Chapter – I

Introduction
CHAPTER I
INTRODUCTION

The present era is the product of scientific and technological revolutions. Nations are competing for supremacy over others. This supremacy is not confined to military might or possession of weapons of mass destruction, but by acquiring information and creating new information a nation can have an edge over others. The information acquiring and information generating societies can not be conceived without a sound system of education. Education is the backbone of a progressive nation. It provides a balanced diet to the nation which consists of essential elements. A nation which is not educated tends to remain backward. Education is an essential element of life which starts from birth and continues throughout life in formal and informal ways. Education enables a person to acquire virtues and become a true human being. Education is a process of dragging a person out of darkness towards a pool of enlightenment. Education helps a person to overcome poverty and misery and it leads to prosperity and happiness by developing an individual socially, physically, mentally and emotionally.

“Education is both an ingredient and instrument of human resource development” Mr. K.C. Pant, Former education minister had said in his speech at the conference of state education ministers in 1985. He observed, “All men and women and every child of our country has to be provided facilities for development of knowledge, skills, attitudes and values which promote development”.

1.1 PRIMARY EDUCATION

In the educational ladder primary education plays a pivotal role for mass literacy and provides a solid foundation stone for higher education.

Primary education is the stage when foundation of a child’s overall development is laid or we can say that primary education acts as a foundation stone of developing a sound personality. A building whose foundation is not
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strong can not survive the thunders of time. If a child is properly looked after at primary stage, his further education gets a fillip. Primary education is the foundation of the entire super-structure. The process of primary education is an index of general, social and economic progress of a country as a whole. According to Indian Constitution (Act 45), Primary Education refers to ‘Free and Compulsory Education for all children until they complete the age of fourteen years’.

The framers of India’s Five year plans, regarded primary education as comprising two courses.
1. A five year course for the age group 6 to 11.
2. A three year course for the age group 11 to 14.

Kothari Education Commission regarded primary education as comprising of two stages.
1. Lower Primary stage of four years, covering the age group 6 to 11.
2. Higher Primary stage of three years, covering the age group 11 to13.

• Objectives of Primary Education

Primary education is structured taking into consideration the existing social and philosophical milieu and is regarded as the foundation for the entire structure of moral, spiritual, intellectual and physical development. Since the middle of the 19th century onwards, it has been considered as an endeavour of paramount significance in all the countries of the universe.

The University of the State of New York Committee for Elementary Education in their report (1932) entitled, “Cardinal objectives of Elementary Education” have evolved out an adequate statement of educational objectives for young children. According to them, elementary education is expected to help every child to:-

a. Understand and practise desirable social relationships.
b. Discover and develop his own desirable individual aptitudes.
c. Cultivate the habits of critical thinking.
d. Appreciate and desire worthwhile activities.
e. Gain command of common integrated knowledge and skills and
f. Develop a sound body and normal mental attitudes.
Educational Policies Commission (1948) has identified the following goals of elementary education:

a) The elementary school will help to develop those basic skills, independence and initiative for successfully solving the problems.

b) It strives for the discovery and full development of all the humans and constructive talents of each individual, and

c) It emphasizes on social responsibility and the cooperative improvement of educational institutions.

Working Group on Curriculum for the Indian Education Commission, September (1965) formulated the objective of elementary education as:

a) To acquire a rudimentary knowledge of reading, writing and number and the appropriate skills.

b) To learn and practice the basic principles of healthful living.

c) To gain an elementary knowledge and appreciation of his environment-social, physical and cultural.

d) To express himself freely and creatively through both verbal and non-verbal media.

e) To appreciate in a sedimentary way of the gifts of science in our every day life.

f) To enable him to use his hands and also to develop a respect for dignity of labour.

g) To lay in himself proper foundation of an-intelligent patriotism through an appreciation of national symbols and national festivals.

h) To grow socially by acquiring habits of courtesy, cooperation and adjustment and of working with other for a common purpose.

i) To have respect for all places of worship, irrespective of the religion he follows.

j) To acquire a spirit of inquiry in respect of the immediate environment.

k) To learn in an elementary way, the important skills like listening attentively, observing carefully and thinking logically.
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1) To gain some idea of the values to be cherished and also of the culture of the country.

m) To appreciate the inter-dependence of people in all spheres of life inside the country and outside.

NCERT (1970) has mentioned the objectives of Primary Education as formulated by Educational Policies Commission for the schools in Georgia (USA). This may briefly be stated as follows.

1) Self realisation.
2) Human relationships and
3) Civic responsibility

General objectives of the Elementary Education made by NCERT (1970) are quite significant. NCERT pointed out that primary education should be expected to bring about desirable behavioural changes in young children. The behavioural changes may be grouped under the following domains.

a) Knowledge and understanding;

b) Skill and competence;

c) Attitudes and interests and

d) Action pattern.

These four types of objectives may be realised through learning experiences under the following nine broad areas:

a) Physical development, health and body care;

b) Individual, social and emotional development;

c) Ethical behaviour, standards and values;

d) Social relationship;

e) The social world;

f) The aesthetic development;

g) The physical world;

i) Quantitative relationship.
The Central Advisory Council of Education, England (1966) has spelt out the objectives of primary education as follows:-

“One obvious purpose is to fit children for the society into which they will grow up. To do this successfully it is necessary to predict what that society will be like. It will certainly be one marked by rapid and far reaching economic and social change. It is likely to be richer by majorities and with more leisure for all, more people will be called upon to change their occupation”.

As given by the NCERT (1970) Hindustani Talimini Sangh have laid down the following four objectives of primary education in the context of Basic National Education.

a) All boys and girls in India should grow up as citizens of a new social order, based on co-operative work as envisaged by Nai Talimini Sangh and with an understanding of their right, responsibilities and obligations in such a society.

b) Every individual should have full opportunity for the balanced and harmonious development of all his facilities;

c) Every individual should acquire capacity for self reliance in aspects of clean, healthy and cultured and

d) Every individual should understand social and moral implications of life.

These objectives reflect the harmonious and balanced development of children with special emphasis on citizenship training.

Thus, it is quite obvious that the objectives of primary education are multidimensional and broad based. Since primary education is the corner stone of the entire superstructure of higher education, all the objectives aimed at the different levels of higher education, are to some extent reflected and epitomized in this. All aspects of individual personality are expected to be developed and nourished through all these objectives. The mental, physical, social, aesthetic and ethical development is the most fundamental objective of all and an individual has to get acquainted with and accustomed to regional, national as well as international relationships through primary education.
The primary school provides the individual with the adequate environment for all these learning experiences and adopts the methods, media and materials according to his capacities and capabilities. As the child is not to be made a cog in the school machinery, but a creative power, a capable and productive citizen and a critical adult with his unique talents and latent potentialities, primary education can not but be the source for developing all the necessary qualities and the fountain head of all the learning experiences for making the child a “balanced and mutual adult”. That’s why it is said “Well begin is half done” i.e. primary education is the basis for all the future education. Therefore, it needs ample emphasis. In the post independence era especially when the education of the children in the age group of 6-14 year was accepted as their constitutional right, India has looked upon primary school of the children as the core of basic education.

Kothari Commission (1966) has observed “But in view of the immense difficulties involved such as lack of adequate resources, tremendous increase in population, resistance to the education of girls, large number of children of the backward classes, general poverty of the people and the illiteracy are apathy, it was not possible to make adequate progress in primary education and the constitutional directives has remained unfulfilled”.

- **Universalization of Primary Education**

  Education works as a lever in exalting economic and social status of the people, therefore expenditure on education is regarded as profitable investment by the economists as well as educationists. Economic conditions of a country depend largely on educational standards of its people since primary education is the foundation and should be the maximum or basic acquisition for the majority.

  According to J.P. Naik, an eminent educator, “The progress of primary education is index of the general, social and economic development of a country as a whole”. He stressed the need and importance of good primary education and its contribution in nation building.
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During five year plans, many efforts were made to improve quality of primary education, to increase enrolment of students specially for SC/STs and weaker sections of society. So, a system of part time non formal continuation education was designed. Many children in India do not take the advantage of the educational opportunities given to them. Majority of non enrolled children belong to poor families and required to work at young age to supplement the parental income.

Children constitute around 40% of India’s population. They belong to different economic and social strata. A majority of them inherit the social economic deprivation of their parents. They do not have an access to an essential requirement of nutrition, health care and learning opportunities. The founders of Indian constitution were aware of this situation. Therefore, the Indian Constitution in Article 39, laid down that the State shall direct its policy in such a way:-

a)(e) That the health and strength of workers, men and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age of strength.

b)(f) That children are given opportunities and facilities to develop in a healthy manner in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

Keeping the requirement of developing country in mind, provision for free and compulsory education was made in Article 45 of Indian constitution, which was enhanced and adopted in 1950. This article states; “The state shall endeavour to provide free and compulsory education for all children upto the age of fourteen years within ten years from the date on which the constitution comes into force”

Although the Punjab Primary Education Act, 1960 (Punjab Act No. 39 of 1960) has passed an act to provide free and compulsory education for children in the state of Punjab yet the ultimate goal has not been achieved. The education commission has revised this target in 1986, the National Policy on Education has
laid down that all efforts should be made for the early fulfillment of the directive principle under article 45 of the constitution.

After two decades of independence, only 76% of the children were enrolled in primary schools. A large number of them did not even complete primary education. The drop out rate also caused a great concern. Unfortunately, there was no overall policy for the development of children till the end of ‘sixties’ though the government introduced several programs for physical and educational development of children. Following the declaration of rights of the child, the government of India adopted a policy of resolution for children in August 1974. This resolution declared:

It shall be the policy of the State to provide adequate services to children before and after birth and through the period of growth, to ensure their full physical, mental and social development. The state shall progressively increase the scope of such services so that within a reasonable time, all children in the country enjoy optimum conditions for their balanced growth.

In pursuance of the efforts towards the attainment of the above objectives, the resolution specified some important measures (GOI, 1979) they are:

i. All children to be covered by a comprehensive health programme.

ii. Implementation of nutrition programme to remove deficiencies in the diet of the children.

iii. Provision of free and compulsory education for all children upto the age of 14; reduction of wastage and stagnation in schools, particularly in the case of girls and children of weaker sections of society; also the taking up of informal education, and

vi. With a view to ensure equality of opportunities, provision of special assistance to all children belonging to the weaker sections of society both in urban and rural areas.

- **Aims of Universalization of Primary Education**

1. Free distribution of mid-day meals to the poor and needy children.
2. Supply of free text-books and clothing to the poor children.
3. Directive may be issued by the centre to backward States to concentrate on the clearance of the bringing non-attending boys and girls.
4. Setting up of school improvement committee for undertaking intensive drive for bringing non-attending children to schools and also to see that the enrolled children are retained in schools.
5. Steps may be taken to enforce attendance, at least to the extent of issuing warning notices and attendance orders to the parents of the defaulting children.
6. Whenever necessary, the prescribed teacher pupil ratio may be relaxed while sanctioning new schools and additional" teacher units in backward areas.
7. Provision of part-time schooling may be arranged for those children who are unable to attend regular schools.
8. Intensifying social education programme in backward areas and among socially backward groups of people for educating the parents.
9. Special target may be fixed for the enrolment by the State Government from year to year for each district; greater attention being paid to backward districts and areas.
10. Separate target for the enrolment of children of groups of backward classes may also be fixed at State and District level.
11. It may be made obligatory for teachers to stay in the vicinity of the school as far as possible. As an incentive, payment of rural accommodation allowance to teachers of rural areas who live within the vicinity of the school may be considered,
12. Suitable facilities may be given to the children of rural elementary school teachers studying in high school.
13. Residential type of schools (Ashram Schools) may be established for children of teachers working in very backward areas and the full cost of their education may be borne by the Government.

