CHAPTER II

REVIEW OF RELATED LITERATURE
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CHAPTER II

REVIEW OF RELATED LITERATURE

It is a crucial fact that no research can have a take-off from search, nor can it hope to reach fruition in isolation without reviewing the previous studies. Introduction is the gateway and the review of the literature is the gate pass for the research work to be done by the researcher. For any research work a comprehensive study of the related literature is an essential and indispensable prerequisite. Literature is that mirror which reflects the past views and presents the future prospective. It is imprudent and wastage to precede any study without knowing what has been done before. The review of the related literature serves the following purposes:

1. It helps us to select the variables lying within the scope of our interest and which are conceptually and practically possible.

2. It helps in avoiding the duplication of works done earlier, especially when the stability and validity of its results have been clearly established.

3. It also gives an understanding of the research methodology.

4. It provides insight into the statistical tools thus the validity of the research is to be established.

5. The review of related literature helps us to identify the unfruitful and useless problem areas.

6. It helps the researcher to understand the research mythology.

7. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies.

8. The findings of the previous researches are of immense help for the investigator in the formulation of hypotheses or assumptions and in interpreting the results of the present study.

For the present study, the investigator consulted various source books, published journals, theses, reference books, articles, research abstracts, encyclopedias abstracts International and reviews etc. related to the research problem. It was found that several studies had been conducted by taking different aspects of Mid Day Meal in India and in abroad. It is prudent to say that no study has been conducted or similar to the present study. The collected studies were divided into these broad perspectives:
2.1. International studies

2.2. National studies — the national studies were collected under the following heads —

2.2.1 Studies related to MDM.

2.2.2 Studies related to Enrolment.

2.2.3 Studies related to Retention.

2.2.4 Studies related to Dropouts & Non-Dropouts.

2.2.5 Others

2.3. Critical appraisal of the studies

2.1. International Studies

Ismail Naseem (1987) conducted a study on the schools' enrolment and dropouts at the primary school level in Addu Atoll. The objectives of the study were (i) to investigate the factors responsible for non-enrolment of children at primary level (ii) to investigate the reasons of dropouts and (iii) to suggest suitable remedies for improving the situation. The investigator interviewed to the heads of the schools, teachers, parents and students by investigating them at their homes. The secondary data was collected from the planning section of the ministry of education and island offices. The major findings of the study were:

1. The extend of dropout rate in Addu Atoll was 1.6%.
2. The dropout was higher in the schools which had more untrained teachers.
3. 35% of the primary school age children were not enrolled to any school.
4. Low primary enrolment and dropouts were caused by the problem at home with the children.

Wambley, Mary Ellen, Temple University (1988) examined the effects of a school district's kindergarten program on academic achievement in elementary school. This study was designed to investigate the effects on children's achievement of a two year kindergarten program whose primary emphasis was to provide an additional year of developmental experiences prior to enter the first grade. The children in this kindergarten group were compared with those children who attended kindergarten for one year prior to first grade. All data was obtained from the cumulative records of the groups at second, fourth and sixth grades. The review of the findings of this study revealed that the children in the
developmental kindergarten were younger by six months than readiness kindergarten children. This was a significant difference in age. There was a significant difference in IQ between the two groups. The mean IQ of the developmental group was 106 and the mean IQ of the readiness group was 112. There was no difference between the groups in reading achievement when age and IQ were controlled. Maths achievement was not significantly different when age or when IQ was a factor. The functional reading and maths levels were compared. There was a significant difference in reading when age was a factor however no significant difference when IQ was a factor. There was no difference in functional math levels with either age or IQ as factors.

Bourland, Sharron Sue, Ph.D. Georgia University College of Educatio (1988) examined the influence of organizational health on four elementary schools participating in the effective schools research programme. This study was designed to determine if schools’ effectiveness was promoted by a high level of organizational health (OH). The related objectives were to study the students’ achievement, success, distribution among socioeconomic status (SES) groups, vandalism and suspension rates in eight elementary schools. The effective schools research (ESR), and Matthew Miles' concept of organisational health provided the theoretical framework. Four experimental ESR schools were paired with control schools with analogous SES. Reading and math Iowa Test of Basic Skills scores for Grades two and four were examined to determine the schools’ effectiveness based on ESR criteria. A Wilcoxon Rank Sum treatment tested equal success and distribution among SES groups. The Mann Whitney U treatment was used to ascertain if there was a significant difference in the distribution of scores for the groups studied. Faculty perceptions of ESR characteristics were measured by the Connecticut School Effectiveness Questionnaire. Organizational health dimensions were measured by the Organizational Health Instrument. Composite mean scores for each area on the instruments produced a measure of perceived presence of each variable. Separate tests for independent groups were used to see if there was a significant difference in perceived presence of the characteristics and dimensions between the groups. Eight hypotheses pertaining to the relationship among ESR characteristics and OH dimensions were tested. The findings indicated that ESR faculties did not have a higher level of ESR characteristics of OH dimensions or fewer suspensions than other similar faculties. Neither group experienced a high success rate of basic skills mastery. ESR schools had an equal success distribution among SES groups. Vandalism rates were low for both the groups. The conclusions came out
from the study were that the ESR faculties were more effective in meeting academic needs of low SES students than other similar schools.

Napoliteno, Anna B (1988) made a comparative study of the frequency of student differential absences and students’ achievement of 5th grade in a selected suburban school district. The purpose of this study was to examine the differential access from the classroom and their impact on reading and mathematics, achievements for 5th grade students in one school district. The study also controlled other variables such as the type of differential absence or pull-out, time of day, gender and birth order.

Florencee (1988) conducted a study in Philippine and concluded that pupils with good nutritional status had significantly higher academic performance and mental ability than the pupils with poor nutritional status even when their family income and school ability were controlled. Although the relationship among health, nutritional status and academic achievement varied by grade level and subject matter but a significant positive relationship linked nutritional status to mental ability and academic achievement.

Mukesh, Sharon Lee, Ed.D., Ball State University (1988) examined the effects of absence from the elementary schools on the students’ performance as measured by the standardized achievement tests. The study was designed to provide statistical data for educators and others interested in the efforts to improve public education. Subjects of the study were students from a large school district in northern Indiana. Students included in the study were selected from those enrolled in the identified school corporation for four consecutive years from 1983-84 (grade 2) through 1986-87 (grade 5). A one-third representative sample of 500 subjects was selected from the total eligible population of 1,505 students. Data collected regarding the subjects of the study included sex, race, IQ scores, percentile ranks from subtest scores on the Iowa Test of Basic Skills and the California Achievement Test for grades 2 and 3 and grades 4 and 5 respectively and the total number of days being absent from school for the school years 1983-84 through 1986-87. Achievement subtest scores were converted from percentile ranks to normalized standard deviation z-scores. Absence rates were also converted to z-scores for statistical comparison. The hypothesis stated in null form was: No relationship exists between the student absence from school and student performance on standardized achievement tests at the elementary school level. Path analysis, or causal analysis, a special application of regression analysis was the technique used to test the hypothesis. Achievements test performable was predicted from a weighted combination of independent
variables and control variables. Predicted achievement test performance was compared to the observed achievement test performance to determine whether absence could account for any variation between the two scores. Small but significant relationships were identified in simple correlations pertaining to the data for grade 5. The significant correlations were not maintained however when all control variables were computed into the regression analysis equation. The null hypothesis was not rejected.

Stirler Yoshida, Sharon Anne, Ph.D. Fordham University (1989) conducted a comprehensive study on the meta-analysis of the effects of grade retention on the achievement of elementary school children. Current interest in the grade-standard, a promotion policy and grade retention, resulting from the minimum competency testing movement, emphasized the need for practical research information on the differential effects of promotion policies in a way that could assist policy makers. Meta-analysis was employed to conduct an integrative review of the research literature and to analyze the relationships between substantive and methodological variables of the sample studies and to study the results. The substantive variables included sex, ethnicity, SES, and grade level of the pupils retained the academic interventions used during the year of retention and the measures or criteria used to determine the academic progress subsequent to retention. The methodological variables were the quality of the study; the era of publication i.e the promotion policy in vogue when the study was published; and the time elapsed between retention and the measurement of the effects. Thirty-four studies were drawn from dissertation abstracts, journal articles, ERIC documents, narrative reviews, and education references. They met these criteria: (a) they integrated the effects of retention in the elementary grades on subsequent student achievement, (b) they included two groups of students - retained students and promoted students and (c) they took place in the United States.

Sigman and others (1989) conducted a study in Kenya and found that children who were comparatively well nourished and had higher composite scores on the tests of verbal comprehension and intelligence than the children who were less well nourished.

Katsabe (1989) confirmed to a similar situation in the schools in Wau and added that poor working conditions affected the teachers’ morale, attendance and performance which in turn affected the pupil leading to dropouts. Such issues might apply in primary schools within Torit Town.
Salvacion V. Santiago (1989) conducted an investigation related to the assessment of the physical facilities of BLIC elementary schools, its implication to the development of norms, standard and to the school building program in Philippines. The purpose of the study was to find out the status of public elementary schools in terms of the items such as (i) school sites – location, physical description, mode of acquisition and utilization pattern, (ii) school buildings - location, number, types, utilization and physical condition and (iii) health facilities – adequacy, condition, placement. The investigator tested the following hypothesis: ‘There was no significant differences in the respondents’ responses of the component units applied to the educational facilities in the public elementary schools when grouped according to the independent variables and their subcategories’. The researcher investigated 60 respondents as school administrators and 240 school teachers representing the six grades in the elementary level. The tools used by the investigator were: questionnaire, interview guide, rating scale and observation. For the analysis of data the responses were tabulated separately by frequency. Each item was analyzed by multiplying the frequency with the weight indicated in the rated scale. The study concluded that the physical infrastructures in the schools still needed improvement though more than half of the sampled schools were of the permanent structure with average 3 classrooms in the premise and most of the buildings were in good conditions.

Margaret Diane Le Comple (1991) proved that poverty not only meant for the lack of exposure and educational requirements but also meant for wearing shabby and inappropriate clothing that called attention to one’s status and damaged self esteem. It also meant for insecurity, hunger, poor nutrition, poor hygiene and some time homelessness. This in long run affected the school enrolment of the children leading to further chances of dropping out of the school. The investigator further argued that the most important factor of school dropout was the way pupils felt about being in school. The same was supported by Gonzalez (2003) they both highlighted “disliking school” as the most important factor for school dropout. Repeated studies in the students’ attitudes towards school have indicated boredom and students finding their experiences meaningless. Being unable to get along with teachers or peers, having difficulty with the being materials taught, language of communication in school or even having safety concerns while at schools.

Bali (1991) found that parent’s attitude and motivation played a big role in order of their children to either dropout or succeeds in education. As all parents expressed concern about
the education of their children but in practice many parents favoured and encouraged only
their son’s stay in school and have a negative attitude towards their girls’ child stay in the
school.

Lock Head, Marlaine e, Adriaan M. Verspoor and Associates (1991) reported in their
work entitled as improving primary education in the developing countries as follows:

(i) It was reported that a significant relationship existed between the nutritional status on
the one hand and the mental ability and academic achievement on the other. (ii)
Persistent illness contributed to the repeated absence from school, heavy parasites loads
contributed both to school absences & to malnutrition and hearing and the vision
impairment adversely affected school learning. (iii) The two aspects of nutritional status
which affected the achievement adversely were reported to be —

(a). Protein energy malnutrition which was generally caused by a deficient diet might be
exacerbated by infection with parasites and was almost accompanied by poverty.
(b). Temporary hunger which caused distraction in the class more among the children who did
not eat breakfast than those who had eaten.

World food programme (WFP) (1992) a study of the impact of school nutrition programme
implemented in many countries with the assistance revealed that.

i. Without the school meal children dropped out and came back only when the food
was again made available, likewise the enrolment in many schools increased
significantly after the introduction of school meals.

ii. In order to make the school feeding program to be the most effective it was
important to target the school nutrition programme carefully to those areas and
population groups where enrolment ratio was the lowest and the school meals
were most likely to make a difference.

iii. Apart from the nutritional importance of school nutrition programme it served as
an incentive for the parents to enroll their children at school and for the children to
attend regularly. School feeding was amongst the most beneficial ways of using
food aid for education, it responded to an immediate need on the part of the
children and parents, it was well liked by the beneficiaries, it was a way of
channeling food to large numbers of needy children since it had been operated
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through one of the most extensively developed social service systems, namely schools.

Garcia Barrios, Ramon Daniel, Ph.D. Arizona State University (1993) conducted a study on beliefs about grade retention by bilingual teachers and teachers of English as a second language. Grade retention had become a commonplace in today's American educational system. Most of the teachers, administrators, parents, and the general public believed that those practices were beneficial for the students. Research on the other hand had almost unanimously indicated that practitioners supporting retention were misguided.

