

DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
KOHIMA CAMPUS



Final Monitoring Report on SSA Performance
Nagaland – 2012
(Wokha, Phek and Dimapur)

Dr. Buno Zetsuvi
Nodal Officer
Monitoring Institute
Nagaland University

DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY KOHIMA CAMPUS, MERIEMA

FINAL MONITORING REPORT ON SSA PERFORMANCE IN
NAGALAND – 2012.

Dr. Buno Zetsuvi
Department of Education
Nagaland University,
Kohima

Ph: 9436013084
Date: 14th Feb.2013

Dear Sir/Madam,

This is for your kind information that the supervision and monitoring of SSA performance for Wokha district (5th Oct.-25th Oct), Phek district (29th Oct-28th Nov) and Dimapur district (30th Nov -14th Dece) have been completed and the report has been furnished herewith.

The visits to the schools indicate a greater improvement in school systems as SSA has boosted greater development than the previous years and greater effect in the rural areas too where the improvement was slower earlier. The enthusiasm and involvement shown by the VEC and WEC members predicts that Nagaland will be one of the States where the impact of SSA would be the greatest. ‘Schools without any structure’ or ‘schools with uninhabitable structure’ is never been or least been heard of these days.

Hoping that the existing loopholes may be eradicated by involvement and sincere participation of every one concerned.

Yours Sincerely,

(Dr. Buno Zetsuvi)
Nodal Officer

Copy to :

1. K.Girija Shankar,
Senior Consultant(Monitoring) SSA, New Delhi.
2. The P.S. to Vice Chancellor,
Nagaland University
3. The Registrar, Nagaland University
4. State Project Director SSA, Nagaland.
5. Head, Deptt. of Education, Nagaland University.

(Dr. Buno Zetsuvi)

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***Final Monitoring Report on SSA Performance
Wokha District, Nagaland – 2012***

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Nodal Officer
Monitoring Institute
Nagaland University

REPORT OF SSA IN NAGALAND

WOKHA DISTRICT

5th October- 25th October -2012



Dr. Buno Zetsuvi
Nodal Officer
Nagaland University

A REPORT ON MONITORING AND SUPERVISION OF SSA AND MDM ACTIVITIES IN WOKHA DISTRICT NAGALAND

Wokha District is an administrative district of Nagaland with its headquarters located at Wokha. Wokha District was created in the year 1973. Wokha District is situated in the mid-western part of Nagaland, adjacent to the Sibsagar plain region of Assam. Wokha is the district headquarter this district. Wokha District is bounded by Mokokchung district in the north, by Kohima District in the south, by Zunheboto District in the east and by Assam in the west. Wokha District is situated at latitude of 26 degree 8 minutes north and longitude of 94 degree 18 minutes east. It is located at a distance of 80 kms from Kohima as well as from Mokokchung. Total population of Wokha District is 1, 61,098, out of which male population is 83,620 and female population is 77,478.

DEMOGRAPHY

According to the 2011 census Wokha district has a population of 166,239, roughly equal to the nation of Saint Lucia. This gives it a ranking of 595th in India (out of a total of 640). Wokha has a sex ratio of 969 females for every 1000 males, and a literacy rate of 87.6%.

ACCESS

PHYSICAL ACCESS:

Monitoring Institute of Nagaland University had visited 40 schools in Wokha District of Nagaland State. The survey was done during the period of 5th October 25th October 2012. The 40 schools comprising of 1(2.5%) Government High School, 5(12.5%) Government Middle Schools and 34(85%) Government Primary Schools. All the 40 schools served 28 habitations. The distance of the 40 schools was within a distance of a maximum 1 ½ kilometers. The total enrolment of all the 40 schools was 2496. On the day of the MI visit the number of students present was 2,257. It was found that there was no such feature in the vicinity of or on the route to schools, which pose/may pose any danger or threat to the safety, health or hygiene of the children. It

was observed that there were private upper primary schools within a distance of 0-1 Km from the habitations where they are located.

QUALITY OF ACCESS:

1. SCHOOL CLASSROOM:

Regarding the school classroom, it was found that in all the 40 schools there were adequate rooms. But the enrolment in all the schools was quite less comparing the other districts. The student- classroom ratio was found 1:10 as there were a total of 2,496 students' occupied 257 classrooms. In 18(45%) schools the classrooms were under good condition, in 18(45%) schools average and in the remaining 4 (10%) schools classrooms were of poor condition. The condition of the rooms needs to be improved. The students-classroom ratio of all the 40 schools was 1:10. On view of the suitability of the classroom in relation to enrollment of students 36(90%) schools were of the view that it was adequate whereas 4(10%) schools were contrary. It was found that the availability of sitting space per child was quite adequate in 38(95%) schools and in 2(5%) schools, inadequate. The teacher-student ratio of all the 40 schools was 1:30

2. FURNITURE:

Regarding furniture for students, it was observed that in 29(72.5%) schools furniture were adequate whereas in 11(27.5%) schools they were inadequate. High majority of the schools (36 schools; 90%) stated that the quality of the furniture for the children was average and in the remaining 4 schools it was poor.

3. LIGHT AND VENTILATION:

Regarding the light and ventilation, 30(75%) schools had proper lighting arrangement in the classrooms and 10(25%) schools needed to rearrange the classroom for proper lighting. 26(65%) schools were equipped with classrooms with proper ventilation whereas 14(35%) schools were found contradictory to the above.

4. BUILDING DESIGN:

During the MI visit it was found that 35(87.5%) schools were with the gates and they were of child friendly. In all the 40 schools the door latches were well equipped. It was found that only 16(40%) schools had stairs. The flooring of the schools was found to be in poor conditions 9 (22.5%) schools had good flooring whereas the remaining was in poor conditions. It was found that all the 40 schools in the district had proper windows and more details are furnished in the table given above. Moreover, the pillars were child friendly.

5. BLACKBOARD IN CLASSROOM:

Regarding the blackboards in classroom, 40(100%) schools were equipped with blackboards and it was found that all the children were benefited from the blackboards. In 34 schools(85%) the blackboards were of average quality whereas in 6(15%) schools they were of good quality. It was found that in all the 40 schools the blackboards were centrally placed. In 22(55%) schools blackboards were not well painted whereas in 18(45%) schools blackboards were painted well.

6. RAMP:

Out of the 40 schools visited by the MI, there was only 1(2.5%) school fitted with ramp but it was not in use.

7. TOILETS IN THE SCHOOLS:

Sl.No	Access to Toilets	Yes	No
1	Is there separate provision for girls and boys toilets?	10(25%)	30(75%)
2	Are the toilets available in the schools adequate for students?	22(55%)	18(45%)
3	Are the students allowed to use the toilets?	40(100%)	
4	Is running water available in toilets?	8(20%)	32(80%)
5	Is no, are the toilets maintained properly?	37(92.5%)	3(7.5%)
6	Are the toilets maintained properly?	4(10%)	36(90%)
7	Are the toilets CWSN friendly?	6(15%)	34(85%)
8	Do the girls have incinerator facility?		40(100%)

The availability, conditions and maintenance of the toilets are projected in the above table.

8. DRINKING WATER:

Regarding the drinking water facility, it was found that 35(87.5%) schools had proper drinking water facilities whereas 5(12.5%) schools did not have. The sources of water in all the 40 schools were springs, PWD pipe line, ring well and harvest water. The respondents expressed that the children made use of the water facilities in all the schools.

9. PLAYGROUND:

It was observed that 12(30%) schools had their own school playgrounds whereas the remaining 28(70%) schools did not have playground. So, during sports meet the schools used the public local ground or nearby open space. The respondents stated that the schools organized sport meet once in a year besides the co-curricular activities.

SOCIAL ACCESS:

Regarding the pattern of population of the habitations and enrollment in the school, it was found that 21(52.5%) schools had children from all sections of the society. However, the remaining schools had the majority children from the STs. It was found that 7(17.5%) schools had CWSN. There were no particular social groups not attending the schools regularly. There was no discrimination practiced among the peer groups or between teachers and students.

ADDITIONAL ITEMS IN THE CONTEXT OF RTE:

The schools in the district had enrolled students belonging to different social groups, economic groups, CWSN, different religious groups, and gender. Regarding the teachers-students communication, MI observed that the teachers communicated with the students from different sections of society and the students also communicated with the

teachers freely and fearlessly without any hesitation. Interestingly, the sitting arrangements in the classroom were also very encouraging and motivating. The school atmosphere paved the way for every child intermingling with one another.

SPECIAL TRAINING FOR OUT OF SCHOOL CHILDREN:

It was found that no schools maintained or kept in possession of VER (Village Education Register) or WER (Ward Education Register). Therefore, no details could be collected regarding the Out of School Children.

QUALITY ISSUES:

1. ENABLING CONDITIONS:

Out of the 40 schools visited by the MI, there were 194 teachers. According to the school record there were 73 female teachers and 121 male teachers in all the 40 schools. The average pupil-teacher ratio was found to be 1:30. From all the schools visited, there were 23 positions found vacant for teachers' post. At the time of visit, 14(35%) schools expressed that science teachers were not available in the schools, 9(22.5%) schools needed mathematics teachers where only 2(5%) schools needed language teachers. It was found that a high majority of the school teachers were untrained. Out of 194 teachers, 107 teachers were untrained. Through BRC level, all the 40 schools' teachers were trained for the period of ten days. In 35(87.5%) schools, teachers expressed that the programmes were useful and helpful in the teaching learning process. All the 40 schools were found to be aware of the RTEA and the awareness programmes were made known through seminars, workshops, orientation programmes conducted by the SCERT. The teachers in all the schools were made known of RTEA by their respective head teachers. 24(60%) schools expressed that the schools did not receive the free books given by the government within one month of the commencement of the school. It was verified that all the children got text books of all the subjects. The schools had TLMs and used by the teachers during the teaching learning process. In all the 40 schools, head teachers stated that school grants, maintenance grants and TLM grants were received.

2. TEACHING LEARNING PROCESS:

While analyzing teachers' understanding of the constructivist approach to teaching-learning process, it was found that 32 (80%) schools stated that both teachers and students played an important role in teaching learning process whereas 8(20%) schools stated that only teachers played an important role. Majority of the schools responded that both teacher and students should get equal talk time in the learning process. It was observed that teachers provided concrete experience and related their personal life experiences in the teaching learning-process. All the 40 schools expressed that the learners played the most important part in the teaching learning process and mass participation was encouraged.

Regarding teaching of language and social sciences as prescribed by the National Curriculum Framework (NCF), 37(92.5%) schools' teachers could understand the importance of learner centeredness, 36(90%) schools understood learners autonomy and 32(80%) schools understood the active participation of learning. 30(75%) schools understood the divergent discussion, promotion of use of language abilities by 21(52.5%) schools, non-instance of rote memory by 30(75%) schools and the scope of thinking by 32(80%) schools. In view of approach to teaching English, all the 40 schools' teachers understood the importance of listening, speaking, reading and writing. It was found in 21(52.5%) schools, English was taught through translation method. It was also expressed that teachers had the ability to formulate and handle abstraction while teaching mathematics. In 35(87.5%) teachers understood the development of thinking and reasoning. All the 40 schools stated that the quality mathematics is every child's right.

On enquiring about the use of community resources in the teaching learning process, 31(77.5%) schools expressed that their teachers knew the use of community resources. It was found that children were happily participating in the class room learning process. CCE (Continuous and Comprehensive Evaluation) and Grading method of evaluation being followed in all 40 schools. On view of sitting arrangement in the classroom, children were made to sit in a flexible manner. However, disadvantaged and disabled children were not segregated in sitting arrangement. Children of all the 40 schools were encouraged to ask questions to the teachers but they were not frank to express their views with the teachers. 35(87.5%) schools stated that children also had a specific role in classroom management.

3. ISSUES IN EQUITY IN QUALITY:

All the 40 schools stated that there were no noticeable gaps in the learning achievement level of the children of different social groups. There was no overt or covert, manifest or subtle discrimination against children of any social group or community by the teachers or peers. The schools expressed that discrimination against any social groups does not arise in the district particularly. It was found that 25(62.5%) schools used some co-curricular activities to boost the moral and self-esteem of the children from weaker sections. On view of teachers' attitude towards diversity in the classroom, it was found satisfactory. In 31(77.5%) schools, teachers made efforts to connect the text book lessons to the knowledge and experiences of children from socially disadvantaged groups. In 18(45%) schools efforts were made to highlight the contributions of different socio-cultural groups to the society.

4. COMPUTER AIDED LEARNING:

Regarding the computer aided learning; it was found that only 5(12.5%) schools had the facilities among them there were 4(10%) Government Middle Schools and 1 Government High School. None of the Government Primary Schools had the facilities. The computers and other accessories had been kept in separate rooms. All the computers and accessories received under CAL as per record were physically available in the schools. The conditions of the rooms, where computers were kept, had no water soaking or seepage and electrification was there but without proper earthing. In all the 5(12.5%) schools it was found that all the computers were used and students were given practical classes frequently. 2(5%) schools said that they lodged complaints for the non-functioning of computers but the average time gap taken to render service after the complaints was 15 to 20 days. No subject and topic wise list of digital or multimedia materials was found in any schools. However, few teachers were found to have acquired the knowledge about the topic of the digital or multimedia materials. None of the schools were found using the digital or multimedia materials. In all the 5(12.5%) schools teachers had received some training on CAL and the teachers were found to have the basic knowledge on operating the computer and the use of content CDs. Some

teachers expressed that they could apply the computer technology skill for developing digital teaching learning if the materials were provided.

5. GIRLS EDUCATION, NPEGEL AND KGBV:

Girls Education, NPEGEL and KGBV were found to be not applicable in this district.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN:

Out of the 40 schools visited by the MI, there were 7(17.5%) schools found enrolled with the CWSN. The number of children enrolled was 18- 11 girls and 7 boys. But on the day of the visit, there were only 15 children present. The disabilities of the children were minor severity. It was found from the attendance record that CWSN, in 32 (80%) schools, the average attendance percentage was above average. The sitting arrangements in the classroom were inclusive and the CWSN were encouraged to participate actively in the teaching learning process. No TLM was found appropriate in all the schools. The respondents of the schools stated that the peers interacted with the CWSN with an indifferent attitude. However, teachers had special attention to them. In interview with the teachers regarding with teachers training, it was found that no schools had trained teachers. But the teachers implemented some methods to let the CWSN cope up with the other students.

7. CIVIL WORKS:

Out of the 40 schools in the district, 3(7.5%) schools were found completed the construction of school building, 20(50%) schools were found constructing toilets, additional classrooms, however 13(32.5%) schools were found to be in the preparing for the promotion exams without any construction works. The agencies assigned for the construction works were VECs/ WEC. 30(75%) schools stated that MoU between SSA authorities and SMC had been signed. It was found that the copies of MoU, community manual and design-drawing were with the SMC Chairperson. 20(50%) schools stated that the SMC had been trained adequately for implementing civil works by the DMA (District Mission Authority) supervisor. The training modules were available in

18(45%) schools. In all the 40 schools, the separate accounts had been maintained, updated and it was found to be tallied with the balance of the civil works account. All the 40 schools stated that the SMC maintained the accounts and it always maintained the transparency. All the funds were received through cheques and the average time taken for the transfer was a month.

Regarding the technical personal visit, 22(55%) schools responded that the engineers visited the site once or twice a month. In all the schools, cement account was maintained and was found authenticated. The account was maintained by the SMC members. It was also stated that items like steel, pipes, fitting, etc were rated with BIS/ISO. It was found that no schools were painted with branded quality paints. The approved drawings had been followed at the site and it was stated by the respondents that no third party evaluation agency visited the site. The perception of the community about the quality of materials and work were not very satisfactory by the 19(47.5%) schools; however the remaining schools were found to be satisfied. According to the MI perception of the community about the quality of work and schools infrastructure, still 31(77.5%) schools needed to be improved. One good practice that was found is the community participation.

8. COMMUNITY AWARENESS:

The compositions of the SMC (as per RTE Act) were 10 to 11 members each in all the 40 schools in the district. The SMC members of 36(90%) schools stated that they were aware of the roles and responsibilities as notified by the State Government whereas 4 (10%) schools SMC members were not fully aware. The copies of the guidelines for the SMC members had been provided. It was found that the guide lines had been printed in a simple language for the members. 26(65%) schools stated that the SMC members held the meeting quarterly, 8(20%) schools monthly and the remaining schools occasionally.

Regarding the awareness level of the SMC members, details about SSA and MDM 31(77.5%) schools stated that it was fair and the remaining stated otherwise. Viewing funds for civil works, cent percent of the members were aware in all the 40 schools. 36(90%) schools were aware of the roles and responsibilities but the remaining 4(10%) schools were not. 26(65%) schools stated that the SMC members were not aware of the school development plan till the teachers made the suggestions

whereas 14(35%) schools stated that SMC members looked out for the development. The SMC members were aware of the students' enrollment and also the attendance of the students. In all the 40 schools', the SMC members were aware of the RTEA. The respondents expressed that the SMC members looked after the school facilities like the classroom, toilets, water, etc. Moreover, in 34(85%) schools SMC members were aware of the school report card but they were not aware of DISE capture format. The source of awareness of SMC members regarding school activities was the teachers for all the 40 schools. In 35(87.5%) schools, the SMC members knew the guidelines regarding school development plan and it was also found that 18(45%) SMC members were trained for a single day. The content in the training was community mobilization and about RTEA. 12(30%) schools stated that the SMC members visited the schools weekly and the remaining 28(70%) monthly if civil works were not taken place. During the visit the SMC members observed the teachers attendance, students' attendance and also the classroom teaching.

9. MIS:

All the 40 schools had submitted the data under DISE for the current year and the copies submitted by the schools to the DISE office was found for reference in the school offices. In 19(47.5%) schools head teachers received training for filling up the data capture format. Only in 4(10%) schools the head teachers/ CRC coordinator had conducted the Jan-Vaachan of the DISE data reported in the DCF and it was mostly conducted in the month April for 2(5%) schools, 1(2.5%) school in July and 1(2.5%) school in October. It was found that all the 40 schools had received the School Report Cards and only 3(7.5%) schools had displayed on the notice board. The MI visited the schools in the district and verified that the information given in DCF/School Report Card tallied with the actual position in the school. In all the 34(85%) schools the schools' records were being maintained and updated regularly.

10. FINANCIAL MANAGEMENT:

It was found that 39(97.5%) schools were maintaining the cash book, pass book and stock register. However, 1(2.5%) school was found without the cash book records but the school maintained the pass book and stock maintenance like any other schools. It was found that the schools kept updating all the cash book, pass books and

stock register as and when required. Mode of transfer of fund to the SMC/VEC from the State or District levels was all done through Bank. For the current year, the amount received for Teachers grant (TLM) was Rs. 97,000/- for all the 40 schools. Rs. 2, 01000/- was received for the school grants (SIG) and Rs. 2, 68000/- was received for the maintenance grant. It was found that different schools received different amount for the civil works accordingly. Regarding the school uniform grant, all the schools had received the uniform materials. No schools had received any special training grant so far.

System for the withdrawal of fund from the SMC/VEC account was all done through joint account. It was verified from the pass books and cash books of all the 40 schools. 39(97.5%) schools stated that the SMC/VEC was covered by the audit and the audit observation was being shared with the community by all the above mentioned. All the 40 schools stated that the SMC had shared the proposals for the expenditure statements with the community.

LIST OF SCHOOLS - WOKHA DISTRICT

SL No	SCHOOL NAME	SCHOOL CODE	BLOCK NAME
1	GPS Hachung	13050201302	Sanis
2	GHS Sanis	13050202601	Sanis
3	GPS Sanis Village	13050201201	Sanis
4	GPS Chudi	13050201601	Sanis
5	GPS Meshanben	13050201401	Sanis
6	GPS Sunglup	13050201101	Sanis
7	GMS Yonchucho	13050201002	Sanis
8	GPS Yonchucho	13050201001	Sanis
9	GPS Tsopo	13050201501	Sanis
10	GPS Sanis Town	13050201301	Sanis
11	GPS Koro	13050304501	Bhandari
12	GPS Sungkha	13050302901	Bhandari
13	GPS Yanlum	13050306401	Bhandari
14	GPS Yamhon New	13050303201	Bhandari
15	GPS Yamhon Old	13050303102	Bhandari
16	GPS Pangtong	13050304201	Bhandari
17	GPS Chandalashung B	13050301101	Bhandari
18	GPS Wozhu New	13050303601	Bhandari
19	GPS Ralan New	13050300302	Bhandari
20	GPS Ronsuyan	13050306201	Bhandari

21	GMS Ralan New	13050300301	Bhandari
22	GPS Woroku	13050302301	Bhandari
23	GPS Ralan Old	13050302201	Bhandari
24	GPS Yampha	13050303001	Bhandari
25	GM S Liphayan	13050300803	Bhandari
26	GPS Longchum	13050300601	Bhandari
27	GPS G.H.S.S Ward	13050107201	Wokha
28	GPS Longsa	130500102001	Wokha
29	GPS Wokha Village B	13050100603	Wokha
30	GPS Niroyo	13050103301	Wokha
31	GPS Wokha village A	13050100601	Wokha
32	GPS Seluku	13050104601	Wokha
33	GMS Wokha Town A	13050105902	Wokha
34	GPS Wokha Town D	13050105702	Wokha
35	GPS N.S.T Ward	13050106002	Wokha
36	GPS Niropen Ward	13050107101	Wokha
37	GPS Longsachung	13050103201	Wokha
38	GPS Longsa A	13050102001	Wokha
39	GMS Longsa	13050102005	Wokha
40	GPS Totsu	13050102803	Wokha

**MONITORING REPORT OF NAGALAND
UNIVERSITY
ON
Mid Day Meal Scheme for Wokha District**

5th October – 25th October, 2012



**Dr. Buno Zetsuvi
Nodal Officer
Monitoring Institute
Nagaland University**

MID-DAY MEAL SCHEME IN WOKHA DISTRICT

1. Regularity in Serving Meal:

	Name of the School	Whether the school is serving hot cook meal daily	In the case of interruption extent or reason for the same
1	GPS Hachung	Yes	
2	GHS Sanis	Yes	
3	GPS Sanis	Yes	
4	GPS Chudi	Yes	
5	GPS Meshanben	Yes	
6	GPS Sunglup	Yes	
7	GMS Yonchucho	Yes	
8	GPS Yonchucho	No	Shortage of stock
9	GPS Tsopo	Yes	
10	GPS Sanis Town	Yes	
11	GPS Koro	No	Due to disturbances of class
12	GPS Sungkha	Yes	
13	GPS Yanlum	Yes	
14	GPS Yamhon New	No	Shortage of stock
15	GPS Yamhon Old	No	Shortage of stock
16	GPS Pangtong	Yes	
17	GPS Chandalashung B	Yes	
18	GPS Wozhu New	No	Shortage of stock
19	GPS Ralan New	No	Shortage of stock
20	GPS Ronsuyan	No	Insufficient food supply
21	GMS Ralan New	No	Shortage of food supply
22	GPS Woroku	No	Shortage of food supply
23	GPS Ralan Old	No	Shortage of food supply
24	GPS Yanpha	Yes	
25	GMS Liphayan	Yes	
26	GPS Longchum	Yes	
27	GPS G.H.S.S Ward	No	Shortage of food supply
28	GPS Longsa	No	Shortage of stock
29	GPS Wokha Village B	No	Shortage of stock
30	GPS Niroyo	No	Shortage of stock
31	GPS Wokha village A	No	Shortage of stock
32	GPS Seluku	No	Shortage of stock
33	GPS Wokha Town A	No	Shortage of stock
34	GPS Wokha Town D	Yes	
35	GPS N.S.T Ward	No	Shortage of food

			supply
36	GPS Niropen Ward	No	Shortage of stock
37	GPS Longsachung	No	Shortage of food supply
38	GPS Longsa A	No	Shortage of food supply
39	GMS Longsa	No	Shortage of food supply
40	GPS Totsu	No	Shortage of food supply

From the table it is found that 23(57.5 %) schools do not serve hot cooked meal daily where as 17(42.5%) schools responded positively that they are serving the meal regularly. In response to interruption, 1(2.5%) school stated that it disrupts the smooth functioning of the classes, 39(97.5%) schools responded that it was due to shortage of stocks.

