Introduction
and
Scheme of the Study

Chapter - 1
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Education is the primary need of an individual. It is regarded as a potential instrument of an individual development as well as social upliftment. It is intimately related with national development and positively correlated with productivity and quality of life.

The significance of education lies in the fact that it serves as a means to meet other core basic needs such as adequate nutrition, clean drinking water and primary health care. It is a powerful means of removing disparities, discrimination and disabilities in the society. It is a universal practice followed in by societies at all stages of development. The confusion lies in equating education with schooling.

1.1) Meaning of Education:

It is very difficult to give just one single definition of the term,'education'. Different philosophers, educationists, thinkers, statesmen, politicians, articians and priests have given different definitions of education from time to time. The reason is that though education is seems to be an abstract entity yet it is dynamic in nature. The concept of education is always in the process of evolution that may never come to an end. Infact it is like a diamond which appears to be of a different colour when seen from a different angle.

The word education has its origin in the Latin word 'educatum' composed of two term 'E' and 'Duco'. 'E' implies a progress from inward to outword while 'Duco' means developing or progressing. Therefore, education means developing or Progressing from inside to outside. Education thus is the process of developing the inner abilities and power of an individual.¹

¹ Ram Nath Sharma, Textbook of Educational Philosophy, Kanishka Publications, New Delhi, 2002, pp. 3-4.
1.2) Meaning and Significance of Elementary/Primary Education:

Beginning of formal education is called 'Primary Education'. This is the stage when a child gets admission in some school and starts learning regularly according to set curriculum. Today with the popularity of 'Pre-primary' and 'Nursery' education, some people tend to think that primary education is not the first stage of entire superstructure of educational set-up despite the fact that it is gaining more and more importance and popularity now-a-days.

In reality Pre-primary education is not a formal education. On the contrary it includes parental education, pre-natal and post-natal, and early infancy rearing up in the healthy environment. The need and importance of Pre-primary education cannot be denied, but formal education has no place and should not be given any place in infancy. Moreover a large majority of Indian children who belong to poor and lower middle families are deprived of pre-primary education which is run by so-called public schools. Hence it is the 'Primary Education' which is the first formal stage of entire educational set-up.

Primary Education is the core of all higher education. Without the basic elementary knowledge, it will be difficult to have an intelligent citizens aware of their duties and responsibilities. Again, an enlightened labour force is more productive and helps in utilizing the raw materials and other resources of the country more fruitfully and economically.

As already stated Elementary/Primary education is the first stage of the entire super-structure of educational set-up in India. It is the primary stage of education where foundation of child's physical, mental, emotional, intellectual and social development is laid. There is no denying the fact that nation's strength rests on the sound foundation of its people. But it the is primary education which plays the most significant role in laying that foundation. It is primary education which helps in removing mass illiteracy—thus making the most significant contribution in the efficient functioning of democratic institutions.

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1.3) Provision of Primary Education in Indian Constitution:

When the new Constitution of India came into force on 26th January 1950 education received added importance. The education of the people of this country became the responsibility of the independent State. Therefore high priority was given to the programme of Universalization of Primary Education (UEE) so that every boy and girl in this country can receive a minimum standard of education. Article 45 of the Constitution of India (1950) lays down that the State shall endeavor to provide, within period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years.3

Subsequently Planning Commission was set up in 1951 and Five Year Plans were formulated in which due attention was given to Primary education. Thus, child development, welfare and empowerment has been a priority in country's development planning right from the First Five Year Plan (1951-1956). In the initial years, the responsibility of child care services had primarily rested with voluntary organizations. The social welfare programmes during the First Five Year Plan included welfare of women and children. The Central Social Welfare Board was set up with the objective of assisting voluntary organization in organizing welfare programmes for women and children including disabled.

In the Second (1956-61) and Third Plans (1961-66), child welfare services were linked to different sectors of the Plan such as health, family welfare, nutrition, education and rural and urban development. The Fourth Plan (1966-71) attempted to consolidate the initiatives taken in the previous Plans. The Fifth Plan (1974-78) has proved to be the landmark in the field of child development through the adoption of a National Policy for Integrated Child Development Services (I C D S) with a shift from welfare to development in approach towards development of children. The Sixth Plan (1980-85) consolidated and expanded the programmes started in earlier Plans. Further, National Policy on Education (1986) emphasized universal enrolment and retention of children in the schools especially the girl children.

Seventh Five Year Plan (1985-90) continued the major strategy of promoting early childhood survival and development through programmes in different sectors under

the maternal and child health services. The main focus of the Eight Plan (1992-97) was on human development. The Ninth Five Year Plan (1997-2000) re-affirmed its priority for the development of early childhood as an investment. In order to safeguard the constitutional and legal rights of children, a proposal to set up a National Commission for Children was mooted during this plan period.

