

**1st Half Yearly Monitoring Report of Regional Institute
of Education, Bhopal (Monitoring Institution) on MDM
for the State of Chhattisgarh for the period of 1st
October 2010 to 31st March 2011**



Introduction

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 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 terms of critical indicators of development namely, education and health. Since its creation, as a separate political entity, Chhattisgarh has been paying focused and concerted efforts to make Chhattisgarh a developed state. In the process, Chhattisgarh is not leaving any stone unturned particularly in the field of school education. For this, Chhattisgarh made use of all the opportunities provided under the Sarva Shiksha Abhiyan (SSA), a flagship programme of Government of India, for the achievement of Universalization of Elementary Education. Chhattisgarh has been implementing this grand scheme across the state, hence the visible progress in the critical indicator- primary education, is witnessed today.

As part of on-going monitoring of SSA activities and MDM across India by MHRD, a team of experts along with field investigators from Regional Institute of Education, Bhopal conducted field study in four districts of Chhattisgarh and collected the data on prescribed format provided by MHRD on the implementation of SSA activities. Following is the report on the implementation MDM of the four districts- Bilaspur, Damtari, Durg and Rajnandgaon.

District-1

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

Selection of Schools:

Forty elementary schools in the district were selected for assessment and analysis of the implementation of SSA and Mid-Day Meal scheme keeping in view the goals of these schemes and the provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of the schematic interventions and attainment of the goals were also identified. Table 3 shows the details of the sample selected for monitoring on the basis of the available data and consultations with the district SSA functionaries.

Total 40 Schools (33 Primary Schools, 6 KGBVs and 1 Upper Primary School) spread over all the ten blocks and remote areas of the district (Table – 1) 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, Cooks, Swayam Samoocha Samiti members, village sarpanch, members of SMC and other members of the society. To ascertain the quality of the food field investigators and monitoring officers participated in mid-day meal programme directly in schools. Following is the report based empirical evidences observed during monitoring.

Table -1

Schools visited in the district

S. No.	Block	School no. and DISE code		Name of Elementary School	Category of the School	Dates of visit	
						First	Second
1.	Bilha (8)	1	0322604	P. S. Bandhwaupara	Urban area school	21.2.11	25.2.11 (FI)
		2		P.S. Talapara	UAS and RBC (b,c,g)	11.1.11	
		3		P.S. Chingrajpara.	UAS and RBC (e,g)	12.1.11	
		4		P.S. Silpahari	Others	23.2.11	
		5	0306201	P.S. Paudi (C)	Civ. work/Nepge/CWSN (d)	19.1.11	25.2.11(FI)
		6	0319330	P.S. Khaparganj	Urban area school	28.2.11(FI)	23.2.11 (FI)
		7		P.S. Janpad Bilha	Urban area school	28.2.11(FI)	1.3.11(FI)
		8	0312202	P.S. Hirdi	CAL	7.3.11 (FI)	1.3.11(FI)
2.	Gourela (2)	9		KGBV. Gourela	KGBV and CAL (a,b,c)	24.2.11	6.3.11(FI)
		10		P.S. Dhangava	Others	7.3.11(FI)	8.3.11(FI)
3.	Kota (3)	11	1105703	P.S.(Girls)Belgahana	CAL	13.1.11	24.2.11(FI)
		12		KGBV Chapora	KGBV and CAL	16.1.11	24.2.11(FI)
		13		P.S. Mauharkhar	Others - CWSN	26.2.11(FI)	1.3.11(FI)
4.	Lormi (2)	14		P.S. Karidongari	Others	17.1.11	24.2.11(FI)
		15		P.S. Saledhori	NEPGEL	28.2.11(FI)	1.3.11(FI)
5.	Marwahi (2)	16		P.S. Mandirtola	Others (b)	25.2.11	5.3.11(FI)
		17		P.S. Gumbatola	Others	7.3.11(FI)	8.3.11(FI)
6.	Masturi (5)	18	1513908	P.S. Koni	RBC	22.2.11	25.2.11
		19		PS. Khudubhata	NRBC	14.1.11	22.2.11
		20		P.S. Nirtu	Civil work/NEPGEL	20.1.11	26.2.11(FI)
		21		KGBV Pachpedi	KGBV and CAL (a,b,c,e)	26.2.11(FI)	27.2.11
		22		1509503	P.S. Gataura	Others	7.3.11(FI)
7.	Mungeli (4)	23	1005302	P.S. Chhatauna	CWSN (d)	15.1.11	23.2.11(FI)
		24		KGBV Chatarkhar	KGBV and CAL(a,b,c,e)	15.1.11	27.2.11(FI)
		25		P.S. Gidha	Others	26.2.11(FI)	4.3.11(FI)
		26		P.S. Bergaon	Others	3.3.11(FI)	8.2.11(FI)
8.	Patheria (6)	27	2107201	PS. Belkhuri	CWSN (h,d)	18.1.11	23.2.11 (FI)
		28		KGBV Sargaon	KGBV and CAL(a,b,c,e)	8.1.11	23.2.11 (FI)
		29	2102301	PS. Chhindbhog	NRBC	23.2.11(FI)	24.2.11(FI)
		30		M.S. (Girls) Sargaon	Urban area school	28.2.11(FI)	5.3.11(FI)
		31	2112902	P.S. Baitalpur	Others	3.3.11(FI)	4.3.11(FI)
		32		P.S. Basin	Others	3.3.11(FI)	4.3.11(FI)
9.	Pendra (1)	33		P.S. Bandhi	Civil work/ Others	26.2.11	3.2.11(FI)
10.	Takhatpur (7)	34	2504902	KGBV Jareli	KGBV and CAL(a,b,c,e)	9.1.11	24.2.11(FI)
		35		P.S. Devrikhurd	CAL	25.1.11(FI)	
		36		P.S. Amonikapar	NRBC	25.2.11(FI)	26.2.11(FI)
		37		P.S. Janpad Takhatpur	Urban area school	28.2.11(FI)	5.3.11(FI)
		38		P.S. Belsari	CWSN	1.3.11(FI)	5.3.11(FI)
		39		P.S. Hapa	Others	3.3.11(FI)	4.3.11(FI)
		40		P.S. Sakari	Others	3.3.11(FI)	4.3.11(FI)
Total 40							
PS – Primary School UAS – Urban Area School CAL – Computer Added Learning				MS – Middle School RBC – Residential Bridge Course FI – Field investigator	KGBV – Kasturba Gandhi Balika Vidyalaya NRBC – Non-residential Bridge Course NEPGEL – National Edu. Prog. for Girls at Ele .CWSN – Children with special Needs		

