

# Impact of Mid-Day Meals Programme on Enrolment and Retention of Primary School Children

**Basudeb Mondal**

Assistant Teacher, Bajitpur Primary School, Bajitpur, Purapara, Murshidabad, West Bengal,  
Email - basudeb.mondal87@gmail.com

**Abstract:** *With the twin objectives of improving health and education of the poor children, India has entered upon a challenging scheme of providing Mid-Day Meals (MDM) programmes in the government and government-aided primary schools. In this paper we try to analyse the nature and impact of mid-day meal programme on academic achievement of students in some selected primary schools of Murshidabad district in West Bengal. The education which he receives provides the foundation of his physical, mental, emotional, intellectual and social development. Man is the sovereign creation of God. God has created man with his own distinctive qualities, which are not found in any other animate world. Man is a rational animal; he acts according to his rational sentiment and judgment. He is the combining of characteristics of ape and angel, animalistic and divinity, and lower-self and higher-self. An animal has a lower-self and lower ability and no power of divinity and higher-self. Due to the possession of rationality and divinity of human being that makes lower-self and animalistic of man are to be transferred into higher-self and rationalness. This transformation can only be possible when it can never be lost to stolen. Without education man is unsighted and considered as dead. After the introduction of mid-day meals the percentage of enrolment has been enlargement. On the basis of the present study certain findings have been given that parents are more interested to send their children. Due to the introduction of Mid-Day Meals Programme percentage of retention has been enlargement. The Headman has expressed their opinion in support of introducing of Mid-Day Meals programme at the primary level. The Mid-Day Meals programme helps increasing the attendance and enrolment of the poor Primary School students. The rural Head Teachers and Headman have unanimously positive attitude towards this Mid-Day Meals programme. It is established that rural Head teachers have showed favourable attitude towards introduction of Mid-Day Meals programme at Primary level.*

**Key Words:** *Education, Mid-Day Meals (MDM) Programme, Enrolment, Retention, Scholastic Performance, Literacy.*

## 1. INTRODUCTION:

Education is the most important role of every stage of human life, especially at the childhood stage in the primary levels as it prepares the foundation of education makes a very important part of the integral structure of education. It is at this stage that the children start going to a formal institution and formal education starts. The education which he receives there provides the foundation of his physical, mental, emotional, intellectual and social development. Man is the supreme creation of God. God has endowed man with certain rare qualities, which are not found in any other animate world. Man is a rational animal; he acts according to his rational thinking and judgment. He is the combination of characteristics of ape and angel, animalistic and divinity, and lower-self and higher-self. An animal has a lower-self and ability. He has no power of divinity and higher-self. Due to the possession of rationality and divinity and higher self. Due to the possession of rationality and divinity of human being that makes lower-self and animalistic of man are to be transferred into higher self and rationality. This transformation can only be possible being it can never be lost to stolen. Without education man is blind and considered as dead. According to Gandhi- "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit".

Universalisation of elementary education in India means free and compulsory education has to be given to all the children till they are 14 years of age. It is one of the Directive Principles of our constitution. Of course we should have attained this target by 1960. Yes, we could not make it. Now we are at work to attain it by 2005. Universalisation of education implies three things viz. Universalisation of provision, Universalisation of enrolments, Universalisation of retention, Universalisation of provision. It means to provide a primary school within easy walking distance from the home of every child. If facilities every parents to send his children to school. After making provision for children next thing is how to enroll all the children in primary school who attain educable age. It means the child should remain in the school till he completes his primary courses. Now the slogan is universalisation of elementary education. In spite of all the efforts of Government, still there is in doubt whether we will achieve or fulfill this target or not. There are so many obstacles are there which hinder the universalisation of elementary education viz. Sociological Factors: Migration of population, Growth of families, early marriage of school going children, Apathy of parents towards girls education. Administrative Factors-Less emphasis on lower education, insufficient supervisory personnel, Wastage and

