

**STUDY OF TEACHER'S TIME ON TASK ON ACCOUNT OF
IMPLEMENTATION OF MID-DAY MEAL SCHEME AT
PRIMARY SCHOOLS**

A

Dissertation Submitted

To Barkatullah University Bhopal for

The Partial Fulfilment of the requirement for the degree of

MASTER OF EDUCATION (RIE)

Session 2012-13

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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M.Ed.
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REGIONAL INSTITUTE OF EDUCATION, BHOPAL

(A Constituent Unit of National Council Of Education Research And Training, New Delhi)

Shyamla Hills, BHOPAL

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DECLARATION

I hereby declare that the work incorporated in the present dissertation entitled “**Study of Teacher’s Time on Task on Account of Implementation of Mid Day Meal Scheme at Primary Schools**” is an original work under the guidance and supervision of Dr. K.K. Khare and has not been submitted to any university/ institution for the award of diploma or a degree.

This dissertation is submitted as a partial fulfilment of the requirements for the award of the degree of Master of Education (RIE). The results embodied in this thesis have not been submitted to any other University or Institute for the award of any degree or diploma.



Place: Bhopal

Research Scholar: *Raviya*

Date:

Raviya Khan

CERTIFICATE

This is to certify that the contents of this dissertation entitled '**Study of Teacher's Time on Task on Account of Implementation of Mid-Day Meal Scheme at Primary Schools**', is the original research work of Raviya Khan (M.Ed. student of session of 2012-2013) and carried out under my supervision at the Regional Institution of Education (NCERT) Bhopal and for partial fulfilment of degree of master of education of Barkatullah University Bhopal.

I further certify that the work has not been submitted either partly or fully to any other university or institution for the award of any degree. The present study outcome of her is an of her sincere research efforts.

Place; Bhopal

Date. 13/05/2013



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Dr.K.K.Khare

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Raviya Khan

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CHAPTER I

INTRODUCTION



CHAPTER-I

INTRODUCTION

1.1 Introduction

Education is a process of human enlightenment and empowerment of the achievement of a better in the unfoldment of learning potentials enlargement of the competencies and transformation of their interest attitude and values. Education in India has continued to evolve diversity and extend its research to longer number of students from different socioeconomic status. But the aim of education is developing whole child making children capable of becoming responsible, productive and useful member of society.

Jean Dreze can be aptly quoted here, "Educational disparities, which contribute a great deal to the persistence of massive inequalities in Indian society, also largely derive from more fundamental inequalities such as those of class, caste and gender."

The modern concept of education in India is of recent origin, not only in India but in the developing of him west also. Though the tradition of education was present in India since the time of ancient civilizations, it was somewhat esoteric and metaphysical and its reach was limited to the upper casts. The modern concept of education on the other hand is rational and scientific in its approach and stresses on the need of education for all. It can be said that the foundation of modern education was laid by the British in our country.

The educational organization that emerged was divided into primary, high school and college/ University. During the British period, primary education remained neglected but the higher education was encouraged. At time of independence, education, especially the primary one was plagued by historical inequalities.

The Constitution's Directive Principles in Article 45 directed the states to endeavour to ensure free and compulsory education for all. The picture started to change rapidly after the introduction of New National Policy of Education in 1986 and later the Programme of Action in 1992. After this several schemes introduced by

different governments made a significant contribution towards giving renewed impetus to the primary education.

Some of these initiatives deserve a special mention due to the important role played by them. These include the Operation Blackboard in 1986, The Non Formal Education Scheme of 1986, The Shiksha Karmi Project of 1987, The Mid day Meal Scheme of 1995 and The Sarva Shiksha Abhiyan started in 2001. It aimed at providing nutritious meal to all school going children between the ages of 6 to 14 years.

National Policy of Education 1986:- “It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years age before we enter the twenty first century”. It aimed at providing nutritious meal to all school going children between the ages of 6 to 14 years.

The constitutional, legal and national polices, Unnikrishnan Judgement, 1993:- “Every child/citizen of this country has a right to free education until he completes the age of fourteen years.”

Right to Education: - Article 21A- on April 2010, India joined a group of few countries in the world, with a historic law making education a fundamental right of every child coming into force, Making elementary education as an entitlement for the children in the 6-14 age groups, the Right of Children to free and compulsory Education Act.

Sarva Shiksha Abhiyan (SSA) is government of India’s flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right.

SSA is being implemented in partnership with State Governments to cover the entire country. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants.

Objectives of SSA and Time Frame

The SSA Mission strives to secure the right to quality basic education for all children in the 6 to 14 years age group. The goals of the SSA Mission are:-

- All children in school, Education Guarantee Centre, Alternate School, 'to School Camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of schooling by 2008.
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level ,
- Universal retention by 2010.

Incentive Schemes

- National programme of nutritional support to primary education (MDMS)
- Free textbook distribution and scholarship schemes.
- Information and communication technology (ICT) at schools scheme.
- Education loan scheme for SC and ST students

1.2 Mid-Day Meal Scheme

The Mid Day Meal is the world's largest school feeding programme reaching out to about 12 crore children in over 12.65 lakh schools across the country. The mid-day meal scheme grew out of the nutritional programme of nutritional support to primary school enrolment and attendance rates by offering meals to improving the nutritional levels of children. With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children



The Key Objectives of the Programme

- Protecting children from classroom hunger
- Increasing school enrolment and attendance
- Improving socialisation among children belonging to all castes
- Addressing the issue of malnutrition among children and social empowerment of women by creating employment

1.3 Brief History of The Mid-Day Meal

Mid-Day Meal in schools has had a long history in India. In 1925, a Mid-Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid-1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid-Day Meal Programme with their own resources for children studying at the primary stage. By 1990-91 the number of States implementing the mid-day meal programme with their own resources on a universal or a large scale had increased to twelve states.

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the National Programme of Nutritional Support to Primary Education was introduced in all blocks of the country.

It was further extended in 2002 to cover not only children in classes 1-5 of Government, Government aided and local body schools, but also children studying in Education guarantee scheme and alternative and innovative education centers. .

