DISCUSSION
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After analysis the data in previous chapter, the next step of the present chapter of the research is to discuss the findings of the study in the light of studies conducted earlier in this field and in the present social context.

300 children, 50 teachers, 10 principals and 5 NGO workers were selected from Ghaziabad district through multistage stratified sampling technique. To accomplish all the findings in the present study, the objective wise results has been discussed and presented below.

5.1.1 To compare health status of children in different government and private aided schools.

The findings according to health status of Mid-day meal programme in different government and private schools were observed in the present study are discussed below.

- Out of the 150 children from the government schools, majority (62.67%) of them were male followed by 37.33% female children. Same data were observed from private aided schools. As the PROBE report notes (with reference to north India): “Parents are not generally opposed to female education, but they are reluctant to pay for it. School meals could make a big difference here, by reducing the private costs of schooling.”

- Out of 150 children from government schools, 24.67% of children were 9 years old followed by 18.67% of them were 10 years old and minimum
(1.33%) of them were 13 years old. Out of 150 children from private aided schools, 20.67% of them were 10 years old followed by 19.33% of them were 7 years old and minimum (1.33%) of them were 12 years old. In the present study, majority (64%) of children were from joint family followed by 36% of children were from Nuclear family in government schools and majority (58%) of the children were observed from joint family followed by 42% of the children were observed from nuclear family in private aided schools. It reveals that majority (62%) of parents of children from government schools were having income in the range of Rs. 2500-5000 followed by 30.67% of parents were having income in the range of 5000-7500 and minimum(3.3%) was observed in the range of Rs. 0-2500. The mean income was found Rs. 4323.38. From private aided schools, majority (50.67%) of parents were having income in the range of Rs. 5000-7500 followed by 28% of parents having income in the range of Rs. 7500-above and minimum (0.66%) income was observed in the range of Rs. 0-2500. The mean income was found Rs. 6353.33. In a study on 9000 school children conducted by Vijayaraghavan et. al. (1971) it was reported that children from well to do families were taller and heavier than the children belonging to poor families. Tilak (2002) concluded that, “households from even lower socio-economic background, low income groups, households whose primary occupation is not high in the occupational hierarchy, all spend considerable amounts on acquiring
education, including specifically elementary education, which is expected to be provided by the State free to all”. Duraisamy (2002) concludes that parental education, family income, and availability of middle schools within the village have a significant positive effect on child school enrolment decisions in India. Dreze and Kingdon (2001) and Leclercq (2001a, 2001b) find similar results for north India. However, they stress school quality as the key determinant of enrolment and grade attainment.

Total 300 children were observed in the present study. Out of 150 children in government schools, the average height, weight, chest circumference, mid upper arm circumference, head circumference were observed 122.57±12.75cms, 23.56±6.42kg, 58.23±15.03cms, 18.11±5.78cms and 51.32±12.53cms respectively and 150 children in private aided schools, the average height, weight, chest circumference, mid upper arm circumference, head circumference were observed 119.57±11.91cm, 23.42±6.73kg, 60.53±7.28cms, 19.66±4.37cms, 52.18±5.52cms respectively. Vijayaraghavan et. al. (1971) it was reported that children from well to do families were taller and heavier than the children belonging to poor families, which was observed to be less as compare to the present study. Sathayavati et.al. (1981) study demonstrated that the chest measurement taken on 2707 school going adolescent boys and girls of Andhra Pradesh average age between 10
years the chest circumference values were similar in both rural and urban adolescents. In an experiment aimed at simulating ‘the general run of school meal programmes in the country’, Agarwal et al (1987) found that such programmes ‘did not result in any measurable improvement in physical growth, stamina or mental functions’. However, previous study shows that nutritious mid-day meals combined with micronutrient supplementation do have a major impact on child nutrition. Height, and by extension height-for-age, is also said to have a strong relationship with mental function and mortality (Gopalan, 1992).

Afridi (2005) is the only paper that looks at the nutritional impact of the program in India. Using a 24-hour recall of food intake in a randomized evaluation in Madhya Pradesh she found that “daily nutrient intake of program participants increases by 49% to 100% of the transfers. For as low a cost as 3 cents per child, the program reduces daily protein deficiency of participants by 100% and calorie deficiency by almost 30%.”