This study examined the grade retention beliefs of 64 bilingual education and English as second language K-3 classroom teachers in a large metropolitan school district in the southwest. The main sources for data gathering were a questionnaire and a simulation exercise administered to the participants. In addition semi-structured interviews were conducted with a sub sample of high and low retaining bilingual education teachers and high and low retaining English as Second Language teachers. Data from multiple sources suggested a common set of retention beliefs for both groups of teachers. Participating teachers agreed with the effectiveness of early retention for immature children. However a significant difference was found in the belief of the effectiveness of retention to prevent failure in the next grade with the majority of bilingual education teachers indicating that grade retention could prevent student failure in the next higher grades while most English as Second Language teachers disagreed. A significant positive correlation was found between the years' of teaching experience in the program and number of the students retained suggesting that experienced teachers retained more students than less experienced teachers. School attendance and the size of the child in relation to others in the class were determined by teachers to be an important factor in the promotion of retention decisions.

Sudan, Irvinder Kaur (1994) made a study on the nutritional status of rural schools' children and adolescents for 6-8 years in Jammu Province for evaluating their nutritional status, physical growth and nutrient. The major findings of the study were:

(i) The maximum numbers of students were found to be mildly malnourished when compared to the Indian standards. (ii) Quite a high percentage was found to be moderately malnourished when compared to the American standards. (iii) The average consumption of food items per day by the subjects revealed that the consumption of fish, flush foods and eggs
was negligible. (iv) Female lag behind the male in the consumption of most of the food items and consequently in most of the nutrients and (vi) When nutrient consumption of well-nourished and malnourished subjects was compared it was found that nutrient intake was positively related to the physical growth.

Levinger Beryl (1994) reported in school feeding programme. Myth and potential on the basis of the review of literature and assessment of empirical evidences revealed that:
(i) A study of school feeding programme (SFP) in Haiti covering 100 school and 1936 primary school children showed strong correlation between home environment and attendance in both SFP and non-SFP schools. (ii) Comparison was made between fed and non-fed schools under fifteen programmes in Columbia, Kenya and the Philippine. (iii) In ten programmes SFP was considered probably effective on attendance SFP was found to be effective on attendance in three programmes. In the remaining two programmes SFP was considered ineffective on attendance.

Catholic Relief Service & Ministry of Education (1995) published a pamphlet on the school feeding program for deprived children in Semhar and Barka provinces. The evaluation results taken from a questionnaire distributed to the directors, assistant directors and teachers at the end of 1994-95 school year confirmed that the goals had indeed been met with 82% responding that the feeding program had been very effective not just in increasing the attendance rate as was hoped but also in improving attentiveness and educational performance. This was partly because the students’ nutritional levels markedly increased by helping them to acquire resistance to many diseases that they suffered from for example malaria, diarrhoea and flu etc. It also helped them to be less tired after the long daily track to school. This was because it was found that for many children a supplementary snack was in fact a full meal for the day as most of them were nomadic children whose parents only prepared one simple meal of porridge a day. With the beginning of the program the children started getting involved in extra -curricular activities such as ports, cleaning the school compound etc. This it had a very positive impact on the schools.

Haim Gaziel (1996) conducted a study entitled as school effectiveness and effectiveness indicators: parents, students, teachers, and principals perspectives. The present study was conducted in the context of the development program aimed at improving school effectiveness in the city of Bat-Yum (Tel Aviv district, Israel). The purpose of this study was
to examine the school effectiveness among parents, students, teachers and principals, and
differences in their perceptions across school levels (primary vs. secondary) and types
(religious state vs. non-religious state), finally the results were compared with school
effectiveness indicators in the literature. A sample of all categories of subjects in eight Israeli
schools were interviewed (N=64), among the eight selected schools, there were four state
schools and four religious state schools. Of the eight schools four were primary schools (two
from each sector), two academic secondary schools (one from each sector), two vocational
secondary schools (one from each sector). The interviews began with open-ended questions
to the respondents. Parallel data were collected from elementary and high schools. This study
then sought to compare similarities and differences between the educational levels. Analysis
revealed that the parents stressed school outputs, the teachers stressed their skills and
teaching processes, the students emphasized both inputs and outcomes and the principals’
chiefly inputs. Religious schools gave more weightage than others to values and any
comprehensive analysis of school effectiveness must take into account all aspects of the
concepts.

Mark Bray (1996) made an attempt to study entitled as equity issues in local resourcing of
education: community financing of primary schools in Bhutan. This paper analyzed the
patterns of community financing in Bhutan. It observed that until the 1990s few resources for
education were provided by the communities but that the scale of financing had improved
later. The researcher investigated that although communities had in general responded
positively to the govt. calls for local inputs, local resourcing had some problematic aspects.
The paper focused particularly on the issues of regional, rural / urban and socio-economic
equities and showed how discussion of Bhutanis’ experienced contributed to the international
literature. As a result the Bhutanese government had endeavored to look after the interest of
disadvantaged communities which found it difficult to help themselves.

Nakato (1997) conducted an investigation on the role of the institutional factors in the school
dropout students. The school argued that the reasons for dropouts were related to the
classroom which included classroom interaction, textual materials, teaching methods and
teaching materials. The findings of the study were also reflected in the Education Strategic
Investment Plan Review 2000-2004 (ESIPR) that “The causes of dropout for UPE were
closely linked to poverty, poor teaching and learning or unattractive environment in the
schools.
Goitom Habtemariam (2000) conducted a study entitled as the effectiveness of the feeding program in education in southern red sea zone –Eritrea”. The major objectives of the study were: to evaluate the effectiveness of the feeding programme and to formulate the recommendations to strengthen it, to discover obstacles related to the enrolment and retention in primary schools in the region, to investigate whether the food the students were taking was adequate or not and to explore that the feeding program had helped to increase the enrolment and retention and improved their health conditions. The study was confined to only one zoba (zone) out of six zones in Eritrea has. The schools were selected on the basis of random sampling which was 32 % of the total population (total 25 Schools in the zone). The study was basically conducted in three sub-zones, out of which eight government primary schools were selected from them.

Four instruments were mainly used for data collection such as,

1. Interview for parents, community and students,
2. Questionnaire from directors, teachers, some educated parents and organizers.
3. Discussions were conducted with communities, sub-zone administrator, parents,
4. Information was collected by reading annual reports from the offices.

The major findings of the study were: -

1. The special incentive such as providing the students text books, stationary and the implementation of feeding program dragged them to come to school.
2. The study verified that the instruction of feeding program had altered their activities in the schools.
3. The study showed that some of the parents believed that it would be very useful and much more attractive for the children to come to school if additional milk and bread was given.
4. The marks obtained by the Dalit students without tuition program was good in general.

M. Kabir, Farzana Naim, M. Srakar and P.D Sharma, (2000) studied about the primary schools in Bangladesh on the Planning of primary education: Implication for the future Perspective in Education. They observed that primary schools in Bangladesh often did not impart the basic skills needed for a productive useful life to even those children who were enrolled. Observing the current situation the government planned to extend the target of universal primary education by 2002 which might be highly optimistic without significant reliance on non formal education. It had also been observed that the expenditure on education
had been best regarded not as consumption but as an investment that enhanced the people’s productivity.

National Council for Children (2005) conducted a research and the findings of the study revealed that the lack of teaching material and poor teaching methods as contributing to the poor teaching environment and as a result leading to the pupils dropping out of school because due to the lack of efficient learning such situations were made worse by the presence of very large classes of over hundred pupils as it was the case in most UPE schools in Torit town.

Balakrishna Chapagain (2006) examined the effect of tutorial program on the learning the achievement and behaviour of primary level students of DAG community. The study had the objectives such as, (1) To find the effectiveness of Tutorial Program in Students, for which the investigator had considered the items –learning achievement level, motivation towards school education, behaviour of students’ study and learning process, (2) To identify the problems in tutorial program in implementation level, (3) To find the perception of different stakeholders about the tutorial program and (4) To suggest the possible measures for better improvement of the program. The study used various methods for collecting and analyzing the situation of the program. The interview with the teachers and the students was conducted to get the detailed description of the tuition program. The interaction with parents SSG members, tutors, the focus group discussion and the record of students evaluation were important tools of the study. The research was based on quantitative as well as qualitative approach. The tutorial program conducted in 200 schools of 12 districts. The data were collected from the schools records. The information about the learning level of students was taken from their performance in the final examination held in the school in this and preceding years. The data were collected from the certain guidelines for different stakeholders. The major findings of the study were: (1) the tutorial program was first initiation from the government side for the improvement of educational situation for the DAG pupil. (2) The tuition program was able to change the student’s behaviour in different aspects as it increased the tendency of study habit among the students, increased learning activities participation, regularity in the class and interest towards learning activities. (3) The students of urban areas had increased their performance in Maths, English and Nepali. (4) The performance of the girls in all subjects was better after they took part in the tuition program.
ERDF (2007) critically analyzed why children dropout from the primary schools? The topic dealt with some issues related to the literature on the factors responsible for the school dropout among the pupils in primary schools in Torit, EES –Sudan. This study highlighted the causes of school dropout in primary school. The factors that contributed to the school dropout were – In southern Sudan literacy rate was staggering 80 percent with 90 percent illiteracy rate among women accounting for the lack of qualified manpower to meet the human resources needs. A survey of schools in 2001 by CARE International revealed the factors that impede the participation of girls and boys in schools and after dropping out of school.

William (2007) argued that ignorance of parents about the value of education specially the illiterate who could cause the pupils of school going age to drop out of school. If the parents don’t attach value to education for their children, it means they will not encourage their children to go to school. Such parents will remove their children from school to carry out other activities. This might be true with school dropouts within Torit town as many of them perceived that the dropouts were engaged in many other domestic activities like looking after the younger siblings especially for the girls and some minor income activities like fetching water for selling by the boys. Despite that fact the UPE was free, the burden of the financial educational requirements had increasingly been passed on to the parents and the community as a whole resulting in the lower income groups either not enrolling or withdrawing the children from the school when financial crisis occurred.

Ashbaugh, Jill A, Duquesne University (2009) examined the effects of parental involvement on the success of students on a high-stakes state examination. The United States federal government through the No Child Left Behind Act is holding schools accountable for students' proficiency on academic standards. However the standards-based curriculum and instruction along with school-based support and remediation programs were not enough o help 100 percent of students to reach proficiency. It was imperative that schools work with parents and communities to maximize each child's potential. The children of involved parents tended to exhibit higher educational goals and to perform at academically higher rates than those of the parents who did not yet involved in their education. The PSSA Parent Partnership was a program that involved the parents, teachers, and students working together in the preparation for the Pennsylvania System of School Assessment in reading and mathematics. A total of eighteen weekly assignments comprised the program with six packets for reading and twelve packets for mathematics. The purpose of this study was to examine the
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effectiveness of the PSSA Parent Partnership in terms of its goals to increase students' proficiency on the PSSA and to increase communication between the teachers and the parents. All of the null hypotheses in this study were rejected due to the evidence that was found indicating that the PSSA Parent Partnership had a significant impact on student scores and proficiency levels as well as on teacher-parent-student communication and perceptions. The analyses of the data gave a clear indication that the PSSA Parent Partnership was successful in meeting its goals of helping to increase proficiency on the PSSA and to facilitate the communication between the school and home. The findings of this study provided the relevant information to educators who were considering using test preparation programs with their students. The author supported the best practices of using a standard-based curriculum and formative assessment as the foundation for an educational program.

Campbell, Jenefer V. (2009) conducted an evaluative study of perceptions relating to the implementation of positive behavior support and school climate in a small, urban elementary school community. The problem of discipline had continued to plague school districts, especially those in urban areas across America. Programs and policies had been implemented many times but resulting in a very little change. The school that was the focus of this study was experiencing discipline problems associated with students’ attitude, students’ behavior, and overall school climate. The purpose of this descriptive case study was to investigate the effect of the implementation of positive behavior support (PBS) on changing school climate at an urban elementary school in New Jersey, with the hope that if PBS was carefully implemented meaningful behavioural outcomes could bring the fruitful results for the teachers and the students. The primary function of PBS was to build school wise structures and systems that focussed on supporting pre-social behaviors that could result in a more healthful social climate, as well as maximum academic success and learning for all students. The study concluded that since the implementation of PBS the perceptions of the principal, teachers, support staff, parents, and students were in the agreement that this program facilitated positive changes in the students’ attitude, students’ behavior, and overall school climate. Furthermore the PBS program seemed to have the potential to change attitudes, behaviors, and overall school climate significantly for the betterment.

Street, Tracye Anna, Ed.D (2009) conducted a comprehensive study on increasing parents’ involvement at an urban elementary school: the development and implementation of the Parent Involvement action Program. Despite of the decades of national initiatives and
federally funded programs the research still indicated that many low socio-economic school districts continued to experience difficulty in getting parents involved with their child's education. The purpose of this project study was to design a theoretically longitudinal program that would assist an urban, Title 1 elementary school (LS) located in the south-eastern part of the United States in the creation and implementation of strategies and techniques to increase parental involvement. Bronfenbrenner's ecological theory and Epstein's parent involvement typology model were used as the theoretical framework for this study. The framework provided a guide for both diagnosing where specific areas of involvement were lacking as well as for how those areas could be improved. Descriptive data were collected from teachers via Epstein's pleasure of school, family, and community partnerships survey in order to determine which areas had the greatest deficiencies. Parenting, volunteering, decision making and collaborating with the community were identified areas that needed improvement. A three-year's comprehensive "Parent Involvement Action Program" (PIAP) was then developed to address those four areas of need. The program was designed to facilitate the involvement through the creation of teacher-led focus groups and action teams that would be responsible for establishing goals and selecting strategies to be employed each year. This project study promoted positive social management through increased parental involvement in the academic lives of the students at LS, improved parent-school partnerships and ultimately increased student achievement.

