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CHAPTER I

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CHAPTER I

RESEARCH DRAFTING

TITLE:-

“The Comparative Study of effectiveness of mid-day meal programme on educational status of the Government primary schools of central Gujarat”

1.0 INTRODUCTION

Research is based on principles and theory, scientific proof and method design. Man is the ultimate formation of God. God gives man a talent with a clear and rare quality that cannot be found in any other world. Man is a rational animal, he/she acts in accordance with the wisdom of rational thinking and judgment.

People are a mixture of images of shackles and angles, animals and divinity, and low self and high self. Animals have a lower self and ability. Animals have no divinity and a higher self-power. Education is generally important for each period of human life, especially in these early stages of their child stage, as it prepares the foundations of education as a very important part of the overall educational structure. Without education, people are blind and considered to be dead. After the launch of the lunch, the enrollment rate has increased. Based on the presupposition research, some survey results have been given, and parents are more interested in sending children1.

The current teaching structure in India was introduced by the British raj in the 20th century. This structure thus given has a Western style and content, ignoring the traditional structure and has therefore declined. The central government formulates educational policies and plans through the Ministry of Education of the Human Resources Development Department and the state governments2.

When children begin to enter formal school and receive formal education, our country will pay special attention to educating each child. The education the children receive

there lays His/her physical, psychological, emotional, intellectual and social development foundation.

Because of human reason and the existence of divinity, human self and animalists become more self and rational.

Without education, people are blind and considered to be dead.

According to M. K. Gandhi - "Through education, I mean a comprehensive, best thing from the child and the human body mind and spirit." It helps to build a physical, psychological, emotional, intellectual and social development foundation for each child.

The lunch program helps to increase the enrollment and enrollment rate of poor students. Government teachers and principals have a consistent positive attitude towards this noon meal plan.

It was found that the government principal showed a good attitude in introducing the lunch plan in the primary school stage.

Most Indians still live under the shortage line, so the topic of most important education in Indian government schools is crucial.

Not only that, math and reading levels have dropped further. Although they worked hard, they did not move in the right way. The reason for citing this question in the survey is that more and more single classroom education comes from more than one grade student. In some schools, the enrolment rate of teachers and students is also falling. These are the reason why some school fail to educate their children in India.

The value of education and admission to learning are these main concerns of government schools because of the low investment in teachers and the need of appropriate textbook and education materials. Although government school exist, quality is a major issue compared to private schools.

Most people live in villages understand the importance of education and identify to this is the only way out of poor quality. However, due to lack of money, they were
unable to send their children to private schools, so they had to rely on government
school in favour of education.

At this point, in some public schools, there is only one teacher in the entire school. If
they don't go to work, it is a holiday. If these schools can improve the quality and the
number of teachers and teachers who are too loyal, the children of government schools
can realize their dream of doing great things.

There is no school in every village, which means that students must go to another
village for education. Therefore, parents usually do not send their daughters to school,
which leads to the failure of the Indian government education.

Poverty is another setback. Public schools are not very good, and private schools are
expensive. This has led to a very small number of students actually cleaning up their
secondary education and continuing their studies at the university. As a result, the
dropout rate in the village’s secondary schools is very high.

Only parents who can afford college education can send their children to high school.
Then parents can't send their wards to higher education, all their previous efforts are
wasted, because only completing secondary education means low-paying jobs, and
this person is once again in money, life and poverty are endless cycle.

Although some of the students in the village are very intelligent, because they have a
wealth of practical knowledge and know how to survive, even under very harsh living
conditions, it is difficult to understand their textbooks. Lack of facilities and poverty
are obstacles to their education. Quality-related issues are far more powerful than
poverty.

Students are discouraged from thinking, but they are asked to remember the pre-
deferred questions in the exam. Therefore, for many students, passing the exam and
passing the exam at the end of the course is more important than acquiring knowledge.

Also according to the new CBSE rules, each student should be promoted to the next
class, regardless of the scores in the exam. Therefore, most students are too lazy to
learn, leading to a gradual decline in their education. Despite a lot of effort, students
and teachers are not interested in learning, which is why the level of education in India is declining.

The preparation for transforming India into a strong country must be planned at the primary and government levels, so the quality of education should be excellent from the outset.

Education and textbooks should become interesting. For government students, there should also be textbooks related to their culture, traditions and values in order to create their interest in learning. Despite free education, the reasons behind the high dropout rate should be found on the road to progress because it is an obstacle. Improving the state of government schools, the quality of education, loyal teachers and more wages should be part of growth.

The difference between urban and rural students is not in the brain or development, but in their initial environment, skills, learning ability, infrastructure availability, and access to different facilities.

All of these factors must be considered when building a core curriculum. The core curriculum should not be different, but how it should be taught, which will have a major impact. Real public school students who are interested in education are encouraged to do their job.

Now is the time to reproduce these efforts, because our country and population are very large, which means that one of the two stories will not be any different.

In addition, the success of schools and students at each level must be assessed. A timely assessment will reveal current issues and achievements. Let us try to build solutions around these issues and solve the overall problem of Indian government education. The Indian government’s very intensive school feeding program, aimed at improving the nutritional status of school-age children across the country, is a lunch program. The lunch time program is the famous name for the Indian school meal plan that began in the 1960s. It includes free lunches for schoolchildren on all working days.
In 1984, a lunch program was launched in Kerala and gradually expanded to include more schools and grades. The lunch program was started in Gujarat in 1984. In this plan, the central government has a share of 75% and the state government has a share of 25%. It involves providing free lunches on child-sponsored days in government-funded and local sports schools for elementary and upper elementary schools.3

Education plays a vital role in personal life. It aims to nurture and develop an individual's body, spirit and spirit to lead a quality life.

Education is the process by which a person acquires the necessary abilities and skills to cope with life challenges. According to the 93rd Constitutional Amendment, primary education is a fundamental right (Article 21A). Four important factors have been identified to achieve the goal of universal basic education and universal secondary education.

They are access, registration, retention and achievements. From the age of 6 to 14, each Indian child is entitled to “free compulsory education”. This has recently become the "fundamental right" stipulated in Article 21A of the Constitution. Therefore, the state must promote free education for all children and ensure that each of them goes to school regularly every day.

The situation of Indian children is best described as a permanent humanitarian emergency. According to the 1998-99 National Family Health Survey, about half of Indian children are malnourished. Hunger and undernutrition can undermine children's health, undermine their ability to learn, and destroy their lives in many other ways. The nutritional level of children in very few countries is so high. Education statistics are equally worrying. At least 20% of Indian children (6-14 age groups) are out of school. This will also damage their future in many ways. Child labour is the most serious victim.

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1.1 CONCEPT OF MDM

Children are the most special part of any society. Therefore, unfortunately, many of them are victims of deficiencies and malnutrition, especially in our country, which affects their health and their attendance and performance at school. Many poor children arrived at school empty in the morning. This is the biggest problem and the early morning breakfast is not part of the family routine due to poverty, and lunch can help them eat cooked food at school. This problem is now basically solved.4

Many studies have shown that protein-energy malnutrition is more cost-effective in the early stages. The school-age MDM feeding program helped protein-energy malnutrition in World Bank research. All feedings with micronutrient supplements and deformation are cost-effective for primary school students.

The Noon Meal Plan, also known as the School Lunch Program, is designed to provide three meals for school children. This helps them get one-third of calories and half of protein RDA per child per day. In low socioeconomic communities, diets should be able to fill the nutritional gap in children's diets.

However, malnutrition or micronutrient deficiencies can adversely affect a child's physical, mental and social health. Not only can it help children's lives, but it can also help their families, especially during school hours.

