



DRAFT

Report of MDM for Janjgir district in Chhattisgarh (State) for the period April 2011 to September 2011

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

Table-1

Schools visited in the district (Janjgir-Champa)

S. No.	Block	School no. and DISE Code		Name of Elementary School	Category of the School	Dates of Visits	
						First	Second
1.	Baloda (4)	1	0209101	P. S. Kulipota	Drop Out	15.11.11	16.11.11
		2		M. S. Jarve	Gender Gap	15.11.11	16.11.11
		3	0208301	P. S. Birgahani	CWSN	15.11.11	16.11.11
		4	0208401	P. S. Udayband	Remote Area	15.11.11	16.11.11
2.	Akaltara (4)	5	0100327	P. S. Akaltara	SC High	15.11.11	16.11.11
		6	0107001	P. S. Changori	Stu.	15.11.11	16.11.11
		7	0109004	P.S.Dhanwar	Remote	15.11.11	16.11.11
		8	0100801	Para P. S. Khisora	Area ST&Drop Out SC High Stu.	15.11.11	16.11.11
3.	Nawagarh (4)	9	1707704	M. S. Kirit	CAL	17.11.11	18.11.11
		10	1700903	P. S.	ST High	17.11.11	18.11.11
		11	1701431	Sabariyadera	Stu.	17.11.11	18.11.11
		12	1707313	P. S. Shantinagar	SC. ST.(Slum)	17.11.11	18.11.11
4.	Jaijaipur			P. S. Sabariyapara	Remote Area		
		13	070160	P. S.	F.F.F. Areas	19.11.11	20.11.11

	(4)	14 15 16	0701209	Chhitapadria KGBV Chisda P. S. Kachanda P. S. Rambhata	KGBV Dormitory SC High Stu.	19.11.11 19.11.11 19.11.11	20.11.11 20.11.11 20.11.11
5.	Sakti (5)	17 18 19 20 21	2408201 2401904 2401401 2400501	P. S. Rainkhol KGBV Nagarda P. S. Singansara P. S. Gandhipara M. S. Baradwar	F.F.F. Areas KGBV CWSN SC. ST. Gender Gap	21.11.11 19.11.11 21.11.11 21.11.11 21.11.11	22.11.11 22.11.11 22.11.11 22.11.11 22.11.11
6.	Pamgarh (5)	22 23 24 25 26	1902103 1903602 1902006 1904002 1900401	M. S. Loharsi P. S. Shikaridera KGBV Sasaha M. S. Bilari P. S. Bhainso	NPEGEL Drop Out KGBV CAL NPEGEL	16.11.11 17.11.11 19.11.11 17.11.11 17.11.11	17.11.11 18.11.11 20.11.11 18.11.11 18.11.11
7.	Malkhrod (5)	27 28 29 30 31	1304706 1309102 1300902 1309202	P. S. Sabriyapara M. S. Chikhli M. S. Darrabhata P. S. Kurda M. S. Kalmi	CWSN Dormitory Gender Gap CAL	21.11.11 21.11.11 19.11.11 21.11.11 21.11.11	22.11.11 22.11.11 20.11.11 22.11.11 22.11.11
8.	Bamnidhi (5)	32 33 34 35 36	0404901 0403001 0403701 0407501	P. S. Zharra P. S. Lakhuri P. S. Bhadra P. S. Khamhiya P. S. Sarhar	SC. ST. OoSC Gender Gap CWSN Dormitory	23.11.11 23.11.11 23.11.11 23.11.11 19.11.11	24.11.11 24.11.11 24.11.11 24.11.11 20.11.11
9.	Dabhara (4)	37 38 39 40	4512520	P. S. Sakarali M. S. Nawapara P. S. Upani P. S. Majarkud	Drop Out CAL Drop Out F.F.F. Areas	23.11.11 23.11.11 23.11.11 18.11.11	24.11.11 24.11.11 24.11.11 19.11.11
	Total - 40						

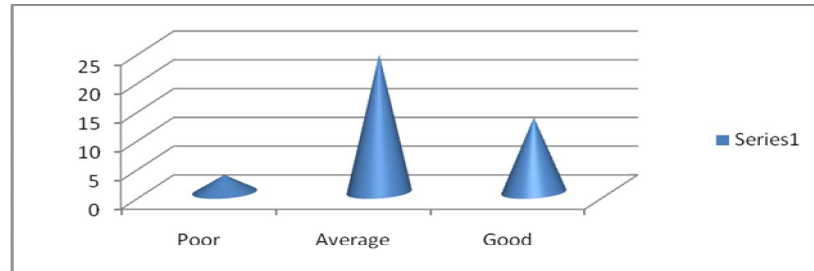
Basis for selection: a. Higher gender gap, b. Higher proportion of SC/ST students, c. Low retention rate and high drop-out rate, d. School with CWSN, e. Sizable number of OoSC, f. in-bound/out-bound seasonal migration g. sizable number of urban deprived children h. school in forest or far flung area.

A. At school level:

a.	<p>Regularity in serving meals</p> <p>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.</p>																									
b.	<p>Trends</p> <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.	<p>Regularity in delivering food grains to school level</p> <p style="text-align: center;">Table Showing the Delivery of Food Grains</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Sl. No</th> <th style="width: 60%;">Item of observation</th> <th style="width: 10%;">yes</th> <th style="width: 10%;">No</th> <th style="width: 15%;">Remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Regularity in Receiving food grains by implementing Agency</td> <td>32</td> <td>8</td> <td></td> </tr> <tr> <td>2</td> <td>Maintenance of One month buffer stock</td> <td>27</td> <td>12</td> <td>Information from one school is not available</td> </tr> <tr> <td>3</td> <td>Parity between marked weight and actual supply</td> <td>35</td> <td>4</td> <td>öö</td> </tr> <tr> <td>4</td> <td>Food grain supplied at schools</td> <td>34</td> <td>5</td> <td>öö</td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 20px;"> </div> <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 largely achieved. Above table and graph 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.</p>	Sl. No	Item of observation	yes	No	Remarks	1	Regularity in Receiving food grains by implementing Agency	32	8		2	Maintenance of One month buffer stock	27	12	Information from one school is not available	3	Parity between marked weight and actual supply	35	4	öö	4	Food grain supplied at schools	34	5	öö
Sl. No	Item of observation	yes	No	Remarks																						
1	Regularity in Receiving food grains by implementing Agency	32	8																							
2	Maintenance of One month buffer stock	27	12	Information from one school is not available																						
3	Parity between marked weight and actual supply	35	4	öö																						
4	Food grain supplied at schools	34	5	öö																						

Table showing Quality of Food Grains received

Sl. No	Item of observation	Poor	Average	Good
1	Quality of Food Grains	3	24	13

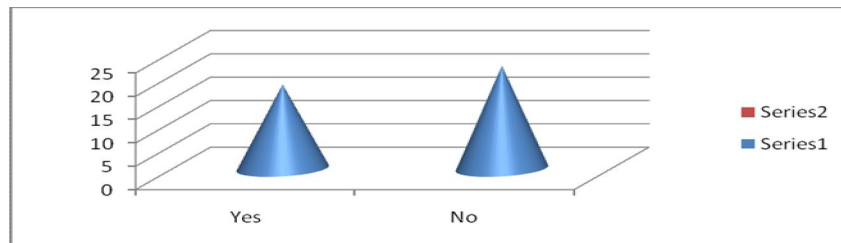


Above table and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional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

d. **Regularity in delivering cooking cost to school level**

Table Showing Regularity in Delivering Cooking Cost at School Level

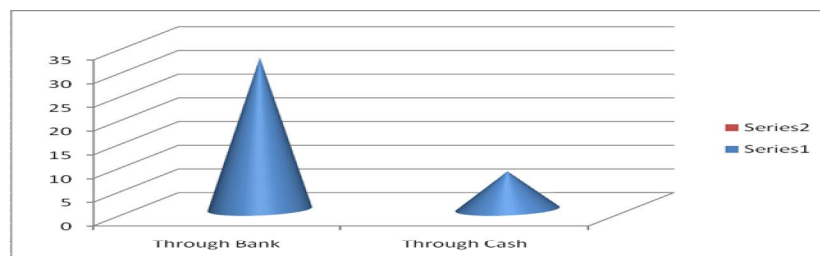
Sl.No	Item Observation	Yes	No
1	Regularity in Delivering Cooking Cost	18	22



Above table and the graph show us the grim picture of the aspect. Out of 40 schools only 18 schools receive cooking cost regularly without delays.. In 22 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 Showing the Mode of Payment to Cooks

Sl.No	Item Of Observation	Through Bank	Through Cash
1	Mode of Payment	32	8



Mode of payment is systematized. In 32 schools out of 40 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. .

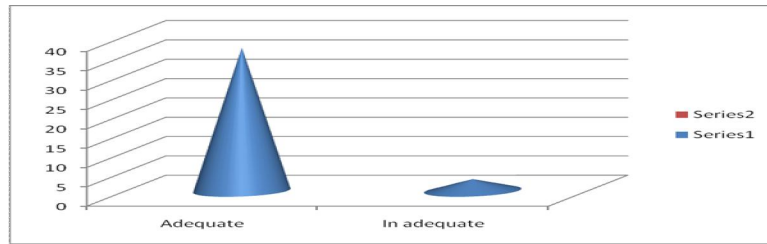
f. Variety in menu

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. At few places like óMS, Hatkesar chocolates were also found place in menu. A general view of the menu observed in the district is given in table 4.

g. Quality and Quantity of meal

Table Showing the Quantity of the Food

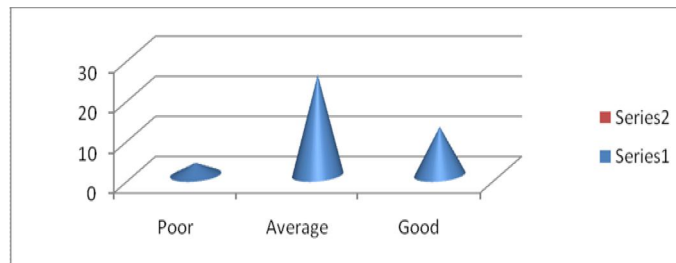
Sl.No	Item Of Observation	Adequate	In adequate
1	Quantity of Food	37	3



Out of 40 schools in 37 schools, the quantity of food, on MIØ observation based on their interaction with the children was found to be adequate to children. However, quantity of food in many cases needs to be increased.

Table Showing the Quality of the Food

Sl.No	Item Of Observation	Poor	Average	Good
1	Quality of Food	3	25	12



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.

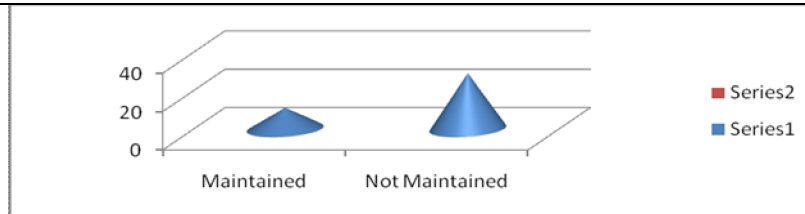
Above numbers regarding quality are to be seen by keeping these facts of reality.

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 Showing the Status of Maintenance of Health Cards

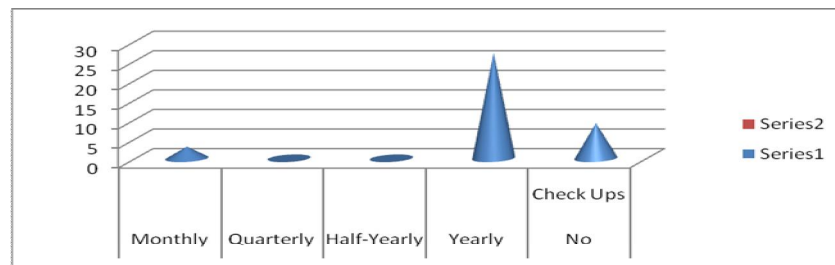
Sl.No	Item Of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	11	29



Above table and graphs tell us the sorry state of the maintenance of health cards. Out of 40 schools only 11 are maintaining and 29 are not maintaining health cards. This is not being institutionalized. This needs to be addressed on a priority basis.

Table Showing the Frequency of Health Checkups

Sl.No	Item Of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Check Ups
1	Frequency of Health Checkups	3	0	0	27	9

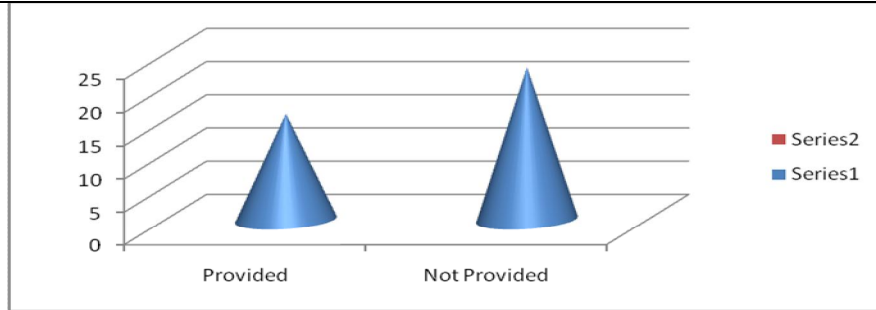


Above table and graph tells us true story of the health concerns. Out of 40 schools in 9 schools there was no health check up at all. Only in 3 schools- monthly check up are held. In 27 schools it once in a year.

- ✓ 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 Showing the Provision of Micro-Nutrients

Sl.No	Item Of Observation	Provided	Not Provided
1	Micro-Nutrients	16	23

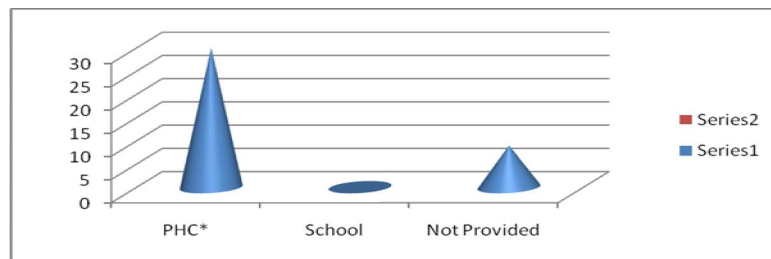


Above table and graph show us the provision of micro-nutrients in school. This is found to be a gray area where efforts are needed to address and improve the situation.

