Exploring Eating Patterns and Daily Routines of School Children in South-West Delhi: A Comprehensive Nutritional and Lifestyle Study

Dr. B.K.Pal[1], Dr. Shweta Tanwar[2], Ms. Sonali Verma[3], Dr. Priyanka Kishore[4], Sharad Sharma[5], Dr. Suman[6]

[1]Associate Professor, Psychology, DIET, Karkardooma, SCERT, Govt. of NCT Delhi

Email ID: drbkpal@gmail.com

[2]Assistant Professor), Department of Gender Studies, NCERT, Delhi

Email ID: shvetatanwar@gmail.com

[3]Assistant Professor), DIET, Rajender Nagar, SCERT, Govt. of Delhi

Email ID: vermasonali2310@gmail.com

[4]Assistant Professor), Department of Education, Meriema, Nagaland University

Email ID: priyanka@nagalanduniversity.ac.in

[5]Assistant Professor), SCERT, Govt. of NCT Delhi

Email ID: sharad.scertdelhi@gmail.com

[6]Assistant Professor), C & P -Zoology, DIET, Ghumanhera, SCERT, Govt. of NCT Delhi

Email ID: suman7671312@gmail.com

*Corresponding Author:

Dr. B.K.Pal

Associate Professor, Psychology, DIET, Karkardooma, SCERT, Govt. of NCT Delhi

Email ID: drbkpal@gmail.com

ABSTRACT

This study examines the eating patterns and daily routines of students in the South-West district of Delhi, specifically focusing on children from Sarvodaya Vidyalayas. Conducted through a comprehensive questionnaire administered to 950 elementary-level students, the research investigates their sleeping times, morning activities, eating habits, and food consumption patterns before, during, and after school.

Key findings reveal that most students (83.20%) go to bed before 10 PM and wake up between 5-7 AM. Approximately 83.50% drink liquids and 78.80% eat something before school, with 76.70% having freshly prepared food at home. During school hours, 75.40% of students experience hunger, predominantly in the early afternoon. After school, 78% return to ready-cooked meals, with 28% of students preparing their own food due to working parents.

The study highlights the intricate relationship between children's nutritional habits, home environment, and daily schedules in urban educational settings.

Keywords: Scholastic achievements and Mental growth, Attitude towards studies.

1. INTRODUCTION

Physiological research has significantly expanded our understanding of children's physical development and, crucially, the impact of mental exertion on nervous system growth. A child's lifestyle, including dietary habits, daily routines, sleep schedule, and bedtime, substantially influence their academic engagement and learning attitude. Consequently, it is imperative for educators to adopt a rigorous, scientific approach to studying children, which can enhance teaching effectiveness both within and beyond the classroom environment.

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The rephrased paragraph maintains the original meaning while slightly restructuring the sentences to improve clarity and flow. It preserves the key points about physiological knowledge, the importance of daily habits, and the need for a scientific approach to understanding children's development.

STUDY AREA PROFILE

The South-West district of the National Capital Territory (NCT) of Delhi represents the largest administrative unit in terms of geographical area, encompassing approximately 420 square kilometers, which constitutes around 28.32% of the total area of Delhi. Administratively, this district has been subdivided into two zones: South-West A and South-West B. As per demographic records, it has a population of approximately 1.749 million, accounting for nearly 12.69% of Delhi's overall population. Geographically, it occupies the peripheral southern and south-western segments of the NCT. The district comprises three administrative sub-divisions (tehsils): Najafgarh, Vasant Vihar, and Delhi Cantonment. The bifurcation into South-West A and B was undertaken to enhance the efficiency of academic and administrative management.

OBJECTIVES OF THE STUDY

The present study was conceptualized with the following specific objectives:

- To assess the sleep and wake-up time patterns of school-going children.

- To examine children's early morning routines prior to attending school.

- To explore the types and timings of food intake before and after school hours.

- To analyze both the qualitative and quantitative dimensions of their dietary habits.

