

Attitude of teachers toward the Mid-Day Meal Scheme in Pubu Yombu Block, Aalo West Siang District, Arunachal Pradesh

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Abstract: The Mid Day Meal Scheme is a major government initiative aimed at improving the nutritional status and school attendance of children. Teachers play a crucial role in its successful implementation. This study examines the attitude of teachers toward the Mid Day Meal Scheme in government Upper Primary and Primary School in Pubu Yombu Block of West Siang District, Arunachal Pradesh. A descriptive survey method was used for the study. Data were collected from Primary and Upper Primary school teachers using a structured questionnaire based on a Likert scale.

Index Terms - Mid-Day Meal Scheme, Teachers attitude, Primary & Upper Primary School.

INTRODUCTION

The National Programme of Nutritional Support to Primary Education (NP-NSPE), also known as the Mid-Day Meal Programme, was launched as a centrally sponsored scheme on 15th August 1995. Its objective is to boost the universalization of primary education and improve the nutritional status of children by providing food to them. The Mid-Day Meal Scheme is a school meal programme in India designed to improve the nutritional status of school-age children nationwide. The scheme has been renamed as the PM POSHAN scheme. The programme supplies free lunches on working days for children in government primary and upper primary schools, government-aided Anganwadis, Madarsas, and Maqtabas.

The reason the Mid-Day Meal Scheme was started is that the home diets of these children are often inadequate from a nutritional perspective. Many children, especially in rural areas, come to school partly hungry or even with empty stomachs, having trekked long distances. As a result, they are hardly able to concentrate on their studies and benefit from education. Serving 120 million children in over 1.27 million schools and education guarantee scheme centers, the Mid-Day Meal Scheme is the largest of its kind in the world. The Mid-Day Meal Scheme is the popular name for the school meal programme in India. Under this scheme, school children at primary and upper primary stages are provided with a mid-day meal to enhance enrolment, retention, attendance, and simultaneously improve nutritional levels among children.

Provision under Mid-Day Meal scheme: In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I - V in Government and aided schools and EGS/ AIE centres.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER States contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.

In October 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children were included by this expansion of the scheme.

Review of Related Literature

Singh (2016) conducted a study on the constraints faced by teachers in the implementation of the mid-day meal programme, selecting villages from Jhansi District of Uttar Pradesh and Dharwad District of Karnataka, with a sample of 200 teachers. The study revealed that 97% of teachers had low participation in mass media despite being educated, though daily communication needs encouraged some use of mobile and internet. Similarly, **Krueger (2017)** examined teachers' perceptions of school breakfast programmes in Utah, finding that traditional breakfast was the most preferred model, while classroom breakfast was the least preferred; the study highlighted that increased awareness of different service models could improve efficiency, participation, reduce costs and food waste, and enhance student performance and health. Furthermore, **Kaye (2018)** critically analyzed the mid-day meal programme in Arunachal Pradesh, noting improvements in enrolment, attendance, retention, and a reduction in dropout rates after its introduction. However, the study also pointed out poor physical infrastructure in many schools and mixed attitudes among teachers and community members, although a majority of parents (60%) expressed satisfaction with the food, commonly served as khichdi(rice porridge).

NEED OF THE STUDY.

The Mid-Day Meal (MDM) Program, introduced by the Government of India, is one of the world's largest school feeding schemes, aimed at improving nutritional levels among school-aged children and enhancing enrolment, retention, and attendance in government and government-aided schools. This study on the Mid-Day Meal Program in Pubu Yombu Block, located in the West Siang district of Arunachal Pradesh, holds significant importance for multiple stakeholders, including policymakers, educators, local administrators, and the community at large. The study critically examines the quality, regularity, and nutritional value of meals provided under the program in Pubu Yombu Block. Malnutrition remains a serious concern in several parts of Arunachal Pradesh, and the MDM scheme has been a key strategy to combat this issue among children. By evaluating meal quality, hygiene standards, and supply chain management in local schools, this study can highlight gaps and suggest practical interventions for improvement.

Furthermore, the research seeks to assess the program's broader socio-economic implications. It considers how the MDM scheme may influence school enrolment and attendance rates. This critical study of the Mid-Day Meal Program in Pubu Yombu Block, significant for understanding the realities of policy implementation in these areas. It aims to inform both local governance and national discourse on inclusive and sustainable child welfare programs. Therefore researcher choose this topic to understanding that how mid day meal scheme effect on students academic performance and to understand after implementation of mid day meal scheme in elementary schools of Pubu Yombu Block students enrolment is increase or not. By evaluating its outcomes, we can provide evidence-base recommendation for policy makers to enhance the scheme's efficacy and ensure better educational outcomes for children.

The benefit of doing this research is it examines its role in addressing socioeconomic disparities by ensuring access to nutritious meals for children. Potentially reducing dropout rates, improve nutrition and health outcomes among children.

