



## TITLE PAGE

<b>Title of the project</b>	: Strengthening Water and Sanitation in Urban Settings
<b>FOG Award Number</b>	: AID-386-F-14-00002
<b>Name of Institutions</b>	: TERI University, New Delhi Coca-Cola, India TERI, New Delhi
<b>Country</b>	: India
<b>Members of the Core team</b>	: Dr Leena Srivastava (TERI University) Mr Anand Rudra (USAID) Ms Neelima Khetan (Coca-Cola) Dr S K Sarkar (TERI)
<b>Project Duration</b>	: 1st November 2014- 31st October 2017
<b>Reporting Activity</b>	: Training of Trainers
<b>Date of Submission</b>	: July 31, 2015

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## Pre Project Assessment Report

As part of  
Training of Trainers Programme on WASH  
Strengthening Water and Sanitation in Urban Settings

### I. Introduction

Access to water and sanitation is a fundamental human right and essential to life, health and dignity. Timely and adequate provision of clean water and sanitation services to people living both in urban and rural settings is particularly important, given the vulnerability of their situation. Provision of adequate sanitation facilities is equally critical so that carriers of communicable diseases are controlled to mitigate crucial health risks and prevent epidemics.

But the optimum benefit from water and sanitation interventions can only be achieved through attempts for positive behaviour change amongst the communities and by identifying links between hygiene practices, poor sanitation, polluted water sources, disease and socio-economic progress. We believe that training of trainers combined with a multi-school program greatly impact the student-teacher collaborative learning experience and develops essential life skills through multiplier effect. These skills can be further harnessed to come up with community based solutions combining local actions with global perspective.

As part of “Strengthening Water and Sanitation in Urban Settings”, TERI will conduct Training of Trainers (ToT) and reach out to school teachers in select locations of Kolkata and Chennai to sensitize them on issues related to WASH, thus making them peer educators and creating multiplier effect to come up with school and community based solutions on the said issue.

### II. Objectives

Under the ToT component, a pre project assessment is envisaged as part of the Training of Trainers component to understand and gauge school community’s outlook on WASH parameters. An assessment on the behaviour pattern of personal hygiene and sanitation practices of children including their expectations will be conducted along with mapping influence, motivation and expectations of teachers for triggering behavioural changes.

The study will also help evaluate Government’s and management’s response to the problem and support therein and to establish triangulations with data collected during observation and responses from other stakeholders.

### III. Target group

1. **Students:** Pre project assessment exercise targeted 30 schools each in Kolkata and Chennai. Students that were selected for FGD were from classes 3 -5. Male and female students were selected based on random sampling and the nature of school. As part of the project, schools in Kolkata were Bengali, English, Hindi, Urdu and Odiya while in Chennai the medium of school was Tamil, Hindi and English.

2. **Teachers:** Approximately 60 teachers each in Kolkata and Chennai were surveyed. They are Primary Regular Teachers (PRT) or Trained Graduate Teachers (TGT) that have an experience of over 5 years and are on permanent roles of Education Department, Kolkata Municipal Corporation and School Education Department, Government of Tamil Nadu respectively. All the teachers have varied role in schools. Apart from teaching, they are also responsible for coordinating the mid-day
3. meal programme in schools, overseeing the cleanliness; represent School in Mother Teacher Association (MTA) and School Development Committee (SDC) and any other work that is assigned from the Government.
4. **School management:** Head teachers / Principals representing all the member schools are interviewed in Kolkata and Chennai. All the head teachers are trained graduate teachers (TGT) and are on permanent roles of the Government.

Apart from the above target group, the research team has also interviewed cleaning staff representing 5 schools both in Kolkata and Chennai

## IV. Methodology

Various quantitative and qualitative research methods were used to conduct the pre project assessment in Municipal Corporation schools of Kolkata

1. *Selection of schools:* Out of the total 250 schools that will be targeted during the 3 years of the project implementation in Kolkata and Chennai, a list of 30 schools from Kolkata and 50 schools in Chennai was drawn to be targeted for the ToT programme in the first year. These schools were shortlisted based on their current situations, geographical reach, medium of instructions and strength of students. For pre project assessment, a total of 50 schools were targeted from both the cities, covering a sample size of approximately 60%.
2. *Development of research instruments:* Once the target group was firmed up, efforts were made to draft the survey questionnaires and discussion questions. The same were being reviewed by a panel of experts on WASH from the project team. Discussion questions and survey forms are attached as *Annexure A*
3. *Pilot test:* Pilot test of the research tools was conducted with 3-4 identified schools in Kolkata and Chennai to test the efficacy of the research tools.
4. *Field work for collection of data:* Field work for data collection was done over a week from 30 schools each in Kolkata and Chennai with the help of a team that comprised of professionals from the project team. Field work was conducted from 6-11 April 2015 and 22-27 June 2015 in Kolkata and Chennai respectively. Details of research tools adopted are as follows:
  - a. Focus group discussions (FGDs) were conducted with students.
  - b. Key informant interviews were conducted with the heads of the institutions.
  - c. Survey questionnaire were filled up by teachers.
  - d. Observation of WASH facilities was conducted in all the targeted schools.
5. *Collection and analysis of secondary data from relevant sources:* Secondary data (documents, materials and background information) from various sources on WASH were collected and the findings were brought into the final research.

6. *Analysis and report writing:* After the data collection, quantitative and qualitative data was compiled, tabulated and analysed. The same is summarised in this report.

## V. Findings

### Kolkata

#### 1. School profile

In Kolkata, project team has targeted 30 schools in the year 2015 – 16 that falls under the jurisdiction of Kolkata Municipal Corporation. All the targeted schools are primary schools that represent different Boroughs and Wards. All the schools are located in diverse slum set up in the city representing migrants from Bihar, Jharkhand and Bangladesh. All the schools selected for the first year represent all forms of mediums of instruction that are prevalent in Kolkata i.e. Bengali, Hindi, English, Urdu and Oriya.

Almost all the school buildings cater to 2 shifts of schools; however the staff and management are different and independent of each other's functions. None of the schools have an active eco club or a group of students working on environment conservation. Schools are more focussed in improving the quality of education and increasing the enrolment rate. Environment education and WASH scenario is not prioritised within the school jurisdiction. List of schools is attached as [Annexure C](#).

#### 2. School management's perspective on WASH: Current trends and expectation mapping

##### 2.1. Introduction

Head teachers / School Principals are often the most senior staff of the school. They are responsible for overall functioning and laying rules and regulations for staff as well as students. Inputs from them for pre project assessment were crucial because they are the bridge between KMC and rest of the school fraternity. With



their invaluable experience in shaping up the school, it is important to know their perspective on WASH and whether they think it is a priority in School's operations.

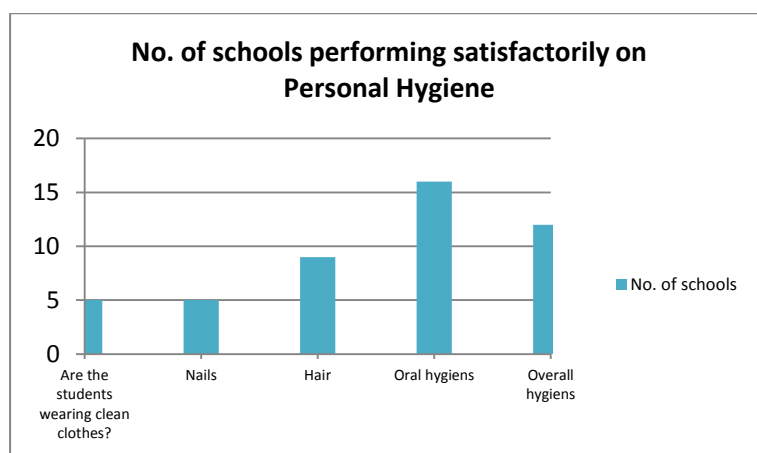
##### 2.2. Profile of Head Teachers

All the head teachers are trained graduate teachers, recruited by Education Department, Kolkata Municipal Corporation (KMC). They are on permanent pay roles of KMC. The combined teaching experience of all the teachers involved in this project is more than 400 years. However, only 4 out of them have ever attended any training program on WASH, combined hours of which would be less than 1 thousandth of their combined teaching experience.

