



A study on perceptions of teachers towards impact of midday meal programme in Prakasam District of Andhra Pradesh.

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This article deals with the Perceptions of teachers towards impact of midday meal programme. Teachers are very important in the mid day meal scheme and they are in fact active and implement the MDMS, at the grassroots level. In this chapter a detailed analysis of the collected data has been attempted as per the objectives.

Objectives

1. To study the socio-economic characteristics of teachers in Prakasam District of Andhra Pradesh.
2. To evaluate the perception of teachers about the impact of Mid-day Meal programme.
3. To study the views and perceptions of parents about the problems faced in running the Mid-Day Meal Scheme.

Hypothesis

1. **H₀**: There is no significant difference in increase of attendance among the children due to impact of midday meal programme by graduate and post graduate teachers.
2. **H₀**: There is no significant difference in retention among the children due to impact of midday meal programme by graduate and post graduate teachers.

From each sample School, 4 teachers i.e. one is head teacher and another three teachers who are involved in mid meal scheme are randomly selected by lottery method, like a total of 48 teachers from all 12 schools are selected for the sample.

Table – 1: Age wise distribution of Respondents

Age	Frequency	Percent
< - 25	3	06.2
26 - 35	13	27.1
36 - 45	15	31.2
46 - >	17	35.4
Total	48	100.0

The table 1 indicates that age wise distribution of teachers working in government upper primary schools in the study area and where the teachers partly helping in midday meal programme. The age wise distribution categorised into four groups. the majority 35.4 percent of the teachers age group is 46

and above, whereas 31.2 percent are in between 36 to 45 age group followed by 27.1 percent are belongs to 26 to 35 years of age. The mean age is 32.18 years.

Table -2: Education wise distribution of Respondents

Education	Frequency	Percent
Graduate	27	56.2
Post-Graduate	21	43.8
Total	48	100.0

The researcher gathered information regarding the education of teachers who are involved in midday meal programme. The respondents are divided into two categories graduate and post graduate. About 56.2 percent of the teachers are studied graduate and 43.8 percent are studied post graduate. These educational qualifications acquired besides with teacher training course.

Table -3: Sex wise distribution of Respondents

Sex	Frequency	Percent
Male	19	39.6
Female	29	60.4
Total	48	100.0

It is inferred that sex wise distribution of teachers who are working in 12 government upper primary schools in Prakasam district. The table depicted that majority (60.4 percent) of the teachers are females followed by 39.6 percent are belonging to male teachers. Thus, the teachers who are helping in promotion of midday meal are the majority, female teachers.

Table -4: Providing of Midday meal in every day

Food	Frequency	Percent
Yes	48	100.0
No	0	0.0
Total	48	100.0

The midday meal programme is implementing in every government school for improve more attendance in the class room and health among the children. Under this scheme every child who studying in this schools are right to eat midday meal. The table displays that almost all (100.0 percent) teachers said that every day like six day a week are being providing midday meal.

Table -5: Quantity of mid-day meal by their Education

Education	Quantity of mid-day meal			Total
	Good	Average	Poor	
Graduate	16	4	7	27
	33.3%	8.3%	14.6%	56.2%
Post-Graduate	7	8	6	21
	14.6%	16.7%	12.5%	43.8%
Total	23	12	13	48
	47.9%	25.0%	27.1%	100.0%

$\chi^2=4.248$, $df= 2$, $P > 0.120$, Not Significant at 0.05 level

The data in the table 5 indicate that that 47.9 percent of the teachers expressed that the quantity of the food given to the children as they feel satisfy and it is good after eating the Mid-Day Meal, 25.0 percent of the respondents expressed they give the food an average and 27.1 percent of the respondents said that

some time it is happened of limited quantity of food. Thus, it is clear from the above analysis that the food provided to the students is of the good quantity and they relish the food.

The chi-square table shows that Quantity of mid-day meal versus education. The chi-square value is 4.248 and the P value is 0.120, so there is a similar opinion on the quantity of the midday meal. Therefore, there is no association in between quantity of midday meal and opinion of graduate and post graduate teachers at 0.05 level.