There is evidence that school feeding does indeed improve the immediate nutritional intake of children (Jacoby, 2002; Afridi 2005) and school participation rates (e.g. Afridi, 2007; Dreze and Goyal2003), the effect of these programs on learning, cognitive skills or longer term nutritional status is not clear. Abhijeet Singh (2008) reported positive impact of school meals on school participation; daily nutrient intake and cognitive
learning provide a strong justification for the program in India. A.Laxmaiah et.al. (1999) concluded that mid day meal program is associated with a better educational and nutritional status of school children in Karnataka.

In the present study, mean nutrients intake among the children in government & private aided schools were observed and found the following nutrients intake:

- **Calories**: 458.12±33.31 kcal, Protein 10.58±4.35 g, Calcium 40.18±22.72 mg, Vitamin-A 31.03±28.78 µg, Vitamin-B 0.11±0.02mg, Vitamin-C 6.57±4.68mg, Iron 2.9±2.18mg, Fat 5.26±2.15g, Riboflavin 0.05±0.01mg, Niacin 2.00±0.72mg, Carbohydrate 92.01±8.89g, Fiber 0.85±0.55g, Sodium 684.78±298.94 mg in government schools and
- **Calories**: 451.52±140.73 kcal, Protein 10.99±4.42 g, Calcium 72.12±94.66 mg, Vitamin-A 140.59±173.59µg, Vitamin-B 0.33±0.14 mg, Vitamin-C 16.95±25.32 mg, Iron 4.12±2.91 mg, Fat 17.47±7.69 g, Riboflavin 0.16±0.08 mg, Niacin 2.79±1.39 mg, Carbohydrate 56.53±22.43 g, Fiber 1.62±0.85 g, Sodium 28.14±19.02 mg in private aided schools. Deodhar, Satish Y et al (2007) concluded mid day mealS in Ahmedabad city in terms of calorific and nutritive intake, proportionate amounts of protein and iodine were not being provided through the meals. Calcium requirements were more than met by the mid day meal.
Proportionate requirements of fat and iron were also met by the meals. The mid day meal scheme is mandated to provide a minimum of 300 calories, i.e., minimum of about 15% of the daily requirement of calories. There is no guarantee that the children will get their rest of the 85% of calories at home, and, that their out-of-school meals will have any significant amounts of nutrition. Hence, mid day meal scheme may want to provide much more than proportionate requirements of nutrition. Arun Sharma (2010) concluded that mid day meal provided by any modality affects the growth rate of the primary school children. mid day meal provided by NGO has no better impact on growth of the primary school children; however, it reduced prevalence of vitamin deficiency significantly in comparison to the mid day meal run by Village Panchayats. Same results were observed in the present study that mid day meal were distributed by NGO. Distributed meal was having with minimum nutrients requirement as per Supreme Court (300k calories and 8-12 gms of protein). Distributed meal was observed with calories: 458.12 Kcal, Protein: 10.58g) and other macro nutrients.

- In the present study, mean nutrients intake among the female children in Government & private aided schools were also observed and found the following nutrients intake

Calories 460.69±31.98 kcal, Protein 11.06±4.6 g, Calcium 42.01±23.73 mg, Vitamin-A 31.04±28 µg, Vitamin-B 0.12±0.01 mg, Vitamin-C 5.87±4.77
mg, Iron 23.16±2.36 mg, Fat 5.24±2.28 g, Riboflavin 0.05±0.01 mg, Niacin 1.89±0.76 mg, Carbohydrate 92.2±9.04 g, Fiber 0.91±0.59 g, Sodium 670.57±312.73 mg were found in government schools and Calories 426.52±115.74 kcal, Protein 10.36±3.57 g, Calcium 72.12±94.66 mg, Vitamin-A 140.59±173.59 µg, Vitamin-B 0.33±0.14 mg, Vitamin-C 16.95±25.32 mg, Iron 4.12±2.91 mg, Fat 17.47±7.69 g, Riboflavin 0.16±0.08 mg, Niacin 2.79±1.39 mg, Carbohydrate 56.53±22.43 g, Fiber 1.62±0.85 g, Sodium 28.14±19.93 mg were found in private aided schools.

Deodhar, Satish Y et al (2007) had also elaborated on diseases in female children and mid day meal minimum expected minimum requirement in their work.