stagnation, Lack of equal opportunity. Economic Factors: Poverty of parents, Poor financial condition of Government. In addition to this Kothari Commission gives the following cause for the non-fulfillment of universalisation of elementary education. Non-availability of adequate resources, Illiteracy of the parents, Parents indifference to the education of children, tremendous increase in population, Resistance to education of girls, Poverty of the people. In India most of the people are poor. Their source of income is cultivation. They depend on forests for 8 months and on agriculture for 4 months. They live on cultivation. The social-economic conditions of these people are not too good as other country. Most of the parents are also illiterate. Their illiteracy does not permit them to understand the long term values of education. As education does not yield them any immediate economic return, they prefer to engage their children in remunerative employment which supplements the family income and strengthens which supplements the family income and strengthens the family economy. Further a few parents who have become aware of the values of education, fail to accord education of their children as they cannot afford finances for it. Due to the worst condition of the people they hesitate to send their children to schools. Actuality their primary aim is how to earn money. Education is not their primary aim. In order to enroll the children in the school we have to encourage both parents and children. If the parents are not encouraged then the enrolment of children is not possible. As such we have to create a situation that both parents and children can be motivated towards education. That encouragement can be possible only through different incentive schemes providing to the children. The children in our schools represent a vital segment of our population is obvious. They are our valuable human resources and will contribute to the bulk of our workforce by the turn of the century. Their health, nutritional status and educational attainments will to a considerable extent, determine the quality of our nation in the year to come.

World over, UEE is increasingly perceive as civil right indispensable for human development. This has been leading to various steps in the expansion of educational facilities. Poor health and low nutritional status do not allow children to remain in to the schools for 5/6 hours and many even compel them to miss the class frequently. In order to meet the nutritional requirements and encourage the daily attendance, various kinds of incentive schemes have been introduced in rural primary schools. The incentive schemes like Mid-Day Meals, free School uniform, attendance scholarship, free hostel facilities, free text books etc. are education and to act as a catalyst to influence the decision of the parents belonging to the weaker sections of the population to send their children to school. Incentive is a capsule to show the path. It is a golden road to the learning. It is the arousal of tendency to act to produce one or more effect. It determines the level of activities in child and directs the activity. An incentive is a particular internal factor or condition that tends to initiate and to sustain activates. The concept of supplementary nutritional support through educational institutions took its root in India when Madras Corporation developed a school lunch program in 1925. In the post-independence era, Gujarat was the first state to start school lunch programme in 1984. However, it was only in 1995 that the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched at the national level [GOI, 1995]. Mid-Day Meals programme is look upon as having the potentiality of motivating school children to attend schools regularly as it provides them some kind of food regularly. For these reasons Mid-Day Meals programme is considered to be a valuable input in the development of elementary education. This programme is introduced in primary schools with a view to attract children to schools for increasing enrolment and completion of formal education. This programme was essentially to attract children and retain them in schools particularly at the primary stage. This was included in all the five year plans. The Government of India started the Mid-Day Meals programme and implemented Right to Education Act, 2010 to provide nutritional food and free education respectively to these poor children of India.

Out of a total of 8, 47,118 recognized primary section all over the country 1, 35,016 (15.93%) primary section has in this facility of them. Among these 1, 23,048 (91.1%) primary sections were in rural areas and the other 11,968 (8.9%) in urban ones. But within their area they covered only 26% primary section amongst the rural and 21% urban areas respectively.

## **2. STATEMENT OF PROBLEM:**

Specific problem of the present study is “a study of the impact of mid-day-meals programme on enrolment and retention of primary school children of Murshidabad-Jiaganj Block under Murshidabad District”.

## **3. OBJECTIVES OF THE STUDY:**

- To find out the impact of MDM programme on enrolment.
- To find out the impact of MDM programme on retention and accomplishment level of the students.
- To find out the opinion of the students, teachers and parents toward MDM programme.

## **4. RESEARCH QUESTIONS:**

- Whether the MDM programme help in increasing the enrolment of primary school children.
- To what extend MDM programme facilitated the enrolment and retention accomplishment level of primary school children.

## 5. METHODOLOGY OF THE STUDY:

Research methods are of almost importance in a research process. It describes the various steps of this plan to be adopted in solving a researcher problem such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigating, the establishment of data gathering tools, the collection analysis and interpreting of data and the operation of inferences and abstraction.

