

**STATUS OF IMPLEMENTATION OF MID-DAY MEAL SCHEME IN
ELEMENTARY SCHOOLS IN CHANDEL DISTRICT OF
MANIPUR: A CRITICAL STUDY**

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**DEPARTMENT OF EDUCATION
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**Thesis
Submitted in Partial Fulfillment of the Requirement of the
Degree of Master of Philosophy in Education of Mizoram University, Aizawl.**

Mizoram University

December, 2012.

Declaration

I, Munhring Anal HT, hereby declare that the subject matter of this thesis entitled "Status of Implementation of Mid-Day Meal Scheme in Elementary Schools in Chandel District of Manipur: A Critical Study" is a record work done by me, that the contents of this thesis did not form basis for the award of any previous degree to me or to the best of my knowledge, to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education Department, Mizoram University.

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Certificate

This is to certify that the thesis “Status of Implementation of Mid-Day Meal Scheme in Elementary Schools in Chandel District of Manipur: A Critical Study” submitted by Mr. Munhring Anal HT, Department of Education, Mizoram University for the award of Master of Philosophy in Education is carried out under my guidance and incorporates the students bonafide research and this has not been submitted for award of any degree in this or any other university or institute of learning.

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CHAPTER-1

Introduction

1-0: Brief History of Mid Day Meal Scheme in India

Introduction of Mid-Day Meal scheme (MDMS) in India occurred several decades ago. It was the then Madras Corporation which first developed a school lunch programme way back in 1925. It involves provision of lunch, free of cost, to school-children on all working days. The key objectives of the programme were: protecting children from classroom hunger, increasing school enrollment and attendance, improved socialization among children belonging to all castes, addressing malnutrition, and social empowerment through provision of employment to women. However, it was about 50 years later that such a scheme was given any serious attention at the national level. In the year 1974, the National Policy on Children declared that the country's children were its supreme human resource. This policy enjoined the state to ensure full physical and mental development of children. By the mid 1980s, three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. Mid Day Meal was also being provided to children in Tribal Areas in some States like Madhya Pradesh and Orissa. By 1990-91 the number of States implementing the mid day meal programme on a large scale basis with their own resources had increased to twelve, namely, Goa, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu, Tripura and Uttar Pradesh. In another three States, namely Karnataka, Orissa and West Bengal, the programme was being implemented with State resources in combination with international assistance. Two more States, namely Andhra Pradesh and Rajasthan, were implementing the programme entirely with international assistance.

One of the pioneers of the scheme is the city of Madras that started providing cooked meals to children in corporation schools in the city in 1923. The programme was introduced on a large scale in the 1960s under the Chief Ministership of K. Kamaraj after visiting Sourashtra Higher Secondary School – Madurai, where this program had been implemented by the linguistic minority people since 1922. The first major thrust came in 1982 when the Chief Minister of Tamil Nadu, Dr. M. G. Ramachandran, decided to universalize the scheme for all children up to class 10. Tamil Nadu's midday meal programme is among the best known in the country. Less known, but equally interesting is the history of Pondicherry, which started universal school feeding as early as 1930s.

There is an interesting story about how K. Kamaraj got the idea of a noon meal scheme. He saw a few boys busy with their cows and goats. He asked one small boy, "What are you doing with these cows? Why didn't you go to school?" The boy immediately answered, "If I go to school, will you give me food to eat? I can learn only if I eat." The boy's retort sparked the entire process into establishing the midday meal programme.

Several other states of India also have programmes. The most notable among them is Gujarat that has had it since the late 1980s. Kerala started providing cooked meals in schools since 1995 and so did Madhya Pradesh and Orissa in small pockets. On November 28, 2001 the Supreme Court of India gave a landmark direction to government to provide cooked meals to all children in all government and government assisted primary schools. The direction was resisted vigorously by State governments initially, but the programme has become almost universal by 2005.

The commitment of Central Government in providing cooked meal programme in an universal mode was clearly reflected in the budget speech of Union Finance Minister in July, 2004 : “ The poor want basic education for their children: we shall provide it....We shall also make sure that the child is not hungry while she or he is at school.....” The budget speech further promised:”.....the whole of the amount collected as cess will be earmarked for education, which will naturally include providing a nutritious cooked midday meal. If primary education and the nutritious cooked meal scheme can work hand in hand, I believe there will be a new dawn for the children of India”.

Food insecurity poses a threat to the health, education, and overall development of children and is of critical concern to government in developing countries. Governments have addressed this fundamental problem by implementing school meal programmes that provide children with at least one nutritionally adequate meal a day. These programmes are known to lead to higher attention spans, better concentration, and improved class performance. School meal programme also provide parents with a strong incentive to send children to school, thereby encouraging enrollment and reducing absenteeism and dropout rates. School meal programme support health, nutrition, and education goals and consequently have a multi-pronged impact on a nation’s overall social and economic development.

1-1: National Programme for Nutrition Support to Primary Education

Although the programme in Tamil Nadu was initially termed as an act of “Populism”, the success of the scheme made the project hugely popular. The success was so spectacular that in 1995, the then Indian Prime Minister P.V. Narasimha Rao hailed the success of the project and suggested that the scheme be

implemented all over the country, and thus began the "National Programme for Nutrition Support to Primary Education".

According to the programme, the Government of India will provide grains free of cost and the States will provide the cost of other ingredients, salaries and infrastructure. Since most State governments were unwilling to commit budgetary resources they just passed on the grains from Government of India to the parents. This system was called provision of 'dry rations'. On November 28, 2001 the Supreme Court of India gave a famous direction that made it mandatory for the state governments to provide cooked meals instead of 'dry rations'. The direction was to be implemented from June 2002, but was violated by most States. But with sustained pressure from the court, media and in particular from the Right to Food Campaign, more and more states started providing cooked meals.

In May 2004 a new coalition government was formed in the centre, which promised universal provision of cooked meals fully funded by the centre. This promise in its Common Minimum Programme was followed by enhanced financial support to the states for cooking and building sufficient infrastructure. Given this additional support the scheme has expanded its reach to cover most children in primary schools in India. In 2005 it was expected to cover 130 million children.

1-2: The Supreme Court Direction

In April 2001, People's Union for Civil Liberties (Rajasthan) initiated the now famous right to food litigation. This public interest litigation has covered a large range of issues relating to right to food, but the best known intervention by the court is on midday meals. In one of its many directions in the litigation the Supreme Court directed the government to fully implement its scheme of providing cooked

meals to all children in primary schools. This landmark direction converted the Midday Meal Scheme into a legal entitlement, the violation of which can be taken up in the court of law. The direction and further follow-up by the Supreme Court has been a major instrument in universalizing the scheme.

1-3: ISKCON Food Relief Foundation

The ISKCON Food Relief Foundation (IFRF) was established in the year 2004 in Mumbai. The objectives of IFRF are to eradicate hunger and promote education amongst the under-privileged sections of the society and thereby ensuring their socio-economic development.

1-4: Akshaya Patra and private sector participation in midday meals

The State of Karnataka introduced the provision of cooked meals in June 2002. Since then, it has successfully involved private sector participation in the programme. One of the successful ventures is Akshaya Patra, which started with freshly cooked meals from ISKCON temple in Bangalore. The Foundation gets a corpus from the State government but meets a major share of its costs with donations from private corporations and individuals in the city.

1-5: School Meal Programmes in other Parts of the World

A school meal programme is now a standard welfare measure for school children in developing as well as developed nations. Even countries such as USA have it in many states. World Food Programme, among other organizations, is involved in the programme in many countries across the world.

1.6 Need and Justification of the Introduction of MDM Scheme.

The Mid-Day Meal Scheme was originally launched as a Centrally Sponsored programme in August 1995 to give a boost to universalization of primary education and to improve the nutritional status of children at primary stage. The aim was to feed students studying in primary classes with the objective of mitigating malnutrition among the vulnerable groups, either in the form of ration or cooked meal. The MDM scheme envisages that cooked mid-day meal should be provided to every child at elementary stage studying in government, local body, and government aided schools, including children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) Centre's.

The idea of a National Mid-Day Meal Programme had been considered again and again. In 1982, the idea of 'Food for Learning' with FAO commodity assistance was mooted. Scheduled Caste (SC) and Scheduled Tribe (ST) girls were to be covered under this programme. In 1983, the Department of Education of the Central Government after inter-ministerial consultations, prepared a scheme as per the guidelines of the World Food Programme (WFP). According to this scheme, 13.6 million SC children and 10.09 million ST girls in classes' I-V were to be covered in 15 states and 3 Union Territories, where the enrolment of SC /ST girls was less than 79 percent. The proposal was circulated among States and Union Territories (UTs). While many states expressed their willingness to implement the programme, others reported that there were some practical difficulties in implementing a mid day meal programme meant exclusively for SC and ST children particularly continuing when WFP assistance was withdrawn.

A programme with Central Government assistance for mid day meal for the benefit of children enrolled in primary schools throughout the country was

considered during 1984-85. The rationales for the programme were - (1) The Mid Day Meal Programme for primary schools could form the basis of an anti-poverty educational programme. (2) Implementation of this programme for the children aged between 6-11 years may maximize enrolment and reduce school dropout rates, which were important from the viewpoint of universalisation of elementary education as well as achievement of higher literacy rates in the country.

As young people are the real wealth of the nation it is very important to give education to imbibe healthy attitude for the progress and development of the country. No planning process including education can succeed without the willing participation of youth.

1-7: Profile of Manipur

Manipur literally meaning "A jeweled land" nestle deep within a lush green corner of North East India. It seems much like an exquisite work of art executed by superb hands of Nature and is indeed a state of exquisite natural beauty and splendors, the beauty of which once inspired Mrs. St. Clair Grimwood to describe it as " A Pretty Place more beautiful than many show places of the world". Late Pandit Jawaharlal Nehru paid a fitting tribute by describing it as the "Jewel of India".

Surrounded by blue hills with an oval shaped valley at the centre, rich in art and tradition and surcharged with nature's pristine glory, Manipur lies on a melting pot of culture. It is the birth place of Polo. This is the place where Rajashree Bhagyachandra created the famous Ras Lila, the classical dance of Manipur, out of his enchanting dream by the grace of Lord Krishna.

Having a varied and proud history from the earliest times, Manipur came under the British Rule as a Princely State after its defeat in the Anglo-Manipuri War of 1891. After independence of India in 1947, the Princely State of Manipur was merged with the Indian Union on 15th October, 1949 and became a full-fledged State of India on 21st January, 1972 with a Legislative Assembly of 60 seats of which 20 are reserved for Scheduled Tribe and 1 reserved for Scheduled Caste. The State is represented in the Lok Sabha by two members and by one member in the Rajya Sabha.

The State lies between the latitude 23° 80' N and 25° 68' N and between longitude 93° 03' E and 94° 78' E. It is bounded on the north by Nagaland, on the south by Mizoram and on the west by Assam and on the east by Myanmar. The total area of the State is 22,327 kilometres with a total population of 27,21,756. Imphal is the capital of Manipur.

The State may broadly be divided into two parts that i.e., the Hills and the Valley. The Hills comprise the five districts of Chandel, Ukhrul, Senapati, Tamenglong and Churachandpur districts and the Valley consists of 4 districts, viz. Imphal East, Imphal West, Bishnupur and Thoubal. Approximately nine-tenth of the population of the State lives in the Valley.

The population of Manipur according to 2011 census is 27, 21,756. According to 2011 census the female population of Manipur is 13,51,992 and the male population is 13,69,764 ; the rural population is 18,99,624 and the urban population is 8,22,132.

1-7.1: The People of Manipur:

The people of Manipur include Meitei, Naga, Kuki, Meitei Pangal and other colorful communities which have lived together in complete harmony for centuries. The Central Valley is small in area and is inhabited by the Meiteis in majority along with Muslims and others including people from the mainland and scheduled tribes population from Manipur. The hill areas constitute 90% of the total State area which is inhabited by 29 principal hills tribes. They have their distinct own individual culture, dialects, dress, customs, habits and language. Most of the tribals follow the Christian religion whereas Meiteis are the followers of either Hinduism or old religious system of Sanamahi.

1-7.2: Brief Profile of Education in Manipur

The American Baptist missionaries were the first to spread modern education in English in the hills, using the Roman script. In 1894, William Pettigrew started a school at Imphal, which was later shifted to Ukhrul district. The efforts of his successors helped to convert most of the hill inhabitants to Christianity. By 1936, there were altogether as many as 60 schools in Manipur. The first college was established in 1946 in Imphal. After the attainment of Independence in 1947, education recorded rapid progress in Manipur as well. The number of schools in the state rose from 988 in 1955-56 to as many as 3785 in 1997-98. By 1963, the state had five postgraduate colleges while in 1975, the number rose to 21. By 2000, Manipur had two Universities.

After 1963, the responsibility for education was vested with the Manipur administration. Primary and secondary schools were put under the control and supervision of Territorial Councils whereas education at the higher level was managed and supervised by the Manipur Administration. After Manipur attained

statehood in 1972, the management and control of government-aided and unaided primary schools in the four valley districts of Manipur was placed under the direct control of the state's Department of Education, while in the hill areas, the responsibility for the management and supervision of the primary schools was given to the hill district councils, under the Manipur Hill Area District Council Act, 1971.

1-8: Profile of Chandel District

The Chandel District came into existence on the 13th May, 1974. Chandel Town is the administrative headquarters of the district. Moreh town, an important trade centre between Manipur and Myanmar is located at the southernmost part of this district. The district has an area of 3,313 Sq km, mostly hill tracts, except small valleys at Chandel Headquarter, Moreh, Sajik Tampak and Chakpikarong. As per 2011 census, the population of Chandel is 144,028 which comprises of different tribes with a Density Of 43 per 2 kms. The main tribes consist of Anal, Moyon, Monsang, Lamkang, Maring, Chothe, Aimol, Tarao, Zou, Thadou-Kuki, etc.,

In 2006, the Ministry of Panchayati Raj named Chandel District as one of the country's 250 most backward districts (out of a total of 640). It is one of the three districts in Manipur currently receiving funds from the Backward Regions Grant Fund Programme (BRGF).

The District is bound by Ukhrul District in the North, North West by Thoubal District, South-West (Burma). The District is rich in forest wealth and minerals like Chromite, Limestone and Abestos, etc.,

1-8.1: Sub-Divisions under Chandel District

1) Chandel Sub-Division

- 2) Tengenoupal Sub-Division
- 3) Chakpikarong Sub-Division
- 4) Machi Sub-Division, excluding Moreh town
- 5) Khenjoy Sub-Division.

1-8.2: Geography and Physical Features of Chandel District

The Chandel District is falling between 25 degree North Latitude and 95 degree East Longitude. Flora- in spite of the limited area covered by the District, the vegetation is rich and varied in character. The district which borders with Myanmar naturally shares the flora of the neighboring country. *Atbizzasp* (Khok), *Acquilaria* (Agor), *CarshanopisSpp* (Saw) are some of the important flora found in the District.

1-8.3 Forest

The Myanmar border forest lies at the Indo-Burmese border of the District. The Kabow Valley marks the eastern boundary of these forests. The rich alluvial bank of the river of this district is congenial to the growth of Teak. The hills which slope down are only a few hundred feet above the ground. Besides Teak, one comes across Oak and Eng in these forests. Evergreen forest mixed with multi-bamboo also appears towards the southern portion of these forests.

1-8.4: Population

According to 2011 Census, Chandel has a population of 144,028 of which 74,543 are male and 69,485 are female. However, according to 2001 Census, it had a population of 118,327 of which 59,741(50.49%) were males and the remaining 58,586(49.51%) were females.

Average literacy rate of Chandel in 2011 is 70.85 percent as compared to 56.20 percent of 2001. Gender wise, male literacy is 77.93 percent and female literacy is 63.26 percent.

1-8.5: Communication

Road communication of the District is very poor and inadequate. However, there has been a phenomenal increase in the number of roads construction from 1971 to 1978, in mileage of inter-village roads. National Highway No. 39 Kamagaon -Moreh passes through the district and the total mileage of this road was widened and considerably improved by the P.W.D, Manipur. Burma-Sugunu Road Motor Owner's Co-operative Society maintains around 20 buses connecting Chandel, Chakpikarong and Moreh with the rest of the state. There are also numerous bridge paths in the Sub-Divisions of the District, which connect the villages. The construction of Inter-village paths, maintenance of existing bridge paths, and construction of small suspension bridges comes under the provision of Tribal Welfare and Public Works Department. But as of now, the Pallel-Chandel-Sugunu-Chakpikarong-Sajik Tampak via Jongpi road construction has been handed over to BRTF for quality work a couple of years back.

1-8.6: Tourism

a) Moreh- A frontier station on the Indo-Burma border which is about 72 kms from Chandel District is one of the promising towns and also a tourist centre. It has a police outpost, one custom check point and a small Inspection Bungalow.

b) Chakpikarong- Situated on the point along the southern boundary of the District, this place is about 12 kms to the West of Sugunu with a newly constructed Inspection Bungalow and a small bazaar. People talk of Chakpikarong as the

Granary of Chandel District because of its huge agricultural product. Also, Chakpi River is undoubtedly famous for its scenic beauty. People from all over the state come to Chakpi River for site-seeing, picnic, research work etc.

c) Chandel – The Chandel District is situated on the Burma border. Its district headquarters is Chandel, which is a beautiful hill station situated at a height of 3200 feet above sea level. It has an Inspection Bungalow with provision for the accommodation of tourists.

