE (Mid-day Meal Scheme) Government of India, all schools should constitute a school level MDM committee to look after the day to day management of the MDM programme at the school level. All the surveyed schools reported for constitution of such a committee to oversee day-to-day management of the MDM in their schools. Almost all committees included Principal/Head Teacher, teacher in-charge MDM, other teachers and parents. The school level committees, most of the times, were involved in checking regularity of meals, its wholesomeness, testing for any visible deficiency besides supervising the actual consumption of meals by the children, proper distribution of food items, etc. Since teacher-in-charge, MDM was the member of these committees in all schools, the supervisory role was assigned to them. See Tables-5.10, 5.10-A and 5.10-B

Monitoring of MDM Scheme by Government

It was reported that, MDM Managers was being visiting regularly, but capacity building needs to be done.

Visit of Nutritional Expert and Involvement of Voluntary Support

No nutrition expert ever visited any of the selected school. There was no support from voluntary organization/Non-Governmental Organization in Chandigarh in any of the school surveyed. The supervisors were reported to have visited periodically to check the MDM in the most of the schools surveyed.

Feedback Forms

Feedback forms were provided in schools and all the schools reportedly submitted feedback regularly to the DPI (S). During the academic year, selected schools submitted between 1-6 such feedback forms. However, all the schools surveyed were maintaining separate register for MDM.

Orientation/ Refresher, Training

Cook-cum-helpers have been trained by their colleagues in a cascade model of training on regular basis. SMC members have been trained by SSA in November and December, 2016. Similarly, Principal of Chandigarh Institute of Hotel Management-42 had been requested to impart training to 35 cook-cum-helpers of MDM scheme. None of the teacher in the selected school was provided any orientation or refresher training for the MDM. However, there was a need of training, awareness and orientation programme as desired by nearly two-third of the selected teachers in the schools. Orientation/refresher programme need to be organized in such a way that department can apprise the staff of all the parameters and latest instructions required to be followed for effective implementation of the MDM programme.

Eating Habits and Moral Values among the Children

It was essential to involve teachers, parents and community members in inculcation of good habits in children to eat in a spirit of togetherness and values of equality and cooperation, their support was also solicited to inculcate among the moral values by ensuring that children wash their hands with soap before eating, use clean utensils, Avoid littering and wastage of food, clean their utensils, wash their hands and rinse their mouth after eating, and cut their nails regularly etc. Majority of the teachers

claimed that they ensure student must practice all these habits. See Tables-5.11 and 5.11-A

**Table-5.1
Detail of Teachers in Monitoring MDM Provisions in Schools**

Name of the school	Age	Sex Male-1 Female-2	Education
Government Model High School,7	40	2	MA
DAV Senior Secondary School,8	34	2	MA
Government Model Senior Secondary School,10	56	2	BA
Government Primary School,12	29	2	M.A
Government Model Senior Secondary School,15-C	52	1	M.A
Government Model High School, 22 –D	50	2	M.A
Government Model Senior Secondary School,26 Timber Market	37	2	MA
Government Model High School, 29	56	2	JBT
Government Model High School, 38- D	42	1	MA
Government Model High School, 41 Badheri	40	1	MA
Government Model High School, 42	47	2	MA
Government Model Senior Secondary School,44	56	2	10 th *
Government Model Senior Secondary School,47	41	2	MA, MED
Government Model High School, 53	34	2	M.A
Government High School, Indira Colony, Mani Majra	50	2	M.A
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	33	2	MA
Government High School, Kajheri	50	2	BA
Government I Senior Secondary School, Khuda Ali Sher	35	1	M.A
Government Model Senior -Secondary School, Sarangpur	31	1	MA
Government Model School, 26 Bapu Dham	38	2	MA

* Diploma art & Craft

Source: CRRID, Field Survey, 2018

Table-5.2
School-wise Infrastructure, Enrolment, Difference in Actual Enrolment Number of Meals actually Serves on the Day of Survey

Name of the school	Infrastructure Storage Facilities available		Enrolment		Difference in actual enrolment		Number of Meals	
	Yes	No	As per DPI(s) records	As per actual survey	Yes	No	Expected to be served	Meals actually serves on the day of survey
Government Model High School,7	1	-	-	360	-	1	-	200
DAV Senior Secondary School,8	1	-	-	334	-	1	-	250
Government Model Senior Secondary School,10	1	-	-	1668	-	1	-	990
Government Primary School,12	1	-	-	138	-	1	-	80
Government Model Senior Secondary School,15 –C	1	-	-	670	-	1	-	461
Government Model High School, 22 –D	1	-	-	325	-	1	-	100
Government Model Senior Secondary School,26 Timber Market	1	-	-	600	-	1	-	200
Government Model High School, 29	1	-	-	425	-	1	-	250
Government Model High School, 38- D	1	-	-	1098	-	1	-	890
Government Model High School, 41 Badheri	1	-	-	977	-	1	-	700
Government Model High School, 42	-	1	-	705	-	1	-	621
Government Model Senior Secondary School,44	-	1	-	854	-	1	-	768
Government Model Senior Secondary School,47	-	1	-	1132	-	1	-	940
Government Model High School, 53	1	-	-	914	-	1	-	800
Government High School, Indira Colony, Mani Majra	1	-	-	1246	-	1	-	200
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	1	-	46	-	1	-	10
Government High School, Kajheri	-	1	-	1673	-	1	-	250
Government I Senior Secondary School, Khuda Ali Sher	1	-	-	963	-	1	-	400
Government Model Senior -Secondary School, Sarangpur	1	-	-	760	-	1	-	100
Government Model School, 26 Bapu Dham	1	-	-	687	-	1	-	200
Total	15	5	-	19575	-	20	-	8370

Source: CRRID field Survey, 2018.

Table-5.3
Quantity and quality of Mid day Meal served in the Sample Schools

Name of the school	Quantity of MDM food served			Different menu received everyday		Verification of food items for different indicators			
	Equal to requirement	Surplus	Deficit	Yes	No	Staleness of food	Fungus in food items	Hygienic conditions during transport	Containers cleanliness
Government Model High School,7	1	-	-	1	-	1	1	1	1
DAV Senior Secondary School,8	1	-	-	1	-	1	1	1	1
Government Model Senior Secondary School,10	1	1	-	1	-	1	1	1	1
Government Primary School,12	1	-	-	1	-	1	1	1	1
Government Model Senior Secondary School,15 –C	-	1	-	1	-	1	1	1	1
Government Model High School, 22 –D	1	-	-	1	-	1	1	1	1
Government Model Senior Secondary School,26 Timber Market	1	-	-	1	-	1	1	1	1
Government Model High School, 29	1	-	-	1	-	1	1	1	1
Government Model High School, 38- D	1	-	-	1	-	1	1	1	1
Government Model High School, 41 Badheri	1	-	-	1	-	1	1	1	1
Government Model High School, 42	1	-	-	1	-	1	1	1	1
Government Model Senior Secondary School,44	1	-	-	1	-	1	1	1	1
Government Model Senior Secondary School,47	1	-	-	1	-	1	1	1	1
Government Model High School, 53	1	-	-	1	-	1	1	1	1
Government High School, Indira Colony, Mani Majra	1	-	-	1	-	1	1	1	1
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	1	-	-	1	-	1	1	1	1
Government High School, Kajheri	1	-	-	1	-	1	1	1	1
Government I Senior Secondary School, Khuda Ali Sher	1	-	-	1	-	1	1	1	1
Government Model Senior -Secondary School, Sarangpur	-	1	-	1	-	1	1	1	1
Government Model School, 26 Bapu Dham	1	-	-	1	-	1	1	1	1
Total	17	3	-	20	-	20	20	20	20

Source: CRRID field Survey, 2018.

Table-5.3-A
Detail of Storage Place observed in MDM Provisions in Schools

Name of the school	Observation regarding the place of Storage and Cleanliness of					
	Kitchen Shed	Washing Area	Serving Area	Cooking Utensils	Serving Utensils	Availability of Measuring Instrument Y=1, N=2
Government Model High School,7	-	G	G	-	G	
DAV Senior Secondary School,8	-	G	G	-	G	2
Government Model Senior Secondary School,10	G	G	G	G	G	2
Government Primary School,12	-	G	G	-	G	1
Government Model Senior Secondary School,15-C	G	G	G	G	G	2
Government Model High School, 22 –D	-	G	G	-	G	1
Government Model Senior Secondary School,26 TM	G	G	G	G	G	2
Government Model High School, 29	-	AV	AV	-	AV	1
Government Model High School, 38- D	G	G	G	G	G	2
Government Model High School, 41 Badheri	-	G	G	-	G	G
Government Model High School, 42	G	G	G	G	G	2
Government Model Senior Secondary School,44	G	G	G	G	G	1
Government Model Senior Secondary School,47	G	G	G	G	G	1
Government Model High School, 53	-	G	G	-	G	1
Government High School, Indira Colony, Mani Majra	-	AV	AV	-	AV	2
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	P	P	-	AV	2
Government High School, Kajheri	-	AV	AV	-	AV	2
Government Senior Secondary School, Khuda Ali Sher	-	AV	AV	-	AV	2
Government Model Senior -Secondary School, Sarangpur	-	AV	AV	-	AV	2
Government Model School, 26 Bapu Dham	-	G	G	-	G	2

Cleanliness Code: VG-Very Good, G - Good, AV- Average, P- Poor, Yes -Y, N – No,

Source: CRRID, Field Survey, 2018

Table-5.4
Details of Meals served and Quality of MDM in Schools

Name of the school	No of Students Enrolled	No. Of Meals Served to Students on the day of visit	Difference in head count of students and record of MDM register	Avg. No. Of students present in last 5 days	Food served on the day of survey	Name of the food student dislike		Quality of food	Quantity of food sufficient	Menu of MDM Displayed	Menu of MDM Followed	Any Issue highlighted in Social Audit
						Like	Dislike					
Government Model High School,7	360	200	Nil	175	Rajmah, Veg. pulao	Rajmah, Veg. pulao	Daliya	G	Y	Y	Y	-
DAV Senior Secondary School,8	334	250	Nil	225	Channa Dal, pulao	Rajmah, Veg. pulao	Daliya,Dal	G	Y	Y	Y	-
Government Model Senior Secondary School,10	1688	900	Nil	920	Sambar Rice, Chappti	White Channa, Rice	Dal, Kachhari	G	Y	Y	N	
Government Primary School,12	138	80	Nil	80	Channa Rice Chapti	Channa Rice Chapti	-	G	Y	Y	Y	-
Government Model Senior Secondary School,15 -C	670	461	Nil	425	Rajmah ploo	Rajmah ploo	Black Channa	VG	Y	Y	Y	-
Government Model High School, 22 -D	325	100	nil	150	Dal Prantha	Kari, Rice	Daliya,Ghya Dal	G	Y	Y	Y	-
Government Model Senior Secondary School, 26 T M	600	400	Nil	400	Kari Chawal	Kari Chawal	-	VG	Y	Y	Y	-
Government Model High School, 29	425	250	Nil	250	Dal Channa Prantha	Prantha	Arhar dal	G	Y	Y	Y	-
Government Model High School, 38- D	1098	850	Nil	800	Nuttreee, Rice,Rotti	Rajmah, Veg. pulao	Mix Dal, Sambar, Dal Channa	VG	Y	Y	Y	-
Government Model High School, 41 Badheri	977	700	Nil	700	White Channa Rice Chappti	White Channa Rice Chappti	Rice in winter season	VG	Y	Y	Y	-
Government Model High School, 42	705	621	Nil	565	White Channa, Rice	Dal Urd, Rice	Khicari Arhar dal	G	Y	Y	Y	-
Government Model Senior Secondary School,44	854	768	nil	700	Kari Chawal	Kari, Rice	-	VG	Y	Y	Y	-
Government Model Senior Secondary School,47	1132	970	nil	800	Soabeen Roongi Rice, Prantha	Prantha	Masoor, Arharhar	G	Y	Y	N	Variation from MDM menu
Government Model High School, 53	914	800	Nil	700	Aloo Baddi, Chawal	Aloo Baddi	Daliya,	G	Y	Y	Y	-
Government High School, Indira Colony, Mani Majra	1246	400	nil	425	Daliya,Kari Pulao	Dal	Daliya,	G	Y	Y	Y	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	46	10	Nil	30	Rajmah Rice	Rice	Daliya,Soyabin	AV	Y	Y	Y	-
Government High School, Kajheri	1653	350	Nil	350	Arhar , Rice, Vegetable Pulao	Dal, Rice	Nimkeen Dalyia	AV	Y	Y	Y	Festival season hence less
Government Senior Secondary School, Khuda Ali	963	400	Nil	422	Dal, puao	Kari Chawal	Dilya, Kachhari	G	Y	Y	Y	-
Government Model Senior - Secondary School, Sarangpur	760	200	Nil	250	Rajmah, Prantha	Rajmah, Prantha	Dal, Aloo Nutrie	G	Y	Y	Y	-
Government Model School, 26 Bapu Dham	687	400	nil	395	Sambar Rice	Sambar Rice	Kachharii	G	Y	Y	Y	-

Y= Yes; N= No; VG= Very Good; G= Good; AV= Average; P= Poor;
Source: CRRID, Field Survey, 2018

Table-5.4-A
Complained about the MDM Food served in the School

Name of the school	Child ever complained about the food served in the school			Type of complaint			Have you instructed your child not to eat food in the school		Reason	Did you ever contribute in MDM in any way	Did your child health improved after MDM Scheme		
	Yes	No	Can't say	Quality not better	Taste not good	Don't feel like eating	Yes	No	If sick	No	Yes	No	Can't say
Government Model High School,7	1	6	3	-	-	1	-	10	-	10	-	1	9
DAV Senior Secondary School,8	-	10	-	-	-	-	-	10	-	10	1	4	5
Government Model Senior Secondary School,10	4	6	-	-	5	-	-	10	-	10	2	5	3
Government Primary School,12	-	10	-	-	-	-	-	10	-	10	10	-	-
Government Model Senior Secondary School,15 –C	1	9	-	-	1	-	-	10	-	10	6	4	-
Government Model High School, 22 –D	2	8	-	-	2	-	1	9	1	10	6	2	2
Government Model Senior Secondary School,26 Timber Market	2	8	-	-	1	1	-	10	-	10	2	2	6
Government Model High School, 29	-	9	1	-	-	-	-	10	-	10	-	-	10
Government Model High School, 38- D	-	10	-	-	-	-	-	10	-	10	5	4	1
Government Model High School, 41 Badheri	1	9	-	-	-	1	-	10	-	10	3	-	7
Government Model High School, 42	-	10	-	-	-	-	-	10	-	10	4	4	2
Government Model Senior Secondary School,44	2	8	-	1	-	1	-	10	-	10	2	6	2
Government Model Senior Secondary School,47	1	9	-	1	-	-	-	10	-	10	7	2	1
Government Model High School, 53	-	10	-	-	-	-	-	10	-	10	1	2	7
Government High School, Indira Colony, Mani Majra	1	8	1	-	1	-	-	10	-	10	3	5	2
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	10	-	-	-	-	-	10	-	10	2	7	1
Government High School, Kajheri	2	8	-	-	1	1	-	10	-	10	-	4	6
Government Senior Secondary School, Khuda Ali Sher	-	10	-	-	-	-	-	10	-	10	5	-	5
Government Model Senior -Secondary School, Sarangpur	2	8	-	1	1	-	-	10	-	10	1	4	5
Government Model School, 26 Bapu Dham	1	9	-	-	1	-	-	10	-	10	2	6	2
Total	20	175	5	3	13	5	1	199	1	200	62	62	76

Source: CRRID, Field survey, 2018

**Table-5.4-B
Detail of Availability of Food grains and Grievance Redressal in Schools**

Name of the school	Food grains availability	Food grains deficit	Food grains quality	Emergency number Displayed	Grievance Redressed Number Displayed	Display Board of social audit Maintained	MDM LOGO Displayed	Healthy practice adopted
Government Model High School,7	-	-	-	Y	Y	Y	Y	-
DAV Senior Secondary School,8	-	-	-	Y	Y	Y	Y	N
Government Model Senior Secondary School,10	Y	NIL	G	Y	Y	Y	Y	N
Government Primary School,12	-	-	-	Y	Y	Y	Y	N
Government Model Senior Secondary School,15 –C	Y	NIL	G	Y	Y	Y	Y	N
Government Model High School, 22 –D	-	-	-	Y	Y	Y	Y	N
Government Model Senior Secondary School, 26 Timber Market	Y	NIL	G	Y	Y	Y	Y	N
Government Model High School, 29	-	-	-	Y	Y	Y	Y	N
Government Model High School, 38- D	Y	NIL	G	Y	Y	Y	Y	N
Government Model High School, 41 Badheri	-	-	-	Y	Y	Y	Y	Y
Government Model High School, 42	Y	NIL	G	Y	Y	Y	Y	N
Government Model Senior Secondary School,44	Y	NIL	G	Y	Y	Y	Y	N
Government Model Senior Secondary School,47	Y	NIL	G	Y	Y	Y	Y	N
Government Model High School, 53	Y	NIL	G	Y	Y	Y	Y	N
Government High School, Indira Colony, Mani Majra	-	-	-	Y	Y	Y	Y	N
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	-	-	Y	Y	Y	Y	N
Government High School, Kajheri	-	-	-	Y	Y	Y	Y	N
Government Senior Secondary School, Khuda Ali Sher	-	-	-	Y	Y	Y	Y	N
Government Model Senior -Secondary School, Sarangpur	-	-	-	Y	Y	Y	Y	N
Government Model School, 26 Bapu Dham	-	-	-	Y	Y	Y	Y	N

Yes -Y, N – No, VG – Very Good, G – Good, AV – Average, P – Poor.

