

**ELICITING COMMUNITY PARTICIPATION FOR
STRENGTHENING THE HONOURABLE CHIEF
MINISTER'S NUTRITIOUS NOON MEAL
PROGRAMME IN SELECTED VILLAGES**

By

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Table of Contents

Chapter		Page No.
	LIST OF TABLES	
	LIST OF FIGURES	
	LIST OF APPENDICES	
I.	INTRODUCTION	.. 1
II.	REVIEW OF LITERATURE	.. 8
III.	METHODS	.. 31
IV.	RESULTS AND DISCUSSION	.. 39
V.	SUMMARY AND CONCLUSION	.. 65
	LIST OF REFERENCES	
	APPENDICES	



List of Tables

Table		Page No.
I	NUTRITIONAL REQUIREMENTS OF PRE-SCHOOL AND SCHOOL GOING CHILDREN	18
II	BALANCE DIET FOR PRE-SCHOOL AND SCHOOL GOING CHILDREN	19
III	COMPOSITION OF THE MEAL	23
IV	DETAILS OF SAMPLES SELECTED FOR THE STUDY	33
V	PROBLEMS IN THE NOON MEAL CENTRES	35
VI	ACTIVITIES PLANNED BY THE PTA AND YOUTH CLUB MEMBERS	37
VII	FREQUENCY OF SUPERVISION BY THE LOCAL PEOPLE	41
VIII	OPINIONS ABOUT THE PROGRAMME	42
IX	PROBLEMS FACED BY THE ORGANISERS	43
X	SUGGESTIONS GIVEN BY THE ORGANISERS	44
XI	BENEFITS OF THE PROGRAMME	45
XII	FREQUENCY OF SUPERVISION BY THE PARENTS	46
XIII	CHANGES IN THE PERSONAL HYGIENE AND HEALTH CONDITION OF CHILDREN	47
XIV	PROBLEMS ENCOUNTERED	48
XV	SUGGESTIONS OFFERED	49
XVI	NUTRITIONAL KNOWLEDGE OF CHILDREN	50
XVII	CHANGES IN THE HEALTH STATUS	51
XVIII	BENEFITS OF THE PROGRAMME	53

Table		Page
XIX	PARTICIPATION OF THE COMMUNITY	55
XX	CONSTRUCTION OF SMOKELESS CHULAH IN DIFFERENT VILLAGES	57
XXI	EXPENDITURE ON SMOKELESS CHULAH CONSTRUCTION	58
XXII	SCHOOL GARDENING AND TREE PRANTING IN DIFFERENT VILLAGES	60

LIST OF FIGURES

Figures		Page No.
1	Locale of the Project	32a
2.	Group Discussion with Noon Meal Organisers and the Members of Science Club	36a
3	Planning the Project Activities in Consultation with Presidents of Science Club and PTA Members	36b
4	Problems Faced by the Organisers	42a
5	Changes in Health Status of Children	51a
6	Coaching Class in Progress	54a
7	Help Rendered by the People	55a
8	Kitchen Without Smokeless Chulah	57a
9	Kitchen With Smokeless Chulah	57b
10	Joint Effort in Tree Planting - School Children and Local People	59a

LIST OF APPENDICES

Appendices

PAGE No.

1	Views of Organisers about the Honourable Chief Minister's Nutritious Noon Meal Programme	78
2	Views of Parents and Children about the Honourable Chief Minister's Nutritious Noon Meal Programme	81
3	Check List to Evaluate the Various aspects of the Noon Meal Programme	85

Introduction

I. INTRODUCTION

As exhorted by Gandhi (1971) today's children are the mothers and fathers of our next generation. Children are the mirror of nation and the world itself. They are the nation's biggest investment for development and harmony. India is committed to achieve the target of health for all by 2000 A.D. This requires careful planning with built in mechanism of community participation at all stages right from planning to implementation and evaluation (Ghosal, 1984).

Health is an important component of social development in Indian planning. It has been covered under social services. The World Health Organization defines 'Health' as a state of complete physical, mental and social well being and not merely as an absence of disease or deformity (Santhanam, 1978).

World Health Day (7th April, 1984) Spot lights the basic truth that we must all safeguard the healthyminds and bodies attaining health for all by the year 2000 A.D. (Mahler, 1984). Programmes for the welfare of children have been receiving particular attention in the community development programme. The Central and State Governments have accorded high priority to the education, health and welfare of children (Mukerji, 1967).

The International Year of the Child (1979) is concerned with children in all countries, especially the pre-school children. In India, the year visualised the revitalisation of public attention on children of the six years of age group and younger. The objective is also to lay the foundation of proper psychological, physical and social development of these children especially in the rural areas (Ashadhar, 1979).

The pre-school period of child is normally considered as the foundation period of life. To promote healthy growth of the child, the nutritional needs should be met through proper diet. Failure in meeting the proper nutritional requirements during the pre-school age results in deficiency diseases, which may have permanent impact of ill health on the growth and development of the child in last stages (Devi, 1983).

Nutrition is the science of nourishing the body. Nutrition plays an important role in economic growth of our country and is assumed that through the economic and social justice, poverty and malnutrition can be eliminated. Nutrition and health are not synonymous but without good nutrition health cannot be at the best (Devadas, 1970).

About 50 per cent of children in the pre-school going group suffer from anaemia and other vitamin deficiencies. Blindness afflicts about 12,000 children every year because of Vitamin A deficiency. Infant mortality according to a recent announcement was 134 per thousand (Jain, 1982).

In such cases, the Government has to intervene with suitable aid so that the child is not deprived of its childhood and the nation, its human wealth (Ashokrao, 1984).

To improve the quality of children's lives is a very important function of a Government. The strength of a Nation depends upon the strength of children. All national plans and programmes aimed at improving the economic, social and moral status of the children, so that the Nation can become strong and self reliant. The nutrition feeding programme for children is a crucial one to the success in the national efforts towards progress and prosperity (Sidhu, 1983).

Many feeding programmes are in operation under the auspices of Central and State Governments and voluntary agencies, on the diet of the growing children. They are the Special Nutrition Programme, Integrated Child Development Scheme, World Food Programme, CARE feeding programme, Feeding

Programme through Creches and Balwadies, Applied Nutrition Programme and Prophylaxis against blindness caused by Vitamin A deficiency". (Mathew, 1983).

The revised 20 Point Programme of the Late Prime Minister includes nutrition component as a new item. Its objective is, "to accelerate programmes of welfare for women and children and nutrition programmes for pregnant women, nursing mothers and children". This coverage is an aspect of overall nutrition development and hence alleviation of poverty.(Rao, 1984).

Our Government of Tamilnadu launched the gigantic, "Honourable Chief Minister's Nutritious Noon Meal Programme for Children" in the age range 2 to 10 years, living below the poverty line perhaps the most massive nutrition programme of its kind to be undertaken any where in the world.

The programme is implemented through two channels; for the under fives that is for 2 plus to 4 plus through the child welfare centres and for the 5 plus to 9 plus through the primary schools. The programme supplied the children a nutritious hot meal at noon free of cost.

This programme planned to feed in all 59,973 centres cater the meals through 26,617 child welfare centres and

33,356 primary schools. The number of children who benefit has increased from 5.6 million in July to 6.4 million in October 1982. Each child welfare centre is managed by a child welfare organiser and two child welfare assistants. In each primary school, one noon meal organiser and two child welfare assistants are appointed.

This colossal venture, the brain child of Tamil Nadu's Chief Minister Thiru M.G.Ramachandran is designed to bring about a significant change not only in the health, nutritional status of the children, but also in the social environment in the rural areas, at a cost of nearly Rs.120 crores per year. The unique feature of the programme is the feeding of all the needy children from two years of age to 10 years below the poverty line on all 365 days of the year.

The Chief Minister's Free Noon Meal Scheme is to be extended to all the students studying upto Xth Standard (SSLC) in Schools from September 15. The extension of the scheme to students in the age group 10 to 15 would benefit 15.96 lakh more students. Already 64.16 lakh children were being benefited. The programme, thus gives the under fifteens an opportunity to have at least one good meal a day.

Since the programme utilises local personnel inputs and traditions, its success and continuity are in the hands

of the local people themselves. Hence, it is a programme of the people, for the people and by the people in every sense. The scheme is thus a boon to the under privileged and should help to strengthen their social, economic and educational advancement and bring them in to the main stream as active partners and participants in National Development (Devadas, 1983).

Hypothesis:

Effective community participation would facilitate better functioning of the Honourable Chief Minister's Nutritious Noon Meal Programme.

General Objective:

To elicit community participation for strengthening the Honourable Chief Minister's Nutritious Noon Meal Programme in operation.

Specific objectives:

- (1) To understand the realized objectives of the programme.
- (2) To train children and thereby families in good food habits.
- (3) To assess the nutritional status of children participating in the programme.

(4) To analyse the problems of the noon meal centres concerned with the programme.

(5) To peruse the ways and means of involving community in the noon meal programme, and

(6) To motivate the noon meal organisers to solve the problems with the help of community participation.

Review of Literature

II. REVIEW OF LITERATURE

The literature pertaining to the study on, "Eliciting Community Participation for Strengthening the Honourable Chief Minister's Nutritious Noon Meal Programme" is reviewed under the following headings:

- A. Health and Nutritional Status of Children
- B. Feeding Programmes in Operation in India
- C. Chief Minister's Nutritious Noon Meal Programme
- D. People's Participation in the Development of the Community and
- E. Research Perspectives

A. Health and Nutritional Status of Children:

"Health is Wealth", is a familiar proverb. Of all the worldly possessions that one would like to have, Health is the most basic. A healthy and strong individual is an asset not only to his family but also for the society (Sundaravadivelu, 1970).

The world of children is the world of innocence, of joy and of love. They are a civilization's base for the future and as such constitute a valuable source of its perennial renewal. It is on them that humanity can build a foundation of a bright future (Desai, 1979).