In the present study, mean nutrients intake among the male children in Government & private aided schools were also observed and found the following nutrients intake

Calories 456.59±33.98 kcal, Protein 10.28±4.16 g, Calcium 39.1±22.02 mg, Vitamin-A 31.02±29.24 µg, Vitamin-B 0.11±0.02 mg, Vitamin-C 6.99±4.58 mg, Iron 2.75±2.04 mg, Fat 5.27±2.06 g, Riboflavin 0.05±0.01 mg, Niacin 2.06±0.69 mg, Carbohydrate 2.06±0.69 g, Fiber 0.81±0.51 g, Sodium 693.25±290.08 mg were found in government schools and Calories 466.41±151.76 kcal, Protein 11.37±4.81 g, Calcium 74.97±91.76 mg, Vitamin-A 139.48±204.84 µg, Vitamin-B 0.36±0.16 mg, Vitamin-C
10.59±16.03 mg, Iron 4.48±2.6 mg, Fat 19.49±7.84 g, Riboflavin 0.16±0.08 mg, Niacin 3.12±1.37 mg, Carbohydrate 60.97±23.94 g, Fiber 1.61±0.75 g, Sodium 29.15±18.44 mg were found in private aided schools. Pallavi et. al. (2010) observed intake Mid-day meal between male and female children in government schools and found that all female children were very consistent in taking food as compare to male children.

5.1.2 To observe Mid-day meal menu

- Total 300 children and 5 NGO workers were observed in the present study to observe Mid-day meal menu and following menu were observed in the present study as
  - Monday- Daliya, Tuesday- Khichari, Wednesday- Rice dal, Thursday- Halwa, Friday- Tahri, Saturday- Kheer.
  - Weekly menu for the midday meals in Andhra Pradesh were observed as
    - Monday-Rice, dal and egg, Tuesday- Rice, dal, Wednesday- Rice, dal, Thursday- Rice, dal and egg, , Friday- Rice, dal, Saturday- Rice, dal.
  - Weekly menu under ICDS for Dewas District, Madhya Pradesh (2007) were observed as: Monday-poori-sabji, Tuesdaykheer-poori, Wednesday- Nutritious Poha, Thursday- Halwa , Friday- Dal,sabji and Upma Saturday- Sabji-Besan laddu.

- In the present study mid day meal was distributed to children. 96% of the teachers responded that meal was given to children according to menu.
Same findings were observed by Dreze and Goyal (2003) in Chattisgarh, Karnataka and Rajasthan.

- Out of 150 children, Majority (79.33%) of them reported that special Mid-day meal were never provided followed by 18.67% of them reported that special Mid-day meal were provided on special festival and fruits, biscuits and Chana were observed special Mid-day meals on special festivals. Statistically, no significant differences were observed between male and female children (p>0.05) regarding the special midday meal. Directorate of Public Instruction, Raipur, Chhattisgarh (2008: Evaluation of the ongoing Mid-day meal programme in primary schools of Chhattisgarh state): 74% of respondents mentioned that there were no change in menu during festival season. 21% of respondents mentioned that the only change were that accompaniments are received during festival time. 5 % did not respond to this question.

- 150 children reported on second serving. Majority (94.67%) of them reported that meal was also given on second serving. This shows that school’s staffs were not willing to preserve meal for next day, No bad intention to resale it, and inclined towards to maintain better hygienic environment in the school premises. Statistically, no significant differences were observed between male and female children responses (p>0.05) regarding second serving.
Regarding timing of Mid-day meal distribution in the schools, Mid-day meal was served between 9:30AM to 10:30AM during summer and between 10:30AM to 12:30PM during winter in the present study. Directorate of Public Instruction, Raipur, Chhattisgarh (2008: Evaluation of the ongoing Mid-day meal programme in primary schools of Chhattisgarh state): In 70% of the districts, the time of distribution of Mid-day meal is between 12-1 pm. And in 25% the timing was between 1 & 2 pm. Only Durg district showed that Mid-day meal was served during morning between 10 & 11 am.

