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Evaluative Study on Mid Day Meal Scheme in Primary Schools of Bhoranj Block of Hamirpur District

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ABSTRACT

The main aim of this paper is to study the enrolment and dropout of students in primary schools and the physical infrastructure for mid day meal in primary schools at Bhoranj block of Hamirpur district. Further, the research showed the problems faced by the schools to implement the scheme. Result of the study showed that, there was increasing trend of enrolment of general boys and girls student, whereas declining trend of SC boys and girls enrolment. However, there was a little increase in case of ST boys and girls student and declining trend in case of OBC boys and girls students. Further, the infrastructure under the scheme was sufficient.

Keywords: MDM, Physical Infrastructure.

1. INTRODUCTION

Education in Vedic period was well-planned and organized. There was a specific age to enter in the schools and also higher seats of learning, called *ashrams*. A child initially entered in the aashram after the *upanayana* ceremony and sent to his *guru*. The aashram of the guru usually situated far away from human habitation, functioned as a residential school, where student got free boarding and lodging with education. A student had to live with the guru as a member of family under his supervision, till the end of education. He was supposed to observe celibacy and live by begging alms. The practice of begging alms taught the student humility and made him feel indebted to the society for his education.

In the period of British, the education remain a neglected part of state affairs. However it was inserted in 1813 under the Charter act of 1813. At that time India was under the East India Company, which decided to spend one lakh rupees per year on the subject of education. It was 1831, when company give the financial help to the vernacular schools in rural area of the Saugar, which was first step of Company in the field of Education.

The concept of education is like a diamond, which appears to be a different, when seen from a different angle. India is continuously progressing in the field of education. Many clause and acts were introduced from British period to till date. India became one hundred and thirty fifth country to make education a fundamental right of every child when it came into the force on 1st April 2010. Article 21A of the Indian constitution declares that the state shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the state may determine. This provision was added by the 86th Constitutional Amendment act of 2002. Thus this provision makes only elementary education a Fundamental Rights and not higher or professional education.

1.1 ORIGIN AND IMPLEMENTATION OF MID DAY MEAL PROGRAMME IN INDIA

The Mid Day Meal is started in India as much before the initiation of the United Kingdom's in 1945. First of all in India this type of the programme i.e. meal was provided to the children of the erstwhile Madras Presidency, now presently Tamil Nadu. The meal was provide to the children in the form of snacks, who attended the school, so that nobody goes home hungry. The scheme has worked efficiently in rural areas in the age group of 7 to 9 years old. The food was provided to the needy children in this programme without any gender discrimination.

In eastern India, the Keshav Academy of Calcutta started mandatory Tiffin (a kind of snacks) item for children excluding the girl children in 1927. Another similar kind of the programme was started in Kerala which provided food to school going children in 1941. The similar schemes were followed by the Bombay in 1942, Bangalore in 1947, Utter Pradesh in 1953, and Orissa in 1962. With the passage of the time and assistance from different international agencies like, UNICEF, FAO, CARE, WHO, etc many Indian states started the mid day meal scheme. The CARE has supported the such a meal programme in many states of India from 1950 to early 1980. With the help of the international agencies and co-operation the Government of India introduced the MDM for the age group of 6 to 11 years in 1962-63. In this scheme food was provided with an input of 300 calories and 8-12 grams of protein per child per day for 200 days in an academic year. A feeding programme in the year of 1956 was started by the then chief minister of Madras K. Kamaraj, to distribute food to the poor children from rural area. Later, a Nutritious Meal Programme was started in 1982 by M. G. Ramachandran, the then Chief Minister of Tamil Nadu even before the Mid Day Meal in 1995. It was a major initiative taken by the Government of India to protect the child from gross hunger. The congress government included the Mid Day Meal programme in the Minimum Needs Programme (MNP) of the Government of India. Even in the policy framework through Five Year Plans the children's rights were included and the MDM received greater priority. However, the MDM was introduced widely in the year of 1995 all over the India with the objective of increasing the enrolments and reducing drop outs in the age group 6-11 years of children with paramount importance on the nutrition aspect of the programme. This scheme got attention in all over India in 1995 with the aim of "the universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes".

