CHAPTER II

REVIEW OF RELATED LITERATURE

Human knowledge has three phases: preservation, transmission and advancement. Practically all human knowledge can be found in books, journals, and papers. By building upon the accumulated and recorded knowledge of the past, man constantly adds to the vast store of knowledge, which makes possible progress in all areas of human endeavor. The investigator can ensure whether considerable work was already done on topics, which are directly related to his proposed investigation.

Before taking up any specific research project in the development of a discipline, the researcher must be thoroughly familiar with previous theory and research. To assure this familiarity, every research project in the behavioral sciences, has to review the available theoretical and research literature.

Meaning of Review of Literature

The phase ‘review of literature’ consists of two words: Review and Literature. The term ‘review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. In research methodology, the term ‘literature’ refers to the knowledge of a particular area of investigation of any discipline, which includes its theoretical, practical and research studies. The task of review of literature is highly creative and tedious because the researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for his study.

Definition of Review of Literature

According to Good, Barr and Scates,

“The competent physician must keep abreast of the latest discoveries in the field of medicine...Obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information”

According to John W. Best,

“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and
recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavor.”

Review of related literature is an essential aspect of research project. It implies a survey of accumulated and recorded knowledge of the past and drawing maximum benefits from the previous investigation and findings taking hints from the design and procedure of previous research, matching the conclusion drawn earlier and hence increasing the material in print on particular subjects.

The review of related literature happens to be the most simple and fruitful method of formulating precisely the research problem or developing hypothesis. Good, Barr and Scates have analyzed the following objectives of the review of literature-

1. Show whether the evidence already available solve the issue adequately.

2. Provide ideas, theories, explanation or hypothesis available in formulating the issue.

3. Suggest method of research to appreciate the problem.

4. Locate data, which is useful in interpretation of results.

5. Contribute to the general scholarship for the investigator.

From the above discussion, we can say that the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better some one else. The present chapter is an attempt to the review of literature related with the topic. The present chapter includes studies related to mid day meal program. The studies are:


The main objective of the research was to study educational innovations in the primary schools of Gujarat state. Twenty-eight Primary Education Officers, 600 teachers drawn 300 from each of Municipal Corporation and District Panchayat organized schools and 62 BRC Coordinators constituted the samples for the study. The Investigator had used purposive sampling and cluster sampling for selecting the samples. The data collected with respect to the different innovation programs in Gujarat state, namely mid day meals, education for the handicapped, Sarva Shiksha Abhiyan. Information Schedule, Interview
Schedule and Questionnaire constructed by the investigator were used for the study. The study revealed the status of educational innovations in the primary schools of Gujarat state. In addition, suggestions were made for the improvement of the innovations.


The main objective was to study the factors affecting the educational development of the girl children in the Hadoti area. The study cut across all the four districts of Hadoti, namely, Kota, Bundi, Jhalawad and Baran. 16 government primary schools equally distributed on these four districts constitute the sample of the study. Further, a sample of 400 girl children was selected comprising of 50 rural and 50 urban from each district. Questionnaire and interview schedules were constructed for collecting data from parents and teachers. An observation schedule was designed to gather data on social conditions and teaching-learning conditions. Survey method was used to conduct the study. The data was analyzed through percentages. In addition, content analysis was used for data analysis.

The main finding of the study was medical facilities are not satisfactory in the area. The study had revealed that text material was not found adequately available for all the children. The teachers were found to be given extra academic duties by the State Government, which had been found affecting the education of the children adversely. There was a problem of low enrolment and wastage in most of the schools. The wastage was relatively more from standard I-III. It had been attributed to the state of parents. The teachers were found dissatisfied with the present level of enrolment of the girl children.


According to the study, the popular and widely welcomed program (mid day meal) that aims at improving both school enrolment and nutrition amongst primary school children must contend with more several issues. The first setback it faced could have proved costly in terms of the erosion of public confidence in the scheme. The study revealed that lack of adequate preparation facilities has created several inconveniences for school administrations and students. Perhaps the major emerging obstacle to the success and spread of the mid day meal program comes from the upper caste opposition it.


