

## ASSESSMENT OF SCHOOL SANITATION PROJECT UNDER CSR INITIATIVE: A STUDY OF GANNAUR DEVELOPMENT BLOCK, SONIPAT DISTRICT HARYANA

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*Abstract: Individual health and hygiene is largely dependent on adequate availability of drinking water and proper sanitation. There is, therefore, a direct relationship between water, sanitation and health. Consumption of unsafe drinking water, improper disposal of human excreta, improper environmental sanitation and lack of personal and food hygiene have been major causes of many diseases in developing countries. India is no exception to this. Prevailing high infant mortality rate is also largely attributed to poor sanitation. The concept of sanitation was expanded to include personal hygiene, home sanitation, safe water, garbage disposal, excreta disposal and waste water disposal. Provision of basic services such as water supply, sewerage, sanitation, solid waste disposal and street lighting has traditionally been the responsibility of the local governments. School sanitation assumes greater significance in the context of inclusive education and social development. Though, Government of India has invested a huge amount on promotion of rural sanitation however, most of the schools do not have the basic facilities of sanitation, hygiene and availability of drinking water. In view of the growing importance of school sanitation, Sulabh Sanitation Mission Foundation with financial support from Rural Electrification Corporation, Government of India has created sanitation infrastructure such as submersible pumps, water tanks, toilets and urinals for students as well as teachers and staff in selected schools in Gannur Development Block of Sonipat District in Haryana. Present paper highlights the impact of school sanitation project in Sonipat districts of Haryana.*

### INTRODUCTION

India is home of almost 20 per cent of the world's children. More than one third of the country's population, around 400 million, is

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below 18 years. By 2016, India's child population below 14 years of age is expected to stabilize around 350 million. No other nation in the world including China is likely to enjoy the benefits of having such a large young population in the years to come. It is only by ensuring that India's children are well cared for, well protected and well supported that India can attain the Millennium Development Goals by 2015 and be counted in the league of developed nations. The health and nutrition status of children has been an area of major concern for policy makers, health administrators, child development specialists and the public at large. Education is the most important factor, which influence overall development of the society at large and household in particular. The positive correlation between women's education and lower fertility, child mortality and other social development indicators are well recognized. While literacy rates both for males and females have been increasing, the gender gap between males and females is found to be significantly high. School-based administrative data suggest that India has made impressive gains in reducing the male-female gap in the gross primary enrolment rate in the last 50 years.

The theme of corporate social responsibility assumes pivotal significance in the changed business environment. Corporate social responsibility is the commitment of business to contribute to sustainable economic development. The history of corporate social responsibility is very old however; India has a long journey from philanthropy to public private people partnerships. The social investment and initiatives by some of the corporate houses in India is beyond the corporate governance as a large chunk of deprived, vulnerable, poor and backward population and areas are being benefited by them directly and indirectly. While corporate governance is about promoting corporate fairness, transparency and accountability, the social investment by corporate houses has improved its overall brand image and business performance. Rural Electrification Corporation, Government of India is a public sector enterprise which is also engaged in social development through engaging national level civil society organizations. The Corporation has engaged Sulabh Sanitation Mission Foundation for promotion of school sanitation under corporate social responsibility in India.

School Sanitation and Hygiene Education is a very attractive issue not only from the political but also from a social perspective. It is based on the premise that children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings and information on hygiene. If these conditions are created, children come to school, enjoy learning, learn better and take back to their families concepts and practices on sanitation and hygiene. In this way, investment in education is more productive. Such conditions have an even greater positive outcome for girls who often stay away from or drop out of schools which do not have toilet facilities. The provision of safe water and sanitation facilities in schools is a first step towards a healthy physical learning environment benefiting both learning and health. However, the mere provision of facilities does not make them sustainable or produce the desired impact. It is the use of technical facilities and the related appropriate hygiene behaviours of people that provide health benefits. In schools, hygiene education aims to promote those practices that will help prevent water and sanitation-related diseases as well as promoting healthy behaviour in the future generation of adults. The combination of adequate facilities, correct behavioural practices and education is meant to have a positive impact on the health and hygiene conditions of the community as a whole, both now and in the future. The success of a school hygiene programme is therefore not determined only by the number of latrines constructed and the number of hand pumps installed or water connections built. Nor is the success of a programme determined simply by what children know. Knowledge that is not applied to hygiene behaviour in practice has no impact on health. School sanitation and hygiene education therefore refers to the combination of hardware and software components that are necessary to produce a healthy school environment and to develop or support safe hygiene behaviours. The hardware components include drinking water, hand washing and excreta disposal, solid waste disposal facilities in and around the school compound. The software components are the activities that promote conditions at school and practices of school staff and children that help to prevent water and sanitation-related diseases and parasites. The benefits of school sanitation programme include the following attributes:

