SUMMARY AND CONCLUSION
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In a scientific process of research the final step is to summarize the finding, arrive at conclusions, make recommendations and formulate proper generalizations for population to which there are applicable. It serves as a refresher for the persons involved in the research project to focus the investigators perspective of the problems. It has dissemination function because it is crucial to the future workers to understand the general purpose and the conclusions.

Every research project entails a lot of work and dedication to explore and solve the underlying complications. One can succeed and reap rich harvest of her industry by following various steps systematically and correctly. Thus finally each and every investigation appears with its own findings and conclusions

The present study is an attempt to investigate “A comparative study of health status of children in different Govt. and private aided schools and to assess the impact of Mid-day meal programme in Ghaziabad district”.

The objective wise summary of the findings have been discussed and presented below.
6.1.1 To compare health status of children in different government and private aided schools.

300 children were selected through multistage stratified technique from Ghaziabad district. The finding according to health status observed in different government schools and private aided schools. Researcher had observed that mid day meal was given to children in government schools where as it was not provided in selected private aided schools.

- Out of the 150 children from the government schools, majority (62.67%) of them were male followed by 37.33% female children. Same data were recorded from private aided schools.

- Out of 150 children from government schools, 24.67% of children were 9 years old followed by 18.67% of them were 10 years old and minimum (1.33%) of them were 13 years old. The mean age were found 8.88 years. Out of 150 children from private aided schools, 20.67% of them were 10 years old followed by 19.33% of them were 7 years old and minimum (1.33%) of them were 12 years old. The mean age were found 8.2 years.

- Out of 150 children from government schools, majority (64%) of children were from joint family followed by 36% of children were from Nuclear family. Out of 150 children from private aided schools, majority (58%) of the children were observed from joint family followed by 42% of children were from nuclear family.
It reveals that majority (62%) of parents of children from government schools were having income in the range of Rs. 2500-5000 followed by 30.67% of parents were having income in the range of 5000-7500 and minimum (3.3%) were observed in the range of Rs. 0-2500. The mean income was found Rs. 4323.38. Children from private aided schools, majority (50.67%) of parents were having income in the range of Rs. 5000-7500 followed by 28% of parents having income in the range of Rs. 7500-above and minimum (0.66%) income were observed in the range of Rs. 0-2500. The mean income was found Rs. 6353.33. Statistically, significant differences were observed (p<0.05) regarding the “family income of parents in government and private aided schools”.

Out of 150 children from government schools, 34.00% of them were found in the height range of 120-130 cms, followed by 18.67% of them in the height range of 110-120 cm and minimum (1.33%) were found in the height range of 90-100 cms. The mean heights of children were found 122.57 cm. Out of 150 children from private aided schools, 46% of children were found in the height range of 120-130 cms followed by 17.33% of them in the height range of 110-120 cms and minimum (6.67%) were found in the height range of 90-100 cms. The mean heights of children were found 119.57 cm. Statistically, significant differences were observed between government and private aided schools at 5% level of significance regarding the measurement of height of children.
Out of 150 children from government schools, Majority (60.00%) of them were having mid arm circumference in the range of 15-20 cms, followed by 28.67% of them were having mid arm circumference in the range of 20-25 cm and only 1.33% of them were having the mid arm circumference in the range of 25 cms and above. The mean mid arm circumference of children were found 18.11 cm. Out of 150 children from private aided schools, 50.00% of children were having mid arm circumference in the range of 20-25 cms, followed by 38.67% of them were having mid arm circumference in the range of 15-20 cm and only 4.67% of them were having the mid arm circumference in the range of 25 cms and above. The mean mid arm circumference of children were found 19.66 cm. statistically, significant differences were observed between government and private aided schools at 5% level of significance regarding the measurement of mid arm circumferences of children.

Out of 150 children from government schools, Majority (72.00%) of them were found having head circumference in the range of 50-55 cms, followed by 24.00% having head circumference in the range of 45-50 cms and only 0.67% were found having the mid arm circumference in the range of 40-45 cms. The mean head circumferences of children were found 51.32 cm. Out of 150 children from private aided schools, Majority (78.00%) of them were found having head circumference in the range of 50-55 cms, followed by 11.3300% having head circumference in the range of 45-50 cms and only
minimum (1.33%) were found having the mid arm circumference in the range of 40-45 cms. The mean head circumferences of children were found 52.18 cm. statistically, no significant differences were observed between government and private aided schools at 5% level of significance regarding the measurement of head circumferences of children.

