

PAISA District Surveys

Mid Day Meals (2012)



Provisional

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Table of Contents

I. Introduction.....	5
II. Unpacking Fund and Grain Flows in the Mid-Day Meal Scheme.....	6
II.I Process of fund flows: Cooking costs and Cook Cum Helper.....	7
II.II Process of grain flows.....	8
III. Coverage and Methodology for the PAISA study.....	10
III.I Secondary Data.....	11
III.II School Analysis.....	13
IV. PAISA Findings.....	14
IV.I MDM Implementation at school level.....	14
IV.II Foodgrains flows.....	20
IV.III Cooking costs fund flows.....	28
IV.IV Cook-Cum-Helper (CCH) fund flows.....	35
V. Monitoring Policies.....	40
VI. Conclusion and Recommendations.....	42
Annexure I: Norms of Various Components of MDM Scheme.....	45
Annexure II: Data Gaps.....	47
Annexure III: Flow of Funds for MDM.....	50
Annexure IV: Foodgrain flow for MDM in UP.....	51
Annexure V: Foodgrain flow for MDM in Bihar.....	52
Annexure VI: PAISA: Cooked Mid-Day Meal Scheme Questionnaire 2012.....	53

List of Tables

Table 1: Duration of Field Work

Table 2: Number of enrolled students availing Mid-Day Meals, as recorded in the MDM register

Table 3: Number of working days on which Mid-Day Meals was served

Table 4: Quantum of foodgrains received by schools in Bihar

Table 5: Quantum of foodgrains received by schools in UP

Table 6: % schools fewer grains than needed: Nalanda and Purnea

Table 7: Foodgrains lifted out of total allotment

Table 8: Quantum of foodgrains lifted by districts

Table 9: Cooking cost release records for Hardoi

Table 10: Cooking cost release records for Jaunpur

Table 11: Cooking cost release record for Nalanda

Table 12: Cooking cost release record from Purnea

List of Graphs

Graph 1: Foodgrain utilized in UP- 2011-12

Graph 2: Foodgrain utilized in Bihar- 2011-12

Graph 3: Uttar Pradesh: Gap between Actual Cooking Cost Utilization and Expected Utilization by Norm, 2011-12

Graph 4: Bihar: Gap between Actual Cooking Cost Utilization and Expected Utilization by Norm, 2011-12

Graph 5: Percentage of foodgrains lifted by States

Graph 6: Grain Allotted by UP State Government to Hardoi and grain collection by Hardoi district FCI

Graph 7: Grain allotted by UP State Government to Jaunpur and grain collection by Jaunpur district FCI

Graph 8: Allotment of foodgrains to districts

Graph 9: Grain lifting by Bihar districts

Graph 11: Cooking Cost Release from UP State Government to Jaunpur and release from Jaunpur to schools

Graph 12: Cooking Cost Release from Bihar State Government to Nalanda and Purnea districts

Graph 13: Cooking Cost Release from Nalanda and Purnea to schools

Graph 14: Frequency of receiving honorarium by cooks, Hardoi

Graph 15: Frequency of receiving honorarium by cooks, Jaunpur

Graph 16: Frequency of receiving honorarium by cooks, Nalanda

Graph 17: Frequency of receiving honorarium by cooks, Purnea

Graph 17: CCH honorarium release from UP State Government to Hardoi and release from Hardoi to schools

Graph 18: CCH honorarium Release from Bihar State Government to Nalanda and release from Nalanda to schools

Graph 19: CCH honorarium Release from Bihar State Government to Purnea and release from Purnea to schools

List of Boxes

Box 1: Delays in Grain delivery, case study of Nalanda

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

I. Introduction

The Mid Day Meal (MDM) scheme is the world's largest school based feeding program covering around 12 crores children in over 12.65 lakhs elementary schools across the country. The scheme aims to enhance enrolment, retention and attendance, whilst simultaneously improving nutritional levels by providing meals to children going to elementary school (1-8) in India. Pioneered by the Government of Tamil Nadu in 1925 for disadvantaged children in Madras Municipal Corporation, the scheme was universally implemented in three states of India viz Gujarat, Kerala and Tamil Nadu for children studying at the primary stage by the mid-1980s. In 1995, Government of India (GOI) extended the scheme by launching the National Programme of Nutritional Support to Primary Education (NP-NSPE) as a Centrally Sponsored Scheme across all primary schools in the country.¹ In 2001, following a Supreme Court directive, the scheme was extended up to the elementary level.

Since its launch, MDM has been rigorously evaluated by academics and policy practitioners from the perspective of its impact on key parameters such as student enrolment and attendance and on student nutrition levels. These studies have alluded to many strengths and weaknesses in the current governance architecture for MDM. However; there is relatively little rigorous empirical work on the day to day governance of the scheme. This PAISA study is an attempt to fill this gap. It examines governance questions with a focus on the budgeting and financing system in MDM. Through a combination of primary survey work and secondary analysis of government documents, this study tracks releases, grain and fund flows and expenditures from Government of India all the way down the schools for the financial year 2011-12. The study is based on data collected from 2 districts each in Uttar Pradesh (Hardoi and Jaunpur) and Bihar (Nalanda and Purnea).

The data collected through this tracking exercise suggests that the time lag between the release of foodgrains and finances by higher levels of government, particularly the district, and the receipt in schools can be quite large. As a result, schools do not receive enough foodgrains and finances to implement the MDM in accordance with norms through the year. The problem is particularly acute in the second quarter of the financial year. In Nalanda Bihar, for instance, between July and September as many as 75% schools did not have enough foodgrains available with them to serve MDM in accordance with the norms. To give another example, schools in both Uttar Pradesh and Bihar rarely receive enough money to pay the Cook Cum Helper (CCH) on a monthly basis. In Uttar Pradesh, CCH salaries are paid on average, once in 3 months. In Bihar, CCH salaries are paid once in 3 months. The study also found gaps in the quantity of foodgrains and funds that schools actually received. In both states, the study found that schools receive less foodgrains than specified by the norms. In 2011, primary schools in Purnea received 82 grams of foodgrains per child while the norm requires that primary schools receive 100 grams per child. Consequently, schools in neither state served meals according to MDM norms.

Through a series of qualitative interviews with stakeholders in one district in each state the PAISA study attempted to understand the nature of these bottlenecks in foodgrain and financial flows and the reasons behind these bottlenecks. These interviews suggest that poor record

¹ The scheme was first launched in 2408 blocks in the country and by 1997-98 was extended to all blocks in the country.

keeping, limited human resources, lack of information flows across all levels of government, lack of coordination between the MDM authorities and the food corporation authorities at the district level and weak monitoring and grievance redress systems were the primary reasons for these delays in transfers. Resolving these problems requires a combination of improvements in financial bookkeeping and accounting systems improve real time monitoring and building human resource capacity at the district and block level.

The study is divided as follows: Section II looks at the different components under MDM and a brief description of the planning and flow of funds and grains. Section III details the methodology used in the study. Section IV describes the main findings across all levels (school, district, state) as well as across the different components. Finally, Section V concludes.

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

To provide Mid Day Meals, the MDM scheme entitles all elementary schools in India to an annual quota of foodgrains² and finances. The quantum of foodgrains and finances provided to schools is based on estimations of student enrolments and the number of school working days. These estimates are prepared at the school level and aggregated up at the district and state administrations. To prepare meals, schools are given two types of financial grants:

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

And

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

Planning and budgeting systems for the MDM follow a bottom-up process. Schools prepare estimations of the total annual requirement based on the number of students consuming MDM through the year and the number of working days on which MDM is expected to be served. This data is aggregated at the block, district level and state level. Based on this information, State governments prepare an Annual Work Plan and Budget (AWP&B). This AWP&B is submitted to the Project Approval Board (PAB) of the Ministry of Human Resource Development for review and approval. Allocations and release of funds by GOI on the PAB approved AWP&Bs. The next section details the processes through which funds and grains flow through to administrative chain and arrive in schools.

² Rice and Wheat. Bihar only provides rice.

II.I Process of fund flows: Cooking costs and Cook Cum Helper

Government of India to State: GOI provides 75 percent of the total approved allocations for both recurring grants – cooking costs and cook-cum-helper. The financial rules require that GOI release its annual financial share to the state government treasury in 2-3 installments. The first installment is split into two releases: a) ad-hoc grant released in April. This grant cannot exceed more than 20 percent of the previous years' release. State governments are expected to provide GOI with information on unspent balances from previous years by June. Upon receipt of this information, the balance of the first installment is released to states by July adjusted on the basis of the unspent balances remaining with the state. b) Second installment released by September/ October. This installment is based on the progress of expenditure incurred out of the first installment; c) the third and final installment is released after receipt of utilization patterns up to the third quarter of the financial year. This installment is usually released by January.

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

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

District to schools – Cooking Costs

Once funds arrive at districts, the district MDM authority is expected to forward funds to schools. Broadly, the quantum of funds sent to schools is determined on the basis of district level estimates of school needs. Ideally, these estimates adjust for opening balances available in schools. Funds are sent to schools via electronic transfer and for those schools that do not have access to core banking services, cheques are sent.

In February 2011, the Government of Bihar (GoB) introduced an MIS system. Funds are now transferred directly to schools on a just-in time basis. Individual school level financial requirements are determined on the following basis:

- i. $60\% \text{ of enrolment} * 60 \text{ working days} * \text{per-child cooking cost norm}^3$ to estimate the requirement of the school to maintain a three month buffer of cooking costs and
- ii. Actual expenditure incurred in the previous month and closing balance available with the school.

Details of school-level expenditure are furnished monthly through Utilization Certificate (UC) submitted by schools to the MDM-Block Resource Person (BRP). The BRP enters these details

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

into the MIS. The release of the subsequent installment of cooking cost is thus based on the closing balance or cooking cost still available with each school and its requirement according to the above formula; only those schools that do not have enough funds to last for the next three months are sent money to maintain the buffer.

District to schools – Cook-cum-Helper

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

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

II.II Process of grain flows

According to MDM Guidelines⁴, foodgrains are allocated bi-annually to states by the Department of School Education and Literacy (DoSeL), MHRD. These allocations are based on the number of students enrolled in schools and working days approved by the PAB for the previous year. Allocations are made separately for Primary schools (Standard 1-5) and Upper Primary Schools (Standard 6-8).

The first six monthly allocations is an ad-hoc allocation made in the first week of February of the previous financial year based on the number of children and number of school working days approved by the PAB for the previous year.

The second and final allocation is made in the first week of August and is based on utilization certificates (UCs) sent by state governments detailing the quantity of foodgrains received and actually consumed at the school/cooking agency-level⁵ in the previous financial year. These UCs are to be submitted by states latest by 30 June.⁶ Thus, the second allocation is made after taking into account the unspent balance available with the State/UTs (both in terms of the balance from the previous year's allocation as well as the current allocation).

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

Uttar Pradesh

State to District

On receiving the foodgrain installment from GOI, the State's MDM directorate prepares an allocation letter detailing the district-wise allocations of foodgrains, based on the number of

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

⁵ In some states the cooking of the meal has been outsourced to NGOs who are then responsible for supplying cooked MDM to schools. In these cases, foodgrains would be supplied directly to the cooking agency of the NGO.

students enrolled and the number of working days approved for that particular district. This allocation letter is sent quarterly to the Basic Shiksha Adhikari (BSA – the district official in-charge of implementing MDM) of the District MDM Office. A copy of the allocation letter is also sent by the MDM Directorate to the FCI Regional Office. On receiving this letter, the FCI regional Office issues a Release Order to the FCI District Office to release grains.

District to Schools

On receipt of the allotment letter, the District MDM Office prepares a school-wise allocation letter. This letter is sent to the lifting agencies of Uttar Pradesh. Uttar Pradesh has two lifting agencies: a) The State Food and Civil Supplies Department (FCS) that lifts grains for 14 divisions and b) the State Food Corporation (SFC) that lift grains for the remaining 4 divisions. These agencies are responsible for approaching the FCI regional godown to lift grains from the District Office.

Based on the allocation letters, the two lifting agencies are responsible for transporting grains to the FCI district godown and onward to the SFC block godown. The quantum of grains lifted from the FCI district godown is captured in the District MPR. These figures are summed every quarter in the state QPR. Once the grains are taken to the SFC Block godown, the PDS store owner or Kotedar is responsible for lifting grains needed at the school level. The school or Gram Pradhan lifts the grain from the Kotedar for school level consumption. The quantum of grains lifted is based on school level consumption needs. All schools are expected to maintain a buffer stock for one month. The quantum of grains lifted at any given time is thus determined on the need to maintain this buffer stock. A copy of the school-wise allotment letter is given to the Block Education Officer to verify grain-receipt at school level.

See Annexure IV for more details.

Bihar

State to district

Like in Uttar Pradesh, on receiving the foodgrain installment from GOI, the State's MDM directorate prepares an allocation letter detailing the district-wise allocations of foodgrain. As mentioned, the allocation is based on the number of students enrolled and the number of working days approved for that particular district. These letters are prepared every quarter and sent to the FCI Regional Office and the MDM District In-charge (also known as MDM Prabhari) at the District MDM Office. On receipt of these letters, the FCI Regional Office then forwards these allocations to the FCI District Office.⁷

District to Block

On receiving these district-wise allocations, the FCI District Office sends a Release Order to the State Food Corporation (SFC) office at the district level. At the same time, the district MDM

⁷A single district office is usually responsible for 2-3 districts and is also called an area office

Office prepares block-wise allocation letters and forwards these on to the MDM-Block Resource Person (MDM-BRP).⁸ The Lifting in-charge or the Uttav Prabhari of the SFC has to send its trucks to collect the grain from the FCI base depot. These trucks then deliver the grain to the SFC block godowns based on the allocations made by the district MDM authorities for each block.

Block to schools

To transport grains from the block godowns to schools, the Bihar government has hired local contractors or Samvedaks. If the Samvedak has not been hired, the responsibility rests with the MDM-Block Resource Person (BRP).

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

From the block godowns, the *Samvedak* (a contractor in charge of delivering the grain to the school) or the MDM Block resource person lifts the grain and delivers it onward to the school. On lifting the grain, the Samvedak and MDM-BRP are responsible for acknowledging receipt of the grains on the SIO, which is forwarded on to the district office.⁹

In Nalanda, the amount lifted from each block godown, is aggregated at the district-level to record how much was lifted from FCI and recorded in the QPR. In Purnea, the QPR records the quantity that the SFC lifts from the FCI depot, which is also compared with the quantity distributed to schools to ensure that there are no discrepancies.

See Annexure V for more details.

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

III. Coverage and Methodology for the PAISA study

The PAISA study has tracked the flow of foodgrains, cooking costs and the honorarium for the cook-cum-helper from their first point of release (GOI) to their final point of receipt (schools). To do the tracking exercise, the study adopted a combination of primary and secondary research methodologies. Secondary data sources were collected from government offices at all levels – GOI, state and district. Primary data was collected from schools through a random sample survey in all 4 districts. The survey was undertaken between July-August 2012.

In addition to survey data collected from schools, in February 2013, a series of qualitative interviews were conducted in 8 schools in Nalanda and 6 schools in Hardoi to understand school level perspectives. To analyse school level variations, the interviews were conducted in at least 5 schools that performed poorly with respect to (a) days on which MDM was served and

⁸ The MDM-BRP manages and monitors the scheme at the block level.

⁹ At times however, the SIO is given to the MDM District Officer before the grain is actually available in the godown. See Annexure V for more details.

(b) the amount of grain served as per norm. To get a comparative picture, at least one additional school, which had performed relatively better, was also visited in each district. These school level interviews were complemented by interviews of stakeholders at the community, block and district levels.

This section offers a detailed overview of the methodology adopted.

III.I Secondary Data

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

GOI Analysis

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

- i. Annual Work Plans and Budgets (AWP&BS): The AWP&B documents provide information on the total annual allocations to states. These documents are accessible through the Project Approval Board (PAB) meetings available on the MDM Portal (www.mdm.nic.in). Since the PAB minutes are revised frequently based on the supplementary plan, in order to obtain the most updated figures, this study has used the PAB documents for the next year. For instance, PAB 2012-13 has been used to obtain approved figures for 2011-12.
- ii. The GOI letters/ sanction orders: Information on the total amount of central assistance released to states or the quantity of foodgrains allotted to states is available through GOI letters/sanction orders. These letters/orders are also available on the MDM portal and were used to ascertain the quantum and timing of foodgrains and finances released to the two states studied.

State Analysis

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

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

online from the Uttar Pradesh Mid-Day Meal Authority's website.¹⁰ In Bihar, physical copies were collected from the state offices.

District Analysis

There are a number of documents prepared at the district level including Monthly Progress Reports, Sanction Orders, Utilization Certificates, Cashbooks, Release Orders,¹¹ etc. Due to lack of standardization across districts, different documents have been analysed at the district level. Even where more than one document was accessed, we found differing data reported and thus had to make assumptions on what the accurate figure is. Below are the details of the specific documents accessed in each state:

Hardoi and Jaunpur

- Monthly Progress Reports: Month-wise information on opening balances (OB), cooking costs released and utilized and foodgrains lifted and consumed was available in the MPR. Information regarding OB at the district level did not tally month-wise. The MPR was used only for information on the timing of release of cooking costs from district to schools and foodgrains lifted by the district. In Jaunpur, the MPR was only available till December 2011.
- Utilization Certificates (UCs): UCs are prepared at the end of the year for each component of MDM. District sources informed us that the UC is considered the authentic expenditure document. We have thus used the OB and expenditure figures provided in the UC in our calculations.¹²
- Quarterly Progress Reports (QPRs): QPRs are meant to be an aggregation of MPRs. However differences were noted between figures reported in the MPR and the QPR. Since data on the release of funds for CCH were not available in the MPR, for this analysis QPR data was used. In Jaunpur, the QPR was available only for Quarter 1.
- Release Orders (ROs): ROs give information on the data of release of grains from FCI Regional Office to FCI district office. These ROs were only available in Hardoi and were used to verify the data given in the MPR.

Nalanda and Purnea

- Monthly Progress Reports (MPRs): In Bihar, MPR was only available for Nalanda. However, since the MPR was incomplete,¹³ it could not be used.
- Quarterly Progress Reports (QPRs): Estimates on the timing and quantum of foodgrain lifted by the districts was available in the district QPR for both Nalanda and Purnea. According to officials in both districts, this data is the most accurate approximation of the quantity of grain received by schools. QPR was also used for release of funds for CCH.

¹⁰The only exception in Uttar Pradesh was the last quarter for 2011-12, where the information was requested directly from the Uttar Pradesh MDM Division.

¹¹ Release Orders are sent from the Food Corporation of India to the district informing them of the quantity of rice and wheat to be released, including the date it should be released.

¹² The total consumption reported in the MPR for foodgrains differed from the consumption data recorded in the UC. For this study, data from the UC has been used. The UC data also matched the total allotted by the state for the district.

¹³ The FY 2011-12 MPRs for Nalanda did not include any data on foodgrains. Moreover, even for cooking costs, data in the MR included unspent balances from previous years that were returned to the state government. These were booked as expenditures in the 2011-12 MPR and thus do not reflect an accurate picture of the 2011-12 allocation and releases.

- **Utilization Certificates:** In Bihar, UCs were not available for either district. Instead, Bihar has UCs only at the school-level that are submitted to the district office each month. These UCs were not available to our researchers.
- **Sanction Orders:** The quantum and timing of releases from district to schools for cooking costs were taken from sanction orders in Purnea. In Nalanda, this information was incomplete, as only undated soft copies of sanction orders were made available to our researchers.
- **Cashbooks:** In Nalanda, cashbooks were used as the closest possible approximation of actual release of cooking costs to schools.

III.II School Analysis

To understand the actual receipt of foodgrains and finances at the school level and ascertain information on the implementation of MDM at the school level, we undertook an extensive school based survey in all 4 districts. The survey questionnaire collected information on the number of days MDM was served (month-wise); number of students eating MDM (month-wise); monthly receipts and utilization of foodgrain; receipt, withdrawal and utilization of cooking cost; and receipt and withdrawal of funds meant for salary of the cook, kitchen shed and kitchen devices. In addition, information about enrolment and attendance of students, appointment and attendance of teachers and cook(s) and availability of basic infrastructure was also collected. See Annexure VI for the questionnaire.

Sampling Methodology

In each district, 110 to 115 schools were randomly selected from rural areas of the district. The sampling frame was the list of schools given in DISE 2010-11. Schools without primary (1-5) or upper primary (6-8) sections were excluded. Private unaided and unregistered schools were also excluded from the sampling frame. The sample size was determined based on the following assumptions: a) relative error rate is 10 percent, b) confidence level is 95 percent, and c) non-response rate is 10 percent.¹⁴To ensure representativeness across the district, schools were sampled from each block of the respective district on the basis of the share of schools in that block as a fraction of total schools in that district.

Table 1: Duration of Field Work

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

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

¹⁴ Relative error of 10% implies that the sample mean would be within 10% of the population mean. Non-response implies that the respondent in sampled unit refuses to answer the questions.