Their day to day job responsibilities is to teach the classes assigned to him / her, oversee the overall functions of a School, attendance of students, functioning of committees like SDC and MTA and any other job responsibility that is being delegated by KMC.

### 2.3. Perspective of head teachers on the overall functioning and management of school

Within KMC, there is a mix of girls, boys and co-ed schools and the strength varies depending upon the number of teachers and the kind of infrastructure available with the school. The average strength in all the targeted schools is 65 %, which is much below the primary gross attendance ratio (83%) as stated by the National Family Health Survey-3<sup>1</sup>. The reasons for absenteeism are due to students' families are migrants from nearby states and Bangladesh, and usually during the harvest season or festivals families return to their home towns. The interval of the student's absence is roughly for a period of 2-3 months on a continuous basis. There is no major reporting of any kind of water or vector borne diseases amongst the students. 9 out of 30 schools reported isolated incidents of malaria or diahorrea among students. However, teachers did not report satisfactory hygiene and health of the students. In consensus with the teachers' responses, it was observed that students in most school did not fare well on the aspect of personal hygiene. There are negligible dropouts from the schools due to ill health, however dropouts happen in pre-primary and nursery section, especially due to migration. As per data collected from teachers, percentage dropout from selected schools is approximately 7% of total numbers.



### 2.4. Institutions in Schools

KMCP schools have constituted School Development Committee (SDC) and Mother Teacher Association (MTA). SDCs are committees which are responsible for the overall functioning of the School; primarily their job is maintenance of the school building, recruitment of cleanliness staff, provision of mid-day meal etc. The committee is chaired by the Councillor and other members are couple of teachers and parents.

<sup>1</sup> The National Family Health Surveys (NFHS) programme, initiated in the early 1990s, has emerged as a nationally important source of data on population, health, and nutrition for India and its states. The 2005-06 National Family Health Survey (NFHS-3), is the third in the series. In addition, it provides information on several new and emerging issues, including family life education, safe injections, perinatal mortality, adolescent reproductive health, high-risk sexual behaviour, tuberculosis, and malaria. Link for the report [http://www.rchiips.org/nfhs/NFHS-3%20Data/VOL-1/India volume I corrected 17oct08.pdf](http://www.rchiips.org/nfhs/NFHS-3%20Data/VOL-1/India%20volume%20I%20corrected%2017oct08.pdf)

Another committee which is a recent addition in the School's functioning is MTA. Members of this committee are teachers and mothers. The objective behind forming MTAs is to foster overall development of a child with respect to attendance, homework, hygiene and cleanliness. Both the committees have equal responsibility to administer issues pertaining to WASH but due to lack of proper know how, this area remains largely neglected. 2 out of every 3 schools reported that they took up the issue of hygiene and other WASH related aspects with the MTAs. However, WASH has never been the focus of these meetings but a part of it.

Approximately 15 % schools, have tie ups with NGOs like Right Track, Save the Children of India, Path Welfare and ACES for programmes related to enhancing students' enrolment, child rights and intertwining ICT with education. There are couple of nationalized banks like State Bank of India and Union Bank of India, who through their CSR funds have donated water filter in a very few schools. There is no direct involvement of any institution or NGO that works on improving WASH standards in school, however through Sarva Shiksha Abhiyan, teachers know the importance of hand washing and the same is being diligently practiced at the school level.<sup>2</sup>

## 2.5. Available infrastructure, attitudes and perceptions on WASH: School Management's perspective



The availability of toilets in each school is much below the WHO standards<sup>3</sup>, however since the average attendance is low, the availability of toilets meets the required standards for the population of students who attend school regularly. But the situation is not the same throughout the year because there are seasons when there is a perpetual increase in the absentees, which is either around festivals (October – November) and harvesting season (March – April).

All schools had toilets, however only 1 out of every 5 schools had separate toilets for boys and girls. And 3 out of every 5 schools had functional water facility inside the toilets.

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<sup>2</sup> Sanitation and Hygiene Advocacy and Communication Strategy Framework 2012-2017. A detailed framework of activities are intertwined at National, State and District level through Government programmes like MGNREGS, SSA, IAY, etc. for implementation of advocacy initiatives on Nirmal Bharat Abhiyan.

<sup>3</sup> Indicators for Guideline 5 (Toilets) as part of Water, Sanitation and Hygiene Standards for Schools in Low cost Settings 2009. These guidelines offer a basis for creating the minimum conditions required for providing schooling in a healthy environment for schoolchildren, teachers and other staff. The guidelines deal specifically with water supply (water quality, quantity and access), hygiene promotion, sanitation (quality and access), control of vector-borne disease, cleaning and waste disposal, and food storage and preparation. They are designed for use in low-cost settings, where simple and affordable measures can significantly improve hygiene and health. Link for the report [http://www.who.int/water\\_sanitation\\_health/publications/wash\\_standards\\_school.pdf](http://www.who.int/water_sanitation_health/publications/wash_standards_school.pdf)

Situation of piped water supply in schools are deplorable as largely schools do not have access to clean drinking water. In such circumstances, schools have adopted a make shift arrangement by taking a source from an existing connection in the community and for drinking water students are asked to get water from home. Hence there is enough water to clean but limited water to drink or cook mid-day meal. Most of the schools depend on vagaries of such meagre solutions. Availability of safe drinking water also depends on a case to case basis, depending upon the head teacher's personal contacts with Councillors. In an ideal situation, the basic quantities of water required for drinking, hand washing and per capita water required for mid-day meal is 5 lts.<sup>4</sup> Taking into account the above scenario, there is a stark difference between the actual demand and supply. Moreover after school hours, most of the students are working in unorganized sectors therefore meeting the actual need of drinking water throughout the day seems to be a distant dream.



In schools, WASH issues are not directly dealt as part of school operations. As per the observations, the sanitary infrastructure is not enough to cater to the entire school population. Any infrastructure development or improvement is taken care by Kolkata Municipal Corporation, however it is a very lengthy process and also subject to necessary approvals. KMC also provides a contingency fund of Rs 200 which is utilised by majority of schools for availing soaps and toilet cleaners. When asked about the maintenance and cleanliness, it was informed that since the cleaner is not a permanent staff of KMC, he / she comes once during the school hours, perform his job and leaves. Roughly in 35% schools he / she comes twice one for cleaning the building and the other during the time mid-day meal is served. There is no direct involvement of school staff or students for cleanliness purposes as the cleaning job is linked to religious affiliations. There was no record of cleanliness of water storage tanks at school premise.

Efforts are taken by the teachers to impart WASH education and to bring about a behavioural change amongst the students. Through Environment Studies teachers take up lessons on hygiene from classes 3 – 5. Despite which 1/3<sup>rd</sup> of teachers who were surveyed did not identify any chapters in the curriculum that dealt with the issue of WASH. This reflects the huge gap in the understanding of WASH among the teachers themselves. Moreover, the learnings are not translated in positive action at home due to various socio economic circumstances. Apart from this, there was no record or information on awareness on menstrual hygiene that was conducted in any school.