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

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

In October 2007, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks. Lunch of the cooked Mid Day Meal Scheme across States and implementation of Implementation Mechanism as per guidelines Government of India, Ministry of Human Resource Development

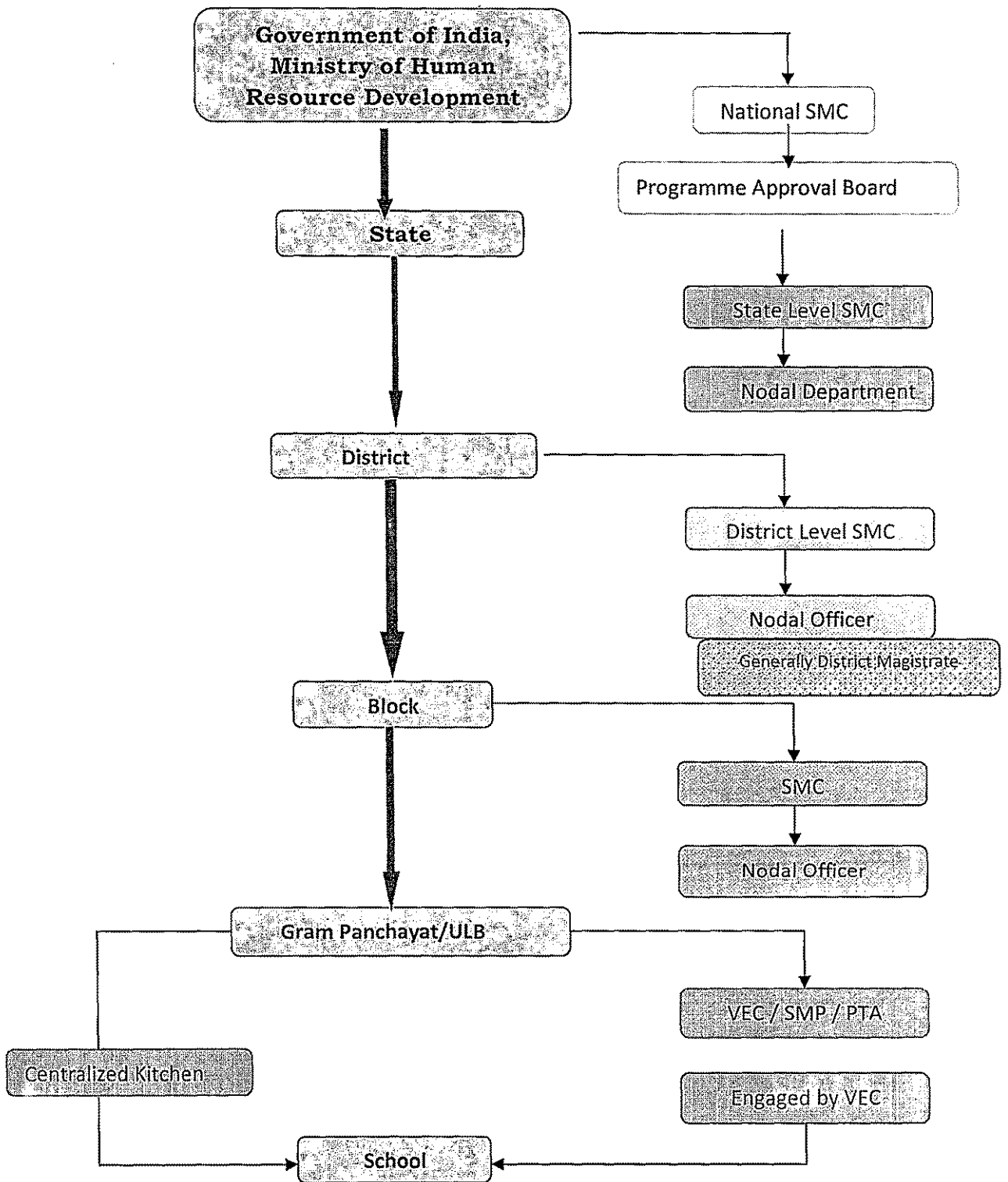
1.4 National programme of nutritional support to primary education

The programme guidelines prescribe the following implementation mechanism: -

- A National Steering-cum-Monitoring Committee (SMC) to be set up at the national level to monitor the programme, assess its impact, coordinate among concerned departments and agencies and to provide policy advice to Central and State Governments. After submission of their Annual work plan by States/UTs, the Programme Approval Board releases central assistance bi-annually.
- States and UTs are also required to set up Steering-cum-Monitoring Committees (SMC) at the State/District/Block levels to monitor implementation of the programme. Every State Government/UTs has to authorize one of its departments as the nodal department to take overall responsibility for implementation of the programme and Implementation cells are required to be set up by nodal department to watch over the implementation of the programme at the school level.
- One nodal officer to be appointed at the district and block level is to be assigned the overall responsibility of effective implementation of the programme at the district/block level.

- The Panchayat/Urban Local Bodies to be in charge of the implementation of the programme in states where primary education is entrusted to them.
- Gram Panchayat/Municipality to be accountable for implementation and day to day supervision of the programme at the local level.
- Gram Panchayat/Municipality may assign the supervision of the programme at school level to the Village Education Committee (VEC)/School Management and Development Committee (SMDC) or Parent Teacher Association (PTA), as the case may be, to be accountable to the Gram Panchayat/Municipality.
- Cooking and supply of meal is to be entrusted to Local women's/Self Help Groups/Local youth clubs affiliated to the Nehru Yuvak Kendras/ Voluntary Organizations or personnel engaged by VEC/SMDC/PTA/ Gram Panchayat/Municipality.
- In Urban areas where a centralized kitchen exists for a group of schools, cooking may be undertaken in that centralized kitchen and cooked hot meal transported to various schools.

**Implementation Mechanism as per guidelines Government of India
Ministry of Human Resource Development**



1.5 Statement of The Problem

Study of teacher's time on task on account of implementation of mid-day meal Scheme at primary Schools

1.6 Objective of The Study

- 1) To study the strength of student and teacher of primary schools.
- 2) To identify the different task to be under taken in implementation of Mid Day Meal scheme.
- 3) To assess the time devoted by teacher carry out the task.
- 4) To observed and record the implementation of Mid Day Meal Scheme in primary schools.

1.7 Operational Definition of Key Terms Used

Implementation meaning-Detailed listing of activities, costs, expected difficulties, and schedules that are required to achieve the objectives of the strategic plans.

1.8 Research Questions

- 1) Whether the times spend by teacher on implementation of mid -day meal schemes is according to the norms.
- 2) Whether the Mid Day Meal Scheme is implementation as indented.

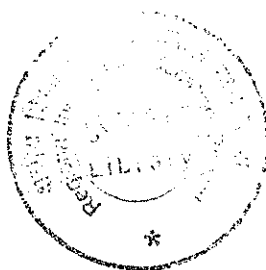
1.9 Delimitation of The Study

No study is complete in itself and it is bound to have some limitations which depend on resources of the investigation and they are termed as delimitation of the study following are delimitation of the present study-

- 1) The study has been conducted on teacher of primary school only.
- 2) It is restricted only for the 3 rural and 3 urban schools of durg Chhattisgarh.
- 3) The relevant tools will be administered to limited teachers/head master who are the concerned stakeholders in the present study

1.10 Need and Significances of The Study

Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate -especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid day meal can help to overcome this problem by preventing “classroom hunger”. Hunger and under nutrition can have permanent health impact on children. Healthy mid day meal are one way to ensure children have access to one nutritious meal per day. The rationale behind the scheme is that mid day meals contributes to the right to education by facilitating enrolments and attendance by improving the nutritional levels of children thereby reducing sick days and improving ability to pay attention. The present study is about implementation of mid-day meal as schemes norms and the teacher’s time spend during academic hours on various activities related to mid-day meal scheme.