Survey Methodology

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

IV. PAISA Findings

MDM guidelines mandate that meals are provided to all enrolled students on every single working day of the month. To ensure that schools are able to meet these requirements, the scheme mandates that the quantum of funds to be provided to schools is based on school level consumption patterns (enrolments, number of working days, number of meals served in previous months and so on). In addition, all schools are expected to maintain a buffer stock of foodgrains and cooking costs so that resources are available at all times. The quantum, timing and flow of foodgrains and cooking costs through the administrative chain is thus determined by school level consumption patterns. In order to understand fund and grain flows in the implementation of the MDM, it is thus essential to start at the school level. We thus begin this section by reporting on school level fund and grain receipts and consumption collected through the PAISA surveys. Next we report on foodgrain and cooking cost flows from the state governments to districts and onward to schools as reported in expenditure related documents prepared at different levels of government. We end the section with an analysis of fund flows and expenditures of the CCH.

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

IV.I MDM Implementation at school level

Coverage of MDM scheme

Significant gap between number of meals served and number of enrolled students in schools

As mentioned, MDM guidelines mandate that meals are served to all enrolled students. To maintain records of the number of meals served, all schools are expected to document the

number of meals served every day in the MDM register. Based on data collected through the PAISA school level survey, we find that there is a significant gap between the number of meals served in a day and the total number of students enrolled¹⁵.

Table 2: Number of enrolled students availing Mid-Day Meals, as recorded in the MDM register

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

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

According to the guidelines, MDM is meant to be served every working day, irrespective of attendance. In drought stricken areas, additional allocations are made for serving MDM even during the summer holidays.

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

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

Table 3: Number of working days on which Mid-Day Meals was served

District	Total working days in 2011-12 ¹⁶	Average days on which MDM was served
Hardoi	223	218
Jaunpur	219	210
Nalanda	232	163
Purnea	239	169

¹⁵ It is of course, likely that this gap arises from the fact that many enrolled students do not attend school regularly. While our survey was not designed to capture attendance data for the year, we did collect student attendance data on the day of the survey. We find that if attendance data is taken in to consideration then the number of meals served, as recorded in the MDM register, is actually *higher* than the number of students who attend schools. For instance, in Hardoi, 48% of enrolled students attended schools on the day of the survey but overall, the district served meals to 62% of enrolled students. This suggests that school level data on the number of meals served could be inflated. Our survey was not designed to check for this.

¹⁶Hardoi's data is based on MPRs for 2011-12. Jaunpur data is based on MPRs from April 2011-December 2011 (in absence of Jaunpur data for the last quarter, we assumed that Hardoi and Jaunpur had the same number of working days in this period and so Hardoi's MPR data was used for Jaunpur as well). For Nalanda and Purnea, QPRs were used.

Receipt and utilization of foodgrains in schools

In 2011-12, schools received fewer foodgrains than mandated by MDM norms. The gap was larger in Bihar

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

To estimate the adequacy of foodgrains received, we compared the total quantum of grains received in schools and the number of working days on which meals are expected to be served.¹⁷ As mentioned earlier, all schools are expected to maintain an opening balance (OB) of foodgrains. The quantum of grains available in the opening balances at the school level is the key determinant of the amount of grain that a school actually receives in the year. Thus any analysis of grain adequacy in the school level must account for both the opening balances at the start of the financial year and the total amount of grains received though the year.

Our analysis of foodgrain adequacy is constrained by the fact that data on opening balance available with the school is not always recorded. In Uttar Pradesh, the MDM register is not designed to capture this information. We thus restrict this analysis to Bihar's two districts, Nalanda and Purnea.

Our analysis (see Table 4 below) highlights that there are large gaps, particularly amongst primary schools, between what schools ought to have received as defined by norms and the grains available in schools.¹⁸ For instance, while norms dictate that per student grain requirement in primary schools is 100 grams of rice/wheat; Nalanda primary schools annual foodgrain availability was 75 grams per student. Purnea's primary schools reported marginally higher grain availability at 82 grams per student.

Table 4: Quantum of foodgrains received by schools in Bihar

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

As mentioned, since OB data at the school level was not available in the Uttar Pradesh districts, comparative analysis could not be undertaken. However, in Hardoi, our researchers were able to access OB data at the district level. Using this data as a proxy for school level opening balances, we undertook a similar analysis of the quantum of grains available (received at the school and OB available with the district) versus the quantum of grains required in order for

¹⁷The number of meals to be served is calculated on the basis of the total meals served/ total number of days on which MDM was given * total number of working days on which MDM should have been served.

¹⁸Uttar Pradesh's school registers do not report on opening balances

Hardoi's schools to serve the MDM in accordance with the norms.¹⁹ As highlighted in Table 5 there is some gap between norms and what was received. These numbers are of course, approximations and should be treated as such. However, these results point to the fact that in both states, the overall grain available at the school level during FY 2011-12, was less than required as per norm. This gap was smaller in Uttar Pradesh's schools than in Bihar's schools.

Table 5: Quantum of foodgrains received by schools in UP

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

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

Our analysis of foodgrain availability in Bihar through the year suggests that there are specific times in the year when foodgrain availability in schools is particularly low²⁰. As highlighted in Table 6, the gap in grains received versus grains needed was particularly stark in the first two quarters of the financial year. In Nalanda, 61% schools in the first quarter and 75% in the second quarter received less grain than needed in order to serve the MDM in accordance with the norms on all working days of the month. Foodgrain availability was marginally better in Purnea. 47% schools in the first quarter and 52% schools in the second quarter received fewer grains than needed.

Table 6: % schools fewer grains than needed: Nalanda and Purnea

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

These large gaps in foodgrain availability in the school level could account for the large gaps in the number of working days on which meals are served in the state.

¹⁹This measure is calculated using the following formula: total receipts per school/ total number of meals served + total opening balance (as reported at the district)/ total number of meals served

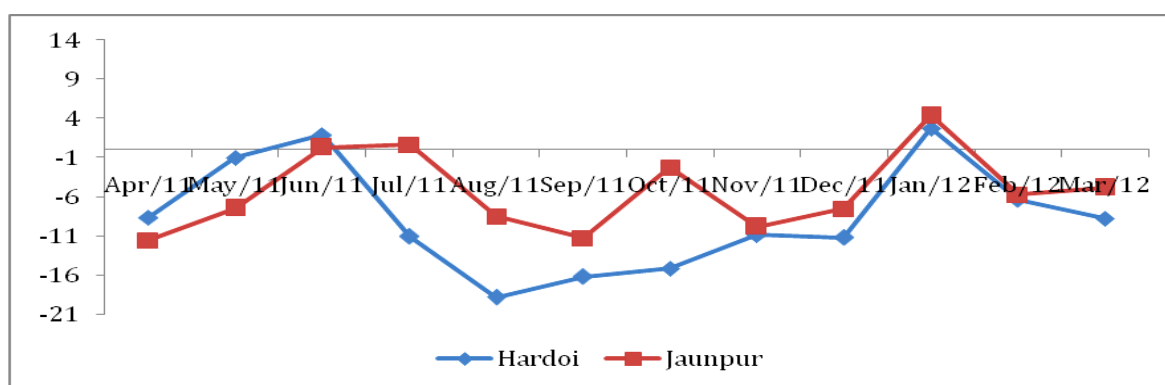
²⁰ In the absence of school level OB data in Uttar Pradesh, we were unable to do a similar analysis for Hardoi and Jaunpur

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

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

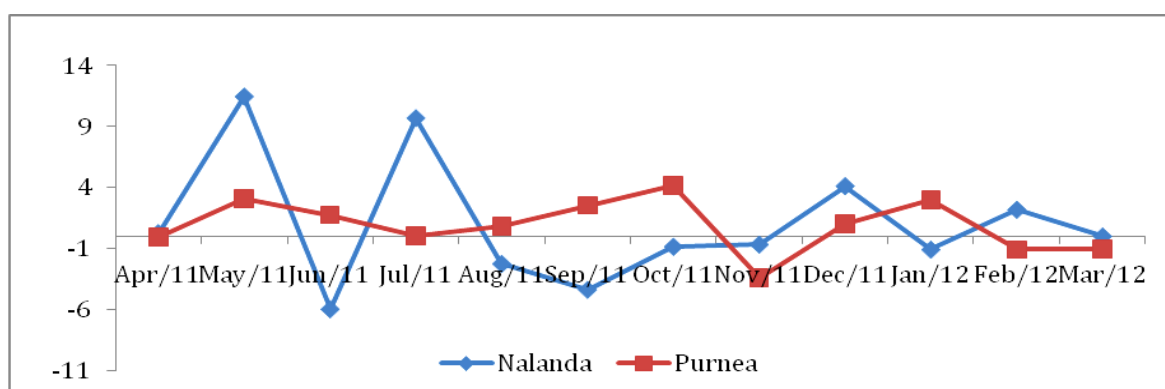
As highlighted in Graph 1 below, both Hardoi and Jaunpur consumption patterns at the school level are far below the expected norm. The important thing to note here is that the gap between consumption and norms is far greater in the months of July to September.

Graph 1: Foodgrain utilized in UP- 2011-12



Unlike Uttar Pradesh, in Bihar, when meals are served, consumption patterns seem to be far above the stated norm, with a few exceptions. However, it is important to note that meals are not served regularly in Bihar reflected in the gap between the number of working days and the days on which MDM was served (Graph 2).

Graph 2: Foodgrain utilized in Bihar- 2011-12



Receipt and utilization of cooking costs

Schools received the bulk of their annual receipts by December

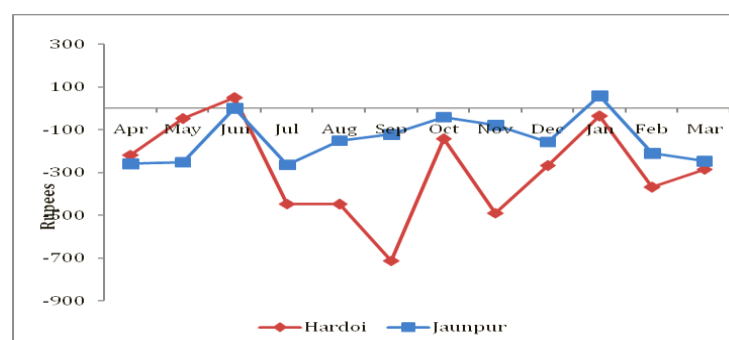
On average schools across both Uttar Pradesh and Bihar districts received their cooking costs in 3 instalments. To assess the timing of receipts, the PAISA survey also collected data on the dates on which the funds were received in school bank account.

Schools received the bulk of their cooking cost funds for the year 2011-12 by December. In Bihar, Nalanda's schools received 87% and Purnea's schools received 92% of their annual cooking cost funds by December. Cooking cost receipt is somewhat slower in Uttar Pradesh. By December, Hardoi's schools had received 60% and Jaunpur's schools had received 72% of their annual cooking cost funds. Overall, this data suggests that schools receive most of their annual cooking cost receipts by December. However, this is not indicative of whether schools receive all the money that they need or that was allocated in the first place. In the absence of opening balance data it is difficult to determine the answer to this question. However, utilization patterns (see below) suggest that schools may not receive all the money they need in the year.

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

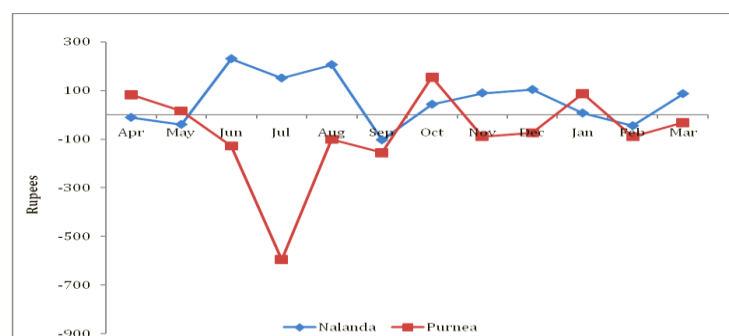
Graph 3: Uttar Pradesh: Gap between Actual Cooking Cost Utilization and Expected Utilization by Norm, 2011-12

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



Graph 4: Bihar: Gap between Actual Cooking Cost Utilization and Expected Utilization by Norm, 2011-12

Utilization patterns in Bihar are quite erratic. Nalanda's schools report utilizing cooking costs well above the norm while Purnea's, schools utilization patterns were below the norm for much of the year (see Graph 4)- with the largest gap seen in July. These erratic patterns could well be a consequence of poor quality record keeping at the school level.



Summary

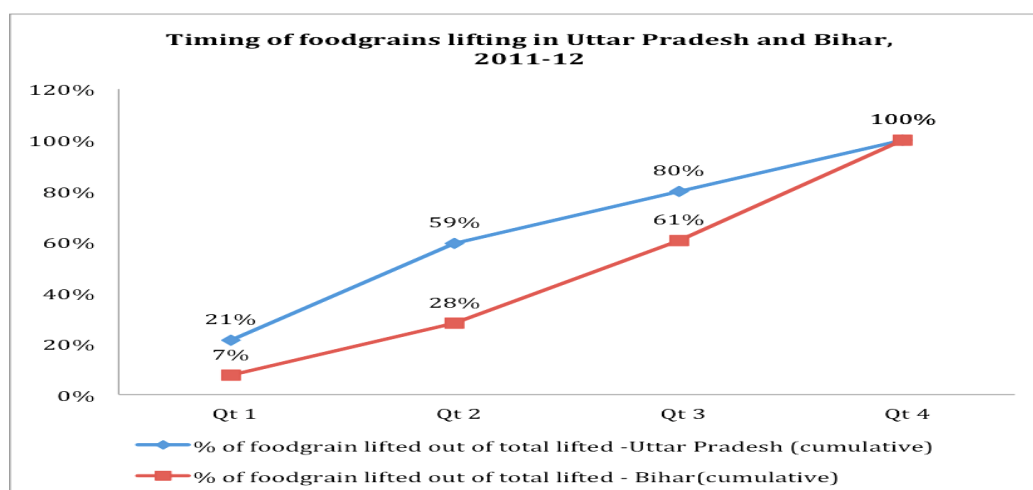
Our school survey points to serious gaps in the implementation of MDM at the school level. Schools report receiving and utilize far fewer foodgrains and cooking costs than required by MDM norms through the year. This is one reason why MDM is not served regularly in schools. The gaps in school level receipts of foodgrains and cooking costs is particularly sharp given that the scheme mandates that schools maintain a buffer stock of foodgrains and cooking costs at the school level. While data gaps and poor quality of record keeping at the school level makes it difficult to analyse and identify the extent to which the buffer stock is maintained, the fact that there are these large gaps between what a school should utilise as per norm and what it actually does points to a more systemic problem – that of gaps and bottlenecks in foodgrain and cooking cost flows from higher levels of administration to schools. To understand the extent of the problem and identify the specific points in the system where the bottlenecks might lie, we tracked foodgrain and cooking cost fund flows from their release by GOI to schools. In the next section we report on our findings from this tracking exercise.

IV.II Foodgrains flows

GOI to states

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

Graph 5: Percentage of foodgrains lifted by States



The first allotment to Uttar Pradesh and Bihar was made in March 2011, one month after that stipulated by the MDM Guidelines. The second allotment was made on time in September. Overall, Uttar Pradesh lifted a total of 82% of its annual grain allotment, while Bihar lifted a much lower, 52% of its annual allotment. Low lifting of foodgrains as a proportion of the annual allotment could be a consequence of the availability of a balance stock of foodgrains. Aggregate; state level OB data was not available. However, the fact that schools in all 4 districts did not

have adequate foodgrains through much of the year is an indicator that OB alone might not explain the low quantity of foodgrains lifted. It is possible therefore, that the first bottleneck, particularly in Bihar where the percentage of grains lifted out of the total allotted is particularly low, emerged from low quantity of lifting by the state government.

To assess the timing of foodgrain flows we analysed the data reported in state level QPRs. We find that Uttar Pradesh lifted the bulk of its annual receipts by quarter 2. Bihar on the other hand was slower to lift its grain and the bulk of the grain was lifted between quarter 2 and quarter 3. The total quantum and timing of grains lifted by the state is determined by OB and needs at the school level. However, at least in the instance of Bihar, this does not adequately explain the long delay in lifting foodgrains in the first two quarters. As mentioned in the previous section, the sharpest gap between requirement and availability of foodgrains in Bihar's schools was in the first two quarters of the financial year suggesting that there might well have been a greater need for foodgrains in these two districts during the first two quarters. It is possible therefore that, inefficiencies at the state level could be in, in part, responsible for the implementation gaps at the school level.

States to Districts

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

Uttar Pradesh

State Allotments to Districts

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

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

Our analysis suggests that in 2011-12, the state government was fairly quick to sanction the release of foodgrains. By the end of the second quarter of the financial year, the state government had sanctioned 70% of the annual allotment to Hardoi and 80% of the annual allotment released to Jaunpur.

Lifting of foodgrains by Districts

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

There are two main sources of information on foodgrain lifting patterns at the district level. These are: a) Utilization Certificates (UC) which provide information on the total quantum of foodgrains lifted by the respective districts and b) District Monthly Progress Reports (MPR)

which record the month-wise lifting of foodgrains from the Regional FCI godown to the district godown.

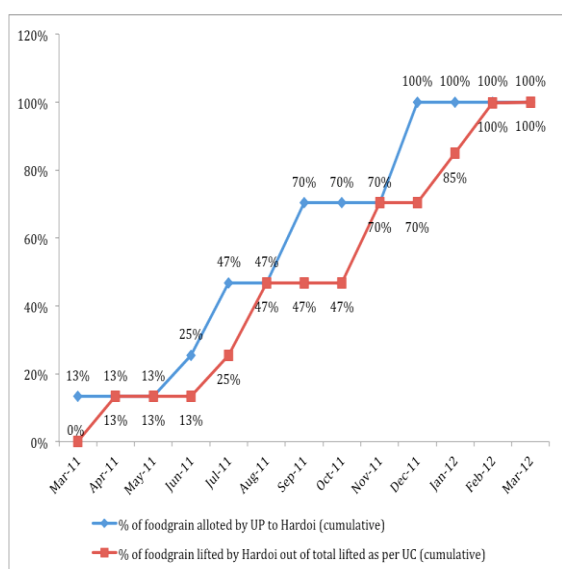
Both Hardoi and Jaunpur lifted most of the grains that were allotted to them. As highlighted in Table 7 below, Hardoi lifted 100% of the total foodgrains allotted to it for FY 2011-12 while Jaunpur lifted 92% of the total foodgrain.

Table 7: Foodgrains lifted out of total allotment

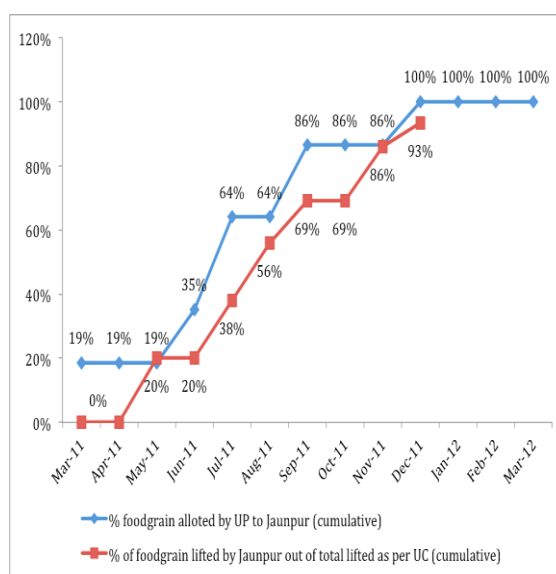
Foodgrains	Hardoi	Jaunpur
State allotted to district (GO)	7163.31	5024.25
District lifted (MPR)	7163.31	NA
District lifted (UC)	7163.31	4647.07

However, analysis of the MPRs in both districts points to delays in actual lifting. Hardoi for instance, did not lift any grains between August and October, and the resultant gap between grains allotted to the district and grains actually lifted was quite high in these months. In Jaunpur, the gap between grains lifted and grains allotted was very large between June and August and then again between September and October (see Graph 6 and 7). (Data for January –March was unavailable). Ideally, this delay could be explained by opening balances in schools or with the districts. However, given that our school data points to gaps in the quantum of foodgrains received and utilized in schools, it is likely that these delays are a consequence of inefficiencies in foodgrain lifting processes at the district level. Through our qualitative interviews, we documented the range of problems that districts experience in lifting foodgrains and transporting these onward to schools. See summary section.

Graph 6: Grain Allotted by UP State Government to Hardoi and grain collection by Hardoi district FCI



Graph 7: Grain allotted by UP State Government to Jaunpur and grain collection by Jaunpur district FCI



According to the guidelines, once foodgrains are lifted by the districts they are meant to be transported from the district godown to the block godowns and then finally to the Kotedar from where the schools collect the foodgrains.

