



Performance of Tulsi self help group in mid-day-meal: a case study of Powarkheda village Madhya Pradesh

¹Rita Kapil Narvariya and ²Umesh Singh

¹Assistant Professor, College Of Agriculture, JNKVV, Powarkheda, (M.P.) 461110

²Assistant Professor, College Of Agriculture, JNKVV, Tikamgarh, (M.P.) ,India

***Corresponding Author:** reeta689@gmail.com

ABSTRACT

Mid-day meals is one of curial and improved programs of governments of India. The purpose of this program to attract students to attend school and provide food .By this program helps country to minimize the food security problem. Present investigation is case study related to investment and attendance of student in primary and middle classes. For this study found that due to this mid day meal program attendance has improved and also better investment increased the attendance of schools. This improvement helps to education and food security problem in India.

Keywords: Mid-Day Meal Scheme, nutritional-level, enrolment-rate, dropout-rate, primary school children.

Received 19.01.2019

Revised 20.02.2019

Accepted 09.03. 2019

INTRODUCTION

The Mid-day Meal Scheme in India is the largest school meal programme in the world, covering an estimated 139 million children. India also has the largest early child development programme in the world (the Integrated Child Development Services or ICDS)[8],[10], which provides free meals as part of a nutritional programme. The Mid-day Meal Scheme has bold objectives: it aims to enhance enrolment, retention, to protect the student from the class room from hunger, addressing malnutrition and social empowerment through provision of employment to women's and attendance among primary school children while simultaneously improving their nutritional levels. In India madras state first time this programme is start in 1925, then in Kolkata 1928, also in nation level the Mid-day Meal Scheme was launched by the Government of India in 1995 and the Cooked Mid-Day-Meal programme was started in West Bengal in 1100 schools of six districts from January, 2003[12],[13]. This programme is popularly known as a public welfare concept in India. The mid -day meal scheme is the popular name for the school programmed in India. Its provide launch free off cost to school children on all working days. Literacy is essential for eradicating poverty and mental isolation, for cultivating peaceful and friendly international and for permitting the free play of demographic processes. Various studies have been conducted in India about mid-day meal scheme and students" achievement in schools [3], [1], [5]. Most of the studies revealed that there exist a positive relationship between mid-day meal program and enrolment and attendance of students in schools including education and health outcomes of students. Health and education are considered as the "fundamental right" in the whole world. Universal primary education is one of the important objectives of "Millennium Development Goals" (MGD) to ensure that boys and girls alike must complete primary schooling. The importance of primary education as per the basic education that good health and other human attainment are not only directly valuable as constituent elements of basic capabilities; these capabilities can also help in generating economic success of a more standard kind, which in turn can contribute to enhance the quality of human life even more. Education plays a vital and important role in fulfilling the basic needs of a common man, viz, food, shelter and clothing. The main aim of education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive, and to make struggle for existence [7]. Four important factors are identified for achieving the goal of education for all[2]. These are: access to education,

enrolment of children, retention of the enrolled children and achievement. Mid-Day- Meal-Scheme is an effort to achieve and facilitate all these objectives .The Scheme estimates a cooked mid-day-meal with a minimum of 300 calories and 8-12 grams of protein to all children studying in class I to V. Upper Primary meals consist of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice or wheat) per child per school day[4]. The central government supplies state and union territory governments with free food grains (wheat and rice) at 100 grams per child per school day from the nearest Food Corporation of India (FCI) go-down and also the cost of transporting the food grains from the nearest FCI to the Primary School. The scheme provides assistance for meeting the cooking cost also. In rural areas the cooking is being done by women self-help groups. In urban areas, some NGOs have taken responsibility for cooking the food and bringing it to the primary schools. Free mid-day-meals can achieve a great deal with regard to child education and health. They promote the participation of the child in school, reduce classroom hunger, facilitate the healthy growth of a child, promotes good eating habits like washing ones hands, finishing ones food, etc, and fosters social and gender equality as all children get the same food and must eat together. It has been estimated that 8.41 crore primary students and 3.36 crore upper primary students, that is, a total of 11.77 crore students have benefited from MDM Scheme during 2009-10. Mid Day Meal Scheme was started in Madhya Pradesh in 1995 with a view to enhance enrolment, retention and attendance of primary class children studying in Government, Government aided and Local Body Schools and to provide nutritional support to them. In compliance with the direction of Hon'ble Supreme Court, hot cooked meal was started in 2004. The coverage of the Scheme was extended to Upper Primary Classes during 2008- 09.

