

Impact of Mid-Day Meal On the Enrollment Attendance Retention with Students

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Abstract

Education plays a crucial role in the improvement of human potential. State Governments are investing a lot of part of their limited information to offer informative facilities in the respective states of theirs. In spite of the initiatives, the aim of hundred per cent universalization of elementary education seems to be long and elusive because of two inherent socio-economic things contained in the society. Compulsory and free education up to the age of fourteen years will be the constitutional dedication and it's believed that Primary school kids (5-14 years) form approximately twenty % of the entire population in India. The majority of the kids from low socio-economic segment of modern society suffer from under nutrition, much more frequently they drop out from facilities at an early age, which specifically impacts the general development of theirs. Additionally a starved kid wouldn't go to schools often. Continual hunger is able to make or even lead to malnutrition as well as direct the kids to spend much less value to studies and divert the focus of theirs from the studies and also with a view to improve the enrollment, retention, attendance and concurrently improving health amount involving kids. Although efforts have been created to look at the effect of mid-day meal on students' academic achievement but no systematic attempt has yet been made to look into the job of elements on which influence of midday meal is actually connected in academic achievement with an extensive fashion. This particular analysis makes an attempt to take a look at the effect of elements allied with mid-day meal scheme in obtaining academic performance of pupils.

Keywords: *Mid-Day Meal, Enrollment Attendance Retention, Students, Education Plays, Human Potential*

1. INTRODUCTION

High rates of child absenteeism from school are a serious impediment to economic growth in the developing world. In 2000, an estimated 88 million children were out of school, most of them in Southern Asia and Africa. One of the measures that has been taken by governments in countries like India, Bangladesh, Brazil, Swaziland or Jamaica to encourage school attendance is the provision of government-subsidized school meals. But despite the popularity and cost of school meals, there is little evidence on their impact on school participation and educational achievement.

Education is thought to be central to economic development. Beneficial in and of itself, it is also viewed as a major contributor to human capital, leading to higher productivity and living standards. Primary education is thought to be associated with especially high returns.¹ Its importance is enshrined in the Millennium Development Goals (MDGs), which call for universal primary education by 2015.

In fact, primary education is far from universal and this MDG remains elusive. UNICEF (2008), the agency responsible for tracking progress on this MDG, estimates a net primary school enrollment rate in developing countries of 84 per cent; this is also its estimated average for India. In view of this, governments across the developing world have instituted a wide range of policies aimed at encouraging school enrollment. School lunches are one such policy. They are thought to increase enrollment through two main channels. First, they lower the cost of schooling, thereby providing an implicit subsidy to parents. Second, by improving child nutrition school lunches are thought to foster learning, thereby increasing the returns to education. School feeding programs are popular in the developing world and beyond. Despite a large empirical literature on the relationship between feeding programs

and educational attainment, reviewed in Bundy et al. (2009), there have, to the best of our knowledge, been no large-scale assessments of their causal impact on enrollment (Adelman et al. 2007, p.2).

This study fills this gap by providing a large-scale impact assessment of India's free school lunch program – known locally as the “midday meal” scheme – on primary school enrollment. India's midday meal scheme is the largest school nutrition program in the world. In 2006, it provided lunch to 120 million children in government primary schools every school day (Kingdon 2007). We exploit a quasi-natural experiment in order to identify the causal impact of midday meals on primary school enrollment using a large school-level panel data set, the District Information System for Education (DISE). Our sample contains almost 500,000 primary schools in 15 major states across India, observed annually in academic years 2002/3, 2003/4 and 2004/5 (referred to hereafter as 2002, 2003 and 2004).

Identification of a causal effect comes from state-level variation in the implementation of a 2001 Indian Supreme Court directive, which was instigated by public interest litigation aimed at redressing starvation. The directive ordered states to institute midday meals in government primary schools (referred to hereafter as public schools). Prior to 2001, only two states had universal public primary school midday meal provision. Over the subsequent three years, however, state governments across India introduced midday meals.