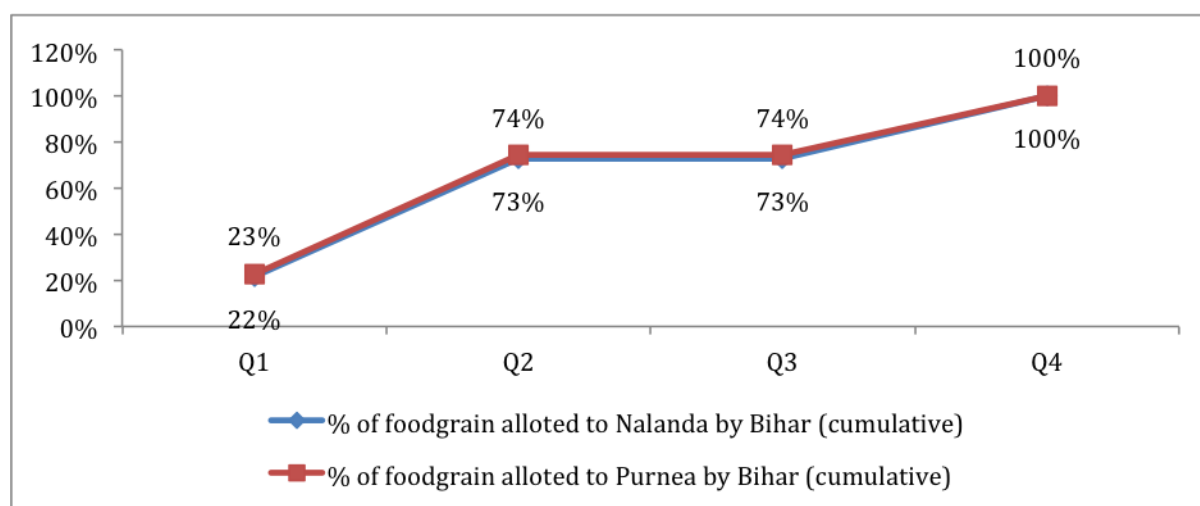
However, poor record keeping means that this information is not collated or available at the district level. Conversations with district officials indicated that it is assumed that once the grains have been lifted by the district, they are immediately transported downwards. This process can take more than one month.

Bihar

State to District

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

Graph 8: Allotment of foodgrains to districts



As with Uttar Pradesh, the date of the allotment letter was used to determine the timing of foodgrain release to the districts.

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

Lifting by District

There are significant delays in the districts lifting foodgrains, particularly at certain times in the year and transporting grains on to schools

District level MPRs in Bihar do not record information on the amount and timing of lifting of foodgrains by districts. This information is recorded in Quarterly Progress Reports (QPR).

Before going in to the findings, it is important to note that there are many discrepancies amongst the different sources of reports on allocation, receipt and utilization data on the total quantum of foodgrains lifted by the two districts (see Table 8). However, data from the QPR reports that Nalanda lifted 96% of allotted foodgrains, whilst Purnea lifted 99%.

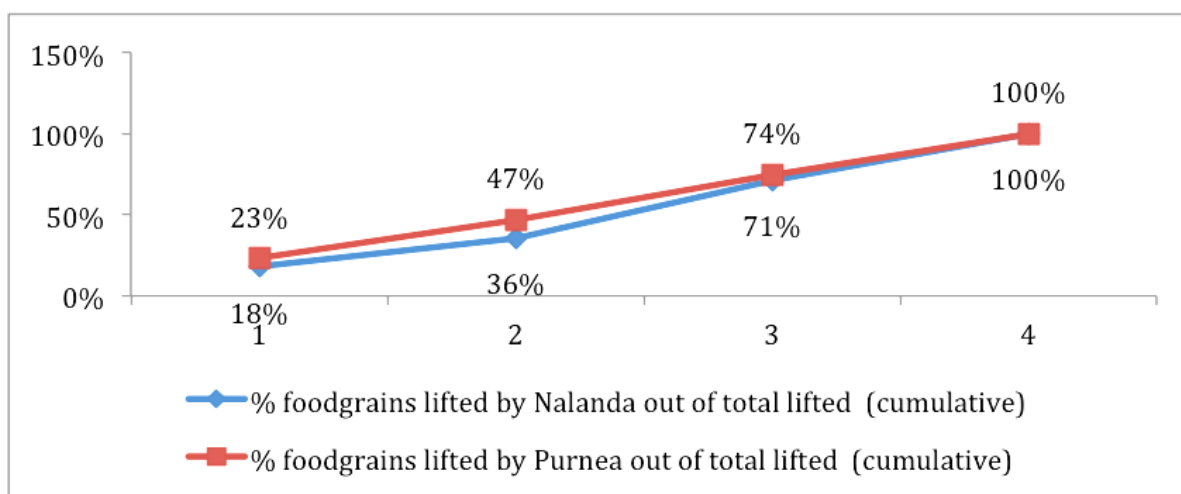
Table 8: Quantum of foodgrains lifted by districts

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

In terms of timing, overall, we find some bunching up of the total amount of grains lifted toward the end of the financial year. This bunching is significant in the context of the school data which identifies large gaps in the quantum of foodgrains needed by schools and the foodgrains that are actually delivered.

As highlighted in Graph 9 below, Nalanda had lifted 42 percent of foodgrains by the end of the second quarter and Purnea had lifted 48 percent foodgrains allotted. However, both had at least 38 percent more foodgrains allotted to them by the state than the districts had lifted. Part of the reason was the fact that states had allotted foodgrains for Q3 at the end of Quarter 2. However, districts only lifted foodgrains in Quarter 3 based on grain need and availability in the district.

Graph 9: Grain lifting by Bihar districts



In Bihar too, district officials stated that it is assumed that whatever is lifted by the district is immediately transported to the block godowns. In fact, in Bihar, district officials shared that in order to ensure this process QPRs are cross-verified with actual lifting of foodgrains at the different levels including lifting by block godowns and schools.

Summary and Analysis

Our tracking of foodgrain flows across the administrative delivery chain suggests that there are two key inefficiencies in the process. First, state governments' do not always lift as much foodgrain as school need as evidenced by the fact that Bihar lifted only 52% of its total allotment but schools received and utilized far fewer foodgrains than needed.

Second, the process of lifting foodgrains and transporting them from the district FCI depots to schools is fraught with bottlenecks and inefficiencies resulting in delays in foodgrains reaching schools. For instance, Bihar's districts lifted the bulk of their foodgrain allotment between September and December 2011. However, schools in both districts had received more than half their annual supply of foodgrains by September/October, suggesting that much of what was lifted by districts was not transferred on to schools.

Reasons for foodgrain delivery bottlenecks

Our qualitative interviews revealed a number of bottlenecks and inefficiencies in the delivery process that cause these delays. These include delays in foodgrains reaching the district godowns, transportation hiccups at the FCI level, and rationing that takes place between the Public Distribution System (PDS) process and the MDM processes (See box xxx for a detailed case study of bottlenecks identified in Nalanda).

Poor quality record keeping exacerbates the problem. Since the allotment and lifting of foodgrains is meant to be determined by the needs at the school level, it is essential to know the availability of balance stock of grains at every level. However, in Uttar Pradesh this information was not available at the school level and only available at the district level. In Bihar although OB information is recorded in schools, data on OB at the district or block level was reported as unavailable. As a result, at any given point of time it is impossible to ascertain the actual requirement of foodgrains. This makes it difficult to pinpoint the extent of leakage or pilferage at different levels.

Our qualitative work also pointed to specific block and school level bottlenecks that could add to the problem. These are:

- **Lack of transparent monitoring systems:** This is best illustrated in the fact that there are no systems to weigh foodgrain sacks as they make their way through the delivery chain to schools. Foodgrains are packed at the FCI mills in the regional FCI godowns in bags of 50 kgs each. These bags are never weighed after they leave the mills. In interviews with block and school level officials we discovered that it is standard practice for schools in all districts to receive anywhere between 5-8 kgs less for every 50 kg bag of foodgrains. In the absence of adequate weighing facilities at the local godowns, PDS shop and schools it is difficult to pinpoint the specific link in the system at which the problem occurs and thus it has become standard practice for schools to expect fewer grains than the norms specify.
- **Poor management for grain storage:** In Hardoi, many respondents claimed grain pilferage and theft, due to poor storage facilities, can result in schools receiving fewer grains than needed to serve as per the norm. To deal with poor storage facilities, many schools store

grains in the local *Pradhan* (village Panchayat President) or the CCHs home. Schools collect stock from the storage facility on a need basis and there was no formal system for measuring or recording the quantum of grain collected from the storage facilities. Many respondents suggested that they received somewhere between 4-5 kg less grain per 50 kg sack of grain allocated.

- **Weak staff capacity:** An oft-repeated issue that emerged in interviews with stakeholders at the district level was the lack of adequate staff. Uttar Pradesh, for instance does not have dedicated staff for implementing and monitoring MDM at the block level. District officials argued that this was an important reason why they were unable to adequately track the flow of grains and the opening balances at the school level. Thus they were unable to identify inefficiencies and bottlenecks in the process.

Box 1: Delays in grain delivery case study of Nalanda

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

Bottlenecks at the FCI depot: Based on our interactions with the SFC manager, the grain is not always available at the FCI depot, due to delays in arrival from Punjab and Chhattisgarh, from where the grain is always procured. In Nalanda, the FCI depot in the district headquarter (Bihar Sharif) had been shut down, in second half of the financial year 2012-13, due to a pending investigation against the depot in-charge and the district SFC had been assigned a FCI depot in Mokama in the neighbouring district of Patna. The Mokama depot was already handling the grains for three districts and with the addition of Nalanda, it became greatly overburdened. Thus, the SFC trucks were not always able to collect the allocated amount of grain. Also, the Nalanda SFC had trouble transporting the grain back from the reassigned district as they were not allowed to take their own trucks to the Mokama depot by the local truck unions who demanded *rangdaari* tax (Protection tax) to allow transport of grain. In another instance, the trucks, which were sent to collect the grain, were reassigned by an official of Patna district for other work.

Bottlenecks at the Block godowns: To compensate for such delays, the SFC would unofficially make adjustments at the block godowns by using the grain for the Targeted Public Distribution Scheme (TPDS) for MDM. In the SFC's parlance, this is known as "balance transfer," or BT. In addition, there is often pressure on the block godowns from the PDS dealers to allow them to take the MDM grain. According to one of the *Samvedak's* we spoke to, the Assistant General Manager (AGM) at the block godown does not always inform them when the MDM grain has arrived, thereby allowing the PDS dealers to take the grain. While one AGM we spoke to, denied any practice of this sort, the *Samvedak* told us that he has to keep in touch with some local people near the godown who inform him about grain arrival. A couple of times, the *Samvedak* has reached the godown and found the MDM grain being taken by the PDS dealers. In such a case, the *Samvedak* has to call the SFC district manager, who then instructs the AGM to correct the situation. Resolving this matter usually takes a long while and the *Samvedak* is unable to deliver the grain to the schools on that day. The severe lack of manpower in the SFC further complicates matters. Currently, there are ten block godowns, each of which is required to have an AGM; however, there are only three officials in charge of all ten. Despite having a schedule of days when each godown would be open, the lack of adequate human resources makes it harder for the AGMs to manage the grain collection. This problem was acknowledged and accepted by the district MDM authorities as well.

The *Samvedak* receives a Store Issue Order (SIO) which allows him to collect grain from the block godowns. There have been a few instances where the *Samvedak* has reached the block godowns with the SIO but the grain has not been available at the godown. Technically, the SIO is not supposed to be drawn unless there is grain available at the block godowns. Thus, along with the delay, the *Samvedak* also incurs a large cost here as he has to pay for the trucks he has taken on rent. The labour at the godowns also charge high amounts for loading the grain onto the *Samvedak's* trucks, as they are not paid by the SFC for loading grain to the clients such as *Samvedak's* or PDS dealers. The *Samvedak* has tried bringing his own labourers but the local labourers did not allow them to enter. Despite repeated complaints to the MDM authorities, the problems with the labour union have not been resolved as the MDM authorities have no power over the labour union. The MDM authorities have also complained to the SFC District Manager and to the District Magistrate, to no avail.

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

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

IV.III Cooking costs fund flows

GOI to states

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

As mentioned earlier, all recurring funds including cooking costs and salaries for CCH are shared between GOI and states in a 75:25 ratio. At the GOI level, there is no demarcation of the component for which funds are released. Instead, GOI releases its entire share for MDM in 3-4 instalments, based on the total approved in the AWP&B.

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

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

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

Uttar Pradesh

State Government to districts

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

According to Sanction Orders, total releases to Hardoi amounted to Rs. 1787.64 lakhs. About half this money was released to Hardoi by September 2011. Jaunpur received Rs. 1256.45 lakhs in 2011. Releases to Jaunpur were faster than Hardoi. 52% of the annual allocation was released by July 2011 and 88% was released by December.

District to schools

Releases of cooking costs from districts to schools is very slow

Hardoi to Schools

Overall, data on monthly releases only record releases for 73% of the total funds released by the district in 2011-12 (see Table 9 for details on quantum of releases recorded in different documents). This gap is a result of poor quality record keeping at the district level. The MPR records a total release of Rs. 1312.97 lakhs in 2011-12 while the UC (which is the key expenditure document at the district) records a total release of Rs. 1787.63 lakhs for the year.

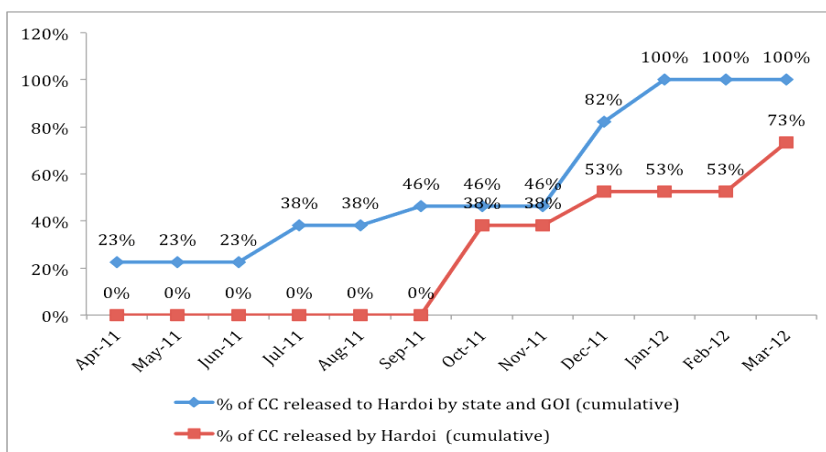
Table 9: Cooking cost release records for Hardoi

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

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

Graph 10: Cooking Cost Release from UP State Government to Hardoi and release from Hardoi to schools

According to the MPR, Hardoi received three instalments of cooking costs in 2011-12. No funds were released by the district till October despite the fact that the state governments had already released 23% of the total annual release to Hardoi by April (see Graph 10). The first



instalment of Rs. 683.37 lakhs was released by Hardoi in October amounting to 38% of the total annual release recorded in the UC. The second instalment of 15% of the total releases was issued in December and the final instalment was released in March 2012.

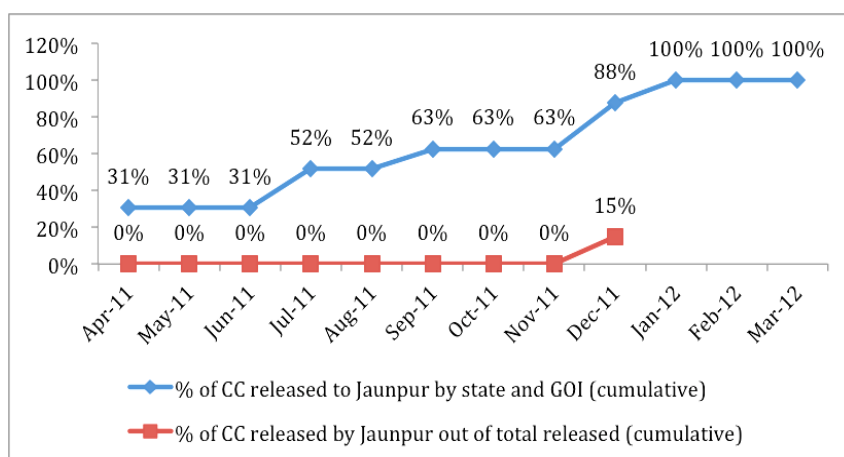
Jaunpur to Schools

Table 10: Cooking cost release records for Jaunpur

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

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

Graph 11: Cooking Cost Release from UP State Government to Jaunpur, and release from Jaunpur to schools



What accounts for these slow releases? As mentioned previously, the quantum of releases to schools is based on opening balances available at the school level. It is thus possible that while the district MPR records release of funds only by the end of the second quarter, schools are being released funds from the districts OBs. This has been confirmed by conversations with district officials who stated that releases are made to schools from the OB at the district level, which are not reflected in the MPR but are kept in unofficial documents. These documents were not shared with our researchers.

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

To explain, in 2011-12, Jaunpur had a large OB of Rs. 760.89 lakhs at the start of the FY 2011-12. Thus, as with Hardoi it is likely that the district did not record release any funds at the start of the year because of this positive OB. However, expenditure data suggests that all the OB money was spent by September 2011: total school expenditure by September was Rs. 92.99 lakhs in excess of the OB amount at the start of the financial year. In December, according to the MPR, a total of Rs. 184.79 lakhs was released to schools but total expenditure until December exceeded the release and OB amount by Rs. 537.20 lakhs, suggesting that schools were running on deficit accounts that were adjusted at a later stage.

Another possible reason attributed for slow release by the district to schools are delays in funds released to the district by the state government. However, our analysis of the state government's sanction order dates suggests that a significant proportion of funds are in fact released at the start of the financial year – 46% of the annual release was released by the state government by October 2011. Thus, this explanation too does not stand up against the data recorded.

Our fieldwork revealed that the real reason for delays in fund releases to schools lies in poor management systems at the district level. We discuss some of these issues in the summary section below.

Bihar

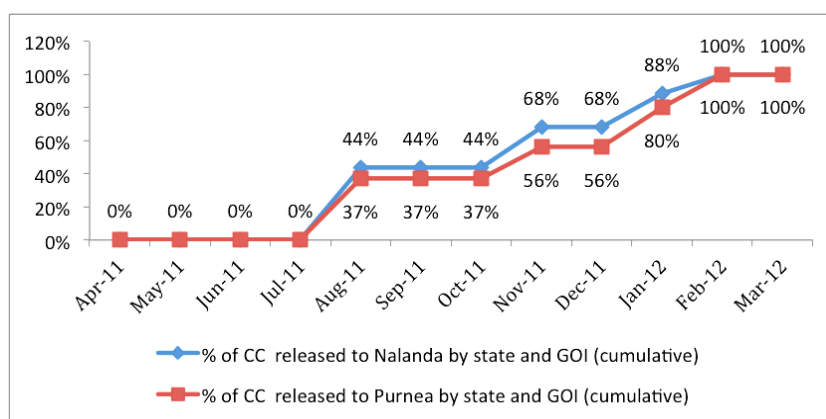
State government to districts

State government releases to Nalanda and Purnea were slow

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

Releases to Purnea followed a similar pattern. The first tranche of money (37% of total annual release) was released by the state government in August. Between August and December, another 19% of the annual release had been released to Purnea. The remaining releases came at a regular pace between January and March 2012 (see Graph 12).

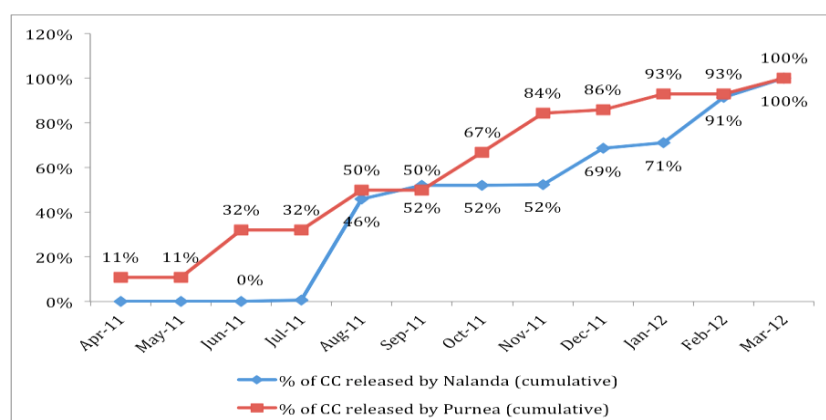
Graph 12: Cooking Cost Release from Bihar State Government to Nalanda and Purnea districts



Districts to Schools

District releases to schools were slow

Graph 13: Cooking Cost Release from Nalanda and Purnea to schools



Nalanda to schools

To analyse the timing of fund releases to schools, we used release data from the district's cash book (see Table 11 for details in quantum of funds released according to different documents).²¹

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

Table 11: Cooking cost release record for Nalanda

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

Purnea to Schools

Purnea performed somewhat better than Nalanda.

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

Table 12: Cooking cost release record from Purnea

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

Summary and Analysis

It is clear from the above analysis for all 4 districts that while the release of cooking costs from state to districts are relatively consistent throughout the year, most districts were slow in

²¹We used the cash book because the sanction orders received from the Nalanda office were incomplete. As noted earlier, the MPRs recorded data on funds returned to the state treasury from previous years and thus did not reflect an accurate picture of the year for which funds were being tracked.

releasing funds to schools. These delays could be one reason why the total quantum of cooking cost utilised by schools was also lower than the norm.

