Chapter Two
(Review of Related Literature)

2.1 Introduction
Related literature means the similar or related studies made by previous researchers in the same field. In fact all human knowledge can be found in books and libraries. The existence of present study always depends upon short comings of the past studies in the present situations. Hence, a summary of writings of previous research provides to the researcher to know what is always known and what is still unknown and untouched. It helps researcher to avoid the duplication of the past and get insight, useful direction and suggestion to carry out research work.

Review of related literature is an essential aspect of a research project. The investigator gets assured that the problem in hand does not exist in a vacuum, rather the study made by the precious researcher will undoubtedly go to a long way in making his research work a success. The researcher needs to acquire up-to-date information about what has been done in particular area from which he takes up a problem for research. The related literature works as guide post, not only to the quantum of work done in the field but also serves as a painter to the gap and lacuna in the concerned field of research impressing on the need of related literature.

Having realized the importance of the related studies the investigator tries his best to study the related literature which is described here in brief. In this chapter, an attempt has been made to review the work that has been done in the area of the study in land. Many researchers have conducted research in this area, which assess the impact of mid-day meal programme; various studies have focused on incentive schemes, student’s attendance and academic achievements.

2.2 Review of Related Studies Regarding Mid Day Meal and Nutritional Status.
SCERT Chhattisgarh (2014) has done a study on, “Impact of Mid Day Meal Programme on School Enrolment and Retention”. The MDM programme in Chhattisgarh is having a positive impact on education through increasing retention and also improving equity and reducing the gender gap. The meal is drawing children to school, particularly those from poor families. Enrolment has not increased to a large extent but one of the important contributions of MDM, as envisaged, is the reduction in drop outs. Teachers and parents indicate that attendance of children is much better and that the cooked meal has one of the major reasons. Our visits to the schools
suggested that the meal is a great highlight of the school day and children genuinely welcome it. The programme is important in terms of its potential for substantially, improving the health of the younger generation of the country.

Hamid Yawar and Hamid Asmat (2012) have worked on “Mid–Day Meal Scheme and Growth of Primary Education: A Case Study of District Anantnag in Jammu and Kashmir”. The study attempts to assess the impact of MDMS on attendance, enrolment, drop-out rates, of children in primary schools of district Anantnag in Jammu and Kashmir. To gather information regarding the impact of the scheme, 100 students, 50 parents, 20 teachers and 20 government officials were randomly interviewed through structured questionnaire schedule. In order to know the impact of the scheme data have been divided in two period’s pre Mid-Day meals period (1999-00 to 2003-04) and post Mid-Day meals period (2005-06 to 2008-09) and growth rate of both periods has been calculated through Log-linear model. The results of the study shows that impact of MDMs is impressive in terms of enrolment, attendance and drop-out rates, but the scheme suffers from a number of bottlenecks in the course of its implementation.

Bawani and Jecarly (2010) in their study entitled, “Nutritional status and Creativity among children at the Primary Level” concluded that the correlation between head circumference and creativity is positive and significance at 0.05 level. Blood Haemoglobin and Dietary score is significantly and positively correlated with creativity at the 0.01 level. Head size relates mainly to the size of brain. A decreased head circumference is believed to reflect a decreased brain size. Brain is the seat of thinking. Hence activities involving thinking like creativity was found to be significantly correlated with head circumference.

Bharadwaj (2009) found that the academic achievement of students studying in Non Mid Day Meal schools (private schools) was significantly higher in all subjects in comparison to students studying in Mid Day Meal schools (government schools) in district Kangra of Himachal Pradesh.

Gupta (2009) studied teachers” and students” perceptions towards Mid Day Meal Scheme in district Mandi of Himachal Pradesh and concluded that the Mid Day Meal Scheme is helpful in encouraging poor children belonging to disadvantaged sections of the society to attend school more regularly. Lack of interest was noticed on the part of primary school teachers regarding implementation of Mid Day Meal Scheme.
Hadi (2009) found that Mid Day Meal Schemes introduced by the Congress government for school going children is showing positive results in Aurangabad in Maharashtra. In Aurangabad alone, the Scheme is currently running in about 296 government aided schools. Almost 24,411 students from the first to the fifth grade and 6025 students from the sixth to the eighth grade are the beneficiaries. Special care is also being taken to provide wholesome food and ensure cleanliness while cooking. The National Programme of Nutritional Support to Primary Education (commonly known as Mid Day Meal Scheme), one of the world’s largest nutritional programmes, covers more than one million schools.

Kumar (2009) found that there is decline in average enrolment of students in government primary schools of Himachal Pradesh. The current enrolment of students has increased but up to little extent in comparison to last five years. Average quality of raw material is provided well in time by FCI.

Kumari, Devi & Rani (2009) in their study “impact of Mid day Meal Programme in Tribal Areas of East Godwari district of Andhra Pradesh” found that a majority of the heads of the schools opined that there was considerable increase in the enrolment of the children in schools after the introduction of Mid Day Meal Scheme and the quantity of food served to the children was sufficient. As regards the quality of food more than half the number of respondents opined that it was good and the rest stated that the quality of food needs to be improved. Further, almost all the respondents stated that there was no wastage of food. All the heads of the schools taste the food before it was served to the pupils. Majorities i.e. 68.60 per cent eat in the verandah and 17.1% stated that pupil take meal in their classrooms itself. The rest take meal in the open ground. Majority of the respondents also stated that the health of the children was improved after introduction of the Mid Day Meal Scheme. The heads of the schools were entrusted with the tasks of verifying the cash, stock registers and food items. Further, they also supervise the cooking process to ensure non-contamination of food and cleanliness of the surroundings. Most heads of the schools suggested that budget per child should be increased to ensure adequate nutritious meal to the school children. Further, they expressed that the menu should be changed from time to time so that repeated food items can be avoided. Some also suggested that construction of shelters be undertaken so that cooking takes place in the premises of school. A few suggested that nutritious food with required calories be provided to ensure better health of school going children.
Srinivas, K. (2008), studied the Best Practices in the Implementation of Mid-Day Meal Programme in Karnataka” In this report, some good practices in the implementation of MDM programme in the State of Karnataka and related issues have been discussed and presented. Most of the best practices presented are common throughout the state. However the concepts of rain water harvesting, Kitchen Garden, Fruit Garden, Sprinkler facility for water conservation in the school compound are new to even many schools in the State and the same need to be encouraged by the Implementing agency and emulated by many other states of the country. Record Keeping, Display of information on school walls, SDMC member’s active cooperation and Mother Committee’s active involvement are some of the other best practices followed in the state. Although there are still scopes for improvement, the schools implementing the best practices are worth studies. It is the dedication; determination, hard work and cooperation among the District Officials, Staff members of the schools, parents have enabled them implement the good practices. The Karnataka State Quality Assessment organization result for the year 2007-08 shows effect of MDM on students learning levels.

Narula, M. (2008), “Best Practices Adopted in Mid-day Meal Scheme: Case Study of Haryana” A study that focuses on the implementation of mid day meal scheme in Haryana. The researcher visited different schools of the state to see the real situation about the mid day meal programme. She highlighted how this scheme providing one time food security to economically and socially backward class.

Chugh, S. (2008), “A Study of Best Practices in the implementation of Mid-Day Meal Programme in Maharashtra” The researcher observed that Maharashtra has been successfully implementing the MDM scheme with the involvement and active participation of Village education Committee/ Ward Committees, Parents, Community. Self Help Group and NGOs are contributing positively in the successful execution of the mid day meal scheme. Each child in primary school/ EGS Center is provided nutritious cooked meal. Since January 2008, the scheme has been extended to 30 educationally backward blocks of 10 districts and it is going to be further expanded for all the children of upper primary classes.

Baru et al. (2008) reported that provision of dry rations and biscuits, which were part of the National Programme of Nutritional Support to Primary Education before the Supreme Court order on cooked meals, have shown that children often did not
consume these. Although Mid Day Meal Scheme has ensured enrolment but it had little impact on attendance and retention levels.

**Kumar (2008)** in his research paper reported that most of the teachers teaching in government primary schools of Himachal Pradesh were not in favour of implementation of cooked Mid Day Meal Scheme. There is wastage of teaching time on the part of teachers as a result of Mid Day Meal Scheme.

**Ram (2008)** observed very little increase in the enrolment of students in government primary schools of Himachal Pradesh after the introduction of cooked Mid Day Meal Scheme. In 19 schools (76%) no discrimination was noticed by the researcher at the time of distribution of mid day meal but in six schools (24%) the sitting arrangement of students were based on their caste and students from upper and lower Hindu castes do not share common mid day meal jointly in schools.

**Seetharaman (2008)** conducted a study entitled „Impact of Mid Day Meal on the Nutritional Status of School Going Children.” The study was conducted in the States of Uttar Pradesh and Rajasthan. From each State, two representative districts were chosen. The districts selected were Lakhimpur Kheri and Sitapur (Uttar Pradesh) and Bharatpur and Jodhpur (Rajasthan). The study concluded that nutritional status of urban children was found to be better than that of rural and slum children. Nutritional status of children was significantly influenced by environmental factors and this held true for all the four districts studied in the two sampled States. The Mid Day Meal did not make any appreciable and significant impact on improving the nutritional status of the children. One important impact was that it reduced the drop-out rate among the girls. The performance of Lakhimpur Kheri in reducing the drop-outs among girls was significant followed by Jodhpur, Sitapur and Bharatpur. Educational achievement of the children was very much influenced by their nutrition, parental as well as home environmental conditions. This was clearly evident in Lakhimpur Kheri followed by Sitapur, Jodhpur and Bharatpur.

**Bisht (2007)** in her study on „National Programme of Nutritional Support to Primary Education in Tribal areas of Himachal Pradesh: An Evaluative Study” found that a large number of teachers revealed that Mid Day Meal Scheme is helping in achieving the goal of universalization of elementary education. They suggested that instead of providing cooked meal other incentives should be given and efforts should be made to improve the infrastructure of the government primary schools.
CUTS (2007) studied the implementation of Mid Day Meal Scheme (MDMS) in Rajasthan and found initially, students were distributed boiled wheat supplemented with groundnut and jaggery (Gur) under the Mid Day Meal Scheme. More than 90% parents and students were satisfied with the Mid Day Meal Scheme. Each school is required to send a monthly expenditure statement and vouchers to the Panchayat Samiti, which is supposed to reimburse the amount within 15 days. Only 21% of the schools received the funds every month, in time. The rest got funds in a time ranging from 2 to 6 months (12% got funds once in 6 months). 97% of the teachers reported that they received good quality food grains Mid Day Meal Scheme and only 23% of the schools were able to receive food grains after getting them weighed before delivery. The absence of a weighing mechanism in most schools makes it difficult to measure the quantity of food grains delivered. Most schools lack adequate cooking and storage facilities. 62% of the cooks interviewed said that the mid day meal was cooked in the open, which is unhygienic. Teachers are spending close to 20% of their teaching time or more on managing Mid Day Meal Scheme instead of teaching.

