

SOCIAL AUDIT OF PM POSHAN SCHEME IN SCHOOLS OF CHANDIGARH



A project sponsored by

Department of School Education, Chandigarh (U.T.)

June 2024 - September, 2024



Dr. Kanwalpreet Kaur
Principal Investigator
Assistant Professor (Education)
Institute of Educational Technology
and Vocational Education,
Panjab University, Chandigarh.

PANJAB UNIVERSITY CHANDIGARH

ACKNOWLEDGEMENTS

The Institute of Educational Technology and Vocational, Panjab University Chandigarh and the Department of Education have been assigned the research project entitled 'Social Audit of PM POSHAN Scheme in Schools of Chandigarh' by the Department of School Education, Chandigarh (U.T.)

We are thankful to the Director of the Department of School Education, Chandigarh (U.T.), for providing us with an opportunity to undertake this project on social auditing of the PM POSHAN Scheme.

We acknowledge the support extended by the District Education Officer, Chandigarh; Deputy District Education Officer, Chandigarh and office staff of the Department of School Education, Chandigarh for their support and cooperation.

Our heartfelt thanks are due to all the Social Audit Facilitators, School Management Committee Members, Parents and Students who participated wholeheartedly in this venture and they have provided valid feedback to the members of the visiting team during the field visits; focussed group discussions and public hearing meetings. We express gratitude to all the Headmasters/ Principals; School Teachers; Mid-day Meal supervisors, Cooks and Cook cum helpers who have provided all the records and information to the research team. We are thankful to the Principal, GMSSS Sec-18, Chandigarh for coordinating a public hearing meeting in a well-planned manner.

We are extremely thankful to the Vice-Chancellor; Registrar; Director, Research and Development Cell; Chairperson (IETVE); and Chairperson, Department of Education, Panjab University, Chandigarh for allowing us to carry on this project of social relevance and documenting the facts for public knowledge and highlight the grass-root level issues of the PM POSHAN Scheme to help the Govt. to plan for further necessary interventions.

We are extremely grateful to all the field investigators, who have coordinated systematically to complete this work in time.

(Kanwalpreet Kaur)

(Jatinder Grover)

Dated: 30/09/2024

CONTENTS

Chapters	Contents	Page No.
	Acknowledgements	1
Chapter- I	Social Audit: An Introduction	3-7
1.1.	Social Audit	3
1.2	Objectives of Social Audit	6
1.3	Key Features of Social Audit	6
1.4	Social Audit of PM POSHAN Scheme	7
Chapter - II	PM POSHAN Scheme in Schools' of India	8 -14
2.1.	PM POSHAN Scheme	8
2.2.	Major Objectives of PM POSHAN Scheme for Mid-Day Meals in Schools	11
2.3	Meal Provisions in PM POSHAN Scheme	12
2.4	Management, Monitoring and Evaluation (MME)	12
2.5	Provision of Essential Infrastructure in PM POSHAN Scheme	13
2.6	PM POSHAN Scheme in Schools of Chandigarh	14
Chapter- III	Social Audit of PM POSHAN Scheme In Schools of Chandigarh: Major Findings	18-66
3.1	Objectives of Social Audit of PM POSHAN Scheme	18
3.2	Area and Sample of Social Audit	19
3.3	Method & Procedure of Social Audit	21
3.4	Collection of Data & Record Verification	22
3.5	Social Audit Findings	23
3.5.1.	Social Audit Findings of Chandigarh (U.T.) for PM POSHAN Scheme	23
3.5.2.	Impact of PM POSHAN Scheme on Attendance, Socialization & Addressing Malnutrition	53
3.5.3.	Best Practices Adopted in Chandigarh (U.T.) for PM POSHAN Scheme	53
3.5.4.	Innovations and Redressal of Grievances	55
3.5.5.	Problems raised by various Stakeholders in implementation of PM POSHAN Scheme	55
3.5.6.	Suggestions & Recommendations of Social Audit for PM POSHAN Scheme in Chandigarh (U.T.)	56
3.6.	Public Hearing Meeting for Social Audit of PM Poshan Scheme in Chandigarh (U.T.)	60
	Literature Cited	67-68

Chapter- I

SOCIAL AUDIT: AN INTRODUCTION

1.1. SOCIAL AUDIT:

A social audit is a process that allows citizens to scrutinize and track government acts at the local level. The findings are then used to hold the government responsible through public hearings.

The term "social audit" refers to a process used to assess, gauge, document, and improve an organization's overall ethical performance. It is crucial that stakeholders, including clients, staff, consumers, creditors, suppliers, vendors, shareholders, and the general public, are involved in this process.

A social audit is a tool used to assess, gauge, document, and improve an organization's overall ethical performance. This process must involve all relevant parties, including the organization's clients, employees, consumers, creditors, suppliers, vendors, shareholders, and the general public.

(Source: <https://www.wallstreetmojo.com/social-audit/#h-what-is-social-audit>)

The term "social audit" dates back to the 1950s. Over the past seven or eight years, India and its neighbouring countries have experienced a surge in activity and interest. Tata Iron & Steel Company Ltd. (TISCO), Jamshedpur, was the first organization in India to carry out social audits in 1979. Following the 73rd amendment to the constitution regarding Panchayat Raj institutions, social audits became increasingly important. The importance of social audit for the efficient operation of Panchayat Raj institutions was highlighted in the strategy document for the ninth five-year plan (2002-07). This gave the gram sabhas the authority to carry out social audits of all food and employment programs in addition to their other duties and to report any instances of financial mismanagement to the relevant implementing authorities, who would then look into the complaints and take legal action (Gahlot, 2013).

A social audit is an evaluation of a plan or program carried out in collaboration between the public and the government, with an emphasis on the people who will be affected or gain from it. It is a useful tactic for promoting accountability, transparency, and people's participation in the programs meant for

them. A social audit aids in measuring, assessing, and enhancing an organization's performance. This makes the company accountable to society. Social audits can help to boost an organization's efficacy. It makes responsibility and supervision more stringent and encourages good governance.

The National Rural Employment Guarantee Act of 2005 established regular social audits as a means of ensuring openness. To preserve the program's transparency and accountability, the National Rural Employment Guarantee Act of 2005 mandates that "Social Audits" be carried out regularly.

A social audit is a democratic procedure that guarantees public accountability of agencies using a community-driven systemic information demand in response to government or other agencies' previously executed programs for a specific area or community. A social audit addresses the topic of equity and equality in program execution in addition to decisions or spending. The government and the populace work together to monitor the program through a social audit. It includes the public's perspectives and expertise, incorporates them in the verification process, and increases public acceptance of the government. It honours the opinions of all parties involved, especially those of underprivileged and marginalized groups whose voices are seldom heard (MHRD, GoI, 2013).

The Central Government of India provides funding for numerous development initiatives under various schemes that address issues such as food security, unemployment, rural poverty, health, and education in all of the states of the country. The goal of all these development initiatives is to raise Indian residents' levels of health, education, employment, etc. However, a plethora of socio-psychological factors significantly influence the success of these initiatives. Lack of community involvement, ignorance of stakeholders, and under-empowerment of local governance institutions like Panchayat and Gram sabhas, along with inadequate provisions for accountability and transparency in the provision of public services, are the main causes of development project failure.

The governing structure is impacted by social auditing. It values the opinions of all parties involved, even the underprivileged and marginalized groups whose voices are seldom heard. Social auditing is used to improve local government, especially to increase openness and accountability in local organizations.

Social audits could improve the efficiency with which public programs are delivered. Although the process is still in its early stages, the MGNREGA social audits have demonstrated what is feasible. The corruption that afflicts anti-poverty programs may be encountered through a social audit and an open, interactive, and proactive evaluation procedure. A few development programs now require social audits as one of the instruments of social accountability procedures.

An official record is reviewed as part of a social audit to see if the state-reported spending matches the real amount of money spent. The Social Audit method involves disclosing to the public, frequently via a public forum, the specifics of the resources financial and non-financial that public bodies utilize for development efforts. Through the application of Social Audits, individuals can impose openness and accountability, giving final users the chance to participate in and critically examine development projects. Drawing from the opinions of its stakeholders, it offers an evaluation of how developmental initiatives affect nonfinancial goals through methodical, ongoing monitoring.

Anyone or any organization with an interest in the program or that has contributed funds is considered a stakeholder. Stakeholders include employees, clients, volunteers, funders, contractors, suppliers and the general public affected by the developmental programme.

In contrast to a financial audit, a social audit looks at how well a department or program is performing about its declared core values in the context of community values and the distribution of benefits among various social groups as determined by good governance standards. The goal of social audit is to increase public confidence in the state and its legitimacy as well as that of civil society.

To be effective, the social auditor can ask the implementing agency for clarifications on any decision-making, activity, scheme, income, and expense incurred by the agency; examine and assess current plans and local activities of the agency; and obtain records and documentation about all development activities carried out by the implementing agency or by any other government department. Transparency in the implementing agency's decision-making and operations is necessary for this. In a manner, the social audit incorporates steps to improve

openness through the enforcement of the right to information in the design and execution of community development initiatives.

1.2. OBJECTIVES OF SOCIAL AUDIT:

The major objectives of social audit are as follows:

- To evaluate the disparities in terms of resources and needs for local development, both materially and financially.
- To be informed about the recipients and providers of social and constructive services in the community.
- To improve the effectiveness and efficiency of the local development program.
- To carefully consider the priorities and interests of stakeholders when making policy decisions, especially the rural poor.
- Calculating the potential loss incurred by stakeholders when timely access to public services is not provided.
- To check the abuse of power and resources.
- To handle finances according to the budget guidelines.

1.3. FEATURES OF SOCIAL AUDIT:

The features of social audit are as follows:

- Any activity that has a major social impact falls under the purview of the social audit, including those that damage the environment, chances for women and children, and other marginalized groups in society.
- It has to do with discovering the facts, not the faults.
- Rather than being an audit for results, it is an audit for processes.
- It offers a chance to raise knowledge regarding procedures and entitlements.
- It makes room and provides a forum for communication amongst different stakeholder levels.
- The participation of multiple stakeholders fortifies the democratic process.
- Increasing public pressure for quicker resolution of grievances and improved program implementation.

- For social audits to assess the organizations, developmental initiatives, and social performance, both quantitative and qualitative data are necessary.

1.4. SIGNIFICANCE OF SOCIAL AUDIT:

The significance of social audit is as follows:

- **Discover malpractices:** It eliminates leaks and corruption by keeping a close check on government operations and exposing irregularities and wrongdoing in the public sector.
- **Monitoring and input:** Assessing a business's ethical and social impact while providing pertinent input on its activities
- **Transparency and accountability:** By guaranteeing that local government entities are open and honest about how they operate, it closes the trust gap that exists between citizens and local governments.
- **Participatory:** It improves and encourages their receptivity to social involvement in the creation of programs. Gram Sabha, the cornerstone of rural administration, has more voice because of Social Audit.

1.5. SOCIAL AUDIT OF PM POSHAN SCHEME

The Government of India's guidelines for the Mid-Day Meals Scheme (MDMS) allow State Governments to monitor and assess the program's implementation to identify and close implementation gaps (MHRD, GoI, 2013).

The Ministry of Education decided to conduct a social audit of the program in each state to establish citizen support groups at the local level to monitor MDM and enhance the MDM practices qualitatively. In all the states and union territories of India, a social audit of the PM POSHAN Scheme has been done.

Chapter- II

PM POSHAN SCHEME IN SCHOOLS OF INDIA

2.1. PM POSHAN SCHEME :

The PM POSHAN Scheme was earlier known as the Mid-Day Meal Scheme. The Mid-Day Meal Programme was introduced in 1925 for disadvantaged children in Madras Municipal Corporation. By the mid-1980s three States viz. Gujarat, Kerala Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid-Day Meal Programme with their resources for children studying at the primary stage. By 1990-91, twelve states implemented the mid-day meal programme with their resources.

