

## **EFFECTIVENESS OF MID-DAY MEAL AS PERCEIVED BY THE TEACHERS AND THE GUARDIANS**

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### **ABSTRACT**

*This paper presents the Dissertation study on the Effectiveness of Mid Day Meal. Data collected from the school records and self report questionnaire was used to study the impact of Mid Day Meal Scheme on the enrolment of elementary school students. Significant increase in the percentage of enrolment of students at all levels. Mid-day meal is to be introduced in all primary schools, and to clarify that it is only as matter of good will and specifically for resource poor status. Another important issue namely caste discrimination. This is a gross violation of the fundamental right to equality and freedom from discrimination as well as the constitutional prescription of untouchability.*

*Improving the nutritional status of children in class I-V in Government, local and Government aided school and EGC and AIE centers. Encouraging poor children, belonging to disadvantages sections to attend school / more regularly and help them concentrate on classroom activities. Providing nutritional support to children of primary stage in drought affected areas during summer vacation.*

**Keywords:** Mid day Meal Programme, relationship between mid day meal and teacher's- guardian, developing a positive and favorable, significance of difference, pattern of elementary school teacher

### **INTRODUCTION**

In a land mark order dated November 28,2001, the Supreme Court of India directed all state governments to introduce cooked mid day meals in primary school within six months. Most state governments missed the dead line, with a view to boost universalization of primary education (class – I – V ) by improving enrolment, attendance, retention and learning levels of children, especially those belonging to disadvantaged sections and to improve nutritional status of students of primary stage the cooked Mid-day meal programme was started in West Bengal in 1100 schools of six districts from January 2003. There after coverage of schools increased gradually and 68,508 schools and SSKs along with an enrolment of 9184070 in nineteen districts could be brought under this scheme within March, 2005. By March, 2007, 68808 schools with an enrolment of 9195381 could be covered in this state.

Six years an amendment was made in the Indian constitution, the union cabinet cleared the Right to Education Bill. It is now soon to be tabled in parliament for approval before it makes a fundamental right of every child to get free and compulsory education. More than six decades after Independence, the Indian Government has cleared the Right to Education Bill that makes fundamental right for all children between the ages of 6 to 14.

The union cabinet has cleared the long reading right educational bill, which promises free and compulsory education to every child. The move should provide a much needed boost to the country's education section. The bill also prohibits physical punishment, expulsion or detention of a child and development of teachers for non educational purposes other than census or election duty and disaster relief. Running a school without recognition will attract penal action.

He added that the human resources ministry would release the text of the Bill after consulting of Education Commission. In view of assembly pools in some state. The Right to Education Bill is the enabling legislation to notify the 86<sup>th</sup> constitutional amendment that gives every child between the age of six and 14<sup>th</sup> the right to free and compulsory education. But it has been 1 years in the making. In 1937, when Mahatma Gandhi voiced the need for universal education he met with the same stonewalling about cost that dogs the Issue today. The constitution left is as a vague plea to the state to 'Endeavour to provide free and compulsory education to all children up to age 14' but access to elementary school still remains elusive today. It was only in 2002 that education was made a fundamental right in the 86<sup>th</sup> amendment to the constitution. Cities of the Bill question the age provision. They say children below six years and above 14 should be included. Also the government has not addressed the issue of shortage of teachers, low skill levels of many teachers and lack of educational infrastructure in existing schools let along the new ones that will have to be built and equipped. The planning commission expressed its inability to frank out the money, the state government said they were unwilling to supply even part of the funding; the centre was thus forced to think of footing the entire bill itself.

The draft Bill aims to provide elementary schools in every neighborhood within three years – through the word 'school' encompasses a whole spectrum of structures. 'Lows and Bill do not make children go to school. Initially, there will be problems because while everyone must understand there social responsibility, what matters is whether the right children will have access to this programme.

A set of minimum norms have been worked out as there's the usual barriers of paper work in remote rural and poor urban areas. The state is also obliged to tide over any financial compulsions that may keep a child out of school. Still, educationists who have rooted for the Bill argue that sharing social responsibility should be seen as privilege not a burden. (Source: Info change India 2005).

## OBJECTIVE OF STUDY

1. To find out the relationship between mid day meal and attitude of the elementary teacher's and guardian.
2. To explore the pattern of 'Mid day Meal Programme' Attitude towards Elementary Education.

3. To examine significance of difference in the attitude of elementary teacher towards guardian differing in certain background variables.
4. To suggest various ways of developing a positive and favorable Mid Day Meal Programme and attitude among the Elementary Teacher and Guardian.