### 5.1. Method Used:

The present study is of descriptive in nature considering the nature of study, the researcher has adopted sample survey method, as it is mainly concerned with the present aims of ascertain the stratus of the phenomena under investigating. This method is generally used in this type of research. It seeks to analyse the existent position and makes generalisation every important aspect of present time. The advantage associated with the method are minimum expenses both in money and effort, great speed, greater scope out accuracy which tempted the investigator to adopt sample survey method for the study.

### 5.2. The Sample:

Sample is a smaller representation of a larger population. The almost significant factor in delivering the general stability of results is selection of samples for the study. Mursihdabad Jiagang Block (MJB), Murshidabad District is taken to be the sample and 20 primary schools of said Block are selected for the purpose. The sample is taken on a random basis.

## 6. PROCEDURE OF DATA COLLECTION:

To know the impact mid-day meal on enrolment of students from different class (Class-I to Class-IV) of different schools before mid-day meals (1994-95) and after Mid-Day Meals (1995-96) is undertaken. Here collects this information from the school enrolment register. To know that the impact of Mid-Day Meals on retention of students in class wise (I-IV) the researcher at first observes the enrolment number of students before mid-day meal (1994-95) and after Mid-Day Meal attained and how many students have not attained the annual examination of different class before M.D.M (1994-95) and after M.D.M (1995-96). It is collected by the present researcher from examination attendance register of different students of different schools in class wise. Information's about impact of mid-day meals, on primary school children about their enrolment and retention are collected from different headmasters of different schools and the headman of different village of different area. Suggestion has also been collected from public of different village. Investigator administers questionnaires upon headmaster and the headman of the village of the concerned school.

### 6.1. The Tools:-

The tools play an important role in research. The present researcher uses: (a) teacher schedule (b) public opinion survey, (c) school record for the present investigation.

(a) **Teacher Schedule:** The present researcher developed for the teacher schedule to know about MDM programme.

(b) **Public opinion survey:** The present researcher has prepared it for the headman of the village where the school is located

(c) **School Records:** Besides this the researcher refers to the documents of schools like enrolment records and examination attendance register to know about the information related to study enrolment.

## 7. RESULTS AND DISCUSSION:

### 7.1. From Head Teacher Opinion:-

Data collected from Head Teacher of Primary Schools. Here the present researcher has taken 20 Head Teachers of 20 Schools. The collected data from the Head Teachers of the Primary Schools are categorized under the following points.

**Table 1:-** No of 20 Head Master and Head Mistress of both Urban and Rural Area.

Category of Sample	Numbers	Percentage
Headmaster	14	70
Headmistresses	6	30

**Table 2:-** Descriptive Characteristics of Age Level of the Head Teachers

Range	30-34	35-39	40-44	45-49	50-54	55-59
Number Of Head Teacher	2	6	3	4	4	1

From the Table No-2 it is to known that out of 20 head teachers both Head Masters and Head Mistresses 2 teachers 10% are in the range between 30-34 years of age, 6 teachers 30% are in the range between 35-39 year of age, 3 teachers 15% are in the range of 40-44 years of age, 4 teachers 20% is in the range of 45-49 years of age, 4 teachers 20% are in the range of 50-54 and 1 teacher 5% is in the range of 55-59 years of age.

**Table 3:-** Descriptive Characteristics of Qualification of Head Teachers

Qualification	Number of Head Teachers	Percentage
Secondary + D.El.Ed	8	40
H.S + D.El.Ed	5	25
B.A./B.Sc./B.Com +D.El.Ed	3	15
M.A/M.Sc/M.Com +D.El.Ed	4	20

From the Table-3, it is clear that there are 8 Head Teachers are trained with Secondary, 5 Head Teachers are trained with Higher Secondary (H.S), 3 Head Teachers are trained with Graduate and 4 Head Teachers are trained with Post Graduate qualification.

**Table 4:-** Description of Teaching Experience

Range	Experience as a Teacher			Experience as a Head teacher				
	5-9	10-14	15-19	4-8	9-13	14-18	19-23	24-28
Number of Teacher	9	6	5	7	5	4	3	1

A look to Table-4 makes it clear that out of 20 Head Teachers 9 (45%) having experience as teacher in the range between 5-9 years, 6 (30%) having experience as teacher in the range between 10-14 years and 5 (25%) having experience as teacher in the range between 15-19 years.