9

Nair (1979) highlights that the National Policy for Children adopted by the Government of India in 1974 recognised children as "nation's supremely important asset" and declared the nation responsible for their welfare and development. As Shah (1976) forecasts that the nation marches on the feet of children. This early childhood years are the extremely impressionable and formative.

Madhakar (1983) contemplates that the health status of the children of a nation is highly reliable index of the health of her population. According to 1981 census estimates in India, children upto 14 years of age are 255 million (38 per cent of our population). Malnutrition is a major nutritional problem among children. Vitamin A deficiency leading to blindness affects children below 6 years and around 25,000 children become blind every year. 85 per cent of pre-school children have anaemia. The health and nutritional status of young children in India is quite unsatisfactory with farfetched consequences.

Children are the biggest investment for development and harmony. The physical and mental development of today's children determine the prosperity and peace of tomorrow (Easwaran, et al., 1974).

Children between ages 1-5 years constitute more than 17.4 per cent of our total population. Often they are the

victims of malnutrition and suffer most cruelly from malnutrition. This figure is less than 10 per cent in the technologically advanced countries of the world. From the nutritional and economic points of view, this is an unfavourable age composition. For this population segment is not only unproductive, but also nutritionally most vulnerable (Gopalan, 1972).

Well-nourished pupils are the units of a strong nation. When the child grows up, he increases his range of physical and mental activities. Extra nourishment is required to meet this increasing need (Nagaraj, 1978).

The pre-school education and primary school education plays a vital role in the proper development of the child both physically and mentally. It lays down the solid foundation for the bright future of the child (Naik & Henry, 1978).

Santosh (1980) opines that the children at pre-school age are bursting with energy and curiosity to learn. Poor health can hamper their learning. During early childhood years those children who have low resistance, contract infections sooner than others. With illness, they are exposed to heightened emotional disorder and become nervous, fretful, irritable or passive.

According to Devi (1983) the pre-school period of child is normally considered as the foundation period of life. To promote all round health growth of the child, the nutritional needs should be met through, proper diet. A pre-school child needs to consume the nutrient daily, in order to maintain a balanced physical and psychological growth.

Rao (1984) reiterates that the Pre-schoolers do suffer from energy deficiency to the extent of 300 calories per day. Hence, Government has taken up various steps to fill this gap by number of nutrition feeding programmes all over the country to cater to the needs of vulnerable groups.

Nutrition is part of health. The problems of nutrition are universal. They are found among well fed as well as ill fed persons among affluent families and communities as well as among poor ones (Adiseshiah, 1972).

Cherian (1981) exhorts that the nutritional status of a community cannot be achieved in isolation from other attributes of socio-economic development. Nutritional uplift can only come about as part and parcel of an all round socio-economic development of the community.

Malnutrition and misery continue to afflict nearly half of the Globe. The problem of facing malnutrition in the

great majority of the rural India, has been defined as, "a pathological state resulting from a relative or absolute deficiency or excess of one or more essential nutrients". It comprises of four forms undernutrition, over nutrition, imbalance and specific deficiencies.

^{Mal} Malmalnutrition in children can inflict permanent damage that might impair the intelligence aggressiveness and other signs of anti-social behaviour, thus making the child disliked not only at school but also at home. The dietaries of the pre-school children are based on cereals and pulses only. The existing diets are deficient in calories, good quality proteins, minerals and vitamins such as riboflavin, ascorbic acid, iron, calcium and extremely low in Vitamin A. As a result of the gross deficiencies of these nutrients in their diets, majority of the children suffer from protein energy malnutrition, Vitamin A deficiency and anaemia. Inorder to prevent malnutrition among these children, it is necessary to bring about quantitative and qualitative improvement in their diets (Parvathy Rao 1982 and Dahiya, 1983).

A balanced diet simply means, a diet that will supply all the nutrients necessary for the growth and development of the body. In India, a balanced diet has become an

imperative, since most Indians consume foods that provide more carbohydrates, fats and proteins (Mathew, 1982).

Balanced diet is required for the proper growth development and maintenance of the body. A diet which contains different types of food in such quantities and proportions that it meets the requirements of the body for maintaining health, vitality and general well being. If the diet lacks one of the elements required by the body malnutrition results and the human body becomes limited in physical and mental development, shows a propensity to illness and has a low capacity for work (Devadas, 1983 and Das, 1984).

Dorathy (1977) and Sen (1984) enlightens that a number of nutrition intervention programmes have been launched in developing countries to combat the widespread malnutrition among vulnerable sections of society especially, young children, expectant and nursing mothers.

B. Feeding Programmes in Operation in India:

A nutritional feeding programme has many aspects of which serving the food at the centre is only one. The meal service should be a tool for developing good food habits for health, good manners such as thoughtfulness, consideration

for others and should generally serve as a foundation for good citizenship. An efficient nutrition programme should comprise of:

- (a) Nutrition and Health Education
- (b) Feeding Target Groups and
- (c) Evaluation

(1) The Special Nutrition Programme:

The SNP was launched in 1970 as a crash programme to provide supplementary nutrition to children below 6 years and expectant and nursing mothers living in the poverty stricken areas of urban slums, tribal and backward areas. SNP aims at bringing the existing nutritional gap in the two target groups by providing supplementary feeding to the extent of 200 to 300 calories and 12-15 gms of protein per child, and 500 calories and 20-25gms of protein per mother per day for 300 days in a year.

(2) Integrated Child Development Services (ICDS):

It aimed at providing a package of early childhood services consisting of supplementary nutrition, immunisation, health check up, referral services, nutrition and health education and non formal education to children below six years of age and expectant/nursing mothers so that every child in

the project area could have a reasonable opportunity of survival and develop in to useful member of society. The projects are being taken up in selected Blocks in the most disadvantaged backward rural/tribal areas and urban slums.

(3) The World Food Programme Project:

Under this Project, supplementary nutrition is provided to pre-school children below six years, pregnant women and nursing mothers from the vulnerable sections of society. 2,026 centres has been operating in India since the middle of 1976. The project is targetted to cover 20 lakhs beneficiaries till 1982 in the States of Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Orissa Rajasthan, Uttar Pradesh and West Bengal.

(4) CARE Feeding Programme:

CARE Provides food commodities for supplementary nutrition programmes for school and pre-school children. In 1979-'80 CARE supplied 148 lakh tonnes of food commodities to school children and 138 tonnes for pre-school children.

(5) Feeding Programme Through Creches:

The scheme, implemented by voluntary agencies, provides day care services for children of the age group 0-5 years.

Services include sleeping facilities, health care, supplementary nutrition, immunization and entertainment for the children. Each unit consists of 25 children. For each unit, a maximum of Rs.505/- is prescribed for monthly recurring expenditure and lumpsum of Rs.2500/- for non-recurring expenditure.

(6) Feeding Programme Through Balwadies:

The Ministry of Social Welfare started a programme in 1970-'71 through Balwadies run by voluntary institutions, under the children between 3 to 6 years were provided supplementary nutrition. About 2.29 lakhs children are covered under this programme in about 6000 balwadies.

(7) Applied Nutrition Programme:

The centrally sponsored scheme of Applied Nutrition Programme was initiated in 1963 with the objective of improving the nutritional status of the rural people particularly of the vulnerable group through a well co-ordinated nutrition education programme of production and consumption of nutritious foods such as leafy vegetables, fruits, fish and eggs. The Gram Panchayats, Yuvak and Mahila Mandals have been associated with the production of Nutritious foods and demonstration feeding programmes of the vulnerable section of the

community. The programme covered 1,766 blocks upto 1978-'79 (Research and reference division, 1982).

(8) Prophylaxis Against Blindness Caused by Vitamin A Deficiency

To prevent blindness among children due to Vitamin A deficiency in their diet, a concentrated dose of Vitamin A is given orally every six months through health centres. This programme covered about 84 lakhs beneficiaries during the fifth plan period. Two and a half crore children will be covered annually in the Sixth Five Year Plan Period (1980-1985).

(9) Prophylaxis against anaemia

To prevent nutritional anaemia among women and children combined tablets of iron and folic acid are being distributed through health centres. The programme is expected to cover 6 crore mothers and 6 crore children in the Sixth Five Year plan period. The programme covers 2.4 crore mothers and children annually (Mathew, 1983).

Daily Allowances of nutrients and diets for Indian Pre-school and school going children recommended by ICMR in 1981 is given in Table I.

TABLE I
NUTRITIONAL REQUIREMENTS OF PRESCHOOL AND
SCHOOL GOING CHILDREN

S.No.	Nutrients	Age in Years		
		1 - 3	4 - 6	7 - 10
1.	Energy	1000 Cal.	1200 Cal.	1600 Cal.
2.	Protein	22 gms	29.4 gms	35.6 gms
3.	Calcium	0.5 gms	0.5 gms	0.5 gms
4.	Iron	20.25 mgms	20.25 mgms	20.25 mgms
5.	Thiamine	0.6 mgs	0.8 mgs	1.0 mgs.
6.	Riboflavin	0.7 mgs	1.0 mgs	1.2 mgs.
7.	Nicotinic Acid(mg)	0.8 mg	0.10 mg	1.4 mg.
8.	Vitamin B ₆	0.6 mg	0.9 mg	1.2 mg
9.	Ascorbic Acid	40 mg	40 mg	40 mg
10.	Folic Acid	100 µmg	100 µmg	100 µmg
11.	Vitamin B ₁₂	0.2 µmg	0.2 µmg	0.2 µmg
12.	Vitamin D	200 IU	200 IU	200 IU

ICMR (1981)

The recommend balanced diets for Indian Pre-school children are given in the Table II.

