



Evaluation of Mid Day Meal Scheme in Himachal Pradesh

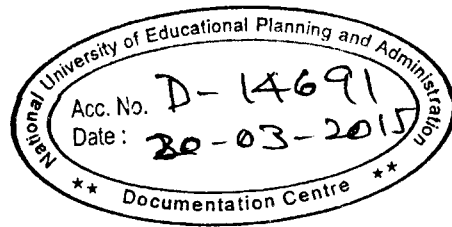


Economics & Statistics Department
Himachal Pradesh



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Pradeep Chauhan
Economic Adviser
Government of Himachal Pradesh

P R E F A C E

Indian education system is suffering enrolment, dropout and retention at primary and secondary level. In view of this issue, the Government of India has launched the scheme titled as Mid-Day Meal through which the benefits were targeted to the vulnerable section of the society i.e. the future of the country. This programme has also been introduced in the State in the same perspective.

Since there is no data from the studies on the technical, operational and administrative feasibility of MDM implementation in the state, it was considered imperative to carry out mid-term evaluation as per guideline of Government of Himachal to determine the effectiveness, outcome and impact of the scheme. The evaluation study was conducted in six selected district Chamba, Kullu, L & S, Mandi and Sirmour.

The Present report is based on the data collected, analyzed from sample of 334 MDM centres which comprised in 33 Blocks of State. The Mid Day Meal scheme in HP is monitored by the Department of Education and this evaluation study was carried out by Department of Economics and Statistics. The main findings of the survey are present in Executive Summary of the report.

The department acknowledges, with gratitude the unstinted co-operation received from the students, local people and teachers and thanks to the authorities of education department, but for whose co-operation, the survey would not have been possible. Although this report has been brought out by the department of Economics and Statistics, Himachal Pradesh Government, it does not necessarily present the views of Pradesh Government.

Pradeep Chauhan
Economic Adviser

Shimla
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Executive Summary

MDM Scheme 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. Mid Day Meal Scheme had proved to be an effective means to check high dropout rates of children from economically weaker sections, while also addressing their nutritional needs.

Nutrition Support to Primary Education popularly referred to as Mid Day Meal programme (MDM) is considered as a means of promoting improved enrolment, school attendance and retention. MDM seeks to provide for each school child roughly a third of the daily nutrient requirement in the form of a hot fresh cooked meal. It is sometimes argued that in the case of children of poor households, the school meal may become a substitute rather than a supplement for the home meal. It is important to note that it is not merely the long-term effects of the school meal on the nutritional status but its short-term effects on better attention, memory and learning cannot be ignored. There are several published reports based on well-conducted studies pointing to these beneficial short-term effects of the school meal on learning ability.

A hungry child is a poor learner lacking in concentration. A mid day meal is an important instrument for combating classroom hunger and promoting better learning. Many children reach school with an empty stomach in the morning, as since a good early morning breakfast is not a part of the household routine. MDM could thus be a means for not only promoting school enrolment but also better learning in schools. With children from all castes and communities eating together, it is also instrumental in bringing about better social integration.

MDM could serve the important purpose of improving school enrolment and attendance especially girls thus contributing to gender equality. With MDM, it will be easier for parents to persuade their children to go to school and for teachers to

retain children in the classrooms. It could foster sound social behavior among children and dispel feelings of difference between various castes.

The Present evaluation study on MDM programme in six districts (i.e. Chamba; Kinnaur; Kullu; L&S; Mandi and Sirmour) of Himachal Pradesh is carried out to assess the performance of the programme in these districts. The main aim is to understand the constraints and bottlenecks in implementing the programme and to suggest policy measures for improvement in the functioning of the programme on the basis of in-depth observations. A comprehensive sample of 334 MDM centers from six districts of Himachal Pradesh was exhaustively studied in the current evaluation study.

All the CD Blocks (i.e. total 33) from these districts (i.e. Chamba=7; Kinnaur=3; Kullu=5; L&S=2; Mandi=10 and Sirmour=6) were evaluated. From these blocks minimum 334 MDM centres were selected (5 from the list of primary schools and 5 from the list of upper primary schools), in which 2 from remote area, 3 from road side schools has been selected by using random sampling technique

The present study was based on intensive fieldwork approach. The data collection was carried out in two phases. In the first phase, secondary data was collected that facilitated finalization of the sample MDM centers and strengthen our idea and arguments over MDMS programme in Himachal Pradesh. In the second and final phase, primary data was collected from all stakeholders i.e. students, members of management committees, teachers and parents. Primary data was collected using structured questionnaires for different stakeholders. Quantitative data has been analyzed by using SPSS software.

The opinions and observations of all stakeholders i.e. members of management committee, students, and parents reflects that MDM scheme has improved the status of primary education by enhancement of enrolment and attendance in many way.

- ❖ During field study, various aspects of MDM like the frequency of meals served, the quality of food and the impact of MDM on children attendance and performance were assessed in the present study.

Majority (98.56 per cent) of the students were satisfied with the frequency of receiving cooked meal. Next observation indicates some level of relief for the implementing officials that the quality of food was “very good” in quality in most of the MDM Centres in the State. Half of the students (i.e. 52 per cent) expressed their satisfaction over quality of food.

- ❖ Students regarding quantity of food shared that a sufficient quantity is served. The revelation regarding serving area confirmed that most of the students have their meal in open space that gives important pointer with reference to hygienic condition in MDMS in the state.
- ❖ It was observed in the present study that in 83 per cent of the entire sample of MDM Centres, students were bringing their own plates from their homes
- ❖ During the assessment of drinking water facility, it was observed that more than 97 per cent of MDM Centres covered in the study were being provide safe drinking water facility in their schools.
- ❖ Majority 85 per cent students expressed that they were not involved in the menu planning.
- ❖ During evaluation, various aspects of MDM like the frequency of meals served, the quality of food and the impact of MDM on children weight gain, frequency of falling ill, more active in studies, performance and nutrition status were assessed in the present study. Majority of the parents expressed that their children had gained weight, frequency of falling ill has been decreased, their children became more active in studies due MDM scheme, the performance of their children increased in the schools and more than ninety per cent of the parents have strong feeling that MDM improved their children nutrition status.
- ❖ Half of the parents were satisfied with the hygienic condition of food with respect to its cleanliness and dryness. It was understood that parents have feeling that overall MDM is a motivating force for

children to attend the school quite regularly and it should be continued.

- ❖ In the present evaluation study, it was revealed that Managing Committees received supply of good quality of dry ration (about 69 per cent) and some 31 percent was receiving fair quality of dry ration.
- ❖ About proper storage facilities in their centers, it was observed that, seventy four per cent of the MDM centers were having this facility, for 26 per cent there was no storage facility in their schools.
- ❖ The study further revealed that nearly 88 per cent of the dry ration/ raw ingredients were stored on a raised platform while 12 per cent stated that the raw ingredients were kept on the floor.
- ❖ The study results revealed that nearly 92 per cent of the schools had a separate shed for cooking meals while 8 per cent of the schools did not have a separate shed for cooking.
- ❖ Eighty per cent of the schools have gas connection while 20 per cent of the schools do not have the facility of gas connection. Those schools where gas connection was not available, 89 per cent of them used wood as fuel for cooking, while, 11 per cent of them used kerosene oil as fuel to cook meals.
- ❖ It was found that Government had arranged serving plates only in 23 per cent of MDM centres.
- ❖ The assessment of MDMS in the state confirmed that more than 80 per cent of students were having their meals in school Varanda, whereas a very few 9 per cent were having their meals in their classrooms, while 11 per cent of the schools the meal is served in an open place.
- ❖ The results showed that the higher authority inspects only 76 per cent of the schools/MDM centers, while in 24 per cent of the MDM centers no monitoring is done by higher authorities.

- ❖ It was understood that members of management committee have feeling that overall MDM is a motivating force for children to attend the school quite regularly.
- ❖ It was observed that MDM has increased the afternoon attendance in the school.
- ❖ Forty per cent of members of management committee were satisfied with the MDM programme, 36 per cent were fully satisfied and 20 per cent were partially satisfied. Only 4-5 per cent was not satisfied with this scheme.
- ❖ There exist several bottlenecks in the implementation of Mid Day Meal Scheme. Major gaps in processing of the scheme includes lack of awareness regarding vision behind the scheme among all the stakeholders including teachers and parents has led to shortfalls in realizing the objectives of the MDM. Majority of stakeholders feel that since MDM is provided free of cost, there was no point in raising their voice regarding the pitfalls in implementation. Insufficient resources and infrastructure to provide good quality food was also revealed by majority of the stakeholders. Absence of systematic process monitoring for delivering Mid day meal and absence of community participation, loss of teaching hours due to supervision of MDM by teachers and so on were observed.
- ❖ SMCs also complained of delays in release of funds and the low rate of conversion cost per head. Misuse of ration for other than providing meal i.e., to replace worn out kitchen utensils, compensate transportation expenses, were also reported in certain schools indicating lack of infrastructure to run the MDM scheme. Additionally, it was shared that there is no dedicated officer exclusively to look after this scheme at the District level and, as a result, this greatly hampered the effective implementation and monitoring of this important flagship scheme of the Govt. of India.

This is one of the reasons why they were not able to implement the programme with complete sense of accountability.

- ❖ The findings from this study strongly recommend “Process 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 stakeholder 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 partner of the programme that will certainly enhance its performance.
- ❖ Adequate infrastructure viz. provisions of kitchen sheds, kitchen devices and facility of drinking water should be ensured in all schools. The State government needs to strengthen the internal controls as well as the inspection and monitoring mechanism at all levels. Accountability for maintenance of records at various levels should be prescribed and monitored. It is recommended to limit teachers’ involvement in the programme to supervision activities. Decentralization of power among SMC members is recommended. More powers are asked to be delegated to Head teacher as far as management of MDMS is concerned. Delivery of the food grain should be regular, direct and convenient to the centers. Uniform implementing mechanism for delivery of ration at door steps of schools is suggested in all the districts. Having sensed the genuine problem of managing supply in time in schools, it is suggested that funds should be provided in advance to the implementing agencies through the state nodal officer for the transportation of food grains. To enhance the performance level of MDMS, there should be some modalities to rise per child budget with systematic mechanism of process monitoring this will help in smooth running of the programme.

- ❖ It is also suggested to implement the scheme with alternative approach of partnership with NGO's and local self help groups. It could be resolved by sharing the burden with corporate world. Linkage with poverty alleviation programmes in rural and urban areas.
- ❖ The adequate support of the Union Ministry of Health and the state Health Departments for the school health programme and support from the Department of Women and Child Development for nutrition education is also recommended for managing resources.
- ❖ The state government should vigorously coordinate with the Ministry to ensure that the data on enrolment, attendance and retention flows from the school level to state level in a transparent manner with records of compilation maintained at each level i.e. school level, district level and state level. Periodical checks should be arranged to crosscheck the data for accuracy. It should provide for analysis of feedback received and take remedial action, when required. Outcome indicators should be prescribe to measure and report on improvements in education, health and nutrition. It should use the data received from the states for such an evaluation. Extensive use of the computerized MIS (CMIS) net for monitoring purposes. External agencies should be involved in monitoring and supervision to ensure greater accountability. Elected representatives may also be involved in supervision. Accountability issue is a major facet in good governance. Specific dedicated departmental arrangement is suggested to assign the sole responsibility of MDMS. This would encourage sense of ownership among the actors who play major role in the execution. Fostering stronger community participation through Parent-Teacher Association (PTA) and such other units of the school system in the implementation of the programme could help in improving its performance. MDM could also be used as a platform to strength school health programme through ensuring healthy

environment in schools such as environmental sanitation, provision of safe drinking water and routine medical checkups.

- ❖ In brief it could be believed that this programme had shown the way to social transformation by encouraging children from different backgrounds to sit and eat together, and therefore its role in bringing together diverse social groups was important. It emphasizes the right to quality food and schooling, diverse groups eating together and learning and building a smarter and healthier India. It also revolve around a few overlapping issues like Responsibilities (of regulatory authorities), Rights (of children), Nutrition (for health), Quality (for the value chain elements involved) and Development (overall attainment of vision i.e., future for the Indian Child and Country).
- ❖ The evaluation team has high expectations that Government of Himachal Pradesh would have make some more effort for improve performance of MDMS in the State by giving serious thought to this evaluation report. Appropriate level of attention is sought for proper orientation of stakeholder, perfect and periodical monitoring, mid course corrections, encouraging people's participation, adopting appropriate model of execution and alternative resource mobilization as these are the major actors linked with the improvement in the performance of MDMS.
- ❖ The present evaluation study has tried to focus on the given assignment of evaluating the actual performance of the MDMS. It aimed to understand its process of implementation and its impact on beneficiaries in Himachal Pradesh within a short span of six months. Although we were able to understand the magnitudes of financial and administrative process and benefits perceived by the stakeholders at the local level, there are some aspects that remained untouched in current evaluation study.

Chapter-I

INTRODUCTION

1.1 Brief History, Objectives and Rationale of Mid-Day- Meal Programme.

Food insecurity and poor nutrition remain a problem in many developing countries and can have profound effects on children's health and their development. The Midday Meal Scheme in India is a programme covering primary school children to improve nutrition as well as increase educational enrolment, retention and attendance. This policy brief examines the effect of the scheme on nutrition (through testing height and weight) and on children's learning (through testing vocabulary). We find significant evidence of positive, protective effects, particularly for children growing up in communities affected by drought, suggesting there are substantial benefits of school feeding schemes for children's learning and development.

The Midday Meal Scheme in India is the largest school meal programme in the world, covering an estimated 139 million children. India also has the largest early child development programme in the world (the Integrated Child Development Services or ICDS), which provides free meals as part of a nutritional programme. The Midday Meal Scheme has bold objectives: it aims to enhance enrolment, retention and attendance among primary school children while simultaneously improving their nutritional levels.

