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5.1 INTRODUCTION

Here, the researcher has presented discussion of some of the major findings of this study. Further the researcher has also presented educational implications of the findings and has given some suggestion for future studies.

5.2 FINDINGS OF THE STUDY

(1) The organizational structure at state level and at district level are very well defined. In M.P. the Panchayat and Rural Development Department is the Nodal Department, which has the responsibilities for the effective implementation of the programme. For Gwalior district, district collector has been assigned the overall responsibility of effective implementation of the programme at the district or block level. Further the CEO Zila Panchayat is the Nodal officer to implement the programme effectively. MDM cell has been developed to see the implementation of the programme at school level by using a part of funds under MME. The well defined structure helps in running any programme smoothly, because in well defined structure roles and responsibilities are well defined at each level of organizational structure. Hence each official is accountable for definite role and responsibilities.

(2) After receiving allocation of food grains from government of India, the state government reallocated the food grains on the basis of average attendance and number of educational days of the districts. District Collector released the food grains on the basis of the students strength and
average attendance rate to school and issues the block wise Quarterly Allocation Orders (QAO) in favour of Sadhana Mahila Mandal. On the basis of which food grains were lifted from FCI depot directly by the NGO.

(3) The demand of Wheat or Rice was calculated by the NGO by multiplying 90 percent of the number of children enrolled with the quantity of daily consumption per child. The NGO prepared its demand estimate and forward it to CEO Zila Panchayat. The CEO Zila Panchayat allocated the required quantity of food grains from the FCI godown to NGO.

(4) The cooking cost was calculated by calculating the actual number of students consuming the mid day meal, instead of calculating the enrollment of the students or average attendance rate of students in the school. Central Government provided Rs. 1.50 per child, per school day. The State Government provided Rs. 0.58 per child per school day.

(5) As in Gwalior city the contract of preparing Mid Day Meal was given to the Sadhana Mahila Mandal, the construction work for kitchen cum store has been stopped.

(6) The need for kitchen devices were first verified by the officials of the Nodal department and then money was transferred to the account of PTA of the particular school. The PTAs maintained the inventory of utensils in stock registers. After introduction of centralized kitchen Gas Chullahs were taken back by the Zila Panchayat Office.
(7) The cooking cost was utilized for the procurement of cooking ingredients such as cereals, vegetables, condiments, salts, sugar, fuel etc. from the local market by the NGO. Condiments of ISI mark should be used.

(8) From November, 2007 Sadhana Mahila Mandal an NGO which having the centralized kitchen has been assigned the contract of preparing food for the students of Government Primary Schools of Gwalior City.

(9) The centralized kitchen was highly mechanized, it has big boilers for steaming, dough Knedder, large vessels for cooking, 500 litre cookers, chopping machine, Rotimaker machine, dish washer, commercial gas connection, generators, exhaust fans, machines to grind the wheat, very well constructed store rooms to keep the food grains hygienically, net was used to cover the windows and doors in order to avoid flies, cockroaches etc.

(10) The transportation cost of cooked meal from kitchen to schools, the salary of the employees of centralized kitchen, maintenance of the equipments of the kitchen, cost of fuel, electricity bill were bared by the organizer of the centralized kitchen.

(11) Cooking of the food at centralized kitchen got started at 1.30 a.m. to 2 a.m. for the schools running in morning shift and cooking of the food, for the schools running in afternoon shift, started 6.00 a.m. in the morning.
(12) Menu was changed every day by the NGO. Chawal and Roti was provided on alternate day along with 20 gram Dal and 50 gram vegetables. On Tuesday Halwa, Puri and Sabji was provided to the students of government primary schools. Specific calendar of menu for every day was provided by the State Government and the NGO followed it.

(13) To ensure that the stipulations regarding hygiene, quantity and quality of cooked food were maintained, appropriate supervisory mechanism have been developed at the local level. Management information system has been established from state to local level. CRC has the responsibility of intensive monitoring of every school under their jurisdiction at least once in a month. On the basis of attendance verification at CRC level, the cooking cost was released to the NGO. The Project Coordinator Zila Shiksha Kendra obtained the report about quantity quality and regularity of the Mid Day Meal and submit it to CEO Zila Panchayat. On the basis of monthly monitoring reports from CRCs a MIS data base was maintained at District Project Coordinators level. This MIS had been updated every month and consolidated report has been submitted online to the State Coordinator MDM, through Zila Panchayat.

