



STUDY THE EVALUATION OF MID DAY MEAL PROGRAMME (HEATHY FOOD) IN U.P. INDIA

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ABSTRACT

A National programme of Nutritional Support to primary Education commonly known as MID DAY MEAL PROGRAMME (MDMP) was re-launched by the then Prim Minister of India on 15th August 1995. It was aimed at improving enrolment, attendance and retention, while simultaneously improving the nutritional status of students in primary classes. MDM Programme is introduced by the government for children of primary and upper primary classes on working days as the National Scheme of Nutritional support to primary education. This programme also help to spread the feeling of brotherhood, and promote social equity irrespective of caste, religion, creed among the children in school. It is also visualized that such a program promotes friendship and feeling of brotherhood among the children belonging to different caste, color and creed.

Key Words- MDMP, primary School students, Evaluation, Nutrition, Administration etc.

INTRODUCTION

The authority of Mid-Day meal programme was created under the Uttar Pradesh Society Registration Act 1860. The authority has been constituted for the operation, management and monitoring for the MDMS. The Mid Day Meal Authority functions are under the overall administrative and supervisory control of the MHRD, Government of India at central level with the coordination of Basic Education Department of State Government. The order of Honorable Supreme Court of India on 28th November 2001, for the direct benefit to the children, cooled food be provided in all primary (1to 5 classes) School of all State from 1-04-2004. Letter on this program has been extended to the students of Upper primary (6 to 8 Classes) School. The Government of India introduced the Mid Day Meal programme (MDM) for increasing school participation and improving the nutritional status primary school-aged children. It has been assumed that these improvements would lead to enhanced learning outcomes for the children.

Restriction of MDM programme in School

Study of the following prints of restriction of Mid-Day Meal Programme in School.

- (1) To ensure the regular attendance, highly enrollment and retention of the students in primary and upper primary school. This gives **Escalating figures of the regular students in Enrollment, Attention and Retention** in the school.
- (2) To get attention in the classroom without food is impossible even if they have their meal before the children leave for school. By the afternoon children get hungry and they won't be able to give attention specifically who do not bring lunch box or who are residing a long distance away from the school. Mid-Day Meal gave the solutions by **preventing Classroom Hunger** amongst such children.
- (3) Mid-Day meal programme also facilitates healthy growth and regular source of "complementary nutrition" for children in schools. Providing the prevention of malnutrition among the children.
- (4) With the regimental Mid-Day meal programme it approaches toward the **improvement in Intrinsic Education values and healthy goods habits** in the children's values. The habits are such as washing hands after and before meals, understanding good hygiene, clean drinking water and other related matters.
- (5) Sharing and caring common meals with each other among children under Mid-Day meal programme **spread egalitarian values and foster the social equality**. Breaking the barriers of caste and class in the school. Teaching to the children how to avoid caste prejudices by appointing cooks from SC/ST communities.
- (6) The Mid-Day Meal programme contributes in **Enhancing Gender Equity**. By decaying the barriers that stop girls from going to school, providing employment for women and many other initiatives. This gave the special status of women and girl children in the Mid-Day meal scheme.
- (7) The **cognitive, emotional and social development with Psychological benefits** is also addressed by mid-Day meal programme. As Psychological deprivation leads to insecurity, stress anxiety etc. that affects the human life.

REVIEW OF LITERATURE

In this research work review of studies and literature will throw open understandings of the past that shed light on the present and provide a beacon from the future. It will be wise to go with the adage: "If one does not learn from the past, one will be compelled to suffer from the same mistakes that had been committed by earlier generations and expose the future generation to a life of risk and hazard," This will be a social sin and unethical behavior. Such an understanding applies to the study of MDM programme in school.

In most of the studies reviewed by the researchers, it was found that implementation of Mid-Day meal increased school attendance, enhanced enrolment and retention in Elementary Schools and has reduced the drop-out rates.

