Chapter V

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5.1 INTRODUCTION

Primary Education plays a pivotal role for mass literacy and provides a solid foundation for higher education. It is the stage when foundation of a child’s over all development is laid. A building whose foundation is not strong can not survive the thunders of time. If a child is properly looked after at primary stage, his further education gets a fillip. So, to make this foundation stone strong, or to make education universal, Government of India launched many programs from time to time like Resolution of Government on National Policy on Education (NPE) (1986), Non Formal Education (NFE), Operation Blackboard (OB), Minimum Level of Learning (MLL), District Primary Education Programme (DPEP), Bihar Education Project (BEP), Lok Jumbish, Mid Day Meal Scheme (MDM) and Sarva Shiksha Abhiyan (SSA).

Mid Day Meal Scheme:– In order to improve enrolment, retention and reduce drop out rate of students in primary classes and also to improve nutritional status of primary school students, Government of India, launched a countrywide scheme, National Program of Nutritional Support to Primary Education (NP-NSPE)-(Mid Day Meal Scheme) on 02-10-1995 (effective from 15-08-1995). Under this scheme, students of primary classes were to be provided wheat @3kg per student per month (for 10 months in a year) subject to 80% attendance. And later on the States were to switch over to cooked meal scheme within two years but, like many other states, Punjab could not switch over to cooked meal scheme inter-alia. It was not due to paucity of funds alone but also due to sheer lack of bureaucratic will. Under this scheme, foodgrains (wheat and rice) are provided free of cost by Central Government along with Transport subsidy of Rs.50 per quintal, cooking cost and essential infrastructure. Then, the scheme was revised in 2004 to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in class-I-V in Government, Government Aided Primary
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Schools and EGS/AIE Centres with a cooking cost @Rs.1/- per child per school day, transport subsidy of Rs.100 per quintal for special category States and Rs.75 per quintal for other States besides Management and Monitoring costs @2% of the cost of foodgrains, transport subsidy and cooking assistance. Provision of mid day meals during summer vacation in drought affected areas was also made. Due to some of the difficulties faced in implementing MDM-2004, the scheme was again revised in 2006; In this scheme the calories were raised from 300 to 450 and protein contents from 8-12 gm to 12 gm with adequate quantities of micronutrients like iron, folic acid and vitamin-A etc, with increased cooking cost of Rs.2 per child per day (Rs.1.80 per child per school day paid by Central Government and 20 paisa by the State Government) with a provision of assistance for constructing kitchen-cum-store @Rs.60,000 per unit and Rs.5000 for kitchen devices. Local bodies implement NP-NSPE at the state level. The Central Government provides free food grains from FCI. Allotment is based on enrolment figures obtained from States and Union Territories. The Central Government also offers a transport subsidy to the State Government. NP-NSPE can also be run by NGOs. Some states use parallel structure (such as through Deputy Collector). Others use Gram Panchayats or Parent Teacher Bodies or Local Women’s Self Help Groups or NGOs. But, in case of NGOs, the union bears only running expenses, not infrastructure cost.

From the beginning till now mid day meal scheme became a matter of discussion for all the personnel concerned especially the teachers, parents of the students and administrators. Study of related literature reveals the views of investigators about the impact of this scheme on enrolment, retention and scholastic achievement. Regarding the impact of this scheme, a little research has been done in our country and in the state of Punjab. Having launched the scheme for more than 10 years, the investigator, felt that there is a dire need to know whether the objectives of this scheme were achieved or not. Besides she aimed at knowing the problems that are faced by the teachers and the administrators during implementation of this scheme. So, the investigator planned to investigate mid day meal scheme of District Ferozepur.
5.2 STATEMENT OF THE PROBLEM

IMPACT OF MID DAY MEAL SCHEME ON ATTENDANCE, RETENTION AND LEARNING OUTCOME OF STUDENTS AND PROBLEMS FACED BY TEACHERS AND SCHOOL ADMINISTRATORS

5.3 OBJECTIVES OF THE STUDY

A research study must safeguard wastage of efforts on trivial or superficial investigation. The present study endeavours for the realization of the following objectives:

