



STATE SURVEY OF SCHOOL MEAL PROGRAMS: INDIA 2020

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ACRONYMS

CCH	Cook-cum-helper	NEP	National Education Policy
Covid-19	Coronavirus Disease 2019	NER	Northeastern Region
FCI	Food Corporation of India	NFSA	National Food Security Act
FSA	Food Security Allowance	NGO	Non-governmental organization
FSSAI	Food Safety and Standards Authority of India	NP-NSPE	National Program for Nutrition Support to Primary Education
GCNF	Global Child Nutrition Foundation	PAB	Program Approval Board
GoI	Government of India	PDS	Public Distribution System
ICDS	Integrated Child Development Services	PTA	Parent-Teacher Association
INR	Indian rupee	SDG	Sustainable Development Goal
MDM scheme	Mid-day Meal scheme	SHG	Self-help group
MHRD	Ministry of Human Resource Development	SMC	Steering-cum-Monitoring Committee
MoE	Ministry of Education	UNESCO	United Nations Educational, Scientific, and Cultural Organization
MoTA	Ministry of Tribal Affairs	USD	United States dollar
MWCD	Ministry of Women and Child Development	UT	Union territory
		WIFS	Weekly Iron and Folic Acid Supplementation



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EXECUTIVE SUMMARY

Worldwide, school meal programs have grown in importance as a policy instrument to increase school enrollment, improve children's health and nutrition, provide social protection, and contribute to agricultural development, among other goals. India's Mid-day Meal (MDM) scheme is the largest school meal program in the world, reaching approximately 100 million children. The MDM scheme is also one of the most promising interventions by the Government of India to ameliorate classroom hunger, improve children's nutrition, and enhance school enrollment and attendance. The mid-day meal is a legal right of school children under the National Food Security Act 2013. The MDM scheme covers students in government or government-aided primary or upper primary schools for at least 200 school days per year and ensures access to one hot cooked meal per day. Per MDM scheme guidelines, this meal should provide primary school children with 450 calories and 12 grams of protein and should provide upper primary school students with 700 calories and 20 grams of protein. Funding for the program is shared between the central government and states/union territories (UTs) at varying rates, and in 2020-21, the MDM scheme budget comprises 11% of the total budget for the Ministry of Education.

The Global Child Nutrition Foundation's (GCNF's) State Survey of School Meal Programs in India was designed to capture the diversity of school meal programs across Indian states and UTs, gathering information on the MDM scheme's design and implementation, food sourcing and menu composition, governance and leadership, funding and budgeting, generation of employment, formats of community participation, and successes and challenges. The survey was administered at the state/UT level to focal persons engaged in MDM scheme implementation. Responses were received from 19 states and UTs (referred to as the "participating states"). In almost all cases, the information captured in this survey reflects the 2018-19 academic year.

Across participating states, the MDM scheme reaches nearly half (46%) of all children of primary and upper primary school age (5-14 years old), on average. As the program operates only in government/government-aided schools, it does not serve the large share of children in India who attend private schools. From 2015 to 2018, the number of children receiving food through the MDM scheme declined in most states, a pattern that may at least partly reflect the rising popularity of private schools (and declining enrollment in government/government-aided schools) in India. Smaller states tend to outperform larger states in terms of scheme coverage, with Rajasthan (among the largest states in this sample) reaching 32% of all children of primary and upper primary school age; for the northeastern states (among the smallest collection of states in this sample), this value is 78%.

The MDM scheme is executed at the central government level through the Ministry of Education and is usually implemented at the state level through State Departments of Education. Exceptions include Tamil Nadu, which maintains a separate and independent Department of Social Welfare and Nutritious Meal Program. In some participating states, decision-making is cascaded even further to include local self-governance institutions, such as village administrators (panchayats). At the school level, the scheme is monitored by School Mid-day Meal Committees, comprised of members of Parent-Teacher Associations and other local representatives.

Funding for the scheme is drawn from the central and state governments by all participating states, with no external sources reported in any state. The costs of cooking and engaging cooks-cum-helpers are shared in different ratios across the central government and state governments based on each state's status. However, the survey results reveal that the state share is often larger than what is stipulated, reflecting the states' proactiveness in disbursing higher honorarium for cooks-cum-helpers, additional food items over and above the supply of food grains received from the central government, and the extension of the MDM

scheme to other grades beyond the central design. For example, Kerala and Tamil Nadu reported extending coverage to pre-primary school students under the MDM scheme, while Karnataka has extended coverage to secondary schools. Haryana draws 68% of the scheme budget from state resources, and this higher-than-stipulated value is due to a significantly higher honorarium for cooks-cum-helpers and the provision of milk to all children through state funds. Across the participating states, the average yearly cost reported for providing mid-day meals under the scheme stands at INR 1,121 (about USD 16) per child per year for primary school students and INR 1,596 (about USD 22) for upper primary school students. However, there is considerable diversity across states, and Kerala and Tamil Nadu seem to allocate a similar amount for both primary and upper primary school students.

The MDM scheme allows for customization of the school meal menu. Grains and cereals are made available to each state by the central government, while vegetables, pulses, and condiments are added to the local menus by state governments. All participating states reported serving students a staple such as grains/cereals, along with green, leafy vegetables. Some states also served boiled eggs (58%) and roots/tubers (53%). There is considerable cross-state variation in the consumption of meat, poultry, and dairy products, with dairy products included only in Haryana, Karnataka, Kerala, Lakshadweep, Maharashtra, and Rajasthan. Many states took additional steps to ensure the nutritional content of the mid-day meals. Thirteen of the 19 participating states reported the inclusion of fortified food items in the MDM scheme food basket. Of these, most states included fortified salt (92%), followed by oil (46%) and grains/cereals (23%). Eight states reported the provision of nutritional supplements or micronutrient powders, most commonly iron followed by folic acid and vitamin A.

Services that may complement the mid-day meal include water purification, drinking water, handwashing with soap, provision of menstrual hygiene, deworming treatment, and height and weight measurement. Nearly all (95%) of the participating states have provisioned for drinking water and handwashing with soap, and deworming treatment was provided in 90% of the participating states. However, just over half (58%) of the participating states report that they ensure menstrual hygiene for female students. Education related to nutrition, health, and hygiene can also augment the benefits derived from a school meal program. Under the umbrella of complementary education programs, there is a strong focus on

school gardens in 84% of the states, but a relatively weaker focus on health or nutrition education (at 58% and 47%, respectively).

All participating states rely on on-site preparation of food, which reduces the chance of contamination, adulteration, and food wastage in transit. Some states have opted for a combination of sites for food preparation. For instance, Karnataka and Maharashtra have both school-based kitchens along with centralized kitchens operated by non-government (private sector or NGO) partners, while Goa and Haryana combine the use of school-based kitchens with off-site kitchens in private facilities (caterers). In terms of the kitchen amenities available, nearly all of the participating states (with the sole exception of Himachal Pradesh) reported that their on-site cooking facilities are equipped with storage facilities. Nearly all states with the exception of Meghalaya also noted that electricity was present in at least half of the kitchens. Sixty-eight percent of the states reported that at least half of the on-site kitchens in participating schools had piped water in their kitchens, and three states (Karnataka, Kerala, and Lakshadweep) have some refrigeration as part of their on-site cooking facilities. Nearly half (47%) of the participating states use charcoal/wood stoves along with gas stoves or electric stoves in the cooking facilities. Jharkhand, in particular, is still heavily reliant on charcoal/wood stoves.

Given the size of the MDM scheme, hiring women as cooks-cum-helpers can potentially contribute to their economic empowerment and improve the overall female labor force participation in India. In 63% of the participating states, at least three quarters of caterers/cooks are women, and states such as Chhattisgarh and Goa also engage women self-help groups in mid-day meal provisions.

Nevertheless, the minimum honorarium of each cook-cum-helper is INR 1,000 per month (approximately equal to USD 14), a value that is unlikely to be considered a living wage. While it is common for states to provide some training in food safety or nutrition for cooks/caterers, Maharashtra and Uttarakhand are the only two states that provide them with business and management training. Moreover, 75-100% of cooks/caterers in Maharashtra and Uttarakhand are women. The employment of female cooks/caterers in tandem with business and management training can potentially be helpful in terms of scaling up women's catering ventures beyond serving the MDM scheme into a larger food business.

The Covid-19 pandemic has led to a prolonged school closure in India that has not only disrupted the learning process of children, but also abruptly halted the delivery of hot cooked meals to the children served by the MDM scheme. While this crisis has been devastating for India's school children, it has also demonstrated the adaptability of the MDM scheme as state governments (and the education system) responded with innovative measures to ensure that children are not deprived of a nutritious meal (or the equivalent cash value) even as schools remain closed. Thus, states have alternately provided dry rations, a food security allowance, or a combination of dry rations and a cash transfer to students covered under the MDM scheme. Chhattisgarh, in particular, has implemented door-to-door distribution of dry rations packets to ensure that over 90% of children continue to benefit from the MDM scheme.





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01

BACKGROUND

OVERVIEW

- 1.1 The Global Survey of School Meal Programs © and the State Survey of School Meal Programs in India
- 1.2 The Indian Context
- 1.3 Mid-day Meal Scheme:
The World's Largest School Meal Program

Worldwide, school meal programs have grown in importance as an instrument to increase school enrollment, improve children's health and nutrition, provide social protection, and contribute to agricultural development, among other goals. Most countries incorporate some type of school feeding program into their education system, with funding sourced from governments, international donors, domestic NGOs, communities, or the private sector. The Global Child Nutrition Foundation (GCNF) estimates that, across 103 countries,¹ over 297 million children of all ages receive food through their schools (GCNF 2021). Supporting children to stay in school with nourishing meals can go a long way towards breaking intergenerational cycles of food insecurity and poverty.

This decade brings the world closer to its moment of reckoning for the 2030 Agenda for Sustainable Development, enshrined in the Sustainable Development Goals (SDGs). The goals demarcate 17 critical, time-sensitive, and interlinked areas of intervention to bring about lasting and sustainable development (UNDP 2015). School meal programs directly assist in achieving at least 7 of the SDGs, including 'Zero Hunger' and 'Gender Equality' (Figure 1).

Figure 1 Sustainable Development Goals linked to school meal programs



GCNF conducted its first Global Survey of School Meal Programs © in 2019. The goal of this baseline survey and future updates (planned for every two to three years in the future) is to support stakeholders to better implement, manage, document, and advocate for school meal programs. The survey also aims to expand global knowledge on the topic of school feeding, inspire further research, and identify peer-to-peer learning opportunities. It is intended to cover national and/or large-scale programs in all countries of the world (GCNF 2021).

To complement the Global Survey of School Meal Programs ©, the State Survey of School Meal Programs in India was designed to capture the complexity and diversity of school meal programs across Indian states and UTs, particularly in the context of decentralized programming. The Mid-day Meal (MDM) scheme, India's nationwide primary school meal program, is centrally sponsored but is implemented by state governments with day-to-day operations often in the hands of more local levels of government and with some responsibility even delegated to local Parent-Teacher Associations (PTAs).

¹ Eighty-five of the 103 countries (83%) reported having large-scale school meal programs.

or NGOs (Chakraborty and Jayaraman 2019). Such nuances warrant attention in the course of peer-to-peer learning around school meal programs in India. This study aims to generate insights and learning around the MDM scheme by describing the variation in the program's design and implementation, food sourcing and menu composition, governance and leadership, funding and budgeting, generation of employment, formats of community participation, and successes and challenges at the level of states and union territories (UTs) across India.

The State Survey of School Meal Programs in India captures information on the following broad topics:

- **The scope of school feeding activities in each state/UT**
- **Food basket, food sources, and nutrition**
- **Government involvement in school feeding**
- **Agricultural and private sector engagement**
- **Health and sanitation**
- **Gender**
- **Infrastructure associated with school meal preparation and distribution**

1.2 The Indian Context

In India, access to subsidized food has been made a statutory entitlement under the National Food Security Act (NFSA) 2013. This Act, covering close to two-thirds of the population, protects food security by supplying grains to beneficiaries at a subsidized rate through the Public Distribution System (PDS). It makes special provisions for pregnant and lactating mothers, children from 6 months to 6 years of age, and school-going children up to grade 8. As of 2019, the NFSA has ensured food access to 70.37 million children from 6 months to 6 years of age and 17.18 million pregnant and lactating mothers through the Integrated Child Development Services² (ICDS), and it has provided mid-day meals under the MDM scheme to approximately 100 million children at primary and upper primary schools (MHRD 2019a).





Before delving into the MDM scheme, a brief overview of education and child nutrition in India is presented for context. The Right of Children to Free and Compulsory Education Act 2009 makes the education of children between the ages of 6 and 14 years a fundamental right in India. According to the Educational Statistics at a Glance 2018 report released by the Ministry of Human Resource Development (MHRD),³ India exhibits high gross enrollment rates for primary and upper primary school levels (Table 1). Specifically, the gross enrollment rate begins at 99% for ages 6–10 and then declines to 92% for ages 11–13, 80% for ages 14–15, and 56% for ages 16–17. This rate is very similar for boys and girls across all age groups (MHRD 2018).⁴

² Integrated Child Development Services is a Government of India program for early childhood development. It serves pregnant and lactating mothers, children up to the age of 6 years, and out-of-school adolescent girls.

³ The Ministry of Human Resource Development (MHRD) was renamed the Ministry of Education with the adoption of the National Education Policy on 29 July 2020.

⁴ The gross school enrollment rate for girls is similar to that of boys, an observation that is mirrored in the National Family Health Survey (IIPS 2017). However, the sex ratio in India is skewed, with approximately 92 females for every 100 males (NITI Aayog 2019).

Table 1 School enrollment in India, 2015-16



AGE GROUP (in years)	GENDER	2017 POPULATION (in thousands)	CORRESPONDING LEVEL OF EDUCATION	NO. OF RECOGNIZED SCHOOLS (2015-16)	GROSS ENROLLMENT RATE (2015-16)
	Male	68,287	Primary (1 to 5)	840,546	98%
	Female	61,655			101%
6-10	Total	129,942			99%
	Male	38,945	Upper primary (6 to 8)	429,624	89%
	Female	33,126			98%
11-13	Total	72,071			92%
	Male	25,782	Secondary (9 to 10)	139,539	79%
	Female	22,730			81%
14-15	Total	48,512			80%
	Male	23,028	Senior secondary (11 to 12)	112,637	56%
	Female	20,685			56%
16-17	Total	43,713			56%

Source: MHRD 2018

Nutritional outcomes for India's young children are less positive. The recent Comprehensive National Nutrition Survey 2016-18, India's first-ever nutrition-focused survey covering pre-school children, school-age children, and adolescents across 30 Indian states, paints a stark picture of under-five stunting (Table 2). Almost 7 out of 20 children enter formal schooling with stunted growth, while nearly 4 out of 20 children under 5 are wasted (low weight-for-height). More than 1 in 5 children (22%) of ages 5 to 9 years are stunted (exhibiting low height-for-age), and this value is even higher for children below the age of 5. Table 2 suggests that there remains an urgent imperative to combat stunting and wasting in India.

Anemia is also prevalent, affecting 23.5% of children of ages 5–9 and 28% of adolescents of ages 10–19. Children in India are further likely to suffer from vitamin A deficiency, which affects 21.5% of children and 16% of adolescents (Ministry of Health and Family Welfare 2019). Undernourishment in childhood affects children negatively throughout their lifetimes; in this context, India's school meal program, the MDM scheme, can play a vital role in combating undernutrition.

Table 2 Nutritional profile of school-aged children in India, 2018

AGE GROUP	HEALTH STATUS	SHARE OF CHILDREN (%)		
		ALL	BOYS	GIRLS
5-9	Stunted	22	22	22
	Moderately or severely thin	23	26	20
	Overweight or obese	4	4	3
10-14	Moderately or severely thin	27	32	23
	Overweight or obese	5	5	5

Source: Ministry of Health and Family Welfare (2019)

1.3 Mid-day Meal Scheme: The World's Largest School Meal Program

Overview

The MDM scheme is a Government of India-sponsored school feeding program that reaches primary and upper primary schools run or aided by the central and state governments. The scheme covers students for at least 200 school days per year and ensures access to one hot cooked meal per day. Although the MDM scheme is designated as a universal program, its reach is limited to 78% of the schools in the country. This is because 22% of schools are private, and they account for nearly 44% of all students enrolled at Indian schools, meaning just 56% of students in India attend government or government-aided schools (MHRD 2018). In 2018-19, the MDM scheme operated in over 1.13 million schools (MoE 2021).

Schools in India are categorized as government (public schools), government-aided (public-private partnership schools), or private (purely private schools).

78% of schools are government-run/aided, and they cater to 56% of all students enrolled in Indian schools.

Scheme Evolution

The earliest version of the school meal scheme was launched in 1925 in the Madras Municipal Corporation (comprised of present-day Tamil Nadu and other southern states) for children from disadvantaged households with the aim of bolstering their school participation rates. Tamil Nadu maintained a mid-day meal component in some schools, and this was universalized across the state in 1982. Gujarat followed suit with its own statewide mid-day meal program in 1984 (Jayaraman and Simroth 2015). Then in 1995, the Government of India launched the National Program for Nutrition Support to Primary Education (NP-NSPE). Under this program, students across the country were provided with 100 grams of food grains (in the form of dry rations) for each day. However, this was often distributed on a monthly basis and was not, in actuality, tied to attendance (Garg and Mandal 2013; Jayaraman and Simroth 2015).

In 2001, in response to a public interest petition on the right to food, the Supreme Court of India directed the replacement of dry rations with cooked meals with a minimum nutritional content of 300 calories and 8-12 grams of protein each day of school for a minimum of 200 days per year. In 2006, this was revised to 450 calories per day and 12 grams of protein (Chutani 2012).

More specifically, the MDM scheme guidelines stipulate that each primary school student should be provided 100 grams of wheat or rice (depending on the local staple), 20 grams of pulses, 50 grams of vegetables, and 5 grams of fat per day (MHRD 2016). The amounts allotted for upper primary school students are somewhat higher at 700 calories and 20 grams of protein (Chutani 2012). Implementation of this directive took place over several years, as states initially resisted the expense, and some teachers and parents opposed the revised program (Drèze and Khera 2017). An additional order in 2004 directed the states to increase coverage to school children up to grade 10 “wherever possible” (Chutani 2012), and in 2007-08, coverage was universally expanded to include upper primary schools, as well (MHRD 2019a).

The NFSA 2013 provides the statutory backing for the MDM scheme by recognizing hot cooked meals as an entitlement for students of primary and upper primary schools during the academic year. The first set of MDM scheme guidelines were issued in 2006, and these were followed by the MDM Rules in 2015. The rules detailed the entitlement for nutritious meals, location of meals, maintenance and quality standards, constitution of a Steering-cum-Monitoring Committee (SMC) for the scheme at the state level, constitution of School Management Committees for day-to-day monitoring, testing procedures of meals at accredited laboratories, and the provision of a Food Security Allowance (FSA) in the event of supply failure (MHRD 2015a).

Management

At the national level, the Ministry of Education (MoE, formerly the Ministry of Human Resources Development) executes the MDM scheme through its Department of School Education and Literacy (Table 3). The scheme is supported by the Food Corporation of India (FCI) under the Ministry of Consumer Affairs, Food, and Public Distribution. Additional support is provided by the Food Safety and Standards Authority of India (FSSAI) through quality control, checks, and guidelines.

At the state level, most states and UTs execute the scheme through their Departments of Education. Exceptions include Tamil Nadu, which maintains a separate and independent Department of Social Welfare and Nutritious Meal Program, and Madhya Pradesh, which implements the scheme through the Rural Development and Panchayati Raj⁵ Department.

Table 3 Overview of MDM scheme management (central government)

Ministry	Ministry of Education (MoE)
Department	Department of School Education and Literacy
Sector	Education
Primary objective	Reduce classroom hunger
Funding	Shared between central government and states/UTs at varying rates
Year of inception	1995
2020-21 budget	INR 110 billion ⁶ (11% of the MoE budget)

⁵ The Panchayati Raj are local (village-level) self-governance institutions.

⁶ The exchange rate between Indian rupees (INR) and U.S. dollars (USD) on January 1, 2021 was 73.12 INR per USD, or 0.014 USD per INR. The MDM scheme budget for 2020-21 equals approximately 1.5 billion USD.

Food Provisions and General Support

The central government provides state governments with funds and support as follows:

1. Supply of food grains

Food grains measuring 100 grams per child per school day at primary schools and 150 grams per child per school day at upper primary schools are supplied to states and UTs by the FCI.⁷

2. Transport subsidy

The central government provides a transport subsidy to carry grains from FCI warehouses to the schools. Fourteen⁸ states and UTs have been accorded a “special category status”. This is in view of their historical disadvantages due to their mountainous and difficult terrain, low population density, sizeable tribal population, location near international borders, economic and infrastructural “backwardness,” or the poor state of finances (Ramani 2016). In these states, the MDM scheme food grains are transported at a lower cost (the Public Distribution System (PDS) rate),⁹ while for other states, transportation rates have been capped at INR 75 per quintal (100 kg), though this rate was adjusted to INR 150 per quintal in 2019 (MHRD 2019a).

3. Cooking costs

These are recurring costs for the conversion of ingredients into meals. The level of cost sharing between the central government and the states/UTs depends on the state categorization (MHRD 2019b), as was found during the 2018-19 academic year, as summarized in Figure 2.¹⁰

4. Engagement of cooks-cum-helpers

The number of CCHs in each school is based on the school's size, with one CCH for schools with up to 25 students, two for schools with 26 to 100 students, and one additional CCH for each additional 100 students. In total, there are 2.6 million cooks-cum-helpers (CCHs) hired under the MDM scheme. Their honorarium is INR 1,000 per month (approximately equal to USD 14 per month), and these costs are shared between the central and state governments as follows: UTs without legislatures are fully covered by the central government, the NER states and Himalayan states pay 10% of the cost, and other states cover 40% of the cost (MHRD 2020).

5. Management, monitoring, and evaluation

An additional top-up amount of the total cost of food grains, transport, cooking, and CCH wages is given to the states and UTs for management and monitoring purposes. This value was 1.8% for much of the 2018-19 academic year, though it was changed to 2.7% in April 2019. Another 0.2-0.3% of the amount is retained by the central government for monitoring the scheme (MHRD 2019c).

6. Provision of mid-day meals in drought-affected areas

Children in drought-affected areas are entitled to receive mid-day meals during school vacations as well, resulting in a greater number of days per year during which mid-day meals are served in these states (MHRD 2019a).

7. Provision of essential infrastructure

The cost of construction of kitchens and stores is shared between the central government and states, with NER states covering 10% of the cost and other states paying 25% of the cost. The purchase or construction of any other item not specified in the fixed schedule of rates needs to be approved by the state Steering-cum-Monitoring Committee (MHRD 2019d). The central government also provides financial support for the provisioning and replacement of kitchen equipment/utensils at a rate of INR 5,000 per academic per year, though this was adjusted in March 2019 to vary according to school size.

Special category status as of June 2019:

Himalayan states: Himachal Pradesh, Jammu and Kashmir, Uttarakhand

Northeastern Region (NER) states: Arunachal Pradesh, Assam, Manipur, Mizoram, Nagaland, Sikkim, Tripura

Union territories without legislature: Andaman and Nicobar Islands, Chandigarh, Daman and Diu, Lakshadweep

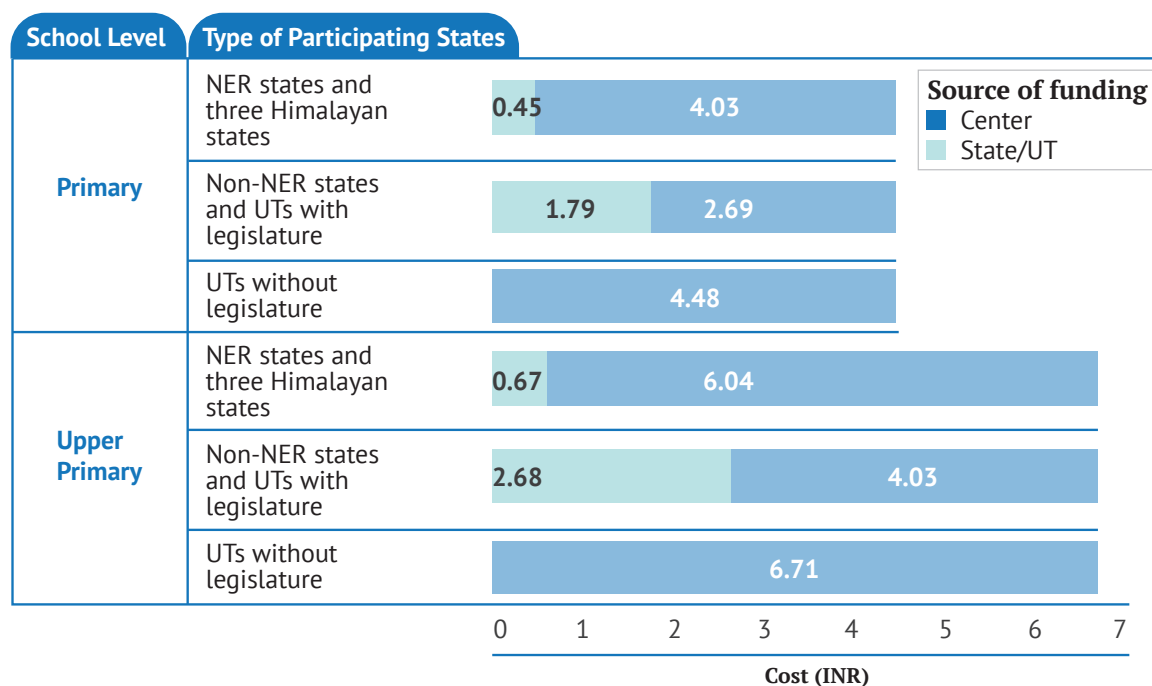
⁷ The Food Corporation of India (FCI) was established under the Food Corporation Act 1964 to procure food grains from farmers (with price support); distribute food grains throughout the country for the Public Distribution System (PDS); supply grains to various schemes such as the MDM scheme and the ICDS; and maintain a buffer stock for purposes of securing national food security. It is housed under the Ministry of Consumer Affairs, Food, and Public Distribution.

⁸ This count includes Jammu and Kashmir and Ladakh as a single Himalayan state. Special category status was revoked in October 2019 with Jammu and Kashmir established as a union territory with legislature and Ladakh as a union territory without legislature.

⁹ The PDS rate refers to the rate at which the FCI transfers grains to PDS outlets in the state.

¹⁰ Cooking costs have been adjusted upward, as per MHRD circular of April 2020, to INR 4.97 per primary school child and INR 7.45 per upper primary school child.