- **Effective learning:** Children perform better when they function in a hygienic and clean environment.
- **Increases enrolment of girls:** The lack of private sanitary facilities for girls can discourage parents from sending girls to school and contributes to the drop out of girls, particularly at puberty.
- **Reduces incidence of disease and worm infections:** If school sanitation and hygiene facilities are absent, or are badly maintained and used, schools become health hazards.
- **Environmental cleanliness:** Presence and the proper use of facilities will prevent pollution of the environment and limit health hazards for the community at large.
- **Implementing children's rights:** Children have the right to be as healthy and happy as possible. Being clean, healthy and having clean water and proper sanitation facilities contribute to a happy childhood.

School Sanitation and Hygiene Education is globally recognized as a key intervention to promote children's right to health and clean environment and to influence a generational change in health promotion behaviour and attitudes. It is now known that not only the quality of teaching but also the environment, especially the availability of safe drinking water and sanitation together with good hygiene practices, influence learning. A focus on school sanitation stems from the fact that children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings and information on hygiene. If these conditions are created, children come to school, enjoy learning, learn better and take back to their families, especially siblings, concepts and practices on sanitation and hygiene. In this way, investment in education is more productive.

The Government of India and UNICEF have identified school sanitation as a key area of collaboration, recognizing that improved hygiene practices and a clean school environment are contributory factors to ensuring that children can enjoy an acceptable standard of health. The need for this is highlighted by the deprivation in primary schools which lack safe drinking water and toilet facilities.

Around 50 percent of schools still do not have safe drinking water on the school premises. Only about 15 percent have any kind of toilet or urinal. Separate facilities for girls are even less well provided. Where they do exist they are so poorly maintained are grossly inadequate and even most children do not use them. Instead they find a place to relieve themselves in some corner of the school compound or behind the school in some vacant plot. Growing girls have to endure this hardship, and this often results in them dropping out of school or absenting themselves after recess when they go home and do not return to school. The Government of India has made school sanitation one of the main components of the Restructured Central Rural Sanitation Program. Beginning with 58 pilot districts in 1999, the Government has since committed resources to support a Total Sanitation Campaign in 250 districts with school sanitation as a central component. The potential of collaborating with the District Primary Education Program and the Sarva Shiksha Abhiyan (SSA) are immense. Government of India has invested huge amount on Bharat Nirman for the creation of basic infrastructure including rural sanitation in India. However, most of the schools do not have the provision for sanitation and availability of safe drinking water. In view of the growing importance of school sanitation, Rural Electrification Corporation approached to Sulabh Sanitation Mission Foundation for creation of water utilities and pockets of toilets and urinals for students as well as teachers in selected schools in Gannor Development Block of Sonapat District in Haryana.

Present paper is based on impact study on school sanitation project under CSR initiative of Rural Electrification Corporation, Government of India and Sulabh Sanitation Mission Foundation, New Delhi, conducted by Ananya Institute for Development Research and Social Action, Lucknow during 2013. The study purports to assess the impact of sanitation project under CSR initiative in Gannaur development block of Sonipat district of Haryana. The study is based on primary data collected through field survey in the selected schools. All the schools where sanitation work under the CSR Project has been carried out were selected for field survey besides compiling of information pertaining to physical performance. The field survey has been carried out with the help of

structured interview schedules for teachers/staff and students. An observation schedule was also developed for examining the conditions of toilets, urinals, water utilities and school environment. The field data has been thoroughly checked and processed for tabulation. Primary data has been interpreted, analyzed and discussed while policy recommendations are based on analysis of data and critical appreciation of literature.

