



A STUDY OF MID-DAY-MEAL SCHEME IN IMPLEMENTATION OF U.E.E. IN TERMS OF ENROLLMENT AND RETENTION OF GIRL STUDENTS AT UPPER PRIMARY STAGE

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ABSTRACT

Education is the backbone of a nation. If children are considered the leaders of tomorrow, than to have a better future of a nation, providing quality education is the only solution. Although the people are born learners but a systematic approach under proper guidance and supervision is essential at school level education as students at this level are not mature enough to understand the need of Education. Mid-Day Meal has big impact on schools not only in terms of having more children enrolled but also in terms of regular pupil attendance.

KEYWORDS

INTRODUCTION

“Education is the creation of a sound mind in a sound body”

ARISTOTLE

Education plays an important part in the all-round development of the personality. The government has taken several steps to make primary education compulsory for all. In other words, Eight years elementary education is compulsory that starts from the age of six. The government ensures to make elementary education free and compulsory for all the children [Gera M., &Kaur J., (2014)].

Mid-Day Meal in schools had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. Mid Day Meal was also being provided to children in Tribal Areas in some States like Madhya Pradesh and Orissa. By 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve, namely, Goa, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Sikkim, Tamil Nadu, Tripura and

Uttar Pradesh. In another three States, namely Karnataka, Orissa and West Bengal, the programme was being implemented with State resources in combination with international assistance. Another two States, namely Andhra Pradesh and Rajasthan were implementing the programme entirely with international assistance.

Education is the backbone of a nation. If children are considered the leaders of tomorrow, then providing quality education has no other option for the better future of a nation. Although people are by born learners but a systematic approach under proper guidelines and supervision is essential at school level education as students at this level are not natures enough to understand the need of education.

So far as the etymological meaning of supervision is concerned; it means “super” “vision” for one who supervises. But it actually implies ‘A forward look’ or “A broad look” for the professional growth of teachers. It means that activities of the teachers are so guided & stimulated that it ensures improvement of their efficiency in the teaching learning process.

The school supervision is one of the most important agency of improving the quality of education. The district officer (DEO's) are overburdened with administrative works. DEO's do not have more than one regular inspection during the whole session and one or

two surprising inspection. In India mostly parents are illiterate or not educated enough and they, therefore, cannot guide their children in the field of education.

RATIONAL

Promoting school participation: Mid-day meals have big effects on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.

Preventing classroom hunger: Many children reach school on an empty stomach. Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate - especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid-day meal can help to overcome this problem by preventing “classroom hunger”.

Facilitating the healthy growth of children: Mid-day meal can also act as a regular source of “supplementary nutrition” for children, and also facilitate their healthy growth.

Intrinsic educational value: A well-organised mid-day meal can be used as an opportunity to impart various good habits to children (such as washing one's hands before and after eating), and to educate them about the importance of clean water, good hygiene and other related matters.

Fostering social equality: Mid-day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid-day meal can help to break the barriers of caste and class among school. Appointing cooks from Dalit communities is another way of teaching children to overcome caste prejudices.

Enhancing gender equity: The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provides a useful source of employment for women, and helps liberate workingwomen from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.

Psychological Benefits: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address this and facilitate cognitive, emotional and social development, Operational Definition.

IMPORTANCE OF MID-DAY MEAL (MDM) PROGRAMME TO ENROLLMENT AND RETENTION OF GIRL STUDENTS

- Increase the girl student's Enrollment, attendance, retention, & learning enhancement.
- Better nutritional inputs improve learning, knowledge, as well as health status of girl students.
- Mid-day meal programme support the Right to Education Programme (SarvaSikshaAbhiyan).

PROBLEMS IN MID-DAY MEAL (MDM) PROGRAMMES

For implementing Mid-Day Meal scheme in all over India some problems arrives like:

- Increasing population rapidly.
- Difference in art of living between urban and rural areas.
- Corruption
- Lack of monitoring.
- Maintenance and Hygiene problems.
- Lack of school in rural areas.
- Decreasing sex ratio in India,
- Lack of educated parents in rural as well as in urban region.
- Lack of adequate staff for MDM at the state, district and block level.

This all problems mentioned above are the obstacles in the implementation of Mid-Day Meal scheme in India.

NEED AND SIGNIFICANCE OF THE STUDY

Implementation of Mid-Day Meal scheme and consequent improvement in nutrition levels of school age children potentially increases Enrollment, reduces absenteeism, improves test scores and lowers dropout rates. The Indian Government trying to do the same by implementing Mid-day Meal scheme.

Government of India launched National Programme of Nutritional Support to Primary Education (Commonly known as Mid-Day Meal Scheme) on August 15, 1995 to provide mid-day meal to the children studying at primary stage.