CHAPTER II
REVIEW OF RELATED
LITERATURE



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

A literature review is the effective evolutions of selected documents on research topic. A review may form an essential part of the research processes or may constitute a research project in itself. In the context of research thesis the literature review is a critical synthesis of previous research. The evaluation of the literature leads logically to the research questions and hypotheses.

In the context of a dissertation as the review provides a background to the study being proposed. The background to the related literature like types of books, magazines, various dictionaries and records, journal as well .therefore the researcher prepares the accurate layout of research with the help of referenced material and thus he selects problems and the hypotheses and research question connecting to that.

2.2 Review Literature

- 1) Manju Singh & Mishra Evaluation study and implementation on MDM Programme in Meghalaya: July 2010

Objectives: The main objectives of the study are:

- To assess the performance of the programme.
- To find out the constraints and bitterness in the proper implementation of the programme.
- To suggest policy measures to improve the functioning of the programme.

Result: The opinions and observation of all stakeholders' officers, management, committee, students and parents reflects that Mid Day Meal Scheme has improve the status of primary education by enhancement of enrolment and attendance in some way. The response regarding the increase in span of attention after implementation of Mid Day Meal Scheme was found marginal.

- 2) B. k. Panda and N.K. Mondal Achieving Universal Primary Education Mid-day Meal Programme in Residential Schools for the Scheduled Tribes in Chhattisgarh, journal of Indian education February 2010

The objectives of the mid-day meal scheme are

Improving the nutritional status of children in Classes I – VIII in Government, Local Body and Government aided schools, and EGS and AIE centres.

Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentration classroom activities.

Providing nutritional support to children of primary stage in drought-

- 3) Satish Y. Deodhar, Sweta Mahandiratta, K.V. Ramani, and Dileep Mavalankar the impact of mid-day meal scheme on school attendance and enrolment, journal of Indian school of political economy jan-dec 2010.

Findings- Interesting proposition to test the impact of mid-day meal scheme on school attendance and enrolment. However, it would be ideal to gather data on pre and post Mid Day Meal Scheme attendance, enrolment, and drop-out rates. Moreover, since food supply allocation will be linked to attendance, one will have to be circumspect about the moral hazard issue of inflated attendance reporting affected areas during summer vacation.

- 4) Vincent Braganza. Satish y. Deodhar and Sandip Ghosh, K.v. Ramani an evaluation of mid day meal scheme journal of Indian school of political economy jan-dec 2010

The objectives of the mid-day meal scheme are

Improving health and education of the poor children, India has embarked upon an ambitious scheme of providing mid day meals (MDM) in the government and government-assisted primary schools.

Finding - The delivery of MDM scheme may be improved by partnering with private entities and NGOs and by including chikki, dal fortified nutrition bar

- 5) Monika arora santosh, and nagar veenu, Indian Educational Review, Vol. 48, No.1, January 2011 Nutritional Health Status of Primary School Children, A study in Bareilly District, mehrotra, “to assess the nutritional health status of children in Bareilly district”.

Finding; To meet the objective of the present study “To assess the Nutritional Health Status of Primary School Children in rural and urban areas” the nutritional health analysis tools were used and the status of nutritional health was assessed. On observing the rural children for any nutritional deficiency signs and symptoms, mild angular steatitis, loss of luster of hair and skin indicates protein and energy deficiencies, chalky teeth show calcium deficiency among them. They were also short of carbohydrates requirements. The urban children’s nutritional analysis shows a normal appearance; no prominent nutritional deficiency signs were seen.

- 6) Dr. Savita Kaushal Assistant Professor National University of Educational Planning and Administration New Delhi A Study of Best Practices in the Implementation of Mid-Day-Meal Programme in Rajasthan.

Finding: - The study found that cooked mid-day meals have become part of the daily routine of the schools. Cooks had been hired in most schools and the meals did not seem to greatly disrupt classroom activities. Several teachers also credited the mid-day meals with putting an end to classroom hunger and thus improving the students’ academic performance.

- 7) Rajshri Jayaraman in December 2011, the impact of school lunches on primary school enrolment: Evidence from India’s mid day meal scheme, ESMT DORA SIMROTH, ESMT

Finding:- this paper provides evidence that India’s mid-day meal scheme has led to large increases in primary school enrolment. Our main triple difference estimates indicate that primary school enrolment increased by 13%. Back-of-the envelope calculations (described in section 5.1) suggest that this corresponds to about 6.3 million additional children in school, which is likely

to amount to a substantial reduction in the estimated 20 million 6-10 year-olds who were out of school in the states we study in 2002.

- Household survey data also indicate that many of new enrolments may be children from disadvantaged socio-economic backgrounds, suggesting that the policy may be successful in reaching segments of the population which have otherwise proved difficult to enrollment. The largest and most robust overall increases are grade 1, where enrolment rose by 21%. Enrolment responses in grades 2, 3, 4 and 5 are, by contrast, more muted.
- The advantages of the data we exploit in our main analysis are its wide coverage, timing, and panel data structure, which allow for a large-scale impact assessment of this important school lunch policy. The disadvantage of the data is that it only has reliable data on enrolment. Although this is an important and commonly utilized metric for school attainment, it is arguably not as important as attendance or learning.

8) Yamir Hamid & Asmat Hamid Mid Day Meal Scheme & growth of primary Education: A Case study of district Anantnag in Jammu and Kashmir in January 2012

Objectives: The main objectives of the study are:

- To know the impact of Mid Day Meal Scheme on primary education in terms of enrolment, attendance and drop-out rates.
- To know the operational & structural deficiencies of Mid Day Meal Scheme

Result: The analysis of data shows that coverage annual growth rate of enrolment in the Anantnag district has increased in the post mid-day meal period in comparison to pre mid-day meal period

9) Stephanie Bonds University of California, Food for Thought: Evaluating the Impact of India's Mid-Day Meal Program on Educational Attainment: May 2012

Finding:-This paper examines a particular Mid-Day Meal program in India, evaluating its impact on both public and private school enrollment rates using a propensity score matching estimation method. Not only did the Mid-Day Meal program have a significant, positive effect on overall enrolment rates, but the effect was also more pronounced for those with the least educated parents and lowest economic status

- 10) Monika arora santosh, and nagar veenu, Indian Educational Review, Vol. 48, No.1, January 2011 Nutritional Health Status of Primary School Children, A study in Bareilly District, mehrotra, “to assess the nutritional health status of children in Bareilly district”.

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2.3 SUMMARY:-

Finally the positive aspects of the mid day meal schemes as follow

- School meal programme get more financial support from government of India.
- Mid day meal programme have a significant positive effect on overall enrolment rates, attendances, retention and social equality.
- The study found that cooked mid-day meals have become part of the daily routine of the schools. Cooks had been hired in most schools and the meals did not seem to greatly disrupt classroom activities. Several teachers also credited the mid-day meals with putting an end to classroom hunger and thus improving the students’ academic performance.

