

Chapter VI

Burden of Mid Day Meal Scheme Work on Teaching & Administration

In this chapter it is found that the increase in the enrolment ratio in primary schools of Raibag Taluka and reduction in the dropout ratio. This chapter explains the burden of managing the scheme, negative effects of the scheme on teaching and administration, inspection of the scheme, position of the admission before and after implementing the scheme, the level of the students' performance, the situation of attendance before and after implementing the scheme and the dropout ratio are all discussed.

The scheme aimed at encouraging the poor children belonging to disadvantage section of the society to the school attend more regularly and help them to concentrate on class room activities.

Table No 6.1

Time consumed for measurement of cereals and keeping accounts.

Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
10-15 minutes	53	66	55	70
Hour	19	24	19	24
1-2 Hour.	03	04	00	00
No fixed time	05	06	05	06
TOTAL	80	100	80	100

66% of Head Masters and 70% of Assistant Masters have said that 10-15 minutes is required for the measurement of cereals & keeping account. 24% of Head Masters and 24% Assistant Masters have said that 1 hour is required for the measurement of cereals & keeping accounts. Only 4% of Head Masters have said that 1 to 2 hour is required for the measurement of cereals & keeping accounts. 6% of Head Masters and Assistant Masters have opined that there is no fixed time.

Very less time is consumed for measurement of cereals and to keep accounts.

Table No. 6.2

Managing the account separately

Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent (%)
Good	22	28	46	58
Bad				
Complicated	50	62	19	24
Waste of time	08	10	15	18
TOTAL	80	100	80	100

28% of Head Masters and 58% of Assistant Masters have said that the managing the account of Mid Day Meal separately is good. 62% of Head Masters and 24% of Assistant Masters have said that the managing the account of Mid Day Meal is complicated. 10% of Head Masters and 18% of Assistant Masters have said that managing the account of Mid Day Meal is waste of time.

Table No. 6.3

Burden of managing the account

Response	Head masters		Assistant masters	
	Units	Percent(%)	Units	Percent(%)
No stress	10	13	10	13
More stress	13	16	17	21
Little stress	57	71	53	66
TOTAL	80	100	80	100

71% of Head Masters and 66% of Assistant Masters have said that it is little burden of managing the mid day meal account. 16% of Head Masters and 21% of Assistant Masters have said that it is more stress. 13% of Head Masters and Assistant Masters have said that it is of no stress.

It gives little stress to the teacher who manages the account.

Table No. 6.4

Negative effects of scheme on teaching work.

Response	Head masters		Assistant masters	
	Units	Percent(%)	Units	Percent(%)
No effect on teaching	52	65	48	60
Syllabus may not be covered.	04	5	15	19
Teaching work completes in hurry way	13	16	17	21
No answer	11	14	00	00
TOTAL	80	100	80	100

65% of Head Masters and 60% of Assistant Masters have said that mid day meal scheme has no effect on teaching. 16% of Head Masters and 21% of Assistant Masters have said that teaching work completes in hurry. 5% of Head Masters and 19% of Assistant Masters have said that syllabus may not be covered in time due to the mid day meal work.

Mid day meal scheme has no effect on teaching because the Non Government Organisation supplies hot Mid Day Meal to almost all schools in Raibag Taluka. Even in case it is prepared in school level the separate cooking staff is appointed. So it would not affect on teaching work.

Table No. 6.5

Number of times inspection committee visited to check.

Response	Head masters		Assistant masters	
	Units	Percent(%)	Units	Percent(%)
Never	5	6	7	9
Once in week.	8	10	13	16
Some times in between	54	68	28	35
Once in a month	13	16	32	40
TOTAL	80	100	80	100

68% of Head Masters and 35% of Assistant Masters have said that the inspection committee sometimes visited the school in between for supervising the mid day meal work. 16% of Head Masters and 40% of Assistant Masters have said that the inspection committee visited the school once in a month. 10% of Head Masters and 16% of Assistant Masters have said that the committee visited once in a week.

The inspection authorities inspect the school meal programme and guide the staff.

Table No. 6.6

Type of fault identified by the inspection team

Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
Not identified	65	81	48	60
Cereals stock was less	02	02	05	06
Utensils were not clean	03	04	05	06
Insufficient food	03	04	04	05
Food was extra	07	09	18	23
TOTAL	80	100	80	100

81% of Head Masters and 60% of Assistant Masters have said that the committee has not identified any type of mistakes. 2% of Head Masters and 6% of Assistant Masters have said that cereals stock was less. 4% of Head Masters and 6% of Assistant Masters have said that utensils were not clean. 4% of Head Masters and 5% Assistant Masters have said that the food was insufficient. 9% of Head Masters and 23% of Assistant Masters have said that the prepared food was extra.

Table 6.7

Position of admission before implementing the mid day meal scheme

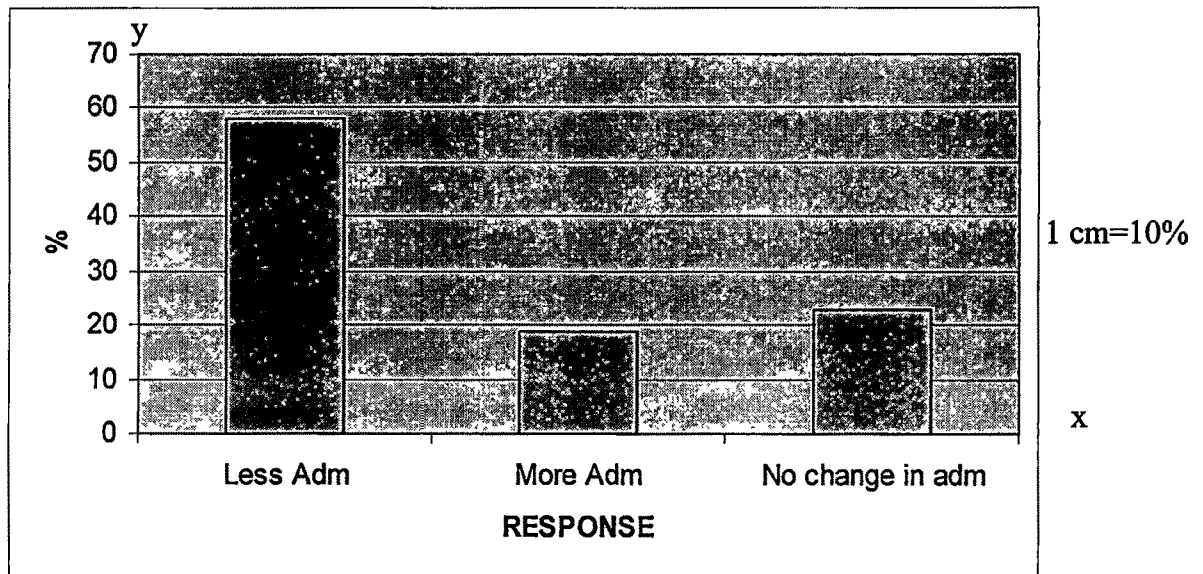
Response	Head masters		Assistant masters	
	Units	Percent(%)	Units	Percent(%)
Less admission	46	58	43	54
More admission	15	19	15	19
No change in admission	19	23	22	27
TOTAL	80	100	80	100