2. Trends:

	Name of the School	Enrolment	Numbers of children attending school on the day of visit	Numbers of children availing MDM as per MDM register	Numbers of Children actually availing MDM on the day of visit
1	GPS Hachung	45	42	45	42
2	GHS Sanis	60	60	60	60
3	GPS Sanis	106	100	106	100
4	GPS Chudi	30	30	30	29
5	GPS Meshanben	24	24	24	24
6	GPS Sunglup	55	50	55	52
7	GMS Yonchucho	35	28	35	28
8	GPS Yonchucho	35	35	35	35
9	GPS Tsopo	24	23	24	23
10	GPS Sanis Town	42	42	42	42
11	GPS Koro	12	12	12	12
12	GPS Sungkha	16	16	16	16
13	GPS Yanlum	27	27	27	27
14	GPS Yamhon New	21	20	21	20
15	GPS Yamhon Old	82	78	82	78
16	GPS Pangtong	50	19	50	19
17	GPS Chandalashung B	50	35	50	35
18	GPS Wozhu New	50	37	50	37
19	GPS Ralan New	22	16	22	16
20	GPS Ronsuyan	97	91	97	91
21	GMS Ralan New	23	23	23	23
22	GPS Woroku	19	19	19	19

23	GPS Ralan Old	89	68	89	63
24	GPS Yanpha	98	38	98	38
25	GMS Liphayan	142	140	142	140
26	GPS Longchum	27	13	27	13
27	GPS G.H.S.S Ward	46	45	46	45
28	GPS Longsa	124	124	124	124
29	GPS Wokha Village B	63	63	63	63
30	GPS Niroyo	54	48	54	48
31	GPS Wokha village A	126	126	126	126
32	GMS GPS Seluku	244	240	244	240
33	GPS Wohka Town A	238	219	238	219
34	GPS Wokha Town D	93	92	93	92
35	GPS N.S.T Ward	30	27	30	27
36	GPS Niropen Ward	35	32	35	33
37	GPS Longsachung	27	25	25	25
38	GPS Longsa A	52	50	52	50
39	GMS Longsa	61	60	61	60
40	GPS Totsu	22	20	22	20

Regarding with the trends of the students in district, the total enrolment from the 40 schools inspected was 2496 and the number of children availing MDM was also same as the numbers enrolled. On the day MI visit, the number of children present was 2257.

3. Regularity in Delivering food grains to school level:

	Name of the School	Whether school receiving food grains regularly Yes/No	Whether buffer stock of one month maintained Yes/No	Whether food grain delivered at school Yes/No
1	GPS Hachung	Yes	Yes	No
2	GHS Sanis	Yes	Yes	No
3	GPS Sanis	Yes	Yes	No
4	GPS Chudi	Yes	Yes	No
5	GPS Meshanben	Yes	Yes	No
6	GPS Sunglup	Yea	Yes	No
7	GMS Yonchucho	Yes	Yes	No
8	GPS Yonchucho	Yes	Yes	No
9	GPS Tsopo	Yes	Yes	No
10	GPS Sanis Town	Yes	Yes	No
11	GPS Koro	Yes	Yes	No
12	GPS Sungkha	Yes	Yes	No
13	GPS Yanlum	Yes	Yes	No
14	GPS Yamhon New	Yes	Yes	No
15	GPS Yamhon Old	Yes	Yes	No
16	GPS Pangtong	No	No	No

17	GPS Chandalashung B	Yes	Yes	No
18	GPS Wozhu New	Yes	Yes	No
19	GPS Ralan New	Yes	Yes	No
20	GPS Ronsuyan	Yes	Yes	No
21	GMS Ralan New	Yes	Yes	No
22	GPS Woroku	Yes	Yes	No
23	GPS Ralan Old	Yes	No	No
24	GPS Yanpha	No	No	No
25	GMS Liphayan	Yes	Yes	No
26	GPS Longchum	No	No	No
27	GPS G.H.S.S Ward	Yes	Yes	No
28	GPS Longsa	Yes	Yes	No
29	GPS Wokha Village B	Yes	Yes	No
30	GPS Niroyo	No	Yes	No
31	GPS Wokha village A	Yes	Yes	No
32	GPS Seluku	Yes	Yes	No
33	GPS Wohka Town A	No	Yes	No
34	GPS Wokha Town D	No	No	No
35	GPS N.S.T Ward	Yes	Yes	No
36	GPS Niropen Ward	Yes	Yes	No
37	GPS Longsachung	No	Yes	Rice only
38	GPS Longsa A	No	Yes	No
39	GMS Longsa	Yes	Yes	No
40	GPS Totsu	No	Yes	No

During the visit, it was found that 9(22.5%) schools had not received the food grain regularly, whereas 31(77.5%) schools responded that positively. 35(87.5%) schools stated that the stock for a month provision was kept maintained where from 5(12.5%) schools it was converse to the above. For all the 40(100%) schools, the food grains were not delivered at the schools, where the schools had to collect from the head quarter.

4. Regularity in delivering cooking cost to school level:

	Name of the School	Whether cooking cost received regularly	If delay in delivering extent and reason for it	How schools manage to ensure there is no disruption in feeding programme	Whether cooking cost paid by cash or banking channel
1	GPS Hachung	Yes			Cash
2	GHS Sanis	Yes			Cash
3	GPS Sanis	Yes			Cash
4	GPS Chudi	Yes			Cash
5	GPS Meshanben	Yes			Cash

6	GPS Sunglup	Yes			Cash
7	GMS Yonchucho	Yes			Cash
8	GPS Yonchucho	Yes			Cash
9	GPS Tsopo	Yes			Cash
10	GPS Sanis Town	Yes			Cash
11	GPS Koro	No	Delay from the head quarter	Adjustment from the schools funds	Cash
12	GPS Sungkha	No	Delay from the head quarter	Arrangements were made by the teacher incharge	Cash
13	GPS Yanlum	No	Transportation problem	Arrangement were made by the teacher incharge	Cash
14	GPS Yamhon New	No	Transportation problem	Arrangement were made by the teacher incharge	Cash
15	GPS Yamhon Old	No	Transportation problem	Adjustment from school fund	Cash
16	GPS Pangtong	No	Delayed from the office	Adjustment from school fund	Cash
17	GPS Chandalashung B	No	Delayed from the office	Adjustment from school fund	Cash
18	GPS Wozhu New	No	Delayed from the office	Adjustment from school fund	Cash
19	GPS Ralan New	No	Delayed from the office	Adjustment from school fund	Cash
20	GPS Ronsuyan	Yes			Cash
21	GMS Ralan New	No	Transportation problem	Adjustment from school fund	Cash
22	GPS Woroku	No	Delayed from the office	Adjustment from school fund	Cash
23	GPS Ralan Old	No	Transportation problem	Adjustment from the school fund	Cash
24	GPS Yanpha	No	Delayed from the school	Adjustment from the school fund	Cash
25	GMS Liphayan	Yes			Cash

26	GPS Longchum	No		Adjustment from the school fund	Cash
27	GPS G.H.S.S Ward	No		Alternatives are arrange by the teacher incharge	Through Direct Reminder
28	GPS Longsa	No	Delay from the office	Adjustment from school fund	Cash
29	GPS Wokha Village B	Yes			Cash
30	GPS Niroyo	Yes			Through Direct Reminder
31	GPS Wokha village A	Yes			Through Direct Reminder
32	GPS Seluku	Yes			Cash
33	GPS Wohka Town A	Yes			Through Direct Reminder
34	GPS Wokha Town D	Yes			Cash
35	GPS N.S.T Ward	Yes			Through Direct Reminder
36	GPS Niropen Ward	Yes			Cash.
37	GPS Longsachung	Yes			Cash
38	GPS Longsa A	Yes			Through Direct Reminder
39	GMS Longsa	Yes			Through Direct Reminder
40	GPS Totsu	Yes			Cash

24(60%) schools stated that cooking cost to school level was not delivered regularly. The reasons for delay was due to transportation and the delay from the head quarter or head office. The school funds were used for making alternative arrangement to manage the delayed cost and 4(10%) schools stated that the teacher in-charge made some alternative arrangement for the meal or cooking cost. It was found that all the 40 schools were paid through cash for the cooking cost.

5. Social Equality: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangement:

	Name of the School	Yes/No
1	GPS Hachung	No
2	GHS Sanis	No
3	GPS Sanis	No
4	GPS Chudi	No
5	GPS Meshanben	No
6	GPS Sunglup	No
7	GMS Yonchucho	No
8	GPS Yonchucho	No
9	GPS Tsopo	No
10	GPS Sanis Town	No
11	GPS Koro	No
12	GPS Sungkha	No
13	GPS Yanlum	No
14	GPS Yamhon New	No
15	GPS Yamhon Old	No
16	GPS Pangtong	No
17	GPS Chandalashung B	No
18	GPS Wozhu New	No
19	GPS Ralan New	No
20	GPS Ronsuyan	No
21	GMS Ralan New	No
22	GPS Woroku	No
23	GPS Ralan Old	No
24	GPS Yanpha	No
25	GMS Liphayan	No
26	GPS Longchum	No
27	GPS G.H.S.S Ward	No
28	GPS Longsa	No
29	GPS Wokha Village B	No
30	GPS Niroyo	No
31	GPS Wokha village A	No
32	GPS Seluku	No
33	GPS Wohka Town A	No
34	GPS Wokha Town D	No
35	GPS N.S.T Ward	No
36	GPS Niropen Ward	No
37	GPS Longsachung	No
38	GPS Longsa A	No
39	GMS Longsa	No
40	GPS Totsu	No

It was found that there was no discrimination in cooking or serving or seating arrangement in all the 40 schools. Every child was treated equally important.

6. Variety of Menu: Whether the school displayed its weekly menu and is it able to adhere to the menu displayed:

	Name of the School	Yes/No
1	GPS Hachung	No
2	GHS Sanis	No
3	GPS Sanis	No
4	GPS Chudi	No
5	GPS Meshanben	No
6	GPS Sunglup	No
7	GMS Yonchucho	No
8	GPS Yonchucho	No
9	GPS Tsopo	No
10	GPS Sanis Town	No
11	GPS Koro	No
12	GPS Sungkha	No
13	GPS Yanlum	No
14	GPS Yamhon New	No
15	GPS Yamhon Old	No
16	GPS Pangtong	No
17	GPS Chandalashung B	No
18	GPS Wozhu New	No
19	GPS Ralan New	No
20	GPS Ronsuyan	No
21	GMS Ralan New	No
22	GPS Woroku	No
23	GPS Ralan Old	No
24	GPS Yanpha	No
25	GMS Liphayan	No
26	GPS Longchum	No
27	GPS G.H.S.S Ward	No
28	GPS Longsa	No
29	GPS Wokha Village B	No
30	GPS Niroyo	No
31	GPS Wokha village A	No
32	GPS Seluku	No
33	GPS Wohka Town A	No
34	GPS Wokha Town D	No
35	GPS N.S.T Ward	No
36	GPS Niropen Ward	No
37	GPS Longsachung	No
38	GPS Longsa A	No
39	GMS Longsa	No
40	GPS Totsu	No

All the 40 schools didn't display any weekly menu on the schools notice board.

All the 40(100%) schools responded that the school would provide what was available in the stock.

7. Regularity in Serving Meal:

	Name of the School	Food served in Variety or Same	Whether the daily menu includes rice, dal and vegetables
1	GPS Hachung	Variety	Yes
2	GHS Sanis	Variety	Yes
3	GPS Sanis	Same	Yes
4	GPS Chudi	Same	Yes
5	GPS Meshanben	Variety	Yes
6	GPS Sunglup	Same	Yes
7	GMS Yonchucho	Same	Yes
8	GPS Yonchucho	Variety	Yes
9	GPS Tsopo	Same	Yes
10	GPS Sanis Town	Variety	Yes
11	GPS Koro	Variety	Yes
12	GPS Sungkha	Variety	Yes
13	GPS Yanlum	Variety	Yes
14	GPS Yamhon New	Variety	Yes
15	GPS Yamhon Old	Variety	No
16	GPS Pangtong	Same	Yes
17	GPS Chandalashung B	Same	Yes
18	GPS Wozhu New	Same	No
19	GPS Ralan New	Variety	No
20	GPS Ronsuyan	Variety	Yes
21	GMS Ralan New	Variety	Yes
22	GPS Woroku	Variety	Yes
23	GPS Ralan Old	Same	Yes
24	GPS Yanpha	Same	Yes
25	GMS Liphayan	Same	Yes
26	GPS Longchum	Same	Yes
27	GPS G.H.S.S Ward	Variety	Yes
28	GPS Longsa	Variety	Yes
29	GPS Wokha Village B	Variety	Yes
30	GPS Niroyo	Variety	Yes
31	GPS Wokha village A	Variety	Yes
32	GPS Seluku	Same	Yes
33	GPS Wohka Town A	Same	Yes
34	GPS Wokha Town D	Variety	No
35	GPS N.S.T Ward	Variety	Yes
36	GPS Niropen Ward	Variety	Yes
37	GPS Longsachung	Same	No
38	GPS Longsa A	Variety	Yes
39	GMS Longsa	Variety	Yes
40	GPS Totsu	Variety	Yes

The responses in the table reveal that 25(62.5%) schools provided variety items where as 15(37.5%) schools provided the same menu. Further, it was found that the daily menu includes rice, grams and vegetables.

8. Quality and Quantity of Meal:

Sl.No.	Name of the School	Quality of Meal	Quantity of Meal	Suggestions
1	GPS Hachung	Average		
2	GHS Sanis	Average		
3	GPS Sanis	Average		
4	GPS Chudi	Average		
5	GPS Meshanben	Average	Sufficient	
6	GPS Sunglup	Average	Sufficient	
7	GMS Yonchucho	Average	Sufficient	
8	GPS Yonchucho	Average	Sufficient	
9	GPS Tsopo	Average	Sufficient	
10	GPS Sanis Town	Average	Sufficient	
11	GPS Koro	Good	Sufficient	
12	GPS Sungkha	Good	Sufficient	
13	GPS Yanlum	Good	Sufficient	
14	GPS Yamhon New	Average	-	
15	GPS Yamhon Old	Average	-	
16	GPS Pangtong	Good	inadequate	
17	GPS Chandalashung B	Average		
18	GPS Wozhu New	Good	inadequate	
19	GPS Ralan New	Average	-	
20	GPS Ronsuyan	Average	-	
21	GMS Ralan New	Good	Sufficient	
22	GPS Woroku	Good	Sufficient	
23	GPS Ralan Old	Average	-	
24	GPS Yanpha	Average		
25	GMS Liphayan	Good	Sufficient	
26	GPS Longchum	Good	Sufficient	
27	GPS G.H.S.S Ward	Good	Sufficient	
28	GPS Longsa	Average		
29	GPS Wokha Village B	Good	Sufficient	
30	GPS Niroyo	Good	Sufficient	
31	GPS Wokha village A	Good	Sufficient	
32	GPS Seluku	Good	Sufficient	
33	GPS Wokha Town A	Good	inadequate	
34	GPS Wokha Town D	Average		
35	GPS N.S.T Ward	Good	Sufficient	
36	GPS Niropen Ward	Good	Sufficient	
37	GPS Longsachung	Average	-	
38	GPS Longsa A	Good	Sufficient	
39	GMS Longsa	Good	Sufficient	
40	GPS Totsu	Average	Sufficient	

Regarding the quality of food, 20(50%) schools stated that it was good whereas 20(50%) schools also stated that quality was of average. 23 (57.5%) schools responded that the quantity of food was sufficient and for 3(7.5%) schools it was inadequate.

9. Supplementary:

	Name of the School	Are children given micronutrients Yes/No	Who administers the medicines and at what frequency?	Whether school has maintained for the health care? Yes/No
1	GPS Hachung	No	No	No
2	GHS Sanis	No	No	No
3	GPS Sanis	No	No	No
4	GPS Chudi	No	No	No
5	GPS Meshanben	No	No	No
6	GPS Sunglup	No	No	No
7	GMS Yonchucho	No	No	No
8	GPS Yonchucho	No	No	No
9	GPS Tsopo	No	No	No
10	GPS Sanis Town	No	No	No
11	GPS Koro	No	No	No
12	GPS Sungkha	No	No	No
13	GPS Yanlum	No	No	No
14	GPS Yamhon New	No	No	No
15	GPS Yamhon Old	No	No	No
16	GPS Pangtong	Yes	No	No
17	GPS Chandalashung B	Yes	Medical Deptt.	No
18	GPS Wozhu New	Yes	Medical Deptt.	No
19	GPS Ralan New	No	No	No
20	GPS Ronsuyan	No	No	No
21	GMS Ralan New	No	No	No
22	GPS Woroku	No	No	No
23	GPS Ralan Old	No	No	No
24	GPS Yanpha	No	No	No
25	GMS Liphayan	No	No	No
26	GPS Longchum	No	No	No
27	GPS G.H.S.S Ward	No	No	No
28	GPS Longsa	No	No	No
29	GPS Wokha Village B	No	No	No
30	GPS Niroyo	No	No	No
31	GPS Wokha village A	No	No	No
32	GPS Seluku	No	No	No
33	GPS Wohka Town A	No	No	No
34	GPS Wokha Town D	No	No	No

35	GPS N.S.T Ward	No	No	No
36	GPS Niropen Ward	No	No	No
37	GPS Longsachung	No	No	No
38	GPS Longsa A	No	No	No
39	GMS Longsa	No	No	No
40	GPS Totsu	No	No	No

38(95%) schools stated that children were not given micro nutrients but 2(5%) schools were provided micro nutrients once in a year and it was administered by the Medical Department. It was found that given micro nutrients is fully taking care by the parents. Out of the 40 schools it was found that no school has maintained health care cards.

10. Status of Cooks:

	Name of the School	Who cooks and served the meal	Whether the cooks helps meet the requirements	What is remuneration paid to cooks/helpers	Are they paid regularly	Social composition of cooks /helpers
1	GPS Hachung	Cook	Yes	Honorarium Basis	Yes	ST
2	GHS Sanis	Helper	No	Honorarium Basis	Yes	ST
3	GPS Sanis	Cook	Yes	Honorarium basis	Yes	ST
4	GPS Chudi	Cook	Yes	Honorarium basis	Yes	ST
5	GPS Meshanben	Cook	Yes	Honorarium Basis	Yes	ST
6	GPS Sunglup	Cook	Yes	Honorarium basis	Yes	ST
7	GMS Yonchucho	Helper	No	Honorarium basis	Yes	ST
8	GPS Yonchucho	Cook	Yes	Honorarium basis	Yes	ST
9	GPS Tsopo	Cook	Yes	Honorarium basis	Yes	ST
10	GPS Sanis Town	Helper	No	Honorarium basis	Yes	ST
11	GPS Koro	Cook	No	Honorarium basis	Yes	ST
12	GPS Sungkha	Cook	No	Monthly Honorarium	Yes	ST
13	GPS Yanlum	Cook	No	Monthly Honorarium	Yes	ST
14	GPS Yamhon New	Cook	Yes	Monthly	Yes	ST

				Honorarium		
15	GPS Yamhon Old	Cook	Yes	Monthly Honorarium	Yes	ST
16	GPS Pangtong	Helper	Yes	Honorarium basis	Yes	ST
17	GPS Chandalashung B	Helper	Yes	Honorarium basis	Yes	ST
18	GPS Wozhu New	Helper	No	□ 100 per meal	Yes	ST
19	GPS Ralan New	Cook	Yes	Monthly Honorarium	Yes	ST
20	GPS Ronsuyan	Cook	Yes	Monthly Honorarium	Yes	ST
21	GMS Ralan New	Cook	No	Monthly Honorarium	Yes	ST
22	GPS Woroku	Cook	Yes	Monthly Honorarium	Yes	ST
23	GPS Ralan Old	Cook	Yes	Monthly Honorarium	Yes	ST
24	GPS Yanpha	Cook	Yes	Monthly Honorarium	Yes	ST
25	GMS Liphayan	Cook	No	Monthly Honorarium	Yes	ST
26	GPS Longchum	Voluntary	Yes	□ 100 per meal	Yes	ST
27	GPS G.H.S.S Ward	Cook	Yes	□ 1000 per month	Yes	ST
28	GPS Longsa	Cook	Yes	□ 1000 per month	Yes	ST
29	GPS Wokha Village B	Cook	Yes	□ 1000 per month	Once a year	ST
30	GPS Niroyo	Cook	No	□ 10000 per month	Once a year	ST
31	GPS Wokha village A	Cook	No	□ 1000 per month	Once a year	ST
32	GPS Seluku	Cook	Yes	□ 100 per meal	Yes	ST
33	GPS Wokha Town A	Cook	No	□ 1000 per month	yes	ST
34	GPS Wokha Town D	Cook	No	□ 1000 per month	Once a year	ST
35	GPS N.S.T Ward	Cook	Yes	□ 1000 per month	Once a year	ST
36	GPS Niropen Ward	Cook	Yes	□ 1000 per month	Yes	ST
37	GPS Longsachung	Cook	Yes	□ 100 per meal	Yes	ST
38	GPS Longsa A	Cook	Yes	□ 1000 per month	Once a year	ST
39	GMS Longsa	Cook	No	Honorarium Basis	Yes	ST
40	GPS Totsu	Cook	Yes	□ 1000 per month	Yes	ST

The data presented in the above table reveals that 39(97.5%) schools had cook and helper in severing meal except a single school. 26(65%) schools stated that the cooks and helpers were adequate in number and met the requirements of the schools. Whereas 14(35%) schools responded that the requirements were not met by the cook and helpers. 23(57.5%) schools paid the cooking costs to the cooks and helpers on honorarium basis. 11(27.5%) schools stated that schools paid the cooking cost Rs. 1000/- per month to the cooks and helper. 3(7.5%) schools paid Rs.100/- per meal to the cooks and helpers. 34(85%) schools stated that the cooks and helpers were paid regularly whereas 6(15%) schools paid annually. All the cooks were from scheduled tribes.

11. Infra-Structure: Pucca kitchen shed cum store:

Sl No	Name of the School	Is a pucca kitchen shed cum store
1	GPS Hachung	Constructed and in use
2	GHS Sanis	Constructed and in use
3	GPS Sanis	Constructed and in use
4	GPS Chudi	Constructed and in use
5	GPS Meshanben	Constructed and in use
6	GPS Sunglup	Constructed and in use
7	GMS Yonchucho	Constructed and in use
8	GPS Yonchucho	Constructed and in use
9	GPS Tsopo	Constructed and in use
10	GPS Sanis Town	Constructed and in use
11	GPS Koro	Constructed and in use
12	GPS Sungkha	Constructed and in use
13	GPS Yanlum	Constructed and in use
14	GPS Yamhon New	Constructed and in use
15	GPS Yamhon Old	Constructed and in use
16	GPS Pangtong	Constructed and in use
17	GPS Chandalashung B	Constructed and in use
18	GPS Wozhu New	Constructed and in use
19	GPS Ralan New	Constructed and in use
20	GPS Ronsuyan	Constructed and in use
21	GMS Ralan New	Constructed and in use
22	GPS Woroku	Constructed and in use
23	GPS Ralan Old	Constructed and in use
24	GPS Yanpha	Constructed and in use
25	GMS Liphayan	Constructed and in use
26	GPS Longchum	Constructed and in use
27	GPS G.H.S.S Ward	Constructed and in use
28	GPS Longsa	Constructed and in use
29	GPS Wokha Village B	Constructed and in use
30	GPS Niroyo	Constructed but not in use

31	GPS Wokha village A	Constructed and in use
32	GPS Seluku	Constructed and in use
33	GPS Wokha Town A	Constructed and in use
34	GPS Wokha Town D	Constructed and in use
35	GPS N.S.T Ward	Not Sanctioned
36	GPS Niropen Ward	Constructed and in use
37	GPS Longsachung	Constructed and in use
38	GPS Longsa A	Constructed but washed away by Landslide
39	GMS Longsa	Constructed and in use
40	GPS Totsu	Not Sanctioned

Regarding with the infrastructure of the kitchen, 37(92.5%) schools had constructed the *permanent structured* kitchen and made use of them. However it was found that 1(2.5%) school kitchen was constructed but washed away by the landslide. In 1(2.5%) school kitchen was constructed but not in used. 2(5%) schools were not sanctioned for the construction of the kitchen.

12. Whether portable water is available for cooking and drinking purpose?

Sl.No	Name of the School	Yes/No
1	GPS Hachung	Yes
2	GHS Sanis	Yes
3	GPS Sanis	Yes
4	GPS Chudi	Yes
5	GPS Meshanben	Yes
6	GPS Sunglup	Yes
7	GMS Yonchucho	Yes
8	GPS Yonchucho	Yes
9	GPS Tsopo	Yes
10	GPS Sanis Town	Yes
11	GPS Koro	Yes
12	GPS Sungkha	Yes
13	GPS Yanlum	Yes
14	GPS Yamhon New	Yes
15	GPS Yamhon Old	Yes
16	GPS Pangtong	Yes
17	GPS Chandalashung B	Yes
18	GPS Wozhu New	Yes
19	GPS Ralan New	Yes
20	GPS Ronsuyan	Yes
21	GMS Ralan New	Yes
22	GPS Woroku	Yes
23	GPS Ralan Old	Yes
24	GPS Yanpha	Available Yes
25	GMS Liphayan	Yes
26	GPS Longchum	Yes

27	GPS G.H.S.S Ward	Yes
28	GPS Longsa	Yes
29	GPS Wokha Village B	Yes
30	GPS Niroyo	Yes
31	GPS Wokha village A	Yes
32	GPS Seluku	Yes
33	GPS Wohka Town A	Yes
34	GPS Wokha Town D	Yes
35	GPS N.S.T Ward	Yes
36	GPS Niropen Ward	Yes
37	GPS Longsachung	Yes
38	GPS Longsa A	Yes
39	GMS Longsa	Yes
40	GPS Totsu	Yes

On enquiring about the potable water in the schools for drinking and cooking purposes, all the 40 schools responded that the potable water was available for cooking. This was the only district with cent percent schools facilitated with potable water for cooking and drinking purposes.