MATERIAL AND METHODS

To meet the objective of study data has been collected of one primary and one middle school from 2008 to 2017. Data has been related mid day investment and student attendance during the study investigation. To describe the nature of data descriptive statistics, correlation and regression statistical tools uses for analysis.

Mean: Arithmetic mean or simple mean of a set of observation is their sum divided by the number of

observation, *e.g.*, the arithmetic mean \bar{x} of n observation $x_1, x_2, x_3, \dots, x_n$ is given by $\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$. In case

of grouped data, $\bar{x} = \frac{1}{\sum_{i=1}^n f_i} \sum_{i=1}^n f_i x_i$ where x_i 's are the mid values of the classes and f_i 's are the respective

frequencies. Among the three means viz. arithmetic mean (AM), geometric mean (GM) and harmonic mean (HM), AM is most widely used for its simplicity in calculation and explanation.

Range: The range is the difference between two extreme observations of the distribution. If A and B are the greatest and smallest values respectively in a distribution, then its range is given by

$$\text{Range} = X_{\max} - X_{\min} = A - B$$

Standard Error: The standard deviation of the sampling distribution of a statistic is known as its standard error, abbreviated as S.E.

The magnitude of the standard error gives an idea of the precision of the estimate of the parameter. The standard error of mean is given by the formula:

$$\text{S.E}(\bar{x}) = \frac{\sigma}{\sqrt{n}}$$

Skewness: Skewness means "lack of symmetry". We study skewness to have an idea about the shape of the curve which we can draw with the help of given data. Based upon moments, coefficient of skewness is

$$S_k = \frac{\sqrt{\beta_1}(\beta_2 + 3)}{2(5\beta_2 - 6\beta_1 - 9)}, \text{ where } \beta_1 = \frac{m_3^2}{m_2^3}, \beta_2 = \frac{m_4}{m_2^2} \text{ and } m_2, m_3 \text{ and } m_4 \text{ are the 2}^{\text{nd}}, 3^{\text{rd}} \text{ and}$$

4th central moments respectively.

Kurtosis: It means "flatness or peakness" of the frequency curve. It is measured by the coefficient β_2 and

its deviation γ_2 given by $\beta_2 = \frac{\mu_4}{\mu_2^2}, \gamma_2 = \beta_2 - 3$

Skewness and kurtosis are the two opposite phenomena of frequency distribution. If skewness refers to horizontal property the kurtosis refers to vertical property of the distribution.

Correlation coefficient

To measure the degree of linear association we shall use Karl Pearson's correlation coefficients. Correlation coefficient measures the degree of closeness of the linear association between any two variables and is given as

r = Pearson product-moment correlation coefficient between two variables such as x and y .

n = number of observation

It may be noted that we have considered two variables x and y irrespective of their dependency.

RESULT AND DISCUSSION

In introduction section, education situation and food problem described. Present investigation is showing the results of mid day investment and impact on attendance of primary and middle school in Powarkheda in table 3.1

Table 3.1: Mid-day investment and its impact on attendance

Years	Total Student	Shg Investment	Student Attendance	Return	Attendance (%)
Primary					
2008	58	2400	47	1000	81.03
2009	71	2600	53	1200	74.65
2010	66	3500	57	1500	86.36
2011	65	4410	61	1500	93.85
2012	64	3400	57	1500	89.06
2013	60	3600	53	1500	88.33
2014	48	3300	37	1500	77.08
2015	50	3200	43	1500	86
2016	50	3400	40	1500	80
2017	50	3400	42	1500	84
Middle					
2008	167	7300	125	2000	74.85
2009	195	8500	145	2000	74.35
2010	164	19400	155	5000	94.51
2011	198	18500	165	5000	83.33
2012	174	12266	145	5000	83.33
2013	174	13060	145	5000	83.33
2014	166	12887	135	5000	81.32
2015	140	9720	125	5000	89.28
2016	150	9000	145	5000	96.66
2017	135	9720	115	5000	85.18

From table 3.2, it is clearly visible that minimum investment 2400 Rs recorded in year 2007 and 4410 Rs maximum investment in year 2011 on primary school. The effect of these investments clearly visible in attendance of students. In year 2011, attendance reached 93.25 % in year 2011, which was highest during the study. Minimum attendance 74.65 recorded in year 2009. Both the negative values of skewness and kurtosis indicate that a steady change in attendance has taken place during the latter half of the period under study. Similar trend can be seen in middle school also. In other words, attendance was improved can be to investment of mid day meal. Highest attendance recorded in year 2016 with 96.66 %.Year 2011 to 2013 attendances remain constant 83.33 %.Minimum attendance recorded in year 2009.