Although the scheme officially started as a centrally-sponsored initiative in 1995, it was limited to providing dry rations and was not fully implemented in most states until 2002. Following a Supreme Court ruling in November 2001, all State Governments were mandated to introduce cooked school meals, and by 2003 most states (including Andhra Pradesh) had

started providing school meals. Crucially, in 2004 a Supreme Court order made it mandatory to provide midday meals during summer vacations in 'drought-affected areas'. This was an important intervention, as drought has affected large sections of India's rural population. In the Young Lives sample, almost 35% of the rural households report having suffered from drought between 2002 and 2006. In India, there has been considerable interest from State Governments in the performance of the Midday Meal Scheme, particularly in relation to the benefits it brings marginalized children. While there is evidence from a number of other studies that the scheme exerts a positive influence on enrolment and may increase daily calorific intake on school days, the impact on longer-term nutritional status and the effect of school meals on learning and cognitive skills has not been clear. Young Lives unique longitudinal data enables us to address these impact evaluation questions.

Education plays a vital and important role in fulfilling the basic needs of a common man viz. food, shelter and clothing. The main aim of Education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive, and to make struggle for existence. Four important factors are identified for achieving the goal of Education for all. These are Access to Education, Enrolment of children, and Retention of the enrolled children and Achievement. Mid Day Meal scheme is an effort to achieve and facilitate all the four above said objectives.

Various schemes were implemented in the primary education sector by the Government to reach the disadvantaged population. Access to Primary Education was universalized through flagship programmes of Govt. Like Sarva Shiksha Abhiyan, however, despite this, a few children are still deprived of Primary Education due to inability of their parents to send them

to schools because of their poor economical status. For, these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of these economically backward parents, one may, perhaps, to motivate the parents and children was to bring their children to school by providing food and nutritional needs.

Government of India, on Oct 2nd 1995, launched the scheme of National Programme of Nutritional Support to Primary Education also known as **Mid-Day-Meal Programme**. Under this scheme, students of Primary classes were to be provided wheat @ 3 kg per student per month (for 10 months in a year) subject to 80% attendance. Meanwhile, the apex court also intervened and vide its orders dated 28th November, 2001 the Supreme Court directed:-

“We direct the State Government/Union Territories to implement the Mid-Day-Meal scheme by providing every child in every Government and Government Assisted primary schools with a prepared Mid-Day-Meal with minimum contents of 300 calories of energy and 8-12 grams of protein each day of school for a minimum of 200 days. Those Governments providing dry rations instead of cooked meals must within 3 months start providing cooked meals in all Government Aided primary schools in all half the districts of the state(in order of poverty) and must within a further period of 3 months extend the provisions of cooked meals to the remaining parts of the state.

We direct the Union of India and the FCI to ensure provision of fair average quality grain for the scheme on

time. The State/Union Territories and the FCI are directed to do joint inspection of foodgrains. If the foodgrains is found, on joint inspection, not to be of fair average quality, it will be replaced by the FCI prior to lifting”.

1.2 Objectives of the Programme:-

The main objectives of the programme are:

- To increase enrolment, retention and to tone up the learning abilities of the beneficiaries, especially of children belonging to poor and down trodden sections of the society;
- To provide nutritious meal to the school going children to achieve the goal of Healthy mind in Healthy body;
- To promote friendship and feelings of common brotherhood among the children belonging to different caste, colour and creed by providing meals to them together and also to increase their retention in schools.

1.3 Mid Day Meal in the State of Himachal Pradesh

The National Programme for Nutritional Support to Primary Education (NP-NSPE) commonly known as the Mid Day Meal Scheme or Universal mid-day meal scheme (for all primary schools in the government or government-aided category) offering hot cooked food started operating in the state only in September 2004. It was operative (not in all schools) even earlier, but the system could hardly qualify as a school meal programme; first, only dry ration was provided and second, in most cases children had to collect their quota at the PDS outlet. However, at present MDM is covering fully children of 1st to 8th standard in Himachal Pradesh. There is 100 percent coverage of all government, local body and government aided schools, as also most Education Guarantee Scheme (But not Alternative Innovative Education (AIE)) centres in Himachal Pradesh as on September, 2007 (Tables 1 and 2).

The actual food being served generally consists of *Khichdi* most of the time in most schools. These are being cooked within the school premises, but because few schools have separate kitchen sheds yet, the process of cooking does disrupt normal functioning of the school to some extent.

Table-1
Number of Institutions Covered Under MDM Scheme in the State (as on 30.09.2010)

S.N.	Districts	PRIMARY SCHOOLS	UPPER PRIMARY
		Total No Of Children (Including GOVT+LB+GA EGS/AIE CENTRES/NRBC MADARSA/MAQTAB/NCLP)	Total No Of Children (Including GOVT+LB+GA EGS/AIE CENTRES/MADARSA/MAQTAB)
1	CHAMBA	1118	405
2	KULLU	743	234
3	MANDI	1737	683
4	SIRMOUR	986	354
5	L&S	204	71
6	KINNAUR	186	81

Table-2
Coverage under Mid-day Meal Programme (as on 30.09.2010)

S.N.	Districts	PRIMARY SCHOOLS	UPPER PRIMARY
		Total No Of Children (Including GOVT+LB+GA EGS/AIE CENTRES/NRBC MADARSA/MAQTAB/NCLP)	Total No Of Children (Including GOVT+LB+GA EGS/AIE CENTRES/MADARSA/MAQTAB)
1	CHAMBA	50036	32698
2	KULLU	33351	22650
3	MANDI	62201	46165
4	SIRMOUR	44580	30941
5	L&S	2016	1051
6	KINNAUR	5716	3454

1.4 Scope and Objectives of the Evaluation Study

The scope of the present study is to take up the evaluation of Mid Day Meal Scheme in the entire six districts of Himachal Pradesh implemented by the Directorate of Elementary Education, Government of Himachal Pradesh.

1.5 Objectives

- To assess the impact of the programme on
 - Nutritional status of children
 - Enrolment rate, retention rate and dropout rate of children in r/o primary classes
 - Scholastic performance

- To assess the availability of cooking arrangements and physical facilities such as
 - Kitchen shed
 - Separate store for storing raw ingredients
 - Availability of gas connection
 - Adequate utensils for cooking
 - Availability of plates and glasses for the children
 - Availability of safe drinking water in the school

- To assess the perception of the children about the programme, in r/o:
 - Type of recipe served

- To assess the perception of functionaries and parents of children
 - Adequacy of quantity of food served
 - Quality of food served
 - Hygiene aspects of raw ingredients and food served
 - Time of feeding

- To identify bottlenecks if any, specifically in respect of:
 - Supply chain of rice and other ingredients
 - About availability of fuel
 - About existing payable rates of honorarium to the workers engaged
 - Other difficulties if any.

Apart from above objectives, the evaluation study should also interalia focus on following issues:

- Excess of community partnership in the programme especially with regard to resource support and value addition to the meal
- Extent and nature of involvement/ participation of mothers of school children

- Extent and logistic support for the programme in r/o
 - Procurement mode of foodgrains
 - Existing storage facility
 - Quality aspects of the programme with regard to variety and wholesomeness of the food
 - People's perception with regard to usefulness of the program
 - Effect on teacher attendance
 - Extent of teacher support or lack of it
 - Extent of impact on building social cohesion amongst children
 - Extent of impact in improving enrolment and retention rate of children
 - Extent of impact in improving nutritional status of the children
 - Extent of impact in generating habits of good hygiene, discipline and food sharing with children of all castes to develop sense of equality
- Innovative practices if any.

1.6 Focus of research

It was felt that a study of the mid day meal scheme in Himachal Pradesh would be useful, particularly to see quantity and quality of the meal served, as well as its potential impact on learning, on nutrition, on enrolment, and on attendance. Media reports about the midday meal scheme are generally restricted to a crisis as for example when there is food poisoning and children fall ill. Even in such a situation the issue is politicized to embarrass the party in power rather than from any concern about what can be done to solve the problem. The focus of evaluation has been to probe into the current functioning of the cooked midday meal scheme in the state - right from when the time grain leaves the godowns of the FCI to when it comes in its cooked form to the school and is delivered to the children; and to suggest guidelines for a smoother implementation of the scheme.

This gave the Scope to understand the following:

1. The arrangements for logistics and timely availability of monetary assistance
2. The diet served adheres to the prescribed limits both in terms of quantity and quality.
3. To assess whether the scheme reaches all the eligible children.

4. The control mechanism for effective implementation of the scheme (Monitoring and Evaluation system)
5. To find out whether the scheme is implemented regularly and what is its status of implementation
6. Up to what extent the objectives have been achieved on following aspects and up to what extent?
 - Increase in enrolments.
 - Increase in regularity of attendance and its extent.
 - Reduction in dropouts.
 - Impact on nutritional status.
7. The perceptions of stakeholders on the implementation of the Mid Day Meal Scheme relating to the constraints in the implementation of the scheme and how it can be made more effective.

Chapter-II

Research Methodology

2.1 Methodology

Present evaluation study on MDM programme in Himachal Pradesh has been carried out to assess the performance of the programme in the six districts of state. The main aim is to understand constrains and bottlenecks in implementing the programme and to suggest policy measures for improvement in the functioning of the programme on the basis of in-depth observations. The various statistical tools and techniques has been used to analyze and report the data in systematic manner. The study will have primary as well as secondary data.

2.2 Data Collection

The evaluation has been conducted by administering structured questionnaires to different groups of stakeholders in the project. However, wherever appropriate, observational and participatory methods such as key informants' interview, focus group discussions and observation methods were used to gather qualitative information. Qualitative data contains reasons for success and failure, best practices, worst practices and recommendation. For the collection of primary data, tools have been prepared jointly in consultation with the MDM cell of Directorate of Primary Education, Himachal Pradesh. Following tools were used for the collection of data. This study has been based on intensive fieldwork approach. The data collection will be carried out in two phases. In the first phase, secondary data has been collected for finalization of the sample MDM centers and strengthen our idea and arguments over MDMS programme in Himachal Pradesh.

2.3 Secondary data collection

- History and Philosophy of MDM
- Demographic profile of the State

- Social and economic indicators in the State, including literacy rates, health indicators (IMR, MMR), sex ratio, poverty ratios, etc
- Number of Primary schools, Upper Primary schools, High schools
- Case Studies from other sources
- others

2.4 Primary data collection

After the orientation programme of the research team in the second and final phase, primary data has been collected from all stakeholders, officials in various implementing institutions, students, teachers, parents, etc. Primary data has been collected using some tools like case study, interview, and focused group interview, observation (participant and non-participant). Structured questionnaires have been used at the time of data collection. During the collection of the data some important aspects like enrolment, attendance and dropouts; delivery systems; infrastructural availability; social policy and state a service has been focused. Information in respect of occupation of the parents/guardians, distance of the residence from the school, socio economic profile of the beneficiaries has been obtained.

2.5 Sample size and sample design:

In the present evaluation study multistage stratified random sampling w has been used, in which sample schools have been selected from all the selected 6 districts of the state. From each district all the blocks (CD or Education) has been selected.

Steps:

- i) Primary data has been collected from 6 districts.
- ii) The district has been formed as first stage stratum and at the second stage all blocks (CD or Education) have been formed second strata

- iii) From each block at least 10 MDM centers (5 from the list of primary schools and 5 from the list of upper primary schools), in which 2 from remote area, 3 from road side schools has been selected by using random sampling technique
- iv) From each school 5 students from different classes and 5 parents has been interviewed by selecting randomly.
- v) From each selected school 1 Member of the Management Committee has been interviewed by selecting randomly.

To achieve this, the study has focused on the actual performance of the MDMS and also aimed at understanding its process of implementation and its impact on Beneficiaries in Himachal Pradesh. For the purpose of study, sample MDM centers selected from the six districts of the State has been presented in the following table.

Table-2.1
The present study will focus on MDM centers across the districts of the state as

Sn	District	No of CD blocks	10 MDM Centres from Each Block	5 Students from Each Sample MDM Centres	5 Parents From Each Sample MDM Centres	TOTAL
1	2	3	4	5	6	5+6
1	Chamba	1. Chamba	10	50	50	100
		2. Mehla	10	50	50	100
		3. Bharmour	10	50	50	100
		4. Tissa	10	50	50	100
		5. Salooni	10	50	50	100
		6. Pangi	10	50	50	100
		7. Bahiyat	10	50	50	100
	TOTAL	7	70	350	350	700
2	Kullu	1. Ani	10	50	50	100
		2. Banjar	10	50	50	100
		3. Kullu	10	50	50	100
		4. Nirmand	10	50	50	100
		5. Nagger	10	50	50	100
	TOTAL	5	50	250	250	500

Sn	District	No of CD blocks	10 MDM Centres from Each Block	5 Students from Each Sample MDM Centres	5 Parents From Each Sample MDM Centres	TOTAL
1	2	3	4	5	6	5+6
3	Mandi	1. Mandi sadar	10	50	50	100
		2. Rewalser	10	50	50	100
		3. Drang	10	50	50	100
		4. Chauntra	10	50	50	100
		5. Chachyot	10	50	50	100
		6. Seraj	10	50	50	100
		7. Dharampur	10	50	50	100
		8. Gopalpur	10	50	50	100
		9. Sundernagar	10	50	50	100
		10. karsog	10	50	50	100
	TOTAL	10	100	500	500	1000
4	Sirmour	1. Nahan	10	50	50	100
		2. Paonta sahib	10	50	50	100
		3. Pachhad	10	50	50	100
		4. Sangrah	10	50	50	100
		5. Shillai	10	50	50	100
		6. rajgarh	10	50	50	100
	TOTAL	6	60	300	300	600
Sn	District	No of CD blocks	10 MDM Centres from Each Block	10 Students from Each Sample MDM Centres	10 Parents From Each Sample MDM Centres	TOTAL

1	2	3	4	5	6	5+6
5	L&S	1. Lahaul	10	50	50	100
		2. Spiti	10	50	50	100
	TOTAL	2	20	100	100	200
6	Kinnaur	1. Nichar	10	50	50	100
		2. Pooh	10	50	50	100
		3. kalpa	10	50	50	100
	TOTAL	3	30	150	150	300
	GRAND TOTAL	33	330	1650	1650	3300

Chapter-III

Main Observations

Present evaluation study reflects the opinions and observations of all stakeholders Members of management committee, students and parents. To begin with, understanding the profile of sample end unit of observation, it would be appropriate to describe about the sample studied in this present evaluation.