Source: CRRID, Field Survey, 2018

**Table-5.5
Number of Days Schools Fetching MDM and Payment for the Transport**

Name of the school	Number of days schools are fetching the meal					Payment for the transport				
	0 day	3 days	4 days	5 days	6 days All	None	Office (UT Administration)	School	PTA Funds	Other
Government Model High School,7	-	-	-	-	-	-	1	-	-	-
DAV Senior Secondary School,8	-	-	-	-	-	-	1	-	-	-
Government Model Senior Secondary School,10	-	-	-	-	1	-	1	-	-	-
Government Primary School,12	-	-	-	-	-	-	1	-	-	-
Government Model Senior Secondary School,15 –C	-	-	-	-	1	-	1	-	-	-
Government Model High School, 22 –D	-	-	-	-	-	-	1	-	-	-
Government Model Senior Secondary School,26 Timber Market	-	-	-	-	1	-	1	-	-	-
Government Model High School, 29	-	-	-	-	-	-	1	-	-	-
Government Model High School, 38- D	-	-	-	-	1	-	1	-	-	-
Government Model High School, 41 Badheri	-	-	-	-	-	-	1	-	-	-
Government Model High School, 42	-	-	-	-	1	-	1	-	-	-
Government Model Senior Secondary School,44	-	-	-	-	1	-	1	-	-	-
Government Model Senior Secondary School,47	-	-	-	-	1	-	1	-	-	-
Government Model High School, 53	-	-	-	-	-	-	1	-	-	-
Government High School, Indira Colony, Mani Majra	-	-	-	-	-	-	1	-	-	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	-	-	-	-	-	1	-	-	-
Government High School, Kajheri	-	-	-	-	-	-	1	-	-	-
Government I Senior Secondary School, Khuda Ali Sher	-	-	-	-	-	-	1	-	-	-
Government Model Senior -Secondary School, Sarangpur	-	-	-	-	-	-	1	-	-	-
Government Model School, 26 Bapu Dham	-	-	-	-	-	-	1	-	-	-
Total	-	-	-	-	7	-	20	-	-	-

Source: CRRID field Survey, 2018.

Table-5.6
Mode of Transport, person accompanying for supply of Mid Day Meal

Name of the school	Mode of transportation for collection and receipt of meals supplied					Person accompany the carrier to deliver the food			
	Manually	Cycle rickshaw	Auto-rickshaw	Tempo/ jeep	Truck	Teacher	Peon	Aaya	Others
Government Model High School,7	-	-	-	-	1	-	-	-	-
DAV Senior Secondary School,8	-	-	-	-	1	-	-	-	-
Government Model Senior Secondary School,10	1	-	-	-	-	-	-	-	1
Government Primary School,12	-	-	-	-	1	-	-	-	-
Government Model Senior Secondary School,15 –C	1	-	-	-	-	-	-	-	1
Government Model High School, 22 –D	-	-	-	-	1	-	-	-	-
Government Model Senior Secondary School,26 Timber Market	1	-	-	-	-	-	-	-	1
Government Model High School, 29	-	-	-	1	-	-	-	-	1
Government Model High School, 38- D	1	-	-	-	-	-	-	-	-
Government Model High School, 41 Badheri	-	-	-	1	-	-	-	-	-
Government Model High School, 42	1	-	-	-	-	-	-	-	1
Government Model Senior Secondary School,44	1	-	-	-	-	-	-	-	1
Government Model Senior Secondary School,47	1	-	-	-	-	-	-	-	1
Government Model High School, 53	-	-	-	-	1	-	-	-	-
Government High School, Indra Colony, Mani Majra	-	-	-	-	1	-	-	-	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	-	-	1	-	-	-	-	-
Government High School, Kajheri	-	-	-	-	1	-	-	-	-
Government I Senior Secondary School, Khuda Ali Sher	-	-	-	-	1	-	-	-	-
Government Model Senior -Secondary School, Sarangpur	-	-	-	-	1	-	-	-	-
Government Model School, 26 Bapu Dham	-	-	-	1	-	-	-	-	-
Total	7	-	-	4	9				7

Source: CRRID field Survey, 2018

**Table-5.7
Pattern of Sitting and Mode of Serving MDM**

Name of the Schools	Pattern of Sitting			Mode of Serving			
	Boys and girls sit together	Children sit together irrespective of caste and class	Children who bring food from home sit together with children taking MDM	Children stand in queue to take food	Children sit in queue	Children sit at the desk and are served	Children sit in a circular formation
Government Model High School,7	1	1	1	1	-	-	-
DAV Senior Secondary School,8	1	1	1		-	1	-
Government Model Senior Secondary School,10	1	1	1	1	-	-	-
Government Primary School,12	1	1	1	1	-	-	-
Government Model Senior Secondary School,15-C	1	1	1	1	-	-	-
Government Model High School, 22 –D	1	1	1	1	-	-	-
Government Model Senior Secondary School,26 Timber Market	1	1	1	1	-	-	-
Government Model High School, 29	1	1	1	1	-	-	-
Government Model High School, 38- D	1	1	1	1	-	-	-
Government Model High School, 41 Badheri	1	1	1	1	-	-	-
Government Model High School, 42	1	1	1	1	-	-	-
Government Model Senior Secondary School,44	1	1	1	1	-	-	-
Government Model Senior Secondary School,47	1	1	1	1	-	-	-
Government Model High School, 53	1	1	1	1	-	-	-
Government High School, Indira Colony, Mani Majra	1	1	1	1	-	-	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	1	1	1	1	-	-	-
Government High School, Kajheri	1	1	1	1	-	-	-
Government I Senior Secondary School, Khuda Ali Sher	1	1	1	1	-	-	-
Government Model Senior -Secondary School, Sarangpur	1	1	1	1	-	-	-
Government Model School, 26 Bapu Dham	1	1	1	1	-	-	-
Total	20	20	20	19	-	1	-

Source: CRRID field Survey, 2018 Yes-1

Table-5.7-A
Place and Person Distributing of MDM among the Students

Name of the school	Place of distribution of MDM among the students					Person distributing the meals				
	Inside class rooms	School verandah	School court yard	School Hostel mess	Other	Teacher in charge	Other teacher	Aaya/maid	Peon/ chowkidar	Students themselves
Government Model High School,7	1	-	-	-	-	-	-	1	-	-
DAV Senior Secondary School,8	-	-	-	1	-	-	-	1	-	-
Government Model Senior Secondary School,10	1	-	-	-	-	-	-	1	-	-
Government Primary School,12	1	-	-	-	-	-	-	1	-	-
Government Model Senior Secondary School,15-C	1	-	-	-	-	-	-	1	-	-
Government Model High School, 22 –D	1	-	-	-	-	-	-	1	-	-
Government Model Senior Secondary School,26 T Market	1	-	-	-	-	-	-	1	-	-
Government Model High School, 29	1	-	-	-	-	-	-	1	-	-
Government Model High School, 38- D	1	-	-	-	-	-	-	1	-	-
Government Model High School, 41 Badheri	1	-	-	-	-	-	-	1	-	-
Government Model High School, 42	1	-	-	-	-	-	-	1	-	-
Government Model Senior Secondary School,44	1	-	-	-	-	-	-	1	-	-
Government Model Senior Secondary School,47	1	-	-	-	-	-	-	1	-	-
Government Model High School, 53	1	-	-	-	-	-	-	1	-	-
Government High School, Indira Colony, Mani Majra	1	-	-	-	-	-	-	1	-	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	1	-	-	-	-	-	-	1	-	-
Government High School, Kajheri	1	-	-	-	-	-	-	1	-	-
Government I Senior Secondary School, Khuda Ali Sher	1	-	-	-	-	-	-	1	-	-
Government Model Senior -Secondary School, Sarangpur	1	-	-	-	-	-	-	1	-	-
Government Model School, 26 Bapu Dham	1	-	-	-	-	-	-	1	-	-
Total	19	-	-	1	-	-	-	20	-	-

Source: CRRID field Survey, 2018.

**Table-5.8
Detail of Observations regarding MDM in Schools**

Name of the School	Feedback forms sent during this year	No of Ayas		Time of arrival of food	Time of Completion of whole Activity including distribution	As per observation by investigator			
		M	F			Arrival of food in school	Distribution of food in the school	Utensils (before) MDM	Utensils (after) MDM
Government Model High School, 7	1	-	3	9.00	11.00	9.00	10.00	Patilas-1,Bucket-3, Basket-1	Patilas-1,Bucket-3, Basket-1
DAV Senior Secondary School, 8	6	-	2	9.00	12.00	9.00	11.00	Patialas-2,Bucket-2	Patialas-2,Bucket-2
Government Model Senior Secondary School,10	6	1	24	10.00	10.30	10.00	10.30	Patilas-3,Bucket-3 Basket-1	Patilas-3,Bucket-3 Basket-1
Government Primary School,12	6	-	2	10.00	10.50	10.00	10.30	Patilas-1,Bucket-3, Basket-1	Patilas-1,Bucket -3, Basket-1
Government Model Senior Secondary School,15-D	6	-	6	9.00	11.00	9.00	10.30	Patilas-2,Plates-25	Patilas-2,Plates-25
Government Model High School, 22-D	6	-	2	10.00	10.45	10.15	10.45	Patilas-2,Bucket-7, Drum -2	Patilas-2,Bucket -7, Drum-2
Government Model Senior Secondary School, 24	6	-	6	10.00	10.35	10.00	10.15	Bucket-8	All material
Government Model High School, 29	7	-	3	9.45	10.45	9.45	10.00	Patilas-2,Tub-2 Bucket-8,Drum-1	Patilas-2,Tub-2 Bucket-8,Drum-1
Government Model High School, 38-D	6	-	17	11.00	12.30	11.00	11.20	Bucket-10	All material
Government Model High School, 41 Badheri	8	-	7	10.00	12.30	10.00	11.20	Patilas-4,Buckets-26 Plates-26	Patilas-4,Buckets-26 Plates - 26
Government Model High School, 42	8	-	16	11.10	11.40	11.10	11.15	Patilas-2,Buckets-8	Patilas-2Buckets-8
Government Model Senior Secondary School, 44	6	-	15	11.15	12.00	11.15	11.20	Patilas-4,Bucket-4	Patilas-4,Bucket - 4
Government Model Senior Secondary School, 47	6	5	15	10.00	11.40	10.00	10.40	Bucket-13,Basket-1	Bucket-13,Basket-1
	6	5	15	10.00	11.40	10.00	10.15	Bucket-13,Basket-1	Bucket-13,Basket-1
Government Model High School, 53	6	-	7	10.20	11.20	10.20	11.20	Buckets-12,Container-2	Buckets-12,Container- 2
Government High School, Indira Colony, Mani Majra	6	-	9	9.30	10.45	9.30	10.15	Patialas-2,Bucket-6	Patialas-2,Bucket-6
	6	-	9	12.40	3 pm	12.40	2.00	containers-2,Bucket-6	containers-2,Bucket-6
Madrasa, Shiraj Uloom, Gobindpura, ManiMaira	2	-	1	9.15	10.45	9.15	10.45	Bucket-2	Bucket -2
	2	-	1	9.15	10.45	9.15	10.45	Bucket -2	Bucket -2
Government High School, Kajheri	8	-	6	11.00	1.30	11.00	1.00	Patialas-2,Bucket-6 Containers-2	Patialas-2,Bucket-6 Containers-2
	8	-	6	9.30	10.20	9.30	10.00	Patialas-2,Bucket-6 Containers-2	Patialas-2,Bucket-6 Containers-2
Government Senior Secondary School, Khuda Ali Sher	6	1	5	12.00	1.30	12.00	1.15	Patilas-2,Buckets-4	Patilas-2,Buckets-4
	6	1	5	9.30	10.30	9.30	10.10	Patilas-2,Buckets - 4	Patilas-2,Buckets - 4
Government Model Senior Secondary School, Sarangpur	6	-	5	9.30	10.25	9.30	10.10	Patilas-1,Bucket-3	Patilas-1,Bucket-3
	6	-	5	11.30	1.45	11.30	1.15	Patilas-1 Bucket-3	Patilas-1 Bucket-3
Government Model School, 26 Bapu Dham	6	-	6	9.40	11.00	9.40	10.10	Containers-1,Bucket-4	Containers-1,Bucket -4
	6	-	6	12.30	1.15	12.30	1.15	Buckets-4,Container-1 Glass Plates	Buckets-4,Container - 1 Glass ,Plates

Source: CRRID, Field Survey, 2018

Table-5.9
MDM Supplementation with Micronutrients in Terms of Quantity

Name of the school	MDM Supplementation with Micronutrients				MDM Supplementation with De – worming medicines			
	Yes adequate quantity	Yes inadequate quantity	No	Can't say	Yes adequate quantity	Yes inadequate quantity	No	Can't say
Government Model High School,7	1	-	-	-	1	-	-	-
DAV Senior Secondary School,8	1	-	-	-	1	-	-	-
Government Model Senior Secondary School,10	1	-	-	-	1	-	-	-
Government Primary School,12	1	-	-	-	1	-	-	-
Government Model Senior Secondary School,15-C	1	-	-	-	1	-	-	-
Government Model High School, 22-D	1	-	-	-	1	-	-	-
Government Model Senior Secondary School,26 Timber Market	1	-	-	-	1	-	-	-
Government Model High School, 29	1	-	-	-	1	-	-	-
Government Model High School, 38-D	1	-	-	-	1	-	-	-
Government Model High School, 41 Badheri	1	-	-	-	1	-	-	-
Government Model High School, 42	1	-	-	-	1	-	-	-
Government Model Senior Secondary School,44	1	-	-	-	1	-	-	-
Government Model Senior Secondary School,47	1	-	-	-	1	-	-	-
Government Model High School, 53	1	-	-	-	1	-	-	-
Government High School, Indira Colony, Mani Majra	1	-	-	-	1	-	-	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	1	-	-	-	1	-	-	-
Government High School, Kajheri	1	-	-	-	1	-	-	-
Government I Senior Secondary School, Khuda Ali Sher	1	-	-	-	1	-	-	-
Government Model Senior -Secondary School, Sarangpur	1	-	-	-	1	-	-	-
Government Model School, 26 Bapu Dham	1	-	-	-	1	-	-	-
Total	20				20			

Source: CRRID field Survey, 2018

Tables-5.10
Teachers Rating about the Quality and Constitution of School level Committees for MDM

Name of the school	Teachers rating about the quality of MDM					Constitution of school level committees		Constitution of school level committees for MDM				
	Excellent	Very Good	Good	Satisfactory	Poor	Yes	No	Principal/Head Teacher	Teacher (in-charge MDM)	Other teachers	Parent	Members of Community/Voluntary Organisation
Government Model High School,7	-	-	1	-	-	1	-	1	1	1	1	1
DAV Senior Secondary School,8	-	1	-	-	-	1	-	1	1	1	1	1
Government Model Senior Secondary School,10	1	-	-	-	-	1	-	1	1	1	1	1
Government Primary School,12	1	-	-	-	-	1	-	1	1	1	1	1
Government Model Senior Secondary School,15-C	1	-	-	-	-	1	-	1	1	1	1	1
Government Model High School, 22 –D	-	-	1	-	-	1	-	1	1	1	1	1
Government Model Senior Secondary School,26 Timber Market	-	-	1	-	-	1	-	1	1	1	1	1
Government Model High School, 29	-	-	1	-	-	1	-	1	1	1	1	1
Government Model High School, 38- D	1	-	-	-	-	1	-	1	1	1	1	1
Government Model High School, 41 Badheri	1	-	-	-	-	1	-	1	1	1	1	1
Government Model High School, 42	1	-	-	-	-	1	-	1	1	1	1	1
Government Model Senior Secondary School,44	1	-	-	-	-	1	-	1	1	1	1	1
Government Model Senior Secondary School,47	1	-	-	-	-	1	-	1	1	1	1	1
Government Model High School, 53	1	-	-	-	-	1	-	1	1	1	1	1
Government High School, Indira Colony, Mani Majra	1	-	-	-	-	1	-	1	1	1	1	1
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	-	1	-	-	1	-	1	1	1	1	1
Government High School, Kajheri	-	-	-	1	-	1	-	1	1	1	1	1
Government I Senior Secondary School, Khuda Ali Sher	-	1	-	-	-	1	-	1	1	1	1	1
Government Model Senior -Secondary School, Sarangpur	-	1	-	-	-	1	-	1	1	1	1	1
Government Model School, 26 Bapu Dham	-	-	1	-	-	1	-	1	1	1	1	1
Total	10	3	6	1	-	20	-	20	20	20	20	20

Source: CRRID field Survey, 2018

Table-5.10-A
Role of School level Committees in MDM Scheme

Name of the school	Role of school level committees								
	Checking regularity of MDM	Checking wholesomeness of food supplied	Testing of food	Proper receipt of food items	Proper distribution of food items	Supervise actual consumption of meals by children	Variation in menu	Mobilizing voluntary community support	Ensuring cleanliness/ hygiene at every level
Government Model High School,7	1	1	1	1	1	1	1	1	1
DAV Senior Secondary School,8	1	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,10	1	1	1	1	1	1	1	1	1
Government Primary School,12	1	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,15-C	1	1	1	1	1	1	1	1	1
Government Model High School, 22 –D	1	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,26 T Market	1	1	1	1	1	1	1	1	1
Government Model High School, 29	1	1	1	1	1	1	1	1	1
Government Model High School, 38- D	1	1	1	1	1	1	1	1	1
Government Model High School, 41 Badheri	1	1	1	1	1	1	1	1	1
Government Model High School, 42	1	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,44	1	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,47	1	1	1	1	1	1	1	1	1
Government Model High School, 53	1	1	1	1	1	1	1	1	1
Government High School, Indira Colony, Mani Majra	1	1	1	1	1	1	1	1	1
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	1	1	1	1	1	1	1	1	1
Government High School, Kajheri	1	1	1	1	1	1	1	1	1
Government I Senior Secondary School, Khuda Ali Sher	1	1	1	1	1	1	1	1	1
Government Model Senior -Secondary School, Sarangpur	1	1	1	1	1	1	1	1	1
Government Model School, 26 Bapu Dham	1	1	1	1	1	1	1	1	1
Total	20	20	20	20	20	20	20	20	20

Source: CRRID field Survey, 2018.