The Tenth Five Year Plan (2002-07) has laid adequate emphasis on Universalization of Primary Education (UEE) with a view to ensuring completion of five years of primary schooling for all children by 2007. The Tenth Plan has been guided by the following five parameters in providing elementary education.

1. Universal Access: All children in 6-14 age groups have access to primary school, upper primary schools or their alternatives within a walking distance of 1 and 3 km respectively.
2. Universal Enrolment: Enrolment of all children including girls, disabled children and children belonging to SCs and STs etc. in primary classes and provision of upper primary education for them.
3. Universal Retention: Universal retention in primary stage by 2007 and dropout rates to be reduced to less than 10 per cent for grade 6-8 by 2007.
4. Universal Achievements: Emphasizes the importance of quality aspects in all respects (content and process) to ensure reasonable outcomes at the elementary level.
5. Equity: Bridge all gender and social gaps in enrolment, retention and learning achievement.

1.4) Present Scenario:

Unfortunately, despite the laudable provision claimed in the of Directive Principles of our constitution two-third of the children in the age group of 5 to 9 years do not attend any school. Further, those who join the primary school, only two third continue beyond primary school. The situation is worse in rural areas as National Sample Survey Report indicates that in rural areas as many as 69 per cent girls and 43 per cent
boys do not enroll themselves in any school. It also reveals that in the age group of 6 to 11, as many as 78 million children did not attend any school.4

1.5) Malnutrition and its effect on Universalisation of Elementary Education:

Primary school children (6-14 years) form about 20 per cent of the total population for whom free and compulsory education is the constitutional commitment. However, as per the National Nutrition Monitoring Bureau (NNMB) survey (2000) about 70% of these children are undernourished and there is about 30% deficit in energy consumption and over 75% of the children have dietary micro nutrition deficiency of about 50 per cent.5 Poor enrolment and high school dropout rate are attributed to the poor nutritional status of the children compounded by poor socio-economic conditions, child labour and lack of motivation amongst the school going children.

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

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

To overcome poverty and malnutrition among children, the Government of India is carrying out number of schemes and programmes. Among these the Mid-day Meal Programme (MDMP) may be regarded as a significant one, as it represents one of the world's largest and most unique programmes for school going children.

4 Surender Nath Mishra and Manranjan Behera, A Comparative Study of Nutritional Support to Primary Education (Mid-Day Meals Scheme) in Orissa and Tamil Nadu. A Project conducted by Nabakrushna Choudhary Centre for Development Studies, Bhubaneswar, Orissa, April 2000, P.1.
5 A Report of the workshop on 'Mid-Day Meal Programmes in Schools in India – The Way Forward' Organised by Nutrition Foundation of India, New Delhi, July 31 and August 1, 2003, P. I.
1.6) What is Mid-day Meal Programme?

The Mid-day Meal Programme, otherwise known as school lunch programme, is aimed at providing one meal out of three meals for a child in the school, at least one third of the calories and half of the protein per child per day. It involves provision of lunch/snacks/meal free of cost to school children on school working days. It helps starving children and the poor parents to overcome nutritional deficiency. It also encourages the school going children to attend schools at least in the morning session. This programme is considered as an effective method for achieving the goal of universalisation of primary education, (which enjoys the top priority in all the Five-Year Plans).

1.7) Need for Mid-Day Meal Programme:

In India, most of the children enrolled in government schools come from poor sections of the society. They fail to get two square meals a day. Even a majority of them manage with just a meal in a day. The food they eat is not only lacks nutrition but also unbalanced. The condition of SC/ST children in this regard is still precarious. For all these, they show no interest in studies. Their attendance in school is poor.

It is an incontrovertible fact that school meal programmes exert a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Hunger drains them of their will and ability to learn. Chronic hunger can lead to malnutrition. It also delays or stops the physical and mental growth of children. Poor or insufficient nutrition over time means that children are too small for their age, and susceptible to diseases like measles or dysentery which can kill malnourished children.

To overcome this, It is hoped that Mid-day Meal Programme would facilitate school participation among underprivileged children. It would provide nutritious meal to primary school children and increase attendance and enrolment while reduce drop-out rate. Further, it is likely to reduce class inequalities, since lack of education is a major source of economic disadvantage and social marginalization. Education along with meals will accelerate the pace of development, making the children confident individuals with healthy minds and bodies.
Children cannot learn on empty stomach, when they fail to recite the lessons, teachers beat them and children stop going to school..............What a great favour Mid-day Meal is!