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

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

A. At school level:

a.	<p>Regularity in serving meals</p> <p>Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.</p>
b.	<p>Trends</p> <p>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. but all students opted for MDM and all students attending school on a day use to avail the mid-day-meal. In few cases MDM was combined for primary and upper primary school. In urban and semi-urban areas where no. of schools is more centralized cooking was done, but the meals were reaching in time. There was no complaint of weight or inferior quality of food grains.</p>
c.	<p>Regularity in delivering food grains to school level</p> <p>Food grains (rice @ 100 gm. per student per day of student attendance at primary level and 150 gm. at upper primary level) were supplied through consumer cooperative societies in a buffer stock of almost one month but sometimes in few cases it was also found delayed for about one week or so. Distance of consumer co-operative societies from school was notices 0 to 3 kilometers in the schools visited. Few cases of less quantity of food grain supply (compared to number of students, like Ps Silpahari) were also found.</p>
d.	<p>Regularity in delivering cooking cost to school level</p> <p>No-where the cooking cost (Rs. 3.30 per head per day in primary schools and Rs. 4 in upper primary schools) was found delivered in advance. It is credited to the School account through banking channel and paid to the cooking agency (Mahila swa-sahayata samuh). In some cases there was delay in payment and in few cases the balance also reached to minus Rs 32,074/- (Koni). Delay was also noticed for two months and four months in PS and UPS Nirtu (Masturi, five months in UPS Sargaon, Govt. Girls PS, Baitalpur, etc.). The materials are purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.</p>
e.	<p>Social equity</p> <p>The children of all categories, status, age and sex were taking meals together in an orderly manner. In lunch time, they wash hands take thali and assemble in an orderly manner taking their meal in thali in a queue or sitting in queues and the cook, helper and elder students were serving meals. After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they thank the God, wash hand and thali and go in classes. In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals. .</p>
f.	<p>Variety in menu</p> <p>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. 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. A general view of the menu observed in the district is given in table 4.</p>
g.	<p>Quality and Quantity of meal</p>

	Satisfactory quality of rice and its sufficient quantity was found served to the children, so they were found satisfied with the quality and quantity of mid-day meals.
h.	Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them Health check ups were found done in the schools once in a year and two –three times the micronutrients and de-forming medicines were given. The records of these were found made in the school register in almost all the cases. Health cards also were found made at some places of visit.
i.	Status of cooks Women cooks of OBC/SC/ST category were found in the schools. They were appointed by the agency supplying food (generally the self-help group of women) and getting a remuneration of Rs. 1,000 per month. Their number was not found in schools as per the strength of the students. The payment of cooks was also found delayed in case the cooking cost is not delivered in time.
j.	Infrastructure of kitchen shed The pucca kitchen sheds were found constructed in almost all primary schools. Kitchen sheds were not available in some cases in upper primary schools and the primary school kitchen or anganwadi room was found used for cooking meals. Kitchen shed is not sanctioned / constructed at Primary school Janpad Takhatpur and MDM was found cooked below the staircase. Similarly, the MDM was prepared in store type room in PS Belsari.
k.	Availability of potable water Safe drinking water was found available in schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in some schools like – PS Saledhori, PS Gataura, etc.
l.	Utensils of cooking meals Adequate utensils for cooking, serving and taking meals were found available in the elementary schools.
m.	Fuel used in cooking Normally, firewood is used as fuel for cooking mid-day meal in school, barring a few urban school where cooking gas is available. In few cases even after availability of cooking gas the firewood was under use due to economy in cooking.
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. But at some places the water accumulates near the hand pump (like PS Gataura), and may give adverse affect on health.
o.	Community participation and awareness Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.
.p.	Inspection and supervision Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college were found visiting the MDM and giving their remarks in the observation and inspection books., generally twice in a month..
q.	Impact of MDM Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas. The poor and below poverty line children get adequate nutrients and food through MDM

Table -2 Menu for Mid-day Meals

Day	Bilha Block				Kota Block				Lormi Block				Masturi Block		
	Bandhuapara/ Chingrajpara				Belgahana/ Mauharkhar				School –Karidongari				School – Nirtu		
Mon	Dal	Bhat	Sabaji	Achar,Papad	Dal	Bhat	Sab. Papad	Achar	Dal	Bhat	Sabaji	Ach. Pap	Dal	Bhat	Sabji, Achar
Tue	S.,Dal	Bhat	Sabaji	Achar,Papad	Dal	Bhat	-do-	Khir	Dal	Bhat	Sabaji	Ach. Pap	Dal	Bhat	Sabji, Achar
Wed	F Dal	Bhat	Sabji	Achar,Papad	Sab	Bhat	-do-	Egg	Dal	Bhat	Sabaji	Ach. Pap	Dal	Bhat	Sabji, Achar
Thu	Dal	Bhat	Sabaji	Achar,Papad	Bhat Besan Sabaji		Fruit		Dal	Bhat	Sabaji	Ach. Pap	Dal	Bhat	Sabji,Achar
Fri	Dal	Bhat	Sabaji	Achar,Papad	Dal	Bhat	Sabaji	Salad	Dal	Bhat	Sabaji	Ach. Pap	Dal	Bhat	Sabji,Achar
Sat	S Dal	Bhat	Sabaji	Achar,Papad	Dal	Bhat	Sabaji	Sweet	Dal	K-Bhat	Sabaji	Ach. Pap	Dal	Bhat	Sabji Achar
	F – Seasonal Fruit, S - Sweet								K – Khir,				Papad all days		

In a few cases, like PS Talapara the HM had to maintain MDM and his full attention was found devoted on MDM only, which is not desirable. About 25% of the students at some places found leaving the school after taking meals at some places. Cases of theft of the materials, utensils, food grains were also recorded at some places (like– PS Chingrajpara). MDM Register was also not found up-dated in some schools like – MS Birgaon.