**Table-5.10-B
Detail of Role of SMCs/Parents in Monitoring MDM Provisions in Schools**

Name of the school	Taste Register Maintenance	SMC visit for Monitoring of MDM Daily=1 Weekly=2	Parents visit for monitoring, days in a week	Parents awareness about MDM Average=1 Below Average=2	SMC awareness about MDM Average=1 Below Average=2	Audit of cooking cost done by SMC Yes=1 No=2	Audit of cooking ingredients by SMC Yes=1 No=2	SMC training for MDM Yes=1 No=2
Government Model High School,7	1	1	3-4	1	1	1	1	2
DAV Senior Secondary School,8	1	1	Weekly	2	1	1	1	2
Government Model Senior Secondary School,10	1	1	2-3	1	1	1	1	2
Government Primary School,12	1	1	3-4	1	1	1	1	2
Government Model Senior Secondary School,15-C	1	1	2-3	1	1	1	1	2
Government Model High School, 22-D	1	1	2-3	1	1	1	1	2
Government Model Senior Secondary School,26 Timber Market	1	1	3-4	1	1	1	1	2
Government Model High School, 29	1	1	Weekly	2	1	1	1	2
Government Model High School, 38-D	1	1	2-3	1	1	1	1	2
Government Model High School, 41 Badheri	1	1	3-4	2	1	1	1	2
Government Model High School, 42	1	1	2-3	1	1	1	1	2
Government Model Senior Secondary School,44	1	1	3-4	1	1	1	1	2
Government Model Senior Secondary School,47	1	1	2-3	2	1	1	1	2
Government Model High School, 53	1	1	3-4	2	1	1	1	2
Government High School, Indira Colony, Mani Majra	1	1	Weekly	2	1	1	1	2
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	1	1	Weekly	2	1	1	1	2
Government High School, Kajheri	1	1	4-5	2	1	1	1	2
Government Senior Secondary School, Khuda Ali	1	1	3-4	2	1	1	1	2
Government Model Senior -Secondary School, Sarangpur	1	1	Weekly	1	1	1	1	2
Government Model School, 26 Bapu Dham	1	1	Weekly	2	1	1	1	2
Total								

Source: CRRID, Field Survey, 2018

Table-5.11
Teachers' Involvement in Inculcation of Good Habits and Moral Ethics to Students

Name of the school	Teachers involvement in inculcation of good habits and moral ethics							
	Ensure avoiding littering and wastage	Teach and ensure children eat their meals hygienically	Teach and ensure children wash their hands before eating	Teach and ensure children cut their nails regularly	Teach and ensure children use clean utensils for eating	Teach and ensure children clean their utensils after eating	Teach and ensure children wash their hands and rinse their mouth after eating	Ensure non discrimination against children of weaker section
Government Model High School,7	1	1	1	1	1	1	1	1
DAV Senior Secondary School,8	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,10	1	1	1	1	1	1	1	1
Government Primary School,12	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,15 –C	1	1	1	1	1	1	1	1
Government Model High School, 22 –D	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,26 Timber Market	1	1	1	1	1	1	1	1
Government Model High School, 29	1	1	1	1	1	1	1	1
Government Model High School, 38- D	1	1	1	1	1	1	1	1
Government Model High School, 41 Badheri	1	1	1	1	1	1	1	1
Government Model High School, 42	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,44	1	1	1	1	1	1	1	1
Government Model Senior Secondary School,47	1	1	1	1	1	1	1	1
Government Model High School, 53	1	1	1	1	1	1	1	1
Government High School, Indira Colony, Mani Majra	1	1	1	1	1	1	1	1
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	1	1	1	1	1	1	1	1
Government High School, Kajheri	1	1	1	1	1	1	1	1
Government I Senior Secondary School, Khuda Ali Sher	1	1	1	1	1	1	1	1
Government Model Senior -Secondary School, Sarangpur	1	1	1	1	1	1	1	1
Government Model School, 26 Bapu Dham	1	1	1	1	1	1	1	1
Total	20	20	20	20	20	20	20	20

Source: CRRID field Survey, 2018.

Table-5.11-A
Details of Facilities available for implementation of MDM Scheme

Name of the school	Hand wash Procedures adopted	Soaps for Hand Wash	Drinking water Quality	Cleanliness of Drinking water area	Health Checkups done	Growth Record Maintenance	Toilets		Cleanliness of toilets
							Boys	Girls	
Government Model High School,7	Y	N	G	AV	Y	N	Y	Y	G
DAV Senior Secondary School,8	Y	Y	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,10	Y	Y	G	G	Y	N	Y	Y	G
Government Primary School,12	Y	N	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,15-C	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 22 -D	Y	N	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,26 Timber Market	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 29	Y	N	G	G	Y	N	Y	Y	G
Government Model High School, 38- D	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 41 Badheri	Y	N	G	G	Y	N	Y	Y	G
Government Model High School, 42	Y	Y	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,44	Y	Y	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,47	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 53	Y	Y	G	G	Y	N	Y	Y	G
Government High School, Indira Colony,Mani Majra	Y	N	G	AV	Y	N	Y	Y	G
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	Y	N	G	AV	Y	N	Y	Y	G
Government High School, Kajheri	Y	N	G	AV	Y	N	Y	Y	G
Government Senior Secondary School, Khuda Ali Sher	Y	N	G	AV	Y	N	Y	Y	G
Government Model Senior Secondary School, Sarangpur	Y	N	G	AV	Y	N	Y	Y	G
Government Model School, 26 Bapu Dham	Y	N	G	G	Y	N	Y	Y	G

Y= Yes; N= No; VG=Very Good; G=Good; AV=Average; P=Poor;

Source: CRRID, Field Survey, 2018

Chapter-6

PERCEPTION OF THE STUDENTS

Background

This chapter lists the views of the selected students about the ongoing Mid-Day Meal (MDM) Scheme in Chandigarh. The chapter describes the daily usual schedule of children like (wake-up time, toilet, brushing, bathing, mode of transport to school, and having breakfast, etc) besides how MDM was served in the school, and what the children perceptions about Mid-Day Meal in general (including their liking/disliking, wholesomeness of food supplied to them, place of serving the meal, mode of serving and also listing the general cleanliness habits).

Characteristics of selected students

The background characteristics of selected students interviewed during the survey are given in Table 6.1, 6.2 & 6.3. Majority of the students (41.3%) are in seventh & eighth class, 88 percent of the selected students are in the age group between 9-15 years and remaining 12 percent students are in the age group of 6-8 years. Among these 54 percent were boys and remaining 46 percent were girls.

Wake up timings in morning, Hygiene Practices, Mode of Transport to School

The regular school usually starts at 8 O' clock in the morning, and in case of evening schools starts at 2 pm. The data analysis reveals that 22.5 percent of the students got up at least 2-3 hours before school, 63.5 percent between 1-2 hours and 13 percent less than one hour before school on the day of survey. A majority (94%) of the students went to toilet before reaching school on the day of survey, 90.0 percent students brushed their teeth, and 70 percent took a bath. More than half (56.5%) came to school by waking, 30 percent used some vehicle and remaining 13.5 percent came to school on cycle on the day of survey. See Tables-6.4, 6.4-A & 6.4-B

Breakfast on the day of survey

It was a popular belief that most school students do not have time to take breakfast in the morning, Both students from morning and evening school stated that 93 percent of the sample children took breakfast before coming to school, majority of them took some solid food item such as chapatti with dal, vegetable, prantha, milk and tea, etc, in breakfast. See Table-6.5

About the MDM

All the students reportedly received some type of meals in the school i.e. cooked meals daily in all schools. Students revealed that they were getting different menu every day, like Karhi Chapati/rice, Dal Rice, Dal Chapati, Khichri etc. Since the students prefer Karhi the most, it was supplied more often. Despite individual preferences for meal, it was interesting to note that 60 percent students did like all items of the food served in the MDM. Interestingly, a list of items prepared revealed coverage of almost all items supplied in the MDM. 96 percent of the students fully consumed the Mid-Day Meal served to them fully and remaining 4 percent carried the meals to their home. During the field survey, it was also observed that the students consume MDM fully. When enquired from the students the reasons for not eating or partially eating the MDM, 13.5 percent stated that they did not like the taste of meals. Less than half (43%) of the students carried the food to home, in 17 percent cases the meal was usually consumed by the children themselves, 8 percent shared by parents, 7.5 percent brothers, sisters and 10.5 percent by other siblings or family members. See Table-6.6

Eating habits and sitting pattern

Almost all students chew the food properly before eating. None of the student reported remaining hungry after the consumption of MDM. The reflection of the place of serving the MDM shows that 95 percent of the students were served MDM inside their classrooms and 5 percent students all of them from DAV school reported that MDM was served in a school hostel mess. One aim of serving the MDM was to promote gender equalities through boys and girls sitting together while eating MDM irrespective of their class and caste. 68.5 percent students informed that the boys and girls sit together during consumption of Mid-day Meals and remaining 34.5 percent sit separately. See Table-6.7

Oral Hygiene before and after Eating MDM

Proper washing of hands before consumption of MDM and washing the hands and rinsing of the mouth with water after the consumption of food was pre-requisite for maintaining overall oral hygiene and cleanliness. Only 40.5 percent students washed hands with water, 45.5 percent washed with soap and remaining students did not wash their hands before eating MDM. Whereas, 31 percent students said that they washed their hands and mouth with soap, an equal numbers said they only washed

hands with and without soap another 38 percent said that they did not do either washing hand and mouth before or after eating the meals. See Table-6.8

Cleaning of Utensils after Eating Food

Majority of the students bring their own lunch boxes. During the field survey, some students were observed to be sharing utensils/tiffins during the consumption of Mid-day Meals. However, most of the students bring utensils from home to have MDM food. Only 28 percent of students clean their utensils themselves, and majority of them wash utensils with detergent soap. See Table-6.8

Littering and Wastage of Food, Involvement of students in serving MDM cutting of nails

Majority of the students (92%) claimed that somebody did tell them to avoid littering and wastage of food. It was noted that 92.5 percent students were told to do so by parents, 86 percent by teachers and only 1 percent by headmaster/headmistress in the school.

As far as the involvement of students in serving the food was concerned, the data confirmed that none of the students was involved in serving the MDM in any of the school.

Majority of the students (92.5%) cut their nails regularly and remaining 7.5 percent do cuts nails but not regularly. Our investigators checked the nails of students interviewed during the field survey. See Table-6.9

Students taking lunch at home

Mid-day Meal is not supposed to replace the home made food and school Mid-day Meal is meant to be in addition to, and not a substitute for, meals which parents should in any case provide to child at home. (Government of India, Mid-day Meal Scheme), Guidelines, P.19.

Majority of the students (91%) reported to have lunch after eating MDM in the school and remaining 9 percent students do not have lunch at home, this implies that MDM was not substituting for any meal at home. When asked whether MDM encourages students to attend the school, only four percent among the surveyed students reported in affirmative. See Table-6.9

Type of meal served during illness/sickness

More than half (56%) of the students bring their own food from home and remaining 44 percent eat the MDM supplied in the school in case of illness. There was no provision for special food in Mid-day Meals for ill students. See Table-6.9

Supplementation of MDM with micronutrients and de-worming medicines

Apart from mid day meal, students were also enquired about the supply/distribution of any type of micronutrients (like iron, folic- acid and de-worming) in school. It was stated during the field visits that micronutrient supplements and de-worming medicines are being provided in majority of cases, none of the student reported that the micronutrients and de-worming medicines were being provided inadequate quantity in schools. See Table-6.10

Table-6.1
Class-wise Distribution of Sample Children

Class Name of the school	Class wise Number of Students interviewed for MDM								Total
	1	2	3	4	5	6	7	8	
Government Model High School,7	-	-	-	1	3	2	2	2	10
DAV Senior Secondary School,8	-	-	-	-	-	2	3	5	10
Government Model Senior Secondary School,10	-	1	-	-	1	-	5	3	10
Government Primary School,12	-	4	2	4	-	-	0	-	10
Government Model Senior Secondary School,15-C	-	-	-	2	3	-	1	4	10
Government Model High School, 22-D	-	-	-	2	-	2	2	4	10
Government Model Senior Secondary School,26 Timber Market	-	-	-	-	-	2	3	5	10
Government Model High School, 29	-	-	-	2	2	2	2	2	10
Government Model High School, 38- D	-	1	-	3	2	1	3	-	10
Government Model High School, 41, Badheri	-	-	-	1	2	3	3	1	10
Government Model High School, 42	-	-	-	1	2	4	2	1	10
Government Model Senior Secondary School,44	-	-	4	1	2	1	1	1	10
Government Model Senior Secondary School,47	-	1	1	-	3	1	2	2	10
Government Model High School, 53	-	-	-	2	2	2	2	2	10
Government High School, Indira Colony, Mani Majra	4	-	-	-	0	0	-	6	10
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	2	1	1	4	2	0	-	-	10
Government High School, Kajheri	-	-	-	0	1	2	3	4	10
Government Senior Secondary School, Khuda Ali Sher	-	1	1	1	2	2	2	1	10
Government Model Senior,Secondary School, Sarangpur	1	-	-	1	5	3	-	-	10
Government Model School, 26 Bapu Dham	-	-	1	2	2	2	1	2	10
Total	7	9	10	27	34	31	37	45	200
Percentage	0.3	0.4	0.5	13.5	17.0	15.5	18.5	22.5	100.0

Source: CRRID, Field survey, 2018

Table-6.2
Age-wise Distribution of Sample Children

Name of the school	Age wise Number of students interviewed for MDM										
	6	7	8	9	10	11	12	13	14	15	Total
Government Model High School,7	-	-	-	1	1	2	2	1	3	-	10
DAV Senior Secondary School,8	-	-	-	-	-	2	1	5	1	1	10
Government Model Senior Secondary School,10	-	-	-	1	1	1	4	2	1	-	10
Government Primary School,12	-	3	3	1	3	-	-	-	-	-	10
Government Model Senior Secondary School,15-C	-	-	-	2	2	1	-	4	-	1	10
Government Model High School, 22-D	-	-	-	-	-	3	2	2	2	1	10
Government Model Senior Secondary School,26 Timber Market	-	-	-	-	-	2	2	6	-	-	10
Government Model High School, 29	-	-	-	2	1	4	-	-	3	-	10
Government Model High School, 38- D	-	1	1	3	-	2	3	-	-	-	10
Government Model High School, 41 Badheri	-	-	-	1	2	2	4	1	-	-	10
Government Model High School, 42	-	-	-	-	3	4	2	-	1	-	10
Government Model Senior Secondary School,44	-	-	3	1	1	3	-	2	-	-	10
Government Model Senior Secondary School,47	-	1	-	-	1	5	1	1	1	-	10
Government Model High School, 53	-	-	-	2	2	1	3	-	2	-	10
Government High School, Indira Colony, Mani Majra	1	3	-	-	-	-	1	4	1	-	10
Madrassa, Shiraj Uloom, Gobindpura, Mani Majra	1	2	1	1	2	-	2	1	-	-	10
Government High School, Kajheri	-	-	-	-	-	2	1	4	2	1	10
Government Senior Secondary School, Khuda Ali Sher	-	1	1	-	1	1	2	4	-	-	10
Government Model Senior -Secondary School, Sarangpur	1	-	-	-	7	2	-	-	-	-	10
Government Model School, 26 Bapu Dham	-	1	-	2	2	2	2	-	1	-	10
Total	3	12	9	17	29	39	32	37	18	4	200
Percentage	1.5	6.0	4.5	8.5	14.5	19.5	16.0	18.5	9.0	2.0	100.5

