

**A STUDY OF MID DAY MEAL PROGRAMME
IN THE GOVERNMENT PRIMARY SCHOOLS
OF THE GWALIOR CITY OF MADHYA
PRADESH.**

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GUIDE

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Dedicated

To

Mummy-Pitaji

CERTIFICATE

This is to certify that Ms. Sudhadevi Chauhan has conducted and completed her investigation under my guidance and supervision. The title of her **Ph.D.** thesis is “A Study of Mid-Day Meal Programme in the Government Primary School of the Gwalior City of Madhya Pradesh”.

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CONTENTS

Sr. No.	TOPICS	PAGE NO.
	CERTIFICATE	I
	ACKNOWLEDGEMENT	II
	TABLE OF CONTENTS	IV
	LIST OF TABLES	IX
	LIST OF FIGURES	XI
	LIST OF DIAGRAMS	XII
	LIST OF ANNEXURES	XIII
	LIST OF ACRONYMS	XIV
<u>CHAPTER – 1 : THEORETICAL FRAMEWORK</u>		
1.1	INTRODUCTION	01
1.2	DIRECTIONS FROM VARIOUS COMMISSIONS' REPORTS AND POLICY DOCUMENTS.	02
1.2 (a)	SARVA SHIKSHA ABHIYAN	09
1.2 (b)	KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)	10
1.2 (c)	DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)	10
1.2 (d)	MAHILA SAMAKHYA (MS)	10
1.2 (e)	TEACHER EDUCATION SCHEME	11
1.2 (f)	MID-DAY MEAL SCHEME (MDMS)	11
1.3	CONCEPTUAL BACK GROUND OF MID DAY MEAL	12
1.3.1	NUTRITIONAL STATUS OF INDIA	12
1.3.2	MID DAY MEAL PROGRAM- A HISTORICAL PERSPECTIVE	14
1.3.2 (a)	EARLY HISTORY	14
1.3.2 (b)	LETTER HISTORY	16
1.3.3	RECENT DEVELOPMENT	19
1.3.4	MOST RECENT DEVELOPMENT	22
1.3.5	NATIONAL PROGRAM OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (NP-NSPE)	24
1.3.5 (a)	EARLY PHASE	24
1.3.5 (b)	MODIFICATIONS MADE BY TENTH PLAN IN MDMP	25
1.3.6	REVISION TO NP-NSPE IN 2004	26
1.3.7	PUBLIC PRIVATE PARTICIPATION IN MID-DAY MEAL SCHEME	27

1.3.8	REVISION OF NP-NSPE IN 2006	29
1.3.8 (a)	NEED FOR REVISION	29
1.3.8 (b)	OBJECTIVES OF THE MID DAY MEAL IN SCHOOLS	31
1.3.8 (c)	PROGRAM INTERVENTION AND COVERAGE	31
1.3.8 (d)	COMPONENTS AND NORMS FOR CENTRAL ASSISTANCE	32
1.3.8 (e)	CONVERGENCE WITH OTHER DEVELOPMENT PROGRAMS	33
1.3.8 (f)	PROGRAM MANAGEMENT	36
1.3.8 (g)	MONITORING AND EVALUTION	39
1.3.8 (h)	THE SUPREME COURT’S DIRECTIVES	41
1.4	STATE PRFILE OF MADHYA PRADESH	44
1.4.1	SOCIO DEMOGRAPHIC AND SOCIO ECONOMIC FEATURES OF MADHYA PRADESH	45
1.4.2	EDUCATIONAL PROFILE OF THE MADHYA PRADESH	46
1.4.3	NUTRITIONAL STATUS OF MADHYA PRADESH	48
1.5	MID DAY MEAL SCHEME IN MADHYA PRADESH	49
1.5.1	AGENCY RESPONSIBLE FOR IMPLEMENTATION OF THE SCHEME IN M.P.	54
1.5.2	PROVISION OF MDM IN THE STATE IN TERMS OF COVERAGE	55
1.5.2 (a)	NUMBER OF CHILDREN PARTICIPATING IN THE PROGRAM NUMBER OF CHILDREN PARTICIPATING IN THE MDM DURING THE YEAR 2008-09	55
1.5.2 (b)	INSTITUTIONS RUNNING MDM IN M.P.	57
1.5.3	MANAGEMENT OF FOOD GRAINS	57
1.5.3 (a)	ALLOCATION AND UTILIZATION OF FOOD GRAINS	58
1.5.4	KITCHEN SHED CONSTRUCTION FOR MID DAY MEAL SCHEME	59
1.5.5	COOKING COST FOR MID DAY MEAL	60
1.5.6	CAPACITY BUILDING AND TRAINING FOR VARIOUS TARGET GROUP	61
1.6	CONTEXT OF THE STUDY	62
1.6.1	GWALIOR DISTRICT – PROFILE	62
1.6.2	DEMOGRAPHIC PROFILE	63
1.6.3	EDUCATIONAL PROFILE OF GWALIOR	63
1.6.4	MID-DAY MEAL SCHEME IN GWALIOR	65
1.6.5	RATIONALE OF THE STUDY	66
1.6.6	STATEMENT OF THE PROBLEM	72
1.6.7	OBJECTIVES OF THE STUDY	72
1.6.8	SCHEME OF CHAPTERIZATION	73

<u>CHAPTER – 2 : REVIEW OF RELATED STUDIES</u>		
2.1	INTRODUCTION	74
2.2	STUDIES REVIEWED	74
2.3	RESEARCH SCENARIO	115
2.4	IMPLICATIONS FOR THE PRESENT STUDY	117
<u>CHAPTER – 3 : PLAN & PROCEDURE</u>		
3.1	INTRODUCTION	119
3.2	FOCUS OF THE STUDY	119
3.3	NATURE OF DATA	119
3.4	SOURCES OF DATA	120
3.5	POPULATION AND SAMPLE	120
3.6	TOOLS FOR DATA COLLECTION	121
3.6.1	Observation Schedule For The Schools.	121
3.6.2	Semi Structured Interview Schedule for Teachers in charge of Mid Day Meal.	122
3.6.3	Semi Structured Interview Schedule for the CEO in charge of MDM.	122
3.6.4	Semi Structured Interview Schedule for Task Manager.	122
3.6.5	Semi Structured Interview Schedule For Quality Monitor.	123
3.6.6	Semi-Structured Interview Schedule For The Supplier.	123
3.6.7	Semi Structured Interview Schedule for Students.	123
3.6.8	Semi Structured Interview Schedule for Parents	123
3.7	DATA COLLECTION	124
3.8	DATA ANALYSIS	124
<u>CHAPTER – 4 : DATA ANALYSIS & INTERPRETATION</u>		
4.0	INTRODUCTION	125
4.1	OBJECTIVE 1	125
4.1.1	THE ORGANIZATIONAL STRUCTURE OF THE MID-DAY MEAL PROGRAMME OF GWALIOR CITY	125
4.1.2 (a)	FOOD GRAIN MANAGEMENT	127
4.1.2 (b)	COOKING COST	131
4.1.2 (c)	KITCHEN CONSTRUCTION	134
4.1.2 (d)	PROCUREMENT OF KITCHEN DEVICES	134
4.1.2 (e)	PROCUREMENT OF COOKING INGREDIENTS	135
4.1.2 (f)	AGENCY RESPONSIBLE TO COOK THE FOOD	135
4.1.2 (g)	COOKING OF THE FOOD	137
4.1.2 (h)	DISTRIBUTION OF COOKED FOOD FROM KITCHEN TO SCHOOL	137

4.1.3	MENU OF THE MID DAY MEAL	138
4.1.4	MONITORING OF THE PROGRAMME	139
4.1.4 (A)	MANAGEMENT INFORMATION SYSTEM	140
4.1.4 (B)	MDM CELL	141
4.4.4 (C)	ARRANGEMENTS FOR DEPARTMENTAL INSPECTION	142
4.4.4 (D)	TESTING THE MEAL BY LECTURERS	143
4.1.4 (E)	MOTHER ROASTER	143
4.2	OBJECTIVE 2	143
4.2.1	DISTRIBUTION OF MEAL FROM NGO TO SCHOOLS AND TO STUDENTS	144
4.2.2	CLEANLINESS OF AREA WHERE FOOD SERVED AND CONSUMED	146
4.2.3	QUANTITY AND QUALITY OF THE MEAL PROVIDED	147
4.2.4	INFRASTRUCTURE FACILITY	149
4.2.5	ROLE OF TEACHER	149
4.2.6	REGULARITY OF MID DAY MEAL	150
4.3	OBJECTIVE 3	151
4.3.1	OPINION OF PARENTS ABOUT THE MDMP	151
4.3.1.1	PARENTS' OPINION ABOUT THE QUANTITY AND QUALITY OF THE MID DAY MEAL	152
4.3.1.2	PARENTS COMPLAINTS AND SUGGESTIONS	155
4.3.2	OPINION OF THE STUDENTS ABOUT MID DAY MEAL	155
4.3.2.1	STUDENT'S PREFERENCE ABOUT MENU	156
4.3.2.2	STUDENTS' OPINION ABOUT QUANTITY AND QUALITY OF THE MEAL	157
4.3.2.3	PROBLEMS OPINED BY STUDENTS	158
4.4	OBJECTIVE 4	158
4.4.1	OPINIONS OF TEACHERS	158
4.4.1.1	MONITORING OF THE MID DAY MEAL IN SCHOOL	158
4.4.1.2	TEACHERS' OPINION ABOUT QUANTITY AND QUALITY OF MID DAY MEAL	160
4.4.1.3	TEACHING TIME	161
4.4.1.4	OPINION OF TEACHERS ABOUT IMPACT OF MID DAY MEAL ON ENROLMENT	162
4.4.1.5	SOCIAL DISCRIMINATION	163
4.4.1.6	PROBLEMS OF TEACHERS REGARDING MDM	163
4.4.1.7	TEACHERS' SUGGESTIONS TO RUN THE SCHEME SMOOTHLY	163
4.4.2	OPINIONS OF GOVERNMENT OFFICIALS OF ZILA PANCHAYAT OFFICE	164
4.4.3	OPINIONS OF THE OFFICIAL OF CENTRALIZED KITCHEN	166

<u>CHAPTER – 5 : FINDINGS, DISCUSSION & CONCLUSION</u>		
5.1	INTRODUCTION	168
5.2	FINDINGS OF THE STUDY	168
5.3	DISCUSSION	178
5.4	EDUCATIONAL IMPLICATION OF THE PRESENT STUDY	179
5.5	SUGGESTIONS FOR FUTURE STUDY	180
5.6	CONCLUSION	181
<u>CHAPTER – 6 : SUMMARY</u>		
6.1	INTRODUCTION	184
6.2	NP-NSPE 2006	187
6.2.1	OBJECTIVES OF THE MID DAY MEAL IN SCHOOLS	187
6.2.2	PROGRAM INTERVENTION AND COVERAGE	187
6.3	MID DAY MEAL SCHEME IN MADHYA PRADESH	188
6.4	RATIONALE OF THE STUDY	190
6.5	STATEMENT OF THE PROBLEM	196
6.6	OBJECTIVES OF THE STUDY	196
6.7	PLAN AND PROCEDURE	196
6.7.1	POPULATION AND SAMPLE	196
6.7.2	TOOLS FOR DATA COLLECTION	197
6.7.3	DATA COLLECTION	199
6.7.4	DATA ANALYSIS	200
6.8	FINDINGS OF THE STUDY	200
6.9	DISCUSSION	208
6.10	EDUCATIONAL IMPLICATION OF THE PRESENT STUDY	210
6.11	SUGGESTIONS FOR FUTURE STUDY	211
6.12	CONCLUSION	211
	BIBLIOGRAPHY	214

LIST OF TABLES

TABLE	CONTENT	PAGE NO.
1	Central Governments' nutritional norms for per child allocation under the MDMS.	32
2	Convergence of MDMS with other Development Programmes.	34
3	Socio Demographic and Socio-Economic Profile of M.P.	45
4	Literacy Rate Across Age Groups, 2001 , of M.P..	47
5	Beneficiaries of MDM scheme in primary schools during academic year in 2008-09, in M.P..	55
6	Beneficiaries of MDM Scheme in Upper Primary Schools During Academic Year in 2008-09, in M.P..	56
7	Beneficiaries of MDM Scheme in Primary Schools During Academic year 2009-10 excluding Unaided Private Schools.	56
8	Beneficiary of MDM Scheme in Upper Primary Schools, During Academic year 2009-10, Excluding Unaided Private Schools.	56
9	Number of Institution running MDM in M.P. year 2009-10.	57
10	Lifting and Utilization of Food Grain, Allocated for Primary Schools during 2008-09 M.P..	58
11	Lifting and Utilization of Food Grain, Allocated For Upper Primary Schools During 2008-09 M.P..	58

12	Lifting and Utilization of Food Grain, Allocated During 2009-10 up to the period of 31 st December, 2009 M.P..	59
13	Status of Lifting and Utilization of Food Grain, Allocated During 2009-10 upto the period of 31 st December, 2009 M.P..	59
14	Literacy Status of Gwalior District.	63
15	Status of Access of School Facility in Gwalior.	64
16 A	Number of Educational Institutions (Primary and Middle Schools) in Gwalior.	65
16 B	Number of Educational Institutions (High Schools, Higher Secondary School & Colleges) in Gwalior.	65
17	Calorific/Protein Value of Meal (Roti-Dal-Sabji)	138
18	Calorific/Protein Value of Meal (Chawal-Dal-Sabji)	138
19	Menu Prescribed by State Government for NGO.	139

LIST OF FIGURES

FIGURE	SUBJECTS	PAGE NO.
1	Organizational Structure of MDMP at State Level.	126
2	Organizational Structure of MDMP at District Level	126
3	Lifting of Food Grains after introduction of Public Private Partnership in MDM of Gwalior City.	128
4	Lifting of Food Grains before introduction of public private partnership in MDM of Gwalior city.	129
5	System for release of cooking cost by Centre.	132
6	System for release of cooking cost by State.	132

LIST OF DIAGRAM

DIAGRAM	CONTENTS	PAGE NO.
1	Parents' Opinions about Enrollment of their Child in Absence of MDM.	151
2	Percentage of Children Consumed MDM According to Parents	152
3	Parents' Satisfaction and Complains about Meal	153
4	The % Of Students Who Would Not Come And % Of Students Who Would Come To School In Absence Of Mid Day Meal	155
5	Preferences for Roti/Chawal	156
6	The Preferences Of Teachers For MDM (A) Cooked In School Premises (B) Cooked By Ngo (C) Ready To Eat Food	159
7	Teachers' Opinions about the Quality of Meal/Food Provided by NGO	160
8	Influence Of Mid Day Meal On Teaching Time	162

LIST OF ANNEXURE

ANNEXURE	CONTENT	PAGE NO.
I	The coverage of MDM in India till 1979.	226
II	Statewise implementation of the Mid-Day Meal Scheme	227
III	Observation Schedule for the Schools.	228
IV	Semi Structured Interview Schedule for Teachers incharge of Mid-Day Meal	229
V	Semi Structured Interview Schedule for the CEO in charge of MDM.	231
VI	Semi Structured Interview Schedule for Task Manager.	232
VII	Semi Structured Interview Schedule for Quality Monitor.	233
VIII	Semi Structured Interview Schedule for Supplier.	234
IX.	Semi Structured Interview Schedule for Students.	235
X	Semi Structured Interview Schedule for Parents.	236
XI	The Criteria's to Select an Institution, NGO, Self Help Group to prepare MDM.	237
XII	Copy of Checklist required to conduct inspections of aspects related to MDM at school level.	239
XIII	List Of Government Primary Schools Of Gwalior City Visited For Data Collection	241

LIST OF ACRONYMS

- f* **CEO** : Chief Executive Officer.
- f* **CSS** : Centrally Sponsored Scheme.
- f* **EBBS** : Educationally Backward Blocks.
- f* **EGS** : Education Guarantee Scheme.
- f* **ENP** : Expanded Nutrition Programme.
- f* **FCI** : Food Corporation of India.
- f* **GER** : Gross Enrolment Ratio.
- f* **MDM** : Mid Day Meal.
- f* **MDMP** : Mid Day Meal Programme.
- f* **MDMS** : Mid Day Meal Scheme.
- f* **MTAs** : Mother Teacher Associations.
- f* **NPE** : National Policy on Education.
- f* **NP :NSPE** : National Programme for Nutritional Support to Primary Education
- f* **POA** : Programme of Action.
- f* **PTA** : Parent Teacher Association.
- f* **SMCs** : School Management Committees.
- f* **SMDC** : School Management and Development Committee.
- f* **VEC** : Village Education Committee.

CHAPTER – 1 : THEORETICAL FRAMEWORK

1.1	INTRODUCTION	01
1.2	DIRECTIONS FROM VARIOUS COMMISSIONS' REPORTS AND POLICY DOCUMENTS.	02
1.2 (a)	SARVA SHIKSHA ABHIYAN	09
1.2 (b)	KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)	10
1.2 (c)	DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)	10
1.2 (d)	MAHILA SAMAKHYA (MS)	10
1.2 (e)	TEACHER EDUCATION SCHEME	11
1.2 (f)	MID-DAY MEAL SCHEME (MDMS)	11
1.3	CONCEPTUAL BACK GROUND OF MID DAY MEAL	12
1.3.1	NUTRITIONAL STATUS OF INDIA	12
1.3.2	MID DAY MEAL PROGRAM- A HISTORICAL PERSPECTIVE	14
1.3.2 (a)	EARLY HISTORY	14
1.3.2 (b)	LETTER HISTORY	16
1.3.3	RECENT DEVELOPMENT	19
1.3.4	MOST RECENT DEVELOPMENT	22
1.3.5	NATIONAL PROGRAM OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (NP-NSPE)	24
1.3.5 (a)	EARLY PHASE	24
1.3.5 (b)	MODIFICATIONS MADE BY TENTH PLAN IN MDMP	25
1.3.6	REVISION TO NP-NSPE IN 2004	26
1.3.7	PUBLIC PRIVATE PARTICIPATION IN MID-DAY MEAL SCHEME	27
1.3.8	REVISION OF NP-NSPE IN 2006	29
1.3.8 (a)	NEED FOR REVISION	29
1.3.8 (b)	OBJECTIVES OF THE MID DAY MEAL IN SCHOOLS	31
1.3.8 (c)	PROGRAM INTERVENTION AND COVERAGE	31
1.3.8 (d)	COMPONENTS AND NORMS FOR CENTRAL ASSISTANCE	32
1.3.8 (e)	CONVERGENCE WITH OTHER DEVELOPMENT PROGRAMS	33
1.3.8 (f)	PROGRAM MANAGEMENT	36
1.3.8 (g)	MONITORING AND EVALUTION	39

1.3.8 (h)	THE SUPREME COURT'S DIRECTIVES	41
1.4	STATE PRFILE OF MADHYA PRADESH	44
1.4.1	SOCIO DEMOGRAPHIC AND SOCIO ECONOMIC FEATURES OF MADHYA PRADESH	45
1.4.2	EDUCATIONAL PROFILE OF THE MADHYA PRADESH	46
1.4.3	NUTRITIONAL STATUS OF MADHYA PRADESH	48
1.5	MID DAY MEAL SCHEME IN MADHYA PRADESH	49
1.5.1	AGENCY RESPONSIBLE FOR IMPLEMENTATION OF THE SCHEME IN M.P.	54
1.5.2	PROVISION OF MDM IN THE STATE IN TERMS OF COVERAGE	55
1.5.2 (a)	NUMBER OF CHILDREN PARTICIPATING IN THE PROGRAM NUMBER OF CHILDREN PARTICIPATING IN THE MDM DURING THE YEAR 2008-09	55
1.5.2 (b)	INSTITUTIONS RUNNING MDM IN M.P.	57
1.5.3	MANAGEMENT OF FOOD GRAINS	57
1.5.3 (a)	ALLOCATION AND UTILIZATION OF FOOD GRAINS	58
1.5.4	KITCHEN SHED CONSTRUCTION FOR MID DAY MEAL SCHEME	59
1.5.5	COOKING COST FOR MID DAY MEAL	60
1.5.6	CAPACITY BUILDING AND TRAINING FOR VARIOUS TARGET GROUP	61
1.6	CONTEXT OF THE STUDY	62
1.6.1	GWALIOR DISTRICT – PROFILE	62
1.6.2	DEMOGRAPHIC PROFILE	63
1.6.3	EDUCATIONAL PROFILE OF GWALIOR	63
1.6.4	MID-DAY MEAL SCHEME IN GWALIOR	65
1.6.5	RATIONALE OF THE STUDY	66
1.6.6	STATEMENT OF THE PROBLEM	72
1.6.7	OBJECTIVES OF THE STUDY	72
1.6.8	SCHEME OF CHAPTERIZATION	73

1.1 INTRODUCTION

Education helps in preserving, enriching and refining intellectual systems. Education through which the standard of living of the people, their prosperity and security can be considerably improved is regarded as a potent instrument of rapid and effective development of a nation. In recent decades, the world has witnessed an explosion of knowledge in almost every field and an important challenge to education is to keep pace with it, this is especially so in the case of science and technology, with scope for application in all fields of human endeavor. Education empowers the individual with basic knowledge and technical skill essential for work, productivity and economic survival. Education enhances personal growth, economic advancement and social effectiveness. Education is considered as a means in the long range perspective of bringing about social equality. More than ever before, the development of the nation today hinges-on its capacity to acquire, adapt and then to advance knowledge. This capacity depends largely upon the extent to which the country's population has attained literacy, numeracy, communication and problem solving skills. Providing education for all is thus a challenge for the developing countries. But advanced education and training needs to rest on solid foundation, which is essentially, the product of primary education system. Children should learn to make themselves aware of their rights and duties and also prepare themselves for changing the social mores, when felt desirable. The need for any change in the society is reflected in the educational system, and it is through education that the societal needs are realized.

In India, this need was recognized long back, and the first and the foremost education demand after independence was that of Universal Elementary Education. The universalisation of elementary education was nationally accepted as an important aspect of the overall effort to make education a tool for socio-economic transformation. Article 45 of the Constitution also laid down that “the State shall endeavor to provide within a period of 10 years from the commencement of this constitution for the free and compulsory education for all children until they complete the age of 14 years.” Accordingly, in the post independence era the country has made giant strides in the provision of educational facilities at all levels especially at ‘primary level’. Because the very meaning of ‘primary’ suggest that it caters to the most fundamental needs of all men and is something that men cannot do without. The universal basic minimum need which primary education has to satisfy is our country have found their expression in the objectives of primary education formulated by different Committees and Commissions.

1.2 DIRECTIONS FROM VARIOUS COMMISSIONS REPORTS AND POLICY DOCUMENTS.

The Kothari commission (1966) has envisaged “what is expected is that primary education should lay the foundation for a child to grow in to a responsible and useful citizen of country” (P.151). The report of the Indian education commission constituted in 1964 was a landmark in Indian

education and history. This commission examined the role and goals of education in the process of national development. While dealing with educational factors responsible for wastage in school education, it included the following : (i) the dull character of most of the schools and their poor capacity to attract students and retain them ; (ii) the absence of auxiliary services like school meals and school health; and (iii) the failure of the average parent of child to see the advantage of attendance at school.

The commission recommended organization of a nationwide programme of 'School improvement while it commended the very good work done in this respect in the Madras state where 'school improvement conferences' have been organized for some years and, large-scale assistance from the local community has been obtained for improving school facilities.

The commission further recommended that there should be a school Committee to look after every government or local authority school in a given area. Half the members of these committees should be elected by the local authority in charge of the area, Village Panchayat or Municipality, and the remaining should be persons interested in education, nominated by the District School Board. This committee would operate the school fund and will be responsible for arranging various facilities inclusive of the supply of mid-day meals, besides performing functions relating to school management.

The resolution on National Policy on Education (NPE) 1968 declared, “Strenuous efforts should be made for the early fulfillment of the Directive Principles under Article 45 of the constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school, successfully complete the prescribed course’.

The NPE (1968) emphasized equalization of educational opportunity through several measures such as correcting regional imbalances in providing facilities to rural and backward areas, girls, and children of backward classes and tribal people, the physically and mentally challenged children.

The NPE (1968), suggested a nationwide programme of school improvement commending the good work of Madras states in this regard. The provision of school health services, inclusive of school meals was viewed important. The policy accepted the recommendations of the school health committee under the chairmanship of Smt. Renuka Ray. The policy endorsed the Education Commission (1964-66) recommendation in the matter of constituting the school committee for every area and entrusting various functions relating to school education exclusive of management of school fund. Therefore, the school committee would organize and manage the mid-day meal programme and enlist local support for its activities.

The challenge of Education- A policy perspective' 1985 the document of the Ministry of Human Resource Development served as the basis for a nationwide debate for facilitating the formulation of National Policy on Education 1986. It stressed the crucial role of UEE in reconfirming the importance of Article 45 under Directive Principles of State Policy in the constitution and, the resolution on NPE 1968 in this respect. It observed that measures such as MDM, free uniforms and textbooks and even central assistance to the nine educationally backward states for the appointment of women teachers in single-teacher schools, had not yield significant results as yet.

The National Policy of Education (1986), emphasized the importance of UEE. The programme of Action 1986 mentioned that a comprehensive system of incentives and support services would be arranged for girls, SC, ST and children of weaker sections of society. Only in the case of girls, it has mentioned explicitly that the incentive of MDM would be made available for increasing enrolment and retention of girls in schools.

Dealing with education of SC, ST and Other Backward sections, it had mentioned, the scheme of incentives would be worked out in consultation with the state government. In this regard incentives such as free uniform, textbooks and stationery and scholarships were included. However, MDM was not so explicitly mentioned.

The National policy of Education was adopted once against in 1992 with certain modifications and endorsed by parliament.

The POA 1992, emphasized the significance of UEE and IPE. For encouraging participation, it said, adequate incentives would be made available for the children of SC, ST and Other Backward Sections and specially for girls in the form of scholarships, uniforms, textbooks and stationery and MDM.

In 2002 the Constitution of India was amended (86th amendment) to alter the provision of Article 45 of the Constitution (Rampal, 2005). This makes the provision of free and compulsory education a fundamental right and affirms the old commitment of the state towards education of the citizens. The 86th amendment inserted a new Article -21A- which reads: 'The State shall provide free and compulsory education to all children of the age group of 6 to 14 years, in the manner as the state may, by law, determine'.

The Tenth Plan has laid adequate emphasis on Universalization of Elementary Education (UEE) with a view to ensuring completion of five years of primary schooling for children by 2007. The Tenth Plan is guided by five parameters in providing elementary education.

Universal Access : All children in 6-14 age groups have access to primary school, upper primary schools or their alternative within a walking distance of 1 and 3 km. respectively.

Universal Enrolment: Enrolment of all children including girls, disabled children and children belonging to SCs and STs etc. in primary classes and provision of upper primary education for them.

Universal Retention: Universal retention in primary stage by 2007 and dropout rates to be reduced to less than 10 percent for grade VI-VIII by 2007.

Universal Achievement: Emphasizes the importance of quality aspects in all respects (content and process) to ensure reasonable outcomes at the elementary level.

Equity: Bridge all gender and social gaps in enrolment, retention and learning achievement.

Monitorable Targets: For the first time the National Development Council has set 11 monitorable targets for the Tenth Plan and three of these pertain to education.

- All children in school by 2003 (extended to 2005-06) and all children to complete 5 years of schooling by 2007
- Reduction in gender gap in literacy by at least 50 percent.
- Increasing functional literacy to 75 percent.

In order to fulfill the commitment of Government to provide and finance universalized quality basic education in the country, the Finance (No.2) Act 2004 has provided for a levy education cess @ 2 percent on major taxes including income tax and service tax.

The proceeds of the cess are to be utilized for elementary education schemes of Sarva Siksha Abhiyan (SSA) and mid day meal scheme (MDMS). Prarambhik Siksha Kosh –a Non-lapsable Fund for crediting the education cess proceeds is being created in MHRD. Estimated yields of the cess during 2004-05 and 2005-06 respectively are Rs. 5010 crore (RE) and Rs.6975 crore (BE).

The major schemes of elementary education sector during the Tenth Plan included SSA, District Primary Education Programmes (DPEP) National Programmes of Nutritional Support to Primary Education commonly known as Mid Day Meal Scheme (MDMS). Teacher Education Scheme and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS). The schemes of Lok Jumbish and Shiksha Karmi were completed but DPEP would extended up to November 2008. KGBV has now been subsumed with in SSA.

1.2 (a) SARVA SHIKSHA ABHIYAN

SSA launched during the terminal year of the Ninth Plan, and since implemented by the D/o Elementary Education and literacy Ministry of Human Resources Development, seeks to operationalize the strategy for universal elementary education by opening new schools in uncovered habitations and augmenting schools infrastructure through provision of additional classrooms. It is a flagship Centrally Sponsored Scheme (CSS) for Universalization of Elementary Education being implemented on a sharing arrangement basis between the Centre and State in the ratio of 75:25 SSA covers the entire country and addresses the educational needs of about 20 crore children in more than 11 lakh habitations covering 9.53 lakh existing primary and upper primary schools and a large number of non formal education initiatives including education guarantee schemes (EGS) and Alternative Education (AIE) Centers.

SSA focuses on decentralized participative and consultative planning community ownership of the school system is the key element in SSA and has a major role in planning implementation and monitoring. The programme calls for community ownership of school based interventions through effective decentralization. Habitation Plans prepared on household survey, micro planning school mapping and diagnostic studies, forms, the basis for the District Elementary Education Plans (DEEP) Planning supervision and management of education would have to be through local bodies at Village Education Committees (VEC), Parent-Teacher Associations (PTAs), School Management Committees (SMCs) and Mother Teacher Associations (MTAs) are to be strengthened.

1.2 (b) KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

The KGBVS was launched in July 2004 for setting up of residential schools at upper primary level for girls, predominantly belonging to the SCs, STs, OBCs, and minorities in educationally backward blocks. A minimum of 75% of the enrolment in KGBVs is reserved for girls from the target groups and the remaining 25% is open for girls belonging to the BPL category. The Tenth Plan allocation for the scheme was Rs. 427 crore.

1.2 (c) DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

DPEP, an externally aided project, aimed at the holistic development of primary education, covering class I to V. It has specific objectives of reducing the dropout rate to less than 10%, reducing disparities among gender and social groups in the enrolment to less than 5% and improving the level of learning achievement compared 273 districts in 17 states. Now it continues in only 17 districts of Orissa and Rajasthan where it would be implemented in 2008.

1.2 (d) MAHILA SAMAKHYA (MS)

MS, an externally aided project for women's empowerment, was started with Dutch assistance in 1989. Since 2005-06 it is being funded by GOI. The programmes endeavours to create an environment for women to learn at their own pace, set their own priorities, and seek knowledge and information to make informed choices. It has strengthened women's abilities to

effectively participate in village level education programs. The program is implemented in 9 states covering 83 districts, 339 blocks, including 233 EBBs and 20380 villages. The States of MP and Chhattisgarh have registered MS societies through which the program is initiated. It provide for vocational and skill developments as well as education development of adolescent girls and women in rural areas. MS runs residential schools, bridge course.

1.2 (e) TEACHER EDUCATION SCHEME

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education has its presence in 599 districts. A total of 535 district institute of education and training (DIETs), 102 colleges of Teacher Education and 38 institutions of Advanced Studies in Education (IASE) have been sanctioned with the aim of strengthening institutional capacity for teacher education and training.

1.2 (f) MID-DAY MEAL SCHEME (MDMS)

The MDMS was launched in 1995 to enhance enrolment, retention and participation of children in primary schools, simultaneously improving their nutritional status. The MDMS was revised and universalized in September 2004 and central assistance was provided at the rate of Re. 1.00 per child per school day for converting food grains in to hot cooked meals for children in classes I-V in government local body, and government aided schools, EGS and AIE centers. MDMS

provided nutritional support to students in drought affected areas during summer vacation. The maximum permissible transport subsidy was revised for Special Category States from Rs.50 to Rs. 100 per quintal and for other States to Rs. 75 per quintal. An allocation of Rs. 5900 crore has been provided for the Mid-Day meal Scheme in the Tenth Plan.

1.3 CONCEPTUAL BACK GROUND OF MID DAY MEAL

1.3.1 NUTRITIONAL STATUS OF INDIA

India is the seventh largest country geographically, second most populated and twelfth largest economy in the world. India is now largely recognized as a fast developing economy. The decadal growth rate is 21.34%. Average literacy rate is 65.38%. Despite the higher growth rate, over the decades the problems of malnutrition, anemia, vitamin-A and Iodine deficiency are very common among children in India. Approximately ninety four percent of children in the age group of 6 to 9 are mildly, moderately, or severely underweight. About 67.5percent of children under 5 years and 69 percent of adolescent girls suffer from anemia due to iron and folic acid deficiency. As India marches ahead with policy and programmatic interventions for achieving the millennium Development Goals, there is increasing recognition of achieving a truly “Food Secure India”. However, India is a poignant example of how food sufficiency at the aggregate level has not translated into nutrition security at the house hold level. (Ramchandran, 2008). The India state.

Hunger Report (Menon 2008) is another grim reminder of India's failure to combat hunger and malnutrition. India has added more people to the 'newly hungry' in the planet than the rest of the world together and has achieved the 65th rank in the Global Hunger Index out of 118 countries (IFPRI 2009). According to the National Sample Survey (2001) people who did not have two square meal a day in India constituted 19 percent of the population in 1983 and were reduced to 7 percent in 1993. India share a place with countries like Yemen and Timon in having the highest prevalence of under weight children. According to NFHS-3 data, close to 80 percent of India's children in the age group 6-12 month are anemic. The consequences of early malnutrition include mental and physical impairment that severely affect a child's growth and development.

Recognizing that children's well being is crucial to India's well being, the Constitution of India states, "The State shall direct its policy towards ensuring that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom, dignity and that children and youth are protected against abandonment"(Directive Principle of State Policy). Article 47 embodied the commitment that "the state shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among the primary duties."

To ameliorate hunger and under nutrition, the Government of India (Gol), has undertaken several initiatives one approach is through price control is Public Distribution System, second is through Food for Work Programmes and the third is the large scale feeding programmes such as the Integrated Child Development Services (ICDS) for children in 0-6 year age group and pregnant and lactating mothers and the Mid Day Meal Programme (MDMS) for school going children.

1.3.2 MID DAY MEAL PROGRAM- A HISTORICAL PERSPECTIVE

Mid Day Meal Programme is the popular name for the school meal programme in India. Its genesis has a long history of initiatives peppered across the sub- continent.

1.3.2 (a) Early History

The report of the Committee on Mid Day Meals (1995) dates the first venture in mid day meals to 1925, when a MDM Program was introduced for children belonging to poor socio economic status in the Madras Corporation area in the state of Tamilnadu, Subsequently in 1928 keshav Academy of Calcutta introduced a compulsory ‘ Middy Tiffin’ for school boys on payment basis at the rate of four annas per child per month. A school lunch program was started in parts of Kerala in 1941, followed by Bombay implementing a free midday meal scheme in 1942. Who with UNICEF assistance distributed skimmed milk powder to children aged between 6-13 years. Another project was launched in Bangalore city in 1946 where the scheme provided cooked Rice with curd, to the children. The Uttar

Pradesh Government introduced a voluntary scheme, in 1953 to provide meals consisting of boiled or roasted or sprouted grams, ground nut puffed Rice boiled potatoes or seasonal fruits. Several states introduced such schemes during 1950s, with the aid of international agencies like the UNICEF, FAO and WHO.

Other international voluntary charity organization like Catholic Relief Services (CRS), Church World Services (CWS), Co Operative of America relief Every where (CARE), USA's Meals for million also assisted this program by providing nutritious foods and other assistance such as.

- Co-operative of American Relief Every Where (CARE) provided corn soya meal (CSM) Balahar, bulgur, wheat and vegetable oils.
- United Nation's Children's Fund (UNICEF) joined hands for the supplementary feeding program in India to combat malnutrition and provided milk powder/peanut flour (protein rich foods) as well as imparting nutrition education.
- Church World Service (CWS) assisted in providing milk powder to Delhi and Madras Municipal Corporation.
- Meals for Million (USA) aimed at combating the menace of malnutrition globally. It supplied Multipurpose Food (MPF) and developed the Indian version of MPF at Central Food Technological Research Institute (CF TRI), Mysore, MPF is a versatile food that can be easily incorporated into snacks and biscuits (Nutro Biscuits). Which are nutrient dense particularly in terms of proteins and vitamins.

During 1958-59 an Expanded Nutrition Program (ENP) was introduced, funded jointly by FAO, WHO, UNICEF and Government of India. This was subsequently expanded into the Applied Nutrition Program (Committee on Mid Day meals, 1995). The coverage of MDM in India till 1979 has been shown in Annexure-I.

1.3.2 (b) LETTER HISTORY

The idea of National Mid Day Meal Program had been considered again and again for over a decade. In 1982 the idea of 'Food for learning' with FAO commodity assistance was mooted Scheduled Caste (SC) and Scheduled Tribe (ST) girls were to be covered under this program.

In 1983, the Department of Education in the Central Government after interministerial consultations, prepared a scheme according to the guidelines of the World Food Program (WFP). The scheme was to cover 13.6 million SC children and 10.09 million ST girls in classes I-V in 15 States and 3 Union Territories where the enrolment of SC/ST girls was less than 79 percent of the total. In monetary terms, the total annual cost of commodity assistance was \$163.27 M. Other costs such as transportation, cooking, handling the food to be borne by the State Governments. The proposal was circulated among State, and Union Territories with mixed results while some States were willing to accept the scheme, other was skeptical. For instance, Rajasthan was concerned that in case WFP assistance was withdrawn, the State would not be able to continue the program on its own and Uttar Pradesh felt that it would not be practicable to have mid day meals only for SC/ST children.

A program with Central Government assistance for mid day meal for the benefit of children enrolled in primary schools throughout the country was considered during 1984-85, the rationale for the program were:

- The Mid Day Meal Program for primary Schools could form the basis of an anti poverty educational program.
- Implementation of this program for the children aged between 6-11 years may maximize enrolment and reduce school drop out rates, which were important from the view point of universalisation of elementary education as well as achievement of higher literacy rates in the country.

This program would also help in providing nutrition to the underfed and under nourished children in rural areas.

The broad features of the program were:

- Supplying of food items providing 300 calories per day and 12-15g protein per child with coverage of primary school children in a phased manner.
- Expenditure per child per day including expenses on administration to be 60 paisa.
- No elaborate administrative infrastructure to be built up.
- Funds required for the program to come from provisions marked for poverty alleviation scheme.
- States should evolve suitable logistic and make arrangements for cooks, helpers, administration, supervision and monitoring.

It was recognized that the scheme had some inherent problems such as possibilities of leakage, inadequacy of buildings, non-attendance of teachers, and participation by non school going children and misuse by those in charge of the program. It was hoped that these problem would get addressed with time. However the program was not approved as part of the subsequent annual plans, apparently due to resource constraints.

In December 1988, the Department of Education formulated a proposal for covering 994 ICDS blocks with concentration of SC/ST children, @ Rs.1/- per child per day. The important element of this scheme was:

- The scheme should cover all children in primary classes in government and local body schools.
- Mid Day Meals should be provided on all working days.
- CARE assistance, if any should be excluded.
- Cereals and to the extent possible pulses, edible oils and condiments should be supplied to the schools through authorized state agencies.