TABLE II
BALANCE DIET FOR PRESCHOOL AND SCHOOL GOING CHILDREN

S.No.	Nutrients	Age Group			
		Preschool 1-3 years		School 4-6 years	
		Non-veg. (gms)	Vegetarian (gms)	Non-veg. (gms)	Vegetarian (gms)
1.	Cereals	150	150	200	200
2.	Pulses	40	50	50	60
3.	Green Leafy Vegetables and other vegetables	50	50	75	75
4.	Roots and Tubers	30	30	50	50
5.	Fruits	50	50	70	70
6.	Milk	300	300	200	250
7.	Fats and Oils	20	20	25	25
8.	Meat and Eggs	30	--	30	--
9.	Sugar and Jaggery	30	30	40	40

ICMR (1981)

C. Chief Minister's Nutritious Noon Meal Programme:

1. Genesis of the Scheme:

At 12 Noon on July 1, 1982 nearly 5.6 million children sat down in 21,137 Child Welfare Centres (Balwadies) and in 32,470 Primary Schools spread all over the state of Tamil Nadu to partake of the hot nutritious meal served at Government cost. Thus was born Tamil Nadu's Gigantic "Nutritious Meal Programme for Children" in the age range of 2 to 10 years living below the poverty line. The unique feature of the programme is the feeding of all the needy children from two years of age to 10 years below the poverty line on all 365 days of the year.

a. Scope and objectives:

The programme is implemented through two channels: For the under fives that is for 2 plus to 4 plus through the child welfare centres or balwadies and for the 5 to 9 plus through the primary schools. The programme supplies the children a nutritious hot meal at noon free of cost.

With the following specific objectives: (a) Provide more than one third of the nutritional requirements and thus help ^{to} promote health, growth, development and learning ability of the children (b) Enthuse children to go to school

and improve school attendance (c) Foster sound social behaviour among children and dispel feelings of differences between various castes. (d) Inculcate good dietary and personal hygiene habits and promote awareness of the importance of environmental sanitation. (e) Impart health/nutrition education to children parents and the community (f) provide employment for women below the poverty line (g) bring about a gradual socioeconomic transformation among poor rural communities.

b. Coverage:

In all 59,973 centres cater the meals through 26,617 child welfare centres and 33,356 primary schools. The number of children who benefit has increased from 5.6 million in July to 6.4 million in October 1982.

Personnel: for below fives:

Each child welfare centre is managed by a child welfare organiser (Balasevika) and two child welfare assistants - all of whom are selected from the same community, where the centre is located. The Balasevikas are in most cases girls with a secondary school leaving certificate in the age group of 25-35 years. In the case of widows the age range is 25-40 years. The helpers are recruited from those with ability to read and write Tamil in the age range of 25-40 years. The helpers have been trained to cook and serve the food to the

children. The Balasevika is overall charge of the CWC and in parts pre-school education. Educational aids and play materials and cooking utensils, plate and tumblers have been supplied to all child welfare centres.

c. For Above Fives:

A part time cook and one helper to assist and clean the vessels have been appointed in each primary school. The teachers in the schools at present monitor the cooking and serving of the meals. Where the number of beneficiaries is more than 500, provision has been made for the appointment of one more cook.

Meal Pattern:

The menu for the Nutritious Meal Programme have been planned by Sri Avinashilingam Home Science College, Coimbatore to meet nearly one third of the daily requirements as recommended by the Indian Council of Medical Research for these age groups (Table III).

TABLE III
COMPOSITION OF THE MEAL
(In Gms)

Target Group	Rice	Dhal	Oil	Leafy Veg.	Other Veg.
Pre-School Child	80	10	7	25	25
School Child	100	15	7	25	25

The cost of the meal including fuel and transport works out to about 45 paise per child. The meal provides about 410 K Cals and 10 gm. protein for the pre-school child and 510 K Cals and 12 gm for the school child.

d. Delivery of Food articles:

The food commodities are delivered at the door steps of the CMC's/Primary schools by lorries for one to two months in advance through the Civil Supplies Corporation and its net work of co-operative societies according to a fixed programme drawn in consultation with the agencies concerned. Suitable containers have been provided for each centre for the storage of the required quantities of food of that centre. Thus, regularity and quality of supplies have been ensured. The staff in the centres purchase only vegetables and fire-wood locally.

e. The North Block:

Wherever there are open spaces around the child welfare centres, the balaswikas are being requested to encourage the children in organising Kitchen garden, raising and tending vegetables which they themselves would use later. This is to create a sense of personal involvement in the programme and also introduce the children at a very early age to the importance and sanctity of working with their own hands and to recognise the dignity of labour (Devadas, 1983).

2. Extension of Noon Meal Scheme:

The Chief Minister's free noon meal scheme is to be extended to all students studying upto Xth Std. (SSLC) in schools from September 15.

The extension of the scheme to students in the age group 10-15 would benefit 15.96 lakh more students already 64.18 lakh children were being benefitted.

The rice portion for this age group (10-15 years) would be 120 gms. a day a student against 100 gms for pupils of lesser age groups. A requiring expenditure of 13 paise from the present 11 paise a student a day would be allowed to purchase vegetables, condiments and fuel. The

additional expense as a result of extending the scheme a day against 45 paise a student a day for lesser age group children.

Noon meal centres numbering 3,360 more would be opened. At present, there were 61,984 centres. About 30,000 more persons would be employed.

In Coimbatore District 81,214 more students would be covered under the expansion scheme. Now 1,62,930 children were benefiting from it (Kolandaivelu, 1984).

Without public co-operation and over seeing, this massive scheme cannot become of genuine success. Particularly, the service clubs and voluntary women's organisations will be very helpful. In this connection of their assistance is sought by the Government (Prabhu, 1984).

D. People's Participation in Development of the Community:

We want to build a strong and healthy nation. We should have healthy individuals which would be impossible without better nutrition. It is only when the energy of voluntary organisations and the people along with the resources of the Governmental agencies are blended in happy harmony that 'Community Uplift' can be wholeheartedly attained (Cherian, 1981 and Pinto, 1982).

Community participation means the involvement of the community in planning, implementation and monitoring of the programme. There are around 130 million pre-school children who need the healthy personality growth. Their future depends as much on the involvement of the community and the services the Government in the forms of planning, funding and training (Srivastava, 1983).

People's participation is said to be the hall mark of a democratic political system. Reasons for ensuring 'genuine' and 'active' participation of the people in the process of development are so obvious that they do not require any enlisting here. People's participation is very comprehensive one, which includes almost all the activities concerning community life such as social, economic and political. (Bhargava, 1984 and Ghosal, 1984).

To evoke community participation, it is essential to encourage individual to assume responsibility and to develop their capacity to contribute towards their own and the community development. Community participation, thus assumes a pivotal role in developing the community more successfully (Shah, 1982 and Kant, 1984).

Involvement of village women are the prime movers and therefore, involving women in the rural community nutrition

programme and in nutrition rehabilitation centres is most essential. Motivating the people for growing school garden using waste kitchen water is one of the activities (Cherian, 1981 and Seshaiah, 1983).

Programmes must be planned and under taken in partnership with the community, based on their expressed needs and with the fullest possible involvement and participation. The pattern of community development will differ from place to place. It is important that involvement is tune with the local felt needs of the community which must be identified. Once the community gets confidence that nutrition programmes will help in meeting its own needs, the participation can be easily achieved (Ghosh, 1981 and Chache, 1984).

E. Research Perspectives:

Lakshmi, (1971) studied on "Eliciting local participation in the improvement of the school lunch programme in a village". Her results revealed that the investigation made more an attempt to mobilise local resources for the improvement of the school lunch programme and strengthen local initiative and leadership which are the prime objectives of community development programme.

An evaluative study on supplementary feeding programme for pre-school children in the rural areas around Hyderabad

City. It proved that the programme had substantially improved the protein calorie nutritional status of the children. The results of the attitude survey of the community revealed that a substantial majority were in the favour of the programme and endorsed the need for its continuation, since they realised that it had benefited their children. Economic and social status literacy and availability of time were found to be some of the factors which influenced not only the attitude but also the active participation of the community in the programme (Swaminathan, 1970).

Edward (1978) studied the importance of teaching nutrition at schools in India. It concluded that the hope for the new generation, indeed, the hope for India's future may rest up on the vigour with which teachers and public health workers assert themselves to the task of nutrition education. Surely, teaching about the nutrition from the school level is a splendid thing for India's great future.

Devadas (1981) studied on, "the impact of Nutrition and Health education on the primary school children in the selected areas of Tamilnadu". It revealed that imparting nutrition and health education concepts through an integrated curriculum in the primary schools has brought about

improvements in the knowledge and practices of the children their parents and the school teachers. Nutrition and health education, therefore, can be very effectively incorporated in the primary school curriculum. The teachers can be oriented in the basic concepts and methodology. These will help to alleviate the problem of malnutrition and undernutrition in a large measure.

A study was conducted by Chowdhry (1983) on the preschool children of Rajasthan to assess their nutritional status and the associated factors. Analysis of data showed that there was a high prevalence of various forms of malnutrition, but variation was observed in the prevalence of malnutrition depending up on the criteria used. The prevalence of various forms of malnutrition as well as normals were different between rural and urban areas. Urban children tended to be better in nutritional status than rural children. The nutritional status of children was found associated with educational level of parents, per capita income of the family, educational level of index child and breast feeding pattern of children. Educational level of mother and father in order were seen more effective and correlated with better nutritional status of toddlers.

Ushabai (1983) studied on "Functioning of Hon'ble Chief Minister's Nutritious Meal Programme in selected

villages of Coimbatore District". Its results revealed that the programme however needs to be strengthened with regard to physical facilities incentives for the workers, nutrition education for parents and the community, involvement of leaders and nutritional assessment of the participating children.

Malika (1983) studied on "Hon'ble Chief Minister's Nutritious Meal Programme for children in the age group of 5 to 9 years". Its results revealed that there were definite improvements in height and weight and arm circumferences of the children, studied. Reduction was observed in clinical symptoms such as poor musculature, angular stomatitis and dry skin, with points out the impact of the feeding programme.

Amala (1984) studied on "the Impact of Honourable Chief Minister's Nutritious Noon Meal Programme in Karanadai Block, Coimbatore District". She concluded that the most important gain of the Honourable Chief Minister's Nutritious Meal Programme, was inducing the children to go to school and continue school going without being a burden to their parents. It has laid the foundation for better education at primary stage. It is hoped that in the long run this programme would help in shaping happier and healthier citizens of India.

