CHAPTER I

INTRODUCTION
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CHAPTER-I

1.1. Introduction

The fate of the country depends upon the education of the people. The Universal Primary Education has crucial significance for the developing countries like India. Education means freedom to explore, to investigate and freedom to accept the truth. Education does not merely mean the acquisition of knowledge but it means overall development of character and human-behaviour to provide a direction to their men & women to facilitate their integral growth. The level of education is an index of the level of development of any country. The importance and need of elementary education has been stressed in the Article 45 of Indian Constitution, "The state shall endeavour to provide within a period of ten years from the commencement of this constitution free and compulsory education for all children until they complete the age of 14 years" [Constitution of India; Directive Principles of State Policy; Article 45]. It means that the target year for the universalization of elementary education was upto 1960 but however this could not be achieved till date.

Universalization of Elementary Education (UEE) has been accepted as a national goal. J. P. Naik an eminent educationist very aptly observed; "The progress of primary education is an index of the general, social and economic development of the country as a whole". Since the attainment of independence considerable attempts have been made by the government for the development of education system in India. Article 45 of the constitution was taken as a major guideline for the development of elementary education. The government appointed several committees and several policies were framed to attain the goal of elementary education in India i.e. the first 8 years of schooling from class I – VIII were for the children of the age of 6-14 years. This period was divided into two phases – primary education from class I-V for the children aged 6-11 years and middle school (Upper Primary) education from class VI-VIII for the children aged 11-14 years.

The goal of the universal and elementary education is a part of our concern for equality and social justice. All the developing countries of the world today are concerned with achieving universal primary school enrolment. To meet the challenges at this level the efforts were being
made by all the democratic governments of the world (World Education Report, 2000), so was the case of our country India. Since independence 1947 the level of achievement in elementary education was fairly low in almost all aspects. The two major but fundamental goals before the nation were to get all school aged children enrolled and assuring that once enrolled in the school the children also made satisfactory academic progress. Teacher Training Program, curricular revisions, new school constructions, efforts and enrolment campaigns were typical components of strategy to provide all citizens a primary school education.

To know the progress of Indian education especially elementary education and its evolution it was necessary to scan the historical evidence in brief.

1.2. Incentives for Dragging Children from Home to School:

Many of the children of rural areas, urban slums, scheduled castes and scheduled tribes could not buy notebooks, books and uniform etc. They were not fed properly especially at their homes. Though the government policy was to have an elementary school at the distance of one kilometer for a village with the population of 500 or more even then the young children found it difficult to walk such a small distance. If they went to school they had to return home for lunch. Many of the children did not take breakfast even and they were tired in the school. With the object of universalizing elementary education, the Education Commission/ Committee Reports and Education Policies / Plan Documents had suggested several incentives such as free textbooks / notebooks, free- uniform, attendance scholarship and Mid-Day Meal etc. for the children. All these incentives were introduced to enhance the level of primary education and to achieve the goal of universalisation of elementary education. Though all these incentives were introduced to enhance the level of primary education and to achieve the goal of universalisation of elementary education but it seems that among all incentives Mid Day Meal scheme is very much positive. The students are fond of MDM and there is general opinion that MDM scheme plays a vital role in enrolling more children and retaining them in all the classes. Due to mal-nutrition the students could not sit long and observe the teaching in the class rooms. Parents of the tribal areas were often uneducated which accounted largely for their depressing position in the society. This fact became more painful when it was observed that due to these reasons rural children and tribes were disabled in learning. Various factors were responsible for these states affairs. The pre-most
reason was poverty for those parents to provide adequate education which was an uphill task. They were unable to meet the necessary requirements of their school going children like books, food, clothing and transport etc. Hence they failed to appreciate the inner craving of their children and to educate them. Those children became socially backward in learning. Thus efforts have been made for attracting those children to the school premise by means of offering incentives of various types one of such incentives offered by the government was MDM scheme.

Education policy has recently focused on improving accountability and incentives of public providers for getting actual learning outcomes, often with school-based rewards/programs for high performers. The Learning Guarantee Programme (LGP) in Karnataka is prominent among such efforts providing cash transfers to the government schools that achieve learning at specified high levels. The description of Incentives available in the government primary schools are hereunder:

1.2.1.1. Free Text-Books:
Text books as a basic learning and instructional materials are required by all the children at all levels. To serve the needs of poor and disadvantaged children the government of India had the provision of supplying free-text books to all children upto primary level (SCERT Report, 2007). The field level enquiries have some contradictory results on this issue. All the headmasters of the primary schools reported that text-books were supplied to the children free of cost but most of the parents of the primary school going children repudiated and informed that they pay Rs.20 for getting the text-books. Following table shows the state wise status of free text-book incentive scheme in the country.
### Table 1.1
Incentive Scheme: Free Text-Books

<table>
<thead>
<tr>
<th>State</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arunachal Pradesh</td>
<td>Free text books are given to APST girls up to class XII and to APST boys up to class VIII</td>
</tr>
<tr>
<td>Bihar</td>
<td>All girls and SC &amp; ST boys are provided with free text books at primary level</td>
</tr>
<tr>
<td>Gujarat</td>
<td>Free text books to all students of primary schools run by local bodies</td>
</tr>
<tr>
<td>Karnataka</td>
<td>Free text books are distributed to all children in class I-IV, V-VII to SC/ST. Now been extended to all children from class V-VII</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>Free text books are provided in backward blocks to the children of backward communities</td>
</tr>
<tr>
<td>Manipur</td>
<td>No scheme, but girls students of class I-VIII are given some selected books in low female literacy districts</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>Free text books are provided in backward blocks to the children of backward communities</td>
</tr>
<tr>
<td>Tripura</td>
<td>Free text books are given to all ST students from class I-XII</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>Free text books are distributed to all SC/ST/OBC children and girls</td>
</tr>
<tr>
<td>West Bengal</td>
<td>Nationalized text books are issued free of cost to all children of primary schools</td>
</tr>
<tr>
<td>A &amp; N Island</td>
<td>Free text books are provided to all students up to class V</td>
</tr>
<tr>
<td>Dadra &amp; Nagar Haveli</td>
<td>Free text books are distributed to SC/ST and low income group students</td>
</tr>
<tr>
<td>Daman &amp; Diu</td>
<td>Free text books are given to girls students and SC/ST students</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>Free text books are supplied at the beginning of the academic year</td>
</tr>
</tbody>
</table>

*Source: Ministry of Human Resource Development, 2012*

1.2.1.2. Free Uniform:

This is the incentive directed towards benefiting the disadvantaged children. In practice this facility has been provided to such a small segment of the children that its impact cannot be seen on retention or on the reduction of the dropouts. The uniform is not given to all the children because the material sent is insufficient to meet the requirement of all the children. Provision of free and compulsory primary education to all children up to 14 years of age is one of the Directive Principles of the State Policy of the Constitution of India according to the Article 45. Most importantly the National policy on Education (NPE) has given unqualified priority for achieving UEE by shifting the central thrust from mere enrolment to all three dimensions of UEE.
namely enrolment, retention and quality in learning. In line with the constitutional directive, the successive plan of both the center and the individual state has given overriding priority for the universalization of elementary education subsequently such plan efforts have resulted in some improvements to access at primary level. The main objectives of the free distribution of uniforms are:

- To provide free and compulsory education to all children up to the age of 14 years.
- To retain the children enrolled in the schools till they complete the compulsory stage of education.
- To bring equality among all children in the school.

1.2.1.3. Scholarship:
Except in the private institutions the primary education is free in India. There is large variety of scholarships feasible from the primary to the college level but their number, values, duration and modes of the award vary from area to area. In the government primary schools scholarship is provided to all the students (from classes I-V) Rs 300/ per student and this scholarship is given in two installments.

1.2.1.4. Incentive Schemes and Status of No Detention Policy (Elementary Education):
- No Detention Policy in Primary Classes
- Incentive Schemes: Free Text Books
- Incentive to SC/ST/OBC and Minority Community
### Table 1.2
**Status of No Detention Policy in Primary Classes**

<table>
<thead>
<tr>
<th>State</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arunachal Pradesh</td>
<td>Unit tests, half yearly exam and annual exams are conducted for promotion</td>
</tr>
<tr>
<td>Bihar</td>
<td>State follows non-detention policy. However annual examinations are being conducted by every school for promoting students to next class</td>
</tr>
<tr>
<td>Goa</td>
<td>Follows continuous comprehensive evaluation and useful assessment procedure. No detention upto class III</td>
</tr>
<tr>
<td>Gujarat</td>
<td>Examination is taken in all classes of primary schools. In lower standard, promotion is on the basis of attendance/examination</td>
</tr>
<tr>
<td>Karnataka</td>
<td>Continuing with the system of annual examination and 80% attendance as criteria for the promotion to next class</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>Annual examination system is in existence for class V onwards. Competency based tests are given for continuous evaluation of standards in class I-IV</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>Promotion is based on annual examination performance</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>There is a system of examination in all classes. Children are promoted based on attendance and examination</td>
</tr>
<tr>
<td>West Bengal</td>
<td>No formal examination system at primary level. From class V to VIII, there prevails an annual exam system</td>
</tr>
<tr>
<td>A &amp; N Island</td>
<td>Students are promoted to the next class on the result of annual exams and 75% attendance</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>Promotion to the next class is based on annual examination. Continuous evaluation has also been introduced in all classes</td>
</tr>
<tr>
<td>Dadra &amp; Nagar Haveli</td>
<td>There is no examination system up to class IV. Students are promoted on the basis of attendance.</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>Students in class I and II are promoted invariably to next class. But class III annual exam is taken for promotion</td>
</tr>
</tbody>
</table>

*Source: Ministry of Human Resource Development, 2000*

### 1.2.2. Highlights on Incentive Schemes: (NCERT)

Salient findings of Seventh All India School Education Survey (AISES) regarding incentive schemes are as under: The 7th AISES assessed the availability of incentive schemes to the students and beneficiaries thereof by social groups provided by various agencies. It included free uniform, free textbooks, attendance scholarship, Mid-Day Meal and other incentive schemes etc.

