

**EFFECT OF MID-DAY MEAL SCHEME ON ACCESS  
TO EDUCATION AT ELEMENTARY LEVEL**

**DISSERTATION**

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# Declaration

This is to certify that the material embodied in the present work entitled “**Effect of mid-day meal scheme on access to Education at elementary level**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/ Institution deemed to be University and College/ Institution of National Importance. References from other works have been duly cited at the relevant places.

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# **CHAPTER-1**



## INTRODUCTION

Education is believed as a focal point to the economic development of all countries. As highly valuable, it is also considered as a chief donor to human capital, leading to higher production and prestigious living standards. Primary education is thought to be associated with particularly high returns (Psacharopoulos and Patrinos, 2004). Its significance is preserved in the Millennium Development Goals (MDGs), which is entitled for Universal Primary Education by 2015. In fact, Primary Education is distant from universal and this MDG remains subtle. Universal Elementary Education (UEE) and the abolition of gender inequalities in education by 2015 are the two among eight Millennium Development Goals espoused at the United Nations Summit in 2000. Evaluation of the advancement made since then shows that South Asia, besides sub-Saharan Africa, is straggling behind in attaining this goal (Glewwe and Zhao, 2006). Health and Education are deemed to be the “fundamental rights” at global level. Universal Primary Education is one of the important objectives of “Millennium Development Goals” (MGDs) which ensures that boys and girls must identically complete primary education.

Education plays an essential and central role in fulfilling the fundamental requirements of a common person like food, shelter and clothing. The major idea behind education is to prepare and build up the child physically, mentally and spiritually to lead an excellent life. Education is a route through which a child is made proficient to achieve the obligatory competencies, develop skills to accept the challenges during the course of life to endure and to lead struggle for his own existence (Dipa Sinha, 2008). There are

four major factors recognized for attainment of objective of 'Education for All'. These are: Access to Education, Enrolment of children, Retention of the enrolled children and learning achievements. Mid-Day Meal Scheme is an attempt to achieve and make possible all these goals (Brinda Viswanathan, 2006).

### **1.1. Foundation of Mid Day Meal Scheme in India**

A number of schemes were launched in the primary education sector by authorities to reach the deprived section. Access to primary education was universalized through flagship program of government in the name of Sarva Shiksha Abhiyan (SSA), despite its successful implementation; a few children were still seen underprivileged of primary education due to their poor economic background (kainth, 2006).

In the above context, authorities among the developed countries instituted an array of policies which focussed on enhancing of school enrollment. Provision of school meal is one among those that is believed to increase the enrolment through two major channels (PROBE, 1999; Dreze and Goyal, 2003; Kremer and Vermeersch, 2004). First was to reduce the cost of education by giving implicit subsidy to parents/guardians and second by making child nutrition far better through school lunch programs which fostered learning, hence maximized the returns on education, with this School Meal Schemes became very popular in developing countries (Jayaram and simroth, 2011).

Despite a massive practical literature available on relationship between school meal program and educational outcomes (Bundy et al, 2009), there is still a dearth of large-scale assessment of its cause and effect on enrollment as per our knowledge (Adelman et al. 2007). Ironically, India has one of the largest elementary educational systems at global level. India has nearly 150 million children enrolled in 800 thousand

schools across the nation (Department of Education, Government of India, 2002-03). But even with its seemingly broad coverage, near about 40 million children still do not reach grade V (Department of Education, Government of India, 2002-03).

Dropout rates are at the peak and the percentage of students who completed primary education in 1998-99 was just 58.2% (National Family Health Survey (NFHS), 2000). Furthermore, India is among those regions where gender gap at school education level can be clearly seen (NFHS, 2000). In particular it is severe among rural areas where girls' school participation rates lag behind boys by about eight percentage points (National Family Health Survey of India, 2000).

As a similar case with maximum number of developing countries, one of the major causes for a child not enrolled in a school or dropped out of the school in India is the expenditure that is supposed to bear by the parents on education and their financial requirements of families (NFHS, 2000). Although teaching in government primary schools is trifling and completely sponsored, the overhead prices of books and uniforms might be quite high which is discouraging poor families from admitting their children to educational institutions (Public Report on Basic Education for India (PROBE), 1999).

Usually children skip schooling to take a part in earning livelihood for their families and act as a support by involving themselves in either household works like family farms, fields, business etc or directly working for a salary. Involvement in household works is a major reason found for dropping out of school in case of girls as compared to boys (NFHS, 2000). Thus, besides chaste sex affinity, poverty can further intensify gender gaps if the costs of admitting girls to school would remain continuously

high with respect to the expected profits to their education in the labor marketplace (Kingdon, 1998).

The programs, which minimize the expenses of education, can be a successful way of improving participation at school level in developing countries. Estimation of provisional cash shifting programs in Latin America, which try to address education as a correlate of poverty, has proven successful (Morley and Coady, 2003). Progress in Mexico indicates a positive effect of these programs on increasing primary school enrollment even more effective in case of females. Assessment of in-kind school shifting programs in developing countries shows identical effects (Schultz's, 2004).

'India is residence to the world's biggest food insecure population, with more than 200 million people who are hungry,' India State Hunger Index (ISHI) said, adding that the country's poor performance is driven by its high levels of child under-nutrition and poor calorie count. It is further noted that "The child malnutrition of India" is higher than most of the countries in Sub-Saharan Africa' (World Bank, 2003). As per the global hunger index report which was released in 2009 India ranks at 65 out of 84 countries.

In India more than 200 million people suffer from hunger which is more than any other country in the world, as according to 2008 report. Report also brings attention to some specific states of India where child nutrition should be addressed urgently. As per the above statements, School Meal Program is the proper solution to the problem. The key features of scheme are defense of children from classroom hunger, enhancement in school enrollment, maintenance of regular attendance by every child, improving social inclusion, minimizing caste discrimination, dealing with malnutrition and social empowerment of women (Sengupta, 2012).



The occurrence of child labor is another main problem, which developing countries are facing, in the liberalized economic system. Various suitable policies are sought today by the dealing authorities of the concerned fields (such as economists and policy makers) to overcome these problems. In theoretical perspectives the child labor has largely been attributed to high poverty and faults in capital market (Chaudhuri, 2007).

Children in other developing countries are getting stipend, free educational material and Mid Day Meals. These policies are implemented to overcome the problem of child labor by retaining the children in schools. It is not only economic incentive which helped in increasing the enrollment. However, these programs are also significant for educational outcomes related with children who are involved in child labor, but the programs act as a source to equalize the income loss to the parents by sending their children to school. Incentives may be in different forms like free cooked meals to school children, food to the family of school children, cash stipend for students and free learning material. These schemes are estimated to minimize the incidence of child labor by decreasing the relinquished valuable child wage income and by increasing the earning potential of the students attending schools in future through human capital formation (Chaudhuri,2007).

## **1.2. Access to Education at Elementary Level in Indian Context**

We can see a clear gender variation in non government schools where more boys (20.4%) were enrolled as compared to girls (16.8%). A large difference in the enrollment of boys and girls in age group of seven to ten were seen in states like Punjab (50% boys; 43% girls) and Haryana (51% boys and 39% girls). Likewise, the 61st Round NSS observed a considerable share of students attending private schools either aided or

unaided (GoI, 2006b). Even with this large enhancement in the enrolments of private schools, the bulk of students still remain in public schools (Govinda and Bandyopadhyay, 2008).

### **1.2.1. Out of School Children in India**

It was found in 6<sup>th</sup> AIES (NCERT, 1998) that about 38.5 million children between age group 6-10 years were out-of-school in the year 1993. The number reduced to 22 million by 2002 as revealed by the 7<sup>th</sup> AIES (NCERT, 2005). Hence substantial reductions in the figure of out-of-school children of this particular age group in immediate past years remain significant. Assessing the circumstances with respect to children of age group 5-14 years, according to (61st NSS data report) that 17.4% children were not attending any school. More girls as compared to boys were found to be not enrolled in schools (14% of girls among 6-11 age groups; in contrast to 10% of boys) (GoI, 2006b).

As per the Annual Reports of MHRD there has been an unshakeable decline in the number of out-of-school children in recent years. It reduces from 44 million (28.5%) in 2001 to 7.05 million in 2007. According to another report of independent national level sample survey done by (SRI-IMRB) in year 2005 estimated nearly 13.4 million children of 6-14 age group were out of school, which constituted about 7% of the whole population of children in India of the related age groups (GoI, 2007b).

### **1.2.2. Disparities and Inequities in Education in India**

Access and equity go hand to hand and ensure Universal Elementary Education (UEE). Mostly all schemes and programs aim at bridging the social and gender gaps with respect to the enrollment, retention and educational outcomes at elementary level. As mentioned

in advance, extraordinary intercession approach have been adopted for the inclusion of girls, Scheduled Caste/Scheduled Tribe students, working students, children with special needs, urban disadvantaged children, children from minority section, children belonging to the families of Below Poverty Line (BPL) , migrant children and children belonging to the hardest-to-reach areas, into the mainstreaming. These are certainly those children who have earlier remained very much segregated from education, this seems to be at greater risk from dropping out even after being admitted, if exceptional attention would not be paid to the issue (Govinda and Bandyopadhyay, 2008).

In recent years it was seen that there is a positive growth in education of girls of India. In the initial period of 1990s, enhancement in girl's enrollment were more as compared to boys (Govinda and Biswal, 2006). But it is also reported along with the improvement in girl enrolment during 1990s that gender disparity is still considerable, particularly when we compare access at elementary education level of boys and girls in dichotomous way from rural/urban perspective. Even a broad gap in participation rates could be seen among urban boys and rural girls in all age groups (Bandyopadhyay and Subrahmanian, 2008).

Additionally, as the Sachar Committee Report has pointed out the situation of children from the Muslim minority community seems to be even worse than that of SCs and STs (GoI, 2006a). A number of steps were taken in the recent past years that aimed at bridging the gender gaps, ending the social caste inequalities and ending the contrast of rural and urban labeling among student. In relation with above, government recently came to know that there are about more than 3,000 educationally backward blocks towards which greater attention must be paid. A number of schemes in this regard were

instituted along with the National Program for Education of Girls at Elementary Level (NPEGEL) (GoI, 2007b). 31,450 model schools were established and 197,000 teachers from educationally backward blocks were trained and 10,419 extra rooms were built for performing bridge courses, teacher instructions and skill development for girls. Free school uniforms have also been distributed among 20 million girls in the educationally backward blocks of India (GoI, 2007b).

Kasturba Gandhi Balika Vidyalaya (KGBV) a scheme which was launched in 2004 also involved in offering residential school facilities for female students at the elementary level, especially in those areas which are primarily under-privileged. 2,075 KGBVs have been approved in minority rich areas. 428 KGBVs were established in Muslim populated blocks and 441 in ST populated blocks according to the report of Ministry of Human Resource Development (MHRD).

### **1.2.3. Education of Children from Low Income Groups**

There has been a remarkable reduction in poverty levels during recent years in India even though there might be challenging positions on the form and degree of the reduction (Dev and Ravi, 2007; Himanshu, 2007). However still about 250–300 million people currently in India may be classified as poor. As per NSS (2004-05) there is a significant fall in the percentage contribution of the poor between 1999-2005 but one-fourth of total population may still be considered as poor (28.3% villages and 25.7% in cities). When looking back to 1993-1994, the poverty rate was very high at (36% for the country) as a whole. Hence even with reduction in the poverty level, India is still having large population of poor people (GoI, 2006b).

#### **1.2.4. Educational Access and Child Labor**

Relationship between “Access to Education and Child Labor” has received greater attention during the last two decades. The issue became popular due to the publication of Myron Weiner’s influential work, *The Child and the State in India* (Weiner, 1991). As pointed out by Weiner: ‘Primary education in India is not compulsory, nor is child labor illegal. The result is that less than half of India’s children between age six and fourteen – 82.2 million – are not in school’ (Weiner, 1991: 3). He also stated that ‘depending upon how one defines “work” (employment for wages, or full time work whether or not for wages) the number of child laborers in India varies from 13.6 million to 44 million or more’ (Weiner, 1991: 3). After fifteen years, the circumstances are still not acceptable, with large population of children suffering as child workers instead of attending educational institution regularly. The practice of child labor employment still continues across the country. As per Multiple Indicator Cluster Survey (MICS) data conducted by UNICEF (2004: 57), there are above 12 million children working as laborers in India. Poverty is attributed as the main reason for the upholding of child labor and the related segregation of the children from educational institutions. A number of intellectuals blame the authorities for not implementing the “Child Labor Act” and for a failing to provide a Universal Access to Education for all children

According to the Census, there is a spiky turn down in the proportion of child laborers working full-time from 4.3% in 1991 to 2.3% in 2001. At the same time, the population of secondary workers increased from 2.2 million to 6.9 million, so in effect the sum total of child workers increased from 12.9 million in 1991 to 16.35 million in 2001. Maximum children were engaged in agricultural activities on a part-time basis.

### **1.3. Srinagar: The place of Study**

‘Jammu and Kashmir is a state in northern India which is often denoted by the acronym (J & K). It is located mainly in Himalayan mountain range and state is sharing border with Himachal Pradesh and Punjab to the south. Jammu and Kashmir has an international border with China in the north and east, and the Line of Control separates it from the Pakistani-administered territories of Azad Kashmir and Gilgit-Baltistan in the west and northwest respectively’ (Wikipedia, 2017).

‘A part of the erstwhile Princely State of Kashmir and Jammu, the region is the subject of a territorial conflict among China, India and Pakistan. The western districts of the former princely state known as Azad Kashmir and the northern territories known as Gilgit-Baltistan have been under Pakistani control since 1947. The Aksai Chin region in the east, bordering Tibet, has been under Chinese control since 1962 (Wikipedia, 2017).

Jammu and Kashmir consists of three regions: Jammu, the Kashmir Valley and Ladakh. The Kashmir valley is famous for its beautiful mountainous landscape, and Jammu's numerous shrines attract tens of thousands of Hindu pilgrims every year. Ladakh, also known as "Little Tibet", is renowned for its remote mountain beauty and Buddhist culture’ (Wikipedia, 2017).

‘The capital of Jammu and Kashmir is Srinagar which is largest in population among the 22 districts. It is often called as “Venice of East”. It lies on the Jhelum River in Kashmir valley, a tributary of the Indus, Dal and Anchar lakes. The city is famous for its gardens, waterfronts and houseboats. It is also known for traditional Kashmiri handicrafts and dried fruits’ (Srinagar Administration, 2017).

As seen in other parts of the country, habitually education in the state of Jammu and Kashmir was also imparted through aboriginal Institutions. In case of Muslims these aboriginal institutions were connected with 'Masjids', where the young students were taught to read Arabic to make them able to read the Quran. Similarly, Brahmins had their aboriginal institutions, where Sanskrit was taught to boys which made them able to read the holy Hindu religious books. In addition to these two languages, Persian was also taught, along with a certain amount of arithmetic. There was no regular type of schools or 'Pathshalas' at that time (Biscoe, 1998).

'On 17th November, 1956, the Constitution of the state was adopted and enacted. Part IV Directive Principles of state Policy, clauses 20 to 23 contain following provisions pertaining to education:

Clause 20: Rights of free and compulsory education in certain cases. The state shall endeavor:-

- a) To secure to every permanent resident the right to free education up to the University standard
- b) To provide, within a period of ten years from the commencement of this constitution, compulsory education for all children until they complete age of fourteen years; and
- c) To ensure to all workers and employees adequate facilities for adult education and part-time technical, professional and vocational courses.

Clauses 21: Right of children: The State shall strive to secure: to all children and youth equal opportunities in education and employment...

Clause 22: Right of women: The state shall endeavor to secure to all women; the right to full equality in all social, educational, political and legal matters;

Clause 23: Protection of educational material and cultural interests of socially and economically backward sections. The state shall guarantee socially and educationally backward sections for special care in the promotion of their educational, material and cultural interests even protection against social injustice (Khan, 1973: 16-17).’

‘In 1970, the state government of Jammu and Kashmir established its own Education Board and University. Education in the state is divided into Primary, Middle (Upper primary), High secondary, College and University level. Jammu and Kashmir follows the 10+2 pattern for education of children. This is handled by Jammu and Kashmir State Board of School Education (abbreviated as JKBOSE). Private and public schools are recognized by the board to impart education to students. Board examinations are conducted for students in class VIII, X and XII. In addition, there are Kendriya Vidyalayas (run by the Government of India) and Indian Army schools that impart secondary school education. These schools follow the Central Board of Secondary Education pattern (Wikipedia, 2017).’

The total literacy rate of Srinagar as per 2011 census is 71.21 in which males contribute 78.01% while females have 63.47%. the total number of government schools in district Srinagar are 530 in which 2 are KGVB’s, 215 are primary schools, 209 are Middle (Elementary) schools, 74 are High schools and 30 are higher Secondary schools. There are a total of 49,243 students enrolled in government schools of Srinagar with 59 students in KGVB’s, 17445 in primary schools, 8835 students in Middle



(Elementary) schools, 6503 in High schools and 16402 in Higher secondary schools in Srinagar (DSEK, 2016).

#### **1.4. Need of the Study**

The thought behind implementation of the Mid Day Meal Scheme can be viewed by three essential perspectives: Educational progress, child nutrition and social equity. Every objective has different aspect, one is more determined than other to illustrate, on fundamental contribution of Mid Day Meals towards Educational progress, is to improve school enrollment going beyond that, Mid-day Meals might be expected to augment student attendance on regular basis. School meals may also enhance learning achievement, in so far as “classroom hunger” destabilizes the capability of students to concentrate and possibly even affects their learning proficiency.

In the context of United Nations Summit in 2000, India has planned to achieve the goal of Universal Elementary Education (UEE) and eliminate the gender inequalities in Education by 2015 which are the two among eight Millennium Development Goals. Evaluation reveals that South Asia, besides sub-Saharan Africa, is straggling behind in attaining this goal. Universal Primary Education is one of the important objectives of “Millennium Development Goals” (MGDs) which ensures that boys and girls must identically complete primary education.

Education plays an essential and central role in fulfilling the fundamental requirements of a common person like food, shelter and clothing. The major idea behind education is to prepare and build up the child physically, mentally and spiritually to lead an excellent life. Education is a route through which a child is made proficient to achieve

the obligatory competencies, develop skills to accept the challenges during the course of life to endure and to lead struggle for his own existence.

The elementary education of India is the base for strength of educational system as a whole from a larger perspective. Ironically, India has one of the largest Elementary educational systems at global level. India has nearly 150 million children enrolled in 800 thousand schools across the nation (Department of Education, Government of India, 2002-03). But even with its seemingly broad coverage, near about 40 million children still do not reach grade V (Department of Education, Government of India, 2002 -03).

Dropout rates are at the peak and the percentage of students who complete primary education in 1998-99 was just 58.2% (National Family Health Survey (NFHS), 2000). Furthermore, India is among those regions where gender gap at school education level can be clearly seen (NFHS, 2000). In particular, it is severe among rural areas where girl school's participation rates lag behind boys by about 8 percentage points (National Family Health Survey of India, 2000). As a similar case with maximum number of developing countries, one of the major causes for a child not enrolled in a school or dropped out of the school in India is the expenditure by the parents on education and their financial requirements of families (NFHS, 2000).

'India is residence to the world's biggest food insecure population, with more than 200 million people who are hungry,' India State Hunger Index (ISHI) said, adding that the country's poor performance is driven by its high levels of child under-nutrition and poor calorie count. It is further noted that "The child malnutrition of India" is higher than most of the countries in Sub-Saharan Africa' (World Bank, 2003). As per the global hunger index report which was released in 2009 India ranks at 65 out of 84 countries. In

India more than 200 million people suffer from hunger which is more than any other country in the world, as according to 2008 report. Report also brings attention to some specific states of India where child nutrition should be addressed urgently.

### **1.5. Statement of the Problem**

**“Effect of mid-day meal scheme on access to Education at elementary level”**

### **1.6. Operation Definitions**

- a. ‘*Access to Education*’ is the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.
- b. “*Mid-Day Meal Scheme*” means the scheme of providing hot cooked meal at the mid day time during the working days in ‘Elementary Schools’ of India.
- c. “*Elementary Level*” means classes or grades from I to VIII.

### **1.7. Research Questions**

- I. What is the effect of Mid-Day Meal Scheme on total retention of students at Elementary level in District Srinagar?
- II. What is the effect of Mid-Day Meal Scheme on gender-wise retention of students at Elementary level in District Srinagar?
- III. What is the effect of Mid-Day Meal Scheme on social class-wise retention of students at Elementary level in District Srinagar?
- IV. What is the effect of Mid-Day Meal Scheme on Educational outcome of schools at Elementary level in District Srinagar?

### **1.8. Delimitation of the study**

- I. Present study is delimited to District Srinagar of Jammu and Kashmir state.
- II. Present study is delimited to the government run Elementary schools of District Srinagar.
- III. Present study is delimited to the 80 schools at Elementary Level of District Srinagar.
- IV. Present study is delimited to those schools at Elementary Level having Co-Education.

# CHAPTER- 2



## REVIEW OF RELATED LITERATURE

### 2.1. Conceptual Framework

The initiation of Mid Day Meal Scheme in India can be seen much earlier looking back to 1925, when cooked meals were provided to the susceptible young students of Madras Corporation. K.Kamraj the then Chief Minister of Madras (now Chennai) started up 'poor feeding' program in 1956. All corporate and government schools were covered by the program in cities up to 1961, which was even catalyzed by the American aid. In 1982 the Chief Minister of Tamil Nadu M G Ramachandran started the scheme throughout the state called as 'Nutritious Meal Program'.

During the middle of the decade of 1980s , some parts of India like Kerala, Gujarat, Tamil Nadu and Pondicherry (now Puducherry) started serving cooked Mid Day Meals in primary schools universally at state levels but using their own resources (Bhardwaj, 2003; Dev Mahendra, 2003; Dreze and Goyal, 2003; Khera 2002; Mathew 2003; Parida, 2010).

Central-Western state of India Gujarat followed the provision of giving food to the primary school students in 1984 but in a different manner. The state provided the "Dry Ration" to the students enrolled in the schools, the quantity of which was usually 3 kg raw rice/wheat grains but the delivery of these dry rations were irregular and food was found to be low in quality (PROBE, 1999). The program covered twelve states with an identical state funded pattern by 1990; the states covered were Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Goa, Madhya Pradesh, Maharashtra, U. P, Karnataka, Orissa and W.B. These states started the program with state resources in association with

international assistance where as A.P. and Rajasthan implemented the program purely on the basis of international support. (Bhardwaj, 2003; Dev Mahendra, 2003; Dreze and Goyal, 2003; Khera 2002; Mathew 2003; Parida, 2010)

Education is considered as a fundamental right because it was made free and compulsory between the age group of 6-14 years in 93<sup>rd</sup> amendment of constitution. . India is also a participant to the Millennium Development Goals (MDGs) according to which the country has to universalize the primary education by 2015. In this connection “National Program for Nutritional Support” was launched in 15<sup>th</sup> August 1995 across India by MHRD (Ministry of Human Resource Development), Government of India. The program was initially started in 2408 blocks but in 1997-98, the scheme covered all the blocks of India.

In 1995, “Public Expenditure” on education reported for 15.7% of total government outlay in developing countries (Bedi and Garg (2000). Majority of children in developing countries are getting education in publicly financed and publicly administered educational institutions. Almost 90% of primary and 70% of secondary student enrollments in developing countries are in government run schools (Jimenez and Lockheed, 1995).

On November 28, 2001 the Honorable Supreme Court released a provisional order which directed state authorities to start Mid Day Meal that is serving of hot cooked meals in public/government but not in private schools. More exclusively, the directive said, “Every child in every government and government-assisted school should be given a prepared midday meal”. In 2001 November, the Supreme Court ordered all state level authorities to provide cooked mid-day-meal in place of giving raw food grains to the



children, which they could not consume at school. Peculiar timing in implementation has been credited to thriving demands raised by civil society (Karunakaran and Krishnaraji, 2015). In the year 2002 the scheme was also stretched to the students studying in Alternative Informal Education (AIE) and Education Guarantee Scheme (EGS). .