The study concluded that in the three educational indicators between pre and post program viz. enrolment, attendance and retention is none of the three indicators. While in
Assam, Uttar Pradesh, Madhya Pradesh and West Bengal the program had given a boost to
the enrolment in other states, it had made positive impact on attendance and retention.

5. Sen, A. (2003); Mid Day Meal Responsible for Leap in Female Environment in Primary
School.

A survey was conducted in three states, namely Chattisgarh, Rajasthan and Karnataka
by centre for equity studies covering 81 randomly selected schools between January and
April 2003. Twenty-seven villages were randomly selected in each sample state. Field
surveys that involved detailed interviews with teachers, parents and cooks in the 81 villages,
focused on several qualitative and quantitative issues. The survey suggested that school
made a promising start around the country by the quality issues, which needed urgent
attention. The report inferred that improved mid day meals could transform school
education, child nutrition and social equity. The survey found that mid day meal program
scored on two nutrition related fronts. The system also created employment opportunities
for poor women. Investigators revealed marked contrasts in the standard of the mid day
meal program across the country. Karnataka had made good progress in setting up the
infrastructure for the provision of mid day meal. In contrast, the mid day meal infrastructure
in Chattisgarh and Rajasthan are poor.

6. Thorat, Sukhdeo. and Lee, Joel. (2004); Dalits and the Right to Food: Discrimination and
Exclusion in Food Related Government Programs, Indian Institute of Dalit Studies.

A study conducted by Thorat and Lee (2004) at Indian Institute of Dalit Studies (IIDS),
New Delhi showed that Uttar Pradesh and Bihar, where one third of India’s dalits live, deny
dalit’s and other poor children’s access to their legislated entitlements from the very
beginning, by simply refusing to implement the shared, cooked mid day meal. The
distribution of dry grain to government schoolchildren under the mid day meal program
took place in dominant caste localities and employment of dalit cooks is problematic in
Rajasthan and Andhra Pradesh.

7. Afridi, F. Mid Day Meals (2005); A Comparison of the Institutional and Financial
Organization of the Program in Two States.

The focus of the report is on institutional and financial organization of the scheme in
Karnataka and Madhya Pradesh. In the context of Madhya Pradesh the report argued that
the implementation of the program is improving, but there was a lot that needs to be done,
especially regarding quality of food. The new initiative of Suruchi Bhojan is more attractive.
Parent Teachers association need to strengthen in the context of Karnataka. The report argued that the mid day meal program must plan more and manages better. Meals were provided regularly and quality of meals was satisfactory.

8. All India Sample Survey to Estimate the Number of Out of Schoolchildren in the Age Group 6-13. (2005)

A major sample survey that conducted in 2005 was for assessing the number of out of schoolchildren in the country in the age group 6-13. Data was collected during the months of July to October 2005 from a sample of 87874 households in 3178 villages and 1823 urban blocks. The findings of the survey indicated that the country has about 19.4 crores children in the age group 6-13 (i.e. 6 to below 14 years), of whom 6.94% children were out of school. Amongst the out of schoolchildren, 68.3% children never attended school and 31.7% were dropouts. Further, out of those children who were attending school, 97.4% studied in Government or Private recognized schools (including recognized Madrassas/ Sanskrit Pathshalas) and another 1.9% attended unrecognized schools. The remaining 0.7% children attended EGS schools, AIE centers or unrecognized Madrassas/Sanskrit Pathshalas.


The report assessed the impact of mid day meal program on tribal communities and subsistence farmers in rural Udaipur with the finding that cooked mid day meal had become a permanent part of the daily routine of rural primary schools of Udaipur. There were efforts in introducing variety of menus. Meals were also helping in fulfilling the nutritional needs of poor children. Enrolment and attendance had increased with the implementation of the mid day meal program.

10. De, Anuradha. et al. (2005); Towards More Benefits from Delhi’s Mid Day Meal Scheme, CORD.

A study of mid day meal program in Delhi by De et al. showed that Municipal Corporation of Delhi (MCD) began with as many as 72 suppliers, which was whittled down to 56, then to 32 and presently consists of only 11 NGOs (non-government organizations), running 13 kitchens. Hygiene was seldom maintained in the case of mid day meal program. Some teachers preferred dry food instead of cooked meal. Most of the schools lack adequate infrastructure (including toilet facilities) for the successful implementation of mid day meal program. Serving of meal by various contractors under the disguise of NGOs had become a business venture. A few school children found the food very unattractive. Some
said that eating the food made them ill and some parents felt that the food served was not sufficient for growing children.

