

SCHOOL WASH

AN ASSESSMENT OF SCHOOL WASH INFRASTRUCTURE AND HYGIENE BEHAVIOURS IN NINE STATES

Status of School WASH two years
after the Swachh Vidyalaya Abhiyan





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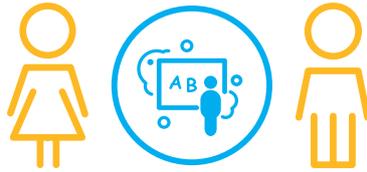
Status of School WASH two years
after the Swachh Vidyalaya Abhiyan



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SCHOOL WASH

ACKNOWLEDGMENTS

An assessment of School WASH infrastructure and hygiene behaviours in nine states

WaterAid India would like to acknowledge and express sincere thanks to the children, parents, and school authorities of the 453 schools surveyed in 34 districts across the nine states of Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Karnataka, Madhya Pradesh, Odisha, Telangana and Uttar Pradesh where the study was conducted.

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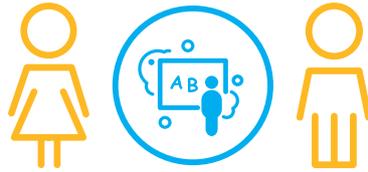
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SCHOOL WASH

EXECUTIVE SUMMARY

An assessment of School WASH infrastructure and hygiene behaviours in nine states

Water, sanitation and hygiene (WASH) in schools focuses on providing safe drinking water, sanitation and hygiene facilities and education within educational institutions, conferring benefits related to improved school attendance and performance, health, and gender equality.

The Right of Children to Free and Compulsory Education (RTE) Act (2010) in India emphasises the importance of free and compulsory education for children between 6 and 14 years under Article 21a of the Indian Constitution.

Yet, striking gaps remain. Cognizant of these gaps, the Ministry of Human Resource Development (MHRD) launched the Swachh Vidyalaya Abhiyan in 2014 with an aim to provide separate toilets for boys and girls in all government schools within a year. On 14th August 2015, the Government of India (GOI) declared 100% sanitation coverage in

all schools. Under Swachh Vidyalaya, significant progress has been made in toilet coverage and functionality. To comprehensively understand the water, sanitation and hygiene (WASH) status post the launch of the Swachh Vidyalaya Abhiyan, WaterAid India undertook an assessment in 453 schools in 34 districts across nine states to take stock of WASH services and infrastructure, understand the functionality and usage and know the status and awareness of hygiene including menstrual hygiene management (MHM).

KEY FINDINGS

Water

Water was available in most schools for drinking, handwashing, toilet use, cooking and cleaning. Hand pumps were the primary source of water in 64.5% of schools, followed by piped water supply in just 20.1% of schools. Hand pumps were also the primary source of drinking water in 61.4% of schools. Drinking water was available throughout the year in 84.1% of the schools surveyed, with close to 10% of all schools reporting water shortage during the summer months. Drinking water was not



considered to be safe in almost 15% of schools as it appeared muddy or unclean, tasted bad, was not purified, or smelt bad. Almost half the schools in the study lacked a water storage facility. Of those schools that had a water storage container, 7% did not have a cover for the container and another 7% had poorly covered containers.

Sanitation

Functional toilets were found in 95% of the schools assessed across nine states, with three-fourths of the schools having separate toilets for male and female students, and one-third having a separate facility for children with special needs. The toilet-student ratio was below the Swachh Vidyalaya proposed ideal norm of 1 toilet unit for 40 students, with one functional toilet for 76 boys and one functional toilet for 66 girls. In 39% of schools, toilets were found to be locked. Running water in toilets was observed to be available only in a little over one third of the schools, while one-fifth had dustbins inside or near the toilet. Despite the availability of functional toilets, 15.2% of students interviewed reported that they never used the school toilets during school hours, with many of these students defecating in the open.

On speaking to students, two-thirds stated that all toilets in their schools were clean, 31% reported foul smelling toilets, and 81% noted the lack of dustbins in or near the toilet facility. Correspondingly, the top three reasons for students not using toilets were lack of water in the facility, locked toilets, and dirty toilets.

Solid waste management was insufficient in schools with 45.2% of teachers mentioning that garbage was burned in a field or dump, and 31.9% noting that

garbage was thrown outside the school premises.

Hygiene facilities

Compared to the availability of water and toilets in schools, the presence of handwashing facilities lagged behind as 31% of the schools assessed were deficient in handwashing facilities outside the toilet. One-third of the schools had no running water for handwashing and a little over half did not have soap near toilet facilities.

Just about one-fifth of schools assessed had some facility for girls to manage their menses. Incinerators were available in 38.3% of schools, and dustbins in 61.7% schools with menstrual hygiene facilities. In half the schools lacking any menstrual hygiene management facility, girls threw the used absorbents outside school premises. Across all study sites, 32.8% of girls mentioned attending school during their menses and a quarter shared that their teachers gave them information about menstruation.

Hygiene behaviour

Most students washed their hands after using the toilet and half said that they followed group handwashing practices on a daily basis. Handwashing practices may be challenging as 43.7% students reported queues at the handwashing station.

Teachers received training on sanitation and hygiene in about 44% of schools, 70% schools had lessons related to sanitation and hygiene for students, and 60% of schools had wall messages on sanitation and hygiene.



WaterAid/ Ronny Sen

Enabling environment/ institutional processes

Almost 50% of teachers shared that structural repair work and cleaning of sewage lines, waste water lines, septic tanks and leach pits in schools was never done. A partial explanation for this lacunae may be the lack of funds to maintain and manage WASH facilities as mentioned by 81.5% of teachers. Around 40% of teachers shared that they did not receive funds in a timely manner, further compounding the situation. To address the fund gap, principals stepped in and often resolve the issue drawing upon their personal funds.

According to the teachers interviewed, School Management Committees (SMC), present in 84.1% of schools, attended to hygiene and sanitation issues and management related concerns. Student led committees or student cabinets did exist in

many schools, as reported by about three-fourths of teachers.

The findings underscore that much progress has been achieved, especially with regards to sanitation, and that further improvements in WASH infrastructure and hygiene behaviours are required to meet the norms specified under the Swachh Vidyalaya Abhiyan guidelines. While significant progress has been made to institute toilets in schools, efforts now need to focus on ensuring that there are adequate number of functional toilets for students, safe drinking water available throughout the year, and handwashing stations to enable hygiene practices before eating and after toilet use.





SCHOOL WASH

INTRODUCTION

An assessment of School WASH infrastructure and hygiene behaviours in nine states

Water, sanitation and hygiene (WASH) in schools focuses on providing safe drinking water, sanitation facilities and hygiene facilities and education within educational institutions, conferring benefits related to improved school attendance and performance, health, and gender equality.

The Right of Children to Free and Compulsory Education (RTE) Act (2010)¹ in India emphasises the importance of free and compulsory education for children between 6 and 14 years under Article 21a of the Indian Constitution. Under the RTE Act 2010², all schools must have separate toilets for boys and girls and adequate safe drinking water facilities. Reinforcing this mandate, the Supreme Court in 2011³ directed the Union and

State governments to provide basic infrastructure, including drinking water and toilets, in all schools by start of academic year in 2012^{4,5}. However, the 2011-12 District Information System for Education (DISE)⁶ report highlighted that only 81.14% of schools had separate toilets for boys and 84.48% for girls, and 94.45% of schools had drinking water facilities. However, there is no mention about actual usage and functionality of the existing services. For example, if the toilet is usable, locked or defunct, whether it is cleaned regularly, if a water source is usable, the purpose of the source (for drinking or washing), distance from the source to the toilet, yield and months when the source is usable. Moreover, about 35% children in India with disabilities remain out of Elementary school (DISE 2011-12) and the school drop rate amongst

¹ Right of Children to free and compulsory education Act, 2010. Ministry of Human Resources Development (Department of School Education and Literacy), 8th April 2010

² RTE 2010 Rules, pp. 39. Available at: http://mhrd.gov.in/sites/upload_files/mhrd/files/RTI1.pdf

³ Supreme Court order on October 18, 2011, bench of Justices Dalveer Bhandari and Dipak Mishra. Available at: <http://judis.nic.in/supremecourt/imgs1.aspx?filename=39616>

⁴ Supreme Court asks states to provide toilets in schools by Mar 31. Available at: <http://timesofindia.indiatimes.com/india/supreme-court-asks-states-to-provide-toilets-in-schools-by-mar-31/articleshow/11483231.cms>

⁵ All schools must have toilets within six months. Available at: <http://www.thehindu.com/todays-paper/tp-in-school/all-schools-must-have-toilets-within-6-months-supreme-court/article3962965.ece>

⁶ Analysis of District Information System for Education (DISE) Data: Unicef, April 2013. Available at <http://www.dise.in/Downloads/Use%20of%20Dise%20Data/Analysis%20of%20DISE%20Data%202011-12%20UNICEF.pdf>



adolescent girls in India is as high as 63.5% (MoSPI, 2012)⁷.

The 2012 UNICEF report⁸ on assessment of child friendly WASH in school for the state of Uttar Pradesh, shows that although a total of 97.5% of the schools had toilet facility, only 83.75% schools have an availability of separate toilet for girls and boys, with only 61.25% toilets being reported as functional. In case of drinking water, only 50% schools had a running water provision. And 33.75% schools have provisions for children with special needs.

