

**Impact of Mid-Day Meal Scheme on Enrollment of School Children in Chandigarh:
A Socio-Economic Study**

By

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Abstract

The present study attempts to examine the impact of Mid-Day Meal scheme on the enrolment of school children at elementary (I-VIII) level in Chandigarh at both aggregated and disaggregated level during 2011-21. The study chooses three indicators to assess the performance of the educational system in Chandigarh at elementary level which are- level wise enrolment of school children, drop-out rate of the school children at the elementary level, learning achievement of the school children and lastly gender parity index for the years 2011-21. The study explores that for primary classes(I-V), the enrolment for both boys and girls has fallen significantly. It appears that MDMS fails to boost the level wise enrolment in elementary classes and check the drop-out rate of the school children as they proceed to the next level of education. But the scheme is quite successful in improving the learning achievement of school children in India at both primary and upper primary level of education. The high rate of drop out especially in the upper primary section indicates that an effective redistributive policy is necessary in under resourced areas in order to contribute to higher educational attainment to reap long run benefits of education.

Key Notes: Mid-Day Meal, Gross Enrolment Ratio, Learning Achievement, Gender Parity Index

Introduction

The Sustainable development goals have been adopted by all United Nations States in 2015 with the aim of uplifting the society and to provide maginalised and underserved section of the society with the growth opportunities. The Mid-Day Meal programme introduced in India in the year 1995, also aligns with important sustainable development goals like zero hunger, quality education and gender equality. The main objective of the Programme is to provide Nutritional Support to Primary Education (NP-NSPE) with the aim to cover all students in elementary classes (I-VIII) in Government, Government aided Schools & Madrasas. Initially, the scheme started with distribution of dry meals in the form of fruit bread, baked porridge, raw wheat, rice and sweet/salted Mathis. In 2001 the scheme was converted to Cooked Mid-Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid-Day Meal with a minimum content of 300 calories of energy and 8–12-gram protein per day for a minimum of 200 days. From 2002 the scheme covers children studying under Education Guarantee Scheme, Alternative & Innovative Education centres, Government, Government aided and local body schools. The Scheme was further revised in April 2008, to extend the programme to all recognized as well as unrecognized Madarsas and Maqtabas. Through this paper an attempt has been made to explore the relationship between Mid-day meal programme and sustainable development goals mentioned above.

The rest of the paper is organised as follows. In section 3, we briefly discuss the selected volume of literature in connection with the impact and benefits of Mid-Day Meal programme in India. Section 4 derives the methodological framework for evaluating the effects of mid-day meal programme on the educational attainment of school children of elementary classes on the basis of enrolment, drop out and learning achievements in India at both primary and upper primary classes. In section 5, we present the coverage and analysis of the data collected for the purpose of our study. Section 6 empirically

analyses the role of mid-day meal programme on the school children in India at elementary level. Section 7 concludes the paper.

II. Objectives of the Study

1. To explore the effects of MDM programme on enrolment ratio of school going children of elementary classes(I-VIII) in Chandigarh during the period 2011 to 2021.
2. To find out how the Mid-Day Meal Scheme benefits the educational attainment of elementary school children in Chandigarh and compare it with all India level at both primary and upper primary levels.
3. To investigate whether MDMS is successful in providing gender parity and quality education for elementary school children in Chandigarh.

II. Survey of Selected Literature

The purpose of this study is to explore the role of mid-day meal programme in enhancing enrolment, decreasing the dropout rate and improving learning achievement of elementary school children in Chandigarh and compare the results with all India level. Though there is a varied and diverse literature on the impact of mid-day meal programme on the school children in India but very few literatures are available exploring the effects of this programme on the learning achievement of the school children in the age group 6-14. Farzana (2011) in his article compares the effect of transition from monthly distribution of free food grains to the daily provision of free cooked meals to school children on enrolments and attendance in a rural area of India. The results suggest that the daily feeding programme had significantly improved the daily participation rates of children in lower grades. Bonds (2012) study reveals that the MDMS is extremely successful in raising enrollment rates, particularly among children from the lowest socio-economic backgrounds. Paul and Mondal (2012) analyze the impact of mid-day meal programme on academic achievement of students in upper primary level schools in both urban and rural areas of Burdwan district in West Bengal during 2010-2011 and found that mid-day meal programme has positive impact on academic achievement of students

residing in rural areas by enhancing enrolment, attendance and lowering retention and drop out of students.