(14) MDM cell has been developed at district level. The officials were given the responsibility of monitoring the implementation of programme at school level. They
verified the records about (i) quantity of food grains received, date of receipt (ii) Quantity of food grain utilized (iii) Other ingredients purchased, utilized (iv) Number of children given Mid Day Meal (v) Daily menu (vi) Roaster of community members involved in the programme. The consolidated report has been submitted by the officials to CEO Zila Panchayat.

(15) Inspections at school level were conducted by using specific check-list by the officials of MDM. The check lists were submitted to CEO Zila Panchayat. They inspected 15 schools per month. Surprise visits were conducted by government officials.

(16) The quality of food and food grains was checked by checking the appearance, taste, smell, texture etc. the meal was never sent to laboratory for analysis.

(17) The inspection rosters were prepared for functionaries of various concerned department at district and block levels, according to which, they were required to carry out inspections of Mid Day Meal Scheme in 5 and 10 schools respectively.

(18) The lecturers of higher secondary schools would have to go to centralized kitchen, according to their turn, taste the cooked meal, approve meal and then only the meal would be sent for distributing at school level.

(19) At school level Mother roaster has been developed, the mother parents were invited to taste the food and give feed back about it.
(20) In all the morning shift as well as afternoon shift schools the meal was served during lunch break. In most of the morning shift schools, the meal arrived from 9.00 a.m. As well as in most of the afternoon shift schools it arrived from 1.00 p.m. to 2.00 p.m.

(21) The meal was distributed either by tempos or by two wheelers.

The food containers were emptied into the vessels which were provided by the schools by the food suppliers. Big patilas, steel dols were used in most of the schools to receive the food.

(22) 40% schools received the meal at courtyard, 40% schools received the meal at corridor and 12% schools received the meal in the classrooms, very few schools received it in office or head master’s room. The time taken in receiving the meal in most of the schools was about 10-15 minutes. The total time taken for serving the meal and consuming the meal varies from 20 to 45 minutes depending upon the number of students enrolled in the school.

(23) The amount of food brought by the supplier was supposed to be based on the number of children who attended school on previous day. The teacher in charge of MDM, provided the record of the students, who would supposed to eat the food on the next day, to the food distributor. The meal was received in presence of teacher in-charge of MDMP or the head master.
(24) In few schools class four worker and in some schools a woman hired by teachers assisted the process of Mid Day Meal.

(25) In few schools the meal remained uncovered or partially covered in Patilas for 20-35 minutes before lunch break.

(26) Approximately 70-75% students did not wash their hands before eating.

(27) Meal was served either in steel plates provided from school or utensils brought by the students from their homes. Approximately 30% students brought plates or lunch boxes from their houses.

(28) Number of students consuming the Mid Day Meal varied from 100% students enrolled in primary schools to 55% students enrolled in the school. The reasons for not consuming was mainly due to the food not being tasty parents did not allow to eat MDM, etc.

(29) In most of the schools drinking water facilities were available. In some of the schools toilet facility was not available whereas in many schools though the toilet facility was available, the toilets were not functional.

(30) The introduction of Public Private Partnership in Mid Day Meal Scheme reduced the teacher’s work load. Supervision of cooking, procurement of food grains, ingredients, arrangement of cook, fuel, maintenance of records (food grain received, quantity of food grains utilized, other ingredients purchased, utilized, daily menu, stock registers) etc. were the responsibilities of the teacher in-charge of MDMP, before introduction of centralized kitchen. All the above mentioned
responsibilities were shifted to NGO authority after the introduction of PPP. Few teachers still felt they have been spending fair amount of time in managing MDM.

(31) The students, teachers, government officials and parents opined that the food was supplied regularly and punctually by the NGO.

(32) Some of the teachers had the opinion that the frequency of monitoring from government officials got reduced after the introduction of centralized kitchen.

(33) Most of the teachers were having the opinion that ready to eat food should be provided. Few teachers had the opinion the food should be provided by the NGO. Very few teachers said that food should be prepared in the school premises.

(34) Large number of teachers said that the quality of food was satisfactory, some of the teachers said that quality of food was below average and often watery food was supplied. Rest of the teachers said the food quality was average.

(35) According to most of the teachers, parents and students the quality of food cooked in school premises was better than the food cooked by an NGO Sadhana Mahila Mandal.

(36) 36.66% teachers felt that MDMP was cutting teaching time where as rest of the teachers felt that MDMP did not influence much of their teaching time.

