

# "A Study on the Impact of the Mid-Day Meals on the Development of Students in the Perception of Gandhwani Block" of Dhar District, Madhya Pradesh

Seemant Deshpande<sup>1</sup>, Dr. Poorva Sakaragaye<sup>2</sup>

<sup>1</sup>Research Scholar, Oriental University Indore, Madhya Pradesh

<sup>2</sup>Associate Professor, Oriental University Indore, Madhya Pradesh

---

## ABSTRACT

In the year 2005, the Central Government, in the first phase of which a mid-day meal scheme was started for the primary level and newborn children who were in the Anganwadi centers, which was further extended to the secondary level, formulated the Mid-Day Meal Scheme. All the students were added to this, it was tested and inspected at every level and it was renewed with new points so that the students could get proper nutrition and the child would not have any kind of nutritional problem in education.

**Key Points: - Nutrition, Malnutrition, Mid-Day Meal Scheme, Anganwadi Centers**

---

## INTRODUCTION

After the attainment of independence, the whole of India was engaged in the development of new structures, after the creation of the Constitution of India, people and public heroes united to achieve the goal of food, cloth, and shelter as the basic requirement of life. While fighting for the structure of New India, the academicians wanted to create an education fund for India but it was also a challenge to empower the new seedlings of India with the idea of an ideal education system to build a power-rich India. Malnutrition was a national problem in India. To fight this, the government was working at various levels with the joint efforts of the Health and Education Department, but there was a dire need for the central government to formulate a concrete and effective plan, as a result in mid-2005, the Mid-Day Meal Scheme was started. The mid-day meal scheme was started for the primary level and newborn children who were in Anganwadi centers, which was further expanded to connect all the students up to the secondary level.

It was tested and inspected at every level and it was renewed with new points so that the students could get proper nutrition and the children do not face any nutritional problems during their education.

Even today, the government is doing constant monitoring and new experiments, due to which the entire fellow citizens are also getting good results.

**Mid-Day Meal Scheme and its benefits:** - According to the report released by the World Health Organization, to overcome the problem of malnutrition in their all-round development due to higher rate of malnutrition in India, the Mid-Day Meal Scheme was implemented on August 15, 1995.

In the first phase, it was started in the selected 2408 development blocks but from April 2002, it was ensured to make it compulsory for all students from class 1 to 8 in all primary and upper primary schools. In this scheme, it is mandatory to provide 450 calories of food and 12 grams of protein per day to every child.

This scheme is one of the popular schemes of India with the main objective of providing the proper amount of nutrition to the students who belong to low or middle-income families, to protect them from malnutrition.

<https://www.ikamai.in/mid-day-meal-vojana-in-hindi/>

### Benefits from Mid-Day Meal Scheme:-

Mid-Day Meal Scheme is most effective and useful. Low-income families or areas where people are engaged in migrating food or the whole family is engaged in the management of food, their children lived far away from the mainstream of education, because of this scheme, they would send their children to school. The parents started sending them to the regular school every day where they could get enough food at least once.

Special attention was given to the regular attendance of the students in this scheme, 80% of the children were required to be present in the school, so due to this rule, foster students started sending them to school every day. Before this, there was no interest, the girls used to be engaged in domestic work.

Along with this, the rate of malnutrition among girls was also higher than that of boys. As a direct benefit of this scheme, regular visits to girls and their all-over development we can see as a direct benefit of this scheme. Aversion to students' education, fear of school, not their physical development, malnutrition also inhibits intellectual development, etc. The reasons have often ended, all these problems of the students had overcome, the children enjoyed themselves and started eating fear-free environment and interesting food, which made the government the attendance and irregularity of students in schools, started increasing. (<https://www.ikamai.in/mid-day-meal-vojana-in-hindi/>.)