- the study conclude that with additional resources and quality safeguards, mid-day meals can play a major role in improving school attendance ,eliminating classroom hunger, and fostering social equity.



CHAPTER-III
METHODOLOGY

CHAPTER-III

METHODOLOGY



3.1 Introduction

The chapter deals with method employed to achieve the objective of the study mentioned in the Chapter 1. The methodology of the study involves the systematic approach through employment of the proper tools by which the researcher has gained a view point from initial identification of the problem to its final conclusion. In this chapter the methodological steps such as research design, selection of the sample, variable of the study, tools used, procedure data collection, techniques used for data analysis.

3.2 Research Design

The present study is a Descriptive survey. As the study is concerned about the implementation and observation of teachers' time on task in the mid day meal scheme, the design of the study concentrates on the collection of the data in the schools where these schemes have been implemented. The variables of the study have been identified and sample was selected on that basis. Necessitated tools have been designed keeping in view the need of the same in field where the data has been collected. To collect the data, descriptive survey method has been employed and to analyse the data, percentage and average has been calculated to arrive at a definite conclusion.

3.3 Selection of the Sample

The sample of present study was consisted of 30 teachers working in primary school both rural and urban area of durg district in Chhattisgarh .In order to draw the sample a list of all the primary school located at urban and rural area obtained from the officer of district education officer durg. This was further the classified into the schools situated in rural and urban stured of durg city that is within the limited Municipal Corporations durg.

Accordingly the population was to primary school in 27 urban areas and 16 schools in rural area. Among this population 6 school's 3 from rural and 3 from

urban using the table of random number. The sample of the present study consisted of the all teachers including head master work in the selected school of totalling 30teachers'. The sample of 34 teachers includes 22 teachers from urban area wide 12 teachers from rural area. The sample includes 20 male teacher and 14 female teachers.

3.4 Variables of The Study

The variable in the study are 'primary schools located in the rural and urban area' which are also the independent variables of the study and 'implementation of mid day meal scheme' which is the dependent variable of the study.

3.5 Tools/ Techniques Used For Data Collection

In the present study, self constructed rating scale for assessment of implementation of mid-day meal and observation schedule for time on task was used. Thus the two tools are:

- 1) Rating scale for assessment implementation of mid-day meal
- 2) Observation schedule for time on task

3.5.1 Rating Scale for Assessment Implementation of Mid Day Meal

Rating Scale was developed by researcher has using and analysis given by ministry of human resources guideline. The steps given in that guideline are developed into statement and arranged in order. The rating scale certain both negative and positive statement .these are consist 20 items of scale .the scale consists 3 points of agree, disagree, and undecided placed against each statement. Then researcher for has gone pillar testing of those statements and the present researcher used the scale for the present study.

3.5.2 Observation Schedule for Time on Task

Observation schedule was developed by researcher has using and analysis given by ministry of human resources guideline. The steps given in that guideline are

developed into statement and arranged in order. This part estimate the teachers time spend during academic school hours on related to various activities to mid day meal schemes. Then researcher observed and record the time spent in the teacher on during in different task related to scheme.

3.6 Procedure of Data Collection

The data for the present study was collected from the sample teachers using 2 tools, which are:

- 1) Rating scale for assessment implementation of mid-day meal
- 2) Observation schedule for time on task

The researcher personally visited the schools and administered this tools firstly the data was collected to assessed the implementation of mid day meal schemes in the school for that the tools Rating scale for assessment implementation of mid-day meal was used administered. This tool was administer all the teachers working in school along with by researcher about the brief explanation about the researcher and after a gap of one hours the filled in tool from each and every teacher in school.

Observation schedule for time on task information on other tools was gathered by the research school herself .the research scholar reached the school well in time and made observation of which and aware that was carried out related to implementation of mid day meal scheme.

The teacher time was devoting in carrying out different activity work tick/record. Information on those activities that could not be observed was obtained by asking individual teachers and accordingly the total teacher was calculated. The time was calculated in minutes during the period in one week interact in teacher.

3.7 Technique of Data Analysis

The thematic interpretation, analysis for rating scale assessment on implementation of mid day meal scheme response collected from teachers has been analysed with 3 point scale and Percentage used .after that analysis data time spent by teacher per day in calculated in minutes various task about mid day meal . In order to analysis the raw data suitable statistics like average are used.



CHAPTER-IV
ANALYSIS OF DATA
AND INTERPETATION
OF RESULTS

CHAPTER-IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

4.1 Introduction

After elaborating the implementation of mid day meal scheme and having a brief review of the same in the Introduction chapter, researcher has presented the review of related literature in the second chapter of the study. After the methodology presented in the third chapter, the current chapter deals with the data analysis and interpretation part of the study. For the analysis, the methodology provided in the earlier chapter has been followed. In this chapter of research question analysis and interpretation of data are presented under different caption.

4.2 ANALYSIS OF THE RESEARCH QUESTIONS

4.2.1 Whether the times spent by teachers on implementation of mid -day meal scheme is according to the norms?

In order to answer the research question “whether the times spend by teacher’s on implementation of mid -day meal scheme is according to the norms of the scheme’ to tools the observation schedule time and task was administered on teachers serving in the School personally observation carried out by the research scholar.



TABLE - 4.1**Time on task and teacher pupil ratio in primary school located in****Urban and rural area**

S.NO.	Time spent during MDM							
	Primary school(urban area)				Primary school(rural area)			
	S-I	S-II	S-III	Average	S-I	S-II	S-III	Average
Time	52	45	60	52.3	61	65	64	63.3
Student enrolled	58	68	75	67	120	110	150	126.6
No. Of teacher	9	7	6	7.3	5	4	3	4

The data presented in table 4.1 indicates total time spend by different teacher of primary school situated at urban and rural area of district Durg. The number of teacher working in the schools and the student enrolled is also reflected in the table. It is evident from the table that the primary schools located in rural area devoted more time (63.3 min per day) in implementation of mid- day meal as per the guidelines of MHRD, while the urban area school comparatively devoted less time (52.3 min per day) in implementing MDMS.

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This is self explanatory in the senses that the time spend on mid- day meal is proportional to the number of teacher and the number of students enrolled in that school. On examining it was reflected that the schools were more teachers time was taken head high enrollment of students and less number of teachers and this scenario was reflected on most of the school located in rural area (on in average 4 teachers) while more teachers (on in average 7) operated in schools in comparison to the primary school located in urban area.

The different consumption of time was within the urban and rural area school. Which is 52 minutes in school-I ; 45minutes in school-II and 60minutes in school-III ; in urban schools, While 63 minutes in school-I; 65minutes in school-II and 64minutes in school-III in rural schools. This further suggested that prescribed time as per MHRD guideline for mid -day meal is not really practical. The reason for this discrepancy appears to be due to existing teacher pupil ratio in primary schools.



