



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2015; 1(10): 407-413  
www.allresearchjournal.com  
Received: 19-07-2015  
Accepted: 20-08-2015

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## **A study of the impact of Mid-Day-Meals programme on enrolment and retention of primary school children**

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### **Abstract**

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 angle, animalists and divinity, and lower-self and higher-self. An animal has a lower-elf 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 animalists of man are to be transferred into higher-self and rationality. This transformation can only be possible being it can never be lost of stolen. Without education man is blind and considered as dead. After the introduction of mid-day meals the percentage of enrolment has been increased. On the basis of the preset study certain finding has been given that parents are more interested to send their children. Due to the introduction Mid-Day meals percentage of retention has been increased. The headman has expressed their opinion in support of introducing of Mid-Day Meals scheme 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 scheme. It is found that rural head teachers have showed favorable attitude towards introduction of Mid-Day Meals programme at primary level.

**Keywords:** Impact of Mid-Day Meal (MDM), Enrolment, Retention

### **1. Introduction**

Education is the most significant of every stage of human life, especially at the childhood stage in the primary levels as it prepares the foundation of education constitutes a very important part of the entire structure of education. It is at this stage that the child starts 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 angle, animalists and divinity, and lower-self and higher-self. An animal has a lower-elf 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 animalists of man are to be transferred into higher-self and rationality. This transformation can only be possible being it can never be lost of 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 achieved this target by 1960. Yes, we could not make it. Now we are at work to achieve in 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 to seen how to enroll all the

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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 so 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. Actually 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 perceived 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 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. If 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. 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.

Out of a total of 5,30,967 recognized primary section all over the country 1,35,016 (25.43%) primary section has this facility in 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 Bolpur-sriniketan block, Birbhum District”.

## 3. Objectives of the Study

- a) To find out the impact MDM programme on enrolment.
- b) To find out the impact of MDM programme on retention and achievement level of the student.
- c) To find out the opinion of the student, teachers and parents toward MDM programme.

## 4. Research Questions

- a) Whether the MDM programme help in increasing the enrolment of primary school children.
- b) To what extent MDM programme facilitated the enrolment and retention achievement level of primary school children.

## 5. Methodology of the Study

Research methods are of utmost importance in a research process. It describes the various steps of this plan to be adopted in solving a research problem such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for investigation, the validation of data gathering tools, the collection analysis and interpretation of data and the process of inferences and generalization.

## 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 determine the stratus of the phenomena under investigation. This method is generally used in this type of research. It seeks to analyse the existing situation and makes generalization 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.

**The Sample**

Sample is a smaller representation of a larger population. The most important factor in delivering the general stability of results is selection of samples for the study. Bolpur – sriniketan Block (BSB), Birbhum District is taken to be the sample and 12 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-V) of different schools before mid-day meals (1994-95) and after Mid-Day Meals (195-96) is undertaken. Her collects this information from the school enrolment register.

To known the impact of Mid-Day Meals on retention of students in class wise (I-V) the researcher first sees the enrolment number of students before mid-day meal (1994-95) and after Mid-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.

**The Tools**

The tools play an important role in research. The present researcher uses: (1) teacher schedule (2) public opinion survey, (3) 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**

Data collected from Head Teacher of schools.

**Table:** No of 12 Headmaster and Head Mistress of both Urban and Rural Area.

Category of Sample	N	Percentage
Headmaster	8	66.67%
Headmistresses	4	33.33%

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

Range	35-39	40-44	45-49	50-54	55-59
Number Of Head Teacher	4	1	1	5	1

From the Table No.4.2 it is to known that out fo 12 head teachers both headmaster and headmistresses 4 teachers 33.33% are in the range between 35-39 year of age and 1 teacher (8.33%) is in the range of 40-44 years of age, 1 teacher (8.33%) is in the range of 45-49 years of age, 5 teachers (41.67%) in the range of 50-54 and 1 teacher (8.33%) in the range of 55-59 years of age.

**Tables:** Descriptive Characteristics of Qualification of Head teachers

Qualification	N	Percentage
E.T.	4	33.33%
C.T.	4	33.33%
B.A./B.Sc./B.Ed	2	16.67%
M.A., B.Ed.	2	16.67%

From the Table No.5.3, it is clear that there are 4 head teacher are E.T., 4 head teachers are C.T. and 2 head teachers are trained graduate and 2 head teachers are trained graduate with post graduate qualification.