When we correlate district level release data with our school data, we find that even when grants are released, there are delays between release and actual receipt at the school level. In Nalanda for instance, 90% schools in our sample, reported receiving some cooking costs in April 2011. This however, is not reflected in the district's annual releases, which were almost negligible until August. Upon investigation, we found that funds received by schools in April, were released by the district in March of the previous financial year, as an advance for the first three months of the new financial year. These funds are reflected in school accounts in April owing to delays in banks crediting the money to the school bank accounts. We also find in Bihar, that while most schools receive the bulk of their annual receipts by December, district releases (see fig x) only gather pace toward the last two quarters of the financial year. This suggests that there are differences between what districts report as releases in the MPR and when schools actually receive monies for cooking costs. It is important to note, as highlighted in figure xxx below, that the delays between fund releases from the district and fund receipts in schools are longer in Uttar Pradesh than in Bihar.

Qualitative interviews with officials pointed to a number of reasons for these delays. These include:-

- **Weak Management – no system to handle transitions when officials are transferred:** Periodic delays in cooking cost transferred to the schools can largely be attributed to weak management at the district level. In Hardoi, for instance, what was initially meant to be released for February and March 2012 was not released in that financial year. The reason cited by district-level officials for not releasing the money for these months was the transfer of the incumbent who was responsible for signing the cheques. This hints at the lack of streamlined processes related to transfer of information and responsibilities among administrative staff. After all, transfers are a common occurrence in the Indian bureaucracy yet the local administration does not have a management system that can deal with these problems. During interviews with school HMs, we heard similar stories. Schools have no formal processes for ensuring handover of all financial documents when HMs are transferred. During interviews, we found no evidence of a stipulated time period within which documents should be handed over to the new incumbent. In most cases, it comes down to the understanding that the incumbent has with his/her predecessor. For example in one school, we found an instance of a very smooth transition, with detailed information of each grant and materials being handed over to the new incumbent. The entire process took about 3-5 days. In contrast, in another school, the transition period was marked with disputes amongst teachers and the SMC secretary over financial details. Thus, detailed information was not shared with the new incumbent and as a result, MDM was closed for a significant period of time. In Hardoi, the study team interviewed an HM who had trouble interpreting financial records because he said his predecessor had filled in the register incorrectly and had written over entries making it hard to read. In the absence of a formal handover system, he had no means of fixing the problem and this led to delays in accessing funds for MDM.
- **Weak Management – banking system delays:** Incorrect details on school bank accounts and delays in banks crediting school bank accounts were two commonly cited

reasons for delays in cooking costs reaching schools. These reasons point to the absence of any coordination mechanisms between local bank branches and the district administration.

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

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

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

IV.IV Cook-Cum-Helper (CCH) fund flows

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

Our analysis of actual receipt of CCH salaries at the school level points to severe delays. Most CCHs report receiving their monthly salaries with an average delay of at least 2 months.

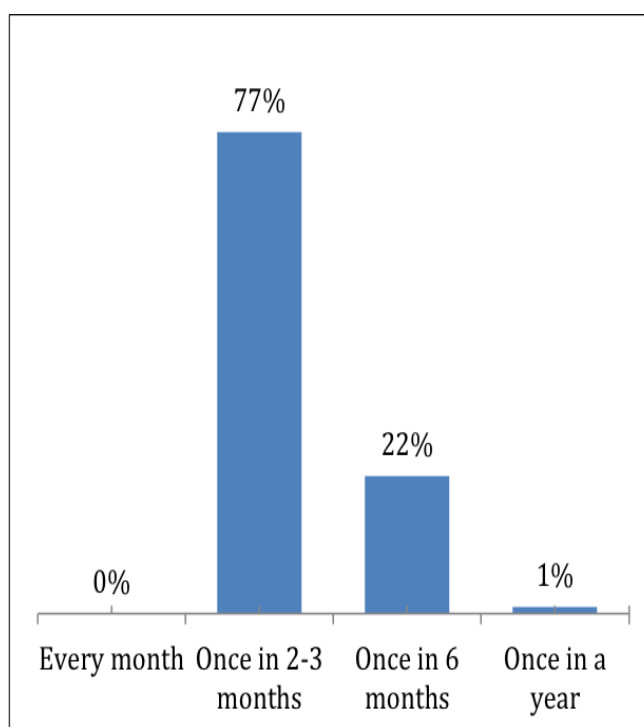
Quantum and Timing of CCH Salary payment

Hardoi

77% CCH receive their monthly salary once in 2-3 month

According to data collected through the school survey, the average salary received by the CCH was Rs. 6,600 between April 2011 and May 2012.²² This suggests that a large portion of the 2011-12 payment was not received by CCH in the 2011-12 financial year and in all likelihood spilled over in to next financial year. This is further substantiated by the finding that payments to CCH's are made erratically. In 2011-12, 77 percent CCH's reported receiving their honorarium at least once in three months.

Graph 14: Frequency of receiving honorarium by cooks, Hardoi



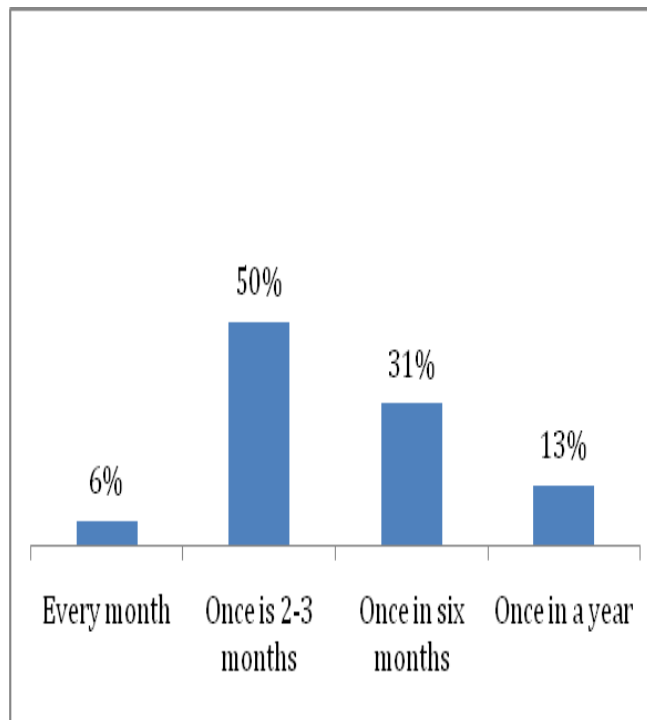
²²As salary receipt is delayed on average by 2-3 months, we have considered April 2011 – May 2012.

Jaunpur

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

Like in Hardoi, the average salary withdrawn per cook in Jaunpur was substantially less than the guidelines stipulate. On average, the CCH received Rs. 5,943 between April 2012 and May 2012. In Jaunpur too, CCH payments were erratic. 56 percent CCH in Jaunpur were paid at least once in 3 months and 31 percent CCH were paid once every six months. Among all four districts, Jaunpur had the largest share of CCH (13 percent) who were paid only once a year.

Graph 15: Frequency of receiving honorarium by cooks, Jaunpur



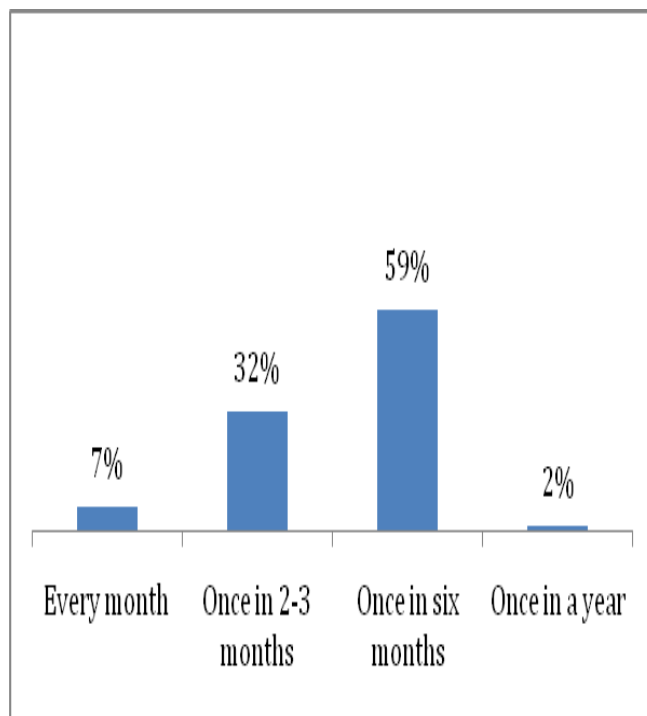
Nalanda

59% CCH were paid once in 6 months

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

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

Graph 16: Frequency of receiving honorarium by cooks, Nalanda

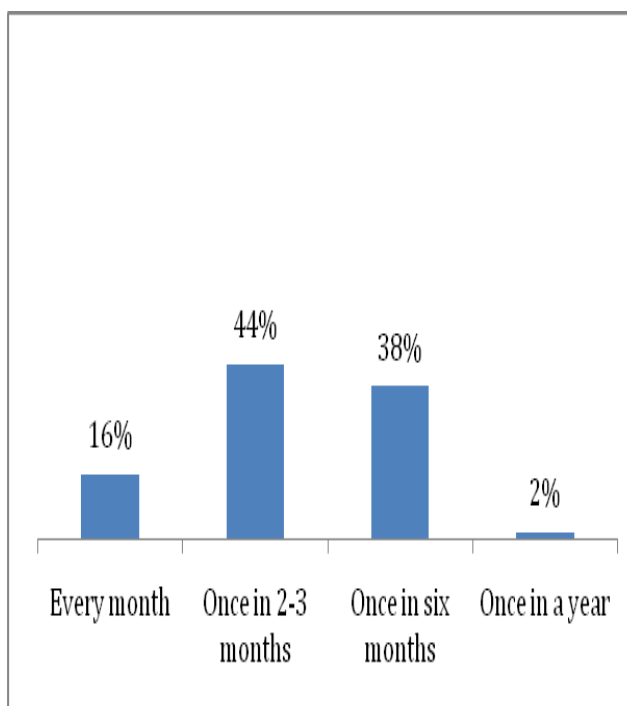


Purnea

38% CCH received their salaries once in 6 months

In Purnea on average, CCH received a total salary of Rs. 12,300 between April 2011 and May 2012. Just as we found in Nalanda, it is likely that this is on account of spill over funds from the previous financial year. Salaries to CCH were erratic, although marginally better than in Nalanda. 60 percent CCH received their salary at least once in three months and 38 percent CCH received their salary once every six months in 2011-12.

Graph 17: Frequency of receiving honorarium by cooks, Purnea



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

State to district and onward to schools

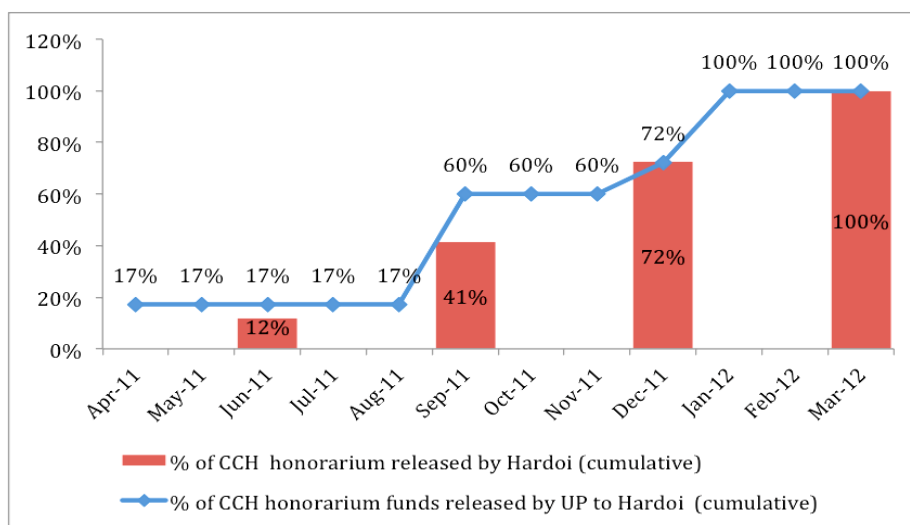
Hardoi and Jaunpur

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

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

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

Graph 18: CCH honorarium release from UP State Government to Hardoi and release from Hardoi to schools

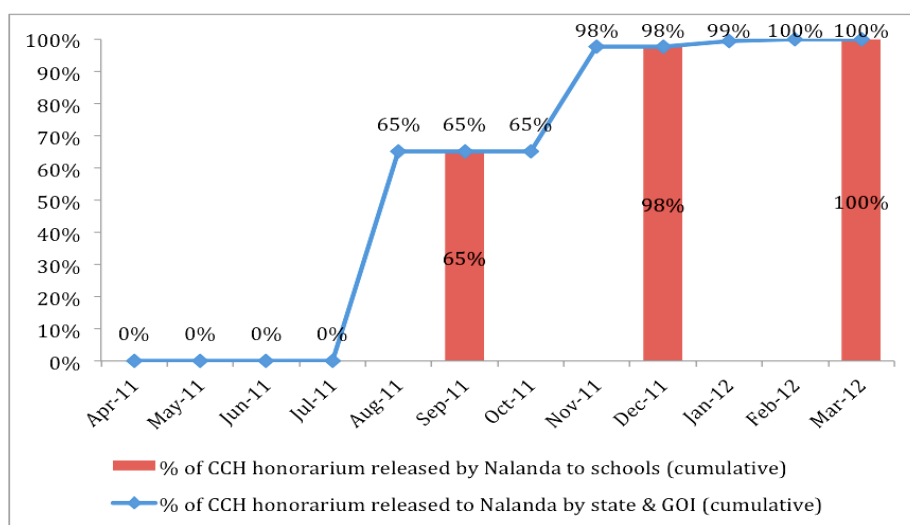


Nalanda

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

In FY 2011-12, Bihar released Rs 514.06 lakhs to Nalanda according to Sanction Orders.²³ The QPR records that the district released Rs. 514.99 lakhs onward to schools. No funds were released by the district in the first quarter.

Graph 19: CCH honorarium Release from Bihar State Government to Nalanda and release from Nalanda to schools

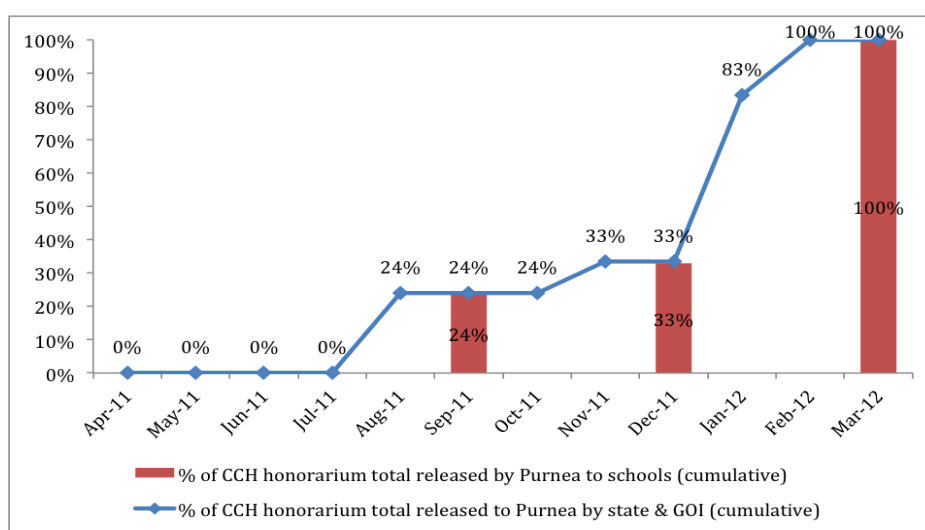


²³Nalanda's MPR records the amount of CCH honorarium received in FY 2011-12 as Rs. 515.71 lakhs.

Purnea

Bihar released Rs, 459.07 lakhs to Purnea according to Sanction Orders. The QPR records the same figure (Rs. 459.07 lakhs) as the amount released onward to schools. The timing of releases was erratic. No money was released in the first quarter; between the second and third quarter only 33 percent was released, and the bulk of funds – 67 percent – was released in the fourth quarter.²⁴

Graph 20: CCH honorarium Release from Bihar State Government to Purnea and release from Purnea to schools



Summary

In both states, funds for CCH are under prioritized. Both the state governments and districts are very slow to release CCH money and CCH payments are very erratic. In Uttar Pradesh, the average time taken to pay CCH in 2011-12 was 3 months. In Nalanda, the delay was as large as 6 months. Given delays in the transfer of CCH honorarium from district to schools, HMs usually provide an advance to the cooks and are reimbursed once the salary arrives in the schools' accounts.

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

Monitoring systems for resolving problems related to fund and grain flow in MDM

Why do the problems related to delays and inefficiencies in fund and foodgrain flow in MDM proliferate undetected? During field work we attempted to answer this question by tracking the

²⁴ District level month-wise data was not available for CCH honorarium in Purnea

functioning of the MDM monitoring system in two districts – Hardoi and Nalanda. In this section, we report on our findings from this tracking exercise.

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

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

V. Monitoring Policies

According to the revised National Programme of Nutritional Support to Primary Education, 2006 Guidelines, the MDM Scheme should be monitored through a “4-tier institutional mechanism” of Steering-cum-Monitoring Committees at the National, State, District and Block levels to ensure that foodgrain and cooking costs are reaching the school and the meal is being served as per norm.²⁵ In addition, the School Management Committee (SMC) is responsible for monitoring the school at the local level and external monitoring institutions are responsible for evaluating the scheme in each state.

However, monitoring does not take place as per the guidelines. In Nalanda, while the norms stipulate that MDM-BRPs are to visit at least 30 schools a month, interviews with them revealed that this is not always possible each month due to the paucity of time and work-overload.²⁶ Thus, schools with known problems are given priority for visits, and one or two other schools on the same route may also be visited on the same day. On average, MDM-BRPs report visiting 30 schools each month, with difficulty.

In Hardoi, BEOs and ABRCs reported that they were unable to monitor MDM effectively as they had to monitor teaching-learning activities and address school infrastructure requirements, which they felt was their primary responsibility. Block-level officials felt the need for separate staff at the block to monitor MDM.

Due to the delay in the payment of travel allowance for FY 2011-12, the CRCC in one village in Hardoi, who was responsible for collecting monthly reports on consumption of meals at the school-level, had resorted to collecting reports on the phone in FY 2012-13. This could seriously compromise the quality of record-keeping at the school-level as the CRCC is the first-point contact to verify and resolve errors in school records.

Moreover, ABRCs and CRCCs reported lacking information about the impact and results of the monitoring reports they filed. During interviews with block and cluster-level officials in Hardoi, officials were unaware of the outcome of monitoring reports once after they were collated at their respective level and several officials reported not inquiring about the status either.

²⁵ Mid-Day Meal Scheme, Ministry of Human Resource Development, <http://mdm.nic.in/>, Last accessed 28.04.13

²⁶ After accounting for the time taken up by meetings, data-entry and holidays, BRCs have about 9-10 days for monitoring visits.

Monitoring, as illustrated in one example in Nalanda, had an adverse effect of the functioning of the school. At the time of the field-investigation, block officials were observed during their school inspection. They found errors in MDM registers and that the stock of foodgrain available at the school was higher than that recorded. Disputes among the teachers and with the community had also adversely affected the functioning of MDM.

The BEO responded by seizing the MDM registers of the school and ordered the school to stop preparing MDM. Despite more than adequate grain and cooking cost funds available, cooks being present, and students attending school, provision of MDM was stalled.

Grievance Redress

School headmasters interviewed during the field-study in the two districts rarely registered grievances related to delay in receipt of foodgrains or cooking costs with Cluster, Block or District officials as they felt that their complaints would bear no consequences. In Nalanda, when schools ran out of grain, HMs told the MDM-BRP and *samvedak* verbally over the phone or in meetings. They were often placated that grain would be delivered in two-three days. However, in most cases, the grain did not arrive in the said time frame, and the HM had to call and follow up repeatedly. HMs occasionally shared their problems with the BEO during monthly meetings. However, most HMs interviewed did not write any official complaints as they felt that no action would be taken. Moreover in Nalanda, despite the existence of grievance redress systems at the district- and state-levels, headmasters did not know who to forward their complaints to, when they were not resolved at the block level (i.e., by the MDM-BRP).

For the most part, CCHs also failed to complain to officials about the sporadic receipts of their salary. HMs or teachers lent them money if they required it urgently, and CCHs repaid them when they received their money.

In a rare example of a more active SMC in Nalanda that registered their grievances with the HM, no conclusive resolution was established in the school. The SMC members, dissatisfied with how the scheme was implemented, complained to the HM about meals not being served regularly or by the menu. Instead of addressing their grievances, the HM asked the SMC members to run the scheme themselves. The SMC tried to serve the MDM for three months before giving the charge back to the HM.