Table Showing the Administering Agency

Sl. No	Item Of Observation	PHC*	School	Not Provided
1	Administering Agency	30	0	9

*PHC: Primary Health Centre

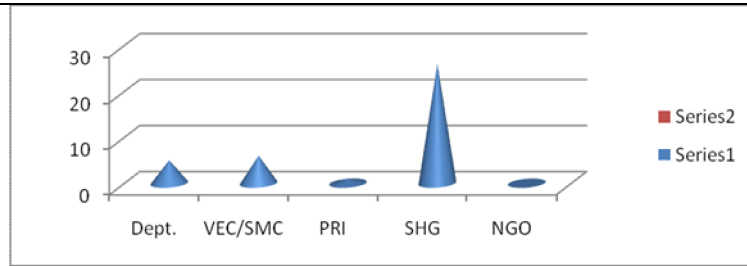


The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. **Status of cooks**

Table Showing the Cooking Agency

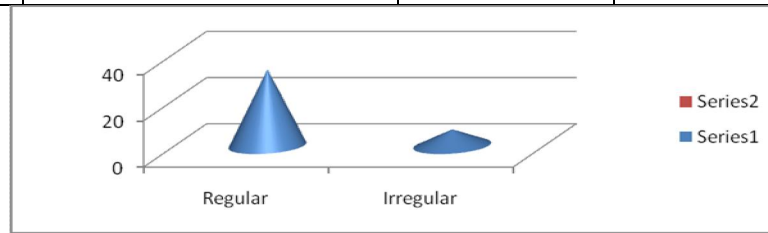
Sl. No	Item Of Observation	Dept.	VEC/SMC	PRI	SHG	NGO
1	Cooking Agency	5	6	1	26	0



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 Showing the Regularity in Payment

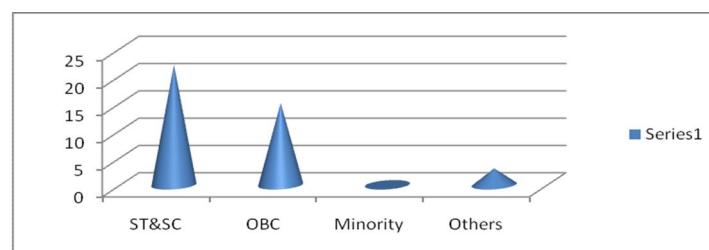
Sl. No	Item Of Observation	Regular	Irregular
1	Regularity in Payment	33	7



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 Showing the Social Class of Cooks

Sl.No	Item Of Observation	ST&SC	OBC	Minority	Others
1	Social Class of Cooks	22	15	0	3

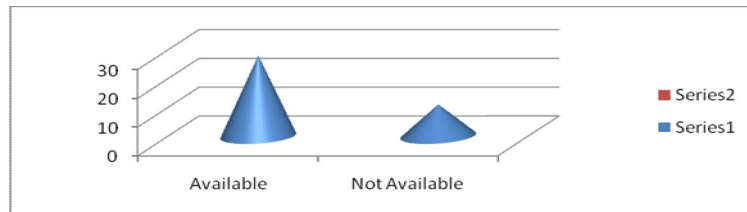


Women cooks of OBC/SC/ST category were found in the schools. They were appointed by the agency supplying food (generally the self-help group of women) and getting a remuneration of Rs. 1,000 per month or so. In schools, their number was not found as per the strength of the students. The

j. Infrastructure of kitchen shed

Table Showing the Availability of Infrastructure

Sl. No	Item Of Observation	Available	Not Available
1	Kitchen Shed	28	11

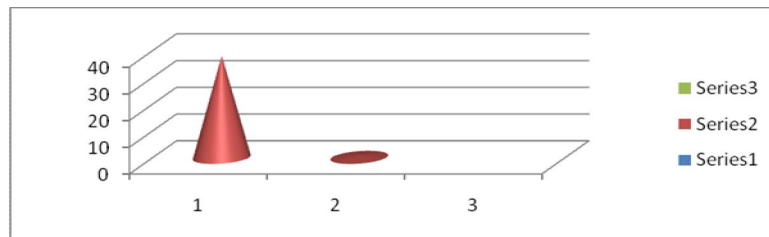


The pucca kitchen shed was found constructed in majority (32) primary schools. Kitchen sheds were not available in some cases in upper primary schools. Primary school kitchen or anganwadi room was found used for cooking meals.

k. Availability of potable water

Table Showing the Availability of Potable Water in the School

Sl.No	Item Of Observation	Available	Not Available
1	Potable Water	38	1

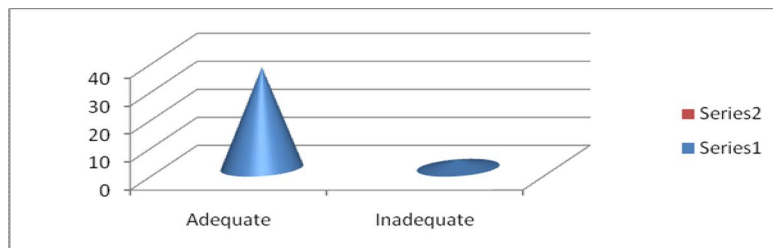


Safe drinking water was found available in majority (35 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in some (1) schools.

l. Utensils of cooking meals

Table Showing the Adequacy of Availability of Cooking Utensils

Sl. No	Item Of Observation	Adequate	Inadequate
1	Cooking Utensils	36	3

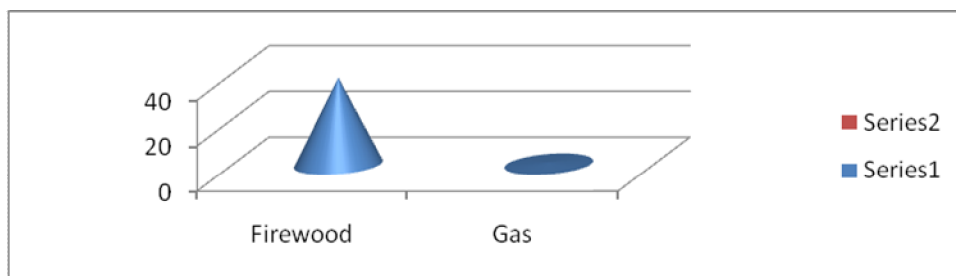


Adequate utensils for cooking, serving and taking meal were found available in all most all the elementary schools. Above data show us they are adequately available in 36 out of 40 schools. Information from one school is incomplete.

m. Fuel used in cooking

Table Showing the Kind of Fuel for Cooking

Sl.No	Item Of Observation	Firewood	Gas
1	Kind of Fuel	38	1



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 40 are using firewood.

n. Safety and hygiene

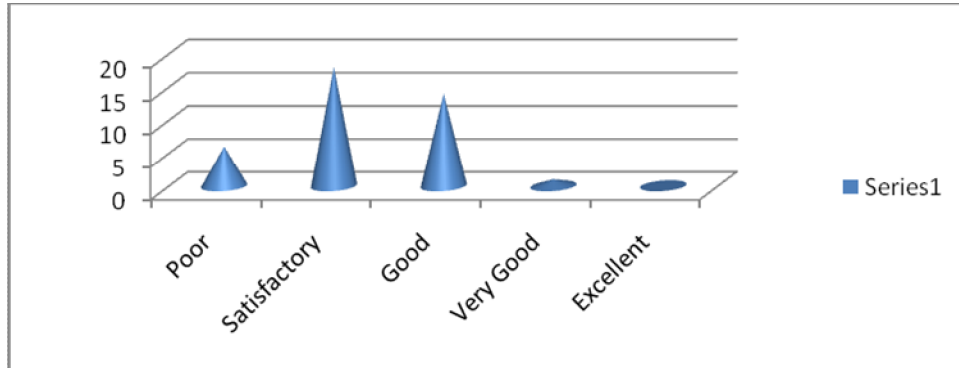
- ✓ Adequate safety was found as the kitchen shed was separate from the schools.
- ✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.
- ✓ Hygiene is a problem in urban schools due to lack of space and presence of waste material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

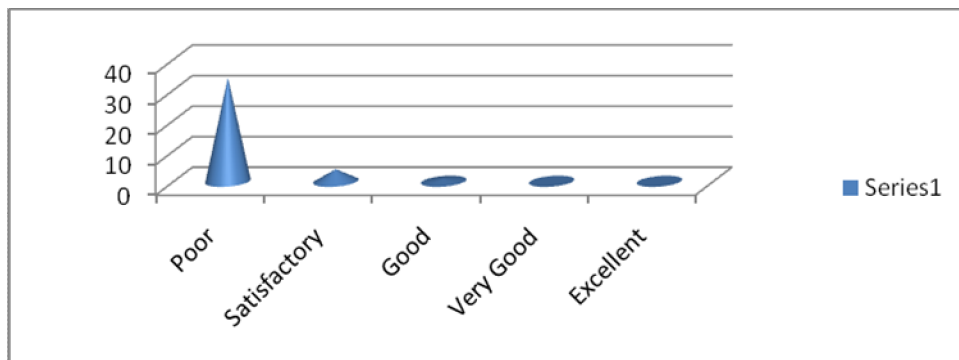
**Tables Showing Awareness about:
Quantity of MDM per child**

Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Quantity of MDM per child	06	18	14	1	0



Entitlement of Quantity and Nutrients in MDM per child

Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Entitlement of Quantity and Nutrients in MDM per child	34	04	1	0	0

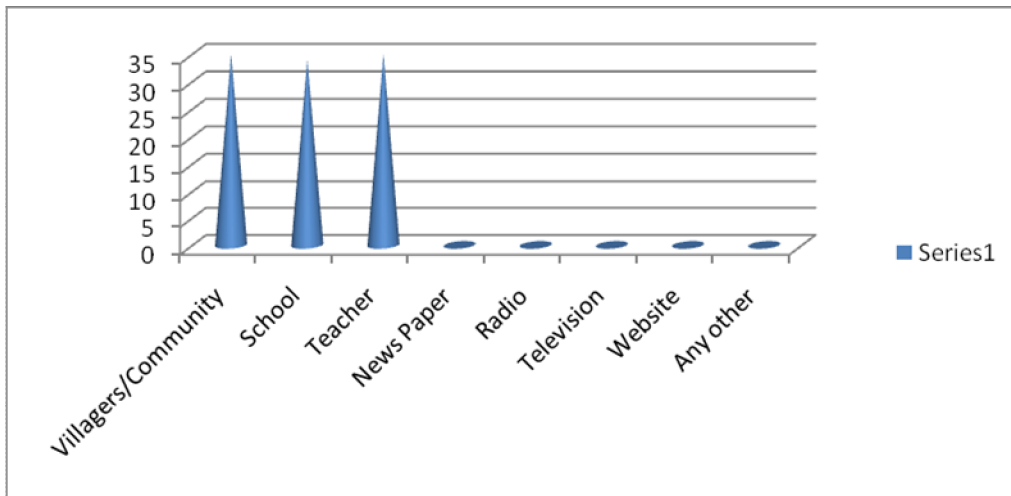


Above two tables and graphs reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. This simple data explains us linkages between community awareness and implementation of various aspects of MDM.

Tables Showing Source of Awareness

Sl. No	Source of Awareness	No of Respondents
1	Villagers/Community	35
2	School	34
3	Teacher	35
4	News Paper	00
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

.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.

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.

Observations with specific evidence:

1. M. S. Baradwar Basti, Block- Sakti, One drinking water hand pump is available in the school premises but drinking water is not drinkable.
2. P. S. Sabariya Katod, Block- Navagarh, MDM was not provided since last 15 days. Adequate drinking water is not available.
3. P. S. Changori, Block- Akaltara, in this school pucca kitchen shed cum store room Students are not happy with the quantity of MDM.
4. Cooks not receiving cooking cost in advance regularly. 4 to 6 months delays in receiving cooking costs were noticed.
5. In most of the schools MDM quality is good but the quantity of food is not adequate. **Middle school students are not satisfied from the quantity of food.**



II half- yearly Report of MDM for Kawardha district in Chhattisgarh (State) 2011

Selection of Schools:

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

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.

Three faculty member from the MI along with 8 Field Investigators involved in monitoring activity to collect empirical evidences on the implementation of MDM scheme. Following is the report of the monitoring.

Schools visited in the district (Kawardha)

S. No.	Block	School no. and DISE Code		Name of Elementary School	Category of the School	Dates of Visits	
						First	Second
1.	Kawardha (11)	1		P. S. Chhirha	OoSC	15.9.11	16.9.11
		2		P. S. Birkona	NPEGEL	3.9.11	9.9.11
		3		P. S. Atal Awas		13.9.11	14.9.11
		4	0713302	M. S. Paneka	CAL	8.9.11	9.9.11
		5	0715901	P. S. Badradih		19.9.11	
		6	0703325	P. S. Ganganagar	Slum Area	13.9.11	
		7		KGBV Kawardha	KGBV	11.9.11	19.9.11
		8		M. S. Baturakac	CAL	15.9.11	16.9.11
		9		hr	SC	8.9.11	9.9.11
		10	0716402	P. S. Ragra	Gender Gap	19.9.11	
		11		M. S. Mahratola			
		M. S. Bairakh					
2.	Pandariya (9)	12		P. S. Domsara	NPEGEL	10.9.11	
		13		P. S. Mahali	OoSC	10.9.11	
		14		M. S. Ruse	Dormitory	11.9.11	
		15	1327201	M. S. Jangalpur	CWSN	10.9.11	12.9.11
		16		M. S. Kunda	CAL	10.9.11	12.9.11
		17	1323702	M. S. Pendrikala		10.9.11	
		18		P. S. Bagra	OoSC	10.9.11	12.9.11
		19		KGBV Dullapur	KGBV	11.9.11	
		20	1309902	P. S. Bhagatpur	CAL	10.9.11	
		3.	Lohara (9)	21		P. S. Chandeni	Gender Gap
22	P. S. Virendrnagr			OoSC		13.9.11	14.9.11
23	1207401			P. S. Chhotupara		CWSN	15.9.11
24	1212401			P. S. Bamhantola		15.9.11	16.9.11
25	1203101			P. S. Gangapur	Gender Gap	8.9.11	9.9.11
26	1201401			P. S. Kosmanda	Gender Gap	13.9.11	14.9.11
27	1204902			M. S. Dhangaon		15.9.11	16.9.11
28				P. S. Basinzori	General	15.9.11	
29				P. S. Surajpura	CAL	13.9.11	14.9.11

4.	Bodla (11)	30	0110502	M. S. Rengakhar	Far Flung Area	17.9.11	19.9.11
		31		P. S. Bandhatola	OoSC	13.9.11	14.9.11
		32		P. S. SivaniKhurd	Gender Gap	18.9.11	19.9.11
		33	0118801	P. S. Palak	Forest	17.9.11	19.9.11
		34	0136001	P. S. Rampurplot	Forest	17.9.11	19.9.11
		35		KGBV Bodla	KGBV	11.9.11	12.9.11
		36	0111801	P. S. Bhaluchuva	ST High Sc.	8.9.11	9.9.11
		37		M. S. Samnapur		17.9.11	
		38		M. S. Khamharia	OoSC	17.9.11	19.9.11
		39	0109610	M. S. Pondi	Dormitory	12.9.11	
		40	0106801	P. S. Chapari	Far Flung Area	8.9.11	
Total- 40							

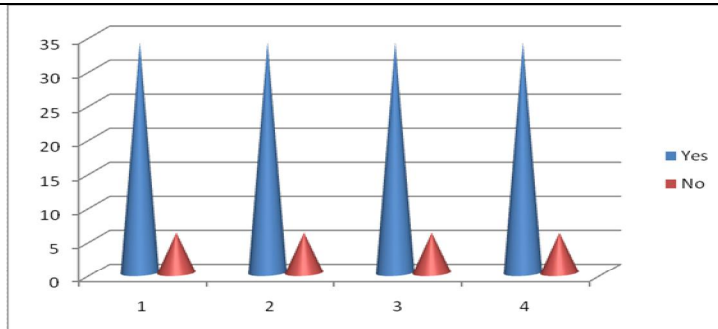
Basis for selection: a. Higher gender gap, b. Higher proportion of SC/ST students, c. Low retention rate and high drop-out rate, d. School with CWSN, e. Sizable number of OoSC, f. in-bound/out-bound seasonal migration g. sizable number of urban deprived children h. school in forest or far flung area.