**Table:** Description of Teaching Experience

Rage	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	6	5	1	4	1	3	2	2

A look to Table No.5.4 makes it clear that out of 12 Head Teachers 6 (50%) having experience as teacher in the range between 5-9 years, 5(41.67%) having experience as teacher in the range between 10-14 years and (1(8.33%) having experience as teacher in the range between 15-19 years.

Out of 12 Head Teacher 4(\*33.33%) are having the experience as head teachers in the range between 4-8 years, 1(8.33%) teacher is having the experience as Head Teacher in the range between 9-13 years, 3 (25%) are having the experience as Head Teacher in the range between 14-18 years, 2(16.67%) are having the experience as Head Teacher in the range between 19-23 years and 2(16.67%) are having the experience as head teachers in the range between 24-28 years.

**Percentage of Responses of Head Teachers on Teacher Schedule**

Showing percentage of responses of Head Teachers regarding impact of MDM programme on enrolment and retention of primary school children of Bolpur-sriniketan Block. An analysis of Table- 4.5 indicates the responses given by different head teachers to the item No.7 and 7(I),that mid-day-meal programme is operating in each and every primary school of Bolpur-sriniketan block.

In the item No.7(ii) of the teacher schedule question there is 67% of head teachers reply ‘yes’ and 33% reply ‘No’ of this question. Here we find that most of the students are benefited from M.D.M programme. There is 33% 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.7(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 67% teachers reply 'yes' and 33% 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 it 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 packet. 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.7 (iv) of teacher schedule deals with the problem of students due to the implementation of M.D.M 25% of teachers reply 'yes and 75% 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 25% teachers reply about the problem of students for the implementation of M.D.M programe.

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 number 7 (v) states that whether midday meal helps in increasing the enrolment of students. It is found that 83% teachers reply 'yes' and 17% teachers reply 'no'. On the analysis of the response of the head teacher 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 number 7 (vi) is to know whether mid-day meal helps in increasing retention. It is found that 59% teachers respond 'Yes' and 41% teachers respond 'No'. Here we find that parly the retention of children is increasing after the implementation of Mid-Day Meal programme.

Item number 7 (vii) is designed to know whether the Mid-Day Meals scheme helps to the child for improving the academic achievement. It is found that 33% teachers reply 'Yes' and 67% teachers reply 'No'. So it is found that M.D.M does not help to the child for improving the academic achievement.

In the question No.8 says whether the free text books are given to students or not. In this item it is said that almost all

primary schools have the scheme of free text book given to the Scheduled Caste and Scheduled Tribe students only. From this question we get the answer that only Scheduled Caste and Scheduled Tribe students are benefited.

The item number 8(i) states whether free text-book scheme helps for increasing enrolment of children of Scheduled Caste and Scheduled Tribe. It is said that 42% head teachers reply 'Yes' and 58% teachers reply 'No' to this question. After analyzing the data we came to know; that absolutely it does not help for increasing the enrolment number of children of Scheduled Caste and Scheduled Tribe.

The item number 8(iii) states whether this free text book programme helps for increasing the retention of children. Here 33% head teachers reply 'Yes' and 67% teachers reply 'No' to this question. After analysis of data it is found that the free text book does not help for retention of the child.

The item No.8 (iv) is designed to know whether this scheme gives impact on the academic achievement of the children. It is found that 25% teacher reply 'yes' and 75% teachers reply 'No' to this question. From the analysis of data majority head teachers say, this scheme does not improve the academic achievement of the children.

In the item no.9 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 9(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% teachers reply 'no' to this particular question. It indicates that scholarship is not given properly and timely to the primary students of Ranpur Block.

The item no.9 (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 question No.9 (iv) teachers say 'yes' and 50% teacher say 'No' to this question. Hence we came into the conclusion that it helps partly, for academic achievement of students.

The item no.10 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 teacher of different primary school of Bolpur-sriniketan Block, we came to know that mid-day meal programme helps in enrolment and retention of the child, but it does not help on improving the academic achievement of the children. Both free-text books and scholarships do not help to children for enrolment and retention.