1.8) Purpose and Scope of School Meal Programme:

The primary aim of the school meal programme is to improve health and encourage sound dietary habits. Regarding the purpose and scope of school meal programme, one can do no better than to reproduce the conclusions drawn at the United Nations International Children Emergency Fund (UNICEF) Regional School Feeding Seminar for Asia and the Far East held at Tokyo, Japan, from 10 to 19th November, 1958. These conclusions are as under:

(i) The school has an important role to play in promoting the intellectual, physical and emotional development of the child. School feeding and its related educational activities can help to improve health, to encourage better diet habits and to contribute to the all-round development of the child. School feeding should be available to all children, beginning in the primary grades and extending to higher grades as resources permit.

(ii) School feeding should not be developed as an isolated service for school children. It should be integrated with school curriculum as a whole and should form an important part of the school health programme. The utmost importance should be laid on associating a school feeding programme with education in nutrition and other measures to improve diets. Such a programme must extend beyond the schools since improvement in diet requires a co-operative effort on the part of the school, the home and the community.

(iii) In this region, generally, soil and water contamination are major problems affecting health and nutritional well-being. A school feeding programme cannot be of much value unless simultaneous efforts are made to improve environmental sanitation and personal hygiene and to reduce the incidence of intestinal parasitism and diarrhoeal disease.

(iv) In planning a school feeding programme, account should be taken of the total diet of the child. The feeding programme should be designed to supplement the important nutrients deficient in the home diet, so that the food he receives at school and at home will provide him with a nutritionally satisfactory diet.
(v) Financial and other considerations may, in most countries, preclude the provision of a complete meal. A simple supplement to the basic home diet can, however, form a focus for educational activities to encourage better habit of diet, which is the ultimate aim of school feeding.

(vi) A school feeding programme should be supervised at the national level and, if possible, at the district and local levels by workers suitably qualified in nutrition.

1.9) School Meal Programme in Foreign Countries:

Most of the progressive nations, irrespective of political ideologies of their governments, concentrate their efforts in the improvement of health and fitness of their children. The school meal programme had its earliest beginnings in Germany, France and other Continental countries. In 1865, Frenchman Victor Hugo started the scheme in France on a free and payment basis. In 1868 it was enacted that all communities in France should establish school fund committees to provide meals for the poor and needy children. Further, in the year 1936, the French Government enacted that any new schools that might be opened should be attached to a feeding centre.

The school lunch programme was developed rapidly in England in the 1900's. The first “School Meals Act” was passed in the year 1906. Today, most of the children in U.K. get a glass of milk free in the school and a subsidized lunch consisting of boiled vegetables, salad, meat and pudding, costing a nominal sum. School feeding in U.K. is being operated through the County Councils and every school has a kitchen and canteen attached to it.

The school lunch programme in the United States of America is organised with the help of home economists, and operated according to rules and conditions prevailing in the different States of U.S.A. Where federal support is forthcoming, the lunches served must meet the minimum nutritional requirements prescribed by the Secretary of Agriculture.

In Japan, a comprehensive school meal programme covering the entire school-going population is currently in operation. In the Philippines, in addition to a school meal

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7 Ibid.
distribution programme, about 70 per cent of the schools have established lunch counters where children may obtain at low cost recess snacks or a supplement to the packed lunch which they bring from home. In other countries, the principal type of school meal programme is a glass of milk with or without some supplement.

The pattern of financial assistance to the schools from the Government varies from country to country. The school meal programme is assisted by the National Government in England and Wales, Northern Ireland, Panama, Scotland and Sweden. In the United States of America, it is through the Federal and State Governments assistance. In Belgium, the Government finances this programme while in Italy, it is financed locally. In most of the countries, children whose parents can afford to pay, pay a reasonable amount.

1.10) Mid-Day Meal Programme in India:

The National Programme of Nutritional Support to Primary Education (Commonly known as the Mid-day Meal Scheme) was launched as a centrally-sponsored scheme in the 49th year of India's independence- on 15th August, 1995 under the Common Minimum Programme of the UPA Government. It has been strengthened all over the country for providing cooked meals to children in government and government-aided primary schools and Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) Centres with a view to increase enrolment and improving attendance and improving their nutritional status. The MDMS has been universalized at primary level w.e.f. 1st September 2004.

The objectives of the programmes are: 1) To boost universalisation of primary education (class I to V) by improving enrolment, attendance, retention, and learning level of children, especially those belonging to disadvantageous sections. 2) To improve nutritional status of students of primary stage, and provide nutritional support to students of primary stage in drought-affected areas during summer vacations also.