## STATEMENT OF THE HYPOTHESIS

The following hypothesis were considered for the study –

**Ho1.** There will be no difference of opinion among the teachers regarding different dimension of the questionnaire.

**Ho2.** There will be no difference of opinion among the guardian's regarding different dimension of the questionnaire.

## DESIGN OF THE STUDY

This part of the chapter describes the design followed to find out the study of mid-day meal on elementary level. The aim of the investigation were also –

1. To find out the relationship between mid-day meal and attitude of the elementary teachers and guardian.
2. To explore the pattern of 'mid-day meal' programme attitude towards elementary education.
3. To examine significance of difference in the attitude of elementary teacher towards guardian differing in certain background variables.
4. To explore the pattern of elementary school teacher and guardian through the mid-day meal programme.
5. To examine the significance of difference in the mid-day meal programme of elementary teacher and guardian.
6. To suggest various ways of developing a positive and favorable mid-meal programme and attitude among the elementary teacher and guardian.

**1. Methodology:** In order to achieve the objectives of the present study survey method was used to assess the effect of mid-day meal on elementary level.

**2. Population:** In Raipur area teacher and guardian of West Bengal formed the population of this investment.

**3. Sample:** Sample consist 50 teachers and 50 guardians taken from primary school in West Bengal.

The investment does not follow the randomization process for selection of sample. He follows the purposive sampling procedure for selection of samples.

**4. Tools Used:** A questionnaire on curiosity for the primary teacher and primary student guardian was developed by Dr. Pal. It was used and standardize by the researchers.

**5. Statistical Techniques Used :** Description and parametric test both were used in descriptive statistics ogive, mean, scenes, kurtosis were calculated and parametric statistic test and co-relation follow for analyzing the quantitative data.

### **PROCEDURE OF THE STUDY**

#### **Selection of Content Ares for Questionnaire on the Utility of Mid day Meal**

The present investigator a test on questionnaire on the utility of mid-day meal its dimensions were selected with the help of guide under each dimension 6 items were selected thaws in total 36 items were selected for the tool.

#### **Opinion of the experts with respect to the dimension's of questionnaire on the utility of Mid day Meal**

The investigator consulted with experts at send the total questionnaires for the their validation. After getting of her opinion on the experts the investigator modify the test for test and retest purposes. In this way a preliminary modification of the tool was done.

#### **Description of questionnaire on the utility of Mid day Meal**

Thus modification and correction of the item their remind six dimensions with 30 items.

#### **Preparation for blue print of questionnaire on the utility of Mid day Meal**

A blue print was prepared by the investigation consisting of design of the question number of question and total number of question (Table 1)

**Table 1.** Blue print of Questionnaire on the utility Mid-day meal

<b>Dimensions of the question</b>	<b>No. of Question</b>	<b>Total No. of Question</b>
1. Student present	1,6,9,11,13	5
2. Attractive of Education	1,18,19,21,24	5
3. Quality of Food	7,8,12,14,23	5
4. Government Attitude	10,16,20,29,30	5
5. Education time	3,15,26,27,28	5
6. Need of Mid Day Meal	4,5,17,23,25	5
<b>Total</b>		<b>30</b>

#### **Time Schedule for the Questionnaire on the utility of Mid day Meal**

It was a test so there was no time schedule for the tool

#### **Sample Selected for Questionnaire on the utility of Mid-day Meal.**

50 teachers were selected from primary schools (from both urban and rural area) of West Bengal.

**Final Administration of questionnaire on the utility of Mid-day Meal**

It was administered on 50 primary teachers. The researcher get preliminary in structure through the teacher so that any unfavorable conditions will be avoided.

**Evaluation of the answer script of the Questionnaire on the utility of Mid day Meal.**

After having the completed the administration of final tool the researcher evaluated the response sheets against a scoring guide (Appendix – 1), scoring criteria were (4, 3, 2, 1) and (1, 2, 3, 4) for positive and negative answer respectively.

**Determination of objectivity reliability and validity of the Questionnaire utility of Mid day Meal**

Objectivity is considered as one of the three important technical characteristics for being a good test. Previously, objective test was regard, as that, which was not based, not implemented by examiner opinion, attitude or judgment was considered as one aspects of object test. Beside impersonality, there must be some specific objective of the test. A test should have objectivity in construction objectivity in administration and objectivity in scoring.

A test is said to be perfectly objective in scoring if the re-scoring of a test paper produces scores identical to the initial scores assigned to those some papers.

In this present study; Score Guide' was prepared following liker scale. Response were evaluated on the basis of the key. There was no personal influence on scoring each response sheet. This objectivity of the tool in scoring was maintained.

**PRESENTATION AND ANALYSIS OF DATA**

This chapter has been presented and analysis of data. This present, the analysis and interpretation of the scores by means of descriptive statistics and graphical representation.

