

# CHAPTER- 4



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

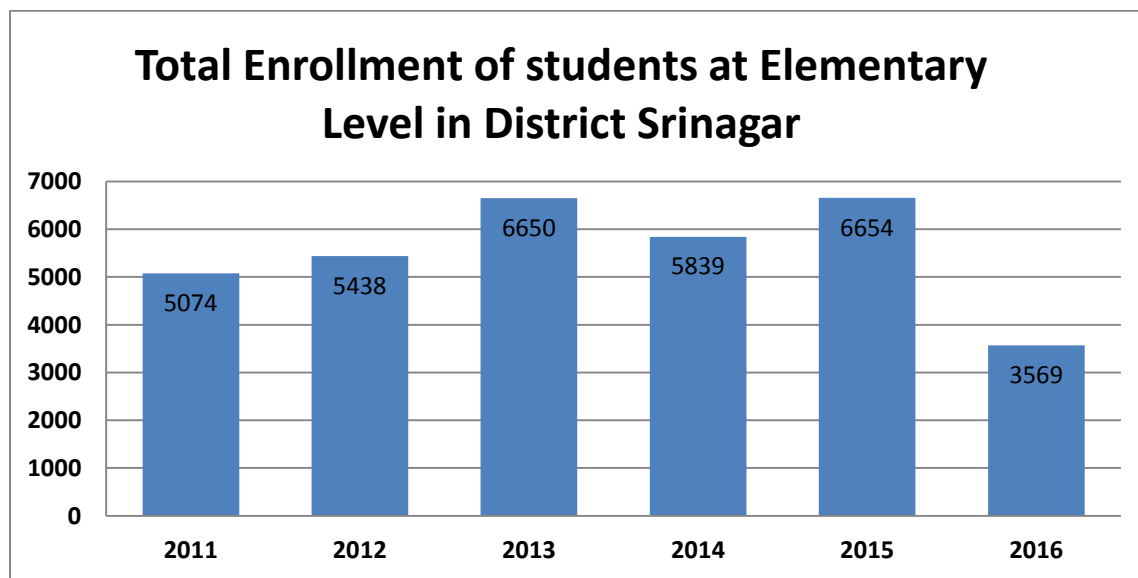
The focus in this chapter would be on exploring the effect of Mid Day Meal Scheme on different dimensions of Access at Elementary Level in District Srinagar with the help of analysis of collected data. The data of students in below given tables were about those who have been in the schools for the whole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

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

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

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

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



**Analysis:**

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

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

### **Interpretation and Discussion:**

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

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

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

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

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

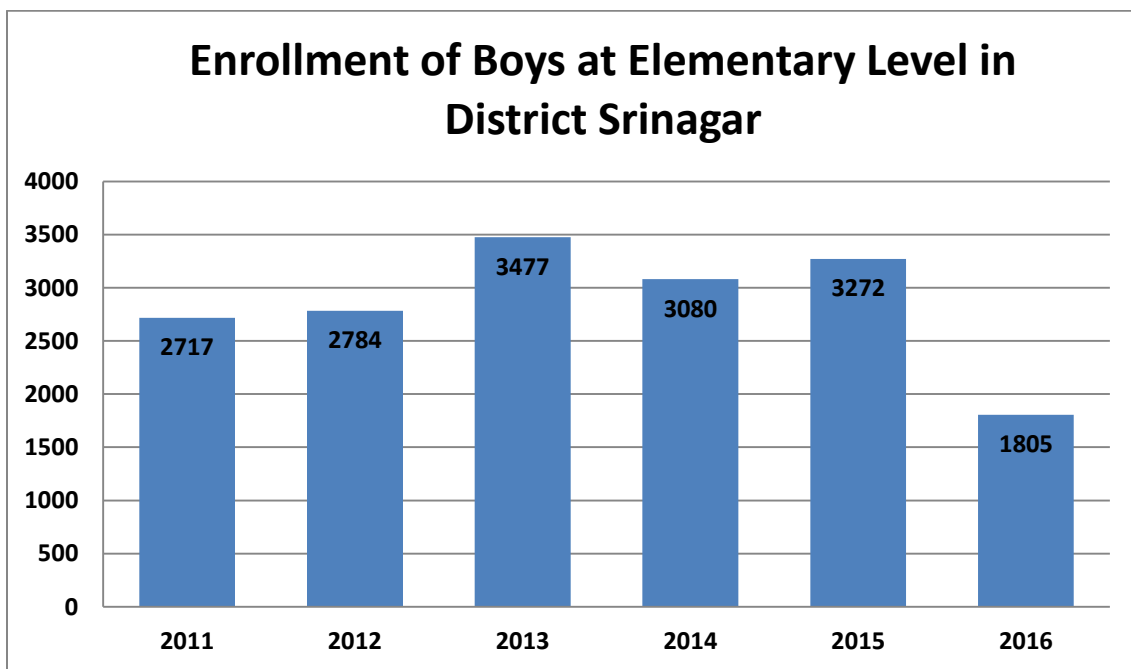
The above research findings are in consistency with the findings of (Josephine & Raju, 2008; Narula, 2009). As their study revealed that Mid Day Meal scheme has a positive effect on overall enrollment of children.