**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 12 headman of 12 villages. The collected data from the members or headman of the village are categorized under the following points.

**Table:Sex Classification of Member**

Category of Individual	N	Percentage
Man	9	75%
Woman	3	25%

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 No. 5.6 that out of 12 members 3 members are woman and 9 members are man.

**Table:** Classification of Age Level

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

From the table No. 5.7, it is found that 3 members (25%) are in the range between 23-29 years of age, no members are in the range between 30-36 years of age, 2 members (16.67%) are in the range between 37-43 years of age, 1 member (8.33%) is in the range between 44-50, 2 members (16.67%) are in the range between 51-57 years of age, 3 members (25%) are in the range between 58-64 year of age and 1 member (8.33%) is the range between 65-71 years of age.

**Percentage of Response of the Member of the Village.**

Showing percentage of responses of headman or members of different villages regarding impact of MDM programme on enrolment and retention of Primary School children of Bolpur-Santiniketan Block.

**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 67% of members reply 'yes' and 33% of members reply 'no' of the particular question. Here it is found that most of the children between the age 5-11 are coming to the school.

Here we get 33% 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 good as urban people. They are also tribal. They depend upon forests for eight months and on agriculture for four months. The children of 5-11 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 question no-7 that Mid-Day meal programme is operational in each and every primary School of Bolpur-sriniketan block. It is started form 1995.

In the item No.7(I) of the pubic opinion survey deals with whether M.D.M is given in proper time or not. Here it is found that, 58% members or Headman reply 'yes' and 42% 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 school 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 number 7(ii) is designed to know where sufficient quantity of food is given to the children or not. 75% of members of village reply 'yes' and 25% of members reply 'No'. From the analysis of data we came to know that sufficient quantity of food is given to the children. Although 25% provided negative response to this question.

In the item No.7 (iii) we get 67% positive and 33% 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.7(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 58% Headman has given 'yes' and 42% Headman has given 'No' replay of this question. From the analyses of data we came to know that children are more interested towards education than before.

In the question No.7(v) it is found that majority of headman of the village have shown 'No' of their question. 42% Headman give 'yes' and 58% Headman given 'no' to this particular question, it would mean that by this programe 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.7 (vi) is designed to know whether mid-meal programme acts as a hindrance in teaching. On The response of the headman we get 50% 'yes' and 'No' to programme acts as hindrance in teaching.

From the analysis of data the learning of lesion 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 number 7 (vii) is designed to know where enrolment number of student is increasing due to the Mid-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 number 7 (viii) is designed to know after implementation of this programme whether the student discontinue their studies. It is found that 75% of Headman reply 'No' and 25% of Headman reply 'yes', it mean that implementation of this programme are not encourage primary children discontinue to their studies. However 25% children discontinue their study due to the financial condition, physical condition of the family.

The item number 7 (ix) is designed to know academic achievement of primary school children is due to the mid-day meal. From this question 42% Head teacher said mead Day Meals programme does not help for increasing the achievement of children.

From the answer of the question No.8 it is said that book is given to only Scheduled Caste and schedule students. According to the views of Headman actually the ST students are not benefited because the text book given in proper time. According to them text book be given to all the children from the beginning of the year.

After analyzing the data we came to the conclusion text book does not impact upon the enrolment and retention primary school children.

The question number 9 deals with scholarship to the students. From the view of Headman of the village said that each and every school have scholarship system according to them scholarships are not given to the student in proper time. For that reason the children and their parent encouraged. So it does not impact upon enrolment and retention primary school children 25% opined true that limited number of children discontinue their study due to the financial condition, physical condition or sociological condition etc.

The item number 7 (ix) is designed to know whether academic achievement of primary school children is increasing due to the mid-day meal. From this question 42% headman reply Day Meals programme does not help for increasing the academic achievement of children.

The question No.8 pointed out that free text book is given to only Schedule Caste and schedule tribe students. According to the views of Headman actually the SC and ST students are not benefited because the text books are not given in proper time. According to them text book should be given to the children from the beginning of the year.

