

**III HALF YEARLY MONITORING REPORT
OF
Mid-Day Meal
FOR THE STATE OF CHHATTISGARH
FOR THE PERIOD OF
October 2011 to March 2012**

DISTRICTS MONITORED:

- 1. Jashpur**
- 2. Korea (Baikunthpur)**
- 3. Raigarh**
- 4. Surguja (Ambikapur)**

Monitoring Institute: REGIONAL INSTITUTE OF EDUCATION

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III Half Yearly Report of Mid-Day Meal of Chhattisgarh

for the period October 2011 to March 2012

Introduction

Indian Constitution is a politico-moral framework of independent India. The Heart of the Constitution namely the PREAMBLE spells out the ideals of independent Indian nation. To realize these grand ideals, the Constitution guaranteed compulsory elementary education for all the children irrespective of their social placement. Due to concerted efforts by successive governments, a lot of progress happened in of school education. However, in spite of Constitutional guarantee, universalisation of school education has not been achieved. To realize the ideal of universalisation by 2010 Indian government had launched mega scheme- Mid-Day Meal. Further, Indian government passed the historic act, Right to Education, 2009 which came into force on April 1, 2010.

Chhattisgarh is one of the youngest states of the Republic of India. It came into separate political being in the year 2000. Chhattisgarh is generally perceived as a tribal dominated state not only due to high proportion of tribal population in the state but also, more importantly, due to retaining their culture and traditional way of life despite all pervasive influence of forces of modernity in the name of development. Thus, Chhattisgarh remained 'underdeveloped' in critical indicators of development namely, education and health. Since its creation, as a separate political entity, Chhattisgarh has been putting focused efforts to make Chhattisgarh a developed state. In the process, Chhattisgarh has been not leaving any stone unturned particularly in the field of school education. For this, Chhattisgarh made use of all the opportunities provided under Mid-Day Meal scheme for the achievement of Universalization of Elementary Education.

Mid-day meal scheme is the biggest scheme implemented by government in any part of the world. This grand scheme initiated by the Ministry of Human Resource Development is showing tremendous impact on the universalisation of Elementary Education. MDM implementation has resulted in the enhancement of enrollments, stabilized retention, and curtailed drop rates manifold. As part of the ongoing monitoring of the implementation of the scheme in the state Chhattisgarh, four districts-Jaspur, Korea, Raigarh, and Sarguja- were selected for III half yearly monitoring. Forty elementary schools in each district were selected for assessment and analysis. Following is the district-wise report of the monitoring.

As part of on-going monitoring of MDM activities, a team of experts along with field investigators from Regional Institute of Education, Bhopal conducted field study in the districts of Chhattisgarh and collected the data on prescribed format provided by MHRD on the implementation of MDM activities. Following is the report on the implementation SSA activities of the districts-, Jashpur, Raigarh, Korea and Surguja and on 10 important components of SSA as given by MHRD. Details of visits of schools-district- wise are as follows:

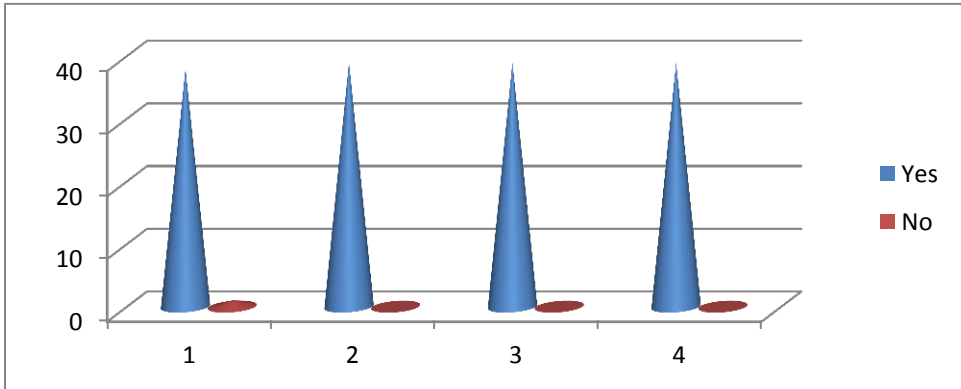
General Information

Sl. No.	Information	Details			
1.	Period of the report	October, 2011 to March , 2012			
2.	No. of Districts allotted	04			
3.	Districts' name	Raigarh, Jashpur, Surguja and Korea			
4.	Month of visit to the Districts / Schools (Information is to be given district wise i.e District 1, District 2, District 3 etc.)	Raigarh : 5/1/2012 to 17/1/2012 Jashpur : 18/1/2012 to 4/2/2012 Surguja : 6/2/2012 to 22/2/2012 Korea : 23/2/2012 to 7/3/2012			
5.	Total number of elementary schools (primary and upper primary to be counted separately) in the Districts Covered by MI (Information is to be given district wise i.e District 1, District 2, District 3 etc.)	Raigarh : Primary School – 21 Middle School - 16 RBC –2, Dormitory– 1 Jashpur : Primary School – 18 Middle School – 20 Dormitory - 2 Surguja : Primary School – 15 Middle School - 18 RBC- 2, NRBC - 3 Dormitory - 2 Korea : Primary School –12 Middle School - 23 RBC – 3, NRBC – 2			
6.	Number of elementary schools monitored (primary and upper primary to be counted separately) Information is to be given for district wise i.e District 1, District 2, District 3 etc)	Raigarh : 40 Jashpur : 40 Surguja : 40 Korea : 40			
7.	Types of schools visited	Raigarh	Jashpur	Surguja	Korea
a)	Special training centers (Residential)				
b)	Special training centers (Non Residential) Dormitory	5	3	8	5
c)	Schools in Urban Areas	1	8	7	8
d)	School sanctioned with Civil Works	2	---	1	3
e)	School from NPEGEL Blocks	3	4	3	3
f)	Schools having CWSN	3	8	3	4
g)	School covered under CAL programme	4	2	2	3
h)	KGBVs	2	3	3	4
i)	Higher Gender Gap	1	---	2	---
j)	Higher Population of SC/ST children	4	---	2	---
k)	Low retention/high dropout rate	2	1	3	---
l)	Sizeable no of OoSC	---	1	2	---
m)	In bound and out bound seasonal migration	---	2	2	---
n)	Schools in forest and far flung areas	2	3	2	---
o)	Others	11	5	---	10
	Total	40	40	40	40
8.	Number of schools visited by Nodal Officer of the Monitoring Institute	11	12	13	12
9.	Whether the draft report has been shared with the SPO : YES / NO	Yes			
10.	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES / NO	Awaiting			
11.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Yes			

District One: Jashpur

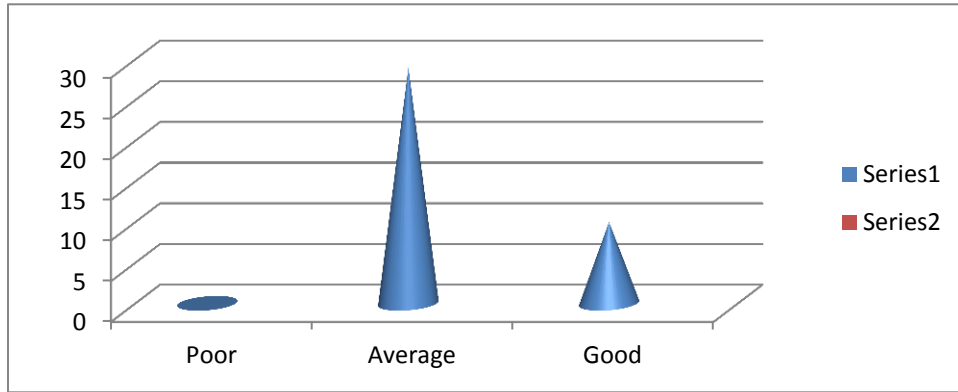
Analytical report of the district on the different desired aspects of MDM programme implementation based on empirical evidences is as under

A. At school level:

a.	Regularity in serving meals	Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.				
b.	Trends	<ul style="list-style-type: none"> ✓ Variations were noticed in the mid-day meal beneficiaries as per fluctuations in school attendance on account of local festivals, rainy season, functions in family, etc. ✓ All the enrolled students opted for MDM; 				
c.	Regularity in delivering food grains to school level	Table – 1: Showing the Delivery of Food Grains				
		Sl. No.	Item of Observation	Yes	No	Remarks
		1	Regularity in Receiving food grains by implementing agency	38	1	MDM is not conducted in M.S. Kulador Block-Manora
		2	Maintenance of One month buffer stock	39	0	
		3	Parity between marked weight and actual supply	39	0	
		4	Food grain supplied at schools	39	0	
		Graph – 1: Showing the Delivery of Food Grains				
						
		<p>MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is achieved. Above table, picture and graph show the extent of achievement in these aspects. However, the observed delays in the supply were primarily due to lack of proper transportation facilities and less coordination between various agencies involved in the MDM scheme.</p>				
		Table – 2: Showing Quality of Food grains received				

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food Grains	0	29	10	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 2: Showing Quality of Food grains received



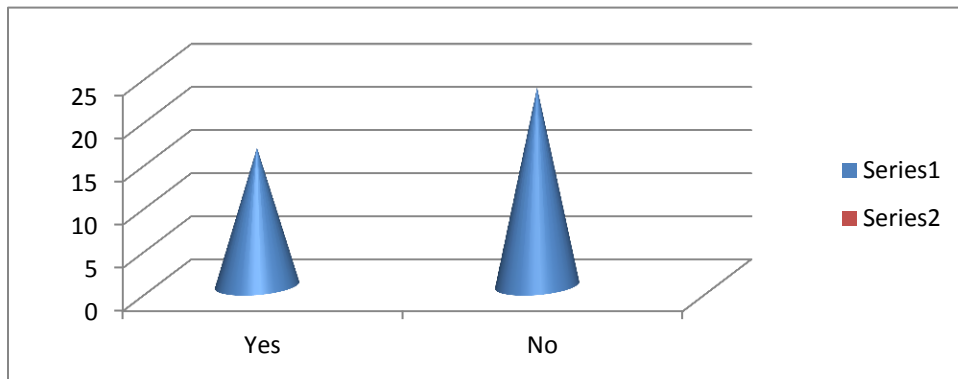
Above table, and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional criteria a child is supposed to be provided with.

d. Regularity in delivering cooking cost to school level

Table – 3: Showing Regularity in Delivering Cooking Cost at School Level

Sl. No.	Item of Observation	Yes	No	Remarks
1	Regularity in Delivering Cooking Cost	16	23	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 3: Showing Regularity in Delivering Cooking Cost at School Level



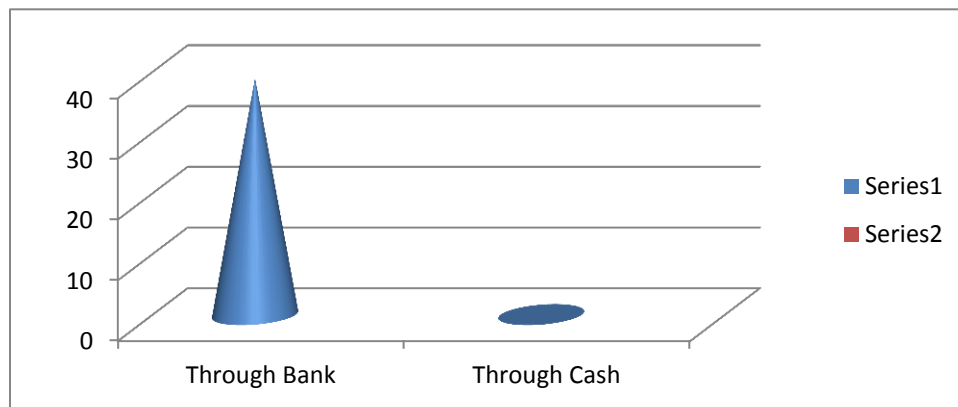
Above table and the graph show us that in 16 schools regularity in delivering cooking cost was found. In 23 cases there was delay in payment. In the event of delay, it was

informed that the material was purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

Table – 4: Showing the Mode of Payment to Cooks

Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	39	0	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 4: Showing the Mode of Payment to Cooks



Mode of payment is systemized. In 39 schools out of 39 schools, mode of payment is being done through Bank. However, delay in regular payment remained one of the gray areas.

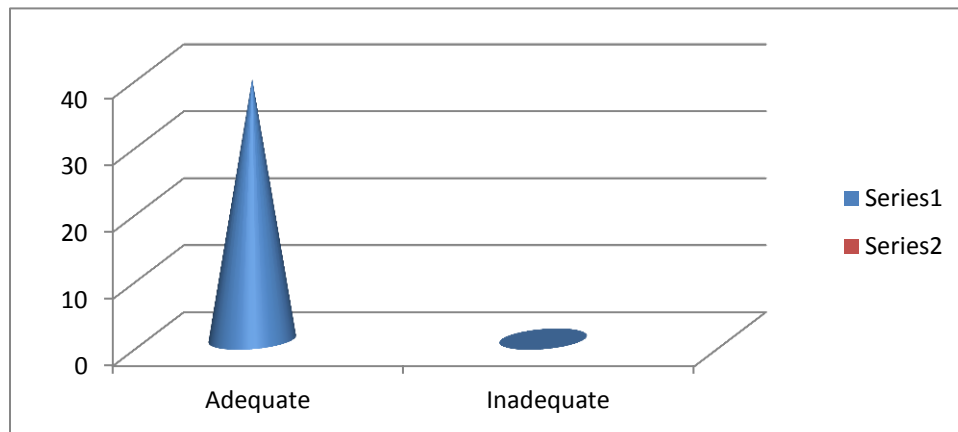
**Delays in the payment to cooks, it appears, are really a neglected area in the entire MDM scheme.

e.	<p>Social equity</p> <p>The children of all categories, status, age and sex were taking meal together in an orderly manner. During lunch, they wash hands, take thali and assemble in an orderly manner. Take the meal by sitting in queue. Cook, helper and elder students usually serve the meal.</p>
f.	<p>Variety in menu</p> <p>Varieties of vegetables that are available in the vicinity were used in cooking. Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments in menu of MDM as per local needs. Generally, it was found followed (about 50 % cases) in some cases it was found followed with minor local adjustments (about 40% cases) and in few cases (about 10% cases) the menu was not found followed.</p>
g.	<p>Quality and Quantity of meal</p>

Table – 5: Showing the Quantity of the Food

Sl. No.	Item of Observation	Adequate	Inadequate	Remarks
1	Quantity of Food	39	0	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 5: Showing the Quantity of the Food



Picture – 3:

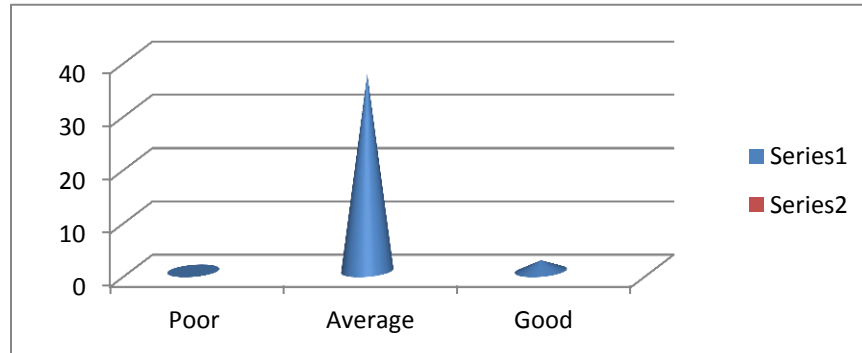


Out of 39 schools in 39 schools, the quantity of food, on MI's observation based on their interaction with the children was found to be adequate to children. However, quantity of 'sabji' in many cases needs to be increased.

Table – 6: Showing the Quality of the Food

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	0	37	2	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 6: Showing the Quality of the Food



Picture – 4:



Above table and picture indicate the quality of the food served to children in MDM.

- ✓ Judging the quality depends on one's own understanding and perception held by the community and children about Quality;
- ✓ Legislated policy;
- ✓ Financial allocations to the scheme.

Above numbers regarding quality are to be seen by keeping these facts of reality.

Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

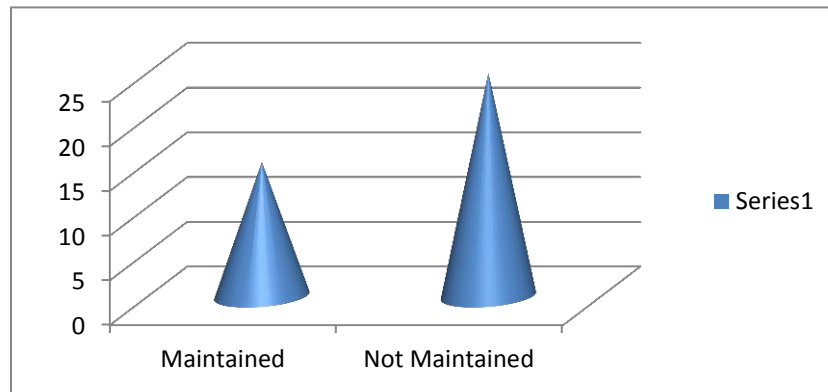
h. Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv.

Person administering them

Table – 7: Showing the Status of Maintenance of Health Cards

Sl. No.	Item of Observation	Maintained	Not Maintained
	Maintenance of Health Cards	15	25

Graph – 7: Showing the Status of Maintenance of Health Cards

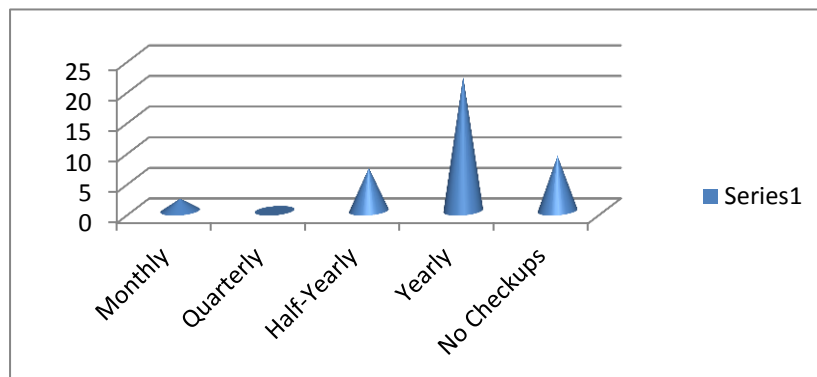


Above table and graphs tell us the maintenance of health cards. Out of 40 schools 15 are maintaining and 25 are not maintaining health cards.

Table – 8: Showing the Frequency of Health Checkups

Sl. No.	Item of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Checkups
1	Frequency of Health Checkups	2	0	7	22	9

Graph – 8: Showing the Frequency of Health Checkups



Above table and graph tells us true story of the health concerns. Out of 40 schools in 9

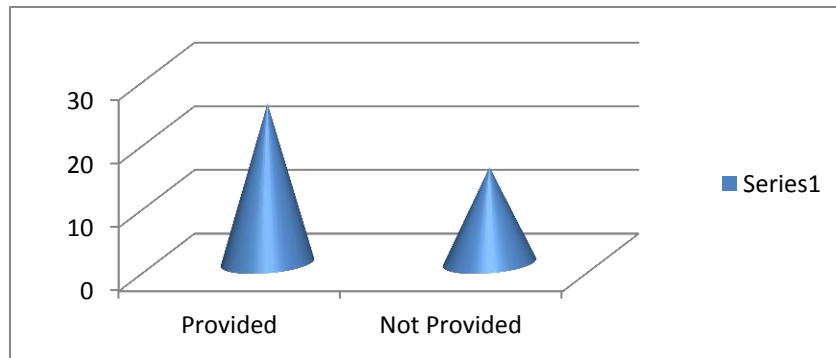
schools there was no health check up at all. In 7 schools there were half yearly checkups. Only in 2 schools there was monthly checkups and majority –in 22 schools – it is once in a year checkups are found to be happening.

- ✓ The observations reveal the fact that Health checkup are not ‘institutionalized’.
- ✓ Lot of awareness programmes needs to be organized regarding health and its relation to education and general well being of the child.

Table – 9: Showing the Provisions of Micro-Nutrients

Sl. No.	Item of Observation	Provided	Not Provided
1	Micro-Nutrients	25	15

Graph – 9: Showing the Provisions of Micro-Nutrients



Picture – 5:



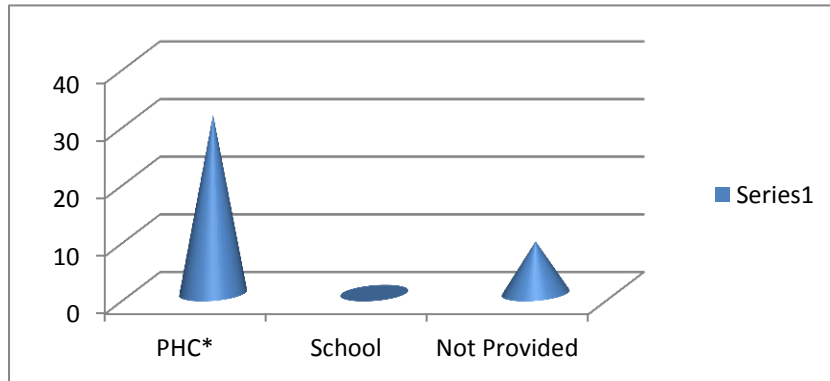
Above table and graph show us the provision of micro-nutrients in school. This needs to be improved.