To achieve the above objectives, a cooked Mid-Day Meal with minimum 300 calories and 8-12 grams of protein content is to be provided to all children studying in

8 Ibid.
class I-V in the age group of 6-11 years. The Central Government is to assist the local bodies'/authorities such as Panchyats and Nagarpalikas in implementing the programme by providing wheat/rice (as may be required) at the rate of 100 grams per student per day free of cost from the nearest Food Corporation of India (FCI) godowns.

For supervising and monitoring of the programme it is provided that 1) Local bodies/authorities should set up committees such as Village Education Committees (VECs) with broad participation to create an awareness of the programme. 2) At the district level the programme may be overseen by a committee under the chairmanship of District Collector. The committee should include people's representatives like MPs, MLAs, Presidents of Zila Parishads / Panchyats Samities, Chairman of Nagarpalikas and also officials of the concerned departments. 3) At the State level, a department may be designed as the department responsible for the implementation of the programme. Committee under the chairmanship of the Chief Secretary/ Additional Chief Secretary/Development Commissioner be constituted to oversee the implementation of the programme.

The Mid-day Meal scheme was introduced in Haryana right from the very beginning i.e. in the year 1995, as the Government started providing 'dry ration' to the children of primary schools in the State. Subsequently on the order of the Supreme Court it started giving cooked meal to primary school children w.e.f. 15.8.2004. Further, the Scheme has been modified/revised from time to time in the light of the changes effected at the national level. Now, about one and a half decade has passed since the adoption of this scheme in the State, it is high time to study and examine its implementation and this is primarily the focus of the present study. However, before proceeding further, it would be highly appropriate to examine the existing literature concerning the problem under study.

10 Ibid.
1.11) Review of Literature:

A plethora of theoretical and empirical studies related to the subject have been undertaken by various scholars. Most of these studies concern with only specific aspects of the MDMS. However for the purpose of review, the researcher has classified available literature into four categories- books, research studies, articles and other related works.

1.11.1) Books:

**Harris Barbara’s**, *Child Nutrition and Poverty in South Asia: Noon Meal in Tamilnadu*, Concept Publications, Delhi (1991), throws light upon the MGR’s famous meals scheme with the World Bank Nutrition Project and describes the social impact of the public distribution system and Mid-day Meal Scheme with respect to two villages.

**Mamta Rajawat’s** book, *Education in the New Millennium*, vol. III, Anmol Publication, New Delhi (2003), is an authentic document on education in India. One of the chapters (twenty-six) ‘Meal in School’ deals with parents and teachers’ views on the Mid-day Meal Program. This book covers almost all the aspects of education, which makes it an exhaustive, rich and voluminous work on the subject.

**Promila Pandit Barooah** in her book, *Handbook on Child*, Concept Publications, New Delhi (1992), highlights the status of children in the past. It also deals with the national policy for children. Further, it takes into account the different organizations engaged in promoting the well being of the children.

**Suranjan Sharma’s**, book entitled *Public Investment in Primary Health Care*, Mittal Publication, New Delhi (2004), tries to examine the nature and magnitude of government spending in the area of health care in the pre and post reform years in Assam- a backward state within India’s North-Eastern region. In this book analysis of some of the findings of the field study and the policy measures that would be necessary for human capital information in the State of Assam have been worked out.

**Suresh K. Sharma and Usha Sharma** in their present volume “*Development of Primary Education in India*”, Vlo.II, Criterion Publication, New Delhi (2003) have made a systematic effort to study various committees and commissions on primary education. One of the chapters which deals with ‘School Meals Program’ describes the purpose and scope of school meals program and its effect on the health of the children.
1.11.2) Research Studies:

Amartya Sen's Pratichi Research Team in their study, "Cooked Mid-Day Meal Programme in West Bengal – A Study in Birbhum District", www.education.nic.in (2005), found that Mid-Day Meal has made positive intervention in the universalisation of primary education by increasing enrolment and attendance of the children. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The study also points out that Mid-Day Meal scheme has contributed to reduction in teacher absenteeism and a narrowing of social distances.

Anuradha De, Claire Noronha and Meera Samso in their study, "Mid Day Meal Scheme in Delhi- A Functioning programme", CORD, www.education.nic.in (2005), surveyed 12 MCD schools in Delhi. The findings show that school children in all the schools are getting cooked food. The parents said they are happy with the quality of meal. Impact on attendance is more on girls who come without breakfast. Availability of drinking water is a problem and some children leave the school to drink water at home and do not return back.

Anuradha De, Claire Noronha and others' study, Towards More Benefits from Delhi's Mid-day Meal Scheme, www.righttofoodindia.org (2005), probes into the current functioning of the cooked Mid-day Meal Scheme in Delhi. The purpose of the study is to see the quantity and quality of the meal served as well as its potential impact on learning, nutrition, enrolment and attendance.