National Programme of Nutritional Support to Primary Education (NP-NSPE) introduced by Government of India on 15 August of 1995. To improve the effectiveness of primary education by

improving the nutritional status of primary school children is the main objective of the scheme. Initially, the scheme was implemented in 2,408 blocks of the country to provide food to students in classes one through five of government, government-aided and local body run schools. By 1997–98, the scheme had been implemented across the country.

2. REVIEW OF THE LITERATURE

Shailesh Giri B. Bava (1995) conducted a study on Mid Day Meal Yojna in primary schools of Deodar Taluka of Banaskantha District. The researcher found that out of total 3707 students, 2493 were boys and 1114 of girls, who were taking advantages of scheme. Regarding health status it was found that in there was improvement in health status of fifty percent school students. Out of twenty principals eight principals stated that, due to this scheme teachers and students were wasting their time. Overall result of this study confirmed that due to this scheme, there is improvement of poor students school attendance and decreased the dropout cases. National Council of Educational Research and Training (2000) reported that the noon meal scheme of Tamil Nadu and supply of food grains in Uttar Pradesh have helped to improve the enrolment and retention of girls in schools.

Thorat and Lee (2004) conducted a study on discrimination against *dalits* within the MDMS and the Public Distribution System in Rajasthan, Andhra Pradesh and Tamil Nadu. They found that in those areas where accessibility for *dalits* is higher, there was less prejudice and exclusion on the basis of caste. NCERT (2005) inferred that children covered under Mid Day Meal Programme have higher achievement level than those who were not covered under it. It is further stated that Mid Day Meal Programme is a better managed programme than many other schemes.

Gangadharan (2006) in a study on Mid Day Meal Scheme (MDMS) (termed as noon-meal scheme in Kerala) running in Kerala and reported that the physical facilities for Mid Day Meal Scheme were available only in 50 percent of the schools. The average MDMS enrolment rate was between 85 and 95 percent. Further, there was a demand that the menu should be improved and made more attractive. Nielsen (2007) in a study on Mid Day Meal Programme for school Children Akshayapatra-Unlimited Food for Life found that enrolment of girls had improved more significantly than boys and school attendance rate had improved by 8.2 percent in Jaipur. Mid Day Meal Programme had reduced the drop-out rates and improved the retention rates in all higher classes. Around 85 percent of heads of the schools and teachers reported that classroom performance of children had improved. Ram (2008) found in his study that there was a very little increase in the enrolment of students in government primary schools of Himachal Pradesh after the introduction of cooked Mid Day Meal Scheme. Further he noticed that in nineteen of the schools i.e. 76 percent, there was no discrimination noticed at the time of distribution of mid day meal. However, but in six schools i.e. 24 percent, the sitting arrangement of students was based on their caste. Further, students from upper and lower Hindu castes do not share common mid day meal jointly in schools. Parida(2010) conducted a study entitled Mid Day Meal Scheme and Growth of Primary Education – A case Study of a District in Orissa” and found that the Mid Day Meal Scheme has produced a positive impact in the case of attendance and drop-out rate. There is increase in the enrolment of boys and girls of all categories in all the schools. The Scheme has also been able to increase the rate of attendance of

school-going children. Though the impact of Mid Day Meal Scheme is impressive in terms of enrolment retention and attendance none the less the Scheme suffers from a number of bottlenecks in the course of its implementation. Mishra (2013) conducted a study on Monitoring and Evaluation of Mid-Day-Meal Scheme. This study was based on the observations of eleven primary/upper primary government schools in Gangtok and around city in which Mid-Day Meals Scheme was functional. The researcher found in study that Mid-Day-Meal programme in the holistic manner helps in bringing back all school going age children back to schools and improve the retention ratio of school children. Singh and Gupta (2016) in their study evaluated the impact of mid day meal on enrollment attendance and retention of primary school children in Uttar Pradesh. Through cluster random sampling method MDM and non MDM schools were selected. It is revealed from results that the MDM scheme prove a major mean in improving enrollment and attendance comparatively. Further, some efforts should be needed to increase retention of students by increasing variety and quality of Mid Day Meal and by incorporating interesting method of teaching. Boriwal and Mittal (2019) conducted a study on Perception of beneficiaries of Mid Day Meal Programme and its impact on general health of girls students. The results of the study showed that girls have positive perception about MDM, satisfied with the quantity served and usually consume all the food served to them. Further, the study showed that majority of girls had fair appearance, normal conjunctiva, normal colour of hair, nails and tongue. There was no problem of night blindness, no visible thyroid, normal gums, normal lips, normal white teeth and bright skin in the girls. Overall the study showed that there is a positive impact of MDM on the general health of girls and it provides the better nutrients to them.