Deodhar (2007) in his article ‘Mid Day Meal Scheme: Understanding Critical Issues with Reference to Ahmadabad City” pointed out that Gujarat started the Mid Day Meal Scheme in 1984 and was the only State after Tamil Nadu to start it so early. The objective was to provide one meal a day to students studying in primary classes (I-VII). It was suggested that providing nutrition bars (or perhaps a local version like chikki) and fruits like banana could be considered as one of the menus on a couple of days. This will add variety and assured nutrition to the kids. It may seem that providing nutrition bars, especially the branded ones, may turn out to be an expensive proposition. However, if these bars are supplied in large quantities, economies of scale may reduce costs. Moreover, branded nutrition bars (say of ITC) could be provided only a couple of times a week, complemented by locally made items such as chikki on some other days.

National Institute of Public Cooperation and Child Development, Indore, Madhya Pradesh (2007) observed that as a result of Mid Day Meal Scheme the school enrolment indicated marked improvement and the Scheme undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The Scheme has played a crucial role in reducing drop-out rate, especially among girls. Parents viewed that the Mid Day Meal Scheme 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 the Mid Day Meal Scheme aided in active learning of children, which indirectly improved their academic performance. The Scheme has played a significant role in bringing social equality.

**Nielsen (2007)** in his study “Mid Day Meal Programme for school Children, Akshayapatra-Unlimited Food for Life” reported that enrolment of girls had improved more significantly than boys and school attendance rate had improved by 8.2% in Jaipur. Mid Day Meal Programme had reduced the drop-out rates and improved the retention rates in all higher classes. Around 85% of heads of the schools and teachers reported that classroom performance of children had improved.

**Josephine Y(2007)** studied of “The rationale for introducing incentive schemes like mid-day meals (MDM) and observed that the scheme positively contributed to improve retention and learning achievement among primary school children. A study undertaken to access the “Impact of Mid-day meals programme on enrolment and retention of girls in primary schools of West Garo Hills of Meghalaya”, revealed that the impact was not pronounced, as it should be, because of extreme poverty of the students and backwardness of the people in the district to meet the other private costs of education. In these areas, since the tribal people are still practicing shifting cultivation, incentive schemes would not have much impact, as the demand is more for the residential schools, etc. The high incidence of dropout of girls particularly in primary school level upsets the real achievements, as enrolment, itself does not reveal actual picture.

A review of analysis of several of these incentive schemes reveal that that the schemes are generally not known in the rural areas. The delivery mechanism is extremely lethargic. Monitoring, implementation and evaluation of the impact of the schemes are hardly taken care of.

**Kingdon, G.G. (2007)**, “The fact that MDM have become a part of the daily routine in most primary schools across the country is a major achievement. There are increase in enrolment immediately after the introduction of MDM, e.g. 23% in Rajasthan, 36% in MP etc.

**Gangadharan (2006)** in a study of Mid Day Meal Scheme (MDMS) (termed as noon-meal scheme in Kerala) running in Kerala reported that the physical facilities for Mid Day Meal Scheme were available only in 50% schools; 94% schools were depend on firewood for cooking; separate building for kitchen outside classrooms were rare; adequate space was not there in 50% schools. School verandah is the main venue for
serving food. The government grant is 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 have higher per day student expenditure. The Panchayati Raj Institutions (PRIs) have yet to show active interest in the management of the programme. The average MDMS enrolment rate was between 85 and 95 percent. There is a demand that the menu should be improved and made more attractive. The noon-meal programme be made a full-fledged School Lunch Programme meant for all teachers as well as students with partial or free packages. Storage provisions were rarely available in most of the schools and the cooks engaged in schools were untrained, inexperienced, aged and educationally under-qualified. There is need for continuous monitoring which is not there now. The undue delay in the transfer of contingency fund to schools had literally killed the enthusiasm of the programme managers. Noon Meal Scheme Committee is not functioning effectively due to various reasons. The Head Master is taking the lead role and ensures that noon-meal is served to students.

Gupta’s (2006) study of “effectiveness of National Programme of Nutritional Support to Primary Education (MDM Scheme) in District Shimla of Himachal Pradesh” concluded that a large majority of teachers responded that Mid Day Meal Scheme is helping to achieve the goal of universalization of primary education. No improvement was noticed in academic achievement of the students after the introduction of the hot cooked Mid Day Meal Scheme. Studies got disturbed due to this Scheme because a major portion of the teachers’ teaching time is consumed in the maintenance of accounts and buying of food ingredients.

Kanani and Gopaldas (2006) studied the nutritional status of under-privileged Mid Day Meal (MDM) Programme beneficiaries in India and the contribution of MDM to their home level nutrition intake. The 50th percentile of weight, height and arm circumference of subjects corresponded with only the 5th percentile of Indian national norms. By Waterlow's classification about one-third were ‘stunted’. ‘Wasting’ afflicted more 10–15 year olds than 5–9 year olds. Anemia (Hb<11g/dl) was present in 73% boys and 67% girls. Eleven per cent boys and 4% girls were classed as „active cases of xerophthalmia” (night-blindness with conjuctival lesions). Parasitic infestation was detected in 44% boys and 35% girls. It was consumed less by the older (Std V–VII) than younger (Std I–IV) children and it also contributed less calories, protein, iron and retinol (as percent of RDA) to the older child’s intake. The home diet
of subjects provided less than 25% RDA of retinol for 67% boys and 72% girls, the
deficit being more prevalent in 10–15 than 5–9 years old. Iron and calorie intake was
also inadequate. Mid day meal increased retinol intake marginally to about half the
RDA for younger, and to only one-third the RDA for older children. Iron intake was
brought up to 75% RDA, except in 10–15 year old girls (48% RDA). Thus, the older
MDM beneficiaries, who have a poorer nutritional status and receive less MDM, need
a higher allocation of MDM ration.

Lath (2006) critically analyze the Mid Day Meal Scheme and the school health clinic
programme being implemented in Mumbai by the Municipal Council of Greater
Mumbai and found that the Mid Day Meal Scheme definitely adds an incentive to the
students to go to school. It needs to be tweaked in the right places so as to fulfill the
objective of providing nutrition to the children. Most parties involved agree that the
measures suggested by the National Advisory Council will lead to better running of
the Scheme. However, it needs introspection and deliberation on the part of the policy
makers as well as implementation agencies in making this scheme a success and
incentivize it to motivate children to come to schools.

National Institute of Public Cooperation and Children Development, Karnataka
(2005-06) in their annual report concluded that Mid Day Meal Scheme has improved
the school attendance in majority of the schools and reduced absenteeism. It has
fostered a sense of sharing and fraternity and paved the way of social equity.

Ravi (2006) found that the records at the Department of Public Instruction indicated
that school attendance has improved since the introduction of the Mid Day Meal
Scheme by 2-10% across Karnataka.

Afridi (2005) studied the institutional and financial organization of the Mid Day Meal
Scheme in Karnataka and Madhya Pradesh. In the context of Madhya Pradesh, the
report argued that the implementation of the programme is improving, but there is a lot
that needs to be done, especially regarding quality of food. The new initiative of
Suruchi Bhojan Programme is more attractive and nutritious as it provides higher
calories in comparison to the earlier Daliya Programme. Parents are more satisfied
with Suruchi Bhojan Programme as compared to Daliya programme. Only 30%
parents preferred distribution of dry ration to the Suruchi Bhojan programme. Parent
Teacher Associations needed to be strengthened. In the context of Karnataka, the
report argued that Akshara Dasoha, the Mid Day Meal Programme has been more
planned & better managed. Iron and folic tablets as well as de-worming tablets have
been regularly provided. Good community participation and School Development & Managing Committees are functioning well. Meals are provided regularly and quality of meal is satisfactory.

**Blue (2005)** assessed the impact of mid day meal on tribal communities and subsistence farmers in rural Udaipur and revealed that cooked mid day meal had become a permanent part of the daily routine of rural primary schools in Udaipur. There were efforts in introducing variety of menus. Mid Day Meal Scheme is helping to improve the nutritional needs of poor children. Enrolment and attendance had increased.

**De et al. (2005)** in a study of Mid Day Meal Scheme (MDMS) in Delhi found that MDMS was officially implemented on 1st July, 2003 in only 410 Municipal Corporation of Delhi (MCD) schools. In the next phase, starting from September 2003, more schools were brought under the Scheme, and all schools were covered since April, 2004. Municipal Corporation of Delhi 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. The quality of rajma and vegetable pulao has not been upto the mark. Parents were never allowed to taste the meal distributed and hygiene was seldom maintained in the case of MDMS. Some teachers preferred dry food instead of cooked meal and most of the schools lack adequate infrastructure (including toilet facilities) for the successful implementation of MDMS. Serving of mid day meal by various contractors under the disguise of NGOs has become a business venture. A few school children found the food very unattractive and some said that eating the food made them ill. Some parents felt that the food served was not sufficient for growing children.

**Jain and Shah (2005)** carried out a survey in 70 most backward villages of Madhya Pradesh and found that 90\% of the teachers and cooks said that the meal is provided regularly. 96\% of the parents felt that the Scheme should continue. They also felt that it had ended classroom hunger. 63\% of the parents felt that meal has positively affected the learning abilities of school children and 74\% of the teachers said that it has 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. However there were inter-regional
variations. In Tikamgarh, 45% of the parents felt that meal was bad. The report also indicated that there is huge improvement in the quality of meal.

Kumar (2005) in his study “Effectiveness of National Programme of Nutritional Support to Primary Education (MDM Scheme) in District Hamirpur of Himachal Pradesh: An Evaluative Study” concluded that minimum enrolment of students from classes I-V was found in session 2005-2006 in these selected government primary schools relative to the previous three sessions. Neither cooked nor uncooked meal has given positive indication in this direction. There is no help received on the part of local people regarding the implementation of Mid Day Meal Scheme. The State sponsored menu of Kichri and vegetable pulao combination for Mid Day Meal Scheme was totally neglected by the teachers due to heavy wastage of the meal.

Mathur (2005) in her study entitled “Situation Analysis of Mid Day Meal Programme in Rajasthan” revealed that introduction of menu based Mid Day Meal Programme has positively impacted enrolment and daily attendance of children. Cooked mid day meal has reduced classroom hunger especially those belonging to underprivileged sections. Cooked mid day meal has also contributed to the cause of social equity as children from different social groups sit together to share a common meal. 67% of the parents interviewed, felt that the quality of mid day meal is satisfactory. 85% parents felt that the Scheme should continue.

Naik (2005) in the report entitled “Report on Akshara Dasoha Scheme of Karnataka” found sharp rise in enrolment particularly in the rural areas. The programme has made positive impact on teacher absenteeism. Mid day meal is served regularly and schools supplied de-worming tablets, vitamins and iron tablets. No discrimination was found with respect to serving and eating of food on the basis of caste etc. 72% of the parents felt that their children had gained weight because of Mid Day Meal Programme and 59% of the parents felt that their children suffered less from common ailments like cold and cough. More than 90% of parents were satisfied with the scheme. 95.5% of the children felt that the food was tasty and 90% said that drinking water was available. 95% of the children felt that their concentration had improved.

NCERT (2005) inferred that children covered under Mid Day Meal Programme have higher achievement level than those who were not covered under it. It is further stated that Mid Day Meal Programme is a better managed programme than many other schemes.
Noronha and Samson (2005) in a survey of 12 Mid Day Meal schools undertaken in Delhi found that school children in all the schools are getting cooked food. 53% of the parents said that they were happy with the quality of meal. Impact on attendance is likely to be more on girls who come without breakfast. Availability of drinking water is a problem and some children leave the school to drink water at home and do not return back. There is an urgent need to disseminate information about Mid Day Meal Programme among parents, especially its nutritional value and the ill effects of poor nutrition and health status.