They are associated with lower enrollment and completion rates and lower cognitive performance of school children, and interviews with primary school teachers have encountered obstacles in ensuring the quality of education. Teachers' responsibilities in primary schools, especially MDM programs: The primary responsibility of teachers is to become the supervisor and distribution of food between students.

However, supervision did not improve food quality, but teachers dispersed the primary responsibility for teaching. In addition, many teachers added that students who eat after eating tend to sleep. Senior officials are not interested in the teaching or learning of students. One teacher made it clear that “let the children sleep. Their physical

development will be better. Therefore, distributing food and protecting these children has become the primary responsibility of these teachers. This ignores the main duties of these schools.

In order to enhance students' excellence and quality education, they must pass grades in these courses. The result must be 100% passed, regardless of whether they have studied the subject. If we promote students every year, the competitive examinations for all candidates should also be cleared. Why don't they pass all the candidates this is biggest question.

Therefore, it can be concluded that the teachers in these schools did not perform their primary teaching duties due to the many duties assigned to them by senior officials. The main one is MDM supervision and distribution.

The Lunch Program (MDMS) was launched on the basis of the “Children are free to participate” course, and they cannot focus on learning that “India's lunch program is the world's largest school nutrition program”.

In 2015, each school day provided lunch for 130 million children in government primary schools. A sensible survey of castes shows that the program has a greater impact on the enrollment rate of backward and Muslim communities than other communities. For children under 5 years of age, experiencing drought can have a significant negative impact on age-specific height and age. To control other factors, the positive impact of lunch on senior age is greater than the negative impact of drought. This positive impact was also highlighted in the 2004 Supreme Court order, which provides for lunch during school summer holidays in drought-affected areas.

In addition, the lunch program has other benefits, such as eliminating classroom hunger, social and gender equality, and forming good habits for students (such as washing hands and meals before meals) rather than school academic achievement. However, in order to achieve satisfactory results, the noon meal plan should be included in the government's ongoing health awareness program.
Universal Access:

All children in the 6-14 age groups can enter elementary school, elementary school or other people, walking distances of 1 and 3 km, respectively.

Universal Enrolment:

All children, including girls, children with disabilities and children belonging to SC and ST, are enrolled in primary school and are provided with advanced primary education.

Universal Retention:

The prevalence and dropout rates at the primary stage will fall below 10% of the VI-VIII level.

Universal Achievement:

Emphasize the importance of quality in all aspects (content and process) to ensure a reasonable approach at the initial stage. Fairness: Bridging all gender and social gaps in terms of enrollment, retention and academic achievement.

Monitorable Targets:

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

By 2003, all school children (prolonged to 2005-06) and all children completed five years of school education in 2007, the gender gap in literacy was reduced by at least 50%. Increase the practical literacy rate to 75%.

1.2 STATUS OF LITERACY IN INDIA

India’s literacy rate has made significant progress in scientific independence. The country’s literacy rate rose from 18.32% in 1951 to 74.04% in 2011. For decades, the literacy rate has increased by 57.49. The absolute number of non-literate people has decreased from 38.88 million in 1991 to 302 million in 2001. They expect that by 2007,
the literacy rate will reach 75%. The proportion of women also rose from 52.22% in 1991 to 74.04% in 2011, at 21.83 percentage points, and the proportion of men rose from 64.13% to 82.14%. 18.1 percentage points over the same period. Female literacy rates have grown faster than male literacy rates over the past decade. It is said that in Table-1.1, the gender gap in literacy rate has narrowed from 21.59 in 2001 to 16.68 percentage points in 2011.

Table-1.1: India Literacy Rate of 1995 to 2011

<table>
<thead>
<tr>
<th>SR. NO</th>
<th>YEAR</th>
<th>LITERACY RATE</th>
<th>GENDER GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>1</td>
<td>1951</td>
<td>27.16</td>
<td>8.86</td>
</tr>
<tr>
<td>2</td>
<td>1961</td>
<td>40.40</td>
<td>15.35</td>
</tr>
<tr>
<td>3</td>
<td>1971</td>
<td>45.96</td>
<td>21.97</td>
</tr>
<tr>
<td>4</td>
<td>1981</td>
<td>56.38</td>
<td>29.76</td>
</tr>
<tr>
<td>5</td>
<td>1991</td>
<td>64.13</td>
<td>39.29</td>
</tr>
<tr>
<td>6</td>
<td>2001</td>
<td>75.26</td>
<td>53.67</td>
</tr>
<tr>
<td>7</td>
<td>2011</td>
<td>82.14</td>
<td>65.46</td>
</tr>
</tbody>
</table>

The source is the Indian census, the registrar of the Indian head office.

It can be mentioned that the literacy rate from 1991 to 2001 was not uniform in all states. There is a difference in the state from one state to another and from one region to another.

The literacy rate of females in the state has also increased significantly. In 1991, this proportion was 39.3%, and the female literacy rate increased. In 2001, it was 54.16%. The common feature of almost all differences in literacy rates decreases as the literacy rate for both men and women increases.
1.2.1 CONCEPT OF RIGHT TO EDUCATION

1. When did the first demand for the country’s RTE?

"I request that the following resolution be submitted to the Council for consideration. ... The State should accept the same responsibility of the mass education that most civilized governments have already fulfilled in this country, and should develop a well-considered plan and stick to it until now. ...the welfare of millions of children waiting to be affected by education depends on it."  

The above is part of a resolution proposed by Gopal Krishna Gokhale on March 18, 1910, in the Imperial Legislative Council to seek “free and compulsory primary education” in India. However, this initiative must be seen as part of a series of events:

1870: Britain passed the "Compulsory Education Law"

1882: Indian Board of Education: Indian leaders demand public education and compulsory education bills

1893: The Maharaja of Vadodara provides compulsory education for boys at AmreliTaluk.

1906: The Maharaja of Vadodara extends compulsory education to other parts of the state.

1906: Gopal Krishna Gokhale asks the Imperial Legislative Council to implement free compulsory education

1910: Gokhale proposes private member Bill (rejected)

1917: Vithalbhai Patel successfully passed the bill - passed the first compulsory education law (commonly known as Patel)

1918: Every province of British India receives compulsory education in its regulations

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5This is Google's cache of [https://en.wikisource.org/wiki/Brundiland_Report/Chapter_2:_Towards_Sustainable_Development](https://en.wikisource.org/wiki/Brundiland_Report/Chapter_2:_Towards_Sustainable_Development). It is a snapshot of the page as it appeared on 26 Mar 2018 12:16:31 GMT.
1930: The Hartog Committee's recommendations for improving quality (reducing attention to quantity) hamper the spread and development of primary education.

However, many of these initiatives have not yet been implemented seriously; lack of resources and enforcement are the main reasons.

2. **What is Mahatma Gandhi's contribution to demand?**

Over the years, the deterioration of the situation has forced Mahatma Gandhi to provoke an appeal for universal education in 1937. He called for adequate funding for universal education, but their response was if they had alcohol sales. This means that he either gives up the banned stance or abandons the state-supported universal education. He clearly stated: "The cruellest irony of the new reform is that we only have the income of liquor. In order to educate our children "He by asking for self-funded education, he solved what he called "educational problems", which was later called naitalim.

3. **How was Article 45 of the original Constitution reached?**


1947: The Method and Means (Kher) Committee was established to explore ways and means to achieve universal basic education at a lower cost within a decade.

1947: The Subcommittee on Fundamental Rights of the Constituent Assembly incorporates free compulsory education into the list of basic rights: “Article 23 – Every citizen has the right to free primary education and the State is obliged to provide it for a period of time. Free compulsory primary education for all children within 10 years from the date of entry into force of the Constitution until they are 14 years old."