In 1990-91 seventeen State governments were implementing the program for primary school children between the age group of 6-11 years with varying degrees of coverage. Twelve states namely Goa, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamilnadu, Tripura, and Uttar Pradesh were implementing Mid

Day Meal Program from their own resources. In three states namely Karnataka, Orissa and West Bengal, the program was implemented partially with assistance from CARE. As reported by Ministry of Human Resource and Development thirteen States and five Union Territories were administering mid day meal program as of December 1994

1.3.3 RECENT DEVELOPMENT

MDMP- 'Nutrition Support to primary education' is considered as a means of providing free and compulsory universal primary education of satisfactory quality to all children below the age of 14 years.

A National Program of Nutritional Support to Primary Education commonly known as MID DAY MEAL PROGRAM (MDMP) was re-launched by the then Prime Minister of India on 15th August 1995. It was aimed at improving enrolment attendance and retention while simultaneously improving the nutritional status of students in primary classes. Universalisation of primary education being our national goal MDMP was launched with the following objectives:

- Increase enrolment, improve school attendance as well as retention,
- Promote social integration.
- Improve nutritional status of the primary school children and
- Inculcate good food habits in children.

The program envisaged the provision of cooked meals/processed food of calorific value equivalent to 100g of wheat/Rice for children studying in classes I-V in all Government local body and government aided primary schools free of cost. This recommendation was based on study done by NNMB (1990-92) on dietary consumption patterns of rural children using a one-day 24 hour recall method. It was observed that the children had a deficit of the magnitude of 628 kcal and 6-7g protein in the daily diets. From the nutritional angle, the endeavor should be to bridge the average nutritional gap of cereals, pulses, fats and vegetables, the cereal component could be the order of 60-90 percent of the calorie deficit or roughly 100g of food grains/child/ day.

The program which started in August 1995 has been seen all India coverage in 1997-98 and the coverage of children under the program has increased from 3.4crores in 1995-96 to 10.5 crores in 2003-04 in about the same number of schools. However there were a lot of variations over the years with regard to implementation.

The coverage of more than 12 crore children in rural and urban areas under the scheme makes the mid day meal program one of the largest nutrition support schemes in the world.

Initially it was perceived that the mode of delivery of nutritional support could be in the form of hot cooked meal, precooked food or food grains. Only four states viz. Gujrat, Kerala, Orissa and Tamilnadu and the Union Territory of Pondicherry were providing cooked meals. All other states were providing dry rations supplied by Food Corporation of India (FCI) distributed under Public Distribution System (PDS) @ 3 kg of food grain per child to a family for ten months which would be equivalent to set norms for 100g/day/child for 200 school days (subject to a minimum attendance of 80 percent). Some states like Haryana and Kashmir reported that they could not implement the program due to resource constraints. Chandigarh and Delhi due to logistic problems continued to serve processed foods like fruit bread biscuits and fruits. Lakshadweep administration which has been implementing its own MDMP has since been exempted from participating in the national program from 1997-98 as special case.

The MDMP was being implemented remarkably well in some states. The Pondicherry government has employed the state of art technology and has opened a centralized kitchen with latest food production gadget, and sophisticated cooking techniques to ensure that food was cooked and delivered to the children in a safe and hygienic manner. Each central kitchen was catering to about 8,000-10,000 children. Similarly, the Tamilnadu Government has initiated a locally structured institutional machinery to ensure that meals are delivered to

the beneficiaries. Gujarat has an exclusive department overseeing the implementation of the scheme and has also been a pioneer in supplying fortified food to children. In Kerala, some teachers willingly contributed a portion of their salaries to ensure that conversion costs of raw to cooked food are met and the food is served to children regularly.

1.3.4 MOST RECENT DEVELOPMENT

While the national mid day meal program was being debated, a rather ironical situation was developing. Food procurement witnessed a quantum jump from 4 million tones to over 25 million tones per annum in two decades. This resulted in a sharp increase in buffer stocks in the warehouses of FCI with food stocks piling up to more than 3 times of what was required for food security. However at the same time starvation and starvation deaths in India was increasing. This state of affairs finally came to be challenged in May 2001 by a Public Interest Litigation filed by the People's Union for Civil Liberties, in the Indian Supreme Court. The PIL argued that federal institutions and local state governments should, inter alia be responsible for mass malnutrition among the people. On November 28, 2001 the Supreme Court of India gave directive making it mandatory for the State Government to provide cooked meals instead of dry rations. In one of its many directions in the litigation the Supreme Court directed the government to fully implement its scheme of providing cooked meals to all children in primary schools. This landmark direction converted the mid-day meal scheme into a legal

entitlement, the violation of which can be taken up in the court of law. The direction and further follow up by the Supreme Court has been a major instrument in universalizing the scheme. Excerpts from that order are:

It is the case of the Union of India that there has been full compliance with regard to the Mid Day Meal Scheme (MDMS). However, if any of the state gives a specific instance of non-compliance, the Union of India will do the needful within the framework of the scheme.

- We direct the State Governments/Union Territories to implement the Mid Day Meal Scheme by providing every child in every Government and Government assisted Primary Schools with a prepared mid day meal with a minimum content of 300 calories and 8-12g of protein each day of school for a minimum of 200 days. Those Governments providing dry rations instead of cooked meals must within three months (February 28, 2002) start providing cooked meals in all Governments and Governments aided Primary Schools in all half the Districts of the State (in order of poverty) and must within a further period of three months (May, 28, 2002) extend the provision of cooked meals to the remaining parts of the State.
- We direct the Union of India and the FCI to ensure provision of fair average quality grain for the scheme on time. The States/ Union Territories and the Food Corporation of India (FCI) are directed to do joint inspection of food grains. If the food grain is found, on joint inspection, not to be of fair average quality, it will be replaced by the FCI prior to lifting.

The direction was to be implemented from June 2002, but was violated by most states. But with sustained pressure from the court, media and in particular, from the right to food campaign more and more states started providing cooked meals. State wise implementation of the scheme is given in Annexure-II.

1.3.5 NATIONAL PROGRAM OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (NP-NSPE)

1.3.5 (a) EARLY PHASE

The Supreme Court direction was to be implemented from June 2002, but was violated by a number of States citing paucity of funds as a reason. There was operational at the time, a Centrally Sponsored Scheme that was launched on 15th August 1995, in initially 2408 blocks in the country. This scheme by the year 1995-97 was introduced in all blocks of the country and was further extended in 2002 to cover children in a wider variety of schools studying in classes I-V. In this scheme the cost of cooking was to be borne by the State governments/UT administrations. Unable to provide adequate funding for meeting the cooking costs, many State governments/UT Administrations resorted to distribution of raw food grains, rather than providing cooked mid-day meals.

In May 2004 a new coalition government was formed at the Centre, which promised universal provision of cooked meals fully funded by the Centre. This 'promise' made in the Common Minimum Program was followed by enhanced financial support to the States for cooking and building sufficient infrastructure. Given this additional support the scheme has expanded its reach to cover most children in primary schools in India.

1.3.5 (b) MODIFICATIONS MADE BY TENTH PLAN IN MDMP

The Tenth Plan made certain modifications in the MDMP in order to achieve the goals set in the Sarva Shiksha Abhiyan program, the modifications would be made in the scheme in the light of feedback received from evaluation studies, the experience gained from the working of the scheme, and the opinions of experts. The modification would include the following:

Expanding the program to cover the children of the Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE).

Ending the present practice of distributing food grains and providing hot cooked meals or ready –to-eat food based on sound nutritional principles.

- Allowing adequate flexibility in the management of the program by the local bodies/ community through VECs, School Management Committees (SMCs).
- Fostering stronger community participation through Parent Teacher Association (PTA), and such other units of the school system in the implementation of the program. Encouraging the participation of credible NGOs, wherever possible.
- Decentralizing the management of the program to enable reduction in leakages and mismanagement.

- Providing funds in advance to the implementing agencies through the State Nodal officer for the transportation of food grains.
- Limiting teachers, involvement in the program to supervision activities.
- Extensive use of the computerized MIS (CMIS) net for monitoring purposes. External agencies are to be involved in monitoring and supervision to ensure greater accountability. Elected representatives will also be involved in supervision.
- Linkage with poverty alleviation programs in rural and urban areas, adequate support of the Union Ministry of Health and the State Health Departments for the school health program and support from the Department of Woman and Child Development for nutrition education.
- A memorandum of understanding be entered into with the key stakeholders on the key parameters.

1.3.6 REVISION TO NP-NSPE IN 2004

The 2004 revised NP-NSPE scheme provided central assistance to the States for the following:

- (i) Cooking cost @ Re.1 per child per school day.
- (ii) Transport subsidy raised from the earlier maximum of Rs.50 per quintal to Rs.100 per quintal for special category State, and Rs. 75 per quintal for other states.
- (iii) Management, monitoring and evaluation costs @ 2% of the cost of foodgrains, transport subsidy and cooking assistance.

Provision of mid day meal during summer vacation in drought affected areas.

Infrastructural requirements were met through convergence with other development programs including the Sampurna Grameena Rozgar Yojna (SGRY), Basic Services for Urban Poor (BSUP), Urban Wage Employment Programme (UWEP) for the construction of kitchen-cum-stores. Water supply requirements were met through convergence with Accelerated Rural Water Supply Program (ARWSP), Swajaldhara and Sarva Shiksha Abhiyan. The revised 2004 scheme also provided for a 4 tier institutional mechanism for program management, through the constitution of Steering-Cum-Monitoring.

1.3.7 PUBLIC PRIVATE PARTICIPATION IN MID-DAY MEAL SCHEME

The Mid Day Meal has been strengthened with the interventions of Private and Corporate partnerships. This is an example of innovation in delivery of Public services through the Private Partnership. In response to the difficulties of 'on-site feeding' a new focus on delivering an appropriately-timed (with regard to effecting improvements in learning capacity) and high quality, consistent ration, the government is developing program made that include less costly commodities and most efficient systems for the delivery of meals to school children. Drawing on the private sector and NGOs for the school feeding program over comes many of the difficulties of on site preparation of meals, and may be one of the many inexpensive ways to feed children in schools. The private sector in this case could be a local canteen or caterers (in cities) or an NGO.

An example of NGO and Government of India partnership is ISKCON supplying MDMS in Bangalore and Delhi. After this experience, the Education Department issued guidelines to facilitate participation by NGOs. Under there guidelines State Government can select NGOs for the program and the food grains and transportation cost are made available to these NGOs who in turn take on the responsibility of converting the grains into a cooked meal.

In Karnataka, nine NGOs are implementing cooked meal program covering 57,608 children studying in 357 schools, under the overall supervision of the State government. Bangalore based “The Akshaya Patra Foundation” reaches out to more than one million children in 19 locations across 9 states of India, providing them with freshly cooked meal on all school days. Currently they implement the mid day meal program in 8,093 schools of the country. They are feeding nearly 1,253,266 children every day and hope to feed over 20 million children by 2020.

The foundations get a corpus from the state government but meet a major share of its cost with donations from private corporations and individuals in the city. Software corporations such as Infosys, Bharti and JinDal are major donors to the program. This model has been successfully replicated in rural Karnataka, Delhi, Hyderabad and other cities. The program uses centralized automated kitchens for cooking food which is

then distributed to schools through special purpose vehicles. Akshaya Patra's Kitchens can cook about 100,000 meals in less than five hours with least human intervention and sustained quality. A three items menu is served to children as per the recommendations of qualified nutritionists. The Akshaya Patra Foundation, world's largest school meal program commenced serving school meals to student in Government schools of Ahmadabad and Gandhinagar from mid June 2007.

A model for public private partnership also evolved in Hyderabad where Nandi Foundation manages a central kitchen to provide cooked meals to about 1,01,394 children in schools in the twin cities of Hyderabad an Secunderabad. Similarly the centralized kitchen established in Vishakhapatnam city by the same NGO covers 35,734 childrens in111 schools. Following the success with the pilot project in Andhra Pradesh the scheme was also implemented in Bhopal, Jabalpur, Indore, Udaipur and Bhilwara.

1.3.8 REVISION OF NP-NSPE IN 2006

1.3.8 (a) NEED FOR REVISION

Following main difficulties were experienced in the implementation of NP-NSPE, 2004:

- (i) The existing rate of Re.1 towards cooking cost was found to be inadequate for meeting the cost of nutritious meal as per norms.

- (ii) Absence of kitchen sheds in schools had emerged as a critical factor impacting the quality of the program. Progress in construction of kitchen shed has been poor. Consequently, classrooms tend to be used for storage and cooking purposes. In alternative cooking is done in the open which is unhygienic & hazardous.
- (iii) The existing nutritional norm of 300 calories and 8-12 grams of protein was felt to be inadequate to meet the growing needs of young children, necessitating there fore the need to review and enhance the norm, and also provide for essential micronutrients and de-worming medicines.

Against the above background a Sub Committee of the National Steering cum Monitoring Committee (NSMC) was constituted in August 2005 in order to make recommendations inter alia, on the adequacy of the present norm of Central Assistance to meet the cooking cost, as well as the manner in which the infrastructure gap should be met. Recommendations of the Sub-Committee were considered by the NSMC in its meeting held on 29th September 2005 and were approved with some modifications. Based on the recommendations of the NSMC, Central Government approved the revised scheme with effect from June 2006.

1.3.8 (b) OBJECTIVES OF THE MID DAY MEAL IN SCHOOLS

- Improving the nutritional status of children in classes I-V in Government, Local body and Government aided schools, and EGS and AIE centers.
- Encouraging poor children belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

1.3.8 (c) PROGRAM INTERVENTION AND COVERAGE

Following the recommendations made in this regard by the Steering and Monitoring Committee for the NP NSPE, the Central Government revised the scheme and its norms. The nutritional norm in respect of calories/student/day was increased to 450g from 300g in 2004. Protein intake norms per child per day were also increased from 8-12g to a minimum of 12g. In order to meet the new norms for nutrition, a minimum of Rs. 2 (US\$0.04) per child per day was allotted for cooking expenses for Primary school. Of this the centre would contribute Rs.1.80 (US\$ 0.035) to the North eastern State and Rs.1.50 (US\$0.03) to the other State. The States would meet the rest of the 20 paise (US\$ 0.004) and 50 paise (US\$ 0.01) respectively per child per day. The allocation per child per day is depicted in Table:1

Table 1 : Central Government Nutritional Norms For Per Child
Allocation Under The MDMS

No.	Nutritional Content	2004 Guidelines (per children per day)	2006 Guidelines (per children per day)
		Primary	Primary
1	Calories	300 Kcal	450
2	Protein	8 – 12 g	Minimum 12 g
3	Micronutrients	Not prescribed	Adequate quantities of micronutrients like Iron, Folic acid, Vitamin-A etc.

Source : NPNSPE 2006 guidelines MHRD.

Central Government would provide assistance for implementing a mid day meal program with the above nutritional content for children in classes I -V in:-

- (i) Government, Local Body and Government aided schools, and
- (ii) EGS and AIE Centers.

1.3.8 (d) COMPONENTS AND NORMS FOR CENTRAL ASSISTANCE

Under NP-NSPE, 2006 Central Government would provide w.e.f. 16.06.06 the following assistance to State Government/UT.

- (i) Supply of free food grains (wheat/Rice) @ 100g per child, per school day from the nearest Food Corporation of India (FCI) godown.
- (ii) Reimburse the actual cost incurred in transportation of food grains from nearest FCI godown to the Primary School.

- (iii) Provide assistance for cooking cost.
- (iv) Provide assistance for cooked MDM during summer vacations to school children in areas declared by State Governments as “drought affected”.
- (v) Provide assistance to construct kitchen-cum-store in phased manner up to a maximum of Rs. 60,000 per unit.
- (vi) Provide assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of Rs.5,000 per school.
- (vii) Provide assistance to States/UTs for management monitoring and evaluation (MME) at the rate of 1.8% of total assistance on (a) free food grains, (b) transport cost and (c) cooking cost. Another 0.2% of the above amount will be utilized at the Central Government for management monitoring and evaluation.

1.3.8 (e) CONVERGENCE WITH OTHER DEVELOPMENT PROGRAMS

The NP-NSPE would continue to have to be implemented in close convergence with several other development programs as detailed below so that all requirements of the program would fully met in the shortest possible time frame. The table 2 indicates convergence of MDMS with other development programmes.

**Table 2 : Convergence of MDMS with Other
Development Programmes**

Sr. No.	Item	Scheme/Programme under which funds are available
1	Construction of kitchen-cum-store	<p>Ministry of Rural Development</p> <ul style="list-style-type: none"> ▪ Sampoorna Grameen Rozgar Yojna (SGRY) <p>Ministry of Housing and Urban Poverty Alleviation</p> <ul style="list-style-type: none"> ▪ Basic Services for Urban Poor (BSUP), Integrated Housing. ▪ Slum Development Programme (IHSDP) for urban areas. ▪ Urban Wage Employment Programme, a component of Swarna Jayanti Shahri Rozgar Yojna (SJSRY) for urban areas outside slums. <p>Ministry of Panchayat Raj</p> <ul style="list-style-type: none"> ▪ Backward Region Grant Fund (BRGF) available as united funds for 250 districts for gap filling and augmentation. <p>Ministry of HRD</p> <ul style="list-style-type: none"> ▪ Sarva Shiksha Abhiyan (SSA) for new school Construction
2	Water Supply	<p>Ministry of Rural Development, Department of Drinking Water Supply</p> <ul style="list-style-type: none"> ▪ Accelerated Rural Water Supply Programme (ARWSP) ▪ Swajaldhara (Community-based rural drinking water supply) <p>Ministry of Panchayat Raj</p> <ul style="list-style-type: none"> ▪ Devolution of block grants to panchayatas on the recommendation of the 12th finance commission. ▪ Backward Region Grant Fund (BRGF) available as united funds for 250 districts for gap filling and augmentation. <p>Ministry of Human Resource Development</p> <ul style="list-style-type: none"> ▪ Sarva Shiksha Abhiyan (SSA) for new school construction.
3	Kitchen Devices	<p>Ministry of Human Resource Development Funds available under SSA</p> <ul style="list-style-type: none"> ▪ From annual school grant of Rs. 2,000/- per annum per school. ▪ Rs. 1,000/- per annum for EGS Centres.
4	School Health Programme	<p>Ministry of Health and Family Welfare</p> <ul style="list-style-type: none"> ▪ Necessary intervention like regular health check-ups, supplementation of micro nutrients, deworming medicines, etc. can be taken up under the National Rural Health Mission (NRHM).

Source : NP : NSPE (2006) Guide Line, GOI.

The infrastructural requirements continued to be met through the convergence with other development programme including inter alia Sampoorna Grameen Rozgar Yojana (SGRY), Basic Services for Urban Poor (BSUP), Urban Wage Employment Programme (UWEP) for the construction of kitchen-cum-stores. Water supply requirements were met through convergence with Accelerated Rural Water supply Programme (ARWSP), Swajaladhara and Sarva Shiksha Abhiyaan (SSA). Table 2 shows that as many as fourteen schemes implemented by nine ministries extend support to 4 components of the MDMS. Except for water supply which would be on a daily basis, the rest of the items are periodically replaced due to damage as well as from wear and tear.

The cost of physical infrastructure, which includes a kitchen-cum-store, adequate water supply for drinking and washing, cooking devices (stove) and utensils for cooking and serving were to be taken care of by the state government. The state government was entitled to use funds from centrally funded schemes. Funds from the Sampoorna Grameen Rozgar Yojana could be utilized for construction of kitchen sheds. However, the urban set-up could make use of the funds available under the National Development Programme or Urban Wage Employment Programme. The funds of the Sarva Shiksha Abhiyan (Education for All Mission) or the Accelerated Rural Water Supply Programme were to be used for drinking water.

Finally, utensils can be brought from the annual Sarva Shiksha Abhiyan school grant of Rs. 2,000/- (US\$ 43.23). Central support was provided up to maximum of Rs.60,000 (US\$ 1,184.82) per head where the state governments were unable to meet the cost through convergence with over centrally funded programmes.

1.3.8 (f) PROGRAM MANAGEMENT

The NP-NSPE 2006 envisages putting in place the following management structures at the national, state, district/block and local levels.

- **National Level**

- (i) National Level Steering Cum Monitoring Committee:**

The Department of School Education and literacy has set up a National Level Steering cum Monitoring Committee (NSMC) to oversee the implementation of the program.

- (ii) Program Approval Board:**

The department of School Education and Literacy has also set up a Program Approved Board under the chair personship of Secretary, School Education and Literacy with membership of nutrition expert and representatives, interalia of the Departments of Women and Child Development, Ministry of Panchayatraj, Planning Commi-ssion, Food Corporation of India etc.

(iii) National Mission for Sarva Shiksha Abhiyan (SSA):

The general Council and Executive Council of the National Mission for Sarva Siksha Abhiyan would in addition to SSA itself, review, from time to time, Mid Day Meal Scheme also.

• STATE / UT LEVEL:

- (i) States and UT administrations would also required to set up Steering cum Monitoring Committees at the State, District and Block levels to oversee the implementation of the program. A representative of the Department of School Education and literacy, Government of India should be invariably invited to meetings of the State/UT level steering cum monitoring committee.
- (ii) Every State Government/UT Administration would designate one of its Departments as the Nodal Department, which would take responsibility for the implementation of the program. State Government/UT Administration may set up implementation cells attached to the State Nodal Department to oversee the implementation of the program by using a part of funds under MME. Taking into account the Central assistance available under NP-NSPE, 2006 every State Government/UT Administration would prescribe and notify its own norms of expenditure on the Scheme based on which it would allocate funds for the implementation of the program. The norms thus notified would be referred to as “State Norms”.

- **Nodal Responsibility at the District and Block level**

Every State Government/UT Administration was to designate one Nodal officer or agency at the district and block who would be assigned over-all responsibility of effective implementation of the programme at the district/block level. The District Nodal Agency would ensure that each school is informed of its monthly allocation of food grains and financial sanctions for construction of kitchen-cum-store, cooking costs, kitchen-cum-cooking devices, etc. it would also identify the transportation agency to transport food grains from the nearest FCI godown to school. The transportations could be done once in a month. The district/taluka Nodal agency would also take responsibility for developing indicative menus using locally available and culturally acceptable food items.

- **Management at the Local Level**

In States which had devolved the function of primary education on Panchayats and Urban Local Bodies, the responsibility of implementation and day to day supervision of the programme would be assigned to the Gram Panchayat/Municipality. The Gram Panchayat/Municipality could in turn assign responsibility of the day-to-day management of the programme at school level to the Village Education Committee (VEC)/School Management & Development Committee (SMDC) or Parent-Teacher Association (PTA) as the case may be. These would be responsible for the programme and report to the Gram Panchayat/Municipality

The responsibility for cooking/supply of cooked mid-day meal was to be assigned to one of the following :-

- (a) Local women's/mother's self-help group,
- (b) Local youth club affiliated to the Nehru Yuvak Kendras,
- (c) A voluntary organization fulfilling specified requirements, and
- (d) Personnel engaged directly by the VEC/SMDC/PTA/Gram Panchayat/Municipality.

In areas where it would be appropriate, cooking in a centralized kitchen setup could be possible for a cluster of schools, with cooked hot meal transported under hygienic conditions through a reliable transport system to various schools.

1.3.8 (g) MONITORING AND EVALUTION

The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid Day Meal Scheme. The monitoring mechanism has included the following :

- **ARRANGEMENTS FOR LOCAL LEVEL MONITORING**

Representatives of Gram Panchayats/Gram Sabhas, members of Village Education Committee (VECs), PTAs, SDMCs as well as Mother's Committees are required to monitor the (i) regularity and nutritional adequacy of the mid day meal served to children (ii) cleanliness in cooking and serving of the midday meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc. (iv) implementation of varied menu, (v) social and gender equity. This is required to be done on a daily basis.

- **DISPLAY OF INFORMATION UNDER RIGHT TO INFORMATION ACT**

In order to ensure that there is transparency and accountability, all school and centres where the programme is being implemented are required to display suo-moto. This includes information on

- Quality of food grains received, date of receipt.
- Quantity of food grains utilized.
- Other ingredients purchased, utilized.
- Number of children given midday meal.
- Daily menu.
- Roster of community members involved in the programme.

- **INSPECTIONS BY THE STATE GOVERNMENT OFFICERS**

Officers of the State Government/UTs belonging to the Departments to Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centers where the programme was being implemented. It has been recommended that 25 percent of primary schools/EGS & AIE centers be visited every quarter.

- **RESPONSIBILITY OF THE FOOD CORPORATION OF INDIA (FCI)**

The FCI is responsible for the continuous availability of adequate food grains in its Depots (and in Principal Distribution Centers in the case of the North East Region). It allows of food grains for any month or quarter, up to one month in advance, so that the supply chain of food grains remains uninterrupted.

For the National Programme of Nutritional Support to Primary Education (NP NSPE) 2006, the FCI is mandated to issue food grains of best available quality, which would in any case be at least of Fair Average Quality (FAQ). The FCI would appoint a Nodal Officer for each State to take care of various problems in supply of food grains under the MDMS programme.

- **PERIODIC RETURNS**

The State Government/UT also required to submit periodic returns to the Department of School Education and Literacy, Government of India, to provide information on : (i) coverage of children and institutions, (ii) Progress in utilization of Central assistance, including cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.

- **MONITORING BY INSTITUTIONS OF SOCIAL SCIENCE RESEARCH**

Forty one Institutions of Social Science Research, identified by the Ministry of Human Resource Development, Government of India, for monitoring the Sarva Shiksha Abhiyan (Education for all), have also been entrusted with the task of monitoring the Mid Day Meal Scheme.

1.3.8 (h) THE SUPREME COURT'S DIRECTIVES

The Supreme Court of India in one of its landmark decisions linked the feeding programme to the government's quality education programme. This was to encourage poor families to enroll their children into government schools so that the children would be guaranteed at least one square meal a day

(Nutrition Foundation of India, 2003). The Supreme Court has been issuing ‘interim orders’ on midday meals from time, starting with the landmark order 28 November, 2001.

The key orders are summarized here.

- **Basic Entitlement**

“Every child in every government and government assisted primary school be given a prepared mid day meal; with a minimum content of 300 calories and 8-12 g. of protein each day of school for a minimum of 200 days a year”.

(Order dated 28 November 2001)

- **No Charges**

“The conversion costs for a cooked meal, under no circumstances shall be recovered from the children’s parents”.

(Order dated 20 April, 2001)

- **Central Assistance**

“The central government shall allocate funds to meet with the conversion costs of food grains into cooked mid day meals”.

- **KITCHEN SHEDS**

“In the appointment of cooks and helpers, preference shall be given to Dalits, scheduled castes and scheduled tribes”.

- **QUALITY SAFEGUARDS**

“Attempts shall be made for better infrastructure, improved facilities (safe drinking water etc.), close monitoring (regular inspection) and other quality safeguards as also the improvement of the contents of the meal so as to provide nutritious meal to children of the primary schools”

(Order dated 20 April, 2004)

- **SUMMER HOLIDAYS**

“In drought affected areas, midday meals shall be supplied even during summer vacations”

(Order dated 20 April, 2004)

- **JOINT QUALITY MONITORING**

“We direct the Union of India and the Food Corporation of India to ensure provisions of fair average quality grain for the scheme on time. The States/Union Territories and the Food Corporation of India are directed to do joint inspection of food grains. If the food grain is found, on joint inspection, not to be of fair average quality, it will be replaced by the Food Corporation of India prior to lifting”.

(Order dated 28 May 2001).

Thus the judiciary in India has played an active role in ensuring that MDMS becomes the right of every school-going child. It has attempted at social engineering by issuing specific orders for the appointment of cooks from the most downtrodden section of the society. It has also made provisions for the minimum infrastructure needed, such as the kitchen, and most importantly it has transformed the goal of the scheme from one of combating hunger to one of improved nutritional status for school children.

1.4 STATE PROFILE OF MADHYA PRADESH

Madhya Pradesh is the 2nd largest State in the republic of India, with nearly 6% of the country's population. The density of population is 196 per square kilometer, with 19% tribal population. The State is endowed with rich natural resources, salubrious climate and fertile agro climatic conditions. The total geographical area of the State is 308 thousand Sq.kms. The State has 10 divisions, 50 districts and 52117 villages with 23040 Grampanchayats. Other geographical details of the state are as follows:

Districts	-	50
Blocks	-	313
Tribal block	-	89
Municipal Corporation	-	14
Villages	-	52,117
Nagar panchayat	-	236
Village Panchayat	-	23040

As per 2001 census the total population of the state is 603.85 lakh with 314.57 lakh males and 289.28 lakh females. The sex ratio is 920. 26% of the population resides in urban areas and 74% in rural areas. The percentage of Scheduled Tribes population to total population is 20.27 percent and percentage of Scheduled Casts population to total population is 15.17 percentages. Annual rate of growth of population is 2 percent. Every year nearly 1.4 million people are added into the State's population.

1.4.1 SOCIO DEMOGRAPHIC AND SOCIO ECONOMIC FEATURES OF MADHYA PRADESH

Socio Demographic and socio Economic profile of M.P. has been presented in Table 3

Table 3 : Socio Demographic and Socio Economic Profile of M.P.

INDICATORS	M.P.	INDIA
Area (in Sq. Km.)	3,08,245 (9.38% of India's total area)	32,87,263
Population (census 2001)	6,03,85,118 (5.88% of India's population) Urban -1,59,67,000 Rural – 4,43,81,000	1,02,70,15,247 Urban – 28,53,54,954 Rural – 74,16,60,293
Population Below Poverty line (%)	37.43	
Population growth rate (1991-2001)	24.34	21.34
Urban growth	31.19%	
Rural growth	22.02%	
Population Density	196	313
Literacy Rate Total	64.11	64.8
- Male Literacy	76.1	75.3
- Female literacy	50.3	53.7
- Total Rural	57.8	58.7
- Total Urban	79.4	79.9
Sex Ratio (Females per 1000 Males)	920	933
Urban population	26.46%	27.82%
Scheduled castes Population	91, 55,000 (15.17%)	16, 65, 76,000 (16.20%)
Scheduled Tribes Population	1, 22, 33,000 (20.27%)	8, 31, 88,235 (8.20%)
Per Capita Income	Rs. 8238	Rs.12416

Source : Annual Work Plan & Budget of MDMP, M.P. Government (2008-09).

1.4.2 EDUCATIONAL PROFILE OF THE MADHYA PRADESH

Education forms the backbone of any social and economic development initiate. To make the provisions of the Constitution a reality, Madhya Pradesh became the first state in India to conceive a right based framework for elementary education through the Madhya Pradesh Jan Shiksha Abhiyan 2002 (Madhya Pradesh People's Education Act 2002). The Act aims at ensuring quality education for all children of 5 to 14 years of age of the state. The first of its kind in the country the Act strives for ensuring the improvement of quality in government run and government aided elementary schools through the sharing of responsibility. Acclaimed by the Madhya Pradesh government universal elementary education is a collective endeavor of the government and society. The act is shaped by the vision of education as a collaborative process of the teachers, learners and the local community and the role of the government as facilitating this process towards the twin goals of equity and quality (Government of Madhya Pradesh 2002a:25). The aim of Act is 'to foster processes that help school emerge as a strong unit accountable to the local community of parents, with all other structures performing the role of school support institutions (Government of Madhya Pradesh 2002a:25). The act bestows on every child the right to elementary education and aim at eliminating all hindrances that exist to access and participate in school education. It seeks to do so with a dual strategy; improving the delivery system and creating social pressure. The act aims at strengthening the process of decentralization initiated by the government and lays down the right, roles and responsibilities of key stakeholders; parents, teachers, local bodies and government.

LITERACY RATE :

The state literacy rate as per 2001 census is 64.11 percent, which is close to the national literacy rate of 64.8 percent. While the female literacy has considerably improved over the last decade, a great disparity persists in the literacy rates of males and females, which are 76.8% and 50.3% respectively. The State has placed a lot of emphasis on girl's education in recent years through incentives for girls, such as, free uniforms, free bicycles to girls going to class VI and IX and Gaon ki Beti schemes to support higher education of girl child.

TABLE : 4 – LITERACY RATE ACROSS AGE GROUPS, 2001

	All			Rural			Urban (Percent)		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
All ages	64.1	76.8	50.3	58.1	72.1	43.0	79.7	87.8	70.6
07-14	78.6	83.1	73.6	75.4	80.9	69.3	88.1	89.6	86.5
15-19	78.4	86.0	68.9	73.4	83.4	60.9	89.9	92.1	87.1
20-24	70.5	83.8	56.1	64.2	80.3	47.2	85.6	91.5	78.6
25-29	64.7	79.7	49.4	58.3	75.7	40.5	80.9	89.5	71.9
30-34	59.4	75.3	43.3	52.6	70.6	34.5	77.0	87.1	66.4
35-39	57.1	72.2	40.4	49.8	66.8	30.8	74.5	85.2	63.0
40-44	55.3	70.9	36.9	47.2	64.5	27.2	74.6	85.3	61.0
45-49	52.5	70.3	32.8	44.0	63.5	22.8	73.2	86.0	58.1
50 & above	36.8	55.6	17.9	29.1	47.9	10.6	59.6	78.0	40.3

Source : Annual Work Plan & Budget of MDMP, M.P. Government (2008-09).

The level of literacy in age 7-14 is approaching 80%. However in higher age groups a very large portion of people still remain illiterate. Among the most economically productive age groups nearly 30% of people in the age group of 20-25, nearly 35% of people in the group of 25-29 and nearly 40% of people in the age group of 30-34 years were illiterate in 2001.

1.4.3 NUTRITIONAL STATUS OF MADHYA PRADESH

Data from a variety of studies and report show that the number of people affiliated with hunger in Madhya Pradesh is increasing rapidly. The latest food consumptions patterns presents a dismal picture of chronic hunger in Madhya Pradesh, the second largest state in India having a population of 60.3 million people. According to the Indian State Hunger Index released in 2008 Madhya Pradesh has a score of 30.9 the highest score in the country and therefore the only state grouped in the “extremely alarming” category of hunger. Madhya Pradesh is the state that is home to the largest number of hungry people in the country. The Madhya Pradesh Human Development Report (HDR) 2007 shows that the state of health in Madhya Pradesh is far from satisfactory. Madhya Pradesh has the highest figures for cases of Malnutrition and infant mortality in India as well as in the world. The issue of malnutrition in Madhya Pradesh is not new. It has come to the forefront in this decade, especially since the year 2004 when the deaths of numerous children in the state come to light. During the year 2008-09, at least 159 children between the ages of 0 and 5 were documented as having died due to malnutrition.

The tribal population of the state is especially vulnerable regarding food security and food intake, for a variety of reasons. One major factor is the process of alienation from traditional natural resources, which many such communities

have undergone in the previous decades, due to various reasons such as deforestation, land degradation etc. additional stresses due to drought may then contribute to tipping the balance critically towards severe food insecurity. Among all vulnerable population groups, inadequacy of protein/calorie intake is quite striking. Among the groups most at risk, namely the pre school children and children below 10 years of age, only about one third of tribal children receive a diet adequate in calories and protein.

As per the 2005-06 National Family Health Survey (NFHS-III) about 82.6% children in the age group of 6 to 35 months are anemic and 60% children under three years of age are malnourished in Madhya Pradesh. Only 22.4% of the children aged 12-24 months are receiving immunization against all preventable diseases. As per the District level Health Survey (DLHS-3) report only 36.2% children in the state and only 31.4% children in rural area are fully immunized. Anemia is endemic in Madhya Pradesh. Madhya Pradesh has the second highest percentage of anemic children in the nation i.e. 74%. Around 56% of women in Madhya Pradesh are anemic.

1.5 MID DAY MEAL SCHEME IN MADHYA PRADESH

The Mid Day Meal scheme was launched in Madhya Pradesh with the specific objectives of improving the nutritional status of school going children and bringing about growth in their enrolment and retention to give a boost to primary education

among children of poorer section of the society. It is a scheme meant to protect children from hunger and to provide supplementary nutrition. Under this scheme every child who attends a government or government – assisted primary school is entitled to a cooked, nutritious mid-day meal every day. It is difficult for a malnourished child to concentrate on studies and hence it hampers the process of her/his education. A child with an empty stomach devotes most of the attention to food rather than learning. Poor socio-economic back ground has its adverse impact not only on the nutritional status of the children but also leads to a higher dropout and poor school enrolment. Most of the children from the low socio-economic strata of society suffer from malnutrition and often dropout from school at an early age which adversely affects personality development at a later stage. Roots of child labor lie in food insecurity within the house holds. The MDM assures that children get one complete meal in school and that can devote their time to study rather than work. The provision of cooked mid-day meals in primary schools is an important step towards the right to food. Indeed mid-day meals help to protect children from hunger (including “Classroom Hunger”, an old enemy of school education), and if the meals are nutritious, they can facilitate the healthy growth of children. Mid-day meals also serve many other useful purposes. For instance, they are quite effective in promoting regular attendance, and

in that respect mid-day meals contribute not only to the right to food but also to the right to education. Mid-day meals also help to undermine caste prejudices by teaching children to sit together and share a common meal. They reduce the gender gap in school participation, provide an important source of employment for women, and liberate working women from the task of having to feed children at home during the day. Apart from this, mid day meals can be seen as a source of economic support for the poorer section of society, and also as an opportunity to impart nutrition education to children.

The nation's first state-wide mid-day meal program was introduced in Tamil Nadu in the 1950's. By the 1980's two other states-Gujarat and Kerala used their own resources to create schemes to universalize mid-day meals for primary school children. Madhya Pradesh introduced limited mid-day meal schemes during the 1980's and 1990's. Recognizing the success of many of these state programmes the central government introduced the Mid-Day Meal Scheme (MDMS) in 1995. Madhya Pradesh became one of the first states to initiate the mid day meal in 1995. But after a pilot beginning in a few blocks, the program was discontinued in 1997 in non-tribal blocks. Even the programme in tribal blocks floundered and remained largely on paper till 2002. In most schools raw grains were provided in this period. Following pressure from the Supreme Court, between 2002 and 2004 cooked 'Daliya /

thuli (porridge) was gradually extended to cover the whole state. On the first decision of the short lived Uma Bharti government was to introduce the Ruchikar (“relishing”) Mid Day Meal Scheme (RMDMS) in primary schools. The RMDMS was launched in 120 identified backward blocks on February 1, 2004 on a pilot basis. The scheme was quickly extended to cover the rest of the state from July 1, 2004 onwards. The RMDMS replaced Daliya by Roti / rice along with Dal and vegetables.

Later in the academic year 2004-05 Government of India, Ministry of Human Resources Development also issued instructions and provided assistance for cooking cost to serve the cooked food for primary schools under MDM. The menu and quantity of MDM for primary school children was revised and improved (Dal-Roti-Sabji) in wheat predominant area and Dal-Rice-Sabji in Rice predominant area in Madhya Pradesh from 15th August 2006, consequent to the increased assistance for cooking cost from Rs. 1.00 to 1.50 per child per day made available by the Govt. of India. In 2006, as a follow up of Supreme Court of India, MHRD, Department of School Education and Literacy, Government of India issued an order revised the norm of MDM. According to the revised norm schools should provide MDM with minimum 400 calories and 12 grams proteins. The additional quantity of calories and proteins are to be provided through addition of vegetables on other ingredients. This is being sincerely followed in M.P.