In 1995, the Indian Prime Minister suggested that the scheme be implemented all over the country, and thus began the "*National Programme for Nutrition Support to Primary Education*" with the objectives to enhance enrollment, retention and attendance and simultaneously improve nutritional levels among children. The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995 initially in 2408 blocks in the country. By the year 1997-98, the NP-NSPE was introduced in all blocks of the country.

From 1st April 2008, the programme covers all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centres including Madarsa and Maqtabas supported under Sarva Shiksha Abhiyaan (SSA) of all areas across the country. The calorific value of a mid-day meal at the upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child/school day.

In 2009, major changes were made in the implementation of Mid-Day Meal Scheme, in India, these are:

- Food norms have been revised to ensure a balanced and nutritious diet for children of the upper primary group by increasing the quantity of pulses to 30 grams, and vegetables to 75 grams and by decreasing the quantity of oil and fat to 7.5 grams.

- The cooking cost (excluding the labour and administrative charges) has been increased to Rs. 2.50/- for primary and to Rs. 3.75/- for upper primary children from 1.12.2009 to serve the meal to children in prescribed quantity and of good quality.
- From 01.04.2010, the cooking cost was again revised leading to Rs. 2.69/- for primary and Rs. 4.03/- for upper primary children per child per day.
- Further, from 1.4.2011, the cooking cost will be revised before the approval of competent authority by 7.5% every financial year.
- For the honorarium for cooks and helpers, a separate component for payment of honorarium @ Rs.1000/- per month per cook- cum-helper was introduced from 1.12.2009. However, in some of the states, the honorarium to cook-cum-helpers is being paid more than Rs.1000/- through their state fund. In Chandigarh (U.T.), with a state share of Rs. 1000/- an additional honorarium of Rs. 3500/- is provided by the U.T. administration to cook cum helpers. Following norms for the engagement of cook-cum-helper have been made:
 - One cook- cum-helper for schools of up to 25 students.
 - Two cooks-cum-helpers for schools with 26 to 100 students.
 - One additional cook-cum-helper for every addition of up to 100 students.
 - More than 25.70 lakhs cook-cum-helper are engaged by the State/UTs during 2013-14 for the preparation and serving of Mid Day Meal to Children in Elementary Classes.
 - For the construction of a common unit of kitchen shed cost of Rs. 60,000/- for the whole country was provided.
- The Cabinet Committee on Economic Affairs (CCEA), cleared the **PM POSHAN (POSHAN SHAKTI NIRMAN) Scheme** for providing one hot cooked meal in Government and Government-aided schools from 2021-22 to 2025-26, earlier known as 'National Programme for Mid-Day Meal in Schools' popularly known as Mid-Day Meal Scheme. This is a Centrally-Sponsored Scheme which covers all school children studying in Classes I-VIII in Government, Government-Aided Schools.

- The CCEA chaired by the Hon'ble Prime Minister has approved the continuation of the national scheme of PM POSHAN in Schools for the five years 2021-22 to 2025-26 with the financial outlay of Rs. 54061.73 crores from the Central Government and Rs. 31733.17 crores from State Governments & UT administrations. Central Government will also bear the additional cost of about Rs. 45000 crores on food grains. Therefore, the total scheme budget will amount to Rs. 130794.90 crores.
- The scheme covers about 11.80 crore children studying in 11.20 lakh schools across the country. During 2020-21, the Government of India invested more than ₹ 24,400 crores in the scheme, including the cost of about ₹ 11,500 crores on food grains.
- **Major highlights of the decision that would improve the efficiency and effectiveness of the scheme are as follows:**
 - The scheme is proposed to be extended to students studying in pre-primary or Balvatikas in Government and Government-aided primary schools in addition to all the 11.80 crore children from elementary classes.
 - The concept of Tithi Bhojan will be encouraged extensively. Tithi Bhojan is a community participation programme in which people provide special food to children on special occasions/festivals. The School Nutrition Gardens in schools give children first-hand experience with nature and gardening. The harvest of these gardens is used in the scheme providing additional micronutrients. School Nutrition Gardens have already been developed in more than 3 lakh schools.
 - Social Audit of the scheme is made mandatory in all the districts.
 - Special provision is made for providing supplementary nutrition items to children in aspirational districts and districts with a high prevalence of Anemia.
 - Cooking competitions will be encouraged at all levels right from village level to national level to promote ethnic cuisine and innovative menus based on locally available ingredients and vegetables.
 - Vocal for Local for Atmanirbhar Bharat: Involvement of Farmers' Producer Organizations (FPO) and Women Self Help Groups in the implementation

of the scheme will be encouraged. The use of locally grown traditional food items for a fillip to local economic growth will be encouraged.

- Field visits for progress monitoring and inspections will be facilitated for students of eminent Universities / Institutions and also trainee teachers of Regional Institutes of Education (RIE) and District Institutes of Education and Training (DIET). (Source: <https://pmposhan.education.gov.in/>)

2.2. MAJOR OBJECTIVES OF THE PM POSHAN SCHEME FOR MID-DAY MEALS IN SCHOOLS:

The PM POSHAN Scheme earlier known as the National Programme for Mid-Day Meals in Schools' was started with two major objectives: firstly, to enhance the child's nutrition level and secondly, to provide basic education. Thus the Mid-Day Meal programme was introduced basically to improve the overall development of elementary school children's education. Therefore, it has varied objectives:

- To improve the nutritional level of the school-going children of Class I-VIII of Government, Govt. Aided and Local Body schools.
- Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them to concentrate on classroom activities
- To facilitate the healthy growth of children
- To Foster social and gender equality among students

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

2.3. MEAL PROVISIONS IN THE PM POSHAN SCHEME:

To achieve the objectives of the PM POSHAN Scheme, a hot-cooked meal with the prescribed nutritional content is to be provided to all eligible children. The entitlements of the children at primary and upper primary levels as prescribed by the government are as follows: Since its inspection, the scheme has been revised from time to time and the present provisions are as given below: -

- Free supply of food grains @ 100 grams per child per school day at Primary and @ 150 grams per child per school day at Upper Primary.
- Subsidy for transportation of food grains is provided to 11 special category states at the PDS rate prevalent in these states and up to a maximum of Rs.75.00 per quintal for other than special categories States/UTs.

Food Norms with effect from 1-12-2009			
S. No.	Items	Quantity per day/Child	
		Primary	Upper Primary
1	Foodgrains	100 gms	150 gms
2	Pulses	20 gms	30 gms
3	Vegetables (leafy also)	50 gms	75 gms
4	Oil & fat	5 gms	7.5 gms
5	Salt & condiments	As per need	As per need
	Calories	450	700

In addition to food grains, a mid-day meal involves major input, viz., the cost of cooking. The cost of cooking includes the cost of ingredients, e.g. pulses, vegetables, cooking oil and condiments. The cooking cost is revised continuously as per the cost of raw materials. The cooking cost in 2022-23 for the primary was Rs. 5.45/- and upper primary Rs. 8.17/-.

2.4. MANAGEMENT, MONITORING AND EVALUATION (MME):

To provide assistance to States/ UTs for Management, Monitoring & Evaluation (MME) at the rate of 1.8% of total assistance on (a) free food grains, (b) transport cost (c) cooking cost and (d) Honorarium to cook-cum-helpers. Another

0.2% of the above amount will be utilized by the Central Government for management, monitoring and evaluation.

2.5. PROVISION OF ESSENTIAL INFRASTRUCTURE IN THE PM POSHAN SCHEME:

- **Kitchen Shed cum Store:** A kitchen cum store is to be constructed in every school. The cost of construction of kitchen-cum-store is determined based on the State Schedule of rates and the plinth area norm laid down by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India depending on the number of children studying in schools. However, in the case of unconventional items, which are not part of the Schedule of Rates, the rates are approved by the State Level Steering-cum-Monitoring Committee for the MDM Scheme with the condition that such estimates should not exceed the cost of the similar design made through conventional item available in the Schedule of Rates. The cost of construction of Kitchen-cum-store is shared between the Centre and the NER States on 90:10 and with other States /UTs on a 75:25 basis.
- **The norm for construction of kitchen-cum-store:** 20 sq. mts. plinth area for construction of Kitchen-cum-store in schools having up to 100 children. For every additional up to 100 children additional 4 sq. mt. plinth area will be added. The slab of 100 children may be modified by the States/UTs depending upon local conditions. For example, the hilly areas, where the number of children in schools is less, may have larger slabs. In one State/UT, there can be more than one slab. However, the modified prescription of the plinth area will have to conform to the above ceiling.
- **Repairing of Kitchen Devices:** Under this new component, Central Assistance @10,000 is provided to State/UTs as per the prevailing sharing patterns with Centre and State/UTs w.e.f. from 14-03-2019. The Central assistance of Rs. 10,000/- for the kitchen-cum-stores constructed ten years ago under Pradhan Mantri Poshan Shakti Nirman (PM POSHAN). The Central Government provision of assistance of Rs. 10000/- for the repair of the kitchen-cum-stores constructed ten years ago under the Mid-Day Meal

Scheme on a sharing basis. This assistance for repair of kitchen-cum-stores is to be shared between the Centre and States as per the approved sharing pattern i.e. 90:10 for the North Eastern States and three Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand; 60:40 for other States and Union Territories with Legislature viz. Delhi & Puducherry and 100% Central assistance to the Union Territories without Legislature.

- **Kitchen Devices:** Previously, the Ministry of Education provided assistance in a phased manner for the provisioning and replacement of kitchen devices at an average cost of Rs. 5,000 per school. Assistance in a phased manner for the provisioning and replacement of kitchen devices at an average cost of Rs. 5,000 per school is provided for
 - Cooking devices (Stove, Chulha, etc)
 - Containers for storage of food grains and other ingredients
 - Utensils for cooking and serving.
 - Later on, a grant for eating plates, spoons, and glasses was also provided by the Central Govt. in 2012.
 - Later in 2019, on the request of the States & UTs, Review meetings etc. it has been decided by the Central Government to revise the existing norms of assistance for kitchen devices by linking them to the enrolment in the schools as follows w.e.f. 14-03-2019:

Enrolment Slab	Unit Cost of Assistance in Rs.
Up to 50	10,000/-
51 to 150	15,000/-
151 to 250	20,000/-
251 and above	25,000/-

(Source: http://mdm.nic.in/mdm_website/)

2.6. PM POSHAN SCHEME IN SCHOOLS OF CHANDIGARH:

Presently, in Chandigarh (U.T.), the hot cooked meal is served to the students of pre-primary, primary and upper primary classes during the lunch hour either prepared on the school premises or supplied by the neighbouring cluster

kitchen. The menu is decided at the central level for six days of a week and schools follow that menu.

In all, there are 119 schools in Chandigarh (U.T.) comprising of 110 Govt. Schools, 6 Govt. Aided Schools and 3 Madarssas and all of these have been covered under the PM POSHAN Scheme. A cooked and wholesome meal is being served to eligible students. To ensure good quality and hygienic food, 15 School Based Cluster Kitchens are being run in eight Govt. Model Sr. Sec. School, Sector-10, 15, 20 (Girls), 26, 40, 44, 47 and Dhanas; and seven Govt. Model High School, Sector-12, 29, 38, 42, Pkt. No.8 Manimajra, Makhanmajra and Karsan to provide cooked food to all 119 Schools of Chandigarh (U.T.). The principals/heads of the schools are deputed daily, in rotation, to check the quantity, and quality of MDM and cleanliness/hygiene in the cooking area in schools, and cluster kitchens.

To prepare meals in cluster kitchens, two professional cooks in addition to cook cum helpers and one supervisor to maintain the account and manage all the works of the PM Poshan Scheme have been deputed in each cluster kitchen. The mid-day meal is distributed to the students in the classrooms by the cook-cum helpers by wearing gloves and aprons, in the presence of teachers. Teachers also taste the meal in the classrooms before its distribution. Proper records, and attendance registers, were maintained at the school level and the DEO office to know the exact number of meals consumed every day.

Mechanized transportation has been introduced to ensure timely delivery of hot cooked meals to cluster schools from cluster kitchens.

