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# MID-DAY MEAL (PM-POSHAN) SCHEME IN INDIA

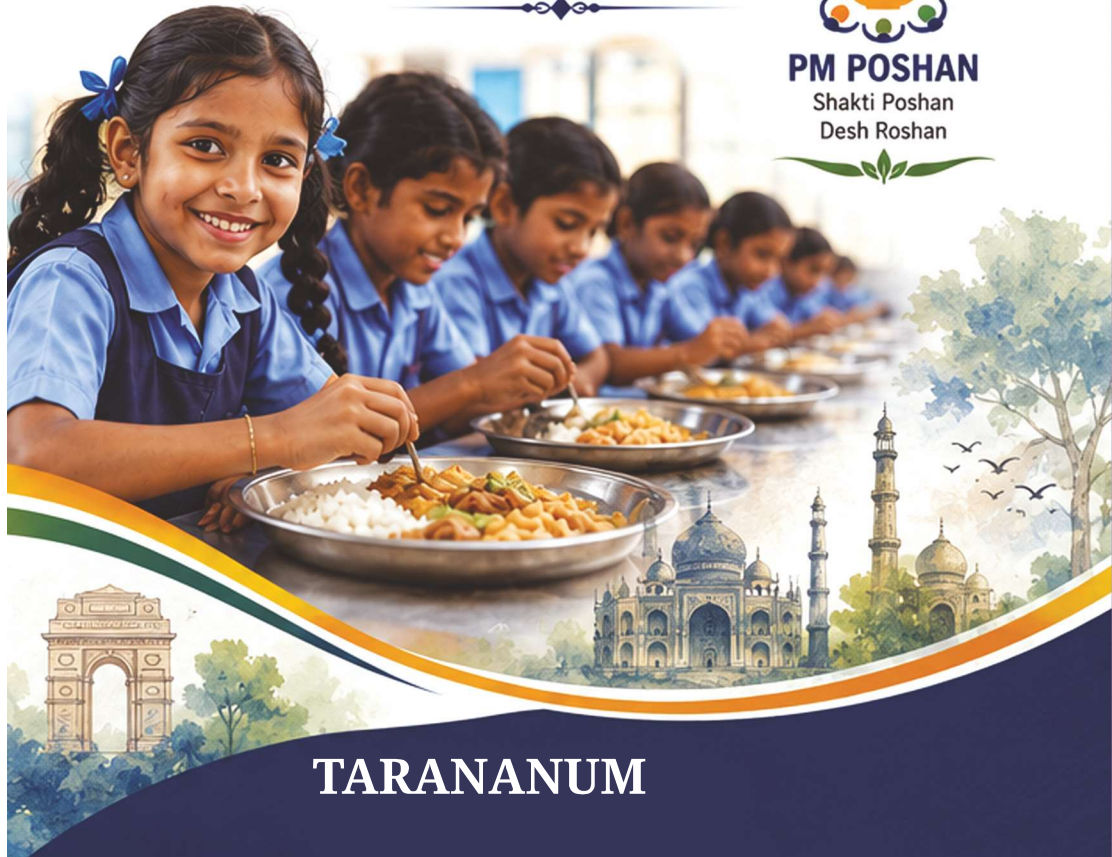
● EVOLUTION, POLICIES AND PRACTICES ●

*Nourishing Children,  
Building a Stronger India*



**PM POSHAN**

Shakti Poshan  
Desh Roshan



**TARANANUM**

# **MID-DAY MEAL (PM- POSHAN) SCHEME IN INDIA: EVOLUTION, POLICIES AND PRACTICES**

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# ***Mid-day Meal (PM- Poshan) Scheme in India: Evolution, Policies and Practices***

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support have contributed significantly to the completion of this work. Their encouragement created a stimulating academic atmosphere that greatly enriched my understanding of the subject. I remain thankful to the university administration, library staff and supporting personnel for extending every possible facility required during the process of data collection, consultation of reference materials and completion of the manuscript. Their timely assistance and cooperative attitude are gratefully acknowledged.

