

**RESEARCH PAPER****Evaluating Study of Mid-Day-Meal Programme in Shankargarh Block, District of Allahabad****Prem Prabha Singh and Manju Singh**

Department of Teacher Education, Allahabad School of Education, SHUATS
Email: permprabha72@gmail.com, manjuss459@gmail.com

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ABSTRACT

In the present study researcher investigated the various aspect of the mid day meal. The study was conducted on primary schools students of 4 schools from Sankargadh block of Allahabad district. And a sample of 50 Teachers and 50 parents were randomly selected to get the opinion. Study indicated that the scheme has improved the attendance of students in school but could not make up the retention of the students. The areas like food safety, food variety, responsibilities on teachers, Accountability of authorities' interest in study, Physical development, mental development, motivation of parents and retention of students needs improvement.

Key words: Mid-day-meal scheme, Primary Education

INTRODUCTION

The national programme of Nutritional support to primary education (NP-NSPE) was launched a centrally sponsored scheme on 15th August 1995 initially in 2408 blocks in the country.

It was further extended in 2002 to cover not only children in 1-5 of Government, Government aided and local body schools, but also children studying in Education guarantee scheme (EGS) and Alternative and innovative Education (AIE) centers. Mid-Day-Meal is a type of Social Equity programme that is being run and supervised by the Health Department of the country in accordance with the state and central Government. One of the major objectives of the mid-day-meal programme is to make the availability of food grains for each of the child coming from the poor family background. Under the provision government also ensures that major input is supplied for food grains that also include the cost of cooking food in the school and center.

SIGNIFICANCE OF STUDY

Mid-Day-Meal programme is the most important incentive Schemes to achieve the objective of Universalization of primary education. Since a large amount of money and efforts are involved in this Programme to be successful, it was noticed that, students were at risk for nutritional problem because they had faulty concepts about diet where they tend to consume high carbohydrate, fatty diet, little or no vegetables and fruits which predispose them to obesity or undernourishment, children's parents were unable to monitor what their children eat during the school day .it is essential to undertake a study on its sustainability and its impact on different aspects such as enrolment, retention and attendance of the students. The researcher opted to study other issues like quality of meal, Nutritional Constituents, hygiene, time consumption and increased workload on the teachers.

OBJECTIVE OF THE STUDY

➤ To study the Perception of teachers and parents towards mid-day-meal.

RESEARCH METHOD

SAMPLE:

Sample selected for the Present study were randomly selected 4 Primary Government schools from Sankargadh block of Allahabad district. 50 teachers and 50 parents were randomly selected for opinion.

TOOL USED:

Researcher-developed opinionnaire for collecting the data.

ANALYSIS AND INTERPRETATION:

The researcher personally visited the kitchens of the Schools where meals were prepared and observed that the meal was prepared in School Premises in kitchen shed. Meal was prepared by the cook appointed specially for this purpose.

Table 1: Mid-Day-Meal Plan Weekly Diet Table (menu)

Day	New menu	Type of dishes	Content intended for 100 children (for primary level)	Material desired for 100 children (for upper primary level)
Monday	Roti-Sabzi in which the use of soya bean or lentils bigger and fresh seasonal fruits	Wheat bread and pulse / Soya bean greens (use of seasonal vegetables) and fresh seasonal fruits	Dough 10 kg, soya bean or pulse big 1 kg and vegetable 5 kg, oil / ghee 500 grams	Dough 15 kg, soyabean or pulses 1.5 kg and vegetable oil 7.5 kg, oil / ghee 750 grams
Tuesday	Rice lentils	Rice and pulses such as gram / tur / other pulses	Pulse 02 kg, rice 10 kg, oil / ghee 500 grams	Lentil 03 kg, rice 15 kg, oil / ghee 750 grams
Wednesday	Teal and milk (boiled hot milk)	Rice and Seasonal Vegetable Mixed Tea and Pure Vitamin B of 150/200 ml respectively, boiled milk	Rice 10 kg, seasonal vegetable 5 kg, oil / ghee 500 grams and 15 liters of milk	Rice 15 kg, seasonal vegetable 7.5 kg, oil / ghee 750 grams and 20 liters of milk
Thursday	Roti dal	Wheat roti and pulses, (eg gram / tur / other pulses)	Dough 10 kg, pulses 2 kg, oil / ghee 500 grams	Dough 15 kg, pulses 3 kg, oil / ghee 750 grams
Friday	Sapling	Rice and vegetables (potato, soybean and seasonal vegetables available on time)	Rice 10 kg, seasonal vegetable 5 kg, large 1 kg of soybean, oil / ghee 500 grams	Rice 15 kg, seasonal vegetable 7.5 kg, large 1.5 kg of soybean, oil / ghee 750 grams
Saturday	Rice-soybean with vegetables	Rice and Soybeans & Spices & Fresh Vegetables	Rice 10 kg, seasonal vegetable 5 kg, large 1 kg of soybean, oil / ghee 500 grams	Rice 15 kg, seasonal vegetable 7.5 kg, large 1.5 kg of soybean, oil / ghee 750 grams

Note: Where soybean is used, use 100 kg for soyabean at primary level and 1.5 kg for soyabean for upper primary level for 100 students. On Wednesday, students should be provided with boiled hot milk with food.

Mid-Day-Meal was served in the Utensils brought by the students themselves. A committee of head master and teachers were responsible to execute the scheme properly. Class teachers were made to monitor their pupils for proper intake of meal. The block education officer and Grampradhan of the village used to come in the schools on monthly basis to inspect the proper execution of the scheme. The school in charge maintained all the records regarding purchases and salary of the cook.



