



THE IMPACT OF MID-DAY MEAL OF PROGRAMME ON VALUE EDUCATION: A CASE STUDY OF NABAGRAM BLOCK OF MURSHIDABAD , WEST BENGAL

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ABSTRACT

Mid-day meal programme is an innovative step in the domain of school education to provide nutritional value to school children. This research paper present the concurrent role of mid-day meal in nurturing the social value of human being in the value crisis of modern society. The philosophy of midday meal is for providing nutrition to the children but at the same time this programme is playing a dynamic role in the inculcation of virtue of true human being known as values which is the major concern of our utmost objectives of education. As day by day values of human being are deteriorating, in this context mid-day meal programme is much more concerned with value education as it develops the sense of equity, punctuality, dignity of labour, sense of health awareness, sense of patience, sense of co-operation, sense of aesthetic, sense of discipline and orderliness, sense of confidence, sense of brotherhood and social kingship.

KEYWORDS: Education, Value education, Mid-day meal.

INTRODUCTION

"When wealth is lost, nothing is lost;
When health is lost, something is lost;
When character is lost, all is lost."

-by Billy Graham ⁽¹⁾

It is a well-established notion opined by the great philosopher Billy Graham where he stressed too much on character presumed to be the most significant virtues of human being and character is the solid foundation for self-development. The aim of education as self-development, therefore leads to the aim of education for character. Now question is that, what character is? In true sense character refers to the interaction of an organism in reference to circumstances so called environment. Again this interaction takes place in two phase i.e. inner interaction (covert behaviour) and then outer interaction or reaction (overt behaviour). Defining character, great educationist swami Vivekananda ⁽²⁾ said, "the character of any man is but the aggregate of his tendencies, the sum total of the bent of his mind as pleasure and pain pass before his soul, they may leave upon it different pictures and the result of these combined impression is what is called a man's character". People from the dawn of civilization demanded and demands to shape the (covert and overt) behaviour in a desirable manner or according to the needs of the society. This desirable manner or needs of the society leads to the development of the concept of value and education and concurrently value based education.

The origin of the word ⁽³⁾ "value" is derived from the Latin word "vallere" which reveals out the utility, quality, specialty and cost of a thing. Value is such a code of conduct or the incorporation of virtues, following which, the man develops his personality and spring up being powerful and trust worthy in the society. The concept, thought, attitude and reverence of human being are assimilated in values.

In real sense it is observed that value is inner controlled settled energy of human being. Before possessing something, activity or a concept the man makes a decision in his mind whether he should accept or give it away from his life. Whenever such consideration comes to the man's mind determiningly it is known as true value or real value.

In fact values are such code of conducts for the measurement of moral behaviors, which are being conserved by inner soul or self-reliance, as well as the conducts are protected or fed by traditions come out of the culture.

To fulfill the urgent demand and need of the value deteriorated society, a number of activities has been incorporated to the National Curriculum Framework 2005 (NCF). One of the two flagship programme initiated to achieve the goal of Education for All (EFA), India's Mid Day Meal Scheme (MDM) is the largest school lunch programme in the world. This midday meal scheme grew out of the national programme of nutritional support to school children. But concurrently it is playing a significant role to imbibe the virtues of human character consisting of sense of equity, punctuality, dignity of labour, health consciousness, cooperation, aesthetics, patience, we feeling or brotherhood etc. which is the utmost objectives of civilized society.

REVIEWS OF THE RELATED LITERATURE

Singh Manju, Mishra Niharranjan (2010) in his study on "Evaluation study on mid-day meal programme in Meghalaya" assess the performance of the programme and extent of involvement and contribution of various stakeholder at different level in implementation of the programme in the state and found that the constraints and bottlenecks are there in the implementation of the programme.⁽⁴⁾

Kaushal Savita (2009) conducted her study on "Study of best practices in the implementation of mid-day meal programme in Rajasthan" to identify the best practices in the implementation of mid-day meal programme in the state as well as school level and found that cooked midday meal had become the part of daily routine of school and the meals did not seem to greatly disrupt classroom activities. Even this programme has been successful in developing good habits of school learners.⁽⁵⁾

Parida, Jayant (2010) conducted a study entitled, "Mid-day meal scheme and growth of primary education- A case study of a district in Orissa" and found that the midday meal scheme has produced a positive impact in the increase of attendance and drop-out rate. The scheme has increased the enrollment of boys and girls of all categories in all schools.⁽⁶⁾

Hamid Yawar and Hamid Asmat(2012) ,conducted their study on "mid-day meal scheme and growth of primary education: A case study of district Anantanag in Jammu and Kashmir"to assess the impact of mid-day meal scheme on attendance,enrollment,drop-out rate of children in primary schools of district Anantnag in Jammu and Kashmir and found that the impact of mid-day meal scheme is impressive in terms of enrollment, attendance and dropout rate but the scheme suffers from a number of bottlenecks in the course of its implementation.⁽⁷⁾