1947 (April): The Constituent Assembly Advisory Committee rejected free compulsory education as a basic right (cost is the reason). Send the terms to the list of

*Harijan 5, 222*
“non-examination basic rights” (later referred to as “national policy directive principles”)

1949: The Constituent Assembly debate cancels the first line of "Article 36"… "Every citizen has the right to free primary education; the state has a responsibility..." "The state should work hard" to replace it. Why “Why is the ‘primary’ education removed? ...” Article 18 has made provisions prohibiting any child under the age of 14 from working. Obviously, if a child is not employed under the age of 14, the child must be occupied by an educational institution. This is the goal of Article 36. "

1950: Finally, Article 45 of the National Policy Directive accepts: “The State shall endeavour to provide free compulsory education for all children within ten years of the entry into force of this Constitution until they are at least fourteen years old.”

This denies the right to a lawsuit. K. T. is expected to be in short of the final Article 45. Shah was in his dissent notice in April 1947:

“Once such (probable) rights are clearly declared, those responsible for them must find ways and means to achieve this. If they do not impose such obligations on them, they may prefer to use all excuses. Prove their own inactivity on this issue, indifference or worse."

These words by K. T. Shah prove the prophecy. Regarding the fate of Article 45 after independence, the well-known Gandhi economist L.C. Jain pointed out that education was not mentioned in any budget speech after ten years of the adoption of the Constitution, which is the time goal envisaged in Article 45. Therefore, the lack of resources should be identified. Even Gandhi thought of another option, Babasaheb Ambedkar accepted the removal of draft article 36 from the final constitution. Many of the shortcomings of the 2009 Act, such as the exclusion of the 0-6 and 14-18 age groups, stem from the same lack of resource arguments, and even the fate of the 2009 bill will depend largely on the appropriate use of finance. In this case, it is encouraging that the Prime Minister issued an unprecedented speech in the April 1, 2010 bill that does not allow financial availability to impede the implementation of the bill, and
hopes that this commitment can be achieved. The state will report on national policies in the coming years.

4. What does the Supreme Court have to say?

The Supreme Court began implementing free education in 1993, until the age of 14 children became a right (Unnikrishnan and others like Andhra Pradesh and others) and stated: “Citizens of this country have basic right to education These rights From Article 21. However, this right is not an absolute right. Its content and parameters must be determined in accordance with Articles 45 and 41. In other words, every child/citizen in the country is entitled to free education. Before the age of 14, his right to education was limited by the country's economic ability.

5. What is the 86th Amendment?

Driven by the Unnikrishnan ruling and the public's executive requirements for the right to education, successive governments in 1993 have been working on constitutional amendments to make education a fundamental right. This led to the inclusion of the following provisions in the Constitution in Amendment No. 86 of December 2002:

1. Add a new Article 21A - After Article 21 of the Constitution, the following provisions shall be inserted, namely:

   **Right to education**

   "21A. The State shall provide free and compulsory education to all children between the ages of 6 and 14 in a manner determined by the State in accordance with the law."

2. Replacement of Article 45 in the New Terms - For Article 45 of the Constitution, the following provisions shall be replaced, namely:

   Early childhood care and education for children under 6 years of age

   "45. The State shall endeavour to provide early childhood care and education for all children until they are six years of age."
3. Amendment to section 51A - In section 51A of the Constitution, after paragraph (J), the following clauses shall be added, namely:

"(k) Who is a parent or guardian, provides educational opportunities for their children or, depending on the circumstances, provides education between the ages of six and fourteen."

It is said that Amendment No. 86 changed the judgment of Unnikrishnan; how?

Article 45 of the original Directive used the term “14 years old”, while Unnikrishnan’s decision stated “until he completed 14 years old” Both definitions include age groups 0-6. Section 21A limits the age group from 6 years to 14 years, thereby removing the 0-6 age group from the right, downgrading it to the new Article 45 of the Directive. Unnikrishnan decided to further point out that the right to education does not depend on the state’s economic ability under the age of 14.

Article 21A stipulates that it will enter into force in a manner that “the state can be determined by law”. Therefore, it depends on the laws that the state may introduce. The bill is a law that has taken another eight years since the adoption of the 86th amendment. Therefore, administrative power has been in use for 17 years since the Unnikrishnan ruling, as has the restricted age group of 6 to 14 years old. It can be noted here that the Standing Committee of the Board of Education recommends a final 86th constitutional amendment to the 6-14 age group to pave the way for age groups.

What is the series of events that led to the 2009 bill?

Following the 86th revision in December 2002, the following actions occurred:

2003: Child Free Compulsory Education Act (NDA Government)

2004: Children's Free Compulsory Education Act of 2004 (NDA Government)

2005: The Right to Education Act, 2005 (June) (CABE Act) (UPA I Government)


2008/09: Central legislation revives. In 2008, Rajya Sabha and Lok Sabha introduced/adopted the rights of children's free and mandatory bills. The president was approved in August 2009. However, the notice of the bill and the amendment No. 86 issued in the Indian Gazette on February 19, 2010 indicate that the bill will be implemented on April 1, 2010, eight months after the president's consent. . (UPA II government).

The word "correct" was missing from the first two drafts of the bill and has been in use since the 2005 CABE Act. In 2006, central legislation was abolished, and the “lack of central resources” argument was repeated before the state legislation based on the draft token model bill, but strong public pressure based on independent financial estimates made it possible to recover and provide support. This Indian bill is unique among such bills in many other countries for the following reasons:

Central legislation

- The definition of “free” exceeds the tuition fee
- “Force” is the government, not the parents
- Emphasize end discrimination and tolerance
- Define quality principles for the teaching process
- External constitutional body overseeing the bill
- Determine minimum standards and standards for schools
- Solve children's emotional, stress and anxiety problems

The bill is also important because it takes more than a hundred years to achieve. If we take the 1857 war as a milestone in the struggle for India's independence, it will take 90 years to achieve this goal by 1947. But for the right to education, it has taken ten
years, sixty-two years after the independence of the country. This makes the bill very important historical significance.\footnote{This is Google's cache of \url{https://www.culturalindia.net/indian-history/Modern-History/Indian-independence.html}. It is a snapshot of the page as it appeared on 27 Mar 2018 14:50:01 GMT.}

In what ways does the current “Educational State Law” relate to the RTE Act?

They must abide by the central bill. According to Article 254 of the Constitution, reproduced below, the “State Law” cannot simultaneously violate the provisions of the “Central Law”. Countries can modify these central actions, but this requires the president’s consent. However, if the state bill contains anything that the central bill remains silent, then this may still be part of the state bill.

254. (1) if any legal provision made by a country's legislature contradicts any provision of the law enacted by the Parliament, or is disgusting with any provision of one of the existing laws. Then, the items listed in the parallel list, but subject to the terms

(2) The laws promulgated by the Parliament, whether before or after the laws of the national legislature, or as the case may be, are governed by the current law and are formulated by the national legislature. To the extent that it is disgusting, it is ineffective. (3) If the law of a country’s legislature on a matter listed in the same list contains any provisions that violate the early legal provisions of the parliament or the current law on the matter, then the law of the country’s legislature. If reserved for consideration by the Chair and with its consent, it is valid in that country: Nothing in these Terms shall prevent the Council from enacting any law at any time. The law on the same matter includes the addition, modification, modification or abolition of the laws of the national legislature.