11. Jain, Jyotsna. and Shah, Mihir. (2005); Mid Day Meal in Madhya Pradesh, Samaj Pragati Sahyog.

The survey was carried out in 70 most backward villages of Madhya Pradesh, the main finding was that 90% of the teachers and cooks said that the meal is provided regularly. Ninety six percent of the parents felt that the scheme should continue. They also felt that it had ended classroom hunger. Sixty-three percent of the parents felt that meal had positively affected the learning abilities of schoolchildren and 74% of the teachers said that it had positively affected the students. Overall, there was a 15% increase in enrolment. Moreover, the increase was marked in the case of SC and ST children (43%). The rise in the enrolment of girls was 38%; out of this, the increase in enrolment of SC and ST girls was 41%. While 60% of the parents felt that the meal was good or very good, only 10% felt that the meal was not satisfactory. The report also points out that there was huge improvement in the quality of meal.

12. Mathur, B. (2005); Situational Analysis of Mid Day Meal Program in Rajasthan.

The main finding of the study was that menu based mid day meals had positive impact on enrolment and daily attendance of children. Seventy-five per cent teachers said that mid day meal has boosted the enrolment. Eighty-five per cent teachers said that mid day meal has enhanced school attendance. Cooked mid day meal had reduced class room hunger, especially of those belonging to underprivileged section. Cooked mid day meal had also contributed to the cause of social equity as children.


Mid day meal improved the school attendance in majority of the schools and reduced absenteeism. It had fostered a sense of sharing and fraternity and paved the way for social equity.

14. Professor Amartya Sen’s Pratichi Research Team (2005); Cooked Mid Day Meal Program in West Bengal-A Study of Birbhum District.

The study showed that mid day meal had made positive intervention in universalization of primary education by increasing enrolment and attendance. The increase
had been more marked with respect to girls and children belonging to SC/ST categories. The study also pointed out that mid day meal program had contributed to the reduction in teacher absenteeism and narrowing of social distance.


The study emphasized on the problems of malnutrition, anemia, and deficiency in vitamin A and iodine among children in India. Today 94 per cent of children in the age group of 6 to 9 years are mildly, moderately, or severely underweight. A revised mid day meal program, launched in 2004, envisages provision of cooked, nutritious mid day meal to primary and secondary school children. The study mentioned about setting-up of an appropriate mechanism for quality checks. Given the importance of this program and its apparent ineffectiveness in terms of child, development indices, this study proposed to identify the critical issues and lacuna associated with the scheme.


The study revealed that provision of cooked mid day meal in primary schools makes the school environment less hostile for the child. Mid day meal could play an important role in lifting up the spirit of the children at school. Mid day meal also served many other useful purposes such as improving school attendance, reducing the gender gap in education, protecting children from classroom hunger and fostering a sense of social equity besides imparting nutrition education.


The objectives of the study were, to access the enrolment, dropout and retention of girls at primary and secondary level and to examine children-parental suggestion regarding schooling and school educational system. The major finding of the study was that 68% of girls (5-15 years) in Chennai and 70% of the girls (5-16 years) in Perambalur enrolled. Parents and girls aspired for higher education but expressed the need for relevant education, employable skills and fluency in English. Mother’s education seemed to matter over father’s education. Enrolment of girl child was observed increasing as mother’s education increased.

According to a study of mid day meal program (termed as noon-meal scheme in Kerala) running in Kerala, which had been done by Gangadharan, the physical facilities for mid day meal program are available only in 50% schools. Ninety- four per cent schools depend on firewood for cooking. Separate building for kitchen outside class rooms were rare and adequate space was not there in 50% schools. The government grant was far less than the total expenditure in many schools. The average annual financial deficiency in schools is around 15%. Schools with less number of students had higher per day student expenditure. The Panchayati Raj Institutions (PRIs) were yet to show active interest in the management of the program. The average enrolment rate is between 85 and 95 per cent. There was a demand that the menu should be improved and made more attractive and the noon meal program be made a full-fledged. School Lunch Program should be meant for all teachers as well as students with partial or free packages.