2. METHODOLOGY

About the Study Area: The South-West district of the Government of NCT Delhi is the most expansive district, encompassing approximately 420 Km^2, which represents 28.32% of the total NCT area. This district has been administratively split into two sub-districts: South-West-A and South-West-B. With a population of 1.749 million, it accounts for 12.69% of Delhi's total population. Geographically situated in the outer region of Delhi, the district stretches across the southern and southwestern parts of the state. From an administrative perspective, the South West district is composed of three tahsils: Najafgarh, Vasant Vihar, and Delhi Cantonment. The current administrative structure divides the district into two parts, South West 'A' and South West 'B', to facilitate more effective academic management.

ANALYSIS AND INTERPRETATION:

Student's Sleeping Time-Pattern

Table-1

Timing	No. of students	% of the total students
Before 9.00 PM	382	40.60
9.00 PM -10.00 PM	398	41.60
10.00 PM -11.00 PM	127	12.07
11.00 PM -12.00 PM	043	4.50
After 12.00 PM	005	0.60
Total	**950**	**100.00**

Table-1 reveals analysis of sleep habits among 950 students reveals a clear preference for early bedtimes. A substantial majority of students (82.20%) consistently retire for the night before 10:00 PM, with two distinct groups emerging:

The largest segment, comprising 40.60% of students (382 individuals), goes to bed before 9:00 PM, indicating an exceptionally early sleep schedule. An equally significant group of 41.60% (398 students) follows closely, heading to bed between 9:00 PM and 10:00 PM.

As the night progresses, fewer students maintain their early sleep routine. Approximately 12.07% of students (127 individuals) go to bed between 10:00 PM and 11:00 PM, suggesting a slightly later wind-down period. A smaller contingent of 4.50% (43 students) delays sleeps until between 11:00 PM and midnight, while a minimal 0.60% (just 5 students) go to bed after midnight.

This data paints a picture of a student population that prioritizes early rest, with an overwhelming 82.20% consistently choosing to sleep before 10:00 PM, potentially reflecting disciplined study habits, early morning commitments, or a focus

on maintaining a healthy sleep routine.

Getting-Up Timing

Table-2

Timing	No. of students	% of the total students
Before 5.00 AM	126	12.30
5.00 AM -6.00 AM	390	41.70
6.00 AM -7.00 AM	336	35.60
After 7.00 AM	098	10.40
Total	**950**	**100.00**

Table-2 represents the study's examination of students' morning wake-up times reveals a clear pattern of early rising among the surveyed population. A relatively small contingent of students (12.30%, or 126 individuals) demonstrate exceptional early morning discipline by rising before 5:00 AM.

The majority of students, however, concentrate their wake-up times within two primary morning windows. The largest group, comprising 41.70% of the total (390 students), awakens between 5:00 AM and 6:00 AM, representing the peak of morning activity. A substantial secondary group of 35.60% (336 students) follows, rising between 6:00 AM and 7:00 AM.

Only a modest fraction of students, accounting for 10.40% (98 individuals), tend to wake up after 7:00 AM, suggesting a general trend of early morning alertness and potentially structured daily routines among the student population.

In total, the study surveyed 950 students, with their wake-up times distributed across these four distinct time brackets. The data strongly indicates a cultural or institutional preference for early morning starts, with nearly 90% of students rising before 7:00 AM.

Morning Habit Before their Going to the School

Table-3

S. No.	Morning Habits	No. of responding children					
		Yes	%	No	%	No Response	%
1.	Going to toilets	768	80.90	137	14.40	45	4.70
2.	Drinking anything	795	83.50	110	11.80	45	4.70
3.	Eating anything	743	78.80	158	16.90	49	5.30

In a comprehensive study examining the morning routines of school children, the research reveals interesting insights into their pre-school habits across three key areas: toilet usage, drinking, and eating.

Regarding toilet habits, an overwhelming majority of 80.90% of children consistently visit the toilet before leaving for school. However, a notable 14.40% do not follow this practice, and 4.70% did not provide a response to this aspect of the survey.

