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INTRODUCTION

Education empowers the individual with basic knowledge and technical skill essential for work, productivity and economic survival. Education enhances personal growth, economic advancement and social effectiveness. Education is considered as a means in the long range perspective of bringing about social equality. More than ever before, the development of the nation today hinges-on its capacity to acquire, adapt and then to advance knowledge. This capacity depends largely upon the extent to which the country’s population has attained literacy, numeracy, communication and problem solving skills. Providing education for all is thus a challenge for the developing countries. But advanced education and training needs to rest on solid foundation, which is essentially, the product of primary education system. Children should learn to make themselves aware of their rights and duties and also prepare themselves for changing the social mores, when felt desirable. The need for any change in the society is reflected in the educational system, and it is through education that the societal needs are realized.

In India, this need was recognized long back, and the first and the foremost education demand after independence was that of Universal Elementary Education. The universalisation of elementary education was nationally accepted as an important aspect of the overall effort to make education a tool for socio-economic transformation. Article 45 of the Constitution also laid down that “the State shall endeavor to provide within a period of 10 years from the commencement of this
constitution for the free and compulsory education for all children until they complete the age of 14 years.” Accordingly, in the post independence era the country has made giant strides in the provision of educational facilities at all levels especially at ‘primary level’. Because the very meaning of ‘primary’ suggest that it caters to the most fundamental needs of all men and is something that men cannot do without. The universal basic minimum need which primary education has to satisfy is our country have found their expression in the objectives of primary education formulated by different Committees and Commissions.

The Kothari commission (1966) has envisaged “what is expected is that primary education should lay the foundation for a child to grow in to a responsible and useful citizen of country” (P.151).

The NPE (1968), suggested a nationwide programme of school improvement commending the good work of Madras states in this regard. The provision of school health services, inclusive of school meals was viewed important. The policy accepted the recommendations of the school health committee under the chairmanship of Smt. Renuka Ray. The policy endorsed the Education Commission (1964-66) recommendation in the matter of constituting the school committee for every area and entrusting various functions relating to school education exclusive of management of school fund. Therefore, the school committee would organize and manage the mid-day meal programme and enlist local support for its activities.
The challenge of Education- A policy perspective’ 1985 the document of the Ministry of Human Resource Development served as the basis for a nationwide debate for facilitating the formulation of National Policy on Education 1986. It stressed the crucial role of UEE in reconfirming the importance of Article 45 under Directive Principles of State Policy in the constitution and, the resolution on NPE 1968 in this respect. It observed that measures such as MDM, free uniforms and textbooks and even central assistance to the nine educationally backward states for the appointment of women teachers in single-teacher schools, had not yield significant results as yet.

In 2002 the Constitution of India was amended (86th amendment) to alter the provision of Article 45 of the Constitution (Rampal, 2005). This makes the provision of free and compulsory education a fundamental right and affirmes the old commitment of the state towards education of the citizens. The 86th amendment inserted a new Article -21A- which reads: ‘The State shall provide free and compulsory education to all children of the age group of 6 to 14 years, in the manner as the state may, by law, determine’.

The major schemes of elementary education sector during the Tenth Plan included SSA, District Primary Education Programmes (DPEP) National Programmes of Nutritional Support to Primary Education commonly known as Mid Day Meal Scheme (MDMS). Teacher Education Scheme and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS). The schemes of Lok Jumbish and Shiksha Karmi were completed but DPEP would extended up to November 2008. KGBV has now been subsumed with in SSA.
6.2 NP-NSPE 2006

6.2.1 Objectives Of The Mid Day Meal In Schools

- Improving the nutritional status of children in classes I-V in Government, Local body and Government aided schools, and EGS and AIE centres.
- Encouraging poor children belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