3. OBJECTIVES OF THE STUDY

1. To study the enrolment and dropout of boys and girls student under the Mid Day Meal Scheme in primary schools at Bhoranj block of the Hamirpur district.
2. To study the physical infrastructure for mid day meal scheme in primary schools at Bhoranj block of Hamirpur district.
3. To investigate the problems in implementation of mid day meal scheme in primary schools at Bhoranj block of Hamirpur district.

3.1 DELIMITATIONS OF THE STUDY

The present study was delimited to following aspects:

1. Out of the five blocks of Hamirpur district, only the Bhoranj block was selected for the study.
2. The study was further restricted only to Government primary schools. Government aided primary schools and EGS/AIE Centers were excluded from the study.

3.2 OPERATIONAL DEFINITIONS OF KEY TERMS

1. **MDM:** MDM stands for Mid Day Meal programme. It is a free school meal programme designed to improve the nutritional status of school age children nationwide.
2. **Physical infrastructure:** Infrastructure talks about the basic facilities, services and installation needed for the functioning of a community or society. In MDM infrastructures includes kitchen sects, Utensils. Gas, firewood etc.

3.3 SAMPLE

In the present study, Incharge of Mid Day Meal of primary schools of Bhoranj block of Hamirpur district constitute the population. There are ninety seven schools in the Bhoranj block of Hamirpur district. Firstly, a list of ninety seven primary schools is arranged from the Deputy Director Office, Primary Education, Hamirpur. The researcher selected the forty primary schools out of the ninety primary schools through the random sampling. For this purpose, researcher used toss/coin method of random sampling. From the list of schools researcher tossed the coin for each of the school. If the there is head, then school is selected and rejected the schools for tail. The researcher tossed the coin till the forty schools are not selected.

3.4 RESEARCH TOOL

Keeping in view the nature of the study a questionnaire for the Incharge, Mid day meal is developed by the researcher.

3.5 STATISTICAL TECHNIQUE

In the present study, percentage analysis was be used to analyse the data.

4. RESULTS AND INTERPRETATION

4.1 CATEGORYWISE ENROLMENT OF BOYS STUDENT IN THE GOVERNMENT PRIMARY SCHOOLS

The categorywise enrolment of boys student of bhoranj block of Hamirpur district is given below in the table 4.1 from the year 2014 to 2019:-

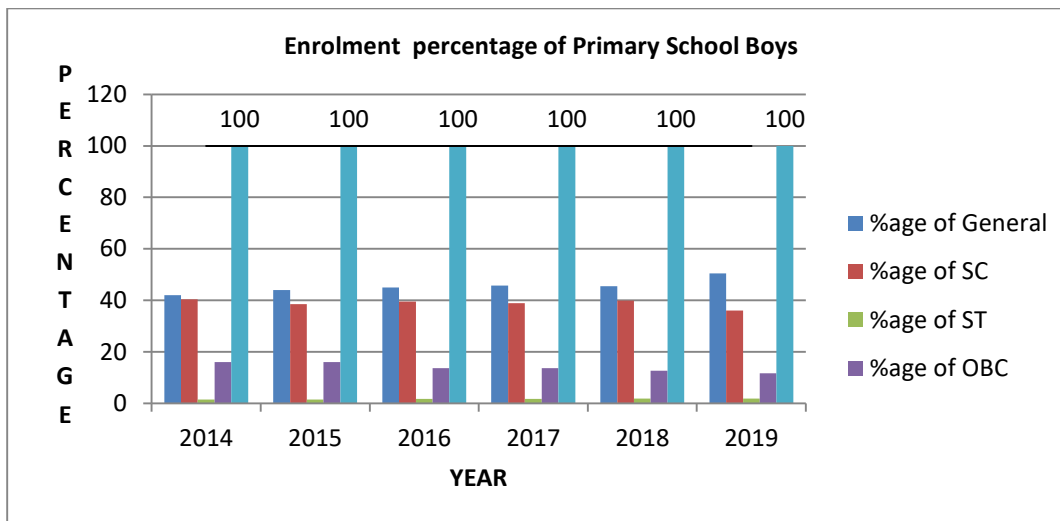
Table 4.1
CATEGORYWISE ENROLMENT OF BOYS STUDENT

