

**Status of Health, Sanitation and Hygiene in
Government Schools of Jaipur
A Study of 105 government schools**

**Centre for Advocacy and Research (CFAR)
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ACRONYMS

ADPC	: Additional District Project Coordinator
AHS	: Annual Health Survey
ANM	: Auxiliary Nursing Mid-wife
ASHA	: Accredited Social Health Activist
AWC	: Aanganwadi Centre
CDPO	: Child Development Project Officer
CFAR	: Centre for Advocacy and Research
CUTS	: Consumer Unity & Trust Society
DISE	: District Information System for Education
GEN	: General
HUP	: Health for Urban Poor
HIV/AIDS	: Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IFES	: International Foundation for Electoral System
IFA	: Iron Folic Acid
IIHMR	: Indian Institute of Health, Management & Research
MDM	: Mid-Day Meal
NFHS	: National Family Health Survey
NGO	: Non-Government Organization
NRHM	: National Rural Health Mission
NUHM	: National Urban Health Mission
OBC	: Other Backward Class
PCPNDT	: Pre Conception, Pre Natal Diagnostic Technique
PCR Van	: Police Control Room Van
PHC	: Primary Health Centre
PHED	: Public Health & Engineering Department
PTI	: Physical Training Instructor
RO	: Reverse Osmosis
RTE	: Right to Education
SBC	: Special Backward Class
SC	: Schedule Caste
SIDART	: Society For Integrated Developmental Activities, Research & Training
SJSRY	: Swarna Jayanti Shahari Rozgar Yojna
SMC	: School Management Committee
SMS Hospital	: Sawai Man Singh Hospital
ST	: Schedule Tribes
USAID	: United States Agency for International Development
VIVIDHA	: VIVIDHA is a women's documentation & Resource Centre
WSH	: Water Sanitation & Hygiene

Executive Summary

There are nearly 1.7 billion cases of diarrheal disease every year globally. Diarrheal disease causes death of an estimated 760,000 children each year. Ninety-four per cent of the disease burden is attributable to the environment, including risks associated with unsafe water, lack of sanitation and poor hygiene. A significant proportion of diarrheal diseases can be prevented through safe drinking water, adequate sanitation and hygiene. (WHO Fact sheet N°330, April 2013)

It is estimated that 443 million school days are lost each year due to water-related illness² (UNDP HDR- 2006). Schools are more than places for learning. They are places for imbibing good habits and hygiene which provide the foundation for life. Schools are instrumental in keeping their communities healthy by promoting proper hygiene practices. Proper water and sanitation facilities in schools have a positive impact on school enrolment, girl/boy enrolment ratios, reduction in absenteeism, and school performance. These facilities improve the school-going experience for children and promote dignity and self-esteem. Safety and privacy of facilities increases the security of children, especially girls, in schools.

Centre for Advocacy and Research (CFAR) has been working on the issues of the urban poor in Jaipur since 2006, over the past two and half years the focus has particularly been on issues of Water, Sanitation and Hygiene. The intervention on WSH is a project supported by the Bill and Melinda Gates Foundation that seeks to improve the access of marginal and at-the-risk communities living in insanitary and poor health conditions in unauthorized and under-served settlements. This intervention is operational in 11 slums of Jaipur, and as part of which we have been repeatedly interacting with young adolescent girls and boys on issues of personal, menstrual hygiene, concerns of safety, substance use among others. During these interfaces a concern that was recurrent in discussions of adolescent girls being compelled to drop out of school, or hold themselves till they got back home, owing to lack of proper sanitation facilities in school. Many of them were even diagnosed with infections during a health camp that was organized. In such interactions the girls even complained that since they would be at home and not attend school, it even resulted the girls being married off early by the family.

With the young and adolescent girls drawing attention to the critical issue we decided to undertake a study looking at various dimensions of the government schools from the issue of safety to teacher student ratio to the overall infrastructural facilities including sanitation.

Key Findings

The survey covered 105 schools of which around fifty percent were secondary and higher secondary schools, with about 80% being co-education schools, running in single shift. During the survey we were able to identify across 105 schools 11786 boys and 16765 girls who were enrolled and total 1258 teachers. Given this number the Pupil Teacher Ratio ranged between 22:1 to 26:1.

The study covered key aspects under the Right to Education Act; it includes areas of physical infrastructure, issues of water and sanitation, to management of Mid-Day Meal in the school, to security facilities within the school. Of the various aspects covered, in the following paragraphs an overview of some of the key findings are being put forth:

- **Availability of Physical Infrastructure:** Proper physical infrastructure of school plays an important role in the quality of education. Availability of rooms

for students is a primary feature in school. 46 schools were struggling for sufficient number of rooms and 62% of school did not have playground for students. Library facilities were available in 65 % of the schools; Only 45 schools (43 %) had functional computers.

It was seen that out of 105 surveyed schools, 60 schools i.e. 57% had ramp & handle for physically challenged children. However, in a school where 23 disabled students were enrolled, there was no toilet or urinal facility available for them. In addition to this 09 schools were being run in temple premises.

- **Arrangements for School Security:** Security of students is a prime concern. It was observed that approximately 98 schools (93%) had boundary walls and main gate, but these were not maintained properly. Around 57 (54%) of the schools had another entrance, often created by local people which led to unauthorized entry, during and after school time; in other words school premises were being trespassed by locals. An issue of concern is that while 50 (47%) school authorities shared about students complaining of eve-teasing; of that only 28% (14) school authorities took action on the complaints. Provision of Complaint box was present only in 4 (3%) of the schools; these too were kept inside the principal's room due to which the adolescent girls or any other student hesitated to drop any complaint.
- **School & Class Room:** Though all the 105 schools had classrooms, around 45% schools felt that the number of classrooms were not appropriate as per the number of students. Two third of the schools were in good condition and majority of schools had rugs for sitting. Shockingly enough around 26% (28) of the schools had *Paan*, *Guthka* and wine shops within a distance of 2kms. As high as 32% (34) of the schools were struggling with some infrastructural issues such as damaged floor, roof, lack of lights. Though most of the schools have small dustbins in the premises but there is no proper waste management.
- **Water Facility in School:** Availability of safe potable water is essential for each school. It was found that more than fifty percent of schools had water supply through piped water rest of the schools have various source of water such as hand pump, bore well, government tanker or children carry their own water from home.

For drinking water, majority of the schools were dependent on cement or plastic water tank and rest on direct water supply. The condition of water pots were not good; Only in 12.4% schools water pots were found to be covered; as high as 52% (55) schools had dirty and unhygienic condition surrounding the drinking water tank, and in some schools the drinking water tank were located nearby the toilet.

In order to test the quality of drinking water, a small sample of water from 16 schools were taken for testing, of which in 9 (56%) schools drinking water tested positive for bacterial contamination of water, making it unsuitable for drinking purpose. Majority of the schools did not regularly test their drinking water quality.

Of 105 schools surveyed, only 28% (30 schools) had separate hand washing facility; and in majority of the schools 71% (75) drinking water is being used for hand washing. Only 4% of the schools reported use of soap for hand washing .

Another cause of concern is that a critical 40% of the schools surveyed did not have proper drainage system in place.