Pratichi Trust (2005) conducted a study in West Bengal and found that the Mid Day Meal Scheme (MDMS) was started in some 1,100 primary schools in five districts (Murshidabad, Birbhum, Bankura, Paschim Midnapore, and Jalpaiguri) and extended to some other districts. A total of 5,200 primary schools were covered under the programme till March 31, 2004. Only a few of the richer households, mainly of caste Hindu background, were against the continuation of the MDMS. There were a handful of upper caste children, who in unison with their parents’ inhibition towards the meal showed their disliking towards the cooked meal. Some children highlighted the need for a change in the monotonous menu of khichuri (made of boiled rice, pulses, turmeric, little oil and local vegetables) everyday. Inadequate salaries were paid to the cooks and in most of the schools, it was reported that the conversion cost was found too inadequate to make a proper meal. The scope for involving the parents in the process of implementation of the programme was very limited.

Rana (2005) in her study “Utilization of Resources at Primary Stage in Himachal Pradesh” revealed that in all the sampled schools there was provision of cooked mid day meals. Majority of the teachers were against the Mid Day Meal Scheme whereas, all the students were found to be satisfied with the food provided in the schools. Majority of the teachers wanted that the mid day meal should be provided in raw form and not in cooked form. The main reason for not being in favour of Mid Day Meal Scheme was that it is an extra burden on the teachers. Students pay more attention towards eating rather than to studies and it is very hectic to keep daily records. The suggestions given by most of the teachers for making Mid Day Meal Scheme more effective was that either there should be separate staff for maintaining the records or this Scheme should be handed over to some other agency.

Zaidi (2005) reported that since the Supreme Court says that the onus to monitor the implementation of the Scheme essentially lies with the Central government, as it is the
Central government that is providing assistance, it is important that leakages from the Mid Day Meal Scheme should be stopped at all cost. The quality of cooked meal served needs to be enhanced. More allocation of funds for Mid Day Meal Scheme would be able to attract students in the Sarva Shiksha Abhiyan (SSA) and increase retention in schools.

Afridi, F. (2005) studied mid day meal while comparing the financial and institutional organization of the programme in the two states, Karnataka and Madhya Pradesh. The study found that in M.P. the implementation of the programme is improving but there is a lot that needs to be done, especially regarding quality of food and parent teacher associations which needs to be strengthened. In the context of Karnataka, it is found that the programme has been more planned and better managed and iron folic tablets as well as deworming tablets have been regularly provided.

Noronha, C., Samson, M. and De, A., (2005) has done survey on Mid-day meal scheme in Delhi and found that in all schools cooked food are given and impact on attendance are likely to be more on girls, but there is a need to orient teaching about mid-day meal and there is the urgent need of discriminating information about mid-day meal among the parents.

Jain, J. and Shah, M. (2005), carried out survey in 70 most backward villages of MP, the main findings are :
(a) 90% of teachers and cooks said that meal is provided daily.
(b) 96% of parents felt that the scheme should continue. They also feel it had ended classroom hunger.
(c) 63% of the parents felt that meal has positively affected the learning abilities of school children and 74% of the teachers said it has positively affected students.
(d) 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%.
(e) While 60% of parents feel that the meal was good or very good, only 10% felt that the meal was not satisfactory. However, there were inter-regional variations. In Tinagarh, 455 of the parents felt that meal was bad.
(f) Report also points out that there is huge improvement in the quality of meal.

Soni, R.B.L. (2005) undertook study on “The problem of retention of learners as perceived by teachers and community with reference to classroom process in North-East states”.

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Objectives:
1. To study the problem of retention of learners at primary stage in Meghalaya and Mizoram as perceived of teachers and community.
2. To find out dropout students perceptions on classroom processes.
3. To find out parental perception of primary schools.

Findings:
1. The factors inside the school and classroom processes in West Khasi Hills and South Garo Hills are almost identical suggesting that environment in both districts is similar and it is not conductive for retention of children in schools.
2. Corporal punishment is used widely in Meghalaya and this is one of the factors for dropout of children.
3. Classroom processes need more attention in terms of teacher-training, monitoring and supervision in order to ensure retention of all children until they complete primary education.
4. The majority of teachers both in Kolasib and Aizwal reported that poverty, migration of labor families, burden families, lack of parental interest in education and handicaps of some students are major causes of dropout.
5. Number of teachers in accordance with the number of classes, separate classrooms for each class are some of the steps that could help improve retention of students to complete primary education.
6. Participation of parents in order to ensure retention of all children in schools to highly needed.

Agrahar (2004) conducted a study on the nutritional status of 222 Khasi girls (Meghalaya) within age groups 4 to 6, 7 to 9, and 10 to 12 years and observed that heights of girls ages 7 to 9 years and 10 to 12 years and weights of all girls were significantly ($P < 0.05$) lower than the reference values for height (126.4 and 142.7 cm) and weight (19, 26.9, and 31.5 kg), respectively. The lowest Z scores (−1.5 to −1.0) and percentiles (10th) for body mass index were seen in 12 years old girls. Most girls 7 to 9 years had grade I malnutrition. Girls 10 to 12 years had the highest incidence of moderate malnutrition. Severe stunting was observed in all groups. Average energy consumption was significantly ($P < 0.05$) lower than the recommended dietary allowance in all the age groups. Consumption of protein by children ages 7 to 9 years and 10 to 12 years was also significantly lower than the recommended dietary allowance. Consumption of calcium, iron and carotene in
children 10 to 12 years old was significantly ($P < 0.05$) lower than the recommended dietary allowance. Sociologic community factors are required to facilitate implementation of a nutritional package and availability of key nutrients to ensure growth in children.

**Grewal et al. (2004)** in their research paper entitled, "Nutritional Status of Rural Punjabi Children" found that the nutritional status of boys and girls was comparable in all the zones except in Sub Mountain Region where girls were observed taller than boys in both low and middle socio-economic levels. In the category of low socio-economic level, the percentage for nutritionally normal boys and girls was lower than percentage for mild and moderate malnutrition. None of the child from low and middle socio-economic level was found severely malnourished.

**Misra and Behera (2004)** conducted a study entitled, "Child nutrition and primary education: a comparative study of Mid Day Meal Programme in Orissa and Tamil Nadu" and reported that between pre-MDM period (1989-90 to 1994-95) and post-MDM period (1995-96 to 1998-99), there was an improvement in average annual growth rate of enrolment, percentage point increase in attendance and retention rate, and percentage point decline in drop-out rate in post-MDM period in Orissa as compared to Tamil Nadu, where all the parametric functions of education were on the favourable side due to long existence of the programme (since 1956). Inspite of the educational development realized through Mid Day Meal Programme, several socio-cultural, administrative, managerial and financial factors affected the Scheme's effectiveness in both States. It is widely accepted that it would be unwise to scrap the national programme altogether as suggested by certain sectors. However, downsizing the programme through appropriate organizational and operational measures is being considered. There is also a strong belief that though different preschool nutritional programmes can be merged among themselves, there is very little room for merging them with Mid Day Meal Programme. The preschool and primary school nutritional programmes are to continue as separate programmes for the benefit of the children.

**Parikh and Yasmeen (2004)** reported that free mid day meals for school students were first introduced in a Japanese private school in the late 1800s, in Brazil in the year 1938 and in the United States in the year 1946. Seeing the experiences of countries like Brazil, the United States and Japan, the Mid Day Meal Scheme should not be discarded by the government in India.
Thorat and Lee (2004) conducted a study at Indian Institute of Dalit Studies (IIDS), New Delhi and found that Uttar Pradesh and Bihar, where one third of India’s dalits live, deny dalit and other poor children access to their legislated entitlements from the very beginning, by simply refusing to implement the shared, cooked Mid Day Meal Scheme. The distribution of dry grain to government school children under the Mid Day Meal Scheme takes place in dominant caste localities and employment of dalit cooks is problematic in Rajasthan and Andhra Pradesh.

Centre for Equity (2003) A study by the Centre for Equity in Chhattisgarh, Rajasthan and Karnataka underlies the positive impact of Mid Day Meal Scheme. The major findings of the study revealed that Mid day meals were in place in all three sampled States. In 76 out of 81 schools, investigators found that the mid day meal was regularly being served. In the 5 problem schools, temporary bottlenecks were observed. However, aside from the stray instances, the programme runs smoothly in all the three States. Facilities available for the programme like cooking sheds, water supply, utensils and so on – vary between different States and districts, and are in many cases, unsatisfactory. However, the meals are usually ready by mid day. In Rajasthan, ghoogri is served every day. Ghoogri is a gruel made from boiled wheat mixed with gur (jaggery). In Chhattisgarh, lunch usually consists of rice and dal or vegetables, with a bit of variation during the week. Karnataka boasts the best menu; apart from rice and sambhar, school children enjoy vegetables, Pongal, lemon rice and even sweets like Kshira. Some poor households described the meal as “festival food”.

There is a major improvement on school enrolment during the 1990’s, which was about 2%. A bulk of the increase is likely to a reflection of the impact of mid day meals. There is plenty of informal evidence to suggest that mid day meal improves daily school attendance, not just annual enrolment. Teachers reported that this programme makes it easier to retain children in school after the lunch break, since children who go home for lunch often do not return to school. Providing the children mid day meals puts an end to the phenomenon of “classroom hunger” which invariably affects their performance. The experience so far clearly shows that mid day meal programme has much to contribute to the well being and future of Indian children. Financial allocations need to be raised and the infrastructure for Mid Day Meal Programme requires urgent improvement. Mid day meal could disrupt classroom processes when the infrastructure is inadequate for instance, in schools that have no cooking sheds and mid day meals are often cooked close to the classrooms.
Operations Research Group (2003) has evaluated the Mid Day Meal Programme in collaboration with UNICEF, for ten States of India. The study reported that while in Assam, Madhya Pradesh, Uttar Pradesh and West Bengal there has been a boost to enrolment. In Gujarat, Haryana, Jammu & Kashmir, Karnataka, Orissa and Rajasthan the programme has made positive impact on attendance and retention particularly amongst girls.

Upadhay (2003) found that locating *anganwadi* in primary school was found very effective and enrolment and retention of children in primary classes got a boost with linkage between ECCE and primary education.

Dreze,J., Goyal. A, (2003) has written an article in Economic and Political Weekly November 1, 2003 named Future of Mid-Day Meals. Spurred by recent Supreme Court order, many Indian states have introduced cooked midday meals in primary schools. This article reports the findings of a recent survey which suggests that this initiative could have a major impact on child nutrition, school attendance and social equality. Sethi. B 2002 done a work on Mid-day Meal Programme and its Impact in Improving Enrollment: A Study in respect of Rayagada District of Orissa, Orissa. He has analyzed the situation before and after the mid-day meal programme is been adopted by the Govt.

Benton (2001) reported that many studies have considered the influence of micro-nutrient supplementation on the intelligence of children. Earlier studies prevented the drawing of conclusions as they did not systematically approach the topic. However, over the last 10 years, a series of studies have compared the impact of supplementation on either verbal or non-verbal measures of intelligence. In 10 out of 13 studies a positive response has been reported, always with non-verbal measures, in at least a sub-section of the experimental sample.