B. Other issues related to MDM :

In Chhatisgarh, under Mid-day Meal Scheme hot cooked food is provided to the children of Primary and upper primary schools. They are served variety of food during lunch hours about 1.30 p.m. on working days. Menu was found displayed at the school level but it was not found common in all schools of the district visited. There were also little adjustments and variations as per availability of the material or need. Green vegetable and fruits are served and children were found satisfied with the quality and quantity of the meals. All children were found taking mid-day meals and nobody brought Tiffin on the day of visit. Women of the self-help group or Gram Panchayat were cooking mid-day meal in the schools on wages of Rs. 1000/ per month. In certain cases they also requested for increase of the amount. Hundred grams of rice and Rs. 3/30- per day per student was provided to the Mahila Swasahayata samooh /Gram Panchayat as per attendance of the children in primary school and for upper primary schools the quantity of rice was 150gms and cooking cost was Rs. 4.00 per student attending the school. In most of the cases the Pucca kitchen was not found for upper primary schools but it was available for primary schools. Stores were not found and materials were stored in the houses of the cooks. Hand-pumps were available for safe drinking water in the schools visited. Adequate utensils were found for cooking in most of the schools and in some schools plates were also purchased by SMC for children.

The cooking gas was not supplied and the firewood was used for cooking. There is need to pay attention in this regard to make the environment smoke free cooking gas should be provided and its use in cooking should be ensured. Kitchens were separate, safe and clean and children were found to be disciplined. Children used to wash their hands before meals, pray God, take meals in an orderly manner and wash hands and mouth before and after meals. Any discrimination on the basis of caste, gender, or disability was not found among children. Community participation was also found in the scheme through self-help group and BEO, DEO and BRCCs, DPC etc. were regularly monitoring the programme of Mid-day Meals. But some children leave the school after taking meals on the days of festivals.

Suggestions:

1. There should be common menu of mid-day meals for all schools in the district.
2. Self-help groups should have full responsibility of MDM and teachers should not get involve in it.

District-2

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

Background:

District Dhamtari is situated in the Middle–East region of the state Chhattisgarh. It was officially formed on July 6, 1998 as a district, dividing the Raipur district (currently the state capital of Chhattisgarh). Raipur district was broken up into the districts of Raipur, Mahasamund and Dhamtari. Dhamtari, Kurud and Nagari tehsils are included in Dhamtari district. There are four blocks (Dhamtari, Kurud, Magarlod and Nagri) in this one of the beautiful districts of Chhattisgarh. It is located in west of the scenic Satpura mountain ranges, bordered by the fascinating Kanker from the west and Raipur from the north. In the east, Satpura range is located. It is popularly known as Sihawa pahad. The geographical boundaries of Dhamtari, exhibits the location of Raipur district in its North, Orissa state in the East, Baster and Kanker districts in south west and Durg district in North West respectively. It covers an area of 4081.93sq. km and lies between North latitudes 20°02'45.06" and 21°01'32.772" and East longitudes 81°24'43.128" to 82°10'28.956" with population of 703569 as per 2001 census. Rural population of the district is 610001, which is 86.7% of total population. The district looks

like a narrow flat land with its upper portion tilting towards the north-western horizon. The river Mahanadi bifurcates the district into two parts. The river to the west of the river comprises open Chhattisgarh plain. The south and south eastern part, east of Chhattisgarh plain is hilly. The striking hills are the Sringeri-rishi and Angira-rishi of Nagri Tehsil. In the southern part of the said Tehsil lies the Sihawa group of hills. The Mahanadi - the principal river of the district rising in the Sihawa hills, flows north-west through out its entire length in the district. Other important river in the district is Kharun. The national highway No. 43 Raipur – Vijaynagaram (Andhra Pradesh) passes through Dhamtari. Raipur is 78 km from Dhamtari. Approximately 52 percent of the geographic area is covered by forests. The district has a tropical climate. Dhamtari is a prosperous and blessed District which has been endowed with the dense forest and fertile land. It has been developing in multi dimensional areas.

Selection of Schools:

Forty elementary schools were selected for assessment and analysis of implementation of SSA and Mid-day meal scheme keeping in view goals of these schemes and provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of schematic interventions and attainment of goals were also identified. Table 1 shows details of sample selected for monitoring on the basis of the available data and consultations with district SSA functionaries.

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

Table – 1
Schools visited in the district

S.No.	Block	DISE Code	Category	Name of School	Dates of visit		
					First	Second	
1.	Dhamtari (15)	22133016406	Urban area	P.S. Panchvati	15.03.11	21.03.11	
2.		22133016203	Urban area	M.S. Dabrapara	15.03.11	21.03.11	
3.		22133008801	Urban area	Naveen PS SC Ward Jalampur	15.03.11	21.03.11	
4.		22133000903	Urban area	P.S. Jodhapur	15.03.11	22.03.11	
5.		22133004109	Urban area	M.S. Gokulpur	16.03.11	22.03.11	
6.			Urban area	M.S. Sindhi Kanya, Hatkeshar	16.03.11	23.03.11	
7.			Urban area	P.S. Bharripara, Aamdi	16.03.11	23.03.11	
8.			RBC	Stationpara	17.03.11	25.03.11	
9.			Civil work	P.S. Sehradabri	15.03.11	21.03.11	
10.			Civil work	M.S. Beltara	15.03.11	21.03.11	
11.			22133016002	CAL/Civil work	M.S. Tumrabahar	19.03.11	22.03.11
12.			22133007201	CWSN	P.S. Udena	17.03.11	23.03.11
13.			22133000301	CWSN	P.S. Tirra	17.03.11	24.03.11
14.			22133014301	CWSN	P.S. Arondh	17.03.11	24.03.11
15.	Krud (8)	22133008904	Others	P.S. Kasavahi	22.03.11		
16.		22130317003	Urban area	P.S. Soridbhat	16.03.11	23.03.11	
17.		22130309401	RBC/ CWSN	P.S. Bhatagaon	16.03.11	22.03.11	
18.			NRBC	P.S. Achhoti	17.03.11	25.03.11	
19.			CAL Centre	M.S. Bhatagaon	18.03.11	28.03.11	
20.		22130310503	CAL Centre	P.S. Birejhar	18.03.11	28.03.11	
21.			Others	P.S. Sonpur	18.03.11	29.03.11	
22.	Others		M.S. Kokri	18.03.11	29.03.11		
23.	Others/CAL		M.S. Dandesara	30.03.11	31.03.11		
24.	Magarlod (6)	22132700111 22132701002		P.S. Kamarpara, Parsaguda	16.03.11	23.03.11	
25.				P.S. Kalarbahara	17.03.11	26.03.11	
26.				P.S. Mohandi	18.03.11	26.03.11	
27.				KGBV Bhaismundi	14.03.11	31.03.11	
28.				M.S. Lunge	30.03.11	31.03.11	
29.	Nagri (11)	22131313702	RBC	M.S. Shuklabhata	19.03.11		
30.			CAL Centre	P.S. Saraitola	25.03.11	29.03.11	
31.			KGBV	M.S. Kukrail	26.03.11		
32.			Others	KGBV, Nirrabeda	27.03.11		
33.			Others/CAL	P.S. Banspara	24.03.11	28.03.11	
34.			Others/Forest	M.S. Siyadehi	24.03.11	28.03.11	
35.			Others	M.S. Pandaripani (Mal)	24.03.11	29.03.11	
36.			22131322301	P.S. Churyarapara	25.03.11	29.03.11	
37.			22131308002	P.S. Pandripani (Raiyat)	25.03.11	30.03.11	
38.				P.S. Gahnasiyar	26.03.11	30.03.11	
39.				M.S. Mainpur	26.03.11	30.03.11	
401			P.S. Banbagaon	28.03.11			
PS – Primary School UAS – Urban Area School CAL – Computer Added Learning			KGBV – Kasturba Gandhi Balika Vidyalaya NRBC – Non-residential Bridge Course NEPGEL – National Edu. Prog. for Girls at Elementary Level .CWSN – Children with special Needs				

