

**MID DAY MEAL SCHEME IN THE SCHOOLS OF YAMUNA NAGAR DISTRICT: AN EVALUATIVE STUDY**

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**Introduction**

Education is one of the important elements of the societal fabric of a country. With an average literacy rate of 80 percent, the developing countries still lag behind on this crucial parameter. The common denominator for low literacy rates in developing countries is the prevalence of poverty. Due to poverty, one-third of school children are malnourished in developing countries. Due to lack of awareness of nutrition, storage system of grains and malpractices methods of cooking. Malpractices methods of cooking. Malpractices method of cooking andstorage system of food grain affect the nutrition value of food grains. Malnourished children are underdeveloped both physically and cognitively, which makes schooling difficult for them. To mitigate the impacts of poverty and improve school participation among these children, various interventions have been introduced across the globe. School participation includes enrolment, attendance, and retention of the beneficiary children. The provision of free school meals is the most popular and widely followed intervention for improving school participation . School meals help to subsidise school costs and mitigate classroom hunger. These two factors are the two basic reasons for low attendance and learning in schools. However, the impact of school meals on the improvement of primary education and nutritional status is still debated.

Mid-Day-Meal Scheme was launched on 15 August, 1995in the 44 educationally backward Community Development blocks of 6 districts of the State at primary level. Free dry foodgrains @ 3.0 Kg. (1.5 kg wheat and1.5 kg rice) per child per month was distributed. Foodgrains are provided by FCI, with transport subsidy on the transportation of these grains @Rs.25/-per quintal. In 1995-96 cooked food was provided in 17 blocks ofthese6 districts- Bhiwani, Hisar, Mahendergarh, Rewari, Kaithal and Sirsa. The State Government spent Rs. 1.45 per child per school day as cooking cost for this.In the year 1996-97, the scheme of cooked meal was extended to 44 more blocks (educationally backward blocks). In the year 1996-97 itself distribution of dry food grains @ 3.0 Kg per child per month was started. In January 2003, cooked food as Mid-Day-Meal was started in 17 blocks. These blocks were having population which was economically backward and educationally backward. Merely dry ration was distributed to the children before 2004. The cooked food was served in all the Govt, LocalBodies, Govt Aided Primary Schools from 15.08.2004. The scheme was extended to all middle schools also during the year 2008-09. Under this scheme wheat & Rice are made available free of cost by Govt of India. It is essential to serve 100 gms cooked rice/wheat to the students of primary and 150 gms cooked rice/wheat to the students of middle classes. It is also essential to give 12 gms protein, 450 Calories for primary classes and 20gms protein and 700 calories for middle classes respectively.

The norms of food are as under:-

Sr.no	Items	Quantity per day	
		primary	Upper primary
1	Food grains	100gms	150gms
2	Pulses	20gms	30gms
3	Vegetable(leafy also)	50gms	75gms
4	Oil & fat	5gms	7.5gms
5	Salt & condiments	As per taste	As per taste

The schools Children are provided cooked food as per menu decided by the Department. A total number of 10 recipies were being served to the students. 5 recipies are rice based Vegetable Pulao, Postik Khichdi, Daal and Rice, Karhi Pakora and Rice, Rice with Black Channa/White Channa with aaloo and 5 wheat based i.e. Missi roti with seasonal vegetable, Halwa with black channa, Roti with Daal ghiya/kaddu, Meetha Daliya and wheat soya puri and vegetable. As per the observations of Joint Review Mission more vegetables and pulses have been included so that children could receive prescribed nutritive value through meal, therefore recipeshave been reviewed and now ten recipies(5 wheat based & 5 rice based) are being served with w.e.f. 01-04-2014. Law in the year 2016 3 more recipies have been added in menu to include milk. The total cost of cooking per student is being reimbursed @ Rs. 4.13/-from classes 1<sup>st</sup> to 5<sup>th</sup> and Rs. 6.18/-from classes 6th to 8th. The budget sharing for the project is in the ratio of 60:40 between centre and state.In addition to this an honorarium of Rs. 2500/-per month is being paid to cook-cum-helper, in which centre share is Rs. 600/-& state share is Rs. 1900/-per month.