Schools. In the academic year 2007-08, the implementation of MDM had also been started in middle schools of Educationally Backward Blocks of Madhya Pradesh, as well as year 2008-09 the implementation of MDM had been started in all blocks of Madhya Pradesh, as per the instructions of Government of India. The menu prescribed for middle schools is same as that for primary schools but with increased quantity. The mid day meal scheme had helped in giving a boost to achieve the goal of universalisation of elementary education, by increasing retention rate and attendance and improving creating additional livelihood opportunities for rural poor engaged in its implementation.

The objectives of the revised mid day meal scheme.

- Universalisation of education.
- To provide cooked mid day meal to the students of the government and government aided schools of the state.
- To improve the nutritional health standard of growing children.
- To increase retention and attendance and reduce dropout rate of children in government and government aided schools.
- To attract poor children to school by providing mid day meal to them.
- To increase the employment opportunities at the village level by linking rural poor with income generating activities related to revised mid day meal scheme.

1.5.1 AGENCY RESPONSIBLE FOR IMPLEMENTATION OF THE SCHEME IN M.P.

In Madhya Pradesh the Panchayat & Rural Development Department is the Nodal department for implementation of MDM. At district level Zila Panchayat is the Nodal agency for over all planning implementation, management and monitoring of the program. At village level Gram Panchayat has been associated with the implementation of MDM in schools. On the basis of recommendation of Gram Panchayat, SHGs are selected by Janpad Panchayat. The implementation of program at school level is done under the supervision of Gram Panchayat. Gram Panchayat has also been given the responsibility of kitchen sheds. In the year 2007, the Madhya Pradesh government gave the responsibility for managing the mid day meal in rural area to Self Help Groups (SHGs). Previously this work had been in the hands of parent teacher association, but due to the involvement of teacher, which took time away from actual schooling work, this responsibility was shifted to SHGs and especially SHGs of poor women. SHGs are recommended by Gram Panchayat and selected by Chief Executive Officer, Janpad Panchayat. Agreement has to be signed between Gram Panchayat, PTA and SHG for implementation of program. The cooking cost has to be released directly in the account of SHGs. They suppose to lift and transport the food grains from Fair Price Shops (FPS). According to the 2009-10 annual administrative report of the State Panchayat & Rural Development Department, out of 78,319 primary schools, and 24,975 middle schools. Mid Day meals have been served in 73,049 primary and 23,353 middle

schools respectively by SHGs. To ensure that the stipulation regarding hygiene, quantity and quality of cooked food were maintained, appropriate supervisory mechanism has been established at local level. Cluster Resource Coordinator (CRC) of school education department has been entrusted with the responsibility of intensive monitoring of every school under jurisdiction at least once in a month.

1.5.2 PROVISION OF MDM IN THE STATE IN TERMS OF COVERAGE

1.5.2 (a) Number Of Children Participating In The Program

Number Of Children Participating In The MDM During The Year 2008-09

As per the enrolment on 30th September 2008 the number of students who were the beneficiary of Mid Day meal scheme in the primary schools during academic year 2008-09 in Madhya Pradesh is given below:-

Table 5 : Beneficiary Of MDM Scheme In Primary Schools During Academic Year 2008-09

Gender	Category					
	SC	ST	OBC	Minority	General	Total
Boys	787786	1215513	1497963	139348	434369	4074979
Girls	789276	1195946	1571598	138753	433546	4129119
Total	1577062	2411459	3069561	278101	867915	8204098

As per the enrolment on 30th September 2008 the number of students who were the beneficiary of Mid Day Meal scheme in upper primary schools during academic year 2008-09 in Madhya Pradesh is given below:-

**Table 6 : Beneficiary Of MDM Scheme In Upper Primary Schools
During Academic Year In 2008-09**

Gender	Category					
	SC	ST	OBC	Minority	General	Total
Boys	279351	345125	585222	49433	182262	1441393
Girls	262184	315424	571802	48737	189563	1387710
Total	541535	660549	1157024	98170	371825	2829103

**NUMBER OF CHILDREN PARTICIPATING IN THE MDM
DURING THE YEAR 2009-10**

**Table 7 : Beneficiary Of MDM Scheme In Primary Schools During
Academic Year 2009-10 Excluding Unaided Private Schools**

Gender	Category					
	SC	ST	OBC	Minority	General	Total
Boys	741261	1256478	1379238	162486	368676	3908139
Girls	766601	1249090	1496246	171266	390158	4073361
Total	1507862	2505568	2875484	333752	758834	7981500

As per the enrolment on 31st December the number of students who were the beneficiary of Mid Day Meal scheme in upper primary schools during academic year 2008-09 in Madhya Pradesh is given below:-

**Table 8 : Beneficiary Of MDM Scheme In Upper Primary Schools During
Academic Year 2009-10 Excluding Unaided Private Schools**

Gender	Category					
	SC	ST	OBC	Minority	General	Total
Boys	287852	384261	615052	50053	178376	1515594
Girls	304429	375907	653996	58990	197606	1590928
Total	592281	760168	1269048	109043	375982	3106522

1.5.2 (b) Institutions Running MDM In M.P.

The data regarding institutions running MDM in M.P. (2009-10) is as follows :

Table 9 : Number Of Institutions Running MDM in M.P. Year 2009-10

S.N.	SCHOOL FACILITIES	NUMBERS
1	Government Primary school	71514
2	Aided Primary schools (Private)	1063
3	Madarsa registered in Madarsa Board (Primary School)	1151
4	AIE/EGS Centers	10925
5	Government Upper Primary schools	27349
6	Aided Upper Primary schools (Private)	331
7	Madarsa registered in Madarsa Board (Upper Primary Schools)	177
8	AIE/EGS Centers	0

1.5.3 MANAGEMENT OF FOOD GRAINS

Management of food grains is done to ensure fair average quality grains are provided. The government of India allocates wheat/Rice (as may be required) on the basis of number of students availing MDM in the district. The allocation has been adequate to provide cooked food as per the menu fixed in all district. Appropriate arrangements have been established between FCI depots and PTAs/SHGs of schools in each district to ensure timely lifting and transportation of food grains into the school.

1.5.3 (a) ALLOCATION AND UTILIZATION OF FOOD GRAINS

The status of lifting and utilization of food grain allocated during 2008-09 up to the period of 31st December 2008 is given below:-

PRIMARY SCHOOLS

**TABLE 10 LIFTING & UTILIZATION OF FOOD GRAIN ALLOCATED FOR
PRIMARY SCHOOLS DURING 2008-09 (QUANTITY IN M.TS.)**

Food grain	Allocation for the year 08-09	Opening Balance as on 01-04-2008	Lifted	Utilized	Balance (stock in hands)as on 31-12-2008	% Utilization
Rice	36696.84	3622.77	28304.98	25260.23	6667.44	68.83
Wheat	110090.72	12375.32	81843.60	77361.26	16857.66	70.27
Total	146787.61	15998.09	110148.58	102621.49	23525.10	69.91

**TABLE 11 : LIFTING & UTILIZATION OF FOOD GRAIN ALLOCATED
FOR UPPER PRIMARY SCHOOL DURING (2008-09)**

Food grain	Allocation for the year 08-09	Opening Balance as on 01-04-2008	Lifted	Utilized	Balance (stock in hands)as on 31-12-2008	% Utilization
Rice	18185.33	856.30	14622.24	14042.16	1436.38	77.21
Wheat	51061.70	3245.27	43626.10	36546.50	10324.90	71.57
Total	69247.03	4101.57	58248.34	50588.66	11761.28	73.02

The status of lifting and utilization of food grain allocated during 2009-10 up to the period of 31st December 2009 is given below:-

**TABLE 12 : SHOWING THE STATUS OF LIFTING AND UTILIZATION
OF FOOD GRAIN ALLOCATED DURING 2009-10 UP TO THE PERIOD
OF 31ST DECEMBER 2009**

PRIMARY SCHOOL**(QUANTITY IN M.TS.)**

Food grain	Allocation for the year 2009-10	Opening Balance as on 01-04-2009	Lifted	Utilized	Balance (stock in hands)as on 31-12-2009	% Utilization
Rice	42003.65	2865.01	27856.78	27595.47	2618.30	66%
Wheat	126287.64	4981.87	88391.63	78535.44	14379.54	62%
Total	168291.29	7846.88	116248.41	106130.91	16997.84	63%

**TABLE 13 : SHOWING THE STATUS OF LIFTING AND UTILIZATION OF
FOOD GRAIN ALLOCATED DURING 2009-10 UP TO THE PERIOD OF
31ST DECEMBER 2009 IS GIVEN BELOW**

UPPER PRIMARY SCHOOL**(QUANTITY IN M.TS.)**

Food grain	Allocation for the year 2009-10	Opening Balance as on 01-04-2009	Lifted	Utilized	Balance (stock in hands)as on 31-12-2009	% Utilization
Rice	23953.46	218.85	16094.79	16718.40	377.31	70%
Wheat	61814.09	3149.67	42629.10	41475.61	4099.86	67%
Total	85767.55	3368.52	58723.89	58194.01	3722.55	68%

1.5.4 KITCHEN SHED CONSTRUCTION FOR MID DAY MEAL SCHEME

- Government of Madhya Pradesh has made following arrangements for the quality construction of kitchen sheds.
- The drawing and design of kitchen shed is adopted on the basis of the drawing included in the program guideline of Government of India.

- Gram Panchayat has been appointed as implementation agency. The technical support to Gram Panchayat is being provided by the staff of Rural Engineering Services.
- Instructions have been issued to all Gram Pachayats regarding their responsibilities.
- The supervision of construction of kitchen sheds is also being carried out by the staff of Rural Engineering Services.

The monitoring of construction of kitchen sheds is being done by Chief Executive Officer of Zila Panchayat, Chief Executive Officer of Janpad Panchayat and Executive Enggineers – Timeline has been given to all districts for completion.

1.5.5 COOKING COST FOR MID DAY MEAL

Funds for cooking cost is released on the basis of the strength and average attendance rate of students in the schools. The system for release of funds for cooking cost as adopted in Madhya Pradesh is given below.

❖ CENTRAL ASSISTANCE

The central assistance for cooking cost received from Government of India is released by Madhya Pradesh Madhyahan Bhojan Karyakram Parishad Panchayat and Rural Development Department Government of Madhya Pradesh to all Zila Panchayat. In case of urban areas Zila Panchayat releases the fund to the bank account of Parent Teachers Association/SHGs/NGOs Centralized Kitchen. In case of rural area funds are released to the bank accounts of SHGs, through CEO, Janpal Panchayat.

❖ STATE CONTRIBUTION

The State Government contribution towards cooking cost is released by the concerned department as given below.

1. Panchayat and Rural Development Department (for the schools in non tribal rural area) – To Zila Panchayats.
2. Urban Administration Department (for the schools in urban area) – To CEO ZPs
3. Tribal Welfare Department (for the school in tribal rural and urban area) – To Assistant Commissioners , Tribal Welfare ACTWs/CEO, ZP

In case of Urban Area after receiving the state contribution of cooking cost , CEO ZPs releases the funds to the bank accounts of Parents Teachers Association. In case of rural area after receiving the state government contribution towards cooking cost, Zila Panchayat/ACTW releases the funds to the bank account of SHGs, through CEO, Janpad Panchayat.

1.5.6 CAPACITY BUILDING AND TRAINING FOR VARIOUS TARGET GROUP

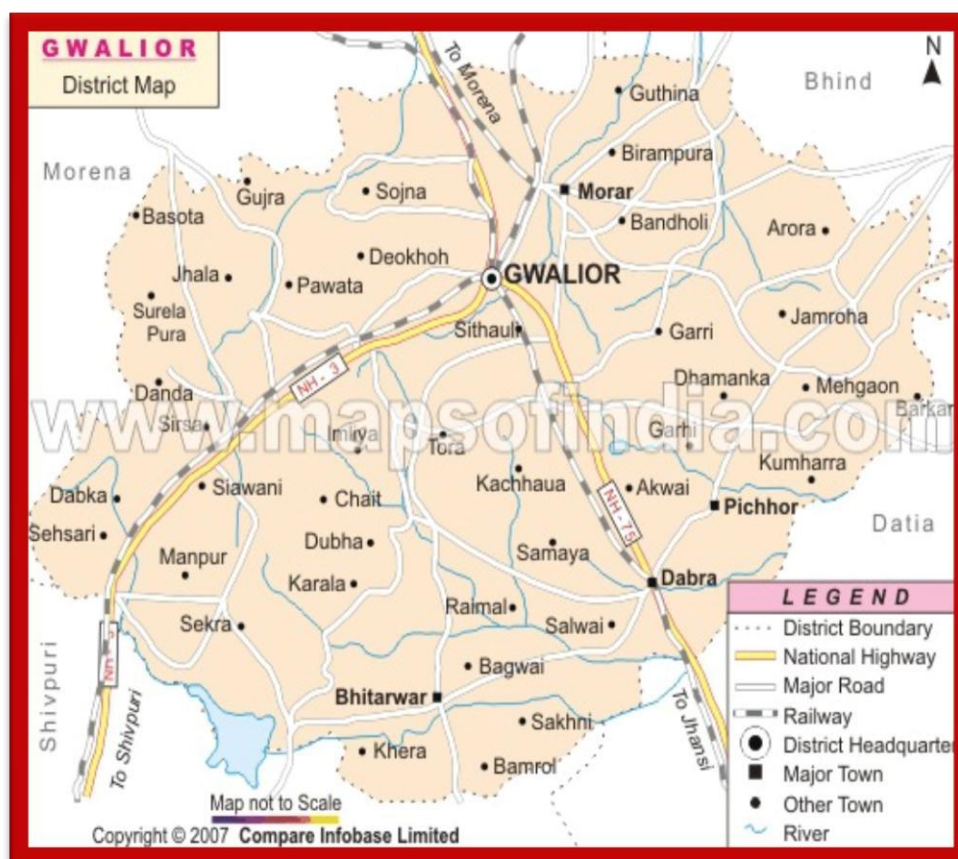
- Training of MDM cells of all districts regarding various aspects of management of MDM.
- Training of PTA member in all districts regarding various aspects of management of MDM.
- Training of women SHGs through convergence with SGSY.
- Training of Panchayat Co-ordinator
- Training modules has also been developed for the training.

1.6 CONTEXT OF THE STUDY

The present study has confined to Gwalior city of M.P.

1.6.1 GWALIOR DISTRICT – PROFILE

Gwalior district is situated in the Northern region of Madhya Pradesh, 380 km West from the state capital Bhopal, lying between North 25.43° - 26.21° South latitude and 77.4° - 78.39° East longitudes. Area wise Gwalior district is on the 38th position out of 45 Districts of Madhya Pradesh.



The total area of the district is 4565 sq. km. which is about 1% of the M.P.. The district is situated at the height of 205-212 meters from the sea level. The district comprises of plane as well as hilly areas. The municipal area of Gwalior is most

densely populated. Block Gatigaon features hilly and forest land has very low population in habitat. These regional imbalances also get reflected in educational disparity. Gwalior district is comprised of five blocks, Morar (R), Morar (U), Dabra, Bhitwarwar and Ghatigaon.

1.6.2 DEMOGRAPHIC PROFILE :

As per the 2001 census, the district has total population of 1632109. The growth rate of population, during the decade 1991-2001, has been 26.00% which is much higher than the national average of 21.34% and the state average of 24.34%. The high growth rate of population is going to exert more pressure on the existing educational infrastructure.

1.6.3 EDUCATIONAL PROFILE OF GWALIOR

Literacy Status

District Gwalior is educationally forward but the female literacy in rural area is very low.

Table 14 : Literacy Status Of Gwalior District

Block	Literacy 1991			Literacy 2001			Growth in Literacy		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bhitwarwar	54.54	16.22	37.49	73.19	37.49	56.87	18.65	21.27	19.38
Dabra	55.46	16.67	38.03	76.49	45.43	62.41	21.03	28.76	24.38
Ghatigaon	44.42	12.71	30.47	74.70	18.70	49.50	30.28	6.00	19.03
Morar (R)	52.45	13.15	35.44	55.40	48.70	54.70	6.95	35.55	19.26
Morar (U)	81.45	59.81	71.83	88.24	71.68	80.56	6.79	11.87	8.73
District Total	70.87	43.08	58.36	80.80	56.76	69.79	9.96	13.68	11.43

Source : Annual Work Plan & Budget 2006-07

As it is clear from the above table, the literacy percentage of block Ghatigaon and Morar (R) is lower as compared to other blocks of the district. These figures, reflect true situation because these blocks are the most interior ones and educationally backward as well.

STATUS OF ACCESS

Table 15 : Indicating Status of Access School Facility in Gwalior

District	No. of Habitations	Habitations having Primary School Facilities	GAR at Primary level	No. of Habitations having Middle School facilities with in 3Km	GAR at Up. Primary level
GWALIOR	1339	1339	100%	1339	100%

Source : SSA Annual Work Plan & Budget (2006-07)

GAR for primary as well as for upper primary schools is now 100% with respect to norms of 1Km and 3Km for Primary and Upper Primary respectively.

NUMBER OF PS/EGS/MS

336 EGS have been upgraded to PS in the district and such upgraded EGS have been included in 1001 existing primary schools. In addition of these PS, 13 EGS are also functional. Similarly 194 Primary Schools have been upgraded to Middle Schools raising their numbers to 516.

Table 16 (A) : Number Of Educational Institutions

Sr.	Name of Block	Number of Educational Facilities							
		PS				MS			
		Govt.	Private	Aided	Total	Govt.	Private	Aided	Total
1	Bhitarwar	279	43	0	322	102	43	0	145
2	Dabra	273	125	6	404	101	76	6	183
3	Ghatigaon	271	41	1	313	106	38	0	144
4	Morar Rural	248	22	0	270	109	17	0	126
5	Morar Urban	309	609	83	1001	98	558	44	700
	Total	1380	840	90	2310	516	732	50	1298

Source : SSA Annual Work Plan & Budget (2006-07)

Table 16 (b) : Indicating Number of Educational Institutions.

Sr. No.	Name of Block	Number of Educational Facilities							
		High School			H.Sc.			College	
		Govt.	Private	Aide	Govt.	Private	Aide	Govt.	Private
1	Bhitarwar	7	0	1	5	11	1	0	0
2	Dabra	6	11	1	5	7	1	1	2
3	Ghatigaon	8	1	0	5	1	0	0	1
4	Morar Rural	8	5	1	3	14	2	0	0
5	Morar Urban	6	120	5	18	90	7	16	17
	Total	32	137	8	36	123	11	17	20

Source : Annual Work SSA Plan & Budget (2006-07)

1.6.4 MID-DAY MEAL SCHEME IN GWALIOR

In the State of Madhya Pradesh cooked meal was served in all primary schools. Till 31st March, 1997. Where as free food grains was given by GOI. State Government spent 0.75 paise/beneficiary/day as conversion cost. The State of Madhya Pradesh stopped giving cooked Mid-Day Meal in primary schools of community development blocks from April 1997, whereas cooked meal was still served in Tribal Development blocks. In community development blocks food grains @

100gms/day for 20 days in a month was given through fair price shops. Consequent to the order of Supreme Court of India in SLP No. 196/2001 dated 28th November 2001, State M.P. started serving cooked Daliya/thuli (porridge). Which was gradually extended to the whole State. Similarly the Dalia was served to the students of government primary schools of Gwalior city. From 1st July, 2004 Ruchikar Mid Day Meal Scheme was started throughout the state including government primary schools of Gwalior city. The Ruchikar Mid Day Meal Scheme RMDMS replaced Daliya by Roti/Rice along with Dal and vegetables. The meal was cooked in the school premises in government primary schools of Gwalior city till October 2007. From November 2007 the contract of cooked food was given to the centralized kitchen run by an NGO Sadhana Mahila Mandal.

1.6.5 RATIONALE OF THE STUDY

The children of today are citizens of tomorrow. The Mid Day Meal Programme for the children is a part of making the school attractive so that they view the school as their second home. The concept of nutritional support to education is not new in our country and it dates back to 1925 when Madras corporation developed a school lunch programme. Initially, provision of mid-day meal was regarded as part of charity. Over a period of time, it came to be regarded as an aspect of child welfare. Still later, it came to be perceived as a component of child development programme and thereafter,

the nutritional improvement approach began to receive more attention from the hands of planner. The objective of this scheme was to give boost to universalization of primary education and impact the nutrition of students in primary classes. The Mid-Day Meal scheme has been revised in 2004 and as per the Supreme Court directive, it envisages provision of cooked, nutritious Mid-Day Meal to primary and secondary school children. While there are broad central guidelines for the implementation of the scheme, there is nevertheless tremendous diversity at the state level. Not all the states were responsive to the Supreme Court's order. By March 2004, 14 states were providing cooked mid day meals to all primary school children, 9 states were implementing the scheme partially and 4 states were distributing food grains. The most commonly used excuse was lack of resources. Hence huge expenditure on this programme was planned at Central and State level. For example, in 2003-04 the expenditure was Rs. 1400 crores and in 2007-08, budget of the Central Government has allocated about Rs. 7324 crores for the MDM scheme. Therefore, it became imperative that a comprehensive evaluation of the programme be undertaken to judge the efficacy of the scheme.

Further, the studies reviewed raised some critical issues related with the Mid Day Meal programme. A common charge is that mid-day meals are a health hazardous because they are not prepared in hygienic condition, [Jean Dreze (2003), CUT

(2007)]. Serious health risks from lack of hygiene and safety hazards have been reported including an accidental death of one child by falling into a vessel of hot sambar and burns to 3 others in Tamil Nadu (Right to Food Campaign, 2006). Lack of infrastructure facilities, Menon (2003), Jean Deeze (2007), Practichi (2004), Angam (2008), Anima & Sharma (2008) especially with regard to water supply, kitchen sheds, utensils etc. were problems reported by many studies.

One of common arguments against mid-day meals is that they disrupt classroom processes. Teachers have been asked to spend their precious time (Jean Dreze 2003), managing various aspects of mid-day meal instead of teaching. The system does not work well, the already understaffed and over burdened teachers have to spend a lot of their time in supervising and organizing the mid day meal. Use of fire wood for cooking food leads to unhealthy atmosphere in school premises.

Further the report of status of food and welfare schemes in Madhya Pradesh (2010), indicated that in almost all the villages, children reported that they don't get sufficient quantity of mid-day meal and they had to go back to their homes and eat. The researcher's own observations of various government primary schools of Gwalior city indicated that the teachers generally took decisions regarding the menu of the MDM. They generally provide either Dal or Sabji to the students and did not follow the prescribed menu. Hence, students did not get expected nutritional value from the

MDMS. In addition to this, articles in news papers and various T.V. reports pointed to serious quality problems in the provision of Mid-Day Meal. It has been reported in various news- papers.

- 281 school children fall sick after mid-day meal and were admitted to various city hospitals. (The Hindu, Friday, February 27th, 2004).
- Several cases of food poisoning occurred in U.P. during election time i.e. September & October & 50% schools reported mismanagement. (The Times of India 6th January, 2008).
- Worms were allegedly found in the Kheer served during the mid-day meal at a primary school. Here, on Saturday triggering a protest by parents. Reported in DNA August 18, 2007 Firozabad.

In January, 2006 the Delhi Police unearthed a scam in the Mid-Day Meal scheme. In December, 2005 the police had seized eight truck loads (2,760 sacks) of Rice, meant for primary school children being carried from Food Corporation of India (FCI) godowns in Buland Shahar District of UP to North Delhi. When the police detained the trucks, the drivers claimed that the Rice was being brought all the way to Delhi to be cleaned at a factory. However, according to the guidelines, the Rice had to be taken directly from FCI godown to the school or village concerned. Later, it was found that the Rice was being siphoned off by a UP based NGO Bhartiya Manav Kalyan Parisad (BMKP) in connivance with the government officials.

In November 2006, the residents of Pembony Village under the Mim tea estate (around 30 km from Darjeeling) accused a group of teachers embezzling mid-day meals. In a written complaint, residents claimed that students at the primary school had not got mid-day meal for the past 18 months.

In December 2006, the Times of India reported a scam involving government schools that siphon off food grains under the mid-day meal scheme by faking attendance. The attendance register would exaggerate the number of students enrolled in the class. The additional students would not exist, they were “enrolled” to get additional food grains which were pocketed by the school staff.

In addition to the issues related to the quality, infrastructure facilities and corruption, an important issue was focused by Menon (2003), Jean Dreze (2003), Thorat (2004), Jain and Shah (2005) i.e. social discrimination. The Supreme Court’s specification about giving preference to Dalit cooks has met with opposition by certain high caste families.

Further, the letter from Principal Secretary, Reference No.13979/ 22/RA.S.KA/MDM/2005 dated 3/10/2005, from Bhopal also indicated that in assembly, several questions have been raised by MLAs about disparities found in MDMP in their respective district.

The review of related studies also indicates that the studies conducted provide information of MDM of various States.

In State of Madhya Pradesh too studies were not conducted at local level. The Indian Education System has suffered a lot because of centralization of administration. Due to centralization uniform schemes have been implemented everywhere in the country for the upliftment of primary education. In such a situation, uniform strategies can't work. For the local specific problems, an attempt to find out general solution deletes the very purpose of the study.

Observations obtained through review of the studies, news paper and researcher's personal experience of the government primary schools, raised several questions in researcher's mind viz.

- Whether the menu prescribed in guidelines provided by the government is followed or not ?
- Does the MDMP really helps in increasing the attendance and enrolment?
- Does the food provided in MDM really helps in reducing the problem of malnourishment.
- Whether teachers are right persons to be made accountable for MDM delivery at the end point ?
- Is making them responsible for MDM, affecting the overall schooling ?
- What are the problems at the management level which hinders the effective implementations of the MDMS ?

- While the local government (through their committees) is responsible for implementations of MDMS on paper, in reality they are absent. Is this a desirable situation ?
- What kind of monitoring and accountability systems are needed at the higher levels in order to reduce the delays and shortcomings in the distribution of ration and conversation costs ?

In order to find out the answers to above mentioned questions, a grass root level study should be conducted. Further, the MDMs of Gwalior city had never been studied. The researcher decided to undertake a study which focused on the various aspects such as implementation of Mid-Day Meal ; reactions of functionaries and beneficiaries of the government primary school of Gwalior city.

1.6.6 STATEMENT OF THE PROBLEM

“A Study of Mid-Day Meal Programme in the Government Primary School of the Gwalior City of Madhya Pradesh”.

1.6.7 OBJECTIVES OF THE STUDY

1. To study Mid-Day Meal scheme in the Government Primary schools of the Gwalior city in terms of ,
 - (i) Organizational structure.
 - (ii) Management of Foodgrains, vegetables and ingredients.
 - (iii) Menu (Weekly)
 - (iv) Monitoring of the programme.

2. To study implementation of Mid-Day Meal scheme in the government primary schools of Gwalior city.
3. To study opinions of the beneficiaries regarding Mid-Day Meal in government primary schools of Gwalior city.
4. To study opinions of the functionaries regarding Mid-Day Meal in the government primary schools of Gwalior city.

1.6.8 SCHEME OF CHAPTERIZATION

The thesis has been organized into six chapters. Chapter one of the thesis, present the scenario of Mid-Day Meal scheme from historical perspective to most recent development of the scheme. Also in the chapter one Rationale, statement of the problem, and objectives of the study are presented. Chapter two present the review of related studies conducted. Chapter three presents the focus of the study procedure of data collection and data analysis as well as tools for data collection. Chapter four presents data analysis and interpretation. Chapter five presents findings of the study, discussion of the study, implications of the findings and conclusion. Chapter six presents summary of the study.

CHAPTER – 2 : REVIEW OF RELATED STUDIES

2.1	INTRODUCTION	74
2.2	STUDIES REVIEWED	74
2.3	RESEARCH SCENARIO	115
2.4	IMPLICATIONS FOR THE PRESENT STUDY	117

2.1 INTRODUCTION

Review of related literature is one of the significant aspects of research. It enables the researcher to know the amount of work done in the concerned area and unknowns and unexplored area. It is necessary that the researcher is aware of the knowledge generated and the on going process of knowledge generation for a better clarity of the problem and an insight into its methodological issues. For any researcher, review forms the basis for the problem under investigation and helps him/her to arrive at the proper perspective of the study.

2.2 STUDIES REVIEWED

Devdas and Radha (1966), reviewed the SLP in India and abroad. They also organized the SLP in the Avinashilingam Basic School, Coimbatore, Tamil Nadu and assessed its effect using experimental and control group design, with 30 children of 5-7 years in each group for a five month period. They concluded that the SLP improved the nutritional knowledge, food habits, social development and the attendance and performance in school.

Sharma (1976), in a study on 'Increase in Enrolment in Primary Schools Efforts and Results', among other things, aimed at identifying the effects of various incentive schemes on enrolment, the study took six sessions from 1970-71 to 1975-76 and covered the primary and upper primary schools of Udaipur and Kota districts. It was found that the incentives proved to be useful in boosting enrolment and out of them, the most effective in descending order were free meals, textbooks and stationery, free exemption, free uniform and scholarships.

Care-India (1977). made a study on ‘School Feeding in Karnataka- Impact on Enrolment and Attendance’.

The specific objectives of the study were :

1. To determine the difference in enrolment and attendance
V. enrolment between participating and non participating schools in the MDMP.
2. To assess the role of actual efficiency or regularity of food distribution in the schools in relation to attendance.

Using a circular systematic random method, a total of 36 blocks were selected from an alphabetical list of all the blocks of the 20 districts of Karanataka as the sample. In all, data on 4420 schools was collected 1748 participating in the MDMP and 2692 not in the programme. For the study of class attendance and enrolment, a sub-sample of 10 percent of MDM schools (150) and an equal number of non MDM were selected. Data on enrolment and attendance were obtained from the office of AEO. A CARE Block Inventory Form was used for determining the programme levels of commodity supply efficiency. The blocks were ranked with respect to efficiency and divided into quartiles. The upper most quartile blocks were termed ‘higher efficiency’ blocks and the lowest “Low Efficiency” blocks.

The major findings and conclusions of the study were :

- Difference between the number of children enrolled in MDM and noon-schools, was statistically significant at 0.05 level. Variance in enrolment for the MDM schools was significantly lower than, that in the non MDM schools, indicating that the feeding programme reduced variation in enrolment figure.
- Difference between mean attendance figures from MDM and non-MDM schools was not significant. However, variance in the attendance figure for the MDM schools was significantly lower than that for the non-MDM schools, suggesting that food acted as an incentive for attracting children to attend school on regular basis.
- Mean percentage of attendance against average enrolment was significantly higher in the MDM schools. Also, variance of percent attendance in MDM schools was significantly lower than that in the non MDM schools, implying that the feeding programme besides decreasing absenteeism, produced stability in the number of children actually attending the school.

In high food supply efficiency blocks, percentage of attendance in MDM and non MDM schools differed significantly. On an average, MDM schools draw 6% additional children. The observed differences were non significant. MDM schools could draw 4% more children than the non-MDM schools.

NIEPA (1979), conducted a study of Administrations of Elementary Education in Relation to Universalisation of Elementary Education (UEE) in some states viz. Bihar, Rajasthan, Orissa, Uttar Pradesh, West Bengal, Madhya Pradesh, Assam, Jammu & Kashmir, Andhra Pradesh and New Delhi reported with the following objectives :

1. To examine the adequacy of the present system of administration for UEE.
2. To suggest ways to streamline administration.
3. To suggest ways of coordinating education department with other development departments.
4. To suggest a framework of decentralization for a better involvement of local community.

The study included the incentive schemes with reference to UEE and following are some of the findings.

- In Bihar, School committees were not effective. Needy children did not receive incentives intime due to inadequate planning for distribution. There was demand for the MDMP.
- In Rajathan , to attract the non enrolled to school, there were no adequate and effective incentives except the MDMP of the CARE and in tribal areas they were free uniforms, textbooks and stationery. The monthly scholarship for the SC and ST were ineffective as they were given only at the end of the session.

- In Orissa, incentives offered to non-attending children in the sample schools were inadequate. In a few selected schools, the CARE programme had arranged for MDM and the Tribal and Rural Welfare-Department provided reading and writing materials to SC and ST students. Incentives had positive effect on enrolment and attendance of SC and ST children.
- In Uttar Pradesh, as incentives were limited, all the needy students were not benefitted. The MDMP of the CARE had helped in retaining children to some extent.
- In West Bengal, mid day meals, free text books, free uniforms and attendance scholarships were major incentives provided to students but as they were provided late, their impact on enrolment and retention of students in schools was not studied.
- In Madhya Pradesh, various incentives inclusive of MDM were offered by the local community to induce students to attend school.
- In Assam, there was no regular system for providing incentives to children.
- In Jammu & Kashmir, incentives like scholarships, uniforms and text book, were provided to needy students. MDM was not included.
- In Andhra Pradesh incentives to SC, ST and girls were provided towards the end of an academic year and were therefore, ineffective in increasing enrolment and attendance of children; the amount per child for the MDM was insufficient.

In New Delhi, there were no adequate and effective incentives except MDMP of the CARE and in the tribal areas free uniform, textbooks and stationery. The Performa of inspection of primary schools did not include points regarding incentives and involvement of the local community.

Govinda (1980), in his investigation “School Education in Rural areas – A study of Tumkur district, Karnataka, aimed at studying the distribution of facilities for school education in different parts of the district and appraised the quality of schools in terms of their facilities inclusive of incentives schemes in operation. He found that the proportion of schools benefited by MDM and Attendance Schollarship Schemes, were very small and unsatisfactory. Also the adoption of the schemes in different schools was uniform nighters in terms of coverage of beneficiaries, nor in the exact method of implementation.

Seetharaman (1980), in a study (NCERT-Finance) on ‘Utilisation of Educational Facilities by Slum-Dwellers of Banglore city in relation to their social-economic background, examined the participatory behavior in schooling in slum area and their utilization of educational facilities in the schooling process. The sample consisted of 1,000 slum children, 500 dropouts and 500 regular children selected from 20 slums following stratified random sampling.

The following are some important findings :

- The majority of children in slum area, 56.40 percent received MDM during the recess time in school.
- The MDM scheme failed to serve the poorest section of society adequately, especially those children whose fathers' income was less than Rs. 100 per month. It served better those children whose mothers were employed and earned an income than those whose mothers were housewives.

Krishnamurthy (1985). in 'A study of position of enrolment of children in the age group 6-13 years and problems involved in their enrolment found that measures taken for enrolment of children includes visiting the houses of non-enrolled children, serving MDM, support of uniforms and textbooks and cash grants to ST students.

Saxena and Mittal (1985). of the NCERT in their USAID financial study in titled, 'Impact of Mid-Day Meals Programme on Enrolment and Retention at the Primary Stage'.

The findings of the study were (i) the distribution of enrolment of girls indicated a higher degree of variation than total enrolment rate was providing a clear indication of the impact of the MDMP. Enrolment of girls means for MDM district remained higher than those for non MDM districts. The district level analysis indicated retention rate for girls means were higher in MDM Districts.

Rajan and Jai Kumar (1992). studied 'The Impact of the Chief Minister's' Nutritious Noon-meal Programme introduced in Tamilnadu from July 1982 on Enrolment, Attendance and Dropout at the Primary Stage'. In this study, data relating to 1978-79 to 1988-89 period was collected to identify the trends of impact, during the pre-and post-programme periods.

The study revealed the following :

1. The growth rate of enrolment had increased among the boys in the government- aided schools. This was not indicated in other types of schools.
2. There was a positive improvement in attendance and equality in the pattern among boys and girls.
3. The dropout rates declined among boys and girls.

Saxena, Singh and Gupta (1996). in their research on 'School Effectiveness and Learners' Achievement at the Primary Stage' examined this with reference to the impact to incentive schemes on pupils' achievement in language and mathematics in districts of eight states implementing the DPEP. They used the data of Base Line Assessment Survey, conducted during 1993. They found the MDM had impact on achievement in language only in Madhya Pradesh. Besides, it indicated a reduction of gender gap in achievement in both the subjects in Madhya Pradesh.

Malhotra, (1997-98), conducted 'A study of Enrolment, Attendance and Retention in Primary Schools in Relation to incentive Schemes. viz. Poshhar and Scholarships to SC students'. Her study was confined to sixteen villages of five selected blocks of Allahabad district. She compared enrollment, attendance and retention of primary schools where these two incentive schemes were available, with those no incentive schemes were in operation. The study established that the enrolment of schools having incentives, was higher than those without incentives. However the situation was quite opposite in matter of attendance and retention because the schools without these schemes were better off than those schools having the incentive schemes. However, the retention of SC students was found to be higher in school with incentive schemes. Her interview with students, parents, headmasters and village headmen suggested that they would welcome cooked meals or snacks in the place of three kilogram of food grains.

Sinha (1998), made extensive field trips to twelve states, viz. Rajasthan, Tamil Nadu, Maharashtra, Madhya Pradesh, Uttar Pradesh, West Bengal, Assam, Andhra Pradesh, Bihar, Orrissa, Haryana and Punjab and made his observations on the working of various incentive schemes in the country. He commended the Tamil Nadu Noon-meal Integrated Nutrition Programme as non-educational incentive. He appreciated the social message of the Tamil Nadu Scheme of provision of footwear to school

children. However, he felt that national mid-day meals for all schools was not necessary to allure children to school for example, MDM may not improve girls' participation in Punjab and Harayana, but in a backward tribal district like Rajgarh in Madhya Pradesh with rampant malnutrition, this intervention was bound to make a difference. Food should be made a contextual intervention based on local felt needs.

Barua (1999). examined the problem faced by the schools in the implementation of MDMP in Bhawanipur block of Barpeta district of Assam. About 84 percent of the headmaster reported that they had to face problems in the distribution of food grains as parents in rural areas started sending their under aged children to schools. Besides, sub-standard quality and irregular supply of the food grains created additional problems.

NCERT (1999). conducted a study on "State Policies on Incentive Schemes in Primary Schools and Contribution to Girl's' Participation". The impact of each one of the four incentives namely MDM, free uniforms, free textbooks/notebooks and attendance scholarships for girls on girl's participation was estimated, after making adjustments for the contribution of socio-economic and other educational factors.

The study had following four criterion variables :

1. Girl's Gross Enrolment Ratio (GER) at primary stage during 1997.
2. Change in Girl's GER from 1991 to 1997.
3. Gender Parity in GER during 1997.
4. Change in Gender Parity in GER from 1991 to 1997.

The study reviewed state policies on MDM and arrived at following findings :

- The MDM scheme was introduced uniformly in the country only in 1995. But some states like Goa (1967), Gujarat (1984), Tamil Nadu (1956), West Bengal (1977), Chandigarh (1980), Lakshadweep (1956) and Pondicherry (1960) had the scheme even earlier.
- It's coverage varied across the states While in Tamilnadu and Pondicherry students of classes I to X were covered Gujarat, Kerala, Andaman & Nicobar, Islands and Lakshadweep cover all students of class I to VII. In remaining 26 states/UTs, boys and girls of only primary classes are covered. In most states all the districts were covered.
- Out of the 32 states/UTs 21 distribute food grains to the beneficiaries. Among the remaining 11 states/UTs. West Bengal, Chandigarh and Delhi supplied fruity bread, white cooked meal was served in Gujarat, Jammu & Kashmir, Kerala, Orissa, Tamil Nadu, Dadra & Nagar Haveli, Daman, Div and Pondicherry.