The major roadblock in achieving universal elementary education is the absence of quality education in schools. Most of the schools are plagued by child
unfriendly pedagogy, poorly functioning schools, detention of children, corporal punishment, incompetent teachers, teachers’ absenteeism, shortage of teachers etc. The country has been making concerted efforts to within education for all several years. But the problem of achievement of Universal Elementary Education is an unanswerable fact in every corner of our country. Many intervention programmes have been launched in this regard but their result is not quite satisfactory. Some of the significant intervention programmes/policies launched in the process of achieving quality elementary education are discussed under the following heads: -


  Human Resource Development has been assigned a key role in India’s developmental strategy. The resolution of government on National Policy of Education (1986) called for a radical reconstruction of educational system to meet these targets like:-

  i. A transformation of the system to relate it more closely to the life of the people;

  ii. A continuous effort to expand educational opportunity;

  iii. A sustained and intensive effort to raise the quality of education at all stages;

  iv. An emphasis on the development of science and technology; and

  v. The cultivation of moral and social values.

  According to the resolution, the educational system must produce young men and women of character and ability committed to national service and development

- **Non-Formal Education (NFE)**

  To achieve the goals of Universalization of Elementary Education, the Non Formal Education Programme (NFE) has been put into operation since 1979-80 to provide education of a quality comparable to formal system to children who do not/can not attend school, school dropouts, girls who cannot attend whole day
school and working children. The scheme was recognized and expanded in 1987-88 and again in 1993. Under the scheme, assistance is given to the states/union territories in the ratio of 60:10 and 90:10 for running general co-educational NFE and girls NFE Centres respectively. 2.86 lakh Centres have been sanctioned for imparting education to about 71 lakh children. About 1.18 lakh Centres are exclusively for girls (Wani, 1999).

- **Operation Blackboard (OB)**

  In pursuit of the goals of Universalization of Elementary Education, the Operation Blackboard (OB) scheme was formulated with a view to bring about substantial improvement in primary schools (NPE, 1986). That scheme has three components.
  
  - Provision of at least two all weather rooms.
  
  - Provision of at least two teachers, one of them preferably a woman, in every single teacher primary school.
  
  - Provision of essential teaching-learning materials including black boards, maps, charts, and some materials for work experience.

  It was proposed to implement the scheme of Operation Blackboard in a phased manner covering all the primary schools by the end of the year 1990.

- **Minimum Level of Learning (MLL)**

  Through the passage of time, in elementary education the focus has been shifted from enrolment to retention and achievement. The concern of “Minimum Level of Learning” has been there (in the field of elementary education) since long back in one form or in the other. The Education Commission (1964-66) categorically stressed upon the need for ensuring standard in education and recommended that standards be laid down to reach grades and that schools be made to adhere to these standards. Further, a report on primary education reform was submitted by Ratnaike in 1978 and in that report he suggested that, a minimum learning continuum based on the most essential competencies be developed so as to form a common base for all learners (NCERT, 1979). It was
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evaluated in 1984 and its results along with guidelines of NPE 86 were used to bring out another document entitled “Minimum Level of Learning at Primary Stage”. In pursuance of this directive, the Ministry of Human Resource Development, Department of Education, set up a committee in the year 1990. This committee laid down Minimum Level of Learning (MLL) in three curricular areas of language, mathematics and environmental studies from grade I to V. The MLL programme answers the third dimension of Universalization of Elementary Education i.e. Universal Achievement (the other two dimension were Universal Enrolment and Universal Retention). Laying down the minimum competencies to be mastered by all the children in the country at a particular grade, the programme of MLL envisaged packages for quality improvement. Such packages have been incorporated in our curricular revision, teacher orientation, pedagogy etc. to achieve quality education both at mono grade and multigrade situation.

• District Primary Education Programme (DPEP)

This is a special thrust and a new initiative to achieve Universalization of Elementary Education. The programme takes a holistic view of primary education development and seeks to operationalize the strategy of UEE through district specific planning with special emphasis on decentralized management, participatory process, empowerment and capacity building at all levels. The units of programme implementation are the districts selected on the basis of two criteria’s (I) educationally backward districts with female literacy below the national average; and (ii) districts where Total Literacy Champions (TLCs) have been successful and leading to enhance the demand for elementary education. The programme which was initially launched in 42 districts of seven states in 1994, has finally covered a total of 122 districts in 13 states.

The implementation of the programme has shown promising results as per reports of various evaluative and other such studies. The programme encouraged for application of numerous innovative and practical interventions for improving access, retention and quality of education.
• **Bihar Education Project (BEP)**

This Bihar Education Project (BEP) was a basic education project aimed at universalization of primary education by bringing about qualitative improvement in the existing education system of Bihar. This scheme was put into operation in 1991 covering seven districts of Bihar. The UNICEF, Government of India and Government of Bihar jointly financed for this scheme in the ratio of 3:2:1. The significant outcomes of the projects are- intensification of community participation process and motivational training to teachers in participatory mode leading to renewal of teaching learning process.

• **Lok Jumbish**

“Lok Jumbish” is an innovative project. With the assistance from Swedish International Development Authority (SIDA), this project has been undertaken in Rajasthan. The basic objective of the project was to achieve “Education for All” through people’s mobilization and their participation. This project has made a positive contribution to quality improvement through the development of improved MLL based textbooks for class I to IV, which have been mainstreamed in all the schools of Government of Rajasthan.

• **Sarva Shiksha Abhiyan (SSA)**

Sarva Shiksha Abhiyan is an effort to universalize elementary education by creating community ownership in the school system. It is a response to the demand of the basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities in all children through provision of community owned quality education in mission mode. Basically SSA means;

- A programme with a clear-cut time frame for Universal Elementary Education;
- A response to the demands for quality basic education all over the country;
- An opportunity for promoting social justice through basic education;
- An effort for effectively involving the Panchayat Raj Institutions, school management committees, village and urban slum level education...
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committees, parent teacher associations, mother teacher associations, tribal autonomous councils and many other grass root level structures in the management of elementary school;

- An expression of political will for universal elementary education across the country;
- A partnership between central, state and local governments for improving elementary education;

The Sarva Sikshya Abhiyan intends to provide useful and relevant elementary education to all children in the age group of 6-14 years by 2010. Another goal of SSA is to bridge the social, regional and gender gaps in educational process by encouraging active participation of community members in the management of schools. Sarva Sikshya Abhiyan realizes the importance of Early Childhood and Care Education and looks at the 0-14 age as a continuum. SSA provides support to pre-school learning in ICDS Centres and many other activities which are being made by Department of Women and Child Development regarding pre-school education and the like.

- **Mid Day Meal Scheme**

Malnutrition is widely prevalent in India among growing children. A large number of surveys have shown that in most of the states a large majority of children take an early morning meal before leaving school, while some may eat locally purchased snacks, most of them have no food until they return home late in afternoon. Missing a-major meal of the day causes serious problems. Chronic hunger can lead to malnutrition.

Malnutrition not merely gives rise to morbidity and mortality, and prevents a child from developing into a fully functional adult, it adversely affects Universalisation of Elementary Education (UEE) in the following ways:-

- A malnourished child is less likely to attend school regularly.
- Even if such a child does attend school, he/she finds it difficult to concentrate on and participate in the teaching-learning activities well enough. He/She therefore tends to drop out/inter alia, because of the inability to cope.
Even if the child does not actually drop out, his/her attainment levels tend to be low.

Children remain at school for more than five or six hours a day and longer. They have to take up mental work in the school. After having worked for three to four hours, they require something to eat. It is therefore necessary to provide meals to the students (children) in the schools. In progressive countries various legislations have been enacted in order to provide meal to the children of the schools.

Govt. of developing countries have addressed this fundamental problem by school meal programmes. A programme of providing Mid-Day Meal in Schools can be expected to help in UEE in the following ways:-

- by improving enrolment and regularity of attendance,
- reducing drop-outs, and
- by improving children's level of learning and self-esteem.

In view of the above a free school lunch programme was launched to attract children to the school and improve their nutritional status. It is popularly called Mid-Day Meal Scheme, but, its official name is National Programme of Nutritional Support to Primary Education (NP-NSPE). It was launched by Ministry of Human Resources Development (Department of Education), Government of India on 02.10.1995 (effective from 15.08.1995), countrywide (except Lakshadweep). It is meant to give all students from classes I to V a 3Kg of wheat per student per month (for 10 months in a year) subject to 80% attendance initially and the states were to switch over to providing cooked meal within two years.

1.2 MID DAY MEAL SCHEME

1.2.1 HISTORY OF MID DAY MEAL SCHEME

Mid Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal programme was introduced for disadvantaged children in Madras Municipal Corporation. The Programme was introduced on a large scale in 1960s under the Chief Ministership of K. Kamraj Nadar. But the major thrust came in
1982 when the Chief Minister of Tamil Nadu, Dr. M.G. Ramachandran decided to universalize the scheme for all children in Government Schools in Primary Classes. Although the programme in Tamil Nadu was initially termed as act of 'Populism' but the success made the project highly popular. By the mid 1980's three states Viz Gujrat, Kerela and Tamil Nadu and the UT of Pondicherry had universalized a cooked mid day meal programme with their own resources for children studying at the primary stage. Mid day meal was also being provided to children in Tribal Area in some states like Madhya Pradesh and Orissa. By 1990-91, the number of states implementing the mid day meal programme with their own resources on a universal or a large scale increased to twelve, namely Goa, Gujrat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu, Tripura, and Uttar Pradesh. In another three states, namely Karnataka, Orissa and West Bengal, the programme was being implemented with state resources in combination with international assistance. Another two states, namely Andhra Pradesh and Rajasthan were implementing the Programme entirely with international assistance. It is an incontrovertible fact that school meal programmes exert a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Hunger drains them of their will and ability to learn. Chronic hunger can lead to malnutrition. Chronic hunger also delays or stops the physical and mental growth of children. Poor or insufficient nutrition over time means that children are too small for their age, and susceptible to diseases like measles or dysentery, which can kill malnourished children. Malnutrition adversely affects universalization of elementary education. Even if a malnourished child does attend school, she/he finds it difficult to concentrate on and participate in the teaching learning activities in school. Unable to cope, she/he would drop out.

There is also evidence to suggest that apart from enhancing school attendance and child nutrition, mid day meals have an important social value and these foster equality. As children learn to sit together and share a common meal, one can expect some erosion of caste prejudices and class inequality. Moreover, Cultural traditions and social structures often mean that girls are much more
effected by hunger than boys. Thus, the mid day meal programme can also reduce the gender gap in education, since it enhances female school attendance.

1.2.2 THE NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (NP-NSPE), 1995

With a view of enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme on 15th Aug, 1995, initially in 2408 Blocks in the country which included 2368 Revamped Public Distribution system (RPDS), Employment Assurance Scheme (EAS) blocks and 40 Low Female Literacy blocks (LFB).

1.2.2a. Objective of the Scheme

This Programme was intended to give a boost to universalization of Primary education by increasing enrolment, retention and attendance of and simultaneously impacting upon nutritional status of students in Primary classes.

1.2.2b. Broad Objectives of the Scheme

1. To give mid day meal to the children of the primary schools of the states, which will supplement the state’s efforts towards removal of poverty.
2. To improve nutritional health standard of the growing children.
3. To reduce dropout rates and to increase attendance.
4. To increase the employment opportunities at the village level.
5. To achieve social and national integration.
6. To attract poorer children to school by providing mid day meal to them.

1.2.2c. Salient Features of the Scheme

Central Assistance under the scheme consists the following:-

1. Free supply of food grains (Wheat or Rice)
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a. 100 grams per child per school day where cooked meals are served and 3 Kgs food grains per student per month where uncooked foodgrains are distributed.

b. Transport subsidy upto a maximum of Rs. 50 per quintal for movement of foodgrains from the nearest FCI depot to schools.

c. Foodgrains (Wheat or Rice) are supplied through Food Corporation of India, the cost of which is reimbursed at BPL rate (Basic Price Lifting rate).