- To increase the participation of the children in schools, free uniforms were being provided by the various organizations including government organizations in the country particularly to the children of socially and economically weaker sections of the society. The Seventh Survey
revealed that 240778 schools (23.3%) were covered under free uniform incentive schemes. This scheme was available in nearly 24.67 percent and 17.05 percent schools in rural and urban areas respectively. In respect to the total number of schools in referred areas of the country the total number of 8578912 boys and 11755018 girls were benefitted by this incentive scheme. However the proportion of girls was found on higher side as compared to the boys availing the free uniform scheme.

- In case of primary schools, free uniform incentive scheme was available in 165242 primary schools out of total 651064 primary schools. The proportion of schools having this scheme was 25.87 percent in rural area as against 21.79 percent in urban area with respect to the total number of schools in respective areas.

- The beneficiaries of this scheme in primary schools were nearly 3417242 boys and 6259324 girls in the country. The proportion of the girls in the primary schools was found on higher side as compared to the boys. Almost similar trends were observed in case of upper primary, secondary and higher secondary schools from arithmetic point of view.

- An incentive for providing free textbooks to school children was initiated by the public organizations to attract the children in schools and to retain them to complete the school education. The seventh survey revealed that nearly 684742 schools (66.42%) were having free text book schemes out of 10309996 schools in the country. The facility of free text books to the students was available in 71.93% and 39.93% schools in the areas located in rural and urban areas of the country.

- The numbers of students benefitted by free text book scheme was nearly 39313360 boys and 39323224 girls respectively. Here the proportion of the girls was found marginally low as compared to the boys in availing free text-books among various social groups except educationally backward minority community.

- The free text-book scheme was available in 494717 primary schools (about 76%) out of 651064 primary schools. Area-wise this proportion was distributed in nearly 79.02 percent and 53.79 percent primary schools in rural and urban areas respectively. The beneficiaries of free textbooks scheme in primary schools were nearly 24006040 boys and 24296142 girls in the country. Similar trends with marginal differences in respective proportions had been observed in case of other categories’ schools in the country.
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- A very significant observation was made regarding the supply of free textbooks to the students during the academic sessions 2001-2002. The students were provided free textbooks in the middle as well as in later part of the academic session. It was recorded that out of 684742 schools providing free textbooks to the students only 100017 schools (14.60%) supplied the textbooks during the academic session 2001-2002 between 3rd and 6th months and 31972 schools (4.67%) between 6th and 9th months respectively.

- The girls’ enrolment in the schools had always been found lower than the boys due to various socio-economic reasons in the earlier surveys. Hence, the educational planners having concern with the school education were considered that scholarship for attending schools by the girls-students could bring an increase in the girls’ enrolment. Accordingly the government introduced this incentive scheme for girls enhancing their enrolment and retaining them in the schools. Only 122054 schools (11.84%) out of the total 1030996 schools were providing attendance scholarship to the girls-students in the country. At all stages of the school education, 3222122 girls were being benefitted from the attendance scholarship which was further segregated in 1578281, 656987 and 260341 by social groups of girls belonging to the scheduled castes, scheduled tribes and educationally backward minority community respectively.

- Area-wise the attendance scholarship for girls was available in 13.13% rural schools and 5.65% urban schools with respect to the total number of schools available in rural and urban areas respectively.

- Apart from the incentives scheme mentioned herein, 133752 schools (12.97%) were having other incentive schemes out of the total schools in the country. The direct beneficiaries of such incentive schemes were nearly 3432337 boys and 3289865 girls enrolled in those schools. Area-wise such incentive scheme were existing in 13.80 % and 9.02% rural and urban schools with respect to the total number of schools in rural and urban areas respectively.

- The Indian school-age children were involved in domestic activities and facing the problems of child labour at either agricultural farms or other industrial chorus etc. to earn livelihood for their families, though they were supposed to attend the schools. To avoid the referred impedent and bottlenecks, the government of India had initiated the Mid-day meal scheme for school children enrolled at primary stage. The seventh survey revealed that 662792
schools (77.94%) were having Mid-Day Meal Scheme at primary stage out of 850421 schools. The proportion of schools by area having MDM Scheme at primary stage had been reported nearly 83.6 percent in rural and 48.52 percent in urban areas with respect to the total number of schools. This MDM in the form of cooked meal was provided on all working days during the academic session 2002-2003 in 189842 schools (28.64%) at primary stage, thereby it manifested that nearly 472950 schools (71.36%) at the primary stage were not providing cooked meal on all working days.

Apart from the above point of views of the scholars and educational institutions, it is necessary to understand the aims and objectives of the Mid-Day-Meal Scheme.

1.3. Aims and Objectives of Mid-Day-Meal Scheme: (MDM Guidelines-2006)

There are various problems all over the world with which the children are suffering. They are suffering from poverty, economic crisis, hunger and homelessness etc. Now, we find that the children are suffering from casualties of war, earthquake, violence and they are victimized therefore. They suffer from the grave effects caused by the problems of external indebtedness, lack of sustained and sustainable growth. Not only have this almost 40,000 children died in a day all over the world due to malnutrition and inadequate sanitation (SCERT Report, 2007). It is one of things which hamper the development of education of our country. By realizing the problem of mal-nutrition among children the government has implemented various nutritional programs to cover the vulnerable segment of the society. These programs have been mainly used as a vital instrument for the universalization of the elementary education. The Schools’ Nutrition Scheme for the primary school children occupies an important place in the overall strategy for the realization of the goal of universalization of elementary education, it was hoped that it will strengthen the standard of education in the country by increasing enrolment and school attendance, reducing school dropout and improving the health of the children. The nutrition scheme is mainly concerned with providing food in the mid of the day of school, hence it is popularly known as Mid-Day-Meal (2005-06, Firoz Hasan). Cooked mid day meal is the popular name for the school meal programme which involves the provision of lunch free of cost to the school children on all school days. The scheme was launched with the following objectives in mind:
Introduction

- To address hunger in the schools by serving hot cooked meal.
- To improve nutritional status of children.

The aims and objectives of MDM (Mid-Day Meal) Scheme in the country may be precisely described as follows:

- **Promoting school participation:** Mid day meals has big effects on school participation not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis. It seems to be quite effective in promoting regular school attendance which is one of the most common findings of recent studies on Mid-Day Meals\(^1\). Sometimes the reported effects on school attendance are surprisingly larger. For instance a recent study conducted by Samaj Pargati Sahyog in Madhya Pradesh found that schools’ enrolment in class 1st had shoot up by 36% within a year after the cooked Mid-Day meals were introduced.

- **Preventing classroom hunger:** Many poor children reach school empty stomach. Even the children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate – especially children from families who cannot give them a lunch box or are staying at a long distance away from the school. Mid day meal can help to overcome this problem by preventing “classroom hunger”.

- **Facilitating the healthy growth of the children:** Mid day meal can also act as a regular source of “supplementary nutrition” for children and facilitating their healthy growth.

- **Intrinsic educational value:** A well-organized mid day meal scheme can be used as an opportunity to impart various good habits (such as washing one’s hands before and after eating) to the children, to educate them about the importance of clean water, good hygiene and other related matters.

- **Fostering social equality:** Mid day meal can help to spread egalitarian values because the children from various social backgrounds learn to sit together and share a common meal. In particular mid day meal can help to break the barriers of caste and class among the children. Appointing cooks from Dalit community is another way of teaching to the children to overcome caste prejudices.

- **Enhancing gender equity:** The gender gap in school participation tends to narrow as the Mid Day Meal Scheme helps to erode the barriers that prevent girls from going to school. Mid

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Day Meal Scheme also provides a useful source of employment for women and helps to liberate working women from the burden of cooking at home during the day time.

- **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal scheme can help to address this and to facilitate cognitive, emotional and social development.

- **Social Aspects:** The contribution of Mid-Day-Meal scheme to social equity also has a variety of aspects. For instance MDM helps to counter the caste prejudices by teaching the children to sit together and to share a common meal. It also fosters gender equity by reducing the gender gap in school participation by providing an important source of paid employment for the women in rural areas and by liberating the working women from the burden of feeding children at home during the day time. To some extent MDM scheme also reduces class inequalities. Indeed in the contemporary India the children enrolled in the government schools come mainly from disadvantaged families. Thus this scheme can be considered as a form of economic support to the poorer sections of the society. In short, Mid-Day Meal scheme is a significant challenge to the prevailing inequalities of caste, class and gender.

To understand the present scenario of the mid-day-meal scheme, the scanning of the historical development/periodical development is necessarily required. Thus it is being evaluated through the evolution of Mid-Day Meal.

1.4. Evolution of Mid-Day Meal Scheme:

1.4.1. A Global Perspective:

The MDM scheme for the children is a part of making the school attractive so that they view the school as their second home. Initially the provision of MDM was regarded as a part of charity. Over a period of time it came to be regarded as an aspect of child welfare later it was perceived as a component of child development program and thereafter the nutritional improvement approach began to receive more attention in the hands of the planners.

The School Lunch Program (SLP) was launched for the first time in the world at the instance of a Frenchman Victor, Hugo, in 1865 for the children of France. Some voluntary organizations introduced SLP in England and Germany before World War-I. In India SLP was first introduced
in Madras by the Corporation for children belonging to poor families with the parental monthly income Rs.50. in 1925. Kesav Academy in Calcutta introduced a compulsory Mid-Day Tiffin in 1928 for the school days charging a quarter rupee per child per month. SLP was launched in some part of Kerala in 1941 followed by Bombay in 1942. MDM program of providing cooked rice and Yogurt was introduced in Bangalore in 1946.

The Uttar Pradesh Government introduced a voluntary scheme in 1953. By the year 1950 many states had introduced MDM scheme with the assistance of different international agencies like the United Nations Children Education Fund (UNICEF), the Food and Agriculture Organization of the United Nations (FAO) and the World Health Organization (WHO). International voluntary and charity organizations (e.g. Catholic Relief Service (CRS), Church World Service (CWS), CARE and USA's Meals for Million) also came forward to assist. MMA started to provide low cost but high protein contents, ready to eat snacks (multi-purpose food) in 1956. During 1958-59, an Expanded Nutrition Programme (ENP) was introduced funded jointly by FAO, WHO, UNICEF and the Government of India.

International Voluntary Organizations such as Catholic Relief Services (CRS), Church World Service, and USA's Meal for Millions Association (MMA) came forward to provide comparable assistance. The CRS had in its SLP a daily ration to the unprivileged children in the age groups of 6-14 years through some municipal corporation and private and Government institutions having the required infrastructures. Under this program doctors' visits to many schools were also arranged.