Photo 1: Students of Primary School of Nevaria



Photo 2: Mid day meal served in school

Table 2: Effect of Midday meal Programme on Enrollment, Attendance and Increase in Span of attention

S. No.	Schools name	Enrollment	Attendance	Increase in span of Attention
1.	Primary School of Sonpur	10	9	7
2.	Primary School Of Choti Juhi	9	7	5
3.	Primary School of Nevaria	7	9	8
4.	Primary School of Amarapur	8	7	6
		Total En. = 34	Total Att.= 32	Total = 26
		Total = 68%	64%	52%

Effect of MDMS on Enrollment, Attendance and Span of Attention The primary motive behind running MDM scheme is to improve the status of primary education by enhancement of enrolment and attendance. In Shankergarh, SMCs gladly avowed that MDMS has increased enrollment, attendance as well as span of attention in school. In about 4 MDM Centres included in this study SMC In-charge had opinion that MDMS had increased

enrollment and it had also helped in increasing attendance in schools (Table 2). The response regarding the increase in span of attention after implementation of MDM was found to be 52%. Attendance 64% and enrollment is 68%.

Table 3: Parent's opinion: Midday Meal Programme a motivating for Attending Schools (50 Parents)

Regular	33	66%
Sometimes	13	26%
Only for Food	4	8%
Total	50	100.0%

It was understood that parents have feeling that overall MDM is a motivating force for children to attend the school quite regularly. Table 3 indicates that 66% parents believe that MDMS is motivating their children to attend school regularly.

Table 4: Years wise Enrollment of Students (Boys and Girls)

Schools Name	2014-2015			2015-2016			2016-2017			2017-2018		
	B	G	Total	B	G	Total	B	G	Total	B	G	Total
Primary School of Sonpur	75 (46.87)	85 (53.12)	160 (100)	72 (48%)	78 (52%)	150 (100)	90 (52.94)	80 (47.05)	170 (100)	92 (52.57)	83 (47.42)	175 (100)
Primary School Of Choti Juhi	87 (51.17)	83 (48.82)	170 (100)	78 (47.27)	87 (52.72)	165 (100)	86 (53.65)	79 (49.37)	160 (100)	89 (49.72)	98 (54.74)	179 (100)
Primary School of Nevaria	90 (50.56)	88 (49.43)	178 (100)	92 (48.42)	98 (51.57)	190 (100)	88 (47.82)	96 (52.17)	184 (100)	98 (51.57)	92 (48.42)	190 (100)
Primary School of Amarapur	92 (50.54)	90 (49.39)	182 (100)	88 (46.31)	102 (53.68)	190 (100)	99 (55)	81 (45)	180 (100)	87 (51.17)	82 (48.82)	170 (100)
Total	344 (49.85)	346 (50.14)	690 (100)	330 (47.48)	365 (52.51)	695 (100)	365 (52.59)	336 (48.41)	694 (100)	366 (51.26)	356 (49.85)	714 (100)

Table 4 reveals the increment in enrollment of students that may assumed due to MDMS. Clearly reveals that MDM had proved as an instrument in increasing enrollment in sample MDM Centres.

RESULTS

The main findings during the survey of teachers and parents of primary schools of Sankargarh were as follows.

- Teachers and parents were satisfied with the Organization of mid-day-meal.
- Students are interest to go school therefore there is maximum attendance in the school.
- 80% teachers and 54% of parents said that physical development has improved.
- 60% teachers and 60% parents are motivated to the mid-day-meal scheme.
- 90% teachers and 75 % parents satisfied with the attendance of the students in the school.
- 70% teachers said that education level as increased and 80% parents said that the educational standard of Government Primary School has been increased.
- Menu of the mid- day- meal was properly follows in the schools.
- 8.42% of teachers said that it not responsibility of school administration for the quality of mid-day-meal.
- Parents wanted to Participate in the Mid-day-meal.

- Both teachers and parents said that at school administration should check the adulteration and his management of midday-meal.
- The water used for cooking food was not wholesome. The cook in the school didn't know the Guidelines to ensure hygiene. The teachers in this school agreed that the cooks were illiterate or hardly know the nutritional value of the food. The foremost duty of the teachers has become the supervision and distribution of food among the students. Though the supervision does not improve the quality of food, yet, teacher get distracted from the main duty of teaching.
- Teachers and parents both have positive attitude towards mid- day- meal.

CONCLUSION AND SUGGESTIONS

Though the objectives and potential benefits of the mid-day-meal scheme were mainly. Increased Enrolment, attendance and retention, improved child nutrition, and social equity. The equality has to be taken care in primary education in terms of class size, Child-Centered teaching process, and continuous assessment of learning of students and so on, further, the meaning of school for these kids and their parents is more of food rather than education. Since the prime duty of teaching was not being done in these Schools. The teachers were doing everything except imparting the education. Furthermore, the Quality of education was absent as children were being passed to next class every year. Further the government's role should be more of monitoring and regulation these organizations. In addition, the contact numbers of redressed mechanism for mid-day-meal scheme should be made available with the parent's representatives and teachers in the Schools.

If the students cannot be failed then Some Criteria should be adopted that students get promoted to next class only when they have learnt about the previous. The chance to improve the grades in previous class should be given to the students. The teachers should give special attention to the weak student.

As a result, they learn in the school in a better manner. The methodology of teaching should be developed through organizing workshops. The parents of these children are illiterate; therefore, the onus to make children learn lies on the shoulders of the teachers. Hence, the teacher's role and responsibilities should be clearly defined. The teachers must be engaged in their prime duty of teaching only.

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