

NUTRITIONAL AWARENESS AND ITS PRACTICES AMONG SCHOOL
STUDENTS

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AN ABSTRACT OF THE DISSERTATION OF

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Title: *Nutritional Awareness and its Practices among School Students*

Abstract approved: _____

Anjana Shakya, PhD

Dissertation Supervisor

As a student since my childhood and as a teacher at present, I have had lived experiences and witnessed alarming increase of the use of junk foods among the children of all levels at schools. I have found neglected situations among the school aged groups about their nutritional food practices in the school area, at home and outside. Nepal Population Report, 2011 presents that malnutrition is a serious interruption to child survival, growth and development in Nepal. National Nutrition Policy and Strategy Report, 2011 also states that school aged children especially in the government run schools are also one of the vulnerable groups to suffer from PEM problems which are also closely associated with impaired overall physical and mental development of children.

During my study, I could not find any data that inform us about the nutritional status of school aged children. To understand the layers of reasons behind the awareness and practices of nutritional foods among secondary level school students from selected public and private schools, I have set two main research questions. From the rigorous ethnographic expedition of about half a year, I have explored that though parents are the main role models and caretakers, they lack awareness of developing

good food habits in adolescents in most of cases despite their claim for care of good food during the childhood of their children. Teachers as the real models in the school were unaware of the nutritional practices of students. In relation to school management, I observed that their main focus was on academic achievement of the students, rules were made but not followed strictly on nutritional foods as I observed low practices of nutritional foods at school.

In relation to students' nutritional awareness and practices, I found that they were aware of the nutrients like fats, carbohydrates, protein but lacked more information on vitamins and minerals which are found in common sources of other nutrients. They had high demand of a variety of food choices. For them, it was fun to share food with friends, besides it being a basic need. They solely depended on the food provided by parents and accessed in school. They were highly influenced by the food habits of parents/teachers/peer groups/ advertisements/market foods.

In relation to students' nutritional awareness and its practices influencing participation in learning, students were found active in participating in learning activities but their attention varied depending on their nutritional food consumption. Students with active practices of good nutritional foods were found willing to come to school, ready to learn, have regular attendance and positive influences. Similarly, if emphasis is given on nutritional practices along with good environment for learning at home and school, students become more attentive for long term. At last, I also observed and found that food is a metaphor of power, prestige and property in daily practices for access and consumption.

Rachana Shakya

14 June, 2013

Degree Candidate

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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14 June 2013

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DEDICATION

To Nourishing Mother Nature

I dedicate all my efforts to my mother Laxmi Devi Shakya and father Shubha Raj Shakya who have devoted and dedicated all their life's efforts in nourishing me biologically, physically, emotionally and more so intellectually. I am always thankful for the immense love, care and support you provided, solving my painstaking troublesome problems and fulfilling my pin of desire that I laid upon you all. Your lesson, to have patience and hope with a smile in every difficult situation to live the crux of life has made me stronger and happier every day. I like to forward this to the upcoming generations as well.

I am thankful for all the efforts you made for me to reflect your daughter in me. And not the least, I would like to dedicate this study to the power and path of knowledge that always guide us to the truth.

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RachanaShakya presented on 14 June 2013.

Title: *Nutritional Awareness and its Practices among School Students*

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ABBREVIATIONS

DoHS	-	Department of Health Survey
HDI	-	Human Development Index
ICPD	-	International Conference on Population and Development
IDD	-	Iodine Deficiency Disorder
IMR	-	Infant mortality Rate
MDM	-	Midday Meal
MAM	-	Moderate Acute Malnutrition
MDGs	-	Millennium Development Goals
MoHP	-	Ministry of Health and Population
NDHS-		National Demographic Health Survey
NFOSTA-		Nepal Food Organization of Scientific and Technology Association
NPR-		Nepal Population Report
PEM-		Protein Energy Malnutrition
PRSP	-	Poverty Reduction Strategy papers
SAM	-	Severe Acute Malnutrition
SHN	-	School Health Nutrition
SDH	-	Social Determinants of Health
SHNP	-	School Health Nutrition Program
UDHR-		Universal Declaration of Human Rights
UNESCO-		United Nations Educational, Scientific and Cultural Organization
UNICEF-		United Nations International Children's Emergency Fund
WFP	-	World Food Program
WHO	-	World Health Organization

CHAPTER I

INTRODUCTION

“What we want is to see the child in pursuit of knowledge and not knowledge in pursuit of the child.”
- George Bernard Shaw

Chapter Overview

This chapter elaborates on the introduction of the subject area, statement of the problem, purpose of the study, research questions, significance of the study and delimitations of the study. Presenting my problem through the theoretical and practical aspects from my observation, I have stated the purpose of my study followed by research questions which seek to grasp the understanding of the study with its significance of the study.

Through My Lens

I have observed my little nephew Dev (pseudonym, aged 2) growing up in front of my eyes. As he was the eldest son of the family, he got more care, love and support from both the family, namely the family of his maternal uncle and his home. I have seen him developing from his neonate stage to till this notorious stage trying to understand every word, language and movement made in his presence. I have seen him doing every attempt and activity in order to convince his mother to get the food that he likes. He is obviously unaware of the essential component- nutrients present in the food required for his physical and mental growth. His mother plays a key role in including nutritious foods in his and own diet and managing the frequency of food supply according to time table for the child development. She encourages the family members to include nutritional healthy foods to be healthy and perform better.

Till one year, he used to eat the food provided to him but as he grew up, we observed that his preferences have started for the taste of the foods with the list of likes and dislikes. He has been told by his mother that the noodles or chocolates are not good for the body as they cause ache in the stomach and tooth. While he doesn't get the chocolate he asks for any one that his parents allow but once he gets the food provided by relatives he gets impatient to eat it and if not he cries for the sake of the chocolate. He is just a child but I found the basic instinct of diet and food has been grounded on him forming the foundation for the future.

Science calls human child to be the most intelligent baby in the animals' groups. This may be the reason that children are sent to school to form self according to the society he or she was born in. Durkheim has defined the relationship between education and social change as preparing young people to adhere to societal norms and the social systems that develops in classrooms and schools (as cited in Best, 2003). It defines that the social values and norms are given to the children to be ready for the social system present within. And it is given through the social institute recognized as school inside the classroom. In my vicinity, I have found that during the school period, teachers give knowledge on the nutritional diet and importance of the food for the overall development of body. The child is made aware of the importance of food, its types and the nutrient contents in it so as to get energy, to build body, to protect oneself from diseases. This content is provided to them from class one to higher education through their curriculum. However, I observed that most of the people adopt their preferences- eating any type of foods they like at any time or avoiding to eat for a period of time or asking for other type of food than the one which is provided. From the daily experiences, I have sensed that home and school manage to provide certain menu for the children and they have to eat with the face of like or

dislike as there may not be other options. As a teacher, I have found children writing papers on the nutritional diet and importance of foods although I have again observed them practicing something else or having difficulty in practicing good food habits in real life. I have sensed on the existence of the gap between theory and practice in relation to nutritional foods among children.

I remember my days when I often used to experiment myself without eating and drinking anything the whole day more frequently, mostly when I was angry, upset or stressed. I became a vegetarian by reading a poem about a bird's grief – “Charrikobelap” written by Siddhicharan Shrestha. I recall the day, a day of Dashain when my father scolded and spanked me saying I was doing my own will by refusing to eat meat which I needed for my growth. But after a long period of his scolding, I added eggs to my diet and I was encouraged to drink milk in the morning. I used to neglect my food but my parents insisted on adding nutritional diet in my food. I was unaware of the pros and cons that I had to face by avoiding the nutritional foods. Mostly, my focus used to be on study rather than on food. If it came to tasty foods then it used to be unavoidable. I used to take, parents' encouragement as a scolding and I used to be upset avoiding more foods. My parents still observe whether I have taken my food or not and persist saying that first health through food then only work. They often say “Though work is very important and nobody cares if there is no health so you need to eat and learn to eat by yourself.” Now after this study, I understand why they did so and scolded me many times for eating.

I found a person working as a nurse who practices junk food like noodles, market foods early in the morning and takes synthesized vitamin and medicine mostly to retain health. I was surprised to find her mother supporting her as she is quiet about all this stuff. Being a nurse, she is aware of the pros and cons of medicine and prefers

diet as a medicine. But she herself neglects the hot rice frequently and enjoys junk more. She is aware but lacks practice herself. When an adult can do so, then what is there with the school students who are striving for better future with/without knowing the norms and value of nutrition and education?

In my own and the observed surroundings' lived experiences, I chose "Nutritional awareness and its practices among school students" to explore on nutritional perceptions and its practices among children. I have raised two most essential questions as How do students/ teachers/parents perceive nutrition and what are the currently adopted nutritional practices among school students? And how the perceptions of students/teachers/parents about nutrition practices influence the participation of students in the school?

A human being cannot make sense of information without it becoming personal, without having feelings about the information (Best, 2003) as an experience of the fact. I believe I can understand the suffering and the dedication of the children towards their study. But as I have seen, I always have a query why children (of any age) are negligent about their nutritional diet. As a working teacher I have encountered parents complaining about their children's academic achievement mostly after the results of the examinations are out. Do they care about their children's daily activities about what they eat and what they do in school? Are they growing mentally, physically which may strengthen any type of performances in the education field? Are children/ parents aware about it? I would like to be clear in my vision whether it is really what I perceive in my social world. What is the prevailing adopted situation found among the children? Moreover what is the perception of their teacher/ parents and how that perception is helping children in learning and participation in the classroom? Is there the same struggle or there are more hidden issues behind the story.

I am interested in searching the knowledge and get insight for myself with all the reasons behind it.

Statement of the Problem

We have studied that Nepal is a developing country struggling to overcome the poverty line set by other developed countries. It also follows the Millennium Development Goal (MDG) and Human Development Index (HDI) to label itself in the arena of development towards citizenship and infrastructures. Among the many prioritized issues the first goal of the MDGs is to alleviate extreme poverty and hunger as the problem targets malnutrition. They further state that poverty and hunger work hand in hand against the children of the developing world. Andersm, Pelletier, and Alderman (1995) also state that iron deficiency leading to anemia diminishes capacity as well as lowers physical health affecting children growth and women of child bearing age. I understand that most of the Nepalese are under poverty line to fulfill their basic needs among which children and pregnant women are in the target groups of the malnutrition.

As children are the creators of the future, I find negligence in their nutritional food practices. So, I am curious to know whether they lack knowledge on nutrition practices or the layers of reason behind the lack of practices with being knowledge. From the sets of literature I have reviewed on the study also, it is apparent that there is a need of exploring on the nutritional awareness and practices of school adolescents. Even there has always been an issue of improvement in educational system of Nepal, I have linked that issue to the need of improvement in education through healthy students so as to create healthy better future for all.

Along with the above cases, the idea of this research problem came to me from my life experiences. I am a health educator at school. Being a teacher I see a gap

within my students as they grow. This is observed by other teachers also in schools. I have taught them the importance of food, different types of nutrient contents in food, its source on food and its functions to develop our body. In practical implementation, I have found a gap in the learning and doing of children, inside school and even in their daily practices outside the school. I have found school management, parents calling for teachers arguing that the learning of students is not enough. They are not doing as per the demand of parents, school and as per the expectation of teachers. We teach them something but they come out being another thing. Being a teacher, I have observed a huge gap in between learning and doing within student activities. It is seen among all levels of the students from the primary with increasing rate in the lower secondary and secondary levels. So, as being a health educator, I like to explore the causes behind the gap in between theoretical and practical learning relating to the nutritional perceptions and practices of students. Moreover, being a teacher, with the full implication of the teaching practices also, I found learning capacities of children to be different. There are different factors that alter the learning activities and achievement among the students. As per the concepts of nutritional foods linked to the mental development of the students/children, I would like to explore on the relation and like to study on what or how nutritional intake influences learning/ participation of the school students.

Here, I have presented the problem statement in the question form and would like to explore on what is the perception and currently adopted nutritional practices among students and how do their parents'/ teachers' perceptions and practices of food influence the participation and learning of students in the school? These research questions are the problem for my study seeking to find the cause of neglected condition of food practices among students in the school premises as well outside. I

put my concern on the study of adolescentsof secondary level on their food perception and practices as they have the highest appetite and need more nutritive diet due to peak rate in growth from change of puberty level into young matured individuals. The change in the shape and size of the body at this level has a marked influence on the whole period of life marking the youth development of the country. In depth, I have linked it to the participation of the students in learning process at schools. In my understanding, nutrition is itself a problem and its solutions may be based on its availability, awareness and practices. Let's find out what is prevailing in the society.

Purpose of the Study

Clough andNutbrown (2002) have mentioned research as the investigation of an idea for a purpose. The main purpose of this ethnographic study is to make an understanding on the relation between awareness of nutrition and nutritional practices among the school students through the lens of non-positivist paradigm. For me, the purpose of the study is to extend my own thinking so as to increase my professional development, the way I do my job.The aim of my research is to bring into vision on the role of school in creating awareness on nutrition and its practices on the students to obtain the overall development of a child. The study focuses on making a child friendly learning environment at school preserving the health of children and enhancing their participation in the learning process.

Research Questions

The proposed research questions were formulated and re-modified many times during the study period setting the parameters for my study. They have been set to address the research issues which helped me to clarify the situation and find ways forward.The main research questions which make my intellectual thought burning and accelerating my physical activity during research study are stated as below.

- How do students/ teachers/parents perceive nutrition and what are the current adopted nutritional practices among school students?
- How do the perceptions of students/teachers/parents on nutritional practices influence the participation and learning of students in the school?

Significance of the Study

With the specific focus on contradiction and contending literatures regarding the relations between the need of nutrition, its awareness and its practices among the school aged students, this study is expected to find out the nutritional awareness and its practices of nutritional food among adolescents. It looks forward to give insights to the educationists who are involved with the students directly or indirectly in framing perspectives regarding the asserted issue. It may also direct the students, parents, school, and teachers to impart the knowledge of nutritional practices to their children. Besides, this study may be helpful to the teachers to reflect and engage in dialogue of expectation from the student's background.

According to NDHS (2011), a majority of the Nepalese are kept under the poverty line. Parents, who struggle daily to have stomach full food, have to send their children to school. And we as teachers, parents and school administrators expect more from students as their earning is labeled with their educational attainment. In this context, this study can bring awareness on the nutritional habits of the students so as to enhance their educational attainment. The findings of the study may help to generate knowledge to explore the need of the student's awareness on nutrition and its influence on the nutritional practices on the study area raising other research agendas. This may caution the concerned agencies to bring school policy to produce healthy matured intellectuals through different school health strategies.

The study in the research topic is relevant to the need of students and explores more idea on it. It also adds literature in the field of conducted research study. It may help improve nutritional practices in school through the light on awareness. The study may contribute to improve policy on the reformation as nutritional practices at school as one of the factors for the proper learning. The findings may clear the idea of perceiving and practicing nutrition by students and their performance in learning process. Moreover, as being a student of education and working as a teacher, I have had daily chance to have life experiences about knowledge of nutrition and its practices among the students representing different social, economical and cultural values. It used to strike on my mind while teaching that I am feeding their mental creativity but is their stomach fed to have enough understanding? Hence, I chose the topic relating to food and its practices among the students. It has given an opportunity to fulfill my purpose.

Delimitations of the Study

This study focuses on exploring the nutritional awareness and its practices among the school students of secondary level. Due to time constraint and lack of resources, the study is limited to Kathmandu valley. Six students from secondary level of public and private schools are my respondents. Concerned parents and teachers of the students are also the respondents of my study as their valuable information influences daily activities of children. Observation is the main tool used in this research which is further supported by unstructured and semi-structured interviews.

The study is based on ethnographic approach to find the social and cultural aspects of students on nutritional awareness and its practices. As health is a multi integrated matter, the study has been related only to nutritional awareness and practices of students to analyze the findings.

Organization of the Study

The research study is based on ethnography on the research field and has been organized to present the data through the researcher's understanding and reflection of the obtained data. The data are presented in the chapters dealing with the need of the research. The first chapter presents the need of the study focusing on the problem of the study. It is supported by research questions, significance and delimitations of the study. It includes the insights on the existing gap, importance of nutritional perception and practices highlighting the role of school health.

The second chapter overviews on the supported literatures on school health, adolescence and its nature along with the needs and importance of nutritional foods for them which have been examined through the lens of policy and theory. Finally, this chapter presents the conceptual framework of the overall study.

Similarly, the third chapter focuses on the research methodology adopted for the study considering paradigmatic views on ontology, and epistemology of the study area. Understanding of the research design followed for the study has been presented here. It informs about the respondents, tools and techniques of data collection, data collection procedure with credibility and ethical consideration maintained throughout the study.

The fourth chapter describes the data obtained from the field under different thematic headings to meet the need and demand of the first presented research questions of the study. It analyzes the perception of students, parents and teachers on nutrition to build the insights of nutritional awareness.

The fifth chapter gives answers to the second research questions analyzing the influences of students', teacher', parents' nutritional practices on participation and learning of students in school.

Chapter six includes my reflection on the findings of the study with discussion. My reflection as an ethnographer on the studied topic has been presented in different required thematic headings linking with the literatures and theory.

Chapter seven presents the summary and conclusion of the findings from the previous chapters regarding the perception and practices of nutritional food among school students. This chapter also covers the implications of the study.

Chapter Summary

This chapter highlights on the need of the study focusing on problem of the study field. It is supported by introduction on the role of school on health. It presents the purpose of the study, research questions, significance and delimitations of the study. It summarizes the entire presented chapters on the organization of the study.

CHAPTER II

REVIEW OF LITERATURE

“Knowing is not enough; we must apply. Willing is not enough; we must do”

– Goethe

Chapter Overview

This chapter comprises document reviews of earlier literature and theories based on the theme of the research. It also sheds some important light on the of research area based on literature review on empirical studies, theoretical framework and conceptual framework. As a researcher I have tried to capture the essence of current knowledge and comment critically on where the interesting questions and inconsistencies lie to make meaning of the existing world. This part comprises the policy review, review of related titles and themes, theoretical review to find the gap and advance my study.

School Health Nutrition

History regarding school health shows that the principle of school medical inspection was approved in France in 1793, followed by the Ordinance in 1837 and the first school health services started in Paris. The School lunch (hot meals) programme started in 1908 in New York.

Internationally, the World Health Organization (2008) through its Global Health Initiative, seeks to increase the number of health promoting schools, which they describe as schools that are “constantly strengthening capacity as a healthy setting for living, learning and working”. According to the WHO (1997) declaration from the first conference for European Health Promoting Schools mention that the

overall aim of a health promoting school is to "... improve young people's abilities to take action and generate change".

Policy and advocacy movements in the Ottawa Charter WHO (1986) argue on the importance and provision of nutritional foods stating that "Enabling people to learn, throughout life, to prepare them for all of its stages and to cope with chronic illness and injuries is essential which has to be facilitated in school, home, work and community settings". WHO has created its global School Health initiative heeding the call to apply health promotion in school settings. WHO (2004) defines a health promoting school as one "that constantly strengthens its capacity as a healthy setting for living, learning and working". It coordinates with policy, curriculum, physical and psycho- social school environment and health services with teachers, students, parents and community involvement to achieve its goals.

At present in Nepal, the government has applied Schools Health Nutrition Strategy (2006) and Mid Day Meal Operational Guidelines (2009) under the Department of Ministry of Education as a policy to provide adequate supply of day meal to schools of deprived communities. Policies on school improvement efforts including "no child left behind" are based on the assumptions that students come to school "equally ready to learn". In the context of Nepal, Ministry of Health and Population (MoHP) facilitates child health programme that includes nutrition programme which has been targeted for the children only.

The National Nutrition Policy under Department of Health Services has laid vision as all Nepali people living with adequate nutrition, food, safety and food security for adequate physical, mental and social growth and development and survival. The mission of Nutrition policy is to improve the overall nutritional status of children, pregnant women, women of child bearing age and all ages, through the

control of general malnutrition and the prevention and control of micronutrient deficiency disorders. Currently, nutrition section/ child health division is conducting the external monitoring activity on iodized salt.

Ministry of Health and Population of Nepal states that the main nutritional objectives of government are to reduce PEM in children under 5 years of age and reproductive aged women to half of the 2000 level by the year 2017, to reduce the prevalence of anemia among women and children less than 40 percent by 2017, to improve health and overall nutritional status of school children through the implementation of School Health and Nutrition, to strengthen the system for analyzing, monitoring and evaluating the nutrition situation. Different strategies have been pursued to address the nutritional situation in Nepal like to promote, facilitate and utilize community participation and involvement for all nutrition activities. They also focus on developing an understanding and effective coordination between various concerned sections, divisions and centers within the development of health services, maintain and strengthen coordination among other agencies involved in nutrition activities, i.e., ministries of agriculture, education, local development and the national planning commission as well as with intersectoral development partners, NGOs, INGOs and private sector. They celebrated Nutrition Week (Poush 10-16) to raise awareness about the importance of nutrition, implement School Health and Nutrition Programme as per National Strategy. Growth monitoring will be used as a screening tool to assess the general malnutrition status of children under less than five years and focus to develop a systematic approach for monitoring and evaluation of all nutrition program activities. The report submitted to SHNP, Child Health Division of Nepal states that commission on the Social Determinates of Health (CSDH) consistently advocates education and training as central to the achievement of health

equity worldwide and investment in education more likely to yield positive returns. This is because ensuring access to quality education is a powerful means through which to tackle the inequitable distribution of power, money and resources (ibid). From here, I found that there is enough policy regarding the child nutrition but not of the adolescents as Nepal is still struggling to decrease child mortality rate due to the lack of nutrition rather than focusing on their healthy growth practices.

To address these issues, National School Health and Nutrition Strategies have been approved in improving overall nutritional status of children and pregnant women. I have found policy gap in this document as this policy states to improve on children nutrition but data shows nutritional status among children less than five years only. I could not find any data that inform about the nutritional status of school aged level. Even girls of child bearing age possibly during pregnancy are focused on the dietary intake whereas girls of secondary level who are ready for pregnancy and vulnerable to nutritional diet are not mentioned and analyzed. I believe this is the first pioneer research in the field of adolescent nutritional perceptions and practices at school.

School Health Programme (SHP) includes major components as medical care, hygienic school environment, school lunch, health education. SHP is coordinating effort between the education and health departments with the latter providing preventive, curative and promotive services at all levels of schooling. SHP launched under community health paradigm seeks to integrate the needs and issues of children of the school going age. This entails enormous inputs and sustained coordination between different ministries and departments at a macro level and health officials, teachers, parents and communities at the micro level. School based nutrition education is focused on improving dietary practices that affect young person's health, growth

and intellectual development. Immediate effects of unhealthy eating patterns include under nutrition, micronutrient like iron, iodine deficiency and obesity. Even moderate under nutrition can have lasting effects on childrens cognitive development and school performance.

From the study, I came to understand more that each type of malnutrition wrecks its own particular havoc on the human body and to make matters worse, they often appear in combination. Therefore, malnutrition places an enormous burden on children and women in Nepal. Even mildly or moderately malnourished children are more likely to die of common childhood illness than those adequately nourished. Malnutrition is also closely associated with impaired overall physical and mental development of children.

State of Nutritional Health

Nepal Population Report (2011) has presented that “Malnutrition as a serious interruption to child survival, growth and development in Nepal. Malnutrition remains a serious obstacle to child survival, growth and development in Nepal.” The most common forms are macronutrients deficiency as protein-energy malnutrition (PEM) i.e. Moderate Acute Malnutrition (MAM) and at some extent Severe Acute Malnutrition (SAM) and micronutrient deficiency states (iodine, iron and vitamin A deficiency). The report presents a wide variation in the state of malnutrition throughout Nepal, both sociologically and regionally. Stunting is more common in the mountain areas than in the Terai but underweight and wasting are more common in the latter area. The report also mentions that important cause of PEM in Nepal is low birth weight as 30-50 percent of children have birth weight below 2.5 kg and low birth weight leads to an intergenerational cycle of malnutrition. Also Vitamin A deficiency remains a public health problem among school aged children and women.

Report of Ministry of Health and Population (2011) has stated iodine deficiency disorder, vitamin A deficiency and prevalence of worm infestation are an endemic public health problem among school aged children. Worm infestation in children leads to decreased resistance to infection, induces malnutrition and also leads to anemia and also impairs cognitive function in children.

Recognizing the severe consequences of iron deficiency on health, learning capacity, productivity and maternal and neonatal survival, the child health division, department of health services and Ministry of Health and Population has designed a strategy to improve the iron stores of all ages while highest priority has been given to pregnancy, adolescence and early childhood (p. 12) which is yet to implemented.

Even Nepal in 2002 on the conference of International Conference on Population and Development (ICPD) negotiates to finalize a program of action in the area of population and development. The Government of Nepal has prioritized nutrition including Micro Nutrition Programme to achieve infant mortality rate (IMR) and child mortality of 34.4 and 62.5 and a life expectancy of 68.7 by the year 2015. But even it has not mentioned the proper plan to implement the nutritional program on different sectors to meet the demand of the children and others. However, standard daily nutrient chart required for healthy Nepali per person has not been declared by the government of Nepal. Nepal is following the standard nutrient chart of the foreign country like India. Nepal Food Organization of Scientific and Technology Association (NFOSTA) has been found working with government to bring tabulation for the required daily calorie intake for healthy Nepali person and the type of food to bring into practices for the nutrient as published in Nagarik, dated 19th August 2012.