Year	General	SC	ST	OBC	%age of General	%age of SC	%age of ST	%age of OBC	Total
2014	273	262	10	104	42.06	40.37	1.54	16.03	649
2015	274	240	09	100	43.98	38.53	1.44	16.05	623
2016	287	252	11	87	45.05	39.56	1.73	13.66	637
2017	294	250	11	88	45.72	38.88	1.71	13.69	643
2018	301	264	12	84	45.54	39.94	1.81	12.71	661
2019	351	251	13	81	50.43	36.06	1.87	11.64	696

From the table 4.1 it may be noted that, the enrolment of the boys general student continuously increased i.e. 273 in 2014 and increased to 371 in the year of 2019. In case of the SC boys student, it showed the declined trend from the year 2014 to 2015 i.e. 262 to 240, but increased in the year 2016 from 240 to 252 and again a little declined to 250 in 2017. However, it increased in the year 2018 i.e. 264 and again decreased to 251 in 2019.

Further, the table 4.1 showed that the enrolment of the ST boys student, there was a little increase in the enrolment from the year 2014 to 2019 i.e. from 10 to 13. In case of the OBC boys student, the enrolment decreased from 104 in 2014 to 81 in 2019. The total boys enrolment of the all categories showed the increasing trend of the enrolment i.e. it was 649 in 2014 and 696 in 2019.

Graph 4.1



From the graph 4.1, it is clear that the percentage enrolment of general boys shows the increasing trend as it was 42.06 in 2014, 43.98 in 2015, 45.05 in 2016, 45.72 in 2017, 45.54 in 2018 and 50.43 in 2019. In case of the SC boys it showed the declining trend from the year 2014 to 2015, increased in the year 2016 and again declined in 2017. Further, the enrolment in case of SC boys increased in 2018 and again decreased in 2019. It was 40.37, 38.53, 39.56, 38.88, 39.94 and 36.06 percent in year 2014, 2015, 2016, 2017, 2018 and 2019 respectively.

The percentage enrolment of the boys student showed the little increasing trend, it was 1.54 percent in 2014 and increased to 1.87 percent. However, the percentage enrolment in case of boy student showed declining trend in the year 2015 and 2017. The percentage enrolment of the OBC boys student showed the declining trend in the enrolment, however a little increase in the year 2015 and 2017. It was 16.03, 16.05, 13.66, 13.69, 12.71 and 11.64 percent in the year 2014, 2015, 2016, 2017, 2018 and 2019 respectively.

From the above analysis, following conclusions may be drawn:

1. There was increasing trend of the general boys primary school student from the year 2014 to 2019. However, in case of the SC boys primary school student, there was decreasing trend of the enrolment.
2. In case of ST boys primary school students there is a little increase in the enrolment, while in case of OBC students it shows the declining trend in the enrolment.

4.2 CATEGORYWISE ENROLMENT OF GIRL STUDENTS IN GOVERNMENT PRIMARY SCHOOL LEVEL

The enrolment of girls primary school student of bhoranj block of Hamirpur district is given below in the table 4.2 from the year 2014 to 2019:-