### PROFILE OF SELECTED SCHOOLS

There were 4663 students in all seven selected schools. The proportion of girl students against the total number of students was reported to be 47.91 per cent. The proportion of girl students was recorded significant in Govt. GSSS Ghumar (66 per cent) followed by Govt. GSSS Sheikhpura (54.5 per cent) and Govt. GSSS Ahulana (Table 1).

**Table 1**  
**Students Strength in Selected Schools**

<i>Name of School</i>	<i>Total Number of Students</i>	<i>Boys</i>	<i>Girls</i>
Govt. GSSS, Khubru	456	242	214
Govt. GSSS, Ahulana	650	300	350
Govt. GSSS, Kher Gujjar	917	553	364
Govt. GSSS, Ghumar	250	85	165
Govt. GSSS, Shahzadpura	500	260	240
Govt. GSSS, Sheikhpura	550	250	300
Govt. GSSS, Bega	1340	739	601
Total	4663	2429	2234

*Source:* Field Survey.

There were 177 teachers in all the selected seven schools. The proportion of female teachers was reported to be 31.64 per cent. The proportion of female teachers was recorded significant in Govt. GSSS Ghumar (58.8 per cent) while it was reported low in Govt. GSSS Ahulana (Table 2).

**Table 2**  
**Teachers Strength in Selected Schools**

<i>Name of School</i>	<i>Total Number of Teachers</i>	<i>Male</i>	<i>Female</i>
Govt. GSSS, Khubru	26	17	9
Govt. GSSS, Ahulana	27	21	6
Govt. GSSS, Kher Gujjar	31	21	10
Govt. GSSS, Ghumar	17	7	10
Govt. GSSS, Shahzadpura	20	14	6
Govt. GSSS, Sheikhpura	27	19	8
Govt. GSSS, Bega	29	22	7
Total	177	121	56

Source: Field Survey.

There was 24 supporting staff in all the selected schools. Thus, the average number of staff in schools has been reported to be very low. The proportion of female staff has been reported to be negligible (Table 3).

**Table 3**  
**Staff Strength in Selected Schools**

<i>Name of School</i>	<i>Total Number of Staff</i>	<i>Male</i>	<i>Female</i>
Govt. GSSS, Khubru	3	1	2
Govt. GSSS, Ahulana	3	2	1
Govt. GSSS, Kher Gujjar	7	7	0
Govt. GSSS, Ghumar	3	2	1
Govt. GSSS, Shahzadpura	2	2	—
Govt. GSSS, Sheikhpura	2	2	—
Govt. GSSS, Bega	4	4	—
Total	24	20	4

Source: Field Survey.

The number of class rooms is shown in Table 4. Total number of class rooms has been reported to be 141. Government schools in

Ghumar, Sheikhpura and Khubru reported that they have common rooms for boys and girls in their schools.

**Table 4**  
**Number of Class Rooms in Selected Schools**

<i>Name of School</i>	<i>Total Number of Class Rooms</i>	<i>Class Rooms for Boys</i>	<i>Class Rooms for Girls</i>	<i>Common Rooms</i>
Govt. GSSS, Khubru	9	—	—	9
Govt. GSSS, Ahulana	26	13	13	—
Govt. GSSS, Kher Gujjar	31	15	16	—
Govt. GSSS, Ghumar	15	—	—	15
Govt. GSSS, Shahzadpura	18	9	9	—
Govt. GSSS, Sheikhpura	12	—	—	12
Govt. GSSS, Bega	30	15	15	—
Total	141	52	53	36

*Source:* Field Survey.

The field observation simply demonstrates that the schools have good environment, sanitation facilities and good strength of students and teachers. However, the proper maintenance of water utilities and toilets as well as urinals has not been ensured due to various factors such as less priority, low motivation and non-availability of additional funds for maintenance etc.

