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Mid Day Meal and Quality of Education: A Study in Dimapur District, Nagaland

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Abstract

In the year 1995 Mid Day Meal scheme was launched Centrally and was later revised and universalized in September 2004, with the purpose to enhance enrolment in the elementary education, full participation of children in government schools, also to improve their nutritional status. Mid Day Meal Programme in Dimapur district has its effect on progress of functioning of schools and learning of students. It has also encouraged the students in social interaction between communities and thus contributes in their attendance which leads the children to be more active and concentrate on their school performance. Keeping in mind that education is vital to growth across all sector in a development process, lack of quality education limit the growth process of the district and development activities. Hence the study makes a brief conclusion depicting the quality of education through implementation of Mid Day Meal Scheme in the rural and urban government schools in Dimapur district of Nagaland. The scheme has done a fair bit to eradicate hunger and promote education. With proper implementation of this scheme, the children will be benefited through all aspects on their academic results and help them to educate on the importance of health, sanitation and socialization. Thus, it will pave the way for improving the socio- economic conditions as with better quality of education it is likely to accelerate the pace of development for the people of Nagaland.

Key Words: *Mead day meal, Elementary education, Participation of people, Hunger, Nutrition.*

Introduction: Mid Day Meal Programme aimed at providing one meal, at least one third of the calories and half of the protein per child per day in school specially in government sector. It involves provision of lunch/snacks/meal free of cost to school children on school working days. It helps starving children and the poor parents to overcome nutritional deficiency. It also encourages the school going children to attend schools at least in the morning session. This programme is considered as effective method for achieving the goal of universalisation of primary education. This programme has received an immense result in enrollment and attendance in school because ahungry child is less likely to attend school regularly

At present Mid Day Meal Scheme is serving primary and upper primary school children in the entire country. It is estimated that as many as 8.41 crore Primary students and 3.36 crore Upper Primary students i.e. a total of 11.77 crore students are to be benefitted from Mid Day Meal Scheme during 2009-10. As such it has become the world's largest school feeding programme in India. (Anonymous, 2013).

According to the Brief Note of MDMS, Nagaland, 2016: The main challenges in smooth implementation of the scheme are as under-

- Less coverage of working days during 2015-16
- Delay in release of funds from State to schools.
- Cook-cum-helpers have not paid from April 2015 to December 2015.

- Poor inspection of schools.
- Poor coverage of children under RBSK Programme
- Poor data entry into MDM MIS web portal
- Delay in submission of required information by State Govt. (viz. QPRs, information of unspent balance etc).

Barooah (1992) in her book, "Handbook on Child, Concept Publications" highlights the status of children in the past. It also deals with the National Policy for children. Further it takes into account the different organizations engaged in promoting the well being of the children.

Rajawat(2003) in an authentic document on education in India. One of the chapters (twenty-six) "Meal in school deals with parents and teachers" views on the mid Day Meal Programme. This book covers almost all the aspects of education, which makes it an exhaustive, rich and voluminous work on the subject.

Sharma et. al. (2003) in their present volume, "Development of Primary Education in India" have made a systematic effort to study various committees and commission on primary education. One of the chapters which deals with 'School Meals Program' describes the purpose and scope of 'School Meals Program' describes the purpose and scope of school meals program and its effect on the health of the children.

Mathur (2009) reported "Towards More benefits from Delhi's Mid Day Meal Scheme" probes into the current functioning of the cooked Mid Day Meal Scheme in Delhi. The purpose of the study is to see the quantity and quality of the meal served as well as its potential impact on learning, nutrition, enrollment and attendance.

Objective:

1. To study the performance in Mid Day Meal among children.
2. To analyse the quality of education.

Materials & Methods: In the present study, Dimapur district of Nagaland was purposively selected. The present study deals with the assessment of Mid Day Meal in Nagaland also the study was mainly comprised from primary data. For the study data has been collected from 22 different Government schools in Dimapur district where 11 Government schools in Rural area and 11 Government schools in Urban area were selected for the purpose of research. Simple Random Sampling technique was used in the present study in order to obtain the representative sample, also a structured interview schedule was used as the main tool for collecting data in the present study.

Results and Discussion:

Fig: 1. Showed that 50.00 per cent schools covered the classes upto middle (Class V), which was found to be higher in the study area. Also 27.27 and 22.73 per cent were higher amongst all the category of classes was found in both rural and urban area. On the other hand 9.09 per cent was found lower in urban whose coverage of classes up to High school level and also similar results were found in rural area whose coverage of classes up to primary level.