In Jaipur, progress on regular water supply in schools has been quite impressive, with over 83 schools having drinking water facilities.

- **Toilets & Urinals:** The RTE Act makes it compulsory for schools to have provision of proper water supply and toilet for its students. The study revealed that while 91% of the schools did have toilet facility; there did not seem to be separate facilities for boys and girls. Of the 105 schools surveyed, 38% (45 schools) did not have boys urinals and 45 schools, i.e. 43% did not have girls urinals where 3222 boys and 6408 girls were enrolled. The condition of these toilets and urinals were not very encouraging either as we found around 37% of toilets and 43% of urinals did not have water facility which is a basic essential need for any toilet or urinal. Moreover 66% (69) of school toilets were dirty and 70% (74) schools did not have dustbins in toilets. Regular cleaning of these toilets was also compromised in around two third of the schools mainly due to unavailability of cleaner, majority of the schools had not appointed a dedicated cleaning person (*Safai Karmchhari*). **Of the 105 schools studied, on the basis of observation 55% (58) schools toilets are in unusable condition due to broken pipes, damaged even, absent roof damaged and missing doors. or doors without latches; this becomes a major security concerns for girls. During menstruation in 41% (43) schools girls do not attend schools owing to poor toilet facilities. These adversely affects 7584 girls who are enrolled in these 41% (43) schools. In 27% (29) of schools boys and staff use open space for urination owing to ill maintained toilets. It is felt that menstrual health issue for grown-up girls is a very sensitive issue, but schools often fail to recognize this. So, even those who don't actually drop out, end up missing school for a week every month due to unavailability of sanitary napkins in government schools. It has also been observed in this study as well as the data reported in NFHS 3 (2005-06) also indicates that only 3 % women who were already married and aged between 15-19 years has completed their study till they attain age if 10 years. Annual Health Survey 2012-13 reports says that 8.3% female in Jaipur Urban area dropped education during the age of 6-17 years. Considering this fact it can be correlated that supply of sanitary napkins in government schools must be ensured on regular basis. Therefore the Health Department can link the Government schools with supply and distribution of sanitary napkin for girls on reasonable price to prevent school drop-out during menstrual period under National Health Mission (NUHM).**

- **Management of Mid-Day Meal:** The Mid-Day Meal program was functional across all eligible schools and majority of students were eating their Mid-Day Meal at schools itself. However very few schools had helper or staff to serve Mid-Day Meal and in such instances, students serve the food and clean their own utensils.

Of the 105 schools surveyed, an impressive 83% (87) of schools have Parent Teacher Associations and 96% reported to have School Management Committee; but none of the committees were either strong or functional. Only 12% (13) schools reported to have School Water Sanitation Committee; and most shockingly 72% (76) schools did not have the mandatory Prevention, Prohibition and Redressal of Sexual Harassment Committee.

- **Health & Personal Hygiene:** 89% of schools surveyed reported to conduct health check-up of students, once a year by medical officer/ANM/Nurse of nearby dispensary or with the support of private hospitals or NGOs; and 61% (64) of schools conducted adolescent counselling. It was observed that there was no regular supply of sanitary napkins in girls' schools. A critical 41% (43) schools reported dropping out of girls during menstruation. -
- **Community Participation:** Around 41% (43) schools reported that community participation was nil in schools as the parents were laborer and could not come to attend parent teacher meetings on working days. Those parents, who were somewhat educated, were active and attend all parent teacher meetings, school functions and come whenever asked by the school authority. In remaining schools parents' participation in school activities was average.
- **Government facilities to school children:** In all schools, different kinds of scholarships were being provided. In addition Free Mid-Day Meal, Free Medical Check-up, Free Books, Free Education were also given. Provision of weekly IFA tablets, Free Laptop, Cycle and two wheeler /Scooty was also reported by school authorities.

Key Recommendations:

- Schools which are running in temples or temple premises building must be shifted to proper government building and ensure that students get all basic facilities to study.
- In keeping with the strength of the students class rooms need to be increased.
- The height of the boundary walls across the schools must be increased and there must be fencing to arrest unauthorized entry.
- Create a consultation process with the neighbouring communities around schools and ensure that they refrain from dumping garbage nearby any school building.
- Infrastructural up-gradation across schools should be seen as a priority area of work, with immediate budget allocation of repair and renovation of aspects such as damaged roof, floor, installation of proper lights, among others.
- Across schools computer education facilities to be made functional and wherever absent to be introduced at the earliest.
- Across schools ramp, Hand and toilet facility must be ensured for disabled children and ensure mainstreaming of them. As eve teasing incidences are reported by the schools, a complaint box must be kept in approachable area of the school and must be opened once in a month as a compulsory manner so that any student can drop their complaint without hesitation.
- Schools with higher enrollment of girls and those located near main market or in crowded area need regular patrolling of PCR van.
- Regular testing of drinking water must be made mandatory and water storage tank must be cleaned regularly on monthly basis or once in two months to ensure proper quality of drinking water for children.
- The simple act of washing hands at critical times can reduce the number of diarrheal cases. It is strongly recommended that there must be separate arrangement for hand washing and in this regard even the school teachers are trained and involved.
- There must be a plan and design for proper drainage system of waste water in each and every school.

- Incinerator for menstrual waste and proper waste management strategy must be followed.
- As per the norms prescribed by Water Sanitation Hygiene Program for schools Number of toilets and urinal for boys, girls and staff should be increased and must be maintained by the schools.
- There must be covered dustbins kept inside every girl's toilet or urinal for disposal of sanitary napkins with clear demarcation on doors i.e. toilet for boys and girls.
- It is highly recommended that there must be at least 1 cleaning person deployed for the cleaning of the toilets on regular basis.
- According to press release on 26th August 2014 in Daily News Paper, Jaipur, Rajasthan CM announced that with the construction of new school building separate toilet facility for boys and girls must be ensured. Along with this she has also announced that from new session 2015-16 Rs. 5000 will be provided for maintenance and cleaning of the toilets in rural areas. Therefore it is highly recommended that the same must be implemented for the schools in urban areas.
- All basic facilities like availability of water, soap, doors, doors latches inside, mugs, covered dustbins must be ensured for the students and staff as we have observed that in 25 schools girls have to go home to urinate and defecate ultimately leading to school dropout. In most cases then these girls are married off early by the parents under social pressure.
- It is recommended that a compendium of circular must be issued to school authority so that all committees like Prevention, Prohibition and Redressal of Sexual Harassment Committee at school and Water Sanitation Committee must be formulated in compulsory manner. Teachers should be oriented on the better functioning of these committees.
- Session for career counselling and adolescence age should be given to the students on regular basis. Once in every two months for better understanding of girls and boys about their development phase such counseling can be arranged.
- Health checkup are organized but it is recommended that health check-ups too are made part of an regular academic calendar.
- Health department must release a circular for shutting of all liquor and pan, Gutkha shops to shut those that are near *the schools*.
- There must be supply of sanitary napkins in school on regular basis as NRHM has a scheme for provision of sanitary napkins on Aanganwadi centers where through ASHA the sanitary napkins are provide at the cost of Rs. 5 for 6 sanitary napkins in 16 selected district included. Therefore the govt. can link the schools with the NUHM and under the same can provide sanitary napkins for regular distribution for girls on reasonable price to prevent school drop-out during menstrual period.
- To inform parents about different committees at schools its constitution, roles & responsibilities can be provided in the school prospectus.

