

## RESEARCHES CONDUCTED BY DIET/SCERT

(A)

1. **Name of the Institute: DIET Ghumenhera**
2. **Title of the Study: A Study of Status of Teacher Development Coordinator Programme in Delhi**
3. **Session: 2019-2020**
4. **Details of the Investigators:**

**Dr MMRoy and Dr Meena Sehrawat, Assistant Professor, DIET Ghumenhera**  
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### **5. Introduction:**

The study was conducted to find out the status of Teacher Development Coordinator program which was an initiative introduced by the SCERT Delhi as an extension of flagship Mentor Teacher Program with the vision of creating a collaborative network of teachers teaching in all Directorate of Education schools of Delhi.

### **6. Objectives:**

1. To Study the perception of stakeholders regarding the effectiveness of Teacher Development Coordinator Programme (TDC) with respect to various themes of learning improvement cycle.
2. To study the status of alignment among stakeholders of Teacher Development Coordinator Programme (TDC).
3. To observe the classroom practices of teachers with respect to various themes of learning improvement cycle.
4. To study the participation of learners in the classroom practices with respect to the various themes of learning improvement cycle.

5. To suggest the corrective measures for the effective impact of TDC Programme in making schools as a learning organizations and effective alignment of various stakeholders involved in the TDC Programme.

## **7. Methodology:**

Sample consisted of 807 stakeholders (130 each of HOS, Mentors, TDC, ART, Teachers and students =780+18 DIET Facilitators+9 Programme Managers). Data were collected through survey method using three tools i.e. Teachers Classroom Observation Schedule (TCOS), Stakeholders Perception Questionnaire (SPQ) and Focus Group Discussion. Data obtained were analyzed and interpreted using percentages.

## **8. Research Findings:**

1. Major findings with respect to the perception of stakeholders regarding the vision and theme of LIC showed an agreed perception about the programme's vision and themes of LIC i.e. connect, look for understanding and respond, lesson planning and teaching learning strategies. Stakeholders also showed agreed perception regarding their alignment towards the programme.
2. Findings related to the Class Room Observation showed that forty three percent (Clubbed percentage of Name tag, Name game, greetings, class tree) of teachers were using connect strategy as mentioned in the manual of TDC programme.
3. With respect to the Theme Look for Understanding & Respond it was found that more than fifty percent teachers used those strategies which were mentioned in the manual of the TDC programme.
4. It was found that nearly sixty two percent (Clubbed percentage) of teachers were using relevant situations and concrete examples as an opening activity.

5. The most common TLMs used by the teachers in the sampled schools in their decreasing percentage were blackboard, chart, concrete materials, BaLA, textbooks, audio-visuals and models.
6. Summarization and recap were the most used closing activity by the teachers followed by quiz and question-answers.
7. The most common retrieval practice was asking questions followed by summarization, mind mapping and quiz.
8. More than fifty percent of teachers did not encourage learners to answer by elaborative questions while less than fifty percent encouraged.
9. Majority of students told that connect strategies such as name tag, class tree, name game, greeting each other etc. were done in the class.
10. Majority of students shared that they often participated in pair/ group work of different subject teachers and teachers also motivated them to participate. Teachers motivated the students to interact with each other. Most of the activities were done in groups, and most of the times, when teachers created pairs, they preferred to form mixed ability groups.
11. It was found that majority of students were not aware of the term Mind mapping but when they were shown on the blackboard then they told that such flowchart with key points were sometimes used by their teachers.
12. In majority of schools when students were shown the sign of understanding they did not recognise the sign. In a very few schools students were familiar with the sign of understanding.
13. It was found that in majority of sampled schools, teachers started the topic with the activities such as storytelling, asking questions, role play, do now, solving sum, sharing of previous concepts.
14. Students shared that majority of the teachers gave them opportunities to discuss in pair/group. They also tried to ensure that we should interact with each other.
15. Majority of students shared that their teachers concluded the lessons by using summarization, asking questions.
16. Majority of students answered that their teachers asked why and how questions.

17. Most of the students of sampled schools shared that teachers used written tests, asked questions, and provided situations for discussions. They asked questions, sometimes they asked the students to revise the main points.
18. Majority of students accepted that they had noticed some changes in their teachers such as conduction of more activities, motivating them to participate, giving space for discussions and asking us by calling by our names.