1. To study the impact of Mid Day Meal Scheme on the enrolment of students in Government Primary Schools.
2. To study the impact of Mid Day Meal Scheme on the enrolment of students in Government Aided Primary Schools.
3. To study the impact of Mid Day Meal Scheme on the enrolment of students in EGS centres.
4. To compare the rise or fall in enrolment of students in Government Primary schools, Government Aided Primary Schools and EGS Centres.
5. To study the impact of Mid Day Meal Scheme on the attendance of students in Government Primary Schools.
6. To study the impact of Mid Day Meal Scheme on the attendance of students in Government Aided Primary schools.
7. To study the impact of Mid Day Meal Scheme on the attendance of students in EGS centre.
8. To compare the rise or fall in the attendance of students in Government Primary Schools, Government Aided Primary Schools and EGS centres.
9. To study the impact of Mid Day Meal Scheme on retention of students in Government Primary Schools.
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10. To study the impact of Mid Day Meal Scheme on retention of students in Government Aided Primary Schools.
11. To study the impact of Mid Day Meal Scheme on retention of students in EGS centres.
12. To compare the retention of students in Government Primary Schools, Government Aided Primary Schools and EGS centres.
13. To study the impact of Mid Day Meal Scheme on academic achievement of students in Government Primary Schools.
14. To study the impact of Mid Day Meal Scheme on academic achievement of students in Government Aided Primary Schools.
15. To study the impact of Mid Day Meal Scheme on academic achievement of students in EGS centres.
16. To compare the initiative behaviour of the students of Mid Day Meal area and Non Mid Day Meal area.
17. To compare the sociometric status (social relations) of students of Mid Day Meal area and Non Mid Day Meal area.
18. To study the problems faced by the teachers in implementing mid day meal scheme.
19. To study the problems faced by the school administrators in implementing mid day meal scheme.

5.4 HYPOTHESES OF THE STUDY

Ho.1. There will be no significant impact of Mid Day Meal Scheme on the enrolment of students in Government Primary Schools.

Ho.2. There will be no significant impact of Mid Day Meal Scheme on the enrolment of students in Government Aided Primary Schools.

Ho.3. There will be no significant impact of Mid Day Meal Scheme on the enrolment of students in EGS Centres.
Ho.4. There will be no significant difference in the rise or fall in the enrolment of students in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.5. There will be no significant difference in the rise or fall in the enrolment of students of different categories in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.6. There will be no significant difference in the rise or fall in the enrolment of students (Boys & Girls) in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.7. There will be no significant impact of Mid Day Meal Scheme on the attendance of students in Government Primary Schools.

Ho.8. There will be no significant impact of Mid Day Meal Scheme on the attendance of students in Government Aided Primary Schools.

Ho.9. There will be no significant impact of Mid Day Meal Scheme on the attendance of students in EGS Centres.

Ho.10. There will be no significant difference in the rise or fall in the attendance of students in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.11. There will be no significant difference in the rise or fall in the attendance of students of different categories in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.12. There will be no significant difference in the rise or fall in the attendance of students (Boys & Girls) in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho.13. There will be no significant impact of Mid Day Meal Scheme on retention of students in Government Primary School.

Ho.14. There will be no significant impact of Mid Day Meal Scheme on retention of students in Government Aided Primary Schools.
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Ho. 15 There will be no significant impact of Mid Day Meal Scheme on retention of students in EGS Centres.

Ho. 16 There will be no significant difference in retention of students in Government Primary Schools, Government Aided Primary Schools and EGS Centres.

Ho. 17 There will be no significant impact of Mid Day Meal Scheme on the academic achievement of students in Government Primary Schools.

Ho. 18 There will be no significant impact of Mid Day Meal Scheme on the academic achievement of students in Government Aided Primary Schools.

Ho. 19 There will be no significant impact of Mid Day Meal Scheme on the academic achievement of students in EGS Centres.

Ho. 20 There will be no significant difference in the initiative behaviour of students of Mid Day Meal area and non Mid Day Meal area.

Ho. 21 There will be no significant difference in the sociometric status (social relations) of the students of Mid Day Meal area and Non Mid Day Meal area.

5.5 DESIGN OF THE STUDY

Design of the study was descriptive and exploratory survey.

5.6 SAMPLE OF THE STUDY

The data was collected on a sample of Total 1200 students (300 from Government Primary Schools, 300 from Government Aided Primary Schools, 300 from EGS Centres (Where mid day meal is given) and 300 from Private Schools (where mid day meal is not given), 60 teachers (20 from Government Primary Schools, 20 from Government Aided Primary Schools, 20 from EGS Centres (Where mid day meal is given) and 20 Administrators (Including BPEO’s, BRP’s, Sarpanch’s, MC’s, Head teachers and Centre head teachers).
5.7 TOOLS EMPLOYED

For the purpose of data collection purpose, the following tools were used.