Table -6: Menu list will be same as every day by their Education

Education	Does the menu list will be same as every day			Total
	Yes	No	Sometime	
Graduate	2	18	7	27
	4.2%	37.5%	14.6%	56.2%
Post-Graduate	0	13	8	21
	.0%	27.1%	16.7%	43.8%
Total	2	31	15	48
	4.2%	64.6%	31.2%	100.0%

$\chi^2=2.157$, $df= 2$, $P > 0.340$, **Not Significant at 0.05 level**

To further check preference of the students, various combinations of weekly menu were examined. The table 6 displays that large majority 64.6 percent of the teachers said that the menu will be changed every day and it does not repeat today's menu to the next day. However, recently egg also added to menu and it will be provided twice in a week. About 31.2 percent of the respondents are said that some times the menu will be altered due to unavailable of the material for the menu as prescribed for the day.

Chi-square test was applied to find whether there is any association between does the menu list will be same as every day by education. There is no association between the menu list will be same and graduate and post graduate teachers.

Table -7: Students like every item served to them by their Education

Education	Students like every item served to them		Total
	Yes	No	
Graduate	19	8	27
	39.6%	16.7%	56.2%
Post-Graduate	9	12	21
	18.8%	25.0%	43.8%
Total	28	20	48
	58.3%	41.7%	100.0%

$\chi^2=3.679$, $df= 1$, $P < 0.052$, **Significant at 0.05 level**

Through liking of every item served to the students. The table found that 58.3 percent of the teachers reported egg and rice will be more like in the menu list. About 41.7 percent of the teachers reported that the students couldn't like the served food.

In terms of likeliness, the menu was found to be sound for most of the items in the menu meeting the wholehearted approval of the children. This was observed by teachers while serving the meal.

The chi-square value is 3.679 and P value is 0.052 of significance at 0.05 level. So, there is statically different opinions of graduate and post graduate teachers on do the students like every item served in MDM.

Table -8: Type of help in midday meal

Type of Help	Frequency	Percent
Cooking food	0	0.0
Supervision	36	75.0
Maintain records	12	25.0
Total	48	100.0

After initiation of the midday meal programme for the children of primary and upper primary schools in Andhra Pradesh. The teachers themselves are involving in midday meals from beginning itself. The table 8 portrays that 75.0 percent of the teachers are engaging in supervisory activities, whereas 25.0 percent of the teachers engaged in writing records.

Table -9: Student eating mid-day meal together at the school by their Education

Education	Student eating mid-day meal together at the school			Total
	Yes	No	Sometime	
Graduate	21	2	4	27
	43.8%	4.2%	8.3%	56.2%
Post-Graduate	18	1	2	21
	37.5%	2.1%	4.2%	43.8%
Total	39	3	6	48
	81.2%	6.2%	12.5%	100.0%

$\chi^2=0.488$, $df= 2$, $P > 0.783$, Not Significant at 0.05 level

All teachers responded in unison that there is no discrimination with any student belonging to any section of society in the school at the time of distribution of mid-day meal. For taking mid-day meal students sit freely with each other without any consideration of caste. Generally, they like to sit with their close friends irrespective of the caste of the friend.

The displays the large majority (81.2 percent) sit together, whereas 12.5 percent teachers opined that a few students sit a side sometimes after coming for meal in second term. A negligence 6.2 percent students sit separately while they not well.

The chi-square test shows that there is no significant different opinion among the graduate and post graduate wise category by do you think that every student eating mid-day meal together at the school. Hence there is no association between the graduate and post graduate and Do you think that every student eating mid-day meal together at the school.

Table -10: School have proper water facility by their Education

Education	School have proper water facility		Total
	Yes	No	
Graduate	21	6	27
	43.8%	12.5%	56.2%
Post-Graduate	16	5	21
	33.3%	10.4%	43.8%
Total	37	11	48
	77.1%	22.9%	100.0%

$\chi^2=0.017$, $df= 1$, $P > 0.582$, Not Significant at 0.05 level

Availability of safe and secure drinking water is also a major prerequisite for the implementation of mid-day meal scheme. In the following table 10, it has been found that 77.1 percent of the teachers reported the availability of proper water facility in the school and only 22.9 percent said that they did not have proper water facility.