13. Whether the utensils used for cooking food adequate?

Sl No.	Name of the School	Adequate/Inadequate
1	GPS Hachung	Adequate
2	GHS Sanis	Adequate
3	GPS Sanis	Adequate
4	GPS Chudi	Adequate
5	GPS Meshanben	Adequate
6	GPS Sunglup	Adequate
7	GMS Yonchucho	Adequate
8	GPS Yonchucho	Adequate
9	GPS Tsopo	Adequate
10	GPS Sanis Town	Adequate
11	GPS Koro	Adequate
12	GPS Sungkha	Adequate
13	GPS Yanlum	Adequate
14	GPS Yamhon New	Adequate
15	GPS Yamhon Old	Adequate
16	GPS Pangtong	Adequate
17	GPS Chandalashung B	Adequate
18	GPS Wozhu New	Adequate
19	GPS Ralan New	Adequate
20	GPS Ronsuyan	Adequate
21	GMS Ralan New	Adequate
22	GPS Woroku	Adequate
23	GPS Ralan Old	Adequate

24	GPS Yanpha	Adequate
25	GMS Liphayan	Adequate
26	GPS Longchum	Inadequate
27	GPS G.H.S.S Ward	Inadequate
28	GPS Longsa	Adequate
29	GPS Wokha Village B	Adequate
30	GPS Niroyo	Adequate
31	GPS Wokha village A	Adequate
32	GPS Seluku	Adequate
33	GPS Wohka Town A	Adequate
34	GPS Wokha Town D	Adequate
35	GPS N.S.T Ward	Adequate
36	GPS Niropen Ward	Adequate
37	GPS Longsachung	Adequate
38	GPS Longsa A	Adequate
39	GMS Longsa	Adequate
40	GPS Totsu	Adequate

38(95%) of the schools responded that the utensils used for cooking food were adequate whereas 2(5%) schools responded that it was inadequate and needs to improved.

14. What is the kind of fuel used?

	Name of the School	Fuel used
1	GPS Hachung	Firewood
2	GHS Sanis	Firewood
3	GPS Sanis	Firewood
4	GPS Chudi	Gas and Firewood
5	GPS Meshanben	Firewood
6	GPS Sunglup	Firewood
7	GMS Yonchucho	Firewood
8	GPS Yonchucho	Firewood
9	GPS Tsopo	Firewood
10	GPS Sanis Town	Firewood
11	GPS Koro	Firewood
12	GPS Sungkha	Firewood
13	GPS Yanlum	Firewood
14	GPS Yamhon New	Gas and Firewood
15	GPS Yamhon Old	Gas and Firewood
16	GPS Pangtong	Firewood
17	GPS Chandalashung B	Firewood
18	GPS Wozhu New	Firewood
19	GPS Ralan New	Firewood
20	GPS Ronsuyan	Firewood
21	GMS Ralan New	Firewood
22	GPS Woroku	Firewood
23	GPS Ralan Old	Firewood

24	GPS Yanpha	Firewood
25	GMS Liphayan	Gas and Firewood
26	GPS Longchum	Firewood
27	GPS G.H.S.S Ward	Firewood
28	GPS Longsa	Firewood
29	GPS Wokha Village B	Gas and Firewood
30	GPS Niroyo	Firewood
31	GPS Wokha village A	Firewood
32	GPS Seluku	Gas and Firewood
33	GPS Wohka Town A	Gas and Firewood
34	GPS Wokha Town D	Firewood
35	GPS N.S.T Ward	Firewood
36	GPS Niropen Ward	Gas and Firewood
37	GPS Longsachung	Firewood
38	GPS Longsa A	Firewood
39	GMS Longsa	Firewood
40	GPS Totsu	Gas and Firewood

Regarding the kind of fuel used for cooking purposes, 31(77.5%) schools used firewood for cooking whereas 9(22.5%) schools used both firewood and gas.

9. Safety and Hygiene:

	Name of the School	General impression on safety and hygiene	Whether children wash hands before and after eating	Whether children partake in an orderly manner	Conservation of water	Whether cooking process and storage of fuel is used
1	GPS Hachung	Good	Yes	Yes	Yes	Yes
2	GHS Sanis	Average	Yes	Yes	Yes	Yes
3	GPS Sanis	Good	Yes	Yes	Yes	Yes
4	GPS Chudi	Good	Yes	Yes	Yes	Yes
5	GPS Meshanben	Good	Yes	Yes	Yes	Yes
6	GPS Sunglup	Good	Yes	Yes	Yes	Yes
7	GMS Yonchucho	Good	Yes	Yes	Yes	Yes
8	GPS Yonchucho	Average	Yes	Yes	Yes	Yes
9	GPS Tsopo	Average	Yes	Yes	Yes	Yes
10	GPS Sanis Town	Average	Yes	Yes	Yes	Yes
11	GPS Koro	Good	Yes	Yes	Yes	Yes
12	GPS Sungkha	Good	Yes	Yes	Yes	Yes
13	GPS Yanlum	Good	Yes	Yes	Yes	Yes
14	GPS Yamhon New	Average	Yes	Yes	Yes	Yes
15	GPS Yamhon Old	Good	Yes	Yes	Yes	Yes
16	GPS Pangtong	Good	Yes	Yes	Yes	Yes
17	GPS Chandalashung B	Good	Yes	Yes	Yes	Yes
18	GPS Wozhu New	Good	Yes	Yes	Yes	Yes
19	GPS Ralan New	Average	Yes	Yes	Yes	Yes
20	GPS Ronsuyan	Average	Yes	Yes	Yes	Yes

21	GMS Ralan New	Good	Yes	Yes	Yes	Yes
22	GPS Woroku	Good	Yes	Yes	Yes	Yes
23	GPS Ralan Old	Good	Yes	Yes	Yes	Yes
24	GPS Yanpha	Good	Yes	Yes	Yes	Yes
25	GMS Liphayan	Good	Yes	Yes	Yes	Yes
26	GPS Longchum	Good	Yes	Yes	Yes	Yes
27	GPS G.H.S.S Ward	Good	Yes	Yes	No	Yes
28	GPS Longsa	Good	Yes	Yes	Yes	Yes
29	GPS Wokha Village B	Average	Yes	Yes	Yes	Yes
30	GPS Niroyo	Good	Yes	Yes	Yes	Yes
31	GPS Wokha village A	Good	Yes	Yes	Yes	Yes
32	GPS Seluku	Good	Yes	Yes	Yes	Yes
33	GPS Wohka Town A	Good	Yes	Yes	Yes	Yes
34	GPS Wokha Town D	Good	Yes	Yes	Yes	Yes
35	GPS N.S.T Ward	Average	Yes	Yes	Yes	Yes
36	GPS Niropen Ward	Good	Yes	Yes	Yes	Yes
37	GPS Longsachung	Good	Yes	Yes	Yes	Yes
38	GPS Longsa A	Good	Yes	Yes	Yes	Yes
39	GMS Longsa	Good	Yes	Yes	Yes	Yes
40	GPS Totsu	Good	Yes	Yes	Yes	Yes

Regarding safety and hygiene of meal provided, as furnished in the above table, the general impression on safety and hygiene was good in 31(77.5%) schools whereas in 9 (22.5%) schools it was average. 'Hand wash' was practiced by all the students before and after their food in all the 40 schools. It was found satisfactory when children partook in an orderly manner in all the schools. In 39(97.5%) schools children were found of been aware of conservation of water and it was very encouraging. In all the schools, kitchens were found safe from any fire hazards as per the responses.

16. Community participation:

Sl. No.	Name of the School	Extent of participation by
1	GPS Hachung	Parents and VECs
2	GHS Sanis	Parents and VECs
3	GPS Sanis	Parents and VECs
4	GPS Chudi	Parents and VECs
5	GPS Meshanben	Parents and VECs
6	GPS Sunglup	Parents and VECs

7	GMS Yonchucho	Parents and VECs
8	GPS Yonchucho	Parents and VECs
9	GPS Tsopo	Parents and VECs
10	GPS Sanis Town	Parents and VECs
11	GPS Koro	Parents and VECs
12	GPS Sungkha	Parents and VECs
13	GPS Yanlum	Parents and VECs
14	GPS Yamhon New	Parents and VECs
15	GPS Yamhon Old	Parents and VECs
16	GPS Pangtong	Parents and VECs
17	GPS Chandalashung B	Parents and VECs
18	GPS Wozhu New	Parents and VECs
19	GPS Ralan New	Parents and VECs
20	GPS Ronsuyan	Parents and VECs
21	GMS Ralan New	Parents and VECs
22	GPS Woroku	Parents and VECs
23	GPS Ralan Old	Parents and VECs
24	GPS Yanpha	Parents and VECs
25	GMS Liphayan	Parents and VECs
26	GPS Longchum	Parents and VECs
27	GPS G.H.S.S Ward	Parents and VECs
28	GPS Longsa	Parents and VECs
29	GPS Wokha Village B	Parents and VECs
30	GPS Niroyo	Parents and VECs
31	GPS Wokha village A	Parents and VECs
32	GPS Seluku	Parents and VECs
33	GPS Wohka Town A	Parents and VECs
34	GPS Wokha Town D	Parents and VECs
35	GPS N.S.T Ward	Parents and VECs
36	GPS Niropen Ward	Parents and VECs
37	GPS Longsachung	Parents and VECs
38	GPS Longsa A	Parents and VECs
39	GMS Longsa	Parents and VECs
40	GPS Totsu	Parents and VECs

Regarding the community participation, it was found to be good for all the schools in collaborating with the activities related to mid day meal.

17. Has the Mid-Day Meal programme been inspected by any State/District/Block level Officers/Officials?

Sl.No	Name of the School	Inspections by
1	GPS Hachung	Block level officers
2	GHS Sanis	Block level officers
3	GPS Sanis	Block level officers
4	GPS Chudi	Education department
5	GPS Meshanben	District and block level officials

6	GPS Sunglup	Block level officers
7	GMS Yonchucho	Block level officers
8	GPS Yonchucho	Block level officers
9	GPS Tsopo	Block level officers
10	GPS Sanis Town	Block level officers
11	GPS Koro	Block level officers
12	GPS Sungkha	Block level officers
13	GPS Yanlum	Block level officers
14	GPS Yamhon New	Block level officers
15	GPS Yamhon Old	No One
16	GPS Pangtong	No One
17	GPS Chandalashung B	No One
18	GPS Wozhu New	No One
19	GPS Ralan New	No One
20	GPS Ronsuyan	No One
21	GMS Ralan New	Block level officers
22	GPS Woroku	Block level officers
23	GPS Ralan Old	No One
24	GPS Yanpha	Not Known
25	GMS Liphayan	Block level officers
26	GPS Longchum	No One
27	GPS G.H.S.S Ward	No One
28	GPS Longsa	Officials
29	GPS Wokha Village B	District and block level officials
30	GPS Niroyo	Bock level officials
31	GPS Wokha village A	Bock level officials
32	GPS Seluku	Bock level officials
33	GPS Wohka Town A	Bock level officials
34	GPS Wokha Town D	No One
35	GPS N.S.T Ward	Bock level officials
36	GPS Niropen Ward	District and block officials
37	GPS Longsachung	Bock level officials
38	GPS Longsa A	Bock level officials
39	GMS Longsa	Bock level officials
40	GPS Totsu	Bock level officials

25(62.5%) schools were inspected by the block level officials, 3(7.5%) schools by the District and block officials, 1(2.5%) by the Education Department whereas 11(27.5%) schools stated that no officials had visited or inspected the schools relating to the Mid Day Meal.

IMPACT:

All the 40 schools stated that Mid Day Meal programme had improved the enrolment and attendance of children. The respondents stated that no other incidental benefits due to serving cooked meal in schools.

MID DAY MEAL PROGRAMME LOGO:

Only 12(30%) schools were found placed before the school with the Mid Day Meal programme logos whereas 28(70%) schools did not placed the Logos.

LIST OF SCHOOLS - WOKHA DISTRICT

SL No	SCHOOL NAME	SCHOOL CODE	BLOCK NAME
1	GPS Hachung	13050201302	Sanis
2	GHS Sanis	13050202601	Sanis
3	GPS Sanis Village	13050201201	Sanis
4	GPS Chudi	13050201601	Sanis
5	GPS Meshanben	13050201401	Sanis
6	GPS Sunglup	13050201101	Sanis
7	GMS Yonchucho	13050201002	Sanis
8	GPS Yonchucho	13050201001	Sanis
9	GPS Tsopo	13050201501	Sanis
10	GPS Sanis Town	13050201301	Sanis
11	GPS Koro	13050304501	Bhandari
12	GPS Sungkha	13050302901	Bhandari
13	GPS Yanlum	13050306401	Bhandari
14	GPS Yamhon New	13050303201	Bhandari
15	GPS Yamhon Old	13050303102	Bhandari
16	GPS Pangtong	13050304201	Bhandari
17	GPS Chandalashung B	13050301101	Bhandari
18	GPS Wozhu New	13050303601	Bhandari
19	GPS Ralan New	13050300302	Bhandari
20	GPS Ronsuyan	13050306201	Bhandari

21	GMS Ralan New	13050300301	Bhandari
22	GPS Woroku	13050302301	Bhandari
23	GPS Ralan Old	13050302201	Bhandari
24	GPS Yampha	13050303001	Bhandari
25	GM S Liphayan	13050300803	Bhandari
26	GPS Longchum	13050300601	Bhandari
27	GPS G.H.S.S Ward	13050107201	Wokha
28	GPS Longsa	130500102001	Wokha
29	GPS Wokha Village B	13050100603	Wokha
30	GPS Niroyo	13050103301	Wokha
31	GPS Wokha village A	13050100601	Wokha
32	GPS Seluku	13050104601	Wokha
33	GMS Wokha Town A	13050105902	Wokha
34	GPS Wokha Town D	13050105702	Wokha
35	GPS N.S.T Ward	13050106002	Wokha
36	GPS Niropen Ward	13050107101	Wokha
37	GPS Longsachung	13050103201	Wokha
38	GPS Longsa A	13050102001	Wokha
39	GMS Longsa	13050102005	Wokha
40	GPS Totsu	13050102803	Wokha

DEPARTMENT OF EDUCATION

NAGALAND UNIVERSITY

KOHIMA CAMPUS



***Final Monitoring Report on SSA Performance
Dimapur District, Nagaland - 2012***

Dr. Buno Zetsuvi
Nodal Officer
Monitoring Institute
Nagaland University

REPORT OF SSA IN NAGALAND

DIMAPUR DISTRICT

30th November – 14th November



शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Dr. Buno Zetsuvi
Nodal Officer
Nagaland University

1. SCHOOL CLASSROOM:

The number of students enrolled in the academic year of monitoring was 12,162. The enrollment was found quite satisfactory comparatively and the students were accommodated in 355 rooms. It was found that in 19(47.5%) schools, the classrooms were in good condition; average in 18(45%) schools; whereas in 3(7.5%) schools it was poor and needs renovation. The basic infrastructure of the schools needed to be improved not only in quantity but also more in quality which would encourage and build the interest of students to pursue education. The students- classroom ratio was found to be 35:1. Regarding to the suitability of classroom in relation to strength of students 23(57.5%) schools stated that it was adequate and for 17(42.5%) schools it was inadequate. In view of the availability of sitting space per child in the classroom, it was found that it was adequate in 22(55%) schools whereas for 18(45%) schools it was not so. The teacher-student ratio was found to be 1:24 according to the data.

2. FURNITURE FOR THE CHILDREN:

On enquiring about the furniture, it was found that 23(57.5%) schools were furnished with adequate furniture and 17(42.5%) schools were of the contrary. Further it was found that in 23(57.5%) schools the condition of furniture was of average quality, in 11(27.5%) schools they were of good condition and in 6(15%) schools they were of very poor quality and condition.

3. LIGHT AND VENTILATION:

Regarding lighting in schools, 24(60%) schools were facilitated with proper lighting arrangement in the classroom but in 16(40%) schools it was otherwise. Viewing on the ventilation arrangement in the classroom, 36(90%) schools had been found with proper ventilations whereas 4(10%) schools exhibited negatively with no proper ventilation or no ventilation at all.

4. BUILDING DESIGN:

During the visit it was found that 20(50%) schools had proper gates, 36(90%) schools had proper door latches, 12(30%) schools had proper stairs leading to classrooms, 32(80%) schools had proper flooring and proper frame windows, 23(57.5%) schools had adequate furniture and in 28(70%) schools pillars were found child friendly.

Sl.no	Child Friendliness of	Found in school Buildings	Not found
1	Gate	20(50%)	20(50%)
2	Door latches	36(90%)	4(10%)
3	Stairs	12(30%)	28(70%)
4	Floor	32(80%)	8(20%)
5	Windows	32(80%)	8(20%)
6	Furniture	23(57.5%)	17(42.5%)
7	Pillars	28(70%)	12(30%)
8	Any others		

Details are given in Table 1 below.

Table : 1

5. BLACKBOARD IN CLASSROOM:

In all 40 schools in the district it was found that all the schools were equipped with blackboards whereas 36(90%) of the schools children were benefited from the blackboard. Regarding the quality of the blackboard it was found that 26(65%) of the schools had blackboards with average quality, 11(27.5%) schools with good quality and 3(7.5%) schools with very poor quality. In viewing the blackboard location in the classroom, it was found that 38(95%) of the schools' blackboards were suitable for usage and also could be viewed from all parts of the rooms whereas in 2(5%) of the schools they were not very suitable. 38(95%) of the schools' blackboards were placed centrally but the remaining 2(5%) schools' blackboards were not placed properly. It was found that blackboards were not well painted in all the 40(100%) schools.

6. RAMP:

Out of the 40 schools visited by MI, there were 16(40%) schools fitted with ramps. In 13(32.5%) schools ramps were with handrails and only in 6(15%) schools ramps were being used. It was expressed by the Teachers in charge that the quality of ramps was good.

7. TOILETS IN THE SCHOOLS:

Table 2

Sl.No	Access to toilets	Yes	No
1	Is there separate provision for girls and boys toilets?	24(60%)	16(40%)
2	Are the toilets available in the school adequate for students?	26(65%)	14(35%)
3	Are the students allowed to use the toilets?	39(97.5%)	1(2.5%)
4	Is running water available in toilets?	39(97.5%)	1(2.5%)
5	Are toilets used properly?	25(62.5%)	15(37.5%)
6	Are the toilets maintained properly?	36(90%)	4(10%)
7	Are the toilets CWSN friendly?	3(7.5%)	37(92.5%)
8	Do the girls' toilets have incinerator facility?	6(15%)	34(85%)

As projected in Table 2, regarding the availability, conditions and maintenance of the toilets in the 40 schools it was found that 24(60%) schools had separate provision for boys' and girls' toilets but the remaining 16(40%) did not have separate toilets. 26 (65%) schools had adequate number of toilets whereas 14(35%) did not have so. 39(97.5%) schools had positively expressed to the query. Further it was observed that 39(97.5%) schools had running water facilities in the toilets and in 25(62.5%) schools, the students were using the toilets properly but the remaining 15(37.5%) schools needed to improve in this practice. 36(90%) schools were maintaining the toilets properly. Toilets in 37(92.5%) schools were of not CWSN friendly and only 6(15%) schools had incinerator facilities.

8. DRINKING WATER:

Drinking water facility was not found in 22(55%) schools whereas 18(45%) schools had proper facilities for drinking water. Ring well was the main source of water in all the 18(45%) schools. On enquiring of proper cleanliness and maintenance of water facilities, in 21(52.5%) schools, students maintained well but in the remaining 19(47.5%) it was not so.

9. PLAYGROUND:

It was found that 25(62.5%) schools had school playground owned by them and 15(37.5%) schools did not have. Thus, during the sports meet or tournaments the schools used the local grounds or public grounds. It was observed that the maintenance of the playground was not satisfying. All the 40 schools organized outdoors activities in every academic session. It was expressed by the Head teachers that the sports materials were not adequate in number.

SOCIAL ACCESS:

PATTERN OF POPULATION OF THE HABITATION AND ENROLLMENT IN THE SCHOOL:

In the present survey, it was found that almost all the schools consisted of children from the different sections of society. 4(10%) schools do not have students from the section of society like SC, OBC,... but only STs whereas 36(90%) of the schools had children from all the sections mentioned above. 1(2.5%) school did not have children enrolled from the SC but the remaining 39(97.5%) schools had children enrolled in the schools. 36(90%) schools had students who are under the category of ST. Interestingly it was found that in all the 40 schools the students belonged to all religions and all the schools had been found with the students of both genders. 11(27.5%) schools had been found with the students under the category of CWSN and no schools had children from the hamlets around. As per the data it was found the immigrant Muslim children were irregular to schools because all their parents under this section were daily waged workers that the children were compelled to stay at home to take care of their younger siblings. There was no overt or covert discrimination against children of any social groups or community by the teachers or peers. 32(80%) schools had expressed that the attendance of the students had reflected differently and 8(20%) schools did not reflect the same pattern of attendance.

ADDITIONAL ITEMS IN THE CONTEXT OF RTE:

School as agency of social cohesiveness:

Sl.no	Teachers communication with students	Yes	No
1	Different social groups	92.5%	7.5%
2	Different economic groups	95%	5%
3	CWSN	75%	25%
4	Children of different castes	82.5%	17.5%
5	Children of different religions	100%	
6	Girls	100%	
	Average		

The given table shows that the communication of the teachers with different groups of students was found encouraging. A percentage of 92.5 of the teachers communicated with the students from different social groups, 38(95%) of the teachers communicated with different economic groups and 30(75%) of the teachers communicated with the CWSN, 33(82.5%) of the teachers with children of different castes, in all the 40(100%) schools, teachers communicated without showing any discrimination with children of different religions and 40(100%) of the teachers with the girls. The above data indicates that a good number of schools had been acting as an agency of social cohesiveness.

Sl. no	Students fearless communication with teachers	Yes	No
1	Different social groups	87.5%	12.5%

2	Different economic groups	95%	5%
3	CWSN	67.5%	32.5%
4	Children of different castes	65%	45%
5	Children of different religions	80%	20%
6	Girls	75%	25%
	Average		

The above table indicates that a good number of students communicated with the teachers fearlessly. It had been found that in 35(87.5%) schools, of the students from different social groups, in 38(95%) schools from different economic groups, in 27(67.5%) schools from the CWSN, in 26(65%) schools from different castes, in 32(80%) schools from different religions and 75% of the girls communicated with the teachers without any hesitation.

With regard to the seating arrangement in the class, MI observed that there was so much room for intermingling and mixing of children of all the sections of the society in all 40 schools. Further it was observed that the authorities of the respective schools conducted the exercise of mapping for ensuring access of each and every child of school going from all sections of the society.

SPECIAL TRAINING FOR OUT OF SCHOOL CHILDREN:

All the 40 schools stated that there was no Village Education Register (VER) and Ward Education Register in the schools.

QUALITY ISSUES:

1. ENABLING CONDITIONS:

For the survey, a total of 40 schools were taken as a sample and total number of teachers in all these schools is 507, out of which 225 were male and 282 female. The ratio of pupil and teacher is 24:1. It was found that there were 19 vacancies for the post of teaching in all the 40 schools. Out of these vacant posts, 8 were for mathematics teachers, 9 for science teachers and 2 for language teachers. Out of 507 teachers it was found that 57 teachers were untrained. All the 40 schools in the district had received training through BRC (Block Resource Centre) for 10 days and some teachers for 12 days. As teachers play a crucial role not only in education system but also in communities and societies towards exploring new horizons and achieving higher level of progress and development, so the teachers expressed that those training programmes were very useful and helpful in teaching learning process.

With regards to the teachers' duties and responsibilities under RTE Act, 2009, it was found that the head teachers and the teachers in all the 40 schools had been aware of their duties and responsibilities. This awareness was achieved due to the orientation

programmes, workshops or seminars conducted by the SCERT on RTE, during the training programme through BRC and SSA Personnel.

On enquiring about text books supplied by the government, all the 40 schools expressed that they were unable to receive the books at the time of school's commencement. Besides text books, the other teaching learning materials (TLM) used in all schools were in visual form. Regarding the school grants, the schools in the district had received some grants which were mentioned in detail under the section Financial Management.

2. TEACHING- LEARNING PROCESS:

Teaching –learning are interlinked. Teaching-learning situation have to be brought into an intelligible whole. Modern teaching-learning process assigns an important place to student-activity. In all the 40 schools surveyed it was found that the students played an important role in teaching-learning process. It was observed that the students were very interactive with their teachers. 26(65%) of the schools stated that their teachers provided less concrete experience and 28(70%) of the schools stated that their teachers related their personal experience to learning. 38(95%) of schools were found giving notes on the blackboards where the remaining 2(5%) schools were found dictating notes to students.