According to the study conducted by WAI to assess the status of school sanitation in Andhra Pradesh⁹ in 2012, it was found that only 69% schools reported to have drinking water facilities while only 36% school children are using toilets. Huge gaps were also found between ratio of toilets to children and only 4.7% of the total 663 schools surveyed reported to have 1 toilet for every 40 children¹⁰. The survey also revealed that there was only one toilet unit per 347 children and only 29% of the schools are maintaining toilets.

Cognizant of these gaps, the Ministry of Human Resource Development (MHRD) launched the Swachh Vidyalaya Abhiyan in 2014 with the aim to provide separate toilets for boys and girls in all government schools within a year¹¹. Under this program, MHRD was to support the States/Union

Territories inter alia to provide toilets for girls and boys in schools under Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Additionally, funds (to the tune of INR 56.51 crore) were also allocated from the Swachh Bharat Kosh for reconstruction/repairs of the dysfunctional toilets. On 15th August 2014, Prime Minister Narendra Modi from the ramparts of the Red Fort in Delhi declared that no school in India will be without separate toilet for boys and girls by 15th August 2015.

Swachh Vidyalaya is the national campaign driving 'Clean India: Clean Schools'. A key feature of the campaign is to ensure that every school in India has a set of functioning and well maintained water, sanitation and hygiene facilities to have a healthy school environment and to develop or support appropriate health and hygiene behaviours.

The technical components include drinking water, handwashing, toilet and soap facilities in the school compound for use by children and teachers. The human development components are the activities that promote conditions within the school and the practices of children that help

⁷ Ministry of Statistics and Programme Implementation; as cited in www.cry.org

⁸ UNICEF 2012. Assessment of Child Friendly WASH in Schools, Uttar Pradesh- Report. January 2012.

⁹ The study conducted across 948 schools spread across 206 mandals in eight districts (Ananthapur, Chittoor, Cuddappa, Medak, Nalgonda, Nellore, Srikakulam and Warnagal) of Andhra Pradesh.

¹⁰ The study data shows that for every 236 boys there is one urinal and for every 235 boys one lavatory, similarly for 184 girls there is one urinal and for 164 girls there is one lavatory. Ratio between lavatory and urinals shows a short fall of urinals by 2460 numbers.

¹¹ PIB March 5, 2014. Available at: http://mhrd.gov.in/sites/upload_files/mhrd/files/Swachh_Bharat.pdf



to prevent water, hygiene and sanitation related diseases.

School sanitation and hygiene depend on a process of capacity enhancement of teachers, community members, SMCs, non-governmental organisations (NGOs), community based organisations (CBOs) and education administrators.

Water, sanitation and hygiene in school aims to make a visible impact on the health and hygiene of children through improvement in their health and hygiene practices, and those of their families and the communities.

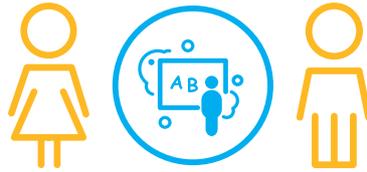
It also aims to improve the curriculum and teaching methods while promoting hygiene practices and community ownership of water and sanitation facilities within schools. It improves children's health, school enrolment, attendance and retention and paves the way for a new generation of healthy children¹².

On 14th August 2015, the GOI declared 100% sanitation coverage in all schools of India. Undoubtedly, significant progress has been made to ensure that functional toilets exist in schools and that separate toilets are available for male and female students. Yet, experiences from the field suggest that the construction of toilets alone may be insufficient to end open defecation and promote

hygiene behaviors. While water and toilet facilities may exist in many schools, the functionality of such facilities, as well as their sustained use by the student community must be examined to understand if targets have been achieved. With the Swachh Vidyalaya Puraskar applications having closed on 12th August 2016, it is important that the review of applications carefully consider the achievements and key gaps in terms of accessibility and availability of water for drinking and toilet use, availability of separate functional toilets for girls and boys as well as for children with special needs, availability of functional handwashing facilities, operations and maintenance systems, and behavior change and capacity building activities.

To comprehensively understand the water, sanitation and hygiene (WASH) status post the launch of the Swachh Vidyalaya Abhiyan, WaterAid India undertook a WASH assessment in 453 schools in 34 districts across nine states.

¹² Swachh Bharat Swachh Vidyalaya- A national mission. Clean India: Clean Schools handbook. MHRD 2014. Available at: http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Eng_Swachh-Bharat-Swachh-Vidhalaya.pdf



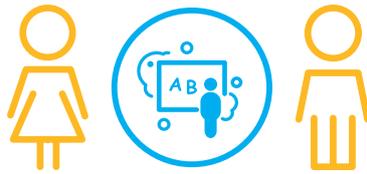
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OBJECTIVES

OF THE STUDY

An assessment of School WASH infrastructure and hygiene behaviours in nine states

- 1 Stocktaking of WASH services and infrastructure in schools
- 2 Understanding the functionality and usage of WASH services/ facilities/ infrastructure in a sample of schools across India
- 3 Knowing the status and awareness of hygiene including menstrual hygiene management (MHM)



SCHOOL WASH

METHODS

An assessment of School WASH infrastructure and hygiene behaviours in nine states

STUDY METHODOLOGY

The study was carried out in 453 schools in 34 districts across nine states in which WaterAid India works. **Table 1** presents the sample details.

The assessment used both quantitative tools (i.e., observational checklist of WASH infrastructure) and qualitative tools (interviews with teachers, principals, and students, and focus group discussions with students). A three-stage purposive random sampling methodology was followed in each of the nine states. In the first stage, districts were purposively selected from the nine WAI intervention states. In the second stage, all the gram panchayats falling under the districts were arranged alphabetically and 18 GPs were selected systematically with a random start. In the third stage, villages from each of the selected GPs were identified. From each GP, three schools were covered – one primary, one middle and one secondary. On average, 54 schools were covered in each state.

In the study, 453 schools were visited and covered.

Observations of toilet(s) and cleanliness in school facilities in terms of functionality were done. Functioning of WASH programme in schools and status of hygiene, facilities of toilets for girl students were observed including MHM. In-depth interviews were conducted with teachers and school authorities to know more about functionality, bottlenecks and cost of the programme. Within selected schools, two classes and 5 students from each class were included. In all, from 453 schools, 830 teachers and principals, and 4806 students were interviewed using a structured questionnaire to understand student's perspective of WASH facilities and its usage. To collect 'soft data', 29 Focus Group Discussions (FGD) were conducted with students and 20 FGDs with SMC members. Apart from collecting factual information, investigators observed school conditions, classrooms, cleanliness in cooking and serving midday meals, drinking water, toilet facilities, and handwashing practices using a checklist.



STUDY TOOLS

The study tools included questionnaires for teachers, students, checklist for observation of schools in terms of situation of WASH in schools, and guidelines for interviews with stakeholders, students and members of SMC. The study tools were translated into regional language - Hindi, Oriya, Telugu, Tamil and Kannada, pretested for

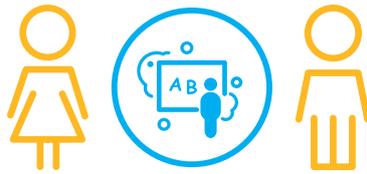
content and were finalised in consultation with WaterAid India.

SCHOOLS COVERED

Of the 453 schools assessed, 37.8% were primary schools, 39.5% were middle schools, and 22.7% were higher secondary schools. A vast majority of all schools were co-educational.

State	Districts	Gram panchayat	Schools	Students	Teachers/ Principals
			<i>Observational Checklist</i>	<i>Interviews, focus group discussions</i>	<i>Interviews</i>
Andhra Pradesh	Chittoor, Nellore	18	49	528	94
Bihar	Madhubani, Muzzafarpur, Aurangabad, Khagaria, Bhagalpur	18	52	520	102
Chhattisgarh	Kanker, Korba Rajnandhaon, Raigarh, Dantewada	18	52	521	96
Jharkhand	Sahibgunj, Pakur, Ramgarh	18	53	529	88
Karnataka	Raichur, Yadgir	18	54	541	104
Madhya Pradesh	Chattarpur, Datia, Panna, Sehore, Chindwara, Hardha, Indore, Narsinghpur	18	48	540	82
Odisha	Debgarh, Bhadrak	18	54	540	96
Telangana	Medak, Warangal	18	45	537	85
Uttar Pradesh	Chitrakoot, Fatehpur, Mahoba, Balrampur, Mirzapur	18	46	550	83
TOTAL	34	162	453	4806	830

Table 1 Details of schools included in the assessment



SCHOOL WASH

STUDY FINDINGS

An assessment of School WASH infrastructure and hygiene behaviours in nine states



WATER

Availability of water for drinking and other purposes

A vast majority of schools surveyed across the nine states had adequate water for drinking, handwashing, and toilet use as well as for other purposes such as cooking and cleaning (Table 2).

Notably, slightly fewer schools had access to water for toilet use compared to water available for drinking and handwashing. Even though 91.4% of schools had drinking water, a slightly lower proportion of 85.8% had access to safe drinking water suggesting that not all drinking water was potable. The primary source of water, including drinking water, in all nine states was a hand pump, followed by piped water supply and tube wells (Figure 1).