A study by Jayaraman and Simroth (2015) find that midday meals result in substantial increase in primary school enrollment. Singh and Gupta (2015) have identified four important areas for achieving the goal of Education for all. These are Access to Education, Enrolment of children, and Retention of the enrolled children as well as in academic achievement. The study covering the elementary schools in Uttar Pradesh, shows that MDM scheme is successful in improving enrollment and attendance comparatively. Chakraborty and Jayaraman (2016) carried out a study to analyze the effect of the world's largest school feeding program on children's learning outcomes and found that midday meals have a positive effect on learning achievement for children with up to 5 years of primary school exposure improve their test scores by approximately 10-20%. Brahma and Mukherjee (2017) using state-level data on India's Mid-Day Meal program, investigates if funds disbursed and food-grains supplied for the purpose can actually serve as good determinants of number of children covered by the scheme. Sofi (2017) in his study analyzes the impact of mid-day meal programs on enrolment and dropout rate of students at primary level in the districts of Pulwama and Srinagar in Jammu and Kashmir. The study finds that mid-day meal scheme has a significant impact on enrolment and dropout rate of students at primary level. Chahal and Manan (2018) in their paper evaluated the effect of Mid-day meal scheme on enrolment and retention of students at elementary during the period 2011-2016 by selecting 80 elementary schools in Srinagar district which shows a positive effect on enrolment and retention of the students. Roy and Roy (2018) analyse the impact of Mid-Day Meal programme on academic achievement of students in selected primary schools of Jalpaiguri District in West Bengal that reveals that schools running mid-day meal programme have higher percentage of enrolment and retention rate of students in comparison to the schools with no mid-day meal programme. Dowarah's study (2020) based on 20 government schools of Assam consisting of both urban and rural schools, revealed that while in case of boys, mid-day meal failed to increase enrolment of boys, in case of girls there is increase in enrolment rate. Carrying a study on 20 schools in the Rani area of Kamrup district Assam,

Deka(2021) shows that enrolment ratio increases significantly with the implementation of MDMS.

The survey of literature reveals that very few studies are found so far to the best of the knowledge of the present researcher which empirically verify the impact of India's free school lunch programme on educational attainment of elementary school children in Chandigarh. The present research work will concern with this and will make modest contribution to fill this gap by investigating the role of mid-day meal programme in improving the gender wise educational status of school children in India at both primary and upper primary level during 2011-21.

III. Methodology

To evaluate the effect of Mid-day Meal programme on gender equality, quality and inclusive education in Chandigarh, four education indicators namely, i) the enrolment of elementary school children, ii) the average annual drop-out rate of the school children iii) the learning achievement of school children at both primary (classes I-V) and upper primary (VI-VII) levels and iv) gender parity index (GPI) to evaluate gender equality, have been used to examine whether the Mid-Day Meal programme is successful in rendering quality, early childhood development, care and primary education to all. The study analyses the year wise budget allocation for Mid-Day Meal programme in Chandigarh during the study period.

IV. Data and Sources

The data for level wise enrolment of children, GER, drop-out rate of school children, level wise promotion ratio and gender parity index in the age group 6-14 is obtained from Educational Statistics at a Glance 2018, published by Department of School Education & Literacy Division and UDISE(District Information System for Education). DISE was initiated in 1994 was a joint effort to strengthening Educational Database in India at school level of education which was managed by NIEPA, New Delhi since inception to 2017-18. Thereafter, from 2018-19 the same is now being managed by the

Department of School Education & Literacy, Ministry of Education who has entrusted the task to NIC which has developed an online portal. Next, we have analysed the components and year wise budget allocation by the government in Mid-Day Meal scheme in Chandigarh for the years 2011-21. For this purpose, we have evaluated the data of children (in crores) covered under this scheme, total food grain allocation (in lakh MTS), total budget allocation and total release of funds both in crores of rupees, which are obtained from www.chdeducation.gov.in and the data from Digital Sansad for various years. Some data are also obtained from <https://pmposhan.education.gov.in> and with the help of this data the study makes a modest attempt to verify whether Mid-Day Meal scheme plays the role of a positive catalyst in improving the educational status of elementary school children in Chandigarh.