Table – 10: Showing the Administering Agency

Sl. No.	Item of Observation	PHC*	School	Not Provided
1	Administering Agency	31	0	9

*PHC: Primary Health Centre

Graph – 10: Showing the Administering Agency



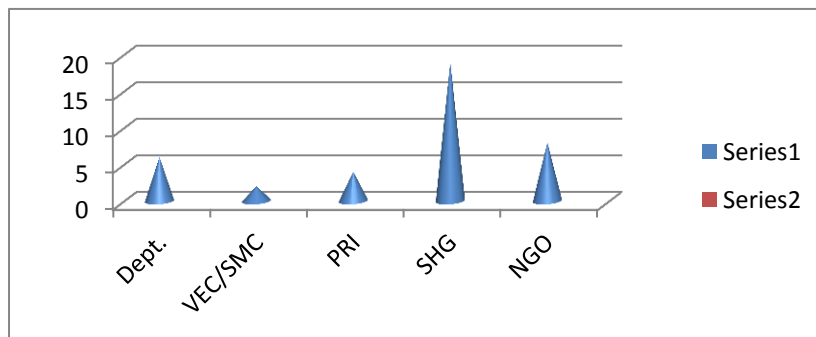
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. Status of cooks

Table – 11: Showing the Cooking Agency

Sl. No.	Item of Observation	Dept.	VEC/SMC	PRI	SHG	NGO	Remarks
1	Cooking Agency	6	2	4	19	8	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 11: Showing the Cooking Agency



Picture – 6:

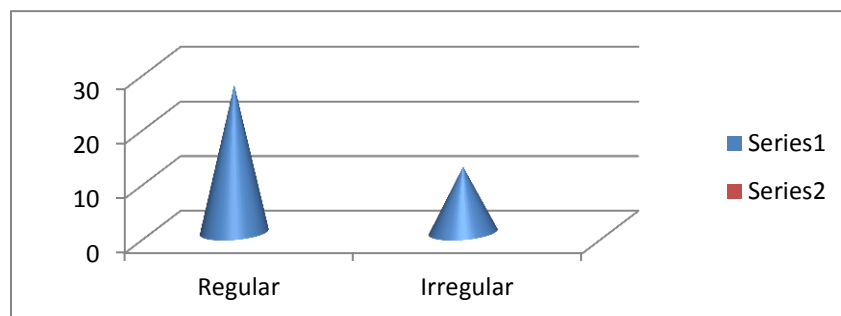


Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards Self Help Groups (SHG). Most of the SGHs are women groups.

Table – 12: Showing the Regularity in Payment

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	27	12	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 12: Showing the Regularity in Payment



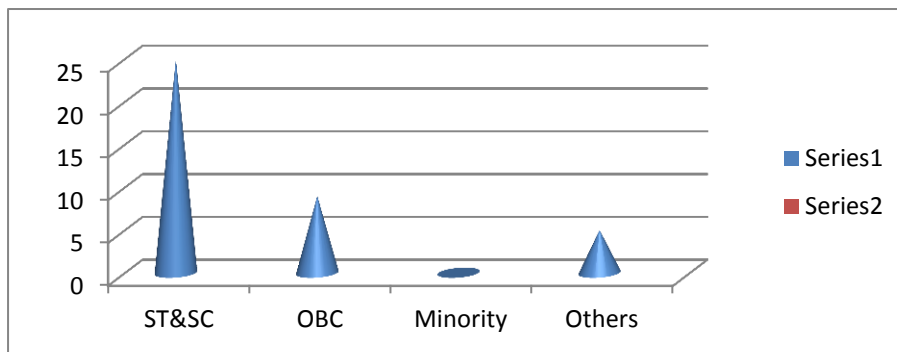
As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount. Irregularity was, mainly, due to delays in transfer of money

from one bank to the other where the cooks are having their account.

Table – 13: Showing the Social Class of Cooks

Sl. No.	Item of Observation	ST&SC	OBC	Minority	Others	Remarks
1	Social Class of Cooks	25	9	0	5	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 13: Showing the Social Class of Cooks



Picture – 7:



Cooks are Women belonging to OBC/SC/ST category. They were engaged by the agency supplying food (generally the self-help group of women) and getting a remuneration of Rs. 1,000 per month.

In schools, their number was not found as per the strength of the students.

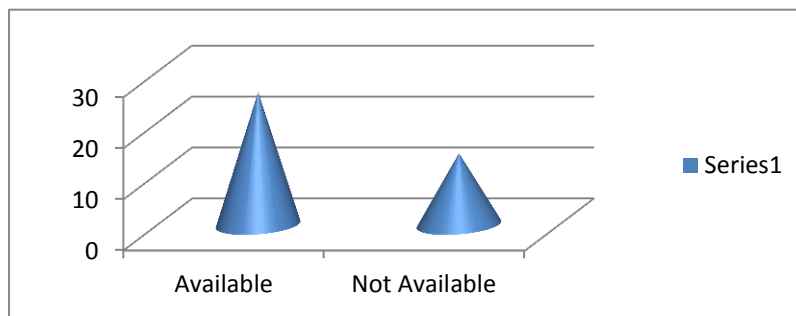
The payment of cooks was also found delayed in some cases.

j. Infrastructure of kitchen shed

Table – 14: Showing the Availability of Infrastructure

Sl. No.	Item of Observation	Available	Not Available
1	Kitchen Shed	26	14

Graph – 14: Showing the Availability of Infrastructure



Picture – 8:



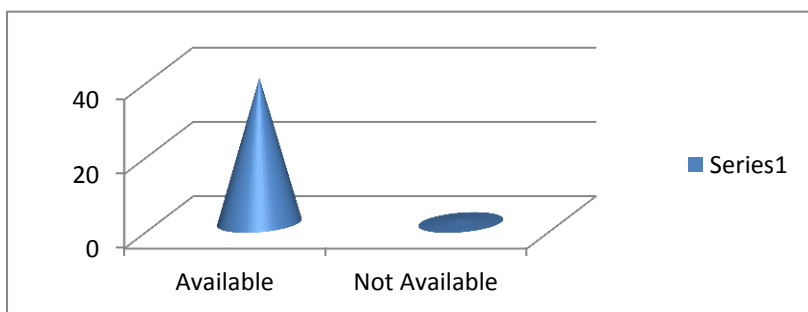
The pucca kitchen shed was in place in majority (26) primary schools. Kitchen sheds were not available in some cases in upper primary schools where both –PS and MS- operating from the same premise.

k. Availability of potable water

Table – 15: Showing the Availability of Potable Water in the School

Sl. No.	Item of Observation	Available	Not Available
1	Potable Water	39	1

Graph – 15: Showing the Availability of Potable Water in the School



Picture – 9:



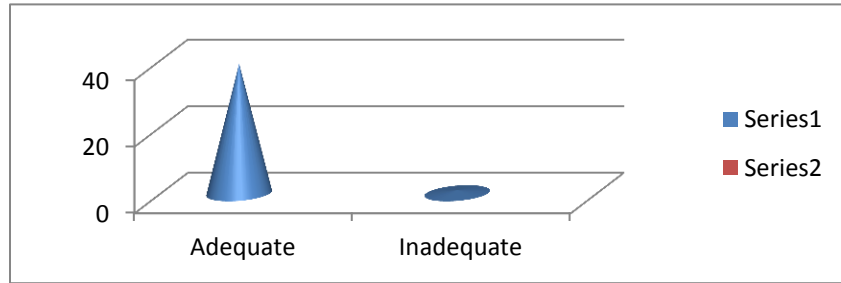
Safe drinking water was available in majority (39 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in one school.

l. Utensils of cooking meals

Table – 16: Showing the Adequacy of Availability of Cooking Utensils

Sl. No.	Item of Observation	Adequate	Inadequate	Remarks
1	Cooking Utensils	39	1	MDM is not conducted in M.S. Kulador

Graph – 16: Showing the Adequacy of Availability of Cooking Utensils



Picture – 10:



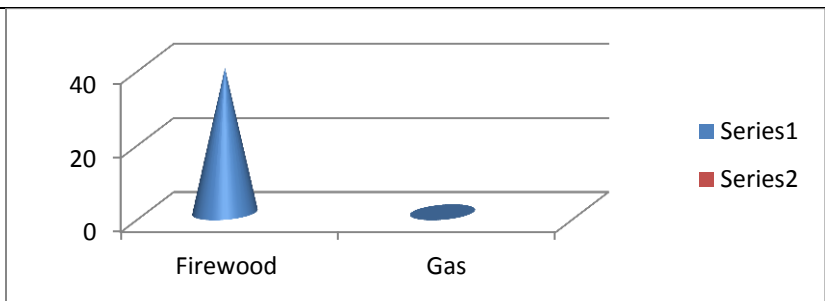
Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 39 schools.

m. Fuel used in cooking

Table – 17: Showing the Kind of Fuel for Cooking

Sl. No.	Item of Observation	Firewood	Gas	Remarks
1	Kind of Fuel	39	0	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 17: Showing the Kind of Fuel for Cooking



Picture – 11:



Normally, firewood is used as fuel for cooking mid-day meal in schools, barring a few urban schools where cooking gas is available. In few cases, even after availability of cooking gas the firewood was under use due to economy in cooking. In this district, 39 schools out of 40 are using firewood.

n. Safety and hygiene

Adequate safety was found as the kitchen shed was separate from the schools. Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. In urban centers, hygiene is a problem to be addressed. But at some places the water accumulates near the hand pump, and may give adverse affect on health. Hygiene in urban kitchen is a problem.

o. Community participation and awareness

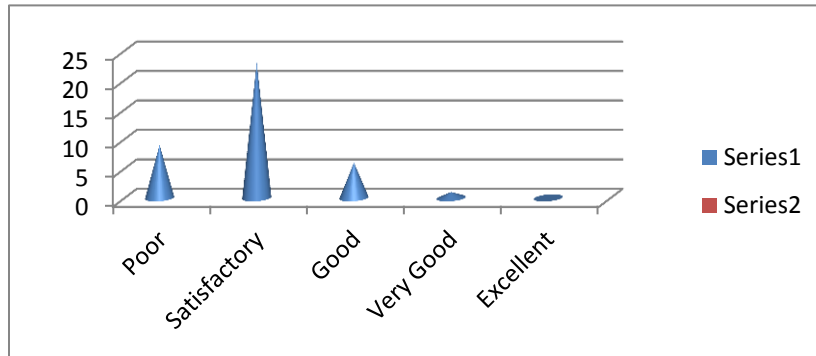
Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.

**Table – 18: Showing Awareness about:
Quantity of MDM per child**

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks

1	Quantity of MDM per child	9	23	6	1	0	MDM is not conducted in M.S. Kulador Block-Manora
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Graph – 18: Showing Awareness about: Quantity of MDM per child



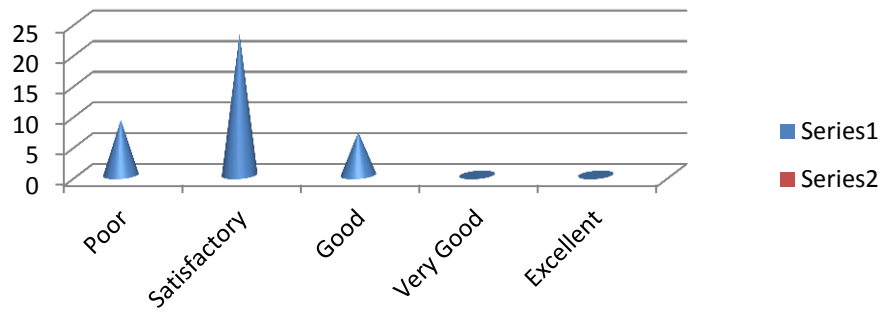
Picture – 12:



Table – 19: Entitlement of Quantity and Nutrients in MDM per child

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Entitlement of Quantity and Nutrients in MDM per child	9	23	7	0	0	MDM is not conducted in M.S. Kulador Block-Manora

Graph – 19 Entitlement of Quantity and Nutrients in MDM per child



Picture - 13

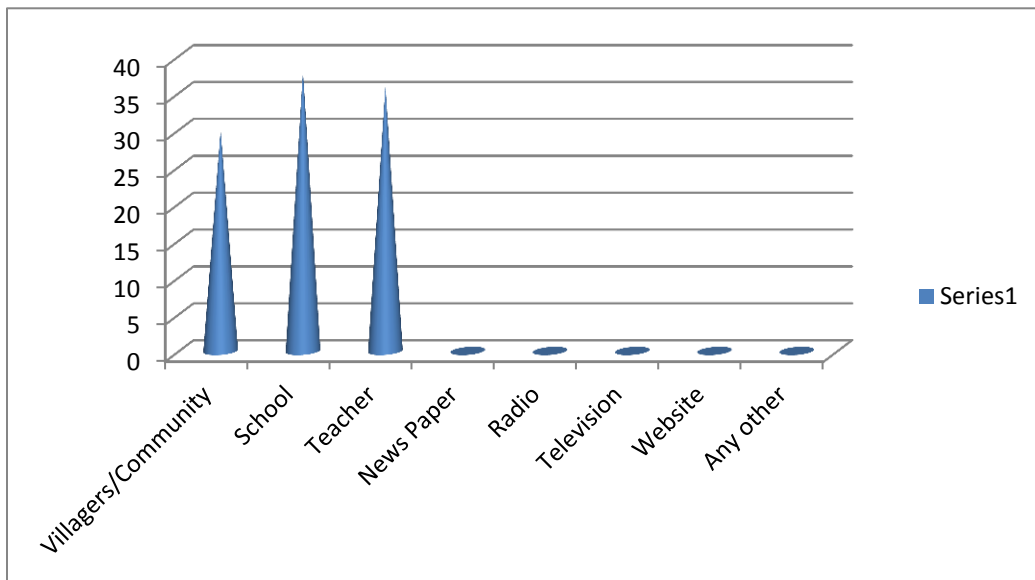


Above two tables, graphs and pictures reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. In this aspect, community members of 30 out of 40 schools are aware whereas in the other aspect i.e., about nutrients, overwhelming majority of schools (9) community members' awareness found to be very poor. This simple data explains us linkages between community awareness and implementation of various aspects of SSA.

Table – 20: Showing Source of Awareness

Sl. No.	Source of Awareness	No. of Respondents
1	Villagers/Community	30
2	School	38
3	Teacher	36
4	News Paper	00
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

Graph – 20: Showing Source of Awareness



- ✓ The above table show us that Community, School and teachers are major source of information and awareness;
- ✓ Mass media of any kind has no role in creating awareness in this regard.

.p.	Inspection and supervision Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college were found visiting the MDM and giving their remarks in the observation and inspection books, generally twice in a month..
q.	Impact of MDM Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas. The poor and below poverty line children get adequate nutrients and food through MDM

B. Other issues related to MDM :

Suggestions:

1. There should be common menu of mid-day meals for all schools in the district.
2. Self-help groups should have full responsibility of MDM and teachers should not get involved in it.
3. Centralized kitchen is a total failure in urban area where children hardly take MDM because of deteriorating quality of food.
4. Possibility of supplying milk would be a great boon to poverty-stricken children.
5. Doubling the money would ensure quality as price rise is on the anvil
6. Regulatory system involving functional SMC and Panchayat may prevent further deterioration of food quality.

Schools visited in the district Jashpur

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Bagicha	0107504	P. S. Naharpara	Urban Deprived	1.2.12	2.2.12
2	Bagicha	0107303	M. S. Bhattikona	Urban Deprived	3.2.12	4.2.12
3	Jashpur	0704928	P. S. Puranitoli	Urban Deprived	23.1.12	24.1.12
4	Jashpur	0704926	P. S. Sarnatoli	Urban Deprived	20.1.12	21.1.12
5	Jashpur	0711201	P. S. Bankitoli	Urban Deprived	19.1.12	3.2.12
6	Jashpur	0714101	P. S. Dipatoli	Urban Deprived	18.1.12	19.2.12
7	Patthalgaon	1309616	P. S. Putinpara	Urban Deprived	24.1.12	26.2.12
8	Patthalgaon	1310939	M. S. Bhathudand	Urban Area	24.1.12	26.2.12
9	Kunkuri	1007901	P. S. Lotapani	General	3.2.12	4.2.12
10	Kansabel	0805302	M. S. Shabdmunda	General	31.1.12	2.2.12
11	Kansabel	0802118	KGBV Kansabel	KGBV	1.2.12	2.2.12
12	Bagicha	0113113	KGBV Mahadevdand	KGBV	29.1.12	2.2.12
13	Patthalgaon	1305011	KGBV Mudapara	KGBV	31.1.12	1.2.12
14	Farsabahar	0510602	M. S. Farsabahar	NPEGEL	30.1.12	31.1.12
15	Manora	1203602	M. S. Bhimshila	NPEGEL	26.1.12	27.1.12
16	Duldula	0404002	M. S. Simra	NPEGEL	30.1.12	31.1.12
17	Duldula	0400302	M. S. Charaidand	NPEGEL	24.1.12	25.1.12
18	Kunkuri	1006902	M. S. Raikera	CWSN	24.1.12	26.1.12
19	Kansabel	0800702	M. S. Khutera	CWSN	24.1.12	25.1.12
20	Bagicha	0113303	M. S. Mahuwadih	CWSN	27.1.12	28.1.12
21	Kunkuri	1002811	M. S. Keradih	CWSN	3.2.12	4.2.12
22	Farsabahar	0511806	P. S. Sardartoli	CWSN	30.1.12	1.1.12
23	Manora	1207301	P. S. Kujri	CWSN	24.1.12	25.1.12
24	Duldula	407909	P. S. Sendhwartoli	CWSN	26.1.12	27.1.12
25	Patthalgaon	1303005	M. S. Diwanpur	CWSN	25.1.12	26.1.12
26	Kansabel	0800101	P. S. Nakbar	RBC	1.2.12	2.2.12
27	Farsabahar		Dormitory Kolhenjharia	Dormitory	24.1.12	25.1.12
28	Patthalgaon	1305005	Dormitory Mudapara	Dormitory	1.2.12	3.2.12
29	Duldula	0400102	M. S. Duldula	CAL	28.1.12	29.1.12

30	Farsabahar	3502302	M. S. Kandariabhar	CAL	1.2.12	4.2.12
31	Bagicha	0104402	P. S. Chundapath	OoSC	30.1.12	31.1.12
32	Kansabel	0802201	P. S. Sujibahar	Drop Out	25.1.12	28.1.12
33	Jashpur	0707906	M. S. Balachhapar	Special Enrollment	25.1.12	26.1.12
34	Kunkuri	1006219	P. S. Dugdugiya	Special Enrollment	3.2.12	4.2.12
35	Farsabahar	0500102	M. S. Sahaspur	Special Enrollment	2.2.12	4.2.12
36	Manora	1211009	P. S. Tenduwakona	Forest Area	1.2.12	2.2.12
37	Manora	1205411	P. S. Borokona	Forest Area	28.1.12	29.1.12
38	Duldula	0405001	P. S. Bakuna	Forest Area	1.2.12	3.2.12
39	Manora	1202105	M. S. Kulador	Migration	30.1.12	31.1.12
40	Kunkuri	1004203	P. S. Shankarnagar	Migration	3.2.12	4.2.12
Total - 40 schools						

District Two: Korea

Selection of Schools:

Total 40 Schools were visited during the school hours (10.30 a.m. to 4.30 p.m) and intensive discussions were made with children, teachers, head masters, village sarpanch, members of SMC and other members of the society. DIET, BRCs, CRCs, Anganwadies, etc were also visited to have in-depth idea about implementation of SSA activities in the district.

Two faculty member from the MI along with 6 Field Investigators involved in monitoring activity to collect empirical evidences on the implementation of MDM scheme. Following is the report of the monitoring.