Cooperative of American Relief Everywhere (CARE) imitated its assistance to the MDMP 1961 in the states of Kerala and Tamil Nadu. It supported the program by supplying food commodities under PL480 TITLE II Program. In addition to the MDMP for primary stage children it assisted through its Supplementary Nutritional Program for pre-school children. It extended the MDMP to 12 states of India in course of time. During the first year, under the MDMP 2.4 million children received the MDM. This coverage rose to 115 lakhs but declined to 75.8 lakhs in 1977. The CARE assisted MDMP was implemented by 13 states such as Andhra Pradesh, Gujarat, Haryana, Kerala, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal.
1.4.2. A National Prospective:

Under the MDMP all the states covered only the weaker sections of population i.e. children from poor families, Scheduled Castes (SC) and Scheduled Tribes. The procedure adopted for covering the children varied from states to states. Tamil Nadu and Kerala covered all the recognized schools but only needy and poor children were fed. Andhra Pradesh and Orissa took all the blocks in the state and administered the MDMP only in selected schools.

The idea of a National Mid-Day Meal Scheme had been recurring since 1982 when the idea of ‘Food for Learning’ with FAO commodity assistance was mooted. Scheduled Caste (SC) and Scheduled Tribe (ST) girls were to be covered under this scheme. In 1983 the Department of Education in the Central government (after inter-ministerial consultations) prepared a scheme according to WFP guidelines. The scheme was to cover 13.6 million SC girls and 10.09 million ST girls in I-V classes in 15 states and three union territories where the enrolment of SC and ST girls was less than 79 percent. The total annual cost of commodity assistance was US $163.27 million. Other costs such as transportation, handling and cooking were to be borne by the state governments (J.S. Rajput, 2004). The proposal was circulated among states and union territories with mixed results. While some states were willing to accept the scheme, others were sceptical. For instance Rajasthan was concerned that if WFP assistance were withdrawn the state would not be able to continue the Scheme on its own and Uttar Pradesh felt that it would not be practicable to have mid-day meals only for SC and ST children. Another programme requiring central government assistance for mid-day meals for the children in primary schools throughout the country was considered from 1984 to 1985. The programme was conceived as an anti-poverty programme as well as an educational one. Even though the Planning Commission of India prepared a set of guidelines for implementing the scheme during the seventh Five-Year Plan, it was not approved, apparently due to the resource constraints. In December 1988 the Department of Education formulated a proposal for covering 994 Integrated Child Development Services (ICDS) blocks with a concentration of SC and ST children. By 1990-91, 17 state governments were implementing a mid-day meal scheme for the primary school children from 6 to 11 years with varying degrees of coverage (J.S. Rajput, 2004). In rest of the states, it was executed in selected schools. In 1991 seventeen state governments were running the MDMP for the primary school children of 6-11 years age group with varying levels of coverage. 10 states
namely Goa, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Sikkim, Tamil Nadu, Tripura and Uttar Pradesh conducted the MDMP with their own resources. Three states namely Karnataka, Orissa and West Bengal carried out their own MDMP partly from their own resources and partly with the assistance of CARE. Andhra Pradesh and Rajasthan carried out the MDMP only with the assistance of CARE and on the stoppage of assistance, they discontinued the scheme. In 1995, the Report of the Committee on Mid-Day Meals stated that the objectives of the scheme in India were to: “(i) enhance the nutritional status of the school-age children and (ii) hasten the march of universalization of elementary education” (Committee on Mid-day Meals, 1995).

The Government of India introduced the National Program for Nutritional Support (NP-NSPE) from 1995-96 with the twin objectives of enhancing the nutritional status of school children and by giving a boost to Universalization of Primary Education (UPE) by increasing enrolment and improving retention and attendance. NP-NSPE envisaged full coverage in phased manner over a period of three years i.e. from 1995-96 to 1997-98 of students studying in primary classes (I to IV/V) in all the government, local bodies and government aided schools in the country. Private unaided schools and NFE centers were not covered under the scheme. The program provided the states with the option of giving nutritional support in the form of anyone of the following alternatives:

1) Cooked meal (100 grams per day) for two hundred school days.
2) Pre-cooked meals or
3) 3 Kg of wheat/rice per child per month for ten months.

In the states opting for the provisions of the central assistance was limited to the provision of the food grains, i.e., rice and wheat. Expenditure on other items, i.e., pulses, edible-oils, fuel, cooking arrangements, etc., was made by the respective states. The nodal agency for implementing NP-NSPE at the centre was the Department of Education, Ministry of Human Resource Development (MHRD). Presently the scheme covers all the states and Union Territories except Lakshadweep. Food Corporation of India (FCI) is responsible for releasing the required food grains to the states / UTs. Normally at the state level, the Education Department is the nodal agency. There are certain exceptions to this. For example the nodal agency in Madhya
Introduction

Pradesh, Orissa and Rajasthan are the Department of Rural Development and Panchayati Raj, Department of Women & Children and the Department of Rural Development.

The Honourable Supreme Court gave them a wake-up call on November 28th 2001 in the form of order directing all the state governments to introduce cooked Mid-Day-Meal in the primary schools within 6 months (National Institute of Administrative Research, 2009). Once again most of the state governments missed the deadline to comply. Nevertheless the coverage of MDM scheme had steadily expanded and cooked lunch became the daily routine across the country. The goal of universalization of elementary education is a part of our concern for equality and social justice. Following the Supreme Court directives dated 28th November, 2001 all the state governments including Meghalaya were directed to implement the MDM scheme by providing every child in the government, government aided lower primary schools with cooked MDM. As it stands now cooked MDM has been provided to all government, government- aided schools, BGS centers and upper primary schools in EBBs in the State for the implementation of the scheme. The government of India provides food grains free of cost through Food Corporation of India (FCI). The government of India also reimbursed the cost of transportation of rice @ Rs.50/- quintal, which has been subsequently revised to @ Rs.125 per quintal. The transportation cost is initially paid by the District Rural Development Agencies (DRDA) of the respective district and is reimbursed by the government of India.

The Sixth All India Education Survey (6th AIES) conducted jointly by the NCERT and NIC reported in August 1998 on four major incentive schemes such as Mid Day Meal, Free Uniform, Free Textbooks and attendance scholarship for girls. It reported the estimated number of schools which had implemented the incentive schemes and number of beneficiaries at the primary, upper-primary, secondary & higher secondary levels.

To act in this direction the MDM scheme was launched as one of the incentives to increase the enrolment and retention. Cooked meal was served with caloric value equivalent to 100 grams of wheat or rice per student for 200 school days in a year (World Education Encyclopedia, 2000). It was started with the assumption of positive impact on the improvement of the students’ attendance. In Tamil Nadu this program was extended upto class –X. At the national level number of children covered under this scheme rose from 33.4 million to 3,22,000 million during
1995-96. Later 105.1 million students in 7,92,000 schools spread over 576 districts were covered by this scheme. It was targeted to cover 107.2 million students in 578 districts in 2001-02*.

(working group report on elementary and Adult Education. Tenth Five Year Plan 2002-07, Page. No. 32)

The National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme on 15th August 1995 initially in 2408 blocks in the country. By 1997-98 it was introduced in all the blocks of the country. It was further extended in 2002 to cover children studying in EGS and AIE centres. Central assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal. In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in the government and aided schools and EGS/ AIE centers. In addition to free supply of food grains the revised scheme provided central assistance for (a) Cooking cost @ Re 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 food grains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacations in drought affected areas.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs 1.80 per child/school day for the states in the North -Eastern region, provided the NER States contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day (J.S. Rajput, 2004). In October 2007 the scheme had been further revised to cover the children in upper primary (classes VI to VIII) initially in 3479 educationally backward areas. Prior to the formal launch of the Cooked Mid Day Meal (CMDM) scheme the practice of providing meals in schools was present in several states. The table below summarizes in chronological order the launch of mid day meal scheme in different states:
## Table 1.3

### Chronological order of launching of Mid Day Meal scheme in different states

<table>
<thead>
<tr>
<th>Name of States</th>
<th>Year of launching of MDM</th>
<th>Glimpses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Nadu</td>
<td>1923</td>
<td>Started in Madras City by Madras Municipal Corporation &amp; extended to full State in 1982.</td>
</tr>
<tr>
<td>West Bengal</td>
<td>1928</td>
<td>Started in Calcutta city by Keshav Academy of Calcutta as compulsory Mid-day Tiffin on payment basis at the rate of four annas per child per month.</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>1942</td>
<td>Started free mid day meal in Bombay. It was launched in 1995-96 as a centrally sponsored scheme.</td>
</tr>
<tr>
<td>Karnataka</td>
<td>1946</td>
<td>Started in Bangalore city to provide cooked rice and yoghurt. There was a provision of giving 3 kg of rice/wheat per month /per child who had 80% or more attendance in 1995. Cooked meal was started in 7 North- Eastern districts during 2002-03.</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>1953</td>
<td>It introduced a scheme on voluntary basis to give boiled gram, ground-nut, puffed rice and seasonal fruits.</td>
</tr>
<tr>
<td>Kerala</td>
<td>1960</td>
<td>Scheme had been funded by CARE (Cooperate American Relief Everywhere) under US Assistance during the period 1960-1983 (in a pilot manner).</td>
</tr>
<tr>
<td>Bihar</td>
<td>1995</td>
<td>Started with dry ration of 3 kg /per student /per month and started providing cooked meal in 30 blocks of 10 districts in 2003-04.</td>
</tr>
<tr>
<td>Andhara Pradesh</td>
<td>1995</td>
<td>There was a provision of giving 3 kg of rice/wheat per month per child with 80% or more attendance in school.</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>1995</td>
<td>Initially dry rations or Dalia was provided.</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>1995</td>
<td>Students of Government Primary schools were provided wheat at the rate of 3 kg /per student /per month</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>1995</td>
<td>Initially only dry ration was provided in five districts of the state, extended to all schools since 2004.</td>
</tr>
<tr>
<td>Punjab</td>
<td>1995</td>
<td>Students of the government primary schools were provided wheat at the rate of 3 kg per student/ per month and switched over to cooked meal in one block of every district in 2002-03.</td>
</tr>
<tr>
<td>Haryana</td>
<td>1995</td>
<td>Initially implemented in 17 blocks of 6 districts &amp; extended to 44 blocks where female literacy rate was lower than the national level in 1996-97.</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>1995</td>
<td>Initially dry ration was provided</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>1995</td>
<td>Initially dry ration was provided</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>1995</td>
<td>Started with dry ration of 3 kg per student /per month.</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>2003</td>
<td>It was taken up on a pilot basis in 3140 government primary schools in 19 districts initially.</td>
</tr>
</tbody>
</table>

Source: Performance Evaluation of Cooked Mid-Day Meal (CMDM), Programme Evaluation Organization Planning Commission, Government of India, New Delhi, May 2010
Introduction

- In 1942, Bombay implemented a free MDM Scheme to encourage the attendance of children. The distribution of UNICEF skimmed milk powder through organized centers had been one of the main items of attractive measures for under-nourished children below 14 years of age.