Thapa Smrutisikta (2017), conducted her study on "Impact of midday meal programme in primary education of Odisha: A study in tarbha block of subarnapur district. "to analyse the organizational structure of the programme,,to examine teaching-learning process, to examine satisfaction level of students and parents and found that mid-day meal scheme facilitated in elimination of classroom hunger, in more deprived areas where some children did not get two square meals a day and suggest for strong mechanisms of monitoring and evaluation of the scheme like regular supply of food grains, adequate infrastructure facility, maintenance of cleanliness and hygiene⁽⁸⁾

OBJECTIVES OF THE STUDY:

- To identify the components of human value existing in midday meal programme
- To identify the level of relationship in the opinion of teachers and student regarding components of human value in midday meal programme

RESEARCH QUESTIONS:

- Is there any components of human values existing in midday meal programme?
- Is there any relation between the opinion of students and teachers regarding the component of human value existing in midday meal programme?

Delimitation of the study:

This study is strictly delimited to the students of class VIII and teachers of secondary schools of Nabagram block of Murshidabad district of West Bengal.

Population of the study:

In this study all the students of class viii and teachers of secondary school of Nabagram Block of Murshidabad district.

Sample of the study:

In this study random sampling method has been adopted.

The sample of the study was of 100 students from class VIII and 100 teachers from different schools of Nabagram block.

Methodology of the study:

A descriptive survey method was followed.

Tools:

Self-developed Questionnaire for students of class viii, and teachers containing eleven component of human value i.e. Sense of aesthetic,punctuality,health awareness,patience,cooperation,discipline,feeling of brotherhood, dignity of labour,equity,confidence,extinction of untouchability. Students questionnaire are two point scale i.e. Yes and No. Hence yes= 5 and No=1 and the maximum score for each student was 55. teachers questionnaire were five point scale having option like largely true(LT),partly true(PT),True(T),Not sure(NS),False(F).Hence LT=5,PT=4,T=3,NS=2,F=1.

Technique:

Simple statistical techniques were used for Data analysis

DATA ANALYSIS**Objective: 1**

To identify the components of human value existing in midday meal programme.

Research question:

Is there any component of human value existing in midday meal programme?

Finding:

It has found that the teachers as well as students believed and accepted that the following components of human value is nurtured and imbibed through midday meal programme directly or indirectly.

Sense of aestheticism and discipline:

90%Student and 85% teacher of Nabagram block of Murshidabad believed that midday meal programme is a potent factor from which the sense of beauty is taught. When the student sit in a line or in a sequence for taking their meal one by one, this process inculcates the sense of orderliness and beauty among the student.

Sense of punctuality:

Punctuality is a great virtue of human character. 80%Teacher and 80%student believed that midday meal programme has a significant role to imbibe punctuality among student, as it is provided in a specific time schedule for a specific class.

Sense of dignity of labour:

Dignity of labour is an important virtue of human character.60% teacher and 65% student believed that this virtue is developed through the midday meal as the children clean their plate own self for taking meal.

Sense of health awareness:

Health awareness is an important virtue of human being. 85% student and 80%teacher believed and accepted that students wash their hands properly before taking their meal in school which leads to develop the sense of health awareness.

Sense of patience:

Patience is a virtue of human character which is very necessary in each and every step of our day today life.it is a well established notion that the taste of patience is sweet.it has found that 80%student and 75% teacher believed that this virtue is developed through midday meal while they are waiting for meal one by one irrespective of hunger.

Sense of co-operation:

Cooperation means mutual exchange of help to each other.it has found that80% student and 80%teacher believed that this virtue is develop through midday meal while they are taking meal in a group and sit in a group even they help each other by pushing hand pump for cleaning their plate.

Sense of “we feeling” or brotherhood and extinction of untouchability:

It has found that70% teacher and 80% student believed and accepted that when a student took his/her meal usually he/she forgot who is poor, who is rich, who is of what caste or religion and they took their meal in a group. This midday meal programme play a role to abolish or minimize the untouchability, and develop the “we feeling” or brotherhood and social kingship.

Sense of equality:

It has found that all the student got equal amount of food irrespective of caste, religion, rich, poor. So 90%teacher and 85%student believed that midday meal is playing significant role in nurturing the sense of equality among student.

Sense of confidence:

Confidence is an important component of human virtue.90% student and 85% teacher believed that when student took their meal from a huge gathering, it helps to develop confidence among the student.

Objective: 2

To identify the level of relationship between teachers and students regarding the opinion on component of human value in midday meal programme.

Research question:

Is there any relationship between the opinion of teachers and students regarding the component of human value existing in midday meal programme?

