An Evaluation of Early Child Care Education (ECCE) Mid-Day Meal Programme in Bhopal Division of M.P. State

Smt. Sanju Sharma[1], Dr. Savita Sharma[2], Dr. Rekha Gupta[3]

[1]Assistant Professor, [2]Professor, [3]Professor

[1]Department of Education,

[1]Sect College of Professional Education, Bhopal, Madhya Pradesh, India

[1]ssharma201270@gmail.com, [2]savitasharma1007@gmail.com, [3]rekhagupta131070@gmail.com

Abstract: **This paper is focusing on Early Child Care Education (ECCE) mid day meal programme lunched by Government for the overall development of children from their mother womb to developing stages up to 8 year of implementation. The paper based on primary data and perception of the researchers collected information with critical analysis first hand information. Keeping the view in mind, survey type of research was under taken with the problem entitled as "AN EVALUATION OF EARLY CHILD CARE EDUCATION (ECCE) MID DAY MEAL PRGRAMME IN BHOPAL DIVISION OF M.P. STATE". 100 ECCE centers of Bhopal division of M.P. State were undertaken for the study. The collected information through questionnaire and personal observation, it was found that, there is Impact of Early Child Care Education (ECCE) Mid day meal Programmed in Bhopal Division of M.P. State. The quality improves of the Government policy and state implementation, suggestions given by the entrepreneurs and beneficiaries are projected by the critical analysis of researcher primary and secondary sources of information. The suggestions and future prospects of research findings along with suggestions are enlightened in the conclude part of the paper.**

Keywords: **Early Child Care Education (ECCE), Millennium Development Goals (MDGs), Education for All (EFA)**

I. INTRODUCTION

There is the issue of regulation and the need to empower parents, families, and communities through advocacy. Attention is drawn to the low status and pay of teachers, the poor state of teacher-training programmes, the lack of recognition and certification of teachers, and the urgent need to address the vast backlog of 'untrained' teachers. The problem describes the steps needed to build a quality workforce. These include the provision of training in all sectors for all types and levels of programmes through diverse courses; the adoption of multiple models and flexible strategies; ensuring fair wages for all; capacity building of trainers; provision of learning and instructional materials; and accreditation.

The problem also addresses the issue of multiple languages in the classroom, as well as the overwhelming pressure from all classes for 'English-medium' schools; some innovative suggestions for language teaching are also made. Recent research in the field of neuroscience, particularly on the brain, has provided convincing evidence of the 'critical periods' located within these early years for the forming of synaptic connections in the brain and for the full development of the brain's potential. Research has also indicated that if these early years are not supported by, or embedded in, a stimulating and enriching physical and psychosocial environment, the chances of the child's brain developing to its full potential are considerably, and often irreversibly, reduced. This stage in life is also important as a foundation for the inculcation of social values and personal habits, which are known to last a lifetime. What follows logically is the crucial importance of investing in these early years to ensure an enabling environment for every child, and thereby a sound foundation for life, which is not only the right of every child but which will also impact, in the long term, the quality of human capital available to a country. Early Childhood Care and Education (ECCE) derive its importance from this rationale.

II. REVIEW OF RELATED LITERATURE

The details of the exercise and sources of information used are provided below:

1. Information Available within the Team and Their Networks:

The first route employed through the experience and contacts of the research team. These contacts further provided references and helped identify the precise locations of some ECCE Pre-service Teacher Training Institutions.

2. Web Search: A second source for the mapping exercise included the web. Most of the ECCE teachers' educations courses on the web are referred to as NTT (Nursery Teacher Training) and PPTC (Pre-Primary Teacher Training Courses) and include courses run by private institutions, the NGO sector and university departments. A total of 275 out of 367 institutions were identified from the web and the rest identified from references provided by the Research Advisory Committee members and newspaper advertisements.

3. Research Advisory Committee References: Valuable support received from some members of the Research Advisory Committee (RAC) who shared lists of ECCE Pre-service Teacher Training Institutions in their respective states. A few members made efforts to connect and reach out to various institutions in their states, especially where limited information available. Information provided by the RAC members also helped authenticate the compiled data.