Waye Nathaniel L., Ph.D. Capella University (2009) attempted to understand the parent's perception of their involvement in an urban elementary school in New York. The parental involvement in schools had become a major concern in urban areas across the nation. The research study examined the correlation between the parental perceptions and actual involvement in their children's education. The review of the literature provided a theoretical framework concerning the importance of parental involvement and students' academic success.

Juliana L. Raskauskas, Janet Gregory, Shane T. Harvey, Fathimath Rifshana and Ian M. Evans (March '2010) attempted to find out bullying among the primary school children in New Zealand: Relationship with pro social behaviour and classroom climate. The purpose of this research was to examine the relationships between bullying, victimization, pro-social behaviour and classroom climate. A secondary purpose was to examine the use of the peer relations. A stratified random sample of 15 schools was included in this study. About 1168
school children (48% male, 52% female) participated in it. All students were in the school for 4 to 8 years (approximately 8 to 13 years of age). Cross sectional design was used with the students completing anonymous surveys on bullying and other features of their schools and classroom experiences. The study resulted that the self reported data indicated that involvement in bullying was related to empathy and the classroom climates with bullies and bully/victims having lowest connection to school and poorest relationships with their teachers. The peer relationship questionnaire was found to be useful with New Zealand youth. The findings of the study had the implications for interventions designed to enhance the children’s emotional experiences at school through enhancing positive teacher-student relationships, empathy and social skills.

Omoli George Albert (July’2010) undertook the study related to the causes of dropouts in the primary schools in Sudan. The objectives of the study were to (i) investigate the causes of dropouts in Eastern Equatoria State –Torit (ii) explore the factors responsible for dropout from school. (iii) identify the causes within the school responsibility for school dropout (iv) identify the effects of socio-economic background and home environment (v) suggest some possible ways which could be adopted to reduce school dropout and to facilitate the retention in the school. The study in particular emphasized on the help to educational administrators to plan and to come up with the ways of reducing school dropout and it might prove the basis for addressing the school dropout in Torit County and other parts of Sudan.

2.2. National Studies

2.2.1. Studies related to MDM.

Rajammal P. Devdas (1966) conducted a study on the school lunch programme: organization and outcomes. The study was conducted to assess the nutritional needs of primary children and to provide meal to fulfill their nutritional requirements. The main findings of the study were: (i) Malnutrition affected not only the health of children but also their attendance and performance in the school. Improperly/inadequately fed children could not concentrate on their studies. (ii) School feeding was a direct approach to improve the nutritional status of the children who were in the stage of rapid growth and development requiring special nutritional protection. (iii) The school lunch was being used as the medium for improving the
nutritional knowledge, nutritional status and food habits of children in the Sri Avinashlingam Primary School where the study was conducted.

Niepa, New Delhi (1986) Examined the Impact of the Mid Day Meals' programme on the enrolment and retention in the primary schools in the KHEDA education district Gujarat. The objectives of the study were (i) MDM programme increased significantly the school enrolment or participation rate of the children (ii) MDM programme significantly brought down the dropout ratio and the repetition rates of the children in educational cycle. In other words MDM programme increased the retention of the children in the educational cycle. For the purpose of study 40 primary school (20 urban and 20 rural areas') were randomly picked as a sample. Major outcomes of the study were- (i) Enrolment and participant rate increased (ii) Reduced the dropout rate and (iii) increased the retention rates and Good existing system of Mid day meal scheme in the district.

Verma (1987) in a study on factors affecting literacy programmes in tribal areas of Himachal Pradesh revealed that the government had taken some effective steps for opening of schools in far flung tribal areas and for making the provision of mid-day meals, scholarships and free textbooks to the poor students, free stationary and uniforms etc there. There was a provision of providing those facilities, yet they were not provided well in time.

Niepa, New Delhi (1988-89) conducted a study on the operation of the incentive scheme in Kachchha district in Gujarat. The objectives of the study were to (i) study the organizational support of the incentive scheme, (ii) find out the coverage of the two schemes, (iii) find out the usefulness of the incentives of free textbooks and mid-day meals, (iv) study the problems in implementing the scheme and (v) to suggest remedies for missing the problem in implementing the scheme. The study was limited to the primary schools of two Talukas of Kachchha District, Gujarat. Major findings of the study were: there was a steady increase in the enrolment of the children, the dropout rate at the primary school level was much higher than the middle school, the problem of dropout was more acute among girls and at school level though education was free.

Mathura S. Pai and Rama K. Naik (1989) studied about the nutritional status of the selected rural school children of Dharwad district, Karnataka. The study revealed that there was a significant difference in the weight of female and male children of 9½ years of age
group. The difference was significant only in case of 6½ and 7½ years of age group of males and 8½ and 9½ years of age group of females in both height and weight. All the children studied were significantly below the ICMR standard both in height and weight of the total children 254, 48.82 percent were classified as currently underfed with past history of malnutrition, 23.62% were normally fed with past history of malnutrition and 14.96% were currently underfed. Only two children (0.79%) were classified as currently overfed with past history of malnutrition.

National nutrition monitoring Bureau India (1990-92) conducted Diet and nutrition surveys in the rural areas in eight states: Andhra Pradesh, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu and Orissa and found that only 5.57% of the children surveyed had normal nutritional status while the rest had varying degrees of malnutrition. Moreover about 12.22% of the boys and 15.59% of the girls suffered from severe malnutrition.

Diwan (1992) conducted a study on the provision of free text-books or mid-day meals revealed that in some schools those incentives had not drawn the expected results or had not been utilized at all. He admitted that those incentives had to bring improvement to a large extent in the general health of the children resulting in turn in reducing the dropout rates and thus contributing to the increment in the enrolment and retention among children. He further supplemented that concerted efforts were still being made by the government to contribute the most to encourage the children to attend the school. A new scheme launched by Maharashtra government to offer one rupee per day to each child was a major breakthrough in that regard and such kinds of schemes were still desired for education through mass media programmes among people because it would certainly bring improvement in the enrolment and retention of the children at least at the primary stage of education. Further he advocated in his study that the constraints were innumerable in primary education but authorities concerned were quiet in some places.

National Institute of Nutrition, Hyderabad (1994) conducted a study on mid-day meal programme. The main findings of the study were as follows:

(i) The Mid-Day Meal programme as the name implied should provide one additional meal at school in addition to the meals usually consumed by the child at home every day bridging the nutrient gap, which was found to exist their dietaries. (ii) The survey showed
that average intakes of energy and protein by children between the age of 7 and 10 years, were 1170 Kcal and 37 g respectively. Thus the gap on the average, worked out to be 750-800 Kcal of energy and 3 to 5 kg proteins for that age group suggested by ICMR was around 2000 Kcal of energy (1950, 7 to 10 years and 2400 for 10-13 years) and 40g of protein. This would mean that the school meal, in principle should ensure at least 750 Kcal. Analysis of anthropometric and clinical data had shown that nutritional status of the children in the schools covered by the programme in most of the states was relatively better when compared to the children in non MDM schools. (iii) The meal programme was introduced for obtaining educational benefits since there was a lot of emphasis in recent years to improve the literacy in general, the enrolment of the children in most of the states had increased considerably, comparison of retention rates and dropout rates between MDM and non-MDM schools showed a favourable status in MDM schools. (iv) The pattern of operational difficulties in the present study was in no way different from what was seen generally in earlier evaluation studies of several supplementary feeding programmes in the country. The constraints of the inputs were short supply of food, interruption and inferior quality of food, lack of transport, inadequate facilities for storing, cooking, low contingent and honorarium amount etc. Notwithstanding some of these problems the results of the study indicated that the programme was not without benefit. It had immense potential to improve the nutritional as well as the educational status of the children provided that the programme was strengthened by increasing the inputs.

Patnaik, Anjali (1994) conducted a study on nutritional status and its effect on physical development and education achievement. Involving 336 school-going children in three different settings: urban, rural and slum. The major findings of the study showed that:

(i). The nutritional status of the children was found to be significantly influenced by the environmental factors. (ii) The physical development of the children was also found to be affected significantly by their nutritional intake and environmental conditions, irrespective of their place of living, age and sex, physical space at home particularly for urban children was found to be affecting their physical development while it was true for rural and slum children. (iii) The educational achievement of the children in general was also found to be very strongly influenced by their nutritional intake, parental and home environmental conditions. (iv) The relationship between the physical development and the educational achievement was found to be significant and effective. The analysis
revealed that the better, the state of physical health, the better was educational
achievement in the schools.

I. J. Baskara, NIEPA, New Delhi (1995) conducted a study on the impact of mid-day meal
among the scheduled caste students of primary schools in Thiruvallur, Tamil Nadu. The
objectives of the study were to know (i) the impact of Mid-Day Meal programme on the
enrolment and retention among scheduled caste students in the primary school. (ii)
Effectiveness of Mid-Day Meal programme. (iii) whether the dropout rate decreased because
of Mid Day Meal programme in last five years. The study had the sample of Thiruvallur
Taluka choice, schools in rural areas and welfare schools. Parents, teacher, headmaster,
organisers, administrator, education officer in this school and Taluka were considered.
The inferences of the study were: the enrolments of the scheduled caste students increased,
dropout was decreasing i.e. below 10%, average attendance in the school had improved. The
average attendance was about 45%, weight of the children had been increasing satisfactorily,
malnutrition especially to the scheduled caste students had been reduced because of the
nutritious food that was supplied during noon; more children came to school and want to stay
in the school with full stamina. The policy on the coverage of mid-day meal programme
though varied from one state to another yet it had important bearing on the relationship
between total enrolment rate of the girls and the enrolment rate of the boys.

Sangwan and Meenakshi (1999) observed that only 6 schools had the provision of mid-day
meals which included fruits, snacks and milk etc. It was also observed that mushrooming of
pre-schools in dark, small, single rooms with limited toys and equipments were affecting the
overall growth and development of future human resources.

Dreze and Goyal (2003) had evaluated the impact of the Mid-Day Meals Scheme in 27
randomly selected villages in three States (Chhattisgarh, Karnataka, and Rajasthan) and
illustrated that how much the quality of implementation of the program had varied from State
to State. While schools in Rajasthan provided only ghoogri (boiled wheat sweetened with
gur), the menu in Chhattisgarh, Karnataka, and Tamil Nadu changed from day to day and
regularly included dal and vegetables as well as rice. The main reason for the poor quality of
meals in Rajasthan was lack of funds - the Government of Rajasthan only spent 50 paise per
child per day on recurrent cost, where as Karnataka and Tamil Nadu spent one rupee per
child per day. The study found a substantial surge in enrolment among the sample villages in

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each state surveyed. Between 2001-2002 and 2002-2003, estimated class - I enrolment increased by 11% in Chhattisgarh, 14% in Karnataka, and 188% in Rajasthan. In comparison, the trend of increase in class-I enrolment had been about 2% per annum in the year 1990. Dreze and Goyal attributed the bulk of this surge in enrolment to the introduction of Mid-Day Meals.

Professor Amartya Sen’s Pratichi Research Team (2005) in their study of cooked mid-day meals program in West Bengal showed that mid-day meals had made positive intervention in the universalization of primary education by increasing enrolment and attendance. The increment had been more marked with respect to girls and children belonging to SC/ST categories. The study also point out that Mid-Day Meal Scheme had contributed to reduce in teacher absenteeism and a narrowing of social distances.

CORD (2005) Anuradha De, Claire Noronha and Meera Samson surveyed 12 MCM schools about mid-day meal scheme in Delhi. The study concluded that the children in all schools were receiving food. The impact of attendance was more likely on girls who often came to school without breakfast.

Dr. Rama Naik (2005) A report on Akshara Dasoha scheme of Karnataka, University of Dharwan had reported sharp rise in enrolment particularly in rural areas. The programme had an impact on teacher absenteeism: 64% schools stated that teachers absenteeism had reduced with the objectives of studying the background of the implementation of the Mid-Day Meal programme in Mizoram in general and of Mamit district in particular and to study the different practices of schools in the implementation of the scheme and to identify the good practice.

Blue (2005) in her study of government primary schools mid-day meals scheme in Udaipur district found that cooked mid-day meals had become the part of the daily routine of the schools, though both funding and quality of the meals had varied substantially from village to village. While some schools were given 20 to 50 paise per meal and prepared only plain ghooori for the students, other received Rs. 1.50 per meal regularly served dalbati and roti subzi. Several teachers also credited the mid-day meals with putting an end to class room hunger and thus improving the student’s academic performance. The findings of the study indicated that the mid-day meals scheme had some impact on enrolment and attendance in
Udaipur district, but that effect had been uneven across the age groups and communities. The objective of the mid-day meals scheme was to improve child nutrition as well as school attendance, yet approximately half of the parents interviewed reported that their children eat less at home as a result of the school meals. Since school meals were usually less nutritious than the roti subzi that most of the respondents ate at home. That was a cause for concern. Future improvements to the quality of school meals (preferably backed up by better monitoring) would likely ameliorate many of the Mid-Day Meals scheme’s and enhanced its beneficial effects on both nutrition and school attendance.