Methodology

III. METHODOLOGY

The methodology adopted for the study on, "Eliciting Community Participation for Strengthening the Honourable Chief Minister's Nutritious Noon Meal Programme in Selected Villages" is as given below:

- A. Selection of the Area
- B. Selection of the Samples
- C. Selection of the Research Tools
- D. Conduct of the Study
- and E. Analysis and Interpretation of the Data.

A. Selection of the Area:

Sri Avinashilingam Home Science College since its inception has been giving rural bias to the curricular and co-curricular activities. As a landmark of our Silver Jubilee Celebrations, we have adopted 25 villages in the remote Karamadai Panchayat Union, Coimbatore District for Integrated Rural Development.

The profile of the adopted villages is being studied to understand the socio-economic status, resources available and infrastructure existing for development, community action has been initiated by setting up village Action Committees, Mahila Mandals and Youth Clubs in the adopted villages. Action plans are chalked out with the participation of the community leaders.

The specific activities contemplated are as follows:

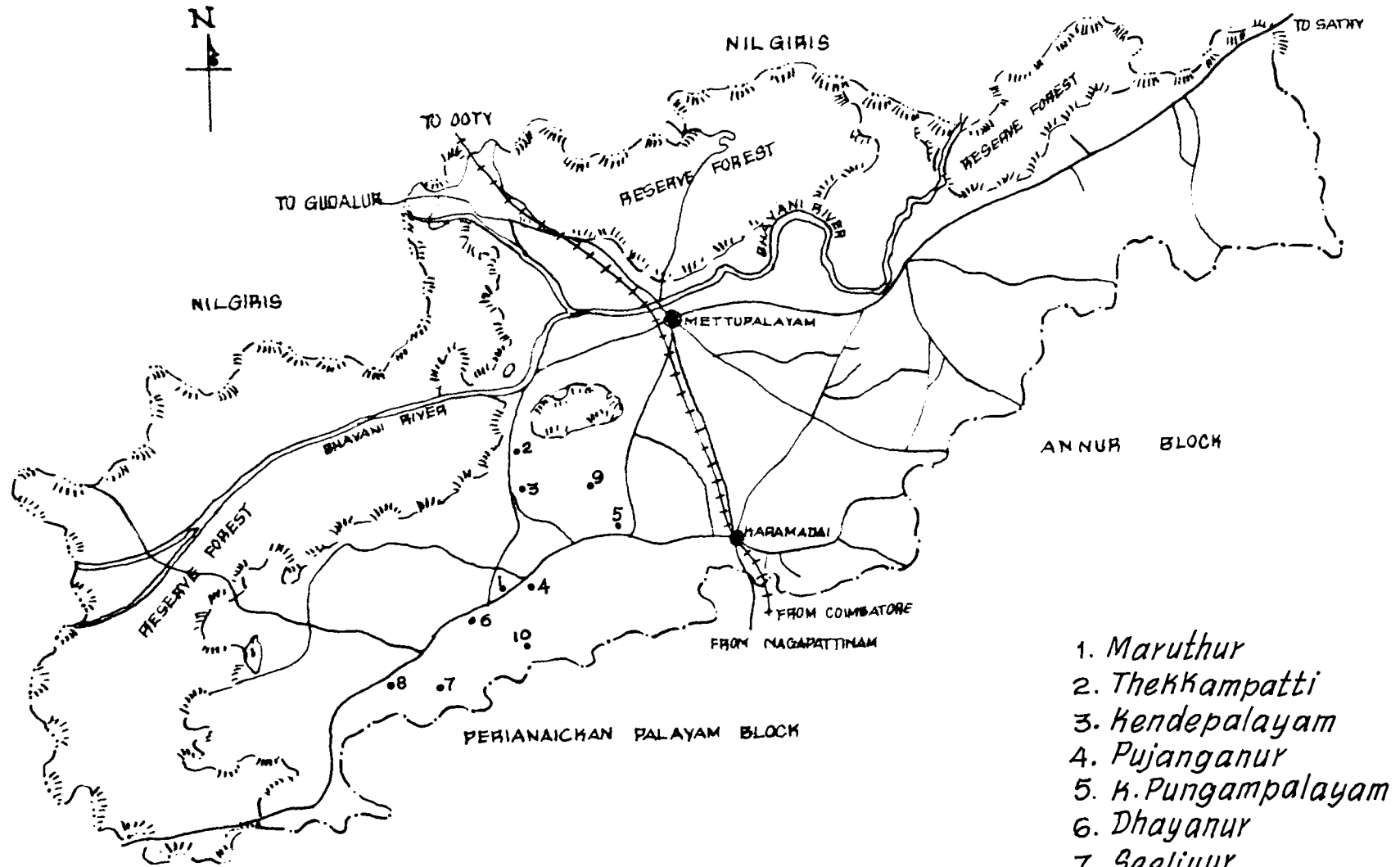
1. Evaluation of Honourable Chief Minister's Nutritious Noon Meal Programme.
2. Initiating and strengthening balwadies
3. Income generating activities
4. Carrying science to rural areas
5. Strengthening community organisations.

Inpar with the objectives set, out of our 25 adopted villages in Karamadai Panchayat Union, 10 villages which are situated 20 miles away from Coimbatore City were randomly selected for the study. (Fig. No.I) The villages were selected based on the recommendations of the youth club presidents and interest shown by the head masters and noon meal organisers of the schools. And also because of the easy accessibility co-operation of the inhabitants homogeneity of the sample and the operation of nutritious noon meal programme.

B. Selection of the Samples:

The samples selected for this study were ten Noon Meal Organisers and eight Child Welfare Organisers, ¹⁰⁰beneficiaries (Children) and ¹⁰⁰parents of the beneficiaries. The details of the samples selected are given in the Table IV.

MAP OF KARAMADAI PANCHAYAT UNION COIMBATORE DISTRICT



1. Maruthur
2. Thekkampatti
3. Kendepalayam
4. Pujanganur
5. K. Pungampalayam
6. Dhayanur
7. Seeliyur
8. Osur
9. Kaliappanur
10. Bilichigoundenur

LOCALE OF THE PROJECT

Figure.1

TABLE IV
DETAILS OF SAMPLES SELECTED FOR THE STUDY

Name of the Block	Name of the Villages	Child Welfare Organisers	Noon Meal Organisers	Children	Parents
Karamadal Panchayat Union	Maruthur	1	1	10	10
	Seeliyur	1	1	10	10
	Dayanur	1	1	10	10
	K.Punganpalayan	1	1	10	10
	Osur	1	1	10	10
	Bujanganoor	1	1	10	10
	Theakkanpatti	1	1	10	10
	Kendepalayan	1	1	10	10
	Bilichigoundanur	-	1	10	10
	Kaliappanur	-	1	10	10
Total		8	10	100	100

C. Selection of the Research Tools:

The interview makes possible a face to face association and process of interstimulation between the interviewer and interviewee, and helps in securing data not obtainable by methods that do not involve an interpersonal relationship (Rangaswamy, 1976).

Interview was conducted by the investigator with the pretested questionnaire to the Noon Meal Organisers Balasevikas, Children and Parents of the Children (Appendices I and II).

Check list is a simple tool of evaluation. It is easy to make, easy to use and yet can be constructed to cover various aspects of any programme (Bhatia, 1980). A check list was also utilised to observe the feeding programme on various aspects (Appendix III).

D. Conduct of the Study:

It was dealt as follows:

1. Studying the existing conditions of the school lunch programme.
2. Developing rapport with the local leaders and parents.
3. Planning the programme for school lunch improvement.

4. Executing the programme planned and
5. Evaluating the programme

1. Studying the existing conditions of the School Lunch Programme:

The existing conditions of the noon meal programme operating in the noon meal centres were studied through the observations made by the investigator. Table V gives the problems in the noon meal centres.

TABLE V
PROBLEMS IN THE NOON MEAL CENTRES

S.No.	Problems	Total = 18 Number of Centres	Percentage
1	Lack of water facilities	6	33
2	Lack of kitchen and store room facilities	10	56
3	Smoky kitchen	5	28
4	Poor sanitary facilities	10	56

It is revealed that the problems are crucial and need the immediate attention of the authorities concerned.

2. Developing Rapport with the local leaders and parents:

The investigator visited each school twice or thrice before starting her study. She discussed with the Headmaster, School teachers, Noon Meal Organisers, Parents, Panchayat Presidents, Local leaders, Representatives of the local clubs, PTA members and other people about the purpose of the study (Fig. 2) The investigator also attended the school functions like Independence Day, Pongal Celebrations, School day etc., to develop rapport with the school authorities and local leaders. Film shows were also organised on the importance of balanced diet to orient the villagers on the need for proper nutrition to the growing children.

A General meeting was also conducted to develop a good rapport with the local people.

3. Planning the Programme for Improvement of School Lunch:

As a first step towards planning, the parent teacher Association and the youth clubs were strengthened. The association and the club members met the investigator once in 15 days to chalkout the programmes for school lunch improvement (Fig. 3).



Group discussion with noon meal organisers
and the members of science clubs

Figure.2



Planning the project activities in consultation with presidents of science clubs and PTA members

Figure.3

The activities planned by the PTA and Youth Club members are shown in the Table VI.

TABLE VI
ACTIVITIES PLANNED BY THE PTA AND YOUTH CLUB MEMBERS

S.No.	Activities	Total = 20 Number of Persons	Per- centage
1.	Conduct coaching classes for youth club members	12	60
2	Strengthen the noon meal centres amenities	15	75
3	Introduce energy saving devices	5	25
4	Improve the school gardening	6	30
5	Improve the school lunch menu	10	50

The activities suggested are innovative and simple which would enable close collaborative work of parents, children and youth club members.

4. Executing the programme planned:

The execution of the programme had the following aspects:

(a) Getting donations in kind for strengthening the amenities of the noon meal centre.

(b) Improving the school lunch menu with more greens and vegetables.

