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SUMMARY, FINDINGS AND CONCLUSIONS

6.1 INTRODUCTION

Any study or research is conducted keeping in mind the specific objectives and some of them are conducted for the purpose of finding out the truth. The outcome of research is its relation. This research can help people involved in education. The previous chapters discussed the purpose of the learning, the study questions, the importance of the study, its limitations, the re-evaluate of connected literature, the world and the exhibit, the data collection, the classification of the data as well as the analysis and interpretation.

The hard work of all the research is marked on its findings, as well as the direction of the future and direction of the future, the direction of future research increases. The findings concluded at the end of the work are very important. In the presented chapter, the researcher presents the results obtained by analyzing and interpreting the information obtained during his study and presents suggestions based on the findings. Additionally, recommendations for future research based on the presented study are presented in this chapter.

Food and malnutrition remain a problem in developing countries and have a major impact on the health of children and their educational development. The Gujarat lunchtime meal plan includes elementary and primary (VIII) nutrition improvements and student enrollment, maintenance and attendance. The program brings significant benefits to the education and development of children. This lunch program attempts to reduce social inequality by adjusting the normal platform. Although the government is working hard to make this plan the best solution, there are still many problems that limit the proper implementation of the plan. This research raises these issues and attempts to find a solution.
Education plays an important and important role in one's life. Be prepared mentally and spiritually and live a quality life. Education is a process in which a person can acquire the necessary skills and skills to meet the challenges of life. According to the constitutional amendment of September 3, primary education is a basic right (Article 21A). Four important factors have been identified to achieve the goal of globalization of basic education and globalization of secondary education. It is access, registration, retention and achievement.

Plans have been implemented to reach the most disadvantaged population in the primary education sector and achieve the above four goals.

Primary education is provided to all children related to manual labour, street children, migrant children, etc. through SarvaShikshaAbhiyan. Despite this, some children are still deprived of primary education because of their incompetence. Due to poor economic conditions, parents send their children to school and send their children to school - this includes an additional financial burden.

Parental attitudes are the only way to bring them to school; they care about their food and nutritional needs. If this basic requirement is not met, it will be difficult to meet high-level requirements.

The most important anti-reflective factor in this regard is the poor nutritional status of children. Therefore, priority is given to supplementing the nutrients needed for the education they are concerned about.

6.2 STUDY OF SUMMARY

The essence of the research is to give an overview of the reflection of any study done by any student.

In today's modern but conflicting era, the government has implemented lunch programs in primary schools across the country for the health and nutrition of children.

In this regard, efforts were made to find out the effects of midday meal scheme in four districts of Central Gujarat, by virtue of their nutrition, nutrition and the results of study in comparable study districts.
The second main focus of this scheme encourages the enrollment, maintenance and attendance of the students to improve their health status. Therefore, current research attempts to study the impact of the program on student enrollment, maintenance and attendance, and health status, and has achieved the following goals:

**OBJECTIVES OF THE MID DAY MEAL SCHEME:-**

1. To assess the enrolment and dropout of the students with respect to class wise in the selected schools.

2. To assess the enrolment and dropout of the students with respect to the Gender wise in the selected schools.

3. To assess the enrolment and dropout of the students with respect to the Community wise in the selected schools.

4. To assess the Achievement levels of the students with respect to the Class and Gender wise in the selected schools.

5. To assess the Effect of Mid-day meal scheme on students Achievement.

6. To study implementation policy of MDM scheme in terms of…
   
   
   b. Menu (Weekly)
   
   c. Monitoring of the programme

7. To study Nutrition Parameter for MDMS in Central Gujarat.

8. To study Quality and Quantity of the mid-day meal scheme in Central Gujarat.

9. To study Districts base Comparison regarding implementation of MDM scheme.
6.3 FINDINGS OF THE STUDY

The major findings of the study are given below.

The total population of the enrollment in the primary school going children in vadodara district is 136425, among them the boys is 68539 and the girls is 67886.

The total population of the enrollment in the primary school going children in chhotaulerup district is 89078, among them the boys is 45974 and the girls is 43104.

The total population of the enrollment in the primary school going children in Anand district is 183768, among them the boys is 91530 and the girls is 92238.

The total population of the enrollment in the primary school going children in Narmada district is 59629, among them the boys is 30466 and the girls is 29163.

The midday meal coverage in vadodara, chhotaulerup, Anand and namada districts for the enrolled primary school children i.e., 1st class to 8th class children are 468900.