Analytical report of the district on the different desired aspects of MDM programme implementation based on empirical evidences is as under

C. At school level:

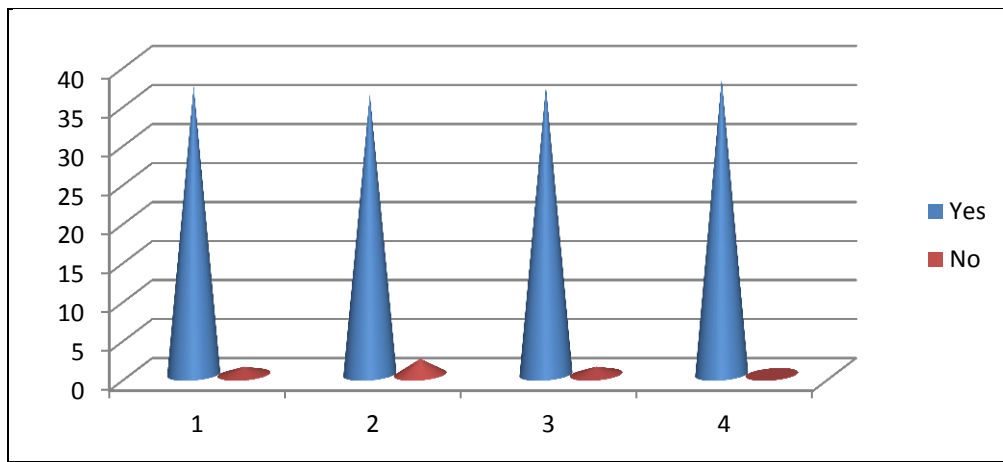
a.	Regularity in serving meals
	Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.
b.	Trends
	<ul style="list-style-type: none"> ✓ Variations were noticed in the mid-day meal beneficiaries as per fluctuations in school attendance on account of local festivals, rainy season, functions in family, etc. ✓ All the enrolled students opted for MDM; (with negligible number of exceptions)
c.	Regularity in delivering food grains to school level

Following two tables along with graphical presentation tell us different aspects of regularity.

Table – 1: Showing the Delivery of Food Grains

Sl. No.	Item of Observation	Yes	No	Remarks
1	Regularity in Receiving food grains implementing agency	37	1	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur
2	Maintenance of One month buffer stock	36	2	
3	Parity between marked weight and actual supply	37	1	
4	Food grain supplied at schools	38	0	

Graph – 1: Showing the Delivery of Food Grains



Picture – 1:



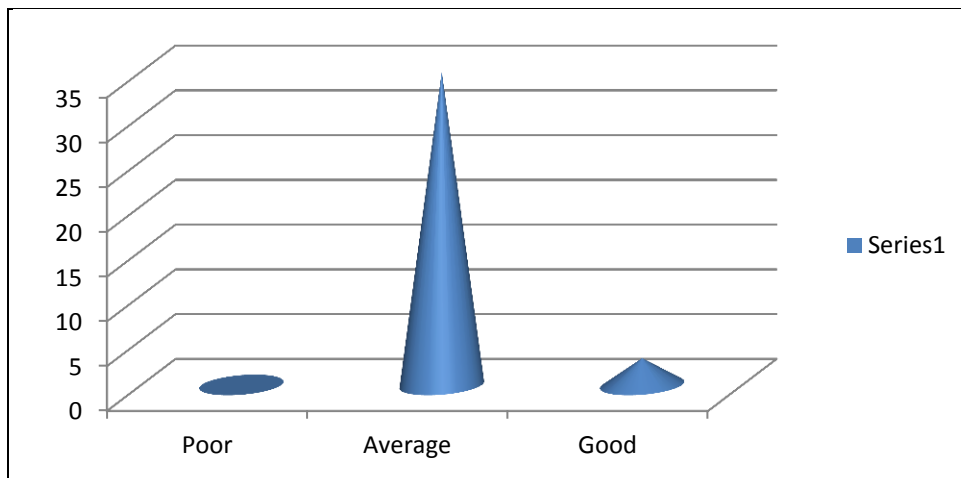
MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of

food grains at school is largely achieved. Above table and graph show the extent of achievement in these aspects.

Table – 2: Showing Quality of Food received

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food Grains	0	35	3	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph – 2: Showing Quality of Food received



Picture – 2:



Above table, picture and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the

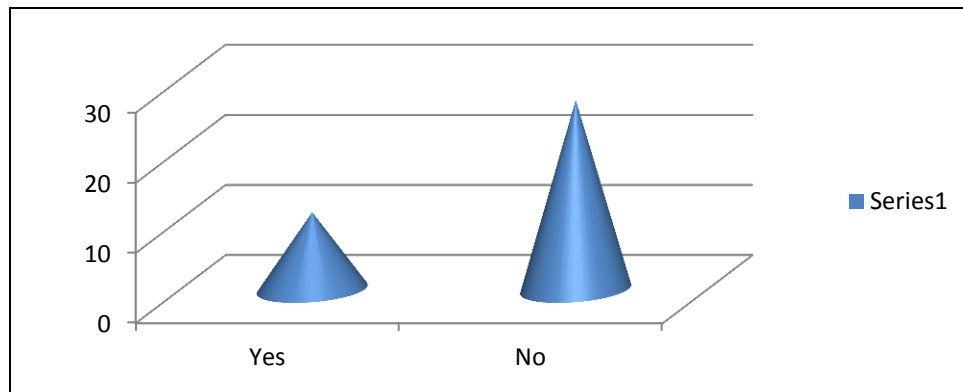
number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional criteria a child is supposed to be provided with.

d. Regularity in delivering cooking cost to school level

Table – 3: Showing Regularity in Delivering Cooking Cost at School Level

Sl. No.	Item of Observation	Yes	No	Remarks
1	Regularity in Delivering Cooking Cost	11	27	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph – 3: Graphical Representation of Regularity of in Delivering Cooking Cost

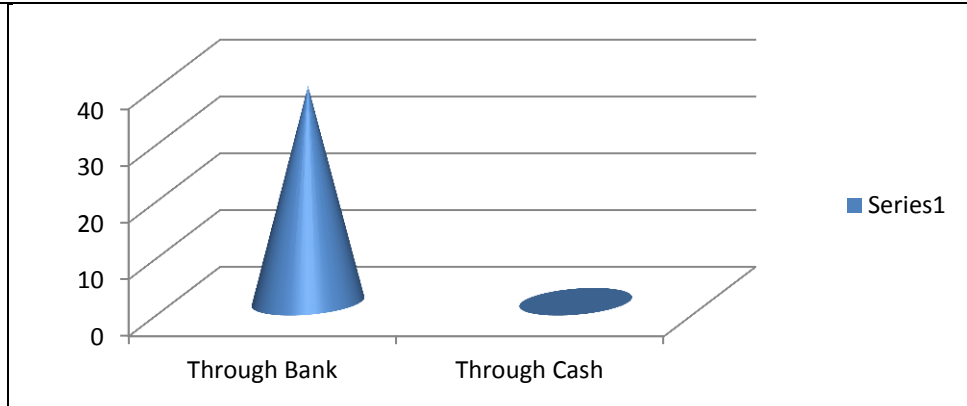


Above table and the graph show us that in 11 schools regularity in cooking cost was found. In 27 cases there was delay in payment. In the event of delay, it was informed that the material was purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

Table – 4: Showing the Mode of Payment to Cooks

Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	38	0	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph - 4: Showing the Mode of Payment to Cooks



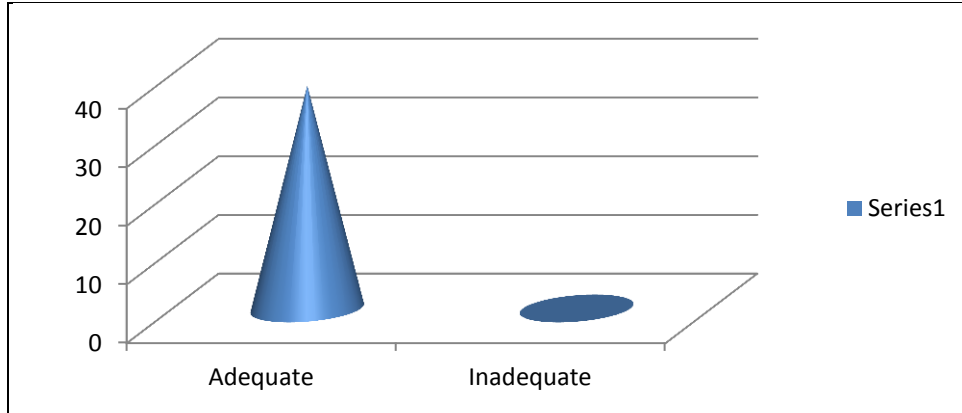
Mode of payment is systemized. In 38 schools out of 38 schools, mode of payment is being done through Bank. However, delay in regular payment remained one of the gray areas.

**Delays in the payment to cooks, it appears, are really a neglected area in the entire MDM scheme.

e.	Social equity				
	<ul style="list-style-type: none"> ✓ The children of all categories, status, age and sex were taking meals together in an orderly manner. ✓ In lunch time, they wash hands take thali and assemble in an orderly manner taking their meal in thali in a queue or sitting in queues and the cook, helper and elder students were serving meals. ✓ After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they thank the God, wash hand and thali and go in classes. ✓ In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals. 				
f.	Variety in menu				
	<ul style="list-style-type: none"> ✓ Menu is displayed in all most all the schools that is visible to all; ✓ However, adhering to it was not observed and deviations were observed. ✓ Limited variety in menu is observed. Variety is conditioned by the availability of vegetables. ✓ Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. ✓ In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments in menu of MDM as per local needs. 				
g.	Quality and Quantity of meal				
	Table – 5: Showing the Quantity of the Food				
	Sl. No.	Item of Observation	Adequate	Inadequate	Remarks

1	Quantity of Food	38	0	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur
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Graph – 5: Showing the Quantity of the Food



Picture – 3:



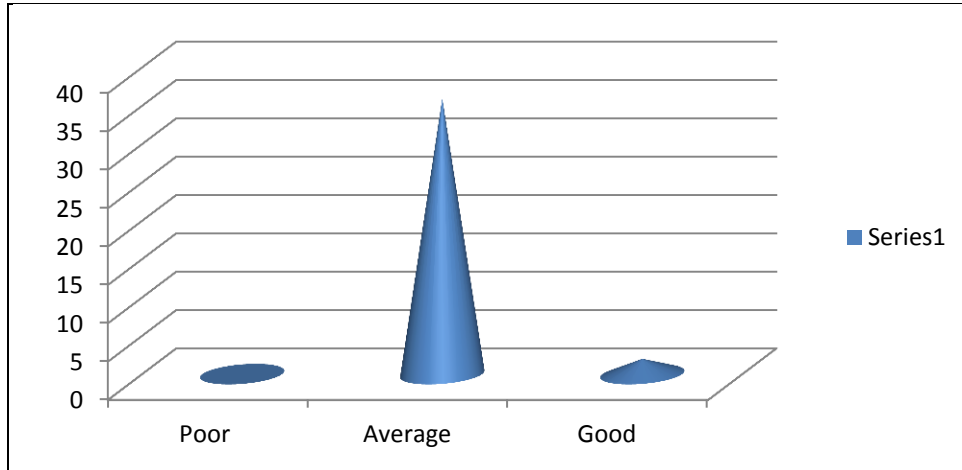
Out of 38 schools in 38 schools the quantity of food, on MI's observation based on their interaction with the children was found to adequate to children. However, quantity of 'sabji' in many cases needs to be increased.

Table – 6: Showing the Quality of the Food

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	0	36	2	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph – 6:

Graphical representation of Quality of the Food



Picture – 4:



Above table indicates the quality of the food served to children in MDM.

- ✓ Judging the quality depends on one's own understanding and perception held by the community and children about Quality;
- ✓ Legislated policy;
- ✓ Financial allocations to the scheme.

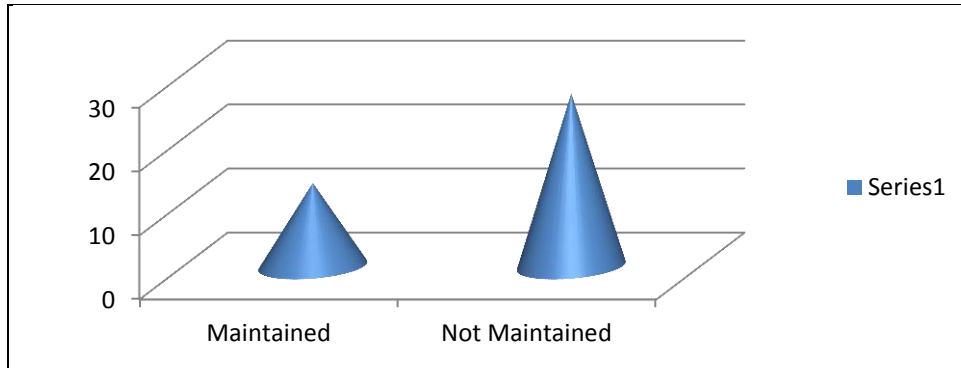
Above numbers regarding quality are to be seen by keeping these facts of reality. Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

h. Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them

Table – 7: Showing the Status of Maintenance of Health Cards

Sl. No.	Item of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	13	27

Graph – 7: Showing the Status of Maintenance of Health Cards

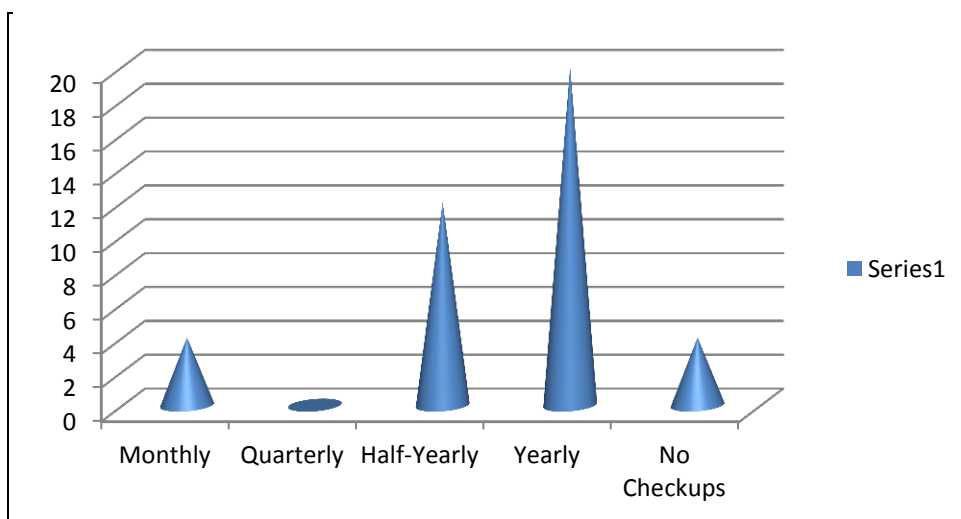


Above table and graphs tell us the maintenance of health cards. Out of 40 schools 13 are maintaining and 27 not maintaining health cards.

Table – 8: Showing the Frequency of Health Checkups

Sl. No.	Item of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Checkups
1	Frequency of Health Checkups	4	0	12	20	4

Graph – 8: Showing the Frequency of Health Checkups



Above table and graph tells us true story of the health concerns. Out of 40 schools in 4

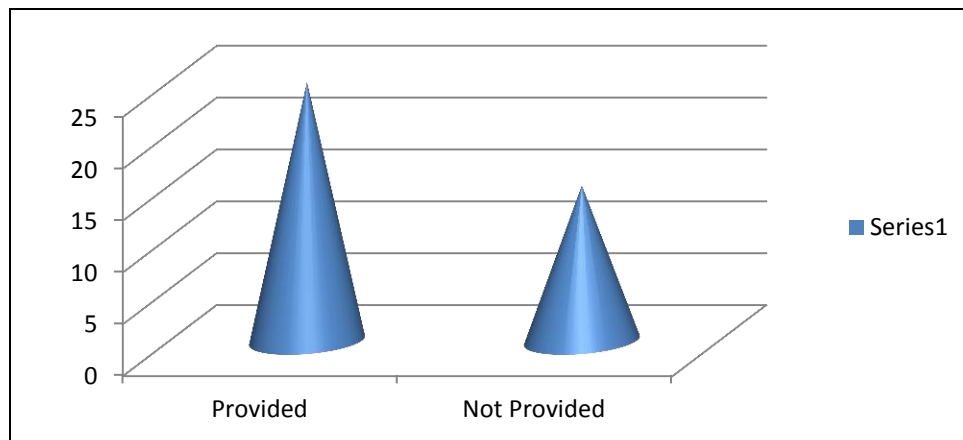
schools there was no health check up at all. Only in 4 schools- monthly and half yearly in 12 schools- health checkups are found to be regular. In 20 schools it once in a year.

- ✓ The observations reveal the fact that Health checkup are not ‘institutionalized’.
- ✓ Lot of awareness programmes needs to be organized regarding health and its relation to education and general well being of the child.

Table – 9: Showing the Provisions of Micro-Nutrients

Sl. No.	Item of Observation	Provided	Not Provided
1	Micro-Nutrients	25	15

Graph – 9: Showing the Provisions of Micro-Nutrients



Picture – 5:



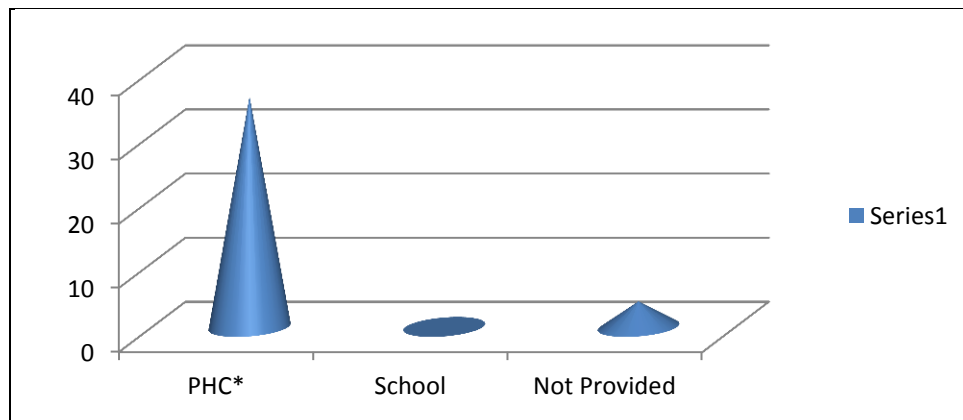
Above table, graph and picture show us the provision of micro-nutrients in school. This is found to be a gray area where efforts are needed to address and improve the situation.

Table - 10: Showing the Administering Agency

Sl. No.	Item of Observation	PHC*	School	Not Provided
1	Administering Agency	36	0	4

*PHC: Primary Health Centre

Graph – 10: Showing the Administering Agency



The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the

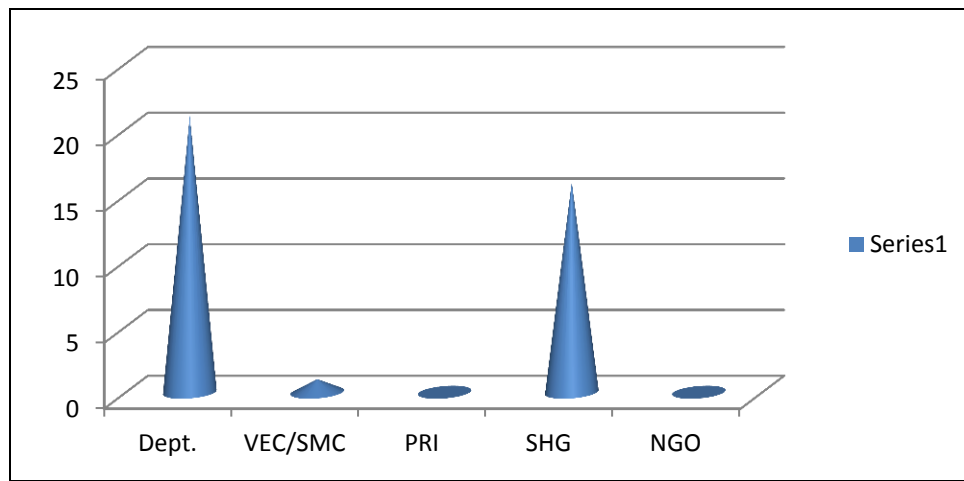
situation.

i. Status of cooks

Table – 11: Showing the Cooking Agency

Sl. No.	Item of Observation	Dept.	VEC/SMC	PRI	SHG	NGO	Remarks
1	Cooking Agency	21	1	0	16	0	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph – 11: Showing the Cooking Agency



Picture – 6:



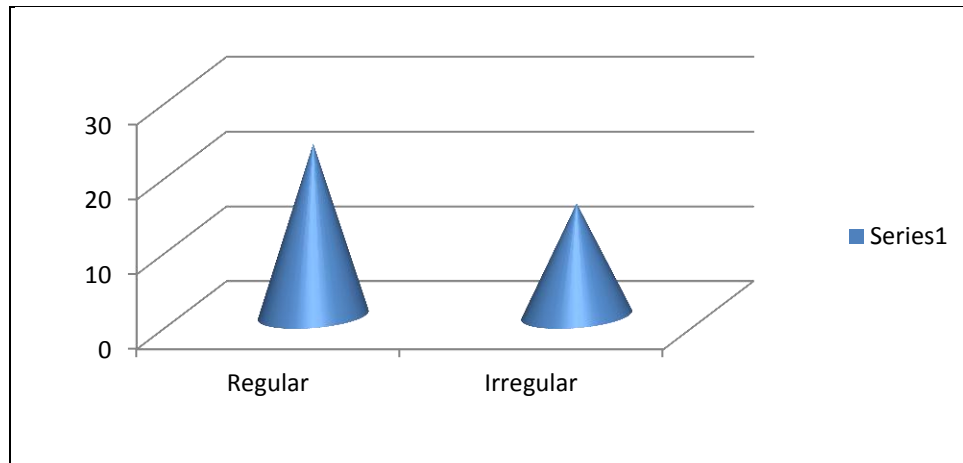
Above data inform us the existence of multiple agencies in the field of cooking.