The assumption that registering complains would bear little consequence on ironing out problems in the MDM scheme resonated with officials responsible for monitoring the scheme as well. CRCCs and Block-level officials admitted feeling that persistent problems that affected the entire district, such as delays in the receipt of foodgrains or cooking costs, would not be resolved if they complained to higher-level authorities.

Role of SMC

In most schools in Hardoi and Nalanda, we found that the SMC's role does not extend beyond the requisite signing of cheques or cursory monitoring of MDM preparation. Moreover, several HMs and teachers interviewed did not consider SMC members to be monitors, nor did they

consider their visits to the school to be 'monitoring' visits. In one school in Hardoi, when the SMC President complained to the HM and the *Pradhan* about the poor quality of meals, the headmaster told him that he had no right to ask questions.

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

In some cases in Nalanda, disputes between active SMCs and HMs or teachers adversely affected the scheme. In one school, due to the SMC's allegations of misappropriation of funds, two consecutive acting HMs were suspended. One headmaster had then registered a case against the SMC Secretary and so in a period of eleven months, MDM was served for less than two months

VI. Conclusion and Recommendations

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

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

Improved Record Keeping

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

First, all data collected for record keeping purposes under the MDM must be made public. Greater public scrutiny, or even the possibility of greater public scrutiny, can itself create incentives for improved record keeping. For the state and district level, the MDM portal is the primary vehicle through which this can be achieved. At a minimum, all district and state level

allotment and sanction letters along with details on transaction dates must be made available on the website. In addition, release orders and store issue orders prepared by the Food Corporation of India (FCI) must also be made available on the website. At the school level, details of MDM funds/ grain receipt and expenditure ought to be made public through the mechanism of transparency boards. MDM guidelines currently require for this information to be made public in schools on MDM boards. However, during the PAISA survey we found very little evidence of updated transparency boards in schools. Steps must be taken to ensure that provisions for these boards are put in place at the school level and that these are regularly updated. One way of ensuring this is by mandating all school level inspections to monitor and supervise the updation of these boards.

Second, record keeping must be in real time. Both states studied in this PAISA report have provisions for collecting MDM data in real time through the Integrated Voice Recognition Software (IVRS). However, at present, data collected through the IVRS is limited to school level information and is not linked to higher levels of the administrative chain. Moreover, there isn't any subsequent monitoring of the information fed in the IVRS. Conversations with the district officials reported lack of human resources, transport constraints etc. results in district officials monitoring a handful of schools usually closer to the district headquarters. As a result, the IVRS data is not given priority and in fact we found little evidence of efforts to cross verify district documents with IVRS data. Drawing on the IVRS platform to build an integrated real time MIS for MDM can go a long way in improving the quality of record keeping and enabling regular, citizen led fund-tracking efforts like this one. In many states, like Uttar Pradesh, the MDM foodgrain and financial system is linked in with Panchayat bank accounts at the village level. In these states, the MDM authorities could leverage off efforts such as PRIA-soft to build an integrated MIS system for MDM.

Third, building district-level staff capacity is imperative for improved record keeping. MDM staff is rarely given adequate training on basic accounting and bookkeeping. This was repeatedly articulated as an important reason for poor quality book keeping and gaps in fund releases. Providing an annual in-service training on accounting and bookkeeping is thus critical for improving the quality of record keeping.

Streamlining accounting process

One of the biggest problems encountered by the study team when tracking releases and expenditures at the district-level was that data on transfers was recorded in multiple documents and often figures would not match. While some of this is a consequence of poor record keeping, another reason offered by officials is that adjustments are made in different documents through the financial year. So for instance, when the QPR is prepared, the data is adjusted, based on new information collected from schools. However, these same adjustment are not made in the MPR and as a result, MPR data does not always match the QPR data. These differences in data make it very difficult to track financial flows. This also makes it difficult to hold officials accountable for data presented in any particular document. There is therefore an urgent need to streamline the accounting process so that only one set of documents is prepared and that the MDM authorities at the district level can be held accountable for data presented in this set of documents.

Strengthen staff availability for MDM at the district and block level

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

Building a formal grievance redressal systems

In the current system, there are no formal systems by which school headmasters can lodge complaints in the event of delays in transfers and seek redress. The absence of such systems can serve to disempower HMs and also create perverse incentives not to take action in the event of delays. In the absence of such systems, HMs also feels no sense of responsibility to try and address the problem and the default action is to stop serving meals or to serve meals that are below the norm requirement. Building a formal system for HMs to lodge complaints in the event of delays, and making these systems public will go a long way in addressing these problems.

Streamlining foodgrains management

In the current scenario, the MDM authorities have no clear sanctioning powers over the foodgrain delivery management system. As a result, when schools encounter delays or have other problems with the quality foodgrain delivery, all that the authorities can do is to issue a letter of complaint. There is thus an urgent need for better co-ordination and information-sharing between these authorities. At the state-level, monthly meetings to take stock currently take place among the MDM Directorate, FCI and SFC. Yet, there are persisting problems such as irregular opening days and timings at the block godowns and lack of weighing of grain sacks. Strengthening the district- and block level Steering-cum-Monitoring Committees and empowering them to take action at their own levels. . For instance, Committee members can ensure that schedules for opening each block godown are strictly followed and that sacks of grain are weighed in a designated representative's presence upon lifting at the block godown (or, at the very least, upon delivery at the schools). Such efforts can go a long way in removing these bottlenecks and improving coordination between the different authorities.

Annexure I: Norms of Various Components of MDM Scheme

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

			the state level on the basis of plinth area norm and each States Schedule of Rates.	
Management Monitoring and Evaluation (MME)	100percent central assistance	Recurring	MME is provided to each state at the rate of 1.8percent of total assistance on (a) free foodgrains, (b) transport cost (c) cooking cost and (d) honorarium to CCH. 50percent of the MME funds are for school-level expenses and 50percent for overall Management, Monitoring and Evaluation of the scheme	District State
Transport Allowance (TA)	100 percent central assistance	Recurring	Rs. 750 per metric tonne is given for transporting the foodgrains to the godowns	District State

Annexure II: Data Gaps

Records available at the district-Level

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

Uttar Pradesh

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

Bihar

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

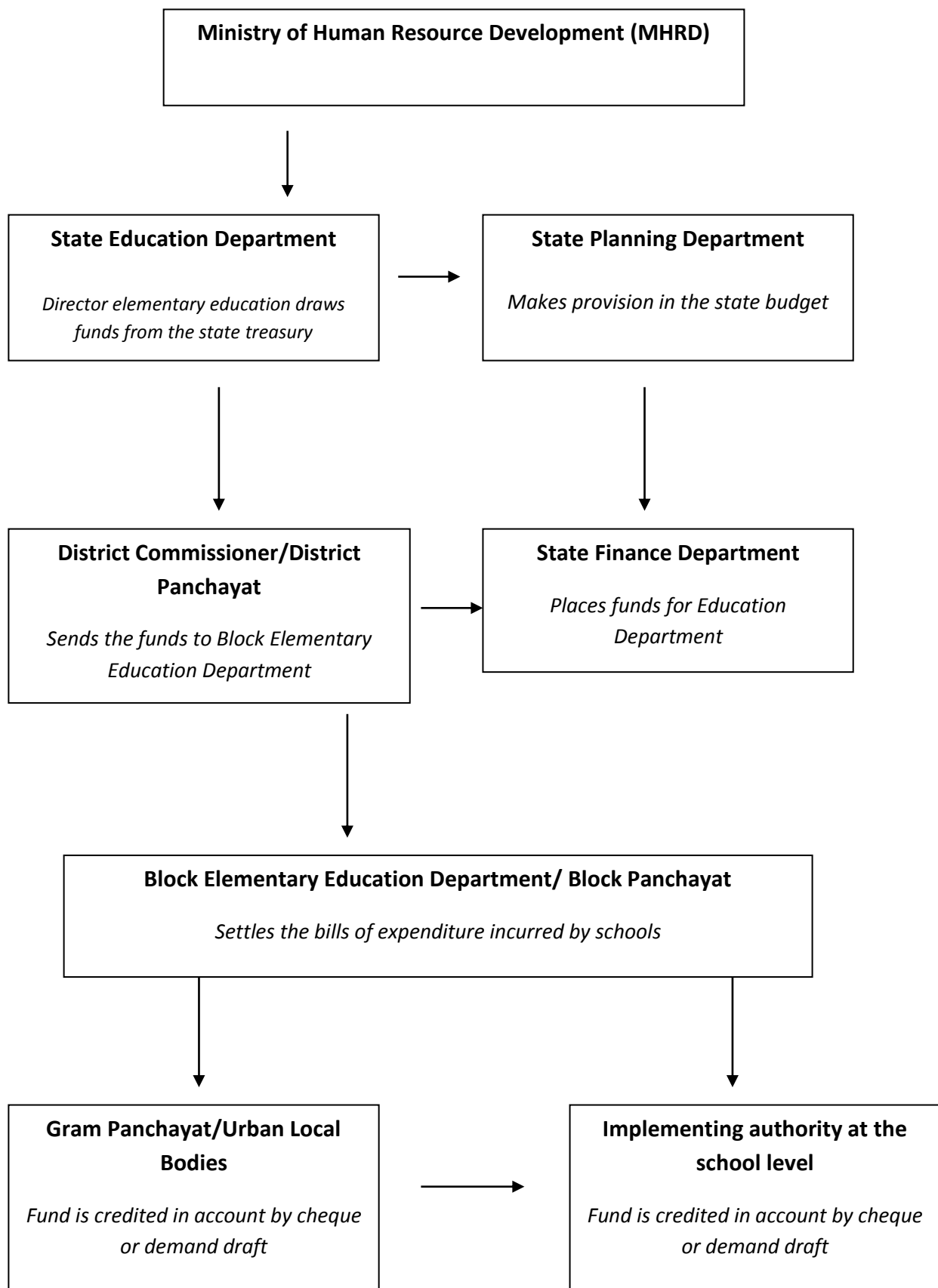
block/school		
Cashbook	Used as source for cooking cost releases from district to schools. Poorly maintained MME data also obtained	MME data obtained for cashbook for 2011-12

Records available at the school-level

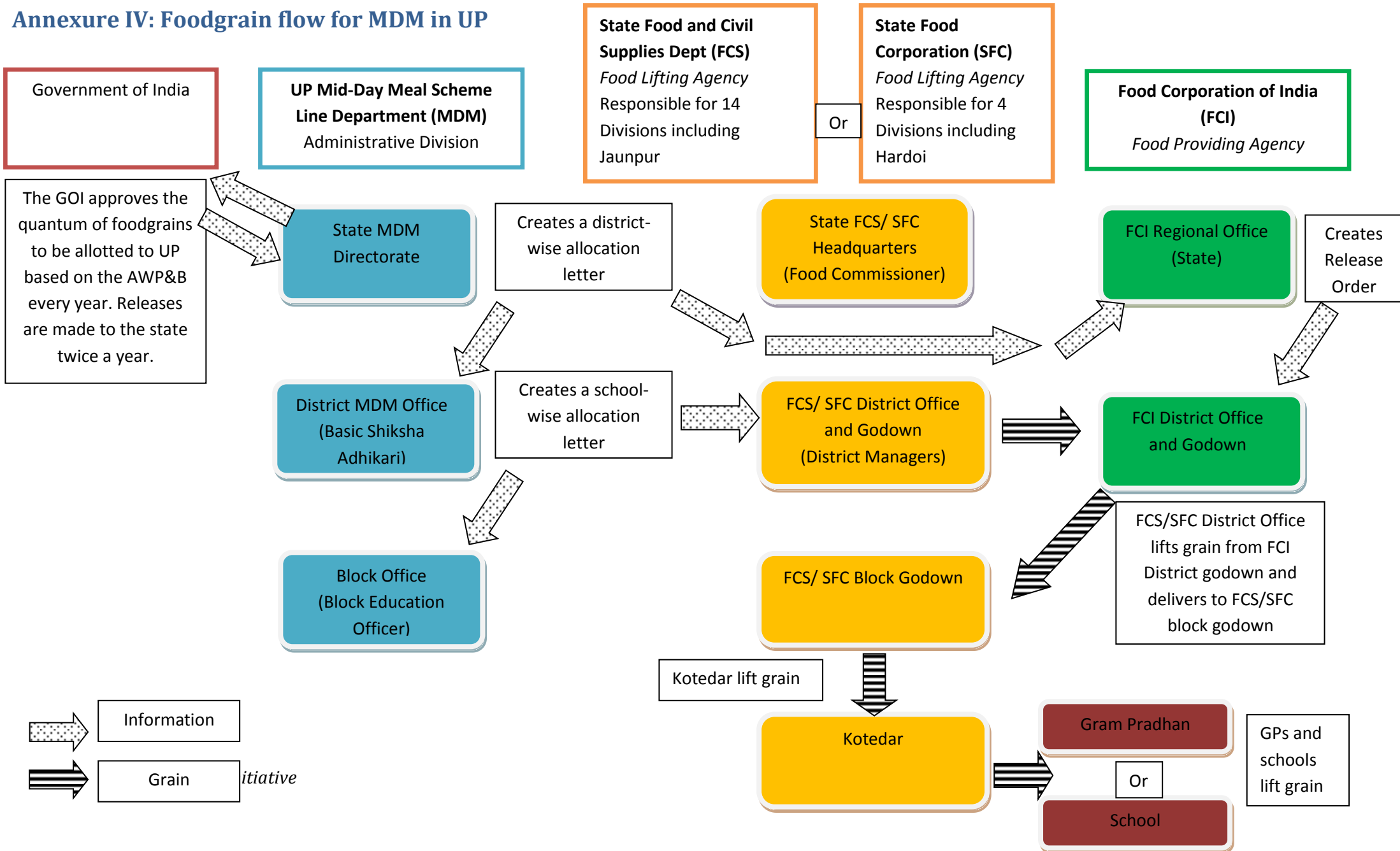
At the school level, data for analyzing utilization of foodgrains and attendance was obtained from the MDM register. Data for analyzing receipt and expenditure of cooking cost was obtained from passbooks and cashbooks. The lacunae in school-level data are described in the table below.

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

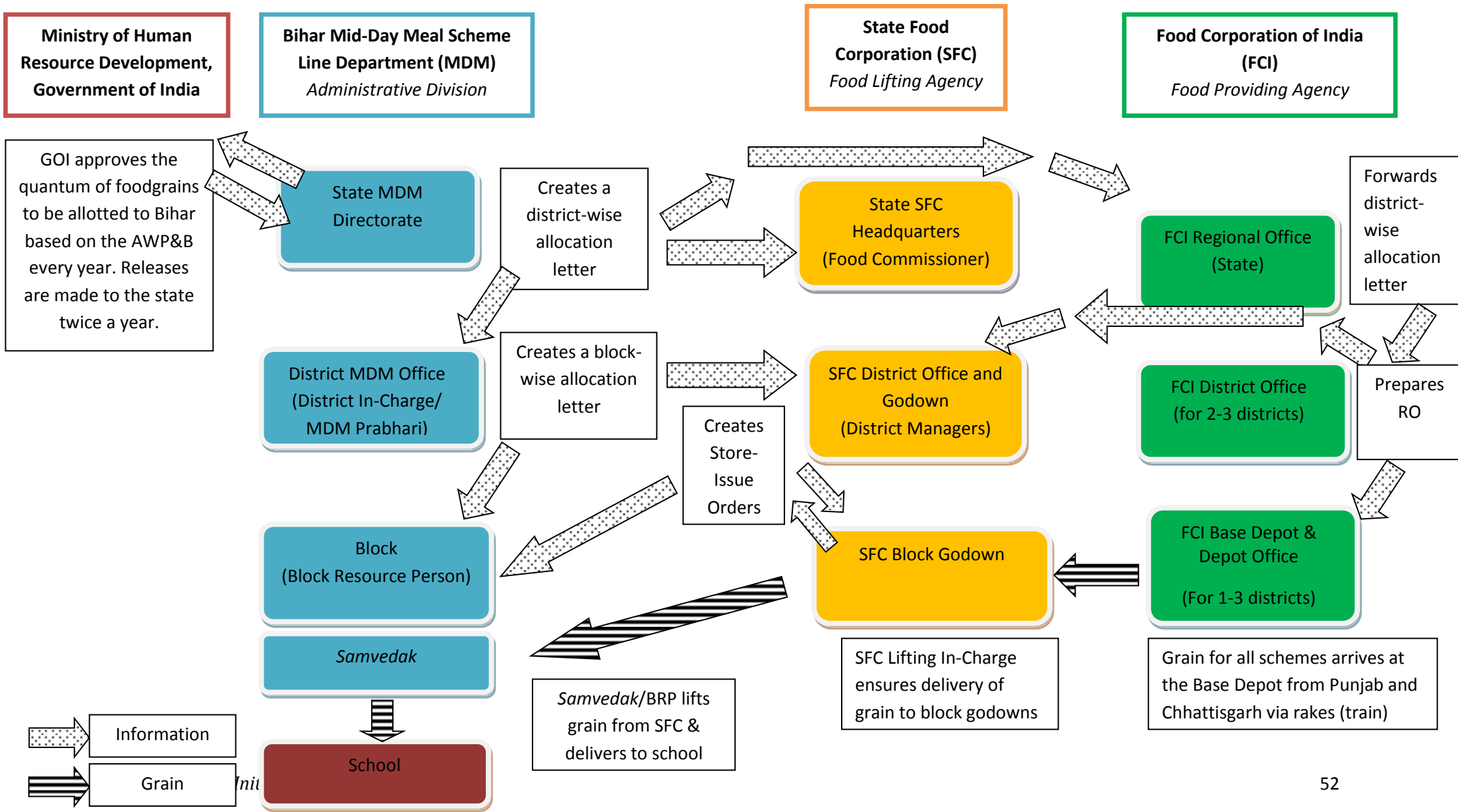
Annexure III: Flow of Funds for MDM



Annexure IV: Foodgrain flow for MDM in UP



Annexure V: Foodgrain flow for MDM in Bihar



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



PAISA: COOKED MID-DAY MEAL SCHEME 2012

PAISA सर्वेक्षण %सध्यहन भेन की योना 2012

PAISA: COOKED MID-DAY MEAL SCHEME 2012

राज्य		ज़िला		प्रखंड		ग्राम	
गांव		स्कूल		MT / स्कूल			
स्कूल का नाम	<input type="radio"/> d{lk 185 <input type="radio"/> d{lk 688	<input type="radio"/> d{lk 188 <input type="radio"/> vU] स्पष्ट करें	D kgj elSe ed Ml के } jk गवर् rd i gpk t kl drkgs	<input type="radio"/> gh <input type="radio"/> ugra	D kLdy esckly axZ kvluokMngS	<input type="radio"/> gh <input type="radio"/> ugra	
I ođj 1 dkule		I ođj 1 dk सम्पर्क ua		I ođj के glr Kkj &1			
I ođj 2 dkule		I ođj 2 dk सम्पर्क ua		I ođj के glr Kkj &2			
I ođj } jk MT dkt ek dj usdhr jk k	□ □ / □ □ / 2012 (fnuld @ eghuk @ oVZ	D kMT usi zuloyhdht lp dj yhgS	<input type="radio"/> gh <input type="radio"/> ugra	MT dkule		MT के glr Kkj	
MT I sज़िला l eld; d dkt t ekdj usdhr jk k	□ □ / □ □ / 2012 (fnuld @ eghuk @ oVZ	D kज़िला l eld; d us i zuloyhdht lp dj fy; kgS	<input type="radio"/> gh <input type="radio"/> ugra	ज़िला l eld; d के ule		ज़िला l eld; d के glr Kkj	

प्रशासक का नाम	प्रशासक का संपर्क नंबर	प्रशासक का हस्ताक्षर	स्कूल की मंजूरी
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मध्याह्न भोजन: साधारण प्रश्नावली

हिस्सा 1

[कक्षा 5 के छात्रों के लिए, 1 घंटा]

समय: 1 घंटा
24 घण्टों के अंदर में समाप्त करें

निम्नलिखित में से सही उत्तर चुनिए।
 1. निम्नलिखित में से सही उत्तर चुनिए।
 2. निम्नलिखित में से सही उत्तर चुनिए।
 3. निम्नलिखित में से सही उत्तर चुनिए।

<input type="radio"/> HM/प्रिंसिपल fu; धरि dhrjtk □□ / □□ / □□□□ (fnuld@eghuk@ky)	<input type="radio"/> MDM बपक Z fu; धरि dhrjtk □□ / □□ / □□□□ (fnuld@eghuk@ky)	<input type="radio"/> ऑफिसर fu; धरि dhrjtk □□ / □□ / □□□□ (fnuld@eghuk@ky)
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1.A. II. बच्चों का नामांकन

1.A.I नियुक्त कर्मचारी

क्रमांक	प्रकार	fu; धरि ua
1.	HM	
2.	प्रिंसिपल	
3.	fu; fer शिक्षक	
4.	कॉन्ट्रैक्ट शिक्षक	
5.	अन्य शिक्षक	
6.	रसोईये	
7.	सहायक	

d{k	jft LVj नामांकन	
	2011-12 vxj jft LVj ugragS le यहाँ पर बिन्दु लगाएं	2012-13 vxj jft LVj ugragS le यहाँ पर बिन्दु लगाएं
d{k&1		
d{k&2		
d{k&3		
d{k&4		
d{k&5		
d{k&6		
d{k&7		
d{k&8		
कुल		