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<sup>4</sup> Indicators for Guideline 2 (Water quantity) as part of Water, Sanitation and Hygiene Standards for Schools in Low cost Settings 2009. These guidelines offer a basis for creating the minimum conditions required for providing schooling in a healthy environment for schoolchildren, teachers and other staff. The guidelines deal specifically with water supply (water quality, quantity and access), hygiene promotion, sanitation (quality and access), control of vector-borne disease, cleaning and waste disposal, and food storage and preparation. They are designed for use in low-cost settings, where simple and affordable measures can significantly improve hygiene and health. Link for the report [http://www.who.int/water\\_sanitation\\_health/publications/wash\\_standards\\_school.pdf](http://www.who.int/water_sanitation_health/publications/wash_standards_school.pdf)



### 3. KMC School teacher's perspective on WASH: Current trends, knowledge levels and expectation mapping

#### 3.1. Introduction

Teachers are the most important stakeholder for the proposed intervention as the entire yearlong interface will be with them. Teachers who were targeted for the pre project assessment are the ones selected by KMC to participate in the ToT. The main objectives of surveying them was to bring out information on the current scenario with regard to WASH and to see the loopholes present in the system to avoid any kind of gaps while implementing the programme. One main focus of targeting the teachers was also to sense the level of ownership they have for the existing work and how open they are to adjust to change.



#### 3.2. Profile of teachers

All the teachers who participated in the survey will be participants for the ToT programme. These teachers are Primary Regular Teachers (PRT) or Trained Graduate Teachers (TGT) that have an experience of over 5 years. Approximately 73% of them are trained graduate teachers, rest are a mix of post graduate and intermediate trained teachers. All the school teachers have varied role in schools. Apart from teaching, they are also responsible for coordinating the mid-day meal programme in schools, overseeing the cleanliness; represent School in Mother Teacher Association (MTA) and School Development Committee (SDC) and any other work that is assigned from Municipal Corporation.

#### 3.3. Teachers' role pertaining to WASH

According to the responses received from the teachers, 80% teachers have never attended any training related to WASH; they have general information about cleanliness, toilet use and water quality. The rest 20% have attended programmes like celebration of hand washing day organized by Sarva Shiksha Abhiyan as informed by the teachers<sup>5</sup>. There is a strong need to enhance their learning on linkages with health, attendance and overall well-being.

Teachers have an additional responsibility to encourage students to maintain basic hygiene levels. The same is undertaken through classroom teaching, instructions given during morning assembly sessions, talking to the parents during parent teacher meeting or MTA meetings and through continuous counselling. As informed by the teachers, 60 – 70% students follow the instructions and ensure that they maintain basic level of personal hygiene; however constant monitoring and follow up steps are required to ensure that students adopt these practices. While it is made mandatory for parents to send their children after fulfilling basic hygienic levels to schools, following the same practices as habits at home is still a question because of the socio economic profiles of the families. It is also noticed that

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<sup>5</sup> Sanitation and Hygiene Advocacy and Communication Strategy Framework 2012-2017. A detailed framework of activities are intertwined at National, State and District level through Government programmes like MGNREGS, SSA, IAY, etc for implementation of advocacy initiatives on Nirmal Bharat Abhiyan.

accessing to a clean hygienic WASH facility does not have an aspirational value because the priorities of families are basic subsistence.

### **3.4. Linkages between available infrastructure, attitudes and perceptions on WASH, health and general well-being of students**

WASH as an issue is not dealt on priority in all the schools that are covered in pre project assessment. However, there don't seem to be any linkages with the health of the students, attendance and drop outs. Low attendance which was prevalent in almost 50% cases was due to reasons such as callous attitude of parents; students are involved in income generation activities such as envelope making, footwear making, embroidery, students are enrolled in KMC schools; however they tend to go to NGO run schools which offer better food in mid-day meal etc. Dropouts normally happen because KMC schools cater to children of families that are migrated from nearby states. Once they go back to their respective states during festivals, harvesting season or wedding season; they normally take 3 – 4 months to come back. With regard to the health of students, few schools reported cases of vector borne disease, which is prevalent in 1-2 students during rainy season. 2 schools; have reported issues of oral health and skin disease. The aforementioned condition may have direct linkages to existing level of WASH parameters; however thorough research on this subject is required to validate the findings.

## **4. WASH from the perspective of students studying in KMCP Schools – Issues, Expectations, Reality and Change Potential**

### **4.1. Introduction**

On an average 40 students from each of the 30 schools were covered under the pre- assessment survey across Kolkata. Students belonged to primary classes 3<sup>rd</sup> to 5<sup>th</sup> and were in the age group 9-13 years. Data was gathered from students by engaging them in participatory exercises such as resources mapping and transect walks. Students gave open and frank answers to the realities of the communities they belonged to. It is from the responses and awareness levels of the students that the study gauged the gaps in understanding of WASH.

#### **Facts**

- The bearing of socio-economic factors has pushed many children to work as labourers in localities in and around their neighbourhoods. Most children work in small scale workshops which make envelopes, and assemble footwear for local companies with no regard for Child Rights in any aspects. This is the reality of majority of the 1800+ children studying in the schools that were surveyed under this study.
- WASH conditions at home provide a weak base for students to aspire towards a dignified WASH experience in their daily lives. The focus of the student remains on daily survival.

### **4.2. Issues and Realities**

#### **4.2.1. Socio-economic profile**

Most students belong to backward socio-economic backgrounds. Students mainly come from migrant communities from Bangladesh, Bihar, UP, Jharkhand, Odisha and neighbouring districts of West Bengal. Parents of students are engaged in the informal

sector and work as rickshaw pullers, butchers (kasai), maids, construction workers, drivers, and other odd jobs earning only enough for subsistence. Most students are involved in labour after school in small scale industries to support their families.



#### 4.2.2. WASH status at home and community

Students live in neighbourhoods surrounding the school, in community houses (like chawls). Each house has 20-25 quarters which share 2 bathrooms on an average. Those who have these toilets within their community homes, have to wait in long lines, and get budgeted time to use it. These houses have no piped water supply inside the quarter but have a community pipeline which provides 'Ganga' water for domestic use and a common filtered water pipeline for drinking water. The Ganga water flows freely without any tap control and is available for free public use. Students use this water for bathing, washing cleaning and other purposes.

Children, who use public toilets lack basic levels of dignity, remain at the risk of catching infections and are abused by drunk and drugged men. Often, toilets in the communities are used by alcoholics and drug abusers and children are scared to use them.

Children find toilets in schools to be much better than the toilets in their homes or communities. However, the observation reveals a differing picture of unclean toilets, which are characterised by perpetual smell, lack taps, mugs, flushes, latches (in a few cases) and some do not have electricity and water connection.

#### 4.2.3. Religious Profile

Students in schools mainly belong to Hindu and Muslim communities and do manifest some communal disharmony which may be present as undercurrents within their own localities. However, very few students were found to be openly bitter towards each other and the other community. Most students from Muslim communities attend '*Madrasah*' regularly and receive a major part of their educational, social and moral training from there. Health and hygiene is an integral part of their learning and training in '*Madrasah*' and is one of their co-scholastic areas.<sup>6</sup> Students are taught the importance of personal hygiene, hand washing before and after meals etc. among other things

### 4.3. Expectations and Aspirational Gaps

Students responded well to questions pertaining to WASH and were well aware of hand washing and other sanitation practices. They are aware of the need for washing hands before and after eating food, but due to lack of wash basins, taps, soap etc. they are unable to heed

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<sup>6</sup> All the Madrasah are under the West Bengal Board of Madrasah Education. One of their co-scholastic areas is 'Social and Personal Qualities' which includes sub sections such as health awareness, cleanliness, regularity, punctuality, sympathy and discipline. For details, visit <http://www.wbbme.org/>



the teachings. Another example of the negligence of WASH in schools is the absence of dustbins in more than 70% of classrooms. Students are well aware of the fact that waste must be thrown in dustbins but still do not do it as there are no dustbins in the classrooms and it is easier to toss the waste out of the classroom window. WASH is not the priority of teachers and therefore it is not emphasised upon by them and not addressed immediately in the school.