Analysis of the obtained score:

Score of student and teacher on virtues of human value in midday meal.

sl.no	student(x)	teacher(y)	x ²	y ²	Xy
1	50	47	2500	2209	2350
2	55	45	3025	2025	2475
3	55	49	3025	2401	2695
4	50	42	2500	1764	2100
5	45	46	2025	2116	2070
6	50	45	2500	2025	2250
7	55	43	3025	1849	2365
8	50	46	2500	2116	2300
9	55	45	3025	2025	2475
10	50	46	2500	2116	2300
11	45	45	2025	2025	2025
12	50	48	2500	2304	2400
13	50	49	2500	2401	2450
14	55	41	3025	1681	2255
15	45	42	2025	1764	1890
16	50	43	2500	1849	2150
17	50	42	2500	1764	2100
18	55	48	3025	2304	2640
19	45	47	2025	2209	2115
20	55	45	3025	2025	2475
21	50	42	2500	1764	2100
22	45	49	2025	2401	2205
23	55	39	3025	1521	2145
24	45	41	2025	1681	1845
25	45	43	2025	1849	1935
26	50	35	2500	1225	1750
27	45	50	2025	2500	2250
28	55	52	3025	2704	2860
29	50	51	2500	2601	2550
30	45	49	2025	2401	2205
31	50	45	2500	2025	2250
32	50	37	2500	1369	1850
33	45	42	2025	1764	1890
34	55	49	3025	2401	2695
35	50	41	2500	1681	2050
36	55	42	3025	1764	2310
37	50	47	2500	2209	2350
38	45	45	2025	2025	2025

39	50	49	2500	2401	2450
40	50	46	2500	2116	2300
41	55	48	3025	2304	2640
42	50	49	2500	2401	2450
43	45	39	2025	1521	1755
44	55	46	3025	2116	2530
45	50	45	2500	2025	2250
46	55	43	3025	1849	2365
47	45	39	2025	1521	1755
48	50	43	2500	1849	2150
49	55	41	3025	1681	2255
50	50	42	2500	1764	2100
51	45	45	2025	2025	2025
52	50	45	2500	2025	2250
53	50	43	2500	1849	2150
54	55	46	3025	2116	2530
55	50	42	2500	1764	2100
56	45	39	2025	1521	1755
57	55	43	3025	1849	2365
58	50	42	2500	1764	2100
59	45	39	2025	1521	1755
60	50	46	2500	2116	2300
61	45	39	2025	1521	1755
62	50	41	2500	1681	2050
63	45	48	2025	2304	2160
64	55	43	3025	1849	2365
65	50	46	2500	2116	2300
66	45	42	2025	1764	1890
67	50	46	2500	2116	2300
68	50	47	2500	2209	2350
69	55	49	3025	2401	2695
70	45	42	2025	1764	1890
71	50	47	2500	2209	2350
72	45	41	2025	1681	1845
73	50	49	2500	2401	2450
74	55	47	3025	2209	2585
75	50	46	2500	2116	2300
76	45	45	2025	2025	2025
77	50	42	2500	1764	2100
78	50	39	2500	1521	1950
79	45	42	2025	1764	1890
80	50	46	2500	2116	2300

81	55	49	3025	2401	2695
82	50	42	2500	1764	2100
83	45	49	2025	2401	2205
84	50	42	2500	1764	2100
85	55	52	3025	2704	2860
86	55	49	3025	2401	2695
87	50	48	2500	2304	2400
88	45	46	2025	2116	2070
89	50	42	2500	1764	2100
90	50	46	2500	2116	2300
91	45	45	2025	2025	2025
92	55	49	3025	2401	2695
93	50	42	2500	1764	2100
94	55	43	3025	1849	2365
95	50	42	2500	1764	2100
96	50	42	2500	1764	2100
97	45	55	2025	3025	2475
98	55	49	3025	2401	2695
99	50	47	2500	2209	2350
100	55	52	3025	2704	2860
	4945	4429	248325	199423	221455

$$r = \frac{n\sum xy - \sum x * \sum y}{\sqrt{n(\sum x^2 - (\sum x)^2 * n(\sum y^2) - (\sum y)^2)}}$$

r =0.20

Where

R=value of correlation of coefficient

N=number of observation

Findings:

From the calculation of Pearson product moment co-efficient of co-relation, it was found that the opinion of student and teacher regarding the existence of component of human value is positively correlated. Hence the value of r =.20 .therefore it can be said that mid-day meal programme is playing a role to inculcate values among the students.

CONCLUSION:

From the above discussion it can be said that mid-day meal programme is playing a role to inculcate the virtues of value education i.e. sense of aesthetic,punctuality,health awareness,patience,co-operation, discipline, feeling of brotherhood, dignity of labour,equity,confidence,removal of untouchability and at the same time it demands for well management and teacher active participation to maximize the it.

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