In particular, the starting six months deadline by the Honorable Supreme Court was breached, when states claimed that insufficient funds were provided for implementation of the Scheme. This excuse was widely highlighted by the media, two Supreme Court commissioners along with activist community, who instead blamed that “lack of authoritative boosting recalcitrance make identical claims (Parikh and Yasmeen, 2004); Dreze and Goyal, 2003; Zaidi, 2005)

Public interests also reshaped it when press reported the drought related starvation deaths. PUCL (People’s Union for Civil Liberties) of Rajasthan submitted their objection in the Supreme Court about the reporting of starvation deaths which was in contrast with the fact that stock of food grains are more than the area of storage (Jayaraman and Simroth, 2011).

PUCL documentation reveals that state authorities should expand the statutory food and nutrition programs especially Mid Day Meals in schools. The PUCL documented that, despite their protests in opposition; states could in fact afford to widen a number of statutory food and nutrition programs, including the Mid Day Meal Scheme in schools. The writ which PUCL has submitted, insisted the court to direct the government for releasing of public food stocks, by strongly arguing that the right to life (Article 21) of the Indian Constitution also contains the right to food (Jayaraman and Simroth, 2011).

State government started operation of incentivized elementary activists, coordinated by India's "Right to Food Campaign" which came into the view because of PUCL's Supreme Court litigation to begin with public mobilization efforts. These efforts along with the monitoring and discipline on the part of two commissioners in association with media have induced the states to obey the Supreme Court Directive (Sharma et al. 2006 and Khera, 2006). The program was further revised in 2004 in which authorities decided to provide cooked Mid Day Meal to all children studying in EGS/AIE centers, government and government-aided primary schools containing 300 calories and 8-12 grams of protein. In October 2007 the scheme was extended to class VIII (up to the Elementary level) in 3479 educationally backward blocks. The number of beneficiaries under cooked meal scheme has been raised from 33400000 in 1995 to 120000000 in 2010 (Karunakaran and Krishnaraji, 2015). Primary school education in India normally covers the classes from I-V, which is the combined responsibility of state and central authorities. Central government is responsible for guidelines and funding, while as state level authorities deal with its implementation. The central government has a venerable obligation of providing meals to the children studying in schools (Harriss, 1991).

The execution of Mid Day Meal Scheme is the joint responsibility of state and central government as mentioned above. The central government offered financial help regarding the cost of food grains and their transportation. Certainly, the 'Food Corporation of India' (FCI) which is an institution established in 1964 to assist the central government's food policies, provides state authorities free delivery of food grains from the nearest of its stock stations. Each student has been decided to provide with 100 grams of wheat/Rice per day which cost central government nearly Rs 1.11 (NPNSPE 2004). Fair quality of

food grains were guaranteed by the FCI and full commitment for replacing the grains if found otherwise. The subsidy for the carriage charges of grains from FCI store house to primary schools were set Rs. 50 for every quintal which has an individual subsidy of Rs. 0.05 per child per school working day (NPNSPE, 2004).

The entire value of the central government subsidy during 2002-2004 amounted to Rs. 1.16 per child per school working day. The directive of Supreme Court 2001 authorized that Mid Day Meals have “a minimum content of 300 calories and 8-12 grams of protein each day of school; for a minimum of 200 days a year.” Responsibility of ground level execution of the scheme lies in the hands of local bodies (government) that can more typically be attributed to the village panchayats who sometimes handed over performance to Parent Teacher Associations (PTAs) or NGOs of that particular area. During the mid-day time in schools students assemble at a common place and sit in front of plates in which cooked meals are served that are usually prepared by a cook appointed by the school authorities exclusively for cooking purpose. The meal consists of rice/wheat along with other food items in the menu that varies from village to village and even from school to school (Dreze and Goyal, 2003).

Most of the Indian states started universal Mid Day Meal program in government run primary schools between the period 2002 and 2004. This would be further reshaped by a harsh drought that hit different states during the year 2001. There were seven major drought-affected states during the above mentioned period: Gujarat, Madhya Pradesh, Chhattisgarh, Rajasthan, Maharashtra, Orissa and Andhra Pradesh (Jayaraman and Simroth, 2011). Provision of school meals in India was started which targeted improvement in educational outcomes as well as learning capacity of students in

developing countries. These kinds of incentives have a potential to enrich the enrollment and improve regular participation of children in schools by virtue of meals. The early implementers also argued that it has reduced hunger and malnutrition, which is a cause of poor academic performance of the students. In the context of numerous benefits, the MDM Scheme is one of the world's largest feeding program covering 129 million children in its initial 2-3 years across the country (Afridi, 2007). The effect of this program in India is remarkably very low when we consider it with respect to the scope and significance (Planning Commission, 2000; Laxmaiah et al., 1999). The Scheme has increased the girl's enrollment as compare to the boy's enrollment in government primary schools. Since the authors have not addressed the problem in a simple frame, so interpretation of results should be done carefully (Dreze and Kingdon, 2000). The main focus of research on this scheme usually remained with respect to enrollment but it should also appeal the weak regular attendances of students in developing countries (Ahmed, 2004; Vermeersch and Kremes, 2005).

In a situation where enrollment does not necessarily indicate attendance, enrollment might not be a true indicator of participation rates in developing countries, even anecdotal evidences imply that there is large student's absenteeism seen in India although daily based attendance rates is nearly non-existent (Duflo and Hanna 2006). The extremely bad attendance rates in these schools can be directly attributed to the inferior educational quality and the financial barriers in families of children (Schultz, 2004; Duflo and Hanna 2006). Academic performance of students could be improved by maintaining the quality of daily attendance in schools, which in turn reduces retention and drop-out rates (Afridi, 2007). The impact of MDM program on learning outcomes, intellectual skills and long

term health benefits are not much evident while there are clues which suggest that immediate nutritional requirements and school participations were positively affected (Jacoby, 2002; Afridi 2005; Afridi, 2007; Dreze and Goyal, 2003).

In 2004, Kremer and Vermeersch found various cases of improvements in learning but only in those schools having experienced teachers, while Adelman et al (2008), found a blow on test scores confined to the children between age group 11-14 years but excluding younger ones. The positive impact on long term health benefits is still uncovered, where there are certain studies which show the impact of school meal programs on indicators of child nutrition, and those that are available discover vague effects (Kremer and Vermeersch, 2004).

A variety of aspects were seen in relation to social equity so far as contribution of Mid Day Meal is concerned. For example, practice of serving Mid Day Meal in Schools may weaken the caste unfairness by inculcation of sense of equality among students by teaching them to sit together and share the meals. It also promotes the gender equity by minimizing the gender gaps when providing more opportunities to females as cooks and made them independent and burden free from feeding their own children at home during the day time. Mid Day Meal has also reduced the caste bigotry as it was seen that a good population in government schools of India belong to socially disadvantaged section. The scheme proved as an economic support to poor families and increased the school participation among underprivileged sections (Hamid and Hamid, 2012).

## 2.2. Reviews

**Kadari & Roy (2016)**, conducted a study on strengthening of the Mid-Day Meal Program (MDMP) by the virtue of Management Information System (MIS). The authors have discussed the execution of MDMP in India and the present system used for its implementation. The drawbacks in the current system were identified and the authors highlighted the exercise of MIS and Interactive Voice Response System (IVRS) in executing the MDMP in a more superior manner. Use of IVRS system has many benefits as it is a realistic system that can be processed without any difficulty. In allusion to MDM scheme, relation with food-grain consumption and cooking cost can be done which may help in stabilizing the system. The system may also help in facilitating the information on public realm which would make it more reliable and visible. Assessment reports and inspection photos etc. should be uploaded on website and complete database along with food grain lifted, amount consumed, etc. should be kept updated with time to time for proper intervention.

**Kaur (2016)**, revealed that before the scheme, average enrollment was more and after the scheme the average enrollment is less. There is a fall observed in dropout rates before and after the scheme. But the change is not much significant. All these issues points out that the mid-day meal scheme is not the single reason which attracts children towards school or minimizes their drop-out rates. There are certainly many other factors responsible for enrollment and dropout of children from schools. Mid Day Meal Scheme is without any doubt a very good effort by the government but there is a need of introducing some more measures, and simultaneously government should also work for

the removal of loopholes from existing form of scheme to ensure success in the mission of UEE.

**N. Karunakaran & Krishnaraji. (2015)**, revealed that in state of Kerala the Mid-Day Meal has been proved as one of the important policies at elementary school education level which depressed the cost of education for parents and also aided in improving the child nourishment to promote learning, hence allows an increment in returns to education. But during the course of study it seems that scheme could not improve the dietetic status of the lower primary school children. It was also revealed that scheme has not been proved very fruitful so far as the Nutrition Echelon, Enrolment and Dropout of students are concerned. But it may surely contribute in enhancing the nutritional status when the government would enrich the menu and start monitoring it sincerely.

**Nath & Nath (2015)**, revealed on the basis of the present study that parents were found more attracted to send their wards to the school. After the introduction of Mid-Day Meal Scheme, there is an increment in the percentage of retention in schools. The Headman opined that they are in support of the continuation of scheme. The Mid-Day Meal Program helped in increasing the attendance and enrolment of the students particularly coming from economically weaker families. The rural Headman and Teachers are having unanimously positive attitude towards the scheme. It was found that rural head teachers have shown encouraging attitude towards implementation of Mid-Day Meal Program.

**Penisetty (2015)**, revealed that due to the implementation of the scheme it can be clearly reflected that scheme has positively affected the enrolment, attendance and gender

equity at elementary school education level. It also affected the retention level, learning ability and inclusion. Children and community should participate actively for the sake of improvement in the quality of food. State and administration should look after the scheme very seriously. Children from about 84% families enjoy the scheme and ensure their educational survival. Parents reported that they get rid of the burden of their children's day meal. Teachers however observed that Scheme is showing some positive results regarding learning ability and academic achievement. It also brought social integrity and social equity among students. Scheme is more affective in the areas where there are poor families as compared to the areas with elite classes.

**Sarkar & Battacharyya (2015)**, revealed as per the present figures available through the study, that 42.5% of the primary level students below 5 years of age falling below the optimal value of weight. Usually most of the students did not get enough food to eat which may meet the needs of children. Thus there is an immediate concern to enrich the Mid Day Meal scheme with more packages. Another important issue is that the quality of food served should be seriously addressed as much as possible. The follow-up should be very much dynamic to make outcomes positive and hence the scheme can be truly advantageous and supportive for the poor children.

**Sri & Anusha (2015)**, revealed that 75% of schools use LPG as fuel while 25% use firewood as fuel, 67.8% of schools use iodized salt for food being served. No serious event has ever happened during the active period of Mid Day Meal Scheme. It was also reported that 87% of children is enrolled in schools with Mid Day meal Scheme whereas 13% were still out of school and health observation reported that 49.9% of children seems to be normal BMI, 10.3% children were thin and 19.1% were extremely thin when



seen from WHO (2007) z-scores context. Instructions like use of LPG fuel for preparation of food; using Iodized salt, etc. is a good sign of quality practices.

**Dravid & Khan (2014)**, reported that maximum elementary schools in Allahabad distribute the meals regularly using a menu with variety. Almost all schools have appointed the cooks and helpers for the meal preparation without any intervention to the learning process. Maximum schools experience that material for food arrives at time and every school possesses a detached for the preparation of food. Schools check the quality of the food regularly. A large number of schools responded that the scheme is monitored well by the authorities for its smooth functioning. Finally, we may conclude that scheme has achieved its goals satisfactorily to some extent in most of the elementary institutions of Allahabad.

**Jan (2014)**, carried out a study regarding Mid Day Meal Scheme in district Pulwama, of Jammu and Kashmir, and revealed that scheme has a significant positive effect on enrollment of students, their retention in schools and relatively high growth of female enrollment at elementary level. The study found that Mid Day Meal scheme has created a positive effect with respect to enrollment, attendance and retention. Maximum students in the schools stated during the qualitative evaluation that Mid Day meal has proven as a main incentive for attracting them towards schools on regular basis. Collected information also indicated that the Mid Day Meal Scheme has made the parents relaxed from the worries of providing one time meal to their children at homes. Scheme is also proved to be a great support, especially to the families of lower socio-economic background. While conducting the study it was also experienced that Mid Day Meals Scheme is believed to be a support for active learning of children that directly influences

their academic performance. From the access point of view, scheme has played a vital role in bringing up social equity among students.

**Karande & Gogtay (2014)**, revealed the results in relation with Simeon's postulation that blood glucose level is enhanced on short term basis which helps in rectification of problems caused by classroom hunger which in turn forms a base for motivation, concentration and memory retention as fundamental parts of learning. It is recommended that in addition to the traditional food items given during Mid Day Meal, students should also be provided with special nutritious foods like seasonal fruits, milk etc.

**Sandeep (2014)**, studied the School Meal Program and revealed that health and future of elementary students is highly enriched by the Mid Day Meal Scheme. As evident from different studies that scheme has certain loop holes but still going forward not backward. It is a very form of catalyst for a good aspiration among parents of children belonging to the families of lower economic background and simultaneously it also helped students to get rid of the class room hunger which obstructs the learning and hence impedes the academic growth. However the weak structure and shortage of pledge is really a dimension to be considered. The barriers found in successful implementation include (I) low meal quality (II) weak coordination on the part of school and source organizations (III) delay in funds (IV) lack of hygiene (V) inadequate infra structure etc. It surely needs a political attention from policy perspective, assurance and concentration after looking into some serious incidents which even have charged the life of certain students as a fine. If not taken into account immediately, it may show us a dark future of this scheme.

**Singh, Park & Dercon (2014)**, revealed that despite the popularity of Mid Day Meal Scheme, very few studies show evidence on its health benefits. A research study was conducted by using recent longitudinal data from Andhra Pradesh to evaluate the effect of scheme program on anthropometric z-scores of primary children and inspects if the scheme restructured the worsening of wellbeing in children caused by a harsh drought. Approving for self-selection into the scheme through nonlinearity in how age influences the chance of enrollment, we find that the scheme proved itself as a protection for children, providing huge and momentous health benefits for students whose families got affected from drought.

**Aiyer et al. (2013)**, reported that PAISA survey is an entirely different kind of study to assess sanction of funds and grains in the name of Mid Day Meal Scheme. The survey indicates all weaknesses in allocation of funds along with observation of poor quality of Meals. It was found that inefficiency is at peak, which is caused due to administrative hurdles at block and district levels. The eminence of keeping record at district, block and school levels is very poor, that in turn leads to feebleness in monitoring. Finally it was concluded that scheme was good for the health and education of students but it has not attained the goal with which the scheme has been implemented.

**Lok Sabha (2013)**, reported that 22 students in Bihar died because of the presence of pesticides in meals and in Bhilwara district of Rajasthan 79 students were taken to the hospital after they take Mid Day Meals where a lizard was found in the food. In 2011, 126 students got health affected after taking Mid Day Meals at Sarvodaya Vidyalaya, in Assam insects were seen floating in the food and in Haryana 42 students fell ill at a time due to Mid Day Meal consumption. In the above context the centre then

decided to create monitoring committees at every stage for its smooth functioning. Decentralized monitoring units were established in all the states after the recommendation by the Ministry of Human Resource Development. Guidelines have been issued by the ministry to all the states for quality control, conduction of awareness programs for the people to get rid of ignorance about the scheme.

**Salomi (2013)**, conducted a study on Mid Day Meal Scheme in Bihar and revealed that above 1, 50, 00,000 elementary school children in Bihar did not receive the benefit of scheme. About 3,00, 000 government teachers are not the part of scheme as they expressed that the scheme as not a part of academic activity. The scheme was started for the poor children of India who got intervened during the classroom interaction due intensive hunger but the President of Teacher Association of Bihar declared that they would shun the duties of scheme forever in future.

**Tandon (2013)**, reported that government has failed to keep the promise that if children were not served Mid Day Meal due any reason, then they would be provided a cash amount equalizing the meal, as a compensation. Ministry of Human Resource Development were in the course of calculating the Mid-Day Meal stipend that is supposed to be compensated to children against missed meals by the respective state authorities according to food security law, as per the sources. It is evident that scheme has been easily implemented but failed to sustain. Student enrollment surely increased but due the poor quality and irregular distribution, scheme is in a state of failure.

**Bonds (2012)**, revealed that school meal programs was highly victorious in enhancing the enrollments particularly for the students coming from poor socio-economic backgrounds. This confirmation reiterates the optimistic effect of school meal programs

on educational production, and expects hopeful results in other areas as well. Analysis of data under study highly indicates number of significant factors of program participation. The effect of scheme is found more positive on girls as compared to the boys, similarly the scheme has proven good for the rural students as compared to urban students. The program beneficiaries may have a superior family “dependency ratio”, which can inflict a sprain on family wherewithal. Program participants who belong to financially weak families of primary rural areas, the weakness was from both the perspectives household income and parental education. But it seems that the Mid-Day Meal scheme is not expanding its grip to the places that are extremely needy. While, prior to matching, these impacts cannot be interpreted as causal, it does appear that the Mid-Day Meal program is extending its reach to areas that are most in need.

**Hamid & Hamid (2012)**, conducted a study on effect of school meal scheme in district Anantnag of Jammu and Kashmir state, and reported that attendance rate has risen from 64.71% to 82.42% which clearly shows an optimistic effect on average attendance over a period of time. After taking the opinions from teachers, parents and students to know the cause of enhancement of attendance rate, it was concluded that Mid Day Meal is the key factor. Study further revealed that mean drop-out rate has decreased after the introduction of scheme. The mean dropout rate has reduced from 25.15% to 14.22% which means a decline of 10.93% as a sharp indicator of success of scheme. During the study researchers encountered a number of socio-economic, ethnographic, monitorial and administrative hurdles that were strongly affecting the scheme. Caste and gender discrimination were the concerned issues, related with the scheme.

**Paul & Mondal (2012)**, revealed the impact of Mid Day Meal Scheme on academic achievement of those students who are consuming the meals regularly. The study is exclusively conducted in district Burdwan of W.B, among the elementary schools. It was found that scheme has a definite positive effect on increasing enrollment, strengthening of attendance, low retention rate and minimizing dropouts which seems to be an important aspect for high academic achievement particularly students belonging to the lower economic backgrounds. The chi-square test results indicate a significant positive impact on academic performance by the virtue of Mid Day Meal Scheme. The fallouts of multiple regression models point out that there is a significant positive effect of scheme on educational outcomes of students by taking into deliberation the factors like enrolment, daily attendance, and retention level, even dropout rate of students. To make it more affective it should be associated and collaborated with awareness programs.

**Banerjee et al (2011)**, conducted a study in the year 2008 to assess the effect of nutritional program on age group of 10-19 years in rural Goa. It was found that 33% of students who attended the health camps were under weight and 59.2% experience hunger due to inadequate amount of food taken. Number of underweight boys was more in comparison to girls. There is an instant requirement of addressing the hunger problem among both the sexes during childhood and adolescence. A special counseling for underweight students must be provided, along with a proper awareness about nutrition, which might be followed by a strong research by the scholars of concerned field. The malnutrition among the students of elementary level has badly affected the enrolment and academic achievement of students at such an early age.

**Jayaraman & Simroth (2011)**, revealed that scheme witnesses the large increment in enrollment among the primary school. Our indicator shows that there is 13% increase in enrollment at primary level. 6.3 million extra children attended the school after scheme. House hold survey data is an evidence for enrollment of children in schools from poor socioeconomic background and educationally backward groups. Grade first experienced highest increase in enrollment which was about 21%. The enrolment in remaining higher grades was comparatively low. The later grade enrollment can also be increased by reducing the dropout rate in lower grades. Mid Day has successfully increased the enrollment in lower grades as compared to upper classes. The reason for which is the allocation of same amount of food to all classes from 1<sup>st</sup> to 8<sup>th</sup>.

**Singh & Verma (2011)**, conducted a study in 36 schools of Faridabad, Kurukshetra, Fatehabad, and Rohtak districts. Number of beneficiaries approached by the researcher is 400 among which 47% belong to SC category; OBC were 29% and 41% belonging to BPL category. The respondents say that they are provided with milk, fruits, vegetables, pulses, rice etc and are satisfied with scheme. Cooks are appointed from the local areas and are performing their duty well on time. The teachers also help in preparation, distribution and monitoring. Beneficiaries replied that lunch break is the appropriate time for Mid Day Meal in these Schools among which 83.5% of students were favoring of hot cooked meals but only 16.5% children were in favor of packed meals. The students of district Faridabad replied that packed food was distributed among all the schools by just one agency. When meals reach the schools it has become useless to eat, having no taste due to large time gap between delivery and preparation. During survey it was revealed that 72.2% schools are without proper kitchen, 15% schools are

not having food storing place but 32 among 36 schools are having proper drinking facility. The school enrollment among these four districts is surely increased but scheme still needs intensive monitoring and enrichment of quality at larger extent.

**Kaur (2010)**, revealed that mid day meal scheme has a positive effect on enrolment of children belonging to any class, category and gender in government and government aided schools of Ferozpur. The more rise in enrollment were seen in case of reserved categories. Enrollment has showed more attention in case of girls. The meal is having an optimistic effect on students of all categories general, ST, SC, OBC, etc. The attendance of girls was seen more affective as compared to boys. Retention also increased among all the classes and both of the genders in Ferozpur.

**Parida (2010)**, revealed that in state of Orissa the scheme is suffering from many irregularities as implementation is concerned, but still the impact is impressive regarding enrolment, retention and dropout rate. It is evident that enrollment of children at elementary level has enhanced significantly. The regular attendance of school going children is also increased at above average rate. As a case study of Orissa it was found that the quality of food is very poor and as a whole the quality of scheme is not so impressive. From one side financial allocation for Mid Day Meal Scheme is not sufficient and from other, corruption is decaying the scheme. Study and learning process is hampered due to extra assignments for teachers and students. No special staff is present for the monitoring and supervision of scheme.

**Angom (2009)**, investigated the implementation of the scheme namely Mid Day Meal Scheme in five districts of Manipur. Mostly all practices are common except the maintaining of kitchen garden in school premises, use of gas fuel for cooking, register



and attendance record regularly and display of daily based menu for the meals. These extraordinary features must be encouraged by the authorities. It was found that head masters take care of all requirements that should reach the school well in advance despite the delay in releasing of funds. Dedication, cooperation and sincerity were found as important qualities to make the scheme successful. The follow up by the concerned members should be taken seriously with regular inspections to the schools for smooth functioning of program and avoidance of corruption regarding the food material which was unlikely evident in other states.

**Bhargav & Bhargav (2009)**, revealed that teachers are of the opinion that Mid Day Meal scheme should continue, as scheme has been proven as a catalyst for increasing the enrollment at elementary level. 70% teachers are not satisfied with the quality of scheme, 60% teachers are annoyed with delay in the supply of food material, 76% teacher are cooperative to the scheme but 36% teachers also replied that parents did not provide adequate support to the scheme. 66% teachers say that scheme is a burden on them. 68% teachers believe that it has enhanced the attendance and 56% responded that scheme should be extended to higher classes. 94% teachers responded that the cooked meal provided is of best quality.

**Bhasin (2009)**, reported that the quality of Mid Day Meal served to the students of Kondli A-Block village in Delhi was worst as a rat was found floating in dal supplied by an NGO, during an inspection. The civic agency has enhanced the money to be utilized for quality improvement of food and the scheme as a whole. The amount was increased by Rs 2.5 per child. It was also decided by the standing committee to go for surprise inspections to see the ground level situations which usually are kept hidden by

the school authorities. The higher authorities are tightening their grips on the executing bodies, but the struggle for quality will remain there till the executing bodies realize their responsibilities.

**Bhushan (2009)**, conducted study in Bihar and reported that in Mushari Block the Panchayat level committees help in preparation of food and ensure its safe transportation to the schools in the hot form within one hour of its preparation. Women empowerment was also evident by establishment of Mahila Samkhyas which helps in preparation of food against the wages paid from the funds. The serving of food to the children was organized systematically with proper care of hygiene and without any disturbance. Government of Bihar has keenly taken interest in transportation of food raw material to the schools to prevent any kind of delay which may affect the teaching learning process, hence could hamper the scheme.