However, shift is taking place towards Self Help Groups (SHG). Most of the SHGs are women groups.

Table – 12: Showing the Regularity in Payment

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	23	15	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph -12: Showing the Regularity in Payment

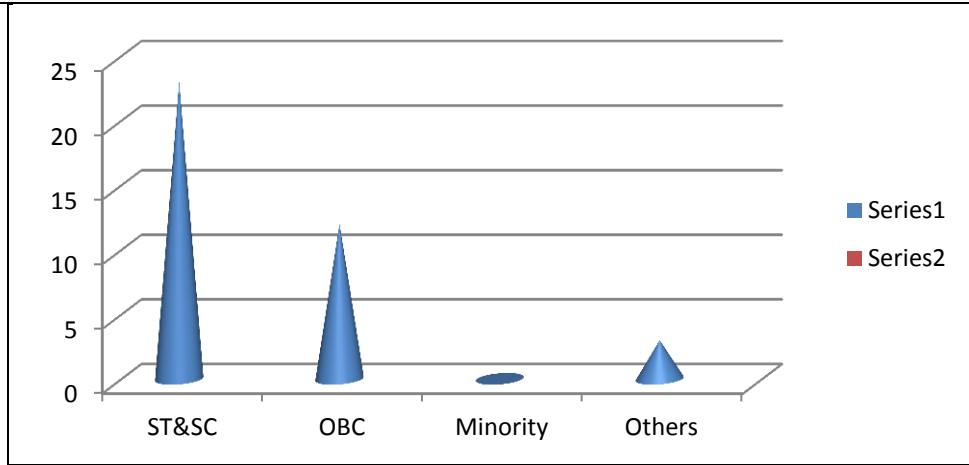


As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount.

Table – 13: Showing the Social Class of Cooks

Sl. No.	Item of Observation	ST&SC	OBC	Minority	Others	Remarks
1	Social Class of Cooks	23	12	0	3	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph – 13: Showing the Social Class of Cooks



Picture – 7:



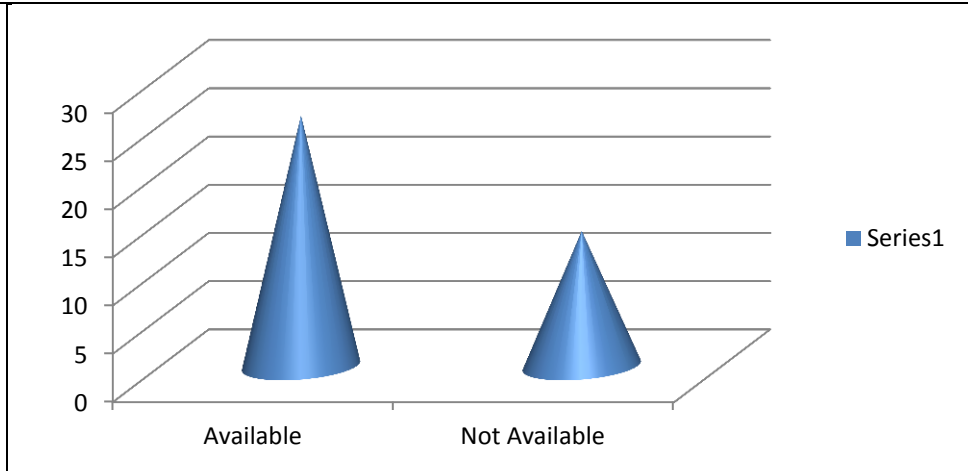
Women cooks of OBC/SC/ST category were found in the schools.

j. Infrastructure of kitchen shed

Table – 14: Showing the Availability of Infrastructure

Sl. No.	Item of Observation	Available	Not Available
1	Kitchen Shed	26	14

Graph – 14: Showing the Availability of Infrastructure



Picture – 8:



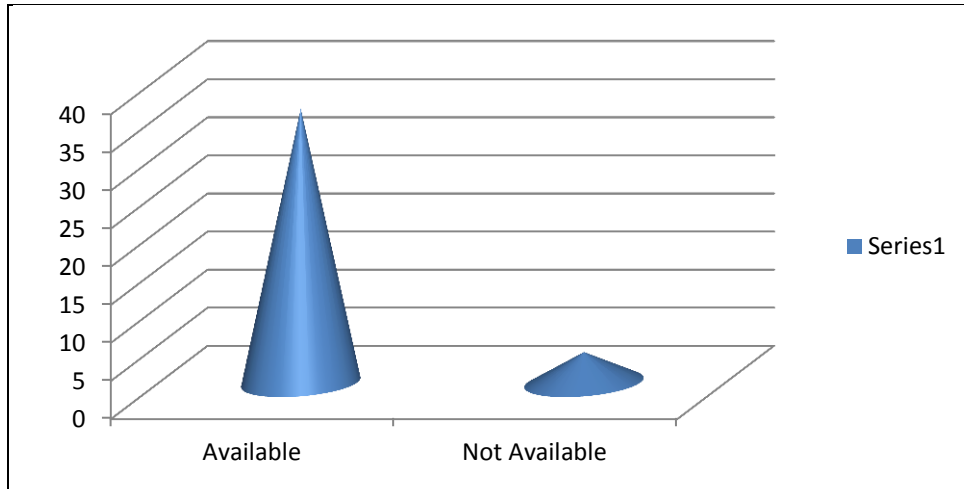
The pucca kitchen shed was found constructed in majority (26) primary schools. Kitchen sheds were not available in some cases in upper primary schools. Primary school kitchen or anganwadi room was found used for cooking meals.

k. Availability of potable water

Table – 15: Showing the Availability of Potable Water in the School

Sl. No.	Item of Observation	Available	Not Available
1	Potable Water	36	4

Graph – 15: Showing the Availability of Potable Water in the School



Picture – 9 & 10:



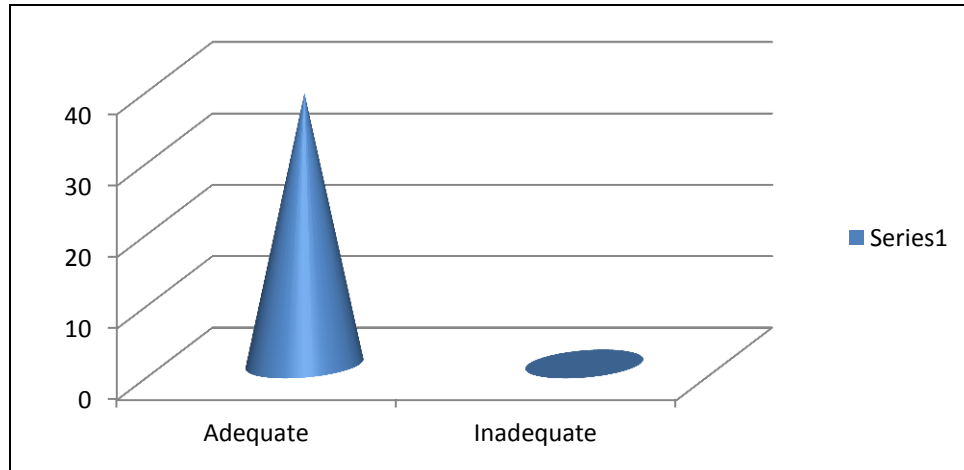
Safe drinking water was found available in majority (36 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in some (4) schools.

I. Utensils of cooking meals

Table – 16: Showing the Adequacy of Availability of Cooking Utensils

Sl. No.	Item of Observation	Adequate	Inadequate	Remarks
1	Cooking Utensils	38	0	MDM is not conducted in

Graph – 16: Showing the Adequacy of Availability of Cooking Utensils



Picture – 11:



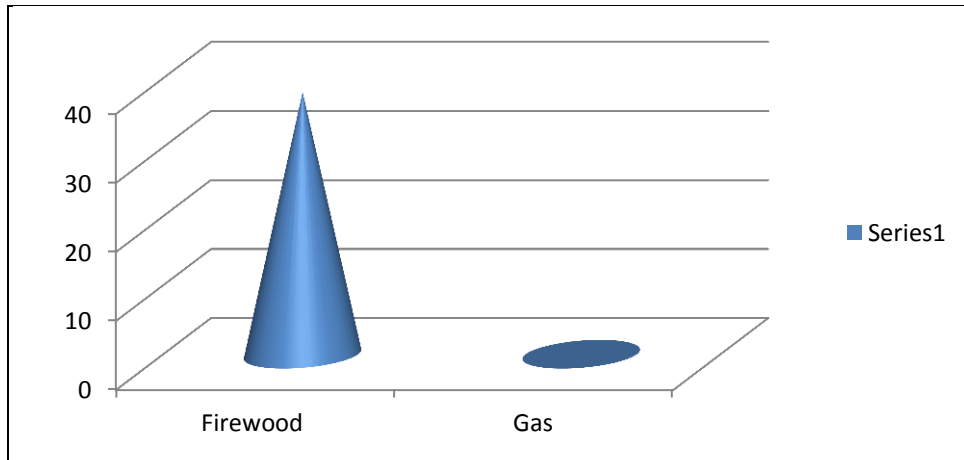
Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 38 schools.

m. Fuel used in cooking

Table – 17: Showing the Kind of Fuel for Cooking

Sl. No.	Item of Observation	Firewood	Gas	Remarks
1	Kind of Fuel	38	0	MDM is not conducted in

Graph – 17: Showing the Kind of Fuel for Cooking



Picture – 12:



Normally, firewood is used as fuel for cooking mid-day meal in school, barring a few urban schools where cooking gas is available. In few cases even after availability of cooking gas the firewood was under use due to economy in cooking. In this district, 38 schools out of 38 are using firewood.

n. Safety and hygiene

- ✓ Adequate safety was found as the kitchen shed was separate from the schools.
- ✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.
- ✓ Hygiene is a problem in urban schools due to lack of space and presence of waste material in the vicinity of schools.

✓ Other cause of unhygienic condition is water accumulation near the hand pump.

o. Community participation and awareness

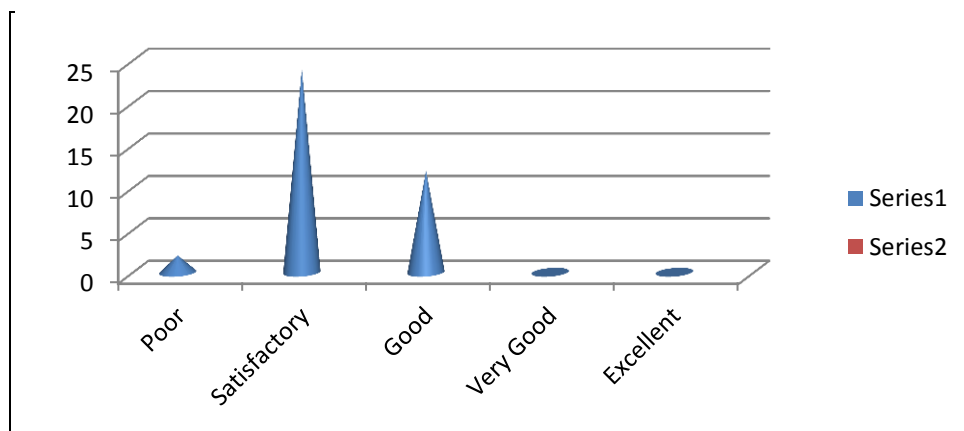
Community participation is a critical factor in the implementation of SSA. Therefore, their awareness regarding health and educational aspects of children is necessary. Following tables and graphs show us their awareness levels.

Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.

**Table – 18: Showing Awareness about:
Quantity of MDM per child**

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Quantity of MDM per child	2	24	12	0	0	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

**Graph – 18: Showing Awareness about:
Quantity of MDM per child**



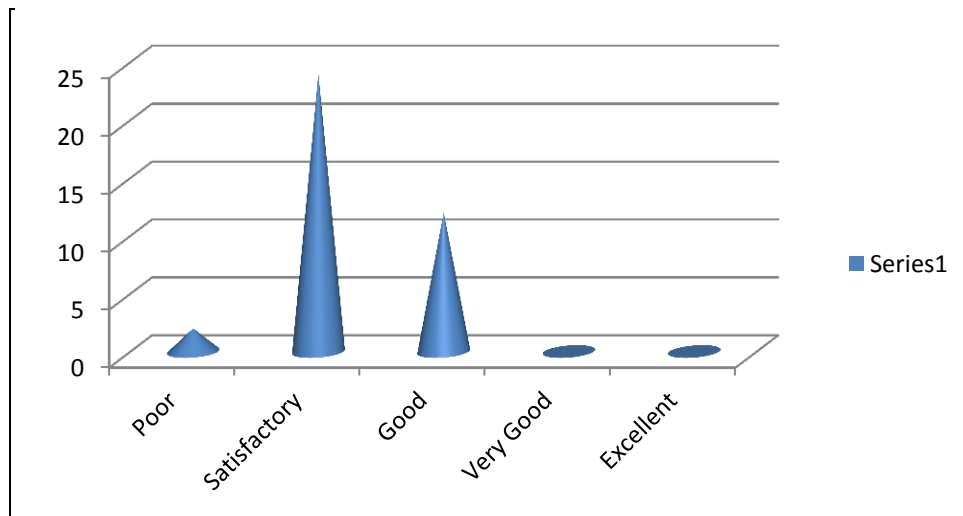
Picture – 13:



Table – 19: Entitlement of Quantity and Nutrients in MDM per child

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Entitlement of Quantity and Nutrients in MDM per child	2	24	12	0	0	MDM is not conducted in NRBC Pandopara & RBC Kunwarpur

Graph – 19: Entitlement of Quantity and Nutrients in MDM per child



Picture – 14:

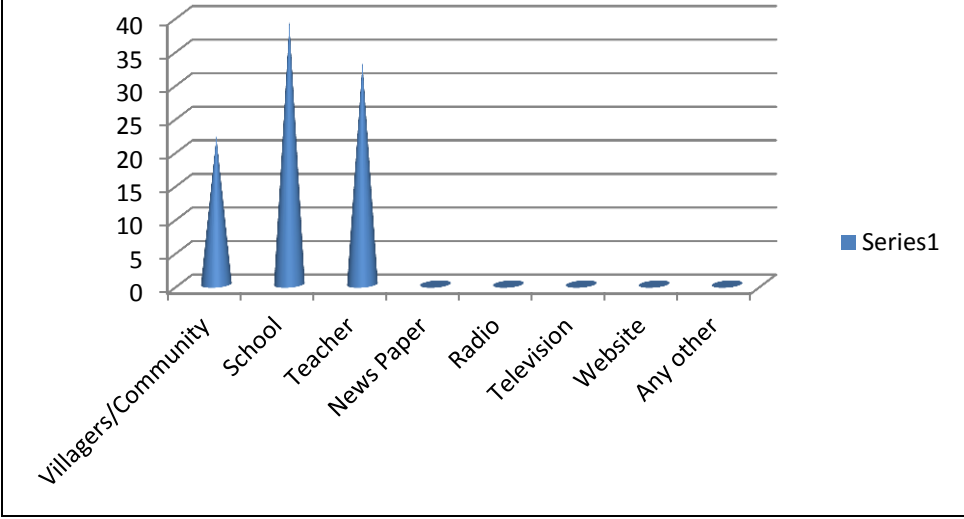


Above two tables, pictures and graphs reveal the same kind of awareness regarding two same aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. In this aspect, community members of 36 out 38 schools are aware where as in the other aspect i.e., about nutrients, overwhelming majority of schools (36) community members' awareness found to be satisfied. This simple data explains us linkages between community awareness and implementation of various aspects of SSA.

Table – 20: Showing Source of Awareness

Sl. No.	Source of Awareness	No. of Respondents
1	Villagers/Community	22
2	School	39
3	Teacher	33
4	News Paper	00
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

Graph – 20: Showing Source of Awareness

	 <table border="1"> <caption>Data from Bar Chart</caption> <thead> <tr> <th>Source</th> <th>Value (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Villagers/Community</td> <td>22</td> </tr> <tr> <td>School</td> <td>38</td> </tr> <tr> <td>Teacher</td> <td>32</td> </tr> <tr> <td>News Paper</td> <td>1</td> </tr> <tr> <td>Radio</td> <td>1</td> </tr> <tr> <td>Television</td> <td>1</td> </tr> <tr> <td>Website</td> <td>1</td> </tr> <tr> <td>Any other</td> <td>1</td> </tr> </tbody> </table>	Source	Value (Approximate)	Villagers/Community	22	School	38	Teacher	32	News Paper	1	Radio	1	Television	1	Website	1	Any other	1	
Source	Value (Approximate)																			
Villagers/Community	22																			
School	38																			
Teacher	32																			
News Paper	1																			
Radio	1																			
Television	1																			
Website	1																			
Any other	1																			
.P.	<ul style="list-style-type: none"> ✓ The above table show us that Community, School and teachers are major source of information and awareness; ✓ Mass media of any kind has no role in creating awareness in this regard. <p>Inspection and supervision</p> <ul style="list-style-type: none"> ✓ Officers from block and nagar nigam like, Tehsildar, BEO, and authorized principal of a college were found visiting the MDM and giving their remarks in the observation and inspection books. ✓ Different time frequencies in supervision by various level of officers is found. No strict pattern was found. 																			
q.	<p>Impact of MDM</p> <p>Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas.</p>																			

D. Other issues related to MDM :

1. Basically, students from poorest background expressed satisfaction over MDM. Satisfaction level of children and their poverty level go hand in hand.
2. Middle school students are not satisfied from the quantity of food. Some schools menu of MDM does not follow.
3. Severe Shortage of plates is observed in many schools.