It can be seen from the chi-square table depicts that differences among the categories of graduate and post graduate wise and does your school have proper water facility. There is no statistical difference of opinions of teachers on school have proper water facility at 0.05 level.

Table -11: Inspection of MDM food grains and cooked food by the officials by their Education

Education	Inspection of MDM food grain and cooked food by the officials			Total
	Yes	No	No Response	
Graduate	15	10	2	27
	31.2%	20.8%	4.2%	56.2%
Post-Graduate	11	7	3	21
	22.9%	14.6%	6.2%	43.8%
Total	26	17	5	48
	54.2%	35.4%	10.4%	100.0%

$\chi^2=0.604$, $df= 2$, $P > 0.739$, Not Significant at 0.05 level

There are guidelines to Officers of the State Government belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health etc. to inspect schools and centres where the mid-day meal scheme is being implemented. It has been recommended that 54.2 percent of the schools are visited every quarter. During the survey as revealed in table , it was noted that 35.4 percent teachers admitted that no regular visits by higher authorities appointed for inspection of MDM scheme. The authorities showed keen interest in proper inspection of food grains, purchase and utilization of other ingredients (like pulses, oil, spices, green vegetables etc) for MDM, maintenance of MDM record registers, availability of infrastructure and distribution of cooked food to the students. About 10.4 percent of teachers are no response.

The chi-square table depicts that differences among the categories of graduate and post graduate wise and is there regular inspection of MDM food grain and cooked food by the officials. There is no statistical difference of opinions of teachers on is there regular inspection of MDM food grain and cooked food by the officials at 0.05 level.

Table -12: According to the income status, which category has highest enrolments by their Education

Education	According to the income status, which category has highest enrolments		Total
	Poor income group	Moderate income group	
Graduate	20	7	27
	41.7%	14.6%	56.2%
Post-Graduate	14	7	21
	29.2%	14.6%	43.8%
Total	34	14	48
	70.8%	29.2%	100.0%

$\chi^2=0.314$, $df= 1$, $P > 0.575$, Not Significant at 0.05 level

After introducing of midday meal programme the poor who are the below poverty line are benefitting by this scheme. The table presents that 70.8 percent of children who are belongs to poor income group are the highest enrolment, followed by 29.2 percent are who are belongs to moderate group are second place in enrolment.

It can be observe the chi-square table depicts that differences among the categories of graduate and post graduate wise and according to the income status, which category has highest enrolments. There is no statistical difference of opinions of graduate and post graduate teachers.

Table -13: Increased attendance after launching MDMS by their Education

H₀: There is no significant difference in increase of attendance among the children due to impact of midday meal programme by graduate and post graduate teachers.

Education	Increased attendance after launching MDMS		Total
	Yes	No	
Graduate	19	8	27
	39.6%	16.7%	56.2%
Post-Graduate	17	4	21
	35.4%	8.3%	43.8%
Total	36	12	48
	75.0%	25.0%	100.0%

$\chi^2=0.705$, $df= 1$, $P > 0.310$, Not Significant at 0.05 level

On the question regarding increase in enrolment, maximum number of teachers (75.0 percent) responded that there is increase in enrolment at all and 25.0 percent teachers noticed that there no increase in enrolment in their school as a result of Mid Day Meal Scheme. However, the majority teachers noticed much increase in the enrolment of students after the introduction of Mid Day Meal Scheme. Presently there is continuous decline per year in the enrolment of students in government primary and upper primary schools of Andhra Pradesh and students are moving towards nearby private English medium schools. There is urgent need to probe into the situation and finding the reasons.

The chi-square test shows that there is no significant different among the graduate and post graduate wise category by increased attendance after launching MDMS. Hence there is no association between the graduate and post graduate and increased attendance after launching MDMS at 0.05 level. Hence, the research hypothesis is rejected and the null hypothesis is accepted.

Table -14: Retention of the students increased after launching MDMS by their Education

H₀: There is no significant difference in retention among the children due to impact of midday meal programme by graduate and post graduate teachers.