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.	<p>Regularity in serving meals</p> <p>Daily hot cooked food is served in the elementary schools of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.</p>
b.	<p>Trends</p> <p>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. but normally, all students opted for MDM and all students attending school on a day use to avail the mid-day-meal, barring handful of cases. In few cases MDM was combined for primary and upper primary school and in some cases the MDM was prepared combined for 6-7 schools and distributed. In urban and semi-urban areas where no. of schools is more such centralized cooking was done, but the meals were reaching in time. There was no complaint of weight or inferior quality of food grains.</p>
c.	<p>Regularity in delivering food grains to school level</p> <p>Food grains (rice @ 100 gm. per student per day of student attendance at primary level and 150 gm. at upper primary level) were supplied through consumer cooperative societies in a buffer stock of almost one month but sometimes in few cases it was also found delayed for about one week or so. Distance of consumer co-operative societies from school was notices 0 to 3 kilometers in the schools visited.</p>
d.	<p>Regularity in delivering cooking cost to school level</p> <p>No-where the cooking cost (Rs. 3.30 per head per day in primary schools and Rs. 4 in upper primary schools) was found delivered in advance. It is credited to the School account through banking channel and paid to the cooking agency (Mahila swa-sahayata samuh, gram panchayat or similar agencies). In some cases there was delay in payment then the materials were purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.</p>
e.	<p>Social equity</p> <p>The children of all categories, status, age and sex were taking meals together in an orderly manner. In lunch time, they wash hands take thali and assemble in an orderly manner taking their meal in thali in a queue or sitting in queues and the cook, helper and elder students were serving meals. After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they thank the God, wash hand and thali and go in classes. In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals. .</p>
f.	<p>Variety in menu</p> <p>Variety of vegetables, sweets, etc. was noticed in the MDM in the schools visited. Menu is decided by the CEO, BEO, and MDM authorities at Block and district level. In few cases the headmaster and cooking agency together also fix or change menu. Sometimes the headmasters also found making adjustments in menu of MDM as per local needs. Generally, it was found followed (about 50 % cases) in some cases it was found followed with minor local adjustments (about 40% cases) and in few cases (about 10% cases) the menu was not found followed. At few places like –MS, Hatkesar chocolates were also found place in menu. A general view of the menu observed in the district is given in table 4.</p>
g.	<p>Quality and Quantity of meal</p>

	Satisfactory quality of rice and its sufficient quantity was found served to the children, so they were found satisfied with the quality and quantity of mid-day meals.
h.	Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them Health check ups were found done in the schools once in a year and two –three times the micronutrients and de-forming medicines were given. The records of these were found made in the school register in almost all the cases. Health cards were also found made at some places of visit.
i.	Status of cooks Women cooks of OBC/SC/ST category were found in the schools. They were appointed by the agency supplying food (generally the self-help group of women) and getting a remuneration of Rs. 1,000 per month or so. In schools, their number was not found as per the strength of the students. The payment of cooks was also found delayed in case the cooking cost is not delivered in time, like Kokadi (Nari).
j.	Infrastructure of kitchen shed The pucca kitchen shed was found constructed in almost all primary schools. Kitchen sheds were not available in some cases in upper primary schools and the primary school kitchen or anganwadi room was found used for cooking meals. Kitchen shed is not sanctioned / constructed at MS Gokulpura, Kokadi(Nari),
k.	Availability of potable water Safe drinking water was found available in schools; it was through hand-pumps in rural areas and municipal tap in urban areas. But it was not easily available in some schools.
l.	Utensils of cooking meals Adequate utensils for cooking, serving and taking meals were found available in the elementary schools.
m.	Fuel used in cooking Normally, firewood is used as fuel for cooking mid-day meal in school, barring a few urban schools where cooking gas is available. In few cases even after availability of cooking gas the firewood was under use due to economy in cooking.
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. But at some places the water accumulates near the hand pump, and may give adverse affect on health.
o.	Community participation and awareness Parents and community members were also found aware with and visiting the mid-day meals as per their convenience.
.p.	Inspection and supervision Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college were found visiting the MDM and giving their remarks in the observation and inspection books, generally twice in a month..
q.	Impact of MDM Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas. The poor and below poverty line children get adequate nutrients and food through MDM

Table – 2:
Menu for Mid-day Meals

Day	Dhamtari Block				Kurid Block				Magarlod Block			
	Panchvati/ Tumrabahar/Udena				Bhatagaon/Achhoti/Birejhar				School -Karidongari			
Mon	Dal	Bhat	G. Sabaji	Achar,	Dal	Bhat	Gobhi	Achar	Dal	Bhat	Sabaji	Ach. Pap
Tue	Dal	Bhat	Aaloo Chana/Soya		Dal	Bhat	Alo-chana/G.Ve		Dal	Bhat	Sabaji	Ach. Pap
Wed	Dal	Bhat	G. Sabaji	Achar/Halva	Dal	Bhat	Kumda	Egg	Dal	Bhat	Sabaji	Ach. Pap
Thu	Dal	Bhat	G. Sabaji	Achar,Papad	Bhat		Mix-veg	Achar	Dal	Bhat	Sabaji	Ach. Pap
Fri	Dal	Bhat	G. Sabaji	Achar	Dal	Bhat	Loki	Salad	Dal	Bhat	Sabaji	Ach. Pap
Sat	Dal	Bhat	Aaloo Chana, Khir		Dal bhat/Pur		Chana	Khir	Dal	K-Bhat	Sabaji	Ach. Pap
	G. Sabaji – Green Vegetables								K – Khir,			

In a few cases, like PS Panchvati, PS Dabarapara, PS. Jatpara, PS Jodhapur the MDM is prepared outside combined for 6 – 7 schools and brought to the schools for distribution. About 25% of the students at some places found leaving the school after taking meals at some places. Cases of theft of the materials, utensils, food grains were also recorded at some places. MDM Register was also not found up-dated in some schools like – PS Bharripara.