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

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

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

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



**Analysis:**

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

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

### **Interpretation and Discussion:**

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

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



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

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

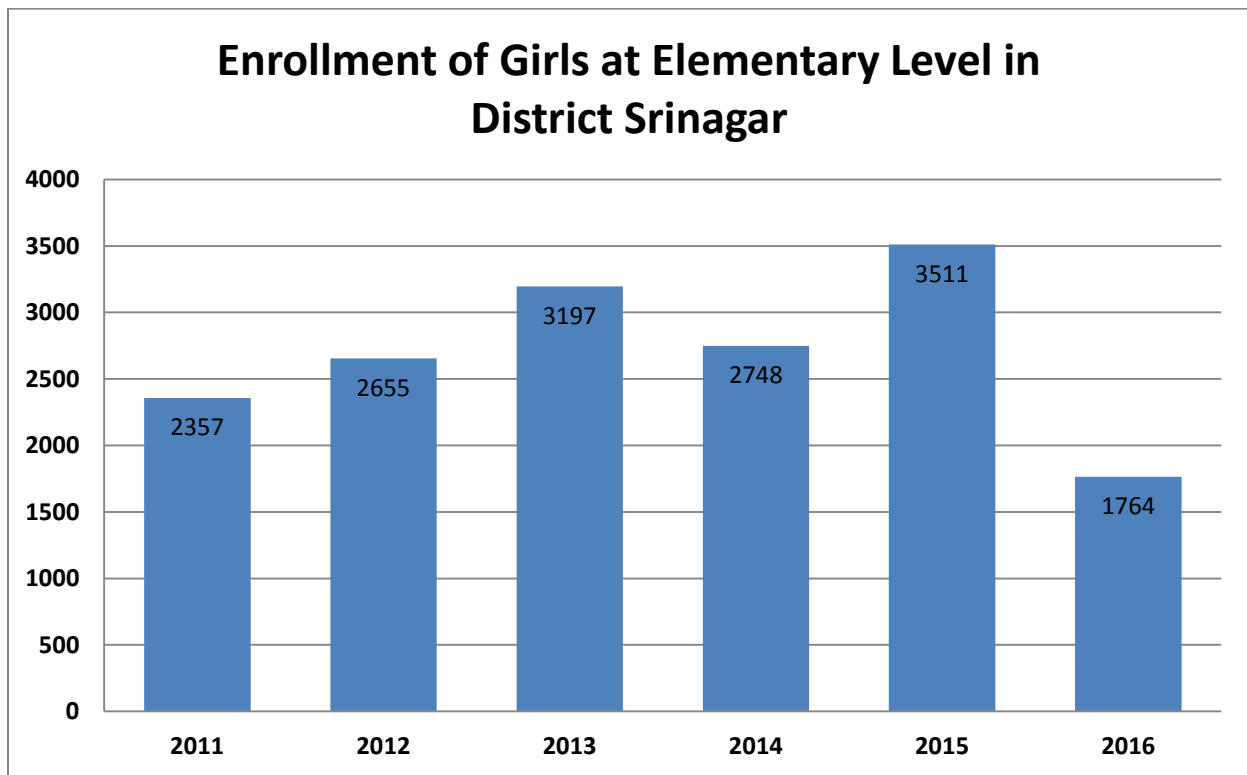
The Mid Day Meal Scheme has a positive effect on retention of boys in government elementary level schools of district Srinagar. On the basis of qualitative data it was explored that Mid Day Meal is one of the factors of increased retention among boys. When boys were asked about the cause of attending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