In addition to foodgrains, mid day meal involves two other major inputs Viz. “Cost of Cooking” and “Provision of essential infrastructure”,

a) Cost of cooking includes cost of ingredients eg; pulses, vegetables, cooking oil and condiments. It also includes cost of fuel and wages/ remuneration payable to personal, or amount payable to an agency (SHG), VEC, SMC) responsible for cooking.

b. Provision of essential infrastructure includes kitchen-cum-store, adequate water supply for cooking, drinking and washing, cooking, devices (stove, chulha etc), Containers for storage of foodgrains and other ingredients and utensils for cooking and serving.

In NP-NSPE, 1995 the cost of cooking was to be borne by the State governments/UT administrators. Unable to provide adequate funding for meeting the working costs, many state governments/ UT administrators resorted to distribution of food grains, rather than providing cooked mid day meals. To ameliorate some of the difficulties experienced by the states and UT’s, Planning Commission requested State governments in December 2003 to earmark a minimum of 15% of additional central assistance under the Pradhan Mantri Gramodaya Yojana (PMGY) towards cooking cost under the mid day meal scheme. Nonetheless, the programme continued to suffer on account of budgetary constraints in the states and UT-administrations.

By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I-V of government, government aided and local body schools but, also children
studying in Centres run under the Education Guarantee scheme (EGS) and Alternative and Innovative Education (AIE) scheme.

In 2001, People’s Union for Civil Liberties (PUCL) filed a writ petition before the Supreme Court. In November (28-11-2001) the Supreme Court ordered all state governments to provide cooked meals (with 300 calories and 8-12 gm of protein) on every school day, for at least 200 days a year. This was to be implemented by March 2002 and the order was repeated in 2002 and 2003. Once again most state governments missed the deadline, and even today some states (Notably Bihar, Jharkhand and Uttar Pradesh) are yet to comply with. Nevertheless, the coverage of mid day meal programmes has steadily expanded during the last two years, and cooked lunches are rapidly becoming a part of the daily school routine across the country. Like many states, Govt. of Punjab did not switch over to providing cooked meal initially due to paucity of funds involved in conversion of foodgrains into cooked meal.

Central government’s commitment to a universal cooked meal programme found reflection in the budget speech of the Union Finance Minister in July, 2004, which stated: “The poor want basic education for their children, we shall provide it.... We shall also make sure that the child is not hungry while she or he is at school.......” The budget speech further promised: “ ... The whole of the amount collected as cess will be earmarked for education, which will naturally include providing a nutritious cooked mid day meal. If primary education and nutritious meals scheme can work hand in hand, I believe there will be a new dawn for the poor children of India”.

1.2.3 REVISION OF MID DAY MEAL SCHEME - SEPTEMBER 2004

In keeping with the promise made in the budget speech of 2004, the NP-NSPE, introduced in 1995, was revised in September 2004 to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I-V in Government and Government aided schools and EGS/AIE Centres. In addition to free supply of food grains, the revised scheme provided central assistance for the following items:-
a. Cooking cost @ Rs 1 per child per school day.

b. Transport subsidy was raised from the earlier maximum of Rs. 50 per quintal to Rs. 100 per quintal for special category states, and Rs. 75 per quintal for other states.

c. Management, monitoring and evaluation costs @ 2% of the cost of foodgrains, transport subsidy and cooking assistance.

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

Infrastructural requirements continued to be met through convergence with other development programmes, including inter alia Sampurna Grameena Rozgar Yojana (SGRY), Basic Services for Urban Poor (BSUO), 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 Sarv Shiksha Abhiyan.

The revised NP-NSPE, 2004 scheme also provided for a four tier institutional mechanism for programme management, through the constitution of Steering-cum-Monitoring Committees at National, State, District and Block levels.

NP-NSPE is the world's largest school feeding programme reaching out to about 12 crore children in over 9.5 lakh primary schools/EGS Centres, 2.5 crore pre-school children (served by 7.5 lakh angarwadis) across the country. Several independent evaluation studies were conducted in 2005 including (a) a study by Pratichi Trust in Birbhum district, (b) University of Rajasthan/UNICEF in Rajasthan, (c) Samaj Pragati Sahyog in Madhya Pradesh (d) Seva Mandir in Udaipur district, etc. These reports testify to the increase in enrolment, particularly of girls and to the narrowing of social distance. These reports also point out that the programme provides an important rallying point for involvement of parents in school governance. At the same time some operational difficulties have been experienced by State Government and Union Territory Administrators.
1.2.4 REVISION OF MID DAY MEAL SCHEME IN 2006.

1.2.4 a. Need for Revision

Some difficulties were experienced in the implementation of NP-NSPE 2004 like:-

i) The existing rate of Rs. 1 towards cooking cost was found to be inadequate for meeting the cost of nutritious meal as per prescribed norms, particularly after discontinuation of PMGY w.e.f. 01.04.05

ii) Absence of kitchen sheds in schools had emerged as a critical factor impacting the quality of the programme. Though convergence with other centrally assisted programmes was envisaged for construction of kitchen sheds, progress in construction has been poor. Consequently classrooms tend to be used for storage and cooking purposes, which is not only desirable, but also fraught with risk. In the alternative, cooking is done in the open, which is unhygienic and 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 therefore, the need to review and enhance the norm, and also provide for essential micronutrients and deworming 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 Sept. 2005 and were approved with some modifications based on the recommendations of the NSMC, Central Government approved the revised scheme w.e.f. June 2006.
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1.2.4b. NP-NSPE, 2006: - Objectives, Programme Intervention and Coverage:-

a. Objectives:-

NP-NSPE, 2006 seeks to address two of the most pressing problems for the majority of children in India, namely hunger and education by:-

1) Improving the nutritional status of children in classes I-V in government, local body and government aided schools, and EGS and AIE Centres.

2) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on class room activities.

3) Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

b. Programme Intervention and Coverage:-

To achieve the above objectives, a cooked mid day meal with nutritional content as shown in column 3 of the table below were provided to all children studying in classes I-V.

Table 1.1 Nutritional Content of MDM revised in 2006

<table>
<thead>
<tr>
<th>Nutritional Content</th>
<th>Norm as per NP-NSPE, 2004</th>
<th>Revised Norm as per NP-NSPE, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>300</td>
<td>450</td>
</tr>
<tr>
<td>Protein</td>
<td>8-12 gms</td>
<td>12 gms</td>
</tr>
<tr>
<td>Micro Nutrients</td>
<td>Not Prescribed</td>
<td>Adequate quantities of micronutrients like iron, folic acid, Vitamin-A etc.</td>
</tr>
</tbody>
</table>

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

i. Government, local body and government aided schools and

ii. EGS and AIE Centres
c. **Components and Norms for Central Assistance**

Under NP-NSPE, 2006, Central Government provided the following assistance to State and UT administrations w.e.f 16.06.2006.

i. Supply of free food grain (wheat/rice) @ 100gms per child per school day from the nearest FCI godown.

ii. Reimburse the actual cost incurred in transportation of food grains from nearest FCI godown to the primary school subject to the following ceiling.
   a) Rs. 100 per quintal for 11 special category states viz Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttaranchal and
   b) Rs. 75 per quintal for all other states and UTs.

iii. Provide assistance for cooking cost at the following
   a) States in North Eastern Region :- @Rs. 1.80 per child per school day, provided the State Govt., contributes a minimum of 20 paisa.
   b) For other states and UTs: @Rs. 1.50 per child per school day, provided the State Govt./UT Administration contributes a minimum of 50 paisa.

State governments/UT administrations were required to provide the above minimum contribution in order to be eligible for the enhanced rate of central assistance mentioned above.

iv) Provide assistance for cooked mid day meal during summer vacations to school children in areas declared by state government as “Drought affected”

v) Provide assistance to construct kitchen-cum-store in a phased manner upto a maximum of Rs. 60,000 per unit. However, as allocations under MDMS for construction of kitchens-cum-store for all schools in next 2-3 years may
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not be adequate, States would be expected to practically pursue convergence with other development programmes for this purpose.

vi) Provide assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of Rs. 5,000/- per school. State/UT administration has the flexibility to incur expenditure on the items listed below on the basis of the actual requirements of the school/provided that the overall average for the state/UT administration remains Rs. 5,000/- per school.

a. Cooking devices (stove, chulha etc)

b. Containers for storage of food grains and other ingredients.

c. Utensils for cooking and serving.

vii) Provide assistance to States/UTs for Management, Monitoring and Evaluation (MME) at the rate of 18% of total assistance on (a) free foodgrains, (b) transport cost and (c) cooking cost. Another 0.2% of the above amount will be utilized by the Central Government for management, monitoring and evaluation. Continuation of central assistance at existing rates as an interim measure.

d. Overall responsibility of the scheme

The overall responsibility for providing nutritious, cooked mid day meal to every child in classes I-V in all government schools, EGS and AIE centres is lied with the state government and Union Territory administrations, which included.

1. Ensuring adequate budgetary provisions towards assistance for cooking cost and establishing systems for timely flow of funds towards all components of the programme, namely cooking cost, infrastructure, procurement of kitchen devices etc.

2. Formulating state norms of expenditure under the different components of the scheme, which will be not less than the minimum contribution prescribed under the scheme, as amended from time to time.

4. Establishing systems for continuous and uninterrupted flow of foodgrains to all eligible schools, EGS/AIE centres from FCI.

5. Ensuring that all logistic and administrative arrangements are made for regular serving of the wholesome, cooked mid day meal in every eligible school, EGS/AIE centre. Similarly, ensuring logistic and administrative arrangement for timely construction of infrastructure and procurement of kitchen devices through funds made available under the scheme and by convergence with other development programmes.

6. Formulating guidelines that would promote and facilitate people’s participation in the programme including criteria for identifying and associating genuine voluntary agencies and civil society organizations.

1.2.5 IMPLEMENTATION OF MID DAY MEAL SCHEME

Local bodies implement NP-NSPE at state level. The Central Government provides free food grains from Food Corporation of India (FCI). Allotment is based on enrolment figures obtained from States and Union Territories. FCI is reimbursed by the Union Department of Education. The Centre Government also offers a transport subsidy to the State Government.

NSPE can also be run by NGOs. Some states use parallel structure (such as through the Deputy Collector). Others use Gram Panchayats or Parent Teacher Bodies or Local Women’s Self Help Groups or NGOs. But, in case of NGOs, the union bear running expenses, not infrastructure costs.

1.2.5(i) Responsibility of Food Corporation of India (FCI)

It is the responsibility of the FCI to ensure continuous availability of adequate foodgrains in its Depots (and in principal distribution centres in the case of North East Region), which allowed lifting of food grains for any month/quarters upto one month in advance so that supply chain of food grains remains uninterrupted for the NP-NSPE, 2006. FCI issues food grains of best available quality, which in any case be at least of fair average quality (FAQ). FCI has also appointed a Nodal Officer for each state to take care of various problems in supply of food grains under MDM programme.
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The District collector/CEO of Zila Panchayat also ensures that food grains of at least FAQ are issued by FCI after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat and confirmation by them that the grain confirms to at least FAQ norms. FCI keeps samples of such food grains supplied by it for future verification and analysis; this will be available in case of any complaints regarding the quality of food grains supplied.

1.2.5(ii) Nodal Agency/Agencies for Transportation of Food Grains

Transportation of food grains from nearest FCI depot to each primary school/EGS-AIE centre is a major logistical responsibility. State government is expected to make arrangements in this regard in the following manner:-

i) Wherever appropriate, single Government/semi government agency with state wide jurisdiction and network, e.g. State Civil Supplier’s Corporation, may be designated as the State Nodal Transport Agency. This agency is responsible for lifting food grains from FCI godowns and delivering them to designated authority at the taluk/block level. State government also need to make full proof arrangement to ensure that the food grains are carried from the taluk/block level to each school, etc. in a timely manner.

ii) Alternatively, district/taluk panchayats may be assigned the responsibility for different districts/taluk or groups of districts/ taluks in the state.