Status of Sanitation and Hygiene in Schools in Jaipur

Introduction

The Center for Advocacy & Research (CFAR), has been consistently advocating on a host of issues including strategic communication, HIV/AIDS, reproductive health, child rights, sex determination / sex selection and the condition of the urban poor since 1998. Presently, CFAR is working in nine states in the country- Andhra Pradesh, Karnataka, Manipur, Maharashtra, Odisha, Rajasthan, Tamilnadu, Uttar Pradesh and West Bengal.

In Rajasthan, CFAR has been advocating against sex selection and sex determination in urban poor communities since 2005 with support from the International Foundation for Electoral Systems (IFES) and USAID. The focus has been on creating awareness on the PCPNDT Act which has enabled us to develop linkages with concerned stakeholders ranging from government officials to the Appropriate Authority, Advisory Committee members, doctors and NGOs who are working on this issue at the grass root level.

Alongside, CFAR has been advocating on other issues and concerns of the urban poor like the inefficient Public Distribution System, the lack of urban development, domestic violence and the need to provide training in skill building. It has also been enabling these communities to access the benefits of government schemes.

Since 2012 CFAR has been working on Water, Sanitation and Hygiene (WSH) in urban area of Jaipur with support from the **Bill and Melinda Gates Foundation**. This includes: advocacy at various forums and regular discussions with the Jaipur Municipal Corporation on the need to construct community toilets, open existing toilets that are not being used, the installation of dustbins, garbage collection and the proper disposal of garbage. More importantly CFAR has, for the last three year, been organizing training and motivational activities in Jaipur city to promote behavior change and discourage open defecation habits.

In doing so CFAR has been actively partnering with like-minded civil society organizations, state and national level campaigns and has also been aligning with various government supported programmes on health and sanitation. At the core of the intervention lies community led and shaped advocacy, towards which we have created an informal women's groups called "*Jagrati Mahila Manch*" and have also facilitated registration of "*Daksha Samooh- A Community Based Organization (CBO)*"

Methodology

105 government schools were approached for the present study. Out of them; 22 schools were primary, 31 were upper primary, 18 were Secondary and 34 were higher secondary schools respectively. In addition, these ranges also represent all community, class and categories in schools.

Continuous discussions with various organizations on several platforms, questionnaire and final tools were developed and all volunteers were trained on conducting the survey. A pilot testing of questionnaire was undertaken prior to rolling out of the survey. Purposive sampling was adopted by identifying specific government schools within the jurisdiction of the city of Jaipur.

A team of 16 member's researcher visited 105 schools in the Jaipur city. They met with school authorities, community members and government officials. The objective of the

study was to assist schools to implement the School WASH and other significant program.

Sample Size

As per the data of the Department of Education, there are 317 government schools from upper primary to the senior secondary level and 253 government schools up-to primary level in urban areas of Jaipur. We randomly selected 20 % of these schools, i.e 105 schools; the only criterion being most of these schools catered to the children from the urban slum settlements. Out of 105 there are 6 boy's school, 22 girls' schools and 77 were co-education schools.

Thrust

The thematic area of the study are physical and human resources in schools, security arrangements, sufficient water supply, proper sanitation, sufficient toilets facilities in terms of gender specific provisioning, toilet and water points are functional and used, clean surroundings and enabling environment, Mid-day meal distribution, committees in schools, Health & hygiene and Community participation.

Training

Some volunteers were selected for the survey and trained to analyze the facilities in schools. After repeated interactions and discussion with different partner organizations on the questionnaire, necessary tools were developed and the volunteers were trained and advised on how to deal with probable responses to questions, observations and the need for alertness during the survey. A pilot testing of the questionnaire was undertaken so that the process and probable challenges could be understood before the actual survey. After the pilot testing, a meeting was conducted with all the volunteers on the challenges and problems they could encounter during the survey.

Process

To begin with CFAR held a meeting to bring all the partner organizations working in the city on to a common platform and involve them in creating a platform which would address issues of sanitation for urban poor communities. Through repeated interactions a common consensus was developed whereby we could ensure proper implementation of legislations such as the Right to Education Act, in ensuring and improving the sanitation situation in government schools. A format was also prepared by incorporating the suggestions of all organizations and it was decided that work will be undertaken on more than 100 schools including around 50 secondary and higher secondary schools.

The agenda and strategy for the survey was finalized based on the feedback from various NGOs working in urban areas of Jaipur and their representatives. Prior to commencement of the survey the importance of the survey was shared with ADPC-Elementary Education and permission was sought for conducting the survey. Permission was also taken from Education Officer for secondary schools.

Area wise schools were distributed among the NGOs to avoid any duplication. The surveyors then held meetings with school principals to share the objectives of the survey and availed of the required information.

We were able to bring together 10 organizations working on issues of the marginalized to focus on the school sanitation. The organizations include, VIVIDHA, CUTS-Consumer

Unity & Trust, SIDART, Dignity of Girl Child Organization, Mahila Salah Sureksha Kendra, Gandhi Nagar, BARC-Budget Analysis Rajasthan Centre, Action-Aid, HUP-IIHMR, Asha Deep Sansthan And Vision Youth Action Society

Data Collection and Assessment

In total, survey was conducted in 105 schools and information was collected on the following issues-

1. Physical infrastructure in schools.
2. Human resources in schools.
3. Entrance and security arrangements in schools.
4. Class and building arrangement in schools.
5. Sanitation and surrounding environment of school
6. Source of water in school and its condition.
7. Toilet facility and its usage in schools.
8. Mid-day meal distribution in schools.
9. Functioning and status of different committees in schools.
10. Health and hygiene.
11. Sanitation issues in schools.
12. Community participation.

Data was collected for the assessment of different facilities and services in schools keeping in mind the capacity of the schools.

A. General Profile of Schools

In all, 105 schools were approached for the present study. Of them, 22 (21%) were primary schools and 31 (29.5%) were upper primary schools. Secondary and higher secondary schools were 18 (17.1%) and 34 (32.4%) respectively. Around 77 (73%) schools were co-education schools while 22 (21%) schools were girl's schools and 6 schools were boy's schools.

93 schools (86%) were running in single shift and 12 (11.1%) schools were running in two shifts.

Table 1: General information of the schools

Variables	Frequency	Percent
School up to		
Primary	22	21.0
Upper Primary	31	29.5
Secondary	18	17.1
High secondary	34	32.4
Type of School		
Boys School	6	5.7
Girls school	22	21.0
Co-education School	77	73.3
Shifts		
One Shift	93	86.1
Two Shifts	12	11.1
TOTAL	105	100

As data collected in the study, 22 schools were imparting education up to class V, 31 schools were from class I to class VIII, 18 schools were from class I to X, 22 schools were from class VI to XII while 5 schools were from class IX to XII and 7 schools were from class I to XII.