Table: 1.a. Indicates year of establishment wise student intake capacity in urban area, where the results revealed that 45.45 per cent was found to be higher amongst all whose student intake capacity was under 0- 300, again 9.09 per cent was found to be lower where student capacity was under 501- 700. Results also revealed that year of establishment showed a relation between years of experience and student intake capacity. 18.18 per cent respondents have the capacity of 700 & above students whose years of experience was above 46 years.

Table: 1.b. Indicates year of establishment wise student intake capacity in rural area, where the results revealed that 54.54 per cent was found to be higher amongst all whose student intake capacity was under 0- 300, again 18.18 per cent was found to be lower where student capacity was under 301- 500. Results also revealed that year of establishment showed a relation between

years of experience and student intake capacity. 18.18 per cent respondents have the capacity of 700 & above students whose years of experience was above 31 - 45 years and lowest 9.09 per cent whose maximum student intake capacity was 0-300 and experience was under 0- 15 years.

Table: 2.a. indicated the student intake capacity and the availability of class rooms in urban area, the results showed that 63.64 per cent was found to be higher amongst all whose availability of class rooms was under 6-10, again 9.09 per cent was found to be lower where the availability of class rooms was less than 5. Results also revealed that 45.45 per cent was found to be higher in the study area where the student intake capacity was under 0-300, amongst them 36.36 per cent was higher whose availability of classroom was under 6-10. from the above table it was clearly visible that it has a relation between more no of students and maximum classroom, which showed a positive result from the study area.

Table: 2.b. Indicated the student intake capacity and the availability of class rooms in rural area, the results showed that 54.54 per cent was found to be higher amongst all whose availability of class rooms was under 6-10, again 9.09 per cent was found to be lower where the availability of class rooms was more than 15. Results also revealed that 54.54 per cent was found to be higher in the study area where the student intake capacity was under 0-300, amongst them 36.36 per cent was higher whose availability of classroom was under 6-10. from the above table it was clearly visible that it has a relation between more no of students and maximum classroom, which showed a positive result from the study area.

Fig: 2. Showed area wise number of member for cooking purpose in Mid Day Meal scheme, results indicated in case of both urban and rural area similar results were found 27.28 per cent and 31.82 per cent respectively, which was found to be higher amongst all whose no of member for cooking was under 2-4. Results also revealed that in case of urban 9.09 per cent respondents are teachers who cooked for children, but in rural area it was nil, the reason may be in rural areas parents of the childrens they may help during the time of cooking for their own satisfaction.

Figure: 3. showed area wise availability of food under Mid Day Meal scheme, results indicated that in case of urban area 27.28 per cent was found to be the higher who provides food to the students once in a week and 4.54 per cent was found to be lower who provide food more than 4 days in a week. On the other hand in case of rural area 22.73 per cent was found to be higher who provide food twice in a week and 4.54 per cent was found to be lower who provide food to the students once in week. This may be due to the availability of helpers and other members involvement in cooking process under MDM scheme.

Fig: 4. Showed that area wise impact of Mid Day Meal scheme in employment opportunity, results indicated that in both the areas results were found to be higher in case of Others which was 45.46 per cent in Urban and 27.27 per cent in Rural area. (Others includes SHG (Self Help Group), Dropout students, unemployed people, Bakeries, etc). Results also revealed that mostly in rural areas people were more benefited, e.g mother 13.64 per cent and vegetable vendors 9.09 per cent accordingly.

Fig: 5. Indicated area wise regularity of financial assistance under the scheme in Nagaland, results revealed that higher per cent respondents were found in both the areas urban and rural, where financial assistance comes more than three times in a year, which was 31.82 per cent and 36.36 per cent respectively.

Fig: 6. Indicated the results of area wise impact of Mid Day Meal scheme on girl child, results revealed that mostly in urban area 18.18 per cent teachers responded as yes which was found to be higher in case of both the area. Also higher per cent respondents were found in both the areas which was 31.82 per cent in urban and 36.36 per cent in rural who responded as No, there was no positive impact of mead day meal scheme on girl child.

Fig: 7. Showed area wise impact of Mid Day Meal scheme in class regularity, results indicated that higher per cent respondents were found in both the areas urban and rural, who said there is positive relation between MDM and Class regularity which was 45.48 per cent in urban and 50.00 per cent in rural areas respectively.