The research and the records at the Department of Public Instruction showed, that school attendance had improved since the introduction of the mid day meal program by 2-10% across Karnataka.

20. Sharma, K. C. & D, Kumar. (2006); Mid Day Meal Scheme a Success Story in Rajasthan.

The main objective of the study was improvement in quality of education and health of students. The study reported that improvement of enrolment in 64% of the schools and improvement of retention in 51% schools in past three years. The enrolment of girls registered an increase in 58% of the schools surveyed while it was find that the quality of education improved in 49% of them.

21. CUTS (2007); Measuring Effectiveness of Mid Day Meal Scheme in Rajasthan, India, Centre for Consumer Action, Research & Training (CUTS CART) in Partnership with the World Bank.

A study of mid day meal program in Rajasthan by CUTS found that Initially, students were distributed boiled wheat supplemented with groundnut and jaggery (Gur) under the mid day meal program. More than 90% parents and students were satisfied with the program. Ninety- seven per cent of the teachers reported receiving good quality food grains. Most schools lack adequate cooking and storage facilities i.e. 62% of the cooks interviewed said that the mid day meal was cooked in the open, which was unhygienic.
22. Mid Day Meal Scheme in Madhya Pradesh (2007); A study by National Institute of Public Cooperation & Child Development, Indore.

School enrolment indicated marked improvement in enrolment pattern of children in primary school. Mid day meal program undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The program had played a crucial role in reducing drop out, especially among girls. Parents viewed that the mid day meal had reduced the burden of providing one time meal to their children and considered it as a great support to their families. Teachers opined that mid day meal aided in active learning of children, which indirectly improved their academic performance. The Scheme had played a significant role in bringing social equity.

23. Ravindra, R. (2007); Factors Affecting the Enrolment & Retention of Students at Primary Education in Andhra Pradesh- A Village Level Study.

The main objective of the study was to analyze accessibility of primary education at the grass roots level. The method of the study was focused group interviews method covering the children and parent group separately. The study covered 39 households of the village to identify the families consisting school dropouts in the age group of 6-14 years. The study revealed that there are 148 girls children i.e. 43% of 346 in the age group of 6-14 years in these households of which a majority of 30% belonged to the categories of non-enrolled and school dropout. Reasons reported by the parents: Inability to afford education, discriminated against their girls, not in favor of admitting the girls in school, rather prefer girls to help them in agriculture and household activities, child labor.


This report investigates the implementation of the mid day meal scheme in Madhya Pradesh. The report was based on interviews conducted in four districts in the state – Bhopal, Seoni, Barwani, and Sheopur – during the last three weeks of March 2007. This report found that the mid day meal scheme had been widely implemented throughout the state. However, the program still suffered from major implementation failures.

This report identifies the principal failures as: Three fourth of the meal not being served because of corruption, teacher absenteeism, and other implementation problems, three fourth teachers being distracted from their educational duties by their responsibilities involving the organization of the mid-day meal. Three fourth cooks in small schools not
being paid enough because of the per student pay structure of the mid-day meal. There were many deficiencies in the quantity of food, which was served in several parts of the state. Its findings were based on a review of the relevant literature, individual interviews, group discussion, and observation.


According to the study, the main objective of the program was to increase enrolment, retention and to tone up the learning abilities of the beneficiaries, especially of children belonging to poor and down trodden sections of the society. The main finding of the study was that kitchen sheds were provided in all the schools. Department of rural water supply and sanitation had been entrusted for the responsibility of providing the drinking water and sanitation facilities in the school. The department of health carried out the medical check-up and provides iron tablets etc.


Aims of mid day meal is to boost the universalization of primary education by increasing enrolment, retention and attendance. The main objective of the study was to study impact on nutrition of the students of the primary classes. The study found that children were not discriminated in the schools on the ground of caste, gender, religion, creed or disability or dialect, while serving cooked food to children in schools. One of the good practices of the mid day meal was the participation of teachers in mid day meal of the school. Teachers help the cook while cooking and taste the cooked food before serving the food to the children. Some schools in the rural areas had started having their own kitchen garden.