### **9. Educational Implications:**

School based professional development like TDC helps to improve the quality of education by strengthening the teaching learning strategies in school. The learning improvement cycle is a concrete way for teachers to reflect on their classroom practices, update them and then share it with their colleagues. This research shows strong evidences that the involvement of school stakeholders helps to create an environment where everyone can learn.

### **10. Future Scope:**

Efficacy of the TDC programme can be conducted.

### **(B)**

1. **Title of the Study: Critical Analysis of Reflective Journal Written by Student Teachers during School Experience Programme in MCD Schools of District SW Delhi**
2. **Session: 2018-2019**
3. **Details of the Investigators:**

**Dr Meena Sehrawat and Dr MMRoy, Assistant Professor, DIET Ghumenhera**  
[dietghumenhera@yahoo.com](mailto:dietghumenhera@yahoo.com)

4. **Introduction:** The study was conducted to critically analyze the reflective journals written by student teachers during their school experience programme in MCD schools of District SW Delhi.
5. **Objective:** To analyze the reflective diaries written by the trainees and to find out the various teaching and learning experiences as reflections given by trainees.
6. **Methodology:** - In the present study four schools were randomly selected from the thirty nine schools of SEP (Two schools from primary and two from upper primary) and further four reflective diaries of student teachers were randomly selected out of thirty two reflective diaries of student teachers. Two diaries each from primary and upper primary. Before going to SEP, all the trainees were oriented about writing reflective diaries. Reflective diaries were used as a tool for inductive analysis and synthesis of the data. Data were analyzed, synthesized and converted into percentages.
7. **Findings:** 30.10% trainees were thinking about teacher's responsibilities (Teacher Ethics). This was true because they were oriented on Jeevan-vidya philosophy. Trainees also reflected upon the student teacher relationship (9.85%), classroom environment (11.12%), about self (18.16%), and teaching learning process (30.76%).
8. **Educational Implications:** Improvement in teaching practice through continuous reflections.
9. **Future Scope:** Sample size may be increased for further study.

(C)

1. **Title of the Study: An Experimental Study of Effectiveness of ICT Enabled Class-Room in Relation to Academic Achievement of 6<sup>th</sup> Class Students in Science Subjects**
2. **Session: 2017-2018**

### 3. Details of the Investigators:

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4. **Introduction:** This experimental study attempted to test the effectiveness of ICT enabled class room model and traditional classroom model in relation to academic achievement of 6<sup>th</sup> class students in Science subjects with the following objective:
5. **Objective:** To study the effectiveness of teaching through, ICT enabled model and traditional classroom model on academic achievement of 6<sup>th</sup> class students in Science subjects.
6. **Hypothesis:** There is no significant difference in academic achievement of 6<sup>th</sup> class students in Science subjects taught through ICT classroom model and traditional classroom model.
7. **Methodology:** Randomized control pre and post-test experimental design was used. Data were collected from the 6<sup>th</sup> class students of Govt. School of district SW B Delhi. Pre-test was developed by the investigators on sixth class science subject on chapter Body Movements. Investigators developed pre-test based on the hard spots of Body Movement chapter. Pre-test consisted of ten questions of MCQ type having four options and same test was used as post-test. Pre-test was given to thirty 6<sup>th</sup> class students. Scores obtained by the students were calculated for mean and S.D. based on these two measures students were divided in three groups: High, Average, and Low, using the following ranges: High group: Scores above (Mean + S.D), Average group: Scores between (Mean+ S.D) and (Mean –S.D) and Low Group: Scores below (Mean – S.D). There were twenty one students scoring average scores and they were randomly divided in to two groups i.e. Control and experimental. Ten control group students were taught through conventional method and eleven experimental group students through video module on mobile. After the treatment both the groups were given posttest. Data so obtained were analyzed by mean, S.D and ‘t’ test.
8. **Findings:** Result showed that the two groups differed significantly in their achievement so null hypothesis was rejected showing that Experimental group performed better than control group on posttest.
9. **Educational Implications:** ICT enhances academic achievement so the teaching learning process should be supported through blended mode.
10. **Future Scope:** Impact of online ICT on academic achievement of the students may be studied.