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

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

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

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



**Analysis:**

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

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

### **Interpretation and Discussion:**

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

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

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

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

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

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

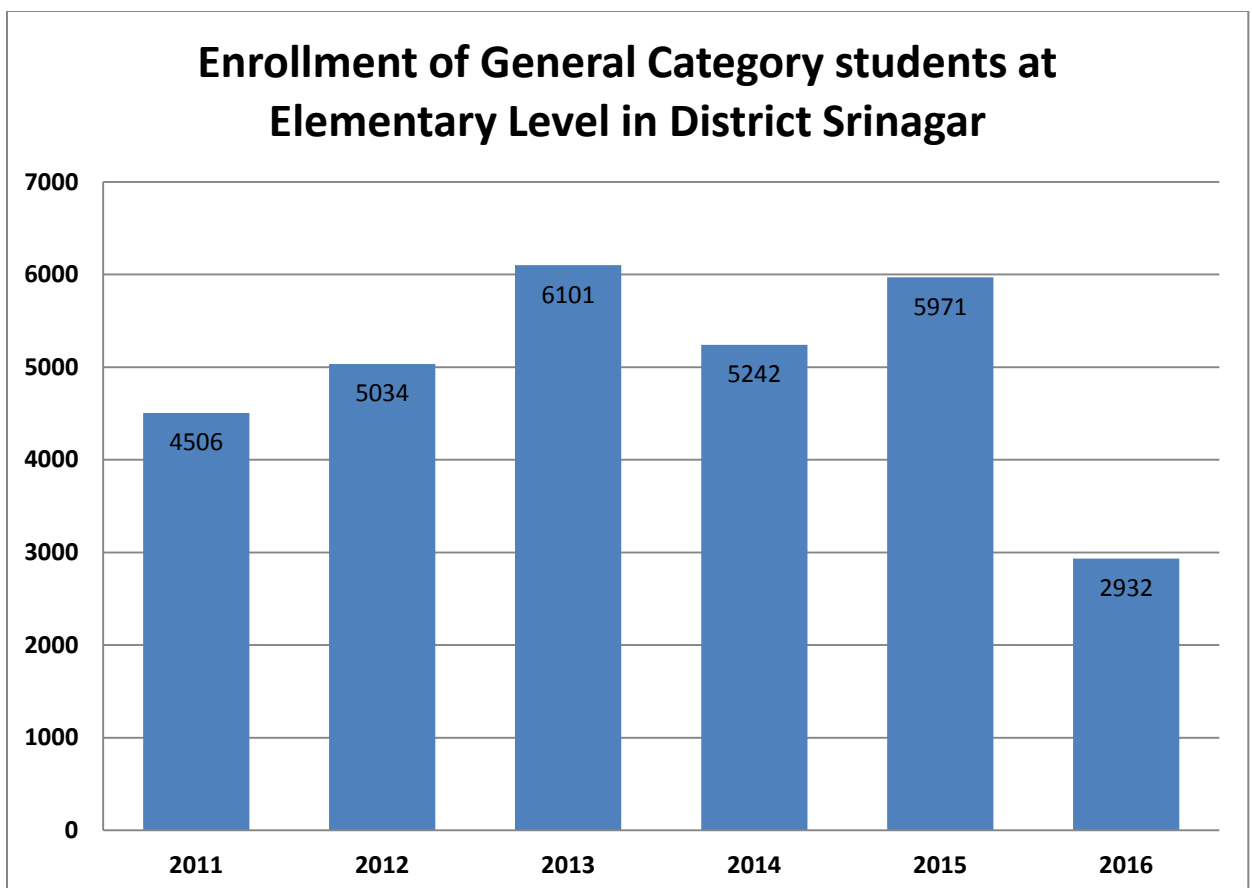
The above findings are in consistency with the findings of (Josephine & Raju, 2008; Narula, 2009) as they have stated that enrollment of girls has received more attention as compared to boys. Retention and enrollment of girls are more as compared to boys (Wizarat, 2009; Bonds, 2012). Panel data shows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