1-9: Need and Justification of the Study

Education is an important instrument of national development and social transformation. Through education man can acquire knowledge, experience and develop skills, habits and attitudes which will help him to lead a full and worthwhile life in this world. Emphasizing the importance of education, the Government of India Introduced MDM Scheme in the country to build the health status, reduce dropout rate, and fight against hunger in the class.

Thus, it is essential to know how far the Government has implemented the scheme for the welfare of the student community in the state of Manipur. It is very much necessary to know the process of MDM and its development in the state, where the Central Government has been sanctioning billions of rupees to reach to the disadvantaged children based on caste, race, creed and religion and economically backward families where opportunities remain as a dream, and needed to know how far the student and parents are aware of the MDM scheme at local level in the state to promote friendship and feelings of common brotherhood among the children belonging to different caste, color and creed by providing meals to them together and also to increase their retention in schools.

It is also imperative to study the “Process of Monitoring” and “Improvement in Planning” for scaling up the exercise to improve performance in all the schools in the state. It includes comprehensive, periodical and systematic orientation to sensitize all stakeholders including the policy makers, implementers, teachers, center level officials and community people to make them understand this scheme well. This would help them to become more efficient and active partners of the programme that will certainly enhance its performance.

It is in this context that the need of the proposed study has been established to know the effective attitudes of the students, parents and teachers towards the MDM implementation in the state of Manipur, in regards to the enrolment, attendance and retention flows from the school level, student’s participation and proper management of MDM scheme benefiting the children belonging to poor and down trodden sections of the society to achieve the goal of healthy mind in healthy body.

The real success or failure of the programme can in no way be determined only on the basis of the information received from the implementing agencies, as the report could be biased and misleading. This scheme, thus, needs to be properly and carefully studied, to find out its status, problems and related issues. The present study has thus been taken up in order to find out the true picture of the implementation of the scheme.

With a view to enhance enrolment, attendance, retention and also improve the child health by increasing nutrition levels among children, the National Programme of Nutritional Support to Primary Education known as Mid-Day Meal (MDM) Programme was launched in India as a Centrally Sponsored Scheme.

As Mid Day Meal Programme is a nation-wide programme, it is important not only to know how different states of the country implement the programme, but to identify good practices which can be documented and disseminated with a view to its replication by other states in the country. It is in this context that the present study has been taken up.

Initially, raw rice was provided and ultimately instruction was issued by the Government of India for providing cooked mid-day meals to the children. This scheme was considered as a boost to Universalization of Elementary Education for increasing enrolment and retention. It also aimed to increase the attendance substantially in schools as well as to supplement the nutritional requirements of children of primary classes (I to V). It also intended to check hunger inside the class room.

Education moulds consciousness and character of a person. Realizing the importance of education, both the central and state governments, since independence have taken many measures to universalize primary education. Among the various measures undertaken in the recent past, the National Programme of Nutritional Support to primary education or popularly known as Mid-Day Meal Scheme is a landmark programme in the direction of spreading primary education. The main focus of the MDMs is to increase enrolment, retention and simultaneously, take care of the nutritional health of primary level school going children. To know the impact of the programme, this study was carried out in Chandel District of Manipur.

1-10: Statement of the Problem:

The Title of the proposed study is “Status of Implementation of Mid-Day Meal Scheme in Elementary Schools in Chandel District of Manipur: A Critical Study”

1.11: Objectives of the Study:

The study was taken up with the following objectives:

1. To study the Mid Day Meal (MDM) Scheme in Manipur in historical perspectives.
2. To study the structures and mechanisms for the management and supervision of MDM.
3. To study the participation of parents, teachers and community in the management and supervision of MDM scheme.
4. To study the differences in enrollment and participation of students in MDM.
5. To study the perceptions of parents and teachers with regard to the impact of MDM on attendance and enrollment of students in elementary schools.
6. To examine the status of cooks in terms of their gender, age and community.
7. To study the infrastructure relating MDM programme in elementary schools.
8. To study the matters relating to the allocation, supply and quality of food grains for MDM.
9. To study the matters relating to conversion cost.
10. To study the problems faced by elementary schools in the successful implementation of MDM scheme.
11. To suggest measures for successful implementation of the MDM.

1-12: Organization of the Report:

Chapter-1: Introduction

The First Chapter consist of introduction which explains the Trend of Mid Day Meal Scheme (MDMS) in India, National Programme for Nutrition Support to Primary Education, The Supreme Court Direction, School Meal Programmes in other parts of the World, Need and Justification of the Study, Statement of the Problem, Objectives on MDM Scheme.

Chapter-2: Review of Related Studies

The second chapter deals with the review of related research studies on MDM in India. It also highlights the place of the study in the context of the review of related literature.

Chapter-3: Plan and Procedure

Methodological issues relating to the population, sampling design and method of research, tools for data collection and statistical analysis of the data have been covered in this chapter.

Chapter-4: Data Analysis: History and Management of MDM Scheme in Manipur

The fourth chapter explains the history and management of MDM scheme in Manipur

Chapter-5: Data Analysis: Critical Evaluation of the implementation of MDM Scheme in Chandel District

The fifth chapter relates to the evaluation of the various aspects of Implementation of MDM Scheme in Chandel District in Manipur.

Chapter-6: Major Findings, Conclusion and Recommendations

The last part of the chapter consist the major findings and suggestion for further research.

CHAPTER-2

Review of Related Studies

2.0: Introduction

For any worthwhile study in any field of knowledge the research worker needs adequate familiarity with the work which has already been done in the area of his choice. He needs to acquire up-to-date information about what has been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past. He draws maximum benefit from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedures of previous researchers, matches his conclusions drawn earlier and tries to add from his side a line or two to the existing store of knowledge (Sidhu, 1984). Since effective research is based upon past knowledge, review of related studies helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestion for significant investigation citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define the understanding of existing knowledge in the problem area, provides a background for the research project, and makes the reader aware of the status of the issue.(Best and Kahn, 1992) Research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. One of the important steps in the planning of nay research study is a careful review of the research journals, books, dissertation, theses and other sources of information's on the problem to be investigated.

The literature review in qualitative research can be several ways. It can be used to explain the theoretical underpinnings of the research study, to assist in formulation of the research question and selection of the study population, or to stimulate new insights and concepts throughout the study. Qualitative researchers often integrate the literature review throughout their study, working back and forth between the literature and the completion of the research study (LeCompte, Pressle, & Tesch, 1993)

In this chapter, the researcher has made a tremendous attempt to collect as much true information as possible with purpose of throwing more light on the problem.

2.1. Abstracts of Studies Reviewed

This section presents abstracts of the related studies conducted by earlier researchers in the field of Mid-Day-Meal

Amartya Sen's Pratichi Research Team (2005) in a study on Mid May Meal Programme in Birbhum District of West Bengal as reported in *pib.nic.in/archieve/flagship/bkg_mdm1* found that mid Day Meal has made positive intervention in universalization of primary education by increasing enrollment and attendance. The increase has been more marked with respect to girls, and children belonging to SC/ST categories. The Study also pointed out that Mid Day Meal Scheme has contributed to reduction in teachers' absenteeism and narrowing of social distances.

University of Rajasthan and UNICEF (2005) in a study on "Situation Analysis of Mid Day Meal Programme in Rajasthan" as reported in *pib.nic.in/archieve/flagship/bkg_mdm1* found that introduction of menu based Mid Day Meal has positively impacted enrollment and attendance of children. It

has also contributed to social equity, as children sit together and share a common meal irrespective of caste and class. It has further contributed to gender equity in that it has provided employment to women.

Samaj Pragati Sahyog(2005) in a study on “Mid Day Meal in Madhya Pradesh” as reported in pib.nic.in/archieve/flagship/bkg_mdm1 Undertook a survey in 70 most backward villages and found that there was 15% increase in enrollment which was more marked in the case of SC and ST Children (43%)

Farzana Afridi (2005) in her study on “Mid Day Meal: A comparison of the financial and Institutional Organizational of the programme in two States”, as reported in pib.nic.in/archieve/flagship/bkg_mdm1 found that the new initiative of ‘Suruchi Bhojan’ is more attractive than earlier ‘Daliya’ programme. She further reported that the implementation of the programme is improving, but a lot more needs to be done.

Anuradha De, Claire Noronha and Meera Samson; (2005) in their study on “Mid Day Meal Scheme in Dehli – A Fucntioning programme”. as reported in pib.nic.in/archieve/flagship/bkg_mdm1 Surveyed 1 MCD Schools- and found that children in all schools were receiving food; impact of attendance was more on girls, who often came to school without breakfast.

Rama Naik (2005) in his “Report on Akshara Dasoha Scheme of Karnataka” as reported in pib.nic.in/archieve/flagship/bkg_mdm1 found sharp rise in enrollment, particularly in rural areas, the programme has had an impact on teacher absenteeism: 64% schools stated that teacher absenteeism has been reduced.

National Council of Educational Research and Training's (2005) in its report on "Learning achievement of students at the end of Class-V" has inferred that children covered under Mid Day Meal have higher achievement level than those who were not covered under it.

National Institute of Public Co-operation and Child Development, in its Annual Report 2005-06 on "Mid Day Meal Scheme in Karnataka – A Study" as reported in pib.nic.in/archieve/flagship/bkg_mdm1 found that the Mid Day Meal Improved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity"

National Institute of Public co-operation and child Development, Indore (2007) in a study on "Mid Day Meal Scheme in Madhya Pradesh" as reported in pib.nic.in/archieve/flagship/bkg_mdm1 found that the introduction of MDM markedly improved enrollment of children in Primary School and resulted in increased school attendance and facilitated retention of Children in School for a longer period. It was further reported that the scheme has played a crucial role in reducing drop out, especially among girls, parents viewed that the mid Day Meal had reduced the burden of providing one time meal to their children and considered it as a great support to their families .Teachers opined that Mid Day Meal aided in active learning of Children, which indirectly improved their academic performance. The scheme has played a significant role in bringing social equity.

Social Accountability Series (2007) "An Assessment of the Mid-Day Meal Scheme in Chittorgarh District" of Rajasthan, the study revealed that cooked mid-day meal have now become integral to the daily school routine in the Chittorgarh District. The MDMs has had an impact on student enrollment, retention and attendance.

Most of the parents and students interviewed approved of the taste and quality of the Mid-Day Meal. They also felt that education quality, health and nutrition of children had improved because of the MDMs, though it was difficult to measure this scientifically in the current study. On the whole, parents and students were satisfied with implementation of the MDMDs. From the study it also appears that the state government is interested in increasing funding and food quality standards for the MDMS. Despite these positive signs, there were certain shortcomings that need to be addressed. Some of the key concerns that have policy implications are addressed below.

Sangeeta Angom(2008) in her study “Good Practices of Mid-Day Meal Scheme in Manipur” reported that the implementation of MDM scheme in 5 district of Manipur state and has reported some of the good practices in implementation and related issues that most of the good practice are common in most of the school except for the idea of having kitchen garden, using gas for cooking, maintenance of Register and displaying of day to day menu and it has been found that though there is delay in releasing of maintenance fund, the headmaster take proper initiative to get necessary cooking items on time.

Yazali Josephine & Vetukuri P.S. Raju (2008) in their studies “A Study of Best Practices In the Implementation of Mid-day Meals Programme in Andhra Pradesh” The Department of Education, Government of A.P conducted an independent study of the impact of the program in the schools benefiting from the ISKCON Food Relief Mid Day Meal program. The study reported: "... this program is highly successful and very useful to the rural children. It is being very much appreciated. The scheme is providing very nutritious meal. This has improved the retention and participation of the students effectively in the classroom."

1. 91.8% of the teachers felt that the attention of students in the class has improved.
2. 99.61% of students felt that they could pay better attention and 91.8% of teachers felt that the attendance of students has improved.
3. In the academic year 2002, 16 schools reported an increase in enrollment by 15%

Sunita Chugh (2008) in her studies “A Study of Best Practices in the Implementation of Mid-Day Meal Programme in Maharashtra” reported that Maharashtra has been successfully implementing the MDM scheme with the involvement and active participation of Village education Committee/ Ward Committees, Parents, Community. Self Help Group and NGOs contributing positively in the successful execution of the mid day meal scheme and Each child in primary school/ EGS Center is provided nutritious cooked meal and Another significant feature observed in Maharashtra is that the community, parents and teachers monitor the quality of food grains and cooked meal regularly. Lastly it has been found number of NGOs contributing in the implementation of scheme by donating utensils, and also helping in the cooking and delivery of cooked food in few schools.

Lalhmasai Chuaungo (2008) - In her studies “A Study of Best Practice in the Implementation of Mid-Day Meal Programme in Mizoram” reported many best practices with regard to the functioning of MDM scheme in schools in Mizoram. Some of these best practices reported are: participation of every enrolled child in MDM, non discrimination on the basis of gender, caste and race in the services of MDM, optimum participation of teachers in the management of MDM,

convergence with NOGOs and other state government departments, kitchen garden and fruit garden in school compounds, dining halls in certain schools etc.

S.K. Mallik (2008) – In his study on “A Study of Best Practices in the Implementation of Mid Day Meal Programme in Orissa” found the following-

1. In one of the school, it was found that they keep fire wood as reserve if they do not get coal for cooking the food.
2. Eggs are being provided by the schools twice in a week (Wednesday and Friday). Some of the schools provide boiled egg and some of the schools give egg curry.
3. Some of the schools provide rice and dal along with the mixed vegetables twice or thrice in a week. Some of the schools provide homemade pickle to the children during the lunch hour.
4. Women Self Help Group is very active in managing the MDM programme and they appoint cook and helper for preparing the food. They pay the consolidated salary of @Rs. 200/- and @Rs.100/- to the cook and the helper respectively.
5. In the absence of the cook and the helper, the Self Help Group prepares the food for the children. This has helped in an uninterrupted supply of food to the children on daily basis.
6. Women Self Help Group keeps the dal, rice and other items in their houses to avoid the stealing of the same.
7. Children are much disciplined while taking food and washing their hands before and after food.
8. The children bring their own plates for taking food and wash it and put in their school bag. It is good from hygienic point of view.

9. All the schools have purchased the utensils for the mid day meal programme.
10. Some of the schools have already started constructing the Kitchen sheds. Toilet facilities are excellent in ten schools out of fifteen schools visited by the investigator. All the schools are having separate toilet facilities for boys and girls.
11. Water facilities are being provided in various ways i.e. Tube well, Overhead tank and boring facilities.
12. The VEC members also visit the school during the lunch hours to oversee the MDM programme.

Savita Kaushal (2009) in her studies “A Study of Best Practices in the Implementation of Mid-Day-Meal Programme in Rajasthan” found that cooked mid-day meals have become part of the daily routine of the schools. Cooks had been hired in most schools and the meals did not seem to greatly disrupt classroom activities. Several teachers also credited the mid-day meals with putting an end to classroom hunger and thus improving the students’ academic performance.

Kausar Wizarat (2009) in his study “Study of Best Practices Adopted in Mid-Day-Meal Scheme in Uttar Pradesh” found that

1. Revised menu has been written on the wall of the school and food was served accordingly. The wall writing also displays the amount of ingredients needed for 100 children for preparing a dish.
2. Funds received against cooking cost are deposited in a separate account in village fund so that account of expenditure can be maintained.
3. Earlier the food items like rice and wheat was supplied on monthly basis in the same month. But now the food items are supplied in advance a month.

4. A committee has been constituted at Gram Panchayat level to supervise day-to-day cooking at school level. Gram Pradhan, two Gentlemen and two ladies nominated by the Gram Pradhan, who also parents of some children are studying in the school.
5. The schools maintain registers containing all necessary information such as number of Children enrolled, number of children fed on each day ,the type of food served.
6. The school health programme is picking up in the state. Apparatus to measure height and weight have been supplied to the schools.

Lalbiakdiki Hmante (2010) – In her studies “An Analytical study of Mid-Day Meal Scheme in Elementary Schools in Serchhip District” of Mizoram, observed irregularities in the release of food grains and cooking cost, inadequate cooking and service utensils in certain schools. Despite, the aforesaid difficulties and shortcomings all government and government aided elementary schools somehow managed the regular service of MDM by taking cooking ingredients on credit were manage to served in and children were quite happy with the quantity of food.

Manju Singh and Niharranjan Mishra (2010) in their study “Evaluation study of Mid Day meal Programme in Meghalaya” found the following:

1. It is believed that these issues are limiting the reach of MDMS to students in the fullest manner. There are evidences of lack of clarity regarding the objectives to be achieved by the scheme. Most of the teachers were lacking appropriate level of orientation regarding objectives of the MDM Scheme. MDM Scheme, which started with an aim to improve the status of primary education, is yet to have scientific & precise assessment of the impact of the

scheme with respect to the increase in enrolment, attendance and retention level of children. It was also felt that there was no system of cross checking of the data of enrolment furnished by the SMC.