( D)

**1. Title of the Study: An Appraisal of SMCs in the Govt. School of South West 'B' Delhi in the Context of RTE Act.**

**2. Session: 2014-2015**

**3. Details of the Investigators:**

**Dr Meena Sehrawat and Dr MMRoy, Assistant Professor, DIET Ghumenhera**  
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4. **Introduction:** The purpose of the present study was to appraise how successfully SMCs were functioning.
5. **Objectives:** The objectives were to appraise the expected functions actually performed by the SMC members and to suggest measures for effective functioning of SMCs.
6. **Methodology:** There were 218 SMCs in district South West-B, Delhi, from this population of SMCs only 50% of the sample was selected through systematic random sampling technique i.e. 654 members. Focus Group Discussion with SMC's was used as tool for collecting data using survey method. The data were qualitatively analyzed.
7. **Findings:**
  1. It was found that VKS/PTA was as such converted in to SMCs instead of following the procedure of elections as suggested in RTE act. Members were either picked or chosen by the principals.
  2. No regular meetings were organized i.e. bimonthly as per RTE act. Even some of them were informed on that day to go and attend the meetings without any agenda. While some of them who were aware that they are the members of SMC of the schools were never oriented about their roles and responsibilities.

3. It was found that majority of them were not even aware of SDP is? SMCs have no say in any financial matters.

4. Majority of SMC members shared that their visit is not liked by the schools. But when they visited the schools they observed the cleanliness, sanitations and infrastructure like bulb and fans in the class rooms.

5. Very few members shared that they were liked by the principals and they were happy with their cooperation. SMCs should be elected through proper election process as per RTE act.

6. Every SMC members should be oriented by the principals and other authorities. SMCs should be intimated a week ago with agenda for the bimonthly meetings. Ensure active participation of members through SDP.

7. Ensure transparencies in the fund flow mechanism and its utilization with utilization of members.

8. True decentralization will be ensured when SMCs actively participate and monitor the functioning of schools. For the true implementation of RTE act section 21; regarding SMCs all the stake holders should be concerned and address some issues such as-Why in some schools SMCs members were selected instead of being elected? How can SMCs ensure their full cooperation in the preparation of SDP? How the fund flow mechanism can be made transparent to stake holders? How can the visits and the participation of SMCs members be accepted by the schools? For ensuring Democratic Decentralization in the educational management, SMCs must be strengthened and it should be a motivating force for educational development at grass root level.

8. **Educational Implications:** SMC should be empowered to have the maximum involvement of SMCs for quality education in schools.

9. **Future Scope:** Sample size can be enhanced and for finding real problem in-depth study of the theme can be done.

(E)



1. **Title of the Study:** A Study of Utilization of Elementary School Library under RTE/SSA in District SW Delhi.
2. **Session:** 2011-2012
3. **Details of the Investigator:** Dr Dinesh Kumar, Dr Meena Sehrawat and Dr M.M. Roy, Assistant Professor, DIET Ghumenhera [dietghumenhera@yahoo.com](mailto:dietghumenhera@yahoo.com)
4. **Introduction:** Realizing the importance of library utilization in schools, the DIET Ghumanhera, South West conducted the research project with the following objectives.
5. **Objectives:** 1. To study the availability of library at Primary and U. Primary level. 2. To identify the availability of its infrastructure at both level. 3. To find out the availability and status of text books and Teaching Learning Material (TLM) at both level. 4. To study the allocation of funds meant for library. 5. To study the availability of TLM for CWSN. 6. To study the management of school library and maintenance of library record. 7. To find out issuing system of library books and TLM.
6. **Methodology:** The descriptive survey method was used by the investigators. The sample for the present study constituted Primary and Upper Primary Govt. Schools of district South-West of Delhi. The Purposive sampling techniques was used for collecting data. The twenty five (25) sampled schools were selected where the teacher trainees attained for School Experience Programme (SEP). The data was collected from head of SEP Schools. For this a self-made questionnaire related to Library was developed by DIET, Ghumanhera with keeping in view of RTE/SSA. The data were converted in to percentage for the analysis.
7. **Findings:** The finding of the study revealed that all schools were having libraries at the central part of school building. It was found that in majority of primary schools artificial lighting arrangement was present where majority of upper primary schools were having artificial lighting system. Majority of upper primary schools were having proper seating arrangements. It was found that majority of upper primary levels were having general text books. It was found that majority of schools at upper primary level were having reference books. Very few schools at lower and upper primary level were having magazines for students. Majority of schools at upper primary level were having News- Papers for their students while very few schools at lower primary levels were having the facility of News- Papers. It was also found from the study that nearly fifty percent of primary schools were having library with audio-visual aids for students were as at upper primary level situation was pathetic. It was found from the study that majority of primary school libraries were

having special provisions for allocations of fund for purchasing of books and teaching learning materials. And in case of upper primary school libraries it was found that all upper primary school libraries were having special annual outlay for library books and TLM. It was found that majority of primary school libraries and upper primary schools library were having facilities of teaching learning materials for children with special needs. It was evident from study that nearly equal percentage (sixty percent) of primary schools and upper primary libraries were managed by trained and experienced staff. It was reflected from study that sixty percent of primary schools libraries issued books and TLM for students. All upper primary school libraries issued books and TLM to students.