B. Human Resource

Status of School Enrollment

Overall, 11786 boys and 16765 girls were enrolled in the 105 schools that were visited. Of them 5536 (19.4%) students' belonged to general caste, 1356 (4.7%) were ST, 7945 (27.8%) were SC, 4166 (14.6%) were OBC, 163 (0.6%) were SBC and 9158 (32.1%) belonged to minority communities. In total, 36 (0.30%) boys and 26 girls (0.15%) were physically challenged. In each class, the proportion of girls and boys was almost equal. A slight difference in enrollment was observed in boys and girls up to secondary schools i.e. there were 2618 boys and 2315 girls. However in senior secondary schools the girls exceeded the number of boys, which are 5685 boys and 10017 girls.

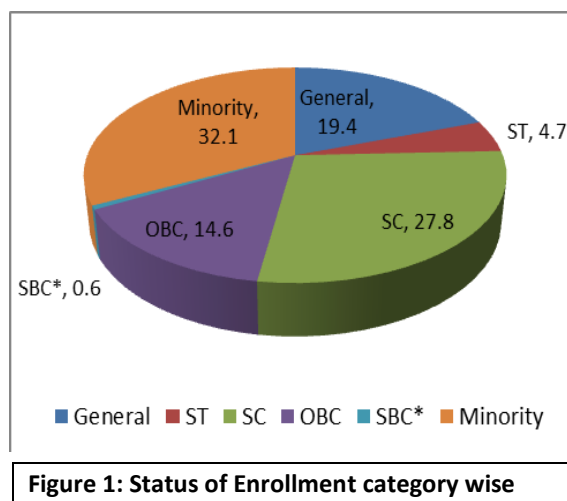


Figure 1: Status of Enrollment category wise

Table 2: status of school enrollment

Level of school	Class wise description												Total	
	General		ST		SC		OBC		SBC*		Minority			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
	161	189	15	16	355	398	112	129	0	2	213	164	856 (7.3%)	898 (5.4%)
Upper Primary	565	646	158	131	1067	1055	277	337	15	10	423	1251	2627 (22.3%)	3535 (21.1%)
Secondary	516	437	50	78	816	524	274	195	1	34	961	1047	2618 (22.2%)	2315 (13.8%)
Sr. Secondary	758	2264	370	538	1432	2298	881	1961	69	32	2175	2924	5685 (48.2%)	10017 (59.7%)
Total	2000	3536	593	763	3670	4275	1544	2622	85	78	3772	5386	11786	16765
% Distribution	17.0	21.1	5.0	4.6	31.1	25.5	13.1	15.6	0.7	0.5	32.0	32.1		

Basic facilities for disabled students

Ramps and hand rails for disabled students were available in 57% schools but there were no toilet/urinal facilities for them. Only one school at *Parashuram Dwara, Jalmahal, Aamer Road* had toilet and urinal facilities for disabled students, however the school did not have any disabled student enrolled. It was observed that in one school in *Malviya Nagar*, there were 23 (16 boys & 7 Girls) physically challenged students but there was no ramp, hand rails or toilet/urinal facilities.

Table 3: No. of Physically Challenged students

Level of school	No. of Physically challenged children	
	Boys	Girls
Primary	1	2
Upper Primary	16	12
Secondary	10	5
Sr. Secondary	9	7
Total	36	26

Teaching Staff and Student teacher Ratio

As shown in this table no 4, overall 1258 teachers were available in 105 schools of which 356 (28%) were male and a whopping 902 (72%) were female teachers. Across the 105 schools the total number of enrolled students stood at 28551. And the student: teacher ratio ranged from 22:1 to 26:1 across different levels of schools; an improvement against the data cited by the District Information System for Education (DISE) 2011-12, which showed the Pupil Teacher Ratio at primary and upper primary level to be at 31:1 and 29:1 respectively.

Table 4: Student teacher ratio

Level of Education	Number of students	Teachers			Student Teacher Ratio
		Male	Female	Total	
Primary	1754	8	60	68	25.8
Upper Primary	6162	38	210	248	24.8
Secondary	4933	65	148	213	23.2
Sr. Secondary	15702	245	484	729	21.5
Total	28551	356	902	1258	22.7

C. Availability of Physical Infrastructure

Good physical infrastructure of school plays an important role in quality of education. Availability of rooms for students is a primary feature in school. If we look at the availability of physical infrastructure, of the 105 surveyed 5 schools (4.8%) had only one room of which 4 were primary schools and 1 a secondary school. 22 (21%) schools had 2-5 rooms, of those 14 were primary, 6 were upper primary and 2 were secondary schools. 65 (62%) schools had between 6-20 number of rooms, 13 schools (12.4%) had more than or equal to 21 rooms, out of that 1 school was secondary and rest were higher secondary schools.

An alarming number of 9 (9%) schools were either running in temple or in temple premises did not have any basic facility for the children.

D. Arrangements for School Security

In the schools, arrangements for security were explored and it was found that 90 percent of schools had boundary wall while 93 percent of schools had main gate. While observing the condition of boundary wall, it was found that height of wall in some schools were less which need to be increased and 2-3 schools did not have boundary wall at back side.

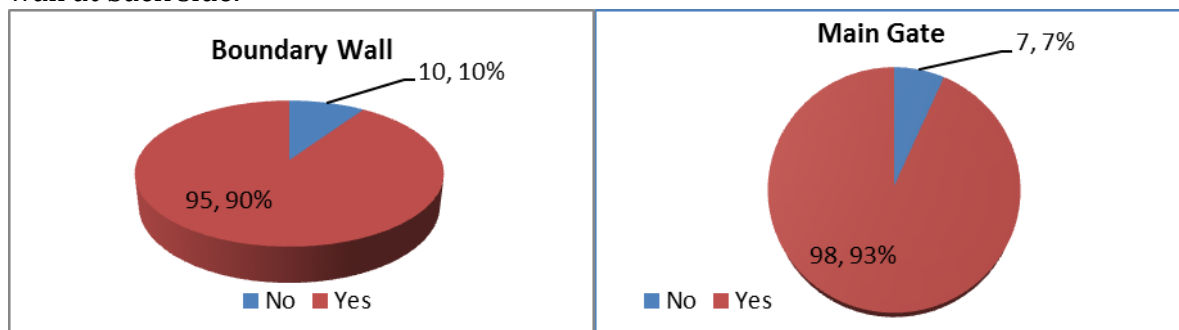


Figure 2: Status of Boundary Wall

Figure 3: Status of Main Gate

Unauthorized Entry

Security of student is a prime concern. Respondents were asked about unauthorized entry in school during or after school time. 20% schools reported to have unauthorized entry during school time while 32 (31.5%) schools reported unauthorized entry after school time where students play games, anti social elements drink liquor and play cards, in some cases the neighbouring community use places near the boundary wall for defecation.

Table 5: Unauthorized entry after and during school time

S.N	Unauthorized entry after school time		Unauthorized entry in school during school time	
	Frequency	Percent	Frequency	Percent
No	73	69.5	84	80.0
Yes	32	30.5	21	20.0
Total	105	100.0	105	100.0

While asking for action taken on unauthorized entries, it was found that out of 53 schools where unauthorized entry was frequent, a significant 30% (16) of the schools did not address the issue; 9% of them took recourse to filing a formal written complaint; and 15% (8) school authorities merely informed the police verbally about such instances. Authorities of 2 schools solved the matter at their level.