1.2.5(iii) Association of Voluntary Organizations in the Programme

The major groups of activities for which voluntary organizations may be associated with the programme are: -

- Supply of cooked mid day meal and
- Provision of resource support to the programme, e.g.

1. Training and capacity building
2. Monitoring and Evaluation, and
3. Research.
1.2.5(iii-a) Assignment of Supply Responsibilities to Voluntary Organizations

Identification of voluntary organizations which are suitable for being assigned supply responsibility under NP-NSPE, 2006 for a school or group of schools may be done by the city level SMC for municipal towns and district level SMC for other areas. Once a voluntary organization is so identified, the decision to actually award supply work to it for a school or a group of schools may be taken by a body empowered in this behalf by the State government eg; the Gram Panchayat, VEC/SMC/PTA, Municipal Committee/Corporation etc.

The city or district SMC should keep the following aspects in mind while determining suitability of a voluntary organization for supply of cooked mid day meal.

i) The voluntary agencies should not discriminate in any manner on the basis of religion, caste and creed, and should not use the programme for propagation of any religious practice.

ii) The voluntary agency should be a body that is registered under the Societies Registration Act or the Public Trust Act, and should have been in existence for a minimum period of two years.

iii) Commitment to undertake supply responsibility on a no-profit basis.

iv) Financial and logistic capacity to supply the mid day meal on requisite scale.

v) Commitment to abide by the parameters of NP-NSPE, 2006 particularly with regard to the prescription of eligible children, nutrition content etc.

vi) Willingness to work with PRIs/Municipal bodies in accordance with relevant guidelines of the State Government.

vii) It will furnish to the body assigning the work to it, an annual report alongwith audited statement of accounts in terms of all grants received from the State government, both in cash and hand, duly certified by an approved chartered accountant.
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viii) The voluntary organization shall not entrust/sub contract the programme or divert any part of the assistance (food grains/money) to any other organization/agency.

ix) Commitment to return to the State government any permanent/ semi permanent assets acquired by the voluntary organization from the grants received under the programme, once the voluntary organization ceases to undertake the supply work.

x) All accounts, stock and registers maintained by the voluntary organization should be open to inspection by officers appointed by the State government.

1.2.5 (iii-b) Engaging Voluntary Organization for Resource Support

The State/UT level SMC may identify voluntary organizations for providing resource support to NP-NSPE, 2006 in the form of training and capacity building programmes, monitoring and evaluation and research studies.

1.2.5(iv) Information, Education and Communication (IEC) activities connected with the Programme

Though NP-NSPE, 2006 does not envisage central assistance for IEC activities in connection with the programme, it is important that following messages are communicated to parents of the children in the target group, the community at large and other persons connected with the programme, so as to derive optimal benefit from it: -

i) It needs to be explained to parents belonging to weaker sections that school mid day meal is meant to be in addition to, and not a substitute for, meals which parents should in any case provide to children at home, or were so providing prior to introduction of cooked mid day meal programme.

ii) Importance of balanced and nutritious meals, and how to provide them economically.

iii) Safety, health and hygiene aspects.
iv) Community participation/contribution in, and supervision of the MDM programme and

v) Good storage, cooking, serving and eating practices.

State Governments/UT Administrations, Panchayati Raj Institutions (PRIs) and Municipal Bodies are expected to undertake above IEC activities using their regular budget for publicity as also by mobilizing contributions from medial groups, philanthropic organizations and the community.

1.2.5(v) Activity Mapping

It is recommended that states/UT administration initiate an activity mapping exercise in order to ensure that there is no overlapping of functions and responsibilities. The activity mapping exercise is based on the ‘Principle of Subsidiarity’, which means ‘what can best be done at a particular level should be done at that level alone, and not at higher levels’ For example, if condiments can be procured at the lowest level, namely the school or the village, its procurement should not be centralized at higher levels of administration.

1.2.6 ANNUAL WORK PLAN AND BUDGET AND FLOW OF CENTRAL ASSISTANCE

Annual Work Plan and Budget: -

1) Mid day meal scheme assigns importance to the preparation of annual work plan and budget (AWP and B) by States/UT administration based on information maintained at school level and aggregated in block, district and state level. It envisages a bottom up approach, rather than a top down approach to planning. It is necessary that there is documentation of the process of plan preparation to ensure that they have been prepared at the school level through participatory planning processes.

2) The AWP and B framework is designed to provide a comprehensive picture of present scenario in the state as far as implementation of MDMS is concerned. It contains details of management structure, implementation processes, monitoring systems, sociological break up of target groups,
infrastructure position, findings of evaluation studies, strategies to tackle problems, community participation, best practices and new initiatives etc.

3) State governments and UT administrations are required to prepare a comprehensive AWP and B, interalia with detailed district wise information on the following:

1) Anticipated number of working days for schools, EGS and AIE centres, i.e. total number of school days minus vacations and other holidays.

2) District wise information on the average number of children who have availed of mid day meal in the previous year based on school level attendance register maintained for MDM and aggregated for the block, district and state level.

3) District wise information on enrolment in classes I-V and number of children, who are estimated to avail MDM in the current year.

4) District wise details of lifting and utilization of food grains allocated in the previous year.

5) District wise details of allocation and utilization of central assistance towards cooking cost in the previous year.

6) District wise requirement of food grains and central assistance towards costs for the current year.

7) District wise details for construction of kitchen-cum-Store.

8) District wise details of cooking devices (Gas conversion).

9) District wise details of cooking devices (Utensils for cooking and serving).

10) Statement of expenditure in respect of funds released under MME during previous year.

11) Proposal for utilization of funds under MME with a detailed action plan for current year.
12) Statement of expenditure in respect of transport subsidy received during the previous year.

1.2.7 PROGRAMME MANAGEMENT

A programme of the scale and magnitude of the Mid Day Meal Scheme requires a management structure which is robust and dynamic. It is imperative that the management system at various levels is clearly articulated and the roles of the different agencies involved clearly delineated. The programme requires close cooperation and co-ordination of the various agencies involved in the implementation of the scheme NP-NSPE, 2006 envisages putting in place the following management structures at the National, State, District/Block and local levels.

I. National level

1) 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 programme. The NSMC is mandated to-

a) Guide the various implementation agencies.

b) Monitor programme implementation, assess its impact and take corrective steps.

c) Take action on reports of independent monitoring/evaluation agencies.

d) Effect co-ordination and convergence among concerned departments, agencies (eg. FCI) and schemes and

e) Mobilize community support and promoting public private partnership for the programme. Under NP-NSPE, 2006, the NSMC is expected to perform the following functions:

- Provide policy advice to Central and State governments, and

- Identify voluntary agencies and other appropriate institutions to undertake training, capacity building, monitoring and evaluation and research connected with the programme at the national level.
2) **Programme Approval Board**

The Department of School Education and Literacy has also set up a Programme Approval Board under the chairpersonship of Secretary School Education and Literacy with membership of nutrition experts and representatives, inter alia, of the Departments of Women and Child Development, Ministry of Rural Development, Ministry of Panchayat Raj, Planning Commission, Food Corporation of India etc. The Programme Approval Board meets at the beginning of each financial year in order to consider and sanction the Annual Work Plan and Budget (AWP and B) submitted by the State governments and UT administrations.

3) **National Mission for Sarva Shiksha Abhiyan (SSA)**

The General Council and Executive Council of the National Mission for Sarva Shiksha Abhiyan (SSA), in addition to SSA itself review, from time to time, mid day meal scheme also.

II. **State/UT Level**

i) State and UT administrations are also required to setup Steering-cum-Monitoring Committees at the state, district and block levels to oversee the implementation of the programme which function. Besides city level SMC’s should also be constituted for all cities having a municipal corporation. 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 designates one of its department as the Nodal Department, which take responsibility for the implementation of the programme. State governments/UT administrations may set up implementation cell attached to the State Nodal Department to oversee the implementation of the programme by using a part of funds under MME.
1. State/UT-Specific Norms of Expenditure

Taking into account the central assistance available under NP-NSPE, 2006, every State government/UT administration prescribes and notify its own norms of expenditure on the scheme, based on which allocation of funds for the implementation of the programme is done. The norms thus notified, are referred as “State Norms”.

The State norms spells out, modalities for ensuring regular and uninterrupted provision of nutritious cooked meal. To ensure uninterrupted supply of cooked food in thousands of primary schools and EGS/AIE centres scattered across the state is a challenging task. State government/UT administrations have to develop and circulate detailed guidelines taking into account common obstacles which may come in the way of regular supply of cooked mid day meal, including for example:

i) Delay in flow of monetary assistance from centre to the states (eg. due to late or defective utilization certificates or unspent balances). State government has to make adequate provision for the programme (both for centre and state) in their annual budget, in anticipation of actual flow of central assistance.

ii) Delay in release of funds sanctioned by the Central government from the state finance department on account of the state’s ‘way and means’ position. State nodal departments need to ensure that the state finance department releases the funds intended for mid day meals expeditiously.

iii) Delays on account of hierarchical level wise releases from state to district to taluk/block to gram panchayat to school. Wherever possible states/UT administrations may consider electronic transfer of funds from state to village level through banking channels.

iv) Irregular supply of foodgrains from FCI godown or interruption in their timely transportation to schools. States need to ensure that FCI gives priority to the mid day meal programme. States should also ensure that a minimum of one month buffer stock of food grains and cooking cost is available in each school.
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v) Failure of the local implementation agency to adequately procure and stock up cooking ingredients.

vi) Absence of cook for any reason, etc.

2. Functions of State Nodal Department

i) The department of School Education and Literacy, MHRD conveys the district wise allocation of food grains, cooking costs, construction of kitchen-cum-store, cooking-cum-kitchen devices as approved by the MDM-PAB to the State Nodal Department and the FCI. In addition the Department of School Education and Literacy, MHRD also conveys sanctions relating to MME. The State Nodal Department conveys district wise allocations for the next financial year to all District Nodal Agencies.

ii) In States where the function of primary education has devolved to Panchayat Raj Institutions, the State Nodal Department conveys the district wise allocation to the District Panchayats.

The State Nodal Agency ensures that the District Nodal Agencies have sub allocated the monthly district allocation to the sub-district level which in turn will further allocate to each school.

3. Periodic Returns

The State Nodal Department has to furnish progress reports on the scheme to the ministry of HRD, as per the following details:-

Table 1.2 Periodic Returns to be furnished by the State Nodal Department

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title of Return</th>
<th>Due date for receipt in the Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Monthly report-off take of food grains</td>
<td>15th of the following month</td>
</tr>
<tr>
<td>2.</td>
<td>Quarterly claim towards transport subsidy</td>
<td>15th of the month following the quarter</td>
</tr>
<tr>
<td>3.</td>
<td>Quarterly Progress Report (QPR)</td>
<td>Within One month from the quarter</td>
</tr>
</tbody>
</table>
4. **Utilization Certificates**

Utilization certificates (UC’s) in respect of central assistance provided by way of (a) free food grains, (b) food grains in drought affected areas during summer vacations, are expected to be provided by the State Nodal Department to the MHRD for each financial year as on 31st March of the previous year in respect of the food grains lifted.