I convey my sincere thanks to all the schools, administrators, teachers, students, parents, community representatives and other stakeholders associated with the Mid-Day Meal (PM-POSHAN) Scheme who willingly participated in the study and shared their experiences, perceptions and observations. Their cooperation and openness provided the foundation upon which this work has been built. I also acknowledge with gratitude the contribution of various scholars, researchers, policy documents, reports, journals and institutions whose published works provided conceptual clarity and academic direction during the preparation of this book. Their scholarly contributions have enriched the quality and depth of the present study. My heartfelt gratitude is reserved for my family members, relatives, friends and well-wishers whose unconditional support, encouragement, understanding and prayers remained a constant source of strength throughout this journey. Their patience and faith in my efforts enabled me to continue with dedication and determination even during difficult phases of the work.

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## *Preface*

Education is universally regarded as the foundation of national progress, social transformation and human development. In a country like India, where poverty, malnutrition, illiteracy and social inequality continue to affect educational participation, the Mid-Day Meal (PM- Poshan) Scheme has emerged as one of the most significant welfare-oriented educational interventions. Introduced with the objective of combating classroom hunger and encouraging school participation, the scheme has gradually evolved into a comprehensive programme of nutritional and educational support presently known as PM-POSHAN Yojana. The scheme has played an important role in improving enrolment, attendance, retention, nutritional status and social equity among children studying in government and government-aided schools across the country.

The present book is a scholarly and research-oriented attempt on the basis of research outcomes of my doctoral thesis. This book is to critically examine the evolution, implementation, impact and effectiveness of the Mid-Day Meal (PM POSHAN) Scheme with special reference to elementary education. The study explores the relationship between nutrition and learning and analyses how school feeding programmes contribute to educational development, social inclusion, child welfare and national growth. It further highlights the transition from the traditional Mid-Day Meal Scheme to PM-POSHAN and discusses the broader educational and nutritional implications of this transformation. The book combines historical analysis, policy review, empirical investigation and statistical interpretation to provide a comprehensive understanding of the programme and its functioning in the Indian educational system. The present book has been systematically organized into seven chapters.

The first chapter, entitled Introduction, discusses the concept of universal elementary education, educational incentives, enrolment and retention trends, objectives of the Mid-Day Meal Scheme, operational definitions and the significance of PM-POSHAN Yojana in the contemporary educational framework. The chapter also elaborates the educational, nutritional, psychological and social dimensions of the programme and explains its relevance in strengthening elementary education in India.

In the second chapter i.e., Evolution of Mid-Day Meal Scheme, a detailed historical and global perspective of school meal programmes is being presented. It traces the development of the Mid-Day Meal Scheme from international school feeding initiatives to its emergence and expansion in India. The chapter examines policy innovations, global experiences, national perspectives and the gradual institutionalization of the scheme within the Indian educational system.

Author explained the 'Execution Mechanism: Cooked Mid-Day Meal Scheme in India' in the third chapter which focuses on the organizational and administrative structure of the scheme. It discusses the implementation framework at national, state, district and village levels along with monitoring mechanisms, nutritional norms, allocations of funds, food grain distribution, supervision procedures and programme parameters necessary for effective execution of the scheme.

In fourth chapter i.e., Review of Related Literature, critically reviews earlier studies, reports, journals, books, policy documents and research investigations related to Mid-Day Meal programmes, school nutrition, enrolment, retention, attendance and educational development. The chapter identifies research gaps and establishes the academic relevance and need for the present study.

The fifth chapter, Methodology and Procedure of the Study, explains the research design, sampling procedures, tools of data collection, field investigation, statistical techniques and methods of analysis adopted in the study. Both primary and secondary sources of data have been utilized to investigate the impact of the Mid-Day Meal Scheme on enrolment and retention in government primary schools.

The sixth chapter, Statistical Analysis and Interpretation of Data, presents objective-wise statistical analysis and interpretation of the collected data through various techniques such as percentage analysis, mean analysis, paired-sample t-test, one-sample t-test and ANOVA. The chapter evaluates the perceptions of the stake holders (Students, Teachers, Parents, Headmasters, Grampradhans and ABSAs) regarding the enrolment, retention, quality, implementation, hygiene, monitoring and execution of the Mid-Day Meal (PM-POSHAN) Scheme.