6. Definition in the bill what is the "appropriate government"?

Education is the simultaneous subject of constitutional provisions, meaning that both the central and state governments are responsible for this. The appropriate government in the bill refers to any of these governments, or the federal government and legislative bodies (such as Delhi). The complete definition is 2(a) of the Act.
7. **How to determine the child's definition (age)?**

As mentioned earlier, the bill is limited to section 21A. The parliament explicitly approved the government’s decision to do so. The original Article 45 and Unnikrishnan judgments included the 0-6 age group. The Juvenile Justice Act provides for children under the age of 18. The United Nations Convention on the Rights of the Child (UNCRC), signed by India, also regulates children between the ages of 0 and 18. In principle, by referring to the JJ Act, UNCRC can define the age of Article 21 (right to life) as 0-18 in the objectives and indicators of the RTE Act. However, with regard to economic coercive measures, the law is limited to the 6-14 age group specified in Article 21A. It is necessary to maintain significant public pressure to amend the bill, using 0-18 as the age of the child.

8. **What is a “local authority”?**

The bill makes school education a tripartite partnership between the community (school management committee), PRI and the government. It can be clearly seen from definition 2 (h) that the purpose of defining local authorities is to decentralize administrative control by introducing panchayati raj institutions. However, due to the different circumstances in each state, the term is flexible and is notified by the state government to the appropriate local authority. For example, Jharkhand is still a state that has not yet held panchayat elections.

9. **Children without parents or guardians?**

Article 2(k) only defines the parents of children, and article 10 also refers to the responsibility of parents in ensuring the education of their children. However, according to Section 8 (Explanation (1)), “mandatory” refers to the State, not the parents, and the appropriate government must assume responsibility for ensuring that children without parents are educated.

10. **What does “prescription” mean?**

Whenever the word "prescription" appears, it means that the appropriate government should develop relevant rules.
In Section 2(n), four categories are defined: (i) funded and managed by government or local authorities, (ii) private but assisted by government or local authorities, and (iii) schools defined under special categories such as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School, Central Tibetan School Association and other similar schools, and (iv) private schools without government or local authority support.

11. What does "screening program" mean?

Any test or interview/interaction with the child or parent's interview/interaction will constitute a screening process that allows one child to accept another child. Sections 2(o) and 13(2) (b) prohibit any of these screening procedures and only require random procedures to allow children to attend school.

The ban applies to all schools, private or special categories of schools, such as the Navodaya School. No school can apply for a special category because it is addicted to the screening process in primary school. The random procedure means that if the number of children applying for the school exceeds the available seats, the open lottery system should be used to fill the seats.

This applies to all categories of schools. The open lottery system can use a variety of methods; the simplest is that each child's name/number is applied to the folded paper in the container, and the children randomly pick a piece of paper in front of the parents. Open and transparent way.

12. Who are “vulnerable children” and children who are “vulnerable groups”?

Children belonging to vulnerable groups are defined as 2(d). These include children from SC/ST, as well as other social and educational backward categories based on culture, economy, society, geography, language, gender or other categories, and can be notified separately to the appropriate government.

For example, an appropriate government can notify different categories of different regions and sub-regions of the country, and educate backward religious groups, such as those identified by the Saka Committee. Depending on the minimum annual income
of the parent/guardian, the weaker part defined in the 2 euro is for children in the weaker economy category and the appropriate government must inform the child.

Free compulsory education

13. What are the challenges for RTE?

The main challenge is to implement a 25% reservation for poor students, to allow all children to go to the fifth grade, to achieve acceptable standard learning levels, to supervise the recognition of private schools, and to establish a well-functioning school management committee, all of which are adopted. A similar mechanism is completed in all states and territories.

14. What is the meaning of “free education” in the bill?

Free education usually means exemption from tuition fees. But tuition is only part of the cost of education, and poor families often fail to increase the other costs of education. These may include textbooks, photocopies and writing materials, uniforms, transportation, educational and support materials for children with disabilities (hearing aids, glasses, Braille books, crutches, etc.), and even library fees, laboratory fees, etc. According to tuition fees.

The phenomenon of dropping out of school is especially related to the inability of parents to spend some time in the basic education process, whether it is the education of the daughter or daughter. With this in mind, the Act in section 3(2) mandates that “no child shall pay any fees or expenses that may prevent him or her from completing basic education.

Article 5(1) of the “free” “model rule” clearly sets out the list of free rights, but it is not restrictive; according to Article 3(2) of the Act, except for Article 5 of the “Model Rules” (In addition to 1), any other fees or expenses, such as free accommodation for children immigrants, will prevent the child from continuing or completing the basic course education, which the state must provide.

In countries where the vast majority of parents, such as India, are poor, there is no support for the system, and forcing them to be punished means their poverty - this is
not their choice. As the well-known educator J.P. Naik once wittyly commented, if parents are sent to prison for not sending their children to school, the parents in the prison may be more than the children in the school!

15. **If parents don’t send their children to school...?**

Section (10) of the Act states that parents are responsible for ensuring that their children go to school without any penalty. This means that SMC members, local authorities and the entire community must persuade reluctant parents to perform their duties. For child labourers and street children, the government must ensure that they are not forced to work and provide them with schools, and in many cases may be accommodation. Parents and communities that traditionally prohibit girls from attending school or indulging child marriage must be persuaded; otherwise child marriage must be invoked. Civil society intervention is crucial.

16. **Is the bill only for the weaker part?**

No, it is universal. Any Indian citizen, rich or poor; boy or girl; born to any caste, religion or ethnic parent. If a wealthy parent decides to send his/her child to a school owned by the government/local authority, the child is also entitled to all free rights. Only children who are sent to school (private assistance/helpless) will waive their freedom rights under Article 8(a) of the Act; they cannot ask the government to reimburse their education expenses (except for children of vulnerable groups). % of quotas, as well as the vulnerable groups of the helpless schools described later.

17. **Does the bill adequately address the problem of children with disabilities?**

The bill was passed in August 2009 and is related to children with disabilities. They should be included in the definition of vulnerable groups, but they are inadvertently excluded.

The Act stipulates that their education should follow the Disability Act of 1996, but the shortcoming of the Act is that it does not include mental disability. The central government has acknowledged these gaps and has pledged to propose appropriate
amendments in the 2010 parliamentary budget and, as appropriate, to amend the 1996 Disability Act. The proposed revision is in the 83rd quarter.

18. Is family education for severely disabled people within the scope of the Act?

As stated in the Act, education will cover all categories of disability, including severe and severe disability. Article 4 of the Act stipulates that all children who are out of school, if they have never enrolled or dropped out of school (6-14 age group), must receive age-appropriate education in ordinary schools and have the right to complete primary education even after 14 years of age.

19. What does ‘age appropriate class’ mean?

This means that if the child enters the first grade at the age of 6, then the child usually attends classes. Therefore, if a child is 11 years old and has never attended school, she will be admitted to the 5th grade, but she should receive special education to reach her three-month to two-year time frame (model rules) 3(1).

20. Can children actually be age-appropriate within two years?

The groundbreaking work of groups like the MV Foundation shows that it is indeed possible to do so. However, some flexibility can be used during special training. If the child after completing the special training is 13 years old and should reach level 7 according to the age suitability criteria, the teacher/school thinks that for the child, in terms of coping, they will be better at level 6, they will be able to recommend accordingly. Child/parent.

21. What if the child is enrolled after the age of 6 before completing the 8th grade?

They are entitled to free education until they complete Lesson 8, even if they are over 14 years old. For example, this applies to children who have never attended 13 years of age and may take 5 years to complete the eighth grade until they are 18 years of age or older.
22. **How about proof of age and transfer certificate?**

According to the regular birth certificate issued under the Birth, Death and Marriage Registration Act of 1886, according to the hospital/ANM record (Model Rule 9), an anangwadi record or a parent/guardian affidavit is sufficient. However, according to Article 14(2) of the Act, without these, including a notarized affidavit, the child will not be denied admission, which means that if the parent says that the child is six years or more, the admission must be and arrange any of the above documents.