The reality of the WASH situation in KMCP schools when compared to prescribed standards or WASH facilities in homes of the influential and upper classes shows a stark divide. The situation implies that for both of these two groups the concept of hygiene and WASH is relative. "A student from a backward socio-economic background cannot imagine the level of WASH he/she he should be entitled to and remains unaware of it." Students in the surveyed schools are content with the hygiene and sanitation facilities of their communities and do not think that they live in un-dignified conditions. One can also see that children consider living in tents and chawls as absolutely acceptable and regular. This indicates that aspirations of students towards WASH are curbed by their reality. Students require model schools in the aspect of WASH to raise their aspirations and demand and strive for more dignified standards of WASH in their future.

## Chennai

### 1. School Profile

In Chennai, the ToT programme targets 50 schools that falls under the jurisdiction of School Education Department, Government of Tamil Nadu. These schools are either identified as Government schools or Government aided. Government schools are the one which are run, controlled and managed by the School Education Department, Government of Tamil Nadu, whereas Government Aided schools are the ones which are run, controlled and managed by the associated Trust, while the Government only intervenes for school curriculum and salaries of teaching and non-teaching staff. All the targeted schools are either higher secondary (6 – 10 class) or senior secondary (6 – 12 class) schools and are situated across all the educational districts of Chennai. The medium of instruction is Tamil, Telgu and English.

All the targeted schools have spacious building with sufficient toilets, sumps, water head tanks and kitchen. However the strength of students in each school is very low. Associations like PTA and SMDC exists in schools however their role in school functioning is hardly defined. Schools also have NGC clubs or eco clubs which implements activities of National Green Corps recognised by the Environment Department, Government of Tamil Nadu.

### 2. School management's perspective on WASH: Current trends and expectation mapping

#### 2.1. Introduction

As part of the research, school management were one of the most important stakeholders of the study for not only that their inputs were critical for the school development but it was also important to assess their mind-sets towards WASH as they are the decision makers in the schools.

The team interviewed approximately 25 School principals on questions that were relevant to school management, overall functioning and status of WASH practices in schools.

## **2.2. Profile of School Principals**

The team interviewed approximately 25 School principals, all of them were on Government pay roles irrespective of the fact whether they are from Government or Government aided schools. Majority of them were M. Phil and possessed atleast 10 years of experience. Their scope of work in school is that of an administrator who looks after the functioning of the school with regard to the management, staff, teaching, curriculum and



and maintenance as per the prescribed standards by the Government. It is observed that the motivational level amongst them is particularly low with respect to the staff and facilities available in schools.

## **2.3. Perspective of head teachers on the overall functioning and management of school**

In Chennai, 50 schools are targeted for the ToT programme. Out of the total, 29 schools are Government schools and rest are Government aided. During pre-project assessment study, team reached out to 23 schools across the Educational districts. These schools were a mix of boys, girls and co-ed schools. The number of students studying in the schools varies but it is not proportionate with the available infrastructure and school building. The school premise are found under-utilized owing to the fact that the numbers of students are very low and the enrolment rate is reducing with each passing year. In order to support the above statement, one of the Principals said, "There is a shift in the pattern of learning from Tamil to English, therefore with each passing year; the enrolment rate is reducing in Tamil medium schools while increasing in the English medium school which are primarily privately run."

The average attendance of students in Chennai is at 87% which is far much better than the conditions in Kolkata. It is also found that in all the co-ed schools, which are roughly around 50% of the sample size, the enrolment of female students is particularly low, approximately 30%. When asked about the reasons for the same, Principals opined that parents are more willing to send their girl child in an only girl's school nearby rather than a co-ed school due to social stigma and security issues. There are negligible drop outs in schools. Students come from marginalized background and both the parents are daily wage labourers and work as coolies, fishermen, construction workers and maids. Most of them are migrated from far flung areas from Tamil Nadu to earn a decent living.

## **2.4. Institutions in Schools**

Schools in Chennai have reported that all the schools irrespective of whether they are Government schools or Government aided; there is a Parent Teacher Association and a School Management and Development Committee (SMDC) as prescribed by Rashtriye Madhyamik

Shiksha Abhiyan (RMSA)<sup>7</sup>. PTA is a committee where the members are parents, school teachers and the school Principal. They meet regularly and discuss about the performance of the students and the ways in which enrolment can be uplifted. It is observed that the scope of the PTA is limited to academics and has by large nothing to do with the overall development. Similarly, in SMDC the members are School Principal, Local councillor, an educationist, parents and teachers, but it was observed that a committee of this stature is not seen as one of the important tools for school community development.

Approximately 40% schools reported of few NGOs / institutions working within the school such as World Vision for construction of toilets, Rotary club for encouraging students to perform better in academics and sports, ONGC for lab facilities and Oasis for enhancing science knowledge. Approximately 25% School Principals opined that there is no continuous engagement of any organizations within the schools, by the time teachers and students get acquainted with the organizations, it's time to conclude the project therefore it is very difficult to expect the desired outputs.

## 2.5. Available infrastructure, attitudes and perceptions on WASH: School Management's perspective



Unlike the situation in Kolkata, schools in Chennai have sufficient toilet facilities catering to a fewer students. As stated earlier, almost 80% schools had infrastructure that lies under-utilized because of the low enrolment rate. Another problem that is quite evident in Chennai is that cleanliness of toilets is not seen as a priority issue. When asked about the deplorable condition of toilets in approximately 80% schools, Principals said that the absence of cleanliness in almost all schools arises due to absence of a cleanliness staff who is particularly responsible for sweeping in the school and a 'scavenger' who is dedicated for cleaning the toilets. Both these posts are Government recognised non-teaching staff posts, but remain vacant due to reasons which are not known to the School management. The caste system that prevails in the State doesn't allow a sweeper to clean the toilets, so even if a sweeper is available, it doesn't make the situation any better.

Water is a concern in the city, as almost half of the school sample size has no piped water supply. The school management call upon water tankers for a worth of Rs 450 which suffice the water use in school for a week. The ones which have piped water supply, store their water in the underground sumps from where it gets transferred to kitchen, water tanks and toilets. All the WASH facilities and infrastructure in schools are vulnerable as there is no security guard

<sup>7</sup> All schools are required to establish School Management and Development Committees (SMDCs), which are responsible for all RMSA activities at the school level - planning, data collection, monitoring, and implementation. For more details, refer the guidelines, [http://rmsaindia.org/administrator/components/com\\_pdf/pdf/Environment%20Management%20Framework.pdf](http://rmsaindia.org/administrator/components/com_pdf/pdf/Environment%20Management%20Framework.pdf)

appointed; in most likeable situation there exist chances of breakage and spoilage of water pipes, etc. The frequency of cleaning the school and toilets is directly linked to the availability of a cleanliness staff in all the schools which ranges from thrice a day to once a week.