Other issues related to MDM :

In Chhatisgarh, under Mid-day Meal Scheme hot cooked food is provided to the children of Primary and upper primary schools. They are served variety of food during lunch hours about 1.30 p.m. on working days. About one hour time is devoted on mid-day meals in the schools. Menu was found displayed at the school level but it was not found common in all schools of the district visited. There were also little adjustments and variations as per availability of the material or need. Green vegetable and fruits are served and children were found satisfied with the quality and quantity of the meals. All children were found taking mid-day meals and generally students do not bring Tiffin. But in Middle School Achhoti about 25 children and in MS Kukrail 32 students with good economic status were found not taking MDM. Similar situation was also noticed in MS Siyadehi. Few cases of younger brothers and sisters were also noticed taking mid-day meal with the students of elementary schools. Women of the self-help group or Gram Panchayat were cooking mid-day meal in the schools on wages of Rs. 1000/ per month. In certain cases they also requested for increase of the amount. Hundred grams of rice

and Rs. 3/30- per day per student was provided to the Mahila Swasahayata samooch /Gram Panchayat as per attendance of the children in primary school and for upper primary schools the quantity of rice was 150 gms and cooking cost was Rs. 4.00 per student attending the school. In most of the cases the Pucca kitchen was not found for upper primary schools but it was available for primary schools. Stores were not found and materials were stored in the houses of the cooks or in the school. Hand-pumps were available for safe drinking water in the schools visited. Adequate utensils were found for cooking in most of the schools and in some schools plates were also purchased by SMC for children.

The cooking gas was not supplied and the firewood was used for cooking. There is need to pay attention in this regard to make the environment smoke free cooking gas should be provided and it's use in cooking should be ensured. Kitchens were separate, safe and clean and children were found to be disciplined. Children used to wash their hands before meals, pray God, take meals in an orderly manner and wash hands and mouth before and after meals. Any discrimination on the basis of caste, gender, or disability was not found among children. Community participation was also found in the scheme through self-help group and BEO, DEO and BRCCs, DPC etc. were regularly monitoring the programme of Mid-day Meals.

Suggestions:

1. There should be common menu of mid-day meals for all schools in the district.
2. Self-help groups should have full responsibility of MDM and teachers should not get involve in it.

District-3

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

Forty elementary schools in the district were selected for assessment and analysis of the implementation of SSA and Mid-day meal scheme keeping in view the goals of these schemes and the provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of the schematic interventions and attainment of the goals were also identified. Table 1 shows the details of the sample selected for monitoring on the basis of the available data and consultations with the district SSA functionaries.

Schools visited in the district

Sl no	Date	Block/cluster	Name of the School	Criteria
1	11.1.11	Patan	MS Arasnara	CAL
	9.3.11		MS Arasnara	
2	12.1.11	Bemetara	MS Singhour	Civil
	9.3.11	Bemetara	MS Singhour	Civil
3	13.1.11	Gurur	MS Pewaro	Community participation
	9.3.11	Gurur	MS Pewara	Community participation
4	14.1.11	Gunderdehi	PS Pinakapar	
	9.3.11	Gunderdehi	PS Pinakapar	
5	15.1.11	Durg(rural)	MS Potiyakala	
	10.3.11	Durg (rural)	MS Potiyakala MS Ruabandha	Urban deprived
6	6.3.11	Nabagarh	KGBV	KGBV
	13.3.11	Nabagarh	KGBV	KGBV
7	7.3.11	Berla	PS Nayapara	Single teacher
	8.3.11	Berla	PS Nayapara	Single teacher
8	9.3.11	Durg (urban)	RBC Dipaknagar	RBC
	11.3.11	Durg (urban)	RBC Dipaknagar	Urban reprieved

9	9.3.11	Bemetara	PS Vidyanagar	RBC
	10.3.11	Bemetara	PS Vidyanagar	RBC
10	10.3.11	Patan	MS Akhra	Majority girls
	11.3.11	Patan	MS Akhra	Majority girls
11	10.3.11	Dondi Lohara	PS Turmuda	Civil
	11.3.11	Dondi Lohara	PS Turmuda	Civil
12	10.3.11	Berla	PS Berla	NRBC
	11.3.11	Berla	PS Berla	NRBC
13	10.3.11	Bemetara	MS Kobia	CWSN
	11.3.11	Bemetara	MS Kobia	CWSN
14	11.3.11	Dhamdha	PS Mohandi	CAL, Civil
	12.3.11	Dhamdha	PS Mohandi	CAL, Civil
15	12.3.11	Durg (urban)	MS Indranagar	CWSN
	14.3.11	Durg (urban)	MS Indranagar	CWSN
16	12.3.11	Patan	NRBC Souram	NRBC
	14.3.11	Patan	NRBC Souram	NRBC
17	12.3.11	Domdi Lohara	PS Jjarantola	Forest area
	14.3.11	Domdi Lohara	PS Jharantola	Forest area
18	12.3.11	Berla	MS Sarda	CAL
	14.3.11	Berla	MS Sarda	CAL
19	12.3.11	Bemetara	MS L Lolasara	NPEGEL
	14.3.11	Bemetara	MS Lolasara	NPEGEL
20	13.3.11	Bemetara	KGBV	KGBV
21	13.3.11	Shaja	KGBV	KGBV
22	15.3.11	Durg (urban)	PS new Police line	Urban deprieved
	16.3.11	Durg (urban)	PS new Police line	Urban deprieved
23	15.3.11	Patan	PS Jhoot	High dropout
	16.3.11	Patan	PS Jhoot	High dropout
24	15.3.11	Baloud	PS Bhadawapathra	Forest area
	16.3.11	Baloud	PS Bhadawapathra	Forest area