Source: CRRID, Field Survey, 2018

Table-6.3
Gender-wise Distribution of Sample Children

Name of the Schools	Gender		Total
	Male	Female	
Government Model High School,7	5	5	10
DAV Senior Secondary School,8	6	4	10
Government Model Senior Secondary School,10	5	5	10
Government Primary School,12	4	6	10
Government Model Senior Secondary School,15-C	4	6	10
Government Model High School, 22-D	6	4	10
Government Model Senior Secondary School,26, Timber Market	5	5	10
Government Model High School, 29	5	5	10
Government Model High School, 38- D	6	4	10
Government Model High School, 41 Badheri	6	4	10
Government Model High School, 42	6	4	10
Government Model Senior Secondary School,44	4	6	10
Government Model Senior Secondary School,47	5	5	10
Government Model High School, 53	5	5	10
Government High School, Indira Colony, Mani Majra	6	4	10
Madrassa, Shiraj Uloom, Gobindpura, Mani Majra	8	2	10
Government High School, Kajheri	5	5	10
Government Senior Secondary School, Khuda Ali Sher	5	5	10
Government Model Senior -Secondary School, Sarangpur	6	4	10
Government Model School, 26 Bapu Dham	6	4	10
Total	108	92	200
Percentage	54.0	46.0	100.0

Source: CRRID, Field survey, 2018

Table-6.4
Distribution of Children Wake up Timings in the Morning

Name of the school	Time Students Usually Wake up in Morning on the Day of survey				
	5.00-6.00 am	6.00-7.00 am	7.00-8.00 am	After 8 Am	Total
Government Model High School,7	3	7	-	-	10
DAV Senior Secondary School,8	2	6	2	-	10
Government Model Senior Secondary School,10	4	4	1	1	10
Government Primary School,12	4	4	2	-	10
Government Model Senior Secondary School,15-C	5	4	1	-	10
Government Model High School, 22-D	-	9	1	-	10
Government Model Senior Secondary School,26 Timber Market	10	-	-	-	10
Government Model High School, 29	1	9	-	-	10
Government Model High School, 38-D	1	6	3	-	10
Government Model High School, 41 Badheri	1	7	2	-	10
Government Model High School, 42	-	9	1	-	10
Government Model Senior Secondary School,44	1	8	1	-	10
Government Model Senior Secondary School,47	-	10	-	-	10
Government Model High School, 53	-	10	-	-	10
Government High School, Indira Colony, Mani Majra	1	6	2	1	10
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	1	6	3	-	10
Government High School, Kajheri	4	6	-	-	10
Government Senior Secondary School, Khuda Ali Sher	4	5	1	-	10
Government Model Senior -Secondary School, Sarangpur	-	7	3	-	10
Government Model School, 26 Bapu Dham	3	4	3	-	10
Total	45	127	26	2	200
Percentage	22.5	63.5	13.0	1.0	100.0

Source: CRRID, Field survey, 2018

**Table-6.4-A
Hygiene Practices followed by Children**

Name of the Schools	Did you go to toilet today			Did you brush your teeth today			Did you take bath today		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Government Model High School,7	10	-	10	10	-	10	10	-	10
DAV Senior Secondary School,8	10	-	10	10	-	10	9	1	10
Government Model Senior Secondary School,10	9	1	10	10	-	10	6	4	10
Government Primary School,12	10	-	10	9	1	10	8	2	10
Government Model Senior Secondary School,15-C	9	1	10	9	1	10	7	3	10
Government Model High School, 22 –D	10	-	10	10	-	10	7	3	10
Government Model Senior Secondary School,26 Timber Market	10	-	10	10	-	10	10	-	10
Government Model High School, 29	9	1	10	9	1	10	9	1	10
Government Model High School, 38-D	10	-	10	9	1	10	5	5	10
Government Model High School, 41 Badheri	9	1	10	9	1	10	7	3	10
Government Model High School, 42	10	-	10	8	2	10	5	5	10
Government Model Senior Secondary School,44	6	4	10	6	4	10	4	6	10
Government Model Senior Secondary School,47	8	2	10	9	1	10	8	2	10
Government Model High School, 53	10	-	10	10	-	10	9	1	10
Government High School, Indra Colony, Mani Majra	10	-	10	8	2	10	8	2	10
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	10	-	10	7	3	10	4	6	10
Government High School, Kajheri	10	-	10	8	2	10	7	3	10
Government Senior Secondary School, Khuda Ali Sher	10	-	10	10	-	10	8	2	10
Government Model Senior -Secondary School, Sarangpur	10	-	10	9	1	10	5	5	10
Government Model School, 26 Babu Dham	9	1	10	10	-	10	4	6	10
Total	189	11	200	180	20	200	140	60	200
Percentage	94.5	5.5	100.0	90.0	10.0	100.0	70.0	30.0	100.0

Source: CRRID, Field survey, 2018

**Table-6.4-B
Mode of Transport to School**

Name of the School	How did you come to school today							
	Foot	Cycle	Scooter/ M-cycle	Car	Auto rickshaw	Rickshaw	Bus	Total
Government Model High School,7	-	2	1	-	4	3	-	10
DAV Senior Secondary School,8	-	3	3	1	2	-	1	10
Government Model Senior Secondary School,10	2	3	1	-	2	-	2	10
Government Primary School,12	2	2	5	-	1	-	-	10
Government Model Senior Secondary School,15-C	3	1	2	-	3	-	1	10
Government Model High School, 22-D	4	4	2	-	-	-	-	10
Government Model Senior Secondary School,26 Timber Market	9	1	-	-	-	-	-	10
Government Model High School, 29	4	2	1	-	3	-	-	10
Government Model High School, 38- D	4	1	2	1	2	-	-	10
Government Model High School, 41 Badheri	8	-	1	-	-	-	-	10
Government Model High School, 42	4	1	5	-	-	-	-	10
Government Model Senior Secondary School,44	7	1	1	-	1	-	-	10
Government Model Senior Secondary School,47	6	4	-	-	-	-	-	10
Government Model High School, 53	5	-	4	-	1	-	-	10
Government High School, Indira Colony, Mani Majra	10	-	-	-	-	-	-	10
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	10	-	-	-	-	-	-	10
Government High School, Kajheri	10	-	-	-	-	-	-	10
Government Senior Secondary School, Khuda Ali Sher	10	-	-	-	-	-	-	10
Government Model SeniorSecondary School, Sarangpur	5	2	1	-	2	-	-	10
Government Model School, 26 Bapu Dham	10	-	-	-	-	-	-	10
Total	113	27	29	3	21	3	4	200
Percentage	56.5	13.5	14.5	1.5	10.5	1.5	2.0	100.0

Source: CRRID, Field survey, 2018

Table-6.5
Distribution of Children on the Basis of having Breakfast on the day of Survey/item Eat in Breakfast

Name of the Schools	have breakfast on the day of survey/item eat in breakfast												
	Yes	No	Chappti	Vegetable/Dal	Dahi	Parantha	Bread	Butter/jam/malai	Tea/Coffee	Milk	Biscuit	Snack	Fruit
Government Model High School,7	10	-	10	1	-	6	1	1	5	1	-	1	2
DAV Senior Secondary School,8	10	-	10	2	-	1	5	-	2	1	-	-	3
Government Model Senior Secondary School,10	9	1	9	2	-	3	2	-	4	1	-	-	-
Government Primary School,12	10	-	10	2	-	7	-	-	5	1	-	-	-
Government Model Senior Secondary School,15-C	8	2	8	1	-	4	-	-	5	2	-	-	-
Government Model High School, 22-D	8	2	7	-	-	1	3	1	5	-	1	-	2
Government Model Senior Secondary School,26 Timber Market	8	2	8	-	-	1	-	1	1	-	3	1	-
Government Model High School, 29	10	-	10	2	1	6	1	-	7	-	1	-	-
Government Model High School, 38-D	10	-	10	2	1	7	2	1	4	1	-	-	-
Government Model High School, 41 Badheri	9	1	9	1	-	2	-	-	5	3	-	-	1
Government Model High School, 42	10	-	10	-	1	5	3	-	5	-	1	-	1
Government Model Senior Secondary School,44	10	-	10	1	-	8	-	-	8	-	-	-	1
Government Model Senior Secondary School,47	10	-	10	4	-	2	-	-	3	-	-	1	-
Government Model High School, 53	10	-	10	4	-	4	2	-	9	-	1	-	-
Government High School, Indira Colony, Mani Majra	9	1	9	-	-	7	1	-	6	1	-	-	1
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	8	2	8	2	-	3	1	-	3	2	-	-	1
Government High School, Kajheri	9	1	9	-	-	6	-	-	8	-	-	-	1
Government Senior High School, Khuda Ali Sher	10	-	10	3	-	5	1	-	4	4	-	-	-
Government Model Senior Secondary School, Sarangpur	8	2	8	3	1	1	1	-	1	3	-	-	-
Government Model School, 26 Babu Dham	9	1	9	2	-	4	1	-	7	-	-	-	-
Total	185	15	184	32	4	83	24	4	97	17	7	3	13
Percentage	92.5	7.5	92.0	16.0	2.0	41.5	12.0	2.0	48.5	8.5	3.5	1.5	6.5

Source: CRRID, Field survey, 2018

Table-6.6
Availability, Type ,Taste of Mid Day Meal

Name of the School	Are you getting any type of food in the school		Cooked meal wheat & Rice Based	Is there any type of meal you do not like		Dislike	Did you eat the food		Reasons for not eating or partially eating	Did you like the taste of the food served		Do you carry food home also		
	Yes	No		Yes	No		Fully	Incomplete		not like taste	not hungry	Yes	No	Yes
Government Model High School,7	10	-	10	3	7	Daliya	10	-	-	-	10	-	-	10
DAV Senior Secondary School,8	10	-	10	5	5	Daliya,Dal	10	-	-	-	9	1	-	10
Government Model Senior Secondary School,10	10	-	10	4	6	Dal, Kachhari	7	2	1	1	4	6	-	10
Government Primary School,12	10	-	10	-	10	-	10	-	-	-	10	-	-	10
Government Model Senior Secondary School,15-C	10	-	10	4	6	Black Channa	8	2	-	2	9	1	-	10
Government Model High School, 22 -D	10	-	10	8	2	Daliya,Ghya Dal	10	-	-	-	5	5	-	10
Government Model Senior Secondary School,26 TM	10	-	10	2	8	-	10	-	-	-	7	3	-	10
Government Model High School, 29	10	-	10	1	9	Arhar dal	10	-	-	-	10	-	-	10
Government Model 3High School, 38-D	10	-	10	8	2	Mix Dal, Sambar, Dal Channa	10	-	-	-	9	1	-	10
Government Model High School, 41 Badheri	10	-	10	1	9	Rice in winter season	10	-	-	-	10	-	--	10
Government Model High School, 42	10	-	10	3	7	Khicari Arhar dal	10	-	-	-	10	-	-	10
Government Model Senior Secondary School,44	10	-	10	-	10	-	10	-	-	-	10	-	-	10
Government Model Senior Secondary School,47	10	-	10	-	10	Masoor, Arharhar	10	-	-	-	10	-	-	10
Government Model High School, 53	10	-	10	1	9	Daliya,	10	-	-	-	10	-	-	10
Government High School, Indira Colony, Mani Majra	10	-	10	4	6	Daliya,	9	1	1	-	10	-	-	10
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	10	-	10	10	-	Daliya,Soyabin	10	-	-	-	7	3	-	10
Government High School, Kajheri	10	-	10	8	2	Nimkeen Dalyia	10	-	-	-	9	-	-	10
Government Senior Secondary School, Khuda Ali Sher	10	-	10	5	5	Dilya, Kachhari	10	-	-	-	9	1	-	10
Government Model Senior - Secondary School, Sarangpur	10	-	10	10	-	Dal, Aloo Nutrie	9	1	1	-	5	5	-	10
Government Model School, 26 Bapu Dham	10	-	10	3	7	Kachharii	9	1	1	-	10	-	-	10
Total Percentage	200	-	200	80	120	-	192	7	4	3	173	27	-	200
	100.0		100.0	40.0	60.0		96.0	3.5	2.0	1.5	86.5	13.		100.

Source: CRRID, Field survey, 2018

Table-6.7
Eating habits and Sitting plan during MDM distribution

Name of the school	Do you chew the food properly during eating		Do You remain hungry after the meal is served to you		Sitting plan during MDM severing			
	Yes	No	Yes	No	Inside classr oom	Hostel Mess	Does boys and girls sit together while eating food	
							Yes	No
Government Model High School,7	10	-	-	10	10	-	10	-
DAV Senior Secondary School,8	10	-	-	10	-	10	10	-
Government Model Senior Secondary School,10	10	-	-	10	10	-	5	5
Government Primary School,12	10	-	-	10	10	-	-	10
Government Model Senior Secondary School,15-C	9	1	-	10	10	-	10	-
Government Model High School, 22-D	10	-	-	10	10	-	1	9
Government Model Senior Secondary School,26 Timber Market	10	-	-	10	10	-	8	2
Government Model High School, 29	10	-	-	10	10	-	9	1
Government Model High School, 38- D	10	-	-	10	10	-	2	8
Government Model High School, 41 Badheri	10	-	-	10	10	-	10	-
Government Model High School, 42	10	-	-	10	10	-	3	7
Government Model Senior Secondary School,44	10	-	-	10	10	-	10	-
Government Model Senior Secondary School,47	10	-	-	10	10	-	10	-
Government Model High School, 53	10	-	-	10	10	-	10	-
Government High School, Indira Colony, Mani Majra	10	-	-	10	10	-	4	6
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	9	1	-	10	10	-	10	-
Government High School, Kajheri	10	-	-	10	10	-	5	5
Government Senior Secondary School, Khuda Ali Sher	10	-	-	10	10	-	10	-
Government Model Senior -Secondary School, Sarangpur	10	-	-	10	10	-	10	-
Government Model School, 26 Bapu Dham	10	-	-	10	10	-	-	10
Total	198	2	-	200	190	10	137	63
Percentage	99.0	1.0		100.0	95.0	5.0	68.5	31.5

Source: CRRID, Field survey, 2018

**Table-6.8
Use of Hygiene/Cleanliness Practice**

Hygiene/cleanliness Practice Name of the school	Do you wash your hands before eating			Do you rinse your hands and mouth after eating				Do you clean your utensils after eating		What material for cleaning used		
	Yes with water only	Yes, Only hands with water	No	Yes, both hands and mouth with water	Yes, only hands with water	Yes, only hands with soap	No	Yes	No	Water only	Mitti/ ash	Detergent
Government Model High School,7	1	7	2	4	3	1	2	5	5	-	1	4
DAV Senior Secondary School,8	3	6	1	-	1	3	6	4	6	2	-	2
Government Model Senior Secondary School,10	3	3	4	3	-	-	7	-	10	-	-	-
Government Primary School,12	-	10	-	7	1	2	-	10	-	-	-	10
Government Model Senior Secondary School,15 –C	2	8	-	7	1	2	-	1	9	-	-	1
Government Model High School, 22 –D	9	-	1	9	-	-	1	9	1	-	-	9
Government Model Senior Secondary School,26 Timber Market	8	2	-	9	1	-	-	6	4	-	-	6
Government Model High School, 29	8	2	-	2	7	-	1	1	9	-	-	1
Government Model High School, 38- D	5	2	3	-	1	1	8	1	9	1	-	-
Government Model High School, 41, Badheri	5	4	1	2	5	1	2	2	8	-	-	2
Government Model High School, 42	2	7	1	2	2	3	3	-	10	-	-	-
Government Model Senior Secondary School,44	5	-	5	-	-	-	10	-	10	-	-	-
Government Model Senior Secondary School,47	8	2	-	1	9	-	-	3	7	-	-	3
Government Model High School, 53	4	6	-	2	8	-	-	2	8	-	1	1
Government High School, Indira Colony, Mani Majra	3	6	1	2	1	1	6	3	7	3	-	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	1	8	1	1	2	2	6	1	9	1	-	-
Government High School, Kajheri	1	8	1	5	1	3	1	8	2	-	-	8
Government Senior Secondary School, Khuda Ali Sher	2	4	4	-	-	-	10	-	10	-	-	-
Government Model Senior Secondary School, Sarangpur	7	-	3	-	1	-	9	-	10	-	-	-
Government Model School, 26 Bapu Dham	4	5	1	6	1	-	3	-	10	-	-	-
Total	81	91	28	62	44	19	75	56	144	7	2	47
Percentage	40.5	45.5	14.0	31.0	22.0	9.5	37.5	28.0	72.0	3.5	1.0	23.5