#### **PHYSICAL PERFORMANCE**

Sulabh Mission Foundation under CSR Project has taken up seven government schools in Gannaur Development Block of Sonapat district in Haryana. In each selected school, construction of water utilities and sanitation infrastructure has been ensured in integrated manner. The Foundation has installed 9 submersible pumps in all the schools. Two submersible pumps each in Khubru and Shahzadpura installed while in other schools only one submersible pump in each school was installed. The submersible pumps were well connected with water tanks and electric fitting. The toilets were also connected with water source. As mentioned earlier, 9



submersible pumps and 14 water tanks were constructed under the CSR Project. The average distance of water source from toilets has been reported in between 15 to 50 meters. Number of toilets constructed is shown in Table 5. Overall, 37 toilets were constructed for students and teachers/staff. 17 toilets for boys and 15 toilets for girls were separately constructed in the selected schools. Only 5 toilets were constructed for teachers/staff in Khubru, Shahzadpura, Sheikhpur and Bega. The number of toilets for boys was reported high in Kher Gujjar while the number of toilets for girls was reported high in Shahzadpura. However, the number of toilets has been reported to be grossly inadequate as per the total number of enrolment of students is concerned.

**Table 5**  
**Number of Toilets Constructed**

<i>Name of School</i>	<i>For Boys</i>	<i>For Girls</i>	<i>For Teachers/ Staff</i>	<i>Total</i>
Govt. GSSS, Khubru	2	2	1	5
Govt. GSSS, Ahulana	1	1	0	2
Govt. GSSS, Kher Gujjar	5	2	0	7
Govt. GSSS, Ghumar	2	2	0	4
Govt. GSSS, Shahzadpura	3	4	2	9
Govt. GSSS, Sheikhpura	2	2	1	5
Govt. GSSS, Bega	2	2	1	5
Total	15	15	5	37

*Source:* Field Survey.

The number of urinals constructed is shown in Table 6. Overall, 68 urinals were constructed in the schools. The number of urinals was reported significantly high in Shahzadpura, Ahulana and Ghumer. 39 urinals for boys and 24 urinals for girls and only 5 urinals for teachers /staff were constructed in the schools.

Child friendly toilets and blocks of urinals were constructed in all the selected schools. There has been provision of kitchen gardening, pictorial drawing, quality tiles upto door height, quality syntax doors, wash basins with tapes on different heights, mirrors,

**Table 6**  
**Number of Urinals Constructed**

<i>Name of School</i>	<i>For Boys</i>	<i>For Girls</i>	<i>For Teachers/ Staff</i>	<i>Total</i>
Govt. GSSS, Khubru	2	2	1	5
Govt. GSSS, Ahulana	12	4	0	16
Govt. GSSS, Kher Gujjar	0	0	0	0
Govt. GSSS, Ghumar	8	4	0	12
Govt. GSSS, Shahzadpura	10	10	2	22
Govt. GSSS, Sheikhpura	1	1	1	3
Govt. GSSS, Bega	6	3	1	10
Total	39	24	5	68

*Source:* Field Survey.

separate entrance for boys and girls into toilet and urinals blocks, provision of cement concrete widow shuffle and roof cut out with plastic sheet shed for ventilation, water tank of 2000 liters with proper connection and fittings, provision of incinerator for safe disposal of sanitary napkins and provision of leach pits.

The main source of water is submersible pump. The toilets have well connected with water source i.e. water tank. All physical items were found in good condition and properly placed. The toilets for teachers and staff are common while separate toilets and urinals for boy and girl students have been constructed. Condition of toilets has been reported to be neat and clean however, in some of the cases they were found dilapidated due to lack of proper maintenance. The school management reported that after the school timings, the toilets are being locked in order to avoid misuse and spoiling. In order to promote school sanitation and healthy sanitation practices, pictorial wall writings and paintings have been ensured in each school. The quality of sanitary wares, electric goods and other items has been reported to be quite good.

The Foundation has organized 7 advocacy workshops in all the schools in order to make aware and sensitize students regarding sanitation and hygiene practices as well as constitution of Child

Cabinet in each school. The aim of the workshop was to promote hygiene practices among school children by use of safe sanitary facilities and behavioural and attitudinal change. In the workshops, students and teachers participated while the community members including parents and individual families also learned lessons through demonstration effect.