Beena Mathur, Deepali Hri Prasad and others' work, Situation Analysis of Mid-day Meal Program in Rajasthan, Department of Home Science, University of Rajasthan, Jaipur (October 2005), aims at a close examination of the situation prevalent in the State of Rajasthan with respect to the potential benefits of the Mid-Day Meals. The study also highlights the existing bottlenecks and adverse effects of the Mid-day Meals. It also shows that the MDM has resulted in students attending school more regularly in wake of the incentive in the form of MDM. School enrolment has also increased after the introduction of cooked MDM especially in the case of girl child. The study also indicates that the MDM has helped a lot in undermining caste prejudices by teaching children to sit together and share a common meal. Further, it also proved helpful in reducing the gender
gap in school participation besides providing an important source of female employment in rural areas.

Julia Blue's "An Assessment of Programme Implementation and its Impact in Udaipur District", Seva Mandir www.education.nic.in (2005), report assessed the impact of mid day meal on tribal communities and subsistence farmers in rural Udaipur with following results: (i) Cooked mid-day meal had become a permanent part of the daily routine of rural primary schools in Udaipur (ii) There were efforts in introducing variety of menus. (iii) Meals were helping nutritional needs of poor children. (iv) Enrolment and attendance had increased.

Jyotsna Jain and Mihir Shah, "Mid-Day Meal in Madhya Pradesh", Samaj Pragati Sahyog www.education.nic.in (2005), undertook a survey in 70 most backward villages of Madhya Pradesh. The findings show that there was 15% increase in enrolment, which was more marked in the case of SC and ST children (43%).

Laxmaiah, K.V. Rameshwar Sharma and others in their study, Impact of Mid-day Meal Programme on Educational and Nutritional Status of School Children in Karnataka, National Institute of Nutrition, Indian Council of Medical Research, Jamai Osmania, Hyderabad (1991), pointed out the effect of Mid-day Meal (MDM) program on enrolment, attendance, drop-out rate and retention rate in the schools. Further, it takes into account its impact on nutritional status as well as on school performance. The respondents in the study are primary schools children, who are attending the school in the MDM and non-MDM areas. A total 2694 children (MDM: 1361, non-MDM 1333) from 60 schools were covered in the study. Results of the study indicate better enrolment and attendance, higher retention rate, with reduced drop out rate a marginally higher scholarstic performance and marginally higher growth performance of (MDM) children.

National Institute of Public Cooperation & Child Development's Study, 'Mid Day Meal Scheme in Karnataka’ Annual Report, www.education.nic.in (2005-06), shows that Mid Day Meal has improved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity.

that indicated marked improvement Mid-Day Meal Scheme undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The Scheme has played a crucial role in reducing drop-out-rate, especially among girls. Parents views that the mid-day meal had reduced the burden of providing one time meal to their children and considered it as great support to their families. Teachers opined that mid day meal aided in active learning of children, which indirectly improved their academic performance. The scheme has played a significant role in bringing social equity.

Rajammal, P. Devdas's, The Honourable Chief Minister's Nutritious Meal Program for Children of Tamilnadu-An-appraisal, by Shri Avinashilingam Home Science College for Women Coimbatore (June 15, 1983), highlights that the Chief Minister's Nutritious Meal Program in Tamilnadu has created a very favorable climate for the education, health growth and overall well being of the future citizens of the country. The result of the study shows that if the present tempo is maintained, a healthy generation of young people will emerge with commitment and capacity for work. The study suggests that the program needs to be strengthened with regard to physical facilities, assistance and incentives for the workers, nutrition education for the parent's, involvement of leaders and nutritional assessment of the participating children.

Surender Nath Mishra and Manaranjan Behra in their study, A Comparative Study of Nutritional Support to Primary Education (Mid-day Meal Scheme) in Orissa and Tamilnadu, conducted by Nabakrushna Choudhury Center for Development Studies, Bhubaneswar, Orissa (April 2000), made comparative analysis of Mid-day Meal Program in Orissa and Tamilnadu. The study shows that The MDM program was implemented earlier in Tamilnadu (1956) than Orissa (1995). The facilities regarding MDM Program like staff, kitchen shed, cook, helper etc. were more in Tamilnadu than Orissa yet, negative growth rate in enrolment was found in both pre- MDM period and post-MDM period in Tamilnadu. Attendance rate has increased in the post MDM as compared to pre-MDM period in both Tamilnadu and Orissa. The analysis of the drop-out rate of students in Orissa and Tamilnadu indicates that there is a reduction in the average drop-out rate in both States. In the end, some recommendations are given on the basis of findings of the study.
1.11.3) Articles:

**Brinda Viswanathan's** articles, "Access to Nutritious Meal Programmes: Evidence from 1999-2000 NSS Data", *Economic & Political Weekly* (February 11, 2006), is based on the findings of National Sample Survey data. It points out that a large majority of children in India from poorer households do not have access to the meal schemes carried out in the country.