Source: CRRID, Field survey, 2018

**Table-6.9
Littering, Wastage of Food, and Cutting of Nails**

Name of the School	Did anyone tell you to avoid littering and wastage of food		Person			Whether you involved in serving the food		cut nails regularly		Do you have lunch at home after the school hours		Are you coming to school because you get food in school		When you are ill, what do you do for food in school			
	Yes	No	Parent	Teacher	Headmistress/headmaster	Yes	No	Yes	No	Yes	No	Yes	No	own food	Eat MDM	special Food provided by school	Eat nothing
Government Model High School,7	9	1	9	7	-	-	10	9	1	7	3	1	9	3	6	-	1
DAV Senior Secondary School,8	10	-	10	10	-	-	10	7	3	10	-	-	10	3	7	-	-
Government Model Senior Secondary School,10	9	1	9	8	-	-	10	9	1	10	-	-	10	6	4	-	-
Government Primary School,12	8	2	8	7	-	-	10	9	1	10	-	-	10	1	8	-	-
Government Model Senior Secondary School,15 C	9	1	9	7	-	-	10	9	1	9	-	-	10	6	4	-	-
Government Model High School, 22 -D	9	1	9	7	-	-	10	9	1	10	-	-	10	3	7	-	-
Government Model Senior Secondary School,26 Timber Market	9	1	9	6	-	-	10	10	-	5	5	2	8	9	1	-	-
Government Model High School, 29	9	1	9	9	-	-	10	10	-	9	1	1	9	5	5	-	-
Government Model High School, 38- D	10	-	10	10	-	-	10	8	2	10	-	1	9	5	5	-	-
Government Model High School, 41 Badheri	9	1	9	8	-	-	10	10	-	9	1	-	10	7	3	-	-
Government Model High School, 42	10	-	10	10	-	-	10	8	2	8	2	-	10	4	8	-	-
Government Model Senior Secondary School,44	10	-	10	10	-	-	10	10	-	10	-	-	10	3	8	-	-
Government Model Senior Secondary School,47	10	-	10	10	-	-	10	10	-	9	1	-	10	4	6	-	-
Government Model High School, 53	9	1	9	9	-	-	10	10	-	9	1	-	10	5	5	-	-
Government High School, Indira Colony, Mani Majra	7	3	7	7	-	-	10	10	-	9	1	1	9	3	7	-	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	9	1	9	9	-	-	10	9	1	10	-	-	10	3	7	-	-
Government High School, Kajheri	10	-	10	10	-	-	10	10	-	8	2	1	9	3	7	-	-
Government Senior Secondary School, Khuda Ali Sher	9	1	9	9	-	-	10	10	-	10	-	-	10	1	9	-	-
Government Model Senior -Secondary School, Sarangpur	10	-	10	10	2	-	10	8	2	10	-	-	10	8	2	-	-
Government Model School, 26 Bapu Dham	10	-	10	9	-	-	10	10	-	9	1	1	9	6	4	-	-
Total Percentage	185	15	185	172	2	-	200	185	15	181	19	8	192	88	111	-	1
	92.5	7.5	92.5	86.0	1.0		100	92.5	7.5	91.5	9.0	4.0	96.0	44.0	55.5		

Source: CRRID, Field survey, 2018

**Table-6.10
Supplementation of Micro Nutrients and De-worming Tablets**

Name of the School	Whether de worming tablets are given to children			Are these sufficient for full course		Whether IFA tablets are given to anaemic children			Are these sufficient for full course	
	Yes	No	Don't Know	Yes	No	Yes	No	Don't Know	Yes	No
Government Model High School,7	10	-	-	10	-	10	-	-	10	-
DAV Senior Secondary School,8	10	-	-	10	-	10	-	-	10	-
Government Model Senior Secondary School,10	10	-	-	5	5	10	-	-	5	5
Government Primary School,12	10	-	-	6	4	10	-	-	6	4
Government Model Senior Secondary School,15 –C	10	-	-	9	1	9	-	1	8	2
Government Model High School, 22 –D	10	-	-	10	-	10	-	-	10	-
Government Model Senior Secondary School,26 Timber Market	10	-	-	10	-	10	-	-	10	-
Government Model High School, 29	10	-	-	10	-	10	-	-	10	-
Government Model High School, 38- D	10	-	-	10	-	10	-	-	10	-
Government Model High School, 41 Badheri	10	-	-	10	-	10	-	-	10	-
Government Model High School, 42	10	-	-	10	-	10	-	-	10	-
Government Model Senior Secondary School,44	10	-	-	10	-	10	-	-	10	-
Government Model Senior Secondary School,47	10	-	-	10	-	10	-	-	10	-
Government Model High School, 53	10	-	-	10	-	10	-	-	10	-
Government High School, Indira Colony, Mani Majra	10	-	-	10	-	10	-	-	10	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	10	-	-	9	1	9	1	-	9	1
Government High School, Kajheri	10	-	-	10	-	10	-	-	10	-
Government Senior Secondary School, Khuda Ali Sher	10	-	-	10	-	10	-	-	10	-
Government Model Senior -Secondary School, Sarangpur	10	-	-	10	-	10	-	-	10	-
Government Model School, 26 Bapu Dham	10	-	-	10	-	9	-	1	9	1
Total	200	-	-	189	11	197	1	2	187	13
Percentage	100.0			94.5	5.5	98.5	0.5	1.0	93.5	6.5

Source: CRRID, Field Survey, 2018

Chapter-7

PERCEPTION OF THE PARENTS

Background

This section lists the views of the parents with respect to the ongoing Mid-Day Meal (MDM) Scheme in Chandigarh. The section throws light on the awareness of parents about the scheme, need for such a Scheme, discussion on MDM with the child, parents involvement in MDM and other general opinions of parents on different aspects of implementation of MDM.

Socio-economic and Religious Characteristics of Selected Parents

As far as socio-economic and religious backgrounds of the sample parents of the children was concerned, majority of sample parent (65.5%) were mothers and (31.5%) were fathers rest (3%) were other guardians. Age-wise status of parents revealed 80.5 percent of the parents were Hindu followed by 12.5 percent Muslim, and 7.0 percent Sikh. The data on caste/class show that 47.5 percent of the sample parents belonged to general caste, 35.0 percent belonged to Schedule caste and remaining 17.5 percent from other backward classes. See Table-7.1

Educational Characteristics of Selected Parents

Less than one percent parents (0.5) were illiterate, 30.5 percent of fathers and 53 percent mothers were educated upto middle class, another 25.5 percent fathers and 21 percent of the mothers were educated only up to level matriculation, and remaining 18.5 percent fathers and 11.5 percent mothers were graduate or above. See Table-7.2

Occupation and Type of Family

Main occupation of 35.5 percent fathers was labourer like (rickshaw pullers, auto-rickshaw drivers or cooks and general labourer) followed by 31.5 percent was government/private service. More than half (56.5%) of mothers was housewives followed by service (17%) and as manual labourer (15%). the type of family reflected that 85.0 percent are in nuclear families. See Table-7.3

Awareness about benefits and need ongoing MDM

Majority (99.5%) of parents/guardians were aware about the existence of MDM scheme for the school children in Chandigarh, 98.5 percent parents knew that their wards getting Mid-day Meal in the school remaining parents did not know whether their wards get MDM on that day. As far as the need and benefits of MDM scheme

was concerned almost all the parents/guardians claimed that the meal was needed as 46.5 percent of the parents felt the scheme encourages the children of economically weaker section of the society to attend school, 38.5 percent felt it as supplement food for children, 29 percent as nutrient supplement, and for 27 percent parent it worked as an incentive to attend the school and only five percent for regular attendance of the children in schools. See Table-7.4

Parent's awareness about school level MDM committee

Majority of the (73.5%) parents were not aware about the existence of school level committee to oversee MDM in the school, only 7.5 percent of parents were aware and remaining 19 percent of the parents did not know the existence of such committee in the school. Only 2.5 percent of parents were involved in such committee as a member.

Checking the quality of Food and Requirement of MDM and Perceived Benefits

Less than half (44.5%) of the parents ever checked the quality of food being served in their children in school, 60 percent of them rated the food quality as excellent, 38 percent as good or very good and the remaining as satisfactory. See Table-7.5

Knowledge and awareness about quality, quantity and taste of MDM

55 percent of parents reported that they had ever tasted the MDM food, and remaining 45 percent had never tested the food. Among those tasted the food, a majority (97%) parents liked the taste of the food remaining 3 percent parents did not like taste of MDM food. Majority (92%) of parents felt that the MDM food served was sufficient for the students. Only 39.5 percent parents were aware about the places of cooking of Mid-day Meal in Chandigarh remaining 60.5 percent of parents were not aware about this. See Table-7.6

Carrying of Utensils and Lunch from Home

97 percent of the parents claimed that their children carry tiffins/utensil to school for mid day meal food. It is interesting to note that 45.5 percent of the students also carried food from home to schools. This is in tune with the satisfaction of parents that their children do not remain hungry in the school. It was also observed during the field visits that students carry some snacks like bread sandwich, *kurkure*, *sweets*, *chips* etc. from home and some students were found purchasing snacks from the school canteen. See Table-7.6

Parent's perception to Child liking of MDM, carry MDM food to Home and Awareness about the MDM register

Since most of the students discuss with their parents about the items served in the MDM, they were also aware about the liking or disliking about the meals. Majority (90%) of parents expressed their satisfaction with the liking of MDM by their children, 6 percent told that their children like the MDM served in the school and remaining 4 percent of parents expressed their inability to answer the question. As far as the maintenance of MDM register was concerned only 4.5 percent of the parents have seen MDM register in the school during the parent teacher meeting or otherwise, remaining 95.5 percent were not aware about such type register in the school. Table-7.6&7.7

Children had Breakfast

95.5 percent of parents admitted that their children usually had breakfast in the morning before going to school. Parents usually provide a solid breakfast to their wards which includes items such as *Parantha, Chapatis with dal/Vegetables/curd* with milk/tea/coffee, some of the students also have bread, biscuits and other snacks in the morning with milk/tea/coffee. See Tables-7.7 and 7.7-A

Lunch after the School MDM, Reduction in Social Inequalities and Gender Gap and MDM Quantity of Calories, Protein, IFA Tablets and De-worming Tablet

42.0 percent of the parents claimed that their children feel hungry immediately after the school hours and most of them have lunch at home. Apart from this few parents reported that their child have at least three meals during the day. More than half (54.5 and 53%) of the parents felt that MDM scheme had not resulted in reduction in social inequality and gender gap. Parents were also enquired whether in school children were getting any type of micronutrients (like iron, folic- acid and de-worming). It was stated during the field visits that micronutrient supplements and de-worming tablets were being provided in more than 80 percent of cases as reported by the parents, 53 percent of the parents stated that MDM contained adequate quantity of calories and protein, however, 38 percent parents of expressed their inability to answer this question. See Table-7.9

Children's Complaint about MDM

A question was addressed to parents whether their child ever complained about the food served in MDM, only 10 percent of parents received complaints from their wards regarding MDM. Mostly these complaints were related to the quality or taste of food. See Table-7.10

Instruction not to have MDM in School

Only one of the parents ever instructed their child not to have MDM in the school, because child was sick on a particular day when such instructions were passed. See Table-7.10

Parent's contribution to MDM

None of the parents ever contributed either in cash or in kind for the promotion and implementation of Mid-day Meal scheme in any school in UT of Chandigarh. See Table-7.10

MDM improvement in child's health

Parents were asked whether their child's health improved after the launch of MDM Scheme. Data shows only 31 percent of the parents reported that their children health improved, and an equal percentage of parents claimed no improvement in their child's health and remaining 38 percent of the parents could not say whether the health of their children improved or not . See Table-7.10

Table-7.1
Gender, Relation, Religion and Caste wise distribution of Parents

Name of the Schools	Relationship			Sex		Religion			Caste		
	Mother	Father	Other guardian	Male	Female	Hindu	Sikh	Muslim	General Caste	SC	OBC
Government Model High School,7	3	7	-	7	3	10	-	-	5	4	1
DAV Senior Secondary School,8	2	7	1	7	3	8	-	2	7	2	1
Government Model Senior Secondary School,10	8	2	-	2	8	7	1	2	6	3	1
Government Primary School,12	3	7	-	7	3	7	2	1	5	5	-
Government Model Senior Secondary School,15-C	4	6	-	6	4	9	1	-	4	5	1
Government Model High School, 22-D	5	2	3	3	7	9	1	-	6	4	-
Government Model Senior Secondary School,26 Timber Market	5	5	-	3	7	8	-	2	7	2	1
Government Model High School, 29	8	2	-	2	8	7	-	3	7	2	1
Government Model High School, 38-D	9	1	-	1	9	9	1	-	3	6	1
Government Model High School, 41 Badheri	9	1	-	1	9	5	4	1	3	3	4
Government Model High School, 42	10	-	-	-	10	7	2	1	7	2	1
Government Model Senior Secondary School,44	6	3	1	3	7	9	-	1	5	2	3
Government Model Senior Secondary School,47	6	4	-	4	6	10	-	-	2	2	6
Government Model High School, 53	3	7	-	7	3	9	-	1	7	2	1
Government High School, Indira Colony, Mani Majra	10	-	-	-	10	10	-	-	1	6	3
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	9	1	-	1	9	1	-	9	10	-	-
Government High School, Kajheri	4	5	1	5	5	9	-	1	2	1	7
Government Senior Secondary School, Khuda Ali Sher	10	-	-	-	10	9	1	-	3	6	1
Government Model Senior -Secondary School, Sarangpur	8	2	-	2	8	9	1	-	4	6	-
Government Model School, 26 Bapu Dham	9	1	-	1	9	9	-	1	1	7	2
Total	131	63	6	62	138	161	14	25	95	70	35
Percentage	65.5	31.5	3.0	31.0	69.0	80.5	7.0	12.5	47.5	35.0	17.5

Source: CRRID, Field survey, 2018

Table-7.2
Level of Education wise distribution of Parents

Name of the Schools	Education of Father*							Education of Mother*						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Government Model High School,7	-	1	-	3	3	3	-	-	-	2	5	2	-	1
DAV Senior Secondary School,8	-	1	3	1	-	3	2	1	3	1	1	-	3	1
Government Model Senior Secondary School,10	-	-	-	3	-	5	2	-	2	-	1	2	5	-
Government Primary School,12	-	4	1	3	-	2	-	-	1	-	5	2	2	-
Government Model Senior Secondary School,15-C	-	1	-	2	4	2	1	-	3	2	2	2	-	1
Government Model High School, 22-D	-	2	1	3	3	1	-	-	5	3	2	-	-	-
Government Model Senior Secondary School,26 Timber Market	-	1	1	2	3	2	1	-	2	1	3	3	1	-
Government Model High School, 29	-	1	1	4	2	2	-	-	7	-	-	1	1	1
Government Model High School, 38-D	-	-	2	6	-	1	1	-	1	2	5	1	1	-
Government Model High School, 41 Badheri	-	1	4	2	1	2	-	-	2	3	-	-	4	1
Government Model High School, 42	-	-	1	1	1	3	4	-	-	1	4	2	3	-
Government Model Senior Secondary School,44	-	1	2	1	3	3	-	-	7	1	1	1	-	-
Government Model Senior Secondary School,47	-	-	-	1	8	1	-	-	1	7	2	-	-	-
Government Model High School, 53	-	1	3	2	-	4	-	-	6	2	1	1	-	-
Government High School, Indira Colony, Mani Majra	-	1	5	2	2	-	-	-	5	4	1	-	-	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	2	3	4	1	-	-	-	6	2	1	-	1	-
Government High School, Kajheri	-	2	4	3	1	-	-	-	7	2	-	1	-	-
Government Senior Secondary School, Khuda Ali Sher	1	4	-	2	1	1	1	-	5	3	1	-	1	-
Government Model Senior Secondary School, Sarangpur	-	1	2	1	2	2	2	-	1	1	2	4	1	-
Government Model School, 26 Bapu Dham	-	2	1	5	1	-	1	-	1	4	5	-	-	-
Total	1	26	34	51	36	37	15	1	65	41	42	22	23	5
Percentage	0.5	13.0	17.5	25.5	18.0	18.5	7.5	0.5	32.5	20.5	21.0	11.0	11.5	2.5

*1 Illiterate, 2 Up to primary, 3 Up to middle, 4 Up to matriculation, 5 Higher secondary, 6 Graduate and above, 7 Professional

Source: CRRID, Field survey, 2018

**Table-7.3
Occupation and Type of Family-wise Distribution of Parents**

Name of the Schools	Occupation of Father							Occupation of Mother							Type of Family	
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	Nuclear	Non-nuclear
Government Model High School,7		1	-	4	-	-	5	-	-	2	1	-	7		9	1
DAV Senior Secondary School,8	-	6	-	2	-	-	2	1	2	-	1	-	5	-	9	1
Government Model Senior Secondary School,10	-	-	-	7	-	-	3	-	1	-	7	-	1	-	9	1
Government Primary School,12	-	6	-	3	-	-	1	-	2	-	1	-	6	-	8	2
Government Model Senior Secondary School,15-C	-	3	-	6	-	-	1	-	2	-	2	-	6	-	8	2
Government Model High School, 22-D	-	6	-	-	1	-	3	-	4	-	-	-	5	-	8	2
Government Model Senior Secondary School,26 Timber Market	-	2	-	2	-	-	6	1	-	-	-	-	6	3	10	-
Government Model High School, 29	-	-	2	2	-	-	6	-	-	-	4	-	4	2	10	-
Government Model High School, 38-D	-	6	-	3	-	-	1	-	7	-	2	-	1	-	7	3
Government Model High School, 41 Badheri	-	-	-	1	-	1	8	-	-	-	2	-	8	-	9	1
Government Model High School, 42	-	3	-	2	-	-	2	-	4	-	-	-	6	-	7	3
Government Model Senior Secondary School,44	-	1	-	2	-	-	7	-	-	-	1	-	7	2	10	-
Government Model Senior Secondary School,47	-	1	-	6	-	-	3	-	-	-	10	-	-	-	10	-
Government Model High School, 53	-	-	-	6	-	-	4	-	-	-	-	-	9	1	10	-
Government High School, Indira Colony, Mani Majra	-	6	-	2	-	-	2	-	1	-	1	-	8	-	6	4
Madrasa, Shiraj Uloom, Gobindpura, Mani Majra	-	4	-	2	-	-	4	-	-	-	-	-	10	-	10	-
Government High School, Kajheri	1	3	-	2	-	-	4	-	1	-	-	-	6	3	9	1
Government Senior Secondary School, Khuda Ali Sher	-	7	-	1	-	-	2	-	4	-	-	-	4	-	7	3
Government Model Senior -Secondary School, Sarangpur	-	2	-	6	-	-	2	-	-	-	1	-	7	-	6	4
Government Model School, 26 Bapu Dham	-	5	-	1	-	1	3	-	2	-	1	-	7	-	8	2
Total	1	62	2	63	1	2	69	2	30	2	34	-	113	11	170	30
Percentage	0.5	31.0	1.0	31.5	0.5	1.0	34.5	1.0	15.0	1.0	17.0	-	56.5	5.5	85.0	15.0