The norms for employment of Cook-cum-Helper are as under:-

Sr. No.	Number of students	Number of Cook-cum-Helper
1.	1 to 25	One
2.	26 to 100	Two
3.	Per additional upto 100 students	One additional

The nutritional guidelines for the minimum amount of food and calorie content per child per day are:

<b>Entitlement norm per child per day under Mid may meal</b>		
<b>Item</b>	<b>Primary (class one to five)</b>	<b>Upper primary (class six to eight)</b>
Calories	<b>450</b>	<b>700</b>
Protein (in grams )	<b>12</b>	<b>20</b>
Rice / wheat (in grams)	<b>100</b>	<b>150</b>
Dal (in grams )	<b>20</b>	<b>30</b>
Vegetables (in grams)	<b>50</b>	<b>75</b>
Oil and fat (in grams )	<b>5</b>	<b>7.5</b>

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## **IMPLEMENTATION MODELS**

### **Decentralised model**

This is the most widespread practice. In the decentralised model, meals are cooked on-site by local cooks and helpers or **self help groups**. This system has the advantage of being able to serve local cuisine, providing jobs in the area, and minimising waste. It also allows for better monitoring (e.g., by parents and teachers).

In the absence of adequate infrastructure (such as kitchen sheds, utensils etc.), it can lead to accidents and maintaining hygiene can be difficult. In 2004, 87 children died when the thatched roof of a classroom was ignited by sparks from a cooking fire. In 2011, a child died after succumbing to burn injuries she sustained after accidentally falling into a cooking vessel.

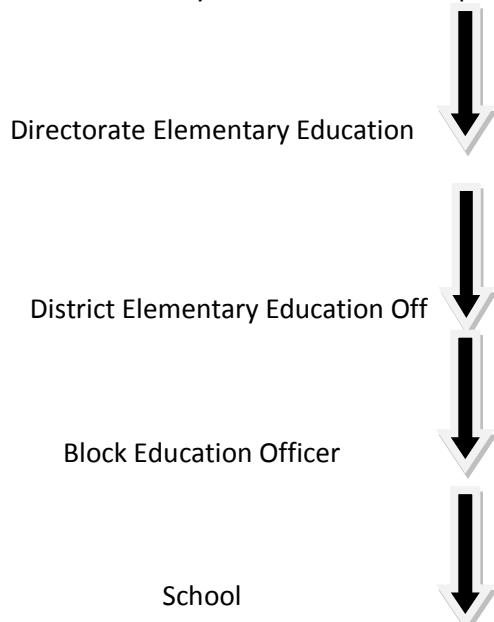
### **Centralised model**

In the centralised model, an external organisation cooks and delivers the meal to schools, mostly through public-private partnerships. Centralised kitchens are seen more in urban areas, where density of schools is high so that transporting food is a financially viable option. Advantages of centralised kitchens include ensuring better hygienic as large scale cooking is done through largely automated processes. Various NGOs such as the Akshaya Patra Foundation, Ekta Shakti Foundation, Naandi Foundation, and Jay Gee Humanitarian Society provide mid-day meals. A study of centralised kitchens in Delhi in 2007 found that even with centralised kitchens, the quality of food needed to be improved. The study also found that when the food arrives and is of inadequate quality, even teachers feel helpless and do not know whom to complain to.

The Ministry of Human Resource Development reported that 95% of tested meal samples prepared by NGOs in Delhi did not meet nutritional standards in 2010–12. In response, the ministry withheld 50% of the payment for the deficient meals.

### **Management Structure**

Adll.chief Secretary School Education Department



## **Process Of Plan Formulation**

A system has been developed to collect monthly, quarterly and yearly data regularly for smooth running of MDM Scheme. For formulation of plan, Block Elementary Education Office of every block collects the data from every school and after compiling it on block level, it is submitted to District Elementary Education Office at district level. District Elementary Education Office compiles it at district level and after that State plan is formulated at the Directorate level. During compilation of plan at state level, monthly and quarterly reports of the districts are also taken for assessment of the data, submitted by the districts. Cooking Cost, honorarium to cooks, kitchen sheds cum store amount is calculated on the basis of 60:40. 60% is borne by Centre Govt. and rest of 40% is borne by State Govt. Districts are being asked to calculate cooking cost and honorarium to cooks on the strength of enrolment of students studying in primary & Upper Primary Govt., Govt. aided and Local bodies Schools, no. of days and rate of cooking cost. Meetings are held at headquarter and at district level with district level functionaries regarding preparation of annual work plan.