3.1 Perception of the Students:

This part of the report highlights brief sample profile of MDM Centres, students and parents were interacted during present evaluation study. 334 MDM Centres were visited during the study from six districts of Himachal Pradesh. From each block of the district 10 MDM Centres were studied. In all a total of 1600 students selected from all MDM Centres covered from six districts were interacted for the assessment of MDMS. Similarly other stakeholder 1600 parents were also interviewed for understanding their views regarding the performance of MDMS in Himachal Pradesh.

3.1.1 Year of Commencement

Information regarding year of commencement of MDMS confirms that half of the MDM Centres (i.e. 46 per cent) have started the programme in their schools in 2008 and 38 per cent in 2004, whereas only 14 per cent of surveyed schools were running this programme before year 2004.

Table 1.1

S.N.	Districts	Year Of Commencement Of Mid Day Meal Programme In Himachal Pradesh											Total
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
1	CHAMBA	0	0	0	1	27	1	0	3	28	0	0	60
2	KINNAUR	2	1	0	23	0	0	0	0	16	1	0	43
3	KULLU	0	0	0	0	24	1	2	1	22	0	0	50
4	LS	0	0	1	13	0	0	0	0	8	0	0	22
5	MANDI	0	0	1	0	46	1	1	0	49	0	1	99
6	SIRMOUR	0	0	0	0	29	0	1	0	30	0	0	60
	Total	2	1	2	37	126	3	4	4	153	1	1	334
	% to total	1	0	1	11		1	1	1	46	0	0	100

3.1.2 Gender, Age and Study Level, Distribution of Sample Students

Present study had focused on 1600 students in total to gauge their views regarding performance of the MDMS in the state of Himachal Pradesh. Looking at the sample students it is clear that 52.5 per cent of sample size was males, whereas 47.5 per cent was females (Table-1.2).

Table 1.2

S.N.	Districts	Gender, Age and Study Level Distribution of Sample Students						
		Gender			Age (in years)			
		Male	Female	Total	4 to 6	6 to 10	10 to 16	Total
1	CHAMBA	165	135	300	0	156	144	300
2	KINNAUR	72	78	150	0	105	45	150
3	KULLU	117	133	250	0	128	122	250
4	LS	51	49	100	0	60	40	100
5	MANDI	282	218	500	0	271	229	500
6	SIRMOUR	153	147	300	0	144	156	300
	Total	840	760	1600	0	864	736	1600
	% to total	52.5	47.5	100	0	54	46	100

Similarly, Table 1.2 & Table- 1.3 shows gender-age-and-study level wise distribution of the sample. It reveals that 54 per cent sample falls in the age group of 06-10 years, and 46 % in the age group of 10-16 years. Age distribution indicates that more number of students were studying in Primary (i.e.52.75 per cent) as compared to students studying in middle level (47.25 per cent).

Table 1.3

S.N.	Districts	Study Level Distribution of Sample Students		
		Primary	Middle	Total
1	CHAMBA	150	150	300
2	KINNAUR	109	41	150
3	KULLU	125	125	450
4	LS	60	40	100
5	MANDI	250	250	500
6	SIRMOUR	150	150	600
	Total	844	756	1600
	% to total	52.75	47.25	100

3.1.3 Caste-wise and Religion-wise Distribution of Sample Students

Table 1.4 shows social structure of the sample students benefited from MDMS. Total of 49 per cent of sample students belong to other category which includes general category etc., 31.9 per cent to SC, 14.6 per cent to ST Category and only 4.6 per cent students falls in OBC category in this study. As anticipated district-wise student distribution as per the districts reflected in Table 1.4 confirms that most of them are followers of Hinduism religion (93 per cent because the most common religion followed in Himachal Pradesh is Hinduism).

Table 1.4

S.N.	Districts	Caste-wise and Religion-wise Distribution of Sample students									
		SC	ST	OBC	Other	Total	Hindu	Muslim	Sikh	Other	Total
1	CHAMBA	62	66	6	166	300	276	23	0	1	300
2	KINNAUR	64	68	0	18	150	117	0	0	33	150
3	KULLU	91	7	6	146	250	249	1	0	0	250
4	LS	11	76	1	12	100	54	0	0	46	100
5	MANDI	175	12	21	292	500	497	2	0	1	500
6	SIRMOUR	107	4	39	150	300	290	8	2	0	300
Total		510	233	73	784	1600	1483	34	2	81	1600
% to total		31.9	14.6	4.6	49.0	100.0	93	2	0	5	100

3.1.4 Impact of the Mid Day Meal Scheme on Attendance

The primary motive behind running MDM scheme is to improve the status of primary education by enhancement of enrolment and attendance. In Himachal Pradesh, SMCs gladly avowed that MDMS has increased enrollment, attendance as well as span of attention in school. It has been observed that 99 per cent of the students in these MDM Centres included in this study are attending school regularly. It has been also observed that MDMS had increased enrollment and it had also helped in increasing attendance in schools.

Table 1.5

S.N.	Districts	Regularity in school attendance		
		Yes	No	Total
1	CHAMBA	296	4	300
2	KINNAUR	149	1	150
3	KULLU	250	0	250
4	LS	99	1	100
5	MANDI	496	4	500
6	SIRMOUR	299	1	300
	Total	1589	11	1600
	% to total	99	1	100

One per cent of the students in sample revealed the reasons for not attending school regularly are No interest in reading, work at home and parents do not allow coming.

Most of the SMCs in all the districts confirmed during this evaluation that meal is a main incentive for attracting students for attending school on a regular basis. Table 1.5 reflects that most of the students are having regular meals in schools.

Table 1.6

S.N.	Districts	Students having meals at school		
		Yes	No	Total
1	CHAMBA	298	2	300
2	KINNAUR	149	1	150
3	KULLU	249	1	250
4	LS	100	0	100
5	MANDI	499	1	500
6	SIRMOUR	300	0	300
	Total	1595	5	1600
	% to total	100	0	100

3.1.5 Frequency of receiving cooked Meal

The response of the students regarding frequency of getting cooked meal has been shown in Table 1.7. Majority (98.56 per cent) of the students revealed that they are receiving cooked meal daily, 0.38 per cent reported that they get meals only twice and four times a week respectively, whereas 0.31 per cent reported that they were getting cooked meal thrice and five times in a week.

Table 1.7

S.N.	Districts	Frequency of eating						Total
		Daily	Once in a week	Twice in a week	Thrice in a week	Four times in a week	Five times in a week	
1	CHAMBA	292	0	1	3	2	2	300
2	KINNAUR	145	0	3	0	1	1	150
3	KULLU	250	0	0	0	0	0	250
4	LS	100	0	0	0	0	0	100
5	MANDI	490	1	2	2	3	2	500
6	SIRMOUR	300	0	0	0	0	0	300
	Total	1577	1	6	5	6	5	1600
	% to total	98.56	0.06	0.38	0.31	0.38	0.31	100

3.1.6 Regularity of Meal

During interrogation while evaluation, various aspects of MDM like the frequency of meals served, the quality of food and the impact of MDM on children attendance and performance were enquired into to assess the programme. In the sample 100 per cent of students revealed that they are getting regular meal (table-1.8).

Table 1.8

S.N.	Districts	Regularity in getting meal		
		Yes	No	Total
1	CHAMBA	300	0	300
2	KINNAUR	150	0	150
3	KULLU	250	0	250
4	LS	100	0	100
5	MANDI	499	1	500
6	SIRMOUR	300	0	300
	Total	1599	1	1600
	% to total	100	0	100

3.1.7 Quality of MDM meal

In terms of taste, the quality of the meal was found to be edible by a majority of children. Fifty two per cent of the students revealed that quality of meal served in schools is very good, 45 per cent stated good and only 3 per cent stated that is average. On the other hand in district Kinnaur majority of the students stated that the quality of meal is good and 23 per cent stated that it is average.

Table 1.9

S.N.	Districts	Overall Quality of Food Served				
		Very Good	Good	Average	Poor	Total
1	CHAMBA	125	172	3	0	300
2	KINNAUR	2	112	34	2	150
3	KULLU	163	87	0	0	250
4	LS	31	67	2	0	100
5	MANDI	295	202	3	0	500
6	SIRMOUR	218	82	0	0	300
	Total	834	722	42	2	1600
	% to total	52	45	3	0	100

3.1.8 Taste, cleanliness of Food

Next observation indicates some level of relief for the administrative officials that the quality of food was found to be of “very good” quality in most of the MDM Centres. Quality of food was assessed in terms of taste

and cleanliness, in the present evaluation study. Eighty five per cent of the students revealed (Table 1.10) that quality of food is good, 14 per cent stated that it is average. Regarding cleanliness 52 per cent of the students stated that it is good and 47 per cent revealed that it is very good.

Table 1.10

S.N.	Districts	Taste of Food				Cleanliness of food					
		Good	Average	Poor	Total	No Response	Very Good	Good	Average	Poor	Total
1	CHAMBA	280	20	0	300	2	95	201	2	0	300
2	KINNAUR	69	79	2	150	1	1	132	16	0	150
3	KULLU	237	13	0	250	0	137	112	1	0	250
4	LS	81	19	0	100	0	29	69	2	0	100
5	MANDI	415	85	0	500	0	260	239	1	0	500
6	SIRMOUR	285	15	0	300	0	222	78	0	0	300
	Total	1367	231	2	1600	3	744	831	22	0	1600
	% to total	85	14	0	100	0	47	52	1	0	100

Table 1.11

S.N.	Districts	Do you eat the entire amount of food given to you			Do you ask more serving		
		Yes	No	Total	Yes	No	Total
1	CHAMBA	296	4	300	159	141	300
2	KINNAUR	140	10	150	38	112	150
3	KULLU	194	56	250	223	27	250
4	LS	94	6	100	71	29	100
5	MANDI	497	3	500	460	40	500
6	SIRMOUR	300	0	300	280	20	300
	Total	1521	79	1600	1231	369	1600
	% to total	95	5	100	77	23	100

3.1.9 Quantity issues:

Majority of the students who were happy with the quality of the meal were also happy about the quantity. Ninety nine per cent of the students are satisfied with the quantity served.

Table 1.12

S.N.	Districts	Quantity of food		
		Yes	No	Total
1	CHAMBA	297	3	300
2	KINNAUR	147	3	150
3	KULLU	250	0	250
4	LS	99	1	100
5	MANDI	498	2	500
6	SIRMOUR	300	0	300
	Total	1591	9	1600
	% to total	99	1	100

3.1.10 Timing of MDM distribution.

It has been observed that in all the six districts, the time of distribution of mid day meal is between 01.00 PM to 01.30 PM. And in 32 per cent the timing was between 12.00 PM to 12.30 PM. Only 8 per cent stated that timing of MDM distribution is 12.30 PM to 01.00 PM

Table 1.12

S.N.	Districts	Timing of MDM distribution			Total
		12.00 PM to 12.30 PM	12.30 PM to 01.00 PM	01.00 PM to 01.30 PM	
1	CHAMBA	120	59	121	300
2	KINNAUR	0	0	150	150
3	KULLU	0	0	250	250
4	LS	0	0	100	100
5	MANDI	395	20	85	500
6	SIRMOUR	0	46	254	300
	Total	515	125	960	1600
	% to total	32	8	60	100

3.1.11 Arrangement of the Serving

It was observed in the present study that in 83 per cent of the entire sample of MDM Centres, students were bringing their own plates from their homes (Table 1.13). It was found that Government had arranged serving plates only for 16 per cent of the students in the entire sample.

Table 1.13

S.N.	Districts	Arrangement of the Serving					
		No Response	Own Plate	Leaf	Plate Provided By The School	Paper	Total
1	CHAMBA	2	284	0	14	0	300
2	KINNAUR	1	65	0	84	0	150
3	KULLU	0	239	1	10	0	250
4	LS	0	55	0	45	0	100
5	MANDI	0	435	0	65	0	500
6	SIRMOUR	0	256	0	44	0	300
	Total	3	1334	1	261	0	1600
	% to total	0	83	0	16	0	100

3.1.12 Drinking Water Facilities

During the assessment of drinking water facility, it was observed that more than 97 per cent of MDM Centres covered in the study were having safe drinking water facility in their schools. Only about 3 per cent of schools were not having safe drinking water supply in their respective centers (district L&S having problems with safe drinking water). When enquired about the source of drinking water supply, it was revealed that most of them were having tap water supply (92 Per cent) whereas 2 per cent of schools were getting water from tube well and 3 per cent were getting from other sources i.e. bawdi etc. as described in Table 1.14.

Table 1.14

S.N.	Districts	Drinking water facilities (safe drinking water availability)			Source of Drinking Water				
		Yes	No	Total	Tap	Hand Pump	Tube well	any other	Total
1	CHAMBA	294	6	300	281	0	0	13	300
2	KINNAUR	150	0	150	148	0	0	2	150
3	KULLU	250	0	250	243	0	1	5	250
4	LS	71	29	100	67	4	0	7	100
5	MANDI	495	5	500	466	15	0	14	500
6	SIRMOUR	286	14	300	270	8	0	7	300
	Total	1546	54	1600	1475	27	1	48	1600
	% to total	97	3	100	92	2	0	3	100

3.1.13 facilities for washing hands

It was observed in the present study that in 94 per cent of the entire sample of MDM Centers, were having facility for washing hands.