In the context of Nepal, where low birth weight children with nutrient deficient mothers are observed as recorded by National Demographic Health Survey

(NDHS, 2011) shows pathetic practices of nutritional diets among mothers and children. Though NDHS (2011) has not mentioned such record of adolescent, it has clearly informed that such birth line practices among young children can be observed among adolescents as well. Further they state that malnutrition is the major threat in the developing nation as nutrition is one of the major factors for making weak learning activities, participation of students and their development. It has reported that seventy percent children are deprived of nutritional food. Forty one percent of children below five years are retarded due to malnutrition. Seventy percent children under two years are diagnosed with anemia. Twenty nine percent of children do not have weight according to their age and eleven percent of children are with severe malnutrition problem.

National Nutrition Policy and Strategy has identified several areas like household food security, improved dietary habit, school health and nutrition, nutrition in exceptionally difficult circumstances and analyzing, monitoring and evaluation of nutrition situation for future to meet the further need on nutrition policy and strategy. The report has mentioned that school aged children especially in the government run schools are also one of the vulnerable groups to suffer from PEM problems.

Investigations into the health status of school children by MOHP/ MOE, (2006) have revealed a high prevalence (seventy eight percent) of anemia, sub clinical iodine deficiency (twenty seven percent), helminthes infestations (sixty six percent), vitamin A deficiency and night blindness. Talking about the international food paradigm, Institute of Medicine of the National Academic (2009) has examined the USA nutritional well-being and they have noted their attention on improving nutrition among children and adolescents, who are developing rapidly and are sensitive to nutritional shortcomings. In USA, improving the school lunch and breakfast programs

have shown direct impact on the health of youth. Tens of millions of students nationwide receive as much as half of their daily caloric intake from school meals including breakfasts and lunches, provided through federal programs. This has provided a critical safety net for children in families facing limited resources (ibid).

Hence, I came to understand that the SHP has been initiated for the creation of healthy environment for learning for children which is targeted not only for the students but also for the teachers. I believe the old adage “Knowledge is power” may apply especially to health care has not been in practice as it has to be.

Adolescence and Importance of Nutritional Food

Although the relationship between nutritional diet and health is a complex one, studies have found a critical connection between them. Manay and Shadaksharaswamy, (2003) have stated that good health is essential for effective learning. As this study is focused on the adolescent groups, I was interested in knowing about their development stages in linking their physical, emotional and mental development. As stated by Jacobson (1997), adolescence is a developmental period characterized by rapid physiologic, psychological and social changes, their dietary needs are highly influenced at this stage (p. 132). On this, Adams (1997) has mentioned that eating habit is a commanding facet to measure adolescent’s health as by eating well and engaging in other healthy behavior boost the performance level and be a key factor in growth and developmental tasks (p. 238). Institute of Medicine of the National Academies (2009) has also mentioned supporting the above study stating that adolescence is a critical period for developing positive habits and skills that create a strong foundation for healthful lifestyles and behavior over the full lifespan. Further under the heading of food as a source of nutrients, Manay and Shadaksharaswamy (2003) have also highlighted the fact that food is a more basic

need of human than shelter and clothing as it provides adequately for the body's growth, maintenance, repair and reproduction furnishing the body with the energy required for the building and renewable of body tissues and the substances that act to regulate body processes and maintain good health (p. 1).

I have found that all the studies make everyone that growing up without having developed good eating habits can be detrimental to an adult's health and well being. In this regard, I have found that Manay and Shadaksharaswamy (2003) have highlighted the fact that under nutrition which is abundantly seen among children can be present in both malnourished youth who are hungry and don't have enough to eat or who have enough to eat but consume nutrient deficient diets. I was feeling curious and enthusiastic to study about adolescent's perception and practices in relation to their health and from all the above research evidences I was clear on the importance of nutrients for adolescents as all of them answered my query.

On linking nutritional practices to health, Eichenwald and Fry (1969) have argued that deficiencies in nutrition not only affect physical growth but may produce irreversible mental and emotional changes. According to them,

..... protein – calorie malnutrition in the infant causes marasmus and kwashiorkor which shows consistent abnormalities in the form, frequency and amplitude of electrical activity of the brain. They have mention that growth stops at the usual chronological age, and the height of the adult is significantly shorter than that of healthy peers. This results in permanent impairment of learning and shows low performance scores in tests of adaptive behavior. They have clearly stated that chronically undernourished children attain lower scores on standardized achievement tests. Even when children are hungry or undernourished, they have difficulty resisting infection and therefore are more

likely to become sick than other children or to miss school and to fall behind in class, they are irritable and have difficulty concentrating which can interfere with learning and they have low energy which can limit their physical activity.(p. 26)

According to Save the Children, poor health and malnutrition prevent children from attending school and from learning as malnutrition like deficiency in iron and infections causes reduce learning capacity and inability to concentrate, causes neurological impairments and reduced cognitive functions leading to poor school performances absenteeism and drop out. Even Sabates(2010) has pointed out that the physical growth with the age gives child superior personality to deal with social and cultural factors bearing sense of responsibility in the way stunted get inferior personality so either they are quiet or boosted up to make things right. Hence I understood that nutrition not only impairs physical, mental development but also social personalities and also learning and learning activities. So I learnt that not only effective teaching learning or readiness of the children affect their learning process, students background relating to their nutritional practices has a profound effects on thinking and action. Different individuals have different intellectual capacity to learn with their physical, mental development as affected by their nutritional intake. I think learning is a intellectual process so the nutritional intake practices have also to be a life long process to live healthful learning life.

In my understanding, nutritional information is valuable to individuals as it allows them to increase utility (Teisl, Bockstael, & Levy, 2001) where utility is a function of both health risks incur and taste preferences for different varieties and selection on types of food products. And I believe that education we provide to our

future generation has to make them capable to use such information for their life wellbeing.

Mentioning above facts, I have developed the idea that there is relation of nutritional food regarding the performance of the body. And student and teacher health status influences on student academic performance, teacher morale and absenteeism and in the same the school environment, quality of teaching and years of schooling also affects student's health status (WHO, 1996).

School Health

As evident from medical and philosophical documents of the sixth to fourth centuries B.C., the ancient Greeks showed that it took consideration on the physical and social determinants of health, they empowered individuals and communities through new democratic and participatory institutions, they gave emphasis on health education and skill development recognizing the importance of supportive environments and of healthy public policy re-orienting medicine toward a more naturalistic and humanistic perspective (Bhattacharya, Messenger, & Overy 2010).

UNESCO and WHO (2001) have stated that health and education are interdependent. According to Clift and Jensen (2005), throughout the world, the school is taken as a significant setting for delivering key health messages to young people and for directly influencing their health related behaviour. For them the nature of the school as an educational setting combines health with educational opportunities and it is the synergy of the school as a place of learning and health enhancement which has to be employed to its optimal capacity. Supporting the same idea, Eichenwald and Fry (1969) argued that health promotion in school is an impulse for development of schools. So, it can be well argued that better and healthy behavior and attitude in people can be developed to maximum extent only during their school

age. We cannot disagree with the fact that health status of nations basically depends upon institutional health practices as in homes, schools, colleges, communities (Allensworth & Kolbe, 1987).

Allensworth, Nicholson and Wyche (1997) have focused on developing certain area for the proper development of a child. According to them, the first critical area is the school environment including 1. physical environment, involving proper building design, lighting, ventilation, safety, cleanliness, freedom from environmental hazards that foster infection and handicaps, safe transportation policies and having emergency plans in place; 2. the policy and administrative environment, consisting of policies to promote health and reduce stress and regulations ensuring an environment free from tobacco, drugs, weapons and violence; 3. the psychological environment including a supportive and nurturing atmosphere, a cooperative academic setting, respect for individual differences, and involvement of families; and 4. Health promotion for staff to become positive role models and increase their commitment to student health.

The second critical area is education, which consists of physical education teaching the knowledge and skills necessary for lifelong physical fitness, health education which addresses the physical, mental, emotional and social dimensions of health and other curricular areas which promote healthful behavior and an awareness of health issues as part of their core instruction.

The third critical area is health services that depend on the needs and preferences of the community and services for students with disabilities and special health care needs; counseling, psychological and social services which promote academic success and address the emotional and mental health needs of students and nutrition and food services which provide nutritious meals, nutrition education and a

nutrition promoting school environment. I believe all the areas have to be included in the SHP in the context of Nepal which I believe is least effectively working in school.

In this regard, I can well say that school not only creates rooms as classrooms and building but also a very sensitive environment to flourish the child physical, mental, emotional development within its supplied trained schools personnel in order to make them understand values and norms of society under the demand of society. So I think it's a compulsory role of school to emphasize the nutritional health promotion to create healthy future for society. School is taken as a social and cultural institution which serves primarily as an environment in which to exchange ideas, resources and people through a network of communication systems (Gammage, 1982). For me, though schools create an environment to exchange information, the modern need of school is to create an environment for the practices of such provided information.

Nutrition on Health Promotion

The report of the Committee on Evaluation of Children's Health, National Research Council and Institute of Medicine (2004) defines children's health as:

... the extent to which individual children or groups of children are able or enabled to 1. develop and realize their potential, 2. satisfy their needs, and 3. develop the capacities that allow them to interact successfully with their biological, physical and social environments.

According to this, children health is not related with well being but one has to fulfill more basic needs to fulfill self and show self efficiency. I truly agree on this argument. And I believe our children are able to show their self efficiency from what they have learnt from us.

According to Eichenwald and Fry (1969), in older children, malnutrition affects the ability to metabolize aromatic amino acids affecting the development and function of the central nervous system. They found that inadequate protein nutrition during brain development could result in changes in function and that if the degree of deprivation were sufficiently severe and prolonged, the changes in function might be permanent. Then the electrical activity of the brain in protein malnourished children shows consistent abnormalities in the form, frequency and amplitude of activity. They have mentioned that follow up studies of children who have been treated for marasmus and kwashiorkor indicate that during recovery at first they grow physically with great rapidity and stop at the usual chronological age and the height of the adult is significantly shorter than that of the healthy peers. Even the intellectual attainments of children who have recovered are consistently lower than those of individual with adequate nutrition during infancy. From these evidences also, one can be clear on how nutrition affects the mental development of children.

A realistic aim of health promotion is to help people to interact with their environment so that they can reflect on and attempt to modify health related values and practices that develop more adequate social skills and strengthen emotional and social ties with other people (Clift & Jensen, 2005). To improve health potential, health promotion helps people in analyzing their lifestyle and the systems in which they live, and in changing their patterns of life in a health conscious way (Noack, 1987). One of the key tasks of a health promoting school is thus to ensure that young people become health literate and develop action competence (Jensen, 1997). In this respect, WHO (1988) aims to develop the individual's responsibility toward her/his own health by promoting healthy lifestyles as well as on developing environmental care and care for communities.

Health Promoting School improves young people's abilities to take action and generate changes (Whitman, 2005) providing a setting within which they, working together with teachers and other, can gain a sense of achievement. Young people empowerment, linked to their visions and ideas, enables them to influence their lives and living conditions. This is achieved through quality educational policies and practices, which provide opportunities for participation in critical decision making (WHO, 1997).

Adolescence and Importance of Family

It is obvious that the foundation has to be strong for the strong building. Observation from my life experiences and data also shows that prevailing rate of malnutrition is high among the children below five years and pregnant mothers. Sadana and Gribbin (2004) has stated that the first three years of life provide a critical social and emotional development opportunity because a child's early environment has a vital impact on the way the brain develops impacting on physical and educational outcomes meaning that the early development of children has an effective development in adolescence.

Uprety (2011) has mentioned that adolescence period is subdivided into three stages- early adolescence – 12 years to 13 years, middle adolescence-14 years to 16 years and late adolescence 17 years to 20 years. It is also called transition period as a person becomes physically and psychologically mature to enter adulthood initiated by puberty changes. In our society, it is also taken as teenage years. They have high immunity against disease compared to other age level. Thakur(2006)has asserted that adolescents are relatively healthy individual and disease level is low during this period which is a period of gaining independence, influence of the strong peer groups, vulnerable to practice that may be hazardous to their health in need someone to guide.

The scientific finding has shown that the adolescence is a period of rapid growth, the body's metabolic rate increases with the increase of nutrition. He said that nutritional requirement peaks in the years between 10 -12 in girls and approximately 2 years later in boys than almost any other time of life. He informed that they need food containing high calorie to provide energy for increased physical activity, high protein to promote accelerated physical, mental, intellectual development, minerals and vitamin diet for optimum functioning of the body and to prevent illness and injury. The adolescent appetite increases and they always feel hungry. If they are not supervised well, they may be poorly nourished and tendency to eat fatty foods, quick snack food may increase. Although there is standard food requirements for a body but nutritional needs may be varied according to activity level, body size (height/ weight), age, and climate/weather, any disease or illness condition.

The adolescence, also characterized as identity formation period is enhanced by having support not only from parents but also from another adult who has stable identity and upholds socio cultural and moral standard of behavior(Thakur, 2006). During this period an adolescent develops personal identity, group identity and sex role identity.Uprety(2011) has mentioned that the calorie and protein requirement during early years of puberty is high due to rapid and extensive increase in height, weight, muscle mass and sexual maturityand doubling the body mass (p. 130). She further added that because of meager nutritional information on members of adolescent, it seems to be difficult to determine the nutritional needs of this group. She suggests that dietary intervention, health education and counseling will be helpful to promote the nutritional status of the adolescents.

Need of Nutrition

While studying human nutrition, the physiological build of human being for food adaptation and longer healthy survival is taken as important means to know food habits and livelihood in order to maintain survival of the fittest and existence for survival. In this sense, Nelson, Surmain, and Kilgore (1992) have mentioned that for mammalian groups generalized dental pattern, particularly in the back teeth (molars) indicate that they are omnivore. They exploit varied diet consisting of both animals and vegetables products and more efficient means of fetal nourishment as well as longer periods of gestation, infancy and extension of the whole life span maintain survival of fittest and existence. From these interesting facts also, I am sure that we human by nature adapt to our nutritional omnivore diets.

Based on scientific studies, nutrition has been categorized into five groups as carbohydrates and fats as energy giving sources, protein as body building sources and vitamins and minerals as protective sources from diseases to build immunity. Water and roughage are essential for digestion. And the use of the balanced diet is being suggested containing all the right amount of nutrients in the food for the proper growth and maintenance of the body. The requirement of nutrients changes at different ages, during pregnancy and lactation, illness and trauma.

Supporting the need of nutritional diet for students, a study of Das Gupta (2010) has stated that:

A cooked midday meal addressing classroom hunger push up enrolment, affect attendance and retention levels. MDM makes the school attractive for the child and impacts positively on the learning process. It can help in improving concentration levels, attentiveness and memory, particularly in the context in which children come to school on an empty stomach in the

morning. This reduces the likelihood of children leaving school early because of hunger. The additional benefit of the MDM is its significant social impacts. Children learn to sit and eat together breaking barriers of caste and class. (p. 228)

A study by Sharma and Mishra(2010) mentioned that the socio- cultural and household indicators of people of Mahottari district showed poor in relation to nutrition. The mid upper arm circumference showed half of the children were protein energy malnourished. Among PEM children, 11 percent were severely, malnourished.

Engle (1995) has stressed the importance of the interaction between mothers and caregivers and children in efforts to assure good nutrition. She concludes that the amount of food available at home is not a good proxy for the quantity consumed by the child. Other variables must be considered such as frequency of feeding, the child's appetite, amount refused, energy density, caregivers feeding behavior and belief about feeding children.

Institute of Medicine of the National Academies (2009) has stated that in the nations increasing drive of public and private organizations have developed programs to enhance the school readiness of all children, especially those from economically disadvantaged homes and communities, those with special needs. They have designed early childhood education and child care programs to enhance social, language and academic skills, as well as to identify children with developmental problems so they can be given appropriate interventions.

Whitman (2005) has reported that if individual children and nations are to achieve their education goals, more attention must be dedicated to the physical, social and emotional health of students and school staff. As there is a gap between theory and practical part, for the promotion of healthy behavior and environments, education

policymakers have a challenge to take health as a vital academic performance and then to strengthen school capacity to implement research based health promotion policies and programmes.

According to Maslow's hierarchy of needs also for effective learning first of all the physiological needs of individual like thirst, hunger, shelter, clothes have to be fulfilled. After the fulfillment of physiological needs in a step wise succession, then one can attend cognitive and self actualization stage which is the final stage of the learning process. So, in this regard also, our expectation from education has to be limited from children as first we need to fulfill the basic needs of children which also comes under their basic right.

Risk Factors on Nutritional Practices

In relation to child malnutrition which I believe is not by nature, United Nations Child Fund (UNCF) has defined several aspects of infant and child nutrition as Stunting- a measure of protein energy malnutrition, indicated by low height for age or failure to achieve expected stature; Underweight – a composite measure of protein-energy malnutrition indicated by low weight for age; Wasting- a measure of protein energy malnutrition that occurs when a child's weight for height falls significantly below what is expected in the reference population. According to Nepal Demographic Health Survey (2006), forty nine percent of children under five are stunted and twenty percent are severely stunted. Thirteen percent of children under five are wasted and three percent of children are severely wasted. The weight for age indicator shows that thirty nine percent of children under age five are underweight and eleven per cent of children are severely underweight. The percentage of children stunted decreases as mother's education level increases and of living in the highest wealth quintile as stated by NDHS. From this evidence of literature, one can be clear about the

consequences of the nutrition if not supplied well to children who are at peak of growing period of their lifetime.

Allensworth and Kolbe (1987) have supported the argument that the education and health for children are inextricably intertwined. As they state a student who is not healthy, who suffers from an undetected vision or hearing defector who is hungry or who is impaired by drugs or alcohol is not a student who will profit from the educational process. Likewise, an individual who has not been provided assistance in shaping of healthy attitudes, beliefs and habits early in life, will be more likely to suffer the consequences of reduced productivity in later years. Through the promotion of school health services like school health education, physical education, environment, food services, counseling, faculty and staff related behavior, integrated school and community efforts, immediate outcomes can be seen in student health related behaviors, short term outcomes can be seen in cognitive performance and long term outcomes can be seen in their educational achievement (ibid).

Existing Research Gap

I saw a documentary in animal planet channel which was informing that whether they are herbivore, omnivore or carnivore stating that there is always a challenge for animals for food. May be the person was talking about the wild lives in jungle where there is maintenance of ecosystem under which every living being has to work on. By analyzing that document to human role in the food chain I would like to bring my argument that being a social civilized so called modern animal, humans also need to apply the same principle as wild animals. Obviously, no one can be out of the balanced ecosystem. If one is hampered, every other else has to suffer the consequences. But as I perceive more I found civilized human has a new ecosystem of market – where there is more consumption and less production of natural resources to

meet the demand regulated by policy, customers and socio- economic factors. Production of a variety of artificial foods and more consumption of them as the alternatives of natural food has formed a new environment for the new generation. From local shops, restaurants shopping mall and supermarket, we find more junk food, i.e., market made food rich in salt, sugar, fat, preservatives than the nutritious food. So to cross my curiosity on the perception, practices and policy made by human, nations regarding foods, I came up with the insights of different ideas.

Despite the fact that policy has been made to flourish health promoting school, much of the effort under availability and its continuity of lunch are in certain schools only, this has created problems. Even within the schools, I have observed management has applied different regulations for foods inside school boundaries. In my concern, the awareness of parents, students and teachers plays an important role for the accessibility of the nutritional foods among school students. And this can bring good performance within students. So for me the exploration of nutritional perception and practices of students which are influenced by the parents, teachers and school environment with their social cultural views is a key theme under this study. I sense school as critical part of social environment that shapes young persons eating behaviors and can therefore play a large role in helping improve their diet. In my view, school is a strong agency which can act as a medium to remove the large differences between the nutritional knowledge and practices.

During the study period, I consulted with an expert working as nutritionist about the present situation of adolescent's nutritional diet. He informed many school aged children related with the diseases of heart, diabetes, gastric, kidney failure get visit to him for counseling. He insisted that not only awareness, practice is more important in case of people who are mostly influenced by factors like economic

status, culture, educational level and their food habits as well market influences. I argued that children have not only the right to education but the basic need of nutrition has to be fulfilled and monitored to bring about effective output from them.

As education is one of the most influencing factors affecting an individual's attitude, knowledge and behavior in various facets of life. I believe education is for initiation of the behavior change. Ignition in awareness created through different skills is believed to bring quality in a person's life. Nutritional practice is a mark for the behavior change which can be observed instant after education. In this regard, Sabates, Wheeler, and Hodgson (2010) have mentioned that education has been able to achieve the twin goals of providing higher levels of wellbeing and reducing overall inequalities. And I profoundly agree with it. In fact, child development is a multidimensional approach of health, nutrition, education and environment on the need for a continuum care from pre pregnancy through childhood. But in the day to day observation, I have found school priority is only on academic matters rather than on children's health along. The impact of health and nutritional status are given less attention than to the learning achievement. In the case of Nepal, SHP has been applied to some selected schools. Though there is a provision of SHP, consumer right, I have found people less aware about its importance and practice. In the same nutritional standard for Nepalese has not still been recommended creating a doubt in relating to standard of the developed countries. So my research will contribute to fill the gap by filling the knowledge on relation of awareness on nutrition and its practices among school students. This study explores the existing gap between the theoretical and practical aspects of nutritional practices among students and the causes behind it.

Theoretical Framework

We may have the knowledge that ‘things’ work in a particular way, but we may not have a complete knowledge of the underlying theoretical principles of how ‘things’ work in the way that they do (Best, 2003). This knowledge has no obvious form of measurement because it is based upon feelings and an understanding of oneself as a person likes, dislikes, prejudices and the underlying motivation for these choices (ibid). So to make meaning of the events that happen and to search reason behind them, the theoretical part of research has become an important aspects of the study. I have taken theorizing as an iterative process in which ideas are used to make sense of data, and the data are used to change my ideas. Hence there has been movement of back and forth between ideas and data. I was prepared to go beyond the data to develop ideas that illuminate me which allowed me to link ideas with those of others and then brought those ideas back to test their fit with further data and so on (Hammersley & Atkinson, 2008). In this regard, theoretical framework helps readers to make logical sense of the relationships of the variables and factors that have been deemed relevant/important to the problem. These thoughts and theories are then grouped together into themes that frame identifying a core set of connectors within a topic and showing how they fit together (Karki, Bhattarai, & Thapaliya, 2011) gives the framework of the study.

UNDP (1997) has stated that human poverty is much more than income poverty. By this, I understood that people are poor not only because of low income but also because of their low access to opportunities or their participation in them as it clears that human poverty expands from income deprivation to capability deprivation into impaired human functioning. Hence, in the context of Nepal, poverty is one of the main causes for the students to have fewer enrollments in the learning sector. The

dropout rate is higher in places where people have to work and need to keep their children for such activities (NDHS, 2011). The problem presented here leads to the understanding of the meaning of nutrition and its practices through the socio cultural perspectives among school students. Hence, I have used socio cultural theory and Weberian theory to generalize my understanding in the context of the participants understanding and values.

Socio Cultural Theory

The foremost theory I would like to link is the socio cultural theory which is mainly based on the food habits of the person. The use of theoretical interpretive perspective of interactions on social cultural theory helps to understand how symbols, process and interactions taking place in schools construct the reality of daily lives on nutritional knowledge and practices. Social cultural theory informs that an individual learning is influenced by culture. A child is influenced by his/ her learning through the social plane and individual plane. Regarding this, I question ‘Are nutritional habits determined by the individual knowledge or by culture brought from the society?’

Schultz (1987) has mentioned that students’ perceptions and experiences in the school influence the development of their self esteem, self perception and health behavior. In turn, these affect the students’ present and future health and well being. Samdal, Nutbeam, and Kannas (1998) have stated that although the school is not the only formative influence on children and adolescents, it provides direct access to young people for educational programs. The school can be both a risk and a resource for the development of students. According to them, those students who dislike school are most likely to be failing academically.

Even in the Hindu philosophy, we categorize food into sathuqik, rajasi and tamasi groups based on the culture of the different caste group of Bharmin, Chhetri

and Baisya group and others in the poor group. And according to the same, individuals are also categorized as satwa, raj and tama. These cultural practices may give different attitudes towards the nutrition and its practices. Ahar, Achar, Bichar are the key aspects influencing human according to Hindu philosophy.

Weberian Theory

Weber has argued that schools are often homogenous in their student bodies and teach to that consistency perpetuating the status culture with similar interests and positions in the status hierarchy. Lee (2010) has elaborated the links between health and social inequalities with poverty, poor housing and nutrition, employment insecurity. Equally important has been its highlighting of the knowledge gaps within the field including the urgent need to strengthen capacity. Spade and Ballantine (2004) has mentioned that open systems perspectives look at the educational system as a whole, integrated, dynamic entity, creating inequity in the society. The school is claimed to be an institution producing the difference between the 'haves and have nots' in the society.