Availability of adequate water for	Teachers/Principals
Drinking	91.4
Handwashing	93.4
Toilet use	86.8
Cooking	88.1
Cleaning	91.2
Washing utensils	91.6
Kitchen gardening	53

Table 2
Availability of water for various purposes

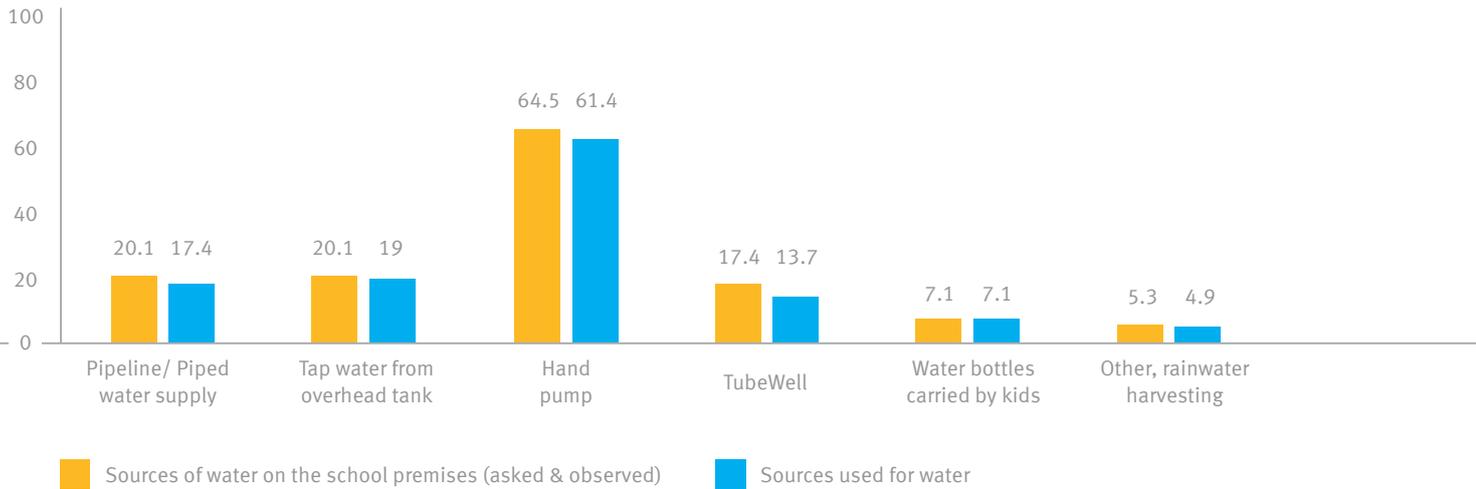


Figure 1 Source of water for domestic and drinking use

Most students interviewed reported having access to drinking water in school through the year, the main source reported being the hand pump.

At the state level, the top two performing states in terms of access to safe drinking water in schools (as reported by students) were Uttar Pradesh and Madhya Pradesh, and the two lowest performing states were Bihar and Chhattisgarh (Figure 2).

Yet approximately three-fourths of them stated that they always had access to safe drinking water in school. A little over three-quarters of students noted that the drinking water container was always clean, hinting at one possible reason why drinking water was not considered to be safe by some students (Table 3).

Functionality

Drinking water was available through the year in 84.1% schools assessed (Table 4). However, summer time posed a problem in some areas, with 10% of schools reporting water shortage during this season. The quality of drinking water supplied to schools was a concern in some schools as

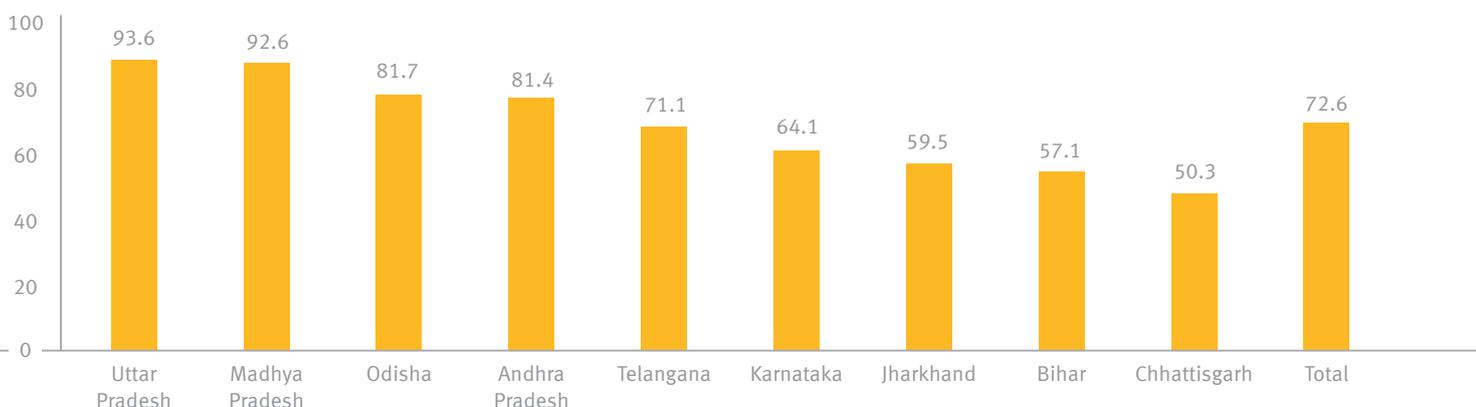


Figure 2 Safe drinking water facility available in schools (according to students)



Total number of Students interviewed	4806
% students mentioning that drinking water source is available in the school (%)	93.4
Sources used for drinking water in the school (% of students)	
Hand pump	58.2
Tap water from overhead tank	15.1
Pipeline/piped water supply	12.8
Tube well	8.6
Water bottles carried by kids	1.1
Others	2.2
Do not know / Can't say	1.8
Water is available throughout the year	88.9
Safe drinking water facility is available in school (% of students)	
Always	72.6
Sometimes	8.9
Never	18.5
Drinking water container is always clean (% of students)	
Always	76.8
Sometimes	11.7
Never	11.5

Table 3 Availability of drinking water facility in the schools as per students interviewed

Total number of Schools	453
% schools having drinking water available in school	
Always	84.1
For some hours	3.1
For few days	3.3
Not available in summers	9.5
% schools having a motor available to pump water	31.4

Table 4 Availability of drinking water in schools

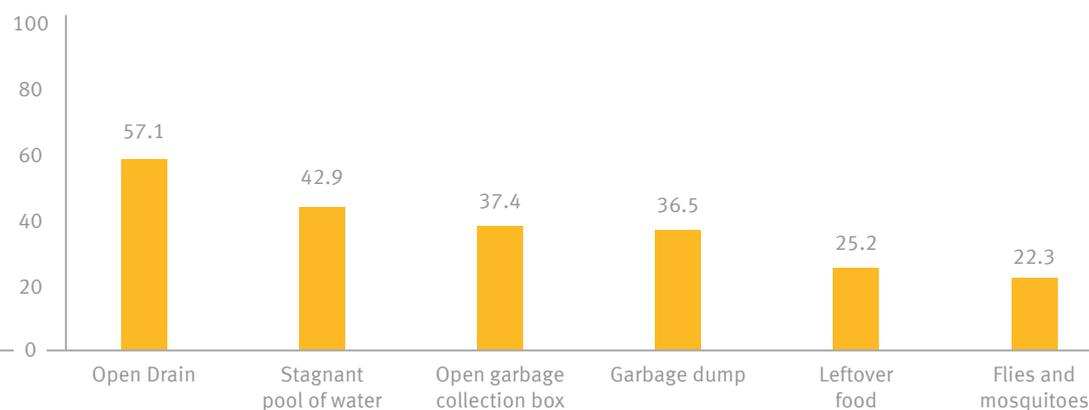


Figure 3 Status of cleanliness in the areas around the hand pump (source of water) in schools

14.2% of schools did not have access to safe drinking water. The main issues noted by students were unpleasant taste, dirty or muddy appearance, and lack of water treatment to make it safe for consumption. Another area of concern was the point of use of tap for water. This was observed to be very clean or clean in 69% schools, and was somewhat clean in 22% cases. In 9% schools, the point of use of tap was dirty.

Cleanliness around main water source was an additional concern with potential contamination from various sources, including the area around water source, the water storage container itself, the location of the container, and measures taken to promote safe handling of drinking water. The top three sources of potential contamination found around hand pumps were open drains, stagnant pools of water, and open garbage collection boxes and garbage dumps (**Figure 3**).