Fig: 8. Indicated area wise improvement of results after implementing MDM in the study area, results revealed that a total of 54.55 per cent was found to be higher who mentioned there was a positive impact of MDM in improving the results. Amongst which 31.82 per cent in urban and 22.73 per cent in rural areas was found to be higher, who mentioned there was positive relation between MDM and improvements of results in the study area. On the other hand a total of 13.54 per cent of the respondents were found as confused regarding whether the implementation of MDM was helped in improving the academic results or not. Here the MDM scheme had neither made any positive outcome nor has negative impact on their academic results.

Conclusion: With a number of positive welfare schemes introduced by the central government, many states of the country have put in their best efforts to implement the same in their respective jurisdiction. In Nagaland also many efforts has been made to implement most of the schemes introduced by the government of India for the welfare of its citizens regarding economic, political and social issues. One of such flagship scheme is the Mid Day Meal scheme for school students, though this scheme in its full-fledged form was implemented in 2004 but sadly to an extent it has failed to lift up the expectations of the community especially to the government school students. Some government schools are doing a great job by making the most of this scheme to be reached rightfully among their students. It is an incontrovertible fact that school meal programmes exert a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Mostly, in rural areas most of the students comes from poor sections of society they fail to eat two square meals a day, this effects the academic result of the students because with unbalanced diet there is a major chance for a student to be irregular in the classroom and they will show little or no interest in their studies. The school has an important role to play in promoting the intellectual, physical and emotional development of the child. School feeding and its related educational activities can help to improve health, to encourage better diet habits and to contribute to the all round development of the child. School feeding should be available to all children, beginning in the primary grades and extending to higher grades as resources permit. Results has also indicated that mostly in rural areas government schools are actively working on it. However, considering the vast size of the state, there is a lot to be done.

Recommendation

- ✧ For the programme to be effective and successful Parent Teacher Association (PTA) should work together in the betterment of the programme and also to sort out any problem, which may be faced while implementing the programme.
- ✧ Besides the cooks and the helpers hired by the schools, several unemployed people, underprivileged women of the village, can be provided employment opportunities if they can get into a Public-Private Partnership (PPP) with the Government to implement this scheme.
- ✧ If implemented properly the Mid Day Meal Scheme will help to benefit the local economy as perishable commodities like vegetables, dals, oils, etc are purchased from the local market.
- ✧ The concerned authorities need to put on a strict check over the negligence of the proper utilization of the Mid Day Meal Scheme.
- ✧ Addition of green organic leaf in menu of mid day meal on biweekly basis.

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Tables and figures:

Figure:1. Coverage of Classes and Type of Schools

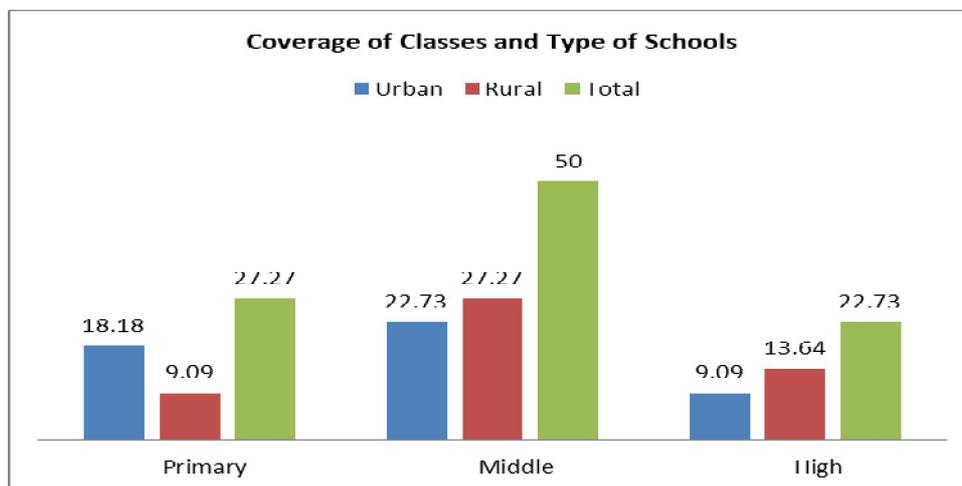


Table: 1.a. Year of Establishment Wise Student Intake (URBAN)

