

**DRAFT**

**II HALF YEARLY MONITORING REPORT  
OF  
Mid-Day Meal  
FOR THE STATE OF CHHATTISGARH  
FOR THE PERIOD OF  
April 2012 to September 2012**

**DISTRICTS MONITORED:**

- 1. Bastar**
- 2. Kondagaon**
- 3. Dantewada**
- 4. Raipur**

**Monitoring Institute: REGIONAL INSTITUTE OF EDUCATION**

**Nodal Officer: Dr. B. Ramesh Babu**  
Associate Professor, RIE, (NCERT)- Bhopal  
Monitoring Officer

**Team Member: Dr. Ramakar Raizada**  
Associate Professor, RIE, (NCERT)- Bhopal

## **II Half Yearly Report of Mid-Day Meal of Chhattisgarh for the period April 2012 to September 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, Government of India launched mega scheme- Mid-Day Meal. Further, Government of India 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 dropout rates manifold. As part of the ongoing monitoring of the implementation of the scheme in the state Chhattisgarh, four districts-Bastar, Kondagaon, Dantewada, and Raipur- were selected for II half yearly monitoring. Forty elementary schools in each district were selected for assessment and analysis. Following is the district-wise report of the monitoring.

:

## General Information

Sl. No.	Information	Details			
1.	Period of the report	April, 2012 to September, 2012			
2.	No. of Districts allotted	04			
3.	Districts' name	Bastar, Kondagaon, Dantewada and Raipur			
4.	Month of visit to the Districts / Schools (Information is to be given district wise i.e District 1, District 2, District 3 etc.)	Bastar : 25/7/2012 to 11/8/2012 Kondagaon : 12/8/2012 to 1/9/2012 Dantewada : 3/9/2012 to 20/9/2012 Raipur : 22/9/2012 to 10/10/2012			
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.)	Bastar : Primary School – 14 Middle School - 26 Kondagaon : Primary School – 11 Middle School – 29 Dantewada : Primary School – 21 Middle School - 15 SRTC- 4 Raipur : Primary School – 25 Middle School - 9 SRTC – 4, SNRTC – 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)	Bastar : 40 Kondagaon : 40 Dantewada : 40 Raipur : 40			
<b>7.</b>	<b>Types of schools visited</b>	<b>Bastar</b>	<b>Kondagaon</b>	<b>Dantewada</b>	<b>Raipur</b>
a)	Special training centers (Residential)	1	---	4	5
b)	Special training centers (Non Residential) Dormitory	---	---	2	2
c)	Schools in Urban Areas	8	4	8	1
d)	School sanctioned with Civil Works	2	1	2	3
e)	School from NPEGEL Blocks	4	7	2	---
f)	Schools having CWSN	2	2	5	9
g)	School covered under CAL programme	5	4	3	4
h)	KGBVs	7	5	3	---
i)	Higher Gender Gap	---	---	2	1
j)	Higher Population of SC/ST children	2	---	1	7
k)	Low retention/high dropout rate	1	2	1	1
l)	Sizeable no of OoSC	---	---	---	---
m)	In bound and out bound seasonal migration	---	---	---	4
n)	Schools in forest and far flung areas	---	---	---	---
o)	Others	8	15	7	3
	<b>Total</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
8.	Number of schools visited by Nodal Officer of the Monitoring Institute				
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: Bastar

### Introduction

**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:

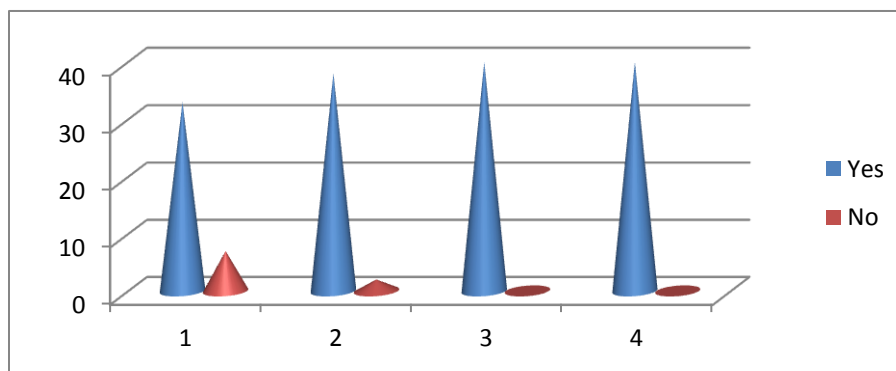
a.	<b>Regularity in serving meals</b> Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.
b.	<b>Trends</b> <ul style="list-style-type: none"> <li>✓ Variations were noticed in the mid-day meal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

#### 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	33	7	
2	Maintenance of One month buffer stock	38	2	
3	Parity between marked weight and actual supply	40	0	
4	Food grain supplied at schools	40	0	

**Graph – 1: Showing the Delivery of Food Grains**

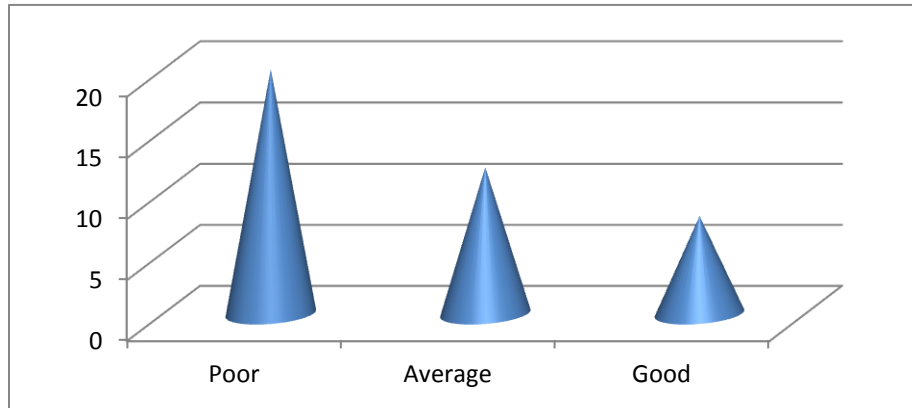


MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is achieved. Above table, picture and graph show the extent of achievement in these aspects. However, the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

**Table – 2: Showing Quality of Food grains received**

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food Grains	20	12	8	

**Graph – 2: Showing Quality of Food grains received**



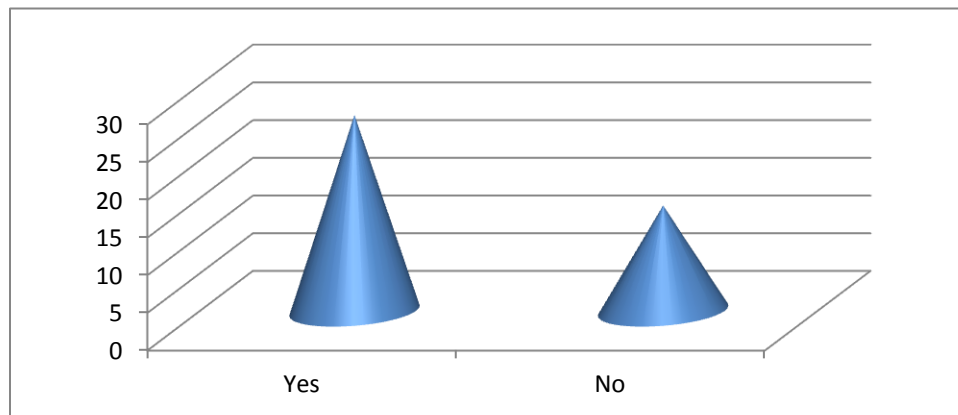
Above table, and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent nutritional 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	26	14	

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

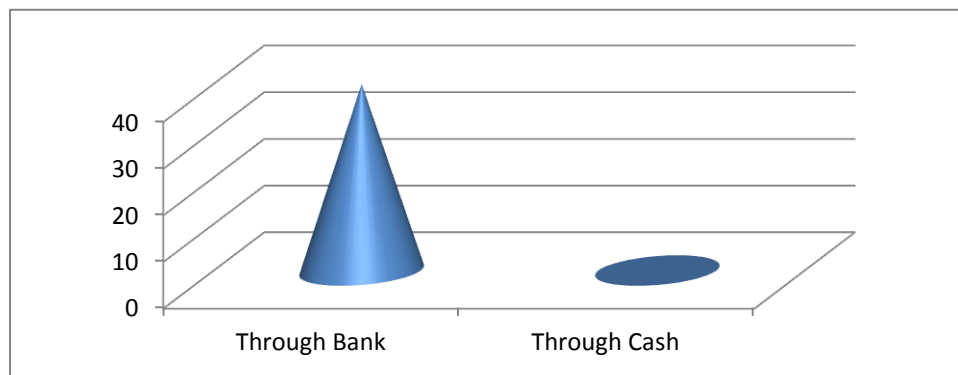


**Above** table and the graph show us that in 26 schools regularity in delivering cooking cost was found. In 14 cases there was delay in payment. In the event of delay, it was informed that the material was purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

**Table – 4: Showing the Mode of Payment to Cooks**

Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	40	0	

**Graph – 4: Showing the Mode of Payment to Cooks**



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 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.

**f. Variety in menu**

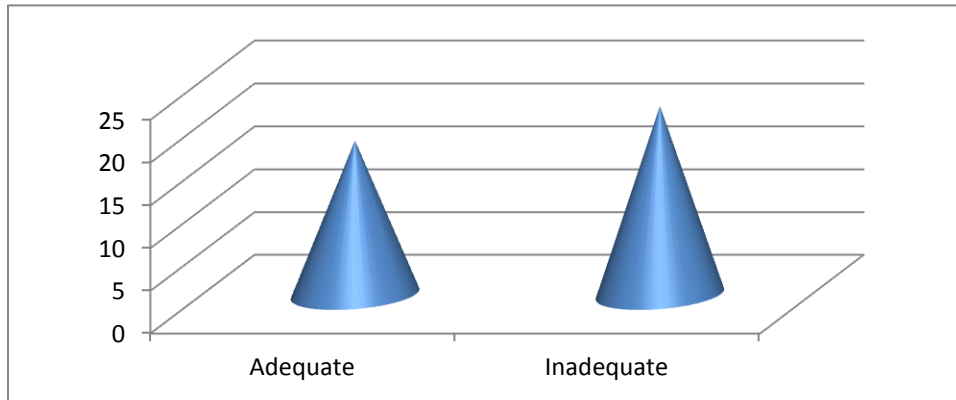
Varieties of vegetables that are available in the vicinity were used in cooking. Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments in 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.

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	18	22	

**Graph – 5: Showing the Quantity of the Food**



**Picture – 1:**

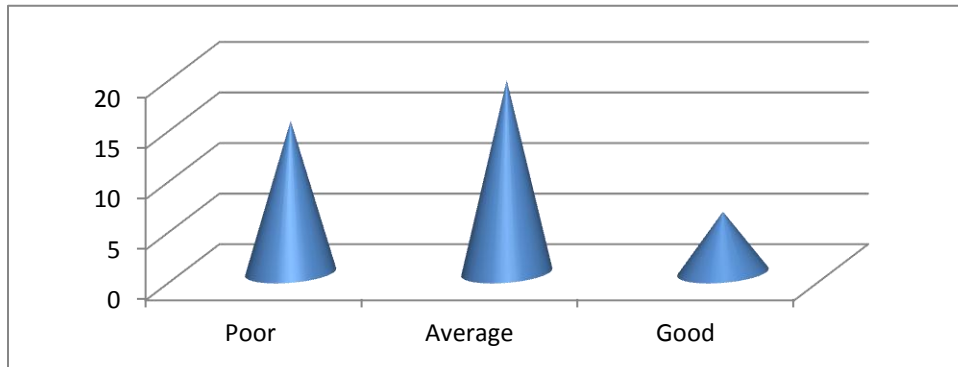


Out of 40 schools in 18 schools, the quantity of food, on MI's observation based on their interaction with the children was found to be adequate to children. In most of the middle school the quantity of food is not adequate. However, quantity of 'sabji' in many cases needs to be increased.

**Table – 6: Showing the Quality of the Food**

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	15	19	6	

**Graph – 6: Showing the Quality of the Food**



**Picture – 2:**



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.

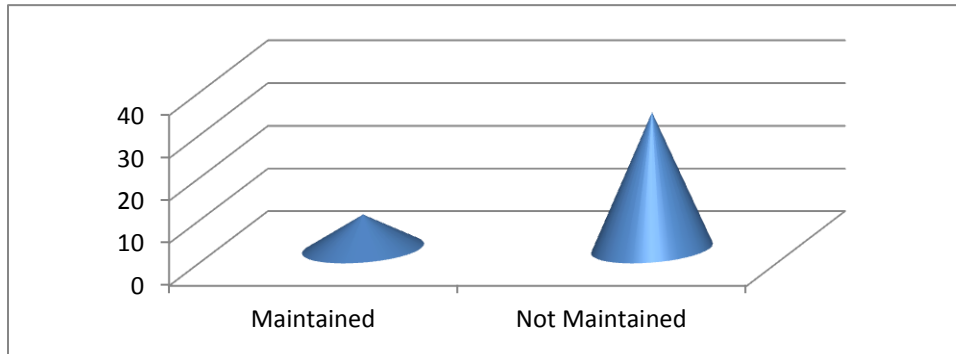
h. Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them

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

Sl. No.	Item of Observation	Maintained	Not Maintained
	Maintenance of Health Cards	8	32



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

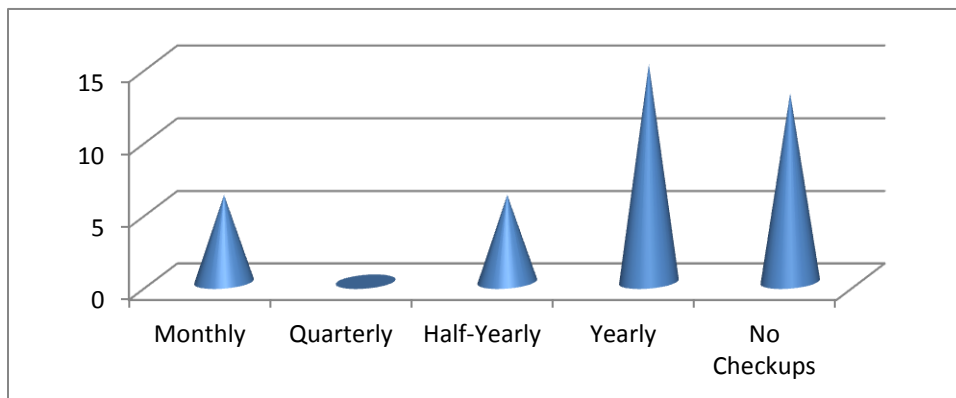


Above table and graphs tell us the maintenance of health cards. Out of 40 schools 8 are maintaining and 32 are not maintaining health cards. This is one of the neglected areas completely.

**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	6	0	6	15	13

**Graph – 8: Showing the Frequency of Health Checkups**



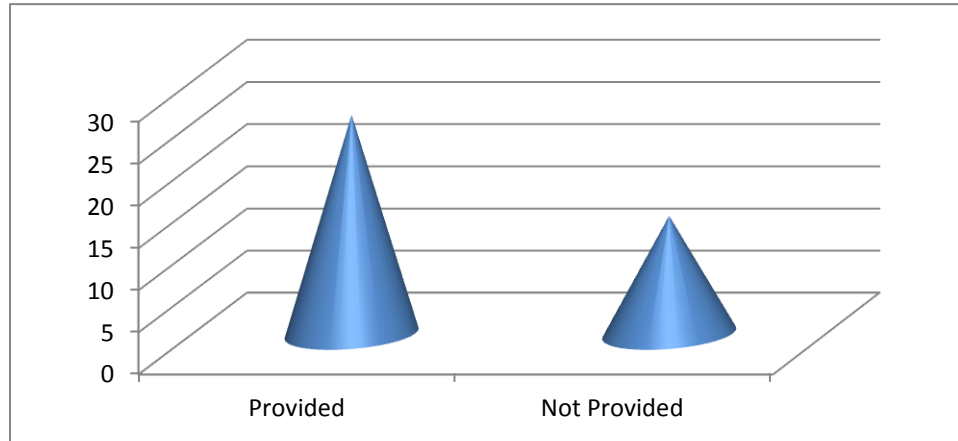
Above table and graph tells us true story of the health concerns. Out of 40 schools in 13 schools there was no health check up at all. In 6 schools there were half yearly checkups. Only in 6 schools there was monthly checkups and majority –in 15 schools – it is once in a year checkups.

- ✓ The observations reveal the fact that Health checkup are only not ‘institutionalized’ but health is not considered as an important aspect of child growth. This attitude undermines one of the important objectives of MDM.
- ✓ 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	26	14

**Graph – 9: Showing the Provisions of Micro-Nutrients**



**Picture – 3:**



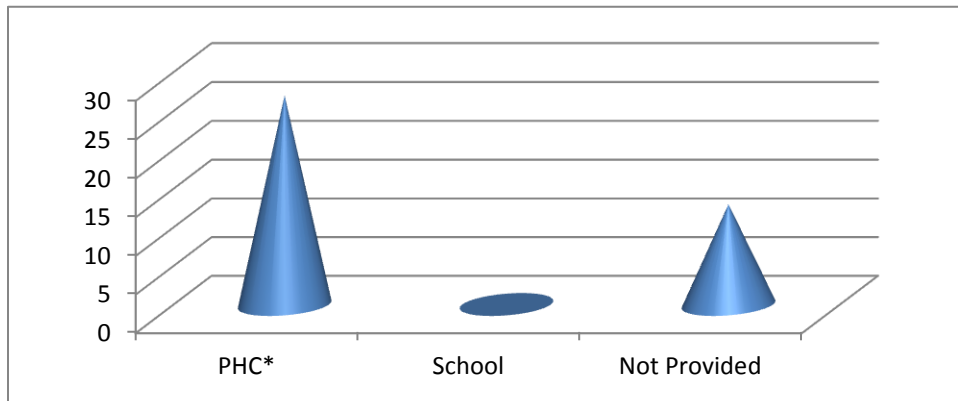
**Above** table and graph show us the provision of micro-nutrients in school. This needs to be improved.

**Table – 10: Showing the Administering Agency**

Sl. No.	Item of Observation	PHC*	School	Not Provided
1	Administering Agency	27	0	13

\*PHC: Primary Health Centre

**Graph – 10: Showing the Administering Agency**



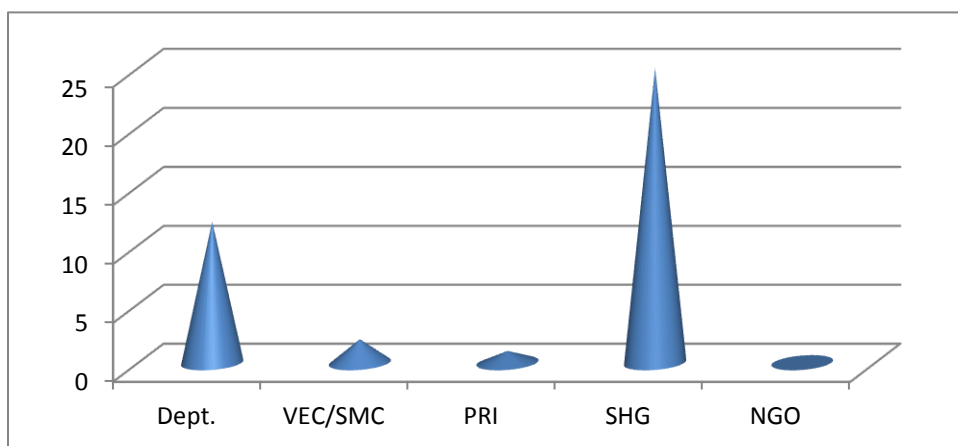
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

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	12	2	1	25	0	

**Graph – 11: Showing the Cooking Agency**



**Picture – 4:**

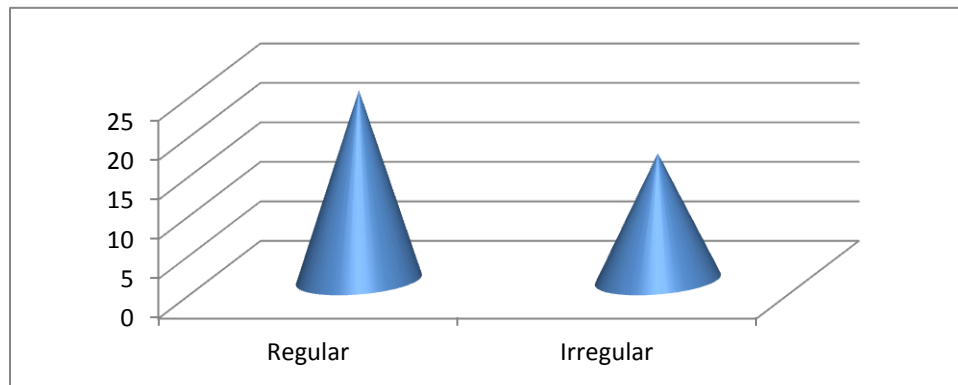


Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards Self Help Groups (SHG). Most of the SGHs are women groups.