The research showed that provision of dry rations and biscuits, which were part of the NP NSPE before the Supreme Court order on cooked meals had shown that children often did not consume these. Although mid day meal program had ensured enrolment but it had little impact on attendance and retention levels.


The study shows that Sarva Shiksha Abhiyan has made positive intervention in universalization of primary education by increasing enrolment and attendance. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The
study also points out that mid day meal program has contributed to reduction in teacher absenteeism and narrowing of social distances.


Twelve schools from four districts and nine blocks were selected for the study. The schools visited were having varying enrolment ranging from 31 to 426 in the primary sections. The attendance was short of actual enrolment in all the sampled schools except for one. In most of the schools, attendance was around 90% except for two. The school attendance had an impact on the mid day meal as the food is to be cooked for those children who attend school on that particular day.


Sai and Sharma examined school-level data to find that in Khurda district of Orissa, the gender gap in enrolment decreased considerably between 1995-96 and 2000-01, when cooked meals were provided to the students rather than dry rations. More specifically, during this period the average annual growth rate in enrolment of girls was 3.86%, while that for boys stood at 3.71%.


Ten schools from four districts and five blocks were selected for the study. The schools visited were having varying enrolment ranging from 71 to 303 on the primary sections. The attendance was short of actual enrolment in all the sampled schools. Therefore the involvement of the teachers in the implementation of the mid day meal was observed to be having additional responsibility as the teachers were involved in the multi grade teaching. Teachers in all the sampled schools reported that the school meal scheme had increased their workload significantly.

32. Kumari, S. et al. (2009); Impact of Mid Day Meal in Tribal Areas of East Godavari District of Andhra Pradesh.

The main objective of the study was to study the perception of teachers on effectiveness of mid day meal program and to study the perception of cooks on effectiveness of mid day meal program. The study was conducted in 30 selected schools of
three mandals. The sample consisted of 60 children. The subjects were interviewed to study their perception and opinions about the mid day meal program. Seventy per cent of the teachers felt that mid day meal improved the retention rate and attendance of children in school because the food was given to only those children who attended the classes. Eighty five per cent of the parents felt that their children were healthier and active after taking the mid day meal regularly. Eighty-seven per cent of the parents felt that the children were getting better meals at school compared to their homes. Ninety seven per cent of the children felt that they regularly attended the school unless they had a serious health problem.

33. Raju, V. P. S. (2009); Best Practices in the Implementation of Mid Day Meal Scheme in Assam.

The main objective of the study was to study the status of mid day meal program in the state of Assam and to identify the best practices in the implementation of the mid day meal program in the state. The data was collected from both the primary and secondary sources. Mid day meal program had a positive impact, which fulfilled the objective of the program. It was observed that retention in the schools was increased after the implementation of hot cooked mid day meal. The enrolment, retention and attendance of the students was increased after implementation of mid day meal program. Teaching staff of the school did not involve themselves with the activities related to cooking purpose.

34. Wizard, K. (2009); Study of Best Practices Adopted in Mid Day Meal Scheme in Uttar Pradesh.

The study found that percentage of girls had increased in the state. The program had also improved the retention rate as the children now attend the school throughout the year, which is evident from the number of children taking the annual examination. Drinking water and toilet facilities was available in the school premises from the funds of Sarva Shiksha Abhiyan and the rural development/ Panchayati Raj department. The school had separate kitchen with cooking gas.


In the context of the mid day meal program in India, Afridi had attempted to quantify the improvement in daily nutrient intake of children availing the meals in Madhya Pradesh
to find that it increased from 49% to 100%. In particular, she found that “per school day the scheme improved nutritional intakes by reducing the daily protein deficiency of a primary school student by 100%, the calorie deficiency by almost 30% and the daily iron deficiency by nearly 10%. In the short-run, therefore, the program can had a substantial effect on reducing hunger at school and protein-energy malnutrition” of children availing the scheme.