Prof. Beena Mathur, et al; (2005) University of Rajasthan and UNICEF conducted a study on situation analysis of mid-day meal programme in Rajasthan and found that: (i) The Introduction of menu based mid-day meal had positive impact on the enrollment and the daily attendance of the children. (a) 75% teachers said that mid-day meal had boosted enrollment. (b) 85% teachers said that mid-day meal had enhanced school attendance. (ii) Cooked mid-day meal had reduced classroom hunger especially those belonging to the underprivileged sections. (iii) Cooked mid-day meal had also contributed to the cause of social equity as children, cutting across caste and class lines sit together to share a common meal. (iv) Mid Day Meal had contributed to the cause of gender equity by providing employment opportunity to women and also by liberating of poor working mothers as they could leave early for work. (v) 67% of the parents interviewed felt that the quality of mid-day meal was satisfactory. (vi) 85% parents felt that the scheme should be continued.

Jyotsna Jain and Mihir Shah (2005) conducted a comprehensive study on mid-day meal in Madhya Pradesh; Samaj Pragati, Sahyog; The survey was carried out in 70 most backward villages of Madhya Pradesh. The main findings were: (i) 90% of the teachers and cooks said that the meal was provided regularly. (ii) 96% of the parents felt that the scheme should continue. They also felt that it had ended classroom hunger. (iii) 63% of the parents felt that meal had positively affected the learning abilities of school children and 74% of the teachers said that it had positively affected the students. (iv) Over all there was a 15% increment in enrollment. Moreover the increment was marked in the case of SC and ST children (43%). The rise in the enrollment of girls was 38%, out of this the increment in the enrollment of SC and ST girls was 41%.(v) 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.(vi) The report also pointed out that there was huge improvement in the quality of meal.

**Julia Blue; Seva Mandir (2005)** made a study on an assessment of the programme implementation and its impact in Udaipur District. The report assessed the impact of mid-day meal on tribal communities and subsistence farmers in rural Udaipur with following results:
(i) Cooked mid-day meal had become a permanent part of the daily routine of rural primary schools in Udaipur. (ii) There were efforts in introducing the variety of menus. (iii) Meals were helping nutritional needs of poor children. (iv) The enrolment and attendance had increased.

**Farzana Afridi, EPW (2005)** conducted a comparative study of the financial and institutional organization of the mid-day meal Programme in two states. The focus of the report was on institutional and financial organization of the scheme in Karnataka and Madhya Pradesh. In the context of Madhya Pradesh, the report argued that:
(i) The implementation of the programme was improving, but there was much to be done, especially regarding the quality of food. (ii) The new initiative of ‘Suruchi Bhojan’ was more attractive and nutritious as it provided higher calories in comparison to the earlier ‘Daliya’ Programme. (iii) Parents were more satisfied with ‘Suruchi Bhojan’ programme (80%) as compared to Daliya programme (60%). Only 30% preferred distribution of dry ration to the Suruchi Bhojan programme. (iv) Parent-Teachers Associations needed to be strengthened.

In the context of Karnataka, the report argued that:
(i) Akshar Dasoha, the Mid-Day Meal Programme had been more planned & better managed. (ii) Iron-folic tablets as well as deworming tablets had been regularly provided. (iii) Good community participation and School Development & Managing Committees were functioning well. (iv) Meals were provided regularly and the qualities of meals were satisfactory.

**Anuradha De, Claire Noronha and Meera Samson; CORD (2005)** studied about the on mid-day meal scheme in Delhi. In a survey of 12 MCD schools undertaken in Delhi, the survey found out that:
(i) School children in all the schools were getting cooked food. (ii) 53% of the parents said that they were happy with the quality of meal. (iii) Impact on attendance were likely to be more on girls who came without breakfast. (iv) Availability of drinking water was a problem and some children left the school to drink water at home and did not return back. (v) There
was a need to orient teachers about mid day meal as they were instrumental in bringing
discipline, order and also inculcate good habits among children.(vi) There was an urgent need
to disseminate information about mid-day meal among parents, especially its nutritional value
and the ill effects of poor nutrition and health status.

Dr Rama Naik; University of Dharwad (2005) conducted a study on the report on Akshara
Dasoha scheme of Karnataka. The outcomes of the study were as follows:
(i) Sharp rise in enrollment particularly in the rural areas (ii) The programme had made
positive impact on teacher absenteeism. (iii) Mid day meal was served regularly.(iv) Schools
supplied de-worming tablets and vitamins and iron tablets.(v) No discrimination was found
with respect to serving and eating food on the basis of caste etc. (vi) 72% of the parents felt
that their children had gained weight because of Mid-Day Meal.(vii) 59% of the parents felt
that their children suffered less from common ailments like cold and cough.(viii) More than
90% of parents were satisfied with the scheme.(ix) 95.5% of the children felt that the food
was tasty and 90% said that drinking water was available.(x) 95% of the children felt that
their concentration had improved.

J.P.S Associates Pvt. Ltd. (2006) studied the assessing capacity of YEC and SMC to
manage SSA programs with special reference to ECCE, MDM and financial manangement’
J.P.S Associates Pvt. Ltd, New Delhi. The objective of the study was to study the role of
Village Education Committee (VEC) with special reference to Early Childhood Care and
Education (ECCE), Mid-day meal (MDM) scheme and financial management. Major findings
of the study were : (i) A few of sampled VECs were holding monthly meetings and the
average attendance in those meetings was generally 3 to 4 members. The attendance of
women members was generally low and same was true of their participation in the
discussions. (ii)The discussion in VECs meetings focused on civil construction/ maintenance,
attendance of children, availability of consumables, celebration of national days etc. (iii) The
Pradhan and the head-teacher were major decision makers. (iv) Minutes of the VEC meetings
were very sketchy. (v) The AS/EGS and ECCE centres visited were found functioning
efficiently and had on an average 25-28 children enrolled (vi) Once a month, the Pradhan and
the NPRC coordinator used to visit AS/EGS centre and verified the attendance of children
and (vii) The funds for VEC were routed through the DPO and deposited in Gram Shiksha
Nidhi, which was operated under the joint signature of the Gram Pradhan and the head-
teacher. The funds were utilized properly and the record was maintained. The management
functions included (i) construction of school building and other facilities; (ii) maintenance of school assets and provision of consumables; (iii) arrangement of midday meal; (iv) supervision of AS and ECCE centres; (v) school improvement including appointment of para-teachers and quality of teaching and (vi) convergence with on-going activities. ECCE centres were operating in the school premises under the overall supervision of the head-teachers. Convergence at ground level was found weak as ICDS functionaries and project officials often supervised their own departmental components. They did not share their views on the issue of management of centres and quality aspects of ECCE services and there was no system for rating the performance of children enrolled periodically. All the stakeholders agreed that appointment of para-teachers was much needed and that they had definitely improved the teaching-learning practices in the school.

Sh. Sniawahi B. Pde (2007) conducted a study on the impact of the mid-day meal scheme in Jaintia District, Meghalaya with the objectives such as: to assess the impact of the scheme on enrolment, retention and attendance at the primary level before and after the introduction of the scheme, to determine the community involvement in the implementation scheme and to identify the problems in the implementing of the scheme and to suggest measures to overcome these problems. The study was undertaken to find out how the scheme had an impact on enrolment, retention and attendance of the primary schools in Jaintia Hill district of Meghalaya. The sample size was 10 primary schools from both urban and rural areas. The respondents among the above schools comprised of 10 Head-teachers, 30 teachers, 30 parents and 10 community members. The study found the major significance of Mid-Day-Meal program on all three variables, i.e. enrolment, retention, and attendance of the primary school students.

Menon Pramila (2008) found that with the introduction of the mid-day meal scheme the state of Meghalaya had a positive impact on enrolment, retention and attendance as compared to the previous years.

Sh. Sreedhara. A, (2008) made a study of the best practices in the implementation of ‘Akshar Dasoha’ (Mid Day Meal program) in Karnataka, with special reference to PPP mode. The main aim of the study was to focus on the public-private partnership model (PPP) subsumes all the objectives of the service being provided earlier by the government and it
also aimed to identify the best practices adopted by the private partners in the implementation of MDM.

Ms. Shahikala Gazmer (2008) conducted a study on the Impact of on mid-day meal on enrolment and retention of the children at elementary level in the East and West District of Sikkim with the objectives such as to present a brief history, to know the rationale of Mid-day meal in Sikkim, to study the impact of MDM on enrolment and retention of the children at elementary level, to critically examine the level of the community participation in MDM scheme and to study the process of implementation of MDM scheme and to suggest for further improvement. The study hypothesized that there were positive impacts of MDM on enrolment and retention at primary level and proven it true as a result of the study. Secondly the impact of MDM on enrolment and retention at elementary level was same in both the districts.

Vashisth, March (2008) made an investigative study on the mid-day meal: present status and issues in the district of Gurgaon of Haryana. The objectives of the study were (i) to trace out the impact of MDM program among the students in the primary school children on the enrolment and retention. (2) The effectiveness of MDM program in the primary schools of Pataudy and Gurgaon blocks and (3) To improve the enrolment rate and to decrease the dropout rates of last five years. The study had taken 10 schools as a sample in which four schools were from urban area and six schools were from rural areas. The primary data were collected from the information given by the primary school headmasters and secondary data from analyzing the tools used for the study. The major findings of the study were that there was a positive impact of MDM on enrolment and retention of the school children and there was a significant decline in the dropout rates.

Udayna Shamsher Katoch (2010) studied about the mid-day meal: Investing in children for the development. In this study the researcher attempted to study the present status of Mid-Day Meal in Kangra district of Himachal Pradesh and also tried to access the achievements and challenges of Mid-Day Meal program. The data was collected through interview of concerned persons. The investigator picked up the sample on random basis. The Researcher had visited some primary schools in Kangra districts and collected the views of concerned person such as students, teachers, Head of School, parents and well-known persons of the surroundings. The tool to collect the data was interview of the concerned persons. The
finding of the study was that the introduction of MDM program had led to higher enrolment and lower dropouts in the primary schools.

Jayant Parida (2010) conducted a study entitled as mid-day meal scheme and the growth of primary education: A case study of a District in Orissa. The present study attempted to analyze the impact of the scheme on primary education in terms of enrolment, attendance and dropouts in Bhadrak district of Orissa. Two research questions formulated by the researcher for the completion of the study were:

(1) Whether MDMs had any positive impact on the primary education in terms of increasing enrolment, attendance and decreasing dropout rates?

(2) Whether the MDMS suffered from structural and operational deficiencies?

To measure the impact of the MDMS on primary education, three major variables such as: enrolment, attendance and dropout rates were taken into consideration. The study found that (i) The MDMS had produced a positive impact on the attendance while a negative impact on dropout rates in the primary schools. (ii) The MDMS had increased the enrolment of boys and girls of all categories in all the schools (iii) The implementation of the study suffered from massive corruption kick-backs. (iv) The financial allocation for the operation of this scheme was inadequate and irregular. (v) Supervision and monitoring of the program was not regular. (vi) The study hours of the schools were getting affected due to the direct involvement of the teachers in the management and operation of the noon meals.

2.2.2. Studies Related to Enrolment

Sharma, V.S. (1976) studied the increase in environment in pre-schools: efforts and results. The objectives of the studies were to know (i) the utility of enrolment drove in primary and upper primary schools of Rajasthan and ungraded unit teaching system, (ii) the effect of the appointment of the lady teachers in rural co-education schools, to boost the enrolment of the girls. The study was confined to Udaipur and Kota divisions. In all 155 schools were selected for the study. The Normative survey method was employed. Descriptive statistics for data analysis and critical ratio for drawing conclusions were used, the findings were (i) the effect of the enrolment drive was positive (ii) There was no considerable effect of the appointment of lady teachers in co-educational rural schools.
Review of Related Literatures

Sarkar B.N. (1980) carried out an investigation to ascertain the reasons of dropout and to prepare a list of reasons applicable to the rural population of the country. The investigation revealed that school environment did not contribute to the dropout of the students of either sex. Domestic work accounted for at least 70% of the female dropouts. Inadequate income for living accounted for two-third of the female dropouts and about 80 percent of the male dropouts. Guardians' lack of interest was the most dominant reason applicable to both the male and the female dropouts.

Sharma (1981) revealed the causes of dropouts as -(i) hilly areas (ii) uneducated parents (iii) economic condition (iv) social customs (v) family circumstances (vi) no relationship between teachers and parents (vii) classes were over-crowded (viii) lack of pre-primary education (ix) Long illness (x) Handicapped children (xi) bad company (xii) lack of appropriate school buildings (xiii) educational causes such as inflexible curriculum, time-table, teaching aids, teaching methods. No curricular activities, lack of individual attention and same curriculum for urban and rural background children etc. were responsible.

Sharma, H.C. (1982) conducted a study on the effect of the stay of teachers on the enrolment and retention of the boys and girls in primary schools, SIERT, Rajasthan. The objectives of the study were - (i) To find out the effect of the stay of teachers at their headquarters on the enrolment and retention of the students in their schools. (ii) To make a comparative study of the effect of teachers staying and those not staying at their headquarters.