As it is observed that 58% of Head Masters and 54% of Assistant Masters have said that the admission was less before implementing the mid day meal programme. 19% of Head Masters and Assistant Masters have said that there was more admission before implementing the scheme. 23% of Head Masters and 27% Assistant Masters have opined that there was no change in admission position.

The admissions for the classes 1st to 7th std. were less before the scheme was going to be implemented.

Bar graph 6.7.1

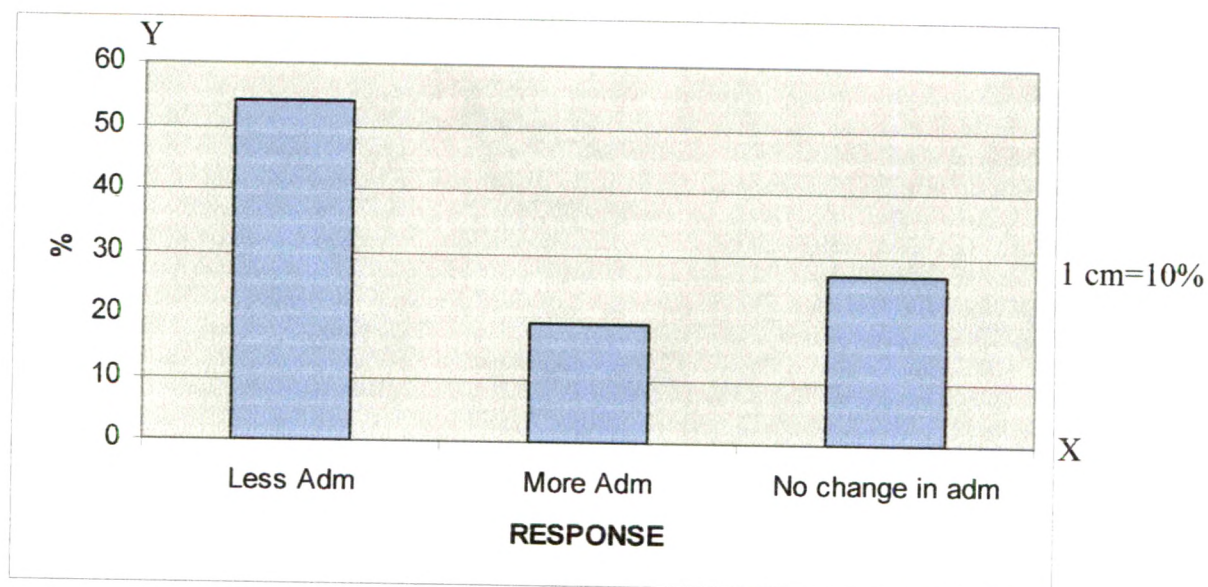
Response of Head Masters about position of admission before implementing the scheme.



In the above bar graph 6.7.1 it is cleared that on o x – axis response is shown and o y – axis percentage is shown. The height of the bar is 1 cm = 10%. 58% of Head masters responded their was less admission before implementing the scheme. So it is shown as 5.8cm on the bar. 19% of Head masters replied their was more admission. So it is shown 1.9 cm on the bar. 23 % of Head masters replied that there was no change in admission, it is shown 2.3 cm.

Bar graph 6.7.2

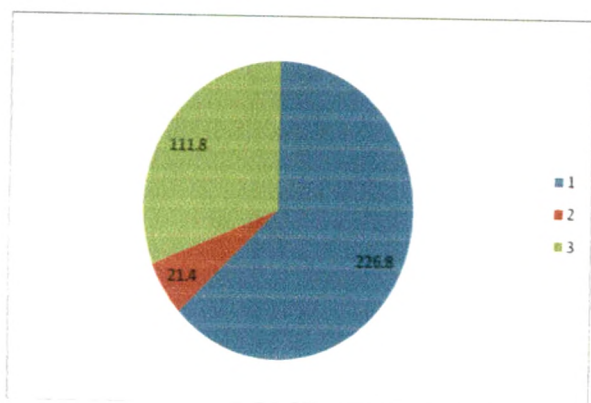
Response of Assistant Masters about position of admission before implementing the scheme.



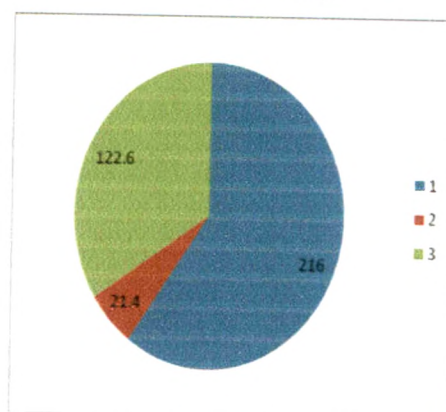
In the above bar graph 6.7.2 it is cleared that on ox – axis response is shown and oy – axis percentage is shown. The height of the bar is 1 cm = 10%. 54% of Assistant masters responded their was less admission before implementing the scheme. So it is shown as 5.4cm on the bar. 19% of Head masters replied their was more admission. So it is shown 1.9 cm on the bar. 27 % of Assistant masters replied that there was no change in admission, it is shown 2.7 cm.