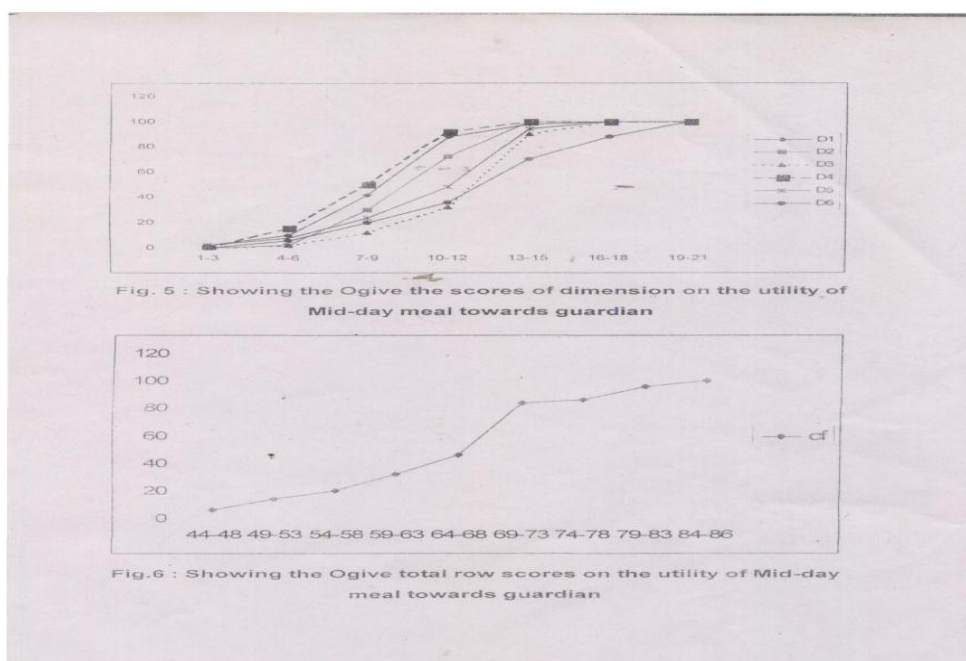
The text score have been presented graphically for visual comparison on the spread shape and stapes of the distribution scores in different ways. In con stunting the percentage cumulative frequency curves (IGIVE) and Bar graph. We can describe the nature of the distribution and also its implication for this investigation.

**Table 2.** Showing the scores obtained by the guardian for Ogive

Score	f	cf%	f	cf%	f	cf%	f	cf%	f	cf%	f	cf%
1-3	1	2	0	0	0	0	0	0	1	2	0	0
4-6	4	10	1	2	1	2	8	16	3	8	3	6
7-9	16	42	14	30	5	12	17	50	8	24	7	20
10-12	23	88	21	72	10	32	21	92	12	48	8	36
13-15	5	98	14	100	24	90	4	100	23	94	17	70
16-18	1	100	0	100	5	100	0	100	3	100	9	88
19-21	0	100	0	100	0	100	0	100	0	100	6	100

**Table 3.** Showing the scores obtained by the total score of guardian

Score	F	cf	cf%
44-48	3	3	6
49-53	4	7	14
54-58	3	10	20
59-63	6	16	32
64-68	7	23	46
69-73	9	32	64
74-78	11	43	86
79-83	5	48	96
84-86	2	50	100