**Devi (2009)**, recorded the opinion of teachers about the Mid Day Meal Scheme in Ballabgargh, Haryana. It was found that 15% teachers said that children are getting satisfactory benefit of the scheme. Scheme is serving its purpose and fulfilling the aims as per norms at Elementary School Level was opined by 94% teachers. No such problems regarding the quality and suitability were seen, was stated by 87% teachers. 91% of teachers are saying that parents and guardians/caretakers of students are satisfied, having optimistic attitude towards the scheme. 80% of teachers are in favor of its continuation in future and 70% opined that VEC should actively take part to avoid the extra burden to the teachers and even the functioning of scheme. 80% teachers were of the view that students are pleased with eminence of food. 84% teachers opined that officers concerned at higher level are interested in the scheme, and teachers are satisfied

with time interval and delivery of food. 60% of teachers feel that it is an unnecessary burden on them. They also found that funds allocated by the government are enough to run the scheme. 7% said quality is poor while 93% are satisfied with quality of food that is being served in the schools.

**Kaushal(2009)**, revealed in a study of Mid Day Meal Scheme conducted in the state of Rajasthan that according to 3<sup>rd</sup> quarterly evaluation and assessment report of SIERT, retention of primary level classes has increased by 15% from the year 2003 to the year 2007 but increment reduced to 6% in the session 2007-2008. Enrolment has continuously increased between the years 2003 to 2008 in district Jaisalmer and daily attendance rate over crosses 80% in the districts like Udaipur, Jholare and Sikar by the virtue of Mid Day Meal scheme. According to the report provided by DPEP enrolment during the year 2006-07 was 1,24,73,410 in primary grades among public and private schools, out of which just a 0.95% of student dropouts were reported. .

**Kumari, Devi & Rani (2009)**, studied the effect of Mid Day Meal Scheme in a tribal area of Andhra Pradesh namely Godawri district and concluded that 70% of teachers believe that scheme has proven fruitful in enhancing the attendance and retention level of elementary schools because meal participation was only for those who are present. Children became active and healthy after the emergence of scheme was opined by 84% of parents, even 87% parents believe that the food provided in the schools is better than their children are getting at their respective homes. 55 among 60 students said that taste of food was satisfactory. 88% of children who attend the school said that they are attending the school because of Mid Day Meal. Cooks after being interviewed replied that there is more need of utensils.

**Lodhia, Shah & Desai (2009)**, conducted a study in Gujarat and concluded that Mid Day Meal has become a part and parcel of the lives of students, teachers, cooks, helpers etc. The enrolment and attendance has sharply increased after the emergence of the scheme in Gujarat over specific period of time. However the scheme is found to be unsuccessful in motivating the children to attend the school regularly the reason for which was unveiled as inefficiency and irregularity of the scheme. Quantity of food was observed inadequate, quality was inferior and variety of food was also absent which is believed to be the major constraints in success of scheme.

**Lohe (2009)**, reported about the study on Mid Day Meal Scheme conducted in Pekk District of Nagaland that enrolment level has raised from 7.9% to 26% in 15 years. The above assessment was done before and after the implementation of scheme. The retention rate was also found enhanced from 58.1% to 78.9% during the same period of fifteen years. The dropout rate was 33.43% in 1994-95 when scheme was not introduced and reduced to 31.15% in 1995-96 (immediately after the implementation of programs) and further condensed to 17.43% in 2008-09 correspondingly. The meal rate per child on daily basis was charted at the amount of Rs. 1.80 per child in concerned schools.

**Menon (2009)**, studied Mid Day Meal in the state of Tripura and got amazed to see that state government has implemented the programs on 1<sup>st</sup> March, 1980 at primary level in government and government aided private schools. Each child received Rs 2.30 in the form of cooked meal on daily basis (only working days). No complaint was received about the quantity and the quality of food in the state. Quantity and quality was regularly checked up by the clubbed association of teachers and mothers. The job of coordinator in sustaining an uninterrupted and regular supply of foodstuff was laudable.

**Narula (2009)**, revealed that in Jharkhand the meal programs is successful and attained an important place in the hearts of the people. The food raw material is usually seen to be reached on time and cooks utilize them properly. Funds are released on time and the people accepted scheme passionately. It was found that girls joined the school more as compared to the boys. The attendance of girls and their retention level were increased over the period of time. It is strongly believed that scheme has improved overall enrollment and retention in elementary schools. Mid Day Meal scheme acted as an incentive to the children more specifically belonging to the drought prone areas and those of unlimited poverty. No discrimination of caste were seen during the distribution of food.

**Panda (2009)**, conducted a research study with the topic international perspective of school feeding program in context with Mid Day Meal Scheme with special reference of Chhattisgarh and Madhya Pradesh and observed that women ‘Self Help Groups’ (SHGs) were established at school level for general implementation of scheme. They take responsibility of transportation of food grains. They take care of cooking ingredients, appointment of cooks and helping staff, supply of food with habitual preservation of documentation. Village Education Committee (VEC) has actively participated in all the matters especially gives opinion about the menu for meals.

**Raju (2009)**, revealed that most of the schools in the state of Assam have students enrolled only because of Mid Day Meal scheme. The average attendance of schools was found to 85% during the surprise visits by the School Education Department and at the same day menu included soya bean, green vegetable, pulses, and rice. Maximum students in the school were found over age as they have enrolled late. The schools are getting just

100gm per student per day instead of 300gm per student per day as genuine requirement. The enrollment rate has been increased from 50% to 80% in villages. The regular attendance was also found enhanced, after exploring the attendance of past years by the officials on visit. The scheme is regularly monitored by mothers group and SMC members of the village. Teachers appointed in schools are mostly residents of same localities and are continuously in conversation with parents, teachers reported that parents are satisfied with attendance of schools as it was found on spot by the team at average about 90%.

**Snehi (2009)**, studied Mid Day Meal practices in Goa, and came to know that children are being served hot cooked Mid Day Meal during lunch. By 9:30 am Self Help Group provides the containers in which meal is cooked and it is their responsibility to deliver meals on time to the school. It was found that the sense of hygiene was not created by the concerned persons, as students does not wash their hands before taking meals but it was seen that students wash their respective utensils after completion of meals. From one perspective it cannot be denied that retention is augmented by the scheme, but from second one quality needs improvement.

**Tayagi (2009)**, studied Mid Day Meal scheme in the state of Tamil Nadu found that there was a strong base established by the state government without any kind of political bias in Kanchipuram, Vallupuram and Cuddalore districts where scheme sustained well with respect to the daily based supply of food in the schools. State Nutritional meal department made a club with couple of organizations to ensure non breakable supply of food, even the quality was taken such a care that Goiter prone areas are being provided with Double Fortified salts. Beneficiaries were endowed with eggs as

per the proposal of Indian Council of Medical Research (ICMR), 1989. Kitchens were modified as per the latest requirement and LPG was used for cooking as 5, 81, 00, 000 was given for up-gradation of 5440 centers. All the concerned members of Mid Day Meal scheme along with the VECs participate in preparation and distribution. There is a surely a positive impact of scheme on enrolment and Dropout rate.

**Varma (2009)**, revealed that program has attained popularity among the parents of 41% children who are worried about the health of their wards who are underweight. 11,74,00,000 children were taking Mid Day Meal in all elementary classes in 2009, making the scheme as the largest school meal programs in the world. 8, 40, 00,000 children were in primary division (class 1<sup>st</sup> to 5<sup>th</sup>). The scheme was successful in rocketing growth of enrolment at the primary level.

**Wizarat (2009)**, conducted a research study in U.P and reported that government is adopting different strategies to streamline the scheme with respect to safe and hygienic distribution of food. Hygiene maintained by the students in the schools was praiseworthy, students wash their hands before approaching the food and they were found to maintain a queue when food was distributed. In addition to above students were found performing a short prayer before they start eating which indicates such a high inculcation of spiritual values by the teachers. No gender or caste differences were seen among the students, rather having a sound impression of social inclusion and abolition of gender gaps. The students and parents were given a chance for expressing their views about the scheme, and their replies were highly optimistic in nature. SSA has worked well as girls got dresses and books free of cost which increased the number of girls in schools as compared to the boys.

**Bala (2008)**, carried out a study with respect to Mid Day Meal Scheme in Faridabad district of Haryana and found that maximum number of students and parents are supporting its continuation while teachers opined the scheme as an extra burden from the department. Quality of food has been remarked satisfactory by the teaching staff while as majority of parents felt that the food is inferior in quality. All the students, teachers and parents have an agreement on the opinion that MDMS provides knowledge of nutrition and hygiene. A proper system of food storage and drinking water facility was present in schools, considered as an important part of health consciousness in a country like India where number of water borne diseases are found. Teachers concluded that the amount for the scheme provided by the government is insufficient. Cooks have been provided the training but were rewarded less. Most of the parents denied being the part of scheme as community participants, on asking the cause, they replied that the scheme should be controlled by some different organization. Teachers and students are supporting the packed food supply while as parents are not in favor of that. Mostly teachers are not interested that scheme should be continued in future but parents are highly of the opinion for its continuation.

**Baru, Dasgupta & Mohanty (2008)**, revealed that recent decision of replacing cooked meals by dry and packed foods in the name of Mid Day Meal may malign the beauty of the scheme and was strongly resisted by all government and private organizations throughout the country. The practice of providing dry packed food or dry ration to the children before Mid Day Meal was actually an element of National Program of Nutritional Support at Primary Level. In that program it was found most of the children did not like to eat that food, thus this type of practice had surely enhanced the



enrolment but not affected the attendance and retention in schools. The consequence of packed food regarding health was inferior as compared to serving hot cooked meal. Health experts explained how these biscuits and other packed foods are harmful to the health of children. They contain large number of calories, high amount of Trans-fatty acids which is a major cause of coronary heart disease in India. Packed foods are both costlier as well as low quality diets. Cooked meal mostly aids the mission of Universal of Elementary Education.

**Chauhan (2008)**, revealed that in Delhi the condition of Mid Day Meal scheme is uneven as one third of the food grains bought for Mid Day Meal was shattered. The children were served very lesser amount of food as compared to sanctioned one and very few calories in contrast with the norms. Study shows that a practice of serving just 65gm of cooked meals instead of 100gm was common among more than 10,43,000 primary schools throughout the country. Ministry level information revealed that weakest monitoring of Mid Day Meal is in Delhi, the capital. It was also reported that despite the educational authorities of Delhi has received only 51% of food grains from HRD ministry, whereas Delhi government claims that they have provided the hot cooked Mid Day Meal to the cent per cent children enrolled in primary schools of Delhi. But argue of Delhi state governments had plunged horizontal in the rouse of an internal assessment made by HRD Ministry.

**Chuaungo (2008)**, concluded that 100% participation of students in the school meal programs has made the atmosphere of school better. The atmosphere of equality is being created when the students from different backgrounds consume the meals prepared at universal kitchen of school at same place and time. It has also been practiced at

different states for maintaining the quality that teachers not only taste the food but participate actively with the students at the end against a cash payment as applicable. Some of the schools in Mizoram have used the lawn of school for cultivation of fruits that are used as a supplement during the meals and provide freshness in atmosphere.

**Chugh (2008)**, in a case study on Mid Day Meal Scheme in the state of Maharashtra revealed that Mid Day Meal implementation is successful for which credit goes to the active participants of village Education Committees (VECs) and non government organizations (NGOs) who always remained on toes for the victorious implementation of scheme. All the students enrolled in schools and EGS centers are getting aided by the scheme efficiently. The raw material reaches in time to the school with appropriate utilization and minimum wastage is ensured by the schools. The concerned bodies mostly deliver funds on time to ensure uninterrupted functioning of scheme. The cooking is usually performed at place specified by the locals in the school vicinity, but detached from the school premises to avoid the disturbance caused by cooking and relief from over-tasking of students and teachers.

**Dreze (2008)**, stated that a large number of research have been conducted on the scheme in past which gives a clear insight of its short long term benefits in Education. He further stated that implementation of scheme is satisfactory and regular in maximum states of India. Both the students as well as their parents express show their opinion about the scheme to be continued. But in some places the caste issues emerged when parents started objection over sharing of meals with dalit students. Some measures for changing such type of attitude among people should be taken as it may intervene tomorrow at

larger platforms. In maintaining regular attendance of schools, contribution of Mid Day Meal is impressive.

**Giri (2008)**, revealed that Mid Day Meal is an agent for the enhancement of school enrollment at all stages and grades. Implementation of the scheme has proven itself as a strong resource for poor children to satisfy their basic need, in the form of an immediate rescue for hunger and a key factor for the motivation to get attracted towards education in the long run. Scheme also eradicated the caste discrimination and hence tries to ensure the basic and fundamental right to equality as per Indian Constitution. Scheme has also been found as strong denier of a long term curse in our country that is un-touchability. Scheme provides an encouragement to the students of deprived section to be more regular in the school, to focus on learning and to ensure inclusion in the society for future. Lastly, the scheme is a backbone for the parents of children belonging to the drought prone areas of the country as it has provided the meals for such children even during the summer vacation, which is a remarkable feature.

**Gupta (2008)**, conducted a research in Uttarakhand state of India about the implementation of Mid Day Meal Scheme and found that a new sub scheme has been started called “Bhojan Mata” but lacking in the part of true valor. “Bhojan Mata” is one among those employees, who is on wages and suffering from all such wage related problems which other employees have, instead of a mother from the society who may charity her physical work to academic well being of her local school. “Bhojan Mata” strictly does not belong to the family of below poverty line (BPL) status. The real meaning of the name Bhojan Mata was not evident from the practice and its execution

was found unsatisfactory. Links among the important sub organization of scheme were found to be missing.

**Josephine (2008)**, conducted a study in the state of Arunachal Pradesh regarding the practices of Mid Day Meal Scheme and found systematic and well organized strategy for successful execution of the scheme as they were having VEC's commonly known as Village Education Committees. The VECs regularly hold meetings creating a good environment at schools. The cooks appointed in the schools are usually from the ST category and from the same locality to which the respective schools belong. Any kind of caste discrimination or objection from the parents belonging to general category was not found. The daily attendance of students had been very impressive and enhanced with respect to the past.

**Josephine & Raju (2008)**, studied Mid Day Meal scheme in state of Andhra Pradesh and concluded that scheme effectively reduced the classroom hunger and convinced backward/ disadvantaged families to send their children to schools. The students enrolled in the government school belong to the poorest families of that locality. The maximum students under study are those who take Mid Day Meal the only meal for their whole day in schools. The women appointed at most of the places for cooking were Dalits. The caste issue in the society was minimized even maximum parents has expressed no objection about their children having food with students of other castes. The overall enrolment of schools has increased especially the girls and children with poor economic background. The scheme has strongly aided in fighting with problems of absenteeism, dropouts and out of schoolchildren.

**Josephine & Vetukuri (2008)**, revealed that in the state of Andhra Pradesh the effect of introducing the Mid Day Meal scheme can be clearly seen as it has reduced the dropout rate among the concerned primary schools and also contributed to the progress in retention. It acts as a resistance to the habitual absence of teachers and bridges the gaps among the different social groups prevailing in a particular locality. The executive staff for the scheme is severely disturbed by certain kind of hurdles related to the infrastructure but their dedication is still constructive to keep the flag of scheme erected. A few objections regarding the quality of food grains were noticed. Monitoring and follow up process of Mid Day Meal scheme in Andhra Pradesh was always weak due to the absence of good human resource. The scheme is alive due to alliance of public and private organizations.

**Malik (2008)**, observed that cooking team in the schools keep fire wood as a reserve fuel because sometimes they come across a shortage of coal or sudden completion of fuel, but they have managed the things in such a manner that no halt was experienced in the process of preparing food to the students. A group of women in the name of “Self Help Group” has appointed the cook and helper for preparation of food. The “Self Help Group” prepares the food in the absence of cook and helper. This self help group takes care of all belonging related to the preparation along with the raw material used for meal like dal and grains even they keep raw material at their respective home to avoid any kind of harm to it. Children were found very much disciplined as they wash their hands before meals and sit properly at respective places without creating any kind of disturbance. A good enrolment was seen after enrichment of such a qualitative atmosphere. People of the villages are highly motivated to admit their wards into the

schools. The scheme is under proper monitoring of VECs (Village Education Committees).

**Nagarajan (2008)**, reported more than half of the total children enrolled is the contribution of Mid Day Meal Scheme. Even it was the same time when a number of states like UP, Bihar, Assam etc have not implemented the scheme in primary schools. But food served did not meet the needs as expected due the lack of monitoring. The proper nutritive diet was not provided to the children that resulted into their physical weakness. The hygiene of food was not properly maintained as a huge number of children have encountered digestion problems after consuming the meals.

**Satinder (2008)**, revealed that in Punjab (Nawanshehar area) Education Minister has implemented the scheme in a different chapter of providing cooked hot Mid Day Meal to the children in stainless steel containers which covered about 60,000 children in 650 elementary level schools. It was started in the form of initiation ceremony by flagging off a vehicle in Barnala village after preparing food in a centralized kitchen of that particular area/village. The Honorable Minister for education gave a statement in which scheme was expecting to lessen the burden of 70,000 teachers in government schools of Punjab, as a lot of precious time of teachers was consumed in preparation and organizing the meals for students. The number of students for which the Mid Day Meal was prepared daily were 22, 00,000.

**Srinivas (2008)**, conducted a study about cooked Mid Day Meal at Karnataka and revealed that due to the active involvement of teachers the scheme is successful. An attempt of maintaining kitchen gardens and cultivation of fruit trees in the compound of school was very attractive. In every school mess, one cook has been appointed who

belongs to the SC/ST category to ensure equality and eradicate social discrimination in the school. The cooks appointed were necessarily females, more likely the selection committee preferred the widows and single mothers. Fuel used for the preparation of food was LPG, as maintenance of environmental safeguard should be kept in mind. The cooks were given training about the hygiene and practice of good habits while taking meals, may be inculcated among students. Concrete kitchen sheds were constructed for preparation of food and students were allowed to eat only when they maintain discipline.

**Swaminathan (2008)**, stated that expansion of programs of nutritional support especially for the group of school children including the infants are highly strained by upper and lower level judiciary powers in the form of healthy cooked meal to all children of a particular age group. The main objective behind the programs is eradication of hunger, which intervenes, in educational process and progress along with a safety of meals. It surely helps to get rid of the worries of parents regarding the day meals of child, which usually forms the base of child labor and becomes a main hurdle for admission of a child to an educational institution.

**Abhijeet (2007)**, studied that the reasons for enhancement of language and intellectual skills among the primary school students may be the large amount of enrollment and provision of well nutrition, which in turn produce long term outcomes and short term classroom benefits, like eradicating classroom hunger of the students. Impact of scheme on learning process is very cheering. The scheme is not enough to augment the learning outcomes but it is still notable that scheme helped to bring the child into the school which may be correlated with the fact that the time period for formal learning of child is till he may be retained in the institution or classroom. Intrinsic and extrinsic

motivation for learning might be in a mode of conflict but our study certainly provides a salute for its contribution regarding enrollment, attendance, reduction in dropouts and overall educational outcomes. We believe that our results clearly indicate continuation of scheme further more but surely with some modifications. It is counted among large attempts in Indian context that has catalyzed Universal Enrolment, as scheme covers 120 million students nation-wide.

**Afridi (2007)**, revealed that there is an optimum increase in enrollment immediately after the Mid Day Meal Program was introduced. The average attendance per month was increased at the rate of 10% especially in female students but the cross sectional domestic data indicates that there is no significant impact on overall enrollment in primary schools. In contrast with the above data, the panel data shows a relatively optimistic impact in girls enrollment who belong to the disadvantaged section with poor socio-economic background. In aggregate, the scheme helped to reduce the gender disparity by improving participation of female students at primary school level. The initial decision of providing dry ration to the students was not affective, but when it was switched to the serving of hot cooked meal, the enrollment of girls especially ST girls have received a remarkable attention. The positive impact of cooked meals was seen when attendance increased among first grade boys and girls, parents got motivated to send their wards to school. Data received from the Headmasters/Principals of the respective schools indicate that the scheme is more effective in case of younger children. The quantity of diet should be enhanced proportionally by the age.

**Banik (2007)**, sated that effect of Mid Day Meal Scheme on nutritional status and intellectual growth of students in Kalahandi is not easily assessable but a positive effect



on the enrollment and attendance is seen in the same area. Scheme has served 90000 students even being active for just two years as it faced problems of late arrival of funds which were released from the central authorities on time. The above figure comprises of 60 percent schools at primary level in the Kalahandi area. A large food stock of 88188 quintal was inhibited due to the shortage of fuel and irregular facility of transportation. Lack of extra staff (that might be kept spare) for food preparation also contributed in hampering the regular class room work.

**Chaudhuri (2007)**, revealed that effect of Mid Day Meal Program has a positive outcome regarding the minimization of child labor, a major cause and a hurdle for maintaining regular school attendance. One of the results of the scheme like Mid Day Meal is that it lessens the burden of providing one time meal to the child as a family member, in particular to those families that cannot afford the basic expenses of a child, and hence expenditure on education keeps them further apart. According to the equilibrium model, in current age students attending the schools are more likely to get the return as compared to the period of time when schemes like Mid Day Meal did not exist.

**Deodhar et al (2007)**, conducted a study which reveals that children in India are suffering from different kind of deficiencies caused due to lack of nutrition, as a result the percentage of girls in India that suffers from anemia due to low intake of folic acid and iron is 69%. While as 94% students belonging to the age group of six to nine were seen underweight. The scheme has been improved and results are better after receiving the attention of government organizations and legal authorities. The scheme helped in improving the wellbeing of younger breed and found important in terms of atrociousness of the wealth paid through taxes by the common people. The direct observation in

schools revealed that the process of cooking if not directly affect the teaching learning but it was felt that meals should be provided to the students in combination of warm cooked meals and packed meals to reduce the loss of time in academic context.

**Gayatri (2007)**, revealed that Mid Day Meal Scheme has proven itself as an agent for reducing and checking the dropout rates in schools and helped in the process of bringing out of school children in to the schools. Parents considered Mid Day Meal Scheme as tempt for their children towards the school. School meal has even activated the local women to take part in the program, construct it well and made the school accessible for the children of locality. It has been found that 1494000 students at Elementary Level have received the scheme so far.

**Kumari (2007)**, Studied Mid Day Meal Scheme in Delhi and found that the team selected for the execution of scheme is showing carelessness and non seriousness about the health of children who are consuming the Mid Day Meal, as number of times the packed food was served, the seals were observed as broken in advance. School is not providing adequate amount of nutrients as per the guidelines of the Scheme. But still 70% of teachers opined that scheme has positively affected the regular attendance and enrollment. Lower primary students are satisfied with quantity but the need of upper primary students has not sufficed properly. 60% of parents said that the quality of food is below average but satisfied with the cooked meal as compared to the dry ration as practiced in earlier period of scheme at some places.

**Lohumi (2007)**, reported that the goal of Mid Day Meal was already achieved in the state of Himachal Pradesh even before implementation of the scheme as schools of the state are having enrolment near to 99%. There is no such hunger for which a scheme like

Mid Day Meal is needed. Neither students nor educational authorities are attracted towards the scheme. The state is having some percentage of poor people but not to the extent that they get motivated to send their wards to the school for Mid Day Meal. Teachers pointed out the scheme as an unwanted burden and are still shoved to serve Mid Day Meal in schools.

**Naim (2007)**, reported that in Uttar Pradesh no such attractive increase in enrolment has seen despite of the fact that 18600000 children are to be covered through Mid Day Meal Scheme among 70 districts in the same state. The concerned government authorities have done well to make the scheme effective. Mid Day Meal authorial bodies were set up in the form of registered societies, right from the year 2006, for the sake of quality control and streamlining the scheme along with a proper supervision.

**Robinson (2007)**, carried out a study on Mid Day Meal Scheme in the state of M.P among four different districts where scheme has been implemented in 100% in the primary schools but still lacking the achievement of the goals. It was seen Mid Day Meal was not executed properly due multiple factors like absence of teachers in schools, corruption by the concerned officials and inadequate infrastructure.

**Seth (2007)**, revealed that the quality of food served in the primary schools of Kaithal District in Haryana is not satisfactory as large number of students fell ill in a Govt. Primary School, Kailram after taking Mid Day Meal. Parents requested to stop the serving of meals while the authorities did not encourage the concerned people to stop but to improve the quality of the food which may heal the wounded minds of parents hence allow more students to get enrolled.