(37) Most of the teachers felt that MDMP has positive impact on enrolment, attendance and retention very few teachers has the opinion that MDMP has no impact on enrollment, attendance and retention of the students.
(38) Most of the teachers felt that MDMP has increased nutritional status of the students.

(39) According to teachers social discrimination was not found among the students as well as not acted upon by the parents.

(40) The teachers felt that in absence of peon or helpers it became hectic task to receive the food from supplier, to serve the food and to maintain the discipline in school.

(41) Toll free call centers were established in all the districts and the telephone number of there call centers were widely advertised in news papers and painted on school walls Services of Prasar Bharti (All India Radio) were being used for IEC activities.

(42) The government officials opined that the meal should be provided by NGO, instead of cooking in school premises.

(43) Most of the parents said that they would enroll their child if MDMP provided to them very few parents said that they would enroll their child even though MDMP not provided to them.

(44) Most of the parents had no complaints regarding the quantity of food provided some of the parents complained regarding Roti few parents said Dal and Rajma served were watery. Half of the parents said that they were happy with the meal provided. According to them, they were unable to provide the nutritious food as provided by the school, very few parents said that ready to eat food should be provided. All most all the parents expressed view that the scheme should continue.
Most of the students opined they might not come to school in absence of MDM. All the students said they got variation in menu. Some of the students preferred Chawal where as large number of students preferred Roti. Most of the students have no complaints about the quantity of the meal. Large number of students like the taste of the meal provided by NGO. Some students said Rotis were not cooked properly where as some students complained about Chawal. Very few students found that Mung Dal was not tasty as stones were found in it. Most of the students enjoyed the menu provided on Tuesday i.e. Halwa, Puri & Sabji as well as menu provided on 26th January and 15th August. Some of the students complained regarding water facility available in the school, they did not get sufficient water to wash their plates hence they brought plates or tiffin boxes from their houses and took it back unwashed.

The government officials, opined that though the food was cooked in very scientific way, the transportation of food from kitchen to school, and serving the meal to students was not done in hygienic way which affected the quality of food.

According to officials of the NGO, cooking cost provided them was not sufficient to provide hot, cooked nutritious meal.

Many of the parents and students suggested fruit should be provided at least once in a week.
5.3 DISCUSSION

The present piece of work was carried out with the objectives to explore various aspect of the MDMP of Government Primary Schools of Gwalior City. The researcher found that the organizational structure of the MDMP at state level and district level is very well defined. Very well defined structure, in turn, helps in optimum functioning of any programme because the roles and responsibilities are predefined and efforts are made by all the officials to achieve targets and avoid any obstacles which come in the path of success. Further, food grains and funds required for the programme are released in very economical way which leads to restrict unnecessary wastage of food grains as well as funds required to run the MDMP. Menu is very well studied with reference to its nutritional value by the officials who were having specialization in food and nutrition and then implemented at local level so that nutritional needs of the students are satisfied to a greatest extent with available resources. Intensive monitoring of the MDMP by CRC, MDM cell, government officials of other departments as well as by the programmes such as ‘PARAKH’, ‘SU-SHASHAN’ reduce the chances of corruption at various levels of MDMP. Further, community involvement is also raised to assist the monitoring of the programme. The study also indicates that the MDMP is regularly and punctually implemented at school level by NGO. Introduction of NGO or PPP has increased the fruit fullness of the programme by reducing the issues related with the MDMP such as, cutting of teaching-learning time, teachers’ work load, unhealthy atmosphere of schools as the food was cooked in the school premises, social discrimination caused by the recruitment of
Dalit cook, students’, involvement in cooking process etc.. Further, most of the parents, teachers, students accepted the influence of MDMP in increasing enrollment ratio, further, with hungry stomach students will not be able to concentrate in teaching-learning process, the MDMP has increased the attention span of the students as their hunger gets satisfied. Most of the beneficiaries and functionaries agreed about the adequate quantity of MDMP supplied by the NGO. Some of the beneficiary are having the opinion that though the quantity supplied is enough but quality of meal needs to be supervised and improved.

Inadequate quality leads to malnutrition as the nutritional component gets reduced and the students do not get protein and micronutrients in required quantity. Further, the cleanliness at all the level i.e. cooking, distributing and serving of the meal, needs to be emphasized. Which can be maintained with adequate infrastructure facilities at all the levels but mainly at school level. It is also very important that hygienic eating habits must be inculcated in the students along with the adequate nutrition.