Pie diagram 6.7.1

6.7.1 (a) Opinion



6.7.1 (b)



In 6.7.1 (a) diagram, the Head masters response towards admission is shown. It is increased with value of 226.8° out of 360°. The admission is decreased is shown with the value of 21.4° & no change in admission is shown with the value of 111.8°

In 6.7.1 (b) diagram, the assistant masters response towards admission is shown. It is with the value of 216° out of 360°. The admission is decreased is shown with the value of 21.4° and no change in admission is shown with the value of 122.6°.

Table 6.8

Position of admission after implementing the scheme.

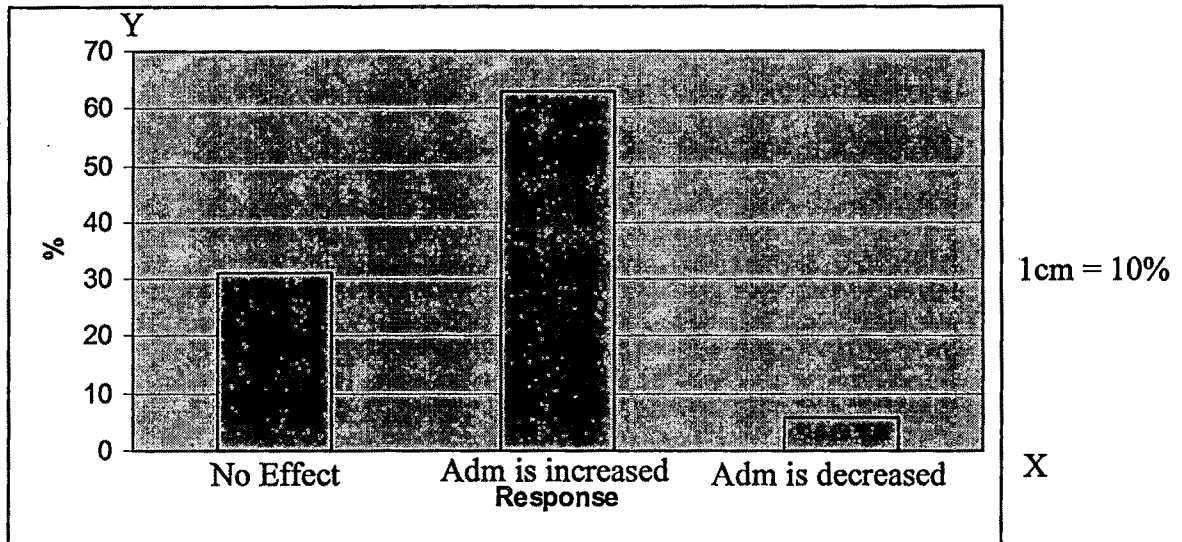
Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
No effect on admission	25	31	27	34
Admission is increased	50	63	48	60
Admission is decreased	05	06	05	06
TOTAL	80	100	80	100

Admission position was improved a lot after implementing the scheme particularly in rural area of Raibag Taluka. 63% of Head Masters and 60% of Assistant Masters have said that the admission of students has increased. The scheme has attracted many poor children towards the school. 31% of Head Masters and 34% of Assistant Masters have said that it has no effect on admission. Very few i.e. 6% of Head Masters and Assistant Masters have said that admission is decreased.

The scheme has brought many changes in admission particularly where more people are residing below the poverty line. It has helped in increasing the enrolment ratio in Primary schools of Raibag Taluka.

Bar Graph 6.8.1

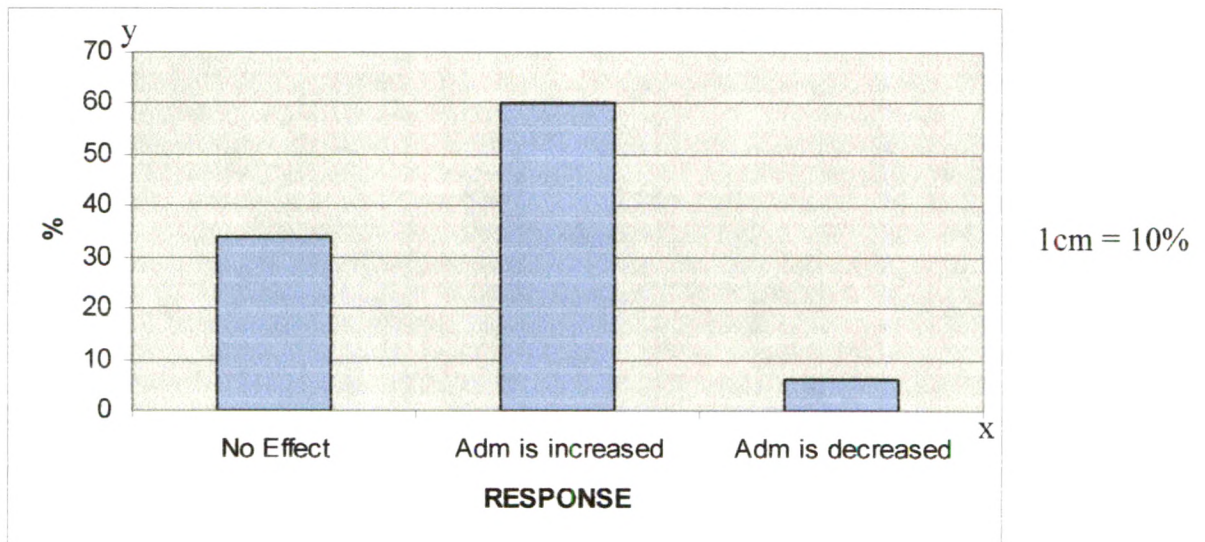
Bar graph of Head Masters response for position of Admission after implementing the scheme.



In the above bar graph 6.8.1 ox - axis represents Response of Head masters and the oy – axis represents percentage. The height of the bar is 1 cm = 10%. 31% of Head masters responded there is no effect of the scheme on the admission, it is shown as 3.1 cm height. 63% of Head masters have said that admission is increased. So it is shown as 6.3 cm. Only 6% of Head masters have said admission is decreased. It is shown as 0.6 cm.