- In 1946, a Mid-Day Meal scheme was introduced in Bangalore city to provide meals consisting of eight ounces of cooked rice and four ounces of curd. It was introduced in rest of the states in 1957-58 by the state government.

- In the year 1947, MDM scheme was started in Pondicherry under the guidance of the Director of Education, Pondicherry. The aim of this program was to increase the enrolment and attendance in the primary schools to enhance the nutritional status of the children under the age of 6-11 years who were willing to take MDM and were fed for 180 days in the year.

- In the year 1950 many states like Bihar, Andhra Pradesh, Haryana, Punjab and Orissa etc. came to introduce MDM scheme with the assistance of several International agencies like UNICEF, FAO, and WHO. International voluntary charity organizations like Catholic Relief Service, Church World Service and CARE, USA's Meal for Millions, etc. also came forward to assist in these programs.

- In 1953, Uttar Pradesh government introduced a scheme on voluntary basis to provide meal consisting of boiled or roasted or sprouted grams, groundnuts, puffed rice, boiled potatoes or seasonal fruits. This scheme covered nearly 1,20,000 pupils.

- During 1958-59, an Expanded Nutrition program was introduced jointly by FAO, WHO, UNICEF and the government of India.

- In 1982, the idea of ‘Food for learning’ with FAO commodity assistance was mooted. Scheduled castes and Scheduled Tribe girls were to be covered under this program.

- In 1983, the Department of Education in the central government after inter-ministerial consultations prepared a scheme as per the guidance of the World Food Program (WFP).

- In the year 1984-85, a programme with central government’s assistance for MDM for the children in the Primary schools throughout the country was considered again. The rationale for the program were that: The program could be considered as an anti-poverty educational program and implementation of this program for the age group of 6-11 may maximize the enrolments, enhance educational performance and reduce school dropout rates which is important from the point of view of universalization of elementary education. The program would help in providing nutrition to the under fed and under nourished children in the rural
areas. Provision of meals to the children in school gives opportunities to them for social interaction with each other and shares the same food with all in clean and cheerful setting.

- In 1990-91, 17 state governments started the program for primary school children between the age group of 6-11 years with varying degrees of coverage. Twelve States, namely Goa, Gujarat, Kerula, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu, Tripura and Uttar Pradesh implemented a MDM program out of their own sources. In three states namely Karnataka, Orissa and West Bengal the program was being implemented partially with assistance from CARE. Two states namely Andhra Pradesh and Rajasthan were running the program only with CARE assistance and discontinued it with the stoppage of the assistance.

According to the information received from the planning commissions in the year 1994, thirteen states and five union territories were administering MDM scheme. In all 20.48 million children were covered in the country, Kerala (13.67%), Gujarat (12.89%) and Karnataka (6.35%) together accounted for 86.35% of children covered.

To understand the research problem of research i.e. Mid-Day-Meal scheme it is necessary to evaluate the point of views of few educationists and academic bodies regarding the scheme which is recognized as one of the most attractive incentives throughout the time.

1.5. Execution Mechanism: Cooked Mid-Day Meal Scheme in India.

Under the above headings the investigator tried to discuss the implementation and execution of the CMDM scheme at ground root organizational/management structure of CMDM level. The major strata of the structural execution of this nationwide scheme is the same i.e. Panchayati Raja.

A robust and dynamic management structure is needed to execute and monitor this CMDM scheme which has national importance. According to NP-NSPE, 2006 following management structure prevails to execute the scheme at different levels.

1. National level Management System of CMDM
2. State / UT level Management System of CDM and
3. Local / Village level Management System of CDM.

All the three structural systems mentioned above are required to discuss in detail.

1.5.1. National level Management System of CDM

The elaborated detail of central level management is hereunder:

1.5.1.1. Steering cum Monitoring Committee: A steering committee was constructed at national level vide notification dated 20th December 2004. The NSMC (National Steering and Monitoring Committee) is responsible to:

- Guide the concerned monitoring agencies
- Monitor the CDM implementation for the assessment and to take corrective actions.
- Ensure corrective actions and independent agencies’ reports regarding coordination & laxity in the concerned department such as FCI.
- Mobilize and promote community support & Public Private Partnership (PPP) for the scheme.
- Provide feedbacks & advices to the policy makers at central level.
- Motivate and identify voluntary agencies for appropriate monitoring.

1.5.1.2. Program Approval Board:

The Department of School Education & Literacy has also setup a Program Approval Board under the chairmanship of Secretary, School Education vide order dated 9th March 2006 with the inter-alia of the Department of Women & Child Development, Minister of Rural Child Development. The Board meets at the beginning of each financial year to consider and sanction Annual Work Plan and Budget (AWP & B) submitted by the Central, State / UT administrators.

1.5.1.3. National Mission for Sarva Shiksha Abhiyan (SSA):

The General Council and Executives of Sarve Shiksha Abhiyan also review the CDM scheme from time to time.
1.5.2. State/UT Level Management Structure of CMDM:

1.5.2.1. State level Steering and Monitoring Committees:
To oversee the implementation it is the duty of state/UT administration to construct the Steering & Monitoring Committees at state, District & Block Levels.

1.5.2.2. State /UT Expenditure Norms:
Considering the NP-NSPE 2006 the state/UT Administration notified its own norms of expenditure on the scheme and accordingly allocates funds for the implementation of CMDM. The notification is particularly known as ‘State-Norms’. These state norms ensure the regular & uninterrupted provision for nutritious CMDM.

1.5.2.3. Function of Nodal Officers.
Any one officer from the government of India Department is chosen for the function of nodal department at the district level or the state level. The appointing and mobilizing authority for nodal department is the Department of school education & Literacy, MHRD. The state nodal offices are responsible for the allocation of food grains, cooking costs, construction of kitchen-cum store and cooking devices as per MDM-PAB to the nodal department. The MHRD sanctions the funds relating to MME allocation. The state nodal department conveys the district-wise allocation for the next financial year’s financial resources. The insurance of district-wise monthly sub-allocation, which in turns allocates to the schools.

1.5.2.4. Nodal Department – (District Level):
The Nodal officers or agencies will be designated by each state /UT government at district and block level (mostly District collectors, District/Intermediate Panchayat etc. who shall be assigned overall responsibility of effective implementation of CMDM in the district, block level. The chief executive officers of District / Panchayats, or the executive officers of blocks’ Panchayats will be the nodal officers for the CMDM scheme. The major functions of each nodal department/officers are to ensure the allocation of food grains and financial supports from state level. The main function of nodal department is to ensure the effective implementation of the CMDM scheme at ground - root level.
1.5.2.5. Management at the Local Level:

At local level the responsibility of implementation of the entire scheme is on Gram Pradhan (Rural areas) or municipality (Urban areas). There may be steering committee constituted by Gram Panchayats or municipalities. The committee will be responsible for the day to day management of CDMM scheme at school to the Village Education Committee (VEC) /School management & Department Committee or Parent-Teacher Association as the active member of local management bodies.

1.5.2.6. Responsibility of Food Corporation of India (FCI):

FCI is responsible for the continuous flow of supply chain of food grains. The FCI ensures the availability in its depot and in the Prime Distribution Centers (in case of NE Region). The nodal agencies are allowed to lift the food grains for one month in advance to maintain the continuity in the supply chain.

To maintain the quality the NP-NSPE 2006 provided a guideline to ensure the best available quality or at least FAQ (Fair Average Quality). The special nodal officer is appointed in each state to ensure the quality & quantity of food grains at each district/ block levels of the state. The random & direct samples from school are often collected & analyzed by the FCI to maintain the quality. The overall flow chart of the execution mechanism for MDM programme is presented as follows:
Table 1.5

**Items/Services on which expenditures may be incurred**

<table>
<thead>
<tr>
<th>SL No.</th>
<th>Items / Services on which expenditure may be incurred</th>
<th>Ceiling as % of total MME funds sanctioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Central Government</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i) External Monitoring &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) Management &amp; Internal Monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Staff salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Transport and Contingencies expenses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Furniture, Computer hardware and consumables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) Other incidental expenses (including meetings of NSMC)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>State/UT:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. School Level Expenses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Forms &amp; Stationary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) Weighing Machine &amp; Height Recorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii) Replacement / repair / maintenance of cooking devices, utensils, weighing machine, etc.</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>II. Management, Supervision, Training and Internal/External Monitoring and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Staff Salary including salaries for MIS coordinators and data entry operators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) Transport and Contingencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii) Other Incidental expenses (incl. work related to State, District &amp; Block-level SMCs)</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>iv) Furniture, Computer hardware and consumables, and other incidental expenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v) Capacity building and training of staff involved in MDM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vi) Preparation of relevant manuals for training and capacity building.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>III. External Monitoring &amp; Evaluation</strong></td>
<td>15%</td>
</tr>
</tbody>
</table>

**Source: DISE 2008-13: Flash Statistics**

The central - state level evaluation and monitoring bodies are required to submit the annual work plan to be submitted to MHRD. The State/UT is supposed to conduct at least one evaluation study through the external agencies utilizing the funds. The specific standardization of the monitoring of the scheme may be adjudged through monitoring and impact parameters which can be understood through the following table no 1.6.
Introduction

hazards as well as fire accidents. Kitchen-cum-stores should be separated from classrooms preferably located at a safe but accessible distance. They should be well ventilated and designed so that there is a separate storage facility with locks to check pilferage. On no account should kitchen-cum-stores have thatched roofs or other inflammables like straw, bamboo and synthetic material.