**C. Jaipal** in his article, "Prathmik Vidhaliyo ke Liya Poshahar Karyakram", *Yojana*, Vol. 40, No.1 (January 1996), highlights the fact the National Programme of Nutrition Support to Primary Education is an important step to avoid the malnutrition problem among the children. It also discusses the objective of the Mid-day Meal, implementation agencies, supervision and control, and role of the state government in the process of MDM.

**Dipa Sinha's**, article "Social Audit of Midday Meal Scheme in AP", *Economic & Political Weekly*, Vol. XLIII, No 44 (November 1, 2008), is based on the findings of a social audit of Mid-day Meal Scheme done by the government of Andhra Pradesh. This article presents an account of the audit in Adilabad and Kurnool districts. It brings out various problems like corruption, misuse of power and mismanagement of funding. At the same time it also bring out the many positive effects of the mid day meal scheme- in increasing enrolment, averting “classroom hunger” and reducing social discrimination. It also shows that active community monitoring can significantly enhance the quality of the scheme.

**Farizan Ahamad** in his article, “Too Many kooks”, *Outlook* (27 June 2005), portraits the crystal clear picture of the Jamnipur Government Primary School. The learned scholar has found that how the headmaster being head of the school, discriminates the children according to their caste and religion.

**Farzana Afridi's**, “Mid-day Meal in Two States”, *Economic & Political Weekly* (April 9, 2005), is based on the findings of a recent survey of the Mid-Day Meal Program in Madhya Pradesh. Comparison of the new ‘suruchi bhojan’ with the old ‘daliya’ programe in the government primary schools in the survey area and observations on
program implementation in Karnataka, suggest a pressing need to overhaul the administrative and financial aspects of the scheme in order to increase its effectiveness.

Jean Dreze and Aparajita Goyal in their article, “Future of Mid-Day Meals,” Economic & Political Weekly, Vol. 38 (1 November 2003), points out that the main purpose of a recent survey initiated by the Center for Equity Studies (CES) New Delhi, January & April 2003, was to check the quality of school meal program in Karnataka, Chattisgarh and Rajasthan. The article presents the findings of a survey, which suggest that this initiative could have a major impact on child nutrition, school attendance and social equity. It points out that the quality of school meal program is significantly better in Karnataka than in Chattisgarh or Rajasthan.

Jyotsna Jain and Mihir Shah’s, “Antyodaya Anna Yojana and Mid-day Meal in M.P.,” Economic and Political Weekly (26 November 2005), presents the results of a survey carried out in 70 villages in Madhya Pradesh during December 2004- January 2005. The overall aim of the survey was to asses whether two schemes of the Government of India - the MDM and AAY - intended to address the problem are functioning as per the official guidelines and the interim orders of the Supreme Court in the Right to Food case. The present article also evaluates the “ruchikar” (relishing) Mid-day Meal programme of the M.P. Government as a result of which enrolment in schools has dramatically increased despite the poor meal quality and inadequate infrastructure.

M. Raghuram Singh’s article entitled, “Mid-Day Meal Motivates School Children”, Edutracks (April, 2002), reveals the impact of the National Programme of Nutritional Support to Primary Education on beneficiary-children in terms of key educational indicators, viz. increasing enrolment, better school attendance, continuance in educational cycle and higher learning achievements.

Parvathi Menon in his article, “Untouchable Lunch”, Frontline (August 1, 2003), examines the portrait of Karnataka Government’s Mid-day Meal scheme for primary school children in all government schools across the State. This study reveals that the scheme has a troubled start with initial reports of food poisoning as also the greater opposition to Dalit cooking the food. The MDM served in the school was bycotted by upper caste children as instructed by their parents, as the head cook was a Dalit. The present article also points out that the headmaster of the Government Primary School in
Uramarakasalagere village, Mandaya District is helpless about changing upper caste mindset.

Ram Surat Tripathi in his article entitled, “Schooli Bachon ko Dophar ka Bhojan: Ek Sarthak Karyakram”, Kurukshetra (February-March 1997), points out that the objective of the Mid-day Meal is not only to provide the nutritious meal to the school children but also to attract more and more children towards the school. It also analyses the draft of the MDM, positive effects of the programme and participation of the people in the MDM process. Further, it offers suggestions for improvement in the implementation process of the MDM to make the programme popular with the people.