Manay and Shadaksharaswamy (2003, p.4) has described food with multiple social aspects. Firstly they have stated food as a source of security. So I envisaged that an infant learns security from the way his mother feeds him as his behavioral patterns will be influenced by the extent to which he feels secure as regards his food supply. Similarly a growing child gains confidence and a feeling of belongingness when he knows there is food in the house and he will be fed. People feel reasonably secure when they have enough food stored up to take care of them during period of scarcity. Even I have experienced that familiar foods give a sense of security when one has to eat away from home. Secondly, they have mentioned food as a symbol of status. The well-to-do eat foods the commoner cannot afford, even though they may

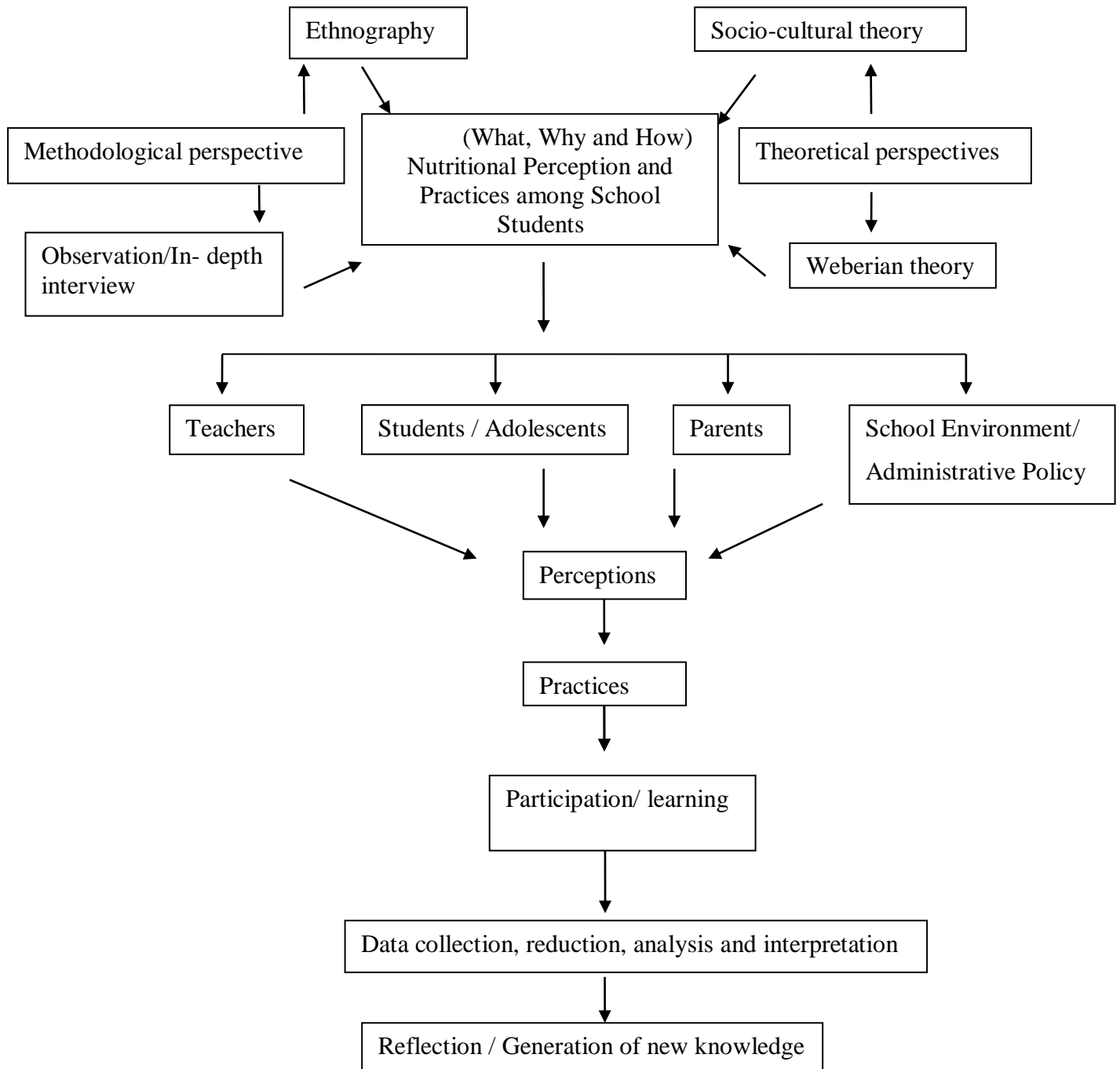
not be nutritious. The status factor associated with certain foods used by the so called upper class makes others prefer them, to easily available, less expensive and often more nutritious foods. We have a practice of serving certain foods for family meals and different foods when we have guests. Thirdly, Food is a symbol of hospitality and friendship throughout the world. From this view, we express our hospitality to a guest through an offer of food or a drink. Even food is an outlet of emotion. As a relief from tension, one may eat or overeat. For some people, loneliness and boredom are relieved by continuous nibbling at food. Anger and frustration may turn one against food (ibid). They have further expressed that food is much more than a substance supplying nutrients for health. So I understand that food is the sum of culture and traditions, emotional outlet, gratification of pleasure and a relief from stress, a means of communication, security, status- all of these interwoven in the fabric of life and unconsciously expressed in food likes and dislikes. In this sense, this findings also supported the Weberian theory as the theorists see society in more dynamic terms, because people are constantly struggling with one another to gain wealth, power and prestige and change is inevitable.

Conceptual Framework

The conceptual framework has been developed to provide the guidelines during the study being accomplished. I have started the study with the observation on the nutritional understanding, attitudes and practices of students. The behavior and attitude are then linked to the knowledge of the students on value of the nutritional food. In my research study, I have viewed the perceptions and practices of nutritional practices among school students targeting the adolescent groups of secondary level. With link to it, I have analyzed and interpreted the influencing role of parents and school teachers on the creation of participation and learning of students in the

school. The evidences of literature review on the issue with relation to thematic data analysis have helped to dig the core reason behind the context through the social cultural and Weberian theory. During the study, the reflexivity of the researcher has also helped to make the findings and conclusion of the study.

The conceptual framework of the study has been presented as:



CHAPTER III

METHODOLOGY

Chapter Overview

In this chapter, I have portrayed the research methodology that I have followed throughout this study. The methodological design is based on literature, theoretical and conceptual framework. It has considered paradigmatic view as it is related to ontology, epistemology and methodology that are being implemented in the study. I have shed lights on research questions which have guided me to select an appropriate research design, methods of data collection and interpretation to maintain credibility and ethics which I have discussed in the chapter.

This study is primarily qualitative in nature focusing on multiple realities and subjectivity. The qualitative research methodology is viewed as a bricolage and the researcher as bricoleur. Weinstein and Weinstein (1991, p. 161) have mentioned that bricoleur produces bricolage, that is pieced together, close knit set of practices that provide solutions to a problem in a concrete situation. Hence, I am interested in using a qualitative research paradigm in this study. The product of the bricoleur's labor is a bricolage, a complex, dense, reflexive, collagelike creation that represent the researchers images, understandings and interpretation of the phenomenon under analysis (ibid). Denzin and Lincoln(2011) have stated that ethnography is more than the record of human experience, the ethnographer writes tiny moral tales, tales that do more than celebrate cultural difference or bring another culture alive. I understand methodology as a guide which guides how research questions are articulated with questions asked in the field and make meaning out of the observed data. I have tried

all the research activities endlessly interwoven justifying the methodology of the research.

Paradigmatic Considerations

Denzin and Lincoln (2005, p.6) stated that the philosophical debates are reflected on paradigms as basic belief systems based on ontological, epistemological and methodological assumptions which are used to interpret and analyze the natural and social behavior. It represents the individual's place and possible relationship to the world and its parts. In my research, I used interpretive research paradigm. Denzin and Lincoln (2011, p. 3) mentioned that qualitative research consists of a set of interpretive, material practices that make the world visible. This means qualitative researcher studies things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. De Vos (2002) has mentioned methodological assumption as manner of gathering data about the reality of the world. According to Bryman (2000), the principal methodological justification for ethnography comes from the naturalism and the humanistic model of social research. Humanistic type of ethnography is what most people think of when they reflect on ethnography and it is that most ethnographers do when they practice fieldwork: 'getting close to the inside, telling it like it is, giving an insider's account, being true to the natural phenomena, giving thick description and deeply rich data.

The methodology applied here is qualitative ethnography based on multiple realities and subjectivism. According to Fetterman (2010), ethnography is about telling a credible, rigorous and authentic story. The story is told through the eyes of local people as they pursue their daily lives in their own communities (Hammersely & Atkinson, 2008).

Interpretivism paradigm deals with the understanding of people's thoughts, beliefs and social actions according to the situation. It gives importance to personal experiences of people. Thus qualitative research focuses on multiple realities capturing every person's constructs knowledge according to their understanding and perception depending on the situation and their experiences of their contexts and society where they live.

My research topic is "Nutritional awareness and its practices among school students". With the observation of the existing gaps in between the theory and practices of nutrition among students which I believe is an important factor to maintain physical, mental and emotional health, I found students practicing food which ever they are provided with no maintenance of food choice and as well they choose the food focusing their interest of taste rather than conscious feeling to fulfill their bodily needs. I found the gap between their practices of nutritional food despite being aware of it. I being a researcher tried to explore the real hidden factors in between the practices of nutritional food to maintain their health. I have found many stories and food practices among different students of different ages and levels. Parents are more aware of the children of primary level whereas that is not normally found in case of secondary level children. Therefore, I focused to study on the stories about the food practices of secondary level students analyzing the existing policy gap. I chose six students as respondents from different public and private schools to support me with their information which I observed. Moreover, I also held interviews with the students. To find more supportive information, I met their parents, teachers and interviewed them along with observation. Following philosophical assumptions were included according to my paradigmatic considerations.

Ontology

Ontology is the nature of reality of basic question. “What is the form and nature of reality and what is there that can be known about” (Denzin & Lincoln, 2005, pp. 107-108) are the ontological questions. I like to raise my ontological assumption about the study issue relating to how things really are on the perception of nutritional foods and how things really work on the practices of nutritional foods in the study field. What is the perception of students on nutrition and what they practice on nutrition and how it really works in the participation of the students in learning in the study field are the questions in my ontological belief. Cohen, Manion, and Morrison (2007) stated that ontological assumption concerns the very nature of essence of the social phenomena being investigated (p.7). My ontological assumption is based on the essence of student’s phenomena within nutritional perception and practices. De Vos (2002) has stated that ontological assumption refers to specific thoughts about the nature of the world. I assumed that children are enthusiastic to learn in healthy environment for their overall physical, mental, social development. Responsible parents encourage children for healthy nutritional foods. However, many children do not follow the pattern and prefer junk foods or no foods. So I have explored the situation behind it linking to the learning of the students.

Epistemology

To know the reality, there are different ways as different people construct their own meaning. De Vos (2002) has mentioned epistemological assumption as a study that describes the relationship between research and reality or perceived world. I have derived the epistemological questions on how things really work by observations of daily nutritional activities of students and teachers at school. My epistemological premise is inter subjective multiple realities of my respondents that could be interpreted through ethnographic approach relying on subjective value of the

respondents. Here in my research, I have generated knowledge on the basis of my participants' understanding and responses to research questions. The dialogical and dialectical discourses with the students, their parents and teachers have given light to subjective meaning to understand the meaning behind their story.

Axiology

Axiology emphasizes the value as all individuals have their own value, making them different in nature, creating own environment for learning and existing. My value here is based on food which develops body's metabolism so as to bring effective result on every work a body's conduct has initiated this study. Being a health educator in a school and observing students'/ teachers' perceptions on foods habits and knowing their practices added value to explore on the gap between the theoretical and empirical studies. Here, I have valued the participant's perceptions and values, their understandings and making meanings relating to nutritional perceptions and practices in my research.

Research Design

A qualitative paradigm focuses on the meaning construction or meaning making by perceiving the thoughts and feelings of the respondents by observation, in depth interviews and document analysis. Denzin and Lincoln (2011) have mentioned qualitative research as a situated activity that locates the observer in the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Here objective reality is difficult to find.

According to Brewer (2000), research design is the strategic plan of the project that sets out the broad structure of the research. Research design helps the researcher to follow certain plans and procedure of the study and helps to control

external variables. Present research is designed to have non-positivism paradigm as qualitative study on “Nutritional awareness and its practices among school students.” Here, the research is based on ethnography to receive the data from the study. Brewer(2005)has defined ethnography as the study of people in a natural setting in the field by means of method which captures social meaning from ordinary activities and experiences in which researcher is directly involved and participates in order to collect dataand applies theories on a systematic manner but without any imposition.Hammersley and Atkinson (2008)havedescribed ethnography as an integration of both first hand empirical investigation and the theoretical and comparative interpretation of social organization and culture. Ethnographer involves the researcher participating overtly or covertly, in people’s daily life for an extended period of time, watching what happens, listening to what is said, and/or asking questions through informal and formal interviews, collecting documents and artefacts- in fact, gathering whatever data are available to throw light on the issues that are emerging focus of inquiry (p. 3).

Study Location

As Flick(2009) has suggested, the qualitative researcher has to look the location from which the problem is seen and answer of research question is got with data, the study has been carried out in public and private school premises of Kathmandu valley. The public school is taken from the locality of Balkumari whereas the private school is from Satdobato area as my research sites.

Participants of the Study

The quality of flexibility in qualitative research has been applied in deciding the sample size. Purposive sampling has been used to select my respondents to have thick description of the rich data to envision the possible answers to the research

questions. The target groups of my study were secondary level school students who were in their early adolescence growing up actively and in the pressure of resulted oriented learning. Six students from secondary level were my respondents from public and private schools of Kathmandu valley whose names have been kept anonymous in documentation. I have purposively selected four parents and three teachers of those students whose nutritional food practices have played influencing roles for the student's learning. Interviews, observation, memos, field notes from the study were the main tools for data collection. During my study, I have visited respondents like school students and teachers at school and parents at student's homes to explore their perceptions on nutrition and nutritional practices. Awareness and practices of the nutrition, its availability, interest, influence of media, economic strength, and religion of the target students' parents were kept in consideration for information. Students' participation, involvement in extracurricular activities and daily performance in learning were also focused on the study to make relation on practices of nutritional foods and participation in learning.

Tools and Techniques of Data Collection

Participant observation is a key tool to carry out an ethnographic research and field trip and critical thinking on the experiences of the researcher as well as in-depth interviews, the use of documentary evidence to throw light on the issues and discourse analyses focusing on inquiry were done and taken as research tools as Denzin and Lincoln (2011) suggested the use of multiple methods in order to extend the range of data. Direct and overt observations were applied to explore more information in relation to research questions. During the study I carried a sound recorder, notebook, pen and digital camera as tools along with the consent letter. During the study, I could

not observe the roots of situation but through observing the situation, I explored the root causes for that situation which were insightful throughout the study.

Role and Journey of the Researcher

I, the researcher, am interested in the field of health sector since my childhood. But with the flow, I am now involved in social science related to education field. For the dissertation on the academic field to be conducted, I have selected perceptions of students on nutrition and its practices in school linking education to improvement of health and vice versa. As ethnography study is implemented, I have played an active role as overtly or covertly complete observer with participating in the activities and in collecting primary data by visiting field as well as collecting data through secondary sources. It have met the respondents of private and public school individually and interacted their parents and teachers on probing questions of description, values and action that seek the answer for my research questions. The collected data have been reduced on themes through coding which has been further analyzed and interpreted as per the understanding of the researcher valuing the multiple subjective realities present in the field. The data were analyzed through the lens of socio cultural theories and Weberian theories and generated insight on the presented issue. Here the journey seems to be easy and one way but it was challenging issue for me, enjoying as being an ethnographer studying to and forth with comma, exclamations, questions marks and understanding reason behind. I have consulted and worked under the supervision of the supervisor provided by the research committee. As stated by Hammersley and Atkinson (2008) the roles of the ethnographer are listed as below:

- People's actions and accounts are studied in everyday contexts, rather than under conditions created by the researcher

- Data are gathered from a range of sources, including documentary evidence of various kinds and participant observation and /or relatively informal conversations are usually the main ones.
- Data collection is unstructured and the categories that are used for interpretation what people say are generated out of the process of data analysis.
- The focus is fairly small scale, perhaps a single setting or group of people for in depth study.
- The analysis of data involves interpretation of the meanings, functions and consequences of human actions and institutional practices and how these are implicated in local and perhaps also wider contexts.

Data Collection Procedure

Puddephatt, Shaffir, and Kleinknecht (2009) have mentioned that all ethnographers observe with the anticipation of discovery. The secondary data have been collected through document evidence from different sources whereas primary data were collected, with the consent of the respondents. I followed the emic perspective for collecting data by presenting as a member of the school. I introduced myself as a researcher to them and openly talked about my research titles and objectives. For collecting the narratives produced from their beliefs, I became the inside observer and one of the participants of this research work. The study area was kept under observation by the researcher on the relevant topic of the study. Daily observed experiences was noted in field diary and analyzed for the better understanding of the conducted study. The data were collected by watching, observing what happens listening to what is said and talking to them asking questions through informal and formal interviews, in order to discover their interpretations,

social meaning and activities as per the demand of the study. Smith (1987, as cited in Patrica & Delwyn, 2010) has outlined different types of questions which I have followed and mentioned here for the use of data collection.

- ***Descriptive questions:*** What is happening? What are people's experiences or opinions?
- ***Causal questions:*** What effect or impact does the intervention have? What other factors contribute to these outcomes and impacts?
- ***Value questions:*** Is this a good thing? What would success look like?
- ***Action questions:*** *How* could it be made better? What should be done?

Data collection has been carried out till the researcher met the data saturation on the study area. Thick descriptions of rich data was maintained as Puddephatt, Shaffir, and Kleinknecht (2009 , p. 85) said thick descriptions refers to new concepts and ideas that emerge from detailed data collected from a close, intimate immersion in the studied social world. The field notes on the behavior and activities of individuals were taken at the research site. The records were kept in an unstructured or semi structured way using some priority questions to meet the objective of the study.

Data Analysis and Interpretation

Patricia and Delwyn (2010) have mentioned that three key dimensions for qualitative data analysis as fitting data into predefined categories to answer pre specified questions, having a starting points of categories and questions modified to suit the data and developing categories and specific questions from the data collected. Here I have used the same principle as thematic data analysis and interpretation of the study has been done as per the knowledge and experiences of the researcher from the study field. The data from the field were reduced into emergent themes through coding and condensing the code and then linking it with theoretical discussion.

Drafting summaries of field notes and noting relationships among the categories have been done for the analysis of the data. The daily data analysis from the experiences was conducted and analyzed again and again till the objectives of the study were fulfilled.

Further, Patricia and Delwyn (2010) have mentioned that interpretation of the data means making meaning out of the data in terms of understanding discrete pieces of data, categorizing the data and identifying overall patterns. When we analyze qualitative data, we need to interpret what we see or hear, drawing on contextual information to make sense of it.

Erving (1974, as cited in Alder & Alder, 2009, p. 226) has suggested that we 'frame' the world with our sociological concepts when we analyze it. Puddephatt, Shaffir, and Kleinknecht (2009) added that beyond our natural stance as everyday life actors, we had to sharpen and apply our theoretical stance, so as I watched and observed the obtained situation and data, I began formulating sociological concepts of their worlds. Instead of just thinking about and asking a lot of 'what' questions, I started thinking about the 'why' and 'how' issues that lay below the surface. I have interpreted the data so as to generate the meaning and actions of students on their subjective references.

According to Hammersley and Atkinson (2008), ethnographers deal with unstructured data for which there is a need of development of a set of analytic categories that capture relevant aspects of these data and the assignment of particular items of data to those categories. Detailed repeated readings were done to know the data. The data were organized by means of coding and indexing. The transcripts of observation and interview notes, empirical, analytical, methodological field notes were intertwined with each other where I continually moved back and forth in

framing analytical meanings, memos were gone through thoroughly to have broad sense of “what it’s all about”, picking through forceps for refinement. The relationships between whole corpuses of data were exercised analytically to make meaning out of it so as to find why what is happening is happening. I added a sociological lens to the way I viewed the school scene being operated, opening my mind to more basic questions which I had skipped over as a member of the scene.

For the analysis and interpretation, the data were categorized through coding or tagging. I have interviewed six students with their parents and teachers from different schools of Kathmandu. From the interviews and observations, I have noted the important themes as key points to meet the demand of the research questions. From the raw data, I have transcribed, reduced and thematized the data.

Three types of coding were used as mentioned by Patricia and Delwyn (2010) to have broad insight on the findings of the observed collected data. They are:

- Attribute coding identifies the information source in terms of characteristics of the respondents and the site and the circumstances of data collection
- Descriptive coding also known as first level coding involves tagging text to identify the topic or issues contained in that text.
- Pattern coding also known as second coding identifies patterns of issues within and across text.

Analysis requires iterations between data collection and data analysis, between cycles of analysis, between displays and drawing conclusions and between reporting. Iterations have been made by going from initial data displays (summaries, tables or narratives) to conclusions and from tentative conclusion back to empirical summaries.

The data analysis has been started early so it can inform subsequent data analysis and possibly later cycles of data collection. As qualitative data analysis has to be

concurrent with data collection, here I collect data, reflect on it and collect more data, adapting data collection procedures on the basis of emerging reflections about what is going on. These insights have fed into the data gathering process and contributed data analysis throughout the study. Socio cultural theory along with Weberian theory as aforementioned in the set of reviewed literatures were compared minutely with the data/ information found from the interview and observation.

Quality Standards

Guba and Lincoln (1981) have mentioned that qualitative research work demands trustworthiness of credibility, transferability, dependability and conformability to support the argument that the inquiry's findings are "worth paying attention to". O'leary(2006) highlights research as creative and strategic process that involves constantly assessing, reassessing and making decisions about the best possible means for obtaining trustworthy information, carrying out appropriate analysis and drawing credible conclusions. Denzin and Lincoln(2011) have further mentioned that qualitative data are credible when others can recognize experiences after having only read about them. While conducting research I heard participants voice and observed their conduct without any interference by series of interviews on the same theme until I got the saturation of my research theme. I tried to bring out the ideas of the participants through prolonged engagement with them interacting on the study topic. As per the suggestion of Denzin and Lincoln (2005) for maintenance of quality standards in my research, I have considered five factors in establishing the trustworthiness of findings from qualitative research: credibility, transferability, dependability, conformability and authenticity

Credibility

I understand that credibility is an evaluation, whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data. The criteria talk about the idea of isomorphism between constructed realities of respondents and by the researcher. To maintain trustworthiness, authority and credibility, thick description, member checking, self reflection, peer debriefing of the different data were used to control research quality. As far as possible the credibility of the study was maintained by spending a prolonged time in the study field. According to Hammersley and Atkinson(2008) the wholesome finding is credible, if it is meaningful and applicable in terms of experiences to the researchers and readers. Until I reached the saturation point of my research questions, I attempted to get more information from the respondents. I have found the study finding meaningful and applicable in terms of experiences to the researchers and readers. To make the study trustworthy, I have checked the coding. Interpretations were also checked through member checks and evidences were weighed. Similarly, I triangulated the data by cross-checking with respondents representing from different groups. Hence, triangulation process has enhanced credibility of my research. With my all epistemological and ontological premises I am bound with my study to make it valid as the researcher is "bound within a net of epistemological and ontological premises which- regardless of ultimate truth or falsity- become partially self validating" (Bateson, 1972, as cited in Denzin& Lincoln, 2011 p.13)

Transferability

Transferability represents the degree of similarity between researcher's and readers' context. "Transferability means, in essence, that other researcher can apply the findings of the study to their own" said Bowen (2005). Thick descriptions of the participants' information as data were collected to establish transferability throughout

the study. Teachers, parents and students knowingly and unknowingly have been practicing nutritional habits in their day to day to life. So the data were collected through the explicit or implicit way. The understanding and values of the participants were transcribed into thick description and analyzed with my reflection as I engaged myself to bring out the real data.

Authenticity

According to Neuman (2000), authenticity means giving a fair, honest and balanced account of social life from respondents' viewpoint. To make my research more representative, I chose respondents from different cultural, economic background of private and public schools. I have included all possible information that I observed and obtained from the respondents regarding the research issues. Authenticity focuses on the fairness and beneficence of the study. Hereby selecting the respondents, collecting the data, and analyzing it I have tried to maintain authenticity throughout the study.

Dependability and Conformability

“Dependability refers to the stability of the findings over time and conformability to the internal coherence of the data in relation to the findings, interpretations and recommendations” (Denzin & Lincoln, 1994, as cited in Bowen, 2005, p. 216). I have attempted to establish dependability comparing the multiple experiences and reflections relating to changing situation. I have analyzed the data from the lenses of time and space. Framing the consistent was one of the challenges during my study due to multiple realities and reflection. I have attempted to establish coherence of the data in relation to findings, interpretation and implication to ensure conformability during my study.

Rhetorical Aspects

I have considered my own writing from the perspectives like originality, coherence, logical order with clarity. I have used first person language presenting the self along the text. I attempted to make reflexive to the study linking to the understanding of theoretically and empirically based knowledge construction processes.

Ethical Considerations

According to Tountas (2009), ethics is the philosophical study of morality, the systematic examination and critical reflection on living morally, designed to illuminate behaviors that should be taken in to consideration of ordinary actions, judgments and justifications. Denzin and Lincoln (2011) have insisted on code of ethics on safeguards to protect people's identities and those of the research locations. Ethical issues in social research like protection from harm, informed consent, right of privacy, and honesty as mentioned by Patton (2002) were considered throughout the study. Confidentiality was assured as the primary safeguard against unwanted exposure by protecting the identity of those providing research data. Therefore, pseudonyms were used by taking approval of the respondents. All personal data ought to be secured or concealed and made public only behind a shield of anonymity. Research anticipates the ethical issues that arise during the study. I as a researcher was conscious about the ethics of the research and as well as of the respondents while conducting research in the following ways:

- Informed consent form was developed and got signed by participants before they were engaged in the research.
- Research sites were respected and left undisturbed during and after research study.
- Asking permission from the participants for the sensitive cases

- Respondents were voluntary and autonomous
- Relations with respondents were maintained; not too formal and too personal
- State laws and human rights were considered.