When asked about who intervenes in school for maintenance and construction of WASH facilities, while the Government school said it is the Public Works Department who cater to their construction needs, wherein the request should be routed through Education Department, Government of Tamil Nadu, while the Government aided said it is the Trust whom they are affiliated to intervenes in these matters. Both the routes follow a tedious procedure of taking permissions and approvals before the actual work starts and is often not taken as priority. There is no separate contingency fund or school fund that can be utilized for such purposes, but all the schools charge Rs 50 per year from each student so as to utilize the collected money in paying electricity and water bills, buying stationary, buying detergents, brooms, etc. It was reported that there are no chapters in the curriculum on WASH. Teachers take extra effort to let the students know about personal hygiene during classes and morning assembly.

In all the schools, mid-day meal programme is being implemented successfully. Every school has a kitchen, 1 cook and 2-3 helpers. However, the kitchen is not in a very good shape as there is no LPG connection provided. Meals are cooked on firewood thus affecting the indoor air quality of the kitchen.



### **3. School teacher's (School Education Department, Government of Tamil Nadu) perspective on WASH: Current trends, knowledge levels and expectation mapping**

#### **3.1. Introduction**

Teachers are the most important stakeholder for the proposed intervention as the entire yearlong interface will be with them. Teachers who were targeted for the pre project assessment are the ones selected by School Education Department, Government of Tamil Nadu to participate in the ToT. The main objectives of surveying them was to bring out information on the current scenario with regard to WASH and to see the loopholes present in the system to avoid any kind of gaps while implementing the programme. One main focus of targeting the teachers was also to sense the level of ownership they have for the existing work and how open they are to adjust to change.

#### **3.2. Profile of teachers**

All the teachers who participated in the survey were either Trained Graduate Teachers (TGT) or Post Graduate Teachers (PGT) that have an experience of over 5 years. Approximately 55% of them were PGTs, 15% were TGTs and rest 25% had no answer. Their job description other than teaching is also to maintain the enrolment rate of school by encouraging families living nearby to enrol their children; coordinating the mid-day meal programme in schools, overseeing the cleanliness; represent in Parent Teacher Association (PTA) and School Management and Development Committee (SMDC) and any other work that is assigned from School Education Department.

### **3.3. Teachers' role pertaining to WASH**

As per the situations in Kolkata, Chennai seems almost similar on the percentage of teachers who have attended training programmes on WASH, 78% teachers have never attended any trainings. It was also observed that there is no motivation amongst the teachers to enhance or encourage WASH practices for students for a variety of reasons such as WASH not being a priority for Government run schools because focus is more on maintaining enrolment rate and teachers are already overburdened with work, election duty etc.

There is a strong need to enhance their learning on linkages with health, attendance and overall well-being and add compensatory benefits for the teachers to look at it as a priority issue to be dealt with in schools

Teachers have an additional responsibility to encourage students to maintain basic hygiene levels, the same is undertaken through classroom teaching but unlike Kolkata schools, platforms such as morning assembly, MTA meetings, etc are not utilized to talk about WASH in Chennai.

As reported by the teachers, almost all the students follow the instructions and they understand the value of maintaining basic level of personal hygiene but the same doesn't get translated in almost 70% students. Since the pattern of WASH indicators is sporadically fulfilled by the students in schools, there is a clear indication that at homes the situations would be even worse owing to the fact that the students belong to meagre family backgrounds.

### **3.4. Linkages between available infrastructure, attitudes and perceptions on WASH, health and general well-being of students**

WASH as an issue is not dealt on priority in all the schools that are covered in pre project assessment. Drinking water and toilet facilities are available in all the school premises but no efforts are taken to maintain these. Field team narrated an incident where in one of the sample schools open defecation was being practised inside the school premise, which was an eye opener in itself and an open truth which requires no justification from any other stakeholder. As stated earlier, more than half the schools have cleaner and scavenger posts vacant. These are Government posts but no appointment has been done as reported by the School Principals.

However, there don't seem to be any linkages with the health of the students, attendance and drop outs. The average attendance of 87% is better than the primary gross attendance ratio (83%) as stated by the National Family Health Survey-3<sup>8</sup>. Negligible dropouts happen due to reasons of migration, etc. With regard to the health of students, 2 schools reported cases of Malaria in the last academic year. The aforementioned condition may have direct

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<sup>8</sup> The National Family Health Surveys (NFHS) programme, initiated in the early 1990s, has emerged as a nationally important source of data on population, health, and nutrition for India and its states. The 2005-06 National Family Health Survey (NFHS-3), is the third in the series. In addition, it provides information on several new and emerging issues, including family life education, safe injections, perinatal mortality, adolescent reproductive health, high-risk sexual behaviour, tuberculosis, and malaria. Link for the report [http://www.rchiips.org/nfhs/NFHS-3%20Data/VOL-1/India\\_volume\\_I\\_corrected\\_17oct08.pdf](http://www.rchiips.org/nfhs/NFHS-3%20Data/VOL-1/India_volume_I_corrected_17oct08.pdf)



linkages to existing level of WASH parameters; however thorough research on this subject is required to validate the findings.

#### 4. WASH from the perspective of students studying in Government and Government aided Schools, Chennai – Issues, Expectations, Reality and Change Potential

##### 4.1. Introduction

On an average 30 students from each of the 23 schools were covered under the pre- assessment survey across Chennai Education Districts. Students belonged to Secondary classes 6 -8 and were in the age group 12-14 years. Data was gathered from students by engaging them in Focus group discussion through non-formal interaction.

Initially, students did take time to express their views on sanitation, as it was a subject of self-respect and touches on their individual attitude towards cleanliness, however in the course of the discussion students shared their understanding on WASH and provisions around their dwelling places and school. It is from the responses and awareness levels of the students that the study gauged the gaps in understanding of WASH from their perspective.



##### 4.2. Issues and Realities

###### 4.2.1. Socio-economic profile

Majority of students were from the family of first or second generation learners; who belong to economically weaker section of the society. Parents usually are engaged in non-formal sector and work as coolies, labourers, maid, drivers, construction workers and other daily wages jobs. Certain Government Aided Schools which either falls under Railways or Integral Coach Factory jurisdiction appeared to be in better conditions that had students where parents are working in the same sectors.

###### 4.2.2. WASH status at home and community

Students come from neighbourhood slum locality and housing area, which lacked basic facilities like private toilets, piped water connections among others. Considerable numbers of students are dependent on community toilets, which as informed by the students, are clean and well maintained while others had individual household toilet. Toilets were positioned at location where rain water or water from a broken pipeline intrude and had no light facilities. A case of open defecation within the school premise was also revealed during the research. At homes the situations were even worse; students opined that tap water which is a connection from the municipality is shared by the entire building which has a set-up of 4-5 families. Drinking water was purchased at Rs 20 for a 20 Lt can by almost 90% students.

There was one school with a boarding facility, which had sufficient toilets; however the students' dormitories, kitchen and mess were in deplorable condition.

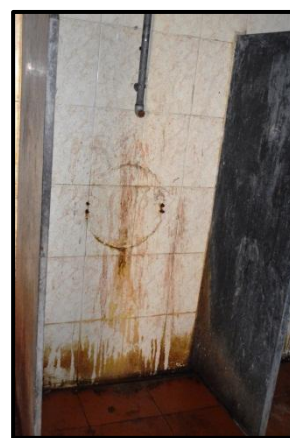
Majority of students especially girls were suitably dressed, combed hair but lacked proper footwear, many had *chappal*, while few were bare foot. In case of boys, situations were bad with regard to personal hygiene in majority of cases.