Bar Graph 6.8.2

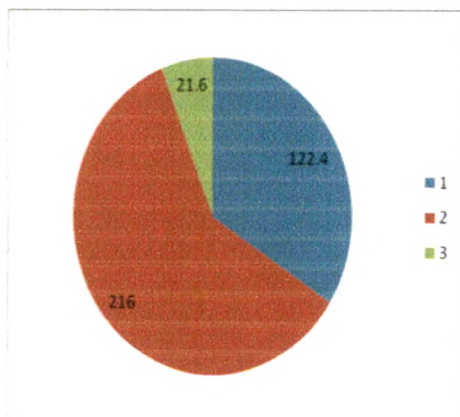
Bar graph of Assistant Masters response for position of Admission after implementing the scheme.



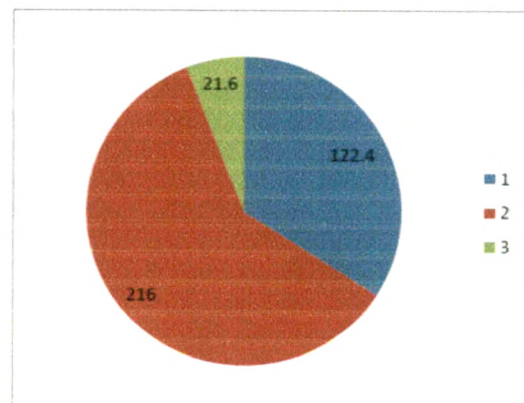
In the above bar graph 6.8.2 ox - axis represents Response of Assistant masters and the oy- axis represents percentage. The height of the bar is 1 cm = 10% = 1 cm. 34% of Head masters responded there is no effect of the scheme on the admission, 60% of Head masters have said that admission is increased. So it is shown as 6.cm. Only 6% of Head masters have said admission is decreased. It is shown as 0.6.cm

Pie Diagram 6.8.1

6.2 (a) Head Masters



6.2 (b) Assistant Masters



In 6.8.1 (a) , the Head masters response towards no effect on admission is shown with the value of 122.4° out of 360°. Admission is increased is shown with the value of 216° & admission is decreased is shown with the value of 21.6°

In 6.8.1 (b), the Assistant masters response towards no effect on admission is shown with the value of 122.4° out of 360°. Admission is increased is shown with the value of 216° & admission is decreased is shown with the value of 21.6°.

Table 6.9
The performance of the students

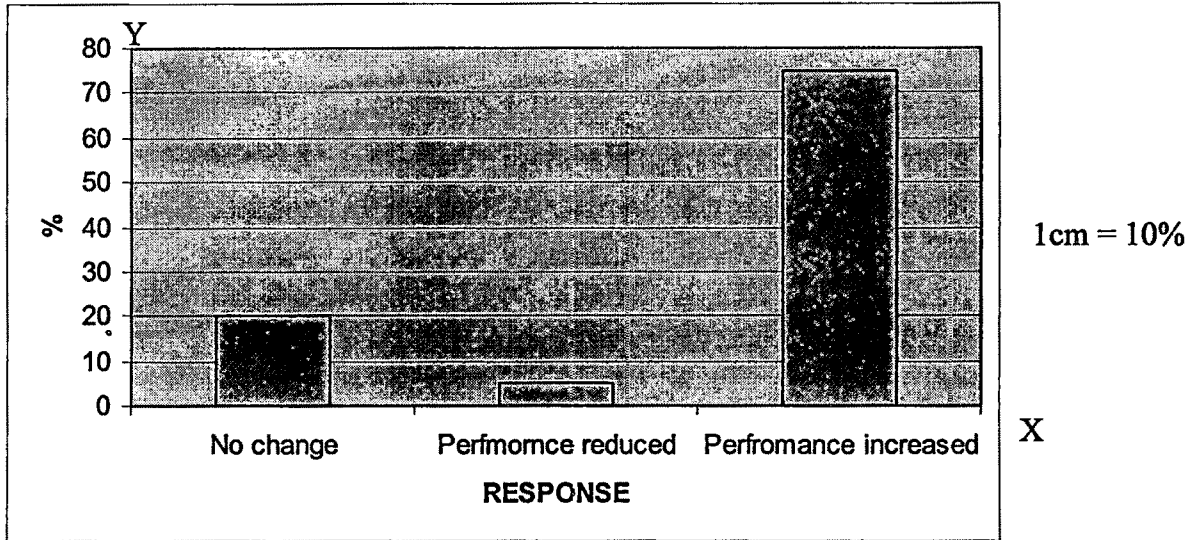
Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
No change in performance	16	20	29	36
The performance is less	00	00	00	00
The performance is reduced	04	05	00	00
The performance is increased.	60	75	51	64
TOTAL	80	100	80	100

20% of the Head Masters & 36% of the Assistant Masters said that there is no change in the performance of students. 5% of the Head Masters said that the performance is reduced. 75% of the Head Masters & 64% of the Assistant Masters said that there is an improvement in the performance of the students.

There is an improvement in the children performance after implementation of the scheme. Teaching learning process has become effective. The attention of learning improved a lot.