In the modern society, the main aim of teaching-learning is not acquisition of knowledge alone. It is the awaking of curiosity, the stimulation of creativity, the development of proper interests, attitudes and values and the building of essential skills. In this survey, it was found, in all 40 schools, that the teachers understood the importance of learner centeredness, learner autonomy, active participation, promotion of use of language abilities, non-insistence of rote memory and scope for thinking in teaching of language and social science. Regarding divergent discussion it was found to be understood by the teachers of GHS.

So far as approach to teaching English is concerned, in all the 40 schools, teachers gave importance to listening, speaking, reading and writing in their teaching English. Nagaland Board of School Education has recently started assessing Listening and Speaking skills for 20% marks in language subjects at the secondary and higher secondary level courses. Regarding to the approach to teaching mathematics is concerned, the teachers expressed that they used more modern method to think logically and handle abstraction and reasoning. All the 40 schools responded that quality mathematics is every child's right. 32(80%) of the schools teachers were aware of using community resources in teaching-learning process. NBSE (Nagaland Board of School Education) has been using grading system (absolute grading for class: 9 and relative grading for class:10) as well as marking system in Continuous and Comprehensive Evaluation system till secondary level. All the 40 schools were found practicing CCE. Children usually didn't sit in small groups but class-wise and sitting arrangements were found to be flexible. No schools had segregated children from disadvantaged groups and children with disabilities. The students were encouraged to pose questions.

3. ISSUES IN EQUITY AND EQUAILITY:

Regarding the issues related to equity and equality, 36(90%) schools stated that there were no noticeable gaps in the learning achievement level of the children of different social groups. Whereas 4(10%) schools stated that SC children were better especially in mathematics and science than the ST children.

28(70%) of the schools responded that the teachers used co-curricular activities to boost the moral and self esteem of the children. Some schools were even found using some activities during the visit of the MI. In all the 40 schools teachers were of the view that every individual is different and with the differences in them. The teachers were of the view that they were to impart knowledge to the children and they accepted each individual as they were not of who they were. Therefore, all the teachers fully understood the challenges and advantages of diversity in a classroom. 35(87.5%) school teachers were found making efforts to connect the text book lessons to the knowledge and experiences of the children from socially disadvantages group.

4. COMPUTER AIDED LEARNING:

It was found that only two schools (5%) had imparted computer aided learning. Computers and other accessories were kept in a separate computer room. It was observed that all the accessories were available in both the schools and the computer rooms had no soaking /seepage.

The head teacher of both the schools responded that activity based digital content / TLMs were not used as supplementary materials to the course materials or integrated with teaching learning process as a part of classroom transaction. It was observed the subject teachers were found comfortable using CAL resources and equipments. The state supports and monitors when the school needs.

5. GIRLS EDUCATION, NPEGEL & KGBV:

There was no provision made by the government in this district.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN:

Out of the 40 schools visited by the MI in this district, it was found that only 11(27.5%) schools had been enrolled with 48 children with special needs. On the day of MI visit there were a total of 45 CWSN present. It was verified from the attendance record that the average attendance of the CWSN was above 75%. The disabilities of the children were of minor severity, whereas 4 children were in the degree of moderate. There were 27 boys and 21 girls with CWSN. In all the 11(27.5%) schools the sitting arrangement of CWSNs was inclusive and all the children were actively participating in the class room. No school was found using any teaching materials in the teaching learning process and no materials was provided to the schools for the

teaching of CWSN. It was also observed that teachers showed a positive attitude towards the CWSN and the teachers took special care of them.

Only 11 schools had received training on teaching of CWSN and the teachers stated that it was adequate and helpful. 2(5%) schools were found making individual education plan for CWSN. However, there were no resource teachers available for CWSN in any of the schools. The respondents stated that there was no medical camp organized in any schools for the assessment of the CWSN and no counseling was received by the parents regarding their children.

7. CIVIL WORK:

During the visit to 40 schools in the district, it was found that 3(7.5%) schools had completed the construction of school buildings. Moreover 15(37.5%) schools were under construction and 4(10%) schools were constructing toilets. In the remaining 18(45%) schools no construction works was taking place. The agencies assigned for the construction works were VEC and Ward Education Committees. The MoU between SSA authorities and SMC was signed by 22(55%) schools. It was found that in all the 6(15%) schools the copies of the MoU/ Community manual and design drawing were available.

The entire head teacher in all the schools expressed that the SMC had been adequately trained for implementing civil works by the DMA (District Mission Authority). Only 12(30%) schools were available with the training modules. All the accounts for civil works were being maintained separately in all the schools. The accounts were being maintained by the VEC/WECs in all the schools. The SMCs showed 100% transparency with the accounts, and it was found well maintained, updated and found tallied with the balance. All the funds were received through cheques and it seems that a long period of one month required for the transfer of cheques.

Regarding the block engineer's visit to the site and imparting technical instructions, the respondents expressed that block engineers visited the site according to the work that took place. 10(25%) schools stated that once in a month if the work is of additional classroom construction, toilets, or wall boundaries. But if it is school building construction, they visit often. In 36(90%) schools daily cement accounts were maintained and it was found in 12(30%) schools that the account was maintained by the head teachers, whereas in 28(70%) schools the account was maintained by the SMCs. 15(37.5%) schools stated that the items like steel, pipes, fittings etc were rated with BIS/ISO marked. It was observed that 14(35%) schools were painted with the branded quality of paints like Asian, Dulux, and Berger. 30 (75%) schools followed the approved drawing for construction. So far no third party evaluation agency had visited the site. The perception of the community about the quality of material and work was poor for 6(15%) schools, for 26(65%) schools good and 8(20%) schools fair. MI's perception of the quality of work and school infrastructure was found fair in 12(30%) schools, 26(65%) good and 2(5%) schools found fair. The good practice found in civil works was community participation.

8. COMMUNITY AWARENESS:

The average composition of SMC was found to be 15 members for 5(12.5%) schools, 14 members for 7(17.5%) schools, 12 members' for 15(37.5%) schools and 11 members' for 13(32.5%) schools. Orientation programmes were conducted for all the schools. All the 40 schools stated that SMC members were aware of the roles and responsibilities as notified by the State Government and it was found that the SMC members were provided with the guidelines copies each. The guidelines were printed in simple English. Regarding the frequency of SMC meeting it was found that 26(65%) schools conducted quarterly and 14(35%) schools occasionally.

Awareness level of the SMC members:

The awareness levels of the SMC members on different activities are tabulated below:

Sl.no	Activities	Poor	Fair	Good	V Good	Exllnt
A	Details about SSA & MDM	20%	50%	12.5%	12.5%	5%
B	Funds (civil works, additional classrooms, school grants, maintenance grants, etc.)	10%	30%	57.5%	2.5%	
C	Roles and responsibilities	30%	25%	25%	20%	
D	School development plan	7.5%	25%	52.5%	12.5%	
E	Student enrollment and attendance	10%	55%	35%		
F	Right to education act	17.5%	15%	52.5%	10%	5%
G	School facilities (classrooms, toilets and drinking water,etc.)	30%	25%	45%		
H	DISE captures format	22.5%	55%	20%	2.5%	
I	School report card	12.5%	7.5%	60%	20%	
J	VER/WER	20%	30%	35%	15%	

Regarding the activities awareness level of SMC members about SSA and MDM was concerned 20(50%) fair, 8(20%) poor, 5(12.5%) good, 5(12.5%) very good and 2(5%) excellent. For the funds 23(57.5%) good, 12(30%) fair, 4(10%) poor and 1(2.5%) in the very good level. Awareness level of the SMC members in roles and responsibilities was 12(30%) poor, 10(25%) fair, 10(25%) good and 8(20%) very good level. It was found that related to school development plan, the awareness level of the SMC members was 21(52.5%) good, 10(25%) fair, 5(12.5%) very good and 3(7.5%) in the poor level. The students' attendance and enrolment awareness level was 22(55%) fair, 14(35%) good and 4(10%) poor. Regarding the RTE Act, the awareness level was 21(52.5%) good, 7(17.5%) poor, 6(15%) fair, 4(10%) very good and 2(5%) excellent. Related to School facilities awareness was 18(45%) good, 12(30%) poor and 10(25%)

fair. DISE capture format awareness was 22(55%) fair, 10(25%) very good, 8(20%) was in good level. Moreover the school report card, the SMC members of 14(35%) schools are good, 12(30%) fair, 8(20%) poor and 6(15%) very good level. On enquiring about the VER/WER the awareness level were quite positive. Majority were in the good level.

Regarding the sources of awareness of SMC members regarding school activities, the most useful source was the teachers for all the schools. It was found that 32(80%) schools SMC members were aware of the guidelines regarding the school development plan and the members were trained. All the 40 schools stated that the SMC members visited the schools frequently. Generally the roles of the SMC members were monitoring the students' attendance, teachers' attendances and the MDM.

9. MIS:

Regarding the school supply data under DISE for the current year, it was found that all the 40 schools had submitted and the filled in data capture formats (DCF) were maintained intact in the schools. 30 (75%) schools responded that the head teachers had received the training for filling up the data capture formats. Only 3(7.5%) schools stated that the CRC/head teacher had conducted the Jan-Vaachan of the DISE data reported in the DCF. 27(67.5%) schools stated that the school received the printed copy of the School Report Cards and 8(20%) schools were being displayed on the notice board. All the 27(67.5%) schools stated that it fully tallied with the actual position in the schools. it was found that all the schools were maintaining and updating the schools records.

10. FINANCIAL MANAGEMENT:

Maintenance of financial records and registers; in all the 40 schools it was found that the cash books were available. 30(75%) schools were found to have passbooks and 35(87.5%) schools had stock-registers. The cash books, stock registers and pass books were updated at the end of the month by the LDC staffs. In all the schools the mode of transfer of fund, school grants received from the State Government or District level in which the survey was taken up, the fund received by the schools is done through bank. For the current year teachers grant (TLM) was Rs.1, 88,500/- , School grant (GIS) was Rs.2, 61,500/- , maintenance grant was Rs. 30, 20,500/- and for the civil works the amount received was Rs. 10, 649122/-. For all the 40 schools, uniform funds were received through materials. The funds were received by the schools from March to July. It was verified that the system for the drawal of fund was a joint account maintained by the SMC/VEC chairman and secretary. 32(80%) schools stated that the VEC/SMC is covered by audit and the audit observation has been shared with the community. It was found that SMC shared the proposals for expenditure as well as expenditure statements with the community.

LIST OF SCHOOLS – DIMAPUR DISTRICT

SL No	SCHOOL NAME	SCHOOL CODE	BLOCK NAME
1	GMS Medziphema Town	13060303802	Medziphema
2	GPS Medziphema Kuki	13060303701	Medziphema
3	GPS Medziphema Village	13060301801	Medziphema
4	GHS Medziphema	13060300601	Medziphema
5	GPS Sirhima	13060303001	Medziphema
6	GPS Chumukedima Town	13060303901	Medziphema
7	GPS Chumukedima Block 4	13060301301	Medziphema
8	GMS Chumukedima	13060300302	Medziphema
9	GPS Aoyim	13060210401	Kushiabill
10	GMS Diphupar B	13060202703	Kushiabill
11	GMS Diphupar Sumi	13060201604	Kushiabill
12	GPS Showba New Loyir	13060208001	Kushiabill
13	GMS Xelhoshe	13060204605	Kushiabill
14	GPS Diphupar Lotha	13060203201	Kushiabill
15	GMS Showuba Old	13060208303	Kushiabill
16	GMS Diphupar Ao	13060201704	Kushiabill
17	GMS Purana Bazar B	13060206103	Kushiabill
18	GPS Nihoto	13060208901	Kushiabill
19	GPS Pishikhu	13060211201	Kushiabill
20	GMS Bamunpukhuri B	13060203502	Kushiabill
21	GMS Lotovi	13060209303	Kushiabill
22	GPS Bamunpukhuri A	13060203601	Kushiabill

23	GMS Padumpukhuri	13060201405	<u>Kushiabill</u>
24	GMS Kushiabill	13060204602	Kushiabill
25	GMS Aoyimkum	13060502802	Dimapur Urban
26	GMS Nagarjan	13060502902	Dimapur Urban
27	GPS Naga New Model Angami	13060501004	Dimapur Urban
28	GPS Naga New Model Lotha	13060500901	Dimapur Urban
29	GMS Naga New Model Sumi	13060501103	Dimapur Urban
30	GMS Veterinary Colony	13060501502	Dimapur Urban
31	GMS Burma Camp	13060500602	Dimapur Urban
32	GPS Dimapur Town	13060500501	Dimapur Town
33	GMS Phaipijang	13060503202	Dimapur Urban
34	GMS Sarbura	13060500403	Dimapur Urban
35	GMS Duncan Ao	13060500202	Dimapur Urban
36	GMS Chakhesang Colony Dimapur	13060500802	Dimapur Urban
37	GMS Midland	13060501205	Dimapur Urban
38	GPS Senjum	13060500405	Dimapur Urban
39	GMS (Duncan) Lotha	1360500108	Dimapur Urban
40	GPS Lengrijan	13060502007	Dimapur Urban

**MONITORING REPORT OF NAGALAND
UNIVERSITY
ON
Mid Day Meal Scheme for Dimapur District
October to November, 2012**



Dr. Buno Zetsuvi
Nodal Officer
Monitoring Institute
Nagaland University

MID-DAY MEAL SCHEME IN DIMAPUR DISTRICT

10. Regularity in Serving Meal:

	Name of the School	Whether the school is serving hot cook meal daily	In the case of interruption extent or reason for the same
1	GMS Medziphema Town	No	Shortage of stock
2	GPS Medziphema Kuki	No	Shortage of stock
3	GPS Medziphema Village	No	Disturbances of class
4	GHS Medziphema	No	Insufficient food supply
5	GPS Sirhima	No	Insufficient food supply
6	GPS Chumukedima Town	No	Shortage of stock
7	GPS Chumukedima Block 4	No	Disturbances' of class
8	GMS Chumukedima	No	Delayed supplies
9	GPS Aoyim	Yes	
10	GMS Diphupar B	No	Delayed supplies
11	GMS Diphupar Sumi	No	Delayed supplies
12	GPS Showba New Loyir	Yes	
13	GMS Xelhoshe	No	Delayed supplies
14	GPS Diphupar Lotha	Yes	
15	GMS Showuba Old	Yes	
16	GMS Diphupar Ao	Yes	
17	GMS Purana Bazar B	Yes	
18	GPS Nihoto	Yes	
19	GPS Pishikhu	Yes	
20	GMS Bamunpukhuri B	Yes	
21	GMS Lotovi	No	Disturbances of class
22	GPS Bamunpukhuri A	Yes	
23	GMS Padumpukhuri	Yes	
24	GMS Kushiabill	Yes	
25	GMS Aoyimkum	Yes	
26	GMS Nagarjan	No	Shortage of stock
27	GPS Naga New Model Angami	No	Insufficient supplies
28	GPS Naga New Model Lotha	No	Insufficient supplies
29	GMS Naga New Model Sumi	Yes	
30	GMS Veterinary Colony	Yes	
31	GMS Burma Camp	Yes	
32	GPS Town Primary	Yes	
33	GMS Phaipijang	Yes	

34	Government Middle School Sarbura	Yes	
35	GMS Duncan Ao	Yes	
36	GMS Chakhesang Colony Dimapur	Yes	
37	GMS Midland	Yes	
38	GPS Senjum	Yes	
39	GMS (Duncan) Lotha	Yes	
40	GPS Lengrijan	Yes	

On enquiring whether the school is serving hot cooked meal daily, the data presented in the Table1 indicates that 25(62.5%) schools served regularly where as 15(37.5%) schools did not serve hot cooked meal daily. In response to interruption, some stated that it disrupted the smooth functioning of the classes, shortages of stock, insufficient food supply and delayed of MDM items from the head office.

2. Trends:

	Name of the School	Enrolment	Numbers of children attending school on the day of visit	Numbers of children availing MDM as per MDM register	Numbers of Children actually availing MDM on the day of visit
1	GMS Medziphema Town	302	297	226	223
2	GPS Medziphema Kuki	292	290	248	239
3	GPS Medziphema Village	104	103	79	77
4	GHS Medziphema	430	425	227	225
5	GPS Sirhima	113	113	71	71
6	GPS Chumukedima Town	540	528	397	389
7	GPS Chumukedima Block 4	286	284	199	197
8	GMS Chumukedima	377	377	257	257
9	GPS Aoyim	56	50	56	50
10	GMS Diphupar B	505	489	403	394
11	GMS Diphupar Sumi	161	154	161	154
12	GPS Showba New Loyir	207	190	205	190
13	GMS Xelhoshe	128	85	85	85
14	GPS Diphupar Lotha	130	120	130	130

15	GMS Showuba Old	152	140	152	140
16	GMS Diphupar Ao	302	290	285	284
17	GMS Purana Bazar B	215	209	215	209
18	GPS Nihoto	180	170	180	170
19	GPS Pishikhu	119	109	119	109
20	GMS Bamunpukhuri B	350	345	350	345
21	GMS Lotovi	206	191	90	90
22	GPS Bamunpukhuri A	320	312	189	189
23	GMS Padumpukhuri	372	362	157	157
24	GMS Kushiabill	412	412	412	398
25	GMS Aoyimkum	144	132	144	132
26	GMS Nagarjan	517	503	517	503
27	GPS Naga New Model Angami	133	125	133	125
28	GPS Naga New Model Lotha	190	185	190	185
29	GMS Naga New Model Sumi	233	225	233	225
30	GMS Veterinary Colony	297	289	297	289
31	GMS Burma Camp	959	955	959	955
32	GPS Town Primary	697	690	697	690
33	GMS Phaijjang	237	230	237	230
34	Government Middle School Sarbura	903	429	455	429
35	GMS Duncan Ao	443	435	443	435
36	GMS Chakhesang Colony Dimapur	181	172	181	172
37	GMS Midland	260	251	260	251
38	GPS Senjum	30	28	30	28
39	GMS (Duncan) Lotha	239	223	239	223
40	GPS Lengrijan	540	519	540	519

The total enrollment of the students out of 40 schools was 12,162. No. of children attending the school on the day of MI visit was 11436. The total registered number of children availing MDM was 10448 and students availing MDM on the day of visit was 10163.

3. Regularity in Delivering food grains to school level:

	Name of the School	Whether school receiving food grains	Whether buffer stock of one month maintained	Whether food grain delivered at school Yes/No
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		regularly Yes/No	Yes/No	
1	GMS Medziphema Town	No	No	No
2	GPS Medziphema Kuki	No	No	No
3	GPS Medziphema Village	No	No	No
4	GHS Medziphema	No	No	No
5	GPS Sirhima	No	No	No
6	GPS Chumukedima Town	No	No	No
7	GPS Chumukedima Block 4	No	No	No
8	GMS Chumukedima	No	No	No
9	GPS Aoyim	Yes	Yes	No
10	GMS Diphupar B	Yes	Yes	No
11	GMS Diphupar Sumi	Yes	Yes	No
12	GPS Showba New Loyir	No	No	No
13	GMS Xelhoshe	Yes	Yes	No
14	GPS Diphupar Lotha	Yes	Yes	No
15	GMS Showuba Old	Yes	Yes	No
16	GMS Diphupar Ao	Yes	Yes	No
17	GMS Purana Bazar B	No	Yes	No
18	GPS Nihoto	Yes	Yes	No
19	GPS Pishikhu	Yes	Yes	No
20	GMS Bamunpukhuri B	Yes	Yes	No
21	GMS Lotovi	Yes	Yes	No
22	GPS Bamunpukhuri A	Yes	Yes	No
23	GMS Padumpukhuri	Yes	Yes	No
24	GMS Kushiabill	Yes	Yes	No
25	GMS Aoyimkum	Yes	Yes	No
26	GMS Nagarjan	Yes	No	No
27	GPS Naga New Model Angami	Yes	Yes	No
28	GPS Naga New Model Lotha	Yes	Yes	No
29	GMS Naga New Model Sumi	No	Yes	No
30	GMS Veterinary Colony	No	Yes	No
31	GMS Burma Camp	No	Yes	No
32	GPS GPS Town Primary	Yes	Yes	No
33	GMS Phaipijang	No	Yes	No
34	Government Middle School Sarbura	Yes	Yes	No
35	GMS Duncan Ao	Yes	Yes	No

36	GMS Chakhesang Colony Dimapur	Yes	Yes	No
37	GMS Midland	Yes	Yes	No
38	GPS Senjum	Yes	Yes	No
39	GMS (Duncan) Lotha	Yes	Yes	No
40	GPS Lengrijan	Yes	Yes	No

As projected in the Table.3. 26(65%) schools responded that the schools received the food grain regularly but 14(35%) schools responded that the schools were delayed in receiving the food grain. There were 30(75%) schools found maintaining the buffer stock of one-month's requirement where as 10(25%) schools are not maintaining the buffer stock. For all the 40 schools, the food grains were not delivered at the schools.

4. Regularity in delivering cooking cost to school level:

	Name of the School	Whether cooking cost received regularly	If delay in delivering extent and reason for it	How schools manage to ensure there is no disruption in feeding programme	Whether cooking cost paid by cash or banking channel
1	GMS Medziphema Town	No	Delay from the head office.	Manage by the teachers	cash
2	GPS Medziphema Kuki	No	Delay from the head office	Manage by the teachers	Cash
3	GPS Medziphema Village	No	Delay from the head office	From teachers fund	Cash
4	GHS Medziphema	No	Delay from the head office	Adjustment from school fund	Cash
5	GPS Sirhima	No	Delay from the head office	Adjustment from school fund	Cash
6	GPS Chumukedima Town	No	Delay from the head office	Adjustment from school fund	Cash
7	GPS Chumukedima Block 4	No	Delay from the head office	Adjustment from school fund	Cash
8	GMS Chumukedima	No	Delay from the head office	Adjustment from school fund	Cash

9	GPS Aoyim	Yes			Cash
10	GMS Diphupar B	Yes			Cash
11	GMS Diphupar Sumi	Yes			Cash
12	GPS Showba New Loyir	No	Delay from the head office	Manage by teacher incharge	Cash
13	GMS Xelhoshe	Yes			Cash
14	GPS Diphupar Lotha	Yes			Cash
15	GMS Showuba Old	Yes			Cash
16	GMS Diphupar Ao	Yes			Cash
17	GMS Purana Bazar B	No	Delay from the head office	They don't serve	Cash
18	GPS Nihoto	Yes			Cash
19	GPS Pishikhu	Yes			Cash
20	GMS Bamunpukhuri B	No	Delay from the head office	Manage from the school fund	Cash
21	GMS Lotovi	No	Delayed from the head office	Arrange from the school fund	Cash
22	GPS Bamunpukhuri A	No	Delay from the office	Arrange from the school fund	Cash
23	GMS Padumpukhuri	Yes			Cash
24	GMS Kushiabill	Yes			Cash
25	GMS Aoyimkum	Yes			Cash
26	GMS Nagarjan	Yes			Cash
27	GPS Naga New Model Angami	No	Delay from the head office	Manage from school fund	Cash
28	GPS Naga New Model Lotha	Yes			Cash
29	GMS Naga New Model Sumi	Yes			Cash
30	GMS Veterinary Colony	Yes			Cash
31	GMS Burma Camp	Yes			Cash
32	GPS Town Primary	Yes			Cash
33	GMS Phaipijang	Yes			Cash
34	Government Middle School Sarbura	Yes			Cash
35	GMS Duncan Ao	Yes			Cash

36	GMS Chakhesang Colony Dimapur	Yes			Cash
37	GMS Midland	Yes			Cash
38	GPS Senjum	Yes			Cash
39	GMS (Duncan) Lotha	Yes			Cash
40	GPS Lengrijan	Yes			Cash

On the query to the different schools regarding with the regularity in delivering cooking cost 26(65%) schools stated positively where as 14(35%) schools stated otherwise. The reason for the delay was due to delay from the head quarter. The schools during such delayed manage from the schools fund and 1(2.5%) school stopped feeding the children till MDM items weresupplied. It was found that the cooking cost was paid through cash and not through banking channel.

5. Social Equality: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangement:

	Name of the School	Yes/No
1	GMS Medziphema Town	No
2	GPS Medziphema Kuki	No
3	GPS Medziphema Village	No
4	GHS Medziphema	No
5	GPS Sirhima	No
	GPS Chumukedima Town	No
7	GPS Chumukedima Block 4	No
8	GMS Chumukedima	No
9	GPS Aoyim	No
10	GMS Diphupar B	No
11	GMS Diphupar Sumi	No
12	GPS Showba New Loyir	No
13	GMS Xelhoshe	No
14	GPS Diphupar Lotha	No
15	GMS Showuba Old	No
16	GMS Diphupar Ao	No
17	GMS Purana Bazar B	No
18	GPS Nihoto	No
19	GPS Pishikhu	No
20	GMS Bamunpukhuri B	No
21	GMS Lotovi	No
22	GPS Bamunpukhuri A	No
23	GMS Padumpukhuri	No
24	GMS Kushiabill	No
25	GMS Aoyinkum	No
26	GMS Nagarjan	No

27	GPS Naga New Model Angami	No
28	GPS Naga New Model Lotha	No
29	GMS Naga New Model Sumi	No
30	GMS Veterinary Colony	No
31	GMS Burma Camp	No
32	GPS Town Primary	No
33	GMS Phaipijang	No
34	Government Middle School Sarbura	No
35	GMS Duncan Ao	No
36	GMS Chakhesang Colony Dimapur	No
37	GMS Midland	No
38	GPS Senjum	No
39	GMS (Duncan) Lotha	No
40	GPS Lengrijan	No

The data presented in the Table 5 clearly indicates that all the 40 schools did not practice any discrimination while cooking or serving or seating arrangement on the base of gender or caste or community. Every child is treated equally.

