



ISSN : 2582-8169

“IMPACT OF MID-DAY MEAL PROGRAMME ON PRIMARY SCHOOL LEVEL: A CASE STUDY OF BOKARO DISTRICT IN JHARKHAND”

¹ Archana Singh, ²Dr. Santanu Biswas

¹Research Scholar, ²Associate Professor

Department of Education

Ram Krishna Dharamarth Foundation (RKDF) University, Ranchi

E-mail: imarchana201@gmail.com

Received : 16th October, 2022;

Revised : 10th November, 2022

; Accepted : 1st December, 2022

The main purpose of the present study was to study the mid-day meal and quality in primary education. The study was conducted on a sample of 15 Head master/Principal and 90 teachers of schools from Bokaro district. A standardized questionnaire made by the investigator was used to collect data. Primary and secondary data were used for the study. The study indicates that mid-day meal has a great impact on improving quality of primary education. It helps in enrollment of the students. MDMS also increased the attendance of the students.

Keywords: primary education, mid-day meal, quality, enrollment, hygiene

I. INTRODUCTION

Education in Vedic period was well-planned and organized. There was a specific age to enter in the schools and also higher seats of learning, called *ashrams after the upanayana* ceremony

*Corresponding author : Archana Singh

E-mail: imarchana201@gmail.com

and sent to his guru. The aashram of the guru usually situated far away from human habitation, functioned as a residential school, where student got free boarding and lodging with education. A student had to live with the guru as a member of family under his supervision, till the end of education. He was supposed to observe celibacy and live by

begging alms. The practice of begging alms taught the student humility and made him feel indebted to the society for his education. In the period of British, the education remain a neglected part of state affairs. However it was inserted in 1813 under the Charter act of 1813. At that time India was under the East India Company, which decided to spend one lakh rupees per year on the subject of education. It was 1831, when company give the financial help to the vernacular schools in rural area of the Saugar, which was first step of Company in the field of Education. The concept of education is like a diamond, which appears to be a different, when seen from a different angle. India is continuously progressing in the field of education. Many clause and acts were introduced from British period to till date. India became one hundred and thirty fifth country to make education a fundamental right of every child when it came into the force on 1st April 2010. Article 21A of the Indian constitution declares that the state shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the state may determine. This provision was added by the 86th Constitutional Amendment act of 2002. Thus this provision makes only elementary education a Fundamental Rights and not higher or professional education.

2. REVIEW OF THE LITERATURE

Shailesh Giri B. Bava (1995) conducted a study on Mid Day Meal Yojna in primary schools of Deodar Taluka of Banaskantha District. The

researcher found that out of total 3707 students, 2493 were boys and 1114 of girls, who were taking advantages of scheme.

National Council of Educational Research and Training (2000) reported that the noon meal scheme of Tamil Nadu and supply of food grains in Uttar Pradesh have helped to improve the enrolment and retention of girls in schools.

Thorat and Lee (2004) conducted a study on discrimination against dalits within the MDMS and the Public Distribution System in Rajasthan, Andhra Pradesh and Tamil Nadu. They found that in those areas where accessibility for dalits is higher, there was less prejudice and exclusion on the basis of caste.

NCERT (2005) inferred that children covered under Mid Day Meal Programme have higher achievement level than those who were not covered under it. It is further stated that Mid Day Meal Programme is a better managed programme than many other schemes.

Gangadharan (2006) in a study on Mid Day Meal Scheme (MDMS) (termed as noon-meal scheme in Kerala) running in Kerala and reported that the physical facilities for Mid Day Meal Scheme were available only in 50 percent of the schools. The average MDMS enrolment rate was between 85 and 95 percent. Further, there was a demand that the menu should be improved and made more attractive.