Education	Retention of the students increased after launching MDMS		Total
	Yes	No	
Graduate	23	4	27
	47.9%	8.3%	56.2%
Post-Graduate	21	0	21
	43.8%	.0%	43.8%
Total	44	4	48
	91.7%	8.3%	100.0%

$\chi^2=3.394$, $df= 1$, $P > 0.090$, Not Significant at 0.05 level

Maximum number of teachers (91.7 percent) considered that there is much increase in the attendance of students after the implementation of cooked Mid-Day Meal Scheme, whereas only a small percentage of teachers (8.3 percent) noticed has no increase. The teachers presently working in government primary schools of Andhra Pradesh have expressed that this Scheme is helping to retain the students in school after post lunch sessions and hence improving the attendance in both the sessions i.e. pre-lunch and post lunch sessions.

The chi-square table shows that differences among the categories of graduate and post graduate wise has retention of the students increased after launching MDMS. There is no statistical difference of opinions of graduate and post graduate teachers at 0.05 level. Hence, the research hypothesis is rejected and the null hypothesis is accepted.

Table -15: Management of Mid-Day Meal Scheme is a problem to teachers by their Education

Education	Management of Mid-Day Meal Scheme is a problem to teachers		Total
	Yes	No	
Graduate	23	4	27
	47.9%	8.3%	56.2%
Post-Graduate	17	4	21
	35.4%	8.3%	43.8%
Total	40	8	48
	83.3%	16.7%	100.0%

$\chi^2=0.109$, $df= 1$, $P > 0.537$, Not Significant at 0.05 level

The analysis indicates that almost all the teachers (83.3 percent) responded that the management of Mid-Day Meal Scheme is a problem to them because along with supervision of Mid-Day Meal Scheme they have to make all possible arrangements and have to maintain the records of

the Scheme daily. So, Mid-Day Meal Scheme consumes a part of the teaching-learning time of teachers and students daily.

Only eight teachers (16.7 percent) refused to accept the management of Mid-Day Meal Scheme as a problem and they consider it as a part of their duty. They told the researcher that Mid-Day Meal Scheme is beneficial to both teachers and students because after giving proper contribution they can enjoy hot cooked meal daily in school with students.

The chi-square table 15 shows that differences among the categories of graduate and post graduate wise Management of Mid-Day Meal Scheme is a problem to teachers. There is no statistical difference of opinions of graduate and post graduate teachers.

Table -16: Suggestions of teachers for improve of midday meal programme

Sl.No	Variable	Yes	No	Total N=48
1	Quality of the meal must be improved	43.7	56.3	100.0
2	Need to include more items	66.7	33.3	100.0
3	Grains should be delivered at proper time	75.0	25.0	100.0
4	Appointment of Special officer for MDM	66.7	33.3	100.0
An overall total percentage		63.0	37.0	100.0

The table 16 shows the suggestions of teachers for improve of midday meal programme. 43.7 percent of the teachers revealed that quality of the midmeal must be improved, whereas 56.3 percent teachers are not givensuggestions.

As regards to Need to include more items 66.7 percent of the teachers agreed to add more items. But 33.3 percent no need of add more items in the menu.

About three fourth percent of the teachersopined that grains should be delivered at proper timeand 25.0 percent of teachers are not given suggestion.

With regard appointment of special officer for MDM 66.7 percent suggested that to appoint special officer to look after the midday meal programme. Whereas, 33.3 not suggested anything.

An overall, the table displays that 63.0 percent of teachers suggested to improve the midday meal programme. Only 37.0 percent of the teachers not given any suggestions for improvement of the midday meal programme.

Conclusion:

The teachers perceived that in every school the almost all student were being given MDM in every day. They got rice, dal, cooked seasonal vegetables and egg etc. The teachers also opined that they were getting MDM enough to satisfy them and were getting hygienic and nutritive food in MDM. The food was served under the guidance of the teachers and with the help of women workers to the students. The food was cooked in some schools having permanent sheds and whereas, some schools preparing food under the temporary shed. The students are being serving food in dining hall and varandah. Most students liked the food. Most students were taking MDM regularly. On part of other side of the teachers, they depicted that would have relieved from their duties of midday meal and should appoint special staff for helping this staff.

References

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