1. Performa to Record Enrolment of the Students (Appendix-1)
   (Prepared by the investigator)

2. Performa to Record Attendance of the Students (Appendix-2)
   (Prepared by the Investigator)

3. Performa to Record Retention of the Students (Appendix-3)
   (Prepared by the Investigator)

4. Performa to Record Academic Achievement Scores of the students.
   (Appendix-4a)
   (Prepared by the Investigator)

5. A Scale for Rating 'Initiative' (Appendix-4b)
   (By Vandana Mehra 1986)

6. Socio-Metric Scale (Appendix-4c)
   (Prepared by the investigator)

7. General Observation Schedule for Mid Day Meal Scheme in Primary Schools (Appendix-5)
   (Prepared by the Investigator)

8. Open Ended Interview Schedule for Teachers regarding Mid Day Meal Scheme in Primary Schools. (Appendix-6)
   (Prepared by the Investigator)

9. Open Ended Interview Schedule for Administrators regarding Mid Day Meal Scheme in Primary Schools. (Appendix-7)
   (Prepared by the investigator)
5.8 STATISTICAL TECHNIQUES

Keeping in view the type of the data and objectives of the study, the statistical techniques viz percentages were computed to test the hypotheses of the study.

5.9 DELIMITATIONS OF STUDY

Field of study is an endless process. In order to work efficiently, we must try to have manageable data.

1. The study has been confined to the schools of District Ferozepur Only.
2. Only twenty centres of each government, government aided primary schools and EGS centres have been taken.
3. The age of children under study was 6-14 years.
4. The teachers for interview have been selected from the selected sample schools only.
5. Only those administrators, who are in direct contact in implementation of mid day meal scheme in schools have been selected.

5.10 MAJOR FINDINGS OF THE STUDY

After analysing the data following conclusion were drawn

5.10.1 Conclusions Based On Quantitative Analysis

PART-I

Following conclusions were drawn from the analysis of Part-I Viz Analysis of the data on Enrolment and Attendance of students

- Mid day meals have positive impact on enrolment of students of all classes, categories and gender in Government Primary Schools, Government Aided Primary School and EGS Centres of Ferozepur District.

- For all types of sample schools more rise in enrolment of students was seen when no meal and cooked meal (NM, CM) (B) (15.1% GPS), (39.45% GAPS), times were compared followed by UM and CM (C) (8.0% GPS),
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(22.9% GAPS), (21.2% EGS) and NM and UM (A) (6.5% GPS), (13.3% GAPS) times Comparison.

- When longitudinal comparison for Government Primary Schools, Government Aided Primary Schools and EGS centres was made, more rise in enrolment of students was seen for Government Aided Primary Schools followed by EGS centres and Government Primary Schools during all the three times.

- In all types of sample schools more rise in enrolment was seen for SC category students followed by Gen and BC category students.

- Rise in enrolment was more for girls than boys for Government Primary Schools and EGS centres while for Government Aided Primary Schools, the rise was more for boys than girls.

- There is rise in attendance of students of all classes, categories and gender, due to mid day meals in Government Primary Schools, Government Aided Primary Schools and EGS centres or mid day meals have positive impact on attendance of students of Government Primary Schools, Government Aided Primary Schools and EGS centres.

- For all types of sample schools more rise in attendance was seen when no meal and cooked meal (NM & CM) times were compared (B) followed by uncooked meal and cooked meal (UM & CM) (C) and no meal and uncooked meal (NM and UM) (A) time comparison.

- More rise in attendance was for students of Government Primary Schools 7.0% (A), 22.4% (B) and 15.4% (C). For the students of Government Aided Primary Schools the rise was 5.5% (A), 20.2% (B) and 14.7% (C) and for EGS centres the rise was 14.3% (C).

- In all types of sample schools, the rise in attendance was almost of the same level for all the three categories i.e. General, SC and BC categories.

- The rise in attendance was more for girl students than boys in Government Primary Schools. It was more for boys than girls in Government Aided
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Primary Schools, and for EGS centres, this rise was almost of the same level for boys and girls.

PART-II

Following conclusions were drawn from the analysis of Part-II viz analysis of the data on retention of students.