The study included ethical issues providing informed consent, considering the costs, potential harm and risk and acting with integrity and trust by exceeding the competence boundaries of the researcher. It has tried to maintain confidentiality and identifiability, and ownership of stories, ethics of the research. The ethical issues and potential risks have been identified before the study commenced and they have been considered and negotiated throughout the study.

My Experience as a Researcher

My experience as a researcher started profoundly as I entered Kathmandu University to pursue my MPhil study. I got the opportunity to explore more understanding on different issues related to education and social contexts. After knowing research deeply from my research guru, I was inclined to explore my career as a researcher. So, being a researcher in this part, exploring different research approach and paradigm, their methods was challenging as well an interesting learning opportunity. To make a deep understanding on the interested study area and analyzing the obtained data was very patience taking works with lots of supporting learning. A human being cannot make sense of information without it becoming personal, without having feelings about the information (Best, 2003). So as to start as a researcher I have chosen the topic of my interest. The beautiful part of the study was to meet with the students and their parents to explore their perceptions and adopted practices on the nutrition. I did more learning on myself reflecting on my previous behavior as being a teacher when I started interviewing students' teachers and observing their concerned problems with the hidden part of the students' life. It was really a tough job to explore

the answers to the second research questions which was a very challenging part of the research for my study. With the engagement in the framing and reframing dialectical multiple discourses, different themes under the research questions were proliferated as an insight which has been further analyzed and interpreted from the theoretical lens and researcher's reflections.

During the study, I could not observe the root causes for that situation. I tried to explore the gist of subjective meanings that people bring to their situations. The searching, reading, reflecting and writing part of the process conducted during my study have given me new insights to explore knowledge and understanding the people's perception from multiple dimension, which I started to enjoy much after its completion. I have included my reflexivity, critical self awareness of one's predispositions, relationships and interactions in the formation of knowledge (Chambers, 2005) in the study in most of the part of the study.

As a student of development studies, I believe that society in the name of modernization is getting better and better for people to live in with all comfortable zones. But as a researcher, in nutritional practices, every mother as well as father, teachers and school administrators have to be strict dietician to control themselves and their children's nutritional habits which in general matters with the socio cultural and economic status. It emphasizes the vision of the necessity of the school's role on the enhancement of students overall development through the health perspective as well. Education on nutrition is highly emphasized to the parents and teachers to bring positive attitude and practices relating to the health and overall educational participation to explore the future outcomes from the children.

Overall the study has nourished my idea, the way I understand my world.

CHAPTER IV

PERCEPTIONS AND PRACTICES

Give a fish and you feed for a day. Teach to fish and you feed for lifetime.

- A Chinese proverb

Chapter Overview

This chapter contains the analysis and interpretation of the data obtained from interviews with teachers, parents and students and observed data from the sites. This chapter has been divided into different thematic key points obtained from the observed data with students and interview with parents/ teacher/ students and school management about their perceptions and practices of nutritional food. The presented themes are therefore based on analysis by interpreting perceptions and practices of parents/teachers on nutritional food which has profound influence on their children's knowledge. Each theme is interwoven with the others and analyzed simultaneously and iteratively in sequences of representations connecting the parts to the whole (Denzin & Lincoln, 2011).

Eleanor Roosevelt has a saying that great minds discuss ideas, average minds discuss events, and small minds discuss people. I being a researcher have discussed from the level of small minds to the average and then to great mind discussing the people, their activities, and the ideas hidden behind their story including all the three minds. Just like selecting healthy grains and throwing the pebbles and unsuitable grains from nanglo (winnowing pan), the data were selected and reduced. Moreover, each small grain was analyzed and interpreted with forceps to find the essence and

bring meaning out of it. It means necessary checked and filtered data were only mentioned here for the study of the research topic.

Fetterman (2010) has mentioned that the ethnographer's task is not only to collect information from the emic, or insider's perspectives but also to make sense of all the data from an etic, or external social scientific, perspective. Being an emic ethnographer, it was a challenge for me to analyze the nutritional perspectives relating to health as health is multi-integrated with different other factors like genetic, environment, medicare and healthy practices. As Heilman (2009) has informed that tacking between the 'insider' and 'outsider' knowledge is essential in order to make sense of otherness as an intellectual bricolage which researcher must engage in framing and reframing the multiple discourses, I have tried to have multiple discourses on the perception and practices of nutritional food among the secondary level students. The data obtained from the prolonged observation and interviews with parents/ teachers and students have been framed and reframed, analyzed and interpreted through categorizing into different themes. I have presented the discussed themes. During my research study, I have found great varieties of field scenarios related to nutritional practices which have been used to report here as to answer the purpose of the research questions.

The first step for my understanding was to explore perceptions of students on nutritional food. In my perception, until and unless students understand that foods are composed of different nutrients which when consumed in adequate amounts fulfill all the functions of the body, they might be aloof on their practices of nutritional food. So before I visit the study area, I went through the curriculum of secondary level from which I came to know that Science as well as Health Environment and Population (EPH) curriculum includes contents related to food and its importance with nutritional

needs and their functions. When I went to school, I came to know that Science and EPH are compulsory subjects for the secondary level students.

In the secondary level, Science contents include the emphasis on food, its nutritional contents, its sources and their functions along with its deficiency diseases. Whereas EPH contents consists in depth of the same topic along with the consumer rights, food borne diseases and different non-communicable diseases caused due to malpractices of different foods to emphasize the importance of health in one's development to create a healthy society. Even the rights of the children, responsible parenthood, and consumer rights are in the curriculum of different integrated subjects like social studies in the class of secondary level. Their content are supported by clear pictures of different types of food among which I have found that some food included from the junk (market) as soft drink, preservative juice, noodles, etc. As I went through the curriculum of Science, Health, Population and Environment, Social Studies, I came to know that they all include the contents of food and nutrition.

Most of the students in schools are taught about food, its need, different types of food, nutrition and its importance. The information that EPH book gives is learned by them in Science when they were in lower level classes and such information we can also get in different magazines and papers. I have found that these contents were taught to them from class nursery according to their level of understanding till higher level. I have understood that the curriculum has all contents required as per the need of the adolescent nutritional foods.

Classes from Nursery

It is not arguable that students are taught A for apple since they were new learners and as they come in higher classes, their knowledge level on nutritive value of food increases. The production, access, and crisis of food are taught to them as

they come to higher classes with inter collaboration with other subjects. An experienced teacher Ramila Dyola (pseudonym) who has been teaching EPH to secondary level students said that students were taught about nutritional food since they were in class nursery. This topic is so important that this is taught till they are in class ten. Based on nutrition, higher education has also been implemented which leads to make dietician and nutritionist. She said *“They are well known theoretically, but in practice they are also dragged by the taste of the food available in the market. Taste is commercial in the market and there is a competition for it and the competition is within customers like us as well. The problem for us is that we cannot cook the food and feed them, parents and they themselves should be practicable for it. Being a teacher, I derive myself to choose nutritional food and motivate my son for his growth mentally and physically by providing food rich in nutrients.”* Even teacher of the junior students Nita Sharma (pseudonym) informed that some parents bring food stuffs which are difficult for them to eat or take more time to feed. It is a habit to keep junk food in the bag of the children while going to school. Homemade foods are more preferable to that of the canteen or market made food. I hope this has to be understood by most of the eaters who eat outside home. When asked to one parents Shaily Singh (pseudonym), she said that it’s a demand from the child. And child sees the shining packet with a good taste and feels happy to join school and show the food among other children and eat it. I have found this as a trick for the child to make friends and build his/ her reputation among others.

I threw questions at the floor in public school class on the topic of types of food to check their understanding of food. One of the students of class nine Bigyan (pseudonym) talked about the three types of food i. Energy giving ii. Body building iii. Protective food. Even they told me that we get energy after digesting

vitamins and minerals. Some of them came up with the idea of carbohydrates and fats. Later when further discussed they started to say the sources of the food as well. They don't know the complete idea of nutrition but they know that they are talking about the very important thing of foods just like power of food and this we get from the food to release energy for doing different works. They lack even the understanding of different types of vitamins and mineral to operate and protect different functions or organs of the body. Some of them were not informed of all the types of vitamins and minerals and even importance of protein in the body. I observed that the curriculum focuses on knowledge and skills of secondary level students on food and nutrition. I found that most of the information was lacking among the students of public school though they were taught from junior classes.

Perception of Secondary Level Students

Many students of the secondary level from different schools responded positively on the perception of food and health. Bijay (16, class ten) who has been involved in the morning class from 6 am to 6 pm explained that *“Healthy foodstuffs contain a variety of nutrients that we need to live. Nutrients are useful substances that give us energy to grow and to do our day to day activities. The essential nutrients are proteins, carbohydrates, fats, mineral and vitamins. Water and roughage are also essential for our body. Most food stuffs contain more than one nutrient. Nutrients taken in the right amount help us to live a long and healthy life. Otherwise we may suffer from weakness and diseases.”* He further said that *“Food and health has been included in our science and EPH book from level of class one. It's an easy topic on food and nutrition or food and health to understand and as well as important one to implement practically in our lifestyles.”*

Susmita (15, class nine) shared with me about her understanding on food saying that *“We cannot stay without food for even a day as we feel weak and tired. Food is essential for our body. Food gives us energy, builds and repairs our body. It helps us to recover quickly when we are ill. When this topic is taught in our class, we all feel hungry and feel like we are deprived to those nutrients which the teacher is showing or talking about.”*

Susmita and Bijay supported Isha (16, class ten) on the different types of nutrients present on food. She informed that *“Proteins help us to grow and is used to build and repair worn out cells in our body so called body building food. Food like beans, meat, dairy products, fish, eggs, nuts and pulses are very rich in proteins. Sugar and starch are simplest forms of carbohydrates which are easiest to digest. It is the main source of energy so called energy giving food. Energy is needed for all the activities functioning in our body and for studying, playing, walking, talking that we do. People who do a lot of physical work like a labourer, a sportsperson, a farmer etc need a lot of carbohydrates to give them energy. Carbohydrates are present in whole grains, breads, cereals, corn, beans, peas, potatoes etc.”*

Bigyan shared his (15, class nine) understanding about carbohydrates and added his information that fats as energy giving food provides us double the energy than carbohydrates. Fat also absorbs certain vitamins. It covers the delicate body parts and protects them from injury. It also keeps body warm. Extra fat gets stored in the body and makes person overweight and obese. Oils, butter, ghee are rich in fats.

Regarding the need and importance of vitamins and minerals, I found the students with inadequate knowledge on vitamins and minerals. They know vitamins and minerals are found in green vegetables, fruits but lack information on for how long vitamins and minerals are stored in our body. Bipin (16, class ten) was aware of

the types of vitamins like A,B,C,D,E and K but he lacked further information on their functions and sources of foods. He shared his understanding as *“Vitamins and minerals are important nutrients because they help different body systems to function properly. They are needed in very small amounts. They are protective food as they help our body to fight diseases. Fresh fruits and vegetables are rich sources of vitamins.”* Good scorer in EPH and Science, Archana (16, class ten) informed that *“Some of the vitamins such as vitamin C are destroyed by high temperature. Some vitamins are very sensitive to heat and light. Vitamins are absorbed into the bloodstream and excess amount is thrown out of the body. Since these vitamins are not stored in the body, these need to be regularly supplied through food.”*

Bigyan (15, class nine) said that he doesn't like to eat green leafy vegetables and is allergic to cold fruits but he is aware that green leafy vegetables contain vitamin A which is good for eyesight and skin. He said *“Milk is a good source of calcium but I like cheese in cheese pizza only and do not like milk or milk products.”* Bipin and Archana said that they know the food rich in calcium, iron, vitamin A, C and D but had less idea on other types of nutrients. When asked whether iodine gets mixed with air or not, then they said *“We have no idea about it”*. They were surprised to know that container with salt in it has to be closed while not in use otherwise there will be loss of iodine from it. They even lacked information that Government provides salt which is iodinated.

Bijay had knowledge on different types of minerals and was informed about the working of nervous system based on NA-K pump (sodium and potassium pump help to function electric synapse of the brain). But he said that he had only theoretical knowledge on the information. Archana said *“I know that calcium strengthens bone and teeth formation but I have little idea of fluorine.”* Asked on selection of

toothpaste, she was unaware of calcium or fluorine present in it. She informed *“I use whatever is bought by parents. I have never asked them to buy any based on the reason of calcium and fluorine.”*

I preferably asked about importance of mineral iron to girls. Susmita (15 class nine) said that *“I have seen only pregnant women having iron medicine and asked if we also need right now?”* Archana (16 class ten) said that iron helps to increase blood level in body and gives red color to blood. I found them unaware of the idea that haemoglobin present in blood is an iron protein which combines with oxygen from lungs and transports it to cells for oxidation of nutrients as oxyhaemoglobin. This information is present in their course content and have learnt/ been taught by the teacher as per the information of teacher after interview on further asking. Bigyan answered me about the sufficient need of oxygen for the relaxation of brain and body. He however lacked scientific knowledge behind the reason of brain and body by inhaling more oxygen, oxidation of food releases energy and helps to excrete waste from cells refreshing cells. And the body and mind become active. This same reason applied during physical activity as well. During physical activity body metabolism becomes active for the need of energy maximizing the intake of oxygen.

Isha forwarded her surprise that despite eating much green vegetables rich in vitamin A she has been putting power spectacles. She said *“I don't think that eating spinach protects eyes. My mother keeps insisting on having spinach but I don't like much. And I agree that on our diet, there are fewer intakes of fruits.”* She further mentioned that nutritional foods are important because only these types of food give proper growth and development to our body and a proper diet fulfilling all nutrients.

Vitamin A which is good for healthy skin and eyes protects from eye diseases like night blindness. In general understanding it also improves eyesight which has

been already spoilt due to radiation of sunrays, rays from television or computer (Bhattacharya, Messenger, & Overy, 2010). The Government of Nepal has been providing Vitamin A capsule for children less than five years twice a year. However, I found that students do not have complete information about functions of vitamin A.

Susmita insisted on the importance of water in body. She said *“Seventy percent of our body is made up of water. It is said that an adult needs to drink five to six glasses of water but we can carry one liter jar of water. That also we share with friends. We feel thirsty but there is not good drinking water. During winter we don't like to drink and in summer carried water is not enough.”* In my knowledge, I know that water maintains body temperature by distributing heat through body and losing excess of it in the form of sweat. It keeps eyes bright, skin soft and hair shining. It helps body to digest nutrients. If the students lack daily intake of water in proper amount, they are like to face the problem like constipation, gastritis or foul smell of the mouth which was observed among students. Water helps food to move through the digestive and excretory systems. It is a major fluid part of blood. It surrounds and protects the delicate body parts.

Isha further shared the information on roughage as a fibre present in food which cannot be digested. It helps body to get rid of waste preventing from being constipated. We must include roughage in our diet. Green leafy vegetables, fibrous fruits, cereals are rich sources of roughage. I found that researcher on food consumption recommends to increase fibre intake because fibre helps in bulking and softening waste as it passes through the gut. This gets waste out of the system quicker and so prevents constipation. Soluble fiber binds with cholesterol and transports them away from arteries preventing excess cholesterol (Eichenwald & Fry, 1969).

On balanced diet, Bipinut forward his understanding as *“To be in good health we should eat food from all food groups.”* A diet containing all nutrients, roughage and water in right proportion is called balanced diet. A balanced diet has the correct amounts of carbohydrates, proteins, fats, vitamins minerals, roughage and water. A balanced diet is essential to stay healthy and grow well. Milk is a complete food. It is rich in calcium and other minerals, proteins and fat too. It is important to have proper cooking practices so that the nutrients from food items are not lost. Freshly prepared food is safe and clean. The heat provided during cooking kills microorganisms and makes food safe to eat. It is a good practice not to use excessive water for cooking that would have to be thrown away. Preserving food prevents them from spoiling. Food can be preserved in air tight container by refrigeration, sun drying, preservatives and cooking food. We need to be careful while eating, as we need to check manufactured and expiry date of the preserved food.

Regarding the information on malnutrition, Bigyanstated malnutrition as lacking proteins and carbohydrates over a long period of time. In case of malnutrition, there are signs of improper or stunted growth. Thin legs and hands, swollen stomach, patchy skin and dull, reddish hair are some common symptoms. Insufficient amount of nutrients from food can cause deficiency diseases. This condition can be avoided by eating food rich in proteins and carbohydrates.

In total, Susmita stated that *“Our parents include all types of seasonal food as much as possible to provide required taste and nutrients to the body.”* Like nutrition in food, physical exercise and rest are also important parts of healthy living. Physical exercises make our body strong, develop our muscles and increase our stamina. It improves blood circulation. Regular exercise also keeps us happy and active. A good

sleep refreshes our body from tiredness as it gives our body time for growth and repair of its cells.

Regarding junk foods, Bipin (16, class ten) put his ideas as *“These foodstuffs although filling and tasty, are unhealthy for us. They contain too much of fat or sugar, salt which is not good for us. Eating too much of junk food can make us put on extra weight. They are not nutritious for our body to develop.”* A high diet in junk food is likely to be low in nutrients notably zinc, iron, B complex vitamins and vitamin C (Samraj, 1994). He further mentioned that children fed with junk food have particularly iron at risk because junk food diets are usually high in caffeine from tea, coffee, cola drinks and chocolate. According to him, iron is especially important for brain function as its deficiency even when it is not severe enough to cause anemia, is being linked with abnormal behavior and poor mental performance.

Here, I observed that students are aware of the major contents of nutrients and their functions but still they have inadequate information.

Student’s Practices and Desired Value

Shryock (1978) has mentioned that there are at least five common dietary customs responsible for widespread faulty nutrition. They are i. Eating too much of food than the body requires, ii. Eating snacks in between meals which lessen the appetite for regular meals, iii. Eating too much sugar having empty calories iv. Eating too much processed food and v. Neglecting breakfast. Even Stokes (2002) researched that school based survey of USA monitored adolescent of grade 9-12 unhealthy and their dietary behavior and other risky health practices. He found that many students were practicing malpractice of diet to lose weight or to avoid gaining weight termed as risky dietary behaviors. So, to know student’s dietary practices, I observed that children were following all the dietary customs mentions above. I have found

Bijay eating too much of food than the body required. He said that he eats as he feels hungry as he can eat anytime as much as he wants. *“Usually when I return after my school, I feel like to eat more as I will be tired”*, Isha stated. Bipin mentioned that *“As it’s very early and I don’t feel like to eat anything in the morning time, I try to skip breakfast that my mother provides me most of the time. But sometime I feel hungry very early in the morning I love eating breakfast at that time only.”* Further Susmita mentioned that she enjoys eating chocolate and sugary stuffs like sweets, ice cream. She put forward her statement that *“Frequently I need to hide those stuffs or say as a gift from friends as they are not mostly allowed at home.”* Many of the respondents agreed on the skipping of the breakfast before leaving home for school as it’s because they don’t like to eat, time constraints or food being not prepared whereas in case of boys, they preferred all types of foods. Bijay mentioned that when his appetite is increasing, no any foods can satisfy him beside the traditional Nepali dal bhatta kari. He mentioned that he enjoys other foods as well but can live skipping the mentioned foods. As per his knowledge he put his thought that nutritive foods are must for the body and every family member enjoys it to have together at his home. He said that with friends he likes to enjoy fast foods or the market processed fast foods.

When discussed thoroughly with the students about their lunch box from home, the experiences shared by Bijay was that *“We feel like we are ready for the school when our mother used to keep a lunch box with water bottle for our school till class seven. If we missed for a day, it was like day incomplete. But it’s not the same old days now. If our mother insists these days then we ignore her as we are grown up now.”* Isha of class nine responded to me saying that she was very happy getting a new lunch box at class five which she carries till date. She expressed her happiness saying that *“I was prepared for my school with everything and I was ready for school with a*

full lunch box. I was very happy on that day.”Isha remembered the day when she had forgotten her lunch box and she cried for the whole day. She said “*I was given food by my good mates in the class.*”

In common I have found that all my research participants agreed on the desire to eat what they want. They have been practicing the foods provided by their parents from the time of their childhood. I found some of them interested in junk foods whereas others prefer in our traditional food as a nutritional balanced diet. They take lunch box as preparedness for the school though in real practice I found them consuming food from the canteen. They have interest in nutritive food but do not carry food from home.

Teacher’s Perception and Practices

While analyzing the behavior of students and asking questions about the use of canteen food, they often asked about teachers practices of food in school as well. Teachers have the knowledge to understand the value of nutritive food and they are aware of bringing it into daily practices. For more information, I needed to understand teacher’s knowledge and practices carried out during daily activities. In this context, Ramila (36, school teacher) mentioned that the nutrients present in foodstuffs supply energy, help in growth, maintenance and repair of body cells, helps different organs to perform their functions and prevent us from different diseases. It is very essential to select foodstuffs from different food groups to fulfill the requirements of nutrients in our bodies. Nutrients in foods vary greatly in their stability. Foods differ in their content of nutrients known to be essential in nutrition. Some foods are very rich sources of one nutrients and supply only small amounts of others. Some foods are valuable sources of many nutrients. The nutrients like carbohydrates, fats, vitamins, minerals, protein have to be in proper amount to make a balanced diet. Malnutrition is

caused when the proportion of requirement and supply of nutrients in the body is not in balance. Marasmus, kwashiorkor, anaemia, nightblindness, scurvy, rickets, goiter are caused as a result. Although she informed me in this way, I found her practices different regarding their lunch in school. Teachers were found to value food and practice it in different ways.

I visualized an Environment Population and Health teacher teaching in secondary level about food practice. I found Ema Dutt (27 years, pseudonym) using less amount of nutritive food in her school lunch. She is from a private school, found to carry junk food more in her lunch. She is a low weight with good height suffering from gastritis problem. I was amazed at finding that some of the other teachers carried *dal bhattarkari* as a wholesome food in school but she said that she enjoys having junk foods with her friends. She said *“The wholesome food stuff maintains health and junk foods like chips, noodles are for taste.”* She was found to visit outside school premises to buy chips, chocolate, ice cream, restaurant made foods to satisfy her hunger. I found that while having junk foods, the packets were on the table of the staff room. The students were found moving in the staff room to submit their copies. They obviously checked what the teachers were doing with their curious minds. She laughed and said that *“Until I get sick and doctor prescribes me medicine and tells me to avoid junk food I don't like to quit eating junk as I have strong appetite for it.”* I found such activities have created negligence in the student's value and moral conduct. She was not care about her own health seriously. When she was herself practicing wrongly then what does she teach in the class? Here I found that theoretical part has been more focused than practical one. I believe education is worthless here, as the teacher who has to be responsible as a role model for conduct was not found true in the study field. Munger (2007) has stated that teacher student relationship has to be

build to feel connected by drawing on personal experience and sharing own ideas from both teachers and students sides as students become more involved in their learning when teacher communicates lived excitement and enthusiasm with understanding the stresses of students. I support the statement and argue on teacher professionalism that teaching is not enough by delivering the content present in the book. It has to be linked with the practical content of life based on true experiences which could be fruitful for the students.

Usually I observed female teachers to bring their lunch box filling in *dal, bhat, tarkari* with *achar*. They liked to share their foods with their friends as well. They eat their food whenever they find leisure time. Sometimes, they may be busy but they manage time to fill their stomach saying that “First your health then your work”. I found female teacher who are mother and daughter-in-law who have to look after their families and need to cook in the morning are more aware and bring lunch box daily from home despite their business. One of the teachers, Amita (pseudonyms) informed me “*We won't get time to eat at home in the morning. Being a mother or in laws, it is difficult to eat before them. But they insist us to eat so I have sometimes tea, biscuits as normal breakfast*”. I observed that the influence of the culture makes female especially in laws to eat after feeding others. This has created a hesitation among females to eat before their father and mother-in-laws in their suitable time despite being working women albeit they like to visit canteen for tea, snacks or to taste especial dish if made any in the canteen. I also observed that young teachers who do not need to cook at home prefer canteen food to homemade food. Male teachers visit canteen for their lunch in the morning as they say it's time consuming to make and tedious to carry food from home from the early morning. They said that food over here is warm to eat despite being oily or unhygienic. *Momo, chowmein, fried rice,*

oily *puri*, highly liquefied curry, cold drinks, ice cream, fried *samosa*, *chops*, *pakauda*, burger along with *dal bhattarkari* are in the regular menu of the canteen. It is my lived experience that they are not included in the proper nutritious diet. They add fat, sugar and salt to the body which are not totally nutritious for the daily intake. Moreover, they are not economical for the students as well as for teachers who have family to feed and look after. A teacher put forward her dissatisfaction mentioning that canteen is profit oriented rather than health cautious. Here, I found that aware teachers carry their lunch from home whereas some consume in canteen and some prefer junk from market brought along with them.