KGBV ó Kasturba Gandhi Balika Vidyalaya: NRBC ó Non-residential Bridge Course
 NEPGEL ó National Edu. Prog. for Girls at Elementary Level .CWSN ó Children with special Needs
 PS ó Primary School UAS ó Urban Area School CAL ó Computer Added Learning

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

B. 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 Showing the Delivery of Food Grains																									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Sl. No</th> <th>Item of observation</th> <th>Yes</th> <th>No</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Regularity in Receiving food grains by implementing Agency</td> <td>34</td> <td>6</td> <td></td> </tr> <tr> <td>2</td> <td>Maintenance of One month buffer stock</td> <td>34</td> <td>6</td> <td></td> </tr> <tr> <td>3</td> <td>Parity between marked weight and actual supply</td> <td>34</td> <td>6</td> <td></td> </tr> <tr> <td>4</td> <td>Food grain supplied at schools</td> <td>34</td> <td>6</td> <td></td> </tr> </tbody> </table>	Sl. No	Item of observation	Yes	No	Remarks	1	Regularity in Receiving food grains by implementing Agency	34	6		2	Maintenance of One month buffer stock	34	6		3	Parity between marked weight and actual supply	34	6		4	Food grain supplied at schools	34	6	
Sl. No	Item of observation	Yes	No	Remarks																						
1	Regularity in Receiving food grains by implementing Agency	34	6																							
2	Maintenance of One month buffer stock	34	6																							
3	Parity between marked weight and actual supply	34	6																							
4	Food grain supplied at schools	34	6																							
	Graphical representation of aspects of regularity of food grains delivery																									

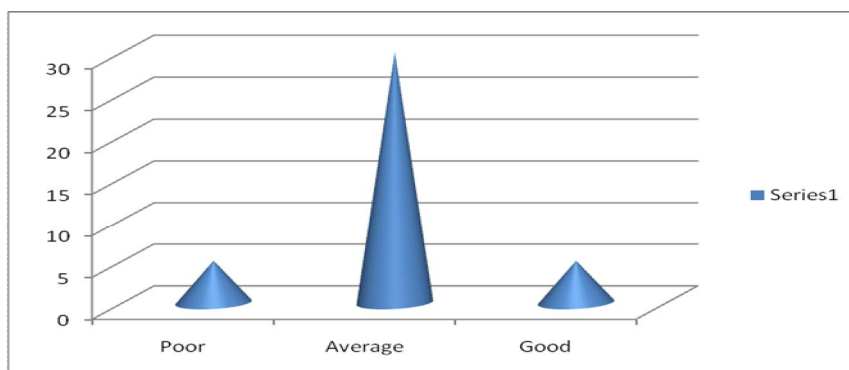


MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is largely achieved. Above table and graph show the extent of achievement in these aspects.

Table showing Quality of Food Grains received

Sl. No	Item of observation	Poor	Average	Good
1	Quality of Food Grains	5	30	5

Graphical representation of Quality of Food Grains



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.

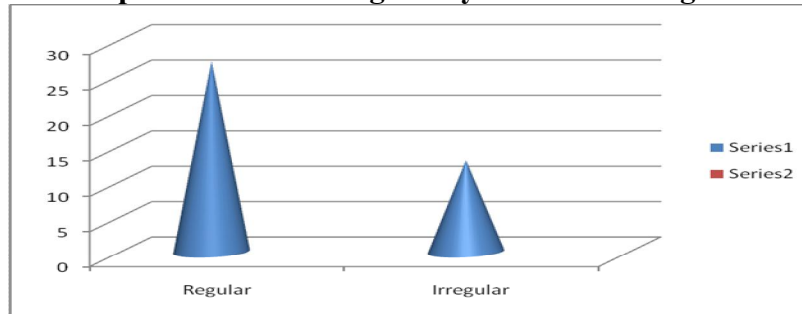
d. Regularity in delivering cooking cost to school level

Table Showing Regularity in Delivering Cooking Cost at School Level

Sl.No	Item Observation	Regular	Irregular
-------	------------------	---------	-----------

1	Regularity in Delivering Cooking Cost	27	13
---	---------------------------------------	----	----

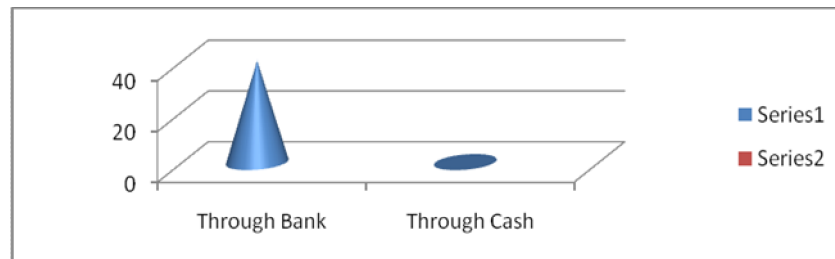
Graphical Representation of Regularity of in Delivering Cooking Cost



Above table and the graph show us that in 27 schools regularity in cooking cost was found. In 13 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 Showing the Mode of Payment to Cooks

Sl.No	Item Of Observation	Through Bank	Through Cash
1	Mode of Payment	40	00



Mode of payment is systemized. In 40 schools out of 40 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.

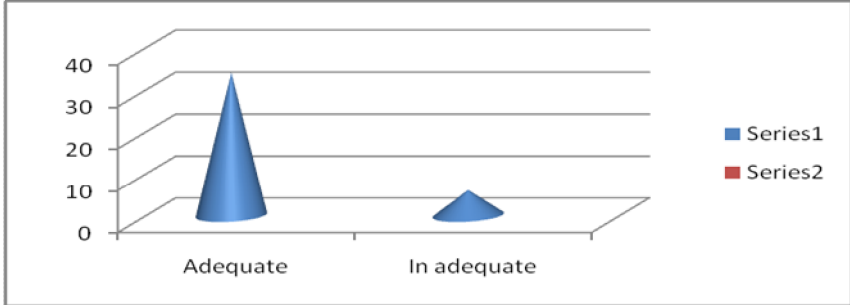
After finishing meals they thank the God, wash hand and thali and go in classes.
 ✓ In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals. .

f. **Variety in menu**
 ✓ 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 Showing the Quantity of the Food

Sl.No	Item Of Observation	Adequate	In adequate
1	Quantity of Food	34	06

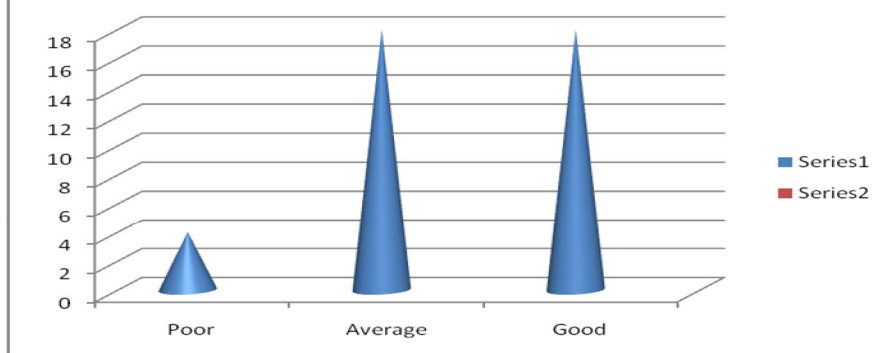


Out of 40 schools in 36 schools the quantity of food, on MIØ observation based on their interaction with the children was found to adequate to children. However, quantity of food in many cases needs to be increased.

Table Showing the Quality of the Food

Sl.No	Item Of Observation	Poor	Average	Good
1	Quality of Food	4	18	18

Graphical representation of Quality of the Food



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

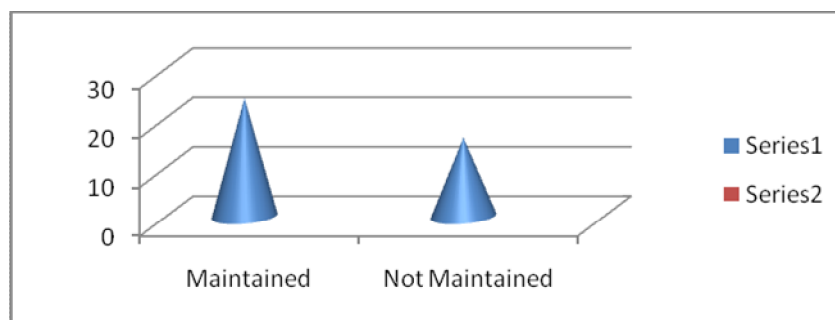
- ✓ Judging the quality depends on one's own understanding and perception held by the community and children about Quality;
- ✓ Legislated policy;
- ✓ Financial allocations to the scheme.

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 Showing the Status of Maintenance of Health Cards

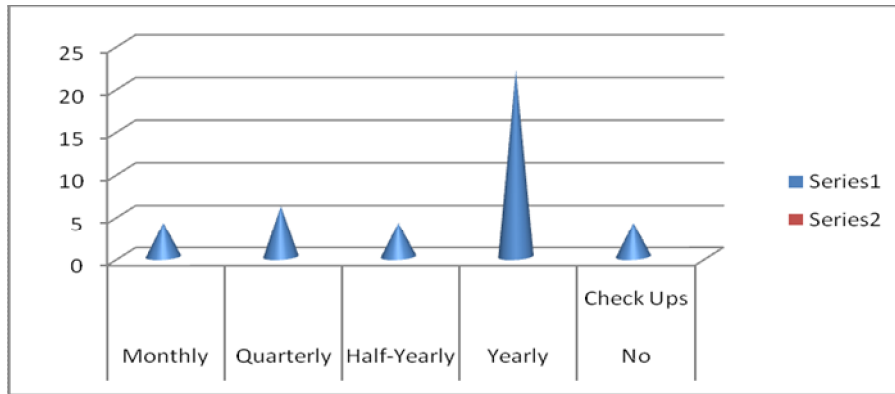
Sl.No	Item Of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	24	16



Above table and graphs tell us the maintenance of health cards. Out of 40 schools 24 are maintaining and 16 not maintaining health cards.

Table Showing the Frequency of Health Checkups

Sl.No	Item Of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Check Ups
1	Frequency of Health Checkups	4	6	4	22	4

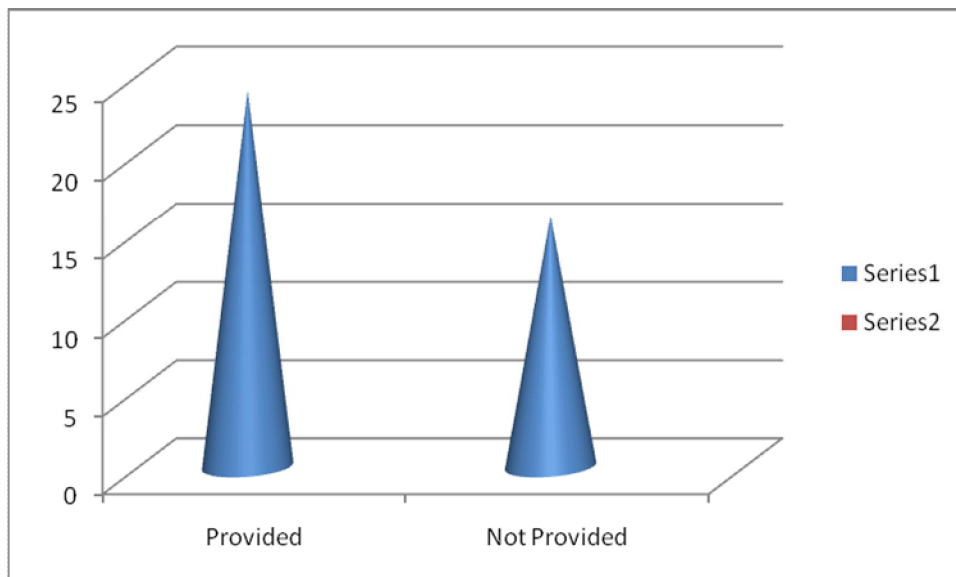


Above table and graph tells us true story of the health concerns. Out of 40 schools in 4 schools there was no health check up at all. Only in 10 schools- monthly in four schools and quarterly in 6 schools- health checkups are found to be regular.

- ✓ 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 Showing the Provision of Micro-Nutrients

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

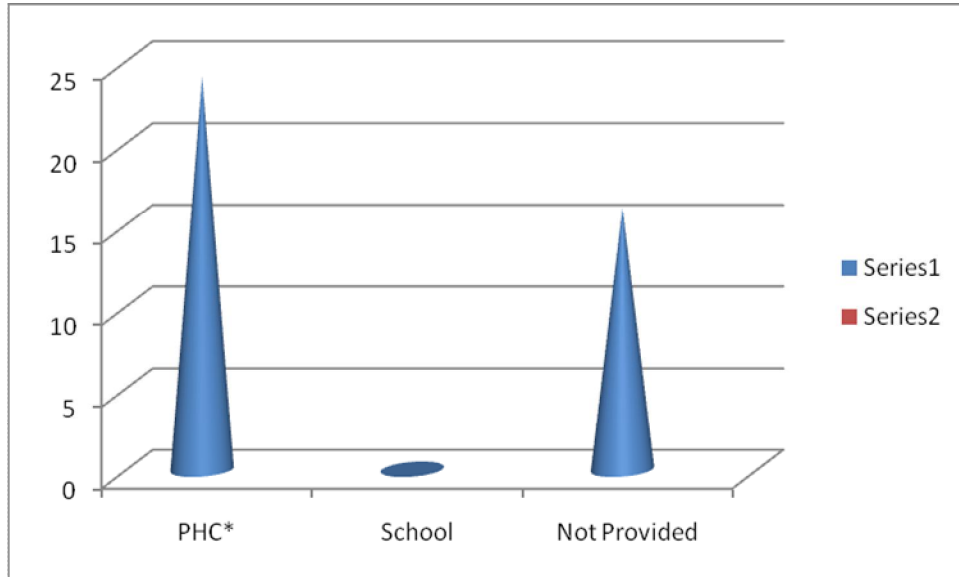


Above table and graph show us the provision of micro-nutrients in school. This is found to be a gray area where efforts are needed to address and improve the situation.