(c) Improving the school garden

(d) Educating the pupils, the youth club members and parents with the help of various extension teaching methods and aids.

5. Evaluating the Programme:

The evaluation was done in terms of:

(a) Views of noon meal organisers.

(b) Opinions of the parents of the children

(c) Assessment of children and

(d) Observation of the various aspects of the noon meal centres by the investigator.

6. Analysis and Interpretation of the Data:

The result of the study is analysed and interpreted in Chapter IV.

Results and Discussion

IV. RESULTS AND DISCUSSION

The results of this study are discussed under the following headings:

- A. Views of Noon Meal Organisers
- B. Opinions of Parents of the Children
- C. Assessment of Children
- D. Impact of Community Participation and
- E. Observation of Various Aspects of the Noon Meal Centres by the Investigator

A. Views of Noon Meal Organisers:

It is discussed as follows:

1. Particulars of the Child Welfare Organisers and Noon Meal Organisers
2. Selection of Children
3. Supervision by the Local People
4. Opinion about the Programme
5. Problems faced and
6. Suggestions for improvement

1. Particulars of the Child Welfare Organisers and Noon Meal Organisers:

Among the 18 noon meal organisers in 10 selected villages, 17 were female in the age of 20 to 35 years and only one male noon meal organiser in the age of 32. Majority of them were working from the onset of the noon meal programme

and had put in three complete years of experience. All of them had been given intensive training for two months in the Block Head Quarters. Sixteen had qualified upto SBLC., and two had studied upto P.U.C.

Out of 18 organisers, 14 belonged to the same village, where the school was situated and 4 were coming from near by villages. Their work started at 9 A.M. and was completed between 2.30 P.M. to 4 P.M. every day, including Sundays and holidays. The organisers were taking attendance daily before meals. Majority of the children were attending the programme regularly. Height and weight of the children are not taken frequently by the organisers because of non-availability of measuring equipments. The organisers effectively worked with the headmasters, teachers, parents, and local leaders.

2. Selection of Children:

The age group of children enrolled in the child welfare centres was 2+ to 4+ and the age group of children enrolled in the noon meal centres was 5+ to 9+.

3. Supervision by the Local People:

Supervision of the feeding programme by the local people.

Table VII points out the frequency of people supervising the noon meal programme.

TABLE VII
FREQUENCY OF SUPERVISION BY THE
LOCAL PEOPLE

S.No.	Duration	Total Number=18 Number of Centres	Per- centage
1	Monthly	10	56
2	Weekly	6	33
3	Daily	2	11

It is encouraging to note that the local people spare time to come and see the programme in action though occasionally.

4- Opinion about the Programme:

The opinions of the child welfare organisers and the noon meal organisers about the programme are given in Table VIII.

TABLE VIII
OPINION ABOUT THE PROGRAMME

S.No.	Opinions	Total = 18 Number of Organisers
1	Increases the school attendance	6
2	Offers atleast one full meal a day	8
3	Helping the poor children	5
4	Makes the future generation healthy	4
5.	Children becoming more active	3

The views of the organisers indicate the realisation of the great objectives with which the programme is set.

5. Problems of the child welfare organisers and Noon Meal Organisers

The problems faced by the child welfare organisers and the noon meal organisers in implementing the Noon Meal Programme are given in Table IX. (Fig. 4).

PROBLEMS FACED BY THE ORGANISERS

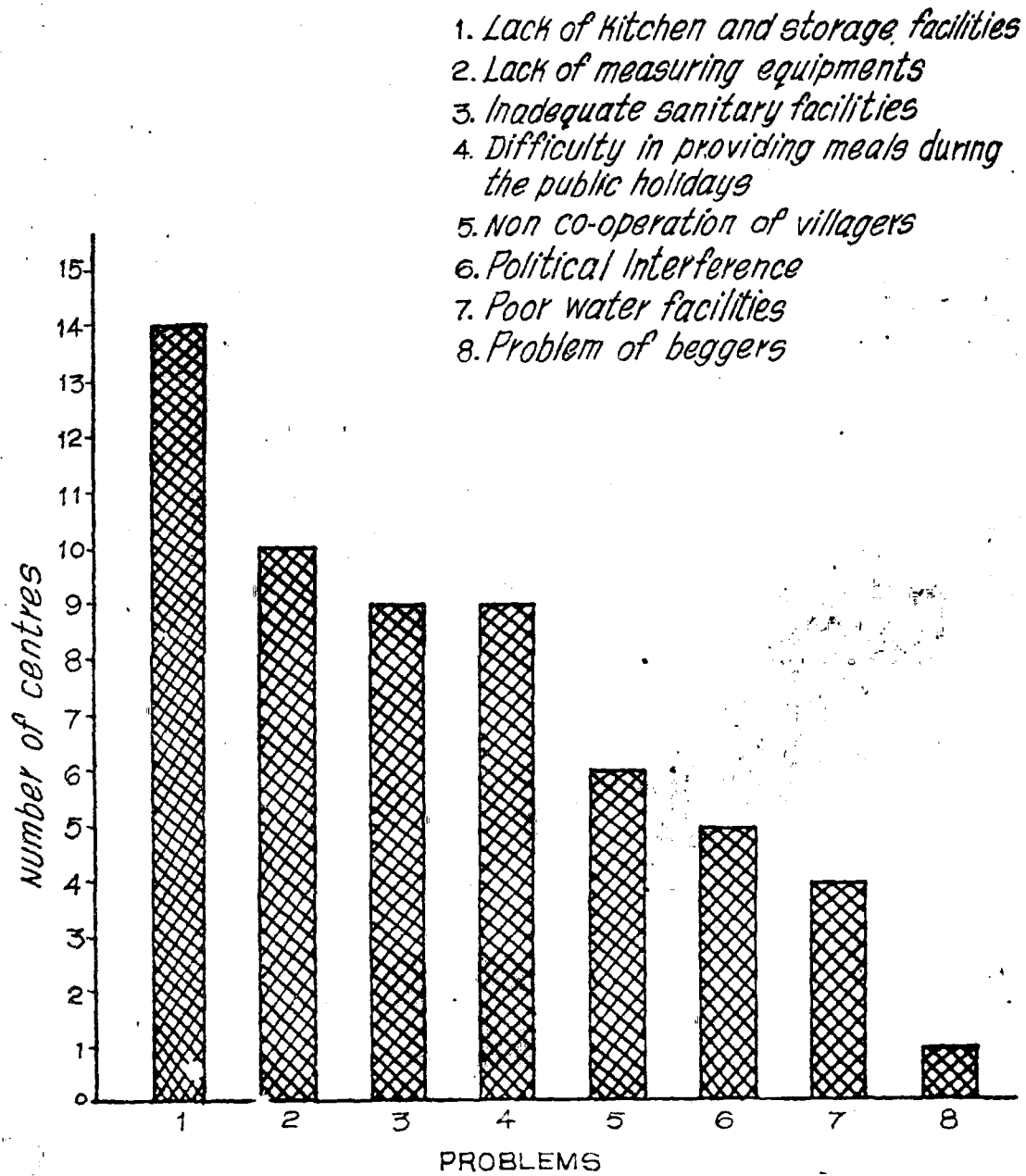


Figure . 4

TABLE IX
PROBLEMS FACED BY THE
ORGANISERS

S.No.	Problems	Total = 18 Number of children
1	Lack of kitchen and storage facilities	14
2	Lack of measuring equipments	10
3	Inadequate sanitary facilities	9
4	Difficulty in providing meals during public holidays	9
5	Non-co-operation of villagers	6
6	Political interference	5
7	Poor water facilities	4
8	Problems of beggars	1

The structural problems like storage, kitchen and water facilities are very crucial and are to be solved by the concerned authority namely Block Development Officer. But the social problems could be wiped out only by the efforts like the one undertaken by the investigator.

6. Suggestions for improvement:

The suggestions given by the child welfare organisers and the noon meal organisers are listed in Table X.

TABLE X
SUGGESTIONS GIVEN BY THE ORGANISERS

S.No.	Suggestions	Total = 18 Number of Organisers
1.	Participation of people in the programme improvement	18
2.	Improvement of Kitchen and storage facilities	14
3.	Arrangement for the free supply of vegetables	12
4.	Rise in the salary of the organisers and the cook	11
5.	Increased allocation per child per day	10
6.	Inclusion of milk and eggs in the meal	9
7.	No need for food distribution on holidays	5
8.	Relief from political interference	5
9.	Frequent supervision	3
10.	Arrangement of medical checkup for the children	2

The suggestions offered are deeply considerable and highly constructive and hence, they would be forwarded to the Moon Meal Incharge of the Collectorate, Coimbatore.

B. Opinions of parents of the children:

It is dealt as follows:

- (a) Benefits of the programme.
- (b) Supervision by the parents.
- (c) Changes in the personal hygiene and the health condition of children
- (d) Problems in the centres and
- (e) Suggestions for improvements.

a. Benefits of the programme:

The benefits of the programme as stated by the parents are given in Table XI.

**TABLE XI
BENEFITS OF THE PROGRAMME**

S.No.	Benefits	Total = 100 Percentage of Parents
1	Poor children are getting nutritious food with education	41
2	Future generation will be healthy	32
3	Poor families are helped	20
4	Even dropouts are given free meals	7

The parents felt elated and emotional at the question and stated that it is a boon and blessing to the children by the great man, Thiru M.G.Ramachandran.

b. Supervision by the parents:

Table XII points out the frequency of, parents supervising the noon meal programme.

TABLE XII
FREQUENCY OF SUPERVISION BY THE PARENTS

S.No.	Duration	Total = 100 Percentage of Parents
1.	Monthly	45
2.	Monthly twice	35
3.	Weekly	13
4.	Daily	7

The idea of supervision by the parents itself is a credit to the programme and it could be made possible only by constant enthusiasm evinced by the noon meal organisers.

c. Changes in the personal hygiene and health condition of the children:

Parents have acknowledged that Tamil Nadu Nutritious Noon Meal Programme had improved the health status of their children. The expressions are as follows:

Table XIII points out the ^{positive} changes in the personal hygiene and health conditions of children after participation in the noon meal programme.