**Sethi (2007)**, revealed that in Punjab only the people with severe poverty send their wards to the schools but still in these areas the scheme has proven very attractive for the increasing enrollment. The qualitative aspect of the scheme is not so attractive and infrastructure should undergo proper development as a case in Manakpur Sharif village, near about 180 children were not been able to take the meals due to the heavy rainfall with no alternative place available for taking meals. He also studied Mid Day Meal Scheme in Chandigarh city and concluded that administration has done satisfactory efforts in the implementation of scheme because the area and size of the city is relatively small and easy to handle. No such complaints about quality were received in the city as the scheme authority has centralized the preparation of food and almost 40000 children enrolled in government schools are getting benefitted by the scheme. A large enrolment in government schools is evident from the above mentioned figure which speaks its affect in silent words.

**Sharma (2007)**, observed the quality of Mid Day Meal in Delhi, which was very low and pitiable at the part of maintaining hygiene. As a case study with self observation, it could be seen that students are considered as beggars and food is provided out of consideration of their right which put clear question on their dignity. In wazirabaad and Aazadpur area, a few cases of food poisoning were seen. The good quality food provided by the government were sold to the public and is replaced by the inferior one which is served to the students and creating the health issues.

**Tandon (2007)**, reported with a reference of Biraj Patnayak who is a member of Supreme Court commission that the Mid Day Scheme is not properly implemented in areas like Bihar and Punjab, and hence the results and outcomes cannot appropriately be

attribute to the scheme in such areas that whether the scheme has proven fruitful for the enrolment and retention or not.

### **2.3. Summary and Research Gaps**

The above review of literature makes it clear that the Mid Day Meal Scheme has a positive effect on school Enrollment, Retention, Drop-out rates, bringing out of school children into the school or broadly on access. Mid Day Meal Program also provides an opportunity to bridge the gender gaps, it is an attempt to end the caste conflict in our nation, brings an opportunity of initiation of social equity, rectifies the problem of class room hunger, reduction of child labor, learning outcomes of children and as a sum total it may be assumed as a growing dawn for seeing India as a unite nation.

But when the same scheme is viewed through a diverse lens the situation seems to be entirely different but deteriorating. The implementation and execution part of scheme is struggling very much as reports of food poisoning among children, mass admission of children into the hospitals at several places where cause of illness ultimately detected was the consumption of Mid Day Meals, serving of a very low quality food and even deaths of children were also reported. The scheme is suffering badly due to the lack of infrastructure, weak administration and execution, no monitoring and follow up services. No proper coordination between officials, mass corruption, non-seriousness of concerned employees and unfaithfulness to the nation as a whole are other major issues.

The main goal and objective of the Mid Day Meal Scheme was Universal Elementary Education as per literature available. But the most of the research conducted is purely regarding the implementation and from the administration point of view. It can seen from the above studies that a very few studies have been conducted on the scheme

with respect to access. There is a large number of students who are still out of schools, as per the study of (Sri and Anusha, 2015), 13% of children are out of school. Thus looking into the target of MDG, 2015 is the year in which we were supposed to have a 100% enrollment in schools. There is also a literacy gap between males and females in India which is revealed in census after every ten years. There are areas where socially disadvantaged sections have no access to Education.

Another issue about the previous related research is that the maximum research is conducted in the rural areas while a very few in urban areas (Shiwakoti and Pant, 2015). No doubt some studies reveal that scheme is less affective in urban areas but the argument here is that there are still some areas in cities where there is a large population of people suffering from poverty, hunger, and are marginalized, hence their children is having no access to education especially the slummy areas in big cities.

Therefore addressing the above gaps and taking the significant issues into consideration the researcher has decided to select the above stated problem for the study.

# CHAPTER- 3





## RESEARCH METHODOLOGY

The present study aimed at assessing the Mid Day Meal Scheme in district Srinagar with respect to evaluation of its effect on access to Education at elementary level. In carrying out present study a quantitative approach followed by a qualitative component was used.

### 3.1. Design of the Study

The present study was conducted using a descriptive survey method of research which has certainly one of the most popular and widely used research designs in education. Presently, descriptive survey is the only means through which the status of schemes/policies like Mid Day Meal, suggestions regarding development of the same and other data related to enrolment, attendance, retention of students studying in classes' I-VIII in relation to their gender and the type of social category can be obtained.

Therefore, in the execution of the present study descriptive survey method of research was employed. Descriptive surveys investigate phenomena in their natural setting. Such surveys, however, provide information useful to the solution of problems, making future improvements and at times provide data to form the basis of research of a more fundamental nature.

In addition to the figural data collected from the schools for the current study the research further more gives a qualitative touch to the study when some interviews of students and Head teachers were also added to the study for unveiling of some important factors, which a researcher was unable to do just with the quantitative data.

### **3.2. Research Questions**

- I. What is the effect of Mid-Day Meal Scheme on total retention of students at Elementary level in District Srinagar?
- II. What is the effect of Mid-Day Meal Scheme on gender-wise retention of students at Elementary level in District Srinagar?
- III. What is the effect of Mid-Day Meal Scheme on social class-wise retention of students at Elementary level in District Srinagar?
- IV. What is the effect of Mid-Day Meal Scheme on Educational outcome of schools at Elementary level in District Srinagar?

#### **3.3.1. Population and Sample**

The population of the study was all the government and government aided elementary schools as well as EGS/AIE Centers of district Srinagar of Jammu and Kashmir.

In the present study simple random sampling procedure was followed. The total population of study was 209 Elementary schools in district Srinagar (DSEK, 2016). For having a representative and easy sampling procedure district Srinagar could be divided into eight educational zones, researcher then selected 10 schools from each educational zone using a simple random sampling method which comprises of total 80 schools the details of which are given below:

<b>S. No</b>	<b>Name of the Educational Zone</b>	<b>Number of Schools Selected</b>
1	Batamaloo	10
2	Gulab Bagh	10
3	Hawal	10
4	Iddgah	10
5	Nishat	10
6	Rainawari	10
7	Srinagar	10
8	Zaldagar	10
	<b>Total</b>	<b>80</b>

### **3.3.2. Sources of Data**

The source for the data used for the study is primary as well as secondary.

### **3.3.3. Data Collection Procedure**

Researcher was subjected to collect the data from the district Srinagar of Jammu and Kashmir a northern state of India. Researcher first received the consent from the Department of Education, Central University of Haryana where researcher is officially registered as a scholar with above mentioned research topic which authenticates the originality of research and avoids any hassle during the execution of data collection process.

After reaching Srinagar, the place from where data was supposed to collect the researcher went to the office of “Chief Education officer”, Srinagar who after verification of documents permitted researcher to go further and provided a permission letter addressing all the eight educational zones of district Srinagar. After that the required data was collected from 80 Elementary schools of Srinagar through the tool information blank. Every person during the whole data collection, provided researcher an adequate support and proper information as required.

## **3.4. Research tool used for the study**

### **3.4.1 Dimensions of Access**

Access to Education at Elementary Level Education are having different dimension already discussed in chapter-1, the two among those which the researcher considered for the study are

- 1) Gender
- 2) Social Class

The researcher has used the Information Blank in the modified form, which was earlier used by 'Kousar Jan' in her study "*Impact of Mid Day Meal Scheme on Enrollment of students at Upper Primary Level in Education*" administered on Headmasters/Principals and Teachers of the Elementary schools. The collected data would indicate an effect of the Scheme in terms of the achievements of access to education at elementary level in district Srinagar. The qualitative data was collected through the face-to-face interview with the students and Head teachers.

### **3.5. Statistical Techniques used for Analysis of Data**

The data was analyzed using simple Mean and Percentage Analysis technique.



# CHAPTER- 4





## **ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA**

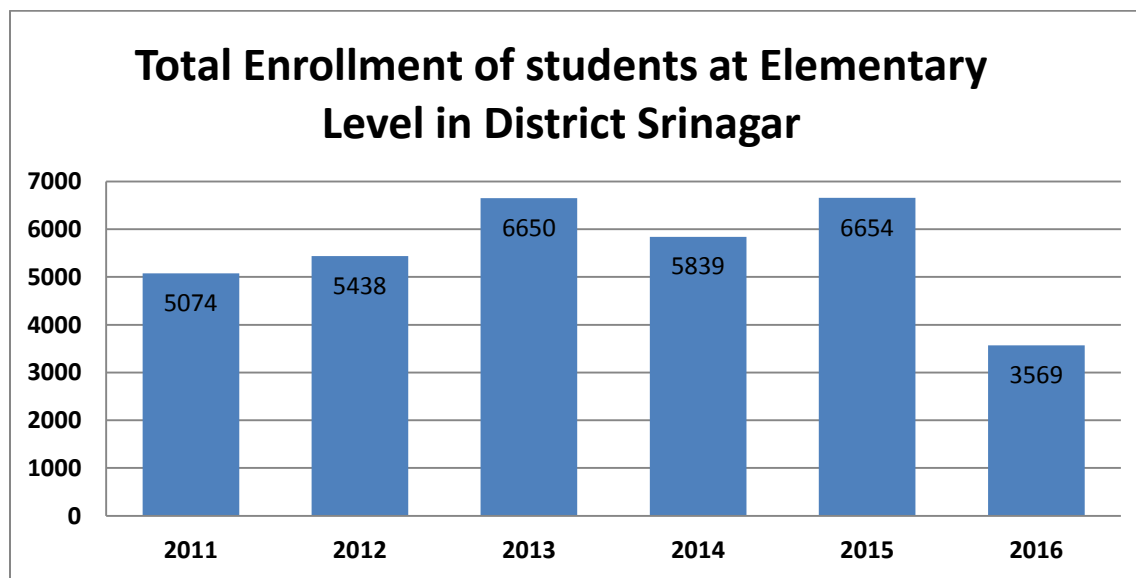
The focus in this chapter would be on exploring the effect of Mid Day Meal Scheme on different dimensions of Access at Elementary Level in District Srinagar with the help of analysis of collected data. The data of students in below given tables were about those who have been in the schools for the whole session from the day of admission till end of the examinations. The data has been taken from the base year 2011 to 2016. Schools from which data was collected were having both boys and girls studying together (co-educational setup). The schools selected were those having active Mid Day Meal Scheme right from the time it was upgraded to upper primary level. Along with the figural data collected through the tool (Information Blank), the researcher has also added the data in narrative form through the interview of students and Head teachers of the school from each educational zone. The below data would help us to answer certain research questions:

**4.1. What is the effect of Mid-Day Meal Scheme on total retention of students at Elementary level in District Srinagar?**

**Table 4.1:- Total Enrollment of students at Elementary Level in District Srinagar**

Year	2011	2012	2013	2014	2015	2016
TE	5074	5438	6650	5839	6654	3569

**Figure 4.1:- Total Enrollment of students at Elementary Level in District Srinagar**



**Analysis:**

Table 4.1 above reveals that there is an increase in enrollment from 2011 to 2015 in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of student enrolled was 5074 and in 2012 the number increased to 5438 that is an increase of 7.17%. In the year 2013 the

overall enrollment reached to 6650, an increase of 31.06% with respect to the base year 2011. Similarly in 2014 enrollment was 5839, a decrease with respect to the previous but an increase with respect to base year that is of 15.07%. 6654 students were seen enrolled in the year 2015, which is an increase of 31.13% with respect to the base year. But in 2016 just 3569 students were enrolled, which is a decrease of 29% with respect to the base year.

### **Interpretation and Discussion:**

The data taken from 2011 to 2016 is showing an overall increase in total retention of students over a period of five years. These schools were those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from primary to elementary level. The recorded enrollment and assessed retention were of those children who have been in the school for throughout the session till end of the examinations. Every year enrollment is increasing with respect to the base year except in 2016. There are certain ups and downs in the enrollment as shown in the table 4.1 above. But when we see the data over five years that is from 2011-2015, it shows a regular increase and a continuous retention of enrolled students.

The huge fall in the overall enrollment of students at elementary level schooling in district Srinagar in 2016 can be attributed to the disturbance and violence of 2016, where curfew was imposed in almost every district of Kashmir valley partially, but in district Srinagar the curfew was imposed completely. People were not been able to even come out of their homes and going of children to the schools was a distant deal. Valley came

across a longest shutdown in the history of India in 2016 (Dreze, 2016). The schools remained closed hence a very small amount of enrollment was recorded at the end.

There is also a small decrease in yearly enrollment of elementary schools in 2014 which has a deliberate cause that district Srinagar was hit by a massive flood, the largest ever in the history of Kashmir. The flood that disturbed the educational system heavily was the worst flood in sixty years history of Jammu and Kashmir (Indian Express, 2014). District Srinagar was among the most affected districts in the valley. Schools submerged in water and remained closed till the end of that session.

The Mid Day Meal Scheme has a positive effect on total retention of students in government elementary level schools of district Srinagar. On the basis of qualitative data it was explored that Mid Day Meal is one of the factors of total increased retention among these schools. When students were asked about the cause of attending the school regularly, they replied that they are getting food and opportunity to eat that food with their peers which provides them an immense pleasure. While researcher also found that the students mostly boys from class IX and X (in which Mid Day Meal Scheme is not applicable), who went home for lunch usually do not return back to school for afternoon classes.

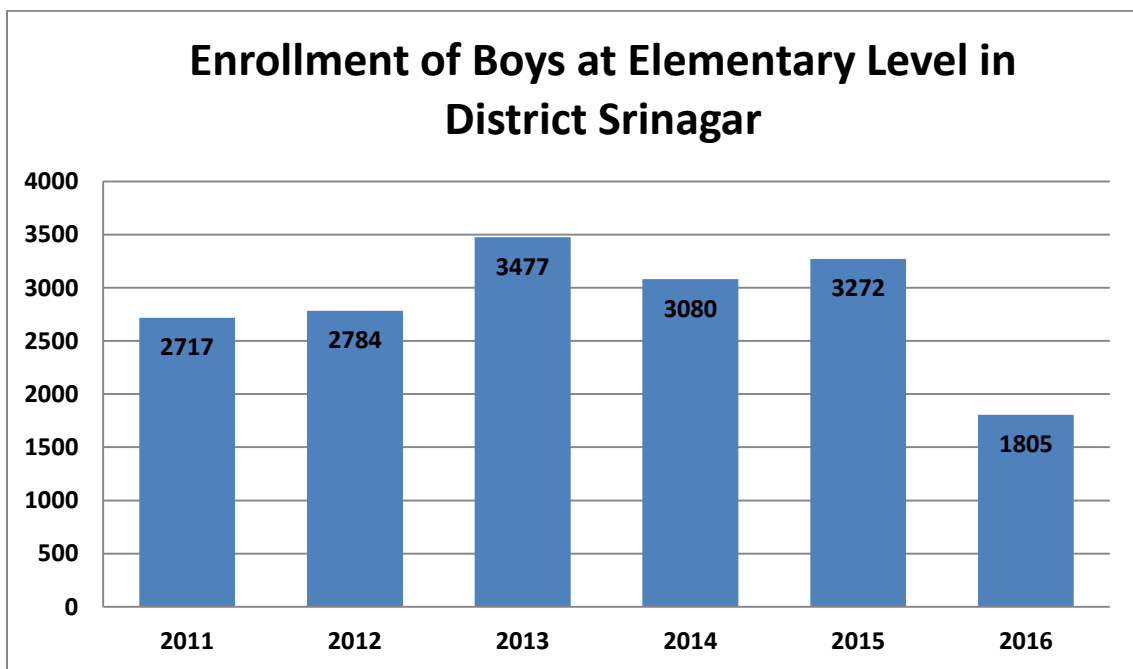
The above research findings are in consistency with the findings of (Josephine & Raju, 2008; Narula, 2009). As their study revealed that Mid Day Meal scheme has a positive effect on overall enrollment of children.

**4.2.What is the effect of Mid-Day Meal Scheme on gender-wise retention of students at Elementary level in District Srinagar?**

**Table 4.2.1:- Enrollment of Boys at Elementary Level in District Srinagar**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>EB</b>	2717	2784	3477	3080	3272	1805

**Figure 4.2.1:- Enrollment of Boys at Elementary Level in District Srinagar**



**Analysis:**

Table 4.2.1 above reveals that there is an increase in enrollment of boys from the year 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of boys enrolled

was 2717 students and in 2012 the number increased to 2784 that is an increase of 2.4%. In the year 2013 the enrollment of boys reached to 3477, an increase of 27.17% with respect to the base year 2011. Similarly in 2014 the enrollment of boys was 3080 a decrease with respect to the previous year but an increase with respect to base year that is of 13%. 3272 boys were seen enrolled in the year 2015, which an increase of 20.42% with respect to the base year. But in 2016 just 1805 boys were enrolled, which is a decrease of 33% with respect to the base year.

### **Interpretation and Discussion:**

The data taken from the year 2011 to 2016 is showing an increase in enrollment and retention of boys over a period of five years. These schools are those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from primary to elementary level. The recorded enrollment and retention assessed are of those boys who have been in the school for throughout the session till end of the examination. Every year enrollment and retention in boys is increasing in the school with respect to the base year 2011 except in 2016. There are certain ups and downs in the enrollment as shown by the table 4.2.1 above. But when we see the data over five years that is from 2011-2015, it indicates a regular growth of enrollment and retention of boys. The retention of boys maintained in the schools up to 2015 is satisfactory but is disappointing in 2016.

The huge fall in the overall enrollment and retention of boys at elementary school level in district Srinagar in the year 2016 can be attributed to the disturbance and violence of 2016, where curfew was imposed in almost every district of Kashmir valley partially, but

in district Srinagar the curfew was imposed completely. People were not been able to even come out of their homes and going of children to the schools was a distant deal. Valley came across a longest shutdown in the history of India (Dreze, 2016). The schools remained closed hence a very small amount of enrollment of Boys was recorded at the end.

There is also a small decrease in yearly enrollment of boys in elementary schools during the year 2014 which has a deliberate cause that district Srinagar was hit by a massive floods a largest ever in the history of Kashmir. The flood that disturbed the educational system heavily was the worst flood in sixty years history of Jammu and Kashmir (Indian Express, 2014). District Srinagar was among the most affected districts. Schools submerged in water and remained closed till end of that session.

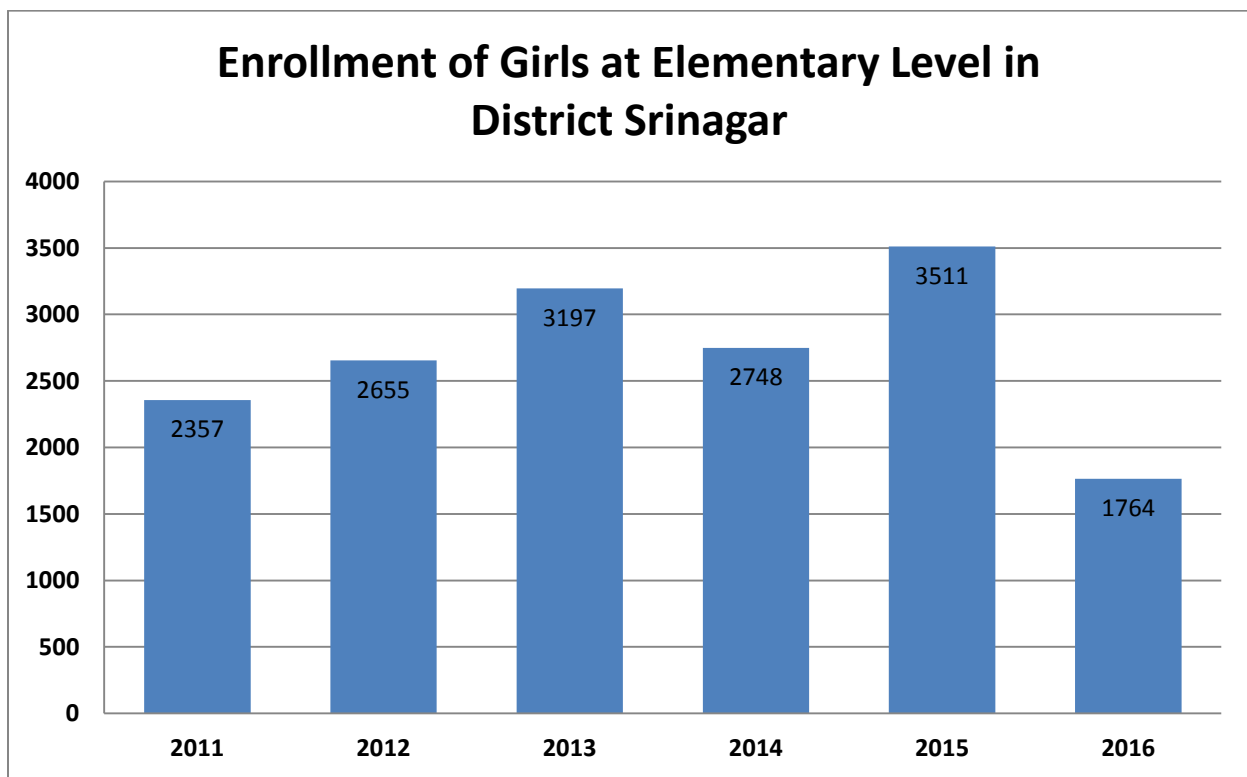
The Mid Day Meal Scheme has a positive effect on retention of boys in government elementary level schools of district Srinagar. On the basis of qualitative data it was explored that Mid Day Meal is one of the factors of increased retention among boys. When boys were asked about the cause of attending the school regularly, they replied that they are getting food and opportunity to eat that food with their peers which provides them an immense pleasure. While researcher also found that the boys from class IX and X (in which Mid Day Meal Scheme is not applicable), went home for lunch usually do not return back to the school for afternoon classes.

The results and findings of above study are in consistency with the results and findings of (Kaur, 2010) who stated that there is a positive effect of Mid Day Meal on enrollment of all categories and both genders of students.

**Table 4.2.2:- Enrollment of Girls at Elementary Level in District Srinagar**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>EG</b>	2357	2655	3197	2748	3511	1764

**Figure 4.2.2:- Enrollment of Girls at Elementary Level in District Srinagar**



**Analysis:**

Table 4.2.2 above reveals that there is an increase in enrollment of girls from the year 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of girls enrolled was 2357 and in 2012 the number increased to 2655 that is an increase of 12.64%. In the



year 2013 the enrollment of girls reached to 3197, an increase of 35.63% with respect to the base year 2011. Similarly in 2014 the enrollment of girls was 2748 a decrease with respect to the previous year but an increase with respect to base year that is of 16.58%. 3511 girls were seen enrolled in the year 2015, which is an increase of 48.9% with respect to the base year. But in 2016 just 1764 girls were enrolled, which is a decrease of 23.57% with respect to the base year.

### **Interpretation and Discussion:**

The data taken from year 2011 to 2016 is showing an increase in enrollment and retention of girls over a period of five years. These schools are those elementary level schools where the practice of serving Mid Day Meals is the time when the scheme was upgraded from primary to elementary school. The recorded enrollment and retention assessed were of those girls who have been in the school for throughout the session till end of the examination. Every year enrollment in girls is increasing with respect to the base year except in 2016.

There are certain ups and downs in the enrollment as shown by the table 4.2.2 above. But when we see the data over five years that is from 2011-2015, it indicates a regular growth in enrollment and retention of girls. The retention maintained in the schools up to 2015 is satisfactory but is disappointing in 2016.

The huge fall in the overall enrollment of girls at elementary school level in district Srinagar can be attributed to the disturbance of 2016, where curfew was imposed in almost every district of Kashmir valley partially, but in District Srinagar the curfew was imposed completely. People were not been able to even come out of their homes and

going of children to the schools was a distant deal. Valley came across a longest shutdown in the History of India (Dreze, 2016). The schools remained closed hence a very small amount of enrollment of girls was recorded at the end.

There is also a small decrease in yearly enrollment of girls in 2014 which has a deliberate cause that district Srinagar was hit by a massive floods a largest ever in the history of Kashmir. The flood disturbed the educational system heavily, was worst flood in sixty years history of Jammu and Kashmir (Indian Express, 2014). District Srinagar was among the most affected districts. Schools submerged in water and remained closed till end of that session.