Two main sources of variation are used in assessing the impact of midday meals: the date on which states introduced midday meals in primary schools, and the fact that (in accordance with the Supreme Court directive) they were introduced in public, but not private primary schools. Since the directive was addressed nation-wide, concerns regarding program placement bias are alleviated. Moreover, staggered implementation at the state level in public but not private schools allows us to treat all private schools as well as public schools in states not yet implementing the program, as a quasi-control group for public schools in states which introduced midday meals. We find that midday meals lead to large and statistically significant increases in primary school enrollment. Our main triple difference intent to treat (ITT) estimates point to a statistically significant 13% increase in primary school enrollment, amounting to around 14 additional students in each primary school. If newly enrolled children were all of primary-school age (6-10 years), this would imply that midday meals increased the net primary school enrollment rate from 84% (in 2002) to 95%. The enrollment response to midday meals, although positive across all grades, is driven by a large and statistically significant response in grade 1. In grade 1, enrollment increases by approximately 21%. The magnitude of the estimate reflects the fact that grade 1 absorbs all new enrollments, which includes both under-aged children (typically 5-year-olds) as well as children over 6 years of age. In fact, since the net enrollment rate in grade 1 is likely to have been close to 100% in 2002, older and younger children are likely to account for most of the grade 1 enrollment increase.

2. LITERATURE REVIEW

Deepika Swami (2010) we find dependable proof that health that is very poor as well as nutrition throughout youth impacts informative access, cultural participation, academic achievement and revenue of an individual throughout the life of his. School-based wellness and nutrition plans are delivering low-cost and cost-effective ways to coping with long term well being of the population. The demand for school well being as well as nutrition plans as part of training for all (EFA) gets realized by nearly all international organizations and the countries such as WHO, World Bank and UNICEF. The report details several of the styles in Section three. Nutritional interventions as well as child health are moderated by a number of factors. Research research has determined the risk factors of a kid's well being, which include hereditary elements; diseases and infections ; maternal well being; socio economic elements; clean water, hygiene and sanitation ; and community based variables as entry to food, health methods, and community social and wellness predispositions as exclusively influencing food results. The report details these determinants in Section two. The framework suggested in the article includes all of the above mentioned elements to create a detailed mid day meal (MDM) assessment version.

Joseph K. Assan et al (2001) The provision of no cost midday dishes at schools is actually regarded as to hold the potential to boost human dignity & facilitate equitable entry to pupils from low socio economic backgrounds, low social condition (including caste), and very poor households. The paper examines the effect of an internationally funded Indian foundation's Midday Meal (MDM) school feeding program on well-being, participation, performance, and educational access of the beneficiaries. The analysis of ours has sampled teachers and pupils from predominantly Dalit, lower caste, ethnic, and religious minority households inside state run institutions in Uttar Pradesh, India's most populated state with probably the largest selection of folks that are very poor , as the device of

its of analysis. The analysis sought to assess the implementation of the MDM software of Lucknow, the state capital, to determine if the strategic system implementation protocols likewise guarantee community addition as well as address many types of discrimination normally found in the literature. The study revealed that pupils had been pleased with the majority of the signs on implementation of the system, serving, and food pleasure. Nevertheless, we argue which the implementation process might gain from a far more integrated interagency coordination to deal with concerns regarding at risk Dalit, lower caste and marginalized children and boost sanitation as well as wellness facilities which are not specifically connected with the MDM plan.

James Berry et al (2012) Governments frequently depend on school infrastructure to carry out several applications targeting kid results. The best way to enhance the implementation of the programs is a crucial, open question. As a part of a randomized controlled trial of Odisha, India, we measured the impacts of a nutrition plan along with a checking treatment on the implementation of a pre existing school based nutrition plan, particularly the Indian government's folic acid supplementation and iron (IFA) plan. The brand new nutrition intervention distributed a micronutrient mix to be added to school meals even though the monitoring treatment varied the intensity of monitoring activities. We discover that applying the nourishment treatment crowded out implementation of the government's IFA application, while intensity that is higher monitoring enhanced it. The net outcome would be that the increased intensity monitoring increased kid health, while the micronutrient mix didn't. Both crowd out of the IFA system as well as sensitivity to monitoring are predominantly found among schools with lower managerial capacity.

Lipikajyoti Dowarah (2014) the analysis is designed to learn the implementation of the Mid Day Meal Scheme in Government main institutions of the Tinsukia district of Assam. Strategy: For the purpose learn descriptive methodology is actually used. Information are arbitrarily collected by way of a self structured questionnaire. Tables as well as figures are used to evaluate the collected raw details. Results showed that Mid Day Meal Scheme is playing a crucial role in decreasing classroom hunger of pupils. But the performance of the Mid Day Meal Scheme in most surveyed schools isn't by the guidelines of the scheme offered by the federal government especially in respect of the timely source of grains, storage facility of plates plus grains for distribution of supper to the children. This particular investigation may be used by policymakers, teachers, parents as well as public welfare tasks. For the very first time, implementation of the Mid Day Meal Scheme has been studied in the Tinsukia district of Assam.