Total number of Schools	453
Type of storage facility used (%)	
Overhead tank	28.3
Sump/underground water tank	12.6
Large drums	10.2
No container (no water storage getting running water)	48.9
% schools where drinking water container was clean (Observed)	89.2
% schools storing water in a container (Observed)	
Covered properly	86.1
Not covered properly	6.9
Open	6.9
Mean duration of time when the water container / tank was last cleaned (days ago)	20.2

Table 5 Storage facility used in schools



Number of schools reporting water stored in container (n)	231
Ways water is drawn from container* (Observed) (%)	
Use handle glass	41.6
Use glass kept over the container	32.9
From the tap of the container	18.6
Children put their hands in pot	6.9
Others	11.3

Table 6 Handling of drinking water in schools

With most of the surveyed schools receiving adequate water, including drinking water, a striking 48.9% had no water storage facilities. The remaining schools stored drinking water in overhead tanks, sumps, or large drums (Table 5). In a majority of these schools, the water storage container was properly covered, yet around 14% were either improperly covered or not covered at all. The water contained were found to be cleaned every 20 days on average. Among schools storing water, 59% of the teachers mentioned checking cleanliness of water stored daily or weekly, and 42% teachers reported that waste was removed from the school on a daily basis.

In some schools, safe handling of drinking water was problematic as less than half of the schools assessed had a handle glass and one-third had a glass kept over the container (Table 6). Speaking to the lack of handle glasses available to draw water for drinking, only half of the students interviewed reported that this facility was available in their school.

Keeping in mind the assessment categories mentioned in the Swachh Bharat Puraskar under water, the key gaps noted through this assessment

are access to safe drinking water through the year, safe storage of water, safe handling of drinking water, and ensuring that the water source and container are protected from contaminants. While not covered in this assessment, the quality of drinking water must be assessed regularly to ensure that it is safe for consumption.



SANITATION

Availability

Almost all schools assessed - **95% were found to have functional toilets, indicative of progress over the past two years, and 76% schools had separate toilets for boys and girls and 70% schools had separate urinals (Figure 5).**

State variations emerged in access to separate toilets, with the top performing states being Chhattisgarh and Jharkhand, and the two lowest performing states being Karnataka and Odisha

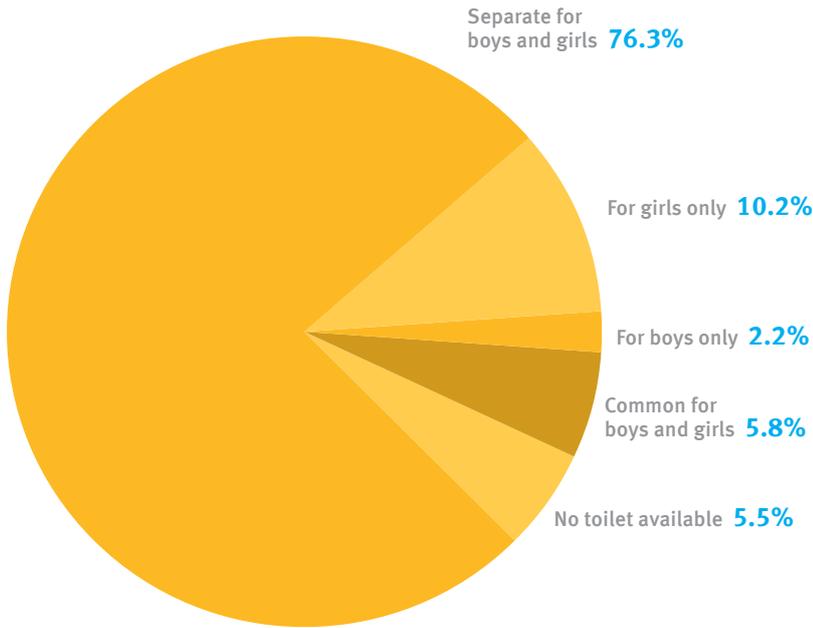


Figure 4 Toilets available in schools

(**Figure 5**). Notably, in some states (Telangana, Karnataka and Odisha), a higher proportion of schools had separate urinals for girls and boys as compared to separate toilets. Separate toilets for teachers and for children with special needs (CWSN) were found in 28% and 32% of schools respectively.

functional, yet only three-fourths of the students used the school latrine for defecation during school hours, with one-fifth reporting that they defecated in the open (Table 7).

During student interviews 83.5% of students reported that toilets were

The prevalence of open defecation was particularly striking as one-fifth of students said that they always defecated in the open, with another one-third stating that they usually or

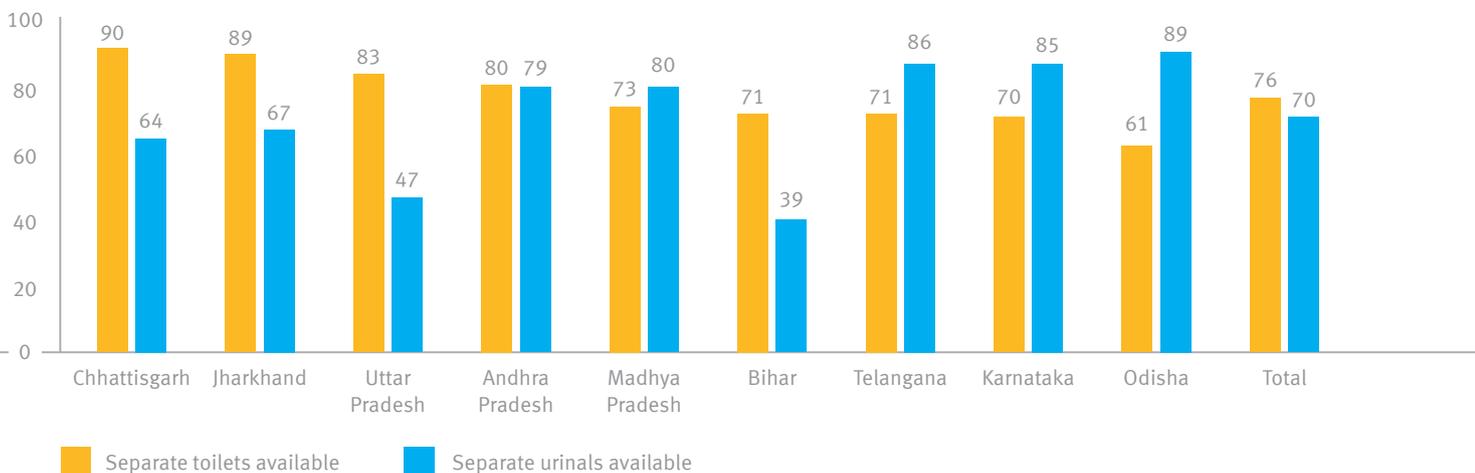


Figure 5 Availability of separate toilets and urinals for boys and girls by states



Total number of students mentioning toilets available in the school	4806
Place where students usually go to defecate during school hours (%)	
School latrine	75.7
Bush / field or school ground	19.4
Latrine at home or at neighbour's house	3.9
Others	0.9
% ever used the bush/wall/yard instead of toilet/urinal (%)	
Always	20.2
Usually	11.7
Sometimes	20.4
Never	47.7
% toilets functional (%)	
All	83.5
Some	10.0
Most toilets are blocked/non-functional	6.5

Table 7 Availability of toilets and urinals in schools

sometimes defecated in the open (Table 7).

Functionality

The number of toilet seats, and that too functional toilets for students were below the norm of one toilet for 40 students. Based on the school observations, the toilet to student ratio for boys was 1:70, and the functional toilet to male student ratio was 1:76. For girls, the ratio was 1:62, with the functional toilet to female student ratio as 1:66 (Table 8).

While schools had water for toilet use, running water was available only in about 37% of toilets for girls and boys (Table 8). To a great extent, toilets were found to be safe, well-lit and ventilated, with a majority having child-friendly latches.

Operations & Maintenance (O&M)

In over half of the schools with functional toilets, cleaning was done only once a week, with daily cleaning carried out in just over a quarter of all schools (Table 9).

In over 50% of schools, permanent sweepers or sweepers on contract undertook the cleaning. However, only 63.4% of schools had regular cleaning staff. Perhaps resulting from this gap, toilets were at times cleaned by male and female students, and by teachers (Table 9). Phenyl was used to clean toilet in almost two-thirds of the schools, while toilets in close



	Boys	Girls	Teachers	CWSN
Number of schools with toilets	378	406	119	138
Ratio of number of students/teachers per toilet available	69.6	61.9	6.8	
Ratio of number of students/teachers per toilet functional	75.5	66.0	7.0	
Running water is available in all the toilets (%)	36.8	36.9	52.9	27.3
Toilets having opening for natural light (%)	88.4	89.9	90.0	80.4
Toilets having opening for ventilation (%)	85.7	85.7	89.2	81.9
Toilet doors have latches (%)				
Inside latch	18.5	17.2	30.0	17.4
Outside latch	3.2	4.4	2.5	5.1
Yes, both side	75.7	75.1	65.0	75.4
No latches available	2.6	3.2	2.5	2.1
Latches being child friendly	86.2	86.5	92.5	79.0

Table 8 Details of toilet facility available for boys, girls, teachers, and children with special needs

Total number of schools having functional toilets	429
Frequency at which toilets are cleaned (%)	
Daily or twice a day	27.5
Weekly	51.7
Less frequently	20.8
Person who cleans the toilets (%)	
Permanent sweeper	27.7
Sweeper on contract	26.6
Male students	16.8
Teacher	13.5
Female students	13.5
Helper	8.2
Other	11.7
% schools where cleaner is regular	63.4