The project covered one Panchayat- Samiti, 20 schools, 48 teachers, 19 sarpanchs, 25 supervisors including education officers and Additional District Education Officers. The survey method was employed. The tools used were a questionnaire, an interview schedule and school records. The study concluded that; (i) the retention, attendance and regulating of the students were better in schools where teachers stayed at their headquarters as compared to those schools where they did not stay (ii) incentives like free books, uniforms and food had a positive effect on the regularity of the students and (iii) the school environment and facilities for games also contributed to retention.

Kumar (1983) studied the principal reasons for poor enrolment and heavy dropouts and to suggest remedial measures based on an empirical study. He found that enrolment and dropout rates were higher among boys than girls. A few castes e.g. Dhobi and Dusads among schedule castes were keen for education than rest. The enrolment rate was higher among the
non-scheduled caste, whereas the dropout rate was higher among the scheduled castes. The dropout was heavier at the primary stage than at the middle stage. Caste discrimination in schools had accumulated the problems.

Krishnamurthy R. A. (1985) had conducted ‘a study of position of enrolment of children in the age group of 6-13 years and problems involved in their enrolment’ with the objectives such as (i) To find out the enrolment ratio of the children in the age group of 6-11 and 11-13 years (ii) To identify the problems being faced in the enrolment of children and (iii) To enquire into the measures taken so far for the effective enrolment of children. The study consisted of 46 schools (41 primary and 5 upper primary of Tandue Block of district of A.P). Besides this 47 teachers and 37 community leaders were also involved in the study to identify the problems of enrolment. The teachers and the parents were interviewed to find out the problems in enrolment and the schedule for the community to interview village leaders to know the problems in the enrolment of children. The major findings of the study were; (i) In the villages in which the sample schools were situated in the age group of 6-11 out of 6255 children only 3329 children were enrolled while in the age group of 11-13 out of 1485 only 780 children were enrolled. (ii) The regular attendance of the children in the schools ranged from 60 to 75. (iii) The attendance of the children before and after serving the MDM did not show any difference. (iv) The problems revealed by the community leaders for non-enroll were poverty of the parents. (v) Measures taken for the enrolment of children included visiting the houses of non-enrolled children, serving mid-day meals, supply of uniforms and text books and cash grants to ST students.

Punalekar and Singh (1986) in their study on Uttar Pradesh found the causes of dropouts as:
(i) The extremely poor conditions of the parents of Harijan children (ii) Deficiencies of the school environment, unhelpful attitude of the teachers and ill-treatment done by them
(iii) Family experiences, like sickness or death in the family or long sickness of the child.
(iv) Lack of interest in studies, and Prevalence of anti-literacy beliefs and values.

Gupta, J.K. Rastogi, P.K., Gupta M.K. and Srivastava, A.B.L. (1989) New Delhi, NCERT had conducted an independent study stagnation and dropouts at primary stage in nine educationally backward states. They went around fulfilling the major objective: to estimate the overall wastage rates in terms of stagnation and dropout rates separately for boys & girls, for rural & urban and the children belonging to SC & ST categories. For the purpose of
research a two-stage sampling scheme was adopted for selecting the schools separately from the rural and urban areas of each state. The outcomes of the study were: (i) the overall dropout rate of the primary stage was more than 60% in the state of Andhra Pradesh and (ii) the dropout rate among the SC as well ST pupils was higher than that of the pupils of all communities in all the states except in Jammu & Kashmir.

I. Bhargava S.M. (1990), Ph.D. Education, the Maharaja Sayajirao University of Baroda conducted a study of the growth of educational facilities and enrolment at the elementary stage in India. The objectives of the study were: (i) to study the growth of educational facilities for the primary and middle stages and (ii) to study the growth of enrolment of girls, SC and STs at the primary and middle stages of education. The method of the study was document survey study, the major documents studied were Census of India 1981, Reports of All India Education Survey (1966) etc. The study covered a span of 40 years. The state-wise analysis of the growth of education was done from 1973 to 1986 and 16 states were taken as sample. To analyze the data percentage, ratios, means and standard deviation were calculated. The study came with several fruitful findings such as: (i) there had been a steady growth of educational facilities at the primary level, (ii) Educational facilities for girls, ST and SCs improved from 38.05% in 1978 to 74.46% in 1986 and (iii) at the elementary stage (I-VIII) 1,139 children were enrolled in 1986. Crores of children were out of school and only 30.07% of those who got enrolled in school reached class VIII.

Yazalli Josphine (1997) found that there was no uniformity in the enrolment growth rate of girls in the primary schools of some blocks in West Garo Hills, district of Meghalaya because of some constraints also the retention rate was not uniform in some of the districts. On the other hand with the introduction of MDM scheme a positive result was expected in future.

Savithri, M. (2005) made a cohort study on enrolment & dropout at primary stage (1999 - 2000 to 2003 - 2004) within Andhra Pradesh. The Objectives of the study were to (i) find out transition rate, repetition rate, completion rate and dropout rate at primary stage of education in five years (1999 -00 to 2003-04) for a cohort (ii) find out transition rate, repetition rate, completion rate and dropout rate by gender & community and to find out the difference between different groups. The data was collected from 10 mandals of the five districts of the state, naively, Nizambahad. Warangal, Cadapah. Adilabad & Srikakolam. This survey targeted the children admitted in class - I during 1999 - 2000 in the schools of 10 mandals in 5
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districts as the cohort for study. From each district, 2 mandals were sampled on the basis of area (urban, rural), distance from district headquarter, high migration of children and minority population. All schools of those mandals were covered in the study. In all, 11706 students were covered from 384 schools [(i) Nijambad (Nagireddypeta-42, Bodhan-37), (ii) Warangal (Parvatagiri-35, Hanumakonda-42) (iii) Cadapah (Cadapah-46, Chennur-38) (iv) Adilabad (Kagaznagar-12, Jainad-42) (v) Srikakolam (Gara-60, Srikakolam-30). Data was collected from secondary sources. It was assumed that all children who migrated after obtaining transfer certificate joined other schools and continued in this system. Completion and repetition rates were calculated for each of the five academic years from 1999-2000 to 2003 - 2004. Children who migrated to other schools and who were not traceable were excluded from the analysis. The drop-out rate worked out through the Cohort study was 60%. Out of 11706 students only 4,569 reached class V in 5 years. Completion rate for primary cycle was 36.8%. There was an increase in the percentage of drop outs from class 1 to class V (from 11.7% to 39.9%). Repetition rate was highest in class V (39.9%) followed by class 1 (25.8%). Overall repetition rate for SC was highest (42.7%) followed by general (39.9%) and ST (30.9%). Completion rate for SC was highest (39.3%) followed by general (36.8%) and ST (29.9%).

Shah. V. K, Raval. A. J. & Shah, I.K. (2006) studied about the Impact of intervention of DPEP on enrollment, retention and quality of education at primary level in Sundar Patel Institute of Economic and social Research, Ahmadabad. The objectives of the study were: (i) To find out the impact of DPEP interventions on enrollment and retention (ii) To identify the impact of DPEP intervention on improving the access to quality and reducing the gender gap. The scope of the study was limited to three DPEP (Phase II & IV) districts, namely, Banaskantha, Sabarkantha and Bhavnagar. Vadgam & Danta blocks from Banaskantha district, Talod & Dhansura blocks from Saharkantha district and Palitana & Vallabhipur blocks from Bhavnagar district were chosen for the study. A total of sixty schools from above mentioned blocks were surveyed in the present study. The data was collected through questionnaires and interviews from the head-teachers, teachers, VEC/MTA/PTA BRC/CRC and DPC. Data was analyzed by using simple descriptive statistics. The main findings of the study were: (i) Teacher training programmes under DPEP/SSA had built teachers' capacity. (ii) The bridge courses & alternative classes were functioning properly in three districts. (iii) The desired level of students appearing in examination & promotion of students to upper primary class was yet to be achieved. (iv) VEC/MTA/PTA committee members participated
actively in enrollment drive, promotion of girls' education and ensuring regularity of children and involved the community in their work. (v) Teachers had benefited from the knowledge of dealing with hard spots; use of TLM had enhanced their capacity to provide quality education. Children became more regular, disciplined, clean and in good health. Increase in children's curiosity and their involvement in various activities indicated that educational environment is changing for the belter. Majority (80%) of head-teachers were males. Majority of CRCs had PTC/under-graduate qualification and 25% had PTC/post-graduate qualification. Most of the CRC had 0-5 years of experience. Co-ordination between schools and CRC and BRC in these three districts was good. Majority of schools were getting financial help for their programme and school necessities through VEC/MTA/PTA & community partnership. {GI/42}

2.2.3. Studies Related to Retention

Shah (1986) found that incentive scheme such as playground; teaching aids and mid-day meal etc. had positive impact on the retention of children even though the dropout rate was much higher at primary stage as compared to the middle stage. Also it was found to be more acute among girls.

Ambasht and Rath (1995) conducted a study on the effect of household community and school factors on the enrolment, retention and achievement of scheduled tribe children. The study concluded that school timings and medium of instructions were responsible for dropouts and higher attendance in some areas was due to attendance scholarship.

Panda (2001) pinpointed that educational facilities available in the school were very effective in enhancing achievement. Therefore, it was suggested that the government must take the initiative and ensure that the schools must be equipped with all essential educational facilities. He further noticed that the teacher's quality had no significant effect in enhancing achievement except teacher's qualification on mathematics achievement in urban, on language achievement in tribal areas, trained teacher before joining on mathematics and service achievement in rural areas. He further advocated that mid-day meals in rural and tribal areas, free uniform and free textbooks had been found to be very effective in improving achievement and in the retention of pupils and there was a need to further strong those schemes.
In (2006) An evaluative study of the students’ attendance in primary and upper primary schools was conducted in 20 major states including Delhi. The sample size in each state varied between 300 and 400 schools. The attendance of the students was separately estimated for the different groups of students from school records as well as head counting during 3 unannounced visits of the schools. Estimation of the effect of students’ attendance on students’ achievement, repetition rate and dropout rate were also part of the study. The schedules for data collection and the sampling plan were finalized centrally. The study was conducted by different agencies in different states by using common methodology and tools. An abridged synthesis report of the study based on the state reports was prepared and distributed. Full synthesis report was published by Ed.CIL in 2009. It was found that overall average attendance rate of the students was 68.5% at primary and 75.7% at upper primary levels. For teachers, the average attendance rate was 81.7% in primary schools and 80.5% at upper primary schools. The attendance rate of girls was a little higher than that of boys. The average attendance rate of boys and girls at primary level in the first hour was 69% and 70.6% respectively, and at upper primary level 75.2% and 78.7% respectively. The average attendance rate in first hour was a little lower for SC and Muslim students at primary level (68.7% and 66.4% respectively) compared with all students but at upper primary level there was not much difference between attendance rates of different social groups; which were between 76% and 79%. The lowest attendance rate was in class I (65.6%); it increased gradually after that by 2% to 3% from one class to the next; however, there was no such increase from class IV to V. The overall average attendance was a little lower in rural schools than urban schools (68.0% and 71.2% respectively at primary level), but in some states, the opposite was the case. Similar was the trend at upper primary level (73.7% in rural schools and 79.7% in urban schools). The main reasons for children being absent from the schools as given by head teachers, teachers and VEC members were (a) lack of adequate facilities in school, (b) teacher shortage and overcrowded classrooms, (c) children being required for household work or sibling care at home and (d) children being required to help parents in agriculture or occupational work or participation in other income generating activity and (e) parents’ indifference or lack of interest in child’s education. Parents mostly felt that lack of facilities in school and child’s unwillingness to go to school were the main reasons for children’s frequent absence from school.
Review of Related Literatures

Duraisamy, M. (2006) conducted a study on the enrolment and retention of girls in elementary education in Tamil Nadu, SSA, State Project Directorate, Chennai, Tamil Nadu. The aims of the study were: (i) To assess the enrolment, dropout and retention of girls at primary and elementary levels (ii) To examine the economic and demographic factors that affected the enrolment (iii) To examine children’s/parental aspirations regarding schooling and community’s perceptions on school education system. The study had been conducted in the districts of Chennai and Perambalur. The survey covered the households in the district of Chennai and Perambalur. Data was collected through focus group discussions and interviews with parents, school and village heads. Main findings of the study were:

(i) Majority of the girls in Chennai (68% of girls in age group 5 - 15 years) and Perambalur (70% of girls in age group 5-16 years) were enrolled. (ii) Mother’s education was observed to matter more than father’s education in the enrollment of girls. (iii) Percentage of drop-out children was higher in Chennai than in Perambalur and in both districts this was higher at upper primary level. This might be because of the concentration on slums and (iv) Parents and girls aspired for higher education but expressed the need for relevant education, employable skills and fluency in English. The suggestion from the study included that the present practice of recruitment of female teachers should be continued and should be increased to enable girls to attend middle and higher level of schooling.