Nielsen (2007) in a study on Mid Day Meal Programme for school Children Akshayapatra-Unlimited Food for Life found that enrolment of girls had improved more significantly than

boys and school attendance rate had improved by 8.2 percent in Jaipur. Mid Day Meal Programme had reduced the drop-out rates and improved the retention rates in all higher classes. Around 85 percent of heads of the schools and teachers reported that classroom performance of children had improved.

Ram (2008) found in his study that there was a very little increase in the enrolment of students in government primary schools of Himachal Pradesh after the introduction of cooked Mid Day Meal Scheme. Further he noticed that in nineteen of the schools i.e. 76 percent, there was no discrimination noticed at the time of distribution of mid day meal. However, but in six schools i.e. 24 percent, the sitting arrangement of students was based on their caste. Further, students from upper and lower Hindu castes do not share common mid day meal jointly in schools. Parida(2010) conducted a study entitled Mid Day Meal Scheme and Growth of Primary Education – A case Study of a District in Orissa” and found that the Mid Day Meal Scheme has produced a positive impact in the case of attendance and drop-out rate. There is increase in the enrolment of boys and girls of all categories in all the schools. The Scheme has also been able to increase the rate of attendance of school-going children.

Mishra (2013) conducted a study on Monitoring and Evaluation of Mid-Day-Meal Scheme. This study was based on the observations of eleven primary/upper primary government schools in Gangtok and around city

in which Mid-Day Meals Scheme was functional.

Singh and Gupta (2016) in their study evaluated the impact of mid day meal on enrollment attendance and retention of primary school children in Uttar Pradesh.

3. OBJECTIVES OF THE STUDY:

- To study the origin and implementation of mid day meal programme in India
- To find out the problems associated with implementation of mid-day-meal scheme (MDMS).
- To investigate whether the implementation of mid-day-meal scheme (MDMS) has affected the quality of teaching-learning process.

4. METHODOLOGY:

According to the nature and purpose of the study, descriptive survey method was adopted for the study. For the present study simple random sampling techniques was adopted. A sample of 15 schools were taken for the study which comprises Hindi and others medium school. The 15 headmasters/principals and the 90 teachers of the schools were taken as sample.

5. RESULT AND DISCUSSION

Origin and implementation of mid day meal programme in India. The Mid Day Meal is started in India as much before the initiation of the United Kingdom's in 1945. First of all in India this type of the programme i.e. meal was provided to the children of the erstwhile Madras Presidency, now presently Tamil Nadu. The meal was provide to the children in the form of snacks, who attended the school, so that nobody

goes home hungry. The scheme has worked efficiently in rural areas in the age group of 7 to 9 years old. The food was provided to the needy children in this programme without any gender discrimination. In eastern India, the Keshav Academy of Calcutta started mandatory Tiffin (a kind of snacks) item for children excluding the girl children in 1927. Another similar kind of the programme was started in Kerala which provided food to school going children in 1941. The similar schemes were followed by the Bombay in 1942, Bangalore in 1947, Uttar Pradesh in 1953, and Orissa in 1962. With the passage of the time and assistance from different international agencies like, UNICEF, FAO, CARE, WHO, etc many Indian states started the mid day meal scheme. The CARE has supported the such a meal programme in many states of India from 1950 to early 1980. With the help of the international agencies and co-operation the Government of India introduced the MDM for the age group of 6 to 11 years in 1962-63. In this scheme food was provided with an input of 300 calories and 8-12 grams of protein per child per day for 200 days in an academic year. A feeding programme in the year of 1956 was started by the then chief minister of Madras K. Kamaraj, to distribute food to the poor children from rural area. Later, a Nutritious Meal Programme was started in 1982 by M. G. Ramachandran, the then Chief Minister of Tamil Nadu even before the Mid Day Meal in 1995. It was a major initiative taken by the Government of India to protect the

child from gross hunger. The congress government included the Mid Day Meal programme in the Minimum Needs Programme (MNP) of the Government of India. Even in the policy framework through Five Year Plans the children's rights were included and the MDM received greater priority. However, the MDM was introduced widely in the year of 1995 all over the India with the objective of increasing the enrolments and reducing drop outs in the age group 6-11 years of children with paramount importance on the nutrition aspect of the programme. This scheme got attention in all over India in 1995 with the aim of "the universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes".