Table 9 Cleaning of toilet facilities observed in schools



	Boys	Girls	Teachers	CWSN
Condition of the passage to toilet (shrubs, etc.) (%)				
Clean	79.9	81.3	84.2	84.1
Dirty	17.5	16.0	14.2	14.5
Difficult to walk	2.6	2.7	1.6	1.4
Seen dust, faeces on and around the toilet seat (%)	45.5	45.8	44.2	50.0
Water use marks available showing toilet being used (%)	68.3	68.7	74.2	68.8
% toilets found clean (%)				
All toilets	59.4	60.5	67.2	58.7
Some toilets	30.2	30.1	27.7	33.3
None	10.3	9.4	5.1	8.0
Toilet having bad odour or smell (%)	28.1	26.4	26.9	37.0
Stains seen in the toilet (%)	45.1	44.2	39.5	45.3
Dustbin placed near the toilet (%)	18.6	18.8	28.6	15.2
Hand cleaning agent available in or near toilet (%)				
Inside the toilet	17.5	18.5	23.7	13.7
Outside the toilet	44.0	43.2	41.5	41.0
No cleaning agent seen	38.5	38.3	34.7	45.3

Table 10 Details of toilet facility available for boys, girls, teachers, and children with special needs

to one-third of schools were cleaned with water only. The path to the toilets was clean in many schools, but dust and faecal matter in and around the toilet seat was noticed in about half of the schools. Around 60% of student toilets were found to be clean. Less than one-fifth of student toilets had dustbins placed near the toilet. Close to 40% of schools had no soap to wash hands and about 42% had a handwashing agent outside the toilet (Table 10).

Students perceived maintenance and cleanliness of toilets to be an issue. Almost a third of students said that toilets had an odour, 60% students reported lack of running water in toilets, and only a third noted that

toilets were cleaned daily. State variations in toilet cleanliness were apparent, with toilets in Odisha, Uttar Pradesh and Chhattisgarh lacking running water more than other states, more schools in Uttar Pradesh, Madhya Pradesh and Bihar having unclean toilets, and odour is an issue in school toilets in Bihar, Madhya Pradesh and Uttar Pradesh (Figure 6).

The cleanliness or condition of toilets shape toilet use to some extent as can be seen in Figure 6. The two states that top in terms of toilet use by students were Chhattisgarh and Andhra Pradesh, and the two states with the lowest toilet use by students were Karnataka and Uttar Pradesh.

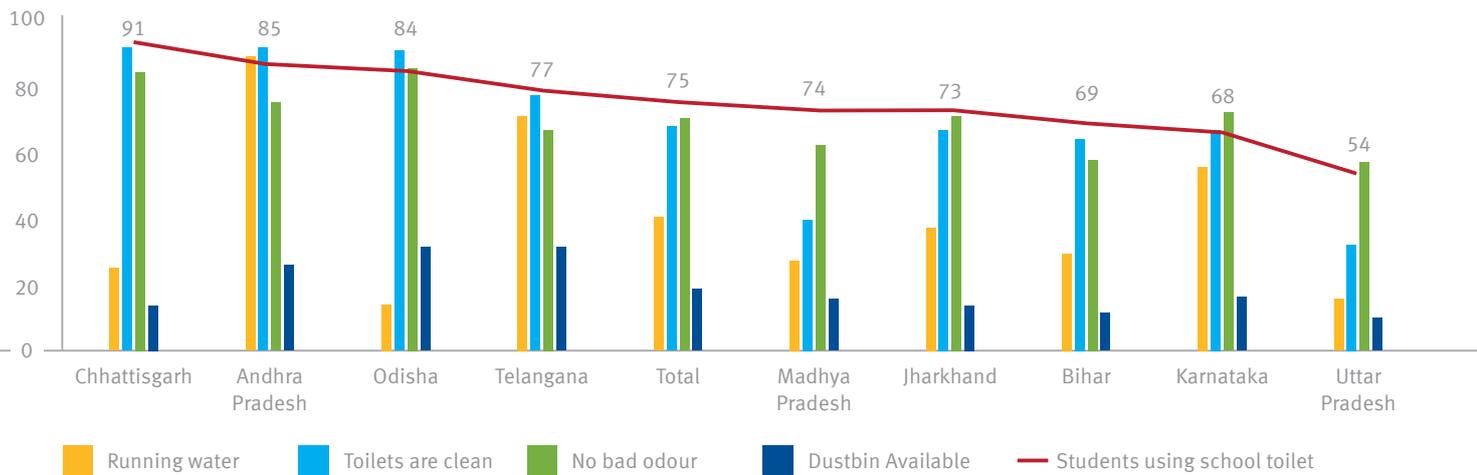


Figure 6 Percent students using toilets by condition of toilet

Toilet use

Student interviews found that 86.6% students said that the latrine is always open during school hours, and 75% of students used school latrines during school hours. However, 15.2% said that they never used the latrines (Table 11). The main reasons for not using school toilets include lack of water, locked latrines (even though a majority mentioned that toilets were open during school hours), and dirty latrines (Table 11).

In summary, looking at the Swachh Vidyalaya Puraskar assessment categories for toilets, issues that need to be addressed are ensuring separate toilets for girls, boys and children with special needs, and of regular cleaning and maintenance of toilets.



HANDWASHING FACILITIES

Availability

Common handwashing facilities outside the toilets were observed in 57% schools.

Only 9% schools had separate handwashing facilities for boys and 3% for girls within the toilet blocks.

In 59% schools, running water was always available at the handwashing facility, but 34% schools had no running water for handwashing (Table 12).



Total number of students mentioning about schools having toilet	4419
Latrine is always open for students during school hours (%)	86.6
% students use school toilets	
Always	74.7
Sometimes	10.1
Never	15.2
Number not using school toilets	1117
Reasons for not using school toilet during school hours* (%)	
No water available	37.7
Latrine is closed/locked	21.4
It is very dirty	20.6
Too smelly	17.6
Toilet is broken	16.4
Latrine out of order/blocked	12.5
Habituated to go in open	7.7
No door/not enough privacy, latch or door handle are missing	4.1
Too far away	2.5
Too dark inside	2.4
Not enough time as there is a long queue	2.3
Male and female latrine are closer to each other	2.0
Other, occupied by others	21.2

Table 11 Use of toilets in schools

Functionality

Majority (85%) schools had water points at child-accessible height, and nearly half of them had soap near toilets (Table 12).

The significant gap for handwashing facilities include limited availability of soap outside toilet facilities.

School Hygiene

Many students mentioned that classrooms were clean, and that the school premises were swept daily. However, about half of the students stated that dustbins were available in the classroom and relatedly, 66% noticed garbage around the school compound. (Table 13).



Total number of schools	451*
% schools having handwashing facility available near toilets	
Separate for boys within respective toilets blocks	8.6
Separate for girls within respective toilets blocks	3.3
Common handwashing area outside the toilets	57.0
No handwashing area outside the toilets	31.0
% schools having running water for handwashing	
All time running water	59.0
Some time running water	7.1
No running water	33.9
% schools having water points at child-accessible height	85.1
% schools having soap available near toilet	47.2
% schools where children make a queue to use the toilet during break time	29.0

* Data was not available for one school each in Jharkhand and Telengana

Table 12 Handwashing facility available near toilets in schools

Cleanliness status of classrooms	Percent (%)
Classrooms are always clean	86.2
Dustbin is always available in the classroom	51.3
School premises swept daily	76.7
Never seen garbage lying around the school	33.6

Table 13 Cleanliness maintained in schools



HYGIENE PRACTICES

Handwashing

The findings suggest that students were more likely to wash their hands before eating the mid-day meal than after using the toilet - students washed their

hands after toilet use in 82% of schools, but washed their hands before eating in 95% schools. Students followed group handwashing practices in only 57.6% of schools on a daily basis. Weekly hygiene checks were conducted in 58.1% of schools, typically by the teacher or principal ([Table 14](#)).

Total number of schools	453
% schools where children wash their hands after toilet use	82.0
% schools having children wash their hands before eating	95.3
Frequency at which student follow group handwashing practices	
Daily	57.6
Thrice a week	9.1
Rarely	23.3
Never	10.0
% schools having hygiene checks (nails and hair) done in the school	96.0
Frequently at which hygiene checks are done in the school (%)	
Every alternate day	20.4
Twice a week	16.9
Weekly	58.1
Fortnightly	2.7
Off and on	2.0
Person who checks the hair and nails of students (%)	
Teachers	50.6
Principal	25.9
Bal cabinet member	13.5
WASH teacher	12.6
Head girl/boy	7.1
Other	9.1

Table 14 Hygiene practices among students



Total number of students	4806
Queues are there at the handwashing place	43.7
Students wash hands in the school	95.6
% students wash hands after toilet use	98.5
Group handwashing practices followed in the schools (%)	
Daily	49.6
Thrice a week	8.3
Rarely	26.6
Never	15.4

Table 15 Handwashing practices followed and those taught in schools

Student interviews and FGDs found that a vast majority reported washing their hands, including after using the toilet. Less than half reported queues for handwashing (**Table 15**). Among those who did not wash their hands, reasons listed were lack of place for the same, no soap and lack of time. Confirming observations of group handwashing practices in schools, only half of the students reported engaging in this practice on a daily basis.