Table Showing the Administering Agency

Sl. No	Item Of Observation	PHC*	School	Not Provided
1	Administering Agency	24	--	16

*PHC: Primary Health Centre

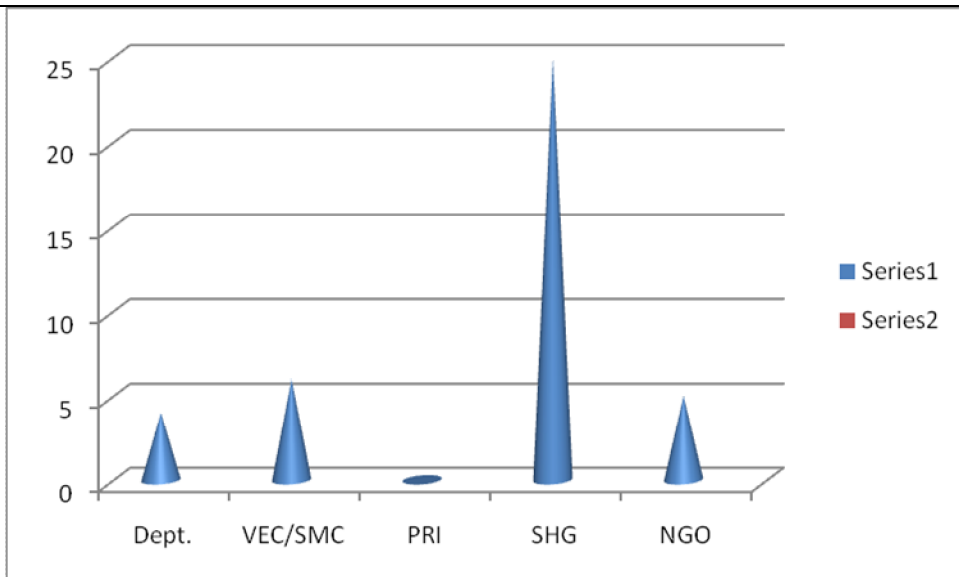


The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. Status of cooks

Table Showing the Cooking Agency

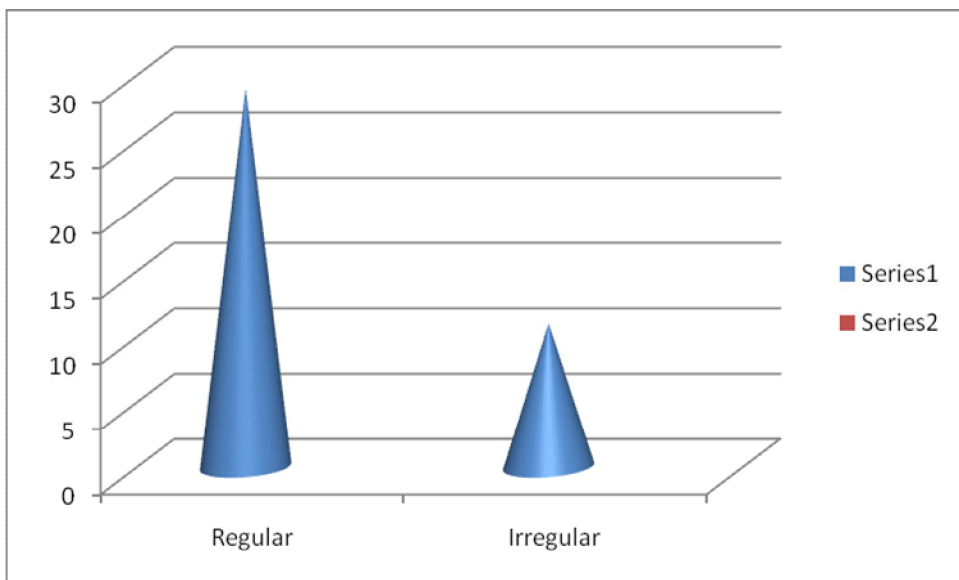
Sl. No	Item Of Observation	Dept.	VEC/SMC	PRI	SHG	NGO
1	Cooking Agency	4	6	00	25	5



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 Showing the Regularity in Payment

Sl. No	Item Of Observation	Regular	Irregular
1	Regularity in Payment	29	11

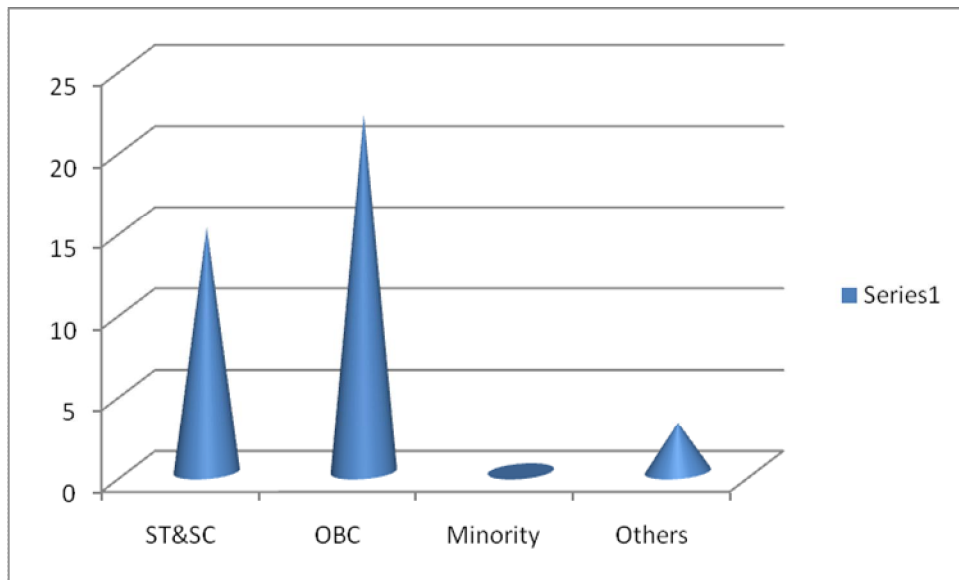


As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other

where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount.

Table Showing the Social Class of Cooks

Sl.No	Item Of Observation	ST&SC	OBC	Minority	Others
1	Social Class of Cooks	15	22	00	3



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

j. Infrastructure of kitchen shed

Table Showing the Availability of Infrastructure

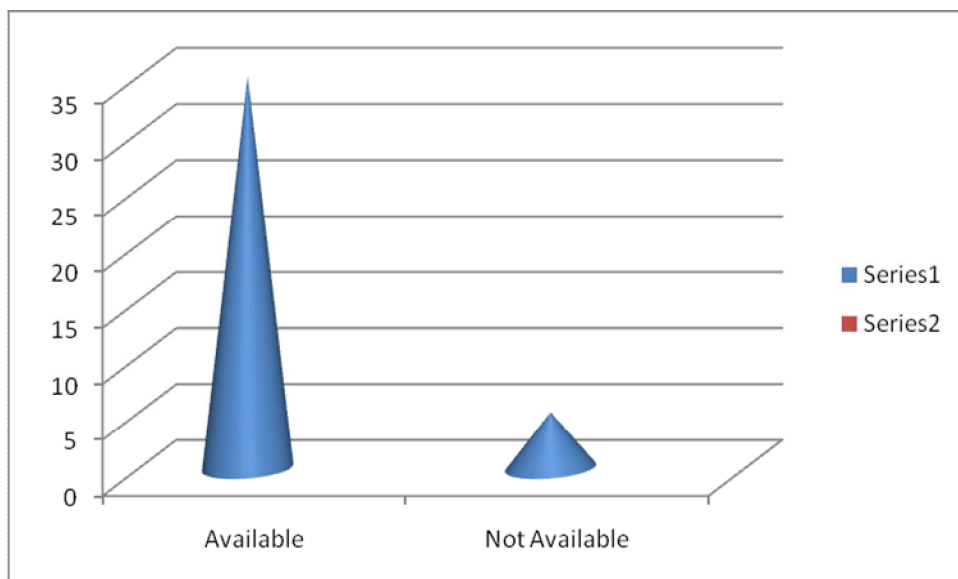
Sl. No	Item Of Observation	Available	Not Available
1	Kitchen shed	32	8

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 Showing the Availability of Potable Water in the School

Sl.No	Item Of Observation	Available	Not Available
1	Potable Water	35	05

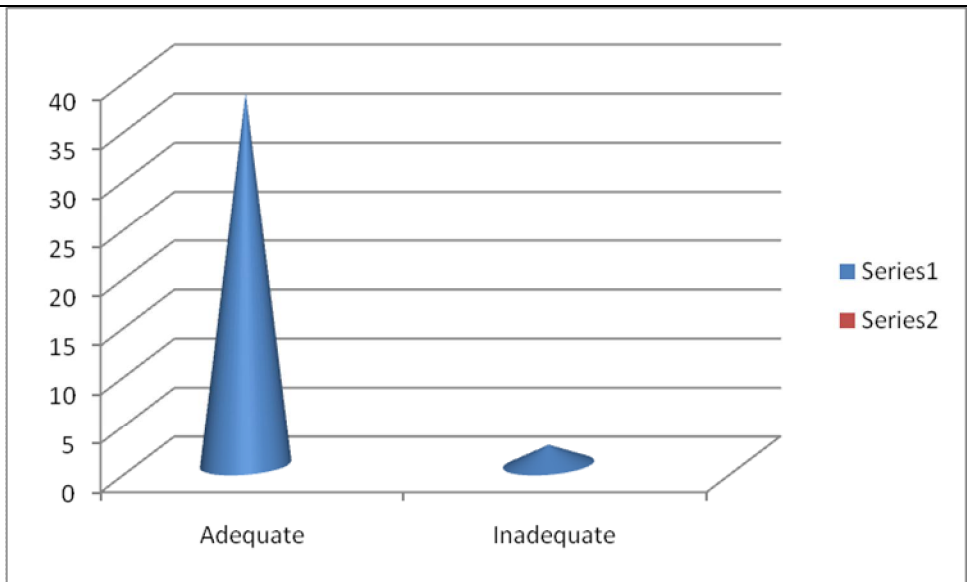


Safe drinking water was found available in majority (35 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in some (5) schools.

1. Utensils of cooking meals

Table Showing the Adequacy of Availability of Cooking Utensils

Sl. No	Item Of Observation	Adequate	Inadequate
1	Cooking Utensils	38	02

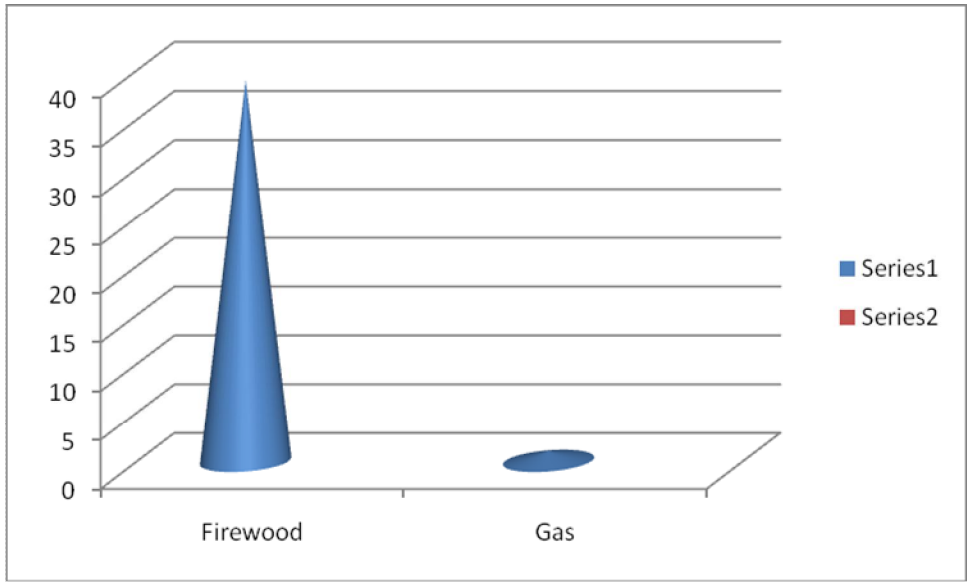


Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 38 schools.

m. Fuel used in cooking

Table Showing the Kind of Fuel for Cooking

Sl.No	Item Of Observation	Firewood	Gas
1	Kind of Fuel	39	1



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, 39 schools out of 40 are using firewood.

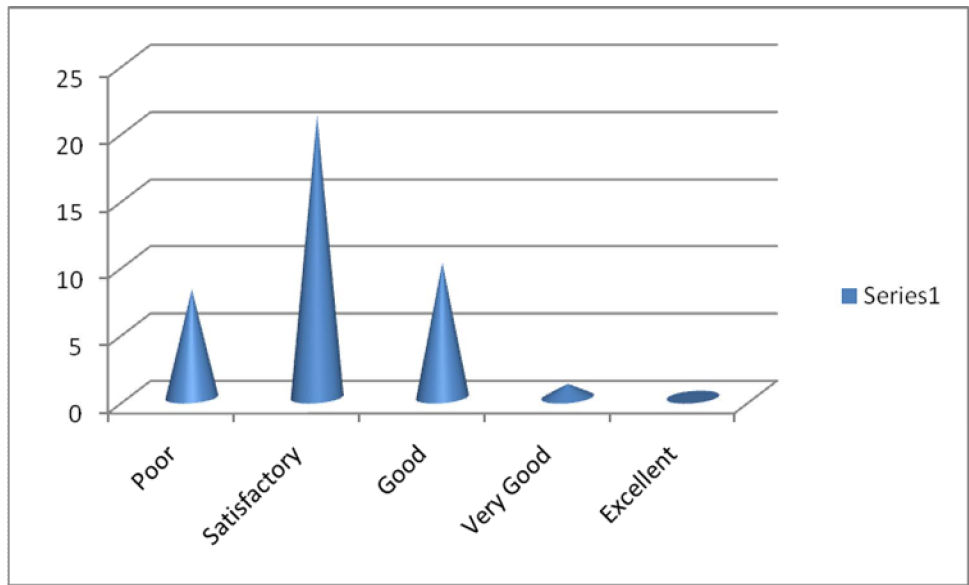
- n. **Safety and hygiene**
- ✓ Adequate safety was found as the kitchen shed was separate from the schools.
 - ✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.
 - ✓ Hygiene is a problem in urban schools due to lack of space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

**Tables Showing Awareness about:
Quantity of MDM per child**

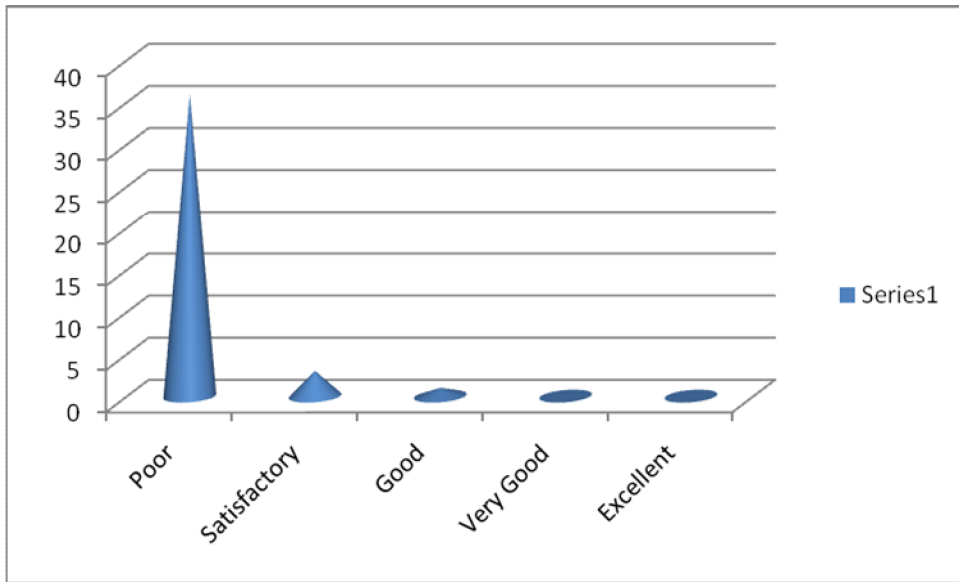
Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Quantity of MDM per child	08	21	10	1	0



Entitlement of Quantity and Nutrients in MDM per child

Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Entitlement of Quantity and	36	03	1	0	0

Nutrients in MDM
per child



Above two tables 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. In this aspect, community members of 32 out of 40 schools are aware where as in the other aspect i.e., about nutrients, overwhelming majority of schools (36) community members awareness found to be very poor. This simple data explains us linkages between community awareness and implementation of various aspects of SSA.