6.2.2 Program Intervention And Coverage

Following the recommendations made in this regard by the Steering and Monitoring Committee for the NP NSPE, the Central Government revised the scheme and its norms. The nutritional norm in respect of calories/student/day was increased to 450g from 300g in 2004. Protein in take norms per child per day were also increased from 8-12g to a minimum of 12g. In order to meet the new norms for nutrition, a minimum of Rs. 2 (US$0.04) per child per day was allotted for looking expenses for Primary school. Of this the centre would contribute Rs.1.80 (US$ 0.035) to the North eastern State and Rs.1.50 (US$0.03) to the other State. The States would meet the rest of the 20 paise (US$ 0.004) and 50 paise (US$ 0.01) respectively per child per day.
6.3 MID DAY MEAL SCHEME IN MADHYA PRADESH

The nation’s first state-wide mid-day meal program was introduced in Tamil Nadu in the 1950’s. By the 1980’s two other states-Gujarat and Kerala used their own resources to create schemes to universalize mid-day meals for primary school children. Madhya Pradesh introduced limited mid-day meal schemes during the 1980’s and 1990’s. Recognizing the success of many of this state programmes the central government introduced the Mid-Day Meal Scheme (MDMS) in 1995. Madhya Pradesh become one of the first states to initiate the mid day meal in 1995. But after a pilot beginning in a few blocks, the program was discontinued in 1997 in non-tribal blocks. Even the programme in tribal blocks floundered and remained largely on paper till 2002. In most schools raw grains were provided in this period. Following pressure from the Supreme Court, between 2002 and 2004 cooked ‘Daliya / thuli (porridge) was gradually extended to cover the whole state. On the first decision of the short lived Uma Bharti government was to introduce the Ruchikar (“relishing”) Mid Day Meal Scheme (RMDMS) in primary schools. The RMDMS was launched in 120 identified backward blocks on Frebruary 1, 2004 on a pilot basis. The scheme was quickly extended to cover the rest of the state from July 1, 2004 onwards. The RMDMS replaced Daliya by Roti / rice along with Dal and vegetables.
Later in the academic year 2004-05 Government of India, Ministry of Human Resources Development also issued instructions and provided assistance for cooking cost to serve the cooked food for primary schools under MDM. The menu and quantity of MDM for primary school children was revised and improved (Dal-Roti-Sabji) in wheat predominant area and Dal-Rice-Sabji in Rice predominant area in Madhya Pradesh from 15th August 2006, consequent to the increased assistance for cooking cost from Rs. 1.00 to 1.50 per child per day made available by the Govt. of India. In 2006, as a follow up of Supreme Court of India, MHRD, Department of School Education and Literacy, Government of India issued an order revised the norm of MDM. According to the revised norm schools should provide MDM with minimum 400 calories and 12 grams proteins. The additional quantity of calories and proteins are to be provided through addition of vegetables on other ingredients. This is being sincerely followed in M.P. Schools. In the academic year 2007-08, the implementation of MDM had also been started in middle schools of Educationally Backward Blocks of Madhya Pradesh, as well as year 2008-09 the implementation of MDM had been started in all blocks of Madhya Pradesh, as per the instructions of Government of India.

The objectives of the revised mid day meal scheme.

- Universalisation of education.
- To provide cooked mid day meal to the students of the government and government aided schools of the state.
- To improve the nutritional health standard of growing children.
- To increase retention and attendance and reduce dropout rate of children in government and government aided schools.
- To attract poor children to school by providing mid day meal to them.
- To increase the employment opportunities at the village level by linking rural poor with income generating activities related to revised mid day meal scheme.

6.4 RATIONALE OF THE STUDY

The children of today are citizens of tomorrow. The Mid Day Meal Programme for the children is a part of making the school attractive so that they view the school as their second home. The concept of nutritional support to education is not new in our country and it dates back to 1925 when Madras corporation developed a school lunch programme. Initially, provision of mid-day meal was regarded as part of charity. Over a period of time, it came to be regarded as an aspect of child welfare. Still later, it came to be perceived as a component of child development programme and thereafter, the nutritional improvement approach began to receive more attention from the hands of planner. The objective of this scheme was to give boost to universalization of primary education and impact the nutrition of students in primary classes. The Mid-Day Meal scheme has been revised in 2004 and as per the supreme court directive, it envisages provision of cooked, nutritious Mid-Day Meal to primary and secondary
school children. While there are broad central guidelines for the implementation of the scheme, there is nevertheless tremendous diversity at the state level. Not all the states were responsive to the Supreme Courts order. By March 2004, 14 states were providing cooked mid day meals to all primary school children, 9 States were implementing the scheme partially and 4 States were distributing food grains. The most commonly used excuse was lack of resources. Hence huge expenditure on this programme was planned at Central and State level. For example, in 2003-04 the expenditure was Rs. 1400 crores and in 2007-08, budget of the Central Government has allocated about Rs. 7324 crores for the MDM scheme. Therefore, it became imperative that a comprehensive evaluation of the programme be undertaken to judge the efficacy of the scheme.