Morris & Sarll (2001) found that low blood sugar level resulting from fasting has been shown to reduce performance on a number of cognitive tasks. It was concluded that missing breakfast does not seriously affect blood sugar levels in healthy young students, but listening span performance which is a good predictor of listening comprehension is improved when fasting individual imbibe a glucose rich drink.

they discussed about the effect of the Mid Day Meal (MDM) Program on enrolment, attendance, dropout rate and retention rate in the schools and its impact on nutritional status as well as on school performance. According to them, the school meal, “in principle” should ensure a supply of at least 750 Kcals of energy to every child partaking the meal. In the present study, it was observed that only 303 Kcals are provided to each child per day through the MDM program. The extent of energy deficit in the diets of school age children as revealed by NNMB Surveys 1991-92, is about 767 Kcal per day. There was, thus, still a considerable energy-deficit (45%) in the diets of the school children. Therefore, the benefits in terms of nutritional status were probably not that perceptible. Improvement if any, was only marginal as seen in the distribution of weight for age and Waterlow's classification in the children of MDM schools compared to non-MDM schools. The National Evaluation of School Nutrition Programs (NESNP) in USA showed that the school lunch programs exceed most reasonable expectations for its nutritional effectiveness. The anthropometric analysis in the NESNP, suggested that long term participation in the school lunch program had no relationship to height but a marginal impact with respect to weight of the beneficiaries. The MDM program in the state of Karnataka in fact seems to have achieved educational rather than nutritional benefits as evidenced by lower dropout rate and higher retention rates as compared to the data of United Nations International Child Emergency Fund (UNICEF) and National Council for Educational, Research and Training (NCERT). The retention rate in Karnataka as reported by NCERT in 1978 was about 27%. Earlier workers had also observed a significant nutritional and educational impact of noon meal program.

Baskran (1995) in his study entitled, „The Impact of Mid Day Meal Programme among SC Students of Primary Schools in Thiruvallur Taluka, Tamil Nadu” found that introduction of Mid Day Meal Scheme was one of the important factors for improving enrolment of SC students in schools. Number of drop-outs was below 10% and good nutrition helped SC students to learn what the teacher teaches in the classroom.

Levinger (1994) has studied the impact of School Feeding Programmes (SFPs) on school attendance, enrolment and performance. The study revealed that comparison was made between fed and non-fed schools under fifteen programmes in Columbia, Kenya and the Philippines. SFP was found to be “effective on attendance” in three programmes. In ten programmes, SFP was considered “probably effective on attendance” and in the remaining two programmes, SFP was considered “ineffective
School Feeding Programmes are more effective in stable, poorer and rural areas. Impact of any School Feeding Programme is a function of the interaction between the environment in which it operates and the features incorporated into its design. SFPs can reach their full potential for stimulating cognitive development only when they are developed as part of a broader intervention to address developmental lapse or deficiencies in students. Where SFPs can be designed to have an impact on nutritional status, impact on attendance and performance will be achieved. School aged child’s nutritional status exerts significant influence on his academic performance.

_Tara Consultancy Services (1994)_ has provided extracts from evaluation of the “Improved Mid Day Meal Programme” in Gujarat and concluded that nearly 75% of the schoolers in slum Baroda were affected with Protozoal (E. histolytica) infections and/or helminthic (round worm) infections. The former was about 50-55% and the latter 22-55%. The findings clearly indicated that blanket de-worming is a must for these under privileged schoolers whether or not the State has a Mid Day Meal Programmes.

_National Institute of Nutrition, Hyderabad (1991)_ Summary of comments of study by National Institute of Nutrition, Hyderabad indicated that analysis of anthropometric and clinical data have shown that nutritional status of the children in schools covered by the Mid Day Meal Programme (MDMP) in most of the States are relatively better when compared to children with non Mid Day Meal schools. The impact of Mid Day Meal Programme on enrolment is difficult to pinpoint. However, comparisons of retention rates and drop-out rates between MDM and non MDM schools showed a favourable status in MDM schools. Impact on scholastic performance though based on crude criteria, suggested positive impact in most of the States. The constraints of the inputs were short supply of food, interruption and inferior quality of food (occasional), lack of transport, inadequate facilities for storing, cooking, low contingent and honorarium amounts. Notwithstanding some of these problems, the results of present study indicated that the programme is not without benefits. The Mid Day Meal Programme has immense potential to improve the nutritional as well as the educational status of the children provided the programme is strengthened by increasing the inputs and removing the bottlenecks observed.

_Shah (1988)_ found that attendance in schools improved to some extent, after the introduction of mid-day-meal scheme. But there were no change in the rate of dropout.
Govinda, R. (1987), told that mid-day meals, supply of free text-books and attendance scholarship were three main incentive schemes that were in operation in rural schools. The preparation of schools benefited by mid-day meals and attendance scholarship schemes was very small and unsatisfactory.

Saxena, R.D. and Mittal, S.C. (1986) studied the impact of mid-day meal an enrolment and retention at primary stage and found out that though there is a great influence of mid-day meal an enrolment, the influence of mid-meal on retention was not strong enough to be reflected in the analysis of data.

According to Fifth All India Educational Survey (1986), the percentage of school under Mid-day meal was 27.73%, mid-day meal programme are looked upon as basing the potentiality of Multi voting school children to attend schools regularly as it provides there some kind of food regularly. For these reasons mid-day meal is considered to be a valuable input in the development of elementary education.

Seetharamu, A.S. and Devi, U. (1985), incentive schemes to stimulate the interest of parents in sending their children to school regularly. The school children also covered under mid-day meal programme. The schemes covered were, the attendance scholarship, mid-day meals, free supply of text books, the pre-metric and merit scholarships. However, it may be interesting to observe that considering all the primary schools, only mid-day meals and free supply of text-book schemes are in force in a high percentage of schools. When primary schools are considered in general, a high percentage of schools have mid-day-meals and free supply of text-books schemes.

Seetharamu, A.S.(1980). Studied that the majority of children in slum areas (54.40%) received mid-day-meals during the recess time in school but it was found that the mid-day meal scheme had failed to serve the poorest section of society adequately, especially those children whose father’s income was less than Rs.1.00 per month. It served better those children whose mothers were employed and learned on income than those whose mothers were housewives.

CARE INDIA (1977), in high food supply efficiency blocks, % of attendance in Mid-day meal and Non-mid-day mal schools differed significantly. In an average, mid-day-meal schools draw 6% additional children. The observed difference was still higher for class-I, amounting to 11%.In low efficiency blocks, even though the differences were not significant, mid-day meal schools could draw 4% more children than the non-mid-day-meal schools.
2.3 Review of Related Literature Regarding Drop-out, Wastage and School Efficiency

Ghosh, S.K (2014) found that Status of students enrolled at Primary Stage was slightly decreased in 2010-11. It was found that the ratios of girl students were better for the primary level (6-10 years) in every district and also in total. But at the upper primary level (10-14 years), ratios of boys were found better in all the districts of West Bengal where Muslim population predominant. It was found that overall increase among the Muslim students in respect to 2010 and 2011 in connection with new intake in class I was only 0.03% and that was maximum (15.23%) in Birbhum, but the increase rate was found negative in Koch Behar and North 24 Paraganas districts. Similarly, at the upper primary level, the overall increase rate among the Muslim students in class v was only 0.06% and that was found highest (0.31%) in Birbhum, but in other districts the increase rates were found slightly negative.

Halder, Maiti and sil (2013) in their study entitled “A study of the impact of Sarva Shiksha Abhiyan Programme on the status of Primary Education in West Tripura District” found that SSA programme helped to increased the NER and decreases the stagnation and dropout; there were no significant difference in the rate of stagnation and dropout among boys and girls; achievement level of urban students was better than the rural students; the co-relation between the physical facilities score and achievement score of students is 0.46; and Primary section attached with the High school and Higher Secondary schools showed better results in students achievements.

Ayar R.V. Vaidhyanatha (2005) presented his paper on seminar which aimed to draw lesson form DPEP experiences and to apply them to Sarva Shiksha Abhiyan he stated that the programme of Sarva Shiksha Abhiyan launched by Govt. of India adopted the Managerial Structure and process of DPEP therefore the lesson from Managerial evaluation of DPEP would be a great relevance in managing the March to UEE. Concerted action based on deep strategic thinking is called for if the SSA objectives are to be realized. There are two aspects of this strategic thinking. First to critically evaluate the DPEP strategy, process and intervention and after weed out these which are proven failure and reinforce those that are successful or promising. Secondly to introduce new strategic elements as well as tactical process and interventions. In a sense akin to zero bases budgeting, the DPEP strategy and tactics need to be validated **de novo**. The managerial studies and evaluation of DPEP appear
to be inadequate for this purpose, mainly because of the conceptual frame they adopt programme design implementation and evaluation cannot be based only on the pure rational actor model and need to factor on other model that take into account organizational rationality and the negotiations among different actors involved in programme design and implementation.

**Kumar Niraj (2005)** stated in his article primary education in India (initiative and prospects) that universal primary education goes beyond economic consideration. Noble Laureate Amartya Sen has called for enhancement of human capabilities- the essential and individual power to reflect, make better choice, seek a voice and enjoy a better life. Primary Education is also a gateway to higher education. Micro economic research has revealed that education improves individual income. Research also indicates the contribution of primary education to better natural resources management and more rapid technological adaptation and innovation.

**Singh Shailendra and Kala Seetha Ram Sridhar (2005)** evaluate the DPEP Phase I districts of Madhya Pradesh by using one of them as the central group. It aims to assess the progress made towards achieving the overall goals of DPEP namely, providing access to primary education for out of school children and increasing the retention rate. It also assesses the extent to which gender disparities and difference between social groups such as Scheduled caste and tribes and others have been reduced in respect of enrolment, dropout rates and learning achievement. In some instance especially when out come across low and high literacy districts are studied, DPEP appears to have positively facilitated interventions in districts that started off with low female literacy rates. Also intervention to facilitate access to schooling and to ensure social equity appears to have an impact.

**Panner Selvam (2004)** in his article "Mother tongue is essential for full fledged Primary Education" discussed that the skill to use the language without errors should be developed among the primary education children by adopting a quotable methodology for teaching the language. If the language is given primary importance the involvement of the children will be enhanced and their education will become complete.

**Rao (2003)** studied the progress of Elementary education in Visakahapatnam districts. A.P. Beside other things, he attempted to analyze the impact of DPEP in Visakahapatnam districts. He adopted "before and after approach". Thus data on several
variables were provided prior to the introduction of DPEP (in 1998-91) and since, considering the annual growth rate of schools, it was observed that for the pre-DPEP period it was 1.4% and for the post DPEP period, it was 5.9%. Thus the programme has a significant positive impact on the number of schools set up in the district. In respect of enrolment of children (6-11 years) also, the DPEP period recorded 2.4% annual growth rate while the pre-DPEP period witnessed a negative growth rate of 1.7%. The positive effect of DPEP on growth rate noticed in respect of primary education could also be notice in case of upper primary schools were 15.0% and 3.2% respectively for the post and pre-DPEP periods.

Dankar, Rohit (2002) wrote a article on the nation of quality in DPEP pedagogical interventions. He stated that the DPEP has worked in 18 states in India with the agenda to enhance the quality of classroom interaction and the teaching learning material used. He examined in this article that how quality is understood with in DPEP and the educational principles that guide DPEP efforts and training methods, based on report of training workshops, examining text books and material and first hand field experience.