Figure 2 Sharing of cooking costs (per child per day) between central government and participating states



Source: MHRD 2019a

Central Budgetary Provisions

The annual budget and the amount released for the MDM scheme are presented in Figure 3. On average, 89% of the budgetary allocation for the MDM scheme is released to states and UTs. In 2008/09, central government funding for the MDM scheme was expanded to accommodate upper primary schools (Drèze and Khera 2017). In nominal terms, the largest budget was seen in 2013-14. However, this was followed in 2015-16 by a 30% decline in the budgetary allocation for the scheme. Up to this point, the budgetary allocation had grown at an average rate of 10% year-on-year (in nominal terms), while the average year-on-year rate of

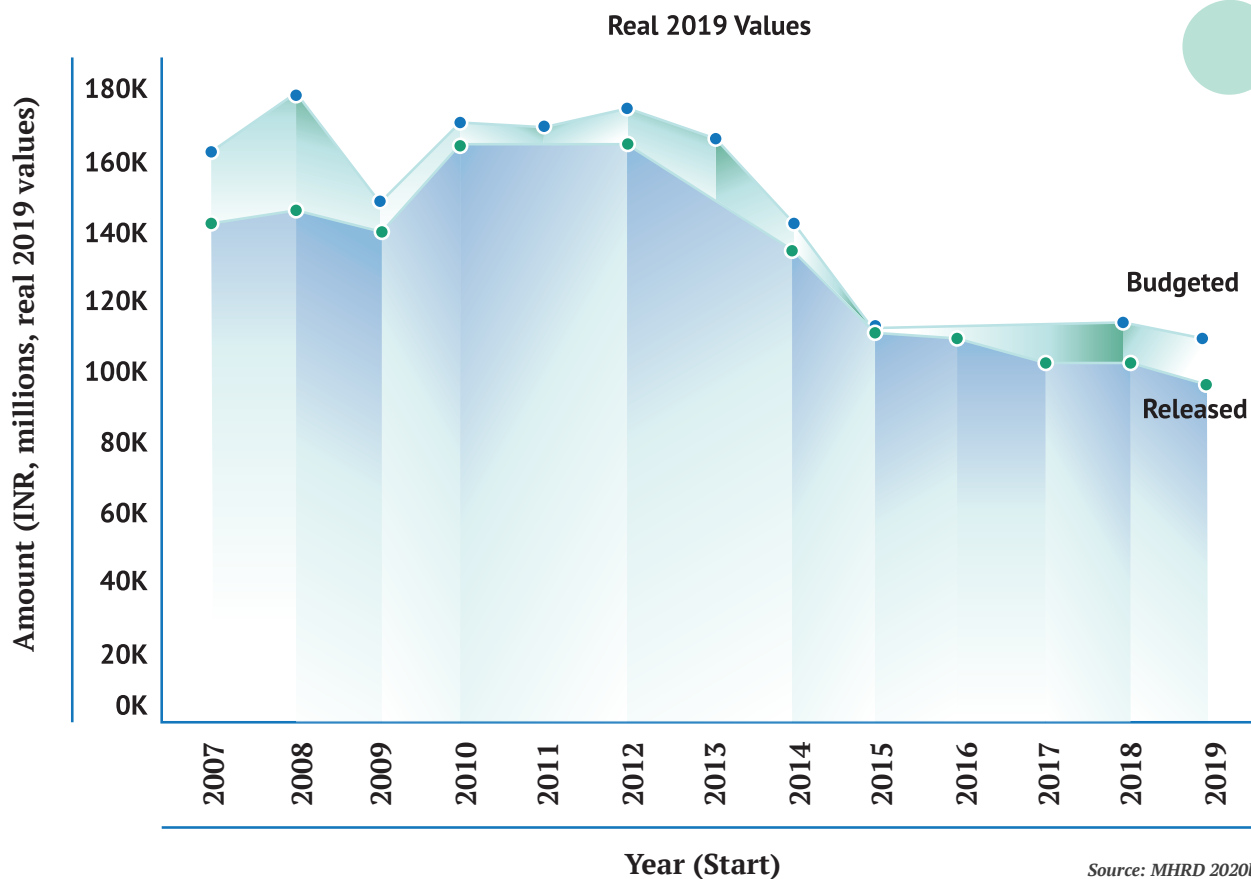
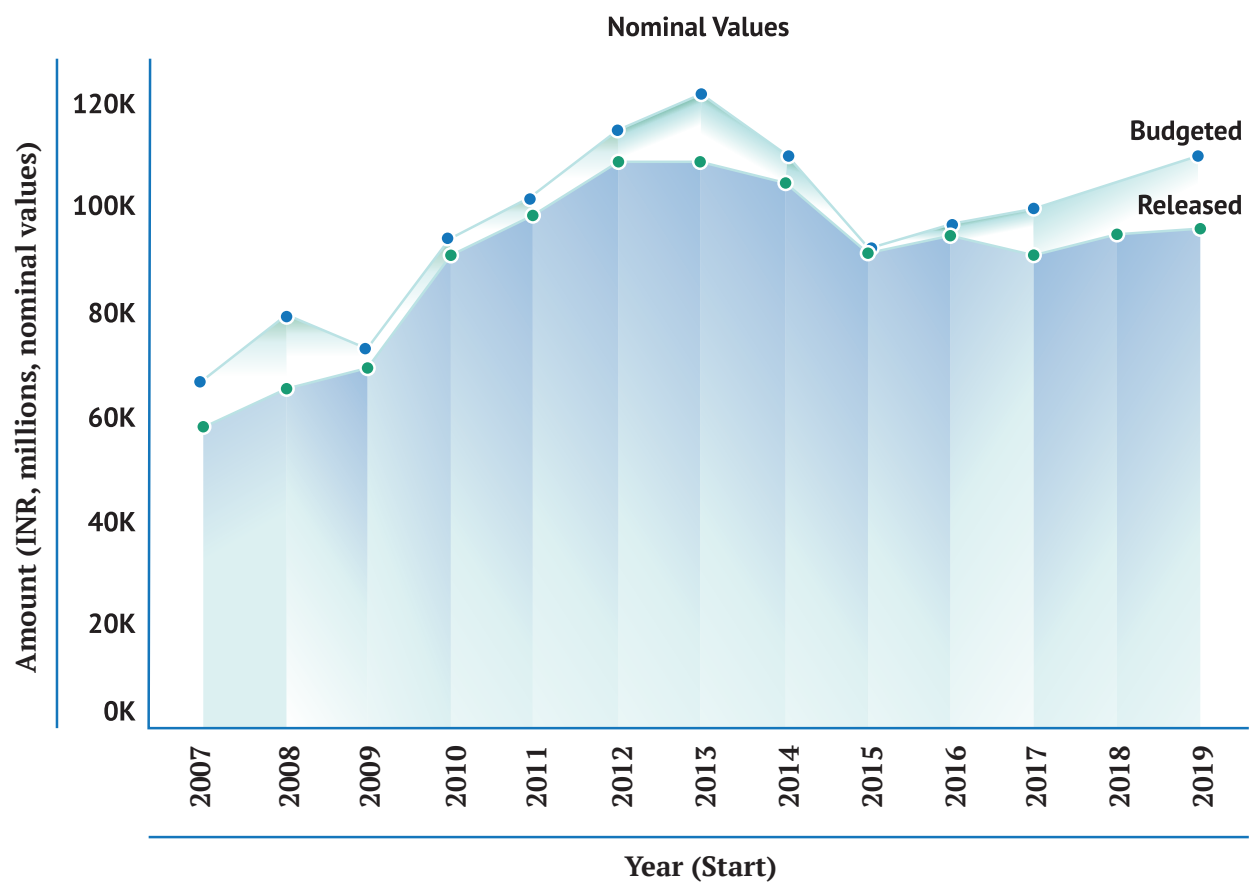
increase since 2015-16 has been just 4%. However, when these budget values are adjusted for the rate of inflation in India (using the Consumer Price Index),¹¹ it seems that the MDM scheme budget has actually declined over time, in real terms, with fairly stable values since 2016-17. Note that the pattern in terms of budget per child may differ if the number of children reached by the MDM scheme has either grown over time with a rising population, or if that number has declined due to slowing population growth or falling enrollment in government schools (as will be discussed in section 3.1).



Photo: www.shutterstock.com/Khomsan_Inthananon

¹¹ The Consumer Price Index was drawn from the World Development Indicators database at <https://data.worldbank.org/indicator/FP.CPI.TOTL>.

Figure 3 Central budget provisions for the MDM scheme between 2007/08 and 2019/20



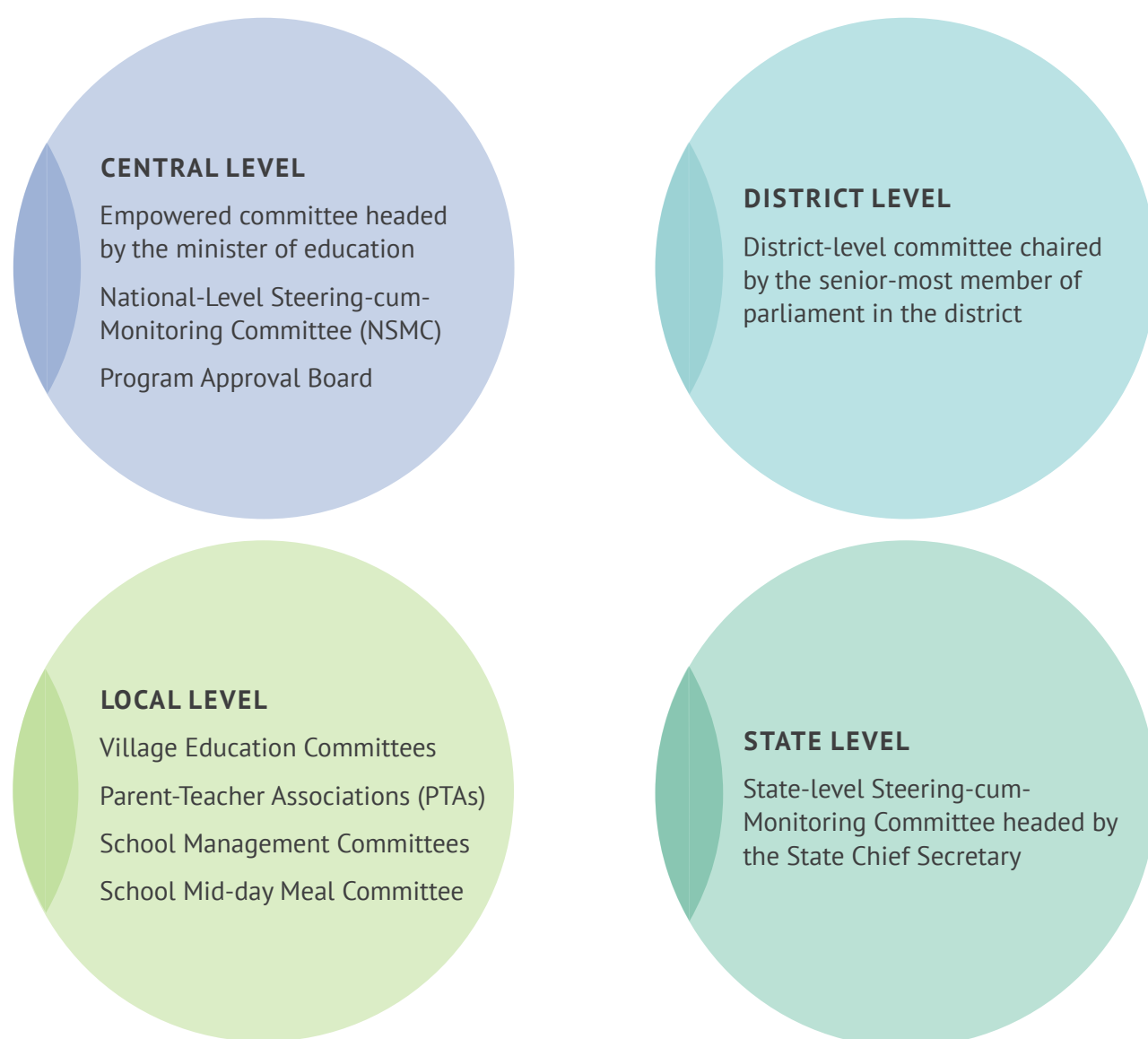
Source: MHRD 2020b

Monitoring

The Government of India has established a four-level monitoring mechanism at the central, state, district, and local level to ensure the quality of mid-day meals and improve the scheme's implementation (Figure 4). The central-level committees programmatically steer the MDM scheme through periodic reviews. Additional oversight is provided by the state- and district-level committees through monitoring visits and reporting. Daily operations are supervised at the local level through voluntary community-based

committees. Furthermore, the central government organizes Joint Review Missions comprised of educational and nutritional experts who conduct field visits from time to time to review the scheme (MHRD 2015b).

Figure 4 Committees involved in monitoring the MDM scheme



Evidence of Impact

A number of studies have confirmed a positive impact of the MDM scheme on school attendance, learning, and child nutrition. Jayaraman and Simroth (2015) compared school enrollment rates in areas with and without school meals (and also compared private and public schools) during the initial MDM rollout, finding a positive effect of the scheme on school enrollment in the first grade. This is significant because it is the first grade that absorbs new enrollments, including children who begin school late and those who are enrolled early to receive the mid-day meals. Chakraborty and Jayaraman (2019) also compared areas with and without school meals and found a positive impact on students' learning achievements, as measured with test scores. Several authors (Afridi 2011; Garg and Mandal 2013) have found that the introduction of the MDM scheme seemed to improve the attendance rate for girls but not boys. Among other reasons, girls were considered responsible for bringing their younger siblings to school, so an imperative to ensure that their younger siblings received their mid-day meal also meant that girls attended school more often.

In terms of nutritional impacts, Afridi (2010) compared dietary recalls between school and non-school days in Madhya Pradesh and found that the mid-day meal at school reduced the daily calorie deficit among school children by 30%, the protein deficit by 100%, and the iron deficit by nearly 10%. Singh et al. (2014) examined longer-term nutrition impacts of the MDM scheme and found that it compensated for droughts children had experienced in early life through an improvement in their nutritional outcomes, including weight-by-age or height-by-age. Recently, Seshadri et al. (2020) considered different modes of food provision in Karnataka and found that students benefited most in terms of nutritional outcomes (such as weight gain or height gain) when meals were prepared by a large NGO that prepared the meals each day in a quality-controlled centralized kitchen, as compared with meals cooked within the schools or provided by a smaller local NGO. Students reported higher quality foods and preferred food items (such as cold or flavored milk) from the large NGO.



Photo: www.shutterstock.com/CatherineLProd

The background is a solid teal color. It features several overlapping circles in various shades of green and teal. A large, white, stylized number '02' is positioned in the lower half of the image, with the '0' on the left and the '2' on the right. The circles are of different sizes and are partially obscured by the number and each other.

02

SURVEY APPROACH AND METHODOLOGY

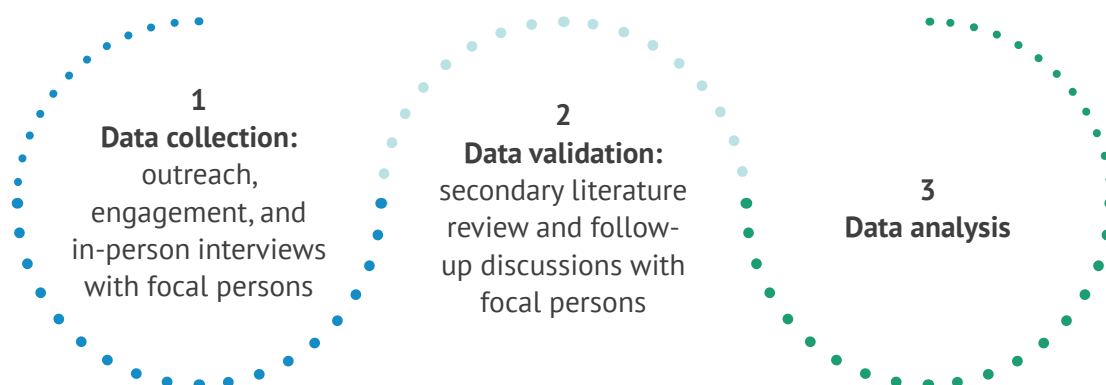
OVERVIEW

- 2.1 Process
- 2.2 States' Responsiveness to the Survey
- 2.3 Definition of Large-Scale School Meal Program
- 2.4 Limitations of the Study
- 2.5 Data Access

2.1 Process

The State Survey of School Meal Programs in India 2020 was carried out at the level of states or UTs (one survey per state/UT) and was designed to capture information on large-scale school meal programs operating in each state in 2018-19. Survey responses were solicited from all 36 states/UTs.

In implementing the survey, a participatory and consultative process was employed to engage with government stakeholders. The process was comprised of three steps:



Five zonal managers were each assigned a geographical cluster of states. The survey team then reached out to focal persons¹² engaged in MDM scheme implementation at state offices, beginning with an email that highlighted the study's importance and following up with phone calls to schedule meetings with the focal persons. Owing to the extensive nature of the survey, the focal persons were given the flexibility to complete it over multiple days. Multiple in-person, follow-up visits were made to all participating states to complete the survey, with the exception of Lakshadweep which submitted it electronically. Data collection began in October 2019, though most took place in 2020.

The questionnaire was designed to capture both quantitative and narrative responses from MDM scheme officials at the state/UT level, and the survey regards 2018-19 as the last completed academic year.¹³ The responses recorded in the survey are as reported by the focal persons, with validation from secondary sources and further verification from states wherever possible.

The following steps were followed:

1. There was discussion between the zonal manager and focal person on various secondary data required to complete the survey.
2. The MDM official designated a person to collate the secondary data from various reports.
3. The zonal manager verified the survey responses and sought clarification in cases of inconsistency.
4. Narrative responses were collected through one-on-one discussions with the focal persons.
5. The survey responses were entered and checked for consistency, completeness, and accuracy.

¹² A focal person is a representative appointed by the state government to gather information and provide responses for this survey.

¹³ Karnataka indicated that their responses reflect the year 2019-2020. However, in this analysis, we consider these values to be proxies for the 2018-19 values in order to maintain uniformity across all states.

Secondary sources were used to confirm the accuracy of some survey responses, including Program Approval Board (PAB)¹⁴ reports that contain the budget allocation details as agreed between the central and state governments, along with other secondary sources in the public domain, such as program guidelines or state MDM scheme websites. Questions regarding the survey responses were noted and verified with the focal persons before finalization. The finalized data set was then analyzed to generate the findings reported in section 3.

Data analysis is primarily based on the finalized data from the State Survey of School Meal Programs in India 2020. At certain points, the survey data are analyzed alongside data from secondary sources (e.g., Government of India reports).

2.2 States' Responsiveness to the Survey

As noted, in the first phase of data collection, the zonal managers reached out to all 36 states and UTs in their assigned clusters. The intended sample size for this survey was 25 states and UTs, covering approximately 70% of the country. However, responses to outreach on the part of the state MDM scheme officials varied. Moreover, with the bulk of data collection taking place in the midst of a global pandemic, the sample size was treated as flexible,

and survey responses were accepted until the end of October. While outreach was made to all states/UTs except Jammu and Kashmir,¹⁵ 19 states (18 states and 1 UT) participated in the survey. Table 4 presents the response rate across the country. The participation rate was highest in the Northeastern zone, with just one state abstaining from the survey (Table 5).

Table 4 Survey response rate

Response Status	No. of participating states	% of participating states
Participated	19	53
Declined to participate	7	19
No response	9	25
Did not contact	1	3
Total	36	100

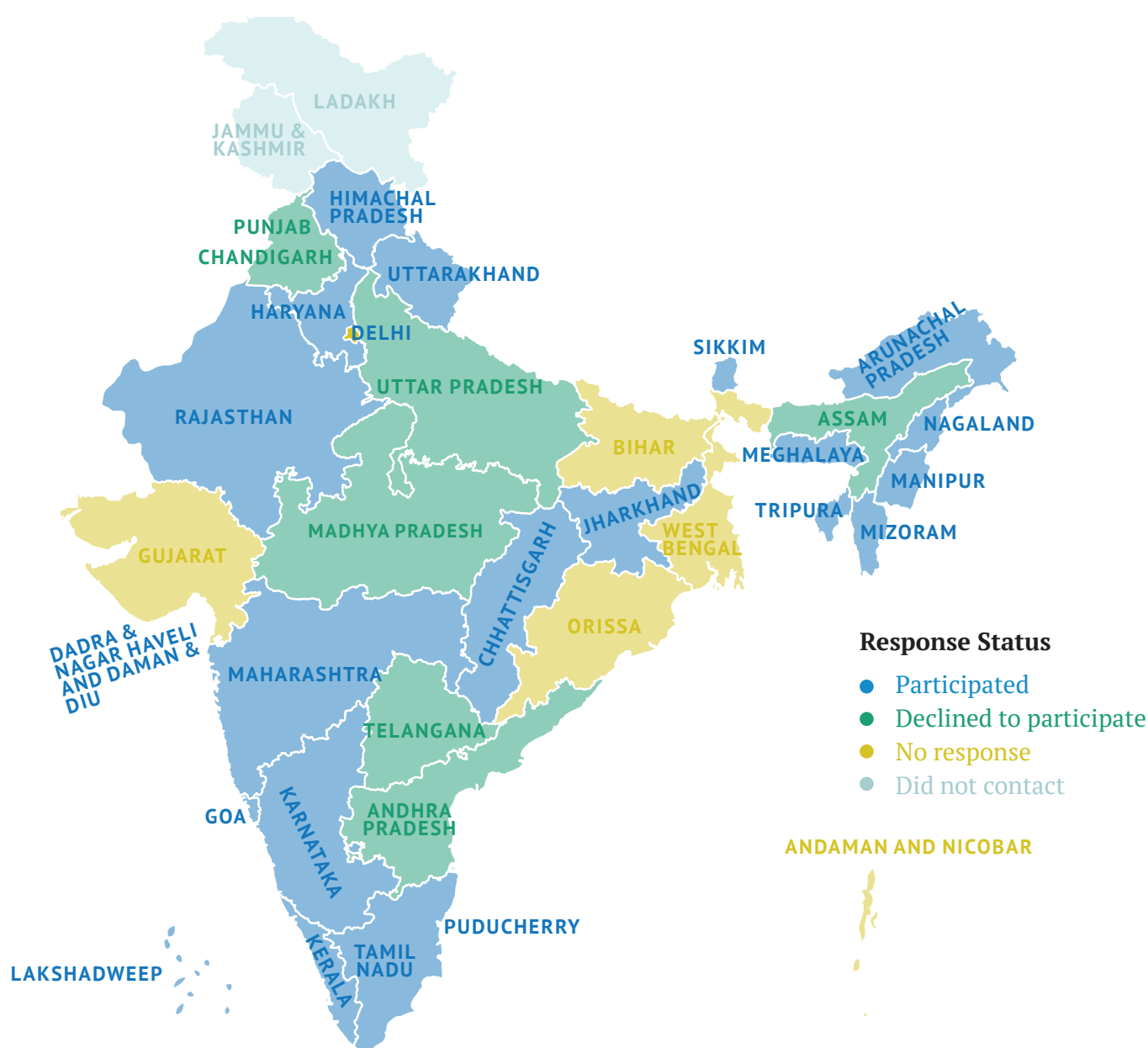
¹⁴ Program Approval Boards are annual budget meetings between the central and state governments for financial approval and planning for the MDM scheme operations in the upcoming year. The reports from these meetings are available to the public on the MDM scheme website.

¹⁵ As noted earlier, Jammu and Kashmir, a Himalayan state, was divided into two union territories (Jammu and Kashmir, and Ladakh) in October 2019 through an Act of Parliament.

Table 5 Response rate by zone (number of participating states)

Response Status	East	North	North-east	South	West	Total
Participated	2	3	7	4	3	19
Declined to participate		2	1	3	1	7
No response	3	2		1	3	9
Did not contact		1				1
Total	5	8	8	8	8	36

Figure 5 Participating states



The participating states/UTs include Arunachal Pradesh, Chhattisgarh, Goa, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Lakshadweep, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Rajasthan, Tamil Nadu, Tripura, and Uttarakhand (Figure 5).

Of these, only Lakshadweep is a UT, implying that it does not have a state government and is directly governed by the central government. In this report, the above states and UT are collectively referred to as “participating states”.

2.3 Definition of Large-Scale School Meal Program

Though the MDM scheme is centrally owned, state governments have the prerogative to include provisions beyond the central guidelines, including additional meals, additional food items, expanded coverage, etc. In certain states, these scheme enhancements have been branded as separate state sub-schemes. For example, Karnataka provides milk to MDM scheme beneficiaries under the Ksheera Bhagya Yojana. In this survey, such sub-schemes are considered to be part of the MDM scheme and not as separate school feeding programs.

The State Survey of School Meal Programs in India was designed to gather information on all large-scale school feeding or school nutrition programs, including those that are managed or administered by national and/or state governments. However, of the 19 participating states, none reported any other school feeding program besides the MDM scheme.

2.4 Limitations of the Study

The Government of India (GoI), through its Ministry of Women and Child Development (MWCD), also runs the Integrated Child Development Services (ICDS), wherein dry rations and hot cooked meals are provided to children between the ages of 3 and 6 years (pre-school/pre-primary children). In addition, the GoI's Ministry of Tribal Affairs (MoTA) runs Ashram Shalas, meaning "residential schools" that serve children from tribal communities. At these schools, children receive three meals per day as part of its health and nutrition component.¹⁶ Since this survey is intended to be a study of the school meal program, the key respondents were

identified as MDM scheme officials. Thus, the survey is limited to the MDM scheme which is delivered at government and government-aided schools under the MoE. Information on meals provided under ICDS to pre-primary school children or to children in Ashram Shalas is therefore not included in this report.

Another limitation of the present study is that survey responses were not "ground-truthed". Following a process in which some questions regarding the survey submissions were verified with the focal persons, survey responses are taken as given.

2.5 Data Access

Data from the survey will be made available by the Global Child Nutrition Foundation upon request. Such requests should be sent to: info@gcnf.org

¹⁶ Tribal people constitute 8.6% of India's total population, over 104 million people according to the 2011 census. These communities continue to be the most undernourished in the country and, as such, targeted nutrition interventions through Ashram Shalas have been a longstanding initiative by the government.

The background features a vertical gradient from a light green at the top to a teal at the bottom. Overlaid on this are several semi-transparent circles in various shades of green and teal, creating a layered, organic effect.