V. Results and Analysis

The objective of the Mid Day Meal programme is to boost the universalization of Elementary Education in the country by increasing enrolment, attendance, retention and simultaneously improving the nutritional status of children in elementary classes. The cost of the MDMS is shared between the central and state governments. The central government provides free food grains to the states. The cost of cooking, infrastructure development, transportation of food grains and payment of honorarium to cooks and helpers is shared by the centre with the state governments. The central government provides a greater share of funds while the contribution of state governments differs from state to state. Table 1 and Table 1.1 present the components and Year wise Budget allocation in Mid-Day Meal Scheme during 2011-22 in India and Chandigarh respectively.

From Table 1 it appears that the number of children covered under Mid-Day Meal programme has decreased over the years. It covered 10.54 lakh children in the year 2011-12 which comes down to 9.17 lakh in the year 2018-19 and increases to 10.125 lakh during the year 2022-23.

Table- 1
Components and Year wise Budget allocation in Mid-Day Meal Scheme during
2011-22

Year	Fund Allocated (in Crores)	Fund Released (in Crores)	Percentage of Expenditure	Children covered under MDM(in lakh)
2011-12	10380	9901.91	95.39%	10.54
2012-13	11937	10868	91.04%	10.68
2013-14	13215	10927.21	82.69%	10.80
2014-15	13215	10526.97	79.66%	10.22
2015-16	9236.40	9151.55	99.08%	10.03
2016-17	9700	9483.4	97.77%	9.78
2017-18	10000	9095.81	90.96%	9.83
2018-19	10500	9518.08	90.65%	9.17
2019-20	11000	9629.35	87.54%	11.8
2020-21	11000	12882.11	117.11%	9.25
2021-22	11500	10233.75	88.99%	11.8
2022-23	10233.75	12681.03	123.91%	10.125

Data Source: Ministry of Human Resource Development, Government of India & pmposhan.education.gov.in

Table 1.1
Funds allocated and Children covered under Mid-Day Meal Scheme in Chandigarh, 2011-21

Year	Fund Allocated (in Lakhs)	Fund Released (in Lakhs)	Percentage of Expenditure	Children covered under MDM
2011-12	680.77	680.77	100%	59751
2012-13	501.68	441.93	88.09%	54562
2013-14	933.17	496.35	53.19%	50868
2014-15	810.479	486.57	60.03%	56700
2015-16	1084.3	765.5	70.6%	52726
2016-17	729.19	558.43	77%	98514
2017-18	674.47	937.08	139%	95334
2018-19	885.99	939.50	106%	93762
2019-20	727.45	1035.81	142%	93762
2020-21	1012.20	1000.86	99%	90522
2021-22	1721.62	1616.13	93.87%	95602

Source: Digital Sansad: Govt. of India & AWP&B-2021-22 and <https://ssachd.nic.in>

Our next task is to find out the contribution of Mid-Day Meal programme on the educational status of school children in India in the age group 6-14. For this purpose, we have analyzed the movement of the three educational performance indicators in India, i.e., level wise enrolment and gross enrolment rate, drop-out rate and learning achievement of the school children at both primary and upper primary levels.

i) Level wise Enrolment of Elementary School Children

The level wise enrolment of elementary school children sex wise as well as for both primary and upper primary levels are presented by Table 2 and Table 2.1 respectively for all India level as well as Chandigarh. It is clear from Table-2 that the enrolment of elementary school children (both boys and girls) decreases in India during the study period. For primary classes(I-V), the enrolment for both boys and girls has fallen significantly. But the result is quite different for upper primary classes (VI-VIII). In upper primary section, enrolment for both boys and girls has increased significantly at all India level during the study period.