Raman P. Singh in his article, “Elementary Education and Literacy in India”, Yojana, Vol. 51 (September, 2007), emphasises on Universalization of Elementary Education (UEE) by Tenth Five Year Plan. It points out that Sarva Shiksha Abhiyan (SSA) and Mid-Day Meal Scheme (MDMS) are two flagship programmes implemented by the Central Government in partnership with the State Governments for meeting the goal of Education for All. It also discusses the objectives, impact, monitoring and evaluation, and financial progress of elementary education of Mid-day Meal Scheme and Sarva Shiksha Abhiyan in the tenth plan.

Ratan Khasnabis and Tania Chatterjee’s paper “Enrolling and Retaining Slum Children in Formal Schools: A Field Survey in Eastern Slums of Kolkata”, Economic & Political Weekly, Vol. XLII, No 22 (June 2, 2007), examines various reasons for poor attendance of students in formal schools. It describes on the basis of a study in the eastern slums of Kolkata that retaining the students in a formal school is far more difficult than enrolling them, particularly if the students are from very poor economic background.

S. Chandrasekhar and Abhiroop Mukhopadhyay, “Primary Education as a Fundamental Right Cost Implications”, Economic & Political Weekly, Vol. XLI, No 35 (September 2, 2006), in their paper, using a rich national wide data, found that the direct costs of education adversely effect the probability of children going to school, more so for children from poorer householders. The result shows that in relation to boys, girls are more likely to be affected by the direct costs of schooling. The authors view that making primary education completely free will not increase the attendance rates to cent per cent. They find that the government will have to incur an additional minimum expenditure of
over Rs. 2,900 crore every year in order to defray the basic of incompressible cost of attending school.

**S. Irudaya Rajan and A. Jayakumar**'s article, “Impact of Noon Meal Program on Primary Education - An Exploratory Study in Tamilnadu”, *Economic and Political Weekly*, Vol.27, No. 43 & 44, (October 24-31, 1992), is based on their field research. The study attempts to analyze the impact of CMNNMP (Chief Minister Nutritional Noon Meal Programme) on primary education in terms of enrolment, attendance and drop-out on the basis of primary data from Negercoil education district which comes under the district of Kanyakumari. The findings of the study show that the MDM scheme has increased the enrolment and brought down the dropout rate from 40 per cent to 22 per cent. The caste wise analysis shows that the scheme has a great impact on the enrolment of backward classes and Muslim communities than other communities under investigation.

**Tara Gopal Das**'s article entitled “Improved Effect of School Meals with Micronutrient Supplementation and Deworming”, *Food and Nutrition Bulletin*, Vol.26, No.2, United Nations University Press (June 2005), is based on findings of a research conducted by Tara Consultancy Services (TCS) India.

**Vimla Ramachandran** in her article entitled, “Why School Teachers are Demotivated and Disheartened”, *Economic and Political Weekly* (May 21, 2005), points out that increase in enrolment rate, attendance figure and Mid-day Meal distribution do not convey the true picture of the state of the education system in our country. Further, equally disturbing is the high drop-out rate from primary to upper primary levels. The blame for this lies partly with educators, especially teachers who are in government schools particularly in rural areas.

**1.11.4) Other related works:**

**A report** of the Workshop on “*Mid-day Meal Programme in Schools in India - The way forward*”, organized by Nutrition Foundation of India, New Delhi (July 31 and August 1, 2003), The participants included in the workshop were senior secretaries from different states involved in Mid-day Meal Scheme, scientists and policy makers. There were presentations by participants from different states. They shared their experience and
offered suggestions for formulating and implementing the MDM programme. A brief account of presentation made at workshop by various participants is set out in this report.

Swan Pasricha's, "Menus for Low Caste Balanced Diets and School Lunch Programme", National Institute of Nutrition, Indian Council of Medical Research, Hyderabad (1973), The present publication (booklet) was designed to help the public in North India by giving practical hints on the preparation of nutritious snacks and meals. The main objectives of the publication was to achieve the object of making the dietaries sufficiently varied and what is more important to provide a basis for balancing the diets from the nutritional standpoint.

From the foregoing review of literature on the subject, it is quite evident that number of studies on the various aspects of Mid-day Meal scheme, particularly its implementation, have been conducted in various states of the Indian Union. However, no such study has been conducted in Haryana so far. Keeping this fact in view the present study proposes to examine the implementation of Mid-Day Meal Scheme in one of the important districts of Haryana i.e. Rohtak.

1.12) Objectives of the study:
The main objectives of the study are as under:

1. To examine whether the enrolment, attendance, retention and drop-out rate increased/decreased or not in the primary schools due to Mid-day Meal programme.

2. To examine whether the students are getting qualitative meal.

3. To examine whether the students are getting meal regularly.

4. To find out the interest and participation of the school staff (teachers and Head-teachers) in the implementation of MDMP.