## **Definition**

The Mid day Meal Scheme is a school meal programme of the Government of India designed to improve the nutritional status of school-age children nationwide. The Midday Meal Scheme is covered by the National Food Security Act, 2013.

## **REVIEW OF RELATED LITERATURE**

**1.CUTS (2007)** studied the implementation of Mid Day Meal Scheme (MDMS) in Rajasthan and found initially, students were distributed boiled wheat supplemented with groundnut and jaggery (Gur) under the Mid Day Meal Scheme. More than 90% parents and students were satisfied with the Mid Day Meal Scheme. Each school is required to send a monthly expenditure statement and vouchers to the Panchayat Samiti, which is supposed to reimburse the amount within 15 days. Only 21% of the schools received the funds every month, in time. The rest got funds in a time ranging from 2 to 6 months (12% got funds once in 6 months). 97% of the teachers reported that they received good quality food grains Mid Day Meal Scheme and only 23% of the schools were able to receive 70 food grains after getting them weighed before delivery. The absence of a weighing mechanism in most schools makes it difficult to measure the quantity of food grains delivered. Most schools lack adequate cooking and storage facilities. 62% of the cooks interviewed said that the mid day meal was cooked in the open, which is unhygienic. Teachers are spending close to 20% of their teaching time or more on managing Mid Day Meal Scheme instead of teaching.

**2.Rajinder Paul (January to December 2008)** conducted a study on Mid-day Meal programme in Kurnool district of Andhra Pradesh. The results show that Mid-day Meal Programme has improved the enrollment of Primary and Upper Primary School children. In an another study correlation between overweight & obesity among school going children of Wardha city, Central India was observed by D.R. Bharati, P.R.

**3.Deshmukh & B.S. Garg (June 2008)**, who concluded, that at least 30 per cent of obesity begins in childhood. Conversely 50 to 80 % obese children become obese adults. Since, family characteristics have been found to be important for the predisposition of an individual to overweight/obesity, preventive and promotive efforts need to be directed towards family for the health of future generation. Bisht (2007) in her study on „National Programme of Nutritional Support to Primary

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Education in Tribal areas of Himachal Pradesh: An Evaluative Study" found that a large number of teachers revealed that Mid Day Meal Scheme is helping in achieving the goal of universalization of elementary education. They suggested that instead of providing cooked meal other incentives should be given and efforts should be made to improve the infrastructure of the government primary schools.

**4. Manju Narula (January 2009)** studied the National Programme of Nutritional Support in Government Primary and Upper Primary Schools: A Case Study of Jharkhand .The results shows The basic aim of the state for Mid-day Meal is to prevent malnutrition that was widely prevalent (59 percent) among the growing children. It not only gives rise to morbidity and mortality, but also prevents a child from developing into healthy adult.

**5. Savita Kaushal (March 2009)** studied the Best Practices in the Implementation of Mid-day Meal Programme in Rajasthan. The result reveals that serving of cooked food during lunch break has enhanced the attendance of children in schools.

**6. Satish Y. Deodhar, Sweta Mahandiratta, K.V. Ramani, and Dileep Mavalankar and Sandip Ghosh and Vincent Braganza (2010)** attempted to explain and justify the Mid-Day Meal Scheme (MDMS). They visited to several government schools and observed the food quality. They also considered other various aspects like hidden food quality attributes, nutrition, food safety, etc. In their study they observed the fact that in a developing country like India, the general level of awareness and cleanliness is low and it is not specific to MDMS alone. Nonetheless, in our opinion, there is a potential for general increase in hygiene and cleanliness at the schools and kitchens.

**8. Manju Singh and Niharjanan Mishra (2010),** studied on Mid-day Meal programme in Meghalaya. The main objective of the study was to evaluate the performance of Mid-day Meal in Meghalaya. The overall results that there was lack of awareness regarding the Mid-day Meal programme. There is need of monitoring and basic infrastructure facilities to overcome lacunas.

A review of literature on Mid-Day Meal Scheme (MDMS) shows that the study on this subject is already done in many states of India. Further, Social Audit is an ongoing process and as this topic is very vast, not enough study has been done in Jaipur on this subject. So, there is a need for evaluating the MDMS in Yamuna nagar distric.