Table-2
Level wise Gross Enrolment Rate (GER) for Elementary school children in India

Year	Primary(I-V)			Upper Primary (VI-VIII)			Elementary(I-VIII)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2011-12	107.1	105.8	106.5	81.4	82.5	82	97.6	97.2	97.4
2012-13	109.14	106.77	107.9	86.24	82.17	84.11	100.42	97.35	98.81
2013-14	107.93	106.54	107.21	88.59	85	86.71	100.55	98.27	99.36
2014-15	107.38	106.36	106.85	89.98	86.65	88.24	100.72	98.77	99.7
2015-16	107.33	106.58	106.94	91.08	87.92	89.43	101.1	99.37	100.2
2016-17	103.73	103.74	103.73	89.38	86.84	88.05	98.21	97.19	97.68
2017-18	103.03	102.58	102.79	89.34	87.29	88.27	97.78	96.71	97.22
2018-	101.78	100.76	101.25	88.54	87	87.74	96.72	95.52	96.09

19									
2019-20	103.69	101.87	102.74	90.46	88.93	89.67	98.65	96.99	97.78
2020-21	104.45	102.22	103.28	92.74	91.64	92.17	100	98.27	99.09
2021-22	104.82	102.12	103.39	94.9	94.45	94.67	101.06	99.28	100.13
Mean	105.49	104.12	104.78	89.33	87.31	88.28	99.35	97.72	98.50
SD	2.266	2.200	2.204	3.317	3.416	3.287	1.511	1.126	1.28

Data Source: Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi.

Table-2.1
Level wise Gross Enrolment Rate (GER) for Elementary school children in Chandigarh

Year	Primary(I-V)			Upper Primary (VI-VIII)			Elementary(I-VIII)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2011-12	108.6	104.4	106.3	106.2	108.0	107.2	107.7	105.8	106.6
2012-13	105.34	100.37	102.63	108.8	106.27	107.38	106.62	102.67	104.44
2013-14	105.21	98.77	101.68	109.67	107.47	108.43	106.87	102.13	104.25
2014-15	102.5	95.72	98.77	111.65	105.42	108.15	105.91	99.44	102.32
2015-16	98.33	90.41	93.95	91.08	87.92	89.43	101.1	99.37	100.2
2016-17	95.47	87.16	90.85	89.38	86.84	88.05	98.21	97.19	97.68
2017-	98.23	88.41	92.77	89.34	87.29	88.27	97.78	96.71	97.22

18									
2018-19	94.24	85.34	89.29	88.54	87	87.74	96.72	95.52	96.09
2019-20	91.89	82.97	86.92	90.46	88.93	89.67	98.65	96.99	97.78
2020-21	87.9	78.81	82.84	92.74	91.64	92.17	100	98.27	99.09
2021-22	90.53	81.24	85.35	94.9	94.45	94.67	101.06	99.28	100.13
Mean	98.02	90.33	93.76	97.52	95.57	96.47	101.87	99.4	100.53
SD	6.426	8.018	7.323	8.97	8.765	8.767	3.927	2.914	3.273

So, it is evident from the above analysis that the objective of the government to universalize the right of education by introducing the Mid-Day meal programme remains unaccomplished.

ii) Average Annual Drop Out Rate

This subsection tries to find out whether the Mid-Day Meal Scheme in India has any positive influence on drop-out rate at elementary level of education. The comparison between all India dropout rate and the dropout rate in Chandigarh (Table 3 and Table 3.1) shows that dropout rate at all India level is higher than that of Chandigarh (showing almost zero percent drop out at both levels of school education) for elementary school children as is evident from the data.

It is quite clear from both Table 3 and Table-3.1 that the average annual rate of dropout of both genders is higher at the upper primary level compared to that of primary level, signifying the fact that a greater number of students leave schools as they go up to the higher classes.

Table-3
Average annual drop- out rate in India

Year	Primary(I-V)			Upper Primary(V-VIII)		
	Girls	Boys	Total	Girls	Boys	Total
2011-12	5.34	5.89	5.62	3.20	2.13	2.65
2012-13	4.66	4.68	4.67	4.01	2.3	3.13
2013-14	4.14	4.53	4.34	4.49	3.09	3.77
2014-15	3.88	4.36	4.12	4.6	3.49	4.045
2015-16	3.89	4.36	4.13	4.61	3.49	4.03
2016-17	6.30	6.40	6.35	6.42	4.97	5.68
2017-18	3.33	3.68	3.51	5.57	4.49	5.02
2018-19	4.30	4.59	4.45	5.14	4.26	4.68
2019-20	1.24	1.70	1.48	2.98	2.24	2.60
2020-21	0.69	0.83	0.76	2.61	1.95	2.27
2021-22	1.35	1.55	1.45	3.31	2.74	3.02
Mean	3.556	3.87	3.716	4.267	3.195	3.718
SD	1.693	1.704	1.696	1.234	0.989	1.044

Data Source:Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi

It is evident from the following table that though the drop-out rate declines for both sexes in primary classes, it increases consistently for both genders in upper primary classes. The gender wise study of the dropout rate also reveals that the average annual drop-out rate of girls at upper primary level is much higher than that of boys questioning the very objective of gender equity through universalizing education system in India.