### Background of Gandhwani Block: -

Gandhwani block is one of the 12 tribal development blocks out of the 13 blocks of the Dhār district. It is a pure tribal block. The Gandhwani block of Dhar district, comes under the Nimar region, where the climate is dry and stony, here only rain black crops can be obtained due to lack of water sources and lack of resources. The rest of the time, the land is not usable and the problem of employment of people remains. Due to the lack of rivers and ponds, problems persist throughout the year. In the Gandhwani block, the means of income of the people are limited and employment opportunities are very less despite all efforts of the government. Even after developments of various educational hubs and hostels like Kasturba Gandhi Vidyalaya, model school hostels, Girls Hostel, and Girls Ashram, by the government, people are still unwilling to accept education as an important part of life. The relentless efforts by the government to connect the youth with the mainstream of education is yet to bear its desired fruit. Though one can witness the impact of education in society, as the youth of society have proved their leadership and their abilities by attaining important positions of governance, but despite this fact, the social acceptance for education is yet miles to go! People are not ready to accept long-term mental labor for immediate benefit. They want to earn by doing manual labor. Unfortunately, after having earned sufficient funds, they lose interest in working further, until they run out of funds again. Due to this, their economic progress is stagnant. To improve their lifestyle and develop greater social maturity, it is essential to provide more employment opportunities locally. With right and strong political, social, and government support this society can be brought in an equal position with the other communities.



([www.mapsofindia.com/maps](http://www.mapsofindia.com/maps).)

### Mid-Day Meal Scheme Monitoring System: - Inspection System for Mid-Day Meal Scheme: -

The most important plan of the government, one can study the system designed for inspection of the mid-day meal scheme at three levels.

1. State Level Inspection System
2. District Level Inspection System
3. Development Level Inspection System

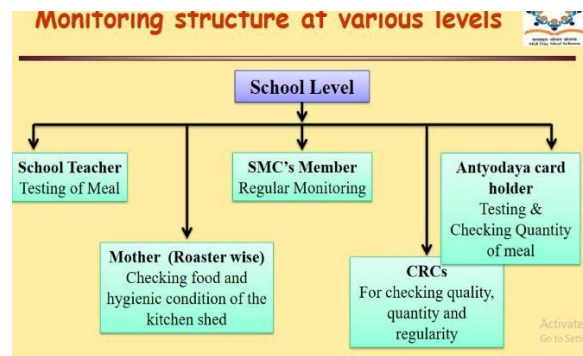
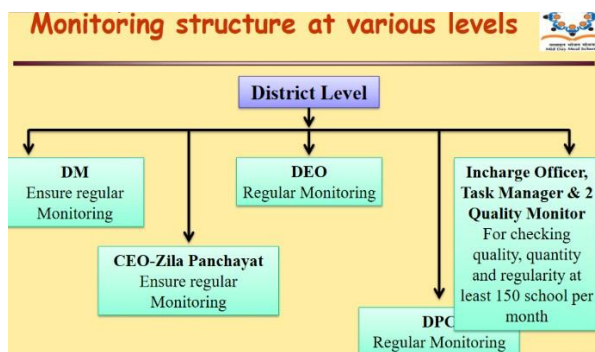
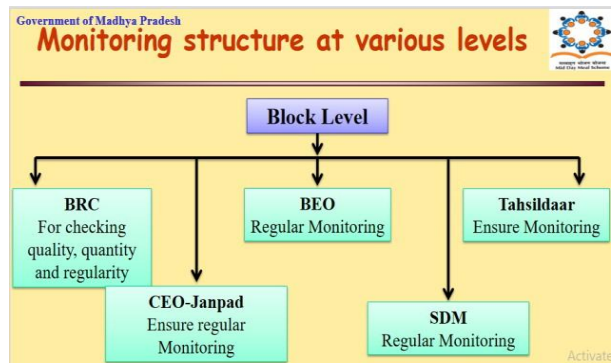
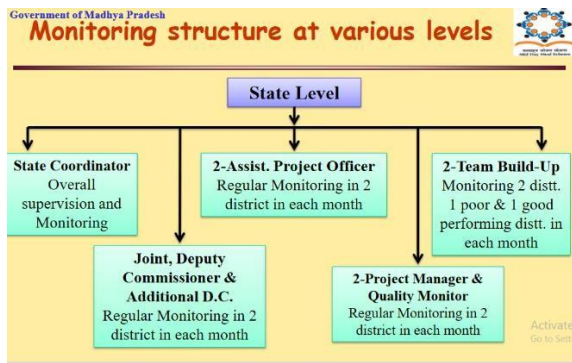
1:- In the state-level inspection system, mainly the State Coordinator, Joint Deputy Commissioner and Additional District Coordinator Assistant, Project Officer, Project Manager, and Quality Monitor Team Buildup Monitoring Group. The State Coordinator does the monitoring of the entire state. The Joint Deputy Commissioner and Additional District Coordinator monitor the district every month. The Assistant Project Officer also supervises the District. The project manager is in supervision with the AVN quality monitoring. The Team Build Up Group does an inspection every month and announces AVN best and AVN worst-performing districts of the month.