- There is rise in retention of students (%age of students retained upto final exams) of all categories and gender in Government Primary Schools, Government Aided Primary Schools and EGS centres due to mid day meals.

- The retention was more for Government Aided Primary Schools (98.9%) followed by EGS centres (97.4%) and Government Primary Schools (94.2%) during cooked meal time.

- For all types of sample schools, retention was more for General category students followed by BC and SC categories.

- Girls showed more retention than boys in all types of sample schools.

Part-III

Following conclusions were drawn from the analysis of Part-III, Viz analysis of the data on learning outcome of students.

- There is positive impact of mid day meals on the academic achievement of students in Government Primary Schools, Government Aided Primary Schools and EGS centres.

- The percentage of students securing A and B (i.e. higher grades) was more during meal time (MDM time) than non meal time (Non-MDM time) in all types of sample schools.

- During Non-MDM and MDM times, girls showed better academic achievement scores than boys.

- Mid day meals have positive impact on the initiative behaviour of the students. Students of mid day meal area (Government. Primary Schools)
showed better score on Scale for Rating Initiative than the students of Non mid day meal area (Private Schools).

- Mid day meals have positive impact on the sociometric status of students. In the schools, where mid day meal is given, the number of stars (students-accepted by more students-showing good social relations) is more i.e. 58.3% than the schools where no mid day meal is given (33.3%) whereas the number of rejectees (Not accepted by other students) was more for Non-MDM schools (50%) than MDM schools (16.3%).

- No discrimination on the basis of caste, colour and creed is observed. The students learn to sit together, share food, share utensils and doing other activities with each other.

5.10.2 Conclusions Based On Qualitative Analysis

After analysing the open ended interview schedules for teachers and administrators regarding mid day meal scheme in primary schools, the investigator found that various problems/difficulties are faced by the teachers and the administrators in the Implementation of mid day meal scheme, which are given as under:

- **Extra Burden on the teachers and wastage of teaching hours:** Engagement of teachers in collecting raw material, Purchasing other necessary items (like condiments, patatos, onions, and Pulses etc), cooking and distribution of meal results in wastage of teaching hours of teachers.

- **Lack of funds:** Generally the funds for mid day meal scheme are not received in time. The teachers purchase all the materials other than wheat and rice, from their own pockets.

- **Non-availability of funds:** No carriage charges for carrying food grains from FCI godowns to respective schools are given. Funds are to be provided by District Rural Development Agencies (Working under the
Deputy Commissioners) but, these are neither made available in advance nor at the time of lifting of raw material from FCI godowns.

- **Lack of Infrastructure:** Lack of kitchens or cooking sheds and utensils is also a major problem faced by the teachers. In the absence of cooking sheds/kitchens, food is cooked in open, which is not fire safe and unhygienic. Due to the absence of the utensils for eating purpose many students were seen eating from old news papers and polythene bags, which is unhygienic.

- **Problem of Fuel:** Most of the schools use fire wood as fuel which leads to a big problem as to who will bring this fuel. LPG supply is not made available to all the schools.

- **Problem of storing of raw material:** (wheat and rice) in government primary schools’ as buildings are not sufficient to store. Even some primary schools have no buildings.

- **Fear of theft:** No post of chowkidar is available in govt. primary schools. A fear of the theft of the raw material always lurks.

- **Problem of appointing cook:** No doubt according to instructions of the government 40 paise/child/day be paid to the cook, but it has been observed that hardly a cook is ready to take up this job at such low payment. Some of the teachers report that at certain times they have to pay the cook from their own pockets. No cook gets ready to work on daily wages on the basis of the strength of the students on a particular day. Every cook wants that settlement of payment should be done on monthly basis, not on daily wages.

- **Non availability of staff:** Right from collection of raw material, purchase of material from market, cooking and distribution of meals, washing utensils to maintenance of records, no post has been sanctioned under this scheme.
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- **Problem of complaints of students**: The students do not like (appreciate) food of one and the same kind everyday. Parents of the students also blame the teachers when their wards fall ill. They hold the teachers responsible for the poor quality of food provided to the students. Children are also not happy with the quality and quantity of food given to them. Children of well-to-do families avoid eating the mid day food.

- **Despite the provision of a weekly menu**: (pasted on school walls) that provides an interesting mix of the food options, most schools do not follow this. The repetition of same type of food is not appreciated by students. Diversions from the menu are attributed to lack of cooking utensils, as well as unwillingness among the staff to put in the required hours of work.