Bar graph 6.9.1

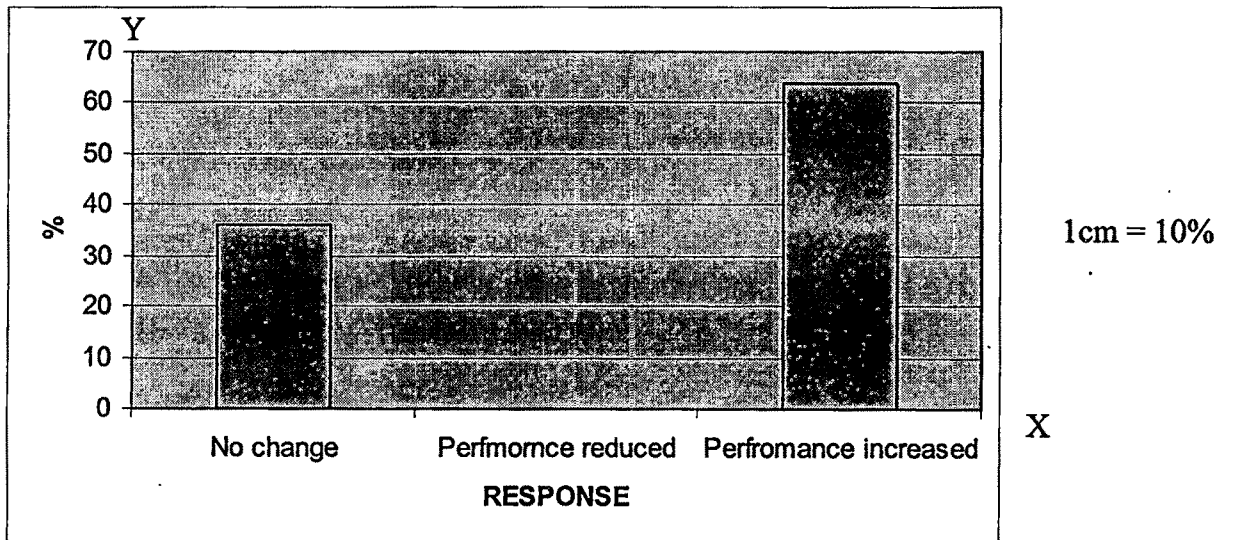
Bar graph of Head Masters response for the performance of students.



In the above bar graph 6.9.1 ox represents response of Head masters and oy represents percentage of response. The height of the bar is 1 cm = 10%. 20% of Head masters responded no change in performance. So it is shown 2 cm. 5% of Head masters have said that performance is reduced. So it is shown 0.5 cm. 75% of Head masters have said the performance is increased. It is shown as 7.5 cm on the bar.

Bar diagram 6.9.2

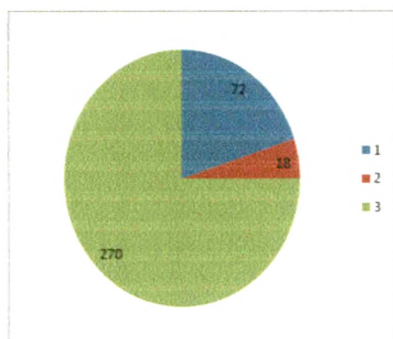
Bar graph of Assistant Masters response for the performance of students.



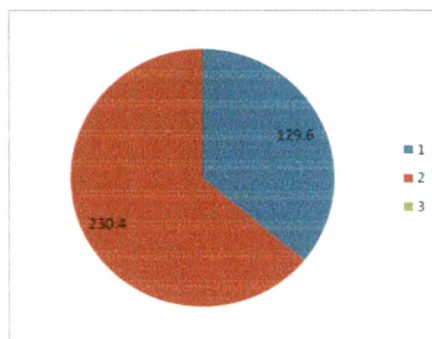
In the above bar graph 6.9.2 ox represents response of Assistant masters and oy represents percentage of response. The height of the bar is 1 cm = 10%. 36% of Assistant masters responded no change in performance. So it is shown 3.6 cm. 0% of Assistant masters have said that performance is reduced. So it is shown 0.cm. 64% of Assistant masters have said the performance is increased. It is shown as 6.4 cm on the bar.

Pie Diagram 6.9.1

6.9.1(a) Head Masters



6.9.1(b) Assistant Masters



In 6.9.1 (a) diagram, the Head masters response towards no change in performance is shown with the value of 72° out of 360° . The performance is reduced is shown with value of 18° . The performance is increased is shown with the value of 270° .

In 6.9.1(b) diagram, the Assistant masters response towards no change in performance is shown with the value of 129.6° out of 360° . The performance is increased is shown with the value of 230.4° .

Table 6.10

Attendance of students before implementing the scheme.

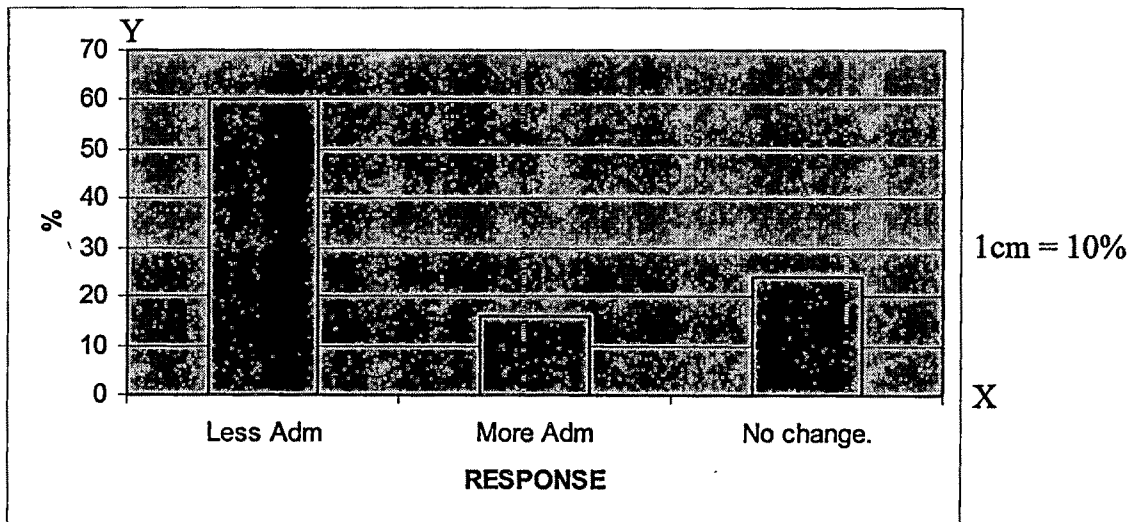
Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
Less attendance	48	60	47	59
More attendance	13	16	11	14
No change in attendance	19	24	22	27
TOTAL	80	100	80	100

60% of the Head Masters & 59% of the Assistant Masters have opined that the students attendance was less before implementation of the scheme. 16% of the Head Masters & 14% of the Assistant Masters have said that the student's attendance was more before implementation of the scheme. 24% of the Head Masters & 27% of the Assistant Masters opined that there is no change in the attendance of the students.