4. Davies's (2013) research has shown how children, in order to be accepted as members of society, have to learn how to think by using language. Norms seen as 'natural' are intertwined with language and therefore in children's ways of thinking. Children learn how to act 'in the right way' by relating to others in the way that discursive practices have taught them. To understand how young girls and boys interact and negotiate local representations of gender is a starting point for several contributions in this issue. Another is inter-sectionality. Research has stressed the importance of analyzing gender in relation to other societal power structures including age, class, religion, ethnicity, and sexuality (Crenshaw 1995).

III. RATIONALE OF THE STUDY

Global events and the needs emerging from various social, economic, and demographic changes in the last few decades have also influenced ECCE in India. Five of the eight Millennium Development Goals (MDGs) in the UN Millennium Declaration relate to the health, nutrition, and education of the young child. India's poor progress towards the realization of MDGs in relation to other developing countries indicates that we have already neglected our young children for too long. Research around the world has shown that in order to maximize impact, the planning and provision of early childhood and primary education programmes need to take into account two important principles of child development:

(a) Child development is a continuous and cumulative process, so that what proceeds influences what follows. Therefore, in terms of programmatic interventions, it is important to address the entire childhood continuum, from the prenatal stage to the end of the primary stage, as opposed to intervening during any one sub stage exclusively.

(b) Health, nutrition, and educational/psychosocial development are all synergistically interrelated, which makes a case for the importance of addressing all the needs of children through a holistic approach; and the child's development is optimized if the programmes address not only the child but also the child's overall context.

IV. OBJECTIVE

To Study an Evaluation of ECCE /Mid-day meal on over all school environment in M.P. State of Bhopal Division.

V. HYPOTHESIS

There is no effect of ECCE/Mid-day meal on over all school environments in M.P. State of Bhopal Division.

VI. METHODOLOGY

Sample - Sample for the study selected through incidental sampling. Sampling comprised of 100 ECCE centres in M.P. State of Bhopal Division. Children, ECCE workers target group for research sample. The personal observation of the researches with respect to objectives of the study concerning to teachers, parents and its environment is considered for the study. Four hundred (400) children and 100 ECCE workers were taken for the study from Bhopal division of M.P. State.

VII. DESIGH (TYPE OF RESEARCH)

Although the nature of the study is descriptive, the obtained data calculated which the statistical technique. Survey conducted on four variables, these are self-confidence, job satisfaction, social and aesthetic values. Survey conducted on 100 ECCE centres of Bhopal Division, including male and female.

VIII. TOOLS

The following tools used for the collection of data;

I. Questionnaire (used as for the survey) contains personal data, time profile, profile of Infrastructure and physical resources, teachers' profile, students' profile, school management profile, suggestions for improvement of primary education, profile of Mid Day Meal, suggestions for improvement of Mid Day Meal, primary school children parent's opinion, etc.

II. Interaction with management of the school, principal, teachers and students.

IX. PROCEDURE OF DATA COLLECTION

In the present study the data collected as related to the variable's objective. The researcher took permission from head of the organization. As per the objectives the selected tools were distributed among the male and female 100 ECCE centres in M.P. State of Bhopal Division. Researchers gave proper instructions to the ECCE workers. Irrespective of government and private ECCE centres were selected for collecting the data.

X. STATESTICAL TECHNIQUES

In order to achieve the objectives of the study, analysis of data is an essential task for the investigator. Statistical technique served the purposes in a proper manner.