6. Variety of Menu: Whether the school displayed its weekly menu and is it able to adhere to the menu displayed:

	Name of the School	Yes/No
1	GMS Medziphema Town	No
2	GPS Medziphema Kuki	No
3	GPS Medziphema Village	No
4	GHS Medziphema	No
5	GPS Sirhima	No
6	GPS Chumukedima Town	No
7	GPS Chumukedima Block 4	No
8	GMS Chumukedima	No
9	GPS Aoyim	No
10	GMS Diphupar B	No
11	GMS Diphupar Sumi	No
12	GPS Showba New Loyir	No
13	GMS Xelhoshe	No
14	GPS Diphupar Lotha	No
15	GMS Showuba Old	No
16	GMS Diphupar Ao	No
17	GMS Purana Bazar B	No
18	GPS Nihoto	No
19	GPS Pishikhu	No

20	GMS Bamunpukhuri B	No
21	GMS Lotovi	No
22	GPS Bamunpukhuri A	No
23	GMS Padumpukhuri	No
24	GMS Kushiabill	No
25	GMS Aoyimkum	No
26	GMS Nagarjan	No
27	GPS Naga New Model Angami	No
28	GPS Naga New Model Lotha	No
29	GMS Naga New Model Sumi	No
30	GMS Veterinary Colony	No
31	GMS Burma Camp	No
32	GPS Town Primary	No
33	GMS Phaipijang	No
34	Government Middle School Sarbura	No
35	GMS Duncan Ao	No
36	GMS Chakhesang Colony Dimapur	No
37	GMS Midland	No
38	GPS Senjum	No
39	GMS (Duncan) Lotha	No
40	GPS Lengrijan	No

No schools were found displaying the weekly menu on the notice board.

7. Regularity in Serving Meal:

	Name of the School	Food served in Variety or Same	Whether the daily menu includes rice, dal and vegetables
1	GMS Medziphema Town	Variety	Yes
2	GPS Medziphema Kuki	Variety	Yes
3	GPS Medziphema Village	Variety	Yes
4	GHS Medziphema	Variety	Yes
5	GPS Sirhima	Variety	Yes
6	GPS Chumukedima Town	Variety	Yes
7	GPS Chumukedima Block 4	Variety	Yes
8	GMS Chumukedima	Variety	Yes
9	GPS Aoyim	Variety	Yes
10	GMS Diphupar B	Same	Yes
11	GMS Diphupar Sumi	Same	Yes
12	GPS Showba New Loyir	Variety	Yes
13	GMS Xelhoshe	Variety	Yes
14	GPS Diphupar Lotha	Variety	Yes

15	GMS Showuba Old	Variety	Yes
16	GMS Diphupar Ao	Variety	Yes
17	GMS Purana Bazar B	Variety	Yes
18	GPS Nihoto	Variety	Yes
19	GPS Pishikhu	Variety	Yes
20	GMS Bamunpukhuri B	Variety	Yes
21	GMS Lotovi	Variety	Yes
22	GPS Bamunpukhuri A	Variety	Yes
23	GMS Padumpukhuri	Same	Yes
24	GMS Kushiabill	Variety	Yes
25	GMS Aoyimkum	Variety	Yes
26	GMS Nagarjan	Variety	Yes
27	GPS Naga New Model Angami	Variety	Yes
28	GPS Naga New Model Lotha	Variety	Yes
29	GMS Naga New Model Sumi	Variety	Yes
30	GMS Veterinary Colony	Variety	Yes
31	GMS Burma Camp	Variety	Yes
32	GPS Town Primary	Variety	Yes
33	GMS Phaipijang	Variety	Yes
34	Government Middle School Sarbura	Variety	Yes
35	GMS Duncan Ao	Variety	Yes
36	GMS Chakhesang Colony Dimapur	Variety	Yes
37	GMS Midland	Same	Yes
38	GPS Senjum	Variety	Yes
39	GMS (Duncan) Lotha	Variety	Yes
40	GPS Lengrijan	Variety	Yes

On the query about the variety of menu, the responses in the Table 7 reveal that 36(90%) schools served variety of food including rice, grams and vegetables where as 4(10%) schools revealed that they served the same food.

8. Quality and Quantity of Meal:

	Name of the School	Quality of Meal	Quantity of Meal	Suggestions
1	GMS Medziphema Town	Good	Sufficient	
2	GPS Medziphema Kuki	Average	Sufficient	
3	GPS Medziphema Village	Average	Sufficient	
4	GHS Medziphema	Good	Sufficient	
5	GPS Sirhima	Average	Sufficient	
6	GPS Chumukedima Town	Average	Sufficient	
7	GPS Chumukedima Block	Good	Sufficient	

	4			
8	GMS Chumukedima	Good	Sufficient	
9	GPS Aoyim	Good	Sufficient	
10	GMS Diphupar B	Good	Sufficient	
11	GMS Diphupar Sumi	Average	Sufficient	
12	GPS Showba New Loyir	Good	Sufficient	
13	GMS Xelhoshe	Average	Sufficient	
14	GPS Diphupar Lotha	Average	Sufficient	
15	GMS Showuba Old	Good	Sufficient	
16	GMS Diphupar Ao	Good	Sufficient	
17	GMS Purana Bazar B	Good	Sufficient	
18	GPS Nihoto	Good	Sufficient	
19	GPS Pishikhu	Good	Sufficient	
20	GMS Bamunpukhuri B	Good	Sufficient	
21	GMS Lotovi	Good	Sufficient	
22	GPS Bamunpukhuri A	Good	Sufficient	
23	GMS Padumpukhuri	Good	One bowl each	
24	GMS Kushiabill	Good	Sufficient	
25	GMS Aoyimkum	Good	Sufficient	
26	GMS Nagarjan	Good	Sufficient	
27	GPS Naga New Model Angami	Good	Sufficient	
28	GPS Naga New Model Lotha	Good	Sufficient	
29	GMS Naga New Model Sumi	Good	Sufficient	
30	GMS Veterinary Colony	Good	Sufficient	
31	GMS Burma Camp	Good	Sufficient	
32	GPS Town Primary	Good	Sufficient	
33	GMS Phaipijang	Good	Sufficient	
34	Government Middle School Sarbura	Good	Sufficient	
35	GMS Duncan Ao	Good	Sufficient	
36	GMS Chakhesang Colony Dimapur	Good	Sufficient	
37	GMS Midland	Good	Sufficient	
38	GPS Senjum	Average	Sufficient	
39	GMS (Duncan) Lotha	Good	Sufficient	
40	GPS Lengrijan	Good	Sufficient	

The data represented in the Table 8 reveal that high majority of the schools 32(80%) responded that the quality of meal was quite good whereas the remaining 8(20%) schools said it was of average quality. Regarding the quantity of food all the 40

schools expressed that the food was sufficient. No school had given any suggestion regarding with the MDM.

9. Supplementary:

	Name of the School	Whether children are given micronutrients? Yes/No	Who administers the medicines and at what frequency?	Whether school has maintained for the health care? Yes/No
1	GMS Medziphema Town	No	Parents	No
2	GPS Medziphema Kuki	No	Parents	No
3	GPS Medziphema Village	No	Parents	No
4	GHS Medziphema	No	Parents	No
5	GPS Sirhima	No	Parents	No
6	GPS Chumukedima Town	No	Parents	No
7	GPS Chumukedima Block 4	No	Parents	No
8	GMS Chumukedima	No	Parents	No
9	GPS Aoyim	No	Parents	No
10	GMS Diphupar B	No	Parents	No
11	GMS Diphupar Sumi	No	Parents	No
12	GPS Showba New Loyir	Once	Teacher incharge	No
13	GMS Xelhoshe	No	Parents	No
14	GPS Diphupar Lotha	No	Parents	No
15	GMS Showuba Old	No	Parents	No
16	GMS Diphupar Ao	No	Parents	No
17	GMS Purana Bazar B	No	Parents	No
18	GPS Nihoto	No	Parents	No
19	GPS Pishikhu	No	Parents	No
20	GMS Bamunpukhuri B	No	Parents	No
21	GMS Lotovi	No	Parents	No
22	GPS Bamunpukhuri A	No	Parents	No
23	GMS Padumpukhuri	No	Parents	No
24	GMS Kushiabill	No	Parents	No
25	GMS Aoyimkum	No	Parents	No
26	GMS Nagarjan	No	Parents	No
27	GPS Naga New Model Angami	Yes	Medical deptt.	No
28	GPS Naga New Model Lotha	Yes- yearly	Medical deptt.	No

29	GMS Naga New Model Sumi	Yes -yearly	Medical deptt.	No
30	GMS Veterinary Colony	Yes -yearly	Medical deptt.	No
31	GMS Burma Camp	Yes -yearly	Medical deptt.	No
32	GPS Town Primary	No	Parents	No
33	GMS Phaipijang	No	Parents	No
34	Government Middle School Sarbura	No	Parents	No
35	GMS Duncan Ao	No	Parents	No
36	GMS Chakhesang Colony Dimapur	No	Parents	No
37	GMS Midland	No	Parents	No
38	GPS Senjum	No	Parents	No
39	GMS (Duncan) Lotha	No	Parents	No
40	GPS Lengrijan	No	Parents	No

From the analysis of the data presented in the Table 9, it was found that majority of the schools 34(85%) were not given micronutrients and de-worming medicine, but the remaining 6(15%) schools received once in a year from the Medical Department. Out of 40 schools it was found that no school has maintained health care card.

10. Status of Cooks:

	Name of the School	Who cooks and served the meal	Whether the cooks helpers meet the requirements	What is remuneration paid to cooks/helpers	Are they paid regularly	Social composition of cooks /helpers
1	GMS Medziphema Town	Voluntary	No	Rs.100 per meal	No	ST
2	GPS Medziphema Kuki	Self help group	No	Rs.100 per meal	Yes	ST
3	GPS Medziphema Village	Cook	No	Rs.100 per meal	No	ST
4	GHS Medziphema	Cook	No	Rs. 100 per meal	No	ST
5	GPS Sirhima	Voluntary	No	Rs.100 per meal	No	ST
6	GPS Chumukedima Town	Voluntary	No	Rs. 100 per meal	No	ST
7	GPS Chumukedima	Voluntary	No	Rs. 400 weekly	Yes	ST

	Block 4					
8	GMS Chumukedima	Cook	No	Rs. 100 per meal	Yes	ST
9	GPS Aoyim	Cook	No	Rs. 500 per month	Yes	ST
10	GMS Diphupar B	Cook	No	Rs. 100 per meal	Yes	ST
11	GMS Diphupar Sumi	Self help group	No	Rs.100 per meal	Yes	ST
12	GPS Showba New Loyir	Cook	No	Rs.500 weekly	No	ST
13	GMS Xelhoshe	Self help group	No	Rs.100 per meal	No	ST
14	GPS Diphupar Lotha	Self help group	No	Rs. 100 per meal	No	ST
15	GMS Showuba Old	Cook	No	Rs. 500 weekly	No	ST
16	GMS Diphupar Ao	Self help group	No	Rs. 500 weekly	No	ST
17	GMS Purana Bazar B	Self help group	Yes	Rs.100 per meal	Yes	ST
18	GPS Nihoto	Self help group	Yes	Rs.400 weekly	Yes	ST
19	GPS Pishikhu	Self help group	Yes	Rs. 200 per meal	Yes	ST
20	GMS Bamunpukhuri B	Self help group	Yes	Rs. 200 per meal	Yes	ST
21	GMS Lotovi	Self help group	Yes	Rs. 200 per meal	Yes	ST
22	GPS Bamunpukhuri A	Cook	Yes	Rs. 400 weekly	Yes	ST
23	GMS Padumpukhuri	Self help group	Yes	Rs. 300 per meal	Yes	ST
24	GMS Kushiabill	Cook	Yes	Rs. 300 per meal	Yes	ST
25	GMS Aoyimkum	Self help group	Yes	Rs. 500 weekly	Yes	ST
26	GMS Nagarjan	Cook	Yes	Rs. 800 weekly	Yes	ST
27	GPS Naga New Model Angami	Self help group	No	Rs. 500 weekly	Yes	ST
28	GPS Naga New Model Lotha	Self help group	Yes	Rs. 100 per meal	Yes	ST

29	GMS Naga New Model Sumi	Self help group	Yes	Rs. 500 weekly	Yes	ST
30	GMS Veterinary Colony	Self help group	Yes	Rs. 500 weekly	Yes	ST
31	GMS Burma Camp	Self help group	Yes	Rs.500 weekly	Yes	ST
32	GPS Town Primary	Self help group	Yes	Rs.100 per meal	Yes	ST
33	GMS Phaipijang	Cook	Yes	Rs.500 weekly	Yes	ST
34	Government Middle School Sarbura	Cook	Yes	Rs. 500 weekly	Yes	ST
35	GMS Duncan Ao	Cook	Yes	Rs. 500 weekly	Yes	ST
36	GMS Chakhesang Colony Dimapur	Cook	Yes	Rs. 500 weekly	Yes	ST
37	GMS Midland	Cook	Yes	Rs.500 weekly	Yes	ST
38	GPS Senjum	Cook	Yes	Rs.500 weekly	Yes	ST
39	GMS (Duncan) Lotha	Cook	Yes	Rs. 500 weekly	Yes	ST
40	GPS Lengrijan	Self help group	Yes	Rs. 500 weekly	Yes	ST

On enquiring into the status of cooks, it was found that 19(47.5%) schools were helped by the Self help group, 17(42.5%) schools employed regular cooks and 4(10%) schools were helped by the volunteers. 18(45%) schools stated that the numbers of cooks were not adequate to meet the requirement of the school. 17(42.5%) schools paid Rs.500/- weekly, 35% schools paid Rs.100/- per meal, 3(7.5%) schools paid Rs.400/- weekly, 3(7.5%) schools paid Rs.200/- per meal, 2(5%) schools paid Rs.300/- per meal and 1(2.5%) school paid Rs.800/- weekly. All the cooks, self help group members and volunteers were from the scheduled tribes.

11. Infra-Structure: Pucca kitchen shed cum store:

	Name of the School	Is a pucca kitchen shed cum store
1	GMS Medziphema Town	Constructed and in use
2	GPS Medziphema Kuki	Constructed and in use
3	GPS Medziphema Village	Constructed and in use
4	GHS Medziphema	Constructed and in use
5	GPS Sirhima	Constructed and in use

6	GPS Chumukedima Town	Constructed and in use
7	GPS Chumukedima Block 4	Constructed and in use
8	GMS Chumukedima	Constructed and in use
9	GPS Aoyim	Not sanctioned
10	GMS Diphupar B	Constructed and in use
11	GMS Diphupar Sumi	Constructed and in use
12	GPS Showba New Loyir	Constructed and in use
13	GMS Xelhoshe	Constructed and in use
14	GPS Diphupar Lotha	Constructed and in use
15	GMS Showuba Old	Constructed and in use
16	GMS Diphupar Ao	Constructed and in use
17	GMS Purana Bazar B	Constructed and in use
18	GPS Nihoto	Under construction
19	GPS Pishikhu	Constructed and in use
20	GMS Bamunpukhuri B	Constructed and in use
21	GMS Lotovi	Constructed and in use
22	GPS Bamunpukhuri A	Constructed and in use
23	GMS Padumpukhuri	Constructed and in use
24	GMS Kushiabill	Constructed and in use
25	GMS Aoyimkum	Constructed and in use
26	GMS Nagarjan	Constructed and in use
27	GPS Naga New Model Angami	Constructed and in use
28	GPS Naga New Model Lotha	Constructed and in use
29	GMS Naga New Model Sumi	Constructed and in use
30	GMS Veterinary Colony	Constructed and in use
31	GMS Burma Camp	Constructed and in use
32	GPS Town Primary	Constructed and in use
33	GMS Phaipijang	Constructed and in use
34	Government Middle School Sarbura	Constructed and in use
35	GMS Duncan Ao	Constructed and in use
36	GMS Chakhesang Colony Dimapur	Constructed and in use
37	GMS Midland	Constructed and in use
38	GPS Senjum	Under construction
39	GMS (Duncan) Lotha	Constructed and in use
40	GPS Lengrijan	Not sanctioned

Regarding the infrastructure of the kitchen shed-cum store, it was found that 36(90%) schools had pucca kitchen and made use of it. Whereas in 2(5%) schools, the kitchen was under construction and temporarily they were using old class rooms. For 2(5%) schools there was no grant sanction for the construction.

12. Whether portable water is available for cooking and drinking purpose?

	Name of the School	Yes/No
--	--------------------	--------

1	GMS Medziphema Town	Yes
2	GPS Medziphema Kuki	Yes
3	GPS Medziphema Village	Yes
4	GHS Medziphema	Yes
5	GPS Sirhima	Yes
6	GPS Chumukedima Town	Yes
7	GPS Chumukedima Block 4	Yes
8	GMS Chumukedima	Yes
9	GPS Aoyim	Yes
10	GMS Diphupar B	Yes
11	GMS Diphupar Sumi	Yes
12	GPS Showba New Loyir	Yes
13	GMS Xelhoshe	No
14	GPS Diphupar Lotha	Yes
15	GMS Showuba Old	Yes
16	GMS Diphupar Ao	Yes
17	GMS Purana Bazar B	Yes
18	GPS Nihoto	No
19	GPS Pishikhu	No
20	GMS Bamunpukhuri B	No
21	GMS Lotovi	No
22	GPS Bamunpukhuri A	Yes
23	GMS Padumpukhuri	Yes
24	GMS Kushiabill	Yes
25	GMS Aoyimkum	Yes
26	GMS Nagarjan	Yes
27	GPS Naga New Model Angami	Yes
28	GPS Naga New Model Lotha	Yes
29	GMS Naga New Model Sumi	Yes
30	GMS Veterinary Colony	Yes
31	GMS Burma Camp	Yes
32	GPS Town Primary	Yes
33	GMS Phaipijang	Yes
34	Government Middle School Sarbura	Yes
35	GMS Duncan Ao	Yes
36	GMS Chakhesang Colony Dimapur	Yes
37	GMS Midland	Yes
38	GPS Senjum	Yes
39	GMS (Duncan) Lotha	Yes
40	GPS Lengrijan	Yes

The MI found that 35(87.5%) schools were facilitated with potable water whereas 5(12.5%) schools did not have the facilities.

13. Whether the utensils used for cooking food adequate?

	Name of the School	Adequate/Inadequate
1	GMS Medziphema Town	Inadequate
2	GPS Medziphema Kuki	Inadequate
3	GPS Medziphema Village	Inadequate
4	GHS Medziphema	Inadequate
5	GPS Sirhima	Inadequate
6	GPS Chumukedima Town	Inadequate
7	GPS Chumukedima Block 4	Inadequate
8	GMS Chumukedima	Inadequate
9	GPS Aoyim	Inadequate
10	GMS Diphupar B	Inadequate
11	GMS Diphupar Sumi	Inadequate
12	GPS Showba New Loyir	Inadequate
13	GMS Xelhoshe	Inadequate
14	GPS Diphupar Lotha	Inadequate
15	GMS Showuba Old	Adequate
16	GMS Diphupar Ao	Adequate
17	GMS Purana Bazar B	Adequate
18	GPS Nihoto	Inadequate
19	GPS Pishikhu	Inadequate
20	GMS Bamunpukhuri B	Inadequate
21	GMS Lotovi	Inadequate
22	GPS Bamunpukhuri A	Inadequate
23	GMS Padumpukhuri	Inadequate
24	GMS Kushiabill	Adequate
25	GMS Aoyimkum	Adequate
26	GMS Nagarjan	Adequate
27	GPS Naga New Model Angami	Inadequate
28	GPS Naga New Model Lotha	Adequate
29	GMS Naga New Model Sumi	Adequate
30	GMS Veterinary Colony	Adequate
31	GMS Burma Camp	Adequate
32	GPS Town Primary	Adequate
33	GMS Phaipijang	Adequate
34	Government Middle School Sarbura	Adequate
35	GMS Duncan Ao	Adequate
36	GMS Chakhesang Colony Dimapur	Adequate
37	GMS Midland	Adequate
38	GPS Senjum	Adequate
39	GMS (Duncan) Lotha	Adequate
40	GPS Lengrijan	Adequate

The data presented in the Table 13 highlights that 21(52.5%) schools expressed that the cooking utensils were inadequate to meet the needs for preparing the meal whereas 19(47.5%) schools expressed that cooking utensils were adequate.

14. What is the kind of fuel used?

	Name of the School	Fuel used
1	GMS Medziphema Town	Gas and firewood
2	GPS Medziphema Kuki	Gas and firewood
3	GPS Medziphema Village	Gas and firewood
4	GHS Medziphema	Gas and firewood
5	GPS Sirhima	Gas and firewood
6	GPS Chumukedima Town	Gas and firewood
7	GPS Chumukedima Block 4	Gas and firewood
8	GMS Chumukedima	Gas and firewood
9	GPS Aoyim	Firewood
10	GMS Diphupar B	Gas and firewood
11	GMS Diphupar Sumi	Gas and firewood
12	GPS Showba New Loyir	Gas and firewood
13	GMS Xelhoshe	Firewood
14	GPS Diphupar Lotha	Firewood
15	GMS Showuba Old	Firewood
16	GMS Diphupar Ao	Gas and firewood
17	GMS Purana Bazar B	Gas and firewood
18	GPS Nihoto	Gas and firewood
19	GPS Pishikhu	Gas and firewood
20	GMS Bamunpukhuri B	Gas and firewood
21	GMS Lotovi	Gas and firewood
22	GPS Bamunpukhuri A	Gas and firewood
23	GMS Padumpukhuri	Gas
24	GMS Kushiabill	Gas and firewood
25	GMS Aoyimkum	Gas and firewood
26	GMS Nagarjan	Firewood
27	GPS Naga New Model Angami	Gas and firewood
28	GPS Naga New Model Lotha	Gas and firewood
29	GMS Naga New Model Sumi	Gas and firewood
30	GMS Veterinary Colony	Gas and firewood
31	GMS Burma Camp	Gas and firewood
32	GPS Town Primary	Gas and firewood
33	GMS Phaipijang	Gas and firewood
34	Government Middle School Sarbura	Gas and firewood
35	GMS Duncan Ao	Gas and firewood
36	GMS Chakhesang Colony Dimapur	Firewood

37	GMS Midland	Firewood
38	GPS Senjum	Firewood
39	GMS (Duncan) Lotha	Firewood
40	GPS Lengrijan	Firewood

It was found that 29(72.5%) schools used both gas and firewood, 10(25%) schools used firewood and it was found that only 1(2.5%) used gas for the cooking purposes.