2. It appeared from the study that some teachers consider MDM as a distraction to teaching and learning.
3. It was also seen in some cases that SMC's were using ration to compensate the in-sufficient conversion and transportation cost.
4. SMCs were having serious complaint regarding timely release of funds.
5. In few cases of the upper primary schools it was found that they have not received ration and conversion money till date.
6. Most of the SMCs expressed dissatisfaction over the rate of conversion cost per head. All shared the view that it would be extremely difficult to engage permanent cook in that meager amount. This was also burden on teachers.
7. It was also observed in some cases that part of ration was sold for purchase of kitchen devices as they were spoiled after a long use. It was found that these devices were supplied in the beginning of the MDM.
8. Schools were not receiving ration for their pre primary section. They were getting ration only for LPS students hence finding it difficult to serve cooked meal to all their students for all five days.
9. The level of People's participation in the programme was found very low. This reflected the awareness level and programme ownership of the society.
10. Administrative officials were also found not properly trained in maintaining accounts and also expressed the problem of financial deficiency to bear the responsibilities of MDMS.

Yawar Hamid and Asmat Hamid (2012) in their study on “Mid-Day Meal Scheme and Growth of Primary Education: A Case Study of District Anantnag in Jammu and Kashmir” found that the MDMs has produced a positive impact in case of attendance and drop –out rate in both reserved and general categories. It needs to be mentioned that the MDMs is not sole reason responsible for spreading of primary education. Increasing consciousness on the part of the guardians, implementation of other educational promotion schemes like Sarva Shiksha Abiyan etc., could be another reason responsible for increasing the rate of enrolment and decreasing the drop-out rates.

2.2: Place of Present Study in the Context of the Review of Related Literature.

An analysis of the 20 studies reviewed in this chapter reveals that 8(40%) studies are related to the impact of MDM on attendance or/and enrolment or/and retention/dropout of children primary or/and upper primary schools. One (5%) of this study is related to the impact of MDM on students’ achievement. A large number (35%) of the studies reviewed belong to Best and Good Practices in MDM in Rajasthan, Manipur, Mizoram, Andhra Pradesh, Maharashtra, Orissa and Uttar Pradesh. One study each (5%) are related to evaluation of MDM, comparison of provisions under MDM scheme with similar scheme in the past, Analytical study and inculcation of a sense of sharing, fraternity and social equity. A review these studies further suggests that only 4 (20%) of these studies are related the north eastern states and the remaining 80% were under taken in other states of India.

Table No-2.1
Analysis of Related Studies Reviewed

Sr. No	Variable/Issues Covered	Number	Year	Area
1	Impact of MDM on Attendance and Enrolment	1	2005	West Bengal.
2	Impact of MDM on Enrolment	1	2005	Madhya Pradesh
3	Impact of MDM on Achievement	1	2005	NCERT-Delhi
4	Impact of MDM on Teachers' Attendance	1	2005	Karnataka
5	Impact of MDM on Attendance and Enrolment	1	2005	Rajasthan
6	Impact of MDM on Attendance and Retention	1	2007	Madhya Pradesh
7	Impact of MDM on Attendance, Enrolment, and Retention	1	2007	Rajasthan
8	Impact of MDM on Attendance and Dropout/ Retention	1	2012	Jammu & Kashmir
9	Good Practices in MDM	1	2009	Rajasthan
10	Good Practices in MDM	1	2008	Manipur
11	Good Practices in MDM	1	2008	Andhra Pradesh
12	Good Practices in MDM	1	2008	Maharashtra
13	Good Practices in MDM	1	2008	Orissa
14	Good Practices in MDM	1	2009	Uttar Pradesh
15	Best Practices in the Implementation of MDM	1	2008	Mizoram
16	Evaluative Study of MDM	1	2010	Meghalaya
17	Comparison with Earlier Schemes	1	2005	Not reported
18	Sense of Sharing, Fraternity and social equity	1	2006	Karnataka
19	Regularity of MDM Service in Schools	1	2005	Delhi
20	Analytical study of Mid-Day Meal Scheme in Elementary Schools	1	2010	Mizoram

A deeper analysis of the findings of these studies reveals that many research questions relating to the MDM scheme have been addressed by these studies; however, there are still many questions relating to the regularity of MDM service in schools, quality and variety of MDM served, timely supply of food grains and conversion cost, participation and perceptions of various stake holders, gender and social composition of cooks and helpers, and participation of children in MDM programme etc., that need to be attended to by the researchers. Thus, the present study has been undertaken to find out answers to the questions relating to referred aspects of MDM scheme.

CHAPTER-3

Plan and procedure

3-0:Introduction

In any kind of research, after deciding the objectives, one has to plan for method of study, sample, tools and techniques for data collection, administration of tools and collection of data and techniques for analysis of data. The success of research depends largely upon the methods and techniques that the investigator adopted. The correct results in the research can only be attained by well organized methods. This chapter deals with the methodology adopted by the investigator for the present study.

3.1: Method of Study

The present study mainly belongs to the category of descriptive research which involves survey and fact finding enquiry, as it describes and interprets what is? It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

3.2: Population and Sample

a) Population

The present study was undertaken in Chandel District of Manipur. All of the 226 elementary schools (District Council, Aided and Government Primary and Upper Primary schools) located in all 5 blocks of Chandel district comprised the population of this study. Likewise all teachers and parents, whose children were studying in these sample schools, comprised another two populations.

b) Sample of Schools

i) Sampling frame:

The sampling frames for all the three blocks, namely, Chandel, Chakpikarong and Machi were prepared by listing all schools.

ii) Sampling unit:

The sampling unit for this study from which the required data was collected was the elementary school (Primary/Upper Primary School) from Chandel District.

iii) Sampling design:

Selection of 3 blocks from the 5 blocks, 10 schools each from Chandel and Chakpikarong blocks, and 9 schools from Machi Block, 5 teachers and 5 parents from each sample school was done with the help of multi-stage random sampling.

iv) Sample size.

The details with regard to the size of various samples; viz. sample of schools, sample of teachers and sample of parents; and the list of sample schools have been given in Table-3.1 and Table-3.2, respectively.

**Table No-3.1
Sample of Schools, teachers and Parents**

Sample of Schools	Sample of Teachers	Sample of Parents
29	112	104

Table No-3.2
List of Sample Schools from the Three Blocks of Chandel District

Sr.No	List of Sample Schools from Selected Blocks		
	Chakpikarong-Block	Chandel-Block	Machi-Block
1	*Chakpikarong High School	*Maha Union High Sec. School	Koijam Primary School
2	Y/khutha Primar School	Unopat Primary School	Laiching Minou Primary School
3	Tampi kovol Primary School	Khambathel Primary School	*Langol Aided Jr. High School
4	Salluk Primary School	Maribung Primary School	K.Tuisen Primary School
5	*Toupokpi High School	Tokpaching Primary School	Laiching Kangshang Primary School
6	Thorcham Primary School	Berukhudam Primary School	Khunbi Primary School
7	Khubung khunou Primary School	Tonsen Primary School	Langol Primary School
8	Nungpan Primary School	Lambung Primary School	*Lamlong Khullen Jr. High School
9	Khongnangpheisabi Primary School	Hnatham Primary School	Laiching Khuman Aided Primary School
10	Langching Primary School	Chandel Christian Primary School	NIL

***Upper primary attach with primary schools.**

3.3: SOURCES OF DATA:

Keeping in view the nature and objectives of this study the scholar made use of both primary and secondary data.

a) Primary data:

The primary data relating to Objective No. 3 to 11 were personally collected by the investigator from the 29 sample elementary schools in Chandel District with the help of 'Interview-cum Observation Schedule

b) Secondary data:

Secondary data relating to Objective No. 1 and 2 were collected by the investigator from the internet and published and unpublished documents like annual work plan and budget of MDM, office records, documents, archives and annual report card of Department of Education Govt. of Manipur.

3.4: Tools and Techniques used for Data Collection

The required data for the study were collected with the help of the following tools specifically developed by the investigator for this purpose: a) Interview-cum-Observation Schedule, The said schedule was comprising of 24 questions on various issues relating to MDM Programme, such as, regularity of MDM service, variety of food served, participation level of children in MDM programme, profile of cooks and helpers, conversion cost, infrastructure relating to MDM Programme- kitchen sheds, utensils for cooking and service of MDM, availability of potable water and fuel used for cooking, satisfaction level of parents, teachers and students etc. A copy of this schedule has been given in **Appendix-1**

b) information Schedule for perception of Teachers:

The data relating to Teachers perceptions with regard to the impact of MDM on students enrollment,attendance,dropout/retention and interest in studies were collected with the help of information Schedule for perceptions of Teachers. A copy of this schedule has been given in **Appendix-2**

c) information Schedule for perception of parents:

The data relating to parents perceptions with regard to the impact of MDM on students enrollment,attendance,dropout/retention rate and interest in studies were collected with the help of information Schedule for perceptions of parents. A copy of this schedule has been given in **Appendix-3**

3.5: Statistical Analysis of Data

Keeping in view the nature of the study and its objectives the investigator made use of descriptive statistics like frequency distribution, percentages and graphical representation of data.

CHAPTER-4

Data Analysis:

History and Management of Mid Day Meal Scheme in Manipur

4.0: Introduction

This chapter deals with analysis of secondary data relating to the first two objectives of the study that relate to the history and administrative and supervisory structures for the management of MDM.

4.1: Mid Day Meal Scheme in Manipur

The Mid Day Meal of India is the worlds' largest school feeding programme reaching out to about 12 crore children in over 12.65 lakh schools centre's across the country. The scheme 'National Programme of Nutritional Support to Primary Education' commonly known as Mid-Day Meal Scheme was launched on the 15 August, 1995 on a nationwide scale by the Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India. However, the scheme was implemented in Manipur with effect from November, 1995 in compliance with the Hon'ble Supreme Court Order passed on 20-4-2004 in W.P© No. 196 of 2001. The State Government took up steps to provide cooked food to all the schools of primary stage (Govt/Aided) w.e.f. 14-11-2004 with a view to enhance enrolment, retention, attendance and simultaneously improving nutritional levels among children for universalisation and compulsory education to its citizen of the Country.

The state, however could implement the scheme by distributing raw rice to eligible primary school children during the period 1995-2004 due to absence of the provision in the state annual budget. Although orders to serve cooked meals to the children were issued from 2002, it could not be carried out successfully

due to absence of cooks, proper kitchen shed and kitchen devices in the schools. With the revision of MDM scheme in September 2004, the state took up the matter with more seriousness. This scheme was considered as a boost to Universalisation of Elementary Education for increasing enrolment and retention. It also aimed to increase the attendance substantially in schools as well as to supplement the nutritional requirements of children of primary classes (I to V). It also intended to check the hunger inside the class room.

The Director of School Education as Head of the Nodal Department for MDM issued office order on 14th November, 2004 for serving hot cooked meal to all eligible school children from 2004, thereby fulfilling the order of the Hon'ble Supreme Court according to which it was mandatory to provide cooked meal to students each and every school day. In the initial stage, the service of hot cooked food could not be implemented in full swing due to absence of cooks and cooking devices. It, however, became universal by the year 2005. The Directorate of School Education, being the Nodal Department for the programme in the state has taken various steps for the successful implementation of the scheme.

In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/ AIE centres. In addition to free supply of food grains, the revised scheme provided Central Assistance for (a) Cooking cost @ Re 1 per child per school day, (b) Transport subsidy was raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states, and Rs 75 per quintal for other states, (c) Management, monitoring and evaluation costs @ 2% of the cost of food grains, transport subsidy and cooking

assistance, (d) Provision of mid day meal during summer vacation in drought affected areas.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER States contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.

In October 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme. From 2008-09 i.e. w.e.f 1st April, 2008, the programme covers all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centres including Madarsa and Maqtabas supported under SSA of all areas across the country. The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child/school day.

During the year 2009 the following changes have been made to improve the implementation of the scheme:-

a) Food norms have been revised to ensure balanced and nutritious diet to children of upper primary group by increasing the quantity of pulses from 25 to 30 grams, vegetables from 65 to 75 grams and by decreasing the quantity of oil and fat from 10 grams to 7.5 grams.

b) Cooking cost (excluding the labour and administrative charges) has been revised from Rs.1.68 to to Rs. 2.50 for primary and from Rs. 2.20 to Rs. 3.75 for upper primary children from 1.12.2009 to facilitate serving meal to eligible children in prescribed quantity and of good quality .The cooking cost for primary is Rs. 2.69 per child per day and Rs. 4.03 for upper primary children from 1.4.2010.The cooking cost will be revised by 7.5% from 1.4.2011.

c) The honorarium for cooks and helpers was paid from the labor and other administrative charges of Rs.0.40 per child per day provided under the cooking cost. In many cases the honorarium was so little that it became very difficult to engage manpower for cooking the meal. A Separate component for Payment of honorarium @ Rs.1000 per month per cook- cum-helper was introduced from 1.12.2009.Honorarium at the above prescribed rate is being paid to cook-cum-helper. Following norms for engagement of cook-cum-helper have been made:

(i) one cook- cum-helper for schools up to 25 students.

(ii) Two cooks-cum-helpers for schools with 26 to 100 students.

(iii) One additional cook-cum-helper for every addition of up to 100 Students.

More than 26 lakhs cook-cum-helper at present are engaged by the States/UTs during 2010-11 for preparation and serving of Mid Day Meal to Children in Elementary Classes.

d) A common unit cost of construction of kitchen shed @ Rs.60, 000 for the whole country was impractical and also inadequate. Now the cost of construction of kitchen-cum-store will be determined on the basis of plinth area norm and State Schedule of Rates. The Department of School Education and Literacy vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 had prescribed 20 sq.mt.

plinth area for schools having up to 100 children. For every additional upto 100 children additional 4 sq.mt plinth areas will be added. States/UTs have the flexibility to modify the Slab of 100 children depending upon the local condition.

e) Due to difficult geographical terrain of the Special category States the transportation cost @ Rs.1.25 per quintal was not adequate to meet the actual cost of transportation of food grains from the FCI godowns to schools in these States. On the request of the North Eastern States the transportation assistance in the 11 Special Category States (Northern Eastern States, Himachal Pradesh, Jammu & Kashmir and Uttarakhand) have been made at par with the Public Distribution System (PDS) rates prevalent in these States with effect from 1.12.2009.

f) The existing system of payment of cost of food grains to FCI from the Government of India is prone to delays and risk. Decentralization of payment of cost of food grains to the FCI at the district level from 1.4.2010 will allow officers at State and National levels to focus on detailed monitoring of the Scheme. 8.41 crore Primary children and 3.36 crore Upper Primary children i.e a total of 11.77 crore children were estimated to be benefited from MDM Scheme

During 2009-10 11.04 crore children were covered under MDM Scheme During 2010-11 11.36 crore children i.e 7.97 crore children in primary and 3.39 crore children in upper primary were expected to be covered in 12.63 lakhs institutions. Today, Mid Day Meal scheme is serving primary and upper primary school children in entire country.

MDM one the flagship programmes initiated to achieve the goal of Education for All, India Day Meal (MDM) Scheme is the largest school lunch programme in the

world. The Mid Day Meal (MDM) scheme grew out of the National Programme of Nutritional Support to Primary Education (NP-SPE), which sought to increase primary school enrolment and attendance rates by offering meals to improve the nutritional levels of children. By providing a nutritious meal at school, the scheme seeks to improve child health, improve their ability to concentrate, and incentivize parents to send their children to school.

MDM supports the goal of universalisation of elementary education by providing one cooked meal to children in primary levels (1-5), which improves the nutritional status of children thereby encouraging enrolment, attendance and retention. Special focus of the programme guidelines emphasize the need to focus on children from disadvantaged groups and also to provide nutritional support to students in drought – affected areas during summer vacations. However, the guidelines fail to define the socio-economic categories that comprise special focus groups.

There is also evidence to suggest that apart from enhancing school attendance and child nutrition, mid day meals have an important social value and foster equality. As children learn to sit together and share a common meal. One can expect some erosion of caste prejudices and class inequality. Moreover, cultural traditions and social structures often mean that girls are much more affected by hunger than boy's .Thus the mid day meal programmed can also reduce the gender gap in education, since it enhances female school attendance.

Under the Scheme cooked mid day meal with 450 calories and 12 grams of protein is provided to every child at Primary level and 750 calories and 20 grams of protein at Upper Primary level. This energy and protein requirement for a primary child comes from cooking 100 gms of rice/flour, 20 gms. pulses and 50 grams.

vegetables and for an upper primary child comes from 150 gms of rice/flour, 30 gms of pulses and 75 gms To address hunger in schools by serving hot cooked meal, with the following objectives. It is well accepted that vegetables are a vital part of a balanced diet. They are good sources of a range of vitamins, minerals, phytochemicals and dietary fibre and they play an important role in preventing and controlling a micronutrient deficiencies, including deficiencies in vitamin A, B (folate), C and E. Vegetables owing to their high natural vitamin C content, can also alleviate iron deficiency by boosting the absorption of non-haem iron food sources in plant foods, provided such vegetables are low in fiber. Yellow/orange fruits and vegetables, (e.g. carrots, pumpkin, papaya and ripe mangoes) and dark-green leafy vegetables, including indigenous vegetables, are rich in provitamin A carotenoids, which human body can convert into the active form of vitamin A provided there is adequate fat in the diet. As per MDM Guidelines Green leafy vegetables should be added in the mid day meal menu so that the children should get the nutritional benefits and one portion of the iron of the day can be fulfilled.