Father: 1 Cultivator, 2 Agri/Manual labour, 3 HH industry, 4 Service, 5 Retired/pensioner, 6 Unemployed, 7 others

Mother: 1 Cultivator, 2 Agri/Manual labour, 3 HH industry, 4 Service, 5 Retired/pensioner, 6 Housewife, 7 others

Source: CRRID, Field survey, 2018

Table-7.4
Awareness about the Need and Benefits of Mid Day Meal Scheme

Name of the Schools	Need of mid day meal		Benefits of MDM scheme										Are you aware that MDM scheme existence for the middle school students		Is your child getting meals in the school		
	Yes	No	1	2	3	4	5	6	7	8	9	10	Yes	No	Yes	No	Don't Know
Government Model High School,7	9	1	8	3	2	1	-	3	1	-	-	-	10	-	8	0	2
DAV Senior Secondary School,8	10	-	2	-	6	8	3	-	-	-	-	-	10	-	10	-	-
Government Model Senior Secondary School,10	10	-	4	1	3	1	1	1	-	-	-	-	10	-	10	-	-
Government Primary School,12	10	-	-	-	-	-	10	10	-	-	-	-	9	1	10	-	-
Government Model Senior Secondary School,15-C	10	-	2	-	8	-	-	-	-	-	-	-	10	-	10	-	-
Government Model High School, 22-D	10	-	1	-	10	2	1	1	-	-	-	-	10	-	10	-	-
Government Model Senior Secondary School, 26 Timber Market	10	-	6	5	7	4	2	4	3	-	-	-	10	-	9	1	0
Government Model High School, 29	10	-	4	4	4	2	1	2	-	-	-	-	10	-	10	-	-
Government Model High School, 38-D	10	-	4	1	1	6	-	-	-	-	1	-	10	-	10	-	-
Government Model High School, 41 Badheri	10	-	8	4	1	2	-	3	2	1	-	-	10	-	10	-	-
Government Model High School, 42	10	-	2	-	8	9	-	-	-	-	-	-	10	-	10	-	-
Government Model Senior Secondary School,44	10	-	4	2	-	-	-	8	-	-	-	-	10	-	10	-	-
Government Model Senior Secondary School,47	10	-	9	2	-	-	-	10	-	-	-	-	10	-	10	-	-
Government Model High School, 53	10	-	8	3	2	2	2	2	1	-	-	-	10	-	10	-	-
Government High School, Indira Colony, Mani Majra	10	-	-	2	7	1	-	7	-	-	2	-	10	-	10	-	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	10	-	-	2	8	-	-	-	-	-	-	-	10	-	10	-	-
Government High School, Kajheri	10	-	6	3	3	1	-	3	-	-	-	-	10	-	10	-	-
Government Senior Secondary School, Khuda Ali Sher	10	-	1	-	8	7	-	-	3	-	-	-	10	-	10	-	-
Government Model Senior Secondary School, Sarangpur	10	-	1	1	10	8	1	-	-	-	-	-	10	-	10	-	-
Government Model School, 26 Bapu Dham	10	-	7	4	5	4	2	1	-	-	2	-	10	-	10	-	-
Total Percentage	199 99.5	1 0.5	77 38.5	37 18.5	93 46.5	58 29.0	23 11.5	54 27.0	10 5.0	1 0.5	5 2.5	-	199 99.5	1 0.5	197 98.5	1 0.5	2 1.0

1 Supplement food for the child, 2 Encourages enrolment, 3 Encourages weaker section students, 4 Nutrient supplement, 5 Encourages retention of child in the school, 6 Works as an incentive, 7 Regular attendance ensured 8 Universalization of primary education, 9 Promote/inculcate good eating habits, 10 Teaches importance of cleanliness.

Source: CRRID, Field survey, 2018

Table-7.5
Knowledge and awareness about Mid Day Meal Committee and Quality of food served

Name of the Schools	Do you know there is a school level committee to oversee MDM in the schools			Are you involving in such committee		Level of involvement	Ever check the food quality		Quality			
	Yes	No	Can't say	Yes	No	Member	Yes	No	Excellent	Very good	Good	Satisfactory
Government Model High School,7	1	3	6	-	10	-	-	10	-	-	-	-
DAV Senior Secondary School,8	1	9	-	1	9	1	1	9	1	-	-	-
Government Model Senior Secondary School,10	3	7	-	-	10	-	6	4	5	-	1	-
Government Primary School,12	3	7	-	1	9	1	7	3	3	3	1	-
Government Model Senior Secondary School,15-C	1	9	-	-	10	-	8	2	5	2	-	1
Government Model High School, 22-D	1	9	-	1	9	1	8	2	2	4	2	-
Government Model Senior Secondary School, 26 Timber Market	1	8	1	1	9	1	6	4	4	1	1	-
Government Model High School, 29	1	3	6	-	10	-	-	10	-	-	-	-
Government Model High School, 38-D	-	9	1	-	10	-	7	3	7	-	-	-
Government Model High School, 41 Badheri	-	5	5	-	10	-	6	4	5	1	-	-
Government Model High School, 42	1	9	-	1	9	1	6	4	5	1	-	-
Government Model Senior Secondary School,44	1	9	-	-	10	-	3	7	1	2	-	-
Government Model Senior Secondary School,47	-	6	4	-	10	-	8	2	8	-	-	-
Government Model High School, 53	-	5	5	-	10	-	1	9	1	-	-	-
Government High School, Indira Colony, Mani Majra	-	8	2	-	10	-	6	4	1	4	1	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	10	-	-	10	-	2	8	-	1	1	-
Government High School, Kajheri	-	6	4	-	10	-	1	9	-	1	-	-
Government Senior Secondary School, Khuda Ali Sher	-	10	-	-	10	-	5	5	-	2	1	1
Government Model Senior Secondary School, Sarangpur	-	10	-	-	10	-	1	9	-	-	1	-
Government Model School, 26 Bapu Dham	1	5	4	-	10	-	7	3	5	1	1	-
Total	15	147	38	5	195	5	89	111	53	24	10	2
Percentage	7.5	73.5	19.0	2.5	97.5	2.5	44.5	55.5	60.0	27.9	11.2	1.0

Source: CRRID, Field survey, 2018

Table-7.6
Knowledge and awareness about Quality, Quantity and Taste of Mid Day Meal served in School

Name of the Schools	Ever taste the food		Like the taste of the food		Did you ever feel like tasting the food		Quantity of food being served is sufficient for one meal			Do you know where the food is being cooked		Does your child carry utensils from home		Does child like the meal supplied in the school			Does child also carry food to the school	
	Yes	No	Yes	No	Yes	No	Yes	No	Can't say	Yes	No	Yes	No	Yes	No	Can't say	Yes	No
Government Model High School,7	3	7	2	1	8	-	7	-	3	5	5	9	1	6	1	3	6	4
DAV Senior Secondary School,8	1	9	1	-	9	-	10	-	-	-	10	9	1	9	1	-	6	4
Government Model Senior Secondary School,10	8	2	8	-	-	2	10	-	-	6	4	9	1	10	-	-	8	2
Government Primary School,12	8	2	8	-	4	-	10	-	-	1	9	10	-	10	-	-	7	3
Government Model Senior Secondary School,15-C	8	2	8	-	3	-	10	-	-	6	4	10	-	9	1	-	7	3
Government Model High School, 22-D	9	1	9	-	-	1	10	-	-	1	9	10	-	8	2	-	3	7
Government Model Senior Secondary School,26 T M	8	2	7	1	3	-	9	-	1	7	3	8	2	10	-	-	2	8
Government Model High School, 29	1	9	1	-	9	-	7	-	3	-	10	10	-	10	-	-	1	9
Government Model High School, 38-D	8	2	8	-	4	-	10	-	-	9	1	10	-	10	-	-	10	-
Government Model High School, 41 Badheri	10	-	10	-	2	-	9	1	-	9	1	10	-	10	-	-	4	6
Government Model High School, 42	6	4	6	-	4	-	10	-	-	5	5	10	-	10	-	-	5	5
Government Model Senior Secondary School,44	4	6	4	-	4	2	9	1	-	9	1	9	1	10	-	-	6	4
Government Model Senior Secondary School,47	8	2	8	-	2	-	10	-	-	10	-	10	-	9	1	-	-	10
Government Model High School, 53	2	8	2	-	8	-	7	1	2	4	6	10	-	8	-	2	1	9
Government High School, Indira Colony, Mani Majra	7	3	7	-	2	1	10	-	-	1	9	10	-	10	-	-	4	6
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	2	8	2	-	5	3	10	-	-	-	10	10	-	7	2	1	8	2
Government High School, Kajheri	3	7	3	-	5	2	9	-	1	5	5	10	-	9	1	1	3	7
Government Senior Secondary School, Khuda Ali Sher	5	5	4	1	3	1	10	-	-	-	10	10	-	9	1	-	2	8
Government Model Senior Secondary School, Sarangpur	1	9	1	-	8	-	9	1	-	-	10	10	-	6	3	1	8	2
Government Model School, 26 Babu Dham	8	2	8	-	2	-	8	2	-	1	9	10	-	10	-	-	-	10
Total Percentage	110 55.0	90 45.0	107 97.0	3 3.0	85 42.5	12 6.0	184 92.0	6 3.0	10 5.0	79 39.5	121 60.5	194 97.0	6 3.0	180 90.0	12 6.0	8 4.0	91 45.5	109 54.5

Source: CRRID, Field survey, 2018

**Table-7.7
Awareness about Child Eating Habits and MDM**

Name of the Schools	Did child ever brought MDM from school to home		Did you ever see MDM register during PTM or otherwise		Does your child usually have breakfast	
	Yes	No	Yes	No	Yes	No
Government Model High School,7	-	10	-	10	10	-
DAV Senior Secondary School,8	-	10	1	9	10	-
Government Model Senior Secondary School,10	-	10	1	9	10	-
Government Primary School,12	-	10	2	8	8	2
Government Model Senior Secondary School,15-C	-	10	-	10	10	-
Government Model High School, 22-D	-	10	1	9	8	2
Government Model Senior Secondary School,26 T M	-	10	1	9	10	-
Government Model High School, 29	-	10	-	10	10	-
Government Model High School, 38-D	-	10	-	10	10	-
Government Model High School, 41 Badheri	-	10	1	9	10	-
Government Model High School, 42	-	10	1	9	10	-
Government Model Senior Secondary School,44	-	10	-	10	10	-
Government Model Senior Secondary School,47	-	10	-	10	10	-
Government Model High School, 53	-	10	-	10	10	-
Government High School, Indira Colony, Mani Majra	-	10	-	10	9	1
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	10	-	10	9	1
Government High School, Kajheri	-	10	-	10	10	-
Government Senior Secondary School, Khuda Ali Sher	-	10	-	10	10	-
Government Model Senior Secondary School, Sarangpur	-	10	-	10	8	2
Government Model School, 26 Bapu Dham	-	10	1	9	9	1
Total	-	100	9	191	191	9
Percentage		100.0	4.5	95.5	95.5	4.5

Source: CRRID, Field survey, 2018

Table-7.7-A
Distribution of Children according to Items taken in Breakfast

Name of the Schools	Usually what child eats in breakfast*										
	1	2	3	4	5	6	7	8	9	10	11
Government Model High School,7	10	7	3	6	4	2	5	3	2	-	2
DAV Senior Secondary School,8	3	3	-	4	4	-	2	6	-	-	-
Government Model Senior Secondary School,10	10	1	1	7	-	-	4	6	3	-	-
Government Primary School,12	4	1	-	2	4	-	3	6	4	1	1
Government Model Senior Secondary School,15-C	8	-	-	7	-	1	2	7	2	-	1
Government Model High School, 22-D	2	-	-	3	-	-	4	2	2	-	1
Government Model Senior Secondary School,26 T M	4	1	-	9	4	1	7	1	2	1	-
Government Model High School, 29	10	10	1	1	-	1	4	1	-	-	-
Government Model High School, 38- D	-	1	2	9	1	-	3	2	-	-	-
Government Model High School, 41 Badheri	7	4	2	9	1	-	9	-	-	-	-
Government Model High School, 42	-	-	-	9	2	-	3	4	-	-	-
Government Model Senior Secondary School,44	4	4	3	9	-	-	9	2	-	-	-
Government Model Senior Secondary School,47	6	8	-	10	-	-	10	-	-	-	-
Government Model High School, 53	5	6	1	8	-	-	10	1	-	-	-
Government High School, Indira Colony, Mani Majra	2	-	-	9	-	-	7	-	-	-	-
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	2	1	-	4	-	-	5	4	4	-	-
Government High School, Kajheri	10	10	3	5	1	-	5	-	-	-	-
Government Senior Secondary School, Khuda Ali Sher	-	-	-	8	-	-	8	2	1	-	-
Government Model Senior Secondary School, Sarangpur	2	1	-	3	1	-	4	2	3	-	-
Government Model School, 26 Bapu Dham	1	1	-	5	2	-	9	-	1	-	-
Total	90	59	16	127	24	5	113	49	24	2	5
Percentage	45.0	29.5	8.0	63.5	12.0	2.5	56.5	24.5	12.0	1.0	2.5

*1 Chappti 2 Vegetable/Da 3 Dahi 4 Parantha 5 Bread 6 Butter/jam/malai 7 Tea/Coffee 8 Milk 9 Biscuits 10 Snacks 11 Fruit

Source: CRRID, Field survey, 2018

Table-7.8
Awareness about the distribution and consumption of De worming and IFA tablets

Name of the Schools	Is your Child feel hungry immediately after school hours			Does child usually have meals at home on the day child goes		Is this schemes help in reducing social inequalities			Such Schemes help in reducing gender gap in education			Whether de worming tablets are given to children			Whether IFA tablets are given to anaemic children			Do you think the MDM includes adequate quantity of calories and protein		
	Yes	No	Can't say	Yes	No	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say	Yes	No	Can't say
Government Model High School,7	5	1	4	5	5	1	1	8	1	1	8	6	-	4	6	-	4	2	1	7
DAV Senior Secondary School,8	2	8	-	2	8	-	9	1	-	9	1	6	-	4	6	-	4	3	-	7
Government Model Senior Secondary School,10	9	1	-	9	1	-	10	-	-	10	-	8	2	-	10	-	-	9	1	-
Government Primary School,12	6	4	-	6	4	-	10	-	-	10	-	10	-	-	10	-	-	10	-	-
Government Model Senior Secondary School,15-C	8	2	-	8	2	-	10	-	-	10	-	10	-	-	10	-	-	10	-	-
Government Model High School, 22 – D	7	3	-	7	3	-	10	-	-	10	-	9	1	-	9	1	-	8	1	1
Government Model Senior Secondary School,26 TM	3	7	-	3	7	8	-	2	8	-	2	7	1	2	7	1	2	8	-	2
Government Model High School, 29	2	8	-	2	8	3	1	6	2	1	7	3	1	6	2	-	8	1	-	9
Government Model High School, 38- D	-	9	1	-	10	1	9	-	1	7	2	9	1	-	10	-	-	10	-	-
Government Model High School, 41 Badheri	9	1	-	9	1	2	-	8	2	-	8	10	-	-	9	-	1	3	-	7
Government Model High School, 42	-	10	-	-	10	-	10	-	-	10	-	10	-	-	10	-	-	5	5	-
Government Model Senior Secondary School,44	8	2	-	8	2	1	1	8	1	1	8	10	-	-	10	-	-	2	-	8
Government Model Senior Secondary School,47	10	-	-	10	-	-	-	10	-	-	10	9	-	1	8	1	1	3	-	7
Government Model High School, 53	4	3	3	4	6	2	-	8	1	-	9	3	-	7	3	-	7	-	-	10
Government High School, Indira Colony, Mani Majra	2	8	-	2	8	2	8	-	1	8	1	10	-	-	10	-	-	7	3	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	1	9	-	1	9	-	7	3	1	6	3	7	1	2	7	1	2	8	-	2
Government High School, Kajheri	5	4	1	5	5	2	-	8	2	-	8	7	-	3	7	-	3	2	-	8
Government Senior Secondary School, Khuda Ali Sher	-	10	-	-	10	-	10	-	-	10	-	8	1	1	8	1	1	2	3	5
Government Model SeniorSecondary School, Sarangpur	1	9	-	1	9	-	10	-	-	10	-	10	-	-	10	-	-	3	4	3
Government Model School, 26 Babu Dham	2	7	1	2	8	4	3	3	4	3	3	8	-	2	8	-	2	10	-	-
Total Percentage	84	106	10	84	116	26	109	65	24	106	70	160	8	32	160	5	35	106	18	76
	42.0	53.0	5.0	42.5	58.0	13.0	54.5	32.5	12.0	53.0	35.0	80.0	4.0	16.0	80.0	2.5	17.5	53.0	9.0	38.0