Parents' Perceptions and Practices

Dependent mother Shaily (pseudonym) said that she cook whatever brought or available at home for children and family. From their side, they manage it to provide food to all members but sometime it may not be enough for all. So either parents or children have to negotiate for it. She said *"I spend all my days looking after household works and my children. I have enough time in the morning to cook food for my children. The matter is nutritive and fresh food has to be available and as I don't earn any it would be difficult to manage for all being economical."* According to her, it's difficult to fulfill every demand of children all the time, albeit working mother Roshani (pseudonym) argued that her children have right to enjoy their life with the choice given to them. She said *"I provide them with lunch pocket money to have food they want in school. During holidays we spend time together eating in restaurant or enjoying food they like. It's time consuming to manage cook food in the morning. Children have to cooperate me in this matter."* Students from dual earner families have more choices of foods than of homemaker mother. In this context, I found students from homemaker families enjoy more nutritive foods in proper time. I even

observed that mother is unaware about the reasons of conflict among children which in most cases are always due to division, partiality of food among each other.

In both the case, I found that if male members of the family are aware of food nutritive practices, then children were found to be more responsible in eating nutritive food (Anderson, Pelletier, & Alderman, 1995). During the study I observed that fathers were aware of having all supplements of nutritive food for their family but they were not checking about the practices going on among their children.

I sense that parents influence nutritional status by affecting energy expenditure and the time available for child care and food preparation. It's due to lack of awareness of nutritional food among parents and children, they miss the practice of nutritional food. Some parents have no time to make food so they indirectly encourage children by giving money to buy and eat food from the nearby canteen or they are loaded with the junk food in their bags from market.

When asked to parents of Bipin, they said that demand of the child cannot be ignored. They insisted on buying the food and they do believe the foods in the markets are edible that is why the foods are made for them. Parents informed that children spend most of their time with their parents and in school. The food they get are from parents, canteen or from their friends' circle. So who would be responsible for what they eat? Ishainformed that *“Without parents there won't be any nutritional foods on our diet. Parents have more knowledge than us as they lived their life till adulthood concerning about nutritional foods, proper sleep, studying etc. I have learnt what to eat at what time from them.”*

Parents sometimes feel so seriously responsible that mother feels it is her duty to make all the choices for the children at her home including the choices of food (Munger, 2007). It is true that the main planning of the meals usually falls on the

mother in a family. If she is aware, she will plan meals which are both appetizing and well balanced nutritionally. But mother specified even the kind of breakfast- cereal which each member of the family should eat is based on her own preferences. When one of the children dared express preferences for a different kind of breakfast cereal, the mother gets offended and interprets as an act of disobedience (Pollitt, 1995).

Shryock (1978, p. 161) has pointed that the responsible parents encourage the child's right to their individuality by safely allowing their preference to make choice. He argued that a parent's responsibility for controlling a child's conduct except in instances where the child's personal welfare is at stake or where principles of right and wrong are involved.

Mother of Binita said that *"We know we need to include variety of food for variety of nutrients but it's not in practices as such foods are expensive and difficult to manage all the time."* Binita reported herself that *"I think everyone gets well nutritional foods at home due to their parents."*

In this case, I agree that teacher has to communicate and get connected with parents about the student's needs and activity. The teacher has to encourage children to inform their parents about the foods they need in the school. I totally agree that a teacher has profound ability to connect with student's families and life outside of school goes a long way toward encouraging the student's willingness to work hard toward academic goals. I have observed that there is a strong relationship between parental school involvement and child's school behavior including academic performance, attitudes and motivation (Munger, 2007).

In the usual concept, parents view that growing children from one to five years has to be given more care for their nutritional diet and health care. Mother of Bipin stated that *"For my child I took very good care about his foods till he was six years*

old but as he starts developing his own interest of selecting and eating. It's his decision to eat what he prefers though we bring, cook and provide him the foods. We say to him but he makes it unheard and many times ignores." I am well informed that as the children grow, their demand of food is high but children are once grown up after their puberty, they increase in their appetite and eat whatever they want (Pollitt, 1995). If they could not manage to eat, excess food deposit in their body to makes them obese or low foods make them thin (Samraj, 1994). Hence at this time, children as well as parents have to care for the healthy diet otherwise they may suffer from disease related to nutrition (Sharma & Mishra, 2010).

In the study field, I found that children at puberty are practicing less nutritional diet compared to the children of below age. Small children are given more care on their diet by parents. However, once children start demanding their food choice, parents give less concentration on the type of food they are consuming. Then after based on the availability and demand of their hunger, children are given the food. I found an interesting observation that children's rate of appetite is high during puberty. In this case, I found boys showing and demanding more food compared to girls as puberty leads to deposit fats on their body. From my study, I know that the nutrients children had during childhood can be observed during their puberty growth and if enough nutritional food is not provided during their puberty time, they attain same height and body weight for some period of time but as they mature their skeleton and muscle get broader and thicker making them attain the growth what they got during puberty. I found that parents who are more aware of children's growth and body build up during puberty supply more diet to the children according to the need of the body. As the children get nutritional diet during their fast growing years, drastic maturation is seen as they enter the adolescence period being ready for womanhood

and manhood. Whereas parents who lag behind in economic value, educational level and parental care are unaware about the need of nutritional diet leading to change in their children's development.

With the determination of socio economic and cultural background, parents have to help their children make their own choices with nutritional values and support positive food habits (Coleman & Cressey, 1999). But in case of the Nepalese society, I found that due to socio cultural norms, still males are found to be unaware about the cooking and taking care of activities in kitchen. In the absence of mothers or a woman at home, it is difficult for male member to manage kitchen and children for long period of time. During my study period, I observed that fathers have less/ no practices of dealing with the household materials inside the kitchen. Males have greater responsibilities as breadwinners in our social context. Sharma and Mishra (2010) have mentioned that male/father assume as they have to do the outer work, so as to secure food and financial matter of the home or family. This responsibility informs them to look at the females as home makers and supervising children.

I have understood that the role of gender in our society has influenced and is deeply rooted. That is more in the competitive dual earner family and even parents give less importance to the breakfast as the working periods of people are changing. I have observed that aware parents practice good nutritional foods despite being homemaker or dual earner family whereas due to time constraint, business, easiness, economic management, parents provide money to children so that students enjoy freedom of choices. On the other hand, due to our socio cultural influences, I have found parents actively taking part in festival to celebrate enjoying variety of nutritional foods according to seasons.

Truth behind Malpractice

All living beings must eat to live and all have mechanisms that direct them to take food (Tountas, 2009) as when hungry, living beings respond by locating and ingesting foods and eating stops when hunger is satisfied. This means a hungry person searches for food themselves to satisfy hunger. In this regard, Bipin said to me in a pitiful voice that he has chest pain. I started further asking how and since when. He replied to me that he has been suffering from gastritis and the doctors said the chest pain is due to the gas formation in the stomach. He informed me it's due to empty stomach and they have sour, bitter liquid that comes out of their mouth. To my surprise, I asked other students as well if they have gastritis, which made them as well surprised as around fifty percent of the students raised their hand in which males, were more in number. It was him only who notified me about the number of boys and girls suffering from such problems. I asked them if they knew how this occurred; they said their science teacher had explained about the process of digestion and about the gastric juice produced to digest food as well. I found that they have idea that if there is no food in the stomach or good food in the stomach, it produces gastric which may lead to ulcer and cancer. In my inquiry, they said that in a hurry in the morning or due to not willingness to have food, they come with empty stomach in the school relying on canteen food during lunch period. But even to get the oily food from the canteen, they need to fight one against others. They sometimes, if the queue of the students is longer and if bell rings for next period, have to return with empty stomach. They afterwards complain of headache in the class unwilling to be attentive for the learning and writing. Nutritional food matters but I observed that a major priority has been given to learning and teaching. Here I found that food is important but it is sometimes substitute when there is emergence of work and study in school.

Binita argued “Live to eat or eat to live’. According to her right now she is in studies period so more focused on eating to live. *“We live with enjoyment and fun with our family and friends. When our friends insist, to build friendship we hardly say no though when our parents say to eat without our will, it sometimes disturb our activity. And we wait for our hunger and as per our interest we eat. If we feel hungry, we say to our parents or we know how we get it from the kitchen.”*

Even I observed that market products on their advertisements claim to have good nutrition for health promoting with no any risk. I found that some of the branded products are tastier as well as good for health. Even being educated we get attracted with the advertisements and consume the presented food unaware of the nutritional content of foods. We as human being no matter from any profession or educational background, we lose our control and get attracted and interested in enjoying food forgetting its consequences. It is an obvious scene with our enthusiastic youngster to enjoy a variety of food and food products made from anywhere, anyhow with any ingredient.

From my perspectives, adolescents have to avoid fasting, dieting or starvation during study age as it has lead to diseases early in their life and physical activity, exercise are good to increase appetite and reduce obesity (Stokes, 2002). For this initiation, I believe teachers play a major role in guiding and counseling parents and students as to encourage them to have healthy choices.

Barriers to Healthy Eating Habits

During my study, I found that there is lack of research on the dietary practices of the adolescents. Nutritionist Rajan Gurung (39, pseudonym) shared his experiences that adolescents have problems relating to diet as it contains low vitamins and minerals, prolonged hunger and filling stomach whenever they get food, not eating

staple food, inadequate drinking water. In addition, in case of Nepal there is no current policy that specifically addresses adolescent eating habits. Adam (1997) has identified four categories of barriers to healthy eating: individual, environmental, other behavior and policy. Individual barriers to healthy eating include attitudes and perceptions regarding foods, environmental barriers include influences of family and cultural factors, peer influences, media messages and structural barriers such as lack of healthy food choice in schools. Other behavior includes taking tobacco, alcohol, drug use that interfere healthy eating habits.

One of the friends of Bipin, Siddhartha said (eating an apple and showing to me) *“Ma’am, an apple a day keeps a doctor away”*. As he said only, Bipin came up with an argument saying *“No that is wrong, I don’t believe if that was true then nobody goes to doctor’s check up.”* In our nutritional foods, most of us repeat the same slogan about an apple, but studies shows that including staple foods, vegetables along with an apple provides the necessary nutrients for the body (Deaton, 2007). It’s not only the apple that maintains health; we need to include a variety of foods to provide necessary nutrients to our body. I found the students are aware about the different types of foods required for the maintenance of the body needs.

Sharing of Foods

Bijay brought a big guava in the bus and was very happy to show to his teacher and said *“Ma’am I have brought a ball and I am going to eat it.”* He ate in front of the teacher proudly and passed it to his friends. The friends as well enjoyed the fruit. After some days I saw that the same boy was fighting and complaining that a girl has said him beggar (bhikhari) as he was found begging food with his friends who were refusing to provide him. He was angry and aggressive, threatening to the girl saying

he can do anything when he is angry. Other boys were busy having their food among their own circle.

It is found that if they bring food on the bus as well they bring food stuff like an apple, bitten rice with liquid which would be difficult to share and they eat the whole. If some days they have to share, they ask friends the other days. They complain other students if found asking for food or they defend or ignore themselves. Because of the need to share among many friends, many students were found not carrying any food on the bus or even for lunch break.

I found that students from different classes get into the bus. Mostly the student of the same class or grade favor to share their personal belongings whereas the students from other grades or classes seek respect and mistrust until they share for a long time. Here they acted according to the behavior one has acted on them and they were sensitive about it.

Family Background

Development(2004) argued that poverty leads to improper socio economic status of the development in different fields of a child leading to less nutritional status of the students. NDHA study shows that the educational attainment is directly related to the economic status of respondents.

I perceived that living in the same society also, all the families of the students vary according to their attitude, standard, and intellectual background. They belong to the same social cultural setting but their practices of living are unique on their own understanding of life events and experiences (Wickrama, Conger, Lorez, & Elder, 1998). Similarly, I found most of the students have different family backgrounds with different stories hidden behind them.

Susmita, a student of class nine, was found to be with her sick mother and grandmother. She has to give more time on household activities, looking after her class five brother's studies and continuing her own. Her father is helpful as he gives time to help her during morning and evening. When asked she said *"For me family matters a lot and the same they do care me about my progress and educational achievement. They ask me to do more hard work but I know there are different factors that hinder me. Most of the time, a female has to be busy in the kitchen. I can cook food, wash dishes, so as my family could eat together which is joyful every day. I know I can do more effort in my study and am trying as well I have to (stressing more) to give time to cook food daily so..... and I am worried about my family."*

She is physically a strong girl despite looking emotionally altered. She cooks nutritive food as per the need of mother and grandmother which is brought by her father every evening while coming back from work. She is well aware about types of food to be cooked at home and as well she takes home made lunch with her as well. She further replied *"I like to have fun with friends sometimes. They go to school canteen and ask me to be with them. I take my lunch box with them into canteen which I do not like most of the time. So I prefer to be in class with other few friends."* When talked to her teachers, they are mostly unaware about her work at home and family matters. Despite they complain that she gives no attention to her study and her foundation of knowledge is not so good as she achieved less in the exam result. They also have the complain that her parents never meet them during parents teacher meeting to discuss her educational progress. I found that teachers were unaware about students doing and focus on educational progress only. I picked up this story because here she represents as a feeder, a worker in kitchen who has to be aware of food

practices and its value to support her family. In my observation I believe she is not a less achiever in her life.

Bijay from a well educated family and having a good socio-economic background was found to reject foods brought from home. He was mostly found playing with his friends in the ground. I found him not going to canteen to have his lunch food during lunchtime as well. After spending hours and talking to friends, it was revealed that he was even not found to eat his food either during morning or evening time. After some days, he said that he has problem with the family members. He has a stepmother who cares for her but could take the position of mother as he has not accepted her as a mother. So he could not share the love bond between each of them. The parents were worried about his behavior and future. The child at least was doing his best in his study. But his activation and participation was dull in the learning activity. The class teacher was found to know about this and counseled once whereas other teacher takes him as getting lazier day by day in his work and lacking attention in the class. Teachers hardly know that the child was ignoring his food for a period of time and not performing well in his education due to his personal matter. As I noticed that the child spends most of the time in school among his friends and teacher, if he could share his feelings with someone and get adequate care and counsel he may not be starving, harming himself and his future. If teacher gets the clue that child not eating for long period then different mysteries behind it could have been solved.

Archan who regularly attends school and gives her full effort to learning was under my study. She was found not having her day meal as she said it was time consuming for her to prepare and eat the food in the morning. Her parents who are in duty leave the room early in the morning. Mother cooks the food for her children. The

junior brother and sister who are more starving ask more food with her. Instead of saying no to her brother and sister, she gives her food to them and stay hungry till evening. She said if got chance, she eat with friends. She was focused on her family and her study rather than other activities. But she kept the truth behind. Teachers were unaware as they have never asked about it to any of the children. On further approach with her, during menstruation period and holidays, she said she feels hungry and eats till her stomach gets full. She raised a question “*Why is that the wealthier kid always seem to get all the advantages?*”

Even I found hunger as a great teacher. Bipin revealed to me that his source of inspiration to do better in life is because he has seen and experienced hunger among his family members and himself. He enjoys his foods among friends but he wishes the same enjoyment with every members of his family every day. He wishes to bring all the food at home because his understanding poverty means lack of money to afford good food, home and clothes. He aims to have a good profession in his life in order to earn good sum of money to fulfill his wishes and lead a better life. He smiled and said to me that this is the reason he is trying to do good in his study. But he asked me further that in these days students from boarding schools are doing far better in their overall development. They have more chances of opportunity in coming days but will we students in public school get the chance to meet the opportunity that they have in future? He further replied that “*If we have money, who won't know what to buy. When I will earn, I will be having all the tastier and expensive foods.*”

I felt the great teacher is the real meaning of hunger he has felt for his development to uplift his family and his future to better life. But due to the class, status, prevailing power within individual and society, one has to come with such consequences. The child has understood the meaning of hunger, importance of family

and his doing but yet to know the prevailing hierarchy present in the society as I found that poor people are in inequality in access to resources, marketing opportunities, physical infrastructures and income earning opportunities (Adhikari&Bohle, 1999). Physical growth on height and weight status is not the sole factor of development (Deaton, 2007)which is determined by genetic potential and by net nutrition indicates living standards, in both health and income as well to do better on cognitive tests and live longer is an inconsistent and unreliable understanding. According to him, people may manage to grow tall even at low incomes or low calorie intake.

Under the observation, I found that some of the children despite having genetic order I saw in their parents, growth of them was not as per the genetic traits. Just looking at surface, I assume that taller parents have, not much grown children during adolescence period as well. The parents I observed were busy parents; their children were assisted during childhood by the parents and as a grown up, they were given money to buy food in the canteen usually. Besides this, they followed normal diet in the mornings and evenings.

Shrinandan (2008) focused on the prevention of malnutrition diseases by lifting economic development to get rid of poverty, measures to improve family diet, nutrition and health education, food fortification and other sectors of health. According to World Bank, not less than 12 US \$ is needed to provide health care service in developing countries whereas government of Nepal spends US \$ 3.10 per person per year for health (UNDP, 2009). Inmy understanding, choosing food to eat, abundance is one thing and adequacy of diet another. Unless an individual has enough foods in stomach with necessary nutrients, no matter what ever present in the home, market or nature is useless. I found from the study that many people are living in order to fulfill

their basic needs. In my view, until and unless basic needs of people are fulfilled, it's a nightmare to assume development of other sources.

Within Time Bound

Breakfast is very important as it implies the first meal of the day (Shryock, 1978) during night energy necessary to carry on vital physiological functions has been drawn from the body's stores until these have become partly depleted and with the coming of a new day, it is important to replenish them and to make sure that the body's nutritional needs are satisfied in time for the body processes to carry on without handicap. Shryock insisted that breakfast should be nutritiously adequate and should consist of more than just enough energy food to carry function through the next couple of hours. Knowing the importance of breakfast, I was interested to know on the breakfast practices of students.

Binita said that it's time consuming for mother to cook the food daily and she feels lazy as well. She complains about what to cook as we demand tastier and variety of food with her. She argued that *"The problem is that we throw foods means we don't want to eat the food that we get. She gets upsets early in the morning most of the time. So father suggested giving pocket money for us so as to eat whatever we like in the canteen. We collect money from each friend to buy foods and enjoy our food from the canteen by sharing with all. It is favorable as well as we have fun with friends. Our friendship bond is stronger because of this. We know we need to have nutritious food but this time we have to enjoy our school time as well with our friends. We had enough nutritious food when we were children and we will have more when we collect and cook our own food for us and our children. But at least we could enjoy our time period here in school with friends."* Her parents informed that it is obvious, everyone feels lazy to have same food with same taste for some period of time. She said *"We*

are busy parents, so we many times order from outside and take our children outside as well for entertainment. But we don't mean to say that we allow any type of food for our children. We want them to have nutritious food cooked at home. But their taste has changed already and they want to have fun with friends." Teachers added that we were also same when we used to be of their age and mentioned "*We like to ignore the food brought by our parents in our room saying we are not hungry but we understand the essence of the food and love they gave for us. If the time could have repeat I would have eaten that food and got stronger than the present.*" I have found indirectly there is appreciation for the children's deeds from parents and teachers as this is the meaning of enjoyment of life for them.

During observation, I experienced that private schools run from 8 am to 4 pm. Students have to be at the bus stop at 7:55 am and they return in the evening at around 5pm to 5:30 pm. So, breakfast has to be ready early in the morning. Shaily (Parent, pseudonym) said that "*If we do not work in time, many times children do not get enough time to eat prepared food. We have to provide them extra money to eat what they like at school. If they miss or forget foods from home, that money could be beneficial in times of need.*" In contrast, I found among public school students that they have enough time to eat warm homemade cooked foods in the morning. Children, usually girls, at this level are ready to help parents in cooking matters. This reason is taken as granted in their education. They are not regular to school and miss classes as they have to look after household matter. They give reasons of headache, stomachache, hospital visit or household work for being absent. Amita (Teacher, pseudonym) informed that "*As students don't need to show more effort in attending school they don't seem to be more careful about it. They seem to be diverted from study despite putting attentive and hardworking efforts.*" From this I have observed

that pressure of school time and dedicate commitment to their learning activities adversely affect the teenagers' eating habits.

Social Cultural Influences

After the whole night rainfall, there was an interesting and busy day for most of the Hindu women as it was the third Monday of Shrawan 15, 2069 B.S. I woke up, took bath and did puja at home. Also the important thing for me was I felt good for being part of the system. I had completed morning duty as I headed to school to collect more information. As every day brings surprises, I was curious to have interaction with the school members. As I observed, there were less number of school students and late arrival of female teachers and students was noticed. The public school, in my study field has morning classes for lower secondary level. After their arrival, on my questions they answered that they went to temple with friends. Even one of them reported that she was with her mother, as she was compelled to attend with her. The conversation has been stated as below:

Me: Why are you late for school today?

Girls: Yes, Ma'am! We went to Shiva temple nearby

Me: For what?

Girls: Ma'am, don't you know? Today is Shrawan ko Sombher (Monday of the forth month). Every girl visits to Shiva to ask for their future husband (giggling), Have you not taken any fasting? (As they were curious to know about me). From the day first we are taking fasting and doing Puja as Parvati did to get lord Shiva and her wish was fulfilled.

Me: (I stayed quiet for some time and asked again) You will be late for your study. As a student you should have studied in the morning rather than wasting time for going out. (I raised this question as I wish to see their reaction.)

Girls: We study most of the time but when our culture matters, it gives our identity. As a girl, it helps to create a space in society. However it's not just only education that matters in our society but our attitude towards culture values a lot. For such norms, we can create any type of environment.

The social cultural theory presented on this is linked with the value of one's cultural norms. The practice one has been given through the period of their ancestors values a lot and they emphasize practicing in the coming days as well. Some of the people have found to have changing food habits from the ancestor's line. They are in the transitional period of the change of their food habits which have brought change in their nutritional intake.

Binita informed that *"We can tolerate our hunger if there are friends with us. We share our jokes, fun, sorrow and entertain each other to understand the moments of life."* Bijay was found to have negative attitude usually irritation, answering no good questions when they have no food in the lunch break and even they have no friends to enjoy their time. However, for Bipin, if there are good friends to enjoy their time with for gossiping, pulling legs, playing, chasing each other and sharing information about each other at any time and place, they forget everything even their hunger. So, they were happy to take fasting or skipping their lunch during study time as well. I also found them active in the activities of their interest.

The other cultural occasion was the day of Janai Purnima, 18th of Shrawan, also taken as Kwanti Purne. According to Hindu religion, the Mahadev has gone to Gosai Kunda to take a bath. It is believed that from today winter has started. In our local belief, it is the time when farmer will complete with the planting of the rice seedlings in the rainy season. They will be wet from the period working in the wet field. Most logically, this is the time to feel the change in the season. Sensation of the

chillness in the air marks the beginning of the winter season. So to preserve health and save from the cold or to remove coldness from the body after working for long in wet field, culturally I believe our ancestors have marked as a festival of KwantiPurnima or as JanaiPurnima. This is a festival when Kwanti, nine types of grains soaked in water three days before, till the time they germinate with their sprouts is believed to be very nutritive for all which preserves health and prevents the body from cold. Since the ancestors' time, it is an ongoing process. At our home, my mother has germinated the sprouting nine types of grains as Kwanti and today the entire family members make the mutton stumbling (momo), working together. The made momo will be dropped in the hot boiling Kwanti for a period of time till it is cooked. A part of it will be separated for the god and Pitri by the cook and the remaining will be distributed among the family members. Other any types of food will not be cooked but the whole day will be celebrated with Kwanti only. I love this day and we enjoy cooking celebrating KwantiPurne with every family member.

I am also very happy to conduct my study in these days of season, because it is a season of boon for all the nature dwellers as nature is nourishing everyday with its products. I am also very thankful to our ancestors for forwarding such a festival as a culture through which there will be nourished people after generations and generation. The first of the Magh is also marked by the *Maghesanskrati* - feeding ghee, *chaku* (concentrated saturated sugar), sweets potatoes, and yam along with soups of meat during lunch. As it falls during the winter vacation, I called parents as well as students to know about their celebration. They informed me that they have celebrated the *sanskrati* enjoying *chaku* in the family as well they have called the family relatives or visited them. Culturally, it has strengthened the bond of love, care, togetherness and over all, for me helped to maintain warm health in the cold season of Magh. The

people have been nourished by the culture and protected from the cold and bad health. As a whole naturally people are aware of the change factors of season and the change that occurs in the body and change that a body needs to adjust in the changed season. During the study, the festivals like Janai Purnima, Dasain, Tihar, Id etc. were observed. The culture has created a nourishing get together among family members to make their body, relation as well as mind healthful and prosperous.

According to the culture, we all have a certain food norms and value. With it brings the new concept of practices and lifestyles. These concepts of common balanced diet in the food forms may not be applied for a long period of time because everyone is in need of change. So foods variety has been included in the culture to fulfill the needs of a body and relationship among family members and relatives. Recognizing variety is a key issue in selection of food items which is solved by festivals.

Man eats what his forefathers ate, if possible and what his environment offers (Behrman, 1996). I found the culture or ancestor's food practices as the rule and regulations of home. I found that joint family practices follow the same food value whereas in single family, food stuffs are modified with food patterns. I believe adolescents experiences with the social resources, norms and value as most critical for self development and growth of the new generations which has been followed from culture with nutritive values. I assumed being a human in this nature, a conceived baby develop in the prevailing inequity society with initiation of inequity by birth. The socio economic, educational, status of family where a baby gets born determine a great enforce of development in his/her future. I view, society has created such norms and values and that the child develops within that environment to compete with life.