(ii) Smokeless Chulhas should be used as much as possible.

(iii) Fuels (kerosene/fuel wood/charcoal/LPG) should be stored safely so that there is no fire hazard.

(iv) To the extent possible firewood should not be used in the interest of environmental protection.

(v) If kerosene/gas is used for cooking the cooking staff/agency should be specifically trained in safe handling of stoves & gas cylinders, etc.

(vi) All cooks, helpers and other functionaries should also be trained in hygienic habits for example: Regular cutting of nails, washing hands and feet with soap before the commencement of cooking/serving, etc

(vii) Kitchen cum storage shed must always be kept clean. There should be a raised platform for cooking, adequate light, proper ventilation and arrangement for drainage and waste disposal;

(viii) Ingredients used for cooking, food grains, pulses, vegetables, cooking oil and condiments, should be free from adulteration and pest infestation, and should be used only after proper cleaning and washing;

(ix) Ingredients should be stored in proper containers which should protect them from moisture and pests etc.

(x) Cooking and serving utensils should be properly cleaned and dried every day after use.

1.5.6. Monitoring Mechanism of CMDM:

Monitoring and assessment is an important aspect of implementation of the scheme as per guidelines 2% of the total cost of food grains; transportation cost and cooking cost are supposed to be made available for the MME (Management Monitoring & Evaluation) of the CMDM scheme. This 2% is shared as 0.2 % by the central government and 1.8 % by the States/UTs. The whole amount of CMDM may be distributed with the mechanism in the following table. 1.5.
### Table 1.4
**Nutritious Cooked Meal**

<table>
<thead>
<tr>
<th>Items / Nutritional Contents</th>
<th>CMDM, 2002</th>
<th>CMDM, 2004</th>
<th>CMDM, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>Not Prescribed</td>
<td>300</td>
<td>450</td>
</tr>
<tr>
<td>Proteins</td>
<td>Not Prescribed</td>
<td>8-12 grams</td>
<td>12 grams</td>
</tr>
<tr>
<td>Micronutrients</td>
<td>Not Prescribed</td>
<td>Not Prescribed</td>
<td>Adequate quantities of iron, folic acid, Vitamin-A etc.</td>
</tr>
<tr>
<td>Transport Subsidy</td>
<td>Rs. 50 per quintal with Hill Transport Subsidy</td>
<td>Rs. 100 per quintal for N-E States &amp; Rs. 75 per quintal for other States &amp; UT's</td>
<td>Rs. 100 per quintal for N-E States &amp; Rs. 75 per quintal for other States &amp; UT's</td>
</tr>
<tr>
<td>Subsidy against cooking cost</td>
<td>Not Provided</td>
<td>Re. 1.00 per child per school day</td>
<td>Rs. 1.80 per child per school day for N-E States &amp; Rs. 1.50 per child per school day for other States and UT's</td>
</tr>
<tr>
<td>Subsidy for Management, Monitoring and Evaluation (MME)</td>
<td>Not Provided</td>
<td>1.8% of total Assistance (Free food, transport cost &amp; cooking cost)</td>
<td>1.8% of total Assistance (Free food, transport cost &amp; cooking cost)</td>
</tr>
</tbody>
</table>

#### Infrastructural Assistance

| Construction of Kitchen-cum-Store | Not Provided | Convergent with SGRY, NSDP & UWEP programmes | Maximum of Rs. 60,000 per unit in addition with other programmes |
| Drinking water facility          | Convergent with SSA, ARWSP & Swajaldhara programmes | Convergent with SSA, ARWSP & Swajaldhara programmes |
| Kitchen Devices                  | Rs. 2000/- under SSA Programme | Rs. 5000/- per school per annum |

Source: MDM Guidelines; 2006, reviewed in 2010.

#### 1.5.5. Safety and Hygiene Specifications in CMDM:

As per 2006 Guidelines, a special attention must be paid to the following to ensure the hygienic practices adopted safely during the implementation of CMDM:

(i) Kitchen-cum-store is a vital part of the mid day meal scheme. Absence of kitchen-cum-store or inadequate facilities would expose children to food poisoning and other health
6. **Kitchen and storage:** Each school should have adequate infrastructures for mid-day meals including a kitchen and separate storage space.

7. **Logistics management:** Reliable arrangements for timely delivery of grains and other supplies should be made everywhere.

8. **Supervision and monitoring:** Effective arrangements should be made for close supervision and monitoring of mid-day meal scheme and prompt action should be taken in the events of lapses such as food poisoning, disruption in food supply and social discrimination, etc.

9. **Social equity:** All cooking staff should be women and preference should be given to *Dalits*. There should be no discrimination in the mid-day meal process based on the social background of children or cooking staffs.

10. **School health program:** The mid-day meal scheme should be linked with an active school health programme

### 1.5.4. Norms for allocation of funds & food grains as per Guidelines:
Guidelines for the scheme have been revised several times. The following table contains the norms for the allocation of funds and food grain as per the guidelines.
1.5.2.7. Nodal agencies for the transportation of food grains:
To supply the food grains from FCI godowns to the primary schools, the EGS-AIE has major logistic accountability. The State Civil Supplies Corporation may be designated to lift the food grains from FCI godown to village or taluka level. Then the state Govt. has to make a full proof system to ensure the security of the food-grains supplied.

1.5.3. Security & Safety Aspects in CMDM:
To ensure the highest level of quality the CMDM scheme is supposed to cover the following norms as per CMDM guidelines, 2006. The essential quality must be maintained. The norms of quality are:

1. **Nutritious hot cooked meal**: Nutritious cooked meals should be provided throughout the year. The menu should offer variety to sustain the interest of children and to enhance the nutritional value of the meal.

2. **Micronutrient supplements**: Mid-day meal scheme should include a "micronutrient supplementation" component (as well as mass de-worming if needed), to address common micronutrient deficiencies among children.

3. **Adequate manpower**: Every school should have trained staff to provide mid-day meals with no interference to the normal school routine. Each school should have at least a cook and a helper. All cooks should get training on nutrition, hygiene, maintenance of accounts, and other essential skills.

4. **Adequate utensils**: Each school should have the necessary utensils including vessels for cooking, water, and plates.

5. **Drinking water**: Each school should have a reliable supply of clean drinking water within the premise.
Allotment and informs State Governments & Food Corporation of India

Nodal Agency of State Governments informs District nodal authority about allotment

District nodal authorities in turn allot foodgrain to blocks & inform State Food Corporations

State Food Corporations lift allotted foodgrains from FCI godown and supply to blocks

PDS Dealers lift food grains from SFC godowns

PDS Dealers expected to deliver to schools

Foodgrain used in cooking meal under CMDM in-charge
Figure-1.2. Flow of monetary fund to execute the CDMM scheme at village level

Ministry of Human Resource Development

State Education Department
Director Elementary Education
draws funds from State Treasury

State Planning Department
Makes provision in the State Budget

District Commissioner/District Panchayat
Send the funds to Block Elementary education department

State Finance Department
Place funds for education Department

Block Elementary Education Department/Block Panchayat
Settles the bills of expenditure incurred by schools

Gram Panchayat/Urban Local Body
Fund is credited in account by cheque or demand draft

Implementing Authority at school
Fund is credited in account of IA by cheque or demand draft
Figure-1.1. Flow Chart of the Execution Mechanism for MDM Programme

- Government of India, Ministry of Human Resource Development
  - National SMC
    - Programme Approval Board
      - State Level SMC
        - Nodal Department
          - District Level SMC
            - Nodal Officer
              - Generally District Magistrate
                - SMC
                  - Nodal Officer
        - Gram Panchayats/ULB
          - Centralized Kitchen
            - School
              - VEC / SMP / PTA
                - Engaged by VEC

Introduction
### Table-1.6

**Monitoring of Programme and Impact Parameters**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme parameters</th>
<th>Who may monitor?</th>
<th>Frequency of Monitoring</th>
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<tbody>
<tr>
<td>1.</td>
<td>Regularity and wholesomeness of mid-day meal served to children</td>
<td>(i) Representatives of Gram Panchayats/ Gram Sabhas; (ii) Members of Committee of Mothers/VEC/PTA/SMDC; (iii) Teachers</td>
<td>Daily</td>
</tr>
<tr>
<td>2.</td>
<td>Promoting social and gender equity</td>
<td>(i) Representatives of Gram Panchayats/ Gram Sabhas; (ii) Members of Committee of Mothers/VEC/PTA/SMDC; (iii) Teachers</td>
<td>Daily</td>
</tr>
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<td>3.</td>
<td>Cleanliness in cooking, serving and consumption of mid-day meal</td>
<td>(i) Representatives of Gram Panchayats/ Gram Sabhas; (ii) Members of Committee of Mothers/VEC/PTA/SMDC; (iii) Teachers</td>
<td>Daily</td>
</tr>
<tr>
<td>4.</td>
<td>Timely procurement of ingredients, fuel, etc. of good quality</td>
<td>(i) Representatives of Gram Panchayats/ Gram Sabhas; (ii) Committee of Mothers/VEC/PTA/SMDC</td>
<td>Weekly</td>
</tr>
<tr>
<td>5.</td>
<td>Implementation of varied menu</td>
<td>(i) Gram Panchayat / Municipality; (ii) Representatives of Block-level SMC</td>
<td>Fortnightly / Monthly</td>
</tr>
<tr>
<td>6.</td>
<td>Over-all quality of Mid-Day Meal</td>
<td>a. Officers of State Govt. belonging to Revenue/Administration, Rural Development, Education, Nodal Departments, and any other suitable Department (e.g. WCD, Food, Health, etc.); b. Officers of Food &amp; Nutrition Board (FNB), Govt. of India, posted in the State/UT; c. Nutrition Experts / Institutions identified / nominated by the State Govt.</td>
<td>As per certain target of inspections per month, to be fixed by State Govt. in consultation with FNB institution, etc. concerned.</td>
</tr>
</tbody>
</table>

**Impact Parameters**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme parameters</th>
<th>VEC/PTA/SMDC</th>
<th>Monitoring Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nutritional Status—assessment of percentage of underweight children at school level</td>
<td>VEC/PTA/SMDC</td>
<td>Twice a year</td>
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<tr>
<td>2.</td>
<td>Attendance Status</td>
<td>-Do-</td>
<td>Quarterly</td>
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<tr>
<td>3.</td>
<td>Retention/Completion Status</td>
<td>-Do-</td>
<td>Annually</td>
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<td>4.</td>
<td>Sample studies in regard to each of the items 1 to 3 above. Study in regard to Nutritional Status would include study of various deficiencies in the guidelines, especially incidence of low weight-for-age (underweight) and anaemia</td>
<td>Appropriate institutions selected by State Govt./District Nodal Agency/District-level SMC</td>
<td>Annually</td>
</tr>
</tbody>
</table>

**Source:** *DISE 2008-13: Flash Statistics*

The States/UTs generally assign the responsibility of evaluation to the universities/Educational institutes as the Uttar Pradesh Govt. assigned the evaluation & monitoring responsibilities to:
Introduction

(i) Giri Institute of Social Science Studies, Lucknow
(ii) GB Pant Social Institute Allahabad
(iii) CADR, Lucknow
(iv) Lucknow University.