Schools visited in the district (Korea)

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Manendragarh	2300301	P. S. (Boys) Manendragarh	Urban Area	28.2.12	1.3.12
2	Baikunthpur	2004003	M. S. (Boys) Kharwat	Urban Area	25.2.12	3.3.12
3	Khadagawan	2204103	M. S. Godaripara	Urban Area	24.2.12	2.3.12
4	Manendragarh	2302002	M. S. Rapakheda	Urban Area	28.2.12	1.3.12
5	Khadagawan	2208903	M. S. Haldibadi	Urban Area	24.2.12	2.3.12
6	Manendragarh	2300323	M. S. Jhagrakhand	Urban Area	28.2.12	6.3.12
7	Baikunthpur	2000102	P. S. (Girls) Baikunthpur	Urban Area	25.2.12	2.3.12
8	Khadagawan	2204001	P. S. Chirmiri	Urban Area	24.2.12	1.3.12
9	Bharatpur	2407504	M. S. (Girls) Janakpur	General	5.3.12	7.3.12
10	Baikunthpur	2012301	P. S. Mansukh	General	27.2.12	5.3.12
11	Baikunthpur	2004404	M. S. Chharchha	General	25.2.12	3.3.12
12	Khadagawan	2207201	P. S. Bahalpur	General	23.2.12	1.3.12
13	Baikunthpur	2012103	M. S. Kotaktal	General	27.2.12	3.3.12
14	Sonhat	2101210	KGBV Sonhat	KGBV	26.2.12	6.3.12
15	Manendragarh	2301606	KGBV Banji	KGBV	28.2.12	4.3.12
16	Bharatpur	2407511	KGBV Janakpur	KGBV	4.3.12	7.3.12
17	Khadagawan	2201504	KGBV Podibachra	KGBV	24.2.12	5.3.12
18	Bharatpur	2409202	M. S. Kuwarpur	NPEGEL	5.3.12	7.3.12
19	Manendragarh	2309602	M. S. Lalpur	NPEGEL	28.2.12	29.2.12
20	Khadagawan	2207403	M. S. Banjaridand	NPEGEL	23.2.12	1.3.12
21	Bharatpur		NRBC Pandopara	NRBC	6.3.12	7.3.12
22	Bharatpur		RBC Kuwarpur	RBC	4.3.12	5.3.12
23	Baikunthpur	2012603	RBC Girls Aashram Chilka	RBC	26.2.12	27.2.12
24	Manendragarh	2301607	RBC Aashram Banji	RBC	28.2.12	1.3.12
25	Baikunthpur	2006302	NRBC Katora	NRBC	27.2.12	7.3.12
26	Manendragarh	2316401	M. S. Nagpur	CWSN	29.2.12	6.3.12
27	Baikunthpur	2002901	P. S. Gadbadi	CWSN	27.2.12	5.3.12
28	Sonhat	2105201	P. S. Kailashpur	CWSN	5.3.12	6.3.12
29	Khadagawan	2208601	P. S. Khandhora	CWSN	24.2.12	2.3.12
30	Khadagawan	2201405	M. S. (Girls) Khadagawan	CAL	24.2.12	5.3.12
31	Baikunthpur	2001602	M. S. Salaka	CAL	25.2.12	3.3.12
32	Manendragarh	2309702	M. S. Kathoutiya	CAL	29.2.12	3.3.12
33	Manendragarh	2310402	M. S. Biharpur	Civil Work	2.3.12	5.3.12
34	Baikunthpur	2012003	M. S. Khanda	Civil Work	25.2.12	3.3.12
35	Sonhat	2105203	M. S. Kailashpur	Civil Work	6.3.12	7.3.12
36	Baikunthpur	2000201	P. S. (Girls) Premabagh	Problematic	25.2.12	3.3.12
37	Manendragarh	2309603	P. S. Basorpara	Problematic	29.2.12	2.3.12
38	Sonhat	2112701	P. S. Khodaripara	Sarvottam	2.3.12	5.3.12
39	Khadagawan	2201304	P. S. Badkapara	Sarvottam	27.2.12	1.3.12
40	Manendragarh	2309802	M. S. Bhallaur	Sarvottam	29.2.12	7.3.12
Total 40 schools						

District Three: Raigarh

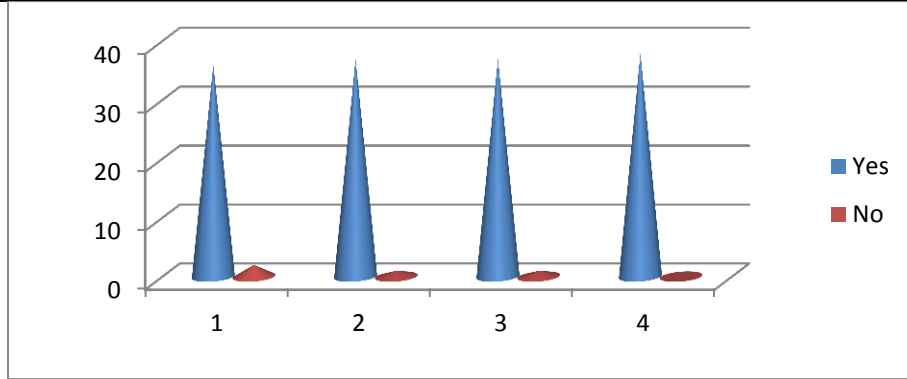
Selection of Schools:

Forty elementary schools in the district were selected for assessment and analysis of the implementation of SSA and Mid-day meal scheme keeping in view the goals of these schemes and the provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of the schematic interventions and attainment of the goals were also identified. Following Table shows the details of the sample selected for monitoring on the basis of the available data and consultations with the district SSA functionaries. DIET, BRCs, CRCs, Anganwadies, etc were also visited to have in-depth idea about implementation of SSA activities in the district

Analytical report of the district on the different desired aspects of MDM programme implementation based on empirical evidences is as under

E. At school level:

a.	Regularity in serving meals				
	Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.				
b.	Trends				
	<ul style="list-style-type: none"> ✓ Variations were noticed in the mid-day meal beneficiaries as per fluctuations in school attendance on account of local festivals, rainy season, functions in family, etc. ✓ All the enrolled students opted for MDM; 				
c.	Regularity in delivering food grains to school level				
	Table – 1: Showing the Delivery of Food Grains				
	Sl. No.	Item of Observation	Yes	No	Remarks
	1	Regularity in Receiving food grains by implementing agency	36	2	MDM is not conducted in RBC Bhagwanpur & RBC Umeed
	2	Maintenance of One month buffer stock	37	1	
	3	Parity between marked weight and actual supply	37	1	
	4	Food grain supplied at schools	38	0	
	Graph – 1: Showing the Delivery of Food Grains				



Picture – 1:

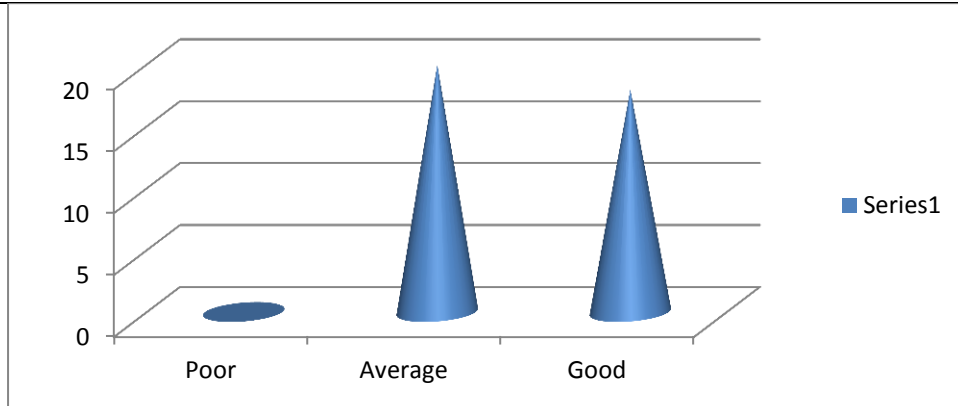


MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is largely achieved. Above table, graph and picture show the extent of achievement in these aspects. Delays in the supply were primarily due to lack proper transportation and coordination between various agencies involve in the MDM scheme.

Table – 2: Showing Quality of Food received

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food Grains	0	20	18	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 2: Showing Quality of Food received



Picture – 2



*****Order of Lunch*****

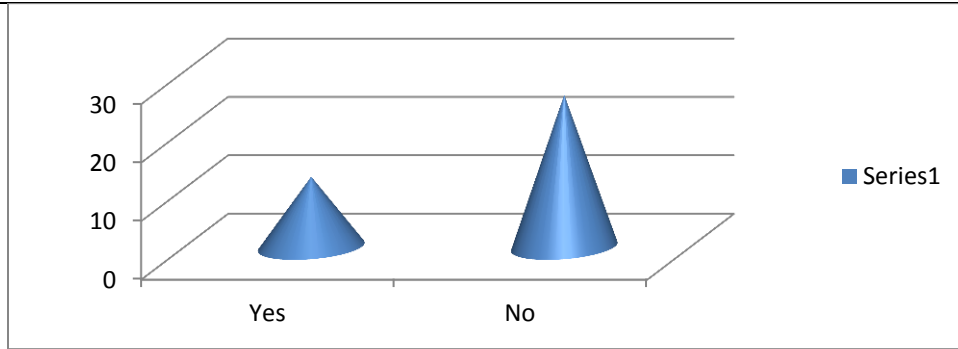
Above table, picture and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional criteria a child is supposed to be provided with.

d. Regularity in delivering cooking cost to school level

Table – 3: Showing Regularity in Delivering Cooking Cost at School Level

Sl. No.	Item of Observation	Yes	No	Remarks
1	Regularity in Delivering Cooking Cost	12	26	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 3: Showing Regularity in Delivering Cooking Cost at School Level

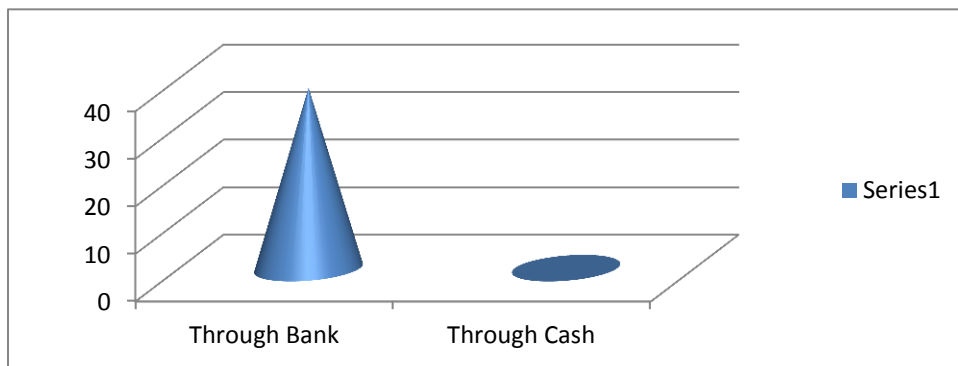


Above table and the graph show us the grim picture of the aspect. Out of 38 schools only 12 schools receive cooking cost regularly without delays.. In 26 cases there was delay in payment. In the event of delay, it was informed that the material was purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

Table – 4: Showing the Mode of Payment to Cooks

Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	38	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 4: Showing the Mode of Payment to Cooks



Mode of payment is systematized. In 38 schools out of 38 schools, mode of payment is being done through Bank. However, delay in regular payment remained one of the gray areas.

**Delays in the payment to cooks, it appears, are really a neglected area in the entire MDM scheme.

e. Social equity

The children of all categories, status, age and sex were taking meals together in an orderly manner. In lunch time, they wash hands take thali and assemble in an orderly manner taking their meal in thali in a queue or sitting in queues and the cook, helper and elder students were serving meals. After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they thank the God, wash hand and thali and go in classes. In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals. .

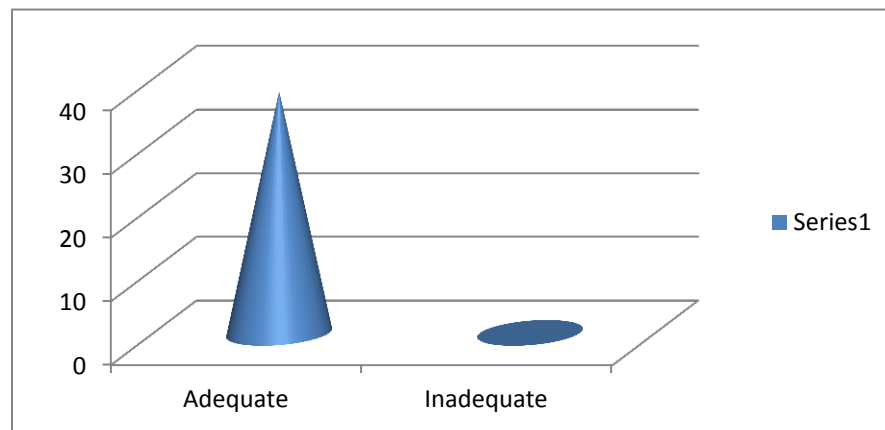
f. **Variety in menu**
 Variety of vegetables, sweets, etc. was noticed in the MDM in the schools visited. Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments in menu of MDM as per local needs. Generally, it was found followed (about 50 % cases) in some cases it was found followed with minor local adjustments (about 40% cases) and in few cases (about 10% cases) the menu was not found followed.

g. **Quality and Quantity of meal**

Table – 5: Showing the Quantity of the Food

Sl. No.	Item of Observation	Adequate	Inadequate	Remarks
1	Quantity of Food	38	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 5: Showing the Quantity of the Food



Picture – 3:



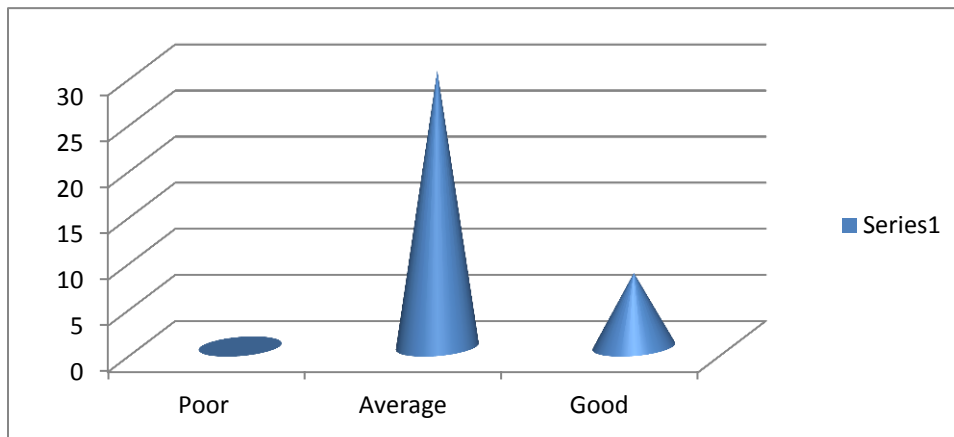
#####Circular Lunch#####

Out of 38 schools in 38 schools, the quantity of food, on MI’s observation based on their interaction with the children was found to be adequate to children. However, quantity of ‘sabji’ in many cases needs to be increased.

Table – 6: Showing the Quality of the Food

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	0	30	8	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 6: Showing the Quality of the Food



Picture – 4:



Above table and picture indicate the quality of the food served to children in MDM.

- ✓ Judging the quality depends on one’s own understanding and perception held by the community and children about Quality;
- ✓ Legislated policy;
- ✓ Financial allocations to the scheme.

Above numbers regarding quality are to be seen by keeping these facts of reality.

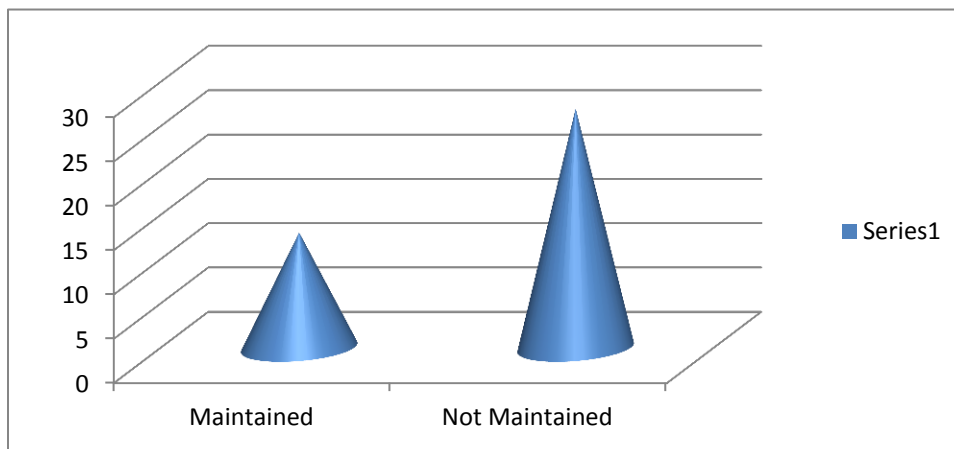
Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

- h. Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them

Table – 7: Showing the Status of Maintenance of Health Cards

Sl. No.	Item of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	13	27

Graph – 7: Showing the Status of Maintenance of Health Cards

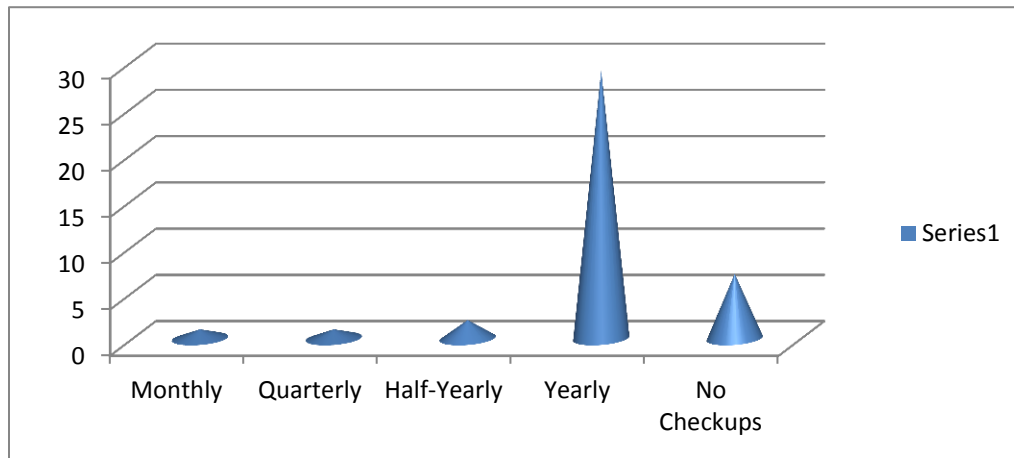


Above table and graphs tell us the sorry state of the maintenance of health cards. Out of 40 schools only 13 are maintaining and 27 are not maintaining health cards. This is not being institutionalized. This needs to be addressed on a priority basis.

Table – 8: Showing the Frequency of Health Checkups

Sl. No.	Item of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Checkups
1	Frequency of Health Checkups	1	1	2	29	7

Graph – 8: Showing the Frequency of Health Checkups



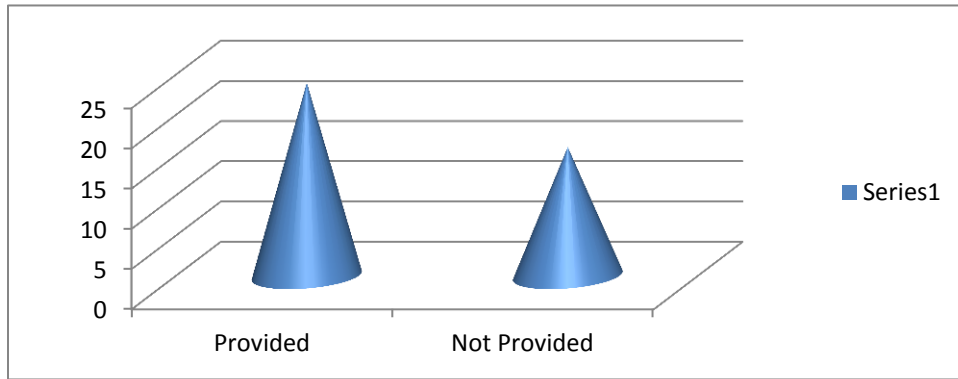
Above table and graph tells us true story of the health concerns. Out of 40 schools in 7 schools there was no health check up at all. Only in 1 school- monthly check up and 1 school- quarterly are held. Two schools- half yearly are held. In 29 schools it once in a year.

- ✓ The observations reveal the fact that Health checkup are not ‘institutionalized’.
- ✓ Lot of awareness programmes needs to be organized regarding health and its relation to education and general well being of the child.

Table – 9: Showing the Provisions of Micro-Nutrients

Sl. No.	Item of Observation	Provided	Not Provided
1	Micro-Nutrients	24	16

Graph – 9: Showing the Provisions of Micro-Nutrients



Picture – 5:



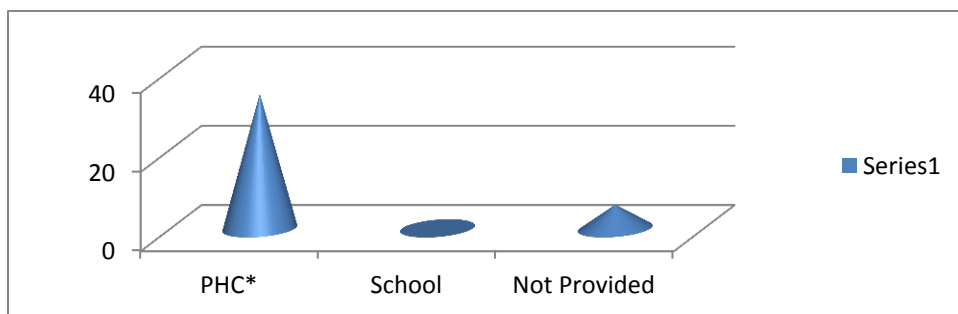
Above table and graph show us the provision of micro-nutrients in school. This is found to be a gray area where efforts are needed to address and improve the situation.

Table – 10: Showing the Administering Agency

Sl. No.	Item of Observation	PHC*	School	Not Provided
1	Administering Agency	34	0	6

*PHC: Primary Health Centre

Graph – 10: Showing the Administering Agency



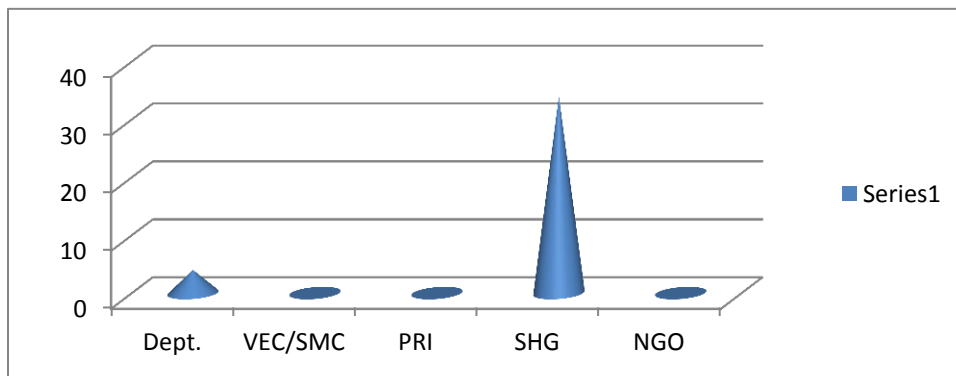
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. Status of cooks

Table – 11: Showing the Cooking Agency

Sl. No.	Item of Observation	Dept.	VEC/SMC	PRI	SHG	NGO	Remarks
1	Cooking Agency	4	0	0	34	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 11: Showing the Cooking Agency



Picture – 6:

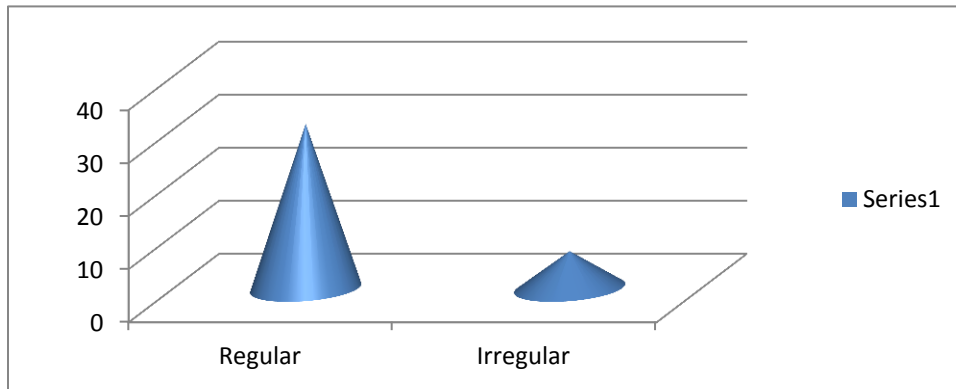


Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards Self Help Groups (SHG). Most of the SGHs are women groups.