The total enrolment in 1st class during 2010-11 in the vadodara district and complete the 8th class during 2017-18 is 897. The dropout rate in the district is 4.88. The dropout rate among the boys is 4.75 and Girls is 5.01.

The total enrolment in 1st class during 2010-11 in the chhotaulerup district and complete the 8th class during 2017-18 is 925. The dropout rate in the district is 6.44. The dropout rate among the boys is 6.32 and Girls is 6.58.

The total enrolment in 1st class during 2010-11 in the Anand district and complete the 8th class during 2017-18 is 1286. The dropout rate in the district is 5.00. The dropout rate among the boys is 4.85 and Girls is 5.16.

The total enrolment in 1st class during 2010-11 in the Narmada district and complete the 8th class during 2017-18 is 674. The dropout rate in the district is 7.03. The dropout rate among the boys is 6.70 and Girls is 7.37.
The impact of the program on Enrolment and dropout

In the 2355 students are enrolled in class 1 to 8 in vadodara district among them 2215 students are opted Midday meal and in total 119610Kgs of rice\wheat and Rs.5900760 were utilized for this.

In the 763 students are enrolled in class 1 to 8 in Chhotadepur district among them 708 students are opted Midday meal and in total 38232Kgs of rice\wheat and Rs.1886112 were utilized for this.

In the 826 students are enrolled in class 1 to 8 in Narmada district among them 723 students are opted Midday meal and in total 39042Kgs of rice\wheat and Rs.1926072 were utilized for this.

In the 1780 students are enrolled in class 1 to 8 in Anand district among them 1691 students are opted Midday meal and in total 91314Kgs of rice\wheat and Rs.4504824 were utilized for this.

The investigator compare the average achievement score of the students from class wise i.e. 1st to 8th in vadodara, anand, chhotadepur and Narmada district for the years 2016-17 and 2017-18 and found that the class wise average achievement score of the students.

The organizational structure at the central and regional levels in Gujarat is well defined in the rural development sector and is the node department responsible for the effective implementation of the plan. Collectors in central Gujarat have been given full responsibility for effective implementation. District or block plan.

The need for kitchen devices were first verified by the officials of the nodal department and then money was transferred to the account of PTA of the particular school. The PTAs maintained the inventory of utensils in stock registers. After introduction of centralized kitchen Gas chullahs were taken back by the zila panchayat office.

The centralized kitchen was highly mechanized, it has big boilers for steaming, dough kneadder, large vessels for cooking, 500litre cookers, chopping machine, rotimaker machine, dish washer, commercial gas connection, generators, exhaust fans, machines to
grind the wheat, very well constructed store rooms to keep the food gains hygienically, net was used to cover the windows and doors in order to avoid flies, cockroaches etc.

The transportation cost of cooked meal from kitchen to schools, the salary of the employees of centralized kitchen, maintenance of the equipments of the kitchen, cost of fuel, electricity bill were bearred by the organizer of the centralized kitchen.

The quality of food and food gains was checked by checking the appearance, taste, smell, texture etc. The meal was never sending to laboratory for analysis.

In few schools class four worker and in some schools a women hired by teachers assisted the process of mid day meal.

About 70-75% of students did not wash their hands before eating.

In most schools, drinking water facilities are available. In some schools there are no toilet facilities, and in many schools, although toilet facilities are available, the toilets do not work.

The students, teachers, government officials and parents opined that the food was supplied regularly and punctually by the NGO.

Some of the teachers had the opinion that the frequency of monitoring from government officials got reduced after the introduction of centralized kitchen.

Most of the teachers felt that MDMP has increased nutritional status of the students.

6.4 SUGGESTIONS OF THE STUDY

- All schools should be organized in one place to get ready meals.
- Meal recipes should be more diverse.
- Children should be provided with a mess to eat right from school.
- Efforts should be made to improve the quality of lunch through participation.
• Check the quality of the food, the Principal, Teacher and Guardian should all test the prepared food.

• Optional arrangements should be made for students to have meals during the holidays or vacation.

• The cereals, ghee, oils and vegetables used for the meal should be of the highest quality.

• Students should be allowed to dine together in a single row, without discrimination of any kind.