36. Jayaraman, R. et al. (2010); Mid Day Meal not Successfully Students in School.

An ongoing research by a three member’s team from the European school of Management and Technology (ESMT), Germany revealed that mid day meal scheme were less successful in retaining students at the upper primary level. Sample of the study was around 500,00 government and private schools from across 15 states were observed (in terms of implementation of the scheme) annually from 2002 to 2004 as part of this research. Study revealed level of variation between states. The introduction of the mid day meal increased primary school enrolment by 5.7%. Most of these were joining class I & II. Class I enrolment increased by a remarkable 17.7%. However by contrast there was no statistically significant increase in enrolment of class III, IV & V.

37. Mutenyo, J. (2010); Achieving Universal Primary Education & Reducing Hunger through Feeding Program.

According to the U.N. 2009 MDG report, there was progress in universal primary enrolment from 83% in 2000 to 88% in 2007 in all developing indicators, enrolment of Sub-Saharan African rose from 585 in 2000 to 74% in 2007. Despite these gains, the major obstacle in achieving universal primary education arouse from the unequal opportunities resulting from biases based on gender, ethnicity, income, language and disabilities. A study by the world food program in Laos showed that through school feeding program attendance increased by 5.5% per year enrolment by 10% of dropout fell by 9%.


Present evaluation study on mid day meal program in Meghalaya was carried out to assess the performance of the program in the entire state. The main aim was to understand constrains and bottlenecks in implementing the program and to suggest policy measures for improvement in the functioning of the program based on in-depth observations. A
comprehensive sample of seventy mid day meal centers from all seven Districts of Meghalaya was exhaustively studied in the current evaluation study. Two blocks from each of seven districts were included to cover whole state.

The study was based on intensive fieldwork approach. The opinions and observations of all stakeholders including administrative officers, management committee, students, and parents reflected that mid day meal program had improved 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 was found marginal. Year wise record of the enrolment number was based on the data provided by each mid day meal centre also confirms this observation.


Afridi found that the introduction of the mid day meal program raised the average monthly attendance of girls in Class 1 by 10 percentage points, significantly closing the gender gap.


The main objective of the study was to study the effectiveness of mid day meal program on enrolment and retention of primary stage learners of Amritsar block. Five schools each from urban and rural areas of Amritsar were taken. The main finding of the study was that mid day meal program had positive impact on enrolment and retention of primary students of rural and urban areas. In addition, there was no difference in case of students, teachers and parents.

41. Yadav, Deepika. (2011); Impact of Mid Day Meal Program on Enrolment and Retention of Girls Studying in Primary Schools of Jaipur Divison.

The main objective of the study was to study the impact of mid day meal program on enrolment and retention of girls studying in primary schools. It was found from the study that the enrolment of girls continuously falls down as we move from classes I to V. District wise enrolment of girls had shown that though minimum numbers of girls were enrolled in Alwar and Jaipur district yet they show increasing trends. Category wise enrolment of girls
had shown that though maximum number of girls have been enrolled in OBC category yet it shows declining trend.

42. Bonds, S. (2012); Food for Thought: Evaluating the Impact of India's Mid Day Meal Program on Educational.

This study evaluated the mid day meal program by estimating the impact of receipt of the program on primary school enrolment. A propensity score matching method was used, and the dataset was taken from India’s 2004 Socio-Economic survey. Results indicated that the school feeding program was extremely successful in raising enrolment rates, particularly among children from the lowest socio-economic backgrounds. This evidence reaffirmed the positive impact of government transfer programs on educational outcomes, and suggests hopeful results for the implementation of similar programs in other regions.

43. Singh, A. et al. (2012); School Meals as a Safety Net: An Evaluation of the Mid Day Meal Scheme in India.

Even more recently in Andhra Pradesh, using longitudinal data from the Young lives project, Singh et al. found that the mid day meal program acts as a safety net for children in drought-stricken areas. They found that the negative health impacts of a drought, as nutritional intake falls, are in fact significantly compensated by the mid day meal program, which is mandated to be served even on non-school days in drought-prone areas. In particular, the authors found that among the younger of two cohorts studied, children not affected by drought gained an additional 0.069 standard deviations in weight-for-age indicator; in contrast, those who affected by drought gained an additional 0.169 standard deviations.