#### 4.2.3. Religious Profile

Students in schools mainly belong to Hindu, Christian and Muslim communities and are cordial towards other community friend. There is no such incident or instance recorded of communal disharmony in the society. Students in the Muslim schools were found to have better WASH facilities in their school which indicates the significance given by the school towards health and hygiene aspects.

#### 4.3. Expectations and Aspirational Gaps

Students responded well to questions pertaining to WASH and are well informed of hand washing and other sanitation practices in their academics. Children find toilets in schools to be much better than the toilets in their homes or communities. On contradictory, students lacked hands-on knowledge on sanitation facilities and hygiene practices, which was revealed during the observation in school campus viz. choked toilet, poor water supply, waste disposal at the backyard of the class and burning of waste.



Following are some of the primary observations

1. Urinals used for urinating as well as defecation.
2. Toilets were found to be locked.
3. Toilets were found choked, blocked and had a foul smell attracting health problems.
4. Students were noticed to have mid-day meal in the playground which was often littered.
5. Students were found to spit and litter around the school campus.
6. Stationary waste dumped at backyard of class room.
7. Practice of burning waste in the school campus.

Student's idea and expectation of sanitation facilities were bare minimum and were negligent of their compromising attitude made in this relation.

Schools are provided with good infrastructure for toilets, hand wash and drinking water facilities. However, due to lack of awareness on its proper use and maintenance, WASH facilities were made inadequate and useless. Also majority of the schools were found with paper waste and other waste being dumped at the backyard, which in most cases were part of the school premise.

Students are well aware of the fact that waste must be thrown in the dustbins but still do not do it as there are no dustbins in the classrooms and it is easier to toss the waste out of the classroom window. WASH is not the priority of teachers and therefore it is not emphasised upon, by them and not addressed immediately in the school.

Very similar to the conditions in Kolkata, there is a huge gap in the existing WASH situation in Chennai Educational District Schools and the acceptable standards prescribed by WHO / UNICEF. Students in the surveyed schools are content with the hygiene and sanitation facilities of their communities and do not think that they live in an un-dignified conditions. This indicates that lack of know-how, aspirations of students towards WASH are curbed by whatever is available to them. Students require model schools in the aspect of WASH to raise their aspirations and demand and strive for better standards of WASH in future.

## VI. Recommendations: Integrating Interventions for Positive Change in Kolkata and Chennai

Based on the research conducted with Students, School Principals and Teachers, following are specific observations and recommendations:

### Students

- Project team aims to initiate the process in these schools to transform them into spaces and models where WASH is integral to the learning process and well-being without burdening the student with undue responsibilities.
- Schools should serve as model institutes of WASH practices, giving the students a reason to aspire for better living conditions for themselves and their future. All of these interventions must be integrated into the routine behaviour of students in such a way that it eventually translates into the same at home. However, the focus should remain in the school being a model and not put the same burden on the families, where the living conditions would require more than a year to change with much more financial as well as non-financial resources.
- There is a dire need to identify a strategy that will trigger change amongst the student population. During ToT, methodology on transmitting the right message that will trigger change will be discussed and solutions will be sought out.

### Principals

- It is quite apparent from the above findings that there is a dire need to bring WASH aspect at the forefront of the member Schools. The reality seems too far from the standards. Capacity building programmes for teachers are required as there are no means by which teachers intertwine the issue with the curriculum.
- The research clearly brings out that during the training of trainers it is crucial to involve the School Principals along with a teacher for effective implementation of WASH agenda. The same will be practiced while implementing the ToT programme over the 2 cities.
- It is very crucial to build capacity of teachers on mainstreaming WASH education within the curriculum as there are no specific lesson plans on WASH and teachers do not get an opportunity and enough time to orient students on these issues. A separate session on “Integrate multi-disciplinary approach by combining WASH education with other subjects” will be organized as part of the 2 day ToT programme.

- It is also observed that there is no financial support given to schools for maintaining WASH standards; hence teachers tend to utilize the PTA fund which is significantly low and may be utilized for other purposes too. This aspect in schools would be strengthened by encouraging teachers to come up with a WASH agenda for their respective schools. Adequate financial resources will be allocated to all the member schools to implement their respective agendas.

### **Teachers**

- There is a dire need to uplift the motivational levels of the teachers who are the main stakeholders in the project. Success rate of the project will be determined on how well the teachers perform. It is important to motivate and hand hold them for their day to day operations in the project and the same is being envisaged in the yearlong work plan.
- So far teachers are not exposed to any kind of capacity building programme on WASH. Thus there is a keen interest amongst them for learning WASH aspects which can be implemented within the schools and neighbourhood communities. More than 90% of teachers wanted to know more about WASH and how to implement the learnings in their schools.
- A programme to sensitize students is not enough. Efforts should be made to involve the communities. Changes in the behavioural patterns will only be seen when the same is being practiced both at home and in school.
- Since the scope of the project is limited to capacity building of teachers, solutions provided while planning the WASH agenda should be such that caters to the problems in a very cost effective manner. In this regard suggestions such as know-how on indigenous knowledge with respect to WASH were made by teachers, which will be taken up in the ToT programme.

## VII. Annexures

### Annexure A: Questionnaires

#### Discussion questions for School Management

Name of the Principal .....

Name of the School & address .....

.....

Qualification .....

Experience .....

Category and purpose	Example questions	Notes
<p>School Management</p> <ul style="list-style-type: none"> <li>To understand the trend in dropouts and school's response to the problem</li> <li>To gauge linkages in absenteeism, dropouts, health and WASH</li> <li>To understand school's orientations with community institutions / PTAs, etc. and their role</li> </ul>	<ul style="list-style-type: none"> <li>What is the eligibility for any school to be recognised as a Government School or A School under the jurisdiction of Municipal Corporation?</li> <li>What is the strength of your school?</li> <li>What is the percentage of girls and boys studying in the school?</li> <li>Why do you think, girls are less in number?</li> <li>How many students normally dropout of school?</li> <li>What is the percentage of boys and girls that normally drop out?</li> <li>Would you know the reason for their dropouts?</li> <li>At an average, how many students are perpetually absent?</li> <li>Is the school associated with any community institutions, set ups or organizations?</li> </ul>	
<p>WASH</p> <ul style="list-style-type: none"> <li>To understand the role of school in WASH infrastructure and behaviour</li> <li>To understand role of all the staff</li> </ul>	<ul style="list-style-type: none"> <li>Who intervenes in school for WASH related infrastructure?</li> <li>What is the school's role in maintaining them?</li> <li>Is there any support by the Municipal Corporation on WASH related aspects?</li> <li>Are there any programmes</li> </ul>	

<p>members pertaining to WASH</p> <ul style="list-style-type: none"> <li>• To understand if curriculum offers basic information on WASH and its impact</li> </ul>	<p>/ on WASH / Environment / Life skills for students?</p> <ul style="list-style-type: none"> <li>• Is there any chapter in any class on water, health, hygiene and sanitation?</li> <li>• How do you encourage students to use toilets, wash hands, bath daily, work on oral hygiene, wash their uniform, cut their nails, etc.?</li> <li>• Do you orient the adolescent girls on menstrual hygiene? How?</li> <li>• Are the teachers involved in facilitation, sensitization and orientation on WASH aspects?</li> <li>• How many cleaning staff members are there?</li> <li>• What is the frequency of cleaning the school toilet and drinking water tanks?</li> <li>• Is there a separate staff for cooking and handling mid-day meal?</li> <li>• If TERI implements a programme on WASH in your school, what are your expectations?</li> </ul>	
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**Questionnaire for Teachers – Pre Project Assessment**

Name of the teacher.....

Name of the School & address .....