**Table – 12: Showing the Regularity in Payment**

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	24	16	

**Graph – 12: Showing the Regularity in Payment**

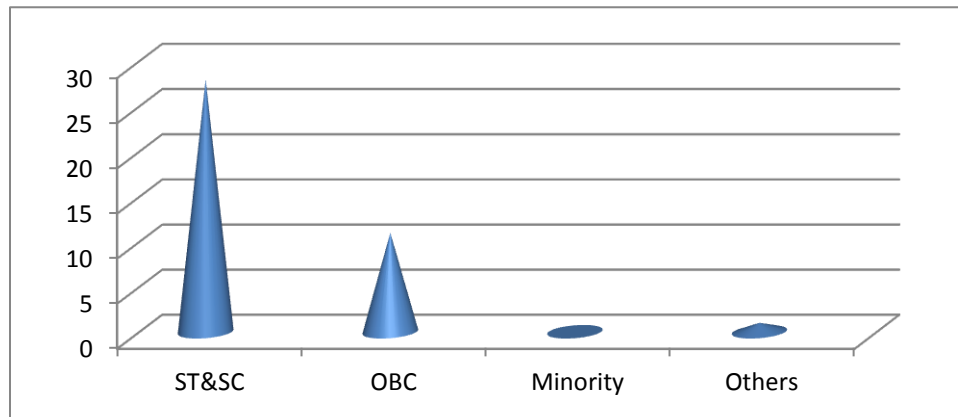


As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount.

**Table – 13: Showing the Social Class of Cooks**

Sl. No.	Item of Observation	ST&SC	OBC	Minority	Others	Remarks
1	Social Class of Cooks	28	11	0	1	

**Graph – 13: Showing the Social Class of Cooks**



**Picture – 5:**



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.

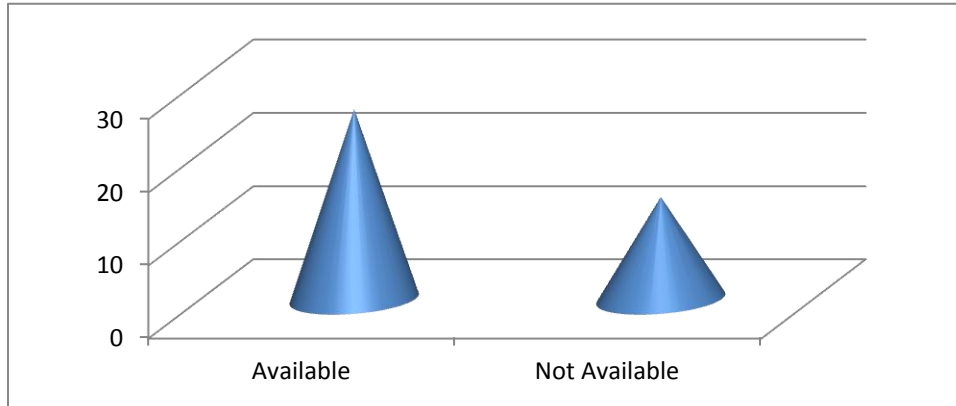
The payment of cooks was also matter of concern in some cases.

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 – 6:**



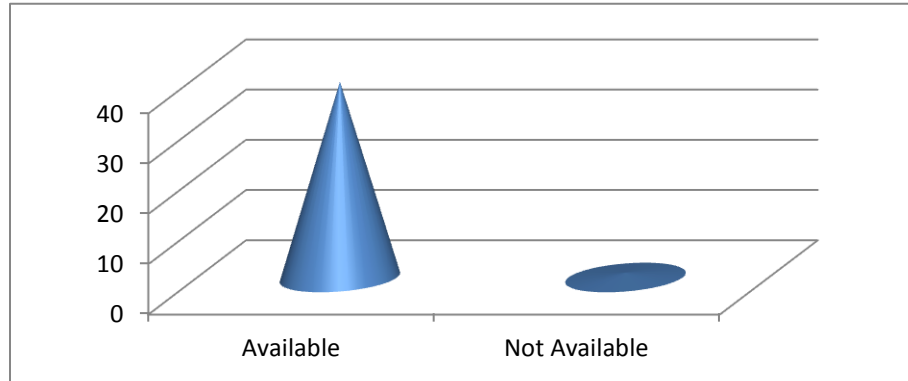
The pucca kitchen shed was in place in majority (26) primary schools. Kitchen sheds were not available in some cases in upper primary schools where both –PS and MS- operating from the same premise.

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 – 7:**



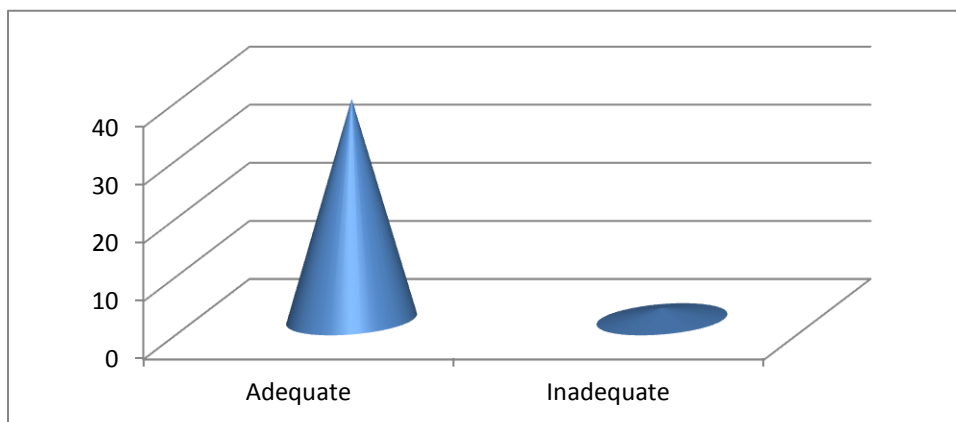
Safe drinking water was available in majority (39 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in one school that was P. S. Bazarpara, Block- Darbha.

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	38	2	

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



**Picture – 8:**



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.

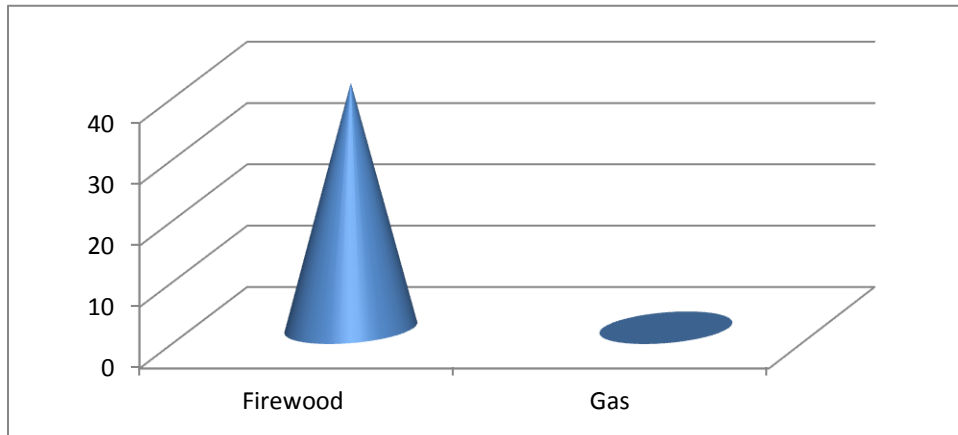
m. Fuel used in cooking

**Table – 17: Showing the Kind of Fuel for Cooking**

Sl. No.	Item of Observation	Firewood	Gas	Remarks
1	Kind of Fuel	40	0	



**Graph – 17: Showing the Kind of Fuel for Cooking**



**Picture – 9:**



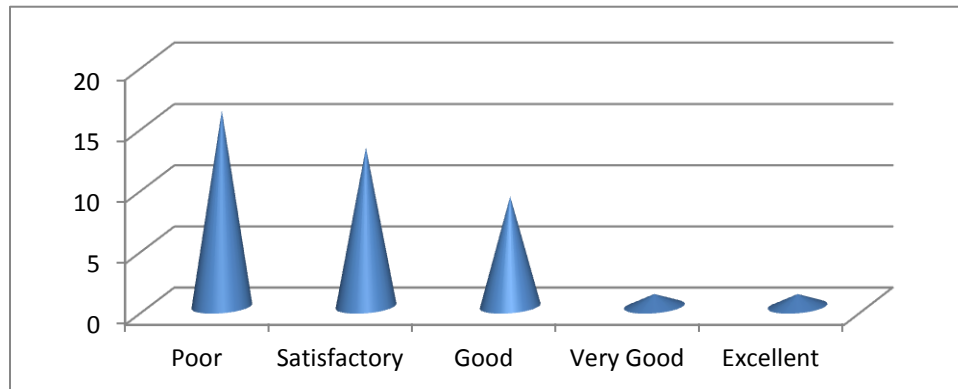
Normally, firewood is used as fuel for cooking mid-day meal in schools. In this district, 40 schools out of 40 are using firewood.

- |    |  |
|----|--|
| n. | <p><b>Safety and hygiene</b></p> <p>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. But at some places the water accumulates near the hand pump, and may give adverse affect on health. Example - P. S. Sargipal, Block- Bakawand and P. S. Negiras, Block – Lohandiguda.</p> |
| o. | <p><b>Community participation and awareness</b></p> <p>Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.<br/>           ** Participation is very meager.</p>   |

**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	16	13	9	1	1	

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



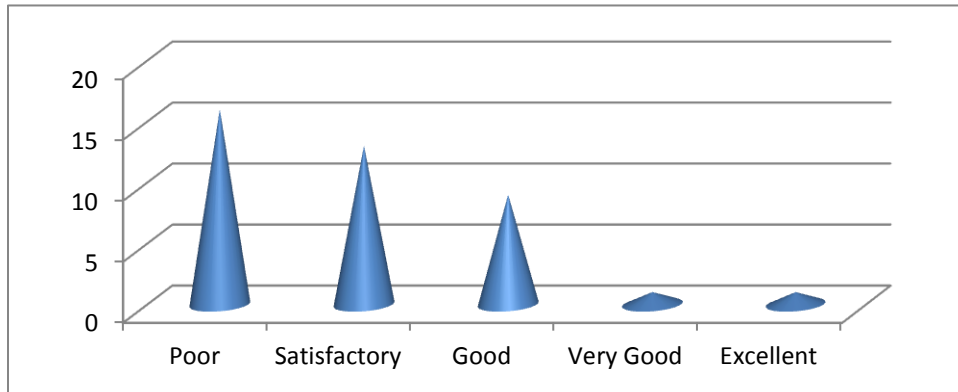
**Picture – 10:**



**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	16	13	9	1	1	

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



**Picture - 11**

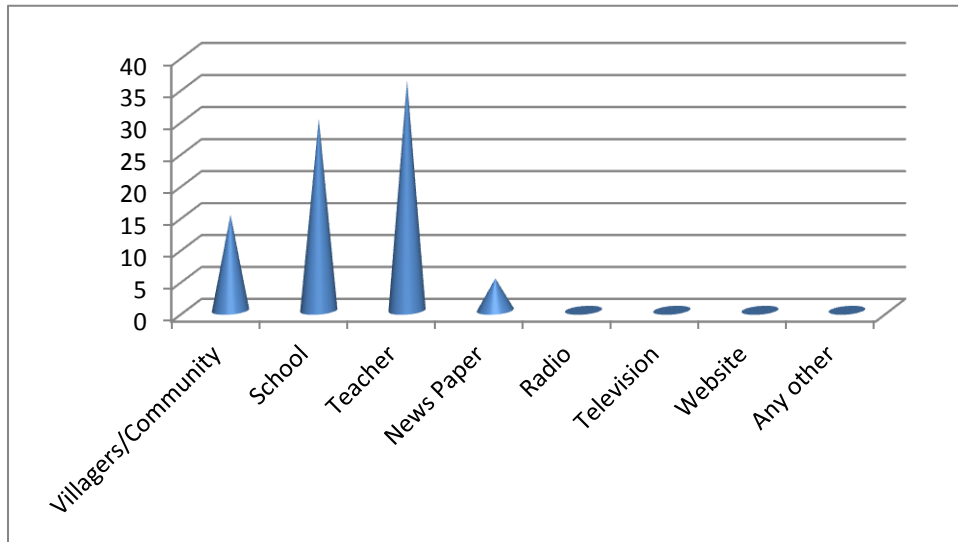


Above two tables, graphs and pictures reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. In this aspect, community members of 26 out of 40 schools are aware whereas in the other aspect i.e., about nutrients, (16) 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	15
2	School	30
3	Teacher	36
4	News Paper	05
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.	<p><b>Inspection and supervision</b></p> <p>Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college were found visiting the MDM quarterly but in most of the cases not giving their remarks in the observation and inspection books.</p>
q.	<p><b>Impact of MDM</b></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>

**B. Other issues related to MDM :**

1. . S. Danteshwari, Block- Jagdalpur: In this school, Head Master said that, Rs.- 3.70/- for P .S. and Rs. – 4.70/- for M. S. (for MDM Sabji) are not sufficient to maintain the quality of MDM. They demand Rs.- 8/- for P. S. and Rs. – 12/- for M. S.
2. P. S. Karitgaon, Block- Bakawand: In this school, MDM is not conducted regularly therefore students migrant to other schools.
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 areas; Children in those schools, hardly take MDM because of deteriorating quality of food.

**Schools visited in the district Bastar**

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Jagdalpur	3319401	P. S. Jawahar Nagar	Urban Area	27.7.12	3.8.12
2	Jagdalpur	3310303	M. S. Railway Colony	Urban Area	26.7.12	1.8.12
3	Jagdalpur	3308611	P. S. girls Indira Gandhi	Urban Area	26.7.12	1.8.12
4	Jagdalpur	3319805	M. S. Kangoli	Urban Area	27.7.12	3.8.12
5	Jagdalpur	3301502	M. S. Kumrawand	Urban Area	25.7.12	31.7.12

6	Bastanar	3000401	P. S. Badekillepar	Urban Area	31.7.12	5.8.12
7	Jagdapur	3322401	P. S. Danteshwari	Urban Area	9.8.12	13.8.12
8	Tokapal	2309402	M. S. Tekameta	General	9.8.12	11.8.12
9	Bakawand	2903504	P. S. Sargipal	General	25.7.12	8.8.12
10	Bastanar	3006402	P. S. Railway Colony Kodanar	General	8.8.12	5.8.12
11	Tokapal	2314302	M. S. Bademorathpal	General	27.7.12	8.8.12
12	Jagdapur	3308633	K. G. B. V. Dharampur	K. G. B. V.	29.7.12	4.8.12
13	Bastanar	3001006	K. G. B. V. Patelpara	K. G. B. V.	29.7.12	4.8.12
14	Bakawand	2903505	K. G. B. V. Bakawand	K. G. B. V.	26.7.12	5.8.12
15	Tokapal	2300323	K. G. B. V. Morathpal	K. G. B. V.	29.7.12	4.8.12
16	Bastar	1711202	K. G. B. V. Takaraguda	K. G. B. V.	29.7.12	3.8.12
17	Lohandiguda	2410201	K. G. B. V. Lohandiguda	K. G. B. V.	9.8.12	10.8.12
18	Darbha	0406201	K. G. B. V. Darbha	K. G. B. V.	29.7.12	4.8.12
19	Lohandiguda	2404702	M. S. Chitrakut	NPEGEL	28.7.12	6.8.12
20	Tokapal	2308901	M. S. Deurgaon	NPEGEL	28.7.12	1.8.12
21	Tokapal	2309203	M. S. Karanji	NPEGEL	27.7.12	3.8.12
22	Bastar	1711209	M. S. Karmari	NPEGEL	26.7.12	1.8.12
23	Lohandiguda	2410801	P. S. Negiraj	CWSN	28.7.12	6.8.12
24	Bastanar	3004108	P. S. Boys Ashram Palanar	CWSN	30.7.12	9.8.12
25	Bastanar	3002903	M. S. Kodanar	CAL	30.7.12	6.8.12
26	Darbha	0403005	M. S. Kaknar	CAL	31.7.12	7.8.12
27	Tokapal	2310703	M. S. Tandpal	CAL	28.7.12	7.8.12
28	Darbha	0408201	M. S. Tirathgarh	CAL	30.7.12	7.8.12
29	Darbha	0402001	M. S. Keshapur	CAL	31.7.12	4.8.12
30	Jagdapur	3323102	M. S. Bodghat	Civil Work	25.7.12	31.7.12
31	Lohandiguda	2404604	M. S. Bandaji	Civil Work	28.7.12	6.8.12
32	Bakawand	2910927	M. S. Girola	ST	25.7.12	3.8.12
33	Bakawand	2903402	P. S. Bijaguda	ST	25.7.12	8.8.12
34	Lohandiguda	2400402	P. S. Manjhipara (Gadhiya)	Special Enrollment	28.7.12	6.8.12
35	Bakawand	2905404	P. S. Karitgaon	Problematic	27.7.12	4.8.12
36	Bastar	1707503	P. S. Excellent Kavidasana	Problematic	26.7.12	1.8.12
37	Darbha	0407006	P. S. Bazarpara	Drop Out	8.8.12	11.8.12
38	Jagdapur	3308640	M. S. Kewramunda	Urban Area	25.7.12	9.8.12
39	Darbha	0405005	P. S. Ashram Shala Gongpal	Ashram Shala	30.7.12	6.8.12
40	Bastanar	3005502	M. S. Killepar No.- 2	NRBC	30.7.12	7.8.12
<b>Total – 40 Schools</b>						

## District Two: Kondagaon

### Selection of Schools:

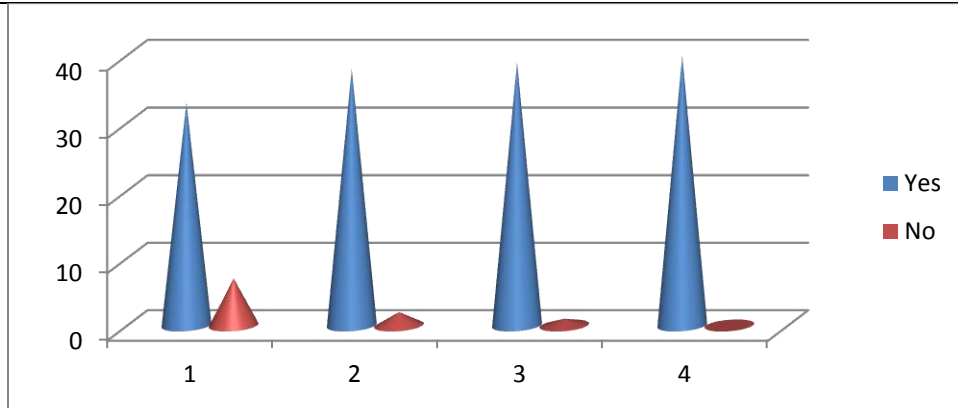
Total 40 Schools were visited during the school hours (10.30 a.m. to 4.30 p.m) and intensive discussions were made with children, teachers, head masters, village sarpanch, members of SMC and other members of the society. BRCs, CRCs, Anganwadies, etc were also visited to have in-depth idea about implementation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

Two faculty member from the MI along with 5 Field Investigators involved in monitoring activity to collect empirical evidences on the implementation of MDM scheme.