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

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

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

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



**Analysis:**

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

**Interpretation and Discussion:**

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

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

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

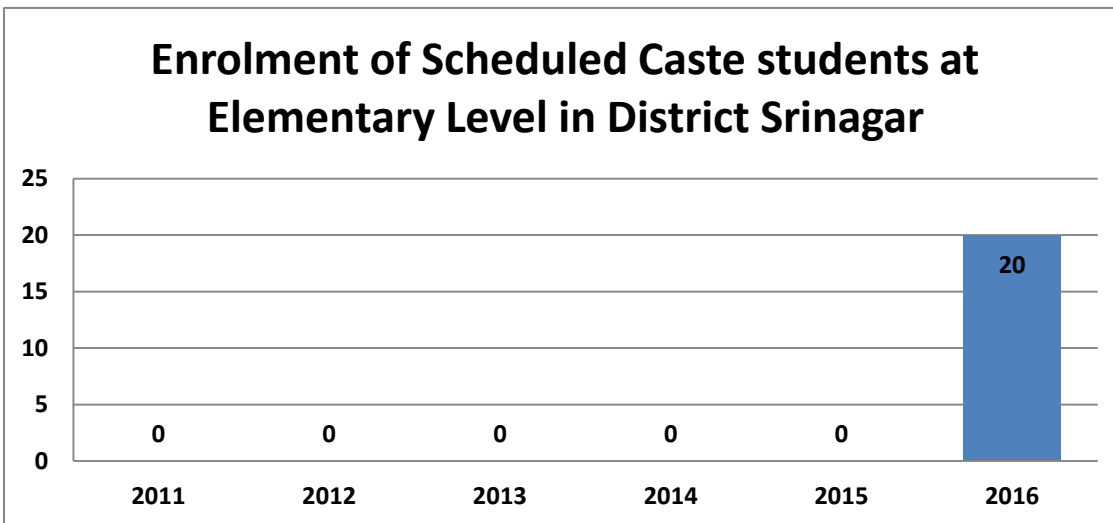
The Mid Day Meal Scheme has a positive effect on retention of General Category students in government elementary level schools of district Srinagar. It was explored that Mid Day Meal is one of the factors of increased retention among General Category. When different students from the same category were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