MDM was initiated on the basis of the philosophy that "when children have to sit in class with empty stomachs, they cannot focus on learning". The scheme is important for improving enrolment, attendance and retention of primary school children, while simultaneously improving their nutritional status.

4.2: Objectives of Mid-Day-Meal Scheme in Manipur

1. To give boost to the universalisation of Primary Education by increasing enrolment, retention and attendance.
2. Improving the nutritional status of children in Government, Local Body and EGS and AIE Centre's

3. Encouraging poor children belonging to disadvantaged sections to attend schools more regularly and concentrate on classroom activities.
4. Providing nutritional support to children of primary stage in drought-affected areas during summer vacation.
5. To provide MDM to all children of Class I-VII in Government and Government Aided Elementary Schools.

4.3: Norms Relating to Mid Day Meal Scheme in Manipur

a) Norms Relating to Food Grain

1. food grains 100gm rice per child per day for Class I to V
2. food grains 150 gm rice per child per day for class V to VIII

b) Norms Relating to Conversion Cost

1. Curry cost 2.89 per child per day for Class I to V
2. Curry cost 4.33 per child per day for class V to VIII

c) Cooks Honorarium

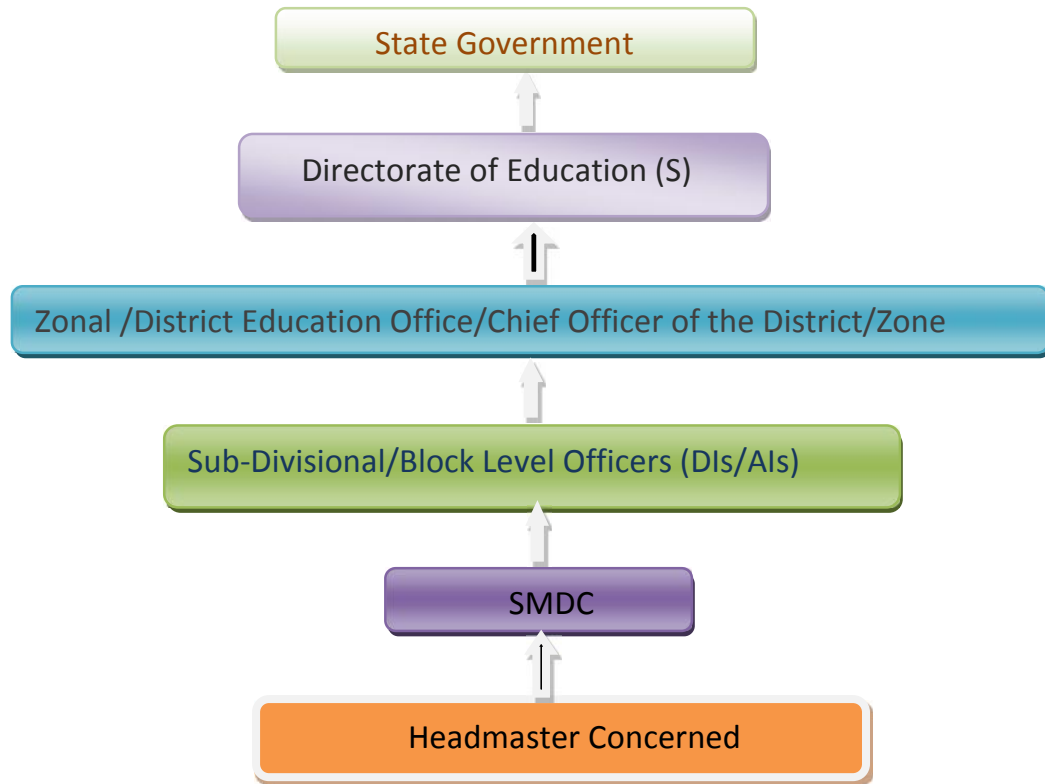
1. Rs 1000/- per school per month or Rs 50/- per school per day, whichever is lower.

4.4: Management Structure and Process of Plan Formulation

The Directorate of School Education, Government of Manipur acts as Nodal Department in implementation of Mid Day Meal Scheme in the state.

At the District level, Zonal Education Officer (ZEO) is given the overall authority for effective implementation of MDM scheme at the Zone level.

Figure No-4.1
Flow Chart Showing the Administrative Structure of MDM Scheme in Manipur



Source: Directorate of Education(S), Government of Manipur.

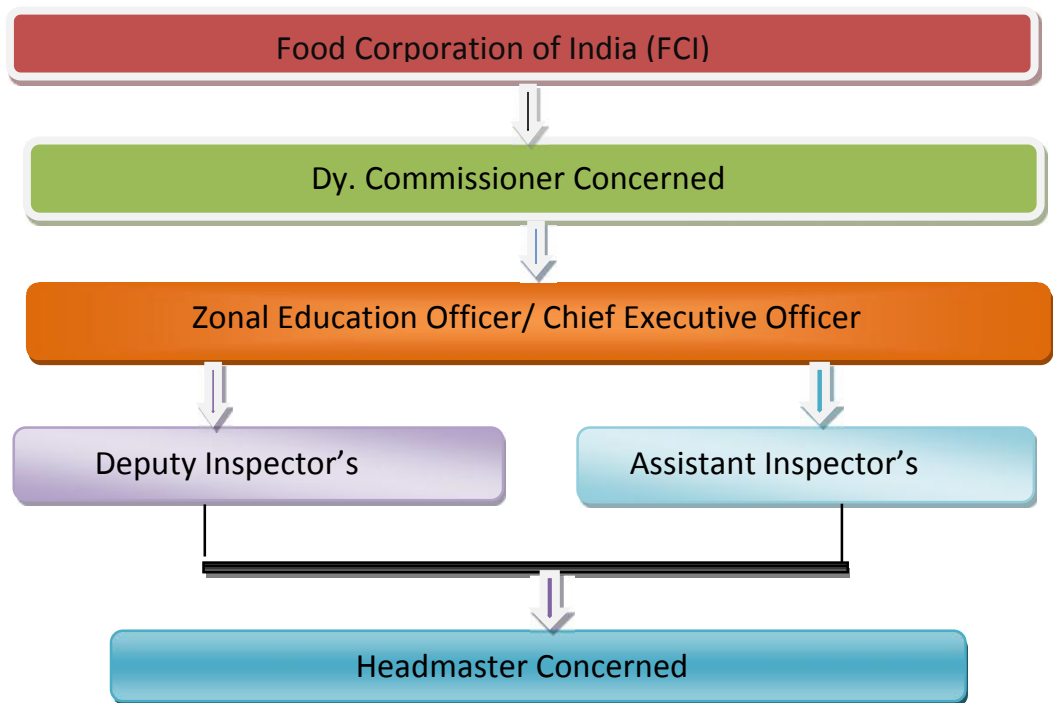
a) Food Grains Management

As shown in the Flow Chart vide Figure-4.2 the management of food grains is entrusted to Food Corporation of India (FCI) to lift food grains for the state of Manipur, As per the decision of the Programme Approval Board (PAB). When the food grains are to be lifted from the FCI go down for further lifting to different districts of the state, The FCI authority in the state reports the matter to the State Nodal Department. The director of the said department issues food grains from FCI to Deputy Commissioner concerned of the district. The ZEO concerned will lift the food grains from the go-down as allotted to them.

The Deputy Inspector (DIs) and Assistant Inspectors (AIs) of the concerned centre inform the head of the schools and lifts the food Grains from the respective Go downs.

In the Present trend transport contractors are assigned in some of the District by Deputy Commissioner concerned as per their convenience but whatever be the way of transportation either by transport contractors or by the officials of District concerned food grains must be delivered to schools without fail.

Figure No-4.2
Flow Chart showing the Food Grain Management for MDM Scheme in Manipur



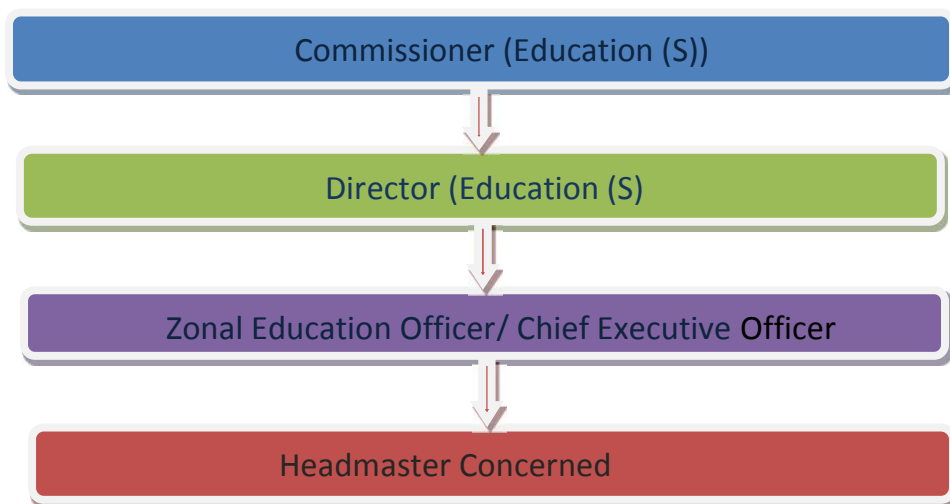
Source: Directorate of Education(S), Government of Manipur.

b) Fund flow.

The fund flow system at the state level is given in the Flow Chart vide Figure 4.3. The Directorate of Education sends funds for mid day meal direct to District

Education Officer (DEO). The DEO directly transfer funds electronically to Head teacher's account book. Every head teachers account according to the strength of students is credited. Head teacher utilized the funds to buy perishable items, fuel, and cook's salary and accordingly Headmaster/Headmistress concern had to furnish the utilization certificate to DEO.

Figure No-4.3
Flow Chart showing the Funds Management for MDM Scheme in Manipur



Source: Directorate of Education(S), Government of Manipur.

c) Monthly Progress and Quarterly Progress Report (MPR & QPR)

These two formats are to be filled up by the officials at District Levels. Whereas MPR must be submitted in the first week of the next month QPR must be submitted in the first week of the start of next quarter duly signed by the ZEO/DI concerned without fail.

d) Feedback formats.

Earlier Vigilance Committees were instituted at block level and impact of the scheme can be accessed from any individuals or committee members, however

these committees did not properly function except in respect of Senapati District. In fact the furnished data shall be kept confidential and opened at the Directorate to address any issues contained in it.

e) Maintenance of Registers.

There are 4(four) register provided at school level i.e., Mid Day Meal Card, Stock Register, Cash Book Register and Attendance Register. These registers must be maintained by the School Head Master concerned, wherein received quantity of food grains and funds along with attendance of the children against the enrolment are to be entered.

f) School Inspection Format.

This format is to be filled up by the visiting officer whether from State or District level and the concerned Head Master/Mistress.

4.5 NGOs' Participation in MDM in Manipur.

To check health status of MDM availing children a Health Campaign by an NGO called DISCOVER MANIPUR was launched on 28th June 2009 for 40 days with a target to cover children in remote areas which was flag-offed by the Director of Education (S) at Kangla. Another Publicity Awareness Campaign by an NGO called ROOTs was launched to make a general awareness to the general public about the scheme. In order to rectify any misconduct, wastages and leakages at any level, the scheme is also being monitored by the Manipur University.

4.6 MDM AWP and Budget 2011-12 Approved by Central Government for Manipur

a) Number of Schools:

As per Table No-4.1 there were 2289 primary schools in Manipur during the year 2012-13, of which 1885 were Government and Local Bodies schools, and 404 Government Aided schools. During the same year there were 677 upper primary schools, of which 506 were Government and Local Bodies schools, and 171 Government Aided schools.

b) Number of Children:

With regard to the number of children the Table No-4.1, relating to State's Proposal for 2012-13 and Recommendations by Appraisal Team, shows that there are 1,64,664 students studying in 2289 Government, Local Bodies, and Government Aided primary schools: and 36,369 students studying in 677 Government, Local Bodies and Government Aided upper primary schools in Manipur during the year 2012-13.

Table No-4.1
State's Proposal for 2012-13 and Recommendations by Appraisal Team

Details	State's Proposal for 2012-13	Recommendations by Appraisal Team for 2012-13		
No. of Schools & No. of Children				
Primary	No. of Schools	No. of Children	No. of Schools	No. of Children
Govt. + Local Bodies	1,885	1,64,664	1,885	1,71,000*
Govt Aided	404		404	
TOTAL (A)	2,289	1,64,664	2,289	
Upper Primary				
Govt. + Local Bodies	506	36,369	506	38,000 *
Govt Aided	171		171	
TOTAL (B)	677		677	
GRAND TOTAL (A) +(B)	2,966	2,01,033	2,966	2,09,000

No. of Working days		
Primary	227	227
Upper Primary	227	227
No of Cook-cum-Helpers		
Primary	4,665	4,665
Upper Primary	1,879	1,879
TOTAL		6,544

**Recommended by Appraisal on the basis of highest coverage in -1st and, 2nd Quarter)*

**Table No-4.2
Kitchen cum Stores**

Total No. of Institutions (Govt +Govt aided +Local Bodies)	Total Number of Kitchen Sheds Sanctioned (till 2011-12)
2966	3063*

c) Kitchen cum Stores

GOI sanctioned Rs. 3579.02 lakh for 3063 Kitchen Sheds. As the number of institutions reduced from 3063 to 2966, due to amalgamation and closing down of certain schools by the state government. Savings for an amount of Rs. 320.17 lakh is available from the kitchen sheds sanctioned amount and the same may be adjusted/carried forward to the next financial year 2012-13.

CHAPTER-5

Analysis of Data:

Status of implementation of MDM Scheme in Chandel District

This chapter presents the analysis of primary data relating to the various aspects of MDM programme such as regularity of MDM service in schools, supply, delivery & quality of food grains, conversion cost, social and gender profile of cooks, level of participation of parents, teachers & community, perceptions of various stake holders such as parents & teachers, status of kitchen sheds, availability of potable water for cooking & drinking, fuel used for cooking, enrollment of children in sample schools in Chandel District of Manipur. For a systematic and meaningful presentation of analysis of data this chapter has been organized and presented under the following sections:

1. Status of Service of Mid Day Meal in schools
2. Supply, Delivery and Quality of Food Grains
3. Infrastructure Relating to MDM Programme
4. Gender and Social Status of Cooks and Helpers
5. Issues Relating to Conversion Cost for MDM
6. Parental Awareness Relating to MDM Norms
7. Participation and satisfaction of Stakeholders
8. Enrollment and Participation of Children in MDM Programme
9. Impact of MDM on Enrollment, Attendance, Dropouts and Students' Interest in Studies.
10. Inspection of MDM and Its Impact on School Activities.

11. Problem Faced by Sample Schools in the Successful Implementation of MDM Scheme.

Section-1

Status of Service of Mid Day Meal in schools

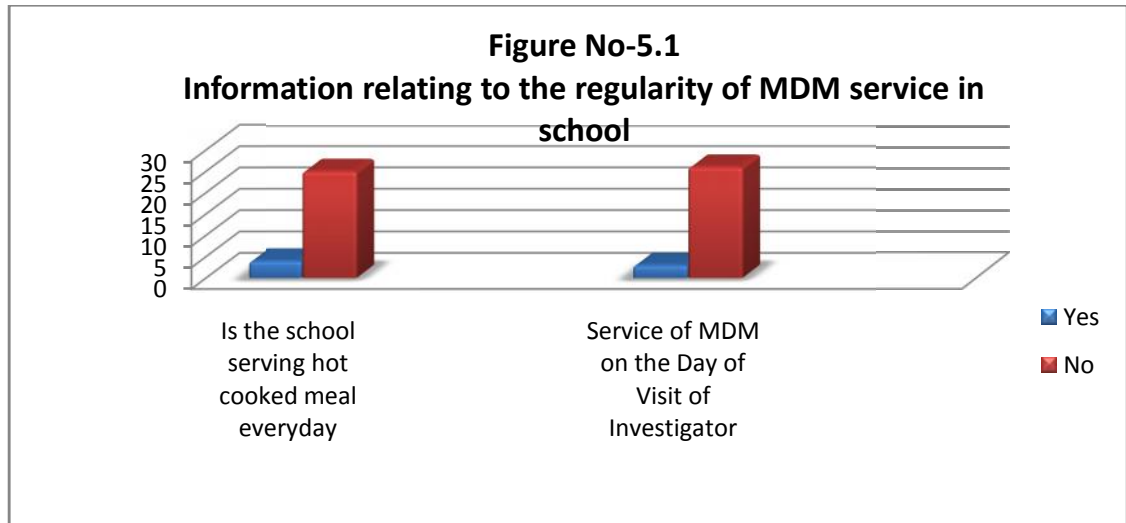
As per the MDM scheme every elementary school is required to serve the hot cooked mid-day meal to children on all the working days. However, the analysis of data vide Table No-5.1 reveals that only 4(13.79%) sample schools out of 29 schools served hot meals on regular basis, whereas the remaining 25 (86.21%) sample school did not do so. When asked about the reasons for not serving MDM on day to day basis most of these sample schools reported that it is largely due to the irregular supply of food grains and non release of conversion cost in advance by the State Government. Under such circumstances, it was not possible for the schools to provide MDM to the students.