Gender Diet Differences

Shryock (1978) has focused on adolescence as a period of rapid growth and tremendous activity with greater appetite. According to him, the adolescents need not only abundant calories to provide energy for activity but need protein, vitamins and minerals necessary for the growth of body. He insisted on providing a good breakfast and first meal of the day to adolescents. He further mentioned that this rule is particularly important for adolescent girls as her ability to give birth to a normal, robust child and at the same time retain her own health depends upon her favorable nutritional status. In my experience, men got the lion's share of food, clothes and health care at home, while women preserve on meager food and endure their illness in the spirit of self sacrifice which is a matter of social injustice and gender issues. I remember myself when I was a child, being angry with my mother with partiality created during distributing food. I used to say if my brother being a boy gets more care in everything he demands then I will also like to be a boy. I used to put forward this statement among my friends as well.

The literacy rate of Nepal as mentioned by Nepal Population Report (2011) has recorded tremendous gaps in literacy level in school enrolment and the length of time boys and girls stay in schools. Record of CBS, 2012 mentioned that female literacy is 75.2 percent and 89 percent male are from urban and 57.4 percent female and 75 percent male in total. I am thankful to my parents for providing equal opportunity in education, the data show that this is no equal share of facilities to everyone. The data on calorie intake between girls and boys are different at different ages. So my arguments with parents were worthless.

Table 1

Average Daily Caloric Intakes between Genders in the Adolescents

Sex	Age	Requirement
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Female	11-14 years	48 Kcal/Kg/day
Female	15-18 years	38 Kcal/Kg/day
Male	11-14 years	60 Kcal/Kg/day
Male	15-18 years	42 Kcal/Kg/day

Source: Food guide pyramid adopted for adolescents from USA of agriculture (as cited in Uprety, 2011)

Girls due to addition of fats in their body which increase in weight lead to follow dieting rather than physical exercises (Thakur, 2006). I observed that girls compare themselves with thinner boys with feeling fatter and tends to go for dieting and fasting.

Role of Teachersfor Nutritional Habits

“We are only telling children not to eat junk foods and we ourselves are doing”- A science teacher (Rosani) remarked. But she could not force her hand out from the provided potato chips and after chewing, her comment was *“Its salty sweet”* rolling her tongue producing a tasteful sound. She further said *“Unless we taste the food we may not know whether we like or not but once we like it we like to consume more”*. This study found teachers enjoying the junk foods at school which is not actually allowed for students. Knowledge is a power that is totally true for healthy eating habits (Bentley, 1998). However, in my observation, those who are responsible to guide students to follow good eating habits were found themselves enjoying it. This is a reason given on behalf of health promotion from a teacher in regard to make choice through awareness which is actually not practiced in every couple of hours. A teacher (Binita) mentioned that *“It is not how external factors affect us but it is how we react to those external factors. It’s by human nature that they have learnt to adapt in any changed situation for their existence.”*

The discussion and dialogue made by the teacher on the available food in the canteen has been mentioned below:

“The rice is steamed with baking soda so as to make it look more and full the stomach faster in the canteen. So is done outside restaurants or hotels.”

“Fried foods are tastier but they contain more oil which is not good for health.”

“I will never have again in the canteen as it has done so delay to bring a cup of tea as well.”

“My stomach is aching after eating lunch in the canteen.”

During a training session, Shaily Thapaliya (pseudonym) trained her teacher mentioning that *“Hungry children could not concentrate and study properly. So they need break and teachers need to request parents to bring nutritious homemade foods for their children.”* According to her experiences, if children’s physiological needs are met, then they are more attentive and receptive in the classroom community. She further mentioned that children who are hungry cannot study and effort to teach such child fails. It’s a teacher’s duty to confirm on the problem facing the children so as to help, counsel and make readiness for the effective learning. Usually, I observed in the present situation where the children are found to live with their grandparents, uncle aunt as both mother and father are abroad, children are not open to them as their needs do not match according to their expectations. She added *“A caring and supportive teacher can do much to promote a child’s resilience.”* The research undertaken by Alexander Schauss states that when junk food were junked, the delightful teacher reported quieter classrooms, more attentive children, peaceful bed times and all round a higher level of academic achievement (as cited in Samraj, 1994). It means that if

teacher gives effort to practice nutritive foods by understanding children's problems then learning could be promoted.

I found that after the training, SujataKarki (Teacher, pseudonym) expressed her ignorance saying that *“As a teacher, we are in the classroom to teach only, we don't know that we need to look for child's food, clothes and problems he/she might be facing.”*

I found that teachers mainly have understanding that school health in terms of curriculum is practiced less at school. I noticed health education and health promotion as an essential element in teacher training. School Health Programme Strategy has stated that children spend about one fourth times in school and teachers are the ones in school who can observe daily status of children's health so child development is influenced by teacher health and nutritional status. For all, I came to know that class teacher plays an important role to improve health status of a child. If a child is feeling uneasy, then they can be suggested to eat healthy food and avoid hardships in physical exercises. Class teacher can encourage children to make self decision and solve health problems which I observed less practiced in school premises.

Selection of Foods

Binita informed that *“I sincerely know that every person has to follow good dietary practices with full rich of nutrients that supply enough protein, carbohydrates, sufficient vitamins and minerals and enough roughages and water for proper functioning of all the system of active body. I think most of us are influenced by the market as most of the people do not have their own farm. When I go to market, shops, I find most of the foods junk with rich in sugar and fats. We buy according to our preferences, interest rather than other. We are also attracted by the foods that seem to be tasty, either by its wrappers, color, smell or presentation.”*

Bijay stated that *“Both my father and mother are conscious regarding nutrition and prefer homemade foods for me affecting my nutritional practices. And I definitely think that my nutritional practices help in my learning as I can have idea of importance and advantages of nutritional foods and learn about different diseases caused due to its lack.”* I observed all students support parents for nutritive foods and claim market for wrong practice of nutrient.

While talking with the parents and observing their daily activities, a key question that used to strike in my mind was about the sources of food. As availability of the food matters, I studied in the selection of food by the parents and students based on their interest, availability of the food, influence of media and economic and religious patterns of the parents. Parents made it clear that there is no adequate substitute for fresh foods. Fast food is a quick answer to hunger. It might be the reason for the high demand of fast foods in any condition in any places that are bound with time constraints and seeking yummy foods in the places like canteen, restaurants, market and even at homes now-a-days. Roshani (Teacher, pseudonym) stated that students often eat an insufficient amount of fresh fruits and green vegetables. They are often lingering on the soft drinks that are not so good for promoting optimum growth and development. Many of them adopt the current fad diets and become victims of food misinformation.

I studied in terms of responsibilities and duties and found that children like to work out on the basis of fun and enjoyment. Children are encouraged to be fed by parents. Here as they have no idea to find nutritive food, they are dependent on parents for the food whereas as children become bigger with the knowledge of nutritive food, they prefer taste as enjoyment. I sensed that an important boon is that nature has enriched food with its own nutrition varying with different natural tastes.

Natural food has nourished people in an unaware way and the knowledge of such nourishment has been practiced from generations to generations through ancestors. Humans have learnt to make it tastier by adding different cooking methods with a variety of spices that change the taste as desired. The access and availability of nutritive food among the entire group link up with the food security and the selection of the nutritive food in the prevailing market food economy (Adhikari & Bohle, 1999).

In selection of the nutritionally appropriate foods, I have recorded some dialogues which I have mentioned below.

“I don’t eat the food that I don’t like. I like the food that has good taste which appetite my hunger.”

“I agree that I don’t drink sufficient amount of water that my body needs and even I remain starved for a period of time.”

“I don’t feel hungry until I feel it.”

“Empty stomach makes us less attentive, sleepy boring, yawning which makes us lack concentration while learning is going on.”

“It’s not that we don’t like to play when we are hungry. I and our friends, we play when we have no food in our stomach also. The problem is that we feel tired and restless after playing and trying to concentrate on learning. He adds jokingly if our nearby friends know about the sound produced by stomach because of hunger, they make fun of it and even I do so.”

It seems that the child is aware to have the nutritional foods in the first priority to be safe from diseases only. Because of which the child can have effective work done and bring the essence of life in his/her life. And for this, they informed that parents play an important role for nursing a child. To bring into exercise is a difficult job as different factors from individual and society interfere it. Susmita very frankly

shared me that *“Ma’am saying is easy but doing is really hard.”* We know so many things but everything is difficult to bring into practice.

Uprety (2011) has supported that eating habits of school going adolescents is altered and the numbers of meals are eaten away from home due to a move towards independence. Finding of her study include that snacks are usually selected on the basis of accessibility rather than nutritional merit which is becoming more and more part of the habitual eating pattern. Even overeating or under eating during adolescence present special problems. The desire for a slim figure embarks nutritionally inadequate and deprives their growing bodies of essential nutrients.

Adolescents’ eating habits are changing due to high value that teenagers place on peer acceptability and sociability. I studied that for students sources of the food are the parents, teacher, society and media. Their interests were from their parents and market advertisements. They are enthusiastic to try new experiences and try different food depending on their moods, availability and friends circle. Kozup, Creyer, & Burton (2003) have reported that when favorable nutrition information or health claims are presented, consumers have more favorable attitudes toward the product, nutrition attitudes and purchase intentions and they perceive lower risks of heart disease. I observed that as most of the foods are brought from the market, despite the label of nutrition facts, many are unaware about the effectiveness of those foods. Many prefer the taste to the nutritional foods. I have observed and experienced myself with the fact that even we who are adult look for such products whose advertisements claim them to be nutritious or health risk free. The children tend to believe it. That is the reason why children after seeing an advertisement of health boost like Horlicks or others which claim to make child taller and shaper have high demand of them and I observed parents doing so. Is it a good practice? Has the health

booster really boosted the children's cognitive development? I believe it's an unfair play of business with the consumers' emotion. It's ruthless to follow such claim without any information of it. Teisl, Bockstael, and Levy (2001) have argued that nutrient labeling significantly affects purchase behaviour but does not lead to increased consumption of healthy foods. I found a strong influence of market and its advertisements on the food practices of most students.

Lack of Strict Rules

In my understanding, the plans and policies made by the school management are not only the yearly schedule which gets repeated and carried by school personnel every year but they are routine habits which have to be implemented to check the overall development of the children each day.

I observed a teacher complaining about a child. Here, I would like to put their conversations. I asked the boy if he had his lunch in school or not. He replied that he had his food.

Teacher: *Have you taken your lunch during lunch break?* (He was found at the corridor of his classroom)

Boy (Bipin): *Yes Ma'am, I had (smiling and trying to be away from teacher)*

Teacher: *Within this short period, what have you brought?*

Boy: *Noodles, raw noodles. I had with my friends (he was opening his mouth to show the proof)*

Teacher: *Ok where are you going now?*

Boy: *To play (he runs away).*

The teacher on her lunch duty moves to the classes. When she comes to the class from which the boy came out (his class) she was surprised to see girls only over

there with noodles packets and lunch box. She further asked the girls if Bipin was here. Girls first said nothing and look at each other.

After a period of standing there, the girls (in a complaining voice) said "*Bipin asked food with girls. He asked little with every one of us when all other boys were outside.*" She informed that they come in group. Many times we don't give him but he will stay asking and if we don't provide, he even threatens us.

Teacher: *Have you said this to your teacher?*

Girls: *Ma'am, this may be a small matter. He is our good friend and he supports and helps us in our difficult work so we have not said to our parents.*

After the lunch duty, teachers informed the class teacher about the conduct of Bipin. The class teacher reported that "*I know about it.*" At first Bipin used to ask me money saying he has not brought his lunch box. He got habituated and started to ask for many times, so I stopped. And nowadays he is habituated with asking with friends. I personally met Bipin and asked him about it. At first he refused and said nothing but after a period of time being serious, he answered me.

Bipin: "*Ma'am I feel hungry. I don't get time in morning to have my food. I am with my grandparents. We have a joint family. They cook food in the morning which I don't like. I don't like to eat at home. I become hungry at school so I ask with my friends.*"

Further knowing about him, I came to know that he had a single parent mother who is working outside the country leaving him when he was small. He is under the supervision of grandparents who are old enough to look after themselves. They tell the daughter-in-law to give proper food to Bipin but that voice is unheard. His mother calls him after a period of time for asking about his educational achievements and progress. He said he is fine and informs no any bad moments at grandparent's house.

When I analyze this situation, working mother has given negative influences among their children usually who leave their children in the period when they are in most need. The love and care provided by mother can be seen as deprived of food which Bipin tries to find among the girls asking their cooperation.

I raise the debates considering the quality of education on life discourse that needs to inform reality of the lived experiences voiced by the children themselves and the reality constructed by their parents. I believe teachers also have to know about the problem the children are facing and try to solve the physiological or psychological needs of the children at school.

Demand from Children

Two children of a family have problems because of their behavior shown towards lunch food. The elder brother(Bijay) asks money from parents for lunch. He has insight on the importance of economical value. He said“*I can have my own choice of food made in the canteen with my friends. No any friends of mine prefer to bring lunch. We enjoy together.*”

The youngest brother (Binaya) likes to copy the same of his brother and asks for money from his mother. He has already lost his money twice in school. The mother wishes the youngest to carry homemade lunch which he ignores. She complained that “*Children’s habits are being spoiled as they like to eat their own way.*” Children themselves do not like the food from canteen. They complain it being unhygienic and oily but they said“*All are eating the same, even teachers enjoy eating together with friends as it is the school life.*”

For me, this may be the reason that they understand about monetary value and its importance. The dependency attitudes are seen much among adults in the materialistic world. Social relationships are the very center of life for all (Best, 2003).

It means having friends who care about us and who we care about is an essential part of human existence. Munger (2007) has stated that friendships play a strong role in supporting our sense of self worth, in learning about life and in growing with social competence. He has further mentioned that children with a larger number of the same age peers in their networks tended to receive higher academic and behavior ratings from their teachers throughout the school year. At the same time, a child with a large network of superficial friendships can have less support. He acknowledged me that a child must have friends in school in order to feel connected to the school experiences. I studied the junior are following the practice of friends and elders in school and demanding same from parents. I believe this finding stated food as a symbol of hospitality and friendship throughout the world (Manay&Shadaksharaswamy, 2003).

School canteen revealed that if we do not make food as per the demand of the teacher/ students inside canteen, who are going to eat our food? Our business will be down. So we have to make food as per their interest, taste as well. Usually in this condition, we follow the demand and taste of teacher/ students which has been included in the menu. Hawkes and Ruel (2006) has informed that health affects people's abilities, needs and desires to consume different amounts and types of food. I found teachers are the leaders to change menu in the canteen and demand based on purchase by the students and teachers are affecting most in canteen as I observed teacher demanding soft drinks, oily momos, chowmein which I believe unnutritive. From here I understand man's basic drive for food is to satisfy hunger from the almost unlimited variety of foods (Jacobson, 1997).

Changing Pattern of Foods

Shryock (1978) has mentioned that the people usually decide to eat in two ways 1. They eat what they please or 2. They eat what is best for them. He meant that

judging by appearances, most people eat what they please. Those who eat what they please become slaves to their appetites. He argued that appetite is a safe guide (p. 378). According to him, appetite being changeable and easily conditioned as a fickle guardian of health. Another group of people choose their food in the light of what is best and thus make their appetites the servant of their intellect. I reckon that a person must know what foods provide the nutritional elements needed for the body.

From my study, I found that family of the low economic status consumes nutritive food as to sustain survival day to day activities. Use of simple homemade food is basic but sometime there is change in the taste whereas parents having high economic sources have provided their children with double lunch boxes - one for school and one for bus every day. I found most of the time children carry market food to have values among friends and enjoy expensive advertised foods. They enjoy food as a luxury rather than a need- a basic need. This is mostly seen in the family/ students from of private school though children of medium economic class follow the same pattern. Regarding this, Binita informed that *“As it is shameful when you do not have your own food because when you go looking around, others perceive you as if we are asking with them and they take us as beggar. This is unlikely when one has own foods.”* This study encourages food practices of society to understand and identify what that society is about.

Shryock(1978) has informed that one’s appetite tempts to eat more food than the person should as people enjoy food with pleasant sensations from taste buds and when s/ he stops eating, the pleasant sensations stop. And too often a person allows this enjoyment of food to dictate how long s/he continues to eat. Thus some people eat until they become uncomfortably full rather than stopping when they have had enough. In this way, a person can become a slave to his sensation of taste. The

pleasure of taste depends upon the presence of food in the mouth, not upon how much food is actually swallowed. A person can prolong the pleasures of taste then by simply eating more slowly as one's taste for food is satisfied by keeping food in the mouth longer while swallowing less food in the course of meal. As a students have high appetite and less time I have observed them eating fast as could as possible. This might be the problem that they have problems with digestive system.

School: A Living Place

In our group of students, we used to take school life as the golden period of life. The charms, fun with friends, fun with learning, dedication, exploration of new interest, enthusiasm at this time are a lot of interesting things to make the wonderful time period of childhood more memorable and productive. I believe everyone enjoys recalling those lifetimes, hardships they faced, fun they had troubleshooting problems, fun they had among friends during the most critical phase of their life. As said a coin has two sides, moreover viewing things from multi dimension, we can analyze that coin from multiple perspectives. The fun we had during our childhood can be seen through the multiple aspects of emotional, social, cultural, psychological, physiological perspectives linking with the norms and values of the society.

School follows certain time table according to which one has to make schedule for eating foods. I realized that climate and culture of a school is one of the most important prevailing conditions to offer the emotional and physical security to school children as schools focus on promotive rather than preventive and curative health strategies (Samraj, 1994). Bipin argued that he doesn't practice nutritional foods well as there aren't many varieties available in the canteen. He said *"Generally, I don't bring home made items and during lunch break boys rush towards playground. So I don't enjoy nutritional foods at school."*

Attending school does not necessarily ensure that children are exposed to a culture that promotes the types of skills and orientations that we believe are most important to health and the culture of schools themselves may divert students from values associated with achievement and health (Mechanic, 2007). In this sense, he has mentioned schooling as a “black box” that needs deeper investigation. In our general understanding, year of schooling is a crude proxy for the acquisition of skills, knowledge and personal agency. But I found that nevertheless, the literature suggests that by elevating educational attainment, health gains are likely to be significant (ibid, p. 551).

I found school being a medium to promote use of nutritional foods among children but could not play a key role in practicing nutritional foods within school premises among students. I felt strong rules and regulations regarding healthy eating within school premises have to be emphasized and orientation of the teacher regarding the importance of healthy eating within teacher students and staff members have to be promoted in the school premises.

Role Model

Professional and social life, activities and practices that the teachers follow are taken as a role model among the learners (Bhattarai,2010), therefore it is much essential to consider which practices and behavior a teacher should follow to ensure quality education in school.It’s no doubt that teachers are role models for the students. Students are influenced by every word, activities done by the teacher. Every activity of students is influenced by the saying and doing of the teachers.

The teachers’ attitude and behavior plays a great role to influence behavior of the child (Bhattarai, 2010). Here the issue I observed is that teachers are ideal but the ideal personality varies in their professional and personal life. They fluctuate as they

say differently in front of learners and do differently outside the learning environment. In public school, I found it is important to include educational performances of students, registration of absence due to illness among students and staff sick leave, issues coming up in staff and parents meeting regarding school health policies and information on the current status of the schools organization, housing and activities with a possible impact on school health on the attendance register although I have found that it was not brought in practice much. School nutritional plan or school health promotion has to be included in the school plan as an integral part of school policy. I believe this may strengthen the expertise and skills already present in schools and fill the existing gaps that appear.

I have found teachers are more confident in teaching health content and knowledge than they are helping students to develop health related skills. This has implications for curriculum designers, resource developers and teaching professional's development. Teachers do not necessarily accept the notion of the health promoting school and they regard implementation as an extra task and an aggravation of their burden. They claimed management to take care of it and keep extra personnel for the work. Parents informed that as the children grow older, they give less importance to every activity regarding choice they make in their life of any matter. They wish children take their logical choice in their self decision making preferably guided by the parents through counseling. They say now children are grown up to take their own decision as they know what is good and bad for them. They need to choose their own path. I have observed teacher and parents themselves following the food practices at canteen, staff room or at home which is not suitable for the children. They as a role model follow such so students bring argument of their own.

Inadequate Foods and Time

The last moment of the school is really in a tense longing time as I found everyone hurries to home. They are impatient to leave the school premises. Under observation, I found students saying “*Do hurry, I am hungry and there is so much homework to do.*” Even teachers are tired and eager to reach home earlier. Walkers rush to their home and students who take bus are in a hurry to leave. If bus arrives or makes it late, then I observed them feeling sorry for their stomach.

Amita (Teacher,pseudonym) said that school time has pressurized them to work more and they hardly get one period to sit, have their lunch and relax so as to get ready for next period. The management committee are not practical so as to provide good environment for teaching learning. They want less teachers and more number of students in the school so as to make us work like a machine.

Plotnik (1999) has mentioned that the way in which we satisfy our hunger drive- when, where and how much we eat – is influenced by biological, psychological and genetic factors. His information is that biological hunger factors come from physiological changes in blood chemistry and signals from digestive organs that provide feedback to the brain, which in turn triggers us to eat or stop eating and psychosocial hunger factors come from learned associations between food and other stimuli such as snacking while watching television, socio-cultural influences such as pressures to be thin and various personality problems such as depression, dislike of body image or low self esteem. In the same way, genetic hunger factors come from inherited instructions found in genes. These instructions determine the number of fat cells or metabolic rates of burning off the body’s fuel which pushes us toward being normal, overweight or underweight. According to him, peripheral cues, signals of feeling hungry are given by a number of body organs that are involved in digestion and regulation of blood sugar(glucose) levels which is the primary source of fuel for

body and brain. He has further mentioned that first the stomach monitors the amount of kinds of nutrients our body needs to restore our depleted stores of fuel. Then stomachs signals about fullness are monitored by a particular area of the brain, the hypothalamus, which is the master control center for hunger and eating behaviors (Schwartz, 1996, as cited in Plotnik, 1999).

The important dialogueregarding this theme are mentioned here as below.

“I can eat more, I get inadequate food so I eat whatever I get.”

“I feel happy when my stomach gets adequate food.”

“I can eat my best food as much as I want.”

In my view, one cannot eat more than the stomach full but the children’s desire is high that they feel to eat more foods which according to them are inadequate.

High Number

Private and public school management committee brought their argument that they have high number of students and have less manpower. It is unmanageable to provide education, make them disciplined, follow rules and regulations as well as provide food to every child. Regarding their food management in school, they informed we need more manpower in the cooking sectors with access of high quantity of food with quality. So management committee couldn’t handle all this. In private sector, for hostellers, preference is given for their dining in the morning, afternoon and evening. Healthy foods are provided to them based on season. They are able to eat warm food provided in the dining hall. For day scholars, I found that this duty has been given to canteen through management sectors where teachers also visit for their lunch.

In public schools, as children are allowed to leave school during lunch break, either they have food from school canteen or nearby hotels. Mostly vendors are found

nearby school gates where children visit during lunch break and after school. Record of the students' absences due to effects of nutrition problem or related to health in school is a crucial element to know the health status of the students. In a public school, attendance register provided to class teacher has to note the reason of absences. Two columns have been provided where class teacher records either present or absent in former and later with provided reason for absences if any. Codes are given for identification like a. for stomach ache b. for headache c. for diarrhea d. for late night sleep e. for not eating morning meal f. others. The class teacher has to maintain the monthly record with the indicators that have affected much to the students for being absent. The class teachers have to record physical condition of children monthly which has to be signed by school health nutrition committee, school management committee and school meal management committee. Attendance register has checklist for recording and analyzing school health behavior of child like use of school toilets, washing hand before and after eating, brushing teeth after meal. I observed health promotion logo on the class register but it was practically less utilized for recording. I have found that schools focus on the sanitation and cleanliness of the students but I observed that care about the nutritional practices of the children was only theoretical.

Develop Self Esteem and Self Empowerment

We do whatever is said by our parents and teachers at this time and we know they say correct for us but sometime we go against them and they think we are out of their track. It creates difficulty for us to choose our path ahead, Ishaof grade ten replied when asked about her decision making habits. For the simple choice of food we need to convince our parents. Everyday food we eat are nutritious for us as we

have been consuming them since we know. This is always our food but sometimes we need change in taste of food, food products and groups with whom we have our food.

Depressive disorders can be found from examinations of eating disorders among school going child in UK (Bentley, 1998) and that young people's subjective wellbeing is under growing threat. Children consuming oily, salty, preserved or intense sour foods usually as junk foods may lead to eating disorders and as well their appetite may as well alter leading to change in their body, mind development. In the name of providing them money, they get freedom of choice whatever they want to get fed in the school or outside the school. Only awareness on nutritional diet can guide them to choose their food considering their health. School has an important role to bring such guidance into practice. Making self decision of their choices related to health, exploring values and attitudes change behavior towards healthier lifestyles. Tones (2005) presents the key issues as the creation of school climate in which good relationships, respect and consideration for others flourish and the promotion of opportunities which actively develop pupils self esteem and self confidence, enabling them to exercise responsibility for their own and others. I observed students were taught the theoretical knowledge in school of which evaluation is done through academic examination but the students of secondary level still lack the self empowerment to make correct choices of their life. They are good at their theoretical knowledge but life skills to take self decision are found to be lacking. As Maslow has mentioned that the self actualization is the last form of learning to bring change in behavior, this act with self realization was found to be missing among students. Even Russell (2007) has argued that the education should aim at filling the mind with knowledge which has direct practical utility rather than trying to give mental

possessions which are good of their own accord. I found lacking of such kind of education in school from the perspectives of practice of nutritional foods.