TABLE I: PLAYING ACTIVITY WISE DISTRIBUTION OF MID- DAY MEAL FOR CHILDREN

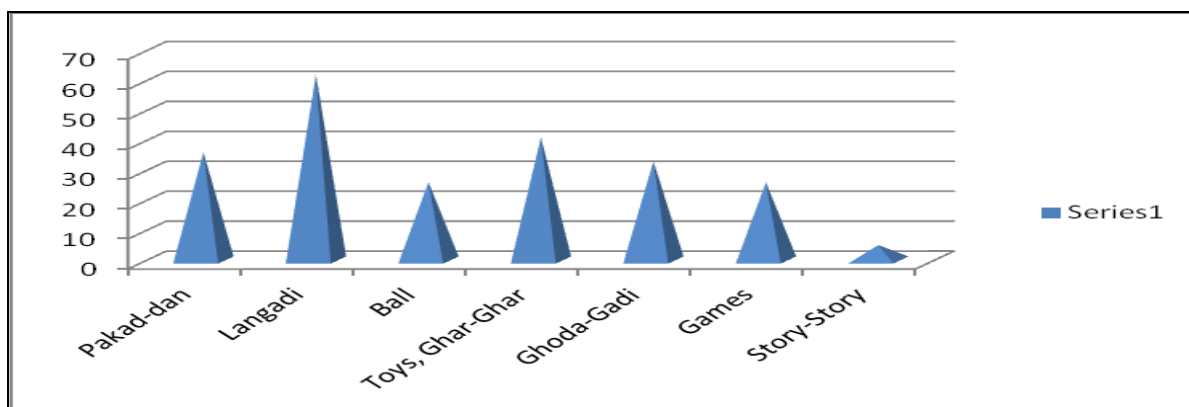| Sr. No.	Description	Frequency (F)	Percentage (%)
1	Pakad-dan	36	17.06
2	Langadi	62	29.38
3	Ball	26	12.32
4	Toys, Ghar-Ghar	41	19.43
5	Ghoda-Gadi	33	15.64
6	Games	26	12.32
7	Story-Story	05	02.37
Total		**211**	**108.53**

FIGURE I: PLAYING ACTIVITY WISE DISTRIBUTION OF MID DAY MEAL CHILDREN

From the Table I, it was found that all the children were playing any type of the games at the Mid day meal. More percent of children i.e. 29.38 were playing langadi game in Mid day meal while a very less percent i.e. 2.37 were playing story. 17.06 percent of the children were playing pakad-dan while 12.32 percent were playing with ball in the Mid-day meal. The remained 19.43, 15.64 and 12.32 percent of the children were playing with toys or ghar-ghar game, ghoda-gadi and some games respectively.

TABLE II: DISTRIBUTION OF MID DAY MEAL CHILDREN IN TERMS OF THE ACTIVITY DOING IN MID-DAY MEAL

Sr. No.	Description	Frequency (F)	Percentage (%)
1	Learning	113	53.55
2	Playing	103	48.82
3	Singing	45	21.33
4	Writing	06	02.84
5	Story Listening	18	08.53
6	Acting	02	00.95
7	Praying	03	01.42
Total		**211**	**137.44**

From the Table II, it was found that out of the 211 respondent children, more than half of the percent of the children i.e. 53.55 were learning in the '**angawadis**' while 48.82 and 21.33 percent of the children were playing and singing in the Mid -day meal. The remained 2.84, 8.53 and 1.42 percent of the children were doing writing, story listening and praying in the mid-day meal respectively. Only 0.95 percent of the children were doing acting in the mid day meal.

TABLE III: DISTRIBUTION OF MID-DAY MEAL CHILDREN IN TERMS OF THE MOST LIKING ACTIVITY IN MID-DAY MEAL

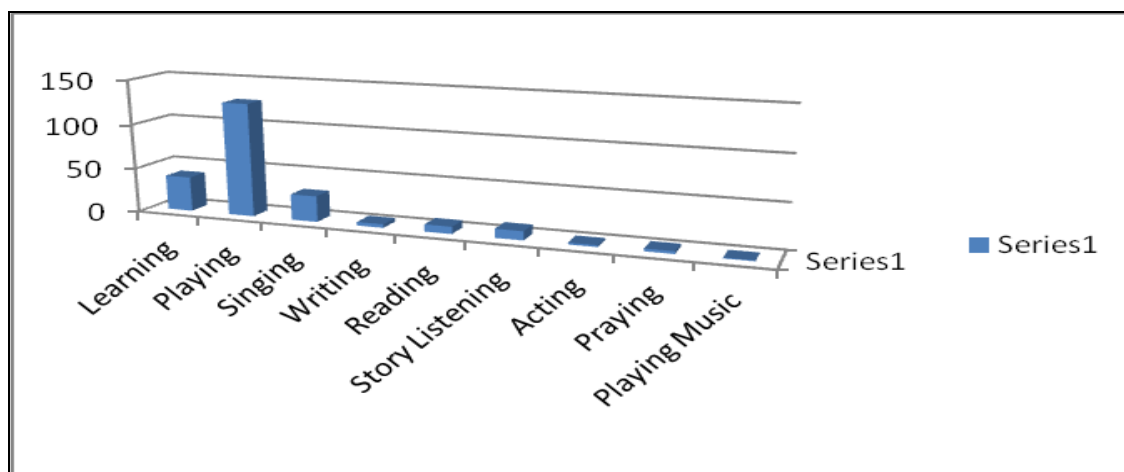| Sr. No.	Description	Frequency (F)	Percentage (%)
1	Learning	39	18.48
2	Playing	127	60.19
3	Singing	29	13.74
4	Writing	04	01.90
5	Reading	08	03.79
6	Story Listening	10	04.74
7	Acting	02	00.95
8	Praying	03	01.42
9	Playing Music	01	00.47
Total		**211**	**105.69**