Tables Showing Source of Awareness

Sl. No	Source of Awareness	No of Respondents
1	Villagers/Community	36
2	School	32
3	Teacher	35
4	News Paper	2
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

	<p style="text-align: center;">No of Respondents</p> <p> ■ Villagers/Community ■ School ■ Teacher ■ News Paper ■ Radio ■ Television ■ Website ■ Any other </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.	<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>

C. Other issues related to MDM :

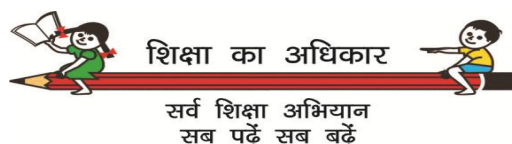
1. Basically, students from poorest background expressed satisfaction over MDM. Satisfaction level of children and their poverty level go hand in hand.
2. Middle school students are not satisfied from the quantity of food. Some schools menu of MDM does not follow.
3. M. S. Baturakachhar, Block- Kawardha. In this school there are disruptions in the MDM program. Sometimes, insects and hair is found in the MDM. MDM

agency is the Panchayat. Many students expressed their dissatisfaction over quality and quantity of food. Menu of the MDM was never followed.

4. P. S. Kosmanda, Block- Lohara. Students are not happy in this school because drinkable water is not available in the school premises. One hand pump is available in the school campus for drinking purpose but the hand pump water is not drinkable and MDM was being prepared from this undrinkable water
- Observations

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.



DRAFT

Report of MDM for Korba district in Chhattisgarh (State) for the period October 2010 to March 2011

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.

Table
Schools visited in the district Korba

S. No.	Block	School no. and DISE Code		Name of Elementary School	Category of the School	Dates of Visits	
						First	Second
1.	Korba (12)	1	1015018	KGBV Korba	KGBV	27.11.11	2.12.11(FI)
		2	1006516	M. S. Korkuma	CWSN	26.11.11	1.12.11(FI)
		3	1015301	M. S. Parsabhata	Urban Area	28.11.11	7.12.11(FI)
		4	1000105	M. S. Satrega	CAL	30.11.11	8.12.11(FI)
		5	1015005	M. S. PWD Rampur	Urban Area, CAL	29.11.11	7.12.11(FI)
		6	1015104	M. S. Sitamani	Problematic	28.11.11	9.12.11(FI)
		7	1003047	P. S. Amaliduggu	CWSN	1.12.11	9.12.11(FI)
		8	1027301	M. S. Sec.4,Balco	Urban Area	26.11.11	1.12.11(FI)
		9	1000105	M. S. Satrega	NPEGEL	30.11.11	
		10	1000606	M. S. Ajarbahar	General	30.11.11	
		11	1015011	M. S. Kohadiya	General	26.11.11	
		12	1011601	M. S. Urga	CAL	7.12.11	
2.	Katghora (6)	13	0910811	P. S. Shantinagar	Urban Area	26.11.11	1.12.11(FI)
		14	0901305	M. S. Salora (Kh)	General	30.11.11	9.12.11(FI)

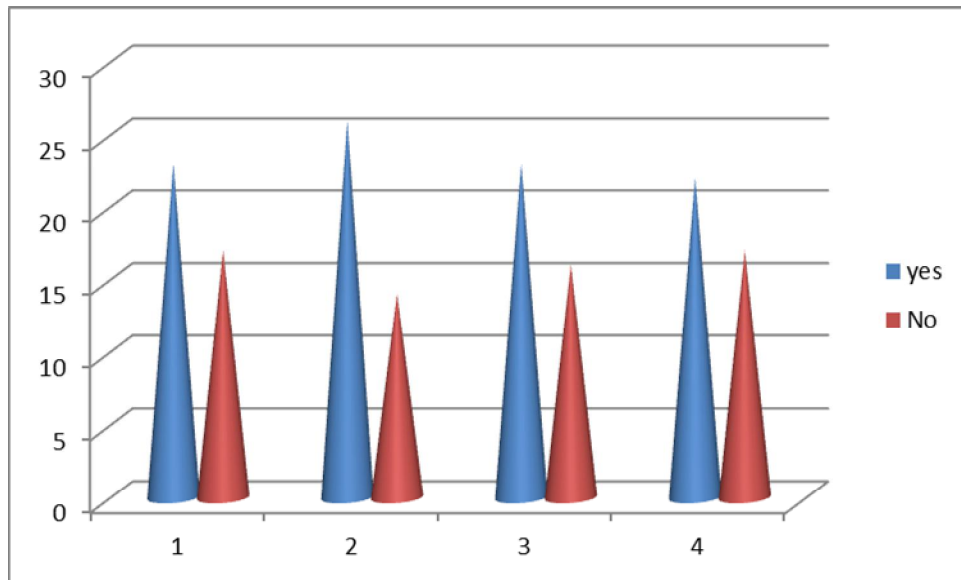
		15	0900131	KGBV Katghora	KGBV	27.11.11	
		16	0520163	M. S. Jamnipali	Urban Areaa	26.11.11	
		17	0923101	P. S. Bijribhata	General	9.12.11	
		18		P. S. Jyoti Nagar		29.11.11	
3.	Pali (8)	19	1816808	KGBV Mungada	KGBV	27.11.11	2.12.11(FI)
		20	0502800	P. S. Jarmoha		28.11.11	9.12.11(FI)
		21	1805003	P. S. Sauntapara	General	30.11.11	7.12.11(FI)
		22	1801805	P. S. Awaspara	NRBC	29.11.11	8.12.11(FI)
		23	1800401	P. S. Nunera	Dormitory	29.11.11	7.12.11(FI)
		24	1803304	M. S. Korbi	Problematic	1.12.11	9.12.11(FI)
		25		M. S. Dadar	General	1.12.11	
		26	1804604	M. S. Makhnpur		28.11.11	
4.	Kartala (9)	27	0806203	M. S. kathrimal	Dormitory	26.11.11	2.12.11(FI)
		28	0906304	M. S. Bankiside	Urban Area	26.11.11	5.12.11(FI)
		29	0800702	M. S. Badmar	CAL	28.11.11	8.12.11(FI)
		30	0807504	P. S. Madvarani	Slum Area	26.11.11	2.12.11(FI)
		31	0803408	KGBV Sendripali	KGBV	27.11.11	2.12.11(FI)
		32	0803406	M. S. Sendripali	CWSN	29.11.11	7.12.11(FI)
		33	0801001	P. S. Kachar		28.11.11	
		34	0812902	P. S. Faraswani		7.12.11	
		35	0811003	M. S. Nonbira	CWSN	8.12.11	
5.	Pondi Uprora (5)	36	2322805	M. S. Korbi	General	28.11.11	8.12.11(FI)
		37	2306402	M. S. Lamana	Dormitory	29.11.11	8.12.11(FI)
		38	2308401	P. S. Jurali	NPEGEL	30.11.11	8.12.11(FI)
		39	2316302	M. S. Rava	Problematic	28.11.11	9.12.11(FI)
		40	2303805	KGBV Pondi (U)	KGBV	27.11.11	2.12.11(FI)
	Total – 40						

Basis for selection: a. Higher gender gap, b. Higher proportion of SC/ST students, c. Low retention rate and high drop-out rate, d. School with CWSN, e. Sizable number of OoSC, f. in-bound/out-bound seasonal migration g. sizable number of urban deprived children h. 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

D. At school level:

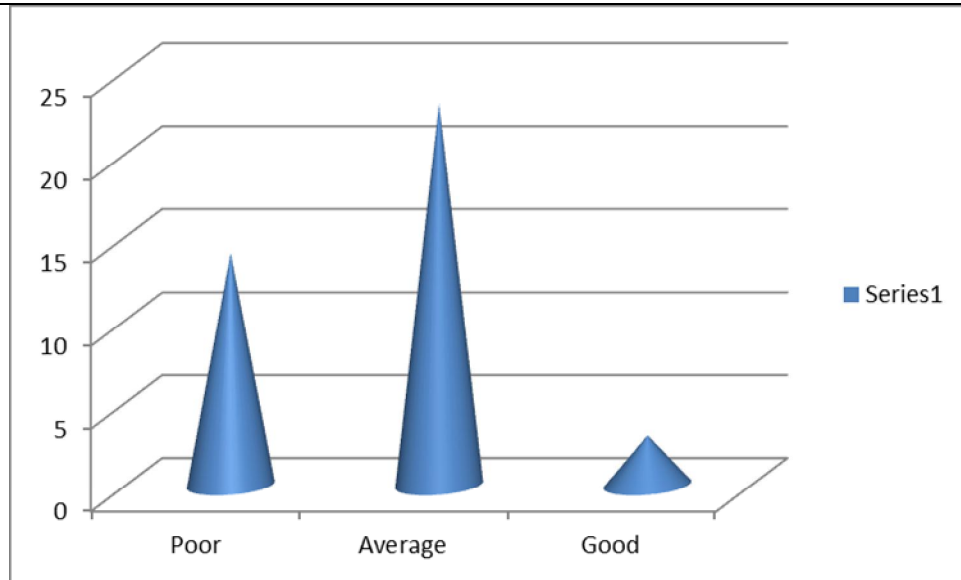
a.	Regularity in serving meals																				
	Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.																				
b.	Trends																				
	<ul style="list-style-type: none"> ✓ 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 Showing the Delivery of Food Grains																				
	<table border="1"> <thead> <tr> <th>Sl. No</th> <th>Item of observation</th> <th>yes</th> <th>No</th> <th>remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Regularity in Receiving food grains by implementing Agency</td> <td>23</td> <td>17</td> <td></td> </tr> <tr> <td>2</td> <td>Maintenance of One month buffer stock</td> <td>26</td> <td>14</td> <td></td> </tr> <tr> <td>3</td> <td>Parity between marked weight and actual supply</td> <td>23</td> <td>16</td> <td></td> </tr> </tbody> </table>	Sl. No	Item of observation	yes	No	remarks	1	Regularity in Receiving food grains by implementing Agency	23	17		2	Maintenance of One month buffer stock	26	14		3	Parity between marked weight and actual supply	23	16	
Sl. No	Item of observation	yes	No	remarks																	
1	Regularity in Receiving food grains by implementing Agency	23	17																		
2	Maintenance of One month buffer stock	26	14																		
3	Parity between marked weight and actual supply	23	16																		



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 showing Quality of Food Grains received

Sl. No	Item of observation	Poor	Average	Good
1	Quality of Food Grains	14	23	3

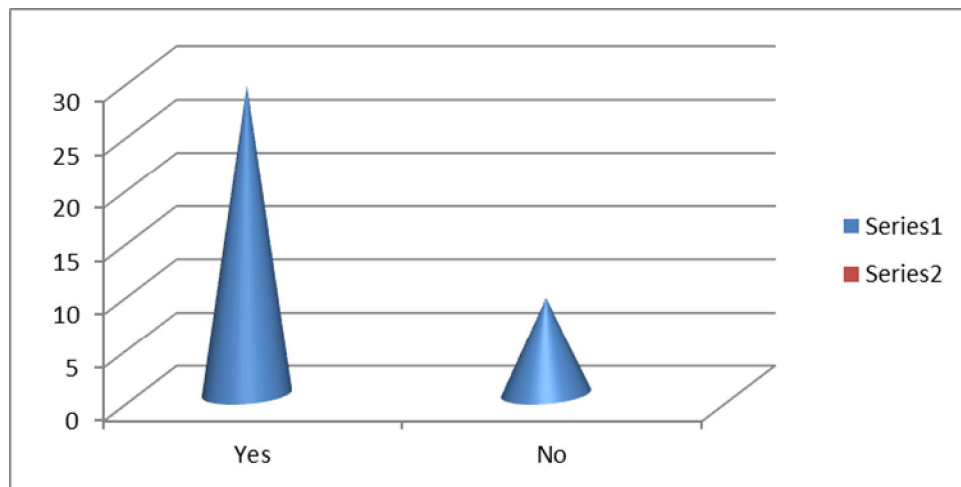


Above table and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional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

d. Regularity in delivering cooking cost to school level

Table Showing Regularity in Delivering Cooking Cost at School Level

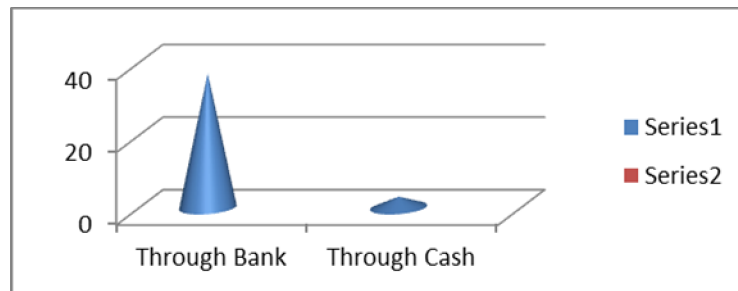
Sl.No	Item Observation	Yes	No
1	Regularity in Delivering Cooking Cost	29	9



Above table and the graph show us that in 29 schools regularity in delivering cooking cost was found. In 9 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 Showing the Mode of Payment to Cooks

Sl.No	Item Of Observation	Through Bank	Through Cash
1	Mode of Payment	37	3



Mode of payment is systemized. In 37 schools out of 40 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**

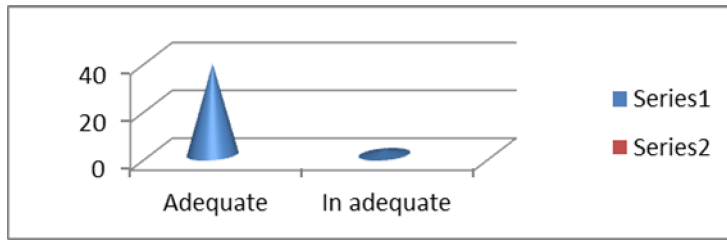
Variety of vegetables, sweets, etc. was noticed in the MDM in the schools visited. Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments 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 Showing the Quantity of the Food

Sl.No	Item Of Observation	Adequate	In adequate
-------	---------------------	----------	-------------

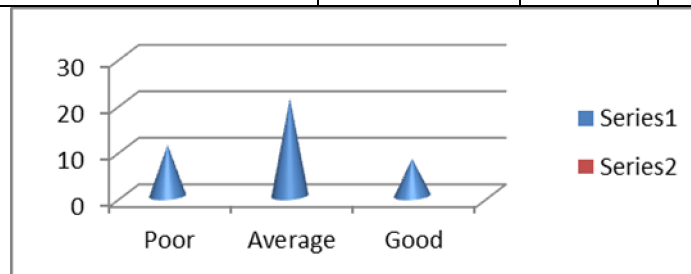
1	Quantity of Food	38	2
---	------------------	----	---



Out of 40 schools in 38 schools, the quantity of food, on MIØ observation based on their interaction with the children was found to adequate to children. However, quantity of -sabjiØ in many cases needs to be increased.