It was shocking to see that even on the day of the visit of the investigator only 3(10.34%) schools served the MDM to children whereas the rest 26(89.66%) did not serve anything to the children in the MDM.

Table No -5.1
Information relating to the regularity of MDM service in school

Sl. No.	Regularity of MDM Service	Yes	No
1.	Is the school serving hot cooked meal everyday	4 (13.79%)	25 (86.21%)
2	Service of MDM on the Day of Visit of Investigator	3 (10.34%)	26 (89.66%)

Source: Field survey. Percentages in brackets



Source: Field survey

Section-2 Supply, Delivery and Quality of Food Grains

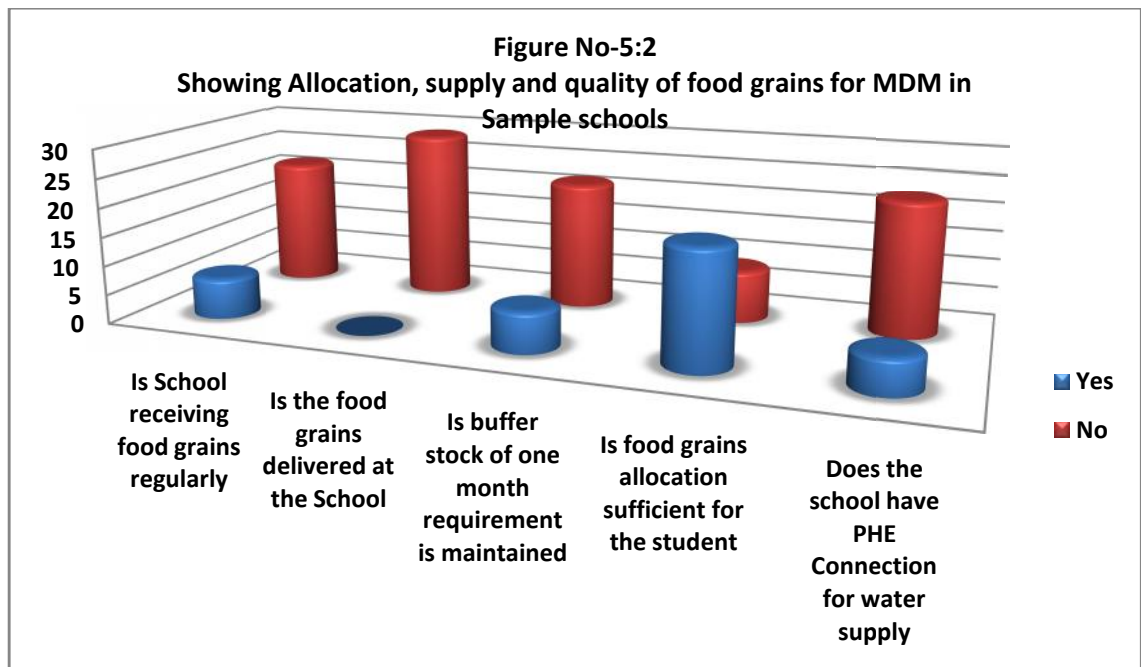
Success of MDM scheme in any state largely depends on the adequate allocations and timely supply of food grains. However, a closer look at data vide Table No -5.2 shows that only 24.14% of the sample schools reported to have received food grains regularly, while 75.86% of sample schools responded not receiving food grains regularly. Further, it has been found that hot meal was served by schools only when food grains and funds for conversion were received from the government.

As per the MDM norms the food grains have to be delivered at the door step of the school. However, during the field survey it was found that none of the sample schools (100%) had ever received the food grains for MDM at their door steps. The schools have to manage from their own convenience time to approach the Deputy/Assistant Inspector concerned for delivery of food grains and had to spend money from their conversion cost for the transportation of food grains to school.

Table No-5:2
Allocation, Supply and Quality of Food Grains for MDM in Sample Schools in Chandel District.

Sl. No	Details	Yes	No
1.	Is school receiving food grains regularly?	7 (24.14%)	22 (75.86%)
2.	Is the food grains delivered at the School?	NIL	29 (100%)
3.	Is buffer stock of one month requirement is maintained?	7 (24.14%)	22 (75.86%)
4.	Is food grains allocation sufficient for the student?	20 (68.97%)	9 (31.03%)
5.	Does the school have PHE Connection for water supply?	6 (20.69%)	23 (79.31%)

Source: Field survey. Percentages in brackets



Source: Field survey

Further, all schools, as per MDM norms, are supposed to maintain the buffer stock of food grains for at least one month. However, the investigator during his field

visit found that only 24.14% of the sample schools maintained buffer stock, where as 75.86% of the sample school did not maintain buffer stock.

After all, water plays the most important role in serving hot meal to the students in schools. Only 20.69% of the schools got PHE water connection (mostly from village water tank) and 79.31% of the sample schools have no PHE connection in the school for which they have to fetch water either from village tanks or nearby village streams or ponds for preparing mid day meals.

Most of the sample schools visited by the investigator did not have PHE connection, and funds for drinking water facility have not been provided to these schools. In the absence of PHE connection the cooks and helpers in many schools have to walk half a mile or more to fetch water either from the village pond, or stream or river. The villages or schools that are located on top of the hill have to hire vehicles to fetch water for cooking and drinking.

Section-3

Infrastructure Relating to MDM Programme

Availability of infrastructure facilities like Kitchen Shed cum Stores; utensils for cooking and service of MDM, availability of fuel for cooking, regular and adequate supply of water are important preconditions for the successful functioning of MDM programme. Non availability of these facilities makes the task of cooks and helpers extremely difficult. To avoid such problems the Government of India has made provisions for funds for construction of kitchen sheds cum stores, kitchen devices and drinking water facility.

a) Kitchen sheds

During the field visit, it was found that 65.52% of sample schools have constructed their kitchen sheds, in case of 3.45% of sample schools the funds for construction

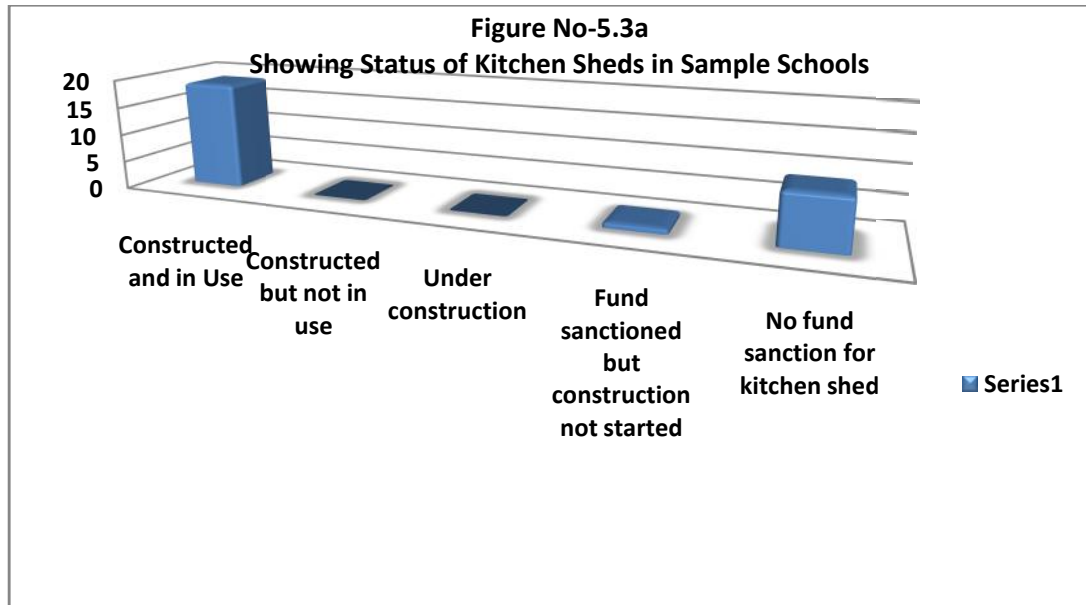
of kitchen shed were sanctioned but construction was not started, and in the rest of 31.034% sample schools no fund was yet sanctioned by the Government for construction of kitchen. In the absence of kitchen sheds, these schools were storing their food grains at the residence of the headmasters or village chiefs. Cooking of MDM was done either at the residence of the village chief or cook or helper or in a classroom or in the community hall. Non availability of PHE water connection and kitchen shed-cum-store in the school makes the task of cooks more difficult as they have to carry water for cooking and washing of utensils from the village stream or pond or river, and have cook food somewhere else and then transport it to the school during break time.

Further, it was found that the kitchen sheds in many sample schools have been constructed from funds coming through DRDA and the civil work and design has been executed by village authority themselves for quality work.

Table No-5.3a
Status of Kitchen Sheds in Sample Schools

Sl.No.	Status of Kitchen Shed	Number	%
1.	Constructed and in Use	19	65.52
2.	Constructed but not in use	NIL	NIL
3.	Under construction	NIL	NIL
4.	Fund sanctioned but construction not started	1	3.45
5.	No fund sanctioned for kitchen shed	9	31.03

Source: Field survey. Percentages in brackets



Source: Field survey

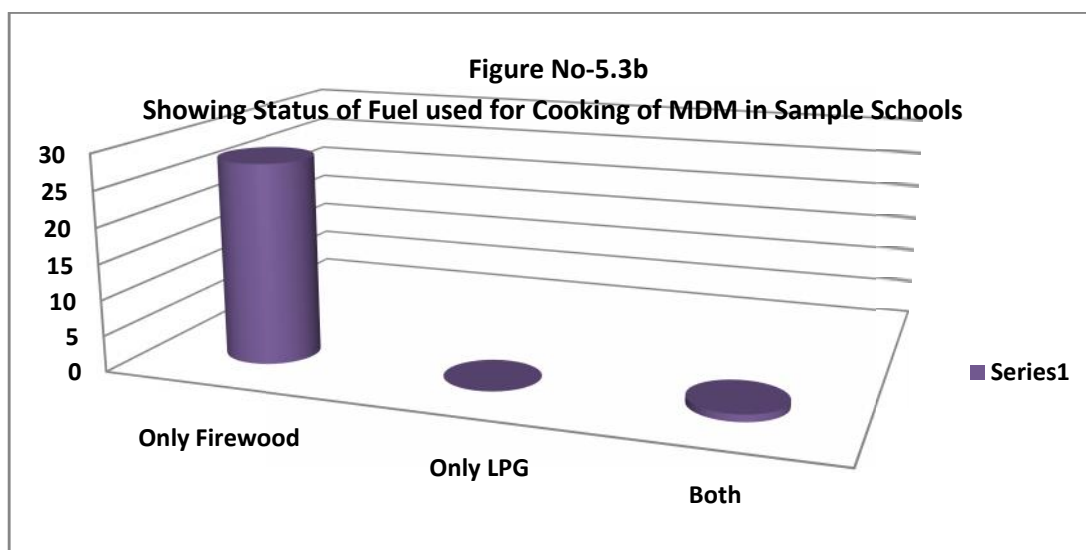
b) Type of Fuel Used

An examination of data vide Table No-5.3b shows that 96.55% of the sample schools used firewood for preparing hot meal for the students, whereas only 3.45% used both LPG and firewood for preparing mid day meal. Though the Government does not make any provision for LPG for cooking of MDM in the state of Manipur, 3.45% of sample schools were using LPG for easy cooking of MDM. When asked, most of them replied that they have used their savings from the conversion cost for procuring LPG connection. Though cooking of MDM is much easier through LPG, it was not easily accessible to the schools due to transportation. The use of firewood as a medium for cooking by most sample schools was largely related to its easy accessibility.

Table No-5.3b
Status of Fuel used for Cooking of MDM in Sample Schools

Type of Fuel Used for Cooking of MDM		
Only Firewood	Only LPG	Both
28 (96.55%)	NIL	1 (3.45%)

Source: Field survey. Percentages in brackets



Source: Field survey

C) Availability of Utensils for Cooking and Service of MDM

As per the AWP and Budget for MDM approved for 2011-12, the Central Govt. under MDM scheme has provided Rs. 1.15 crores towards procurement of kitchen devices during 2006-07 to 2009-10 for 3107 units of kitchens in primary and upper primary schools in Manipur.

Almost all sample schools have received certain funds from the State Government for kitchen devices. A quick glance at Table No-5:3c depicts that 5(17.24%) of the sample schools reported not to have sufficient utensils of their own for cooking of MDM, but the schools manage either from the village inventory, cooks, helpers or

headmasters for the MDM service. Some sample schools managed to purchase certain kitchen devices from their funds for conversion cost. However, it was revealing to find that 24 (82.76%) of the sample schools reported to have adequate utensils for cooking of MDM.

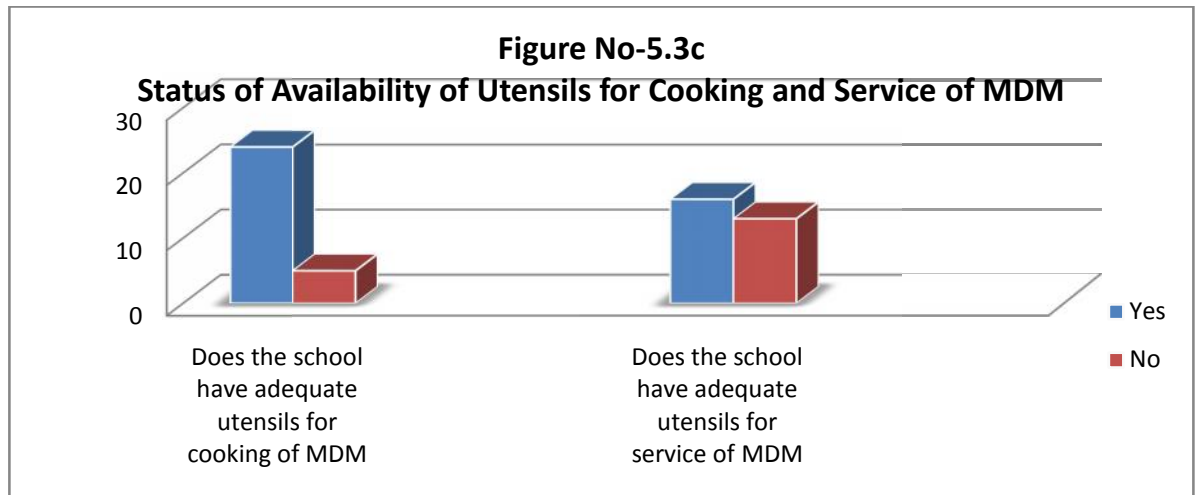
Further, It was found that 16(55.17%) of the sample schools reported to have sufficient utensils for service of MDM where as 13(44.83%) of the sample schools were lacking these utensils. In the absence of service plates, children in certain schools have to carry their plates and glasses from home. Many other schools use village council properties like plates, glasses and spoons for the service of MDM.

Table No-5.3c

Status of Availability of Utensils for Cooking and Service of MDM

Sl. No.	Availability of Utensils for Cooking and Service of MDM	Yes	No
1.	Does the school have adequate utensils for cooking of MDM	24 (82.76%)	5 (17.24%)
2.	Does the school have adequate utensils for service of MDM	16 (55.17%)	13 (44.83%)

Source: Field survey. Percentages in brackets



Source: Field survey

Section-4

Gender and Social Status of Cooks and Helpers

a) Gender and Social Status of Cooks

A perusal of data vide Table No-5.4a and Figure No-5.4a reveals that 72.41% of cooks in sample schools were females and the remaining 27.59% were males. Employment of more female cooks is in consonance with the government policy as women cooks are more hospitable, soft spoken, kind hearted, maintain better hygiene and cleanliness, provide motherly treatment to children, have better understanding of needs of children and are easily accessible to children. However, under certain situations, like carrying of water and transportation of cooked meals or large enrolment of children, employment of male cooks is unavoidable/inevitable.

Social status of cooks in the main stream states like Punjab, Haryana, Gujarat, Uttar Pradesh etc. is an important consideration for parents that determines the participation of high caste children in MDM programme. However, it is pleasing to report in a district largely inhabited by STs (approximately 90%), 100% of cooks in the sample schools belong to this category.