For monitoring, the Chandigarh Administration has constituted committees for checking the implementation of PM POSHAN Scheme in schools, and cluster kitchens. Senior officials, Principals/ heads of schools also monitor the quality, hygiene and process of cooking and delivery of meals from the school-based kitchens. School Management Committees (SMCs) monitor the implementation of the PM POSHAN Scheme in the schools. To redress the grievances of the parents a toll-free helpline no. 1800-180-2053 & 0172-5021697 have been introduced which is displayed at the Schools.

2.6.1. Supply of Foodgrains to Cluster Kitchen Schools

The allotment of food grains is made by the Government of India as per the requirement of the State. The management of food grains is monitored and supervised by the committee consisting of the following members in a systematic manner:-

- The District Education Officer,
- The Director of Health Services
- District Food & Supply Officer,
- Principal of Govt. Sr. Sec. Schools.
- Representative of FCI

The food grains, after inspection by the committee, are lifted from the FCI godowns located around Chandigarh and stored in the stores of the Department. The storekeeper (MDM) maintains the record of the food grains. He is also responsible for the issue of food grains (rice and wheat grains) in the Kitchens. Wheat is further supplied from the departmental store to the miller. Record of food grains received and utilized is also maintained by Cluster Kitchens. The proper weight of food grains at the school level is being monitored by the school staff and the supervisor of the kitchen.

The Education Department of Chandigarh (U.T.) is using fortified rice grains with Iron, Folic Acid & Vitamin B12 and Double Fortified Salt with Iron & Iodine under the PM Poshan Scheme. Rice is fortified by the FCI as per the instructions of the Gol.

2.6.2. Cooking Cost, Procuring and Storing Cooking Ingredients

The cooking cost fixed by GOI is Rs. 5.45 per meal for Pre-Primary & Primary stage children and Rs. 8.17 for Upper Primary stage children. This cost comprises the cost of components viz Pulses, Vegetables, Oil & Fats, Salt & Condiments and LPG Fuel

Funds are sanctioned and released at the U.T. level by the Education Department. Funds are released by District Education Officers to the implementing agency at the school level i.e. Head Teacher/ Principal of the schools.

From the cooking cost (vegetables including leafy ones, curd, milk etc.), fuel and other commodities are locally purchased at the school level. Pulses, salt,

cooking oil, and other condiments and ingredients are procured at the central level by the department and supplied to the schools as per the strength of students.

2.6.3. Food Norms & Weekly Menu of MDM:

The food norms as per the guidelines of the Ministry of Education are followed in all the schools (I-VIII) in the state of Punjab. The menu of mid-day meals is revised regularly. The new MDM Menu followed in the state is as follows:

WEEKLY MENU OF Mid –Day Meals (2024-25)	
Monday	Mix Veg Daliya/ Veg Khichdi/ Kheer
Tuesday	Black Channa/ Moong Dal with Palak- Rice/ Chapati
Wednesday	Sambar/ Chana Dal with gourd- Rice/ Chapati
Thursday	Karhi Pakoda-Rice
Friday	Rajmah/ Potato with Nutri and peas-Rice/ Chapati
Saturday	Black Channa/ Mah Channa Dal-Rice/ Chapati
<i>Sweet Dish (Halwa/Kheer/Fruit) may be given once in a month or on special occasion like Children Day or on the day of Tithi Bhojan</i>	

2.6.4. School Health Programme:

The School Health Programme is an important component of the total healthcare delivery system in the union territory of Chandigarh, which helps in keeping a close watch on the health of school-going children. Under the School Health Programme, all the school-going children from class I-VIII of Government and Government Aided Schools are examined twice in the academic year. As per the objectives of the PM POSHAN Scheme for school health programmes in Chandigarh, the Health Department of Chandigarh Administration is taking due care in this regard from time to time with Health Checkups, distribution of IFA & De-worming tablets, awareness activities for prevention and to control the Diarrhoea, Malaria and Dengue etc.

Chapter - III

SOCIAL AUDIT OF PM POSHAN SCHEME IN SCHOOLS OF CHANDIGARH: MAJOR FINDINGS

The present study of the Social Audit of the PM POSHAN Scheme is an attempt to have an in-depth analysis of various components of the PM POSHAN Scheme in the schools of Chandigarh (U.T.) with the help of Social Audit Facilitators; and Field Investigators. The social audit was conducted to summarise the issues, problems, and suggestions highlighted by the implementing agencies and other stakeholders to improve the quality of the scheme in schools and to make all stakeholders aware of their role in the implementation of the scheme.

3.1. OBJECTIVES OF SOCIAL AUDIT OF PM POSHAN SCHEME:

- To set up a Social Audit Coordination & Facilitation Unit (SACFU) of parents of students and one or two social workers and train the MTA members of sampled schools for social auditing.
- To study the infrastructure provisions for cooking, sanitation, & hygiene in kitchens, drinking areas, and toilets in schools and the handwashing programme.
- To study the auditing procedures used in schools, like the display of information and audit of MDM accounts, cooking ingredients, and food grains.
- To understand the role played by SMC members, parents, and the community at large in the implementation of the mid-day meal scheme.
- To study the scope of school health programmes in schools.
- To evaluate the impact of the mid-day meal scheme on attendance, socialization, & addressing malnutrition.
- To highlight the best practices of MDM in Chandigarh (U.T).

- To highlight the innovations and redressal of grievances related to the MDM scheme.
- To highlight the problems raised by teachers, heads, SMC members, students, and cook cum helpers in the implementation of the mid-day meal scheme.
- To summarise the suggestions given by the students, teachers, parents, SMCs and community members regarding MDMS.

3.2. AREA AND SAMPLE OF SOCIAL AUDIT:

There are 119 schools in Chandigarh (U.T.) i.e. 110 Govt. Schools, 6 Govt. Aided Schools and 3 Madarssas and all of these have been covered under the PM POSHAN Scheme. The total sample comprised a random selection of 25 schools (23 Govt. schools and 02 Govt. aided schools) in Chandigarh (U.T.) for the study conducted from July to September 2025. These schools were selected randomly from the list of schools provided by the Office of District Education Officer (DEO). The due representation was given to all types of schools in Chandigarh comprising model, non-model, rural, urban, slum and government-aided schools.

From each selected school, to conduct in-depth interviews, a sample of 10-12 students from class I-VIII; 7-10 parents (mother or father); one teacher in charge of mid-day meals; 2-3 teachers; 3-4 cook cum helpers; cook-2 and supervisor-1 of each school was selected.

The total sample of the research study consisted of 135 male students and 159 female students of class I-VIII; 66 male parents and 166 female parents; 76 school teachers; 89 cook cum helpers; 16 cooks; 8 mid-day meal supervisors; and 126 social audit facilitators. The detailed school-wise distribution of the sample is presented as follows in table 3.1:

Table 3.1: Details of Sample

Schools	Students		Parents		Teachers	CCH	Cook	Supervisor	Social audit facilitators
	Male	Female	Male	Female					
GMHS -12	6	6	2	5	3	4	2	1	5
GMSSS 40-B	6	6	3	4	3	4	2	1	4
GMSSS 47-D	6	6	2	4	3	5	2	1	5
GMHS 29-A	5	5	4	4	3	4	2	1	5
GGMSSS 20-B	NA	12	3	6	3	5	2	1	5
GMSSS Dhanas	6	6	3	5	3	4	2	1	4
GMHS Karsan	6	6	3	4	3	5	2	1	4
GMHS 38-D	6	6	3	8	3	4	2	1	6
GMSSS-22A	6	6	2	5	3	3	NA	NA	5
GMSSS-8	6	6	1	5	3	3	NA	NA	4
GGMSSS-18	NA	12	3	6	3	3	NA	NA	5
GHS-30	6	6	3	7	3	4	NA	NA	6
GMSSS 45-C	6	6	3	7	3	4	NA	NA	4
GHS-50	6	6	4	5	3	4	NA	NA	4
GMSSS- Sarangpur	6	6	3	6	3	3	NA	NA	5
GMHS 38-West	6	6	1	9	4	4	NA	NA	6
GMSSS- Behlana	6	6	3	9	3	4	NA	NA	6
GMHS-49	6	6	3	4	3	4	NA	NA	5
GMSSS MHC- Mani Majra	6	6	5	7	3	4	NA	NA	6
GMSSS-RC1 , Maloya	6	6	2	5	3	3	NA	NA	4
GMHS - Mauli Colony	6	6	3	14	3	3	NA	NA	7
GMMS-23	6	6	2	5	3	2	NA	NA	4
GMS-33	6	6	2	4	3	2	NA	NA	4
SGGSHS-35	5	5	2	12	3	2	NA	NA	6
VGHS- Mani Majra	5	5	1	16	3	2	NA	NA	7
Total	135	159	66	166	76	89	16	8	126

3.3. METHOD & PROCEDURE OF SOCIAL AUDIT:

For the present study, standard social auditing procedures are being adopted i.e. by selecting a team of social audit facilitators (minimum 2 per locality; one male and female); followed by training of the social audit facilitators; conducting field surveys, and organizing focussed group discussions or interviews.

For the field survey, an information schedule was prepared on all the components of the PM POSHAN Scheme by the researcher by following the guidelines and provisions of the PM Poshan scheme as notified by Govt. of India and the Chandigarh Administration. The research team of field investigators was selected and they were given two days of training to carry out the social audit. The step-by-step procedure of social audit is presented as follows:

Step 1: Selection of Schools: Twenty-five schools were selected randomly covering all areas of Chandigarh comprising model, non-model, rural, urban slum and government-aided schools.

Step 2: Selection of Social Audit Facilitators (SAF): The Social Audit Facilitators are identified by the research team on the day of their visit to the selected locality/ village/ area. A minimum of two Social Audit Facilitators (one male and one female) from the parent/ society members were identified, who were willing to be part of the whole process of social auditing as social audit facilitators; involved in the social auditing process with the team of two field investigators of the research team in all the selected 25 schools. The capacity building of social audit facilitators was done by the resource persons regarding various provisions of the PM POSHAN Scheme and for the procedure of conducting the social audit.

Step 3: Verification of Records: The social audit team verified the records with the help of heads, and teachers in the school regarding cooking costs, availability of food grains, appointment and salary of cooks, cook cum helpers, delivery of food, consumption of food, cleanliness & hygiene, water arrangements, availability of kitchen garden etc. The cross-verification of facilities was done by physically verifying the availability and storage of food grains; quality of cooking ingredients; availability of drinking water; hygiene and sanitation of kitchen and cooking area; quality & quantity of food served; food serving procedures; hand washing

provisions; school health programme provisions; awareness of SMC and MTA members for PM POSHAN Scheme.

Step 4: Focussed Group Discussions: The focussed group discussions were organised by the social audit team with heads, teachers, students, parents and SMC members regarding various issues and problems related to the PM POSHAN Scheme. The suggestions, observations and complaints were noted and their summaries were developed.

Step-5: Report Preparation: The social audit team collates all the findings of each school and by verifying the office records and by physical verification, an issue-wise social audit report was prepared on the information blank related to the PM POSHAN scheme in the presence of the head, teacher-in-charge and social audit facilitators.

Step 6: Public Hearing: The purpose of the public hearing is to ensure that the orders are issued on a public platform and that actions are taken on the social audit findings. The officials from the implementing agencies need to be present and respond to the social audit findings, as well as the queries raised by people. The public hearing was organised in the presence of the Deputy Director, School Education, Chandigarh (U.T.); District Education Officer, Chandigarh; Deputy District Education Officer, Chandigarh; students; parents; SMC members; teachers; Headmasters/Principals; and Social Audit Facilitators.