Table Showing the Quality of the Food

Sl.No	Item Of Observation	Poor	Average	Good
1	Quality of Food	11	21	8



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

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

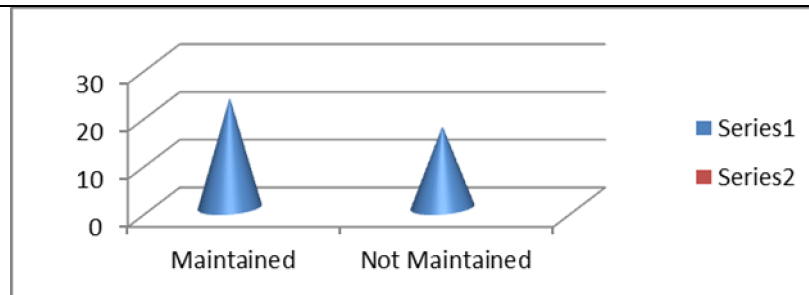
Above numbers regarding quality are to be seen by keeping these facts of reality.

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 Showing the Status of Maintenance of Health Cards

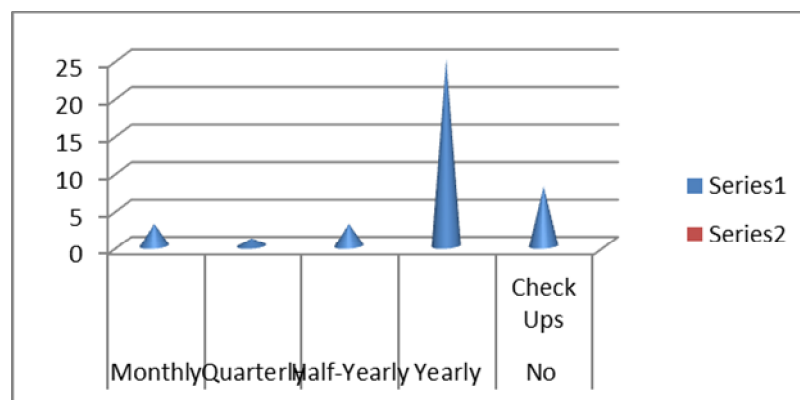
Sl.No	Item Of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	23	17



Above table and graphs tell us the maintenance of health cards. Out of 40 schools 23 are maintaining and 17 are not maintaining health cards.

Table Showing the Frequency of Health Checkups

Sl.No	Item Of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Check Ups
1	Frequency of Health Checkups	3	1	3	25	8

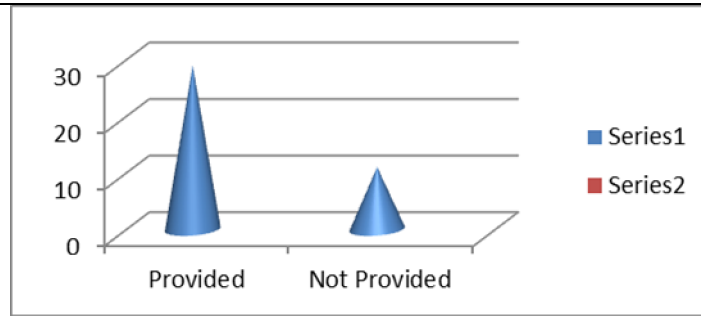


Above table and graph tells us true story of the health concerns. Out of 40 schools in 8 schools there was no health check up at all. Only in 3 schools there was monthly checkups and majority of 25 schools of it is once in a year checkups are found to be happening.

- ✓ 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 Showing the Provision of Micro-Nutrients

Sl.No	Item Of Observation	Provided	Not Provided
1	Micro-Nutrients	29	11

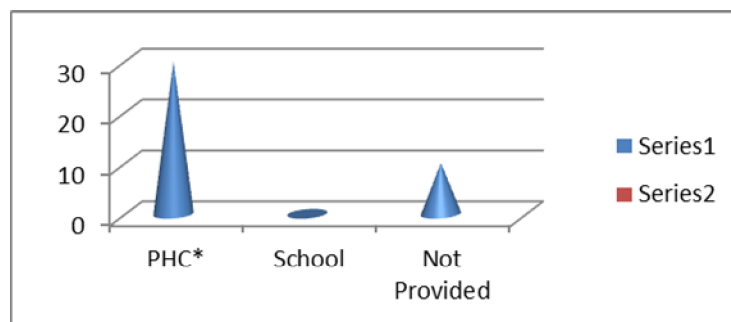


Above table and graph show us the provision of micro-nutrients in school. This needs to be improved.

Table Showing the Administering Agency

Sl. No	Item Of Observation	PHC*	School	Not Provided
1	Administering Agency	30	0	10

*PHC: Primary Health Centre

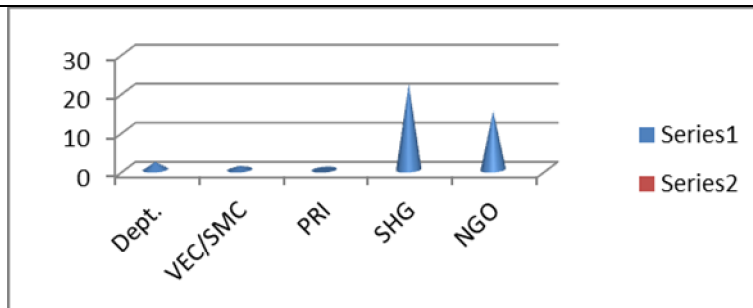


The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. Status of cooks

Table Showing the Cooking Agency

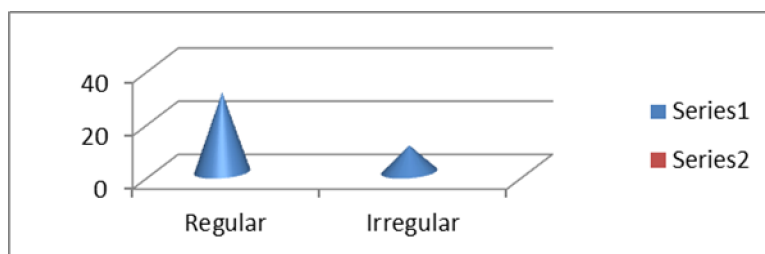
Sl. No	Item Of Observation	Dept.	VEC/SMC	PRI	SHG	NGO
1	Cooking Agency	2	1	0	22	15



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 Showing the Regularity in Payment

Sl. No	Item Of Observation	Regular	Irregular
1	Regularity in Payment	30	10



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 Showing the Social Class of Cooks

Sl.No	Item Of Observation	ST&SC	OBC	Minority	Others
1	Social Class of Cooks	15	9	1	15

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

j. Infrastructure of kitchen shed

Table Showing the Availability of Infrastructure

Sl. No	Item Of Observation	Available	Not Available
1	Kitchen shed	25	15

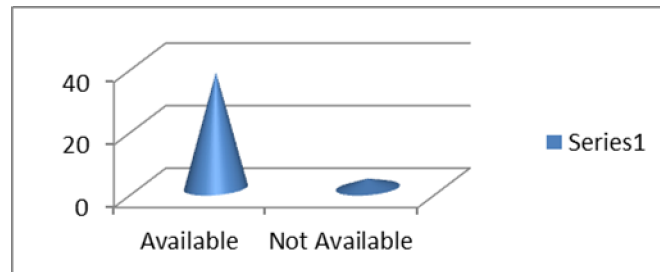


The pucca kitchen shed was found constructed in majority (25) primary schools. Kitchen sheds were not available in some cases in upper primary schools where both óPS and MS- operating from the same premise.

k. Availability of potable water

Table Showing the Availability of Potable Water in the School

Sl.No	Item Of Observation	Available	Not Available
1	Potable Water	37	3

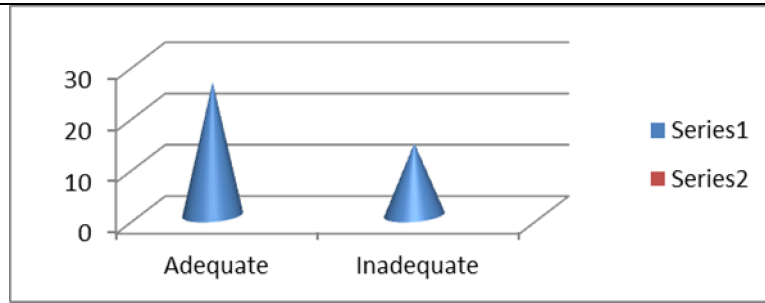


Safe drinking water was found available in majority (37 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in some (3) schools.

l. Utensils of cooking meals

Table Showing the Adequacy of Availability of Cooking Utensils

Sl. No	Item Of Observation	Adequate	Inadequate
1	Cooking Utensils	26	14

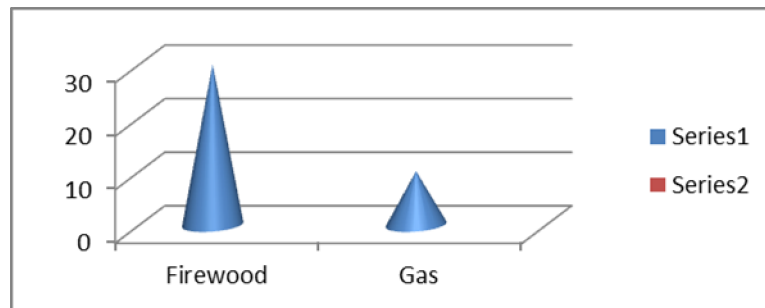


Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 38 schools.

m. Fuel used in cooking

Table Showing the Kind of Fuel for Cooking

Sl.No	Item Of Observation	Firewood	Gas
1	Kind of Fuel	30	10



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, 30 schools out of 40 are using firewood.

n. Safety and hygiene

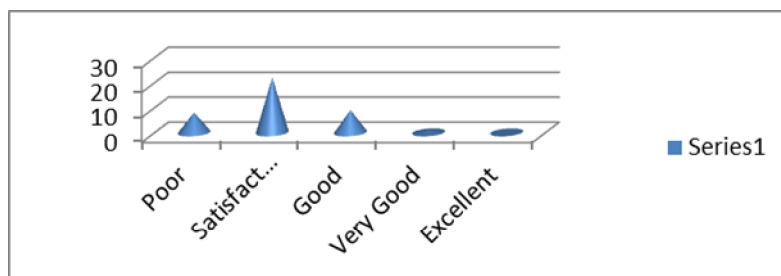
Adequate safety was found as the kitchen shed was separate from the schools. Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. In urban centers, hygiene is a problem to be addressed. But at some places the water accumulates near the hand pump, and may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

o. Community participation and awareness

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

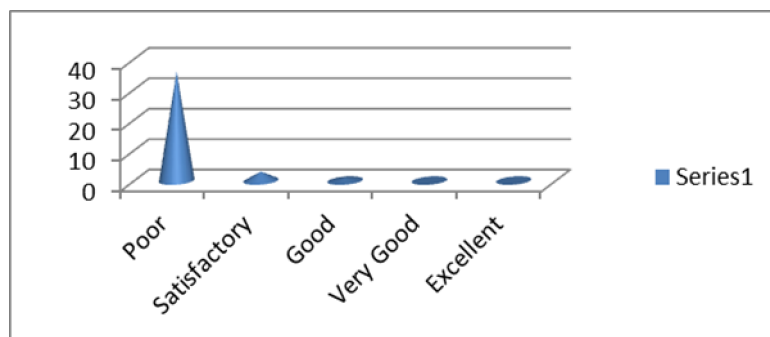
**Tables Showing Awareness about:
Quantity of MDM per child**

Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Quantity of MDM per child	08	22	09	1	0



Entitlement of Quantity and Nutrients in MDM per child

Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Entitlement of Quantity and Nutrients in MDM per child	36	03	1	0	0

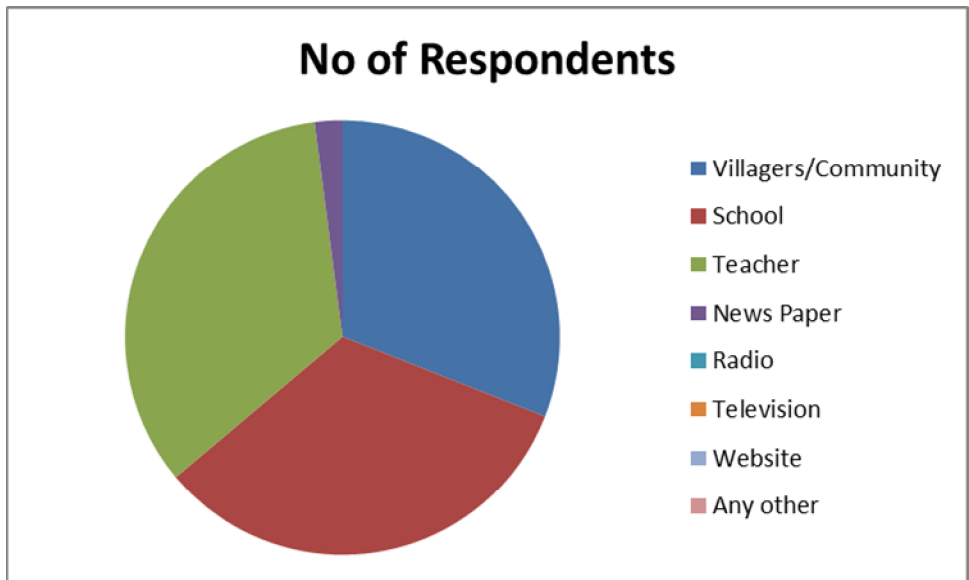


Above two tables and graphs reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. In this aspect, community members of 32 out 40 schools are aware where as in the other aspect i.e., about nutrients, overwhelming majority of schools (36) community members awareness found to be very poor. This simple data explains us linkages between community awareness and implementation of various aspects of SSA.