6.5 Implementation level of lunch plan in different regions

The conclusions regarding the level of lunch implementation in each district indicate that:

1) The study shows the coverage of the program in four regions of Gujarat. In the investigation,

   It has covered Vadodara 108 (58.50%) schools (primary and primary), Chotaudepur 31 (16.7%) and Anand and 46 (24.8%) Narmada.

2) The three regions of Gujarat have shown development in their plans for the past few years. According to the feedback from teachers, 17.8% of the people indicated the development of the plan in 2002, and another 41.4% believed that the plan came into effect in 2004. In 2008, the fastest movement was started when the plan was offered. In higher elementary schools. (VIII VIII).

3) A total of 9 blocks, in three regions, an average of 2 teachers participated in making it play a role in MDMS activities. There are fewer and fewer places for teachers to participate.

4) Almost half of the teachers announced that 49.2% of the children served them according to the weekly menu, and 50.8% of the students expressed negative feedback on the similarity of the students in certain items in the menu.
5) By moderate importance, it has been found that vegetables / dal and chapati are in the first place, which are followed by curry and rice, and the third is given to the mixture of dal and rice and the sweetest rice is given to the lowest order. In terms of equality, most items on the menu are found to match the one thing - sweet rice, to meet the complete presence of children - menu sound.

6) With a special focus on quality, 59.5% of good food system teachers, 38.6% of average meals and 3.8% of teachers chose satisfactory food under the lunch plan.

7) From the teacher's point of view, 79.5% of students often eat lunch, and 20.5% of students still face irregular problems.

The main reason I got from the survey indicated that the plan was affected by a shortage of funds and irregular food supplies. Schools with a shortage of funds are more opposed to food shortages. So the main problem with the investigation is the lack of funds.

II. 74.05% of schools chose not to delay food supply.

The remaining 25.95% responded to the availability of MDM cereals when appropriate. Further investigations into the area indicate that the appropriate MDM cereals are being obtained in the Barnala and Manas areas, as these areas have recorded the greatest positive response. In the Vadodara region, 90.3% and 84.8% of teachers in the Narmada region are regularly supplied. However, the consequences of regular MDM grain supply in the Chotaudipur and Narmada areas are slightly different, as 35.2% of teachers respond negatively.

III. Respondents were delayed by a maximum of 6-10 days (19.58%), followed by 13 people (27.08%) who were delayed for more than 15 days.

IV. The right and timely shortage of information and the issue of sectored food supply are the real reasons for the extraction. 89.6% of teachers clearly acknowledged that the lack of an appropriate and timely information section is the main reason for delaying the supply of rations. The teachers did not express
their opinions for other reasons because they did not want to include themselves in these controversial issues.

8) Most teachers (74.70%) complain that they do not have time to spend on cooking (cooking, beans, vegetables, cooking oil, spices, fuel, etc. are not included). Only 25.30% agreed to receive cooking fees in a timely manner. 69.20% of the teachers were satisfied with the cooking costs of the above-mentioned lunch plan activities. Even 30.80% of the public claimed that this amount is not enough.

I have a positive correlation with R = +0.30, and the time obtained and the smooth running of the MDM scheme are both 1%. Most school officials complained about delays in paying for cooking, which inhibited the smooth running of lunch.

II. By calculating the average, it has been found that an average of about 18,589 rupees (rupees) is an easy-to-operate loss when the standard deviation is 12,667 (in rupees). In order to implement the plan, the amount of the school account should also be calculated. The minimum amount range of 16,000 to 21,000 (Rs) should be kept in school accounts in different regions and in more blocks under the program.

III. In all regions, the Chotalaupur area encountered serious problems in terms of timely approval/conversion fees. This area is worth the rupee. 21876.43 Lost Sangrera lost the rupee. 19325.60 The Anand area lacks cooking costs of $8456.13, but the conditions in these areas are better than Chotalaupur and Narmada.

9) 98.90% of schools have kitchen shading facilities in schools. Few people have reported the production of kitchen sheds. In addition, cross-tabulation analysis was carried out to check the understanding of the appropriate teacher's production of the kitchen shed. 145 (74.80%) respondents were satisfied with the number. The remaining 40 people (21.60%) expressed dissatisfaction with the amount needed for kitchen production. Teachers reported that the amount
of labour caused by material expenditures due to inflation was insufficient to pay for the money.

I have found more that school officials have funded various sources to complete the kitchen shed. It has been revealed that through contributions from charitable organizations, donations and various resources (42.50%) contribution and through poor panchayats, the maximum amount is generated by poor.