3.4. COLLECTION OF DATA & RECORD VERIFICATION:

The data was collected from primary and secondary sources:

- **Primary Data sources:** The primary data collection involved detailed interviews, and focus group discussions with parents, SMC members, students, cooks, cook cum helpers, MDM supervisors, teachers and others involved with the PM POSHAN scheme. Information schedules, observations, interviews and discussions were used to collect data.
- **Secondary Data Sources:** The relevant secondary data like Government orders, school records, bills and vouchers, registers, etc. were collected from schools.
- **Record Verification:** For record verification following procedure is adopted:

- The research team deputed two field investigators for the social audit in each school. The social audit facilitators were trained by the research team. Two field investigators of the research team with Social Audit Facilitators (3-4 parents/ society members) visited the selected school.
- Field investigators and social audit facilitators verified the record from various primary and secondary sources and filled the observation schedule, carried out interviews and focussed group discussions with various stakeholders and noted their observations and suggestions.
- Field investigators and Social Audit Facilitators noted down their observations independently and then shared observations and compiled a joint report for each school.
- **Focused Group Discussions:** The social audit team conducted focused group discussions in all of the 25 randomly selected schools with the SMC members, parents, teachers, students, cooks and cooks cum helpers. In 21 schools, the principal investigator/ co-investigator herself/himself conducted the focussed group discussions with the stakeholders and social audit facilitators. The focussed group discussions were very helpful to get a more personalized insight into the problems and issues raised by different groups.

3.5. SOCIAL AUDIT FINDINGS:

The findings of the social audit of Chandigarh (U.T.) are summarised as follows:

3.5.1. Social Audit Findings of Chandigarh (U.T.) for PM POSHAN Scheme:

The various provisions of the PM POSHAN Scheme were audited by the field investigators along with social audit facilitators, and focussed group discussions were conducted with various groups of stakeholders. The various issues observed and recorded by the visiting teams and highlighted by stakeholders are presented school-wise in tables 3.2 to 3.6 and summarised as follows:

A. Setting up Social Audit Coordination & Facilitation Unit (SACFU): To set up the Social Audit Coordination & Facilitation Unit, parents of students and MTA members living in the vicinity of the school were approached by the research team and those were selected (minimum-2, one male and one female) who were willing

to participate as social audit facilitators. An orientation of social audit facilitators, about various provisions under the PM POSHAN scheme was done by the trainers of the research team. After that, capacity building of social audit facilitators was done by orienting them about school record maintenance procedures related to PM POSHAN Scheme; student entitlement under the PM POSHAN scheme; cooking cost provisions; issues related to the stock of grains; quality of cooking ingredients; appointment of cooks and cook cum helpers; safety & hygiene; school health program; and grievances redressal. After that members of SACFU were made to verify the records and check the availability of stock physically with the research team members. The members of the social audit coordination & facilitation unit also participated in focussed group discussions and interacted with other parents, SMC members, teachers and students in the school to get a clear idea about the perceptions and observations of various stakeholders regarding the PM POSHAN Scheme. The observations and suggestions are noted by the research team and summarised as follows:

B. Food provisions in the Schools: In Chandigarh, the mid-day meal is cooked in 15 cluster kitchens and then it is transported to other schools of the cluster to serve to the students during lunch hour. All schools did not have cooking facilities on their premises there are two types of schools in Chandigarh i.e. schools having cluster kitchens with cooking facilities and others having no kitchens which were only distributing mid-day meals to students in their premises. In the sampled 25 schools of Chandigarh, 08 schools are having cluster kitchens and food is cooked and transported to the neighbouring schools in mini trucks/ tempos from these 08 cluster kitchens.

C. Infrastructure Facilities: In the sampled 08 cluster kitchen schools, large-sized kitchen-cum-stores are built. Kitchen Sheds in cluster kitchens are well constructed, well maintained and well equipped with proper lighting and ventilation facilities. Adequate gas burners and utensils were available in these cluster kitchens like cookers, weighing machines, patilas etc. The food is cooked in these cluster kitchens as per the menu in general. In the cluster schools, kitchen gardens were well maintained and vegetables were used as ingredients in mid-day meals. The cooks and cook cum helpers were found wearing gloves, headgear and aprons.

Chimneys and exhaust fans are installed in kitchens, and washing provisions are also made in kitchens. Containers to transport food to cluster schools were available.

In the GGSSSS 20-B cluster kitchen, the problem of inadequate water supply and rodents need to be checked. Aluminum utensils should be replaced with steel utensils in all cluster kitchens. Serving plates and spoons should be given in all schools so that students do not have to bring a tiffin box to have a mid-day meal in school. In GMSSS 40-B, in the kitchen, an iron mesh is installed on chimneys to check the entry of any insects.

(Table 3.3)



Cluster Kitchen GMHS 38-D



Cluster Kitchen GMSSS 47-D



Food Preparation in Cluster Kitchen GMHS 12



Food Preparation in Cluster Kitchen GMSSS 40-B (Iron mesh installed to check entry of insects from chimneys)

D. Regularity in the serving of MDM: The mid-day meal is served to students during lunch hours regularly as per the menu under the PM POSHAN Scheme.

- **Monday:** Mix Veg Daliya/ Veg Khichdi/ Kheer
- **Tuesday:** Black Channa/ Moong Dal with Palak- Rice/ Chapati
- **Wednesday:** Sambar/ Chana Dal with gourd- Rice/ Chapati
- **Thursday:** Karhi Pakoda-Rice
- **Friday:** Rajmah/ Potato with Nutri and peas-Rice/ Chapati
- **Saturday:** Black Channa/ Mah Channa Dal-Rice/ Chapati
- **Sweet milk is provided to students once in a week.**

Govt. Model High School, Sec. 29-A, Chd.

DAY _____ MENU DATE 2024

S.No.	Days	Menu
1.	Mon.	Poshtik Khichdi / Dal with Rice / Chapati
2.	Tue.	White Chana + Rice / Chapati
3.	Wed.	Sambar + Rice
4.	Thu.	Karhi + Rice
5.	Fri.	Rajmah + Rice + Chapati
6.	Sat.	Black Chana + Rice or Nutsu Pulao

Rice- _____ Sign. _____

FOOD NORMS
AS PER M.D.M SCHEME

ITEMS	QUANTITY PER DAY	
	PRIMARY	UPPER PRIMARY
Food-grains	100 gms	150 gms
Pulses	20 gms	30 gms
Vegetables	50 gms	75 gms
Oil & fat	5 gms	7.5 gms
Salt & condiments	As per need	As per need

For all six days, a rice-based menu is given to students mainly. Some students of each school get chapatis once in a week only. A mismatch of 6% was found in the number of students present and the number of students having MDM in actuality on the day of the visit to the school. The most cherished foods are Karhi-Rice; Rajmah-Rice, sweet milk and kheer. **(Table No. 3.2)**



**Cooking of Food in GMHS- Karsan
(Veg-Khichdi)**



**Cooking of Food in GMSSS 47-D
(Kadhi Pakora)**

E. Delivery of Food to Schools from Cluster Kitchens: The schools share their demand for food to cluster kitchens as per the number of students present in the school on a particular day. Cooked food is transported to neighbouring schools in minitrucks with covered utensils like insulated drums, patilas etc. The cooked food is delivered to schools from cluster kitchens 30-50 minutes before a lunch break in schools. To de-load the heavy food-filled containers and drums in schools is very dangerous. In RC-1, Maloya, hygienic practices were not followed during the delivery of food from tempos to school.



**Utensils to transport food to
schools from cluster**



**Loading of Food in GMHS 29-A
for delivery to cluster schools**



RC-1, Maloya: Unhygienic way of delivering Food

Food Delivery in GMS-33

F. Availability & Storage of Foodgrains: The Department of School Education, Chandigarh lifts food grains from the FCI godowns and delivers them to the schools in gunny bags at the school doorstep as per the demand of the school. The weighing machines were available in the cluster kitchens to check the weight of the gunny bag on the spot. The social audit team found that the food grains were available in all the 8 visited cluster schools and the quality of rice and wheat flour was good. In GMHS, Karsan, the contaminated bags of wheat grains were returned by the school and those were replaced by the department. The receipt of food grains and consumption was recorded in the record books regularly and no case of mismatch in receipt and consumption of food grains was found. In GMHS, Karsan, entries in stock register of foodgrain usage were done with pencil. It needs to be checked in future. The food grains were kept in gunny bags or iron bins in all the eight cluster kitchen schools. The members of the social audit team were satisfied with the quality of rice, wheat flour and storage procedures adopted in schools. The rice and wheat grains were in stock in cluster kitchens for the next 20-30 days.

(Table No. 3.2)

PM POSHAN SCHEME- SOCIAL AUDIT

GMHS - Karsan
August 2024

Date	Item	Quantity	Rate	Total	Classmate	Other	Other	Other	Other	Other
01-8-24	Kooldu Rice	37119	155/kg							
01-8-24	White Dal	25214	142/kg							
03-8-24	White Rice	12040	142/kg							
SUNDAY										
05-8-24	Basmati Rice	4086	30/kg							
06-8-24	White Dal	18513	30/kg							
07-8-24	White Dal	3753	30/kg							
08-8-24	Basmati Rice	10229	30/kg							
08-8-24	White Dal	3856	30/kg							
2ND SUNDAY										
SUNDAY										
10-8-24	Basmati Rice	3811	30/kg							
10-8-24	White Dal	2993	30/kg							
11-8-24	White Dal	2828	30/kg							
15-8-24	White Dal									
17-8-24	White Dal									



Entry Register of Foodgrains Consumption – GMHS-Karsan (With pencil)

Food grain stored in GMSSS-47-D (Iron Bins)



Food grain stored in GMSSS Dhanas

Food grain stored in GMHS 38-D

G. Delivery of Cooking Cost: The cooking cost is delivered to schools at Rs. 5.45/- for primary students at Rs. 8.17/- for upper primary students. The cooking cost is verified by the MDM in charge and MDM supervisor and it is found correct as verified by a team of social audit. In all the cluster kitchens, no cooking cost is delivered for April, May and July. Schools are procuring food

ingredients and LPG on credit and those were facing a lot of trouble with that. It is suggested that cooking costs be delivered every month in advance to schools. The rates of cooking costs also need to be enhanced as per inflation in the rates of cooking items, LPG etc. **(Table No. 3.2)**

H. Quality and storage of food ingredients: The quality of food ingredients like salt, chilli powder and turmeric powder is found good and it's branded either Catch or Everest. Double-fortified salt is used in kitchens. All cooking ingredients like pulses, black channa, white channa, rajmah, besan, fortified salt, chilli powder, turmeric powder etc. are provided by the department through central purchase. The food ingredients were stored in boxes. The quality of pulses, channa and besan was found to be good and ISI marked. Mustard oil from Markfed is being used in schools. The other cooking ingredients like onions, chillies, and spinach are procured from the market as well as from the school kitchen garden. Milk and curd is procured from Verka only in cluster kitchens. Steel bins are required for storage of cooking ingredients, pulses, channas etc. During school visits by SMCs or parents, those are not used to check the quality of the cooking ingredients. **(Table No. 3.3 & 3.6).**



Quality of Cooking Ingredients and Cooking Oil used in Cluster Kitchens

I. Quality of Food: The quality of cooked food is found good and students are served food as per their demand. Food is cooked in cluster kitchens under the supervision of the cluster head, teacher in charge and kitchen supervisor. The food is distributed to students in their respective classrooms only. For food, students bring their lunch boxes and spoons from home. More than 27% of students reported that they bring something to eat in their lunch box/tiffin from home and they either eat it before lunch hour or during lunch hour with mid-day meal.



Quality of Cooked Food in Cluster Kitchens

J. Consumption of food in Schools: More than 27% of students reported that they bring their lunch box/Tiffin's and take only a small quantity of mid-day meal if food is of their liking. In Sri Guru Gobind Singh High School, Sector-35, it is reported that more than 200 students do not eat mid-day meals. The meals supplied by the cluster kitchens are sufficient for a larger number of students. The social audit team observed that students took very small quantities of mid-day meals as compared to their entitlements. The food cooked for fifty students was taken by more than a hundred students in the inner sectors. However, the consumption of food in the periphery schools of Chandigarh was found to be more than in the schools of inner sectors. The food consumption in Chandigarh

is less as compared to the number of students. On the days of, Rice-Karhi Pakora and Rice-Rajmah menu, the food consumption is more as compared to food menu days of Khichdi and Veg Daliya. To check the wastage of food, less amount of food is demanded by schools and less amount of food is cooked in cluster kitchens as compared to the strength of students and their entitlements.