There was a shortage of attendance for almost all children because of hunger they missed the classes and went to field for work.

Bar graph 6.10.1

Bar graph of Head masters response about attendance of the students before implementing the scheme.

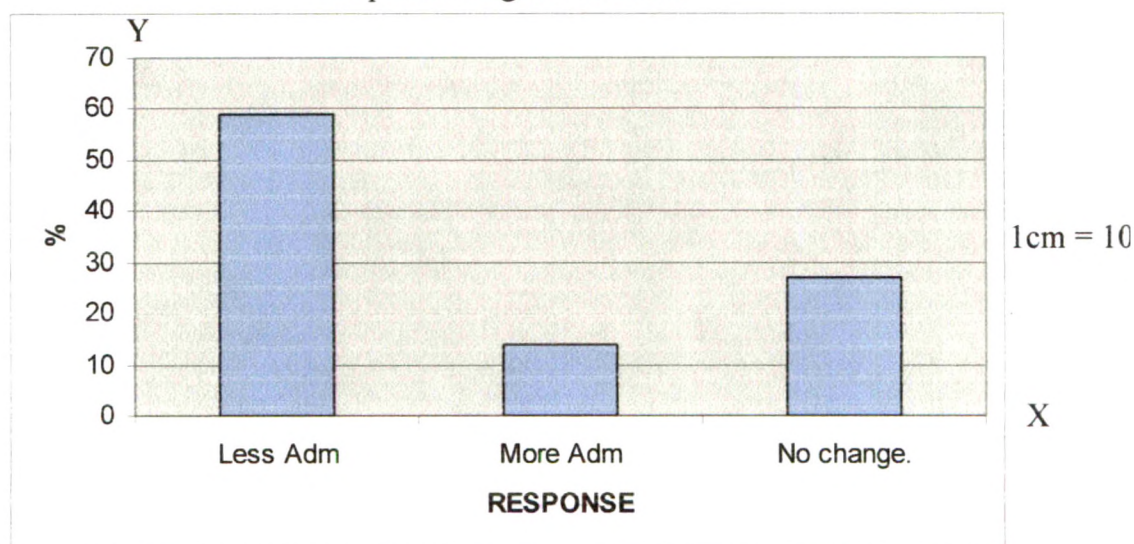


In the above bar graph 6.10.1 response of Head master is shown on ox – axis, and the percentage of response is shown on oy – axis. The measuring unit is 1 cm = 10%. 60% of Head masters have opined that the attendance was less before implementing the

scheme. It is shown as 6 cm height on the bar. 16% of Head masters have said that attendance is more. So it is shown as 1.6 cm. 24% Head masters have replied that there was no change in attendance, It is shown as 2.4 cm on the bar.

Bar graph 6.10.2

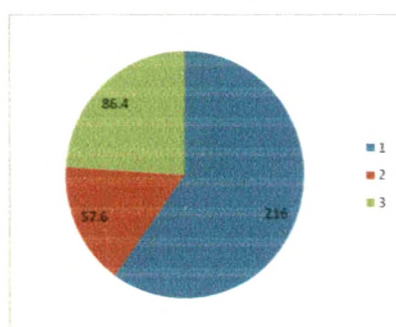
Bar graph of Assistant masters response about attendance of the students before implementing the scheme.



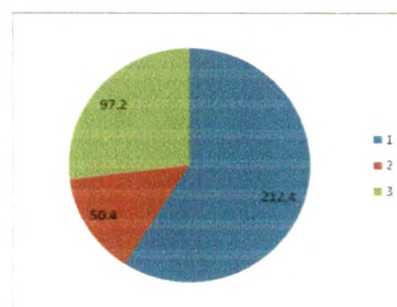
In the above bar graph 6.10.2 response of Assistant master is shown on ox – axis, and the percentage of response is shown on oy – axis. The measuring unit is 1 cm = 10%. 59% of Assistant masters have opined that the attendance was less before implementing the scheme. It is shown as 5.9 cm height on the bar. 14% of Assistant masters have said that attendance is more. So it is shown as 1.4 cm. 27% Assistant masters have replied that there was no change in attendance, It is shown as 2.7 cm on the bar.

Pie Diagram 6.10.1

6.10.1 (a) Head Masters



6.10.1(b) Assistant Masters



In 6.10.1 (a) diagram, the Head masters response towards less attendance is shown with the value of 216° out of 360°. More attendance is shown with value of 57.6°. No change in attendance is shown with value of 86.4°.

In 6.10.1 (b) diagram, the Assistant masters response towards less attendance is shown with the value of 212.4° out of 360°. More attendance is shown with value of 50.4°. No change in attendance is shown with value of 97.2°.

Table 6.11

Attendance of students after implementing the scheme.

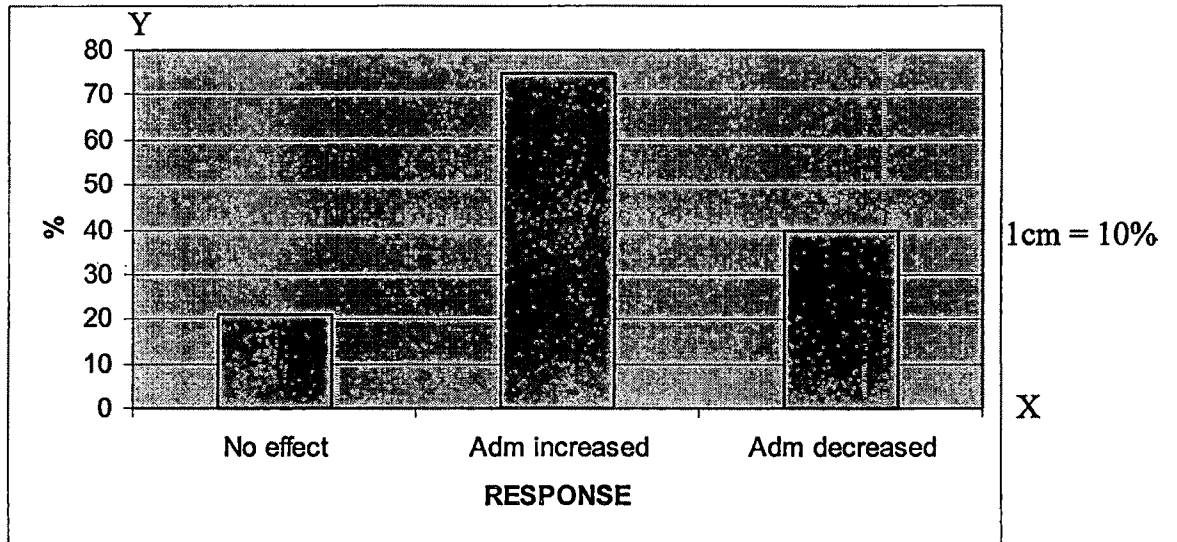
Response	Head masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
No effect on attendance.	17	21	23	29
Attendance is increased	60	75	57	71
Attendance is decreased	03	04	00	00
TOTAL	80	100	80	100