03

FINDINGS

OVERVIEW

- 3.1 Coverage of the Mid-day Meal Scheme
- 3.2 Management and Implementation
- 3.3 Funding and Costs
- 3.4 Food Basket and Nutrition
- 3.5 Infrastructure
- 3.6 Gender
- 3.7 Monitoring and Evaluation
- 3.8 Program Sustainability

3.1

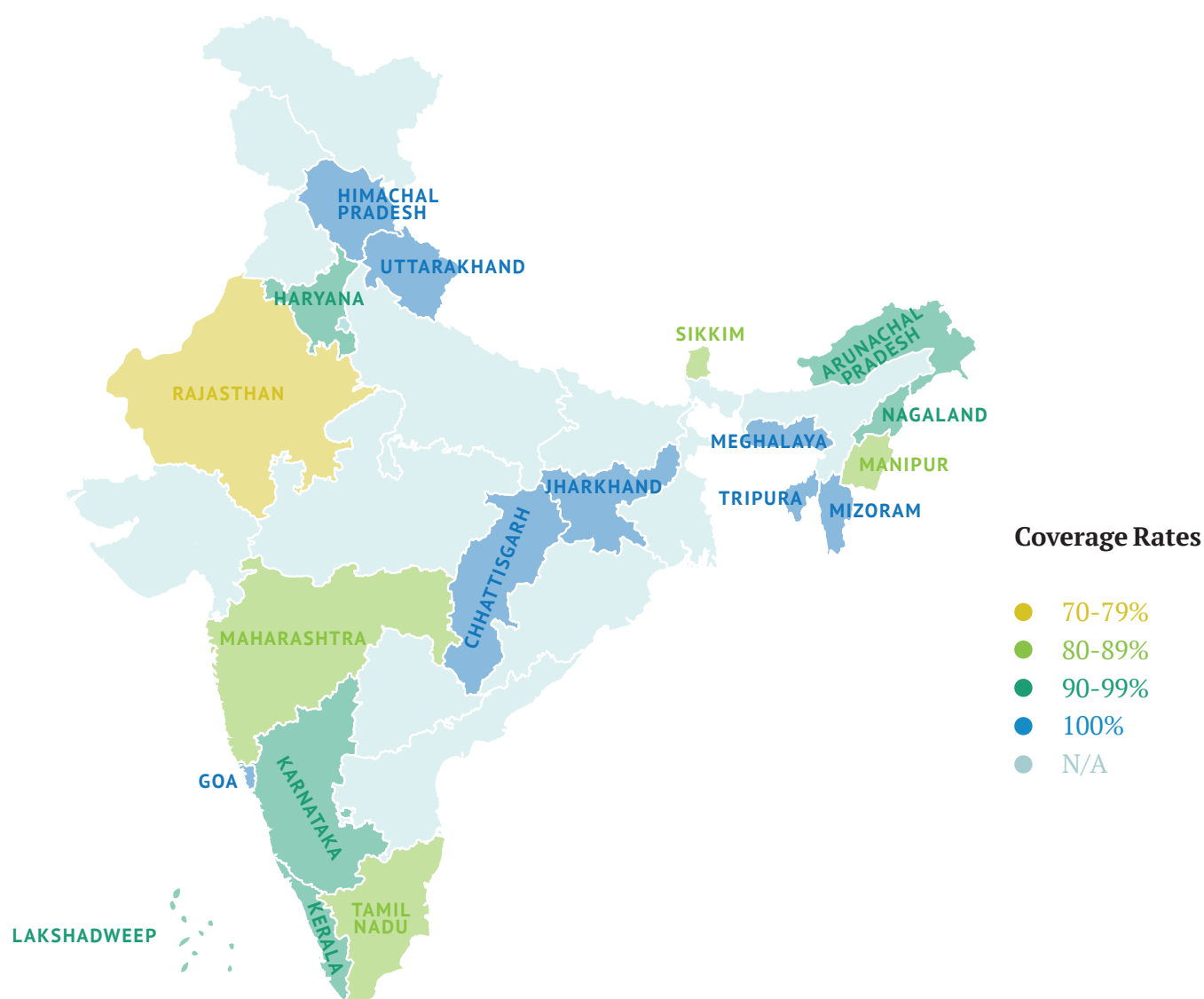
Coverage of the Mid-day Meal Scheme

Patterns Across Participating States

Figure 6 depicts the share of students enrolled in government/government-aided primary and upper primary students who were beneficiaries of the MDM scheme across the 19 participating states.¹⁷ As the MDM scheme is intended to be a universal program in these schools, any mismatch between the number of enrolled students and number of MDM scheme beneficiaries may be attributed to some students who are enrolled but do not actually

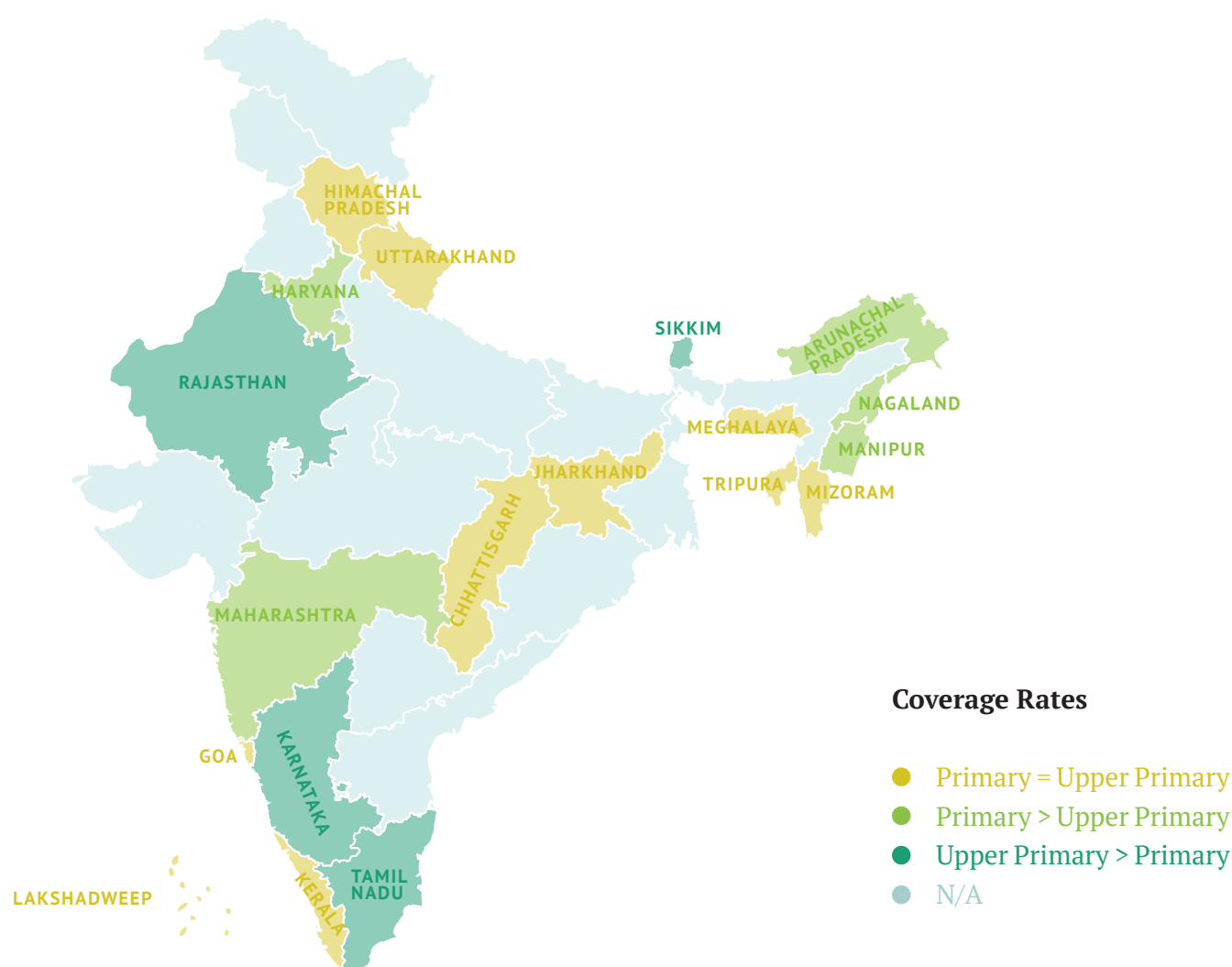
attend school (and therefore do not benefit from the MDM scheme). Nine states reported that all enrolled students receive mid-day meals. These include Chhattisgarh, Goa, Himachal Pradesh, Jharkhand, Lakshadweep, Meghalaya, Mizoram, Tripura, and Uttarakhand. Coverage is lowest in Rajasthan (at 74%), the largest state (in terms of enrollment) among the participating states.

Figure 6 Coverage rate among enrolled primary and upper primary school students in government/government-aided schools



¹⁷ Values for school enrollment in government/government-aided schools are as reported in the survey.

Figure 7 Comparison of coverage rates across primary and upper primary school levels among enrolled students in government/government-aided schools



While the MDM scheme is mandated for children studying in both primary and upper primary schools, coverage across school levels is not uniform (Figure 7). Ten of the 19 participating states report equal coverage across school levels, while among the others, the difference in coverage rate between primary and upper primary schools ranges from 0.05 percentage points in Haryana to 5.9 percentage points in Karnataka.

Among the participating states, only Kerala and Tamil Nadu reported extending coverage to pre-primary school students under the MDM scheme, while Karnataka has extended coverage to secondary schools as well.

Trajectory of Coverage in Recent Years

The trajectory of the number of children receiving food through the MDM scheme across participating states is presented in Table 6. This covers the time intervals of 2015/16 to 2018/19 (three years) and 2017/18 to 2018/19 (one year). Jharkhand is not included in this table as it did not report historical values for upper primary school, and Kerala is excluded from the 2015/16–2018/19 period due to lack of data for 2015/16. Between 2015/16 and 2018/19, 14 out of 17 states experienced a decline in the number of children receiving mid-day meals, with an average decrease of 16%. Similarly, between 2017/18 and 2018/19, 13 states show a decline in children receiving mid-day meals, with an average decrease of 7%.

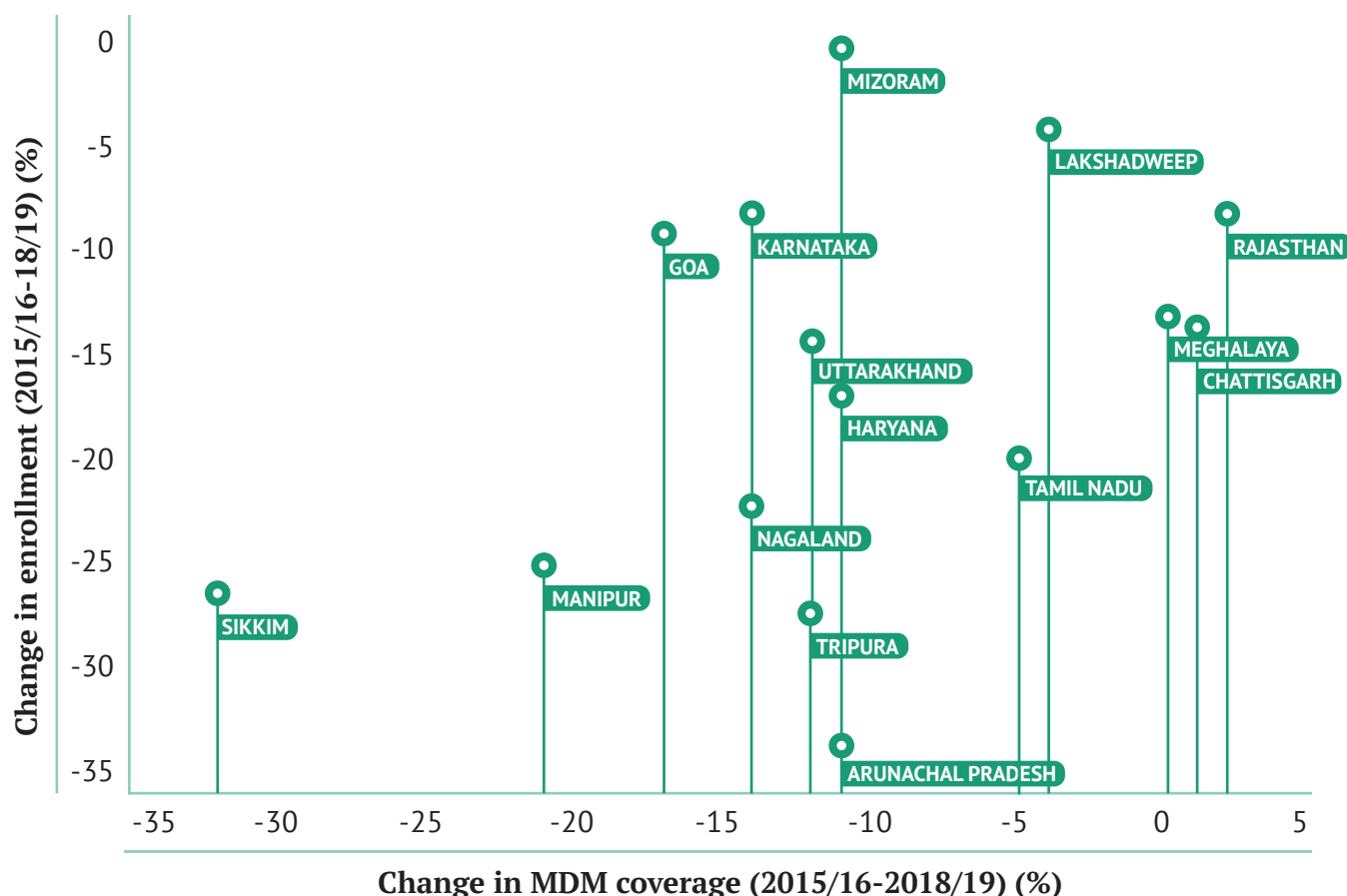
Table 6 Recent trajectory in number of children receiving food across participating states

Interval	Number of participating states					
	Decrease			No Change	Increase	
	>10%	6-10%	1-5%	0%	1-5%	6-10%
2015/16–2018/19	12	0	2	1	2	0
2017/18–2018/19	2	4	7	1	3	1

This decline in the absolute number of children receiving food under the MDM scheme is matched by a decline in student enrollment at government/government-aided schools in the reporting periods, as per the MoE's Program Approval Board (PAB) factsheets (MHRD 2019b) for the participating states. PAB data indicate that there has been a decline in primary and upper primary school enrollment over the three-year interval (2015/16 to 2018/19) across all 19 participating states (Figure 8). With the exception of Kerala, Tripura, and Lakshadweep, this

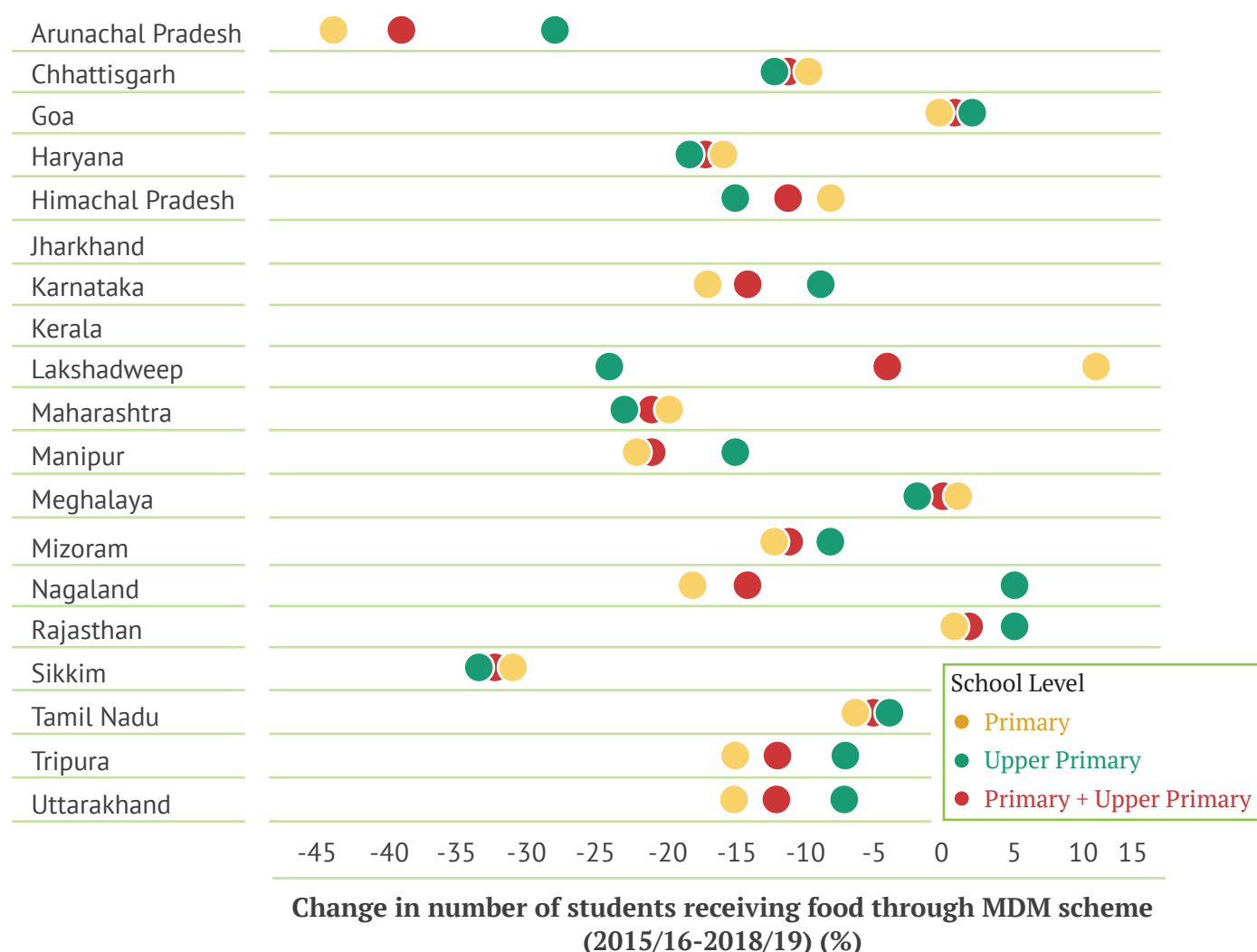
decline in enrollment is mirrored in the one-year interval (2017/18 to 2018/19) as well. Figure 9 presents the rate of change across primary and upper primary schools for the 2015/16 to 2018/19 interval. Arunachal Pradesh (39%) and Sikkim (37%) saw the greatest decrease in number of students over this period.

Figure 8 Changes in school enrollment in government/government-aided schools and number of students participating in the MDM scheme, 2015/16–2018/19



Source: Program Approval Board factsheets (MHRD 2019b)

Figure 9 Change in number of students reached by the MDM scheme, 2015/16–2018/19



One explanation for the decline in the number of children receiving food under the MDM scheme is a marked shift towards private schooling as noted by Muralidharan and Kremer (2007), who documented a rapid expansion of private schooling in rural areas in the early 2000s. Private schools had lower teacher-to-student ratios and lower rates of teacher absence than public schools, and by 2003, 28% of the population of rural India had access to a private school within their village. States that were wealthier tended to have fewer private schools, while areas with poor public school performance were likely to have more private schools. Garg and Mandal (2013) similarly note that once private schools were available in rural Rajasthan, families that could

afford to pay the private school fees withdrew their children from the government schools and enrolled them in the relatively higher quality private schools. In doing so, they chose to forgo the free mid-day meals (in addition to free tuition) in the government schools. At the same time, relatively poorer families regarded the MDM scheme as a subsidy for schooling costs (such as uniforms, stationary, and transport) and maintained or increased their enrollment in the government schools. Another explanation for the decline in the number of children receiving food under the MDM scheme could be a recent decline in overall enrollment across both public and private schools in India, as noted in the UNESCO Institute for Statistics database (UNESCO 2020).¹⁸

¹⁸ According to UNESCO (2020), the gross enrollment ratio for primary school in India declined from 114.54 in 2016 to 96.83 in 2019. These numbers may not perfectly align with other Government of India numbers.

Percentage of Children Receiving Food

The overall coverage rate of the MDM scheme is measured as the share of primary and upper primary school age children in each state (including students of government/government-aided schools and private schools, as well as out-of-school children) that are beneficiaries of the MDM scheme. To calculate this share, the population of children ages 5 to 14 years (primary and upper primary school age) is drawn from the “Population Projections for India and States 2001 to 2026,”¹⁹ published by the Government of India in 2006 (Office of the Registrar General 2006). This value is used to project the population numbers in the participating states for the year 2016. Because this resource does not provide population numbers for Goa and Lakshadweep, coverage rates can be calculated for 17 of the participating states.

It is worth reiterating here that the numerator does not include students enrolled in private schools, as they are outside the purview of the MDM scheme. While 78% of all Indian schools are run or aided by the government, these cater to only 56% of all the students enrolled in Indian schools (MHRD 2018). Thus, the estimated coverage rate is influenced by the following factors:

- Availability and reach of government/government-aided primary and upper primary schools
- Presence of a competing private school sector
- Discrepancy between projected population and actual population of 5-14-year-olds

As of 2018-19, the MDM scheme covers nearly half (46%) of the children in the 5-14 years age group, on average, across the participating states.²⁰ Eight of the 17 states have coverage rates of 60% to 80% (Figure 10). Smaller states tend to outperform larger states in terms of scheme coverage. Among the participating states, the four largest states based on projected population report an average coverage rate of 41%. Rajasthan (32%) has the lowest coverage rate among the more populous participating states. (Although Rajasthan had recorded a recent increase in the number of MDM scheme recipients, the coverage rate is still rather low.) Maharashtra (45%), Tamil Nadu (45%) and Karnataka (41%), ranked 1, 3, and 4 based on projected population size, also have lower than the average coverage among the participating states. The average coverage rate for the 13 other states is 49%. The northeastern states, comprised of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim (excluding Assam) and Tripura have the highest coverage rate (78%). This is followed by Chhattisgarh (62%) and Jharkhand (54%). At the same time, Uttarakhand, one of the less populous participating states, has only 30% MDM scheme coverage against the estimated population of children of ages 5–14.

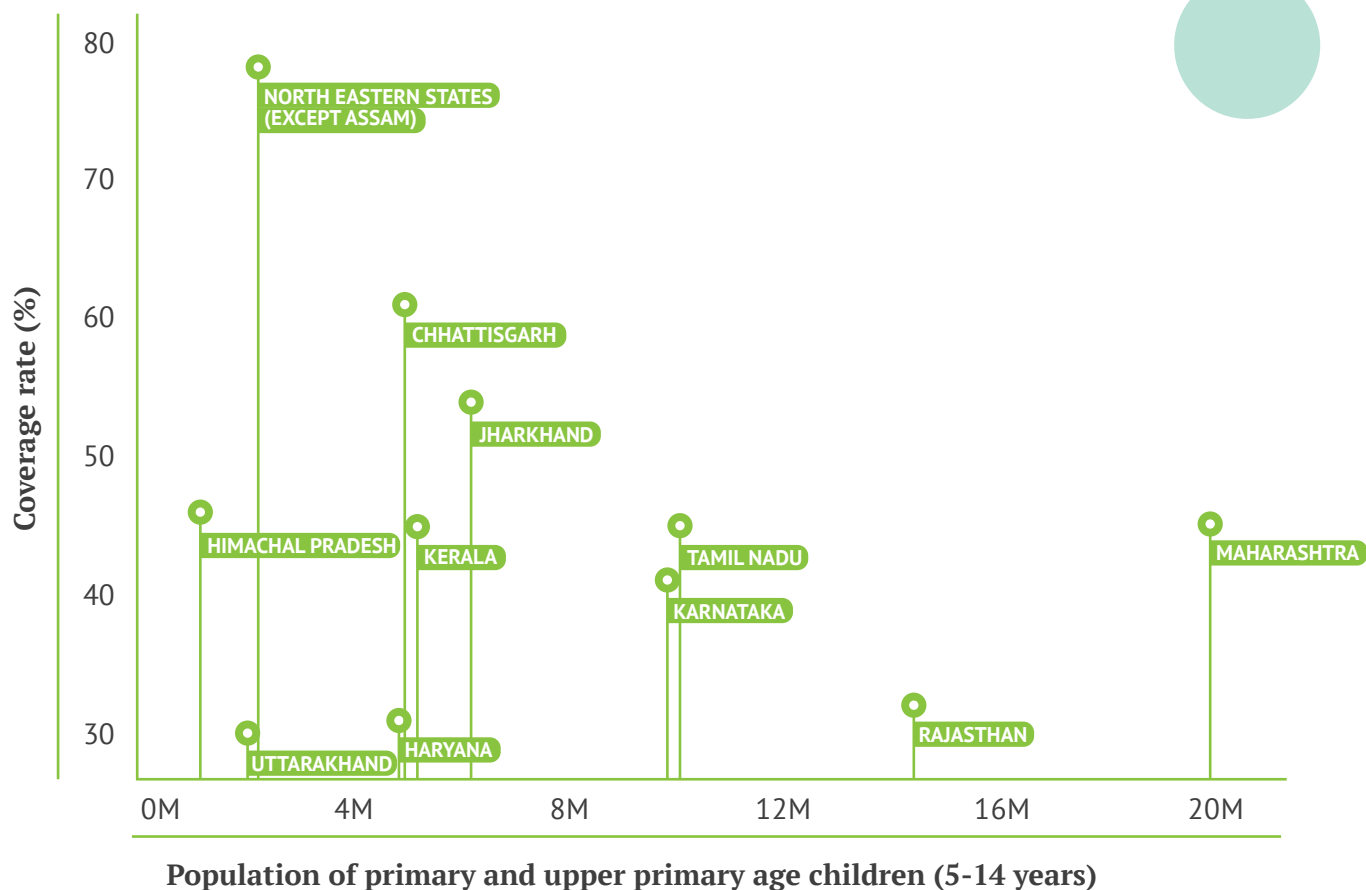


Photo: [www.shutterstock.com/Alona Cherniakhova](https://www.shutterstock.com/Alona-Cherniakhova)

¹⁹ This report does not capture the population projection for Goa and Lakshadweep and reports the projection for the pooled population of all Northeastern region (NER) states except Assam.

²⁰ When pooling the children across all participating states together, the aggregate coverage rate is slightly lower at 44%.

Figure 10 Population size and primary school age coverage rate across participating states



National Laws, Policies, or Standards Related to School Feeding

All participating states cited the MDM scheme rules as put forth by the Ministry of Education (formerly the Ministry of Human Resource Development) as the prevailing guidelines under which the scheme is to be executed and managed. This includes not only aspects of meal provision, but also food safety and private sector involvement. Six participating states also cited the guidelines issued by the Ministry of Education in 2019 for “School Nutrition Gardens” as the policy for agricultural engagement within the MDM scheme. The Food Safety and Standards Regulation of 2018 for the fortification of food and food auditing is another policy, issued by the Food Safety and Standards Authority of India (FSSAI), that guides the states in quality control.



Photo: GCNF

Management Process and Key Decision Makers

The apex ministry for MDM scheme management is the Ministry of Education. With the exception of Tamil Nadu, all participating states identified the State Department of Education as the implementing government agency for the MDM scheme. In Tamil Nadu, the scheme is housed in a dedicated department called the Social Welfare and Nutritious Meal Program Department. All coordination and scheme management bodies at the state level are aligned with the provisions made by the Ministry of Education through the MDM Rules. Setting up an inter-sectoral coordinating body is part of these rules.

While the MDM scheme is a centrally sponsored scheme, implementation is vested largely with state governments. The participating states reported the creation of state-level MDM scheme Steering-cum-Monitoring Committees (SMCs), chaired by the senior-most civil servant assigned to the implementing department. These consist of members drawn from the Departments of Education, Health, Women and Child Development, Food and Public Distribution, etc. In some states, decision making is cascaded even further to include local self-governance institutions, such as village government (panchayats). At the school level, there are School MDM Committees, comprised of members of Parent-Teacher Associations and other local representatives. Uttarakhand reports that it also has a School Management Society. Eight states characterize the MDM scheme management as semi-decentralized, and two states, Rajasthan and Kerala, identify local governments as important decision-makers.

3.3 Funding and Costs

Cost-Sharing Between Central and State Governments

Funding for the scheme is drawn from the central and state governments by all participating states, with no external sources reported in any state. The cost of food grains is met through the Food Corporation of India (FCI), under the Ministry of Consumer Affairs, Food, and Public Distribution. The costs of cooking and engaging cooks-cum-helpers (CCHs) are shared in different ratios across the central government and state governments based on each state's status as outlined in section 1.3.

The survey results reveal that the state share is often larger than what is stipulated, reflecting the states' proactiveness in disbursing higher honorarium for CCHs, additional food items over and above the supply of food grains received from the FCI, and the extension of the MDM scheme to other grades beyond the central design. Specifically, 42% of the states reported spending higher than their stipulated share for scheme expenses. Among the 6 states reporting a lower share, the difference ranges between 1 to 8 percentage points. The state-wise disaggregation of funding is given in Table 7. Haryana reports a near inversion of the cost-sharing ratio, sourcing 68% of the scheme budget from state resources. Verification from the state focal person revealed that this is due to a significantly higher honorarium for CCHs and the provision of milk to all children through state funds.

Distribution of Costs

All participating states, with the exception of Kerala, reported an estimated distribution of the scheme budget across food costs, handling and storage costs, one-time costs, and other costs (Figure 11). On average, food costs account for 65% of the total cost incurred by participating states. The next major cost is "other costs", which includes the honorarium for cooks-cum-helpers, among other things.