Year of establishment	Student capacity				Total
	0-300	301-500	501-700	700 & Above	
0-15 Yrs	9.09	-	-	-	9.09
16-30 Yrs	18.18	-	-	-	18.18
31-45 Yrs	9.09	9.09	-	-	18.18
46-Above Yrs	9.09	18.18	9.09	18.18	54.54
Total	45.45	27.27	9.09	18.18	100

Table: 1.b, Year of Establishment Wise Student Intake (RURAL)

Years of Establishment	Student Capacity				Total
	0-300	301-500	501-700	700 & above	
0-15 Yrs	9.09	-	-	-	9.09
16-30 Yrs	9.09	-	-	-	9.09
31-45 Yrs	27.27	9.09	18.18	-	54.54
46-Above Yrs	9.09	9.09	9.09	-	27.27
Total	54.54	18.18	27.27	-	100

Tab:2.a. Capacity of Student Intake and Availability of Classroom (URBAN)

Student Intake Capacity	Availability of classroom				Total
	Up to 5	6-10	11-15	16&Above	
0-300	9.09	36.36	-	-	45.45
301-500	-	27.27	-	-	27.27
501-700	-	-	-	9.09	9.09
701 & Above	-	-	-	18.18	18.18
Total	9.09	63.64	-	27.27	100

Tab 2.b. Capacity of Students Intake and Availability of Classroom (RURAL)

Student IntakeCapacity	Availability of classroom				Total
	Up to 5	6-10	11-15	15 & above	
0-300	-	36.36	18.18	-	54.54
301-500	-	18.18	-	-	18.18
501-700	-	-	18.18	9.09	27.27
700 & above	-	-	-	-	-
Total	-	54.54	36.36	9.09	100

Figure: 2. Area wise No of member for cooking in MDM

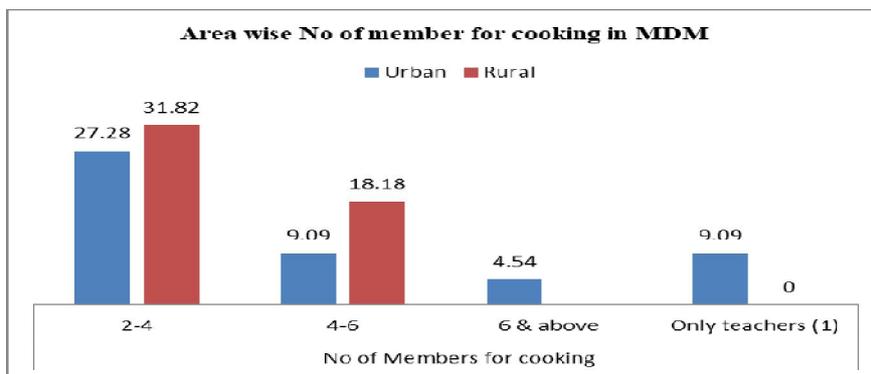


Figure: 3. Area Wise Availability of Mid Day Meal Food to the Students

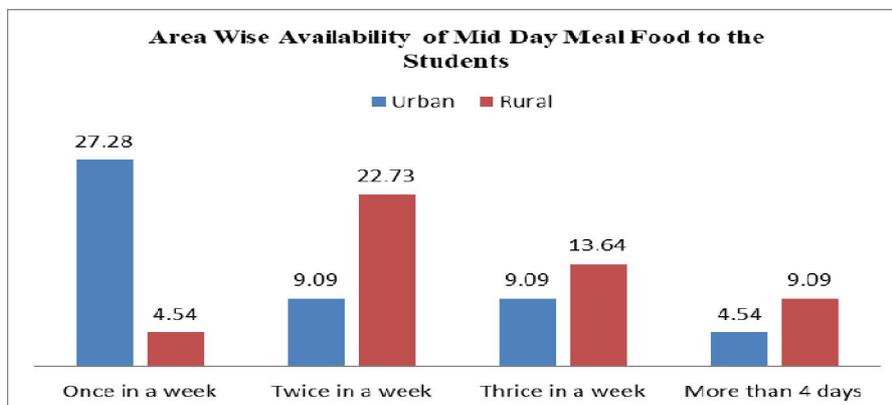


Figure: 4. Area Wise Impact of Mid Day Meal in Employment Opportunity.