All teachers responded that meal was tasted before given to children. Mostly food was tasted by principal followed by teachers. Regarding ‘inspection of Mid-day meal by inspector/officer”, All of the principals reported that given Mid-day meal was inspected by inspection officer. Most (88%) of the teachers responded that condition of Mid-day meal were ‘moderately hot’ during distribution followed by 12% of them reported that meal was ‘hot’ during distribution. Directorate of Public Instruction, Raipur, Chhattisgarh (2008-Evaluation of the ongoing Mid-day meal programme in primary schools of Chhattisgarh state): Many children were thrilled with the hot cooked meal. They found the meal tasty and it ensured that they were in school at least for the first half of the day. 93% of surveyed children responded that they like the mid day meal served food and 5% children responded that they dislike the food
5.1.3 Preparation conditions of Mid-day meal

Mid-day meal was cooked and distributed to children by NGOs in Ghaziabad district. Preparation conditions of Mid-day meal were observed by visiting at their place.

- During visit at cooking place, researcher had observed that NGO was using modern facilities like submersible pump for water supply, cars for distributing Mid-day meals, gas stoves to cook food, inverter for light, and enough man power to cook Mid-day meals. There were enough store rooms to store raw material. Gangadahran (2006) observed according to study of Mid-day meals (termed as noon-meal scheme in Kerala) running in Kerala. The physical facilities for Mid-day meals are available only in 50% schools; 94% schools depend on firewood for cooking; separate building for kitchen outside class rooms were rare; adequate space was not there in 50% schools with less schools. Schools verandah was the main venue for serving food.

- Raw material were cleaned by 5 women workers and food cooked by 10 cook and cooking was managed by 10 supervisors. In Rajasthan, more than 50,000 needy women were employed under the mid-day meal programme [Bhardwaj 2003:1]. This was not a small contribution to women’s earning opportunities, in a society where an overwhelming majority of women have little access to gainful employment. Menon (2003) and S Rao (2003) Even in Karnataka, there were significant pockets of upper-caste resistance to the appointment of dalit cooks. This came to light in the context of the recent
extension (in July 2003) of mid-day meals to the southern part of the state, which was said to be more conservative in this respect than the northern region. In village Chikkaturuvekere of Tumkur district, some children apparently had to go through purifying rituals after eating food prepared by a dalit cook at school. Opposition to dalit cooks was also reported in a number of other villages, and even led to children being withdrawn from school in some.

All the workers responded that branded Agmark oil were used. Majority (80%) of the workers reported that iodized salt packets were used, followed by 20% of them reported that sealed salt packets were used in cooking of Mid-day meal. Majority (60%) of workers reported that packed milk were used, followed by 40% of them reported that fresh and unpacked, were used in cooking of Mid-day meal.

5.1.4 Identifying health problems of children

Following symptoms of the children in government and private aided schools were observed by researcher using clinical examination:

**Government Schools**: Most (35.33%) of the children were having problems in hair. Most (20.67%) of the children were having problems of ‘Mottled enamel’ teeth. 10.00% of the children were having problems of ‘Spongy bleeding’ gums. 8.67% of the children were having problems of ‘Brittle and spoon-shaped’ in the nails. **Private aided schools**: Most (32.673%) of the
children were having problems in hair. Most (16.00%) of the children were having problems of ‘Mottled enamel’ teeth. Deodhar, Satish Y et al (2007) had also point out that There is no guarantee that the children will get their rest of the 85% of calories at home, and, that their out-of-school meals will have any significant amounts of nutrition. Hence, mid day meal scheme may want to provide much more than proportionate requirements of nutrition.

- All of the teachers responded ‘on the improved nutritional status of children’. Arun Sharma (2010): reported that mid day meal provided by any modality affects the growth rate of the primary school children. mid day meal provided by NGO has no better impact on growth of the primary school children; however, it reduced prevalence of vitamin deficiency significantly in comparison to the mid day meal run by Village Panchayats.

- Out of 150 children’s mothers from government schools, majority (67.34%) of them were from agriculture occupation followed by 26% of labor occupation and minimum (1.33%) were from teacher as well as business occupation. Out of 150 children’s mothers from private aided schools, majority (54.67%) of them were from Agriculture occupation followed by 16% of them were from Teacher occupation and minimum (7.33%) were from business occupation. majority (34%) of mothers from government schools children were illiterate followed by 27.34% were having primary education and minimum (3.33%) were having high school. In contrast to Mothers from Private aided schools children, majority (29%) of them were
having intermediate education followed by 23.33 % were Junior high school and minimum (2.00%) education were recorded post graduation. Mishra & Retherford (2000): Found that children whose mothers have little or no education tend to have lower nutritional status than children of more educated mothers, even after controlling potentially confounding demographic and socio-economic variables. Pandey (2007): A longitudinal study conducted in West Bengal also found that educated mothers (primary level education) made a significant difference as they ‘took better care’ of their children as reflected in the children’s nutritional status. Using NFHS-2 data, a multivariate analysis of the effects of selected demographic and socio-economic factors on child malnutrition by Mishra et al (1999) indicates that the strongest predictors of child malnutrition are a child’s age, the child’s birth order, the mother’s education and the household’s standard of living.