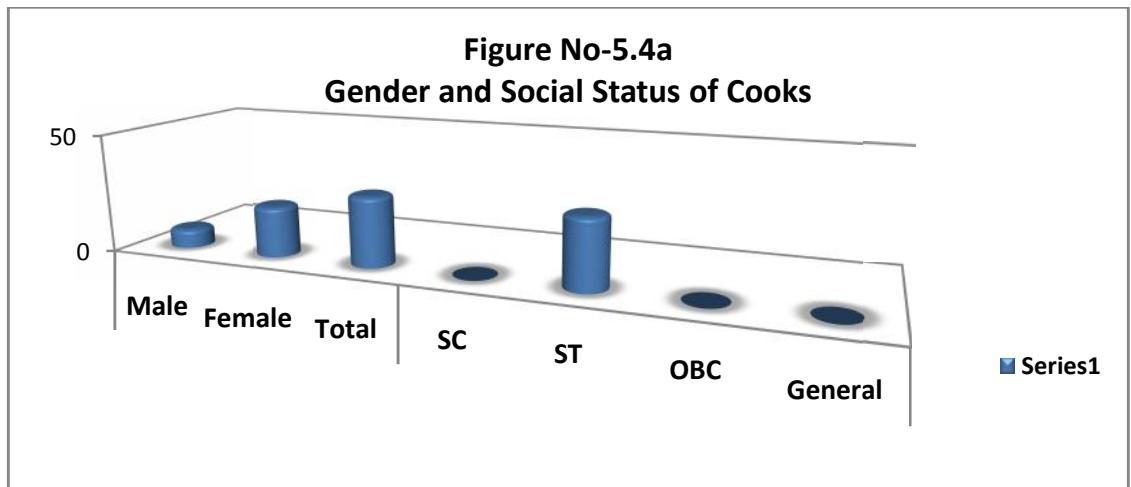
The honorarium of the cooks was initially fixed at Rs. 1500/-per month or Rs. 75/- per day for all working days. However, as per the information given by the Nodal Officer, Director of Education (S), the per day honorarium has been reduced from Rs. 75/- to Rs 50/-. Besides, the payment of honorarium to cooks and helpers is quite irregular. As reported by cooks and headmasters of sample schools the funds for the honorarium of cooks and helpers are released half yearly along with the conversion cost that has a detrimental effect on the functioning of the MDM scheme in the Manipur state in general and Chandel district in particular.

Further, it was also found that none of the sample schools prepared and displayed weekly menus for MDM service. Matters relating to the items to be served in MDM were decided on the day to day basis by the Headmaster/headmistress and teacher in-charge of MDM or SMDC. The basic items included in the MDM were Dal, Potato, Tin Fish and Eggs and Chicken (rarely).

Table No-5.4a
Gender and Social Status of Cooks

Cooks						
Gender			Social Status			
Male	Female	Total	SC	ST	OBC	General
8 (27.59)	21 (72.41)	29 (100%)	NIL	29 (100%)	NIL	NIL

Source: Field survey. Percentages in brackets



Source: Field survey

b) Gender and Social Status of Helpers

Every sample school covered under this study had employed one helper to assist the cook. Helper is very much needed in any type of works specially cooking- i.e.,

sweeping, cleaning vegetables, rice, fetching water, slashing the firewood and preparing meal etc., which the cook alone cannot manage.

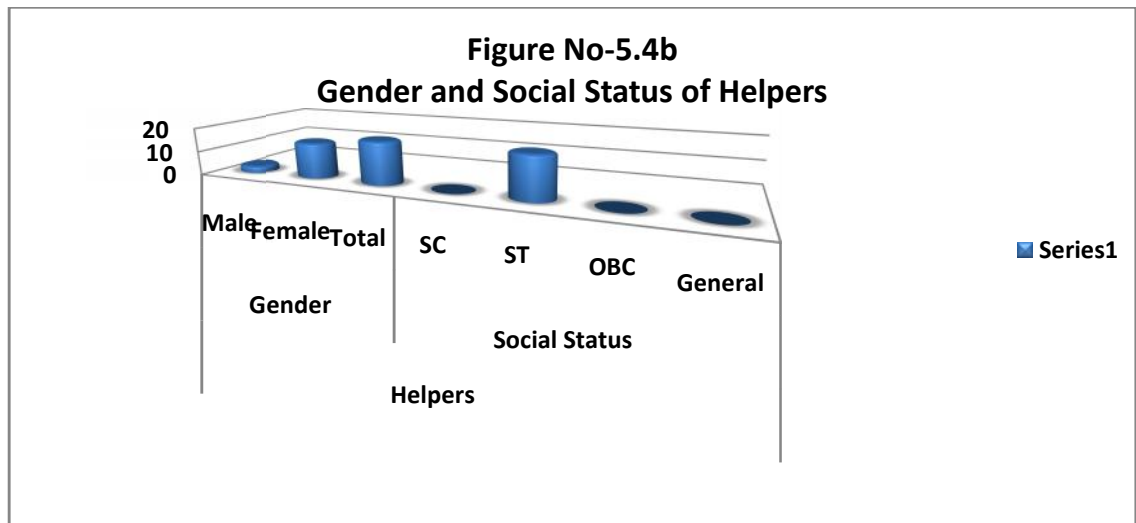
In terms of gender, as shown by data vide Table-5.4b and Figure 5.4b, 83.33% of the helpers under MDM programme in sample schools were females and the remaining 16.67% of the helpers were males.

Out of 29 sample schools, only 18 had employed helpers under MDM scheme. It was interesting to know that all (100%) of these 18 helpers were from schedule tribes community.

Table No-5.4b
Gender and Social Status of Helpers

Helpers						
Gender			Social Status			
Male	Female	Total	SC	ST	OBC	General
3 (16.67%)	15 (83.33)	18 (100%)	NIL	18 (100%)	NIL	NIL

Source: Field survey. Percentages in brackets



Source: Field survey

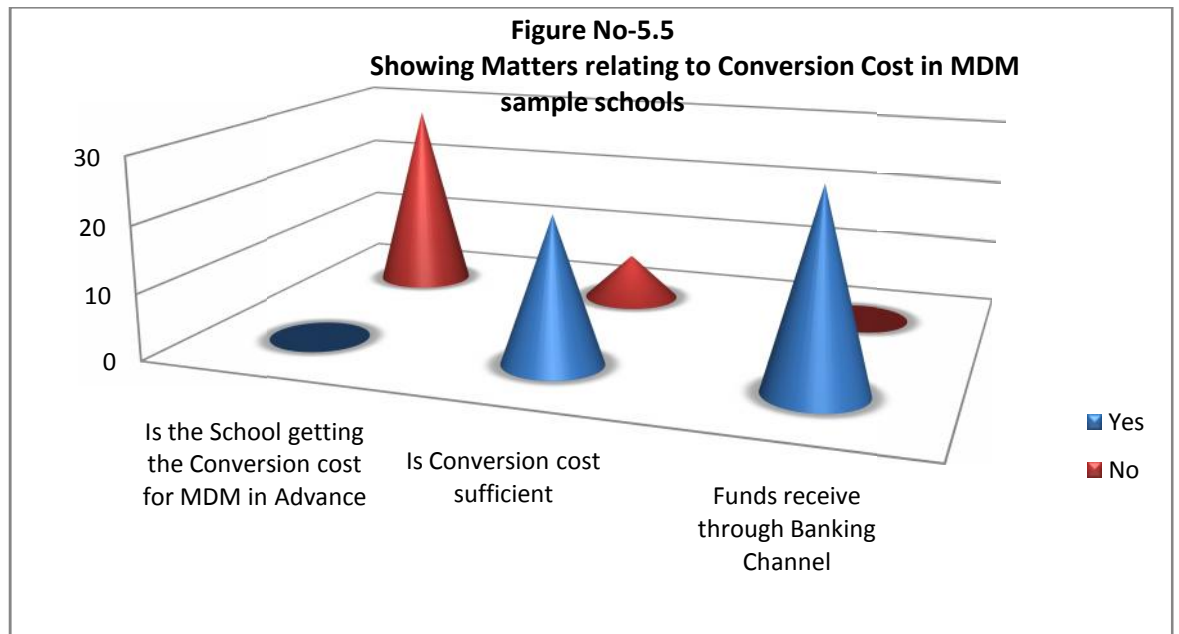
Section-5
Issues Relating to Conversion Cost for MDM

Regular and timely release of food grains and conversion cost are important preconditions for the successful implementation of MDM scheme. Schools find it difficult to provide a good quality and a variety of MDM to children without getting the conversion cost in advance. While interacting with the investigator, 100% of the headmasters of sample schools disclosed that conversion cost are not released on time for regular provision of meals to the students. Besides, 75.86% of the sample schools felt that that due to high rise in the price of cooking ingredients, the funds released by the state government are not adequate to provide a respectable food to children. These headmasters were of the view that like the enhancement of DA for Central and State Government employees, the norms of conversion cost need to be reviewed every year at the time of AWP and Budget approval by the PAB. However, 24.14% of the sample schools expressed their happiness and satisfaction with the present norms of conversion cost for MDM.

Table No-5.5
Matters Relating to Conversion Cost of MDM

Sl. No.	Details	Yes	No
1.	Is the School getting the Conversion cost for MDM in Advance?	NIL	29 (100%)
2.	Is Conversion cost sufficient	22 (75.86%)	7 (24.14%)
3.	Funds receive through Banking Channel	29 (100%)	NIL

Source: Field survey. Percentages in brackets



Source: Field survey

Section-6

Parental Awareness Relating to MDM Norms

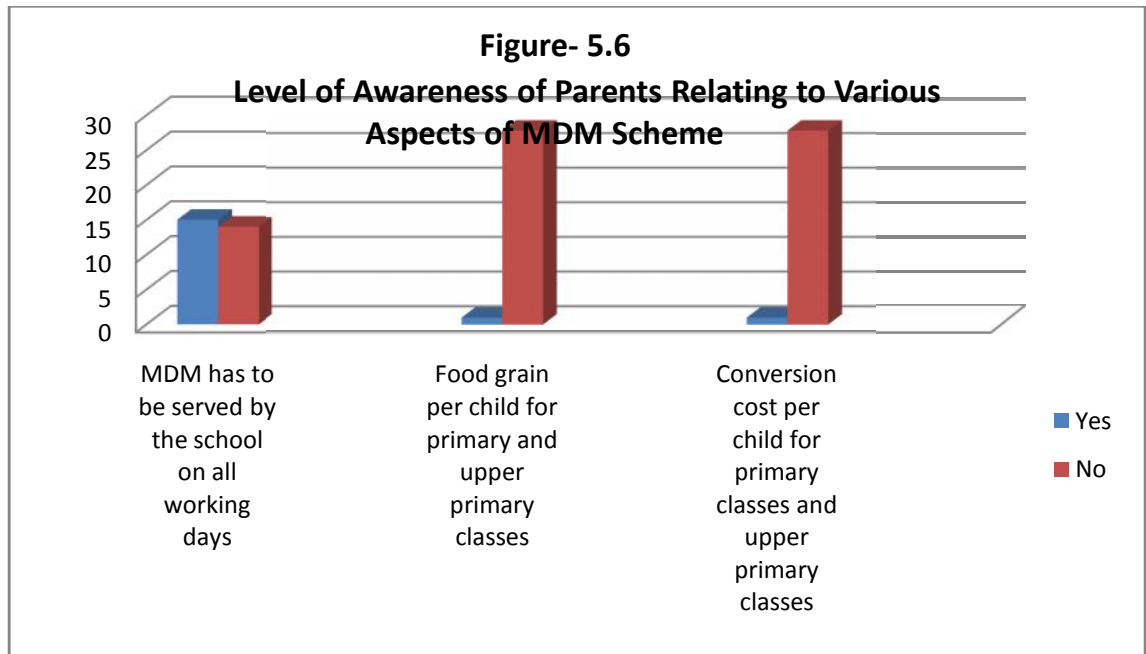
The success of any government scheme largely depends on the peoples' awareness about the various parameters and provisions of the scheme. The framers of MDM scheme envisaged not only the awareness but also the active participation of various stake holders of MDM including parents. Keeping in view its importance, the investigator wanted to know how far the parents, whose children studying in schools are themselves aware about what their children are supposed to get. In this study, the data with regard to the awareness of parents relating to various norms of MDM such as food grains and conversion cost per child at primary and upper primary stages, as well as number of days on which a school is supposed to serve MDM to children were collected from the school headmasters. While responding to the question on parental awareness, 15 (51.72%) out of 29 headmasters reported that parents are aware that MDM has to be served by the school on all working days. However, 14 (48.28%) headmasters

reported that parents are not aware about the issue under reference. When similar question relating to the parents awareness about conversion cost and food grains per child was asked, it was shocking to know that 28 (96.55%) out of 29 headmasters of sample schools reported that parents are not aware about the conversion cost and food grains per child per day at primary and upper primary stages.

Table No- 5.6
Level of Awareness of Parents Relating to Various Aspects of MDM Scheme

Sl. No.	Parental Awareness	Yes	No
1.	MDM has to be served by the school on all working days	15 (51.72%)	14 (48.28%)
2.	Food grain per child for primary and upper primary classes	1 (3.45%)	28 (96.55%)
3.	Conversion cost per child for primary classes and upper primary classes	1 (3.45%)	28 (96.55%)

Source: Field survey. Percentages in brackets



Source: Field survey

Section-7

Participation and Satisfaction of Stakeholders

a) Participation of Stakeholders

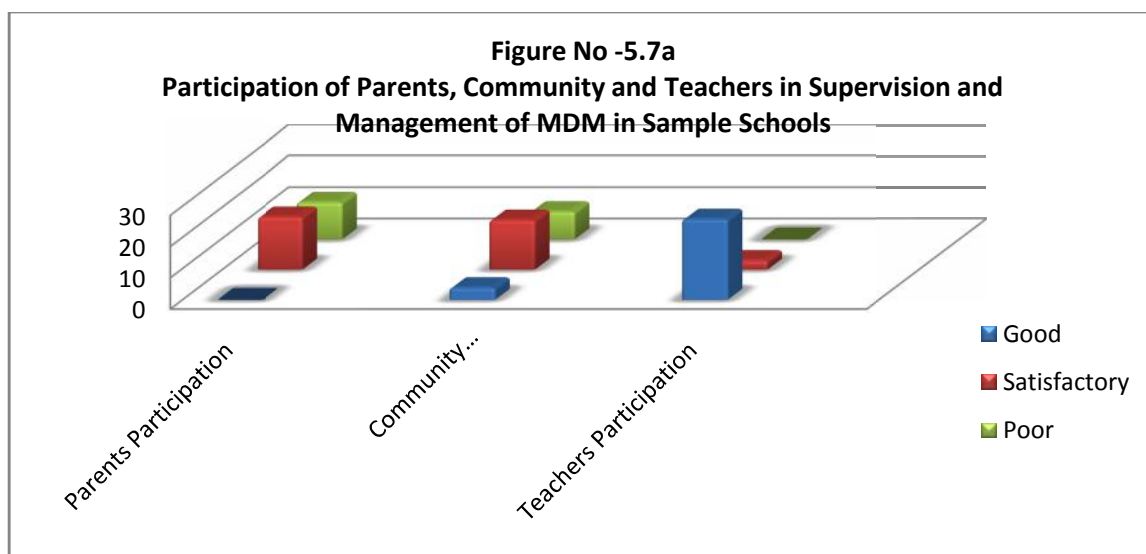
Participation of parents and community in supervision and management of MDM is important as it is not possible for the state or district level authorities and officials to monitor and administer the programme on the day to day basis. They know the needs and preference of children better with regard to the food. Besides, their participation will not only improve the quality of food but will also check on pilferages of food grains and funds for conversion cost. While responding to the question on parents' participation in the supervision and management of MDM, 58.62% of headmasters of sample schools reported it as 'satisfactory' (average), whereas, the remaining 41.38% reported it as 'poor'. It may be noted that not even a single headmaster out of 29 reported it as 'good'. Further, none of the sample schools maintained any roster for day to day supervision of MDM service in schools by parents. On the other hand, participation of community was reported to be slightly better as 13.79% of headmasters reported as 'good', 55.17% reported it as 'satisfactory' and 31.03% said it as 'poor'.

Teachers' participation in the various activities of MDM in the selected sample schools was reported to be much more impressive than parents and community as 89.65% of the headmasters reported it as 'good' and 10.34% said it as 'satisfactory'. None of the sample reported teachers' participation as poor. All sample schools were by and large happy with the participation of teachers in the MDM service.