After analyzing the data we came to the conclusion that free text book does not impact upon the enrolment and retention of primary school children.

In the question number 9 deals with scholarship system for the students. From the view of Headman of the village we come 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 text book and scholarship both do not impact upon the enrolment and retention of primary school children

After analyzing all the data from public opinion survey we reach in the conclusion that mid-day meals programme has impact upon enrolment and retention of primary school children.

**Impact of Mid-Day Meals on Enrolment and Retention:**

The total number of students in 12 schools of 2013-14 sessions is

**Table:** Total Numbers of Students in the School Class wise In the Academic Year 2013-14

CLASS	Enrolment (Numbers)
I	516
II	456
III	444
IV	432

**Number of Enrolment before the introduction of Mid-Day Meals 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. Before the implementation of Mid-Day Meals the primary schools the enrolment in different classes.

Class	Enrolment before introduction of Mid-day programme
I	132
II	408
III	396
IV	384
V	372

**Number of Enrolment after the Implementation of Mid-Day Meals**

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.

Class	Enrolment after implementation of Mid-Day Meals programme
I	516
II	468
III	456
IV	444
V	432

**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.

Class	Enrolment before M.D.M Programme	Enrolment After M.D.M Programme	Percentage of Increasing
I	432	516	19.44%
II	408	468	14.7%
III	396	456	15.15%
IV	384	444	15.62%
V	372	432	16.12%

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

Class	Retention Before implementation of Mid-Day Meals Programme
I	348
II	324
III	276
IV	252
V	240

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

Class	Enrolment	Retention	Dropout	Percentage of Dropout
I	432	348	84	19.44%
II	408	324	84	20.59%
III	396	276	120	30.3%
IV	384	252	132	34.38%
V	372	240	132	35.49%

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

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

Class	Retention After Implementation of Mid-Day Meals Programme
I	492
II	432
III	420
IV	408
V	396

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

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

Class	Enrolment	Retention	Dropout	Percentage of Dropout
I	516	492	24	4.66%
II	468	432	6	7.69%
III	456	420	36	7.89%
IV	444	408	36	8.1%
V	432	396	36	8.33%

From the above table No.5.16 we came to know that after the implementation of Mid-Day Meals programme the dropout is reduced and retention is increased.

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

Class	Percentage of Dropout before M.D.M	Percentage of Dropout After M.D.M	Percentage of Reduction of Dropout
I	21.13	4.66	16.47
II	20.59	7.69	12.9
III	30.3	7.89	22.41
IV	34.38	8.1	26.28
V	35.49	8.33	27.16

**Difference in Enrolment and Retention After Introduction of M.D.M**

After introduction of Mid-Day Meals the difference between enrolment and retention is very low in comparison with the difference before the Mid-Day Meals.

After analyzing all the data we reach in the conclusion that after the introduction of Mid-Day Meals the enrolment and retention of primary school children has been significantly increased.

**8. Conclusion of the Study**

1. After the introduction of mid-day meals the percentage of enrolment has been increased.
2. Parents are more interested to send their children.

3. Due to the introduction Mid-Day meals percentage of retention has been increased.
4. The headman has expressed their opinion in support of introducing of Mid-Day Meals scheme at the primary level.
5. The Mid-Day Meals programme helps increasing the attendance and enrolment of the poor students.
6. The rural teachers and headman have unanimously positive attitude towards this Mid-Day Meals scheme.
7. It is found that rural head teachers have showed favorable attitude towards introduction of Mid-Day Meals programme at primary level.

**9. Recommendations**

1. Free text-books should give in the beginning of a session.
2. Merit scholarship should be given to the primary school students according to their classes in proper time.
3. Free text-books should be given not only schedule caste and scheduled tribe students but to general students who are economically not sound.
4. The meal (cooked food) supplied at Mid-Day Meals programme should be of good quality and sufficient in quantity.
5. Additional staff should be posted in the primary school.
6. The materials, which are used in Mid-Day Meals programme preparation, should be medically checked up.
7. The primary school should be regularly inspected by higher authority for the implementation of the programme.
8. The students should not be forced to bring the required utensil from their home.
9. The Village Committee should supervise the scheme in an honest manner
10. Food should be properly distributed.

**10. References**

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