2.1 Conceptual base-Related evidences

The mid day meal is a well-intentioned program. Government of India has attempted to address the fundamental problems of health, education, and overall development of children in the country by implementing program all over the country. It provides children with at least one nutritionally adequate meal per day. This program has been known to lead to higher attention spans, better concentration, and improved class performance. School meal program also provides parents with a strong incentive to send children to school, thereby encouraging enrolment and reducing absenteeism and dropout rates. It supports health, nutrition, and education goals and consequently will have a multi-pronged impact on a nation’s overall social and economic development.
Many studies were done to study the impact of mid day meal program on student’s enrolment, retention, attendance, drop out rate and different aspects related to primary school level. Some studies, which were done by different researchers like Gangadharan (2006), Dreze and Goyal, (2003), Saxena 2003, were related to the enrolment aspect of primary students. Some studies were related to retention aspect of primary students, which were done by Dhananjayan, (2003); Kanam, (2003), Saihjee Aarti (2003), and Mishra, (2002); Dogra and Dogra, (2003). Some studies were related to measure the impact of mid day meal program on attendance and drop out rate of primary students which were done by Kameshwari (2007) and Afridi (2011).

From the above studies, it is clear that the present study which was taken by researcher is not a new topic but there are so many related studies which have been done in past. The researcher has reviewed the latest studies only. It shows that already many researchers have undertaken research related to this problem. Some of these researches are indirectly or directly related to proposed research problem. Many researchers took the problem related to increment of enrolment, retention, attendance and reduced dropout rate of primary students. These studies directed the researcher to follow the research problem.

2.2 Research Design-Base related evidences

Choosing the topic is difficult however to decide research design is also not easy. Researcher has gone through all the past studies to select research design for her study. In research design, we generally decide tools, sample, research method and statistical techniques. Many studies are done in past on the topic of mid day meal program. With the help of these studies researcher has chosen her research design. It is prefer to mention some studies, which gave guidelines to researcher for her study. Kumar, A & Trivedi, D. (2003) in their study had used purposive sampling and cluster sampling. Interview Schedule and Questionnaire constructed by the investigator had used for the study.

Lalwani, K. (2003) in his study had cut across all the four districts of Hadoti, namely, Kota, Bundi, Jhalawad and Baran. Sixteen government primary schools equally distributed on these four districts constitute the sample of the study. Questionnaire and interview schedules, observation schedule were constructed for collecting data from parents and teachers. Survey method was used to conduct the study. The data was analyzed through percentages. In addition, content analysis was used for data analysis.
Sen, A (2003) in his study had covered 81 randomly selected schools. Twenty-seven villages were randomly selected in each sample state. Field surveys that involved detailed interviews with teachers, parents and cooks in the 81 villages, focused on several qualitative and quantitative issues. Kumari, S., M, Sharda Devi & B. S. Swaroop (2009) in their study had randomly select 30 schools of three mandals. The sample consisted of 60 randomly selected children. The subjects were interviewed to study their perception and opinions about the mid day meal program. Percentage analysis was used in the study.

Singh, Manju & Mishra, Niharjanjan (2010) in their study had chosen comprehensive sample of seventy mid day meal centers from all seven Districts of Meghalaya. Two randomly selected blocks from each of seven districts were included to cover whole state. The study was based on intensive fieldwork approach. The opinions and observations of all stakeholders including administrative officers, management committee, students, and parents were taken with the help of questionnaire and interview schedule.

From the above studies, it is clear that many researchers had used different tools, techniques and method for their studies related to mid day meal program. Researcher had gone through all studies and their relevant research design and select suitable and appropriate research design for her study. Researcher had selected survey method for this particular study. In addition, to assess perception of stakeholders researcher had prepared self-made questionnaire and interview schedule, and for the analysis of data researcher used percentage technique and graphical presentation.

As the implementation of the mid day meal is important, it is required therefore not only to know how different schools of the district are implementing the program, but also to identify the good practices and impact of this program on enrolment and retention of the students.

The details of research design of this study are provided in the next chapter.