Dabir and Loitam(1999) Conducted a study aimed at studying the status of primary education facilities in the schools of Imphal Districts of Manipur. A sample of 30 schools with equal number of private and govt. schools was selected. The study revealed that the private schools were having better infrastructure, training aids and other activities. The govt. schools had more number of trained teachers and a very low teacher students ratio. Salaries of teacher were much higher in govt. schools. The facilities in both type of schools need to be improved in order to achieve the goal of universalization of primary education.

NIEPA (1986) conducted the study on project 'A-rise' for UEE and adult literacy. The objective of study was to evaluate the programme of universal elementary education and eradication of illiteracy. The study revealed that due to active involvement of community in school planning assuring responsibilities and in monitoring the programme of universal elementary education got satisfactory intensity. Village education committee played effective role in launching the project. It has also been seen that there appeared a remarkable change in the attitude of religious leaders by sensitizing them. So the major finding of the study was that there should be active participation of village education and school management committee for the universalization of primary education.
S.I.E. U.P., (1986) conducted the study of dropout and failure in primary classes. The objective of study was to find out the causes of dropout and failure among children of 6-14 years in rural areas of Allahabad. Like other studies the finding of study was the poverty, access of school. Economic condition of family, illiteracy of guardian were the main hurdle in hundred percent enrolment of children but study also revealed that unattractive environment of school, irrelevant curriculum and lack of physical facilities like water and sanitation also put bad impact in the retention of children. Study suggested that beside the curriculum, children should teach about the profession of their parents and other subject related to the upliftment of the life. One of the major finding of study was that school should not discriminate between caste, religion, community, rich and poor etc.

Jain (1985) studied the importance of local bodies in the field of primary education in his study development of primary education in Maharashtra. The objective of study was to evaluate the expansion of primary education under democratic decentralization. The study revealed that although there are advantages in primary education running under the local bodies but much progress have been noticed in case of primary education in Pune. Local bodies are functioning well for the development of the primary education.

Krishnamorthy (1985) studied the position of enrolment of children in the age group of 6-13 years and problem involved in their enrolment. He stated that non sustainability of school timing. Lack of adequate accommodation in school, poverty and looking after younger ones at home are the major problem in the enrolment and retention of children. Lack of female teacher, neither any separate school for girls nor facilities for girls is hurdle for the enrolment of girl children in primary stage. He further states that poverty, orthodoxy and illiteracy of parents are the causes due to which parents are also reluctant towards the universalization of primary education. He suggested that visiting to the house of non enrolled children, sensitizing their parents, serving midday-meal distribution of uniform and books and cash grant to Scheduled caste students can help in the programme of universalization.

Biswa (1986) studied the curriculum for primary education in Bangladesh and revealed the importance of coordination between the National education commission and National curriculum and syllabus committee. He further noticed the poor physical aspect in the text books. It has also been noticed in study that due to low coordination in the National education committee and syllabus committee, schools could not
implemented the prescribed syllabus one of the important finding of study was the faulty examination system. The question in the examination paper was only knowledge based. He suggested the competency based question papers for examination.

**Dhongade (1986)** studied the critical study of non enrolment wastage and stagnation in Aurangabad and stated that poor economic condition of Scheduled caste families, lack of education of parents and lack of social mobilization were the important factors coming in the way of enrolment of SC/ST. The study further revealed that the teachers in rural areas are untrained, lack social awareness and enthusiasm, they are frequently absented themselves from schools.

**Kapariya (1984)** observed that development of primary education in State of Gujrat after independence. The objective of study was same to the title of study. The study revealed that quantitative development takes place in terms of No. of schools and enrolment of children during the 1960-1980 in Gujrat. He stated that five times in girls and three times in boys enrolment increased in Gujrat after independence for 1980. He further stated that efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen. He observed that problem of female trained teacher and single teacher school was obstacle in development of primary education.

**Mali (1984)** Studied on critical study of single teacher school. The objective of study was to make an enquiry of single teacher school. The study revealed that the teacher appointed in single teacher school was living away from their family; there was no any good accommodation because these schools are mostly established in remote areas. Due to remote location the supervision of school was either nonexistent or negligible. Supervisory staff was not competent to guide proper to these teachers. The study further revealed that poor family condition were main causes of dropout which results the majority of the girls were away from the school. Researcher suggested group instruction, graded teaching and self study were to be used after appropriate orientation and training of teachers in preparing suitable assignments.

**Das (1985)** studied that impact of pre-primary education on dropout, stagnation and academic performance. The main objective of study was to find out the impact of nursery on retention, stagnation, achievement and development of personality. The study revealed that early childhood education had salutary effect in reducing the dropout there was lower stagnation in group which had pre-school education children.
who have got pre primary education have good achievement level compared to the children who have not attended the pre-primary classes. The main implication of study was that pre-primary education should be encouraged as remedies to deal with the problem of dropout and stagnation.

**Devi, Rajpati (1985)** Evaluated the barriers in the primary education of Scheduled caste students and stated the poor pupil teacher ratio, just minimum qualification, poor training of teachers and their defective methods of teaching are the main causes due to which students of primary classes could not gain good achievement level. The study further revealed that although there was no any discriminatory behaviour towards the scheduled caste students but no more efforts have been done to include them for their better achievement It has also been noticed that home and family background conditions were also responsible for the low achievement of students.

**Acharya (1984)** worked on compulsory primary education in Andhra Pradesh. The objective of study was to overview the evaluation of educational policy and its implementation in India after Independence. The study revealed that although steps had been taken for the development of primary education after world war 2nd and continued during the power of Indian national congress but the plan could not gain perspective intensity. He further stated that in view of constitutional directive to provide free and compulsory education to all children of 6-14 year. The programme of Mid-day-meal had became boon especially for the poor children and children of weaker section of society. The study also revealed that in this period there was no any special provision for the study of physically disabled children. He also found that extension officer and deputy inspector of school were also reluctant towards the universal enrolment and their other necessary duties. It has also been observed by study that village people and other were not more interested regarding the compulsory enrolment of children especially to girls.

**Acharya (1984)** Studied on the development and problem of pre-primary and primary education in Tripura. The main objective of study was to evaluate the progress of primary education in Tripura especially during the 5th five year plan. The study mainly revealed that there has been rapid expansion of preprimary and primary education with reference to number of schools, appointment of teachers and enrolment of children. The provision of teacher’s training and administration was also enlarged, although schools were established but the problem of single teacher school and problem of proper qualified teacher were main obstacles in the field of primary
education. The study further revealed that there were no adequate school community relationship due to which the goal of universal primary education could not achieved. As far as the primary education of backward class of community, weaker section of society and tribal are concerned it has been seen that they were more dropout and non enrolled in school system.

Dunakhe (1984) worked on research needs in primary education. The main objective of study was to locate research need in primary education. The study revealed that the headmasters, supervisors and other officers were aware of the needs for research in the field of primary education. He further stated that classification of students according to abilities curriculum development and practices, preparation of quality educational material, evaluation systems, teachers and teachers training and sociology of education were some areas where research is needed in primary education.

Gogate (1984) worked on a study of primary education in Marathwada. The study aimed to evaluate the facilities available in primary schools and other. The study revealed that 36% teachers did not stay at the place of work and 10% rural teachers are involved in farming, 50% teachers did not want to improve their professional skills. The study further revealed that majority of teachers are reluctant towards the monthly meeting and they did not read educational material therefore their attitude seem negative towards the growth of primary education. The study also stated that many schools did not have common facilities like black board and furniture etc. many of them were without drinking water facility.

Devi (1983) Studied that problem of drop out in primary schools of Manipur with special reference to Imphal Town. The specific objective of study was to assess the extent and nature of dropout in primary course of education in Manipur. The study revealed that there was no uniformity in the rate of dropout in whole primary course. It has been seen that girls got drop out more in lower primary course compared to the boys. As a whole in primary course girls are more affected by the problem of drop out than boys. So far as stagnation is concerned it has been seen in study that the problem of stagnation is more that in boys than girls in primary classes. He also evaluated the common cause of dropout and stagnation and stated that first four common causes of both problems were poverty, frequent transfer, repeated failure and negligence of parents. He further revealed that four of 40 causes of dropout most of them are related to socio economic causes.
Husain, M. (1982) worked on wastage and stagnation in primary schools of Bhilwara district of Rajasthan. The objectives of study were (1) determining the rate of wastage in primary schools in rural areas (2) finding out the rate of stagnation and (3) finding the pupil teachers relation in rural and urban areas. The study revealed that the rate of wastage was very high in primary classes and it is highest in first and second classes out of 682 primary schools 506 were single teacher schools and in these schools rate of wastage and stagnation seems to be high than the multi teachers schools. He also observed high dropout rate in first two classes in primary schools, failing once or repeatedly led to school-learning and the non provision of all the five classes in the same institution resulted in discontinuation of studies by the students. He also asses the teacher pupil ratio 1:49 in rural areas and 1:26 overall in Rajasthan. He suggested that to make maximum use of resources available in school efforts should make to enrol all the children in schools.

Saxena (1982) Studied the position of enrolment drive. The study aimed to find out the exact position of the enrolment drive and the problem faced in its implementation and cause of dropout in Rajasthan. The study revealed that the main difficulties appeared in enrolment drive were difference of parents to education and their poverty. Insufficient incentives are being given by Govt. in the field of primary education. That is why children do not take interest in education. He further found that the main cause of dropout and it was the sharing the responsibility of looking after of young brother and sister. It was reported that girls children were more affected compared to boys for looking after of their young brother and sisters. He also found important barrier in 100% enrolment of children is poor financial condition of parents and negative attitude of society towards education.

Sharma (1982) studied the effect of the stay of teachers on the enrolment and retention of boys and girls in Rajasthan. The study aimed to find out the effect of stay of teachers at their head quarters on the enrolment of boys and girls the study revealed that the enrolment, retention and achievement of children is better in these schools where teachers stay at their head quarters compared to the schools where teachers does not stay at their head quarter. He also notified that incentives like distribution of books free of cost, mid-day-meal, free dress etc play positive role on regularity of students. He further revealed the positive role of co-curricular activities and games in retention of students. He also found that due to lack of good houses and proper facilities teachers does not like to stay in the remote areas and villages.
**Sharma (1982)** Studied the wastage in education at the primary level in Rajasthan. The study aimed to find out the position of wastage in Rajasthan. The study revealed that in spite of big increase in the schools and teachers the state was able to enroll only 56.6% children in 6-11 years age of children compared to the national percentage of 81.9. He observed high percentage of wastage among girls than the boys and very high percentage of wastage in scheduled caste girls (72.30%) than others.

**SCERT Rajasthan (1982)** did the case study on primary curriculum renewal project in Bagadia Phalan (Banswara). The propose of study was to study the impact of the primary education curriculum renewal project on Bagadia Phalan school. The study revealed that there were lack of facilities before launching the project in school like lack of stationary materials, teaching aid, medical checkup, drinking water, furniture and play ground. After starting project teachers started to take interest in all the school activities due to which daily attendance of school increased 52%. The study also revealed that teacher efficiency was increased 25% to 50%. Community was sensitized towards the school management and micro planning. So community also started to take part in schools management, their attendance started to be seemed in national festival and others programmes of school. Yearly training of teachers show effective change in their attitude towards the students specially girls education. The study further revealed that the school had become the centre of charm, weather physical, educational or social. There was a change in attitude of community towards the education of girls due to sensitization. Local people showed greater interest in new curriculum.