The importance of Mid Day Meal may be understood through the understanding of the point of views of prominent persons / institutions, few of which are written hereunder as the quotes of MDM:

1.6. Quotes Regarding Mid-Day Meal (MDM):

“Children covered under MDM scheme have performed better than those who are not getting a school meal”

(NCERT Report on Learning Achievement, 2005)

“We have to toil hard for our daily bread and it is good for our children to get at least one meal to eat because sometime we don’t have any food.”

(Tribal Parent in Banswara, Rajasthan)

“The meal is great highlight of the school day and children genuinely welcome it. In one of the schools we observed children with eyes shut in finger licking bliss”

(CORD, 2005)

“A national cooked nutritious mid-day meal scheme funded by the central government will be introduced in primary and secondary schools”

(Common Minimum Programme of the UPA Govt. 2004)

“We shall make sure that the child is not hungry while she or he is at school..... If primary education and the nutritious cooked meal can work hand in hand...... there will be a new dawn for the poor children of India”

(Budget 2004-05)
Introduction

“Our greatest asset will be an educated and capable work frame. Our government will work along with state governments to set up public spending on education, to universalize access to elementary education and to improve the quality of our education. We shall make effective use of MDM program for school children to achieve this objective”

(1st address to the nation by PM – Dr. Manmohan Singh on June 14, 2004)

“A national cooked nutritious MDM scheme funded mainly by the central government will be introduced in a phased manner in primary and secondary schools. The government will progressively universalize the integrated child development service scheme. Village women and their associations will encourage assumed responsibility for all developmental schemes relating to drinking water, sanitation, primary education, health and nutrition.”

(Dr. A.P.J. Abdul Kalam, former President of India, addressed to the newly elected parliament on 7th June, 2004).

“it is quite remarkable that the simple act of cooking and serving food in the school premises instead of giving take-home rations to the pupils should have major positive effects on school participation”

(Dreze and Goyal, 2003)

“School feeding programmes often make the enrolment double within a year and can produce a 40 percent improvement in academic performance in just two years. Children who take part in such programmes stay in school longer and the expense is minimal”

(World Food Programme, 2002)

“The tremendous popularity of Mid-Day meals among disadvantaged sections of the population is one of the strongest arguments for consolidating and expanding this initiative”

(Jean Dreze)

“In areas where the system has been recently introduced, it has been extremely popular has raised the attendance of children and has made a contribution to their health and happiness. It has also done something to make the absenteeism of teachers less pronounced”

(Nobel Laureate Amrtya Sen).
“Our children at least get a nutritious meal once a day that too free of cost in this time of drought”

(Rameshwari, a mother of three children in Jaipur district’s Mohana village, Rajasthan)

“Mid-Day meal in school is better than our home food”

(School children, Karnataka)

“Nutritional food and good health always provide a sound basis for good education”

(Dr. A.P.J. Abdul Kalam, Ex President of India)

“I must complement you for innovative idea (of mobilizing mothers). It will not only empower mothers but will also ensure effective supervision of the program”

(Chief Minister, Jammu & Kashmir)

“In India lot of children are not able to go to school because they do not have enough food to eat so once you establish your food business I will request you to donate a small part of your earnings to the Mid-Day meal scheme”

(N.R. Murthy, Infosys Chairman)

“The new initiatives of involving mothers of the school children to oversee and supervise the feeding of the children…. Could empower crores of mothers to exercise effective vigil”

(Shri Arjun Singh, Ex Minister of Human Resource, GOI).

“Children cannot learn on empty stomach. When they fail to recite the lessons teachers beat them and children stopped going to school…. What a great favour mid-day meal is!”

(Parents, West Bengal)

“More parents are sending their children specially girls, to school”.  

(Teachers at Alwar Primary School, Rajasthan)
"The children of agricultural labourers used to lose interest in studies and fall asleep around mid-day, because they were hungry. (Before Mid-Day Meals were introduced)"

*(Headmaster in Bellary District, Karnataka)*

"A good learning environment is provided to children when they have the Mid-day meal with their teachers"

*(Dr. Y.S. Rajashekhara Reddy, Chief Minister of Andhra Pradesh)*

Among the indicators of the measurement of educational development in the nation, enrolment is one of the most important indicators. Therefore the surge for enrolment in the nation is needed to understand.

**1.7. Surge for Enrolment in India at Primary Education Level:**

Enrolment in Basic schools is the matter of concern since independence. Since this is the most independent element to adjudge the effectiveness of any assistance /incentive to encourage the children to drag from home to school. The surge for enrolment in the context of Mid Day Meal Scheme can be briefly examined from the following table. 1.7
**Table 1.7**

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**Source:** STATISTICS OF SCHOOL EDUCATION 2010-11


Year-wise growth of enrolment in the primary schools of India has been depicted through the following graph-1.4.
Introduction

Graph -1.4 –School Enrolment 1950-51 to 2010-11

Sources: Statics of School Education 2010-11

From the above graph (1.4) it can be easily understood that there is a great surge of enrolment since independence. It can be seen that it increased from 19154457 in 1950 to 136656567 in 2010-11 which was a big shift in its own. Further if we examine the surge of enrolment since 1990 which was 97375300 increased upto 116007343 in 2000-2001.

The surge for enrolment may be proved as one of the equally important parameter to adjudge the educational development of Indian education especially the primary education thus it is necessary to know the facts about the trend of retention in the country.

1.8. Trend of Retention in India at Primary Education Level:
In the most commonly used method of accessing the retaining capacity of the primary schools is retention. Retention rate is based on the enrolment data over a period of five years. To understand the state-wise trend of retention rate at the primary level following table may serve the purpose.
## Introduction

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The state specific retention rate reveals that the majority of the states have shown improvement in 2007-08 as compared to the retention rate in the previous years. However, a few states have much higher retention rate at primary level and a few lower than the average (73.71 percent) among 539 districts. Tamil Nadu (100 percent), (Kerala 99 percent), Himachal Pradesh (95
percent) and Madhya Pradesh (94 percent) are such states. Many of these represent the entire state as all the districts have been considered in computing retention rate. It seems that with a little more efforts these states can easily move towards achieving the goal of universal retention at the primary level of education but the situation in the rest of the states is not encouraging. In Bihar and Rajasthan the retention rate is very low i.e. $54.40$ and $61.76$ percent respectively as compared to $51.88$ percent in West Bengal.

1.9. Statement of the Problem:
“Effects of Mid-Day Meal Scheme on Enrolment and Retention in Primary Schools of Western Uttar Pradesh”

1.10. Justification of the Problem:
The experience so far clearly shows that Mid-Day Meal scheme has much to contribute to the well-being and future of the Indian children. However the qualitative improvements are urgently required if the scheme is to achieve its full potential. Though the efforts made by the state and central governments are genuinely appreciable even then this valuable scheme is also facing the problem of implementation compatible to the guidelines provided by the government at the ground-root level due to several reasons such as corruption, paucity of logistic management, lack of proper infrastructures and lack of genuine manpower. Financial allocations need to be raised. A moderate amount of additional expenditure could radically enhance the quality of mid-day meals. The infrastructures for mid-day meals require urgent improvement so adequate infrastructure is particularly needed to avoid the disruption in the execution of this scheme and also to ensure proper hygiene.

Several researches were made which identified many problems regarding ‘Elementary Education’ and effectiveness of the different inputs to highlight the problem areas in its implementation and to suggest changes to make them more effective. Since none of the study was being made on the impact of Mid-Day-Meal scheme on enrolment and retention especially in Western Uttar Pradesh (India). For the purpose the study has examined the pivotal variables which play a decent role in the implementation of Mid-Day Meal scheme such as enrolment and retention in the school for the full school hours as well as on school roll. Though researchers
have attempted to evaluate the success of MDM scheme in several states but most of them were limited to the specific region and their independent variables were socio economic in its orientation i.e. dropouts, stagnation and classroom hunger etc. On the contrary this study has examined the individual’s opinion, the perceptions and the confidence level of the officers involved in its implementation and practical problems faced by the decision makers. The researcher had selected Uttar Pradesh as the problem area by keeping in mind it as the biggest state (population wise) with highest number of illiterates in the country. While selecting especially the Western part of Uttar Pradesh it was considered that the districts like Aligarh, Saharanpur Meerut, and Moradabad contain huge population of Muslims where literacy rate is meager. Therefore a special attention was required to overcome from illiteracy in those regions as a result it was expected that the results of the study would be well equipped to draw the attention of the governments (State & Central) towards those regions with specific problems. This may lead towards the various clues to come with the new and effective policies for the policy makers of the nation.

One more important justification of this study is that most of the researchers who have done the related researches have recommended that the government should involve more and more personnel to make the scheme more effective but in the opinion of the present researcher practically it is quite difficult to maintain check and balance at the level of end-users (beneficiaries). While this study has strongly recommended that the community participation and individual’s efforts can really make more difference in the check and balance of this scheme. Therefore, it is expected that the results of this research will come out with fruitful results for the policy makers and for the executives of such a valuable scheme.

To understand the study thoroughly it is required to elaborate the meanings of few terminologies used in this study and what exactly these terms have been supposed to be understood in the present study.