**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.	<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.) Normally there was no interruption in serving meals.</p>																						
b.	<p>Trends</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ All the enrolled students opted for MDM; (with negligible number of exceptions)</li> </ul>																						
c.	<p>Regularity in delivering food grains to school level</p> <p>Following two tables along with graphical presentation tell us different aspects of regularity.</p> <p style="text-align: center;"><b>Table – 1: Showing the Delivery of Food Grains</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="width: 10%;">Sl. No.</th> <th style="width: 50%;">Item of Observation</th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 20%;">Remarks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Regularity in Receiving food grains implementing agency</td> <td style="text-align: center;">33</td> <td style="text-align: center;">7</td> <td rowspan="4"></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Maintenance of One month buffer stock</td> <td style="text-align: center;">38</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Parity between marked weight and actual supply</td> <td style="text-align: center;">39</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Food grain supplied at schools</td> <td style="text-align: center;">40</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Graph – 1: Showing the Delivery of Food Grains</b></p>	Sl. No.	Item of Observation	Yes	No	Remarks	1	Regularity in Receiving food grains implementing agency	33	7		2	Maintenance of One month buffer stock	38	2	3	Parity between marked weight and actual supply	39	1	4	Food grain supplied at schools	40	0
Sl. No.	Item of Observation	Yes	No	Remarks																			
1	Regularity in Receiving food grains implementing agency	33	7																				
2	Maintenance of One month buffer stock	38	2																				
3	Parity between marked weight and actual supply	39	1																				
4	Food grain supplied at schools	40	0																				



**Picture – 1:**



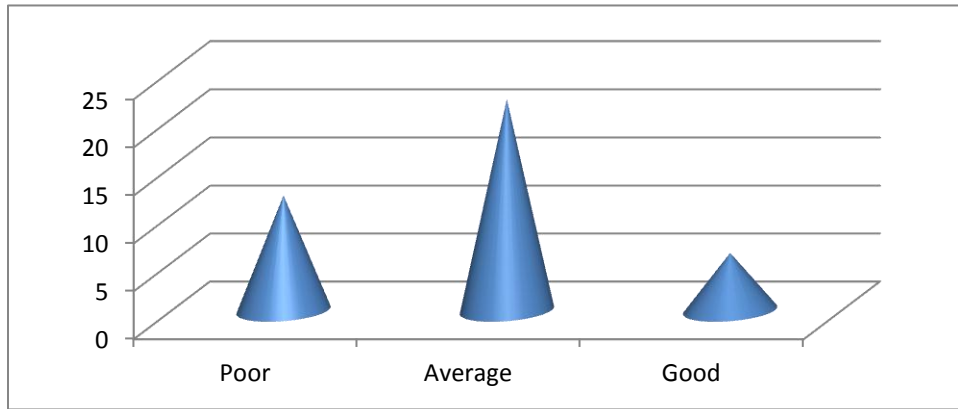
MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is largely achieved. Above table and graph show the extent of achievement in these aspects.

**Table – 2: Showing Quality of Food received**

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food Grains	12	22	6	



**Graph – 2: Showing Quality of Food received**



**Picture – 2:**



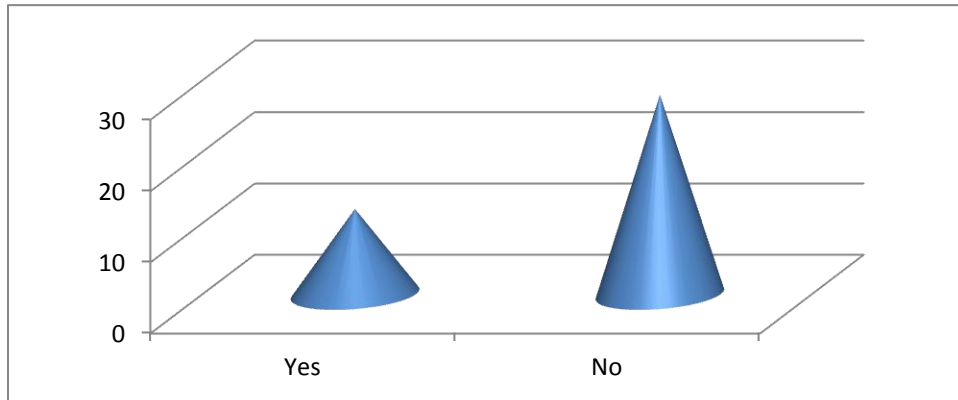
Above table, picture and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent 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	12	28	

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

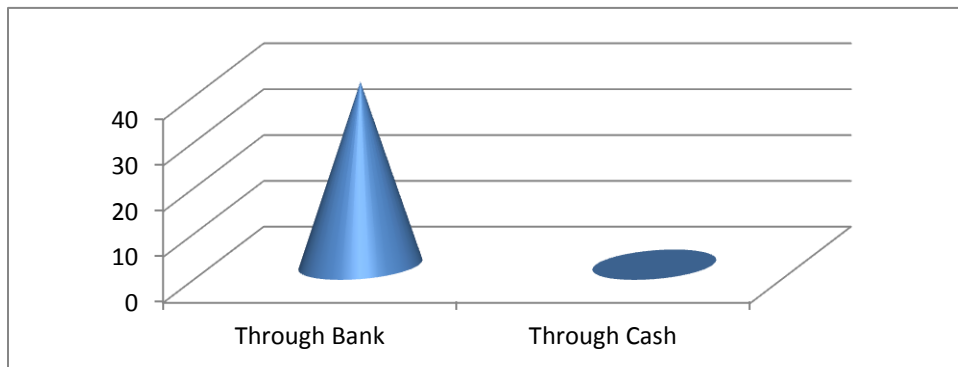


**Above** table and the graph show us that in 12 schools regularity in cooking cost was found. In 28 cases there was delay in payment. In the event of delay, it was informed that the material was purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

**Table – 4: Showing the Mode of Payment to Cooks**

Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	40	0	

**Graph - 4: Showing the Mode of Payment to Cooks**



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 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.

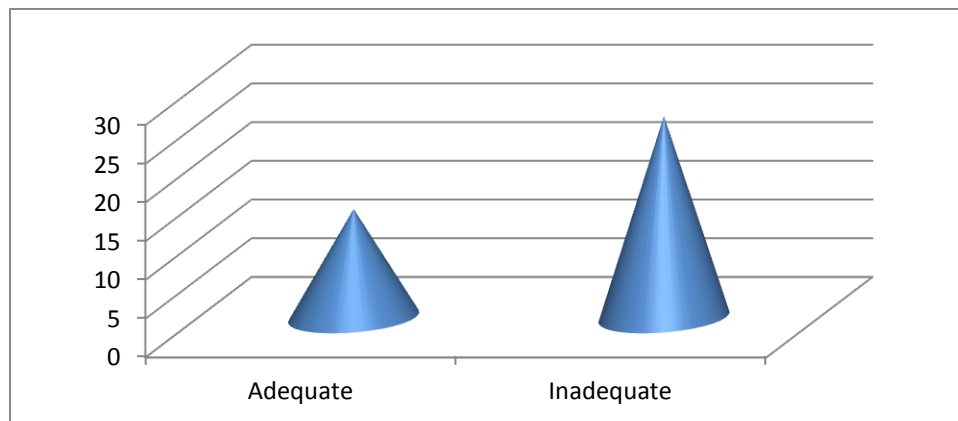
- f. Variety in menu
- ✓ Menu is displayed in all most all the schools that is visible to all;
  - ✓ However, adhering to it was not observed and deviations were observed.
  - ✓ Limited variety in menu is observed. Variety is conditioned by the availability of vegetables.
  - ✓ Menu is decided by the CEO, BEO, and MDM authorities at Block and district level.
  - ✓ In few cases the headmaster and cooking agency together also fix or change the 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	14	26	

**Graph – 5: Showing the Quantity of the Food**



**Picture – 3:**



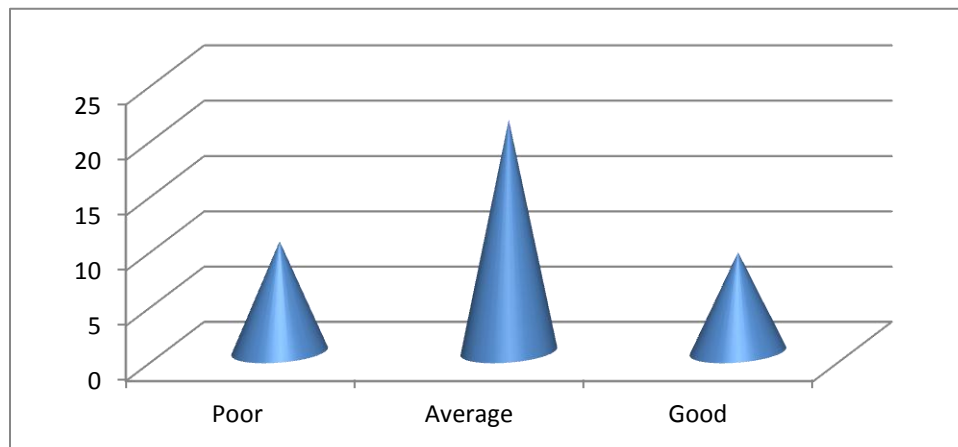
Out of 40 schools in 14 schools the quantity of food, on MI’s observation based on their interaction with the children was found adequate to children. Quantity is not adequate to children of middle schools. However, quantity of ‘sabji’ in most of the primary and middle schools needs to be increased.

**Table – 6: Showing the Quality of the Food**

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	10	21	9	

**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.

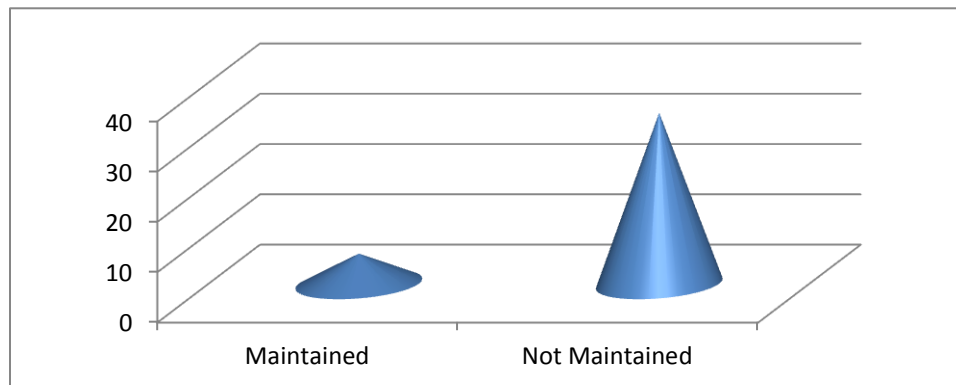
Above numbers regarding quality are to be seen by keeping these facts of reality. Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

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	6	34

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



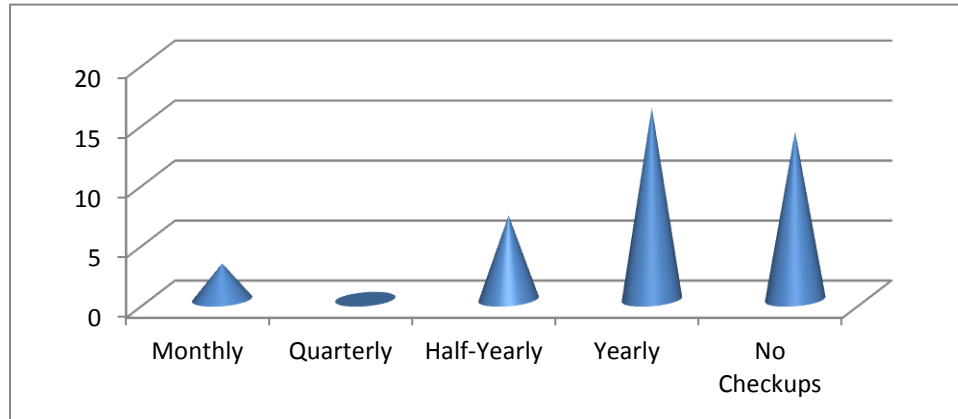
**Above** table and graphs tell us the maintenance of health cards. Out of 40 schools 6 are

maintaining and 34 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	0	7	16	14

**Graph – 8: Showing the Frequency of Health Checkups**



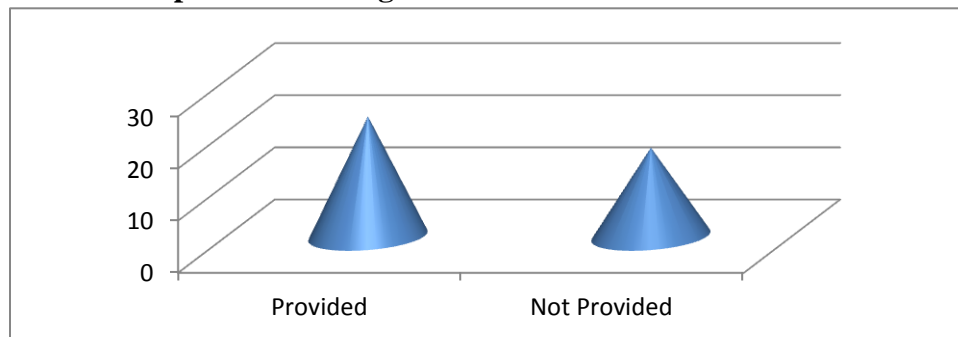
Above table and graph tells us true story of the health concerns. Out of 40 schools in 14 schools there was no health check up at all. Only in 3 schools- monthly and half yearly in 7 schools- health checkups are found to be regular. In 17 schools it once in a year.

- ✓ 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	23	17

**Graph – 9: Showing the Provisions of Micro-Nutrients**



**Picture – 5:**



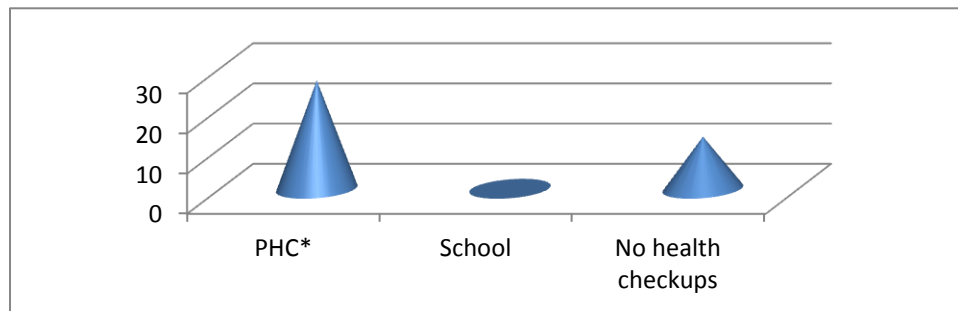
Above table, graph and picture show us the provision of micro-nutrients in school. Micro-Nutrients is provided in 23 schools but not provided in 17 schools. This is found to be a gray area where efforts are needed to address and improve the situation.

**Table - 10: Showing the Administering Agency**

Sl. No.	Item of Observation	PHC*	School	No health checkups
1	Administering Agency	27	0	13

\*PHC: Primary Health Centre

**Graph – 10: Showing the Administering Agency**



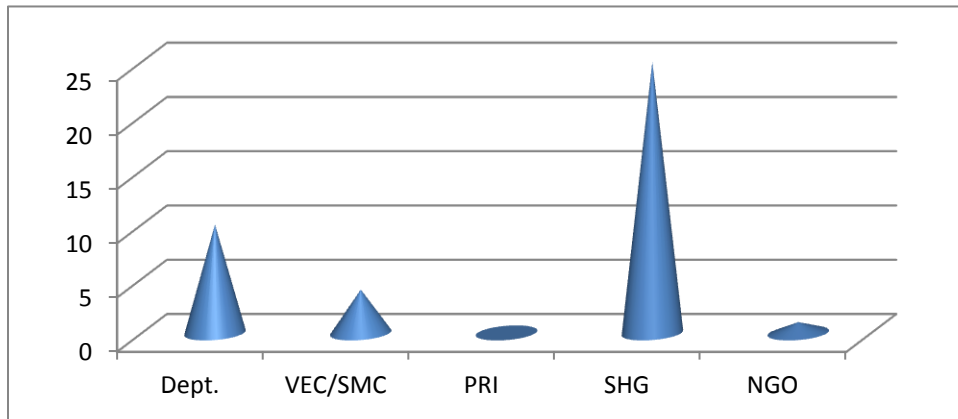
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

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	10	4	0	25	1	

**Graph – 11: Showing the Cooking Agency**



**Picture – 6:**



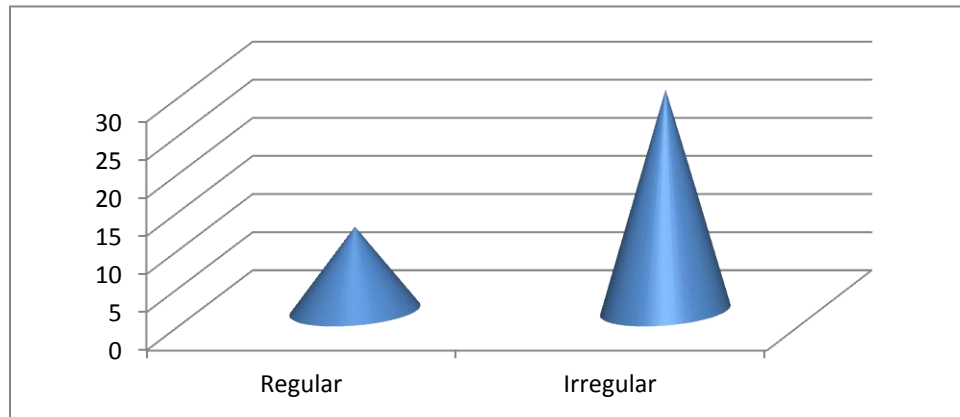
Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards Self Help Groups (SHG). Most of the SHGs are women groups.

**Table – 12: Showing the Regularity in Payment**

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



**Graph -12: Showing the Regularity in Payment**

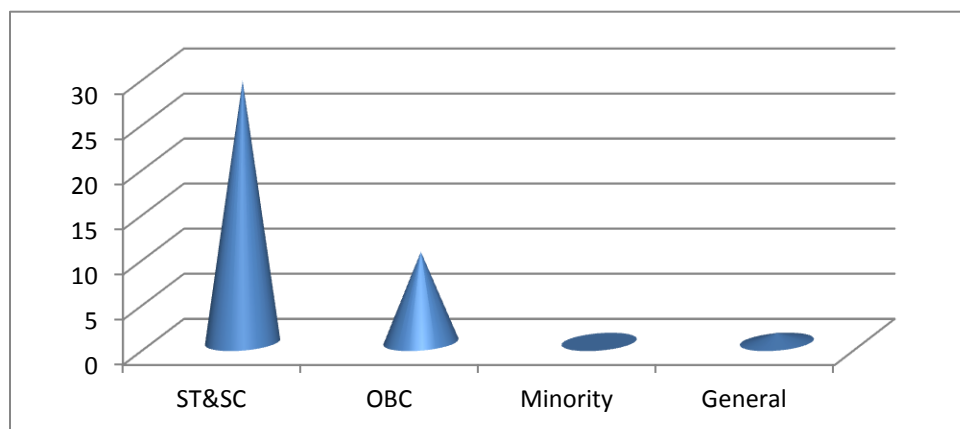


As per the above data, Irregularities in payments are there and their number is not less. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount.