The Mid Day Meal Scheme has a positive effect on retention of girls in government elementary level schools of district Srinagar. On the basis of qualitative data, it was explored that Mid Day Meal is one of the factors of increased retention among girls. When girls were asked about the cause of attending the school regularly, they replied that they are getting food and opportunity to eat that food with their peers which provides them an immense pleasure. While researcher also found that the girls from class IX and X (in which Mid Day Meal Scheme is not applicable), went home for lunch usually return back to school for afternoon classes which is in contrast with boys.

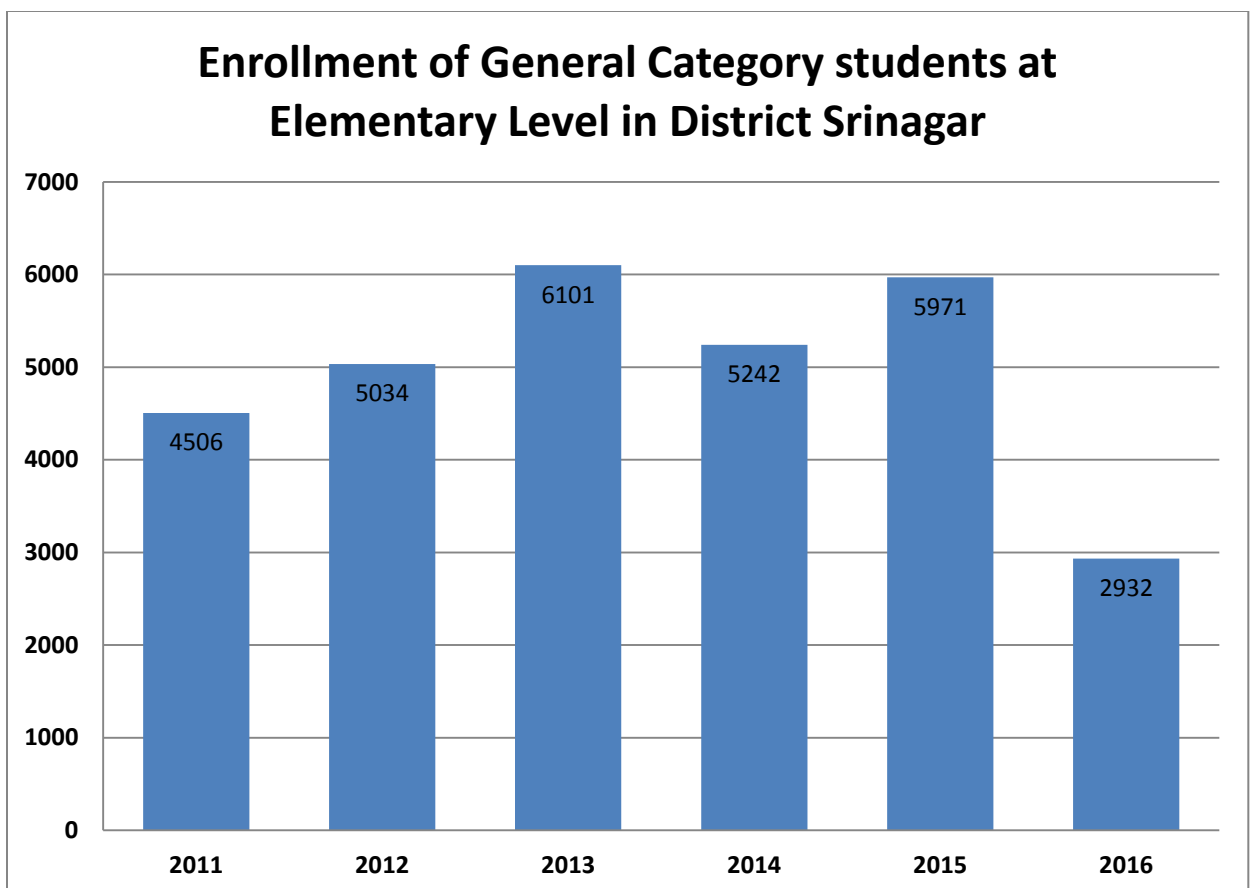
The above findings are in consistency with the findings of (Josephine & Raju, 2008; Narula, 2009) as they have stated that enrollment of girls has received more attention as compared to boys. Retention and enrollment of girls are more as compared to boys (Wizarat, 2009; Bonds, 2012). Panel data shows relative optimistic increase in girls as compare to boys (Afridi, 2007).

**4.3. What is the effect of Mid-Day Meal Scheme on social class-wise retention of students at Elementary level in District Srinagar?**

**Table 4.3.1:- Enrolment of General category students at Elementary Level in District Srinagar:**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>EGC</b>	4506	5034	6101	5242	5971	2932

**Figure 4.3.1:- Enrolment of General category students at Elementary Level in District Srinagar**



**Analysis:**

Table 4.3.1 reveals that there is an increase in enrollment of students belonging to General Category from the year 2011 to 2015, in government elementary schools of district Srinagar with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of students enrolled in General Category was 4506 students and in 2012 the number increased to 5034 that is an increase of 11.71%. In the year 2013 the enrollment of students in General Category reached to 6101, an increase of 35.39% with respect to the base year 2011. Similarly in 2014 the enrollment of students in General Category was 5242 a decrease with respect to the previous year but an increase with respect to base year that is of 16.33%. 5971 students in General Category were seen enrolled in the year 2015, which is an increase of 32.51% with respect to the base year. But in 2016, just 2932 students of General Category were enrolled, which is a decrease of 34% with respect to the base year.

**Interpretation and Discussion:**

The data taken from the year 2011 to 2016 is showing an increase in enrollment of General category students over a period of five years. These schools are those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from primary to elementary Schools. The recorded enrollment and assessed retention were of those students who have been in the school for throughout the session till end of the examination. Every year enrollment and retention of General Category students is increasing with respect to the base year except in 2016.

There are certain ups and downs in the enrollment as shown by the table 4.3.1 above. The retention among General Category maintained in the schools up to the year 2015 is satisfactory but is disappointing in 2016. The huge fall in the overall enrollment of General Category students at elementary school level in district Srinagar can be attributed to the disturbance of 2016, where curfew was imposed in almost every district of Kashmir valley partially, but in district Srinagar the curfew was imposed completely. People were not able to even come out of their homes and going of children to the schools was a distant deal. Valley came across a longest shutdown in the history of India (Dreze, 2016). The schools remained closed hence a very small amount of enrollment in General category was recorded at the end.

There is also a small decrease in yearly enrollment of General Category in 2014 which has a deliberate cause that District Srinagar was hit by a massive floods a largest ever in the history of Kashmir. The flood that disturbed the educational system heavily was the worst flood in sixty years history of Jammu and Kashmir (Indian Express, 2014). District Srinagar was among the most affected districts. Schools submerged in water and remained closed till end of that session.

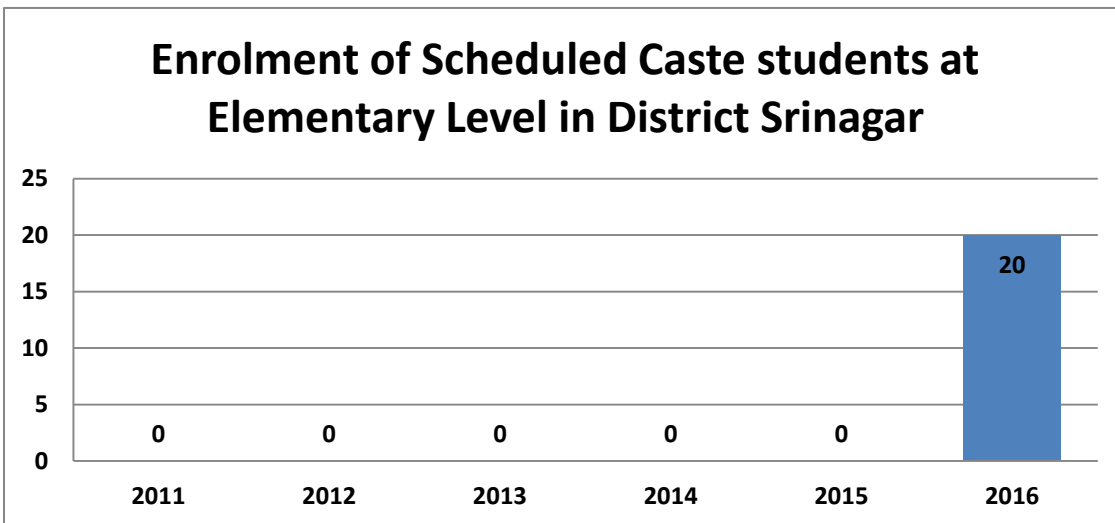
The Mid Day Meal Scheme has a positive effect on retention of General Category students in government elementary level schools of district Srinagar. It was explored that Mid Day Meal is one of the factors of increased retention among General Category. When different students from the same category were asked about the cause of attending the school regularly, they replied that they are getting food and opportunity to eat that food with their peers which provides them an immense pleasure.

The results and findings of above study are in consistency with the results and findings of (Kaur, 2010) who stated that there is a positive effect of Mid Day Meal on enrollment of all categories and both genders of students.

**Table 4.3.2:- Enrolment of Scheduled Caste students at Elementary Level in District Srinagar**

Year	2011	2012	2013	2014	2015	2016
ESC	0	0	0	0	0	20

**Figure 4.3.2:- Enrolment of Scheduled Caste students at Elementary Level in District Srinagar**



**Analysis:**

Table 4.3.2 above reveals that there is no enrollment of SC students in the years from 2011 to 2015. In 2016 a small enrollment was seen of just 20 students in the schools, which is just 0.56% with respect to total enrollment of 2016.

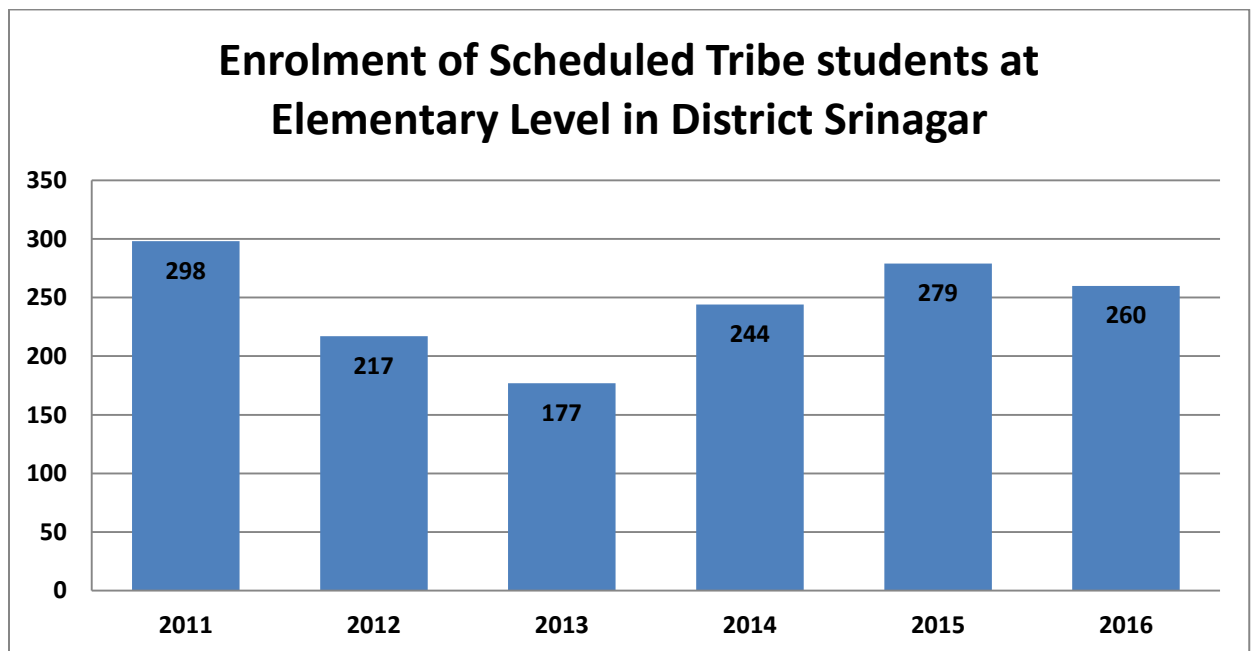
### Interpretation and Discussion:

The above table is showing no enrollment of SC in schools at elementary level for years 2011 to 2015 as Srinagar has very low even negligible population of SCs, the cause for the sudden enrollment in 2016 might be the migrants from other parts of India for the sake of job, labor work, business, etc.

**Table 4.3.3:- Enrolment of Scheduled Tribe students at Elementary Level in District Srinagar**

Year	2011	2012	2013	2014	2015	2016
EST	298	217	177	244	279	260

**Figure 4.3.3:- Enrolment of Scheduled Tribe students at Elementary Level in District Srinagar**



**Analysis:**

Table 4.3.3 above reveals a decrease in enrollment of ST students across the years from 2011 to 2016 in government elementary schools of district Srinagar. In 2011 the enrollment of students in ST category was 298 and in 2012 it went down to 217 that is a decrease of 27%. Then in 2013 the enrollment further decreased to 177 a decrease of 40.6% with respect to the base year 2011. In 2014 enrollment of STs was seen 244 that an increase when compared with previous year but a decrease with respect to the base year 2011 that is of 18%. In the year 2015 the enrollment of STs again raised to 279 an increase in comparison with previous year but still a decrease with respect to the base year 2011 that is of 6.37%. In 2016 the enrollment of STs decreased to 260 that is a decrease of 12% with respect to the base year 2011.

**Interpretation and Discussion:**

The table 4.3.3 above is showing the rise and fall among the students enrolled under the Scheduled Tribe category. First issue here to be discussed is that a very few tribal reside in district Srinagar of Jammu and Kashmir, although state is overall having a very good population of STs. The second issue here about the fluctuation in the above data is because the STs in Srinagar are usually from Bakerwal (nomadic) community and remain at a move from place to place. They stay in the open fields, make tents for shelter instead of concrete houses, and take these tents along with them when they leave the place. Thus they send their children for studies to schools of nearby vicinity of their place of stay.

During the discussion of with a few ST students of (Nomadic group) about the cause of their attraction towards the school it was revealed that the students belonging to this

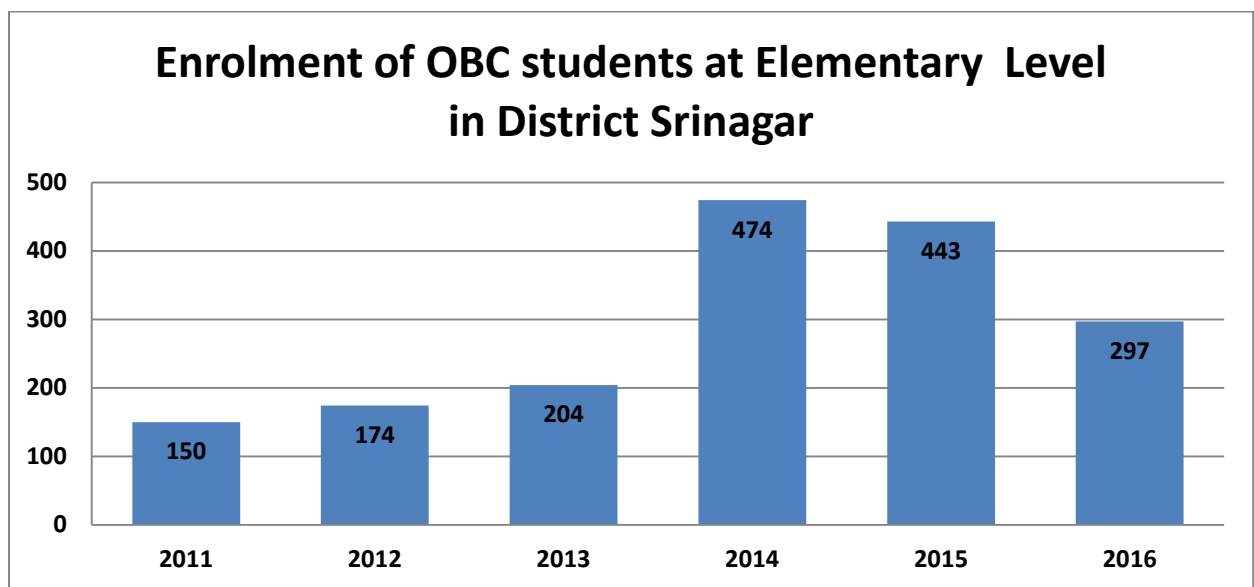


category are very poor and do not afford the food every day. They usually get the borrowed food from the nearby houses for their families, where they stay.

**Table 4.3.4:- Enrolment of OBC students at Elementary Level in District Srinagar**

Year	2011	2012	2013	2014	2015	2016
<b>EOBC</b>	347	174	204	474	443	297

**Figure 4.3.4:- Enrolment of OBC students at Elementary Level in District Srinagar**



**Analysis:**

Table 4.3.4 above shows that enrollment of students belonging to OBC category increased from the year 2011 to 2016 in government elementary schools of district Srinagar, with respect to the base year 2011. In 2011 the enrollment of students in OBC category was 150 and in 2012 it increased to 174 that is an increase of 16%. In 2013 the

enrollment increased to 204 an increase of 36% with respect to the base year 2011. In 2014 enrollment reached 474 which highest in the years from 2011 to 2016 and contributes 216% increase with respect to the base year 2011. In the year 2015 enrollment of students in OBC category was seen as 443 which is an increase of 195% with respect to base year 2011. In the year 2016 the enrollment decreased compared to the previous year but increased 98% with respect to the base year.

### **Interpretation and Discussion:**

The data taken from 2011 to 2016 is showing an increase in enrollment of OBC students over a period of six years. These schools are those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from primary to elementary schools. The recorded enrollment and retention assessed were of those OBC students who have been in the school for throughout the session till end of the examination. Every year enrollment in OBC Category is increasing with respect to the base year 2011.

The OBC contains a different number of social classes', maximum belonging to the economically weaker sections. During the discussion with a few students from OBC category it was revealed that they are coming to the school for food and peer group relationship.

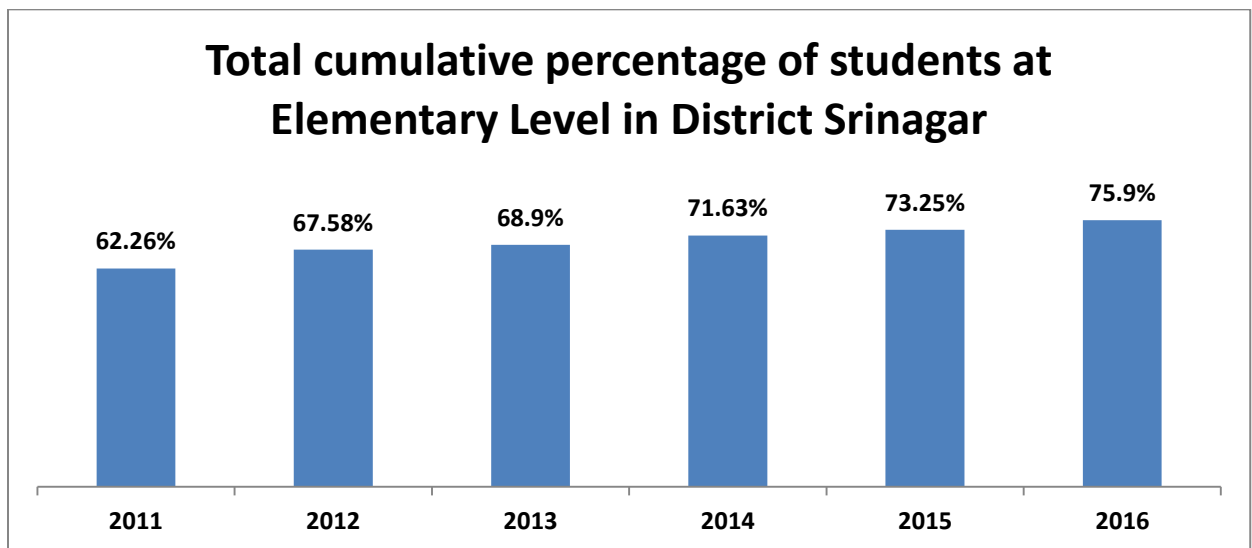
The results and findings of above study are in consistency with the results and findings of (Kaur, 2010) who stated that there is a positive effect of Mid Day Meal on enrollment of all categories and both genders of students.

**4.4. What is the effect of Mid Day Meal Scheme on Educational outcome of schools at Elementary level in District Srinagar?**

**Table 4.4.1:- Total cumulative percentage of students at Elementary Level in District Srinagar**

Year	2011	2012	2013	2014	2015	2016
TCP	4981	5407	5518	5731	5860	6079

**Figure 4.4.1:- Total cumulative percentage of students at Elementary Level in District Srinagar**



**Analysis:**

Table 4.4.1 above shows the cumulative average percentage of government schools at elementary level in district Srinagar. The table is showing a continuous increase in cumulative percentage of students in schools. In 2011 it was 62.26%, in 2012 it increased by 5.32% with respect to the base year 2011. In 2013 cumulative percentage reached

68.9% which is an increase of 6.64% with respect to the base year. In 2014 it was recorded as 71.63% which is still an increase of 9.37% with respect to the base year 2011. In 2015 the cumulative percentage was seen 73.25% that is an increase of 10.99%. In 2016 cumulative percentage was at the highest, which is 75.9% an increase of 13.7% with respect to the base year 2011.

### **Interpretation and Discussion:**

We are seeing a regular and continuous increase in the total cumulative percentage of students at elementary level of district Srinagar. These schools are those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from Primary to Elementary Schools. Various studies pointed out an important issue that is class room hunger. Studies revealed a number of students are coming to the school empty stomach. The Mid Day Meal is the only meal which they are getting for the whole day. Hunger intervenes during the time of interaction in the classroom hence distracts the process of learning. Mid Day Meal Scheme has reduced the class room hunger and acted as a catalyst for the process of learning in the classroom. The rate of increase of cumulative percentage of students is increasing constantly.

The Mid Day Meal Scheme has a positive effect on educational outcomes of school at elementary level in district Srinagar. During the discussion with the Head teachers of the schools in all Educational Zones, the researcher explored that one of causes of improvement in educational outcomes of the school is Mid Day Meal.

The research findings of above study are in consistency with (Abhijeet, 2007) who revealed that Mid Day Meal Scheme has a positive impact on learning outcomes of

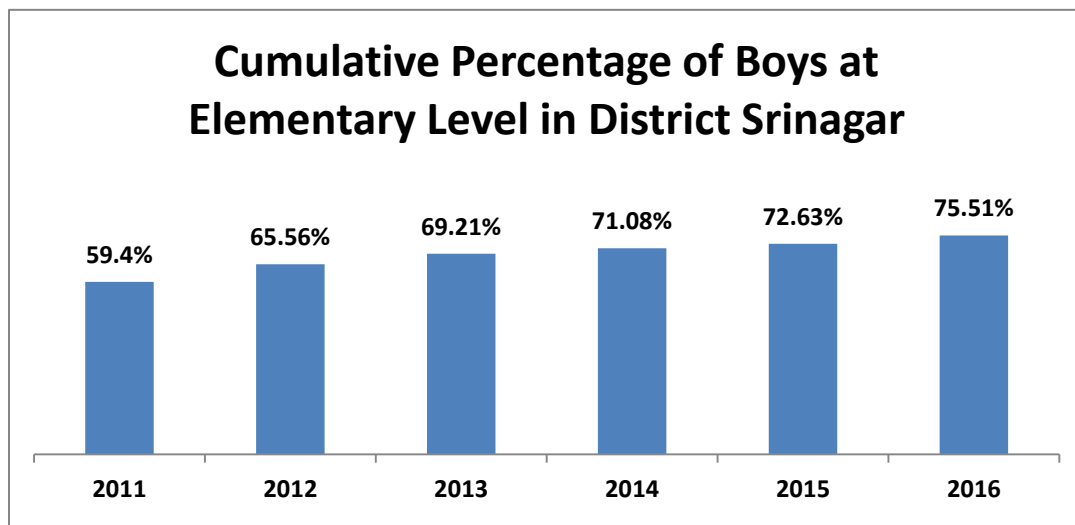
students. Intrinsic and Extrinsic motivation for learning might be in a mode of conflict but our study certainly provides a salute for its contribution regarding enrollment, attendance, reduction in dropouts and overall educational outcomes.