Chapter Summary

This chapter has analyzed the observed data with students and interview data with teachers, parents and school management on different key thematic points relating to perceptions and practices of students on nutrition. The chapter has brought current adopted practices influenced by different factors with different stories found within family linking with parents, children and initiation of teachers to create awareness of nutritional food practices in daily life.

CHAPTER V

INFLUENCES OF PERCEPTIONS ON LEARNING

The future is not what older people think but what younger people do.

- Nicholas Negroponte

Chapter Overview

In this chapter, I have presented my findings and understanding on how the perceptions of students/parents/ teachers about nutritional practices influence the participation and learning of students in the school. I have drawn different thematic outlines to make meaning out of the lived experiences. The current adopted understanding and practices of the students with the influence of parents, teachers and school management have been linked with the participation of students in the learning process in schools.

Different data from the literatures support the positive impact of nutrition and participation of children in educational recreation and achievement. Although while going through data collection and analysis, I have found it more challenging as learning is affected by multidimensional factors as well as a multi-integrated factors. As per the delimitations of my study, here I have focused on the perceptions about nutrition and its influences on participation and learning of children. It was a maze for me to find the relation of the perceptions and practices of nutritional food with the participation of the students in the school activities as it is affected by different other multiple facets. To analyze it, I took help of different literatures that support with evidence of nutritional diet of children with the participation in learning activities. I found evidences that support practices or need of the nutritional food for the physical

growth of the body which helps to maintain nerve growth leading to high cognitive development.

School Education

Brint (1998) has stated organization of schools is intended to provide individuals with an opportunity to escape from the limitations of nature and of the social groups into which they are born. Most education that occurs outside of schools simply reproduces the skills, worldviews and customs of a particular group. In contrast, schools provide a kind of “magic carpet” that can allow students to escape from the confines of their own particular group and make contact with a broader environment (ibid). I have found schooling as a key factor in the overall development of children and it functions not only in school’s classroom but it starts from home accompanying the role model of parents, teachers and society members.

Munger (2007) has mentioned that all educators almost universally agree that participation in co-curricular activities has a positive impact on students. It has been found that during their period of participation, students usually perform better in the classrooms, spend more time completing homework, have better grades and manage their time better. Furthermore, educators cite that co-curricular activities help students develop important qualities such as commitment and determination and interpersonal skills as cooperation and personal sacrifice. As per Munger, small schools have advantages when it comes to encouraging participation in co-curricular activities compared with fewer opportunities per person in a larger school.

Hawkes and Ruel (2006) have informed that by affecting the access to food, the amount, type, stability and distribution and control of income also have important implications for the nutrition of agricultural households. Nutrition is influenced by the

quantity of food available, its quality and diversity, its price and how it is distributed, which in turn are influenced by agriculture and the policies that govern it (ibid).

Parents are the key persons to take care and provide the nutritional foods to the children. Parents of Isha informed that “*School has to provide nutritious hygienic foods to the students coming to the school.*” It is the place where children get acquainted with different types of unhealthy foods. Parents of Bijay claimed that their child with the attachment with the naughty children at school has started to ask for money to buy whatever he wants and is being careless in studies.

A teacher like Sujata (pseudonym) has no idea that the basic needs of the children have to be fulfilled before learning is started. I believe that the children are in the class does not mean that the children are ready for learning or are learning. There has to be active participation of the children in the learning process and teachers as well have to be a planned facilitator to conduct teaching learning environment in the classroom.

Self Awareness and Practice

Binita came near and asked me “*Ma’am, having 4.11 height and 37 kilogram weight, is it being fat?*” I was surprised to know that children are aware about their height and weight and I informed her that she is a healthy girl. She has a doubt whether she is fat because she has compared herself with her classmates who don’t have such weight. Moreover, she has recently gained weight, so she was more concerned about it. I was happy that the children of this age are frank and forward to know their health status. But I felt surprised that she takes herself as fat in comparison with other friends. Other children who are leaner than her are actually low weight except a few and they are unaware about their weight and height. They know about their condition but they said “*We feel normal as most of the children are like around*

us in the school. We are as active as other children in doing every works and attentive too. We are not sick or have ill health. If we give more time in applying effort in learning we could bring excellent achievement but what we are doing in learning, is not so good but what we are achieving in the exam it's ok. The result is always not good for the teacher and parents but it's good for us because we know we get what we do. It matters with the question paper as well if it comes what we know we get marks and if we don't then we need to suffer. It matters with our writing and understanding. We understand in the class but our recalling power will be less, if we don't read during exam how could we write. And if we do we get good mark."

The students take learning as understanding and making lots of notes with attention in the class and examinations as recalling all those notes and writing in the paper. They do not have idea that learning means to bring that understanding in the practical life. They are more focused on the results after examinations.

Bijay who feels he is sick knows very well that due to sickness he could not give more time for study as he needs to give time for rest. In this consideration, even during exam time, if the students become absent and bring sick application with doctor's appointment letter to the class teacher, then he/she is considered for the miss exam and average marks is given which is good for students from one perspective. The school administration is fine about this policy to help in the study of sick child. The parents are also obviously happy as their child gets mark during sickness despite not happy for child being sick. I have found that teachers were not satisfied for it as they think that it is bias for the students who attempt the exam. Re-exam has to be taken for absentees in this matter but again they are worried about the remaking of the extra questions. So, instead oral examination is found to be taken and the marks are allotted.

The one who is more deviated from the normal growth and height knows that nutritional factor is the main cause for so to happen. Archana informed that she is weak and not having proper height like that of her friends because of malnutrition. As per her, the reason behind was *“I was sick when I was a child and needed to take more medicine and I didn’t like to eat more during childhood and even not now. I know I am small but I cannot help it out as it is not in my hand, it just happened.”* I observed her feeling inferior while saying so but she revealed her truth and pointed it to happen due to the condition she had or was going through. But it does not mean that she has disinterest in learning. She was found actively participating with the same or more enthusiasm than others who seem to be practicing nutritional diet and have healthy personality. I see her involving in physical activity (dance) in her extracurricular activity. Her skills were to the perfection of learning as she is taught to do so. She is a good dancer. What I found interesting was that students were found involved in every types of activity including judo, karate, wushu which need more energy and stamina for skilled practice, as said by the respective gurus. But I observed that the students with low weight and height were found to have longer rest during and after the exercise. Moreover, parents of them also informed me about their being more tired during the day’s activities and taking prolonged sleep. It was revealed that boys take long time for sleep compared to the girls as per the information given by the parents. They said they experience difficulty to wake the boys up in the morning than to the daughters. Even both the gender asks for food when their appetite is high but the intake of food of boys is drastically higher compared to the girls as experienced by the parents.

I observed negative attitude with students with no regular lunch at school. It was found mostly high with students with no friends. If they found any friends then

they were busy playing, talking or raging. This might be due to having common problems of hunger and understanding each other. A need of friends for the students is also a social part of creating learning environment for the children which was found to be created by the means of sharing food or having the same reason for not having the food.

I observed a girl Ishawho was in menstruation period and had not taken lunch. She said that *“I am feeling bored, sleepy and wish to be at home and we even in the bus don't get seat sometime in the bus.”* During difficult times as well, students become careless in bringing homemade foods. She said the reason behind not bringing the food was due to time limit. This may lead to anemic diseases if continued for a long period of time. From the study, I totally agree from my experience with Graff, Yount, Ramakrishnan, Martorell, and Stein (2010) as they bring the fact that better childhood nutrition is associated with earlier physical maturation during adolescence and increased schooling attainment.

Involvement of Students on Learning Activities

During my prolonged study, I found that students did not say directly about low access to food for them but they showed it in their action. They acted if their energy level was low. They had less involvement in learning as they were less attentive to the teachers as well as to friends. Tiredness in the activity of parents, teachers, and students give less efficiency in their daily work. I observed that participation of the students in learning activities, extracurricular activities, daily work and educational achievements gets affected due to low energy level, as the symptoms of less involvement in activities and attention in the study was observed. Yawning or feeling of sleepiness in the class is a common problem in the class among those who are with empty stomachs or filled with junk food though the class is child centered

whereas I also observed tiredness in their activity of the parents, teachers and students in their daily work gives less efficiency in the outputs of the work. I have noted that children are active, competitive and inquisitive to learn more, have understanding of their interested topic. They take physical and mental health as their assets to progress. Physical development, activity at games, sports, extracurricular activities are the good activities for learning (Ballantine & Spade, 2004). Within this long period of study, I also observed that less intake of nutritional food for a long period or prolonged time has shown low maturity in children. Their thinking pattern, psychomotor skills like writing, running, walking, recalling power and attitude seem of childish in nature.

Isha stated that *“Practicing nutritional foods helps to increase my memorization power. It also helps to improve my eye sight and proper functions of my body. This all helps in my concentration and eventually it is helping me to learn.”*

In contrast, I observed that despite eating nutritious or junk food or eating not at all for a period of time like a day or part of the day, some children were found enthusiastic in learning and playing during school hours. If they get uneasiness, they complain about headache, stomachache but until they are seriously ill, they are interested to involve in playing and learning with friends in school. I found even physical growth to activate body readiness in different learning day to day activities among children. Wickrama, Conger, Lorez, and Elder (1998) said that better educated parents has positive influences on the parent adolescent relationships. But in case of nutritional practices I found just opposite where better educated people were rejecting adolescents to go for the food available in the canteen relating to junk. They encourage child to have better nourished food which the adolescents are found practicing their own with friends. As the educated parents are busy in the professional

life they could not provide any homemade foods to their children. Even though they encourage their children to have the nutritious foods, the children prefer money as it is easy to buy them as per their wish with their friends circle.

I have also observed that the way children access food shows a remarkable change in their acting of behavior. Children from high economic background, (Bijay) who can access any types of foods they desire, collect huge sum as per they want for the canteen foods and even who have tasted variety of foods seem to be more confident while talking to friends and teachers. However, children from low economic background (Bigyan) with insufficient nutritious foods in their daily diet seem to be more formal and quiet in sharing their feeling and ideas with their friends and teachers. Even, Bently (1998) has mentioned that depressive disorders were found from examinations of eating disorders among school going child in UK and focused that young people's subjective wellbeing is under growing threat. Here in my study field I have found that the physical and emotional wellbeing of the children is in threat as teachers focus to develop intellectual children attaining academic result.

Roshani (Teacher, pseudonym) pointed out that “*Children do not have laborious physical work. They are more focused on the cognitive work. Only notorious students who don't achieve good score in the academic study are encouraged in physical development.*” One day I observed her saying to children, “Parents have sent you to school for study but you are all here busy to play only with yours friends. How would you progress?” One of the students just replied in the mean time saying that “*We like to have fun and playing is fun.*” I watched for quite a long period of time and after discussion with their class teacher, I came to know that the boys (Bigyan, Bijay, Bipin) were very active in expressing their concepts and ideas with their friends. They are actively good writers. The class teacher said “*They need*

the words and they interpret meaning out of it linking to our daily needs and lives.”

She further added that if proper guidance could be given to children then boys from playing groups are more defensive and active in their own ideas whereas children who sit and gossip (Binita, Archana) or talk, play less they are inactive in learning. They have more receptive characteristics. We, (Ramila, Roshani, Sujata) most of the teachers like such children as they are quiet and listen whatever is forwarded by the teachers but they are really bookish in nature basing their ideas inside the line of the books. Ramilashared her experiences that Physical learning activates children which I think motivate their learning. With linking to foods, this might be the reason for their high appetite as well as requiring more nutritious foods. *“During my ten years of experiences, I found the children who play energetically, their growth and development is remarkable. This also applies for girls, but I found them eating sitting and gossiping more than playing compared to boys”*, Ramila (Teacher, pseudonym) replied to me.

Binita brought her point saying to me that *“My parents say that if I had almond, milk I get good thinking skills as it helps me to build my brain but I don’t find it to be true, if I am feeling lazy during study, what I could do? My friends well understands my problems. It’s not almond that does its magic in learning, it’s my interest and dedication toward study which I have not build up. If I need to play I feel fun with friends but I cannot make it longer as well as I feel tired because I am not interested.”* Similarly, Rosani informed in this regard that the way the teachers present ideas, concepts, handle class influences the learning of the children. So in my understanding only eating and sitting in the class, do not make the learning effective for the children. I have found during my study period that most of the teachers either from the public or private schools were trained to teach in child centered participatory

approach or play way approach but may be due to long period or lack of desired facilities, I have found the children were not subjected to learn according to it. I have observed in this case from the data, adolescents' level of energy fluctuated with the interest in the subject. Bipin informed me that *“As students we are more focused on the marks that we obtain in that particular subject but our interest matter in the subject that may be applicable in our daily life as well for future scope.”*

Even moderate under nutrition can have lasting effects on cognitive development and academic performance of children and youth (Center on Hunger, Poverty and Nutrition Policy, 1995). In addition, the policy mentions that either young people (Isha, Bijay) are hungry or undernourished; they are prone to illness and infection which cause them to miss the school and fall behind in class. National Health/ Education Consortium (1993) links nutrition and learning as when students are hungry or undernourished, they are irritable, have difficulty concentrating and experience low energy, all of which can impede learning. Skipping breakfast can have an adverse effect on performance mainly in problem solving tasks (Pollitt, 1995) which can interfere with academic performance. Another nutritional problem that affects learning is iron deficiency, the most common cause of anemia. The deficiency (Archana, Isha) can cause fatigue, shorten attention span, decrease work capacity, reduce resistance to infection and impair cognitive performance (Pollitt, 1995). NDHS has mentioned that among school aged youth, female adolescents are at greatest risk for iron deficiency (NDHS,2006) as they enter into child bearing age.

Bijay, suffering from the chest pain because of the gastritis problem becomes absent for many days in a month. Sometimes in the worst condition even teachers have to call his parents in order to take him off during school hours. I found him to be an intelligent student as well a child frequently absent for many times due to health

related problems. This has interfered his participation in the teaching and learning process.

An interview with a nutritionist about the present situation of adolescents' nutritional diet revealed that many children of school going age visit to him due to disease of heart, diabetes, gastritis, kidney failure get visit to him for counseling. He mentioned that conscious parents seek counseling from him through phone calls. He insisted that not only awareness, practices is much important in case of people who are mostly influenced by factors like economic, culture, education level and their food habits. He has further informed that because of the schedule that patients (children) has to attend, they mostly feel lacking behind in their educational and physical progress which has been to be counseled before they leave after treatment. He insists during his follow up to prioritize physical health than the educational progress to the parents, teachers as well as the students self.

From my perspectives, children learn about things, learn how to do things but rarely they are given the opportunity to reflect on how best learnt those things to bring into practice (Behrman, 1996). I have observed that Bipin who had taken snacks (biscuits and milk) in the morning and had noodles fry during school's lunch hour shows laziness and inattentiveness after fifth period. Before a last break also he keeps on asking to go to toilets as refreshment. I observed him coming out frequently from the class after each bell. Story, Kaphingst, and French (2006) have mentioned that nutrition affects academic performance as poor nutritional status and hunger interfere with cognitive function and are associated with lower academic achievement as iron deficiency is linked to shortened attention span, irritability, fatigue and difficulty with concentration. Research consistently found that protein- energy malnutrition and iron deficiency anemia to have significant negative effects on tests of cognitive function in

both pre-school and school age children and on attendance and achievement among the latter. In this regard, I have observed during the study that the students from the private schools (Isha, Susmita) who were practicing nutritional foods at home along with the junk foods at school have secured distinction during their final exam whereas students from the public schools (Bigyan, Bipin, Archana) whose assessment to variety of nutritional foods were not so easy with no proper care in everyday diet have secured first division. There are multiple factors influencing the learning but here I am analyzing through their nutritional perception and practices. Bijay, from private school despite being absent for a long time due to less practices of nutritional foods though being aware has secured same division as compared to Bigyan who has good knowledge of nutritional food though he lacks good practices of it. This evidence reflects that practices of nutritional foods are necessary to attain good health so as to attend learning activities being readiness.

Munger (2007) has mentioned that schools have turned their attention more toward academics rather than physical development as more time has been squeezed into the school day. Ironically, taking a physical education class or maintaining physical activity in some other way may help students with their academic performance (Ballantine & Spade, 2004). Recent research has begun to shed light on physical movement directly benefiting the nervous system (Center on Hunger, Poverty and Nutrition Policy, 1995). Muscular activities and coordinated movements stimulate the production of neurotrophins stimulating the growth of nerve cells. Study found that students who spend an additional hour in gym class each day performed better on exams compared to less active students (Clift & Jensen, 2005). I have observed the enthusiastic students (Susmita, Archana, Bigyan, Bipin) are active in the physical activities as their activeness can be seen in learning but when found written

work, their activeness was less. Their handwriting was not written in a neat form as it was found that their activeness in giving attention to activities was less. This might be the reason that the last period classes are not luring as that of first period. Intellectual education is widely recognized as a priority, too often little value is placed on being physically educated. “A healthy mind in a healthy body” was the philosophy during the golden age of Greece, when vigorous physical activity was as much a part of life as intellectual studies. Unfortunately, while schools used to recognize the importance of providing physical education as a standard part of the core curriculum, that awareness is accepted but practices is on decline.

Behrman (1996) has shown a strong association of child health and nutrition with educational achievement but associations do not necessarily indicate causality and estimates in one direction or the other. He informed positive effect of child nutrition on school performance resulting robust evidence that early childhood nutrition has important long run effects on cognitive achievement. Obviously as Maslow’s hierarchy of learning focus for the self actualization as a final stage of learning so as to bring change in behavior, I think our education system has not given enough focusing on the realization of an individual of what he/ she is learning. The learning is focused on best academic results that the parents, teachers and schools demand for (Munger, 2007). In this case, I agree with Durkheim who has forwarded the idea that the young should be taught that *“To be free is not to do what one pleases, it is to be master of oneself, to know how to act with reason and accomplish one’s duty.”* And for inculcating philosophy is easy because the young are suggestible. The teacher therefore becomes the ‘interpreter’ of the great moral ideas of his/her time and country who molds future citizens. He mentioned that education includes moral

socialization and vocational training preserving justice, peace and individual dignity (as cited in Adams &Sydie, 2009).

Tumin (2003) has mentioned that educational achievement is so powerful in shaping life chances, including the chance to secure positions which typically yield power, honor and income it makes sense to treat education as a major feature of modern systems of stratification. This might be the reason behind parents, teacher and schools to focus on academic achievement.

So as per my challenging research questions, I understand in the educational institute that students and school being knowledgeable also, I found them practicing the knowledge for their result or for career or preserved for future rather than making the use of knowledge to live in present. At this point, I found the gap in perceptions and practices linking my research questions. I believe and make my understanding of the social world regarding the issue that though students/ parents/ teachers perceive the knowledge but differ in bringing into practices, no learning has been made. From the study, the good perception has brought a child to a good practice of nutritional foods influencing the readiness for his/her learning but if that learning is not utilized in daily issue, learning is worthless. So I focus everyone to bring everyday learning activities to be practical in a way one can practices what has been perceived so as to make learning effective.

Chapter Summary

This study has shown an indirect effect and relation between nutritional foods on the learning achievement of the students as nutritional perceptions and its practices by parents/ teachers/ students prepare students ready for learning. The students who were practicing nutrition were found to be more attentive and actively participating in

the learning as well as in extracurricular activities compared to those who were not practicing it well.

CHAPTER VI

REFLECTION, FINDINGS, IMPLICATIONS AND CONCLUSION OF THE STUDY

Chapter Overview

This chapter presents the discussion of my analysis and interpretation with the findings of my study. I have presented my findings on the basis of my research questions. The discussions on connections and interconnections of literatures, theories with my personal reflections on the theme of the study have drawn the conclusion. The concluded theme has led to the implications of the research study concluding my whole research study.

My Reflections

We know that education was originally reserved for the elite. Democratic federal has made access of education to all other members of citizenry. As I perceive society and education, opportunity to access good education is still stratified creating inequity in society with knowledge, attitude and practices in the stratified society. From the lived experiences, I observed and felt, I am inspired to advocate for the nutritional diet for the children. Here I would like to say that through comprehension and coordination in education and health services, it could generate an enabling environment to ensure better learning achievement and improved health of the school aged children.

Students' Perceptions

I have observed students are aware of the nutrition and value of food. They emphasize having nutritive food to all age groups as they could not ignore junk

market made food as they require change in taste, variety of food and enjoyment with friends. Students themselves realize the dietary improvements such as increasing fruits, vegetables, whole grains and fat free foods and drinking plenty of water in their eating habits. Awareness and practices of parents play an important role in the practices of food habits among the students. Here the factors like eating habit of the peer groups, sharing food with them, availability of nutritional food in school, access to market food and advertisement of food on television or media play a crucial role in the selection of food.

Current Adopted Practices

During my study, I have found that students practice foods outside home which are usually from the packed market or oily expensive foods from the canteen. I have found them carrying no any foods and money to eat for their lunch and be busy playing with friends in the whole lunch break. Students are aware about different food sources seen in the market and practice them showing negligence on consumer right. Dixon, Scully, Wakefield, White, and Crawford (2007) have argued that television food advertising has attracted criticism for its potential role in promoting unhealthy dietary practices among children. As I found most of the children spending their time inside house watching television, they are highly influenced with the advertisements relating to junk foods. I observed those students and teachers due to time constraint and the time schedule they follow easy foods for their effectiveness. Despite the fact that they are aware of the nutritional foods, I have observed them preferring tasty foods though they may be of less nutritional value. This matters with the easiness and business of parents, students and teachers as well as their preferences of taste.

Perception and Role of Parents

In my sense and experience, supportive responsible parents have less members in their family group to provide health nutritional care from the time of their children's birth to ensure their overall development. During the course of the study, I have found that children's growth and learning were influenced by the types of family which are unsupportive, abused, detached from parents and parents' low educational background. I have found that competitive peer group, successful stories from relatives or parents inspire them to aim at their goal and struggle to attain it. I found every child is aware of the fact that their nutritional food is maintained by their parents and they practice well nourishing foods at home. They complained that they are not provided such at school as canteen does not include varieties of foods in its menu. I observed that with the determination of socio economic and cultural background, parents have to help them make their own choices with nutritional values, support their positive food habits. Parents have to manage for nutritional food at school lunch as well. Parents could encourage children to avoid fasting, dieting among adolescence or starvation for a long period of time. I believe they can be encouraged to do physical activities as I have studied and experienced that exercises are good to increase appetite and reduce obesity.

Role of Teachers

In my view, analysis of teachers' attitudes and behavior plays a great role to influence the behavior of children. I have found this is done by children themselves. Children learn from teachers and try to behave following them. The issue here is that teachers are ideal but I have also observed that this ideal personality varies in their professional and personal life. They fluctuate as some say differently in front of learners and do differently outside the learning environment.

One of the teachers perceives private students as a *broiler kukhura* (medically nourished chicken) . He perceived that children are fed with the nutritional foods and they have grown up being much taller and fatter who have grown drastically from the observed size in the lower classes compared to public school goers. In his saying, private school children are even spoon fed in their learning. Hence I have found from my teaching experience that a teacher has to provide not only intellectual support but should also create emotional and social support for student. In addition, they have to maintain exemplary behaviors balancing professional and personal life.

Role of School

I have found from the study that public schools are in threat due to less opportunity or access to nutritive adequate food. Whereas in private school , more prevalence of junk food was seen. There was more influence of peer groups either in a healthy way or competitive way. However, in addition to knowing what they ought to eat, they have a positive attitude to healthy acting. There is typically a number of social and environmental barriers to their actually adopting a healthy diet. For instance, lack of access to healthy food in school, at home and in local shops may well prevent positive attitudes being translated into practices unless there is a serious attempt to create healthy public policies.

I agree with Henry (2006) who has mentioned that protection is a requisite for society but it is also vulnerable to human kinds. I believe small children are protected leaning against the parents. But with society dependence, parents are also in great vulnerability of the society. Fear of failure in the name of school discipline is one of the vulnerable inputs given to the children. Division of the public and private schools in society has created a border line in the society to flourish

children of haves and have-nots to grow differently and experience the opportunity of development differently.

Bourdieu's argument is that schools are responsible to bring inequality among the people in the name of quality education. In answer to why is that the wealthier kid always seems to get all the advantages, Coleman and Cressey (1999) have mentioned that division of public and private schools in society has created a marked boarder line in society to flourish children of "haves and have-nots" to grow differently and experience the opportunity of development differently. They have furtherargued that school prevents poor from competing with members of more privileged classes so many poor children drop out of school to help support their families. They also believe that social and cultural biases in the educational system are not an accident but rather reflect a social system that favors the powerful.

Influence of Perceptions on Participation

I have found students are tamed in school rather than encouraged to make their own decision after knowing pros and cons of the circumstances. Those who are not under control to tame, teacher and parents complain about them mostly. As per my observation, it is the influence of societal life, from where they adapt to practice more and learn knowledge through experiences. I have observed that students who are cared by providing good healthful nutritious foods by parents are more ready for the participation in the learning environment. They are attentive and active for learning. Whereas the children of busy parents who include unhealthy foods in their children's diet were found to be ready for the classroom but their attention did not last for a long period of time. They get deviated sooner from learning. The amount of demand of nutritious foods also depends on the students' involvement in the physical activities like games or extracurricular activities. In this case, children learn faster to

eat junk foods if they found teachers doing it. They take it as a positive message if parents or teachers being aware also do not follow it in the practices. I believe it leaves an important influence on the children sending the differential message on saying and doing in the society. This may bring different meaning of learning in different perspectives of children's life.