Looking at the Swachh Vidyalaya Puraskar criteria, the schools need to be supported to encourage group handwashing practices, particularly in the context of the Mid-Day Meal Scheme

Menstrual Hygiene Management Facilities

About one-fifth of the schools assessed had a facility available for girls to manage menstrual hygiene (MH). These could include a place to hang or store their menstrual absorbent, facilities to wash and dry the absorbent, and disposal mechanisms for menstrual waste. The top performing states where schools had access to MH facilities were Telangana, Andhra Pradesh and Madhya Pradesh, while the lowest performing states were found to be Bihar, Odisha and Chhattisgarh (**Figure 7**).

Differences in access to MH facilities were noted by type of school with a higher proportion of middle and high schools having MH facilities compared to primary schools, given the age of female students attending these institutions (**Table 16**).

A little over one-fourth of the assessed schools had a place or a small cabinet to keep sanitary napkins, and 15% had hooks inside toilet area (**Table 16**). The most commonly available facilities to manage

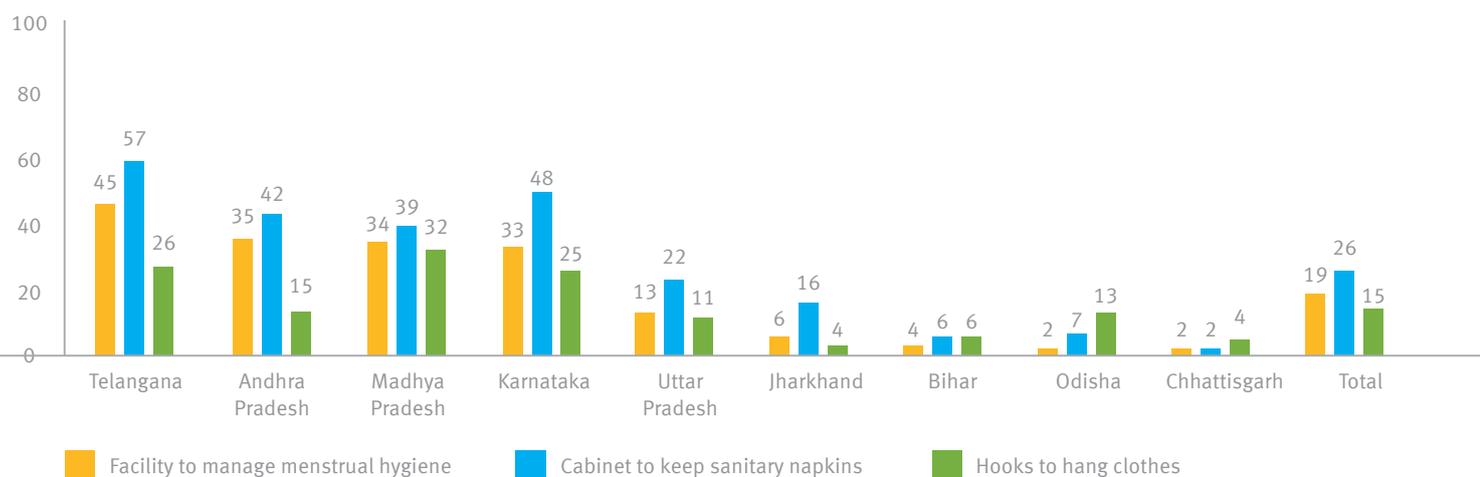


Figure 7 Availability of facilities for MHM for girls by states

MH were a washing area and dustbins for disposal (Table 16).

When schools lacked MH facilities, girls in about 55% of schools threw the used absorbents outside the schools premises.

Student interactions revealed that **32.8% of girls attended school during their menstrual period** and a quarter mentioned that their teachers provided them with information on what to do during menstruation.

To meet the criteria for the Swachh Vidyalaya Puraskar, schools will have to establish disposal mechanisms for menstrual waste, and provisions to provide female students with information on menstruation and menstrual hygiene must be in place.



	Primary school (1-5 std)	Middle school (6-8 std)	Higher Secondary (9 -12 std)	All schools
Total number of schools with functional toilets	79.9	79.9	79.9	79.9
% schools having facility available in girl's toilet to manage menstrual hygiene	9.7	16.8	34.8	18.9
% schools where there is a place/small cabinet to keep sanitary napkins	17.0	26.2	38.3	25.9
% toilets where hooks are available inside toilet area for hanging clothes	13.3	12.8	19.1	14.7
Number of schools having facility available to manage MH in girls' toilet	16	25	40	81
Type of facility available for girls to manage menstrual hygiene (%)				
Washing area	87.5	72.0	80.0	79.0
Drying area (cloths line)	68.8	52.0	55.0	56.8
Incinerator	43.8	40.0	35.0	38.3
Burning in open	37.5	24.0	57.5	43.2
Bins	37.5	60.0	72.5	61.7
Others	6.3	8.0	2.5	4.9
Number of schools not having facility to manage MH in girls' toilet	149	124	75	348
Ways girls manage menstrual hygiene when no facility is present				
Throw outside the school premises	43.6	61.3	68.0	55.2
Flush down the toilet	4.7	2.4	8.0	4.6
Leave it in the toilet	16.8	6.5	1.3	9.8
Other	34.9	29.8	22.7	30.5

Table 16 Facilities to manage menstrual hygiene



HYGIENE EDUCATION IN SCHOOLS

Strikingly, **almost two-thirds of teachers interviewed had not attended any training on hygiene and sanitation in schools** (Figure 8), but, in 43.5% of schools, teachers had undergone training on hygiene and sanitation (Table 17). However, information on the number of teachers trained in each school was not collected (Table 17), highlighting this as a critical area of intervention.

Approximately 90% of teachers shared that schools had chapters on sanitation, handwashing, and safe drinking water, but only 40.7% stated that there was a chapter on menstrual hygiene.

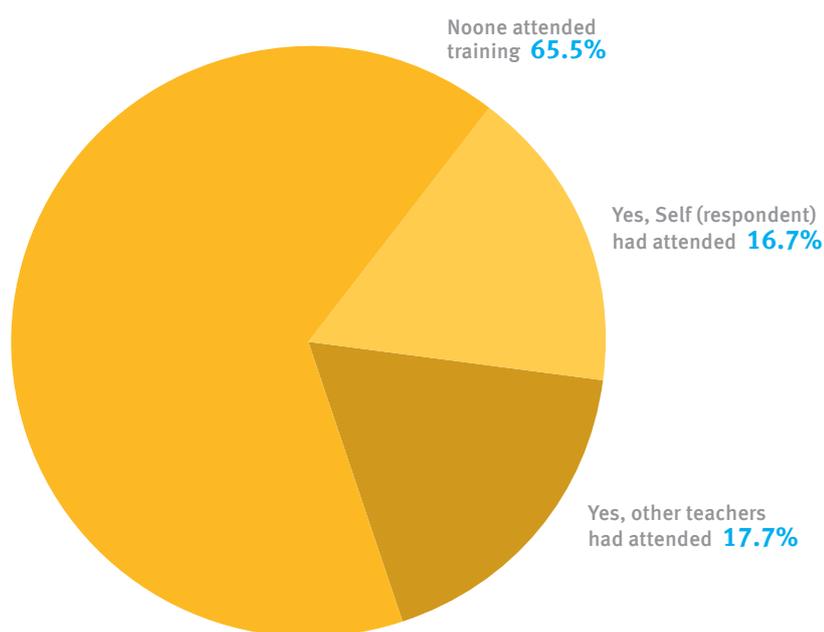


Figure 8 Teachers attended training on subject related to hygiene and sanitation in school

Exposure to IEC materials and sessions on handwashing and sanitation appeared to have benefited students to some extent, with some

students reporting the top three benefits of using a toilet was less illness, less germs, and a feeling of wellbeing (Figure 9).



Total number of schools	451*
% schools having teachers trained on topics related to sanitation and hygiene	43.5
% schools having lessons related to sanitation and hygiene given in various standards	69.8
% schools having messages/ posters/ paintings/ slogans painted on walls related to sanitation/hygiene	59.9
Topics on which these messages are * (%)	
Handwashing	64.4
Use of toilets	53.0
Importance of clean drinking water	47.8
General hygiene practices	21.1
MHM	5.6
Others	3.0
% schools having information leaflets/pamphlets on hygiene, safe sanitation, etc. available for distribution to kids	33.0

* Data was not available for one school each in Jharkhand and Telengana

Table 17 IEC materials on sanitation and hygiene in schools, India

About half of the students recalled being taught lessons on handwashing, especially on benefits of handwashing, handwashing steps, and importance of hygiene (Table 18). Menstrual hygiene, however, emerged as a critical gap with less than 4% students mentioning lessons on this topic. Students cited that

the most critical times at which hands should be washed are before eating meals, after defecation and after eating meals. More than three-fourth of students were aware that handwashing prevents diseases and was an important hygiene behavior (Table 19).