When it comes to drinking, the data shows an even more pronounced trend. A substantial 83.50% of students consume some form of liquid before heading to school, which includes water, tea, coffee, or milk. Approximately 11.80% do not drink anything, while 4.70% did not respond to this question.

Interestingly, the eating habits present a different pattern. A significant 78.80% of students do not eat anything before school, such as biscuits, bread, or fresh food. Only 16.90% reported consuming something, and 5.30% did not provide any information about their morning eating habits.

These findings provide a nuanced view of children's morning routines, highlighting variations in their pre-school preparatory activities and potentially offering insights for parents and educators about students' morning behaviors.

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Eating Patterns of the Children

Table -4

S. No.	Eating Pattern	No. of students	% of the total students
1	Eating at home	751	79.00
2	Eating in the School	102	10.70
3	Eating on the way to schools	97	10.30
	Total	**950**	**100.00**

The data of table-4 reveals an interesting snapshot of children's eating habits in the South-West district. A significant majority of students, precisely 79.00% (which amounts to 751 children), prefer to have their meals at home before heading out for school. This suggests a strong family-based eating culture where children start their day with a home-cooked meal.

In contrast, a small but notable group of students (102 children, representing 10.70%) consume their breakfast at school. This could be due to various reasons, such as busy morning schedules or households where parents might leave early for work. Interestingly, these students typically wake up late but manage to reach school before the day begins.

Another 10.30% of students (97 children) have developed the habit of eating on their way to school. This might indicate a fast-paced lifestyle where grabbing a quick bite during transit has become a norm for some families.

When we look at the total number of students in this study, the sample size is 950 children. The breakdown shows a diverse approach to morning meals, reflecting the varied morning routines and family dynamics in the South-West district.

The data highlights that while home-cooked meals remain the predominant choice, there's a growing trend of alternative eating patterns among school children, adapting to the changing rhythms of daily life.

Eating and Drinking Items in the Morning Before Going to School

Table-5

S. No.	Eating items	% of Responds	Drinking Materials	% of Responds
1	Biscuits, fans etc.	23.80	Water	18.20
2	Bread slice etc.	25.10	Tea/Coffee	36.70
3	Left-over from the previous night	14.80	Milk	39.20
4	Food (fresh) 'Roti', rice etc.	19.60	Curd fruits, juice, etc.	3.20
5	Freshly cooked (vegetables, 'dal')	16.70	Cold drinks	2.70
	Total	**100.00**	**Total**	**100.00**

Table-5 reflects that every morning, students have diverse breakfast habits before heading to school. When it comes to eating, there's quite a variety in their choices. Biscuits and similar snacks are popular, with nearly a quarter of students (23.80%) munching on them. Bread and slices are even more common, with 25.10% of students opting for this quick breakfast option.

Some students are practical about their morning meals. About 14.80% choose to finish leftover food from the previous night, while 18.30% prepare fresh meals like rotis or rice. Additionally, 16.70% of students start their day with freshly cooked vegetables and dal, showing a preference for more substantial and nutritious breakfast options.

The drinking preferences are equally interesting. While 18.20% of students stick to water, the majority lean towards hot beverages. A significant 36.70% kickstart their morning with tea or coffee, and an even larger group - 39.20% - prefer milk before leaving for school. A small percentage (5.90%) round out their morning drink choices with alternatives like curds, fruits, lemon, or cold drinks.

This data reveals the diverse morning eating and drinking habits of students, highlighting the range of breakfast choices they make before embarking on their school day.

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The Pattern of Freshly and Cooked Food Before Going to the School

Table–6

S. No.	Categories	No. of responding children					
		Yes	%	No	%	No Response	%
1	Freshly cooked food ready at home	728	76.70	168	17.70	54	5.60
2	Children who cooked food at home	92	9.70	826	86.80	32	3.50

Table-6 reveals interesting insights into students' meal preparations before heading to school. A significant majority of students, approximately 77%, have freshly cooked meals prepared at home before leaving for school. This suggests that most families prioritize providing a home-cooked breakfast for their children.