FIGURE 2: DISTRIBUTION OF MID-DAY MEAL CHILDREN IN TERMS OF THE MOST LIKING ACTIVITY IN MID-DAY MEAL

From the Table III, it was found that about 60.19 percent of the children were liked most to play in the mid-day meal while only 0.47 percent of the children were liked to play music as a most in the mid-day meal. 18.48 Percent children were liked most to learn and 13.71 percent of the children liked to sing as a most liking activity in the angawadi. 1.90 and 3.79 percent of the children were liked most to write and to read respectively. The remained 4.74, 0.95 and 1.42 percent of the children were liked story listening, acting and praying as a most in the mid day meal programme.

TABLE IV: DISTRIBUTION OF MID-DAY MEAL CHILDREN IN TERMS OF LIKING TO MID-DAY MEAL

Sr. No.	Description	Frequency (F)	Percentage (%)
1	Most Liking	204	97.61
2	Liking	02	00.96
3	Not Liking	03	01.44
Total		**209**	**100**

From the Table IV, it was observed that most of the children i.e. 97.61 percent were liked most the Mid day meal   and only 0.96 percent of the children were not liked the Mid day meal   while 1.44 percent of the children were not liking Mid day meal programme.

TABLE V: DISTRIBUTION OF MID-DAY MEAL CHILDREN IN TERMS OF LIKING TO MID-DAY MEAL.

Sr. No.	Description	Frequency (F)	Percentage (%)
1	Most Liking	205	98.09
2	Liking	02	00.96
3	Not Liking	02	00.96
Total		**209**	**100**

From the Table V, it was found that most of the children i.e. 98.09 percent were liked most the Mid-day meal worker. 0.96 percent of the children were liked the mid-day meal   worker while only 0.96 percent of the children were not liked the mid-day meal worker.

TABLE VI: DISTRIBUTION OF MID -DAY MEAL CHILDREN IN TERMS OF LIKING TO STAY IN MID DAY MEAL FOR MORE TIME

Sr. No.	Description	Frequency (F)	Percentage (%)
1	Yes	185	89.37
2	No	22	10.63
Total		**207**	**100**

From the Table VI, it was observed that out of the respondent 207 Mid day meal   children, 89.37 percent of the children were liked to stay in Mid day meal   for more time while 10.63 percent of the children were not liked to stay more time in the Anganwadi.

TABLE VII: DISTRIBUTION OF MID-DAY MEAL CHILDREN IN TERMS OF THE OTHER THINGS LIKING IN MID-DAY MEAL

Sr. No.	Description	Frequency (F)	Percentage (%)
1	Charts	24	11.37
2	Book with Pictures	17	08.06
3	Playing	30	14.22
4	Toys	94	44.55
5	Not Liking Any Other Things	63	29.86
Total		**211**	**108.06**

From the Table VII, it was found that out of 211 respondent children, 44.55 percent of children liked toys as other things in Mid day meal while 29.86 percent of the children did not like any other things in the Mid-day meal. A very less percent of children i.e. 8.06 liked books with pictures in the Mid-day meal. The remained 11.37 and 14.22 percent of the children liked charts and playing with other things available in the Mid-day meal.

XI.   CONCLUSION

It is concluded that, there is Impact of Early Child Care Education (ECCE) Mid- day meal Programme in Bhopal Division of M.P. State. There is definitely a room   for the improvement of the health, education and overall development of the children through the programme. Health, education and socialization within the cave of overall development are possible by the implementation of Government programme Early Child Care Education (ECCE) mid- day meal Programme in Bhopal Division of M.P state.

REFERENCES

[1] Amaresh Chandra Sahoo, "Early childhood care and education in India, a contextual analysis," Vol. 4,issue 10,oct 2014,ISSN-2249-555X .