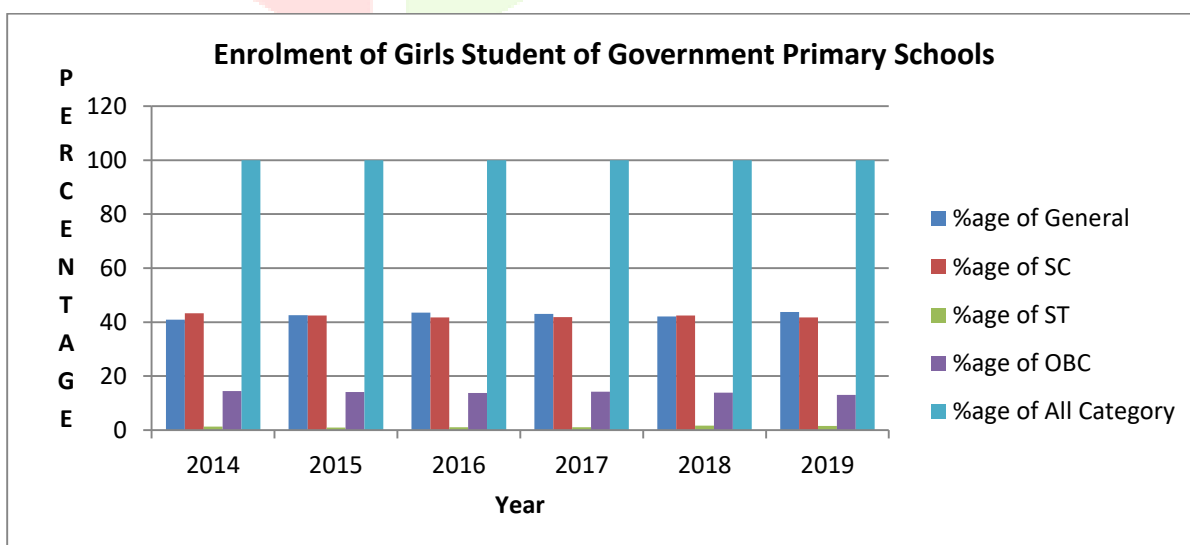
Table 4.2

Girls Student Enrolment of the Government Primary Schools

Year	General	SC	ST	OBC	%age of General	%age of SC	%age of ST	%age of OBC	Total
2014	275	291	09	97	40.92	43.31	1.34	14.43	672
2015	278	277	06	92	42.57	42.42	0.92	14.09	653
2016	291	279	07	92	43.50	41.70	1.05	13.75	669
2017	291	283	07	96	42.98	41.80	1.03	14.18	677
2018	302	304	12	99	42.12	42.40	1.67	13.81	717
2019	298	284	10	89	43.76	41.70	1.48	13.06	681

From the table 4.2 it is clear that, the enrolment of general boys primary schools student increases from the year 2014 to 2018, however, there is a little declining trend in the year 2019. In case of SC girls students, the enrolment decreases from 291 to 277 in the year 2014 to 2015, while increases from the year 2016 to 2018 i.e. 304 in 2018. In the year 2019 the enrolment of girls primary student showed the declined trend i.e. 304 students in 2018 and 281 in 2019. The enrolment of ST girls primary school students showed a very little increasing trend from the year 2014 to 2019 and in case of the OBC girls student it showed the increasing trend in the enrolment. However, the enrolment of OBC girls student showed the declining trend in 2015, it was 672 in 2014 and declined to 653 in 2015. From the year 2016 to 2018 it increased to 717 and again declined to 681 in the year 2019.

Graph 4.2



The graph 4.2 showed the percentage enrolment trend of the girls primary schools student from the year 2014 to 2019. In case of general girls student it showed the increasing trend in enrolment. It was 40.92, 42.57, 43.50, 42.98, 42.12 and 43.76 percent in the year 2014, 2015, 2016, 2017, 2018 and 2019

respectively. In case of the girls student of SC category, it was found that the percentage enrolment of girls declined from the year 2014 to 2016 i.e. 43.31percent in 2014, 42.42 percent in 2015 and 41.70 percent in 2016. A little increasing trend in the year 2017 i.e. 41.80 percent, then increases in the year 2018 i.e. 42.40 percent and again declined to 41.70 percent.

In case of the ST girls student, it was found that, there is little increase in the percentage enrolment i.e. it was 1.34 percent in 2014 and 1.48 percent in the year of 2019. The OBC girls student percentage enrolment showed the overall declined trend of enrolment i.e. it was 14.43, 14.09, 13.75, 14.18, 13.81 and 13.06 percent in the year 2014, 2015, 2016, 2017, 2018 and 2019 respectively.

From the above analysis, it may be inferred that:

1. The percentage enrolment of general girls primary schools student showed the increasing trend, whereas in case of the SC girls student enrolment, it showed the declined trend in percentage enrolment.
2. There is a little increase in the percentage enrolment of ST girls student from the year 2014 to 2019. In case of OBC girls primary school students, it showed the declining trend in the percentage enrolment from the year 2014 to 2019.