**III. Nodal Responsibility at the District and Block level**

i) Every State government/UT administration designates one nodal officer or agency at the district and block level (e.g., the District collector, District/Intermediate Panchayat, etc) who are assigned overall responsibility of effective implementation of the programme at the district and block level.

ii) In States, which have developed the function of primary education either by legislation or executive order on panchayats, the Chief Education Officer of District panchayat or the Executive of block Panchayat is the Nodal Officer with overall responsibility for effective implementation of the programme at the district level. In such states, the responsibility for implementing the programme within their jurisdiction shall be that of the panchayats and the urban local bodies concerned which have been assigned the responsibility by the State.

iii) The District Nodal Agency ensures 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 also identifies that transportation agency to transport food grains from the nearest FCI godown to school. The transports could be done once in a month.

iv) The district taluk nodal agency also takes responsibility for developing indicative means using locally available and culturally acceptable food items.
IV. Management at the local level

i) In states which have developed the function of Primary education through legislation and/or executive order on Panchayats and Urban local bodies, the responsibility of implementation and day to day supervision of the programme is assigned to the Gram Panchayat/Municipality Standing Committees. These committees are constituted by Gram Panchayats and Municipalities to oversee the implementation of the programmes. Alternatively, already exiting standing committees which have been assigned the task of supervising education related issues may be entrusted the task of monitoring, review and taking other necessary steps for the smooth implementation of the scheme. The Gram Panchayat/Municipality may, in turn, assign responsibility of the day to day management of the programme at school level to the Village Education Committee/ School Management and Development Committee or Parent Teacher Association as the case may be.

The VEC/SMDC/PTA shall be responsible for the programme to the Gram Panchayat/Municipality.

ii) Responsibility for cooking/Supply of cooked mid day meal

As far as possible, responsibility for cooking/supply of cooked mid day meal should be assigned to one of the following:-

a) Local Women’s/Mother's Self Help Group.

b) Local Youth Club affiliated to the Nehru Yuva Kendras

c) A Voluntary Organization.

d) By Personnel engaged directly by the VEC/SMDC/PTA/Gram Panchayat/Municipality.

iii) In urban areas where a centralized kitchen set up is possible for a cluster of schools, cooking may wherever appropriate, be undertaken in a centralized kitchen and cooked hot meal may then be transported under hygienic conditions through a reliable transport system to various schools. There
may be one or more such nodal kitchen(s) in an urban area, depending on the number of clusters which they serve.

1.2.8 ASSISTANCE FOR MID DAY MEAL IN SUMMER VACATIONS IN DROUGHT AFFECTED AREAS

1) Central Assistance is also given for a mid day meal in primary school during summer vacations in areas which are formally notified by the State Government as ‘Drought Affected’, in accordance with its established procedure and guidelines of Government of India, if any.

2) Since the notification is valid for a period of one year, the State Government may submit their action plan in the framework of annual work plan and budget itself.

3) In case notification declaring an area as ‘drought affected’ is issued at a time where summer vacation has already commenced or is about to commence, State Government should provide mid day meal in primary schools located in such areas in anticipation of release of central assistance.

   Food grains for implementing the programme in summer vacation should be drawn against the concerned district’s annual allocation, which will be suitably augmented by the ministry in due course to cover the resultant additional requirement of food grains for the year.

5) In States where the function of education has been transferred to Panchayat Raj Institutions, the school plans are consolidated at the Gram Panchayat, Taluk Panchayat and Zila Panchayat level.

6) The AWP and B presented by the State governments and UT administration is placed before the Programme Approval Board. Approval is contingent on the budgetary commitments made by the concerned State governments and UT administrations for the State’s contribution towards cooking cost. Based on the deliberation and approval accorded by the MDM-PAB, central assistance for the following is sanctioned/released.

   i) District-wise allocation of quantity of food grains.

   ii) District-wise allocation of cooking assistance.
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iii) Transport subsidy (based on quantity of food grains allotted to State/UT administrations as a whole)

iv) Funds for Management, Monitoring and Evaluation (1.8% of item (i) to (iii) above for State/UT administrations as a whole)

v) District wise allocation for construction of kitchen-cum-stores.

vi) District wise allocation for provision of kitchen devices.

7) It is mandatory for the State governments and UT administrations to ensure that their budgetary allocation for MDM Programme (Plan and Non Plan) is not reduced below the level of BE 2005-06. While seeking central assistance states and UT’s are required to give an undertaking that they have not actually reduced their own budgetary allocation for MDM programme in any year below the level of BE 2005-06.

8) It is also mandatory for State governments and UT administrations to ensure that the money saved as a result of enhanced central assistance is not diverted to purposes other than mid day meal. Savings, if any, shall be utilized in the following order of preference.

a) To provide essential micro nutrients and de-worming medicines, and for periodic health check up.

b) To provide mid day meal of a quality better than had been the case so far;

c) To improve infrastructure in primary schools required for mid day meal (e.g. kitchen-cum-store, drinking water facilities, smokeless chulha/gas based cooking, etc.)

d) To improve supervision, monitoring and evaluation.

1.2.9 MONITORING AND EVALUATION

- Management Information System

1) Under NP-NSPE, 2004, maintenance of accounts and generation of reports was generally being done manually, which is time consuming, error prone and labour intensive. It is difficult to generate analytical reports using such
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manual systems. Hence, urgent need of the hour is a sound system of accounting procedure and reporting as well as a computer based MIS for MDMS, which is robust and reliable. The Department of School Education and Literacy is in the process of developing a Web enabled MIS that would ensure:

a) Effective and de-centralized planning process based on relevant and useful data.

b) Smooth and timely flow of foodgrains and cooking assistance.

c) Prompt information about foodgrains/fund utilization.

d) Better inventory control.

e) Timely and automatic report generation.

f) Transparency and wider dissemination of information on implementation of MDMS.

1.2.9a. Regular Monitoring of Programme Implementation and Its Impact

The mid day meal programme needs to be monitored to assess

1) Programme parameters, namely the manner in which the programme is being implemented in terms of all children regularly getting a meal of satisfactory quality, and

2) Impact parameters, namely the effect, if any, on improving children’s nutritional status, irregularity of attendance and retention in and completion of primary education.

Further guidelines and modalities in regard to the above should be developed by State government/State level SMCs. State government is expected to fix monthly targets for inspection of mid day meal served in schools/EGS-AIE centres in respect of officers of District/Sub Divisional, Tehsil/Taluka, Block and other suitable levels belonging to Departments, including Rural Development/Urban Administration, School Education, Women and Child Development, Health and Family Welfare, Food and Civil Supplies, etc. On the
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average, 25% of the primary schools and EGS/AIE centres should be visited in every quarter, and all primary schools and EGS/AIE Centres should be visited at least once every year.

States may evolve suitable formats for questionnaire (Data capture form) to be filled by the officials during field visits. It should be simple and able to capture all vital parameters required for effective monitoring of implementation of programme in field level. As far as possible, field visits should be unannounced. Field visits should not be superficial. It should be used for critical observation and interviewing broad range of individuals. Data capture forms should have provisions to obtain feedback from headmaster/cooks/organizers/children who take mid day meals and their parents/children from disadvantaged sections/community leaders/PRIs etc. Inspection reports are very important part of monitoring documentation and they should be analyzed in depth and linked with previous report on the same centres. Findings of the reports should be documented and reported in SMC meetings of all levels. Suitable remedial/corrective measures should be initiated without any delay. School authorities may provide necessary facilities to the stake-holders, parents/general public who approach school on any such field visits and make available such materials/documents for their persual without disturbing teaching or cooking/serving MDM.

1.2.9b. Display of Information under Right to Information Act

At the school level, the following information should be displayed on a weekly/monthly basis under the right to information act.

1) Quantity of food grains received, date of receipt.
2) Quantity of food grains utilized.
3) Other ingredients purchased, utilized.
4) Number of children given mid day meal.
5) Daily menu.
6) Roster of community members involved in the programme.
1.2.10 EXTENSION OF MID DAY MEAL SCHEME TO UPPER PRIMARY LEVEL

From October 2007, the scheme has been extended to children studying in classes VI to VIII in 3,479 educationally backward blocks (EBBs) in the country. From 2008-09, the programme will cover all children studying at upper primary stage in all areas across the country. During the year 2008-09, 9.7 crore children at primary stage and 4.20 crore children at upper primary stage are expected to be covered under the programme (P.R. Dassmunshi, Minister of Information and Broadcasting, Government of India)

Prasad Nichenametia from New Delhi reported at rediff News on Jan 15, 2007 that the Human Resource Development Ministry plans to extend the mid day meal scheme to upper primary classes in the next financial year.

This would mean an additional 5.5 crore (Rs. 55 million) children under the scheme, for which the ministry has asked the planning commission for a budget outlay of Rs. 13,000 crore (Rs. 130 billion) in the next annual plan period.

At present the scheme is catering to around 12 crore (120 million) children studying in classes I to V in all the government, local body and government aided schools, and Education Guarantee Scheme and Alternative and Innovative Education centres.

In the Union Budget of 2006-07, the outlay for the scheme has been increased by 60 percent, from Rs. 3,345 crore (Rs. 33.45 billion) for 2005-06 to Rs. 5,348 crore (Rs. 53.48 billion) for 2006-07.

The sources also added “we want to provide all the schools under the programme with infrastructure like permanent kitchens, utensils and other requirements in the next plan period”. The ministry has asked for an allocation of Rs. 60,000 crore (Rs. 600 billion) for the scheme for eleventh plan.

“Apart from this we want to extend the programme upto the secondary level education, as mentioned in the National Common Minimum Programme”.

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Introduction

Changes have been introduced in the scheme to make it more transparent and responsive to the students, parents and members of the community. Under the new guidelines, the scheme is to converge with National Rural Health Mission for necessary interventions such as regular health check-up, supplementation of micronutrients and de-worming medicines.

On Jan 08, 2008 it was stated at news.webindia123.com, New Delhi that about 11.04 crore children studying in primary classes across India, are beneficiaries of the national mid day meal scheme, the largest school feeding programme in the world. Due to its undoubted success, the centre has extended the mid day meal programme to children in classes VI-VIII in 3,479 Educationally Backward Blocks (EBBS) covering about 1.7 crore more upper primary children since October 1, 2007.

According to an official release, by 2008-09, the programme would cover all areas across the country. At primary stage of education 950,000 government (including local body) and government aided schools and the centres seen under Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) are covered under mid day meal scheme. Under the revised scheme in addition to extension of the scheme to upper primary stage attempt has been made to have central assistance for cooking costs based on Inflation Adjusted Index (Consumer Price Index) every two years starting 2008-09. Besides free food grains of 100 grams per child daily in primary stage and 150 grams per child per school day in upper primary stage, the centre also provides to states and Union Territories, assistance of a minimum of Rs. 1.50 and Rs. 2 towards cooking cost per child per day in primary and upper primary classes respectively. The states’ contribution is between 20 and 50 paise per head. In addition, Central Government also provides subsidy of Rs. 125 for transportation of food grains from FCI depots to schools a quintal for 11 special category states and Rs. 100 for other states/UTs. It has also doled out Rs. 60,000 towards construction of kitchen sheds per unit and Rs. 5,000 for procurement of kitchen devices. Importantly, cooked mid day meal
Introduction

is provided even during summer vacations to children in areas declared by State Governments as drought affected areas. A sum of Rs. 7,324 crore was provided for the scheme, representing 37 percent increase over the budget for 2006-07, in Union Budget 2007-08.

According to Ministry sources, the mid day meal programme has helped in promoting school attendance, preventing class room hunger, instilling educational values and fostering social and gender equality.