However, the research also highlights the challenges faced by some families. Around 18% of students do not have freshly prepared meals at home, primarily because their parents leave early in the morning for work. This indicates the potential impact of working parents on morning meal routines.

When it comes to cooking food at home before school, the data shows a stark contrast. Only a small percentage (9.70%) of students actually cook food at home themselves, while an overwhelming 86.80% do not engage in home cooking before school. This could be due to various factors such as age, time constraints, or lack of cooking skills.

A minor portion of the survey participants, about 3.50%, did not provide a response to the questions, which might be due to survey methodology or individual reluctance to answer.

These findings shed light on the morning food preparation patterns of students, revealing the complex interplay of family dynamics, work schedules, and meal preparation practices in households.

How do Children of the Schools Get Eating Items?

Table-7

S. No.	Get Eating items	No. of responding children					
		Yes	%	No	%	No response	%
1.	Bringing eating items on their own	620	66.70	261	27.10	60	6.20
2.	Get food from someone during school hours	110	11.50	820	86.40	20	2.10

The data of table-7 reveals an interesting pattern of how students acquire their meals during school hours. A significant majority of students—approximately 67% of those surveyed demonstrate independence by bringing their own food to school. This self-sufficiency stands in contrast to the relatively small percentage who rely on others for their meals.

Notably, only 11.50% of students receive food from their guardians during school hours, highlighting a predominantly self-managed approach to school meals. The vast majority—86.40% of students—do not receive food deliveries from family members, instead choosing to prepare or pack their own meals.

A small fraction of students (27%) do not bring any eating items to school, which could indicate various socio-economic or personal circumstances. Additionally, a minor percentage (about 6%) of students were unable to provide a clear response about their meal acquisition.

The data paints a picture of student autonomy, with most young learners taking responsibility for their own nutrition during school hours. This trend suggests a level of maturity and self-reliance among students in managing their daily sustenance.

The breakdown offers insights into students' eating practices, revealing a predominantly self-sufficient approach to meals that reflects broader patterns of independence and personal responsibility among school-aged children.

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Feeling Hungry during School Hours and its Effect

Table-8

S. No.	Category	No. of students	% of responds	Effect of hungry	No. of students	% of the students
1	Feeling hungry	720	75.40	Early Leaving school	117	12.70
2	Not feeling hungry	199	20.90	Not leaving school	793	83.10
3	No response	031	03.40	No response	040	4.20
	Total	950	3.40	Total	950	100.00

Table-8 revealing comprehensive study explored students' experiences with hunger during school hours, revealing some interesting insights about their nutritional challenges. The research found that a significant majority—approximately 76% of the students surveyed reported feeling hungry while at school. This is quite a substantial portion of the student population experiencing hunger during their academic day.

In contrast, only about 21% of students indicated that they do not experience hunger during school hours. A small percentage (3.4%) did not provide a response to this particular question, which might suggest some hesitation or discomfort in discussing their nutritional experience.

Despite experiencing hunger, most students demonstrate remarkable resilience. An overwhelming 83.1% of students choose to remain in school despite feeling hungry, highlighting their commitment to education. However, the study also revealed that approximately 12.7% of students do leave school early due to hunger, which likely stems from insufficient food resources brought from home.

This data underscores a critical issue: a significant number of students are struggling with hunger during their school day, which could potentially impact their learning, concentration, and overall academic performance. The fact that over three-quarters of students feel hungry suggests a need for potential interventions such as school meal programs, nutritional support, or other strategies to address students' basic dietary needs during school hours.

These findings prompt important questions about student welfare, nutrition, and the broader socioeconomic factors that might contribute to students arriving at school without adequate food provisions.