1.11. Operational Definitions of the Terms Used in the Study:

1.11.1. Mid-Day Meal: It is the free meal provided during lunch hour to the children of 6-14 years of age group in all primary and upper primary schools of the government, local bodies and
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govt. aided schools. This scheme has (i) to improve the nutritional status of children in Class I-VIII. (ii) To encourage poor children belonging to the disadvantaged sections to attend schools more regularly and to help them to concentrate on class-room activities.

In this study the above term has the same meaning. Since this term is the independent variable selected for the research purpose. It is abbreviated as MDM. This is the scheme from the central government for which the state governments are responsible to implement effectively and efficiently. Earlier raw foods in the form of wheat, rice and dalliah were provided to the children. Later the school children were compensated with equal amount of money as incentive for some time but now it has been changed in the form of cooked food during the recess time which is provided by the school authorities with the collaborative efforts of Gram Pradhans and other concerned authorities.

1.11.2. Enrolment:

According to the New International Webster's Comprehensive Dictionary “It is the process of entrance into a school, college, university or course that eventuates in the act of writing the students’ name on the roll register or files of the institutions.

Enrolment –En-roll-ment (en-roll-mant):

a. The act of enrolling
b. An enrolled entry, a record.

According to the Dictionary of Education by Carter V. Good) the term 'enrolment' is defined as:

(i) The process of entrance into a school, college, university or course that eventuates in the act of writing the students’ name on the roll, register or files of the institution.

(ii) The total of all the different pupils who are registered in a state, city, school, district or classroom during any given period of time such as a school year, semester, term, or month each name being counted only once (to avoid duplication students who move or transfer from one school to another during the school year are counted as being enrolled only by the first school attended during that school year).
According to The *Advance Learner's dictionary or Current English* – Hornby “To write a person’s name on a list, make a record (of a name) on a roll list or register”.

According to *Concise Dictionary of Education; by Gene R. Hawes & Lynne Salop Hawes*:

1. Entering of one’s name as a student in the official register of a school, other educational institution, programme, or course.
2. The total number of persons registered as students in any given educational entity such as a school, school district, course, or class at a given time.

In this study also the word ‘enrolment’ is having the similar meaning from the definitions of different dictionaries. It is considered that it is the most valuable parameter to adjudge the impact of such a valuable National level scheme i.e. Mid-Day Meal. There is proportionate relationship between the effectiveness of MDM and the volume of enrolment in the primary schools (especially in the government primary schools) which means that if the volume has increased it is hypothesized that the impact of the scheme is positive and vise-a-versa.

1.11.3. Retention:

According to the *Advance Learner’s Dictionary or Current English* – Hornby the term ‘Retention’ means-

(1). The Act of retaining
(2). The ability to remember and memory
(3). Keeping up or maintenance as of custom, practice, opinion or intention

Retentive – Having the power or tendency to retain.

According to the *Concise Dictionary of Education; by Gene R. Hawes & Lynne Salop Hawes*:

1. Broadly, remembering or memorizing.
2. Rather rarely used to refer to the practice of not promoting a student to the next higher grade at the end of school year.
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In this study the word ‘retention’ is defined as

(i) The ‘Stay in the school’ during the specified school time and
(ii) The children should not dropout before the completion of desired level of education. It was often observed that the stay of the students in the school premise was miserable without incentives and it was rather impossible to retain the students in the premise during the full school hours. The efforts were genuinely required. Another meaning of this term is antonym of ‘dropout’ that is minimizing the volume of dropout through several efforts including nutritional support. The relationship between retention and effectiveness of the Mid-Day meal scheme is proportionate which means if there is positive change in retention the hypothesis may be that the effects are positive and vice-versa.

1.11.4. Primary School:

‘Primary School’ is an informal term for the ‘Elementary School’.

Elementary School:

According to the Concise Dictionary of Education; by Gene R. Hawes & Lynne Salop Hawes, “The period of formal schooling in United States beginning with Kindergarten (denoted as “K”) or first grade through grades 6, 7 or 8 though most of the school systems today treat grades 6-8 or 7-8 as secondary ones. Elementary curricula begin with reading, writing and arithmetic, and then include simplified material in such projects as geography, science and history. Elementary schools may be in building housing classes in grades, K-5, K-6, K-7 & K-8. An elementary school is something called as grade school.

According to the Dictionary of Education, Prepared under the Auspices of Phi Delta Kappa, and university of Cincinnati with the assistance of WNINFRED R. MERKEL: the term Elementary School is defined as:

(1). A school that enrolls pupil in the first, two, three or four grades or years of school may include pre-primer groups:
(2). A school of a type that sprang up about 1800 enrolling 30-40 pupils between the ages of 4 and 7 or 8; publically supported and administered by a primary school committee.

Though in this study also this term is not completely different from the above mentioned academic sources but it is more specific. Primary school here indicates ‘The Government Primary Schools specifically. It can also be assumed as a limitation of the study where private primary schools have not taken into consideration. This is a matter of fact that most of the students are still studying in the private primary schools in the country especially in the urban areas even in the rural areas also those who can afford the financial burden of expensive private schools they prefer to send their children in private schools for better education. Therefore we can say that ‘The government primary schools’ are the schools for poor where children from the age group of 6-11 years are supposed to study.

1.11.5. Western Uttar Pradesh:
It is the western part of Uttar Pradesh, one of the most important states of India. It includes the districts such as: Saharanpur, Muzaffarnagar, Bijnor, Moradabad, Baghpat, Meerut, Jyotiba PhuleNagar, Rampur, Pilibhit, Shahjahanpur, Etawa, Mainpuri, Agra, Firozabad, Farukhabad, Etah, Hathras, Mathura, Aligarh, Badaun, Bareilly, Bulandshahr and Ghaziabad.

Western Uttar Pradesh as mentioned above with the selected districts is located in the western part of Uttar Pradesh, a state of India. Specifically Uttar Pradesh is the most populated state of India. According to the literacy rate it is lagging behind second lowest after Bihar. As Sachar Committee Report, western Uttar Pradesh has the highest population of Muslims but among them literacy rates is the lowest in any community.
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Figure 1.5. Map of Uttar Pradesh- (Western UP Selected districts)

1.12. Objectives of the Study:

1. To investigate the opinions of the stakeholders (teachers, parents, headmasters, Grampradhans, ABSAs) regarding the effect of Mid-Day-Meal (MDM) scheme on the number of enrolment of the students from class I-V in the government primary schools.

1.1. To examine the effects of MDM scheme on the number of enrolment of the students on the basis of primary information collected from the teachers.

1.2. To examine the effects of MDM scheme on the number of enrolment of the students on the basis of primary information collected from the parents.

1.3. To examine the effects of MDM scheme on the number of enrolment of the students on the basis of primary information collected from the Headmasters.

1.4. To examine the effects of MDM scheme on the number of enrolment of the students on the basis of primary information collected from the Grampradhans.

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1.5. To examine the effects of MDM scheme on the number of enrolment of the students on the basis of primary information collected from the ABSAs

2. To find the effects on the number of enrolment of the students from class I-V in the government primary schools due to Mid-Day Meal scheme in comparison to the enrolment without Mid-Day Meal scheme.

2.1. To find out the difference in the number of enrolment of class-I students during post-MDM period in comparison to the number of enrolment during pre-MDM period.
2.2. To find out the difference in the number of enrolment of class-II students during post-MDM period in comparison to the number of enrolment during pre-MDM period.
2.3. To find out the difference in the number of enrolment of class-III students during post-MDM period in comparison to the number of enrolment during pre-MDM period.
2.4. To find out the difference in the number of enrolment of class-IV students during post-MDM period in comparison to the number of enrolment during pre-MDM period.
2.5. To find out the difference in the number of enrolment of class-V students during post-MDM period in comparison to the number of enrolment during pre-MDM period.

3. To measure the opinions of the stakeholders (students, teachers, parents, Headmasters, Grampradhans, ABSAs) regarding the effect of Mid-Day-Meal scheme on the strength of retention of the enrolled students in the government primary schools from class I-V.
3.1. To measure the level of retention of the enrolled students in the government primary schools on the basis of primary information collected from the students.
3.2. To measure the level of retention of the enrolled students in the government primary schools on the basis of primary information collected from the teachers.
3.3. To measure the level of retention of the enrolled students in the government primary schools on the basis of primary information collected from the parents.
3.4. To measure the level of retention of the enrolled students in the government primary schools on the basis of primary information collected from the Headmasters.
3.5. To measure the level of retention of the enrolled students in the government primary schools on the basis of primary information collected from the Grampradhans.
3.6. To measure the level of retention of the enrolled students in the government primary schools on the basis of primary information collected from the ABSAs.

4. To find the effects on the level of retention of the students from class I-V in the government primary schools due to Mid-Day meal scheme in comparison to the level of retention of the students without Mid-day Meal scheme.

4.1. To find out the quantitative difference in the level of retention of class-II students during post-MDM period in comparison to the level of retention of the students during pre-MDM period.

4.2. To find out the quantitative difference in the level of retention of class-III students during post-MDM period in comparison to the level of retention of the students during pre-MDM period.

4.3. To find out the quantitative difference in the level of retention of class-IV students during post-MDM period in comparison to the level of retention of the students during pre-MDM period.

4.4. To find out the quantitative difference in the level of retention of class-V students during post-MDM period in comparison to the level of retention of the students during pre-MDM period.

5. To examine the level of quality and quantity of cooked MDM (in the opinions of the stakeholders) supplied in the government primary schools.

5.1. To examine the level of quality and quantity of cooked MDM supplied in the government primary schools from the primary information collected from the students.

5.2. To examine the level of quality and quantity of cooked MDM supplied in the government primary schools from the primary information collected from the teachers.

5.3. To examine the level of quality and quantity of cooked MDM supplied in the government primary schools from the primary information collected from the parents.

5.4. To examine the level of quality and quantity of cooked MDM supplied in the government primary schools from the primary information collected from the Headmasters.
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5.5. To examine the level of quality and quantity of cooked MDM supplied in the government primary schools from the primary information collected from the Grampradhans.

5.6. To examine the level of quality and quantity of cooked MDM supplied in the government primary schools from the primary information collected from the ABSAs.