1.3 MID DAY MEAL SCHEME IN PUNJAB

1.3.1 History of Mid Day Meal Scheme in Punjab

In order to improve enrolment, retention and reduce drop out rate of students in primary classes and also to improve the nutritional status of primary school students, Government of India, launched a country wide scheme ‘National Programme of Nutritional Support to Primary Education (NP-NSPE) (Mid Day Meal Scheme) on 02.10.1995 (effective from 15.08.1995). Under this scheme, students of primary classes were to be provided wheat @ 3 Kg per student per month (for 10 months in a year) subject to 80% attendance and later on the states were to switch over to cooked meal scheme within two years but like many other states, Punjab did not switch over to cooked meal scheme interalia not due to paucity of the funds alone but, due to sheer lack of bureaucratic will also. A former school education secretary of the state even went to the extent to stating that a rich state like Punjab has no shortage of food and has no utility for a mid day meal scheme. However, cooked mid day meal was provided to children of primary classes in one block in every district of Punjab during the year 2002-03 and the cost of meal was Rs. 3.80 per child per day. A writ petition (civil) No. 196/2001 was filed by ‘Peoples Union for Civil Liberties’ in the Hon’ble Supreme Court of India in which it was ordered on 20.04.2004 to provide cooked meal to all the students in primary classes.
Introduction

In compliance of above orders, Government of Punjab started providing cooked meal to all the students of primary classes in government schools from Sept. 2004. For this purpose a sum of Rs. 6.66 crores during the financial year 2004-05 was released to the Deputy Commissioners, who are also the Chairmen of the Committee for implementation of this scheme at district level. During the financial year 2005-06 a sum of Rs. 13.09 crores has been released to the Deputy Commissioners as conversion cost for providing cooked meal under the scheme.

1.3.2 Management Structure for Implementation

<table>
<thead>
<tr>
<th>State Level</th>
<th>State Monitoring Committee (SMC)</th>
<th>Chief Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Secretary Education</td>
</tr>
<tr>
<td>District Level</td>
<td></td>
<td>Deputy Commissioners</td>
</tr>
<tr>
<td>Block Level</td>
<td></td>
<td>Sub Divisional Magistrate (SDM)</td>
</tr>
<tr>
<td>Village Level</td>
<td></td>
<td>VEDC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASWAK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mother Self Help Group</td>
</tr>
</tbody>
</table>

1.3.3 State Norms and Expenditure Norms

Food grains at the rate of 100 gms per child per day are provided free of cost by Government of India from FCI. Conversion cost is given by Government of India at the rate of Rs. 1 per child per day and in addition, state government has made a provision for Rs. 0.70 per child per day for the year 2006-07. The food grains are received from FCI by Nodal Transport Agency, PUNSUP, which delivers the same to all schools.

1.3.4 Distribution of Funds

Funds are sanctioned and released at the state level by Finance Department. Director Public Instructions (EE) draws funds from the treasury and funds are sent to Deputy Commissioners in the form of Bank Draft. Deputy Commissioners releases the funds directly to the implementing agency at village level i.e. VEDC, SHG etc.
1.3.5 Implementation at School Level

The scheme is implemented through VEDCs and SHG’s. However, in the meetings with Deputy Commissioners it was decided to constitute Mother Self Help Groups (SHG’s) in all the villages/schools for implementation of mid day meal scheme in entire state. The quality/quantity aspects are also being ensured by these agencies and in urban areas, UEDCs implement the programme. Cooks are arranged by VEDCs/SHGs on temporary basis. The teachers supervise the distribution of food and its quality.

1.3.6 Weekly Menu and Its Nutritional Assessment

Children are given Salted Rice, Dal Roti and Sweet Cooked Meal (Halwa) five day’s in a week. Iodized salt is used for cooking of food. The State government has communicated the calories or calorific value (minimum of 300 calories) and protein content (8-12gms of protein) to the Deputy Commissioners. This was ensured with the help of a dietician from Government Rajendra Hospital Patiala. The nutritional value was assessed by a dietician at the time of preparing the detailed menu at the State level, but, there is no separate system of assessing the nutritional value in every school at present. Detailed menu of the scheme is:

---

**Fig. 1.1 Flow of Funds for Mid Day Meal Scheme in Punjab**
Table 1.3 Detailed Menu for Mid Day Meal Scheme in Punjab

<table>
<thead>
<tr>
<th>Day</th>
<th>Dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Dal Roti</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Channa Pulao</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sweet Rice</td>
</tr>
<tr>
<td>Thursday</td>
<td>Nutritious Khicrhi</td>
</tr>
<tr>
<td>Friday</td>
<td>Dal Roti</td>
</tr>
<tr>
<td>Saturday</td>
<td>Channa Pulao</td>
</tr>
</tbody>
</table>

1.3.7 Costing Sheet (Average cost of meal per child per day including cost of food grains, oil, pulses, condiments, fuel, transport subsidy. Establishment over heads etc delineating contribution from centre and state)

The food grains are supplied free of cost by FCI. Conversion cost including the cost of oil, pulses, condiments, fuel etc is given at the rate of Rs. 1/- per child per day by Government of India and Rs. 0.70/- per child per day has been provided by the State Government. All procurements except food grains are done locally by VEDC/SHGs. State government do not interfere in this.
1.3.8 Statement of Budget Allocations

Table 1.4 Budget Allocation for Mid Day Meal Scheme in Punjab

a) Budget Allocation (Rs. In Lacs)

<table>
<thead>
<tr>
<th>Year</th>
<th>Provision for MDM in State Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allocation</td>
</tr>
<tr>
<td></td>
<td>Plan</td>
</tr>
<tr>
<td>2004-05</td>
<td>666.00</td>
</tr>
<tr>
<td>2005-06</td>
<td>1309.86</td>
</tr>
<tr>
<td>2006-07</td>
<td>3400.00</td>
</tr>
</tbody>
</table>

(Upper Primary is not covered)

b) for 2005-06

i) ACA (Additional Central Assistance) : Rs. 1309.86 Lakh

ii) State Component : Nil

Total : Rs. 1309.86 Lakh

c) Out of State Component – Specific items of expenditure (latest)

i) Cooking gas : It is included in the conversion and is not worked out separately.

ii) Wages of Work/Helpers : No funds were provided by the State Government as State component during the year 2005-06

iii) Infrastructure

The mid-day meal scheme was extended to upper primary during 2007-08
**Table 1.5 Progress of Mid Day Meal Scheme in Punjab (2007-08) Allocation and Release**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Component</th>
<th>Allocation</th>
<th>Released*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No. of Children</td>
<td>14,03,394</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Foodgrains allocation (100 gms/child/day in MTs)</td>
<td>2,30,874.67</td>
<td>13,716.52</td>
</tr>
<tr>
<td></td>
<td>Upto 31.12.2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cooking Cost (Rs. 1.50 per child/day)</td>
<td>4,631.20</td>
<td>5,366.50</td>
</tr>
<tr>
<td>4</td>
<td>MME</td>
<td>114.76</td>
<td>39.56</td>
</tr>
<tr>
<td>5</td>
<td>Transport Subsidy</td>
<td>--</td>
<td>104.02</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Primary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No. of EBBs</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No. of Children</td>
<td>1,13,418</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Foodgrains allocation (150gms/child/day in MTs)</td>
<td>2,634.77</td>
<td>Lifting Figure Not Available</td>
</tr>
<tr>
<td>4</td>
<td>Cooking Cost (Rs.2.00 per child/day)</td>
<td>315.30</td>
<td>315.30</td>
</tr>
<tr>
<td>5</td>
<td>MME</td>
<td>8.00</td>
<td>8.00</td>
</tr>
<tr>
<td>6</td>
<td>Kitchen Sheds (1052 Units @ Rs. 60,000/Unit)</td>
<td>631.20</td>
<td>631.20</td>
</tr>
<tr>
<td>7</td>
<td>Kitchen Devices (1052 schools @ Rs. 5,000)</td>
<td>52.60</td>
<td>52.60</td>
</tr>
</tbody>
</table>

* after adjusting unspent balance as on 31.03.2007


**Table 1.6 Progress of Mid Day Meal Scheme in Punjab (2008-09) Budget Provision and Expenditure**

**Reimbursement of Central Assistance & State Contribution**

<table>
<thead>
<tr>
<th>Budget Provisions (Rs. in lacs)</th>
<th>Revised Budget Estimates (Rs. in lacs)</th>
<th>Expenditure (Rs. in lacs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 7564.55 lacs for both Central Assistance and State contributions for all components</td>
<td>Rs. 18832.93 lacs for both Central Assistance and State contributions for all components (including Rs. 8797.00 lacs under capital content)</td>
<td>Rs. 18434.79 lacs for both Central Assistance and State contribution (including Rs. 8377 lacs under capital content).</td>
</tr>
</tbody>
</table>
**FUNDS POSITION FOR 2008-09**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Component</th>
<th>Funds Received from GOI</th>
<th>Expenditure 31.12.2008</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CS</td>
<td>SS</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Cooking Cost</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Primary (Classes I-V)</td>
<td>3631.46</td>
<td>1371.53</td>
<td>715.16</td>
</tr>
<tr>
<td>b)</td>
<td>Upper Primary (Classes VI-VIII) (EBBs)</td>
<td>3757.93</td>
<td>1750.89</td>
<td>477.86</td>
</tr>
<tr>
<td>2</td>
<td><strong>Transportation Cost</strong> (Primary and Upper Primary)</td>
<td>398.14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>127.43</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(Revalidated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Management Monitoring &amp; Evaluation (MME)</strong></td>
<td>187.06</td>
<td>78.04</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Primary and Upper Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Kitchen Devices</strong></td>
<td>52.60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(Primary and Upper Primary)</td>
<td>(Revalidated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Kitchen Sheds</strong></td>
<td>631.20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(Primary and Upper Primary)</td>
<td>(Revalidated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7693.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>16479.02</td>
<td>3200.46</td>
<td>1193.02</td>
</tr>
</tbody>
</table>

(CS- Central Share & SS-State Share)

Note:-1. State Share of Rs. 2386.04 lacs has been released by the State Government during the year 2008-09.

* Based on Mid Day Meal Programme-Annual Work Plan and Budget 2009-10 mid day meal scheme, Punjab Available at [www.education.nic.in/mdm/...10/.../Punjab/MDM_Plan_2009-10.pdf](http://www.education.nic.in/mdm/...10/.../Punjab/MDM_Plan_2009-10.pdf)
## Introduction

Table 1.7 Progress of Mid Day Meal Scheme in Punjab (2009-10)*

### A. Coverage

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Coverage</th>
<th>Target as per MDM-PAB Approval</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Schools</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td>16185</td>
<td>1292275</td>
</tr>
<tr>
<td>Upper Primary</td>
<td></td>
<td>5976</td>
<td>742301</td>
</tr>
</tbody>
</table>

### B. Utilization of Foodgrains

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Utilization of Foodgrains</th>
<th>Allocation</th>
<th>Average Quantity consumed at School level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rice</td>
<td>Wheat</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td>3119.02</td>
<td>2409.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1904.5</td>
<td>1941.22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5528.86</td>
<td>3845.72</td>
</tr>
<tr>
<td>Upper Primary</td>
<td></td>
<td>2437.82</td>
<td>3210.79</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5648.61</td>
<td>3577.54</td>
</tr>
</tbody>
</table>

### C. Utilization of Central Assistance towards Cooking Cost

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Utilization of Central Assistance towards Cooking Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allocation for current FY</td>
</tr>
<tr>
<td></td>
<td>Central Share</td>
</tr>
<tr>
<td>Primary</td>
<td>4155.87</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>3362.13</td>
</tr>
</tbody>
</table>
D. Utilisation of other Central Assistance towards MME and Transportation

<table>
<thead>
<tr>
<th>Items</th>
<th>Allocation for Current FY</th>
<th>Central Assistance received during the year</th>
<th>Expenditure from State/UT own resources, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td>MME</td>
<td>191.54</td>
<td>47.38</td>
<td>0</td>
</tr>
<tr>
<td>Transport Assistance</td>
<td>377.38</td>
<td>94.35</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>568.92</strong></td>
<td><strong>141.73</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

*Based on First Quarterly Progress Report on Mid Day Meal Scheme, State Punjab Financial Year 2009-10 (April to June 2009). Secretary of the Nodal Department Government/UT Administration

1.3.9 Public Private Partnership

VECs, UEDC and SHGs are involved in the implementation of the MDM scheme and by the year 2007 no NGO was working in the implementation of mid day meal scheme.