Frequency of their feeling hungry

Table-9

S. No.	Hunger frequency	% of students	Hunger timings	% of students
1.	Almost everyday	37.50	Early morning	5.80
2.	Most day	43.20	Late morning	15.20
3.	Once a week	1.60	Early afternoon	71.20
4.	Two or three times a week	12.30	Late afternoon	4.80
5.	Occasionally	5.40	In between	3.00
	Total	100		

Table-9 representing comprehensive survey of students' hunger patterns during school hours reveals some interesting insights. The majority of students experience regular hunger pangs throughout the school day. Specifically, a significant 37.50% of students report feeling hungry almost every day, with an additional 42.30% experiencing hunger daily. A smaller percentage of students 12.30% feel hungry two to three times a week, while only 1.60% feel hungry once a week, and 5.40% report occasional hunger.

The timing of hunger is particularly noteworthy. An overwhelming 71.20% of students experience hunger during the early afternoon, making this the most critical period for meal planning and nutrition. In contrast, 15.20% of students feel hungry

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during late morning, and a mere 5.80% report hunger early in the morning. The late afternoon sees the least hunger, with only 4.80% of students experiencing food cravings during this time.

These findings underscore the importance of understanding students' nutritional needs and hunger patterns. The data suggests that school meal times and nutritional interventions should be particularly focused on the early afternoon, when the vast majority of students experience hunger. The consistent hunger reported by nearly 80% of students who feel hungry almost every day or daily highlights the significance of regular, well-timed nutrition for students during school hours.

Eating Pattern on Reaching Home

Table-10

S. No.	Eating pattern	No. of students	% of total children
1.	Fresh Roti or Rice with Sabjee or Dal etc.	523	55.00
2.	Fresh Roti or Rice with Salt or Pickle etc.	218	22.70
3.	Left over food of previous night	55	5.80
4.	Biscuits, Fans, or Bread piece etc.	117	12.70
5.	Other	37	3.80
	Total	**950**	**100**

Table-10 reveals a detailed breakdown of students' post-school eating habits, highlighting the diversity of their immediate food choices upon arriving home. The most prevalent eating pattern emerges as a nutritious meal, with more than half of the students (55%) consuming fresh 'rotis' or rice accompanied by vegetable curry ('Sabjee') and lentils ('Dal').

A significant secondary group, representing 22.7% of the students, opt for a simpler meal of fresh rotis or rice paired with salt or pickles. Meanwhile, a notable portion of students (12.7%) rely on less substantial food options such as biscuits, packaged snacks, bread, or leftover food from the previous night. A small fraction (3.8%) reported consuming other unspecified food items.

The data presents a comprehensive view of the dietary choices made by children immediately after returning from school, reflecting variations in household food availability, preparation, and student preferences. With a total sample size of 950 students, the research provides insights into the immediate nutritional intake of school children during their after-school hours.

Key observations:

1. Nutritious meals dominate (55% of students)
2. Simple salt or pickle accompaniments are common (22.7%)
3. Snack-based or leftover meals constitute about 16.5% of students' choices

The study underscores the importance of understanding children's dietary patterns and the potential nutritional diversity in their post-school eating habits.

Status of Food on Reaching Home:

Table-11

S. No.	Food Status	No. of children	% of the total students	Cooking Pattern	No. of children	% of the Total students
1	Ready	742	78.00	Self	058	28.00
2	To be cooked	208	22.00	Someone else	150	72.00
	Total	**950**	**100.00**	**Total**	**208**	**100.00**

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Table-11 revels that when students return home from school, their meal situation varies quite interestingly. According to the study's findings, a significant majority of students nearly 78%—find their meals already prepared and ready to eat. This suggests that most households have someone who ensures food is cooked and waiting for the children when they arrive home.

However, for about 22% of students, mealtime isn't as straightforward. These students find themselves in a position where food still needs to be prepared, which could be attributed to parents who work outside the home and might arrive later. This scenario highlights the diverse domestic arrangements and schedules of modern families.