Table No-5.7a
Participation of Parents, Community and Teachers in Supervision and Management of MDM in Sample Schools

Sl.No	Participation of Stake Holders	Good	Satisfactory	Poor
1.	Teachers' Participation	NIL	17 (58.62 %)	12 (41.38%)
2.	Community Participation	4 (13.79%)	16 (55.17%)	9 (31.03%)
3.	Parents' Participation	26 (89.65%)	3 (10.34%)	NIL

Source: Field survey. Percentages in brackets



Source: Field survey

b) Satisfaction of Stakeholders

A quick glance at data vides Table No-5.7b shows that all (100%) parents and teachers covered in this study expressed their satisfaction with the working/implementation of MDM scheme in the sample schools. Their expression of satisfaction with MDM scheme should not be interpreted as everything is fine with the functioning of this scheme in the district. This is especially true in case of

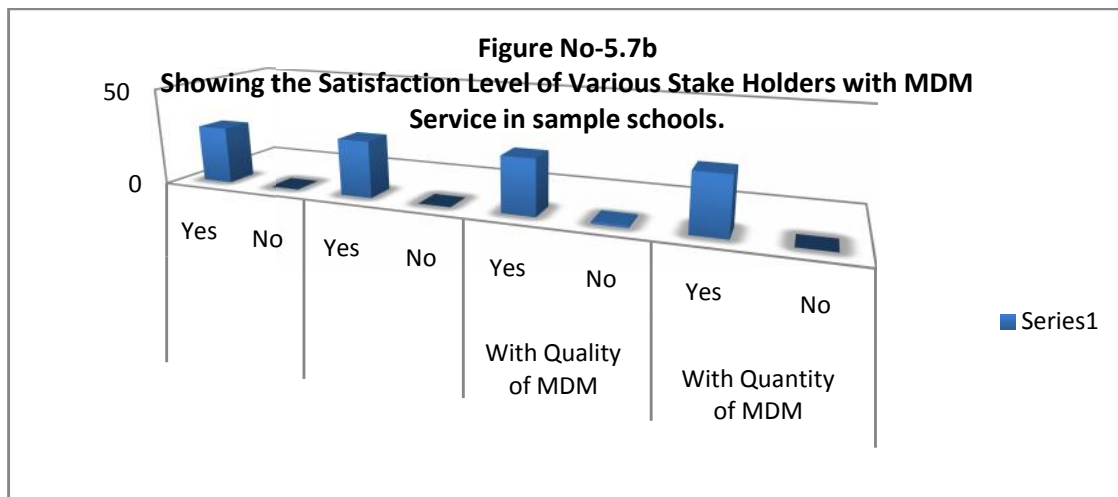
parents as large majority of them, as explained earlier in this chapter, are ignorant about the norms relating to food grains and conversion cost per child per day. Further, expression of satisfaction by 100% children with the quantity of MDM and by 96.55% with the quality of food may also be interpreted with caution as the young children do not know that getting hot cooked food every day is their right, the school is supposed to serve it on every working day including exams and sports days without fail as the Government of India is providing the required food grains and conversion cost for all the working days shown by the state government in its academic calendar for elementary schools.

Table No-5.7b

Satisfaction of Parents, Teachers and Children with MDM in Sample Schools

Satisfaction of Parents		Satisfaction of Teachers		Satisfaction of Children With			
				Quality of MDM		Quantity of MDM	
Yes	No	Yes	No	Yes	No	Yes	No
29 (100%)	0	29 (100%)	0	28 (96.55%)	1 (3.45%)	29 (100%)	0

Source: Field survey. Percentages in brackets



Source: Field survey

Section-8

Enrollment and Participation of Children in MDM Programme

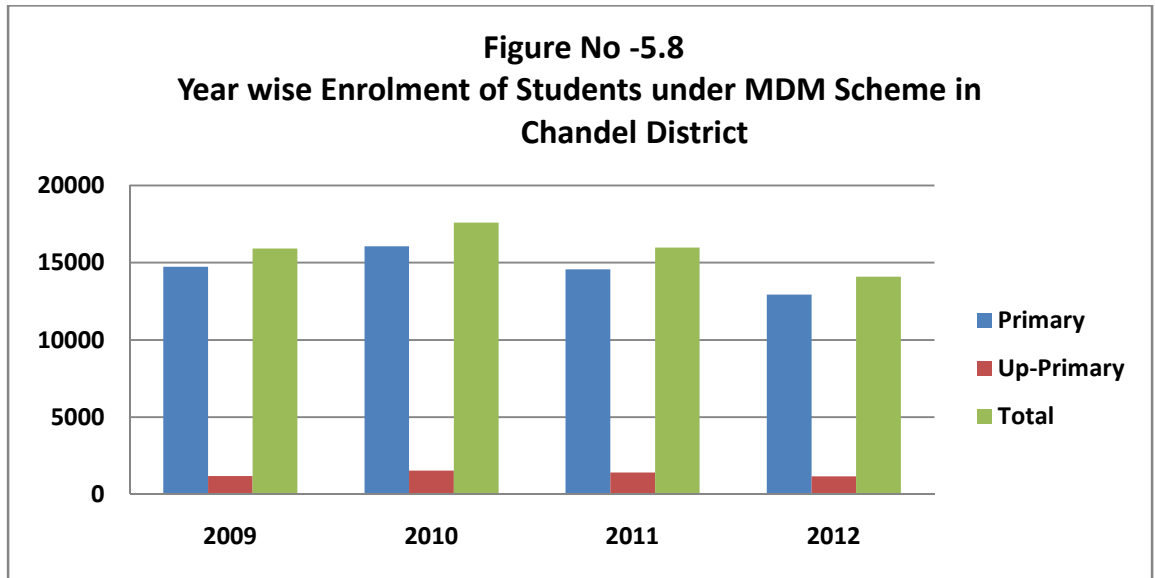
a) Participation of Children in MDM in Chandel District

Table-5.8 shows the enrolment of children under MDM scheme in all primary and upper primary schools in Chandel district of Manipur. Analysis of data in this Table No-5.8 indicates the increase in participation of children under MDM scheme in both primary and upper primary schools in the initial year. For instance the number of primary school children that participated in this scheme during 2009 was 14735, and this number increased to 16067 during 2010, but it started decreasing from 2011 onward, and during 2012 this number came down to 12932. The picture of children participation in MDM at upper primary level is not much different as it shows the same trend of increase in 2010 and decrease in 2011 and 2012.

Table No-5.8
Year wise Enrolment of Students under MDM Scheme in
Chandel District

Year	Primary	Up-Primary	Total
2009	14735	1185	15920
2010	16067	1530	17597
2011	14561	1409	15970
2012	12932	1164	14096

Source: ZEO, Chandel.



Source: ZEO, Chandel.

Section-9

Impact of MDM on Enrollment, Attendance, Dropouts and Students' Interest in Studies.

National Programme of Nutritional Support to Primary Education known as Mid-Day Meal (MDM) Programme was launched in India as a Centrally Sponsored Scheme to support the goal of universalisation of elementary education. The key objectives of the programme are: protecting children from classroom hunger, increasing school enrollment and attendance, reducing the dropout rate, improving socialization among children belonging to all castes, addressing malnutrition, and social empowerment through provision of employment to women.

The present study has attempted to study the impact of MDM on enrollment, attendance, retention and enhanced interest of students in Studies in terms of perceptions of parents and teachers.

a) Impact of MDM on Enrollment, Attendance, Dropout Rate and Enhanced Students Interest in Studies as Perceived by Teachers:

i) Impact of MDM on Enrollment.

Around 91.96% of teachers, when asked about the impact of MDM, reported that introduction of MDM has a positive impact on the enrollment of children in elementary schools, whereas the remaining 8.04% were not very sure about its impact on enrollment.

ii) Impact of MDM on Attendance.

When asked about the impact of MDM on students attendance, it was interesting to know that 82.14% of teachers felt that introduction of MDM has improved the attendance of children in schools. On the other hand, 17.86% of the teachers did not think so.

iii) Impact of MDM on Drop out/Retention.

While responding to the question about the impact of MDM on students Dropout/Retention rate, around 46 (41.07%) of teachers felt that introduction of MDM has improved reducing the Dropout rate of children in schools. On the other hand, 66 (58.93%) of the majority teachers did not think so.

iv) Impact of MDM on Enhanced Students Interest in Studies.

With regard to the question about the impact of MDM on Enhancement of Students' Interest in Studies, it was very interesting to know that 110 (98.21%) of teachers felt that introduction of MDM has Enhanced Students Interest in Studies in schools. On the other hand, 2 (1.79%) of the teachers did not think so.

b) Impact of MDM on Enrollment, Attendance, Dropout Rate and Enhanced Students Interest in Studies as Perceived by Parents:

i) Impact of MDM on Enrollment

Around 95 (91.35%) of parents, when asked about the impact of MDM, reported that introduction of MDM has a positive impact on the enrollment of children in elementary schools, whereas the remaining 9 (8.65) of parents were not very sure about its impact on enrollment.

ii) Impact of MDM on Attendance.

When parents were asked about the impact of MDM on student's attendance, it was impressive to know that around 88 (84.62%) of parents felt that introduction of MDM has improved the attendance of children in schools. On the other hand, 16 (15.38%) of the parents did not think so.

iii) Impact of MDM on Dropout/Retention.

While responding to the question on the impact of MDM on students Dropout/Retention rate, around 61 (58.65%) of parents felt that introduction of MDM has reduced the Dropout/Retention rate of children in schools. However, the remaining 43 (41.35%) of the parents did not think so.

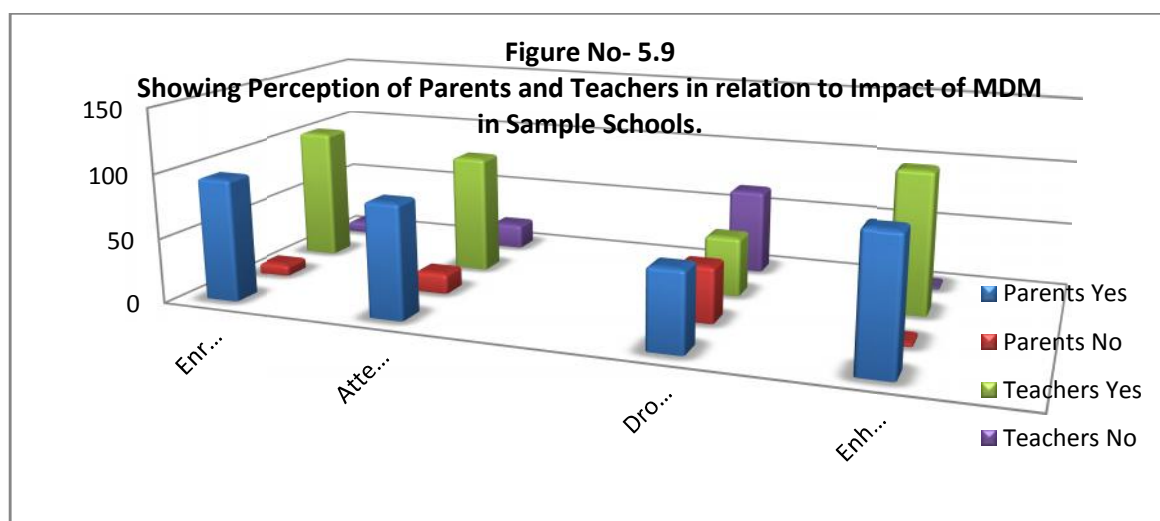
iv) Impact of MDM on Enhanced Students Interest in Studies.

With regard to the question about the impact of MDM on Enhanced Students Interest in Studies, it was very astounding to know that 101 (97.12%) of parents felt that introduction of MDM has Enhanced Students Interest in Studies in schools. However, 3 (2.88%) of the parents did not think so.

Table-5.9
Perception of Parents and Teachers in Relation to the Impact of
MDM on Enrolment, Attendance, Dropout and Enhanced
Students Interest in Studies of Children

Impact On	Parents		Teachers	
	Yes	No	Yes	No
Enrolment	95 (91.35)	9 (8.65)	103 (91.96)	9 (8.04)
Attendance	88 (84.62)	16 (15.38)	92 (82.14)	20 (17.86)
Dropout	61 (58.65)	43 (41.35)	46 (41.07)	66 (58.93)
Enhanced Students Interest in Studies	101 (97.12)	3 (2.88)	110 (98.21)	2 (1.79)

Source: Field survey. Percentages in brackets



Source: Field survey

Section-10

Impact of MDM on Academic Activities of School

The Government of India had released Rs. 34.33 lakh during 2010-11 as central assistance to Manipur towards MME, of which only 10.53 lakh (31%) was utilized by state for the purpose. Under utilization of the said grant by the state is a clear

indication that the state government is not doing enough for the Management Monitoring and Evaluation (MME) of the MDM scheme.

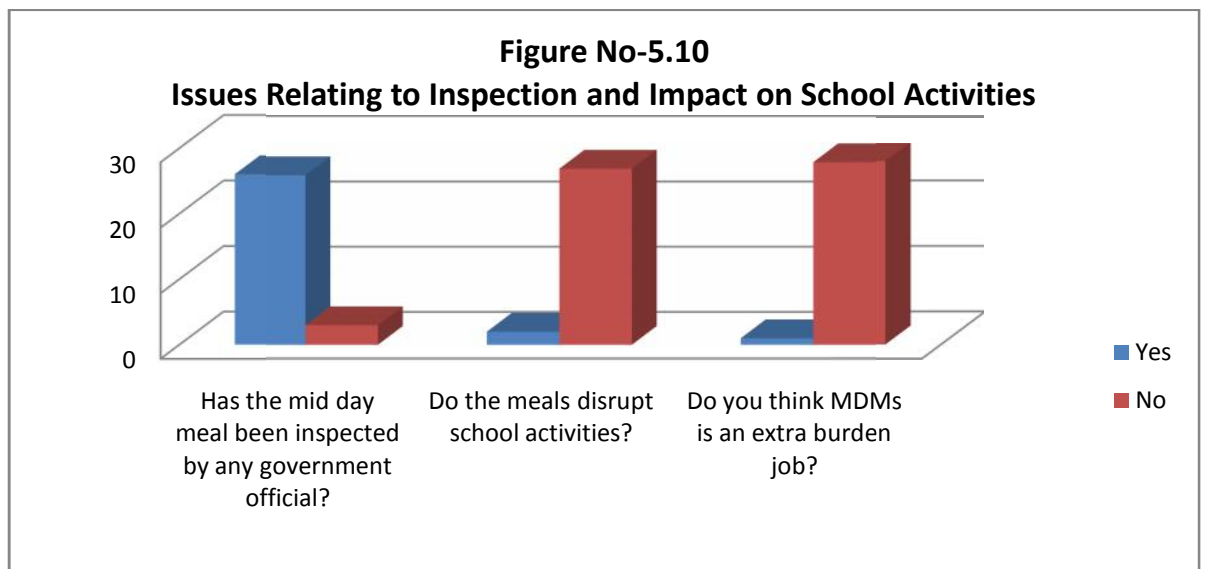
When asked about the visit of Government Officials with regard to the inspection of MDM programme, 26(89.66%) of sample schools, as indicated by the data in Table-5.10, reported that they have been visited by the Government officials. However, the visit was related with other aspects of school inspection and it was not at all related with the supervision and monitoring of MDM scheme in the samples schools. Whereas, the remaining 3(10.34%) of sample schools were not visited by any government officials for any kind of inspection.

While answering to the question whether the introduction of MDM service has disturbed their teaching learning processes in schools, it was pleasing to know that 27(93.10%) of the samples schools reported that they do not face any problem in serving mid day meal to the student because the schools have employed cooks and helpers. However, 2(6.90%) samples schools reported that the since Mid Day Meals has to be looked after by the teachers, it has disturbed their academic activities to some extent. Further while responding to the question of additional work load, 1(3.45%) of the sample schools feels MDM scheme is an extra burden. However, 28(96.55%) of the samples school reported it otherwise.

Table No-5.10
Issues Relating to Inspection and Impact on School Activities

Sr. No.	Issues Relating to Inspection and Impact on School Activities	Yes	No
1.	Has the mid day meal been inspected by any government official?	26 (89.66%)	3 (10.34%)
2.	Do the meals disrupt school activities?	2 (6.90%)	27 (93.10%)
3.	Do you think MDMs is an extra burden job?	1 (3.45%)	28 (96.55%)

Source: Field survey. Percentages in brackets



Source: Field survey

Section-11

Problem Faced by Sample Schools in the Successful Implementation of MDM Scheme:

Most of the headmasters/headmistresses, teachers, and community members while interacting with the investigator reported the following problems faced by the schools in the successful implementation of MDM:

1. Non release of funds relating to conversion cost on time.
2. Delays in delivery of regular supply of food grains to the school.
3. Non availability of potable water for drinking and cooking of MDM.
4. Poor quality of food grains.
5. Bags of food grains received by the schools do not carry the specified quantity of food grains.
6. Non availability of proper kitchen sheds in many sample schools.
7. Non release of honorarium of cooks and helpers in time.
8. Inadequate utensils for cooking and service of MDM in most sample schools.
9. Non provision of cooking and service utensils for convenient service to the children.
10. Inadequate supervision and monitoring of MDM by district and block level officials.
11. No training provided to teachers in-charge of MDM with regard to maintenance of stock registers, inventories, beneficiary registers and account books.
12. Absence of orientation and training of cooks and helpers.
13. Lack of awareness on the part of parents, students and community members regarding MDM norms relating to quantity of food grain and conversion cost per child at primary and upper primary levels.

CHAPTER-6

Major Findings, Conclusions and Recommendations

6.1 Major Findings of the Present Study

1. Hot meals were not provided to the students on all working days by most sample schools.
2. Only 3 sample schools out of 29 provided hot meals on the day of the visit of the investigator.
3. Maintenance of MDM Registers, viz., MDM Card, Stock Register, Cash Book Register and Attendance Register was very poor in all sample schools.
4. All of the sample schools visited by the investigator reported irregularity and delays in supply of food grains and funds for conversion cost.
5. Funds and food grains were not released by the Government at the same time
6. Quality of construction of Kitchen sheds in most sample schools was very poor.
7. Majority of the sample schools did not have drinking water facility in the school campus.
8. Due to the irregular supply of food grains, no buffer stock was maintained by any sample school.
9. No advance funds were released for conversion cost for regular service of MDM.
10. Majority of the schools visited did not have display board relating to MDM.
11. In majority of the schools visited by the investigator, Bank Accounts were maintained by the SMDC chairman and the Headmaster as joint account holders.
12. Payment of Honorarium to cooks and helpers was not regular at all.