15. Safety and Hygiene:

	Name of the School	General impression on safety and hygiene	Whether children wash hands before and after eating	Whether children partake in an orderly manner	Conservation of water	Whether cooking process and storage of fuel is used
1	GMS Medziphema Town	Good	Yes	Yes	Yes	Yes
2	GPS Medziphema Kuki	Good	Yes	Yes	Yes	Yes
3	GPS Medziphema Village	Good	Yes	Yes	Yes	Yes
4	GHS Medziphema	Good	Yes	Yes	Yes	Yes
5	GPS/GMS Sirhima	Good	Yes	Yes	Yes	Yes
6	GPS Chumukedima Town	Good	Yes	Yes	Yes	Yes
7	GPS Chumukedima Block 4	Good	Yes	Yes	Yes	No
8	GMS Chumukedima	Good	Yes	Yes	Yes	No
9	GPS Aoyim	Good	Yes	Yes	Needs to improved	No
10	GMS Diphupar B	Good	Yes	Yes	Yes	Yes
11	GMS Diphupar Sumi	Good	Yes	Yes	Yes	Yes
12	GPS Showba New Loyir	Good	Yes	Yes	No	No

13	GMS Xelhoshe	Good	Yes	Yes	Yes	No
14	GPS Diphupar Lotha	Average	Yes	Yes	Yes	Yes
15	GMS Showuba Old	Good	Yes	Yes	Yes	No
16	GMS Diphupar Ao	Good	Yes	Yes	Yes	No
17	GMS Purana Bazar B	Good	Yes	Yes	Yes	Yes
18	GPS Nihoto	Good	Yes	Yes	Yes	Yes
19	GPS Pishikhu	Good	Yes	Yes	No	Yes
20	GMS Bamunpukhuri B	Good	Yes	Yes	No	Yes
21	GMS Lotovi	Good	Yes	Yes	No	Yes
22	GPS Bamunpukhuri A	Good	Yes	Yes	Yes	Yes
23	GMS Padumpukhuri	Average	Yes	Yes	Yes	Yes
24	GMS Kushiabill	Good	Yes	Yes	Yes	Yes
25	GMS Aoyinkum	Good	Yes	Yes	Yes	Yes
26	GMS Nagarjan	Good	Yes	Yes	Yes	Yes
27	GPS Naga New Model Angami	Good	Yes	Yes	Yes	Yes
28	GPS Naga New Model Lotha	Good	Yes	Yes	Yes	Yes
29	GMS Naga New Model Sumi	Good	Yes	Yes	Yes	Yes
30	GMS Veterinary Colony	Good	Yes	Yes	Yes	Yes
31	GMS Burma Camp	Good	Yes	Yes	Yes	Yes
32	GPS Town Primary	Good	Yes	Yes	Yes	Yes
33	GMS Phaipijang	Average	Yes	Yes	Yes	Yes
34	Government Middle School Sarbura	Average	Yes	Yes	Yes	Yes
35	GMS Duncan Ao	Average	Yes	Yes	Yes	Yes
36	GMS Chakhesang Colony Dimapur	Good	Yes	Yes	Yes	Yes
37	GMS Midland	Good	Yes	Yes	Yes	Yes
38	GPS Senjum	Good	Yes	Yes	Yes	Yes

39	GMS (Duncan) Lotha	Average	Yes	Yes	Yes	Yes
40	GPS Lengrijan	Average	Yes	Yes	Yes	Yes

The data presented in the Table 15 reveal that 33(82.5%) schools were not very satisfied with the environment safety and hygiene, whereas 7(17.5%) schools were satisfied with the environment safety and hygiene. All the 40 schools expressed that hand wash was practiced by the students' before and after their food. The children were found partaking their food in an orderly manner. It was examined that 35(87.5%) schools were aware of conservation of water, where 4(10%) schools children were not and in 1(2.5%) school, needed improvement. 33(82.5%) schools were found that kitchen was safe from any fire hazards and 7(17.5%) schools kitchens are not very safe.

16. Community participation:

	Name of the School	Extent of participation by
1	GMS Medziphema Town	Parents and VECs
2	GPS Medziphema Kuki	Parents and VECs
3	GMS Medziphema Village	Parents and VECs
4	GHS Medziphema	Parents and VECs
5	GPS Sirhima	Parents and VECs
6	GPS Chumukedima Town	Parents and VECs
7	GPS Chumukedima Block 4	Parents and VECs
8	GMS Chumukedima	Parents and VECs
9	GPS Aoyim	Parents and VECs
10	GMS Diphupar B	Parents and VECs
11	GMS Diphupar Sumi	Parents and VECs
12	GPS Showba New Loyir	Parents and VECs
13	GMS Xelhoshe	Parents and VECs
14	GPS Diphupar Lotha	Parents and VECs
15	GMS Showuba Old	Parents and VECs
16	GMS Diphupar Ao	Parents and VECs
17	GMS Purana Bazar B	Parents and VECs
18	GPS Nihoto	Parents and VECs
19	GPS Pishikhu	Parents and VECs
20	GMS Bamunpukhuri B	Parents and VECs
21	GMS Lotovi	Parents and VECs
22	GPS Bamunpukhuri A	Parents and VECs
23	GMS Padumpukhuri	Parents and VECs
24	GMS Kushiabill	Parents and VECs
25	GMS Aoyimkum	Parents and VECs
26	GMS Nagarjan	Parents and VECs
27	GPS Naga New Model Angami	Parents and VECs

28	GPS Naga New Model Lotha	Parents and VECs
29	GMS Naga New Model Sumi	Parents and VECs
30	GMS Veterinary Colony	Parents and VECs
31	GMS Burma Camp	Parents and VECs
32	GPS Town Primary	Parents and VECs
33	GMS Phaipijang	Parents and VECs
34	Government Middle School Sarbura	Parents and VECs
35	GMS Duncan Ao	Parents and VECs
36	GMS Chakhesang Colony Dimapur	Parents and VECs
37	GMS Midland	Parents and VECs
38	GPS Senjum	Parents and VECs
39	GMS (Duncan) Lotha	Parents and VECs
40	GPS Lengrijan	Parents and VECs

It was found that Parents and VECs were actively participating in all the schools relating to MDM. VECs were effectively monitoring the schools.

17. Has the Mid-Day Meal programme been inspected by any State/District/Block level Officers/Officials?

	Name of the School	Inspections by
1	GMS Medziphema Town	None
2	GPS Medziphema Kuki	None
3	GPS Medziphema Village	None
4	GHS Medziphema	None
5	GPS Sirhima	None
6	GPS Chumukedima Town	None
7	GPS Chumukedima Block 4	None
8	GMS Chumukedima	None
9	GPS Aoyim	None
10	GMS Diphupar B	None
11	GMS Diphupar Sumi	District and block level officials
12	GPS Showba New Loyir	Block level officials
13	GMS Xelhoshe	None
14	GPS Diphupar Lotha	District and block level officials
15	GMS Showuba Old	District and block level officials
16	GMS Diphupar Ao	District and block level officials
17	GMS Purana Bazar B	District and block level officials
18	GPS Nihoto	Block level officials
19	GPS Pishikhu	Block level officials
20	GMS Bamunpukhuri B	Block level officials
21	GMS Lotovi	Block level officials
22	GPS Bamunpukhuri A	Block level officials
23	GMS Padumpukhuri	Block level officials

24	GMS Kushiabill	District and block level officials
25	GMS Aoyimkum	District and block level officials
26	GMS Nagarjan	District and block level officials
27	GPS Naga New Model Angami	Education department
28	GPS Naga New Model Lotha	Education department
29	GMS Naga New Model Sumi	Education department
30	GMS Veterinary Colony	District and block level officials
31	GMS Burma Camp	Education department
32	GPS Town Primary	Education department
33	GMS Phai pijang	District and block level officials
34	Government Middle School Sarbura	District and block level officials
35	GMS Duncan Ao	District and block level officials
36	GMS Chakhesang Colony Dimapur	District and block level officials
37	GMS Midland	District and block level officials
38	GPS Senjum	District and block level officials
39	GMS (Duncan) Lotha	District and block level officials
40	GPS Lengrijan	District and block level officials

On enquiring from the head teachers whether MDM programme had been inspected by any Officials from the state/district/ block level, it was found that 17(42.5%) schools had been visited by the District and Block officials, 7(17.5%) schools by the Block officials, 5(12.5%) by the Education Department and it was found that 11(27.5%) schools were not inspected by any officials.

IMPACT:

All the 40 schools visited by the MI found that the enrollment of children had improved and the head teachers expressed that MDM programmes had improved the attendance of the students in the schools. It had encouraged the parents to send their children to schools and it had benefited the general wellbeing (nutritional status) of the children.

MID-DAY MEAL LOGO:

In 31(77.5%) schools, there were Mid-Day Meal programme logos placed in front of the schools.

CONCLUSION:

Although Mid-Day Meal programme had been implemented all over the states yet its application had not been performed fully and still a lot has to be done in this area to encourage the parents to let their children not only enroll but to continue their studies in school.

LIST OF SCHOOLS – DIMAPUR DISTRICT

SL No	SCHOOL NAME	SCHOOL CODE	BLOCK NAME
1	GMS Medziphema Town	13060303802	Medziphema
2	GPS Medziphema Kuki	13060303701	Medziphema
3	GPS Medziphema Village	13060301801	Medziphema
4	GHS Medziphema	13060300601	Medziphema
5	GPS Sirhima	13060303001	Medziphema
6	GPS Chumukedima Town	13060303901	Medziphema
7	GPS Chumukedima Block 4	13060301301	Medziphema
8	GMS Chumukedima	13060300302	Medziphema
9	GPS Aoyim	13060210401	Kushiabill
10	GMS Diphupar B	13060202703	Kushiabill
11	GMS Diphupar Sumi	13060201604	Kushiabill
12	GPS Showba New Loyir	13060208001	Kushiabill
13	GMS Xelhoshe	13060204605	Kushiabill
14	GPS Diphupar Lotha	13060203201	Kushiabill
15	GMS Showuba Old	13060208303	Kushiabill
16	GMS Diphupar Ao	13060201704	Kushiabill

17	GMS Purana Bazar B	13060206103	Kushiabill
18	GPS Nihoto	13060208901	Kushiabill
19	GPS Pishikhu	13060211201	Kushiabill
20	GMS Bamunpukhuri B	13060203502	Kushiabill

21	GMS Lotovi	13060209303	Kushiabill
22	GPS Bamunpukhuri A	13060203601	Kushiabill
23	GMS Padumpukhuri	13060201405	<u>Kushiabill</u>
24	GMS Kushiabill	13060204602	Kushiabill
25	GMS Aoyimkum	13060502802	Dimapur Urban
26	GMS Nagarjan	13060502902	Dimapur Urban
27	GPS Naga New Model Angami	13060501004	Dimapur Urban
28	GPS Naga New Model Lotha	13060500901	Dimapur Urban
29	GMS Naga New Model Sumi	13060501103	Dimapur Urban
30	GMS Veterinary Colony	13060501502	Dimapur Urban
31	GMS Burma Camp	13060500602	Dimapur Urban
32	GPS Dimapur Town	13060500501	Dimapur Town
33	GMS Phaipijang	13060503202	Dimapur Urban
34	GMS Sarbura	13060500403	Dimapur Urban
35	GMS Duncan Ao	13060500202	Dimapur Urban
36	GMS Chakhesang Colony Dimapur	13060500802	Dimapur Urban
37	GMS Midland	13060501205	Dimapur Urban
38	GPS Senjum	13060500405	Dimapur Urban
39	GMS (Duncan) Lotha	1360500108	Dimapur Urban
40	GPS Lengrijan	13060502007	Dimapur Urban

DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY
KOHIMA CAMPUS



Final Monitoring Report on SSA Performance
Phek District, Nagaland - 2012

Dr. Buno Zetsuvi
Nodal Officer
Monitoring Institute
Nagaland University

REPORT OF SSA IN NAGALAND PHEK DISTRICT

29th October -20th November, 2012



**Dr. Buno Zetsuvi
Nodal Officer
Nagaland University**

A REPORT ON MONITORING AND SUPERVISION OF SSA AND MDM ACTIVITIES IN PHEK DISTRICT OF NAGALAND.

Phek District, an administrative district of Nagaland, came into existence in the year 1973. It has its headquarters located at Phek. Phek District is a land, rich in culture and festivals. Festivals are held round the year. The name of this district has been derived from the word “Phekrekedze” meaning ‘watch tower’. Phek is famous for rare birds and several varieties of beautiful orchids. Earlier a part of Kohima District, Phek District was made a separate district on December 21st, 1973. This district is mainly inhabited by the Chakhesangs and Pochurys. Phek District covers a total area of 2026 sq kms. As per 2011 Census, total population of this district is 1, 63, 294. Literacy rate of Phek District is 79.13 percent. Phek is the district headquarter of this district.

Geography of Phek

Phek District is located in the south-eastern part of Nagaland, bounded by Myanmar in the east, Zunheboto and Tuensang districts in the north, Manipur in the south and Kohima District in the west. This district covers an area of 2026 sq km.

Latitude of Phek city: 26 degrees, 43.4 minutes North

Longitude of Phek city: 95 degrees, 2.0 minutes East

Blocks in Phek District

In Phek District there are 5 Blocks, viz.,

- Kikruma
- Pfutsero
- Sekruzu
- Phek and
- Meluri

Cities and Town in Phek District

- Akhegwo, Meluri
- Kekrima
- Zulhami
- Pfutsero
- Chipoketami
- Chazouba
- Laruri
- Phek.

ACCESS:

PHYSICAL ACCESS:

The monitoring and supervision of SSA was done in Phek District of Nagaland by surveying 40 schools, comprising of 21(52.5%) Government Primary Schools, 15(37.5%) Government Middle Schools and 4(10%) Government High Schools. All these 40 schools served 23 habitations, where 13 habitations were served by the Government Primary Schools, 8 habitations by the Government Middle Schools and 2 habitations by the Government High Schools. It was found that in some habitations Primary Schools are still required. The maximum distance of all the 40 schools were located within 2 to 3 kms. All the 40 schools of this survey served a total number of 4965 students. There was no such feature in the vicinity of or on the route to schools which pose or may pose any danger to the safety, health or hygiene of the children.

QUALITY OF ACCESS:

1. SCHOOL CLASSROOM:

There were 247 classrooms used by a total of 4965 students enrolled in the current academic year. The students-classroom ratio was found 20:1. 27(67.5%) schools were found with classrooms with an average condition, 9(22.5%) schools with poor and the remaining 4(10%) schools with good condition. While viewing adequacy of classrooms, it was found that the classrooms in 22(55%) schools were found to be adequate whereas in 18(45%) schools the classrooms were inadequate in number. However, sitting space per child was quite sufficient and adequate for 30(75%) schools but the remaining needed more space. It was found from the records of the schools that 254 teachers were serving in all the 40 schools and the teachers-students ratio was found 1: 20.

2. FURNITURE FOR THE CHILDREN:

Regarding the furniture for the children, 28(70%) schools were found with adequate furniture whereas in 12(30%) schools they were not adequate. The quality of the furniture in 22(55%) schools needs to be improved however and in 18(45%) schools furniture were of good quality.

3. LIGHT AND VENTILATION:

It was found that 14(35%) schools had proper lighting whereas 26(65%) schools were not. Similarly, 31(77.5%) schools were equipped with proper ventilation but 9(22.5%) schools were with poor ventilation facilities.

4. BUILDING DESIGN:

Sl. No.	Child friendliness of	Found in school buildings	Not found
1	Gate	30(75%)	10(25%)
2	Door latches	40(100%)	
3	Stairs	26(65%)	14(35%)
4	Floor	35(87.5%)	5(12.5%)
5	Windows	40(100%)	

6	Furniture	36(90%)	4(10%)
7	Pillars	31(77.5%)	9(22.5%)

As far as the child friendliness is concerned, building design was found to be satisfied and more details are furnished in the above table.

5. BLACKBOARD IN CLASSROOM:

The above table projects the quality access of the blackboard in the classroom. It was found that in all the 40 schools, the blackboards were available. The respondents of 34(85%) schools expressed that all the children were benefited; the quality was good in 14(35%) schools, in 20(50%) schools, it was found to be average and in 6(15%) schools it was poor. In all the schools, blackboards were centrally placed and it was found that only in 18(45%) schools blackboards were well painted and in the remaining it was not. It was found that in 22(55%) schools there was no glare on the black boards and in 30(75%) schools there were enough writing materials

Sl. No.	Description	
1	Availability	40(100%) yes
2	Can all the children of the classroom benefit from the blackboard	34(85%) yes
3	Quality of the blackboard	Good-14(35%), average- 20(50%) and poor-6(15%)
4	Is the location of the blackboard suitable from all parts of the room	40(100%) yes

5	How are the blackboards located in the classrooms?	
	a. Centrally placed	40(100%) yes
	b. Well painted	18(45%) yes
	c. No glare	22(55%) yes
	d. Written material	30(75%) yes

6. RAMP:

For the inclusive education, the quality of access of the school to the disabled children should be of great concern. However it was found that in all 40 schools there were no ramps placed with.

7. TOILETS:

Sl. No.	Access to toilets	Yes	No
1	Is there separate provision for girls and boys toilets?	14(35%)	26(65%)
2	Are the toilets available in the school adequate for students?	14(35%)	26(65%)
3	Are the students allowed to use the toilets?	40(100%)	

4	Is running water available in toilets?	10(25%)	30(75%)
5	Is no, are the toilets used properly?	28(70%)	12(30%)
6	Are the toilets maintained properly?	22(55%)	18(45%)
7	Are the toilets CWSN friendly?	3(7.5%)	37(92.5%)
8	Do the girls' toilets have incinerator facility?		40(100%)

The data presented in the above table highlight the quality of access of toilet in all the 40 schools of Phek districts.

8. DRINKING WATER:

It was found that 27(67.5%) schools had drinking water facilities whereas 13(32.5%) schools did not have. The main sources of water were PHE for 13(32.5%) schools, spring water nearby to schools for the remaining 14(35%) schools. It was found that children made use of the facilities in the schools and a high majority of the children maintained cleanliness.

9. PLAYGROUND:

Only 14(35%) schools had playground in the schools whereas, 26(65%) schools used the community playground during the sports meet. However for the outdoors activities during the class hours, the schools used the school campus. In all the 40 schools, the respondents expressed that the schools organized sports meet every year.

SOCIAL ACCESS:

In all the 40 schools it was found that children were from all sections of the society. Pattern of population of the habitations and enrollment in the schools was highly positive. There was no particular social group being irregular in the schools. During the observation it was found that there was no discrimination

practiced by the teachers or the peer groups on the basis of class, caste, religion, economic background or gender. The school attendance register and the MDM distribution register reflected the positive attitude of the parents towards their children education and the school attendance.

Sl. No.	Teacher's communication with students	Yes	No
1	Different social groups	30(75%)	10(25%)
2	Different economic groups	37(92.5%)	3(7.5%)
3	CWSN	39(97.5%)	1(2.5%)
4	Children of different castes	40(100%)	
5	Children of different religions	40(100%)	
6	Girls	40(100%)	

ADDITIONAL ITEMS IN THE CONTEXT OF RTE:

1. SCHOOL AS AN AGENCY OF SOCIAL COHESIVENESS:

School is an important agency of social cohesiveness. It was observed that teacher's communication with the different social groups was 30(75%) as given in the above table. Moreover, teachers' communication with different economic groups and CWSN was found to be positive with an average of 37(92.5%) and

39(97.5%) respectively. Teachers' communication with children belonging to SCs, different religions groups and second gender were cent percent.

2. STUDENTS FREE AND FEARLESS COMMUNICATION WITH TEACHERS

Sl. No.	Students' fearless Communication with Teachers	Yes	No
1	Different social groups	18(45%)	26(65%)
2	Different economic groups	31(77.5%)	9(22.5%)
3	CWSN	26(65%)	14(35%)
4	Children of different castes	34(85%)	6(15%)
5	Children of different religions	37(92.5%)	3(7.5%)
6	Girls	18(45%)	26(65%)

The above table presents the data observed by the MI, regarding the different sections of society communicating with their teachers fearlessly. The average seen in the above table shows the positive attitude of the teachers and students in promoting cordial relationship. The sitting arrangements in the classroom were very encouraging and motivating. It was found that there were so many rooms for intermingling and mixing of children of all the sections of the society. It was observed that the authority of the respective schools conducted the exercise of mapping for ensuring access of each and every child of school going from all sections of the society.

SPECIAL TRAINING FOR OUT OF SCHOOL CHILDREN:

It was found that none of the 40 schools in the district undertook Special training for out of school children. There was no Village Education Register (VER) or Ward Education Register in the schools.

QUALITY ISSUES:

1. ENABLING CONDITIONS:

From the school record it was found that there were 254 teachers serving in all the 40 schools and the teachers-pupil ratio was 1:20. It was found that the schools had 28 vacant posts. The vacant posts of the teachers were 14 for mathematics, 9 for science and 5 for language subjects.

Regarding the training received during the current year, all the teachers from the 40 schools had received the training through BRC levels for 10 days. The training was found to be very useful and the programmes helped the teachers in transacting better in the teaching learning process.

Teachers' awareness of their duties and responsibilities placed under RTE Act, 2009, was created through orientation programmes, seminars and workshops conducted by the SCERT. It was verified that all the 40 schools had received text books and TLMs within two months of the commencement of the schools. All the grants had been received and the details are specified under the section Financial Management.

2. TEACHING LEARNING PROCESS:

Sl. No.	Teachers' understanding of	Yes	No
1	Learner centeredness	37(92.5%)	3(7.5%)

2	Learner Autonomy	26(65%)	14(35%)
3	Active participation	36(90%)	4(10%)
4	Divergent discussion	22(55%)	18(45%)
5	Promotion of use of language abilities	26(65%)	14(35%)
6	Non- insistence of rote memory	18(45%)	22(55%)
7	Scope of thinking	28(70%)	12(30%)

In teaching learning process, 34(85%) schools stated that both teachers and students play an important role, 4(10%) schools stated that the teachers and 2(5%) schools stated the learners. All the 40 schools stated that both teachers and students should be interactive. It was found that in 37(92.5%) schools, the teachers provided concrete experiences and the teachers related the personal life experiences while teaching. The respondents of all the schools agreed that learners were equally important as the teachers.

TEACHERS' UNDERSTANDING OF NCF REGARDING TEACHING OF

LANGUAGE AND SOCIAL SCIENCE:

The above table projects the teachers' understanding of the NCF in teaching of language and social science.

As far as the approach to teaching English is concerned, it was observed that 95% schools gave importance to listening, speaking, reading and writing. All the 40 schools used the method of translation in teaching English. The approach to teaching mathematics is usually traditional in nature; however, the young trained teachers are following the reinforcement method and the modern methods to think logically and reasoning. The respondents of all the 40 schools stated that quality mathematics is every child's right. It was observed that 39(97.5%) schools were not aware of the use of community resources in teaching-learning process.

All the 40 schools followed the CCE (Continuous and comprehensive Evaluation) method till secondary level of school education. Parents were fully participating in the teaching learning process. Children in all the 40 schools were seated in class-wise and the sitting arrangement was found to be flexible. It was also observed that disadvantaged and disabled children were not segregated. Students were given rooms to express their view and ask questions.

3. ISSUES IN EQUITY IN QUALITY:

On the issues related equity, none of the 40 schools was found noticeable gaps in the learning achievement level of the SC, ST, minority and girls. There was no overt or covert, manifest or subtle discrimination against children of different social group or community by the teachers or peers. It was observed that in 31(77.5%) schools the teachers were using some co-curricular activities to boost

the moral and self-esteem of the children from weaker sections. Further, teachers exhibited better understanding of the challenges and advantages of diversity in classroom. In 34 (85%) schools, teachers were found making an effort to connect the text book lessons to the knowledge and experience of the children from socially disadvantaged groups.

4. COMPUTER AIDED LEARNING:

Out of the 40 schools visited by the MI, it was found that only 10(25%) schools had computers to assist the teaching learning process. The majority of the schools having computers was GHS. In all these schools, the computers and other accessories were kept in separate rooms and all the accessories received under CAL as per records were physically available. However, the respondents expressed that the quality of the systems was poor and outdated and the schools needed sophisticated systems. 4(10%) schools stated that they had lodged complaints about non-functioning of computers and for the replacement of other accessories. An average time gap taken to render services after lodging complaints was 15 to 30 days. No schools had any subject and topic wise list of digital/multimedia materials available. Many teachers showed basic knowledge on operating the computer and use of content CDs. Teachers stated that they could apply computer technology skill for developing digital teaching learning materials.

5. GIRLS EDUCATION, NPEGEL AND KGBV:

The provisions were not made by the Government in this district.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN:

Out of 40 schools in the district, only 5(12.5%) schools had children with CWSN and the total number of students enrolled had been found 11. On the day of MI visit, 9 children were present. The disabilities of the students were of minor severity. In all the schools the average attendance percentage was above 80%. Further, the sitting arrangement in the classroom was inclusive and the level of

participation of CWSN in the classroom was good. In all the schools, teachers were found encouraging the CWSN to participate in the classroom teaching-learning process. There was no appropriate kind of TLM to facilitate the teaching learning processes of CWSN. Peer interaction with CWSN was friendly. Even the teachers were found caring and helpful while imparting knowledge to them. 3 (7.5%) schools stated that the teachers had received training on teaching of CWSN. The training was found adequate in helping or to handle the children. 1(2.5%) school was found preparing an Individualized Education Plan (IEP) for CWSN. All the respondents expressed that there was no medical camp organized for the assessment of CWSN. No resource teacher had visited any schools.

7. CIVIL WORK:

Regarding the type, agency, MoU and status of work, MI had observed so much of development taking place in all the 40 schools. It was found that 3(7.5%) schools completed the construction of schools building. Further the construction works were taken care of VEC/WEC. The MoU between SSA authority and SMC had been signed. It was found community manual copies were available with the SMC members of 27(67.5%) schools and also the drawing designs. 31(77.5%) schools stated that the SMC members were trained by the DMA (District Mission Authority) for the implementation of civil works. The training modules were available in 23(57.5%) schools. In 38(95%) schools separate accounts for civil works were being maintained and updated. The accounts and the available balance amount of money were found tallied. Accounts were being maintained by the SMC members in all the 40 schools and the details were shown on transparency board in the staff rooms. The funds had been received by the SMC through cheque. In 23(57.5%) schools, the block engineer visited the site once in a month for imparting technical instructions. The respondents of 30(75%) schools stated that the SMC maintained the daily cement account and it's found to be authenticated. Only 14(35%) schools stated that the items like steel, pipes, fittings, etc were rated with BIS/ISO and the remaining schools were not. No schools were found painted with branded quality of paints like Asian, Dulux, Berger or any reputed brand. The approved drawings were being followed at the sites. No third

party evaluation agency had visited the sites of any schools in the district. The perception of the community about the quality of materials and works was fair for 18(45%) schools, poor for 16(40%) schools and good for 6(15%) schools. MI's perception of the quality of work and schools infrastructure was good for 14(35%) schools, fair for 22(55%) schools and for 6(15%) schools they needed improvement. The good practice that was observed by the MI in the district was community participation.