[2] Adiseshiah, Malcolm S., "Indian Education in 2001, New Delhi," NIE Lecture Series, NCERT; Lectures delivered on 11-12 Sept. 1975.

[3] Bhasin, Kamla et al., (Eds.) Against All Odds., "Essay on Women, Religion and Development from India and Pakistan, New Delhi," Kali for Women, 1997 (III Impression.)

[4] Buch, M. B.(Ed.), "Third Survey of Research in Education (1978-83)," NCERT, New Delhi, 1987.

[5] Colemen, J, et al, "Equality of Educational opportunity, find problem 450E, Problem No. 38001," 1966

[6] Dolghton,C.L., (ed.), "The Encyclopaedia of Education", MacMillan Company, U.S.A., 1971.

[7] Good, C.V., "Dictionary of Education," 48th Edition, New York, McGraw Hill Book Co. Inc, 1973.

[8] Helen baker Henning ham, " Early childhood stimulation interventions in developing countries," Oct 2010, IZA, DP no. 5282.

[9] India 2000, "The Next Fifteen Years, New Delhi," Allied Publishers, 1986.

[10] "Indian Review of Management and Future," Indian Council of Management and Future 3 & 4, 1984

[11] Karlingar, F.N., " Foundation of Behavioral   Research", Surjeet Publications, Delhi, 1886.

[12] Klaugh,H.E. Statistics, "The Essentials for Research," John Wiley and Sons, INC, New York, 1974.

[13] Kufler, A.C. &Kuper.J., "The social science encyclopedia Routledge and Kogan pall," London, 1985

[14] Kurian, G. T., (ed.), "World Educational Encyclo-pedia," Facts on File Publications, New York, 1988.

[15] Kwaenski, M., "Encouraging creativity in design," Journal of Creative Behaviour; Vol.25 (3) p 263-66 1991. EJ 439441, 1991.

[16] Lindquist,E.F., "Statistical Analysis in Educational Research," Oxford and IBH Publishing Co., Bombay, 1951.

[17] Loevinger J., "The meaning and measurement of ego development," Psychology 21, 195 206, 1966

[18] Mahapatra, B.C., "Manual for Reasoning Ability in Science," National Psychological Corpn, Agra, 1994.

[19] Mathew, G., "Classroom Behaviour of Teachers and its Relationship with the Creativity and Self-concept,Unpublished Ph. D. Thesis," M.S. University of Baroda, 1976.

[20] McHale, John, "The Future of the Future," New York, George Braziller, 1969.

[21] Menon, M. D., "Evolving a Multi-media Approach to Teaching at Postgraduate Level, Unpublished Ph.D. Thesis," M.S. University of Baroda, 1984.

[22] Meredith, O., "Towards a Taxonomy of Educational Media, Audio Visual Communication Review," Vol.13, 1965.

[23] Miller, harry L. and Wooch, Roger R.., "Social Foundations of Urban Education," Hinedale, IIIinois : The Dryden Press, 1973.

[24] Mitzel, H.E., "Encyclopedia of Educational Research," 3rd edition, Vol.2

[25] Prasad, J. &Kaushik, V.K., "Women Education and Development : A New Perspective," New Delhi ; Kanishka Publishers, Distributors, 1995.

[26] Pugh, S.C. et al., "Bridging: A teachers guide to metaphorical thinking," E RIC - 1992, 6/95, 1992.

[27] Rebekah Grace, Jennifer Bowes, "Child participation and family engagement in disadvantaged," Australian communities, International Journal of early education, Aug 2014, Vol. 46, issue 2, pp 271-298

[28] Siberman, Charles, "Crises in the Classroom; The Remaking of American Education," Excerpte article in The American Review Winter, 1973.

[29] Sidhu, P.S., "A Follow - up Study of Secondary School teachers trained through Different Approaches, Unpublished Ph.D. Thesis," University of BHOPAL, 1982.

[30] Verma, M., "Significant Correlates of Secondary School Failurs," Department of Education, Gorakhpur University, 1966.

[31] Yadav,M.S. and Seshadri, M., "Modernization of Mathematics Instruction at Secondary School A Developmental Project," Indian Educational Review, Vol.19, No.1,1984.