- **Problem of maintaining Records**: To maintain record related with the scheme is a highly time consuming process. It is very cumbersome to fill every column and write down every detail of expenditure, which does not give the teachers enough time to teach the students. Half of the time is spent on the preparation of the meals and the remaining half is spent on preparing the daily reports. Moreover, the teachers report that no clear cut instructions are given to them to complete the records.

- **Adverse effect on the teacher-student relationships**: It is observed (and the teachers feel) that the scheme has left a negative impact on the relations of teachers and students. The students take the teachers for granted and do not pay them the due respect when they find the teachers working in the kitchen. The respectable distance which should be between a teacher and a student is lost. The awe of the teacher is diminishing. Status of teacher is reduced to a cook.

- **Problem of non cooperation from Panchayat**: In most of the schools the Sarpanch and Panchayat members have become authoritative instead of being co-operative. They indulge in bossism. They have a tendency to
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interfere and rebuke the teachers over small matters. They ask for commissions from the grants. Many times, the teachers have to go to the Sarpanch in the fields to get his signature, which is very embarrassing especially for the lady teachers.

- **Fear of checking by the higher authorities**: Higher authorities pose a great terror for the teachers as well as administrators. Their main aim is to find faults with the working of the teachers and reprimand them over trifles. They would not appreciate the practical problems being faced by the teachers.

- The teachers, the real field workers, are not given the chance to tell about their problems and suggestions to improve the mid day meal scheme.

- **Problem of matching the standards fixed by the government**: The government modifies the standards like budget allocations and menu from time to time. So, it becomes difficult for the persons concerned to match these standards. This is a big problem for the teachers as well as the administrators as how to meet these fixed standards and how to use the money and to keep the records accurate.

- **School officials are also under pressure to show rising enrolment**: There have been instances when the same children are enrolled in more than one school for the meal. Teachers are also guilty of marking absent children present just to prove that attendance is high. There is a lot of pressure to show high enrolment and retention figures even though children are not staying in schools after the meal.

- **Problem of poor quality of raw material**, Supply and variation in the quantity of actual allotment and actual lifting of wheat and rice also takes place due to the reason that allotment by government of India is made on the basis of previous year’s enrolment of students and reallocation/lifting of actual wheat/rice is made by the Deputy Commissioner concerned on the basis of actual enrolment/ attendance at the time of lifting.
Punjab is a buffer state in the procurement of wheat and rice and has a large quantity of food grains. That is why people in general are not interested in this scheme.

5.11 RECOMMENDATIONS FOR IMPROVEMENT OF MID DAY MEAL SCHEME (WHICH WAY NOW)

The experience so far clearly shows that mid day meals have much to contribute to the well being and future of Indian children. As the things stand, the mid day meal programmes have many flaws, yet the need is to go forward, not backward, with adequate resources and quality safeguards. Mid day meals can play a major role in boosting school attendance, eliminating classroom hunger and fostering social equality. The investigator suggests some ways which can help to solve these problems and make the scheme effective.

- Financial allocations need to be raised. A moderate amount of expenditure can radically enhance the quality of the mid day meals.

- Norms must be made available on how the conversion cost is to be used. Studies must be conducted to assess how this amount should be spent on different items (pulses, vegetables, eggs, oil, condiments etc.) to ensure a quality meal. The allocation for cooking cost should be enhanced to at least Rs. 3 per child per day making it possible for a better quality of meal including vegetables, eggs, etc. A system should be in place to ensure that eggs are provided regularly.

- The budget for cooks should be increased.

- The infrastructure for mid day meals requires urgent improvement. All primary schools need a cooking shed. Many schools also require better utensils, storage facilities, water supply and related facilities. Adequate infrastructure is particularly crucial to avoid the disruption of classroom activities and also to ensure proper hygiene.
Eco-friendly designs for kitchen sheds as well as eco-friendly cooking methods (e.g. using smokeless chulhas) should be encouraged.

If possible gas cylinders should be supplied in schools.

**Local preparation:** In rural areas, mid-day meals should be prepared on or near the school premises, preferably using local foods. Provision of mid-day meals through contractors or centralized kitchens should not be allowed. Where NGOs are involved, strict guidelines should be issued for their regulation and supervision.

Close supervision and regular inspections are essential to achieve higher quality of standards. Better monitoring would also help to eradicate petty corruption, such as the pilferage of food by various intermediaries. Moreover, the inspectors and supervisors should adopt an appreciative attitude towards the teachers.