In GMSSS, Behlana, it is found that food served from cluster kitchen GMSSS Makhan Majra Cluster no. 17 was the same for eight days either Veg Khichdi or Veg Daliya. Karhi Rice was given once a month in August. Students and parents also complained about this issue during focussed group discussions.

In GMSSS -45, students and teachers reported that karhi rice had not been given after vacation since July, and gravy was watery most of the time.

The details of food consumption in two cluster kitchens for the months of July and August 2024 showed that only 40-44% of the total rice/wheat was used to cook food for students in the months of July-August, 2024. In one of the cluster kitchen GMHS, Karsan, the consumption of wheat grain is nil and it shows that no chapati-based menu is served to cluster schools of GMHS Karsan. **(Table 3.7 A & B shows details of consumption of food)**



Distribution of Cooked Food in GMHS-12 & SGGSHS-35

K. Tasting of Food: The mid-day meal is tasted by teachers before serving to students in cluster kitchens and in schools. The parents are also invited to taste the food. Taste registers are maintained in schools. The food taste register for August was not updated for GMSSS, Sarangpur. **(Table No. 3.4)**



Food Tasted by Parents GMHS 38-W and GMHS, Mauli Jagran

L. Hygienic and safe cooking area and mode of cooking: The cluster kitchens are well-built and food is cooked in hygienic conditions. All safety measures are taken while cooking food and fire extinguishers are found available in all cluster kitchens. No major blockage in the washing and drinking water area was found in any of the sampled schools. In GMS, Sector-33, water logging was there and the cleanliness of toilets was in poor condition, a foul smell was emitting from washrooms adjacent to classrooms. **(Table No. 3.3)**

M. Availability of potable water, soaps for hand wash and hand washing provisions: The potable water was available in all schools, the water filters were installed in all sampled schools and those were found in working conditions. Hand washing provisions are developed in schools and soaps are found available in 68% of sampled schools. More cleanliness in drinking water areas and hand washing area is required in 16% of schools. In 20% of schools, more taps for drinking water are required particularly in schools of periphery sectors of Chandigarh. **(Table No. 3.3)**

N. Hand Washing Procedures: Before having meals, hand washing is made compulsory as per the directions of the department, but the social audit team

noticed that hand washing practice was not followed by students in 16% of the schools and 32% of schools, soaps were not found available for handwashing. (Table No. 3.3)



Good Hand washing Provisions in GMSSS- Dhanas and GHS 30-A

O. Cleanliness of dining area: he food is served to students in their classrooms. No separate dining area was developed in 22 sampled schools. The cleanliness of classrooms is required in 32% of schools, after serving meals, as a foul smell was found in the classrooms after serving meals. In GMSSS, Dhanas; GMHS 38-D and GMSSS, Sarangpur, dining facilities are developed to have mid-day meals. (Table No. 3.3)



GMMS Sector-23 having MDM in Classroom

GMHS Sector-12 having MDM in Classroom



Dinning area in GMSSS-Dhanas (Good arrangement)



Dinning Room in GMHS 38-D

Dinning area in GMSSS- Sarangpur

P. Fuel for Cooking: In all cluster kitchens, LPG was used as cooking fuel. In schools, LPG gas cylinders were provided at the school doorstep. Proper safety measures were taken while cooking food in the kitchen. Fire extinguishers were available in all kitchens.(Table No. 3.2).



LPG used as Cooking Fuel in Cluster kitchens

Q. Appointment and Honorarium of Cook cum Helpers: In each cluster kitchen, one supervisor, two cooks and 18-22 cook cum helpers were appointed to supervise, cook and serve MDM. The mid-day meal supervisor is appointed @ Rs. 15000/- per month; two cooks @ Rs. 12000/- per month and cook cum helpers (CCH) @ Rs. 4500/- per month. The salary of cooks and mDM supervisor was given till July 2024. To Cook Cum Helpers salary up to July was given @ Rs. 3500/- per month but share of Central Govt. honorarium @ Rs. 1000/- was found pending.

CCHs are appointed as per the workload in the cluster kitchens. In all schools, cook cum helpers are appointed (1 CCH @ 100 students) to serve the food during lunch hour. The honorarium is paid to them every month. The medical check-up of all cooks and cook cum helpers was done.

The central share of the salary of cook cum helpers was pending from April, it is to be released on time. SMC members, parents and teachers supported the issue of enhancement of honorarium to cooks and cook cum helpers @ minimum wages for workers as per Govt rules and salary for 12 months be given to them. A variation in salary structure be made for the CCH of Cluster Kitchens and the CCH of non-cluster kitchen schools. SMCs and parents in all schools reported that they monitor the personal hygiene of CCH during their visits. **(Table No. 3.3).**

R. Social inclusion issues: No social inclusion issues like discrimination based on any pretext were found. All students sit together and have food in their respective classrooms.

S. Awareness programmes conducted about MDMS: No awareness programmes were organized in the last year related to the PM POSHAN Scheme for SMC members, parents and society at large.

T. Auditing procedures: In all cluster kitchen schools, the stock register of food grains, cash book for cooking cost, stock register of cooking, food taste register and register of food distribution to cluster schools are maintained properly. The bills and vouchers for the purchase of cooking ingredients were found available in all cluster kitchens. In non-cluster kitchen schools, food receipt registers and food taste registers are maintained. No mismatch was found in any of the schools regarding the usage of cooking costs or consumption of food grains and cooking ingredients. In GMHS, Karsan, entries in the stock register were found to be made with a pencil about the consumption of food grains and food ingredients, and it is to be taken care of seriously.

The bills and vouchers to supply and transport food grains from FCI and other food items are maintained at the cluster school kitchen level. The verification of quality, quantity and transportation of food grains is done at the district level and also at the school level by the mid-day meal in charge and mid-day meal supervisor of the school cluster kitchen. The food grains (rice) are stored well and safely in schools in Jute bags. The cooked food is transported to the schools as per their requirement and attendance of students in the school from Cluster kitchen.

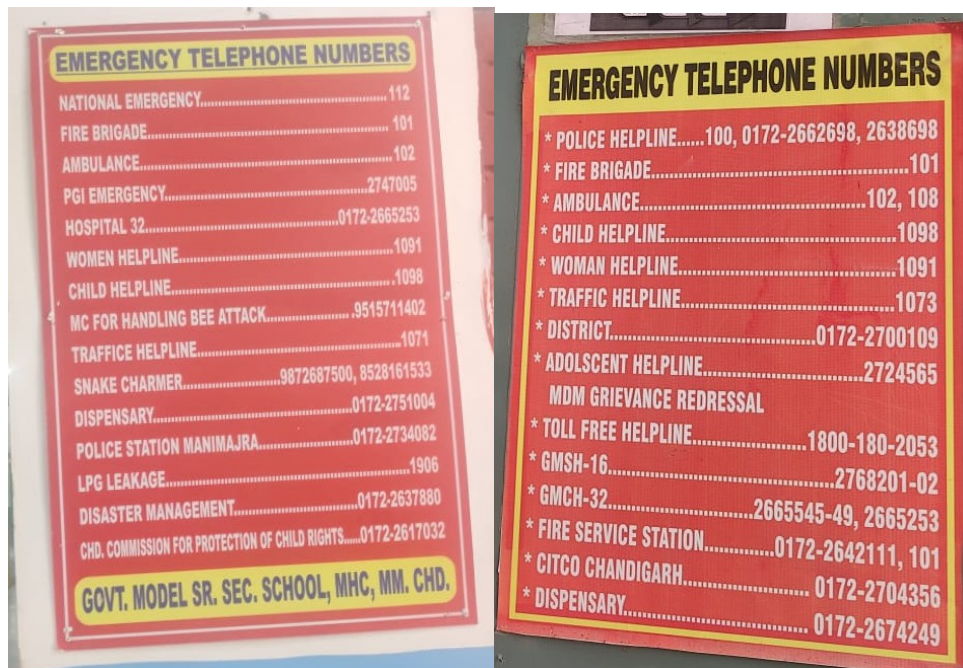
The procurement of daily needed MDM items is decided mainly by the school's mid-day meal in charge and mid-day meal manager. During visits, the quality of food ingredients was found good.

No instances of malpractices and corruption are found in any visited school by the social audit team.

U. Monitoring by SMC members and Parents of MDM Scheme: Only a small number of SMC members and parents were aware of the child entitlements under the PM POSHAN Scheme like cooking costs, but those had never verified the official records. MDM menu was displayed in all of the visited schools. Emergency contact numbers were displayed prominently in all the visited schools, and the grievance readdress number for MDM was displayed in all of the visited schools. MDM social audit boards were found available in all the cluster kitchens. The schools receiving cooked food from other kitchens should also display the quantity of food received from cluster kitchens for public scrutiny. The SACFU stated that the menu of MDM needs to be displayed at the appropriate place on the school's premises. **(Table No. 3.2 & 3.4)**



**Displayed in GGSSS
Sector-18**



Emergency Numbers displayed in GMSSS- MHC Mani Majra and GHS 50-B

- V. Monitoring by Govt. officials of the MDM Scheme:** In the visited schools, it was found that the Deputy District Education Officer, District Education Officer, Cluster Resource Coordinators and other senior officers have been visiting schools to monitor all the activities and especially the PM POSHAN scheme.
- W. Awareness and Role of SMCs and Parents:** The school heads/principals reported that they have not received any major complaints from the SMC members and parents regarding mid-day meals. The awareness level of SMC members and parents regarding the entitlements of a student as per the MDM scheme and provisions under the MDM scheme was found to be below average. SMC members and parents monitor MDM during their school visits, by only tasting food or checking the preparation of food as per the menu. No verification of records related to receipt and consumption of food was done by SMC members/ parents. However, the MDM record book was found signed by the Chairman of SMC in all schools, without any actual verification about the balance of cooking cost, food grains or quality of

cooking ingredients. Only in 20% of the visited schools, SMC members and parents have reported that those verify cooking ingredients occasionally. No major contribution in the form of donations for water filters, or water coolers by the SMC members or parents is reported in any of the sampled schools. **(Table No. 3.6)**

X.



Record verification during Social Audit with Social Audit Facilitators in GMSSS 40-B

Y. School Health programme: The school health programme was running in all schools but only the weight and height of students were measured and no growth patterns were noted on health cards. Under Rashtriya Bal Swasthya Karyakram (RBSK), iron folic acid tablets every week and deworming tablets were given twice a year to the students. The social audit facilitators, SMC members, parents and teachers suggested that in case of referrals, the concerned doctor should take care and do monitoring of the child and all details related to eyesight, teeth and growth patterns of a student need to be mentioned on health cards. In schools, the contact number of the nearby health centre is available to the head of school or in charge of Mid-Day Meals under the emergency health plan. **(Table No. 3.4)**

Table 3.2: Details of Students, Meals served, Food grains, Cooking Cost and Cooking Ingredients in Schools of Chandigarh (U.T.)