Table-3.1
Average Annual Drop-Out Rate in Chandigarh

Year	Primary(I-V)			Upper Primary(V-VIII)		
	Girls	Boys	Total	Girls	Boys	Total
2011-12	0	0	0	NA	NA	Na
2012-13	0	0	0	NA	NA	NA
2013-14	0	0	0	2.29	0.84	1.47

2014-15	0	0	0	2.37	1.85	2.07
2015-16	0	0	0	0.96	0	0
2016-17	0	0	0	0.96	0	0
2017-18	0	0	0	0	0	0
2018-19	0	0	0	1.26	0	0.44
2019-20	0	0	0	0.32	0.27	0.29
2020-21	0	0	0	0.52	0.22	0.36
2021-22	0	0	0	0	0	0
Mean	0	0	0	0.96	0.35	0.514
SD	0	0	0	-	-	-

iii) Learning Achievement of Elementary School Children in India (Indicator of Quality Education)

To measure the impact of Mid-Day Meal programme on the learning achievement of the school children in India in elementary classes, we have compared both primary and upper primary transition rate of school children in India during 2011-21. The primary and upper primary transition rate of school children in India and Chandigarh as a percentage of relevant age group are presented in Table-4 and Table 4.1.

From the given data it appears that the transition rate is lower for girls at upper primary levels, compared to boys during the study period. Level wise analysis reveals that transition rate declines as children are attaining higher level of education at both all India Level and Chandigarh.

Table-4
Transition Rate by Gender and Level of School Education in India

Year	Primary to Upper Primary(5 to 6)			Upper Primary to Secondary(8 to 9)		
	Girls	Boys	Total	Girls	Boys	Total
2011	NA	NA	NA	NA	NA	NA
2012	NA	NA	NA	NA	NA	NA
2013	NA	NA	NA	NA	NA	NA

2014	90.48	89.83	90.14	88.66	92.48	90.62
2015	90.48	89.83	90.14	88.66	92.48	90.62
2016	88.72	88.41	88.56	87.91	92.62	90.32
2017	91.1	90.47	90.78	87.54	90.84	89.23
2018	90.81	90.24	90.51	88.42	91.28	89.89
2019	93.09	92.52	92.8	89.92	92.86	91.43
2020	91.88	91.64	91.76	88.75	90.98	89.89
2021	93.37	93	93.18	87.84	89.73	88.81
Mean	91.24	90.74	90.98	88.46	91.66	90.10
SD	1.5156	1.5350	1.5255	0.7397	1.11551	0.83386

Data source: UNESCO Institute for Statistics

Table-4.1
Transition Rate by Gender and Level of School Education in Chandigarh

Year	Primary to Upper Primary (5 to 6)			Upper Primary to Secondary (8 to 9)		
	Girls	Boys	Total	Girls	Boys	Total
2011-12	NA	NA	NA	NA	NA	NA
2013-14	100	100	100	99.24	99.59	99.44
2014-15	100	100	100	98.72	99	98.88
2015-16	100	100	100	98.6	98.55	98.57
2016-17	100	100	100	98.91	100	100
2017-18	100	100	100	98.68	96.75	97.63
2018-19	100	100	100	98.14	99.01	98.61
2019-20	100	100	100	99.93	99.16	99.51
2020-21	100	100	100	98.24	98.93	98.62
2021-22	100	100	100	99.71	100	100
Mean	100	100	100	98.91	98.999	99.03
SD	0	0	0	0.6140	0.9775	0.7761

Gender wise comparison indicates that average annual growth rate of primary and upper primary education completion rate is higher for females compared to that of males at all India levels and Chandigarh as well.