National Programme of Nutritional Support to Primary Education (NP-NSPE) introduced by Government of India on 15 August of 1995. To improve the effectiveness of primary education by improving the nutritional status of primary school children is the main objective of the scheme. Initially, the scheme was implemented in 2,408 blocks of the country to provide food to students in classes one through five of government, government-aided and local body run schools. By 1997-98, the scheme had been implemented across the country.

Sl.no	No. of items	Total no of Teacher	Yes	Percent age (%)	No	Percent age (%)
1	Facing problem for implementing MDMS.	15	11	73.3	4	26.7
2	School authority provide food everyday	15	13	86.67	2	13.33
3	Quantity of food is sufficient for each student	15	12	80	3	20
4	Food is prepared in hygienic condition.	15	12	80	3	20
5	Separate kitchen in school.	15	10	66.67	5	33.33
6	Cook in school	15	9	60	6	40
7	Helping hand except the cook	15	15	100	0	0
8	MDMS has increase the enrolment of students in school	15	13	86.67	2	13.33

Problems associated with implementation of midday-meal scheme (MDMS).

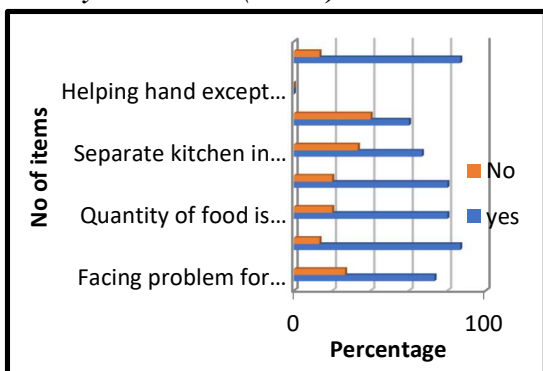


Figure1: Problems associated with implementation of midday-meal scheme (MDMS).

On the basis of analysis and interpretation of data it has been found that most of the Head masters/Principals at first face problem for implementing MDMS. But gradually they are able to implement properly the mid-day meal. It may be well administration procedure of the respective schools. From the study it has been found that the quantity of food is sufficient for each student and the hygienic condition is purely maintained. But they have helping hand to disturbed the cooked meal. The remaining schools have their own kitchen, cook and helping hand as they prepared the meal by themselves. It has been found from the study that MDMS has increase the enrolment of the students in school.

Impact of MDMS on the teaching-learning process:

Table2: Impact of MDMS on teaching-learning process (for teachers).

Sl. no	No. of items	Total no of Teacher	Yes	Percent age (%)	No	Percent age (%)
1	MDMS has hamper in regular class room work.	90	30	33.3	60	66.6
2	Students feel laziness after taking the meal.	90	65	72.2	25	27.7
3	MDMS has increase enrolment of students	90	70	77.7	20	22.2

	in the school					
4	MDMS has increase attendance of students .	90	69	76.6	21	23.3
5	MDMS is help in increasing motivation of students in the class..	90	62	68.8	28	31.1
6	Properly maintain the time-table of classes after meal	90	53	58.8	37	41.1
7	MDMS has help in increasing academic performance of students	90	63	70	27	30
8	MDMS has encourage students in participation of co-curricular activities	90	66	73.3	24	26.6