Table 3.2: Descriptive Statistics of primary and middle school

Particulars	Total Student	Shg Investment	Student Attendance	Return
Primary School				
Mean	58.200	3321.000	49.000	1420.000
Standard Error	2.611	173.131	2.620	55.377
Kurtosis	-1.606	1.499	-1.541	3.502
Skewness	0.092	0.138	-0.035	-2.086
Range	23.000	2010.000	24.000	500.000
Minimum	48.000	2400.000	37.000	1000.000
Maximum	71.000	4410.000	61.000	1500.000
Middle School				
Mean	166.300	12035.300	140.000	4400.000
Standard Error	6.570	1302.630	4.770	400.000
Kurtosis	-0.600	-0.180	-0.400	1.410
Skewness	0.050	0.930	-0.120	-1.780
Range	63.000	12100.000	50.000	3000.000
Minimum	135.000	7300.000	115.000	2000.000
Maximum	198.000	19400.000	165.000	5000.000

In table 3.3, attempts have been made to work out the degree of linear association ship and linear relationship between investment and student attendance. From the results of correlation, it is clearly visible that more investment in mid meal positive impact on student attendance percentage of primary and middle school both.

Table 3.3: Correlation matrix of primary and middle school

Primary School			
Particulars	Shg Investment	Student Attendance	Attendance (%)
Shg Investment	1.000		
Student Attendance	0.365	1.000	
Attendance (%)	0.753	0.617	1.000
Middle School			
Particulars	Shg Investment	Student Attendance	Attendance (%)
Shg Investment	1.000		
Student Attendance	0.740	1.000	
Attendance (%)	0.310	0.192	1.000

CONCLUSION

Schools are backbones of any country future. So mid day meal is a planning of Indian government of to improve attendance in school and provide food to all students. This case study tells that good investment in mid day meal give improve attendance in schools. By the result of this maximum child can get more knowledge as well as food to poor students. This study reveals that it need more investments to improve our facilities of schools.

REFERENCES

1. Dreze, J., Kingdon G. (2001). "School Participation in Rural India". Review of Development Economics, 5(1), 1-24.
2. Government of India (2002). Report of the High Level Committee on Long-Term Grain Policy. Department of Food and Public Distribution, New Delhi.
3. Dreze, J., Goyal A. (2003). "Future of mid day meals". Economic and Political Weekly 38, 4673-4683.
4. Jain, J., Shah, M. (2005). "Antyodaya Anna Yojana and Mid day meals in MP" Economic and Political Weekly; 40: 506-508.
5. Khara, R. (2006). "Mid day meals in Primary Schools: Achievements and Challenges". Economic and Political Weekly; 41: 4742-4750.

6. Anonymous (2006). "National Program of Nutritional Support to Primary Education", Ministry of Human Resource Development GOI, Guidelines. New Delhi. p. 37-39.
7. Sinha, D. (2008). "Social audit of mid day meal scheme in AP", Economic and Political Weekly, Vol. 44, pp: 57-61.
8. UNICEF (2009). Tracking Progress on Child and Maternal Nutrition: A Survival and Development Priority, New York: UNICEF.
9. Friedman, Willa, Michael Kremer, Edward Miguel, and Rebecca Thornton. (2011). "Education as Liberation?" NBER working paper.
10. Report of "Towards Achieving Millennium Development Goals India 2013".
11. Report of "5th joined Review Mission on Mid- Day Meal Scheme Uttar Pradesh 2013".
12. Reports of Ministry of HRD.<http://www.rightfoodindia.org>.
13. Government of India. (2011). *Mid-Day Meal Scheme*. Retrieved from <http://india.gov.in /sectors/education/index.php?id=7>.

CITATION OF THIS ARTICLE

Rita Kapil Narvariya and Umesh Singh . Performance of Tulsi self help group in mid-day-meal: a case study of Powarkheda village Madhya Pradesh Bull. Env. Pharmacol. Life Sci., Vol 8 [7] June 2019: 78-82