As shown in table no. 6, incidence of on the issue of eve teasing with around 10 (9.5%) respondents said that incidence of eve teasing occurred with girls and a significant 17 (16.2%) admitted such incidence occurred within school with girls. In most cases it was found that girls hesitate to share, but wherever eve teasing cases were, they share with class teacher as well as principal for further appropriate action.–Of the 14 cases of eve teasing where complaint was filed, 6 were reported to have occurred inside the school and 8 were reported outside the school, either outside the school or on their way back home.

Table 6: Eve Teasing incidences

Response	If any incidence of eve teasing occurred with any girl?	If any incidence of eve teasing occurred in school?	If any complaint of eve teasing filed?
No	89 (84.8)	82 (78.1)	85 (81.0)
Yes	10 (9.5)	17 (16.2)	14 (13.3)
N/A	6 (5.7)	6 (5.7)	6 (5.7)
Total	105	105	105

In some cases school authorities have informed the family and even warned perpetrators. Of the 14 cases reported in 10 cases police was informed. Police kept a complaint box in 4 schools, GARIMA helpline number was mentioned in the schools and police patrolling reduced the incidence of such cases.

E. School & Class Room

All the 105 schools visited had classrooms however the number of classrooms ranged between 1 to 6, (56.2%) respondents felt that number of classrooms were appropriate as per number of students. It was observed that in 50 (47.3%) schools, there were no dustbins inside the classrooms while in only 3 schools some classrooms had dustbin.

Table 7: Classroom Condition

Classroom Condition	Yes	No
Is the classrooms are appropriate as per no of students	59 (56.2)	46 (43.8)
Is these dustbin in the class rooms	52 (49.5)	50 (47.3)

F. Surroundings Environment of School

In 57 schools, unhygienic surrounding was found. In 21 (20%) schools, animal could enter into the school and were roaming around. Floor and galleries were found dirty in 34 (32.4%) schools. Overall, in 71 (68%) schools classroom condition was found good.

In 86 (82%) schools, location of entrance gate was appropriate. Around 28 schools had *Paan, Guthka* and wine shops nearby.

Table 8: Surroundings Environment of School and Entrance of School

Surroundings Environment of School	Yes	No
Unhygienic surroundings	57 (54.3)	48 (45.7)
If animals enter in school premise	21 (20.0)	84 (80.0)
Dirt/Garbage on floor and gallery in school	34 (32.4)	71 (67.6)
If classroom condition is good	71 (67.6)	34 (32.4)
Is there <i>Paan, Guthka</i> , wine shop nearby	28 (26.7)	77 (73.3)
Entrance of School		
Ok	86 (81.9)	-
Not Ok	19 (18.2)	-

During the data collection process it was observed that, in some schools floor was damaged. In some schools neighboring people throw garbage inside the school premises and some schools shared that owing to proximity of market outside some

shopkeepers come inside to urinate. Some schools complaint about roof leakage in rainy season.

G. Water Facility in School

Government tap water supply was available in 60 schools (57.1%) while 5 schools (4.8%) schools had water supply through government tanker. Hand pump and private water tanker as a source of water supply was reported by 4 (3.8%) and 6 (5.7%) schools respectively. Bore well was available in 7 schools (6.7%). Nine Schools (8.6%) reported that they do not have any water supply.

Table 9: Available source of water in school

Available source of water in school	Frequency	Percent
Hand pump	4	3.8
Government Tap Supply	60	57.1
Government Tanker	5	4.8
Private Tanker	6	5.7
Bore well	7	6.7
No Source of Water Supply	9	8.6
More than One source	14	13.3

Around 14 (13.3%) schools had more than one source of water like-hand pump, government tap, water supply through government tanker and bore well etc.

Regular Water Supply

83 schools (79%) reported to have regular water supply in the schools while remaining 22 (21%) schools did not have any source of regular water supply and were dependent on private tankers and other sources most of the time.

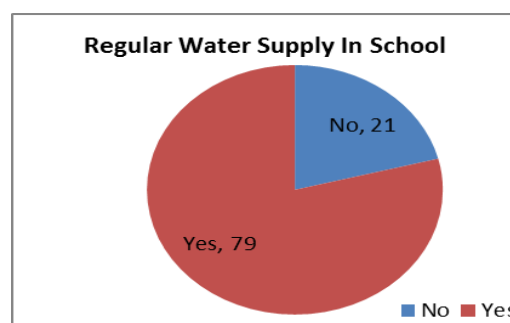


Figure 4: Regular Water Supply in school

Source of Drinking Water for Students

About 50% of the schools had kept cement or plastic water tank while 5 (4.1%) schools had direct government tap water supply. Three schools (2.9%) had steel tank and one school had earthen water pot. Around 11 schools (10.5%) reported that teachers and students carry their own water bottle from home since these schools did not have any drinking water source as well as no water storage facility.

In addition, 30% (32) schools reported more than one source of water like-hand pump, government tap, water supply through government tanker and bore well etc.

Table 10: Source of drinking water for students

Source of drinking water for students	Frequency	Percent
Earthen Pot	1	1.0
Cement/plastic tank	53	50.5
Direct government tap water supply	5	4.1
Steel Tank	3	2.9
No water storage facility	11	10.5
More than one source of water	32	30.5
Total	105	100.0

It was observed that, only 17% (18) schools RO with water cooler was installed however in two of these schools RO was not functional.

Condition of Drinking Water Tank

It was observed that, in 83% (87) schools where there was water tank (steel/plastic/cement) and was being used for drinking water; of these 81% (85) schools had covered it and 72% (75) schools it was kept at sufficient height. However, in only 32 schools (31%) the surroundings were clean, while in 52% (55) schools it was not hygienic as drinking water was being used for cleaning utensils and in some schools water tank was located near toilets.

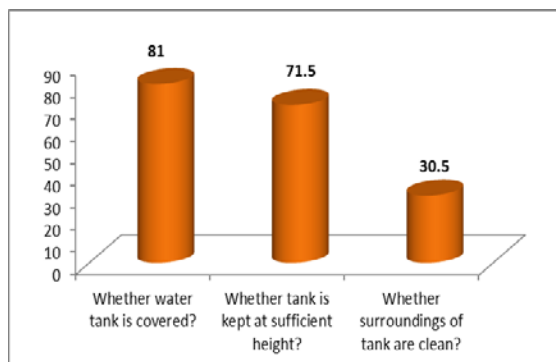


Figure 5: Condition of Drinking Water Tank

Hand Washing Facility in School

As we all know hand washing is a compulsory and very important activity in schools for healthy living but it was observed that only (28.6%) 30 schools had separate hand washing facility (3 primary schools, 7 upper primary schools, 6 Secondary schools and 14 Senior Secondary schools). Out of these, 3 schools reported to use mug and washbasin for hand washing while rest had separate tank or tap for the same. An alarming 5% reported use of soap for hand washing. It was observed that, in primary schools where the students learn basic habits do not have separate source for washing hands. In most of the schools, students are washing hand from the same tap used for drinking water.