Mirza Muneeb Manan (2011) Pupils connected with different community classes have got marginalized apropos entry to education. The pattern like mid day meal was meant to deal with these issues. School statistics helps to replicate with the slant of improvement in enrollment as well as retention rates of pupils that belong to various community classes in India. A mix of qualitative and quantitative techniques was used in which secondary and primary data was subjected to analysis. Information blank in an altered form supported by interviews with teachers & pupils had been used as a tool for compilation of information. Information compilation was carried out via simple arbitrary sampling method. A sample of eighty schools was drawn out of a total population of 209 elementary schools of the district Srinagar. Evaluation of information divulges that mid day meal pattern has optimistic impact on access of all of the social classes including General Category, SC, OBC and ST in Srinagar actually confirms a the exact same pattern for fluctuation of retention and enrollment. While several of the extraneous elements were additionally identified this halt the improvement and likely results of the scheme.

Lipika jyoti Dowarah (2017) Education plays a crucial role in fulfilling the standard needs clothing, shelter, and food of the same male. It contributes in flourishing the individuality with the enhancement of professional and social integration. Mid-Day Meal Scheme is actually among the famous schemes created by the Government of India to universalize the elementary education. The fundamental goal of the scheme is enhancing retention, attendance, and enrollment of primary school children in addition to a good healthy meal to the school premise. In the current study an effort has been created studying the overall performance of the scheme in government main institutions of Hapjan Block of Assam.

Bharati C. Mirajkar (2014) National Programme of Nutritional Support to Primary Education (NP NSPE) normally referred to as Mid Day Meal Scheme was launched by the Ministry of Human Resource Development (Department of Education) with outcome from 15th August, 1995. The programme is actually created to make an increase to the universalization of primary education. It's assisting children that are very poor belonging to disadvantaged part to attend college much more routinely and help them to focus on classroom activities. The existing investigation aimed at learning the effect of Mid Day Meal Scheme (commonly referred to as

Aksharadasoha) on enrolment as well as dropout rate of children in 5 countryside government institutions within Hassan district of Karnataka state. The area analysis was depending on the observations of 208 children, hundred four females as well as hundred four boys studying primary/ top primary & high schools in which Mid Day Meals Scheme was purposeful. The information was collected from government school records. In all 208 parents of the beneficiary children have been selected as well as interviewed to gather information about the socioeconomic status of theirs. The results showed that vast majority of the parents had their main as well as top main level of training, they had been interested in agriculture and allied activities and the yearly income of theirs was under Rs. 50,000. The study even revealed that there is constant decline of the enrolment of children (female) and both male a session from 2011 12 to 2014 15 in government institutions of Hassan district. The drop out rate has been minimized to a significant degree and coming from the consultation 2011 12 to the consultation 2014 15.

Neha Singh (2018) Mid day meal programme was launched as a centrally sponsored programme on 15th August 1995. Its aim was to increase universalization of main training as well as to better the nutritional status of children by the foods being provided to them at the school. The effect of mid-day-meals programme on retention as well as enrolment of primary school children that parents tend to be more curious to send the children of theirs Because of the launch mid day meals proportion of retention have been enhanced. Mid-day meal programme is actually helping to supplement nutrition in daily diet plan of the children. One well balanced meal everyday has decreased deficiencies of important nutrients as calcium as well as vitamins, which makes them less prone to diseases. This particular programme has been one of the greater programmes for the usefulness of its as well as effective implementation. It's likewise helped to break caste barriers since all of the children sit as well as eat together. The MDM (Mid Day Meal) in the type of NP NSPE has grown to be not merely a nationwide programme but additionally a national programme. To enhance the mid day meal programme on grass root level, it's essential to assess the strength as well as weakness of the programme occasionally. To attaining the TQM (Total Quality Management) of this national programme, it's really necessary to take an active involvement of the individuals, belong to various strata of society. It's likewise necessary to take frequent comments from the personnel, belong to administrative machinery'.