Figure 11 Average breakdown of costs across participating states

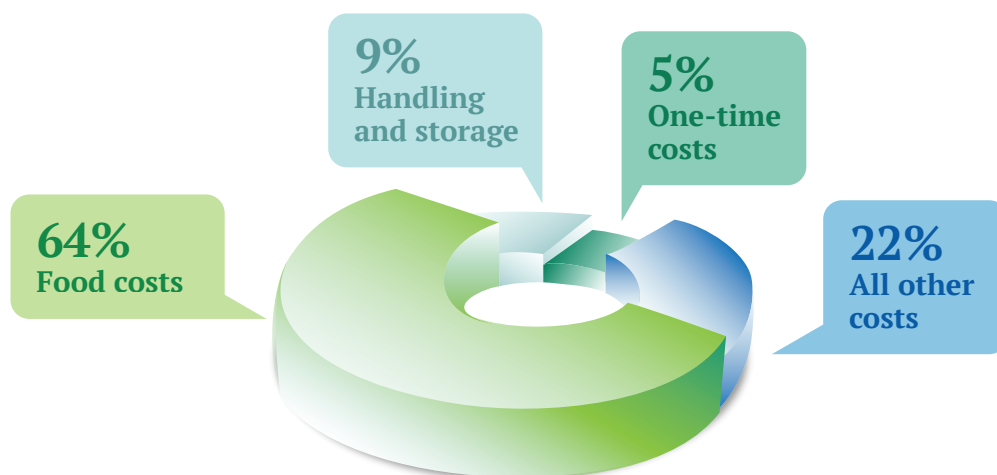


Table 7 Budget contributions from participating states

State/Territory	Total funds in 2018-19 (millions INR)	Proposed contribution from the state (%)	Actual contribution from the state (%)
Arunachal Pradesh	275	10	9
Chhattisgarh	5,682	40	44
Goa	270	40	40
Haryana	3,280	40	68
Himachal Pradesh	1,162	10	22
Jharkhand	4,321	40	37
Karnataka	8,641	40	37
Kerala	6,500	40	40
Lakshadweep	152	0	20
Maharashtra	17,000	40	40
Manipur	289	10	18
Meghalaya	759	10	9
Mizoram	225	10	20
Nagaland	250	10	9
Rajasthan	6,138	40	32
Sikkim	94	10	10
Tamil Nadu	18,260	40	40
Tripura	661	10	17
Uttarakhand	1,475	10	36



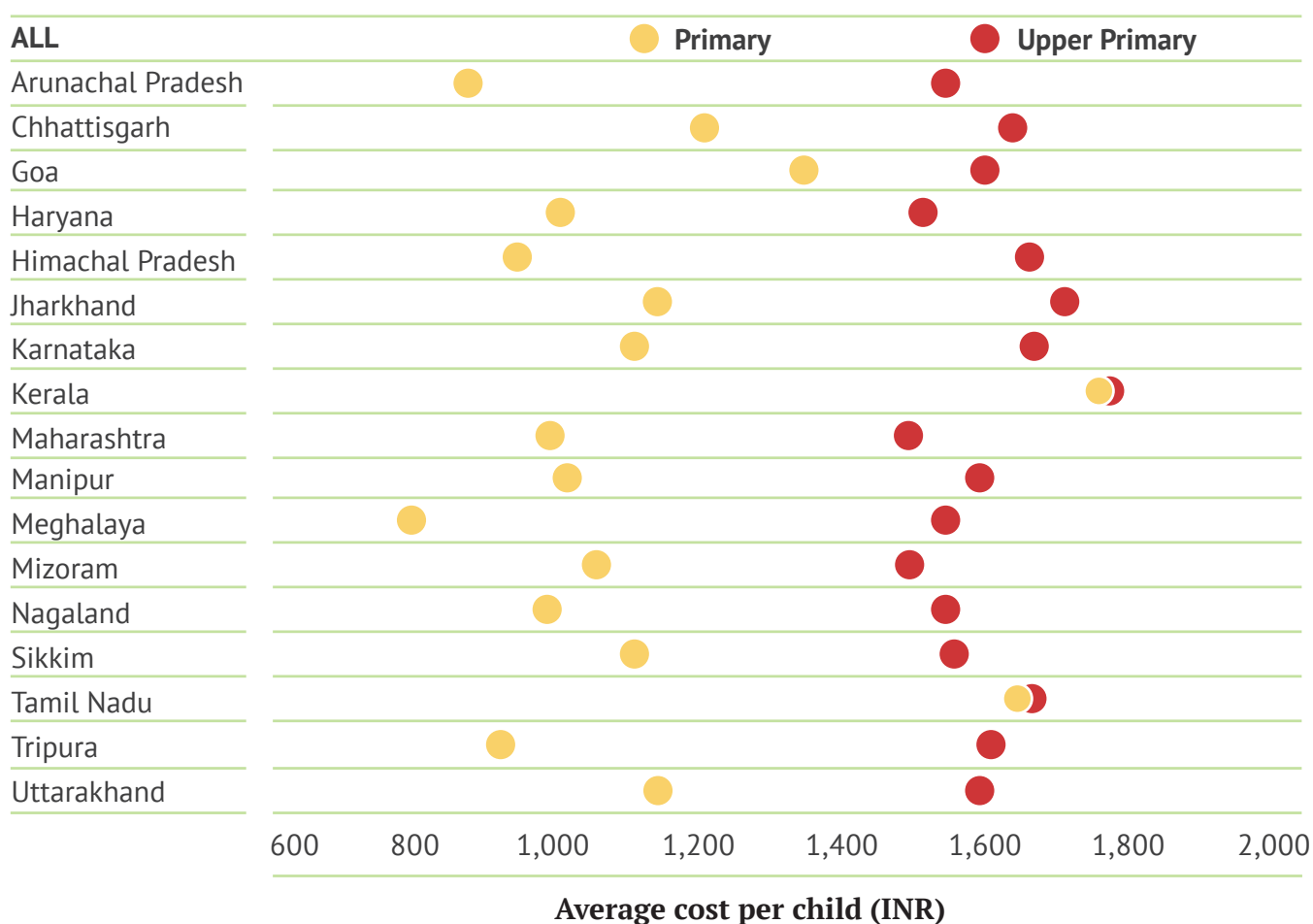
Photo: GCNF

Cost Per Child

Figure 12 displays the average cost per child that receives food in each participating state (inclusive of all costs), as well as the average across the 17 states (excluding Lakshadweep and Rajasthan) for which this information is available. The 17-state average yearly cost for providing mid-day meals under the scheme stands at INR 1,121 (about USD 15.7)²¹ per child per year for primary school students and INR 1,596 (about USD 22.3) for upper primary school students. However, there is considerable

variation across states. Kerala and Tamil Nadu seem to allocate a similar amount for primary and upper primary school students. Primary school student costs are also relatively high in Goa but seem to be especially low in Arunachal Pradesh and Meghalaya. Some of this variation may be attributed to differences in the number of days on which food is provided, as children in drought-affected areas are entitled to receive mid-day meals during school vacations.

Figure 12 Average annual cost per child across participating states



²¹ This is based on the January 2021 exchange rate.

3.4

Food Basket and Nutrition

Food Items Served

As noted in section 1.3, the MDM scheme includes energy and protein mandates, requiring schools to provide 450 calories and 12 grams of protein for primary school students and 700 calories and 20 grams of protein for upper primary school students. The scheme allows for customization of the weekly menu, with the inclusion of local staples. When hot cooked meals were initially introduced, the menu tended to be sparse (Drèze and Khera 2017), and some have argued that the program has served as a staple grain-based safety net without adequate accommodation for broader nutritional needs or local preferences (Pingali et al. 2017); however,

the menu has improved steadily over time. Among the participating states, meals were predominantly composed of a large portion of a staple such as grains/cereals (served in 100% of states) and green, leafy vegetables (also served in 100% of states). Some states also served boiled eggs (58%) and roots/tubers (53%) (Figure 13). Grains and cereals are made available to each state through the FCI, while vegetables, pulses, and condiments are added to the local menus by state governments. There is considerable cross-state variation in the consumption of meat, poultry, and dairy products.

Figure 13 Food items included in the MDM scheme

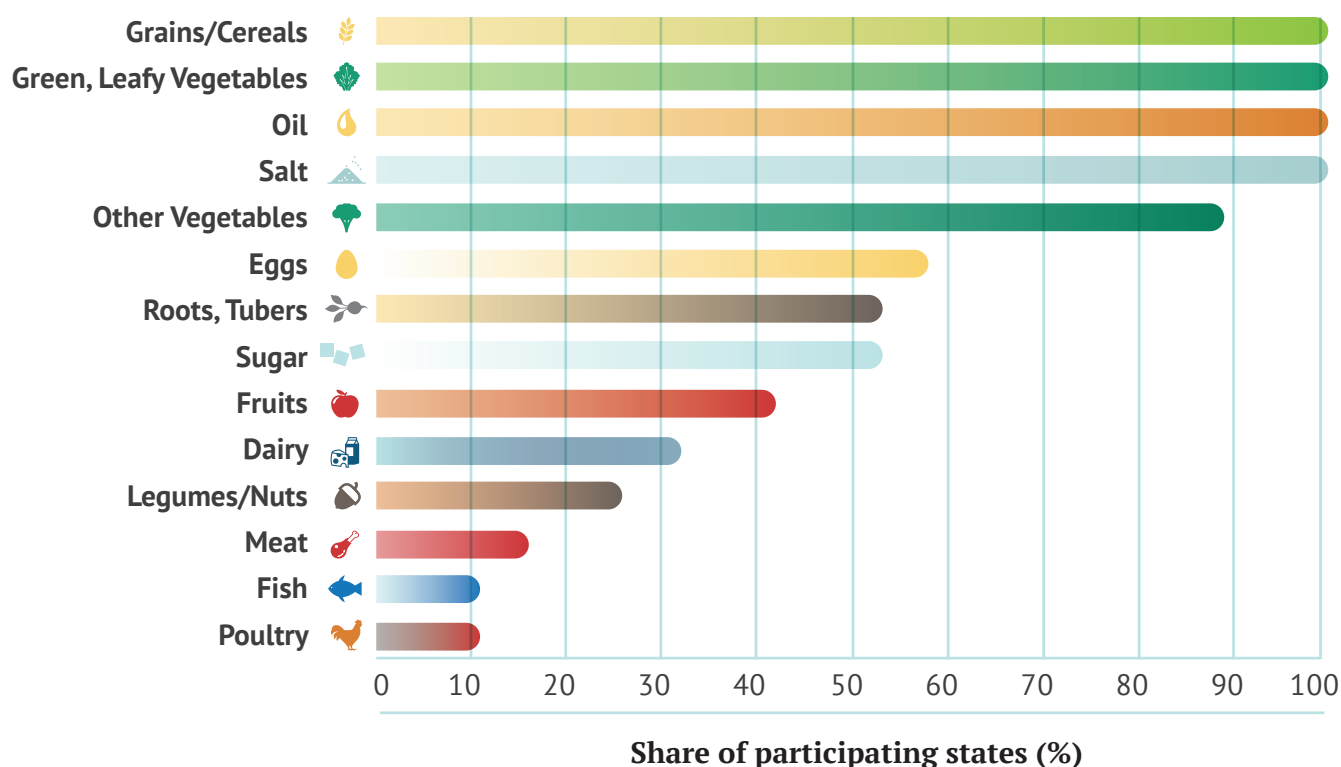


Table 8 depicts the state-wise composition of the food basket across the participating states. Lakshadweep reports the inclusion of all food items in the basket. Dairy products are included only in Haryana, Karnataka, Kerala, Lakshadweep, Maharashtra, and Rajasthan despite generally being an accepted vegetarian source of nutrients. Across participating states, an average of 7.9 food categories are included on the mid-day meal menu. This value ranges from 5 in Manipur to 14 in Lakshadweep.

Five states reported some food items that are prohibited in their school feeding program (Table 9). The most common explanation given for food

prohibitions is health reasons, followed by cultural and religious reasons (in Karnataka and Rajasthan) regarding the intake of meat and poultry products. Items using chemical additives and preservatives such as fast food, pickles, and tinned products are eschewed due to health reasons. Kerala and Haryana consider obesity to be a significant problem and have banned “junk food”/fast food. Lakshadweep does not consider obesity to be a problem; however, it has reported the prohibition of tinned food and pickles with chemical additives as a proactive measure. Karnataka’s restriction on eggs is likely attributed to cultural reasons.

Table 8 Food items included in the MDM scheme by participating states

	Grains/Cereals	Legumes/Nuts	Roots/Tubers	Green Leafy Vegetables	Other Vegetables	Fruits	Dairy Products	Eggs	Meat	Fish	Poultry	Oil	Salt	Sugar
Arunachal Pradesh	✓			✓	✓			✓				✓	✓	✓
Chhattisgarh	✓		✓	✓		✓		✓				✓	✓	
Goa	✓		✓	✓	✓							✓	✓	✓
Haryana	✓			✓	✓	✓	✓					✓	✓	✓
Himachal Pradesh	✓			✓	✓							✓	✓	✓
Jharkhand	✓			✓	✓	✓		✓				✓	✓	
Karnataka	✓	✓	✓	✓	✓		✓					✓	✓	✓
Kerala	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Lakshadweep	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maharashtra	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓
Manipur	✓			✓	✓							✓	✓	
Meghalaya	✓	✓	✓	✓	✓			✓				✓	✓	
Mizoram	✓			✓	✓			✓				✓	✓	✓
Nagaland	✓			✓	✓				✓			✓	✓	
Rajasthan	✓		✓	✓	✓	✓	✓					✓	✓	✓
Sikkim	✓			✓	✓							✓	✓	
Tamil Nadu	✓	✓	✓	✓	✓			✓				✓	✓	
Tripura	✓			✓	✓			✓				✓	✓	✓
Uttarakhand	✓		✓	✓		✓		✓				✓	✓	

Note: Survey respondents may not have understood what was meant by “legumes”, resulting in some under-reporting of this category.

Table 9 Prohibited food items

State	Prohibited Item
Karnataka	Egg and fish
Kerala	Pickles, junk/fast food
Lakshadweep	Pickles with chemical additives and tinned non-vegetarian food
Rajasthan	Non-vegetarian food
Uttarakhand	Junk/fast food

Fortified Foods and Nutrition Supplements

Food fortification is a cost-effective and scalable intervention to tackle micronutrient deficiencies, and there is an opportunity to include fortified food items in mid-day meals to ensure adequate micronutrient intake in at least one meal per day. To address this issue in India, the Food Safety and Standards Authority of India (FSSAI) operationalized the Food Safety and Standards (Fortification of Foods) Regulations 2016 for fortifying staples, namely wheat flour and rice (with iron, vitamin B12, and folic acid), milk, edible oils (with vitamins A and D) and salt (with iodine and iron).

Thirteen of the 19 participating states reported the inclusion of fortified food items in the MDM scheme food basket. Of these, most states included fortified salt (92%), followed by oil (46%) and grains/cereals (23%) (Figure 14). Table 10 presents the state-wise usage of fortified products, showing that Karnataka, Rajasthan, and Tamil Nadu are the only states that report fortified grains/cereals.

The distribution of nutritional supplements or micronutrient powders provided to children in each state, as reported by survey respondents, is shown in Table 11. Eight of the 19 participating states reported the provision of nutritional supplements or micronutrient powders. Of these, 7 states reported the provision of iron as a nutritional supplement or micronutrient powder, followed by folic acid (6 states) and vitamin A (2 states). Lakshadweep provides the most nutritional supplements among the 8 states, followed by Goa. It should be noted that the Government of India maintains a Weekly Iron and Folic Acid Supplementation (WIFS) program to reduce anemia among adolescents (ages 10–19). It is unclear why survey respondents did not report a more widespread provision of these supplements.

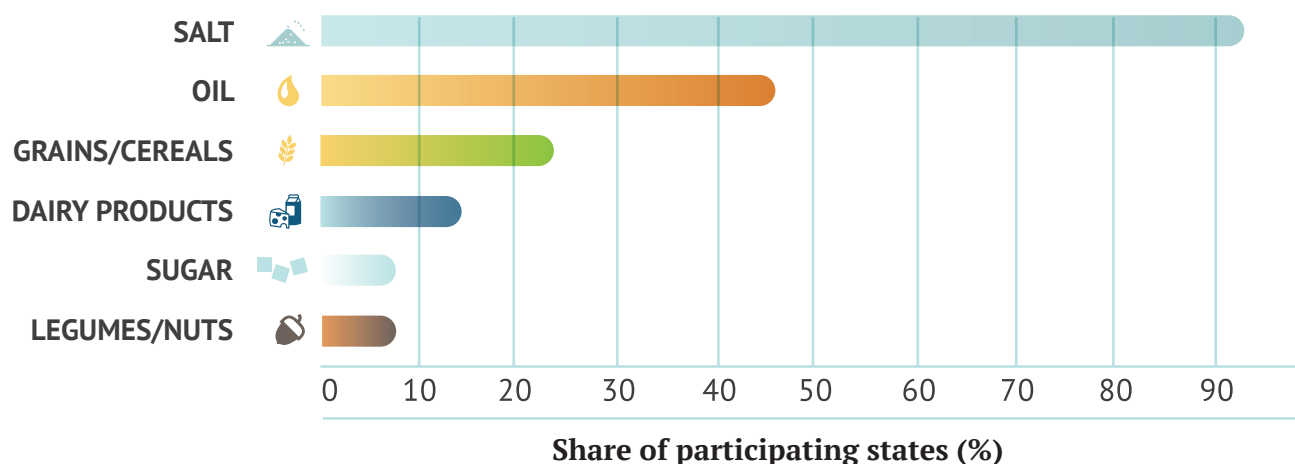
Figure 14 Fortified food items included in the MDM scheme

Table 10 Items included in the MDM scheme by participating states

	Salt	Oil	Grains/Cereals	Legumes/nuts	Dairy Products	Sugar
Chhattisgarh	✓			✓		
Goa	✓	✓				
Jharkhand	✓					
Karnataka	✓	✓	✓			
Kerala		✓			✓	
Lakshadweep	✓					
Maharashtra	✓	✓				
Manipur	✓					
Meghalaya	✓					
Nagaland	✓					
Rajasthan	✓	✓	✓		✓	✓
Sikkim	✓					
Tamil Nadu	✓	✓	✓			

Table 11 Distribution of nutritional supplements/micronutrient powders by participating states

	Iron	Folic Acid	Vitamin A	Iodine	Vitamin D
Chhattisgarh	✓	✓			
Goa	✓		✓	✓	✓
Himachal Pradesh	✓	✓			
Jharkhand	✓	✓			
Karnataka	✓	✓			
Kerala	✓				
Lakshadweep	✓	✓	✓	✓	
Meghalaya		✓			



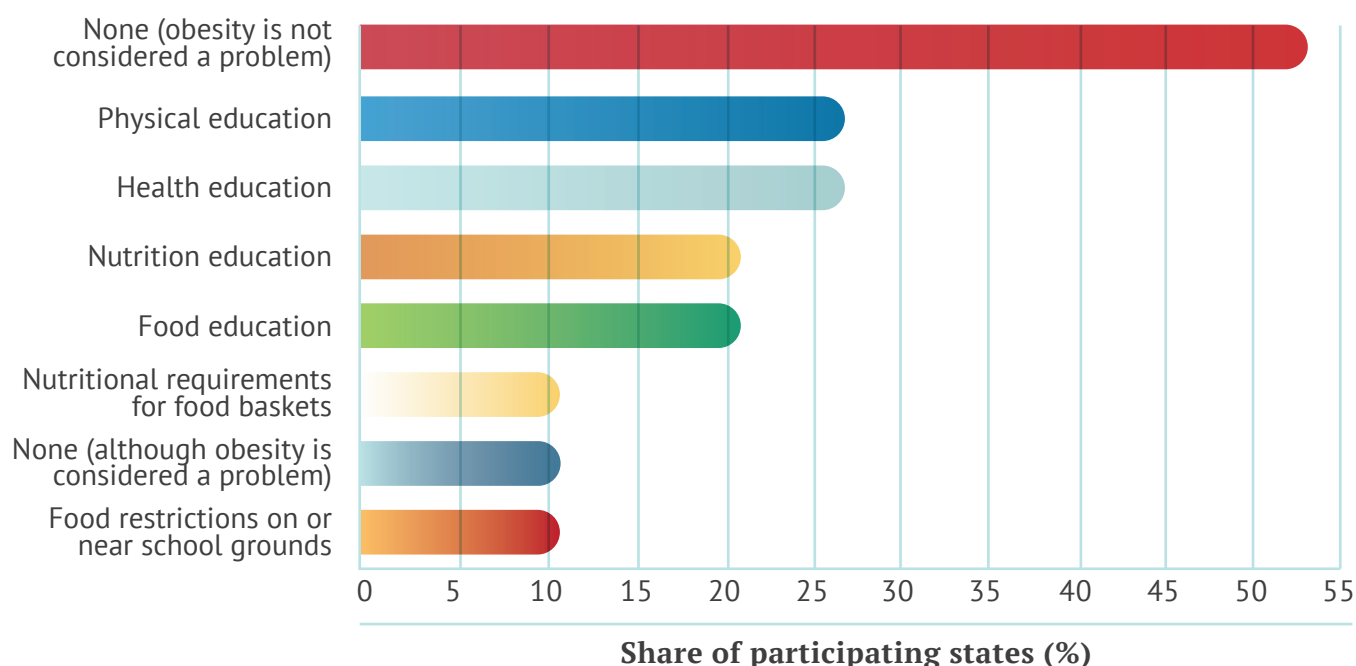
Photo: www.shutterstock.com/VK Studio

Approaches to Mitigating Overweight/Obesity and Undernutrition

According to Pingali et al. (2017), policy discussions in India tend to focus on hunger and calorie deficiency rather than the need to address micronutrient malnutrition or the newly emerging problems of overweight and obesity. Participating states reported that the MDM scheme was designed to improve the nutritional standing of school-age children. Notably, five states (Haryana, Manipur, Nagaland, Rajasthan, and Sikkim) also consider reducing obesity to be an objective of the program. Over half the participating states reported engaging the services of nutritionists in menu planning in 2018-19.

The State Survey of School Meal Programs in India inquired about the approaches deployed to mitigate both overweight/obesity and undernutrition (Figure 15 and Figure 16). Kerala was the only state to use nutritional requirements for food baskets and food restrictions on or near school grounds as a means of tackling obesity. Karnataka, Lakshadweep, Rajasthan, and Tamil Nadu reported utilizing nutritional education to combat obesity, and four states (Karnataka, Kerala, Lakshadweep, and Rajasthan) reported the use of both health and physical education to mitigate obesity.

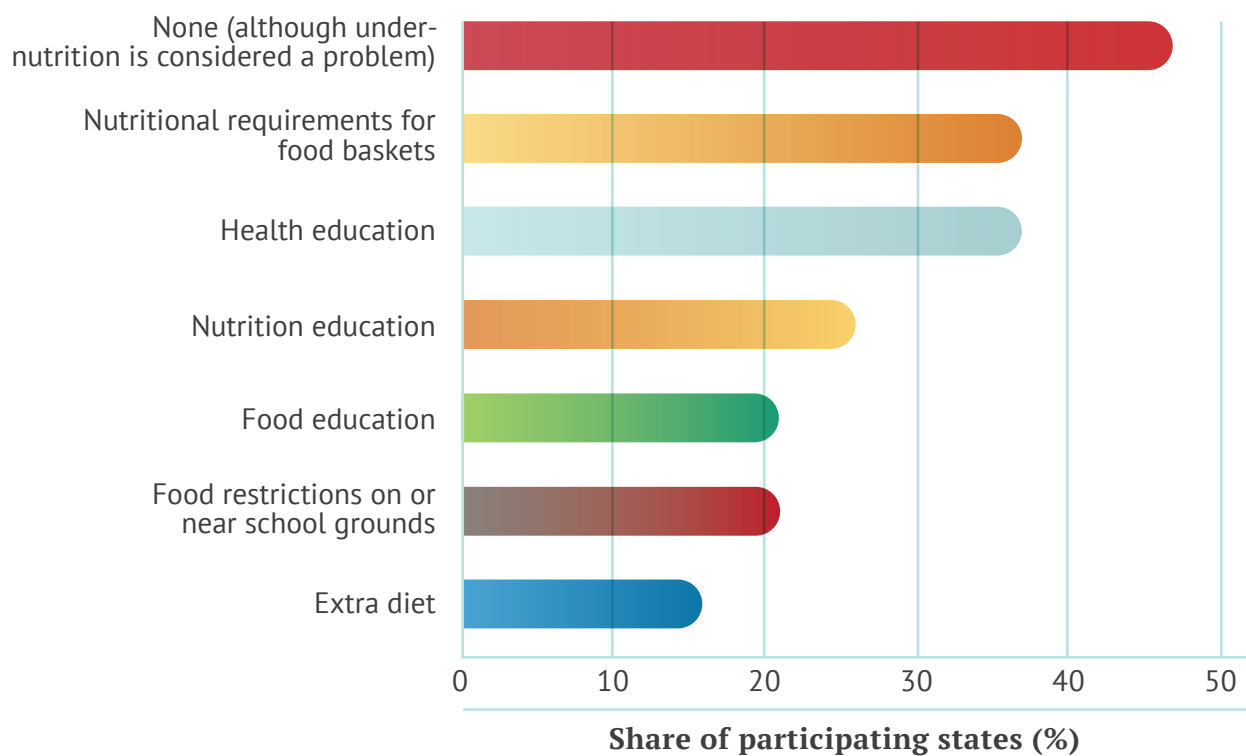
Figure 15 Approaches to mitigate overweight/obesity across participating states



Half of the participating states reported that they consider undernutrition to be a problem but do not have any specific strategy to mitigate undernutrition (beyond the provision of meals) (Figure 16). Twenty one percent of the states use food education as a strategy, and another 21% use food restrictions on/near school grounds to discourage consumption

of non-nutritious foods. One-third of the states use nutritional requirements for food baskets and health education to mitigate the prevalence of undernutrition among children. Haryana was the only state to provide extra food servings to children detected to suffer from malnutrition.

Figure 16 Approaches to mitigate undernutrition across participating states



Complementary Services and Education Programs

Services that complement the mid-day meal include water purification, drinking water, handwashing with soap, provision of menstrual hygiene, deworming treatment, and height and weight measurement. The survey asked about complementary services that accompany the mid-day meals (Figure 17). Haryana and Uttarakhand provide dental cleaning/testing services, and Haryana, Maharashtra, Mizoram, and Uttarakhand also ensure eye-testing/eyeglass distribution. Nearly all (95%) of the participating states have provisioned for drinking water and handwashing with soap. Deworming treatment, which helps protect children from worm-induced chronic illnesses, was provided in 90% of the participating states. With the exception of Nagaland and Tamil Nadu, all other states (90%) provide for height and weight measurement. Over half (58%) of the participating states report that they ensure menstrual hygiene for female students.

Education related to nutrition, health, and hygiene can also augment the benefits derived from a school meal program. Over half (58%) of the participating states provide health education, and just under half (44%) provide physical and nutrition education (Figure 18). Under the umbrella of complementary education programs, there is a strong focus on school gardens in 84% of the states, likely reflecting the guidelines issued by the Ministry of Education in 2019 for “School Nutrition Gardens”. Food and agriculture education is less common.