4.2.2 Whether the Mid Day Meal Scheme is implementation as Intended?

In order to answer the research question “Whether the Mid Day Meal Scheme is implementation as indented” two tools the rating scale was administered on teachers serving in the school and personal observation was carried out by the research scholar. The responses of teachers on rating scale are presented table 4.2.

TABLE-4.2

Comparison of teacher’s responses concerning healthy and related issues under Mid day meal schemes.

S. No	Statement/item	Primary schools(Urban area)			Primary schools(rural area)		
		Agreed (%)	Disagree (%)	Undecided (%)	Agree (%)	Disagree (%)	Undecided (%)
1.	Meals served under the MDM scheme are nutritionally.	63.6	31.81	4.54	66.6	25.0	8.3
2.	The MDM scheme has improved the nutritional status of the student.	54.54	36.6	9.09	83.3	8.3	8.3
3.	MDM has helped develop healthy habits of hygiene and cleanness in children	45.5	36.6	18.18	75.5	16.6	8.3
4.	Most students like the food served under the MDM scheme	63.6	31.81	4.54	66.6	33.3	3.45
	Total	227.24	136.82	36.35	292	83.23	24.9

The result showed in table 4.2 reflects that 63.6 percent teachers working in urban schools agreed that the meal served under mid -day meal schemes was nutritionally rich. While the 66.6 percent teachers of rural area school suggested that the food was nutritionally rich. However 31.81 percent teachers working in urban area schools opined that the food served under MDMS was not nutritionally rich in comparison in 25 percent teachers working in rural area schools. 4.54 percent of teachers working in urban area wear not sure whether food was nutritionally rich or not in comparison to 8.3 percent rural school teachers.

The result showed in table 4.2 reflects that 54.54 percent teachers working in urban schools agreed that the mid -day meal scheme has improved the nutritional status of the student. While the 83.3 percent teachers of rural area school suggested that the mid day meal improved the nutritional status of the student. However 36.6 percent teachers working in urban area schools opined that the meal not improved the nutritional status of the student in comparison to 8.3 percent teachers working in rural area school. 9.54 percent of teachers working in urban area wear not sure whether food was not improved the nutritional status of the student comparison 8.3 percent rural school teachers.

As for as development of health and hygiene habits on children towards of mid -day meal schemes considers 45.5 percent teacher's working in urban area school agreed to the statement where as only 75.5 percentage of teachers in rural schools. teachers are disagree to this 36.6 percentage of urban area schools in comparison 16.6 percentage of teacher working school located in rural area .more over 18.18 percent teacher working in rural area while 8.3 percent teacher working in urban area schools said that the do not know.

The result showed in table 4.2 reflects that 63.6 percent teachers working in urban schools agreed that the most students like the food served under the mid -day meal scheme. While the 66.6 percent teachers of rural area schools suggested that the mid day meal food likes the student.



However 38.1 percent teachers working in urban area schools opined that the meal not like the food served in student under the mid-day meal scheme in comparison to 33.3 percent teachers working in rural area school. 4.54 percent of teachers working in urban area wear not sure whether students like the food served under the mid -day meal scheme comparison to 8.3 percent rural school teachers.

Overall the healthy and nutritional issues related to MDMS as reflected by teachers responses was in urban schools 227.24% agree, 136.82% disagree, 36.35 % undecided of rural area school wide 292% agree, 83.23 %disagree, 24.9% undecided.

TABLE -4.3

Comparison of teachers' responses concerning teachers' involvements and their work load due to implementation mid -day meal schemes.

S. No	Statement/item	Primary schools(Urban area)			Primary schools(rural area)		
		Agreed (%)	Disagree (%)	Undecided (%)	Agree (%)	Disagree (%)	Undecided (%)
1.	My workload has increased due to record keeping for the MDM scheme	63.6	31.81	4.54	66.6	33.3	3.45
2.	My teaching time is affected by the MDM scheme	68.18	27.2	4.54	83.3	8.3	8.3
3.	Teacher is involved in implementation of the MDM'S scheme.	72.7	18.18	9.09	75.5	16.6	8.3
4.	School time should be increased for making up loss teaching learning time due to MDM	68.18	13.63	13.63	66.6	33.3	3.45
5.	Children stay full day school due to the mid day meals	63.6	31.81	4.54	75.5	16.6	8.3
	Total	336.26	121.37	36.34	367.5	108.1	31.8

The result showed in table 4.3 reflects that 63.6 percent teachers working in urban schools agreed that the workload has increased due to record keeping for the mid- day meal scheme. While the 66.6 percent teachers of rural area schools suggested that the workload has increased due to record keeping for the mid- day meal scheme. However 31.81 percent teachers working in urban area schools opined that the workload has increased due to record keeping for the mid- day meal scheme in comparison 33.3 percent teachers working in rural area school. 4.54 percent of teachers working in urban area wear not sure whether workload has increased due to record keeping for the mid- day meal scheme in comparison 3.45 percent rural school teachers.

The result showed in table 4.3 reflects that 68.18percent teachers working in urban school agreed that the teaching time is affected by the mid- day meal scheme. While the 83.3 percent teachers of rural area school suggested that the teaching time is affected by the mid- day meal scheme. However 27.2 percent teachers working in urban area schools disagree that the teaching time is affected by the mid- day meal scheme in comparison 8.3 percent teachers working in rural area school. 4.54 percent of teachers working in urban area wear not sure whether teaching time is affected by the mid- day meal scheme comparison to 8.3 percent rural school teachers.

As for as Teacher is involved in implementation of the mid- day meal scheme considers 72.2 percent teacher's working in urban area school agreed to the statement where as only 75.5 percentage of teachers in rural schools. teachers are disagree to this 18.8 percentage of urban area schools in comparison 16.6 percentage of teacher working school located in rural area .more over 9.09 percent teacher working in rural area while 8.3 percent teacher working in urban area schools said that the do not know.

The result showed in table 4.3 reflects that teacher's 68.18percent teachers working urban school agreed that the School time should be increased for making up loss teaching learning time due to MDMS. While the 66.6 percent teachers of rural area school suggested that the School time should be increased for making up loss teaching learning time. However 13.63percent teachers working in urban area schools disagree that School time should be increased for making up loss teaching learning

time due to mid- day meal scheme in comparison to 33.3 percent teachers working in rural area school. 13.63 percent of teachers working in urban area wear not sure whether under loss teaching learning time due the mid- day meal scheme comparison to 3.45 percent rural schools teachers.

As for as Children stay full day school due to the mid day meals considers 63.6percent teacher's working in urban area school agreed to the statement where as only 75.5 percentage of teachers in rural schools. teachers are disagree to this 31.81percentage of urban area schools in comparison 16.6 percentage of teacher working school located in rural area .more over 4.45 percent teacher working in rural area while 8.3 percent teacher working in urban area schools said that the do not know.