Digging deeper into the cooking patterns reveals another fascinating insight. Out of the 208 students who needed to prepare their own meals, only 28% took on the cooking responsibility themselves. The majority—a substantial 72%—had someone else in the family handle the meal preparation. This indicates that even when food isn't immediately ready, family members typically step in to ensure the students are fed.

The data paints a nuanced picture of after-school meal dynamics, showcasing how families adapt and ensure their children's nutritional needs are met, regardless of work schedules and individual circumstances.

3. FINDINGS OF THE STUDY

The research reveals significant insights into the daily routines and eating habits of students in the south-west district of Delhi. A substantial majority of students, approximately 83%, maintain an early sleep schedule, going to bed before 10:00 PM. Correspondingly, most students (77%) wake up between 5:00 AM and 7:00 AM, suggesting a consistent and early morning routine.

Regarding morning habits before school, the study demonstrates that students have well-established preparatory practices. An overwhelming 80.90% use the toilet, 83.50% consume some form of liquid (such as water, tea, milk, or juice), and 78.80% eat something, ranging from biscuits and bread to leftovers. Notably, while 76% primarily drink tea and milk, only a third (33%) incorporate fresh food and vegetables into their morning meal.

A small percentage (10.30%) of students consume food en route to school, with the majority eating at home. Most students (76.70%) have freshly prepared food available at home before leaving, though only 10% are involved in cooking themselves. When it comes to school meals, about two-thirds of students bring something to eat, while 27% do not. Minimal parent involvement is observed, with just 12% of students receiving food from home during school hours.

Hunger is a significant concern, with 75% of students reporting feeling hungry during school hours. Most of these students (81%) experience hunger almost daily or for most of the school day. The timing of hunger varies, with 71.20% feeling most hungry in the early afternoon and 15.20% during late morning. Despite this, only a small proportion (13%) actually leave school due to hunger.

After returning home, the dietary patterns continue to be notable. Approximately 78% of students consume traditional meals consisting of fresh rotis, rice, dal, sabzi, or pickles. Interestingly, 28% of students prepare their own meals due to parents being away for work, while 72% receive food prepared by others.

These findings highlight the complex interplay of nutrition, household dynamics, and student experiences in the studied district, revealing patterns of self-sufficiency, varied dietary habits, and the challenges of managing meals during school hours.

Gender and Its Impact on Daily Routines and Eating Habits

Gender plays a crucial role in shaping the daily routines, responsibilities, and eating habits of school children, particularly within the family structure. Traditional gender norms often dictate specific roles and expectations, with girls frequently taking on more domestic duties, such as meal preparation and care work. In contrast, boys may be less involved in these activities, with more focus placed on academic and extracurricular responsibilities. These gendered divisions can influence not only the types of food children are exposed to but also their involvement in cooking, shopping, and decision-making around meals. Moreover, societal expectations around gender often impact how children perceive food and nutrition, with girls more likely to be socialized to prioritize health and appearance, while boys might be encouraged to focus on quantity and energy. Understanding these dynamics is vital for addressing gender disparities in access to nutritious food and ensuring that both boys and girls develop healthy eating habits that support their growth and well-being.

4. CONCLUSIONS

The findings of this study may help deal with many issues arising out of poor physical and mental growth of the children. These could further be utilized as valuable resources for evolving future strategies in improving elementary education in the district as well as the state. The daily chores pattern of the students somehow or the other affects their academic and non-academic performances. Hence, the data may be useful in ascertaining the impact of daily chores patterns on students towards their scholastic achievements.

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1. Sleep Patterns

Table 1 illustrates that a significant majority (82.2%) of students reported going to bed before 10:00 PM—40.60% before 9:00 PM and 41.60% between 9:00 PM and 10:00 PM. Post-10:00 PM sleeping habits were reported by 17.8% of the students, suggesting a relatively early bedtime across the cohort.

2. Wake-Up Times

According to Table 2, a substantial proportion of students (77.3%) awaken between 5:00 AM and 7:00 AM, with only 12.3% rising before 5:00 AM and 10.4% waking after 7:00 AM, indicating early morning routines are generally prevalent.