The principal must immediately issue a transfer certificate or face disciplinary action to the child leaving the school. However, children may not be denied entry without a transfer certificate (sections 5(2) and (3) of the Act).

23. **The duties of the authorities seem to be confused with the bill: why? What are their respective responsibilities?**

Their functions have some overlap and complimentarily. Basically, however, appropriate governments should develop policies, stipulate courses, arrange for teacher recruitment and proper deployment to make financial arrangements, and provide technical support. On the other hand, local authorities will ensure the availability of child check-ups, admissions and attendance, school mapping, and neighbourhood schools and monitoring.

For example, to ensure proper school maps and the availability of neighbourhood schools, GIS mapping of school facilities can help governments understand the geographical distribution of schools, the distance between schools and places of residence, and physical barriers (if any), such as certain State Government. Already done. This requires the joint efforts of appropriate governments and local authorities.

24. **Who is “forced”?**

According to Section 8 (Explanation) (1) and (2), the State is forced to provide free education and to ensure mandatory enrolment, attendance and completion of primary education. This means that if a child in the 6-14 age group works in a tea shop, farm, etc., cooks at home or just wanders around the school, the government will violate
his/her basic rights. The government must ensure that all children participate in and complete basic education. This has a direct impact on child labour. If the child is engaged in child labour and does not attend school, the current government is illegal. Therefore, the Child Labour Law of 1986 no longer complies with the law, and the Ministry of Labour put pressure on it to review and amend the 1986 Act to bring it into line with the Law on the Right to Education.

25. **Can specifications and standards (schedules) be improved or changed?**

Yes, this does not require a parliamentary amendment. According to Section 20, the central government can complete the notice. Most likely, the National Advisory Committee should be responsible for reviewing the timetable on a regular basis.

### 1.3 HISTORY OF MID DAY MEAL PROGRAMME

The roots of the program can be traced back to the pre-independence era before the British government launched the lunch program in Madras in 1925. In 1930, the French government launched a lunch meal plan in the Far Eastern Federal Territory.

The state government began a lunch program for children in elementary schools in the 1962-1963 school years. The Chinese meal plan in Tamil Nadu, India, increased the number of children attending school; Tamil Nadu Chief Minister Thiru K. Kamraj first introduced in Chennai and later comprehensive to all areas of Tamil Nadu. Tamil Nadu Chief Minister ThiruMGRamachandran upgraded the state's existing lunch program to a nutritious food program, remembering 680,000 child malnutrition from July 1, 1982.

Gujarat was the second state to initiate the MDM program in 1984 and has been discontinued.

A lunch program was launched in Kerala in 1984 and gradually expanded to include schools and grades in 1990-1991 schools and grades, and 12 states provide funding schemes for all or most students in the region: Goa, Gujarat, Kazakh Lara bang, MP, and so on.
1.3.1 HISTORY OF THE AKSHAYA PATRA FOUNDATION

One day, looking out the window of a village near Mayapur in Kaya, his sacred grace, AC Bhaktivedantra swami prabhupada, saw a group of children use food fragments to fight stray dogs. This simple and heartbreaking event gave birth to a determination of no children in a radius. Ten miles from our centre should be hungry.

Akshayapatra laid the foundation: “No children in India should be educated because of hunger” akshayapatra began lunch in June 2000 for lunch for 1,500 kids in five public schools in Bangaluru, Karnataka. The first few days of modest begging to implement the plan did not go well. Quickly from Mohandas pai, they volunteered to donate the first

The school delivers food and Abhayjain, and they promise to bring in more donors to further expand the program.

Cooperate with the Indian government and state governments and programs. Based on a partner-based public private model, Akshayapatra combine good administration, innovative technology and intelligent engineering to provide a nutritious and hygienic school lunch on each school day.

1.4 REASONS OF IMPLEMENTATION OF MID DAY MEAL IN INDIA:

• Extreme poor quality and social favouritism are the main causes of illiteracy. The upcoming program is designed to attract children to school.

Lunch is a major program that is launched across the country, not only to be a focus for children to primary education, but also to provide nutritional support for children to generate the necessary physical and mental life to ensure their Presence School.

• Children are the future of mankind. Education and health are two basic requirements for children. When we enter primary school, these major needs are more basic and urgent for school-age children.

The State is committed to universalizing basic education for children in the 6-14 age groups.
1.4.1 THE SUPREME COURT'S DIRECTIVES

A landmark decision by the Supreme Court of India links the feeding program to the quality of government education programs. This is to encourage poor families to get their children into public schools so that children must eat at least one meal a day.

(India Nutrition Foundation, 2003) The Supreme Court has

An "interim order" was issued from noon, starting with a landmark order on November 28, 2001. The key commands here are summarized below.

Essential rights

"Every child of every government and government is helping Primary school can prepare a Chinese meal; use one The minimum content is 300 calories and 8-12 grams. Protein Go to school every day for at least 200 days a day." (Order of November 28, 2001)

No charge

"The no cost of converting cooked food, the situation should be retrieved from the children and parents". (Order of April 20, 2001)

Central assistance

"The central government should allocate funds to meet with it. The cost of converting food grains into noon cooking meal".

Kitchen SHEDS

"When appointing chefs and assistants, priority should be givenWas sent to the Lit, the scheduled caste and the scheduled tribe."

Quality assurance

"We should work hard to improve the infrastructure Facilities (safe drinking water, etc.), closely monitored (regular Check) same as other quality assurance measures
Improve the dietary content to provide a nutritional meal for elementary school children” (Order of April 20, 2004)

1.5 NATIONAL PROGRAMME OF NUTRITION SUPPORT TO PRIMARY EDUCATION (MDM SCHEME)

The National Primary Education Nutrition Support Program (NP-NSPE) was implemented by the Government of India on August 15, 1995. The goal of the program is to help improve the effectiveness of primary education by improving the nutritional status of primary school children. Implemented in 2,408 blocks across the country to provide food for government subsidies and 1 to 5 students at local sports schools. By 1997-1998, the programme had been implemented nationwide.

The program is cooked at lunchtime and contains 300 calories and 12 grams of protein for all children in grades 1 to 5. The program includes 6 to 8 senior students in the 3,479 under-educated areas of October in 2007.

The name has been changed from a national nutrition support plan to a primary school education to a national Chinese food plan.

Most states offer cooked food, except those who have already cooked food, and they choose to provide “dry food” to students. Dry food refers to uncooked food of 3 kg of wheat or rice for children with 80% attendance.
1.6 MID DAY MEAL SCHEME GUIDELINES

Objective

The program aims to promote the enrolment of primary education and thereby increase enrollment. Enrollment and retention rates, while affecting the nutrition of student classes.

Coverage

The programme will be phased in, starting with 1995-1996, with all governments, local institutions and primary schools where the federal territory (UT) is located.

This is the year 1995-1996, which will begin in all 2368 Reconstruction Public Distribution System (RPDS) / Employment Security Plan (EAS) block and 40 Low Female Literacy (LFL) blocks. A state like Punjab does not have an EAS/RPDS blocking program, which starts at the LFL block, where the female literacy rate is lower than the national average. In states and UTs without RPDS or LFL blocks, such as Goa, Delhi, Pondicherry and Chandigarh, primary schools that inform slums will be covered. In the 1996-1997 school years, the program will be extended to all remaining LFL blocks in 2005, with female literacy rates below the national average. From 1997 to 1998, the program will be extended to all other primary schools.