21% of the Head Masters & 29% of the Assistant Masters have opined that there is no effect on attendance. 75% of the Head Masters & 71% of the Assistant Masters have opined that the attendance of the students in schools has increased after implementing the scheme. 4% of the Head Masters have opined that the attendance is decreased.

The scheme satisfied the hunger and encouraged the children to attend the classes regularly.

Bar graph 6.11.1

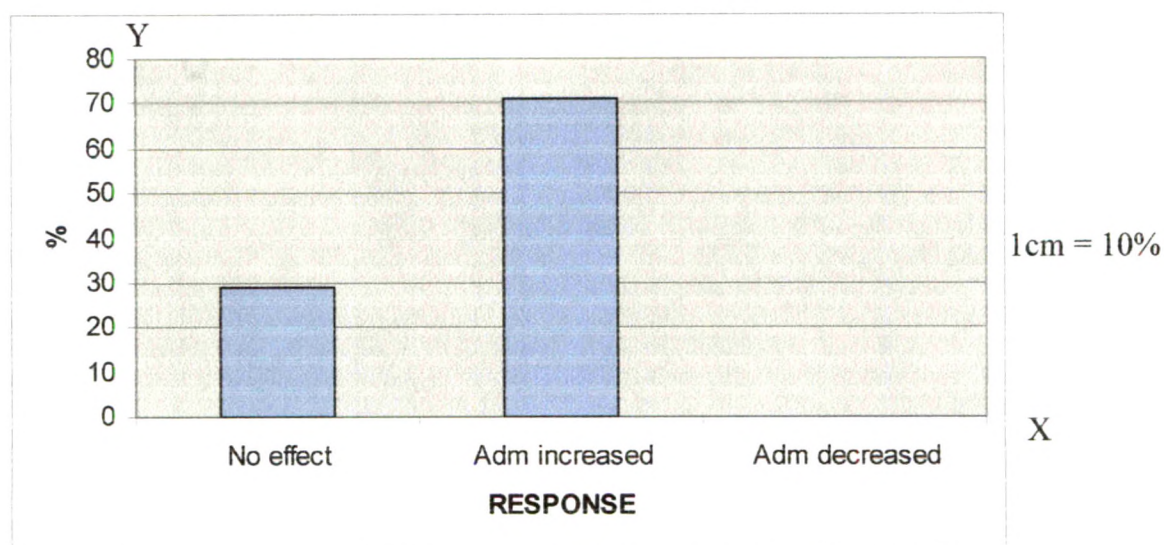
Response of Head Masters about attendance of students after implementing the scheme.



In the above bar graph 6.11.1 response of Head master is shown on ox – axis, and the percentage of response is shown on oy – axis. The measuring unit is 1 cm = 10%. 21% of Head masters have opined that there is no effect on attendance. It is shown as 2.1 cm height on the bar. 75% of Head masters have said that attendance is increased. So it is shown as 7.5 cm. 40% Head masters have replied that the attendance is decreased, It is shown as 4 cm height on the bar.

Bar graph 6.11.2

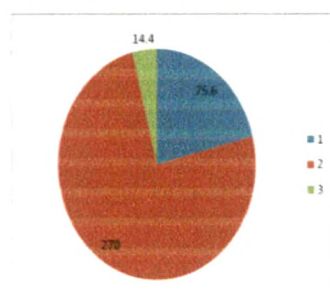
Response of Assistant Masters about attendance of students after implementing the scheme



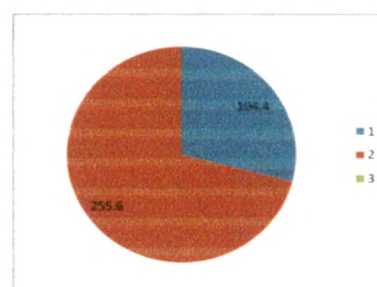
In the above bar graph 6.11.2 response of Assistant master is shown on ox – axis, and the percentage of response is shown on oy – axis. The measuring unit is 1 cm = 10%. 29% of Assistant masters have opined that there is no effect on attendance. It is shown as 2.9 cm height on the bar. 71% of Assistant masters have said that attendance is increased. So it is shown as 7.1 cm. 0% Assistant masters have replied that the attendance is decreased, it is shown as 0 cm height on the bar.

Pie Diagram 6.11.1

6.11.1(a) Head Masters



6.11.1 (b) Assistant Masters



In 6.11.1 (a) diagram, the Head masters response towards no effect on attendance is shown with the value of 75.6° out of 360° . Attendance is increased is shown with value of 270° . Attendance is decreased is shown with value of 14.4° .

In 6.11.1 (b) diagram, the Assistant masters response towards no effect on attendance is shown with the value of 104.4° out of 360°. Attendance is increased is shown with value of 255.6°.