4.3 DROPOUT STUDENTS IN THE GOVERNMENT PRIMARY SCHOOL

As per record taken from the sampled schools there was no single dropout student in these schools.

4.4 AVAILABILITY OF THE INFRASTRUCTURE IN GOVERNMENT PRIMARY SCHOOLS UNDER MID DAY MEAL SCHEME

This dimension discusses the objective related with the availability of the utensils for storage of food grains and distributing meals to children. Information such as pucca kitchen shed, availability of cooking and drinking water, adequate serving utensils, availability of fire extinguisher, storage bin, etc. are given below on in the table 4.4.

Table 4.4**Infrastructure available in the schools**

Sr. No.	Variables	Frequency	Percentage	
1.	Availability of the kitchen shed in the school.			
	a.	Pucca Kitchen shed	40	100.00
	b.	Temporary Kitchen shed	00	0.00
2.	Facility available of Cooking and drinking Water.			
	a.	Yes	40	100.00
	b.	No	00	0.00
3.	Availability of Adequate Utensils for cooking.			
	a.	Yes	40	100.00
	b.	No	00	0.00
4.	Availability of Adequate Utensils for serving.			
	a.	Yes	40	100.00
	b.	No	00	0.00
5.	Kind of the Fuel used in the school.			
	a.	Firewood	00	0.00
	b.	LPG	40	100.00
	c.	Others	00	0.00
6.	Maintenance of Daily record of mid day meal.			
	a.	Yes	40	100.00
	b.	No	00	0.00
7.	Availability of Fire Extinguisher.			
	a.	Yes	40	100.00
	b.	No	00	0.00
8.	Separate store room for the food grain.			
	a.	Yes	40	100.00
	b.	No	00	0.00

From the table 4.4, it is cleared that there was availability of pucca kitchen shed in all forty sampled (100 percent) schools and also proper cooking and drinking water facility in all sampled schools. Further the table 4.4 showed that there was adequate utensils for cooking and serving in the all forty (hundred percent) sampled schools. All the forty (100 percent) schools were using the LPG fuel for the cooking meal in the schools.

It was found in the study, that all forty (100 percent) sampled schools properly maintained the daily record of mid day meal scheme. The fire extinguisher were available in the all forty (100 percent) of the schools. In addition to it, there was also separate store rooms in all sampled (100 percent) Schools to store the food grains.

From the above analysis it may be inferred that:

1. There was availability of pucca kitchen shed, cooking & drinking water, adequate utensils for cooking and serving in hundred percent of the schools. Further, it was also found that hundred percent of the schools were using the LPG fuel for cooking and maintain the daily record of the mid day meal scheme.
2. In case of the fire extinguisher and separate store room for the storage of the food grains was available in hundred percent of the sampled schools.

4.5 Regularity in Delivering Food Grains to the school

This dimension describes in brief the logistics and infrastructural supply of the food grains. The Table 4.5 showed the information such as regularity in receiving the supply of food grains, one month buffer stock maintained and delivery of the food grains.

Table 4.5

Logistics and Infrastructural Supply of Food Grains

Sr.No.	Variables	Frequency	Percentage
1.	Schools receiving food grain regularly on the time.		
	a. Yes	40	100.00
	b. No	00	0.00
2.	Buffer stock of the one month is maintained.		
	a. Yes	40	100.00
	b. No	00	0.00
3.	Food grain delivered at the schools.		
	a. Yes	23	57.50
	b. No	17	42.50

It is cleared from the table 4.5 that all the sampled forty (100 percent) schools are receiving the regular supply of the food grains on the time and also maintain the buffer stock of the one month. However, twenty three (57.50 percent) of the schools are receiving the food grain at the doorsteps of the schools, while seventeen (42.50 percent) of the schools not receiving the food grains at the doorsteps.

From the above analysis, it may be concluded that:

1. Hundred percent of the sampled schools were receiving the food grains regularly on the time and also they maintained the one month buffer stock of the food grains in their schools.
2. There was 72.50 percent of the schools were receiving the food grains at their doorsteps, while 42.50 percent of the schools are not receiving the food grains at their steps.

4.6 Maintaining and Evaluation of the Mid Day Meal Scheme

In this dimension there is brief description of the components i.e. monitoring of the MDM scheme at state, district, block level and school level. It also includes the trend of the enrolment increased or decreased in the current as well as absenteeism in the schools. The table 4.6 describes the maintaining and evaluation of the scheme in the sample schools.