The central government will assist local institutions such as Panchayat and Nagarpalikas to implement the program, providing thatched food to the nearest Indian food company (FCI), 100 grams per student per day. The main principles of food income distribution are as follows:

The district will be the assigned unit. Talika will be the unit of distribution. According to the 1993-1994 enrollment data collected by the Sixth All India Education Survey, each quarter will be based on the Indian government through FCI to distribute food revenue.

This is the second quarter of the program's start in a region, which will be based on closed data received from FCI and regional smart use certificates and registration data inward from the state.
Food distributions distributed from FCI will be valid for the quarter of distribution and will not be transferred to the next quarter.

According to the Indian government's distribution of each region, regional collectors will further assign the rights of each school and local authorities and indicate who will cancel the food benefits.

**Process of grain flows**

According to the MDM guidelines, MHRD's School of Education and Literacy (DoSeL) distributes food to states every year. These grants are based on the number of students enrolled in the school and the working days approved in the previous years of the PAB. Primary schools (standards 1-5) and higher primary schools (standards 6-8) are allocated separately. The monthly subsidy for the sixth month is a temporary transfer made during the first week of February of the previous fiscal year. The amount of food distributed depends on the number of children approved by the PAB and the number of working days. The second and last allocations were made during the first week of August and are based on the State Council's Certificate of Use (UC) detailing the amount of food received and actually consumed by Level 4 schools/cooking facilities in the previous fiscal year. These UCs will be submitted by the states by June 30th. The second allocation is made after considering the unused balance available to the state/UT (based on the previous year's assigned balance and current allocation).

**Health and Nutrition**

According to the MDM program specifications mentioned below, the meal menu, the various foods in the meal menu, and the foods that provide enough food meet the nutritional requirements. An item-by-item laboratory tests were also conducted to confirm this.

Almost all nutrition experts and government officials agree that MDM provides the right nutritional and calorie requirements and the program should continue.
The table below shows the dietary specifications specified in the noon Chinese food plan.

**Table-1.2 Central Mid-Day Meal Scheme**

<table>
<thead>
<tr>
<th>Components</th>
<th>Primary</th>
<th>Upper primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>450 Cal</td>
<td>700 Cal</td>
</tr>
<tr>
<td>Protein</td>
<td>12 grams</td>
<td>20 grams</td>
</tr>
<tr>
<td>Micro-nutrients</td>
<td>Adequate quantities of micro-nutrients like Iron, Folic Acid, Vitamin-A etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Movement of Food Gains**

Regional collectors will be responsible for collecting food from FCI and distributing food distribution and distribution to local institutions/schools according to the rights of each school.

The central government will reimburse rural areas through rural development agencies (DRDAs) and Nagarpalikas, and the cost of transferring food from FCI to schools/villages is 50 rupees per quintal / applicable according to RPDS.

Central support for free food and recent Indian food company reimbursement for transportation costs will be provided directly to the region based on the regional details of admissions and presence provided by the state government.

**1.7 KEY FUNCTIONS OF MDM:-**

- Provide hot meals for children.
- Improve the nutritional status of children.

Poor children belonging to vulnerable groups are encouraged to go to school more frequently, helping them to focus on classroom activities, increasing enrollment, retention and attendance.
In addition, teachers are not allowed to study on exams due to pressure from policy makers and implementers.

This hinders their role and raises the fact that the quality of primary education in India is affected.

1.8 DIRECTIONS FROM VARIOUS COMMISSIONS REPORTS AND POLICY DOCUMENTS

The Kothari Council (1966) envisages “expected primary education should lay the foundation for a child to become a responsible and useful national citizen”

The 1964 Indian Council of Education report is a milestone in Indian education and history. The committee reviewed the role and objectives of education in the national progress process. In dealing with the educational factors that cause school education waste, it includes the following:

(I) most schools and schools are of inferior quality and have poor ability to attract and retain students;

(II) Lack of ancillary services such as school meals and school health, and

(III) Ordinary parents of children fail to see the advantages of going to school.

The committee recommended organizing a nationwide “School Improvement Program” and commended Madras for the very good work done in this area, where the “School Improvement Conference” has been organized for many years and the local community has provided large scale Aid. Get improved school facilities.

The committee further recommended that a school committee should be established to cater for each government or local authority school in a given area. Half of the members of the Subcommittee shall be elected by the local authority responsible for the area, Panchayat village or municipality, which will be responsible for arranging the school fund and for arranging various facilities including lunch, in addition to performing functions related to school management.
The National Education Policy (NPE) Resolution of 1968 declares: “The early implementation of the guiding principles set out in Article 45 of the Constitution should be implemented as soon as possible in order to provide free and compulsory education for all children under the age of 14.

Appropriate videos should be developed to reduce the waste and stagnation that prevail in schools and to ensure that each child enrolled successfully completes the prescribed course.

NPE (1968) emphasizes equalization of educational opportunities through a number of measures, such as correcting regional imbalances in providing facilities to rural and underdeveloped areas, girls and children from backward and tribal populations, and children who are physically and mentally challenged.

NPE (1968) proposed a nationwide school improvement program that commends the state of Madras for its good work in this area.

Providing school health services, including school feeding, is considered important. The policy accepted the recommendations of the school health committee chaired by Smt. Renukaré.

The policy endorses the recommendations of the Board of Education (1964-66) on the establishment of school committees in various regions and entrusts various school education functions beyond school education management.

Therefore, the school committee will organize and manage the lunch plan and seek local support for its activities.

Educational Challenges - Policy Perspectives The 1985 Human Resources Development Department's papers serve as the basis for a nationwide debate to promote the development of national education policies.

It highlights the importance of UEE in reconfirming the constitutionality of Article 45 of the National Policy Guiding Principles and the resolution on NPE 1968 in this regard.
It noted that measures such as MDM, free uniforms and textbooks, and even the central assistance for the appointment of female teachers in a single normal school in nine under-educated schools have not yet achieved significant results.

The National Education Policy (1986) emphasizes the importance of UEE. The 1986 “Programme of Action” mentioned that a comprehensive reward and support service system would be arranged for girls, children, learning centres and children from socially disadvantaged groups.

It is only in the case of girls that it explicitly mentions that MDM incentives will be used to increase girls’ enrollment and retention rates in schools.

They have mentioned that the education of SC, ST and other retreating departments will be negotiated with the state government to develop an incentive plan. In this regard, incentives such as free uniforms, textbooks and stationery, and scholarships are included. MDM is not mentioned so explicitly.

In 1992, there was an objection to the national education policy, and some modifications were made and approved by the Parliament. The 1992 POA emphasized the importance of UEE and IPE.

The organization said that in order to encourage participation, children in the SC, ST and other retreats will be fully rewarded, especially in the form of scholarships for girls.

**Specific schemes for health, nutritional and educational benefits of children:**

1. **Child line service:**

Launched in the 1998-99 school year. It provides emergency assistance to children. The child was referred to the appropriate organization for long-term follow-up and care.

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8 mdm nic in
2. **An Integrated programme for street children:**

Works to prevent destitution of children and facilitate their withdrawal from life on the street.

The programme provides shelter, nutrition, health care, education, and recreational facilities for street children and seeks to protect them from abuse and exploitation by raising awareness and supporting the capacity of governments, NGOs and the community as a whole. The situation of children as defined in the 2000 United Nations Convention on the Rights of the Child (CRC) and the Juvenile Justice (Caring for and Protection of Children) Act.