Table 1.15

S.N.	Districts	Is there any arrangement for washing hands		
		Yes	No	Total
1	CHAMBA	275	25	300
2	KINNAUR	148	2	150
3	KULLU	250	0	250
4	LS	62	38	100
5	MANDI	485	15	500
6	SIRMOUR	289	11	300
	Total	1509	91	1600
	% to total	94	6	100

3.1.14 Menu Planning

Regarding the role of the students in menu planning, the interrogation with the students on the issue of the preference of meal suggested that in majority of cases their choice was not asked (59 per cent

Table-1.16). Majority 85 per cent students expressed that they were not involved in the menu planning. Only 15 per cent of sample students expressed that they were a part of the menu planning Table 1.16. Similarly parents were also not involved in the menu planning as disclosed by 65 per cent of the students, only 35 per cent revealed that their parents were involved in menu planning.

Table 1.16

S.N	Districts	Do the MDM management committee ever asked you about your choice of food items			Do any of you involved in menu planning of food items			Do any of your parents involved in menu planning		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
1	CHAMBA	52	248	300	20	280	300	94	206	300
2	KINNAUR	40	110	150	2	148	150	32	118	150
3	KULLU	63	187	250	16	234	250	60	190	250
4	LS	26	74	100	1	99	100	34	66	100
5	MANDI	278	222	500	70	430	500	127	373	500
6	SIRMOUR	191	109	300	126	174	300	206	94	300
	Total	650	950	1600	235	1365	1600	553	1046	1600
	% to total	41	59	100	15	85	100	35	65	100

3.2 Perception of the Parents:

3.2.1 Gender, and Age wise Distribution of Sample Parents

Present study had focused on 1600 parents in total to gauge their views regarding performance of the MDMS in the state of Himachal Pradesh. The characteristic of the sample parents is presented in the Table 2.1.1. It is showed that 61 per cent of the parents were male and 39 per cent were females.

Age wise distribution showed that 46 per cent of the parents were in the age group of 25-35, 45 per cent were in 35-45, and 7 per cent of the sample parents were in the age group of 45-55.

Table-2.1

S.N.	Districts	Gender, Age wise Distribution of Parents								
		Gender			Age (in years)					
		Male	Female	Total	Below 25 Years	25-35	35-45	45-55	55+	Total
1	CHAMBA	186	114	300	7	142	123	23	5	300
2	KINNAUR	83	67	150	4	69	67	8	2	150
3	KULLU	132	118	250	5	131	97	17	0	250
4	LS	86	14	100	0	26	64	9	1	100
5	MANDI	254	246	500	5	272	197	23	3	500
6	SIRMOUR	242	58	300	2	97	174	26	1	300
	Total	983	617	1600	23	737	722	106	12	1600
	% to total	61	39	100	1	46	45	7	1	100

3.2.2 Literacy level of Parents covered under the Study:

Educational qualification of parents interacted during study shows that 8 per cent were illiterate, 30 per cent were having high school education, 22 per cent middle, 21 per cent primary education, 12 per cent secondary and 2 per cent each were having graduation and post graduation level education respectively.

Table-2.2

S.N.	Districts	Educational Level wise Distribution of Parents										
		Illiterate	Literate	Primary	Middle	High	Secondary	Graduate	Post-Graduate	Technical	Other	Total
1	CHAMBA	48	7	81	62	64	32	2	3	1	0	300
2	KINNAUR	2	13	37	31	54	10	3	0	0	0	150
3	KULLU	26	18	58	63	61	21	2	0	1	0	250
4	LS	5	5	14	21	28	22	3	2	0	0	100
5	MANDI	17	13	78	105	185	73	10	16	1	2	500
6	SIRMOUR	33	12	62	65	81	32	10	5	0	0	300
	Total	131	68	330	347	473	190	30	26	3	2	1600
	% to total	8	4	21	22	30	12	2	2	0	0	100

3.2.3 Occupation wise Distribution of Parents

Occupational distribution of parents interacted in the sample is shown in Fig 2.3 reveals that majority of them were in agriculturalist (49 per cent), 13 per cent were self employed, 12 per cent were public sector employees, and 8 per cent were private sector employees.

Table-2.3

S.N.	Districts	Occupation wise Distribution of Parents							Total
		Public Sector Employee	Private Sector Employee	agriculturist	Self Employed	Businessmen	Unemployed	Other	
1	CHAMBA	56	31	134	34	7	6	32	300
2	KINNAUR	14	10	70	33	1	1	21	150
3	KULLU	14	7	140	29	5	2	53	250
4	LS	32	2	43	6	1	0	16	100
5	MANDI	48	42	236	77	3	34	60	500
6	SIRMOUR	31	31	160	25	6	7	40	300
	Total	195	123	783	204	23	50	222	1600
	% to total	12	8	49	13	1	3	14	100

3.2.4 Distribution of Monthly Income of the Family

Income distribution of the family demonstrates that most of them (37 per cent) fall in the bracket of ₹ 2500 to ₹ 5000 per month, 24 per cent were in the bracket of ₹ 1000 to ₹ 2500 per month, 20 per cent were in the income bracket of ₹ 5000 to ₹ 10000 per month, 10 per cent were in the income bracket of ₹ 10000 to ₹ 20000 per month and 3 per cent were in the income bracket of ₹ more than 10000 per month. Only 6 per cent of the sample parents were earning less than 1000 per month.

Table-2.4

S.N.	Districts	Distribution of Monthly Income of the Family						Total
		Below 1 thousand	1000-2,500	2,500-5,000	5,000-10,000	10,000-20,000	More than 20,000	
1	CHAMBA	24	90	109	43	25	9	300
2	KINNAUR	0	8	69	40	26	7	150
3	KULLU	8	39	106	49	38	10	250
4	LS	0	4	29	29	29	9	100
5	MANDI	59	148	167	85	33	8	500
6	SIRMOUR	4	87	113	73	16	7	300
	Total	95	376	593	319	167	50	1600
	% to total	6	24	37	20	10	3	100

3.2.5 Caste-wise and Religion-wise Distribution of Sample Students

Table 1.4 shows social structure of the sample parents. Total of 45 per cent of sample parents belong to other category which includes general category etc., 36 per cent to SC, 14 per cent to ST Category and only 5 per cent students falls in OBC category in this study. District-wise parents distribution as per the districts reflected in Table 2.5 confirms that most of them are followers of Hinduism religion (92.19 per cent because the most common religion followed in Himachal Pradesh is Hinduism).

Table-2.5

S.N.	Districts	Caste-wise and Religion-wise Distribution of Sample Parents									
		SC	ST	OBC	Other	Total	Hindu	Muslim	Sikh	Other	Total
1	CHAMBA	63	69	11	157	300	280	19	0	1	300
2	KINNAUR	65	61	0	24	150	109	0	0	41	150
3	KULLU	110	5	6	129	250	248	1	1	0	250
4	LS	9	80	0	11	100	54	1	0	45	100
5	MANDI	216	12	22	250	500	496	3	1	0	500
6	SIRMOUR	106	2	37	155	300	288	10	2	0	300
	Total	569	229	76	726	1600	1475	34	4	87	1600
	% to total	36	14	5	45	100	92.19	2.13	0.25	5.44	100

3.2.6 Meals As An Incentive

Most of the SMCs in all the districts confirmed during this evaluation that meal is a main incentive for attracting students for attending school on a regular basis. Table 2.6 reflects that most of the parents admitted that they are sending their children regularly to schools. All the sample parents were admitted that they are allowing their children to have their meals in schools.

Table-2.6

S.N.	Districts	Regularity			Do you allow them to have their meal in school		
		Yes	No	Total	Yes	No	Total
1	CHAMBA	299	1	300	297	3	300
2	KINNAUR	150	0	150	150	0	150
3	KULLU	250	0	250	250	0	250
4	LS	100	0	100	100	0	100
5	MANDI	500	0	500	499	1	500
6	SIRMOUR	300	0	300	300	0	300
	Total	1599	1	1600	1596	4	1600
	% to total	100	0	100	100	0	100

3.2.7 Effects of MDM:

During interrogation while evaluation, various aspects of MDM like the frequency of meals served, the quality of food and the impact of MDM on children weight gain, frequency of falling ill, more active in studies, performance and nutrition status were tried to assess in the present study. Sixty six per cent of the parents expressed that their children had gain weight, thirty five per cent of the parents reported that frequency of falling ill has been decreased, seventy nine per cent of the parents were in the opinion that their children became more active in studies due MDM scheme, eighty six per cent of the parents expressed that the performance of their children had been increased in the schools and ninety one per cent of the parents have strong feeling that it had (MDM) improved their children nutrition status. **Table-2.7 & 2.7.1.**

Table-2.7

S.N.	Districts	Effect of MDMS (opinion)												
		Weight Gain				Falling Ill					More Active in the studies			
		Yes	No	No Response	Total	No Response	Increase	Decrease	Constant	Total	No Response	Yes	No	Total
1	CHAMBA	114	186	0	300	0	16	12	272	300	0	221	79	300
2	KINNAUR	76	74	0	150	0	14	53	83	150	1	67	82	150
3	KULLU	157	93	0	250	0	22	95	133	250	0	191	59	250
4	LS	56	44	0	100	1	0	12	87	100	1	51	48	100
5	MANDI	365	135	0	500	0	24	163	313	500	1	436	63	500
6	SIRMOUR	286	12	2	300	0	0	227	73	300	0	294	6	300
	Total	1054	544	2	1600	1	76	562	961	1600	3	1260	337	1600
	% to total	66	34	0	100	0	5	35	60	100	0	79	21	100

Table-2.7.1

S.N.	Districts	Effect of MDMS (opinion)					
		Performance Increased			it has increased nutrition		
		Yes	No	Total	Yes	No	Total
1	CHAMBA	208	92	300	215	85	300
2	KINNAUR	110	40	150	147	3	150
3	KULLU	216	34	250	234	16	250
4	LS	76	24	100	98	2	100
5	MANDI	462	38	500	467	33	500
6	SIRMOUR	297	3	300	293	7	300
	Total	1369	231	1600	1454	146	1600
	% to total	86	14	100	91	9	100

In the sample ninety six per cent of parents felt that quality of food was satisfactory as shown in Table 2.8. This table also reflects that eighty per cent of parents have viewed that MDMS has no disturbance on teaching activities in the school.

Table-2.8

S.N.	Districts	Satisfaction with the quality of food			Impact Of MDM On Teaching		
		Yes	No	Total	Yes	No	Total
1	CHAMBA	297	3	300	57	243	300
2	KINNAUR	127	23	150	2	148	150
3	KULLU	248	2	250	26	224	250
4	LS	98	2	100	12	88	100
5	MANDI	473	27	500	109	391	500
6	SIRMOUR	298	2	300	119	181	300
	Total	1541	59	1600	325	1275	1600
	% to total	96	4	100	20	80	100

Table-2.9

S.N.	Districts	Did you ever gave any complain/suggestion for the betterment of MDM		
		Yes	No	Total
1	CHAMBA	55	245	300
2	KINNAUR	47	103	150
3	KULLU	33	217	250
4	LS	28	72	100
5	MANDI	233	267	500
6	SIRMOUR	139	161	300
Total		535	1065	1600
% to total		33	67	100

3.2.8 Frequency of receiving cooked Meal

The response of the parents regarding frequency of getting cooked meal, Table 2.10 shows that almost all the MDM Centres were providing cooked meal regularly i.e., 6 times in a week. Majority of the parents (99.42 per cent) revealed that they are receiving cooked meal every day, whereas only 0.39 per cent revealed that their children are getting cooked meal alternative day.

Table-2.10

S.N.	Districts	Frequency of receiving cooked meals				TOTAL
		Everyday	alternative day	once in a week	any other please specify	
1	CHAMBA	297	1	0	2	300
2	KINNAUR	149	1	0	0	150
3	KULLU	249	1	0	0	250
4	LS	100	0	0	0	100
5	MANDI	499	0	1	0	500
6	SIRMOUR	297	3	0	0	300
Total		1591	6	1	2	1600
% to total		99.42	0.39	0.06	0.13	100

3.2.9 Opinion on Hygienicness of Food

The assessment of hygienic condition of food in current study as reflected in Table 2.11 reveals that 62 per cent of centres were having good, and 38 per cent of MDM centres were having fair hygienic condition of food with respect to its cleanliness and dryness.

Table-2.11

S.N.	Districts	opinion on hygienic ness of food			
		Good	Fair	Bad	Total
1	CHAMBA	195	104	1	300
2	KINNAUR	19	131	0	150
3	KULLU	188	62	0	250
4	LS	29	71	0	100
5	MANDI	351	149	0	500
6	SIRMOUR	216	84	0	300
Total		998	601	1	1600
% to total		62	38	0	100

3.2.10 Impact on Process of Socialisation:

It could be believed that MDM programme had shown the way to social transformation by encouraging children from different backgrounds to sit and eat together, and therefore its role in bringing together diverse social groups was important. It emphasizes the right to quality food and schooling, diverse groups eating together and learning and building a smarter and healthier India. It also revolve around a few overlapping issues like Responsibilities (of regulatory authorities), Rights (of children), Nutrition (for health), Quality (for the value chain elements involved) and Development (overall attainment of vision i.e., future for the Indian Child and Country).

It has been observed from Table2.12 that 62 per cent of the parents revealed that MDM had increased the socialization process in their children.

Table-2.12

S.N.	Districts	Impact of MDM on socialization process of children				
		No response	Increase	Decrease	No impact	Total
1	CHAMBA	0	235	0	65	300
2	KINNAUR	0	5	94	51	150
3	KULLU	9	137	2	102	250
4	LS	0	31	18	51	100
5	MANDI	0	334	55	111	500
6	SIRMOUR	0	249	24	27	300
Total		9	991	193	407	1600
% to total		1	62	12	25	100

3.2.11 Opinion of Parent regarding MDM

It was understood that parents have feeling that overall MDM is a motivating force for children to attend the school quite regularly. Table 2.13 indicates that 90 per cent parents believe that MDMS is motivating their children to attend school regularly and this programme should be continued. Eight per cent of the parents also strongly believe that MDM programme should be continued but additional staff should be recruited so that studies should not hamper.