- Out of 150 children from government schools, 32.00% of them were found having weight in the range of 20-25 Kg, followed by 29.33% having weight in the range of 15-20 kg and minimum( 1.33%) were found having the weight in the range of 40 kg and above . The mean weights of children were found 23.56 kg. Out of 150 children from private aided schools, 37.34% of them were found having weight in the range of 20-25 Kg, followed by 23.33% were found having weight in the range of 15-20 kg and minimum( 2.67%) were found having the weight in the range of 10-15 kg. The mean weights of children were found 23.42 kg. Statistically, no significant differences were observed between government and private aided schools at 5% level of significance regarding the measurement of weight of children.

- Out of 150 children from government schools, 36.00% of children were having chest in the range of 55-60 cms, followed by 28.00% having chest in the range of 50-55 cms and minimum( 1.33%) were having the chest in the range of 70 cms and above . The mean chest circumferences of children were found 58.23 cm. Out of 150 children from private aided schools, 28.67% of children were found having chest in the range of 60-65 cms, followed by
27.33% having chest in the range of 55-60 cms and minimum (0.67%) were having the chest in the range of 45-50 cms. The mean chest circumferences of children were found 60.53 cm. Statistically, no significant differences were observed between government and private aided schools at 5% level of significance regarding the measurement of chest of children.

In the present study, mean nutrients intake among the children in government and private aided schools were observed and found the following nutrients intake:

Calories 458.12±33.31 kcal, Protein 10.58±4.35g, Calcium 40.18±22.72 mg, Vitamin-A 31.03±28.78µg, Vitamin-B 0.11±0.02mg, Vitamin-C 6.57±4.68mg, Iron 2.9±2.18mg, Fat 5.26±2.15g, Riboflavin 0.05±0.01mg, Niacin 2.00±0.72mg, Carbohydrate 92.01±8.89g, Fiber 0.85±0.55g, Sodium 684.78±298.94mg in government schools and Calories 451.52±140.73 kcal, Protein 10.99±4.42g, Calcium 72.12±94.66 mg, Vitamin-A 140.59±173.59µg, Vitamin-B 0.33±0.14 mg, Vitamin-C 16.95±25.32mg, Iron 4.12±2.91mg, Fat 17.47±7.69g, Riboflavin 0.16±0.08mg, Niacin 2.79±1.39mg, Carbohydrate 56.53±22.43 g, Fiber 1.62±0.85 g, Sodium 28.14±19.02 mg in private aided schools. Statistically, significant differences were observed between government and private aided schools children regarding nutrients intake except Calories, Protein (p>0.05) at 5% level of significance.
In the present study, mean nutrients intake among the female children in Government & Private aided schools were also observed and found the following nutrients intake

Calories 460.69±31.98 kcal, Protein 11.06±4.6 g, Calcium 42.01±23.73 mg, Vitamin-A 31.04±28 µg, Vitamin-B 0.12±0.01 mg, Vitamin-C 5.87±4.77 mg, Iron 23.16±2.36 mg, Fat 5.24±2.28 g, Riboflavin 0.05±0.01 mg, Niacin 1.89±0.76 mg, Carbohydrate 92.2±9.04 g, Fiber 0.91±0.59 g, Sodium 670.57±312.73 mg in government schools and

Calories 426.52±115.74 kcal, Protein 10.36±3.57 g, Calcium 72.12±94.66 mg, Vitamin-A 140.59±173.59 µg, Vitamin-B 0.33±0.14 mg, Vitamin-C 16.95±25.32 mg, Iron 4.12±2.91 mg, Fat 17.47±7.69 g, Riboflavin 0.16±0.08 mg, Niacin 2.79±1.39 mg, Carbohydrate 56.53±22.43 g, Fiber 1.62±0.85 g, Sodium 28.14±19.93 mg in private aided schools.

Statistically, significant differences were observed between government and private aided schools female children regarding nutrients intake except Protein and Iron (p>0.05) at 5% level of significance.