3. **Welfare of working children in need of care and protection:**

The program provides non-formal education, vocational training, ECT and other opportunities for working children so that they can enter/re-enter mainstream education without attending any learning system or for some reason their education is stopped. To prevent them from continuing or exploiting in the future.

4. **Nutrition programme for Adolescent girls(NPAG):**

The program aims to address the shortcomings between adolescent girls, pregnant women and nursing mothers in the 2002-03 school years.

The government provides 6 kilograms of free food to malnourished girls, which funds receive 100% state/UTs funding so that they can provide food to families identified as malnourished free of charge through the public distribution system.

5. **Kishori Shakti Yojana:**

The main goal of the program is to improve the nutrition, health and development of adolescent girls, raise awareness of health, hygiene, nutrition and home care, giving them the opportunity to learn life skills and return to school. It seeks to enable girls to control their lives and is seen as a holistic initiative for adolescent girls.
6. **BalikasamridhiYojana:**

The main objectives of the programme are to change the negative attitudes of families and communities towards girls and mothers at birth, to improve girls’ enrolment and retention rates, to increase the age of marriage for girls, and to assist girls in income-generating activities.

7. **National Nutrition Policy:**

In 1993, the Government of India adopted the policy with the support of the Ministry of Women and Child Development. The policy advocates monitoring the nation's nutritional levels and making government agencies aware of the need for good nutrition and prevention of malnutrition. Food and Nutrition Committee, including development posters, audio advertising and video sports to disseminate the right facts about breastfeeding and complementary feeding.

1.9 **Effectiveness of Mid Day Meal Scheme**

In India in the mid-1990s, the trade union government had been carrying out lunch programs in schools to promote primary education on the one hand and to reduce malnutrition on the other. Malnutrition is one of the major public health problems affecting a large number of school-age children, affecting their healthy growth and development and school performance.

The goal behind MDMS is to increase primary school enrollment, retention and participation rates while improving their nutritional status. MDMS was revised and promoted in September 2004. Central assistance is provided at the rate of Re. Each school has 1.00 per child and converts food benefits into government, local agencies and government-funded fourth-class children's schools hot food.

**Supreme court order**

In April 2001, the People's Civil Liberties Union (PUCL) initiated Public Interest Litigation (Civil Litigation) No. 196/2001, the People's Civil Liberties Union and other Indians are often referred to as the “right to food” case.
PUCL believes that Article 21 - The "right to life" of the Indian Constitution is read in conjunction with Articles 39(a) and 47, making the right to food a fundamental right acquired through the constitutional remedies provided for in Article 32. Enforced. The Constitution PUCL believes that the remaining food stocks of Indian food companies should be supplied to hungry citizens.

Includes lunch at elementary school. The Supreme Court Decree, which was enacted on November 28, 2001, requires all government and government-funded primary schools to provide cooked food.

**Basic rights:** “Every child in every government and government helps primary school prepare a one-day Chinese meal with a minimum of 300 calories and 8-12 grams of protein per day, at least 200 days per day” November 28, 2001.

**Conversion fee:** "In any case, the conversion fee for cooked food should be recovered from the child or his or her parents"

**Central Aid:** “The central government should also allocate funds to cover the cost of food conversion mature lunches” April 20, 2004.

**Kitchen shed:** "The central government should make provisions for the construction of kitchen sheds", April 20, 2004.

**Dalit chef preferred:** “When appointing chefs and assistants, priority should be given to Dalits, scheduled castes and scheduled tribes” April 20, 2004.

**Quality Assurance Measures:** “Efforts should be made to improve infrastructure, improve facilities (safe drinking water, etc.), closely monitor (regular inspections, etc.) and other quality assurance measures, while improving dietary content to provide meals. April 20, 2004 “Primary School Children.”

**Arid areas:** “In the drought-affected areas, even during the summer holidays, lunch should be provided” April 20, 2004.
1.10 OBJECTIVES OF THE MID DAY MEAL SCHEME:-

1. To assess the enrolment and dropout of the students with respect to class wise in the selected schools.

2. To assess the enrolment and dropout of the students with respect to the Gender wise in the selected schools.

3. To assess the enrolment and dropout of the students with respect to the Community wise in the selected schools.

4. To assess the Achievement levels of the students with respect to the Class and Gender wise in the selected schools.

5. To assess the Effect of Mid-day meal scheme on students Achievement.

6. To study implementation policy of MDM scheme in terms of...
   
   (a) Management of Food grains, Vegetables and ingredients.
   
   (b) Menu (Weekly)
   
   (c) Monitoring of the programme

7. To study Nutrition Parameter for MDMS in Central Gujarat.

8. To study Quality and Quantity of the mid-day meal scheme in Central Gujarat.

9. To study Districts base Comparison regarding implementation of MDM scheme.

1.11 HYPOTHESES OF THE MID DAY MEAL SCHEME

1. There is no significant difference between boys and girls in Enrolment of selected school.

2. There is no significant difference between boys and girls in dropout rate of selected school.
1.12 DEFINITIONS OF KEY TERMS:

Meal:

Any occasion that eats food that is eaten more or less at a fixed time according to custom or habitat, such as breakfast, lunch, etc. But for the current study, it refers to lunch.

Noon:

At noon; this time the sun is at its highest point, noon.

Lunch:

In this study, lunch refers to free meals provided to students of Indian government primary schools during lunch breaks to increase their enrollment, retention and average attendance.

Program:

A plan, design, action plan; the scope and method of design of the enterprise.

1.13 RULES MID DAY MEALS AND CHILDREN’S RIGHTS:

Figure 1.1 : RULES MID DAY MEALS AND CHILDREN’S RIGHTS
This means that every citizen has the right to protection from hunger and nutrition. The right to food obliges the state to ensure that everyone has access to adequate food.

Lunch will be a child’s right, not just a right since the launch of the flagship plan in 1995. If you do not cook, students will receive a food safety subsidy from the state for the first time.

Lunch helps to get the right to food and the right to education

In order to ensure that the school does not have any lunch, the new regulations authorize the principal or principal of the school to use any available funds for the children to get food. If the MDM is not available for three consecutive days or at least five days in a month, the state government will have the authority to determine responsibility.

The new rules also require random testing of food every month. The school management committee also has a responsibility to monitor the quality of meals and cleaning.

1.14 IMPORTANCE OF RESEARCH:-

MDM is standard by the government and does not require any formal registration.

The purpose of the working group is to build the functions of the poor and marginalized groups in the areas of service and income-generating activities.

People are liable for their future by organizing their own SHG

Effective behavioural change can improve knowledge, stimulate positive attitudes, and promote existing practices. For multi-centre mammoth feeding programs, such as the noon meal plan, different BCC strategies can be applied to encourage teacher participation, increase student participation and improve safe food. The following study aims to determine the gap between urban Vadodara and MDMP implementation of MDMP by designing nutrition health education materials as behavioural change communication strategies, and strive to improve the quality of services provided by MDM. The rapid assessment survey method was used to determine the gap between
the randomly selected cities of Vadodara seven companies. According to the survey results, specific nutrition and health education materials need to be developed for school teachers, MDM staff and students.

On the other hand, the study revealed various deficiencies, such as poor personal hygiene of food handlers and unsanitary hygiene caused by children. Failure to understand the guidelines of the program and the lack of enthusiasm of school teachers can adversely affect the quality of services under MDM. Unsanitary cooking and eating habits combined with the lack of micronutrient-rich vegetables in the menu failed to address the problem of malnutrition among beneficiaries.