Source: CRRID, Field Survey, 2018

Table-7.9
Have Ever Child Complained, Instruction, Contribution and Child Health Improved with MDM

Name of the Schools	Child ever complained about the food served in the school			Type of complaint			Have you instructed your child not to eat food in the school		Reason	Did you ever contribute in MDM in any way	Did your child health improved after MDM Scheme		
	Yes	No	Can't say	Quality not better	Taste not good	Don't feel like eating	Yes	No	If sick	No	Yes	No	Can't say
Government Model High School,7	1	6	3	-	-	1	-	10	-	10	-	1	9
DAV Senior Secondary School,8	-	10	-	-	-	-	-	10	-	10	1	4	5
Government Model Senior Secondary School,10	4	6	-	-	5	-	-	10	-	10	2	5	3
Government Primary School,12	-	10	-	-	-	-	-	10	-	10	10	-	-
Government Model Senior Secondary School,15-C	1	9	-	-	1	-	-	10	-	10	6	4	-
Government Model High School, 22-D	2	8	-	-	2	-	1	9	1	10	6	2	2
Government Model Senior Secondary School,26 Timber Market	2	8	-	-	1	1	-	10	-	10	2	2	6
Government Model High School, 29	-	9	1	-	-	-	-	10	-	10	-	-	10
Government Model High School, 38- D	-	10	-	-	-	-	-	10	-	10	5	4	1
Government Model High School, 41 Badheri	1	9	-	-	-	1	-	10	-	10	3	-	7
Government Model High School, 42	-	10	-	-	-	-	-	10	-	10	4	4	2
Government Model Senior Secondary School,44	2	8	-	1	-	1	-	10	-	10	2	6	2
Government Model Senior Secondary School,47	1	9	-	1	-	-	-	10	-	10	7	2	1
Government Model High School, 53	-	10	-	-	-	-	-	10	-	10	1	2	7
Government High School, Indira Colony, Mani Majra	1	8	1	-	1	-	-	10	-	10	3	5	2
Madrasa, Shiraj Uloom, Gobindpura, ManiMajra	-	10	-	-	-	-	-	10	-	10	2	7	1
Government High School, Kajheri	2	8	-	-	1	1	-	10	-	10	-	4	6
Government Senior Secondary School, Khuda Ali Sher	-	10	-	-	-	-	-	10	-	10	5	-	5
Government Model Senior -Secondary School, Sarangpur	2	8	-	1	1	-	-	10	-	10	1	4	5
Government Model School, 26 Bapu Dham	1	9	-	-	1	-	-	10	-	10	2	6	2
Total	20	175	5	3	13	5	1	199	1	200	62	62	76

Source: CRRID, Field survey, 2018

Chapter-8

SOCIAL AUDIT FINDINGS

The various provisions, issues and observation of mid day meal scheme, highlighted by stakeholders verified by the field investigators/visiting teams are summarised, below.

Number of Meals served and Adequacy of Quantity Received

There was no difference in the number of meals expected to be served and actually received/ served in the selected schools. Majority of teachers stated that quantity supplied was equal to their requirement, whenever the food became surplus it was distributed among students of higher classes. All the surveyed schools reported regularity in supply of meals since the Scheme being implemented in their respective schools. See Table-8.1

Appointment and Honorarium of Organiser, Head cook, Cook cum Helpers, Procurement of LPG and Cooking Cost

Organiser, Head cook, Cook-cum-helpers were appointed in schools as per the guidelines of Government of India. The medical check up of all Organiser, Head cook, and cook cum helpers was done. The social audit persons, SMC members, parents and teachers supported the issue of honorarium raised by Organiser, Head cook, and cook cum helpers. SMCs and parents in all schools reported that they observe the personal hygiene of Cook-cum-helper during their visit. Honorarium was observed to be given regularly to Organiser, Cook and Cook-cum-helper @ Rs.9000/-,8500/-and 3000/- per month respectively.

The procurement of LPG was not a major problem for the schools running cluster kitchen in the Chandigarh, in all the schools supply of gas cylinders was given at the school doorstep. All the schools were using LPG for cooking. The social audit resource persons, didn't find any problem related with gas cylinder.

Due to the rise in the price of the certain items, most of teachers reported that they face too much difficulty in the delivering the MDM to students at the present fixed cooking cost. The social audit resource persons, SMC members, parents and teachers also emphasized that this affected the quality of food. They also underlined that it was very difficult to manage in the sanctioned amount of cooking cost. Table-8.2

Availability of Drinking Water

Drinking water facility was available in all schools. Overhead tanks were installed in all the surveyed schools. The social audit resource persons, SMC members, parents and teachers emphasised the installation of water filters in all schools and regular cleaning of the over head tanks. See Table-8.2

Availability & Storage of Food Grains and Quality of Cooking Ingredients

The school gets Atta (wheat Flour) and rice in gunny bags of 50 kg each on monthly basis at the school door step, as per the requirement of MDM. Majority of teachers reported that it weighs accurately as mentioned on gunny bag. The quality of atta and rice was reported good in all school based cluster kitchen in surveyed schools. Teachers associated with MDM scheme reported there was no shortage of food grains at any time. It was verified from the records that the food grain consumption was recorded in the record book in all these schools and the balance food grains matched with the records. The food grains were stored in iron/ plastic bins in kitchen based in schools. All the school had reported a sufficient availability of bins. The social auditors, SMC members and parents were also satisfied with the quantity and quality of food grains used for cooking in the schools. See Table-8.3

The quality of cooking ingredients was fair as the ingredients used in cooking were of standard quality in the entire schools based cluster kitchen. The cooking ingredients used were either of ISI certified or of any other standard brand. In all the cluster kitchen schools, the cooking oil used was of standard quality. A double fortified salt was being used in all the visited cluster kitchen schools. The social audit resource persons, SMC members, parents and teachers also emphasized that the guidelines to purchase brands for cooking ingredients was specified by the department. Some teachers suggested that cooking ingredients should be supplied by the department only. It was also reported that SMC members and parents had been checking or auditing of the cooking ingredients in cluster kitchen schools from time to time.

Type, Quality and Quantity of Food

A sufficient quantity of food was provided to students in all the sample schools, as far as the quality of food concerned, the social audit resource persons, SMC members, parents and teachers were satisfied but they suggested in various focussed group discussions and one to one interviews that menu of MDM need to be revised after

every four months. Regarding menu, as per most of the students they liked Karhi-Rice maximum, and Khichdi the least one.

The visiting team members also suggested that with Khichdi either curd should be provided or it should be changed with some other seasonal vegetable. As students did not like Khichdi and as noted by the visiting team the food intake was less on the day when Khichdi was cooked.

The social audit resource persons, SMC members and parents also advocated the provision of fruit on one day of week. Regarding intake of Kheer/halwa, puri (a local dish), a very positive response was there from the students. See Table-8.3

Menu Rotation, Display of Information as per MDM Provisions

The schools received a different menu for MDM, every day, menu was displayed in all schools but in some sample schools it was displayed, either inside the kitchen shed or on a place which was not easily visible to students and community members.

The emergency contact numbers, grievance redressal numbers and MDM logo were displayed in all the sample schools. MDM social audit board was available in all sample schools but it was not fully filled up as per the social auditing guidelines.

The social audit resource persons, SMC members and parents stated that menu of MDM, Emergency contact numbers and MDM grievance redressal phone numbers need to be displayed at the appropriate place in the schools. Committee emphasized social audit board of MDM should be maintained on daily basis for making the system more transparent. See Table-8.3

Infrastructure Storage Facilities and Cleanliness in the Schools

All kitchens shed were well built with, excellent cleanliness in washing and serving area in all the cluster kitchen schools. Cooking, serving utensils and measuring instruments were available in all sample schools. In few schools table mats were used to avoid littering of food while eating MDM.

In all the kitchen shed schools, standardised gas regulators or gas pipes were used. The social audit resource persons, parents and teachers also emphasized the provision of table mats in schools.

They also suggested that an insurance cover should be provided to the all cooking staff.

The washing and drinking areas need to be renovated in few schools as opined by the visiting team. In majority of the school, the arrangement of hand wash, washing

of plates and shed for serving MDM was very perfect. The visiting team of social audit resource persons and field investigators suggested that such type of infrastructure needed to be developed in all of the schools within Chandigarh. See Table-8.4

Sanitation and Safety Measures

The sanitation conditions arrangements were good in majority of the sample schools. The social audit resource persons, stressed for the cleanliness of washing and drinking areas of some schools. See Table-8.4

Awareness and Role of SMCs and Parents in MDM scheme

It was found during the field survey that, the awareness level of SMC members and parents of the children regarding entitlements of a student as per MDM scheme was below average.

In all the visited schools, none of the parents have any idea about the cooking cost and food grains entitlement per child.

As far as the role of SMC members and parents in monitoring of MDM is concerned, they only taste the food, check that food is prepared as per menu.

The Chairman of SMC committee only sign the MDM record book without verifying the balance of cooking cost, food grains or quality of cooking ingredients.

The social audit resource persons, SMC members, parents and teachers reported that illiteracy/ lack of awareness of parents and SMC members leads to faulty auditing in MDM scheme.

SMC members also stated that they have not been provided any training about various aspects and components of MDM scheme and checking of record book. See Table-8.5

School Health programme

School health programme was there in all schools, only weight and height of students were measured, 103493 children covered for weight, height measurement and health check-up. 1278 visits made by the RBK team for the health check-up of the children. 737 spectacles were given to children by Health Department of Chandigarh Administration, growth patterns were noted as per the notes on health cards. Only iron folic tablets and de-worming tablets were provided to students. The social audit resource persons, SMC members, parents and teachers suggested that the full health check up should be done twice a year. See Table-8.6

Table-8.1
Details of Meals served and Quality of MDM in Schools

Name of the Schools	No of Students Enrolled	No. Of Meals Served to Students on the day of visit	Difference in head count of students and record of MDM register	Avg. No. Of students present in last 5 days	Food served on the day of survey	Quality of food	Quantity of food sufficient	Menu of MDM Displayed	Menu of MDM Followed	Any Issue highlighted in Social Audit
Government Model High School,7	360	200	Nil	175	Rajmah, Veg. pulao	G	Y	Y	Y	-
DAV Senior Secondary School,8	334	250	Nil	225	Channa Dal, pulao	G	Y	Y	y	-
Government Model Senior Secondary School,10	1688	900	Nil	920	Sambar Rice, Chappti	G	Y	Y	N	
Government Primary School,12	138	80	Nil	80	Channa Rice Chapti	G	Y	Y	Y	-
Government Model Senior Secondary School,15-C	670	461	Nil	425	Rajmah ploo	VG	Y	Y	Y	-
Government Model High School, 22 –D	325	100	Nil	150	Dal Prantha	G	Y	Y	Y	-
Government Model Senior Secondary School, 26 Timber Market	600	400	Nil	400	Kari Chawal	VG	Y	Y	Y	-
Government Model High School, 29	425	250	Nil	250	Dal Channa Prantha	G	Y	Y	Y	-
Government Model High School, 38- D	1098	850	Nil	800	Nuttrree, Rice,Rotti	VG	Y	Y	Y	-
Government Model High School, 41 Badheri	977	700	Nil	700	White Channa Rice Chappti	VG	Y	Y	Y	-
Government Model High School, 42	705	621	Nil	565	White Channa, Rice	G	Y	Y	Y	-
Government Model Senior Secondary School,44	854	768	Nil	700	Kari Chawal	VG	Y	Y	Y	-
Government Model Senior Secondary School,47	1132	970	Nil	800	Soabeen Roongi Rice, Prantha	G	Y	Y	N	Variation from MDM
Government Model High School, 53	914	800	Nil	700	Aloo Baddi, Chawal	G	Y	Y	Y	-
Government High School, Indira Colony, Mani Majra	1246	400	Nil	425	Daliya,Kari Pulao	G	Y	Y	Y	-
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	46	10	Nil	30	Rajmah Rice	AV	Y	Y	Y	-
Government High School, Kajheri	1653	350	Nil	350	Arhar , Rice, Vegetable Pulao	AV	Y	Y	Y	Festival season less
Government Senior Secondary School, Khuda Ali Sher	963	400	Nil	422	Dal, puao	G	Y	Y	Y	-
Government Model Senior -Secondary School, Sarangpur	760	200	Nil	250	Rajmah, Prantha	G	Y	Y	Y	-
Government Model School, 26 Bapu Dham	687	400	Nil	395	Sambar Rice	G	Y	Y	Y	-

Y= Yes; N= No; VG= Very Good; G= Good; AV= Average; P= Poor;

Source: CRRID, Field Survey, 2018

Table-8.2
Details of Honorarium, Procurement LPG and sanitation of washing and drinking areas of MDM Scheme

Name of the Schools	Honorarium			Problem in Procurement of LPG		Keeping in view the rise in cooking cost		Sanitation cleanliness of washing area		Sanitation cleanliness of drinking areas	
	Supervisor	Head Cook	Cook - cum - helper	Yes	No	Yes	No	Yes	No	Yes	No
Government Model High School,7	-	-	-	-	-	-	-	-	1	-	1
DAV Senior Secondary School,8	-	-	-	-	-	-	-	1	-	1	-
Government Model Senior Secondary School,10	9000	8500	3000	-	1	1	-	1	-	1	-
Government Primary School,12	-	-	-	-	-	-	-	-	1	-	1
Government Model Senior Secondary School,15-C	9000	8500	3000	-	1	1	-	-	1	-	1
Government Model High School, 22 -D	-	-	-	-	-	-	-	-	1	-	1
Government Model Senior Secondary School,26 Timber Market	9000	8500	3000	-	1	1	-	1	-	1	-
Government Model High School, 29	-	-	-	-	-	-	-	-	1	-	1
Government Model High School, 38- D	9000	8500	3000	-	1	1	-	1	-	1	-
Government Model High School, 41 Badheri	-	-	-	-	-	-	-	-	1	-	1
Government Model High School, 42	9000	8500	3000	-	1	1	-	1	-	1	-
Government Model Senior Secondary School,44	9000	8500	3000	-	1	-	1	1	-	1	-
Government Model Senior Secondary School,47	9000	8500	3000	-	1	-	1	1	-	1	-
Government Model High School, 53	-	-	-	-	-	-	-	-	1	-	1
Government High School, Indira Colony,Mani Majra	-	-	-	-	-	-	-	-	1	-	1
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	-	-	-	-	-	-	-	1	-	1
Government High School, Kajheri	-	-	-	-	-	-	-	-	1	-	1
Government Senior Secondary School, Khuda Ali Sher	-	-	-	-	-	-	-	-	1	-	1
Government Model Senior -Secondary School, Sarangpur	-	-	-	-	-	-	-	1	-	1	-
Government Model School, 26 Bapu Dham	-	-	-	-	-	-	-	1	-	1	-
Total				-	7	5	2	9	11	9	11

Source: CRRID Field Survey, 2018.

**Table-8.3
Detail of Availability of Food grains and Grievance Redressal in Schools**

Name of the Schools	Food grains availability	Food grains deficit	Food grains quality	Quality of spices used	Emergency number Displayed	Grievance Redressed Number Displayed	Display Board of social audit Maintained	MDM logo Displayed	Healthy practice adopted
Government Model High School,7	-	-	-	-	Y	Y	Y	Y	-
DAV Senior Secondary School,8	-	-	-	-	Y	Y	Y	Y	N
Government Model Senior Secondary School,10	Y	NIL	G	G	Y	Y	Y	Y	N
Government Primary School,12	-	-	-	-	Y	Y	Y	Y	N
Government Model Senior Secondary School,15 -C	Y	NIL	G	G	Y	Y	Y	Y	N
Government Model High School, 22-D	-	-	-	-	Y	Y	Y	Y	N
Government Model Senior Secondary School, 26 Timber Market	Y	NIL	G	G	Y	Y	Y	Y	N
Government Model High School, 29	-	-	-	-	Y	Y	Y	Y	N
Government Model High School, 38- D	Y	NIL	G	G	Y	Y	Y	Y	N
Government Model High School, 41 Badheri	-	-	-	-	Y	Y	Y	Y	Y
Government Model High School, 42	Y	NIL	G	G	Y	Y	Y	Y	N
Government Model Senior Secondary School,44	Y	NIL	G	G	Y	Y	Y	Y	N
Government Model Senior Secondary School,47	Y	NIL	G	G	Y	Y	Y	Y	N
Government Model High School, 53	Y	NIL	G	G	Y	Y	Y	Y	N
Government High School, Indira Colony, Mani Majra	-	-	-	-	Y	Y	Y	Y	N
Madrassa, Shiraj Uloom, Gobindpura, Mani Majra	-	-	-	-	Y	Y	Y	Y	N
Government High School, Kajheri	-	-	-	-	Y	Y	Y	Y	N
Government Senior Secondary School, Khuda Ali Sher	-	-	-	-	Y	Y	Y	Y	N
Government Model Senior -Secondary School, Sarangpur	-	-	-	-	Y	Y	Y	Y	N
Government Model School, 26 Bapu Dham	-	-	-	-	Y	Y	Y	Y	N

Yes -Y, N – No, VG – Very Good, G – Good, AV – Average, P – Poor.