Table 4.6

Monitoring and Evaluation of the MDM

Sr.No.	Variables	Frequencies	Percentage		
1.	Monitoring of the MDM scheme during the current year				
	a.	State Level	00	0.00	
	b.	District Level	07	17.50	
	c.	Block Level	16	40.00	
	d.	No Monitoring	17	42.50	
2.	Monitoring of MDM scheme at school level during the current year i.e.2019-2020				
	a.	SMDC	Yes	27	67.50
			No	13	32.50
	b.	Head-teachers		40	100.00
	c.	Teacher of the school		40	100.00
3.	Trend of enrolment in the current year (2019) as compared to last year (2018).				
	a.	Increased trend	15	37.50	
	b.	Declined trend	25	62.50	
4.	Trend of absenteeism of the children in current year (2019) as compared to last Year (2018).				
	a.	Increased trend	00	0.00	
	b.	Declined trend	08	20.00	
	c.	No effect on enrolment	32	80.0	

Form the table 4.6 it is cleared that, in the current year i.e.2019-2020, there was no monitoring of the scheme at the state level by any state level officer, however seven (17.50 percent) schools admitted that there was monitoring by the district level officer. In case of the block level monitoring the sixteen schools (40.00) monitored by the block level officers at the school level, while there was no monitoring in the seventeen schools (42.50) by the state, district and block level officers.

The table 4.6 also showed that in 27 (67.50 percent) of the schools scheme was monitored by the SMDC members and in thirteen (32.50 percent) of the schools no monitoring by the SMDC members. In addition to these monitored schools by SMDC members, head-teachers and teachers also monitored the scheme regularly in all the sampled schools (40) in the current year 2019-20. The head-teachers also showed that in fifteen schools (37.50 percent) there was increase in the enrolment and in twenty five (62.50 percent) schools declining trend of the enrolment as compared to the last year i.e.2018. Out of forty schools only eight schools (20 percent) showed that there is declined trend of the students due to the scheme and in thirty two (80 percent) schools there is no effect of the scheme on the absenteeism of the students in the schools.

From the above analysis it may be noted that:

1. In the hundred percent of the sampled schools there was no monitoring at the state level of the scheme, while 17.50 percent of the schools monitored at district level. There was monitoring of the schools in 40.00 percent of the schools at the block level. Further it was found that there was 42.50 percent of the schools, where there was no monitoring of the scheme at the state, district and block level in the current year i.e.2019-2020.
2. In 67.50 percent of the schools the SMDC members monitored the scheme at school level, while 32.50 percent of the schools have no participation in monitoring the scheme at the school level. However in hundred percent of the schools head-teachers and teachers of the schools monitored the mid day meal scheme on daily basis.
3. There was increased trend of the students enrolment in 37.50 percent of the schools, while declined trend in 67.50 percent. In case of the absenteeism of the students due to scheme, there was no effect in eighty percent of the schools and showed declined trend only in twenty percent of the schools.

4.7 Health Intervention, Safety and Hygiene of the children

The table 4.7 describes the health intervention, safety and hygiene taken under the scheme in brief.

Table 4.7
Health Intervention of the children

Sr.No.	Variables	Frequencies	Percentage
1.	Improvement of Nutritional Status of the Children		
	a. Yes	40	100.00
	b. No	00	0.00
2.	Provision of medical check-up		
	a. Annual	13	32.50
	b. Biannual	17	42.50
	c. Quarterly	10	25.00
	d. Monthly	00	0.00
3.	Maintaining the health cards of the children		
	a. Yes	40	100.00
	b. No	00	0.00
4.	Providing micro-nutrient supplements to the children		
	a. Yes	40	100.00
	b. No	00	00
5.	Providing the de-worming tablets to the children		
	a. Yes	40	100.00
	b. No	00	0.00

It is found from the table 4.7 that in all forty sampled schools there is improvement of nutritional status of the children. There was annually check up by the health teams of nearby health centres in thirteen schools (32.50 percent), biannually in seventeen schools (42.50 percent) and quarterly in ten schools (25 percent) in schools. Health cards maintained in all sampled forty schools. there was also provision of providing micro-nutrients and de-worming tablets in all sampled forty schools.