The chi-square test results indicate a significant positive impact on academic performance by the virtue of Mid Day Meal Scheme. The fallouts of multiple regression models point out that there is a significant positive effect of scheme on educational outcomes of students (Paul & Mondal, 2012).

**Table 4.4.2:- Cumulative Percentage of Boys at Elementary Level in District Srinagar**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>CPB</b>	4759	5245	5537	5687	5811	6041

**Figure 4.4.2:- Cumulative Percentage of Boys at Elementary Level in District Srinagar**



**Analysis:**

Table 4.4.2 above shows the cumulative average percentage of government schools in case of boys at elementary level in district Srinagar. The table is showing a continuous increase in cumulative percentage of boys. In 2011 it was 59.4%, in 2012 it increased by 6.16% with respect to the base year 2011. In 2013 cumulative percentage reached 69.21% which is an increase of 9.81% with respect to the base year. In 2014 it was recorded as 71.08% which is still an increase of 11.68% with respect to the base year 2011. In 2015 the cumulative percentage was seen 72.63% that is an increase of 13.23%. In 2016 cumulative percentage was at the highest, which is 75.51% an increase of 16.11% with respect to the base year 2011.

**Interpretation and Discussion:**

We are seeing a regular and continuous increase in the cumulative percentage of boys educational outcomes of the school at elementary level. These schools are those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from primary to elementary Schools. Various studies pointed out an important issue that is class room hunger. Studies revealed a number of boys are coming to the school empty stomach. The Mid Day meal is the only meal which they are getting for the whole day. Hunger intervenes during the time of interaction with the teacher hence distracts the process of learning. Mid Day Meal Scheme has reduced the class room hunger and acted as a catalyst for the process of learning in the classroom. The rate of increase of cumulative percentage of boys is increasing constantly.

The Mid Day Meal Scheme has a positive effect on educational outcomes of boys at elementary level in district Srinagar. During discussion with the Head teachers of the schools in all educational zones, the researcher explored that one of causes of improvement in educational outcomes of Boys is Mid Day Meal Scheme.

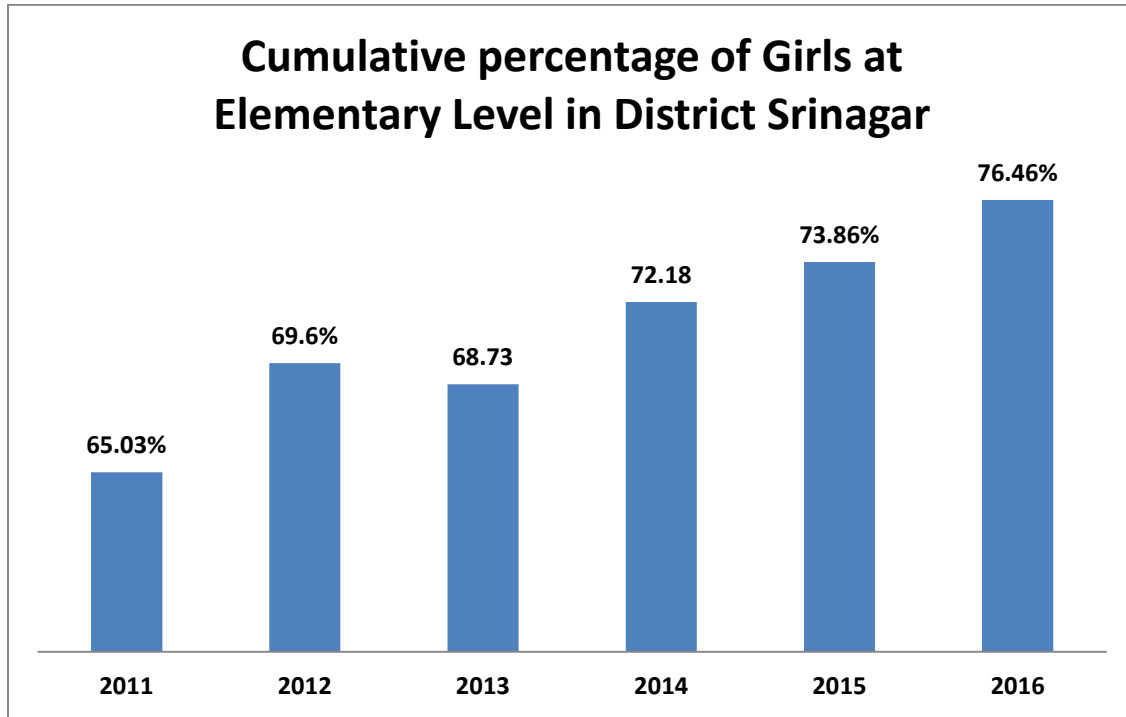
The research findings of above study are in consistency with (Abhijeet, 2007) who revealed that Mid Day Meal Scheme has a positive impact on learning outcomes of students. Intrinsic and Extrinsic motivation for learning might be in a mode of conflict but our study certainly provides a salute for its contribution regarding enrollment, attendance, reduction in dropouts and overall educational outcomes.

The chi-square test results indicate a significant positive impact on academic performance by the virtue of Mid Day Meal Scheme. The fallouts of multiple regression models point out that there is a significant positive effect of scheme on educational outcomes of students (Paul & Mondal, 2012).

**Table 4.4.3:- Cumulative percentage of Girls at Elementary Level in District Srinagar**

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>CPG</b>	5203	5569	5499	5775	5909	6117

**Figure 4.4.3:- Cumulative percentage of Girls at Elementary Level in District Srinagar**



**Analysis:**

Table 4.4.3 above shows the cumulative average percentage of government schools in case of girls at elementary level in district Srinagar. The table is showing a continuous increase in cumulative percentage of girls. In 2011 it was 65.03%, in 2012 it increased by 4.57% with respect to the base year 2011. In 2013 cumulative percentage was 68.73% which is a decrease compared to the previous year but an increase of 3.7%% with respect to the base year. In 2014 it was recorded as 72.18% which is an increase of 7.15% with respect to the base year 2011. In 2015 the cumulative percentage was seen 73.86% that is



an increase of 8.83%. In 2016 cumulative percentage was at the highest, which is 76.46% an increase of 11.43% with respect to the base year 2011

### **Interpretation and Discussion:**

We are seeing a regular and continuous increase in the cumulative percentage of girls in the schools. These schools are those elementary level schools where the practice of serving Mid Day Meals is from the time when the scheme was upgraded from primary to elementary schools. Various studies pointed out an important issue that is class room hunger. Studies revealed a number of girls are coming to the school empty stomach. The Mid Day meal is the only meal, which they are getting for the whole day. Hunger intervenes during the time of interaction in class room, hence distracts the process of learning. Mid Day Meal Scheme has reduced the class room hunger and acted as a catalyst for the process of learning in the classroom. The rate of increase of cumulative percentage of girls is increasing constantly.

The Mid Day Meal Scheme has a positive effect on educational outcomes of girls at elementary level in district Srinagar. During discussion with the Head teachers of the schools in all Educational Zones, the researcher explored that one of causes of improvement in educational outcomes of girls is Mid Day Meal Scheme.

The research findings of above study are in consistency with (Abhijeet, 2007) who revealed that Mid Day Meal Scheme has a positive impact on learning outcomes of students. Intrinsic and extrinsic motivation for learning might be in a mode of conflict but our study certainly provides a salute for its contribution regarding enrollment, attendance, reduction in dropouts and overall educational outcomes.

The chi-square test results indicate a significant positive impact on academic performance by the virtue of Mid Day Meal Scheme. The fallouts of multiple regression models point out that there is a significant positive effect of scheme on educational outcomes of students (Paul & Mondal, 2012).

# CHAPTER- 5



## **FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTION FOR FURTHER STUDY AND CONCLUSION**

### **5.1. Findings**

- 1. What is the effect of Mid-day Meal Scheme on total retention of students at elementary level students in District Srinagar?*

There is an increase in overall enrollment from 2011 to 2015 in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of student enrolled was 5074 students and in 2012 the number increased to 5438 that is an increase of 7.17%. In the year 2013 the overall enrollment reached to 6650, an increase of 31.06% with respect to the base year 2011. Similarly in 2014 enrollment was 5839 a decrease with respect to the previous but an increase with respect to base year that is of 15.07%. 6654 students were seen enrolled in the year 2015, which an increase of 31.13% with respect to the base year. But in 2016 just 3569 students were enrolled, which is a decrease of 29% with respect to the base year 2011.

Hence, there is a positive effect of Mid Day Meal Scheme on total retention of students at elementary level in district Srinagar up to the year 2015. There is a sudden decrease in enrollment of students even retention is badly disturbed in 2016. There is also little decrease in enrollment during 2014 where as retention with respect to the base year is maintained.

The above statement and results are also supported by the replies of students that they are coming to the school because of food and peer relationships.

2. *What is the effect of Mid-day Meal Scheme on enrolment and retention of students from gender perspective at elementary level in District Srinagar?*

There is an increase in enrollment and retention of boys from 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of boys enrolled was 2717 and in 2012 the number increased to 2784 that is an increase of 2.4%. In the year 2013 the enrollment of boys reached to 3477, an increase of 27.17% with respect to the base year 2011. Similarly in 2014 the enrollment of boys was 3080 a decrease with respect to the previous year but an increase with respect to base year that is of 13%. 3272 boys were seen enrolled in the year 2015, which an increase of 20.42% with respect to the base year. But in 2016 just 1805 boys were enrolled, which is a decrease of 33% with respect to the base year.

There is an increase in enrollment of girls from the year 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of girls enrolled was 2357 and in 2012 the number increased to 2655 that is an increase of 12.64%. In the year 2013 the enrollment of girls reached to 3197, an increase of 35.63% with respect to the base year 2011. Similarly in 2014 the enrollment of girls was 2748 a decrease with respect to the previous year but an increase with respect to base year that is of 16.58%. 3511 girls were seen enrolled in the year 2015, which an increase of 48.9% with respect to the base year. But in 2016 just 1764 girls were enrolled, which is a decrease of 23.57% with respect to the base year.

Hence, there is a positive effect of Mid Day Meal Scheme on gender-wise retention of students at elementary level in district Srinagar up to the year 2015. There is a sudden decrease in enrollment of both the genders even retention is badly disturbed in 2016. There is also little decrease in enrollment during 2014 where as retention of both with respect to the base year is maintained. The gender gap in enrollment is minimizing as the rate of increase in the enrollment of girls is more as compared to the boys. Thus a positive effect of scheme can be seen on gender-wise retention at elementary level in district Srinagar.

The above statement and results are also supported by the replies of boys and girls when asked separately that they are coming to the school because of food and peer relationships.

*3. What is the effect of Mid-day Meal Scheme on social class-wise retention of students at Elementary level in District Srinagar?*

There is an increase in enrollment of students from General Category between the years 2011 to 2015, in government elementary schools of district Srinagar, with respect to the base year 2011 but a huge decrease in 2016. In 2011 the total number of students enrolled in general category was 4506 and in 2012 the number increased to 5034 that is an increase of 11.71%. In the year 2013 the enrollment of students in General Category reached to 6101, an increase of 35.39% with respect to the base year 2011. Similarly in 2014 the enrollment of students in General Category was 5242 a decrease with respect to the previous year but an increase with respect to base year that is of 16.33%. 5971 students in General Category were seen enrolled in the year 2015, which is an increase of

32.51% with respect to the base year. But in 2016, just 2932 students of General Category were enrolled, which is a decrease of 34% with respect to the base year.

There is no enrollment in Scheduled Caste category in the years from the year 2011 to 2015. In 2016 a small enrollment was seen of just 20 students in 80 schools, which is just 0.56% with respect to overall enrollment of 2016 in 80 schools.

There is a decrease in retention among Scheduled Tribe students in the years from the year 2011 to 2016 in government elementary schools of district Srinagar. In 2011 the enrollment of students in ST category was 298 and in 2012 it went down to 217 that is a decrease of 27%. Then in 2013 the enrollment further decreased to 177 a decrease of 40.6% with respect to the base year 2011. In 2014 enrollment of STs was seen 244 that an increase when compared with previous year but a decrease with respect to the base year 2011 that is of 18%. In the year 2015 the enrollment of STs again raised to 279 an increase in comparison with previous year but still a decrease with respect to the base year 2011 that is of 6.37%. In 2016 the enrollment of STs decreased to 260 that is a decrease of 12% with respect to the base year 2011.

The enrollment of students belonging to OBC category increased from 2011 to 2016 in government elementary schools of district Srinagar, with respect to the base year 2011. In 2011 the enrollment of students in OBC category was 150 and in 2012 it increased to 174 that is an increase of 16%. In 2013 the enrollment increased to 204 an increase of 36% with respect to the base year 2011. In 2014 enrollment reached 474 which highest in the years from 2011 to 2016 and contributes 216% increase with respect to the base year 2011. In the year 2015 enrollment of students in OBC category was seen as 443 which is



an increase of 195% with respect to base year 2011. In the year 2016 the enrollment decreased compared to the previous year but increased 98% with respect to the base year.

Therefore, a positive effect of Mid Day Meal scheme on retention can be seen among the students from General, OBC and Scheduled Caste category while as no such significant effect was seen in case of Scheduled Tribes.

The above statement and results are also supported by the replies of students from all categories when asked separately that they are coming to the school because of food and peer relationships. Even ST students replied that they are poor and do not effort food, are exclusively attending school because of food.

*4. What is the effect of Mid Day Meal scheme of Educational Outcomes of the school at Elementary level in District Srinagar?*

There is a continuous increase in cumulative percentage of students in the school. In 2011 it was 62.26%, in 2012 it increased by 5.32% with respect to the base year 2011. In 2013 cumulative percentage reached 68.9% which is an increase of 6.64% with respect to the base year. In 2014 it was recorded as 71.63% which is still an increase of 9.37% with respect to the base year 2011. In 2015 the cumulative percentage was seen 73.25% that is an increase of 10.99%. In 2016 cumulative percentage was at the highest, which is 75.9% an increase of 13.7% with respect to the base year 2011.

There is a continuous increase in cumulative percentage of Boys. In 2011 it was 59.4%, in 2012 it increased by 6.16% with respect to the base year 2011. In 2013 cumulative percentage reached 69.21% which is an increase of 9.81% with respect to the base year. In 2014 it was recorded as 71.08% which is still an increase of 11.68% with respect to the

base year 2011. In 2015 the cumulative percentage was seen 72.63% that is an increase of 13.23%. In 2016 cumulative percentage was at the highest, which is 75.51% an increase of 16.11% with respect to the base year 2011.

There is a continuous increase in cumulative percentage of Girls. In 2011 it was 65.03%, in 2012 it increased by 4.57% with respect to the base year 2011. In 2013 cumulative percentage was 68.73% which is a decrease compared to the previous year but an increase of 3.7% with respect to the base year. In 2014 it was recorded as 72.18% which is an increase of 7.15% with respect to the base year 2011. In 2015 the cumulative percentage was seen 73.86% that is an increase of 8.83%. In 2016 cumulative percentage was at the highest, which is 76.46% an increase of 11.43% with respect to the base year 2011.

Hence a positive effect on educational outcomes can be seen among both boys and girls along with an overall increase. Educational achievement of boys is faster (rate is higher) than girls whereas the achievement of girls is higher than boys.

The above statement and results are also supported by the replies of Head Teacher that the Mid Day Meal has helped in reducing classroom hunger, increased the healthy classroom interaction and enhanced the educational outcomes.

## **5.2. Educational Implications of the Study**

It is concluded from the present study that Mid Day Meal Program has an optimistic effect on enrolment and retention of all students, gender-wise retention and caste-wise retention at elementary level. These results may prove very useful for students, teachers,

parents, administrators as well as the government. The scheme also affected the educational outcomes of students.

- a) Since the Mid Day Meal Scheme has helped in increasing the retention of students, therefore study is very important regarding the motivation of authorities to continue it with further refinements.
- b) It is found that the gender gap is continuously reducing by the virtue of scheme. The study will help in the further retention of girls in the school and helps in reducing the literacy gap seen in every census after 10 years. It also helps in empowering the women folk and reduces the gender discrimination.
- c) It is found that the enrollment and retention of OBC has increased along with an increase in General Category in schools, which helps in reducing the social gaps and ensures social inclusion in the schools.
- d) The positive effect on enrolment, retention and Educational outcomes of a student by the virtue of Mid Day Meal Scheme is a source for positive stimulation by the teachers. Teachers find it easy to reinforce positively the children by using meals and hence motivating them.
- e) The study is helpful to the educational authorities who may refine it further and will become a strong source reaching the goal of Universal enrollment.

### **5.3. Suggestions for Further Study**

1. The present study is confined to the district Srinagar of Jammu and Kashmir. Since Mid Day Meal Scheme is a national level program, therefore it is suggested that identical studies should be conducted nationwide.

2. The present study is confined to the just 80 schools of District Srinagar therefore the study may be replicated on a wider sample.
3. The study was conducted in the schools that are having co-educational setup therefore a comparative study of schools of boys and girls can be conducted.
4. The study is confined to the Srinagar city that is mostly an urban area thus different studies can be conducted in other rural parts of Kashmir valley.
5. Srinagar is one among 22 districts of Jammu and Kashmir and therefore similar studies can be conducted to find the relevance of results of present study.

#### **5.4. National Importance of the Study**

Primary education is thought to be associated with particularly high returns. Its significance is preserved in the Millennium Development Goals (MDGs), which is entitled for Universal Primary Education by 2015. In fact, Primary Education is distant from universal and this MDG remains subtle. Universal Elementary Education and the abolition of gender inequalities in education by 2015 are the two among eight Millennium Development Goals espoused at the United Nations Summit in 2000. Evaluation of the advancement made since then shows that South Asia, besides sub-Saharan Africa, is straggling behind in attaining this goal. Health and Education are deemed to be the “fundamental rights” at global level. Universal Primary Education is one of the important objectives of “Millennium Development Goals” (MGDs) which ensures that boys and girls must identically complete primary education.

Despite a massive practical literature available on relationship between school meal program and educational outcomes (Bundy et al, 2009), there is still a dearth

of large-scale assessment of its casual effect on enrollment as per our knowledge. Ironically, India has one of the largest elementary educational systems at global level. India has nearly 150 million children enrolled in 800 thousand schools across the nation. But even with its seemingly broad coverage, near about 40 million children still do not reach grade V.

As a similar case with maximum number of developing countries, one of the major causes for a child not to be enrolled in a school or dropped out of the school in India is the expenditure supposed to bear by the parents on education and their financial requirements of families. Although teaching in government primary schools is trifling and completely sponsored, the overhead prices of books and uniforms might be quite high which is discouraging poor families from admitting their children to educational institutions.

The above study has a great significance at national level because the Mid-Day Meal Scheme is a national scheme and is active in all parts of the country. The findings of the present study would help the policy makers and organizations concerned with elementary education to make the important amendments in the scheme wherever necessary. The study is related with effect of scheme at elementary level, and the age of elementary level student is considered as the most sensitive period with respect to physical, social, emotional and cognitive developments. Psychologists consider the above developments very important. The future of nation can be traced form the development of students at elementary level. Hence, the study is helpful in enriching the scheme which has been revealed as one of the factors of students' attraction towards the school.

### **5.5.Conclusion**

The present study shows that Mid Day Meal is an incentive, which has boosted the enrollment and has retained the enrolled students. The rate of retention is more in case of girls as compared to the boys. It has helped in reduction of gender disparities. It also ensures the gender inclusion in schools at elementary level in district Srinagar. Retention in General category and OBC is going on hand-to-hand that have minimized the gaps with respect to caste and other social inequalities. Scheme has eradicated the classroom hunger and helped in smooth classroom interactions, which in turn have resulted in the improvements in overall academic achievement of students. The educational outcomes of schools are in continuous progress, which may further be a motivation for students with respect to retention. However, a unique feature of the place of study came into existence and that is the negative effect of violence of 2016 on Education. A clear effect of disturbance can be seen in the year 2016 with respect to the enrollment and retention of students from both genders and among all categories. There could be more success in achieving the set goals with respect to education by the concerned authorities if there would be peace in the valley.

# SUMMARY





## SUMMARY

### Introduction

A number of schemes were launched in the primary education sector by authorities to reach the deprived section. Access to Primary Education was universalized through flagship program of government in the name of Sarva Shiksha Abhiyan (SSA), despite its successful implementation; a few children were still seen underprivileged of primary education due to their poor economic background (Kainth, 2006).

In the above context authorities among the developed countries instituted an array of policies which focused on enhancing of school enrollment. Provision of school meal is one among those that is believed to increase the enrolment through two major channels (PROBE, 1999; Dreze and Goyal, 2003; Kremer and Vermeersch, 2004). First was to reduce the cost of education by giving implicit subsidy to parents/guardians and second by making child nutrition far better through school lunch programs which fostered learning, hence maximized the returns on education, with this School Meal schemes became very popular in developing countries (Jayaram and Simroth, 2011).

As a similar case with maximum number of developing countries, one of the major causes for a child not to be enrolled in a school or dropped out of the school in India is the expenditure supposed to bear by the parents on education and their financial requirements of families (NFHS, 2000). Although teaching in government primary schools is trifling and completely sponsored, the overhead prices of books and uniforms might be quite high which is discouraging poor families from admitting their children to educational institutions (Public Report on Basic Education for India (PROBE), 1999).

Usually children skip schooling to take a part in earning livelihood for their families and act as a support by involving themselves in either household works like family farms, fields, business etc or directly working for a salary. Involvement in household works is a major reason found for dropping out of school in case of girls as compared to boys (NFHS, 2000). Thus, besides chaste sex affinity, poverty can further intensify gender gaps if the costs of admitting girls to school would remain continuously high with respect to the expected profits to their education in the labor marketplace (Kingdon, 1998).

The programs, which minimize the expenses of education, can be a successful way of improving participation at school level in developing countries. Estimation of provisional cash shifting programs in Latin America, which try to address education as a correlate of poverty, has proven successful (Morley and Coady, 2003). Progress in Mexico indicates a positive effect of such programs on increasing primary school enrollment and more effective in enhancing female enrollment. Assessment of in-kind school shifting programs in developing countries shows identical effects (Schultz's, 2004).

'India is residence to the world's biggest food insecure population, with more than 200 million people who are hungry,' India State Hunger Index (ISHI) said, adding that the country's poor performance is driven by its high levels of child under-nutrition and poor calorie count. It is further noted that "The child malnutrition of India" is higher than most of the countries in Sub-Saharan Africa' (World Bank, 2003). As per the global hunger index, report which was released in 2009 India ranks at 65 out of 84 countries.

In India more than 200 million people suffer from hunger which is more than any other country in the world, as according to 2008 report. Report also brings attention to some specific states of India where child nutrition should be addressed urgently. As per the above statements, School Meal Program is the proper solution to the problem. The key features of scheme are defense of children from classroom hunger, enhancement in school enrollment, maintenance of regular attendance by every child, improving social inclusion, minimizing caste discrimination, dealing with malnutrition and social empowerment of women (Sengupta, 2012).

The occurrence of child labor is another main problem that developing countries are facing in the liberalized economic system. Various suitable policies are sought today by the dealing authorities of the concerned fields (such as economists and policy makers) to overcome of these problems. In theoretical perspectives, the child labor has largely been attributed to high poverty and faults in Capital Market (Chaudhuri, 2007).

Children in other developing countries are getting stipend, free educational material and Mid Day Meals. These policies are implemented to overcome the problem of child labor by retaining the children in schools. It is not only economic incentive, which helped in increasing the enrollment. However, these programs are also significant for Educational outcomes related with children who are involved in Child Labor, but the programs act as a source to equalize the income loss to the parents by sending their children to school. Incentives may be of different forms like free cooked meals to schoolchildren, food to the family of school children, cash stipend for students and free learning material. These schemes are estimated to minimize the incidence of child labor by decreasing the relinquished valuable child wage income and by increasing the earning

potential of the students attending schools in future through human capital formation (Chaudhuri,2007).