**Mandal (1980)** Studied universal free and compulsory primary education in Bihar (1950-74). The main objective of study was to locate the stress and strain encountered in course of implementation of scheme of compulsory primary education and to suggest remedial measures. The study revealed that about 57% of the total no of children in age group of 6-14 were enrolled by 1978 and there was a kind of build in resistance among the landless labors, scheduled castes and tribes etc to avail the facilities of primary education and therefore the need of sustained and vigorous drives was imperative. It was also stated that out of every 100 children enrolled in class 1st only 25% student reaches in Class V and only 15% went up to class VIII. He found that facilities availed by Govt. for school going children were unutilized.

Eshwar & Sharma (1982) Studied on wastage, stagnation and inequality of opportunity in rural primary education in Andhra Pradesh and found that in spite of providing
various facilities the difference was achieved. Its reasons can be underlined that the
 guardians belong below the poverty line of these school children's, does not have even
 minimum livelihood conditions to fetch daily requirements. That is why they have
 least interest about these programmes. Schools are also far from their residence.
 Moreover they are also less aware for heath and sanitation.

**Das (1979)** Studied on Administration of elementary education in relation to the
 programme of universilization in state of Assam. The main objective of study was to
 study the position of administration of elementary education in relation to programme
 of universilization of primary education in Assam as there were a lot of problem in
 newly created directorate due to its newly creation and unstrengthens. He found that in
 comparison of tremendous expansion there was inadequate administration, inspection
 and supervision in department. He suggested that there should be adequate machinery
 for effective inspection and supervision for achieving the goal of universilization of
 primary education.

**Joshi (1978)** studied of expansion of ungraded unit teaching system in Rajasthan. The
 objective of study was to make a comparative study of scholastic achievement of
 students up to class four after learning through the traditional and an ungraded unit
 method. The unit method was founded to be more effective in teaching of social
 studies and mathematics. He also found that there is no any relation in solving the
 problem of wastage and stagnation and use of new teaching method both in urban and
 rural areas of Rajasthan.

**Sharma (1976)** studied of increase in enrolment in primary schools. The aim of study
 was to find out the effect of various incentives given as part of the drive and effect of
 appointment of lady teacher on increase in enrolment. The study revealed that the
 incentives proved to be useful in boosting enrolment and out of them most effective in
descending order were, free meals, textbooks and stationary fee exemption, free
 uniform and scholarship. He further founded that appointment of lady teacher plays a
 positive role in increasing enrolment with special reference to the girls’ children.

**Das (1975)** worked on comparative study of educational wastage and stagnation in
 urban and rural areas of Assam. The major objective of the Investigation was to find
 out the variation of educational wastage with regard to its extent at the primary
 education level in urban and rural areas in one of the district in the plains of Assam.
 The major findings of the study were that the wastage rate was more in rural area than
 the urban area while stagnation rate was also same as the wastage in rural area. He

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also found that the percentage of pupils regularly completing the primary course was highest in the suburban area compared to the rural and urban area.

**Das (1974)** studied the impact of school condition on primary education. The purpose of study was to ascertain whether there is any impact of physical conditions of the primary school on the achievement of pupil and find that there is a significant relationship between efficiency in education and physical facilities in school. The school conditions definably seemed to have a favourable impact on school education. He concluded that better physical conditions in school increase the attractive and retentive power of school as well as provided situations conclusive for effective education, hence contributed towards better education of children in school. He further stated that better physical facilities can play good role for reducing wastage and stagnation at primary level.

**Barua (1971)** Studied of wastage in Sibsagar and Golaghat sub-division. The objective of study was to find local factors affecting the wastage and stagnation of particular place and stated that poverty, ignorance of parents, poor health of pupils, repeated failure; bad physical conditions of school, bad family environment are some major factors which are responsible for the wastage and stagnation in the respected areas. He further stated that teachers are also responsible for wastage and stagnation at primary level their sympathetic behaviour multiple class teaching also play a role for it. He also revealed that pupils fear towards the examination also because stagnation, lack of teaching also contributed towards failure of students.

**Das (1969)** Studied of the wastage and stagnation at elementary level of education in the state of Assam. The objective of study was to assess the wastage and stagnation at the elementary level of education in the state of Assam and find that the rate of wastage and stagnation is high at primary state. He also found the variation in stagnation in different classes. He concluded that in spite of rapid increases in expenditure in primary education to bring physical and other facilities in school. The rate of wastage and stagnation remained constant. He further concluded that although there is a tremendous expansion in primary education after independence and still it is continue but the improvement in wastage and stagnation and drop out in girls compared to boys is high in the state of Assam.
2.4 Review of Related Literature Regarding Involvement of Local Bodies in Primary Schools

Aikara J (2011) studied the decentralization of elementary education and community participation in Kerala. There are two structures for decentralization of elementary education. One is the representatives of the local self government while the other is in form of representatives of civil society organizations. In the process of decentralization in school education all state schools in the state are brought under local self governments. Involvement of civil society is a form of both decentralization and community participation. Participation of the local self government is the result of the direct dispersion of power from the State government whereas the civil society participation in elementary education can be considered as the result of ‘deemed to be decentralization’ in so far as the state recognizes and/or supports the efforts of the representatives of civil society organizations in providing elementary education. According to the author although there is decentralization in the form of state systems and state-civil society partnerships, the major aspects of school education are with the centralized state department of education. The local self government and the civil society elements function for certain aspects of elementary education that are decentralized from the state central authority. The main function decentralized to them is the provision and maintenance of infrastructure of the school under their jurisdiction. Decentralization of education in Kerala has not resulted in greater participation of the stakeholders like teachers and parents in school management. The author has stressed that for decentralization to lead to greater community participation, there is a need for more convergence of state support and the social capital of the civil society.

Zingkhai and Asung (2011) in their article published in the Sangai Express bring out the dismal state of affairs of Village Education Committee in the state of Manipur. According to the authors, in 2011 alone, in the month of April, these bodies were known as VEC (Village Education Committee) chaired by the Headman, in the month of May, they were named as SMDC (School Management and Development Committee) chaired by the Headmaster, and in the month of June, the name was further changed to SMC (School Management Committee) chaired by the District Councillor. Highlighting the misadventures in governance of the Government of the State of Manipur, the authors laments that the composition and nomenclature and its
frequent changes of the village level education committees in the hills, is more surprising and interesting. The trajectory of the three different types of nomenclature and composition of the committees in just three months does not show these bodies in a good light. The first Committee which was known as VEC, till 15th April, 2011, had the Headman/Chief as the ex-officio Chairman. The second Committee that short lived for less than two months was known as the SMDC with Headmaster (or the senior most teachers in the absence of Headmaster) as the ex-officio Chairman. The third Committee which is the latest is known as the School Management Committee (SMC) as per vide order NO.30/19/09 –SE(S), Secretariat: Education Department (School Section), dated the 14th June, 2011, which says that the Member of District Council of the area in which the school is located shall be the Chairman/Chairperson of the School Management Committee (SMC). The Headmaster (or senior most teacher in absence of Headmaster) shall be the Member Secretary. The Bank account of the Committee shall be operated jointly by the Headmaster and Executive Director of DRDA concerned. As per the opinion of the authors the District Councillors instead of strengthening the efficiency of village level committees, have an implicit intention of institutionalizing a covert ploy to loot the money granted, which in the end, would also loot the ‘Right of Children to Free and Compulsory Education’ asserts the authors.

UNICEF (2011) in its report on ‘Schools of Quality: The Lao Approach to Child-Friendly Schools’ examines the Schools of Quality (SoQ) Programme of the Lao People’s Democratic Republic. As per UNICEF, SoQ is the rights-based, child friendly approach to improving the quality of education in the country. The SoQ approach aims to ensure all children realize their right to a basic education of good quality that prepares them with the life skills required to be healthy, productive members of society, prepared to face the challenges of a fast-changing world. Schools of Quality work closely with communities to ensure that all children enrol attend school regularly and complete their primary education. All stakeholders are involved in developing and maintaining a healthy, safe, supportive and protective environment for students and teachers, including provision of clean water supplies and an adequate number of toilet facilities for girls and boys. The SoQ actively encourages community members to participate in school development as well as teaching and learning. A close working relationship is maintained with the community, primarily through the Village Education Development Committee (VEDC), to ensure universal enrolment and support for quality teaching and learning. Teachers communicate with parents in
support of their child’s learning. The school director provides leadership and support for teachers and students and takes a lead role in promoting education in the community. The VEDC provides guidance in school planning and management activities, ensuring the school improvement plan is implemented. Communities in the Lao People’s Democratic Republic have a long history of supporting schooling through financial or in-kind contributions. They typically provide village land for the school, construct or assist in construction of school buildings, offer accommodations and food supplies to teachers, and in some cases, recruit community members to serve as teachers when no government-provided teachers are available. The SoQ approach is transforming community interaction with schools in fundamental ways. Child seeking activities, for example, have raised awareness of community obligations to ensure access to education for all children and have encouraged joint responsibility for creating conditions that enable this to be achieved. Community members are engaged in a sophisticated assessment of their school against the SoQ dimensions and standards, using the indicators as a guide, and become more aware of what quality schooling should look like. For many, it represents the first time they have discussed education with school staff in such detail. Throughout the lengthy process, staff and community members grapple with concepts and their application to the realities of their lives. Because the self-assessment requires consensus, it builds common understanding of the state of their school – identifying aspects in which it excels, aspects in which it lags behind expectations and priorities for improvement. The report reiterates that the SoQ program has been very successful in improving the standard of education in the Lao People’s Democratic Republic.

Rao, Vasanta Srinivasa (2009) in his study evaluated the working of the school education management committee (SEMC) in a tribal area of East Godavari district of Andhra Pradesh. The respondents for the study were members of the SEMCs. Among the three categories in each SEMC, two parents out of four, one member of the Panchayati Raj Institution (PRI) either panchayat president or panchayat ward member whoever was available – and all schoolteachers/headmasters (in the study area most of the schools were single teacher schools or with a maximum of two teachers) were covered. 125 respondents were selected by simple random sampling from 26 SEMCs in 26 sampled villages of the three mandals. The study found that that community participation in improving education is negligible and that members of the school education management committees have limited awareness of the Sarva Shiksha
Abhiyan (SSA). The study indicated that more than 67% of all categories of the respondents were aware of SSA. An overwhelming majority (87.2%) of the schoolteachers were aware of SSA, whereas in the case of PRI members it was 61% and among parents of the school-going children, the percentage was 52%. The SEMC members (17%) suggested that creating awareness among the tribal parents would enable them to participate in school related activities. The other suggestions were to introduce mid-day meal programme on a daily basis in the schools, making drinking water available in the premises, use of TLM materials by teachers, provision of better infrastructure schools and so on. All these suggestions reveal that the tribal community members were participating in some way or the other in school-related activities. These community level structures i.e. SEMCs play a key role in micro-planning, especially in the development of a village education plan and school improvement plans.