**Table 4.** Showing the scores obtained by the Teacher for Ogive

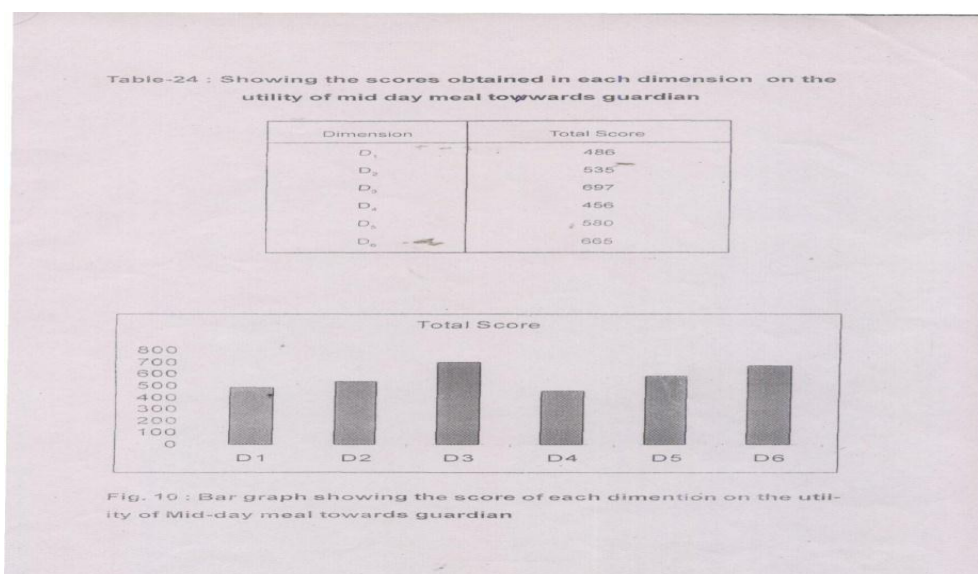
Score	f	cf%	f	cf%	f	cf%	f	cf%	f	cf%	f	cf%
3-5	2	4	1	2	2	4	1	2	1	2	0	0
6-8	2	8	5	12	4	12	4	10	4	10	4	8
9-11	5	18	9	30	11	34	7	24	7	24	7	22
12-14	20	68	18	66	29	92	19	62	18	60	13	48
15-17	14	96	10	86	4	100	13	88	17	94	19	86
18-20	2	100	7	100	0	100	6	100	3	100	7	100

**Table 5.** Showing the scores of % obtained by the utility of Mid Day Meal (Teacher)

Dimen Score	D1		D2		D3		D4		D5		D6	
	f	%	F	%	f	%	f	%	f	%	f	%
3-5	2	4	1	2	2	4	1	2	1	2	0	0
6-8	2	4	5	10	4	8	4	8	4	8	4	8
9-11	5	10	9	18	11	22	7	14	7	14	7	14
12-14	20	40	18	36	29	58	19	38	18	36	13	26
15-17	19	38	10	20	4	8	13	26	17	34	19	38
18-20	2	4	7	14	0	0	6	12	3	6	7	14

**Table 6.** Showing the scores of % obtained by the utility of Mid Day Meal Towards Guardian

Dimen Score	D1		D2		D3		D4		D5		D6	
	f	Cf%	F	cf%	f	cf%	f	cf%	f	cf%	f	cf%
1-3	1	2	0	0	0	0	0	0	1	2	0	0
4-6	4	4	1	2	1	2	8	16	3	6	3	6
7-9	16	32	14	28	5	10	17	34	8	16	7	14
10-12	23	46	21	42	10	20	21	42	12	24	8	16
13-15	5	10	14	28	24	48	4	8	23	46	17	34
16-18	1	2	0	0	5	10	0	0	3	6	9	18
19-21	0	0	0	0	0	0	0	0	0	0	6	12



## SUMMARY OF THE STUDY

In the chapter the investigator highlighted the concept of Mid sorry Elementary of Education of constitution in India and the concept of Mid day meal, and its relation to EFA. He also discussed the problem out of which the present study evolves.

The purpose of the study was:

1. To find out the relationship between Mid Day meal and attitude of the primary teacher and Guardian.
2. To explore the pattern of Mid Day Meal programme attitude towards primary Education among the total and sub samples based on the back ground variables.
3. To examine significance of difference in the attitude of the elementary teacher towards guardian differing in certain background variables.
4. To explore the pattern of elementary school teacher and guardian through the midday meal programme the total and sub sample, based on the background variables.
5. To examine the significance of difference in the mid day meal programme of elementary teacher and guardian differencing in certain background variable.
6. To suggest variables ways of developing a positive and favorable Mid Day Meal Programme and attitude among the elementary teachers and guardian.

After analysis of the data the following observations were made and can conclusions were drawn from them.

1. There was wide graph between D4, D6, D1 is in between D4 and D6 Ogives that there is no much difference in the variation of the opinion the guardian in Mid Day meal.
2. There was a wide grape between D1 to D6 is between D3 and D6 Ogives show that there is no much difference in the variation of the teacher in Mid Day meal.
3. Through there is no wide variations among the graps with the figure show has teacher was positive attitude towards Mid Day Meal. This was also confirmed by Bar Diagram (Fig.).

## RECOMMENDATIONS

The investigator was endowed with some practical experience during the time of investigation upon which he wanted to recommend some aspects some of these were stated below.

The reliability of questionnaire should be determined by other method also.

This type of project may be undertaken with more variable like effect of Mid Day meal on elementary level attitude teacher and guardian.

Sophisticated satisfied design may be employed to generalize the finding.



Due to certain limitations of the study the attitude questionnaire was administered to sample of 50 teachers and 50 guardians only. So the result from present study not is mush dependable. Some further studies on wider sample were therefore recommended to arrive at a more definite and trust worth conclusion, which can be generalized over a large sample.

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