- Children’s fathers from government schools, majority (53.32%) of them were from Labor class followed by 22% of them were from Business occupation and minimum (0.67%) were from teacher occupation. From the study it reveals that majority (62%) of parents were having income in the range of Rs. 2500-5000 followed by 30.67% of the parents were having income in the range of Rs. 5000-7500 and minimum(3.3%) of them were observed in the range of Rs. 0-2500. The mean income was found Rs. 4323.38. Children’s fathers from private aided schools children, 42.67% of them were recorded from Business occupation, followed by 24% of service
and labor occupation and minimum (0.66%) were from Agriculture occupation. Majority (50.67%) of parents were having income in the range of Rs. 5000-7500 followed by 28% of parents were having income in the range of Rs. 7500-above and minimum (0.66%) income were observed in the range of Rs. 0-2500. The mean income was found Rs. 6353.33 Statistically, significant differences were observed (p<0.05) regarding the “family income of parents in government and private aided schools”. Duraisamy (2002) concludes that parental education, family income, and availability of middle schools within the village have a significant positive effect on child school enrolment decisions in India. Dreze and Kingdon (2001) and Leclercq (2001a, 2001b) find similar results for north India. In a study on 9000 school children conducted by Vijayaraghavan et. al. (1971) it was reported that children from well to do families were taller and heavier than the children belonging to poor families. Mishra et al (1999) also observed that income of parents also governs the child malnutrition.

- Out of 150 children from government schools, It reveals that 36.67% of children were having 3 siblings, followed by 17.33% of them were having 5 siblings. Out of 150 children from private aided schools, majority (60.00%) of children were having 3 siblings followed by 22.67% of them were having 2 siblings. Statistically, significant differences were observed (p<0.05) regarding the “Distribution of children in government and private aided
schools according to their no of siblings”. Mishra et al (1999) also observed that child’s birth order is one of the factor and strong predictor of child malnutrition.

5.1.5 Impact of Mid-day meal on children

- Children from government schools, majority (69.33%) of them were from Hindu religion, followed by only 30.67% of them were from Muslim religion. 36.67% of them were from backward group followed by 34% of them was from other social groups and only 29.33% were from schedule caste. Children from private aided schools, majority (79.34%) of them were Hindu religion followed by 19.33% of them were from Muslim religion and only 1.33% of them were from Sikh religion. 56.67% of children were from other social groups followed by 15.33% of them were from schedule caste.

Singh (1988) Psychological studies suggest that caste consciousness among Indian children tends to develop around the beginning of the primary-school age group. Efforts to impart egalitarian values at that particular age are therefore likely to be rewarding. Directorate of Public Instruction, Raipur, Chhattisgarh (2008): Evaluation of the ongoing Mid-day meal programme in primary schools of Chhattisgarh state; Most of children (97%) responded that they sit together and eat the mid day meal meal. The place of eating is either near to kitchen of in verandah or inside the school. Most of children sit in line with their utensils [plate] or stand in a queue to get the meal from the
person serving. However, during our survey, we found instances of untouchability in some places. In Berla block of Durg district, it was mentioned that some children do not eat in schools because of untouchability.