Further, the studies reviewed raised some critical issues related with the Mid Day Meal programme. A common charge is that mid-day meals are a health hazardous because they are not prepared in hygienic condition, [Jean Dreze (2003), CUT (2007)]. Serious health risks from lack of hygiene and safety hazards have been reported including an accidental death of one child by falling into a vessel of hot sambar and burns to 3 others in Tamil Nadu (Right to Food Campaignment, 2006). Lack of infrastructure facilities, Menon (2003), Jean Deeze (2007), Practichi (2004), Angam (2008), Anima & Sharma (2008) especially with regard to water supply, kitchen sheds, utensils etc. were problems reported by many studies.
One of common arguments against mid-day meals is that they disrupt classroom processes. Teachers have been asked to spend their precious time (Jean Dreze 2003), managing various aspects of mid-day meal instead of teaching. The system does not work well, the already understaffed and over burdened teachers have to spend a lot of their time in supervising and organizing the mid day meal. Use of fire wood for cooking food leads to unhealthy atmosphere in school premises.

Further the report of status of food and welfare schemes in Madhya Pradesh (2010), indicated that in almost all the villages, children reported that they don’t get sufficient quality of mid-day meal and they had to go back to their homes and eat. The researcher’s own observations of various government primary schools of Gwalior city indicated that the teachers generally took decisions regarding the menu of the MDM. They generally provide either Dal or Sabji to the students and did not follow the prescribed menu. Hence, students did not get expected nutritional value from the MDMS. In addition to this, articles in news papers and various T.V. reports pointed to serious quality problems in the provision of Mid-Day Meal. It has been reported in various news- papers.

- 281 school children fall sick after mid-day meal and were admitted to various city hospitals. (The Hindu, Friday, February 27th, 2004).
- Several cases of food poisoning occurred in U.P. during election time i.e. September & October & 50% schools reported mismanagement. (The Times of India 6th January, 2008).
- Worms were allegedly found in the Kheer served during the mid-day meal at a primary school. Here, on Saturday triggering a protest by parents. Reported in DNA August 18, 2007 Firozabad.

In January, 2006 the Delhi Police unearthed a scam in the Mid-Day Meal scheme. In December, 2005 the police had seized eight truck loads (2,760 sacks) of Rice, meant for primary school children being carried from Food Corporation of India (FCI) godowns in Buland Shahr District of UP to North Delhi. When the police detained the trucks, the drivers claimed that the Rice was being brought all the way to Delhi to be cleaned at a factory. However, according to the guidelines, the Rice had to be taken directly from FCI godown to the school or village concerned. Later, it was found that the Rice was being siphoned off by a UP based NGO Bhartiya Manav Kalyan Parisad (BMKP) in connivance with the government officials.

In November 2006, the residents of Pembony Village under the Mim tea estate (around 30 km from Darjeeling) accused a group of teachers embezzling mid-day meals. In a written complaint, residents claimed that students at the primary school had not got mid-day meal for the past 18 months.

In December 2006, the Times of India reported a scam involving government schools that siphon off food grains under the mid-day meal scheme by faking attendance. The attendance register would exaggerate the number of students enrolled in the class. The additional students would not exist, they were “enrolled” to get additional food grains which were pocketed by the school staff.
In addition to the issues related to the quality, infrastructure facilities and corruption, an important issue was focused by Menon (2003), Jean Dreze (2003), Thorat (2004), Jain and Shah (2005) i.e. social discrimination. The Supreme Court’s specification about giving preference to Dalit cooks has met with opposition by certain high caste families.