Table – 12: Showing the Regularity in Payment

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	31	7	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 12:

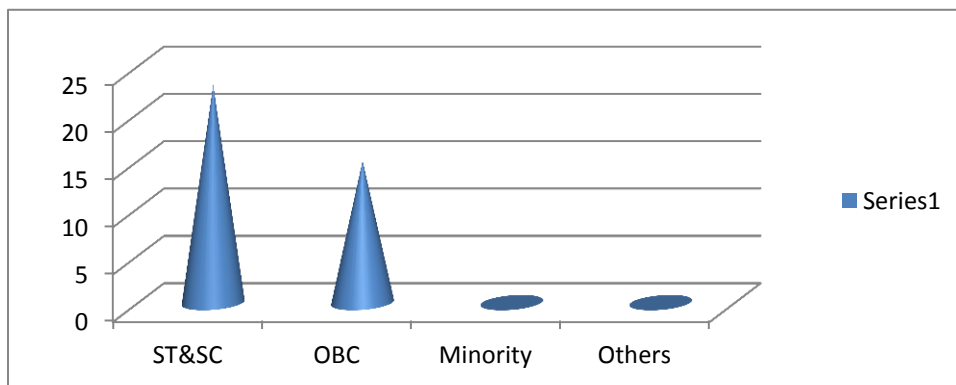


As per the above data, Irregularities in payments are there and their number is 7. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very insignificant amount.

Table – 13: Showing the Social Class of Cooks

Sl. No.	Item of Observation	ST&SC	OBC	Minority	Others	Remarks
1	Social Class of Cooks	23	15	0	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 13: Showing the Social Class of Cooks



Picture – 7:



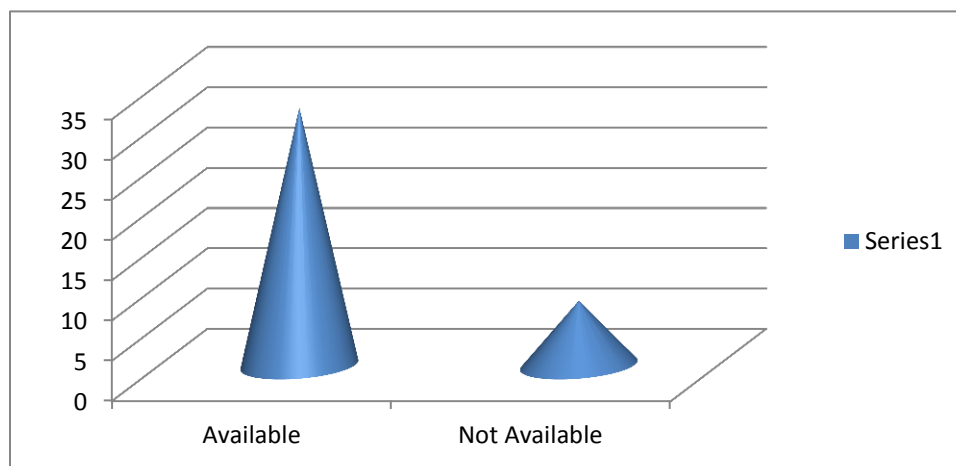
Women cooks of OBC/SC/ST category were found in the schools. They were appointed by the agency supplying food (generally the self-help group of women) and getting a remuneration of Rs. 1,000 per month or so. In schools, their number was not found as per the strength of the students.

j. Infrastructure of kitchen shed

Table – 14: Showing the Availability of Infrastructure

Sl. No.	Item of Observation	Available	Not Available
1	Kitchen Shed	32	8

Graph – 14: Showing the Availability of Infrastructure



Picture – 8 & 9:



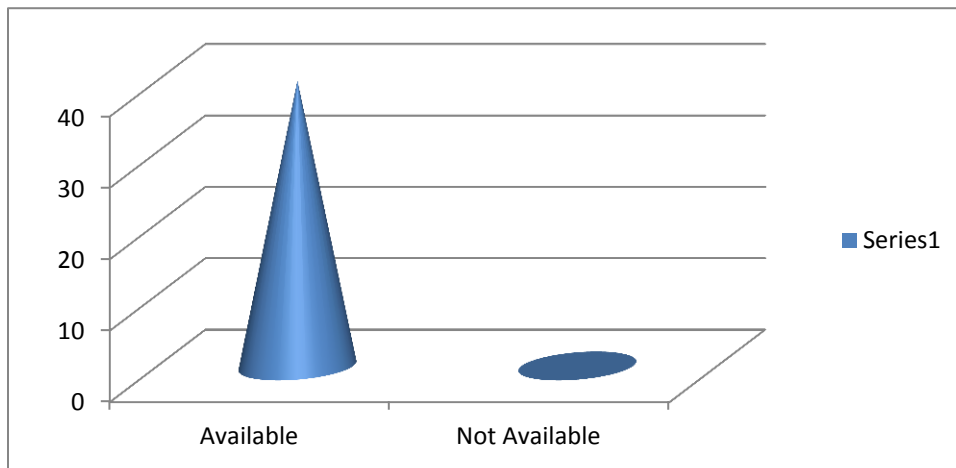
The pucca kitchen shed was found constructed in majority (32) primary schools. Kitchen sheds were not available in some cases in upper primary schools. Primary school kitchen or anganwadi room was found used for cooking meals.

k. Availability of potable water

Table – 15: Showing the Availability of Potable Water in the School

Sl. No.	Item of Observation	Available	Not Available
1	Potable Water	40	0

Graph – 15: Showing the Availability of Potable Water in the School



Picture – 10 & 11:



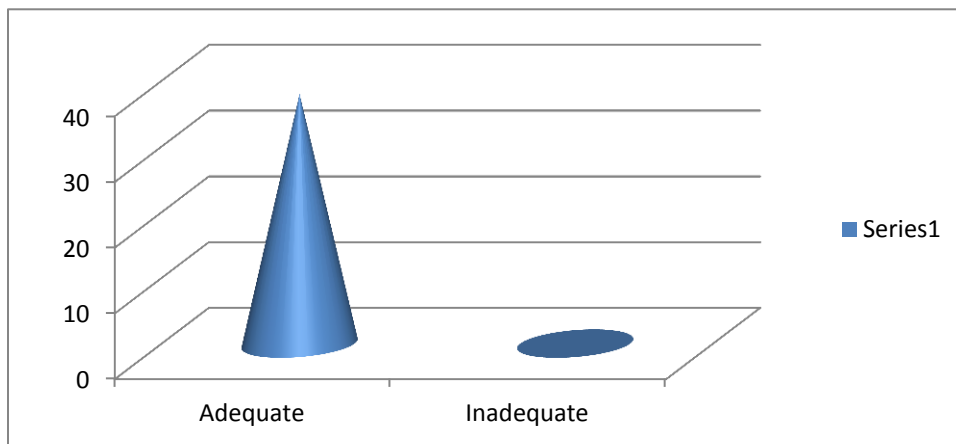
Safe drinking water was found available in 40 out of 40 schools; it was through hand-pumps in rural areas and municipal tap in urban areas.

1. Utensils of cooking meals

Table – 16: Showing the Adequacy of Availability of Cooking Utensils

Sl. No.	Item of Observation	Adequate	Inadequate	Remarks
1	Cooking Utensils	38	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph 16: Showing the Adequacy of Availability of Cooking Utensils



Picture - 12:



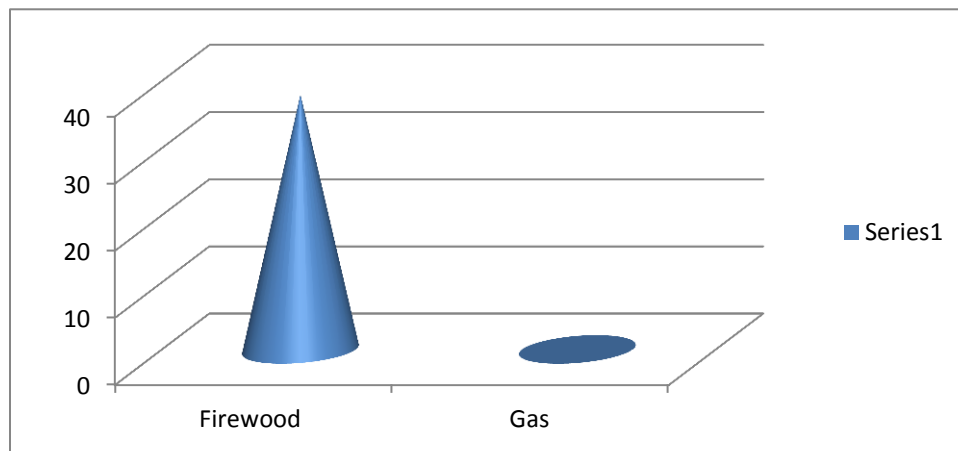
Adequate utensils for cooking, serving and taking meal were found available in all most all the elementary schools. Above data show us they are adequately available in 38 out of 38 schools.

m. Fuel used in cooking

Table – 17: Showing the Kind of Fuel for Cooking

Sl. No.	Item of Observation	Firewood	Gas	Remarks
1	Kind of Fuel	38	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 17: Showing the Kind of Fuel for Cooking



Picture – 13:



Normally, firewood is used as fuel for cooking mid-day meal in school, barring a few urban schools where cooking gas is available. In few cases even after availability of cooking gas the firewood was under use due to economy in cooking. In this district, 38 schools out of 38 are using firewood.

n. **Safety and hygiene**

- ✓ Adequate safety was found as the kitchen shed was separate from the schools.
- ✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.
- ✓ Hygiene is a problem in urban schools due to lack of space and presence of waste material in the vicinity of schools.
- ✓ Other cause of unhygienic condition is water accumulation near the hand pump.

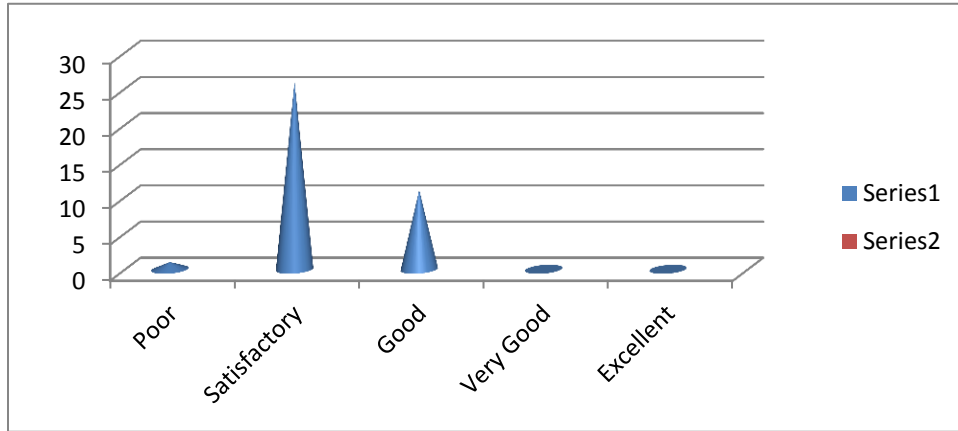
o. **Community participation and awareness**

Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.

**Table – 18: Showing Awareness about:
Quantity of MDM per child**

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Quantity of MDM per child	1	26	11	0	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

**Graph – 18: Showing Awareness about:
Quantity of MDM per child**



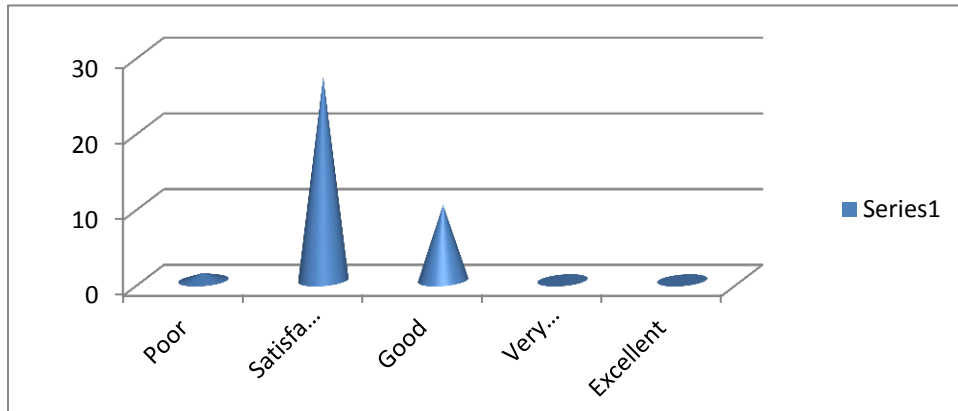
Picture – 14:



Table – 19: Entitlement of Quantity and Nutrients in MDM per child

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Entitlement of Quantity and Nutrients in MDM per child	1	27	10	0	0	MDM is not conducted in RBC Bhagwanpur & RBC Umeed

Graph – 19: Entitlement of Quantity and Nutrients in MDM per child



Picture – 15:

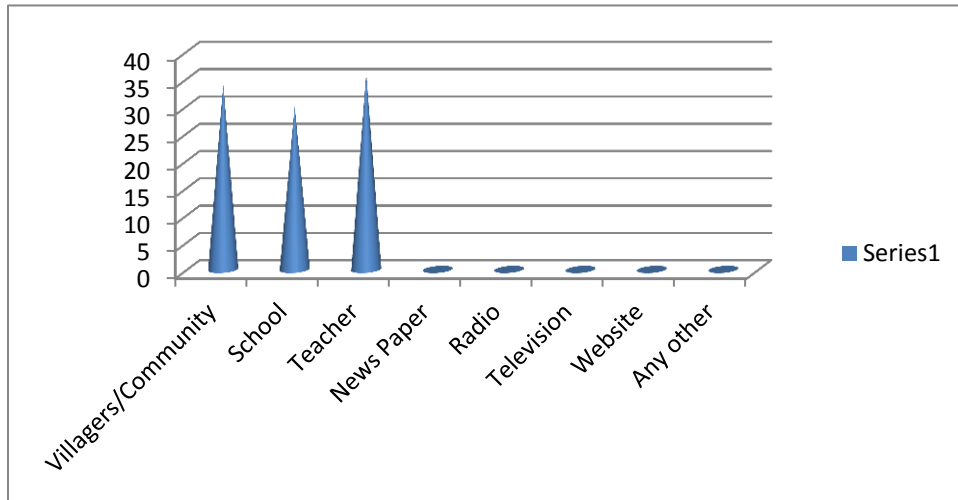


Above two tables, pictures and graphs reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. This simple data explains us linkages between community awareness and implementation of various aspects of MDM.

Table – 20: Showing Source of Awareness

Sl. No.	Source of Awareness	No. of Respondents
1	Villagers/Community	34
2	School	30
3	Teacher	36
4	News Paper	00
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

Graph – 20: Showing Source of Awareness



- ✓ The above table show us that Community, School and teachers are major source of information and awareness;
- ✓ Mass media of any kind has no role in creating awareness in this regard.

p. Inspection and supervision

Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college were found visiting the MDM and giving their remarks in the observation and inspection books, generally twice in a month..

q. Impact of MDM

Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas. The poor and below poverty line children get adequate nutrients and food through MDM

Equity is also one of the unintended impact of MDM.

Schools visited in the district (Raigarh)

S. No.	Blocks	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Kharsiya	0913617	M. S. (Girls) Kharsiya	Urban Area	5.1.12	7.1.12
2	Raigarh	1514403	P. S. Rajiv Gandhi Nagar	General	10.1.12	11.1.12
3	Baramkela	0204405	P. S. Kendwahibar	General	6.1.12	16.1.12
4	Raigarh	1514405	P. S. (Girls) Lalit	General	10.1.12	11.1.12
5	Raigarh	1512401	P. S. Kotra	General	7.1.12	9.1.12
6	Raigarh	1508901	P.S.(Boys)Kirorimalnagar	General	11.1.12	13.1.12
7	Raigarh	1504301	M. S. Kotarliya	General	11.1.12	14.1.12
8	Dharamjaigarh	0310504	KGBV Jamarga	KGBV	9.1.12	12.1.12
9	Lailunga	1109905	KGBV Lailunga	KGBV	5.1.12	7.1.12
10	Dharamjaigarh	0319002	M. S. Bakaruma	NPEGEL	6.1.12	11.1.12
11	Tamnar	1703403	M. S. Kunjimura	NPEGEL	12.1.12	14.1.12
12	Lailunga	1105803	M. S. Rajpur	NPEGEL	7.1.12	14.1.12
13	Raigarh	1502902	RBC Bhagwanpur	RBC	8.1.12	16.1.12
14	Raigarh		RBC Umeed	RBC	6.1.12	9.1.12
15	Baramkela	0205304	P. S. Nayapara	CWSN	5.1.12	13.1.12
16	Raigarh	1505701	P. S. Jamgaon Basti	CWSN	6.1.12	7.1.12
17	Dharamjaigarh	0317101	P. S. Rairuma	CWSN	7.1.12	11.1.12
18	Sarangarh	1614903	M. S. Kutela	CAL	11.1.12	14.1.12
19	Tamnar	1703303	M. S. (Girls) Godhi	CAL	10.1.12	13.1.12
20	Gharghoda	0608110	M. S. Harijan Mohalla	CAL	10.1.12	12.1.12
21	Baramkela	0207004	M. S. Lingir	CAL	6.1.12	14.1.12
22	Lailunga	1105801	P. S. Rajpur	ST	16.1.12	17.1.12
23	Sarangarh		Dormitory Sarangarh	Dormitory	8.1.12	15.1.12
24	Lailunga		Dormitory Laripani	Dormitory	6.1.12	16.1.12
25	Raigarh		Dormitory Civil Line	Dormitory	5.1.12	8.1.12
26	Raigarh	1514406	P. S. Chamda Godam	Drop Out	12.1.12	17.1.12
27	Kudumkela	0601701	P. S. (Boys) Kudumkela	Drop Out	11.1.12	13.1.12
28	Gharghoda	0603901	P. S. Panikhet	Gender Gap	13.1.12	15.1.12
29	Sarangarh	1628901	P. S. Ghasiyapara	SC	10.1.12	13.1.12
30	Sarangarh	1605701	P. S. Gwalindh	SC	12.1.12	16.1.12
31	Pusour	1409501	P. S. Supa	SC/ST	14.1.12	16.1.12
32	Raigarh	1514433	M. S. Rajiv Gandhi Nagar	Slum Area	16.1.12	17.1.12
33	Pusour	1412301	P. S. Baradoli	Flood Area	16.1.12	17.1.12
34	Pusour	1401202	M. S. Loharsingh	Civil Work	13.1.12	14.1.12
35	Dharamjaigarh	0309102	P. S. Miriguda	Civil Work	5.1.12	10.1.12
36	Pusour	1406501	P. S. Netnagar	Model School	16.1.12	17.1.12
37	Kharsiya	0911001	P. S. Foolbandhiya	Model School	6.1.12	7.1.12
38	Tamnar	1701101	P. S. Chirwani	Forest Area	12.1.12	16.1.12
39	Gharghoda	0600602	P. S. Satinkan	Forest Area	12.1.12	14.1.12
40	Kharsiya	0913004	M. S. Sodka	Problematic	5.1.12	6.1.12
Total - 40 schools						

District Four: Surguja

Selection of Schools:

Forty elementary schools in the district were selected for assessment and analysis of the implementation of SSA and Mid-day meal scheme keeping in view the goals of these schemes and the provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of the schematic interventions and attainment of the goals were also identified. Table below shows the details of the sample selected for monitoring on the basis of the available data and consultations with the district SSA functionaries.