Out of 20 Head Teachers 7 (35%) are having the experience as head teachers in the range between 4-8 years, 5 (25%) are having the experience as Head Teachers in the range between 9-13 years, 4 (20%) are having the experience as Head Teachers in the range between 14-18 years, 3 (15%) are having the experience as Head Teachers in the range between 19-23 years and 1 (5%) is having the experience as head teacher in the range between 24-28 years.

#### 7.1.1. Percentage of Responses of Head Teachers on Teacher Schedule:-

Showing percentage of responses of Head Teachers regarding impact of M.D.M programme on enrolment and retention of Primary School children of Murshidabad-Jiaganj Block. An analysis of Table-4 indicates the responses given by different Head Teachers to the Item No.1 and 1(i) that the mid-day-meals programme is operating in each and every primary school of Murshidabad-Jiaganj Block.

In the Item No.1(ii) of the teacher schedule question there is 70% of head teachers reply 'Yes' and 30% reply 'No' of this question. Here we find that most of the students are benefited from M.D.M programme. There is 30% negative answer given by Head Teacher of this question, here it clearly indicated that some children are not benefited. Those children who are not benefited most probably they belong from higher family.

The item No.1 (iii) of teacher schedule deals with whether the teacher faces any kind of problem due to the implementation of M.D.M programme. Here we get 70% teachers reply 'Yes' and 30% teachers reply 'No' of this question. It is found that most of the teachers are facing trouble due to the implementation of M.D.M programme. From the observation of the present researcher. It is found that the urban teacher are facing more problems than the rural teachers. The money, as much as which is given by the Government for fuel that much is not sufficient for fuel. This scarcity amount of money for fuel can be adjusted in rural area, but this scarcity cannot be adjusted in urban area. Because the cost of fuel is cheap in rural area in comparison to urban area. So the urban area school teachers face this kind of problem.

Another problems may be, in some schools adequate number of teacher are not there. Only 2-3 teachers are there. Hence most of the time they engage themselves in cooking and purchasing vegetables etc. For that reason they cannot available for teaching to the students and course is not covered properly. It is too difficult for them to complete the course in a very short time. In this way they face this kind of trouble.

The rice packets which are supplied to the schools, the actual quantity of rice is not there insides the packets. In this case the head teacher is bound to pay the deficit amount of rice from his own pocket. This is then other problem for Head Teacher. This kind of problem is faced by both urban and rural Head Teachers.

Item no.1(iv) of teacher schedule deals with the problem of students due to the implementation of M.D.M programme 20% of teachers reply 'Yes' and 80% teachers reply 'No' of this question. From the analysis of data we come to know that there is no problem for students due to the implementation of M.D.M programme. But 20% teachers reply about the problem of students for the implementation of M.D.M programme.

It also noticed that the quality of food is not good, for that reason the children are suffering from malnutrition due to lack of nutritious food.

The Item No.1 (v) states that whether midday meal helps in increasing the enrolment of students. It is found that 85% teachers reply 'Yes' and 15% teachers reply 'No'. On the analysis of the response of the Head Teachers we know that due to the implementation of M.D.M programme the enrolment number of students is increasing. As the Mid-Day Meals programme is an attraction it is expected that it will help in increasing the retention number of children.

The purpose of the Item No.1 (vi) is to know whether mid-day meal helps in increasing retention. It is found that 60% teachers respond 'Yes' and 40% teachers respond 'No'. Here we find that purely the retention of children is increasing after the implementation of Mid-Day Meals programme.

Item No.1 (vii) is designed to know whether the Mid- Day-Meals scheme helps to the child for improving the academic achievement. It is found that 25% teachers reply 'Yes' and 75% teachers reply 'No'. So it is found that M.D.M does not help to the child for improving the academic achievement.

In the Item No.2 says whether the free School Uniforms are given to students or not. In this item it is said that almost all primary schools have the scheme of free School Uniforms given to the Scheduled Caste, Scheduled Tribe and Girl's students only. From this question we get the answer that only Scheduled Caste Scheduled Tribe and Girl's students are benefited.