Overall the teachers' involvements and their work load due to implementation mid-day meal Schemes. As reflected by teachers responses was in urban schools 336.26% agree, 121.37% disagree, 36.34 % undecided of rural area school wide 367.5% agree, 108.1%percent disagree, 31.8% undecided.



TABLE -4.4

Comparison of teacher's responses concerning miscellaneous issues relating to

Mid- day meal scheme

S. No	Statement/item	Primary schools(Urban area)			Primary schools(rural area)		
		Agreed (%)	Disagree (%)	Undecided (%)	Agree (%)	Disagree (%)	Undecided (%)
1.	The organization of MDMS should be entrusted to the school management committee	68.18	27.2	4.54	83.3	8.3	8.3
2.	MDM should be prepared at community centres rather than in the school	45.5	36.6	18.18	66.6	33.3	3.45
3.	Only the child who need it should be given the mid day meal.	68.18	13.63	13.63	66.6	33.3	3.45
4.	Students of different casts sit together to eat the mid day meal	90.9	4.54	4.54	75	16.6	8.3
5.	Many student come to school regularly due to MDM	45.5	36.6	18.18	66.6	33.3	3.45
	Total	318.26	118.57	59.07	358.1	124.8	26.95

The result showed in table 4.4. reflects that 68.18 percent teachers working in urban schools agreed that the organization of mid- day meal scheme should be entrusted to the school management committee. While the 83.3percent teachers of rural area school suggested that the organization of mid- day meal scheme should be entrusted to the school management committee. However 27.2 percent teachers working in urban area schools opinion that the organization of mid- day meal scheme should not be entrusted to the school management committee in comparison 33.3 percent teachers working in rural area school. 4.54 percent of teachers working in urban area wear not sure whether organization of mid- day meal scheme should be entrusted to the school management committee comparison 3.45 percent rural school teachers.

The result showed in table 4.4 reflects the 45.5 percent teachers working in urban schools agreed that the mid- day meal scheme should be prepared at community centres rather than in the school. While the 66.6 percent teachers of rural area school suggested that the mid- day meal scheme should be prepared at community centres rather than in the school. However 36.6percent teachers working in urban area schools disagree that the mid- day meal scheme should not be prepared at community centres rather than in the school in comparison 33.3 percent teachers was working in rural area school. 18.18 percent of teachers working in urban area was not sure whether meal should be prepared at community centres rather than in the school comparison to 3.45 percent rural school teachers.

As for as only the child need it should be given the mid day meal considers 68.18 percent teacher's working in urban area school agreed to the statement where as only 66.6 percentage of teachers in rural schools. teachers are disagree to this 13.63 percentage of urban area schools in comparison 33.3 percentage of teacher working school located in rural area .more over 13.63 percent teacher working in rural area while 3.45 percent teacher working in urban area schools said that the do not know.

The result showed in table 4.4 reflects that teacher's 90.9 percent teachers working in urban schools agreed that the Students of different casts sit together to eat the mid day meal. While the 75 percent teachers of rural area school suggested that the Students of different casts sit together to eat the mid day meal. However 4.54

percent teachers working in urban area schools disagree that Students of different casts sit together to eat the mid day meal in comparison 16.6 percent teachers working in rural area school. 4.45 percent of teachers working in urban area wear not sure whether Students of different casts sit together to eat the mid day meal comparison to 3.45 percent rural school teachers.

As for as many student come to school regularly due to mid- day meal scheme considers 45.5percent teacher's working in urban area school agreed to the statement where as only 66.6 percentage of teachers in rural schools. teachers are disagree to this 31.81percentage of urban area schools in comparison 33.3 percentage of teacher working school located in rural area .more over 18.18 percent teacher working in rural area while 3.45 percent teacher working in urban area schools said that the do not know.

Overall many student come to school regularly due to mid- day meal scheme consider reflected by teachers responses was in urban schools 318.26% agree, 118.57% disagree, 59.07% undecided of rural area school wide 358.1% agree, 124.8% disagree, 26.95% undecided.

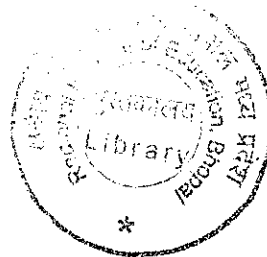


TABLE- 4.5

Comparison of the parents' views related current implementation practices.

S. No	Statement/item	Parents view (Urban area)			Parents view (rural area)		
		Agreed (%)	Disagree (%)	Undecided (%)	Agree (%)	Disagree (%)	Undecided (%)
1.	Most parents are satisfied with the MDM scheme as it is currently implemented	68.18	27.2	4.54	83.3	8.3	8.3
2.	Parents complain about loss of teaching learning time due in the MDM'S scheme	45.5	36.6	18.18	66.6	33.3	3.45
3.	Parents are withdrawing the children for government schools as a result of the MDM'S scheme	68.18	13.63	13.63	66.6	33.3	3.45
	Total	188.68	66.83	40.11	224.1	71.05	11.44

The result show in table 4.5 reflects that parents 75 percent parents' view in urban area agreed that the satisfied with the mid-day meal scheme such as it is currently implemented. While the 90.9 percent parents of rural area school suggested that the satisfied with the MDM scheme as it is currently implemented. However 16.6 percent parents view in urban area schools opinion that the not satisfied with the mid-day meal scheme as it is currently implemented in comparison 8.3 percent parent's view in rural area school. 8.3 percent of parents view in urban area wear not sure whether the satisfied with the mid-day meal scheme as it is currently implemented comparison 3.45 percent parents' view in rural area.

As for as Parents complain about loss of teaching learning time due in the MDM scheme considers 45.5percent parents in urban area agreed to the statement where as only 66.6 percentage of parents in rural area. parents are disagree to this 36.6percentage of urban area in comparison 33.3 percentage of parents are located in rural area .more over 18.18 percent parents in rural area while 3.45 percent parents in urban area said that the do not know.

The result show in table 4.5 reflects that 68.18 percent parents' view in urban area agreed that the withdrawing the children for government schools as a result of the mid-day meal scheme. While the 66.6 percent parents of rural area school suggested that the withdrawing the children for government schools as a result of the mid-day meal scheme. However 13.63 percent parents view in urban area schools opinion that the not withdrawing the children for government schools as a result of the mid-day meal scheme in comparison 33.3 percent parents view in rural area school. 13.63 percent of parents view in urban area wear not sure whether the withdrawing the children for government schools as a result of the mid-day meal scheme in comparison 3.45 percent parents' view in rural area.

Overall withdrawing the children form government schools as a result of the mid-day meal scheme consider reflected by parents' which responses was in urban area 188.68% agree, 66.83% disagree, 40.11% undecided where as rural area while 224.1% agree, 71.05%disagree, 11.44% undecided.