Figure 17 Prevalence of complementary services across participating states

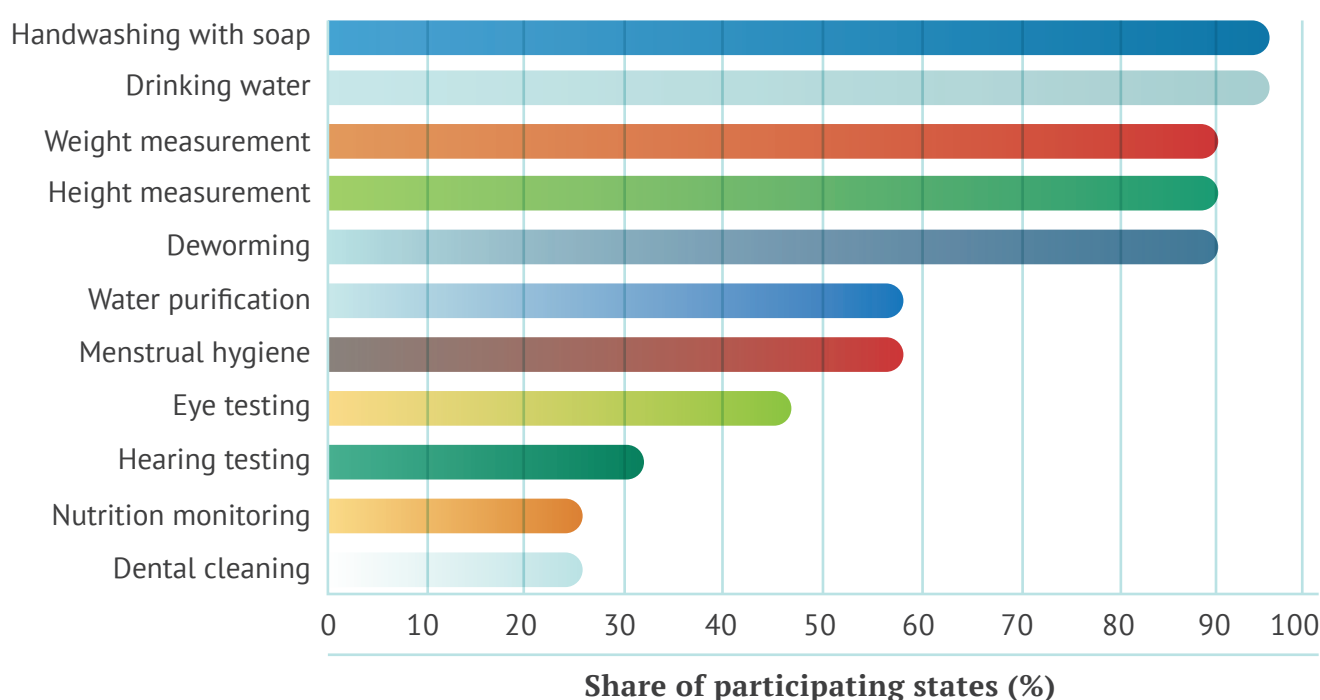
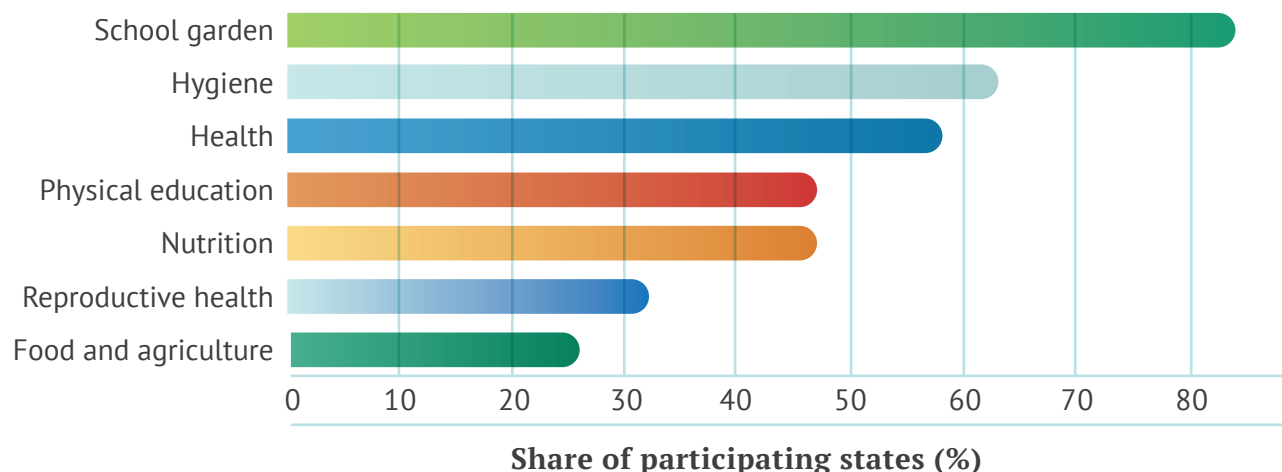


Figure 18 Prevalence of complementary education programs across participating states



3.5 Infrastructure

The responsibility of providing physical infrastructure is vested with the central and state governments, with the former providing a greater share of funds. Under MDM scheme guidelines, infrastructure associated with the scheme include a kitchen and store, cooking devices (stoves), utensils for cooking and serving food, and an adequate water supply for drinking purposes and washing of utensils. In total, 83% of the states reported that all their schools had kitchens.

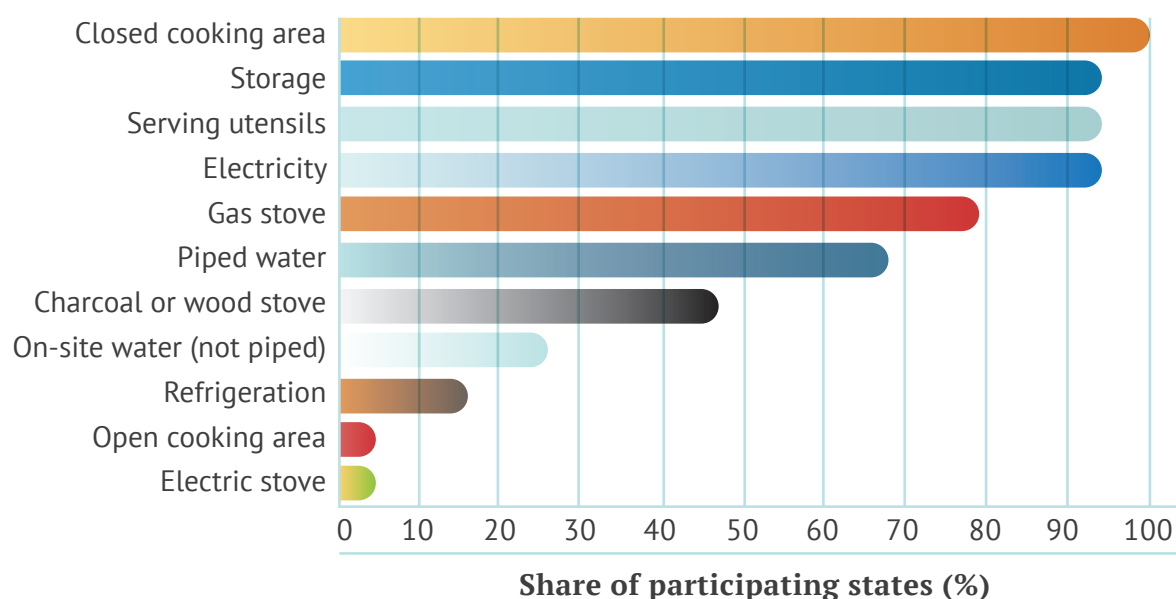


Kitchen Amenities

Proper storage facilities are essential to safeguard against food decay, contamination, and pilferage of raw materials. Nearly all (94%) of the surveyed states reported that their on-site cooking facilities are equipped with storage facilities (Figure 19); only Himachal Pradesh highlighted the absence of storage facilities. Nearly all (94%) of the states also noted that electricity was present in at least half of the kitchens, though Meghalaya reported that less than half of their kitchens had access to electricity. Sixty-eight percent of the states

reported that at least half of the on-site kitchens in participating schools had piped water, and 16% of the participating states (Karnataka, Kerala, and Lakshadweep) have some refrigeration as part of their on-site cooking facilities. Nearly half (47%) of the participating states use charcoal/wood stoves along with gas stoves or electric stoves in the cooking facilities. Jharkhand, in particular, is still heavily reliant on charcoal/wood stoves.

Figure 19 Availability of kitchen amenities across participating states



Location of Food Preparation

Across all participating states, a closed cooking area was present in at least half of kitchens, though Nagaland reported usage of open cooking areas in addition to closed cooking spaces. All participating states rely on on-site preparation of food, which reduces the chance of contamination, adulteration, and food wastage in transit. Some states have opted for a combination of sites for food preparation; these may be based on engagement with private or non-private implementation partners running centralized/off-site kitchens in certain pockets of the state. For instance, Karnataka has school-based kitchens along with centralized kitchens operated

by non-government (private sector or NGO) partners. Maharashtra also uses off-site cooking in centralized (not private) kitchens, while Goa and Haryana rely on off-site kitchens in private facilities (caterers). Notably, none of the states reported purchasing processed food; this is in keeping with the MDM scheme guidelines of ensuring “hot cooked meals”. Table 12 captures the distribution of cooking modalities across the participating states. It should be noted that these are not mutually exclusive categories; states can opt for multiple modalities based on their engagement with caterers/centralized kitchens, etc.

Table 12 Location of food preparation across participating states

Site of food preparation	Share of participating states (%)
On-site (on school grounds)	100
Off-site in private facilities (caterers)	11
Off-site in centralized (not private) kitchens	11
Not applicable (purchased in processed form)	0
Not applicable (purchased and distributed in unprocessed form)	0

Water and Sanitation Facilities

The survey collected information on the presence of water and sanitation facilities in government or government-aided schools that participate in the MDM scheme. Over a third (39%) of the participating states reported that most of the schools have flush toilets, though Arunachal Pradesh, Meghalaya, and Mizoram reported that very few of their schools have flush toilets. Over half (56%) of the states specified that all their schools have latrines, though two states (Chhattisgarh and Uttarakhand) reported the presence of latrines in only “some” schools.

A majority (61%) of the participating states reported that all their schools have provisions for clean water, though Meghalaya reported that only “some” schools in the state have clean drinking water facilities.

Agriculture

Among the participating states, only Kerala involved farmers in the MDM scheme with direct engagement. Unfortunately, the survey did not capture further details on the nature of this engagement.



Photo: www.unsplash.com/Ayoola Salako

3.6 Gender

The objective of the MDM scheme is to improve the nutritional status of school-going children while increasing the school enrollment and retention of students, particularly girls. As noted in section 1.3, several authors (Afridi 2011; Garg and Mandal 2013) have found that the introduction of the MDM scheme seemed to improve the attendance rate for girls but not boys. Garg and Mandal (2013) note that, in rural Rajasthan, sons were generally given preference in schooling investments (including by sending them to private schools), as better-educated sons are regarded as a source of financial security. At the same time, “parents are keen to enroll their daughters in government schools mostly for free food. Education for itself is still not the reason for increasing enrollment of these girls.” Of note, it is generally the responsibility of girls to take their younger siblings to school. To ensure that the younger children also received their mid-day meals,

it becomes necessary for older girls to attend school more often.

It should be noted that the survey did not capture information on other ways in which the MDM scheme may have gendered impacts. For example, students’ responsibilities around preparing and cleaning up the mid-day meal serving/eating space may be allotted based on gender.

In addition to a focus on the gender of students, a gender lens can be directed towards service delivery within the MDM scheme. Given the size of the MDM scheme, hiring women as cooks-cum-helpers (or caterers) can potentially contribute to their economic empowerment and improve the overall female labor force participation in India, which is quite low at approximately 21%.²²

²² Information on female labor force participation was retrieved from the World Development Indicators database at <https://data.worldbank.org/indicator/SL.TLF.CACT.FE.ZS>.

According to Drèze and Khera (2017), about 2.4 million women in India are employed as cooks-cum-helpers in the MDM scheme. Along these lines, the survey revealed that, in 63% of the states, at least three quarters of caterers/cooks are women (Figure 20). However, just 25-50% of the cooks/caterers engaged in Lakshadweep and Sikkim are women. Seven of the 19 participating states reported a purposeful focus on engaging women through employment or income-generating opportunities. Chhattisgarh, Haryana, Kerala, and Uttarakhand put a special focus on creating leadership positions for women in the MDM scheme, and states such as Chhattisgarh and Goa also engaged women self-help groups (SHGs) in mid-day meal provisions. Women's roles include working directly under the scheme as cooks-cum-helpers or via a catering enterprise led by women SHGs, participating in forums such as the School Mid-day Meal Committee, or participating in mothers' groups and Parent-Teacher Associations.

While it is common for states to provide some training in food safety or nutrition for cooks/caterers (Figure 21), Maharashtra and Uttarakhand are the only two states that provide them with business and management training. Moreover, 75-100% of cooks/caterers in Maharashtra and Uttarakhand are women. The employment of female cooks/caterers in tandem with business and management training can potentially be helpful in terms of scaling up women's catering ventures beyond serving the MDM scheme into a larger food business.

Figure 20 Share of cooks/caterers who are women, across participating states

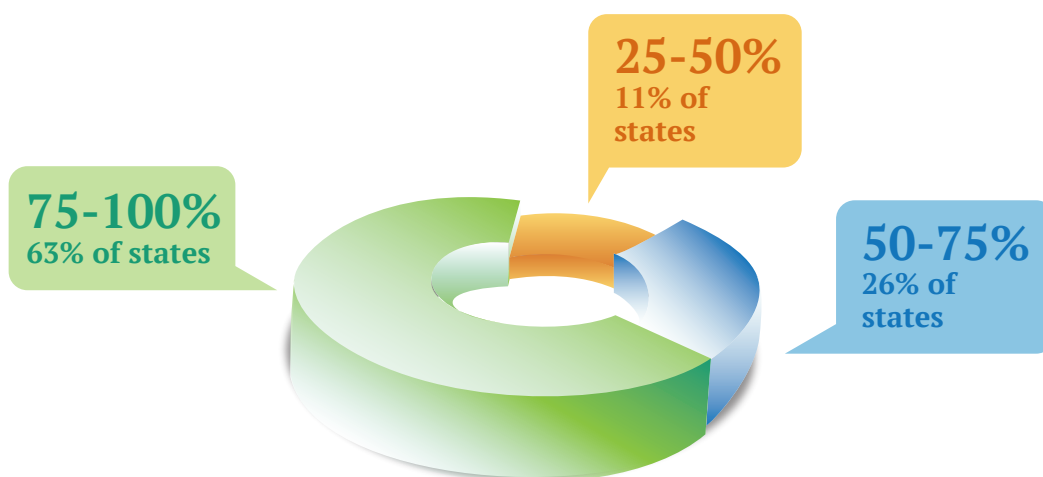
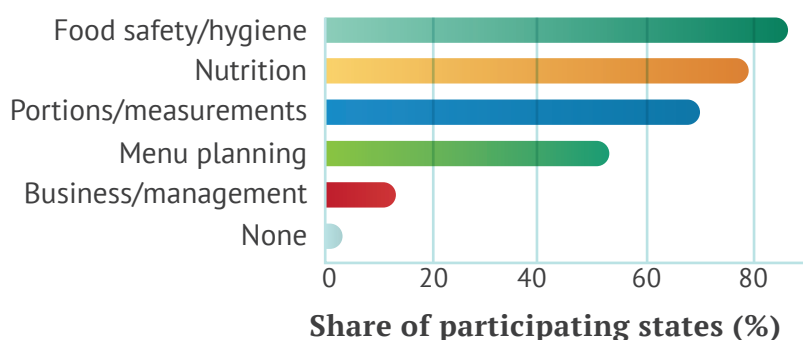


Figure 21 Special training or certification programs for cooks/caterers



3.7 Monitoring and Evaluation

All participating states relied on school visits and electronic reporting to monitor the scheme, and with the exception of Tripura, all other states also used a paper-based monitoring process.

Figure 22 shows the share of participating states with a mechanism to link academic outcomes to participation in the MDM scheme through student-level databases. About half (47%) of the states are able to link individual student attendance to their participation in the scheme, while it is less common (at 11%) to link individual academic achievements and graduation rates to participation in the scheme. Goa tracks students across both achievement and graduation rates, while Himachal Pradesh links only

achievement and Haryana links only the graduation status to the students who receive food under the MDM scheme. Less than 50% of the states rely on achievement tests and student progression from one grade to another (32% and 26%, respectively) (Figure 23). Kerala was the only state relying on graduation rates.

Data disaggregated by gender can be extremely useful to understand the differential impact of the MDM scheme on male and female students. However, the survey found that just 17% of the participating states (including Haryana, Kerala, and Uttarakhand) disaggregate records of achievement by gender.

Figure 22 Mechanisms to track student achievement

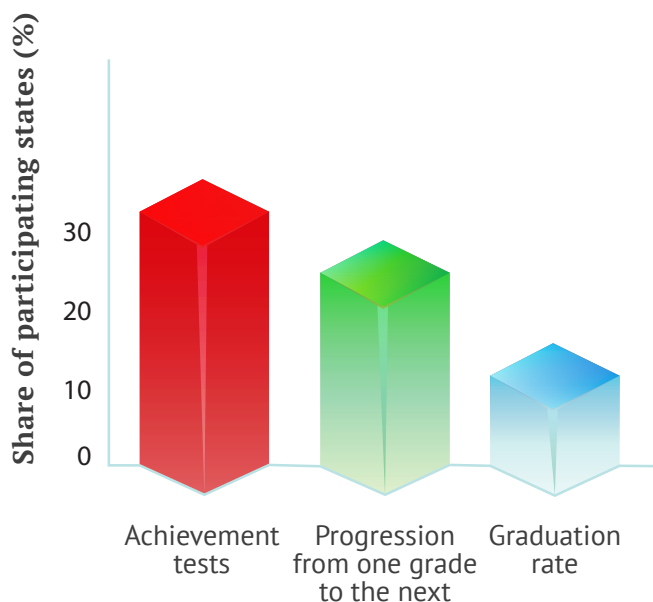
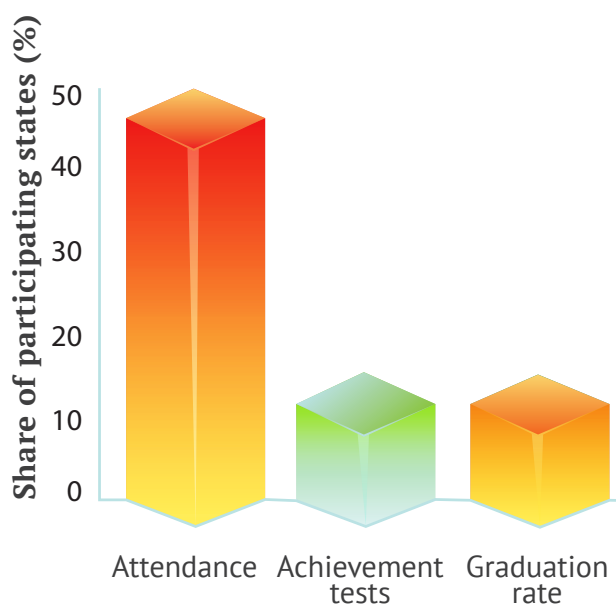


Figure 23 Mechanisms to link students that receive school meals to outcomes



The MDM scheme is sustainable in its design, as the mid-day meal is a permanent legal right of school children under the National Food Security Act (NFSA) 2013. It is further reinforced by the Right to Education Act 2009 which makes free and compulsory education for children between the ages of 6 and 14 years a fundamental right. The National Education Policy (NEP) 2020 further stipulates that prior to age 5, every child will move to a “Preparatory Class” or Balavatika, and the MDM scheme will also be extended to these pre-schools (MHRD 2020b). The scheme does not depend on any external agency’s funds and has stable Government of India funding. Thus, the scheme is not prone to cash flow shortages or external shocks, and it is unlikely to be withdrawn. Furthermore, various state governments have amended the scope of scheme implementation to improve the quality of services (with diverse menus, school gardens, fortified foods, complementary services, etc.) and to expand the coverage to other grades beyond those stipulated in the scheme guidelines.





Photo: [www.500px.com/Peter Brian De Guzman](http://www.500px.com/Peter_Brian_De_Guzman)

04

The Covid-19 pandemic poses a grave challenge to global food and nutrition security. Lockdowns and other emergency measures have adversely affected the food supply and have led to gaps in food value chains, both public and private. The brief “The State of Food Security and Nutrition in the World 2020” suggests that the Covid-19 pandemic may add 83–132 million people to the ranks of the undernourished in 2020 (FAO, IFAD, UNICEF, WFP, & WHO 2020). Vulnerable populations, including children, youth, and women from underprivileged backgrounds, continue to face disadvantages as the crisis aggravates pre-existing inequalities of income, assets, and access to food, education, and healthcare.

School closures are one of the most common responses to curtail the transmission of Covid-19. According to UNICEF, approximately 1.5 billion children globally—equivalent to more than half the world’s student population—have been kept away from school in 2020 (UNICEF 2020). The grim situation weakens the possibility of achieving SDG 2 (Zero Hunger) and threatens to erase significant gains that had earlier been made in food security, health, and education. The lengthy school closure in India has disrupted the continual learning process of children, and it also abruptly halted the provision of hot cooked meals to approximately 100 million school children under the MDM scheme, jeopardizing their food security.

In March/April 2020, the Ministry of Human Resource Development (now Ministry of Education) instructed all states and UTs to either provide mid-day meals in some form, or dry rations in lieu of cooked meals, or a Food Security Allowance (FSA) to school children. Since then, state governments have responded with innovative measures to ensure that children are not deprived of a nutritious meal. Upon the announcement of the initial 21-day lockdown in India, the Government of India responded with an increased allocation of INR 17 billion to ensure the smooth distribution of mid-day meals even when schools were closed. Additionally, the annual central allocation of cooking costs for April 2020 was increased by 11% from INR 73 billion (almost 1 billion USD) to INR 81 billion (USD 1.1 billion) (Upadhyay 2020). The overall budget estimate for 2020-21, however, remains the same as for 2018-19 at INR 110 billion (about 1.5 billion USD).

The MDM Rules 2015, guided by the National Food Security Act 2013, stipulate that if the mid-day meals are not provided in schools due to the non-availability of food grains, fuel, cooking costs, or any other reason, the state will give school children a “food security allowance” equal to the quantity of food as per the entitlement of each child and the cooking cost prevailing in the state (Gohain 2020). Consequently, various states have devised alternative modalities for the continuation of the program, not only during the lockdown but also during the summer vacation. The mode of delivery of this assistance may vary from having parents collect dry rations or cash at the school, to home delivery (by cooks-cum-helpers, school staff, or other frontline workers), to direct bank transfers, to food distribution at fair price shops.

Given the high degree of cultural and dietary variation across states in India, the decentralized management and implementation of the MDM scheme at the state and UT level is critical for timely decision-making and adaptation during crises. The World Food Program’s rapid assessment at the onset of the pandemic-induced lockdown found that states were opting for various modalities to deliver school meals (or the equivalent cash value) to students. Ten states provided dry rations (food grains) only, two states provided a FSA (cash transfers) only, and 21 states provided a combination of dry rations and a transfer for the cooking cost.

In Kerala, the state government decided to distribute provisions and rice kits to all students covered under the MDM scheme. These kits contain rice and provisions for 40 days, including green gram, Bengal gram, dal, sugar, curry powders, wheat flour, and salt, among other items. School Mid-day Meal Committees, Parent-Teacher Associations, and School Management Committees have overseen the distribution of the kits, which is done following social distancing norms (Anilkumar 2020). Haryana has expanded the meal program beyond students to include out-of-school children as well, with teachers distributing dry foods and sanitation items to children at their homes (Hindustan Times 2020). Media reports have also lauded the efforts of Chhattisgarh for its delivery of the MDM scheme during the pandemic. Here, school children were given dry rations to cover 130 days, as of September 2020. The dry rations packets include rice, oil,

soybeans, lentils, salt, and pickles (Chhattisgarh News, 2020), and the door-to-door distribution of dry rations was done through the Department of School Education. According to Oxfam India, Chhattisgarh has the best performance in the country in mid-day meal delivery during the pandemic, with more than 90% of children continuing to benefit from the MDM scheme (Vyas 2020).



Photo: www.unsplash.com/Nikhita S

05

CONCLUSION

The MDM scheme, with its vast reach and decentralized structure, is an example of a highly complex school meal program that would be difficult to capture sufficiently with a single country-level survey. The State Survey of School Meal Programs in India was administered at state level in order to reflect the diversity of school meal programs across the country and characterize how the MDM scheme's design and implementation, food sourcing and menu composition, governance and leadership, funding and budgeting, generation of employment, formats of community participation, and successes and challenges vary at the level of states and UTs. The richness of this data set confirms the value of a state-level survey when aiming to characterize school meal programs in such a context.²³ Analysis of the survey data has surfaced a number lessons for policy makers, as well as several topics in need of further study.

Across the 19 states and UTs that participated in this survey, the MDM scheme covers nearly half the children in the 5-14 years age group, on average. A large majority of the states have experienced a recent decline in the number of children receiving mid-day meals, at least partly due to falling enrollment in government/government-aided schools and, presumably, rising enrollment in private schools. This highlights an urgent need on the part of government to better understand what is happening in private schools with respect to school feeding. If government school enrollment continues to fall, monitoring of the MDM scheme will capture a shrinking slice of the school feeding "landscape" in India.

The structure of the MDM scheme allows for customization of the weekly menu, with the inclusion of local staples and consideration of local food preferences. Among the participating states, meals were predominantly composed of a staple such as grains/cereals and green, leafy vegetables. Some states restrict the provision of meat and poultry on religious grounds, and dairy products are included in just 6 of the 19 participating states. The provision of eggs has been somewhat contentious, given preferences for a vegetarian diet. However, eggs are an excellent source of protein and essential nutrients such as vitamin A and calcium. Eggs have several other advantages: they are nutrient-dense, which is ideal for young children with small stomachs;

they have a relatively long shelf life; they cannot be adulterated; and the quantity is easy to monitor (Drèze and Khera 2017). As appropriate, policy makers may consider encouraging and incentivizing more diverse menus for the MDM scheme.

The decentralized operations of India's MDM allows for supplementation of food item to the centrally provided staples. Kerala's example of engaging farmers to procure food locally is an opportunity to share best practices for scale up in other states. Increasingly global evidence points to well-designed programs that offer additional benefit for smallholder farmers, including supporting local food production and economies, and promoting sustainable local markets for diverse, nutritious foods (WFP et al., 2018).

An array of services are offered to complement the mid-day meal, including the provision of drinking water and handwashing with soap, deworming treatment, and height and weight measurement. School gardens are also found in almost all states. In contrast, education programs around health, nutrition, and reproductive health are less common. Depending on the priorities of policy makers, the MDM scheme may be used more resourcefully to leverage a broader health education agenda.

Infrastructure is a critical element of the MDM scheme, as it affects overall food hygiene, chances of food contamination, and the degree of food wastage. Almost all of the participating states reported that their on-site cooking facilities are equipped with storage facilities, and 68% reported that at least half of these kitchens had piped water. While this latter statistic is promising, it implies that in about one-third of the states, less than half of the on-site kitchens have piped water. This demonstrates that there is room for improvement.

A large majority of the cooks-cum-helpers employed in the MDM scheme are women, and the scale of the program indicates that it could have a non-negligible impact on women's labor force participation and economic empowerment in India. However, the honorarium of cooks-cum-helpers is INR 1,000 per month (approximately equal to USD 14 per month at the January 2021 exchange rate).

²³ Examples of other countries with large and decentralized school meal programs include the United States and perhaps Brazil and Nigeria.

This equals approximately INR 33 per day, and the poverty line for rural India is INR 32 per person per day. It therefore seems unlikely that this would be considered a living wage. Recall that Karnataka has offered a significantly higher honorarium for cooks-cum-helpers; further research could shed light on the implications of this policy decision for the cooks-cum-helpers, their families, and their communities.