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

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

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

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



**Analysis:**

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



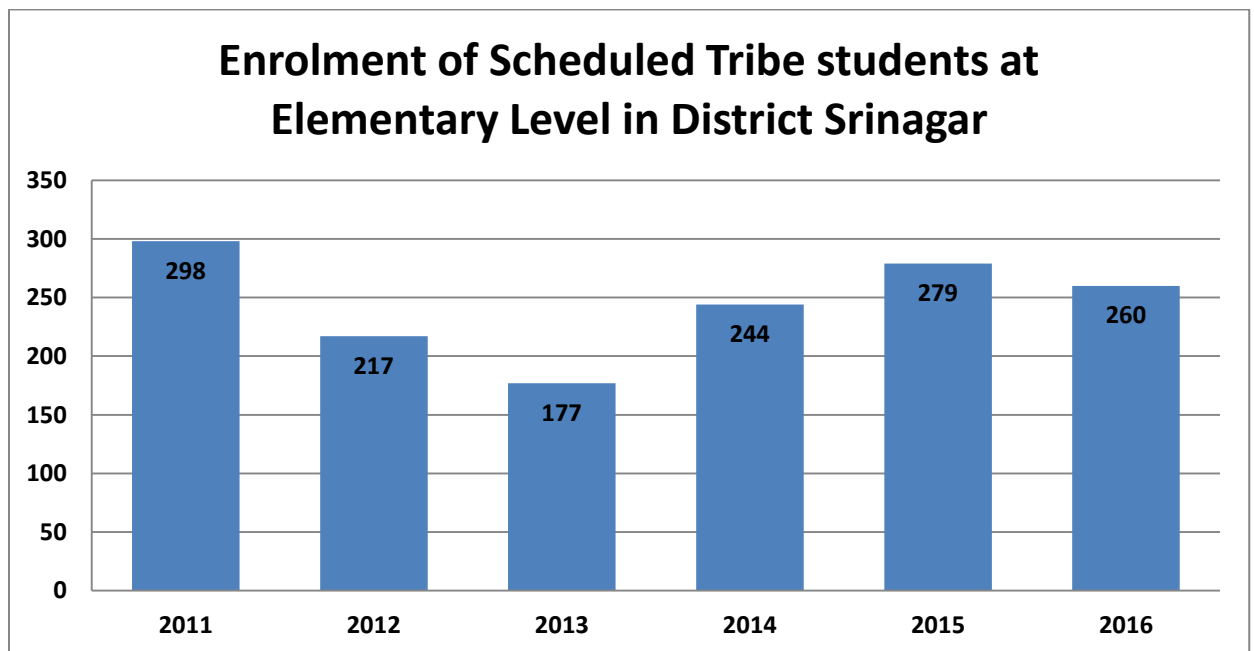
### Interpretation and Discussion:

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

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

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

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



**Analysis:**

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

**Interpretation and Discussion:**

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

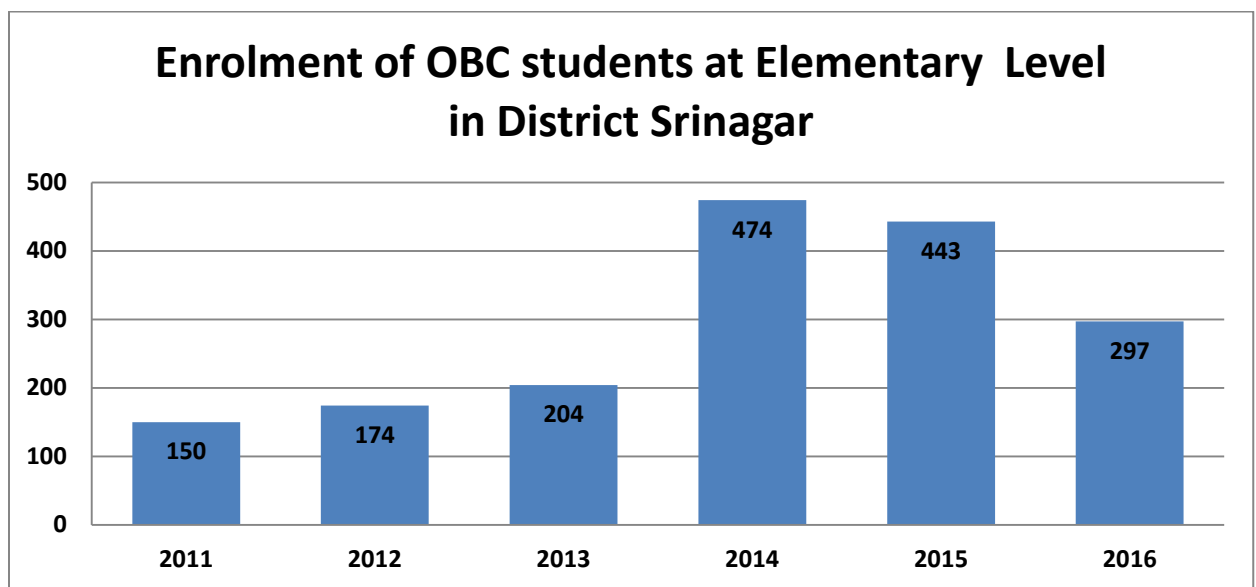
During the discussion of with a few ST students of (Nomadic group) about the cause of their attraction towards the school it was revealed that the students belonging to this