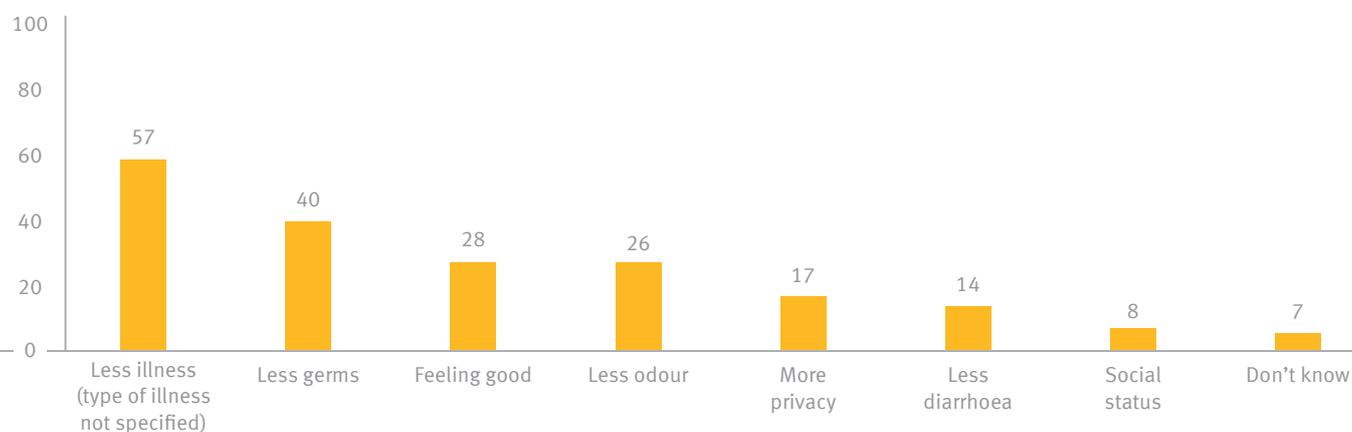


Figure 9 Benefits of using a clean latrine for defecation (%)



Total number of students	4806
% students taught handwashing lessons in class	87.8
Lessons remembered being taught on hygiene (%)	
Benefits of handwash	59.8
Techniques/Steps of handwash	44.0
Importance of hygiene	40.8
Personal hygiene during menstruation	3.7
Other	3.6

Table 18 Learnings on handwashing in schools

Total number of students	4806
% students taught handwashing lessons in class	87.8
Most important time when one should wash hands * (%)	
Before eating meals	89.7
After defecation	79.8
After eating meals	64.5
After garbage disposal	19.2
Before cooking / food preparation	12.1
After cleaning child faeces/attending child who has defecated	9.1
Before religious activities	7.7
After using pesticides	6.9
While caring for sick	6.6
Before feeding a child	6.3
Others	2.1
Importance of use of soap/ ash while handwashing stressed in hygiene education	89.0
Benefits of washing hands (%)	
Prevents diseases	77.5
For hygiene	47.1
Others	1.8

Table 19 Knowledge about handwashing



Many schools fare poorly in terms of having teacher sufficiently trained to impart sanitation and hygiene

education as per the Swachh Vidyalaya Puraskar criteria.



ENABLING ENVIRONMENT FOR WASH INFRASTRUCTURE

In over half of the schools, teachers reported that the principals were typically responsible for the up-keep of the school facilities, and in roughly one-third of schools, the head teacher was the focal person (**Table 20**).

Teachers shared that in approximately 45% of schools, WASH related infrastructure like sewage lines, waste water lines and junction chambers were never cleaned (**Figure 10**).

	Water system	Toilet facilities	Other facilities in school
Number of teachers	830	830	830
Person responsible for cleanliness, maintenance and repair (%)			
Principal	55.8	54.1	54.7
Head teacher	35.3	35.4	35.5
Others, give charge to some teacher	8.9	10.5	9.8

Table 20 Person responsible for cleanliness and maintenance of water, toilet and other facilities in schools

A possible explanation as to why operations and maintenance of WASH infrastructure was lacking could be the availability of funds for operations and maintenance (O&M). Around 40% of teachers noted the absence of separate funds for the maintenance

and management of WASH and sanitation facilities (**Table 21**). Approximately one-fourth of teachers said that separate funds for WASH and sanitation were available under Sarva Shiksha Abhiyan.

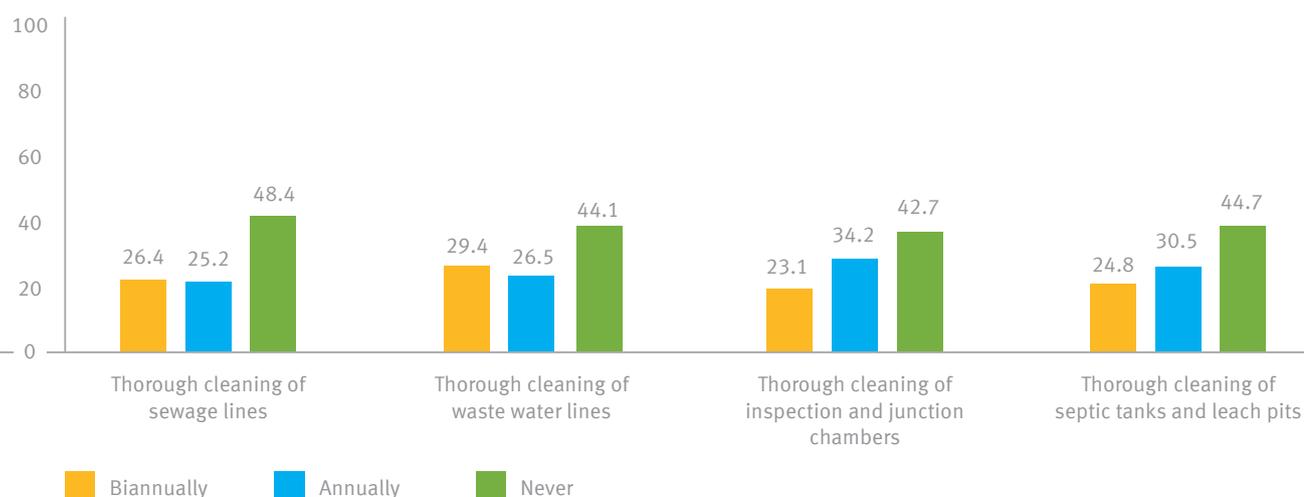


Figure 10 Schedule for infrastructure maintenance

	WASH facilities	Sanitation facilities
Number of teachers	830	
% mentioning about having funds		
Separate funds for maintenance	22.3	25.5
Separate funds for management	14.9	13.3
Separate funds for both	22.2	21.1
No separate funds available	40.6	40.1

Table 21 Separate funds for management of WASH facilities

Even when funds were available, 71.6% teachers felt that the funds were insufficient for WASH and sanitation, and 40.6% shared that they did not receive funds in a timely manner (Table 22). Faced

with scarce funds, almost half of the teachers interviewed mentioned that principals step in and offer personal funds.



Number of teachers	830
% mentioning about having sufficient funds for sanitation and WASH activities	
Sufficient for water management	7.3
Sufficient for sanitation	5.4
Sufficient for both	15.7
Not sufficient for either	71.6
% mentioning about having sufficient funds for sanitation and WASH activities	
Sufficient for water management	7.3
Sufficient for sanitation	5.4
Sufficient for both	15.7
Not sufficient for either	71.6
In case of lack of funds, mechanisms adopted for time being	
Principal solves it or spend money from his/her pocket	48.0
Use school funds	12.3
Teachers and Principal together contribute	12.0
VHC / SMC / community raises funds for donation	4.6
We do not do anything	4.5
Other, get help from the community	3.3
Do not know / Can't say	17.9
% mentioning about having separate funds under SSA for sanitation & WASH	24.9

Table 22 Separate funds for management of WASH and sanitation facilities, its adequacy and regularity



Involvement of SMC and student cabinets

84.1% schools had school management committees (SMC). Around 71% teachers mentioned that a Panchayat or gram sabha member was a part of the SMC. The most important responsibilities of SMC regarding water and sanitation were to pay attention to hygiene and sanitation in schools, discuss water

and sanitation management, and provide advice during monthly meetings (**Table 23**). More than three-fourths of teachers noted that their schools had a student led organisation or student cabinet, while about 50% said that their schools had parent teacher associations.

Number of teachers	830
% schools having school management committee (SMC)	84.1
Mean number of members in SMC	16.7
% teachers mentioning about Panchayat or gram sabha officials being part of the SMC	71.2
Roles and responsibilities of SMC as regards to water and sanitation	
Pay attention to hygiene and sanitation in the school	25.4
Discuss water and sanitation management and give advice during monthly meeting	16.2
Do not take any responsibility	15.6
Monitoring of the school	9.6
Check quality and purity of food served under midday meal	8.5
Regularly inspect water and sanitation situation	4.6
Other (repair of hand pump, solve problems, minimise drop outs, check quality of food)	14
Do not know	2.0
% mentioning about having student led organisations or student cabinets in the school	77.1
% mentioning about school having parent teacher associations	52.9

Table 23 Involvement of SMC and student cabinets in water management and sanitation in schools

The main responsibilities of the student cabinet as per the teachers were to keep the school clean, provide information about hygiene and carry out hygiene checks (**Figure 11**).

When faced with problems related to water and sanitation, 58% of teachers reported this to Principals and 32% reported to the Sarpanch. Close to three-fourths of teachers said that their problems were resolved in a timely manner (**Table 24**).