Table 6.12

The ratio of drop out after implementing the scheme

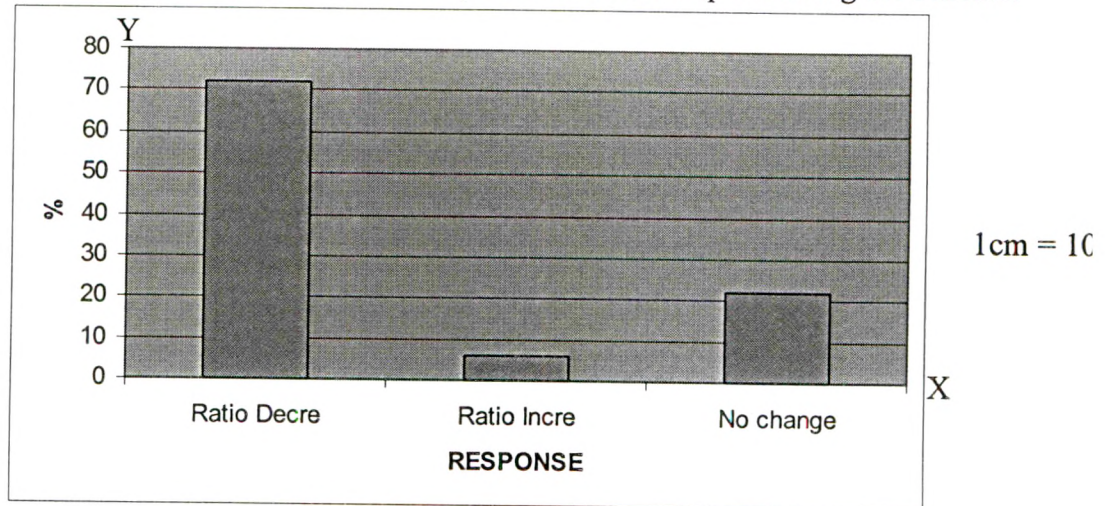
Response	Head Masters		Assistant masters	
	Units	Percent (%)	Units	Percent(%)
The drop out ratio is decreased	58	72	46	58
The ratio is increased	05	06	05	06
No change in drop out ratio	17	22	29	36
TOTAL	80	100	80	100

72% of Head Masters and 58 % of Assistant Masters have said that the drop out ratio is decreased after implementing the mid day meal scheme. 6% of Head Masters and Assistant Masters have opined that the ratio is increased. 22% of Head Masters and 36% Assistant Masters have said that it has no effect on drop out ratio.

It is noticed that the drop out ratio is substantially decreased after implementing the mid day meal scheme. The children who have come from poor family would drop the school because of food. When the Govt started this scheme, then onwards they have been attending the school regularly. They secure food at afternoon so they would not drop the school.

Bar graph 6.12.1

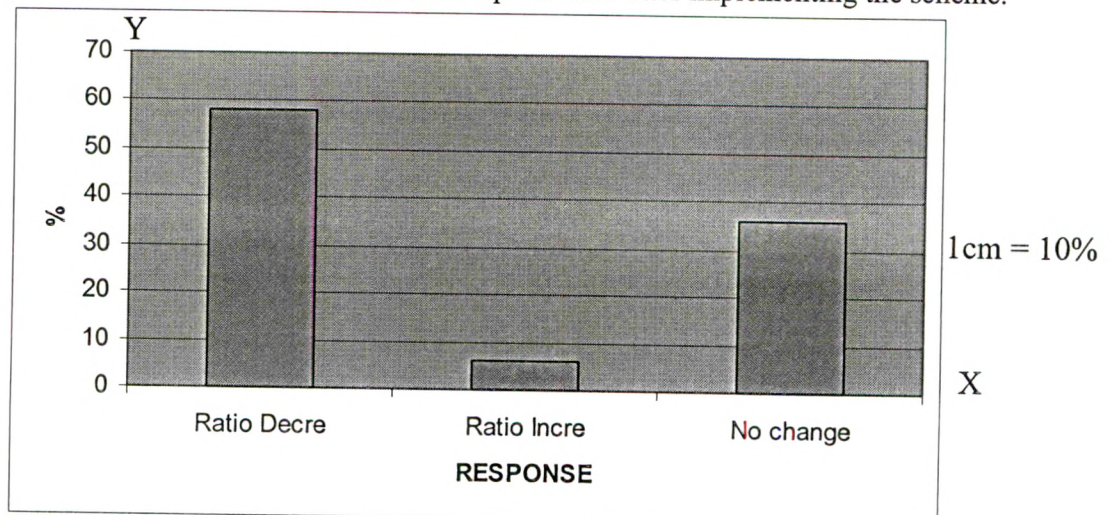
Response of Head masters about the drop out ratio after implementing the scheme.



In the above bar graph 6.12.1 response of Head master is shown on ox – axis, and the percentage of response is shown on oy – axis. The measuring unit is 1 cm = 10%. 72% of Head masters have opined that the drop out ratio is decreased. So it is shown as 7.2 cm height on the bar. 6% of Head masters have said that the drop out ratio is increased. So it is shown as 0.6 cm. 22% Head masters have replied that there is no change drop out ratio. It is shown as 2.2 cm height on the bar.

Bar graph 6.12.2

Response of Assistant masters about the drop out ratio after implementing the scheme.



In the above bar graph 6.12.2 response of Assistant master is shown on ox – axis, and the percentage of response is shown on oy–axis. The measuring unit is 1 cm = 10%. 58% of Assistant masters have opined that the drop out ratio is decreased. It is

shown as 5.8 cm height on the bar. 6% of Assistant masters have said that the drop out ratio is increased. So it is shown as 0.6 cm . 36% Assistant masters have replied that there is no change in the drop out ratio. It is shown as 3.6 cm height on the bar.

Table No. 6.13
Suggestion for improvement

Response	Head masters		Assistant masters	
	Units	Percent(%)	Units	Percent(%)
Quality is good but requires change in food.	48	60	43	54
No suggestion.	22	28	22	27
It is good and increase attendance.	08	10	10	13
Food grain should be good quality.	02	02	05	06
TOTAL	80	100	80	100

60% of Head Masters & 54% of Assistant Masters have said that the present quality is good but it requires change in the food menu. 28% of Headmasters & Assistant Masters have not said any suggestion. 10% of Head Masters & 13% of Assistant Masters have said that the scheme is good & it has increased the attendance.

2% Head Masters & 6% of Assistant Masters have expressed their opinion that the Govt. Should provide good quality foodgrains.

Most of the teachers have expressed that there is a need of change in food menu.