Table-2.13

S.N.	Districts	Opinion of Parent regarding MDM					Total
		No Response	Mid day meal should be continued	mid day meal should be discontinued	Additional Staff should be recruited	any other	
1	CHAMBA	9	259	15	17	0	300
2	KINNAUR	0	147	1	0	2	150
3	KULLU	0	228	0	22	0	250
4	LS	0	100	0	0	0	100
5	MANDI	0	439	9	52	0	500
6	SIRMOUR	0	267	1	32	0	300
Total		9	1440	26	123	2	1600
% to total		1	90	2	8	0	100

3.2.12 Awareness of parents regarding quantity of meal under MDM:

Eight four per cent of the parents were not aware regarding entitlement of students regarding quantity of meal.

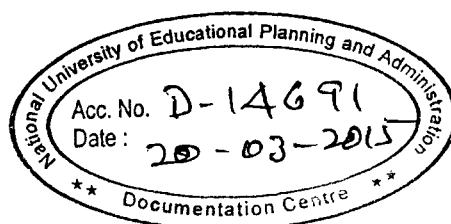
Table-2.14

S.N.	Districts	Awareness Regarding Entitlement of Students/Children Regarding Quantity of Meal			Total
		No Response	Yes	No	
1	CHAMBA	1	13	286	300
2	KINNAUR	0	4	146	150
3	KULLU	0	5	245	250
4	LS	2	6	92	100
5	MANDI	0	27	473	500
6	SIRMOUR	1	192	107	300
	Total	4	247	1349	1600
	% to total	0	15	84	100

Sixty two per cent of the parents revealed that they monitor and supervise the preparation of MDM and feeding of children.

Table-2.15

S.N.	Districts	Does the mothers monitor and supervise preparation of meal and feeding of children			Total
		No Response	Yes	No	
1	CHAMBA	0	128	172	300
2	KINNAUR	0	101	49	150
3	KULLU	1	117	132	250
4	LS	0	68	32	100
5	MANDI	0	310	190	500
6	SIRMOUR	0	271	29	300
	Total	1	995	604	1600
	% to total	0	62	38	100



3. Perception of the management committee:

3.3.1 Type of school

Table-3.1 depicts that almost all the schools are coeducational schools

Table-3. 1

S.N.	Districts	Type of school			
		Boys	Girls	Co-education	Total
1	CHAMBA	0	0	60	60
2	KINNAUR	0	1	42	43
3	KULLU	0	0	50	50
4	LS	0	0	22	22
5	MANDI	0	0	99	99
6	SIRMOUR	0	0	60	60
Total		0	1	333	334
% to total		0	0	100	100

3.3.2 Type of MDM

Interactions with members of Managing Committees included in the present evaluation study reveal that in 99 per cent of the selected MDM centres, cooked meal was being supplied. No dry ration is given to students.

Table-3.2

S.N.	Districts	Type of MDM		
		Cooked	Dry ration	Total
1	CHAMBA	60	0	60
2	KINNAUR	43	0	43
3	KULLU	50	0	50
4	LS	21	1	22
5	MANDI	99	0	99
6	SIRMOUR	60	0	60
Total		333	1	334
% to total		100	0	100

3.3.3 Supply & regularity in supply of Ration

Present evaluation study includes interrogations with all the stakeholders in the state which include like administrative officials, members of Managing Committees, students, parents and suppliers. This section throws light on the status of supply of ration for MDMS.

The study reveals that nearly 89 per cent (Table-3.3) of the ration is supplied to schools on a monthly basis, while 5 per cent of the surveyed schools are supplied ration on daily and weekly basis

The present study also reveals that nearly 91 per cent of the time, the supply is regular i.e. within the given time frame, while About 9 per cent of selected MDM Centres disclosed that ration supply was always irregular.

Table-3.3

		Frequency, Regularity of supply of ration							
S.N.	Districts	Supply of ration				Regularity of supply of ration			
		Monthly	Weekly	Daily	Total	Always	Sometimes	Never	Total
1	CHAMBA	56	2	2	60	59	1	0	60
2	KINNAUR	42	1	0	43	22	20	1	43
3	KULLU	43	6	1	50	50	0	0	50
4	LS	22	0	0	22	15	7	0	22
5	MANDI	83	3	13	99	98	1	0	99
6	SIRMOUR	52	7	1	60	59	1	0	60
Total		298	19	17	334	303	30	1	334
% to total		89	6	5	100	91	9	0	100

3.3.4 Reason for Irregularity

The schools where supply of ration is irregular, and when the reason for this irregularity was probed, the reason was behind the irregularity in supply was found as 'problem in supply'. They expressed that the main reason for this is neither financial problem, nor bad weather or traffic problem but supply hurdle at fair price shops (Table-3.4).

Table-3.4

S.N.	Districts	Reasons For Irregularity							Total
		Bad weather	Traffic problem	financial problem	Supply hurdle	Combination of all above factors	Any other	No Answer	
1	CHAMBA	0	0	0	0	0	0	60	60
2	KINNAUR	1	0	1	23	7	4	7	43
3	KULLU	1	0	0	0	1	1	47	50
4	LS	0	1	0	4	3	2	12	22
5	MANDI	0	0	0	1	0	0	98	99
6	SIRMOUR	0	0	0	0	0	0	60	60
Total		2	1	1	28	11	7	284	334
% to total		1	0	0	8	3	2	85	100

3.3.5 Pre-information regarding delay of Supply of Ration

When the supply of ration to schools was delayed, the members of management committee were asked whether they were informed about the delay it was found that nearly 55 per cent of the schools were informed about the delay, thirteen per cent schools revealed that they were sometimes informed, while 7 per cent schools informed that they were never informed of the delay in supply of ration.

Table-3.5

S.N.	Districts	Pre-information regarding delay of Supply of Ration				Total
		No Answer	Always	Sometimes	Never	
1	CHAMBA	0	54	2	4	60
2	KINNAUR	2	9	25	7	43
3	KULLU	35	8	2	5	50
4	LS	9	6	7	0	22
5	MANDI	6	87	1	5	99
6	SIRMOUR	29	21	7	3	60
Total		81	185	44	24	334
% to total		24	55	13	7	100

3.3.6 Supply as Per the Fixed Norm by Government

When the members of management committee of MDM were asked whether the schools receive supply of ration as per norms fixed by the government, the results reveals that 92 per cent of them received MDM ration as per norms fixed by the government, while 6 per cent schools received ration partially as per government norms.

Table-3.6

S.N.	Districts	Do you receive the supply as per the fixed norm by government				Total
		No Answer	Always	Sometimes	Never	
1	CHAMBA	0	58	1	1	60
2	KINNAUR	0	34	6	3	43
3	KULLU	1	48	1	0	50
4	LS	0	22	0	0	22
5	MANDI	0	89	9	1	99
6	SIRMOUR	1	57	2	0	60
Total		2	308	19	5	334
% to total		1	92	6	1	100

3.3.7 Action in case of inadequate supply

All the members of MDM committee were asked about the action taken by in charge of MDM in case of inadequate of supplied ration, 42 per cent of them informed/reported the matter to higher authorities while 49 per cent of the schools could not give satisfactory answer and 9 per cent of them revealed that they took no action in this matter.

Table-3.7

S.N.	Districts	Action taken by the MDM In charge in case of Delay in supply of ration			
		No Answer	Inform to the higher officials	No action	Total
1	CHAMBA	54	6	0	60
2	KINNAUR	10	25	8	43
3	KULLU	39	7	4	50
4	LS	17	4	1	22
5	MANDI	4	78	17	99
6	SIRMOUR	41	19	0	60
Total		165	139	30	334
% to total		49	42	9	100

3.3.8 Quality of Ration:

In the present evaluation study, it was revealed that

Table-3.8

S.N.	Districts	Quality of ration received			
		Good	Fair	Poor	Total
1	CHAMBA	49	11	0	60
2	KINNAUR	5	38	0	43
3	KULLU	42	7	1	50
4	LS	8	14	0	22
5	MANDI	83	16	0	99
6	SIRMOUR	43	17	0	60
Total		230	103	1	334
% to total		69	31	0	100

3.3.9 Action in case of poor quality

Regarding the checking of quality of ration, 63 per cent MDM committees were checking its quality regularly for all things, while 36 per cent of schools checked dry ration for only stones and 1 per cent of them checked dry ration for Insects/bad odor/ Over Ripeness.

Table-3.9

S.N.	Districts	Checking Of Quality In Raw Ingredients					Total
		Stones	Insects	Over Ripeness	Bad Odour	All Items	
1	CHAMBA	58	0	0	1	1	60
2	KINNAUR	40	2	1	0	0	43
3	KULLU	1	0	0	0	49	50
4	LS	21	0	0	0	1	22
5	MANDI	0	0	0	0	99	99
6	SIRMOUR	0	0	0	0	60	60
Total		120	2	1	1	210	334
% to total		36	1	0	0	63	100

3.3.10 Availability of storage facilities:

Seventy four per cent of the schools revealed that they had adequate storage facility in their schools while 26 per cent stated that there is no storage facility in their schools.

Table-3.10 (a)

S.N.	Districts	Availability of storage facilities		
		Yes	No	Total
1	CHAMBA	30	30	60
2	KINNAUR	42	1	43
3	KULLU	32	18	50
4	LS	18	4	22
5	MANDI	77	22	99
6	SIRMOUR	48	12	60
Total		247	87	334
% to total		74	26	100

When further asked in case of no storage facilities where did they store the ration, 25 per cent of the schools revealed that they store the ration in the class rooms while 72 per cent of the members of management committee choose to give no answer **Table-3.9 (b)**.

Table-3.10 (b)

S.N.	Districts	Options For Storage In Case Of Non-Availability Of Storage Facility						Total
		No Response	Store in class room	teacher's home	Sarapanch's home	every day collect from fair shop supplier	Corridor	
1	CHAMBA	29	29	2	0	0	0	60
2	KINNAUR	41	2	0	0	0	0	43
3	KULLU	33	12	0	0	0	5	50
4	LS	15	7	0	0	0	0	22
5	MANDI	76	19	0	0	1	3	99
6	SIRMOUR	47	13	0	0	0	0	60
Total		241	82	2	0	1	8	334
% to total		72	25	1	0	0	2	100

The study further revealed that nearly 88 per cent of the dry ration/ raw ingredients were stored on a raised platform while 12 per cent stated that the raw ingredients were kept on the floor.

Table-3.10 (c)

S.N.	Districts	Place to keep raw ingredients		
		On a raised platform	Floor	Total
1	CHAMBA	53	7	60
2	KINNAUR	43	0	43
3	KULLU	39	11	50
4	LS	17	5	22
5	MANDI	85	14	99
6	SIRMOUR	56	4	60
Total		293	41	334
% to total		88	12	100

3.3.11 Availability of cooking facilities:

The study results revealed that nearly 92 per cent of the schools had a separate shed for cooking; meals while 8 per cent of the schools did not have a separate shed for cooking.

Table-3.11 (a)

S.N.	Districts	Separate Cooking Shed For Cooking		
		Yes	No	Total
1	CHAMBA	49	11	60
2	KINNAUR	42	1	43
3	KULLU	44	6	50
4	LS	16	6	22
5	MANDI	96	3	99
6	SIRMOUR	59	1	60
Total		306	28	334
% to total		92	8	100

Eighty per cent of the schools have gas connection while 20 per cent of the schools do not have the facility of gas connection Table-3.11 (b)

Table-3.11 (b)

S.N.	Districts	Availability of Gas Connection		
		Yes	No	Total
1	CHAMBA	29	31	60
2	KINNAUR	43	0	43
3	KULLU	47	3	50
4	LS	20	2	22
5	MANDI	90	9	99
6	SIRMOUR	42	18	60
Total		271	63	334
% to total		81	19	100

Those schools where gas connection is not available, 89 per cent of them used wood as fuel for cooking, while, 11 per cent of them used kerosene oil as fuel to cook meals.

Table-3.11 (c)

S.N.	Districts	Fuel Used For Cooking In Case Of Non Availability Of Gas Connection			Total
		Wood	kerosene oil	Not Applicable	
1	CHAMBA	27	4	29	60
2	KINNAUR	0	0	43	43
3	KULLU	3	0	47	50
4	LS	1	1	20	22
5	MANDI	6	2	91	99
6	SIRMOUR	18	0	42	60
Total		55	7	272	334
% to total		16	3	81	100

3.3.12 Availability of utensils:

The results shows that in 93 per cent of the MDM centres, utensils for cooking food were available, while 7 per cent of the centers do not have adequate utensils for cooking food.

Table-3.12 (a)

S.N.	Districts	Availability of adequate utensils for cooking		
		Yes	No	Total
1	CHAMBA	56	4	60
2	KINNAUR	43	0	43
3	KULLU	50	0	50
4	LS	22	0	22
5	MANDI	90	9	99
6	SIRMOUR	50	10	60
Total		311	23	334
% to total		93	7	100

It was observed in the present study that in 77 per cent of the entire sample of MDM Centres, students were bringing their own plates from their homes (Table-3.12 (b)). It was found that Government had arranged serving plates only in 23 per cent of MDM centres.

Table-3.12 (b)

S.N.	Districts	Availability of adequate plates and glasses for the children		
		Yes	No	Total
1	CHAMBA	2	58	60
2	KINNAUR	18	25	43
3	KULLU	6	44	50
4	LS	12	10	22
5	MANDI	18	81	99
6	SIRMOUR	20	40	60
Total		76	258	334
% to total		23	77	100

The results further revealed that of the 77 per cent of the schools where plates and glasses for the children are not available, 70 per cent of the students brings their own plates and glasses from their home while only 1 per cent of the students are served meals on paper.