- Majority (60%) of the teacher’s responses were not in favor that children went to home after taking Mid-day meal, followed by 32% of them were in favor that children went to home some time after taking Mid-day meal and only 8% of the teacher’s response in favor that children went to home after taking Mid-day meal. Majority (74%) of the teachers were in favor that children were interested in the study due to Mid-day meals programme, followed by 24% of them were not in favor. From the study it reveals that majority (93.33%) of the children were coming to schools due to Mid-day meal programme, followed by 6.67% of them were not coming to schools due to Mid-day meals. Sethi (2003) this study focuses on Rayagada district (Orissa), where cooked mid-day meals have been provided since 1995. The author finds evidence not only of an increase in Class-1 enrolment, but also of improved ‘retention’ throughout the primary cycle. Media reports published soon after the beginning of the 2002-03 school year (July 2002) suggest that mid-day meal was the main driving force behind the surge in school enrolment in rural Rajasthan. According to Soni Sinha (2002), for instance: “While the administration claims the increase in enrolment is because of its push for primary education, villagers say the main attraction is the free mid-day meals the children get in government-run schools.”
meal was particularly attractive at that time because of the severe drought conditions prevailing in Rajasthan. According to a personal communication from Sunil Kumar, secretary to the chief minister in Chhattisgarh, Class-1 enrolment in Chhattisgarh rose by 19 per cent for girls and 9 per cent for boys between 2001-02 and 2002-03. This is highly consistent with our survey findings. Khera (2006) is the best review article of these surveys; it lists nine surveys done in the period 2003-2005 focusing on mid day mealS and reviews their major findings. In general the surveys focused on the effect of the scheme on enrolment, attendance and retention as well as aspects of infrastructure change, caste discrimination and opinions of stake-holders (teachers and parents) about the scheme. The surveys were almost unanimous in documenting a rise in attendance rates as well as enrolment rates especially benefiting girls and in one study children from the scheduled castes. Afridi (2007) confirms these findings using a difference-indifferences estimator, finding large benefits in school participation especially for girls.

- It reveals that all of the teachers responded on the improved nutritional status of children in the present study. Neelam Sood (October, 2010) concluded that malnutrition in early childhood is linked to deficits in the cognitive development of children. These effects have been found to persist through school and result in impaired learning capacities. Stunting in children delays school enrolment and is found to be associated with grade repetition and a higher dropout in primary school children. Children who suffered from early
malnutrition were also found to have greater behavioral problems. Deficiency of micronutrients such as iron, iodine and zinc is associated with a lower attention span, poor memory, mental retardation and poor school achievement. Nutrition is interconnected with the environment, psychological health, health and education.

- 32% of the teachers responded that attendances of the children in the class were up to 80% followed by 28% of them were responded that attendance were up to 75% in the class in a day. Principal of the schools were also reported that children’s count were increased in the schools due to Mid-day meal programme. Drèze and Kingdon (2001) estimates that the provision of a mid-day meal in the local school is associated with a 50 per cent reduction in the proportion of girls who are out of school. Earlier research on primary education in rural India suggests that mid-day meals enhance school participation, especially among girls.

Early evaluations of the mid-day meal programmes initiated in response to the Supreme Court order also point in the same direction. For instance, in a survey of 63 schools in Barmer district, Reetika Khera (2002) found that female enrolment at the primary level was 36 per cent higher in September 2002 than in September 2001. Similarly, a recent survey of 26 villages in Sikar district (Rajasthan) found that school enrolment had sharply risen after mid-day meal was introduced, with an average increase of 25 per cent. In
some ‘alternative schools’ located in deprived hamlets, enrolment nearly doubled after the introduction of mid-day meals.

- Majority (69.33%) of children were washing their hands before and after taking Mid-day meal, followed by 30.67% of children were not washing their hands before after taking Mid-day meal. Statistically, no significant differences regarding “Washing hands after and before taking Mid-day meal” were observed between male and female children (p>0.05). It also observed that Majority (84.00%) of children were not using soap before and after Mid-day meal.

Evaluation of the ongoing Mid-day meal programme in primary schools of Chattisgarh state(2008): **Health and Hygiene:** Most of children (98%) responded that they wash their hands before and after eating of food but with soap is none. This shows that children with help of teachers maintain the personal hygiene but not in proper manner. Kremer and Vermeersch (2004) found some evidence of improved learning but only in schools with experienced teachers. there is evidence that school feeding does indeed improve the immediate nutritional intake of children (Jacoby, 2002; Afridi 2005) and school participation rates (e.g. Afridi, 2007; Dreze and Goyal2003), the effect of these programs on learning, cognitive skills or longer term nutritional status is not clear.

### 5.1.6 Problems in Mid-day meal programme
Majority (72%) of the teachers responded that there were no problem due to Mid-day meal programme, followed by 28% of them were having problem due to this programme. Majority (72%) of the teachers’ responses to Mid-day meal that meal was distributed by teachers. Deodhar, Satish Y et al (2007) had also addressed three critical aspects of the mid day meal scheme: managerial, technical and school logistics issues.