Political interference in the selection of cooks for MDM needs to be stopped.

The headmasters and the cooking agencies must be given training on aspects related to organising and managing the mid day meal.

More varied and nutritious menus are recommended and all the schools should stick to the menu system.

Proper guidelines with regard to a weekly menu, cost norms etc. must be made available to all the schools. These must be publicly displayed in all schools.

The mid day meal program could be extended and linked to related programs such as micronutrient supplementation, health services and nutrition education for example in Karnataka iron and deworming tablets are provided at school. Tamil Naidu has gone further in this direction. School children get regular health checkups and free treatment for illness such as anemia, worms and scabies.

**Medicine kits:** Every school should have a medicine kit with basic drugs (including ORS and IFA tablets), to be distributed by the teachers/workers.
with appropriate training as well as guidance. The procurement of medical kits should be decentralized (detailed guidelines should be prepared for this purpose). Medicine kits should be inspected and replenished at the time of the monthly “health and nutrition day”.

- Mid day meal scheme should be implemented by avoiding teachers’ involvement so as to avoid loss of studies of students.

Mr. K. Vankatrasubramanian, member Planning Commission, Govt. of India, in his letter dated 19.07.2000 addressed to Smt. Aohala Monlik, IAS Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, New Delhi has Inter-alia recommended: -

“Mid day meal should be provided through a separate mechanism without disturbing the normal academic work of teachers”.

- Mid day meal incharge should be given some relaxation in his/her teaching workloads.

- Separate agency should be given this duty beginning from the collection of raw material, preparation and distribution of meals to maintaining records etc.

- **Record maintenance:** The burden of record maintenance should be reduced. As far as possible, record-keeping should be confined to registers that are mandatory under the ICDS Guidelines. The possibility of assigning some of the responsibility of record-keeping to persons other than the teachers (e.g. educated adolescent girls under the Kishori Shakti Yojana) should be explored. This would also help to ensure some independence, objectivity and transparency in record-keeping

- The meal should be given to students twice a day, the first one at the start of the school. This will help those students who come to school without breakfast. The second meal should be given during the normal lunch break.
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- The mid day meal may include dry type of food that can be easily preserved without any loss of quality and need for chemical preservatives for about two or three days at least. One example is whole wheat flour biscuits (as distinct from Maida biscuits generally sold in market by big companies which have a lower nutrition value). The technology for making whole wheat flour biscuits is readily available and several small scale bakeries prepare them in our towns and cities. Besides, whole wheat flour biscuits, the possibility of many other local foods certainly exists. All that we would like to emphasise is that the food should be a) dry, b) preservable for two or three days without adding chemical preservatives, c) high in nutrition and d) not too expensive.

- The work of preparing whole flour biscuits (or other food items) should be given to self help groups or cooperative societies of women from weaker sections. These women should include a good percentage of Dalit women at the panchayat level. Training schemes are already available to train women to prepare nutritious food items in a hygienic way. The government should provide two rooms to this self help group for cooking and baking work as well as for packaging and storage purposes. The self help group will get an assured market but it will have to satisfy clearly laid down requirements of hygiene and quality control. As village women will be cooking/baking for their own children, they will be naturally maintaining the quality of food.

- To ensure the quality of cooked food one parent can be invited to have meal with the children or atleast to taste the food everyday and he/she must be shown the raw material there too. More cooperation of community members should be ensured for better implementation of MDMS.

- NGOs failed to supply quality food and did not stick to menu so they may be discontinued.

- Whenever possible, grain and other raw materials should be purchased from local farmers and provided to the self-help group. The first preference should be given to organically grown grain, wherever this is available.
Several schools have an open space inside or near the school. While some of this space has to be kept as a playground, extra space should be used to grow fruits and some vegetables, which can be eaten raw (carrot, radish, tomato, cucumber, etc.). Purely organic methods should be used to grow these fruits and vegetables and absolutely no chemicals should be used to avoid health hazards for children. Each class can be given a small plot of land to cultivate. This will provide them with nature’s own laboratory to study many aspects of plants and crops. Children will take a lot of delight in watching the gradual growth of the plants sown by them. They will learn to share the produce of land among themselves on an equitable basis. This raw food will prove a rich source of vitamins and minerals for them. The produce of these school gardens should be meant entirely for children. This can be added to their normal mid day meal.