25	15.3.11	Berla	MS Boria	SC
	16.3.11	Berla	MS Boria	SC
26	15.3.11	Bemetara	MS Semria	NPEGEL
	16.3.11	Bemetara	MS Semria	NPEGEL
27	17.3.11	Durg (urban)	PS Moroda tank	SC Girls
	18.3.11	Durg (urban)	PS Moroda tank	SC girls
28	17.3.11	Gunderdehi	PS Bhardakhurd	
	18.3.11	Gunderdehi	PS Bhardakhurd	
29	17.3.11	Baloud	PS Sivni	High dropout
	18.3.11	Baloud	PS Sivni	High dropout
30	17.3.11	Berla	PS Bachidiha	Urban deprived
	18.3.11	Berla	PS Bachidiha	Urban deprived
31	17.3.11	Bemetara	MS Chirra	CWSN
	18.3.11	Bemetara	MS Chirra	CWSN
32	19.3.11	Durg (urban)	PS Krishnanagar	SC Boys
	21.3.11	Durg (urban)	PS Krishnanagar	SC boys
33	19.3.11	Gurur	MS Kolihamar	CAL
	21.3.11	Gurur	MS Kolihamar	CAL
34	19.3.11	Baloud	MS Nebarikola	CWSN
	21.3.11	Baloud	MS Nebarikola	CWSN
35	19.3.11	Shaja	PS Jagannathpur	SC
	21.3.11	Shaja	PS Jagannathpur	SC
36	19.3.11	Bemetara	PS Piparmaththa	ST,SC
	21.3.11	Bemetara	PS Piparmaththa	More ST, SC
37	22.3.11	Durg (urban)	PS Shardapara	Urban deprived
	23.3.11	Durg (urban)	PS Shardapara	Urban deprived
38	22.3.11	Gurur	PS Dokla	ST
	23.3.11	Gurur	PS Dokla	ST
39	22.3.11	Dondi	PS Chiklakosa	ST,SC

	23.3.11	Dondi	PS Chiklakosa	ST,SC
40	22.3.11	Berla	PS Dongaghat	Children of mostly Fishermen
	23.3.11	Berla	PS Dongaghat	Children of mostly Fishermen
41	22.3.11	Nabagarh	PS Samesar	SC
	23.3.11	Nabagarh	PS Samesar	SC

Primary School Computer Added Learning	MS – Middle School RBC – Residential Bridge Course FI – Field investigator	KGBV – Kasturba Gandhi Balika Vidyalaya NRBC – Non-residential Bridge Course NEPGEL – National Edu. Prog. for Girls at E .CWSN – Children with special Needs
---	--	---

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

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

i. At school level:

a.	Regularity in serving meals Daily hot cooked food is served in the elementary schools in village areas relative to the city areas of the district at the lunch hour (1.30 p.m.) and normally there was no interruption in serving meals.
b.	Trends 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. but all students opted for MDM in the rural schools compared to city schools. In few cases MDM was combined for primary and upper primary school. In urban and semi-urban areas where no. of schools is more centralized cooking was done, but the meals were reaching in time. There was no complaint of weight or inferior quality of food grains excepting MS TAKIAPARA(Durg) where 41 students availed MDM out of 247 students, MS Ruabandha 246 students availed MDM out of 457students on 10.3.11(food supply from centralized kitchen, Bhilai Nagar Nigam in Durg), PS Godhi(Dhamdha) ,PS and MS Pinakapara(Gunderdehi), MS Putyakala Durg complained poor rice quality.
c.	Regularity in delivering food grains to school level Food grains (rice @ 100 gm. per student per day of student attendance at primary level and 150 gm. at upper primary level) were supplied through consumer cooperative societies in a buffer stock of almost one month but sometimes in few cases it was also found delayed for about one week or so. Distance of consumer co-operative societies from school was noticed 0 to 3 kilometers in the schools visited. Few cases of less quantity of food grain supply e.g. MS Arasnara(Patan) where there were even 5 months delay in food grain supply and in PS Sond(Berla).
d.	Regularity in delivering cooking cost to school level No-where the cooking cost (Rs. 3.30 per head per day in primary schools and Rs. 4 in upper primary schools) was found delivered in advance. It is credited to the School account through banking channel and paid to the cooking agency (sarpanch/smc/Mahila swa-sahayata samuh). The materials are purchased on the basis of personal credit of the agency/headmaster for supply of MDM in the school.

e.	Social equity	The children of all categories were taking meals together in an orderly manner. With lunch break students wash hands and thali and assemble in an orderly manner in a queue to get their meal, and then sit in line. The cook, helper and elderly students serve meals. They pray God before taking meals. At the end they thank God, wash hand and thali and enter into the classes.
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. Sometimes the headmasters/smc/sarpanch also found making adjustments in menu of MDM as per local needs. Generally, it was adhered (about 20 % cases) in some cases it was found altered with local adjustments (about 70% cases) and in few cases (about 10% cases) the menu was not found followed.
g.	Quality and Quantity of meal	Satisfactory quality of rice and its sufficient quantity was found served to the children excepting PS&MS Pinakapara(Gunderdehi) where rice quality was poor. Students were happy with the quality and quantity of mid-day meals.
h.	Supplementary: - i. Health card, ii. Health check-up, iii. Periodical micronutrients and iv. Person administering them	Health check ups were carried out in the schools once in a year. Two to three times micronutrients(vitamins) and de-worming medicines were given in some schools and especially in KGBVs. The records of these were maintained in the school register in almost all the cases. Health cards also were found with the school authority at some places of visit.
i.	Status of cooks	Women cooks of OBC/SC/ST category were generally employed in the schools. They were appointed either by Sarpanch/SMC/ by the agency supplying food and getting a remuneration of Rs. 1,000 per month. Their number was not found in schools as per the strength of the students. The payment of cooks was also found delayed in cases where the cooking cost was not paid in time.
j.	Infrastructure of kitchen shed	The pucca kitchen sheds were found constructed in almost all primary schools. Kitchen sheds were not available in some cases in upper primary schools and the primary school kitchen or anganwadi room was being used for cooking meals. Similarly, the MDM was prepared in store room open space due to small space of pucca kitchen shed..
k.	Availability of potable water	Safe drinking water was found available in schools; it was through hand-pumps in rural areas and municipal tap in urban areas.
l.	Utensils of cooking meals	Adequate utensils for cooking, serving and taking meals were found available in the elementary schools excepting MS Putyakala, Durg where students take their meals in turn due to shortage of utensils..
m.	Fuel used in cooking	Normally, firewood is used as fuel for cooking mid-day meal in school, barring a few urban school where cooking gas is available. In few cases despite availability of cooking gas the firewood was being used due to economy in cooking or inordinate delay in gas cylinder..
n.	Safety and hygiene	Adequate safety was found as the kitchen shed was separate from the schools. Hygienic condition was maintained in cooking and serving meals through clean utensils, washing hands, etc. But at most schools water gets accumulated near the hand pump due to poor drainage system such MS Putyakala, Durgand and may give health concerns.
o.	Community participation and awareness	Parents and community members were also found aware with and visiting the mid-day meals as per their convenience. It was remarkable in MS Penwaro(Gurur) where more than 15 women and 30 gents were present at the time of visit(13.1.11) to share their concern and express their gratitude to the Authority of MDM meal scheme.
.p.	Inspection and supervision	Officers from block and nagar nigam like, Tehsildar, BEO, authorized principal of a college used to visit the MDM and giving their remarks in the observation and inspection books., generally twice in a month..
q.	Impact of MDM	Definitely the MDM had positive impact on enrolment and attendance of students, more specifically in rural areas. The poor and below poverty line children get adequate nutrients and food through MDM. It