Singh (2013), Sood and Kumar (2004), Chauhan (2011), Giri (2013), found that teachers had positive attitude towards MDM. Kaor and Verma (2015) found significant difference in the attitude of teachers on basis of gender and habitation. Sarkar & Bhattacharya (2015) found that MDMs do not hinder other educational activities. Studies by Jain and Shah (2005), Wain and Sahu (2014).

In 2016, Bharathi and Usha described the MDMP in rural Gov. Schools such of 100 percent children are satisfied with MDM programme; Food served is tasty, sufficient and improved their health; Students sit with their regular friends; MDM is served without any partiality; MDM does not affect their learning time

(99% children); Teachers supervise MDM with dedication; 6.25 percent parents were not happy with MDM food; parents are satisfied with Central Kitchen management, but preferred wheat based food on some days. According to Swathi et. al. (2018), in MDM food, 99% rated 'adequacy as good; 88% taste; 85% texture; 89% flyover; 91% appearance; Quality was rated as 'not good' (65%) because it was 'less spicy'. Students did not like 'plastic cans' used to supply 'butter milk'; Individual items served on different dates were rated. Fruits were of 'poor' quality; parents were happy with the programme, but many preferred service of 'eggs'. Food used to get 'cold' at the time of service.

In 2013 S. Mishra described the Coverage of schools under MDM is marginally higher than that was planned in 2010-11. This was the case in case of students during all the three years. 2008-2011. Even the MDM served on working days was more than that planned for the purpose. However, utilization of food materials was less the allotment.

According to Data et. al. (2020) FRK (Fortified Rice Kerne); MNP (Multi Micronutrient Powder); Both are used to fortify MDM curries - for provision of Micronutrients to children- experimental try outs in Dhenkanal district; This evaluation study is adopted both for formative/concurrent purposes; 597 students for FRK trial, 578 students for MNP and 589 students as control group-neither of them. 90 percent students consumed MDM for all 6 days. 60 percent parents were aware of the experiment. They liked the fortified MDM, as per their children's feedback; 70 percent children liked the taste of fortified MDM; 50 percent reported it to be beneficial; Both FRK and MNP are equally effective methods of fortification of MDM; FRK is operationally more feasible than MNP.

METHODOLOGY FOR MDMP

Primary data from sample schools, students, parents, teachers, head teachers, educational officers, and other stakeholders is collected through descriptive surveys. Questionnaire, interviews and focus group discussion are the techniques adopted for the purpose. Infrastructure facilities on Cook cum helper staff, utilization of one time grant (later cross checked with documentary analysis), maintenance of registers, bank and reimbursement details, health care, problems faced by school in management of MDM - water, security, hygiene, coordination with other stakeholders, suitability of service of Cook cum helper staff and interference of MDM with teaching duties; compliance with standard operating procedure; socio-economic background of parents, parents' perceptions of MDM distribution impact on students' growth and development, food security at time as reported by parents and independently from students, adequacy, quality, hygiene of MDM, imparting MDM on their school/general performance, discriminatory practices (if any) as perceived by students/parents, receipt and consumption of nutrition/health tablets, are all illustrative areas included under primary data.

Free meals attract younger children from age groups of 2 to 5 years to school. Most of these children come with their elder sisters and after eating return home. This trend helps to decrease enrolment ages from 8-10 years to 5-6 years. Mid Day Meal encourages parents to enrol children early. Since, over-age enrolments are one of the key reasons for early drop-outs in primary school, the decrease in enrolment age is likely to improve school retention rates.

The 'poor substitution' effect is also observed for boys, particularly, from general and OBC categories of lower economic strata. Parents of these boys provide them with food which is more in quantity and better in quality than the food given to the girls. This disparity is due to the practice of gender bias. The

home meal of boys, which is 'better' both quantitatively and qualitatively, is poorly substituted by the Mid Day Meal.