2.2.4. Studies Related to Drop-Out & Non-Dropout:

Das R.C.A. (1969) made a study of the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage, SIE, Assam. The study consisted of the objective as to study wastage and stagnation at the elementary level of Education in the state of Assam with special reference to the primary stage. The incidence and the rate of wastage and stagnation at the primary level of education in Assam from the global enrolment figures were calculated. The global enrolment cohort method was used with slight modification. Grade-wise global enrolment figures from the year 1951-52 through 1966-67 were used. The base years were 1951-52 to 1961-62. The term wastagnation was used to mean wastage and stagnation combined. During his investigation he found that; the rate of wastagnation at the primary stage was high, the variation at the primary stage was high in spite of rapid increase in educational expenditures, efforts and facilities. The rate of wastagnation at the primary level was much greater than that at the middle level and the rate of wastagnation among girls was higher than that of the boys.
Barua (1971) conducted a study about the wastage and stagnation at the primary stage in the sub division of Sibsagar and Golghat sub-division. It was conducted that poverty, ignorance of parents, poor health of pupils, repeated failure, long absence from the school, bad family environment, overcrowded classes with single teacher and family admissible policy were some of the factors responsible for the students' high dropout rate and non-enrolment.

Masavi, M. (1976) carried out a study of wastage and stagnation in the primary education in tribal areas with the aim of determining the nature and extent of wastage and stagnation and the causes responsible for it. His major findings were: The rate of wastage in the first four years of schooling was 65% and the combined rate of wastage and stagnation in all the 15 blocks was 83.6% and 84.9% and wastage was greater among girls than boys in almost all the blocks. However only 9.1 percent of the total numbers enrolled in the standard I had been able to complete standard IV. Standard I was found to be the weakest point in Tribal Education. Main causes of the wastage and stagnation were -tribal socio-economic conditions, ignorance among tribal parents, ill-equipped teachers, teaching in alien languages, physical illness and inappropriate curricula etc.

Pillai, G.V. Benjamin J and Nair K.R (1980) carried out a study of dropouts in the primary education with the objective to estimate the rate of dropout and to identify the various socio-economic causes leading to dropouts. The major findings of the study were that a small % of dropouts was higher among boys than that of girls in the age group of 9-11 years. Students belonging to SC, ST and other backward communities constituted the majority of the dropouts i.e. about 69%. The main reasons of dropouts were ill-health, household chores and poverty. Large size of the family had exerted a notable influence on the dropouts. Since its rate was very high in the children belonging to the families with 6 or more members, lack of education of the parents was among the important factors which increased the tendency of dropouts. A majority of the dropouts were the children of labourers.

Kasinath (1980) conducted a study on wastage and stagnation in primary education in Karnataka and revealed that qualification of the teachers and the rate of wastage and stagnation were related. Wastage cases had lower attendance in schools than stagnation case. The parents of the wastage and stagnation students did not differ significantly in regard to the perception of school influence.
A.N. Sinha (1981) carried out a survey of Non-enrolled, non-attending and dropout children of 6-14 age groups in Hazaribagh distt. It was found that 60.31% children were enrolled, 31.68% children were non-enrolled and 8.09% children dropped out in the age group of 6-14 years. The incidence of dropouts was not related to income, the dropout rate was significantly correlated with the no. of teachers in schools.

Pimpley, P.N. 1981, conducted a study on “The problem of non-attendance in schools of the children 6-14 years of scheduled caste in Haryana”. He found that the spread of education among females was considerably lower than among males in the rural samples there were more female attendees in urban areas as compared to those in rural areas. Among employers, most of the children were attendees. Among those engaged in small business all were non-attendees. There was a positive relationship between awareness of reservation policy and attendance.

Sharma, R.C. (1982) conducted a study to find-out the wastage in education at the primary level in schools of Rajasthan. The aim of the study was to find out the position of wastage at primary level from 1970-71 to 1980-81. Through the study it was revealed that enrolment % of the children in the age group of 6-11 years at state level in 1979-80 was 56.6% as against the National enrolment of 81.9%.

Hussain M (1982) conducted a study on ‘Wastage and stagnation in the primary schools of rural areas of Bhilwara District.” The study had the objectives- Determining the rate and the form of wastage in the primary schools in rural areas, finding out the rate of stagnation, finding the teacher- pupil ratio in urban and rural areas. Normative survey method was used for the study. The educational wastage performa were filled by the headmasters. Data were collected from the registers of admission, attendance, examination and issue of transfer certificates. The fruitful findings of the study were- The rate of wastage was very high and it was the highest in the first two classes, out of 682 primary schools about 506 primary schools had single teacher, the rate of stagnation was comparatively higher in single teacher schools but there was no significant difference in it between the boys and the girls.

Devi K.G. (1983) attempted to find out the “Problem of dropout in the primary schools of Manipur with special reference to Imphal Town (1963-1970)” with the objectives such as- To
ascertain accurately the incidence of dropout at the primary stage of education at Imphal town as well as in Manipur, to identify the causes and their relative importance. The approach with historical, analytical and experimental was used. The study was based on the original sources. The sample schools represented various strata. The cohort method was followed to test the variations in the incidence of dropouts. Causes of dropouts were hypothetically tested under school- pupils and family variables. Chi-square test and t-test were used for testing the significance of the difference b/n the dropouts and stay ins. The major findings were: At the lower primary course girls dropped out more than the boys, the boys had higher rate of stagnation than girls and the causes of dropout were poverty, frequently transfer, repeated failure and negligence of parents.

Dass and Garg, (1985), studied that impact of pre-primary education on dropout, stagnation and academic performance and found that early childhood education had a salutary effect in reducing the dropout rates. The children who had attended pre-primary classes before joining the primary classes, achieved slightly higher in class V than children who did not take pre-primary education. The main implication of the study was that pre-primary education should be encouraged as one of the remedies to reach with the problems of wastage and stagnation.

Dhongade, U.D. (1986) conducted ‘a critical study of non-enrolment wastage and stagnation during the first two years of primary education of scheduled caste boys and girls in Soyegaon Taluka, Distt. Aurangabad, Maharashtra State’. The objectives were- To study the causes of non-enrolment, wastage and stagnation and to suggest measures to overcome non-enrolment, wastage and stagnation. Seventeen villages out of 115 villages from Soyegaon Taluka were selected randomly. The parents were contacted and data regarding non-enrolment stagnation and wastage for two years was collected. He found that SC/ST population was more in smaller villages. He found that during the year 1981-82 the total enrolment of scheduled caste/scheduled tribe students was 40.7 percent, non-enrolment of girls was larger than that of the boys. He also found that the economic condition of scheduled caste families, lack of education of parents, lack of social mobility were the important factors coming in the way of enrolment of scheduled caste/ scheduled tribe students.

SIE U.P. (1986) conducted ‘a study of dropouts and failures in the primary classes, Allahabad, with the objective of studying the causes of dropout and failure among 6-14 years of age group students and also to give suggestions concerning the removal of those causes.
The study was delimited to only 4 regions as middle, eastern, western and southern zone. The major outcomes of the study were: (i) The developmental trend showed that from 6-8 classes about 15% students dropped out and 4% were failures. (ii) Maximum dropouts were seen among the children coming from backward classes. (iii) The main causes of dropouts were illiteracy of the parents, poverty, lack of interest, distance of schools from home, unattractive environment of the schools and the indifference of the teachers.

**Gupta, J.K. and Srivastava ABL (1989)** made a sample study of stagnation and dropout at primary stage in the educationally backward states. The study had its specific objective as to estimate the overall wastage rates in terms of stagnation (repeater) and dropout rates separately for boys and girls and for rural and urban areas and for the children belonging to the scheduled castes and scheduled tribes. As a methodology questionnaire was used to collect the relevant data from the selected schools. The reconstructed cohort method was used for estimating the stagnation and dropout rates. The major finding of the study was the dropout rate among SC as well as ST pupils was higher than that of the pupils of all communities in all the states except in Jammu and Kashmir.

**Yadav, Bhupendra Singh (1991)** conducted a study of the causal factors of dropout among the socio-economically deprived elementary school students in Haryana with the objectives like; (i) To study the causal factors, (ii) Contributing to dropout among the socio-economically deprived elementary students (SEDES) as perceived by the teachers and students and (iii) To compare the causal factors of dropout as perceived by different groups.

The survey method was used for the present study with the sample strength of 2276 respondents. The tools used were opinionnaire and an interview schedule. The main findings on student’s perception of causal factors of dropout were: (i) Punishment by teachers and use of guides by teachers instead of the textbooks. (ii) The potential dropouts were due to the indifferent behaviour of the teachers towards studies, teachers fault for not meeting with their parents for discussing their difficulties. (iii) In parents’ perception the causal factors contributing to school dropout were: (a) Reluctance to send their wards to co-educational schools, (b) Teachers apathy in teaching and (c) Not getting periodical progress reports of their wards regularly.

**Charvar D.S. (1991)** M.Phil. Social Science Tilak Maharashtra Vidyapeeth) conducted a study on the problem of students dropping out of primary schools of the Public Municipal
Corporation. The objectives of the study were; (i) to review the progress of the primary schools of the Pune Municipal Corporation, (ii) To make a comparative study of the problem of dropouts and (iii) to suggest measures for resolving the problems and minimizing the dropouts. The study was conducted on the basis of random and stratified sampling methods. The researcher also used the tools like schedules and questionnaire for the investigation purpose with their parents, teachers and headmasters. The study traced some fruitful results such as- (i) all the teachers in three selected schools were trained and qualified, (ii) the majority of parents (55%) were illiterate and only 48% had education up to standard IV (iii) most of the friends of the dropped out worked outside or at home looking after their siblings and (iv) most of the parents wanted their wards to work and earn rather than learn.

Gyaneshwar S S (1992) made a study into the extent of stagnation and dropout in the school of Manipur. The findings of the study were- the rate of wastage and stagnation among pupils in rural schools was higher than urban schools, the rate of wastage and stagnation among boys, girls and scheduled tribes in rural schools were 40.9%, 55.2% and 92.8%, for every 100 children enrolled in class I only 69 reached to class V during 1984-85, the rate of repetition was generally higher in the upper classes in 1980-81. The rate of repetition was generally higher in rural schools than that in the urban schools and with regard to ST pupils; the rate of repetition in the upper classes in urban schools was higher than that in rural schools.

Sharma & Nirmala (1992) made a study of the problems of non-enrolment and non-retention of the children of tea garden labourers with special reference to the district of Sibsagar (An Independent study Jorhat State Institute of Education.) The major objectives of the study were- To identify the causes of non-enrolment and dropout, to study the parents’ choice of occupation for their children, to study the problems faced by the teachers in teaching the tea garden labour children and to find remedial measures for ensuring primary education to all the children of the tea garden labour community. A school information schedule was prepared and used to gather information. The respondents were the headmasters of the schools. An Interview schedule for the teachers and the guardians was prepared. The study had the findings as- The causes of less retention and non-enrolment were the involvement of the children in the domestic or non-domestic work, parents' unawareness of the importance of education, parents' inability to provide the materials needed in the schools, irregular attendance of the pupils caused the maximum problems for the teachers in teaching
the labour children, the overall condition of the school was far from satisfaction. The major findings of the study were- The dropout rate in urban schools was more than that in rural schools, the dropout rate in government schools was more than that in the private schools, the dropout rate in girls' school was more than that in the boy’s schools, the dropout rate in the state of Rajasthan was 44.66% and the most important cause for dropout was the financial condition of the family.

Venita Kaul et. al (1993) conducted a study entitled “Impact of ECE on retention in primary grades —A longitudinal study”. The sample was taken up from all the primary schools located near the ECE centers in each of the states including Maharashtra, Rajasthan, Karnataka, Bihar, Tamil Nadu, M.P. U.P. and Goa. The findings were as follows:

1. Retention in the primary schools was facilitated by the exposure of early childhood education.
2. ECE experience helped to reduce the dropout rate considerably.
3. Greater impact was observed on the retention of children with ECE experience.
4. The impact of ECE experience on retention was found more on girls than on boys.

Bhat and Yasmine (1994) pinpointed that main causes of stagnation are the illiteracy of parents and heavy courses of study. For dropouts, the major causes have turned out to be family’s poverty. They added that the wastage rate in Government schools is higher than that in private schools, in spite of the fact that the former type of schools has more qualified and trained teachers as compared to the latter. The stagnation and dropout rates in case of girls were found to be higher compared to those of boys.

Chattopadhyay R (1995) conducted a study on “Universalization of primary education and dropouts – a policy bug school effectiveness and learning achievement at primary stage”. The study attempted to analyze the gaps, faults and misinterpretations inherent in the methods for obtaining enrolment and dropout figures. It also examined some critical issues associated with the enrolment. The study based on the survey covered nearly 6500 children of class I in 1989 drawn from 198 primary schools of Assam. It had pointed out that meaningfulness of the teaching learning process could improve enrolment. Enacting a law on child labour and
making elementary education compulsory by forcing the parents to send their children to schools can ensure full enrolment and retention.

Kukreti and Saxena (1999) conducted a study of the problems of dropout and non-enrolment among tribal students of school level using three survey tools i.e. one each for teacher respondents, parents and dropout students. It was concluded that poverty, teacher behaviour towards students, school environment, illiteracy and ignorance, aging girls and language were responsible for school dropouts and non-enrolment.

A.R. Vasavi & Archana Mehendale, 2003, studied on "Out-of-school children: context and experiences of education deprivation". This study drew on field research was conducted in six regions of six states in India and it noted the range of conditions, factors and processes that prevented the children from attending the school. The study concluded that the parents with financial constraints, economic deprivation, and dis-functional schools accounted for a significant proportion of children to be out of school.