3. Morning Hygiene and Consumption Habits

Table 3 reveals that 80.90% of students use the toilet before school, and 83.50% consume a beverage—such as water, milk, or tea/coffee. In contrast, only 78.80% consume solid food, often in the form of biscuits, bread, or freshly prepared items. A small proportion either skip meals or do not provide information.

4. Pre-School Eating Locations

As per Table 4, 79.00% of children eat at home, 10.70% at school, and 10.30% en route to school—highlighting a gap in morning preparedness for some families.

5. Type of Morning Meals and Beverages

Data in Table 5 show that the most commonly consumed solid items include bread (25.10%) and biscuits (23.80%), while the most consumed liquids are milk (39.20%) and tea/coffee (36.70%). Fresh and nutritious foods like vegetables or 'dal' are consumed by 16.70% of the respondents.

6. Availability and Preparation of Fresh Meals

As detailed in Table 6, freshly cooked food is available at home for 76.70% of students. About 9.70% prepare food themselves, largely due to parental unavailability. This underscores socioeconomic pressures affecting household food preparation dynamics.

7. Food Carriage to School

Table 7 indicates that 66.70% of students bring food to school independently, while 11.50% rely on guardians to bring food during school hours. However, 27.10% do not bring food at all.

8. Hunger During School Hours

A significant number (75.40%) of students report experiencing hunger during school, as shown in Table 8. While 83.10% stay in school despite hunger, 12.70% leave school prematurely due to lack of adequate nourishment.

9. Frequency and Timing of Hunger

As per Table 9, hunger is most commonly experienced during the early afternoon (71.20%), with 37.50% of children experiencing it almost daily, and 43.20% on most days—indicating possible gaps in mid-day meal programs or home breakfast practices.

10. Post-School Meal Consumption

Table 10 reveals that upon returning home, 55.00% of children consume a complete meal (roti/rice with vegetables or dal), while others rely on less substantial options like pickles or leftovers.

11. Availability of Food at Home

As highlighted in Table 11, 78.00% of students find meals ready upon arrival, while 22.00% must wait or prepare food themselves. Of those without ready meals, 28.00% are responsible for cooking, often due to parental work obligations.

Key Findings

- Sleep and Wake Cycles: Over 80% of students maintain early bedtimes and rise between 5:00–7:00 AM, reflecting structured household routines.

- Morning Hygiene and Nutrition: Most students perform basic hygiene and consume a morning beverage, but food intake quality and timing vary significantly.

- Nutritional Preparedness: While most students eat at home before school, a noticeable proportion rely on school-provided or en-route meals.

- Food Insecurity Indicators: The prevalence of mid-day hunger and dependency on leftover or minimal food options highlight potential food insecurity.

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- Household Roles: Some children engage in food preparation due to parental employment, indicating socio-economic challenges affecting child well-being.

- Nutritional Patterns Post-School: A large segment of children access balanced meals post-school, though disparities remain based on household dynamics.

The research provides a profound insight into the daily routines and nutritional patterns of school children, revealing a complex landscape of dietary habits, sleep schedules, and family dynamics. The study highlights that most children maintain disciplined sleep patterns, with over 82% consistently going to bed before 10 PM and nearly 90% waking up before 7 AM. Their morning routines are equally structured, with a majority engaging in essential activities like toilet visits and drinking beverages before school.

Nutritionally, the findings are particularly revealing. While most children (79%) eat at home before school, a significant 75% experience hunger during school hours, with peak hunger occurring in early afternoon. The after-school eating patterns demonstrate diverse practices, with over half consuming nutritious meals like fresh rotis or rice with vegetables and lentils. Notably, 78% of students find meals ready when they return home, indicating strong family support in meal preparation.

These insights underscore the critical relationship between children's daily routines, nutritional intake, and potential academic performance. The study calls for greater attention to students' dietary needs and the importance of structured, supportive home environments in promoting children's overall well-being and educational success.

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