Name of School	Class I–VIII	Number of students on the day of visit	Place of Menu Display	Storage Provisions	Cooking Fuel	Cooking Cost	Quality of cooking ingredients	Quality of cooking oil	Quality of food grains
GMHS - 12 (Cluster Kitchen)	1039	934	Outside Kitchen	Jute Bags	LPG	Minus	Branded ISI	Branded ISI	Good
GMSSS 20-B (Cluster Kitchen)	360	302	Inside Kitchen	Jute Bags	LPG	Minus	Branded ISI	Branded ISI	Good
GMHS - 38D (Cluster Kitchen)	962	755	Outside Kitchen	Jute Bags	LPG	Minus	Branded ISI	Branded ISI	Good
GMSSS – 40B (Cluster Kitchen)	890	643	Outside Kitchen	Jute Bags	LPG	Minus	Branded ISI	Branded ISI	Good
GMHS - 29A (Cluster Kitchen)	773	621	Outside Kitchen	Jute Bags & Iron Bins	LPG	Minus	Branded ISI	Branded ISI	Good
GMSSS -47 D (Cluster Kitchen)	939	732	Outside Kitchen	Jute Bags & Iron Bins	LPG	Minus	Branded ISI	Branded ISI	Good
GMHS - Karsan (Cluster Kitchen)	945	659	Outside Kitchen	Jute Bags	LPG	Minus	Branded ISI	Branded ISI	Good
Good	2168	1681	Outside Kitchen	Jute Bags	LPG	Minus	Branded ISI	Branded ISI	Good
Good	1328	1029	Inside Kitchen	NA	NA	NA	NA	NA	NA
GMHS - 49 D	657	512	Indide Kitchen	NA	NA	NA	NA	NA	NA
GMHS - Mauli Colony	743	591	Inside Kitchen	NA	NA	NA	NA	NA	NA

MDM SCHEME- SOCIAL AUDIT

GMS - 33B	309	250	Outside Kitchen	NA	NA	NA	NA	NA	NA
GMHS-38W	1083	740	Outside Kitchen	NA	NA	NA	NA	NA	NA
GMSSS- 22A	431	368	Inside Kitchen	NA	NA	NA	NA	NA	NA
GGMSSS- 18	484	423	Outside Kitchen	NA	NA	NA	NA	NA	NA
GMSSS- 8B	769	641	Inside Kitchen	NA	NA	NA	NA	NA	NA
GMSSS- RC1 Maloya	1074	863	Inside Kitchen	NA	NA	NA	NA	NA	NA
GMMS- 23	360	300	Outside Kitchen	NA	NA	NA	NA	NA	NA
GHS- 30 A	448	376	Outside Kitchen	NA	NA	NA	NA	NA	NA
GHS- 50	610	490	Outside Kitchen	NA	NA	NA	NA	NA	NA
GMSSS- 45 C (New)	696	526	Outside Kitchen	NA	NA	NA	NA	NA	NA
GMSSS- Behlana	732	620	Inside Kitchen	NA	NA	NA	NA	NA	NA
GMSSS- Sarangpur	873	733	Inside Kitchen	NA	NA	NA	NA	NA	NA
SGGS High School -35	724	642	Inside Kitchen	NA	NA	NA	NA	NA	NA
Vedic Girls High School- Mani Majra	629	537	Inside Kitchen	NA	NA	NA	NA	NA	NA
NA: Not applicable									

Table 3.3: Details of Infrastructure Facilities and Human Resource available in PM POSHAN Scheme implementation in Schools of Chandigarh (U.T.)											
Name of School	Quality of Kitchen Shed Infrastructure	Cleanliness of Kitchen shed	Safety measures for cooking/ serving of food taken	Serving Area cleanliness	Drinking water Facilities	Water filter	Availability of Fire extinguisher	No. of CCH	No. of Cooks	Sufficient Hand washing facilities	Cleanliness of Hand washing area
GMHS - 12 (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	23	2	Y	G
GMSSS 20-B (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	17	2	Y	G
GMHS - 38D (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	20	2	Y	G
GMSSS - 40B (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	23	2	Y	G
GMHS - 29A (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	20	2	Y	VG
GMSSS -47 D (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	17	2	Y	G
GMHS - Karsan (Cluster Kitchen)	G	G	Y	AV	Y	Y	Y	19	2	Not sufficient	Av
GMSSS - Dhanas (Cluster Kitchen)	VG	G	Y	G	Y	Y	Y	21	2	Y	VG
GMSSS - MHC Manimajra	NA	NA	Y	G	Y	Y	Y	8	NA	Y	AV G
GMHS - 49 D	NA	NA	Y	G	Y	Y	Y		NA	Y	
GMHS - Mauli Colony	NA	NA	Y	AV	Y	Y	Y	13	NA	Y	AV

MDM SCHEME- SOCIAL AUDIT

GMS - 33B	NA	NA	Y	AV	Y	Y	Y	3	NA	Not sufficient	AV
GMHS-38W	NA	NA	Y	AV	Y	Y	Y	6	NA	Y	AV
GMSSS- 22A	NA	NA	Y	AV	Y	Y	Y	3	NA	Not sufficient	AV
GGMSSS- 18	NA	NA	Y	G	Y	Y	Y	3	NA	Y	G
GMSSS- 8B	NA	NA	Y	G	Y	Y	Y	5	NA	Y	G
GMSSS- RC1 Maloya	NA	NA	Y	G	Y	Y	Y	3	NA	Y	AV
GMMS- 23	NA	NA	Y	G	Y	Y	Y	3	NA	Y	G
GHS- 30 A	NA	NA	Y	G	Y	Y	Y	4	NA	Y	G
GHS- 50	NA	NA	Y	G	Y	Y	Y	4	NA	Y	G
GMSSS- 45 C (New)	NA	NA	Y	G	Y	Y	Y	6	NA	Y	G
GMSSS- Behlana	NA	NA	Y	AV	Y	Y	Y	6	NA	Not sufficient	AV
GMSSS- Sarangpur	NA	NA	Y	VG	Y	Y	Y	7	NA	Y	G
SGGS High School - 35	NA	NA	Y	VG	Y	Y	Y	4	NA	Y	G
Vedic Girls High School- Mani Majra	NA	NA	Y	G	Y	Y	Y	3	NA	Y	G
Y= Yes; G= Good; AV= Average; NA: Not Applicable; CCH = Cook cum helpers											

Table 3.4: Details of availability of Cooking and Serving Utensils, Records Maintenance and Display of information of PM POSHAN Scheme in Schools of Chandigarh (U.T.)											
Name of School	Cooking Utensils	Serving Utensils For all students	Student Attendance register	Food grain Stock register	Cash Book	MDM receiving Register	Food taste Register	Complaint register (MDM)	Emergency Numbers Displayed	Grievance Number Displayed	Health check up of students
GMHS - 12 (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS 20-B (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMHS - 38D (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS - 40B (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMHS - 29A (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS -47 D (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMHS - Karsan (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS - Dhanas (Cluster Kitchen)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS - MHC Manimajra	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NO
GMHS - 49 D	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Going on
GMHS - Mauli Colony	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Going on
GMS - 33B	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMHS-38W	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Going on

MDM SCHEME- SOCIAL AUDIT

GMSSS- 22A	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
GGMSSS- 18	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Going on
GMSSS- 8B	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS- RC1 Maloya	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Going on
GMMS- 23	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GHS- 30 A	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GHS- 50	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS- 45 C (New)	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
GMSSS- Behlana	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
GMSSS- Sarangpur	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Going on
SGGS High School -35	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Done
Vedic Girls High School- Mani Majra	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
NA = Not applicable											

Table 3.5: Details of Level of Awareness and Suggestions of various stakeholders in Schools of PM PSHAN Scheme				
Name of the School	Suggestion by Teachers	Suggestions by Cook cum Helpers	Suggestions by parents	Suggestions by students
GMHS - 12 (Cluster Kitchen)	Exclusive green vegetables based menu be added,	Provide Salary on time and also enhance for CCH of cluster kitchen	Provide fruit every week to students	Kheer be given every week
GGMSSS 20-B (Cluster Kitchen)	Water supply problem need to tackled and fruits be added in menu	Salary less and not in time, its to be enhanced and credited timely	Soya vari (Nutri) not eaten by kids, need to replaced in menu	Salad and Fruit be given once in a week
GMHS - 38D (Cluster Kitchen)	More manpower in kitchen, enhance maintenance grant for KS, quality of pulses to be improved	Salary less and not in time, its to be enhanced and credited timely	Fruit, sald and cheese be added to menu,	Chapatis be given twice a week and kheer be given once in a week
GMSSS – 40B (Cluster Kitchen)	Menu is good , more repair grant for kitchen be given	Salary be givern in time and enhancement in salary of CCH of cluster kitchnes	Dal chawal, daliya khichadi not taken by students, some menu be added in its place	Food is good
GMHS - 29A (Cluster Kitchen)	More manpower required to cook food as now NPO are not operational to priovide food to schools	Salary be givern in time and enhancement in salary of CCH	Cheese be added in menu	Food is good
GMSSS -47 D (Cluster Kitchen)	Add fruit , salad and halwa in menu	Salary be givern in time and enhancement in salary of CCH	Salad, fruits and curd be provided to students	Food is good
GMHS - Karsan (Cluster Kitchen)	Food menu is good	Salary be givern in time and enhancement in salary of CCH of cluster kitchnes	Cheese and curd be added in menu	Food is good
GMSSS - Dhanas (Cluster Kitchen)	Food menu is good, more manpower required to cook food for larger number of students	Salary be givern in time and enhancement in salary of CCH of cluster kitchnes	Kheer, Halwa be given ton students every week	Food is good
GMSSS - MHC Manimajra	Add fruit, halwa in menu , chapati based menu required twice a week	Provide salary on time	food better than NGO continue with cluster kitchen arrangements in future	Food is good

GMHS - 49 D	Change Menu at least twice a year	Enhance salary	Quantity of milk is less should increase it	Menu change every month
GMHS - Mauli Colony	Quality of cooked rice need to be checked	Enhance salary	Fruits should be add , dal rice not liked by students, dry sabji and chapati should be added to menu	Sweetdish be added once a week
GMS - 33B	Quality of food is good but Daliya not liked by students, some substitute be given of daliya.	Cluster kitchen utensils to transport food are to be changed as lids are loose	utensils spoon plates to be given to serve food to students	Food is good
GMHS-38W	Fruit should be added, cheese should be added to menu	Enhance salary	Rajma quality need to be checked not cooked properly sometimes, its to be checked	Food is good
GMSSS- 22A	Fruit should be added, curd required with khichdi	Enhance salary	Dal chawal, daliya khichadi not taken by students	Food is good
GGMSSS- 18	Quantity of kheer is very less, on Monday namkeen daliya not liked by students, some substitute be given of Daliya	Salary of CCH be enhanced, to lift the food from tempo is dangerous for female CCH, some provisions like platform be developed for safe unloading of food containers from tempo	Add fruits in menu once in a week	Arrange visit to cluster kitchen of students and parents or a video clip or documentary should be shown to students to make students aware about working of cluster kitchen
GMSSS- 8B	Variety should be added in menu else than Khichdi or daliya, Chapatii should be add twice a week, menu should be followed	Enhance salary of CCH and Cooks	More variety in menu	Food from cluster kitchen be continued
GMSSS- RC1 Maloya	CCH be deputed directly in school as now CCH are deputed from RC 2,	Enhance salary of CCH	Change Menu according to season	Green salad be added to menu
GMMS- 23	fruits should be added, chapatis to be given, kheer and halwa once in a week be given to students	Enhance salary	Rice not cooked properly, quality be checked regularly	Fruit and Kheer in menu

GHS- 30 A	Fruit should be added to menu	Enhance salary and salary on time be given	Fruri and sald be added to menu	New dishes
GHS- 50	Gravy of cooked veggies should be thick, karhi rice must given once a week, salad and fruit should be added	Enhance salary and salary on time	Milk pouches delivered are hot and students denied to drink, cold milk pouches be given	Fruit should be added in menu
GMSSS- 45 C (New)	Karhi rice npt given after vaction since july, more vegetables be added in Khichdi, gravy of veggies must be thick as it is watery most of the time. Quality of White and black channa need to be checked	Enhance salary	ASdd spices in rice like curry and moringa leaves, add chapatis twice a week	Friut and sald once in a week
GMSSS- Behlana	Menu Khichdi and daliya not liked by students. Karhi Rice be given twice a week	Enhance salary	Khichdi and daliya regularly for 8-10 days not liked by students. Cheese to be added, daliya to be replaced,	Karhi rice be given twice a week. Chapatis be give twice a week at least.
GMSSS- Sarangpur	Menu should be fixed one and chapatis be added for two days a week	Enhance salary and salary on time. some provisions like platform be developed for safe unloading of food containers from tempo	Freuit and sald in menu	Food is good
SGGS High School -35	Chapatis to be served twice a week and fruit should be given once in a week	Enhance salary and salary on time	Curd to be added with pulao, menu to be fixed and Karhi –rice be given once in a week	No karhi served till july, Karhi –rice be given onve in a week
Vedic Girls High School- Mani Majra	Salary of CCH be enhanced, Chapatis be given twice a week, milk should be served every week	Enhance salary and salary on time	Halwa and fruits be added to menu	Food is good