Social Cause

I found the cause of ups and downs on human nutritional behavior from the self hand of individual linking it to social and cultural value among school students. Political instability and stagnation of economic growth for families, communities and nations may have directly or indirectly affected on the eating habits of children. Manay and Shadaksharaswamy (2003) had declared that food is intimately woven into the physical, economic, psychological, intellectual and social life of humans. Supporting this, I observed that the growing children are also not to be out of this factors and as they are also involved in all this sectors.

I believe integrated social experiences and social marketing have to be built for community support regarding nutritional foods focused on the children groups. This may be initiated from the environmental and policy changes to make healthy choice among the consumers. It helps consumers select and consume healthy and enjoyable foods by improving awareness, skills and motivation to take actions at home, school and work. Encouragement to bring positive leader to welcome constructive change through education and become involved in reshaping the ethos of the school and focusing on professional development, can be a key focus of the education to bring about the change.

In the core, I found that nutritional factor is influenced by changing pattern of lifestyles, living conditions, the perceived quality of life, availability of

foods in the market, advertisement in media and pressure from the peers groups. The advertising of unhealthy food on television assert freedom of individuals to choose whether they want to eat healthy or unhealthy food. Unfortunately as a result of complex psychosocial and socioeconomic factors, many individual are not free to choose whatever they desire for (Daniel, 2007). Later on, to buy such desired things is taken as a means of satisfaction or happiness for them (Manay&Shadaksharaswamy, 2003) which I have taken as a practice as access of power.

Gap in Awareness and Practices

Education enables young people to apply knowledge and develop attitudes and life skills to make positive decisions and take actions to promote and protect one's health and the health of others (Bently, 1998). Education involves helping people make rational decisions based on critical understanding- otherwise it is more instruction or training or worse- brainwashing (Clift & Jensen, 2005). Education has to bring positive influences on skill building to facilitate positive behavior changes(Sabates, Wheeler, & Hodgson, 2010) as I found the differences in the practices of nutritional foods within students, parents, teachers though they were educated. I have found practices of society changing in the name of modernization to facilitate each and every individual with the provided comfort of science and technology. And school as a medium of social change has an important role in informing children about the right and wrong to be decided in the decision making of their life. I believe there are different wrong and good practices within society which are to be educated to the children so as to make them practice wisely according to their choice to have a better society.

From my teaching experiences, I have found that children by nature are active, competitive and full of queries to learn and explore more understanding in their interested topic through nature. Their physical and mental health is taken as great assets to them as well as for family members. I have found change in the food habits among school students and there a direct role of parents for doing so. Teachers are also indirectly promoting the use of change of food patterns as children observe and learn from teachers. Here, I have found the main role of the school lacking for days scholars as they are supplied with the food demanded by teachers and students whose first preferences is taste. The students who need to attend school through arriving bus station early from the dual earners family found to suffer more from nutritious foods on time or in another statement found to enjoy more junk food out of home. Students said that they can fast for a day and found not filling stomach during lunch break as well. They like to play especially in case of boys or gossip or play inside classroom in case of girls. Students who have got money from parents to buy and eat are busy during the last lunch break hour in the canteen and are found to have not completed some of the work like class work, packing up. Students are not able to eat the lunch box mostly in the morning due to early schooling as children are said to be in the bus stop at 8:00 am in the morning which leaves at around 5 or 5:30 pm.

I personally felt that children need to be aware of themselves, others and the world around them in order to become more self empowered people. They have to be motivated to involve in planning and selection of food independently with respect to needs and importance for making a healthy body with a sound mind. In this respect, I understand that there is a close relationship between knowledge and commitment agreeing the proverb “ Knowledge without commitment is dumb and commitment without knowledge is blind.” It is said that knowledge guides human to better life but

I believe in the case of the nutrition and other in life skills practices of knowledge has to be more important.

I understand in the educational institute that students and school being knowledgeable also, I found them practicing the knowledge for their results or for career or for future rather than making the use of knowledge to live in present. At this point, I found the gap in perceptions and practices linking my research questions. I believe and make my understanding of the social world regarding the issue that though students/ parents/ teachers perceive the knowledge but differ in bringing into practices, no learning has been made.

Findings of the Study

Considering the issue , I have framed a single statement problem How is nutritional food perceived and practiced in schools ? To get insight on the problem other two research questions were formulated. They are: How are nutritional foods perceived by parents/ teachers/ students in school? And how do nutritional perceptions of parents/ teachers/ students help in participation and learning of students? As the students are most influenced by the parents/ teachers/ school preparedness, accessibility and practices, their views were also considered important while analyzing the problem.

I believe we must follow the chain of causes all the way to its source, even if its final link frames a mirror in which we begin to rediscover ourselves- our value judgment, our lifestyle. During my entire journey, I had the lens of socio cultural theory to look at the nutritional perceptions and practices of school students. In addition, Weberian theory guided me to bring new insights while carrying out this study. To be of value, ethnographic research has been concerned not simply with understanding the world but with applying its findings to bring about change as

mentioned by Hammersely and Atkinson (2008, p.14) which I agree mostly in the field of education. Based on it, focusing on the multiple realities of the respondents of the study area, I have carried out a subjective thematic analysis by using ethnography approach. The study was conducted with multiple discourses, in depth interviews and observation on students, parents, school, and teachers of two schools each from public and private. Through rapport building, I started talking with the students and started asking questions related to my research questions. During conversation, I made them clear about the purpose of asking questions as my study aimed to explore the hidden story behind their nutritional practices. I also encouraged them to ask me questions to assure my ethical consent. I gave adequate opportunity to participants to express their experiences and opinions in my subject area. During interviews, I have tried to be a good listener and observer, probing questions deeply into particular descriptions or thoughts. I used to summarize the field notes and highlight my reflections on the findings. I transcribed all the data that I have generated from my participants. The edited transcribed data were used to create themes and to code which were categorized to seek meanings. Then after I showed their connections and interconnections with the themes found in literatures, theories with my personal reflections drawing findings of the research. The following paragraphs present major findings and their conclusions in relation to the predetermined research questions.

The first objective of the study was to identify the perception and practices of nutritional food among school students. The finding on this context was that students had some knowledge of nutrition. They were aware of the different types of constituents of the foods including carbohydrates, proteins and fats. They had a little knowledge of the different types of vitamins and minerals present in the foods with their consumption. They know about the sources of the nutrients in a variety of foods

as well and the different diseases caused due to deficiency of the nutrients in a developing child. However, when it comes to practice, I have observed and found them showing interest and enjoying foods from the canteen mostly which they also believe were not good for health. They said that they enjoy foods available in the canteen with friends and moreover, it was easy, either. They liked to carry packet foods rather than homemade foods. Even though they proclaim that their nutritional care has been taken care of by their parents since their childhood, and thus they depend on parents to have choices for their nutritional foods. Moreover, when they have to make choice for their foods, I observed them selecting foods with preference to taste mostly market foods rather than on the basis of their nutritional ingredients. It means that the data prevailed in the report of Ministry of Health and Population (2011) and NDHS state high need of health education to growing school children. As per Uprety (2011), I observed that calorie and protein requirement during early puberty is high among adolescents. The findings showed that because of meager nutritional information on members of adolescence, it seems to be difficult to determine the nutritional needs among this group.

The second objective meets the understanding on the perception of students/parents/teachers nutritional practices influencing the participation and learning of students in the school. In this case I observed that children have more influences of parents' nutritional foods practices which are cared by parents since their childhood. However, as they grow up, demand for other types of foods based on their interest and choice gets increased. This is heightened by the fact that they are provided with money by means of which they have own freedom to make choice of what they are eating due to time constraint of the school as well as business of the parents. Despite the fact that teachers are ideal role models for students but in case of nutrition

practices, parents have more influences. I have found more space for teachers to guide, and counsel in the nutritional practices of the students. Nevertheless, I found that practices of nutritional foods have profound influences on their readiness for the study. It is also found that students were active and ready in the class with the filled stomach by good foods rather than empty, or filled with junk foods (Adams, 1997).

What can be understood from the above findings is that there is a need of the nutritional foods among developing students to have effective environment for learning. They are aware of the nutritional foods in the way they require but there is lack of awareness on the preferences of the foods based on the nutrition rather than taste most of the times. For this, parents have to play a major role in providing nutritional foods for their growth but still for the daily good lunch parents and students have to be encouraged by the teachers. The teachers and school management together have to work on the implementation of theory and practices within school premises. In my concern, the concepts taught in class have to be practiced in daily life to make the meaning of the knowledge worthwhile. From the study, the good perception has brought a child to good practice of nutritional foods affecting readiness for his/her learning but if that learning is not utilized in daily issue, learning is worthless.

It's in the school that students practice their choice of freedom among friends observing teachers within the school's rule and regulations. I observed that school is a place to play for children to involve in physical activity so it has to provide enough, safe places to encourage physical activity which also encourages the physical development of children with the increased consumption of nutritious foods. I have found school - even being a medium of promoting the use of nutritional foods among children - not playing an important role in practicing nutritional foods within schools

premises among students. I have found students acting to their nutritional food habits according to their desired interest rather than based on their knowledge. They are highly influenced by accessibility of food, culture, peer group, market advertisements and taste of food within students. In the secondary level, student's most of the dietary practices are influenced by the provision of food by parents and school rather than by self awareness.

As I have spent more time with the parents, teachers and school children with their conditions different hidden stories behind the practices of nutritional diet came into highlight among the school students. These stories were profoundly influenced in the daily activities and practices of healthy food in constraint of time and its availability in the market. Though they are informed, they have their own constraint of using nutritional food in their life. Students are informed but their families as well as they have their own choices to live with their own lifestyles. These informed choices are also influenced by different factors like economic, cultural, time bound, peer groups existing in the day to day social life. I sensed that nature, culture has provided a lot of nutritional varieties of food to meet the need of a healthy individual's body. An individual's life has created accessibility of nutritional foods which is based on socio-economic conditions of the individual. Here, I have observed important prevailing factor to choose nutritional foods depends on the individual's awareness and economic status. This has been found to be practiced in the school premises. In this regard, I have found that compared to public school students, private school students have more opportunities to know about and practice nutritional foods. However, both the groups have changing patterns of food habits. Because of the influence of market foods and busy schedule, they are found practicing more junk foods. In this case, parents are the main role models to create a healthy environment

in practicing nutritional foods in the family. Moreover, I have found that schools, teachers have lots of space to make them aware creating an ideal and conducive school environment following strict rules and regulations. The first is that various media like television, internet often promote unhealthy foods and beverages. The food marketing to children groups has affected students' choice of selecting foods altering eating patterns. The second finding is that time and resources constraints and access to affordable, high quality food outlets make it more difficult for low income families to purchase, store and prepare healthy meals. I have even witnessed that there is abundance of unhealthy products in many venues including fast food restaurants, shopping malls, workplaces make eating healthfully a challenge.

When I have initiated this research study, I acknowledged my understanding base on simple assumption that food rich in nutrients is lacking among schools students and every individual who is in direct access to them has to encourage the practices of nutritional food making them to flourish in physical and mental development as well as to have a good learning environment. To understand this process, in a clear crystal way, I linked this search with Weberian theory and socio cultural theory, which argue on the culture of society to provide individual and social change. Socio cultural learning theory informed that an individual learning is influence by his/her learning through the social plane and individual plane. At the end of the research I am insightful on the issue as I found in case of nutritional practices, people are much more influenced by cultural practices. The society has great influences on nutritional practices. Nowadays with the change in the social market, marked change in the eating habits of people can be observed emerging new socio cultural values which I believe are emerging in the transitional phase. I think it focuses

on a materialistic world where modernized foods from market and foods from foreign country with influences of advertisements are on the priority.

I observed during my study that nutritional status was found to have been related to the socio economic status. For low economic family, nutritious foods are expensive as they cannot include a variety of foods including fruits and vegetables. They are marked with the expensive foods from market as nutritive foods. Children from low economic background are compelled to starve in school for a long period due to lack of food. Those who are privileged also, due to lack of nutritional awareness and lack of good practices of food diet, are found to be living with taste practicing power, prestige and property rather than food required for them to maintain quality life supporting Weber theory. For them to live with eating what they like in any amount is the privileged lives despite both the groups are aware about the nutritional foods.

Having in depth study on my research problem I have found that children as a member of the society are seeking power, prestige and property as Weber focused on the level of social organizations. Individually or socially, food is a symbol of power, prestige and property and this symbolizes very well through our culture in every day to day practices. Thus metaphor food (rich in nutrient or junk) has influenced individual or society to maintain power, prestige and property through the series of our cultural period among those who are uninformed, have knowledge or are very well aware about the need of nutritional food for self and societal development.. Being a teacher, I was unaware of the practices, but later I was convinced as it was also a part of society representing a miniature society. They practice to get power, prestige and property within the members of school. I have found the influence of peer groups guiding them to maintain power, more interaction with teacher, peer

groups of class and as well other members of school. Through analysis of nutritional practices, I have found students from higher group of society mainly in private schools practicing more to build their power, prestige and property through practicing their own choices of foods. Whereas children from low economic groups of society (mainly in public schools) were practicing less compared to private schools. However, still they persist practicing for power, prestige and property among other members of their own school groups having different levels to achieve it. The freedom to make choices to select their food, food habits, behavioral habits, peer groups are represented as their used power or power that has to be obtained in order to maintain prestige as identity with these and their biggest property is the achievement, they perform among their peer group and other members of school. This is how I have found nutritional practices prevailing in miniature society, called school. With the parents', teachers' and even school management's perception on the practices of the food which is as a metaphor of power, prestige and property. I have found the students showing their interest in participation in learning activities inside school. Linking Weberian theory, I have observed food as a metaphor of Power, Prestige and Property and its practices to access in the food practices including nutritional or junk within self and among peer groups (Manay&Shadksharaswamy, 2003). However, I have found to bring change in the prevailing perception and practices on power, prestige and property, education has played a key role. Through the knowledge on the need of change on what is beneficial or not for better life, I have observed parents, teachers, students who are aware of the need of nutrition in their daily intake and found that practices of nutritional food is playing a key role in maintaining power, prestige and property within their body and among society. This well practicing groups are minor compared to major who have knowledge as I have found them selecting market advertised food with very low

nutritional value rich in salt, sugar, processed, added preservatives or providing money due to time constraints or easiness. The other part of the finding is that because of the inequity assessment and possession of power, prestige and property, I see vulnerability in the children's education. Education is practiced to bring equity among all the society members (Ballantine & Spade, 2004) but the cultural bag, with the need of lunch box, students carry individually has been found highly influenced by the perception of parents, teachers, school or school management.

Implications of the Study

The major implications of the study in view of the above findings can be observed for the different segments of society- government, schools, families, food and restaurant industries and the media among others to guide the development of effective marketing and advertising strategies that promote more healthful foods. The major implications of the study are discussed in link with school, parents, society and political argument. I agree that for building capacity for the continuous improvement of health promoting schools, organizational capacity has to be built at the school district and school level, additional school health programming can be developed and sustained. Hoyle, Samex, and Valos(2008) have pointed though in the case of Nepal, there is a big challenge over the capacity of an organization.

There has to be shared responsibility among the community members. The public and private schools should ensure the capacity of the organization and the professional development of the individuals within the organizations, thereby enabling all students to achieve as much of their creative, intellectual and social potential as possible and preparing them to live successfully and contribute actively to their communities. So I aware everyone to bring everyday learning activities to be

practical in a way one can practice what has been perceived so as to make learning effective.

Moreover, school has to play a major role in creating the environment for effective learning by supporting the physiological needs of the students. Therefore, school also has to create an environment where eating habits get flourished and teachers have to provide awareness on the practical knowledge of nutrition and its importance with experiences. Different extra and co-curricular activities have to be encouraged by most of the schools to develop motor kinesthetic activity of the children to enhance appetite and develop the importance of physical development so as to have mental development. Children or adolescents have to be skilled to have developed physical achievement so as to foster proper mental and emotional development rather than just focusing on academic achievements. Market contains different junk foods which may lead to junk our children's future. Therefore, nutritional education and its practices have to be encouraged by parents, teachers, schools and students themselves.

Education in school has to aim at developing the knowledge and attitude of adolescents and should support them in developing their visions related to equity in health. Environment has to be created in such a way to shape and empower students' knowledge, understanding of health issues and support to make active participants and appropriate decisions on their own care. There is high need of advocacy for such programs to encourage the future to be more nutritive. Both government and private efforts are needed to span this knowledge gap. Such diversity reflects the fact that nutritional practice is not only concerned with the behavior of individuals but also with the ways in which society is organized and the policies and organizational structures that underpin social organization. I assume diversity in the people has led to

the diverse thoughts and behavior. I believe society in the name of modernization is being better and better, for people to live in with all comfortable zones. But regarding nutritional education, it increases in theoretical content while it is worthless until children or people have healthy choices every day. Education is a power which is also one of the major factors in creating social inequalities and social stratification among the social members unless practices practically. I believe individuals can make a difference whoever, wherever and however they are. They can make a great influence on the society through their values and understanding of the social phenomenon.

Environmental factors also contribute to children's and adolescents' unhealthy nutritional habits and sedentary behaviors. Children and youth learn this unhealthy behavior from parents and other influential role models. Moreover, the ubiquitous fast food industry and media messages compound the already escalating problem. Nutrition education needs to incorporate the teaching of media literacy skills so children and adolescents can resist advertising that promotes unhealthy eating. Nutrition education also needs to expand the use of peer leaders and peer educators to create positive peer influences. Proper knowledge of the functional value of food has to be enhanced rather than taking food as a means of fun among friends or to cope with stress or boredom or food as a reward to children for their good behavior. Skills based education in problem solving, decision making, stress management and healthy coping has to be imparted to children in order to improve their dietary behaviors. Schools can play a vital role in promoting adolescents' nutrition by implementing nutrition education and school nutrition services that promote healthy eating. School also teaches functional meaning of food by providing food coupons as incentives and candy bars are given to higher scorer. Schools can help students develop relevant life skills for self efficiency in planning meals, preparing foods,

reading food labels and making wise food choices through observation and hands during practice. It is important to make students to critically analyze socio-cultural influences, including the media on food selection to resist negative social pressures and to develop social support for healthy eating. Parents, educators, health professionals and community members have to join their hands together to help our nation's youth learn healthy eating attitudes and behaviors. This study generates other sociological concerns relating to school, students and teachers' organization. So this research could be a guide in conducting further research in the same or related fields.

I also believe that as social beings, we need not only good material conditions but from early childhood onwards, we need to feel valued and appreciated. We need friends, we need more sociable societies, we need to feel useful and we need to exercise a significant degree of control over meaningful work. Without these feelings it's difficult for all to rebound on physical health. It may also reduce a range of other social problems that flourish alongside ill health. It is not simply poor material conditions, circumstances are harmful to health, the social meaning of being poor, socially excluded or otherwise stigmatized also matters.

Foremost, the findings of the study can be utilized by students as it is beneficial for them through self development efficacy. Parents need to have healthy options available at home and have to encourage their children to have healthy breakfast. Parents have to be aware of dragging their attention to the types of foods their children are eating and be responsible for the brought consequences. Strict managerial role has to be followed encouraging child to have nutritional food within school. Therefore, schools have to encourage children for physical activities as they activate all metabolisms to encourage appetite. This leads to the fact that children

eating healthy foods are attentive in class can be adopted by students, parents and teachers to bring good academic achievement in the class. Moreover rather than simply possessing teaching/learning skills, teachers have to understand their position as role models professionally.

I believe the study is very interesting as it touches the multiple aspects of social life with the link of multiple roles in a human body. I as an ethnographer have learnt a lot during my study but still I find some sensitive boardersthathave to be researched. Indeed I could not reach out of the valley with this study which I assume could be more beneficial. If my resources were under control, I would have studied on the role of school on the nutritional perceptions and practices among students at different level of their development. I would like to recommend future researcher to refine their study linking the area of role or prevailing situation among different gender, distinction of role between public and private schools. I have found the scope of study on this area is broader and deeper to search the layers of reasons behind.

Conclusion

To sum up, I see an alarming situation on health through observing adolescents' food practices despite their and parents' awareness. This is revealed from the observed data that it is in the hand of the parents to make healthy food habit of the children. Parental awareness of nutrition and its practices have a direct influence on the students' participation and learning as this practice makes them "READY" for school, for being attentive in class and be involved in different co and extracurricular activities conducted by school. Though, schools have to play a major role in creating the environment for effective learning by supporting the physiological needs of the students, I have found during my study that they focus mainly on educational

achievement covering all other aspects to strengthen its target to make healthy intellectual human resources.

From this study I have concluded that the parents are playing the major role in providing nutritious foods to their children. School, teachers could also play an important role in supporting them by providing the practical knowledge of nutritional foods along the impacts of the junk foods which children found to prefer mostly. Children are also influenced by their peers groups, market, television advertisement and practices done by their parents and teachers. Perception and practices of nutritional foods has promoted the school attendance and attentiveness of children with the physical, mental development in hand to hand which supports their participation in learning.

The conclusion that could be drawn from the observation in the study area is that market foods or fast foods are replacing the nutritious foods among the adolescents. Nevertheless, adolescents are aware of the nutritional foods but they tend to enjoy tasty foods rather than nutritious. It was also evident that there is a remarkable relationship between nutritional practices with learning as this enhances students' participation, activeness and attentiveness in learning. After puberty change, if children are unaware of their daily diet, they are not found to gain proper height and weight to change into mature body and also intellectual maturation was less observed as I found them showing childish nature most of the time with friends and teachers.

At last, I agree on the philosophy of Emile Durkheim that society is a great influential factor for the individual. I would like to add my understanding on it that educated (by formal, non formal or informal means) individual can play a key role in the social change. Moreover, I also agree that an individual with that power of

knowledge can stand and do to bring the desired change within self and among the society members.

Knowledge is power but I felt and found that knowledge solely is not power until knowledge is transformed into wisdom. The gist is education is a behavioral impact which has to be observed in thinking and doing. One who does not implement, his/her knowledge in practical life is worthless. Education without practice is of no value and the practice I believe comes with experience. Knowledge guides human to better life but I found practice of knowledge is lacking. As a teacher, I found education is still unfinished for those students whom I believe are aware of the theoretical knowledge of nutrition. And it's a never ending process. In core, I found that we, parents, teacher and students have tremendous faith and expectation from education.

I have found formal education merely as leading to some kind of certification. Human beings must learn to eat and what to eat, to grasp and what to grasp, to stand, walk and talk, to talk this language and/or that, wisely or foolishly, rudely or politely, loudly or softly, a lot or a little, at the right time and in the right way to successfully communicate (Michalos, 2008) linking to lived experiences of an individual. I have observed them doing what adults are doing and they are doing it worst as they lack direction.

As study of Teisl, Bockstael, and Levy (2001) has linked that providing health related information does not always lead to switch consumption away from unhealthy products to more healthy alternatives, unless there is "substitution" or "health effect". In the context of our society, the demand of a variety of foods with different flavor is increasing among consumers where the use of substitution may be impossible unless

it has health effects among individual. So in this context, I found us and our children more vulnerable.

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ANNEX I

Minerals	Functions	Food Sources	Deficiency Disease
Calcium	Builds bones and teeth	Milk/ Cheese	Weak bones, Osteoporosis in adults, stunted growth
Iodine	Proper growth of the thyroid gland and body	Sea foods, iodized salt	Goitre, mental retardation, retarded growth
Iron	Helps in the formation of hemoglobin and red blood cells	Cashew nuts, cereals, pulses, meat and green leafy vegetables	Anemia, pale body colour, body fatigue, loss of weight, white nails, swelling in hands and feet
Phosphorus	Improves appetite Helps in growth	Peas/ beans/ green leafy vegetables, pulses	Weak bones and teeth, poor development of nervous system, mental retardation, retarded growth, loss of weight
Sodium and potassium	Help in maintaining body's water balance	Salt and most foods	Body and muscle weakness, Dehydration Paralysis
Magnesium	Regulates the	Green leafy	Weak muscles and

	functioning of muscles and nerves	vegetables, cereals	nerves
Zinc	Strengthens the immune system, helps in cell division and in healing wounds	Peas, beans, peanuts	Loss of appetite, retarded growth and slow blood clotting
Fluorine	Makes teeth stronger	Sea foods	Increased tooth decay

ANNEX II

Vitamins	Functions	Food sources	Deficiency Disease
Vitamin A	Healthy skin, good for the eyes	Green vegetables and fruits, eggs	Eye diseases night blindness
Vitamin B	Helps in functioning of the nervous system	Ground nuts, eggs	BeriBeri
Vitamin C	Keeps gums and skin healthy	Citrus fruits, tomatoes	Skin diseases, scurvy
Vitamin D	Keeps teeth and bones healthy- helps the body to absorb calcium	Milk, eggs, sea fish, sunlight	Rickets
Vitamin K	Helps in blood clotting	Spinach, cabbage, green leafy vegetable	Hemorrhage (excessive bleeding)