5.4 EDUCATIONAL IMPLICATION OF THE PRESENT STUDY

- The MDMP helps to make schools more attractive for children, and thus improves enrolment and attendance.
- As the hunger of the child gets satisfied, it helps to improve attentiveness, memory and learning, particularly in the context in which many children came to school on an empty stomach in the morning.
• The MDMP reduces the likelihood of children leaving school early because of hunger.
• Children can learn hygienic eating habits related both to personal hygiene and understanding importance of the cleanliness of the surrounding areas.
• Eating the food by sitting together increased socialization and breaks social barriers among the students, helps in progressing them towards positive social change.
• Introduction of public-private partnership has reduced teacher’s work load as well as changed the negative attitude of teachers towards MDMP.
• The MDMP helps to change the mind set of students which leads to change the mind set of parents and hence of the community about education and nutritional aspects of the children.
• For the students of this age group the food provided through this programme in the school becomes one of the extrinsic motivation factor and therefore it increases their enthusiasm for the study. Hence, this scheme should be continue.

5.5 SUGGESTIONS FOR FUTURE STUDY

• Study of MDMP in Gwalior city with special reference to growth in enrollment before and after introduction of Public Private Partnership in MDMP.
• Comparative study of MDMP of Gwalior urban and Gwalior rural areas.
• Study of scientific analysis of the menu provided by MDMP by collecting time series data for an academic year.
• Such studies can be conducted in other cities of various states.
• Study of influence of Gram Panchayats on effective implementation of MDM in rural areas.

5.6 CONCLUSION

The Mid-Day Meal programme is being implemented in Gwalior from 1995 onwards. The revision of schemes in 2001, 2004 and 2006 changed the objectives and focus of the mid-day meal from time to time providing free mid-day meal to children studying in primary and upper primary schools in an endeavour to meet the goal of universal elementary education. Government of India is providing free food grains. The programme covers children studying in primary and upper primary Government, Local Bodies, Aided Schools, Education Guarantee Schemes and Alternative Innovative Education Centres and Madrasas.

The concept of Public-Private Partnership or PPP is a mode of implementing government programmes/schemes means in partnership with the private sector. As a result, many corporate sector international and NGOs and delegation of trustees came forward. In Gwalior also from November, 2007, the concept of Public Private Partnership was introduced. The Sadhana Mahila Mandal is the NGO who provides food to the students of government primary schools of Gwalior city. The shift to a NGO-cooking the foods, from cooking of food in
individual school premises, marks lots of improvements or resolution of the issues related with the Mid-Day Meal programmes. Fake enrollment provided by teachers in order to get large quantity of food grains and extra cooking cost, teachers’ work load because of the responsibilities related with the success for implementation of the MDM, involvement of students in cooking process, cutting of teaching time, unhygienic atmosphere of the school etc. were some of the issues related with the Mid-Day Meal. The introduction of PPP has reduced the problems to large extent. The teachers as well as the government officials are satisfied to the large extent by the introduction of NGO.

The MDMP has achieved success in alleviating classroom hunger and persuading poor families to sent their children to school. Most of the children attending government schools come from poorest of the poor families. With income below poverty line, for most of these children having one square meal a day was sometimes not possible. At least for some of them the mid day meal is the only meal they had in a day.

The programme has increased enrollment and attendance rate and reduced dropout rate and shown improvement in retention. Further, intensive monitoring of the programme at school level as well as at NGO level by the government officials and community participation improved the functioning of the mid-day meal programme. Sharing of common meal enhanced socialization and reduced prejudices.
Most of the students, teachers as well as parents felt that the scheme should continue. Most of them are satisfied with the quantity of food supplied by the NGO. Some of them questioned the quality of the meal provided. To improve quality, adequate amount of cereals as well as good quality of vegetables especially green leafy vegetables, should be included in the meal to combat deficiencies in micro nutrients.

Further, few more constraints still exists like distribution of the meal in unhygienic way, lack of cleanliness of the areas where the meal is served to children, lack of basic facilities such as drinking water facility, toilet facilities etc. the general opinion of the beneficiaries and to some extent functionaries is that the schools may be supplied with still better quality of food.

Further, to improve the quality of food, the food samples should be sent to laboratories for its detailed analysis with reference to micro-nutrients, protein and calorie content. Community involvement should be increased to increase the accountability of functionaries.

On the whole, it is clear that the MDMS functioned well in spite of certain inadequacies and short comings. The beneficial outcome on educational performance are quite evident. The nutritional aspect needs little more attention as well as monitoring.