In the present study, mean nutrients intake among the male children in government & private aided schools were also observed and found the following nutrients intake

Calories 456.59±33.98 kcal, Protein 10.28±4.16 g, Calcium 39.1±22.02 mg, Vitamin-A 31.02±29.24 µg, Vitamin-B 0.11±0.02 mg, Vitamin-C 6.99±4.58 mg, Iron 2.75±2.04 mg, Fat 5.27±2.06 g, Riboflavin 0.05±0.01
mg, Niacin 2.06±0.69 mg, Carbohydrate 2.06±0.69 g, Fiber 0.81±0.51 g, Sodium 693.25±290.08 mg in government schools and Calories 466.41±151.76 kcal, Protein 11.37±4.81 g, Calcium 74.97±91.76 mg, Vitamin-A 139.48±204.84 µg, Vitamin-B 0.36±0.16 mg, Vitamin-C 10.59±16.03 mg, Iron 4.48±2.6 mg, Fat 19.49±7.84 g, Riboflavin 0.16±0.08 mg, Niacin 3.12±1.37 mg, Carbohydrate 60.97±23.94 g, Fiber 1.61±0.75 g, Sodium 29.15±18.44 mg in private aided schools. Statistically, significant differences were observed between government and private aided schools male children regarding nutrients intake except Calories and Protein (p>0.05) at 5% level of significance.

6.1.2 To observe Mid-day meal menu

- Total 300 children and 5 NGO workers were observed in the present study to observe Mid-day meal menu and following menu were observed.
  - Rs. 2.69 was allocated per child every day for Mid-day meal except Sunday.
- Majority (96%) of the teachers reported that meal was given to children according to menu.
- Out of 150 children, 29.33% of the children provided responses to Halwa followed by rice and dal for best meal in Mid-day meal. Statistically,
significant differences were observed between male and female children’s responses (p>0.05) to best meal in mid day meal.

- Out of 150 children, Majority (79.33%) of them reported that special Mid-day meal were never provided followed by 18.67% of them reported that special Mid-day meal were provided on special festival and fruits, biscuits and Chana were observed special Mid-day meals on special festivals. Statistically, no significant differences were observed between male and female children responses (p>0.05) to special mid day meal.

- 150 children reported responses to “second serving of the meal”. Majority (94.67%) of them reported that meal was also given on second serving.” This shows that school’s staff’s were not willing to preserve meal for next day, No bad intention to resale it, and inclined towards to maintain better hygienic environment in the school premises. Statistically, no significant differences were observed between male and female children’s responses (p>0.05) to second serving of the meal.

- Mid-day meal was served between 9:30AM to 10:30AM during summer and between 10:30AM to 12:30PM during winter.

- All teachers reported that meal was tasted before given to children.

- Out of 25 teachers, 48% of the them reported that meal was tasted by principal followed by 32% of them reported that meal was tested by teachers and only 20% of them reported that meal was tested by food supplier.
All of the principals reported that given Mid-day meal was inspected by inspection officer.

Majority (88%) of the teachers reported that condition of Mid-day meal were ‘Moderately hot’ during distribution followed by 12% of them reported that meal was ‘hot’ during distribution.

6.1.3 Preparation conditions of Mid-day meal

Mid-day meal was cooked and distributed to children by NGOs in Ghaziabad district. Preparation conditions of Mid-day meal were observed by visiting at their place.

- During visit at cooking place, researcher had observed that NGO was using modern facilities like submersible pump for water supply, cars for distributing Mid-day meals, gas stoves to cook food, inverter for light, and enough man power to cook Mid-day meals.
- There were enough store rooms to store raw material.
- Raw material were cleaned by 5 women workers and food cooked by 10 cooks and cooking was managed by 10 supervisors.
- Timing to cook Mid-day meals was 3-3.5 hrs.
- Meal was cooked for approximate ~ 13000-14000 children and distributed to 150 schools every day except Sunday in Bhojpur block.
- Quantities of raw material to cook Mid-day meal was decided by attendance of children from previous day.
Utensils were cleaned before cooking mid-day meals.

Majority (80%) of the workers responded that branded Agmark oil was used in the cooking of mid-day meal.

Majority (80%) of the workers reported that iodized salt packets were used, followed by 20% of them reported that sealed salt packets, were used in cooking of Mid-day meal.

Majority (60%) of them reported that packed milk were used, followed by 40% of them reported that fresh and unpacked, were used in cooking of Mid-day meal.

Majority (70.00%) of the children reported on ‘less use of spices’ followed by 22.67% of them reported on use of ‘too much’ spices in Mid-day meal. Statistically, no significant differences were observed between male and female children responses (p>0.05) regarding the use of spices in Mid-day meal.