**Government of Maharashtra (2009)** Department of School Education and Sport in its *Annual Work Plan and Budget Document 2009-10 for Mid-day Meal (MDM) in Schools* have fully authorized the Village Education Committees (VECs) to implement the scheme at school level. Funds are provided to the VECs and they have been given full powers to expand the scope of their working so as to improve the school education in the State. They have been empowered to inspect schools, maintenance and repair of building, creation of infrastructure at the school and community levels, monitoring the academic performance and attendance of children, supervising and monitoring the distribution of textbooks, ensuring drinking water and toilets, ensuring cleanliness and sanitation, ensuring the proper utilization of grants and participation in all micro-planning processes. The Government of Maharashtra, in the *Annual Work Plan and Budget Document 2009-10*, has decided that the mid day meal scheme is to be implemented by the VECs at village level, by the Ward Education Committees (WECs) at the Municipal Corporation or the urban level and the School Management Committees (SMCs) to be responsible in the Private-Aided Schools. The VECs, WECs and the SMCs have been authorized to appoint agencies like Self Help Groups, *Mahila Mandal*, needy women or NGOs for full involvement of the community particularly at various levels. Since the scheme has been totally decentralized, the community participation has increased tremendously in the state and this model has worked very well so far. Mother’s involvement in supervision of cooked meals has helped children to participate in the school activities more actively.
Pandey, P. et al. (2008) evaluates the impact of a community-based randomized controlled trial to determine the impact of information dissemination on learning and other school outcomes. The information campaign gave information to the community, village education committees and parent teacher associations on their oversight roles in school management as well as the services they are entitled to. The hypothesis was that school outcomes may improve if the community has detailed information about the control it has over the schools and the services parents are entitled to from the school. The study was conducted in three Indian states, Karnataka, Madhya Pradesh (MP) and Uttar Pradesh (UP). Even though all three states have devolved oversight roles to the community, they differ in the extent of oversight devolved. In Madhya Pradesh, a Parent Teacher Association (PTA) is mandatory in every school and parents of all children enrolled in the school are members. The PTA has an executive committee which runs the PTA, though all parents are supposed to participate in decision making. The school headmaster is the secretary of the PTA and a parent is the chair. The executive committee has 14 members who elect the PTA chair from among them. The PTA chair and the head teacher jointly operate the school account. The school account receives annual grants for repair and maintenance, for school development, teaching learning material (TLM), money for school dress, money for civil works- school building, rooms, toilet, drinking water etc and money for mid day meal. Every school in Karnataka has a mandatory School Development and Monitoring Committee (SDMC). The SDMC members include the head teacher of the primary school, elected members of the village government and parents of children. One of the parents is the chair of SDMC. SDMC chair and the head teacher jointly operate the school account. The SDMC can inspect the schools and complain to the district or block education office. In Uttar Pradesh, a village education committee (VEC) is mandatory in every gram panchayat. There is one VEC for all the primary and junior government schools in the panchayat. The VEC typically has 5 members – it is headed by the gram pradhan (who is the elected head of the village government). Other members include the senior most head teacher among the schools, and three parents of children in these schools. The pradhan and the head teacher jointly operate the school account. The study highlights that a large proportion of the committee members in all three states stated not having received any training from the government regarding their roles and responsibilities. Parent members of these committees had the lowest positive responses. About 20 percent of parent members
reported receiving any training in Karnataka, compared to 8 percent in MP and 2 percent in UP. In all of the states, headmasters seem to be most informed about the roles and responsibilities of the school committee. Parent members of the committees seem to be the least informed and participating the least, particularly in MP and UP. Parent members of the school committees in Karnataka seem to be more informed about their roles and report somewhat greater participation in meetings and school inspections as compared to MP and UP.

Mor (2008) in his article ‘encourage community participation’ underlined that the school-community partnership in education gives a right to the parents to choose the kind of education that their children should get. It can achieve many objectives, including increasing the relevance and quality of education, improving ownerships, reaching disadvantaged groups, mobilising additional resources and building institutional capacity. In Punjab, for managing the school affairs, the community in the form of panchayat, parent-teacher association and village education development committee (VEDC) has been empowered to inspect schools, monitor the academic performance of children, attendance and quality of education, supervise regular supply of quality and hygienic mid-day meals, supervise and monitor aspects relating to distribution of textbooks, maintenance and repair of building, creation of infrastructure at the school and community levels, ensuring drinking water and toilets, ensuring cleanliness and sanitation, ensuring the proper utilisation of grants, participation in micro-planning process and organising community mobilisation activities for developing better coordination between various stakeholders. The VEDCs, which are particularly made for supervising the quality of elementary education, have been formed in almost all the villages. These bodies usually consist of seven-eight members, including Scheduled Castes and women members. The study conducted by the author in Moga and Ferozepur districts of Punjab found that in Ferozepur district, stresses that issues relating to elementary education were not even discussed in more than three-fourth gram sabhas. Quality issues have no place in VEDCs meetings. A great majority of VEDCs/PTAs and gram sabhas don’t have education on their priority list. In Moga, the proportion of gram sabha not discussing elementary education issues was as high as 90 per cent. Those VEDCs, which discussed something on education, took up only those issues that involved money, e.g., construction of building, toilets, and the repair of boundary wall. Sadly enough, more than one-fourth VEDCs members did not even attend the meetings. Those who attended were emphatic in saying that
they attended the meetings just to complete formality and had no interest in quality issue of elementary education. Parents, who can afford, don’t even prefer to send their children to government-run schools. Majority of such parents were simply indifferent to the kind of education being imparted in government schools.

Banerjee et al. (2007) report the findings of a survey in a rural district in Uttar Pradesh. Rural households, parents, teachers and VEC members were surveyed on the status of education services and the extent of community participation in the public delivery of education services. Most parents do not know that a VEC exists, public participation in improving education is negligible, and large numbers of children in the villages have not acquired basic competencies of reading, writing, and arithmetic. The authors are of the opinion that in order to stimulate an active participation of village people in improving education, direct steps should be taken. It cannot be presumed that the mere presence of a VEC can create a basis for community-based activism that would substantially transform the educational scenario in these villages. It is therefore, natural to ask whether some form of the village-based campaign that informs people about the provisions, resources and the existence of the VEC and the roles it might play, can stimulate participation and activism to the point where it begins to affect the state of education in the village.

Parajuli, Mahesh Nath (2007) in his study on People’s Participation in School Governance in Nepal found that each studied village had a School management Committee (SMC). But in many cases people, particularly women and low caste, did not know its existence. People are not much informed about who runs or manages the school or they think that teachers run or manage the school. Even those who have heard about the SMC, many did not know their expected roles. Most people think that their expected role is to provide labour contribution to school or just sending their children to school. People did not know about the financial situation of the school nor were they aware whether they have a right about enquiring about the financial situation. They think that they did not have such right. The study underlines that people’s knowledge of and participation in school management helps understanding their response to the state initiatives of decentralization regarding school governance. People’s knowledge is very important and successful in management of school. In Nepal schools were effectively governed by the community until 1971, when they were nationalized and placed under the central state. Later the Nepali state started to translate the hegemonic international targets and elements from the world models into
the national and then the local programmes—Decentralization and local involvement. The Nepali state has repeatedly claimed that decentralization has led to people’s participation in the governance of the school at the local level. However, the state policy is to seek decentralization and participation according to the state’s agenda and not in accordance with people’s agenda. Analyzing people’s knowledge about and participation in decentralization and school governance and making a critical assessment of state policies in this regard, it is found that the state policies and practices do not promote participation of local people in the governance of the school in their locality. At the district level it is shown that the district planning process is very much committed to transforming the national programmes or fulfilling the national targets and least concerned with the context at the district or at the local level. Hence the process has remained a centralized practice. The study concludes that centrally managed structures and hierarchical social structures and practices are some of the factors that prohibit people’s participation and keep them away from village social processes. Due to these reasons the village schools were unable to make a place for themselves in village social space.

Wankhede and Sengupta (2005) in their study of the Village Education Committees in West Bengal found that the VEC members in all the studied schools involved in ensuring regularity and punctuality of attendance of the teachers, ascertaining use of the pedagogical methods taught in the training and looking after the level of learning of students. Other aspects, which VEC members in various schools claimed to supervise, included sitting arrangements of students and the condition of school buildings and attendance of students at school. However, their frequency of visiting the school for the purpose of such supervision varied significantly. Teachers in all the four schools said the majority of the VEC members visited school only when a VEC meeting was called. Whatever the form of such supervision was, the school teachers seemed to welcome it. Analysis of the process of VEC formation makes it clear that there is no scope for the poorly educated people to be part of VEC. However unethical it may sound, probably it would not be desirable also to nominate such people as the decision-makers for issues related with education. However, they should be given the scope to voice their opinions, i.e., they should be empowered in case they are socio-economically disadvantaged. The study found that unstable economic capacity of people was often behind their poor participation in public works and dropout of their children from school. Therefore, one step towards empowering socioeconomically
disadvantaged population would be betterment of their economic strength. In this regard, gram panchayat may play a vital role through employment generation schemes as well as through poverty alleviation programmes. Significant amount of resources have already been spent in this regard. However, the majority of the efforts have been wasted due to improper vision and unplanned implementation. What is required is developing planning capacity at gram panchayat level. For this, regular and effective training programmes are essential. Only localized planning can make it possible to contextualize a governmental programme to the needs of the local community. Another way of empowering the local community would be by bringing vibrancy in various public fora. One such forum relevant for this context is meetings between VEC functionaries, school teachers and the parents/guardians. A similar forum for discussing broader developmental issues is the meeting of gram sansad. It is necessary to make common people more responsive and vocal in these meetings. This can happen only through reconstruction of local power structures. **Beyene, Y. et al. (2005)** conducted a study on “stimulating community participation in primary schools” to know a) why does community participation in Ethiopian schools need to be stimulated? b.) How does community participation impact school quality? and c.) What are the characteristics of a community that make its members more willing to participate in schools? The findings of this study underlined that the community participation projects must properly account for the local context in order to adequately address the barriers to quality education. Because the setting in which schools are found is so important, different approaches must be utilized in rural and urban areas. Urban areas are more likely to be overloaded with competing demands by various developmental actors and may have priorities that are vastly different from governmental directives. In contrast, rural areas are generally much more receptive to outside intervention, principally because they have been given less attention historically. The research found that greater attention must be placed on the role of women in the program. Women are not as actively involved in PTA committees as men and as such, are much less likely to contribute to financial decision-making. They are, however, having profound effects on female enrolment through their involvement and activities within the Girls’ Advisory Committees. Last, the lack of knowledge sharing among various implementing partners is being addressed by USAID, but efforts to increase collaboration are still in their beginning stages. The study expressed that the Basic Education Strategic Objective Program II (BESO II) could be
strengthened by helping communities to diversify the forms of participation, taking greater care to understand the local context and barriers to change, being aware of the unintended (and potentially negative) consequences of their efforts to promote greater community involvement in schools, insisting upon planning for the future, and incorporating more flexible approaches to curricular design and scheduling in the formal education sector to ensure sustained community participation and high enrolment rates in primary education. Study believed that the community participation had a positive impact on the quality of education in Ethiopia. Most of the community members wanted to get involved in the school activities and were stimulated and mobilized.

**Government of Karnataka (2004)** in collaboration with Azim Premji Foundation studied School Development and Management Committee (SDMC) in Karnataka. The study found out that 2% of the schools in Karnataka didn’t even have a School Development and Management Committee. The monitoring mechanism seemed to be ineffective. There was low representation of girls as student representatives in SDMCs. 68% of the student representatives who were interviewed were boys only. Action is required to encourage girl students to take part in the SDMC activities. Students from SC/ST communities also need representation since they are still an underprivileged section. The significant findings of the study were that as against the general perception that Presidents of SDMCs were illiterate, it was found that 90% of them were literate. During the field study, it was observed that illiterate members were as effective as literate members and educational qualifications, therefore, could not serve as a basis for selection of the members.