Table 3.6.: Details of Awareness and Role of SMCs/ Parents in Monitoring of PM POSHAN Scheme Provisions in Schools of Chandigarh (U.T.)					
Name of the School	Awareness of Parents for MDM for PM POSHAN Scheme	Awareness of SMC for PM POSHAN Scheme	Audit of Cooking Cost done by SMC	Audit of Cooking Ingredients by SMC	SMC training for PM POSHAN Scheme
GMHS - 12 (Cluster Kitchen)	AV	AV	No	No	No
GMSSS 20-B (Cluster Kitchen)	AV	AV	No	No	No
GMHS - 38D (Cluster Kitchen)	AV	AV	No	No	No
GMSSS – 40B (Cluster Kitchen)	AV	AV	No	No	No
GMHS - 29A (Cluster Kitchen)	AV	AV	No	No	No
GMSSS -47 D (Cluster Kitchen)	AV	AV	No	No	No
GMHS - Karsan (Cluster Kitchen)	BA	BA	No	No	No
GMSSS - Dhanas (Cluster Kitchen)	AV	AV	No	No	No
GMSSS - MHC Manimajra	BA	AV	NA	NA	No
GMHS - 49 D	AV	AV	NA	NA	No
GMHS - Mauli Colony	BA	BA	NA	NA	No
GMS - 33B	AV	AV	NA	NA	No
GMHS-38W	BA	AV	NA	NA	No
GMSSS- 22A	AV	AV	NA	NA	No

MDM SCHEME- SOCIAL AUDIT

GMSSS- 18	AV	AV	NA	NA	No
GMSSS- 8B	AV	AV	NA	NA	No
GMSSS- RC1 Maloya	BA	BA	NA	NA	No
GMMS- 23	AV	AV	NA	NA	No
GHS- 30 A	AV	AV	NA	NA	No
GHS- 50	AV	AV	NA	NA	No
GMSSS- 45 C (New)	AV	AV	NA	NA	No
GMSSS- Behlana	BA	BA	NA	NA	No
GMSSS- Sarangpur	AV	AV	NA	NA	No
SGGS High School -35	AV	AV	NA	NA	No
Vedic Girls High School- Mani Majra	AV	AV	NA	NA	No
AV: Average; BA : Below Average; NA: Not Applicable					

Table 3.7. A . : Cooked Food Units and Consumption of Rice and Wheat vs Norms of Food Grain Consumption							Percentage of Food grain (Rice and Wheat) consumption as compare to norms
Month : July			Working days : 26				
Name of School	Wheat Consumption in KGs	Rice Consumption in KGs	Delivered food unit to Pre and Primary	Delivered food unit to upper Primary	Rice/wheat to be consumed as per norms for Primary in KGs	Rice/wheat to be consumed as per norms for upper Primary in KGs	
GMHS 38D	1235	9550	62221	51625	6222.100	7743.750	77.22%
GMSSS DHANAS	1020	3970	53842	35941	5384.200	5391.150	46.30%
GMSSS 47 D	405	3597	40455	25695	4045.500	3854.250	50.65%
GMHS Karsan	Nil	3100	44887	32368	4488.700	4855.200	33.17%
GMSSS 20 B	1000	2500	56108	40103	5610.800	6015.450	30.10%
GMHS - 12	740	3837	43170	28206	4317.000	4230.900	53.54%
GMSSS-40B.	100	3748	53032	40544	5303.200	6081.600	33.79%
GMHS - 29 A	545	2195	52451	40736	5245.100	6110.400	24.12%
Total	5045	32497	406166	295218	40616.600	44282.700	44.21%
	Total Consumption of Rice & Wheat: 37542 KG				Rice & Wheat to be consumed as per Norms: 84898.7 KG		
Total consumption of Rice and Wheat is 44.21% in comparison to the norms of food consumption							

Table 3.7. B.: Cooked Food Units and Consumption of Rice and Wheat vs Norms of Food Grain Consumption							Percentage of Food grain (Rice and Wheat) consumption as compare to norms
Month : August			Working days : 22				
Name of School	Wheat Consumption in KGs	Rice Consumption in Kgs	Delivered food unit to Pre and Primary	Delivered food unit to upper Primary	Rice/wheat to be consumed as per norms for Primary	Rice/wheat to be consumed as per norms for upper Primary	
GMHS 38D	927	7260	61374	52947	6137.400	7942.050	58.14%
GMSSS DHANAS	760	4030	53766	33647	5376.600	5047.050	45.95%
GMSSS 47 D	400	3690	43532	31646	4353.200	4746.900	44.94%
GMHS Karsan	60	2285	44321	32189	4432.100	4828.350	25.32%
GMSSS 20 B	1227	2150	50888	37419	5088.800	5612.850	31.55%
GMHS - 12	682	3890	43254	27209	4325.400	4081.350	54.38%
GMSSS-40B	350	4295	52126	38813	5212.600	5821.950	42.09%
GMHS - 29 A	337.60	2225	48370	38614	4837.000	5792.100	24.10%
Total	4743.6	29825	349261	253870	3973.100	43872.600	41.33%
	Total Consumption of Rice & Wheat: 34568.6 KG				Rice & Wheat to be consumed as per Norms: 83603.6 KG		
Total consumption of Rice and Wheat is 41.33% in comparison to the norms of food consumption							

3.5.2. Impact of PM POSHAN Scheme on Attendance, Socialization & Addressing Malnutrition: To evaluate, the impact of the PM POSHAN Scheme on attendance, socialization and addressing malnutrition, data was collected from sampled schools and observations were made by the research team. The data regarding attendance of students in schools was taken from schools and parents also shared that students like to come to school as they are getting different meals at the school on all six days. Moreover, students also shared that they do not miss school, particularly on Thursday and Friday as they would get Karhi-Rice and Rajmah-Rice, respectively in the school on those days.

Regarding socialization, it was observed by the members of SACFU that students sit comfortably and without any hesitation in the classrooms to have food. No instances of any quarrel were witnessed in any of the schools during the serving of mid-day meals.

In the provisions of the school health program, iron folic acid tablets are given to students regularly and by general observation, it is noticed that students were healthy and energetic. However, there is a need to check the level of malnutrition among students.

3.5.3. Best Practices adopted in Schools of Chandigarh (U.T.) for PM POSHAN Scheme: Some of the best practices adopted for PM POSHAN Scheme in Chandigarh (U.T.) are summarised as follows:

- The Cluster kitchen sheds are well-constructed and well-maintained.
- Adequate safety measures were taken while cooking food in cluster kitchens.
- Usage of fortified rice and double-fortified salt for mid-day meals.
- Usage of branded chilly powder, turmeric powder and other spices.
- Usage of branded cooking oil i.e. Markfed Sohna mustard oil.
- The provision of elaichi milk once a week is a good initiative to provide a more nutritious food supplement to students.
- Cooked Food is transported to cluster schools in minitrucks with covered insulated utensils.
- Usage of only LPG to cook food in cluster kitchens to check any environmental pollution.

- The availability of weighing machines in kitchens is good for verifying the weight of the received stock of grains and adding cooking ingredients in the proper ratio in the meals.
- Availability of fire extinguishers in kitchen sheds.
- The availability of working water filters and water coolers is good practice to provide clean water to students.
- Appointment of a dedicated supervisor in each cluster kitchen for works related to mid-day meals is a good step to improve the quality and procedure of mid-day meal preparation.
- Tithi Bhojan is being practised in all schools.
- In schools having cluster kitchens, kitchen gardens were well developed lowering the cooking cost and organic vegetables could be used for cooking MDM.
- In all other schools, having no cluster kitchens, kitchen gardens were well developed and maintained properly and products from these schools were also sent to cluster kitchens.



Kitchen Garden : GMSSS- 47-B



Kitchen Garden : GMHS- 12



Kitchen Garden : GMSSS- 40-B



Kitchen Garden : GMSSS- Dhanas

3.5.4. Innovations and redressal of grievances related to the PM POSHAN

Scheme: The noticeable innovation includes the development and maintenance of kitchen gardens in schools and using the product as an ingredient for the preparation of mid-day meals. To be environmentally friendly, the usage of LPG to cook food is a good practice.

To redress the grievances of the parents and SMC members regarding mid-day meals a toll-free helpline no. **1800-180-2053 & 0172-5021697** have been introduced which are displayed at the schools. Senior officers of the Education Department also monitor the quality, hygiene and process of cooking and delivery of MDM from school-based cluster kitchens.

3.5.5. Problems raised by various stakeholders in the implementation of PM

POSHAN Scheme: The various problems and issues shared by teachers, heads, SMC members, parents, students and cook cum helpers regarding the implementation of PM POSHAN Scheme are summarised as follows:

- A cluster kitchen serves 3200-5600 meals on average per day as a cluster kitchen has to serve meals to its students and neighbouring 5-10 schools, it is very difficult for the cluster school to manage all these things with the current workforce.
- The honorarium paid to cooks and cook cum helpers is very less even than the minimum wages as per Govt. regulations. And it's very problematic for the cluster kitchen incharges to motivate CCH to work wholeheartedly.
- Cook cum helpers of cluster kitchens are overloaded with work.
- Involvement of SMC members and parents in various works related to the PM POSHAN Scheme was found to be low like tasting of food, and procurement of cooking ingredients.
- As the mid-day meal is served in classrooms one by one, managing discipline during that time is a difficult task for teachers.
- To have an actual headcount of students who are having mid-day meals in actual is not possible.
- To maintain cleanliness in classrooms after lunch is also a problem for schools.

- Generally, a rice-based menu is served to students as it is very difficult for cooks and CCH to prepare chapatis for a larger number of students in cluster kitchens.
- In schools of Chandigarh, the strength of students is very high, more provisions of drinking water taps, and hand washing areas are required.
- Cluster kitchen schools need an extra grant to maintain the kitchens, and purchase new utensils and washing material.
- Air curtains need to be installed at the entry gate of cluster kitchens to check the entry of insects in kitchen area.
- To have a mid-day meal in school, students have to carry tiffin box from home and more than 27% of students reported that they bring something to eat in their lunch box/tiffin from home and they either eat it before lunch hour or during lunch hour with mid-day meal. So, it is very difficult for schools to consume food of MDM as per norms.
- Cooking cost was released in the month of September 2024 for the months of April, May and July. It was very problematic for schools to continue mid-day meal on a credit bases from the market.

3.5.6. Suggestions & Recommendations for the PM POSHAN Scheme:

The various suggestions provided by the social audit facilitators, research team members, SMC members, parents, students, teachers, cook cum helpers and community members during audit social interactions are summarised as follows:

- The social audit team suggested that more cluster kitchens be constructed in schools of Chandigarh and a cluster kitchen should not serve more than 2000 meals per day.
- Wheat-based menus should be served for a minimum of two days a week to all students.
- The menu must be followed strictly in all cluster kitchens. Only minor flexibility be allowed in the menu at the school level.
- Vegetable Dalia/ Khichdi should be served once in a week with curd.
- Kheer (Sweetdish) is to be served as a sweet dish and not as a full meal. Servings of Kheer to students were not found to be sufficient to provide a

stomach-full meal to students. With Chapati channa, kheer be added as a sweet dish.

- For the safety of CCH, platforms with ramps be constructed in non-cluster kitchen schools to facilitate the de-loading of heavy containers and patilas in schools.
- Cooking costs be delivered every month in advance to schools.
- Cooking costs are to be enhanced according to inflation in the rates of cooking ingredients to maintain the quality of food.
- Steel bins are to be given for storage of cooking ingredients, pulses, channas etc.
- An audit of cooking ingredients and food grains should be done every month by SMC members or parents.
- The day Meal menu is to be revised on half yearly basis and exclusive green vegetables dishes be added to the menu.
- Provision of fruit, curd, cheese, and green salad be made on the menu, at least once in a week.
- Students have not to be asked to bring tiffin boxes for having a mid-day meal in school, schools have to provide plates and spoons to students for having lunch.
- Discipline is to be maintained in schools during the lunch hour and teachers are to be put on duty in rotation.
- Special grants are to be given for kitchen shed renovation; to construct hand washing areas; utensils washing areas and drinking water areas.
- Handwashing provisions and drinking water areas need to be developed as per the strength of students in schools.
- Cleanliness in drinking water areas and washing areas needs to be maintained.
- Classrooms need to be cleaned after serving mid-day meals to students.
- An increase in the honorarium of cook cum helpers needs to be made at the rate of minimum wages as per Govt. rules.
- Under school health programmes, the growth patterns of students need to be studied and parents of anaemic students should be guided for the diet of students.