1.A.III मध्यमन भोजन की जानकारी

1.	D kvli के स्कूल eede lgu Hlsu fn; kt l rkgS	<input type="radio"/> gfi	<input type="radio"/> ugra			
<p>vxj eede lgu Hlsu ugrn; kt l rkgS यह I B lu Nltmav/S day "ykrvgn पर बिन्दु लगवें</p> <p><input type="radio"/> लाना नहीं</p>						
2.	eede lgu Hlsu ni y@kdj kusdhit lesjhfdl dhgS	<input type="radio"/> स्कूल / fcl ly; f Kkl feir @ <input type="radio"/> i pkr <input type="radio"/> fcl ly; i zbu l feir <input type="radio"/> vU] स्पष्ट करें : <input type="radio"/> गृह सरकारी स्थिति <input type="radio"/> महिला el; k/ SHG				
3.	मध्यमन भोजन के अंतर्गत D kfn; kt l rkgS	<input type="radio"/> I pkr klu, t Bsvut] fclQV xBfg <input type="radio"/> i dkgqk [huk				
4.	स्कूल eede lgu Hlsu dc-कब fn; kt l rkgS	<input type="radio"/> हर स्कूल के fnu <input type="radio"/> हँयते ea, d clj <input type="radio"/> , d fnu Nltmj , d fnu <input type="radio"/> dHhugra <input type="radio"/> हँयते eanleclj				
5.	fdl I e; I sfj HHzledk' l aknsk' lq fd; kt l rkgS	<input type="radio"/> 9:00 - 9:30am <input type="radio"/> 12:00-12:30pm <input type="radio"/> 9:30am -10:00am <input type="radio"/> 12:30-1:00pm <input type="radio"/> 10:00-10:30am <input type="radio"/> 1:00-1:30pm <input type="radio"/> 10.30 -11:00am <input type="radio"/> 1.30-2:00pm <input type="radio"/> 11:00-11.30am <input type="radio"/> 2:00-2:30pm <input type="radio"/> 11.30-12:00pm <input type="radio"/> After 2:30pm				
6.	स्कूल कर्मचारियों में से वर्तमान में eede lgu Hlsu nss की जिम्मेदारी किसकी है?	<input type="radio"/> HM <input type="radio"/> रसदिया <input type="radio"/> MDM bpt Z <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> वरिष्ठ शिक्षक <input type="radio"/> वरिष्ठ छात्र				
7.	वर्तमान में eede lgu Hlsu jft Lvj dhnskly dhft lesjh स्कूल eefdl dhgS?	<input type="radio"/> HM <input type="radio"/> ग्राहक पंचायत <input type="radio"/> MDM bpt Z <input type="radio"/> अन्य कर्मी ग्राहक वाली <input type="radio"/> वरिष्ठ शिक्षक <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> fcl ly; f Kkl feir @ <input type="radio"/> fcl ly; i zbu l feir के सदस्य				
8.	fi Nysl ly (2011-12 में) gj cPisefy, नियम के अनुसार fdrukvt r; FR?	PS _____ xle	UPS _____ xle			
9.	स्कूल के fy, fi Nysl ly (2011-12 में) नियम के अनुसार fdrukvt r; FR (1Dby eke हैं ; 1 fDby 3/4 10 fdy lste)	PS	poy		xgw	
		UPS	poy		xgw	

3

vxj MDM स्कूल esi dk kt l rkgS लगते छ पड़ें को भरते जारें **vUFR** भाग 4 ij vks जारें

खण्ड B : स्कूल प्रश्नावली (HM/MDM इंचार्ज के लिए)प्रतिवादी: HM/प्रभार्या MDM इनचार्ज वरिष्ठ या अन्य शिक्षक

निर्देश : अगर स्कूल 1-5 है तब स्कूल /वर्ष 6-8 में 'बालू नहीं' पर लिखें तब तक अगर स्कूल /वर्ष 6-8 है तब स्कूल 1-5 में 'बालू नहीं' पर लिखें तब तक अगर स्कूल 1-8 है तब दोनों कक्षा परें।

		अनाज			
		स्कूल /वर्ष (1-5)	स्कूल /वर्ष (6-8)		
		<input type="radio"/> लागू नहीं	<input type="radio"/> लागू नहीं		
1.	संघ निगम (एफ० सी० आई०) से अनज की मज करत है? (अगर इस प्रकृति के वेकें प्रक्रियत नहीं हवें तब 'बालू नहीं' पर लिखें तब तक)	<input type="radio"/> HM <input type="radio"/> अन्य शिक्षक <input type="radio"/> रसर्किया <input type="radio"/> विद्यालय प्रबंधन समिति	<input type="radio"/> मुख्य/प्रभार/ग्रा पञ्जात सदस्य <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> लागू नहीं	<input type="radio"/> HM <input type="radio"/> अन्य शिक्षक <input type="radio"/> रसर्किया <input type="radio"/> विद्यालय प्रबंधन समिति	<input type="radio"/> मुख्य/प्रभार/ग्रा पञ्जात सदस्य <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं
2.	आप/मुख्य/प्रभार अनज की मज कैसे करत है?	<input type="radio"/> पत्र	<input type="radio"/> मौखिक	<input type="radio"/> पत्र	<input type="radio"/> मौखिक
3.	किससे मज करत है?	<input type="radio"/> रजान की दकुजा /कोटेदार <input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> प्रसंड अधिकारी	<input type="radio"/> जिला अधिकारी <input type="radio"/> अन्य, स्पष्ट करें	<input type="radio"/> रजान की दकुजा /कोटेदार <input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> प्रसंड अधिकारी	<input type="radio"/> जिला अधिकारी <input type="radio"/> अन्य, स्पष्ट करें
4.	मज करन और अनज केपहुंचन कितन समय लगत है?	<input type="radio"/> एक दिन <input type="radio"/> एक सतह <input type="radio"/> 2 सतह	<input type="radio"/> 2-4 सतह <input type="radio"/> एक महलीसे अधिक	<input type="radio"/> एक दिन <input type="radio"/> एक सतह <input type="radio"/> 2 सतह	<input type="radio"/> 2-4 सतह <input type="radio"/> एक महलीसे अधिक
5.	बिती वर्ष 2011-12 में स्कूल को अनाज कैसे बिल?	<input type="radio"/> स्कूल में पहुंचाया गया	<input type="radio"/> स्कूल द्वारा लाया गया	<input type="radio"/> स्कूल में पहुंचाया गया	<input type="radio"/> स्कूल द्वारा लाया गया
6.	अगर स्कूल तक पहुंचाया गया तो किसने हुंचाया? (2011-12 में बालू पयल तब तक अन सन पर लिखें तब तक अगर स्कूल न बनल सत तब तक पयल, तब 'बालू नहीं' पर लिखें तब तक और अतः प्रसंड पर बलि है)	<input type="radio"/> FCI (संघ निगम) के कर्मचारी <input type="radio"/> FCI (संघ निगम) के ठेकेदार <input type="radio"/> पंचायत <input type="radio"/> रजान की दकुजा / कोटेदार	<input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> बालू नहीं <input type="radio"/> कोई अन्य, स्पष्ट करें	<input type="radio"/> FCI (संघ निगम) के कर्मचारी <input type="radio"/> FCI (संघ निगम) के ठेकेदार <input type="radio"/> पंचायत <input type="radio"/> रजान की दकुजा / कोटेदार	<input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> बालू नहीं <input type="radio"/> कोई अन्य, स्पष्ट करें

7.	अगर अनजाना स्कूल द्वारा लाया गया तो कहां से लाया गया? (2011-12 में बजट परीक्षाओं के आखिरी दिन तक पर बिन्दु तक और बिन्दु तक के बिना पहले आयोग के तलाश ही पर बिन्दु तक)	<input type="radio"/> FCI (खाना विभाग) के कर्मचारी <input type="radio"/> FCI (खाना विभाग) के ठेकेदार <input type="radio"/> पंचायत <input type="radio"/> रजिस्ट्रार की दुकान / कोटेदार	<input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> लागू नहीं <input type="radio"/> कोई अन्य, स्पष्ट करें	<input type="radio"/> FCI (खाना विभाग) के कर्मचारी <input type="radio"/> FCI (खाना विभाग) के ठेकेदार <input type="radio"/> पंचायत <input type="radio"/> रजिस्ट्रार की दुकान / कोटेदार	<input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> लागू नहीं <input type="radio"/> कोई अन्य, स्पष्ट करें
8.	अगर स्कूल द्वारा अनजाना लाया गया या तो कौन से लाया था?	<input type="radio"/> HM <input type="radio"/> अध्यक्ष <input type="radio"/> MDM इंचार्ज <input type="radio"/> रसोईया <input type="radio"/> विद्यालय प्रबंधन समिति	<input type="radio"/> मुखिया/पंचायत/ग्राम पंचायत सदस्य <input type="radio"/> लागू नहीं <input type="radio"/> अन्य, स्पष्ट करें	<input type="radio"/> HM <input type="radio"/> अध्यक्ष <input type="radio"/> MDM इंचार्ज <input type="radio"/> रसोईया <input type="radio"/> विद्यालय प्रबंधन समिति	<input type="radio"/> मुखिया/पंचायत/ग्राम पंचायत सदस्य <input type="radio"/> लागू नहीं <input type="radio"/> अन्य, स्पष्ट करें
9.	स्कूल से अनाज के भंडार की दूरी कितनी थी? (कितने मीटर में)	<input type="radio"/> 0-2 कि० मि० <input type="radio"/> 2-5 कि० मि० <input type="radio"/> 5-10 कि० मि० <input type="radio"/> 10-15 कि० मि०	<input type="radio"/> 15-20 कि० मि० <input type="radio"/> 20 कि० मि० से ज्यादा	<input type="radio"/> 0-2 कि० मि० <input type="radio"/> 2-5 कि० मि० <input type="radio"/> 5-10 कि० मि० <input type="radio"/> 10-15 कि० मि०	<input type="radio"/> 15-20 कि० मि० <input type="radio"/> 20 कि० मि० से ज्यादा
10.	अनाज कब-कब आता था?	<input type="radio"/> हर महीने <input type="radio"/> हर 2-3 महीने में	<input type="radio"/> 6 महीने में <input type="radio"/> साल में एक बार	<input type="radio"/> हर महीने <input type="radio"/> हर 2-3 महीने में	<input type="radio"/> 6 महीने में <input type="radio"/> साल में एक बार
11.	स्टॉक रजिस्टर/इन्वेन्ट्री रिकार्ड कहां रखे जाते हैं? (अगर स्टॉक रजिस्टर नहीं है तो 'लागू नहीं' पर बिन्दु तक)	<input type="radio"/> स्कूल में <input type="radio"/> HM के घर पर <input type="radio"/> शिक्षक के घर पर <input type="radio"/> ग्राम पंचायत/मुखिया/पंचायत के घर पर <input type="radio"/> विद्यालय प्रबंधन समिति के अध्यक्ष के घर पर <input type="radio"/> रसोईये के पास <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> लागू नहीं		<input type="radio"/> स्कूल में <input type="radio"/> HM के घर पर <input type="radio"/> शिक्षक के घर पर <input type="radio"/> ग्राम पंचायत/मुखिया/पंचायत के घर पर <input type="radio"/> विद्यालय प्रबंधन समिति के अध्यक्ष के घर पर <input type="radio"/> रसोईये के पास <input type="radio"/> अन्य, स्पष्ट करें : <input type="radio"/> लागू नहीं	
12.	स्टाक रजिस्टर को अपडेट कौन करता है?	<input type="radio"/> HM <input type="radio"/> शिक्षक <input type="radio"/> रसोईया <input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> मुखिया/पंचायत/ग्राम पंचायत के अन्य सदस्य <input type="radio"/> अन्य, स्पष्ट करें: <input type="radio"/> लागू नहीं		<input type="radio"/> HM <input type="radio"/> शिक्षक <input type="radio"/> रसोईया <input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> मुखिया/पंचायत/ग्राम पंचायत के अन्य सदस्य <input type="radio"/> अन्य, स्पष्ट करें: <input type="radio"/> लागू नहीं	

13.	क्या स्कूल पर पहुँचने पर अनाज तैयार किया जाता था?	<input type="radio"/> हाँ <input type="radio"/> नहीं	<input type="radio"/> हाँ <input type="radio"/> नहीं
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पकाया हुआ का भोजन					
		स्कूल/वर्ग (1-5) <input type="radio"/> लागू नहीं	स्कूल/वर्ग (6-8) <input type="radio"/> लागू नहीं		
14.	वित्त वर्ष 2011-12 में पकाया हुआ खाना कितनी बार कम पड़ा था?	<input type="radio"/> हर महीने <input type="radio"/> हर 2-3 महीने में <input type="radio"/> हर छठे महीने में	<input type="radio"/> साल में एक बार <input type="radio"/> 2011-12 में कभी नहीं <input type="radio"/> पता नहीं	<input type="radio"/> हर महीने <input type="radio"/> हर 2-3 महीने में <input type="radio"/> हर छठे महीने में	<input type="radio"/> साल में एक बार <input type="radio"/> 2011-12 में कभी नहीं <input type="radio"/> पता नहीं
15.	पकाए हुए मध्याह्न भोजन में कमी पड़ने का क्या कारण था? (कृपया जो भी कारण है सभी चिन्हित करें / अगर कम नहीं पड़ा तो "नहीं" पर चिन्ह लगाएँ)	<input type="radio"/> स्कूल के पास पर्याप्त अनाज नहीं था <input type="radio"/> भंडार में अनाज सड़ गया <input type="radio"/> अपने हिस्से में से औरों को भी देना पड़ा (जैसे प्राथमिक विद्यालय/बालवर्ग आदि, को) <input type="radio"/> ईंधन पर्याप्त नहीं था <input type="radio"/> अन्य सामग्री (दाल, मसाले, सब्जी तले इत्यादि) की कमी थी <input type="radio"/> अन्य स्पष्ट करें <input type="radio"/> लागू नहीं	<input type="radio"/> स्कूल के पास पर्याप्त अनाज नहीं था <input type="radio"/> भंडार में अनाज सड़ गया <input type="radio"/> अपने हिस्से में से औरों को भी देना पड़ा (जैसे प्राथमिक विद्यालय/बालवर्ग आदि, को) <input type="radio"/> ईंधन पर्याप्त नहीं था <input type="radio"/> अन्य सामग्री (दाल, मसाले, सब्जी तले इत्यादि) की कमी थी <input type="radio"/> अन्य स्पष्ट करें <input type="radio"/> लागू नहीं		
16.	मध्यह्न भोजन कम पड़ने पर आपने क्या किया? (कृपया जो भी लागू है उसे चिन्हित करें / अगर कम नहीं पड़ा तो "नहीं" पर चिन्ह लगाएँ)	<input type="radio"/> कुछ नहीं <input type="radio"/> शिक्षक योगदान <input type="radio"/> समुदाय की मदद ली/योजना लिया <input type="radio"/> पंचायत की मदद ली/योजना लिया	<input type="radio"/> शिकायत की <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं	<input type="radio"/> कुछ नहीं <input type="radio"/> शिक्षक योगदान <input type="radio"/> समुदाय की मदद ली/योजना लिया <input type="radio"/> पंचायत की मदद ली/योजना लिया	<input type="radio"/> शिकायत की <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं

		स्कूला/वर्ग (1-5) <input type="radio"/> लागू नहीं	स्कूला/वर्ग (6-8) <input type="radio"/> लागू नहीं
17.	अगर आपने शिकायत की तो किसके पास शिकायत की ?	<input type="radio"/> राशन की दुकान/कार्यदाता <input type="radio"/> FCI (खाना निगम) के कर्मचारी <input type="radio"/> FCI (खाना निगम) के ठेकेदार <input type="radio"/> विद्यालय प्रबंधन समिति <input type="radio"/> संकलन अधिकारी (CRC) <input type="radio"/> प्रखंड/ब्लॉक अधिकारी <input type="radio"/> जिला ऑफिस	<input type="radio"/> मुखिया/प्रधान/पंचायत कार्यदाता <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं
18.	क्या विद्यालय प्रबंधन समिति, मध्याह्न भोजन के मामलों से जुड़ी हुई थी? (वित्त वर्ष 2011-12 में)	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> पता नहीं	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> पता नहीं
19.	यदि हां, तो किस तरह से? (कृपया जो भी लागू है उसे चिह्नित करें / अगर समिति जुड़ी नहीं है तो "लागू नहीं" पर चिह्न लगाएं)	<input type="radio"/> भोजन क्वालिटी/रूढ़ि तय करना <input type="radio"/> अनाज स्कूल में लाना <input type="radio"/> अन्य सामग्री की खरीद (तेल, सब्जी इत्यादि) <input type="radio"/> मध्यह्न भोजन बनाना <input type="radio"/> मध्यह्न भोजन का वितरण	<input type="radio"/> अननुज्ञा से सम्बन्धित मामले <input type="radio"/> जिलगीरी <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं
20.	क्या पंचायत, मध्याह्न भोजन के मामलों से जुड़ी हुई थी? (वित्त वर्ष 2011-12)	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> पता नहीं	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> पता नहीं
21.	यदि हां, तो किस तरह ? (कृपया जो भी लागू है उसे चिह्नित करें / अगर पंचायत जुड़ी नहीं है तो "लागू नहीं" पर चिह्न लगाएं)	<input type="radio"/> भोजन क्वालिटी/रूढ़ि तय करना <input type="radio"/> अनाज स्कूल में लाना <input type="radio"/> अन्य सामग्री की खरीद (तेल, सब्जी इत्यादि) <input type="radio"/> मध्यह्न भोजन बनाना <input type="radio"/> मध्यह्न भोजन का वितरण	<input type="radio"/> अननुज्ञा से सम्बन्धित मामले <input type="radio"/> जिलगीरी <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लागू नहीं

22.	वित्त वर्ष 2011-2012 में निम्न सरकारी अफसर कब-कब आये थडे	संयुक्त स्तर समन्वयक/अधिकारी	प्रखंड/ब्लॉक अधिकारी	ज़िला अधिकारी
23.	2011-2012 के लिए क्या मध्याह्न भोजन को पकाने के लिए अनुदान (परिवर्तन लक्ष्य/कन्वर्जन कर्षट) नियम (नामांकन) के अनुसार प्रजा हुई?	<input type="radio"/> हां <input type="radio"/> नहीं	<input type="radio"/> हां <input type="radio"/> नहीं	<input type="radio"/> हां <input type="radio"/> नहीं
24.	अगर नहीं, तोकितनीबल परिवर्तन लक्ष्य कानुनकम पड़वी (अगर कम नहीं पड़वी तो तालुका हॉटेल पर लिख तय करें)	<input type="radio"/> हर 15 दिन <input type="radio"/> हर महीने <input type="radio"/> हर 2-3 महीने में	<input type="radio"/> हर 6 महीने में <input type="radio"/> साल में एक बार <input type="radio"/> लागू नहीं	<input type="radio"/> हर 15 दिन <input type="radio"/> हर महीने <input type="radio"/> हर 2-3 महीने में <input type="radio"/> हर 6 महीने में <input type="radio"/> साल में एक बार <input type="radio"/> लागू नहीं
25.	अगर परिवर्तन लक्ष्य कम पड़वी तो किस चीज में कमी महसूस हुई ? (कृपया जो भी लागू है उसे चिन्हित करें / अगर कम नहीं पड़वी तो तालुका हॉटेल पर लिख तय करें)	<input type="radio"/> दाल <input type="radio"/> सब्जियां <input type="radio"/> तेल	<input type="radio"/> मसाले <input type="radio"/> ईंधन, लकड़ी सहित <input type="radio"/> लालू नहीं	<input type="radio"/> दाल <input type="radio"/> सब्जियां <input type="radio"/> तेल <input type="radio"/> मसाले <input type="radio"/> ईंधन, लकड़ी सहित <input type="radio"/> लालू नहीं
26.	अगर 2011-12 में परिवर्तन लक्ष्य नियम के अनुसार सकेम थी तो आपनेअध्यक्षन भोजन केअनुसारकीसे (कृपया जो भी लागू है उसे चिन्हित करें)	<input type="radio"/> स्कूल के दूसरे अनुदान के पैसे से तालमेल करके <input type="radio"/> अपनेअधिकांकेसद के पैसे से <input type="radio"/> समुदाय केअनुदान से <input type="radio"/> पंचायत केअनुदान से	<input type="radio"/> जब तक अगली किशत न आए तब तक मध्यम भोजन बंद करके <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लालू नहीं	<input type="radio"/> स्कूल के दूसरे अनुदान के पैसे से तालमेल करके <input type="radio"/> अपनेअधिकांकेसद के पैसे से <input type="radio"/> समुदाय केअनुदान से <input type="radio"/> पंचायत केअनुदान से <input type="radio"/> जब तक अगली किशत न आए तब तक मध्यम भोजन बंद करके <input type="radio"/> अन्य, स्पष्ट करें <input type="radio"/> लालू नहीं