Mohan, S & Pandey K.P. (2004) studied in dropouts of Ballia, Kushinagar, Bijnor and Etah state council of educational research and training in Lucknow( U.P). The objectives of the study were: (i) To identify the causes of high dropout rates in DPEP III districts (ii) To prepare a strategy to address the issue of high dropout rate in the context of prevailing conditions in the district in particular specially in terms of the opinion of the parents and community members. The study covered four districts: Ballia and Kushinagar from the eastern zone of the state and Bijnor and Etah from the western zone of the State. Four districts were identified on the basis of low considerations of low literacy rates and high dropout rates as per cohort (1993-96) study conducted during 2002-03. Block having the heaviest dropout rate was identified from each of the districts. Five schools which had figured in the earlier cohort study under DPEP-III were sampled from the identified block. In all, 22 primary schools were selected for the study. From each school, 5 cases of dropout students were drawn randomly along with 5 non-dropout students. In addition to this, teachers, parents, and community members were also selected. Data related to village, parents/guardians of children, school and drop out children were collected through questionnaires and interviews. The qualitative data regarding the causes of dropout through interviews were content analysed. "Chi-square test" was used for estimating significance of school and home-related factors between dropouts and non-dropouts. The study indicated that
causes for child becoming a dropout were personal, social and home related factors such as child being generally weak in studies, child's own illness, engagement in domestic work; early marriage of child, lack of educational facilities at home, illiteracy of parents, lack of awareness in the community about education. School related factors included the condition and situation of schools along with poor quality of teaching.

Sushanta Kumar Roul, Rudra Narayan Sahoo (2004) conducted a study on the dropout among girls at elementary level entitled 'a study of causal factors, with its objectives such as to identify the causes for dropouts among girls as perceived by the teachers of primary schools and to identify the causes for dropout among girls as perceived by some girls students in primary schools. To collect the necessary data survey method was employed. The survey was conducted in Mayurbha in the district of Orissa. Incidental sampling or convenient sampling had been used for this study. The sample comprised of 100 teachers and 100 girls dropouts from the Rasgobindpur block of Mayurbhanga district of Orissa. A self-made questionnaire that comprised of 36 questions divided into 4 broad areas was administered to the sample. The interview schedule for girls was developed with the same factors as used for teacher's questionnaire. Frequencies of the responses on each item, chi-square test of equality of the questionnaires and interview schedules were computed. The study produced the findings as: a significant portion of girls in Mayurbhanga district still remained out of school. Poverty and illiteracy could be the predominant factors governing their negative attitude towards girls' education.

RESU & Social & Rural Research Institute (SRI-IMRB) & Research, Evaluation & Studies Unit (RESU), Technical Support Group (TSG) - EdCIL, New Delhi (2005) conducted a comprehensive study on the National sample survey of households for estimation of out-of-school children. The objectives of the study were (i) To estimate state-wise child population and to provide estimates of number and percentage of children who are out of school by sex, social class, religion, age (single year age as well as age groups 5, 6-10, 11-13 and 6-13) separately for rural and urban areas and for children (of different categories) with special needs, (ii) To provide estimates of number and percentage of children attending different types of school, (iii) To provide estimates of number and percentage of school going children enrolled in different grades, (iv) To provide estimates of number and percentage of (a) dropouts (b) those who never went to school among the out-of-school children belonging to different categories, (v) To find out the reasons of not attending school or dropping out.
from school in the case of out-of-school children. Scope & geographical coverage: This was a National level survey which covered all states and UTs. The sample survey of households was conducted in all the states and union territories of India during July - October 2005. Data was collected from a sample of 87,874 households drawn from randomly selected 3178 villages and 1823 urban blocks through a format developed specially for this purpose. Data was analysed using simple descriptive statistics and estimation procedures. It was estimated that there were total 194,028,643 children in the age group of 6-13 years. Out of this the estimated number of out-of-school children in the country was 13,459,734 that is 6.94% of the total children in this age group. The estimated number of children in the age-group of 6-13 was 145,542,890 in rural areas and 48,485,753 in urban areas. The survey clearly brought out the urban-rural dichotomy to the fore as the estimated number of children who were out-of-school was 11,353,597 in rural areas (7.80%) and 2,106,137 in urban areas (4.34%). At the national level among the children who were out-of-school about 68.26% were those who never went to school and 31.7% were those who had dropped out from school after one or more years of schooling. Among the dropouts, the highest percentage was of those who dropped-out after completing class V and class II (20.5% each). Next was the percentage of those who dropped-out after class I (17.5%). Among those who were reported to be attending school in the age group of 6-13 years. an overwhelming number 73,079?- were in government schools, 25.59% in private recognized schools, 0.66% in private unrecognized schools and 0.68 9 were in AIE centers and Madarsas, etc. More than 10% of the urban children in the age group 6-13 year were living in slum areas and 3.74% of those children were out of school. Estimates provided by the survey were expected to be quite reliable at the level of the country and for major states, as the sample was fairly large and representative of all the regions. In the case of smaller states and UTs some caution needed to be exercised while interpreting results due to smallness of samples. (ED/07)

Misra, A. & Baraj, B. (2008) conducted a study of the sample of school children in 5 districts of Uttar Pradesh. The objectives were: (i) To find out actual number of out of school children (ii) To find out the number of never enrolled children and drop outs in the sampled block and ward of the selected districts disaggregated by gender, social caste and age group 6-11, 12-14 and total 6-14 years (iii) To find out the number of children belonging to categories: SC, ST, working children, minority community who did not avail EGS, AIE Centre, Bridge Course (residential, non residential (iv) To find out the reasons for their dropping out, not being enrolled and not availing the facilities (v) To find out 'Out of School
Children' in 5 districts of Uttar Pradesh on the basis of primary data through house to house survey and validation of secondary data record (vi) To suggest strategies to obtain universal enrolment and universal completion of primary and upper primary education. Five districts covered under the study were - Ghazipur, Jalavna, Moradabad, Kanpur Nagar and Shravasti in the state. Five districts with higher number of out of school children were selected purposively for the survey. From each district, one block and one ward with maximum number of out of school children were sampled. From each district, 5 villages from selected block and one census enumeration block (CEB) from a selected ward were selected. In all 45 villages and 5 CEB were covered from the 5 districts. Complete house listing of each selected unit was carried out to identify number of children in 6-14 years age group in the households. From each selected village/ward, member of VBC and one primary/ upper primary school was also sampled to capture their opinion on the problem of out of school children. Discussions were also held with district and block level officials. Secondary data relating to record of Bal Gadna carried out by the Education Department was also collected for validation against the primary data. Data was analysed by using SPSS. In all 16,878 children in the age group of 6-14 years were mapped from 11295 households enlisted during the course of study 54.4 percent of them were boys and rest were girls. Among total children identified in the age group of 6-14 years, 69 percent were in the age group of 6-31 years while the rest i.e. 31 percent of children were between 12 to 14 years of age. Majority (90.2%) were enrolled in different type of schools. Less than one percent children were enrolled in alternative schooling system such as EGS, AIE etc. While two- third of the children were enrolled in the government schools and nearly a third were enrolled in private schools. In urban setting higher proportion of children (51%) were in private schools. Among sample districts, Shravasti had highest proportion (77%) of children enrolled in government schools, followed by that in Ghazipur (72%) and Kanpur Nagar (66%) district. Higher proportion of boys in 6-1 1 years and 12-14 years age groups (55:45 and 53:47 percent respectively) were out of school as compared to girls of their age. Proportion of dropout (5.3%' and never enrolled (4.5%) was nearly equal. The study suggested that the proper documentation of school going status of 6-14 years children should be made. Regular follow up and counseling of the households where the out of children were identified, should be done. Encouragement to parents by Village Education Committee or media to enroll their children would also be helpful. {UP/06}
SSA, (2009) Research, Evaluation and Studies Unit Technical Support Group of Ed.CIL (India) Ltd conducted a major sample survey on “All India Sample Survey to estimate the number of Out of school children” for assessing the number of out of school children in the age group 6 to below 14 in the country. It provided technical guidance and helped in selection of samples of villages and urban blocks and in estimation of the percentage and number of out-of-school children. The survey was conducted by Social & Rural Research Institute - IMRB International (SRI-IMRB) in all the states and Union territories covering rural and urban areas of 588 districts. Data were collected from a sample of 99,226 households in 3234 villages and 1856 urban blocks covering all the districts. The findings of the survey indicated that the country had about 19.1 crores children in the age group 6-13 (i.e. below 14 years), of whom 4.3% children were out of school, in 2005 this figure was 6.9% . Amongst the out of school children, 3.2% children had never attended school and 1.1% was dropped-out. Among boys 3.9% children were out of school and among girls 4.6 % children were out of school. Amongst the states which had relatively high percentage of out of school children were Arunachal Pradesh (10.6%), Delhi (5.0%), Orissa (7.0%) Rajasthan (8.4%) Uttarakhand (7.6%) and West Bengal (5.25%).

SSA, (2009) Research, Evaluation and Studies Unit Technical Support Group of Ed.CIL (India) Ltd conducted a survey on “All India Sample Survey for estimation of Dropout Rates, The study aimed at providing estimates of grade-wise repetition and dropout rates, cohort dropout rate, completion rate as well as transition rate from primary to upper primary based on the data of 2006-07 and 2007-08. This study was also expected to provide information on other indicators such as rates of transfer between schools and mainstreaming of children from Alternative and Innovative Education Centers to schools. The study was conducted in all the 21 major states of the country. The study was commissioned to Development and Research Services. The sampling design was prepared centrally and a sample of schools in all 21 states was drawn, tools were developed, field tested and finalized at national level. In all those activities RESU was actively involved and provided advice and help to the agency at every stage. Data was collected from a sample of 8,016 schools with total enrolment in these schools being 10, 69,417. Data was collected on grade wise enrolment and retention of students for two years 2006-07 & 2007-08. Information on school leavers as well as of students remaining absent for over 15 days, was obtained from each school and the homes of those children were visited to verify whether those children were still in the educational system or had dropped out. In all 47,095 households of school leavers
and 5,386 households of students who were absent for over 15 days were visited. The percentage of students who were absent for over 15 days was only 0.51%. The study estimated the percentage of school leavers as well as percentage of dropouts amongst school leavers (2007-08) on the basis of visits to the homes of school leavers. Cohort dropout rate was also computed from the data on school leavers for the years of 2006-07 & 2007-08 by the Reconstructed Cohort method. However, since the dropout rates were found to be very low in some states, a committee of experts was appointed to examine the soundness of the methodology. The committee found the methodology adopted for the study quite satisfactory but in view of the large difference between dropout rates given by this study and the dropout rates from other sources of data, recommended that a repeat survey in a sub-sample should be conducted for validation of the findings of the survey. The repeat survey was proposed to be conducted in the year 2010-11.

SSA, (2009) Research, Evaluation and Studies Unit Technical Support Group of Ed.CIL (India) Ltd conducted an all India survey on reasons for large decline in enrolment between class I and class II, The main objective of the study was to find out the reasons for large decline in enrolment from class I of one year to class II of the following year. It was conducted in samples of 100 primary and upper primary schools in four states -West Bengal, Bihar, Assam & Meghalaya, in which the decline was sharp. Child tracking method was used to find out where the children admitted in class I in a given year were in the following year. It was conducted with the help of State Councils of Educational Research & Training, District Institutes of Education & Training, Block Resource Centres and Cluster resources Centres. While SCERTs prepared state reports, a synthesis report prepared by RESU covering all the four states. This report was published by Ed.CIL in 2009. The study reported that percentage of repeaters was higher among children admitted late i.e 3% to 4% children of grade I left school in Assam, Bihar & West Bengal, whereas this percentage was higher in Meghalaya (9.8%). The most common reasons for leaving the school and shifting to another school were (i) the other school was nearer home and (ii) another sibling was already studying in the other new school. Unsatisfactory teaching and inadequate facilities in schools were also significant reasons in some cases.
2.2.5. Others Studies:

Agarwal (1972) studied about the wastage and stagnation in Mahendragarh I.D. Block. The findings of the study revealed that (i) the wastage rate was above 98 percent in the primary stage (class I-V) in government schools. (ii) The overall percentage of wastage was the highest in class I (6071%) and the lowest in class V (17.91%) (iii) In class II, III and IV the rates were 17.34 percent in class II, 3.39% in class III and 7.59% in class IV. (iv) More than 70 percent of the respondent teachers and community members believed that the students dropped out from schools because their parents did not feel the necessity of education.

Bautista and Others (1982) studied on school age children with academic goiter in Bolivia to find the effect of orally administered iodized oil on their intelligence and growth and indirectly supported the notion that correcting iodine deficiency improved mental performance.

Eswar Prasad Sharma (1982) studied to access the position of the provision of educational facilities at various stages of school education. He found that the incidence of stagnation was higher among girls than boys. Stagnation was much higher in lower class people (Harijans) than others. There was no association between school quality and wastage in education. He also found that the level of income and the caste were important factors in wastage and stagnation. Other significant factors were occupational status of the father, parental educational achievement and the number of illiterates in the family.