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

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

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

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



**Analysis:**

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

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

### **Interpretation and Discussion:**

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

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

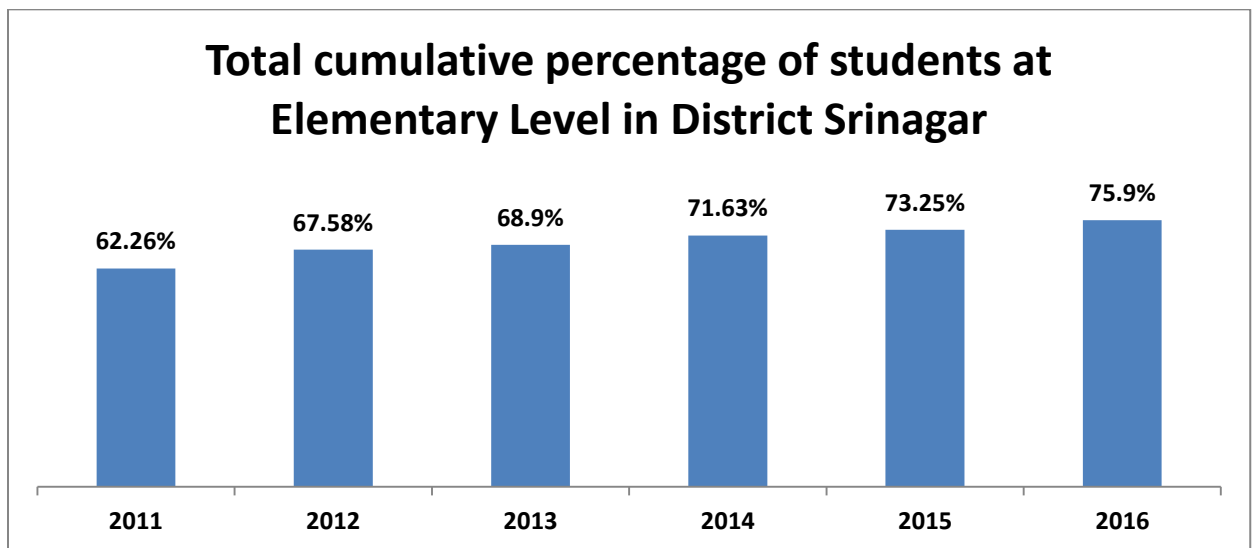
The results and findings of above study are in consistency with the results and findings of (Kaur, 2010) who stated that there is a positive effect of Mid Day Meal on enrollment of all categories and both genders of students.

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

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

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

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



**Analysis:**

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

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

### **Interpretation and Discussion:**

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

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

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

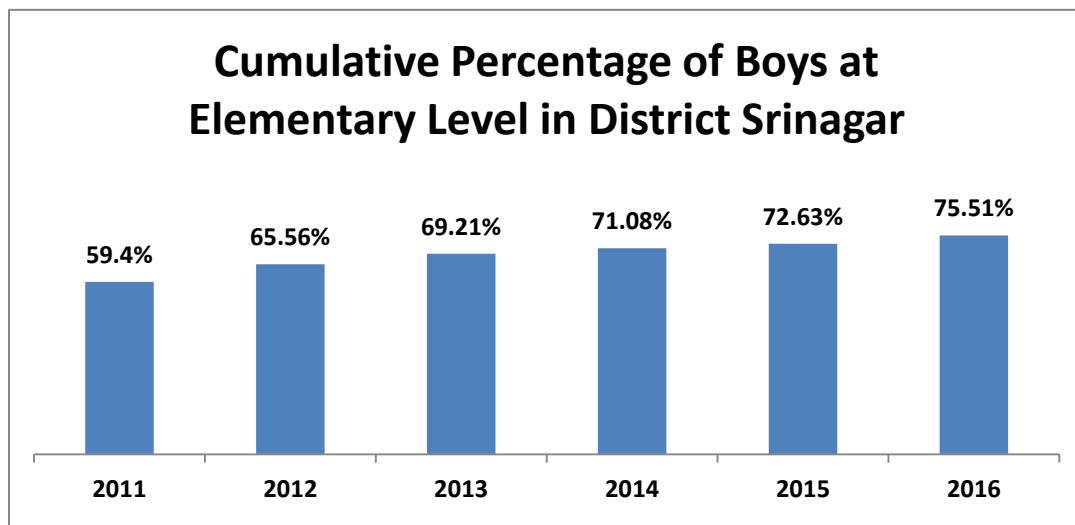
students. Intrinsic and Extrinsic motivation for learning might be in a mode of conflict but our study certainly provides a salute for its contribution regarding enrollment, attendance, reduction in dropouts and overall educational outcomes.