**Tom-Miura, Allison (2004)** in her Doctoral Dissertation, University of Southern California, Los Angeles on “Engaging Communities in the Planning of New Urban Public Schools” examines how school districts and communities can work together to address facility and academic achievement inequalities affecting African-American and Latino students, as part of their school construction programs. This study explores the hypothesis that when school districts engage community stakeholders in a clear, consistent and meaningful way in the long-range planning and site selection of new public schools, they can build schools more effectively and achieve better academic outcomes and overall benefits for impacted communities, as well as increased support. A case study of the Los Angeles Unified School District (LAUSD) sheds light on the numerous challenges school districts face in engaging communities as key partners in
the long-range planning and site selection process for new urban schools while trying to address educational and facility inequalities and community development needs. From 1999 to 2001 quantitative and qualitative data on LAUSD was collected through first-hand observation and from primary and secondary sources. Qualitative research on the community engagement practices and policies of thirteen other school districts from nine different states was collected through the use of surveys and phone interviews. Promising practices were identified from these school districts, chosen for their high rates of growth and active school construction programs and key guiding principles were developed. The research provided invaluable insight on how school districts can more effectively engage communities in the long-range planning, prioritization, and site selection process for new urban schools while working to reduce facility and educational inequalities and support community revitalization and development needs.

Eldah et al. (2004) explored community schools in Kenya and role of community in funding and managing these schools. In Kenya community schools in Kenya are defined as schools which are built, financed and managed by the communities themselves, with or without government assistance. The authors have emphasized that the community schools play an important role in providing alternative channels for students enrolled in non-formal education to join the formal education system. The present study was confined to a sample of nine schools in Nairobi province and in Rift Valley province – Kajiado district. These schools were selected on the basis of their different features in view of representing the various types of schools offering primary and secondary education in Kenya. The study revealed that these schools are constantly expanding their contribution to the achievement of the goal of basic education for all in the country, despite the many challenges facing them. Dropout rates in these were low. Some of these schools offered lunch to students, which helped to keep them in school. The majority of teachers were poorly paid but they remained in the job because of their commitment to the learners and their parents. They needed better supervision from the government and opportunities to upgrade their levels of competency. Infrastructure facilities needed to be improved and land ownership is a potential source of conflict between the schools and the churches which very often own the land where schools are built. The study points out that there is a need for the Kenyan Ministry of Education to assist these schools to cope with their main problems in the areas of teachers’ salaries, pedagogical improvement, and supervisory services.
Although the community schools do not always abide by policies, norms, regulations and standards established within the legal education framework, it is important for the government to acknowledge the role that these schools play in increasing access to and participation in primary education to many marginalized groups. The government, within the free education policy framework, is duty bound not only to maintain the quality of education offered in the community schools, but also to support the schools (both government and community initiated schools) through the provision of teaching-learning materials, teacher training, school feeding, pre-service and in-service training of teachers, and meeting part of the teachers’ and non-teaching staff salaries. It is incumbent on the government to develop sustainability measures to ensure continuity of the programmes after donor withdrawal in many of the community schools.

Ed. CIL (2002) in its study on “role of family, community and school factors in improving retention and achievement level of disadvantaged children” underlines that training imparted to VEC members motivate them to help in enhancing enrolment and retention of disadvantaged children in their respective schools. In the area of the study training of VEC members increased the parent teacher interaction and about 94 per cent parents started visiting the schools. 63 per cent parents reported to have had a good relationship with teachers. The study further highlighted that most of the parents held the view that the education is not seen to be a useful preposition as long as the employability of the children is not assured. Nevertheless many parents regarded education as valuable but their poverty kept their children away from school. The increase in drop-out rate of children as per most of these parents was due to poverty and involvement of children in domestic work. It was rather unfortunate that the upper caste teachers did not like to have meetings with lower class parents. Many parents in the areas of the study wanted introduction of vocational education at lower level of schooling so that education proves useful to their children. Provision of mid-day meals, scholarships and free text books had played a vital role in increasing enrolment and retention of disadvantaged children but their achievement level still remained poor. Poor teacher–pupil ratio was a big problem for children. Although there was improvement in infrastructural facilities and school atmosphere but still much more was to be done. Use of Teaching Learning Material (TLM) had attracted children of disadvantaged community to a great extent. According to the study DPEP has greatly changed the attitude of the people about education.
Nayak (2002) conducted a study on “Role of Village Education Committees (VECs) at Primary School Level in Cuttack District of Orissa” and found that a great majority of the members of VEC in Cuttack district don’t attend the meetings of VEC regularly. There was no orientation among the members about the role and responsibilities of these committees. Only 54.16 per cent of VEC members were visiting their school regularly and making efforts at their level to ensure the regular attendance of children in the schools. A little more than half (52.08 per cent) of the VEC members were of the opinion that there was a visible impact of their interaction with parents on student’ enrolment. Even then a great majority of these members did not approach the parents and convince them to send their children to school. According to Nayak only 45.83 per cent of VEC members did sincere efforts to understand and empathize with the needs of the girl children.

Bhattacharya (2001) in the study on functioning of village education committees in selected VECs in Ghunucha cluster of Morigaon district of Assam found that all the sample VECs were constituted within the Government guidelines. All the VECs under study were formed in public meetings arranged by CRC Coordinators or the Head teachers of primary schools of the villages. The composition of VECs was uniform and complied with the Government rules. The minimum qualification of president of VEC was fixed at matriculation and as a result, more than two-fifth (40 per cent) VEC Presidents were replaced by qualified persons in the year 2000. Interestingly more than two-third of the total representatives of VECs were from Mothers' Committees. The mothers' committees appeared to be very active in the entire sample VECs and more than half (50 per cent) mothers units were fully involved in school as well as village development work. Nearly 70 per cent VECs were found to be active whereas in case of 30 per cent VECs, the working was not satisfied. However the VEC members along with the teachers prepared the action plan in most of the VECs.

2.5 Conclusion

The studies reviewed present the mixed picture of mid day meal scheme. CARE (1977), Rajan and Jai Kumar (1992), NCERT (1999), Jean Dreze (2003), Pratap (2004), Jain and Shah (2005), Gangadharam (2006), Hamid Yawar and Hamid Asmat (2012), Gera and Kour (2014) indicated that the MDM has positive impact on enrolment. Further it has also been revealed that the MDMP has raised attendance rate and became a measure to attract students towards the schools and attend the classes. CARE (1977), NIEPA (1979), Rajan and Jaikumar (1992), Pratichi (2004), Angom
(2008), James, G (2013) has found that the MDMP has increased the attendance rate. Further Rajan N Jai Kumar (1992), NCERT (1997), Blue (2005), SCERT Chhattisgarh (2014) revealed that the retention rate has increased because of the MDMP. Parida (2010) found that because of MDM dropout rates has decreased. Afridi (2005) reported irregularity in food grain allocation which delayed the implement of MDM. Jean Dreze (2003), Menon (2003), Thorat (2004), Jain and Shah (2005), SCASCMP (2010) reported that social discrimination has been found among the students or practiced by parents by opposing the recruitment of Dalit cook. Whereas Pratap (2004), Angom (2008) Wizarat (2009) found that caste and class barriers were breaking down because of MDMP. Jain and Shah (2005), De.et al. (2005) have indicated that the quantity and quality of food supplied were more likely to be less than the minimum stipulated by the court. Further Dreze (2003), Menon (2003), Pratichi (2004), De.et al. (2005), Jain and Shah (2005), Angom (2008), Anima and Sharma (2008), Panda, B.K. (2010) observed that infrastructure to enable the scheme to function at optimum was not present in the school. They indicated infrastructural facilities such as the kitchens, washing spaces in schools were far from adequate. Jain and Shah (2005) observed that parents, and teachers were satisfied by the mid day meal. Afridi (2005), panchayats were cutting costs by involving students themselves in implementation of the scheme. Regarding menu it has been observed that variation in menu was found in some schools. Whereas absent in others, Jean Dreze (2003), Anima and Sharma (2008). Further Blue (2005) observed that children and teachers spent long hours, fetching firewood, stirring pots of ghoogri and some-times older students helped with actual cooking. Several studies Afridi (2005), Angom (2008), Wizarat (2009) also listed some of the best practices implemented along with MDMP. It has been accepted that the enrolment retention and attendance increased because of the cooked meal scheme.

Status of students enrolled at Primary Stage in Birbhum West Bengal was studied by Ghosh, S.K (2014). the SSA programme helped to increase the NER and decreases the stagnation and dropout was found by Halder, Maiti and sil (2013). Wastage and stagnation at elementary education was studied by Das (1969), Barua (1971), Das (1975), Eshwar and Sharma (1982), Hussain (1982), Sharma (1982), Dhongade (1986). Impact of physical conditions on primary education was studied by Das (1974). Increase in the enrolment in primary schools was studied by Sharma (1976), Saxena (1982), and Krishnamoorthy (1985). Effect of stay of teachers on the
enrolment and retention of pupils was studied by Sharma (1982). Administration of elementary education in relation to the programme of universalization was studied by Das (1979). Programme of universal elementary education was eradication of illiteracy was studied by NIEPA (1986). Development of primary education was studied in the state of Gujarat by Kapariya (1984); in Kerala by Celene Joseph, in Mizoram by Chuaungo and in Maghalya by Paul (2005); in Andhra Pradesh by Sudha (2005); in Orissa by Mishra (2005); in Tamil Nadu by Lourdes (2005); Elementary Education for All in India was discussed by S.B. Mohanty (2005). Barries in the primary education of Scheduled case students were studied by Devi Rajpati (1985).

Under DPEP (District Primary Education Programme) the studies were conducted by Srivastava (1988), Gupta (1999), Kumar (1999).

Studies of Mohanty (1999), Narayana and Chandrakant (2000), Eldah et al. (2004), Tom-Miura, Allison (2004), Bobekova, Elvira (2007), Parajuli, Mahesh Nath (2007), Mor (2008), Government of Maharashtra (2009), UNICEF (2011), Aikara J (2011) shows that decentralization to lead to greater community participation and leads to better management of schools. Zingkhai and Asung (2011) concluded in their study that in Manipur District Councillors instead of strengthening the efficiency of village level committees, have an implicit intention of institutionalizing a covert ploy to loot the money granted, which in the end, would also loot the ‘Right of Children to Free and Compulsory Education’ asserts the authors. Bhattacharya (2001), Nayak (2002), Beyene, Y. et al. (2005),. Kumar (2005), Wankhede and Sengupta (2005), Banerjee et al. (2007), Pandey, P. et al. (2008), Rao, Vasanta Srinivasa (2009) the study found that that community participation in improving education. They concluded that the role of VECs is very essential and important for the improvement of primary education. The success stories of different VECs would certainly act as examples for the weaker VECs so as to improve working style for improvement of management system and effective participation. Ed. CIL (2002) found that retention of students decreased by community participation in schools.

Thus it appears that area of primary education has attracted various research scholars for conducting. The empirical or/and theoretical studies covering its multi aspects including the SSA and MDMP. But the present investigator could not find any study covering on MDMP in West Tripura District. So the present investigator was motivated to perform his research work on this problem.