### **Statement of the Problem**

**“Effect of mid-day meal scheme on access to Education at elementary level”**

### **Operation Definitions**

(i) “*Access to Education*” is the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.

(ii) “*Mid-Day Meal Scheme*” means the scheme of providing hot cooked meal at the mid day time during the working days in ‘Elementary Schools’ of India.

(iii) “*Elementary Level*” means classes or grades from I to VIII.

### **Research Questions**

- I. What is the effect of Mid-Day Meal Scheme on total retention of students at Elementary level in District Srinagar?
- II. What is the effect of Mid-Day Meal Scheme on gender-wise retention of students at Elementary level in District Srinagar?
- III. What is the effect of Mid-Day Meal Scheme on social class-wise retention of students at Elementary level in District Srinagar?
- IV. What is the effect of Mid-Day Meal Scheme on Educational outcome of schools at Elementary level in District Srinagar?

### **Delimitation of the study**

- I. Present study is delimited to District Srinagar of Jammu and Kashmir state.
- II. Present study is delimited to the government run Elementary schools of District Srinagar.
- III. Present study is delimited to the 80 schools at Elementary Level of District Srinagar.
- IV. Present study is delimited to those schools at Elementary Level that are having Co-Education.

### **Review of Literature**

**Kaur (2016)**, revealed that before the scheme, average enrollment was more and after the scheme the average enrollment is less. There is a fall observed in dropout rates before and after the scheme. But the change is not much significant. All these issues points out that the mid-day meal scheme is not the single reason which attracts children towards school or minimizes their drop-out rates. There are certainly many other factors responsible for enrollment and dropout of children from schools. Mid Day Meal Scheme is without any doubt a very good effort by the government but there is a need of introducing some more measures, and simultaneously government should also work for the removal of loopholes from existing schemes to ensure success in the mission of UEE.

**Nath & Nath (2015)**, revealed on the basis of the present study that parents were found more attracted to send their wards to the school. After the introduction of Mid-Day Meal Scheme, there is an increment in the percentage of retention in schools. The headman opined that they are supporting the continuation of scheme. The Mid-Day Meal Program helped in increasing the attendance and enrolment of the students particularly coming from economically weaker families. The rural Headman and Teachers are having unanimously positive attitude towards the scheme. It was found that rural head teachers have shown encouraging attitude towards implementation of Mid-Day Meals Program.

**Jan (2014)**, carried out a study regarding Mid Day Meal Scheme in district Pulwama, of Jammu and Kashmir, and revealed that scheme has a significant positive effect on enrollment of students, their retention in schools and relatively high growth of female enrollment at elementary level. The study found that Mid Day Meal Scheme has created a positive effect with respect to enrollment, attendance and retention. Maximum students in the schools stated during the qualitative evaluation that Mid Day Meal has proven as a main incentive for attracting them towards schools on regular basis. Collected information also indicated that the Mid Day Meal scheme has made the parents relaxed from the worries of providing one time meal to their children at homes. Scheme is also proved to be a great support, especially to the families of lower socio-economic background. While conducting the study it was also experienced that Mid Day Meals Scheme is believed to be a support for active learning of children that directly influences their academic performance. From the access point of view, scheme has played a vital role in bringing up social equity among students.

**Hamid & Hamid (2012)**, conducted a study on effect of school meal scheme in district Anantnag of Jammu and Kashmir state, and reported that attendance rate has risen from 64.71% to 82.42%, which clearly shows an optimistic effect on average attendance over a period. After taking the opinions from teachers, parents and students to know the cause of enhancement of attendance rate, it was concluded that Mid Meal was the key factor. Study further revealed that mean drop-out rate has decreased after the introduction of scheme. The mean dropout rate has reduced from 25.15% to 14.22% which means a decline of 10.93% as a sharp indicator of success of scheme. During the study researchers encountered a number of socio-economic, ethnographic, monetary and administrative hurdles that were strongly affecting the scheme. Caste and gender discrimination were the concerned issues, related with scheme.

**Paul & Mondal (2012)**, revealed the impact of Mid Day Meal Scheme on academic achievement of those students who are consuming the meals regularly. The study is exclusively conducted in district Burdwan of W.B, among the elementary schools. It was found that scheme has a definite positive effect on increasing enrollment, strength of attendance, low retention rate and minimizing dropouts which seems to be an important aspect for high academic achievement particularly students belonging to the lower economic backgrounds. The chi-square test results indicate a significant positive impact on academic performance by the virtue of Mid Day Meal Scheme. The fallouts of multiple regression models point out that there is a significant positive effect of scheme on educational outcomes of students by taking into deliberation the factors like enrolment, daily attendance, and retention level even, dropout rate of students. To make it more affective it should be associated and collaborated with awareness programs.

## **Design of the study**

In the execution of the present study descriptive survey method of research was employed. In addition to the figural data collected from the Schools for the current study the research further more gave a qualitative touch to the study when some interviews of students and Head teachers were added to the study for unveiling of some important factors which a researcher was unable to do just with the quantitative data.

### **Population and Sample**

The population of the study was all the government and government aided elementary schools as well as EGS/AIE Centers of District Srinagar of Jammu and Kashmir, offering Mid Day Meal Scheme.

In the present study simple random sampling procedure was followed. The total population of study is 209 Elementary schools in district Srinagar (DSEK, 2016). For having a representative and easy sampling procedure district Srinagar could be divided into eight educational zones, researcher then selected 10 schools from each educational zone using a simple random sampling method that comprises of total 80 schools.

### **Sources of data**

The source for the data used for the study was primary as well as secondary.

### **Data Collection Procedure**

Researcher was subjected to collect the data from the District Srinagar of Jammu and Kashmir a northern state of India. Researcher first received the consent from the Department of Education, Central University of Haryana where researcher is officially registered as a scholar with above mentioned research topic that authenticates the



originality of research and avoids any hassle during the execution of data collection process.

After reaching Srinagar the place from where data was supposed to collect, the researcher went to the office of “Chief Education officer”, Srinagar who after verification of documents permitted researcher to go further and provided a permission letter addressing all the eight educational zones of district Srinagar. After that required data was collected from 80 elementary schools of Srinagar through the tool Information Blank. Every person during the whole data collection provided me an adequate support and proper information as required.

#### **Research tool used for the study**

The researcher has used the Information Blank in the modified form, which was earlier used by ‘Kousar Jan’ in her study “*Impact of Mid Day Meal Scheme on Enrollment of students at Upper Primary Level in Education*” administered on Headmasters/Principals and Teachers of the Elementary schools. The data collected would indicate an effect of the Scheme in terms of access at elementary level in district Srinagar. The qualitative data was collected through the face-to-face interview with the students and Head teachers.

#### **Statistical techniques used for analysis data**

The data was analyzed using simple Mean and Percentage Analysis technique.

## Findings

The quantitative data shows a regular increase in retention and from the year 2011 to 2015 except 2016, but the educational outcomes of the schools remained in a state of constant increase. The reason for the abrupt depression in retention during the year 2016 was the violence and the largest shutdown in the history of Kashmir. The valley remained disturbed for the period of six months; the curfew was imposed in the valley especially district Srinagar observed a complete shutdown for the rest of above-mentioned period. When looking into the qualitative data it was revealed that, the reason for enhancing the retention is Mid Day Meal Scheme when considering it totally, gender-wise and social class-wise. The scheme has helped in reducing the gender gaps and allocated a healthy retention of students from different social classes. However, the scheme is not showing much positive effect regarding the retention of Scheduled Tribes. The reason for which came into emergence that STs living in Srinagar are not the permanent residents but the nomads from the other parts of valley and remain on continuous move from one place to another. The learning outcomes of the school is positively affected by the scheme as there is no such decrease in total cumulative percentage even during the period of disturbance. Therefore, results can be summarized as:

1. There is a positive effect of Mid Day Meal Scheme on total retention of students at Elementary Level.
2. There is a positive effect of Mid Day Meal Scheme on retention of boys at Elementary Level.
3. There is a positive effect of Mid Day Meal Scheme on retention of girls at Elementary Level.

4. There is a positive effect of Mid Day Meal Scheme on retention of General Category students at Elementary Level.
5. There is a positive effect of Mid Day Meal Scheme on retention of Scheduled Caste students at Elementary Level.
6. There is a no significant effect of Mid Day Meal Scheme on retention of Scheduled Tribe students at Elementary Level.
7. There is a positive effect of Mid Day Meal Scheme on retention of OBC students at Elementary Level.
8. There is a positive effect of Mid Day Meal Scheme on Educational outcome of schools at Elementary Level.



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# APPENDIX



## RAW DATA OF THE STUDY

s/no	Zcod	year	TE	EB	EG	EGC	ESC	EST	EOBC	CTPP	CPPB	CPPG
1	1	2011	37	15	22	37	0	0	0	57	56	58
1	1	2012	43	17	26	43	0	0	0	63	60	66
1	1	2013	252	118	134	252	0	0	0	63	62	64
1	1	2014	63	32	31	63	0	0	0	69	70	68
1	1	2015	53	28	25	53	0	0	0	70	68	72
1	1	2016	63	30	33	63	0	0	0	73	72	74
2	1	2011	42	28	14	42	0	0	0	56	52	60
2	1	2012	41	28	13	41	0	0	0	63	60	66
2	1	2013	126	79	47	126	0	0	0	65	66	64
2	1	2014	33	27	6	33	0	0	0	66	64	68
2	1	2015	128	72	56	128	0	0	0	67	68	66
2	1	2016	38	28	10	10	12	16	0	71	72	70
3	1	2011	58	33	25	58	0	0	0	65	66	64
3	1	2012	200	35	165	200	0	0	0	67	68	66
3	1	2013	70	34	36	70	0	0	0	72	70	74
3	1	2014	110	52	58	110	0	0	0	78	80	76
3	1	2015	67	35	32	67	0	0	0	80	78	82
3	1	2016	44	23	21	25	0	0	0	82	80	84
4	1	2011	171	72	99	171	0	0	0	66	64	68
4	1	2012	221	102	119	221	0	0	0	66	65	67
4	1	2013	201	92	109	201	0	0	0	67	66	68
4	1	2014	80	43	37	80	0	0	0	69	68	70
4	1	2015	123	53	70	123	0	0	0	70	71	69
4	1	2016	94	49	45	94	0	0	0	72	71	73
5	1	2011	33	13	20	33	0	0	0	63	60	66
5	1	2012	25	6	19	25	0	0	0	64	57	71
5	1	2013	33	8	25	33	0	0	0	65	66	64
5	1	2014	41	14	27	41	0	0	0	71	70	72
5	1	2015	38	15	23	38	0	0	0	73	72	74
5	1	2016	48	16	32	48	0	0	0	76	74	78
6	1	2011	53	25	28	53	0	0	0	67	66	68
6	1	2012	29	15	14	24	0	5	0	71	69	73
6	1	2013	183	66	117	183	0	0	0	75	74	76
6	1	2014	32	14	18	32	0	0	0	79	77	81
6	1	2015	148	74	74	148	0	0	0	77	76	78
6	1	2016	16	9	7	16	0	0	0	79	78	80
7	1	2011	53	22	31	53	0	0	0	51	50	52
7	1	2012	57	24	33	57	0	0	0	56	55	57
7	1	2013	55	23	32	55	0	0	0	56	57	55
7	1	2014	64	27	37	64	0	0	0	63	60	66

7	1	2015	125	53	72	125	0	0	0	68	64	72
7	1	2016	39	17	22	39	0	0	0	68	64	72
8	1	2011	30	13	17	30	0	0	0	68	64	72
8	1	2012	39	16	23	39	0	0	0	78	76	80
8	1	2013	37	15	22	37	0	0	0	78	78	78
8	1	2014	23	7	16	23	0	0	0	80	82	78
8	1	2015	126	6	120	126	0	0	0	82	80	84
8	1	2016	31	7	24	31	0	0	0	85	84	86
9	1	2011	80	60	20	80	0	0	0	64	61	67
9	1	2012	47	47	0	47	0	0	0	67	66	68
9	1	2013	47	47	0	47	0	0	0	69	68	70
9	1	2014	50	50	0	50	0	0	0	73	71	75
9	1	2015	39	39	0	39	0	0	0	73	72	74
9	1	2016	22	22	0	22	0	0	0	77	76	78
10	1	2011	150	72	78	150	0	0	0	58	54	62
10	1	2012	186	85	101	186	0	0	0	58	59	57
10	1	2013	238	118	120	238	0	0	0	61	62	60
10	1	2014	199	106	93	199	0	0	0	66	63	69
10	1	2015	170	82	88	170	0	0	0	68	66	70
10	1	2016	146	79	67	146	0	0	0	72	69	75
11	2	2011	32	12	20	22	0	10	0	56	52	60
11	2	2012	25	8	17	15	0	10	0	63	60	66
11	2	2013	29	9	20	18	0	11	0	65	66	64
11	2	2014	29	10	19	20	0	9	0	66	64	68
11	2	2015	68	14	54	21	0	47	0	67	68	66
11	2	2016	30	19	11	20	0	10	0	71	72	70
12	2	2011	18	10	8	11	0	7	0	56	52	60
12	2	2012	18	10	8	14	0	4	0	63	60	66
12	2	2013	21	11	10	9	0	12	0	65	66	64
12	2	2014	222	113	109	212	0	10	0	66	64	68
12	2	2015	148	91	57	132	0	16	0	67	68	66
12	2	2016	30	17	13	13	0	17	0	71	72	70
13	2	2011	14	7	7	12	0	2	0	68	64	72
13	2	2012	15	8	7	12	0	3	0	78	76	80
13	2	2013	22	11	22	17	0	5	0	78	78	78
13	2	2014	20	9	11	12	0	8	0	80	82	78
13	2	2015	26	15	11	12	0	14	0	82	80	84
13	2	2016	34	19	15	9	0	25	0	85	84	86
14	2	2011	88	37	51	88	0	0	0	56	52	60
14	2	2012	82	42	40	71	0	11	0	63	60	66
14	2	2013	69	37	32	63	0	6	0	65	66	64
14	2	2014	76	41	35	76	0	0	0	66	64	68
14	2	2015	161	83	78	157	0	4	0	67	68	66

14	2	2016	55	29	26	51	0	4	0	71	72	70
15	2	2011	45	31	14	43	0	2	0	68	64	72
15	2	2012	24	12	12	18	0	6	0	78	76	80
15	2	2013	31	17	14	24	0	7	0	78	78	78
15	2	2014	35	17	18	8	0	10	17	80	82	78
15	2	2015	23	12	11	13	0	10	0	82	80	84
15	2	2016	21	11	10	13	0	5	3	85	84	86
16	2	2011	51	27	24	51	0	0	0	57	56	58
16	2	2012	57	29	28	57	0	0	0	63	60	66
16	2	2013	58	28	30	58	0	0	0	63	62	64
16	2	2014	59	31	28	59	0	0	0	69	70	68
16	2	2015	55	30	25	55	0	0	0	70	68	72
16	2	2016	43	24	19	43	0	0	0	73	72	74
17	2	2011	129	69	60	129	0	0	0	56	52	60
17	2	2012	137	71	66	137	0	0	0	63	60	66
17	2	2013	129	70	59	129	0	0	0	65	66	64
17	2	2014	113	59	54	113	0	0	0	66	64	68
17	2	2015	94	47	47	94	0	0	0	67	68	66
17	2	2016	94	44	50	94	0	0	0	71	72	70
18	2	2011	110	59	51	110	0	0	0	56	52	60
18	2	2012	110	56	54	110	0	0	0	63	60	66
18	2	2013	115	58	57	115	0	0	0	65	66	64
18	2	2014	95	45	50	95	0	0	0	66	64	68
18	2	2015	122	55	67	122	0	0	0	67	68	66
18	2	2016	132	59	73	132	0	0	0	71	72	70
19	2	2011	42	20	22	42	0	0	0	68	64	72
19	2	2012	42	17	25	42	0	0	0	78	76	80
19	2	2013	54	19	35	53	0	0	0	78	78	78
19	2	2014	61	17	44	61	0	0	0	80	82	78
19	2	2015	105	67	38	57	0	0	0	82	80	84
19	2	2016	36	11	25	36	0	0	0	85	84	86
20	2	2011	88	88	0	88	0	0	0	56	52	60
20	2	2012	76	76	0	72	0	4	0	63	60	66
20	2	2013	116	101	15	49	0	65	2	65	66	64
20	2	2014	52	50	2	52	0	0	0	66	64	68
20	2	2015	142	92	50	142	0	0	0	67	68	66
20	2	2016	21	21	0	21	0	0	0	71	72	70
21	3	2011	70	46	24	27	0	40	3	57	56	58
21	3	2012	56	39	17	9	0	47	0	63	60	66
21	3	2013	38	20	18	8	0	28	4	63	62	64
21	3	2014	38	23	15	38	0	0	0	69	70	68
21	3	2015	34	17	17	1	0	33	0	70	68	72
21	3	2016	44	20	24	0	0	37	7	73	72	74

22	3	2011	85	78	7	7	0	0	78	56	52	60
22	3	2012	68	63	5	5	0	0	63	63	60	66
22	3	2013	75	67	8	75	0	0	0	65	66	64
22	3	2014	59	52	9	7	0	0	52	66	64	68
22	3	2015	68	60	8	68	0	0	0	67	68	66
22	3	2016	70	60	10	70	0	0	0	71	72	70
23	3	2011	25	20	5	25	0	0	0	68	64	72
23	3	2012	34	26	8	28	0	6	0	78	76	80
23	3	2013	44	35	9	31	0	13	0	78	78	78
23	3	2014	34	28	6	19	0	15	0	80	82	78
23	3	2015	49	42	7	40	0	9	0	82	80	84
23	3	2016	29	22	7	18	0	11	0	85	84	86
24	3	2011	28	18	10	28	0	0	0	56	52	60
24	3	2012	27	18	9	27	0	0	0	63	60	66
24	3	2013	26	14	12	26	0	0	0	65	66	64
24	3	2014	23	11	12	23	0	0	0	66	64	68
24	3	2015	18	4	14	18	0	0	0	67	68	66
24	3	2016	20	5	15	20	0	0	0	71	72	70
25	3	2011	31	13	18	31	0	0	0	57	56	58
25	3	2012	44	20	25	45	0	0	0	63	60	66
25	3	2013	29	12	17	29	0	0	0	63	62	64
25	3	2014	26	11	15	26	0	0	0	69	70	68
25	3	2015	26	9	17	26	0	0	0	70	68	72
25	3	2016	24	11	13	0	0	0	24	73	72	74
26	3	2011	19	9	10	10	0	9	0	56	52	60
26	3	2012	20	13	7	14	0	6	0	63	60	66
26	3	2013	23	11	12	23	0	0	0	65	66	64
26	3	2014	22	10	12	22	0	0	0	66	64	68
26	3	2015	25	11	14	0	0	0	25	67	68	66
26	3	2016	25	11	14	0	0	0	25	71	72	70
27	3	2011	25	14	11	25	0	0	0	63	60	66
27	3	2012	24	13	11	24	0	0	0	63	62	64
27	3	2013	25	15	10	25	0	0	0	69	70	68
27	3	2014	26	16	10	26	0	0	0	70	68	72
27	3	2015	31	21	10	31	0	0	0	73	72	74
27	3	2016	31	21	10	31	0	0	0	68	64	72
28	3	2011	70	30	40	62	0	8	0	73	72	74
28	3	2012	53	23	30	53	0	0	0	78	76	80
28	3	2013	65	35	30	65	0	0	0	78	78	78
28	3	2014	40	17	23	40	0	0	0	80	82	78
28	3	2015	31	12	19	31	0	0	0	82	80	84
28	3	2016	32	15	17	20	0	0	0	85	84	86
29	3	2011	42	17	25	0	0	42	0	63	60	66

29	3	2012	96	74	22	60	0	2	34	65	66	64
29	3	2013	43	20	23	43	0	0	0	66	64	68
29	3	2014	43	18	25	43	0	0	0	67	68	66
29	3	2015	49	21	28	3	0	43	3	71	72	70
29	3	2016	39	19	20	0	0	2	37	73	72	74
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30	3	2013	34	15	19	34	0	0	0	80	82	78
30	3	2014	36	14	9	23	0	0	0	82	80	84
30	3	2015	23	14	9	23	0	0	0	85	84	86
30	3	2016	16	9	7	16	0	0	0	86	86	86
31	4	2011	22	8	14	22	0	0	0	68	64	72
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31	4	2013	25	9	16	25	0	0	0	78	78	78
31	4	2014	25	12	13	25	0	0	0	80	82	78
31	4	2015	22	9	13	22	0	0	0	82	80	84
31	4	2016	23	13	10	23	0	0	0	85	84	86
32	4	2011	59	37	22	59	0	0	0	56	52	60
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32	4	2013	32	21	11	32	0	0	0	65	66	64
32	4	2014	106	33	73	106	0	0	0	66	64	68
32	4	2015	32	22	10	32	0	0	0	67	68	66
32	4	2016	35	21	14	35	0	0	0	71	72	70
33	4	2011	49	24	25	49	0	0	0	57	56	58
33	4	2012	53	24	29	53	0	0	0	63	60	66
33	4	2013	52	21	31	52	0	0	0	63	62	64
33	4	2014	53	22	31	53	0	0	0	69	70	68
33	4	2015	52	22	30	52	0	0	0	70	68	72
33	4	2016	57	26	31	57	0	0	0	73	72	74
34	4	2011	230	103	127	230	0	0	0	56	52	60
34	4	2012	195	91	104	195	0	0	0	63	60	66
34	4	2013	246	131	115	219	0	0	27	65	66	64
34	4	2014	170	80	90	170	0	0	0	66	64	68
34	4	2015	359	122	237	359	0	0	0	67	68	66
34	4	2016	143	64	79	143	0	0	0	71	72	70
35	4	2011	62	29	33	62	0	0	0	63	60	66
35	4	2012	70	32	38	70	0	0	0	63	62	64
35	4	2013	110	56	54	110	0	0	0	69	70	68
35	4	2014	77	37	40	77	0	0	0	70	68	72
35	4	2015	186	90	96	186	0	0	0	73	72	74
35	4	2016	73	35	38	73	0	0	0	68	64	72
36	4	2011	47	19	28	0	0	0	47	78	76	80
36	4	2012	54	22	32	54	0	0	0	78	78	78

36	4	2013	51	22	32	54	0	0	0	80	82	78
36	4	2014	52	22	30	52	0	0	0	82	80	84
36	4	2015	59	29	30	59	0	0	0	85	84	86
36	4	2016	60	29	31	60	0	0	0	86	86	86
37	4	2011	577	304	273	577	0	0	0	57	56	58
37	4	2012	134	47	87	134	0	0	0	63	60	66
37	4	2013	131	48	83	131	0	0	0	63	62	64
37	4	2014	132	51	81	132	0	0	0	69	70	68
37	4	2015	278	66	212	278	0	0	0	70	68	72
37	4	2016	145	62	83	145	0	0	0	73	72	74
38	4	2011	90	36	54	90	0	0	0	68	64	72
38	4	2012	190	91	99	190	0	0	0	78	76	80
38	4	2013	228	109	119	228	0	0	0	78	78	78
38	4	2014	181	89	92	181	0	0	0	80	82	78
38	4	2015	192	79	113	192	0	0	0	82	80	84
38	4	2016	59	31	28	59	0	0	0	85	84	86
39	4	2011	41	22	19	41	0	0	0	56	52	60
39	4	2012	244	120	124	244	0	0	0	63	60	66
39	4	2013	206	108	98	206	0	0	0	65	66	64
39	4	2014	168	132	36	168	0	0	0	66	64	68
39	4	2015	42	22	20	42	0	0	0	67	68	66
39	4	2016	40	20	20	40	0	0	0	71	72	70
40	4	2011	31	15	16	25	0	6	0	57	56	58
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40	4	2013	338	169	169	338	0	0	0	63	62	64
40	4	2014	141	69	72	141	0	0	0	69	70	68
40	4	2015	106	55	51	106	0	0	0	70	68	72
40	4	2016	33	19	14	33	0	0	0	73	72	74
41	5	2011	27	15	12	114	0	1	12	68	64	72
41	5	2012	103	53	50	20	0	12	71	78	76	80
41	5	2013	87	21	66	71	0	16	0	78	78	78
41	5	2014	120	42	78	70	0	48	2	80	82	78
41	5	2015	111	92	19	97	0	9	5	82	80	84
41	5	2016	32	11	21	15	0	15	2	85	84	86
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42	5	2013	10	4	6	10	0	0	0	69	70	68
42	5	2014	8	5	3	4	0	3	1	70	68	72
42	5	2015	52	48	4	3	0	48	1	73	72	74
42	5	2016	17	11	6	4	1	11	1	74	73	75
43	5	2011	38	15	23	38	0	0	0	56	52	60
43	5	2012	141	67	74	141	0	0	0	63	60	66
43	5	2013	138	65	73	138	0	0	0	65	66	64