Source: CRRID, Field Survey, 2018

Table-8.4
Detail of Storage Place observed in MDM Provisions in Schools

Name of the Schools	Observation regarding the place of Storage and Cleanliness of					
	Kitchen Shed	Washing Area	Serving Area	Cooking Utensils	Serving Utensils	Availability of Measuring Instrument Y=1, N=2
Government Model High School,7	-	G	G	-	G	
DAV Senior Secondary School,8	-	G	G	-	G	2
Government Model Senior Secondary School,10	G	G	G	G	G	2
Government Primary School,12	-	G	G	-	G	1
Government Model Senior Secondary School,15-C	G	G	G	G	G	2
Government Model High School, 22-D	-	G	G	-	G	1
Government Model Senior Secondary School,26 TM	G	G	G	G	G	2
Government Model High School, 29	-	AV	AV	-	AV	1
Government Model High School, 38- D	G	G	G	G	G	2
Government Model High School, 41 Badheri	-	G	G	-	G	1
Government Model High School, 42	G	G	G	G	G	2
Government Model Senior Secondary School,44	G	G	G	G	G	1
Government Model Senior Secondary School,47	G	G	G	G	G	1
Government Model High School, 53	-	G	G	-	G	1
Government High School, Indira Colony, Mani Majra	-	AV	AV	-	AV	2
Madrassa, Shiraj Uloom, Gobindpura, ManiMajra	-	P	P	-	AV	2
Government High School, Kajheri	-	AV	AV	-	AV	2
Government Senior Secondary School, Khuda Ali Sher	-	AV	AV	-	AV	2
Government Model Senior -Secondary School, Sarangpur	-	AV	AV	-	AV	2
Government Model School, 26 Bapu Dham	-	G	G	-	G	2

Cleanliness Code: VG-Very Good, G - Good, AV- Average, P- Poor, Yes -Y, N – No,

Source: CRRID, Field Survey, 2018

Table-8.5
Detail of Role of SMCs/Parents in Monitoring MDM Provisions in Schools

Name of the Schools	Taste Register Maintenance	SMC visit for Monitoring of MDM Daily=1 Weekly=2	Parents visit for monitoring, days in a week	Parents awareness about MDM Average=1 Below Average=2	SMC awareness about MDM Average=1 Below Average=2	Audit of cooking cost done by SMC Yes=1 No=2	Audit of cooking ingredients by SMC Yes=1 No=2	SMC training for MDM Yes=1 No=2
Government Model High School,7	1	1	3-4	1	1	1	1	2
DAV Senior Secondary School,8	1	1	Weekly	2	1	1	1	2
Government Model Senior Secondary School,10	1	1	2-3	1	1	1	1	2
Government Primary School,12	1	1	3-4	1	1	1	1	2
Government Model Senior Secondary School,15-C	1	1	2-3	1	1	1	1	2
Government Model High School, 22-D	1	1	2-3	1	1	1	1	2
Government Model Senior Secondary School,26 Timber Market	1	1	3-4	1	1	1	1	2
Government Model High School, 29	1	1	Weekly	2	1	1	1	2
Government Model High School, 38-D	1	1	2-3	1	1	1	1	2
Government Model High School, 41 Badheri	1	1	3-4	2	1	1	1	2
Government Model High School, 42	1	1	2-3	1	1	1	1	2
Government Model Senior Secondary	1	1	3-4	1	1	1	1	2
Government Model Senior Secondary	1	1	2-3	2	1	1	1	2
Government Model High School, 53	1	1	3-4	2	1	1	1	2
Government High School, Indira Colony, Mani	1	1	Weekly	2	1	1	1	2
Madrassa, Shiraj Uloom, Gobindpura,	1	1	Weekly	2	1	1	1	2
Government High School, Kajheri	1	1	4-5	2	1	1	1	2
Government Senior Secondary School, Khuda Ali Sher	1	1	3-4	2	1	1	1	2
Government Model Senior -Secondary School, Sarangpur	1	1	Weekly	1	1	1	1	2
Government Model School, 26 Bapu Dham	1	1	Weekly	2	1	1	1	2

Source: CRRID, Field Survey, 2018

Table-8.6
Details of Facilities available for Implementation of MDM Scheme

Name of the Schools	Hand wash Procedures adopted	Soaps for Hand Wash	Drinking water Quality	Cleanliness of Drinking Water area	Health Checkups done	Growth Record Maintenance	Toilets		Cleanliness of toilets
							Boys	Girls	
Government Model High School, 7	Y	N	G	AV	Y	N	Y	Y	G
DAV Senior Secondary School, 8	Y	Y	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School, 10	Y	Y	G	G	Y	N	Y	Y	G
Government Primary School,12	Y	N	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School, 15-C	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 22-D	Y	N	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School, 26 Timber Market	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 29	Y	N	G	G	Y	N	Y	Y	G
Government Model High School, 38- D	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 41 Badheri	Y	N	G	G	Y	N	Y	Y	G
Government Model High School, 42	Y	Y	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,44	Y	Y	G	G	Y	N	Y	Y	G
Government Model Senior Secondary School,47	Y	Y	G	G	Y	N	Y	Y	G
Government Model High School, 53	Y	Y	G	G	Y	N	Y	Y	G
Government High School, Indira Colony, Mani Majra	Y	N	G	AV	Y	N	Y	Y	G
Madrassa, Shiraj Uloom, Gobindpura, Mani Majra	Y	N	G	AV	Y	N	Y	Y	G
Government High School, Kajheri	Y	N	G	AV	Y	N	Y	Y	G
Government Senior Secondary School, Khuda Ali Sher	Y	N	G	AV	Y	N	Y	Y	G
Government Model Senior -Secondary School, Sarangpur	Y	N	G	AV	Y	N	Y	Y	G
Government Model School, 26 Bapu Dham	Y	N	G	G	Y	N	Y	Y	G

Y= Yes; N= No; VG=Very Good; G=Good; AV=Average; P=Poor;

Source: CRRID, Field Survey, 2018

Chapter-9

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Overview

The Mid-day Meal Scheme, as decided at the National level, aims at improving the nutritional status of children and encouraging poor children belonging to disadvantaged sections of the society to attend school more regularly and help them concentrate on classroom activities resulting in improvement in overall enrolment, retention and attendance. Besides, the scheme also intends to promote social equality, reduce gender gap in education, and remove class and caste barriers. The Mid-day Meal scheme was socially a useful programme. The entire programme needs to be seen in a wider context rather than being evaluated just in terms of mere enrolment and issue of hunger among children in their early school years, a vital social objective was met.

In any case, there was no better incentive to school attendance than reduction of hunger from the deprived sections in the classrooms.

Mid-day-Meal in Chandigarh has actually shown that the students in the rural, urban and urban slum schools tend to consume full meal as compared to their other counterparts. Although, the scope of present study was limited to the social auditing of the Mid-day-Meal Scheme being implemented in government and government aided schools in Chandigarh, but the observations of the field team indicate that there is an inclination towards increasing enrolment ratios and improving retention rates especially among the schools located in the peripheral zones.

In the preceding chapters, the picture emerging, with respect to Mid-day Meal Scheme, from the sample survey of selected stakeholders in the Union Territory of Chandigarh has been set-out in some detail. This chapter attempts to pull together main findings of the survey and suggest some measures for interventions need to be undertaken.

The main findings and recommendations in this chapter were confined to the implementing parameters of MDM such as procurement and management of raw materials(food-grains and other ingredients),cooking devices and utensils,

preparation and management of MDM at the cooking institutions and cluster kitchens; timely release of funds; transportation of MDM from cooking institutions to the schools; receipt and distribution of MDM at the school level coverage of hygienic aspects, equity dimensions, school health and nutrition related aspects, and perception of the different stakeholders.

The main findings and recommendations

The cooked MDM in Union Territory of Chandigarh was currently being supplied to all the students studying in Classes-I-VIII in the government and government aided schools. In total, the Scheme is being implemented in 123 schools covering more than 45726 students.

For the current study, 20 schools were selected randomly. Ten students 5 boys and 5 girls (50% girl) and their parents were further selected randomly from each school studying, in class (I-VIII). Besides this, the viewpoint of the management and key staff involved in MDM at the three (centralized) cooking institutions and seven school based cluster kitchens; principals/head/teachers (in-charge) of MDM in the selected schools and that of programme manager at the UT level were collected regarding the implementation of MDM in government schools in Chandigarh. While the interviews with students and parents were one to one, for others, it was more of a Focused Group Discussion (FGD).

Procurement of Raw Materials, Cooking Devices and Utensils

The Union Territory of Chandigarh has followed a centralised kitchen as well as cluster kitchen system for preparation of cooked meals, supplied to the schools through different modes of transportation.

Chandigarh Administration has assigned the job of cooking the MDM to three reputed food accredited institutes in the city. These are (i) Chandigarh Industrial Tourism Corporation (CITCO) at Hotel Shiwalik View, Sector-17, Chandigarh, (ii) Chandigarh Institute of Hotel Management (CIHM), Sector-42, Chandigarh, and (iii) Dr. Ambedkar Institute of Hotel Management, Catering and Nutrition (IHM), Sector-42, Chandigarh. Apart from this, 7 cluster kitchens were also functional in the city i.e Government Model Senior Secondary School, Sector-10,15, 26 Timber Market, 44 and 47 and Government Model High School, Sector-38 and 42.

- Kitchens gardening has been started in school level kitchens from which fresh seasonal vegetables was obtained for preparation of MDM, this was checked in the government school of sectors 15, 26, 38, 42, 44, 47 and 10 in the school kitchen gardens were developed which was healthy practice and also lowers the cooking cost.
- In all the kitchen shed schools, hand washing and dish washing areas were well maintained.
- CCTV Cameras have been installed in the all centralized kitchens and school level kitchens.
- In all the surveyed school, cook cum helpers were provided hand gloves and head gears for maintaining food hygiene.
- In one school, the water filter system was well managed to provide pure/bacteria free water to students.
- In all the surveyed schools, purchase of good quality cooking ingredients was done from the wholesale shops selected.
- Teacher In charge MDM got trained from Chandigarh Institute of Hotel Management.
- Kitchen waste was utilized for preparation of compost.
- It was noticed that SMC members through proper tender process well informed in few schools and helping the school management to implement all provisions of MDM in true spirit.
- The various suggestions and issues emerged from the Focussed Group Discussions with the various stakeholders and community through house hold survey in the Chandigarh are summarised as follows
 - Regular revision in MDM menu at centralized and cluster level.
 - Weight of gunny bags having food grains should be specified on gunny bags supplied by the department and FCI.
 - Rising of cooking cost from time to time, periodic cost analysis, and seasonal fluctuation in vegetable cost.
 - Cooking ingredients quality/brand must be specified by the department.
 - Training and capacity building of cook and helpers at cluster based kitchen school level on yearly basis.
 - Increase in honorarium of cook and helpers.

- Ensure capacity building of Managers, Inspector and organiser/supervisor of MDM on yearly basis.
- Ensure training to SMC members and parents in the field for various provisions of MDM scheme.
- Food should be prepared in schools only as cluster based school kitchen system was very effective.
- For smooth functioning ensure regular monitoring by SMCs and parents of MDM scheme in schools and also more involvement of parents especially of mothers in monitoring of MDM provisions.
- Innovations like kitchen garden be popularised in all schools where possible.
- Best practices related to infrastructure development and cooking procedures adopted in various schools across the union territory of Chandigarh should be highlighted and shared.
- Locked truck/closed containers covered from all sides must be hired for the supply of cooked food by the cooking institutes and cluster kitchens to ensure fear of pilferage, spillage and contamination.
- Day today meeting with the Department and health personnel.
- Encourage interaction with parents/staff and higher authorities once in a month
- Rice should be replaced with puri, chappti, dalyia and metha during the winter season.
- Salary of all the contractual staff must be as per Deputy Commissioner Rate.
- As the kitchen staff was engaged in preparation of food items, this was always risky to complete the task, and very common to have the cases of burn or cut. So there should be a Group insurance for these employees.
- In rainy season menu should be flexible. As the shelf life of certain vegetable is less as compared to others.
- Teachers must be involved to motivate the students for liking the MDM.
- Orientation/refresher course must for every teacher regarding the benefit and of MDM scheme
- Great fluctuation in the seasonal vegetables hence more chances for the cost variation.
- Some fund must be with the teachers to deal with the market fluctuations.
- Vegetables should be encouraged with rotis.

- Heating provision must be available in all the schools
- Fly killers must be installed in every school for hygienic conditions
- It was observed during field survey the quality of food partially uncooked rice and chapti served at different schools, even the dal supplied by certain cooking institutions has too much of water in it, some of the students also complained about this..As a result, students disliking certain kinds of dals and rice.
- Most students said that the serving of rice based meals may be restricted to once or twice a week.
- Students also suggested inclusion of certain dishes in the MDM like paneer items, curd, vegetable sandwiches, noodles, Fruits to be included in the menu of MDM to enhance the nutritional values. Similarly, most parents of students suggested inclusion of additional dishes in MDM. These were green vegetables, curd, puri/channa, fruits, nutrela, paneer items etc. It was further suggested to change the menu more frequently rather than giving rice/dal.
- Kitchen shed cook-cum-helpers were overburdened as compared to other school cook-cum-helpers. Both are getting same salaries this was to be looked after.
- A provision of hall in each school for distribution of meals.
- On special days like Children day etc. Special dish particularly sweet dish to be served so that children could remember the special days.

The issues highlighted by the school teachers, SMC members and parents are summarized as follows:

- Need to enhance cooking cost as cost of pulses, cooking oil, cooking fuel got increased. .
- Milk products like curd, milk needs to be added in MDM menu.
- Provision of special grant in every three years, to replace old cooking utensils like pressure cookers, patilas, gas stoves etc.
- Honorarium of cooks should be increased.
- There must be more provision of proper storage of foodgrains in schools
- Medical officer suggested that to ensure Iodized/fortified salt and other ingredients be used.
- Teachers of single teacher primary schools and teachers of secondary schools having student strength more than 250 suggested that a care taker be appointed in schools for MDM arrangements, so that teachers can do their work of teaching.

- Menu of MDM need to be reviewed after every six months.
- Participation of SMC members in schools affairs was not very encouraging.
- Teachers also reported that food cooked in school kitchen was more liked by students as compared to food supplied by centralized kitchen and intake of food cooked in school kitchen was more than the food supplied by other sources.

The opinion of programme manager and concerned staff for further improvement in MDM programme

- The programme would improve if kitchen sheds should have proper ceiling and ventilation as it become excessive hot during the summer season.
- At the same time, they also expressed view that the kitchen sheds may obstruct the teaching and learning facility in the schools since principal and teaching staff of school concerned will be more involved in cooking and students will be tempted by the aroma of hot food within the campus, which may impinge on the basic objective of imparting quality education in the schools.
- Sealed containers, during transportation, may be used to reduce spillage of food.
- Mechanized transport system should be introduced in all the cooking institutions to ensure timely and hygienic delivery of meals in the schools.

On the whole, the Mid-day-Meal Scheme was very useful and serves important social and nutritional objectives. However, there was scope for its improvement and strengthening in terms of frequent evaluation, periodic social audit, and greater professional input. Reorganization of the Scheme per se will not deliver the desired goals unless the commitment to the Scheme and overall environment in the schools in terms of infrastructure and management are upgraded. Furthermore, families whose children partake in the programme also need to be educated regarding the benefit from the Scheme. In spite of the involvement of SHGs/other voluntary sector, there will still be the need for continuous monitoring, evaluation and improvement.

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Govt Model High School
Sector 41 D, Chandigarh



मध्याह्न भोजन योजना
Mid Day Meal Scheme

MDM TOLL FREE NUMBER

1800-1802-053

DISPENSARY - 41 D

...84271A-811452...

AMBULANCE

102 & 01722782457

Government Model High School, Sector 41 Badheri



**Government Model Senior Secondary
School, Sector 15 –C**





Government Model High School, Sector 29



Government Model Senior Secondary School, Sector 26 Timber Market



Government Model Senior Secondary School, Sector 44



Government Model Senior Secondary School, Sector 26 Timber Market



Government Model Senior Secondary School, Sector 44



Government Model Senior Secondary School, Sector 44



Government Model Senior Secondary School, Sector 44



Government Model High School, Sector 42



Government Model High School, Sector 42 (Cluster kitchen)



Government Model Senior Secondary School, Sector 26 Timber Market



Government Model Senior Secondary School, Sector 26 Timber Market



Government Model High School, Sector 41, Badheri



Government Model High School, Sector 42 (Cluster Kitchen)