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Qualification .....

Experience .....

Job description .....

.....

.....

.....

1. Have you ever attended any training / conference / seminar on Water, Sanitation and Hygiene (WASH) before?
  - a. Yes
  - b. No

2. What do you know about WASH? Please explain.

3. Throughout the curriculum, are there any lesson plans / chapter for students dedicated on WASH?
  - a. Yes
  - b. No

4. If yes, please describe what topics does it cover?

5. If no, would you like to include WASH related topics in your curriculum? How will it help? Which particular areas would require most attention?

6. How do you encourage students to adopt habits such as use toilets, wash hands, bath daily, maintain oral hygiene, wear clean uniform, cut nails, etc.?

7. Do you think students understand and follow whatever you teach with respect to personal hygiene and sanitation? Justify your answer.

8. List down the change in behaviour that you have seen over the years?

9. How do you monitor the change in behaviour?

10. If there is no change in behaviour, what do you think are the reasons for no change?

11. Have you ever encouraged discussing WASH aspects within Parent Teacher Associations (PTA)? Give details



12. Would you like to know more about WASH?

- a. Yes
- b. No

13. If given support and adequate know how, would you like to implement a programme concerning WASH with your students?

- a. Yes
- b. No

14. What are the problems concerning WASH within your school premise or faced by colleagues and students?

15. If given a chance, how would you deal with such problems at school level?

16. What is the source of drinking water and water for cleaning and washing?

17. What do you think about the quality of water? Explain.

18. In your opinion what is the general health conditions of students?

19. Are you reported of any vector borne diseases among the students? Explain.

20. How many students normally dropout of School?

.....

21. Amongst them, approximately how many are boys and girls?

.....

22. List down, reasons of their dropping out?

23. TERI will be implementing a programme on WASH in your school, what are your expectations?

### Discussion Questions for Students

Name of the School: \_\_\_\_\_

\_\_\_\_\_

Class: \_\_\_\_\_

Number of Students: \_\_\_\_\_

S. No.	Category	Example Questions	Notes
1	Current WASH practices	<ul style="list-style-type: none"><li>• Do you have toilets at home and in school?</li><li>• Do you use them or prefer going out in fields?</li><li>• What is the source of drinking water and water for cleaning and washing?</li><li>• Are you served mid-day meal?</li><li>• What is the scenario of handling waste that is generated in school?</li></ul>	

2	Safe use of toilets	<p><b>Questions in case of availability of toilets</b></p> <ul style="list-style-type: none"> <li>• Can you go to the toilets whenever you want? Even during class?</li> <li>• Are the toilets ever locked? Why?</li> <li>• How are the surroundings of the toilet room in school?</li> <li>• How many toilets are there in school?</li> <li>• Do you have separate toilet for boys, girls and disabled children in school?</li> <li>• Do you have sufficient light in toilet at home and in school?</li> <li>• Do you have a ventilator or a small window in the toilet?</li> <li>• Do you have proper door for the toilet room at home and in school?</li> <li>• Do you have tap water in toilets? If yes, do you get water supply continuously or is it periodic?</li> <li>• Do you have container/bucket in toilet room?</li> <li>• Do you have flush arrangement at urinals?</li> <li>• Do you have soap? If no, how do you wash your hands?</li> <li>• Are the toilets cleaned on a daily basis?</li> <li>• Who cleans the toilets in school and at home?</li> <li>• Are the toilets at school better than toilets at home? Why?</li> </ul> <p><b>Questions in case the community practice open defecation</b></p> <ul style="list-style-type: none"> <li>• What is the difference between going out and using toilets?</li> <li>• Is practicing open defecation better than using toilets? How?</li> <li>• Do you think any health related risks are involved if you go out in the field?</li> <li>• Are the toilets in school used by other people or is it only made for the students and teachers?</li> <li>• If you could change one thing about the school toilets what would it be?</li> </ul> <p><b>Questions for toddlers</b></p> <ul style="list-style-type: none"> <li>• Do you know what to do in the toilets?</li> <li>• Can you reach the door handle from inside and outside?</li> <li>• Is the drop hole to big?</li> <li>• Do you need help inside the toilet?</li> </ul> <p><b>Question for girls</b></p> <ul style="list-style-type: none"> <li>• Do you come to school when you are menstruating? If not, why not?</li> <li>• Would facilities for cleaning/ disposing of sanitary napkins/rags at school be a good idea?</li> <li>• Do the teachers teach you about what to do when you are menstruating?</li> <li>• What would make it easier to come to school when you are menstruating?</li> </ul>	
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3	Personal hygiene	<ul style="list-style-type: none"> <li>• How many times in a week do you bathe?</li> <li>• Where do you take a bath?</li> <li>• Do you have soap at home and use it for bathing purposes? If the answer is no, what is it that you use while bathing?</li> <li>• Do you freshen up reaching home, after school?</li> <li>• Do you cut your nails?</li> <li>• Do you think brushing of teeth is important? How many of you practice it daily? Are there any other means to clean your teeth / mouth?</li> <li>• Why is it important to clean your mouth?</li> <li>• Who washes clothes at home?</li> <li>• When are the clothes washed?</li> <li>• Do you use detergent for washing clothes?</li> <li>• Do you get sufficient water to wash clothes daily?</li> </ul>	
4	Hand washing	<ul style="list-style-type: none"> <li>• Why should we wash our hands?</li> <li>• When do you wash your hands?</li> <li>• When are you allowed to/are able to wash your hands?</li> <li>• Are their queues at the hand washing stations? When?</li> <li>• Is there always water?</li> <li>• Is there always soap?</li> </ul> <p><b>Questions for toddlers</b></p> <ul style="list-style-type: none"> <li>• Is there a separate washbasin for toddlers?</li> <li>• Do you reach till the wash basin?</li> <li>• Do you need help?</li> <li>• Are you pushed and nudged by senior students?</li> </ul>	
5	Waste management	<ul style="list-style-type: none"> <li>• Who generates waste?</li> <li>• Where do you throw the waste you generate?</li> <li>• Who collects waste at home and in school?</li> <li>• Do you have dustbins at home and school?</li> <li>• How many dustbins you have in your school?</li> <li>• Can something be done to reduce waste generation?</li> <li>• Do you know about segregation of waste?</li> <li>• If yes, where have you heard it from?</li> <li>• Do you practice it in school?</li> </ul>	

6	Drinking Water, water treatment, handling and storage	<ul style="list-style-type: none"> <li>• Do you get drinking water every time you need it?</li> <li>• Where do you get drinking water from in school or at home?</li> <li>• Where do you store drinking water in school and at home?</li> <li>• What is the colour of the water?</li> <li>• How does the water taste?</li> <li>• Is there an odour in the water that you drink?</li> <li>• How many times the storage tank is cleaned?</li> <li>• Where do you get water at home and in school for washing and cleaning purposes?</li> <li>• Is water contaminated?</li> <li>• How do you fetch water from the source?</li> <li>• Who fetches water in school and at home?</li> <li>• How many times the storage tank is cleaned?</li> </ul>	
7	Food hygiene	<ul style="list-style-type: none"> <li>• Do you get mid-day meal in school?</li> <li>• Do you have a kitchen in school or at home?</li> <li>• Who cooks your food?</li> <li>• Are you offered sea food? What is the quality?</li> <li>• Where are your utensils kept in school and at home?</li> <li>• Who cleans utensils? How often?</li> <li>• Where is the food served in school and at home?</li> <li>• How are utensils cleaned in school and at home?</li> <li>• What kind of water is used to cook the food?</li> </ul>	
8	Others	<ul style="list-style-type: none"> <li>• How many students dropped out of school?</li> <li>• How many were boys and girls?</li> <li>• Do you know the reason, why did they drop out?</li> <li>• Who all are amongst this class are perpetually absent? Why?</li> <li>• Is there any kind of programme on WASH / Environment that is being implemented with school children?</li> <li>• What household work are you expected to do at home?</li> <li>• Is your school / home located around an open defecation field?</li> </ul>	