**Table – 13: Showing the Social Class of Cooks**

Sl. No.	Item of Observation	ST&SC	OBC	Minority	General	Remarks
1	Social Class of Cooks	29	10	0	1	

**Graph – 13: Showing the Social Class of Cooks**



**Picture – 7:**



**Cooks social placement is as follows:**

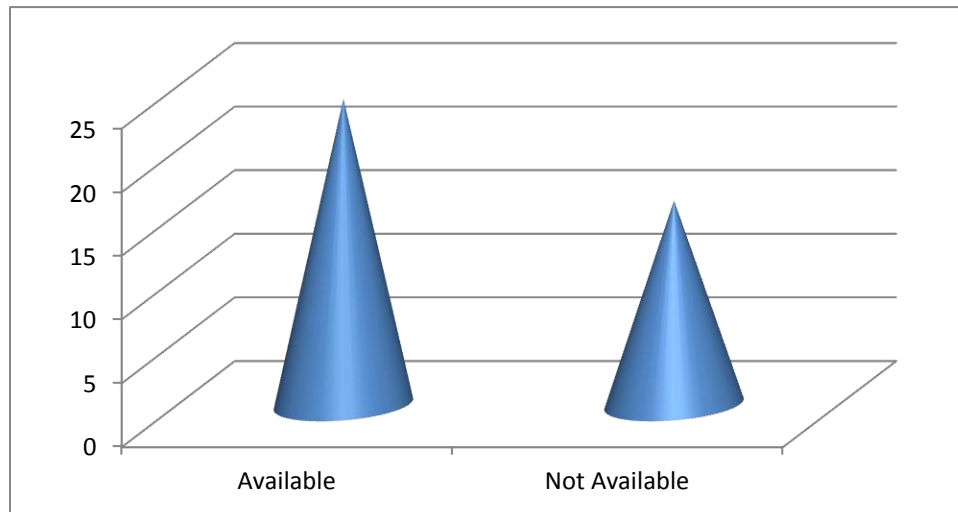
- (1) Most of cooks belongs to SC/ST (29)
- (2) Followed by OBC (10) and General (1)
- (3) Most of the cooks are women by gender.

j. Infrastructure of kitchen shed

**Table – 14: Showing the Availability of Infrastructure**

Sl. No.	Item of Observation	Available	Not Available
1	Kitchen Shed	24	16

**Graph – 14: Showing the Availability of Infrastructure**



**Picture – 8:**



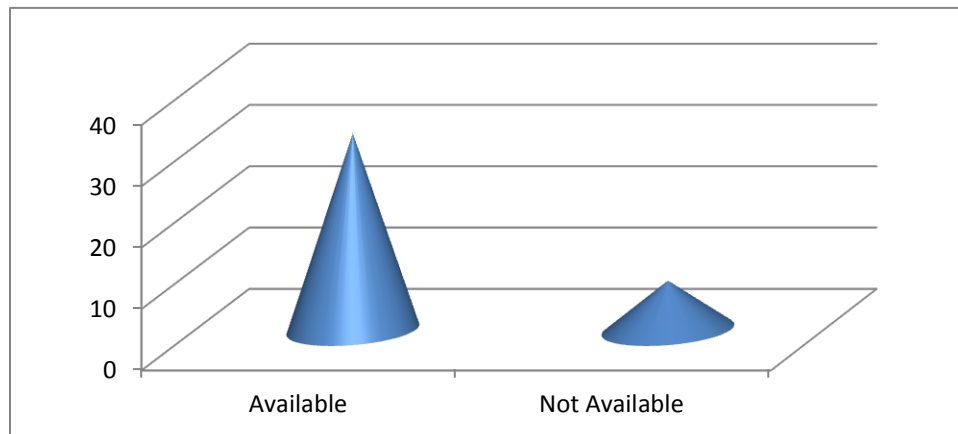
The pucca kitchen shed was found constructed in majority (24) primary and middle schools. Kitchen sheds were not available in some cases in primary and upper primary schools.

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	32	8

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



**Picture – 9 & 10:**



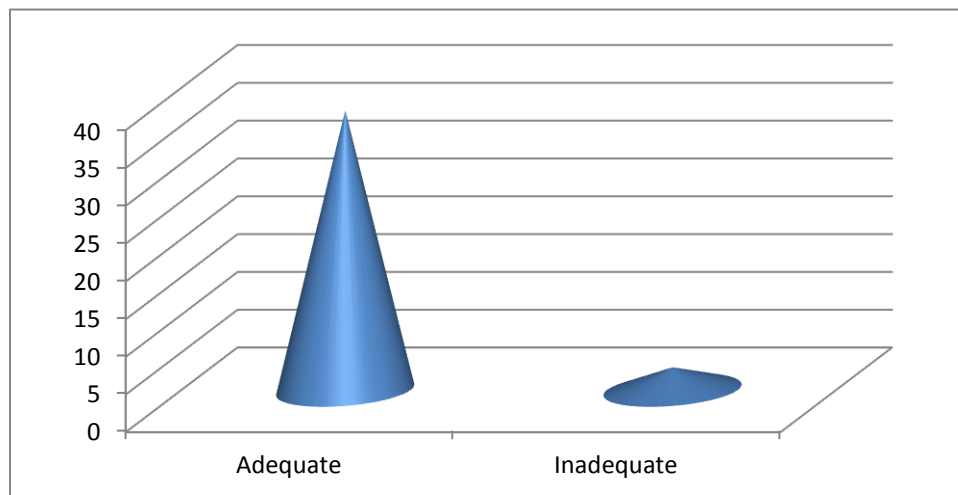
Safe drinking water was available in majority (32 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in some urban areas like P. S. Sargipal, Block- Bakawand and M. S. Bademorathpal, Block- Tokapal. But, in remaining 8 schools (2 primary and 6 middle schools) there was no source of water.

**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	37	3	

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



**Picture – 11:**



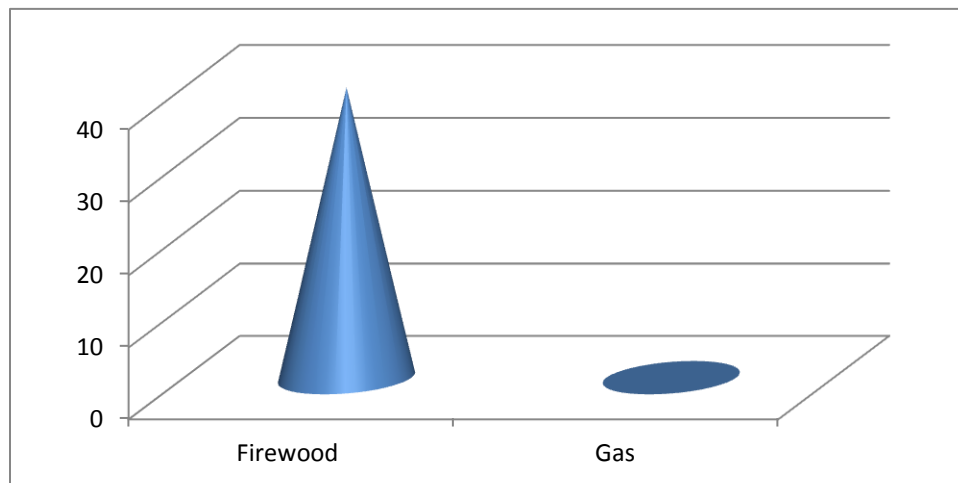
Adequate utensils for cooking, serving and taking meals were found available in all most all the elementary schools. Above data show us they are adequately available in 37 schools.

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	40	0	

**Graph – 17: Showing the Kind of Fuel for Cooking**



**Picture – 12:**



Normally, firewood is used as fuel for cooking mid-day meal in school. In this district, 40 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 some schools due to lack of space and presence of waste material in the vicinity of schools. Such schools like M. S. Linjoda and P. S. Pasangi, Block- Farasgaon.

o. Community participation and awareness

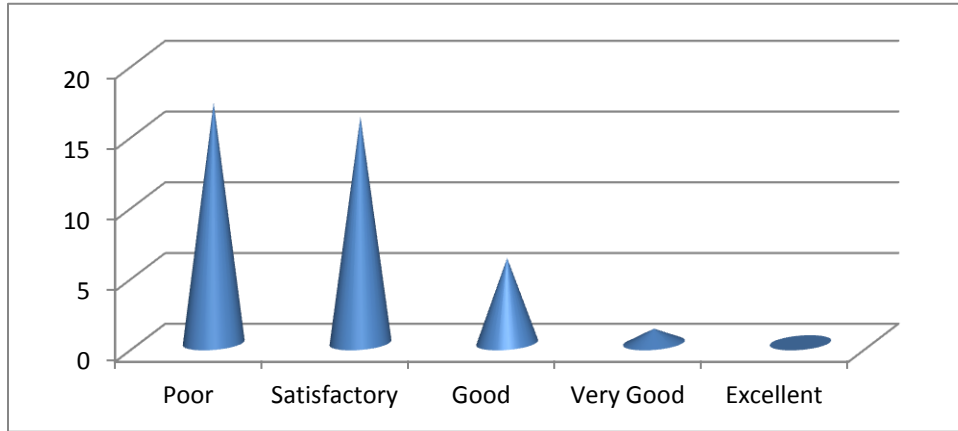
Community participation is a critical factor in the implementation of MDM. Therefore, their awareness regarding health and educational aspects of children is necessary. Following tables and graphs show us their awareness levels.

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	17	16	6	1	0	

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



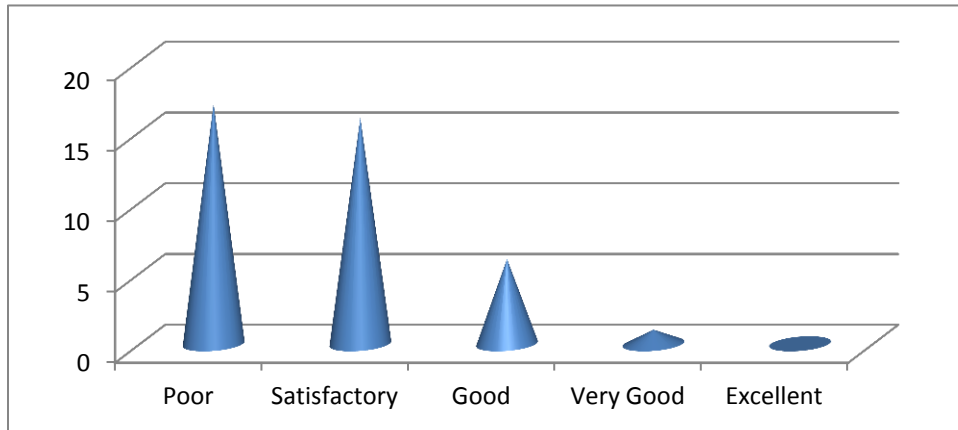
**Picture – 13:**



**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	17	16	6	1	0	

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



**Picture – 14:**

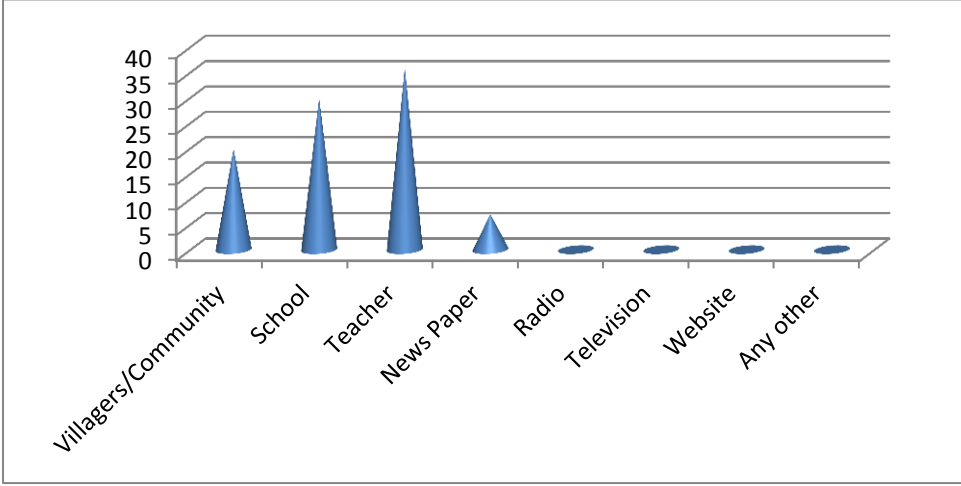


Above two tables, pictures and graphs reveal the same kind of awareness regarding two same aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. In this aspect, community members of 23 out of 40 schools are aware whereas in the other aspect i.e., about nutrients, overwhelming majority of schools (23) 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	20
2	School	30
3	Teacher	36
4	News Paper	07
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00



Graph – 20: Showing Source of Awareness	
	
	<ul style="list-style-type: none"> <li>✓ The above table show us that Community, School and teachers are major source of information and awareness;</li> <li>✓ Mass media of any kind has no role in creating awareness in this regard.</li> </ul>
	<p>Inspection and supervision</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Different time frequencies in supervision by various level of officers is found. No strict pattern was found.</li> </ul>
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.</p>

**D. Other issues related to MDM :**

1. M. S. Pendrawan, Block- Baderajpur: In this school only one cook available for 91 students MDM cooking.
2. K. G. B. V. Keshkal, Block- Keshkal: In this school only 1 MDM cook available for 100 students.
3. M. S. Adenga, Block- Keshkal; In this school, only one MDM cook available for 165 students.
4. Basically, students from poorest background expressed satisfaction over MDM. Satisfaction level of children and their poverty level go hand in hand.

### Schools visited in the district (Kondagaon)

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Kondagaon	2601201	M. S. Jampadarpara	Urban Area	29.8.12	1.9.12
2	Baderajpur	2563485	M. S. Mainpur	Urban Area	27.8.12	28.8.12
3	Kondagaon	2600501	P. S. Jamkotpara	Urban Area	31.8.12	1.9.12
4	Kondagaon	2629202	M. S. Block Colony	Urban Area	29.8.12	30.8.12
5	Keshkal	1209602	M. S. Baniyagaon	General	21.8.12	24.8.12
6	Farasgaon	2500602	P. S. Pachchim Borgaon	General	16.8.12	18.8.12
7	Keshkal	1203403	P. S. Arandi	General	23.8.12	24.8.12
8	Kondagaon	2605502	M. S. Kumharpara	General	30.8.12	31.8.12
9	Kondagaon	2600401	P. S. Janpad	General	30.8.12	1.9.12
10	Keshkal	1212502	P. S. Keshkal	General	22.8.12	24.8.12
11	Kondagaon	2604317	P. S. Bazarpara	General	29.8.12	31.8.12
12	Baderajpur	1002204	M. S. Pendrawan	General	25.8.12	28.8.12
13	Keshkal	1210306	M. S. Khalemurband	General	22.8.12	23.8.12
14	Farasgaon	2502501	P. S. Kupgaon	General	18.8.12	21.8.12
15	Makadi	2806805	M. S. Budara	General	13.8.12	14.8.12
16	Baderajpur	1002363	K. G. B. V. Vishrampuri	K. G. B. V.	26.8.12	27.8.12
17	Kondagaon	2604325	K. G. B. V. Kondagaon	K. G. B. V.	29.8.12	31.8.12
18	Keshkal	1201315	K. G. B. V. Keshkal	K. G. B. V.	21.8.12	23.8.12
19	Farasgaon	2500605	K. G. B. V. Farasgaon	K. G. B. V.	17.8.12	19.8.12
20	Makadi	2807016	K. G. B. V. Makadi	K. G. B. V.	12.8.12	15.8.12
21	Keshkal	1210603	M. S. Atekonadi	NPEGEL	22.8.12	24.8.12
22	Baderajpur	1004303	M. S. Kongera	NPEGEL	25.8.12	28.8.12
23	Farasgaon	2504502	M. S. Sirpur	NPEGEL	16.8.12	18.8.12
24	Makadi	2805003	M. S. Bhiragaon	NPEGEL	13.8.12	14.8.12
25	Keshkal	1210610	M. S. Batrali	NPEGEL	22.8.12	23.8.12
26	Kondagaon	2600402	M. S. Kondagaon	NPEGEL	30.8.12	1.9.12
27	Farasgaon	2506205	M. S. Lenjoda	NPEGEL	17.8.12	18.8.12
28	Keshkal	1205002	M. S. Adenga	CWSN	21.8.12	24.8.12
29	Baderajpur	1006513	M. S. Uikapara (Banskot)	CWSN	25.8.12	27.8.12
30	Makadi	2807017	M. S. Diharipara	CAL	13.8.12	14.8.12
31	Farasgaon	2509904	M. S. Girls Badedongar	CAL	16.8.12	21.8.12
32	Kondagaon	2604315	M. S. Kopabeda	CAL	30.8.12	31.8.12
33	Keshkal	1208903	M. S. Belgaon	CAL	22.8.12	23.8.12
34	Farasgaon	2508901	P. S. Pasangi	Problematic	16.8.12	17.8.12
35	Kondagaon	2604324	P. S. Kopabeda	Problematic	29.8.12	30.8.12
36	Baderajpur	1006504	P. S. Rahatipara	Problematic	25.8.12	27.8.12
37	Makadi	2807507	M. S. Chhindpara	Drop Out	13.8.12	14.8.12
38	Farasgaon	2508503	M. S. Nayapara (Chandgaon)	Drop Out	16.8.12	17.8.12
39	Makadi	2802701	M. S. Devgaon	Civil Work	13.8.12	14.8.12
40	Farasgaon	2505101	P. S. Mohapal	Special Enrollment	16.8.12	18.8.12
<b>Total – 40 Schools</b>						

## District Three: Dantewada

### Selection of Schools:

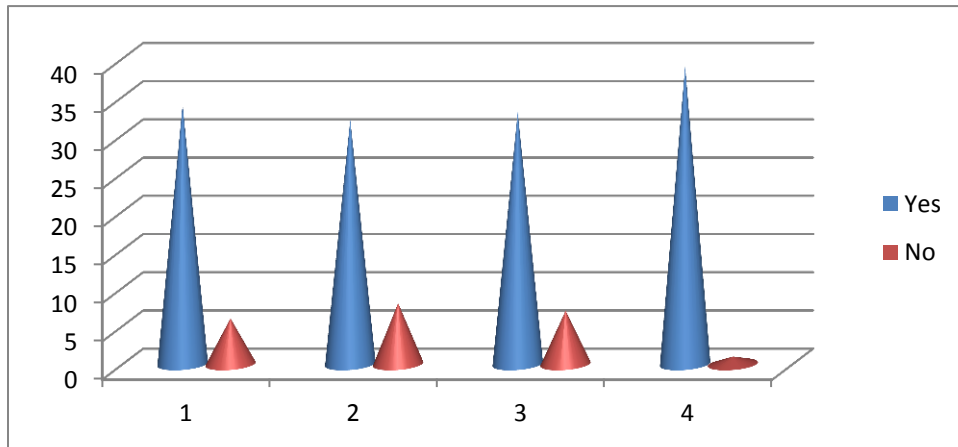
Forty elementary schools in the district were selected for assessment and analysis of the implementation of SSA and Mid-day meal scheme keeping in view the goals of these schemes and the provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of the schematic interventions and attainment of the goals were also identified. BRCs, CRCs, Anganwadies, etc were also visited to have in-depth idea about implementation of MDM in the district.