8. **Educational Implications:** Functional libraries are very important resources for school for their maximum utilization.
9. **Future Scope:** State based study and in-depth study can be conducted.

(F)

1. **Title of the Study: Effectiveness of Structured and Un-Structured Field Trip.” An Experimental Study**
2. **Session: 2011-2012**
3. **Details of the Investigators:**

**Dr Meena Sehrawatand Dr MMRoy, Assistant Professor, DIET Ghumenhera**  
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4. **Introduction:** The study attempted to find out the effectiveness of structured and un structured field trips on academic achievement of students.

5. **Objective:-**The study was taken up with the following objective:

1. To study the effectiveness of structured and unstructured field trip to National Science Centre, Delhi in terms of academic achievement of students.

6. **Hypothesis:-**The study was designed to test the following null hypothesis:

There is no significant difference between the post-test mean scores of students who experienced structured and unstructured field trip to National science center

**7. Methodology:** -For the collection of data survey, two groups, randomized post-test design were used. In the present research both the groups were measured on the dependent variable. The final mean post test scores of each group on the dependent variable were adjusted for pre -test differences by covariance analysis. The adjusted final means were then compared to determine if differences were statistically significant. There were two types of samples as per the objective of the study. (A) Students Sample:- Govt. Co-Ed. Sr Sec School, Najafgarh with English as medium of instruction was selected purposively from the 221 students, using systematic sampling, 60 students were selected. (B) Participatory Displays:-Only twenty exhibits were selected purposively from the 87 other exhibits of the gallery using checklist as a tool. Pre-test and post-test were developed by the investigators. Pre and post tests were based on the twenty displays which were selected as sample from the fun with science gallery. In pre-test there were twenty questions of MCQ type with four alternatives of 20 minutes duration with 20 marks. Structured post-test there were 40 items of MCQ type with four alternatives of 2 hrs duration with 40 marks. Sixty VIII class students were given pre-test at the school before going to visit the National Science Centre. Structured treatment was given to the experimental group students. After the treatment students of both the groups were given the post-test of 40 marks of two hours duration. Raw scores obtained from the pre-test and post were treated with descriptive and inferential analyses like mean, S.D, t' test, F' test, ANCOVA respectively for the analysis of the data.

8. **Findings:** Pre-test and post-test scores of experimental and control group were analyzed through the use of “analysis of covariance in which pre- test scores of students were taken as covariate. ‘t’ values were computed between the adjusted means of experimental and control group. The null hypothesis was rejected. Adjusted mean post – test score of experimental group was significantly higher than mean post-test score of control group. This showed that structured field trip significantly enhances academic achievement of students.

9. **Educational Implications:** Field trips are an important resource for making learning meaningful and should be carried in structured manner to have its maximum contribution.

**10. Future Scope:** Such more educational resources may be explored.

**(G)**

- 1. Title of the Study: A Study of Subject Wise Academic Achievement of Fifth Class Students of Govt. School in District (SW), Delhi.**
- 2. Session: 2010-2011**
- 3. Details of the Investigators:**