So this analysis states that Mid-Day Meal scheme is successful in fulfilling one of its objective like improvement in learning achievement of the elementary school children in India during 2011-21. The study explores that both primary and upper primary completion rate have risen considerably for both genders during the study period. The higher educational achievement of girls compared to boys become a silver lining for the educational system in India.

iv) Gender Equality in Elementary education in India

The practice of gender discrimination in food allocation is very common in Indian households. This gender disparity in Indian society transforms from family to education sector. One of the important objectives of Mid-day meal programme is to promote gender equality. Its aim is to contribute to an increase in female enrolment over male enrolment thus reducing the gender gap in education. This subsection wants to explore whether MDMS is successful in bridging the gender gap in elementary level of education in India and Chandigarh as well. For this purpose we have examined the Gender Parity Index at both primary and upper primary level of education during the period 2011-21 for Chandigarh and all India level. With the emphasis of education for all, gender parity in education helps to compare the participation in and opportunities for schooling between females and males. Table 5 gives the year wise gender parity index in India.

Table-5
Gender Parity Index at Elementary Level of Education in India

Year	Primary	Upper Primary	Elementary
2011-12	1.01	0.99	1.00
2012-13	1.02	1.05	1.03
2013-14	1.01	1.04	1.02
2014-15	1.01	1.04	1.02
2015-16	1.01	1.04	1.02

2016-17	1	1.03	1.01
2017-18	1	1.02	1.01
2018-19	1.01	1.02	1.01
2019-20	1.02	1.02	1.02
2020-21	1.02	1.01	1.02
2021-22	1.03	1	1.02
Average	1.013	1.024	1.016

Data Source: Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi

Table-5.1
Gender Parity Index at Elementary Level of Education in Chandigarh

Year	Primary	Upper Primary	Elementary
2011-12	1.04	0.98	1.02
2012-13	1.05	1.02	1.04
2013-14	1.07	1.02	1.05
2014-15	1.07	1.06	1.07
2015-16	1.09	1.08	1.08
2016-17	NA	NA	NA
2017-18	1.11	1.08	1.10
2018-19	1.10	1.07	1.09
2019-20	1.11	1.10	1.10
2020-21	1.12	1.12	1.12
2021-22	1.11	1.13	1.12
Average	1.087	1.066	1.079

It is clear from Table 5 and Table 5.1 that in case of India and also in Chandigarh, GPI value greater than one in both primary and upper primary level of education indicates elementary education in favour of females in the education sector in India. GPI at upper primary level shows a steady rise over the years. The greater than 1 GPI value shows reduction of gender gap in elementary level of education in India. This indicates stronger role of women in decision making process both social and economic in the country.

Therefore, it can be said that Mid-Day meal programme acts as a positive catalyst in achieving the goal of gender equality in India. Thus both at all India level and in Chandigarh, MDMS is quite successful in addressing the cause of gender equality.

Key Findings:

- Fund allocated and fund released for MDMS at all India Level show insignificant growth rate during the period of study. Total children covered under this scheme at all India level has shown a consistent downward trend during this period, though the number of children covered increased slightly over the last two years.
- There is level wise variation in the GER indicator at all India level. In fact, there is major difference between the values of GER variable at primary and upper primary levels indicating the fact that more and more children drop out as they proceed to the next level of education.
- Analysis of GER in Chandigarh reveals that the average enrolment ratio of school children is higher at upper primary level in comparison with primary level.
- The comparison of drop-out rate of elementary school children reveals that the drop-out rate is much higher at all India level compared to Chandigarh where the drop-out rate almost zero for primary classes.
- From the present analysis, it appears that at all India level as well as Chandigarh, the transition rate is lower for girls at upper primary levels, compared to that of boys during the study period. Level wise analysis reveals that transition rate declines as children are attaining higher level of education at both all India Level and Chandigarh.
- To study the impact of Mid-day meal scheme in reducing the gender gap we have studied the gender parity index at all India level as well Chandigarh. It is found that the GPI value is greater than one in both primary and upper primary level of education in both the cases indicating an advantage in favour of females in the education sector. GPI at upper primary level shows a steady rise over the years. The greater than 1 GPI value shows reduction of gender gap in elementary level of education in India.

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