2:- In district-level monitoring group, mainly the District Magistrate i.e. the Collector does regular monitoring. For the cooperation, the Chief Executive Officer, the District Panchayat also regularly monitors, along with the District Education Officer is also a main officer in the Education Department. Along with this, the District Project Coordinator is given the responsibility of regular monitoring. The in-charge officer, who is also the task manager, and two other quality monitor officers, are assigned the responsibility of regular inspection of mid-day meal arrangements of at least 150 schools every month.

In the block level inspection system, the block source coordinator has the entire responsibility of the day to keep the quality and regularity of the food, along with the chief executive officer. Along with this, the Chief Executive Officer, Janpad Panchayat also conducts the regular inspection. Along with this, the responsibility of regular inspection has also been entrusted to the Development Block Education Officer. Apart from this, the sub-divisional revenue officer and Tehsildar have also been given the responsibility for the inspection of the mid-day meal scheme.

3:- At the final level, all the teachers of the school, the school management committee, and the mothers of all the students studying in the school, does the final roster-based quality check every day. Apart from this, the public teachers have also been entrusted with the responsibility of inspecting all the schools under their assigned region for quality and irregularity. Along with this, Antyodaya cardholders also regularly check the quality of food.

In this way, the mid-day meal scheme is working smoothly at these four levels and the quality and irregularity of the mid-day meal checked from time to time. At the government level also, changes are made from time to time to make available interesting and healthy assignments to the students. The same effort is made at all these levels to make available quality, tasty and healthy food to the students.



(Madhya Pradesh)

**Sample Design:-**

The teachers from primary and secondary schools of Gandhwani block of Dhar district of Madhya Pradesh state are selected for sampling. 256 people have answered the questions. The questionnaire was designed for collecting samples.

**Objective:-**

Impact on Students after Mid-Day Meal Scheme

**Hypothesis: -**

- 1) **H01:-** No positive results regarding discipline are reflecting in the students since the mid-day meal scheme was implemented.
- 2) **H02:-** There was no effect on regularity on students since the mid-day meal scheme was implemented.
- 3) **H03:-** Midday Meal Scheme After the implementation of MDM, there was no impact on the hygiene of the students.
- 4) **H04:-** after the mid-day meal scheme, the students did not get a sense of sensitivity towards the environment.
- 5) **H05:-** Students have not aroused a feeling of cooperation after the Mid-day meal scheme was implemented.

**RESULT**

"A study of the impact of mid-day meals on the development of students in the context of Gandhwani development block of Dhar district of Madhya Pradesh" is short research done through an online questionnaire by Mr. Seemant Deshpande, in the context of the central government's important mid-day meal scheme. In the above research, through 256 teachers of Gandhwani block, including teachers of government primary schools and government secondary schools. The research lays light on the relevance of mid-day meals with his opinion, in which 70.9% of those were men and 30.1% were women.

Opinions of teachers were obtained by preparing a multiple-choice questionnaire of 19 questions for the said research.

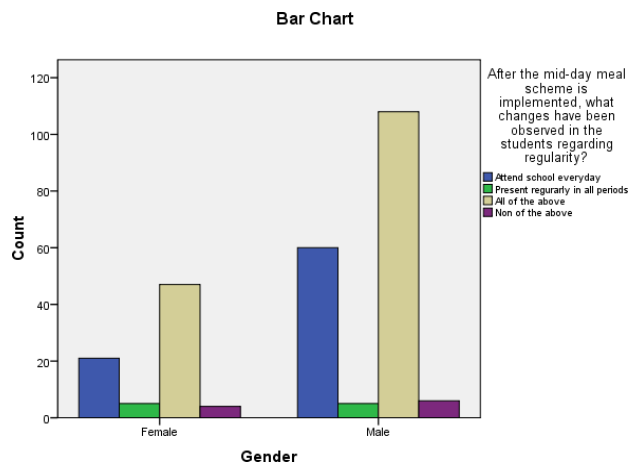
**Consequence of hypothesis: -**

**H01: -** Since the mid-day meal scheme was implemented, no positive results regarding discipline were seen among the students.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.024 <sup>a</sup>	3	.388
Likelihood Ratio	2.860	3	.414
Linear-by-Linear Association	.643	1	.423
N of Valid Cases	256		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.01.