The major findings were :-

- Girl's GER values were higher in states serving cooked meals to children instead of distributing foodgrains.
- The percentage of beneficiaries under MDMP has provided indication of its negative association with the girl's GER. The negative relationship with the girl's GER may be due to the fact that most beneficiaries were covered under MDMP in the states which did not serve cooked meals to students.
- Indicator like serving cooked meals to students, was found to have a positive relationship with the gender parity index in GER. In this case , percentage of beneficiaries under MDMP indicated negative relationship with gender parity in GER.
- The field study in Tamil Nadu indicated that MDM was served to students throughout the year including holidays. The quantity and quality of meal was satisfactory. Almost all (45 percent) reported that MDMP had helped in increasing enrolment and retention of girls.
- The field study in Uttar Pradesh indicated followings :
 - a. MDM was served in all sampled schools.
 - b. The criterion of 80 percent attendance for eligibility for MDM was followed in 97 percent schools.
 - c. More than half number of schools mentioned that village education committees were not coming forward to solve problems in implementation of the scheme.
 - d. Foodgrains were not distributed regularly during certain months in some districts.

It was suggested by some parents and village heads that food grains should be distributed through schools or ration cards on a fixed day of each month.

The Public Report on Basic Education in India (PROBE) (1999).

team, found the MDM to be effective in promoting enrolment as it provides incentive to parents in the form of subsidy, and an attraction to children in the form of a free meal. It helps to improve the nutritional status of children, socializes them and helps them to shed class inhibitions. The team felt dry rations (food grains) encouraged enrolment rather than attendance. They are however, worthless in terms of socialization and nutrition.

Srivastava (1999). studied the impact of incentive schemes-inclusive of MDM, on enrolment and attendance of girls in primary schools of Rajgarh districts of Madhya Pradesh. She gathered data by interviewing primary school favorable impact on enrolment attendance and retention of girls when the timely supplies were ensured.

Jean Dreze and Goyal (2003). conducted a field survey initiated by the Centre for Equity Studies (CES). The CES survey took place in three states: Chattisgarh, Rajasthan and Karnataka. In each state, three sample districts were selected, informally, bearing in mind, the need for a rough balance between different socio-economic and agro-climatic zones. Within each district, three blocks were selected in a similar manner. Within each sample block, a list of villages with population between 500 and 1500 was drawn, based on census data. Within that list, three villages were selected at random. The survey took place between January and April. The field survey involved detailed interview with the head teacher of the primary school ; an active member of the village education committee (VEC) ; the person in charge of cooking the mid day meal and a sample of four households.

The Objectives of the study were :

- (i) To have closer examination of the potential benefits of MDM.
- (ii) To examine adverse effects of mid day meal.
- (iii) To assess quality issues about MDM.

The major findings of the study were :

- It had been found that in 76 of the 81 sample schools, the mid day meals were being served regularly.
- In one school of Karnataka, the Rice delivery was irregular.
- All the sample schools had a cook who prepared mid day meal after obtaining the grains and other ingredients from the teacher or Sarpanch.
- In Rajasthan, the means was the same day after day ; 'Ghoogri'. In Chattisgarh , lunch usually consisted of the Rice with 'Dal' or vegetables, with some variation. Over a week, Karnataka provided most varied and nutritious menu : aside from Rice with sambhar.
- The school enrolment increased after mid-day meals were introduced.
- Mid-day meals facilitated elimination of class room hunger. In more deprived areas where some children did not get two square meals a day, the mid-day meal was a protection against hunger in general.
- Open objection to mid day meal on caste grounds was rare, upper-caste parents were often skeptical of the scheme and even actively opposed it in few cases. Some upper caste parents sent their children with packed food. Further, there did seem to be much upper caste resistance to the appointment of Dalit cooks.

- In sample schools, a large majority (68 percent) of cooks were women and most of them came from underprivileged backgrounds.
- Many teachers did spend a fair amount of time in organising and supervising the midday meal. And mid day meals disrupted classroom process.
- About ten percent of the parents said that the pupils felt unwell from time to time after consuming MDM at least once in twelve month.
- In majority of schools, there was no proper kitchen facility. Food was often cooked in the open in a make shift shed or in classroom. Only Karnataka made serious efforts to build kitchens in all primary schools. Shortage of utensils was also a common problem in the sample schools. Almost half of head teachers in the sample schools felt that drinking water arrangements were 'inadequate'.
- Mid day meals were loosely supervised and formal monitoring arrangements were sparse.

Menon (2003), in her paper, "Untouchable Lunch", mentioned several observations indicating the troubled start of the mid day meal scheme, viz. were as follows :

- (i) On the third and fourth days after the scheme was implemented, the media carried reports from Dharwad, Gadag and subsequently Mandya, of an alarmingly large number of children getting ill after consuming school lunches. Most of these accounts were later proven to be exaggerated or false.

- (ii) The positive outcome of the food contamination scare, had been that school administrations were playing special attention to preparation of food in the school premise. In seven visited schools in Mandya district, the mid-day meal had infact became the focus of the school.
- (iii) Food was being cooked in vessels, borrowed from anganwadis or helpful village residents as none of the schools had been provided with them.

The major emerging obstacle to the success and spread of the mid-day meal programme came from the upper caste opposition to it. One head cook and two assistant cooks had been appointed to each of the 30,000- plus kitchen centres in 20 districts. One of the posts had been filled by an appointee from the Schedule Castes/Scheduled Tribes. Parents from the the dominant Vokkaliga caste would simply not allow their children to eat food cooked by a Dalit women. Several villages in Mandya district had boycotted the programme, protesting against the appointment of Dalit cooks. The scheme ran for just four days in Gowdeyanadoddi village because the uppercaste parents refused to allow their children to eat the school meal in Government Higher Primary School in Uramarakaslagere village. 104 students were eligible for lunch but once a Dalit head cook was appointed, only 18 Dalit children ate the lunch in the Government Higher Primary School in Emmiggere, the assistant cook who was Dalit was asked not to participate in the actual cooking. She cleaned and washed the Rice, washed the empty vessels and did other odd jobs, but did not touch the food vessels.

PRATAP A. (2004). in her article “Strike Against Hunger” had thrown focus on the benefits of the mid day meal programme Viz.

- (i) Classroom hunger had declined dramatically.
- (ii) Rural childrens almost invariably walked to school with an empty stomach, stating that their MDM in school improved their concentration.
- (iii) School enrolment and daily attendance had risen, most importantly ,among girls.
- (iv) Post-meal attendance had risen significantly.
- (v) Caste and class barriers were breaking down for a whole generation of Indian children.

In Southern States like Tamilnadu & Karnataka destitute widows were hired to cook.

Pratichi (2004). Conducted a comparative study in the Birbhum district of 15 schools, chosen randomly from a block that run the mid-day meal programme and contrasted it against 15 schools, chosen randomly from a block that did not run the programme. Parents and children from 10 house holds in each of the 15 schools were interviewed.

Along with teachers, parent teachers associations, Panchayat members, Anganwadi Sahayaks, other involved in cooking, political and social activists.

The findings of the study were.

- Attendance in school where the mid-day meal programme was run, was up by more than 10%, while it was constant for the others. This impact was much higher among the SC (12.6%), ST (19.9%) and Muslim (13.2%) population with the greatest impact being upon ST girl students.
- Perceptions of impact varied. While the majority of the Hindu household felt that there was no positive impact, the wage earners and small cultivators (SC,ST and Muslim background) pointed to important impacts of the programme including an ability to provide a second meal in the day.
- It also revealed that social taboos and inhibitions were reduced in the sharing of a meal.
- Teachers attendance was also reported as being more regular due to increased responsibility.
- 80% was in favour of the programme while 20% (who were caste Hindus) were opposed to it, mainly on grounds of not really benefiting from it as their childrens had a meal anyway and also because the increased numbers brought in, more SC/ST and Muslim students.
- 82% of the parents were willing to contribute and help in the programme either in cash, kind or labour.
- The meal served consisted of Khichuri and 80% found the food attractive though suggestions to improve the same was also made.

- 74.4% children did not have any food before coming to school, with a few having just tea.
- 88% of children wanted the programme to continue.
- In the non mid-day meal programme areas, most parents wanted the scheme to be introduced and were inclined to participate in materializing the same.
- As a whole, it was found that problems such as poor quality of food in terms of both hygienic variety, inadequate infrastructure ; inadequate salary payment to cooks, insufficient budgetary allocation towards conversion costs.

Thorat, Sukhdeo and Lee, Joel (2004), conducted a study entitled, “Dalit and the Right to Food”.

The Findings of the study were :

- Uttar Pradesh and Bihar where one third of India’s Dalits lived deny Dalit and other poor children, access to their legislated entitlements from the very beginning, by simply refusing to implement the shared, cooked, MDMS.
- The distribution of dry grain to government school children under the MDMS took place in dominant caste localities.

Employment of Dalit cooks was problematic in Rajasthan and Andhra Pradesh.

Afridi (2005), conducted a study entitled, “Mid-Day Meals in two states comparing the Financial and Institutional organization of the Programme”.

The survey was conducted in 2004 in 41 randomly sampled villages in the non-tribal block of Chindwara District of M.P.. Within each village, 15 households having a child in 5-12 range were surveyed through systematic random sampling. The enrolled child was then linked to the schools where he/she attended. Information on a scheme was collected from 615 households, 74 primary schools (public and private) and 35 Village Panchayats. In M.P., the mid-day meal programme was devolved to local panchayats. In non tribal areas, funds that were devolved from the centre to the local panchayat, could be utilized for the scheme, subjected to a maximum of Rs. 0.60/child/day. In November 2003, the state government introduced a new mid-day meal scheme on a pilot basis, mandating panchayats to spend Rs.1.25 to Rs. 1.30/student/day.

The area studied fall under this pilot scheme. The general feeling was that the cost estimated of the revised menu fall short of the prevailing market prices, which made the provision of quality meals difficult. The study reported delay in the implementation of the programme showing reasons of grains stocks running out, cooks on holiday and delays in receiving permits for obtaining grain allocations of from PDS shops. Thus, five schools in the study sample continued to distribute dry rations. In the old scheme, the study found that 47% of the panchayats amount. The old scheme served Daliya alone, the new scheme was to serve Roti (100 gms) with 60 gms of

vegetables or 20 gms of Dal/school day. The empirical evidence confirmed that children were getting a more nutritious diet than before. Infrastructure facilities were poor with no school having a separate kitchen. In most schools, an abandoned room in the school building was used. Since fire wood was the main fuel, it resulted in smoke and distraction to classes. There were not enough plates. Students either brought, plates from their houses or used a paper torn from school note books. Cooking utensils were provided by all Panchayat and water was available either through water stored in steel buckets or hand pumps. 60% of parents were satisfied by the old programme, 80% were satisfied by the new. It had been reported that while the old scheme used up around 76% of the development funds of the Panchayat, the new scheme would leave a short fall around Rs. 27,000 per Panchayat. It also found that in places where the new scheme was run, it was found that the Panchayats were cutting costs by involving students themselves in implementation of the scheme, thus adversely affecting it.

In Karnataka, an implementation was better. Children were provided with 100 gms of Rice, 20 gms of pulses and 25 gms of vegetables, with variations in cooked meals every week. Children were also given tablets and also deworming tablets. Community participation was high. Central government assistance was used for infrastructure and for payment of cooks wages, thus not burdening the Panchayat.

Blue (2005). conducted a study entitled “The Government Primary School Mid Day Meal Scheme : An assessment of Programme Imlementation and Impact in Udaipur District”, with an objective to explore quality of implementation and impact of MDMS. Personal observation and semi-structured interviews with Teachers, Cooks, Primary School Children, Parents and Seva Mandir para workers were conducted for data collection.

The major findings of the study were as follows :

- It was difficult to draw a conclusion on the effect of programme on school enrolment as the mid-day meal programme was launched concurrently with the Shiksha Aapke Dwar Programme which required teachers to indentify non enrolled students in villages and persude them to attend school.
- School retention had improved, consequently to the introduction of the mid-day meal scheme.
- It had been observed that children and teachers spent long hours fetching firewood, stirring pots of ghogri and sometime older children also helped with actual cooking. Teachers had to maintain records and supervise prepration of meal which reduced the time that should be spent in actual classroom teaching-learning processes.
- Inadequacy of funds to provide quality, dissatisfaction of cooks with the meager salaries paid to them, the monotonus menu, lack of enough plates in some cases resulting in children eating off leaves or paper , irregular and delayed delivery of wheat and funding were the problems related with an implementation of the scheme.

- As schools were paid every 3-6 months, teachers took food ingredients on loan from the local shop.
- Variation had been observed in funding per student, cooks', salaries and additional food ingredients were used.
- The Cooks determined how much food was to be cooked. Food was always shared out which meant that sometimes, small portions had to be given and since portions were the same, it was possible that older children might have had less food. "Left Over Food" would be regularly taken home by the cook.
 - (i) Children generally seemed to enjoy meals and school.
 - (ii) The menu varied with some schools, served just ghogri while others served ghogri and Daliya and still some other served Roti and Sabji or Dal bati.

De et al. (2005). studied an implementation of mid day meal programme in an urban setting in Delhi. The main difference in an implementation of the programme in Delhi was that it was cooked in a centralized kitchen – MDMS was officially implemented on 1st July, 2003 in only 410 Municipal Corporation of Delhi (MCD) schools – in the next phase, starting from September 2003, more schools were brought under the scheme, and all schools were covered since April 2004 ;

- (i) MCD began with as many as 72 suppliers, which was whittled down to 56, then to 32 and presently consisted of only 11 NGO's running 13 kitchens.

- (ii) In terms of Supreme Court guidelines, the main discrepancies which were noted, were that the quantity and quality of food supplied was more likely to be less than the minimum stipulated by the court. The quality of Rice provided by FCI was low, necessitating suppliers to exchange it for better quality Rice from the market.
- (iii) Dalits, SCs and STs, were not given preferential treatment in an appointment, infrastructure facilities such as drinking water supply to enable the scheme to function well at the school level, was not present.
- (iv) In term of potential benefits of a mid-day meal programme, the study found that the meal due to it's small quantity and limited nutrition raised questions of whether it was to be considered as a substitute or supplement to the child's daily food intake.

Misunderstanding regarding scope of the mid day meal programme among teachers and parents were reported.

Jain, Shah (2005), conducted a comprehensive micro-survey of the mid- day meal. The survey was aimed at assessing performance of a Ruchikar Mid day meal scheme (RMDMS).

Objectives of the survey were to assess :

- (a) Whether the meal was being provided regularly.
- (b) Whether the meal was as per the stipulations of the scheme and the interim orders of the Supreme Court in the right to food case.

- (c) The actual quantity and quality of the meal being provided.
- (d) What Parents, Teachers, Cooks, PTAs and children thought of different aspects of the meal.
- (e) Whether the financial provision for the meal was adequate to providing a good quality meal.
- (f) Whether the infrastructural and institutional arrangements for the meal were in to place and whether they were adequate for providing a high quality meal.
- (g) The impact of the scheme on enrolment, attendance and teaching.
- (h) To what extent there was an evidence of caste or any other form of Social Discrimination in functioning of the scheme.

A total of 279 parents, 70 presidents of the parent teachers association, 69 teachers and 70 cooks were interviewed in 70 villages. Special questionnaires were also canvassed with groups of children in each school. Of the 70 primary schools surveyed, 69 were government schools and one was a government aided school.

The major findings of the study were :

- Twenty eight percent of them were single-teacher schools. An average number of teachers in the surveyed school was also two.
- The pupil-teacher ratio was 51 for all districts put together and was as high as 73 in Khandwa and 68 in Shivpuri.

- The schools where teachers were short in number, if they did not come for some reasons like ill health, the school remained closed, even on working days.
- The ruchikar meal was provided with fair regularity in most schools across the state.
- No parent, teacher or cook complained about any serious illness suffered by children after eating the meal.
- 60% of the parents surveyed felt that the meal was of good or very good quality ; 96% of parents and 93% teachers, felt that the scheme should be continued as it positively influenced attendance besides providing food to poor children who may have otherwise gone hungry.
- Parents felt that their children's interest in studies had increased and it had become easier to send them to school.
- Teachers also said that it had led to an improvement in enrolment, attendance. Enrolment of children in class – I increased by 36 percent.
- The rise for girls was even higher at 38 percent. It was even more significant for SC/ST children – 43 percent more SC/ST children were enrolled after the new meal was introduced.
- Poor quality of ingredients, watery food, bad cooking, lack of variety and paucity of vegetables were some of the issues, related to the quality of food.
- Allocation made for the meal was very low. On the days vegetables were provided, no Dal was given in the Roti serving schools and very little Dal was provided in the Rice-serving schools.

- Infrastructure supporting the meal was very poorly developed, absence of proper kitchens, drinking water facilities, utensils for cooking, serving eating and storage were widely reported.
- Feeling of caste discriminations persisted especially in eating food cooked by a Dalit.

Gangadharan (2006). conducted a study on Noon Meal Scheme in Kerala,

Findings of the study were as follows :

- The physical facilities for MDMS were available only in 50% schools, 94% schools depended on firewood for cooking; separate building for kitchen outside classrooms were rare; adequate space was not there in 50% schools. School verandah was the main venue for serving food.
- The government grant was far less than the total expenditure in many schools. The average annual financial deficiency in schools was around 15%.
- Schools with less number of students had higher per day expenditure.
- The Panchayati Raj Institutions (PRIS) had yet to show an active intrest in the management of the programme.
- The average MDMS enrolment rate was between 85% and 95%.
- There was a demand that the menu should be improved and more attractive and the noon meal programme should be made a full-fledged school lunch programme meant for all teachers as well as students with partial or free packages.

- Storage provisions were rarely available in most of the schools.
- Cooks engaged in schools were untrained, in experienced, aged and educationally underqualified.

Lath (2006), conducted a critical analysis titled, “Analysis of Mid-day-meal scheme and school Health Clinics”.

The objectives of the study were :

- (i) To look into the details of the aims of the scheme, it's target group, details of implementation.
- (ii) To estimate percapita expenditure through the scheme on every student for MDMS.
- (iii) To analyze success of the scheme in meeting the objectives which it set out to achieve.

The Findings were :

- 244 Mahila Sansthan and one self help group (ISKON) had been given the permission to supply mid day meals across municipal primary schools.
- On one specified day on the week the student would be given an option of either an egg or a banana or four biscuits from ISI approved biscuit company.
- Organization had to obtain the permission from the designated officer in education department, after giving an estimate of the number of students in class I to V, based on the present number, on specified dates of every month.

- During year 2005-06, 399 food samples were collected from various schools. Food, if found inedible or not nutritious fine up to Rs. 1500 was imposed upon an organization providing the food.
- Most of the Mahila Mandals were unhappy with an upper limit of 1400 students. The reimbursement of the deposit and obtaining the concurrent cost per student from the BMC was a very tedious task, according to most contractors.
- The allotment of contracts for the scheme in the government aided schools was completely left to the head of the school which at times had been found to collude with the contractors and asked for bribes.
- The contractor had to generate revenue for all ingredients other than Rice by themselves.
- In municipal schools the expenditure through the scheme on every student, per year , was 143.89 for year 2005-06.

Every medical offices, inspected 10 people in a single day of inspection and made cards for children based on their health. The major diseases encountered were TB, Fever, Skininfection, Dental Decay, Tonsil and Squint.

CUTS (2007). conducted a study in Rajasthan entitled “Measuring Effectiveness of Mid Day Meal Scheme in Rajasthan”.

The major findings of the study were :

- Initially, students were distributed boiled wheat, supplemented with groundnut and jaggery (Gur) under MDMS.

- More than 90% parents and students were satisfied with MDMS.
- Each school was required to send a monthly expenditure statement and voucher to the Panchyat Samiti which was supposed to reimburse the amount within 15 days.
- Only 21% of the school received the funds every month, intime. The rest got funds in a time, ranging from 2 to 6 months (12% got funds once in 6 months).
- 97% of the teachers reported receiving good quality foodgrains.
- Only 23% of the schools were able to receive foodgrains after getting them weighed before delivery.
- The absence of a weighing mechanism in most schools made it difficult to measure the quantity of grains delivered.
- Most schools lacked adequate cooking and storage facilities. Many teachers reported that they stored the food stock in the classroom.
- 62% of the cooks interviewed, said that, the MDM was cooked in the open, which was unhygienic.
- Teachers were spending close to 20% of their time or more, on managing MDMS, instead of teaching.
- 76% of the cooks used firewood or Kanda, 14% used gas and 10% used Kerosene for cooking meals. Both wood and Kanda, produced huge quantities of smoke and ash, which were hazardous for health. 81% of the cooks claimed that they were not provided fuel and made their own arrangements.

IIM (2007), conducted a study entitled, “Mid-Day Meal Scheme”: Understanding critical issues with reference to Ahmadabad City”.

The objective of the study was to clearly identify some of the critical issues associated with the MDM scheme and to do an objective evaluation in terms of efficiency in delivery systems and service quality.

For data collection, 3 participating schools along with an NGO involved in preparation and distribution of meal, were selected.

The major finding of the study were :

- The weekly menu showed a variety of meals offered but the condiments and seasonings being very similar each day.
- The study also indicated that in terms of calorific and nutritive intake, proportionate amounts of protein and iodine were not being provided through the meals. Calcium requirements were more than met by the mid day meal. Proportionate requirements of fat and iron were also met by the meals.
- The study also revealed tracer of uric acid and Aflatoxins which if taken for a longer period of time could be carcinogenic for the children.
- Transportation of meals from the NGO kitchen to various schools was not hygienic and safe. Which reportedly resulted in the fixed menu, Caste and religious bias was among some parents in some places, disturbance in teaching activity was there due to time demands on teachers.

Anima and Sharma (2008), in their study entitled “An empirical study of the Mid-Day Meal programme in Khurda, Orissa discussed various aspects related with MDMP.

Major finding of the study were :

- The schools did not have adequate infrastructure and staff to implement the cooked meal scheme.
- The menu was monotonous but nutritious from the parents in implementation of the scheme, the parents did not complain of mismanagement. However, due to in adequacy of required staff, teachers had to spend much time and efforts running the cooked meal scheme.
- Households prefer cooked meals rather than dry rations as parents regardless of their educational, economic and caste background-value the benefits of cooked meal scheme on enrolment, socialization, employment, nutrition, learning, performance, motivation, reduction in the frequency of falling ill activities in studies etc.
- The scheme had generated some employment opportunities for the under privileged sections.
- According to parents, dry rations do have certain advantages but they are outweighed by benefits of cooked meals, 88 percent households felt that the cooked meal scheme should be restarted and only 12 percent households were against the view of restarting of the scheme. 20 percent households hold view that dry rations should continue to be distributed.

The criticism of cooked meal scheme was that the cooked meal scheme had adversely affected the teaching process as there were no noon-meal managers or organizers to look after the scheme. Hence, the whole responsibility fell on the shoulders of the teachers who had to manage and supervise everything related to cooking.

Angom (2008), conducted a study entitled “Good Practices of Mid-Day Meal Scheme in Manipur”, with a view to find out implementation of mid day meal scheme and also to find out best practices following schools in the State of Manipur. Data was collected from, five districts in Manipur. The investigation was completed in four days. 20 schools from four districts were chosen for data collection.

Major findings of the study were :

- All the children in the eligible schools for MDM participated and took cooked meal served in the schools.
- No discrimination on the basis of caste, gender, religion, creed or disability was found.
- Teachers did taste cooked food before serving it to children.
- MDM had positive impact on high attendance rate.
- Some schools in the rural areas started having their own kitchen garden.
- Some school maintained the registers which included detail about fund received for conversion cost and cooking cost, daily attendance of a cook, daily attendance of childrens, item of vegetables and Dal bought and served.

- It had also been observed that in some schools, if the cook was absent, the teacher took the responsibility of cooking.
- Problems of kitchen sheds, drinking water facilities, insufficient number of utensils and toilet facilities existed in the sampled schools.
- It was also found that though there was delay in the release of maintenance fund, the head master took proper initiative to get the necessary cooking items intime.

Singh, A. (2008). conducted a study, “The impact of the mid day meal’ scheme on Nutrition and Learning. The data was collected from the same children in 2002 and 2006-07. Data was currently available on two coharts, a younger and an older group aged 4 to 5 years and 11 to 12 years respectively. When data was collected in 2006-07. Information was collected on their nutrition status which was assessed using anthropometric measur including weight and height for age, standard measures of undernutrition, long term malnutrition and their learning measured with reading, writing and cognitive ability tests, before and after, they received meals under the scheme.

The findings of the survey were :

- The scheme appeared to deliver significant nutritional benefits for children aged 4 to 5 which could be seen in better height-for-age and weight-for-age than would otherwise be expected, suggesting that the mid day meal helped in reducing serious malnutrition.

- For older children aged 11 to 12 years, there was an evidence of significant positive impacts on children's learning although it was not clear whether these effects were generated by less hunger or by improved school attendance.
- The school meals had most impact in areas affected by drought. For younger children, there were large and significant gains in height for age and weight for age which more than compensated for negative effects of the drought.

Srinivas (2008), conducted a study entitled "A study of Best Practices in the implementation of Mid-Day Meal programme in Karnataka".

The study was taken up with following objectives :

- (i) To present brief history, objectives and rationale of the Mid-Day Meals Programme in the State Karnataka.
- (ii) To document best practices in the implementation of Mid-Day Meals Programme in State of Karnataka.
- (iii) To give profiles of some primary schools having good practices.

The data was collected from 24 schools of 6 districts. Information Schedules, Interview Schedule, Observation Schedules and open ended questionnaire, and focus group discussions were used for data collection.

It had been observed that the most of the practices presented were common throughout the state. However, the concepts of rain water harvesting, kitchen garden, fruit garden, sprinkler facility for water conservation in the school compound were new to even many schools in the state. Record keeping display of information on school walls, SDMC members' active co-operation and mother committees active involvement were some of the other best practices followed in the state. The Karnataka State Quality Assessment Organization result for the year 2007-08 showed effect of MDM on students' learning levels. For improving the public satisfaction on MDM programme, the government of Karnataka was, providing the hot cooked meal to children at their local taste. For greater accountability, parents and public were allowed to visit the kitchen centres at the time of cooking and serving. Also, the parents were allowed to check the quality of the food grains.

Narula (2009). conducted a case study entitled "National Programme of Nutritional Support in Government Primary and Upper Primary Schools : a case study of Jharkhand."

Major Findings of the study were :

- Timely lifting of foodgrains from the FCI godowns to block godowns were not taking place.
- There was a huge gap between allocation and utilization of funds.

- Regarding regularity of foodgrains, it was found that none of the schools faced shortage of foodgrains and food grains were reached ontime to the school.
- Funds were withdrawn from District Treasury on the basis of actual number of students enrolled in schools.
- In Jharkhand, community participated through School Children's Mothers Association called Saraswati Vahini. Out of the total mothers of children enrolled in the school, two mothers were nominated as Sanyojka, who were active and could do the cooking and other activities effectively. The remaining members of Sarswati Vahini on roster basis, supervised the cooking and distribution of meal. The Sanyojkas were given the responsibilities to procure grains and keep it in place to make arrangements for hygienic, upkeep of kitchen, procurement of cooking ingredients required for MDM, to open account in nearest bank and withdraw cash required for MDM ; proper storage of utensils, to make available nutritious food to children and to submit utilization certificate to the BEEO.
- Another important finding was that students were involved in the State for managing MDM 'Bal Sansad' were formed in each school.
- Regarding supervision and monitoring of the programme it was found that in Jharkhand, it had become mandatory for officers at the district and block levels to visit fifteen schools every month to see children were getting hygienic food. Every week they had to submit the report to the State Department with self attested form through fax that they had inspected the schools.

- Proper management information system was in place at School/Village/Gram Panchayat, block, district and state level. In all, the transparency and openness in all aspects of programme implementation was being maintained by the state. The implementation of the scheme at the school level had been assigned to Saraswati Vahini a group of parent-mother functioning as a sub-committee of VEC.
- It had been found that in all the schools, records were well maintained in term of foodgrain and funds received and expenditure incurred, attendance of students, purchase for condiments etc.

Wizarat (2009), conducted a study of Best Practices Adopted in Mid-Day Meal Scheme in Uttar Pradesh.

Major Findings of the study were :

- Revised menu had been written on 6-8 feet, painted on the wall of the school and food was served accordingly. The wall writing also displayed the amount of ingredients needed for 100 children for preparing a dish.
- Funds received against cooking cost was deposited in a separate account in village fund. So that account of expenditure can be maintained.
- A committee had been constituted at gram panchayat level to supervise day-to-day cooking at school level. Mata Abhibhavak Sangh was also introduced for the same task.

- MDM register for schools, block and district level were maintained. Schools maintained registers, containing all necessary information such as number of children enrolled number of children fed on each day, the type of food served.
- The school health programme was picking up in the state.
- No gender and caste discrimination was observed in the distribution of the food. The head teacher and the other teacher, first tasted the meal and then served to the students. Children and parents were satisfied with the quality and quantity of the food.
- It had been decided to switch over to gas based cooking in an entire state. A number of new kitchen design had been developed by MDM authority.
- A training programme was conducted for Gram Pradhans, cook and other functionaries with the help of Deen Dayal Upadhyaya Grameen Vikas Sansthan Lucknow.

The MDM authority had been formed task force at state, district and block level for constant monitoring the progress of the scheme. The reports of the task force were analyzed at the district level.

Nambiar, S.et al. (2010). conducted a study entitled “Effective-ness and Efficacy of Mid-Day Meal Scheme” delivered through. “The Akshay Patra Foundation” in government schools in and around of Baroda.

The Findings of the study were :

- The cooked mid day meal was approximately of 300 calories and 8-12 grams of protein.
- 69% of the parents felt that their children had gained weight because of mid-day meal.
- 65% of the parents felt that their children suffered less from common ailments.

State Advisor to the Commissioners of the Supreme Court M.P. (2010), Conducted a survey, with an objective

To assess the implementations of food schemes by the Supreme Court of India under the Right to Food Case.

This survey focused on the following aspects :

- (i) Coverage (Inclusion/exclusion)
- (ii) Availability (vis-à-vis entitlements), access and quality of service.
- (iii) Problems in implementation.
- (iv) General grievances and grievance redressal system.

The study was based on primary and secondary data with a survey research design for collecting primary data and the use of government reports, websites and Right to Information (RTI).

The focused group discussion, observation on scheduled etc. were used as tools of data collection.

The Findings of the study were as follows :

- During the study, it had been found that, out of 95 schools covered in the 40 surveyed villages, 77 (81%) were found to be providing MDM at the time of visit. In the remaining 18 schools, MDM was found not to be served as either the schools were closed or the ration for MDM had not reached the respective SHGs. However, in contrast to this finding, during the discussion with residents, it emerged that 44% of schools were not serving mid day meals regularly.
- During discussions with cooks, it was learnt that many of the utensils for cooking were brought from the cooks' homes.
- Out of 95 schools of 4 districts, 61 schools had drinking water.
- In the 95 schools surveyed, kitchen sheds had been constructed in a total of 61 schools.
- In all the 77 schools providing mid-day meals at the time of survey, wood was used as fuel for preparing meals.
- Out of 95 schools surveyed, 65 were providing food of average quality.
- It had been observed that in 8 schools, children had been provided extremely low quality food. Chattarpur district was serving it's children the lowest quality food. In this district, only 47% of the schools were found to be providing fair quality of food. The rest were found to be well below par. The reality was in clear violation of the Supreme Court order dated 28 November, 2001.

- It had been found that in 66 out of 95 schools, i.e. in 70% schools there was no sign of a varied menu.
- In total of 43 schools in the 40 surveyed villages, the grains for MDM did not reach on time.
- The problem of non-payment to Self Help Groups was quite commons in all the villages. During the focus group discussion, it had been observed that in 61 schools SHGS were not being paid on time.
- It had been found that 65% of the cooks in the surveyed SHGS hailed from Scheduled Castes and Scheduled Tribes communities.
- A schools were found where discriminations had been observed on the basis of caste. Out of the 40 villages surveyed in 4 districts, maximum cases of discrimination had been observed in Chatarpur district.

2.3 RESEARCH SCENARIO

The MDMP in the form of NPNSPE has become not only a nation wide programme but also a national programme. The studies reviewed indicated that though the scheme was started with very nobal objective of providing nutritious meal to the younger most generation of the Nation in order to attract them towards the primary education, the achievement of the objective is partial. Several studies have focused the causes which hindered the 100% success of MDMP. CARE (1977), Rajan and Jai Kumar (1992), NCERT (1999), Jean Dreze (2003), Pratap (2004), Jain and Shah (2005), Gangadharam (2006)

indicated that the MDM has positive impact on enrolment. Further it has also been revealed that the MDMP has raised attendance rate and became a measure to attract students towards the schools and attend the classes. CARE (1977), NIEPA (1979), Rajan and Jaikumar (1992), Pratichi (2004), Angom (2008) has found that the MDMP has increased the attendance rate. Further Rajan N Jai Kumar (1992), NCERT (1997), Blue (2005) revealed that the retention rate has increased because of the MDMP.

It has also been observed that the fund required to purchase the ingredients required for the MDMP ; for providing salaries to cooks, helpers etc. were not provided in time which caused problems in regular implementation of MDMP. CUTS (2007) found that only 21% of the schools received the funds every month, in time. Afridi (2005) reported irregularity in food grain allocation which delayed the implement of MDM.

Jean Dreze (2003), Menon (2003), Thorat (2004), Jain and Shah (2005), SCASCMP (2010) reported that social discrimination has been found among the students or practiced by parents by opposing the recruitment of Dalit cook. Where as Pratap (2004), Angom (2008) Wizarat (2009) found that caste and class barriers were breaking down because of MDMP. Jain and Shah (2005), De.et al. (2005) have indicated that the quantity and quality of food supplied were more likely to be less than the minimum stipulated by the court. Further Dreze (2003),

Menon (2003), Praticchi (2004), De.et al. (2005), Jain and Shah (2005), Angom (2008), Anima and Sharma (2008) observed that infrastructure to enable the scheme to function at optimum was not present in the school. They indicated infrastructural facilities such as the kitchens, washing spaces in schools were far from adequate. Jain and Shah (2005) observed that parents, and teachers were satisfied by the mid day meal. Afridi (2005), panchayats were cutting costs by involving students themselves in implementation of the scheme. Regarding menu it has been observed that variation in menu was found in some schools. Where as absent in others, Jean Dreze (2003), Anima and Sharma (2008). Further Blue (2005) observed that children and teachers spent long hours, fetching firewood, stirring pots of ghogri and some-times older students helped with actual cooking. Several studies Afridi (2005), Angom (2008), Wizarat (2009) also listed some of the best practices implemented along with MDMP. The review of studies indicated that most of the researchers have made use of observation schedules, checklists, interview schedules and questionnaires for data collections.

2.4 IMPLICATIONS FOR THE PRESENT STUDY

The studies reviewed present the mixed picture of mid day meal scheme. It has been accepted that the enrolment retention and attendance increased because of the cooked meal scheme. The teachers were spending a lot of time in arrangement for cooked meal which left the teachers

exhausted, after which they were not in a position to take teaching classes. Further it has also observed that students attention also got distracted due to the cooking going on in the school as there were no separate cooking sheds and the food used to be cooked in the open space or in a classroom. These observations questioned though the enrolment, attendance and retention has increased, did the teachers were mentally and physically able to provide quality teaching, weather the students really learn well, to what extent the educational objective of MDMP has achieved. Further some studies indicated that the MDMP enhanced socialization but it has also observed in few studies the upper caste parents opposed the recruitment of Dalit cook. Several studies raised the issues related with the quality and quantity of the Mid Day Meal. Further, from the trends of the studies reviewed focused on infrastructure, teachers role, enrolment, attendance, quantity and quality aspects of the MDM. The trend indicated that the management and monitoring aspect of the MDM has not been focused much hence they need to be studied. Further opinions of the functionary should be focused which definitely helps in providing the fruitful information which can be utilized to improve the implementation of the MDMP. Hence the researcher decided to undertake a study in Gwalior city. The detail rationale is mentioned in chapter- I.

CHAPTER – 3 : PLAN & PROCEDURE

3.1	INTRODUCTION	119
3.2	FOCUS OF THE STUDY	119
3.3	NATURE OF DATA	119
3.4	SOURCES OF DATA	120
3.5	POPULATION AND SAMPLE	120
3.6	TOOLS FOR DATA COLLECTION	121
3.6.1	Observation Schedule For The Schools.	121
3.6.2	Semi Structured Interview Schedule for Teachers in charge of Mid Day Meal. The interview schedule focused upon following aspects.	122
3.6.3	Semi Structured Interview Schedule for the CEO in charge of MDM.	122
3.6.4	Semi Structured Interview Schedule for Task Manager.	122
3.6.5	Semi Structured Interview Schedule For Quality Monitor.	123
3.6.6	Semi-Structured Interview Schedule For The Supplier.	123
3.6.7	Semi Structured Interview Schedule for Students.	123
3.6.8	Semi Structured Interview Schedule for Parents	123
3.7	DATA COLLECTION	124
3.8	DATA ANALYSIS	124

3.1 INTRODUCTION

As per objectives of the study, details of methodology which includes nature of data, sample of the study, tools and techniques used for data collection and procedure adopted for data analysis have been presented in this chapter.

3.2 FOCUS OF THE STUDY

The review of related studies indicated that several studies looked at the functioning of the mid day meal scheme in rural areas in Madhya Pradesh various surveys had been conducted but focus of the surveys were generally on the functioning of Mid Day Meal scheme in rural areas. So, in order to understand organizational structure, issues related with the quality and quantity of Mid Day Meal served, role of parent teacher association in urban set up. The researcher had decided to conduct the study on Mid Day Meal Scheme in Government primary schools of Gwalior city. The researcher studied implementation aspect, organizational structure, quantity and quality of the cooked food served to students, opinion of beneficiaries and functionaries of the Mid Day Meal Programme and regularity of the Mid Day Meal.

3.3 NATURE OF DATA

In order to realize objectives of the study, quantitative and qualitative data were required. The quantitative data was regarding the cooking cost of the food, calories of food provided, amount of food grains released etc., qualitative data was regarding the implementation of the scheme at school level, reactions or opinions of the functionaries and beneficiaries of the scheme, regularity of the Mid Day Meal, were collected.

3.4 SOURCES OF DATA

The data was collected from government documents, school records, reports of various Commissions and Committees, guideline of NP-PSPE-2006. Annual Work Plan and Budget (AWP & B) for Mid Day Meal Programme and Sarva Siksha Abhiyan for last three years. Further, the data was obtained from the beneficiaries of the scheme viz. students and parents of the students of Government primary schools of Gwalior city for the present study. Data was also obtained from the functionaries of the scheme which included teachers in charge of MDM, members of MDM cell, CEO of Gwalior district and the supplier of the cooked food.

3.5 POPULATION AND SAMPLE

The Gwalior district is comprised of five blocks viz. Dabra, Bhitwar, Gatigaon, Morar (R), Morar (U). Morar (U) is the Gwalior city. Population for this study i.e. government primary schools, are. 309 schools. Out of these schools 10% of them were selected randomly for the present study. The Gwalior city is divided into three zones i.e. Gwalior, Lashkar and Morar. 10 schools from each zones were selected randomly. The interview was conducted with five students from each school in the school premises. Interview was conducted with five parents of the sampled students. The staff incharge for the MDMP in all the sampled schools were interviewed to get the idea about various aspects of MDMP. In addition to this CEO (Zilla Panchayat) and all the members of MDM cell were included in sample. Further food supplier of the centralized kitchen was also interviewed for the present piece of work.