### Analytical table 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	Hot cooked food is served in the sampled schools of the district at the lunch hour (1.30 p.m.) Normally, there was no interruption in serving meals.				
b.	Trends	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Generally all enrolled students opted for MDM but in some times, in some schools they do not opted for MDM due to lack of plates, inadequate sabji, tasteless sabji, dal and lack of cleanness during MDM cooking.</li> </ul>				
c.	Regularity in delivering food grains to school level	<b>Table – 1: Showing the Delivery of Food Grains</b>				
		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	32	8	
		3	Parity between marked weight and actual supply	33	7	
		4	Food grain supplied at schools	39	1	

**Graph – 1: Showing the Delivery of Food Grains**



**Picture – 1:**



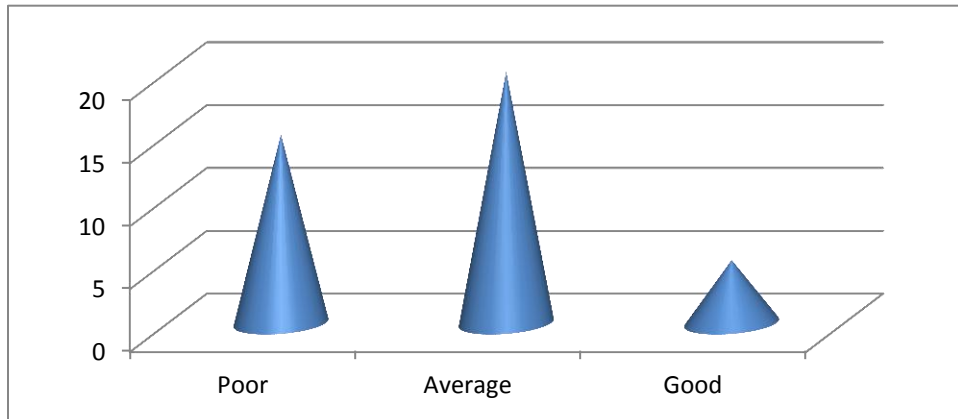
MDM is institutionalized in Chhattisgarh. Due to institutionalization, regularization of delivery of food grains, maintenance of one month buffer stock and timely delivery of food grains at school is largely achieved. Above table, graph and picture show the extent of achievement in these aspects. Delays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

No.					
1	Quality of Food Grains	15	20	5	

**Graph – 2: Showing Quality of Food received**



**Picture – 2**



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

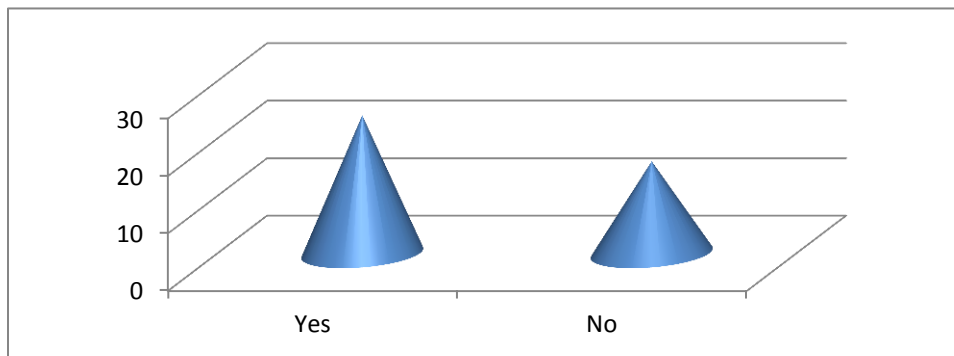
Above table, picture and its graphical representation inform us quality of food grains as perceived by the MI. Quality, though involves subjective opinion of Investigator, the number is arrived at on the basis of opinion expressed by children and also from the contextual perspective. It does not represent 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	24	16	

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

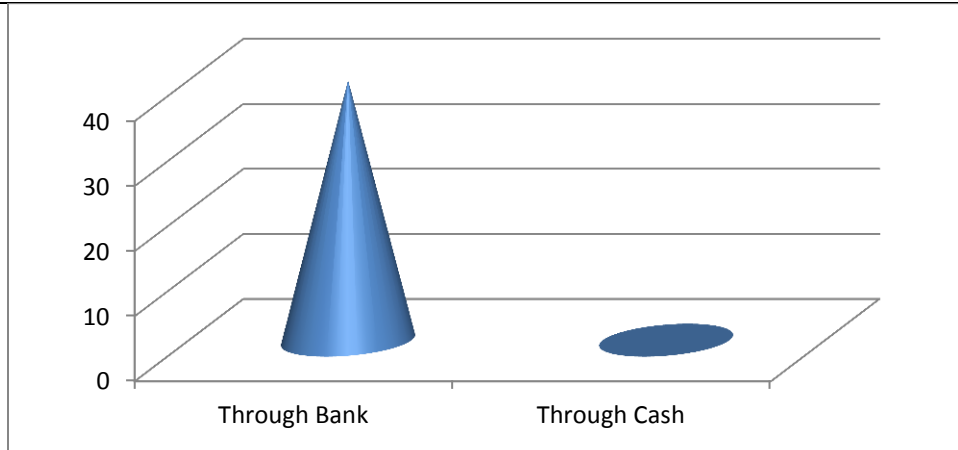


**Above** table and the graph show us the grim picture of the aspect. Out of 40 schools 24 schools receive cooking cost regularly without delays. In 16 cases, there was delay in payment. For example:- (1) M. S. Anwarabhata (2) M. S. Bengoli Camp Kirandul (3) P. S. Madhopara (4) M. S. Balud (5) P. S. Teknar (6) P. S. Aadarsh Aashram Gongpal etc. 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	40	0	

**Graph – 4: Showing the Mode of Payment to Cooks**



Mode of payment is systematized. In 40 schools out of 40 schools, mode of payment is being done through Bank.

\*\*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 wash hand and thali and go in classes. In few handfuls of cases mis-managements were also found.

For example:- (1) M. S. Anwarabhata (2) Pota Cabin Hitameta (3) Pota Cabin Kasoli (4) Pota Cabin Kuakonda and (5) Pota Cabin Katekalyan etc.

f. **Variety in menu**

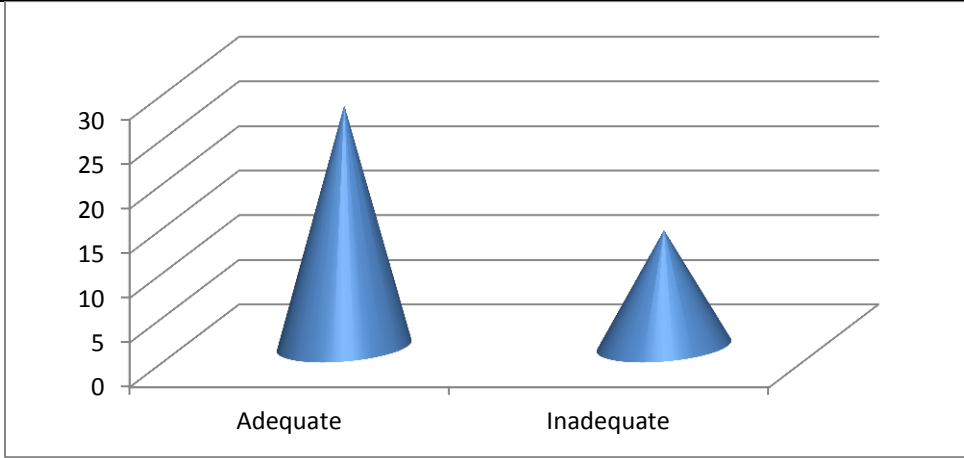
Variety of vegetables, sweets, etc. was noticed in the MDM in the schools visited. Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments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

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	27	13	

**Graph – 5: Showing the Quantity of the Food**



**Picture – 3:**



**#####Circular Lunch#####**

Out of 40 schools in 27 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. Quantity in middle schools is inadequate as per student’s complaints.

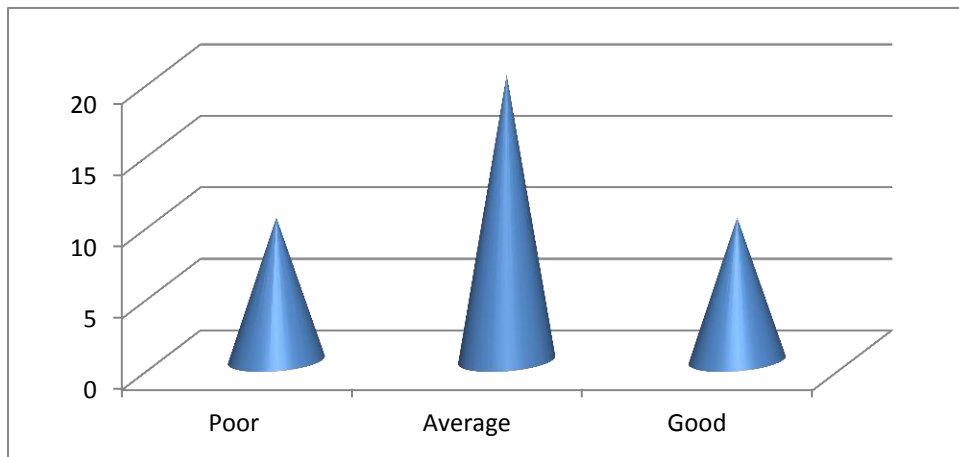
**Table – 6: Showing the Quality of the Food**

Sl.	Item of Observation	Poor	Average	Good	Remarks



No.					
1	Quality of Food	10	20	10	

**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.
- ✓ In middle schools students have complaints about the quantity of food.

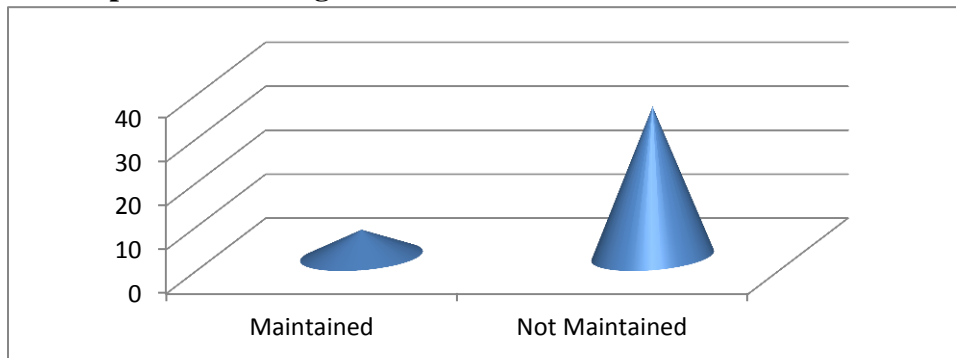
Above numbers regarding quality are to be seen by keeping these facts of reality. Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

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	6	34

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

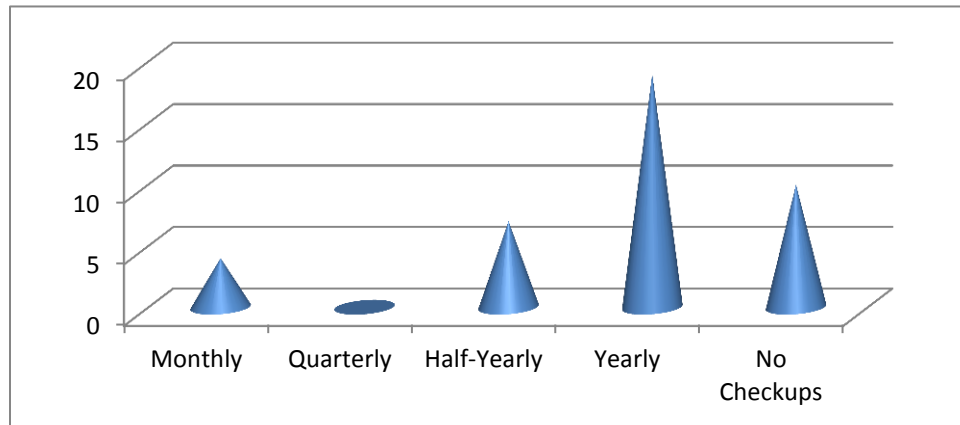


Above table and graphs tell us the sorry state of the maintenance of health cards. Out of 40 schools only 6 are maintaining and 34 are not maintaining health cards. This is not being institutionalized. This needs to be addressed on a priority basis.

**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	4	0	7	19	10

**Graph – 8: Showing the Frequency of Health Checkups**



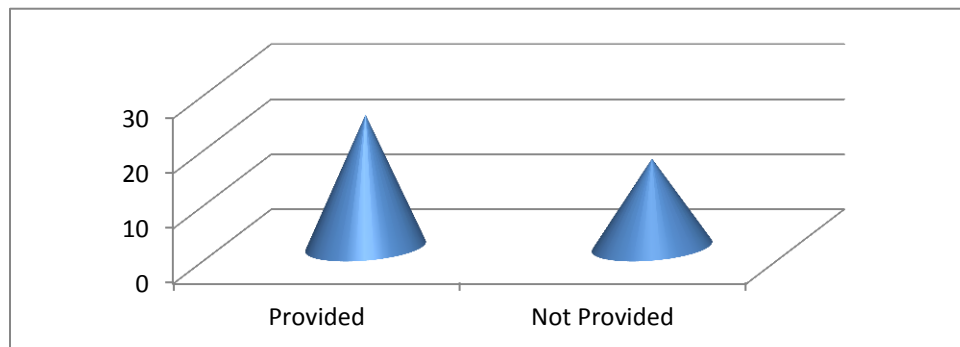
Above table and graph tells us true story of the health concerns. Out of 40 schools in 10 schools there was no health check up at all. Only in 4 schools- monthly check up. Seven schools- half yearly are held. In 19 schools it once in a year.

- ✓ 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	28	12

**Graph – 9: Showing the Provisions of Micro-Nutrients**



**Picture – 5:**



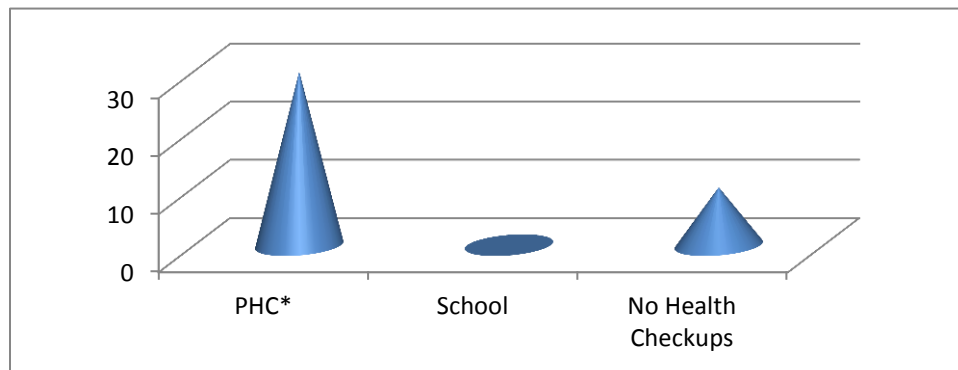
**Above** table and graph show us about the provision of micro-nutrients in school. This is found to be a gray area where efforts are needed to address and improve the situation.

**Table – 10: Showing the Administering Agency**

Sl. No.	Item of Observation	PHC*	School	No Health Check-ups
1	Administering Agency	30	0	10

\*PHC: Primary Health Centre

**Graph – 10: Showing the Administering Agency**



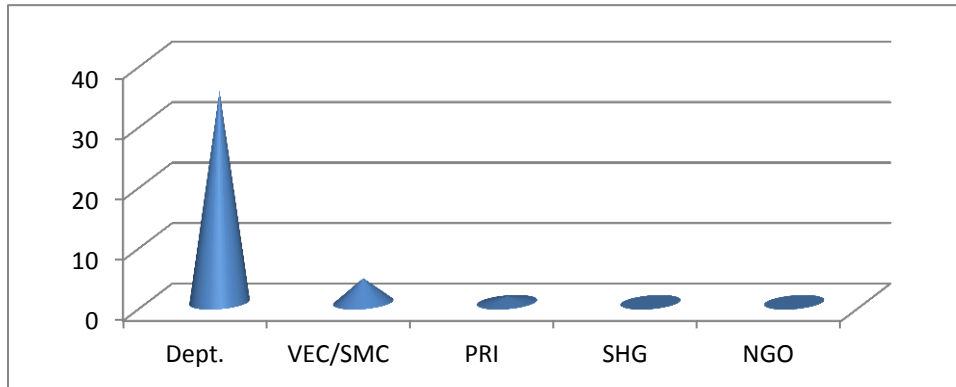
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. PHCs are not in place in every habitation. This would improve the situation.

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	35	4	1	0	0	

**Graph – 11: Showing the Cooking Agency**



**Picture – 6:**

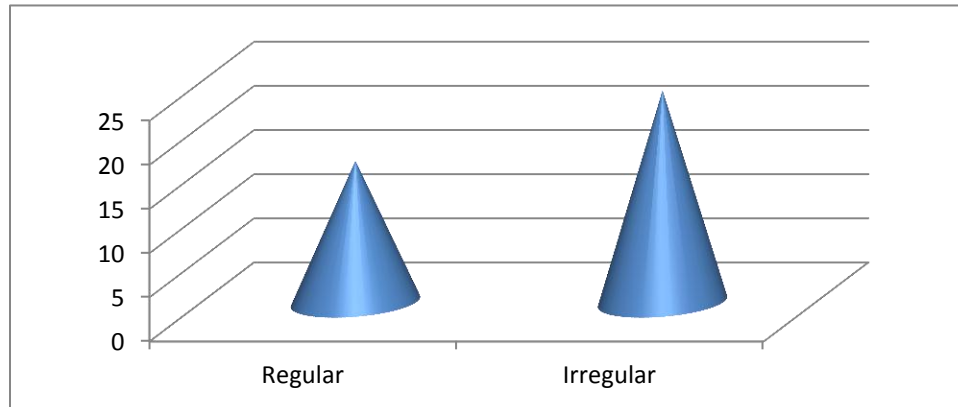


Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards department (Department means Head Master/Mistress of the schools temporarily appointed cooks as per superior authorities order). Cooks are both men and women.

**Table – 12: Showing the Regularity in Payment**

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	16	24	

**Graph – 12:**

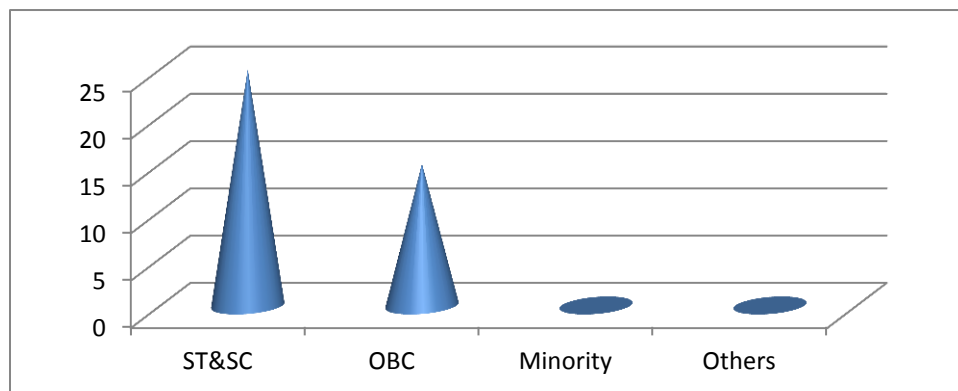


As per the above data, Irregularities in payments are there and their number is 24. Irregularities were, mainly, due to delays in transfer of money from one bank to the other where the cooks are having their account. This needs to be addressed on priority basis as cooks get very insignificant amount.