8. COMMUNITY AWARENESS:

The average composition of SMC was found to be 11 members in 30(75%) schools, 12 members in 10(25%) schools. 39(97.5%) schools stated that the SMC members were aware of their roles and responsibilities as notified by the State Government and it was found that in 29(72.5%) schools SMC members had the copies of guidelines. The frequency of SMC meeting was held monthly for 18(45%) schools, 14(35%) quarterly and 8(20%) schools occasionally.

AWARENESS OF SMC MEMBERS:

Sl.No	Activities	Poor	Fair	Good	V. Good	Excellent
1	Details about SSA and MDM	1(2.5%)	27(67.5%)	10(25%)	2(5%)	
2	Funds (civil works, addl. Classrooms, school grants, maintenance grants,etc.	2(5%)	31(77.5%)	5(12.5%)	2(5%)	
3	Roles and responsibilities	1(2.5%)	35(87.5%)	4(10%)		
4	School	10(25%)	26(65%)	4(10%)		

	Development Plan					
5	Student enrolment and attendance	4(10%)	28(70%)	8(20%)		
6	Right to education act	6(15%)	22(55%)	10(25%)	2(5%)	
7	School facilities	10(25%)	16(40%)	14(35%)		
8	DISE capture format	12(30%)	28(70%)			
9	School Report Card	16(40%)	24(60%)			
10	VER/WER	4(10%)	36(90%)			

The awareness levels of the SMC members on different activities are tabulated above. The highest rating of the level of SMC members' awareness about SSA and MDM was 27(67.5%) fair, regarding the funds was 31(77.5%) fair, roles and responsibilities was 35(87.5%) fair, school development plan was 26(65%), student enrolment and attendance was 28(70%) fair, right to education act was 22(55%) fair, school facilities was 16(40%) fair, DISE capture format was 28(70%) fair, school report card was 24(60%) fair and VER/WER was 36(90%) fair.

SOURCE OF AWARENESS OF SMC MEMBERS REGARDING SCHOOL ACTIVITIES:

SOURCE OF AWARENESS FOR SMC MEMBERS

Sl. No.	Source	Poor
1.	Newspaper	
2.	Radio/TV	
3.	Teachers	40(100%)
4.	Students	12(30%)
5.	Other SMC members	20(50%)
6.	Panchayat members/Mothers/Community members/PTA members	

Regarding the source of school activities, the highest useful source was the school teachers, as stated by all the 40 school. Details are given in the above table.

The SMC members were made aware of the school development plan, however, 87.5% schools SMC members knows the guideline regarding the school development plans and also found that 65% members were trained for the duration of two days. The content in the training was community mobilization and RTE. It was found that the SMC members visited the 20(50%) schools weekly, 14(35%) monthly and occasionally 6(15%). During the visit to the schools, the SMC members observed teachers' attendances, students, attendance, and classroom observation.

9. MIS:

All the 40 schools in the district stated that the schools had sent the school data capture format of DISE for the current year and the schools maintained a copy of the filled-in Data Capture Format (DCF). In 22(55%) schools head teachers had received training for filling up of DCF. Only in 4(10%) schools head teachers or CRC coordinators had conducted the Jan-Vaachan of DISE data report in the DCF. It was held in the month of July for 3(7.5%) schools and 1(2.5%) schools did not mention the time. All the 40 schools stated that the school report cards were received but only 11(27.5%) schools displayed on the school notice boards and the remaining were placed in the office file. All the respondents expressed that the information in DCF/ School report card were tallied with the actual position in school. 36(90%) schools were found maintained properly and updated regularly.

10. FINANCIAL MANAGEMENT:

Regarding the financial management record is concerned, in all 40 schools the cash books, pass books and stock registers were well maintained. All the above mentioned were kept updated. Mode of transfers of fund to the SMC/VEC from the state or District levels was through bank.

Types of Funds/Grants Received:

The above table represents the type of funds/grants received. The month of receipt during the current financial year for 27(67.5%) schools was May, for 9(22.5%) schools July whereas the remaining 4(10%) schools received in the month of August. Regarding the school uniforms, there was no grant given but stitched uniforms were supplied to the schools. All the 40 schools had the common system for the drawing of funds from the SMC/VEC accounts. The VEC/SMC covered by the audit and the observations had been shared with the community. The proposals for the expenditure and expenditure statements were shared with the community by the SMC/VEC. In conclusion, it was observed that in all the 40 schools community participation was positive and the community contributed in civil works too.

Sl. No.	Type of grant	Amount Received
1	Teacher grant (TLM)	Rs. 1,45,000/-
2	School grant (SIG)	Rs.1,76,700/-
3	Maintenance grant	Rs. 1,89,600/-
4	Civil work grant	
5	School uniform grant	materials
6	NPEGEL grant	
7	Special training grant	
8	Any others	

LIST OF SCHOOLS-PHEK DISTRICT

SL No	SCHOOL NAME	SCHOOL CODE	BLOCK NAME
1	GPS B Yoruba	13080401105	Chozuba
2	GMS Chozuba Village	13080401607	Chozuba
3	GMS Chozuba Town	13080401309	Chozuba
4	GPS 'A' Chozuba Village	13080401602	Chozuba
5	GMS Runguzu Nasa	13080401402	Chozuba
6	GPS 'B' Chozuba Village	13080401603	Chozuba
7	GPS Yoruba A	13080401101	Chozuba
8	GPS Chozuba Town W-B	13080401303	Chozuba
9	GHS Chozuba Town	13080401301	Chozuba
10	GPS Chizami Village	13080200601	Pfutsero
11	GPS Hutsu	13080302901	Meluri
12	GPS Meluri Town	13080302101	Meluri
13	GPS Industry Colony Meluri Town	13080302106	Meluri
14	GMS Meluri village	13080300502	Meluri
15	GMS Meluri Town	13080302107	Meluri
16	GPS khumiasii	13080300201	Meluri
17	GMS Matikhru	13080300602	Meluri
18	GPS Matikhru	13080300601	Meluri

19	GMS Reguri	13080302403	Meluri
20	GPS Washelo	13080301301	Meluri

21	GMS Mesulumi	13080200202	Pfutsero
22	GMS Chizami	13080202705	Pfutsero
23	GPS Kikru Nasa	13080201602	Pfutsero
24	GPS Pfutesero A	13080201601	Pfutsero
25	GMS Pfutseromi	13080200102	Pfutsero
26	GPS Sumi	13080200901	Pfutsero
27	GPS New Town Chizami	13080202704	Pfutsero
28	GPS Mesulumi	13080200201	Pfutsero
29	GMS Pholami	13080200403	Pfutsero
30	GPS Losa Bawe	13080100901	Phek
31	GHS Losami	13080100905	Phek
32	GPS Old Town Phek	13080100604	Phek
33	GMS Khuza	1380100401	Phek
34	GMS Chepoketa	13080100301	Phek
35	GHS Pehk Village	13080100602	Phek
36	GPS Phek Basa	13080102001	Phek
37	GMS Kerehuba	13080103403	Phek
38	GMS Sohomi	13080100201	Phel
39	GHS Phek Town	13080103701	Phek
40	GPS Surhoba	13080102101	Phek

**MONITORING REPORT OF NAGALAND
UNIVERSITY**

ON

Mid Day Meal Scheme for Phek District

29th October -20th November, 2012



Dr. Buno Zetsuvi

Nodal Officer

Monitoring Institute
Nagaland University

MID-DAY MEAL SCHEME IN PHEK DISTRICT

11. Regularity in Serving Meal:

	Name of the School	Whether the school is serving hot cook meal daily	In the case of interruption extent or reason for the same
1	GPS B Yoruba	Yes	
2	GMS Chozuba Village	Yes	
3	GMS Chozuba Town	Yes	
4	GPS 'A' Chozuba Village	Yes	
5	GMS Runguzu Nasa	Yes	
6	GPS 'B' Chozuba Village	Yes	
7	GPS Yoruba A	Yes	
8	GPS Chozuba Town –B	Yes	
9	GHS Chozuba	Yes	
10	GPS Chizami Village	Yes	
11	GPS Hutsu	Yes	
12	GPS Meluri Village	Yes	
13	GPS Industry Colony Meluri Town	Yes	
14	GMS Meluri village 1	Yes	
15	GMS Meluri Town	Yes	
16	GPS Khumiasu	Yes	
17	GMS Matikhru	Yes	
18	GPS Matikhru	Yes	
19	GMS Reguri	Yes	
20	GPS Washelo	Yes	
21	GMS Mosulumi	Yes	
22	GMS Chizami	Yes	
23	GPS Kikru Nasa Pfutsero	Yes	
24	GPS Pfutesero	Twice in a	

		week	
25	GMS Pfutseromi	Yes	
26	GPS Sumi	Twice in a week	
27	GPS New Town Chizami	Twice in a week	
28	GPS Mesulumi	Yes	
29	GMS Pholami	Yes	
30	GPS Losa Bawe	Yes	
31	GHS Losami	Yes	
32	GPS Old Town Phek	Yes	
33	GMS Khuza	Yes	
34	GMS Chepoketa	Yes	
35	GHS Phek Village	Yes	
36	GPS Phek Basa	Yes	
37	GMS Kerehuba	Yes	
38	GMS Sohomi	Yes	
39	GHS Phek Town	Yes	
40	GPS Surhoba	Yes	

Out of the 40 schools visited by MI, it was found that 37(92.5%) schools served the meal regularly whereas 3(7.5%) schools served the meal twice in a week. All the 40 schools responded positively and there was no such interruption in serving meal.

12. Trends:

	Name of the School	Enrolment	Numbers of children attending school on the day of visit	Numbers of children availing MDM as per MDM register	Numbers of Children actually availing MDM on the day of visit
1	GPS B Yoruba	83	79	83	79
2	GMS Chozuba Village	149	140	149	141
3	GMS Chozuba Town	114	109	114	109
4	GPS 'A' Chozuba Village	65	61	65	61
5	GMS Runguzu Nasa	65	61	65	61
6	GPS 'B' Chozuba Village	113	107	113	107
7	GPS Yoruba	112	103	112	103
8	GPS Chozuba Town W-B	103	97	103	79
9	GHS Chozuba	80	73	80	73
10	GPS Chizami Village	71	67	71	67
11	GPS Hutsu	102	98	102	98
12	GPS Meluri Village	108	106	108	106
13	GPS Industry	42	41	42	41

	Colony Meluri Town				
14	GMS Meluri village 1	79	74	79	74
15	GMS Meluri Town	243	236	243	243
16	GPS Khumiasu	64	62	64	62
17	GMS Matikhru	101	100	101	100
18	GPS Matikhru	151	135	151	135
19	GMS Reguri	100	100	102	100
20	GPS Washelo	70	64	70	64
21	GMS Mosulumi	102	96	102	96
22	GMS Chizami	90	83	90	83
23	GPS Kihru Nasa Pfutsero	90	85	90	85
24	GPS Pfutesero	130	125	130	125
25	GMS Pfutseromi	160	143	160	143
26	GPS Sumi	122	120	122	120
27	GPS New Town Chizami	36	30	36	30
28	GPS Mesulumi	57	57	57	57
29	GMS Pholami	202	200	202	200
30	GPS Losa Bawe	172	171	172	171
31	GHS Losami	123	119	123	119
32	GPS Old Town Phek	252	251	252	251
33	GMS Khuza	258	256	258	256
34	GMS Chepoketa	160	157	160	157
35	GHS Phek	220	215	220	215

	Village				
36	GPS Phek Basa	167	147	167	147
37	GMS Kerehuba	104	100	104	100
38	GMS Sohomi	175	170	175	170
39	GHS Phek Town	173	169	173	169
40	GPS Surhoba	112	110	112	110

In all 40 schools there were 4965 students enrolled and the same numbers were registered in the MDM programme. On the day of the MI visit, 4717 students were present.

13. Regularity in Delivering food grains to school level:

	Name of the School	Whether school receiving food grains regularly Yes/No	Whether buffer stock of one month maintained Yes/No	Whether food grain delivered at school Yes/No
1	GPS B Yoruba	Yes	Yes	Office
2	GMS Chozuba Village	Yes	Yes	No
3	GMS Chozuba Town	Yes	No	No
4	GPS 'A' Chozuba Village	No	Yes	No
5	GMS Runguzu Nasa	Yes	Yes	No
6	GPS 'B' Chozuba Village	Yes	Yes	No
7	GPS Yoruba	Yes	Yes	No
8	GPS Chozuba Town W-B	Yes	Yes	No

9	GHS Chozuba	Yes	Yes	No
10	GPS Chizami Village	Yes	Yes	No
11	GPS Hutsu	Yes	Yes	No
12	GPS Meluri Village	Yes	Yes	No
13	GPS Industry Colony Meluri Town	Yes	Yes	No
14	GMS Meluri village 1	Yes	Yes	No
15	GMS Meluri Town	Yes	Yes	No
16	GPS Khumiasu	Yes	Yes	No
17	GMS Matikhru	Yes	Yes	No
18	GPS Matikhru	Yes	Yes	No
19	GMS Reguri	Yes	Yes	No
20	GPS Washelo	Yes	Yes	No
21	GMS Mosulumi	Yes	Yes	No
22	GMS Chizami	No	Yes	No
23	GPS Kihru Nasa Pfutsero	Yes	Yes	No
24	GPS Pfutesero	No	Yes	No
25	GMS Pfutseromi	Yes	Yes	No
26	GPS Sumi	No	Yes	No
27	GPS New Town Chizami	Yes	Yes	No
28	GPS Mesulumi	Yes	Yes	No
29	GMS Pholami	No	Yes	No
30	GPS Losa Bawe	Yes	Yes	No
31	GHS Losami	Yes	Yes	No
32	GPS Old Town Phek	Yes	Yes	No
33	GMS Khuza	Yes	Yes	No
34	GMS Chepoketa	Yes	Yes	No
35	GHS Phek Village	Yes	Yes	No
36	GPS Phek Basa	Yes	Yes	No

37	GMS Kerehuba	Yes	Yes	No
38	GMS Sohomi	Yes	Yes	No
39	GHS Phek Town	Yes	Yes	No
40	GPS Surhoba	Yes	Yes	No

Regarding delivery of food grains, 35(87.5%) schools stated that they had received regularly whereas in 5(12.5%) schools there was a delay. The reason for delay was due to lack of transportation, shortage of stock and delayed from the head office. All the 40 schools maintained a buffer-stock of one-month's requirements. It was found that food grains were not delivered at the schools but the teachers in-charge needed to collect from the godown at the district headquarter.

14. Regularity in delivering cooking cost to school level:

	Name of the School	Whether cooking cost received regularly	If delay in delivering extent and reason for it	How schools manage to ensure there is no disruption in feeding programme	Whether cooking cost paid by cash or banking channel
1	GPS B Yoruba	Yes			Cash
2	GMS Chozuba Village	Yes			Cash
3	GMS	No	Lack of	Adjustment	Cash

	Chozuba Town		transporta tion	from school funds	
4	GPS 'A' Chozuba Village	No	Lack of transporta tion	Adjustment from school funds	Cash
5	GMS Runguzu Nasa	No	Lack of transporta tion	Adjustment from schools fund	Cash
6	GPS 'B' Chozuba Village	No	Shortage of stock	Adjustment from school funds	Cash
7	GPS Yoruba	Yes			Cash
8	GPS Chozuba Town W-B	Yes			Cash
9	GHS Chozuba	Yes			
10	GPS Chizami Village	Yes			Cash
11	GPS Hutsu	Yes			Banking
12	GPS Meluri Village	Yes			Banking
13	GPS Industry Colony Meluri Town	Yes			Banking
14	GMS Meluri village 1	No	Lack of transporta tion	Arrangemen t by the teacher incharge	Banking
15	GMS Meluri Town	Yes			Banking
16	GPS Khumiasu	Yes			Banking
17	GMS	Yes			Banking

	Matikhru				
18	GPS Matikhru	Yes			Banking
19	GMS Reguri	Yes			Banking
20	GPS Washelo	Yes			Cash
21	GMS Mosulumi	Yes			Cash
22	GMS Chizami	Yes			Cash
23	GPS Kihru Nasa Pfutsero	Yes			Cash
24	GPS Pfutesero	Yes			Cash
25	GMS Pfutseromi	Yes			Cash
26	GPS Sumi	Yes			Cash
27	GPS New Town Chizami	Yes			Cash
28	GPS Mesulum i	Yes			Cash
29	GMS Pholami	No	Delayed from the head office	Alternative arrangement are made by the teacher incharge	Cash
30	GPS Losa Bawe	No	Delayed from the head office	Adjustment from the school funds	Cash
31	GHS Losami	Yes			Cash
32	GPS Old Town Phek	Yes			Cash
33	GMS Khuza	Yes			Cash
34	GMS Chepoketa	Yes			Cash

35	GHS Phek Village	Yes			Cash
36	GPS Phek Basa	No	Delayed from the office	Manage by VECs	Cash
37	GMS Kerehuba	Yes			Cash
38	GMS Sohomi	Yes			Cash
39	GHS Phek Town	Yes			Cash
40	GPS Sorhoba	Yes			Cash

Regarding regularity in payment of cooking cost to school level, 32(80%) schools were found receiving regularly whereas 8(20%) schools were found otherwise. The delay in payment was due to delay in collection and transaction of cheques. In case of delay, the schools managed with the schools funds and made alternative arrangements. It was found that in 31(77.5%) schools the cooking cost was paid through cash whereas in 9(22.5%) schools it was paid through bank.

15. Social Equality: Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangement:

	Name of the School	Yes/No
1	GPS B Yoruba	No
2	GMS Chozuba Village	No
3	GMS Chozuba Town	No
4	GPS 'A' Chozuba Village	No
5	GMS Runguzu	No
6	GPS 'B' Chozuba Village	No
7	GPS Yoruba	No
8	GPS Chozuba Town W-B	No
9	GHS Chozaba	No
10	GPS Chizami Village	No

11	GPS Hutsu	No
12	GPS Meluri Village	No
13	GPS Industry Colony Meluri Town	No
14	GMS Meluri village 1	No
15	GMS Meluri Town	No
16	GPS Khumiasu	No
17	GMS Matikhru	No
18	GPS Matikhru	No
19	GMS Reguri	No
20	GPS Washelo	No
21	GMS Mesulumi	No
22	GMS Chizami	No
23	GPS Kihru Nasa Pfutsero	No
24	GPS Pfutesero	No
25	GMS Pfutseromi	No
26	GPS Sumi	No
27	GPS New Town Chizami	No
28	GPS Mesulumi	No
29	GMS Pholami	No
30	GPS Losa Bawe	No
31	GHS Losami	No
32	GPS Old Town Phek	No
33	GMS Khuza	No
34	GMS Chepoketa	No
35	GHS Phek Village	No
36	GPS Phek Basa	No
37	GMS Kerehuba	No
38	GMS Sohomi	No
39	GHS Phek Town	No
40	GPS Surhoba	No

No discrimination was found or observed to any gender or caste or community. It was not practiced in cooking or serving the mid day meal.

16. Variety of Menu: Whether the school displayed its weekly menu and is it able to adhere to the menu displayed:

	Name of the School	Yes/No
1	GPS B Yoruba	Yes
2	GMS Chozuba Village	Yes
3	GMS Chozuba Town	Yes
4	GPS 'A' Chozuba Village	Yes
5	GMS Runguzu	Yes
6	GPS 'B' Chozuba Village	Yes
7	GPS Yoruba	Yes
8	GPS Chozuba Town W-B	Yes
9	GHS Chozuba	No
10	GPS Chizami Village	Yes
11	GPS Hutsu	No
12	GPS Meluri Village	Yes
13	GPS Industry Colony Meluri Town	Yes
14	GMS Meluri village 1	Yes
15	GMS Meluri Town	No
16	GPS Khumiasu	No
17	GMS Matikhru	Yes
18	GPS Matikhru	No
19	GMS Reguri	No
20	GPS Washelo	Yes
21	GMS Mesulumi	No
22	GMS Chizami	No
23	GPS Kihru Nasa Pfutesero	No
24	GPS Pfutesero	Yes
25	GMS Pfuteseromi	Yes
26	GPS Sumi	Yes
27	GPS New Town Chizami	Yes
28	GPSMesulumi	No

29	GMS Pholami	Yes
30	GPS Losa Bawe	Yes
31	GHS Losami	Yes
32	GPS Old Town Phek	Yes
33	GMS Khuza	Yes
34	GMS Chepoketa	Yes
35	GHS Phek Village	No
36	GPS Phek Basa	Yes
37	GMS Kerehuba	Yes
38	GMS Sohomi	Yes
39	GHS Phek Town	Yes
40	GPS Surhoba	No

27(67.5%) schools displayed the weekly menu of the MDM and all of them found adhere to the menu displayed, whereas 13(32.5%) schools were otherwise.

17. Regularity in Serving Meal:

	Name of the School	Food served in Variety or Same	Whether the daily menu includes rice, dal and vegetables
1	GPS B Yoruba	Variety	Yes
2	GMS Chozuba Village	Variety	Yes
3	GMS Chozuba Town	Variety	Yes
4	GPS 'A' Chozuba Village	Variety	Yes
5	GMS Runguzu	variety	Yes
6	GPS 'B' Chozuba Village	Variety	Yes
7	GPS Yoruba	Variety	Yes
8	GPS Chozuba Town W-B	Variety	Yes
9	GHS Chozuba	Variety	Yes
10	GPS Chizami Village	Variety	Yes
11	GPS Hutsu	Variety	Yes
12	GPS Meluri Village	Variety	Yes
13	GPS Industry Colony Meluri Town	Same	Yes
14	GMS Meluri village 1	Variety	Yes
15	GMS Meluri Town	Variety	Yes
16	GPS Khumiasu	Variety	Yes
17	GMS Matikhru	Variety	Yes
18	GPS Matikhru	Variety	Yes
19	GMS Reguri	Variety	Yes
20	GPS Washelo	Variety	Yes
21	GMS Mesulumi	Same	Yes
22	GMS Chizami	Same	Yes
23	GPS Kihru Nasa Pfutsero	Variety	Yes
24	GPS Pfutsero	Variety	Yes
25	GMS Pfutseromi	Variety	Yes
26	GPS Sumi	Variety	Yes

27	GPS New Town Chizami	Variety	Yes
28	GPS Mesulumi	Variety	Yes
29	GMS Pholami	Same	Yes
30	GPS Losa Bawe	Variety	Yes
31	GHS Losami	Variety	Yes
32	GPS Old Town Phek	Variety	Yes
33	GMS Khuza	Variety	Yes
34	GMS Chepoketa	Variety	Yes
35	GHS Phek Village	Variety	Yes
36	GPS Phek Basa	Variety	Yes
37	GMS Kerehuba	Variety	Yes
38	GMS Sohomi	Variety	Yes
39	GHS Phek Town	Variety	Yes
40	GPS Surhoba	Variety	Yes

On enquiring the variety of menu, it was interestingly found that 36(90%) schools served variety food daily whereas 4(10%) schools served non variety items. The variety food includes rice, grams, green leaves, tea, and snacks.

18. Quality and Quantity of Meal:

	Name of the School	Quality of Meal	Quantity of Meal	Suggestions
1	GPS B Yoruba	Good	Sufficient	
2	GMS Chozuba Village	Good	Satisfactory	
3	GMS Chozuba Town	Good	sufficient	
4	GPS 'A' Chozuba Village	Good	sufficient	
5	GMS Runguzu	Good	sufficient	
6	GPS 'B' Chozuba Village	Good	Sufficient	
7	GPS Yoruba	Good	Sufficient	
8	GPS Chozuba Town	Good	Sufficient	

	W-B			
9	GHS Chozuba	Good	Sufficient	
10	GPS Chizami Village	Good	sufficient	
11	GPS Hutsu	Good	Sufficient	
12	GPS Meluri Village	Good	Sufficient	
13	GPS Industry Colony Meluri Town	Good	Sufficient	
14	GMS Meluri village 1	Good	Sufficient	
15	GMS Meluri Town	Good	Sufficient	
16	GPS Khumiasu	Good	Sufficient	
17	GMS Matikhru	Good	Sufficient	
18	GPS Matikhru	Good	Sufficient	
19	GMS Reguri	Good	Sufficient	
20	GPS Washelo	Good	Sufficient n	
21	GMS Mesulumi	Good	Sufficient	
22	GMS Chizami	Average	Sufficient	
23	GPS Kihru Nasa Pfutesero	Average	Sufficient	
24	GPS Pfutesero	Average	Sufficient	
25	GMS Pfuteromi	Good	Sufficient	
26	GPS Sumi	Average		
27	GPS New Town Chizami	Good	Sufficient	
28	GPS Mesulumi	Good	Sufficient	
29	GMS Pholami	Average	Satisfactory	
30	GPS Losa Bawe	Average	Satisfactory	
31	GHS Losami	Good	Satisfactory	
32	GPS Old Town Phek	Good	Satisfactory	
33	GMS Khuza	Good	Satisfactory	
34	GMS Chepoketa	Good	Satisfactory	
35	GHS Phek Village	Good	Sufficient	

36	GPS Phek Basa	Good	Sufficient	
37	GMS Kerehuba	Average		
38	GMS Sohomi	Average		
39	GHS Phek Town	Average		
40	GPS Surhoba	Average		

Regarding the quality and quantity of meal, in 30(75%) schools it was found good and in 10(25%) schools average. 35(87.5%) schools stated that the quantity was quite sufficient and satisfied. It was suggested that quality food should be provided in future.