3.6 TOOLS FOR DATA COLLECTION

Before tool construction, the researcher visited various primary schools of Gwalior city, conducted meetings with the members of steering cum monitoring committee, reviewed the guidelines of MDMP issued by Central Government and State Government with a view to obtain knowledge of various aspects of Mid Day Meal Scheme. Following tools were implemented for this study.

3.6.1 Observation Schedule For The Schools.

The observation schedule was constructed to observe following aspects related with the MDM.

- Teacher's Role.
- Food Quality and Quantity.
- Utensils.
- Time spent in distribution of food and consumption of food in school.
- Food receiving and distribution area.
- Drinking water facility.
- Teaching learning process.

The copy of observation of schedule can be seen in Annexure- III.

3.6.2 Semi Structured Interview Schedule for Teachers in charge of Mid Day Meal. The interview schedule focused upon following aspects.

- Teacher's role.
- Impact of MDM on enrollment and attendance.
- Problems faced by teachers in organizing the Mid Day Meal Programme.
- Teacher's opinion about various aspects of MDM.
- Teachers suggestions to run the scheme smoothly.

The copy of the interview schedule can be seen Annexure-IV.

3.6.3 Semi Structured Interview Schedule for the CEO in charge of MDM.

- Implementation of the scheme.
- Organizational aspects of MDM.
- Procurement of food grains.
- Food grain Flow.
- Budget for MDM programme.
- Fund flow.

The copy of the interview schedule can be seen in Annexure-V.

3.6.4 Semi Structured Interview Schedule for Task Manager.

- Monitoring aspects of MDM.
- Management problems related with MDM.
- Suggestions and opinions about various aspects of MDM.

The copy of the interview schedule can be seen in Annexure-VI.

3.6.5 Semi Structured Interview Schedule For Quality Monitor.

- Role of the quality controller.
- Problems faced.
- Visits to schools.
- Suggestions to run the MDM smoothly.

The copy of the interview schedule can be seen in Annexure-VII.

3.6.6 Semi-Structured Interview Schedule For The Supplier.

- Implementation from the centralized kitchen to school.
- Menu.
- Procurement of food grains, storage.
- Cooking cost.
- Fund for ingredients.
- Preparation of food with respect to cooking devices, kitchen school, cooking time, distribution of food to schools, transportation facility etc.

The copy of the interview schedule can be seen in Annexure-VIII.

3.6.7 Semi Structured Interview Schedule for Students.

- Likes and dislikes of the menu.
- Regularity of the meal.
- Quantity of the food.
- Opinion about the food.
- Suggestions.

The copy of the interview schedule can be seen in Annexure-IX.

3.6.8 Semi Structured Interview Schedule for Parents.

- Satisfaction about the scheme.
- Problems of unhygienic food.
- Regularity of the meal.
- Quantity and quality of the food.

The copy of the interview schedule can be seen in Annexure-X.

3.7 DATA COLLECTION

The data necessary for this study was collected by the researcher personally. The researcher conducted informal discussion with the teachers in charge of MDM and members of MDM cell. The knowledge obtained through the informal discussion and participant observations of 3-4 schools was utilized for the construction of tools. The researcher spent 2-3 hours in the school premises for the observations of the various aspects viz teaching learning process and implementation Mid Day Meal Process. The researcher spent 4 to 5 days per school to conduct the observation, interview with the teachers in charge of MDMP and interview with students. Further prior appointment were taken from the CEO and members of the MDM cell to conduct the interview.

House hold survey was conducted to obtain the data from the parents of the students enrolled in sampled schools. The food supplier was also interviewed to get the idea regarding the various dynamics of centralized kitchen.

3.8 DATA ANALYSIS

The data collected for the present research study was analyzed with the help of quantitative and qualitative techniques. The researcher used percentage and content analysis method as per the requirement.

CHAPTER – 4 : DATA ANALYSIS & INTERPRETATION

4.0	INTRODUCTION	125
4.1	OBJECTIVE 1	125
4.1.1	THE ORGANIZATIONAL STRUCTURE OF THE MID-DAY MEAL PROGRAMME OF GWALIOR CITY	125
4.1.2 (a)	FOOD GRAIN MANAGEMENT	127
4.1.2 (b)	COOKING COST	131
4.1.2 (c)	KITCHEN CONSTRUCTION	134
4.1.2 (d)	PROCUREMENT OF KITCHEN DEVICES	134
4.1.2 (e)	PROCUREMENT OF COOKING INGREDIENTS	135
4.1.2 (f)	AGENCY RESPONSIBLE TO COOK THE FOOD	135
4.1.2 (g)	COOKING OF THE FOOD	137
4.1.2 (h)	DISTRIBUTION OF COOKED FOOD FROM KITCHEN TO SCHOOL	137
4.1.3	MENU OF THE MID DAY MEAL	138
4.1.4	MONITORING OF THE PROGRAMME	139
4.1.4 (A)	MANAGEMENT INFORMATION SYSTEM	140
4.1.4 (B)	MDM CELL	141
4.4.4 (C)	ARRANGEMENTS FOR DEPARTMENTAL INSPECTION	142
4.4.4 (D)	TESTING THE MEAL BY LECTURERS	143
4.1.4 (E)	MOTHER ROASTER	143
4.2	OBJECTIVE 2	143
4.2.1	DISTRIBUTION OF MEAL FROM NGO TO SCHOOLS AND TO STUDENTS	144
4.2.2	CLEANLINESS OF AREA WHERE FOOD SERVED AND CONSUMED	146
4.2.3	QUANTITY AND QUALITY OF THE MEAL PROVIDED	147
4.2.4	INFRASTRUCTURE FACILITY	149
4.2.5	ROLE OF TEACHER	149
4.2.6	REGULARITY OF MID DAY MEAL	150

4.3	OBJECTIVE 3	151
4.3.1	OPINION OF PARENTS ABOUT THE MDMP	151
4.3.1.1	PARENTS' OPINION ABOUT THE QUANTITY AND QUALITY OF THE MID DAY MEAL	152
4.3.1.2	PARENTS COMPLAINTS AND SUGGESTIONS	155
4.3.2	OPINION OF THE STUDENTS ABOUT MID DAY MEAL	155
4.3.2.1	STUDENT'S PREFERENCE ABOUT MENU	156
4.3.2.2	STUDENTS' OPINION ABOUT QUANTITY AND QUALITY OF THE MEAL	157
4.3.2.3	PROBLEMS OPINED BY STUDENTS	158
4.4	OBJECTIVE 4	158
4.4.1	OPINIONS OF TEACHERS	158
4.4.1.1	MONITORING OF THE MID DAY MEAL IN SCHOOL	158
4.4.1.2	TEACHERS' OPINION ABOUT QUANTITY AND QUALITY OF MID DAY MEAL	160
4.4.1.3	TEACHING TIME	161
4.4.1.4	OPINION OF TEACHERS ABOUT IMPACT OF MID DAY MEAL ON ENROLMENT	162
4.4.1.5	SOCIAL DISCRIMINATION	163
4.4.1.6	PROBLEMS OF TEACHERS REGARDING MDM	163
4.4.1.7	TEACHERS' SUGGESTIONS TO RUN THE SCHEME SMOOTHLY	163
4.4.2	OPINIONS OF GOVERNMENT OFFICIALS OF ZILA PANCHAYAT OFFICE	164
4.4.3	OPINIONS OF THE OFFICIAL OF CENTRALIZED KITCHEN	166

4.0 INTRODUCTION

The information obtained through various sources has been analyzed in this section. This section contains

- data analysis of information obtained through observation schedule
- data analysis of information obtained from beneficiaries
- data analysis of information obtained from functionaries of MDM in Government Primary schools of Gwalior City.

4.1 OBJECTIVE 1

To study the mid-day meal scheme in the government primary schools of the Gwalior city in terms of,

1. Organizational Structure.
2. Management of Food grains, Vegetables and ingredients.
3. Menu
4. Monitoring of the programme.

The data obtained from the officials of mid-day meal scheme, officials of centralized kitchen and from the observation schedule has been analysed through content analysis method.

4.1.1 The Organizational Structure Of The Mid-Day Meal Programme of Gwalior City

In Madhya Pradesh the Panchayat and Rural Development Department is the Nodal agency implementing the mid-day meal programme. At the state level, the secretary, department of Panchayat and Rural Development is in charge of the overall implementation of the MDM programme. Further the secretary is assisted by the Director of MDM; Project Co-ordinator Task Manager and Quality Monitor at state level. The organizational structure at state level is as follows :

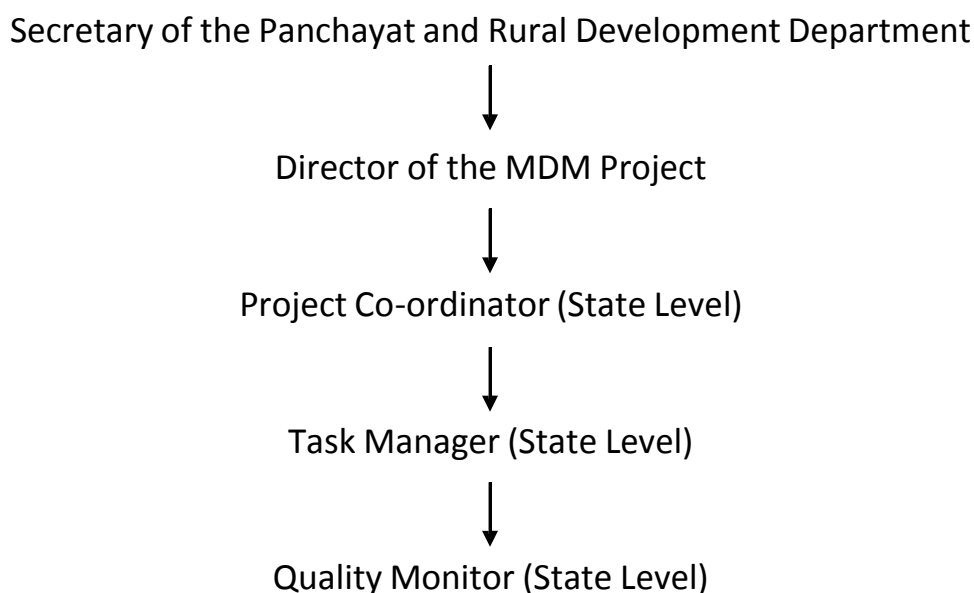


Fig. 1 : Showing Organizational Structure Of MDMP at State Level

At the district level, it was the district collector who shoulder the responsibility of implementing the scheme. The district collector was assisted by the Chief Executive officer of Zilla Panchayat, Project Coordinator (Zila Shiksha Kendra) followed by the MDM Cell. In MDM Cell a task manager and two quality monitor have been recruited on adhoc basis. The organizational structure at district level is as follows:

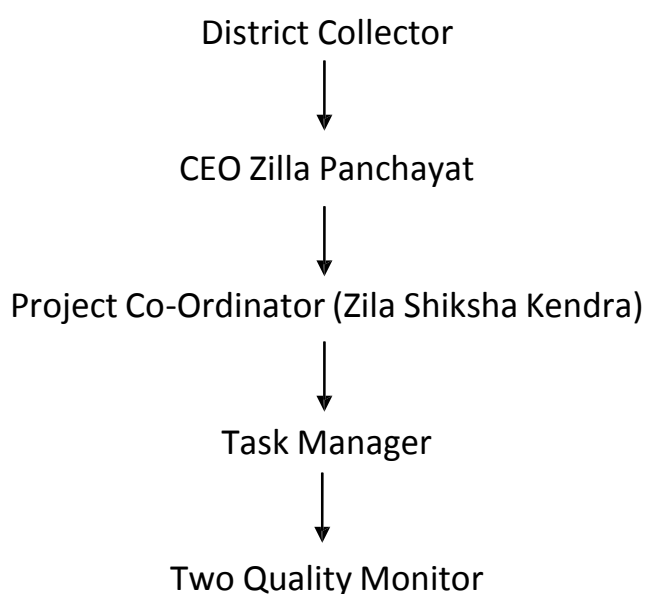


Fig. 2 : Showing Organizational Structure of MDMP at District Level

Further it has been observed that the parent teacher association (PTAS) in urban area were responsible for regular implementation of MDM at school level. In Gwalior city the responsibility for cooking mid-day meal was given to Sadhana Mahila Mandal (NGO).

It has been noted that in all the government primary schools, cooked food was provided by the Sadhana Mahila Mandal from centralized kitchen which was located at Shivpuri link Road, Gwalior.

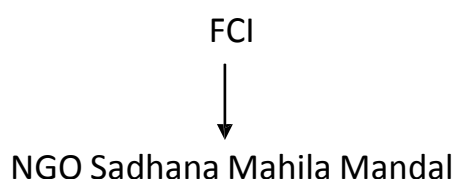
As the food was provided by an NGO, the individual PTAS did not have to shoulder the responsibility of various aspects related with cooking the food at school premises.

4.1.2 (a) FOOD GRAIN MANAGEMENT

With reference to food grain management, lifting of food grains and transportation of food grains from FCI to target level various informations were obtained from the government records. The government of India allocated wheat and Rice (as may be required) on the basis of number of students availing MDM in the district. The allocations have been adequate to provide cooked food as per the menu fixed by the districts. After receiving allocation of food grains from Government of

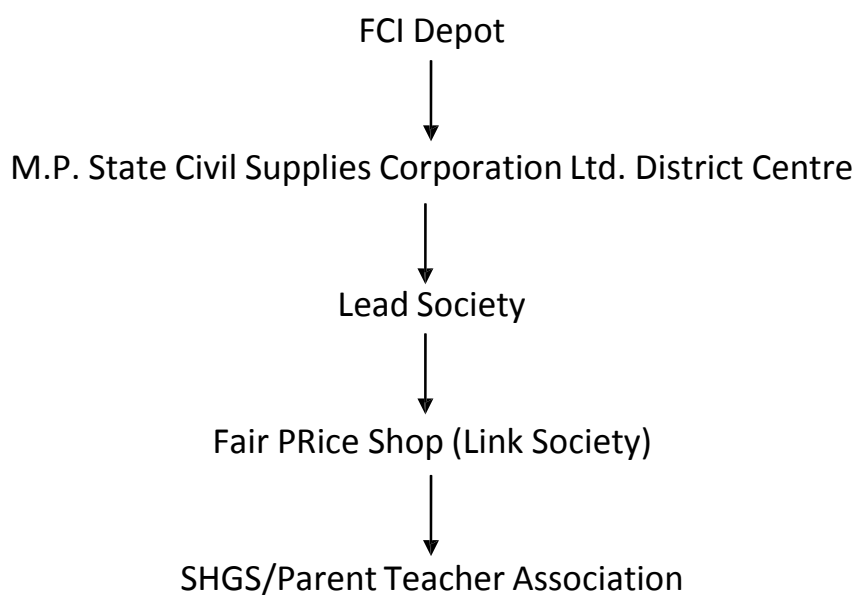
India, the State Government reallocated the food grains on the basis of average attendance and number of educational days of the districts. District collector released the food grains on the basis of the students', strength and average attendance rate of school and issued the block wise Quarterly Allocation Orders (QAO) in favour of chairman Sadhana Mahila Mandal. On the basis of QAO, food grains were lifted from FCI depot directly by the NGO. Records and registers were maintained at the NGO with respect to food grains received and utilized. Appropriate arrangement have been established between FCI depots and NGO to ensure timely lifting and transportation of food grains up to the centralized kitchen. In M.P. the State Civil Supplies Corporation was the Nodal agency for lifting food grain from FCI godowns and delivering them to at taluka/block level.

The lifting and transportation of food grains was carried out as follows:



**Fig.3 : Showing Lifting Of Food Grains After Introduction Of PPP
In MDM of Gwalior City**

But uptill November 2007, the lifting of food grains from FCI to school was done by PTAs, responsible for specific schools, the lifting and transportation of food grains was as follows:



**Fig.4 : Showing The Lifting Of Food Grains Before Introduction Of
PPP In MDM Of Gwalior City**

Records and registers were maintained at the school level with respect to food grains received and utilized which increased work load of teachers. The introduction of Public-Private Partnership has reduced teacher's work load because procurement and utilization of food grains has done at NGO level, and procurement and utilization records were also maintained by the NGO. Further, after lifting food grains from FCI depot, suitable arrangements has been made for its secured storage by the NGO.

The NGO has very well constructed store rooms to store the food grains. Further officials from M.P. State Civil Supplies Corporation Ltd. and representatives of district Collector carried out inspection of food grains for monitoring Fair Average Quality (FAQ) of the supply. The inspection report was

submitted to the State Project Co-coordinator. According to the task manager and quality monitor, the food grains inspected were of fair average quality. The cost of transportation of food grains from FCI godwons to the NGO was paid by the NGO. According to the revised norms, NPNSPE-2006 central government provides Rs.75 per quintal as transportation cost. But in Gwalior city it was observed that NGO was not provided the transportation cost of food grains from FCI to NGO. The demand for wheat or Rice was calculated by the NGO by multiplying 90 percent of the number of children enrolled with the quantity of daily consumption per child.

The NGO prepared its demand estimate and forwarded it to CEO Zila Panchayat. The Zila Panchayat allocated the required quantity of food grains from the FCI godown to the NGO. Further the enrolment of students for the specific academic year i.e. 2008-09 was calculated in the month of September 2008, with the assumption that no new students generally came to get enrolled after the month of September. Hence, the enrollment in the month of September has been considered as a final enrollment for that specific academic year.

Further it was noted that, the food grains has been allotted in advance for 3 months. It has been informed by the officers in Zila Panchayat office that they sent quarterly report of food grains released as well as utilized by the concerned NGO to

State Project Coordinator. The report got verified and analyzed at state level and necessary instructions were issued to the district officials (during meeting at Bhopal) to identify and rectify the cause of low or uneven utilization of food grains and cooking cost if any. It was desirable that generally cost go hand in hand. Further monthly data of food grains lifting and distribution at the level of Nodal transport agency was also analyzed. The Zila Panchayat officials informed that during the academic year 2009-10 160.18 MT (Metric Tonnes) Rice, and 1924.00 MT. wheat was allotted from the FCI to NGO.

4.1.2 (b) COOKING COST

Funds for cooking cost were released on the basis of strength and average attendance rate of students in the school.

CENTRAL ASSISTANCE

The central assistance for cooking cost received from Government of India was released by Madhya Pradesh Madhyamah Bhojan Karyakram Parishad, Panchayat and Rural Development Department, Government of Madhya Pradesh to Zila Panchayat Gwalior. The Zila Panchayat released fund to the bank account of Sadhana Mahila Mandal, Central Government provided Rs. 1.50 per child per school day. The system for release of cooking cost by centre is shown in fig. 5 Central Assistance for cooking cost.

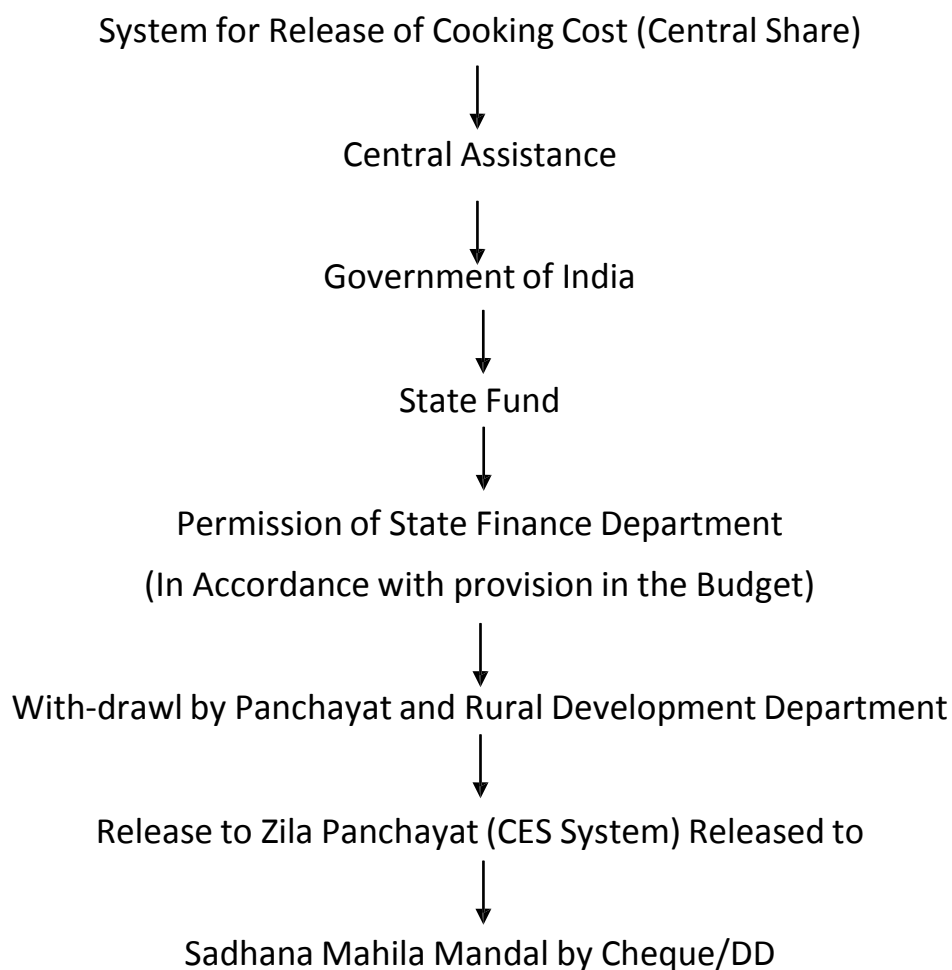


Fig.5 : Indicating The Systems For Release Of Cooking Cost By Centre

STATE ASSISTANCE

The Panchayat and Rural Development Department released cooking cost to Zila Panchayat. The Zila Panchayat CEO released the cooking cost to the account of Sadhana Mahila Mandal. The State Government provided Rs. 0.58 per child per school day. It has been observed that Punjab National Bank was the Nodal Bank which used its own network and other banks, for quick flow of funds, required for smooth functioning of MDM, monthly bank statements of Mid-Day Meal account of cooking cost at district level was monitored to assess the status of releases to the NGO. Fig. 6 indicates system for release of cooking cost (State Share).

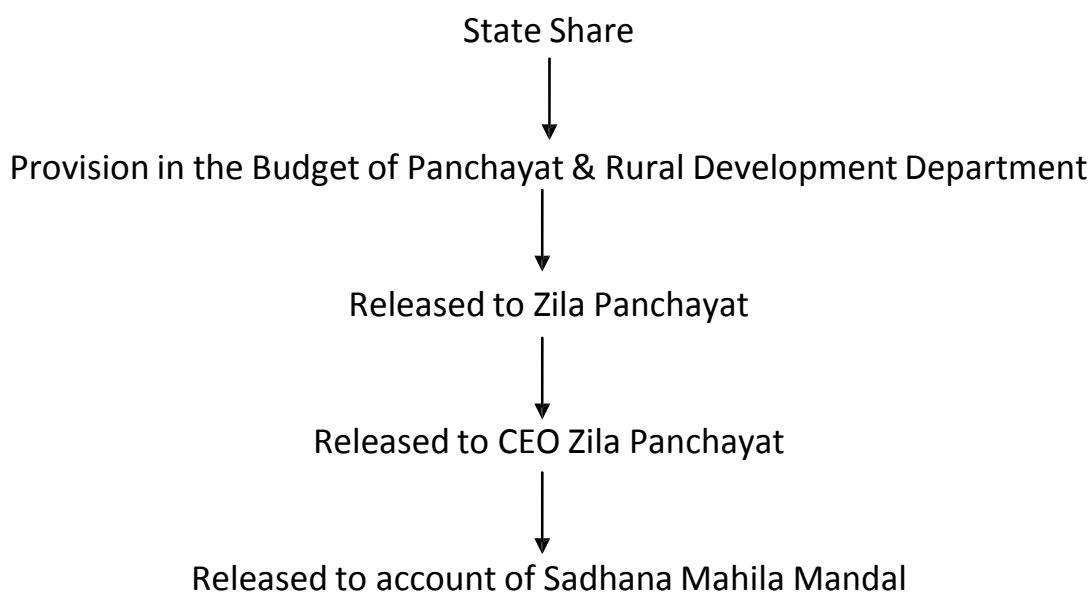


Fig.6 : Indicating System For Release Of Cooking Cost (State Share)

The cooking cost was calculated by, calculating the actual number of students who were consuming the mid-day meal, instead of calculating the enrollment of the students or attendance of all the students. It has been observed that the teacher incharge for mid day meal provided the actual number of students consuming food for the day, on a attendance card provided to the food supplier. Attendance record provided by teachers was considered to prepare food for next day. It had been observed that in Padma Vidhyalaya, though 800 girls were enrolled, only 450 girls consumed mid-day meal, hence, cooking cost was considered of 450 girls only.

Further, at the end of the month, the cards of all the government primary schools of Gwalior city were deposited to the Zila Panchayat office. The attendance was verified by the officials of Zila Panchayat office with the head masters and officials of Sankul Kendra. After verification at various levels the cooking cost was provided to Sadhana Mahila Mandal.

4.1.2 (c) KITCHEN CONSTRUCTION

According to the central norms, the Central Government provided Rs. 60,000 for construction of kitchen-cum-store in a phased manner. As in Gwalior, the contract of preparing mid-day meal was given to the Sadhana Mahila Mandal, the construction work for kitchen cum store has been stopped. According to the task manager, Rs. 40,000,000 has been refunded back to the Central Government as the construction of kitchen sheds for government primary schools of Gwalior city were stopped.

4.1.2 (d) PROCUREMENT OF KITCHEN DEVICES

The Central Government also, provided assistance to purchase cooking utensils and serving utensils in a phased manner, at an average of Rs. 5000 per school. As the food has been prepared by the centralized kitchen, the gas chullahas were taken back by the Panchayat and Rural Development Department. Further, the officials also opined that they released the grant to purchase the utensils such as plates, serving utensils etc. as per the demand made by the specific schools. At first, the need was verified by the officials of the Nodal department and then money was transferred to the account of PTA of the particular school. The PTA purchased the utensils from local market. The quality of utensils were checked with the specifications made by experts. The PTAs maintained the inventory of utensils in stock register. As the food was cooked by centralized kitchen, cooking utensils were not purchased after Nov. 2007.

4.1.2 (e) PROCUREMENT OF COOKING INGREDIENTS

It has been observed that the Central Government and State Government provided the assistance in terms of cooking cost. The cooking cost was utilized for the procurements of cooking ingredients such as cereals, vegetables, condiments, salt, chilies etc. from the local market by the NGO. According to norms, the NGO has to prepare and provide Dal and Vegetables to the students of government primary schools on daily basis. The food grains were released in advance for three months but the cooking cost was released after a month. The NGO was suppose to purchase the condiments of the ISI or EGG Mark.

4.1.2 (f) AGENCY RESPONSIBLE TO COOK THE FOOD

It has been observed that in the Gwalior city, the contract of preparing mid-day meal was given to the Sadhana Mahila Mandal- an NGO which was having the centralized kitchen. The centralized kitchen of Sadhana Mahila Mandal was able to provide the food to students of all the government primary schools of Gwalior city. According to the officials of the government, it provided food to 309 government primary school students. In addition to this it also provided the cooked meal to the students of upperprimary government schools. 55,534 students of government primary schools of Gwalior city were provided with the meal cooked by Sadhana Mahila Mandal during the year 2009-10 (Source : Annual Work Plan and Budget for MDMP, Gwalior).

Criteria to Select an Institution, NGO Self Help Group to prepare Mid Day Meal.

The discussions with the government officials indicated that the tenders were invited by the Zila Panchayat CEO office Gwalior with well defined terms and conditions, to give the above mentioned contract. The terms and conditions for the academic year 2011-12 can be seen from the Annexure 11. The officials of the NGO opined that they had deposited Rs.2,lakh in advance in favour of CEO, Zila Panchayat as a caution money. The centralized kitchen was highly mechanized, it has big boilers for steaming, dough knedder, large vessels for cooking, 500 litre cookers, chopping machine, Roti making machines, commercial gas connections, generators, exhaust fans, machines to grind the wheat, store rooms to keep the food grains hygienically, net was used to cover the windows and doors in order to avoid flies, cockroaches etc.

At the time of visit to the centralized kitchen, 12 female and 13 male cooks were present. According to officials of the centralized kitchen number of employees got varied from time to time, depending upon the work to be done. The class four workers were recruited generally on daily wages. The cleaning of the food grains was done manually. The field officer had the task to distribute the food to various schools at regular time. For distributing the food to school, they hired tempos on a contract basis. The transportation cost of the food distributed to the schools, the salary of the employees of the centralized kitchen, maintenance of the equipments of the kitchen, cost of fuel required to cook the food, electricity bill etc. were barred by the organizer of the centralized kitchen. The organizer opined that they worked on no profit-no loss basis.

4.1.2 (g) COOKING OF THE FOOD

Cooking of the food at centralized kitchen got started at 1.30 a.m. to 2.00 a.m. for the schools running in morning shifts. Cooking of the food for the schools running in afternoon shift, got started 6.00 a.m. in the morning. As the food was cooked for students of all the government primary schools, government upper primary schools and government aided primary school, of Gwalior city, the preparation and packing of the food took couple of hours. The food got packed in steel drums, steel dols, aluminium drums and tiffin carriers.

4.1.2 (h) DISTRIBUTION OF COOKED FOOD FROM KITCHEN TO SCHOOL

For distributing the food, the NGO has hired 55 tempos for the schools which were easily accessible, some schools were located in very congested area where tempos could not reach for such schools, two wheelers were used to distribute cooked food. It has been observed that meal arrived from 9.00 a.m. to 10.00 a.m. in the morning schools and from 1.00 p.m. to 2.00 p.m. in the afternoon schools. The distributing vessels were got emptied in the utensils provided by the schools under the observation of teacher in charge of Mid Day Meal. The meal was received, generally at the corridor or courtyard and in some cases head master's room. In few schools it was received in class rooms. The observations of various schools indicated that the food was generally kept in corridor or courtyard till time of distribution. In some schools, it was kept in vessels which were uncovered or partially covered till time of distribution. The amount of food brought by the distributor was supposed to be based on the number of children who had attended school previous day, further in the schools the meal was served to students during the intervals.

4.1.3 MENU OF THE MID DAY MEAL

According to NP-NSPE (2006) Guidelines, students should be provided with 450 calories, 12 gm. of protein and adequate quantities of micronutrients like iron, folic acid, vitamin-A etc. Central Government provided 100 g food grains per child per day. Since July 2004, students were provided with Roti. (Equivalent to 100 gram wheat flours) with 20 gram Dal and 50 gram vegetables, in wheat predominated area. 100 gram Rice with 30 gram Dal and 50 gram vegetables in Rice predominated area. As per the menu and its component mentioned here the calorific/protein value of the meal being served under MDM to the students of primary school is as given below:

ROTI-DAL-SABJI

Sr. No.	Component of Menu (Per Child Per Day)	Calorific Value
1	Roti Equivalent to 100 gram wheat flour	340
2	20 gram Dal	74
3	50 gram Vegetables	25
4	5 gram Oil and other spices	45
	Total calorific value per day per child	448
	Total protein content in (gms)	13-15

Table 17 : Indicating Calorific/Protein Value Of Meal (Roti-Dal-Sabji)**RICE-DAL-SABJI**

Sr. No.	Component of Menu (Per Child Per Day)	Calorific Value
1	100 gram Rice	345
2	30 gram Dal	111
3	50 gram Vegetables	25
4	5 grams Oil and Spices	45
	Total Calorific Value per child	528
	Total Protein Content (in gms)	14-16

Table 18 : Indicating Calorific/Protein Value Of Meal (Chawal-Dal-Sabji)

The researchers obtained the menu prescribed by the state government of Madhya Pradesh. The menu was decided by the state level officials. The prescribed menu by state government is as follows :

Day	Menu
Monday	Roti, Tuvar Dal and Chole-Tamatars or, Harimatar-Tamatar Sabji
Tuesday	Puri, Kheer and Aloo Tamatar Sabji
Wednesday	Chawal, Tuvar Dal and Hari Sabji
Thursday	Roti, Mung Dal and Hari Sabji
Friday	Chawal, Tuvar Dal and Rajma-Tamatar Sabji
Saturday	Roti, Mung Dal and Rajma Tamatar Sabji

Table 19 : Indicating The Menu Prescribed By State Government For NGO.

According to the government officials the above mentioned menu was implemented by the NGO only, in rest of the schools of Gwalior district Roti was provided for all the working days except on Tuesday. On Tuesday instead of Kheer, Halwa was provided as the preparation of meal started from 1.00 to 2.00 a.m. and milk product got deteriorated early so the Halwa was provided instead of Kheer.

4.1.4 MONITORING OF THE PROGRAMME

It has been observed that monitoring and supervision of the Mid Day Meal Programme at various level has been done by the government and non government officials. To ensure that the stipulations regarding hygiene, quantity and quality of cooked food were maintained, appropriate supervisory mechanism have been developed at the local level.

4.1.4 (A) MANAGEMENT INFORMATION SYSTEM

In the State of Madhya Pradesh an effective Management Information system has already been established from state to local level.

a) Cluster Resource Centres (CRC)

The CRC were entrusted with the responsibility of intensive monitoring of every school under their jurisdiction at least once in a month. The school head master had to provide record of the actual number of the students consuming the mid day meal per month in the school. The record of the strength of students consuming mid day meal provided by the head master and organizer of the NGO were verified at the CRC level. On the basis of this verification only, the cooking cost was released from the CEO Zila Panchayat to the centralized kitchen authority. Further, the CRC had to provide monthly reports of various schools with respect to the quality, quantity and regularity of the Mid Day Meal to the Project Coordinator Zila Shiksha Kendra at district level. The Project-Coordinator had to submit the report obtained through CRCs to CEO Zila Panchayat. The CEO-Zila Panchayat had to submit reports to District Collector. On the basis of monthly reports received from CEO-Zila Panchayat, District Collector could take corrective measures, in case of any difficulty or irregularity in the

management of MDM. Further, on the basis of monthly monitoring reports from CRCs, a MIS database was maintained at District Project Co-ordinator's (Zila Shiksha Kendra) level. This MIS had to be updated every month and consolidated report had been submitted online to the State Co-ordinator MDM through Zila Panchayat.

The Chief Executive Officer, of Zila Panchayat also has to submit consolidated monthly report in the prescribed format to the State Project Co-ordinator, MDM.

4.1.4 (B) MDM CELL

At district level, one Task Manager and two Quality Monitors were appointed on contract basis. The officials were given the responsibility of monitoring the implementation of programme at school level. They had to verify records regarding the utilization of food grains, oil, condiments, salt, sugar, fuel etc. per day as well as per month at the centralized kitchen. Further, they also verified the purchasing record of various ingredients and quality of the ingredient, sources of the ingredients, freshness of the vegetables. They had to check stock registers of the centralized kitchen. The officials then submitted the consolidated report of the observations to CEO Zila Panchayat. Further, the officials also opined that they inquired to cooks about the rations issued per day to prepare the meal. The hygienic condition of the kitchen was also

checked by the officials. Further to conduct inspections at school level officials were provided with the specific printed format or checklist. The officials were supposed to fill check lists of the schools they inspected and submitted them to the CEO Zila Panchayat for immediate action if required. The copy of the check list is presented in Annexure 12. According to the officials, they generally visited the centralized kitchen 3 to 4 times per months ; some times this number might vary. They observed 15 schools per month. At school level the officials checked the quantity, quality and regularity of the meal served, actual number of students consuming food per day. While asked about the parameters to check the quantity and quality of food, the officials opined that they assessed the quality by checking the appearance, taste, smell, texture etc. further, the officials said that 3-4 Roti of average size were considered as 100g. of wheat or handful of Chawal as 100 g. of Rice. When asked about the laboratory testing of food sample, it was observed that the meal was never sent to laboratory.

4.4.4 (C) ARRANGEMENTS FOR DEPARTMENTAL INSPECTION

The inspection rosters were prepared for functionaries of various concerned department at district and block levels. According to which, they were required to carry out inspections of Mid Day Meal scheme in 5 and 10 schools respectively in each month. These officers submitted their reports to District Collector through CEO, Zila Panchayat.

4.4.4 (D) TESTING THE MEAL BY LECTURERS

Further, a committee has been established of the lecturers of Higher Secondary Government schools. The lecturers would have to go to centralized kitchen, according to their turn, taste the cooked meal, approve meal and then only the meal would be sent for distributing at school level. The teachers had to perform this duty on rotation basis.

4.1.4 (E) MOTHER ROASTER

At school level, the parents of the students were invited to taste the food and wrote down the comments in the registers maintained for this purpose. The date, name of the parents and comments made by him/her was recorded in the registers. Further, according to the officials of Zila Panchayat office the 'PARAKH' programme and 'Su-sashan' programme were also running by the state government which also conducted the inspections of the various schemes run by the state government and the report was submitted to the state level officials.

4.2 OBJECTIVE 2

To study the implementation of the Mid Day Meal Programme in the Government Primary Schools of Gwalior city.

Data obtained through observations of various schools ; interviews conducted with the beneficiaries and functionaries were analyzed in this section :

4.2.1 DISTRIBUTION OF MEAL FROM NGO TO SCHOOLS AND TO STUDENTS

The observations of the sampled schools indicated that in all the morning shift as well as in afternoon shift schools the meal was served during the lunch break. In most of the morning shift schools, the meal arrived from 9.00 a.m. to 10.00 a.m. As well as in most of the afternoon shift schools it arrived from 1.00 p.m. to 2.00 p.m.. The meal was distributed through tempos and two wheelers. The containers were emptied into the vessels which were provided by the schools. The big patilas were used in most of the schools to receive the meal. It was observed that 40% schools received the meal at courtyard, 40% schools received the meal at corridor and 12% schools received the meal in the classrooms. Very few schools received it in the office or headmaster's room. The time taken in receiving the meal in most of the schools was about 10-15 minutes. Further the teacher in charge of MDM, provided the record of the students who ate the food on that specific day to the food distributor. This record was given in each school because the amount of food brought by the supplier was supposed to be based on the number of children who had attended school on previous day. Further, it was observed that the tempos were not cleaned properly every day.

The researcher observed that the meal was received in the presence of teacher in charge of MDMP or the headmaster. In few schools, class four workers were available to assist the process of receiving the meal and distributing, it, as well as washing the utensils. It was also observed that in some of the schools teachers shared money and hired a female helper for the above mentioned assistance.

It was observed in few of the schools that teachers got busy in their classroom processes after receiving the meal and the meal remained uncovered or partially covered in verandhas for 20-30 minutes. This unscientific handling of the meal would definitely affect the hygienic aspects of the meal. Serving of the meal to the students was either by the peon or by the helpers. In some schools, students of the upper primary classes assisted the process of serving meal to the students. One very important observation was, approximately 70-75% students did not wash their hands before eating. Further it was observed that the meal was served either in steel plates provided from the schools or in lunch boxes or the plates brought by the students from their houses.