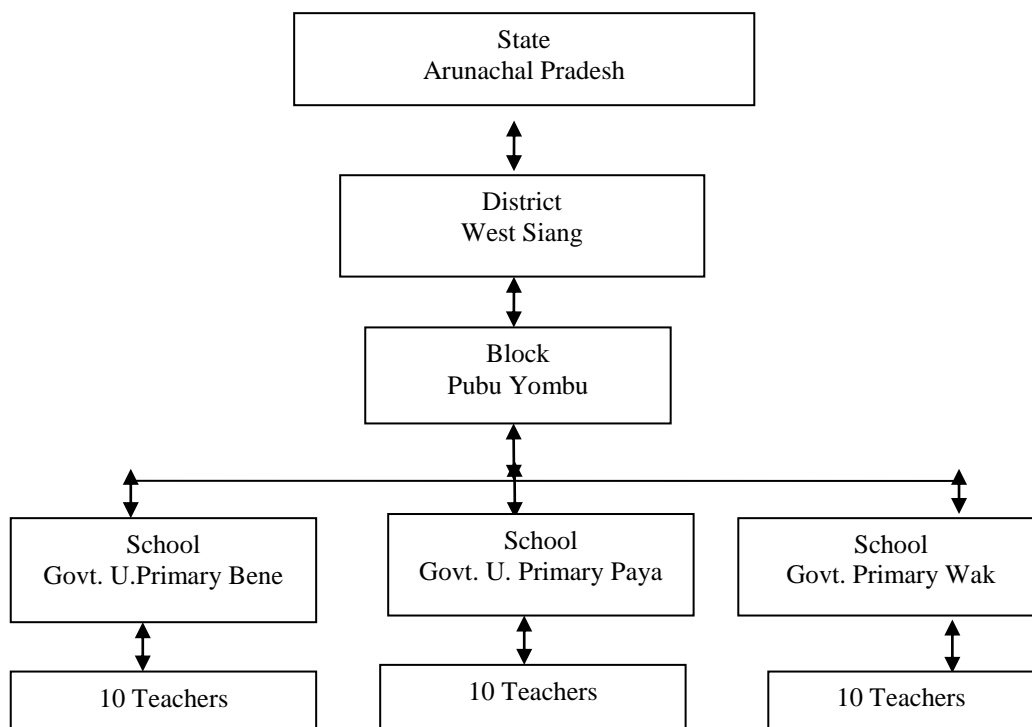
Moreover, studying the Mid-Day Meal scheme helps in understanding its broader societal implication, including its influence on poverty alleviation, gender equality and social inclusion. There is a need of examine enrolment, infrastructure facilities and teachers attitude towards the Mid-Day Meal scheme in Pubu Yombu Block, West Siang District A.P. The findings of the study assert government authorities schools, administration and teachers in improving the effective functioning of the scheme. The researcher is interested to investigate in this area which will be beneficial for the government to frame effective program and policy in this field.

OBJECTIVES

To find out the attitude of teachers towards Mid-Day Meal Scheme at Pubu Yombu Block Aalo, West Siang District, Arunachal Pradesh.

RESEARCH METHODOLOGY

Population and Sample: The method of study used the Descriptive survey method to examine teacher’s attitude towards the Mid-Day Meal programme. The sample of study consist 30 teacher’s selected from schools under the Pubu Yombu Block, Aalo West Siang District, Arunachal Pradesh using a Likert scale questionnaire.



Data and Sources of Data

Data was collected through personal field visits. The researcher followed these steps:

- **Permission:** Formal clearance was obtained from the school authorities.
- **Administration:** The tools were administered personally. Teachers were given a brief orientation on how to record their responses on the Likert scale to ensure data accuracy.
- **Interviews:** One-on-one interactions were held with the Headmasters to document qualitative insights into the scheme's local implementation.
- **Confidentiality:** All participants were assured that their responses would remain anonymous and be used only for research purposes.

RESULTS AND DISCUSSION

Table no:1 **Statistical measure of Attitude score Upper Primary School toward Mid-Day Meal Scheme.**

Sl.no	Statistical measure	Value
1	No. of teachers	30
2	Maximum Score	70
3	Minimum Score	14
4	Mean	56.6
5	Standard Deviation	5.43

Table no:2 **Classification of Attitude levels using Equal Interval Method.**

Sl.no	Score range	Level of attitude
1	14-32	Unfavourable
2	33-51	Moderate
3	52-70	Favourable

Formula for Range = Maximum — Minimum

- Maximum score-70
- Minimum score-14

Range = Maximum Score (70) — Minimum Score (14)