5.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

It is concluded from the present study that mid day meal scheme has positive impact on enrolment, attendance, retention and learning outcome of students despite the fact that teachers and administrators concerned with this scheme face a lot of problems.

These results may prove very useful for students, teachers, parents of the students, administrators as well as the Government.

- Mid day meal scheme has contributed a lot in increasing enrolment, attendance, retention and learning outcome of the students in schools. Thus, the study will help in motivating more children to join schools.

- Nutritional development of children is one of the key factors responsible for the proper development of the child. If the children are fed properly, they pay more attention to studies and learn better. This further helps the child to understand the things in a better way.

- It is found in the study that the mid day meal scheme is very beneficial for improving social interactions among students, that can develop a feeling of
brotherhood among children and will ultimately lead to the development of National Integration.

• The mid day meal scheme is very useful in decreasing the dropout rate and minimizing stagnation. The poor children usually leave the school due to poverty at home and when these children get food in school is no longer a burden on parents.

• After knowing the positive impact of mid day meal scheme, the parents will be motivated or encouraged to send their wards to Government schools. Mid day meal will also act as a supplement for their economy. Parents feel that the mid day meal scheme will help them to save at least one time meal.

• The positive results like increase in enrolment, attendance, retention and learning outcome of students due to mid day meal scheme have proved to be a source of inspiration for the teachers. Teachers find it easy to motivate the children through food to school.

• The problems faced by the teachers are also brought into notice through this investigation. After finding this the teachers will feel some sense of happiness that through this their problems will be given attention by the Government and they hope they will be relieved of some of the tensions of handling the mid day meal scheme.

• The administrator’s work may be facilitated by this study. The study will help the administrators to know about the various types of weaknesses related with the implementation of the mid day meal scheme.

• The results of the study may also prove helpful for the Government. The study brought out various types of problems faced by the teachers and administrators in the implementation of the mid day meal scheme. This may help in bringing into notice of the Government, various weaknesses related with the scheme like lack of infrastructure, problem of carrying and managing the raw materials, reduced status of the teachers as well as spoiled relations of the teachers and students. The study also suggests some
Summary of the measures which the Government can adopt to solve the various kind of problems related with the implementation of the scheme.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

The researcher by virtue of her experience in the field of study humbly offers the following suggestions for further research that can be undertaken by prospective researchers, as every well executed piece of research tends to provide clues for further exploration. The present study opens up certain avenues for further research, which are briefly listed below.

- The present study was confined only to the District Ferozepur. It, therefore, cannot be considered comprehensive. As mid day meal scheme is a national program; it is therefore suggested that similar kind of studies can also be conducted in other States and at National level also.

- In the present investigation conclusions are based on the study of a few students and a few school teachers. Therefore, there is need for cross validation of the findings of the study. The study may be replicated on a wider sample.

- The present study was conducted on a sample of students and teachers taken from the primary schools (I-V). As, now this scheme is extended to VIII class, so, it is suggested that similar kind of study can also be conducted for the elementary level.

- In the present study, impact of mid day meal scheme on enrolment, attendance, retention and learning outcome of the students, was seen. It is suggested that same type of study to see the impact of mid day meal scheme on physical health of the students as well as to study the contribution of this scheme towards economy of parents, role of PASWAK and WASWAK committees, role of self help groups, attitude of parents, students, social workers as well as higher authorities towards the scheme, flow of funds and raw material, the quantity of food provided, requirements of different regions, can be conducted.
Summary

- In the present investigation it was also reported that nowadays in Ferozepur District, ready-to-eat meal is supplied to the schools by NGOs which intern is creating a lot of problems. It is suggested by the investigator that the study can be extended to cover all those problems also.

- In the present investigation, one aspect mid day meal scheme is studied but, there is lot more that can be done. Mid day meal scheme is only one program for Universalization of Elementary Education which aims at universal enrolment and retention of students in schools. Other aspects like opening of new schools, civil works, flow of grants and funds provided under this scheme, provision of text books, recruitment and training of teachers, teaching learning material, centres for children with special needs, national program for education of girls (NPEG) Kastubha Gandhi Balika Vidyalaya (KGBV), functioning of VEC (PASWAK) and usefulness of these programs can also be looked into.

The list which has been given is, however, not exhaustive. There are vast areas in this field which has so far remained unexplored. More attempts and penetrating studies are needed for further exploration.