Approximately 30% students brought plates or lunch boxes from their houses, they received Dal in the tiffin box, Sabji in the cover of the tiffin box and hold the Roti in hands. When reasons for bringing the plates on lunch boxes from houses were asked, some of the students opined that they have to wash the plates by themselves and water stored in tanks were not sufficient so they took unwashed plates or lunch boxes to their homes to get them washed. Approximately 70% students used plates provided from the schools to consume the food. In 36.66% schools students consumed food in corridors and in approximately similar percentage of schools students ate food in verandha in rest of the schools, the students ate the food in classrooms. Further it was observed that in all the sampled schools, students sat together and ate MDM meal. Not a single incidence of caste discrimination was observed.

The total time taken for serving the meal and consuming the meal varied from school to school. In the schools with low enrollment, the process took 20 to 25 minutes where as in schools having large number of students, the process took 35 to 45 minutes. As a result, the time for recess was extended in many schools. It was observed that generally in those schools where food was served in corridors or verandhas the students stood in queues and moved to food servers one after the other in order to receive the food. In some schools where the food was served in classrooms the students sat at their places and food was served to them.

4.2.2 CLEANLINESS OF AREA WHERE FOOD SERVED AND CONSUMED

Further it was observed that the areas where food was distributed by tempos and where the food was consumed by the students got dirty after the Mid Day Meal process.

It was observed that in very few schools the dirty areas were cleaned immediately after the food consumption. It was seen that dirty areas were cleaned by peon, maid hired or by an older student in those schools where food was served in class rooms.

4.2.3 QUANTITY AND QUALITY OF THE MEAL PROVIDED

It was observed that 3-4 Roties or hand full of Rice were provided along with Dal and Sabji. The quantity of food grains in terms of Roties or Rice was of 100g. the Roti was neither too small and thin nor too big and heavy. In the Dal provided, the amount of cereals were low and water was more. The observations indicated that Dal as well as Rajma was watery. In hari Sabji the amount of potatoes were more compare to green vegetables. The observations indicated that Dal as well as Rajma and Chole were watery. One of the in charge teacher opined that their school had been served with the Dal with special tadka and Sabji of better qualities the reason given by that teacher was, having very large number of students strength and students from better economical conditions. The teacher in charge cited few incidences when they returned the meal back to the centralized kitchen. The researcher tried to got knowledge about above mentioned case from teachers of other schools and government officials through informal discussions, but all of them opined that meal of similar quality was provided to all the schools.

Further it was observed that 57.34% students were preferring Roti instead of Rice. 42.66% students liked Rice. The appearance of Roti was not very attractive as prepared in homes. The officials of centralized kitchen opined that Rotie, were prepared by Roti maker machine which prepared large number of Roties at a time, hence the appearance of Roti though not appropriate, its taste was better. The appearance

of cooked Rice was also not very feasible. When the officials were inquired about the Rice they said that the preparation of Rice took place in very big boilers for a very large quantity, further after cooking Rice was packed in big containers where heat got accumulated so the Rice changed its proper texture or appearance. Further the Gwalior's climate remains very hot from the month of April to July as well as hot humid till the month of September. The hot humid climate is very much favourable for bacterial growth in food items. As the cooking of food got started at 2.00 a.m. and served around 10.00 O'clock, there were chances, the food became unhygienic because of bacterial growth. Some of the teachers opined that they were instructed from the organizer of the kitchen, that if food gave bad appearance because of deterioration or bad smell then they were not to serve the food to children and inform immediately to the authority of the centralized kitchen.

From the above mentioned observation it can be concluded that though the amount of Roti or Rice provided to the students appeared to be satisfactory, the protein content of the meal and amount of micronutrients provided is questionable. It was observed that most of the students consumed the meal provided completely but some of the students took the left over food home, or thrown the food outside the schools. Further some of the teachers opined that during the festivals, some of the community members provided food to the school children and because of it some students refused to take the Mid-Day Meal on that specific day.

Further it was also observed that the number of students consuming mid day meal varied from 100% students enrolled in some schools to 55% students enrolled in the schools. The reasons for not consuming the mid day meal were also explored. According to some of the students the meal provided was not tasty where as few students opined their parents or guardians did not allow them to eat the MDM because of their better economical conditions. It was observed the quantity of meal provided by centralized kitchen per school generally seemed sufficient to the students who were consuming the meal. It has been seen that students were not refused for the more servings of meal.

4.2.4 INFRASTRUCTURE FACILITY

It was observed that in 73.33% schools drinking water facility was available in most of the schools, water was stored in tanks. In approximately 35% schools students brought water bottles though drinking water was available in the schools. Further in 70% schools toilet facility was available but many of them were not hygienic to make use of them. In rest of the school toilet facilities either not available or were not in functional form.

4.2.5 ROLE OF TEACHER

Jean Dreze (2003), Julia Blue (2005), Angom (2008), Anima and Sharma (2008) as well as researcher's personal observations of various government primary schools during year 2005-2007 indicated teachers work load raised because of the Mid Day Meal programme. The observations of the implementation of Mid Day Meal at various schools indicated that the

introduction of Public Private Partnership (PPP) in Mid Day Meal scheme reduced the teacher's work load with reference to the supervision of cooking, maintaining the utilization record, arranging the cooks, fuel, ingredients etc. for the MDMP. It was observed that teachers has to keep records of students consuming the MDM/Day as well as supervise the receiving and serving of the meal.

Teachers has to develop mother roaster as the schools has been instructed that the meal should be got tasted by a mother of the student on rotation basis. The mother should provide feed back regarding the taste, appearance, quality of the MDM. The comments should be mentioned in the mother roaster. Few teachers opined that many parents were illiterate hence they did not write any comment regarding the meal, instead they provide the feed back orally.

4.2.6 REGULARITY OF MID DAY MEAL

The researcher observed that the meal was supplied regularly before the recess in almost all the schools. Most of the teachers opined that the meal was supplied regularly through out the academic year except once because of cyclone. The officials were also having the same opinion regarding the regularity of Mid Day Meal.

It has observed that left over food was taken home by the class four workers or thrown out near the school which invited domestic animals in or near the school premises.

4.3 OBJECTIVE 3

To study the opinions of beneficiaries of the Mid Day Meal Scheme of government primary schools of Gwalior city.

The data obtained through interview conducted with the students and their parents have been analyzed in this section. The focus of the interview was upon the impact of MDMP on enrolment, quantity and quality of MDM provided and problems and suggestions of parents & students if any

4.3.1 OPINION OF PARENTS ABOUT THE MDMP

When the question, if MDMP not provided in the school, would you enroll your child in the school ? was asked to the parents, 86.66% parents said 'no' and 13.34% parents said 'yes'. It implies that 86.66% parents would enroll their children in the school, only if the Mid Day Meal would be provided in the schools. For rest of the parents, Mid Day Meal have no effect on enrollment of their children.

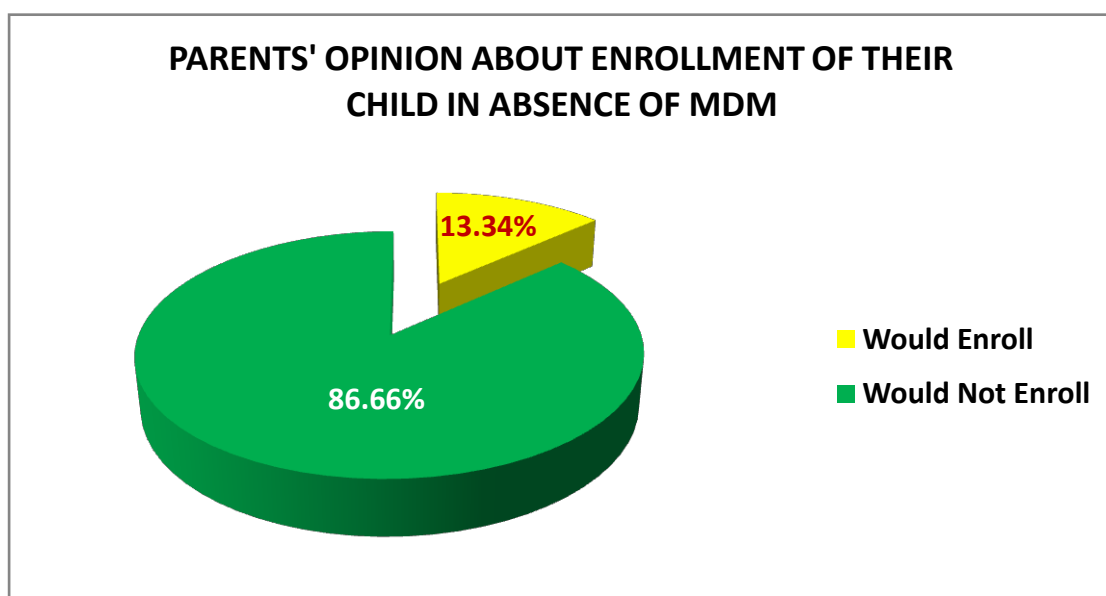


Diagram 1 : Parents' Opinions about Enrollment of their Child in Absence of MDM.

When asked about the child consumed the Mid Day Meal at school 85.33% parents said that their children ate the meal served in the school, 13.33% parents said their children did not eat the meal served at school and 1.33% parents said their children might or might not consumed the meal at school.

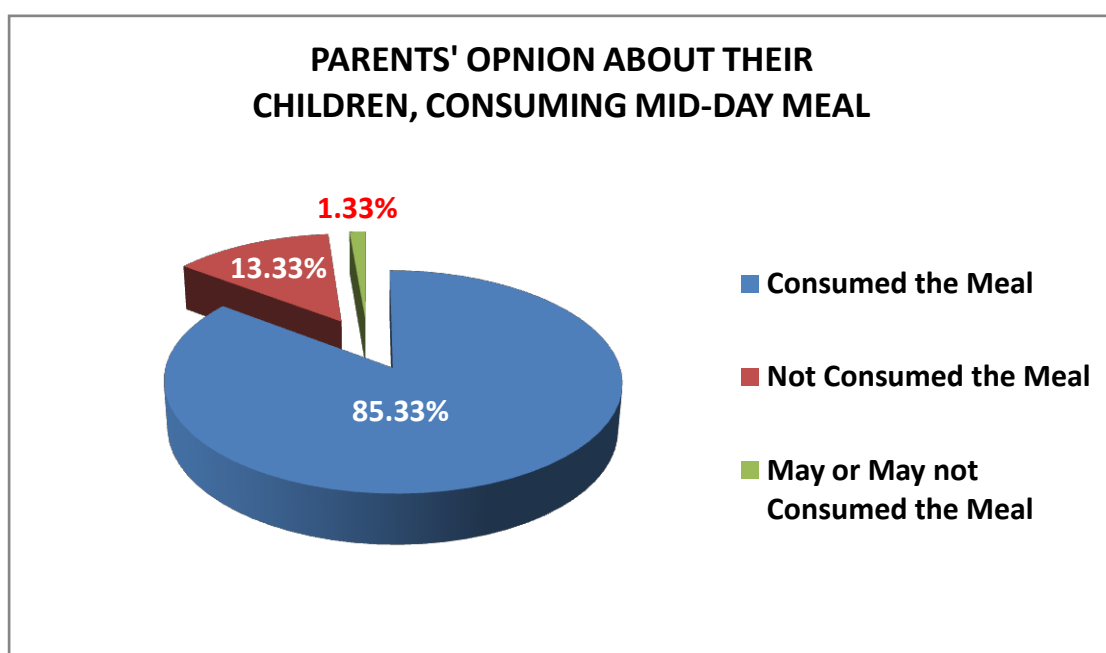


Diagram 2 : Indicating % of Children Consumed MDM According to Parents

When reasons for students not consuming the food were asked the parents told they did not allow their children to eat the meal as they provided the meal from home.

4.3.1.1 PARENTS' OPINION ABOUT THE QUANTITY AND QUALITY OF THE MID DAY MEAL

The quantity of the meal provided at the school was appropriate according to most of the parents. They opined their children received sufficient amount of meal and were not refused for more serving of the meal. According to them 3-4 Rotis along with Dal and Sabji was provided to their children

which was sufficient for them. On alternate day sufficient amount of Chawal and Dal, Sabji was provided to their children. The parents said that much quantity was sufficient for their children.

Further 31% parents said that the Rotis provided were not properly cooked 18% of parents complained about the quality of Dal and Rajma served, according to them it was watery. Rest of the parents (51%) said that they were happy that their children got complete food i.e. Roti, Dal and Sabji. According to them they were unable to provide the nutritious food as provided in the school. Some of the parents said that they ate Roti and Chatni or Roti and Sabji only, in the morning as their lunch some of them said they were unable to afford to purchase vegetables daily or such a costly Dal for regular consumption. Hence many of them could either afford either Dal or Sabji and not both Dal and Sabji in their menu.

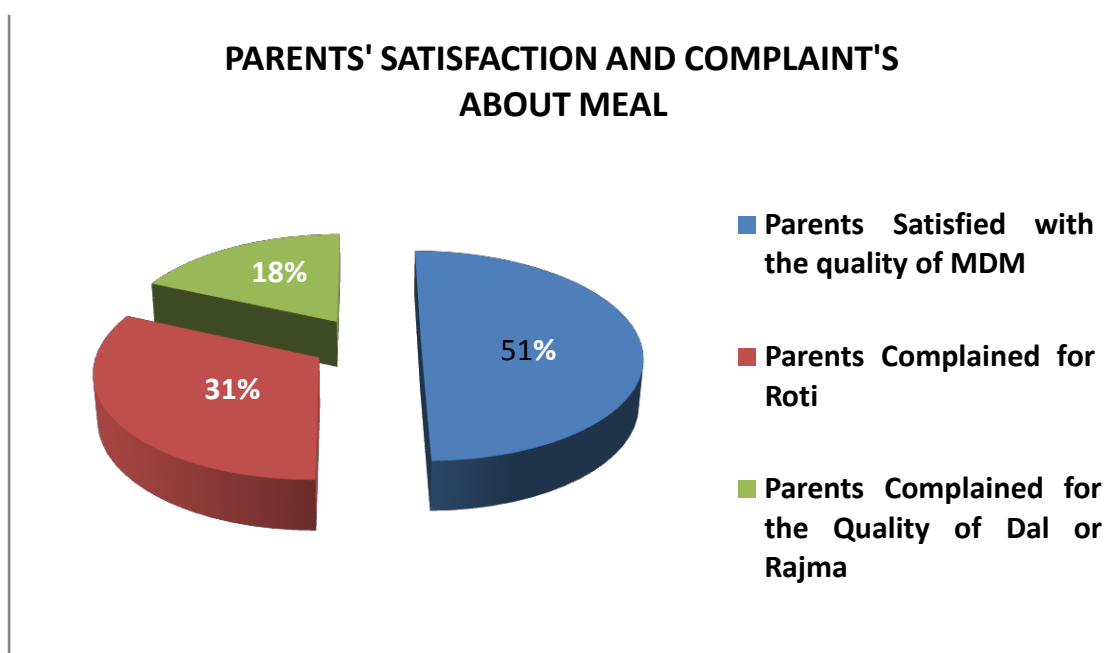


Diagram 3 : Indicating Parents' Satisfaction and Complains about Meal

Many of the parents said that their children really enjoyed the MDM and shared the experiences of food served in the schools with their family members. Further they indicated Mid Day Meal was provided regularly to their children.

Further, when the parents were asked about the comparison between the food cooked at school premises and food provided by NGO, almost all the parents said that the food cooked in the schools were more preferred by the children. 8% parents suggested ready to eat food should be given to the students. All most all the parents expressed view that the scheme should continue.

When parents were asked about any incidence of food poisoning or worms in the food, most of the parents refused of any such incidence happened. Further parents of morning shift said that their children did not eat immediately after coming from the school but they did consume after 1 to 2 hours. Some of the parents said that their children felt hungry and ate after half an hour after coming from the school. Parents of the children of afternoon shift told their children ate before going to school and not after coming from the school. 42% of the parents said that their children got some kind of tablets in the school, where as rest of the parents were not aware of any tablets or medicines given in the school.

4.3.1.2 PARENTS COMPLAINTS AND SUGGESTIONS

Some of the parents complained about toilet facilities and water facility of the school. According to them toilets were not in proper functional conditions. Some of the parents said that it so happened, the water stored in tanks got finished and children did not get water to drink.

Some of the parents suggested that fruit should be provided once in a week as they were unable to provide fruits to their children.

4.3.2 OPINION OF THE STUDENTS ABOUT MID DAY MEAL

86.66% students opined that MDM if not provided, they would not come to school 13.34% students opined that though MDM not provided they would come to school.

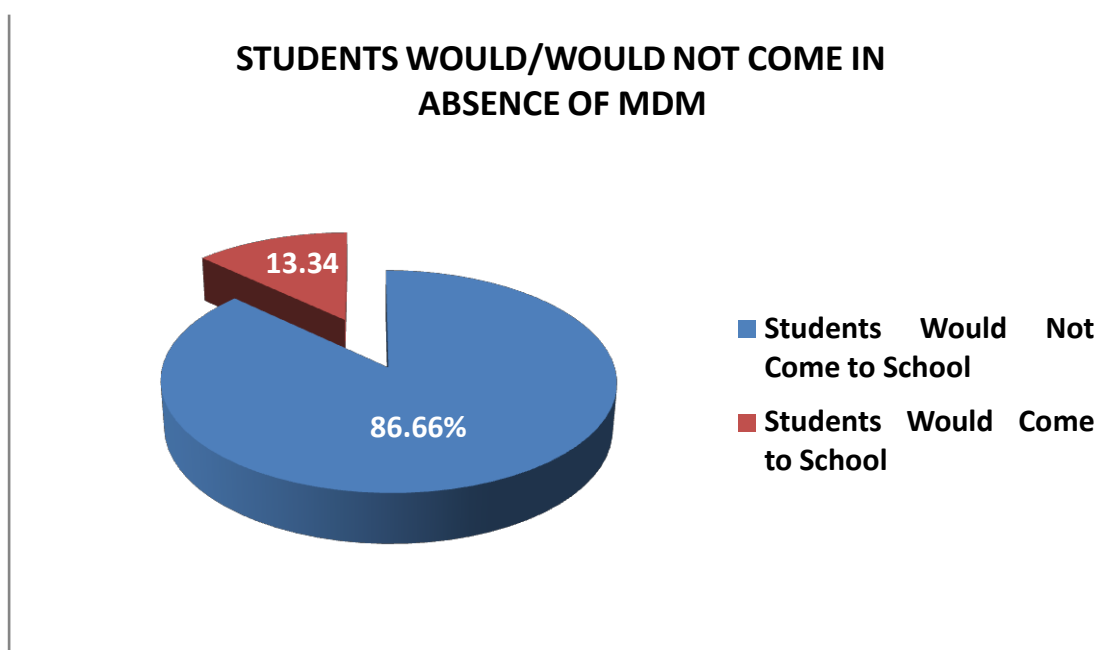


Diagram 4 : Indicates The % Of Students Who Would Not Come And % Of Students Who Would Come To School In Absence Of Mid Day Meal

4.3.2.1 STUDENT'S PREFERENCE ABOUT MENU

Further 92% students mentioned they, either got Roti, Dal and Sabji of Chawal, Sabji and Dal. 4% students told they did not consume the meal, 4% students were unable to describe the menu. About 40.66% students responded they liked Rice, 57.34% students responded they preferred Roti instead of Rice, 2% students did not have any preferences for Roti or Chawal. Students mentioned that they did not like Roti because it looked like not cooked properly (Kacchi in local Dialect). Some of the students preferred Roti they said that Chawal were over cooked hence they preferred Roti.

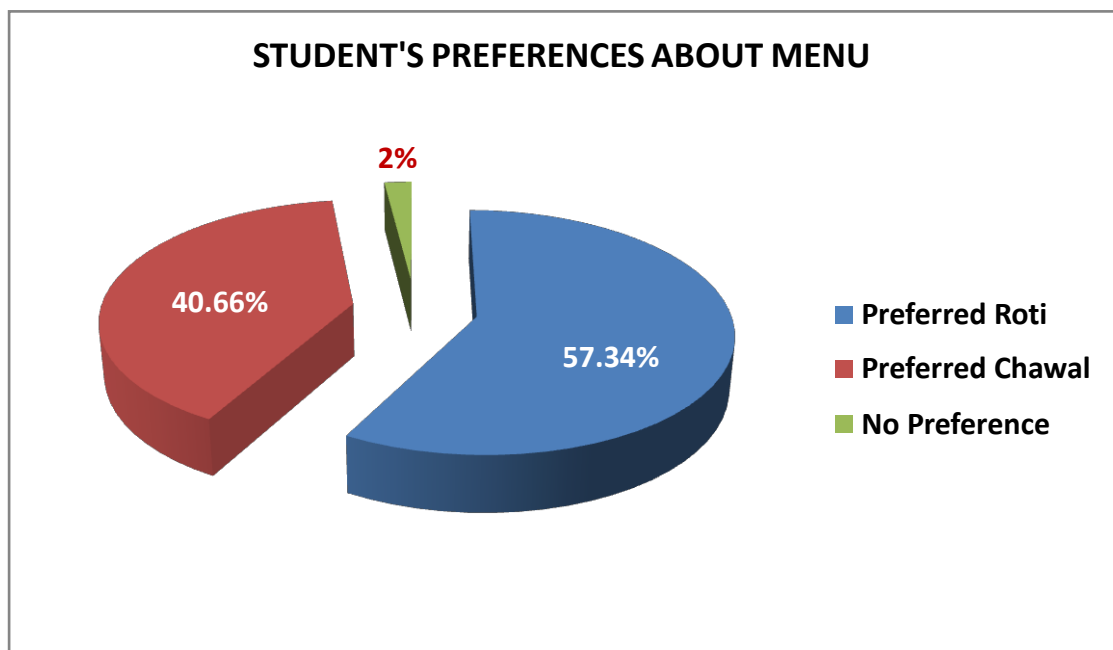


Diagram 5 : Indicating Preferences for Roti/Chawal

Many of the students mentioned that they like the menu provided on Tuesday i.e. Halwa, Puri and Sabji.

4.3.2.2 STUDENTS' OPINION ABOUT QUANTITY AND QUALITY OF THE MEAL

Most of the students had no complaints regarding the quantity of the meal provided in schools. According to them they were provided with the sufficient amount of meal and were not refused for more servings of the food. 26% students liked the taste of the meal provided where as 14% students informed the food might be tasty on some days and not on other days. Further students said the Dal or Chole were Watery and some of the students found Mung Dal not tasty because stones were found in it.

Students also mentioned that they loved the special food provided on 15th August and 26th January because Puri, Sabji and Sweet was provided. The students of class V when asked about their preferences about the meal cooked in school premises and meal served by the NGO, they preferred the meal cooked in schools premises. According to them the food cooked in school premises was more tasty then the, food provided by an NGO, further the food provided by NGO got cooled down at the time of serving hence they did not enjoy it. All most all the students mentioned that the meal was provided regularly to them. When asked for any preferences or suggestion about the meal provided, students were eager to get any fruit at least once in a week.

4.3.2.3 PROBLEMS OPINED BY STUDENTS

Some of the students complained about the drinking water facility. According to them they brought water bottles from home, several times they have to wash their utensils by themselves and sufficient water was not available in the schools, to drink as well as to wash the utensils.

4.4 OBJECTIVE 4

To study the opinions of the functionaries of the Mid Day Meal Schemes of the Government Primary schools of Gwalior City.

In this section data obtained by interviews of government officials and official of an NGO were analysed.

4.4.1 OPINIONS OF TEACHERS**4.4.1.1 MONITORING OF THE MID DAY MEAL IN SCHOOL**

The teachers were asked about the criteria's of monitoring the mid day meal distributed by the NGO. According to teachers they checked the meal by its appearance, texture or odour and very rarely by tasting the food. Further, when asked about monitoring from other government officials, they opined the officials from CRC and MDM cell as well as other departments generally came for monitoring. The officials checked the menu, number of students present and attendance register of students as well as cooked meal. Approximately 9-10 teachers had an opinion that the frequency of monitoring from government officials got reduced after the introduction of centralized kitchen. They also opined that when the food was

prepared in the school premises, the schools were supervised very often and if any teacher tried to do any innovation or change in menu, disciplinary actions were taken against him/her further almost 76.66% teachers opined that their work-load reduced, as responsibilities regarding preparation and management of MDMP shifted from teachers to centralized kitchen. Still 23.34% teachers felt that though the management and responsibilities of MDMP had been shifted to NGO, they still had to spend fair amount of time in managing the programme at school level. The teachers when asked about the preferences regarding (a) meal cooked in school premise (b) meal cooked and served by NGO and (c) Ready to Eat Meal, 83.33% teachers were having the preference for Ready to Eat Meal. 10% teachers said that meal should be provided by an NGO as it reduced the work load of the teachers. Rest 6.27% teachers felt that the meal should be cooked in the school premises.

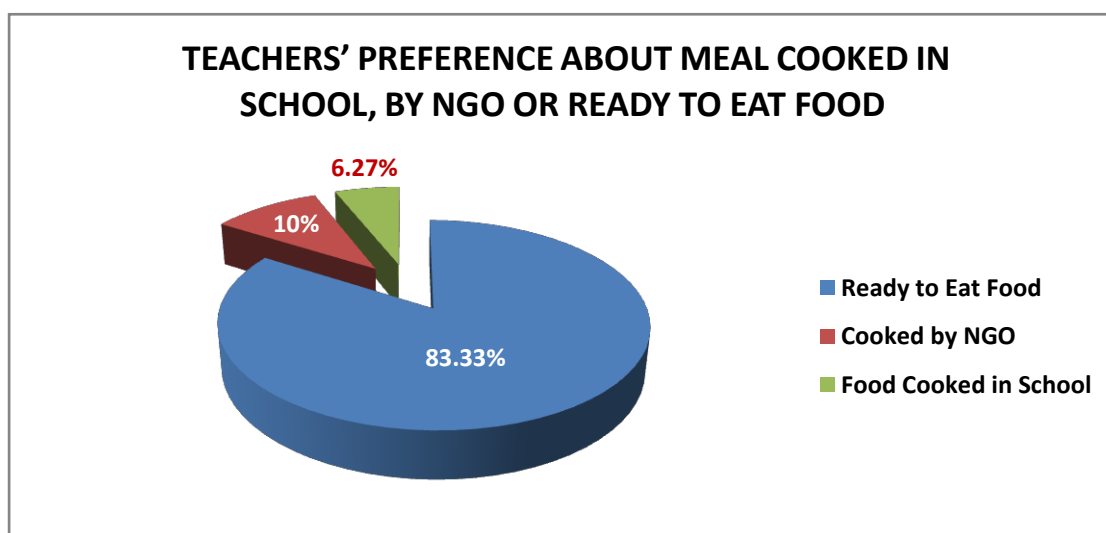


Diagram 6 : Indicating The Preferences Of Teachers' For MDM (A) Cooked In School Premises (B) Cooked By Ngo (C) Ready To Eat Food

4.4.1.2 TEACHERS' OPINION ABOUT QUANTITY AND QUALITY OF MID DAY MEAL

When teachers were asked about the quality of food supplied through NGO, 73.33%, teachers said that the quality of the food was good. 13.33% teachers said that the quality of food was below average as very often watery food was supplied by the NGO. Rest of the teachers said the quality of food was average.

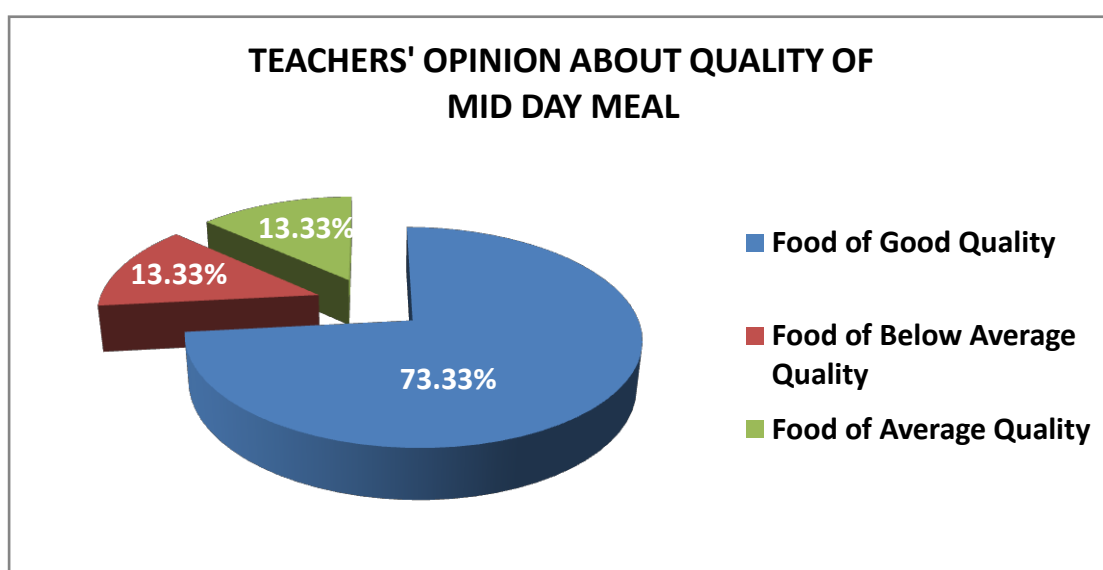


Diagram 7: Indicating Teachers' Opinions about the Quality of Meal/Food Provided by NGO

Further teachers told that the amount of food brought by the food distributor was supposed to be based on the number of children who had attended the previous day.

Further all most all the teachers opined that the quantity of food provided was sufficient for the students. Further when teachers were asked about the comparison of quality of

cooked meal by NGO and the meal cooked in school premises all most all the teachers opined that the quality of meal cooked in school premises was better. According to them in schools the preparation of food started 2-2^{1/2} hours before serving the meal. Hence, students got fresh and hot cooked meal. Whereas at NGO, the cooking started 7-8 hours before serving the meal and hence, when the food reached to school, it got cooled down as well as transportation of meal was not so hygienic. Food was returned back by the teacher to NGO twice because he found the food was too much watery. All most all the teachers said that the Mid Day Meal provided regularly and punctually by the centralized kitchen.

4.4.1.3 TEACHING TIME

When the teachers were asked if the Mid Day Meal was cutting teaching time ? 36.66% teachers said that the Mid Day Meal was cutting teaching time. The reasons were, teachers has to supervise receiving the food, distribution of food to students. Further, process of distribution of food to students and consumption of food took time from 40-50 minutes in those schools where enrollment rate was higher. Some teachers also told that the younger ones took more time in food consumption hence the recess was extended. 63.34% teachers felt that MDMP did not influence much of their teaching time.

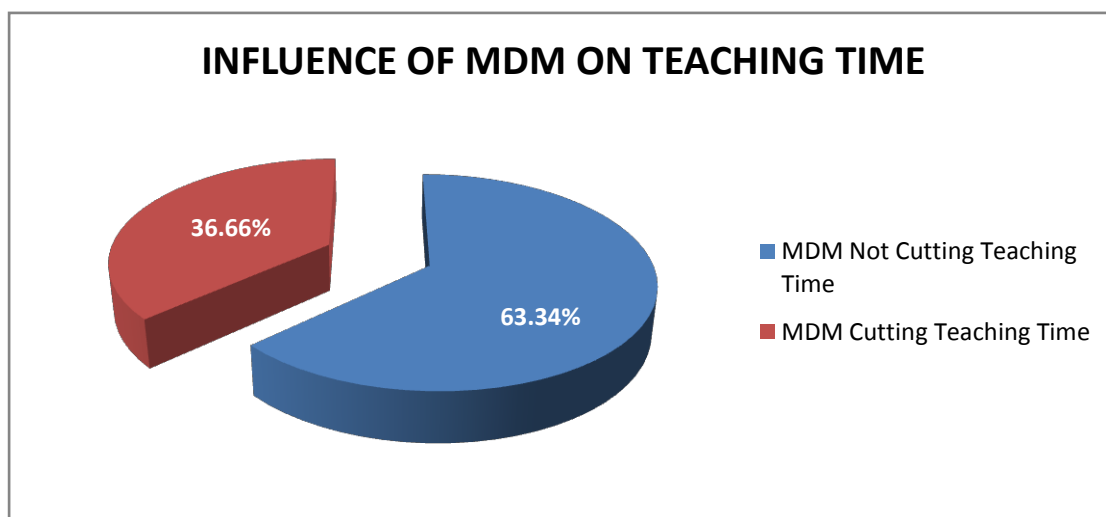


Diagram 8 : Indicating Influence Of Mid Day Meal On Teaching Time

4.4.1.4 OPINION OF TEACHERS ABOUT IMPACT OF MID DAY MEAL ON ENROLMENT

The teachers opined that the MDMP had positive impact on the enrolment. According to teachers the students came from very low economic background, both the parents were working on daily wages or parents of some students got the work only for 20 to 25 days per month. 83.33% teachers felt MDMP increased enrolment. Where as about 10% teachers felt that MDMP had no impact on enrolment. Regarding attendance, teachers felt that MDMP had definitely increased the attendance because 64% to 68% students attended the school regularly. All the teachers opined that the attention span of the students increased as a result of MDM. Teachers shared their experiences that some students started getting rest less after 2 to 3 hours in teaching learning process and asked permission to go to home to have lunch. According to teachers, as the MDM satisfy students' hunger, they could pay attention in classroom processes 90% teachers felt that MDM has positive impact on the status of nutrition in children.

4.4.1.5 SOCIAL DISCRIMINATION

When the teachers were asked about the incidences of social discrimination observed among the students or acted by the parents of higher caste, no teacher cited the case of social discrimination. According to them all the students sat together and ate the Mid Day Meal.

4.4.1.6 PROBLEMS OF TEACHERS REGARDING MDM

When the teachers were asked about the problems they experienced in implementing MDM at school level, some of the teachers said that class four worker or an assistant was must to assist them in the Mid Day Meal programme. They felt that in absence of peon or an assistant, it became hectic task for them to serve the food and to maintain the discipline as well as cleanliness in school premises. In many schools single teachers were there hence it was difficult for them to manage the programme all alone.

4.4.1.7 TEACHERS' SUGGESTIONS TO RUN THE SCHEME SMOOTHLY

Many of the teachers suggested that every school should be provided with a class four grade worker to assist the Mid Day Meal programme. Some of the teachers had opinion, "Ready to Eat" food should be provided in order to avoid the indiscipline as well as disturbances caused by MDMP in school premises. As the ready to eat food can be stored for 2-3 days and cooking cost as well as managerial work would be reduced. One of the teachers suggested that scholarship or incentive in form of money equivalent to 100g Rice/wheat should be given to attract the students towards the school.

4.4.2 OPINIONS OF GOVERNMENT OFFICIALS OF ZILA PANCHAYAT OFFICE

The officials of Zila Panchayat Office informed that in Gwalior district the Mid Day Meal has been organized (a) By providing the meal, cooked in centralized kitchen, for the government primary schools of Gwalior city and (b) By providing the meal, cooked by the SHGs, in school premises for the government primary schools of rural areas. It implied that in rural areas of Gwalior district the meal was prepared in the school premises only, under the supervision of teachers. Further according to officials various aspects such as procurement of food grains and ingredients (cereals, vegetables, condiments, oil, salt, sugar) disbursement of funds, arrangement of cook, fuel, cooking utensils etc. were related with the MDMP. Further when the meal was cooked in school premises the teacher has to take care of each of above mentioned aspects for adequate implementation of the MDMP. Hence the work load of the teachers got very much increased. Introduction of centralized kitchen to provide the meal to the government primary schools of Gwalior city, has reduced the work load of teachers as the responsibility of managing various aspects related with MDMP has shifted to officials of NGO from teachers.

The government officials also provided the information regarding the intensive monitoring and evaluation of the MDMP by various government officials at various level, which reduced several issues related to the MDM.

Further the researcher also inquired about any sort of preferential treatment by food supplier to few schools and not to others. The officials told that they never got any such complaint from any of the school. It was also been informed by the official that a toll free call centers were established in all the districts and the telephone number of these call centers were widely advertised in newspaper and painted on the school walls. In addition to this, service of Prasar Bharti (All India Radio) were being used for IEC activities. While asked about their preferences to as (a) Meal cooked in school premises (b) by NGO (c) Ready to eat food, all of the officials preferred food cooked by NGO. When asked about the regularity of meal, provided by NGO, all the officials told that the food was provided regularly by the NGO.

Officials were also inquired about the problems occurring in organizing MDMP. According to them large number of problems have reduced after the introduction of centralized kitchen. Before introduction of centralized kitchen, individual school records of 309 schools (Various records of MDMP) has been verified at Zila Panchayat office which was a quite time consuming process. At present they have to verify the cumulative record provided by the NGO Sadhana Mahila Mandal. Further they opined that though the meal was cooked in very scientific way, in centralized kitchen, the process of providing the food from the kitchen to student was not healthy and hygienic. According to them transportation of meal and serving of meal needs to be improved for better results.

4.4.3 OPINIONS OF THE OFFICIAL OF CENTRALIZED KITCHEN

According to the official, they got the food grains from FCI depot directly. Most of the time the food grains were of fair average quality, according to them. Further they opined they were provided with the stock of food grains for 3 months in advance. They got the cooking cost from CEO Zila Panchayat after providing the meal for a month. According to the official they purchased Dal, Vegetables and other ingredients from local market. Further when asked about the menu provided, he opined that menu was prescribed by the MDM authority at state level. According to the official the work at NGO has been distributed in four categories (i) procurement of raw material required to prepare the meal (ii) cooking the meal (iii) transporting/distributing the meal and (iv) maintaining various records. Further when asked about the complaints regarding the meal, he informed that generally complaints about Roti and Chawal, came from the students. The complaints were, Roti not cooked adequately and Chawal were over cooked. According to him as the food was cooked by machines, though appearance was not good, nutritious value of the food was high.

Further when asked about the problem faced in running the NGO he opined they faced some problems which hinder the smooth functioning of the NGO. According to him, the cooking cost provided by government was not sufficient to make all the arrangement such as procuring cereals, vegetables oils,

condiments, sugar, salt, fuel etc. further they have to pay the transportation cost of the food grains as well as the cooked food distributed to schools. The transportation cost got increased day by day and it was difficult to manage it in limited finance. Further many times because of hot humid climate chances of food deteriorations were there. In addition to this the food was not handled with proper care in schools which might be the reason the food became unhygienic. If in any school, unhygienic food served, actions against NGO would be taken. According to the official the cooking cost per child should be increased which would help them in providing nutritious food to the school children.

CHAPTER – 5 : FINDINGS, DISCUSSION & CONCLUSION

5.1	INTRODUCTION	168
5.2	FINDINGS OF THE STUDY	168
5.3	DISCUSSION	178
5.4	EDUCATIONAL IMPLICATION OF THE PRESENT STUDY	179
5.5	SUGGESTIONS FOR FUTURE STUDY	180
5.6	CONCLUSION	181

5.1 INTRODUCTION

Here, the researcher has presented discussion of some of the major findings of this study. Further the researcher has also presented educational implications of the findings and has given some suggestion for future studies.

5.2 FINDINGS OF THE STUDY

- (1) The organizational structure at state level and at district level are very well defined. In M.P. the Panchayat and Rural Development Department is the Nodal Department, which has the responsibilities for the effective implementation of the programme. For Gwalior district, district collector has been assigned the overall responsibility of effective implementation of the programme at the district or block level. Further the CEO Zila Panchayat is the Nodal officer to implement the programme effectively. MDM cell has been developed to see the implementation of the programme at school level by using a part of funds under MME. The well defined structure helps in running any programme smoothly, because in well defined structure roles and responsibilities are well defined at each level of organizational structure. Hence each official is accountable for definite role and responsibilities.
- (2) After receiving allocation of food grains from government of India, the state government reallocated the food grains on the basis of average attendance and number of educational days of the districts. District Collector released the food grains on the basis of the students strength and

average attendance rate to school and issues the block wise Quarterly Allocation Orders (QAO) in favour of Sadhana Mahila Mandal. On the basis of which food grains were lifted from FCI depot directly by the NGO.