6. To identify the problems during implementation and coordination with the stakeholders of the cooked MDM scheme.

6.1. To identify the problems during implementation and coordination with the stakeholders of the cooked MDM scheme from the primary information collected from the teachers.

6.2. To identify the problems during implementation and coordination with the stakeholders of the cooked MDM scheme from the primary information collected from the parents.

6.3. To identify the problems during implementation and coordination with the stakeholders of the cooked MDM scheme from the primary information collected from the Headmasters.

6.4. To identify the problems during implementation and coordination with the stakeholders of the cooked MDM scheme from the primary information collected from the Grampradhans.

6.5. To identify the problems during implementation and coordination with the stakeholders of the cooked MDM scheme from the primary information collected from the ABSAs.

7. To investigate the laxity of the officers and the workers responsible for the execution of the cooked MDM scheme.

7.1. To investigate the laxity in the implementation of cooked MDM scheme by the officers/workers from the primary information collected from the students.

7.2. To investigate the laxity in the implementation of cooked MDM scheme by the officers/workers from the primary information collected from the teachers.

7.3. To investigate the laxity in the implementation of cooked MDM scheme by the officers/workers from the primary information collected from the parents.

7.4. To investigate the laxity in the implementation of cooked MDM scheme by the officers/workers from the primary information collected from the Headmasters.
7.5. To investigate the laxity in the implementation of cooked MDM scheme by the officers/workers from the primary information collected from the Grampradhans.

7.6. To investigate the laxity in the implementation of cooked MDM scheme by the officers/workers from the primary information collected from the ABSAs.

8. To investigate the most effective reason for Enrolment & Attendance in the government primary schools due to the possible incentives offered by the government.

8.1. To investigate the most effective reason for Enrolment & Attendance according to the parents in the government primary schools

8.2. To investigate the most effective reason for Enrolment & Attendance according to the Headmasters in the government primary schools

9. To know the exact opinion of the cooks regarding the management and the execution of MDM Scheme.

10. To observe on the spot the difference between the natural settings and the actual settings of MDM execution in the government primary schools."

1.13. Hypotheses of the Study:

1. There is no significant difference in the enrolment of the students from class I-V in the government primary schools due to Mid-Day Meal scheme in the opinions of the stakeholders (teachers, parents, headmasters, Grampradhans, ABSAs).

1.1. According to the teachers there is no significant difference in the enrolment of primary schools’ students due to Mid-Day Meal (MDM) scheme.

1.2. According to the parents there is no significant difference in the enrolment of primary schools’ students due to Mid-Day Meal (MDM) scheme.

1.3. According to the Headmasters there is no significant difference in the enrolment of primary schools’ students due to Mid-Day Meal (MDM) scheme.

1.4. According to the Grampradhans there is no significant difference in the enrolment of primary schools’ students due to Mid-Day Meal (MDM) scheme.
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1.5. According to the ABSAs there is no significant difference in the enrolment of primary schools’ students due to Mid-Day Meal (MDM) scheme.

2. There is no significant difference in the number of enrolment of the students from class I-V in the government primary schools during post MDM period in comparison to the number of enrolment of the students during Pre-MDM period.

2.1. There is no significant difference in the number of enrolment of class-I students in the government primary schools during post MDM period in comparison to the number of enrolment of the students during Pre-MDM period.

2.2. There is no significant difference in the number of enrolment of class-II students in the government primary schools during post MDM period in comparison to the number of enrolment of the students during Pre-MDM period.

2.3. There is no significant difference in the number of enrolment of class-III students in the government primary schools during post MDM period in comparison to the number of enrolment of the students during Pre-MDM period.

2.4. There is no significant difference in the number of enrolment of class-IV students in the government primary schools during post MDM period in comparison to the number of enrolment of the students during Pre-MDM period.

2.5. There is no significant difference in the number of enrolment of class-V students in the government primary schools during post MDM period in comparison to the number of enrolment of the students during Pre-MDM period.

3. There is no significant difference on the level of retention of primary schools students from class I-V due to Mid-Day Meal scheme as per the opinions of the stakeholders (students, teachers, parents, headmasters, Grampradhans, ABSAs) of MDM.

3.1. According to the students’ point of view there is no significant difference on the level of retention of primary schools students due to Mid-Day Meal scheme.

3.2. According to the teachers’ point of view there is no significant difference on the level of retention of primary schools students due to Mid-Day Meal scheme.
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3.3. According to the parents' point of view there is no significant difference on the level of retention of primary schools students due to Mid-Day Meal scheme.
3.4. According to the Headmasters' point of view there is no significant difference on the level of retention of primary schools students due to Mid-Day Meal scheme.
3.5. According to the Grampradhans' point of view there is no significant difference on the level of retention of primary schools students due to Mid-Day Meal scheme.
3.6. According to the ABSAs' point of view there is no significant difference on the level of retention of primary schools students due to Mid-Day Meal scheme.

4. There is no significant difference in the level of retention of the students from class I-V in the government primary schools during post MDM period in comparison to the level of retention of the students in the government primary schools during Pre-MDM period.

4.1. There is no significant quantitative difference in the level of retention of class-II students in the government primary schools during post MDM period in comparison to the level of retention of the students in the government primary schools during Pre-MDM period.
4.2. There is no significant quantitative difference in the level of retention of class-III students in the government primary schools during post MDM period in comparison to the level of retention of the students in the government primary schools during Pre-MDM period.
4.3. There is no significant quantitative difference in the level of retention of class-IV students in the government primary schools during post MDM period in comparison to the level of retention of the students in the government primary schools during Pre-MDM period.
4.4. There is no significant quantitative difference in the level of retention of class-V students in the government primary schools during post MDM period in comparison to the level of retention of the students in the government primary schools during Pre-MDM period.

5. There is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.

5.1. In the opinion of the students there is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.
5.2. In the opinion of the teachers there is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.

5.3. In the opinion of the parents there is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.

5.4. In the opinion of the Headmasters there is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.

5.5. In the opinion of the Grampradhans there is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.

5.6. In the opinion of the ABSAs there is no significant problem in the quality and quantity of cooked MDM supplied in the government primary schools.

6. Research Question: “Is there any significant problem during implementation and coordination with the stakeholders of the cooked MDM scheme in the government primary schools?”

7. There is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.

7.1. From the point of view of the students there is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.

7.2. From the point of view of the teachers there is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.

7.3. From the point of view of the parents there is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.

7.4. From the point of view of the Headmasters there is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.

7.5. From the point of view of the Grampradhans there is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.

7.6. From the point of view of the ABSAs there is no significant laxity from the officers and the workers responsible for the execution of the cooked MDM scheme.
8. There is no significant reason for Enrollment/Attendance in the government primary schools due to the possible incentives offered by the government.

8.1. As per the opinion of the parents there is no significant reason for Enrollment/Attendance in the government primary schools due to the possible incentives offered by the government.

8.2. As per the opinion of the Headmasters there is no significant reason for Enrollment/Attendance in the government primary schools due to the possible incentives offered by the government.

9. To fulfill the above objective, the Research Question, “What exactly is the thinking of the cooks regarding the management and the execution of MDM scheme?”

10. Research Question “There is not any difference between the natural settings and the actual settings of MDM execution in the government primary schools?”

1.14. Methodology of the Study:

1.14.1. Sampling:

The study was proposed to be based on the primary and secondary data both. The secondary data was collected from the office records of the Directorate of Education in U.P. the office records of the offices of BSAs (Basic Shiksha Adhikaris), BRCs (Block Resource Centres), NPRCs (Nyay Panchayat Resource Centres) and other concerned offices to compare the present scenario with the past. However the investigations were needed to analyze the variances between the targets and achievements fixed by the concerned responsible bodies, the measurement of the variances between the guidelines and its practices, the laxity in the implementation and its culprits etc. The primary data had been collected for the purpose of investigation at ground-root level. The investigation was done through the few sets of questionnaires/schedules/personal interviews of the facilitators as well as the beneficiaries.
1.15. Tools of the Study:

- The teachers of the selected schools were interviewed through questionnaire.
- The opinion of selected number of primary education functionaries was collected through Questionnaires and Personal Interview.
- The Parents of the primary school students were interviewed through an Interview Schedule.
- The students of the government primary schools were interviewed through Interview Schedule.

1.16. Statistical Techniques:

In the process of investigation several statistical tools were used as per need and requirements. They can be identified as:

1.16.1. Paired-sample *t*-test: This tool was used to compare the impact of MDM scheme on the enrolment and retention between the two time periods i.e. PRE-CMDM and POST-CMDM.

1.16.2. Analysis of Variances (ANOVA): Analysis of variances was used to measure the variances in the responses by different groups under the same dimension consisting of the group of questions asked through the self-constructed questionnaires by the researcher to the stakeholders of CMDM.

1.16.3. Mean Differences: This tool was used for the investigation of responses from the parents and the headmasters to know about the most effective reason for school attendance as well as retention on the basis of district-wise strata.

1.16.4. Percentage Analysis: This tool was used to elaborate the perceptions of the stakeholders and beneficiaries of the MDM programme, its implementation, quality, quantity and executions separately. The data simply presented the responses of 5-point Likert Scale in percentage.
1.16.5. **One-Sample t-test:** The one-sample \( t \)-test is used when we want to know whether our sample comes from a particular population but we do not have full population information available to us. The one-sample \( t \)-test is used only for testing the sample mean. In the present study Observation Schedule was analyzed with the help of One-Sample \( t \)-test.

1.17. **Delimitations of the Study:**

The study covered only a few randomly selected districts of Western Uttar Pradesh i.e Aligarh, Saharanpur, Moradabad and Meerut which was the delimitation of this study. The study was based upon only two variables, i.e. ‘Enrolment and Retention’ in the primary schools. We can say that the study would consider other factors of migration and drop-outs as ‘Constant’ but which is practically not possible. The study took into consideration only the government primary schools though the MDM scheme was operative in private and government-aided schools also.

1.18. **Organization of the Study:**

This study has been presented in five chapters. All of them are enlisted hereunder:

- **Chapter-I**: Introduction
- **Chapter-II**: Review of Related Literature
- **Chapter-III**: Methodology and Procedure of the Study
- **Chapter-IV**: Statistical Analysis and Interpretation of Data
- **Chapter-V**: Summary, Conclusion, Implications, Recommendations and Suggestions
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