खण्ड C: स्कूल स्तर पर अनाज की जाँचकरी (सन् 2011-2012 के MDM रजिस्टर/ उपयुक्त प्रमाण पत्र से)

निर्देश: अगर किसी महीने स्कूल/वर्ग (1-5) या स्कूल/वर्ग (1-8) की जाँचकरी एक साथ दी गयी है तो उसे स्कूल/वर्ग (1-5) के लिये दिये खाने में लिखे और उन महीनों पर नहीं दे दिए जायेंगे जिन्हें तय करें।

अगर स्कूल/वर्ग (1-5) नहीं है तो उस कक्ष को 'लागू नहीं' पर चिन्ह तय करें और अगर स्कूल/वर्ग (6-8) नहीं है तो उस कक्ष को 'लागू नहीं' पर चिन्ह तय करें और अगर स्कूल/वर्ग (1-8) है तो दोनों कक्षों में / अगर रजिस्टर नहीं है/HM नहीं दिखाते तो उन कक्षों में इस प्रकार दें।

<input type="checkbox"/> सब महीने	<input type="checkbox"/> अप्रैल	<input type="checkbox"/> मई	<input type="checkbox"/> जून	<input type="checkbox"/> जुलाई	<input type="checkbox"/> अगस्त	<input type="checkbox"/> सितम्बर	<input type="checkbox"/> अक्टूबर	<input type="checkbox"/> नवम्बर	<input type="checkbox"/> दिसम्बर	<input type="checkbox"/> जनवरी	<input type="checkbox"/> फरवरी	<input type="checkbox"/> मार्च
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चावल														
	स्कूल/वर्ग (1-5) <input type="checkbox"/> लागू नहीं							स्कूल/वर्ग (6-8) <input type="checkbox"/> लागू नहीं						
	□ □ / □ □ / □ □ □ □							□ □ / □ □ / □ □ □ □						
	स्टाक रजिस्टर खिंचलाने भरना या अवह तारीख लिखें (दिनांक/महीना/साल)							स्टाक रजिस्टर खिंचलाने भरना या अवह तारीख लिखें (दिनांक/महीना/साल)						
महीना	बच्चों का नज्दकन	पिछले महीने का बचा चखत (किग्रा. में)	प्रका चखत (किग्रा. में)	उपयोग में तजागया चखत (किग्रा. में)	कितने दिन मध्यकन भोजन दिया गया	कितने बच्चों ने महीने में मध्यकन भोजन लिया	कितना चावल कम पड़ा (किलो/मा में)? अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगायें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें	बच्चों का नज्दकन	पिछले महीने का बचा चखत (किग्रा. में)	प्रका चखत (किग्रा. में)	उपयोग में तजागया चखत (किग्रा. में)	कितने दिन मध्यकन भोजन दिया गया	कितने बच्चों ने महीने में मध्यकन भोजन लिया	कितना चावल कम पड़ा (किलो/मा में)? अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगायें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें
अप्रैल 2011	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> लागू नहीं <input type="checkbox"/> पता नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> लागू नहीं <input type="checkbox"/> पता नहीं
मई 2011	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> लागू नहीं <input type="checkbox"/> पता नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> लागू नहीं <input type="checkbox"/> पता नहीं
जून 2011	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> लागू नहीं <input type="checkbox"/> पता नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> जाँचकरी नहीं	<input type="checkbox"/> लागू नहीं <input type="checkbox"/> पता नहीं

चावल (जारी)														
महीना	बच्चों का नॉर्मेन	पिछले महीने का बचा चवल (किग्रा. में)	प्रॉ चवल (किग्रा. में)	उपयोग में लजायाया चवल (किग्रा.में)	कितने दिन मध्यकून भोजन दिया गया	कितने बच्चों नडे महीन में मध्यकून भोजन लिया	कितना चावल कम पड़ा (किलोवा में)? अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगायें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें	बच्चों का नॉर्मेन	पिछले महीने का बचा चवल (किग्रा. में)	प्रॉ चवल (किग्रा. में)	उपयोग में लजायाया चवल (किग्रा.में)	कितने दिन मध्यकून भोजन दिया गया	कितने बच्चों नडे महीन में मध्यकून भोजन लिया	कितना चावल कम पड़ा(किलोवा में)? अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगायें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें
जुलाई 2011	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
अगस्त 2011	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
सितम्बर 2011	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
अक्टूबर 2011	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
नवम्बर 2011	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
दिसम्बर 2011	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> जलकशी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं

चावल (जारी)														
महीना	बच्चों का नोंकन	पिछले महीने का बचा चवल (किया. में)	प्रका चवल (किया. में)	उपयोग में लामायं चवल (किया.में)	कितने दिन मध्यकन भलेन दिया गया	कितने बच्चों ने महीने में मध्यकन भलेन लिया	कितना चावल कम पड़ा(किलोवा में)? अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगायें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें	बच्चों का नोंकन	पिछले महीने का बचा चवल (किया. में)	प्रका चवल (किया. में)	उपयोग में लामायं चवल (किया.में)	कितने दिन मध्यकन भलेन दिया गया	कितने बच्चों ने महीने में मध्यकन भलेन लिया	कितना चावल कम पड़ा(किलोवा में)? अगर कम नहीं पड़ा तो 'लागू नहीं' पर चिन्ह लगायें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें
जनवरी 2012	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
फरवरी 2012	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
मार्च 2012	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> जलकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं

अगर HM रजिस्टर दिखाने से इन्कार करें या रजिस्टर नहीं हो, तो उन्हें नीचे दिए विधान पर मलेर लागू और हस्ताक्षर करने को कहें :

मैं सूचित करता/करती हूँ कि स्कूल में 2011-12 का MDM रजिस्टर नहीं है/ MDM रजिस्टर नहीं दिखायेगे	HM का नाम	हस्ताक्षर	स्कूल की मोहर
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गेहूँ :- निर्देश: अगर किसी महीने स्कूल/वर्ग (1-5) या स्कूल/वर्ग (1-8) की बंका का एक साथ दृश्य यही है तो उसे स्कूल/वर्ग (1-5) के लिये दिये खाने में लिखे और उन महीनों पर नोटों में लिखें तय करें।
 अगर स्कूल/वर्ग (1-5) नहीं है तो उस के बंका में 'लागू नहीं' पर चिन्ह तय करें और अगर स्कूल/वर्ग (6-8) नहीं है तो उस के बंका में 'लागू नहीं' पर चिन्ह तय करें और स्कूल/वर्ग (1-8) के बंका में कतम भरें।
 अगर इस लिखने में गड़बड़ तय करें तो नोटों में लिखें तय करें। अगर रजिस्टर नहीं है/HM नहीं दिखाते तो उन महीने स पंढ के बंका में इस्तफर करें।

<input type="radio"/> सब महीने	<input type="radio"/> अप्रैल	<input type="radio"/> मई	<input type="radio"/> जून	<input type="radio"/> जुलाई	<input type="radio"/> अगस्त	<input type="radio"/> सितम्बर	<input type="radio"/> अक्टूबर	<input type="radio"/> नवम्बर	<input type="radio"/> दिसंबर	<input type="radio"/> जनवरी	<input type="radio"/> फरवरी	<input type="radio"/> मार्च
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गेहूँ <input type="radio"/> लागू नहीं						
स्कूल /वर्ग (1-5) <input type="radio"/> लागू नहीं			स्कूल /वर्ग (6-8) <input type="radio"/> लागू नहीं			
□ □ / □ □ / □ □ □ □			□ □ / □ □ / □ □ □ □			
स्टाक रजिस्टर खिल्लो बंका भरत ह तारीख (दिनांक/महीना/साल)			स्टाक रजिस्टर खिल्लो बंका भरत ह तारीख (दिनांक/महीना/साल)			
महीना	प्रका गहूँ (किग्रा. में)	उपयोग में तय कर गये गहूँ (किग्रा. में)	कितना गहूँ कम पड़ा (किलो/बंका में)? अगर कम नहीं पड़ा तो 'लागू नहीं' को चिन्ह करें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें	प्रका गहूँ (किग्रा. में)	उपयोग में तय कर गये गहूँ (किग्रा. में)	कितना गहूँ कम पड़ा (किलो/बंका में)? अगर कम नहीं पड़ा तो 'लागू नहीं' को चिन्ह करें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें
अप्रैल 2011	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
मई 2011	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
जून 2011	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
जुलाई 2011	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> जनकरी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं

गेहूँ (जारी)						
महीना	प्रजा गेहूँ (किग्रा. में)	उपयोग में लब्ध गेहूँ (किग्रा. में)	कितना गेहूँ कम पड़ा (किलो/आ में)? अगर कम नहीं पड़ता तो 'लागू नहीं' को चिन्ह करें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें	प्रजा गेहूँ (किग्रा. में)	उपयोग में लब्ध गेहूँ (किग्रा. में)	कितना गेहूँ कम पड़ा (किलो/आ में)? अगर कम नहीं पड़ता तो 'लागू नहीं' को चिन्ह करें, अगर पता नहीं तो 'पता नहीं' पर चिन्ह लगायें
अगस्त 2011	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
सितम्बर 2011	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
अक्तूबर 2011	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
नवम्बर 2011	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
दिसम्बर 2011	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
जनवरी 2012	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
फरवरी 2012	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं

मार्च 2012	<input type="checkbox"/> जलकधी नहीं	<input type="checkbox"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं	<input type="checkbox"/> जलकधी नहीं	<input type="checkbox"/> जलकधी नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> पता नहीं
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अगर HM रजिस्टर दिखाने से इन्कार करें या रजिस्टर नहीं हो, तो उन्हें नीचे दिए विधान पर मोहर लगाओ और हस्ताक्षर करने को कहें :

मैं सूचित करता/करती हूँ कि स्कूल में 2011-12 का MDM रजिस्टर नहीं है/ MDM रजिस्टर नहीं दिखायेंगे	HM का नाम	हस्ताक्षर	स्कूल की मोहर

टिप्पणी

खण्ड D: परिवर्तन लागत (दस्तावेज, सञ्जीचन तालिका, मसजिदे इक्षण - MDM रजिस्टर से)

सन् 2011-12 में 1-5 वर्ग के लिए प्रति छात्र परिवर्तन लागत कितनी थी रु _____ सन् 2011-12 में 6-8 वर्ग के लिए प्रति छात्र परिवर्तन लागत कितनी थी रु _____

निर्देश: अगर किसी महीने स्कूल/वर्ग (1-5) या स्कूल/वर्ग (6-8) की बकाया कवाची एक साथ देवी पत्र है तो उसे स्कूल/वर्ग (1-5) के लिये दिये खाने में लिखें और उन महीनों पर नोटीस दे दी है स्कूलों में लिखें तब तक।

अगर स्कूल/वर्ग (1-5) नहीं है तो उस कवाची नोटीस "लागू नहीं" पर चिन्ह तब तक दे दें और अगर स्कूल/वर्ग (6-8) नहीं है तो उस कवाची नोटीस "लागू नहीं" पर चिन्ह तब तक दे दें और स्कूल/वर्ग (1-5) हड़त देवी कवाची कवाची महीने। अगर

रजिस्टर नहीं है/HM नहीं दिखाते तो उन कवाची खण्ड कवाची में हस्ताक्षर करें।

<input type="radio"/> मब	<input type="radio"/> अप्रैल	<input type="radio"/> मई	<input type="radio"/> जून	<input type="radio"/> जुलाई	<input type="radio"/> अगस्त	<input type="radio"/> सितम्बर	<input type="radio"/> अक्टूबर	<input type="radio"/> नवम्बर	<input type="radio"/> दिसंबर	<input type="radio"/> जनवरी	<input type="radio"/> फरवरी	<input type="radio"/> मार्च
महीने												

महीना	परिवर्तन लागत कवाचियोजे (रु.)	
	स्कूल/वर्ग (1-5)	स्कूल/वर्ग (6-8)
अप्रैल 2011	<input type="radio"/> लागू नहीं <input type="radio"/> जाकवाची नहीं	<input type="radio"/> लागू नहीं <input type="radio"/> जाकवाची नहीं
मई 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
जून 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
जुलाई 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
अगस्त 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
सितम्बर 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
अक्टूबर 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
नवम्बर 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
दिसंबर 2011	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
जनवरी 2012	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
फरवरी 2012	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं
मार्च 2012	<input type="radio"/> जाकवाची नहीं	<input type="radio"/> जाकवाची नहीं

अगर HM रजिस्टर दिखाने से इन्कार करें या रजिस्टर नहीं हो तो उन्हें नोटीस दे दी विधान पर मंडेर लागू और हस्ताक्षर करने को कहें :

15	मैं सूचित करता/करती हूँ कि स्कूल में 2011-12 का MDM रजिस्टर नहीं है/ MDM रजिस्टर नहीं दिखायेगा	HM का नाम	हस्ताक्षर	स्कूल की मोहर
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खण्ड E : अनुदान सूचना सन् 2011-12**E1. मध्यकन भोजन बनाने के लिए राशि (परिवर्तन लागत) - स्कूल/वर्ग (1-5) के लिए (अगर स्कूल/वर्ग (6-8) है तो जेयह के लिए राशि तय करें)****निर्देश: अगर पासबुक नहीं है/HM नहीं दिखाते तो उनसे इस खण्ड के अंत में हस्ताक्षर लें।**

E1A अनुदान प्राप्ति			E.1B अनुदान निकासी		
स्कूल /वर्ग (1-5)			स्कूल / वर्ग (1-5)		
क्रि.सं.	प्राप्ति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)	क्रि.सं.	पैसा निकालने की तिथि (पासबुक से)	निकासी रकम (रु) (पासबुक से)
1	___/___/20__		1	___/___/20__	
2	___/___/20__		2	___/___/20__	
3	___/___/20__		3	___/___/20__	
4	___/___/20__		4	___/___/20__	
5	___/___/20__		5	___/___/20__	
6	___/___/20__		6	___/___/20__	
7	___/___/20__		7	___/___/20__	
8	___/___/20__		8	___/___/20__	
9	___/___/20__		9	___/___/20__	
10	___/___/20__		10	___/___/20__	
11	___/___/20__		11	___/___/20__	
12	___/___/20__		12	___/___/20__	
13	___/___/20__		13	___/___/20__	
14	___/___/20__		14	___/___/20__	
16	___/___/20__		16	___/___/20__	
17	___/___/20__		17	___/___/20__	
18	___/___/20__		18	___/___/20__	

16

टिप्पणी

E2 मध्यह्न भोजन बनाने के लिए राशि / परिवर्तन लागत - स्कूल/वर्ग (6-8) (अगर स्कूल/वर्ग (6-8) है तो यहाँ पर लिखें तभी तभी)

E.2.A अनुदान प्राप्ति			E.2.B अनुदान निकासी		
स्कूल/वर्ग (6-8)			स्कूल/वर्ग (6-8)		
क्रि.सं.	प्रतिमा की तिथि (पासबुक से)	प्राप्त रकम (₹) (पासबुक से)	क्रि.सं.	पैसा निकालने की तिथि (पासबुक से)	निकासी रकम (₹) (पासबुक से)
1	___/___/20__		1	___/___/20__	
2	___/___/20__		2	___/___/20__	
3	___/___/20__		3	___/___/20__	
4	___/___/20__		4	___/___/20__	
5	___/___/20__		5	___/___/20__	
6	___/___/20__		6	___/___/20__	
7	___/___/20__		7	___/___/20__	
8	___/___/20__		8	___/___/20__	
9	___/___/20__		9	___/___/20__	
10	___/___/20__		10	___/___/20__	
11	___/___/20__		11	___/___/20__	
12	___/___/20__		12	___/___/20__	
13	___/___/20__		13	___/___/20__	
14	___/___/20__		14	___/___/20__	
16	___/___/20__		16	___/___/20__	
17	___/___/20__		17	___/___/20__	
18	___/___/20__		18	___/___/20__	
19	___/___/20__		19	___/___/20__	

17

टिप्पणी

E.3 बैंक के मध्यस्थन भोजन खाते से जुड़ी जानकारी

		स्कूला/वर्ग (1-5)	स्कूला/वर्ग (6-8)
1.	2011-2012 में MDM का पैसा किस बैंक में आया था - उस बैंक का नाम बताएं? (यदि पहले तीनों तिमाहों में बड़े अंतरों में तिमाहें)		
2.	क्या बित्तिय वर्ष 2011-2012 में मध्यस्थन भोजन के लिए एक अलग बैंक खाता था?	<input type="radio"/> हां <input type="radio"/> नहीं	<input type="radio"/> हां <input type="radio"/> नहीं
3.	अगर मध्यस्थन भोजन का अलग बैंक खाता था तो क्या उसमें पैसा आया था? (अगर अलग बैंक खाता नहीं है तो लागू नहीं पर चिन्ह लगाएं)	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> लागू नहीं	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> लागू नहीं
4.	बैंक की स्कूला सज्दहूरी (किलोमीटर में)	<input type="radio"/> 0-2 की०मी <input type="radio"/> 2-5 की०मी <input type="radio"/> 5-7 की०मी <input type="radio"/> 7-10 की०मी <input type="radio"/> 10 की०मी सज्दहूरी	<input type="radio"/> 0-2 की०मी <input type="radio"/> 2-5 की०मी <input type="radio"/> 5-7 की०मी <input type="radio"/> 7-10 की०मी <input type="radio"/> 10 की०मी सज्दहूरी
5.	पासबुक में पिछले लेन-देन की तारीख (कृपया ३० दिनों में महाली सज्दहूरी के रूप में भरें)	___/___/20__	___/___/20__

टिप्पणी

F1 रसोइये के वेतन (2011-12) (अगर स्कूल में रसोइये नियुक्त नहीं हैं तो मोहताबिनह लगायं ○)

रसोइये के वेतन की प्रगति		
किस्त सं.	प्रगति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)
1	___ / ___ / 20__	
2	___ / ___ / 20__	
3	___ / ___ / 20__	
4	___ / ___ / 20__	
5	___ / ___ / 20__	
6	___ / ___ / 20__	
7	___ / ___ / 20__	
8	___ / ___ / 20__	
9	___ / ___ / 20__	
10	___ / ___ / 20__	

रसोइये के वेतन की निकासी		
किस्त सं.	प्रगति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)
1	___ / ___ / 20__	
2	___ / ___ / 20__	
3	___ / ___ / 20__	
4	___ / ___ / 20__	
5	___ / ___ / 20__	
6	___ / ___ / 20__	
7	___ / ___ / 20__	
8	___ / ___ / 20__	
9	___ / ___ / 20__	
10	___ / ___ / 20__	

दिष्पणी

F2 सहायक के वेतन (2011-12) (अगर स्कूल में सहायक नियुक्त नहीं हैं तो मोहताबिनह लगायं ○)

सहायक के वेतन की प्रगति		
किस्त सं.	प्रगति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)
1	___ / ___ / 20__	
2	___ / ___ / 20__	
3	___ / ___ / 20__	
4	___ / ___ / 20__	
5	___ / ___ / 20__	
6	___ / ___ / 20__	
7	___ / ___ / 20__	
8	___ / ___ / 20__	

सहायक के वेतन की निकासी		
किस्त सं.	प्रगति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)
1	___ / ___ / 20__	
2	___ / ___ / 20__	
3	___ / ___ / 20__	
4	___ / ___ / 20__	
5	___ / ___ / 20__	
6	___ / ___ / 20__	
7	___ / ___ / 20__	
8	___ / ___ / 20__	

19

F3 बर्तन इत्यादि के लिए अनुदान (2011-12)

क्या आपको अप्रैल 2011 से मई 2012 के बीच रसोई के बर्तनों इत्यादि के लिये अनुदान मिला था ? हाँ नहीं
 (अगर 2011-12 में अनुदान नहीं मिला तो टिकें "नहीं" पर निम्न तालिका; वरना वसतुओं की तिथि और प्राप्त रकम के लिए निम्न तालिका)

अगर 2011-12 में अनुदान नहीं मिला तो अनुदान प्राप्ति की की आखरी तारीख क्या थी ___/___/___

रसोई के बर्तनों के लिए अनुदान की प्राप्ति <input type="radio"/> हाँ <input type="radio"/> नहीं		
किस्त सं.	प्राप्ति की तिथि (पासबुक से)	प्राप्त रकम (₹) (पासबुक से)
1	पासबुक में तारीख ___/___/20__	
2	___/___/20__	
3	___/___/20__	

रसोई के बर्तनों के लिये निकाली गई रकम <input type="radio"/> हाँ <input type="radio"/> नहीं		
किस्त सं.	प्राप्ति की तिथि (पासबुक से)	प्राप्त रकम (₹) (पासबुक से)
1	पासबुक में तारीख ___/___/20__	
2	___/___/20__	
3	___/___/20__	

टिप्पणी

F4 रसोईघर के लिए अनुदान (2011-12)