## Annexure B: List of schools

### Kolkata

1. Paramhansadeb KMC Bengali 2/1, Paramhansadeb Road, Kolkata- 700027
2. K.M.C.P School Girls (Day). 58, Narkel Danga North Rd, Kolkata- 700011
3. KMCP School (Day), 48, Radhanath Chowdhury Road, Kolkata- 700015
4. KMCP School, 9, North Range, Kolkata - 700017
5. 27/1, Sashi Bhusan Dey Street, Kolkata-700012
6. K.M.C.P School (Day), 11 A Topsia Road (South) Kolkata
7. KMCP, 2/1, Paramhans Dev Road, Kol-700027
8. Raj Rajeswari Girls Model KMCP School, 27/1 Sashi Bhushan De Street, Kolkata- 700012
9. Dhobapara KMCP (D) School, T-132, Murry Road Kolkata- 700018
10. Kailash Memorial KMCP School, Z-4/127 River Side Road, Kolkata- 700044
11. KMCP School , 240, Tiljala Road, Kolkata- 700046
12. KMCP School (Day) 9, North Range Kol- 700017
13. KMCP School (Moring) 045/028/UMG, al-1/5 Raja Dinendra, Kol- 700009
14. K.M.C.P School (Day), 1/5, Raja Divendra Street, Kolkata- 700009
15. K.M.C.P School (Day) Goal Tuli Lane, Kolkata- 700013
16. Bipin Bihari Dey KMCP School (Day) 11 B, Brojen Ganguly Lane, Kolkata- 700033
17. 75/2c, Rafi Ahmed Kidwai Road, KMCP School, Kolkata- 700016.
18. Dharmadas Trust Model K.M.C.P School, 13/1 Nepal Bhattacharjee Street, Kolkata
19. KMCP School, Rafi Ahmed Kidwai Road Kolkata - 700016
20. Rameshwarpur Road., KMCP School I-93/1, Rameshwarpur Road, Kolkata- 700024
21. KMCP School (Morning) 58, Narkel Danga, North Road, Kolkata - 700011
22. Sahababad KMCP School, Kolkata - 700105
23. KMCP School (Day),10, Harshi Street, Kolkata
24. KMCP School (Morning) Taratala Staff Colony, Kolkata - 700088
25. Munshi Premchand KMCP School (Morning) 3, Hospital Lane, Kolkata - 700022
26. KMCP School (Day), 240 Tiljala Road, Kolkata - 700046
27. KMCP School (Day), Dr. Lal Mohan Bhattacharjee Road, Kolkata - 700014
28. Munshi Premchand KMCP School (Day), 3, Hospital Lane, Kolkata- 700022
29. K.M.C.P School (Morning), 11/A Topsia Road, Kolkata
30. 470, VIP Nagar KMCP Odia Medium School, 265/ 108 Od, Batch- 16, Kolkata – 700100

### Chennai

1. Government High School, Bakthavachalah Colony, Vyasarpadi, Chennai- 600039
2. Government High School, Kodungaiyur, Chennai- 600118
3. Government High School, South Jagannathan Nagar, Chennai
4. Government Higher Secondary School, G K M Colony, Chennai- 600082
5. Government Higher Secondary School, M K B Nagar, Chennai
6. Government Girls Higher Secondary School, Villivakkam, Chennai- 600049
7. Railway Colony Aided High School, Moorse St, Ayanavaram, Chennai- 600023
8. ELM Fabricius Higher Secondary School, Purasawalkam High Road, Chennai- 600007
9. ICF Aided Higher Secondary School, ICF Colony, Chennai- 600038
10. The Madras Progressive Union Higher Secondary School, Audiappa Street, Chennai- 600079

11. Pananthepe Railway Colony Aided Higher Secondary School, Ayanavaram, Chennai- 600023
12. Singaram Pillai Higher Secondary School, MTH Road, Villivakkam, Chennai- 600049
13. Government Girls High School, Usman Road, Chennai- 600017
14. Government Madrasa I Azam Higher Secondary School, Annasalai, Chennai- 600002
15. Government Higher Secondary School, Pudur, West Mambalam, Chennai- 600083
16. Government Higher Secondary School, Arcot Road, Chennai - 600024
17. Government Higher Secondary School, Anna Main Road, Chennai- 600078
18. Government Higher Secondary School, CMDA Colony, Chennai- 600106
19. Government Girls Higher Secondary School, Ashok Nagar, Chennai- 600083
20. Government Model Higher Secondary School, Triplicane, Chennai- 600005
21. Government Higher Secondary School, Egmore, Chennai- 600008
22. Government Girls Higher Secondary School, Virugambakkam, Chennai- 600092
23. Chintadripet Higher Secondary School, Dy Mayor Kabalamurthy Road, Chennai- 600002
24. C D Nayagam T Nagar Higher Secondary School, Venkatanarayana Road, Chennai- 600017
25. Kesari Higher Secondary School, Theyagaraya Road, Chennai- 600017
26. Chintadripet Kalyanam Girls Higher Secondary School, Lafond Street, Chennai- 600002
27. Sri R K M Sarada Vidyalaya Girls Higher Secondary School, Usman Road, Chennai- 600017
28. Government Higher Secondary School, Throwpathy AmmanKoil St, Chennai- 600042
29. Government Hobart Higher Secondary School for Muslim Girls, Whites Road, Chennai- 600014
30. Government Higher Secondary School (Aringnar Anna), Urur Adyar, Chennai- 600090
31. Government Model Higher Secondary School, Saidapet, Chennai- 600015
32. Government Girls Higher Secondary School (Jaigopal Garodia), Saidapet, Chennai- 600015
33. Lady Willingdon Higher Secondary School, Triplicane, Chennai- 600005
34. Government Higher Secondary School, Nandanam, Chennai - 600035
35. Wesley Higher Secondary School, Royapettah, Chennai- 600014
36. YMCA College Sports Higher Secondary School, Annasalai, Chennai- 600035
37. Rani Meyyammai Girls Higher Secondary School, R K Mutt Road, R A Puram, Chennai- 600028
38. Kesari Higher Secondary School, Mylapore Chennai- 600004
39. Savitriammal Oriental Higher Secondary School, Royapettah High Road, Mylapore, Chennai- 600004
40. Government Girls Higher Secondary School, Choolaimedu, High Road, Chennai- 600094
41. Prsidency Girls Higher Secondary School, Egmore, Chennai- 600008
42. Government Muslim High School, Seven Wells Street, Chennai - 600001
43. Government Muslim High School, Asirvadhapuram, Chennai - 600108
44. Government Muslim High School, Taher Sahib Street, Chennai - 600002
45. Government Girls Middle School, Egmore, Chennai- 600008
46. Hindu Higher Secondary School, Big Street, Triplicane, Chennai- 600005
47. The Kellett Higher Secondary School, B V Street, Triplicane, Chennai- 600005
48. Muslim Higher Secondary School, Triplicane High Road, Chennai- 600005
49. Sir Theagaraya College Higher Secondary School, Mannappan Street, Korukkupet, Chennai- 600021
50. Pachiyappa College Higher Secondary School Broadway Chennai
51. NKT Boys National High School, Chennai