The Item No.2 (i) states whether free School Uniforms scheme helps for increasing enrolment of children of Scheduled Caste, Scheduled Tribe and Girl's. It is said that 35% Head Teachers reply 'Yes' and 65% Head Teachers reply 'No' to this question. After analysing the data we came to know; that absolutely it does not help for increasing the enrolment number of children of Scheduled Caste, Scheduled Tribe and Girl's.

The Item No.2 (ii) states whether this free School Uniforms scheme helps for increasing the retention of children. Here 40% Head Teachers reply 'Yes' and 60% Head Teachers reply 'No' to this question. After analysis of data it is found that the free School Uniforms does not help for retention of the children.

The Item No.2 (iii) is designed to know whether this scheme gives impact on the academic achievement of the children. It is found that 25% Head Teacher reply 'Yes' and 75% Head Teachers reply 'No' to this question. From the analysis of data majority Head Teachers says that, this scheme does not improve the academic achievement of the children.

In the Item No.3 is designed to know whether scholarship is given to the primary children. It is found that each school has the system of scholarship.

Then next Item No.3 (i) deals with whether scholarship is given to the meritorious students or not in proper time. It is found that 42% head teachers reply 'Yes' and 58% head teachers reply 'No' to this particular question. It indicates that scholarship is not given properly and timely to the primary students of Murshidabad-Jiaganj Block.

The Item No.3 (ii) of teacher schedule says about whether the enrolment of children is increasing or not. It is found that 33% of teacher replies 'Yes' and 67% teachers reply 'No'. Here it is said that scholarship system does not help for increasing the enrolment number of the primary children.

From the answer of the Item No.3(iii) 50% head teachers say 'Yes' and 50% head teachers say 'No' to this question. Hence I came into the conclusion that it helps partly, for academic achievement of students.

The Item No.4 deals with whether any kind of survey is done for this programme or not. It is found that there has not been done any kind of survey of this programme.

After analysis all these data collected from head teachers of different primary schools of Murshidabad-Jiaganj Block, I came to know that Mid-Day Meals Programme helps in enrolment and retention of the children, but it does not help on improving the academic achievement of the children. Both free School Uniforms and scholarships do not help children for enrolment and retention.

## 7.2. From Public Opinion:-

Data is collected from the headman of the village or any member of the village, where the school is located. Here the present researcher has taken 20 headman of 20 villages. The collected data from the members or headman of the village are categorized under the following points.

**Table 5:-Sex Classification of Head Man**

Category of Individual	Number	Percentage
Male	16	80
Female	4	20

The item number of 3 of public opinion survey deals with the gender of the member of the village. We came to know from the Table-5, that out of 20 members 4 members are Female and 16 members are Male.

**Table 6:-Classification of Age Level**

Range of age	23-29	30-36	37-43	44-50	51-57	58-64	65-71
Number	4	2	3	3	2	5	1

From the Table-6, it is found that 4 members (20%) are in the range between 23-29 years of age, 2 member(10%) are in the range between 30-36 years of age, 3 members (15%) are in the range between 37-43 years of age, 3 member(15%) is in the range between 44-50 years of age, 2 members (10%) are in the range between 51-57 years of age, 5 members (25%) are in the range between 58-64 year of age and 1 member (5%) is the range between 65-71 years of age.

### 7.2.1. Percentage of Response of the Member of the Village:-

Showing percentage of responses of headman or members of different villages regarding impact of Mid-Day Meals programme on enrolment and retention of Primary School children of Murshidabad-Jiaganj Block.

### 7.2.2. Data Analysis of Public Opinion:-

On the analysis of responses of different headman or different members of different village form both urban and rural to the Item No.6 it is found that 65% of members reply 'Yes' and 35% of members reply 'No' of the particular question. Here it is found that most of the children between the ages 5-10 years are coming to the school. Here we get 35% negative response to the question from the headman because the present researcher has taken both rural and urban area. In rural area most of the people are backward, their economic condition is not good as urban people. They are also tribal. They depend upon forests for eight months and on agriculture for four months. The children of 5-10 years age group are found to be helping their situation; parents do not desire to spare their children or their labour power and allow them to attend schools.