Table-3.12 (c)

S.N.	Districts	In case of non-availability of plates and glasses for the children source of serving meal				Total
		No Answer	On the plates brought by the students	on the paper	on the leaf	
1	CHAMBA	1	59	0	0	60
2	KINNAUR	12	31	0	0	43
3	KULLU	10	40	0	0	50
4	LS	11	11	0	0	22
5	MANDI	14	84	1	0	99
6	SIRMOUR	50	10	0	0	60
Total		98	235	1	0	334
% to total		29	70	1	0	100

3.3.13 Serving Area for MDM

The assessment of MDMS in the state confirmed that more than 80 per cent of students were having their meals in school Varanda, whereas a very few 9 per cent were having in their classrooms (Table 3.13), while 11 per cent of the schools the meal is served in an open place. This gives an important pointer with reference to the hygienic condition in MDMS.

The results also revealed that in 92 per cent of the centers the menu is changed day to day while in 8 per cent of the schools the menu remained the same.

Table-3.13

S.N.	Districts	Place of serving meal				same menu being served every day		
		Class room	School veranda	Open place in school	Total	Yes	No	Total
1	CHAMBA	4	43	13	60	0	60	60
2	KINNAUR	5	33	5	43	17	26	43
3	KULLU	4	35	11	50	4	46	50
4	LS	12	10	0	22	2	20	22
5	MANDI	2	92	5	99	4	95	99
6	SIRMOUR	4	53	3	60	0	60	60
Total		31	266	37	334	27	307	334
% to total		9	80	11	100	8	92	100

The table 3.14 reveals that normally menu is prepared by the members of management committee. There is no involvement of the students in the preparation of menu.

Table-3.14

S.N.	Districts	Who prepare the menu				Total
		Fixed by higher officials	MDM committee	Teachers	Students	
1	CHAMBA	28	23	9	0	60
2	KINNAUR	0	19	24	0	43
3	KULLU	8	33	9	0	50
4	LS	0	7	15	0	22
5	MANDI	53	43	3	0	99
6	SIRMOUR	39	19	2	0	60
	Total	128	144	62	0	334
	% to total	38	43	19	0	100

3.3.14 Drinking Water and other Facilities

This assessment disclosed that 95 per cent of the MDM Centres were having safe drinking water facilities (Table 3.15 (a)). However, 96 per cent of the MDM centers do not have refrigerating facility (Table 3.15 (b)).

Table-3.15 (a)

S.N.	Districts	Availability of safe drinking water in the school		
		Yes	No	Total
1	CHAMBA	59	1	60
2	KINNAUR	41	2	43
3	KULLU	48	2	50
4	LS	19	3	22
5	MANDI	97	2	99
6	SIRMOUR	52	8	60
	Total	316	18	334
	% to total	95	5	100

Table-3.15 (b)

S.N.	Districts	Facilities Of Refrigeration		
		Yes	No	Total
1	CHAMBA	0	60	60
2	KINNAUR	2	41	43
3	KULLU	0	50	50
4	LS	1	21	22
5	MANDI	7	92	99
6	SIRMOUR	4	56	60
	Total	14	320	334
	% to total	4	96	100

As far as hygienic conditions prevailing in the schools in 100 per cent of the MDM centers, the food items are washed before being cooked and are kept covered (Table-3.15 (a,b,c)).

Table-3.15 (c)

S.N.	Districts	c.: Are foods items are washed before preparation		
		Yes	No	Total
1	CHAMBA	60	0	60
2	KINNAUR	42	1	43
3	KULLU	50	0	50
4	LS	22	0	22
5	MANDI	99	0	99
6	SIRMOUR	60	0	60
	Total	333	1	334
	% to total	100	0	100

Table-3.15 (d)

S.N.	Districts	Are prepared food items kept covered		
		Yes	No	Total
1	CHAMBA	60	0	60
2	KINNAUR	43	0	43
3	KULLU	50	0	50
4	LS	22	0	22
5	MANDI	99	0	99
6	SIRMOUR	60	0	60
	Total	334	0	334
	% to total	100	0	100

The results also showed that in 73 per cent of the schools the meals are served within ½ an hour after being cooked, while in 15 per cent of the schools the meal is served after more than 2 hours of being cooked, while in 7 per cent of the schools the meal is served within 2 hours and in 5 per cent of the schools the meal is served within one hour of its preparation Table-3.15 (e)

Table-3.15 (e)

S.N.	Districts	time lapse between food prepared and food served				Total
		Half an hour	1 hour	2 hour	More than 2 hour	
1	CHAMBA	21	0	3	36	60
2	KINNAUR	34	0	9	0	43
3	KULLU	30	6	7	7	50
4	LS	22	0	0	0	22
5	MANDI	94	5	0	0	99
6	SIRMOUR	44	3	5	8	60
	Total	245	14	24	51	334
	% to total	73	4	7	15	100

3.3.15 Functions of SMCs

The results of the study revealed that 100 per cent of the schools know the functions of SMC, 82 per cent of the schools receives regular funding, while 18 per cent of the schools SMC's display the weekly menu, while in 18 per cent of the schools this is not done (Table-3.16 (a,b,c)).

Table-3.16 (a)

S.N.	Districts	Do you know the functions of SMCs		
		Yes	No	Total
1	CHAMBA	60	0	60
2	KINNAUR	43	0	43
3	KULLU	49	1	50
4	LS	22	0	22
5	MANDI	99	0	99
6	SIRMOUR	60	0	60
	Total	333	1	334
	% to total	100	0	100

Table-3.16 (b)

S.N.	Districts	Do you receiving regular funds		
		Yes	No	Total
1	CHAMBA	46	14	60
2	KINNAUR	43	0	43
3	KULLU	30	20	50
4	LS	20	2	22
5	MANDI	89	10	99
6	SIRMOUR	46	14	60
	Total	274	60	334
	% to total	82	18	100

Table-3.16 (c)

S.N.	Districts	Have SMC displays weekly menu on the notice board		
		Yes	No	Total
1	CHAMBA	46	14	60
2	KINNAUR	43	0	43
3	KULLU	30	20	50
4	LS	20	2	22
5	MANDI	89	10	99
6	SIRMOUR	46	14	60
	Total	274	60	334
	% to total	82	18	100

The results showed that the higher authority inspects only 76 per cent of the schools/MDM centers, while in 24 per cent of the MDM centers no monitoring is done by higher authorities. The centers which are monitored/inspected the higher authorities inspects 31 per cent of the MDM centers in every three months, while 30 per cent of the MDM centers are inspected on a yearly basis. 12 per cent of the MDM centers are inspected once in a month and only three per cent of the centers are inspected every fortnight. The reasons for not inspecting the schools, 43 per cent of the members of management committee gave the reason that

there was no complaint. They had no idea that MDM scheme is to be inspected/monitored. The results also showed that in 89 per cent of the MDM centers, the mothers of children took active interest in monitoring and supervision in both cooking and feeding of children (Table-3.17 (a,b,) and Table-3.18).

Table-3.17 (a)

S.N.	Districts	Do any higher authority visits for inspection of MDM			Frequency of inspection				
		Yes	No	Total	Once in every fortnight	once in a month	once in every three months	Yearly	Total
1	CHAMBA	50	10	60	1	6	20	23	50
2	KINNAUR	19	24	43	0	1	9	9	19
3	KULLU	40	10	50	1	4	13	22	40
4	LS	22	0	22	0	0	8	14	22
5	MANDI	83	16	99	4	18	33	28	83
6	SIRMOUR	41	19	60	3	11	22	5	41
	Total	255	79	334	9	40	105	101	255
	% to total	76	24	100	3	12	31	30	76

Table-3.17 (b)

S.N.	Districts	Reasons for non inspection				Total
		More distance	No proper communication facilities	No complain	No idea	
1	CHAMBA	0	0	5	5	10
2	KINNAUR	5	0	6	13	24
3	KULLU	2	0	3	5	10
4	LS	0	0	0	0	0
5	MANDI	2	0	11	3	16
6	SIRMOUR	3	1	9	6	19
	Total	12	1	34	32	79
	% to total	15	1	43	41	100

Table-3.18

S.N.	Districts	Does the mothers monitor and supervise preparation of meal and feeding of children		
		Yes	No	Total
1	CHAMBA	48	12	60
2	KINNAUR	39	4	43
3	KULLU	46	4	50
4	LS	20	2	22
5	MANDI	88	11	99
6	SIRMOUR	57	3	60
	Total	298	36	334
	% to total	89	11	100

3.3.16 Impact of MDM on increase in enrolment

Another important observation made in the study that Government had not able to assess precisely the impact of the programme in terms of increase in enrolment, attendance and retention levels of children. However, it has been found that 64 per cent of the Management committee members shared that MDM has increased the enrolment in the state.

Table-3.19 (a)

S.N.	Districts	Impact of MDM on increase in enrolment after implementation of MDM		
		Yes	No	Total
1	CHAMBA	47	13	60
2	KINNAUR	21	22	43
3	KULLU	35	15	50
4	LS	11	11	22
5	MANDI	59	40	99
6	SIRMOUR	41	19	60
	Total	214	120	334
	% to total	64	36	100

Seventy nine per cent of the respondents in this category revealed that attendance in the schools in Himachal Pradesh has been increased.

Only 21 per cent of the members of management committee opined that there is no impact of MDM on attendance.

Table-3.19 (b)

S.N.	Districts	impact of MDM on Attendance of the Students		
		Yes	No	Total
1	CHAMBA	54	6	60
2	KINNAUR	20	23	43
3	KULLU	37	13	50
4	LS	20	2	22
5	MANDI	76	23	99
6	SIRMOUR	56	4	60
	Total	263	71	334
	% to total	79	21	100

The primary motive behind running MDM scheme is to improve the status of primary education by enhancement of enrolment and attendance. In Himachal Pradesh, SMCs gladly avowed that MDMS has increased enrollment. In about 58 per cent MDM Centres included in this study MDM In-charge had opinion that MDMS had increased enrollment.

Table-3.20 (a)

S.N.	Districts	Impact of MDM on enrolment			
		Increasing	Decreasing	No effect	Total
1	CHAMBA	43	2	15	60
2	KINNAUR	15	2	26	43
3	KULLU	31	1	18	50
4	LS	9	1	12	22
5	MANDI	46	9	44	99
6	SIRMOUR	49	0	11	60
	Total	193	15	126	334
	% to total	58	4	38	100

Forty six per cent of the members of management committee revealed since the implementation of MDM dropout rates have been

decreased. Forty seven per cent opined that there is no impact of MDM on dropout rates in Himachal Pradesh

Table-3.20 (b)

.N.	Districts	Impact on Dropout rates			Total
		Increasing	Decreasing	No effect	
1	CHAMBA	3	22	35	60
2	KINNAUR	4	15	24	43
3	KULLU	4	27	19	50
4	LS	0	9	13	22
5	MANDI	8	36	55	99
6	SIRMOUR	2	46	12	60
	Total	21	155	158	334
	% to total	6	46	47	100

Seventy one per cent of the members of management committee revealed that since the inception of MDM the quality of education as compared to the annual results have been improved in Himachal Pradesh

Table-3.20 (c)

S.N.	Districts	Impact on quality of education as comparable from the annual results		
		Yes	No	Total
1	CHAMBA	34	26	60
2	KINNAUR	23	20	43
3	KULLU	28	22	50
4	LS	14	8	22
5	MANDI	85	14	99
6	SIRMOUR	54	6	60
	Total	238	96	334
	% to total	71	29	100

One of the objectives of the study was to assess the impact on the education standard and interest of the child in education. It was observed that

the this scheme has positive impact on status of children's education standard and interest of the child in education.

Table-3.20 (d)

S.N.	Districts	Impact on education standard and interest of the child in education			
		Yes	little	No	Total
1	CHAMBA	25	32	3	60
2	KINNAUR	9	33	1	43
3	KULLU	32	8	10	50
4	LS	7	13	2	22
5	MANDI	67	29	3	99
6	SIRMOUR	41	15	4	60
	Total	181	130	23	334
	% to total	54	39	7	100

Table-3.21

S.N.	Districts	Whether child is regular in attendance in schools for whole day and takes interest in improving his education		
		Yes	No	Total
1	CHAMBA	57	3	60
2	KINNAUR	40	3	43
3	KULLU	45	5	50
4	LS	22	0	22
5	MANDI	96	3	99
6	SIRMOUR	56	4	60
	Total	316	18	334
	% to total	95	5	100

It was understood that members of management committee have feeling that overall MDM is a motivating force for children to attend the school quite regularly. Table 3.22 indicates that 96 per cent members of management committee believe that MDMS is motivating their children to attend school regularly.

Table-3.22

S.N.	Districts	Impact of MDM on motivation of children to attend the school				Total
		Going regularly	Going sometimes	Going only for food	Not going	
1	CHAMBA	59	1	0	0	60
2	KINNAUR	40	3	0	0	43
3	KULLU	50	0	0	0	50
4	LS	21	1	0	0	22
5	MANDI	96	1	0	2	99
6	SIRMOUR	54	5	1	0	60
	Total	320	11	1	2	334
	% to total	96	3	0	1	100

It was observed that MDM has increased the afternoon attendance in the State. As it is evident from Table 3.23 that 54 per cent of the members of management committee have feeling it is increasing, but 42 per cent revealed that it has no impact on afternoon attendance.

Table-3.23

S.N.	Districts	Impact of meals on afternoon attendance			Total
		Increasing	No impact	decrease	
1	CHAMBA	16	34	10	60
2	KINNAUR	29	14	0	43
3	KULLU	28	22	0	50
4	LS	20	2	0	22
5	MANDI	48	51	0	99
6	SIRMOUR	41	18	1	60
	Total	182	141	11	334
	% to total	54	42	3	100

Forty per cent of members of management committee were satisfied with the MDM programme, 36 per cent were fully satisfied and 20 per cent were partially satisfied. Only 4-5 per cent was not satisfied with this scheme.