Source: Field survey

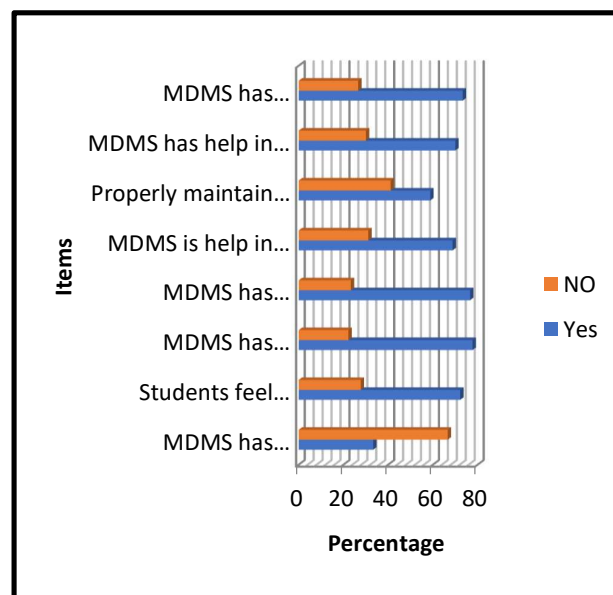


Figure2: Impact of MDMS on teaching-learning process

MDMS does not much hamper in teaching-learning process. Some students feel laziness but most of the students does not feel laziness after taking the meal. Another significant finding of the study is that MDMS has increased the attendance of the students in school. It is found from the study that MDMS is hygienic in nature so the students stay healthy and they are able to pay proper attention in their classes. Most of the teachers said that they can properly maintain time-table of classes after meal. Some teachers sometimes face problems in maintaining the time-table of classes after meal. Most of the teachers agreed that MDMS is helpful in increasing the academic performance of students and it also encourages the students to participate in co-curricular activities.

7. CONCLUSION

Thus from the above study it has been found that MDMS has a positive impact on quality of primary education. It plays the most significant role in providing fresh, healthy, hygienic cooked meal to primary school students. Though our primary education is suffered from a variety of problems and there are some problems related to implementation of MDMS ; but we cannot denied the significant role of MDMS in improving the quality of primary education. MDMS is successfully working in increasing enrolment of students in school. If MDMS is working like this way then the goal of achieving UEE is not in far distance. We can hope that if the Government will take more and more initiative steps then the quality of primary education will be increased and MDMS will work more fruitfully.

REFERENCE

- Baskaran, J. (1995). The Impact of Mid - Day Meal Programme among Students of Primary Schools in Thiruvallur Taluka, Tamil Nadu. Indian Educational Abstracts, 2003,3(1), 15.
- Boriwal, Sunita and Mittal Kusam.(2019). Perception of beneficiaries of mid-day-meal programme and its impact on general health of girl students. International Journal of Home Science, 5(2),217-222.
- Gangadharan, V.A. (2006). Noon Meal Scheme in Kerala. An Empirical Study for the Director of Public Instruction. Retrieved from www.righttofoodindia.org/data/gandadhara n2006 on dated 11th November,2019 .
- Garret, H.E. (2006). Statistics in Psychology and Education. Paragon International Publishers, New Delhi.
- Mathur, Beena et al. (2005). Situation Analysis of Mid Day Meal programme in Rajasthan. Retrieved from <http://www.righttofoodindia.org> on dated 6th November,2019.
- Mishra , S N & Mnaranjan, Behera(2004). Child Nutrition and Primary Education: a comparative study of Mid Day Meal Programme in Orissa and Tamil Nadu. Retrieved from www.cababstracts_plus.org on dated 5th November,2019.
- Molla,Firojuddin Md. & Shiekh, Jumafuddin.(2015). Impact of Mid Day Meal Programme on Educational Level: A case study of Ballabhur village,Birbhum District and West Bengal. International Journal of Innovative research in Science,Engineering and Technology,4(4),2443-2450.
- National Council of Educational Research and Training (2000). State Policies on Incentive Schemes in Primary Schools and their contribution to Girls' Participation. Journal of Indian Education, 33 (3),98.

- Ram, Keshav (2008). Effectiveness of National Programme of Nutritional Support to Primary Education (Mid Day Meal Scheme) in District Mandi of Himachal Pradesh.