Acharyas (1984) found a number of problems in primary schools. Some of the important problem was inadequacy of teaching staff, problems of physical plan, single teacher schools, lack of properly qualified and trained teachers, lack of incentives in the schools, weak supervision and administration of the primary education, acute problems of dropout and stagnation. There was no uniformity in respect of the period of schooling at the primary stage.

Ernesto Pollitt (1990) had recorded in his article entitled as nutritional and educational achievement the following conclusions based on the review of the studies -

1. Iron deficiency / Anemia among school students represented an impediment to learning.
ii. Impediment in learning did not necessarily mean that higher cognitive processes had been affected. Iron deficiency was likely to affect the level of alertness (arousal) of the children which in turn affected the attention and therefore learning.

iii. This evidence had the educational implications which were dramatic because large numbers of children were likely to be anemic both in developing and developed countries.

iv. School feeding programme in developing countries resulted in an increased attendance among recipients.

Gowinda R. and Varghese V.V. (1991) conducted a case study of primary schooling in M.R. The major findings during the investigation were: learners' achievement was highly correlated with the time spent on teaching learning activities, a trained teacher made a considerable difference in terms of teaching style and classroom management, the performance of the schools with one teacher per grade tended to be better than that of the schools involving multi-grade teaching, better physical facilities were found desirable for good results and homework was a significant factor related to the quality of schools. The private school students maintained homework and class work notebook separately.

Sarina H.N., Dutta, Bineeta and Sharma (1991) made a study on the Identification of the problems of primary education. The findings of the study brought out that (i) The lack of the physical facilities in the schools was the major problem of the primary schools (ii) 46% of the schools did not have school building (iii) about 42% schools had adequate seating arrangement for their pupils (iv) lack of facilities for health and hygiene was a serious problem (v) Games and sports were the part of the curriculum activities of primary schools (vi) in 4% of the schools there was only one teacher, in 19% there were two teachers and in 8% there were three teachers (vii) 73% of the teachers considered that guardians' lack of cooperation was a serious problem of primary education and around 64% teachers and headmasters considered that the pupils' irregular attendance was a major problem.

Mishra A (1992) conducted a comprehensive study on the development of girls' education at the primary stage in Orissa since Independence. He found that there was a steady growth in the number of girls' schools from 1947 to 1965 but from 1965-66 to 1977-78 the total number of girls schools decreased slowly. There was a constant and steady increase in the total no. of the primary schools from 1947 to 1977 but there was a constant decreased in the
% of girls’ schools, the highest enrolment of girls in the Cuttack district was during 1977-78 and the lowest enrolment was in the district Pucilbani.

Prakash (1992) observed that universalization of Elementary Education (UEE) had been one of the top priority programmes of the government of India for over four decades and the number of primary schools and the enrolment at the primary level increasing tremendously, the retention of the children still remained a serious problem before us. Another thing which was important was the laying down of standard of learning (quality) which must be ensured to be achieved by all the children equally.

Sachchidananda (1992) critically analysed the development of primary education and literacy in Bihar state from 1921 to 1981. The objective of the study was to compare the percentage of literacy in various districts of Bihar. He found that Bihar had a bulk of disparity in education with regard to very high and middle socio-economy rates in various districts. There were seven districts with low disparity and seven districts with high disparity in literacy. He also found that the enrolment of the girls was the highest in the district which had a large number of machineries and organizations working for the upliftment of the tribal.

Gupta and Gupta (1995) found that the supply of free textbooks had positive and significant impact on both mathematics and language achievement in Madhya Pradesh whereas the provision of mid-day meals in schools had significant effect on the language achievement only.

Reddy (1997) conducted a study on the school education among tribal girls and concluded that the reasons for not sending girls to schools were lack of schools, slow dirt, domestic works, child unwillingness and long distance of schools.

Shiksha Lehar (1998) conducted an evaluative study on UNESCO sponsored innovative Pilot Project on the promotion of primary education among girls and disadvantaged groups in rural Haryana (1992-98). The project aimed at galvanizing the entire educational machinery of the state of Haryana for promoting UPE (Universal Primary Education) among girls and disadvantaged groups and for creating a positive climate for the education of girls, empowerment of women and improving the quality of education in primary schools. The
study acclaimed that certain factors were responsible for the dropouts of girls from the schools such as:

- Girls were held back for domestic works, care of the siblings and irregular attendance resulted in poor performance and even failure and withdrawal from the schools.
- Poor physical facilities acted as disincentive to the retention of girls and children from disadvantaged groups.
- Shortage of lady teachers in rural primary schools was seen as a prominent reason for low enrolment and poor retention of girls especially in muslims dominated areas. They also demanded the separate schools for girls.

The study recommended a policy level change in new schemes for disadvantaged groups such as— improvement in schools' infrastructures, opening of separate primary schools, reservation of women in educational administration, establishment of open schools for post primary education and increased networking with Anganwadis etc.

RESU, TSG-SSA (2008) conducted a comprehensive study sponsored by the Research Evaluation and Studies Unit (RESU), Technical Support Group (TSG)SSA, Ed.CIL, New Delhi in 20 major states about the attendance of the students in primary and upper primary schools. The objectives of the study were: (i) To assess the students' attendance on the basis of actual counting of students who were present (ii) To find out the difference between the attendance rate of the boys and the girls and of the students belonging to different social groups and rural/urban areas at primary and upper primary schools (iii) To find out the reasons of students' missing classes and remaining absent from school as perceived by the teachers, parents and community (iv) To assess how students' attendance was related to the quality as indicated by the repetition and dropout rates and achievement in annual examination result (v) To identify school and home related factors largely responsible for child's absence from the school (vi) To suggest measures for improving the attendance rate of the students where it was low. The study covered primary and upper primary schools in 20 states. Different agencies which included universities, monitoring institutes, NGOs and agencies involved in educational research were commissioned to undertake the study at State's level in different states. The study was conducted in 20 major states of the country to assess the students' attendance rate and teachers' absence rate by visiting schools on three different occasions and actually counting the students and teachers who were present. A
representative sample of 300 to 400 schools in each state was selected for this study. The total sample was of 6715 schools drawn from 286 districts of 20 states. Out of those samples about 4989 schools were primary and 1726 upper primary schools. In all 5549 schools were from rural area and 166 from urban area. It was found that overall average attendance rate of the students was 68.5% at primary and 75.7% at upper primary level. For teachers, the average attendance rate was 81.7% in primary and 80.5% in upper primary schools. The attendance rate of girls was a little higher than that of the boys. The average attendance rate of boys and girls at primary level in the first hour was 699 and 70.6% and at upper primary level it was 75.2% and 78.7% respectively. The average attendance rate in first hour was a little lower for SC and Muslim students at primary level (68.7% and 66.4% respectively) compared with all students but at upper primary level. The main reasons for children absenting from schools given by the head teachers, teachers and VEC members were (a) lack of adequate facilities in school, (b) teachers shortage and over-crowded classrooms, (c) children being required for household work or sibling care at home (d) children required to help parents in agriculture or other occupational works or being involved in some income generating activities and (e) parents' indifference or lack of interest in child's education. Parents mostly felt that lack of facilities in the schools and the child's unwillingness to go to school was the main reason for child's frequent absence from school. Among the measure suggestions as suggested by the community for improving students' attendance rates were (i) improvement in environment and teaching-learning in schools and providing incentives for the regularity in attendance (ii) motivating parents to send children to school and ensuring that children were not involved much in household works and income generating activities at home which actually required poverty alleviation measures to be taken in rural areas.

2.3. Critical Appraisal –National level Studies

All the studies quoted above were equally valuable to analyze the quality and quantity of the researches occurred in this related field. The best method of appraisal of any literary work is the critical method by considering the fact that each research has its own limitations thus it was quite obvious for the present researcher also that all the aspects of the related fields could not be covered in a single research.

From the above studies it is clear that the scenario of national studies and International studies was quite different depending upon its nature of problems. The researches conducted at international level had different problems while the national level of research studies
revealed and confronted with the heterogeneous nature of problems. The studies collected for
the present Investigation had covered the different aspects of all dependent and independent
variables such as 'absenteeism' was considered as one of the related dependent variables for
which Pimply, P.N. (1981), Professor Amartya Sen's Pratichi research team (2005), Dr.
Rama Naik (2005) and Resu, TGS-SSA (2008) and SSA (2009) conducted the studies to
evaluate the reasons of absenteeism in the primary schools. These studies had covered the
factors affecting the absenteeism and its causal effects. Few studies focused on the
community participation such as Ambashith and Rath (1995), J.P.S. Associate Pvt. Ltd.
Misra A. & Baraj B. (2008), etc. concluded that the community roles in the primary
education have prominent roles but not for the factor of enrolment and retention only in the
primary schools.

There were handful of studies quoted above which were more or less having a huge concern
about the dropouts' problem in the primary schools for this purpose the studies conducted by
Punalekar and Singh (1976), Sarkar B.N (1980), Pillai, G.V., Benjamin J., and Nair. K.R,
to the problem of dropouts. The studies in the above mentioned fields were conducted
belonging to different regions, different times and with the different objectives and
hypotheses. Related to the problems of girls schooling, its enrolment, retention and dropouts
the authors who invaded the area were Kumar (1983), R.A. (1985), Dhongade, U.D (1986),
Gupta, J.K. Rastogi, P.K., Gupta M.K. and Srivastava, A.B.L. (1989), Sharma and Nirmala,
Anuradha De, Claire Noronha and Meera Samson; CORD,(2005), Duraisamy, M. (2006),
Duraiswamy, M (2006), and William (2007), and they had generally covered the factors like
reasons for dropouts, ratio of enrolments and dropouts between the girls and the boys while
some studies were region specific or time specific also. All the researchers whether they
evaluated dropouts, enrolments, absenteeism or ratio of girls and boys had one specific
objective in their studies related to girls compulsory. The pre-school environment is the key
driver to the enrolment in the primary schools. Sharma V.S. (1976), Sarkar B.N (1980),
(1997), Reddy (1997) and Sangwan & Meenakshi (1999) conducted the studies related to the
reasons for enrolment and dropouts for which they provided the valuable inputs and the findings to continue the further researches in the related field but again here also the studies were mostly country, region or time specific.

Incentive schemes such as free text-books, uniforms, Mid-Day-Meal and scholarships contributed positively in the field of enrolment in the primary schools. Shah (1986), Report of NIEPA, New Delhi (1989), Diwan (1992), Levinger Beryl (1994) and Goitom Habtemariam (2000), studied the effects of pros and cons of those incentives in primary schools. The studies conducted above were not able to bifurcate the name of the incentive schemes and the volume of its impact separately. Infrastructural development is the key of steady growth in the educational facilities. Salvacion V. Santiago (1989), Bhargava, S.M. (1990), Panda (2001) and J.P.S Associates Pvt. Ltd. (2006) had pointed out that there were positive correlation between the enrolment and the infrastructural development. Mid-Day Meal is the independent variable of the study therefore a large number of studies were quoted related to that. More or less twenty studies were quoted related to the status, guidelines, implementation, execution, government supports, community participation, problems and impacts as well as the results of the Mid-Day Meals. Since the studies conducted in the field of MDM revealed several facts of the incentive scheme such as the mal-nutrition among the children especially in rural areas compelled the policy makers to implement the provision of lunch in the schools, Rajammal P. Devdas (1966), whereas Verma, (1987) found that there was a positive impact of MDM in the tribal areas. The general health of the children improved due to the MDM served in the schools. Diwan (1992) conducted a study but his study included the free text-books as an incentive so it was very difficult to tell which incentive was having how much of impacts. Other prominent contributors of the related studies of MDM were the National Institute of Nutrition, Hyderabad (1994), I.J. Baskara, (1995), Dreze and Goyal, (2003), Prof. Amartya Sen’s Pratichi research team (2005). Anuradha De, Clair Noronha & Meera Samson (2005) and Julia Blue, (2005). Critically concluding the above studies it could be said that more or less all of them were evaluative studies for specific region and during specific time period. Thus their findings could not be fully generalized.

Six studies were quoted related to the nutritional support which might be considered at time as a synonym for MDM (Mid-Day-Meal). S. Pal and Ram K. Naik (1989), Ernesto Pollit, (1990), National Nutritional Monitoring Bureau, India (1992), Patnaik and Anjali (1994), and
Sangwan & Meenakshi (1999) elaborated the nutrition as an important determinant of primary education in the government primary schools. The dimension of those studies was more towards biological development than the attitude towards educational development. This might be true for a particular place or individual but not for the generalized understanding. Apart from the above variable specific related studies there were some more studies which could be considered as indirectly or directly related to the current research problem. The contradictory findings of various studies quoted above inspired the investigator to conduct a study on the effects of this pivotal incentive scheme of MDM (Mid-Day-Meal) on the most concern issues i.e. enrolment and retention pacifically in Western Uttar Pradesh.

The careful and thorough review of published literature on research problem revealed that impact on enrolment and retention were studied by a large number of researchers at international and national level. Since this scheme (MDM) is a national level scheme therefore the studies at national level were more in numbers than the International level. Almost all the studies were time bound, region specific and variable specific. Thus the research gap and area-specific reasons inspired the investigator to conduct this study.
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