supports parent's income and strengthens their economic condition. MDM brings a great relief of working class poor parents who used to start their journey with the sunrise for earning their livelihood, thus MDM takes care of nourishment of poor children besides grooming them especially change in general behavior, self-contentment and sharing characteristics-essential for concentration on studies besides strengthening communal harmony.
--

Other issues related to MDM :

In Chhatisgarh, under Mid-day Meal Scheme hot cooked food is provided to the children of Primary and upper primary schools. They are served variety of food during lunch hours about 1.30 p.m. on working days. Menu was found displayed at the school level but it was not found common in all schools of the district visited. There were also little adjustments and variations as per availability of the material or need. Green vegetable and dal were served and children were found satisfied with the quality and quantity of the meals. All children were found taking mid-day meals and nobody brought Tiffin on the day of visit. Women of the Gram Panchayat were cooking mid-day meal in the schools on wages of Rs. 1000/ per month. Community members in PS and MS Penwaro(Gurur) requested for increase of the amount. Hundred grams of rice and Rs. 3/30- per day per student was provided to the Mahila Swasahayata samooh /Gram Panchayat as per attendance of the children in primary school and for upper primary schools the quantity of rice was 150gms and cooking cost was Rs. 4.00 per student attending the school. In most of the cases the Pucca kitchen was not found for upper primary schools but it was available for primary schools but these were not being used due to shortage of space. Kitchen sheds were rather being used as store rooms for housing the essentials. Hand-pumps were available for safe drinking water in the schools visited without proper drainage system. Adequate utensils were found for cooking in most of the schools and in some schools plates were also purchased by SMC for children.

The cooking gas was not in regular supply. Consequently firewood was used as fuel for cooking meals. There is a concern for making school environment smoke free if cooking gas supply was regular. Kitchens were separate, safe and clean and children were found to be disciplined. Children used to wash their hands before meals, pray God, take meals in an orderly manner and wash hands and mouth before and after meals. Any discrimination on the basis of caste, gender, or disability was not found among children. Community participation was also found glairing in some places. BEO, DEO and

BRCCs, DPC etc. were regularly monitoring the programme of Mid-day Meals. Some children leave the school after taking meals on the days of festivals.

Suggestions:

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

District-4

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

Selection of Schools:

Forty three elementary schools in the district were selected for assessment and analysis of the implementation of SSA and Mid-day meal scheme keeping in view the goals of these schemes and the provisions of RTE Act, 2009. Social, cultural, linguistic and other barriers coming in the way of successful implementation of the schematic interventions and attainment of the goals were also identified. Table 3 shows the details of the sample selected for monitoring on the basis of the available data and consultations with the district SSA functionaries.

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

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

Details of Schools visited in Rajnandagaon District

S. No.	Block	School no. and DISE code		Name of Elementary School	Category of the School	Dates of visit	
						First	Second
1.	Chowki (5)	1	0207101	P.S Singhabedi	Higher Gender Gap	7.4.2011	8.4.2011
		2	0603702	M.S Pipar Khar	Higher proportion of SC/ST students	4.4.2011	5.4.2011
		3	0213201	P.S Kudurgodha	Forest and far flung area	6.4.2011	7.4.2011
		4	0202302	M.S Semharbandh	CWSN	6.4.2011	7.4.2011
		5	0210802	P.S Bandha Bazar (Girls)	Low retention rate and high dropout rate	28.3.2011/ 6.4.2011	7.4.2011

2.	Chuikhdan(4)	6		M. S. Lanjiya Tola	Higher Proportion of SC/ST Students	7.4.2011	8.4.2011
		7	0314701	P.S. Padmavati Pur	Higher Gender Gap in enrolment	7.4.2011	8.4.2011
		8	0310002	M.S. Salhevara	Forest and Far Flung Area	8.4.2011	9.4.2011
		9		P.S. Bhansbhira	Forest and Far Flung Area	8.4.2011	9.4.2011
3.	Churia(4)	10	0408201	P.S. Sadadh Chirchari	Higher Gender Gap in Enrollment	4.4.2011	5.4.2011
		11		P.S. Chotgudra	Higher Proportion of SC/ST Students	6.4.2011	7.4.2011
		12		M.S. Khobha	CWSN Children	6.4.2011	7.4.2011
		13		M.S. Jobh	Forest and Far Flung Area	6.4.2011	7.4.2011
4.	Dongargaon (4)	14		P.S. Machanpara	Low retention rate and high dropout rate	1.4.2011	2.4.2011
		15	0503001	P.S. Nathunvagaon	Higher Proportion of SC/ST Students	1.4.2011	2.4.2011
		16		M.S Rampur	CAL	14.1.2011	4/5.4.2011
		17		M.S Vicharpur Navgaon	Higher Gender Gap in enrolment	4.4.2011	5.4.2011
5.	Dogargarh (4)	18	0606702	M.S Maditarai	Higher Gender Gap in Enrollment	1.4.2011	2.4.2011
		19		M.S Kothitola	Higher Proportion of SC/ST Students	31.3.2011/ 1.4.2011	2.4.2011
		20		M.S Deevanthola	Forest and Far Flung Area	31.3.2011	2.4.2011
		21		M.S Barnala	CWSN Children	1.4.2011 1.4.2011	2.4.2011
6.	Khairagarh (4)	22	1104202	P.S Baigatola	Higher Proportion of SC/ST Students	8.4.2011	9.4.2011
		23		P.S Bedrigigh	Low retention rate and high dropout rate	8.4.2011	9.4.2011
		24	0812902	M.S Akargan	The habitation where the school is located in-bound and out bound seasonal migration	8.4.2011	9.4.2011
		25	0805802	M.S Pendrikal	The habitation where the school is located in-bound and out bound seasonal migration	8.4.2011	9.4.2011
7.	Manpur(5)	26	0909601	P.S. Bhatgaon	Forest and Far Flung Area	1.4.2011	2.4.2011
		27	0901082	P.S Boria	CWSN Children	1.4.2011	2.4.2011
		28	092201	P.S Malhar	Higher Gender Gap in Enrollment	29.3.2011 And 1.4.11	2.4.2011
		29	0901102	M.S Markeli	The Habitation where the school is located at has sizeable number of OoSC	1.4.2011	2.4.2011
		30		M.S Eragaon	Low retention rate and high dropout rate	29.3.2011 and 1.4.11	2.4.2011
		31		RBC Rajkatta	Orphans and frequent drop out children	29.3.2011	
8.	Mohla (5)	32	1005404	M.S Gotatola	Low retention rate and high dropout rate	4.4.2011	5.4.2011
		33		P.S Sharpara	Forest and Far Flung Area	4.4.2011	5.4.2011
		34	0506801	M.S Mohbhatta	CWSN Children	4.4.2011	5.4.2011
		35	1002503	M.S Somatola	Higher Gender Gap in Enrollment	4.4.2011	5.4.2011