**General observations:** 100 percent responses from NGO workers

- Availability of adequate facilities of water where utensils were washed
- Availability of sufficient utensils to cook MDM
- Washing/cleaning of utensils
- Use of detergent during washing of utensils
- Availability of sufficient water
- Availability of sufficient electricity
- Use of sealed spices, and sealed packed pulses
- Use of fresh vegetables
- Availability of sufficient cooks
- Use of branded refined oil
- Use of clean and big sugar crystals

6.1.4 Identifying health problems of children

- All of the teachers responded to ‘the improved nutritional status of children.’
- Out of 150 children from government schools, Majority (72.00%) of the children reported that they were ‘not ill’, followed by 28% of them reported that they were ‘ill’ due to Mid-day meal.

Statistically, no significant differences were observed between male and female children’s responses (p>0.05) to illness due to mid-day meal.

- Following symptoms of the children in different government and private aided schools were observed by researcher using clinical examination:

  **Government schools:**
  - Hair: 35.33% and 23.33% of the children having problem of ‘lack of lustre’ and ‘discolouration’ in hair respectively.
  - Face: 3.33% of the children were having moon face.
  - Eyes: 4.00%, 1.33%, 0.67% of the children were having problems of Conjunctival xerosis, Xerophthalmia, Night blindness respectively.
• Lips: 6.00%, 3.33%, 2.00% of the children were having problems of Angular stomatitis, Angular scars, Cheilosis respectively.

• Tongue: 4.00%, 3.33%, 2.67%, 1.33% of the children were having problems of Oedema, Red and raw tongue, Magenta tongue, Atrophic papilac respectively.

• Teeth: 20.67% of the children were having problems of ‘Mottled enamel’ teeth.

• Gums: 10.00% of the children were having problems of ‘Spongy bleeding’ gums.

• Skin: 4.67%, 2.67% of the children were having problems of Xerosis, Dermatosis respectively.

• Nails: 8.67% of the children were having problems of ‘Brittle and spoon-shaped’ in the nails.

• Skeletal system: 3.33%, 1.33%, and 2.00% of the children were having problems of ‘Banding of ribs’, pigeon chest, and ‘Knock-knees or bowlegs’ respectively in the skeletal system of children.

Private aided schools:
  o Hair: 32.67% and 21.33% of the children having problem of ‘lack of lustre’ and ‘discolouration’ in hair respectively.
  o Face: 0.67% of the children were having moon face.
  o Eyes: 2.00%, 0.67% of the children were having problems of Conjunctival xerosis, Xerophthalmia respectively.
o Lips: 4.00%, 3.33%, and 0.67% of the children were having problems of Angular stomatitis, Angular scars, Cheilosis respectively.

o Tongue: 1.33.00%, 4.00%, 2.00%, 2.00% of the children were having problems of Oedema, Red and raw tongue, Magenta tongue, Atrophic papilac respectively.

o Teeth: 16.00% of the children were having problems of ‘Mottled enamel’ teeth.

o Gums: 2.67% of the children were having problems of ‘Spongy bleeding’ gums.

o Skin: 2.67%, 1.33% of the children were having problems of Xerosis, Dermatosis respectively.

o Nails: 6.00% of the children were having problems of ‘Brittle and spoon-shaped’ in the nails.

o Skeletal system: 1.33.00% of the children were having problems of ‘Beading of ribs’.

Other constraints indirectly related to the health status of children are given below

☐ Father’s occupation

☐ Family income

☐ Mother’s occupation

☐ Mother’s education

☐ Number of siblings
Out of 150 children’s fathers from government schools, majority (53.32%) of them were from Labor occupations followed by 22% of them were from Business occupation and minimum (0.67%) were from teacher occupation.

Out of 150 children’s fathers from private aided schools, most (42.67%) of them were from Business occupation, followed by 24% of them from service and labor occupation and minimum (0.66%) of them were from Agriculture occupation.

Out of 150 children’s mothers from government schools, majority (67.34%) of them were from Agriculture occupation followed by 26% of labor occupation and minimum (1.33%) were from teacher as well as business occupation. Out of 150 children’s mothers from private aided schools, majority (54.67%) of them were from Agriculture occupation followed by 16% of them were from Teacher Occupation and minimum (7.33%) were from business occupation.

Out of 150 children from government schools, 34% of children’s mothers were illiterate followed by 27.34% were having primary education and minimum (3.33%) were having high school. Out of 150 children from private aided schools, 29% of them were having intermediate education followed by 23.33 % of them were Junior high school and minimum (2.00%) of them were recorded post graduate education.