**Table – 13: Showing the Social Class of Cooks**

Sl. No.	Item of Observation	ST&SC	OBC	Minority	Others	Remarks
1	Social Class of Cooks	25	15	0	0	

**Graph – 13: Showing the Social Class of Cooks**



**Picture – 7:**



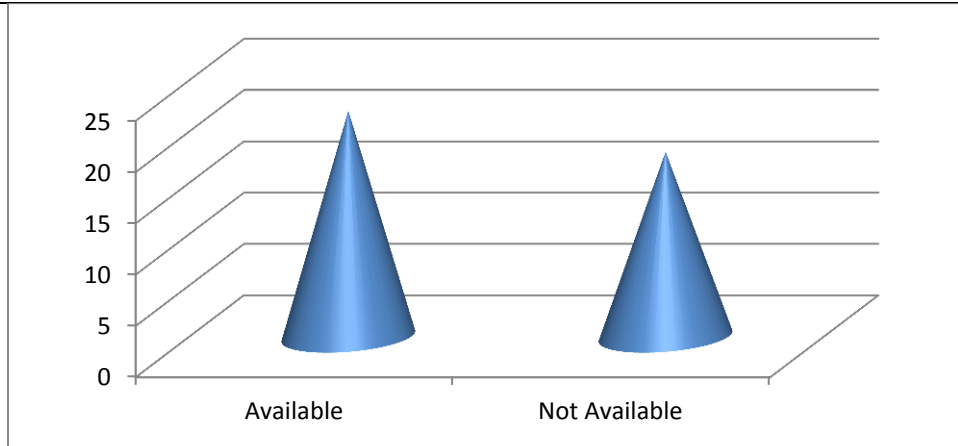
Cooks belonging OBC/SC/ST category were found in the schools. In schools, their number was not found as per the strength of the students.

j. Infrastructure of kitchen shed

**Table – 14: Showing the Availability of Infrastructure**

Sl. No.	Item of Observation	Available	Not Available
1	Kitchen Shed	22	18

**Graph – 14: Showing the Availability of Infrastructure**



**Picture – 8 & 9:**



The pucca kitchen shed was found constructed in schools. Kitchen sheds were not available in 18 schools that are mostly upper primary schools. In that case primary school kitchen, additional classroom or temporary tin shed was used for cooking the meals.

k. Availability of potable water

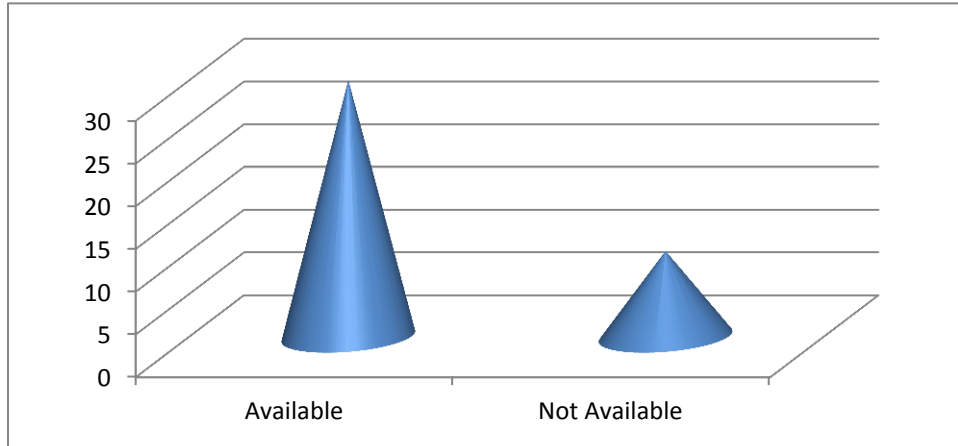
**Table – 15: Showing the Availability of Potable Water in the School**

Sl.	Item of Observation	Available	Not Available
-----	---------------------	-----------	---------------



No.			
1	Potable Water	30	10

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



**Picture – 10:**



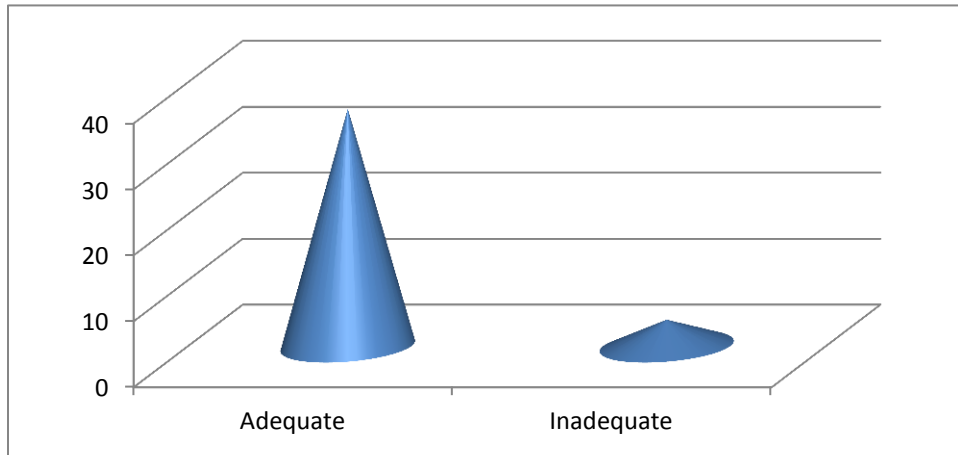
Safe drinking water was found available in 30 out of 40 schools; it was through hand-pumps in urban, rural areas and in some urban areas it was bore well. But remaining out of 10 schools (4 primaries, 3 middle and 3 SRTC Pota Cabin) there were inadequate water facilities in 8 schools and no source of water at all in 2 schools.

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	36	4	

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



**Picture - 11:**



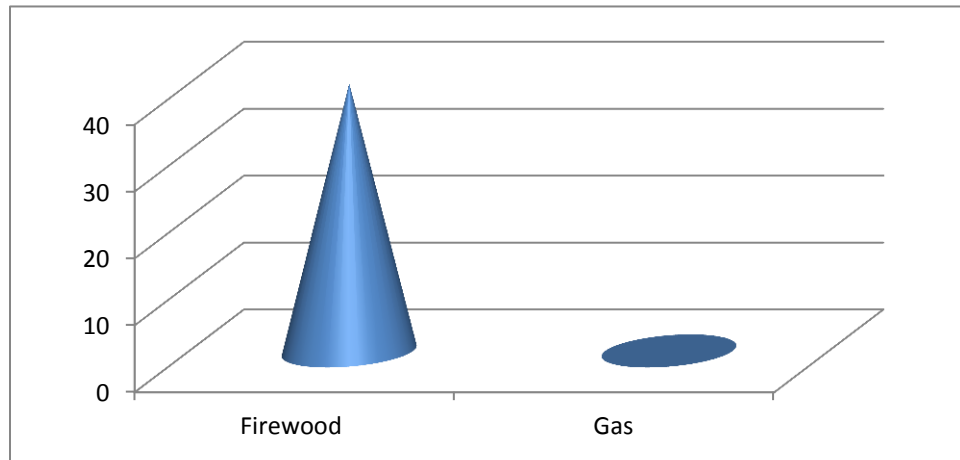
Adequate utensils for cooking, serving and taking meal were found available in all most all the elementary schools. Above data show us they are adequately available in 36 out of 40 schools.

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	40	0	

**Graph – 17: Showing the Kind of Fuel for Cooking**



**Picture – 12:**



Normally, firewood is used as fuel for cooking mid-day meal in school. In this district, 40 schools out of 40 are using firewood.

n.	<p><b>Safety and hygiene</b></p> <ul style="list-style-type: none"> <li>✓ Adequate safety was found as the kitchen shed was separate from the schools.</li> <li>✓ Hygiene was also noticed in cooking and taking meals through cleaning utensils, washing hands, etc. in rural and tribal areas.</li> <li>✓ Hygiene is a problem in urban schools due to lack of space and presence of waste material in the vicinity of schools. For example – (1) P. S. Bailadila (2) P. S. Palnar, Patelpara and (3) M. S. Girls Dantewada etc.</li> <li>✓ Other cause of unhygienic condition is water accumulation near the hand pump. For example- (1) M. S. Katekalyan and (2) P. S. Katulnar.</li> </ul>
----	--

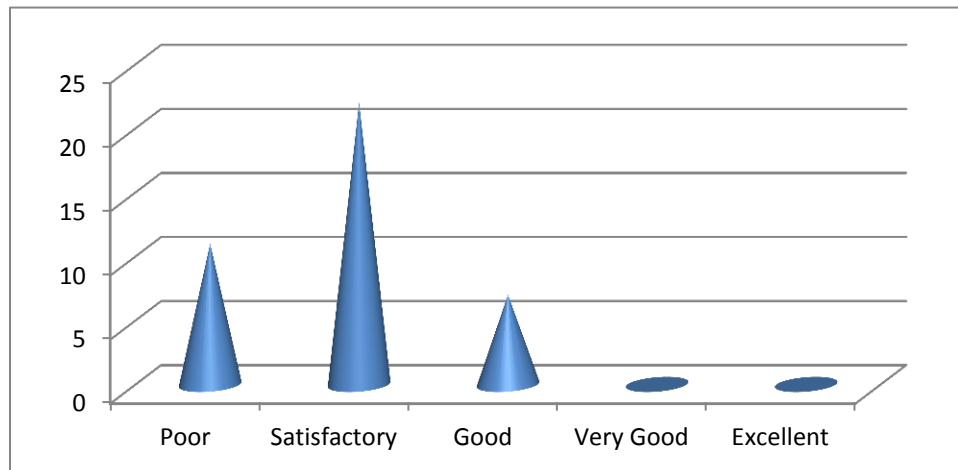
**o. Community participation and awareness**

Parents and community members were also found aware with and visiting the mid-day meals as per their convenience. Participation of community in MDM is seen. Cooks are mostly appointed by H. M. However, the awareness of community member regarding MDM is confined to visible quantity but not about quality and its nutritional values.

**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	11	22	7	0	0	

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



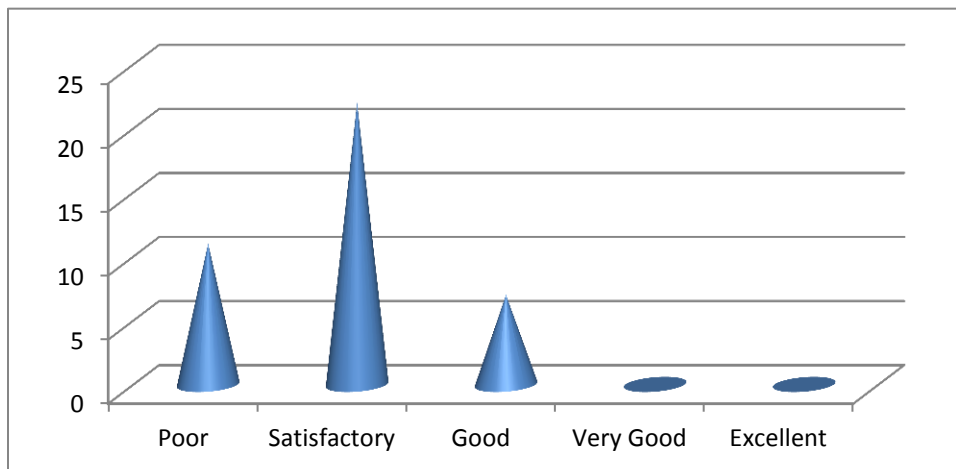
**Picture – 13:**



**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	13	20	7	0	0	

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



**Picture – 14:**

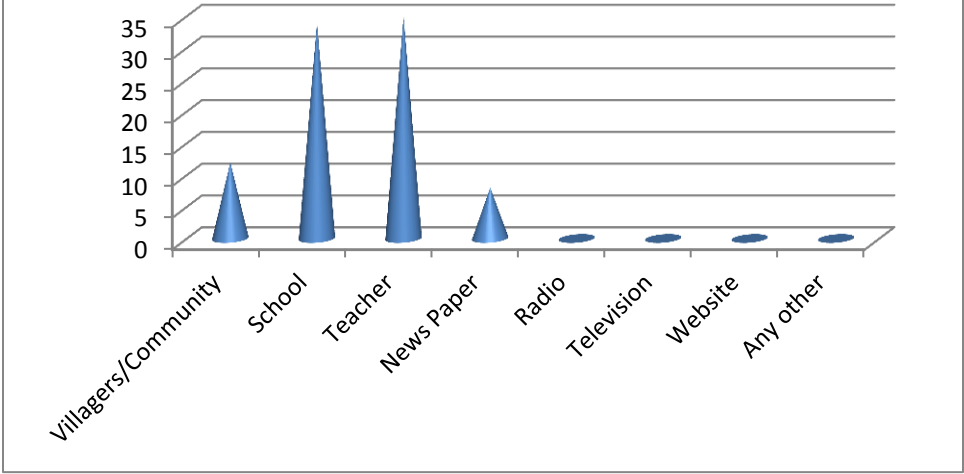


Above two tables, pictures and graphs reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. This simple data explains us linkages between community awareness and implementation of various aspects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

**Table – 20: Showing Source of Awareness**

Sl. No.	Source of Awareness	No. of Respondents
1	Villagers/Community	12
2	School	34
3	Teacher	35
4	News Paper	08
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

**Graph – 20: Showing Source of Awareness**

	
p.	<p> <input checked="" type="checkbox"/> The above table show us that Community, School and teachers are major source of information and awareness;  <input checked="" type="checkbox"/> Mass media of any kind has no role in creating awareness in this regard.         </p> <p>Inspection and supervision</p> <p>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.</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 are getting food to eat during lunch time. Since, all the enrolled students represent one strata of society, equity is not a problem.</p>

**Other issues related to MDM :**

1. RBC for CWSN, Block- Geedam: In this center only one MDM cook available for 105 students.
2. Basically, students from poorest background expressed satisfaction over MDM. Satisfaction level of children and their poverty level go hand in hand.
3. Severe Shortage of plates is observed in some schools.

**Schools visited in the district (Dantewada)**

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Dantewada	2202303	P. S. Boys Dantewada	Urban Area	19.9.12	20.9.12
2	Geedam	0805705	M. S. Borpadar	Urban Area	12.9.12	14.9.12
3	Dantewada	2202703	M. S. Anwarabhata	Urban Area	17.9.12	19.9.12
4	Kuakonda	1909002	M. S. Bengoli Camp Kirandul	Urban Area	3.9.12	6.9.12
5	Geedam	0805719	M. S. Girls Geedam	Urban Area	12.9.12	14.9.12
6	Geedam	0805805	P. S. Madhopara	Urban Area	13.9.12	15.9.12
7	Kuakonda	1905701	P. S. Bailadila	Urban Area	3.9.12	6.9.12
8	Dantewada	2202304	P. S. Chitalanka Rautpara	Urban Area	17.9.12	19.9.12
9	Kuakonda	1902107	P. S. Palnar (Patelpara)	General	4.9.12	6.9.12
10	Katekalyan	1500104	M. S. Koriras	General	7.9.12	8.9.12
11	Geedam	0807602	M. S. Gumda	General	14.9.12	15.9.12
12	Dantewada	2209401	M. S. Girls Dantewada	General	18.9.12	20.9.12
13	Kuakonda	1917502	K. G. B. V. Kuakonda	K. G. B. V.	3.9.12	5.9.12
14	Geedam	0805717	K. G. B. V. Geedam	K. G. B. V.	13.9.12	16.9.12
15	Dantewada	2244501	K. G. B. V. Dantewada	K. G. B. V.	16.9.12	18.9.12
16	Dantewada	2211002	M. S. Balud	NPEGEL	18.9.12	20.9.12
17	Geedam	0804702	P. S. Pota Cabin Hitameta	CWSN	13.9.12	15.9.12
18	Kuakonda	1904203	P. S. Adarsh Ashram Gongpal	CWSN	4.9.12	7.9.12
19	Dantewada	2200301	P. S. Teknar	CWSN	19.9.12	20.9.12
20	Kuakonda	1903201	P. S. Mailawada	ST & CWSN	4.9.12	7.9.12
21	Dantewada	2200507	P. S. Kumharras	CWSN	17.9.12	19.9.12
22	Geedam	0805708	RBC for CWSN	RBC	13.9.12	15.9.12
23	Geedam	0807413	Pota Cabin Kasoli	RBC	12.9.12	14.9.12
24	Kuakonda	Not Received	Pota Cabin Kuakonda	RBC	3.9.12	5.9.12
25	Katekalyan	3527785	Pota Cabin Katekalyan	RBC	8.9.12	9.9.12
26	Dantewada	2202202	P. S. Pina Bacheli (Patelpara)	Problematic	17.9.12	18.9.12
27	Katekalyan	1500607	P. S. Godampara	Problematic	10.9.12	11.9.12
28	Kuakonda	8024091	M. S. Gongpal	Problematic	4.9.12	6.9.12
29	Katekalyan	1502401	M. S. Parcheli (Block Colony)	CAL	8.9.12	10.9.12
30	Kuakonda	1913702	M. S. Hadmamunda	CAL	3.9.12	6.9.12
31	Dantewada	2207602	P. S. Kanya Ashram Pina Bacheli	CAL	17.9.12	18.9.12
32	Katekalyan	1500605	M. S. Katekalyan	NPEGEL	10.9.12	11.9.12
33	Katekalyan	1500606	P. S. Nadikonta	Gender Gap	10.9.12	11.9.12
34	Geedam	0801604	P. S. Katulnar	Gender Gap	13.9.12	15.9.12
35	Katekalyan	1507711	P. S. Parcheli	Drop Out	11.9.12	12.9.12
36	Katekalyan	1502601	P. S. Benglur	ST	10.9.12	11.9.12
37	Katekalyan	0153801	P. S. Mokhpal	Civil Work	7.9.12	8.9.12
38	Kuakonda	1913902	P. S. Shyamgiri Kotwarpara	Civil Work	4.9.12	7.9.12
39	Geedam	0807403	P. S. Ronje	Dormitory	12.9.12	14.9.12



40	Katekalyan	1500603	P. S. Katekalyan	Dormitory	8.9.12	9.9.12
<b>Total – 40 Schools</b>						

## District Four: Raipur

### 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.

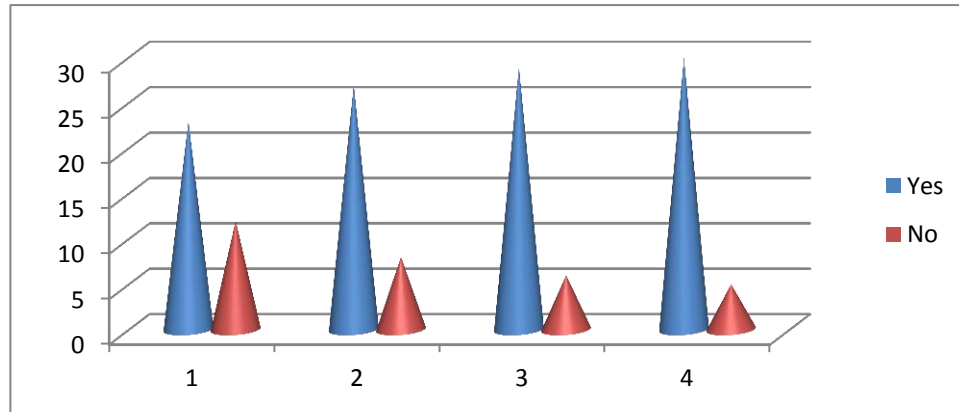
**Criteria for the selection schools as sample:** i). Higher gender gap, ii) Higher proportion of SC/ST students, iii) Low retention rate and high drop-out rate, iv) School with CWSN, v) Sizable number of OoSC, vi) in-bound/out-bound seasonal migration vii) Computer aided learning viii) Civil work

### 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"> <li>✓ 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.</li> <li>✓ Generally all enrolled students opted for MDM but in some times, in some schools they do not opted for MDM due to lack of plates, inadequate sabji, tasteless sabji, dal and lack of cleanness during MDM cooking.</li> </ul>				
c.	Regularity in delivering food grains to school level				
	<b>Table – 1: Showing the Delivery of Food Grains</b>				
	Sl. No.	Item of Observation	Yes	No	Remarks
	1	Regularity in Receiving food grains implementing agency	23	12	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S. Dewda & M. S. Girls Khorsi, Block - Aarang
	2	Maintenance of One month buffer stock	27	8	
	3	Parity between marked weight and actual supply	29	6	
	4	Food grain supplied at schools	30	5	

**Graph – 1: Showing the Delivery of Food Grains**



**Picture – 1:**



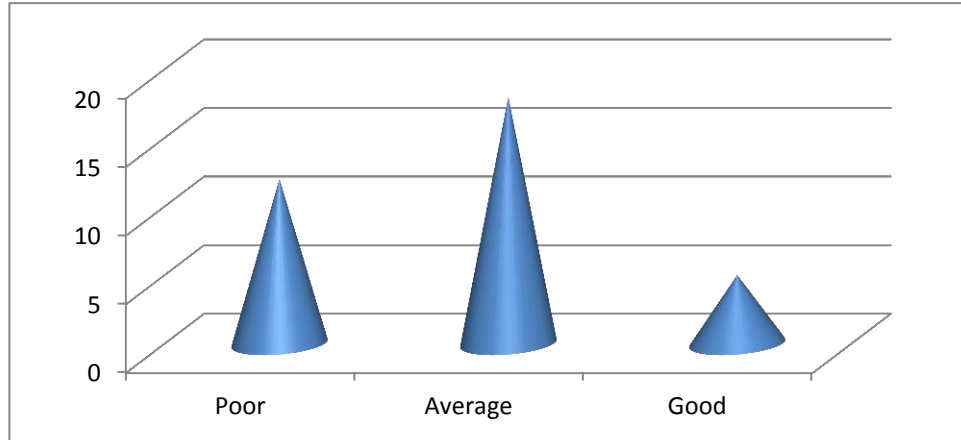
MDM is institutionalized in Chhattisgarh. But this is not the case with Raipur district. Among all the sampled districts, disorganization of MDM is more in Raipur. In five schools, there is no MDM and in other schools there is lot of discrepancy in organization of MDM.