The seventh and final chapter, Summary, Conclusions, Implications, Recommendations and Suggestions, summarizes the major findings of the study and discusses the successes, limitations, and challenges associated with the implementation of the scheme. The chapter provides practical suggestions and policy recommendations for improving transparency, nutritional quality, monitoring mechanisms, infrastructure, logistics management, community participation and accountability in order to strengthen the effectiveness of the Mid-Day Meal Scheme and PM POSHAN Yojana.

The present work is expected to be useful for researchers, teachers, educational administrators, policy -makers, students of education and scholars of social sciences who are interested in understanding the intersection of education, nutrition, social welfare and child development. It is hoped that the discussions, findings and recommendations presented in this book will contribute meaningfully

to educational research, policy formulation and academic discourse concerning school education and child welfare programmes in India.

The author expresses sincere gratitude to all scholars, educational institutions, government departments, teachers, respondents and supporting agencies whose cooperation, guidance and contributions directly or indirectly facilitated the compilation of this work. It is expected that this book will encourage further researches and constructive efforts towards building a healthier, educated, inclusive and socially equitable society.

**Tarananum**



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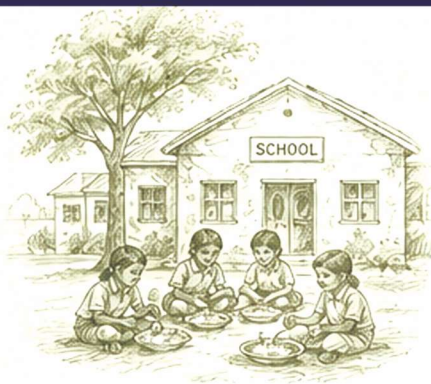
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# About the Book

This book offers a comprehensive, research-driven analysis of India's **PM POSHAN Yojana** (formerly known as the Mid-Day Meal Scheme) by examining its evolution, policy framework, implementation and highlighting its impact on enrolment, attendance, retention, learning outcomes, nutrition and social equity. Integrating empirical evidence with policy analysis, it enables the interconnections between nutrition, education, child development and inclusive growth while addressing the key implementation challenges and reform opportunities. The book provides evidence based insights and practical recommendations for strengthening the programs' governance, transparency and monitor the community participation. It serves as a valuable reference for policymakers, government agencies, educational administrators, researchers, teachers' educators, students, development practitioners and civil society organisations by aligning educational theory with public policy and the Sustainable Development Goals, particularly **SDG 2 (Zero Hunger)** and **SDG 4 (Quality Education)**.



## About the Author

Dr. Tarananum is an academician, researcher and teacher educator with extensive experience in higher education and teacher education. She holds a Ph.D. in Education from Aligarh Muslim University (AMU) Aligarh. She is UGC -NET qualified and is a recipient of the MANF (UGC)- Junior Research Fellowship (JRF) and Senior Research Fellowship (SRF). She has been awarded Post-Doctoral Fellowship (PDF) by ICSSR. Her academic qualifications include M.Ed., M.A. (Economics), PG Diploma in Higher

Education and PG Diploma in Educational Technology.

She has served as an Assistant Professor (Contractual) in the Department of Education, Aligarh Muslim University, in addition to the other educational institutions. She has contributed in the field of teachers' education, curriculum development, mentorship and institutional quality initiatives. Her areas of interests include Teacher Education, Higher Education, Educational Technology, Outcome-Based Education, Educational Measurement & Evaluation, Educational Administration and Employability related issues in education. Dr. Tarananum has published several research papers in SCOPUS, Web of Sciences, ABDC-indexed, UGC-CARE and other peer-reviewed journals, has authored book chapters in some valuable edited academic volumes and holds an Indian Patent by reflecting her interdisciplinary research contributions. She has actively participated in conferences, workshops, FDPs and MDPs etc. Committed to excellence in teaching, research and innovation, Dr. Tarananum advocates learner-centred education, evidence-based practice and the integration of emerging technology to advance teachers' education and higher education.



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