19. Supplementary:

	Name of the School	Whether children are given micronutrients? Yes/No	Who administers the medicines and at what frequency?	Whether school has maintained for the health care? Yes/No
1	GPS B Yoruba	Occasionally	Teachers	No
2	GMS Chozuba Village	No		No
3	GMS Chozuba Town	Yes	Teachers	No
4	GPS 'A' Chozuba Village	Yes	Teachers	No
5	GMS Runguzu	No		No
6	GPS 'B' Chozuba Village	No		No
7	GPS Yoruba	No		No
8	GPS Chozuba Town W-B	No		No
9	GHS Chozuba	No		No

10	GPS Chizami Village	No		No
11	GPS Hutsu	Yes	Teachers	No
12	GPS Meluri Village	Yes	Teachers	No
13	GPS Industry Colony Meluri Town	No		No
14	GMS Meluri village 1	Yes	Teachers	No
15	GMS Meluri Town		Teachers	No
16	GPS Khumiasu	Yes	Teacher	No
17	GMS Matikhru	Yes	Teacher	No
18	GPS Matikhru	Once in a year	Medical Deptt.	No
19	GMS Reguri	No		No
20	GPS Washelo	No		No
21	GMS Mesulumi	No		No
22	GMS Chizami	Yes	Teachers	No
23	GPS Kihru Nasa Pfutsero	Yes	Teachers	No
24	GPS Pfutesero	No		No
25	GMS Pfutseromi	No		No
26	GPS Sumi	No		No
27	GPS New Town Chizami	No		No
28	GPS Mesulumi	No		No
29	GMS Pholami	No		No
30	GPS Losa Bawe	No		No
31	GHS Losami	No		No
32	GPS Old Town Phek	No		No

33	GMS Khuza	No		No
34	GMS Chepoketa	No		No
35	GHS Phek Village	No		No
36	GPS Phek Basa	No		No
37	GMS Kerehuba	No		No
38	GMS Sohomi	No		No
39	GHS Phek Town	No		No
40	GPS Surhoba	No		No

On enquiring about supplementary nutrients to the children, 10(25%) schools provided micronutrients and the same were administered by the teachers in 9(22.5%) schools. However, in 1(2.5%) school it was administered by the Medical Department. 30(75%) schools revealed that micronutrients were not provided. Out of 40 schools it was discovered that no school had maintained health care cards.

20. Status of Cooks:

SINo	Name of the School	Who cooks and served the meal	Whether the cooks helpers meet the requirements	What is remuneration paid to cooks/helpers	Are they paid regularly	Social composition of cooks /helpers
1	GPS B Yoruba	Cook	Yes	Rs.1000 per month	Yes	ST
2	GMS Chozuba Village	Cook	No	□1000 per month	No	ST
3	GMS Chozuba Town	Cook	Yes	Rs.1000 per month	Yes	ST
4	GPS 'A'	Cook	Yes	□10,000	No	ST

	Chozuba Village			annually		
5	GMS Runguzu	Cook	Yes	Rs. 10,000 Annually	No	ST
6	GPS 'B' Chozuba Village	Cook	Yes	Rs. 10,000 Annually	No	ST
7	GPS Yoruba	Cook	No	Rs. 1000 per month	Yes	ST
8	GPS Chozuba Town W-B	Helper	Yes	□10,000 Annually	No	ST
9	GHS Chozuba	Cook	No	Rs. 1000 per month	No	ST
10	GPS Chizami Village	Cook	No	□1000 per month	Yes	ST
11	GPS Hutsu	Cook	No	□1000 per month	Yes	ST
12	GPS Meluri Village	Cook	No	□1000 per month	Yes	ST
13	GPS Industry Colony Meluri Town	Cook	No	□1000 per month	No	ST
14	GMS Meluri village 1	Cook	No	□1000 per month	Yes	ST
15	GMS Meluri Town	Cook	No	□1000 per month	No	ST

16	GPS Khumiasu	Cook	No	<input type="checkbox"/> 1000 per month	No	ST
17	GMS Matikhru	Cook	No	1000 per month	Yes	ST
18	GPS Matikhru	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
19	GMS Reguri	Cook	No	<input type="checkbox"/> 1000 per month	Yes	ST
20	GPS Washelo	Cook	Yes	<input type="checkbox"/> 1000 per month	No	ST
21	GMS Mesulumi	Cook	Yes	<input type="checkbox"/> 1000 per month	No	ST
22	GMS Chizami	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
23	GPS Kihru Nasa Pfutsero	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
24	GPS Pfutesero	Cook	Yes	<input type="checkbox"/> 1000 per month	No	ST
25	GMS Pfutseromi	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
26	GPS Sumi	Cook	Yes	<input type="checkbox"/> 1000 per month	No	ST
27	GPS New Town Chizami	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
28	GPS Mesulu mi	Cook	No	<input type="checkbox"/> 1000 per month	Yes	ST
29	GMS Pholami	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
30	GPS Losa Bawe	Cook	Yes	<input type="checkbox"/> 1000 per month	Yes	ST
31	GHS	Cook	Yes	Rs.1000	No	ST

	Losami			per month		
32	GPS Old Town Phek	Cook	Yes	Rs.1000 per month	Yes	ST
33	GMS Khuza	Cook	Yes	□1000 per month	Yes	ST
34	GMS Chepoketa	Cook	Yes	Rs. 1000 per month	Yes	ST
35	GHS Phek Village	Cook	Yes	Rs. 1000 per month	Yes	ST
36	GPS Phek Basa	Cook	Yes	Rs. 1000 per month	Yes	ST
37	GMS Kerehuba	Cook	Yes	Rs. 1000 per month	Yes	ST
38	GMS Sohomi	Cook	Yes	□1000 per month	No	ST
39	GHS Phek Town	Cook	Yes	□1000 per month	Yes	ST
40	GPS Surhoba	Cook	Yes	□1000 per month	Yes	ST

Regarding the status of the cook, all the 40 schools' teachers in-charge responded that cooks were engaged for the preparation and serving of the meal... 13(32.5%) schools responded that the cooks could not meet the needs and requirements of the schools. It was revealed that 37(92.5%) schools paid the cooking cost of Rs.1000/- per month, whereas 3(7.5%) schools paid Rs.10, 000/- annually for the cooking cost. 25(62.5%) schools paid regularly whereas remaining paid on installment basis. It was found that all the cooks belonged to scheduled tribes.

21. Infra-Structure: Pucca kitchen shed cum store:

Sl.No	Name of the School	Is a pucca kitchen shed cum store
1	GPS B Yoruba	Constructed and in use
2	GMS Chozuba Village	Constructed and in use

3	GMS Cba Town	Sanctioned, but constructed not started
4	GPS 'A' Chozuba Village	Constructed and in use
5	GMS Runguzu	Constructed and in use
6	GPS 'B' Chozuba Village	Constructed and in use
7	GPS Yoruba	Constructed and in use
8	GPS Chozuba Town W-B	Constructed and in use
9	GHS Chozuba	Constructed and in use
10	GPS Chizami Village	Under Construction
11	GPS Hutsu	Constructed and in use
12	GPS Meluri Village	Constructed and in use
13	GPS Industry Colony Meluri Town	Constructed and in use
14	GMS Meluri village 1	Constructed and in use
15	GMS Meluri Town	Constructed and in use
16	GPS Khumiasu	Constructed and in use
17	GMS Matikhru	Under Construction
18	GPS Matikhru	Constructed and in use
19	GMS Reguri	Constructed and in use
20	GPS Washelo	Constructed and in use
21	GMS Mesulumi	Constructed and in use
22	GMS Chizami	Constructed and in use
23	GPS Kihru Nasa Pfutesero	Constructed and in use
24	GPS Pfutesero	Constructed and in use
25	GMS Pfuteseromi	Under Construction
26	GPS Sumi	Not Sanctioned
27	GPS New Town Chizami	Constructed and in use
28	GPS Mesulumi	Constructed and in use
29	GMS Pholami	Constructed and in use
30	GPS Losa Bawe	Constructed and in use
31	GHS Losami	Constructed and in use
32	GPS Old Town Phek	Constructed and in use

33	GMS Khuza	Constructed and in use
34	GMS Chepoketa	Constructed and in use
35	GHS Phek Village	Constructed and in use
36	GPS Phek Basa	Constructed and in use
37	GMS Kerehuba	Constructed and in use
38	GMS Sohomi	Constructed and in use
39	GHS Phek Town	Constructed and in use
40	GPS Surhoba	Constructed and in use

It was found that 35(87.5%) of the schools had constructed the permanent structured kitchen and made use of them. Whereas in 3(7.5%) schools it was under construction, in 1(2.5%) school there was no sanction till and for 1(2.5%) school sanction had been made but not yet constructed.

22. Whether portable water is available for cooking and drinking purpose?

	Name of the School	Yes/No
1	GPS B Yoruba	Yes
2	GMS Chozuba Village	Yes
3	GMS Chozuba Town	Yes
4	GPS 'A' Chozuba Village	Yes
5	GMS Runguzu	Yes
6	GPS 'B' Chozuba Village	Yes
7	GPS Yoruba	Yes
8	GPS Chozuba Town W-B	Yes
9	GHS Chozuba	No
10	GPS Chizami Village	Yes
11	GPS Hutsu	Yes
12	GPS Meluri Village	Yes
13	GPS Industry Colony Meluri Town	Yes
14	GMS Meluri village 1	Yes
15	GMS Meluri Town	Yes
16	GPS Khumiasu	Yes
17	GMS Matikhru	Yes

18	GPS Matikhru	Yes
19	GMS Reguri	Yes
20	GPS Washelo	Yes
21	GMS Mesulumi	Yes
22	GMS Chizami	Yes
23	GPS Kihru Nasa Pfuturesero	Yes
24	GPS Pfuturesero	Yes
25	GMS Pfutseromi	Yes
26	GPS Sumi	Yes
27	GPS New Town Chizami	Yes
28	GPS Mesulumi	Yes
29	GMS Pholami	Yes
30	GPS Losa Bawe	Yes
31	GHS Losami	Yes
32	GPS Old Town Phek	Yes
33	GMS Khuza	Yes
34	GMS Chepoketa	Yes
35	GHS Phek Village	Yes
36	GPS Phek Basa	Yes
37	GMS Kerehuba	Yes
38	GMS Sohomi	Yes
39	GHS Phek Town	Yes
40	GPS Surhoba	Yes

Except one school, the remaining 39 (97.5%) schools stated that potable water was available for cooking and drinking.

23. Whether the utensils used for cooking food adequate?

	Name of the School	Adequate/Inadequate
1	GPS B Yoruba	Adequate
2	GMS Chozuba Village	Adequate
3	GMS Chozuba Town	Inadequate

4	GPS 'A' Chozuba Village	Adequate
5	GMS Runguzu	Adequate
6	GPS 'B' Chozuba Village	Adequate
7	GPS Yoruba	Inadequate
8	GPS Chozuba Town W-B	Inadequate
9	GHS Chozuba	Inadequate
10	GPS Chizami Village	Adequate
11	GPS Hutsu	Adequate
12	GPS Meluri Village	Adequate
13	GPS Industry Colony Meluri Town	Adequate
14	GMS Meluri village 1	Inadequate
15	GMS Meluri Town	Inadequate
16	GPS Khumiasu	Adequate
17	GMS Matikhru	Adequate
18	GPS Matikhru	Adequate
19	GMS Reguri	Adequate
20	GPS Washelo	Adequate
21	GMS Mesulumi	Adequate
22	GMS Chizami	Adequate
23	GPS Kihru Nasa Pfutsero	Adequate
24	GPS Pfutesero	Adequate
25	GMS Pfutseromi	Inadequate
26	GPS Sumi	Inadequate
27	GPS New Town Chizami	Adequate
28	GPS Mesulumi	Adequate
29	GMS Pholami	Adequate
30	GPS Losa Bawe	Adequate
31	GHS Losami	Adequate
32	GPS Old Town Phek	Adequate
33	GMS Khuza	Adequate
34	GMS Chepoketa	Adequate
35	GHS Phek Village	Adequate

36	GPS Phek Basa	Adequate
37	GMS Kerehuba	Adequate
38	GMS Sohomi	Adequate
39	GHS Phek Town	Inadequate
40	GPS Surhoba	Inadequate

Regarding utensils used for cooking food, it was found that in 30(75%) schools utensils were adequate whereas in 10(25%) schools they were found to be inadequate.

24. What is the kind of fuel used?

	Name of the School	Fuel used
1	GPS B Yoruba	Firewood
2	GMS Chozuba Village	Firewood
3	GMS Chozuba Town	Gas and Firewood
4	GPS 'A' Chozuba Village	Firewood
5	GMS Runguzu	Firewood
6	GPS 'B' Chozuba Village	Firewood
7	GPS Yoruba	Firewood
8	GPS Chozuba Town W-B	Firewood
9	GHS Chozuba	Firewood
10	GPS Chizami Village	Firewood
11	GPS Hutsu	Firewood
12	GPS Meluri Village	Gas and Firewood
13	GPS Industry Colony Meluri Town	Gas and Firewood
14	GMS Meluri village 1	Gas and Firewood
15	GMS Meluri Town	Firewood
16	GPS Khumiasu	Firewood
17	GMS Matikhru	Firewood
18	GPS Matikhru	Firewood
19	GMS Reguri	Firewood
20	GPS Washelo	Firewood
21	GMS Mesulumi	Firewood

22	GMS Chizami	Firewood
23	GPS Kihru Nasa Pfuturesero	Firewood
24	GPS Pfuturesero	Firewood
25	GMS Pfutseromi	Firewood
26	GPS Sumi	Firewood
27	GPS New Town Chizami	Firewood
28	GPS Mesulumi	Firewood
29	GMS Pholami	Firewood
30	GPS Losa Bawe	Firewood
31	GHS Losami	Firewood
32	GPS Old Town Phek	Firewood
33	GMS Khuza	Firewood
34	GMS Chepoketa	Firewood
35	GHS Phek Village	Firewood
36	GPS Phek Basa	Firewood
37	GMS Kerehuba	Firewood
38	GMS Sohomi	Firewood
39	GHS Phek Town	Firewood
40	GPS Surhoba	Firewood

It was found that 36(90%) schools used firewood as fuel for cooking and only 4(10%) schools were found using both gas and firewood for cooking.

25. Safety and Hygiene:

	Name of the School	General impression on safety and hygiene	Whether children wash hands before and after eating	Whether children partake in an orderly manner	Conservation of water	Whether cooking process and storage of fuel is used
1.	GPS B Yoruba	Average	Yes	Yes	Yes	Yes

2	GMS Chozuba Village	Good	Yes	Yes	Yes	Yes
3	GMS Chozuba Town	Good	Yes	Yes	Yes	Yes
4	GPS 'A' Chozuba Village	Good	Yes	Yes	Yes	Yes
5	GMS Runguzu	Good	Yes	Yes	Yes	Yes
6	GPS 'B' Chozuba Village	Average	Yes	Yes	Yes	Yes
7	GPS Yoruba	Good	Yes	Yes	Yes	Yes
8	GPS Chozuba Town W-B	Good	Yes	Yes	Yes	Yes
9	GHS Chozuba	Average	Yes	Yes	Yes	Yes
10	GPS Chizami Village	Good	Yes	Yes	Yes	Yes
11	GPS Hutsu	Good	Yes	Yes	Yes	Yes
12	GPS Meluri Village	Good	Yes	Yes	Yes	Yes
13	GPS Industry Colony Meluri Town	Good	Yes	Yes	Yes	Yes
14	GMS Meluri village 1	Good	Yes	Yes	Yes	Yes
15	GMS Meluri Town	Good	Yes	Yes	Yes	Yes
16	GPS Khumiasu	Good	Yes	Yes	Yes	Yes
17	GMS Matikhru	Good	Yes	Yes	Yes	Yes
18	GPS Matikhru	Good	Yes	Yes	Yes	Yes
19	GMS Reguri	Good	Yes	Yes	Yes	Yes
20	GPS Washelo	Good	Yes	Yes	Yes	Yes
21	GMS Mesulumi	Good	Yes	Yes	Yes	Yes
22	GMS Chizami	Good	Yes	Yes	Yes	Yes
23	GPS Kihru Nasa Pfutsero	Average	Yes	Yes	Yes	Yes
24	GPS Pfutsero	Average	Yes	Yes	Yes	Yes
25	GMS Pfutseromi	Good	Yes	Yes	Yes	Yes
26	GPS Sumi	Good	Yes	Yes	Yes	Yes
27	GPS New Town Chizami	Good	Yes	Yes	Yes	Yes
28	GPS Mesulumi	Good	Yes	Yes	Yes	Yes
29	GMS Pholami	Good	Yes	Yes	Yes	Yes
30	GPS Losa Bawe	Good	Yes	Yes	Yes	Yes
31	GHS Losami	Good	Yes	Yes	Yes	Yes
32	GPS Old Town Phek	Average	Yes	Yes	Yes	Yes
33	GMS Khuza	Average	Yes	Yes	Yes	Yes
34	GMS Chepoketa	Average	Yes	Yes	Yes	Yes
35	GHS Phek Village	Good	Yes	Yes	Yes	Yes

36	GPS Phek Basa	Good	Yes	Yes	Yes	Yes
37	GMS Kerehuba	Good	Yes	Yes	Yes	Yes
38	GMS Sohomi	Good	Yes	Yes	Yes	Yes
39	GHS Phek Town	Average	Yes	Yes	Yes	Yes
40	GPS Surhoba	Good	Yes	Yes	Yes	Yes

Regarding safety and hygiene of meal provided, the respondents expressed that the general impression on safety and hygiene was good in 31(77.5%) schools whereas in 9(22.5%) schools of average. It was found that in all the 40 schools hand wash was practiced before and after meal. The children were in orderly manner while partaking their food. Each child was made aware of the conservation of water. In the entire 40 schools kitchens were found safe from any fire hazards.

26. Community participation:

	Name of the School	Extent of participation by
1	GPS B Yoruba	VECs
2	GMS Chozuba Village	Parents and VECs
3	GMS Chozuba Town	Parents and VECs
4	GPS 'A' Chozuba Village	VECs
5	GMS Runguzu	VECs
6	GPS 'B' Chozuba Village	VECs
7	GPS Yoruba	VECs
8	GPS Chozuba Town W-B	VECs
9	GHS Chozuba	VECs
10	GPS Chizami Village	Parents and VECs
11	GPS Hutsu	Parents and VECs
12	GPS Meluri Village	Parents and VECs
13	GPS Industry Colony Meluri Town	VECs
14	GMS Meluri village 1	VECs
15	GMS Meluri Town	VECs
16	GPS Khumiasu	VECs

17	GMS Matikhru	VECs
18	GPS Matikhru	VECs
19	GMS Reguri	VECs
20	GPS Washelo	VECs
21	GMS Mesulumi	VECs
22	GMS Chizami	Parents and VECs
23	GPS Kihru Nasa Pfutesero	VECs
24	GPS Pfutesero	VECs
25	GMS Pfutseromi	VECs
26	GPS Sumi	VECs
27	GPS New Town Chizami	VECs
28	GPS Mesulumi	VECs
29	GMS Pholami	Parents and VECs
30	GPS Losa Bawe	VECs
31	GHS Losami	VECs
32	GPS Old Town Phek	VECs
33	GMS Khuza	VECs
34	GMS Chepoketa	VECs
35	GHS Phek Village	Parents and VECs
36	GPS Phek Basa	VECs
37	GMS Kerehuba	VECs
38	GMS Sohomi	VECs
39	GHS Phek Town	VECs
40	GPS Surhoba	VECs

The respondents expressed that in 32(80%) schools VECs were actively participating in the mid day meal programme and in 8(20%) schools both parents and VECs were actively participating.

27. Has the Mid-Day Meal programme been inspected by any State/District/Block level Officers/Officials?

	Name of the School	Inspections by
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1	GPS B Yoruba	Block level Officers
2	GMS Chozuba Village	Block level Officers
3	GMS Chozuba Town	Block level Officers
4	GPS 'A' Chozuba Village	Block level Officials
5	GMS Runguzu	Block level Officers
6	GPS 'B' Chozuba Village	Block level Officers
7	GPS Yoruba	Block level Officers
8	GPS Chozuba Town W-B	Block level Officers
9	GHS Chozuba	Block level Officers
10	GPS Chizami Village	Block level Officers
11	GPS Hutsu	Block level Officers
12	GPS Meluri Village	Block level Officers
13	GPS Industry Colony Meluri Town	Block level Officers
14	GMS Meluri village 1	Block level Officers
15	GMS Meluri Town	Block level Officers
16	GPS Khumiasu	Block level Officers
17	GMS Matikhru	Block level Officers
18	GPS Matikhru	Block level Officers
19	GMS Reguri	Block level Officers
20	GPS Washelo	Block level Officers
21	GMS Mesulumi	Block level Officers
22	GMS Chizami	Block level Officers
23	GPS Kihru Nasa Pfutsero	Block level Officers
24	GPS Pfutesero	Block level Officers
25	GMS Pfutseromi	Block level Officers
26	GPS Sumi	Block level Officers
27	GPS New Town Chizami	Block level Officers
28	GPS Mesulumi	Block level Officers
29	GMS Pholami	Block level Officers
30	GPS Losa Bawe	Block level Officers
31	GHS Losami	Block level Officers

32	GPS Old Town Phek	Block level Officers
33	GMS Khuza	Block level Officers
34	GMS Chepoketa	Block level Officers
35	GHS Phek Village	Block level Officers
36	GPS Phek Basa	Block level Officers
37	GMS Kerehuba	Block level Officers
38	GMS Sohomi	Block level Officers
39	GHS Phek Town	Block level Officers
40	GPS Surhoba	Block level Officers

All the 40 schools were found inspected by the block level officers.

IMPACT

Every school responded that mid-day meal programme improved the enrolment, attendance of children in school, general wellbeing of children. No other incidental benefits due to serving mid-day meal in schools.

MID DAY MEAL LOGOS:

In 26(65%) schools, there were mid-day meal logos placed in front of the school.

LIST OF SCHOOLS-PHEK DISTRICT

SL No	SCHOOL NAME	SCHOOL CODE	BLOCK NAME
1	GPS B Yoruba	13080401105	Chozuba
2	GMS Chozuba Village	13080401607	Chozuba
3	GMS Chozuba Town	13080401309	Chozuba
4	GPS 'A' Chozuba Village	13080401602	Chozuba
5	GMS Runguzu Nasa	13080401402	Chozuba
6	GPS 'B' Chozuba Village	13080401603	Chozuba
7	GPS Yoruba A	13080401101	Chozuba
8	GPS Chozuba Town W-B	13080401303	Chozuba
9	GHS Chozuba Town	13080401301	Chozuba
10	GPS Chizami Village	13080200601	Pfutsero
11	GPS Hutsu	13080302901	Meluri
12	GPS Meluri Town	13080302101	Meluri
13	GPS Industry Colony Meluri Town	13080302106	Meluri
14	GMS Meluri village	13080300502	Meluri
15	GMS Meluri Town	13080302107	Meluri
16	GPS khumiasii	13080300201	Meluri
17	GMS Matikhru	13080300602	Meluri
18	GPS Matikhru	13080300601	Meluri
19	GMS Reguri	13080302403	Meluri
20	GPS Washelo	13080301301	Meluri

21	GMS Mesulumi	13080200202	Pfutsero
22	GMS Chizami	13080202705	Pfutsero
23	GPS Kikru Nasa	13080201602	Pfutsero
24	GPS Pfutesero A	13080201601	Pfutsero
25	GMS Pfutseromi	13080200102	Pfutsero
26	GPS Sumi	13080200901	Pfutsero
27	GPS New Town Chizami	13080202704	Pfutsero
28	GPS Mesulumi	13080200201	Pfutsero
29	GMS Pholami	13080200403	Pfutsero
30	GPS Losa Bawe	13080100901	Phek
31	GHS Losami	13080100905	Phek
32	GPS Old Town Phek	13080100604	Phek
33	GMS Khuza	1380100401	Phek
34	GMS Chepoketa	13080100301	Phek
35	GHS Pehk Village	13080100602	Phek
36	GPS Phek Basa	13080102001	Phek
37	GMS Kerehuba	13080103403	Phek
38	GMS Sohomi	13080100201	Phel
39	GHS Phek Town	13080103701	Phek
40	GPS Surhoba	13080102101	Phek