**Table – 2: Showing Quality of Food received**

Sl. No.	Item of Observation	Poor	Average	Good	Remarks

1	Quality of Food Grains	12	18	5	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang
---	------------------------	----	----	---	---

**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.

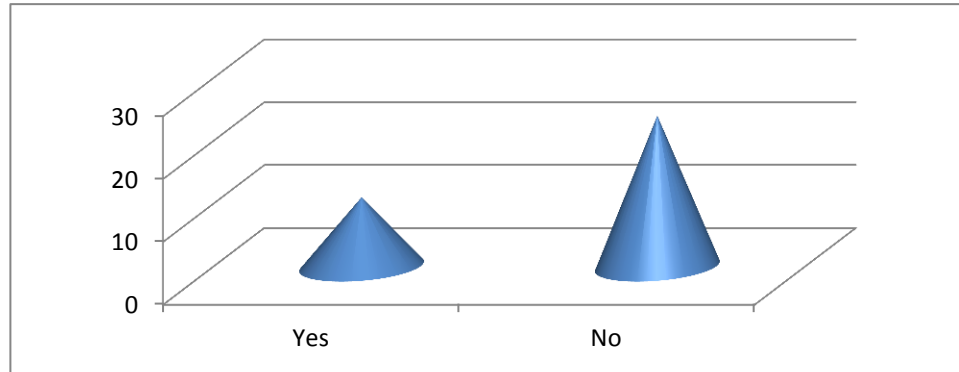
d. Regularity in delivering cooking cost to school level

**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	11	24	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang
---	---------------------------------------	----	----	---

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

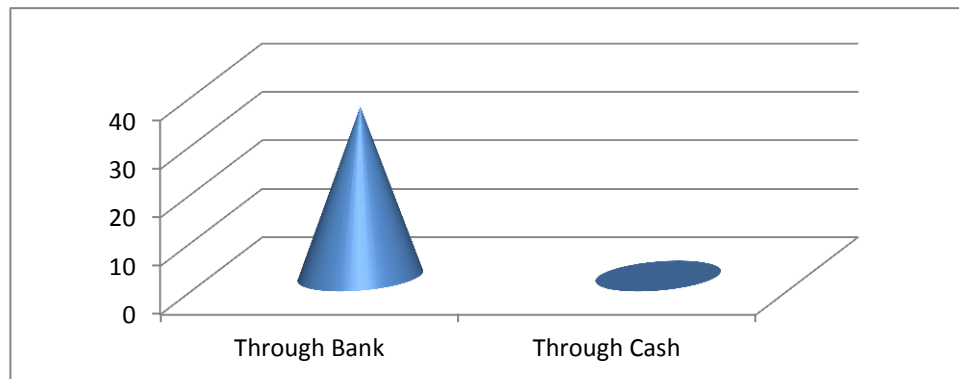


**Above** table and the graph show us that in 11 schools regularity in cooking cost was found. In 24 cases, there were delays in payment.

**Table – 4: Showing the Mode of Payment to Cooks**

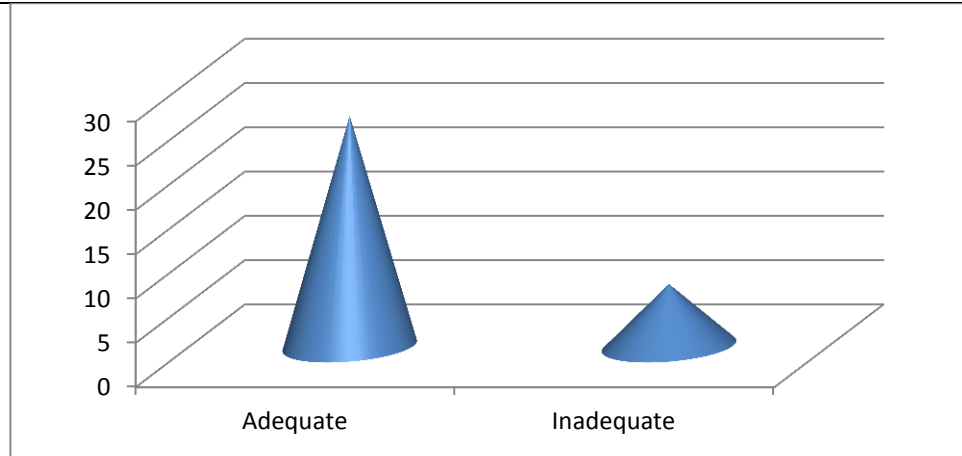
Sl. No.	Item of Observation	Through Bank	Through Cash	Remarks
1	Mode of Payment	35	0	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**Graph – 4: Showing the Mode of Payment to Cooks**



Mode of payment is systemized. In 35 schools out of 35 schools, mode of payment is being done through Bank. However, delay in regular payment remained one of the gray areas.

	<p>**Delays in the payment to cooks, it appears, are really a neglected area in the entire MDM scheme.</p>										
e.	<p><b>Social equity</b></p> <ul style="list-style-type: none"> <li>✓ The children of all categories, status, age and sex were taking meals together in an orderly manner.</li> <li>✓ 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.</li> <li>✓ After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they wash hand and thali and go in classes.</li> </ul> <p>In few handfuls of cases Mis-managements were found.</p>										
f.	<p><b>Variety in menu</b></p> <ul style="list-style-type: none"> <li>✓ Menu is displayed in all most all the schools that is visible to all;</li> <li>✓ However, adhering to it was not observed and deviations were observed.</li> <li>✓ Limited variety in menu is observed. Variety is conditioned by the availability of vegetables.</li> <li>✓ Menu is decided by the CEO, BEO, and MDM authorities at Block and district level.</li> </ul> <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.	<p><b>Quality and Quantity of meal</b></p> <p style="text-align: center;"><b>Table – 5: Showing the Quantity of the Food</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="width: 10%;">Sl. No.</th> <th style="width: 35%;">Item of Observation</th> <th style="width: 15%;">Adequate</th> <th style="width: 15%;">Inadequate</th> <th style="width: 25%;">Remarks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Quantity of Food</td> <td style="text-align: center;">26</td> <td style="text-align: center;">7</td> <td>MDM is not conducted in 3 SRTC &amp; 2 SNRTC, MDM interruption found in P. S Dewda &amp; M. S. Girls Khorsi, Block - Aarang</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Graph – 5: Showing the Quantity of the Food</b></p>	Sl. No.	Item of Observation	Adequate	Inadequate	Remarks	1	Quantity of Food	26	7	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang
Sl. No.	Item of Observation	Adequate	Inadequate	Remarks							
1	Quantity of Food	26	7	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang							



**Picture - 3:**

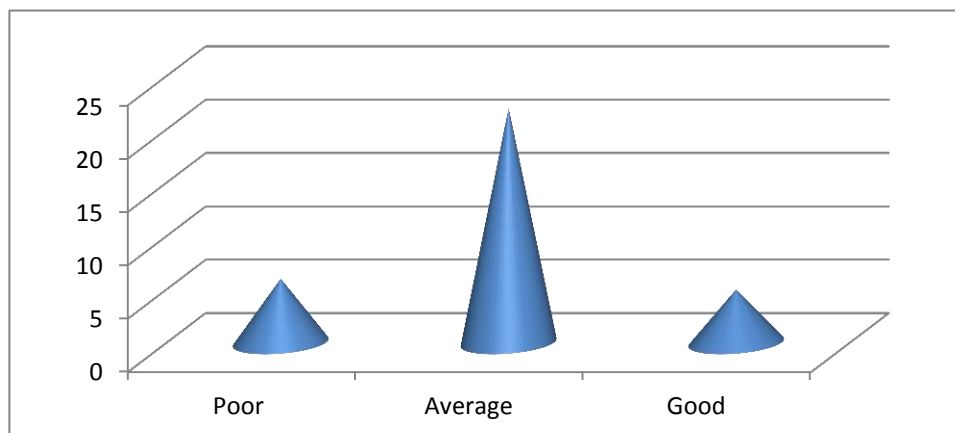


Out of 33 schools in 26 schools the quantity of food, on MI's observation based on their interaction with the children was found to adequate to children. But in 7 middle school children are not happy from quantity of MDM. However, quantity of 'sabji' in many cases needs to be increased.

**Table – 6: Showing the Quality of the Food**

Sl. No.	Item of Observation	Poor	Average	Good	Remarks
1	Quality of Food	6	22	5	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**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.

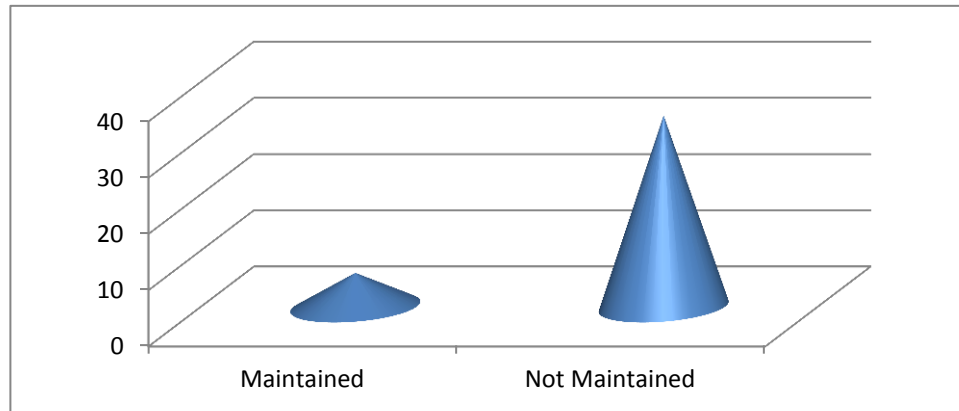
Having said this, from health and nutritional perspective quality needs to be addressed on priority basis.

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	6	34

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

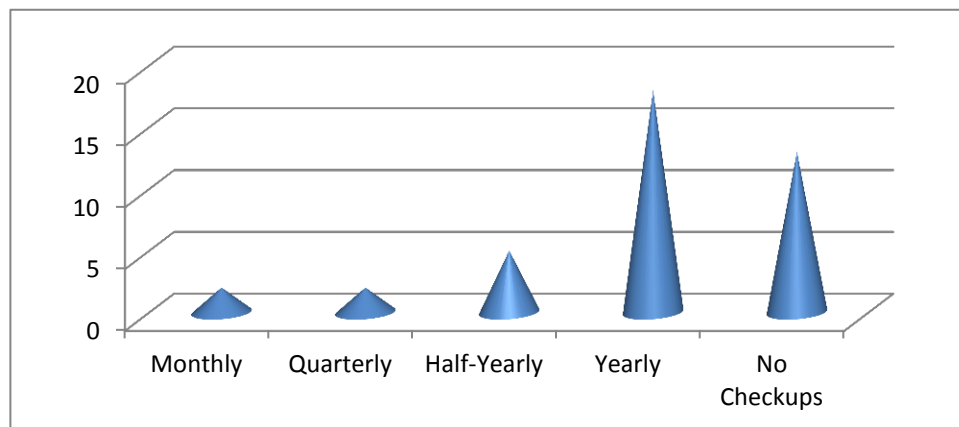


Above table and graphs tell us the maintenance of health cards. Out of 40 schools only 6 are maintaining and 34 are not maintaining health cards.

**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	2	5	18	13

**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 13 schools there was no health check up at all. Only in 2 schools- monthly check up and 2 schools- quarterly are held. 5 schools- half yearly are held. In 18 schools it once in a year.

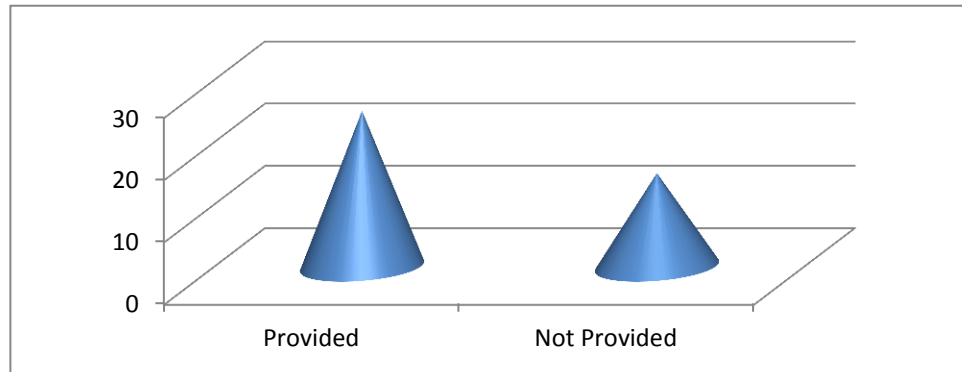
- ✓ The observations reveal the fact that Health checkup are not ‘institutionalized’.
- ✓ Lot of awareness programmes needs to be organized regarding health and its relation to education and general well being of the child.



**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:**

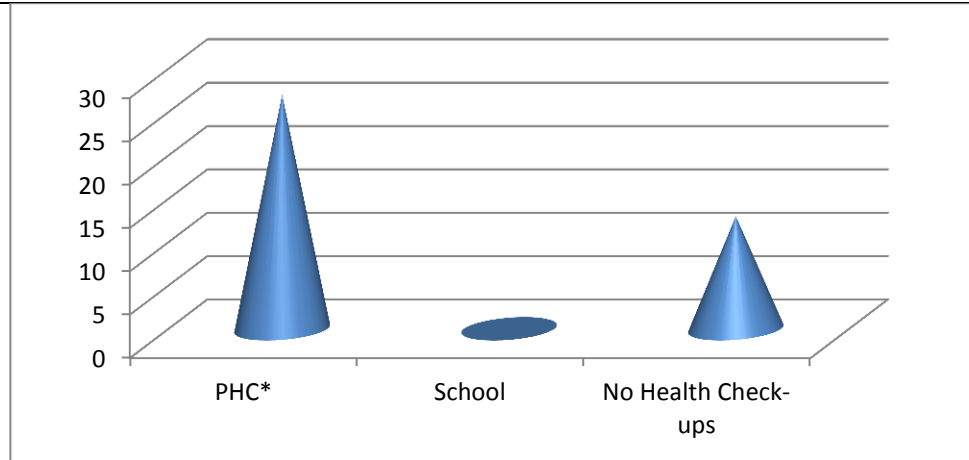


**Above** table and graph show us the provision of micro-nutrients in school. Only 25 out of 40 schools are providing micro-nutrients to children. This is found to be a gray area where efforts are needed to address and improve the situation.

**Table – 10: Showing the Administering Agency**

Sl. No.	Item of Observation	PHC*	School	No Health Check-ups
1	Administering Agency	27	0	13

**Graph – 10: Showing the Administering Agency**



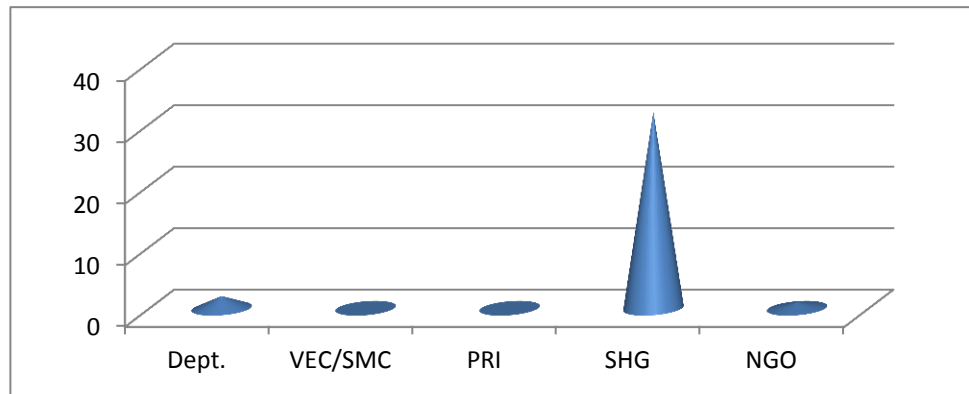
The problem of health care is directly linked to presence of PHC in habitations. Therefore, there is a need to establish PHCs in villages. This would improve the situation.

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	2	0	0	32	1	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**Graph – 11: Showing the Cooking Agency**



**Picture – 6:**

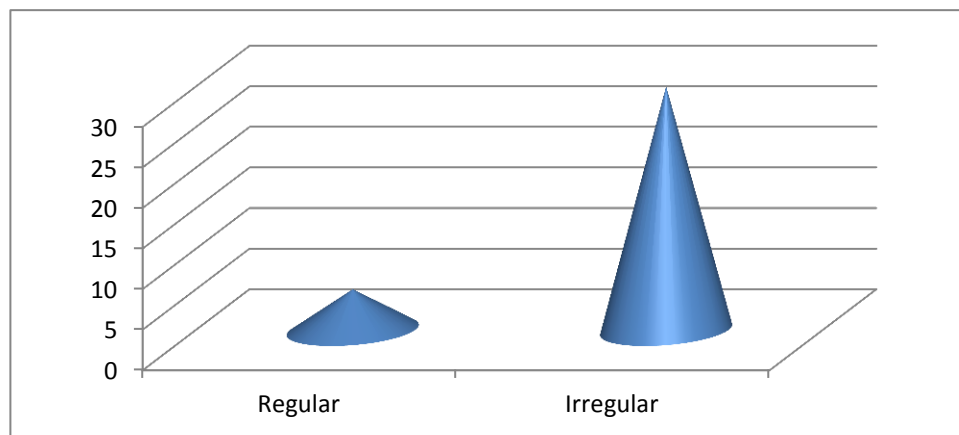


Above data inform us the existence of multiple agencies in the field of cooking. However, shift is taking place towards Self Help Groups (SHG). Most of the SGHs are women groups.