Further, the letter from Principal Secretary, Reference No.13979/ 22/RA.S.KA/MDM/2005 dated 3/10/2005, from Bhopal also indicated that in assembly, several questions have been raised by MLAs about disparities found in MDMP in their respective district.

The review of related studies also indicates that the studies conducted provide information of MDM of various States. In State of Madhya Pradesh too studies were not conducted at local level. The Indian Education System has suffered a lot because of centralization of administration. Due to centralization uniform schemes have been implemented everywhere in the country for the upliftment of primary education. In such a situation, uniform strategies can’t work. For the local specific problems, an attempt to find out general solution deletes the very purpose of the study.

Observations obtained through review of the studies, newspaper and researcher’s personal experience of the government primary schools, raised several questions in researcher’s mind viz.
□ Whether the menu prescribed in guidelines provided by the government is followed or not?
□ Does the MDMP really helps in increasing the attendance and enrolment?
□ Does the food provided in MDM really helps in reducing the problem of malnourishment.
□ Whether teachers are right persons to be made accountable for MDM delivery at the end point?
□ Is making them responsible for MDM, affecting the overall schooling?
□ What are the problems at the management level which hinders the effective implementations of the MDMS?
□ While the local government (through their committees) are is responsible for implementations of MDMS on paper, in reality they are absent. Is this a desirable situation?
□ What kind of monitoring and accountability systems are needed at the higher levels in order to reduce the delays and shortcomings in the distribution of ration and conversation costs?

In order to find out the answers to above mentioned questions, a grass root level study should be conducted. Further, the MDMs of Gwalior city had never been studied. The researcher decided to undertake a study which focused on the various aspects such as management of Mid-Day Meal; reactions of functionaries and beneficiaries of the government primary school of Gwalior city.
6.5 STATEMENT OF THE PROBLEM
“A Study of Mid-Day Meal Programme in the Government Primary School of the Gwalior City of Madhya Pradesh”.

6.6 OBJECTIVES OF THE STUDY
1. To study Mid-Day Meal scheme in the Government Primary schools of the Gwalior city in terms of,
   (i) Organizational structure.
   (ii) Management of Foodgrains, vegetables and ingredients.
   (iii) Menu (Weekly)
   (iv) Monitoring of the programme.
2. To study implementation of Mid-Day Meal scheme in the government primary schools of Gwalior city.
3. To study opinions of the beneficiaries regarding Mid-Day Meal in government primary schools of Gwalior city.
4. To study opinions of the functionaries regarding Mid-Day Meal in the government primary schools of Gwalior city.

6.7 PLAN AND PROCEDURE
6.7.1 Population And Sample
The Gwalior district is comprised of five blocks viz. Dabra, Bhitarwar, Gatigaon, Morar (R), Morar (U). Morar (U) is the Gwalior city. Population for this primary schools i.e. 309 schools. Out of these schools 10% of them were selected randomly for the present study. The Gwalior city is divided into three zones i.e. Gwalior, Lashkar and Morar. 10 schools from each zones were selected randomly. The interview was
conducted with five students from each school in the school premises. Interview was conducted with five parents of the sampled students. The staff incharge for the MDMP in all the sampled schools were interviewed to get the idea about various aspects of MDMP. In addition to this CEO (Zilla Panchayat) and all the members of MDM cell were included in sample. Further food supplier of the centralized kitchen was also interviewed for the present piece of work.

6.7.2 **Tools For Data Collection**

Before tool construction, the researcher visited various primary schools of Gwalior city, conducted meetings with the members of steering cum monitoring committee, reviewed the guidelines of MDMP issued by Central Government and State Government with a view to obtain knowledge of various aspects of Mid Day Meal Scheme. Following tools were implemented for this study.

1. **Observation Schedule For The Schools.**

The observation schedule was constructed to observe following aspects related with the MDM.