क्या आपको अप्रैल 2011 से मई 2012 तक रसोई घर बनाने के लिये अनुदान मिला था ? हाँ नहीं
 (अगर 2011-12 में अनुदान नहीं मिला तो टिके में "क्या नहीं" पर निह तब तक; अगर बनना कभी नहीं सिवाव वीवइअर निह तब तक)

अगर 2011-12 में अनुदान नहीं सिवाव अनुदान प्राप्ति की आखरी तारीख क्या थी (दिनांक महीना साल) ___/___/___

रसोई घर बनाने के लिये : शुरू करने की तारीख (दिनांक महीना साल) ___/___/___ समाप्त होने की तिथि (दिनांक महीना साल) ___/___/___

अगर रसोई घर कभी नहीं बना तो महीना निह लगाएँ

रसोईघर के अनुदान की प्रगति		
क्रिस्त सं.	प्रगति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6/	___/___/20__	

रसोईघर के अनुदान की तिकसी		
क्रिस्त सं.	प्रगति की तिथि (पासबुक से)	प्राप्त रकम (रु) (पासबुक से)
1	___/___/20__	
2	___/___/20__	
3	___/___/20__	
4	___/___/20__	
5	___/___/20__	
6	___/___/20__	

अगर HM रजिस्टर दिखाने से इनकार करें या रजिस्टर नहीं हो तो उन्हें न के लिए विधान पर महर लगाएँ और हस्ताक्षर करने को कहें :

मैं सूचित करता/करती हूँ कि स्कूल में 2011-12 का MDM रजिस्टर नहीं है/ MDM रजिस्टर नहीं दिखायेगे	HM का नाम	हस्ताक्षर	स्कूल की मोहर
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भाग 4: स्कूल प्रश्नावली (HM/MDM इंचार्ज के लिए) जहाँपर मध्यह्न भोजन स्कूल में नहीं पकवाया जाता बल्कि स्कूल कोपहुँचाया जाता है

1.	इस स्कूल में कौन सी संस्था 2011-12 में मध्यह्न भोजन पका कर देती थी? (नाम) (अगर बंबे की में लिख रहुँ तो कृपया बड़े धरों में सफ़ाई सँकेत करें)	
2.	किस समय खाना स्कूल में पहुँचाया जाता था?	<input type="radio"/> 7:00 - 7:30am <input type="radio"/> 7:30am - 8:00am <input type="radio"/> 8:00-8:30am <input type="radio"/> 8:30am-9:00am <input type="radio"/> 9:00-9:30pm <input type="radio"/> 9:30-10:00pm <input type="radio"/> 10:00-10:30am <input type="radio"/> 10.30 -11:00am <input type="radio"/> 11:00-11.30am <input type="radio"/> 11.30-12:00pm <input type="radio"/> 12:00:12.30pm <input type="radio"/> 12.30-1:00pm <input type="radio"/> 1:00-1:30pm <input type="radio"/> 1.30-2:00pm
3.	क्या मध्यह्नभोजन हमेशा मनुके हिसाब से दिया जाता था? (अगर बंबे कम कीकम की हूँ, तो "यही" पर लिख तय करें)	<input type="radio"/> हाँ <input type="radio"/> नहीं
4.	क्या मध्यह्नभोजन बाटने से पहले आप या अन्य शिक्षक हमसे उसे चखते थडे (अगर हमसे उने हीं तो "यही" पर लिख तय करें) अगर बंबे कम कीकम की हूँ, तो नहीं पर लिख तय करें।)	<input type="radio"/> हाँ <input type="radio"/> नहीं
5.	क्या 2011-12 में भोजन की मात्रा सभी बच्चों के लिए हमसे उमयत हूँ थी? (अगर हमसे उने हीं तो "यही" पर लिख तय करें) अगर बंबे कम कीकम की हूँ, तो नहीं पर लिख तय करें।)	<input type="radio"/> हाँ <input type="radio"/> नहीं
6.	क्या आपने 2011-12 में कभी खाना वापिस किया था?	<input type="radio"/> हाँ <input type="radio"/> नहीं
7.	अगर हाँ, तो ऐसा 2011-12 में कितनी बार हुआ था? (यदि नहीं हुआ तो "लागू नहीं" पर चिन्ह लगाएं)	<input type="radio"/> महीने में एक बार <input type="radio"/> 2-3 महीने में एक बार <input type="radio"/> 6 महीने में एक बार <input type="radio"/> साल में एक बार <input type="radio"/> लागू नहीं
8.	यदि हाँ, तो ऐसे क्योँ हुआ था? (अगर ऐसा नहीं हुआ तो "लागू नहीं" पर चिन्ह लगाएं। बिना उतक हूँ उन सभी पर लिख तय करें।)	<input type="radio"/> खाना खराब हो गया था <input type="radio"/> खाना कम पका हुआ था <input type="radio"/> खाना स्वादहीन था <input type="radio"/> खाना बहुत ज्यादा मसालेदार था <input type="radio"/> अन्य, स्पष्ट करें <hr/> <input type="radio"/> लागू नहीं
9.	क्या आपने 2011-12 में खाने की गुणवत्ता मात्रा के बारे में शिकायत की थी?	<input type="radio"/> हाँ

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	<p>10. यदि हां, तो आपने किससे शिकायत की थी?</p> <p>(यदि तबले आइएँ उन सभीपर छि न्ह तय आं बगर छि कयत नहीँ की तबे "संसाधु नहीँ" पर छि न्ह तय आं।)</p>	<p><input type="radio"/> नहीं</p> <p><input type="radio"/> संस्थे द्वारा चलए जा रहे केंद्रीय रसोइघर</p> <p><input type="radio"/> संस्था का जिला / राज्य मुख्यालय</p> <p><input type="radio"/> संकेत समन्वयक से</p> <p><input type="radio"/> प्रखंड अधिकारियों से</p> <p><input type="radio"/> जिला अधिकारियों से</p> <p><input type="radio"/> पंचायत</p> <p><input type="radio"/> विद्यालय प्रबंधन समिति / विद्यालय शिक्षा समिति</p> <p><input type="radio"/> अन्य, स्पष्ट करें</p> <p><input type="radio"/> लच्छाही</p>
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मध्याह्न भोजन: साधारण प्रश्नावली

i k h l e; % □ : □ □ % s
24 घंटों के फॉर्मेट में समय भरिये

Hk& 2 fuj kkkij vki jr

i z u y h d k a f u j k k k a r a p d i r h k l o j j k k u j k k o j u s i j g h i k t k u g s f d l h i h i a t @ v n k m r d i @ r t d i v a l s i z u u g a n u s A

I. cPlachniLFHr
(उपस्थिति रजिस्टर 9 वन के बंधन में है)

d{k	fxurh}k k miLFHr (vxj dbZ l Bku/v r f gS l g S s k s y v t i s e)
d{k 1	
d{k 2	
d{k 3	
d{k 4	
d{k 5	
d{k 6	
d{k 7	
d{k 8	
d g	

II. f k{d} j l h z j l g k d j p u k

S. No.	कुल	उपस्थिति (fxurh}k k)
2.1	f k{d} l h z h l p; k (HM / f r ; d y a x z v h a u c h v के f k{d} l e d l e N B d j)	
2.2	j l h z j l e d h l p; k	
2.3	l g k d d h l p; k (अगर कोई अलग सहायक न हो तो '00' लिखें)	

III. i k j n' h z a k e b a m e i z u (वर्ष 2012-13 की जानकारी के लिए)

3.1.1	D k e e l g u h h s u d k e a v n' h z s d s f y , d h z h z g S	<input type="radio"/> g k <input type="radio"/> u g a
3.1.2	v x j g r l e d k o l e z i j l o z f u d l f k u i j g S (अगर नहीं है तो '0' लिखें)	<input type="radio"/> g k <input type="radio"/> u g a <input type="radio"/> y k v u g a
3.1.3	v x j g r l e d k o l e z i j 2012-13 d h l p u k g S (अगर नहीं है तो '0' लिखें)	<input type="radio"/> g k <input type="radio"/> u g a <input type="radio"/> y k v u g a
3.2.1	f t r u s c P l e d h s M D M f e y j g k g S d k n t s n' h z s d k d h z h z g S	<input type="radio"/> g k <input type="radio"/> u g a
3.2.2	D k o l e z i j l o z f u d l f k u i j g S (अगर नहीं है तो '0' लिखें)	<input type="radio"/> g k <input type="radio"/> u g a <input type="radio"/> y k v u g a
3.2.3	D k o l e z i j n t f n u r d d h l p u k g S (अगर नहीं है तो '0' लिखें)	<input type="radio"/> g k <input type="radio"/> u g a <input type="radio"/> y k v u g a

IV. स्कूल e e j l h z d h l p / k

4.1	D k स्कूल e a j l h z k एकजित j l h z और- H h j k g S	<input type="radio"/> g k <input type="radio"/> u g a
4.2	[k u k d g k i d k t k k g S	<input type="radio"/> स्कूल के परिसर के v l h j <input type="radio"/> स्कूल के परिसर के c k j
4.3	अज्ञात कहाँ पर रखे जाते हैं हैं (vxj स्कूल e a g r a g S l s d i ; k i / k u p k z @ f k { d l s i h a i d d g k g S	<input type="radio"/> स्कूल e e स्थित j l h z j <input type="radio"/> स्कूल e e स्थित H h j k g S <input type="radio"/> स्कूल e a d g r a और (t B s d { k v k Q ; k c j l e n k j v k n) <input type="radio"/> e t j k k @ प्रथम के k e a <input type="radio"/> f k { d @ H M @ j l h z s d k k <input type="radio"/> j k k u की दकूआ @ l e e a n i p r n j d h n d k u <input type="radio"/> v l j d h s, स्पष्ट करें

V. वनियदीयविधौ

5.1.1	D kfj kH7lae fy, 'H6ly; gS	<input type="radio"/> g1 <input type="radio"/> uga
5.1.2	D km1 ij rlykyxkgakgS (vxj ugaSksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja
5.1.3	D kog b;rely केय; d gS (Dkaf; b;rely dj j;gS अवर त क्त वत यल हूँ है rksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja
5.2.1	D kyMd; ledsy, vyx l s' H6ly; gS (वयर f; kH7lae Q fy, 'H6ly; नहीं gS rksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja
5.2.2	D km1 ij rlykyxkgakgS (vxj 'H6ly; ugaSksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja
5.2.3	D kog b;rely dsykd gS (Dk त हु किय क्त b;rely dj रहनी gS; vxj 'H6ly; ugaS अवर क्त वत यल हूँ है तले d; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja
5.3.1	D k क्तल eai husाे i kuh के fy, dlsz; a; kuy gS (vxj ugaSksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga
5.3.2	; fn gj rksD क आप ni dki kuh i hl drsgs (vxj dlsz; a; kuy ugaSksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja
5.3.3	vxj g; a; kuy ugaS ni dki kuh नहीं i hl drs rksD kvk usi husdi kuh hvU सङ्घि थाने k (vxj g; E; kuy gS ni dki kuh i hl drs' rksd; k *ykwgf*ij f;lg yxka	<input type="radio"/> g1 <input type="radio"/> uga <input type="radio"/> y kwgja

टिप्पणी

सम वसि | e; १० □ : □ □ १६६
 24 घंटों के केंद्र में समय परिचय

भाग - 3

रसोइये के लिये प्रश्नावली (रसोइये के लिए प्रश्न; अगर रसोइया मौजूद न हो तो मुख्य अध्यापक से पूछें)

प्रतिवादी: रसोइया सहायक मुख्य अध्यापक

निर्देश : अगर एक से ज्यादा रसोइये /सहायक हो तो किसी एक को चुनें ।

1.	आप खाना बनाने की कितनी बजे शुरू करते हैं?	<input type="radio"/> 5:00-5:30 am <input type="radio"/> 5:30-6:00am <input type="radio"/> 6:00-6:30 am <input type="radio"/> 6:30-7:00am <input type="radio"/> 7:00-7:30 am <input type="radio"/> 7:30-8:00 am <input type="radio"/> 8:00-8:30 am <input type="radio"/> 8:30-9:00 am	<input type="radio"/> 9:00-9:30 am <input type="radio"/> 9:30-10.00 am <input type="radio"/> 10.00-10:30 am <input type="radio"/> 10.30-11.00 am <input type="radio"/> 11.00-11:30 am <input type="radio"/> 11:30-12.00 am <input type="radio"/> 12.00-12:30 am <input type="radio"/> 12:30 के बाद
2.	खाना बनाने के लिए कौन से ईंधन का उपयोग होता है? <i>(बोतल में उन सभी पर चिह्न लगाएँ)</i>	<input type="radio"/> धुआँ रहित चूल्हा <input type="radio"/> लकड़ी <input type="radio"/> गोबर/उपला/गोयटा <input type="radio"/> मिट्टी का तेल <input type="radio"/> गैस <input type="radio"/> अन्य, बताएँ _____	
3.	क्या स्कूल में खाना पकाने के लिए पर्याप्त बर्तन हैं?	<input type="radio"/> हाँ <input type="radio"/> नहीं	
4.	क्या स्कूल में खाना परोसने के लिए पर्याप्त बर्तन हैं? (जैसे कढ़ाई ; प्लेट आदि)	<input type="radio"/> हाँ <input type="radio"/> नहीं	
5.	क्या स्कूल में अनाज व दूसरी सामग्री भरकर रखने के लिए पर्याप्त बर्तन हैं?	<input type="radio"/> हाँ <input type="radio"/> नहीं	
6.	थालियों के लिए का क्या इंतजाम है? <i>(बोतल में उन सभी पर चिह्न लगाएँ)</i>	<input type="radio"/> प्लेट व दूसरी चीजें स्कूल से दी जाती हैं? <input type="radio"/> प्लेटें व दूसरी चीजें घर से लाते हैं? <input type="radio"/> बच्चे खुद जुगाड करते हैं (जैसे कापी में से पेज फाड़ते हैं या दूसरे बच्चों से मिल-बांट कर लेते हैं) <input type="radio"/> अन्य, स्पष्ट करें _____	

टिप्पणी

7.	रसोइयेको हर महीने हप्ता में कितना वेतन मिलता है?	रु
8.	रसोइये को वेतन कब-कब मिलता है?	<input type="radio"/> हर महीने <input type="radio"/> हर 6 महीने में <input type="radio"/> हर 2-3 महीने में <input type="radio"/> साल में एक बार
9.	रसोइयेको कौंसिललासेवेन कब मिलता है? (उसकी तिथि (दिनांक/महीना/ वर्ष) कौंरूप में लिखें)	___/___/20__
10.	क्या रसोइयेको 2011-12 में कोई ट्रेनिंग दी गई थी	<input type="radio"/> हां <input type="radio"/> नहीं
11.	अगर हां, तो कुल कितने दिन के लिए? (अगर ट्रेनिंग नहीं मिली तो उसे "तला हुआ नहीं" पर लिख दें तय करें)	<input type="radio"/> लंबा नहीं
12.	सहायक को हर महीने हप्ता में कितना वेतन मिलता है? (अगर सहायक नहीं है तो उसे "तला हुआ नहीं" पर लिख दें तय करें)	रु <input type="radio"/> लंबा नहीं
13.	सहायक को वेतन कब-कब मिलता है? (अगर सहायक नहीं है तो उसे "तला हुआ नहीं" पर लिख दें तय करें)	<input type="radio"/> हर महीने <input type="radio"/> हर 6 महीने में <input type="radio"/> हर 2-3 महीने में <input type="radio"/> साल में एक बार
14.	सहायक कौंसिललासेवेन कब मिलता है? (उसकी तिथि (दिनांक/महीना/ वर्ष) कौंरूप में लिखें / अगर सहायक नहीं है तो उसे "तला हुआ नहीं" पर लिख दें तय करें)	___/___/20__ <input type="radio"/> लंबा नहीं
15.	क्या सहायक को 2011-12 में कोई ट्रेनिंग दी गई थी (अगर सहायक नहीं है तो उसे "तला हुआ नहीं" पर लिख दें तय करें)	<input type="radio"/> हां <input type="radio"/> नहीं <input type="radio"/> लंबा नहीं
16.	अगर हां, तो कुल कितने दिन के लिए? (अगर ट्रेनिंग नहीं मिली तो उसे "तला हुआ नहीं" पर लिख दें तय करें)	<input type="radio"/> लंबा नहीं

स्कूल से निकलने से पहले अंतिम में भरें

	1. सर्वेक्षण की तारीख	
	भेंट 1	भेंट 2
		अगर दूसरी भेंट न हो तो "लागू नहीं" पर निह लगे <input type="radio"/> लगे हों
2.1.1. तिथि: (तिथि/महीना/साल)		2.2.1. तिथि: (तिथि/महीना/साल)
2.1.2 भेंट का समय: <input type="text"/> : <input type="text"/> (24 घंटे के फॉर्मेट में)		2.2.2 भेंट का समय: <input type="text"/> : <input type="text"/> (24 घंटे के फॉर्मेट में)
2.1.3 क्या पहली भेंट के दौरान मध्याह्न भोजन दिया गया था? <input type="radio"/> हाँ <input type="radio"/> नहीं		2.2.3 क्या दूसरी भेंट के दौरान मध्याह्न भोजन दिया गया था? <input type="radio"/> हाँ <input type="radio"/> नहीं
2. भेंट के दिन मध्याह्न भोजन क्यों नहीं दिया गया ? (यह सर्वेक्षण HM/MDM-इंजिनियरिंग है। खितना केवल तभी करें, उन सभी पर निह तय करें)	<input type="radio"/> मध्याह्न भोजन स्कूल में कभी नहीं दिया जाया <input type="radio"/> लागू नहीं <input type="radio"/> NGO ने खाना नहीं दिया था <input type="radio"/> अनाज पर्याप्त नहीं था <input type="radio"/> सब्जियाँ, दालें, ईंधन पर्याप्त नहीं था <input type="radio"/> रसोईया नहीं आयोया <input type="radio"/> मध्याह्न भोजन जिन शिक्षक के प्रभार में है, वह अनुपस्थित थे <input type="radio"/> सरकार खाना बनाने की राशि (परिवर्तन लागत का पैसा) नहीं आयोया <input type="radio"/> बच्चे नहीं खाते/पसंद नहीं करते <input type="radio"/> बच्चों की उपस्थिति कम थी <input type="radio"/> अन्य, स्पष्ट करें: _____	<input type="radio"/> मध्याह्न भोजन स्कूल में कभी नहीं दिया जाया <input type="radio"/> लागू नहीं <input type="radio"/> NGO ने खाना नहीं दिया था <input type="radio"/> अनाज पर्याप्त नहीं था <input type="radio"/> सब्जियाँ, दालें, ईंधन पर्याप्त नहीं था <input type="radio"/> रसोईया नहीं आयोया <input type="radio"/> मध्याह्न भोजन जिन शिक्षक के प्रभार में है, वह अनुपस्थित थे <input type="radio"/> सरकार खाना बनाने की राशि (परिवर्तन लागत का पैसा) नहीं आयोया <input type="radio"/> बच्चे नहीं खाते/पसंद नहीं करते <input type="radio"/> बच्चों की उपस्थिति कम थी <input type="radio"/> अन्य, स्पष्ट करें: _____
3. क्या किसी अध्यापक ने भोजन खाया था?	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> पता नहीं	<input type="radio"/> हाँ <input type="radio"/> नहीं <input type="radio"/> पता नहीं
4. जाकर बीमरने के लिए आपने कौन-कौन से दस्तावेज देखे (यदि वे तय हैं उन सब पर निह तय करें)	<input type="radio"/> पत्रा बक <input type="radio"/> स्टॉक रजिस्टर <input type="radio"/> मध्याह्न भोजन रजिस्टर <input type="radio"/> उपस्थिति कार्ड रजिस्टर <input type="radio"/> उपयुक्तता प्रमाण पत्र <input type="radio"/> अन्य, स्पष्ट करें: _____	<input type="radio"/> पत्रा बक <input type="radio"/> स्टॉक रजिस्टर <input type="radio"/> मध्याह्न भोजन रजिस्टर <input type="radio"/> उपस्थिति कार्ड रजिस्टर <input type="radio"/> उपयुक्तता प्रमाण पत्र <input type="radio"/> अन्य, स्पष्ट करें: _____
5. समग्र का समय	<input type="text"/> : <input type="text"/> घंटे (24 घंटे के फॉर्मेट में)	<input type="text"/> : <input type="text"/> घंटे (24 घंटे के फॉर्मेट में)

दिन के अंत में, यह भाग निरीक्षण और रजिस्टर के आधार पर भरें

28

1.	क्या खाना दिन के मौजूके अनुसार बना था? (निरीक्षण करें)	<input type="radio"/> हाँ <input type="radio"/> नहीं	
2.	कितने बच्चों ने मध्याह्न भोजन खाया (मध्याह्न भोजन रजिस्टर से)	आज	कल

3.	क्या उपस्थिति रजिस्टर व मध्याह्न भोजन रजिस्टर में अन्तर है (दोनों रजिस्टर की तुलना करें)		
		आज	कल
	<input type="radio"/> हाँ	<input type="radio"/> हाँ	<input type="radio"/> हाँ
	<input type="radio"/> नहीं	<input type="radio"/> नहीं	<input type="radio"/> नहीं