CHAPTER V

**MAJOR FINDINGS AND
CONCLUSION**

CHAPTER V

MAJOR FINDINGS AND CONCLUSION

5.1 Introduction

In this chapter summary, finding, recommendation and suggestions are presented, this is followed by the education implication based on finding as the study and recommendations for further researcher on related area have also been outlined.

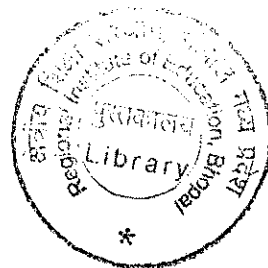
The Mid-Day Meal Programme would need to be monitored to assess

- (i) Programme parameters, namely the manner in which the programme is being implemented in terms of all children regularly getting a meal of satisfactory quality.
- (ii) Impact parameters, namely the effect, if any, on improving children's nutritional status, regularity of attendance, and retention in and completion of Primary Education.

5.2 Delimitation of the Study

No study is complete in itself and it is bound to have some limitations which depend on resources of the investigation and they are termed as delimitation of the study following are delimitation of the present study-

- 1) The study has been conducted on teacher of primary school teachers only.
- 2) It is restricted only to the 3 rural and 3 urban schools of durg Chhattisgarh.
- 3) The relevant tools will be administered to limited teachers/head master/respondent who are the concerned stakeholders in the present study.



5.3 Recommendation

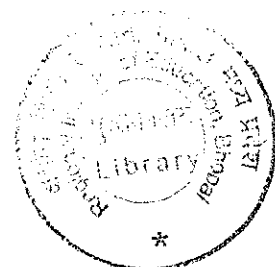
The study has identified some factors affecting the implementation of the mid day meal scheme. In general recommendation,

- Healthy mid day meal are one way to ensure children have access to one nutritious meal per day. The scheme is that mid day meals contributes to the right to education by facilitating enrolments and attendance by improving the nutritional levels of children thereby reducing sick days and improving ability to pay attention.
- The documentation made above pertains to food and food service attributes that can be directly observed through school visits. This refers to the hygienic food delivery practices, observations and perception regarding raw materials, the perceived lack of variety in food, and study-related inconvenience both to students and teachers.
- As an implementing agency, local women self help groups or mothers of children studying in the schools may be preferred. This would not only ensure a means of employment and income for the self help group, but also they would cook as per the locally prevalent tastes.
- Guidelines issued by Government of India regarding the delivery of food grains by public distribution dealer to school directly should be implemented as this will help .
- Averting the leakage of food grains from the delivery point and reduce the supply channel.
- Taking off pressure from Head Master or implementing authority.

5.4 Some suggestions for Mid Day Meal scheme

The Mid-Day Meal programme does not merely aim to provide a cooked meal, but one satisfying prescribed nutritional norms. At the same time, this has to be done within certain cost norms. Following are some suggestions which would help in achieving the objectives.

- Food grains must be stored in a place away from moisture, in air tight containers/bins to avoid infestation.
- Use whole wheat or broken wheat (Dalia) for preparing mid-day meals.
- Rice should preferably be parboiled or unpolished.
- ‘Single Dish Meals’ using broken wheat or rice and incorporating some amount of a pulse or soya beans, a seasonal vegetable/green leafy vegetable, and some amount of edible oil will save both time and fuel besides being nutritious. Broken wheat pulao, leafy khicheri, upma, dal-vegetable bhaat are some examples of single dish meals.
- Cereal pulse combination is necessary to have good quality protein. The cereal pulse ratio could range from 3:1 to 5:1. Sprouted pulses have more nutrients and should be incorporated in single dish meals.
- Leafy vegetables when added to any preparation should be thoroughly washed before cutting and should not be subjected to washing after cutting.
- Wash the grains thoroughly and soak in just sufficient amount of water required for cooking.
- Rice water if left after cooking should be mixed with dal if these are cooked separately and should never be thrown away.



5.5 Conclusion

- Within the scope of present study it may be concluded that the teachers working in primary school devoted a pretty good time in implementation of mid day meal scheme in their schools. Which is quite higher with the prescribed time under the scheme. These results into the time loss in teaching learning process this further results in the poor academic achievement on students part.
- On the basis of data presented on implementation of mid day meal, not implemented as per guideline of MHRD. As for as development of concerning healthy and related issues and teachers view parents view in under MDMS.
- Implementation of the scheme Provision the kitchen shed, cleaning, chopping vegetables, making the student seated for food, wastage of the food items, management of the time, purchases of daily vegetables, hygiene condition of food making and serving also.
- Kitchen-cum-store is a vital part of the mid day meal scheme. Absence of kitchen-cum-store or inadequate facilities would expose children to food poisoning and other health hazards as well as fire accidents. Kitchen-cum-stores should be separate from classrooms, preferably located at a safe, but accessible distance. They should be well ventilated and designed so that there is a separate storage facility with locks to Check pilferage. On no account should kitchen-cum-stores have thatched roofs or other inflammables, like straw, bamboo and synthetic material.

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APPENDICES

रेटिंग स्केल मध्यान्ह भोजन संबंधित कार्यों की सूची

प्रिय महोदय जी,

1. मध्यान्ह भोजन योजना के द्वारा शिक्षकों की राय एकत्रित कर रही हूँ। आप कृपया इस प्रश्नावली का जवाब देने की कृपा करें इस अध्ययन में मदद करने का अनुरोध है। आपकी राय एवं विचार पूर्णतः गोपनीय होंगे एवं परिणाम भी गोपनीय होंगे। इस प्रश्नावली में भरे गये शिक्षकों की राय मध्यान्ह भोजन योजना के लिए क्या है, यह जानने के लिए यह प्रश्नावली दी जा रही है।
2. प्रत्येक दिए गए विकल्पों का उत्तर दें।

भाग-1 : सामान्य जानकारी

हर सवाल का जवाब हां या नहीं है। उपरोक्त बॉक्स में अपना उत्तर दें।

1. स्कूल का नाम :

2. स्कूल का पता :

3. शिक्षक के प्रकार :

4. प्रतिवादी का लिंग :

5. आपके स्कूल और :

घर के बीच की दूरी

6. आप नियमित रूप से अपने स्कूल में मध्याह्न भोजन योजना के प्रबंध में शामिल होते हैं? : हां/नहीं

भाग-2 : मध्याह्न भोजन संबंधित कार्यों की सूची

नीचे दिये गये मध्याह्न भोजन संबंधित जानकारी के लिए तीन विकल्प दिये गये हैं, जिसमें प्रत्येक कथन के सामने सहमत, असहमत और अनिश्चित विकल्प दिये हैं।