Free and compulsory education up to the age of 14 years is the constitutional commitment and it is estimated that Primary school children (6-14 years) form about 20% of the total population in India. Most of the children from low socio economic section of society suffer from under nutrition, more often they drop out from schools at an early age, which directly affects their overall development. Also a hungry child would not attend schools regularly. Chronic hunger can cause or lead to malnutrition and even lead the children to pay less importance to studies as well as divert their attention from the studies and with a view to enhance the Enrollment, retention, attendance and simultaneously improving nutritional level among children.

Mid-Day Meal programme became an essential part of elementary education and due to the successful outcome of the programme Enrollment, retention and attendance has increased phenomenally in Primary and Upper Primary schools.

The ambitious scheme of providing Mid-Day Meal (MDM) has two major objectives of improving health and education of the poor children. The scheme has the mandate to ensure one-third of the nutritional requirements of child for which the administrative and logistical responsibilities are enormous. The scheme is doing well in all over India however, providing nutrition is a complex issue, many a times MDM has low nutritional value in comparison to the daily requirements and much lower in nutrients such as protein, fat, iron and iodine in relation to the meal quantity in particular. Moreover, nutrition is also linked with health and hygiene; students require Vitamin, Folic Acid, Iron, even de-worming medicines and micro-nutrients. This cannot be delivered alone by the Department of Education hence, convergence with other programmes and Departments is suggested.

The present study investigated the implementation and effectiveness of the Mid-day Meal scheme. The study also probed into the values being cultivated in the student due to provision of Mid-day Meal. The result of the study will be important in terms of

developing human values in the society and country via children's and students.

SCOPE OF THE STUDY

The study conducted in Government Senior Secondary School. The Study held in Delhi and it consists of forty (40) students, twenty (20) parents and twenty (20) teachers. The study had evaluated the achievement of Mid-Day-Meal scheme in G.G. Sen. Sec. School in relation to their admission & attendance.

STATEMENT OF THE PROBLEM

"A STUDY OF MID-DAY-MEAL SCHEME IN IMPLEMENTATION OF U.E.E. IN TERMS OF ENROLLMENT AND RETENTION OF GIRL STUDENTS AT UPPER PRIMARY STAGE."

DEFINITION OF KEY TERMS

Mid-day Meal: The Mid-day Meal scheme is a school meal Programme of the government of India designed to improve the nutritional status of school age children nationwide.

Right to Education Act-2009: It is an act of the Parliament of India enacted on 4th August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India.

Malnutrition: It is a condition that results from eating a diet in which nutrients are either not enough or are too much such that the diet causes health problems.

U.E.E.: Universalization of Elementary Education is a pre-condition to socioeconomic and political development of any society and free and compulsory education of children up to the age 14.

OBJECTIVES OF THE STUDY

- To understand the concept of Mid-Day-Meal scheme in upper primary schools.
- To study the reaction of girls students towards Mid-Day-Meal Scheme.
- To study the Mid-Day-Meal Scheme in terms of regular attendance & admission in schools.
- To study the Mid-Day-Meal Scheme in terms of implementation of U.E.E. at Upper Primary Stage
- To study Mid-Day-Meal Scheme in terms of retention and enrollment of poor girls.

POPULATION

A population consists of either people or themes or objects or qualities of a larger group of people etc. The population of the present study consisted of girls students teachers and parents of Govt. Girls Sr. Sec. Schools of Delhi.

SAMPLE

The study is limited with a total population of 40 girl students, 20 teachers and 20 parents. Purposive random sampling method was used for selected two nearby schools.

DETAILS OF THE SAMPLE

Name of School	Class VI	Class VII	Teachers	Parents
Govt. Girls Sr. Sec. School, Vijay Enclave, New Delhi.	10	10	10	10
Govt. Girls Sr. Sec. School, Mohan Garden, New Delhi.	10	10	10	10

RESEARCH METHODOLOGY

Descriptive survey method of Education Research has been applied in this study of Mid-Day-Meal Scheme is implementation of U.E.E. in term of Enrollment & Retention of Girls students at upper primary stage. Investigator has used this method for research because data of large are gathered at a particular time easily.

TOOLS

The following tools used in this study.

1. Self-made Questionnaire: Three separate questionnaire were prepared for students, teachers and parents.

2. Survey: For this study the investigator contacted with students teachers and parents personally so that their view on the mid-day-meal can be known.

TECHNIQUE

In the Present study statistical technique is used for Collection and Classification of data and simple percentage formula is used for analysis and interpretation.

Procedure of data collection: -

First of all the researcher was randomly selected two schools of west Delhi. Then researcher was randomly select 40 students, 10 teachers and 10 parents from two schools of west Delhi. A survey method was administered to the students; teachers and parents were taken for the study. Keeping in mind the objectives and scope of the study, three separate questionnaire were prepared for students, teachers & parents. The researcher was personally contacted for collecting data through self-made questionnaire.