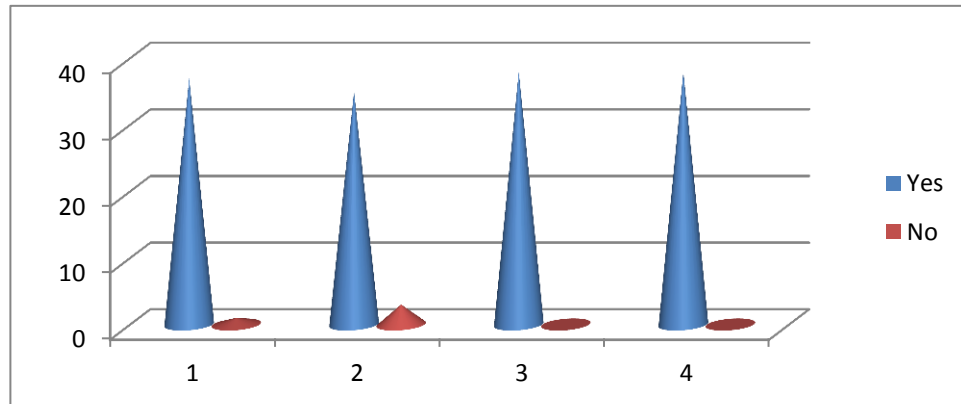
Criteria for the selection schools as sample: i). Higher gender gap, ii) Higher proportion of SC/ST students, iii) Low retention rate and high drop-out rate, iv) School with CWSN, v) Sizable number of OoSC, vi) in-bound/out-bound seasonal migration vii) sizable number of urban deprived children viii) school in forest or far flung area.

Analytical report of the district on the different desired aspects of MDM programme implementation based on empirical evidences is as under

F. At school level:

a.	Regularity in serving meals				
	Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.				
b.	Trends				
	<ul style="list-style-type: none"> ✓ Variations were noticed in the mid-day meal beneficiaries as per fluctuations in school attendance on account of local festivals, rainy season, functions in family, etc. ✓ All the enrolled students opted for MDM; 				
c.	Regularity in delivering food grains to school level				
	Table – 1: Showing the Delivery of Food Grains				
	Sl. No.	Item of Observation	Yes	No	Remarks
	1	Regularity in Receiving food grains implementing agency	37	1	MDM is not conducted in RBC Udumkela & RBC Kotya
	2	Maintenance of One month buffer stock	35	3	
	3	Parity between marked weight and actual supply	38	0	
	4	Food grain supplied at schools	38	0	

Graph – 1: Showing the Delivery of Food Grains



Picture – 1:

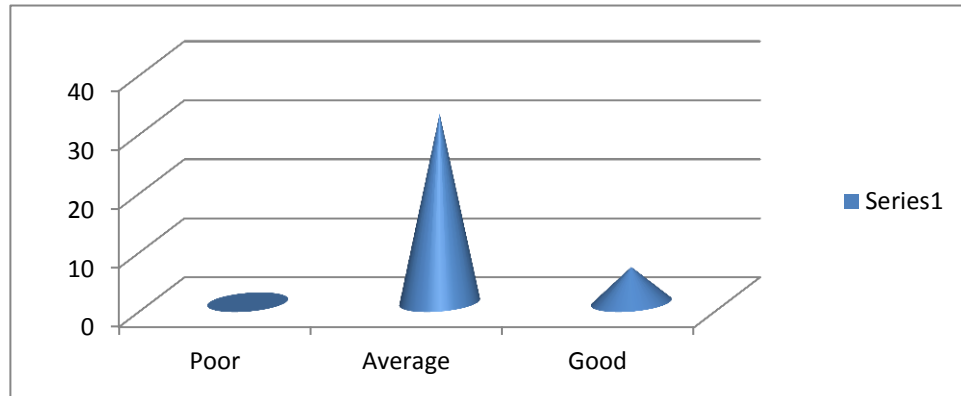


MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is largely achieved. Above table, graph and picture show the extent of achievement in these aspects.

Table – 2: Showing Quality of Food received

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food Grains	0	32	6	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 2: Showing Quality of Food received



Picture – 2:



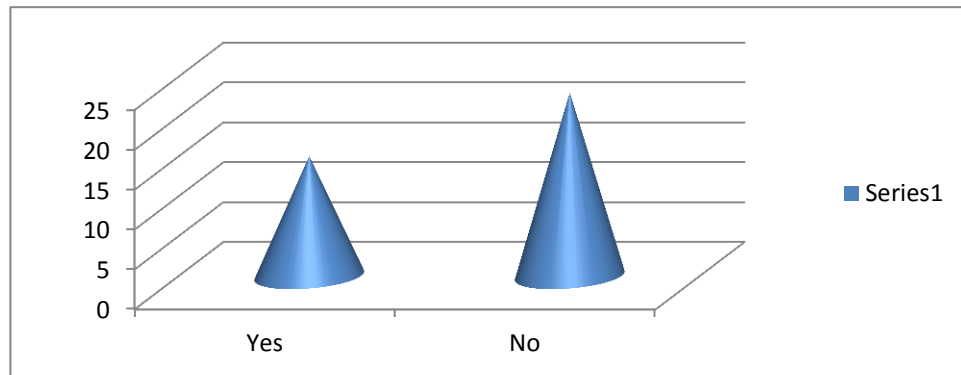
Above table and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional criteria a child is supposed to be provided with.

d. Regularity in delivering cooking cost to school level

Table – 3: Showing Regularity in Delivering Cooking Cost at School Level

Sl. No.	Item of Observation	Yes	No	Remarks
1	Regularity in Delivering Cooking Cost	15	23	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph - 3: Showing Regularity in Delivering Cooking Cost at School Level

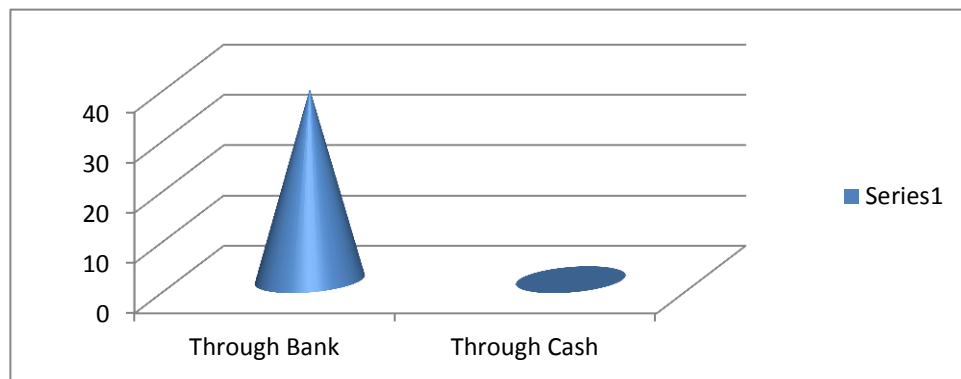


Above table and the graph show us that in 15 schools regularity in cooking cost was found. In 23 cases there was delay in payment. In the event of delay, it was informed that the material was purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

Table – 4: Showing the Mode of Payment to Cooks

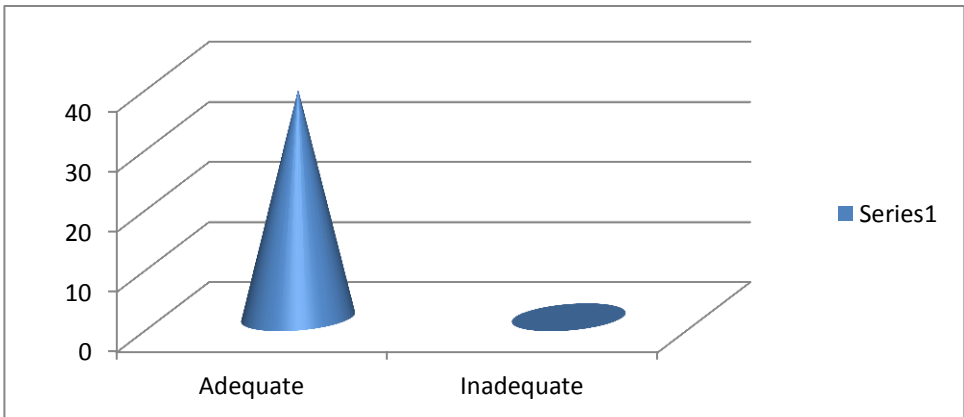
Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	38	0	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 4: Showing the Mode of Payment to Cooks



Mode of payment is systemized. In 38 schools out of 38 schools, mode of payment is being done through Bank. However, delay in regular payment remained one of the gray areas.

****Delays in the payment to cooks, it appears, are really a neglected area in the entire MDM scheme.**

e.	Social equity	<ul style="list-style-type: none"> ✓ The children of all categories, status, age and sex were taking meals together in an orderly manner. ✓ In lunch time, they wash hands take thali and assemble in an orderly manner taking their meal in thali in a queue or sitting in queues and the cook, helper and elder students were serving meals. ✓ After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they thank the God, wash hand and thali and go in classes. <p>In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals.</p>										
f.	Variety in menu	<ul style="list-style-type: none"> ✓ Menu is displayed in all most all the schools that is visible to all; ✓ However, adhering to it was not observed and deviations were observed. ✓ Limited variety in menu is observed. Variety is conditioned by the availability of vegetables. ✓ Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. <p>In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments in menu of MDM as per local needs.</p>										
g.	Quality and Quantity of meal	<p style="text-align: center;">Table – 5: Showing the Quantity of the Food</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Sl. No.</th> <th style="width: 30%;">Item of Observation</th> <th style="width: 15%;">Adequate</th> <th style="width: 15%;">Inadequate</th> <th style="width: 30%;">Remarks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Quantity of Food</td> <td style="text-align: center;">38</td> <td style="text-align: center;">0</td> <td>MDM is not conducted in RBC Udumkela & RBC Kotya</td> </tr> </tbody> </table> <p style="text-align: center;">Graph – 5: Showing the Quantity of the Food</p> 	Sl. No.	Item of Observation	Adequate	Inadequate	Remarks	1	Quantity of Food	38	0	MDM is not conducted in RBC Udumkela & RBC Kotya
Sl. No.	Item of Observation	Adequate	Inadequate	Remarks								
1	Quantity of Food	38	0	MDM is not conducted in RBC Udumkela & RBC Kotya								

Picture - 3:

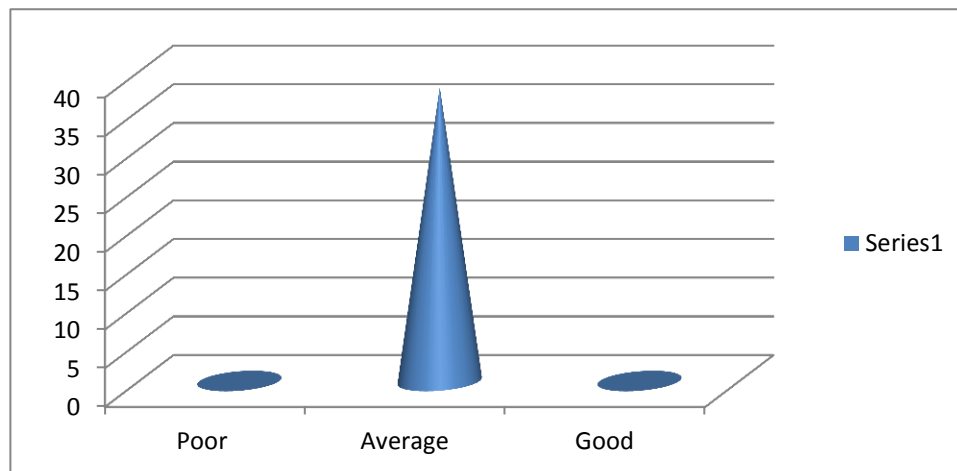


Out of 38 schools in 38 schools the quantity of food, on MI's observation based on their interaction with the children was found to adequate to children. However, quantity of 'sabji' in many cases needs to be increased.

Table – 6: Showing the Quality of the Food

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	0	38	0	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 6: Showing the Quality of the Food



Picture – 4:



Above table indicates the quality of the food served to children in MDM.

- ✓ Judging the quality depends on one’s own understanding and perception held by the community and children about Quality;
- ✓ Legislated policy;
- ✓ Financial allocations to the scheme.

Above numbers regarding quality are to be seen by keeping these facts of reality.

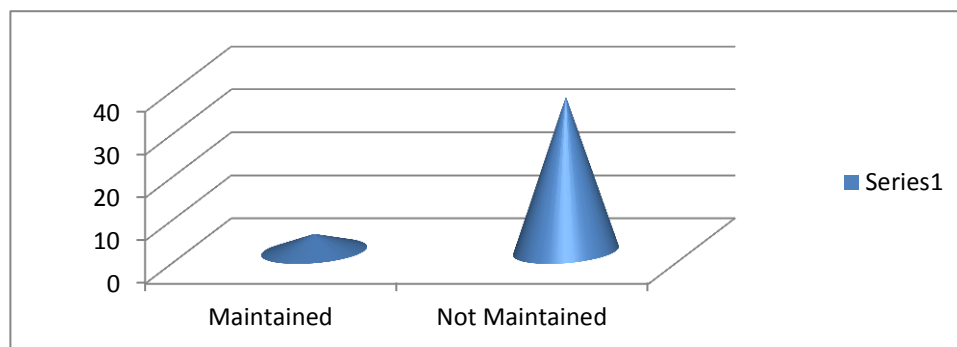
Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

- h. Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them

Table – 7: Showing the Status of Maintenance of Health Cards

Sl. No.	Item of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	4	36

Graph – 7: Showing the Status of Maintenance of Health Cards

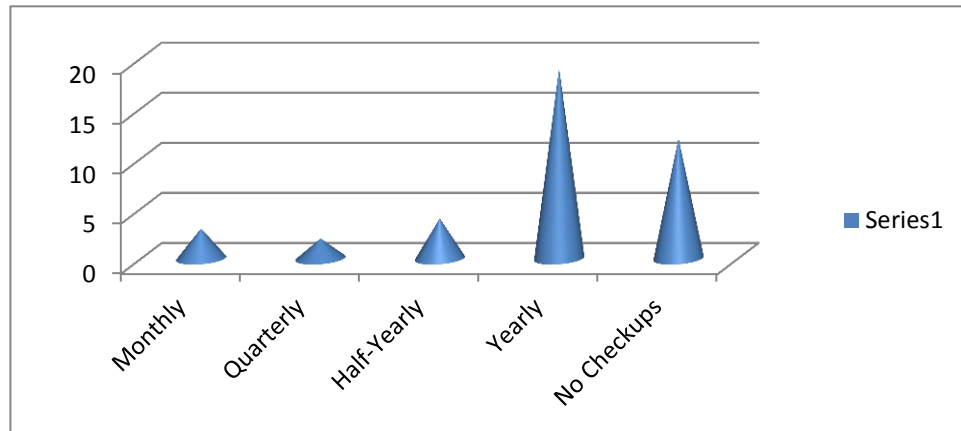


Above table and graphs tell us the maintenance of health cards. Out of 40 schools only 4 are maintaining and 36 are not maintaining health cards.

Table – 8: Showing the Frequency of Health Checkups

Sl. No.	Item of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Checkups
1	Frequency of Health Checkups	3	2	4	19	12

Graph – 8: Showing the Frequency of Health Checkups



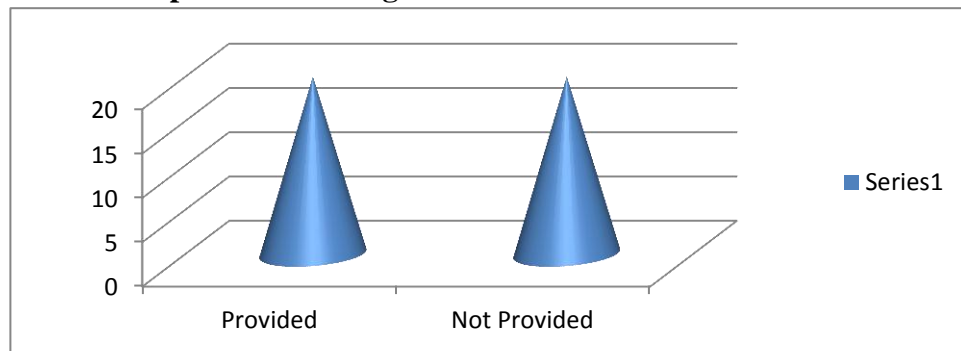
Above table and graph tells us true story of the health concerns. Out of 40 schools in 12 schools there was no health check up at all. Only in 3 schools- monthly check up and 2 schools- quarterly are held. 4 schools- half yearly are held. In 19 schools it once in a year.

- ✓ The observations reveal the fact that Health checkup are not ‘institutionalized’.
- ✓ Lot of awareness programmes needs to be organized regarding health and its relation to education and general well being of the child.

Table – 9: Showing the Provisions of Micro-Nutrients

Sl. No.	Item of Observation	Provided	Not Provided
1	Micro-Nutrients	20	20

Graph – 9: Showing the Provisions of Micro-Nutrients



Picture – 5:

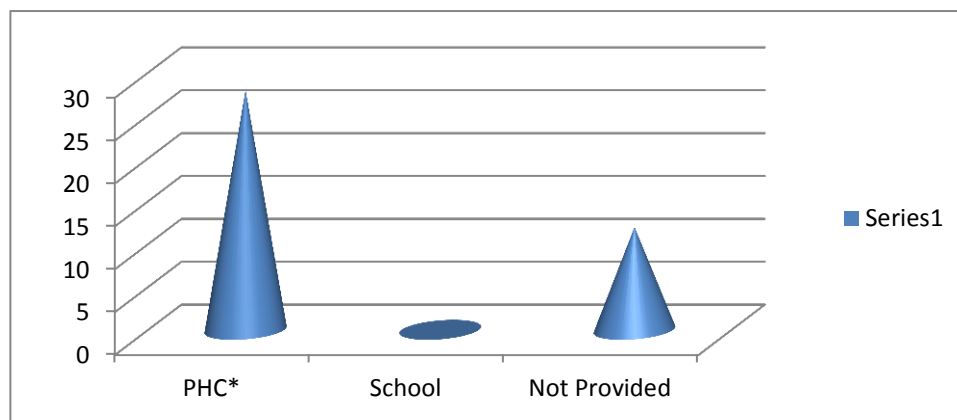


Above table and graph show us the provision of micro-nutrients in school. Only 20 out of 40 schools are providing micro-nutrients to children. This is found to be a gray area where efforts are needed to address and improve the situation.

Table – 10: Showing the Administering Agency

Sl. No.	Item of Observation	PHC*	School	Not Provided
1	Administering Agency	28	0	12

Graph – 10: Showing the Administering Agency



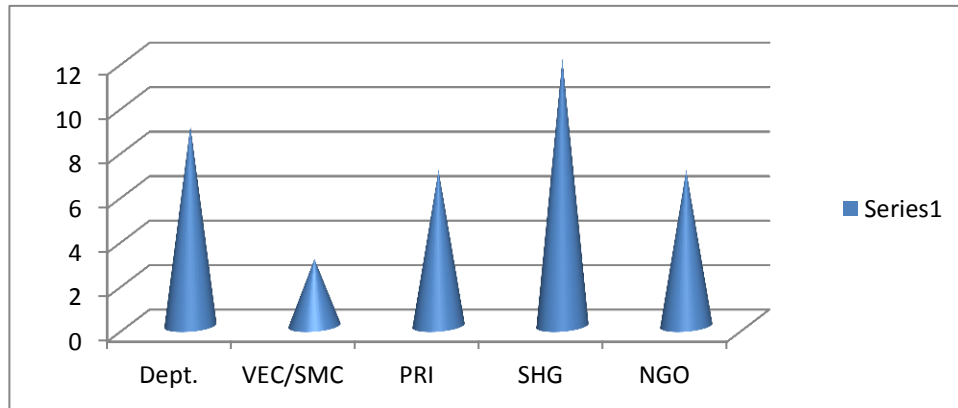
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. Status of cooks

Table – 11: Showing the Cooking Agency

Sl. No.	Item of Observation	Dept.	VEC/SMC	PRI	SHG	NGO	Remarks
1	Cooking Agency	9	3	7	12	7	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 11: Showing the Cooking Agency



Picture – 6:

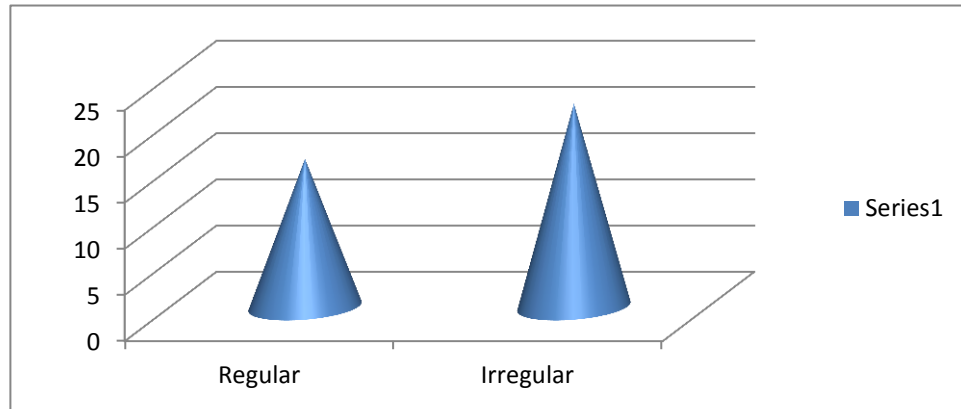


Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards Self Help Groups (SHG). Most of the SGHs are women groups.