The ongoing Covid-19 pandemic has deepened the fault lines in India's food security landscape, one of which is the extent to which underprivileged children are reliant on their government schools for access to nutritious meals each school day. The abrupt halt to the serving of hot cooked meals under the MDM scheme therefore could be devastating to the food security of India's school children—and continuous monitoring and research are needed to understand the health implications of India's school closures. Nevertheless, at least some states have responded with creativity and tenacity in an effort to ensure that school children would continue to receive assistance. For example, Haryana has had teachers distribute dry foods and sanitation items to children at their homes, including out-of-school children. It would be worthwhile for states to learn from one another's experiences in managing the mid-day meals in the context of such an emergency. The lengths to which state and local governments have gone to ensure the sustained operation of the MDM scheme during the pandemic is a testament to the program's durableness and continued relevance.

Finally, much of the research on the impacts of the MDM scheme seems to rely on data that is 10–20 years old. For example, Afridi (2010 and 2011) and Afridi et al. (2020) use data from 2003–2004, Jayaraman and Simroth (2015) use data from 2002–2004, Singh et al. (2014) use data from 2002–2007, and Chakraborty and Jayaraman (2019) use data from 2005–2012. Given the manner in which India's economy and education landscape has been changing rapidly, it would be prudent to update this body of evidence under current conditions. For example, menus have evolved and diversified over the past 1–2 decades, and the nutritional implications of these changes merit study—particularly so that states in such a diverse country can learn from one another.



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ANNEX A

State Profiles

STATE PROFILE*

NO. OF DISTRICTS

25

HUMAN DEVELOPMENT INDEX 2018

State: 0.66
All India: 0.647

LITERACY RATE 2011

State: 67
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 84,424
Males: 86,699
Total: 171,123

10-14 YEARS

Females: 88,920
Males: 90,439
Total: 179,359

NO. OF SCHOOLS 2015-16

Primary Schools

State: 2,363
All India: 840,546

Upper Primary Schools

State: 1,266
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 127
All India: 99

Upper Primary Schools

State: 130
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 81
All India: 97

Upper Primary Schools

State: 92
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 96
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://mdmhp.nic.in/home/index/AR>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2018-19 (220 days)

- Mid-Day Meal Scheme

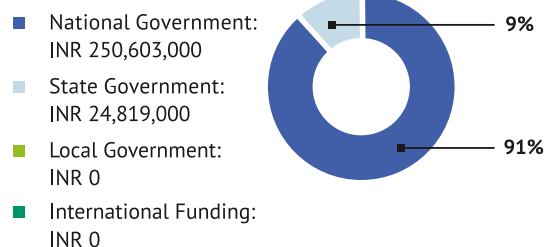
Lead Agency: Department of Elementary Education,
Government of Arunachal Pradesh

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 275,422,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

ARUNACHAL PRADESH, INDIA

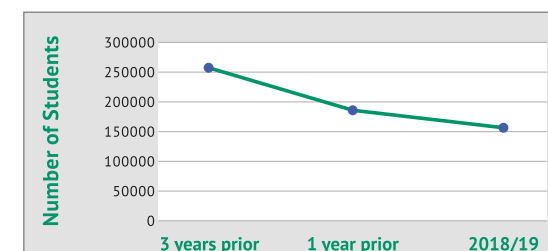
Capital: Itanagar



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	108,502	100,132
Upper Primary	59,063	53,830
Total	167,565	153,132



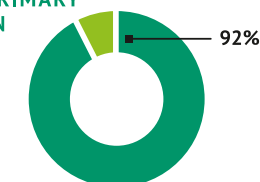
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 167,565

Receiving school food:
■ 153,962



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input checked="" type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

N/A

Micronutrients added to fortified foods:

N/A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

6,105 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 50-75% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have clean water and kitchens. Most schools have electricity, latrines, dedicated eating spaces. Some schools have piped water while very few have flush toilets and gender private latrines/ toilets.

SUCCESS AND CHALLENGES

Arunachal Pradesh reports that through the Mid-Day Meal Scheme, school nutrition gardens are being developed in schools with sufficient area. Students are also covered under the Rashtriya Bal Swasthya Karyakram (National Child Health Programme). Further, funds are disbursed to the schools/districts through the Public Fund Management System (PFMS), an online Finance solution developed by the Govt of India.

No concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted

RESEARCH NEEDED

The state recommended conduct of social audit of the MDM scheme. No other suggestions on research needed were given.

STATE WEBSITE

<https://www.arunachalpradesh.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

28

HUMAN DEVELOPMENT INDEX 2018

State: 0.613
All India: 0.647

LITERACY RATE 2011

State: 71
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 1,354,679
Males: 1,404,079
Total: 2,758,758

10-14 YEARS

Females: 1,422,828
Males: 1,461,185
Total: 2,884,013

NO. OF SCHOOLS 2015-16

Primary Schools

State: 32,826
All India: 840,546

Upper Primary Schools

State: 14,672
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 100
All India: 99

Upper Primary Schools

State: 102
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 99
All India: 97

Upper Primary Schools

State: 99
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 99
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://mdm.cg.nic.in/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2018-19 (240 days)

- Mid-Day Meal Scheme

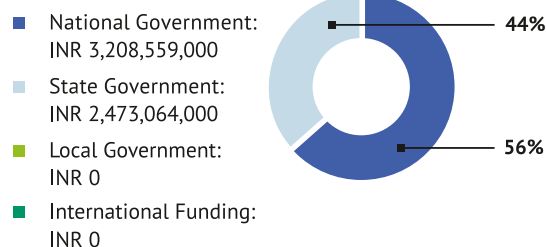
Lead Agency: MDM - School & Education Department,
Government of Chhattisgarh

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ **School feeding policy**
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 5,681,623,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

CHHATTISGARH, INDIA

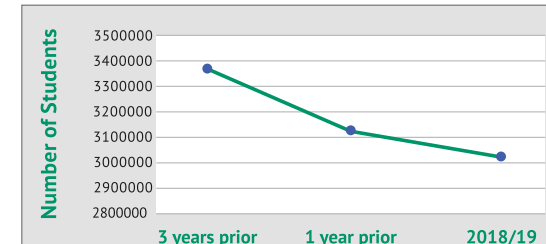
Capital: Raipur



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	1,859,908	1,859,908
Upper Primary	1,159,326	1,159,326
Total	3,019,234	3,019,234



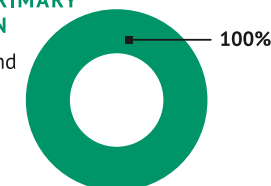
Ratio of girls to boys receiving food (per 100 boys):
103:100

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary and Upper Primary school-age children: 3,019,234

Receiving school food:
■ 3,019,234



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|--|
| <input type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input checked="" type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt and Pulses

Micronutrients added to fortified foods:

Iodine and proteins

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

85,128 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|--|
| <input checked="" type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program focuses on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have kitchens. Most schools have electricity, piped water, and clean water. Some schools have latrines, flush toilets, gender private latrines/toilets, and dedicated eating spaces.

SUCCESS AND CHALLENGES

Chhattisgarh reports that through the Mid-Day Meal Scheme, every child gets nutritious food, which ensures better health – both mentally and physically.

The Scheme is reported to have positively contributed to increased school enrolment and retention. The quality of education has improved as students are regularly attending school due to provision of midday meals.

No major challenges/setbacks and concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://cgstate.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

2

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.761
All India: 0.647

State: 87
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 51,296
Males: 54,672
Total: 105,968

10-14 YEARS

Females: 53,572
Males: 57,417
Total: 110,989

NO. OF SCHOOLS 2015-16

Primary Schools

State: 973
All India: 840,546

Upper Primary Schools

State: 86
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 103
All India: 99

Upper Primary Schools

State: 99
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://www.education.goa.gov.in/mdms>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (220 days)

- Mid-Day Meal Scheme

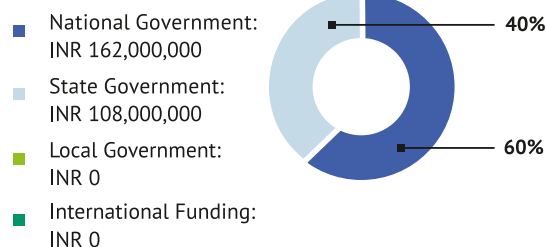
Lead Agency: MDM - Department of Education,
Government of Goa

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 270,000,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

GOA, INDIA

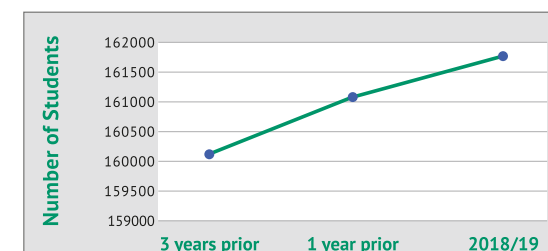
Capital: Panaji



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	95,330	95,330
Upper Primary	66,363	66,363
Total	161,693	161,693



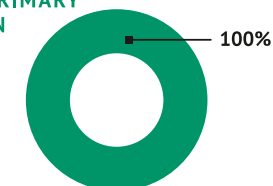
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school age children: 161,693

Receiving school food:
■ 161,693



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input checked="" type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input checked="" type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt and Oil

Micronutrients added to fortified foods:

Iodine, Vitamin A, Vitamin C and Vitamin D

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

2,729 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- ☐ Yes ☒ **No** ☐ NR

Other private sector (for profit) actors were involved

- ☒ **Yes** ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have kitchens, electricity, piped and clean water, latrines and gender private latrines/ toilets. Most schools have flush toilets and dedicated eating spaces.

SUCCESS AND CHALLENGES

Goa reports that through the Mid-Day Meal Scheme there has been an increase in enrollment, improved student health; a sense of unity and uniformity has been developed among students.

No major challenges/setbacks and concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://www.goa.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

22

HUMAN DEVELOPMENT INDEX 2018

State: 0.708
All India: 0.647

LITERACY RATE 2011

State: 77
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 1,126,932
Males: 1,371,825
Total: 2,498,757

10-14 YEARS

Females: 1,194,542
Males: 1,474,136
Total: 2,668,678

NO. OF SCHOOLS 2015-16

Primary Schools

State: 9,994
All India: 840,546

Upper Primary Schools

State: 4,658
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 91
All India: 99

Upper Primary Schools

State: 92
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://mdmhp.nic.in/home/index/HR>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (232 days)

- Mid-Day Meal Scheme

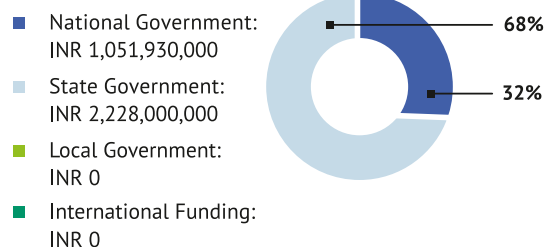
Lead Agency: MDM - Department of Elementary Education,
Government of Haryana

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 3,279,930,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

HARYANA, INDIA

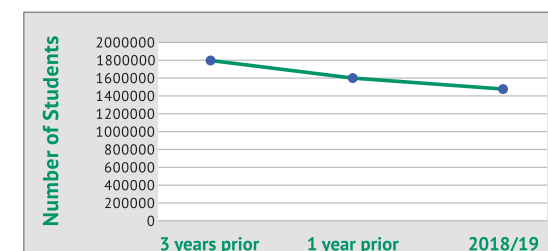
Capital: Chandigarh



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	891,756	891,756
Upper Primary	599,413	599,143
Total	1,491,169	1,490,889



Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

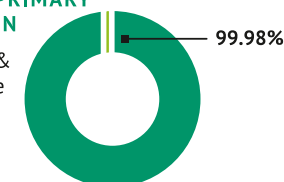
PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 1,491,169

Receiving school food:
■ 1,490,889

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input checked="" type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input checked="" type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input checked="" type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input checked="" type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input checked="" type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

N/A

Micronutrients added to fortified foods:

N/A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

30,193 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---|
| <input checked="" type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program focuses on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have kitchens, electricity, piped and clean water, latrines, flush toilets, gender private latrines/ toilets. and dedicated eating spaces.

SUCCESS AND CHALLENGES

Haryana reports that through the Mid-Day Meal Scheme there has been an increase in enrollment, improved student health and education.

No major challenges/setbacks and concerns related to corruption/ mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://haryana.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

12

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.725
All India: 0.647

State: 84
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 279,720
Males: 311,457
Total: 591,177

10-14 YEARS

Females: 300,984
Males: 338,240
Total: 639,224

NO. OF SCHOOLS 2015-16

Primary Schools

State: 11,327
All India: 840,546

Upper Primary Schools

State: 2,930
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 99
All India: 99

Upper Primary Schools

State: 104
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://mdmhp.nic.in/home/mdmouterreport/HP>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (237 days)

- Mid-Day Meal Scheme

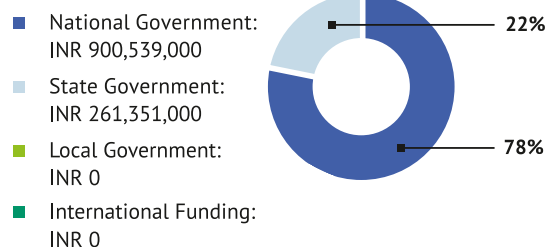
Lead Agency: Department of Elementary Education,
Government of Himachal Pradesh

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☐ School feeding policy
- ☒ **Nutrition**
- ☒ **Food safety**
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 1,161,890,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

HIMACHAL PRADESH, INDIA

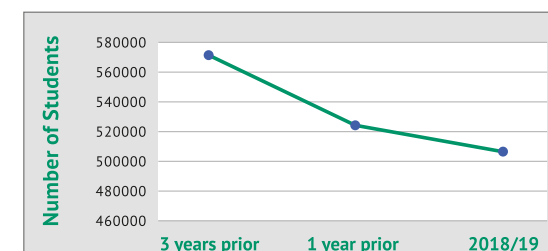
Capital: Shimla



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	297,582	297,582
Upper Primary	208,462	208,462
Total	506,044	506,044



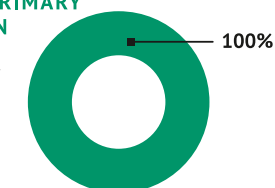
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 506,044

Receiving school food:
■ 506,044



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input checked="" type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

N/A

Micronutrients added to fortified foods:

N/A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

21,532 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---|
| <input checked="" type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have electricity, piped and clean water, latrines, flush toilets, dedicated eating spaces, kitchens and gender private latrines/ toilets.

SUCCESS AND CHALLENGES

Himachal Pradesh reports that through the Mid-Day Meal Scheme the nutritional status of children has improved and that they have become healthier.

No challenges/concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://www.himachal.nic.in/en-IN/>

STATE PROFILE*

NO. OF DISTRICTS

24

HUMAN DEVELOPMENT INDEX 2018

State: 0.599
All India: 0.647

LITERACY RATE 2011

State: 68
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 2,020,546
Males: 2,117,879
Total: 4,138,425

10-14 YEARS

Females: 1,991,769
Males: 2,112,627
Total: 4,104,396

NO. OF SCHOOLS 2015-16

Primary Schools

State: 28,010
All India: 840,546

Upper Primary Schools

State: 15,917
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 109
All India: 99

Upper Primary Schools

State: 103
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 93
All India: 97

Upper Primary Schools

State: 96
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 97
All India: 98

Upper Primary Schools

State: 98
All India: 98

MDM (STATE) WEBSITE

<https://schooleducation.jharkhand.gov.in/department/jharkhand-mid-day-meal-authority>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2018-19 (210 days)

- Mid-Day Meal Scheme

Lead Agency: MDM Authority-Department of School

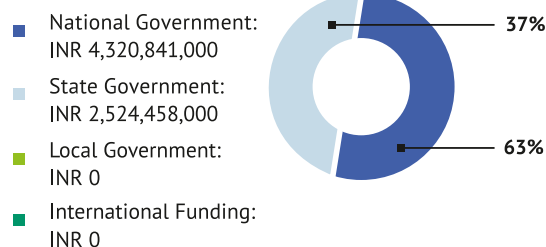
Education & Literacy, Government of Jharkhand

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 6,845,299,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

JHARKHAND, INDIA

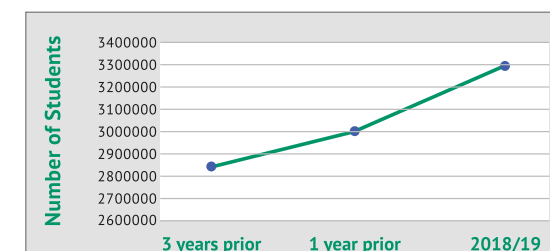
Capital: Ranchi



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	2,294,782	2,294,782
Upper Primary	1,000,448	1,000,448
Total	3,295,230	3,295,230



Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

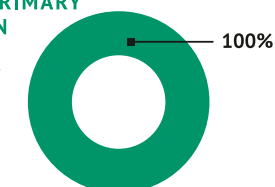
COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school age children: 3,295,230

Receiving school food:

■ 3,295,230



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input checked="" type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt

Micronutrients added to fortified foods:

Iodine

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

79,591 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---|
| <input checked="" type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have kitchens. Most of the schools have electricity, piped and clean water, latrines, flush toilets, gender private latrines/ toilets. and dedicated eating spaces.

SUCCESS AND CHALLENGES

Jharkhand reports that through the Mid-Day Meal Scheme there has been an increase in enrolment and attendance. There has also been an improvement in the health and nutritional status of children. MDM scheme coverage has improved along with the quality of the meals served.

No major challenges/setbacks and concerns related to corruption/ mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://www.jharkhand.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

30

HUMAN DEVELOPMENT INDEX 2018

State: 0.682
All India: 0.647

LITERACY RATE 2011

State: 76
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 2,544,839
Males: 2,696,670
Total: 5,241,509

10-14 YEARS

Females: 2,781,359
Males: 2,955,287
Total: 5,736,646

NO. OF SCHOOLS 2015-16

Primary Schools

State: 26,790
All India: 840,546

Upper Primary Schools

State: 30,563
All India: 429,264

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 103
All India: 99

Upper Primary Schools

State: 93
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<http://sts.karnataka.gov.in/SATSMMDM>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2019-20 (248 days)

- Mid-Day Meal Scheme

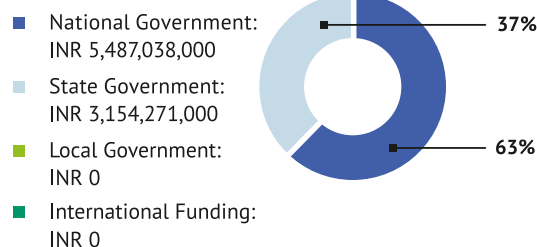
Lead Agency: Department of Public Instruction,
Government of Karnataka

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 8,641,309,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

KARNATAKA, INDIA

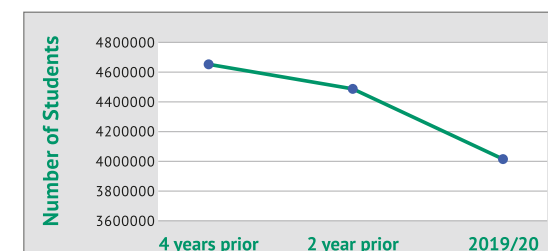
Capital: Bengaluru



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2019-20

School level	# Enrolled	# Receiving Food
Primary school	2,604,419	2,412,158
Upper Primary	1,620,734	1,596,751
Total	4,225,153	4,008,909



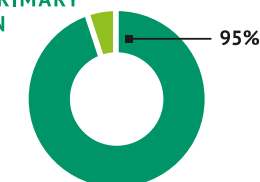
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 4,225,153

Receiving school food:
■ 4,008,909



Food was also provided to some students in

- ☐ Pre-schools
- ☒ Other (Secondary Schools)
- ☐ University/higher education
- ☐ Vocational/trade schools

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input checked="" type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: Eggs and Fish

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input checked="" type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input checked="" type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input checked="" type="checkbox"/> Reproductive Health Education |
| <input checked="" type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Grains, salt, and oil

Micronutrients added to fortified foods:

Iron, Vitamin A, B6 & C, Iodine, Thiamine, Niacin

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

235,926 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have electricity, piped water, latrines, gender private latrines/toilets and kitchens. Most schools have clean water, flush toilets, and dedicated eating spaces.

SUCCESS AND CHALLENGES

Karnataka reports that under the Mid-Day Meal Scheme, all school kitchens have been equipped with Liquefied Petroleum Gas (LPG) cylinders. Moreover, 150 ml of free hot milk is provided 5 days in a week.

No challenges/ concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

The state recommended research on the impact of the MDM scheme on education, and its impact on children's growth and development.

STATE WEBSITE

<https://karnataka.gov.in/english>

STATE PROFILE*

NO. OF DISTRICTS

14

HUMAN DEVELOPMENT INDEX 2018

State: 0.779
All India: 0.647

LITERACY RATE 2011

State: 93.91
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 1,251,922
Males: 1,303,190
Total: 2,555,112

10-14 YEARS

Females: 1,383,853
Males: 1,438,917
Total: 2,822,770

NO. OF SCHOOLS 2015-16

Primary Schools

State: 8,428
All India: 840,546

Upper Primary Schools

State: 4,020
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 95
All India: 99

Upper Primary Schools

State: 95
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 99
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<http://www.mdms.kerala.gov.in/Logon.aspx>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (220 days)

- Mid-Day Meal Scheme

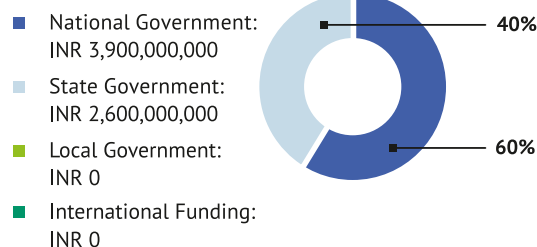
Lead Agency: MDM - General Education Department,
Government of Kerala

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 6,500,000,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

KERALA, INDIA

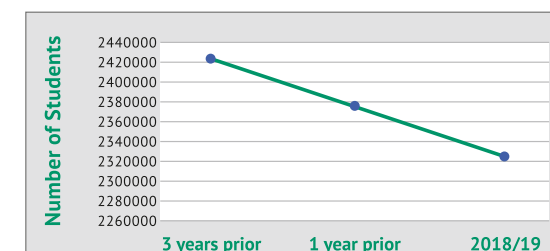
Capital: Thiruvananthapuram



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	1,400,000	1,358,000
Upper Primary	1,000,000	970,000
Total	2,400,000	2,328,000



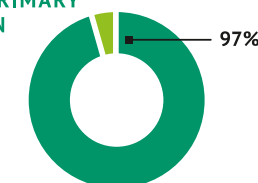
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 2,400,000

Receiving school food:
■ 2,328,000



Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- ☒ In-school Meals
- ☐ In-school Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer for school meals

FOOD BASKET

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes
- ☒ Dairy products
- ☒ Eggs
- ☒ Poultry
- ☒ Meat
- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Pickles and junk food

FOOD SOURCES

- ☐ In-kind food donations (Domestic)
- ☐ In-kind food donations (Foreign)
- ☒ Purchased
- ☐ Other

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☐ Other nutrition monitoring
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses distribution
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification
- ☐ Other

COMPLEMENTARY EDUCATION PROGRAMS

- ☒ Nutrition Education
- ☒ Food & Agriculture Education
- ☒ School gardens
- ☒ Hygiene Education
- ☒ Health Education
- ☒ Reproductive Health Education
- ☐ HIV prevention education
- ☒ Physical Education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ Fortified foods
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food Items Fortified:

Dairy and oil

Micronutrients added to fortified foods:

Vitamins A, D, E and K

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

13,760 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- ☒ Yes
- ☐ No
- ☐ NR

Other private sector (for profit) actors were involved

- ☐ Yes
- ☒ No
- ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for

- ☒ Women
- ☐ Youth
- ☒ Other groups

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program focuses on creating leadership positions for women. There is a linkage with local farmers in the program.

INFRASTRUCTURE

All schools have electricity, clean water, latrines, flush toilets, gender private latrines/toilets, and kitchens. Most schools have piped water. Some schools have dedicated eating spaces.

SUCCESS AND CHALLENGES

Kerala reports that through the Mid-Day Meal Scheme, community participation has improved. Food items such as milk, eggs and bananas have been added to the mid-day meals.

No major challenges/setbacks and concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://kerala.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

1

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.75
All India: 0.647

State: 92
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 2,647
Males: 2,760
Total: 5,407

10-14 YEARS

Females: 3,144
Males: 2,854
Total: 5,998

NO. OF SCHOOLS 2015-16

Primary Schools

State: 17
All India: 840,546

Upper Primary Schools

State: 14
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 74
All India: 99

Upper Primary Schools

State: 83
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://mdmlakshadweep.utl.gov.in/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (223 days)

- Mid-Day Meal Scheme

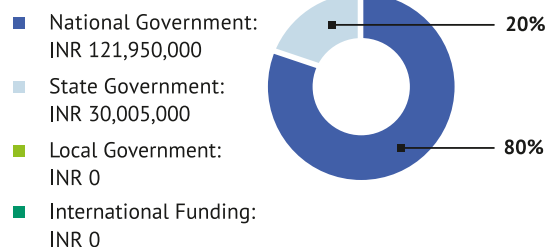
Lead Agency: MDM, Union Territory of Lakshadweep,
Government of India

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 151,955,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

LAKSHADWEEP, INDIA

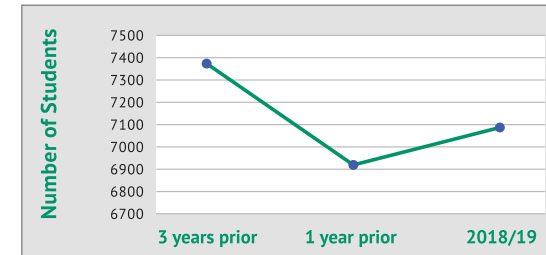
Capital: Kavaratti



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	4,728	4,728
Upper Primary	2,353	2,353
Total	7,081	7,081



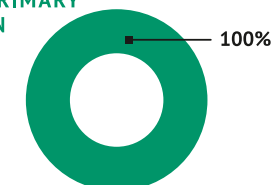
Ratio of girls to boys receiving food (per 100 boys):
112:100

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 7,081

Receiving school food:
■ 7,081



Food was also provided to some students in

- ☒ Pre-schools
- ☒ Other (Secondary Schools)
- ☐ University/higher education
- ☒ Vocational/trade schools

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input checked="" type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input checked="" type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input checked="" type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: Pickles with chemical additives and tinned non-vegetarian food

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input checked="" type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input checked="" type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input checked="" type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt

Micronutrients added to fortified foods:

Iodine

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

110 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- ☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved

- ☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 25-50% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have kitchens, electricity, piped water, clean water, latrines, flush toilets, gender private latrines/toilets. Some schools have dedicated eating spaces.

SUCCESS AND CHALLENGES

Lakshadweep reports that through the Mid- Day Meal Scheme, a cordial relationship with community has been established. Students are energized and have also learnt good practices.

No concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://lakshadweep.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

36

HUMAN DEVELOPMENT INDEX 2018

State: 0.696
All India: 0.647

LITERACY RATE 2011

State: 83
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 4,642,477
Males: 5,178,177
Total: 9,820,654

10-14 YEARS

Females: 5,072,274
Males: 5,662,261
Total: 10,734,535

NO. OF SCHOOLS 2015-16

Primary Schools

State: 53,151
All India: 840,546

Upper Primary Schools

State: 29,448
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 98
All India: 99

Upper Primary Schools

State: 99
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 99
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://education.maharashtra.gov.in/mdm/mdms/register/language:eng>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2018-19 (222 days)

- Mid-Day Meal Scheme

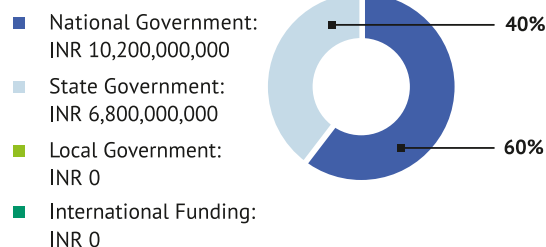
Lead Agency: MDM - School Education & Sports Department,
Government of Maharashtra

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ **School feeding policy**
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 17,000,000,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

MAHARASHTRA, INDIA

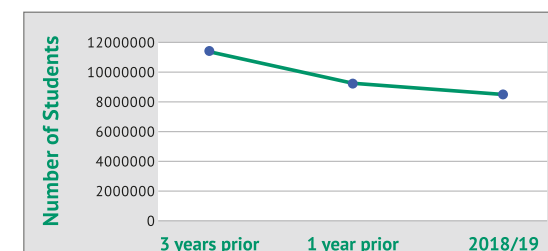
Capital: Mumbai



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	6,499,672	5,464,881
Upper Primary	4,289,295	3,402,622
Total	10,788,967	8,867,503



Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

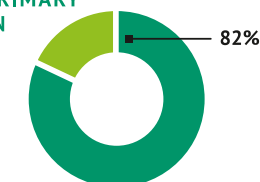
COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 10,788,967

Receiving school food:

■ 8,867,503



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input checked="" type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Fish | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input checked="" type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input checked="" type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt and Oil

Micronutrients added to fortified foods:

Iron, Iodine and Vitamin A and D

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

175,000 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|---|-----------------------------|-----------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NR |
|---|-----------------------------|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

Most schools have kitchens, electricity, piped and clean water, latrines, flush toilets, dedicated eating spaces and gender private latrines/ toilets.

SUCCESS AND CHALLENGES

Maharashtra reports that in the Mid-Day Meal Scheme, electronic billing and record maintenance has been initiated. There is direct and timely funding to schools. Moreover, kitchen gardens/sheds have been introduced in most schools. School attendance has increased especially in the rural and tribal areas.

No major challenges/setbacks and concerns related to corruption/ mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

Research/full scale study on nutrition and health improvement was suggested.

STATE WEBSITE

<https://www.maharashtra.gov.in/1125/Home>

STATE PROFILE*

NO. OF DISTRICTS

16

HUMAN DEVELOPMENT INDEX 2018

State: 0.696
All India: 0.647

LITERACY RATE 2011

State: 80
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 141,477
Males: 149,766
Total: 291,243

10-14 YEARS

Females: 152,617
Males: 161,146
Total: 313,763

NO. OF SCHOOLS 2015-16

Primary Schools

State: 2,951
All India: 840,546

Upper Primary Schools

State: 933
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 131
All India: 99

Upper Primary Schools

State: 130
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 99
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 99
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<http://www.mdmm Manipur.in/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

Jan – Dec 2019 (227 days)

- Mid-Day Meal Scheme

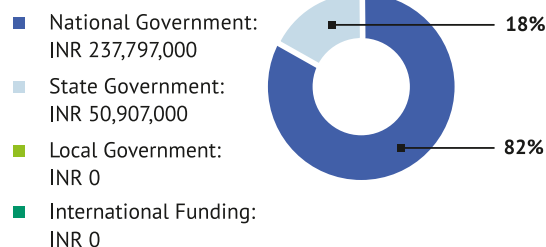
Lead Agency: MDM - Department of Education,
Government of Manipur

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 288,704,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

MANIPUR, INDIA

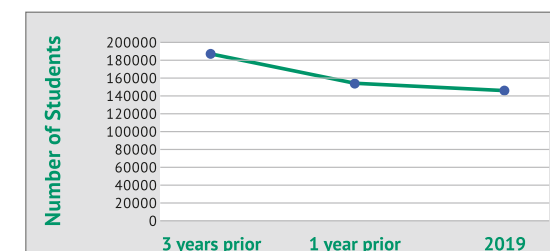
Capital: Imphal



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2019

School level	# Enrolled	# Receiving Food
Primary school	132,585	114,984
Upper Primary	38,584	32,693
Total	171,169	147,677



Ratio of girls to boys receiving food (per 100 boys):
99:100

COVERAGE:

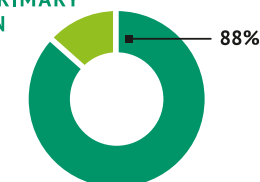
PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 171,169

Receiving school food:
■ 147,677

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input checked="" type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input checked="" type="checkbox"/> Other (No School Bag Day) |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input checked="" type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt

Micronutrients added to fortified foods:

Iodine

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

6,277 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- ☐ Yes ☒ **No** ☐ NR

Other private sector (for profit) actors were involved

- ☐ Yes ☒ **No** ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have kitchen and clean water. Most schools have latrines. Some schools have gender private latrines/ toilets. Very few schools have electricity, piped water and dedicated eating spaces.

SUCCESS AND CHALLENGES

Manipur reports that the Mid-Day Meal Scheme has improved nutrition for children and reduced dropouts. Children from different backgrounds eat together and it has reduced caste discrimination.

No major challenges/setbacks and concerns related to corruption/ mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

A study on the health status of school-going children and food habits in different localities was suggested.

STATE WEBSITE

<http://www.cmmanipur.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

11

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.656
All India: 0.647

State: 75
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 191,597
Males: 197,585
Total: 389,182

10-14 YEARS

Females: 189,133
Males: 193,473
Total: 382,606

NO. OF SCHOOLS 2015-16

Primary Schools

State: 9,362
All India: 840,546

Upper Primary Schools

State: 3,597
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 141
All India: 99

Upper Primary Schools

State: 136
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 63
All India: 97

Upper Primary Schools

State: 64
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 84
All India: 98

Upper Primary Schools

State: 89
All India: 98

MDM (STATE) WEBSITE

<https://mdmsmeghalaya.gov.in/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (200 days)

- Mid-Day Meal Scheme

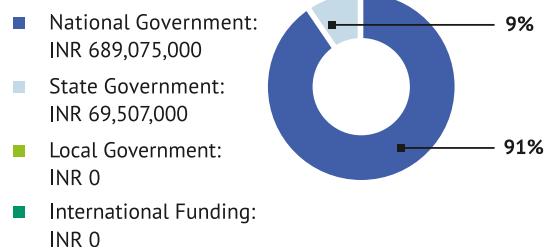
Lead Agency: Directorate of School Education and Literacy,
Government of Meghalaya

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ **School feeding policy**
- ☐ Nutrition
- ☒ **Food safety**
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 758,582,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

MEGHALAYA, INDIA

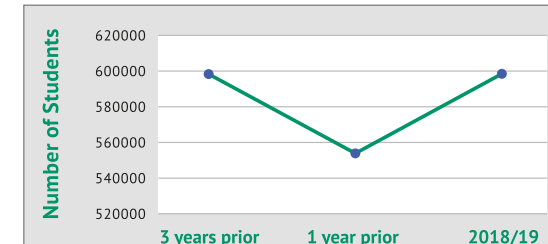
Capital: Shillong



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	425,552	425,552
Upper Primary	174,056	174,056
Total	599,608	599,608



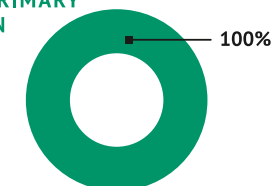
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 599,608

Receiving school food:
■ 599,608



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input checked="" type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt

Micronutrients added to fortified foods:

Iodine

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

8,511 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- ☐ Yes ☒ **No** ☐ NR

Other private sector (for profit) actors were involved

- ☐ Yes ☒ **No** ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 50-75% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have electricity and latrines. Most schools have flush toilets, dedicated eating spaces, kitchens, gender private latrines/ toilets. Some schools have piped and clean water.

SUCCESS AND CHALLENGES

Meghalaya reports that through the Mid-Day Meal Scheme there has been an increase in enrolment and attendance.

The low honorarium of cook-cum-helpers is reported as a challenge.

No concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://meghalaya.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

11

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.705
All India: 0.647

State: 92
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 57,900
Males: 59,888
Total: 117,788

10-14 YEARS

Females: 57,455
Males: 59,526
Total: 116,981

NO. OF SCHOOLS 2015-16

Primary Schools

State: 1,561
All India: 840,546

Upper Primary Schools

State: 1,511
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 123
All India: 99

Upper Primary Schools

State: 135
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 92
All India: 97

Upper Primary Schools

State: 94
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 99
All India: 98

Upper Primary Schools

State: 99
All India: 98

MDM (STATE) WEBSITE

<https://schooleducation.mizoram.gov.in/page/about-mdm>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2018-19 (202 days)

- Mid-Day Meal Scheme

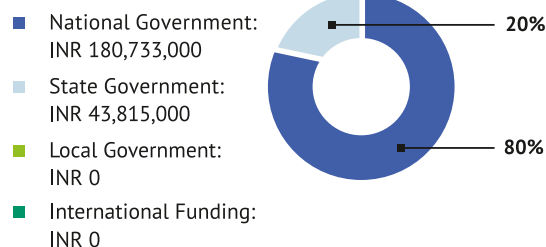
Lead Agency: Directorate of School Education,
Government of Mizoram

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 224,548,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

MIZORAM, INDIA

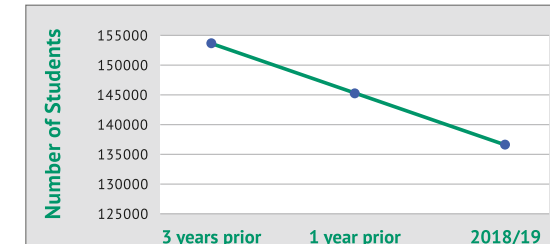
Capital: Aizawl



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	94,616	94,616
Upper Primary	42,335	42,335
Total	136,951	136,951



Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

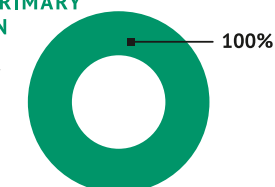
PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 136,951

Receiving school food:
■ 136,951

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input checked="" type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- ☐ Nutrition Education
- ☐ Food & Agriculture Education
- ☒ **School gardens**
- ☐ Hygiene Education
- ☐ Health Education
- ☐ Reproductive Health Education
- ☐ HIV prevention education
- ☐ Physical Education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☐ Fortified foods
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☒ **Special training for cooks/caterers**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food Items Fortified:

N/A

Micronutrients added to fortified foods:

N/A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

4,894 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- ☐ Yes ☒ **No** ☐ NR

Other private sector (for profit) actors were involved

- ☐ Yes ☒ **No** ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for

- ☐ Women
- ☐ Youth
- ☐ Other groups

ADDITIONAL INFORMATION

All the cooks were paid. 50-75% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have clean water, latrines, and kitchens. Most schools have electricity. Some schools have piped water, dedicated eating spaces while very few have flush toilets and gender private latrines/ toilets.

SUCCESS AND CHALLENGES

Mizoram reports that through the Mid-Day Meal Scheme, children have become healthy. Moreover, they have become interested in their studies.

No concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://mizoram.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

11

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.679
All India: 0.647

State: 80
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 112,452
Males: 120,647
Total: 233,099

10-14 YEARS

Females: 119,434
Males: 129,237
Total: 248,671

NO. OF SCHOOLS 2015-16

Primary Schools

State: 1,265
All India: 840,546

Upper Primary Schools

State: 825
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 100
All India: 99

Upper Primary Schools

State: 102
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 82
All India: 97

Upper Primary Schools

State: 87
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://education.nagaland.gov.in/mid-day-meal/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

Jan – Dec 2019 (220 days)

- Mid-Day Meal Scheme

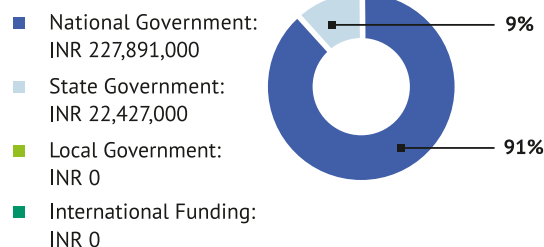
Lead Agency: MDM - Department of School Education,
Government of Nagaland

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 250,318,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

NAGALAND, INDIA

Capital: Kohima



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2019

School level	# Enrolled	# Receiving Food
Primary school	126,767	123,028
Upper Primary	39,371	38,119
Total	166,138	161,147



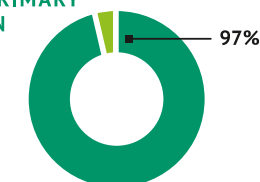
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 166,138

Receiving school food:
■ 161,147



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input checked="" type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input checked="" type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt

Micronutrients added to fortified foods:

Iodine

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

4,623 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 50-75% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have clean water. Most schools have electricity, latrines, kitchens. Some schools have piped water, flush toilets, gender private latrines/toilets. Very few schools have dedicated eating spaces.

SUCCESS AND CHALLENGES

Nagaland reports that through the Mid-Day Meal Scheme, participation of the parents in school activities has increased. It has also increased daily attendance and boosted the interactions among children from different social groups.

No major challenges/setbacks and concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://www.nagaland.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

33

HUMAN DEVELOPMENT INDEX 2018

State: 0.629
All India: 0.647

LITERACY RATE 2011

State: 67
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 3,783,865
Males: 4,258,873
Total: 8,042,738

10-14 YEARS

Females: 3,949,822
Males: 4,430,696
Total: 8,380,518

NO. OF SCHOOLS 2015-16

Primary Schools

State: 42,577
All India: 840,546

Upper Primary Schools

State: 37,656
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 100
All India: 99

Upper Primary Schools

State: 91
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 97
All India: 97

Upper Primary Schools

State: 98
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://mdmhp.nic.in/home/mdmouterreport/RJ>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (233 days)

- Mid-Day Meal Scheme

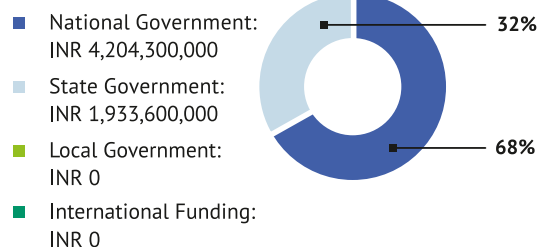
Lead Agency: Commissionerate MDM,
Government of Rajasthan

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 6,137,900,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

RAJASTHAN, INDIA

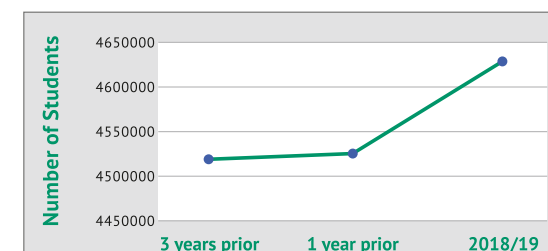
Capital: Jaipur



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	4,103,422	2,972,008
Upper Primary	2,161,924	1,651,896
Total	6,265,346	4,623,904



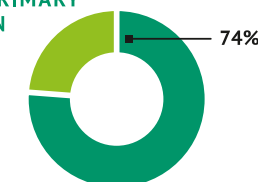
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 6,265,346

Receiving school food:
■ 4,623,904



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input checked="" type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: Non-vegetarian food

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input checked="" type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input checked="" type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input checked="" type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Grains, dairy, salt, sugar and oil

Micronutrients added to fortified foods:

Iron

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

110,000 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|--|
| <input checked="" type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program focuses on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

Most schools have electricity, clean water, latrines, gender private latrines/ toilets. and kitchens. Some schools have piped water, flush toilets and dedicated eating spaces.

SUCCESS AND CHALLENGES

Rajasthan reports that through the Mid-Day Meal Scheme there has been an increase enrolment at elementary level and a reduction in dropout of students. Further, there has been an improvement in the health status of school-going children.

No challenges/ concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://rajasthan.gov.in/Pages/default.aspx>

STATE PROFILE*

NO. OF DISTRICTS

4

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.716
All India: 0.647

State: 82
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 27,990
Males: 28,688
Total: 56,678

10-14 YEARS

Females: 32,958
Males: 33,965
Total: 66,923

NO. OF SCHOOLS 2015-16

Primary Schools

State: 706
All India: 840,546

Upper Primary Schools

State: 346
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 103
All India: 99

Upper Primary Schools

State: 151
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 99
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<http://www.mdmsikkim.com/#/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

Jan – Dec 2019 (222 days)

- Mid-Day Meal Scheme

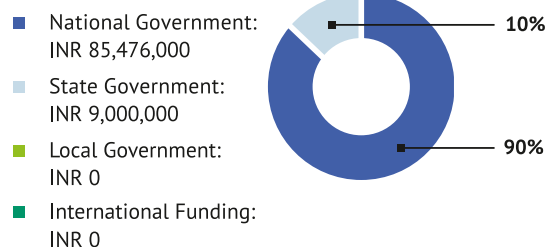
Lead Agency: Human Resource Development Department,
Government of Sikkim

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 94,476,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

SIKKIM, INDIA

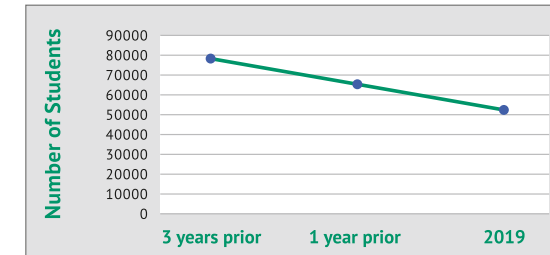
Capital: Gangtok



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2019

School level	# Enrolled	# Receiving Food
Primary school	33,433	29,573
Upper Primary	27,258	24,217
Total	60,691	53,790



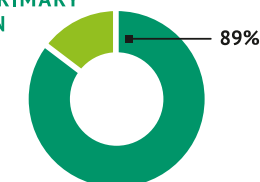
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 60,691

Receiving school food:
■ 53,790



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input checked="" type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input checked="" type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Salt

Micronutrients added to fortified foods:

Iodine

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

1,881 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 25-50% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have clean water, latrines, kitchens, and gender private latrines/ toilets. Most schools have piped water, flush toilets, dedicated eating spaces while some schools had electricity.

SUCCESS AND CHALLENGES

Sikkim's MDM Scheme section has developed a web portal to transfer honorarium to the cooks' personal accounts through an e-billing system. Kitchen gardens are playing a key role in ensuring that organic meals are provided at schools. A Mothers-Teachers' Association has been formed to support the daily provision of midday meals.

No concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://sikkim.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

37

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.708
All India: 0.647

State: 80
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 2,699,962
Males: 2,851,293
Total: 5,551,255

10-14 YEARS

Females: 2,988,557
Males: 3,188,990
Total: 6,177,547

NO. OF SCHOOLS 2015-16

Primary Schools

State: 35,379
All India: 840,546

Upper Primary Schools

State: 9,733
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 104
All India: 99

Upper Primary Schools

State: 94
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 100
All India: 97

Upper Primary Schools

State: 100
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

<https://middaymeal.tn.gov.in/>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:
2018-19 (220 days)

- PT MGR Nutritious Meal Programme

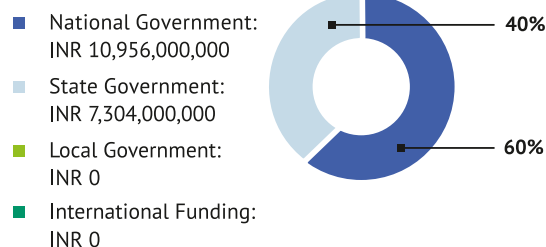
Lead Agency: Social Welfare Department,
Government of Tamil Nadu

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☐ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 18,260,000,000

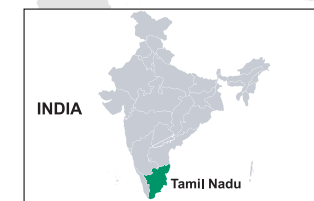


global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

TAMIL NADU, INDIA

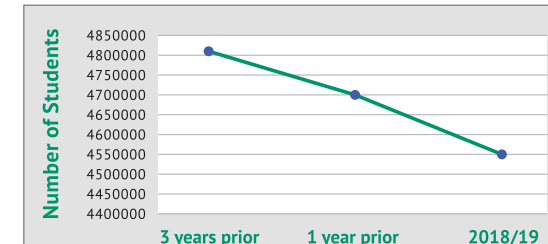
Capital: Chennai



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	2,918,479	2,528,269
Upper Primary	2,306,066	2,021,173
Total	5,224,545	4,549,442



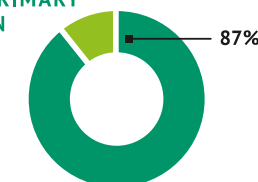
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 5,224,545

Receiving school food:
■ 4,549,442



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input checked="" type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

Grains, salt and oil

Micronutrients added to fortified foods:

Vitamin A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

128,130 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have electricity, piped water and kitchens. Most schools have clean water, latrines, gender private latrines/ toilets.

SUCCESS AND CHALLENGES

Tamil Nadu reports that under the Mid-Day Meal Scheme, hygiene kits have been provided to all the cooks. Vessels and pressure cookers have been provided. Moreover, 95% of noon meal units (responsible for preparing school meals) have received a gas connection.

The declining annual enrollment in schools in the program was reported as a challenge.

No concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://www.tn.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

8

HUMAN DEVELOPMENT INDEX 2018 LITERACY RATE 2011

State: 0.658
All India: 0.647

State: 88
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 165,194
Males: 172,541
Total: 337,735

10-14 YEARS

Females: 174,689
Males: 183,001
Total: 357,690

NO. OF SCHOOLS 2015-16

Primary Schools

State: 2,568
All India: 840,546

Upper Primary Schools

State: 1,262
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 108
All India: 99

Upper Primary Schools

State: 128
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 90
All India: 97

Upper Primary Schools

State: 95
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 100
All India: 98

Upper Primary Schools

State: 100
All India: 98

MDM (STATE) WEBSITE

https://schooleducation.tripura.gov.in/mid_day_meal

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

Jan – Dec 2019 (230 days)

- Mid-Day Meal Scheme

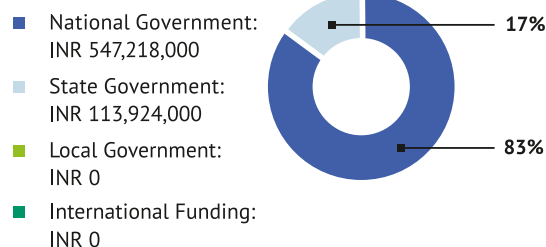
Lead Agency: MDM- Education (School) Department,
Government of Tripura

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

BUDGET

Total: **INR 661,142,000**



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

TRIPURA, INDIA

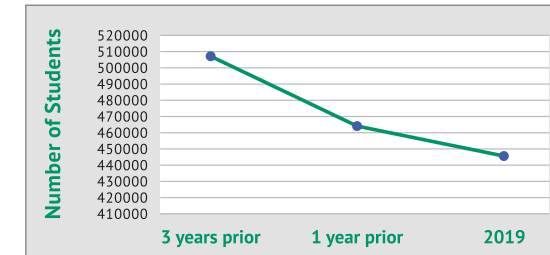
Capital: Agartala



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2019

School level	# Enrolled	# Receiving Food
Primary school	272,412	272,412
Upper Primary	173,814	173,814
Total	446,226	446,226



Ratio of girls to boys receiving food (per 100 boys):
255:100

COVERAGE:

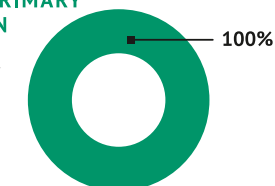
PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 446,226

Receiving school food:
■ 446,226

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Sugar |

Prohibited food items: None

FOOD SOURCES

- | | |
|--|---|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|---|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input checked="" type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|--|
| <input type="checkbox"/> Nutrition Education |
| <input type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input type="checkbox"/> Hygiene Education |
| <input type="checkbox"/> Health Education |
| <input type="checkbox"/> Reproductive Health Education |
| <input type="checkbox"/> HIV prevention education |
| <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|---|
| <input type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

N/A

Micronutrients added to fortified foods:

N/A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

11,007 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|--|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|--|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|---------------------------------------|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 50-75% of the cooks/caterers employed were women. The program did not focus on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have electricity, clean water, latrines, and kitchens. Some schools have piped water and gender private latrines/ toilets. Very few schools have flush toilets and dedicated eating spaces.

SUCCESS AND CHALLENGES

Tripura reports that through the Mid-Day Meal Scheme, there has been an increase in the attendance rate.

The state conducted social audit in 208 schools in 2018-19. Further, a monitoring system has been developed for monitoring the MDM Scheme and teachers' attendance.

No major challenges/setbacks and concerns related to corruption/ mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

While no research was suggested, the state noted that awareness programs are essential in remote areas and should be conducted.

STATE WEBSITE

<https://tripura.gov.in/>

STATE PROFILE*

NO. OF DISTRICTS

13

HUMAN DEVELOPMENT INDEX 2018

State: 0.684
All India: 0.647

LITERACY RATE 2011

State: 80
All India: 74

5-14 YEAR AGE GROUP POPULATION CENSUS 2011

5-9 YEARS

Females: 498,622
Males: 560,179
Total: 1,058,801

10-14 YEARS

Females: 542,069
Males: 603,274
Total: 1,145,343

NO. OF SCHOOLS 2015-16

Primary Schools

State: 15,497
All India: 840,546

Upper Primary Schools

State: 5,017
All India: 429,624

GROSS ENROLLMENT RATIO 2015-16

Primary Schools

State: 99
All India: 99

Upper Primary Schools

State: 87
All India: 93

PERCENTAGE OF SCHOOLS WITH DRINKING WATER FACILITY 2015-16

Primary Schools

State: 97
All India: 97

Upper Primary Schools

State: 97
All India: 98

PERCENTAGE OF SCHOOLS WITH GIRL TOILET FACILITY 2015-16

Primary Schools

State: 97
All India: 98

Upper Primary Schools

State: 98
All India: 98

MDM (STATE) WEBSITE

<https://mdmhp.nic.in/home/index/UA>

*State Profile is drawn from secondary Govt of India sources and United Nations Development Program (for HDI)

STATE REPORT FROM SURVEY OF SCHOOL MEAL PROGRAMS

SCHOOL MEAL/FEEDING PROGRAM (S)

Most recently completed school year:

2018-19 (237 days)

- Mid-Day Meal Scheme

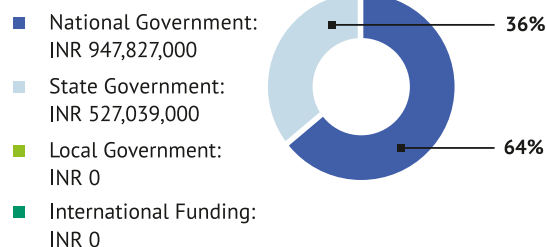
Lead Agency: Department of Elementary Education,
Government of Uttarakhand

NATIONAL/STATE/PROVINCIAL LAWS, POLICIES OR STANDARDS LINKED TO SCHOOL FEEDING

- ☒ School feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

BUDGET

Total: INR 1,474,866,000



global child nutrition
FOUNDATION

Global Child Nutrition Foundation (GCNF) is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. The State Survey of School Meal Programs in India report is compiled with the assistance of IPE Global.