क्र.	विकल्प	सहमत	असहमत	अनिश्चित
1.	वर्तमान में कार्यरत मध्याह्न भोजन योजना से विद्यार्थियों के माता-पिता संतुष्ट हैं।			
2.	मध्याह्न भोजन योजना में उपयोग किये जाने वाला भोजन पोषित है			
3.	मध्याह्न भोजन योजना से छात्रों की पोषण स्थिति में सुधार हुआ है			
4.	मेरे काम का बोझ मध्याह्न भोजन योजना की वजह से बढ़ गया है			
5.	दोपहर का भोजन करने के कारण बच्चे पूरा दिन स्कूल में रहते हैं			
6.	विभिन्न जाति के छात्र मध्याह्न भोजन के समय एक साथ बैठते हैं।			
7.	कई विद्यार्थी मध्याह्न भोजन के बाद स्कूल छोड़ देते हैं।			

8.	कई छात्रों को मध्यान्ह भोजन की वजह से नियमित स्कूल आना पड़ता है।			
9.	छात्र छात्राओं को मध्यान्ह भोजन के कारण शिक्षण अधिगम समय के नुकसान के बारे में पता है।			
10.	मध्यान्ह भोजन की योजना के कारण माता पिता सरकारी स्कूलों में बच्चों को नहीं भेजते।			
11.	मध्यान्ह भोजन योजना की वजह से माता-पिता सरकारी स्कूल से अपने बच्चों को वापस ले रहे हैं।			
12.	मध्यान्ह भोजन योजना के तहत कार्य करने वाले शिक्षकों को पहले भोजन को चखना महत्वपूर्ण है			
13.	अधिक छात्रों को मध्यान्ह भोजन के तहत भोजन अच्छा लगता है			
14.	मध्यान्ह भोजन में समुदाय का समर्थन मिलता है			
15.	मध्यान्ह भोजन के संगठन को स्कूल समिति को सौंप देना चाहिए।			
16.	जिन बच्चों को जरूरत है केवल उन्हें ही			

	मध्यान्ह भोजन देना चाहिए			
17.	मध्यान्ह भोजन में छात्रों के भोजन के लिए विकल्प होना चाहिए			
18.	मध्यान्ह भोजन स्कूल के अलावा सामुदायिक केन्द्रों में तैयार किया जाना चाहिए			
19.	भोजन नियमित रूप से स्कूल के घंटों के बाहर कार्य करना चाहिए।			
20.	स्कूल का समय शिक्षण अधिगमन मध्यान्ह भोजन योजना के कारण प्रभावित होता है।			
21.	स्कूल का समय मध्यान्ह भोजन की वजह से बढ़ा देना चाहिए।			



ऑवजरवेशन सेड्यूल

मध्यान्ह भोजन योजना पर खर्च शिक्षक समय का अध्ययन

भाग-1 : स्कूल के कार्य दिवस

प्रत्येक प्रश्न का उत्तर उपर्युक्त बॉक्स में टिक करें

- इस प्रश्न के लिए प्रतिवादी ()
 - प्रधान शिक्षक केवल ()
 - प्रधान शिक्षक () अन्य शिक्षक () सहयोगी ()
 - स्कूल के दिनों की कुल संख्या (365+छुट्टी के दिन एवं रविवार)
-

- छात्रों के लिए स्कूल के कुल शैक्षणिक दिन
-

- छात्रों के लिए परीक्षा के दिन
 - सहपाठ्यक्रम, स्कूल समारोह के दिन एवं अन्य गतिविधियां
-

भाग-2 : मध्यान्ह भोजन योजना पर खर्च शिक्षक समय का अध्ययन

- मध्यान्ह भोजना योजना का शिक्षक समय का अध्ययन कर रही हूँ। इस अध्ययन के माध्यम से मध्यान्ह भोजन योजना में शिक्षक और शिक्षिकाओं की राय एकत्रित कर रही है। कृपया सभी प्रश्नावली के उत्तर देने की कृपा करें। आपकी प्रतिक्रिया पूरी तरह गोपनीय रखी जाएगी और केवल इसे अध्ययन के लिए इस्तेमाल किया जाएगा। इसमें आपका नाम एवं परिणाम पूरी तरह गोपनीय होगा। इसीलिए यह प्रश्नावली स्वतंत्रता एवं स्पष्ट रूप से भरने के लिए सहयोग करें। इस अध्ययन में सहयोग के लिए हम आपकी सराहना करते हैं।

भाग-3 : मध्यान्ह भोजन योजना के लिए समय का उपयोग

- प्रश्नावली के इस भाग में शिक्षकों के द्वारा मध्यान्ह भोजन योजना में संबंधित गतिविधियों के लिए लगने वाले समय की गणना की जा रही है। नीचे दी गई तालिका को भरने के लिए नीचे दिये गए उदाहरण को ध्यानपूर्वक पढ़िये।
- खण्ड-1 में शैक्षणिक घंटों के भीतर मध्यान्ह भोजन से संबंधित निम्नलिखित गतिविधियों में शामिल शिक्षकों को अपने उत्तर हां या न में देना है। आप इस गतिविधि के लिए कोई भी जवाब दे सकते हैं। इसमें आपको खण्ड 2 या 3 का जवाब देने की आवश्यकता नहीं है।
- खण्ड-2 आप खण्ड-1 की गतिविधि के लिए दिये गये जवाब के द्वारा शिक्षकों के द्वारा खर्च किए गए समय का विवरण कीजिए।

क्र.	खण्ड-1			खण्ड-2			खण्ड-3
	एमडीएम क्रियाएं	हां	नहीं	लगभग प्रतिदिन	लगभग साप्ताहिक	लगभग मासिक या मासिक से भी कम	यदि हां तो अनुभव के लिए एक औसत हफ्ते के दौरान गतिविधि/शिक्षकों द्वारा मिनट में खर्च किया गया कुल समय
1.	खाद्यान्न की दुलाई						
2.	खाद्यान्न का भण्डारण						
3.	ईंधन की खरीदी						
4.	सब्जियों की खरीदी						
5.	दोपहर का भोजन पकाना						
6.	दोपहर का भोजन परोसना						
7.	छात्रों को भोजन के पहले हाथ धोने के						

	लिए सुनिश्चित करना						
8.	छात्रों को भोजन के बाद हाथ धोने के लिए सुनिश्चित करना						
9.	रसोई और वहां सहायकों को खाना पकाने के लिए स्वच्छ बर्तनों का उपयोग कराने के लिए सुनिश्चित करना।						
10.	भोजन ठीक से पका है या नहीं इसके लिए भोजन चखना						
11.	छात्रों द्वारा मध्याह्न भोजन की खपत पर निगरानी रखना।						
12.	भोजन के लिए छात्रों के द्वारा स्वच्छ बर्तनों का उपयोग करना					P-404	
13.	मीनू की योजना बनाना						

14.	मध्यान्ह भोजन योजना का स्टॉक रजिस्टर बनाना एवं रखरखाव रखना						
15.	दैनिक भोजन रिकॉर्ड एवं स्वास्थ्य रजिस्टर रिकॉर्ड रखना।						