1.3.10 Monitoring Mechanisms

a) Steering-cum-Monitoring Committees

Steering cum monitoring committees (SMC) have been constituted at the State level chaired by the Chief secretary and at the district level chaired by the Deputy Commissioners and at the block level chaired by the Sub Divisional Magistrate.

b) Supervision and Joint Inspection of Quality of Food Grains

This scheme is implemented through VEDC/SHG’s. The quantity and quality aspects are being insured by these agencies.
c) Transparency and Accountability at School level (esp. food grains and cash for cooking assistance)

Accounts are maintained at school level by VEDCs and Mother SHG and at the district level in the office of DC as funds are sent by Deputy Commissioners by Bank Draft.

d) Mobilization of Mothers

Steps are initiated for formation of mothers committee in all schools. This is also reported by Sunita Dhawan in The Tribune (Oct. 28, 2006) that the district administration had been directed to involve self help groups for preparing mid day meals for schools children. In the first phase 50 villages were identified where the members of self help groups would prepare food in government schools. The pilot project of taking the help of self help groups was launched by the Haryana Government from the Sirsa district under this scheme; the services of the Sarpanch's would also be taken.

The Deputy Commissioner of Ferozepur, while talking to the correspondent of Rozana Ajit on Nov. 5, 2006 requested the mother self help groups to help to prepare mid day meal in schools. If mothers came forward, the teachers would not be compelled to ask the students to help them to cook food. DC alongwith the SDM asked the concerned officers to check the mid day meal food from time to time so as to ensure that the students were being given quality food.

P.R. Dasmunshi, Minister of Information and Broadcasting, Government of India (April 16, 2008) stated “In a new path-breaking initiative, it has been decided to empower mothers of 12 crore school children covered under the scheme to supervise the preparation and serving of the meal. Mothers are being encouraged to come forward and take turn to supervise the feeding of the children, thus ensuring regularity and quality of the meal”. This initiative is aimed at giving mothers a voice and a role and greater ownership of the programme. States have been requested to launch a concerted campaign for mass mobilisation of mothers.
1.4 KEY CONCEPTS

The aim of mid day meal scheme was to improve enrolment, attendance and retention and simultaneously impacting on the nutritional status of students in primary classes. In the present study, an effort is made to know about the impact of mid day meal scheme on attendance, retention and learning outcome of students. So, it is necessary to know about these terms first: -

1.4.1 Enrolment

The term enrolment means the total number of persons registered and students in given educational entity such as schools, school district, course or class at a given time.

- According to Concise Dictionary of Education: Enrolment is the entering of one’s name as a student in the official register of a school, other educational institution, programme or a course.

- According to Oxford Dictionary Enrolment means (a) write one’s name on list (b) write name of persons on list.

Article 45 of Indian Constitution directs that government should provide compulsory primary education to all the children within the age group of 6-14 years and for this universality of enrolment should be considered as one of the major stage – It means that all the children of desired age groups should be enrolled by the school. After school facilities are made available, it is essential that all children should be enrolled by the school. The problem of universalisation of enrolment in rural areas is more complicated, and the main reasons for this problem are: -

1) Ignorance of Parents: - Because of ignorance of parents, they don’t co-operate in sending their children to schools.

2) Isolation between school and local community.

3) Indifferent attitude of educational authorities towards people.

4) Financial difficulties.
For this it is necessary that the parents should be educated about the dire need of primary education for their children; close contact should be established between the school and local community and so far as possible, financial help should be given to the needy people.

Kothari Commission (1966) has recommended that a programme of universal enrolment should be organized simultaneously with special emphasis on two aspects:

1. Reducing the heterogeneity in class-I through
   a) System of pre-registration and
   b) Restriction of enrolment to class-I within one year prescribed for admission, and raising transfer rate from class-IV to 100% by the end of the fifth plan through a variety of steps.

1.4.2 Attendance

The term Attendance at an educational establishment means that the person is normally physically present at the establishment during study times. It may also include attendance other than at those premises if this forms the part of the course, for example field trips and visits.

- According to Accurate and Reliable Dictionary (A Free English to English online dictionary)
  1. The term attendance means attention; regard; careful application.
  2. Attendance means act of attending; state of being in waiting; service ministry; the fact of being present; presence.
  3. Attendance means waiting for; expectation.
  4. Attendance means the persons attending; a routine attendance.
  5. Attendance is the act of being present (at a meeting or event etc.)
- According to Free Online Dictionary (By Farlex)
  1. The term attendance means the frequency with which a person is present, “a student’s attendance is an important factor in his/her grade”.
  2. The term attendance means the number of people that are present.
1.4.3 Retention

By this term is meant that once a child joins the school, he should remain there till the completion of his primary school course. Universalisation of retention is also considered as an important step for making primary education universal and if the child leave the primary school without completion of his course, the Idea of universalization of primary education stands defeated. Not only admitting a child in a school is important, but, his retention in the school is of supreme importance.

- According to Oxford Dictionary: the term retention means retaining or being retained

Retention refers to the practice of promoting a student to the next higher grade at the end of a school year (Concise Dictionary of Education).

Generally, it happens that a large number of students leave the school before the completion of primary education. If a child leaves the primary school before the completion of his primary education course, it means wastage is there. The term wastage is defined as “Premature withdrawl of children from school at any stage before the completion of primary course.”

This problem is acute, only 40% of first admissions enter 5th grade. In some states, the incidence of wastage is 86%. Majority leaves after 3rd grade. Kothari Commission has pointed out that wastage at the lower stage is very large. About 56% of boys and 62% of girls leave education at this stage. At higher primary school stage wastage is 24% for boys and 34% for girls. Unless the huge wastage is eliminated and the children are retained in schools, the purpose of providing compulsory education will be completely defeated. It is important to provide schools for all and enroll all the children in the age group 5-14 and it is much more important to retain all the children in the schools.

According to a survey conducted by NCERT, New Delhi, some of the causes of wastage in primary education are:-

(a) Ill Health of the pupils  (b) Lack of proper clothing (c) Extreme Poverty i.e. in General or because of death of father (d) Non availability of reading and writing material (e) The school hours do not suit the parents (f) School is far from
home (g) Parents engage their children in domestic affairs (h) Penalizing pupils to maintain discipline in the class (i) Lack of Parental interest in the education of their children, say the parents are illiterate or do not know the importance of education (j) Stagnation of pupils (k) Caste and communal sentiments of parents.

The survey also suggested some points for overcoming wastage as:-

(a) Provision of mid day meals (b) Supply of reading and writing material (c) Making primary education interesting (d) Referring cases of ill health to the doctor (e) Organizing school hours to suit parents convenience (f) Appointing highly qualified teachers in these schools (g) seeking parental co-operation (h) Providing special attention to slow learners.

For the present study the term retention was taken for one year rather than five year follow up of the students. In the present investigation from session 2001-02 to 2007-08 total number of students enrolled in the beginning of the session, number of students dropped out and number of students retained upto final exams was taken for the purpose of comparison.

1.4.4 Learning outcome

The term learning refers to the acquisition of behaviour being developed by the new S-R connection. It is a relatively permanent behaviour change tendency and is the result of reinforced practice (Kimble and Garmezy 1963, Melxin 1969, 1970). Learning may be defined as a relatively enduring change in the behaviour which is a function of prior behaviour usually called practice (Melxin, 1970). It is not simply an event that happens naturally, but an event that happens under certain conditions (Gagne 1977). These conditions can be altered and controlled leading to the possibility of examining the occurrence of learning by means of the methods of science.

The statement of learning outcome at course, program and institutional levels classifies for all stakeholders the knowledge, skills and abilities. A student must successfully complete a course or program and earn a certificate, diploma or degree from the college. In every course, and programme, learning facilitators
design activities to learners in achieving the appropriate course, programme and institutional learning outcomes. In the present study the term learning outcome covers three aspects i.e. achievement, initiative and socio-metric status of the students.

1.4.4a. Achievement

Means the amount of knowledge gained by the student in different subjects of study. It encourages the students to work hard and learn more. Also, it helps the teachers to know whether their teaching methods are effective or not and help them to bring improvement accordingly.

- Stephen (1960) defined achievement as “The unique responsibility of educational institution established by the society to promote the wholesome scholastic development of the pupil”.
- Mehta (1969) expressed the view that the word performance is a wider term, which includes both the academic and co-curricular achievement. Achievement is the learning outcome of student in which performance of the individual is included.
- According to Goods Dictionary (1973) Achievement is an act of achievement or accomplishing, the objective. It is accomplishment or proficiency of performance in a given skill or body of knowledge, progress in school, theoretically different from intelligence, but overlaps with it to a great degree of knowledge attained or skills developed in the school subjects usually designed by test scores or by marks assigned by teachers.
- According to Dictionary of Psychology, achievement is
  1. Accomplishment or Attainment
  2. That which has been obtained
3. A specified level of success on a learning task or a certain level of proficiency in scholastic or academic work, as evaluated by teachers by standardized tests, or by a combination of skills (Atkinson, Berne and Woodworth, 1988)

- According to Oxford Advanced Learner's Dictionary (1997) “Achievement is a thing done, successfully especially with effort and skill”

- Landson-Billings (1999) states that at its best, academic achievement represents intellectual growth and the ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless indoctrination of the young into the orthodoxy of the old.”

- According to Megargee (2000), “Achievement tests how well students have mastered the subject matter in a course of instruction”.

1.4.4b. Initiative

The term ‘Initiative’ is defined as the ability to act independently, the power to originate or commence some thing: an act of taking the first step or lead without depending on fellow beings.

- Vandana Mehra (1986) described that the term initiative is a combination of six traits namely self-confidence, expressive, active, alert, persistence and integrity.

1. Self Confident: - is described as a student having faith in oneself e.g. has faith in his/her powers to be able to commence some activity on his/her own.

2. Expressive: - A student who shows action of manifesting vividly in words or symbols, e.g., can answer teacher’s questions clearly.

3. Active: - A student who is energetic and spontaneous, e.g. one who enthusiastically accepts and performs assignments given by the teacher.

4. Alert: - A student who is quick in attention and motion, e.g. one who listens carefully to the teacher and does not yawn or sleep in the classroom.
5. Persistent: - A student who obstinate continuance in a particular course of action, e.g. one who continues to act inspite of problems in any school activity.

6. Integrity: - A student is said to have integrity who is sincere and honest, e.g.; one who values his/her own words.

A student possessing all these traits is regarded as a student showing high initiative behaviour.

- According to Free Online Dictionary (by Farlex)
  - The term initiative is defined as the power or ability to begin or to follow through energetically with a plan or task; enterprise and determination.
  - A beginning or introductory step; an opening move: took the initiative in trying to solve the problem.

  - Initiative is defined as the right or power to begin and the person having ability to initiate something is regarded as having high initiative.
  - Initiative is the ability or attitude required to begin or initiate something.

- According to Business Dictionary
  - The term initiative is defined as the eagerness to do something.

The dictionary further describes that the people with initiative are self starters and self motivators.

1.4.4c. Socio-Metric Status

A child is a member of society from time of birth. He is also a unique being with his own perception of the world and the society. Thus, he is both an individual as well as a social being. As far as understanding a child is concerned, it can be said without doubt that he cannot be studied as an isolated entity. What he
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is or thinks he can, be determined or influenced by others. His nature and actions are governed by the historical conditions under which he lives, including the norms that are prevalent in the society of which he is a member.

The gregarious instinct in man brings him in contact with other human beings and leads to the formation of social organizations and institutions.

The society is the formation of groups of individuals and individual is non separating, permanent atom of society. Without the existence of individual, the thought of any society would be meaningless.