UTTARAKHAND, INDIA

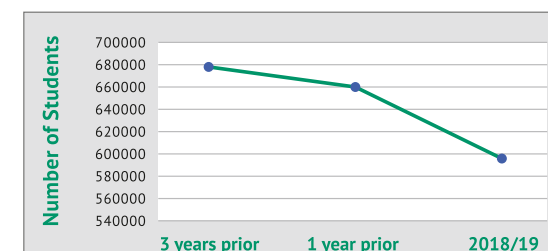
Capital: Dehradun



SCHOOL - MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	# Enrolled	# Receiving Food
Primary school	347,250	347,250
Upper Primary	247,982	247,982
Total	595,232	595,232



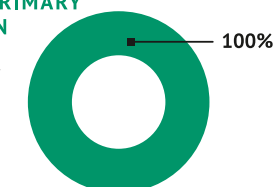
Ratio of girls to boys receiving food (per 100 boys):
Gender disaggregated data unavailable

COVERAGE:

PRIMARY AND UPPER PRIMARY SCHOOL-AGE CHILDREN

Total number of Primary & Upper Primary school-age children: 595,232

Receiving school food:
■ 595,232



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

MEALS/SNACKS/MODALITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> In-school Meals | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> In-school Snacks | <input checked="" type="checkbox"/> Conditional cash transfer for school meals |

FOOD BASKET

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grains/cereals | <input type="checkbox"/> Fish |
| <input checked="" type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input type="checkbox"/> Legumes | <input type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input checked="" type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Poultry | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Meat | <input type="checkbox"/> Sugar |

Prohibited food items: Fast food

FOOD SOURCES

- | | |
|--|--|
| <input type="checkbox"/> In-kind food donations (Domestic) | <input checked="" type="checkbox"/> Purchased |
| <input type="checkbox"/> In-kind food donations (Foreign) | <input type="checkbox"/> Other |

COMPLEMENTARY ACTIVITIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input checked="" type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Other nutrition monitoring | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input checked="" type="checkbox"/> Eye testing/eyeglasses distribution | <input type="checkbox"/> Other |

COMPLEMENTARY EDUCATION PROGRAMS

- | |
|---|
| <input checked="" type="checkbox"/> Nutrition Education |
| <input checked="" type="checkbox"/> Food & Agriculture Education |
| <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Hygiene Education |
| <input checked="" type="checkbox"/> Health Education |
| <input checked="" type="checkbox"/> Reproductive Health Education |
| <input checked="" type="checkbox"/> HIV prevention education |
| <input checked="" type="checkbox"/> Physical Education |
| <input type="checkbox"/> Other |

NUTRITION

School feeding program(s) include/involve the following:

- | |
|--|
| <input type="checkbox"/> Fortified foods |
| <input type="checkbox"/> Bio-fortified foods |
| <input type="checkbox"/> Micronutrient supplements |
| <input checked="" type="checkbox"/> Nutritionists involved |
| <input checked="" type="checkbox"/> Special training for cooks/caterers |
| <input checked="" type="checkbox"/> Objective to meet nutritional goals |
| <input type="checkbox"/> Objective to reduce obesity |

Food Items Fortified:

N/A

Micronutrients added to fortified foods:

N/A

AGRICULTURE, EMPLOYMENT AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

29,187 Cooks / Caterers

Farmers were involved with the school feeding program(s)

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

Other private sector (for profit) actors were involved

- | | | |
|------------------------------|---|-----------------------------|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | <input type="checkbox"/> NR |
|------------------------------|---|-----------------------------|

There was a focus on creating jobs or leadership or income-generating opportunities for

- | |
|--|
| <input checked="" type="checkbox"/> Women |
| <input type="checkbox"/> Youth |
| <input type="checkbox"/> Other groups |

ADDITIONAL INFORMATION

All the cooks were paid. 75-100% of the cooks/caterers employed were women. The program focuses on creating leadership positions for women. There is no linkage with local farmers in the program.

INFRASTRUCTURE

All schools have dedicated eating spaces and kitchens. Most schools have electricity, clean water, and flush toilets. Some schools have piped water and latrines. None of the schools have gender private latrines/ toilets.

SUCCESS AND CHALLENGES

Uttarakhand reports that through the Mid-Day Meal Scheme the nutritional status of school-going children has improved along with a reduction in diseases.

No major challenges/setbacks and concerns related to corruption/mismanagement were reported.

STUDIES CONDUCTED

No studies were conducted.

RESEARCH NEEDED

No suggestions on research needed were given.

STATE WEBSITE

<https://uk.gov.in/>



ANNEX B

2019 Global Survey of
School Meal Programs ©
Glossary

AGRICULTURE SUBSIDY

Government-provided monetary assistance to farmers or agri-businesses.

- A subsidy is granted—usually by the government or a public body—to an economic sector, business or industry (such as agriculture or the arts), generally to keep the price of a service or commodity low and/or to promote an economic or social policy. In most cases, the subsidy is provided because the commodity or service is deemed important to the public interest. Farm and food subsidies, for example, are generally intended to ensure citizens are able to afford key commodities.
- Agriculture subsidies related to school feeding programs involve monetary assistance provided to farmers or agri-businesses to produce food for the program.
- Agriculture subsidies may also include in-kind support and discounted or free inputs provided to farmers, such as seeds, tools, and land

AGRICULTURE-RELATED LAWS, POLICIES, OR STANDARDS FOR SCHOOL FEEDING PROGRAMS

Official mandates or guidelines that link domestic agriculture and school feeding in any way.

- These may take the form of a mandate or support for production or procurement from local farms, small-scale farmers or cooperatives, etc., specifically linked to the school feeding program.
- For example, in some countries, the government provides inputs or other support for farmers specifically producing commodities for use in

the school feeding program; in other countries, a specified percentage of food purchased for the school feeding program must come from small-scale or family farms; in other cases, there are program-specific guidelines for procurement procedures to be used for school feeding purchases.

BIO-FORTIFIED FOODS

Food crops that have been fortified through plant growth rather than after harvest.

- Bio-fortified foods are nutritionally improved through agronomic practices, plant breeding, or modern biotechnology.

CATERERS

Groups of people—most often businesses—that prepare and distribute food.

- Caterers generally prepare and distribute food just prior to its consumption. Caterers may employ cooks and other workers to assist in the food preparation and distribution.
- School feeding program caterers usually do not prepare the food on school grounds. Instead, they prepare the food in a privately-run facility and deliver and distribute the food to multiple schools.
- The caterers' management personnel report to a higher level of school feeding program management on behalf of the entire caterer workforce; the workers do not report individually to the higher level of school feeding program management except through the caterers' management.

CENTRALIZED MANAGEMENT / DECISION-MAKING

Decisions for structuring and running the program are made at the national government level.

- In school feeding programs with centralized management/decision-making, decisions are generally “top down” and uniform throughout the country.

CIVIL SOCIETY

Non-governmental and non-profit entities (including families) representing the interests of citizens.

- In the specific context of school feeding, civil society is a community of citizens linked by common interest and/or collective activity related to one or more school feeding programs.
- For example, parents may join together to ask the government to introduce a school feeding program, or to support or make changes to an existing program.

CLOSED COOKING AREA

A space for food preparation with walls and a roof (not in the open air).

COOKS

Individuals who prepare school food, usually on-site at the school and just prior to consumption.

- School feeding program cooks may be paid or may work on a volunteer basis, but they generally work directly for the school feeding program in their individual capacity or—if working in a team of cooks—report individually to a higher level of program management.

COMPETITIVE TENDERING PROCEDURE

A process in which suppliers are invited to submit proposals (tenders or bids) to the buyer, who decides which bid best meets the buyer's terms and conditions (including price).

- In the context of school feeding programs, the entity acquiring food and services for schools is often a government, the United Nations, or another program implementer. For example, the government may request bids from companies or farmer organizations to provide a specific amount of a commodity of a specific quality standard over a specific period of time for use in the program; the winning bidder would be awarded a large (and perhaps lengthy) contract.
- Because the competitive tendering procedure for school feeding programs is generally used for large-scale food purchases, it can be a very complex process with significant legal and financial implications. It therefore involves a lot of paperwork, sophisticated standards and measurements, and demanding delivery schedules, making it challenging for small-scale suppliers to compete. To make it possible for small-scale suppliers to compete (and to meet one of the goals of home-grown school feeding), the government or other purchaser might choose to simplify or otherwise modify the purchasing process.

COMPLEMENTARY ACTIVITY OR PROGRAM; COMPLEMENTARY EDUCATION OR LESSONS

An activity or program implemented in the school context that can complement the objectives of a school feeding program, or vice versa.

- While one or more complementary programs may be part of the school feeding program, they may also be entirely separate, but still offered to students in the program (among other students).
- A complementary program or education component may or may not be mandatory.
- Common examples of activities / programs that might complement school feeding programs are: food and nutrition education; deworming treatment; handwashing with soap (just before 3 and/or after the students eat); various types of health and wellness exams; prevention programs such as malaria and HIV/AIDS; and school gardens.

CONDITIONAL CASH TRANSFER FOR SCHOOL

Payments made (e.g., via vouchers or debit cards) to families for specified actions such as their children attending school a required number of days per month.

- Conditional cash transfers are intended to reduce poverty by making payments that are conditional upon the recipients' actions. The funding entity only transfers money to recipients who take certain qualifying actions, such as getting vaccinations or regular medical check-ups.

- In the case of school feeding programs, conditional cash transfers may be used to offset the cost to families of school meals. There may be additional conditions, such as in the case of families who enroll their children in school for the first time, or whose children attend school a required number of days per month.

CORRUPTION/MISMANAGEMENT

Waste, fraud, abuse, or extremely poor management, in conflict with the welfare of the program.

- Corruption is a covert activity undertaken for personal gain, in conflict with the procedures and welfare of an entity or program, such as a school feeding program. In the context of school feeding programs, examples include diversion of food items, theft / embezzlement of funds, and intentionally misreporting student enrollment to obtain additional benefits.
- Mismanagement is the practice of managing a program in such a way that the success of the program is undermined. In the context of school feeding programs, examples include delayed disbursement of food or funding, poor record-keeping, and inadequate planning for contingencies.

DECENTRALIZED MANAGEMENT / DECISION-MAKING

The decisions and core actions regarding the program are made at levels below the national government (e.g., at a province/state or local/district level).

- These decisions are not uniform throughout the country, even if they fit within national guidelines, because they are independently determined at the decentralized level.



FARAWAY COUNTRIES

The decisions and core actions regarding the program are made at levels below the national government (e.g., at a province/state or local/district level).

- Countries that are not readily accessible and/or do not share a border with this country, and/or are not considered to be in the same economic community or “neighborhood”.

FEEDING MODALITY

In-school meals including breakfast, lunch, or dinner (evening meal); in-school snacks; take-home rations; and/or conditional cash transfers.

- The unique set of foods or a unique feeding schedule for a targeted student population within a school feeding program. More than one modality may apply in the same program.
- Examples of school feeding program feeding modalities are school-based meals, school-based snacks, take-home rations, and conditional cash transfers. A school feeding program that provides a daily hot meal for students in school and also provides monthly take-home rations for some or all students has two feeding modalities.

FOCAL POINT

Representative appointed by the national government of a country to gather information and provide responses for this survey.

- The Focal Point is also expected to gain any official approvals and “sign off” necessary, indicating that the survey is complete and may be entered in the public survey database

- The Focal Point should be the first point of contact in this survey. In cases where the Focal Point is not / cannot be responsive, a Survey Associate must gain GCNF approval before approaching another contact.

FOOD BASKET

Food items or commodities included in the school feeding program.

- A very simple food basket, for example, might include a flour made with corn meal and soy blend, along with some sugar and oil (for serving as a hot breakfast porridge). A more complex food basket would be comprised of a mixture of protein(s), cereal(s), fruit(s) or vegetable(s), condiments, one or more drinks, etc.

FOOD RESTRICTIONS

Food whose production, sale, marketing and/or consumption is limited (but not prohibited) by the national government for some reason (such as not fitting with national health or nutrition guidelines).

- Restricted food items in the case of school feeding programs are primarily those foods that are not allowed (by decision of the national government) to be marketed or made available on or near school grounds. An example is the banning of soft drinks or candy on school grounds.
- Foods which (by government mandate) may only be used in very limited, stringently-monitored, quantity are also restricted food items. An example is strict regulation regarding the amount of salt, fats, or sugar that can be used in a school feeding program within specific time periods (per day, per week).

- Restricted food items are NOT totally banned, therefore are not considered to be prohibited items.

FOOD TRADING

Buying and subsequently selling or trading aggregated amounts of food.

- Food aggregation and trading is most often conducted within a large-scale market requiring an intermediary between multiple farmers and a large buyer.
- Food traders include food aggregators and storage operations of various types, farmers' organizations, and other types of entrepreneurs involved in buying and selling food.

FORTIFIED

The addition of one or more essential nutrients to a food.

- A nutrient can be added whether or not it is normally contained in the food, for the purpose of preventing or correcting a demonstrated deficiency of the nutrient(s) in the population.

GENDER-PRIVATE SPACE

Indicates gender-segregated bathrooms or latrines, or unisex bathrooms used in private by one person at a time.

- A place where an individual has private space for personal matters such as toilet use or other personal hygiene activities. The space, if not totally private, is at least designated by gender, and/or used by one person at a time, thus affording privacy.

GEOGRAPHIC TARGETING

Targeting of specific geographic regions/districts/catchment areas to receive school feeding.

- These areas may be selected based on perceptions of need, school attendance rates, nutritional deficiencies, or other reasons, but generally include all students within the targeted age range in that geographic area.
- Specifying rural or urban populations to receive program benefits is also a form of geographic targeting.

HOME-GROWN SCHOOL FEEDING

School feeding program designed to involve small-scale farmers and stimulate local production.

- By purchasing the food required for the program from local small-scale farmers and processors, Home-Grown School Feeding can stimulate local production, create a stable demand for quality and safe food, and support the development of local skills.
- By providing initial assistance to local farmers to develop their capacity to provide a reliable food supply, Home-Grown School Feeding can also expand opportunities for small-scale farmers to gain access to other markets.
- Even if only a small percentage of food is purchased locally from small-scale farmers, a program can be considered Home-Grown School Feeding if it is designed to support local food markets, and this is included in program implementation and in related policies and regulations.

“IMPERFECT” COMMODITIES OR PRODUCE

Food items that are not visually or otherwise “perfect” but are still edible / usable.

- These foods are often sold at a discounted rate, below the market price for “perfect” food items. When prepared and served in a meal, the “imperfection” becomes irrelevant and invisible.
- Judicious use of “imperfect” and/or surplus commodities can both reduce costs for school meals and reduce post-harvest food losses.

IMPLEMENTATION

The activities related to putting a planned (school feeding) program into practice.

IMPLEMENTING PARTNER

A partner (such as a catering company or a non-profit organization) that implements some or all of the program in cooperation with the entity in charge of the program.

- In cases where the entity in charge of program management is not implementing all aspects of the school feeding program, an implementing partner implements some or all of the program.
- In most cases, the implementing partners for large-scale / national programs will be United Nations agencies such as the World Food Program, or non-governmental (charitable or for-profit) organizations such as Catholic Relief Services, Counterpart International, Mary's Meals,

- Nascent Solutions, Save the Children, or large-scale catering firms / companies that provide some or all food and services for the programs.

IN-KIND CONTRIBUTION / DONATION

Contribution of food, goods, or services (rather than, or in addition to, a financial/cash contribution).

- In the case of school feeding programs, local, national, or international entities ranging from parents and community members, to local farmers, to large-scale donors— particularly the United States' McGovern-Dole Food for Education program—may contribute in-kind to the program.

IN-KIND PAYMENT

Non-financial payment made to individuals or groups in exchange for services or goods.

- The most common example in school feeding programs appears in low-income countries, where local women serve as unsalaried cooks. They may serve as volunteers with no payment of any kind, or may receive in-kind payments in the form of food and/or services. There are many instances of in-kind payment with food; there are also examples of community members providing child care, or farm or household work as offsetting compensation for the time and efforts of their schools' cooks.

INDIVIDUAL TARGETING (BASED ON INDIVIDUAL STUDENT CHARACTERISTICS)

Determining eligibility of a students to receive a school feeding program's benefits depending on distinguishing characteristics (e.g., household income level, ethnicity, or gender) of the individuals or their circumstances.

- Examples include take-home rations targeted specifically to encourage girls' attendance, or providing free meals to children of a particularly poor or marginalized group.

INTER-SECTORAL COORDINATION BODY

A group that incorporates the voices and perspectives of multiple sectors that are involved in, or affected by, the school feeding program(s) in a country.

- Group members may all serve in government positions, or the group may be comprised of a mixture of public and private sector players and/or representatives of non-profit and civil society groups. Members of the group are expected to contribute to and/or implement actions recommended by the group
- For school feeding programs, the inter sectoral coordination group may include members with backgrounds in health, nutrition, education, agriculture, women's affairs, youth development, and/or economic development.

LEADERSHIP POSITION

A position of some authority and responsibility within an organization, a program, a geographical area, or another defined arena.

In the context of school feeding programs, a leadership position at the national level might be the head of a school feeding unit in the government bureaucracy; a leadership position at the school level, might be the person (e.g., a cook or school staff member or a parent) who manages the school cafeteria or is in charge of the school's daily food preparation activities.

LOCAL

At an administrative level more narrowly focused and localized than regional (state/province), hence at the district, county, municipality/town, or community level.

MANAGEMENT OF THE SCHOOL FEEDING PROGRAM

Making key decisions related to the school feeding program (e.g., who is targeted and how) and overseeing how it is implemented.

- Management and implementation may be done by the same entity or by separate entities; they may also be shared responsibilities, ideally with negotiated agreements clarifying which entity is responsible for which aspects of the school feeding program.

MANDATORY PROGRAM OR INTERVENTION

Any program or intervention that is required by the government of the country, or by a managing entity.

- In the case of school feeding programs, a mandatory program is generally an additional program (such as de-worming treatment, eyesight testing, handwashing with soap, or water treatment) that requires participation of all schools or students that receive food through the program. The mandate may apply only to schools/students receiving school feeding, or school feeding recipients may be exposed to the program because it is mandated broadly or universally applied throughout the country.

MICRONUTRIENT POWDERS (OR "SPRINKLES")

A powder (usually pre-packaged and) containing vitamins and minerals that can be sprinkled onto any food in a dosage specific to the quantity and type of food being treated.

- The powder often contains multiple micronutrients mixed together.
- Micronutrient powders are used in school feeding programs to increase the micronutrient content of students' diets without changing their normal dietary habits.

MINISTRY, DEPARTMENT, OR AGENCY

For this survey, the government entity (such as a ministry, department, agency, secretariat, or council) meant to manage, oversee, and ensure adherence to policy for one or more aspects of the school feeding program.

- School feeding programs may be managed by any type of government entity or group of entities, as decided by each country.

MONITORING

Ongoing review of the school feeding program or programs to guide management decisions during program implementation.

- This is not the same as “evaluation” of a program.

MULTI-COUNTRY (NOT GLOBAL) COMPANY

A company that operates at a larger than national, but less than global scale (e.g., in several countries in and near to where the company is headquartered).

- Examples are companies based in South Africa and operating in several southern Africa countries; Mexico-based companies operating throughout Central America; and European companies operating only within the European Economic Community/Union.

MULTINATIONAL / GLOBAL-SCALE COMPANY

A very large company that operates worldwide (in many countries and on multiple continents).

NATIONAL SCHOOL FEEDING PROGRAM OR SIMILAR PROGRAM

- This may take the form of:
 - A school feeding program that is managed and/or administered by the national government
 - A large school feeding program that is managed and/or administered by regional or local governments
 - A large school feeding program that is managed by a non-governmental entity, but in coordination with the national government
 - Any large school feeding program that does not involve the government but reaches a substantial proportion of students in the country, or covers a substantial geography
 - The table below provides guidance regarding what program size could meet the criteria for being a “large” school feeding program, based on the size of the primary and secondary student population in a given country. These thresholds are intended to provide a loose estimate for which programs should be captured in this survey.

Primary + secondary student population	School feeding program size threshold
20,000	100 students
50,000	250
100,000	500
500,000	2,500
1 million	5,000
5 million	25,000
10 million	50,000
25 million	125,000
50 million	250,000
300 million	1.5 million

NATIONAL-SCALE COMPANY

A company that operates primarily nationwide and within a country.

- Operations may extend beyond the country's borders, but minimally; the total scale of the company operations is roughly what would be required to cover one country.

NEARBY COUNTRIES

Neighboring countries, or those considered to be easily accessible, in the same “neighborhood” or economic community.

NUTRITIONAL SUPPLEMENTS

Manufactured pills, powders, or liquid intended to provide vitamins and/or minerals that may otherwise not be consumed in sufficient quantities.

- Nutritional supplements are used in school feeding programs to increase the micronutrient content of students' diets without changing their normal dietary habits.

PROCESSED FOOD

For this survey, processed food refers to food prepared for consumption on a large scale, usually done in a large facility with the intention of easing on-site preparation or making ready-to-eat products.

- Processed food, in a strict sense, is anything that has been done to food prior to its consumption, such as chopping, cooking, drying, salting, smoking, and pickling.
- In the context of school feeding programs, examples include factory-made biscuits and breads or processed and packaged ready-to-eat foods / meals, and the processing usually occurs in a factory, bakery, or large-scale catering company.

REGIONAL

At the level of the state, province, or region (between the national and local levels).

SEMI-DECENTRALIZED MANAGEMENT / DECISION-MAKING

Situations where the management and decision-making are shared between the main manager (generally at a higher administrative or authority level, such as the national government) and another entity at a more limited administrative or authority level (such as a district government).

- As an example in school feeding programs, the national government may manage some or all of the funding and/or some commodities provided for the program (from food reserves, surpluses, or other sources) and certain monitoring activities, while the remaining management and decision-making resides with a regional or local entity.
- Semi-decentralized management may be long-lasting, or short term, and may happen during transitions in either direction. For example, a program may be in the process of being centralized (if it had been managed exclusively at the regional or local level) or decentralized (if program management had been exclusively at the national level). In transitions, most or all functions related to program management and decision-making may be staged for gradual hand-over.

SETBACK

A discrete occurrence that causes a problem, pause, or reversal in progress.

- In the case of school feeding programs, a setback is a specific and significant challenge that occurred to the program, which resulted, for example, in fewer children receiving food, less food for the program, fewer feeding days, or the short-term or permanent cessation of the program for some or all targeted students.
- Examples of setbacks include: loss of (a significant amount) of funding for the program, a disease outbreak, a natural disaster, a food safety issue involving the school feeding program, a political change or crisis, or a conflict that affects a significant number of schools and students.

SLOW-ONSET EMERGENCY

An emergency that arrives slowly, most often from a confluence of different events.

- An example of a slow-onset emergency is desertification or deforestation combined with drought and pest infestation, or with an epidemic or civil strife.
- A slow-onset emergency generally allows some time for planning to prevent disaster or at least address the worst effects of the emergency.

SMALL-SCALE FARMER

A farmer with limited resources that operates at a small scale (as determined with reference to the local setting).

- Other terms may be used to describe small-scale farmers, such as “smallholder farmer”, “family farmer”, and “subsistence farmer”
- Home-grown school feeding (HGSF) is intended to particularly engage and benefit small-scale farmers who are low-income and/or subsistence-oriented.

SUB-NATIONAL COMPANY

A company that operates within a country at the local or regional level.

- A sub-national company involved in school feeding programs, for example, might be a local bakery that provides products just for schools within a municipality or district, a catering company that provides food just for schools within a 50-mile radius, or a processing company / mill that supplies its products only within a given region, state, or province.

SURVEY ASSOCIATE

An individual working with the Global Child Nutrition Foundation (GCNF) on this survey.

- The main role for Associates is to communicate with survey respondents (Focal Points) to ensure their understanding of the survey and specific survey questions and to gain the most complete and accurate responses possible.
- Survey Associates are available to communicate by email, phone, or Skype (and possibly through

other modes of communicating over distances). They are ready to provide clarification or to work closely with respondents for as long as the survey process takes. They can also assist with technical issues.

- The Survey Associate will review each survey for completeness and gain Focal Points' final approval for entering the survey into the global database.

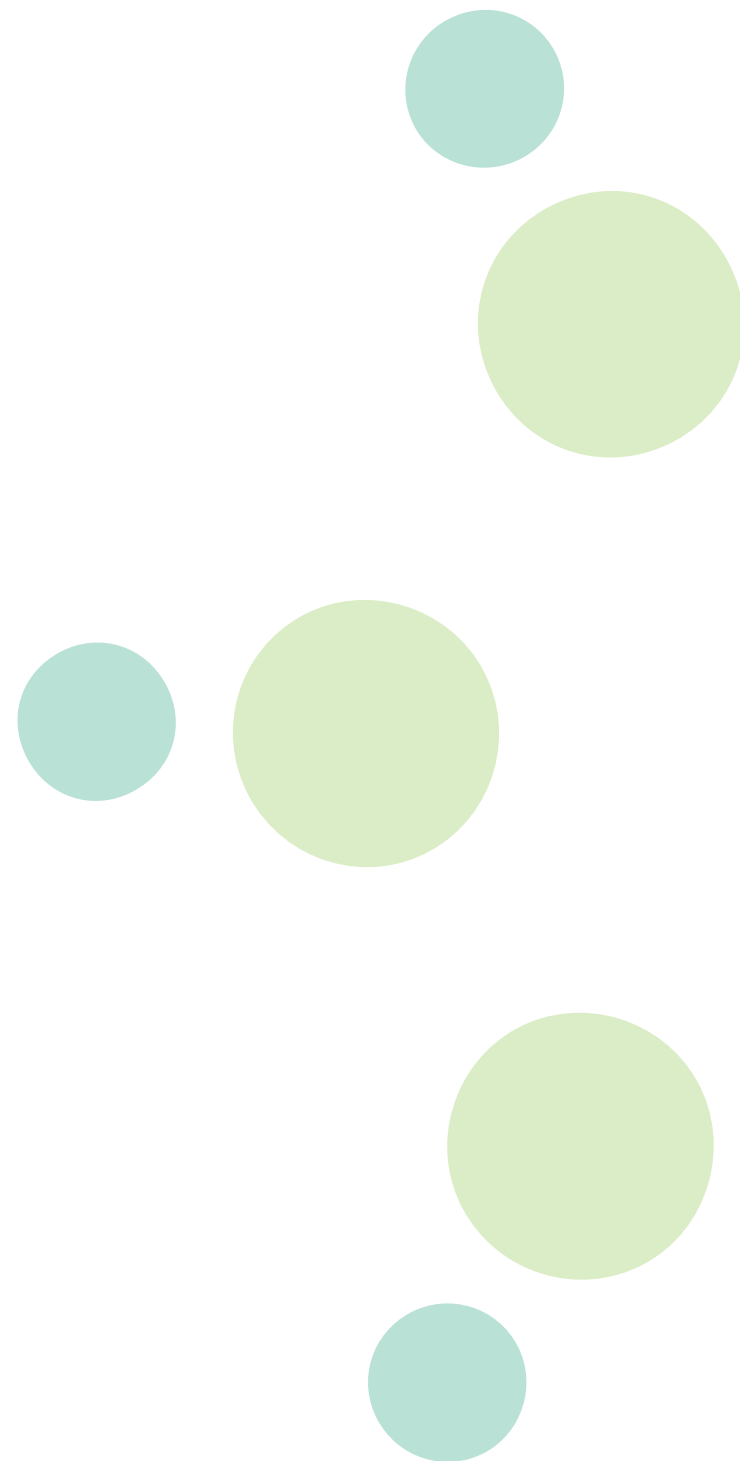
TAKE-HOME RATIONS

Food items provided to students to take back to their families / homes.

- Take-home rations may be conditional, serving as an economic incentive for families to send their children to school and achieve a particular attendance level in a given time frame (e.g., a month or a quarter).
- Take-home rations may also be intended for children's consumption, in order to give schoolchildren food during weekends or school vacations if the children are deemed vulnerable (based on their individual characteristics, such as gender, the family's economic status, and/or being a member of a specific minority group) during those periods when food is not available at school and/or children are not expected to be in school.

UNIVERSAL TARGETING

All students (within the targeted age range or school level) in the whole country are intended to receive school feeding.



The Global Child Nutrition Foundation is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. Learn more at www.gcnf.org.

IPE Global is an international development consulting company based in India that provides expert technical assistance and solutions for equitable development and sustainable growth in developing countries. Learn more at www.ipeglobal.com.