TABLE XIII
CHANGES IN THE PERSONAL HYGIENE AND HEALTH CONDITION OF CHILDREN

S.No.	Aspects	Percentage of Children	
		Before the programme	After the Programme
1.	(a) Height	80	85
	(b) Weight	75	89
2.	Health	42	75
3.	Interest in School activity	52	83
4.	Interest in playing	62	95
5.	Active in work	50	81
6.	Diseases found in children		
	(a) Cold	89	45
	(b) Fever	52	20
	(c) Cough	65	42
	(d) Dysentry	72	52
	(e) Ulcer	12	5
	(f) Small pox	8	1

It is highly soothing to note that it had brought out remarkable and positive changes in the health status of the children and there is a reduction in the occurrence of various diseases and illness. It might be due to the food provided, education imparted and healthy practices adopted by the children and parents.

(d) Problems in the centres:

The problems encountered in the centres as observed by the parents are listed in Table XIV.

TABLE XIV
PROBLEMS ENCOUNTERED

S.No.	Problems	Total = 100 Percentage of Parents
1.	Lack of kitchen and storage facilities	62
2.	Lack of sanitary facilities	25
3.	Lack of water facilities	13

The non-availability of physical facilities are quite obvious and hence stated by the parents and organisers.

e. Suggestions for improvements:

The following are the suggestions given by the parents to improve the noon meal programme. Table XV.

TABLE XV
SUGGESTIONS OFFERED

S.No.	Suggestions	Total = 100 Percentage of Parents
1.	Provision of milk and egg for children	32
2.	Improve the noon meal centres' amenities	28
3.	Medical Checkup for the children	18
4.	Raise the allocation per child per day	12
5.	Distribution of fruits during intervals	10

The regular medical check-up is the requirement of the programme and hence the organiser should mobilise the local Primary Health Centre for the same. The provision of amenities could be made possible by the local panchayat union and community participation. But inclusion of fruits

milk and eggs and raise in allocation are to be represented to the Government through concerned officials and non-officials.

C. Assessment of Children:

The investigator evaluated the Nutritional knowledge Health status of the children and obtained the responses and benefits of the programme.

1) Nutritional Knowledge:

Nutrition education was an integral part in the noon meal programme through songs and stories. The investigator utilised a check list to evaluate the nutritional knowledge of children, since the children were exposed to varied audio visual aids.

Table XVI shows the nutritional knowledge of children.

TABLE XVI
NUTRITIONAL KNOWLEDGE OF
CHILDREN

S.No.	Details	No. of children = 100 Percentage of Children Stating Correct Answers
1	Uses of Papaya	62
2	Foods for good eye sight	52
3	Five basic foods	51
4	Foods for good blood circulation	43

The responses were positive and encouraging.

2) Health Status of Children:

The changes in the health status of the participants in the noon meal programme assessed over a period of four months are given in Table XVII. (Fig. 5).

TABLE XVII
CHANGES IN THE HEALTH STATUS

S.No.	Aspects	Total Number = 100 Percentage of Children exhibiting	
		Initial	Final
1	Healthy and free from deficiency	37	78
2	Poor musculature	72	45
3	Mild anaemia	61	42
4	Angular stomatitis	85	52
5	Dryskin and roughskin	64	39
6	Bleeding gums	52	45

The difference in scores indicate that the children had attained better health status which might be attributed to the effect of the noon meal programme.

CHANGES IN HEALTH STATUS OF CHILDREN

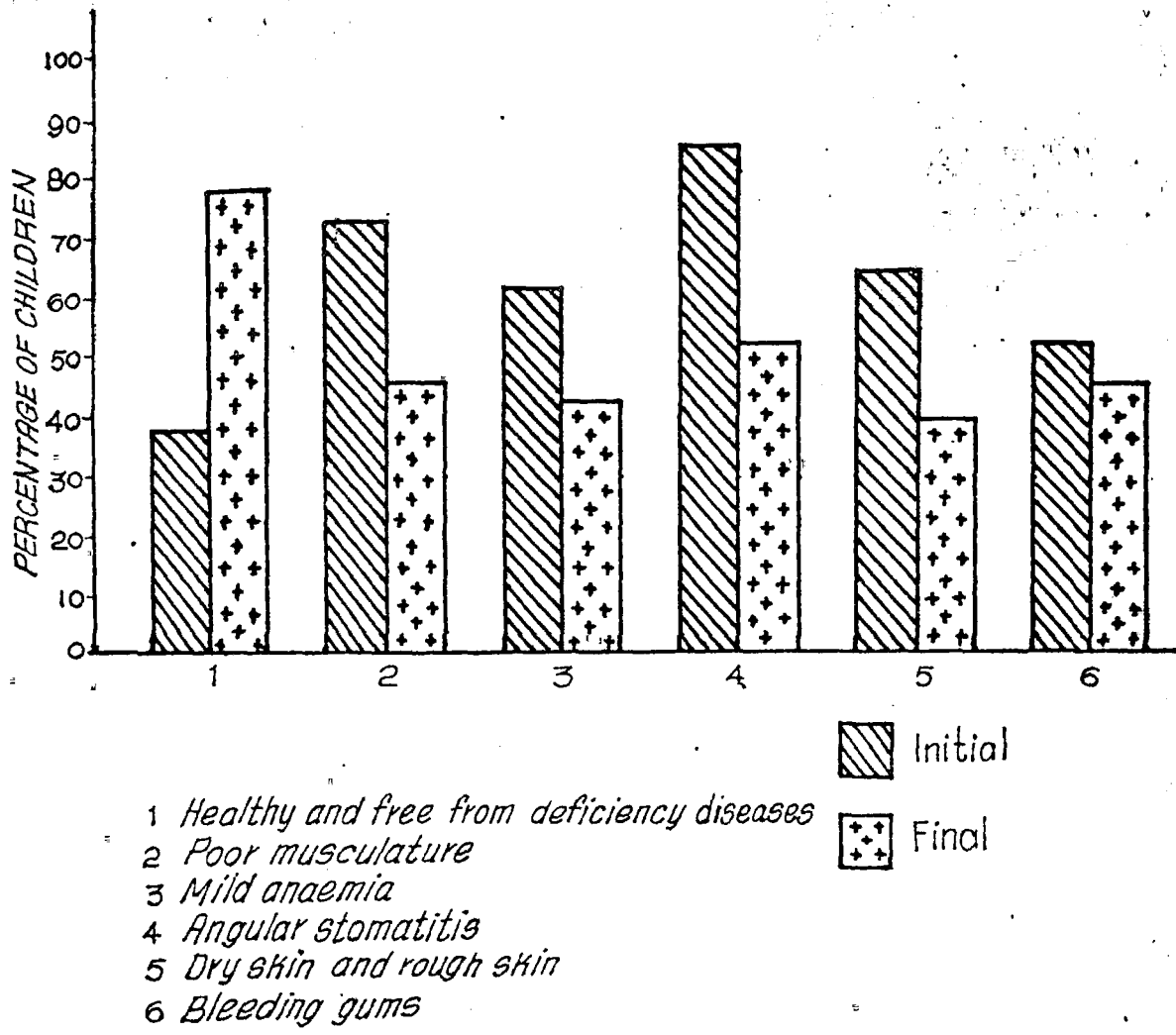


Figure. 5

3) Response of children:

Majority (93%) of the children were fed on all the seven days in the noon meal centres. Only a very few children (7%) were not fed during holidays because their residence was far from the centre.

The children were satisfied with the adequacy of food given in the centres. Most of the children (90%) liked the food, which is provided in the noon meal centre. The children were not able to state the difference between the food provided in the noon meal centre and the food given at home.

4) Benefits of the Programme:

Table XVIII gives the benefits of the programme as revealed by the participating children.

TABLE XVIII
BENEFITS OF THE PROGRAMME

S.No.	Benefits	Total = 100 Percentage of Children
1	Getting food everyday	42
2	Improving strength	15
3	Education with food available	13
4	Getting tasty food free of cost	5
5	Eating food with other children	5
6	No need to go home in the afternoon	5
7	Unable to state benefits	15

The children are highly impressed by the food served and hence, they have expressed highest satisfaction. Only 42 per cent could spell out their feelings, since they are young and innocent.

D. Impact of Community Participation:

(1) Organising motivational programmes:

The investigator organised various motivational techniques such as individual contact, group discussion and general meeting with the Headmasters, School teachers, Noon meal organisers,

Parents, Panchayat Presidents, Local leaders, Representatives of the local clubs, PTA members and other local people to enhance their participation in the improvement of the noon meal programme in their villages. She chalked out activities in consultation with them and provided chances for each and every infrastructure to participate in the improvement of the noon meal programme.

One day coaching classes were organised in one of the villages namely Maruthur by the investigator for the local club presidents and the noon meal organisers to equip them on subject matter information. Nutrition education, Health education, Environmental sanitation and introducing energy saving devices were the topics included in the coaching class (Fig. 6). Periodical meetings held at Sri Avinashilingam Home Science College with local club presidents for about six times, passed them way for sharing of their experiences and planning innovative programmes. During plenary session, they felt recognised and responsible. The most appealing effect of motivation programme was a feeling of togetherness.

(2) Effecting Community Participation:

The community participated in varied activities of the noon meal centres.