**Dr MMRoy and Dr Meena Sehrawat, Assistant Professor, DIET Ghumenhera**  
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- 4. Introduction:** This study found the subject wise academic achievement of fifth class students of Govt. schools of District south west Delhi.
- 5. Objectives:** To study the academic achievement of students of fifth class students of Govt. School of Delhi w.r.t. Subject Wise, Sex and SC / ST / CWSN students.
- 6. Methodology:-**Investigators adopted the survey method for the collection of data. In District (SW) Delhi, there were 20 CRC's and 334 Govt. schools (Primary sections of MCD, Sarvodayas and DCB). Data were collected by all CRC's in their respective centers comprising of 10-12 schools through SLF –III and DLF-III developed by NCERT as monitoring tool for quality dimension. Data were of first quarter of the year 2009-10. In all 19858 students were purposively taken as sample by the investigators for analyses. Tool (DLF-III) developed by NCERT consists of two sections i.e. A and B, section A is related to the general information about students and school. Section B consists of a table related to get information as class wise details of students achievement (Total Students) in the form class, No. of students assessed subject (Language, Hindi, Maths, EVS Science, EVS SST, Language English). Bifurcated data were obtained for boys, girls, SC, ST and CWSN (Children with Special Needs).
- 7. Findings:** Academic achievement of students in total in all five subjects showed that a very large percentage of students were in grade C in four subjects except EVS (Science). In subject EVS (Science) a large percentage of students were given grade A. Nearly equal percentage of students were distributed among four grades i.e., A to D except E grade in all subjects except in EVS (Science).(1) In relation to academic

achievement of boys and girls, girls were doing better performance and were placed in higher grades A & B than boys.(2) Majority of boys were given grade C and D than girls in all subjects. (3) In subject Hindi, majority of SC, ST & CWSN students were placed in grade C. (4) In subject Mathematics, majority of SC students were in grade C. In case of ST students majority of were in grade A. Majority of CWSN category students were in grade D. (5) In subject EVS (SST), majority of SC category students were in grade C and majority of ST category students were in grade A. Majority of CWSN students were in grade C. (6) In subject EVS (Science), majority of SC category students were in grade C. Majority of ST category students were in grade B. Equal parentage of CWSN students were in grades of (B & D) and (A & C). (7) In subject English a large percentages of students belonging to SC, ST and CWSN category have been placed in grade C.

8. **Educational Implications:** Exploring subject wise academic achievement not only helps in finding out the learning gaps of students but also supports teachers to use the corrective measures.
9. **Future Scope:** Subject wise learning outcomes and their achievement may be studied.

(H)

1. **Title of the Study:** A Study of Impact of Anxiety on Academic Achievement of ETE trainees of DIET SW Ghumenhera.
2. **Session:** 2010-2011
3. **Details of the Investigators:**

**Dr Meena Sehrawat and Dr MMRoy, Assistant Professor, DIET Ghumenhera**  
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4. **Introduction:** This study was conducted to study the impact of anxiety on academic achievement of ETE trainees of DIET Ghumenhera with the following objectives.
5. **Objectives.** (1)To study the anxiety level of ETE trainees of DIET SW Ghumanhera.

(2).To study the difference between the male and female trainees' w.r.t. the anxiety and academic achievement. (3)To study the relationship between the anxiety and academic achievement of the ETE trainees.

**6. Hypotheses:** (1) There is no significant difference in anxiety level of male and female ETE trainees. (2)There is significant relationship of anxiety and academic achievement of ETE trainees. (3)There is no significant difference between male and female trainee's w.r.t. academic achievement scores.

**7. Methodology:** Sample constituted the all ETE 2<sup>nd</sup> year students of the session 2008-2010. For the collection of data the standardized tool of anxiety of Sinha and Sinha was used. The reliability coefficient of the test was 0.92. The tool consists of 90 items and subjects were asked to respond to each item in terms of Yes or No. The 'Yes' response to any item was indicative of anxiety and was given score of one. A score of Zero was given to a 'No' response. The sum of all the positive or yes responses were considered as the total anxiety score of the individual. Academic achievement scores of ETE trainees were obtained after the second years result declaration. Data were treated with percentile, mean, S-D, and 't' test & product moment correlation.

**8. Findings:** ETE trainees were classified into five levels of anxiety. An individual with 40<sup>th</sup> percentile to 60<sup>th</sup> percentile were classified as normal anxiety level. Second above 75<sup>th</sup> percentile and below 25<sup>th</sup> percentile level were classified as extremely high and low anxiety level individuals. Findings w.r.t hypotheses showed that there was no significant difference in anxiety level of male and female trainees. There was a negative and non-significant relationship between anxiety scores and academic achievement scores of ETE trainees. Male and female trainees differed significantly on academic achievement scores.

**9.Educational Implications:** Anxiety plays an important role in affecting academic achievement of students. Before any type of test or exams students must be given proper guidance and counselling.