- (3) The demand of Wheat or Rice was calculated by the NGO by multiplying 90 percent of the number of children enrolled with the quantity of daily consumption per child. The NGO prepared its demand estimate and forward it to CEO Zila Panchayat. The CEO Zila Panchayat allocated the required quantity of food grains from the FCI godown to NGO.
- (4) The cooking cost was calculated by calculating the actual number of students consuming the mid day meal, instead of calculating the enrollment of the students or average attendance rate of students in the school. Central Government provided Rs. 1.50 per child, per school day. The State Government provided Rs. 0.58 per child per school day.
- (5) As in Gwalior city the contract of preparing Mid Day Meal was given to the Sadhana Mahila Mandal, the construction work for kitchen cum store has been stopped.
- (6) The need for kitchen devices were first verified by the officials of the Nodal department and then money was transferred to the account of PTA of the particular school. The PTAs maintained the inventory of utensils in stock registers. After introduction of centralized kitchen Gas Chullahs were taken back by the Zila Panchayat Office.

- (7) The cooking cost was utilized for the procurement of cooking ingredients such as cereals, vegetables, condiments, salts, sugar, fuel etc. from the local market by the NGO. Condiments of ISI mark should be used.
- (8) From November, 2007 Sadhana Mahila Mandal an NGO which having the centralized kitchen has been assigned the contract of preparing food for the students of Government Primary Schools of Gwalior City.
- (9) The centralized kitchen was highly mechanized, it has big boilers for steaming, dough Knedder, large vessles for cooking, 500 litre cookers, chopping machine, Rotimaker machine, dish washer, commercial gas connection, generators, exhaust fans, machines to grind the wheat, very well constructed store rooms to keep the food grains hygienically, net was used to cover the windows and doors in order to avoid flies, cockroaches etc.
- (10) The transportation cost of cooked meal from kitchen to schools, the salary of the employees of centralized kitchen, maintenance of the equipments of the kitchen, cost of fuel, electricity bill were bared by the organizer of the centralized kitchen.
- (11) Cooking of the food at centralized kitchen got started at 1.30 a.m. to 2 a.m. for the schools running in morning shift and cooking of the food, for the schools running in afternoon shift, started 6.00 a.m. in the morning.

- (12) Menu was changed every day by the NGO. Chawal and Roti was provided on alternate day along with 20 gram Dal and 50 gram vegetables. On Tuesday Halwa, Puri and Sabji was provided to the students of government primary schools. Specific calendar of menu for every day was provided by the State Government and the NGO followed it.
- (13) To ensure that the stipulations regarding hygiene, quantity and quality of cooked food were maintained, appropriate supervisory mechanism have been developed at the local level. Management information system has been established from state to local level. CRC has the responsibility of intensive monitoring of every school under their jurisdiction at least once in a month. On the basis of attendance verification at CRC level, the cooking cost was released to the NGO. The Project Coordinator Zila Shiksha Kendra obtained the report about quantity quality and regularity of the Mid Day Meal and submit it to CEO Zila Panchayat. On the basis of monthly monitoring reports from CRCs a MIS data base was maintained at District Project Coordinators level. This MIS had been updated every month and consolidated report has been submitted online to the State Coordinator MDM, through Zila Panchayat.
- (14) MDM cell has been developed at district level. The officials were given the responsibility of monitoring the implementation of programme at school level. They

verified the records about (i) quantity of food grains received, date of receipt (ii) Quantity of food grain utilized (iii) Other ingredients purchased, utilized (iv) Number of children given Mid Day Meal (v) Daily menu (vi) Roaster of community members involved in the programme. The consolidated report has been submitted by the officials to CEO Zila Panchayat.

- (15) Inspections at school level were conducted by using specific check-list by the officials of MDM. The check lists were submitted to CEO Zila Panchayat. They inspected 15 schools per month. Surprise visits were conducted by government officials.
- (16) The quality of food and food grains was checked by checking the appearance, taste, smell, texture etc. the meal was never sent to laboratory for analysis.
- (17) The inspection rosters were prepared for functionaries of various concerned department at district and block levels, according to which, they were required to carry out inspections of Mid Day Meal Scheme in 5 and 10 schools respectively.
- (18) The lecturers of higher secondary schools would have to go to centralized kitchen, according to their turn, taste the cooked meal, approve meal and then only the meal would be sent for distributing at school level.
- (19) At school level Mother roaster has been developed, the mother parents were invited to taste the food and give feed back about it.

(20) In all the morning shift as well as afternoon shift schools the meal was served during lunch break. In most of the morning shift schools, the meal arrived from 9.00 a.m. As well as in most of the afternoon shift schools it arrived from 1.00 p.m. to 2.00 p.m.

(21) The meal was distributed either by tempos or by two wheelers.

The food containers were emptied in to the vessels which were provided by the schools by the food suppliers. Big patilas, steel dols were used in most of the schools to receive the food.

(22) 40% schools received the meal at courtyard, 40% schools received the meal at corridor and 12% schools received the meal in the classrooms, very few schools received it in office or head master's room. The time taken in receiving the meal in most of the schools was about 10-15 minutes. The total time taken for serving the meal and consuming the meal varies from 20 to 45 minutes depending upon the number of students enrolled in the school.

(23) The amount of food brought by the supplier was supposed to be based on the number of children who attended school on previous day. The teacher in charge of MDM, provided the record of the students, who would supposed to eat the food on the next day, to the food distributor. The meal was received in presence of teacher in-charge of MDMP or the head master.

- (24) In few schools class four worker and in some schools a woman hired by teachers assisted the process of Mid Day Meal.
- (25) In few schools the meal remained uncovered or partially covered in Patilas for 20-35 minutes before lunch break.
- (26) Approximately 70-75% students did not wash their hands before eating.
- (27) Meal was served either in steel plates provided from school or utensils brought by the students from their homes. Approximately 30% students brought plates or lunch boxes from their houses.
- (28) Number of students consuming the Mid Day Meal varied from 100% students enrolled in primary schools to 55% students enrolled in the school. The reasons for not consuming was mainly due to the food not being tasty parents did not allow to eat MDM, etc.
- (29) In most of the schools drinking water facilities were available. In some of the schools toilet facility was not available whereas in many schools though the toilet facility was available, the toilets were not functional.
- (30) The introduction of Public Private Partnership in Mid Day Meal Scheme reduced the teacher's work load. Supervision of cooking, procurement of food grains, ingredients, arrangement of cook, fuel, maintenance of records (food grain received, quantity of food grains utilized, other ingredients purchased, utilized, daily menu, stock registers) etc. were the responsibilities of the teacher in-charge of MDMP, before introduction of centralized kitchen. All the above mentioned

responsibilities were shifted to NGO authority after the introduction of PPP. Few teachers still felt they have been spending fair amount of time in managing MDM.

- (31) The students, teachers, government officials and parents opined that the food was supplied regularly and punctually by the NGO.
- (32) Some of the teachers had the opinion that the frequency of monitoring from government officials got reduced after the introduction of centralized kitchen.
- (33) Most of the teachers were having the opinion that ready to eat food should be provided. Few teachers had the opinion the food should be provided by the NGO. Very few teachers said that food should be prepared in the school premises.
- (34) Large number of teachers said that the quality of food was satisfactory, some of the teachers said that quality of food was below average and often watery food was supplied. Rest of the teachers said the food quality was average.
- (35) According to most of the teachers, parents and students the quality of food cooked in school premises was better than the food cooked by an NGO Sadhana Mahila Mandal.
- (36) 36.66% teachers felt that MDMP was cutting teaching time where as rest of the teachers felt that MDMP did not influence much of their teaching time.
- (37) Most of the teachers felt that MDMP has positive impact on enrolment, attendance and retention very few teachers has the opinion that MDMP has no impact on enrollment, attendance and retention of the students.

- (38) Most of the teachers felt that MDMP has increased nutritional status of the students.
- (39) According to teachers social discrimination was not found among the students as well as not acted upon by the parents.
- (40) The teachers felt that in absence of peon or helpers it became hectic task to receive the food from supplier, to serve the food and to maintain the discipline in school.
- (41) Toll free call centers were established in all the districts and the telephone number of there call centers were widely advertised in news papers and painted on school walls Services of Prasar Bharti (All India Radio) were being used for IEC activities.
- (42) The government officials opined that the meal should be provided by NGO, instead of cooking in school premises.
- (43) Most of the parents said that they would enroll their child if MDMP provided to them very few parents said that they would enroll their child even though MDMP not provided to them.
- (44) Most of the parents had no complaints regarding the quantity of food provided some of the parents complained regarding Roti few parents said Dal and Rajma served were watery. Half of the parents said that they were happy with the meal provided. According to them, they were unable to provide the nutritious food as provided by the school, very few parents said that ready to eat food should be provided. All most all the parents expressed view that the scheme should continue.

- (45) Most of the students opined they might not come to school in absence of MDM. All the students said they got variation in menu. Some of the students preferred Chawal where as large number of students preferred Roti. Most of the students have no complaints about the quantity of the meal. Large number of students like the taste of the meal provided by NGO. Some students said Rotis were not cooked properly where as some students complained about Chawal. Very few students found that Mung Dal was not tasty as stones were found in it. Most of the students enjoyed the menu provided on Tuesday i.e. Halwa, Puri & Sabji as well as menu provided on 26th January and 15th August. Some of the students complained regarding water facility available in the school, they did not get sufficient water to wash their plates hence they brought plates or tiffin boxes from their houses and took it back unwashed.
- (46) The government officials, opined that though the food was cooked in very scientific way, the transportation of food from kitchen to school, and serving the meal to students was not done in hygienic way which affected the quality of food.
- (47) According to officials of the NGO, cooking cost provided them was not sufficient to provide hot, cooked nutritious meal.
- (48) Many of the parents and students suggested fruit should be provided at least once in a week.

5.3 DISCUSSION

The present piece of work was carried out with the objectives to explore various aspect of the MDMP of Government Primary Schools of Gwalior City. The researcher found that the organizational structure of the MDMP at state level and district level is very well defined. Very well defined structure, in turn, helps in optimum functioning of any programme because the roles and responsibilities are predefined and efforts are made by all the officials to achieve targets and avoid any obstacles which come in the path of success. Further, food grains and funds required for the programme are relased in very economical way which leads to restrict unnecessary wastage of food grains as well as funds required to run the MDMP. Menu is very well studied with reference to its nutritional value by the officials who were having specialization in food and nutrition and then implemented at local level so that nutritional needs of the students are satisfied to a greatest extent with available resources. Intensive monitoring of the MDMP by CRC, MDM cell, government officials of other departments as well as by the programmes such as 'PARAKH', 'SU-SHASHAN' reduce the chances of corruption at various levels of MDMP. Further, community involvement is also raised to assist the monitoring of the programme. The study also indicates that the MDMP is regularly and punctually implemented at school level by NGO. Introduction of NGO or PPP has increased the fruit fullness of the programme by reducing the issues related with the MDMP such as, cutting of teaching-learning time, teachers' work load, unhealthy atmosphere of schools as the food was cooked in the school premises, social discrimination caused by the recruitment of

Dalit cook, students', involvement in cooking process etc.. Further, most of the parents, teachers, students accepted the influence of MDMP in increasing enrollment ratio, further, with hungry stomach students will not be able to concentrate in teaching-learning process, the MDMP has increased the attention span of the students as their hunger gets satisfied. Most of the beneficiaries and functionaries agreed about the adequate quantity of MDMP supplied by the NGO. Some of the beneficiary are having the opinion that though the quantity supplied is enough but quality of meal needs to be supervised and improved.

Inadequate quality leads to malnutrition as the nutritional component gets reduced and the students do not get protein and micronutrients in required quantity. Further, the cleanliness at all the level i.e. cooking, distributing and serving of the meal, needs to be emphasized. Which can be maintained with adequate infrastructure facilities at all the levels but mainly at school level. It is also very important that hygienic eating habits must be inculcated in the students along with the adequate nutrition.

5.4 EDUCATIONAL IMPLICATION OF THE PRESENT STUDY

- The MDMP helps to make schools more attractive for children, and thus improves enrolment and attendance.
- As the hunger of the child gets satisfied, it helps to improve attentiveness, memory and learning, particularly in the context in which many children came to school on an empty stomach in the morning.

- The MDMP reduces the likelihood of children leaving school early because of hunger.
- Children can learn hygienic eating habits related both to personal hygiene and understanding importance of the cleanliness of the surrounding areas.
- Eating the food by sitting together increased socialization and breaks social barriers among the students, helps in progressing them towards positive social change.
- Introduction of public-private partnership has reduced teacher's work load as well as changed the negative attitude of teachers towards MDMP.
- The MDMP helps to change the mind set of students which leads to change the mind set of parents and hence of the community about education and nutritional aspects of the children.
- For the students of this age group the food provided through this programme in the school becomes one of the extrinsic motivation factor and therefore it increases their enthusiasm for the study. Hence, this scheme should be continue.

5.5 SUGGESTIONS FOR FUTURE STUDY

- Study of MDMP in Gwalior city with special reference to growth in enrollment before and after introduction of Public Private Partnership in MDMP.
- Comparative study of MDMP of Gwalior urban and Gwalior rural areas.

- Study of scientific analysis of the menu provided by MDMP by collecting time series data for an academic year.
- Such studies can be conducted in other cities of various states.
- Study of influence of Gram Panchayats on effective implementation of MDM in rural areas.

5.6 CONCLUSION

The Mid-Day Meal programme is being implemented in Gwalior from 1995 onwards. The revision of schemes in 2001, 2004 and 2006 changed the objectives and focus of the mid-day meal from time to time providing free mid-day meal to children studying in primary and upper primary schools in an endeavour to meet the goal of universal elementary education. Government of India is providing free food grains. The programme covers children studying in primary and upper primary Government, Local Bodies, Aided Schools, Education Guarantee Schemes and Alternative Innovative Education Centres and Madrasas.

The concept of Public-Private Partnership or PPP is a mode of implementing government programmes/schemes means in partnership with the private sector. As a result, many corporate sector international and NGOs and delegation of trustees came forward. In Gwalior also from November, 2007, the concept of Public Private Partnership was introduced. The Sadhana Mahila Mandal is the NGO who provides food to the students of government primary schools of Gwalior city. The shift to a NGO-cooking the foods, from cooking of food in

individual school premises, marks lots of improvements or resolution of the issues related with the Mid-Day Meal programmes. Fake enrollment provided by teachers in order to get large quantity of food grains and extra cooking cost, teachers' work load because of the responsibilities related with the success for implementation of the MDM, involvement of students in cooking process, cutting of teaching time, unhygienic atmosphere of the school etc. were some of the issues related with the Mid-Day Meal. The introduction of PPP has reduced the problems to large extent. The teachers as well as the government officials are satisfied to the large extent by the introduction of NGO.

The MDMP has achieved success in alleviating classroom hunger and persuading poor families to send their children to school. Most of the children attending government schools come from poorest of the poor families. With income below poverty line, for most of these children having one square meal a day was sometimes not possible. At least for some of them the mid day meal is the only meal they had in a day.

The programme has increased enrollment and attendance rate and reduced dropout rate and shown improvement in retention. Further, intensive monitoring of the programme at school level as well as at NGO level by the government officials and community participation improved the functioning of the mid-day meal programme. Sharing of common meal enhanced socialization and reduced prejudices.

Most of the students, teachers as well as parents felt that the scheme should continue. Most of them are satisfied with the quantity of food supplied by the NGO. Some of them questioned the quality of the meal provided. To improve quality, adequate amount of cereals as well as good quality of vegetables especially green leafy vegetables, should be included in the meal to combat deficiencies in micro nutrients.

Further, few more constraints still exists like distribution of the meal in unhygienic way, lack of cleanliness of the areas where the meal is served to children, lack of basic facilities such as drinking water facility, toilet facilities etc. the general opinion of the beneficiaries and to some extent functionaries is that the schools may be supplied with still better quality of food.

Further, to improve the quality of food, the food samples should be sent to laboratories for its detailed analysis with reference to micro-nutrients, protein and calorie content. Community involvement should be increased to increase the accountability of functionaries.

On the whole, it is clear that the MDMS functioned well in spite of certain inadequacies and short comings. The beneficial outcomes on educational performance are quite evident. The nutritional aspect needs little more attention as well as monitoring.

CHAPTER – 6 : SUMMARY

6.1	INTRODUCTION	184
6.2	NP-NSPE 2006	187
6.2.1	OBJECTIVES OF THE MID DAY MEAL IN SCHOOLS	187
6.2.2	PROGRAM INTERVENTION AND COVERAGE	187
6.3	MID DAY MEAL SCHEME IN MADHYA PRADESH	188
6.4	RATIONALE OF THE STUDY	190
6.5	STATEMENT OF THE PROBLEM	196
6.6	OBJECTIVES OF THE STUDY	196
6.7	PLAN AND PROCEDURE	196
6.7.1	POPULATION AND SAMPLE	196
6.7.2	TOOLS FOR DATA COLLECTION	197
6.7.3	DATA COLLECTION	199
6.7.4	DATA ANALYSIS	200
6.8	FINDINGS OF THE STUDY	200
6.9	DISCUSSION	208
6.10	EDUCATIONAL IMPLICATION OF THE PRESENT STUDY	210
6.11	SUGGESTIONS FOR FUTURE STUDY	211
6.12	CONCLUSION	211

6.1 INTRODUCTION

Education empowers the individual with basic knowledge and technical skill essential for work, productivity and economic survival. Education enhances personal growth, economic advancement and social effectiveness. Education is considered as a means in the long range perspective of bringing about social equality. More than ever before, the development of the nation today hinges-on its capacity to acquire, adapt and then to advance knowledge. This capacity depends largely upon the extent to which the country's population has attained literacy, numeracy, communication and problem solving skills. Providing education for all is thus a challenge for the developing countries. But advanced education and training needs to rest on solid foundation, which is essentially, the product of primary education system. Children should learn to make themselves aware of their rights and duties and also prepare themselves for changing the social mores, when felt desirable. The need for any change in the society is reflected in the educational system, and it is through education that the societal needs are realized.

In India, this need was recognized long back, and the first and the foremost education demand after independence was that of Universal Elementary Education. The universalisation of elementary education was nationally accepted as an important aspect of the overall effort to make education a tool for socio-economic transformation. Article 45 of the Constitution also laid down that "the State shall endeavor to provide within a period of 10 years from the commencement of this

constitution for the free and compulsory education for all children until they complete the age of 14 years.” Accordingly, in the post independence era the country has made giant strides in the provision of educational facilities at all levels especially at ‘primary level’. Because the very meaning of ‘primary’ suggest that it caters to the most fundamental needs of all men and is something that men cannot do without. The universal basic minimum need which primary education has to satisfy is our country have found their expression in the objectives of primary education formulated by different Committees and Commissions.

The Kothari commission (1966) has envisaged “what is expected is that primary education should lay the foundation for a child to grow in to a responsible and useful citizen of country” (P.151).

The NPE (1968), suggested a nationwide programme of school improvement commending the good work of Madras states in this regard. The provision of school health services, inclusive of school meals was viewed important. The policy accepted the recommendations of the school health committee under the chairmanship of Smt. Renuka Ray. The policy endorsed the Education Commission (1964-66) recommendation in the matter of constituting the school committee for every area and entrusting various functions relating to school education exclusive of management of school fund. Therefore, the school committee would organize and manage the mid-day meal programme and enlist local support for its activities.

The challenge of Education- A policy perspective' 1985 the document of the Ministry of Human Resource Development served as the basis for a nationwide debate for facilitating the formulation of National Policy on Education 1986. It stressed the crucial role of UEE in reconfirming the importance of Article 45 under Directive Principles of State Policy in the constitution and, the resolution on NPE 1968 in this respect. It observed that measures such as MDM, free uniforms and textbooks and even central assistance to the nine educationally backward states for the appointment of women teachers in single-teacher schools, had not yield significant results as yet.

In 2002 the Constitution of India was amended (86th amendment) to alter the provision of Article 45 of the Constitution (Rampal, 2005). This makes the provision of free and compulsory education a fundamental right and affirms the old commitment of the state towards education of the citizens. The 86th amendment inserted a new Article -21A- which reads: 'The State shall provide free and compulsory education to all children of the age group of 6 to 14 years, in the manner as the state may, by law, determine'.

The major schemes of elementary education sector during the Tenth Plan included SSA, District Primary Education Programmes (DPEP) National Programmes of Nutritional Support to Primary Education commonly known as Mid Day Meal Scheme (MDMS). Teacher Education Scheme and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS). The schemes of Lok Jumbish and Shiksha Karmi were completed but DPEP would extended up to November 2008. KGBV has now been subsumed with in SSA.

6.2 NP-NSPE 2006**6.2.1 Objectives Of The Mid Day Meal In Schools**

- Improving the nutritional status of children in classes I-V in Government, Local body and Government aided schools, and EGS and AIE centres.
- Encouraging poor children belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

6.2.2 Program Intervention And Coverage

Following the recommendations made in this regard by the Steering and Monitoring Committee for the NP NSPE, the Central Government revised the scheme and its norms. The nutritional norm in respect of calories/student/day was increased to 450g from 300g in 2004. Protein in take norms per child per day were also increased from 8-12g to a minimum of 12g. In order to meet the new norms for nutrition, a minimum of Rs. 2 (US\$0.04) per child per day was allotted for looking expenses for Primary school. Of this the centre would contribute Rs.1.80 (US\$ 0.035) to the North eastern State and Rs.1.50 (US\$0.03) to the other State. The States would meet the rest of the 20 paise (US\$ 0.004) and 50 paise (US\$ 0.01) respectively per child per day.

6.3 MID DAY MEAL SCHEME IN MADHYA PRADESH

The nation's first state-wide mid-day meal program was introduced in Tamil Nadu in the 1950's. By the 1980's two other states-Gujarat and Kerala used their own resources to create schemes to universalize mid-day meals for primary school children. Madhya Pradesh introduced limited mid-day meal schemes during the 1980's and 1990's. Recognizing the success of many of these state programmes the central government introduced the Mid-Day Meal Scheme (MDMS) in 1995. Madhya Pradesh became one of the first states to initiate the mid day meal in 1995. But after a pilot beginning in a few blocks, the program was discontinued in 1997 in non-tribal blocks. Even the programme in tribal blocks floundered and remained largely on paper till 2002. In most schools raw grains were provided in this period. Following pressure from the Supreme Court, between 2002 and 2004 cooked 'Daliya / thuli (porridge) was gradually extended to cover the whole state. On the first decision of the short lived Uma Bharti government was to introduce the Ruchikar ("relishing") Mid Day Meal Scheme (RMDMS) in primary schools. The RMDMS was launched in 120 identified backward blocks on February 1, 2004 on a pilot basis. The scheme was quickly extended to cover the rest of the state from July 1, 2004 onwards. The RMDMS replaced Daliya by Roti / rice along with Dal and vegetables.

Later in the academic year 2004-05 Government of India, Ministry of Human Resources Development also issued instructions and provided assistance for cooking cost to serve the cooked food for primary schools under MDM. The menu and quantity of MDM for primary school children was revised and improved (Dal-Roti-Sabji) in wheat predominant area and Dal-Rice-Sabji in Rice predominant area in Madhya Pradesh from 15th August 2006, consequent to the increased assistance for cooking cost from Rs. 1.00 to 1.50 per child per day made available by the Govt. of India. In 2006, as a follow up of Supreme Court of India, MHRD, Department of School Education and Literacy, Government of India issued an order revised the norm of MDM. According to the revised norm schools should provide MDM with minimum 400 calories and 12 grams proteins. The additional quantity of calories and proteins are to be provided through addition of vegetables on other ingredients. This is being sincerely followed in M.P. Schools. In the academic year 2007-08, the implementation of MDM had also been started in middle schools of Educationally Backward Blocks of Madhya Pradesh, as well as year 2008-09 the implementation of MDM had been started in all blocks of Madhya Pradesh, as per the instructions of Government of India.

The objectives of the revised mid day meal scheme.

- Universalisation of education.
- To provide cooked mid day meal to the students of the government and government aided schools of the state.

- To improve the nutritional health standard of growing children.
- To increase retention and attendance and reduce dropout rate of children in government and government aided schools.
- To attract poor children to school by providing mid day meal to them.
- To increase the employment opportunities at the village level by linking rural poor with income generating activities related to revised mid day meal scheme.

6.4 RATIONALE OF THE STUDY

The children of today are citizens of tomorrow. The Mid Day Meal Programme for the children is a part of making the school attractive so that they view the school as their second home. The concept of nutritional support to education is not new in our country and it dates back to 1925 when Madras corporation developed a school lunch programme. Initially, provision of mid-day meal was regarded as part of charity. Over a period of time, it came to be regarded as an aspect of child welfare. Still later, it came to be perceived as a component of child development programme and thereafter, the nutritional improvement approach began to receive more attention from the hands of planner. The objective of this scheme was to give boost to universalization of primary education and impact the nutrition of students in primary classes. The Mid-Day Meal scheme has been revised in 2004 and as per the supreme court directive, it envisages provision of cooked, nutritious Mid-Day Meal to primary and secondary

school children. While there are broad central guidelines for the implementation of the scheme, there is nevertheless tremendous diversity at the state level. Not all the states were responsive to the Supreme Courts order. By March 2004, 14 states were providing cooked mid day meals to all primary school children, 9 States were implementing the scheme partially and 4 States were distributing food grains. The most commonly used excuse was lack of resources. Hence huge expenditure on this programme was planned at Central and State level. For example, in 2003-04 the expenditure was Rs. 1400 crores and in 2007-08, budget of the Central Government has allocated about Rs. 7324 crores for the MDM scheme. Therefore, it became imperative that a comprehensive evaluation of the programme be undertaken to judge the efficacy of the scheme.

Further, the studies reviewed raised some critical issues related with the Mid Day Meal programme. A common charge is that mid-day meals are a health hazardous because they are not prepared in hygienic condition, [Jean Dreze (2003), CUT (2007)]. Serious health risks from lack of hygiene and safety hazards have been reported including an accidental death of one child by falling into a vessel of hot sambar and burns to 3 others in Tamil Nadu (Right to Food Campaign, 2006). Lack of infrastructure facilities, Menon (2003), Jean Deeze (2007), Practichi (2004), Angam (2008), Anima & Sharma (2008) especially with regard to water supply, kitchen sheds, utensils etc. were problems reported by many studies.

One of common arguments against mid-day meals is that they disrupt classroom processes. Teachers have been asked to spend their precious time (Jean Dreze 2003), managing various aspects of mid-day meal instead of teaching. The system does not work well, the already understaffed and over burdened teachers have to spend a lot of their time in supervising and organizing the mid day meal. Use of fire wood for cooking food leads to unhealthy atmosphere in school premises.

Further the report of status of food and welfare schemes in Madhya Pradesh (2010), indicated that in almost all the villages, children reported that they don't get sufficient quality of mid-day meal and they had to go back to their homes and eat. The researcher's own observations of various government primary schools of Gwalior city indicated that the teachers generally took decisions regarding the menu of the MDM. They generally provide either Dal or Sabji to the students and did not follow the prescribed menu. Hence, students did not get expected nutritional value from the MDMS. In addition to this, articles in news papers and various T.V. reports pointed to serious quality problems in the provision of Mid-Day Meal. It has been reported in various news- papers.

- 281 school children fall sick after mid-day meal and were admitted to various city hospitals. (The Hindu, Friday, February 27th, 2004).
- Several cases of food poisoning occurred in U.P. during election time i.e. September & October & 50% schools reported mismanagement.
(The Times of India 6th January, 2008).

- Worms were allegedly found in the Kheer served during the mid-day meal at a primary school. Here, on Saturday triggering a protest by parents. Reported in DNA August 18, 2007 Firozabad.

In January, 2006 the Delhi Police unearthed a scam in the Mid-Day Meal scheme. In December, 2005 the police had seized eight truck loads (2,760 sacks) of Rice, meant for primary school children being carried from Food Corporation of India (FCI) godowns in Buland Shahar District of UP to North Delhi. When the police detained the trucks, the drivers claimed that the Rice was being brought all the way to Delhi to be cleaned at a factory. However, according to the guidelines, the Rice had to be taken directly from FCI godown to the school or village concerned. Later, it was found that the Rice was being siphoned off by a UP based NGO Bhartiya Manav Kalyan Parisad (BMKP) in connivance with the government officials.

In November 2006, the residents of Pembony Village under the Mim tea estate (around 30 km from Darjeeling) accused a group of teachers embezzling mid-day meals. In a written complaint, residents claimed that students at the primary school had not got mid-day meal for the past 18 months.

In December 2006, the Times of India reported a scam involving government schools that siphon off food grains under the mid-day meal scheme by faking attendance. The attendance register would exaggerate the number of students enrolled in the class. The additional students would not exist, they were “enrolled” to get additional food grains which were pocketed by the school staff.

In addition to the issues related to the quality, infrastructure facilities and corruption, an important issue was focused by Menon (2003), Jean Dreze (2003), Thorat (2004), Jain and Shah (2005) i.e. social discrimination. The Supreme Court's specification about giving preference to Dalit cooks has met with opposition by certain high caste families.

Further, the letter from Principal Secretary, Reference No.13979/ 22/RA.S.KA/MDM/2005 dated 3/10/2005, from Bhopal also indicated that in assembly, several questions have been raised by MLAs about disparities found in MDMP in their respective district.

The review of related studies also indicates that the studies conducted provide information of MDM of various States. In State of Madhya Pradesh too studies were not conducted at local level. The Indian Education System has suffered a lot because of centralization of administration. Due to centralization uniform schemes have been implemented everywhere in the country for the upliftment of primary education. In such a situation, uniform strategies can't work. For the local specific problems, an attempt to find out general solution deletes the very purpose of the study.

Observations obtained through review of the studies, news paper and researcher's personal experience of the government primary schools, raised several questions in researcher's mind viz.

- Whether the menu prescribed in guidelines provided by the government is followed or not ?
- Does the MDMP really helps in increasing the attendance and enrolment?
- Does the food provided in MDM really helps in reducing the problem of malnourishment.
- Whether teachers are right persons to be made accountable for MDM delivery at the end point ?
- Is making them responsible for MDM, affecting the overall schooling ?
- What are the problems at the management level which hinders the effective implementations of the MDMS ?
- While the local government (through their committees) are is responsible for implementations of MDMS on paper, in reality they are absent. Is this a desirable situation ?
- What kind of monitoring and accountability systems are needed at the higher levels in order to reduce the delays and shortcomings in the distribution of ration and conversation costs ?

In order to find out the answers to above mentioned questions, a grass root level study should be conducted. Further, the MDMs of Gwalior city had never been studied. The researcher decided to undertake a study which focused on the various aspects such as management of Mid-Day Meal ; reactions of functionaries and beneficiaries of the government primary school of Gwalior city.

6.5 STATEMENT OF THE PROBLEM

“A Study of Mid-Day Meal Programme in the Government Primary School of the Gwalior City of Madhya Pradesh”.

6.6 OBJECTIVES OF THE STUDY

1. To study Mid-Day Meal scheme in the Government Primary schools of the Gwalior city in terms of ,
 - (i) Organizational structure.
 - (ii) Management of Foodgrains, vegetables and ingredients.
 - (iii) Menu (Weekly)
 - (iv) Monitoring of the programme.
2. To study implementation of Mid-Day Meal scheme in the government primary schools of Gwalior city.
3. To study opinions of the beneficiaries regarding Mid-Day Meal in government primary schools of Gwalior city.
4. To study opinions of the functionaries regarding Mid-Day Meal in the government primary schools of Gwalior city.

6.7 PLAN AND PROCEDURE**6.7.1 Population And Sample**

The Gwalior district is comprised of five blocks viz. Dabra, Bhitwar, Gatigaon, Morar (R), Morar (U). Morar (U) is the Gwalior city. Population for this primary schools i.e. 309 schools. Out of these schools 10% of them were selected randomly for the present study. The Gwalior city is divided into three zones i.e. Gwalior, Lashkar and Morar. 10 schools from each zones were selected randomly. The interview was

conducted with five students from each school in the school premises. Interview was conducted with five parents of the sampled students. The staff incharge for the MDMP in all the sampled schools were interviewed to get the idea about various aspects of MDMP. In addition to this CEO (Zilla Panchayat) and all the members of MDM cell were included in sample. Further food supplier of the centralized kitchen was also interviewed for the present piece of work.

6.7.2 Tools For Data Collection

Before tool construction, the researcher visited various primary schools of Gwalior city, conducted meetings with the members of steering cum monitoring committee, reviewed the guidelines of MDMP issued by Central Government and State Government with a view to obtain knowledge of various aspects of Mid Day Meal Scheme. Following tools were implemented for this study.

1. Observation Schedule For The Schools.

The observation schedule was constructed to observe following aspects related with the MDM.

- Teacher's Role.
- Food Quality and Quantity.
- Utensils.
- Time spent in distribution of food and consumption of food in school.
- Food receiving and distribution area.
- Drinking water facility.
- Teaching learning process.

2. Semi Structured Interview Schedule for Teachers in charge of Mid Day Meal. The interview schedule focused upon following aspects.

- Teacher's role.
- Impact of MDM on enrollment and attendance.
- Problems faced by teachers in organizing the Mid Day Meal Programme.
- Teacher's opinion about various aspects of MDM.
- Teachers suggestions to run the scheme smoothly.

3. Semi Structured Interview Schedule for the CEO in charge of MDM.

- Implementation of the scheme.
- Organizational aspects of MDM.
- Procurement of food grains.
- Food grain Flow.
- Budget for MDM programme.
- Fund flow.

4. Semi Structured Interview Schedule for Task Manager.

- Monitoring aspects of MDM.
- Management problems related with MDM.
- Suggestions and opinions about various aspects of MDM.

5. Semi Structured Interview Schedule For Quality Monitor.

- Role of the quality controller.
- Problems faced.
- Visits to schools.
- Suggestions to run the MDM smoothly.

6. Semi-Structured Interview Schedule For The Supplier.

- Implementation from the centralized kitchen to school.
- Menu.
- Procurement of food grains, storage.
- Cooking cost.
- Fund for ingredients.
- Preparation of food with respect to cooking devices, kitchen school, cooking time, distribution of food to schools, transportation facility etc.

7. Semi Structured Interview Schedule for Students.

- Likes and dislikes of the menu.
- Regularity of the meal.
- Quantity of the food.
- Opinion about the food.
- Suggestions.

8. Semi Structured Interview Schedule for Parents

- Satisfaction about the scheme.
- Problems of unhygienic food.
- Regularity of the meal.
- Quantity and quality of the food.

6.7.3 Data Collection

The data necessary for this study was collected by the researcher personally. The researcher conducted informal discussion with the teachers in charge of MDM and members of MDM cell. The knowledge obtained through the informal discussion and participant observations of 3-4 schools was

utilized for the construction of tools. The researcher spent 2-3 hours in the school premises for the observations of the various aspects viz teaching learning process and Mid Day Meal Process. The researcher spent 4 to 5 days per school to conduct the observation, interview with the teachers in charge of MDMP and interview with students. Further prior appointment were taken from the CEO and members of the MDM cell to conduct the interview.

House hold survey was conducted to obtain the data from the parents of the students enrolled in sampled schools. The food supplier was also interviewed to get the idea regarding the various dynamics of centralized kitchen.

6.7.4 Data Analysis

The data collected for the present research study was analyzed with the help of quantitative and qualitative techniques. The researcher used percentage and content analysis method as per the requirement.

6.8 FINDINGS OF THE STUDY

- (1)** The organizational structure at state level and at district level are very well defined. In M.P. the Panchayat and Rural Development Department is the Nodal Department, which has the responsibilities for the effective implementation of the programme. The well defined structure helps in running any programme smoothly,

because in well defined structure roles and responsibilities are well defined at each level of organizational structure. Hence each official is accountable for definite role and responsibilities.

- (2) The demand of Wheat or Rice was calculated by the NGO by multiplying 90 percent of the number of children enrolled with the quantity of daily consumption per child. The NGO prepared its demand estimate and forward it to CEO Zila Panchayat. The CEO Zila Panchayat allocated the required quantity of food grains from the FCI godown to NGO.
- (3) The cooking cost was calculated by calculating the actual number of students consuming the mid day meal, instead of calculating the enrollment of the students or average attendance rate of students in the school. Central Government provided Rs. 1.50 per child, per school day. The State Government provided Rs. 0.58 per child per school day.
- (4) The cooking cost was utilized for the procurement of cooking ingredients such as cereals, vegetables, condiments, salts, sugar, fuel etc. from the local market by the NGO. Condiments of ISI mark should be used.
- (5) From November, 2007 Sadhana Mahila Mandal an NGO which having the centralized kitchen has been assigned the contract of preparing food for the students of Government Primary Schools of Gwalior City.
- (6) The centralized kitchen was highly mechanized, it has big boilers for steaming, dough Knedder, large vessles for cooking, 500 litre cookers, chopping machine, Rotimaker

machine, dish washer, commercial gas connection, generators, exhaust fans, machines to grind the wheat, very well constructed store rooms to keep the food grains hygienically, net was used to cover the windows and doors in order to avoid flies, cockroaches etc.

- (7) The transportation cost of cooked meal from kitchen to schools, the salary of the employees of centralized kitchen, maintenance of the equipments of the kitchen, cost of fuel, electricity bill were bared by the organizer of the centralized kitchen.
- (8) Cooking of the food at centralized kitchen got started at 1.30 a.m. to 2 a.m. for the schools running in morning shift and cooking of the food, for the schools running in afternoon shift, started 6.00 a.m. in the morning.
- (9) Menu was changed every day by the NGO. Chawal and Roti was provided on alternate day along with 20 gram Dal and 50 gram vegetables. On Tuesday Halwa, Puri and Sabji was provided to the students of government primary schools. Specific calendar of menu for every day was provided by the State Government and the NGO followed it.
- (10) To ensure that the stipulations regarding hygiene, quantity and quality of cooked food were maintained, appropriate supervisory mechanism have been developed at the local level. Management information system has been established from state to local level. CRC has the responsibility of intensive monitoring of every school under their jurisdiction at least once in a month. On the basis of attendance verification at CRC level, the cooking

cost was released to the NGO. The Project Coordinator Zila Shiksha Kendra obtained the report about quantity quality and regularity of the Mid Day Meal and submit it to CEO Zila Panchayat. On the basis of monthly monitoring reports from CRCs a MIS data base was maintained at District Project Coordinators level. This MIS had been updated every month and consolidated report has been submitted online to the State Coordinator MDM, through Zila Panchayat.