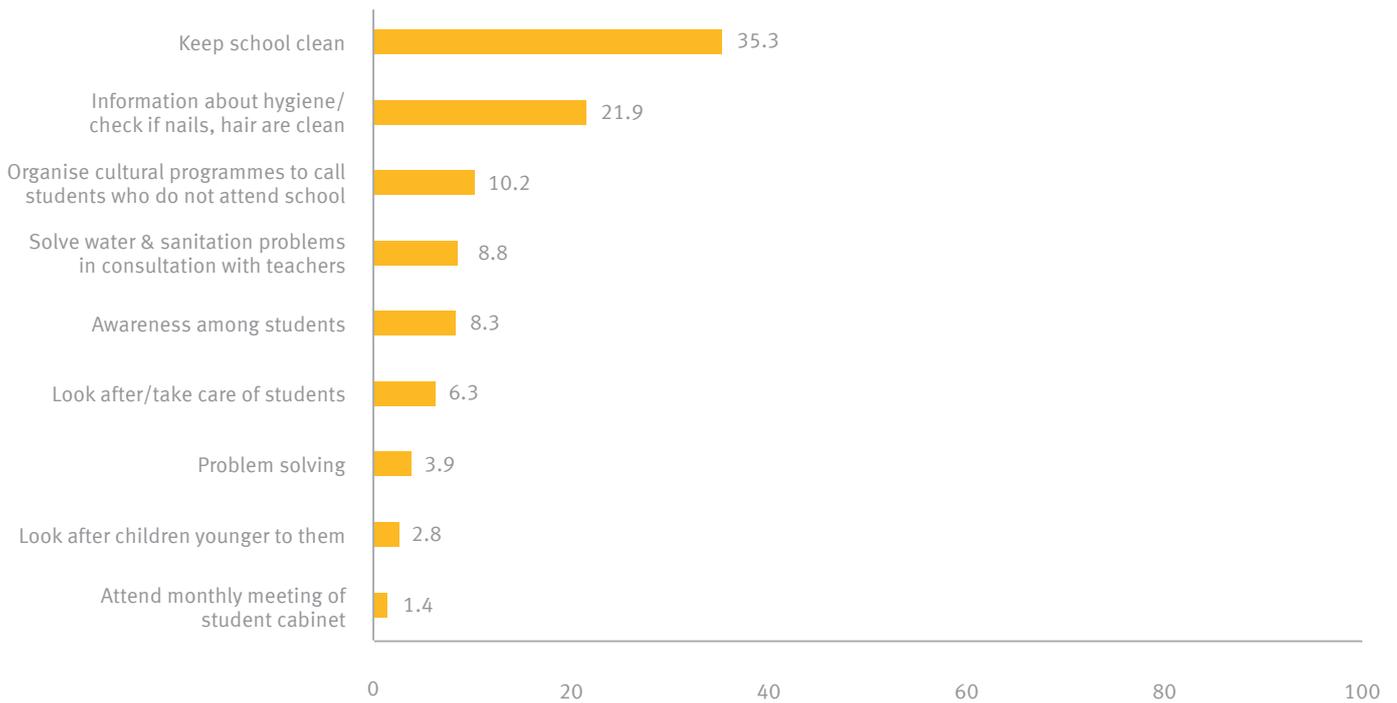


Figure 11 Role of student cabinet in supporting WASH in schools according to the teachers

Person to whom teachers approach in case of problems related to water and sanitation*	
Principal	58.3
Sarpanch	31.9
SMC	12.8
Community members	2.7
Others, NGO	10.0
Usual time taken to resolve problem related to water and sanitation	
Get immediately resolved	72.5
Takes a month	16.6
Six months or more	5.4
Can't say	5.4

* Multiple Responses

Table 24 Problem solving related to water and sanitation in schools

In sum, while SMCs and student cabinets are present in many schools, their role in improving WASH infrastructure and promoting hygiene behaviors must

be strengthened to meet the criteria specified by the Swachh Vidyalaya Puraskar.



Management for solid waste disposal in school

Many teachers said that there were provisions for solid waste disposal in schools though the favored disposal options were not necessarily safe. Approximately 45% said that waste was burned

in the field or in a dump and another 32% shared that the garbage was thrown outside the school premises. Only 7.2% teachers noted the use of dustbins (**Table 25**).

% mentioning about management for solid waste disposal in school	87.2
Place where the solid waste is disposed	
Burnt in field or in a dump	45.2
Throw garbage outside	31.9
Throw it in dustbin	7.2
Bury it in the ground	6.9
Servant goes and throws it	1.1
Can't say	12.5

Table 25 Management for solid waste disposal in schools





SCHOOL WASH

RECOMMENDATIONS

Citizen Report Card on Sanitation under the purview of the Swachh Bharat Mission

The findings underscore that further improvements in WASH infrastructure and hygiene behaviours are required to meet the norms specified under the Swachh Vidyalaya Abhiyan guidelines. The Table below presents key recommendations against each WASH component and corresponding Swachh Vidyalaya Abhiyan norms.

WASH component	Key recommendations	Areas to be strengthened as per Swachh Vidyalaya Abhiyan norms and Swachh Vidyalaya Puraskar criteria
WATER	<ul style="list-style-type: none"> • Install water purification systems in schools to make potable water available to students through the year • Store water in safe containers (e.g., overhead tank, sump) that are regularly cleaned (as per norms specified in the guidelines), properly covered, and located away from sources of contamination like garbage and toilets 	<ul style="list-style-type: none"> • Daily provision of child-friendly, sustainable safe drinking water, through the year, and especially during summer months where water shortage is an issue • Safe handling and storage of water • Availability of water for use in toilets



SANITATION	<ul style="list-style-type: none"> • Ensure that available toilets are functional, with a focus on making toilets accessible (i.e., toilets should be unlocked), clean (by ensuring regular cleaning of facilities to promote use) and providing water and dustbins in toilets 	<ul style="list-style-type: none"> • Availability of separate functional toilets for boys and girls as per need • Availability of separate functional urinals for boys and girls as per need • Availability of functional toilet facilities for children with special needs, teachers and staff as per need
OPERATIONS & MAINTENANCE	<ul style="list-style-type: none"> • Follow Operation and Maintenance schedule as specified by the Swachh Vidyalaya Guidelines, developing and using an O&M Schedule developed by school authorities and SMC • Clearly assign responsibilities to SMCs and/or student cabinets regarding O&M and monitoring of such activities 	<ul style="list-style-type: none"> • Regular/daily inspection of water and sanitation facilities by an appropriate group of persons as appointed by the SMC • Safe disposal of solid and liquid waste
HAND- WASHING	<ul style="list-style-type: none"> • Establish group handwashing stations where needed, and ensure that existing handwashing stations have running water and soap to promote hand hygiene practices by students before eating the mid-day meal and after latrine use 	<ul style="list-style-type: none"> • Sufficient handwashing facilities for groups of 10-12 students to wash hands at the same time • Functional handwashing stations with soap facilities for use after toilets • Hygiene practices by students and mid-day meal cooks
HYGIENE BEHAVIOURS, INCLUDING MENSTRUAL HYGIENE	<ul style="list-style-type: none"> • Establish menstrual hygiene management facilities in girls' toilets, including: 1) soap and a place to wash; 2) hooks, niches, shelves to store menstrual absorbents; 3) appropriate and acceptable disposable mechanisms 	<ul style="list-style-type: none"> • Adequate and private space for changing to maintain menstrual hygiene • Adequate water for washing • Disposal facilities for menstrual waste • Encourage students to wash hands after toilet use • Group handwashing with soap sessions conducted before mid-day meal. Sessions to be supervised by teachers



WASH component	Key recommendations	Areas to be strengthened as per Swachh Vidyalaya Abhiyan norms and Swachh Vidyalaya Puraskar criteria
HYGIENE EDUCATION	<ul style="list-style-type: none"> • Regularly organise and conduct trainings for identified/nodal teachers on hygiene, sanitation, and menstrual hygiene. Key hygiene messages to be emphasised by teachers include latrine use for urination and defecation, handwashing after latrine use and before eating mid-day meal, and appropriate menstrual hygiene management • Ensure that appointed/nodal teachers promote group handwashing practices by students before mid-day meals 	<ul style="list-style-type: none"> • Hygiene education in schools • Girls taught about MHM by female teachers in a sensitive manner
MANAGEMENT/ POLICY ENVIRONMENT	<ul style="list-style-type: none"> • Ensure that schools budget regularly receive sufficient funds to establish, maintain and manage water, sanitation, and hygiene facilities. The budget should be based on a cost analysis conducted by each school. Schools can explore how funds can be leveraged from various sources, including Panchayati Raj Institutions • Establish and strengthen school management committees (SMC), student cabinets and parent teacher associations in schools, and support them to undertake responsibilities related to water, sanitation and hygiene, and to monitor WASH related infrastructure and hygiene education activities on a regular basis 	<ul style="list-style-type: none"> • Understand ways of ensuring equitable access, use and maintenance of WASH facilities • Make sure hygiene is adequately promoted among students



राजीव गांधी विद्या
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गुरुजीका नाम.. भगीराम
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WaterAid's mission is to transform the lives of the poorest and most marginalised people by improving access to safe water, sanitation and hygiene



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