It is found from the answer of the Item No.1 that Mid-Day Meals programme is operational in each and every Primary Schools of Murshidabad-Jiaganj block. It is started form 1995.

In the Item No.1(i) of the public opinion survey deals with whether Mid-Day Meals Programme is given in proper time or not. Here it is found that, 70% members or Headman reply 'Yes' and 30% members or headman reply 'No' to this particular question. The analysis of percentage shown that majority members have showed positive response to this question. Here we came to know that some school Mid-Day Meals is given to the children in proper time. In some schools Mid-Day Meals has not been given in proper time, because in rural area sufficient number of teacher are not there. Due to the limited number of teacher, they cannot do both the duty simultaneously and mid-day meal is not given in proper time.

The Item No. 1(ii) is designed to know where sufficient quantity of food is given to the children or not. 85% of members of village reply 'Yes' and 15% of members reply 'No'. From the analysis of data we came to know that sufficient quantity of food is given to the children. Although 15% provided negative response to this question.

In the Item No.1 (iii) I get 75% positive and 25% negative response from the headman of the village.

From the analysis of the data it is found that due to the implementation of Mid-Day Meals in the school the children are too much interested to go to the school. It gives much impact upon both the rural and urban children. But it gives more impact up on rural children because the condition of the rural people are poor, their socio-economic condition is not good. The parents are unable to supply food to their children. These type of children go to school only for food. It also give impact up on urban children but it is not effective as effective as rural. Because in urban areas most of the children belong to higher family. Their socio-economic condition is good. They are taking superior quality of food in their home in comparison to food which is supplied in the school. So they reluctant to take food. Some children those who belong to lower family, they are interested to take such type of food.

Item No.1 (iv) is designed to know whether due to the implementation of Mid-Day meal programme in the school the children's interest is increasing towards education more or not in comparison to previous interest. It is found that 60% Headman has given 'Yes' and 40% Headman has given 'No' replay of this question. From the analysis of data I came to know that children are more interested towards education than before.

In the Item No.1 (v) it is found that majority of headman of the village have shown 'No' of their question. 35% Headman give 'Yes' and 65% Headman given 'No' to this particular question, it would mean that by this programme the children are not staying more time in the school.

From the analysis of the data of rural school it is found that the children after taking their meal in the school they return to their home. It is seen such type of activities in rural area. In urban area whether but in rural area we can see the impact of mid-day meal. In rural area the children are instructed by their parents not to stay at school after taking meal because most of the people of rural area people have also no sound economic condition. These type of parents are basically illiterate. Their illiteracy does not permit them to understand the value to education. As education does not yield any immediate economic return, they prefer to engage their children in remunerative employment which supplements the family income and strengthen the family economy. So they hesitate to send their children to the school, and it is nothing but only of food. After taking their food they return to their home and join with their parents for working in the field or somewhere else for the supplementation of the income of their family.

The Item No.1 (vi) is designed to know whether Mid-Day Meals programme acts as a deterrent in teaching. On The response of the headman we get 50% 'Yes' and 'No' to programme acts as deterrent in teaching. From the analysis of data the learning of lesson of children is hampered due to the implementation of Mid-Day meal represent are number of teacher are not there so, it is difficult to a teacher or a group of teacher to do both the work teaching and supervising the Mid-Day Meals programme simultaneously.

Item No. 1(vii) is designed to know where enrolment number of student is increasing due to the Mid-Day-meals programme. It is found that maximum number of teacher have showed positive response of this question. It is known that the Mid-Day Meals programme is all attraction to bring children to the school.

In the Item No.1 (viii) is designed to known after implementation of this programme whether the student discontinue their studies. It is found that 85% of Headman reply 'No' and 15% of Headman reply 'Yes', it mean that implementation of this programme are not encourage primary children discontinue to their studies. However 15% children discontinue their study due to the financial condition, physical condition of the family.

The Item No.1 (ix) is designed to know academic achievement of primary school children is due to the Mid-Day Meals. From this question 40% Head teacher said Mid-Day Meals programme does not help for increasing the achievement of children.