5. To find out whether the Mid-day Meal programme creates disturbance in students' studies or not.

6. To examine the extent to which this programmes helps the children in breaking their caste prejudices.

7. To study the supervision and monitoring mechanism of the programme.
8. To know the perceptions of the beneficiaries towards the programme.
9. To analyze the bottlenecks/problems faced in the implementation of the Mid-day Meal Programme.

1.13) Hypotheses:
The main Hypotheses of the study are as under:
1. The programme has increased attendance, enrolment, retention and decreased drop-out rate of children in the schools.
2. The students are getting qualitative meal.
3. The students are getting meal regularly.
4. School staff (teachers and head-teachers) has low interest towards the programme.
5. This programme puts hurdle in childrens' studies.
6. The programme has helped the children in breaking their caste prejudices.
7. The supervision and monitoring mechanism of the Mid-day Meal programme is inadequate.
8. The beneficiaries are not satisfied with the programme.
9. There are major problems in the way of implementation of this programme.

1.14) Methodology:
As already stated the focus of the present study is Rohtak District which consists of five blocks - Rohtak, Meham, Kalanaur, Sampla and Lakhan Majra. There are as many as 264 primary schools, both Government and Government-aided in which the Mid-day Meal Scheme is operational. Further, there are three categories of schools- boys, girls and co-educational. Block wise number of primary schools, both Government and Government-aided is Rohtak-118 (boys 48, girls 35, Co-education 35), Meham-49 (boys 25, girls 13, co-education 11) Kalanaur-38 (boys 13, girls 13, co-education 12), Sampla-37 (boys 12, girls 09, co-educational 16) Lakhan Majra- 22 (boys 8, girls 7, co-education 7). It is proposed to study the implementation of the scheme in 20 per cent of the schools which comes to 53. In order to make the sample of study representative one, stratified sampling method has been adopted. Block-wise and category-wise schools included in the universe have been shown in the Table-1.
<table>
<thead>
<tr>
<th>Block</th>
<th>Total No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>118</td>
</tr>
<tr>
<td>Co-edu.</td>
<td>35</td>
</tr>
<tr>
<td>Chits</td>
<td>35</td>
</tr>
<tr>
<td>Boys</td>
<td>48</td>
</tr>
<tr>
<td>Girls</td>
<td>77</td>
</tr>
<tr>
<td>Total Sample</td>
<td>264</td>
</tr>
<tr>
<td>Total Sample</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>264</td>
</tr>
<tr>
<td>Co-edu.</td>
<td>48</td>
</tr>
<tr>
<td>Chits</td>
<td>35</td>
</tr>
<tr>
<td>Boys</td>
<td>48</td>
</tr>
<tr>
<td>Girls</td>
<td>77</td>
</tr>
<tr>
<td>Total Sample</td>
<td>264</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Girls</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>264</td>
</tr>
<tr>
<td>Co-edu.</td>
<td>35</td>
</tr>
<tr>
<td>Chits</td>
<td>35</td>
</tr>
<tr>
<td>Boys</td>
<td>48</td>
</tr>
<tr>
<td>Girls</td>
<td>77</td>
</tr>
<tr>
<td>Total Sample</td>
<td>264</td>
</tr>
</tbody>
</table>

Table 1.1
Block wise and Category wise Primary Schools in Rohtak District
Table-1 shows that out of the total 264 primary schools in Rohtak district, 53 i.e. 20 per cent) have been selected. Block-wise number of schools included in the sample are: Rohtak 23, Meham 9, Kalanaur 8, Sampla 7 and Lakhan Majra 6. Similarly, category-wise number of units in the sample are Boys 21, Girls and Co-educational 16 each.

The relevant data regarding students’ strength has been collected from each and every school constituting the sample of the study. Further, to ascertain the views of respondents i.e. Head-teachers (53), Teachers’ In-charge (53), and Students (212, four from each school), three different sets of schedules have been prepared and administered to them. In addition to this, interview method has also been adopted to ascertain the views of the officials that is District Elementary Education Officer (DEEO) and Block Education Officers (BEOs). As regards secondary source of data the reports, documents, government publications, newspapers, booklets and works of various scholars in this field have been consulted wherever necessary and duly acknowledged.

1.15) Chapterization:

The study has been divided into the following six chapters:

Chapter-1: Introduction and Scheme of the Study.
Chapter-2: Mid-day Meal Programme in India.
Chapter-3: Haryana State and Mid-day Meal.
Chapter-4: Rohtak District and Mid-day Meal.
Chapter-5: Implementation of the Programme: Responses of the Head-teachers, Teachers’ In-charge and Students.
Chapter-6: Conclusions and Suggestions.