Table – 12: Showing the Regularity in Payment

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	16	22	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 12: Showing the Regularity in Payment



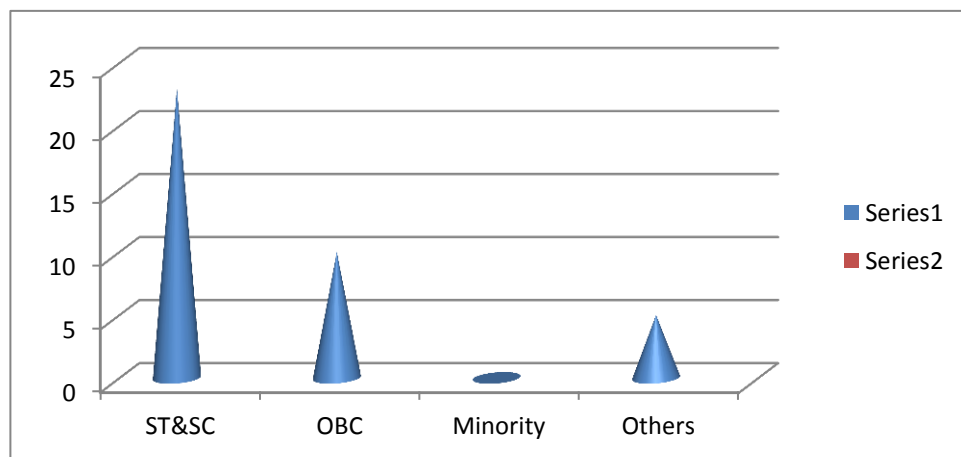
As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount.

Irregularity was, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account.

Table – 13: Showing the Social Class of Cooks

Sl. No.	Item of Observation	ST&SC	OBC	Minority	Others	Remarks
1	Social Class of Cooks	23	10	0	5	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 13: Showing the Social Class of Cooks



Picture – 7:



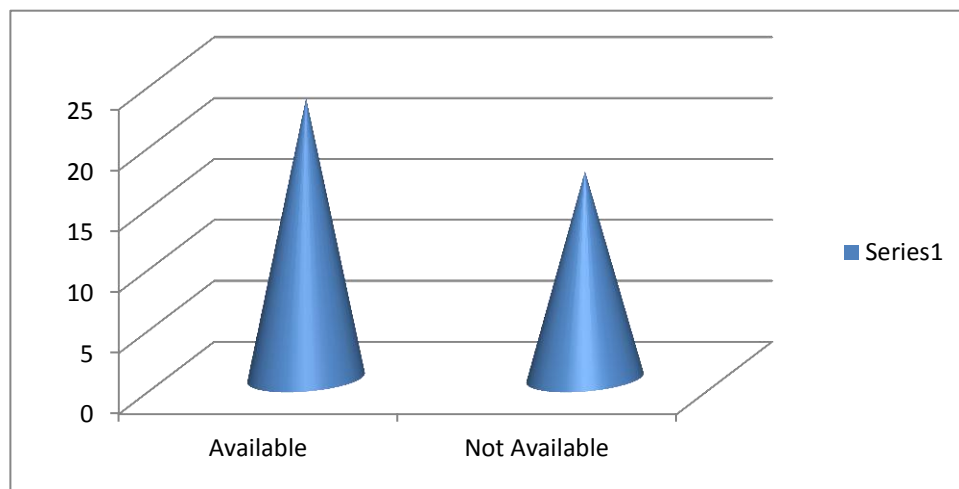
Above data indicates the social background of cooks. They are predominantly from deprived sections of the society. They are from ST, SC and OBC and are women.

j. **Infrastructure of kitchen shed**

Table – 14: Showing the Availability of Infrastructure

Sl. No.	Item of Observation	Available	Not Available
1	Kitchen Shed	23	17

Graph – 14: Showing the Availability of Infrastructure



Picture – 8:



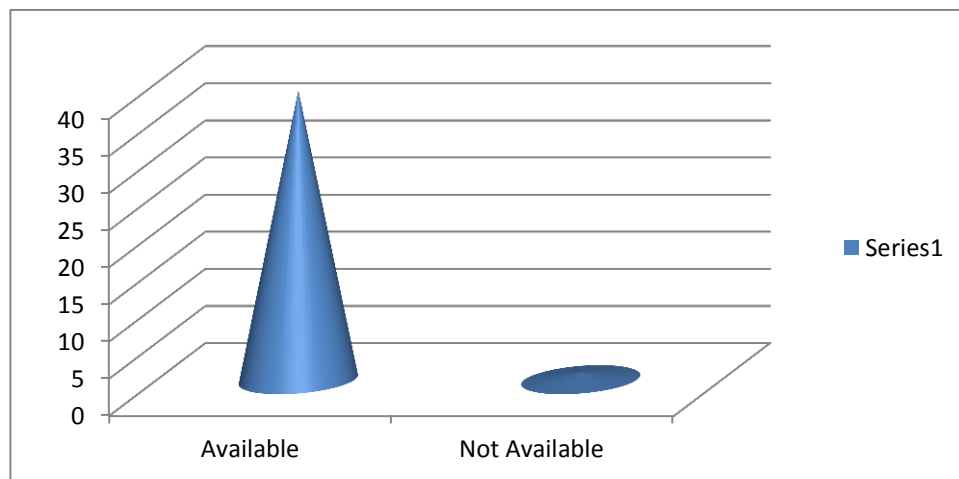
The pucca kitchen shed was found constructed in majority (23) primary schools. Kitchen sheds were not available in some cases in upper primary schools where PD and UPS are organized in the same premise. In that event, UPSs are using Primary school or anganwadi kitchen rooms for their cooking.

k. Availability of potable water

Table – 15: Showing the Availability of Potable Water in the School

Sl. No.	Item of Observation	Available	Not Available
1	Potable Water	39	1

Graph – 15: Showing the Availability of Potable Water in the School



Picture – 9 & 10:



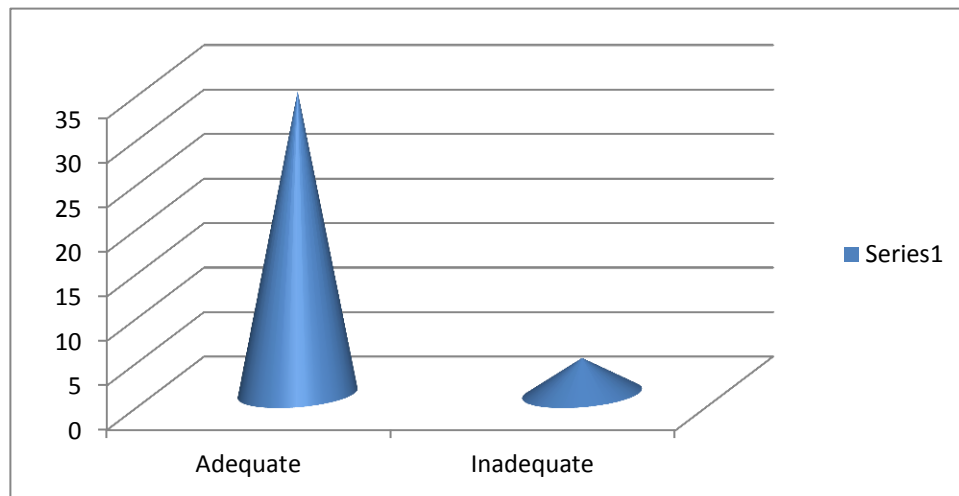
Safe drinking water was found available in majority (39 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas

1. Utensils of cooking meals

Table – 16: Showing the Adequacy of Availability of Cooking Utensils

Sl. No.	Item of Observation	Adequate	Inadequate	Remarks
1	Cooking Utensils	34	4	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 16: Showing the Adequacy of Availability of Cooking Utensils



Picture – 11:



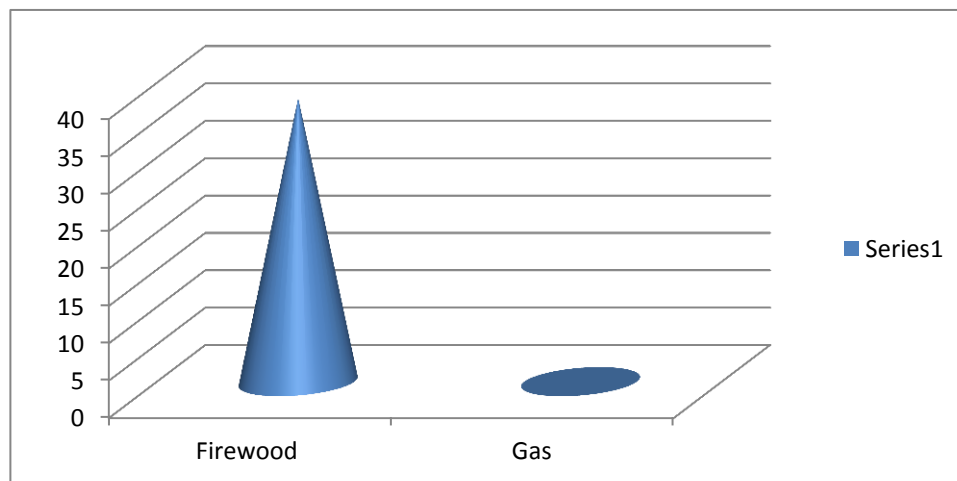
Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 34 schools.

m. Fuel used in cooking

Table – 17: Showing the Kind of Fuel for Cooking

Sl. No.	Item of Observation	Firewood	Gas	Remarks
1	Kind of Fuel	38	0	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 17: Showing the Kind of Fuel for Cooking



Picture – 12:



Normally, firewood is used as fuel for cooking mid-day meal in school, barring a few urban schools where cooking gas is available. In few cases even after availability of cooking gas the firewood was under use due to economy in cooking. In this district, 38 schools out of 38 are using firewood.

n. Safety and hygiene

- ✓ Adequate safety was found as the kitchen shed was separate from the schools.
- ✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.
- ✓ Hygiene is a problem in urban schools due to lack of space and presence of waste material in the vicinity of schools.
- ✓ Other cause of unhygienic condition is water accumulation near the hand pump.

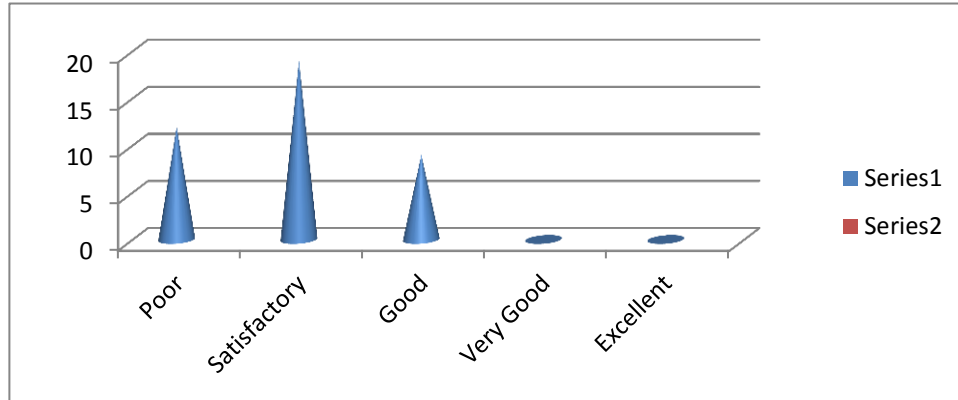
o. Community participation and awareness

Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.

Table – 18: Showing Awareness about: Quantity of MDM per child

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Quantity of MDM per child	12	19	9	0	0	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 18: Showing Awareness about: Quantity of MDM per child



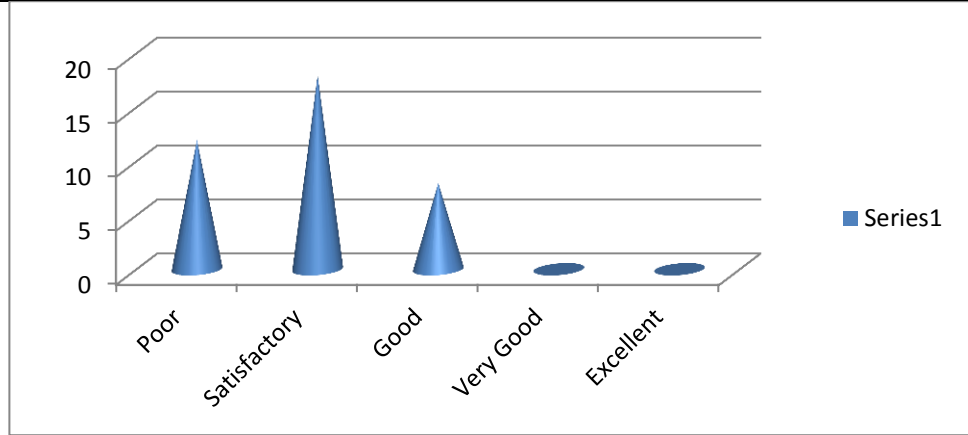
Picture – 13:



Table – 19: Entitlement of Quantity and Nutrients in MDM per child

Sl. No.	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
1	Entitlement of Quantity and Nutrients in MDM per child	12	18	8	0	0	MDM is not conducted in RBC Udumkela & RBC Kotya

Graph – 19: Entitlement of Quantity and Nutrients in MDM per child



Picture – 14:

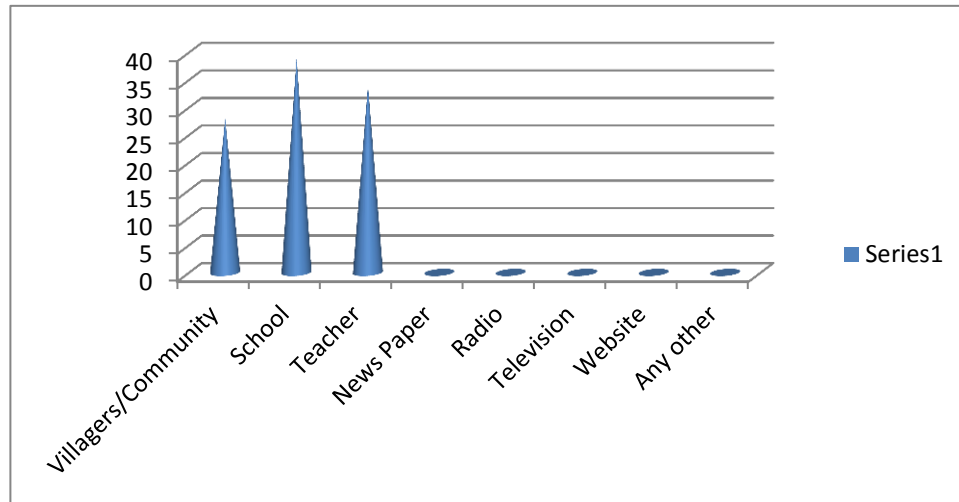


Above two tables, graphs and pictures reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. This simple data explains us linkages between community awareness and implementation of various aspects of SSA.

Table – 20: Showing Source of Awareness

Sl. No.	Source of Awareness	No. of Respondents
1	Villagers/Community	28
2	School	39
3	Teacher	34
4	News Paper	00
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

Graph – 20: Showing Source of Awareness



p.

- ✓ The above table show us that Community, School and teachers are major source of information and awareness;
- ✓ Mass media of any kind has no role in creating awareness in this regard. Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.

Inspection and supervision

Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college were found visiting the MDM and giving their remarks in the observation and inspection books, generally twice in a month.

q.

Impact of MDM

Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas. The poor and below poverty line children get adequate nutrients and food through MDM.

B. Other issues related to MDM :

MDM is one of the biggest schemes initiated by the central government as a part of SSA. It is initiated as one of the necessary conditions for the universalisation of elementary education- that includes universal enrolment, retention and success. In Chhattisgarh state, this scheme has created one of the material conditions to attract children of deprived sections to school. Enrollment, retention and children's stay at school are considerably increased. Further, the scheme is creating conditions for social equity.

The scheme aimed at providing quality food and schooling. The success story of MDM needs to be studied against its intended aim. MDM, no doubt, has created better possibilities for schooling by the way of attracting all the children to school. However, these better possibilities would be translated into actualities only when quality classroom transaction is made possible in schools.

Suggestions:

1. Adding milk to existing menu and that regularly would enrich nutritional value of MDM
2. Community should take complete responsibility in preparing, serving and other MDM related activities;
3. Teachers should completely be kept away from this responsibility. Teachers focus should be on teaching –learning processes. Relieving teachers from MDM activities would not only facilitate them to focus on classroom transactions but also contributes their attitudinal change towards children.

Details of Schools visited in Surguja District

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Ambikapur	0108501	P. S. (Boys) Bramhapara	Urban Area	21.2.12	22.2.12
2	Ambikapur	0108503	M. S. Bramhapara	Urban Area	21.2.12	22.2.12
3	Ambikapur	0108901	P. S. Barejpara	Urban Area	22.2.12	23.2.12
4	Ambikapur		P. S. Mayapur	Urban Area	22.2.12	23.2.12
5	Ambikapur	0106104	P. S. Namnakala	Urban Area	21.2.12	22.2.12
6	Ambikapur	0106165	M. S. Namnakala	Urban Area	21.2.12	22.2.12
7	Ambikapur		P. S. Mayapur	Urban Area	22.2.12	23.2.12
8	Lundra	0508409	KGBV Lundra	KGBV	18.2.12	19.2.12
9	Sitapur	0304505	KGBV Sitapur	KGBV	12.2.12	13.2.12
10	Ambikapur	0102707	KGBV Sargava	KGBV	19.2.12	21.2.12
11	Odgi	1605002	M. S. Dhur	NPEGEL	8.2.12	9.2.12
12	Lundra	0505202	M. S. Raghunathpur	NPEGEL	14.2.12	15.2.12
13	Mainpat	0401003	M. S. Kamleshwarpur	NPEGEL	6.2.12	7.2.12
14	Udaypur		RBC Kedma	RBC	11.2.12	13.2.12
15	Mainpat		RBC Udumkela	RBC	8.2.12	9.2.12
16	Bhaiyathan		RBC Kotya	RBC	12.2.12	13.2.12
17	Wadrafnagar		NRBC Mahuli	NRBC	6.2.12	7.2.12
18	Pratappur		NRBC Baikona	NRBC	10.2.12	11.2.12
19	Lundra	0510101	NRBC Darridih	NRBC	16.2.12	17.2.12
20	Pratappur		Dormitory Revti	Dormitory	12.2.12	13.2.12
21	Surajpur		Dormitory Revti	Dormitory	18.2.12	19.2.12
22	Surajpur	1405908	M. S. Laturi	CWSN	18.2.12	19.2.12
23	Sitapur	0302702	P. S. Radhapur	CWSN	10.2.12	11.2.12
24	Balrampur	1001505	M. S. Navadih	CWSN	17.2.11	18.2.12
25	Wadrafnagar	1108201	P. S. Chandi	Drop Out	8.2.12	9.2.12
26	Batauli	0202102	P. S. (Girls) Bansajhal	Drop Out	16.2.12	17.2.12
27	Balrampur	1008301	P. S. Dumarkhorka	Drop Out	15.2.12	17.2.12
28	Shankargarh	1202103	M. S. Khairadih	OoSC	10.2.12	13.2.12
29	Shankargarh	1202101	P. S. Khairadih	OoSC	10.2.12	12.2.12
30	Ramanujnagar	1810103	M. S. Tripureshwarpur	CAL	13.2.12	17.2.12
31	Ramanujganj	0905702	M. S. (Boys) Aaragahi	CAL	10.2.12	11.2.12
32	Lakhanpur	0601203	M. S. Kevra	Migration	6.2.12	9.2.12
33	Rajpur	0803601	P. S. Law	Migration	14.2.12	16.2.12
34	Ramanujganj	0905903	M. S. Navapara	Civil Work	13.2.12	14.2.12
35	Odgi	1603903	M. S. Girjapur	ST/SC	7.2.12	9.2.12
36	Surajpur	1405908	M. S. Latori	ST	15.2.12	16.2.12
37	Bhaiyathan	1510701	P. S. Rajni	Forest Area	9.2.12	10.2.12
38	Lakhanpur	0602201	P. S. Dandkeshra	Forest Area	7.2.12	8.2.12
39	Rajpur	0808401	P. S. Bhattidand	Gender Gap	16.2.12	17.2.12
40	Kusmi	1310902	M. S. Nilkanthpur	Gender Gap	7.2.12	8.2.12
Total - 40 schools						