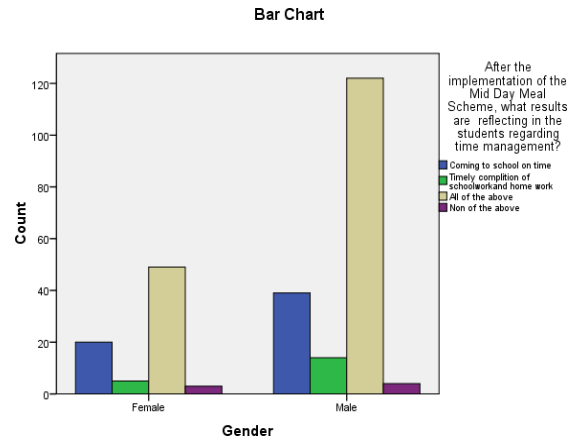


From the analysis of the data obtained, it is clear that p-value is greater than our chosen significance level ( $\alpha = 0.05$ ), our null hypothesis is rejected and we conclude that there is enough evidence to suggest that positive results regarding discipline were seen among the students.

**H02:** - Since the mid-day meal scheme was implemented, there was no effect on the students regarding irregularities.

**Chi-Square Tests**

	Value	df	symp. Sig. (2-sided)
Pearson Chi-Square	1.246 <sup>a</sup>	3	.742
Likelihood Ratio	1.208	3	.751
Linear-by-Linear Association	.203	1	.652
N of Valid Cases	256		



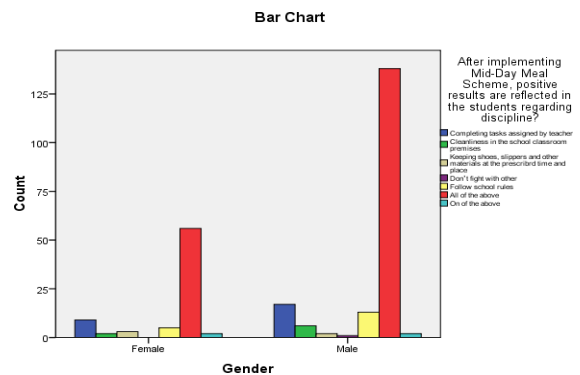
a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.11.

Since the p-value is greater than our chosen significance level ( $\alpha = 0.05$ ), our null hypothesis is rejected and we conclude that there is enough evidence to suggest that there is positive effect on the students regarding irregularities seen after the implementation of mid-day – meal Scheme.

**H03:** - After the mid-day meal scheme was implemented, there was no impact on the students about hygiene.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.847 <sup>a</sup>	6	.697
Likelihood Ratio	3.848	6	.697
Linear-by-Linear Association	.325	1	.569
N of Valid Cases	256		



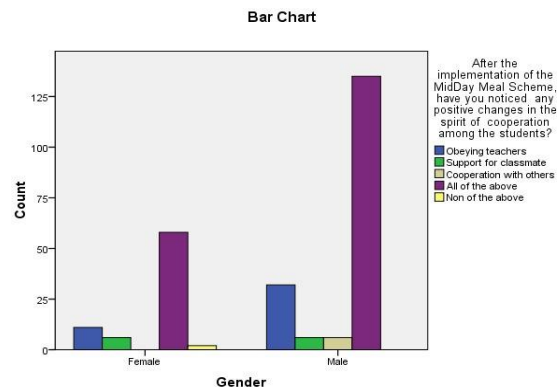
a. 7 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

From the analysis of the data obtained, it is clear that Since the p-value is greater than our chosen significance level ( $\alpha = 0.05$ ), our null hypothesis is rejected and we conclude that there is enough evidence to suggest there is positive impact on the students about hygiene were seen after the implementation of mid-day meal scheme.