Range = 70-14

Range=56

Formula for Class interval = Range ÷ No. of categories

No. of categories= 3

1. category- 1 Unfavourable
2. category- 2 Moderate
3. category-3 Favourable

Class interval = Range ÷ No. of categories

CI= 56÷3=18.6

CI= 18

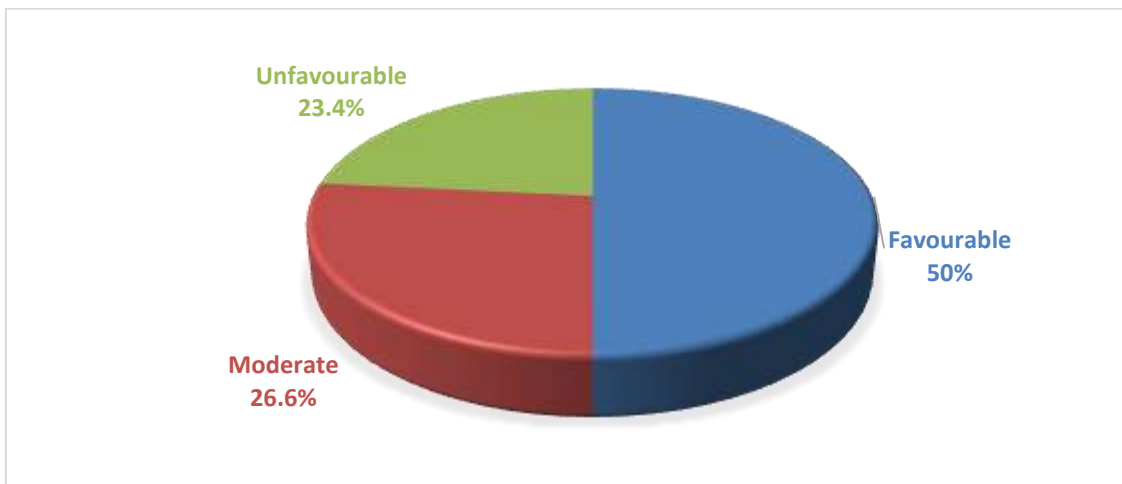
1st category unfavourable= 14+18=32
14-32

2nd category moderate= 33+18=51
33-51

3rd category favourable= 52+18=70
52-70

Table no:3 **Distribution of teachers according to level of attitude toward Mid-Day Meal Scheme.**

Level of attitude	No. of teachers	Percentage%
Favourable	15	50%
Moderate	8	26.6%
Unfavourable	7	23.4%
Total	30	100



Interpretation

From the above **table no: 1**, Show the attitude score of teachers. The maximum score is 70, the minimum score is 30, and the number of teachers are 30 and the attitude mean scores of teachers came out to be 56.6 and standard deviation was found to be 5.43.

From table no:2, This table is classified into three categories: unfavourable, moderate, and favorable. The score range of 14-32 represents unfavourable and score range from 33 to 51 represents moderate and, 52-70 score range represents favorable.

Table no:3, Shows the distribution of teacher according to level of attitude toward mid-day meal programme. out of 30 teachers, 15 are in favour of mid day meal scheme that is (50%), 8 are moderate(26.6%), and 7 are unfavourable that is (23.3%). The mean score obtained is 56.6, and Standard Deviation was found to be 5.43 which falls within favorable level (52-70). This indicates that the teacher’s attitude towards the Mid-Day Meal Program is at favorable.

Conclusion

The Mid-Day Meal Scheme (MDM) is one of the most significant welfare initiatives introduced by the government to improve school participation and address issues among children. By providing free and nutritious meals to students in primary and upper primary schools, the scheme not only supports children’s physical well-being but also plays a vital role in enhancing their educational outcomes. It encourages regular school attendance, reduces dropout rates, and promotes social equality among children from different socio-economic backgrounds.

The present study was conducted to examine the attitude of teachers towards the Mid-Day Meal Scheme in schools under Pubu Yombu Block, Aalo, West Siang District, Arunachal Pradesh. The findings of the study clearly indicate that the overall attitude of teachers towards the Mid-Day Meal Programme is favorable. The obtained mean score of 56.6 and standard deviation of 5.43 fall within the favorable range (52–70), which suggests that teachers generally have a positive perception of the scheme and recognize its importance in the school system.

This favorable attitude may attributed to the visible benefits of the programme, such as improved student attendance, better classroom participation, and enhanced student health. Teachers, being directly involved in the implementation and supervision of the scheme, observe these positive changes firsthand. Their supportive attitude is crucial for the successful functioning of the programme, as they play a key role in maintaining discipline, ensuring proper distribution of meals, and monitoring the quality of food served.

Furthermore, the study emphasizes the importance of continuous monitoring and evaluation of the scheme to ensure its effectiveness and sustainability. Awareness programmes and training sessions for teachers and staff can also help in improving the management and delivery of the scheme. Community participation and parental involvement should be encouraged to create a more transparent and accountable system.

The Mid-Day Meal Scheme has a positive impact on the educational environment, and the favorable attitude of teachers in Pubu Yombu Block reflects its success at the grassroots level. With proper planning, sufficient resources, and effective implementation strategies, the scheme can be further strengthened to achieve its objectives of improving both educational outcomes and the overall well-being of children.

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