Coaching class in progress

Figure.6

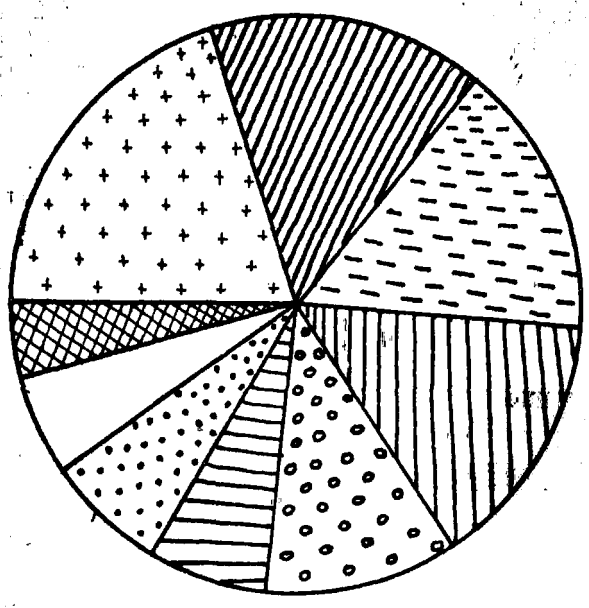
Table XIX shows the participation of the community in the improvement of the programme (Fig. 7).

TABLE XIX
PARTICIPATION OF THE COMMUNITY

S.No.	Activities	Total Number = 18 Number of Centres
1	Donation of vegetables and greens	18
2	Construction of Smokeless chulah	14
3	Help in teaching	14
4	Assistance in serving meals	13
5	School gardening	10
6	Tree planting	6
7	Help to improve sanitation	6
8	Provision of Janatha refrigerator	5
9	Participating in school functions	4

It is highly rewarding to note that the people participate through varied activities.

HELP RENDERED BY THE PEOPLE












-  *Donation of vegetables and greens*
-  *construction of smokeless chulah*
-  *Help in teaching*
-  *Assistance in serving the meals*
-  *School gardening*
-  *Tree planting*
-  *Help to improve sanitation*
-  *Provision of Janatha refrigerator*
-  *Participating in school functions*

Figure . 7

(i) Donation of vegetables and greens:

All the eighteen centres were privileged to obtain ~~vegetables~~ namely beans, ladies finger, brinjal, tomato, mango, papaya and greens donated by the people which were cultivated in their own home and farm. It lead to improving the menu in the noon meal ~~centres~~. The quantity and frequency of donation differed from person to person.

(ii) Construction of smokeless chulah:

All India co-ordinated project on fuel and cooking aspects was sponsored by Department of Science and Technology from 1982. Twenty voluntary ~~institutions~~ from different parts of India participated in it. Sri Avinashilingam Home Science College, was one of the 20 ~~institutions~~ involved in the ~~co-ordinated~~ project. It was ~~conducted~~ in our adopted 25 villages. Fourteen ~~smokeless~~ chulah were erected in totum. A sum of Rs.100/- was obtained from DST project fund and the local people donated the materials such as cement, bricks, sand and ~~equipments~~ for the construction of smokeless chulah. The details are as follows:

Table XX shows the construction of ~~smokeless~~ chulah in different villages.

TABLE XX

**CONSTRUCTION OF SMOKELESS CHULAH IN
DIFFERENT VILLAGES**

S.No.	Name of the Villages	Number of Smokeless Chulah Constructed
1	Maruthur	2
2	K. Pungampalayam	2
3	Osur	2
4	Pujangalur	2
5	Thekkampatti	2
6	Dhayanur	2
7	Bilishigalur	1
8	Kaliappan	1

In each village, the ex-village president and the science club presidents helped in collecting the materials for constructing smokeless chulah. It evinced appealing participation of the public and made easier the task of the noon meal organisations, enabled in saving and the fuel and maintaining tidy kitchen (Fig. 8 & 9).



Kitchen without smokeless chulah

Figure. 8



Kitchen with smokeless chulah

Figure. 9

The cost of erecting a smokeless chulah was about Rs.150/-. The chulah was donated by the project worth about Rs.100/-.

Table XXI shows the expenditure incurred on erecting the Smokeless Chulah.

TABLE XXI
EXPENDITURE ON SMOKELESS CHULAH CONSTRUCTION

S.No.	Aspects	Quantity	Amount Spent Rs.
1	Cement	6 Kg	12
2	Bricks	20 in number	10
3	Sand	10 Baskets	3
4	Services of cart		15
5	Constructing equipments		10

The cement, bricks, sand, cart services and equipments were offered free by the parents and public philanthropically and thus enabled effective participation.

(iii) Help in Teaching:

Nutrition education was an integral part in the noon meal programme through songs and stories in all the centres. The local people helped in teaching songs and stories to the children in selected 14 centres.

(iv) Assistance in Serving the Meals:

Thirteen out of 18 centres received the help of local people in arranging the children and serving the food to the children.

(v) School Gardening:

With the help of local people, 10 organisers could develop school garden utilising waste water.

(vi) Tree Planting:

The local people planted the trees in five schools. The saplings were donated by the Social Forestry Department. In each school 2 to 3 Eukaliptus saplings were planted. (Fig. 10). Table XXI highlights the details of school gardening and tree planting in different villages.



Joint effort in tree planting - school children and local people

Figure.10

TABLE XXII
SCHOOL GARDENING AND TREE PLANTING IN
DIFFERENT VILLAGES

S.No.	Name of the Villages	Number of Centres
<u>School Gardening</u>		
1	Osur	1
2	Maruthur	2
3	Theikampatti	2
4	Kendopalayam	2
5	Dhayanur	2
6	Kaliappanur	1
<u>Tree Planting</u>		
1	Osur	1
2	Maruthur	2
3	Kaliappanur	1
4	Bilichigundanur	1
5	Bujanganur	1

The school children, the local people and science club members effectively participated in school gardening and planting the trees and are maintaining them.

(vii) Help to improve sanitation:

The local people helped in improving the sanitation through solving the drainage problems in six centres and also in constructing soakage pits.

(viii) Provision of Janatha refrigerator:

Local people donated the mud pots to the five selected centres. The organisers placed the mud pots on the wet sand and utilised the pots as janatha refrigerator, for preserving vegetables.

(ix) Participation in school functions:

Only in four centres, the local people were very much interested in participating in school functions such as school day Independence Day and Pongal celebrations. The youth club members also helped in fund collections for school day celebration. A real boost has to be given for the local people of the other centres.

3. Participation of Various Infrastructures:

The various infrastructures notified among 10 villages were village Panchayat, Panchayat union, Youth club, Science club and Parent Teacher Association (PTA). Their involvement was assessed before and after the conduct of the project.

(a) Village Panchayat:

At the out set, the village panchayat did not exhibit interest in the improvement of the noon meal programme. After the motivation programme, all the villages showed their involvement in the noon meal programme. In Maruthur village, the involvement of village panchayat was excellent.

(b) Panchayat Union:

The panchayat union officials took more care to improve the Child Welfare Centres than the school. After the investigator's motivation, they showed their interest towards the schools also. In Kaliappanur, the panchayat union has planned to construct a noon meal kitchen for the school.

(c) Youth Club:

The youth club members were very active and enthusiastic. The investigator utilised their man power for doing various activities for the improvement of the noon meal programme such as constructing smokeless chulah, erecting fencing and tree planting. In all the 10 villages, their involvement was really appealing.

(d) Science Club:

The newly organised science clubs exhibited excellent participation. The investigator utilised their brain power for planning various constructive programmes in improving

the noon meal programme. In all the villages, they showed their effective participation.

(e) Parent Teacher Association (PTA):

The investigator first strengthened the PTA with more members and conducted periodical meetings in the collaboration with the school teachers, since only the schools had PTA. It enabled them to participate in all the constructive programmes planned and executed.

F. Observation of Various Aspects of the Noon Meal Centres by the Investigator:

All the 18 centres had adequate personnel for the noon meal programme. In all the 18 centres, the food served had good appearance, flavour and consistency. The food was tasty and the serving was adequate. The foods included in all the 18 centres were in accordance with the norms laid down by the Government. All the centres followed the absorption method of cooking in rice while 14 centres had used smokeless chulah.

In all the centres, the children washed their hands before and after eating, said prayers before meals and were observed to relish and enjoy the foods served.

The kitchen and serving utensils were maintained clean in all the centres. They were using clean and safe

water for drinking and cooking purposes. Out of 18 centres, 5 centres had separate a store room. In the remaining centres, the class room was used as store room for storing rice and grocery.

Nutrition education was an integral part of the balvadi programme imparted through songs and stories. In the remaining centres, the noon meal organisers imparted nutrition education during lunch time.

With regard to eliciting participation of the public the investigator handled motivation techniques and organised group meetings. She could observe that they could be mobilised by constant encouragement and frequent friendly approaches.

Summary and Conclusion

V. SUMMARY AND CONCLUSION.

The study attempted to elicit community participation for strengthening the Honourable Chief Minister's Nutritious Noon Meal Programme in operation in selected 10 villages of Karamadai Panchayat Union, Coimbatore District. The samples selected for this study were ten Noon Meal Organisers, eight child welfare organisers and 100 (children) beneficiaries and 100 parents of the children. It brought forth the following findings.

A. Background Information

Among the selected 18 organisers, 17 were female and one was male in the age group of 20 to 35. All of them had been given an intensive training for 2 months in the Block Head Quarters. Sixteen had qualified upto S.S.L.C. and two had studied upto P.U.C.

The age group of children enrolled in the child welfare centres was 2+ to 4+ and the age group of children enrolled in the noon meal centres was 3+ to 9+.

Majority of the children were fed on all the seven days in the noon meal centres. Only a very few children were not fed during holidays because their residence was far from the centre. The children were satisfied with the adequacy of food given in the centres.

All the 18 centres had adequate personnel for the noon meal programme. In all the 18 centres, the food served had good appearance, flavour and consistency. The food was also tasty and the children enjoyed the foods served. The foods included in all the 18 centres were in accordance with the norms laid down by the Government. All the centres followed the absorption method of cooking.

The kitchen and serving utensils were maintained clean in all the centres. They were using clean and safe water for drinking and cooking purposes. Out of 18 centres 5 centres had separate store room. In the remaining centres the class room was used as store room for storing rice and grocery.

Nutrition education was an integral part in the meal programme through songs and stories. The investigator utilised a checklist to evaluate the nutritional knowledge of children since the children were exposed to varied audio visual aids. The responses were positive and encouraging.