### **PERCEPTION OF SCHOOL TEACHERS**

In view of the examining the impact of sanitation project, a few school teachers were surveyed with the help of structured interview schedules. In this part of the report, an attempt has been made to examine the view perception of school teachers regarding sanitation and its related issues. Overall 21 teachers and staff members were selected for the field survey. In order to ensure the gender representation in the sample, 7 female teaches/staff members were selected. The respondents were asked that whether they are satisfied with the adequacy of water facility in the school. Most of the respondents were found very satisfied and satisfied with the adequacy of water facility in the schools. However, a few respondents in Shahzapura and Kher Gujjar were found dissatisfied with the adequacy of water facility in the schools. Similarly, most of the respondents were found satisfied with the adequacy of wash basins and water tapes in their schools.

Most of the respondents were found very satisfied and satisfied with the condition of water utilities in their schools. However, a significant proportion of respondents was found dissatisfied with the condition of water tapes and wash basins as well as water tank. The respondents were asked that whether there is cleaning of water sources on regular basis. Most of the respondents reported that regular cleaning of water sources has been ensured. However, a small proportion of respondents in a few villages reported that cleaning of water sources is not being ensured. The respondents were asked that whether they have separate toilets for teachers and staff. The school management reported that there is no need to construct separate toilets for teachers and staff as the number of supporting staff is low. However, construction of toilets for male

and female is essential. Separate toilets have been constructed for students. It is to be noted that toilets are being occasionally used as the school toilets are not meant for residential purposes. However, urinals are being used on daily basis. Majority of the respondents reported that they are regularly using the toilets. The condition of toilets has been found to be somewhat satisfactory, though the constructed toilets and urinal blocks have been handed over to the school management recently. However, due to lack of proper maintenance, cleaning on daily basis and other reasons, the condition of toilets has not been found to be good. About 2/3<sup>rd</sup> respondents reported that the toilets are neat and clean however about 1/3<sup>rd</sup> respondents in Bega, Sheikhpura, Ghumar, Ahulana and Khubru reported that toilets are in dilapidated condition. A large number of respondents reported that urinals are neat and clean. However, a significant proportion of respondents in all the villages except in Bega reported that they are in dilapidated conditions. The school management reported that after the closing of school, the toilets are locked by the management so that they are not being misused or spoiled by the villagers. Majority of the respondents reported that the toilets and urinals are regularly cleaned. However, a significant proportion of respondents in all villages except in Kher Gujjar reported that toilets and urinals are cleaned sometimes.

All the schools were reported to be environment friendly in terms of plantation, wall paintings, posters and pictorial drawings. The construction of toilets, water utilities such as water tanks, submersible pumps, wash basins, water tapes, urinal blocks, toilet blocks, bathrooms, etc. have been ensured in the integrated manner, ensuring the standards and quality. There has been provision for cement concrete window shutter and root cut out with plastic sheet shed for ventilation, syntax doors, tiles in bath rooms and toilets/urinals. Most of the respondents reported that there has been provision of kitchen gardening in their schools. However, a significant proportion of respondents reported that there is no such provision in their school. In all schools, soak pits were constructed for proper disposal of waste water however, these soak pits are not properly maintained.

## VIEWS OF STUDENTS

In order to examine the perception of students regarding sanitation services, a field survey was conducted in the selected schools. In each selected school, 15 students were selected. Gender of respondents is shown in Table 7. Majority of the respondents were boys however, representation of girl students was ensured in the sample study in order to examine the sanitation conditions made for girl students.

**Table 7**  
**Gender of Respondents**

<i>Name of School</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Govt. GSSS, Khubru	10	5	15
Govt. GSSS, Ahulana	9	6	15
Govt. GSSS, Kher Gujjar	10	5	15
Govt. GSSS, Ghumar	11	4	15
Govt. GSSS, Shahzadpura	10	5	15
Govt. GSSS, Sheikhpura	11	4	15
Govt. GSSS, Bega	9	6	15

*Source:* Field Survey.

Satisfaction with the adequacy of water facility in the schools is shown in Table 8. Majority of the respondents were found very satisfied and satisfied with the adequacy of water facility in their schools. However, a significant proportion of respondents in Bega, Khubru, Ahulana and Sheikhpura was found dissatisfied with the adequacy of water facility.