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

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

Year	2011	2012	2013	2014	2015	2016
CPB	4759	5245	5537	5687	5811	6041

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



**Analysis:**

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

**Interpretation and Discussion:**

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



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

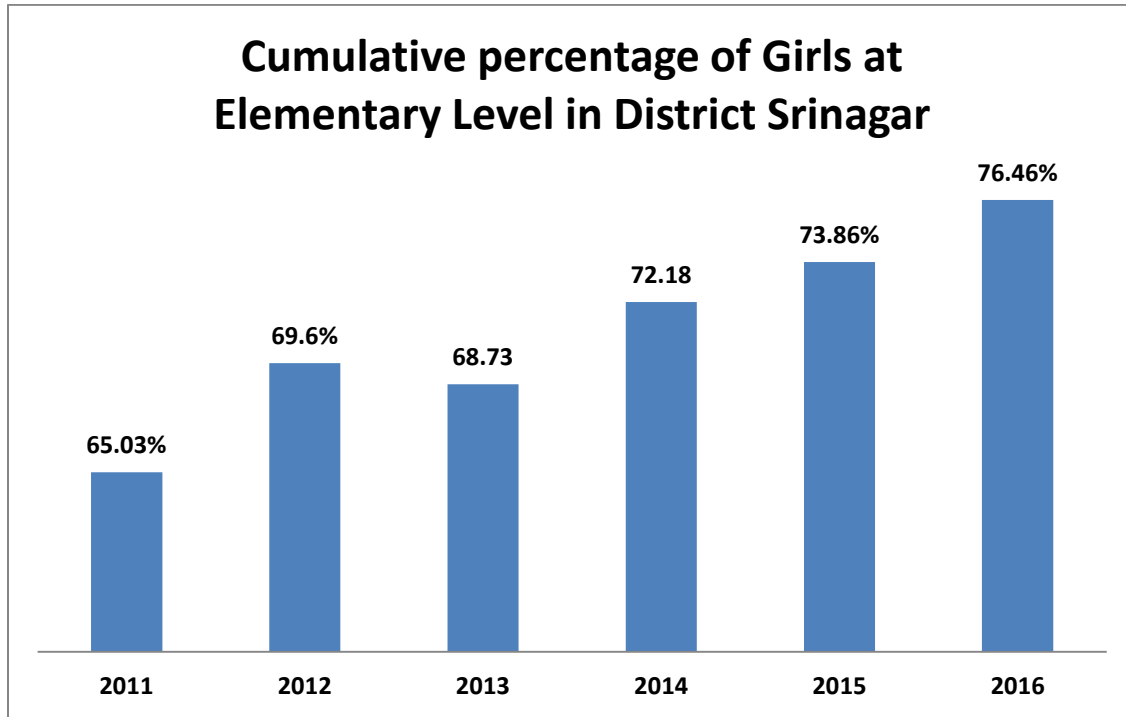
The research findings of above study are in consistency with (Abhijeet, 2007) who revealed that Mid Day Meal Scheme has a positive impact on learning outcomes of students. Intrinsic and Extrinsic motivation for learning might be in a mode of conflict but our study certainly provides a salute for its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

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

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

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

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



**Analysis:**

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

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

### **Interpretation and Discussion:**

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

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

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

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