Parents of the beneficiaries (children) had acknowledged that Tamil Nadu Nutritious Noon Meal Programme had improved the health status of their children. Positive changes in the health status of the participants in the noon meal programme were observed over a four months period by

the investigator. It might be due to the food provided in the noon meal scheme, education imparted and healthy practices adopted by the children and parents.

The organisers strived to realise the great objectives with which the programme is set. The parents stated that the programme is a boon and blessing to the children by the great man, Thiru M.G.Ramachandran.

B. Effect of Community Participation:

There were various infrastructures notified in the 10 villages such as village panchayat, Panchayat Union, Youth Club, Science Club and PTA. The investigator used various motivation techniques such as individual contact, group discussion and general meeting to enhance the involvement of these members in the improvement of the noon meal programme in their villages.

The investigator noticed a remarkable improvement in the involvement of ex-panchayat members and presidents, panchayat union officials and youth clubs in the noon meal programme. The newly organised science clubs exhibited excellent participation in conducting various activities planned by them.

The local people, local leaders and parents participated in the noon meal programme through varied activities.

All the eighteen centres were privileged to obtain vegetables namely beans, ladies finger, brinjal, tomato, mango, papaya and greens donated by the local people and parents which were cultivated in their own home and farm. It had lead to the improvement of menu in the noon meal centres.

The investigator tried to introduce certain labour saving devices such as smokeless chulah and Janatha refrigerator (mud storage devices) with the help of the community. The smokeless chulah was constructed in 14 noon meal centres. A sum of Rs.100/- was obtained from DST project fund and the local people and parents donated the materials such as cement, bricks, sand and equipments for the construction of smokeless chulah. In each village, the ex-village presidents and the science club members helped in collecting the materials for constructing smokeless chulah and thus enabled effective participation. In doing so, they helped the noon meal organisers in saving the fuel and maintaining tidy kitchen. The local people donated mud pots to the five selected centres. The organisers placed the mud pots on the wet sand and utilised the pots as Janatha refrigerator, *for preserving vegetables.*

The local people helped in organising one day coaching classes at Maruthur village for the science club presidents

on different aspects of Home Science. Effective community participation was elicited in arranging the children and serving the food to the children in thirteen centres.

Ten organisers could develop school gardening utilising waste water, with the kind cooperation of the local people. The local people planted the trees in five schools. The saplings were donated by the Social Forestry Department. In each school 2 to 3 Eucalyptus saplings were planted. The local people facilitated in solving the drainage problems in six centres and also in construction of sockage pits.

Only in four centres, the local people could be made to participate in school functions. The youth club members also helped in fund collection for school day celebration. A real boost up has to be given for the local people in the other centres.

Majority of the problems faced by the organisers were solved by the local people with their effective participation. The structural problem faced by the organisers like lack of storage, absence of kitchen and water facilities are very crucial and are to be solved by the concerned authority namely Block Development Officer. But the social problems

could be wiped out by the efforts like the one undertaken by the investigator.

C. Suggestions for Improvement:

The suggestions given by the organizations and the parents are deeply considerably^e and highly constructive and hence, they would be forwarded to the Noon meal incharge of the ~~colleagues~~, ~~colleagues~~.

With regard to eliciting participation of the public, the investigator handled motivation techniques and organised group meetings. She could observe that they could be mobilized by constant encouragement and frequent friendly approaches, which would result in greater achievements in the school and in turn, the community.

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Appendices

**QUESTIONNAIRE TO ELICIT INFORMATION ON HONOURABLE CHIEF
MINISTER'S NUTRITIOUS NOON MEAL PROGRAMME AND THE EXTENT
OF COMMUNITY PARTICIPATION IN THIS SCHEME**

Date:

Views of Organisers:

1. Name of the Interviewer :
2. Name of the Interviewee :
3. Name of the Village :
4. Name of the Block :
5. Particulars of the Organisers : Age: Sex:
6. Nature of Trainings:
 - a. Duration :
 - b. Place of training :
 - c. Date of Joining the Programme :
7. Do you belong to the same village:
8. If so, distance covered from home to school? :
9. Information about the programme:
 - a. Total Number of Children : Boys Girls
 - b. Age range :
 - c. Income Range :
10. Are you taking attendance before meals?
11. Have you taken height and weight of the children?

12. How do you work with:

- a. Headmaster
- b. Teacher
- c. Parents
- d. Local Leaders

13. Do the people supervise the programme?

If yes, how often?

14. Extent of Community Participation?

S.No.	Organization	Very Good	Good	Fair	Poor
1.	Village Panchayat				
2.	Panchayat Union				
3.	Mahalir Mandram				
4.	Youth Club				
5.	Science Club				
6.	Radio Rural Forum				
7.	Farmer's Club				
8.	Parent Teacher Association				
	a. Balvadi				
	b. School				
9.	Others (Specify)				

15. List the activities in which the community involved? Which methods could be adopted to involve?

S.No.	Activities	Methods Used	Persons Involved
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16. Give your opinion about the programmes:

17. Do you have any problem?

18. Give your suggestions for the improvement of feeding centres.

Signature of the
Interviewer

APPENDIX II

மாண்புமிகு முதலமைச்சரின் சத்திரமுத்தி திட்டத்தில் நிலையை கண்டறியும்
கேள்வித் தாள்

கேள்வி கேட்பவர் பெயர் :

ஆர்வத்தின் பெயர் :

பெற்றோர் பெயர் :

விவரம் :

பால்: ஆண் / பெண்

வயது : ஆண்டுகள் மாதங்கள்

சத்திரமுத்தியில் சேர்ந்த தேதி:

ஆர்வத்தின் உடல்நிலை (சரியான விடையைக் () குறிக்கவும்)

1. துறாக்கியமானாலும் ஆற்றோட்டின் முயற்சியும் கானப்படுதல்
2. (அ) தகவல் குறிப்பிடுவதில்
(ஆ) ஆற்றந்த அளவு மீத சோதனை
(இ) தோஷக்கு கீழ் இருக்கும் தகவல் ஆற்றந்த கானப்படுதல்
(ஈ) எந்த செயலையும் விருப்பமில்லாமல்
3. (1) (அ) சத்திரமுத்தியினால் தோஷமும் உடல் வீக்கமும்
(ஆ) அளவு அளவு தகவலையும் குறிப்பிடுவதில்
(இ) கைவிரலால்
(ஈ) வெளியே விடுவதில்
- (2) (அ) கைவிரல் வெளியே விடுவதில் விடுவதில்
(ஆ) சொந்தமில்லை
(இ) சொந்தமில்லாமல் கடினமாக தோல்
(ஈ) சிறந்த நிலம் மாறி முட்டையால் வெளியே விடுவதில் தோல்
மற்றும் அறிவிக்கல் ஏதாவது இருந்தால்

6. விடுமுறை நாட்களில் பங்குகள் நாட்களில் நீ சந்தையு மையத்தில் உல்கிறாயா?
7. சந்தையுத் திட்டத்தில் உல்க நல்கமகல் யானல?

சந்தையுத்திட்டத்தைப் பற்றிய உபத்தோரிகளில் எல்லைல்கி:

1. சந்தையு மையத்தில் கிடக்கலுல் உலையு சந்தையாக ளுருக்கிறதா?
 ளுல் () ளுல்லை ()
2. உல்கல ளுந்நதையு ளுத்திட்டத்தில் நீல்கல ளுர்த்ததல் காரணல்கல யானல?
3. எத்தகல நாட்கலுக்கு ளுடுமுறை நீல்கல மையத்தில்கு ளுல்கல யார்க்கிலுர்கல?
4. சந்தையுத் திட்டல் நல்கத்தப்பட்டால் நீல்கல ளுந்நதையுப் பல்கல்கு ளுலப்பலுர்கலா?
 ளுல் () ளுல்லை ()
5. சந்தையுத் திட்டத்தில் உல்கல பிறல்கலகல யானல?
6. திட்டத்தல மலம்பலுத்த உல்கல யலாசலகல யானல?
7. சந்தையுத்திட்டத்தில் உல்கல ளுந்நதையுல் நீல்கல காரணல் யானல?

எண்	மாற்றங்கள்	மூலம்	இப்பொழுது
1.	அ. வளர்ச்சி ஆ. எலக்ட்ரிக்		
3.	உடல் நலம்		
4.	படிப்பில் துள்ளி		
5.	வேலையில் கைதொழில்		
6.	<u>உதாரணங்கள்</u>		
	அ. சளி		
	ஆ. கார்ப்சைடு		
	இ. கிராமம்		
	ஈ. வலிநிலைப்போக்கு		
	உ. புலிகள்		
	ஊ. அபிவிருத்தி		
	எ. மந்திரம்		

APPENDIX III

HONOURABLE CHIEF MINISTER'S NUTRITIOUS NOON MEAL PROGRAMME
IN TAMILNADU

CHECK LIST TO EVALUATE THE VARIOUS ASPECTS
OF NOON MEAL PROGRAMME

Village:

Date:

Centre :

Person in-charge:

1. Food Served

Good appearance

Good Flavour

Adequately cooked

Good consistency

Adequate in quantity

Tasty

2. Food included

Rice

Pulses

Vegetables

Green Leafy Vegetables

Groundnuts or
other oil seeds

Fruits

oil

3. Water

Using clean

Safe water

4. Food preparation
methods

Using haybox

Using smokeless chulah

No wastage of nutrients
(i.e) Not straining the
water after cooking rice
or vegetables.

5. Children's response
- Washing the hands before eating and after eating
 - Saying prayer's together before meals
 - Relishing and enjoying the food
 - Do not wasted food (i.e) curry leaves are not thrown away
6. Cleanliness
- Kitchen
 - Vessels
 - Plates and tumblers
7. Storage
- Proper storage of rice
 - Grocery
 - Vegetable
8. Nutrition education
- Integrated in the curriculum
 - Songs
 - Stories
 - Imparting nutrition Education
 - While eating
9. Interests
- The community
 - The local leaders
 - The Parents
 - The Teachers