Table-3.24 (a)

S.N.	Districts	Level of satisfaction with MDM programme					Total
		Fully satisfied	Satisfied	OK	not satisfied	Not at all satisfied	
1	CHAMBA	13	35	10	2	0	60
2	KINNAUR	1	9	33	0	0	43
3	KULLU	31	13	2	4	0	50
4	LS	8	9	4	1	0	22
5	MANDI	39	46	10	3	1	99
6	SIRMOUR	28	20	9	3	0	60
	Total	120	132	68	13	1	334
	% to total	36	40	20	4	0	100

Four to five per cent of the respondents in sample who was not satisfied with the MDM programme revealed the reasons that this scheme is burden as well waste of time.

Table-3.24 (b)

S.N.	Districts	Reasons For Non Satisfaction		
		Burden	Waste Of Time	Total
1	CHAMBA	0	2	2
2	KINNAUR	0	0	0
3	KULLU	2	2	4
4	LS	1	0	1
5	MANDI	3	1	4
6	SIRMOUR	2	1	3
	Total	8	6	14
	% to total	2	2	4

It was understood that members of management committee have feeling that overall MDM is a motivating force for children to attend the school quite regularly. Table 2.35 indicates that 52 per cent members of management committee believe that MDMS is motivating their children to attend school regularly and this programme should be continued. Thirty per cent of the members of management committee also strongly believe

that MDM programme should be continued but additional staff should be recruited so that studies should not hamper.

Table-3.25

S.N.	Districts	Opinion of Teacher				Total
		Mid day meal should be continued	mid day meal should be discontinued	Additional Staff should be recruited	any other	
1	CHAMBA	28	4	26	2	60
2	KINNAUR	15	1	8	19	43
3	KULLU	27	0	23	0	50
4	LS	20	0	2	0	22
5	MANDI	55	1	41	2	99
6	SIRMOUR	30	0	30	0	60
Total		175	6	130	23	334
% to total		52	2	39	7	100

The assessment of hygienic condition of different areas in current study as reflected in Table 3.26 reveals that more than 52 per cent of Centres were having clean and dry areas in and around cooking area.

Table-3.26

S.N.	Districts	Cleanliness of Different Areas				Total
		Clean and dry	Well lit / ventilated	Insects / pest infestation	Overall rating of the area	
1	CHAMBA	28	4	26	2	60
2	KINNAUR	15	1	8	19	43
3	KULLU	27	0	23	0	50
4	LS	20	0	2	0	22
5	MANDI	55	1	41	2	99
6	SIRMOUR	30	0	30	0	60
Total		175	6	130	23	334
% to total		52	2	39	7	100

Table-3.26 (a)

S.N.	Districts	Clean and dry				Total
		No Answer	Poor	Fair	Good	
1	CHAMBA	0	0	34	26	60
2	KINNAUR	0	0	17	26	43
3	KULLU	0	1	6	43	50
4	LS	0	0	9	13	22
5	MANDI	0	0	16	83	99
6	SIRMOUR	0	0	30	30	60
	Total	0	1	112	221	334
	% to total	0	0	34	66	100

Table-3.26 (b)

S.N.	Districts	Well lit / ventilated				Total
		No Answer	Poor	Fair	Good	
1	CHAMBA	0	0	30	30	60
2	KINNAUR	0	0	18	25	43
3	KULLU	2	1	17	30	50
4	LS	1	0	14	7	22
5	MANDI	0	0	22	77	99
6	SIRMOUR	0	0	31	29	60
	Total	3	1	132	198	334
	% to total	1	0	40	59	100

Table-3.26 (c)

S.N.	Districts	Insects / pest infestation				Total
		No Answer	Poor	Fair	Good	
1	CHAMBA	4	0	39	17	60
2	KINNAUR	7	0	32	4	43
3	KULLU	2	2	29	17	50
4	LS	1	5	14	2	22
5	MANDI	0	9	51	39	99
6	SIRMOUR	19	0	18	23	60
	Total	33	16	183	102	334
	% to total	10	5	55	31	100

Table-3.26 (d)

Districts	Overall rating of the area				
	No Answer	Poor	Fair	Good	Total
CHAMBA	0	0	36	24	60
KINNAUR	0	0	12	31	43
KULLU	0	1	5	44	50
LS	1	0	10	11	22
MANDI	0	0	27	72	99
SIRMOUR	0	0	14	46	60
Total	1	1	104	228	334
% to total	0	0	31	68	100

Chapter-IV

Conclusion and Suggestions

Nutrition Support to Primary Education popularly referred to as Mid Day Meal Programme (MDM) is considered as a means of promoting improved enrolment, school attendance and retention. MDM seeks to provide for each school child roughly a third of the daily nutrient requirement in the form of a hot fresh cooked meal. It is sometimes argued that in the case of children of poor households, the school meal may become a substitute rather than a supplement for the home meal. It is important to note that it is not merely the long-term effects of the school meal on the nutritional status but its Short-Term Effects on better attention, memory and learning that is important. There are several published reports based on well-conducted studies pointing to these beneficial short-term effects of the school meal on learning ability. A hungry child is a poor learner lacking in concentration.

A mid day meal is an important instrument for combating classroom hunger and promoting better learning. Many children reach school with an empty stomach in the morning, since a good early morning breakfast is not a part of the household routine. Under these circumstances it is important to acknowledge the Short Term Effects of MDM on learning. MDM could thus be a means for not only promoting school enrollment but also better learning in schools. With children from all castes and communities eating together, it is also instrumental in bringing about better social integration.

MDM could serve the important purpose of improving school enrollment and attendance especially girls thus contributing to gender equality. With MDM, it will be easier for parents to persuade their children to go to school and for teachers to retain children in the classrooms. It

could foster sound social behavior among children and dispel feelings of difference between various castes.

MDM can also contribute to gender equality by reducing the gender gap in education by boosting female attendance in school. Most importantly MDM could trigger all round development of the entire school system-leading to better infrastructures in schools, better teaching facilities, a School Health Service and community involvement.

Even now, after a long span of implementation of MDMS in Himachal Pradesh school enrolment is universal. The problem of dropping out of Primary Schools children in the State fully resolved.

MDMS 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.

4.1 Conclusions:

The following observations which reflect the constraints and bottlenecks are drawn on the basis of information gathered and analysed in intensive discussions with all stakeholders of MDMS in Himachal Pradesh. 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 to most of the stakeholders in the state although most of the Parents, Managing Committee Members and Students were not aware of the baseline of MDMS.

- Majority of stakeholders particularly parents and teachers felt that whatever they were receiving was free, and hence there was no reason of raising questions regarding its weaknesses in implementation process.
- Most of the teachers were lacking appropriate level of orientation regarding objectives of the MDMS and hence felt it as wastage of the time and energy. Although every year there is a compulsory 20 days training for all teachers where there is a module on MDM under SSA.
- MDMS, 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. Further, state government have not found to attempted to establish any system for measuring a direct relationship between the increase in attendance and the MDMS scheme.
- The state-wide audit of the implementation of the scheme revealed weak internal controls and monitoring. The provisions for programme evaluation and regular monitoring and inspections in the scheme design, were not effectively followed nor the results analyzed for review of errors and introduction of changes on the basis of lessons learnt.
- In most of the schools where sample checking was done during evaluation, regular inspections were not carried out to ensure the overall quality of midday meal served, nor were basic records such as issue and receipt of food grains, meal quality and

evidence of community participation (through village education committees and parent teacher associations) maintained.

- Many instances of the teachers spending considerable teaching time in supervising the cooking and serving of meals were noticed despite the fact that instructions were repeatedly issued clarifying that teachers are not allowed to cook mid-day meal. This results in loss of teaching hours in the schools.
- Evaluation of the implementation of the scheme in the state revealed leakages, deficient infrastructure, delayed release of funds and inflated transportation costs etc.
- The level of People's participation in the programme was found very low. This reflected the awareness level and programme ownership.
- Ignorance regarding the objectives and process of MDMS was a major bottleneck for effective execution and active participation of stakeholders.
- Another main issue raised by implementing department was the delay in releasing of money both by the State and Central Government.
- Wholesalers were also found working without any interest as they were not receiving the transport cost in time. Some had stated that their bills for last three years were still not cleared.

4.2 Suggestions:

After observing few constraints and bottlenecks during the evaluation study of MDMS in Himachal Pradesh, there is an urgent need for sincere brainstorming for making headway in the effective execution of the programme.

A few suggestions are placed below for the better execution of MDMS which is required for the development of the future generation. These views are recommended after having intensive interaction with all the stakeholders involved in the programme in the State.

- Comprehensive, periodical and systematic orientation is mandatory 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 be active partners in the programme that will certainly enhance its performance.
- It appeared from the study that some teachers consider MDM as a distraction to teaching and learning. We should strive to correct this apprehension and make persuasive efforts to sensitize the teachers by explaining to them the advantages of providing meal in the school as a means of improving school attendance, retention and learning abilities of the children. Teachers must appreciate MDM as being a part of education, requiring their full cooperation. The slight increase in responsibilities that MDM may impose will be rewarded by better returns in terms of improved performances for their teaching efforts. Every effort must be made to enlist the cooperation of teachers.

- The State government needs to strengthen the internal controls as well as the inspection and monitoring mechanism at all levels. Accountability for maintenance of records at various levels should be prescribed and monitored.
- The State should ensure that adequate infrastructure viz. provisions of kitchen sheds, kitchen appliances and facility of safe drinking water are available in all schools.
- It should put in place a system to ensure that the teaching time of the teachers is not lost in connection with the midday meal and there is no adverse impact of the scheme on the primary objective of education.
- It is recommended to limit teachers involvement in the programme to supervision activities.
- Uniform implementing mechanism for delivery of ration at door steps of schools is suggested in all the districts (eg. in some cases wholesalers and in some other cases fair price dealers are taking care of delivery of ration).
- Having sensed the genuine problem of managing supply in time in schools, it is suggested that funds should be provided in advance to the implementing agencies through the state nodal officer for the transportation of food grains.
- MDM could be a platform for strengthening the school health programme in order to produce a real impact. This should lead the relevance and importance of a new programme today. It should

consist of more than routine medical checkup. It must strive to ensure healthy environment in schools, environmental sanitation and provision of safe drinking water.

- Transportation and conversion cost are felt insufficient. It is recommended to resolve this issue of shoe-string budget with the help of resource mobilization from other sources.
- Currently, the Government of India (GOI) supplies food grains (wheat/rice) free through Food Corporation of India (FCI) and reimburse transportation cost at fixed rates. The allocation for various activities like preparation of food, cooking fuel, and creation of physical facilities, manpower resources and organization of capacity building is being undertaken by the states. It is, perhaps, possible that the Government may issue clear instructions regarding use of these funds for the purposes of MDMS like creating physical infrastructure facilities (kitchen shed, drinking water, storage etc) and provision of innovative employment opportunities like cooking, cleaning vessels, management and supervision, and d transporting ration. This will help resolve the problem of resource crunch with regard to transportation and conversion cost.
- To enhance the performance level of MDMS, it is also suggested to implement the scheme with alternative approach of partnership with NGO's and local self help groups. Credible participation, wherever possible, should be encouraged.
- Linkage with poverty alleviation programmes in rural and urban areas, adequate support of the Union Ministry of Health and the state Health Departments for the school health programme and

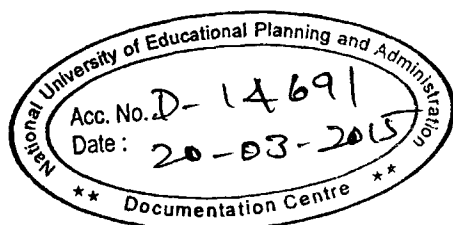
support from the Department of Women and Child Development for nutrition education are also recommended for managing resources.

- Extensive use of the computerized MIS (CMIS) net for monitoring purposes. External agencies are to be involved in monitoring and supervision to ensure greater accountability. Elected representatives could also be involved in supervision.
- An online periodic data should be brought into for the analysis of outcome indicators and reporting. This will help easy flow of the evaluation.
- Fostering stronger community participation through Parent-Teacher Association (PTA), and such other units of the school system in the implementation of the programme could help in improving its performance. It will also help in reduction of leakages and mismanagement.
- A memorandum of understanding be entered into with the key stakeholders (state governments, local bodies, etc.) on the key parameters. This will help them to understand their responsibilities that will improve performance of MDMS.
- Drawing on the private sector and NGOs for the school feeding programme overcomes many of the difficulties of on-site preparation of meals, and may be one of the many inexpensive ways to feed children in schools. The private sector in this case could be a local caterer (in towns) or an NGO. An example of NGO and Government of India partnership is ISKCON supplying MDMS in Bangalore and Delhi. The Akshaya Patra Foundation (ISKCON) has

been providing free meals everyday to children studying in government schools in and around Bangalore city, Hubli, Mysore, Hassan and Mangalore in southern India.

- Another model for public-private partnership was also evolved in Hyderabad where Naandi Foundation manages a central kitchen to provide cooked meals to more than 2 lakh children in Hyderabad. The foundation signed a Memorandum of Understanding (MoU) with the State Government, which had set up a biggest central kitchen in Uppal in the outskirts of the city. This centralized kitchen setup where cooking can be undertaken in a centralized kitchen, and cooked hot meal can be distributed under hygienic conditions. This arrangement would call for efficient management not only with respect to cooking but also transportation and distribution.
- Women Self Help Groups and Panchayats can be involved like in Tamil Nadu. This will also give an opportunity to the community to participate in the programme both in cooking of the meal as well as monitoring its distribution.
- In response to the difficulties of 'on-site feeding' alternative approach for delivering an appropriately-timed (with regard to effecting improvements in learning capacity) and high quality, consistent ration is developed in other parts of India. These models are suggested to have more efficient systems for the delivery of meals to school children. Different models are referred here for perusal of planners.
 - The schools model, which have become strong partners with the Government to run the MDMP (e.g. Gujarat)

- The NGOs model like Naandi and ISKCON. These institutions however, bank on funding to provide the meals.
 - The government private sector partnership model, e.g. TATAs and Wipros
 - Women empowerment model e.g Tamil Nadu.
- It is up to the Government to work out their logistics and choose the model / models most suited for their State. Having these observations, it is suggested that to overcome many problems relating to onsite- cooking, state Government of Himachal Pradesh can opt any of the above model for the programme.
- The implementing Department could periodically convene meetings of officers from different districts involved in MDM to discuss the progress of the programme, to inject mid-course correction, if any, and to provide such additional support whenever needed.