Tables Showing Source of Awareness

Sl. No	Source of Awareness	No of Respondents
1	Villagers/Community	30

2	School	32
3	Teacher	33
4	News Paper	2
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00



- ✓ 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

E. Other issues related to MDM :

In Chhatisgarh, under Mid-day Meal Scheme hot cooked food is provided to the children of Primary and upper primary schools. They are served variety of food during lunch hours about 1.30 p.m. on working days. Menu was found displayed at the school level but it was not found common in all schools of the district visited. There were also little adjustments and variations as per availability of the material or need. Green vegetable and dal were served and children were found satisfied with the quality and

quantity of the meals. All children were found taking mid-day meals and nobody brought Tiffin on the day of visit. Women of the Gram Panchayat were cooking mid-day meal in the schools on wages of Rs. 1000/ per month. Community members in PS and MS Penwaro(Gurur) requested for increase of the amount. Hundred grams of rice and Rs. 3/30- per day per student was provided to the Mahila Swasahayata samooch /Gram Panchayat as per attendance of the children in primary school and for upper primary schools the quantity of rice was 150gms and cooking cost was Rs. 4.00 per student attending the school. In most of the cases the Pucca kitchen was not found for upper primary schools but it was available for primary schools but these were not being used due to shortage of space. Kitchen sheds were rather being used as store rooms for housing the essentials. Hand-pumps were available for safe drinking water in the schools visited without proper drainage system. Adequate utensils were found for cooking in most of the schools and in some schools plates were also purchased by SMC for children.

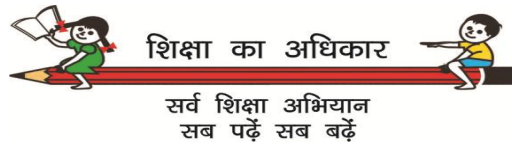
MDM and Nandi Foundation:-

Korba MDM preparation and distribution has been given to Nandi foundation in for Korba and Katghora blocks. They prepare food for large number of children at a place. During field study, following anomalies were observed which need immediate attention for their rectification.

1. Quality and quantity of the food served by Nandi foundation is found to be below the expected standard;
2. Since food preparation and distribution was centralized and each centre is distributing food to at least 15 schools, by the time it reaches to different schools, it is observed in more than one school that the food gets cooled.
3. Weekly menu of MDM has not been displayed/shown by the Nandi Foundation. Therefore teachers and students are not sure about the kind of food they get on any given day.
4. Most of the students are not happy with the food served by Nandi Foundation.
5. Some **time insects and hair found in Nandi Foundation food.**
6. In some schools more than 70% students expressed not to take MDM because they don't like Nandi Foundation food. **This needs to be checked**

Suggestions:

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



DRAFT

Report of MDM for Mahasamund district of Chhattisgarh (State) for the period October 2010 to March 2011

Selection of Schools:

Thirty eighty 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.

Following Table shows the details of the sample selected for monitoring:

Details of Schools visited in Mahasamund District

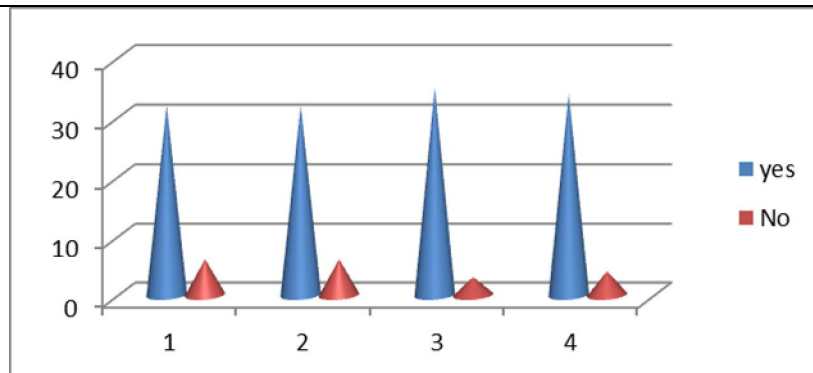
S. No.	Block	School no. and DISE Code		Name of Elementary School	Category of the School	Dates of Visits	
						First	Second
1.	Mahasamund (8)	1	2101102	M. S. Khatta	CAL	29.9.11	30.9.11
		2		P. S. Savradera	NRBC	29.9.11	
		3	2117901	P. S. Amavash	SC, ST	29.9.11	30.9.11
		4	2108502	P. S. Sirpur	Forest	30.9.11	1.10.11
		5	2112301	P. S. Chirko	OoSC	29.9.11	30.9.11
		6	2108002	P. S. Jhara	Gender Gap	30.9.11	
		7	2514808	M. S. Toshgaon	CAL	29.9.11	
		8	2107901	P. S. Nayapara	Drop Out	29.9.11	30.9.11
2.	Bagbahara (7)	9	0921201	P. S. Mongrapali	Drop Out	20.9.11	21.9.11
		10	0918720	KGBV Bagbahra	KGBV	22.9.11	23.9.11
		11	0921801	P. S. B.K.Bahara	CWSN	22.9.11	23.9.11
		12	0920301	P. S. Maluchuwa	Forest	20.9.11	21.9.11
		13		M.S. Chunchapli	Dormitory	24.9.11	
		14	0902201	P. S. kandizar	SC, ST	22.9.11	
15	0918711	M.S. Bokramuda	SC, ST	21.9.11			
3.	Basana (9)	16		KGBV Bansula	KGBV	25.9.11	
		17	2814902	M. S. Bandabari	Drop Out	24.9.11	26.9.11
		18	2805801	P. S. Mungadiha	ST+Drop Out	27.9.11	28.9.11
		19	2802601	P. S. Keramunda	Drop Out	22.9.11	23.9.11
		20	2802501	P. S. Medinapur	Dormitory	21.9.11	
		21		RBC Basana	CWSN	27.9.11	28.9.11
		22	280701	P. S. Kudaribhra	Migrant	22.9.11	23.9.11

		23	2814401	P. S. Salkhand	Gender Gap	24.9.11	26.9.11
		24	2814201	P. S. Patherapali	Distance	20.9.11	21.9.11
4.	Saraypali (6)	25	2513603	M. S. Zilmila	Civil Work	27.9.11	28.9.11
		26		RBC Saraypali	CWSN	27.9.11	28.9.11
		27	2502701	P.S.Dongarraksha	Forest	24.9.11	26.9.11
		28	2504713	P.S. Beldihpathar	Migrant	26.9.11	27.9.11
		29	2513901	P. S. Kejuwa	Civil Work	28.9.11	
		30		M. S. Balasi	OoSC	27.9.11	
5.	Pithora (8)	31	1103001	P. S. Chikhli	Drop Out	20.9.11	21.9.11
		32		P. S. Badhipali	OoSC	24.9.11	26.9.11
		33		M.S.Sai Saraipali	Dormitory	27.9.11	28.9.11
		34		M. S. Bhurkoni	Gender Gap	22.9.11	23.9.11
		35	1102802	M. S. Khuteri	CAL	27.9.11	28.9.11
		36	1111302	M. S. Arand	ST	20.9.11	21.9.11
		37		P. S. Patelpara	Forest	24.9.11	26.9.11
		38	1111301	P. S. Arand		22.9.11	23.9.11
	Total – 38						

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:

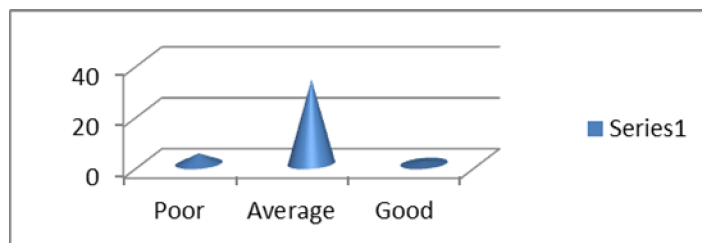
a.	Regularity in serving meals																									
	Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.																									
b.	Trends																									
	<ul style="list-style-type: 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																									
	<p>Table Showing the Delivery of Food Grains</p> <table border="1"> <thead> <tr> <th>Sl. No</th> <th>Item of observation</th> <th>yes</th> <th>No</th> <th>remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Regularity in Receiving food grains by implementing Agency</td> <td>32</td> <td>6</td> <td></td> </tr> <tr> <td>2</td> <td>Maintenance of One month buffer stock</td> <td>32</td> <td>6</td> <td></td> </tr> <tr> <td>3</td> <td>Parity between marked weight and actual supply</td> <td>35</td> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>Food grain supplied at schools</td> <td>34</td> <td>4</td> <td></td> </tr> </tbody> </table>	Sl. No	Item of observation	yes	No	remarks	1	Regularity in Receiving food grains by implementing Agency	32	6		2	Maintenance of One month buffer stock	32	6		3	Parity between marked weight and actual supply	35	3		4	Food grain supplied at schools	34	4	
Sl. No	Item of observation	yes	No	remarks																						
1	Regularity in Receiving food grains by implementing Agency	32	6																							
2	Maintenance of One month buffer stock	32	6																							
3	Parity between marked weight and actual supply	35	3																							
4	Food grain supplied at schools	34	4																							



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 showing Quality of Food Grains received

Sl. No	Item of observation	Poor	Average	Good
1	Quality of Food Grains	4	33	1

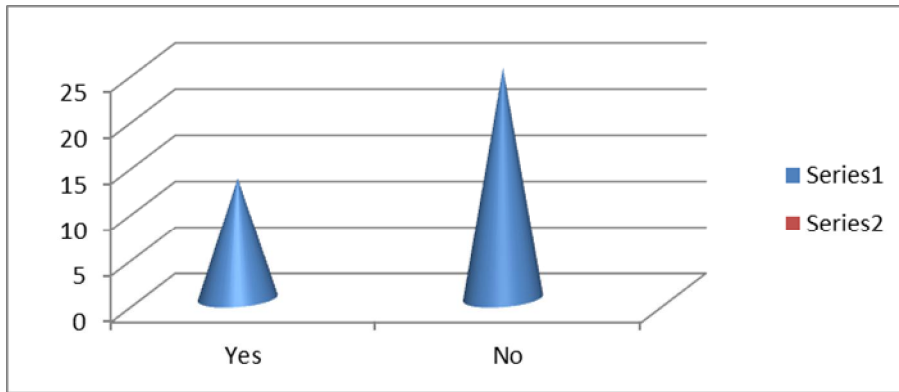


Above table and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional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

d. Regularity in delivering cooking cost to school level

Table Showing Regularity in Delivering Cooking Cost at School Level

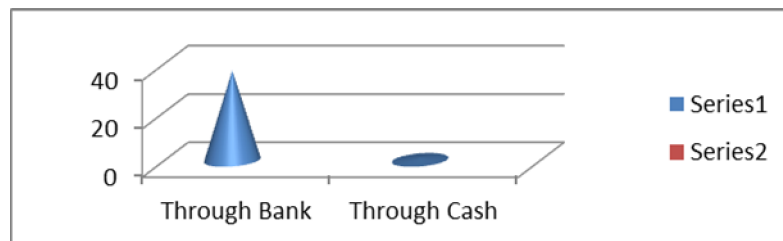
Sl.No	Item Observation	Yes	No
1	Regularity in Delivering Cooking Cost	13	25



Above table and the graph show us that in 1 schools regularity in cooking cost was found. In 25 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 Showing the Mode of Payment to Cooks

Sl.No	Item Of Observation	Through Bank	Through Cash
1	Mode of Payment	37	1



Mode of payment is systemized. In 37 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**

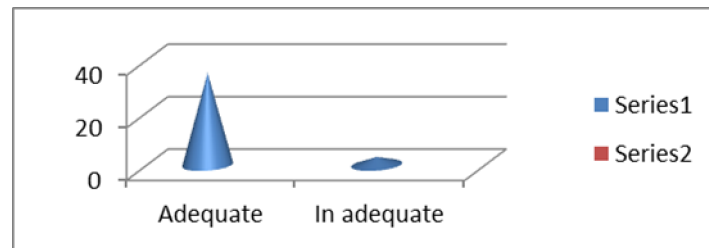
- ✓ Menu is displayed in all most all the schools that is visible to all;
- ✓ However, adhering to it was not observed and deviations were observed.
- ✓ Limited variety in menu is observed. Variety is conditioned by the availability of vegetables.
- ✓ Menu is decided by the CEO, BEO, and MDM authorities 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 Showing the Quantity of the Food

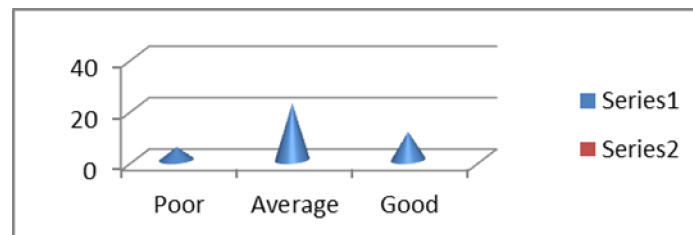
Sl.No	Item Of Observation	Adequate	In adequate
1	Quantity of Food	35	3



Out of 38 schools in 35 schools the quantity of food, on MIØ observation based on their interaction with the children was found to adequate to children. However, quantity of food in many cases needs to be increased.

Table Showing the Quality of the Food

Sl.No	Item Of Observation	Poor	Average	Good
1	Quality of Food	5	22	11



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.

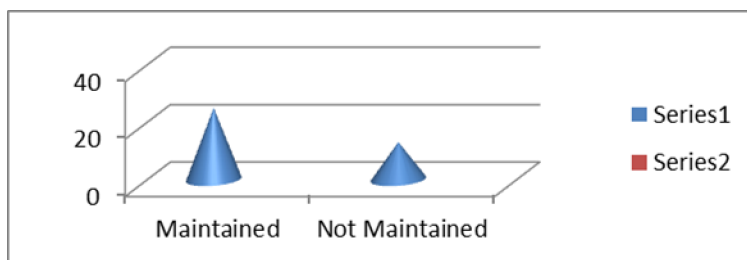
Above numbers regarding quality are to be seen by keeping these facts of reality.

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 Showing the Status of Maintenance of Health Cards

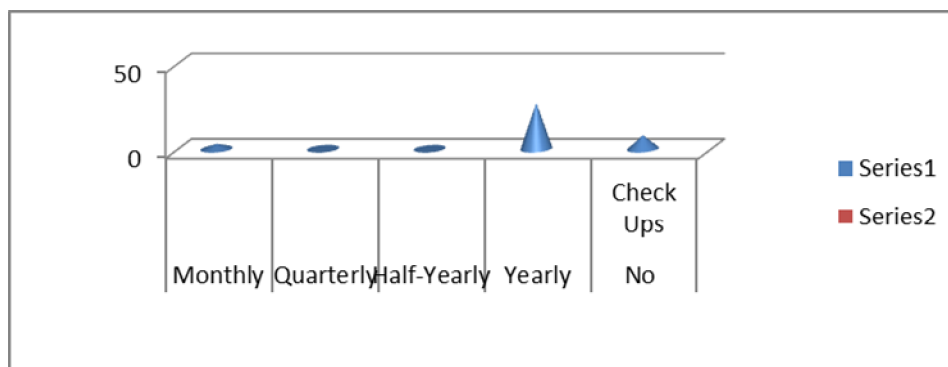
Sl.No	Item Of Observation	Maintained	Not Maintained
1	Maintenance of Health Cards	25	13



Above table and graphs tell us the maintenance of health cards. Out of 38 schools 25 are maintaining and 13 are not maintaining health cards.