3. PRIMARY EDUCATION

In the educational stepping stool primary education assumes an essential part for mass proficiency and gives a strong establishment stone to advanced education. Primary education is the stage when establishment of a youngster's general advancement is laid or we can say that primary education goes about as an establishment stone of building up a sound character. A structure whose establishment isn't solid cannot endure the roars of time. In the event that a kid is appropriately cared for at primary stage, his further education gets a fillip. Primary education is the establishment of the whole super-structure. The cycle of primary education is a file of general, social and monetary advancement of a country overall. As per Indian Constitution (Act 45), Primary Education alludes to 'Free and Compulsory Education for all children until they complete the age of fourteen years'. The composers of India's long term plans, viewed primary education as involving two courses

1. A five year course for the age group 6 to 11.
2. A three year course for the age group 11 to 14.

Kothari Education Commission viewed primary education as involving two phases.

1. Lower Primary stage of four years, covering the age group 6 to 11.
2. Higher Primary stage of three years, covering the age group 11 to 13.

4. UNIVERSALIZATION OF PRIMARY EDUCATION

Education fills in as a switch in lifting up monetary and societal position of individuals, in this manner consumption on education is viewed as beneficial speculation by the financial specialists just as educationists. Monetary states of a nation rely to a great extent upon educational guidelines of its kin since primary education is the establishment and ought to be the most extreme or essential securing for the dominant part. As indicated by J.P. Naik, a famous teacher, "The advancement of primary education is file of the general, social and financial improvement of a country

overall". He focused on the need and significance of good primary education and its commitment in country building.

During long term plans, numerous endeavors were made to improve nature of primary education, to expand enrolment of students particularly for SC/STs and more vulnerable areas of society. Along these lines, an arrangement of low maintenance non proper continuation education was planned. Numerous children in India don't make the most of the educational chances given to them. Lion's shares of non enrolled children have a place with helpless families and needed to work at youthful age to enhance the parental pay. Children comprise around 40% of India's populace. They have a place with various monetary and social layers. A dominant part of them acquire the social financial hardship of their folks. They don't have admittance to a fundamental prerequisite of sustenance, medical care and learning openings. The originators of Indian constitution knew about the present circumstance. Hence, the Indian Constitution in Article 39 set out that the State will coordinate its arrangement in such a manner:-

(a) That the wellbeing and strength of workers, men and the youthful time of children are not manhandled and that residents are not constrained by monetary need to enter side interests unacceptable to their time of strength.

(b) That children are given freedoms and offices to create in a sound way in states of opportunity and poise and that adolescence and youth are ensured against misuse and against good and material deserting.

5. AIMS OF UNIVERSALIZATION OF PRIMARY EDUCATION

1. Free conveyance of mid-day meals to poor people and destitute children
2. Supply of free course books and garments to the helpless children
3. Directive might be given by the middle to in reverse States to focus on the freedom of the bringing non-going to young men and young ladies.
4. Setting up of school improvement panel for undertaking concentrated drive for carrying non-going to children to schools and furthermore to see that the enrolled children are held in schools.
5. Steps might be taken to implement attendance, in any event to the degree of giving notice notification and attendance orders to the guardians of the defaulting children.
6. Whenever essential, the endorsed educator understudy proportion might be loose while authorizing new schools and extra" instructor units in reverse territories
7. Provision of low maintenance tutoring might be orchestrated those children who can't go to ordinary schools.
8. Intensifying social education program in reverse regions and among socially in reverse gatherings of individuals for instructing the guardians
9. Special objective might be fixed for the enrolment by the State Government from one year to another for each region; more noteworthy consideration being paid to in reverses locale and territories.
10. Separate objective for the enrolment of children of gatherings of in reverse classes may likewise be fixed at State and District level.
11. It might be made compulsory for instructors to remain nearby the school quite far. As a motivator, installment of country convenience recompense to educators of rustic zones who live inside the area of the school might be thought of,
12. Suitable offices might be given to the children of rustic elementary teachers concentrating in secondary school.
13. Residential sort of schools (Ashram Schools) might be set up for children of educators working in reverse zones and the full expense of their education might be borne by the Government.

6. SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan is a push to universalize elementary education by making local area possession in the educational system. It is a reaction to the interest of the essential education everywhere on the country. The SSA program is additionally an endeavor to give a chance to improving human capacities on the whole children through arrangement of local area claimed quality education in mission mode. Fundamentally SSA implies;

1. A program with an obvious time period for Universal Elementary Education;
2. A reaction to the requests for quality fundamental education everywhere on the country;
3. An freedom for advancing social equity through fundamental education;
4. An exertion for successfully including the Panchayat Raj Institutions, school the executive's advisory groups, town and metropolitan ghetto level education boards of trustees, parent teacher affiliations, mother teacher affiliations, ancestral self-governing committees and numerous other grass root level constructions in the administration of elementary school;
5. An articulation of political will for universal elementary education the nation over;
6. A organization between focal, state and nearby governments for improving elementary education;

The Sarva Sikshya Abhiyan plans to give helpful and pertinent elementary education to all children in the age gathering of 6-14 years by 2010. Another objective of SSA is to connect the social, provincial and sex holes in educational interaction by empowering dynamic support of local area individuals in the administration of schools. Sarva Sikshya Abhiyan understands the significance of Early Childhood and Care Education and views at the 0-14 age as a continuum. SSA offers help to pre-school learning in ICDS Centers and numerous different exercises which are being made by Department of Women and Child Development with respect to pre-school education and so forth.

7. MID-DAY MEAL SCHEME

Malnutrition is generally common in India among developing children. An enormous number of reviews have shown that in the greater part of the states a vast lion's share of children take an early morning meal prior to leaving school, while some may eat privately bought snacks, most of them have no food until they get back late in evening. Missing a-significant meal of the day causes difficult issues. Persistent craving can prompt malnutrition. Malnutrition not simply offers ascend to dreariness and mortality, and keeps a youngster from developing into a completely utilitarian grown-up, it unfavorably influences Universalisation of Elementary Education (UEE) in the accompanying ways:-

1. A malnourished youngster is more averse to go to class consistently.
2. Even if such a youngster goes to class, he/she thinks that its hard to focus on and partake in the instructing learning exercises all around ok. He/She in this manner will in general nonconformist/entomb alia, due to the failure to adapt.
3. Even if the kid doesn't really quitter, his/her accomplishment levels will in general be low.

Children stay at school for more than five or six hours every day and more. They need to take up mental work in the school. In the wake of having worked for three to four hours, they expect something to eat. It is in this way important to give meals to the students (children) in the schools. In reformist nations different enactments have been established to give meal to the children of the schools. Govt, of developing nations have tended to this essential issue by school meal programs.

Considering the over a free school lunch program was dispatched to draw in children to the school and improve their nourishing status. It is popularly called Mid-Day Meal Scheme; in any case, its authority name is National Program of Nutritional Support to Primary Education (NP-NSPE). It was dispatched by Ministry of Human Resources Development (Department of Education), Government of India on 02.10.1995 (compelling from 15.08.1995). Countrywide (aside from Lakshdweep) It is intended to give all students from classes I to V a 3Kg of wheat for every student each month (for a very long time in a year) subject to 80% attendance at first and the states were to switch over to giving prepared meal inside two years.

8. CONCLUSION

Inadequate meal and then malnutrition still remains an issue in developing places and also have important effects on health condition of children and the educational development of theirs. Mid-day meal pattern in West Bengal covers major (I -IV) and top main schools (only V) to enhance nutrition along with enrollment, attendance and retention of the students this particular scheme have produced advantages that are sizable for children' development as well as learning. This mid-day meal programme tries to mitigate community inequalities by regulating a typical platform. Even though federal government is actually attempting to deploy the scheme in very best fashion, still you will find number of issues which produce hurdles for proper implementation of the scheme. The study highlights those troubles as well as tries to discover the answer to them. An additional main emphasis of the scheme is actually on advertising attendance, retention, and enrollment of the students along with improvement in the medical status of theirs. The perception of teachers, children as well as parent is actually examined regarding different parameters associated with implementation as well as performance evaluation of mid-day meal scheme. Mid-day meal pattern in the schools is actually world's largest feeding programme with a selection of goals. The study reveals that the implementation amount of the scheme is actually typical because there are specific problems raised by teacher(s). The primary issues mentioned in the analysis are actually delayed in accessibility of funds as well as food grain for smooth running of the scheme. Other issues include infrastructure associated issues as insufficiency of money for kitchen construction, lack of appropriate venue for serving prepared meal which generates hurdles for systematic implementation of the scheme.

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