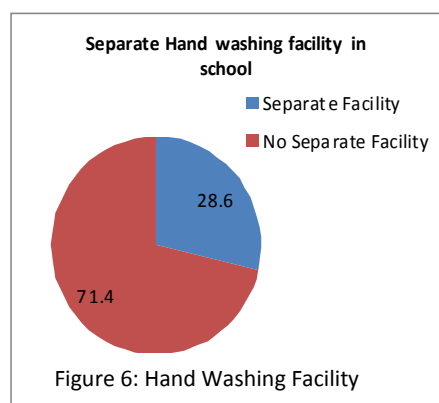


Figure 6: Hand Washing Facility

Drainage

Proper arrangement for drainage of water is essential to keep surrounding clean, safe and to prevent breeding of mosquitoes. It was observed that 60% (63) schools had proper drainage system while 40% (43) schools did not have proper drainage system in place and water was discarded in play ground, trees or through makeshift drainage.

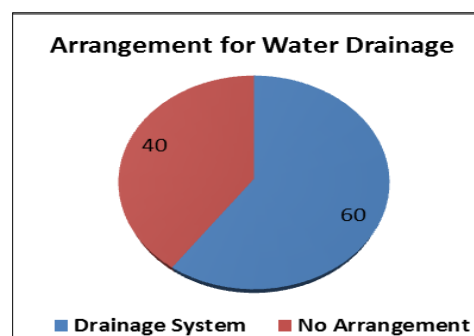


Figure 7: Arrangement for Water Drainage

Water Quality Testing

Respondents were asked whether drinking water quality was tested ever. It was found that in 85 schools (81%) no water testing was done, 16 (15.2%) schools reported to get the test done while 04 schools (3.8%) did not have any water supply.

In such 16 samples after analysis it was found that in 7 schools (44%) water was drinkable, in 8 schools (50%) water was not fit for consumption and in one case respondent was not aware of the result.

Water quality testing done?	Frequency	Percent
No	85	81.0
Yes	16	15.2
Not Applicable	4	3.8

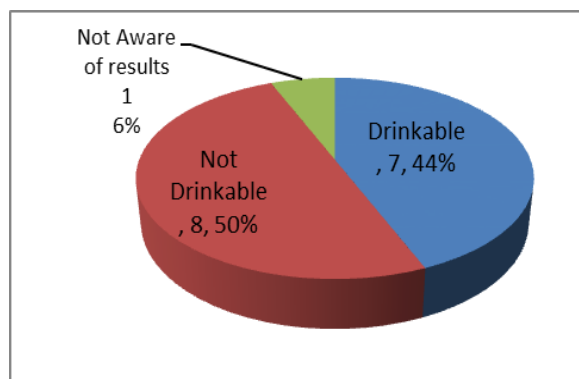


Figure 8: Result of Water quality testing

Toilets & Urinals

It was found that in 9 schools (8.6%), no toilet facility was available while in 96 schools (91.4%) agreed to have toilets in their school. Out of 9 schools without toilets one school was up to 8th class and one was up to 10th class, rest was up to primary. Out of these 96 schools, 90 schools were running in government buildings i.e. those schools running in government buildings had toilet facility and rest running in forest or temple or from any other location were deprived of toilet facility.

Table 12: Is there toilet facility in school?

Is there toilet facility in school?	Frequency	Percent
No	9	8.6
Yes	96	91.4
Total	105	100.0

In total 76 boys toilets, 166 girl's toilets and 111 staff toilets were available in 105 schools visited. Similarly, 183 boys urinals, 159 girls urinals and 61 staff urinals were available in these schools.

As shown in table no. 13, overall 39 schools did not had toilet facility for boys and 2494 boys study in these schools. Similarly, 18 schools did not have toilet facility for girls and 1046 girls study in these schools. Forty one schools had 1 boy's toilet at the strength of 5084 boys i.e. one toilet for 124 students. Forty seven schools had one girl's toilet over strength of 5460 girl students which came to an average of 116 girls per toilet.

Table 13: As per the strength No. of Toilet facility in schools

No. of Toilet facility in Schools	Boys			Girl		
	Frequency	Strength of Boys students	No. of Students per toilet (Avg.)	Frequency	Strength of Girls students	No. of Students per toilet (Avg.)
0	39	2494	NA	18	1046	NA
1	41	5084	124	47	5460	116
2	12	3265	136	15	2751	92
≥3	3	943	314	17	7508	441
NA	10	-	-	8	-	-

Urinals

As apparent in table 14, 40 schools did not have boy's urinals and 45 schools did not have girl's urinals; where 3222 boys and 6408 girls were enrolled. One boys' urinal was available in 18 schools having total strength of 2189 i.e. one toilet on 122 boys. Similarly 13 schools had only one urinal for girls having total strength of 1122 girls.

For boys, two urinals for students were found in 8 schools and for girls, in 12 schools. Three or more urinals were found in 30 schools for boys and in 26 schools for girls.

Table 14: As per the strength no. of urinals facility in schools

No. of Urinal facility in Schools	Boys			Girl		
	Frequen cy	Strength of Boys students	No. of Students per toilet (Avg.)	Frequen cy	Strength of Girls students	No. of Students per toilet (Avg.)
0	40	3222	NA	45	6408	NA
1	18	2189	122	13	1122	86
2	8	528	33	12	3373	141
≥3	30	5847	N/A	26	5862	NA
NA	9	-	-	9	-	-

Condition of Toilets

Toilets were assessed for the facilities available. As shown in table 15, in total water facility was available in 56 schools (53.3%) of toilets; washbasin in 22 schools (21%) of toilets; soap in 29 schools (28%) of toilets, light in 43 schools (41%) toilets; dustbin in 21 schools (20%) toilets and bucket or mug in 63 schools (60%) of toilets. In 88 schools (84%) of toilets had door, 69 schools (66 %) of toilets could be closed from inside, 86 schools (82%) toilets had roof top, 87 schools (83%) of toilets had toilet seat and signage of male/female was put up on 29 schools (28%) of the toilets. Cleaning agent and cleaning brush was available in 28 schools (27%) of toilets.