It reveals that majority (62%) of parents of children from government schools were having income in the range of Rs. 2500-5000 followed by
30.67% of the parents having income in the range of Rs. 5000-75000 and minimum (3.3%) of them were observed in the range of Rs. 0-25000. The mean income was found Rs. 4323.38. Children from private aided schools, most (50.67%) of parents were having income in the range of Rs. 5000-7500 followed by 28% of parents having income in the range of Rs. 7500-above and minimum (0.66%) income were observed in the range of Rs. 0-2500. The mean income was found Rs. 6353.33. Statistically, significant differences regarding the “family Income of parents in government and private aided schools” were observed (p<0.05). It reveals that 36.67% of children were having 3 siblings, followed by 17.33% of them having 5 siblings. The mean numbers of sibling were found 4.02. From private aided schools, majority (60.00%) of them were having 3 siblings followed by 22.67% of them were having 2 siblings. The mean numbers of sibling were found 3.03. Statistically, significant differences were observed (p<0.05) in government and private aided schools regarding the “Distribution of children according to their no of siblings”.

The parental education, family income, and child’s birth order is one of the factor and strong predictor of child malnutrition.

6.1.5 Impact of Mid-day meal on children

Mid-day meals help to undermine caste prejudices, by teaching children to sit together and share a common meal. They also foster gender equity, by reducing the
gender gap in school participation, providing an important source of female employment in rural areas, and liberating working women from the burden of having to feed children at home during the day. To some extent, mid-day meals also reduce class inequalities. In short, mid-day meals are a significant challenge to the prevailing inequalities of caste, class and gender. Following observations are given below.

- Out of 150 children from government schools, majority (69.33%) of them were from Hindu religion, followed by only 30.67% of them were from Muslim religion. Out of 150 children from private aided schools, majority (79.34%) of them were Hindu religion followed by 19.33% of them were from Muslim religion and only 1.33% of them were from Sikh religion.

- Out of 150 children from government schools, majority (36.67%) of them were from OBC followed by 34% of them were from others social groups and only 29.33% were from schedule caste. Out of 150 children from private aided schools, majority (56.67%) of them were from others social groups followed by 15.33% of them were from schedule caste.

- General observation is that unused food was given to children to take home.

- Majority (60%) of the teachers’ responses were not in favor that children went to home after taking Mid-day meal, followed by 32 % of them were in favor that children went to home some time after taking Mid-day meal and
only 8% of the teacher’s responses in favor that children went to home after taking Mid-day meal.

One basic contribution of mid-day meals to educational advancement is to boost school enrollment. Going beyond that, mid-day meals may be expected to enhance pupil attendance on a daily basis (and not just annual enrolment). School meals may also enhance learning achievements, insofar as ‘classroom hunger’ undermines the ability of pupils to concentrate and perhaps even affects their learning skills. This is likely to reduce future class inequalities, since lack of education is a major source of economic disadvantage and social marginalisation.

- It reveals that all of the teachers’ responded to the improved nutritional status of children.
- Majority (76%) of the teachers were in favor that children were interested in the study due to Mid-day meals programme, followed by 24% of them were not in favor.
- Majority (93.33%) of the children were coming to schools due to Mid-day meal programme, followed by 6.67% of them were not coming to schools due to Mid-day meals. Statistically, no significant differences were observed between male and female children’s responses (p>0.05) to willingness to come to schools due to Mid-day meal”.
- 32% of the teachers’ responded that attendances of the children in the class were up to 80% followed by 28% of them were responded that attendance were up to 75% in the class in a day.
Principal of the schools had also pointed that children’s count were increased in the schools due to Mid-day meal programme. Mid-day meal is used as an opportunity to impart various good habits to children (such as washing one’s hands before and after eating), and to educate them about the importance of clean water, good hygiene, a balanced diet, and related matters.

 Majority (69.33%) of children were washing their hands before taking Mid-day meal, followed by 30.67% of them were not washing their hands before taking Mid-day meal. Statistically, no significant differences were observed between male and female children’s responses (p>0.05) to “washing hands before and after taking Mid-day meal”.

 Majority (84.00%) of children were not using soap before and after Mid-day meal, followed by 16% of them were using soap after Mid-day meal. Statistically, no significant differences were observed between male and female children’s responses (p>0.05) regarding “Use of soap before and after taking Mid-day meal”.

**6.1.6 Problems in Mid-day meal programme**

 Majority (72%) of the teachers responded that there were no problem due to Mid-day meal programme, followed by 28% of them were having problem due to this programme.

 Majority (72%) of the teachers’ responses to Mid-day meal that meal was distributed by teachers.
Some of the teachers suggested that there should be dry foods in the meals to maintain hygiene in the school premises.