**H04:** - After the mid-day meal scheme, the students have not awakened a sense of sensitivity towards the environment.

**Chi-Square Tests**

	Value	df	symp. Sig. (2-sided)
Pearson Chi-Square	9.908 <sup>a</sup>	4	.042
Likelihood Ratio	11.600	4	.021
Linear-by-Linear Association	.244	1	.622
N of Valid Cases	256		



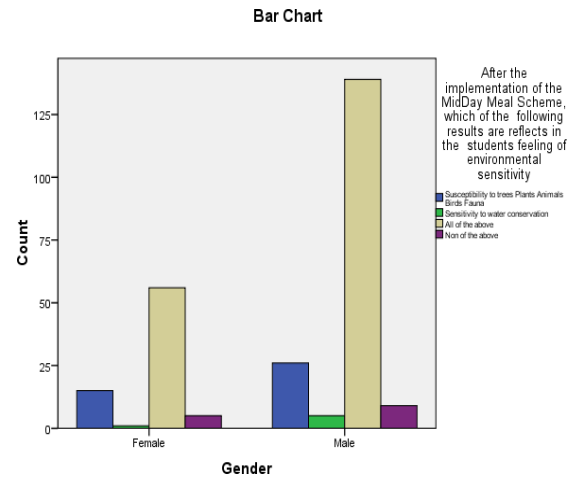
a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .60.

In the analysis of the data received, it is clear that the p-value is greater than our chosen significance level ( $\alpha = 0.05$ ), so our null hypothesis is rejected and we conclude that there is enough evidence to suggest that after the mid-day meal scheme, the students have awakened a sense of sensitivity towards the environment.

**H05:** - After the implementation of the Mid-Day Meal Scheme, the spirit of cooperation has not awakened in the students.

**Chi-Square Tests**

	Value	df	asymp. Sig. (2-sided)
Pearson Chi-Square	1.722 <sup>a</sup>	3	.632
Likelihood Ratio	1.748	3	.626
Linear-by-Linear Association	.408	1	.523
N of Valid Cases	256		



a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.80.

From the data received after the mid-day meal scheme, it is clear that the p-value is greater than our chosen significance level ( $\alpha = 0.05$ ), so our null hypothesis is rejected and we conclude that there is enough evidence to suggest that the spirit of cooperation has awakened in the students after the implementation of mid-day-meal scheme.

In the end, we can say that after the implementation of the mid-day meal scheme, it has played an important role in the development of personal qualities in the students, i.e., the mid-day meal program isn't just beneficial on ends of nutrition and education but has proved to be of utmost value in the development of personal qualities of students as well. Hence, this scheme provides motivates the development of personal qualities.

**SUGGESTIONS**

The mid-day meal scheme has shown positive results. An effective Monitoring and grievance redressal committee can further multifold the results of this scheme. It should also be seen that children from different age groups are given food according to their nutritional appetite.

Along with the midday meal, students should also be taught about the nutritional value of different food items they are served every day and how a complete differs depending upon the gender and age. This information given on an everyday basis to students will help them learn about a healthy lifestyle and take care of their near and dear ones. Early and strong exposure to this aspect of healthy living can also motivate students to drive a career as a health coach or something similar in the near future.

**CONCLUSIONS**

It is clear from the responses to the received questions that along with the educational health benefits of the students, they are also cooperating in the development of their personal qualities. It is clear from the analysis of the questions that due to the implementation of the mid-day meal scheme, the students have shown an inclination towards regularity and cooperation among the students towards the environment. As a result of the development of these qualities in students, teachers have seen unexpected benefits in the level of satisfaction. Teachers have accepted that these qualities have developed in the students only due to the mid-day meal scheme. The gender & caste differences have also decreased in the students. This is seen as a positive sign in society. From the complete analysis, it is clear that this scheme is multipurpose for the students. Not only that, the changes that are made by the government from time to time are also undoubtedly beneficial for the students, this scheme helps in the development of positive qualities in the students.



**REFERENCES**

- [1]. <https://www.ikamai.in/mid-day-meal-vojana-in-hindi/>. (n.d.).Madhya Pradesh, G. o. (n.d.).
- [2]. [www.mapsofindia.com/maps](http://www.mapsofindia.com/maps/)., h. (. (n.d.).