**Table – 12: Showing the Regularity in Payment**

Sl. No.	Item of Observation	Regular	Irregular	Remarks
1	Regularity in Payment	5	30	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**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

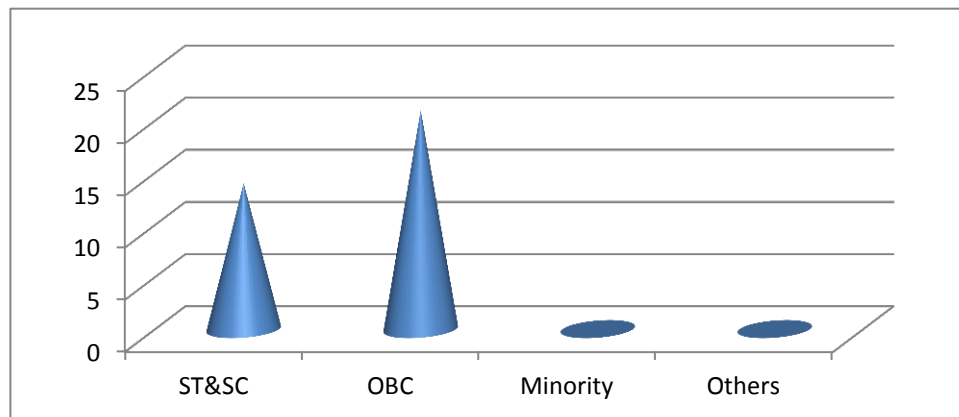
where the cooks are having their account. This needs to be addressed on priority basis as cooks get very tiny amount.

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	14	21	0	0	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**Graph – 13: Showing the Social Class of Cooks**



**Picture – 7:**



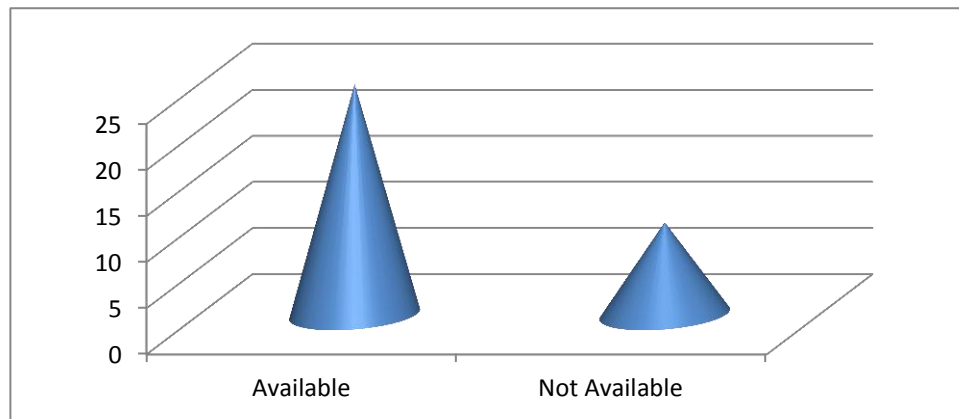
Above data indicates the social background of cooks. They are predominantly from deprived sections of the society. They are from ST, SC and OBC.

j. **Infrastructure of kitchen shed**

**Table – 14: Showing the Availability of Infrastructure**

Sl. No.	Item of Observation	Available	Not Available	Remarks
1	Kitchen Shed	25	10	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**Graph – 14: Showing the Availability of Infrastructure**



**Picture – 8:**



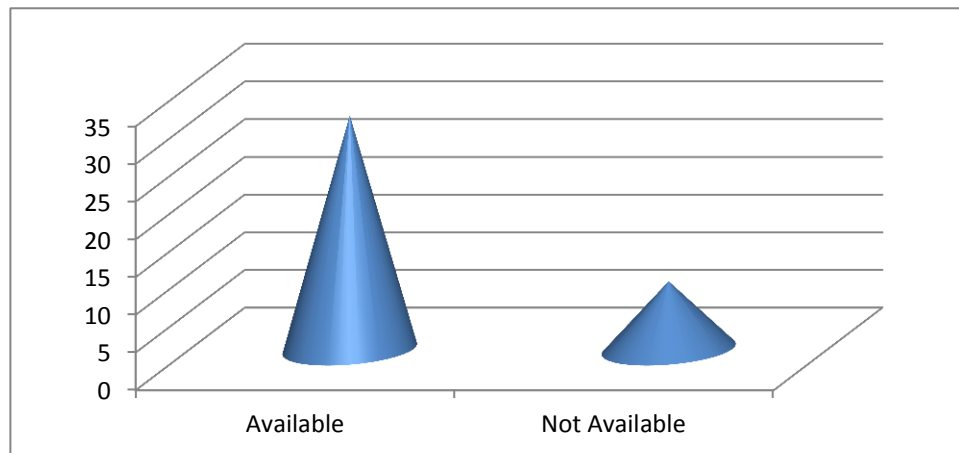
The pucca kitchen shed was found constructed in majority (25) primary schools. Kitchen sheds are not available in some cases in upper primary schools where PS and UPS are organized in the same premise. In that event, UPSs are using Primary school kitchen or additional classrooms for their cooking.

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	31	9

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



**Picture – 9 & 10:**



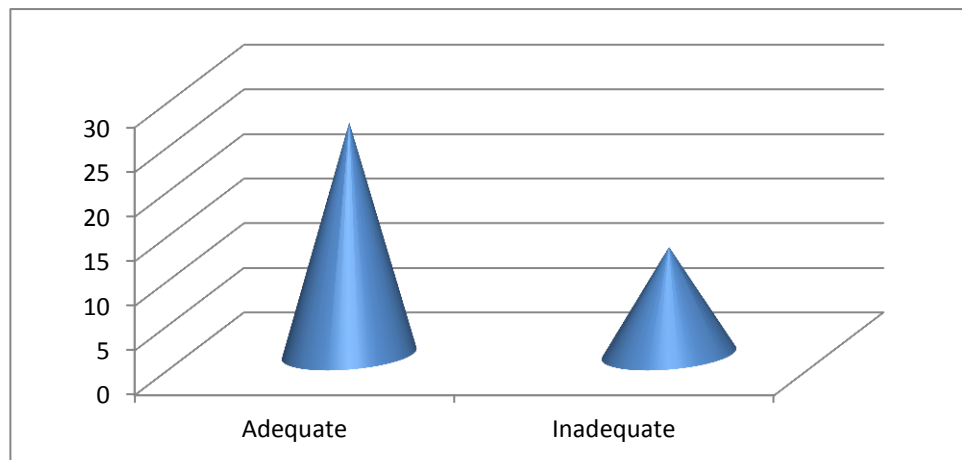
Safe drinking water was found available in majority (31 out of 40) of schools; it was through hand-pumps in rural areas and municipal tap in urban areas

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	26	12	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

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



**Picture – 11:**



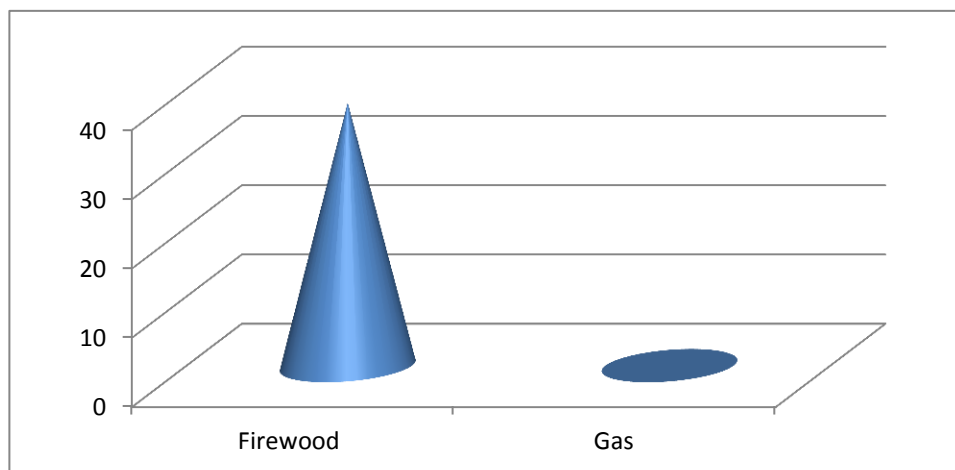
Adequate utensils for cooking, serving and taking meals were found available in 26 elementary schools.

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 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

**Graph – 17: Showing the Kind of Fuel for Cooking**





**Picture – 12:**



Normally, firewood is used as fuel for cooking mid-day meal in school. 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. For example:- (1) P. S. Manacamp

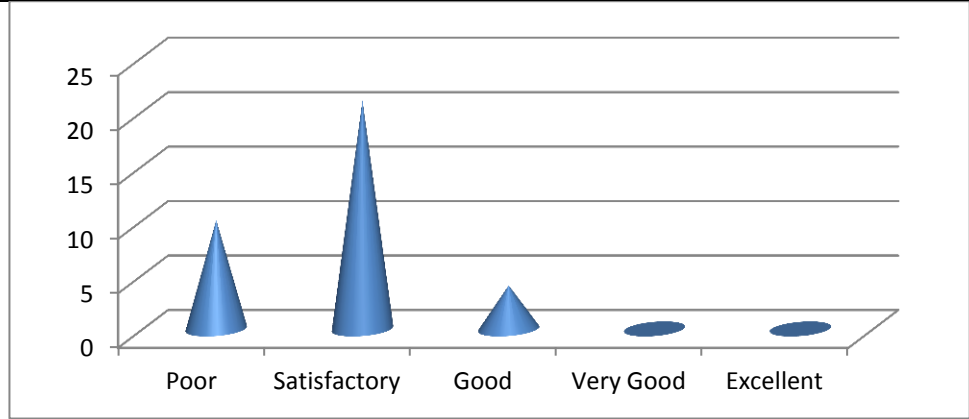
**o. Community participation and awareness**

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	10	21	4	0	0	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S. Dewda & M. S. Girls Khorsi, Block - Aarang

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



**Picture – 13:**

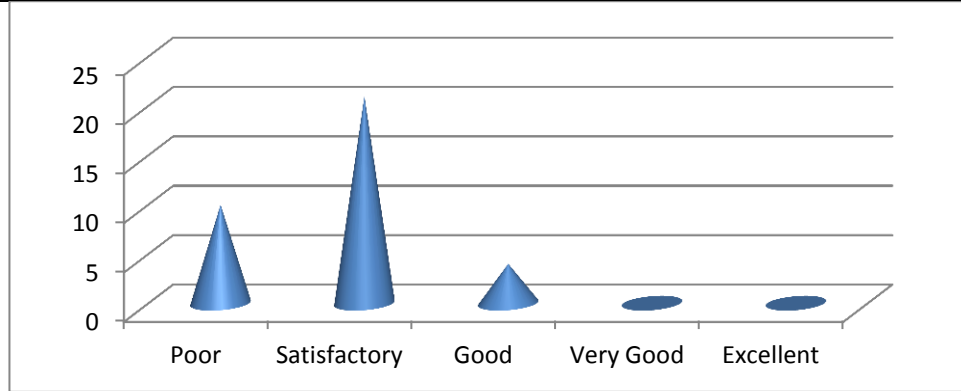


p.

**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	10	21	4	0	0	MDM is not conducted in 3 SRTC & 2 SNRTC, MDM interruption found in P. S Dewda & M. S. Girls Khorsi, Block - Aarang

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



**Picture – 14:**

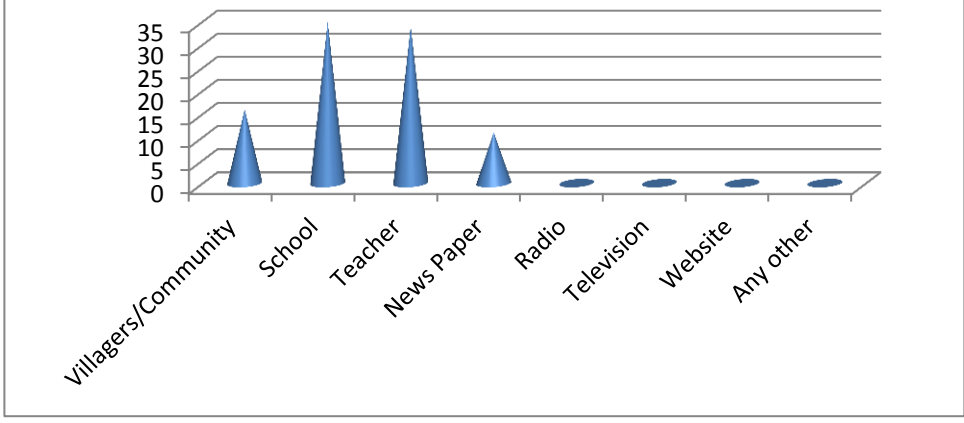


Above two tables, graphs and pictures reveal the difference in their awareness regarding two different aspects of MDM. First of these two tables tell us their awareness about quantity of food in MDM. This simple data explains us linkages between community awareness and implementation of various aspects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

**Table – 20: Showing Source of Awareness**

Sl. No.	Source of Awareness	No. of Respondents
1	Villagers/Community	16
2	School	35
3	Teacher	34
4	News Paper	11
5	Radio	00
6	Television	00
7	Website	00
8	Any other	00

**Graph – 20: Showing Source of Awareness**

	
	<ul style="list-style-type: none"> <li>✓ The above table show us that Community, School and teachers are major source of information and awareness;</li> <li>✓ 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.</li> </ul>
	<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 in few cases giving their remarks in the observation and inspection books.</p>
q.	<p><b>Impact of MDM</b></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>

### Undesirable aspects that persists in schools

1. P. S. Rewa, Block- Aarang: In this school, MDM is not conducting since 13-9-2012 due to lack of rice and cooking cost. 15 students dropped out; low attendance is observed in this school;
2. M. S. Sasaholi, Block- Tilda: Total 212 students are enrolled in this school. Plates are not available for MDM serving, students are not happy with MDM quality; therefore most of the students are not taking MDM in the school. But their MDM attendance is recorded daily by the teachers.
3. In Raipur district, interruptions are observed in the regularity of MDM in some of the schools due to food grain delay and delays in the payments for cooking cost.

4. Field Investigator found that in most of the school; students did not wash their hands before and after eating MDM and they did not take meals in an orderly manner.
5. The quantity of food is not adequate. Middle school students are not satisfied with the quantity of food.
6. In most of the schools, only one cook manages MDM for excess no. of students.
7. In some schools plates are not adequate according to students enrollment therefore, some students are not ate MDM in the schools.

### Good things

1. In some schools MDM quality is good. Students are happy with the MDM. Students attendance is increased due to MDM program.
2. Basically, those students are very happy from MDM program who come from poorest family.
3. Most of the schools follow weekly MDM menu. Teachers take interest in quality and quantity of MDM.
4. In some school teacher encouraged children to wash hands before and after eating meal and take meal in an orderly manner.

### **Details of Schools visited in Raipur District**

S. No.	Block	DISE Code	Name of Elementary School	Category of the School	Dates of Visits	
					First	Second
1	Dharsiwa	0403104	P. S. Manacamp	Urban Area	4.10.12	5.10.12
2	Dharsiwa	0400811	P. S. Dhaneli	General	6.10.12	8.10.12
3	Aarang	2206303	M. S. Girls Ganod	General	26.9.12	27.9.12
4	Dharsiwa	0414701	P. S. Dumartarai	CWSN	4.10.12	5.10.12
5	Aarang	2218801	P. S. Bhatiya	CWSN	27.9.12	28.9.12
6	Aarang	2208201	P. S. Kukra	CWSN	22.9.12	24.9.12

7	Aarang	2206301	P. S. Ganod	CWSN	26.9.12	27.9.12
8	Aarang	2215001	P. S. Malidih	CWSN	29.9.12	1.9.12
9	Dharsiwa	0402401	P. S. Devpuri	CWSN	2.10.12	3.10.12
10	Tilda	0806601	P. S. Chapa	CWSN	3.10.12	4.10.12
11	Aarang	2219301	P. S. Rewa	CWSN	24.9.12	25.9.12
12	Abhanpur	0613401	P. S Gobra (Nayapara)	CWSN	22.9.12	24.9.12
13	Dharsiwa	0405801	P. S.Urkura	SRTC	2.10.12	3.10.12
14	Aarang	Not Received	SRTC Lakhauli	SRTC	22.9.12	23.9.12
15	Dharsiwa	Not Received	SRTC Central Jail	SRTC	9.10.12	10.10.12
16	Dharsiwa	Not Received	SRTC Sai Raipura	SRTC	6.10.12	8.10.12
17	Dharsiwa	Not Received	SRTC Parastarai	SRTC	3.10.12	3.10.12
18	Abhanpur	0610801	P. S. Piprid	CAL	22.9.12	24.9.12
19	Aarang	2214005	M. S. Girls Chandkhuri Farm	CAL	28.9.12	29.9.12
20	Tilda	0808902	M. S. Sasaholi	CAL	3.10.12	5.10.12
21	Abhanpur	0605102	M. S. Dongitarai	CAL	26.9.12	28.9.12
22	Dharsiwa	0417806	P. S. Boys Manabasti	Civil Work	4.10.12	5.10.12
23	Dharsiwa	0407007	P. S. Majdoor Nagar Sarora	Civil Work	9.10.12	10.10.12
24	Abhanpur	0617802	M. S. Tuta	Civil Work	27.9.12	28.9.12
25	Dharsiwa	Not Received	SNRTC Ganesh Nagar	SNRTC	9.10.12	10.10.12
26	Abhanpur	Not Received	SNRTC Gobra (Rajim)	SNRTC	22.9.12	24.9.12
27	Aarang	2204102	M. S. Baroda	SC	25.9.12	26.9.12
28	Aarang	2205701	P. S. Devda	SC	24.9.12	25.9.12
29	Tilda		P. S. Kota No.-1	SC	6.10.12	8.10.12
30	Tilda	0806301	P. S. Beltukri	SC	1.10.12	5.10.12
31	Abhanpur		P. S. Chachanpairy	SC	25.9.12	26.9.12
32	Abhanpur	0609901	P. S. Janki	SC	25.9.12	26.9.12
33	Tilda	0813202	M. S. Gaitra	SC	1.10.12	9.10.12
34	Aarang	2205901	M. S. Boys Khorsi	Seasonal Migration	29.9.12	1.10.12
35	Aarang	2205904	M. S. Girls Khorsi	Seasonal Migration	28.9.12	30.9.12
36	Tilda	0807801	P. S. Chachanpehri	Seasonal Migration	9.10.12	10.10.12
37	Tilda	0811901	P. S. Chatod	Seasonal Migration	4.10.12	6.10.12
38	Abhanpur	0604401	P. S. Hasda	Gender Gap	28.9.12	29.9.12
39	Dharsiwa	0412901	P. S. Siltara	Drop Out	6.10.12	8.10.12
40	Tilda	Not Received	P. S. Bal Shramik Kharora	Shramik Child	8.10.12	10.10.12

**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.