Some NGO workers reported that their salaries were low.

At present one year contract is given to NGO to provide Mid-day meal to the schools. some officials suggested that it should be increase up to 3 years so that they can come up with better plane (like boiler to cook food very fast) to provide tasty and quality meals to children.

No scientific meals quality check were maintained.

Teachers were not trained to motivate MDM.

In some schools, class rooms were not spacious therefore children were eating meal in open space of the schools.

6.1.7 Suggestions for improvement

Locally available foods that cater to taste and nutritional adequacy must be encouraged and the value of a cooked meal as perceived by children be given its due importance.

Good quality food must be served with hygiene, dignity, love, care and respect to all. Special attention should be given to those who are already marginalized and effort towards building sensitivities at all levels of the programme- from children, teachers, communities, schools up to programme planners need to be strengthened.
For successful implementation the participation of the community needs to be increased and awareness on food Security needs to be created.

Compulsory training be planned to build capacity of the teachers to efficiently manage and knowledge of nutrition the Mid Day Meals programme.

Issues of infrastructure in schools/NGO such as water supply, toilets, kitchen area, hiring of cooks etc need to be addressed.

Regular monitoring of Mid Day meal will help to identify the potential gaps in the MDMS implementation.

Meal should be made available on all 365 days.

College and University students may be involved in this programme. This should be made compulsory.

Menu to have seasonal vegetables and fruits.

Menu should be followed strictly.

Awareness campaigns needed on issues related to hunger in general and hunger deaths in particular.

Meals quality sample checked through scientific manner by an assigned agency and records should be maintained on a regular basis.

Some NGO workers reported that their salaries were low and it should be increased.
CONCLUSION

- Differences were observed between children in government and private aided schools regarding the height and mid arm circumference of children and no difference were observed regarding the measurement of weight, head and chest circumference of children.

- Differences were observed between children in government and private aided schools regarding nutrients like Calcium, vitamin-A, vitamin-B, vitamin-C, Iron, Fat, Riboflavin, Niacin, Carbohydrate, Fiber, and Sodium and no more differences were observed regarding nutrients like Calories and protein.

- All of the principals reported that given mid-day meal were inspected by inspection officer and tasted by principal/teachers/food supplier before given to children.
• Majority of the teachers reported that given mid-day meal were ‘Moderately hot’ during distribution and given to children according to menu on time.

• Meal were cooked and distributed to children by NGOs. NGO was using modern facilities like submersible pump for water supply, cars for distributing Mid-day meal, gas stoves to cook food, inverter for light, and enough man power to cook Mid-day meal. Cleaned utensils and branded raw materials like milk, spices, pulses, oil, and sugar were used to cook mid day meal. Timing to cook meal was 3-3.5 hrs and cooked for approximate 13000-14000 children and distributed to 150 schools every day except Sunday in Bhojpur block. Majority of the children reported to ‘less use of spices’ in the mid day meal.

• Major health problems of children in government schools were identified and found problems in hair, teeth, Gums and nails. Whereas major health problems of children in private aided schools were identified and found problems in hair, and teeth.

• Mid day meal also foster, enhance in enrolment in schools, gender equity, by reducing the gender gap in school participation, providing an important source of female employment in rural areas, and liberating working women from the burden of having to feed children at home during the day.

• Following major problems were identified in MDM
• Majority of the teachers’ responses that meal was distributed by teachers. NGO staff member should be appointed for the same activity.

• Problems of NGO staff were observed regarding salaries and existing contract time.

• Teachers were not trained to motivate MDM.

SUGGESTIONS FOR FUTURE STUDIES

Potentially fruitful areas for future studies are

1) Studies need to be conducted in different rural and urban areas of Uttar Pradesh and other states of the country for getting a comprehensive response from children, teachers, principal and NGO workers.

2) A large sample could be taken for further studies, which would be a better representation of the population.

3) Confirmatory studies that include biochemical assessment for analysis of the markers of nutritional status need peremptory investigation.

4) Specific need based, health intervention and nutrition education programmes for children should be initiated. Additionally, experimental studies can be
undertaken to see the results of intervention programmes as regards the health and nutritional status of children.

5) A comparative study can also be conducted on the children belonging to different socio-economic background.

6) Parents and teachers need to be educated to guide children for proper awareness of health.

7) A longitudinal study can be conducted to study the Mid-day meal programme.

8) For further studies other demographic factor can also be studied.