Research by Nambiar and S Nithya in Vadodara shows that 60% of children are malnourished and 68% have stunting. The prevalence of anemia in school-age children is 95.4%. Infectious diseases such as fever, malaria, worms, it is necessary to increase the intensity and add appropriate amount of seasonal and micro-nutrient-rich vegetables, which not only improves the nutritional quality of the menu, but also provides diversity the dry is expected to be four months. The survey results show that the staffs of the seven schools have improved the way food is stored.

The three schools increased the meaningful participation and monitoring of teachers in MDM; adding vegetables to the menu showed improvement in all seven schools. Child hygiene practices in three of the seven schools have also improved.

We conclude that non-pharmaceutical measures, such as demand-based and effective communication strategies, are established in the midday diet to help educate and improve behaviour, as well as the goals of grassroots service providers and beneficiaries. Program Regular service training and the use of effective behavioural change communication techniques to educate grassroots workers about hygiene, safe food handling, nutrition and health can effectively help overcome the shortcomings of the program. BCC is a multi-layered tool that promotes and sustains interesting behavioural changes in individuals and communities by distributing customized health information across a variety of communication channels.
1.15 LACUNAE (CORRUPTION AND LEKAGES) IN MDM

Residents of the Pengbang Village of Mim Tea Restaurant (nearly 30 kilometers from Darjeeling) accused a group of corrupt teachers at lunch. November 2006.

The Indian era reported scams involving government schools that pretended to participate in lunch programs to absorb food benefits. December 2006.

The Delhi police found a scam at lunchtime. In January 2006, the police seized eight trucks (2,760 bags) of rice that were transported from Buddhism by the Indian Food Company (FCI) to the Bulandshahr district of North Delhi.

According to Wikipedia (2009), lunch, like other government programs, is a victim of corruption and disclosure.

1.16 PRESENT STUDY

Educational games play a vital role in the development of human potential. The state government uses a large portion of its limited resources to provide educational facilities throughout the country. Due to socio-economic factors in society, the goal of these efforts to stimulate the percentage of universal education seems to be far-reaching and elusive. Most children from low socio-economic societies are malnourished and often drop out of school at an early age, directly affecting their personality development. Several programs have been initiated to address these issues.

The noon meal plan is one of the earliest supplementary nutrition programs in the country.

The programs have nutrition and education goals. It began in 1984 as part of the Gujarat Applied Nutrition Program for school-age children, 6-11 years old, as a reward program for all primary school children. Coverage has gradually increased to high school children.

Each beneficiary's plan is expected to receive 330 calories and 7 to 12 grams of protein supplements. Given the government's emphasis on primary education, the central and state governments are considering a phased expansion of the noon meal plan to replace
food buffer stocks. It is necessary to assess existing plans to recognize their strength and weakness. Where the MDM program operates is stratified according to literacy levels and development criteria.

The investigators chose Vadodara in the Chhotaudepur district of central Gujarat, one of the most backward arid regions with a low level of culture and was selected for research, entitled "Comparative Study of Lunch Effectiveness" on the Primary School Education in Gujarat. “And collect data from central Gujarat.

1.17 LIMITATIONS OF THE STUDY:-

The present study reported certain limitations which provides further scope of research

- It covered only 4 district of central Gujarat only.
- All aspects like hot food, funding capacity, formations of investment by government, leadership etc. Could not be covered under study due to periodical aspects.
- It is difficult to include the respondents to provide complete information about impact of MDM on children life.

This provides research scholars and academicians for future scope to enrich the outcomes related to the same for education and social development.

1.18 CONCLUSIVE REMARKS

In this study, the Gujarat government's MDM program on poverty reduction and child education development was reviewed to explore health links that assess beneficiary perceptions and to identify beneficiary health and education-related improvements. Millions of children in India sleep every day. Their school career was interrupted by constant funding constraints. Instead of going to school, young children work with their parents to collect a considerable amount of income to run their homes to get basic necessities such as food and shelter.

The situation of Indian children is best described as a permanent compassionate emergency. Hunger and under nutrition can undermine your child's health. Today,
according to recent orders from the Supreme Court, every child who has attended a public school is entitled to a nutritious meal. However, this right is far from being achieved. Lunch coverage is near universal, but the quality of most states is still low. Various implementation issues have arisen in the states where lunch has begun. Occasionally there have been reports of food poisoning, especially in Pondicherry, where hundreds of children have recently fallen ill after eating noon milk.

Teachers complain that a meal at noon will encroach on their time or disrupt their classroom habits. Another example comes from Delhi, where the Delhi High Court instructed 126 students to pay 400,000 rupees in January 2004 as compensation. Government school food.

Many studies have reported on the improper implementation of lunch. They suggested the importance of the role of the teacher at lunchtime. But teachers' opinions and experiences on lunch are completely different. Some teachers said that lunch time has greatly increased their workload.

They are expected to retain records of food and funds. Some teachers are satisfied with the operation of the lunch in the school. They reported that the lunch ended "classroom hunger" and now the children are more focused. It directly improves their academic performance.

Some teachers like to eat dry food during freshly prepared lunches. They think it is easier to make sure the quantity and quality of food given to children. A principal is very opposed to the plan. He felt that there was no need to provide lunch when the authorities were unable to provide adequate drinking water at the school. The teachers also reported that the lunch led to the interruption of the course. They protest that the vision and smell of cooking food distracts the children.

On the other hand, the teacher should “taste” the food in front of the children, check that there are no outdated ingredients, and whether the meal is healthy (rice and salt will not do). The teacher should also supervise the child's hand washing, and in the process can also see the child's nails and general hygiene. The actual service and consumption of the meal should be supervised by the teacher for orderly and hygienic
conduct. Chinese food can also be used by teachers as a variety of educational activities, educate children about good living habits and teach some nutrition education.

The universally applicable noon meal plan currently covers nearly 12 children across the country, making it the largest school feeding program in the world. However, issues related to dietary quality continue to attract attention and new monitoring and surveillance methods are needed. In some cases, teachers were found to be exhausted, and then they were unable to attend classes in the afternoon (Orissa). In some states, teachers are forced to participate in a lunch program, although the state government prohibits teachers from participating in any activity other than learning. It has also been found that some teachers are not aware of the goals of the lunch program.

The study also found that some teachers believe that lunch will affect teaching and learning. Therefore, efforts must be made to sensitize teachers to the benefits of providing meals in schools as a means of improving the nutritional status of children. So it is clear that teachers can play an important role at lunch time.

Therefore, in order for lunch to become a complete universal program, teachers must be properly positioned at lunchtime. Every Indian child should actually get a free, delicious and nutritious lunch. Therefore, research on the lunch plan for teachers is very important.

Research methods are critical in the research process. It describes the various steps taken to plan and addresses research issues such as how the problem is developed, definition of terms, choice of survey topics, validation of data collection tools, data collection analysis and interpretation, and process inference and generalization.

Teachers cannot prove that they teach and evaluate their children's professions in these schools. In addition, a senior teacher said that the quality of education will definitely be affected. Students pass the exam whether or not they have studied. This will make them affected in later life, when there are competitive exams and medical or engineering entrance exams.
1.19 CHAPTERIZATION

The Present thesis consists of six chapters:

CHAPTER I : RESEARCH DRAFTING
CHAPTER II : REVIEW OF LITERATURE
CHAPTER III: PROFILE OF GUJARAT STATE ESPECIALLY VADODARA, ANAND, CHOTAUDAIPUR AND NARMADA DISTRICT
CHAPTER-IV: METHODOLOGY OF THE STUDY
CHAPTER V : DATA INTERPRETATION
CHAPTER VI: SUMMARY, FINDINGS AND CONCLUSIONS