From the above analysis, it is found that:

1. There was improvement in the nutritional status of the children in the hundred percent of the schools. However, in 32.50 percent schools children were medically checked annually, in 42.50 percent biannually and in 25.00 percent schools children were checked on the quarterly basis in the sampled schools.
2. In hundred percent of the schools there was properly health card record maintained by the teachers. The hundred percent of the schools were also providing the micro-nutrients and de-worming tablets to the children.

Table 4.8
Safety and Hygiene

Sr.No.	Variables	Frequencies	Percentage
1.	Is the MDM is tasted before serving to the students?		
	a. Yes	40	100.00
	b. No	00	0.00
2.	If Yes, then specify the person?		
	a. SMDC Members	23	57.50
	b. Head-teacher	02	5.00
	c. Teacher	03	7.50
	d. Cook-cum-helper	12	30.00
3.	Who wash the utensils after the meal?		
	a. Cook-cum-helper	40	100.00
	b. Children	00	0.00

From the table 4.8 it is clear that, in all sampled schools there was provision of the tasting the meal before serving to the students. Out of the forty sampled schools, in 23 (57.50 percent) schools meal was tasted by the SMDC members, in two (5 percent) schools by the head-teachers, in three (7.50 percent) schools by the teachers and in twelve schools (30 percent) by cook-cum-helpers. However, in hundred percent of the schools the utensils of the meal washed by the cook-cum-helpers.

From the above analysis, it may be inferred that:

1. In hundred percent of the schools there was provision of tasting the meal before to serve it to students. In 57.50 percent of the schools the meal was tasted by the SMDC, in five percent schools by head-teachers, in 7.50 percent by the teachers and thirty percent of schools by the cook-cum-helpers. Further in hundred percent of the sampled schools reported that utensils of mid day meal after serving to the students washed by the cook-cum-helpers.

4.8 PROBLEMS TO IMPLEMENT OF THE MID DAY MEAL SCHEME AT THE PRIMARY SCHOOL LEVEL

The researcher with his keen observation and discussion with teachers and mid day meal workers found some problems which obstruct the proper implementation of the scheme, which are given below:

1. Maintaining record of the stock register, cash book and mid day meal register daily takes more time and it effects the time of teaching-learning process. In addition to these there are many more records and correspondence which a teacher have to maintain during the working hours of the schools.
2. Involvement of a teacher for checking and supervising the working of mid day meal and working also enhance their potential and time which is necessary for the teaching-learning process.
3. Insufficient grant is one of the major issue because it is not possible to arrange everything in this grant.
4. Honorium given to cook and helper is not sufficient, so they do't take much interest in making a delicious meal for children. Proper training of the cook and helper for making food is also one of the issue.
5. Co-ordination and cooperation of cook, helper and staff also effects the implementation of the scheme.
6. Arrangement of the raw material, food grain and others ingredients also wastes the time of a teacher, finally the study of students suffers.
7. There is no safety of the utensils, LPG gas and other ingredients during the night time, because no appointment of the any chokidars in the schools.
8. There is not proper participation of the local bodies and school management committee members in the implementation of the scheme.

4.9 SUGGESTIONS FOR IMPROVEMENT OF THE MID DAY MEAL SCHEME AT THE PRIMARY SCHOOL LEVEL

There are some suggestions to improve the mid day meal scheme in government primary schools-

1. There should be a post of clerk to maintain the record and registers of the mid day meal in every government primary school.
2. This scheme should be maintained in such a way that teaching-learning process should not be disturbed.
3. There should be adequate staff or increased the staff in government primary schools, so that scheme as well as the teaching-learning process should not be disturbed.
4. There should be mandatory participation of local bodies members to keep eye on the mid day meal scheme.
5. Mid Day Meal Scheme should be handed over to any responsible local agency like Gram Panchayat, Mahila-Mandal or NGOs which may implement the Scheme and maintain the whole records.

6. Grants should be increased per head of the child because in most of the students demanded for extra meal.
7. The transportation/carriage charges should be provided to schools for carrying the raw material of food grains. The teacher should be free from carrying the raw material, either an agency should be hired or responsibility of person other than the staff should be ensured by the state government.
8. A regular check and surprise visit should be made in the schools for monitoring the mid day meal.

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