**10. Future Scope:** Some more correlates of the academic achievement may be studied.

(I)

1. **Title of the Study: A Study of Usefulness of YUVA-SLP Programme: Teachers' Perception.**
2. **Session: 2009-2010**
3. **Details of the Investigators:**

**Dr MMRoy and Dr Meena Sehrawat, Assistant Professor, DIET Ghumenhera**  
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4. **Introduction:** The study was conducted on teacher's perception regarding the usefulness of the domains and methodologies of YUVA-SLP programme.
5. **Objective:** To study the teacher's perception regarding the usefulness of the domains and methodologies of YUVA-SLP programme.
6. **Methodology:** The study was conducted using survey method in which 60 MCD and 40 DOE teachers were randomly selected. The data were collected using Teachers Perception Questionnaire. The programme was attended by the teachers of MCD and Directorate of Education (DOE) Delhi in 2006 and 2009 under INSET programme of SCERT-DIET.
7. **Findings:** Findings of the study indicated that majority of teachers found the domains( Life skills, Hygiene, First AID and Doing Right things) and methodologies( Role Play, Group Discussion, PMI, Story Telling, Case Studies VIPPP) of YUVA- SLP very useful.
8. **Educational Implications:** It is important to have follow up of any teacher education programme because it provides feedback for improving future programme.
9. **Future Scope:** Carry over effect of such programmes may be conducted.

**(J)**

1. **Title of the Study: A Study of Local Hunar in the District South west Delhi.**
2. **Session: 2008-2009**
3. **Details of the Investigators:**

Dr Meena Sehrawat, Dr M.M.Roy and Dr Dinesh Kumar, **Assistant Professor, DIET Ghumenhera** [dietghumenhera@yahoo.com](mailto:dietghumenhera@yahoo.com)

4. **Introduction:** India has been known for its local traditional crafts. These local crafts may be from handicrafts, carpentry, pottery, waste materials etc. DIET SW Ghumenhera with above view, conducted a study to find out the various local hunars present within the 1 KM radius of SEP schools.
5. **Objectives:** 1. To study the general information of the people using local hunars wrt sex, age, educational qualifications, training, state belongingness, hunar for occupational or recreational purposes. 2. To find out the local hunar being practiced in the district. 3. To explore opportunity of local crafts person participation in teacher education and school education.
6. **Methodology:** Survey method was adopted to collect the data from 123 subjects as sample using interview schedule.
7. **Findings:** showed that there were equal percentage of artisans involved in the work of hunar wrt sex and age; below and above 30 years of age group, majority of them were having minimum qualification i.e under matric. Majority of them were untrained and they were in favour of training. Majority of them were from the state of Haryana, UP and Delhi and artisans were found to be involved in making garments, decoration pieces from plaster of Paris, Mat and Carpet weaving, Doll making, hand embroidery, involved in , Cookery, Bakery, Bee keeping for honey.
8. **Educational Implications:** Local hunars explored can be used to understand the social and cultural resources and their integration with the curriculum.
9. **Future Scope:** Integration of local Hunar and curriculum may be studied.

(K)

1. **Title of the Study: A Study of Children's Responses to Mid-Day Meal of Primary Schools of District South West, Delhi**
2. **Session: 2008-2009**



### **3. Details of the Investigators:**

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**4. Introduction:** The study revealed the children's responses towards Midday meals.

### **5. Objectives:**

1. To study the status of Breakfast/Lunch of the students before coming to schools.
2. To study the perception of students on daily menu chart of MDM.
3. To study the perception of students satisfaction on MDM distributed.
4. To study the impact of MDM on students' performance in schools.

**6. Methodology:** Five schools were purposively selected by the investigators from the M.C primary schools of district south west B. The data were collected by survey method from the sample of 809 students of 5<sup>th</sup> class using student's perception questionnaire.

**7. Findings:** Result of the study indicated that- majority of students took their breakfast/lunch before coming to school, nearly fifty percent of students were aware of MDM menu and large numbers of them were fond of puri-sabzi followed by Rajma- Chawaal, Chholay Chawaal, Pulaab. Nearly sixty percent of Mid –Day meals in schools were served before lunch break, majority of students were satisfied with proportion or quantity and taste of meals served to them, majority of students felt that they used to come school only for Mid-day Meal and were able to concentrate more on studies after getting meals.

**8. Educational Implications:** Responses of students on Mid-day meal can improve the quality of mid-day meal served to them and it is very an important indicator to enhance the performance of the students.

**9. Future Scope:** Sample size and qualitative study may be conducted.