When individual is in a particular society and he interacts in it, there are chances of his being accepted as a leader or his accepting the role of a fallower. There are some individuals who are accepted by the group, some are rejected and there are still others who are neither rejected nor accepted by the group. They themselves keep aloof from the group and live in society as isolates.

What is Sociometry?

Sociometry is the most systematic and farthest developed crystallization of the trend towards group measurement in the social sciences. The technique for evaluating the extent to which pupils are accepted by their peers and for determining the internal social structure of the group was called a sociometric technique, which was first used by its originator Moreno (1953) who used it in his book “Who shall survive?”.

The term ‘Sociometry’ is derived from Latin and it means social or companion measurement. The sociometric test is itself not a test in the sense that the terms are commonly used but it is rather a technique. It was designated a test by Moreno to prevent confusing with the various other methods of diagnosis he developed in general area of sociometry.

‘Sociometry’ as the term implies is concerned with the measurement of social relationships. It determines the degree, to which the individuals are accepted in the group, discovers the relationship that exists among those individuals, reveals groups structure and identifies subdivisions of the group and various types of group positions like Popular, Rajected and Isolates. According to Moreno (1955)
Sociometry is a mathematical study of the psychological properties of population, an experimental technique of and the results obtained by the application of quantitative methods. It is a simple and convenient device for measuring aspect of social relations.

Sociometry is defined by its operations, it is immaterial whether these are called sociometric or by any other name. Sociometry is recognized by what it does, stirring up action and keeping action open but using scientific precision and experimental methods to keep actions within bounds. Several approaches in sociometric works are mentioned by Moreno (1937).

- There is first a research procedure in which the aim is to study the organization of a group of groups.
- Secondly there is diagnostic procedure where the aim is to classify the position of individuals in a group of wider community.
- Thirdly there is what may be called either a therapeutic or political procedure, which is aimed at helping individuals or groups to better adjustment.
- Lastly, there is what Moreno calls the complete sociometric procedure where all these approaches are united.

The instrument used to obtain the information needed for the application of any of these procedures is called sociometric test.

The Sociometric test requires the individuals to choose a given number of associates for some group situation or activity. The basis of the choice is commonly called sociometric question or the sociometric criterion. The sociometric question may be very general. The number of choices allotted to each pupil also varies other variations in the technique include the use of –ve choices. The number of choices that each individual receives is referred to as his sociometric status or his group status. The first and last terms are preferred since social status is frequently used in other situations such as social status in community. The pattern of choices given to and taken from individuals revealing the network of
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interpersonal relations among group members is called sociometric structure or sociometric status. The sociometric groups are cohesive groups which influence each other’s value system. They might also influence the inculcation of the democratic values among their members.

Socio Metric Categories or Groups

In the present study three extreme categories namely Populars (stars), Rejectees and Isolates have been taken into account, in view of the possibility of having clear out values of these extreme groups. According to Bronfenbrenner (1945) the categories are explained below:

Stars: A “Popular” or “Star” was one who scored 20 tallies (preferences by 20 students) on four positive test items.

Rejectees: The ‘Rejectees’ were identified as students getting more than 8 tallies on the item 4 and less than 3 on item 1,2,3 & 5.

Isolates: Isolates were identified mainly from negative item-4. Those children who score preference by 0-3 on item-4 but less than 10 preferences on item 1.

1.5 EMERGENCE OF THE PROBLEM

Children are the future of our society and a society whose children are not healthy and educated can not progress with changing times. The concept of education has also changed. Education does not only mean intellectual development, it includes all aspects social, moral, emotional, ethical and above all physical development. Keeping all such aspects, education has been made free and compulsory up to the age of 14 years. Education at this level plays a significant role in educational reconstruction of the country. So, the main interest of Government is in the expansion of education with special reference to the most backward areas and most under privileged sections of the country. To improve quality of primary education and to promote enrolment of students especially for weaker sections of society i.e. SC/STs and landless labourers, variety of incentives are needed in the plans. Therefore, provision has been made for distribution of text
books and stationery, mid day meal scheme, girls uniforms and attendance scholarships. Economic condition of parents is often considered as the main cause for non enrolment and non participation of young children in schools. The poor parents find it difficult to provide two meals per day. They, therefore stop their children from attending schools and make them busy in some vocations to supplement their income. But, it is unhuman to deprive children from school, who are economically weak. To solve this problem Government of India launched Mid Day Meal (NP-NSPE) scheme to attract the children with the objectives: -

“To give a boost to universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting upon nutritional status of students in primary classes.”

Mid day meal scheme has positive impact on enrolment, attendance and retention of students i.e. mid day meal program is associated with better educational and nutritional status of the students (Laxmaiah et al).

Mid day meal program has made significant contribution in primary schools for enrolment, retention in various classes, reduction in drop out, helping to get in more number of ST and girls children’s, completing class V in the primary schools (Bishnupada Sethi).

Mid Day Meal Scheme is providing a very nutritious meal. This has improved the retention and participation of the students effectively in the class room (A study by District Institute of Education and Training, Bangalore Urban District).

Mid Day Meals promote gender equality. They contribute in an increase in female enrolment over male enrolment, they reduce the gender gap in education (The Centre for Equity studies, New Delhi).

Mid Day Meals contribute to socialization, in a caste and class ridden society. It has been noted that the experience of sharing common meal may help erode caste prejudices and class inequalities. Separate seating arrangements or preferential treatment is not given to upper caste children (The Centre for Equity Studies, New Delhi).
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The Scheme, in its first year of implementation, has led to positive outcomes like Elimination of classroom hunger, Increase in enrollment, (more significantly of girls), Surge in daily attendance, (particularly of girls and children from poorer sections), Improvement in retention, learning ability and achievement, Curbing of teacher absenteeism, Narrowing of social distance, A rallying point for parents’ involvement in governance of schools (P.R. Dasmunshi)

Comptroller Auditor General (CAG) said in its performance audit report of the mid day meal programme that Human Resource Development (HRD) Ministry has failed in proper assessment, monitoring, data collection and ensuring proper infrastructure in schools implementing the scheme. The ministry, which started the programme with an aim to improve the status of primary education, is yet to assess the impact of the scheme with respect to the rise in enrolment, attendance and retention level of children “Neither the ministry nor the state governments have established or even attempted any system for measuring a direct relationship between increase in attendance and the mid day meal scheme, despite the scheme delineating increase in attendance as a specific objective in guidelines upto 2004” (Express News Service Oct 25, 2008).

After more than 10 years of launch of the scheme, it is high time to know whether these objectives of the scheme have been actually achieved. So, to know to what extent these objectives have been fulfilled and what type of problems are faced by school teachers and school administrators due to launch of this scheme, the investigator planned to investigate mid day meal scheme in the schools of District Ferozepur.

1.6. STATEMENT OF THE PROBLEM

IMPACT OF MID DAY MEAL SCHEME ON ATTENDANCE, RETENTION AND LEARNING OUTCOME OF STUDENTS AND PROBLEMS FACED BY TEACHERS AND SCHOOL ADMINISTRATORS.
1.7 OBJECTIVES OF THE STUDY

Lincoln said, “If we first know where we are and where we are tending, we can better judge what to do and how to do it”

A research study must safeguard wastage of efforts on trivial or superficial investigation. The present study endeavours for the realization of the following objectives:

1. To study the impact of Mid Day Meal Scheme on the enrolment of students in Government Primary Schools.
2. To study the impact of Mid Day Meal Scheme on the enrolment of students in Government Aided Primary Schools.
3. To study the impact of Mid Day Meal Scheme on the enrolment of students in EGS centres.
4. To compare the rise or fall in the enrolment of the students in Government Primary schools, Government Aided Primary Schools and EGS Centres.
5. To study the impact of Mid Day Meal Scheme on the attendance of students in Government Primary Schools.
6. To study the impact of Mid Day Meal Scheme on the attendance of students in Government Aided Primary schools.
7. To study the impact of Mid Day Meal Scheme on the attendance of students in EGS centre.
8. To compare the rise or fall in the attendance of students in Government Primary Schools, Government Aided Primary Schools and EGS centres.
9. To study the impact of Mid Day Meal Scheme on retention of students in Government Primary Schools.
10. To study the impact of Mid Day Meal Scheme on retention of students in Government Aided Primary Schools.
11. To study the impact of Mid Day Meal Scheme on retention of students in EGS centres.
12. To compare the retention of students in Government Primary Schools, Government Aided Primary Schools and EGS centres.

13. To study the impact of Mid Day Meal Scheme on academic achievement of students in Government Primary Schools.

14. To study the impact of Mid Day Meal Scheme on academic achievement of students in Government Aided Primary Schools.

15. To study the impact of Mid Day Meal Scheme on academic achievement of students in EGS centres.

16. To compare the initiative behaviour of the students of Mid Day Meal area and Non Mid Day Meal area.

17. To compare the sociometric status (social relations) of students of Mid Day Meal area and Non Mid Day Meal area.

18. To study the problems faced by the teachers in implementing mid day meal scheme.

19. To study the problems faced by the school administrators in implementing mid day meal scheme.

1.8 HYPOTHESES OF THE STUDY

Ho.1. There will be no significant impact of Mid Day Meal Scheme on the enrolment of students in Government Primary Schools.

Ho.2. There will be no significant impact of Mid Day Meal Scheme on the enrolment of students in Government Aided Primary Schools.

Ho.3. There will be no significant impact of Mid Day Meal Scheme on the enrolment of students in EGS Centres.

Ho.4. There will be no significant difference in the rise or fall in the enrolment of students in Government Primary Schools, Government Aided Primary Schools and EGS Centres.
Ho.5. There will be no significant difference in the rise or fall in the enrolment of students of different categories in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.6. There will be no significant difference in the rise or fall in the enrolment of students (Boys & Girls) in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.7. There will be no significant impact of Mid Day Meal Scheme on the attendance of students in Government Primary Schools.

Ho.8. There will be no significant impact of Mid Day Meal Scheme on the attendance of students in Government Aided Primary Schools.

Ho.9. There will be no significant impact of Mid Day Meal Scheme on the attendance of students in EGS Centres.

Ho.10. There will be no significant difference in the rise or fall in the attendance of students in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.11. There will be no significant difference in the rise or fall in the attendance of students of different categories in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.12. There will be no significant difference in the rise or fall in the attendance of students (Boys & Girls) in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.13. There will be no significant impact of Mid Day Meal Scheme on retention of students in Government Primary School.

Ho.14. There will be no significant impact of Mid Day Meal Scheme on retention of students in Government Aided Primary Schools.

Ho.15. There will be no significant impact of Mid Day Meal Scheme on retention of students in EGS Centres.
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Ho. 16 There will be no significant difference in retention of students in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho. 17 There will be no significant impact of Mid Day Meal Scheme on the academic achievement of students in Government Primary Schools.

Ho. 18 There will be no significant impact of Mid Day Meal Scheme on the academic achievement of students in Government Aided Primary Schools.

Ho. 19 There will be no significant impact of Mid Day Meal Scheme on the academic achievement of students in EGS Centres.

Ho. 20 There will be no significant difference in the initiative behaviour of students of Mid Day Meal area and non Mid Day Meal area.

Ho. 21 There will be no significant difference in the sociometric status (social relations) of the students of Mid Day Meal area and Non Mid Day Meal area.

1.9 DELIMITATIONS OF THE STUDY

Field of study is an endless process. In order to work efficiently, we must try to have manageable data.

1. The study has been confined to the schools of District Ferozepur Only.

2. Only twenty centres of each government, government aided primary schools and EGS centres have been taken.

3. The age of children under study was 6-14 years,

4. The teachers for interview have been selected from the selected sample schools only.

5. Only those administrators, who are in direct contact in implementation of mid day meal scheme in schools have been selected.