ANNEXURE

STUDENTS QUESTIONNAIRE

ECONOMICS & STATISTICS DEPARTMENT HIMACHAL
PRADESH

EVALUATION OF MID DAY MEAL SCHEME IN HIMACHAL PRADESH

BLOCK-1: IDENTIFICATION OF SAMPLE UNIT

- | | |
|--------------------|----------------------------|
| 1. District_____ | 4. Panchayat_____ |
| 2. Block Name_____ | 5. Village Name_____ |
| 3 Tehsil_____ | 6. Name of the school_____ |

1. Name of the student: _____
2. Father's Name _____
3. Class: _____
4. Age (in years)
5. Sex: (Male-1; Female-2)
6. Social Group:
(SC-1; ST-2; OBC-3; OTHER-4):
7. Religion:
(Hindu-1; Muslim-2; Sikh-3; Other-4)

BLOCK-2: EVALUATION

1. Do you come to school regularly
(Yes-1; No-2)
2. If no, why?
(Work at home-2; No interest in reading-2; Parents do not allow me to come-3)
3. Do you eat MDM at school
(Yes-1; No-2)
4. Frequency of eating
(Daily-1; Once in a week-2 Twice in a week-3; Thrice in a week-4; Four times in a week-5; Five times in a week-6; Six times in a week-7)
5. If no, in Q.3 why:
(It is not tasty-1; It is not hygienic-2; Quantity is very less-3; My parents do not allow me-4; My mother gives my lunch box every day-6; Social discrimination-7)

6. If yes, in Q.3 do you get regular MDM?
(Yes-1; No-2)
7. How is the overall quality of food served?
(Very Good-1, Good-2, Average-3, Poor-4)
8. How is the taste of food?
(Good-1; Average-2; Poor-3)
9. How is the cleanliness?
(Very Good-1, , Good-2, Average-3, Poor-4)
10. Name of the dish, which is liked the most: _____
11. Name of the dish, which is disliked the most: _____
12. Do you eat the entire amount of food given to you (Yes-1; No-2)
13. Do you ask more serving (Yes-1; No-2)
14. Do you get sufficient food (Yes-1; No-2)
15. Do your school provide MDM regularly (Yes-1; No-2)
16. If no, have you asked about the reason for not serving (Yes-1; No-2).
17. Time of distribution of MDM: _____
18. How do you take your food?
(Own plate-1; leaf-2; plate provided by the school-3; paper-4)
19. Is safe drinking water available in the school?
(Yes-1; No-2)
20. If yes in Q.19 what is the source
(Tap-1; Hand Pump-2; Tube well-3; any other-4)
21. In case of non-availability of water, from where did you get water
(Outside the school-1; Share water with friends-2; any other-3)
22. Do you bring your own water bottles from home?
(Yes-1; No-2)

23. Is there any arrangement for washing hands (Yes-1; No-2)
24. Do the MDM management committee ever asked you about your choice
Of food items (Yes-1; No-2)
25. Do you bring your lunch box to school (Yes-1; No-2)
26. Do any of you involved in menu planning (Yes-1; No-2)
27. Do any of your parents involved in menu planning (Yes-1; No-2)

Name of the Investigator

Signature

Date

Name of the Supervisor

Signature

Date

PARENTS QUESTIONNAIRE

ECONOMICS & STATISTICS DEPARTMENT HIMACHAL
PRADESH

EVALUATION OF MID DAY MEAL SCHEME IN HIMACHAL PRADESH

- | | |
|---------------------|-----------------------------|
| 1. District _____ | 4. Panchayat _____ |
| 2. Block Name _____ | 5. Village Name _____ |
| 3. Tehsil _____ | 6. Name of the school _____ |

1. Name of the Respondent: _____
2. Parents of : _____
3. Class: _____
4. Age: _____
(Below 25 Years-1; 25-35-2; 35-45-3, 45-55-4; 55+5)
5. Sex: (Male-1; Female-2)
6. Occupation: _____
(Public Sector Employee-1, Private Sector Employee-2, agriculturist-3
Self Employed-4, Businessmen-5, Unemployed-6; Other-7)
7. Educational Level _____
(Illiterate-1; Literate-2; Primary-3; Middle-4; High-5;
Secondary- 6; Graduate-7; Post-Graduate-8, Technical-9; Other-10)
8. Monthly Income of the family: _____
(Below 1 thousand-1; 1000-2,500-2; 2,500-5,000-3; 5,000-10,000-4;
10,000-20,000-5; More than 20,000-6)
9. Social Group: _____
(SC-1; ST-2; OBC-3; OTHER-4):
10. Religion: _____
(Hindu-1; Muslim-2; Sikh-3; Other-4)
11. Do you send your children to school every day:
(Yes-1; No-2)
12. Do you allow them to have their meal in school
(Yes-1; No-2)

12. A. If no, why:
 (Food is not hygienic-1; Quality is not good-2; Quantity is not enough-3
 ; Social discrimination-4; any other -5)
13. Do you feel cooked meals as substitute or supplement to regular food:
 (Yes-1; No-2)
14. Impact of MDM on the children:
- Weight gain
 (Yes-1; No-2)
 - Frequency of falling ill
 (Increase-1; Decrease-2; Constant-3)
 - More active in the studies
 (Yes-1; No-2)
 - Performance increased
 (Yes-1; No-2)
 - Do you feel it has increased nutrition of your children
 (Yes-1; No-2)
15. Were you satisfied with the quality of food?
 (Yes-1; No-2)
16. Do you feel MDM has disturbed the teaching activities in the school
 (Yes-1; No-2)
17. Did you ever gave any complain/suggestion for the betterment of MDM
 (Yes-1; No-2)
18. How regularly meal is served
 (Everyday-1; alternative day-2; once in a week-3; any other please specify-4)
19. Your opinion on hygienicness of food
 (Good-1; Fair-2; Bad-3)
20. What you feel the impact of MDM on socialization process of children
 (Increase-1; Decreased-2; No impact -3)
21. Opinion of Parent
 (Mid day meal should be continued-1, mid day meal should be discontinued -2
 Additional Staff should be recruited-3, any other- (Specify)
22. Are you aware regarding entitlement of students/
 Children regarding quantity of meal? (Yes-1; No-2)

23. If yes, item wise how much quantity is fixed per children

Sl.N.	Items	Quantity in Grams
1	Pulses	
2	Vegetables	
3	Oil And Fat	
4	Other Pl Specify	

24. Does the mothers monitor and supervise preparation of meal and feeding of children (Yes-1; No-2)

Name of the Investigator

Signature

Date

Name of the Supervisor

Signature

Date

MANAGING COMMITTEE (HM/TEACHER) QUESTIONNAIRE

**ECONOMICS & STATISTICS DEPARTMENT HIMACHAL
PRADESH**

EVALUATION OF MID DAY MEAL SCHEME IN HIMACHAL PRADESH

BLOCK-1: IDENTIFICATION OF SAMPLE UNIT

1. District_____	4. Panchayat_____
2. Block Name_____	5. Village Name_____
3 Tehsil_____	6. Name of the school_____

1. Name of the MDM In-charge / teacher_____
2. Type of school
(Boys-1; Girl-2; Co-education-3)
3. Date of commencement of MDMS
4. What is the type of MDM
(Cooked-1; Dry ration-2)
5. Total number of beneficiaries under this scheme during 2010-11.

Class	Total Enrolment	Number of Beneficiaries Under MDMS				Total
		Boys	Girls	ST	SC	
1						
2						
3						
4						
5						
6						
7						
8						

6. Supply of Ration

- 6.1 Supply of ration
(Monthly-1; Weekly-2; Daily-3)
- 6.2 Regularity of supply of ration

(Always-1; Sometimes-2; Never-3)

6.3 If it is not regular, number of days missed in the previous month: _____

6.4 If it is not regular, number of days the supply delayed in the previous month: _____

6.5 What are the reasons stated by the fair shop suppliers for irregularity
(Bad weather-1; Traffic problem-2; financial problem-3; Supply hurdle-4
Combination of all above factors-5 (vi) Any other -6)

6.6 Do the supplier usually give pre-information regarding delay in supply to
respective authority?
(Always-1; Sometimes-2; Never-3)

6.7 Do you receive the supply as per the fixed norm by government?
(Always-1; Sometimes-2; Never-3)

6.8 Action taken by the authority if the quantity of food supplied was inadequate:
(Inform to the higher officials-1; No action-2)

6.9 How would you describe the quality of dry ration supplied to you?
(Good-1; Fair-2; Poor-3)

6.10 Do you check for the following parameters of quality in raw ingredients?
(Stones-1; Insects-2; Over ripeness-3 ; Bad odor -4)

7. Cooking arrangements and physical facilities:

7.1 Do you have proper storage facilities?
(Yes-1; No-2)

7.1.1 If no, in Q.7.1 what you do?
(Store in class room-1; in teacher's home-2; Sarapanch's home-3; every day collect
from fair shop supplier-4; Corridor-5)

7.2 Where do you keep raw ingredients?
(On a raised platform-1; Floor -2)

7.3 Details of the staff of the MDM

	Staff Number	Category*	Honorarium (Rs./Month)
Kitchen in charge			
Store in charge			
Head cook			
Cooks			
Helpers			
Sweepers			
Total			

*Regular-1; Non-Regular-2; Daily Paid-3; Part Time-4

7.4 Is there any separate cooking shed for cooking?
(Yes-1; No-2)

7.5 Is gas connection available?
(Yes-1; No-2)

7.6 If no in Q.7.5 ,What is the fuel used for cooking
(Wood-1; kerosene oil-2)

7.7 Are adequate utensils available for cooking?
(Yes-1; No-2)

7.8 Are adequate plates and glasses available for the children?
(Yes-1; No-2)

7.9 If no in Q.7.8 How meals are served?
(On the plates brought by the students-1; on the paper-2; on the leaf-3)

7.10 Where MDM is served?
(Class room-1; School veranda-2; Open place in school-3)

7.11 Is the same menu being served every day?
(Yes-1; No-2)

7.12 If no, provide the list of menu for different days in a week?

	DAYS						
	1	2	3	4	5	6	7
MENU							

7.13 Who prepare the menu?

(Fixed by higher officials-1; MDM committee-2; Teachers-3; Students-4)

a. Is safe drinking water available in the school?
(Yes-1; No-2)

b. Are there any facilities of refrigeration
(Yes-1; No-2)

c. Are foods items are washed before preparation
(Yes-1; No-2)

d. Are prepared food items kept covered
(Yes-1; No-2)

e. What is the timing lapse between food prepared and food
serving? (Half an hour-1; 1 hour-2; 2 hour-3; More than 2 hour-4)

7.14 Do you know the functions of SMCs (Yes-1; No-2)

7.15 Do you receiving regular funds (Yes-1; No-2)

7.16 Have SMC displays weekly menu on the notice board
(Yes-1; No-2)

8 Monitoring

8.1 Do any higher authority visits for inspection of MDM?
(Yes-1; No-2)

8.2 If yes, how frequently?
(Once in every fortnight-1; once in a month-2; once in every three months-3;
Yearly -4)

8.3 If no, why?
(More distance -1; No proper communication facilities-2; No complain-3; No idea-4)

8.4 Does the mothers monitor and supervise preparation of
meal and feeding of children (Yes-1; No-2)

9 Impact of the Programme

9.1 Has the enrolment increased after implementation of MDM?
(Yes-1; No-2)

- 9.2 Has the attendance increased after implementation of MDM?
(Yes-1; No-2)
- 9.3 Has the attendance of the students increased after implementation of MDM:
(Yes-1; No-2)
- 9.4 Since the introduction of this scheme is the enrolment?
(Increasing-1, Decreasing-2, No effect-3)
- 9.5 Since the introduction of this scheme Is the Dropout rates?
(Increasing-1, Decreasing-2, No effect-3)
- 9.6 Is there any marked improvement in the quality of education as comparable from the annual results?
(Yes-1; No-2)
- 9.7 Whether this scheme has improved education standard and interest of the child in education
(Yes-1; Little-2; No-3)
- 9.8 Whether child is regular in attendance in schools for whole day and takes interest in improving his education.
(Yes-1; No-2)
- 9.9 Impact of MDM on motivation of children to attend the school
(Going regularly-1; Going sometimes-2; Going only for food-3; not going-4)
- 9.10 Impact of meals on afternoon attendance
(Increase-1; No impact -2; Decreased-3)
- 10 Level of Satisfaction**
- 10.1 Level of satisfaction with MDM programme
(Fully satisfied-1; Satisfied-2; OK-3; not satisfied-4; Not at all satisfied-5)
- 10.2 If not, why
(Burden-1; Waste of time-2)
- 10.3 Opinion of Teacher.
(Mid day meal should be continued-1, mid day meal should be discontinued -2
Additional Staff should be recruited-3, any other- 4(Specify)
- 10.4 Do you have any comment on this scheme: (specify)

11 Personal Evaluation through observation

11.1 Cleanliness of Different Areas

	Please put appropriate answer from the codes
Clean and dry	
Well lit / ventilated	
Insects / pest infestation	
Overall rating of the area	

Code: Poor-1; Fair-2; Good-3

Name of the Investigator

Signature

Date

Name of the Supervisor

Signature

Date