## **JUSTIFICATION OF THE STUDY**

The Government of India introduced the Mid Day Meal program me(MDM) for increasing school participation and improving the nutritional status among primary school-aged children. It will be assumed that these improvements would lead to enhanced learning outcomes for the children. However, some recent studies depict a downward trend in rural primary school participation (GoR, 2010b; Mehta, 2011). Studies will also indicated a poor performance of children in reading, writing, and mathematical skills(ASER, 2010, 2011) and poor health. This will occurred in spite of the fact that the Mid day meal is served regularly in these schools and nutritious food will given to students. This calls for a further probe into the role of Mid Day Meal programme for increasing school participation, improving the nutritional status, and learning outcomes for the beneficiary children.

This topic was selected to justify whether the mid day meal is working properly or not. With the help of this study, we want to know that which type of meal is given to the primary classes and

procurement of grains for Mid day meal. This study will help us to know that which type of quality of food is given to the students whether this meal was sufficient for the student health or not. This study also helps us to know that what is the process of food storage in the school whether it is safe storage or not and which type of container they use for the storage. This study also helps us to identify the availability storage containers ,kitchen equipments, serving utensils , quantity of food served to the students, condition of kitchen and process of cooking etc. to ensure the quality of mid day meal.

## **STATEMENT OF THE STUDY**

**Mid day meal scheme in the govt. primary and govt. aided primary schools in district Yamuna nagar : an evaluation study.**

## **OPERATIONAL DEFINITIONS OF THE TERMS USED**

Following terms have been used in the study:

- a) **National Programme of Nutritional Support to Primary Education (Mid Day Meal Scheme)**  
It is the revised Central Government Scheme to provide hot cooked nutritious meal to every student studying in classes I-V in every Government and Government assisted primary schools having a minimum content of 450 calories and 12 grams of protein each day of school for a minimum of 200 days in recess or half time
- b) **“foodgrains”** means rice, wheat, coarse grains or any combination thereof conforming to such quality norms as may be determined, by order, by the Central Government from time to time;
- c) **“meal”** means hot cooked meal;
- d) **“School”** includes schools Government or aided by the Government including madrasas and maqtabs supported under Sarv Shiksha Abhiyan.

## **OBJECTIVES OF THE STUDY**

1. To study the procurement of food grain for MDM.
2. To evaluate the quality of food grains.
3. To study the process of storage of food grains in the school.
4. To evaluate the availability of kitchen equipments.
5. To study the condition of kitchen like cooking process.

## **HYPOTHESIS OF THE STUDY**

1. There is no significant difference in procurement of food grain for MDM in govt. primary schools and govt. aided primary schools.
2. There is no significant difference between govt. primary schools and govt. aided primary schools in relation to quality of food grain.

3. There is no significant difference between govt. primary school and govt. aided primary school in relation to the process of storage of food grains.
4. There is no significant difference between govt. primary schools and govt. aided primary schools in relation to the availability of kitchen equipment in the schools.
5. There is no significant difference between govt. aided primary and govt. primary schools in relation to the condition of kitchen in the schools.

### **Methodology**

1. Research method.

2. The Data will be collected by the following methods:

- a) Observation method will be used to see the condition of kitchen , storage of food grain , cooking process and the quality of food .
- b) Questionnaire method will be used from the teachers of schools.

#### **Survey population:**

- All the government primary school of Yamunanagar district will be considered as population.

#### **Sample:**

1. The sample is taken from blocks distt Yamuna nagar (haryana ). In this study 20 primary schools are selected for the purpose. The sample is taken on a random basis.
2. From this population five blocks will be selected for sampling.
3. Further four school will be selected from each block by random sample method.

#### **Tools to be used**

- 1) Survey method
- 2) Questionnaire method.
- 3) Obeservation method.
- 4) Random sample method.

#### **STATISTICAL TECHNIQUES TO BE USED**

1. Mean method will be use for percentage.
2. Median and standard deviation method for difference in two variables.
3. T test will used.

## **DELIMITATIONS OF THE STUDY**

The present study was delimited to the following aspects:

1. The study will delimited to the sample drawn from 5 blocks of distt. yamuna nagar.
2. A sample of 100 teacher, 50 teachers from govt. primary schools and 50 teacher from govt. aided primary school.
3. The area of study will take 2 schools from govt. aided primary and 2 schools from govt. primary schools.
4. The study will be delimited to the variables i.e quality of food , storage of food , condition of kitchen and food cooking method.

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