Table 15: Condition of Toilets and Urinals

Conditions	Facilities in Toilets			Facilities in Urinals		
	Yes	No	NA	Yes	No	NA
Water	56 (53.3)	39 (37.1)	10 (9.5)	27 (25.7)	45 (42.9)	33 (31.4)
Wash basin	22 (21.0)	73 (69.6)	10 (9.5)	14 (13.3)	58 (55.2)	33 (31.4)
Soap	29 (27.6)	66 (62.9)	10 (9.5)	15 (14.3)	56 (53.3)	34 (32.4)
Light	43 (41.0)	52 (49.5)	10 (9.5)	19 (18.1)	53 (50.5)	33 (31.4)
Dust bin	21 (20.0)	74 (70.5)	10 (9.5)	14 (13.3)	58 (55.2)	33 (31.4)
Peg	8 (7.6)	87 (82.9)	10 (9.5)	5 (4.8)	67 (63.8)	33 (31.4)
Bucket/mug	63 (60.0)	32 (30.5)	10 (9.5)	29 (27.6)	42 (40.0)	34 (32.4)
Door	88 (83.8)	7 (6.7)	10 (9.5)	44 (41.9)	28 (26.7)	33 (31.4)
Door closes from inside	69 (65.7)	26 (24.8)	10 (9.5)	36 (34.3)	36 (34.3)	33 (31.4)
Roof top	86 (81.9)	9 (8.6)	10 (9.5)	49 (46.7)	23 (21.9)	33 (31.4)
Signage (M/F)	29 (27.6)	66 (62.9)	10 (9.5)	18 (17.1)	54 (51.4)	33 (31.4)
Toilet seat	87 (82.9)	8 (7.6)	10 (9.5)	60 (57.1)	12 (11.4)	33 (31.4)
Brush for cleaning	28 (26.7)	67 (63.8)	10 (9.5)	15 (14.3)	57 (54.3)	33 (31.4)
Cleaning agent	28 (26.7)	67 (63.8)	10 (9.5)	15 (14.3)	58 (55.2)	32 (30.5)

Condition of Urinals

It was found that, water, soap and light was available in 27 schools (26%), 15 schools (14.3%) and in 19 schools (18.1%) of urinals. As shown in the table no. 15, washbasin and dustbin was available in 14 schools (13.3%) urinals and in 29 schools (28%) of urinals had bucket/mug.

44 schools (42%) of urinals had door and in 36 schools (34.3%) of urinals could be closed from inside. In 49 schools (47%) of urinals had roof top and in 60 schools (57%) of urinals had urinals seat. Cleaning agent and cleaning brush was available in 15 schools (14.3%) of urinals.

Regular cleaning of Toilets

Regular cleaning of toilets was reported in only 47 (45%) schools had regular sweeper for cleaning. As Shown in the figure 10, in the absence of regular sweeper, 64 schools (61%) hired private sweeper, 20 schools (17.1%) called sweeper as and when require and in 12 schools (11.5%) no action was taken.

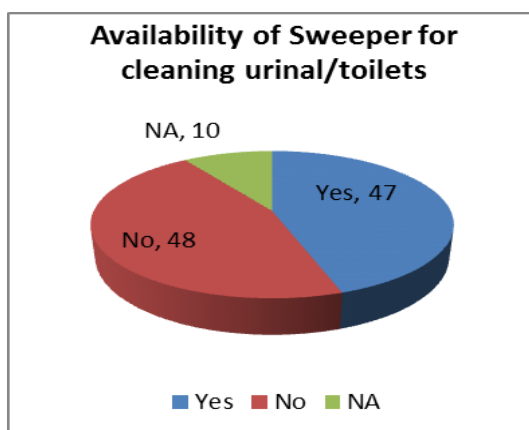


Figure 9: Availability of Sweeper for cleaning of Urinals and Toilets

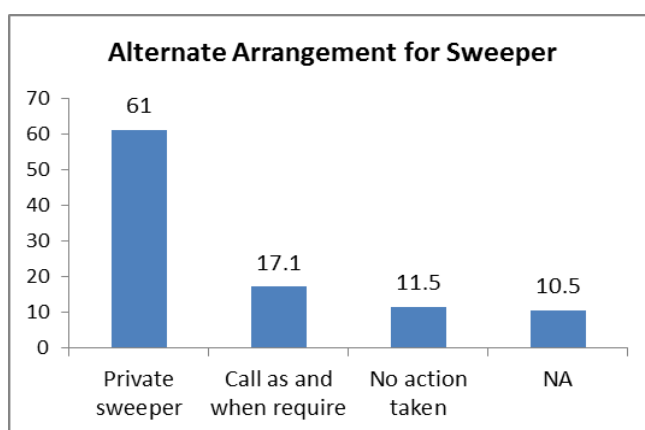


Figure 10: Alternate Arrangement for Sweepers

When toilets were observed by the surveyors' it was found that in 9 schools (8.6%) toilets were locked, in 69 schools (65.7%) toilets were dirty, in 58 schools (55.2%) of toilets were unusable, 25 (23.8%) schools reported that girls used to go home and in 23 schools (22%) schools boys and 6 (5.7%) schools reported that staff used open space.

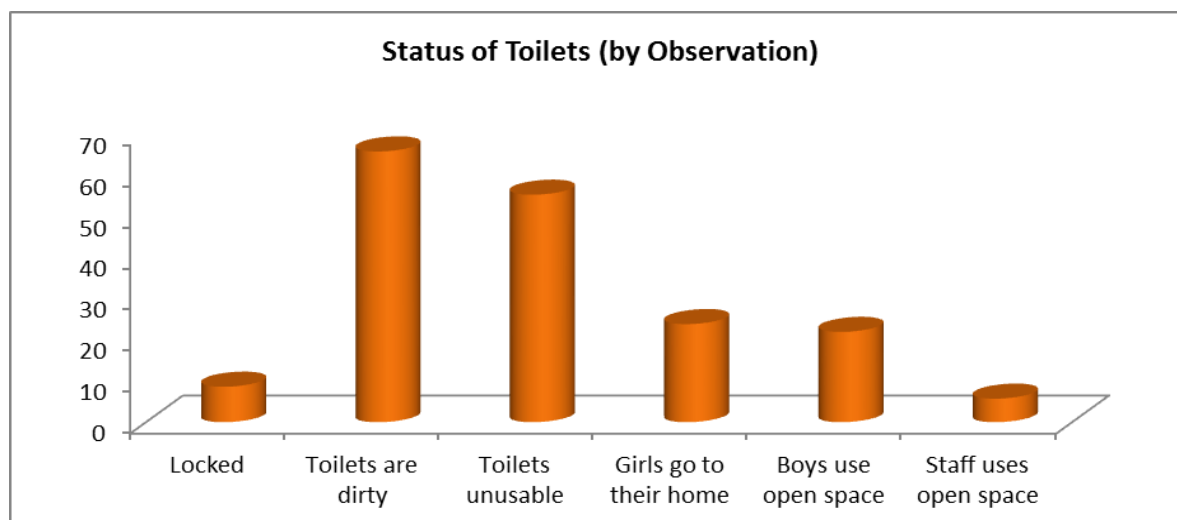


Figure 11: Status of Toilets (By Observation)

H. Management of Mid-Day Meal

Distribution of supplementary food under Mid Day Meal (MDM) Program was reported in 97 (92%) schools. Rest 5 schools were from 9th to 12th standard therefore, were not providing MDM. None of the schools reported to prepare Mid Day Meal at the school. AKSHYA PATRA FOUNDATION was providing hot food in the schools.

In 55 (52.4%) schools, children under the supervision of teachers used to serve the supplementary food. In 37 schools (35.2%) elder children used to serve and in 8 schools (7.6%) forth class staff used to serve supplementary food. In 98 schools (93.3%), children used to eat supplementary food at school only.