Satisfaction with the adequacy of wash basins and water tape is shown in Table 9. Most of the students were found very satisfied and satisfied with the adequacy of wash basins and water tape in the school. A significant proportion of respondents in Bega, Shahzadpura and Sheikhpur reported that they are not satisfied with the adequacy of wash basins and water tapes in their schools.

**Table 8**  
**Satisfaction with the Adequacy of Water Facility in the School**

<i>Name of School</i>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Do Not Satisfied</i>
Govt. GSSS, Khubru	8	4	3
Govt. GSSS, Ahulana	10	3	2
Govt. GSSS, Kher Gujjar	11	3	1
Govt. GSSS, Ghumar	9	5	1
Govt. GSSS, Shahzadpura	10	4	1
Govt. GSSS, Sheikhpura	9	4	2
Govt. GSSS, Bega	8	2	5

*Source:* Field Survey.

**Table 9**  
**Satisfaction with the Adequacy of Wash Basins and Tape in School**

<i>Name of School</i>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Do Not Satisfied</i>
Govt. GSSS, Khubru	10	4	1
Govt. GSSS, Ahulana	9	5	1
Govt. GSSS, Kher Gujjar	10	5	0
Govt. GSSS, Ghumar	11	2	2
Govt. GSSS, Shahzadpura	8	4	3
Govt. GSSS, Sheikhpura	7	6	2
Govt. GSSS, Bega	6	6	3

*Source:* Field Survey.

Satisfaction with the condition of water utilities is shown in Table 10. Most of the respondents were found very satisfied and satisfied with the condition of water utilities. However, a significant proportion of respondents were found dissatisfied with the number of submersible pumps.

**Table 10**  
**Satisfaction with the Condition of Water Utilities**

<i>Utility</i>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Do Not Satisfied</i>
Wash Basin	10	5	0
Water Tank	12	3	0
Water Tap	13	2	0
Submersible Pump	10	2	3

*Source:* Field Survey.

The students were asked that whether water sources are regularly cleaned. Majority of the students reported that the water sources are regularly cleaned however, a large proportion of respondents were also found stating that water utilities are not properly cleaned on regular basis (Table 11).

**Table 11**  
**Whether Cleaning of Water Sources Regularly Ensured**

<i>Name of School</i>	<i>Yes</i>	<i>No</i>	<i>Cannot Say</i>
Govt. GSSS, Khubru	10	5	0
Govt. GSSS, Ahulana	11	4	0
Govt. GSSS, Kher Gujjar	9	5	1
Govt. GSSS, Ghumar	8	4	3
Govt. GSSS, Shahzadpura	10	4	1
Govt. GSSS, Sheikhpura	11	4	0
Govt. GSSS, Bega	10	4	1

*Source:* Field Survey.

The students were asked that whether they have separate toilets. Separate toilets for students and teachers/staff have been constructed under the sanitation project in all the schools. Interestingly, separate toilets for male and female have also been constructed as their needs are different (Table 12).

**Table 12**  
**Do You Have Separate Toilets**

<i>Name of School</i>	<i>For Boys</i>	<i>For Girls</i>
Govt. GSSS, Khubru	10	5
Govt. GSSS, Ahulana	9	6
Govt. GSSS, Kher Gujjar	10	5
Govt. GSSS, Ghumar	11	4
Govt. GSSS, Shahzadpura	10	5
Govt. GSSS, Sheikhpura	11	4
Govt. GSSS, Bega	9	6

*Source:* Field Survey.

Usage of toilets is shown in Table 13. Most of the students reported that the toilets are being used by them on regularly basis. It is to be noted that the children occasionally used toilets as they do not require toilets during the day time since the schools are not residential in nature. However, the construction of toilets may increase the confidence among the students that they can use toilets when they feel so.

**Table 13**  
**Usage of Toilets**

<i>Name of School</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Occasionally</i>	<i>Never</i>
Govt. GSSS, Khubru	8	4	3	0
Govt. GSSS, Ahulana	9	2	3	1
Govt. GSSS, Kher Gujjar	8	4	1	2
Govt. GSSS, Ghumar	10	5	0	0
Govt. GSSS, Shahzadpura	6	6	2	1
Govt. GSSS, Sheikhpura	7	3	2	3
Govt. GSSS, Bega	8	2	2	3

*Source:* Field Survey.