Analysis of the data:

Three questionnaires have been prepared for analysis of the data in order to know that role of mid-day-meal scheme in implementation of U.E.E. in terms of enrollment & retention of girl students at upper primary stage of govt girl sr. sec. schools of West Delhi.

- Analysis of the data collected through students
- Analysis of the data collected through teachers
- Analysis of the data collected through parents
- The collected data were analyzed by simple percentage method i.e.

$$\text{Percentage of Posts} = \frac{\text{found posts}}{\text{Total post}} \times 100$$

Delimitation: -

- Keeping in mind the time & the resources at the disposal of the investigator the present study was
- Confined to the 2 Govt. Girls Sr. Sec. Schools situated in West Delhi.
- The study was conducted on 40 students, 20 teachers & 20 parents.

Major Finding and Conclusion: -

Researcher has used surveying method and find final conclusion on this research, which holds a very important place in this research major finding are as follows.

(a) Major findings related to students view regarding mid-day-meal scheme.

- 75% students said that they do not take breakfast daily & only 25% students take breakfast.
- 75% students say that the greed of free MDM bring students at school & they told they do not face any discrimination during mid-day-meal distribution.
- The overall attendance of students has increased because of this program 90% students agree with it.
- MDM increases good habits of eating, hand wash, cooperation & sharing. 75% students agree with this view.
- The study of 85% students would effect if MDM scheme discontinued after 8th class.
- All students are in favour of continuation of MDM scheme even after 8th Class

(b) Major finding related to teachers view regarding mid-day-meal scheme: -

- Mostly teachers (75%) think that MDM help to improve mental and physical health of students.
- 85% teachers ensure that students concentrate more on study after taking mid-day-meal.
- Mostly (80%) teachers gave his the views that MDM scheme is helpful in implantation of U.E.E. at upper primary stage.

- All teachers said that MDM scheme is a better way to eliminate classroom hunger.
- About 70% teachers believe that MDM teach the importance of nutrition and values like cooperation sharing and equality.
- About 75% teachers think that MDM scheme is helpful to enhance Enrollment and attendance of girls students in Govt. Schools.
- All teachers are in favour of continuation of this scheme after 8th class.

(c) Major finding related to parents view regarding mid-day-meal scheme: -

- 75% parents confess that their child does not take breakfast.
- About 75% parents have the knowledge about the mid-day-meal food.
- Mostly parents accept that MDM scheme solved all the problems of preparing and packing lunch for children.
- 75% parents believe that MDM is hygienic & have nutrition and their child concentrate more on the studies due to taking MDM.
- 70% parents accept that they enrolled their girl in Govt. Schools because of MDM scheme & they have not enough financial sources.
- Mostly 85% parents told that their children learn moral values like sharing & cooperation
- All parents are in favour of continuation of MDM scheme after 8th class.

Educational Implications: -

Education plays an important part in the all-round development of the personality. The government has taken several steps to make primary education compulsory for all. In other words, Eight years elementary education is compulsory that starts from the age of six. The government ensures to make elementary education free and compulsory for all the children [Gera M., & Kaur J., (2014)].

Education is a very important in our culture. Education is an important need of every person. It is a lifelong process. Government started the MDM programme via Serve Shiksha Abhiyan which has a basic aim of attracting students towards schools. This programme provides food to the children who are not able to get even the most basic necessities of life.

Recommendations: -

The following suggestions have been made keeping in view the modern trends in educations: -

- If standard of girl education have wanted to be improving, it is essential that their attendance should be continuous.
- All nutrition should provide girl students by MDM so that they can improve mental and physical health.
- The charger of MDM scheme and class teachers should check food himself so that its quality not unhealthy for students.
- Principle & all teachers must encourage students for taking MDM according to their need.
- Teacher must be appreciated for good values like hand wash, proper sequencing, co-operation, sharing etc.
- Principal should strive to go into each and every classroom & suddenly check the food and observe value of students.
- Administration should be provided a counselor for every school so that students views can be known at desired situation about MDM scheme.
- MDM scheme should be consist seasonal vegetables & milk also.
- According to students MDM scheme menu should not be fixed, it should be tentative
- All the parents and teachers MDM also consists special dish at special occasion like sweet, fruit, juice etc.

Suggestions for further studies: -

1. Another tools & technique can be used for this research like interview, mean, median, mode etc.
2. Another technique / method of data collection can be used

according to objectives of the study.

3. Analysis of the data can also be done through a comparative study of method of supervision of today and a decade ago may be undertaken.

4. For this research investigator take sample of 40 students, 20 teachers, and 20 parents due to availability of time and sources. A large sample may be taken for further studies.

5. Researcher took two government schools of South West Delhi all government schools may be taken for the study.

6. More than one District may be taken for the study.

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