Table Showing the Frequency of Health Checkups

Sl.No	Item Of Observation	Monthly	Quarterly	Half-Yearly	Yearly	No Check Ups
1	Frequency of Health Checkups	3	0	0	27	8



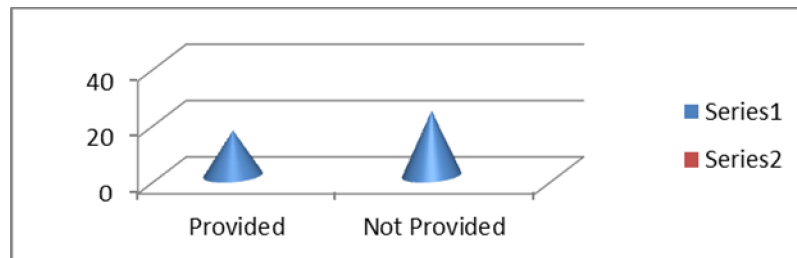
Above table and graph tells us true story of the health concerns. Out of 38 schools in 8

schools there was no health check up at all. Only in schools- monthly in rest 27 schools it yearly health checkups.

- ✓ 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 Showing the Provision of Micro-Nutrients

Sl.No	Item Of Observation	Provided	Not Provided
1	Micro-Nutrients	15	23

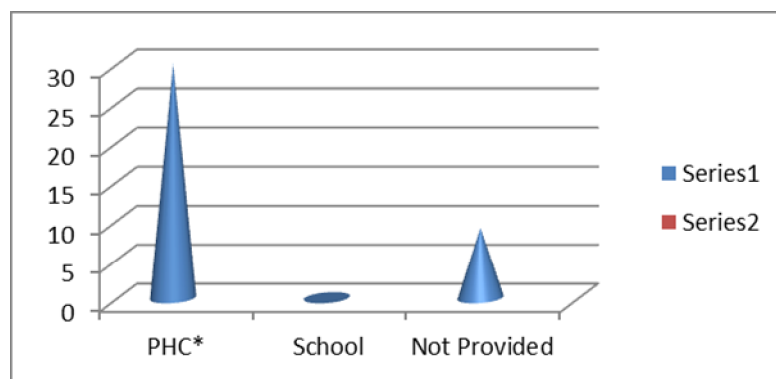


Above table and graph show us the provision of micro-nutrients in school. Only 15 out of 38 schools are providing micro-nutrients to children. This is found to be a gray area where efforts are needed to address and improve the situation.

Table Showing the Administering Agency

Sl. No	Item Of Observation	PHC*	School	Not Provided
1	Administering Agency	30	0	8

*PHC: Primary Health Centre

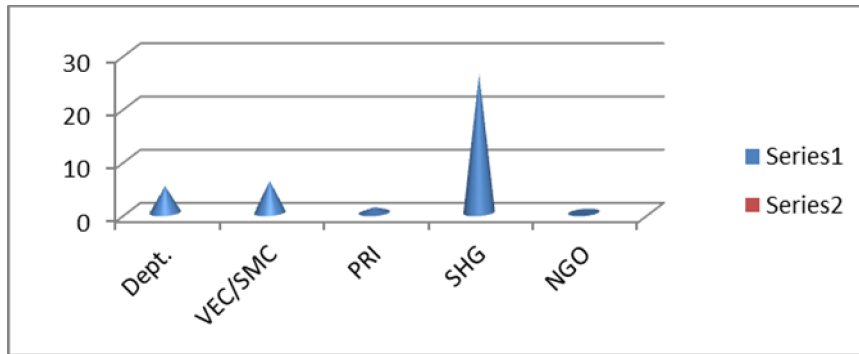


The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

i. Status of cooks

Table Showing the Cooking Agency

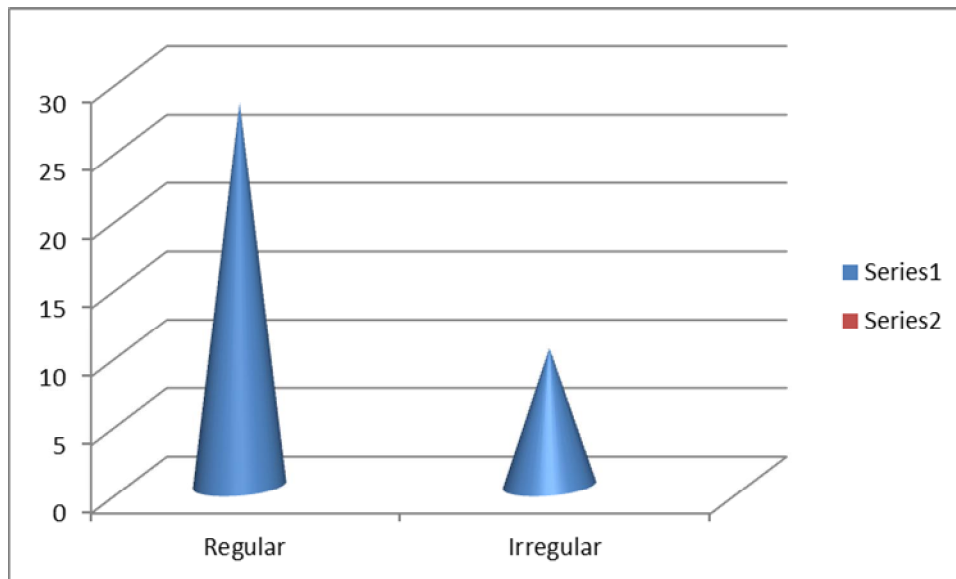
Sl. No	Item Of Observation	Dept.	VEC/SMC	PRI	SHG	NGO
1	Cooking Agency	5	6	1	26	0



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 Showing the Regularity in Payment

Sl. No	Item Of Observation	Regular	Irregular
1	Regularity in Payment	28	10



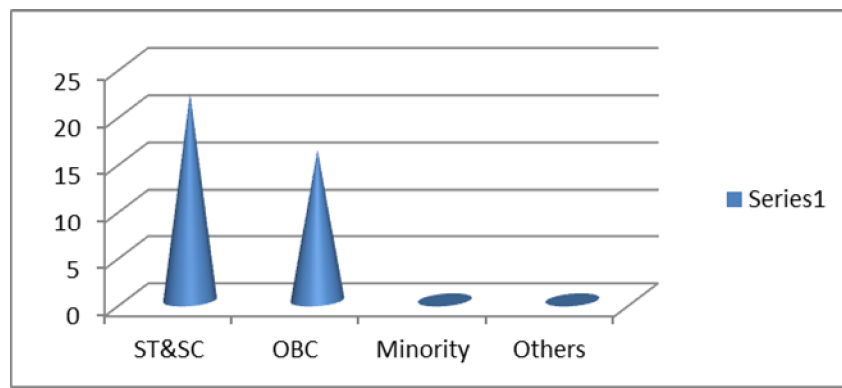
As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other

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 Showing the Social Class of Cooks

Sl.No	Item Of Observation	ST&SC	OBC	Minority	Others
1	Social Class of Cooks	22	16	00	00

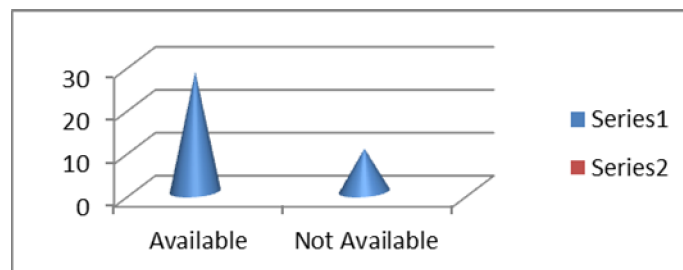


Above data indicates the social background of cooks. They are predominantly from deprived sections of the society. They are from ST, SC and OBC and are women.

j. Infrastructure of kitchen shed

Table Showing the Availability of Infrastructure

Sl. No	Item Of Observation	Available	Not Available
1	Kitchen Shed	28	10

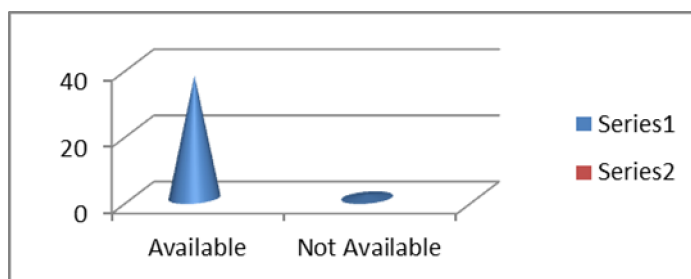


The pucca kitchen shed was found constructed in majority (28) primary schools. Kitchen sheds were not available in some cases in upper primary schools where PD and UPS are organized in the same premise. In that event, UPSs are using Primary school or anganwadi kitchen rooms for their cooking.

k. Availability of potable water

Table Showing the Availability of Potable Water in the School

Sl.No	Item Of Observation	Available	Not Available
1	Potable Water	37	1

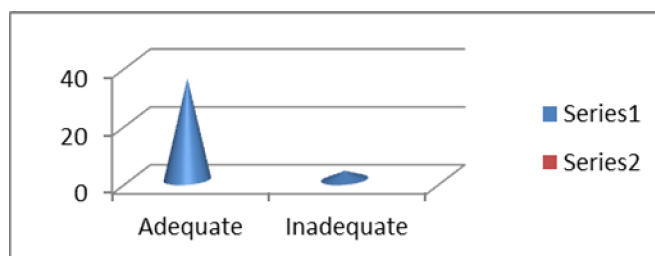


Safe drinking water was found available in majority (37 out of 38) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas

l. Utensils of cooking meals

Table Showing the Adequacy of Availability of Cooking Utensils

Sl. No	Item Of Observation	Adequate	Inadequate
1	Cooking Utensils	35	3

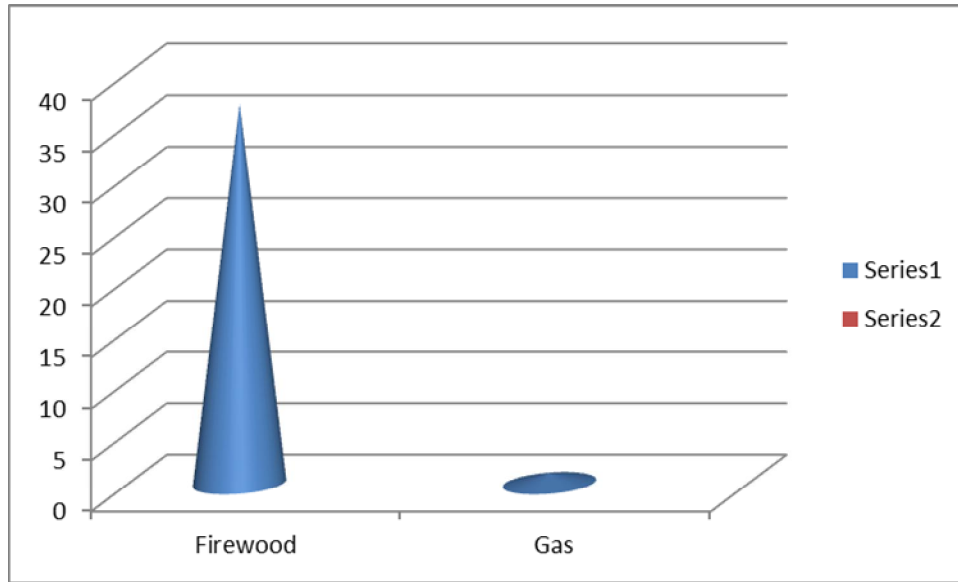


Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 35 schools.

m. Fuel used in cooking

Table Showing the Kind of Fuel for Cooking

Sl.No	Item Of Observation	Firewood	Gas
1	Kind of Fuel	37	1



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, 37 schools out of 38 are using firewood.

n. **Safety and hygiene**

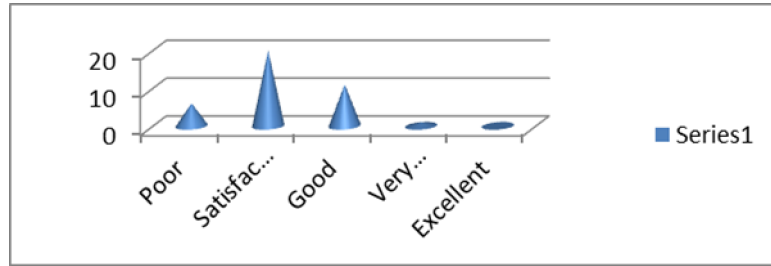
- ✓ Adequate safety was found as the kitchen shed was separate from the schools.
- ✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.
- ✓ Hygiene is a problem in urban schools due to lack of space and presence of waste material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

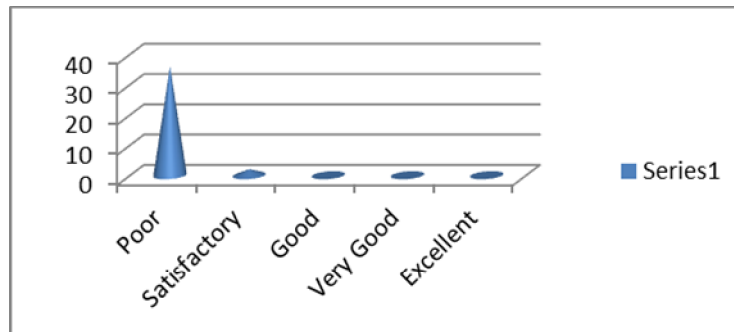
**Tables Showing Awareness about:
Quantity of MDM per child**

Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Quantity of MDM per child	6	20	11	1	0



Entitlement of Quantity and Nutrients in MDM per child

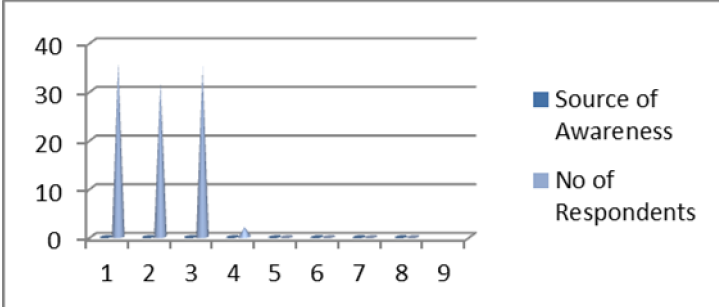
Sl.No	Item of Observation	Poor	Satisfactory	Good	Very Good	Excellent
1	Entitlement of Quantity and Nutrients in MDM per child	36	02	0	0	0



Above two tables 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 SSA.

Tables Showing Source of Awareness

Sl. No	Source of Awareness	No of Respondents
1	Villagers/Community	36
2	School	32
3	Teacher	35
4	News Paper	2
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

	 <p>✓ The above table show us that Community, School and teachers are major source of information and awareness;</p> <p>✓ Mass media of any kind has no role in creating awareness in this regard.</p>
p.	<p>Inspection and supervision</p> <p>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..</p>
q.	<p>Impact of MDM</p> <p>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</p>

G. 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 Chattisgarh state, this scheme has created one of the material conditions to attract children of deprived sections to school. Enrollment, retention and childrens 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:

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