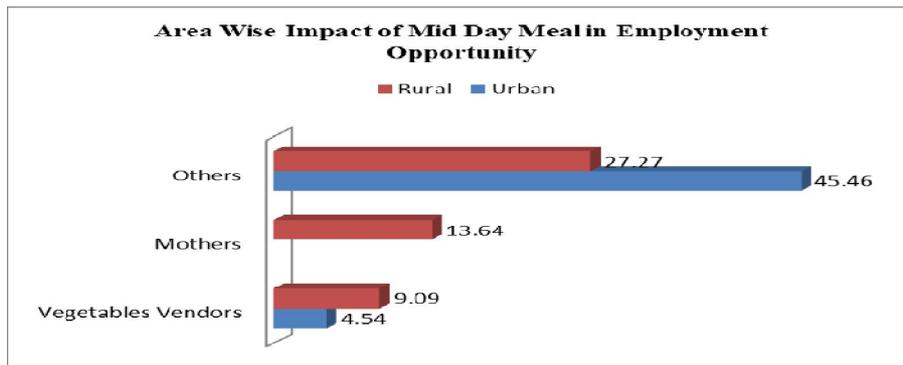


Figure: 5. Area Wise Regularity of Financial Assistance

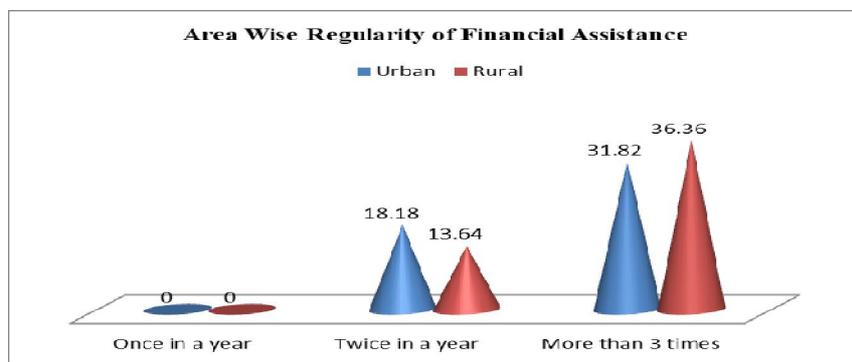


Figure: 6. Area Wise Impact of Mid Day Meal on Girl Child

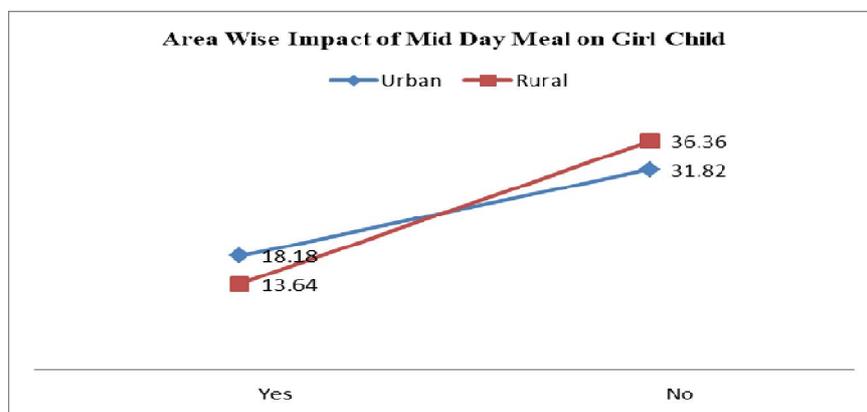


Figure: 7. Area Wise Impact of Mid Day Meal in Class Regularity

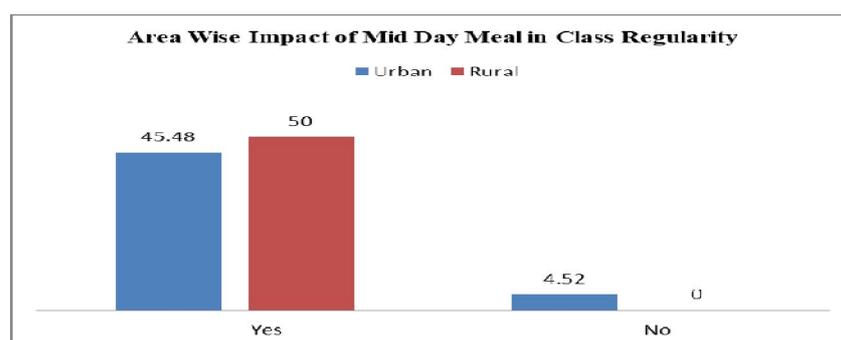


Figure: 8. Improvement of Results after implementing MDM