Table 16 : serving Mid- Day Meal/Serving of Food

Serving of Food	Frequency	Percent
Children serve under observation of teacher	55	52.4
Forth Class serves	8	7.6
Elder children serve food	37	35.2
NA	5	4.8
Total	105	100.0

I. Committees at Schools

School Development Plan is prepared in 95 schools (91%) and 87schools (83%) had Parent Teacher Committee. Overall, School Management Committee was formulated in 101 schools (96.2%). All upper Primary and Senior Secondary schools had School Management Committee while some primary and secondary schools lack the same. School Water Sanitation Committee was in place at only 13 schools (**12.4%**) that too in secondary and senior secondary schools while none of the primary and upper primary schools reported to have School Water Sanitation Committee as shown in figure.

Table 17: Committees

Committees	Yes	No
Is School Development Plan prepared?	95 (90.5)	10 (9.5)
Parent Teacher Committee in school	87 (82.9)	18 (17.2)
School Water Sanitation Committee	13 (12.4)	92 (87.6)
School Management Committee in place	101 (96.2)	4 (3.8)
Prevention, Prohibition and Redressal of Sexual Harassment Committee at school	29 (27.6)	76 (72.4)

Committee for the Prevention, Prohibition and Redressal of Sexual Harassment at School was formulated in 29 schools (27.6%) only.

It was asked that in the absence of Committee for the Prevention, Prohibition and Redressal of Sexual Harassment at School, what procedure is adopted to address the complaints received in this regard. 71 schools (67.6%) were not aware of the process for redressal of such complaints in the absence of Committee for the Prevention, Prohibition and Redressal of Sexual Harassment at School while 5 schools (4.8%) used to send the complain to block level and 1 (1%) school to district level for further action at their level.

Table 18: If no, then what is the complaint procedure for Prevention, prohibition and redressal of sexual harassment committee at school

If no, then what is the complaint procedure for Prevention, prohibition and redressal of sexual harassment committee at school	Frequency	Percent
Block level	5	4.8
District Level	1	1.0
Don't know	71	67.6
NA	29	26.7
Total	105	100.0

J. Health & Personal Hygiene

Respondents were asked about the health and hygiene of students. 103 schools (98% reported to pay attention on personal hygiene of students. 93 (88.6%) schools were conducting health check up of students. Majority of schools i.e. 87 schools (82.9%) had health check up once in a year. It was observed that ANM/nurse or medical officer from nearby dispensary/ Hospital/ SMS hospital or PHC used to come for health check up. In some cases, medical officer from *AKSHAYA Patra* was coming regularly to school for health check up. Some NGOs, private hospital like *Soni Hospital, Santokba Durlabhji Hospital* and other organizations like *Lion's club, Mahaveer Viklang Samiti, Susane & Dell Foundation* also came forward for conducting health check-up of school children.

Table 19: Health & Hygiene

Health & Hygiene	Yes	No
If attention is given on personal hygiene of children	103 (98.1)	2 (1.9)
If students are counseled on adolescence	64 (61.0)	41 (39.0)
If health check-up is done at school	93 (88.6)	12 (11.4)

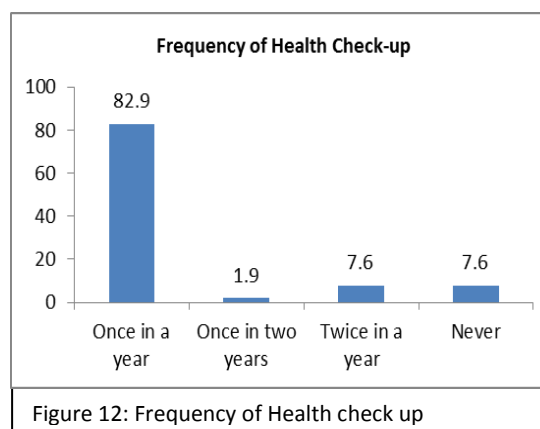


Figure 12: Frequency of Health check up

64 schools (61%) were reported to counsel students regarding adolescence. Out of those schools who agreed to provide adolescent counseling, girls' schools were at higher side than boys and co-education schools as shown in figure.

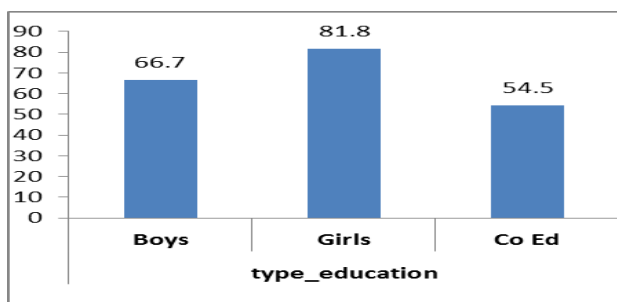


Figure 13: Adolescence counseling across different type of schools

Sanitary Napkins

As Shown in the figure 14, out of 79 schools including girls' school and co-education schools (primary level and boys schools excluded) 25 schools (23.8%) reported to provide sanitary napkins to girls but not on regular basis. In 54 (51.4%) schools sanitary napkin is not provided to girls.

It was told that sometimes sanitary napkin manufacturing companies provide sanitary napkins to girls to promote their product and sometime fund received through public support or fund collected by schools teachers is used for purchase of sanitary napkins in emergency cases.

As Shown in the table 20, in 43 schools (41.0%) it was reported that girls carry their own napkin, 54 schools (51.4%) reported that they are send back to their home and 15 schools (14.3%) arrange from market. Only 5 schools (4.8%) reported that they take it from their friend.

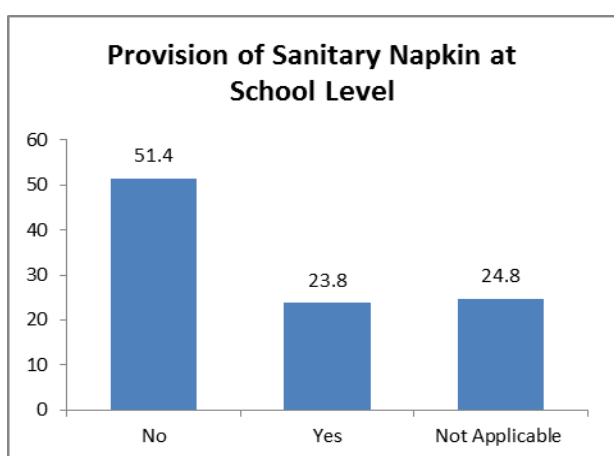


Figure 14: Provision of Sanitary Napin at School Level

Table 20: If no then what is the alternative arrangement

If no then what is the alternative arrangement	Frequency (%)
Get herself	43 (41.0)
Send them home/not come to school	54 (51.4)
Take from her friend	5 (4.8)
Arrange from market	15 (14.3)
Other	7 (6.7)

K. Community Participation

Around 43 schools reported that community participation was nil in schools as the parents were laborer and could not come to attend parent teacher meetings on working days. Those parents, who were somewhat educated, were active and used to attend all parent teacher meetings, school functions and used to come whenever asked by the school authority. In remaining schools parents' participation in school activities was average.

L. Government facilities to school children

In all school, different kinds of scholarships were being provided. In addition Free Mid-Day Meal, Free Medical Check-up, Free Books, Free Education were also given. Provision of weekly IFA tablets, Free Laptop, Cycle and two wheeler /Scooty was also reported by school authorities.