13. Headmaster/Headmistress concerned has to collect food grains from the Deputy Inspector/Assistant Inspector concerned.
14. Students were interested in Non-Vegetarian food only.
15. Children were satisfied with the quality and quantity of MDM served to them by the school.
16. Due to non release of conversion cost in advance some of sample schools distributed raw food grains to children so as to avoid damage of rice, and used conversion cost to provide sweets, tea and bread etc.
17. Weekly menu for MDM was not maintained by any sample school.
18. All sample schools reported 100% participation of students in MDM and no student brought Tiffin from home in the schools.
19. Teacher's participation was found to be very good, but parents and community was somehow satisfactory.
20. Majority of the cooks and helpers were found to be ST and preferences were given more to the women belonging to BPL family.
21. 96.55% of the sample schools visited were using firewood for preparing hot meal and only 3.45% used both firewood and gas.
22. Majority of the schools visited were very poor in sanitation due to non availability of toilet and water facility.
23. Majority of headmaster/headmistress of sample schools were found unhappy with the MDMs scheme due to unusual and unpredictable delays in release of food grains and conversion cost.
24. None of the sample school has ever been visited by any Government officials for the inspection and supervision of MDM service.
25. MDMs were provided to the students only when funds and food grains are released from the Government.

26. Most of the schools were found to have inadequate facilities for cooking and serving MDM.
27. Majority of the parents were not much aware that MDM has to be served by schools on all working days, and had no knowledge about the norms relating to food grains and conversion cost per child per day.
28. Majority of the kitchen sheds were designed and constructed by Village Authority.
29. MDM funds were transferred to the school bank account by the District office without proper information to the Headmaster.

6.2: Conclusions

Mid Day Meals scheme is a landmark programme in the direction of spreading primary education after the inception of MDM scheme, and directives from Supreme Court in 2004, there is a tremendous improvement in enrolment in primary and upper primary education in India. However, the findings of this study have indicated many irregularities and bottlenecks in the satisfactory implementation of the Scheme.

The central government has sanctioned crores of rupees for universalizing compulsory education at primary and upper primary level through various schemes like SSA, by providing free uniforms, books, bags etc. MDM was one of the main weapons in attracting the students. The investigator found the attendance level was not so good, but the number of students attending the school do not hesitate in participating on MDM with full of interest and enthusiasm. Parents and community participation in the management and supervision turned out to be unsatisfactory. However, teachers' participation in the day to day management of MDM in their respective schools was very good. One should remember that

successful implementation of MDM scheme is the collective responsibility of parents, teachers, community and government agencies and officials, the teachers all alone cannot rectify the short comings.

Investigator founds that MDM was provided only when provision of food grains and conversion cost were released by the state government. In case of delays in the release of conversion cost, schools provide uncooked food grains to the student to avoid spoil of food grains.

The Scheme suffers from financial problem, as there were delays and irregularities in the release of funds for conversion cost especially from the state to district and finally to the SMDCs, that was largely responsible for the various problems in the successful implementation in the state. If the state government continues with the attitude of negligence, it will never be able to achieve the objectives for which the MDM scheme was launched.

Though the impact of MDMs is impressive in terms of enrolment, attendance and in checking drop-out rates, the scheme suffered from a number of bottlenecks in the course of its implementation. Financial allocation for the operation of this scheme was inadequate and irregular, supervision and monitoring of programme is not regular. The study hours of the schools are getting affected due to direct involvement of teachers in the management and operation of the noon meals.

At the end, we may say that Mid-Day Meals programme is a massive social welfare programme aiming at attracting children into the educational main stream and also providing them with all the much needed supplementary nutrition to make them healthy and worthy citizens of the country.

6-4: Recommendations:

As the Mid Day Meal Programmed has not been implemented successfully in all the sample schools visited by the investigator due to negligence made by the government. Apparently it has analyze and found the status of the MDM scheme in the selected sample schools in Chandel District has assume that by adopting the further recommendation will definitely improve the objectives of MDM in the District.

1. Most of the sample schools as reported in the findings were not able to serve hot cooked food because of irregular supply of food grains, it is, therefore, recommended that state and district level authorities should take every possible step to ensure regular supply of food grains to schools for MDM.
2. Non release of funds for conversion cost in advance is another important impediment in the regular service of MDM. In the absence of conversion cost schools either do not serve the hot cooked meal and distribute food grains to children or have to take cooking ingredients on credit by paying higher prices which affects the quality of MDM.
3. The conversion cost of Rs.2.89/- per child per day at primary and Rs.4.33/- in the state, in view of the inflation and high price index in the state is not adequate to give a good quality food. Thus it is recommended that the state government should review its norms for the cooking cost at both primary and upper primary schools.
4. Collection of food grains from the office of the Assistant/District School Inspector by the headmaster or the SMDC's Chairman is another serious concern that needs to be addressed by delivering food grain at the door step of schools.

5. In the absence of PHE water connections, most of the sample schools were dependent on natural streams or ponds or truck supply or rain water harvesting for cooking and drinking which is not always safe for children. It is thus recommended that state and district authorities should take necessary steps to ensure the supply of potable water for drinking and cooking of MDM.
6. Sometimes the quality of food grains supplied to schools is reported to be bad. Thus it is felt that authorities concerned should ensure that poor quality food grain does not reach schools for MDM.
7. Almost one third of sample schools did not have their kitchen sheds. In the absence of these kitchen sheds the MDM was cooked at the residence of cook/helper and transported to the school during lunch time. In view the above the investigator is of the view that the funds for the construction of kitchen shed should be immediately provided to such school.
8. Cooks and helpers in almost all sample schools did not get their honorarium on monthly basis. Many a times they receive their honorarium after three to six months. Generally the conversion cost and cooks honorarium are released quarterly.
9. Additional funds should be provided to every primary and upper primary school for the purchase of cooking and service utensils.
10. MDM programme in schools is rarely supervised and monitored by district and block level officials. It is; therefore, felt that there should be surprise inspections at least once in quarterly.
11. To provide buffer stock of food grains for one month to every sample school to ensure regular service of hot cooked meal every day without any fail.
12. The Manipur Government should release the food grains, funds, honorarium for the cooks and Helpers in time without any delay for smooth functioning of

MDM scheme in the District. Timely release of food grains and conversion cost at the same time may be avoided the distribution of rice to the students

13. To conduct awareness/workshop on MDM for the Parents, Community, NGOs and VECs for better participation on MDM for better responsibilities.
14. To improve health and sanitation Programme for the school's students.
15. Government official of the District concerned to make surprise visit to check the problems of MDM and regular service. This will solve the communication gap between Headmaster and District officer which will mend up in relating to MDM scheme and therefore information can also be provided to the schools authority by the regular monitoring done by the surprise visitors and also will depict the real picture of the situation in the schools.

6-5: Suggestions for Further Research:

1. A similar type of study can be taken up in other Districts of Manipur.
2. A study on the impact of MDM on the attendance, enrolment and dropout rate of children at primary and upper primary stage can be taken up.
3. A comparative study on the implementation of MDM scheme in various in different states in north east India can also be undertaken
4. Attitudes of various stake holders such as the children, parents and teachers etc towards MDM scheme can be another interesting area of research.
5. Status of supervision and management of the MDM programme at state, district and block level can also be taken up by future researchers.
6. Socio-cultural and family profile of the cooks and helpers engaged in MDM Scheme may be another interesting area of research.
7. Impact of MDM scheme on the life style and empowerment of female cooks may also be taken up for research.

8. An in-depth study on the success and failures of the MDM scheme may also throw certain insights.
9. A comparative study on the implementation of MDM scheme in Hill and Valley District of Manipur.
10. A study on the history of MDM scheme in India in general and Manipur in particular can also be conducted.
11. Quality of food grains, regular supply of food grains, and release of conversion cost are other important areas for research on MDM.
12. Fund flow from centre to state, from state to the district, and from district to the school can also be searched.
13. A study on the good /poor performing schools in MDM in the Manipur can be undertaken.
14. A study on the best practices in the implementation of MDM scheme can be another interesting area of research.
15. A comparative study on the implementation of MDM scheme in various districts in Manipur can also be undertaken.
16. Reactions and expectations of children, parents, teachers and community leaders relating to MDM shall be another interesting area of research.
17. Problems faced by the state, district and school management committee in the successful implementation of MDM scheme can also be taken up by future researcher who would like to explore this area further.

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INTERVIEW-CUM-OBSERVATION SCHEDULE

STATUS OF IMPLEMENTATION OF MID-DAY MEAL SCHEME IN ELEMENTARY SCHOOLS IN CHANDEL DISTRICT OF MANIPUR: A CRITICAL STUDY

Schedule No. _____

Name of the School: _____ Date of visit _____

District: _____ Sub-Division: _____

Block _____ Village: _____

1. Type of school

Sl. No	A	B
1.	Government Primary school	
2.	“Government Aided” Primary school	
3.	EGS CENTRE	
4.	Government Upper Primary school	
5.	Government Aided Upper Primary school	
6.	Other	

2. Information relating to the regularity of MDM service in schoola) Is the school serving hot cooked meal every day? **Yes/No**

If not how many days in a week the school does not serve MDM? _____ days

b) Specify the reasons for irregular service of hot cooked food:

i) _____

ii) _____

c) In case the hot cooked meal is not served at all, then what does the school do with the supply of good grain, specify:

i) _____

ii) _____

3. Variety of food served:

Sr.No	Rice based items	Wheat based items	Green vegetables	Non-Vegetarian items	Any other
1.					
2.					
3.					
4.					
5.					

4. Enrolment and Participation of Students in MDM.

Sr. No.	Details	Number	Remarks , if any
I.	Enrollment		
II.	No. of children opted for Mid Day Meal		
III.	No. of children attending the school on the day of visit		
IV.	No. of children availing MDM as per MDM Register		
V.	No. of children actually availing MDM on the day of visit		
VI.	No. of children availed MDM on the previous day.		

5. Are there some children who do not participate in MDM? Yes/No

If yes, specify the reasons for their non-participation in MDM

- a) _____
- b) _____
- c) _____

6. Participation of Parents, Community and Teachers in the Supervision and Management of MDM Service in school.

Statement	Good	Satisfactory	Poor	NA
How is Parents participation on Mid Day Meal?				
How is Community participation on Mid Day Meal?				
How is Teachers participation in Mid Day Meal?				

7. Are Parents aware of the following aspects of MDM Programme:

Sr.No.	Aspects	Yes	No
a)	MDM has to be served by the school on all working days		
b)	Food grain per child for primary classes		
c)	Food grain per child for upper primary classes		
d)	Conversion cost per child for primary classes		
e)	Conversion cost per child for upper primary classes		

**8. Are Parents satisfied with the various aspects of MDM service in the school?
Yes/No**

If not, specify the reasons of their dissatisfaction.

- a) _____
b) _____

**9. Are teachers satisfied with the various aspects of MDM service in the school?
Yes/No**

If not, specify the reasons of their dissatisfaction.

- a) _____
b) _____

10. Are children satisfied with the quality and quantity of MDM served in school?

a) With Quantity of MDM **Yes/No**

b) With the Quality of MDM **Yes/No**

If not, specify the reasons of their dissatisfaction.

a) _____

b) _____

11. Do some children bring their own Tiffin/lunch to the school? **Yes/No**

a) If yes, what percentage of children bring their own Tiffin/lunch _____%

b) Why they have to bring their Tiffin/lunch to school? Specify the reasons.

i) _____

ii) _____

12. Information about Cooks and Helpers:

a) Cooks

Number	Gender		Age	Salary	Community			
	Male	Female			SC	ST	OBC	General

b) Helpers:

Number	Gender		Age	Salary	Community			
	Male	Female			SC	ST	OBC	General

c) Is the Religion/Caste/Community /Gender of a person given any preference while his/her appointment as a cook or helper? **Yes/No**

d) Are Cook(s) and helper(s) getting their honorarium every month regularly? **Yes/No**

e) If not, specify the reasons for not paying their honorarium every month.

a. _____

b. _____

13. Information about the Conversion Cost for MDM:

Sr. No.		Conversion Cost		Total
		Central Govt. Share	State Govt. Share	
1	For Primary School Children			
2	For upper Primary School Children			

14. Information about the Kitchen Shed for MDM:

a) Availability of Kitchen Shed

Sr.No		Remarks
1	Amount of Funds received for construction of Kitchen shed	
2.	Constructed and in use	
3.	Scheme under which Kitchen sheds constructed - MDM/SSA/Others	
4.	Constructed but not in use (Reasons for not using)	
5.	Under construction	
6.	Sanctioned, but construction not started	
7.	Not sanctioned	
8.	Any other (specify)	

b) Type of Kitchen shed: Kaccha/Pucca/ Assam type(Semi pucca)

c) Specify the agency that constructed the kitchen Shed: _____

d) Who designed the kitchen shed? _____

- e) In case the kitchen shed is not available, _____
- i) Where is the food being cooked _____
 - ii) Where are the food grains/other ingredients being stored _____

15. Fuel used for cooking : Fire wood/LPG/ Kerosene Stove/ Solar Cooker

16. Information about cooking and service utensils Yes/No

- a) Does the school have adequate utensils for cooking of MDM?
If no, how the school manages the cooking of MDM, specify
- i) _____
 - ii) _____
 - iii) _____
- b) Does the school have adequate utensils for service of MDM?
If no, how the school manages the cooking of MDM, specify
- i) _____
 - ii) _____
- c) Who supplied these utensils?
- i. State Nodal Office ()
 - ii. District Office ()
 - iii. Purchased by the school from conversion cost ()
 - iv. Any other _____

17. Allocation and delivering of food grains to MDM School

- a) Is school/implementing agency receiving food grain regularly? **Yes/No**
- If there is delay in delivering food grains, what is the extent of delay and reasons for the same?
- i) Extent of delay _____
 - ii) Reasons of delay _____
- b) Is the food grains delivered at the school? **Yes/No**
- c) Is buffer stock grains allocation sufficient for the student? **Yes/No**

d) Is food grains allocation sufficient for the student? **Yes/No**

18. Availability of potable water for cooking of MDM and drinking

a) Does the school have PHE connection for water supply? **Yes/No**

If not, how does school manage water for cooking and drinking?

i) _____

ii) _____

b) Has school received any fund for drinking water facility? If Yes,

i) How much _____

ii) What kind of drinking water facility has been created? _____

19. Conversion cost for MDM

a) Is the school getting the conversion cost for MDM in advance? **Yes/No**

b) Is Conversion cost sufficient? **Yes/No**

c) In case of delay, how school manages to ensure that there is no disruption in the feeding programme?

i) _____

ii) _____

20. Do the Meals disrupt school activities? **Yes/No**

21. How long a break is necessary between classes for children to eat Meal?

i) _____

22. Do you think MDMs is an extra burden job? **Yes/No**

23. Since the beginning of the school year, has the mid-day meal been inspected by any government official? **Yes/No/NA**

24. What measures would you like to suggest for the successful implementation of the MDM Scheme in Chandel District.

- i) _____
- ii) _____
- iii) _____

(Signature of Scholar)

(Signature of Head Master)

Information Schedule for Perceptions of Teachers

Schedule No _____
 Name of the Schools: _____ Date of visit _____
 District: _____ Sub-Division: _____
 Block: _____ Village: _____

1. Perceived impact of MDM

Perceptions	Yes	No
Has introduction of MDM boosted pupil's enrollment in school?		
Has introduction of MDM boosted pupil's attendance in school?		
Has introduction of MDM boosted pupil's drop out in school?		
Has introduction of MDM boosted pupil's interest in studies?		

(Signature of Scholar)**(Signature of Teachers)**

Information Schedule for Perceptions of Parents

Schedule No _____

Name of the Schools: _____ Date of visit _____

District: _____ Sub-Division: _____

Block: _____ Village: _____

1. Perceived impact of MDM

Perceptions	Yes	No
Has introduction of MDM boosted pupil's enrollment in school?		
Has introduction of MDM boosted pupil's attendance in school?		
Has introduction of MDM boosted pupil's drop out in school?		
Has introduction of MDM boosted pupil's interest in studies?		

(Signature of Scholar)**(Signature of Parents)**

PARTICULAR OF THE CANDIDATE

NAME OF THE CANDIDATE : **Munhring Anal HT**

DEGREE : **M.Phil**

DEPARTMENT : **Education**

TITLE OF DISSERTATION : **“Status of Implementation of Mid-Day Meal Scheme in Elementary Schools in Chandel District of Manipur: A Critical Study”**

DATE OF PAYMENT OF ADMISSION : **28.07.2011.**

COMMENCEMENT OF SECOND SEMESTER DISSERTATION : **12.03.12**

APPROVAL OF RESEARCH PROPOSAL

1. **BOS** : **9th May, 2012.**

2. **SCHOOL BOARD** : **15th May, 2012.**

REGISTRATION NO. & DATE : **MZU/M.Phil/86 of 15.05.2012**

DUE DATE OF SUBMISSION : **31st December, 2012.**

EXTENSION (IF ANY) : **N.A**

(Dr. LALHMASAI CHUAUNGO)
Prof. & Head
Department of Education,
Mizoram University