- (11)** MDM cell has been developed at district level. The officials were given the responsibility of monitoring the implementation of programme at school level. They verified the records about (i) quantity of food grains received, date of receipt (ii) Quantity of food grain utilized (iii) Other ingredients purchased, utilized (iv) Number of children given Mid Day Meal (v) Daily menu (vi) Roaster of community members involved in the programme. The consolidated report has been submitted by the officials to CEO Zila Panchayat.
- (12)** Inspections at school level were conducted by using specific check-list by the officials of MDM. The check lists were submitted to CEO Zila Panchayat. They inspected 15 schools per month. Surprise visits were conducted by government officials.
- (13)** The quality of food and food grains was checked by checking the appearance, taste, smell, texture etc. the meal was never sent to laboratory for analysis.
- (14)** The lecturers of higher secondary schools would have to go to centralized kitchen, according to their turn, taste the cooked meal, approve meal and then only the meal would be sent for distributing at school level.

- (15) At school level Mother roaster has been developed, the mother parents were invited to taste the food and give feed back about it.
- (16) In all the morning shift as well as afternoon shift schools' the meal was served during lunch break. In most of the morning shift schools, the meal arrived from 9.00 a.m. As well as in most of the afternoon shift schools it arrived from 1.00 p.m. to 2.00 p.m.
- (17) The time taken in receiving the meal in most of the schools was about 10-15 minutes. The total time taken for serving the meal and consuming the meal varies from 20 to 45 minutes depending upon the number of students enrolled in the school.
- (18) The amount of food brought by the supplier was supposed to be based on the number of children who attended school on previous day. The teacher in charge of MDM, provided the record of the students, who would supposed to eat the food on the next day, to the food distributor. The meal was received in presence of teacher in-charge of MDMP or the head master.
- (19) In few schools the meal remained uncovered or partially covered in Patilas for 20-35 minutes before lunch break.
- (20) Approximately 70-75% students did not wash their hands before eating.
- (21) Meal was served either in steel plates provided from school or utensils brought by the students from their homes. Approximately 30% students brought plates or lunch boxes from their houses.

- (22) Number of students consuming the Mid Day Meal varied from 100% students enrolled in primary schools to 55% students enrolled in the school. The reasons for not consuming was mainly due to the food not being tasty parents did not allow to eat MDM, etc.
- (23) The introduction of Public Private Partnership in Mid Day Meal Scheme reduced the teacher's work load. Supervision of cooking, procurement of food grains, ingredients, arrangement of cook, fuel, maintenance of records (food grain received, quantity of food grains utilized, other ingredients purchased, utilized, daily menu, stock registers) etc. were the responsibilities of the teacher in-charge of MDMP, before introduction of centralized kitchen. All the above mentioned responsibilities were shifted to NGO authority after the introduction of PPP. Few teachers still felt they have been spending fair amount of time in managing MDM.
- (24) The students, teachers, government officials and parents opined that the food was supplied regularly and punctually by the NGO.
- (25) Some of the teachers had the opinion that the frequency of monitoring from government officials got reduced after the introduction of centralized kitchen.
- (26) Most of the teachers were having the opinion that ready to eat food should be provided. Few teachers had the opinion the food should be provided by the NGO. Very few teachers said that food should be prepared in the school premises.

- (27) Large number of teachers said that the quality of food was satisfactory, some of the teachers said that quality of food was below average and often watery food was supplied. Rest of the teachers said the food quality was average.
- (28) According to most of the teachers, parents and students the quality of food cooked in school premises was better than the food cooked by an NGO Sadhana Mahila Mandal.
- (29) 36.66% teachers felt that MDMP was cutting teaching time where as rest of the teachers felt that MDMP did not influence much of their teaching time.
- (30) Most of the teachers felt that MDMP has positive impact on enrolment, attendance and retention very few teachers has the opinion that MDMP has no impact on enrollment, attendance and retention of the students.
- (31) Most of the teachers felt that MDMP has increased nutritional status of the students.
- (32) According to teachers social discrimination was not found among the students as well as not acted upon by the parents.
- (33) The teachers felt that in absence of peon or helpers it became hectic task to receive the food from supplier, to serve the food and to maintain the discipline in school.
- (34) Toll free call centers were established in all the districts and the telephone number of there call centers were widely advertised in news papers and painted on school walls Services of Prasar Bharti (All India Radio) were being used for IEC activities.
- (35) Most of the parents said that they would enroll their child if MDMP provided to them very few parents said that they would enroll their child even though MDMP not provided to them.

- (36) Most of the parents had no complaints regarding the quantity of food provided some of the parents complained regarding Roti few parents said Dal and Rajma served were watery. Half of the parents said that they were happy with the meal provided. According to them, they were unable to provide the nutritious food as provided by the school, very few parents said that ready to eat food should be provided. All most all the parents expressed view that the scheme should continue.
- (37) Most of the students opined they might not come to school in absence of MDM. All the students said they got variation in menu. Some of the students preferred Chawal where as large number of students preferred Roti. Most of the students have no complaints about the quantity of the meal. Large number of students like the taste of the meal provided by NGO. Some students said Rotis were not cooked properly where as some students complained about Chawal. Very few students found that Mung Dal was not tasty as stones were found in it. Most of the students enjoyed the menu provided on Tuesday i.e. Halwa, Puri & Sabji as well as menu provided on 26th January and 15th August. Some of the students complained regarding water facility available in the school, they did not get sufficient water to wash their plates hence they brought plates or tiffin boxes from their houses and took it back unwashed.
- (38) The government officials, opined that though the food was cooked in very scientific way, the transportation of food from kitchen to school, and serving the meal to students was not done in hygienic way which affected the quality of food.

(39) According to officials of the NGO, cooking cost provided them was not sufficient to provide hot, cooked nutritious meal.

(40) Many of the parents and students suggested fruit should be provided at least once in a week.

6.9 DISCUSSION

The present piece of work was carried out with the objectives to explore various aspect of the MDMP of Government Primary Schools of Gwalior City. The researchers found that the organizational structure of the MDMP at state level and district level is very well defined. Very well defined structure, in turn, helps in optimum functioning of any programme because the roles and responsibilities are predefined and efforts are made by all the officials to achieve targets and avoid any obstacles which come in the path of success. Further, food grains and funds required for the programme are relased in very economical way which leads to restrict unnecessary wastage of food grains as well as funds required to run the MDMP. Menu is very well studied with reference to its nutritional value by the officials who were having specialization in food and nutrition and then implemented at local level so that nutritional needs of the students are satisfied to a greatest extent with available resources. Intensive monitoring of the MDMP by CRC, MDM cell, government officials of other departments as well as by the programmes such as 'PARAKH', 'SU-SHASHAN' reduce the chances of corruption at various levels of MDMP. Further, community involvement is also raised to assist the monitoring of the programme. The study also

indicates that the MDMP is regularly and punctually implemented at school level by NGO. Introduction of NGO or PPP has increased the fruit fullness of the programme by reducing the issues related with the MDMP such as, cutting of teaching-learning time, teachers' work load, unhealthy atmosphere of schools as the food was cooked in the school premises, social discrimination caused by the recruitment of Dalit cook, students', involvement in cooking process etc.. Further, most of the parents, teachers, students accepted the influence of MDMP in increasing enrollment ratio, further, with hungry stomach students will not be able to concentrate in teaching-learning process, the MDMP has increased the attention span of the students as their hunger gets satisfied. Most of the beneficiaries and functionaries agreed about the adequate quantity of MDMP supplied by the NGO. Some of the beneficiary are having the opinion that though the quantity supplied is enough but quality of meal needs to be supervised and improved.

Inadequate quality leads to malnutrition as the nutritional component gets reduced and the students do not get protein and micronutrients in required quantity. Further, the cleanliness at all the level i.e. cooking, distributing and serving of the meal, needs to be emphasized. Which can be maintained with adequate infrastructure facilities at all the levels but mainly at school level. It is also very important that hygienic eating habits must be inculcated in the students along with the adequate nutrition.

6.10 EDUCATIONAL IMPLICATION OF THE PRESENT STUDY

- The MDMP helps to make schools more attractive for children, and thus improves enrolment and attendance.
- As the hunger of the child gets satisfied, it helps to improve attentiveness, memory and learning, particularly in the context in which many children came to school on an empty stomach in the morning.
- The MDMP reduces the likelihood of children leaving school early because of hunger.
- Children can learn hygienic eating habits related both to personal hygiene and understanding importance of the cleanliness of the surrounding areas.
- Eating the food by sitting together increased socialization and breaks social barriers among the students, helps in progressing them towards positive social change.
- Introduction of public-private partnership has reduced teacher's work load as well as changed the negative attitude of teachers towards MDMP.
- The MDMP helps to change the mind set of students which leads to change the mind set of parents and hence of the community about education and nutritional aspects of the children.
- For the students of this age group the food provided through this programme in the school becomes one of the extrinsic motivation factor and therefore it increases their enthusiasm for the study. Hence, this scheme should be continue.

6.11 SUGGESTIONS FOR FUTURE STUDY

- Study of MDMP in Gwalior city with special reference to growth in enrollment before and after introduction of Public Private Partnership in MDMP.
- Comparative study of MDMP of Gwalior urban and Gwalior rural areas.
- Study of scientific analysis of the menu provided by MDMP by collecting time series data for an academic year.
- Such studies can be conducted in other cities of various states.
- Study of influence of Gram Panchayats on effective implementation of MDM in rural areas.

6.12 CONCLUSION

The Mid-Day Meal programme is being implemented in Gwalior from 1995 onwards. The revision of schemes in 2001, 2004 and 2006 changed the objectives and focus of the mid-day meal from time to time providing free mid-day meal to children studying in primary and upper primary schools in an endeavour to meet the goal of universal elementary education. Government of India is providing free food grains. The programme covers children studying in primary and upper primary Government, Local Bodies, Aided Schools, Education Guarantee Schemes and Alternative Innovative Education Centres and Madrasas.

The concept of Public-Private Partnership or PPP is a mode of implementing government programmes/schemes means in partnership with the private sector. As a result, many corporate sector international and NGOs and delegation of trustees came forward. In Gwalior also from November, 2007,

the concept of Public Private Partnership was introduced. The Sadhana Mahila Mandal is the NGO who provides food to the students of government primary schools of Gwalior city. The shift to a NGO-cooking the foods, from cooking of food in individual school premises, marks lots of improvements or resolution of the issues related with the Mid-Day Meal programmes. Fake enrollment provided by teachers in order to get large quantity of food grains and extra cooking cost, teachers' work load because of the responsibilities related with the success for implementation of the MDM, involvement of students in cooking process, cutting of teaching time, unhygienic atmosphere of the school etc. were some of the issues related with the Mid-Day Meal. The introduction of PPP has reduced the problems to large extent. The teachers as well as the government officials are satisfied to the large extent by the introduction of NGO.

The MDMP has achieved success in alleviating classroom hunger and persuading poor families to send their children to school. Most of the children attending government schools come from poorest of the poor families. With income below poverty line, for most of these children having one square meal a day was sometimes not possible. At least for some of them the mid day meal is the only meal they had in a day.

The programme has increased enrollment and attendance rate and reduced dropout rate and shown improvement in retention. Further, intensive monitoring of the programme at school level as well as at NGO level by the government officials and community participation improved the functioning of the mid-day meal programme. Sharing of common meal enhanced socialization and reduced prejudices.

Most of the students, teachers as well as parents felt that the scheme should continue. Most of them are satisfied with the quantity of food supplied by the NGO. Some of them questioned the quality of the meal provided. To improve quality, adequate amount of cereals as well as good quality of vegetables especially green leafy vegetables, should be included in the meal to combat deficiencies in micro nutrients.

Further, few more constraints still exists like distribution of the meal in unhygienic way, lack of cleanliness of the areas where the meal is served to children, lack of basic facilities such as drinking water facility, toilet facilities etc. the general opinion of the beneficiaries and to some extent functionaries is that the schools may be supplied with still better quality of food.

Further, to improve the quality of food, the food samples should be sent to laboratories for its detailed analysis with reference to micro-nutrients, protein and calorie content. Community involvement should be increased to increase the accountability of functionaries.

On the whole, it is clear that the MDMS functioned well in spite of certain inadequacies and short comings. The beneficial outcomes on educational performance are quite evident. The nutritional aspect needs little more attention as well as monitoring.

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ANNEXURES

ANNEXURE I

Mid Day Meal in India-A historical perspective				
Year	State/UT	Implementing Agency	Meal/Food Provided	Target Group(s)
1925	Tamil Nadu	Madras Corporation (Dept. of Edu.)	Rice, Samber and Egg.	500 elementary school children
1928	West Bengal	Kesav academy of Calcutta	Compulsory tiffin 25p/child per month	School boys
1941	Kerala	State Govt. of Education	Rice/Wheat Kanji and Side dish	--
1942	Maharashtra	State Govt. and Rural Development Department	UNICEF skim milk powder	Children below 14 yrs of age
1946	Karnataka	Bangalore Govt. and village school betterment committee	Cooked Rice and curds	Preganant women
1947	Pondichery	Directorate of Education	Rice	Children of 6-11 yrs. Of age
1953	Uttar Pradesh	State Govt on Voluntary Basis	Boiled, roasted, sprouted grains, groundnut, puffed Rice boiled potato , fruit	1,20,000 children
1956	Lakshwadeep	Department of Education	130 g Rice and curry	Children from list to VIIIth class
1959	Orissa	Applied Nutrition Programmes, Department of Education	Wheat, balahar and vegetable oil	--
1961	Haryana	Department of Education	Kheer using wheat, Rice, milk, jiggery	--
1962	Andhra Pradesh	Village council and Education Department assisted by CARE	Corn soya milk (CSM) Veg. oil milk powder	Children between 6-11 yrs.
1962	Punjab	Department of Education	80gm grains 7gm of veg. Oil + CSM	Children between 6-11 yrs.
1962	Rajasthan	State Govt. of Tribal and Harijan welfare	Cereal-pulse combination vada	--
1962	Gujarat	Assisted by CARE + City bread programmes	80g of buglar grain and 7g of veg oil + CSM	Primary school children
1965	Madhya Pradesh	Department of education	80g bulgar wheat and 75g of bread	Primary school children
1965	West Bengal	Assisted by CARE	Biscuit, bread, cake and bananas	Primary school children
1966	Goa, Daman and Diu	Directorate of Education	85g wheat, bananas/(CSM and 14g veg. Oil)	Poor School going children from backward classes
1968	Bihar	Dept. of Health and Family Welfare	Roasted Grains	6-11 yrs aged children
1974	Himachal Pradesh	Assisted by CARE	Biscuits and buns	School Children
1976	Sikkim	District and State Govt.	50g of CMS and 7g of Oil	I-Vth class children
1979	Haryana	Assisted by CARE	Bread, Biscuit, Seasonal Fruits , Khichri	300 primary school children
1979	Tripura	Assisted by CARE and planning Department	Only milk	81 community development block

Source : Devdas RP, Chanded Shekhar V, Dhody KL, Evaluation of low cost indigenous food supplements to the schools lunch, Indian Journal Dietetics, 11, 127-132, 1974.

ANNEXURE – II

State/Category-wise Number of Schools and Students Covered under Mid-Day Meal Scheme in India (2002-2003 to 2004-2005)												
States/UTs	2002-2003				2003-2004				2004-2005			
	School	Total Students	SCs	STs	School	Total Students	SCs	STs	School	Total Students	SCs	STs
Andhra Pradesh	68730	7456254	1698536	829847	71749	7717673	1157639	69458	80207	9081299	544878	1362195
Arunachal Pradesh	1289	166637	292	82641	1729	181606	217	27774	2824	177984	0	135870
Assam	30650	3149361	N.A.	N.A.	42199	3210526	273534	457439	31436	3387583	322894	572240
Bihar	50405	8095780	1425051	93450	62399	8868044	1502612	96766	91046	9791760	1778580	85009
Chhattisgarh	29122	2889116	429410	866761	29662	2828582	414658	890657	29662	2828582	414658	890657
Goa	1126	68878	816	15	1160	69647	998	8	1143	68489	976	8
Gujarat	29391	3259341	354239	73651	29131	3004496	357236	707964	30048	3011034	321816	740841
Haryana	8041	1538006	597117	0	8995	1578538	508733	0	8629	1627834	502841	0
Himachal Pradesh	10282	639974	287525	70458	10599	614847	202601	31129	10712	590351	194827	30577
Jammu and Kashmir	9730	821890	12178	40428	9730	738777	12178	40428	9730	738777	12178	402428
Jharkhand	19436	2254066	N.A.	N.A.	19436	2254066	0	0	32165	3280001	448096	940848
Karnataka	44108	5624960	1177411	442924	44036	5349540	1129913	441635	46400	5126042	1139271	437249
Kerala	11514	2355686	239908	28126	11330	2166510	234520	34751	10441	2116354	233618	33561
Madhya Pradesh	79936	7579750	1436571	1620062	86191	7729652	1589610	1840828	83343	7649784	1479824	1833917
Maharashtra	74591	9930938	1445355	1378455	82941	9721167	1476344	1131515	84658	9665362	1416494	1160544
Manipur	2992	287506	7182	141317	3027	296211	8038	146380	3035	305695	7366	158586

Source : www.indiastat.com

ANNEXURE - III

OBSERVATION SCHEDULE FOR SCHOOLS

- Name of the School :
- Timing of the School :

Aspects to be observed are given below :

- Teacher's role
- Food quality and quantity
- Utensils
- Time spent in distribution of food and consumption of food in the school.
- Food receiving and distribution area.
- Drinking water facility.
- Teaching learning process.

ANNEXURE - IV

SEMI STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS

- Name of the School :
- Name of the Teacher :
- Educational Qualification :
- In which standard you are teaching :
Since how many years, your are working in this school ?
- Has the enrolment increased after implementation of Mid Day Meal Scheme ?
Yes/No
- Has the attendance increased after implementation of MDM ?
Yes/No
- What is the quantity of food provided per day ?
- Is the meal provided always enough for the children ?
- Has the attention span of the children increased after implementation of Mid Day Meal Programme ?
- Do you feel that your work load has increased because of MDMP ?
- Is MDMP cutting the studying time ?
- What do you prefer from following & why ?
 - a) Food cooked in school premises.
 - b) Food provided by NGO
 - c) Ready to Eat Food.

- Does the NGO provided food every day regularly.
- How does the NGO decide the amount of food to be provided on a specific working day ?
- At what time meal is served ? How long a break is necessary between classes for children to eat ?
- What problems do you face because of MDM, if any ?
- Give your opinion/suggestions to run the MDMP more successfully.
- What is the role of PTA with regard to MDM ?
- Do you find any sort of social discrimination practiced by the students ?

ANNEXURE - V

SEMI STRUCTURED INTERVIEW SCHEDULE FOR CEO

- What is the management structure for implementation of Mid Day Meal Programme ?
- Give idea about food grain flow ?
- Give some information regarding fund provided for the Mid Day Meal Programme.
- How does the implementation of MDM takes place at school level?
- Who is cooking the meal ?
- What is the weekly menu ? Who decides it ?
- How does monitoring takes place for the programme ?
- Who assess the quality & quantity of meal & how ?
- If NGO is preparing the food, then what is the criteria for selection of any NGO ?
- Are there any problems in running MDMP
Yes/No

If yes, state the problems.

ANNEXURE - VI
SEMI STRUCTURED INTERVIEW SCHEDULE
FOR TASK MANAGER

- How do you manage the programme of MDM ?
- How do you implement MDM programme at school level ?
- How do you decide the quantity of food grains to be released for a month or a specific period of time ?
- How the cooking is obtained from government and disbursed to the NGO ?
- How many schools do you visit in a month ?
- How many times do you check the centralized kitchen in a month?
- Does the supplier of centralized kitchen provide food regularly ?
- What is the role of the parent teacher association ?
- Which kind of problems do you face in managing the programme?
- Please give your preference regarding –
 - (a) Food cooked in the school premises.
 - (b) Food cooked by NGO.
- Whether community participation is there ?

Yes/No

If yes, how ?

ANNEXURE - VII
SEMI STRUCTURED INTERVIEW SCHEDULE
FOR QUALITY MONITOR

- What is your basic qualification required for this post of quality monitor ?

- How do you assess the quality of food served ?

- Have you ever send the sample of food to laboratory ?

Yes/No

If yes when ?

- How many schools do you visit in a month ?

- How do you check the quality of food grains provided by FCI ?

- Do you give surprise visits to centralized kitchen ?

Yes/No

If yes how many times ?

- Who decides the weekly menu ?

ANNEXURE – VIII
SEMI STRUCTURED INTERVIEW SCHEDULE FOR
MEAL SUPPLIER

- What is the procedure to obtain foodgrains from government ?
- What are the criteria's to obtain cooking cost ?
- From where do you obtain the ingredients required to cook the meal ?
- How do you decide the amount of meal to be cooked for a day ?
- How do you distribute cooked meal to schools ?
- What sort of complaints do come from the students about the meal?
- What sort of problems do you face in MDMP ?
- Please give some suggestion to run the MDMP smoothly ?

ANNEXURE - IX

SEMI STRUCTURED INTERVIEW SCHEDULE FOR STUDENTS

- Name of the school :
- Name of the student :
- In which class are you studying :
- Do you eat MDM regularly ?
Yes/No
If No, why ?
- Do you enjoy the MDM ?
- Do you come to school regularly ?
Yes/No
- What kind of food is served in school ?
- Do you like the MDM provided through centralized kitchen or cooked in the school premises ?
- Do you get as much food as you want ?
- Do you ask for serving of more food
Yes/No
- If MDM not provided, will you continue coming to school ?
Yes/No
- Is menu changed everyday or monotonous menu is provided to you ?
Yes/No
- What do you prefer ?
 - a) Cooked food
 - b) Ready to eat food ?
- Have you ever suffered any health problem because of the MDM ?
- Whether MDM is provided regularly ?
Yes/No

ANNEXURE - X

SEMI STRUCTURED INTERVIEW SCHEDULE FOR PARENTS

- Name :
- You have studied up to which standard ?
- How many children do you have ?
- How many of them are enrolled in school ?
- Whether your children are going to school regularly ?
- If the Mid Day Meal is not provided in the school would you enroll your child in the school ?
Yes/No
- Does your child eat Mid Day Meal
Yes/No
- Are you satisfied with the quality and quantity of MDM provided at school ?
Yes/No
- Do your child eat after coming from the school ?
Yes/No
- Have your children ever became sick from eating school meals ?
Yes/No
- Does the MDM provided regularly in the school ?
Yes/No
- Does Iron/Folic acid tablets provided to the children ?
Yes/No

ANNEXURE - XI

कार्यालय जिला पंचायत ग्वालियर (म.प्र.)

क्रमांक / MDM / 2011 / 3620

ग्वालियर नगर निगम क्षेत्रांतर्गत मध्यान्ह भोजन कार्यक्रम संचालन हेतु स्वयंसेवी संस्था / स्वसहायता समूह / समितियों के चयन हेतु

"Expression of interest (EOI)"

नगर निगम क्षेत्रांतर्गत संचालित कुल 570 शा.प्राथमिक/शा.माध्यमिक विद्यालयों दर्ज विद्यार्थी 64073 लगभग को मध्यान्ह भोजन प्रदाय करने हेतु एक्प्रेशन ऑफ इंटररेस्ट ऑफर आमंत्रित कर चयन किया जाना है।


मध्यान्ह भोजन कार्यक्रम मशीनीकृत केन्द्रीयकृत किचिन केन्द्र के संचालन हेतु अनुभवशील निर्धारित योग्यता धारी पंजीकृत संस्थाओं/समूह/समितियों के आवेदन पत्र दिनांक 16 मई 2011 सांय 4.00 बजे तक जिला पंचायत कार्यालय ग्वालियर में आमंत्रित किये जाते हैं। "एक्प्रेशन ऑफ इंटररेस्ट" से संबंधित आवेदन पत्र हेतु संस्थाओं की योग्यता/पात्रता/अनुभव/कार्य संचालन संबंधी विस्तृत जानकारी जिला पंचायत कार्यालय, कलेक्टर कार्यालय, जिले की चारो जनपद पंचायत कार्यालयों के सूचना पटल पर देखी/पढ़ी जा सकती है। जिला पंचायत कार्यालय कार्यालयीन मध्यान्ह भोजन प्रकोष्ठ से जानकारी प्राप्त की जा सकती है।

आवेदक जिला पंचायत ग्वालियर द्वारा निर्धारित आवेदन प्रपत्र कार्यालयीन समय में राशि रु. 1000/- डीडी मुख्य कार्यपालन अधिकारी जिला पंचायत ग्वालियर के नाम अथवा नगद एमपीटीसी पर जमा कर प्राप्त कर सकते हैं। आवेदक आवेदन जिला पंचायत ग्वालियर से क्रय निर्धारित आवेदन में ही प्रस्तुत करेंगे। अन्य आवेदन पत्र मान्य नहीं होंगे। संस्था आवेदन पत्र के साथ रु. दो लाख धरोहर राशि का डीडी अथवा बैंकर्स चेक मुख्य कार्यपालन अधिकारी जिला पंचायत ग्वालियर के नाम संलग्न करना अनिवार्य होगा। आवेदन पत्र स्वीकृति अस्वीकृति करने संबंधी कलेक्टर जिला ग्वालियर का निर्णय अंतिम होगा। न्यायालयीन विवाद का कायक्षेत्र ग्वालियर रहेगा। अंतिम दिनांक 16 मई 2011 समय 4:00 PM के उपरांत प्राप्त आवेदन पत्र मान्य नहीं होंगे। डाक के विलंब के लिये कार्यालय की जिम्मेदारी नहीं होगी। आवेदन पत्र दिनांक 16.05.2011 को 5.00 PM बजे कार्यालय जिला पंचायत ग्वालियर के सभाकक्ष में समिति के समक्ष खोले जायेंगे।

मुख्य कार्यपालन अधिकारी
जिला पंचायत ग्वालियर

“एक्सप्रेसन ऑफ इंटरेस्ट (EOI)” हेतु पात्रता शर्तें—

1. शासन द्वारा प्राथमिक एवं माध्यमिक विद्यालय हेतु कमशः 100, 150 ग्राम प्रति छात्र प्रतिदिन के मान से गेहूँ एवं चावल निशुल्क प्रदाय किया तथा मध्याह्न भोजन की लागत प्राथमिक शाला के बच्चों के लिये 2.89 एवं माध्यमिक शाला के बच्चों के लिये 4.33 रु. प्रति छात्र प्रतिदिन के मान से देय होगी।
2. संस्था का चयन शासन द्वारा निर्धारित समिति द्वारा किया जावेगा जिसका निर्णय अंतिम होगा।
3. स्वयंसेवी/अशासकीय संस्थाएँ जो फर्म एवं सोसायटी/कॉपरेटिव सोसायटी/ट्रस्ट/कंपनी के रूप में शासकीय नियमों के अनुसार पंजीकृत होना चाहिये।
4. स्वयंसेवी/अशासकीय संस्थाएँ जिनका मूल उद्देश्य समाज सेवा है और स्वेच्छा से कार्यक्रम के क्रियान्वयन से जुड़ना चाहते हैं।
5. स्वसहायता समूह प्रथम एवं द्वितीय ग्रेडिंग पास होकर संबंधित संस्था में कम से कम तीन वर्ष पुराना संचालित होना अनिवार्य है।
6. संस्था को मध्याह्न भोजन कार्यक्रम से संबंधित कम से कम दो वर्ष का अनुभव होना अनिवार्य है।
7. संस्था कियाशील होना अनिवार्य है।
8. संस्था का काली सूची में दर्ज न हो तत्संबंधी वचनपत्र आवेदन के साथ प्रस्तुत करना होगा।
9. संस्था का विगत तीन वर्ष का सीए द्वारा आडिट किया गया है। आडिट रिपोर्ट प्रस्तुत करना अनिवार्य है।
10. संस्था को आवेदन पत्र के साथ राशि रु. दो लाख की मनेहर राशि का डीडी/बैंकर्स चेक मुख्य कार्यपालन अधिकारी के नाम से जमा करना अनिवार्य है। जो कि ईओआई स्वीकृति/अस्वीकृति के दो माह पश्चात वापिस की जावेगी।
11. संस्था को मध्याह्न भोजन कार्यक्रम संचालन साप्ताहिक मीनू का पूर्ण ज्ञान/जानकारी प्राप्त करना अनिवार्य है।
12. मध्याह्न भोजन कार्यक्रम संचालन संबंधी शासन निर्देशों/नियमों का ज्ञान होना अनिवार्य है।
13. संस्था की आर्थिक स्थिति ऐसी होना चाहिये जो कम से कम दो माह का मध्याह्न भोजन केन्द्रों पर प्रदाय करने में सक्षम हो।
14. संस्था साफ-सुधारा पर्याप्त जगह वाला सर्वसुविधायुक्त हाईजिनिक तरीके से भोजन पकाने हेतु केन्द्रीयकृत किचिन शेड, आवास व्यवस्था एवं कच्चे माल, तैयार माल तथा पैकेजिंग इत्यादि हेतु भौदान की व्यवस्था, शुद्ध पेयजल सहित नगर निगम क्षेत्र में होना अनिवार्य है।
15. संस्था के पात्र पाये जाने पर उसके उत्पादन यूनिट का स्थल पर निरीक्षण अधिकृत प्रतिनिधी द्वारा किया जावेगा, जिस संस्था के पास हाईजिनिक तरीके से उत्पादन के संसाधन होंगे उसी का अंतिम रूप से चयन किया जावेगा।
 - संस्था केन्द्रीयकृत किचिन आवश्यक मशीनरी जैसे,
 - आटा गूथने की मशीन, गेहूँ बीनने व आटा पीसने की मशीन प्लांट पर लगानी होगी।
 - बायलर क्षमता 1000 से 1500 लीटर।
 - आटोमेटिक रोटी बनाने की मशीन, क्षमता 15000 रोटी प्रति घण्टा।
 - 500 लीटर के प्रेसर कुकर कम से कम 3 आदि, आवेदन स्वीकृत होने के उपरान्त एक माह में स्थापित करने में सक्षम हो। संस्था के पास विद्यालयों में गर्म भोजन प्रदान करने हेतु हॉट कंटेनर की पर्याप्त व्यवस्था करने में भी सक्षम होना चाहिये।
16. संस्था विद्यालयों में प्रतिदिन समय पर भोजन प्रदान करने हेतु परिवहन व्यवस्था पूर्ण करने में सक्षम हो।
17. संस्था के पास में मध्याह्न भोजन कार्यक्रम संचालन हेतु पर्याप्त पोषण आहार विषय के विशेषज्ञ तथा योग्य एवं प्रशिक्षित अधिकारी/कर्मचारी/सदस्य कार्यरत होना चाहिये।
18. संस्था को ग्वालियर शहरी मध्याह्न भोजन के 570 प्राथमिक व माध्यमिक शालाओं में लगभग 64073 हितग्राहियों/विद्यार्थियों के लिये मध्याह्न भोजन हेतु ईओआई आवेदन प्रस्तुत करना होगा। आवश्यकतानुसार शालाओं एवं विद्यार्थियों की संख्या घटाई एवं बढ़ाई जा सकती है।
19. समय-समय पर शासन द्वारा दिये गये निर्देशों का पालन करना होगा।
20. समस्त खाद्य सामग्री मानक गुणवत्ता की होनी चाहिये। जैसे मसाले आदि एगामार्क युक्त।
21. नान से खाद्यान्न सामग्री उठाने पर ही परिवहन व्यय दिया जावेगा।


 मुख्य कार्यपालन अधिकारी
 जिला पंचायत ग्वालियर

L. Jaghbandra/W/23/Jan/606

ANNEXURE - XII**मध्याह्न भोजन कार्यक्रम****मध्याह्न भोजन/पोषण आहार कार्यक्रम के क्रियान्वयन के अनुश्रवण एवं चैक लिस्ट**

विकास खण्ड का नाम पंचायत का नाम दिनांक

क्रमांक	निरीक्षण के बिन्दु	निष्कर्ष
1.	अ. शाला का नाम	
	ब. आँगनवाड़ी केन्द्र का नाम	
2.	अ. शाला प्रबन्धनाध्यापक का नाम	
	ब. आँगनवाड़ी कार्यकर्ता का नाम	
3.	अ. शाला में उपस्थित छात्र/दर्ज संख्या	
	ब. आँगनवाड़ी उपस्थित छात्र/दर्ज संख्या	
4.	अ. शाला में पिछले माह की औसत उपस्थिति	
	ब. आँगनवाड़ी में पिछले माह की औसत उपस्थिति	
5.	अ. शाला में अनुपस्थित शिक्षक का नाम/पद/दिनांक	
	ब. आँगनवाड़ी में अनुपस्थित कार्यकर्ता का नाम/दिनांक	
6.	स्व सहायता समूह /स्वयं सेवी संस्था का नाम	
7.	स्व सहायता समूह के सदस्यों का नाम रसोई के बाहर अंकित है ।	हाँ/नहीं
8.	स्व सहायता समूह /स्वयं सेवी संस्था द्वारा मध्याह्न भोजन/पोषण आहार का रिकार्ड संभारण अलग-अलग किया जा रहा है ।	हाँ/नहीं
9.	शाला में भोजन पकाने वाला रसोईया, समूह के सदस्य है ।	हाँ/नहीं
10.	शाला में रसोई गृह/भण्डारगृह की व्यवस्था है ।	हाँ/नहीं
11.	पोषण आहार का समय पर वितरण हो रहा है	हाँ/नहीं
12.	अ. रसोईगृह के बाहर मध्याह्न भोजन का मीनू अंकित है ।	हाँ/नहीं
	ब. आँगनवाड़ी केन्द्र के बाहर पोषण आहार का मीनू अंकित है	हाँ/नहीं
13.	रसोई गृह में स्वच्छता है ।	हाँ/नहीं
14.	शाला में शुद्ध पेयजल की व्यवस्था है ।	हाँ/नहीं
15.	शाला में शौचालय की व्यवस्था है ।	हाँ/नहीं
16.	समूह को खाद्यान्न उठाव का कूपन प्रतिमाह प्राप्त हो रहा है	हाँ/नहीं
17.	अ. समूह को राशि नगरीय निकाय/जनपद पंचायत से नियमित प्राप्त हो रही है ।	हाँ/नहीं
	ब. समूह को राशि महिला बाल विकास विभाग से नियमित प्राप्त हो रही है ।	हाँ/नहीं
18.	अ. शाला स्तर पर कुल राशि लेजर, कैशबुक के आधार पर कितनी शेष है ।	हाँ/नहीं
	ब. आँगनवाड़ी केन्द्र स्तर पर कुल राशि लेजर, कैशबुक के आधार पर शेष है ।	हाँ/नहीं

19.	खाद्यान्न भण्डारण हेतु उपलब्ध करायी गई टंकियों की राशि एवं क्रय की गई टंकियों का भौतिक सत्यापन ।		
20.	बर्तनों के लिये उपलब्ध करायी गई राशि एवं बर्तनों की संख्या पीटीए द्वारा समूह को हस्तांतरित ।		
	0 स्टील के गिलासों की संख्या		
	0 स्टील की तीन खण्ड की थालियों की संख्या		
	0 खाना पकाने वाले बर्तनों के नाम तथा संख्या		
	0 सरपंच द्वारा 12 वें वित्त से बर्तन खरीदे गये हैं/नहीं यदि हाँ तो संख्या बतायें		
21.	समूह की अन्य गतिविधियाँ संलग्न सदस्य		
	0 आटा पिसाई		
	0 मसाला उत्पादन		
	0 सब्जी उत्पादन		
	0 रिकार्ड का संधारण		
	0 अन्य क्रियान्वयन		
22.	अ. समूह का अनुबंध पत्र पीटीए के पास उपलब्ध है	हाँ/नहीं	
	ब. समूह के पास अनुबंध पत्र पास उपलब्ध है	हाँ/नहीं	
23.	मध्याह्न भोजन कार्यक्रम के क्रियान्वयन के फलस्वरूप शाला में विद्यार्थियों के कुपोषण का स्तर		
24.	क्या समूह द्वारा मासिक आय व व्यय की जानकारी सीईओ जनपद को भेजी जा रही है या नहीं		
25.	समूह बीपीएल/एपीएल का है ।		
26.	अ. शासन द्वारा निर्धारित विद्यालय का समय/शाला लगने का समय		
	ब. शासन द्वारा निर्धारित आंगनवाड़ी का समय/ आंगनवाड़ी लगने का समय		
27.	यदि शाला में मध्याह्न भोजन/पोषण आहार कार्यक्रम के अंतर्गत शुद्ध/स्वच्छ पके हुये भोजन का नियमित व सुचारु वितरण नहीं हो रहा है तो निम्न दर्शाये गये कारणों में से कौन से कारण इसके प्रमुख कारण हैं ।		
	1. पालक शिक्षक संघ/मातृ सहयोगिनी समिति द्वारा निर्वहण का निर्वाह नहीं करना ।		
	2. खाद्यान्न (गेहूँ/चावल) की अनुपलब्धता ।		
	3. राशि की अनुपलब्धता ।		
	4. शासन द्वारा निर्धारित मेनु अनुसार भोजन प्रदाय नहीं किया जाना ।		
	5. खराब/बिना धुले बर्तनों में भोजन पकाया जाना ।		
	6. खाना पकाये जाने वाले स्थान पर गंदगी होना ।		
28.	शाला का निरीक्षण अन्य वरिष्ठ अधिकारियों द्वारा किया गया है तो उसका विवरण		
29.	कार्ड का संधारण नियमित हो रहा है ।	हाँ/नहीं	

निरीक्षणकर्ता के हस्ताक्षर

हस्ताक्षर/सील
प्रधान अध्यापक/प्रभारी अध्यापकस्व सहायता समूह
अध्यक्ष/सचिव.....
समूह का मुख्यालय

ANNEXURE - XIII**LIST OF GOVERNMENT PRIMARY SCHOOLS OF GWALIOR CITY**
VISITED FOR DATA COLLECTION

SR. NO.	SCHOOL NAME
1	Shashkiya Primary Vid. Naka Chadrabadni
2	Shashkiya Primary Vid. J.C. Mill line No.3
3	Shashkiya Primary Vid.Padma Vidhyalaya
4	Shashkiya Primary Vid.Char Sahar Kanaka
5	Shashkiya Primary Vid.C Railway Colony
6	Shashkiya Primary Vid.B Railway Colony
7	Shashkiya Primary Vid.Gandhi Nagar
8	Shashkiya Primary Vid.Jatiki Line
9	Shashkiya Primary Vid.Gir Gaon
10	Shashkiya Primary Vid.Morar
11	Shashkiya Primary Vid.Motizil
12	Shashkiya Primary Vid.Panganvicy
13	Shashkiya Primary Vid.Haridarshan Vidh.
14	Shashkiya Primary Vid.Bajirao Ka Bada
15	Shashkiya Primary Vid.Hindi Huzalat
16	Shashkiya Primary Vid.Anivary Huzarat
17	Shashkiya Primary Vid.Khurji Vala Mohalla
18	Shashkiya Primary Vid.Daulatgunj-1
19	Shashkiya Primary Vid.Daulatgunj-2
20	Shashkiya Primary Vid.Urdu Huzarat
21	Shashkiya Primary Vid.Gajara Raja School
22	Shashkiya Primary Vid.Thatipur
23	Shashkiya Primary Vid.Marimata
24	Shashkiya Primary Vid.Reshmmil
25	Shashkiya Primary Vid.Pahadimata Mandir Lashkar
26	Shashkiya Primary Vid.Sarafa, Gast Ka Tajia
27	Shashkiya Primary Vid.Janakgunj
28	Shashkiya Primary Vid.Ram Nagar Morar
29	Shashkiya Primary Vid.Karouli Mata
30	Shashkiya Primary Vid.Lalitpur Colony