- Training of SMC members, parents and society members is to be done every year to orient them about the objectives of the scheme and child entitlements under the PM POSHAN scheme.
- More parents are to be involved in the tasting of food, checking the quality of food, verification of records, quality of food grains and cooking ingredients.
- Display of mid-day meal menu should be made at a prominent place in the schools.
- An audit of the cleanliness of the kitchen, dining area, washing area, and drinking water area is to be done by SMC/ MTA and parents at regular intervals.
- Competitions among schools be arranged related to MDM preparation, cleanliness and hygiene.
- An orientation of parents and SMC members needs to be done once in a year to enhance awareness of parents about cooking cost, cooking procedures, and child entitlements.
- A team of social auditors is to be constituted at the school level amongst society members and parents, and their capacity building is to be done every year.
- Visits to cluster kitchen be arranged for students and parents to build confidence among them about the quality of food and hygienic practices adopted to cook food in cluster kitchens.
- A video or documentary should be shown to students of cluster kitchen working, food preparation practices and hygienic conditions of cluster kitchens.
- Efforts of schools those have developed good infrastructure and kitchen gardens should be acknowledged.
- Appreciation letters should be given to school heads and teacher incharges of the PM POSHAN Scheme in cluster kitchens for their work.

Glimpses of Focussed Group Discussions during Social Audit of PM POSHAN Scheme



GMHS-12



GMHS-29-A



GMHS-Mauli Colonv



GMHS- 38 West



GMSSS- Behlana



GMSSS- 18



**Vedic Girl High School Mani
Majra**



**Sri Guru Gobind Singh High
School -35**

3.6. PUBLIC HEARING MEETING OF SOCIAL AUDIT OF PM POSHAN SCHEME IN SCHOOLS OF CHANDIGARH (U.T.):

The public hearing of the project on "Social Audit of PM POSHAN Scheme in Chandigarh " was held on September 18, 2024, in Govt Girls Model Senior Secondary School, Sector-18, Chandigarh. The public hearing meeting was conducted in the presence of the Deputy Director of School Education, Chandigarh (U.T.); District Education Officer, Chandigarh; Deputy District Education Officer, Chandigarh; students; parents; SMC members; teachers; Headmasters/Principals; cooks and cook cum helpers and Social Audit Facilitators. The details of officials, teachers, SMC members, parents and students present in the public hearing are as follows:

1	Sh. Sunil Bedi, Deputy Director of School Education, Chandigarh (U.T.)	
2	Mrs. Bindu Arora, Deputy Director School Education, Chandigarh (U.T.)	
3	Mrs. Poonam Sood, District Education Officer, Chandigarh (U.T.)	
4	Sh. Rajan Jain, Deputy District Education Officer, Chandigarh (U.T.)	
6	Principals/ Heads of Schools	13
7	School Teachers	40
8	Cook and Cook cum Helpers	32
9	SMC Members, Social Audit Facilitators and Parents	46
10	Students from neighbouring schools	29

About 166 persons participated in the public hearing meeting of the Social Audit of PM POSHAN Scheme in the schools of Chandigarh (U.T). A detailed report of the Social Audit of the PM POSHAN Scheme of Chandigarh is presented by the Project Investigator and school-wise issues were also reported. The issues highlighted by the school teachers, SMC members and parents are summarized as follows:

- The research team shared their observations and experiences related to the PM POSHAN Scheme during the social audit. The research team and members of the Social Audit Coordination & Facilitation Unit (SACFU) praised the efforts of the Central Govt. for providing food to all students of Class I-VIII and of pre-primary in the school. The team also applauded the efforts of the

officers of the Department of School Education, Chandigarh (U.T.), principals, teacher incharges of MDM, cooks, cook cum helpers for efficiently running the scheme.

- SMC members, parents and students were found to be happy and satisfied with the quality and quantity of food.
- Cluster kitchens are well-constructed and well-maintained.
- Presently one cluster kitchen is serving meals to 4000-5500 students every day. More cluster kitchens need to be constructed in other schools so that the load can be reduced on the existing cluster kitchens and quality of food be improved.
- Consumption of food in schools in Chandigarh needs to be enhanced.
- Rice-Karhi and Rice-rajma were the most liked foods by students.
- Seasonal vegetables are to be added to the menu exclusively once a week, not by adding pulses or sambar.
- Fruit, curd & green salad should be part of the menu.
- Revision of the menu of mid-day meals should be done twice a year, to provide variety in food to students.
- Menu be followed strictly in all cluster kitchens.
- Only minor flexibility be allowed in the menu.
- As per the preference of students, schools may be permitted to make minor changes to the menu.
- Kheer should be served as a sweet dish and not as a full meal. With Chapati channa, kheer be added as a sweet dish once a day in the week.
- Chapatis are to be given at least twice a week.
- Additionally, it was suggested that new utensils, including spoons and plates, should be provided for serving meals.
- The practice of carrying a tiffin/lunch box by students to have a mid-day meal in school is to be stopped to enhance the consumption of food in schools.
- Visit to cluster kitchen be arranged for students and parents to build trust in the quality of food and hygienic practices adopted to cook food in cluster kitchens.

- A video or documentary should be shown to all students of cluster kitchen working to build trust among students about the hygienic environment of cluster kitchens.
- In schools, advance delivery of cooking costs needs to be ensured to provide quality mid-day meals to students.
- Cooking costs need to be enhanced as the cost of cooking oil and pulses has increased manifold.
- Provisions to enhance the honorarium of cooks and cook cum helpers be made.
- Rationalisation of appointment of cook cum helpers is done as per the Govt of India norms.
- The cleanliness of handwashing areas and drinking water areas needs to be taken care of.
- For handwashing, soaps are to be provided to students.
- Training of SMC members is to be done at regular intervals regarding provisions of the PM POSHAN Scheme.
- A roaster of parents' visits is to be made for checking of food.
- Yearly grants for the maintenance of kitchen sheds and cooking equipment should be provided to cluster kitchens.
- More grants for regulator repair, gas stove repair, and purchase of cleaning materials be provided to cluster kitchens.
- Aluminium utensils should be replaced with utensils of steel.
- Air curtains need to be installed on the entry doors of cluster kitchens to check the entry of insects in kitchens.
- Community participation in the monitoring of mid-day meal provisions needs to be enhanced.

Readdressal by the officials of Chandigarh (U.T.): The Deputy Director of School Education, Chandigarh and the Deputy District Education Officer, Chandigarh readdresses the following issues on the spot in the public hearing meeting:

- The menu of mid-day meals would be revisited and provisions be made to include more green vegetables in the menu.

- Efforts will be made to enhance the consumption of food in schools.
- The cooking cost would be regularised, if there is any delay that will be taken care of on priority.
- Milk is provided to students once in a week.
- For cleanliness of drinking water areas, and hand washing area and to provide soaps for hand washing, instructions would be passed to schools.
- Efforts will be made to enhance the participation of SMC members and parents in the monitoring of mid-day meal provisions and their orientation at the school level.
- A need analysis of schools will be done regarding the maintenance of kitchens and the requirement for utensils.

At the end, Principal Investigator Dr. Kanwalpreet Kaur proposed a vote of thanks to the Officials of the Department of School Education, Chandigarh (U.T.) and all the heads/ principals, teachers, students, SMC members, parents, social audit facilitators, cooks and cook cum helpers for attending the public hearing meeting on the culmination of Social audit of PM POSHAN Scheme in schools of Chandigarh (U.T.).

Glimpses of Public Hearing Meeting of social audit of PM POSHAN Scheme in Chandigarh (U.T.)



Participants of Public Hearing



Mrs. Bindu Arora, Deputy Director School Education, Chandigarh; Mrs. Poonam Sood, District Education Officer, Chandigarh; Sh. Rajan Jain , Deputy DEO, Chandigarh; and Dr, Kanwalpreet Kaur , Principal invrestigator, Panjab University, Chandigarh present in Public Hearing meeting of Social Audit of PM POSHAN Scheme



Presentation of Report of Social Audit of PM POSHAN SCHEME in Public Hearing



Discussion with parents, SMC members, Heads and teacher in Public Hearing of Social Audit of PM POSHAN Scjheme



Sh. Sunil Bedi, Deputy Director, School Education, Chandigar (U.T) interacting with various stkeholders during Public Hearing of Social Audit of of PM POSHAN Scheme



Readdressal of issues during Public Hearing of Social Audit of of PM POSHAN Scheme by Sh. Sunil Bedi, Deputy Director, School Education, Chandigar (U.T) and Sh. Rajan Jain Deputy DEO, Chandigarh (U.T)

LITERATURE CITED:

- Gahlot, S. (2013). Social Audits in India, *International Research Journal of Social Sciences*, Vol. 2(11), pp. 41-45.
- Brahmachari, A., Laddha, R., & Acharya, S. (2015). School Management Committees: Bringing in Accountability in Schools and Overall Education - Learning from the field. *Oxfam in Action, ES-Education*, 11, November, 2015. Retrieved from [https://www.oxfamindia.org/sites/default/files/LN-OIN-ES-Education-11-SMCs Accountability-Schools-Education-EN.pdf](https://www.oxfamindia.org/sites/default/files/LN-OIN-ES-Education-11-SMCs%20Accountability-Schools-Education-EN.pdf)
- Kumar, S. (2016). Roles and functions of school management committees (SMCs) of Government middle schools in district Kullu of Himachal Pradesh: A case study. *Scholarly Research Journal for Humanity Science and Language*, 3(17), 3876-86. Retrieved from <http://oaji.net/articles/2016/12011476446631.pdf>
- Mid-Day Meal, Punjab (2013), Mid Day Meal Scheme in Punjab. <http://www.Ssapunjab.Org/Sub%20pages/Mdm/Administrative>
- Ministry of Human Resource Development (MHRD), Govt. of India: Department of School Education & Literacy (September, 2006) National Programme of Nutritional Support to Primary Education - Mid-Day Meal Scheme Guidelines. <http://www.schooleducation.kar.nic.in/pdf/files/mdmguidelines2006.pdf>
- MHRD, Govt. of India (2013). Guidelines for Social Audit of Mid Day Meal Scheme. [http://mdm.nic.in/Files/Social Audit/Social Audit Guidelines/2014/Guidelines-Social-Audit-3-7-2014.pdf](http://mdm.nic.in/Files/Social%20Audit/Social%20Audit%20Guidelines/2014/Guidelines-Social-Audit-3-7-2014.pdf)
- Mohapatra, R. (2005). Social Audit Gram Sabha and Panchyati Raj, Report to Planning Commission, Govt. of India. http://planningcommission.gov.in/reports/sereport/ser/stdy_sagspr.pdf
- National Programme of Nutritional Support to Primary Education (2006). Mid-Day Meal Programme – Guidelines, Ministry of Human Resource Development, Department of Elementary Education and Literacy, New Delhi, September,2006. <http://www.schooleducation.kar.nic.in/pdf/files/mdmguidelines2006.pdf>

- Singh, A., & Sood, V. (2016). Reflections of SMC members regarding functioning of school management committees (SMCS) in elementary schools of tribal areas of Himachal Pradesh. *Scholarly Research Journal for Interdisciplinary Studies*, 4(26), 2997-3005. Retrieved from [http://www.srjis.com/pages/pdfFiles/148033535638.%20Dr.%20Vishal%20Sood\)%202nd.pdf](http://www.srjis.com/pages/pdfFiles/148033535638.%20Dr.%20Vishal%20Sood)%202nd.pdf)
- Sinha, D. (2008) Social Audit of Midday Meal Scheme in AP , *Economic & Political Weekly*, November 1, pp 57-61.