The condition of toilets is shown in Table 14. Majority of the respondents reported that the condition of toilets is good. The toilets



are neat and clean as per view of students. However, a large number of students reported that the toilets are in dilapidated condition due to lack of maintenance and cleaning on daily basis.

**Table 14**  
**Condition of Toilets**

<i>Name of School</i>	<i>Neat and Clean</i>	<i>Dilapidated</i>	<i>Not Good</i>
Govt. GSSS, Khubru	10	4	1
Govt. GSSS, Ahulana	10	5	0
Govt. GSSS, Kher Gujjar	12	3	0
Govt. GSSS, Ghumar	8	6	1
Govt. GSSS, Shahzadpura	9	6	0
Govt. GSSS, Sheikhpura	10	5	0
Govt. GSSS, Bega	9	5	1

*Source:* Field Survey.

Condition of urinals is shown in Table 6.9. Though, majority of the respondents reported that urinals are neat and clean however, a large proportion of respondents revealed that these are in dilapidated condition.

**Table 15**  
**Condition of Urinals**

<i>Name of School</i>	<i>Neat and Clean</i>	<i>Dilapidated</i>	<i>Not Good</i>
Govt. GSSS, Khubru	10	4	1
Govt. GSSS, Ahulana	10	5	0
Govt. GSSS, Kher Gujjar	12	3	0
Govt. GSSS, Ghumar	8	6	1
Govt. GSSS, Shahzadpura	9	6	0
Govt. GSSS, Sheikhpura	10	5	0
Govt. GSSS, Bega	9	5	1

*Source:* Field Survey.

The frequency of cleaning of toilets and urinals is shown in Table 16. A large proportion of respondents reported that toilets and

urinals are regularly cleaned. A significant proportion of respondents also revealed that toilets and urinals are cleaned sometimes.

**Table 16**  
**Frequency of Cleaning of Toilets and Urinals**

<i>Name of School</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Occasionally</i>	<i>As Per Need</i>
Govt. GSSS, Khubru	8	4	2	1
Govt. GSSS, Ahulana	9	3	1	2
Govt. GSSS, Kher Gujjar	10	5	0	0
Govt. GSSS, Ghumar	11	2	1	1
Govt. GSSS, Shahzadpura	10	2	3	0
Govt. GSSS, Sheikhpura	11	2	2	0
Govt. GSSS, Bega	7	4	3	1

*Source:* Field Survey.

Condition of school environment is shown in Table 17. Most of the students reported that schools have proper ventilation, proper space in class rooms for sitting of students, space for playground, plants and trees in campus and neat and clean campus. A significant proportion of respondents also reported that regular health checkup of students has also been ensured.

**Table 17**  
**Condition of School Environment**

<i>Name of School</i>	<i>Proper Ventilation</i>	<i>Proper Space in Class Rooms</i>	<i>Regular Health Checkup</i>	<i>Play Ground</i>	<i>Plants and Trees in Campus</i>	<i>Neat and Clean Campus</i>
Govt. GSSS, Khubru	15	15	5	15	15	9
Govt. GSSS, Ahulana	15	15	1	15	15	10
Govt. GSSS, Kher Gujjar	15	15	6	15	15	12
Govt. GSSS, Ghumar	15	15	2	15	15	13
Govt. GSSS, Shahzadpura	15	15	7	15	15	11
Govt. GSSS, Sheikhpura	15	15	1	15	15	8
Govt. GSSS, Bega	15	15	3	15	15	7

*Source:* Field Survey.

The students were asked that whether school is environment friendly. Most of the students reported that school is environment friendly as schools have plantations, wall paintings, and posters. A few students also reported that pictorial drawings in some of the schools have been made by the school management (Table 18).

**Table 18**  
**Whether School is Environment Friendly**

<i>Particulars</i>	<i>Yes</i>	<i>No</i>
Posters	70	35
Wall Paintings	100	5
Plantation	100	5
Conservation of Water Bodies	5	199
Pictorial Drawing	20	85
Others	00	00

*Source:* Field Survey.

The students were asked that whether school has facility for disposal of sanitary napkins. All the concerned students reported that there is no such facility in the schools (Table 19).