		36	1010201	P.S Amadola	Higher Proportion of SC/ST Students	4.4.2011	5.4.2011
9.	Rajnandgaon (5)	37	1100115	P.S. Kailashnagar	The ward/unit of planning where the school is located at is known to have sizable number of urban deprived children	10.1.2011	11.1.2011
		38		P.S Tulsipur No4	The ward/unit of planning where the school is located at is known to have sizable number of urban deprived children	15.1.2011	2.4.2011
		39		M.S Paryakala	CAL	30.3.2011	4.4.2011
		40		P.S Gidhva	The habitation where the school is located in-bound and out bound seasonal migration	4.4.2011	5.4.2011
		41		P.S Chaveli	The habitation where the school is located at has sizeable number of OoSC	5.4.2011	6.4.2011
		42		Night Shelter-UPS- Chilki	Orphan Children-staying on rail station platforms and working in households.	12.1.2011	13.1.2011
		43		RBC- Center	Brick making –Migrant	14.1.2011	15.1.2011
	Total 43						

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

ii. At school level:

a.	Regularity in serving meals Regularity is normally in majority schools is maintained
b.	Trends **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. but all students opted for MDM and all students attending school on a day use to avail the mid-day-meal. **In few cases MDM was combined for primary and upper primary school.
c.	Regularity in delivering food grains to school level **Food grains delivery at schools in most cases is regular barring few irregularities. Food grains were delivered through consumer cooperative societies. **Buffer stock for one month is generally maintained; **but in few cases buffer stock is not maintained. Distance of consumer co-operative societies from school is within 3 kilometers.
d.	Regularity in delivering cooking cost to school level This is really gray area. No-where the cooking cost (Rs. 3.30 per head per day in primary schools and Rs. 4 in upper primary schools) is delivered in advance. It is credited to the School account through banking channel and paid to the cooking agency (Mahila swa-sahayata samuh). In some cases there was delay in payment.
e.	Social equity *This is the most positive aspect of MDM. Children of all social categories are taking meal together in an orderly manner. **Children do wash hands before and after meal in an orderly manner;



**Queues and the cook, helper and elder students were serving meals. After getting meals at their place they sit in queues, pray God and take meals. After finishing meals they thank the God, wash hand and thali and go in classes. In few handful of cases mis-managements were also found and in some cases the teachers were also found serving meals. .

f. Variety in menu

Very limited variety of vegetables and other food items are on the menu of MDM. Though Menu is decided by the CEO, BEO, and MDM authorities at Block and district level in reality the availability of vegetables and other food items determine the menu. Sometimes the headmasters also found making adjustments in menu of MDM as per local needs. A general view of the menu observed in the district is given in table 4.

g. Quality and Quantity of meal

*As far as Quantity of food is concerned MI has noticed no problem as such. Every child was getting enough quantity of food.
 **Quality is a cause of concern. Quality of food from health perspective is poor.

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

Health checkups are in place. Health cards are in place. Periodical micro-nutrients distributions needs improvement. Administration has to look into this matter.

i. Status of cooks

*MDM is mostly is organised by woment self-help groups.



	<p>**Women cooks mostly belonging to deprived sections- OBC/SC/ST – are seen in many schools.</p> <p>***Cooks are paid Rs. 1,000 per month through banks. However, the number of cooks is not maintained as per the norms in terms of student strength.</p> <p>*** And delays in payment for cooks are also found in many cases. Kothitola cook informed the MI that she did not receive the payment for last six (6) months. Indeed this is great pain.</p>
j.	<p>Infrastructure of kitchen shed</p> <p>The pucca kitchen sheds are in place in almost all primary schools.</p> <p>Separate Kitchen sheds are not available in some cases where PS and MS are in same campus.</p>
k.	<p>Availability of potable water</p> <p>Drinking water is available in schools through hand-pumps. In very few cases, example, ERAGAON of Manpur block the water was not potable.</p>
l.	<p>Utensils of cooking meals</p> <p>“Adequate” utensils for cooking, serving and taking meals are made available in the elementary schools.</p>
m.	<p>Fuel used in cooking</p> <p>Normally, firewood is used as fuel for cooking. In very few cases, it was LPG.</p>
n.	<p>Safety and hygiene</p> <p>In all rural and tribal areas, normally hygeinic conditions are maintained in preparing MDM with very few exceptions where student strength is more. Safty is observed.</p>
o.	<p>Community participation and awareness</p> <p>PTA members and community members are aware of MDM its quantity and quality</p>
.p.	<p>Inspection and supervision</p> <p>Official supervisions and inspection by authorised persosn is on at least once in a month.</p>
q.	<p>Impact of MDM</p> <p>*Enhanced ENROLLMENT of children of deprived sections of society significantly;</p> <p>**RETENTION rates of those enrolled children in schools is increased noticeably;</p> <p>***EQUITY during MDM is observed;</p> <p>However, in most cases, teachers are fed up with this activity of serving and supervising MDM. Teachers did express that MDM is eating away their classroom teaching learning processes.</p>

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

MDM is one of the biggest schemes initiated by the central government as a part of SSA. It is initiated as one of the necessary conditions for the universalisation of elementary education- that includes universal enrolment, retention and success. In Chattisgarh state, this scheme has created one of the material conditions to attract children of deprived sections to school. Enrollment, retention and 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.