II. Pearson correlation coefficient analysis found that there was a negative weak connection between the construction of the kitchen shed and $R = -0.055$.

The main reason for the lack of funds is that inflation has increased construction costs.

II. Pearson correlation coefficient analysis found that there was a negative weak connection between the construction of the kitchen shed and $R = -0.055$.

Inflation is the main reason for adequate funding inequalities, which increases the cost of construction.

10) Significant chi-square value proves that the defendant feels that the tableware is not enough to distribute the food. 133 (73.1%) the teachers replied that there were no utensils for distributing cooked lunches. Only 49 (26.9%) responded positively.

In these areas, only 24.76% of MDMs in the Narmada area agreed to provide adequate equipment, and 75.24% responded negatively. In the Chhotaudepur district, 35.48% of teachers reported having appropriate food dispensing devices. The response in Anand District is like the Narmada District. But to a large extent,

II. Those who know the purpose of school equipment have arranged a variety of sources, such as the village panchayat, a community member who donates equipment for children. Therefore, government officials should provide equipment for the distribution of cooked food.
III. 100% of the teachers replied that the child did not have a school. Next, the teachers replied that 93.98% of the children brought the bowl (ball) (3.35%) after the plate. Only 2.25% of children carry toys and plates.

11) 97.30% of the staff found suitable water supply facilities in the school, and only 2.70% found it unpleasant. Although, Narmada (96.30%), Anand (100%) and Chautadepur (96.77%) all stated that they have suitable water supply facilities. Most of them noticed that the water content is only 50 meters.

11) 60.54% of the teachers replied that they had distributed cooked food to the students of the school, and 36.21% of the schools used classrooms to distribute them at the school. Only 3.24% of people provide food in open spaces.

12) The school schedule is scheduled for the school year. Regarding the number of students attending the register daily, use food according to the child’s schedule, calculation of cooking expenses, attendance records of biscuits, etc. This was confirmed by 176 (95.1%) people...

It is worth noting that 173 (93.5%) staff regularly visits designated senior officials to check the MDM program. The establishment have shown interest in maintaining MDM record registers, availability of infrastructure and proper inspection of cooked food distributed to the students, for the MDM, for food grains, purchases and other components used (such as pulses, oils, spices, green vegetables etc.). A small number of teachers complained about irregularities in supervision by high officials. In addition, according to the response, 64.16% said that the maximum number of visits by government officials was 0-5 in a year, and then 23.12% reported 6-10 visits. Occasionally there will be 11-15 or more visits.

6.3 The impact of the lunch plan on student enrollment, attitudes and attitudes The results of the impact of lunch on student enrolment, attendance and maintenance indicate:
1) The compound annual growth rate (CAGR) is calculated based on the student enrollment rate after the school lunch program. The analysis is done by partitioning, and the partition is further divided into blocks. The main wings are found as follows:

After the introduction of the MDMS program over a five-year period, the primary wing registration status of boys and girls in the Narmada area has fallen to boys below 6789 to 6686. The compound annual growth rate of primary wing boys is -0.31%. This period showed instability and fluctuated during the five years. The strength of girls has increased from 6103 to 6117, with a compound annual growth rate of 0.05%. The overall growth rate of the main students in Narmada fell by -0.14%.

II. The situation in the area was also analysed. It was found that in the primary wing of Lhargaigaon, the boy's compound annual growth rate decreased by 0.11% and increased 0.71 percent for girls. In Chima, girls have decreased by -1.76% and girls have increased by 0.88%, but status is almost the same as Sunam has shown a different picture. Girls by 0.08 and by -1.44, both for girls have overall CAGR girls.

III. The main wing of the Chotaudepur region also shows a negative compound annual growth rate. According to the study, the boy's CAGR is -1.50, while the girl's CAGR is +0.25. The overall registered growth rate of the district is negative (-0.69).

IV. District Chotaudepur is divided into more than three sections, such as MahalKalan, Sehna and Chotauddipur. Registration is better than Sahana and Chhotaudipur blocks than MahalKalan. In the years of registration for boys and girls, CAGR has been calculated. CAGR 3.98 and -2.04 percent for both boys and girls reduced the castle to the palace. For boys, the boy's CAGR +0.25 and the girl's +1.92% of the boys' enrollment rate are Saha. In the Chotaudepur neighbourhood, the compound annual growth rate of girls has increased due to
the decrease in boys. The boy's compound annual growth rate is -1.15, while the girl's compound annual growth rate is +0.42. Therefore, the advantage of girls is better than that of boys.