The Item No.2 pointed out that free School Uniforms is given to only Scheduled Caste, Scheduled Tribe and Girls students. According to the views of Headman actually the SC, ST and Girls students are not benefited because the free School Uniforms are not given in proper time. According to them free School Uniforms should be given to the children from the beginning of the year.

From the answer of the Item No.2 it is said that free School Uniforms is given to only Scheduled Caste, Scheduled Tribe and Girls students.

According to the views of Headman actually the SC, ST and Girls students are not benefited because the free School Uniforms given in proper time. According to them free School Uniforms be given to all the children from the beginning of the year. After analysing the data I came to the conclusion School Uniforms does not impact upon the enrolment and retention primary school children.

In the Item No.3 deals with scholarship system for the students. From the view of Headman of the village I came to know that each and every school has scholarship system. But according to them scholarships are not given to the students in proper time. For that reason the children and their parents are not encouraged. Another incentive schemes like free School Uniforms and scholarship both do not impact upon the enrolment and retention of primary school children.

After analysing all the data from public opinion survey I reach in the conclusion that Mid-Day Meals programme has impact upon enrolment and retention of primary school children.

### 7.3. Impact of Mid-Day Meals on Enrolment and Retention:-

The total number of students in 20 schools of 2016 sessions is,

**Table 7: - Total Numbers of Students in the School Class wise In the Academic Year 2016**

Class	Enrolment Students (Numbers)
I	887
II	779
III	784
IV	694

#### 7.3.1. Number of Enrolment before the introduction of Mid-Day Meals Programme in Class wise:-

The incentive scheme (M.D.M) has been implemented in the primary schools from 1995. Hence the admission of the children in the session 1994-95 is regarded as the enrolment before introduction of Mid-Day Meals Programme. Before the implementation of Mid-Day Meals Programme of the Primary Schools enrolment in different classes.

**Table 8:- Enrolment before introduction of Mid-day Meals programme**

Class	Enrolment before introduction of Mid-day Meals programme
I	680
II	632
III	586
IV	524

#### 7.3.2. Number of Enrolment after the Implementation of Mid-Day Meals Programme:-

Mid-Day Meals has been implemented in 1995, hence 1995-96 is regarded as the session after the implementation of Mid-Day Meals. So the enrolment number of students after the implementation of Mid-Day Meals (1995-96) are given below in class wise.

**Table 9:- Enrolment after implementation of Mid-Day Meals programme**

Class	Enrolment after implementation of Mid-Day Meals programme
I	887
II	779
III	784
IV	694

**7.3.3. Increasing Enrolment after the Implantation of Mid-Day Meals Programme in Percentage:-**

It is clearly said that after the implementation of Mid-Day Meals programme the enrolment of the student is increased.

**Table No-10**

Class	Enrolment before M.D.M Programme	Enrolment After M.D.M Programme	Percentage of Increasing (%)
I	680	887	30.44
II	632	779	23.26
III	586	784	33.79
IV	524	694	32.44

**Table 11:- Retention before Implementation of Mid-Day Meals Programme**

Class	Retention Before implementation of Mid-Day Meals Programme
I	584
II	488
III	476
IV	394

**Table 12:- Retention Table before Mid-Day Meals Programme**

Class	Enrolment	Retention	Dropout	Percentage of Dropout
I	680	584	96	14.12
II	632	488	144	22.78
III	586	476	110	18.77
IV	524	394	130	24.81

After analysis of the above table I conclude that the dropout before implementation of M.D.M was more and retention is less.

**Table 13:- Retention after Implementation of Mid-Day Meals Programme**

Class	Retention After Implementation of Mid-Day Meals Programme
I	658
II	618
III	564
IV	483

After the implementation of the Mid-Day Meals the retention of the children is comparatively higher that before the implementation of Mid-Day Meals programme.

**Table 14:- Retention after Introduction of Mid-Day Meals Programme**

Class	Enrolment	Retention	Dropout	Percentage of Dropout
I	680	658	22	3.24
II	632	618	14	2.22
III	586	564	22	3.75
IV	524	483	41	7.82

From the above Table No.13 I came to know that after the implementation of Mid-Day Meals programme the dropout is reduced and retention is increased.