**Table 19**  
**Whether School has Facility for Disposal of Sanitary Napkins**

<i>Name of School</i>	<i>Yes</i>	<i>No</i>	<i>Cannot Say</i>
Govt. GSSS, Khubru		5	10
Govt. GSSS, Ahulana		6	9
Govt. GSSS, Kher Gujjar		5	10
Govt. GSSS, Ghumar		4	11
Govt. GSSS, Shahzadpura		5	10
Govt. GSSS, Sheikhpura		4	11
Govt. GSSS, Bega		6	9

*Source:* Field Survey.

The provision of kitchen gardening in the schools is shown in Table 20. Majority of the students reported that there is provision for kitchen garden in the schools

**Table 20**  
**Whether There is a Provision of Kitchen Gardening in the School**

<i>Name of School</i>	<i>Yes</i>	<i>No</i>
Govt. GSSS, Khubru	12	3
Govt. GSSS, Ahulana	10	5
Govt. GSSS, Kher Gujjar	8	7
Govt. GSSS, Ghumar	10	5
Govt. GSSS, Shahzadpura	11	4
Govt. GSSS, Sheikhpura	13	2
Govt. GSSS, Bega	14	1

*Source:* Field Survey.

Impact of sanitation project is shown in Table 21. Most of the students reported that sanitation project has positive impact. The project has ensured construction of toilet and urinal blocks, wash

**Table 21**  
**Impact of Sanitation Project**

<i>Particulars</i>	<i>Yes</i>	<i>No</i>	<i>Can Not Say</i>
Construction of toilet and urinal blocks	90	10	5
Construction of wash room with taps	80	20	5
Provision of kitchen gardening	90	5	10
Water connection/Water Tank and Tap	90	8	7
Provision of incinerator	100	5	00
Improving of sanitation and menstrual hygiene	80	20	5
Proper drainage and soak pits	70	20	15
Community learning for total sanitation campaign and healthier practices	80	15	10

*Source:* Field Survey.

rooms with water taps, provision of kitchen gardening, water connection, construction of water tank and proper drainage with soak pits. The project has also resulted in improved sanitation and menstrual hygiene, provision of incinerator for safe disposal of sanitary napkins and promotion of total sanitation campaign.

The survey of students reveals that the sanitation project has good impact on school sanitation and promotion of healthy sanitation practices. The construction of water utility and sanitary infrastructure such as toilet and urinal blocks has ensured the availability of sanitation services to the students. It has also improved the menstrual hygiene and dignity among the girls.

## **CONCLUSION**

School sanitation assumes greater significance in the context of inclusive education and social development. Though, Government of India has invested a huge amount on promotion of rural sanitation however, most of the schools do not have the basic facilities of sanitation, hygiene and availability of drinking water. In view of the growing importance of school sanitation, Sulabh Sanitation Mission Foundation with financial support from Rural Electrification Corporation, Government of India has created sanitation infrastructure such as submersible pumps, water tanks, toilets and urinals for students as well as teachers and staff in selected schools in Gannur Development Block of Sonipat District in Haryana. The sanitation activities in seven schools have long term impact on school sanitation. The provision of toilets, urinals, bath rooms, kitchen gardening, water tanks, submersible pumps and proper electric and building fittings and connections have improved sanitation and hygiene in rural schools. The formations of Child Cabinets are also likely to play a catalyst role in maintenance of the pockets of toilets, urinals, bath rooms and water utilities. The provision of incinerator and facility for disposal of sanitary napkins and also the provision of urinals for girls is likely to improve the menstrual hygiene among the girl students as they cannot afford open defecation and urination in open. Though, the quality of materials for the construction of water utilities and creation of sanitation services has been used by the Mission Foundation however, the proper maintenance of these

services and utilities is doubtful in the long run as in some of the cases the toilets and urinals were found in dilapidated conditions. Therefore, it is suggested that there should be proper arrangement of maintenance, regular cleaning of toilets and urinals and effective functioning of Child Cabinets with active involvement of students in maintenance of sanitation services. It is also imperative to mobilize other corporate houses for social investment in school sanitation so that in the rural and remote areas, more schools may avail the sanitation services.