- Teacher’s Role.
- Food Quality and Quantity.
- Utensils.
- Time spent in distribution of food and consumption of food in school.
- Food receiving and distribution area.
- Drinking water facility.
- Teaching learning process.
2. Semi Structured Interview Schedule for Teachers in charge of Mid Day Meal. The interview schedule focused upon following aspects.
   ▪ Teacher’s role.
   ▪ Impact of MDM on enrollment and attendance.
   ▪ Problems faced by teachers in organizing the Mid Day Meal Programme.
   ▪ Teacher’s opinion about various aspects of MDM.
   ▪ Teachers suggestions to run the scheme smoothly.

3. Semi Structured Interview Schedule for the CEO in charge of MDM.
   ▪ Implementation of the scheme.
   ▪ Organizational aspects of MDM.
   ▪ Procurement of food grains.
   ▪ Food grain Flow.
   ▪ Budget for MDM programme.
   ▪ Fund flow.

4. Semi Structured Interview Schedule for Task Manager.
   ▪ Monitoring aspects of MDM.
   ▪ Management problems related with MDM.
   ▪ Suggestions and opinions about various aspects of MDM.

5. Semi Structured Interview Schedule For Quality Monitor.
   ▪ Role of the quality controller.
   ▪ Problems faced.
   ▪ Visits to schools.
   ▪ Suggestions to run the MDM smoothly.
6. **Semi-Structured Interview Schedule For The Supplier.**
   - Implementation from the centralized kitchen to school.
   - Menu.
   - Procurement of food grains, storage.
   - Cooking cost.
   - Fund for ingredients.
   - Preparation of food with respect to cooking devices, kitchen school, cooking time, distribution of food to schools, transportation facility etc.

7. **Semi Structured Interview Schedule for Students.**
   - Likes and dislikes of the menu.
   - Regularity of the meal.
   - Quantity of the food.
   - Opinion about the food.
   - Suggestions.

8. **Semi Structured Interview Schedule for Parents**
   - Satisfaction about the scheme.
   - Problems of unhygienic food.
   - Regularity of the meal.
   - Quantity and quality of the food.

6.7.3 **Data Collection**

The data necessary for this study was collected by the researcher personally. The researcher conducted informal discussion with the teachers in charge of MDM and members of MDM cell. The knowledge obtained through the informal discussion and participant observations of 3-4 schools was
utilized for the construction of tools. The researcher spent 2-3 hours in the school premises for the observations of the various aspects viz teaching learning process and Mid Day Meal Process. The researcher spent 4 to 5 days per school to conduct the observation, interview with the teachers in charge of MDMP and interview with students. Further prior appointment were taken from the CEO and members of the MDM cell to conduct the interview.

House hold survey was conducted to obtain the data from the parents of the students enrolled in sampled schools. The food supplier was also interviewed to get the idea regarding the various dynamics of centralized kitchen.

6.7.4 Data Analysis
The data collected for the present research study was analyzed with the help of quantitative and qualitative techniques. The researcher used percentage and content analysis method as per the requirement.

6.8 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. 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) 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.

(3) 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.

(4) 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.

(5) 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.

(6) 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.

(7) 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.

(8) 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.

(9) 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.

(10) 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.

(11) 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.

(12) 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.

(13) 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.

(14) 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.
(15) At school level Mother roaster has been developed, the mother parents were invited to taste the food and give feedback about it.

(16) 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.

(17) 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.

(18) 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.

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

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

(21) 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.
(22) 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.

(23) 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.

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

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

(26) 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.
(27) 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.

(28) 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.

(29) 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.

(30) 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.

(31) Most of the teachers felt that MDMP has increased nutritional status of the students.

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

(33) 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.

(34) 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.

(35) 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.
(36) 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.

(37) 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.

(38) 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.
(39) According to officials of the NGO, cooking cost provided to them was not sufficient to provide hot, cooked nutritious meal.

(40) Many of the parents and students suggested fruit should be provided at least once in a week.

6.9 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 researchers 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.
6.10 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.
6.11 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.

6.12 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 out comes on educational performance are quite evident. The nutritional aspect needs little more attention as well as monitoring.