Most of the rural children do not wash their hands before eating, therefore, these Children suffer from worm infestations and repeated diarrhea. Rural children have low intake of micro nutrients because they do not take adequate amount of seasonal vegetables in their daily diets. Lack of hygiene habits and limited intake of micronutrients contribute towards poor nutritional status of these children and after meals and provision of seasonal vegetables. Some schools follow these guidelines. They have introduced hand washing with soap before meals. They have also made eating of seasonal vegetables compulsory. Cases of diarrhea, vomiting, and fever have reduced among these children. These improvements are the ancillary effects of MDM.

Educational attainments

According to Researcher, Mid Day Meal place a facilitative role for the girls, It help them to attend school regularly. these girls perform better because of their regular studies. secondly, free meals brings generation of SC and ST children, from lower economic background , to school. This has initiated a positive transformation.

In this research paper, following methods are used-

- (i) Documentary analysis-** Resister (Stock) and secondary data analysis of MDM office. **(ii) Observation** - By FIS and supervisor kitchen up keep, quantity of milk saved, social mixing of children, Nodal officers, Infrastructures facilities, Taste of food, fire extinguisher, wall/floors etc.
- (iii) Descriptive survey** - Questionnaire to HT/Nodal teacher, Focus group discussion of parents, students, NFOS educational officers.

Techniques and tools-

- (i) Questionnaire for nodal teacher
- (ii) Documentary techniques
- (iii) Observation techniques (Questions) for supervisors.
- (iv) FGD schedules - parents/students.

Sampling-

- (i) Volume of work
- (ii) stratified Random sampling(iii) sampling frame.

Strata-

- (i) Lower primary school/Higher primary school/High school
- (ii) Rural school/Urban Schools
- (iii) Govt. / Private School
- (iv) Medium of Instruction

RESULTS AND DISCUSSION

Schools have sufficient cookware. They have fire extinguishers which is a mandate of the Supreme Court of India. There is shortage in eating plants and drinking glasses in nearly 25% schools.

Schools are display the menu of MDM, which short the correctly with day/date /menu details cooks ayahs are clean the kitchen everywhere. There is a shortage of ayahs everywhere 24% Ayahs are shortage in schools but there in, students are clean eating place 90% schools have sufficient water for drinking,

cooking and cleaning weeks. Come time grant of Rs, 5000/- had been given by department of education of the beginning of MDM services by schools for purchases of kitchenware.

Ninth registers of MDM are mandated by department of education. Compliance is as follows:- MDM attendance, stock, Taste, Standard operating procedure, Tablet distribution, Head teacher / Nodal teacher' supervision. Districts are classified on maintenance register (7-8 registers) will facilitate monitoring and supervision of department of education in MDM programme.

CONCLUSION

In this research paper, study the perception of Elementary School government teachers toward Mid Day Meal programme. The 81.34% of the elementary school teachers have a moderate level of attitude towards Mid-day meal Programme. It means that the programme is important in terms of its potential of improving the health of the younger generation and increase in enrolment and retention rate. While 16.81% of the teachers have high level of attitude. It means that teachers have to face a number of problems in the execution of the programme and teaching is hampered. The findings indicated that male teachers have more favorable attitude toward MDMP than female teachers. There is significant difference in the attitude of elementary school teachers having intermediate as their educational qualification and teachers having post graduate degree towards MDMP in U.P. It means more higher the educational qualification, less is their attitude. No significant difference was found on the basis of annual income. MidDay Meal programme is the widely launched school lunch programme in India. The midday meal programme in study area is successful. The yearly expenditure on mid-day meal in each sample school was growing. Among the sample schools, only one reported to have the positive relation between number of beneficiary students and yearly expenditure. Two sample school have inverse relation between the number of beneficiary students, the reason is that the total strength of the schools is reduced that years thus it affect the number of beneficiary students. The attendance and enrolment rates are independent from the programme but almost all the students are part of the programme. And there is no any dropouts' reported. The sample respondents are satisfied with the programme with its quality characteristics.

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