V. Anand District is the last area to be investigated in Gujarat. Check boys and girls to register the growth of the primary wing. The data CAGR has been studied using data from 2006-10. The overall results of the main wing of the Anand region indicate a decline in the enrolment rate for boys and girls. The registration of boys and girls fell by -1.95 and -1.52%, respectively. Overall, the main wing registration rate fell by -1.75%.

VI. In addition, it has been observed that the boy's Mercury CAGR decreased by -0.34%, the girl decreased by 0.39%, and for Anand Block, the boy and girl levels fell from -3.86% and -2.14. % Simultaneously.

If it happens, the girl's registration is reduced 4.15% and 0.84% of boys. The situation of girls registering in the neighbourhood is even worse.

2) In the case of the upper main wing, the results were taken from the analysis in 2008, as the program was effective for VI-VIII students starting in October 2007. The results of the high main wing are as follows:

My upper body enrollment rate in the Narmada region is poor, as the male boy's compound annual growth rate is -2.82%, and the girls in the 2008-10 school year are -0.69. Overall, the plan shows a compound annual growth rate of -1.84% for the higher main wing in the Narmada region. Most likely, we can conclude that we are entering lunch at school.

II. In the Lehargaaaga neighborhood of the Narmada area, the compound annual growth rate of boys in the selected schools of the 18 schools is -3.69%, and the compound annual growth rate of girls is -1.26%. In Chima, the strength of both boys and girls has declined over the course of three years. The boy's compound annual growth rate (-2.09) is higher than that of girls (-0.72). The boy's compound annual growth rate for the three years in the tsunami was -1.58%,
and the girl was +0.87%. Therefore, for the upper body, the girl’s enrollment status is generally better than that of the boy.

III. In the Chotaudipur area, the compound annual growth rate for boys is -2.06%, while for girls it is -1.98%. Overall, the enrollment rate of senior students declined (-2.02).

6.6 SUGGESTIONS FOR FUTURE STUDY

Research is a changing and broad field. A number of new questions arise as a research is completed. So it can be said that there is no end to the research. Although many things cannot be included in the present study, though many things cannot be included, many researches can be undertaken in relation to this subject. Some of these are the directives of research that can be done in the future.

A Study of MDM in Vadodara city with special reference to growth in enrolment before and after introduction of public private partnership akshaya patra in vadodara.

A study of the opinions of the primary schools principals, teachers, and parents of Anand district towards “Mid Day Meal Scheme”

A comparative study of urban and rural MDM.

The study of influence of Block level on effective implementation of MDM in rural areas.

Comparative studies can be conducted in other cities of various states.

A study of scientific analysis of the menu provided by MDM by collecting time series data for an academic year.

A comparative study of primary school teachers and student guardians on qualitative courses.

Comparative study of aspirants of teachers, teachers and guardians of the students regarding pragnya program in primary schools of Chhotauedepur district.
6.7 CONCLUSION

The study presented the midday meal scheme and selected elementary schools in Vadodara, Anand, Chhotuadepur and Narmada districts of Central Gujarat, rural and urban, the number of students, dropout, gender wise, enrollment, achievement, effects, qualitative study, qualitative study, Nutrition. Use it as a study device to formulate an opinion as well as a schedule statement.

The midday meal plan has successfully eased hunger in the classroom and encouraged poor families to send their children to school. Most children in government schools come from poor families, from poor people. With income below the poverty line, it was not possible for most of these children to have a certain meal a day. Lunch was a blessing, at least for some of them.

The programme has increased enrollment and attendance rate and reduced dropout rate and shown improvement in retention. Further, intensive monitoring of the programme at school level as well as at NGO level by the government officials and community participation improved the implementation of the mid day meal programme. Sharing of common meal enhanced socialization and reduced prejudices.

In order to improve the quality of the food, the food sample should be sending to laboratories for its detailed analysis with reference to micro-nutrients, protein and calorie content. Community involvement should be increased to increase the accountability of functionaries.

There is a large difference between the male and female populations and the literacy rate in the region. The dropout rate is lowest in the district.

The researcher is as careful as possible in the presented study. Attempts to fully justify this study. If the study of midday meal plan views will be useful to some extent in this research to eliminate malnutrition in the education sector and children, then this humble research effort of the student will be written as meaningful.