43	5	2014	226	103	123	37	0	2	187	66	64	68
43	5	2015	43	21	22	41	0	2	0	67	68	66
43	5	2016	45	21	24	43	0	2	0	71	72	70
44	5	2011	251	130	121	181	0	70	0	68	64	72
44	5	2012	251	130	121	181	0	70	0	78	76	80
44	5	2013	130	62	68	72	0	0	58	78	78	78
44	5	2014	316	163	153	255	0	0	61	80	82	78
44	5	2015	154	109	45	111	0	43	0	82	80	84
44	5	2016	105	62	43	52	0	50	2	85	84	86
45	5	2011	193	105	88	193	0	0	0	56	52	60
45	5	2012	98	72	26	98	0	0	0	63	60	66
45	5	2013	169	84	85	169	0	0	0	65	66	64
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45	5	2016	90	49	41	84	3	3	0	71	72	70
46	5	2011	38	18	20	38	0	0	0	78	76	80
46	5	2012	62	27	35	62	0	0	0	78	78	78
46	5	2013	246	132	114	64	0	0	0	80	82	78
46	5	2014	69	33	36	69	0	0	0	82	80	84
46	5	2015	60	29	31	60	0	0	0	85	84	86
46	5	2016	44	17	27	44	0	0	0	86	86	86
47	5	2011	70	51	19	70	0	0	0	56	52	60
47	5	2012	164	111	53	164	0	0	0	63	60	66
47	5	2013	82	48	34	82	0	0	0	65	66	64
47	5	2014	123	86	37	89	0	0	34	66	64	68
47	5	2015	170	38	132	170	0	0	0	67	68	66
47	5	2016	76	38	38	76	0	0	0	71	72	70
48	5	2011	66	33	33	66	0	0	0	78	76	80
48	5	2012	88	44	44	88	0	0	0	78	78	78
48	5	2013	144	89	55	73	0	0	71	80	82	78
48	5	2014	66	32	34	66	0	0	0	82	80	84
48	5	2015	113	22	91	47	0	0	66	85	84	86
48	5	2016	36	16	20	36	0	0	0	86	86	86
49	5	2011	0	0	0	0	0	0	0	63	60	66
49	5	2012	0	0	0	0	0	0	0	65	66	64
49	5	2013	94	43	51	94	0	0	0	66	64	68
49	5	2014	77	32	45	77	0	0	0	67	68	66
49	5	2015	86	34	52	86	0	0	0	71	72	70
49	5	2016	97	42	55	97	0	0	0	68	64	72
50	5	2011	42	20	22	42	0	0	0	78	76	80
50	5	2012	42	17	25	42	0	0	0	78	78	78
50	5	2013	54	19	35	54	0	0	0	80	82	78
50	5	2014	61	17	44	61	0	0	0	82	80	84

50	5	2015	105	67	38	57	0	0	48	85	84	86
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51	6	2011	23	12	11	23	0	0	0	56	52	60
51	6	2012	20	11	9	20	0	0	0	63	60	66
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53	6	2011	24	11	13	18	0	0	6	78	78	78
53	6	2012	33	15	18	33	0	0	0	80	82	78
53	6	2013	45	19	26	45	0	0	0	82	80	84
53	6	2014	34	13	21	34	0	0	0	85	84	86
53	6	2015	32	13	19	0	0	0	32	86	86	86
53	6	2016	23	15	8	0	0	0	23	85	84	86
54	6	2011	13	6	7	13	0	0	0	56	52	60
54	6	2012	19	8	11	19	0	0	0	63	60	66
54	6	2013	24	20	14	27	0	0	7	65	66	64
54	6	2014	34	20	14	27	0	0	7	66	64	68
54	6	2015	20	10	10	0	0	0	20	67	68	66
54	6	2016	23	13	10	0	0	0	23	71	72	70
55	6	2011	27	17	10	27	0	0	0	63	60	66
55	6	2012	23	12	11	23	0	0	0	65	66	64
55	6	2013	17	9	8	17	0	0	0	66	64	68
55	6	2014	16	7	9	14	0	0	2	67	68	66
55	6	2015	27	17	0	0	0	0	27	71	72	70
55	6	2016	15	7	8	0	0	0	15	73	72	74
56	6	2011	32	18	14	9	0	16	7	56	52	60
56	6	2012	31	15	16	12	0	13	6	63	60	66
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56	6	2014	94	78	16	63	0	0	31	66	64	68
56	6	2015	30	14	16	0	0	0	30	67	68	66
56	6	2016	23	10	13	5	0	0	0	71	72	70
57	6	2011	35	21	14	35	0	0	0	57	56	58
57	6	2012	31	20	11	31	0	0	0	63	60	66
57	6	2013	31	19	12	31	0	0	0	63	62	64
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57	6	2015	14	7	7	0	0	0	7	70	68	72

57	6	2016	20	10	10	0	0	0	20	73	72	74
58	6	2011	40	14	26	40	0	0	0	56	52	60
58	6	2012	31	22	9	28	0	3	0	63	60	66
58	6	2013	79	44	35	79	0	0	0	65	66	64
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58	6	2015	55	35	20	0	0	0	55	67	68	66
58	6	2016	54	31	23	0	0	0	54	71	72	70
59	6	2011	15	5	10	9	0	0	3	57	56	58
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59	6	2013	10	4	6	10	0	0	0	63	62	64
59	6	2014	11	5	6	6	0	0	5	69	70	68
59	6	2015	12	8	4	9	0	0	3	70	68	72
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60	6	2013	46	32	14	39	0	0	7	78	78	78
60	6	2014	25	22	3	25	0	0	0	80	82	78
60	6	2015	21	17	4	0	0	0	21	82	80	84
60	6	2016	14	8	6	0	0	0	14	85	84	86
61	7	2011	68	23	45	68	0	0	0	57	56	58
61	7	2012	75	23	52	75	0	0	0	63	60	66
61	7	2013	117	79	38	117	0	0	0	63	62	64
61	7	2014	60	19	41	18	0	48	0	69	70	68
61	7	2015	46	12	34	46	0	0	0	70	68	72
61	7	2016	37	10	27	37	0	0	0	73	72	74
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62	7	2012	20	10	10	20	0	0	0	78	76	80
62	7	2013	161	154	7	161	0	0	0	78	78	78
62	7	2014	19	7	12	17	0	2	0	80	82	78
62	7	2015	19	9	10	19	0	0	0	82	80	84
62	7	2016	19	7	12	16	1	2	0	85	84	86
63	7	2011	38	28	10	38	0	0	0	66	64	68
63	7	2012	46	29	17	46	0	0	0	66	65	67
63	7	2013	36	19	17	36	0	0	0	67	66	68
63	7	2014	58	38	20	58	0	0	0	69	68	70
63	7	2015	11	65	45	110	0	0	0	70	71	69
63	7	2016	76	51	25	76	0	0	0	72	71	73
64	7	2011	15	5	10	15	0	0	0	57	56	58
64	7	2012	17	6	11	16	0	1	0	63	60	66
64	7	2013	22	7	15	22	0	0	0	63	62	64
64	7	2014	26	13	13	24	0	2	0	69	70	68
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64	7	2016	22	11	11	22	0	0	0	73	72	74

65	7	2011	56	39	17	56	0	0	0	56	52	60
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65	7	2013	181	49	132	181	0	0	0	65	66	64
65	7	2014	153	72	81	153	0	0	0	66	64	68
65	7	2015	330	118	152	330	0	0	0	67	68	66
65	7	2016	92	32	60	43	0	47	2	71	72	70
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66	7	2014	36	17	19	33	0	0	0	82	80	84
66	7	2015	33	14	19	33	0	0	0	85	84	86
66	7	2016	43	19	24	43	0	0	0	86	86	86
67	7	2011	18	14	4	18	0	0	0	57	56	58
67	7	2012	24	18	6	24	0	0	0	63	60	66
67	7	2013	20	15	5	20	0	0	0	63	62	64
67	7	2014	129	72	57	129	0	0	0	69	70	68
67	7	2015	83	47	36	83	0	0	0	70	68	72
67	7	2016	40	29	11	40	0	0	0	73	72	74
68	7	2011	87	25	62	87	0	0	0	68	64	72
68	7	2012	88	26	62	88	0	0	0	78	76	80
68	7	2013	85	23	62	85	0	0	0	78	78	78
68	7	2014	175	69	106	175	0	0	0	80	82	78
68	7	2015	104	44	60	104	0	0	0	82	80	84
68	7	2016	52	18	34	52	0	0	0	85	84	86
69	7	2011	40	20	20	40	0	0	0	56	52	60
69	7	2012	45	21	24	45	0	0	0	63	60	66
69	7	2013	55	25	30	55	0	0	0	65	66	64
69	7	2014	7	3	4	7	0	0	0	66	64	68
69	7	2015	53	22	31	53	0	0	0	67	68	66
69	7	2016	65	33	32	62	3	0	0	71	72	70
70	7	2011	184	171	13	122	0	62	0	57	56	58
70	7	2012	193	92	101	193	0	0	0	63	60	66
70	7	2013	312	210	102	312	0	0	0	63	62	64
70	7	2014	165	155	10	312	0	0	0	69	70	68
70	7	2015	283	276	107	283	0	0	0	70	68	72
70	7	2016	32	26	6	32	0	0	0	73	72	74
71	8	2011	21	7	14	21	0	0	0	66	64	68
71	8	2012	86	68	18	86	0	0	0	66	65	67
71	8	2013	32	10	22	32	0	0	0	67	66	68
71	8	2014	40	12	28	40	0	0	0	69	68	70
71	8	2015	40	14	26	40	0	0	0	70	71	69
71	8	2016	33	14	19	33	0	0	0	72	71	73
72	8	2011	51	28	23	51	0	0	0	57	56	58

72	8	2012	42	22	20	42	0	0	0	63	60	66
72	8	2013	42	26	16	42	0	0	0	63	62	64
72	8	2014	243	127	116	243	0	0	0	69	70	68
72	8	2015	47	27	20	47	0	0	0	70	68	72
72	8	2016	39	24	15	29	0	0	0	73	72	74
73	8	2011	31	15	16	31	0	0	0	56	52	60
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73	8	2014	32	16	16	23	0	0	0	66	64	68
73	8	2015	29	15	14	29	0	0	0	67	68	66
73	8	2016	34	19	15	24	0	0	10	71	72	70
74	8	2011	46	24	22	26	0	0	0	78	76	80
74	8	2012	155	33	122	155	0	0	0	78	78	78
74	8	2013	43	23	20	27	0	0	16	80	82	78
74	8	2014	101	47	54	101	0	0	0	82	80	84
74	8	2015	43	16	27	43	0	0	0	85	84	86
74	8	2016	46	19	27	43	0	3	0	86	86	86
75	8	2011	42	22	20	42	0	0	0	56	52	60
75	8	2012	35	14	21	35	0	0	0	63	60	66
75	8	2013	36	19	17	36	0	0	0	65	66	64
75	8	2014	33	17	16	33	0	0	0	66	64	68
75	8	2015	126	59	67	126	0	0	0	67	68	66
75	8	2016	23	13	10	23	0	0	0	71	72	70
76	8	2011	205	96	109	28	0	0	177	57	56	58
76	8	2012	23	13	10	23	0	0	0	63	60	66
76	8	2013	85	56	29	85	0	0	0	63	62	64
76	8	2014	12	7	5	12	0	0	0	69	70	68
76	8	2015	9	6	3	9	0	0	0	70	68	72
76	8	2016	10	7	3	10	0	0	0	73	72	74
77	8	2011	28	12	16	28	0	0	0	78	76	80
77	8	2012	37	19	18	37	0	0	0	78	78	78
77	8	2013	43	16	27	43	0	0	0	80	82	78
77	8	2014	35	15	20	35	0	0	0	82	80	84
77	8	2015	120	56	64	120	0	0	0	85	84	86
77	8	2016	30	13	17	30	0	0	0	86	86	86
78	8	2011	42	22	20	42	0	0	0	56	52	60
78	8	2012	37	22	15	37	0	0	0	63	60	66
78	8	2013	37	20	17	37	0	0	0	65	66	64
78	8	2014	31	17	14	31	0	0	0	66	64	68
78	8	2015	228	115	113	228	0	0	0	67	68	66
79	8	2016	19	8	11	19	0	0	0	71	72	70
79	8	2011	31	18	13	31	0	0	0	57	56	58
79	8	2012	29	15	14	29	0	0	0	63	60	66

79	8	2013	17	8	9	17	0	0	0	63	62	64
79	8	2014	22	13	9	22	0	0	0	69	70	68
79	8	2015	19	11	8	14	0	0	0	70	68	72
79	8	2016	6	4	2	6	0	0	0	73	72	74
80	8	2011	35	16	19	35	0	0	0	78	76	80
80	8	2012	41	20	21	41	0	0	0	78	78	78
80	8	2013	34	15	19	34	0	0	0	80	82	78
80	8	2014	36	20	16	29	0	0	0	82	80	84
80	8	2015	23	14	9	23	0	0	0	85	84	86
80	8	2016	16	9	7	16	0	0	0	86	86	86

## Information Blank

Name of the School \_\_\_\_\_

District \_\_\_\_\_

Name of the Educational Zone \_\_\_\_\_

Contact details of the school \_\_\_\_\_

Location of school (Rural/Urban) \_\_\_\_\_

### Total Data of School

S. No	Academic Year	2011	2012	2013	2014	2015	2016
1	Total Enrolment						
2	Enrolment of boys						
3	Enrolment of Girls						
4	Enrolment of General category						
5	Enrolment of SC category						
6	Enrolment of ST category						
7	Enrolment OBC						
9	Total Cumulative Percentage						
10	Cumulative Percentage of Boys						
11	Cumulative Percentage of Girls						

**For Class 1<sup>st</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

**For Class 2<sup>nd</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						



**For Class 3<sup>rd</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

**For Class 4<sup>th</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

**For Class 5<sup>th</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

**For Class 6<sup>th</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

**For Class 7<sup>th</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

**For Class 8<sup>th</sup>**

<b>S. No</b>	<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>1</b>	Total Enrolment						
<b>2</b>	Enrolment of boys						
<b>3</b>	Enrolment of Girls						
<b>4</b>	Enrolment of General category						
<b>5</b>	Enrolment of SC category						
<b>6</b>	Enrolment of ST category						
<b>7</b>	Enrolment of OBC						

<b>LIST OF SCHOOLS</b>			
1	GMS Khomani Chowk	19	BMS Chatterhama
2	BMS Tulsi Bagh	20	BMS Hazratbal
3	GMS Amira Kadal	21	BMS Awantabhawan
4	GMS Zainakot	22	BMS Soura
5	GPS Panzinara	23	BPS Zadibal
6	GMS Balgarden	24	MPS Mandibal
7	BMS Veer Chattabal	25	MPS Madeen Saheb
8	GMS Umerabad	26	MPS Jogiwan
9	BMS Khushipora	27	GMS Gulshanabad
10	GMS Gund Hassi Bhat	28	GMS Mashali Mohalla
11	BMS Buchpora	29	GMS Bachi Darwaza
12	GMS Ahmednagar	30	MPS Rather Mohalla
13	GMS Tailbal	31	MS Zoonimar
14	GMS khoja Bagh	32	BMS Iddgah
15	BMS Gasoo	33	BMS Chinci Faqeer
16	GMS Wanihama ayeen	34	BMS Kreshbal
17	Ms Doji Mohalla	35	GMS Guzarbal
18	MS Bangi Mohalla	36	BMS Sheikh Colony

37	GMS Palapora	56	BMS Malkha
38	BMS Noor Bagh	57	BMS Kralyar
39	BMS Safakadal	58	BMS Kathidarwaza
40	BMS Rathpora	59	MS Kalwal Mohalla
41	BMS Chandpora	60	GMS Namchibal
42	GMS Upper Nishat	61	GMS Batwara
43	MS Manz Mohalla	62	BMS Maisuma
44	BMS Guptganga	63	MS Khonmoh Sangree
45	BMS Gagribal	64	BMS Baghwanpora
46	MS Moti Mohalla	65	BMS Rajbagh
47	BMS Kand Mohalla	66	BMS Babapora
48	GMS Dalkawpora	67	MS Aichnambal
49	GPS Nandpora	68	MS Apparpora Balhama
50	GMS Lathi Mohalla	69	GMS Panthachowk
51	MS Watal Bagh	70	BMS Jawahar Nagar
52	GMS Kralyar	71	MS Chotta Bazar
53	MPS Surteng	72	BMS Dalhassanyar
54	GMS Khwaja Bazar	73	MS Shorgari mohalla
55	BMS Jogilankar	74	GMS Kanikadal

75	BMS Chattabal	78	BMS Qalamdanpora
76	MS Bohri Kadal	79	GMS Chamendori Dabtal
77	GMS Aalikadal	80	GMS Chinkral Mohalla

## Permission Letter for the Data Collection in Education Zones of Srinagar



Government of Jammu and Kashmir,  
Department of Education  
Office of the Chief Education Officer, Srinagar.

Email ID: [srinagarceedu@gmail.com](mailto:srinagarceedu@gmail.com)  
Contact No. 01942476854.

**ALL ZEO**

No:- CEO/Sgr/Plg/ 1467-74

Dated: 23.2.2019

**Subject:- Permission to collect data for Research Purpose.**

Regarding the above referred subject, Mr Mirza Muneeb Manan, M.Phill Scholar From Department of Education under studies in Central University of Haryana, has been asked to collect data from Kashmir as per the directions of Head of Department of Education, central university Haryana. His Research topic is effect of Mid Day Meal Scheme on access to Education on elementary level. As such it is requested to provide him the data related to Topic Mid Day Meal Scheme under operation in the schools. 2

Your's faithfully

Chief Education Officer  
Srinagar.

## **Details of other research activities during M. Phil**

### **Seminars:**

1. Participation in 50<sup>th</sup> Annual Conference of IATE on *Teacher Education in Digital Era: Promises and Pitfalls* held at CCSU, Meerut and presented a paper titled “*Role of ICT in developing the teaching skills*”.
2. Participation in National Seminar on *Inclusive Education: Past, Present and Future*, held at Central University of Haryana, Mahendergarh and presented a paper titled “*Impact of Mid Day Meal Scheme on Inclusion at Elementary Level*”.

### **Research Paper:**

1. Research paper entitled “*Mid Day Meal: An instrument for enhancing enrollment in India*”, published in a peer reviewed journal of Kashmir university, *The communication: An Applied Journal of Open and Distance Education* Vol. 24, Year: 2016, ISSN: 0975-6558.





# 50<sup>th</sup> Annual National Conference of IATE

ON

## TEACHER EDUCATION IN DIGITAL ERA: PROMISES AND PITFALLS

(February 25-27, 2017)

Jointly Organized by


DEPARTMENT OF EDUCATION, CH. CHARAN SINGH UNIVERSITY, MEERUT (U.P.)

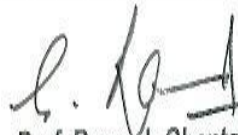
&

INDIAN ASSOCIATION OF TEACHER EDUCATORS (IATE)

*Certificate*


This is to certify that Prof./Dr./Ms./Mr. Mirza Muneeb Manan has participated/ chaired a Session/acted as Session Organizer/Rapporteur in the 50<sup>th</sup> Annual National Conference of IATE on "Teacher Education in Digital Era: Promises and Pitfalls" jointly organized by Department of Education, Chaudhary Charan Singh University, Meerut & IATE during February 25-27, 2017 and presented a paper entitled "Role of ICT in developing the teaching skills."

  
Prof. N.N. Pandey  
Secretary, IATE

  
Prof. Ramesh Ghanta  
President, IATE

  
Prof. Pradeep Kumar Misra  
Organizing Secretary

*Mirza Muneeb Manan*



CUH/Edu/2017/103



# National Seminar Inclusive Education: Past Present and Future



Organized by  
Department of Education, Central University of Haryana  
Under the MHRD Scheme of  
Pandit Madan Mohan Malviya National Mission for Teachers and Teaching

## Certificate

This certificate is awarded to **Mirza Muneeb Manan**, M. Phil. Research Scholar, Department of Education Central University of Haryana, in recognition for his participation and paper presentation on the topic "*Impact Of Mid Day Meal Scheme On Inclusion At Elementary Level*" in the National Seminar on the Theme "Inclusive Education: Past Present and Future" held at Department of Education, Central university of Haryana, Mahendergarh on February 28, 2017.

*Mirza Muneeb Manan*

*Sanku*  
Convenor

*Neeraj*  
Coordinator

*Shing*  
Organising Secretary

## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Full form</b>
<b>AIE</b>	Alternative Informal Education
<b>AIES</b>	All India Educational Survey
<b>BMI</b>	Body Mass Index
<b>BPL</b>	Below Poverty Line
<b>CPB</b>	Cumulative Percentage of Boys
<b>CPG</b>	Cumulative Percentage of Girls
<b>EB</b>	Enrollment of Boys
<b>EG</b>	Enrollment of Girls
<b>EGC</b>	Enrollment of General Category
<b>EGS</b>	Education Guarantee Scheme
<b>EOBC</b>	Enrollment of Other Backward Castes
<b>ESC</b>	Enrollment of Scheduled Caste
<b>EST</b>	Enrollment of Scheduled Tribe
<b>FCI</b>	Food Corporation of India
<b>GOI</b>	Government of India
<b>HRD</b>	Human Resource Development
<b>ICMR</b>	Indian Council of Medical Research
<b>ISHI</b>	India State Hunger Index
<b>IVRS</b>	Interactive Voice Response System
<b>KGBV</b>	Kasturba Gandhi Balika Vidyalaya
<b>LPG</b>	Liquefied Petroleum Gas

<b>MDG</b>	Millennium Development Goals
<b>MDMP</b>	Mid Day Meal Program
<b>MDMS</b>	Mid Day Meal Scheme
<b>MHRD</b>	Ministry of Human Resource Development
<b>MICS</b>	Multiple Indicator Cluster Survey
<b>MIS</b>	Management Information System
<b>NCERT</b>	National Council of Education Research and Training
<b>NFHS</b>	National Family Health Survey of India
<b>NGO</b>	Non- Government Organization
<b>NPEGEL</b>	National Program for Education of Girls at Elementary Level
<b>NPNSPE</b>	National Program for Nutritional Support to Primary Education
<b>NSS</b>	National Service Scheme
<b>OBC</b>	Other Backward Castes
<b>PAISA</b>	Planning, Allocations and Expenditures, Institutions Studies in Accountability
<b>PROBE</b>	Public Report of Basic Education for India
<b>PTA</b>	Parent Teacher Association
<b>PUCL</b>	People's Union for Civil Liberties
<b>SC</b>	Scheduled Caste
<b>SHG</b>	Self Help Group
<b>SMC</b>	School Management Committee
<b>SRI-IMRB</b>	Social and Rural Research Institute-India Market Research Bureau
<b>SSA</b>	Sarva Shiksha Abhiyaan
<b>ST</b>	Scheduled Tribe

<b>TCP</b>	Total Cumulative Percentage
<b>TE</b>	Total Enrollment
<b>UEE</b>	Universal Elementary Education
<b>UNDP</b>	United Nations Development Program
<b>UNICEF</b>	United Nations Children Fund
<b>VEC</b>	Village Education Committee
<b>WHO</b>	World Health Organization