**Table 15: - Comparison between Dropout before and After Mid-Day meals Programme**

Class	Percentage of Dropout before M.D.M Programme	Percentage of Dropout After M.D.M Programme	Percentage of Reduction of Dropout



I	14.12	3.24	10.88
II	22.78	2.22	20.56
III	18.77	3.75	15.02
IV	24.81	7.82	16.99

### 7.3.4. Difference in Enrolment and Retention after Introduction of Mid-Day Meals Programme:-

After introduction of Mid-Day Meals programme the difference between enrolment and retention is very low in comparison with the difference before the Mid-Day Meals programme. After analysing all the data I reach in the conclusion that after the introduction of Mid-Day Meals programme the enrolment and retention of primary school children has been significantly increased.

### 8. CONCLUSION OF THE STUDY:

- After the introduction of Mid-Day Meals Programme the percentage of enrolment has been increased.
- Parents are more interested to send their children in Schools.
- Due to the introduction Mid-Day Meals Programme percentage of retention has been increased.
- The headman has expressed their opinion in support of introducing of Mid-Day Meals Programme at the primary level.
- The Mid-Day Meals Programme helps increasing the attendance and enrolment of the poor students.
- The rural teachers and headman have unanimously positive attitude towards this Mid-Day Meals Programme.
- It is found that rural head teachers have showed favourable attitude towards introduction of Mid-Day Meals Programme at primary level.

### 9. RECOMMENDATIONS:

- Free School Uniforms should give in the starting of a session.
- Merit scholarship should be given to the primary school students according to their classes in proper time.
- Free School Uniforms should be given not only Schedule Caste, Scheduled Tribe and Girl's students but to general students who are economically not sound.
- The meal (cooked food) supplied at Mid-Day Meals Programme should be of good quality and sufficient in quantity.
- Additional staff should be posted in the Primary School.
- The materials, which are used in Mid-Day Meals Programme preparation, should be medically checked up.
- The Primary School should be regularly inspected by higher authority for the implementation of the programme.
- The students should not be forced to bring the required utensil from their home.
- The Village Committee should supervise the Mid-Day Meals Programme in an honest manner.
- Food should be properly distributed of the children.

### REFERENCES:

1. Mahendra Dev S, GalabS, Prudhvikar Reddy P Right to Development and Poverty Reduction Strategy: A Case Study of Andhra Pradesh, CESS Monographs, Centre for Economic and Social Studies, Hyderabad, 2007, PXVII.
2. Dreze, Jean 'Democracy and Right to Food' Economic & Political Weekly, April 24, 2004.
3. Mahendra Dev S, Kannan KP, Nira Ramachandran. Towards a Food Secure India: Issues and Policies, Institute for Human Development, New Delhi and CESS, Hyderabad, 2003.
4. Government of West Bengal Handbook, Murshidabad, 1998a. District Statistical
5. Government of India Districts at a Glance, 2004, Directorate of Economics and Statistics, Murshidabad, West Bengal, 1998b.
6. Government of India State's Economy in Figures West Bengal, Directorate of Economics and Statistics, 2011
7. Mid Day Meal Program in Karnataka, Department of Public Instruction, Government of Karnataka, 1990.
8. Rameshwar Sarma KV, Hanumantha Rao D, Vishnuvardhana Rao M, and Mallikarjuna Rao K, Gal Reddy Ch, Sharad Kumar, *et al.* Mid Day Meal Program: Report on 6 States Evaluation. National Institute of Nutrition, Hyderabad, 1994
9. Fourth All India Education Survey. National Council of Educational Research and Training, New Delhi, 1978
10. Vermeersch J, Hanes S, and Gale S. "The national evaluation of school nutrition programs: Program impact on anthropometric measures". *Am J Clin Nutr* 1984; 40: 414-424.
11. Paul P.K, Mondal N.K. (August 2012), "Impact of Mid-day Meal Programme on Academic Performance of Students: Evidence from few Upper Primary Schools of Burdwan District in West Bengal" *IJRSS* Volume 2, Issue-3, ISSN: 2249-2496, 2012.